

3rd Edition
Ventures 
STUDENT'S BOOK

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SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> Exchanging information Discussing study habits and strategies 	<ul style="list-style-type: none"> Listening to people talk about study habits and strategies Asking about study habits and strategies Talking about classmates' study habits and strategies 	<ul style="list-style-type: none"> Study habits and strategies 	<ul style="list-style-type: none"> past continuous and simple past simple past and present perfect
Unit 1 Personal information pages 6–17 Topic: Ways to be smart	<ul style="list-style-type: none"> Describing personal strengths Expressing opinions Expressing agreement and disagreement 	<ul style="list-style-type: none"> Asking about aptitudes Discussing multiple intelligences Giving opinions 	<ul style="list-style-type: none"> Adjectives and adverbs Multiple intelligences Prefixes and roots 	<ul style="list-style-type: none"> Nouns, verbs, adjectives, and adverbs Noun clauses with <i>that</i> <i>so</i> and <i>that</i>
Unit 2 At school pages 18–29 Topic: Planning for success	<ul style="list-style-type: none"> Inquiring about educational opportunities Describing educational goals Describing successful people 	<ul style="list-style-type: none"> Asking about courses and classes Discussing how to continue one's education Discussing obstacles and successes 	<ul style="list-style-type: none"> Education and careers Educational requirements 	<ul style="list-style-type: none"> The present passive Infinitives after the passive <i>be + supposed to</i> and <i>be + not supposed to</i>
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding a conversation 		
Unit 3 Friends and family pages 32–43 Topic: Parents and children	<ul style="list-style-type: none"> Discussing appropriate behaviors at home and school Using polite forms of language 	<ul style="list-style-type: none"> Asking about rules at home and at school Asking questions indirectly Talking about past events and experiences 	<ul style="list-style-type: none"> Rules and expectations Word families 	<ul style="list-style-type: none"> Indirect <i>Wh-</i> questions Indirect <i>Yes / No</i> questions <i>say</i> and <i>tell</i> with reported speech
Unit 4 Health pages 44–55 Topic: Stressful situations	<ul style="list-style-type: none"> Discussing stress Expressing necessity and lack of necessity Making suggestions Expressing past regrets 	<ul style="list-style-type: none"> Asking about stress Discussing ways to cope with stress Giving advice about past actions 	<ul style="list-style-type: none"> Stress and ways to cope Suffixes 	<ul style="list-style-type: none"> <i>should, shouldn't, have to, don't have to</i> <i>should have</i> and <i>shouldn't have</i> <i>must</i> and <i>may / might</i>
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding a phone conversation 		
Unit 5 Around town pages 58–69 Topic: Community involvement	<ul style="list-style-type: none"> Describing volunteer responsibilities Describing a sequence of events Describing repeated actions in the past and present 	<ul style="list-style-type: none"> Asking about volunteer activities Discussing personal experiences of volunteering or helping people Discussing schedules 	<ul style="list-style-type: none"> Volunteerism Positive and negative words 	<ul style="list-style-type: none"> Clauses with <i>until</i> and <i>as soon as</i> Repeated actions in the present and past Contrasting <i>used to</i> and <i>be used to</i>

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a paragraph about bad weather 	<ul style="list-style-type: none"> Writing sentences about your partner 	<ul style="list-style-type: none"> Discussing study habits and strategies for learning English 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about multiple intelligences Skimming to predict what a reading is about 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a primary intelligence Using a topic sentence and supporting details 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a visual diagram 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about an immigrant family Scanning to find specific information 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a successful person Using specific details such as facts, examples, and reasons 	<ul style="list-style-type: none"> Using a dictionary or thesaurus to identify synonyms Reading and understanding a chart about the location of vocational classes 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> -ed verb endings
<ul style="list-style-type: none"> Reading an article about barriers between generations Noticing words that repeat to get an idea of what a reading is about 	<ul style="list-style-type: none"> Writing an expository paragraph about a difference between generations Using a transition within a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a chart Interpreting census bureau information 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about stress Relating the title and section heads to personal experience 	<ul style="list-style-type: none"> Writing a descriptive paragraph about how to cope with stress Using causes and effects to organize a paragraph 	<ul style="list-style-type: none"> Reading and understanding a bar graph Discussing stress in the workplace 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Contrasting intonation of direct and indirect <i>Wh</i>- questions
<ul style="list-style-type: none"> Reading an article about volunteers Using context clues to guess if the meaning of a word is positive or negative 	<ul style="list-style-type: none"> Writing a descriptive paragraph about someone who made a difference Making writing more interesting by including details that answer <i>Wh</i>-questions 	<ul style="list-style-type: none"> Reading and understanding ads for volunteer positions Discussing volunteer activities 	<ul style="list-style-type: none"> Pronouncing key vocabulary

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Time pages 70–81 Topic: Time and technology	<ul style="list-style-type: none"> Expressing agreement and disagreement Giving opinions and reasons 	<ul style="list-style-type: none"> Talking about time-saving devices Discussing the advantages and disadvantages of technology 	<ul style="list-style-type: none"> Technology and time-saving devices Words with multiple definitions 	<ul style="list-style-type: none"> <i>although</i> Contrasting <i>because</i> and <i>although</i> <i>so</i> and <i>such</i>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> Understanding a radio interview 		
Unit 7 Shopping pages 84–95 Topic: Buying and returning merchandise	<ul style="list-style-type: none"> Explaining problems with a purchase Discussing preferences Explaining mistakes Asking for information about store policies 	<ul style="list-style-type: none"> Asking about returning merchandise Asking about store policies Talking about shopping mistakes Describing people, places, and things 	<ul style="list-style-type: none"> Buying and returning merchandise Compound nouns 	<ul style="list-style-type: none"> <i>who, that</i> and <i>which</i> as the subject of an adjective clause <i>that</i> as the object of an adjective clause Clarifying questions
Unit 8 Work pages 96–107 Topic: Success at work	<ul style="list-style-type: none"> Giving advice Making suggestions Explaining job responsibilities Describing the duration of an activity 	<ul style="list-style-type: none"> Discussing work schedules Talking about workplace problems and their solutions Asking questions about work experiences 	<ul style="list-style-type: none"> Job responsibilities and skills Prefixes and roots 	<ul style="list-style-type: none"> Contrasting present perfect and present perfect continuous Adjectives ending in <i>-ed</i> and <i>-ing</i> Polite requests and offers
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> Understanding a class lecture 		
Unit 9 Daily living pages 110–121 Topic: Saving our planet	<ul style="list-style-type: none"> Describing environmental issues and concerns Giving advice Making suggestions Describing actions one can take 	<ul style="list-style-type: none"> Asking questions about “saving our planet” Discussing causes and effects of environmental problems Discussing actions that could help the environment 	<ul style="list-style-type: none"> The environment Antonyms 	<ul style="list-style-type: none"> Present unreal conditional <i>since</i> and <i>so</i> Contrasting present real and present unreal conditionals
Unit 10 Free time pages 122–133 Topic: Celebrations	<ul style="list-style-type: none"> Describing future possibility Describing actions based on expectations Expressing hopes and wishes Comparing customs and celebrations 	<ul style="list-style-type: none"> Asking about and comparing wedding customs Discussing possible and hypothetical holiday plans Talking about hopes and wishes 	<ul style="list-style-type: none"> Celebrations Words with multiple meanings 	<ul style="list-style-type: none"> Contrasting future real and future unreal conditionals <i>hope</i> and <i>wish</i> Tag questions
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> Understanding a street interview 		

College and Career Readiness section Audio script Acknowledgments	pages 136–165 pages 166–173 page 174
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	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> Reading a magazine article about the impact of technology Reading first and last paragraph for main idea 	<ul style="list-style-type: none"> Writing an expository paragraph about a time-saving device or activity Using advantages and disadvantages to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a table Discussing Internet use Discussing survey results 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Stressed and unstressed words
	<ul style="list-style-type: none"> Reading a newspaper advice column about return policies Recognizing synonyms in a reading 	<ul style="list-style-type: none"> Writing a persuasive paragraph about shopping online Using transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>furthermore</i>, <i>moreover</i>, and <i>finally</i> to signal a list of reasons in a paragraph 	<ul style="list-style-type: none"> Reading and understanding a returned-merchandise form Talking about returning or exchanging merchandise 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading an article about hard and soft job skills Reading an email cover letter to apply for a job Recognizing quotations and reasons for using them 	<ul style="list-style-type: none"> Writing an email cover letter to apply for a job Including information about skills and experience in a cover letter 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a table about the fastest-growing occupations Discussing work skills 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Stressing function words
	<ul style="list-style-type: none"> Reading a fable about how all things in life are connected Asking questions to identify a cause-and-effect relationship 	<ul style="list-style-type: none"> Writing a paragraph about an environmental problem Using cause and effect to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary or thesaurus Reading and understanding a chart about reasons to “Save our planet” Discussing ways to help the environment 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading an article about special birthday celebrations around the world Using punctuation as a clue to meaning 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a favorite holiday or celebration Concluding a paragraph by relating it to your personal life 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a recipe Discussing traditional meals and recipes 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Linking consonant-vowel sounds

UNIT 8 WORK

Lesson A Listening

1 Before you listen

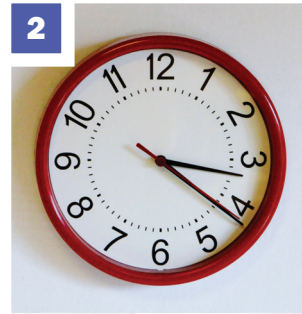
- A What do you see?
- B What is happening?

1

Yolanda



2



3

David



4



5



6



UNIT GOALS

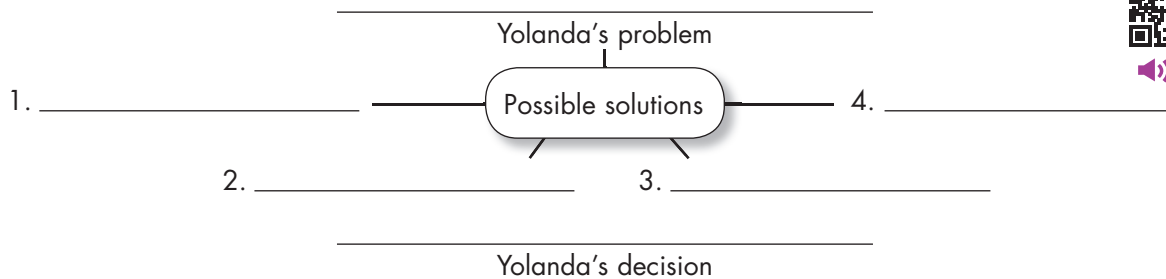
Identify problems at work and school **Describe** hard and soft skills
Provide solutions and identify consequences to those solutions

2 Listen

A Listen and answer the questions.

- Who are the speakers?
- What are they talking about?

B Listen again. Complete the diagram.



CD2, Track 15



CD2, Track 15

3 After you listen

A Read. Complete the story.

advice close up exhausted negotiate tasks
 chart deal with initials share work (something) out

Yolanda and David work at Daria's Donut Shop. Lately, David has been leaving work early, and Yolanda has to close up the shop by herself. Tonight, Yolanda is having coffee with her friends. She is ¹ _____. Her friends give her ² _____. Teresa thinks she should talk to her boss, but Yolanda wants to ³ _____. try to ⁴ _____ things ⁴ _____ with David first. Julie thinks Yolanda should make a ⁵ _____ of their duties. Then she should ⁶ _____ with David and decide who is going to do which ⁷ _____. When they finish a task, they should write their ⁸ _____ on the chart. If David isn't doing his ⁹ _____ of the work, it will show in the chart. Then, Yolanda can show the chart to their boss and let her ¹⁰ _____ the situation.

Listen and check your answers.

B Discuss. Talk with your classmates.



CD2, Track 16

Lesson B Verb tense contrast

1 Grammar focus: present perfect and present perfect continuous

The present perfect is formed by *have / has + past participle*. One use of the present perfect is to talk about recently finished actions (often with the word *just*) with no specific time of completion of those actions.

The present perfect continuous is formed by *have / has + been + present participle (-ing)*. Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.



PRESENT PERFECT (RECENTLY FINISHED ACTION)

Yolanda **has (just) mopped** the floor.
It's clean now.

PRESENT PERFECT CONTINUOUS (CONTINUING ACTION)

Yolanda **has been mopping** the floor
for 15 minutes.

2 Practice

A Write. Complete the sentences. Use the present perfect or present perfect continuous forms of the verbs. Use *just* where possible.

1. Daria Thompson is the owner of Daria's Donut Shop. She has been selling donuts at this location for more than 20 years. (sell)
2. It's 7:00 a.m. Daria _____ donuts for three hours. (make)
3. It's 7:30 a.m. Daria _____ the shop for customers. (open)
4. It's 10:30 a.m. Daria's son _____ her all morning. (help)
5. He _____ cleaning the counters and shelves. Everything is spotless. (finish)
6. Daria needs more help in the shop. She _____ to hire Yolanda. (decide)
7. Yolanda's shift begins at 6:00 a.m. today. She _____ for the bus for 30 minutes. She's worried that she's going to be late. (wait)
8. It's 6:05 a.m. Yolanda _____ to say she will be late. (call)
9. It's 6:30 a.m. Yolanda _____ at the store. Daria is really glad to see her! (arrive)
10. It's noon. Yolanda _____ for several hours and she's ready to take a break. (work)

Listen and check your answers.



CD2, Track 17

B Talk with a partner. Look at Yolanda's work schedule. Make sentences about the things she has just done and has been doing at the following times: 6:15, 6:30, 7:30, 11:00, 12:00, 2:00, and 4:00.

It's 6:15 a.m. Yolanda has just arrived.

It's 11:00 a.m. Yolanda has been serving customers for three and a half hours.

6:15 a.m.	Arrive Turn off the security alarm
6:30 a.m.	Open the cash register Make coffee
7:30 a.m.	Open the shop for customers
7:30 a.m.–11:00 a.m.	Serve customers Take phone orders
11:00 a.m.–12:00 noon	Eat lunch Go to the bank
12:00 noon–4:00 p.m.	Serve customers Take phone orders
2:00 p.m.	Refill sugar containers Receive shipment of coffee
4:00 p.m.	Go home

Write sentences about Yolanda's schedule.

It's 6:15 a.m. Yolanda has just arrived.

It's 11:00 a.m. Yolanda has been serving customers for three and a half hours.

3 Communicate

A Work with a partner. Think about your own schedule. Your partner says a time. You say what you have been doing and what you have just done.



A Natalia, pretend it's 10:30 a.m.

B OK, it's 10:30 a.m. I've been working for two hours. I've just read my email.

B Share information about your partner.

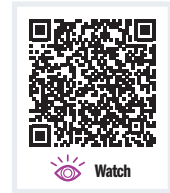
It's 10:30 a.m. Natalia has been working for two hours. She has just read her email.

Lesson C Participles as adjectives

1 Grammar focus: adjectives ending in *-ed* and *-ing*

Participles are forms of verbs. They can end in *-ed* or *-ing*. Sometimes we use them as adjectives. Often the *-ing* form describes a thing or person and the *-ed* form describes the way someone feels.

<i>-ed</i> ADJECTIVES	<i>-ing</i> ADJECTIVES	
I'm tired of this job.	This is a tiring job.	This job is tiring .
He's interested in this task.	This is an interesting task.	This task is interesting .
They're disappointed about their grades.	These are disappointing grades.	These grades are disappointing .



2 Practice

A Write. Circle the correct adjective.

- A** I heard that Juan and his friends went to a party after work. How was the party?
B It was really **exciting** / **excited**.
- A** What did Juan and his friends like the most about the party?
B There was a lot of **interesting** / **interested** music from different countries.
- A** How did Juan feel the next day at work?
B He was **exhausting** / **exhausted**.
- A** How long did he have to work?
B He had to work from 9:30 to 6:30. It was a **tiring** / **tired** day.
- A** Does Juan usually start working at 9:30?
B No, he overslept! He was **shocking** / **shocked** that he didn't hear the alarm clock.
- A** How did his boss react when he showed up late?
B His boss was **irritating** / **irritated**.
- A** What did his boss say to him?
B He told Juan that he was **disappointing** / **disappointed** in him.
- A** How did Juan feel after his boss told him that?
B Juan felt **embarrassing** / **embarrassed**.
- A** Juan didn't have a good day, I guess. What did he do later that night?
B He stayed home and had a **relaxing** / **relaxed** night in front of the TV.
- A** So, is Juan going to go out again on a weeknight?
B I don't think so. He said it was an **exhausting** / **exhausted** experience.

Listen and check your answers. Then practice with a partner.



CD2, Track 18

B Talk with a partner. For each picture, describe the person and the activity. Choose participial adjectives from the boxes.

The man is excited.

Getting an award is exciting.

Positive

amusing amused
exciting excited
interesting interested
relaxing relaxed

Negative

annoying annoyed
boring bored
frightening frightened
frustrating frustrated



Write two sentences about each picture.

*The man is excited.
Getting an award is exciting.*

3 Communicate

A Work in a small group. Ask and answer questions about your experiences. Use the adjectives from Exercise 2B.



A What's an amusing experience that you have had at work?

B I was very amused when . . . it was amusing because . . .

B Share information about your classmates.

Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. What are some skills, such as following directions, that are necessary for most jobs?
2. What special skills do you have?

2 Read

Read the magazine article. Listen and read again.



CD2, Track 19

Hard and Soft Job Skills

Som Sarawong has been working as an automotive technician at George's Auto Repair for over five years. Today was a special day for Som, a 35-year-old Thai immigrant, because he received the Employee of the Year award. According to Ed Overton, Som's boss, Som received the award "because he's a great 'people person' and he has superb technical skills. I even have him work on my own car!"

Som has the two kinds of skills that are necessary to be successful and move up in his career: soft skills and hard skills. Soft skills are personal and social skills. Som gets along with his co-workers. He has a strong work ethic; in five years, he has never been late or absent from work. Customers trust him. Hard skills, on the other hand, are the technical skills a person needs to do a job. Som can repair cars,



trucks, and motorcycles. He learned from his father, who was also a mechanic. Then he took classes and got a certificate as an auto technician.

Soft and hard skills are equally important, but hard skills are easier to teach and assess than soft skills. People can learn how to use a machine and then take a test on their knowledge. However, it's harder to teach people how to be cooperative and have a good work ethic.

George Griffith, the owner of George's Auto Repair, explains, "I've been working in this business for over 30 years, and most of the time when I've needed to fire someone, it was because of weak people skills, not because they didn't have technical abilities." Soft skills and good technical knowledge are a winning combination, and today, Som Sarawong was the winner.

3 After you read

A Check your understanding.

1. What is the main idea of this article?
2. How does the quotation from Ed Overton support the main idea of the article?
3. What is the difference between a soft skill and a hard skill? Give examples from the article.
4. What are three examples of Som’s soft skills?
5. According to the article, why are hard skills easier to evaluate than soft skills?
6. Which example shows that Som has a good work ethic?
7. According to George Griffith, do more workers lose their jobs because of weak soft skills or weak hard skills? Do you agree with George? Why or why not?



Quotations are used to explain or support a main idea. They also make a reading more interesting.

CULTURE NOTE

The expression *work ethic* is the belief that if you work hard in life you will get ahead and become successful.

B Build your vocabulary.

1. Find an example in the reading of each prefix and root. Write it in the chart.
2. Use a dictionary. Write the meaning of the words.
3. Guess the meaning of the prefixes and roots in the chart.

Prefixes	Example from reading	Meaning of word	Meaning of prefix
1. re-	<i>repair</i>	<i>to fix what is torn or broken</i>	<i>again</i>
2. co-			
3. auto-			
Roots			Meaning of root
4. tech			
5. super			
6. equ			

4. Work in a small group. Make a list of other words you know with the same prefixes and roots. Write a sentence for each new word.

C Talk with a partner.

1. What is something that you can do superbly?
2. What are some examples of technical skills?
3. What is a hobby or profession that requires good technical skills?
4. What are two hard skills and two soft skills that you have?

For college and career readiness practice, see pages 157–159.

Lesson E Writing

1 Before you write

A Talk with a partner. Answer the questions.

1. What is a cover letter? What information does it include?
2. Have you ever written a cover letter? Tell your partner about your experience.
3. Today, most people write email cover letters. Why do you think this is true?

B Read the cover letter.

New Message

From: Ester Yitbarek <eyitbarek@youmail.com>
Subject: Teacher's assistant position
To: lynn.stevens@osbornk12.edu
📎 Resume_Ester Yitbarek

Dear Ms. Stevens:

I read your advertisement online for a position as a teacher's assistant. I am very interested in this position and have attached my résumé.

I have been working as a teacher's assistant at Hilltop Elementary School for three years. In this job, I have taught reading and math to students in small groups. I have also tutored individual students who were having problems with the lessons. I'm very interested in child development, and I love working with children. I get along very well with my co-workers, and I'm also skilled at dealing with parents.

I am planning to move to a new home in your district. I hope you will call me to schedule an interview. My phone number is 773-555-2673. I look forward to hearing from you.

Sincerely,
Ester Yitbarek

Ester Yitbarek
773-555-2673
eyitbarek@youmail.com

OBJECTIVE: To obtain a position as Teacher's Assistant

SUMMARY OF QUALIFICATIONS

- Teacher's assistant at Hilltop Elementary for three years
- Taught reading in small groups
- Tutored students who need extra help
- Bilingual English / Amharic

CULTURE NOTE
Applicants are usually expected to include a *résumé* — a written statement of their educational and work experience — with their cover letter.

D Work with a partner. Answer the questions.

1. Who wrote the email cover letter?
2. Who did she write it to?
3. What position is she applying for?
4. Where did she hear about the job?
5. How much experience does she have?
6. What are some of her skills?
7. What is the purpose of the last paragraph?



In the body of a cover letter, include:

- the title of the job you are applying for
- how you found out about the job
- information about your skills and experience
- how the employer can contact you

D Plan a cover letter for a real or an imaginary job. Complete the information.

Paragraph 1:

1. Title of the job you are applying for: _____
2. How you found out about it: _____

Paragraph 2:

3. Your skills and experience: _____

Paragraph 3:

4. How the employer can contact you: _____

2 Write

Write an email cover letter for a real or an imaginary job that you are interested in. Include the title of the job in the first sentence and say how you found out about it. Give at least two examples of your skills and experience. Use the cover letter in Exercise 1B and your outline in Exercise 1D to help you.

3 After you write

A Check your writing.

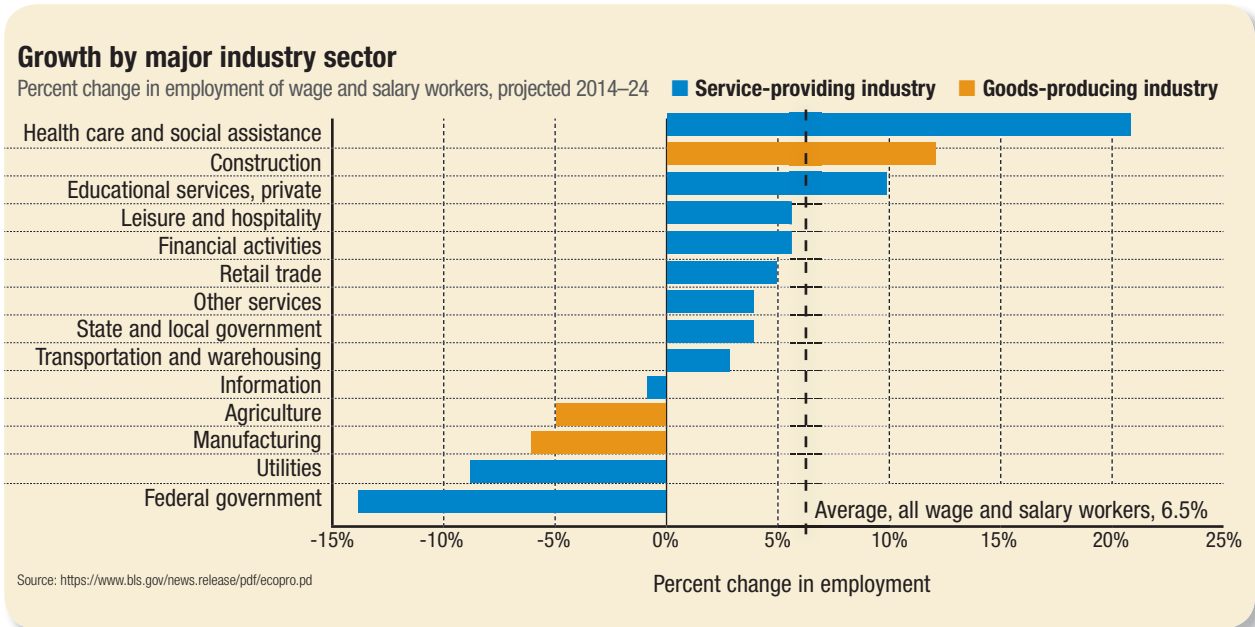
	Yes	No
1. My first sentence says the title of the job I am applying for.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included how I found out about the job.	<input type="checkbox"/>	<input type="checkbox"/>
3. I gave two or more examples of my skills and experience.	<input type="checkbox"/>	<input type="checkbox"/>
4. I gave information about how to contact me.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your letter to a partner.
2. Comment on your partner's letter. Ask your partner a question about the letter. Tell your partner one thing you learned.

Lesson F Another view

1 Life-skills reading



A Read the questions. Look at the chart. Fill in the answer.

- Which service-providing industry will most likely have the largest increase in employment?
 A Construction
 B Federal government
 C Health care and social assistance
 D Manufacturing
- What percent of job growth will there be for teachers?
 A 5
 B 10
 C 15
 D 20
- What is *not* true about manufacturing?
 A It's a goods-producing industry.
 B An increase in the percentage of change in employment is expected.
 C It will lose more jobs than Agriculture.
 D It will decrease by more than 5% by 2024.
- According to the chart, which of the major industries listed below project the least growth from 2014–2024?
 A Agriculture
 B Federal government
 C Leisure and hospitality
 D none of the above

B Solve the problem. Give your opinion.

Kumio is a 40-year old man who was working as an electronic assembler at a large manufacturing company for 12 years. Last month Kumio and a large number of assemblers were laid off. He's thinking about getting a job in health care. He heard about a private training program that costs \$2,500. He also heard about a low-cost program at a community college, but it takes longer. What should he do?

2 Grammar connections: polite requests and offers

Polite requests ask someone to do something to help you. To make a polite request, use *Could you*, *Would you* or *Can you* with the base form of the verb. You can also use *Would you mind* with the gerund (verb + *-ing*) form of the verb.

Polite offers say you can do something to help someone. To make a polite offer, use *Could I*, *Can I*, *May I*, *Let me*, or *Why don't I* with the base form of the verb.



	QUESTIONS	ANSWERS
Polite requests	<p>Would / Will you move your chair?</p> <p>Could / Can you help me with this box?</p> <p>Would you mind helping me?</p>	<p>Sure.</p> <p>No problem.</p> <p>I'd be glad to.</p>
Offers	<p>Why don't I move this box for you?</p> <p>May / Can / Could I help you with that?</p> <p>Let me open that for you.</p>	<p>OK, thanks.</p> <p>I'd appreciate it.</p> <p>That'd be great.</p>

I'd = I would
that'd = that would

A Talk with a partner. Use the pictures to make and respond to requests for the situation. Then use the pictures to make and respond to offers for the situation. Take turns.



A Could you help me with this box?
B Sure.

A Let me move those books out of your way.
B Thanks! That'd be great!



B Talk with a partner. Look at the places in the box. Have a conversation in each place. Make a request or offer in each conversation. Take turns.

- a bus
- a grocery store
- an airplane
- a dark movie theater
- a post office
- an office



A It's dark in here. Would you mind helping me find my seat?
B I'd be glad to. Follow me.
A OK, thanks.

REVIEW

1 Listening

Listen. Take notes on a class lecture.

Job skills for an electronics store	Job skills for a restaurant
1. <i>good communication skills</i>	4.
2.	5.
3.	6.



CD2, Track 20

Talk with a partner. Check your answers.

2 Grammar

A Write. Complete the story.

Joanie's Problem

Joanie is at the electronics store. She has been talking with a clerk in customer service for the past 15 minutes. She wants to return a scanner. He told her she could exchange the scanner. However, Joanie has looked / has been looking at scanners for several months, and she still hasn't found / hasn't been finding another one she likes. She wants a refund. The clerk has just called / has been calling his manager this minute to see if Joanie can get a refund, but the manager is not in his office. This situation is very frustrating / frustrated for Joanie. She's tiring / tired and wants to go home.

B Write. Look at the words that are underlined in the answers. Write the questions.

- A** _____
B Joanie wants to return her scanner.
- A** _____
B Joanie has been talking to the clerk for 15 minutes.
- A** _____
B The customer-service clerk says that she can exchange the scanner.
- A** _____
B Joanie went to the store on Saturday afternoon.

Talk with a partner. Ask and answer the questions.

3 Pronunciation: stressing function words

Normally, function words such as pronouns, prepositions, conjunctions, articles, to be verbs, and auxiliary verbs are not stressed. However, when strong feelings or disagreements are expressed, function words can receive strong stress.



CD2, Track 21

A Listen to the stressed function words in each conversation.

1. **A** Is the camera defective?
B It's defective and too small!
2. **A** Don't you usually finish at 5:00?
B I do usually finish at 5:00, but not today.
3. **A** Why aren't you applying for that job?
B I am. I'll go there tomorrow
4. **A** I don't trust the man who sold you this car.
B Well, I do! It's my decision, not yours.
5. **A** Is he excited about his new job?
B No, but his wife is.
6. **A** Did you put the returned merchandise on my desk?
B No, I put it in your desk.

Listen again and repeat. Stress the underlined function words.

B Listen and repeat. Then underline the stressed function words.

1. **A** I'd like to exchange this sweater.
B Why?
A It's too big, and it has a hole.
2. **A** You can't leave early again!
B Yes, I can and I will.
3. **A** Why don't you clean the counters?
B Why don't you?
4. **A** Let's talk about a raise after you've worked here for six months.
B Can we talk before six months?



CD2, Track 22

Talk with a partner. Compare your answers.

C Talk with a partner. Practice the conversations. Pay attention to the stressed function words.

1. **A** We don't give refunds or exchanges on watches.
B My warranty says you can if the merchandise is defective.
A So, is it defective?
B Yes, it is.
A Then I can give you a refund.
2. **A** Who just mopped the floors, you or Kevin?
B I did. And I cleaned the tables.
A Good work. I do enjoy seeing a clean bakery.
A And I love working here.

D Write two new conversations using stressed function words. Practice with a partner.

*A Does Karen need more help?
B No, but I do.*

Reading Tip: Read the last paragraph of the article. What is the article about? What is the main idea?

The Benefits of Telecommuting

Gloria Alvarez gets up at 6:30 a.m. each weekday morning and goes into her kitchen. There, she makes coffee and prepares breakfast for her two teenagers. After the children take off for school, she heads for work. Most days, she gets dressed first, but once in a while, she works in her pajamas. However, no one cares, because Ms. Alvarez is one of a growing number of Americans who telecommute, or telework. That is, they work from home, and they use technology – a computer, phone, and fax machine – to stay in touch with their workplace.

According to Global Workplace Analytics, 3.7 million employees (2.8% of the workforce) now work from home at least half the time. Many commuters are mothers like Alvarez, who work from home full-time as a customer service representative for a major clothing company.

Telecommuting has great advantages for both workers and employers. For workers, the best benefit is the time they save because they don't have to travel. Parents who telecommute can spend more time with their children. Likewise, they are available to take care of additional family responsibilities. Furthermore, working at home is also convenient for disabled people and others who have difficulty traveling. In addition, telecommuting gives workers more opportunities because, thanks to technology, they can work for companies that are not near their homes.

Employers also benefit when workers telecommute. They save money because they don't need as much office or parking space. Moreover, their workers are less likely to leave the company and look for another job because they are more motivated. Also, studies show that telecommuters can often complete more work in less time, because they don't have to deal with office interruptions.

Research shows that almost half of U.S. workers have jobs that they can do at home at least part of the time. Examples are managers, telephone salespeople, writers, computer programmers, artists, and customer service representatives. In the future, if all these people are able to work at home, they can avoid miles of driving and save millions of gallons of gasoline. In this way, telecommuting could help not just workers and companies, but also the earth.

1 Check your understanding

1. What is the main idea of the text?
2. According to the article, what are the benefits of telecommuting for workers?
3. According to the article, what are the benefits of telecommuting for employers?
4. Where do people who telecommute usually do their work?
5. Do you agree that telecommuting is beneficial? Support your opinion with examples from the article.

2 Build your vocabulary

A Transitions are words and phrases that link ideas between sentences and paragraphs as well as within sentences. Some transitions signal addition of ideas — such as *also*. Other transitions signal contrast between ideas — such as *but*. Find the transition words and phrases in Column 1 in the paragraphs indicated and underline them. Then complete the chart by identifying the two ideas they connect. Finally, identify the purpose of the transition by checking the correct box.

Transition word	First idea	Second idea	Purpose	
			Adds an idea	Contrasts two ideas
1. however, ¶1	<i>she works in her pajamas</i>	<i>no one cares</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. likewise, ¶3			<input type="checkbox"/>	<input type="checkbox"/>
3. furthermore, ¶3			<input type="checkbox"/>	<input type="checkbox"/>
4. in addition, ¶3			<input type="checkbox"/>	<input type="checkbox"/>
5. moreover, ¶4			<input type="checkbox"/>	<input type="checkbox"/>

B Find each of the following academic words in the article and underline the sentence.

available benefit major motivated research

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
<i>available</i>	<i>and are available to take care of family responsibilities</i>	<i>adjective</i>	<i>free, uncommitted</i>	<i>I am available to meet with you tomorrow.</i>

3 Talk with a partner

Answer each question with evidence from the reading. Use one of the phrases in the Useful Language box.

1. What do studies show about the productivity of telecommuters versus employees at the workplace?
2. Who are some of the people who benefit the most from telecommunicating?
3. What equipment do telecommuters need to have at home to do their work?

USEFUL LANGUAGE

Phrases to cite evidence:
According to the author, . . .
The author states that . . .

Objective: CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4 Analyze the texts

Review the following texts to answer the questions below: (1) p. 102, *Hard and Soft Job Skills*; and (2) p. 157, *The Benefits of Telecommuting*.

1. What is the topic of both articles?
2. Both articles describe people who work. How is Som's job different from Gloria's job? Give two examples of differences.
3. How is Som's job similar to Gloria's job? Give two examples of similarities.
4. What are a few reasons Som thrives at his job in the workplace and Gloria enjoys telecommuting?
5. The two articles are about working in the actual workplace and telecommuting. Which way do you think is more beneficial? Explain why. Use examples from both articles.

5 Before you write

Copy and complete the graphic organizer on another piece of paper. Fill it in with (1) your opinion based on your answer to question five in Exercise 4, (2) three key arguments and (3) evidence to support each argument. Use the information from Exercises 1–4 and evidence from the two articles. Finally, (4) fill in a conclusion based on your opinion.

Opinion:	
3 Key Arguments	Evidence to Support Arguments
1.	1.
2.	2.
3.	3.
Conclusion:	

6 Write

Is working in the workplace more or less beneficial than telecommuting? Write one paragraph that gives your opinion, arguments and supporting evidence. Use information from your graphic organizer.

7 After you write

- A** Check your writing. Did you include all the ideas in your graphic organizer?
- B** Share your writing with a partner.
- a. Take turns. Read your writing to your partner.
 - b. Read your partner's writing to yourself. Compare it to your partner's graphic organizer.
 - c. Comment on your partner's writing: Ask one question; share one thing you learned.