

3rd Edition
Ventures
STUDENT'S BOOK



Gretchen Bitterlin ▪ **Dennis Johnson** ▪ **Donna Price** ▪ **Sylvia Ramirez**
K. Lynn Savage (Series Editor)

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> Identifying the letters of the alphabet Identifying numbers Identifying days and months Identifying abbreviations 	<ul style="list-style-type: none"> Saying the alphabet and numbers Spelling numbers and names Saying days and months Saying your birth month 	<ul style="list-style-type: none"> The alphabet with capital and lowercase letters Numbers Months and days 	
Unit 1 Personal information pages 6–17 Topic: Introductions	<ul style="list-style-type: none"> Identifying names Identifying numbers Using greetings Identifying countries of origin Exchanging personal information 	<ul style="list-style-type: none"> Clarifying spelling Using greetings Using appropriate language to introduce self and others 	<ul style="list-style-type: none"> Personal information Countries and nationalities Personal titles 	<ul style="list-style-type: none"> Possessive adjectives Subject pronouns Simple present of <i>be</i> Contractions
Unit 2 At school pages 18–29 Topic: The classroom	<ul style="list-style-type: none"> Describing location Finding out location 	<ul style="list-style-type: none"> Asking and giving location of things Saying <i>excuse me</i> 	<ul style="list-style-type: none"> Classroom furniture Classroom objects 	<ul style="list-style-type: none"> Prepositions of location (<i>in, on, under</i>) <i>Where is?</i> Singular and plural nouns <i>Yes / No</i> questions <i>this / that</i> and <i>these / those</i> Contractions
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: Family	<ul style="list-style-type: none"> Describing actions Talking about family members 	<ul style="list-style-type: none"> Asking and answering questions about current activities Answering questions about your family 	<ul style="list-style-type: none"> Family relationships Daily activities Descriptive adjectives 	<ul style="list-style-type: none"> Present continuous <i>Wh-</i> questions <i>Yes / No</i> questions Object pronouns (<i>him, her, it, them</i>)
Unit 4 Health pages 44–55 Topic: Health problems	<ul style="list-style-type: none"> Describing health problems and suggesting remedies Expressing sympathy 	<ul style="list-style-type: none"> Asking about someone's health Expressing sympathy Suggesting a remedy 	<ul style="list-style-type: none"> Body parts Health problems Descriptive adjectives 	<ul style="list-style-type: none"> Simple present of <i>have</i> <i>Yes / No</i> questions with <i>have</i> <i>have</i> and <i>need</i> Contractions
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding a narrative 		
Unit 5 Around town pages 58–69 Topic: Places and directions	<ul style="list-style-type: none"> Describing location Giving directions Asking for directions Confirming by repetition 	<ul style="list-style-type: none"> Asking about a location Describing your neighborhood Clarifying directions 	<ul style="list-style-type: none"> Building and place names Imperatives for directions 	<ul style="list-style-type: none"> Prepositions of location (<i>on, next to, across from, between, on the corner of</i>) <i>Where</i> questions Affirmative and negative imperatives

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> ■ Reading the alphabet ■ Reading numbers ■ Reading months and days 	<ul style="list-style-type: none"> ■ Writing the alphabet ■ Writing names ■ Writing numbers ■ Writing days 	<ul style="list-style-type: none"> ■ Understanding dates 	<ul style="list-style-type: none"> ■ Pronouncing the alphabet ■ Pronouncing numbers ■ Pronouncing days and months
<ul style="list-style-type: none"> ■ Reading a paragraph describing a student's personal information 	<ul style="list-style-type: none"> ■ Writing sentences giving personal information ■ Identifying and using capital letters 	<ul style="list-style-type: none"> ■ Reading a registration form ■ Understanding cultural differences in names ■ Using personal titles ■ Using a directory ■ Reading an ID card 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary ■ Saying telephone numbers ■ Saying addresses
<ul style="list-style-type: none"> ■ Reading sentences describing a classroom ■ Using pictorial cues 	<ul style="list-style-type: none"> ■ Writing sentences about the location of items in the classroom ■ Using capitalization and periods 	<ul style="list-style-type: none"> ■ Reading an inventory list ■ Counting objects 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Recognizing syllables
<ul style="list-style-type: none"> ■ Reading a paragraph describing a family birthday party ■ Using a passage's title for comprehension 	<ul style="list-style-type: none"> ■ Writing sentences about your own family ■ Writing number words 	<ul style="list-style-type: none"> ■ Reading an insurance application form ■ Using family trees ■ Using formal and informal family titles 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading a paragraph describing a sick family's visit to a doctor's office ■ Interpreting exclamation points 	<ul style="list-style-type: none"> ■ Writing an absence note to a child's teacher ■ Writing dates 	<ul style="list-style-type: none"> ■ Using an appointment card ■ Matching remedies to ailments ■ Showing concern for someone's health 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Pronouncing strong syllables
<ul style="list-style-type: none"> ■ Reading an email describing a neighborhood ■ Interpreting pronoun referents 	<ul style="list-style-type: none"> ■ Writing a description of your neighborhood ■ Capitalizing proper nouns 	<ul style="list-style-type: none"> ■ Reading and drawing maps ■ Giving and getting directions ■ Understanding what a DMV is 	<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: Daily activities and time	<ul style="list-style-type: none"> Describing habitual activities Asking for dates and times Giving information about dates and times 	<ul style="list-style-type: none"> Using <i>usually</i> vs. <i>always</i> Using <i>has</i> vs. <i>goes to</i> for classes Talking about daily schedules 	<ul style="list-style-type: none"> Times of the day Habitual activities 	<ul style="list-style-type: none"> Simple present tense <i>Wh-</i> questions Prepositions of time (<i>at, in, on, from...to</i>) <i>start / end</i> and <i>open / close</i>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> Understanding a conversation 		

Unit 7 Shopping pages 84–95 Topic: Food and money	<ul style="list-style-type: none"> Asking about quantity Reading prices Asking the location of items 	<ul style="list-style-type: none"> Asking and answering <i>How many?</i> and <i>How much?</i> Talking about what there is and isn't Using quantifiers 	<ul style="list-style-type: none"> Grocery store items U.S. currency 	<ul style="list-style-type: none"> Count and non-count nouns <i>How many?</i> / <i>How much?</i> <i>There is / There are</i> Quantifiers with non-count nouns <i>some</i> and <i>any</i>
Unit 8 Work pages 96–107 Topic: Jobs and skills	<ul style="list-style-type: none"> Identifying past and present jobs Describing skills 	<ul style="list-style-type: none"> Talking about your job Talking about skills 	<ul style="list-style-type: none"> Occupations Work locations 	<ul style="list-style-type: none"> Simple past of <i>be</i> (statements and questions) <i>can</i> Contractions <i>be</i> with <i>and</i> and <i>but</i>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> Understanding a narrative 		

Unit 9 Daily living pages 110–121 Topic: Home responsibilities	<ul style="list-style-type: none"> Describing past actions Discussing chores Expressing appreciation 	<ul style="list-style-type: none"> Talking about household activities 	<ul style="list-style-type: none"> Chores Household items Time words 	<ul style="list-style-type: none"> Simple past tense of regular and irregular verbs <i>Or</i> questions
Unit 10 Free time pages 122–133 Topic: Free-time activities	<ul style="list-style-type: none"> Describing past actions Describing future actions Discussing plans 	<ul style="list-style-type: none"> Talking about free-time activities 	<ul style="list-style-type: none"> Free-time activities Sports 	<ul style="list-style-type: none"> Simple past of irregular verbs Future with <i>be going to</i> Contrasting past, present, and future
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> Understanding a conversation 		

College and Career Readiness section Audio script Photo / Art credits	pages 136–155 pages 156–163 pages 164
--	---

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a paragraph describing a person's schedule Using <i>Wh-</i> questions to interpret a reading 	<ul style="list-style-type: none"> Writing a description of your schedule Using indents for paragraphs 	<ul style="list-style-type: none"> Using class and other schedules Understanding Parent-Teacher Associations Understanding volunteerism Using calendars Reading clocks 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Understanding intonation in questions
<ul style="list-style-type: none"> Reading a paragraph describing a shopping trip Looking for clues to understand new words 	<ul style="list-style-type: none"> Writing a note about a shopping list Using commas in a list 	<ul style="list-style-type: none"> Reading supermarket ads Reading receipts and using basic consumer math Using U.S. currency Using multiple payment methods 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a letter describing a person's job and work history Interpreting narrative time through verb tense 	<ul style="list-style-type: none"> Writing a paragraph about your skills Checking spelling 	<ul style="list-style-type: none"> Completing job applications Identifying skills Understanding job certification Reading email 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing the <i>-s</i> ending with plural nouns
<ul style="list-style-type: none"> Reading a letter describing daily events Interpreting the narrative voice 	<ul style="list-style-type: none"> Writing an email describing household chores Using the simple past in writing 	<ul style="list-style-type: none"> Using a job-duties chart Understanding household chores and the tools used for them 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an email describing a vacation Interpreting time words in a passage 	<ul style="list-style-type: none"> Writing an email describing a past and future vacation Creating new paragraphs as the tense changes 	<ul style="list-style-type: none"> Reading a TV schedule Using schedules Understanding the cultural features of sports 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing the <i>-ed</i> ending in the simple past

UNIT 8 WORK

Lesson A Listening

1 Before you listen

A Look at the picture. What do you see?

B Point to: ■ a server ■ a busperson ■ a cashier ■ a cook
■ an electrician ■ a nurse ■ a nursing assistant ■ a construction worker



UNIT GOALS

Identify common jobs **Describe** skills

Complete a job application

2 Listen

A Listen. Write the letter of the conversation.



1. _____



2. _____



3. _____



4. a



5. _____



6. _____



CD2, Track 21

B Listen again to the conversations. Write the years or dates you hear.

A. from 2012 to 2016

D. from _____ to _____

B. from _____ to _____

E. in _____

C. from _____ to _____

F. _____ years ago

Listen again. Check your answers.



CD2, Track 21

3 After you listen

Where do the people work? Write the words.

busperson cashier doctor nurse receptionist server

1. doctor



4. _____

2. _____

5. _____



3. _____ hospital

6. _____ restaurant

Lesson B I was a teacher.

1 Grammar focus: simple past of be

Use *was* with *I, he, she, and it*. Use *were* with *you, we, and they*.

QUESTIONS			ANSWERS			
Were	you	a student?	Yes,	I was .	No,	I wasn't . I was a teacher.
Was	he	a student?		he was .		he wasn't . He was a teacher.
Was	she	a student?		she was .		she wasn't . She was a teacher.
Were	you	students?		we were .		we weren't . We were teachers.
Were	they	students?		they were .		they weren't . They were teachers.

wasn't = was not | weren't = were not



Watch

2 Practice

A Write. Look at the pictures. Complete the sentences. Use *is, are, was, or were*.

JOB HISTORY FOR Amy Cho

2010 – present	Nurse
2005 – 2010	Teacher

1. She was a teacher before. Now she is a nurse.

JOB APPLICATION

Jane's experience

2015 – present	Manager
2010 – 2015	Cashier

2. She _____ a manager now. She _____ a cashier before.

EMPLOYMENT HISTORY

John and Jack's work history

2016 – present	Electricians
2010 – 2016	Students

3. They _____ students before. Now they _____ electricians.

JOB APPLICATION FOR Ben Liao

JOB HISTORY:

2009 – present	Construction Worker
2005 – 2009	Server

4. He _____ a server before. Now _____ a construction worker.

Employment history

Adam Hill

2017 – present	Nursing Assistant
2010 – 2017	Server

5. He _____ a server before. Now _____ a nursing assistant.

Work experience for SARA AND RAUL LOPEZ

2015 – present	Managers
2010 – 2015	Cooks

6. Now they are _____ cooks before.

Listen and repeat.



CD2, Track 22

B Talk with a partner. Look at the pictures. Change the **bold** words and make conversations.

1. **A** Was **she** a **teacher**?

B Yes, **she** was.

2. **A** Were they **receptionists**?

B No, they weren't. They were **nurses**.



1. a teacher?



2. receptionists?



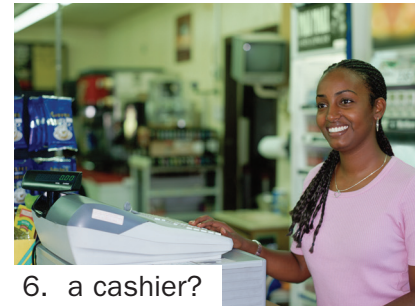
3. a server?



4. doctors?



5. a cook?



6. a cashier?

3 Communicate

Talk with three classmates. Complete the chart.



A Sylvia, what do you do now?

B Now? I'm a homemaker.

A Oh, really? Were you a homemaker before?

B No, I wasn't. I was a receptionist in a bank.

USEFUL LANGUAGE

In conversation, *What do you do?* means *What's your job?* OR *What's your occupation?*

Name	Job now	Job before
Sylvia	a homemaker	a receptionist

Write two sentences about your classmates. Use information from the chart.


Sylvia is a homemaker now. She was a receptionist before.

Lesson C Can you cook?

1 Grammar focus: can

Use *can* + verb in base form to show the ability to do something.

STATEMENTS			QUESTIONS			ANSWERS		
I				you		I		
He	can	cook.	Can	he	cook?	Yes,	he	can.
She				she			she	
They				they			they	
						No,	I	
							he	
							she	can't.
							they	

 Watch

can't = cannot

2 Practice

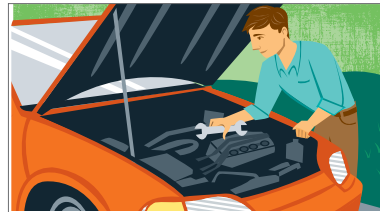
A Write. Complete the sentences. Use *yes*, *no*, *can*, or *can't*.



1. **A** Can she speak Spanish?
B Yes, she can.



2. **A** Can he drive a truck?
B No, he can't.



3. **A** _____ he fix a car?
B _____, he _____.



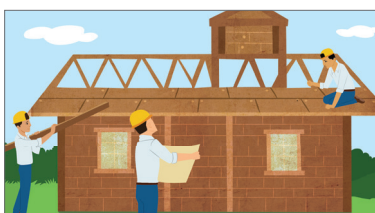
4. **A** _____ she paint a house?
B _____, she _____.



5. **A** _____ they work with computers?
B _____, they _____.



6. **A** _____ you cook?
B _____, I _____.



7. **A** _____ they build houses?
B _____, they _____.



8. **A** _____ she read a book?
B _____, she _____.



9. **A** _____ you operate on someone?
B _____, I _____.

Listen and repeat. Then practice with a partner.



B Write. Look at the pictures. Complete the sentences.

build things fix cars paint sell things take care of children take care of plants



1. A painter can
_____ *paint* _____.



2. A salesperson can
_____.



3. A carpenter can
_____.



4. A gardener can
_____.



5. A child-care worker can
_____.



6. An auto mechanic can
_____.

Listen and repeat.

C Talk with a partner. Look at the pictures in 2B. Change the **bold** words and make conversations.



A Hi. I'm looking for a job. Can you help me?

B What can you do?

A I'm a **painter**. I can **paint** very well.



CD2, Track 24

3 Communicate

Talk with a partner. Ask and answer questions.

What can you do?

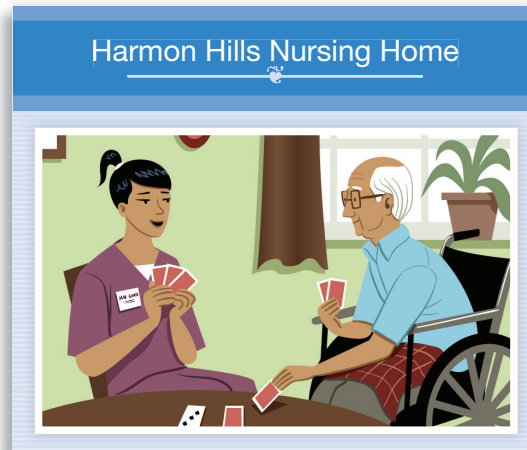
I can cook. I can work with computers.

Lesson D Reading

1 Before you read

Talk. Mai Linh is looking for a new job. Look at the picture. Answer the questions.

1. Who are the people in the picture?
2. Where are they?
3. What is Mai Linh's volunteer job now?



CD2, Track 25

2 Read

A Listen and read.

New Message

Send

Dear Ms. Carter:

I am writing to recommend my student Mai Linh Lam.

Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 12:00 to 4:30. She takes care of senior citizens.

Mai Linh has many good skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.

Sincerely,
Elaine Maxwell

VALLEY ADULT SCHOOL

Verb forms can tell you if something happened in the past or is happening now. *Mai Linh was a teacher in Vietnam. She is looking for a new job.*

3 After you read

A Read the sentences. Are they correct? Circle Yes or No.

- | | | |
|--|-----|-------------------------------------|
| 1. Elaine's email is to apply for a job. | Yes | <input checked="" type="radio"/> No |
| 2. Mai Linh volunteers in a hospital. | Yes | No |
| 3. She can write reports. | Yes | No |
| 4. She finishes work at 8:30. | Yes | No |
| 5. She is good at her job. | Yes | No |

Write. Correct the sentences.

1. Elaine's email is to recommend someone for a job.

B Write. Answer the questions about Mai Linh.

1. What was Mai Linh's job before? _____
2. Is Mai Linh certified? _____
3. What are her work skills? _____

CULTURE NOTE

For some jobs, you need a certificate. You have to take a test to get the certificate.

I'm certified. means I have a certificate.

4 Picture dictionary **Occupations**



1. housekeeper



2. _____



3. _____



4. _____



5. _____



6. _____

A Write the words in the Picture dictionary. Then listen and repeat.

custodian factory worker housekeeper
dental assistant hairstylist pharmacist technician



CD2, Track 26

B Work with a partner. Match the words in the Picture dictionary with these places.

- | | | | |
|--------------------|--------------------|-----------------------|-------|
| 1. a beauty salon | <u>hairstylist</u> | 4. a hotel | _____ |
| 2. a dental office | _____ | 5. an office building | _____ |
| 3. a factory | _____ | 6. a pharmacy | _____ |

Talk with a partner. Point to a picture in the dictionary. Ask and answer questions about the occupations.

What's her occupation?

She's a housekeeper.

Where does she work?

She works in a hotel.

USEFUL LANGUAGE
occupation = job

For college and career readiness practice, see pages 150–151.

Lesson E Writing

1 Before you write

A Write. Check (✓) what you can do.

Skill	I can...
1. drive	<input type="checkbox"/>
2. cook	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>
4. fix a car	<input type="checkbox"/>
5. read to children	<input type="checkbox"/>
6. pay bills	<input type="checkbox"/>
7. shop	<input type="checkbox"/>
8. read a schedule	<input type="checkbox"/>

Talk with a partner.



A What about number 1? Can you drive?

B Yes, I can. What about you?

A I can drive, too. I just got my driver's license last month

B Read. Answer the questions.

New Message

Send

My name is Carla. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

1. What are Carla's skills? _____

2. What can Carla do that you can do, too? _____

2 Write

A Write about your occupation. Complete the sentences.

I am a _____.

I work at _____.

B Write. What are your skills? Make a list.



C Write a paragraph about your skills.

3 After you write

A Read your paragraph to a partner.

B Check your partner's paragraph.

- What are your partner's skills?
- Is the spelling correct?



Check your spelling. Use a dictionary if necessary. Correct spelling is important in writing.

Lesson F Another view

1 Life-skills reading

Application for Employment

1. Name 2. Soc. Sec. No.

3. Address

4. Phone

5. Are you 16 years or older? Yes No 6. Position desired

Employment History (List most recent job first.)

Dates	Employer Name and Address	Position
7. <input type="text"/>	<input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>	<input type="text"/>

10. Important: Show your Social Security card at the time you present this application.

A Read the questions. Look at the job application. Fill in the answer.

- Where do you write the job you want?
 A line 5
 B line 6
 C line 8
 D line 10
- The form says *List most recent job first*. Which of the following dates is the most recent?
 A 2012–2014
 B 2015–2017
 C 2015–present
 D 2010–2016
- What do you show with your application?
 A a library card
 B a photograph
 C a driver's license
 D a Social Security card
- Where do you write your phone number?
 A line 4
 B line 5
 C line 8
 D line 9

B Solve the problem. Which solution is best? Circle your opinion.

Carla is filling out a job application. She had two jobs before, but she can't remember the dates. What should she do?

- Leave it blank.
- Take the application home.
- Call her old employer.
- Other: _____

2 Grammar connections: *be with and and but*

Use *and* to show things that are the same. Use *but* to show things that are different.

Sid **is** at work today, **and** he **was** at work yesterday.

Natt **is** at work today, **but** she **wasn't** at work yesterday.

Ana **isn't** at work today, **and** she **wasn't** at work yesterday.

Len and Eva **aren't** at work today, **but** they **were** at work yesterday.



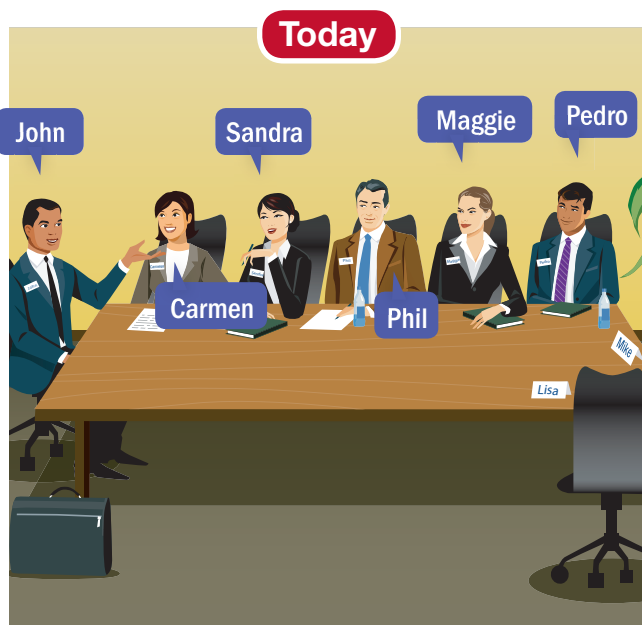
Watch

A Work with a partner. Look at the pictures. Talk about the people. Take turns.



A John is at work today, and he was at work yesterday.

B Carmen is at work today, but she wasn't at work yesterday.



B Talk in a group. Tell about your classmates. Take turns.

Mario: I'm here today, but I wasn't here yesterday.

Ina: Mario is here today, but he wasn't here yesterday. I'm here today, and I was here yesterday.

Bing: Mario is here today, but he wasn't here yesterday. Ina is here today, and she was here yesterday. I'm here . . .

REVIEW

1 Listening

Read the questions. Then listen and circle the answers.

1. What did Carlos do before?
a. He was an office worker.
b. He was a construction worker.
2. What does Carlos do now?
a. He is an office worker.
b. He is a construction worker.
3. When does Carlos buy groceries?
a. every Tuesday
b. every Thursday
4. Where is Carlos right now?
a. at SaveMore Supermarket
b. at work
5. What is he buying at the supermarket?
a. milk, tea, bread, and eggs
b. milk, cheese, bread, and eggs
6. How much are the groceries?
a. \$11.75
b. \$7.75



CD2, Track 27

Talk with a partner. Ask and answer the questions. Use complete sentences.

2 Grammar

A Write. Complete the story.

Peter

Peter was a server in his country. Now he _____ a
1. is / was 2. is / was
cashier. He can do many things. He _____ use a cash register.
3. can / can't
He _____ use a computer, too. But Peter has two problems.
4. can / can't
First, he _____ speak English well. Second, he works a lot of
5. can / can't
hours. He _____ find time to go to school.
6. can / can't

B Write. Unscramble the words. Make questions about the story.

1. a / teacher / Was / Peter / country / his / in / ? Was Peter a teacher in his country?
2. use / cash register / a / Can / he / ? _____
3. speak / well / English / Can / he / ? _____
4. he / construction worker / Is / now / a / ? _____

Talk with a partner. Ask and answer the questions.

3 Pronunciation: the -s ending with plural nouns

A Listen to the -s ending in these plural nouns.

/s/	/z/	/ɪz/
cakes	tomatoes	peaches
hairstylists	electricians	nurses



CD2, Track 28

B Listen and repeat.

/s/	/z/	/ɪz/
assistants	bananas	nurses
cooks	cashiers	oranges
students	drivers	packages
mechanics	cookies	boxes
receptionists	servers	peaches
books	teachers	sandwiches



CD2, Track 29

Talk with a partner. Take turns. Practice the words. Make sentences with the words.

C Listen. Complete the chart.

- | | | |
|------------|------------|--------------|
| 1. bags | 4. dimes | 7. desks |
| 2. bottles | 5. pages | 8. languages |
| 3. clerks | 6. carrots | 9. glasses |



CD2, Track 30

/s/	/z/	/ɪz/
	<i>bags</i>	

D Talk with a partner. Ask and answer the question. Use correct pronunciation.

What's in your refrigerator?

There are _____.

There is _____.

Reading Tip: Each bulleted item (•) on a list is an important idea. Look at the Help Wanted job advertisement. How many important ideas are there?

Help Wanted Gentle Palms Senior Daycare Center



Job openings: Care assistant
Work in a friendly environment.
Part-time and full-time positions are available.

Work activities include:

- Prepare snacks.
- Help seniors to eat and move around.
- Tell the medical staff when an individual has pain.

Go to our website for an employment application and to learn about other jobs at our center. www.adultseniorcare.com

1 Check your understanding

1. What is this reading about?
 - a. children
 - b. seniors
2. What job is available?
 - a. care assistant
 - b. child care worker
3. What are two work activities?
 - a. help seniors and talk to medical staff
 - b. prepare meals and make beds
4. Circle your answer and complete the sentence.
I think this **is / isn't** a good job because _____.

2 Build your vocabulary

A Look at the pictures. Find the words in the reading. Write the words below the pictures.

care assistant friendly pain seniors



1. seniors



2. _____



3. _____



4. _____

B Find the academic words in Column 1 in the help wanted advertisement and underline them. Then complete the chart.

Academic word	Phrase or sentence from advertisement	Best definition	My sentence
1. available	<i>Part-time and full-time positions are available.</i>	a. open b. busy	<i>I am available to work part time.</i>
2. individual		a. animal b. person	

3 Talk with a partner

Answer each question with evidence from the help wanted advertisement. Use the phrase in the Useful Language box.

- Where is the job opening?
- How do you apply for this job?
- Who do you tell about pain?

USEFUL LANGUAGE
According to the advertisement, . . .

4 Analyze the texts

Objective: Compare two texts on the same topic.

Review the following texts to answer the questions below: (1) page 102, the recommendation letter and (2) page 150, *Help Wanted*.

- What is the topic of the two readings?
 - work
 - volunteering
- What is one way they are similar?
 - Both are about seniors.
 - Both are about nursing homes.
- What is one way they are different?
 - One is about seniors. One is about children.
 - One is about a nursing home. One is about a daycare center.