

3rd Edition
Ventures **2**
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"> Describing skills Giving personal information 	<ul style="list-style-type: none"> Talking about what classmates can do Asking and answering questions about personal information 	<ul style="list-style-type: none"> Review of regular and irregular verbs 	<ul style="list-style-type: none"> Review of <i>be</i> – present and past Review of present and past of regular and irregular verbs
Unit 1 Personal information pages 6–17 Topic: Describing people	<ul style="list-style-type: none"> Describing height, hair, and eyes Describing clothing Describing habitual actions Describing actions in the present 	<ul style="list-style-type: none"> Describing what people look like Asking and describing what people are wearing Asking and describing what people are doing at the present time Asking and describing people's habitual actions 	<ul style="list-style-type: none"> Accessories Adjectives of size, color, and pattern 	<ul style="list-style-type: none"> Adjective order Present continuous vs. simple present <i>and... too, and... either, and but</i>
Unit 2 At school pages 18–29 Topic: School services	<ul style="list-style-type: none"> Offering advice Describing wants Describing future plans 	<ul style="list-style-type: none"> Asking and describing what people want and need Asking about and describing future plans 	<ul style="list-style-type: none"> Computer terms Vocational courses 	<ul style="list-style-type: none"> <i>Want and need</i> The future with <i>will, be going to</i>, and the present continuous
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding a narrative 		
Unit 3 Friends and family pages 32–43 Topic: Friends	<ul style="list-style-type: none"> Describing past actions Describing daily activities 	<ul style="list-style-type: none"> Asking and answering questions about past actions Asking and answering questions about daily habits 	<ul style="list-style-type: none"> Parts of a car Daily activities 	<ul style="list-style-type: none"> Review of simple past with regular and irregular verbs Simple present vs. simple past Collocations with <i>make</i> and <i>do</i>; <i>play</i> and <i>go</i>
Unit 4 Health pages 44–55 Topic: Accidents	<ul style="list-style-type: none"> Identifying appropriate action after an accident Asking for and giving advice Expressing necessity Showing understanding 	<ul style="list-style-type: none"> Asking for and giving advice Clarifying meaning 	<ul style="list-style-type: none"> Health problems Accidents Terms on medicine packaging 	<ul style="list-style-type: none"> <i>Should</i> <i>Have to + verb</i> <i>Must, must not, have to, not have to</i>
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: Transportation	<ul style="list-style-type: none"> Identifying methods of transportation Describing number of times Describing length of time 	<ul style="list-style-type: none"> Asking and answering questions about train, bus, and airline schedules Asking and answering questions about personal transportation habits Describing personal habits 	<ul style="list-style-type: none"> Train station terms Travel activities Adverbs of frequency 	<ul style="list-style-type: none"> <i>How often</i> and <i>How long</i> questions Adverbs of frequency The preposition <i>to</i> with movement

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a story about someone's family 	<ul style="list-style-type: none"> Writing verb forms in past and present 	<ul style="list-style-type: none"> Talking about your skills 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an email about a family member Scanning to find the answers to questions 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a classmate Using a comma after time phrases at the beginning of a sentence 	<ul style="list-style-type: none"> Reading an order form 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a short essay on an application form Skimming for the main idea 	<ul style="list-style-type: none"> Writing an expository paragraph about goals Using <i>First</i>, <i>Second</i>, and <i>Third</i> to organize ideas 	<ul style="list-style-type: none"> Reading course descriptions Setting short-term goals 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Recognizing and pronouncing strong syllables
<ul style="list-style-type: none"> Reading a personal journal entry Scanning for <i>First</i>, <i>Next</i>, and <i>Finally</i> to order events 	<ul style="list-style-type: none"> Writing a personal journal entry about the events of a day Using a comma after sequence words 	<ul style="list-style-type: none"> Reading a chart about people's views 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a warning label Understanding a bulleted list 	<ul style="list-style-type: none"> Filling out an accident report form Using cursive writing for a signature 	<ul style="list-style-type: none"> Reading medicine labels Understanding a warning label 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Recognizing and emphasizing important words
<ul style="list-style-type: none"> Reading a personal letter Scanning for capital letters to determine names of cities and places 	<ul style="list-style-type: none"> Writing an email about a trip Spelling out hours and minutes from one to ten in writing 	<ul style="list-style-type: none"> Reading a bus schedule Reading a train schedule Reading an airline schedule 	<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 lines and major events	<ul style="list-style-type: none"> Describing major events in the past Inquiring about life events 	<ul style="list-style-type: none"> Asking and answering questions about major life events in the past Ordering events in the past 	<ul style="list-style-type: none"> Life events Time phrases 	<ul style="list-style-type: none"> When questions and simple past Time phrases Someone, some, anyone, everyone, and no one
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> Understanding a conversation 		

Unit 7 Shopping pages 84–95 Topic: Comparison shopping	<ul style="list-style-type: none"> Comparing price and quality Comparing two things Comparing three or more things 	<ul style="list-style-type: none"> Asking and answering questions to compare furniture, appliances, and stores 	<ul style="list-style-type: none"> Furniture Descriptive adjectives 	<ul style="list-style-type: none"> Comparatives Superlatives One, the other, some, the others
Unit 8 Work pages 96–107 Topic: Work history and job skills	<ul style="list-style-type: none"> Identifying job duties Describing work history 	<ul style="list-style-type: none"> Asking and answering questions about completed actions Connecting ideas 	<ul style="list-style-type: none"> Hospital terms Job duties 	<ul style="list-style-type: none"> What and Where questions and simple past Conjunctions and, or, but Past and present ability with could, couldn't, can, and can't
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: Solving common problems	<ul style="list-style-type: none"> Asking for recommendations Requesting help politely Agreeing to a request Refusing a request politely 	<ul style="list-style-type: none"> Asking for and making recommendations Explaining choices Making polite requests Agreeing to and refusing requests politely 	<ul style="list-style-type: none"> Home problems Descriptive adjectives 	<ul style="list-style-type: none"> Requests with Can, Could, Will, Would Which questions and simple present Let's and let's not
Unit 10 Free time pages 122–133 Topic: Special occasions	<ul style="list-style-type: none"> Making offers politely Responding to offers politely 	<ul style="list-style-type: none"> Making offers politely Responding to offers politely Asking and answering questions involving direct and indirect objects 	<ul style="list-style-type: none"> Celebrations Party food Gifts 	<ul style="list-style-type: none"> Would you like . . . ? Direct and indirect objects There is / there are and there was / there were
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> Understanding a conversation 		

College and Career Readiness section Audio script Acknowledgments	pages 136–155 pages 156–163 page 164
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READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a magazine interview Skimming interview questions to determine the focus 	<ul style="list-style-type: none"> Writing a narrative paragraph about important life events Using a comma after a time phrase at the beginning of a sentence 	<ul style="list-style-type: none"> Reading an application for a marriage license Describing important life events in sequence 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing intonation in questions
<ul style="list-style-type: none"> Reading a short newspaper article Guessing the meaning of new words from other words nearby 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a gift Using <i>because</i> to answer <i>Why</i> and to give a reason 	<ul style="list-style-type: none"> Reading a sales receipt 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a letter of recommendation Scanning text for names and dates 	<ul style="list-style-type: none"> Writing a summary paragraph about employment history Capitalizing the names of businesses 	<ul style="list-style-type: none"> Reading a time sheet 	<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
<ul style="list-style-type: none"> Reading a notice on a notice board Determining if new words are positive or negative in meaning 	<ul style="list-style-type: none"> Writing a complaint email Identifying the parts of a letter 	<ul style="list-style-type: none"> Reading a customer invoice for service and repairs 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading a first-person narrative paragraph about a party Looking for examples of the main idea while reading 	<ul style="list-style-type: none"> Writing a thank-you note for a gift Indenting paragraphs in an informal note 	<ul style="list-style-type: none"> Reading a formal invitation to a party 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Pronouncing the <i>-s</i> ending in the simple present

UNIT 8 WORK

Lesson A Listening

1 Before you listen

- A** Look at the picture. What do you see?
- B** Point to: ■ a lab ■ linens ■ a patient ■ a walker ■ supplies
■ co-workers ■ an orderly ■ a wheelchair
- C** Look at these people. What are they doing?

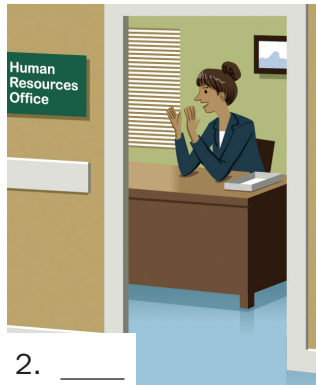


UNIT GOALS

Describe job duties **Describe** past activities
Interpret information on a weekly time sheet

2 Listen

A Listen. What is Marco talking about? Write the letter of the conversation.



CD2, Track 16

B Listen again. Write *T* (true) or *F* (false).

Conversation A

- 1. Marco picked up X-rays this morning. T
- 2. Marco delivered linens to the third floor. _____
- 3. Marco needs to prepare rooms on the second floor. _____

Conversation B

- 4. John is tired. _____
- 5. Marco worked the night shift. _____
- 6. Marco wants to go back to school. _____

Conversation C

- 7. Suzanne works in Human Resources. _____
- 8. Marco wants to be a nurse. _____
- 9. Marco wants to work full-time. _____

Listen again. Check your answers. Correct the false statements.



CD2, Track 16

CULTURE NOTE
 People who work at night work the night shift.

3 After you listen

Talk with a partner. Ask and answer the questions.

- 1. Do you have a job? What do you do?
- 2. Did you have a job before? What did you do?
- 3. What job do you want in the future?

Lesson B Where did you go last night?

1 Grammar focus: *What* and *Where* questions and simple past

Use *what* to ask about activities. Use *where* to ask about location.

QUESTIONS			ANSWERS	
What did	you		I	
	he	do yesterday?	He	worked.
	they		They	
Where did	you		I	
	she	go last night?	She	went to a meeting.
	they		They	

Regular verbs

clean → cleaned
 deliver → delivered
 help → helped
 pick up → picked up
 prepare → prepared

Irregular verbs

go → went
 make → made
 meet → met
 take → took



Watch

2 Practice

A Write. Complete the conversations. Use *What* or *Where* and the simple past.

- A** What did Linda do after breakfast?
B She made the beds.
 (make)
- A** _____ did Brenda and Leo do this morning?
B They _____ patients in the reception area.
 (pick up)
- A** _____ did Trevor do this morning?
B He _____ X-rays.
 (deliver)
- A** _____ did Jill and Brad take the linens?
B They _____ the linens to the second floor.
 (take)
- A** _____ did Felix do yesterday?
B He _____ patients with their walkers and wheelchairs.
 (help)
- A** _____ did Juan and Ivana go after work?
B They _____ to the coffee shop across the street.
 (go)
- A** _____ did Marco do after lunch?
B He _____ the rooms on the 2nd floor.
 (prepare)
- A** _____ did Suzanne meet Marco?
B She _____ him in her office.
 (meet)

Listen and repeat. Then practice with a partner.



CD2, Track 17

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



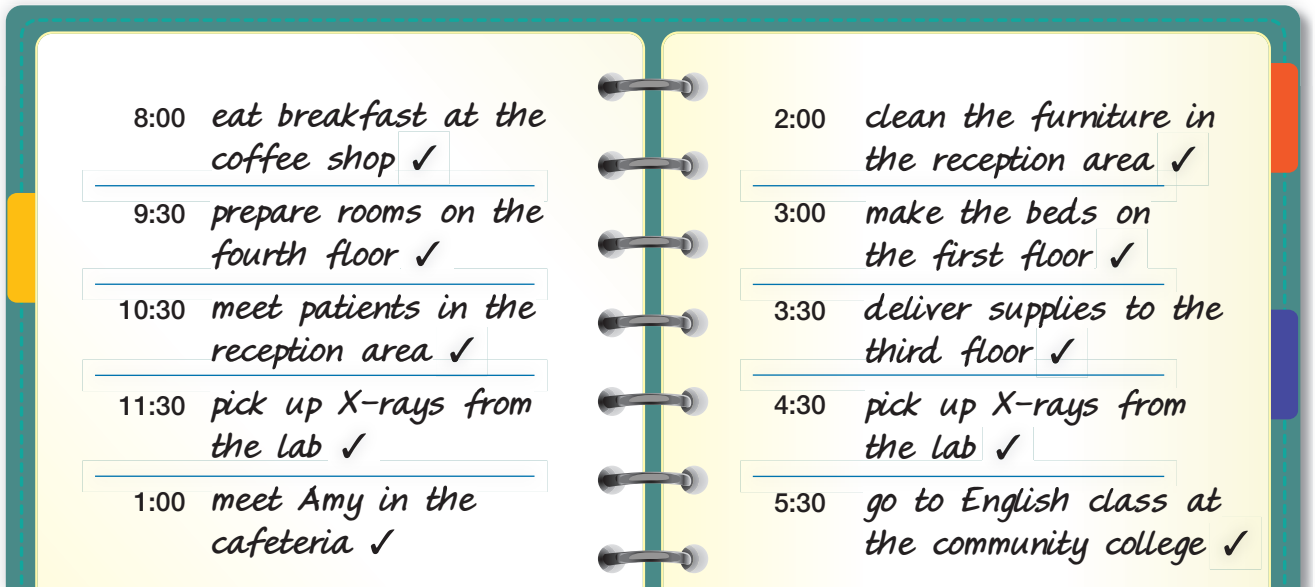
A Where did Rosa go at **8:00**?

B She went to the **coffee shop**.

A What did she do there?

B She **ate breakfast**.

Rosa's schedule



3 Communicate

Talk with a partner. Ask questions. Write your partner's answers in the chart.



A Rachel, where did you go last weekend?

B I went to the mall.

A What did you do?

B I ate lunch and went shopping.

A Did you have fun?

B Yes, I did.

	Where?	What?
last weekend	<i>the mall</i>	<i>ate lunch and went shopping</i>
last Monday		
this morning		
last summer		
last night		

Lesson C I work on Saturdays and Sundays.

1 Grammar focus: conjunctions *and*, *or*, *but*

Use *and*, *or* or *but* to connect words, phrases and sentences. Use *and* to connect similar ideas. Use *or* to connect choices. Use *but* to connect different ideas.

STATEMENTS

I work on Saturdays.
I also work on Sundays.



I work on Saturdays **and** Sundays.

Sometimes he works on Saturdays.
Sometimes he works on Sundays.



He works on Saturdays **or** Sundays.

She works on Saturdays.
She doesn't work on Sundays.



She works on Saturdays, **but** she doesn't work on Sundays.



2 Practice

A Write. Combine the sentences. Use *and*, *or*, or *but*.

- Sometimes Irene eats Chinese food for lunch. Sometimes she eats Mexican food for lunch.
Irene eats Chinese or Mexican food for lunch.

- Tito works the day shift. Tito also works the night shift.

- Marco had an interview. He didn't get the job.

- Brian likes his co-workers. He doesn't like his schedule.

- Erica takes care of her children. She also takes care of her grandmother.

- Carl cleaned the carpets. He didn't make the beds.

- Sometimes Kate works in Austin. Sometimes she works in Houston.

- Ilya speaks Russian at home. He also speaks Russian at work.

Listen and repeat. Check your answers.



CD2, Track 18

B Talk with a partner. Change the bold words and make conversations. Use *and*, *but* or *or*.



A What did Ahmed do this morning?

B He **wrote reports** and **checked email**.



write reports / check email



make copies / deliver mail



answer calls / take messages



A What did Jill do yesterday?

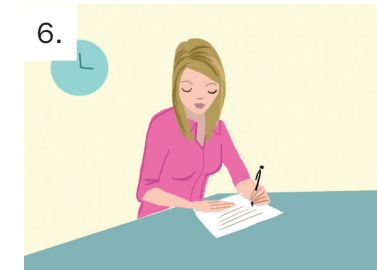
B She **went to work**, but she **didn't feel well**.



go to work / feel well



go to a meeting / take notes



write a letter / finish it



A Where do you eat lunch?

B I eat lunch **in a restaurant** or **at my desk**.



in a restaurant / at my desk



in the cafeteria / outside



at home / in my car

3 Communicate

Talk with a partner. Make statements with *and*, *or*, or *but*.

Last night, I watched TV and did my homework. What about you?

I did my homework, but I didn't watch TV.

Lesson D Reading

1 Before you read

Look at the picture. Answer the questions.

1. Who are these people?
2. What are they doing?



2 Read

Read the recommendation email. Listen and read again.


New Message

Dear Mr. O'Hara:

I am happy to write this recommendation for Marco Alba. Marco started working at Valley Hospital as an orderly in 2016. He takes patients from their rooms to the lab, delivers X-rays, and takes flowers and mail to patients. He also delivers linens and supplies. He is an excellent worker, and his co-workers like him very much.

We are sorry to lose Marco. He wants to go to school and needs to work part-time, but we don't have a part-time job for him right now. I recommend Marco very highly. Please contact me for more information.

Suzanne Briggs
Human Resources Assistant

 **Valley Hospital**



CD2, Track 19

Look through the text quickly for specific information, like names and dates.
Marco Alba 2016

CULTURE NOTE

Teachers and employers often write recommendation letters or emails to help you get a job or get into a school.

3 After you read

Write. Answer the questions about the email. Write complete sentences.

1. When did Marco start his job at Valley Hospital? *He started his job in 2016.*
2. What does he do there? _____
3. Why is Marco leaving? _____
4. Who wrote the email? _____
5. Why did Suzanne write the email? _____
6. Which word in the email means *to make a positive comment*? _____
7. Mr. O'Hara has a question about Marco. Who should he ask? _____

Lesson E Writing

1 Before you write

A Talk with a partner. Ask and answer the questions.

1. What are some of your duties at home?
2. What are some of your duties at your job?
3. What were some of your duties at your last job?

B Read Marco's employment history. Complete the sentences. Use the correct form of the verb.



Capitalize the names of businesses:
Valley Hospital



Employment History: Marco Alba

Marco Alba is an orderly. He works at Valley Hospital. He started in 2017. He _____ many duties. He _____ patients from their rooms to the lab. He _____ X-rays, linens, and supplies. He also _____ flowers and mail to patients.

From 2015 to 2017, Marco _____ at Sam's Soup and Sandwich Shop. He _____ a busperson. He _____ the floor and _____ dirty dishes. From 2012 to 2015, he _____ at Fratelli's Construction Company. He _____ a construction worker. He _____ repairs on houses and _____ large machines.

C Write Marco's job duties now and in the past.

Now	In the past
1. <i>He takes patients from their rooms to the lab.</i>	1.
2.	2.
3.	3.
	4.

D Write. Answer the questions about yourself. Complete the side that is true about you.

Do you have a job? Yes?	Do you have a job? No?
Answer these questions.	Answer these questions.
1. What is your job? _____ _____	1. Where do you study? _____ _____
2. Where do you work? _____ _____	2. What do you study at school? _____ _____
3. What are your duties? _____ _____	3. Did you have a job before? What jobs did you have? _____ _____
4. Did you have a job before? What jobs did you have? _____ _____	4. Where did you work? _____ _____
5. Where did you work? _____ _____	5. What were your duties? _____ _____
6. What were your duties? _____ _____	

2 Write

Write two paragraphs about your employment history. In the first paragraph, write about the present. In the second paragraph, write about the past. Use Exercises 1B and 1D to help you.

3 After you write


A Read your employment history to a partner.

B Check your partner's employment history.

- What are the jobs?
- What are the duties?
- Do the names of businesses start with capital letters?

Lesson F Another view

1 Life-skills reading

 **LARRY'S DISCOUNT STORE** — WEEKLY TIME SHEET

Employee: Lara da Silva Social Security Number: 000-99-0531 Rate: \$14.00/hour

DAY	DATE	TIME IN	TIME OUT	TIME IN	TIME OUT	HOURS
Monday	8/7	9:00 a.m.	12:00 noon	1:00 p.m.	4:00 p.m.	6
Tuesday	8/8	8:30 a.m.	12:30 p.m.	1:30 p.m.	5:30 p.m.	8
Wednesday	8/9	9:00 a.m.	2:00 p.m.	3:00 p.m.	7:00 p.m.	9
Thursday	8/10	7:30 a.m.	12:30 p.m.	1:30 p.m.	3:30 p.m.	7
Friday	8/11	9:00 a.m.	12:00 noon	1:00 p.m.	5:00 p.m.	7
TOTAL HOURS						37

I have worked these hours. I understand that false information will result in my termination with the company.

Employee's signature: Lara da Silva Date: 8/14/17

Supervisor's signature: Helen Wilson Date: 8/14/17

A Read the questions. Look at the time sheet. Fill in the answer.

- What is Lara's hourly rate?
 A 9:00–5:00
 B 8 hours
 C \$14
 D \$37
- When did Lara start work on Tuesday?
 A 7:30 a.m.
 B 8:30 a.m.
 C 9:00 a.m.
 D 9:30 a.m.
- Which statement is true?
 A Laura left work at 4:00 on Thursday.
 B Laura started work at 12 on Tuesday.
 C Laura started work at 8:30 on Tuesday.
 D Laura worked for 8 hours on Friday.
- What day did Lara start work at 7:30?
 A Monday
 B Tuesday
 C Wednesday
 D Thursday

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

Lara worked for 37 hours last week, but the company only paid her for 35 hours. What should she do?

- Call the manager.
- Wait until next month to see if the two hours are on the check.
- Nothing.
- Other: _____

2 Grammar connections: *could / couldn't* and *can / can't* (past and present ability)

Use *can* and *can't* to talk about ability to do something in the present.
Use *could* and *couldn't* to talk about ability to do something in the past.

PAST	PRESENT
I could dance as a child.	I can dance now.
I could run fast as a child.	I can't run fast now.
I couldn't type fast before.	I can't type fast now.

couldn't = could not
can't = cannot



A Work with a partner. Look at the pictures.
Talk about your abilities before and now.



- A** I *couldn't* drive a car before, but I *can* drive a car now.
B I *could* drive a car before, and I *can* drive a car now.

USEFUL LANGUAGE

last year
as a child
two / five / ten years ago
a few years ago



1. drive



2. play the piano



3. take care of children



4. check email



5. read in English



6. cook

B Work with your partner. Ask and answer the questions.

1. What *couldn't* you do as a child that you *can* do now?
2. What *could* you do as a child that you *can't* do now?

REVIEW

1 Listening

Read the questions. Then listen and circle the answers.

1. What does Yuri do?
a. He's a salesperson.
b. He's a manager.
2. Why did the Chans want a new sofa?
a. Their sofa wasn't clean.
b. Their sofa wasn't comfortable.
3. Which sofa was cheaper?
a. the first sofa
b. the second sofa
4. Why did they like the second sofa?
a. It was bigger and more comfortable.
b. It was nicer and more expensive.
5. What did Mr. and Mrs. Chan buy?
a. a sofa and two lamps
b. a sofa and an entertainment center
6. Where did Yuri go after work?
a. to a supermarket
b. to a restaurant



CD2, Track 21

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

2 Grammar

A Write. Complete the story.

VANESSA'S LAST JOB

Last year, Vanessa worked the day shift at the Hometown Hotel. First, she _____ to the supply room at 8:00 a.m. Next, she _____ her cart to the third floor. Then, she _____ the beds. After that, she _____ the rooms and _____ dirty linens. Vanessa's job _____ easy, but she liked it because she _____ a lot of nice people.

1. work
2. go
3. take
4. make
5. clean
6. pick up
7. not / be
8. meet

B Write. Look at the answers. Write the questions.

1. **A** Where did Vanessa work last year ?
B Vanessa worked at the Hometown Hotel last year.
2. **A** What shift _____ ?
B She worked the day shift.
3. **A** When _____ ?
B She went to the supply room at 8:00 a.m.
4. **A** Where _____ ?
B She took her cart to the third floor.

Talk with a partner. Ask and answer the questions.

3 Pronunciation: the *-ed* ending in regular simple past verbs

A Listen to the *-ed* endings in these simple past verbs.

/d/	/t /	/ɪd /
used She used the new machine.	helped He helped the nurses.	wanted They wanted to make the beds.
delivered You delivered the mail.	worked He worked on the weekends.	assisted She assisted the patient.



CD2, Track 22

B Listen and repeat.

/d/	/t /	/ɪd /
repaired	picked	needed
prepared	cooked	started
played	walked	visited



CD2, Track 23

C Listen and check (✓) the correct column.

	/d/	/t/	/ɪd/		/d/	/t/	/ɪd/
1. cleaned	✓			5. pushed			
2. operated				6. checked			
3. finished				7. answered			
4. handled				8. reported			



CD2, Track 24

D Write six regular verbs from Units 7 and 8 in the simple past. Check (✓) the correct column.

	/d/	/t/	/ɪd/		/d/	/t/	/ɪd/
1.				4.			
2.				5.			
3.				6.			

Talk with a partner. Make a sentence with each verb. Take turns.

Reading Tip: Important information is sometimes in bold. Look at the bold words in the Employee Evaluation. What information do the words in bold ask for?

Employee Evaluation

Date: April 20, 2017

Employee name: Jenni Espinoza

Job title: Sales Associate

Job duties: assist customers, keep fitting rooms clean and neat, work with team members

FT / PT (fill in): PT FT

To the Evaluator: *For the evaluation, write one paragraph. Identify both strengths and weaknesses of the employee.*

Evaluation:

Jenni Espinoza is punctual and has a neat appearance. Her uniform is always clean and ironed. She is friendly and helpful to customers. She always asks, "Can I help you?" She follows the correct procedures with customers. For example, when a customer has a lot of questions, she answers them all and doesn't get impatient. She needs to check the fitting rooms more often. Sometimes they are messy or dirty. Jenni is an excellent part of our team and we hope one day she will be an assistant manager.

Evaluator's Signature: John Prince

1 Check your understanding

1. What is the main idea of the employee evaluation?
2. What two things does it say about Jenni's communication with customers?
3. Did the evaluator have suggestions for Jenni? What did he say?
4. Read the evaluation again. Do you think Jenni is a good sales associate? Why or why not?

2 Build your vocabulary

A Find the words in Column 1 in the employee evaluation and underline them. Does each word have a positive or negative meaning? Check the box. Finally, write the clues that helped you guess.

Word in employee evaluation	Positive	Negative	Clue that helped you decide
1. neat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Her uniform is always clean and ironed.</i>
2. helpful	<input type="checkbox"/>	<input type="checkbox"/>	
3. messy	<input type="checkbox"/>	<input type="checkbox"/>	
4. excellent	<input type="checkbox"/>	<input type="checkbox"/>	

B Find the academic words in Column 1 in the employee evaluation and underline them. Then complete the chart.

Academic word	Phrase or sentence from evaluation	Part of speech	Dictionary definition	My sentence
1. evaluation	<i>For the evaluation, write one paragraph.</i>	noun	<i>A judgment about the amount, number or value of something</i>	<i>My evaluation at work was excellent.</i>
2. procedures		noun		
3. team		noun		

3 Talk with a partner

Answer each question with evidence from the employee evaluation. Use the phrase in the Useful Language box.

- How does Jenni look at work?
- What are the company's procedures on customer questions?
- Why does Jenni need to check the fitting rooms more often?

USEFUL LANGUAGE
According to the evaluation, . . .

4 Analyze the texts

Objective: Compare two texts on the same topic.

Review the following texts to answer the questions below: (1) p. 102, the recommendation email and (2) p. 150, *Employee Evaluation*.

- What is the topic of both?
- What is one way they are similar?
- What is one way they are different?