

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"> ■ Discussing goals ■ Filling out a goal form ■ Discussing past and future events 	<ul style="list-style-type: none"> ■ Listening and asking about goals ■ Asking about daily routines ■ Listening about events in the past and future 	<ul style="list-style-type: none"> ■ Review of time phrases 	Verb tense review: <ul style="list-style-type: none"> ■ present and present continuous ■ past and future
Unit 1 Personal information pages 6–17 Topic: Personality traits	<ul style="list-style-type: none"> ■ Describing and comparing likes and interests ■ Describing and discussing personality types 	<ul style="list-style-type: none"> ■ Asking about and comparing preferences ■ Describing personality types 	<ul style="list-style-type: none"> ■ Personal interests ■ Personality types ■ Adjectives that describe people 	<ul style="list-style-type: none"> ■ Verbs + gerunds ■ Comparisons with <i>more than</i>, <i>less than</i>, <i>as much as</i> ■ <i>must</i> for logical conclusions
Unit 2 At school pages 18–29 Topic: Study skills	<ul style="list-style-type: none"> ■ Discussing study problems and learning strategies ■ Offering advice ■ Inquiring about people's experiences 	<ul style="list-style-type: none"> ■ Asking about study problems and learning strategies ■ Asking about someone's recent past 	<ul style="list-style-type: none"> ■ Study problems ■ Learning strategies 	<ul style="list-style-type: none"> ■ Present perfect with <i>how long</i>, <i>for</i>, <i>since</i> ■ Present perfect questions with <i>ever</i>; short answers ■ Simple past and present perfect
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: Neighbors	<ul style="list-style-type: none"> ■ Offering help ■ Agreeing and disagreeing ■ Giving reasons ■ Making a complaint 	<ul style="list-style-type: none"> ■ Asking about and describing problems ■ Giving reasons ■ Discussing borrowing and lending 	<ul style="list-style-type: none"> ■ <i>borrow</i> vs. <i>lend</i> ■ Two-word verbs 	<ul style="list-style-type: none"> ■ <i>because of</i> phrases and <i>because</i> clauses ■ <i>too</i> and <i>enough</i> ■ <i>be able to</i>
Unit 4 Health pages 44–55 Topic: Healthy habits	<ul style="list-style-type: none"> ■ Discussing healthy foods and exercise ■ Describing events in the recent past ■ Describing past habits 	<ul style="list-style-type: none"> ■ Asking about staying healthy ■ Asking about past and present health habits 	<ul style="list-style-type: none"> ■ Healthy habits and routines ■ Medicinal plants 	<ul style="list-style-type: none"> ■ Present perfect with <i>recently</i> and <i>lately</i> ■ <i>used to</i> ■ Reported commands
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 5 Around town pages 58–69 Topic: Community resources and events	<ul style="list-style-type: none"> ■ Discussing future plans ■ Describing actions based on expectations ■ Describing community events 	<ul style="list-style-type: none"> ■ Asking about people's plans ■ Asking about people's expectations ■ Talking about community events 	<ul style="list-style-type: none"> ■ Entertainment ■ Positive and negative adjectives 	<ul style="list-style-type: none"> ■ Verbs + infinitives ■ Present perfect with <i>already</i> and <i>yet</i> ■ Verbs + infinitives and verbs + gerunds

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> ■ Reading a paragraph about goals 	<ul style="list-style-type: none"> ■ Writing your goal and steps to reach it 	<ul style="list-style-type: none"> ■ Talking about your goal and steps to reach it 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading an article about personality and jobs ■ Predicting content from titles and pictures 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph with a topic sentence and supporting sentences ■ Using adjectives 	<ul style="list-style-type: none"> ■ Understanding a bar graph ■ Scanning a website for information 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading an article about strategies for learning English ■ Using context to identify parts of speech ■ Locating examples that support statements 	<ul style="list-style-type: none"> ■ Writing a paragraph with examples to support ideas ■ Using examples to support your ideas 	<ul style="list-style-type: none"> ■ Reading and understanding tips for taking tests ■ Talking about strategies for learning English 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Stressing content words
<ul style="list-style-type: none"> ■ Reading a newsletter about a neighborhood watch ■ Identifying the main idea, facts, and examples 	<ul style="list-style-type: none"> ■ Writing a complaint email ■ Supporting the main idea with examples 	<ul style="list-style-type: none"> ■ Reading and understanding an ad for volunteers ■ Writing a complaint email 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading an article about beneficial plants ■ Identifying the topic from the introduction and conclusion ■ Identifying parts of word families 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph ■ Writing a topic sentence ■ Completing a chart 	<ul style="list-style-type: none"> ■ Completing a medical history form ■ Talking about how to stay healthy 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Voiced and voiceless <i>th</i> sounds
<ul style="list-style-type: none"> ■ Reading a review of a concert ■ Using context to distinguish between positive and negative words 	<ul style="list-style-type: none"> ■ Writing an email ■ Completing a graphic organizer 	<ul style="list-style-type: none"> ■ Reading and understanding announcements about community events ■ Talking about community events 	<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 management	<ul style="list-style-type: none"> ■ Prioritizing ■ Discussing how to manage time ■ Giving advice ■ Describing habits 	<ul style="list-style-type: none"> ■ Prioritizing tasks ■ Asking about habits and daily activities ■ Contrasting qualities and habits of good and weak time managers 	<ul style="list-style-type: none"> ■ Time-management words ■ Prefixes meaning <i>not</i> ■ Idioms with time 	<ul style="list-style-type: none"> ■ Adverb clauses with <i>when</i> ■ Adverb clauses with <i>before</i> and <i>after</i> ■ <i>when</i>, <i>before</i>, and <i>after</i> to order activities in a sequence
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 7 Shopping pages 84–95 Topic: Saving and spending	<ul style="list-style-type: none"> ■ Making suggestions ■ Asking for and giving advice ■ Discussing financial concerns ■ Comparing banking services 	<ul style="list-style-type: none"> ■ Asking and answering questions about buying on credit ■ Making suggestions and giving advice 	<ul style="list-style-type: none"> ■ Banking and finances ■ Compound nouns 	<ul style="list-style-type: none"> ■ <i>could</i> and <i>should</i> ■ Gerunds after prepositions ■ Collocations with <i>get</i> and <i>take</i>
Unit 8 Work pages 96–107 Topic: Finding a job	<ul style="list-style-type: none"> ■ Discussing work-related goals ■ Discussing ways to find a job ■ Identifying procedures involved with a job interview 	<ul style="list-style-type: none"> ■ Talking about a job interview ■ Asking about ongoing activities 	<ul style="list-style-type: none"> ■ Employment ■ Separable phrasal verbs 	<ul style="list-style-type: none"> ■ Present perfect continuous ■ Separable phrasal verbs ■ Present continuous and present perfect continuous
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 9 Daily living pages 110–121 Topic: Community action	<ul style="list-style-type: none"> ■ Describing past activities ■ Describing past events 	<ul style="list-style-type: none"> ■ Describing a crime ■ Describing past actions ■ Asking about an emergency ■ Discussing safety items 	<ul style="list-style-type: none"> ■ Crimes ■ Emergency situations ■ Time phrases 	<ul style="list-style-type: none"> ■ Past continuous ■ Past continuous and simple past with <i>when</i> and <i>while</i> ■ Three uses of the present continuous
Unit 10 Free time pages 122–133 Topic: Vacation plans	<ul style="list-style-type: none"> ■ Describing future possibility ■ Describing a sequence of events in the future 	<ul style="list-style-type: none"> ■ Describing vacation plans ■ Asking about future possibility ■ Describing the sequence of future events 	<ul style="list-style-type: none"> ■ Travel and vacation 	<ul style="list-style-type: none"> ■ Future real conditionals ■ Future time clauses with <i>before</i> and <i>after</i> ■ Three uses of the present perfect
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> ■ Understanding a news report 		

College and Career Readiness section Audio script Acknowledgments	pages 136–165 pages 166–173 page 174
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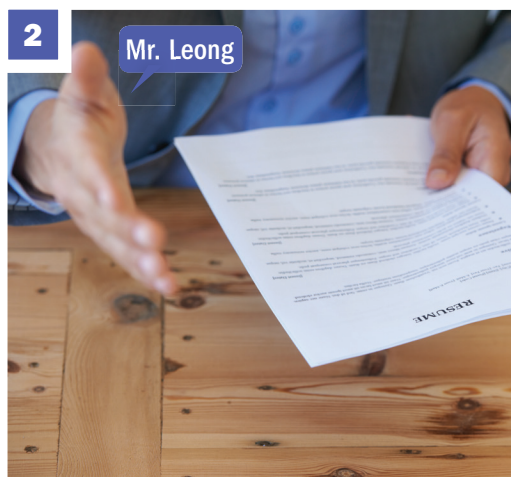
	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> ■ Reading an article about cultural time rules ■ Recognizing dashes that introduce examples ■ Identifying words with prefixes meaning <i>not</i> 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph about a good or weak time manager ■ Using a signal before the conclusion 	<ul style="list-style-type: none"> ■ Reading and understanding a pie chart ■ Talking about how to manage time 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Initial <i>st</i> sound
	<ul style="list-style-type: none"> ■ Reading an article about credit card debt ■ Identifying problems and solutions discussed in a text 	<ul style="list-style-type: none"> ■ Giving advice about saving money ■ Using <i>first, second, third, and finally</i> to organize ideas 	<ul style="list-style-type: none"> ■ Reading and understanding a brochure comparing checking accounts ■ Talking about credit, credit cards, and debt 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
	<ul style="list-style-type: none"> ■ Reading a blog about a job search ■ Scanning for specific information ■ Using a dictionary to select the best definition for a context 	<ul style="list-style-type: none"> ■ Writing a formal thank-you email ■ Understanding what to include in a thank-you email 	<ul style="list-style-type: none"> ■ Reading and understanding a chart comparing job growth ■ Preparing for a job interview ■ Reading and understanding a blog 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Linking sounds
	<ul style="list-style-type: none"> ■ Reading an article about an emergency ■ Recognizing time phrases ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Writing about an emergency ■ Using <i>Who, What, When, Where, Why, and How</i> 	<ul style="list-style-type: none"> ■ Reading and understanding a chart comparing safety in various U.S. states ■ Talking about emergency situations 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
	<ul style="list-style-type: none"> ■ Reading an article about Alcatraz ■ Using clues to guess the meaning of words 	<ul style="list-style-type: none"> ■ Writing about a tourist attraction ■ Using complex sentences to add variety 	<ul style="list-style-type: none"> ■ Reading and understanding hotel brochures ■ Talking about travel arrangements 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Unstressed vowel sound

UNIT 8 WORK

Lesson A Listening

1 Before you listen

- A What do you see?
- B What is happening?
- C What's the story?



UNIT GOALS

Identify questions and answers in a job interview **Recognize** and produce key elements in a thank-you letter for a job interview **Recognize** occupations in which there is job growth

2 Listen

A Listen and answer the questions.

1. Who are the speakers?
2. What are they talking about?

B Listen again. Complete the chart with information about Tony.

Topic	Tony's answers
1. job he is applying for	<i>shipping-and-receiving clerk</i>
2. native country	
3. current job	
4. strengths	
5. shift he prefers	



CD2, Track 15



CD2, Track 15

3 After you listen

A Read. Complete the story.

background degree employed gets along interview personnel reliable strengths

Tony has been working as a teacher's assistant for about a year. He is also going to college part-time to get a degree in accounting. Right now, Tony is at a job _____ with Mr. Leong, the ¹ _____ manager.

Mr. Leong asks about Tony's ² _____. Tony says he is from Peru and has been living in the United States for two years. Next, Mr. Leong asks about Tony's work experience, and Tony says that now he is _____ at a school. Finally, Mr. Leong asks about Tony's personal ⁴ _____. Tony says he is responsible and _____, and he ⁵ _____ with everybody. Mr. Leong says he will contact Tony next week. ⁶ _____ ⁷ _____ ⁸ _____



CD2, Track 16

Listen and check your answers.

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

Have you ever had a job interview? What happened?

Lesson B Present perfect continuous

1 Grammar focus: questions and statements with *for* and *since*

Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.



Watch

QUESTIONS

Have you **been living** here **for** a long time?

Has Tony **been working** here **for** a long time?

Have they **been working** here **for** a long time?

How long **have** you **been looking** for a job?

How long **has** Tony **been working** as a teacher's assistant?

How long **have** they **been working** at the school?

STATEMENTS

I've **been waiting** **for** a long time.

Lida **has been waiting** **since** 2:00.

We've **been waiting** **all** morning.

SHORT ANSWERS

Yes, I **have**.

No, I **haven't**.

Yes, he **has**.

No, he **hasn't**.

Yes, they **have**.

No, they **haven't**.

Since October.

For about a year.

USEFUL LANGUAGE

Use *since* with specific times.

Since 2011.

Use *for* with periods of time.

For two months.

2 Practice

A Write. Complete the sentences. Use the present perfect continuous with *for* or *since*.

1. **A** How long has Talia been practicing for her driving test?

B For about three months. (practice)

2. **A** _____ you _____ here for a long time?

B No, I _____. I started six days ago. (work)

3. **A** How long _____ Yin _____ for a job?

B _____ last year. (look)

4. **A** _____ Mr. Rivera _____ people all day?

B Yes, he _____. (interview)

5. **A** How long _____ you _____ to get an interview?

B _____ March. (wait)

6. **A** How long _____ they _____ to night school?

B _____ one year. (go)

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



CD2, Track 17

B Talk with a partner. Ask and answer questions. Use *for* or *since*.



A How long has Sandra been talking on the phone?

B For 20 minutes.



1. talk / _____
20 minutes

2. wait / _____
8:00

3. study / _____
morning

4. practice keyboarding /
_____ 10:30



5. paint the house /
_____ two
days

6. work in the restaurant /
_____ 2011

7. look for a job /
_____ several
weeks

8. attend this school /
_____ last
semester

Write a sentence about each picture.

Sandra has been talking on the phone for 20 minutes.

3 Communicate

A Talk with your classmates. Find a person who does each activity. Ask how long the person has been doing it. Complete the chart.



A Do you drive?

B Yes, I do.

A How long have you been driving?

B For about six years. / Since 2012.

Activity	Name	How long?
drive	<i>Josefina</i>	<i>for six years / since 2012</i>
cook for yourself		
attend this school		
work in this country		
speak English		
use a computer		

B Share information about your classmates.



Lesson C Phrasal verbs

1 Grammar focus: separable phrasal verbs

A phrasal verb is a verb + preposition. The meaning of the phrasal verb is different from the meaning of the verb alone. These phrases are separable because you can put the second part of the phrase before or after the object.

STATEMENTS

Alfred **handed out** the papers.

He **handed** the papers **out**.

He **handed** them **out**.

Common separable phrasal verbs

call back	hand out	turn down
clean up	put away	turn off
fill out	throw out / away	turn up



Watch

USEFUL LANGUAGE

papers → them

application → it

2 Practice

A Write. Complete the sentences.



1. She's **handing out** papers.
She's handing the papers out.
She's handing them out.



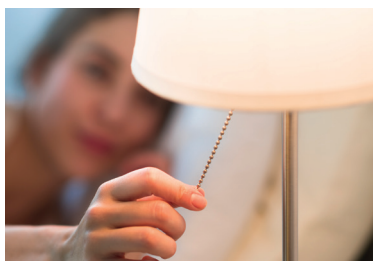
2. He's _____ the cups.
He's **throwing** the cups **away**.
He's _____ them _____.



3. He's _____ the volume.
He's _____ the volume _____.
He's **turning** it **up**.



4. She's **filling out** a job application.
She's _____ the application _____.
She's _____ it _____.



5. She's _____ the lamp.
She's **turning** the lamp **off**.
She's _____ it _____.



6. He's **putting away** the clothes.
He's _____ the clothes _____.
He's _____ them _____.



Listen and check your answers.

CD2, Track 18

B Talk with a partner. Make requests. Use the verbs in the box.



A Please turn the lights off.

B OK. I'll turn them off.

call back clean up put away throw out turn down turn off

USEFUL LANGUAGE

To make a polite request, you can use:

Please . . .

Would you please . . . ?

Could you please . . . ?



1. lights



2. heat



3. lunchroom



4. Mr. Jones



5. trash



6. books

Write sentences about each picture.

Please turn the lights off.

3 Communicate

A Work in a small group. Ask and answer the questions.

1. Have you ever filled out an application form?
Where? When?
2. Did you put anything away last night?
What was it?
3. Is there someone you need to call back? Who?
4. What things do you want to throw away?
5. What things do you turn on, off, or up?
6. Is there anything you need to clean up?
What is it?

B Share information about your classmates.

Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. How many dates are in the reading? What are they?
2. What is the reading about?
3. What is a *blog*? Have you ever seen one?



Scan the text for specific information. Look quickly to find dates. When you find the information you need, stop reading.

2 Read

Read the blog. Listen and read again.



CD2, Track 19

www.edensblogaddress.com

EDEN'S BLOG

MONDAY 9/29
I had my interview today! I gave the interviewer a big smile and a firm handshake. I answered her questions with confidence. I'll let you know if I get the job.

THURSDAY 9/25
Great news! One of the companies from the job fair finally called me back! I've been preparing for the job interview all day. I'm really excited. I'm going to have a practice interview with some classmates today. That will prepare me for the real one.

WEDNESDAY 9/24
I've been feeling depressed about the job search lately, but my counselor at school told me I shouldn't give up. He said I need to be patient. Today, I organized my papers. I made lists of the places I have applied to and the people I have talked to. I also did some more research online.

TUESDAY 9/16
Today, I went to a job fair at my college. I filled out several applications and handed out some résumés. There were about 20 different companies there. Several of them said they were going to call me back. Wish me luck!

MONDAY 9/15
Hello fellow job searchers! I have been looking for a job for several weeks. Everyone tells me that it's critical to network, so I've been telling everyone I know. I've been calling friends, relatives, and teachers to tell them about my job search. If you have any good job-searching tips, please share them with me!

3 After you read

A Scan the blog for Eden’s activities. Match them with the dates.

- | | |
|-------------------------|--|
| 1. Monday 9/15 _____ | a. She had a practice interview with her classmates. |
| 2. Tuesday 9/16 _____ | b. She had a job interview. |
| 3. Wednesday 9/24 _____ | c. She organized her papers. |
| 4. Thursday 9/25 _____ | d. She’s been telling everyone about her job search. |
| 5. Monday 9/29 _____ | e. She went to a job fair. |

B Check your understanding.

1. What is the main purpose of the blog?
2. Who did she network with?
3. How did she get a job interview?
4. According to the blog, what is a good way for Eden to prepare for the job interview?
5. In the Wednesday 9/24 entry, which word means *discouraged*?
6. Based on the most recent blog post, what can you assume about Eden’s job interview?

C Build your vocabulary.

1. Read the dictionary entry for *critical*. How many definitions are there?

.....
critical /adj/ **1** saying that someone or something is bad or wrong **2** giving opinions on books, plays, films, etc.
3 very important; essential – **critically** /adv/

2. Find the vocabulary in the reading. Underline the words. Find each word in a dictionary. Copy the part of speech and the definition that best fits the reading.

Vocabulary	Part of speech	Definition
1. critical	<i>adjective</i>	<i>very important; essential</i>
2. network		
3. fair		
4. patient		
5. firm		
6. confidence		

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

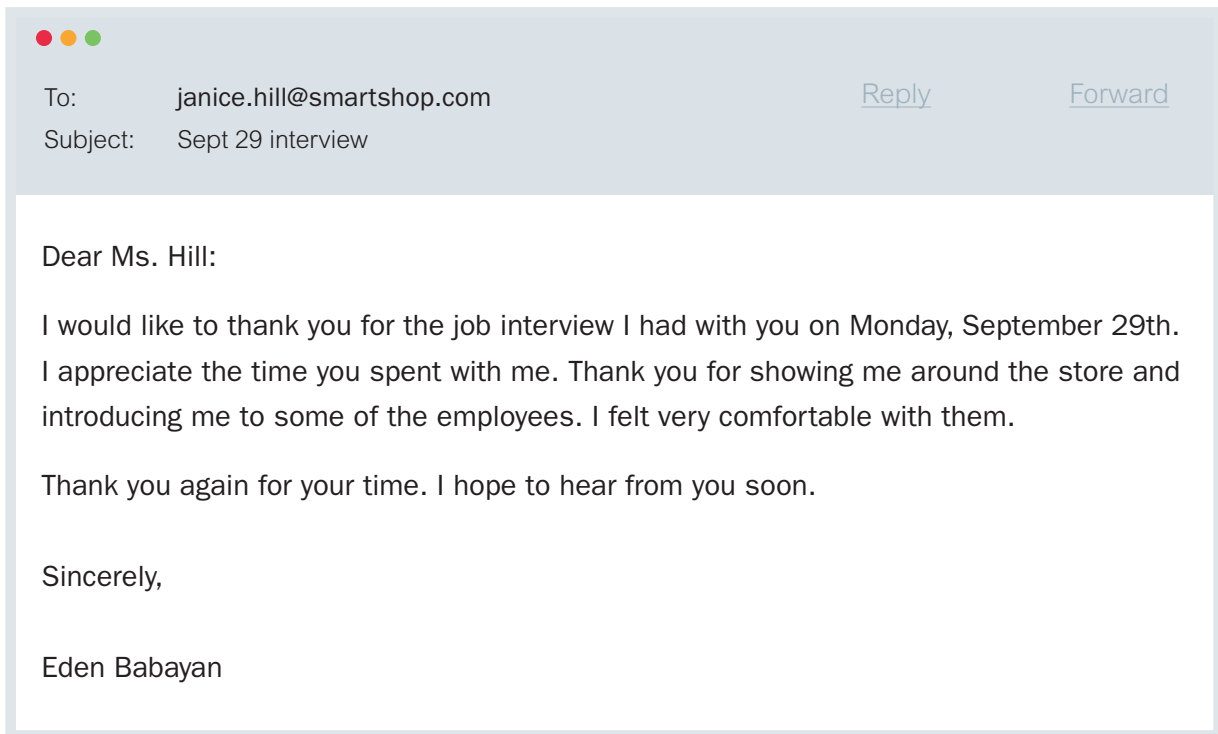
1. What is your most critical goal right now?
2. If you are trying to find a job, who can you network with?
3. How can you show confidence in a job interview?

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

Lesson E Writing

1 Before you write

- A Talk** with a partner. Who do you send thank-you emails to? Make a list. Share your list with the class.
- B Read** the thank-you email.



Work with a partner. Answer the questions.

1. Who wrote the email?
2. Who did she write it to?
3. What is the purpose of the email?
4. What information is in the first sentence?
5. How many times did the writer say thank you?
6. What does Eden want to happen next?
7. How does the writer end the email?

C Plan a formal thank-you email. Complete the information.

Name and address of the person or business you are thanking:

Reason for saying thank you:

Something specific you appreciate:

2 Write

Write a formal thank-you email to a person or a business. Say why you are thanking the person and mention something specific that you appreciated. Thank the person again at the end of the email. Use the email in Exercise 1B and the information in Exercise 1C to help you.



- In a thank-you email, include:
- why you are thanking the person
 - what you appreciate
 - another thank you at the end

3 After you write

A Check your writing.

	Yes	No
1. My first sentence says why I am thanking the person.	<input type="checkbox"/>	<input type="checkbox"/>
2. I mentioned something specific that I appreciated.	<input type="checkbox"/>	<input type="checkbox"/>
3. I thanked the person again at the end of the email.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

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

Lesson F Another view

1 Life-skills reading

Occupational projections and worker characteristics			
Occupation	Job openings due to growth and replacements * 2014–2024	Percent Employment change, 2014–2024	Typical education needed for entry
Automotive service technicians and mechanics	237	5.3	Postsecondary technical nondegree award
Dental hygienists	70	18.6	Associate's degree
Food service managers	77	5.1	High school diploma or equivalent
Medical assistants	262	23.5	Post secondary technical nondegree
Retail salespersons	1,917	6.8	No formal educational credential
Veterinary technologists and technicians	274	18.7	Associate's degree

* Numbers in thousands
Source: https://www.bls.gov/emp/ep_table_107.htm

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

- Which statement is not true about the jobs in the chart?
 - One requires an associate's degree.
 - One requires a bachelor's degree.
 - One requires technical training.
 - There will be more jobs in 2024 than in 2014.
- Which occupations will have the largest percent increase in growth from 2014-2024?
 - automotive service technicians and retail salespersons
 - veterinary technologists and technicians and medical assistants
 - food service managers and dental hygienists
 - retail salespersons and medical assistants
- What is the growth in number of jobs from 2014–2024 for dental hygienists?
 - 70
 - 700
 - 7,000
 - 70,000
- What is included in this chart?
 - salary information for certain jobs
 - information about the decline of certain occupations
 - information about the amount of education necessary for certain jobs
 - amount of work experience necessary for certain jobs

B Solve the problem. Give your opinion.

Alex has been working in a fast food restaurant for over a year. He works as a busser, cashier and cook. He would like to be a restaurant manager some day, but that requires a high school diploma or equivalent. He dropped out of high school after two years. What should he do?

2 Grammar connections: present continuous and present perfect continuous

Use the *present continuous* to talk about an activity that is happening at the moment of speaking.

Use the *present perfect continuous* to talk about an activity that started in the past and continues to the present.

My classmate **is writing** in her book right now.

I've **been writing** emails for two hours.



A Work in a small group. Play the game. Write your name on a small piece of paper. Flip a coin to move your paper. Then tell your group your answer to the question in the square. Use the present continuous or the present perfect continuous in your answer. Take turns.

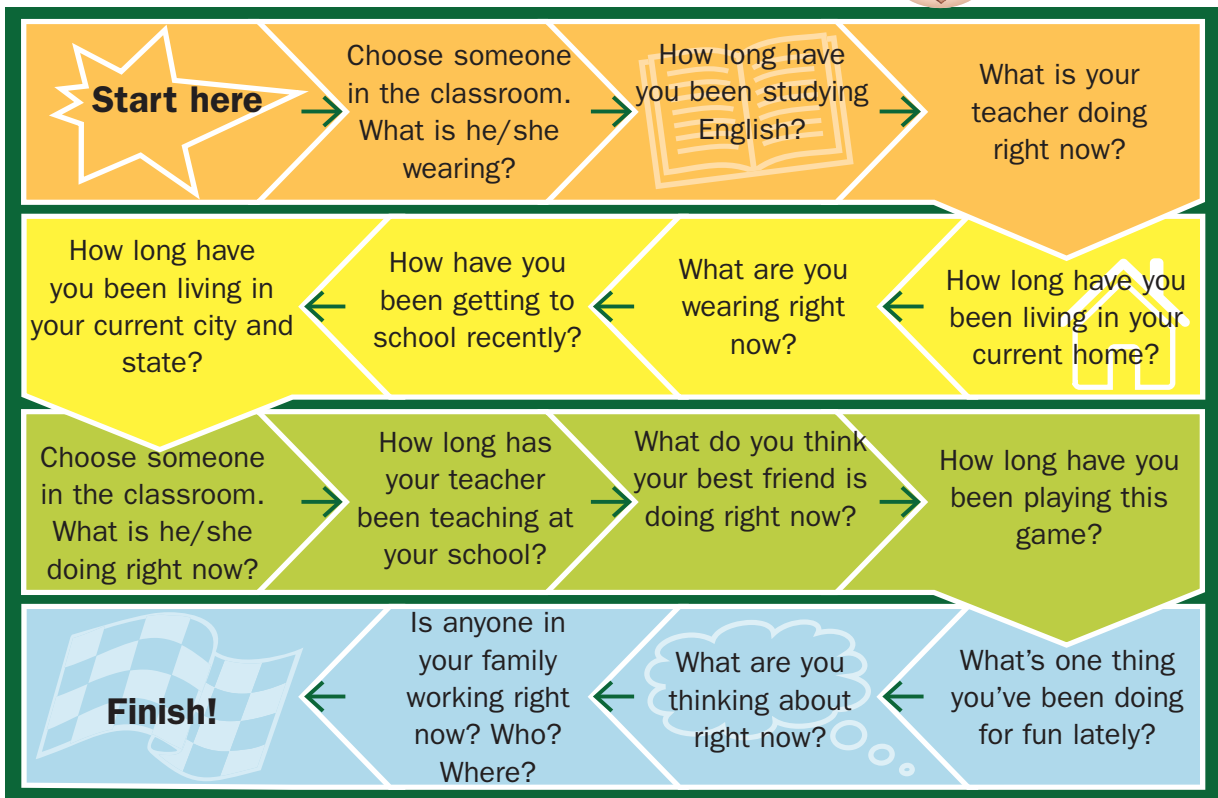
“Choose someone in the classroom. What is he/she wearing?” OK. I’ll describe Tonya. She’s wearing . . .



= 1 space



= 2 spaces



B Share information about your classmates.

Tonya is wearing a red and blue sweater.

REVIEW

1 Listening

Listen. Put a check (✓) under the correct name.

	Clara	John
1. wants an SUV		✓
2. thinks a small car is better		
3. says an SUV is more comfortable		
4. wants to take friends for a ride		
5. wants to keep taking the bus		
6. wants to save money to buy a house		



CD2, Track 20

Talk with a partner. Check your answers.

2 Grammar

A Write. Complete the story. Use the correct words.

Getting Work Experience

Hao has been applying for jobs as a computer technician since October. He
1. will apply / has been applying
several interviews, but he hasn't gotten a job yet. He's afraid of
2. is having / has had
again until he gets some experience. His friend Terry gave him some
3. applying / apply
good advice. He said Hao _____ think about _____ at
4. could / should 5. volunteer / volunteering
Hao's son's school. Hao wants to call the school because the school _____
6. has been having / has
problems with the computer system for a few months. Hao is interested in
_____. It would be a win-win situation for both the school and Hao.
7. help / helping

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

- A** Who _____?
B Hao has been applying for a job.
- A** What _____?
B He has been looking for a job as a computer technician.
- A** Where _____?
B Hao wants to volunteer at his son's school.

Talk with a partner. Ask and answer the questions.

3 Pronunciation: linking sounds

A Listen to the phrasal verbs. Pay attention to the linking sounds.

- | | | |
|-------------------------|---------------------------|----------------------|
| 1. clean <u>u</u> p | 4. fill <u>u</u> t | 7. put <u>u</u> n |
| 2. think <u>u</u> about | 5. interested <u>u</u> in | 8. tired <u>u</u> of |
| 3. turn <u>u</u> p | 6. throw <u>u</u> out | |



CD2, Track 21

Listen again and repeat.

B Listen and repeat. Pay attention to the linking sounds in the phrasal verbs.

- | | |
|--|--|
| 1. A What do you need to do? | 2. A Don't you think it's cold in here? |
| B I have to clean <u>u</u> p the kitchen. | B It's a little cold. |
| A Can I help? | A Why don't you turn <u>u</u> p the heat? |
| B Sure. Could you throw <u>u</u> out the trash? | B That costs too much money. You can put <u>u</u> n on my jacket. |
| A I'd be happy to. | |



CD2, Track 22

C Talk with a partner. Practice the conversations. Pay attention to the linking sounds in the phrasal verbs.

- | | |
|---|--|
| 1. A Do you need some help? | 3. A Do you want to go to a movie tonight? |
| B I'm interested in applying for a job here. | B What do you think about just staying home? |
| A OK. Just fill out this application, and return it to me. | A That's fine. There's a good game on TV. |
| B Thanks. | B OK. First help me clean up the kitchen. Then we can watch the game. |
| A Don't forget to put your name on it. | |
| 2. A May I help you? | 4. A I want to register for English classes. |
| B I may be interested in buying a big-screen TV. | B Fill out this form, please. |
| A We have some great deals. Let me show you. | A Can you help me? |
| B Thanks, but I'd like to just look around some more. | B Sure. I just need to put away these papers. |
| | A Thank you. |

D Write four questions. Use the words in Exercise 3A. Ask your partner. Remember to connect the sounds.

Did you clean up the kitchen last night?

1. _____
2. _____
3. _____
4. _____

Reading Tip: Look at the title. Then read the first sentence in each paragraph. What are the three key points? Read to find out more about each.

How I Got My Job

The interview is the most critical step in getting a job – and the most difficult. Here are some interview tips from people who have succeeded in their job search.

Grace Huang, sales assistant

“I think it’s really important to make a good first impression. Remember, interviewers talk to a lot of people; you want them to remember you in a positive way! You should always be on time for your appointment. Arrive early, and greet the interviewer with a firm handshake and a smile. At the end of the interview, shake hands again and thank your interviewer. I always send a thank-you letter after each interview. On my first day at work, my new boss said that I was the only applicant who sent a letter!”

Tomas Martinez, computer technician

“You need to prepare before you go to an interview. I always try to research something about each company and prepare questions to ask the interviewer. When you ask questions about the company and the job, it indicates that you’re really interested. Before I started my interviews, I practiced with a friend. He asked me questions and helped me prepare to talk about my work experience and my background. I also filled out job applications for practice.”

Sita Pillai, office manager

“I think the most important factor is the way you speak. I try to be enthusiastic and positive about the job and to speak with confidence. You should never answer a question with just ‘yes’ or ‘no.’ Explain all of your answers! This will help the interviewer to know about your strengths. And here’s one more tip. English isn’t my native language, and I sometimes talk too fast when I’m nervous. If the interviewer has problems understanding you, speak more slowly.”

1 Check your understanding

1. What is the main idea of the article?
2. What did Grace Huang do that made her stand out as an applicant?
3. According to Sita Pillai, why is it important to explain your answers at an interview rather than answer with just *yes* or *no*?
4. What does Tomas Martinez do before an interview to show the interviewer that he's interested in the job?
5. In the fourth paragraph, what word does the author use that means the same as *positive qualities*?

2 Build your vocabulary

A Find the words in Column 1 in the paragraphs indicated, underline them, and identify the part of speech. Many words have more than one definition. Look up the words in a dictionary and complete the chart with the definition that best fits the article.

Word	Part of speech	Definition
1. interview, ¶1	<i>noun</i>	<i>A formal meeting in which a person who is interested in getting a job is asked questions.</i>
2. impression, ¶2		
3. positive, ¶2		
4. experience, ¶3		
5. enthusiastic, ¶4		
6. native, ¶4		

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

assistant factor indicates 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>assistant</i>	<i>Grace Huang, sales assistant</i>	<i>noun</i>	<i>a person who helps another at work</i>	<i>The assistant manager works directly under the manager.</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 are two ways to make a good impression at an interview?
2. What are two ways to prepare before an interview?
3. What are three things you can do about the way you speak during an interview?

USEFUL LANGUAGE

Phrases to cite evidence:
Some examples from the article are ...
A few examples from the article are ...

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, *Eden's Blog*; and (2) p. 157, *How I Got My Job*.

1. What is the topic shared by the two articles?
2. Both articles say it is important to practice before an interview. Describe one way to practice from each article.
3. Both articles describe how to make a good first impression. What's one strategy from each article?
4. Both articles discuss how to prepare for the interview. What did each article say about that?
5. In your opinion, which of the three interview tips is the most important? Explain your reason for choosing it.

5 Before you write

Copy and complete the graphic organizer on another piece of paper. Fill it in with (1) the topic shared by the articles, and (2) two examples for each key point. Use information from Exercises 1–4 and evidence from the two articles. Finally, (3) use your answer to question five in Exercise 4 to fill in a conclusion.

Topic:		
Make a Good First Impression	Preparing	Speaking
Examples 1:	Examples 1:	Examples 1:
Examples 2:	Examples 2:	Examples 2:
Conclusion:		

6 Write

Write one paragraph that explains three keys to a successful job interview. Use the 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.