

VENTURES TRANSITIONS TESTS ANSWER KEY

Each unit test item is 4 points. Unit test sections have five items; therefore, each section is worth 20 points, for a total of 100 points per unit test.

Unit 1: Selling yourself

A Listening

1. Elaine is giving Greg advice about writing his résumé / résumé writing.
2. Greg wants to apply for a translator job at the county hospital / a translator job.
3. Elaine tells Greg that his degree name should go before his college's name. / Greg should say more about himself (his interests) in the objective section.
4. It can help an employer know why Greg wants the job. / It can help an employer know why Greg would be a good candidate for the job.
5. Most likely, Elaine's job is a career counselor. / Elaine helps people write better résumés for job applications.

B Grammar

1. bored, interesting
2. amazing, disappointed
3. detailed, disorganized
4. frightened, exciting
5. frustrated, delayed

C Reading

1. F
2. T
3. T
4. F
5. T

D Vocabulary

1. committed
2. progress
3. maturity
4. achieve
5. analyze

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

The first section heading of my résumé is titled "Objective."

In this section, I discuss my goal for writing my résumé. In this case, my goal is a position as a systems administrator at Columbia Bank. I also talk about what I am interested in and what larger career goals I hope to achieve within the field. In the second section, "Work Experience," I talk about my employment. My current job is listed first. Under the job title, I list the number of years I have been working in the position and the specific duties of the job. I have been working in the same position for many years. Also, I have had many responsibilities. This shows that I am a committed and mature employee. In the next section titled "Education," I give the title of my bachelor's degree and the name of the college where I earned my degree. In the last section, "Skills," I list the many hard and soft skills I have gained through my work experience. My hard skills include knowing how to use the challenging BancSure computer software. My soft skills include analyzing information, problem solving, and being able to get along well with my co-workers. Giving information in my résumé about my objective, work experience, education, and job skills demonstrates how I can contribute to the work environment at Columbia Bank.

Unit 2:

Building self-confidence

A Listening

1. F
2. T
3. T
4. F
5. T

B Grammar

1. Mike's co-workers always criticize him for being lazy.
2. Ana is stressed by the new responsibilities.
3. His classmates influence him.
4. Other classmates are challenged by Sakiko's outstanding performance in school.
5. Employees are encouraged by the supervisor to review their work schedules.

C Reading

1. c
2. b
3. d
4. a
5. a

D Vocabulary

1. assertive
2. cooperative
3. reliable
4. conscientious
5. influence

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

My self-confidence is affected by many people I know. First, my family has a big influence on me and how I view myself. They always tell me that they believe in me and that they know I will succeed.

My self-confidence is also influenced by my friends. When I have a lot of stress and feel overwhelmed, they remind me not to be too hard on myself and to do the best I can. Finally, my self-confidence is shaped by my teachers. When my teachers tell me I am doing a good job, I am motivated to work even harder. Sometimes, they give me criticism, but I know they just

want to help me. They encourage me, for example, to be more assertive and speak up in class. Even though I sometimes lack self-esteem, I am encouraged by my family, friends, and teachers to believe in myself and do my best.

Unit 3: Volunteering

A Listening

1. d 2. b 3. c 4. d 5. a

B Grammar

- Maria said that she was going to volunteer at the soup kitchen next week.
- Maria said that she served food to the homeless people.
- Maria said that she liked serving food and talking with the homeless people.
- Maria said that many people didn't have enough money to buy food.
- Maria said that she wanted to help people in her community.

C Reading

1. F 2. T 3. T 4. T 5. F

D Vocabulary

1. d 2. a 3. c 4. e 5. b

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

In my town, there are several places where I could volunteer. Three places I've heard good things about are the Salvation Army's thrift store, the recycling center, and the public library.

My friend Maggie volunteers at the Salvation Army's thrift store. She told me that the people there were very committed to helping the community. Maggie said that people could also go to the store on weekends and attend free job skill classes.

Another place where I could do some volunteering is at the recycling center. Even though our town is small, we produce a lot of waste. Working at the recycling center is great because you can teach people to recycle and reuse resources. One newspaper reporter said that people who used the recycling center were able to reduce their total garbage by 55 percent.

One volunteering opportunity I recently learned about is the Read for Kids program at the public library. Volunteers at the library meet with elementary and middle school students at least once a week to help them practice their reading. The library has a large collection of books for all grade levels. Students can pick out a different book every week for their volunteers to read with them.

Volunteers at the library said they loved the program. They said that the students' reading scores had improved by ten points after less than one year! I am thinking about participating in this program because I would like to help students in my community do better in school.

In conclusion, there are many places in my town where I could volunteer. The next place I would like to volunteer at is the public library because I want to help students improve their reading.

Unit 4:

Effective job applications

A Listening

1. F 2. F 3. T 4. T 5. T

B Grammar

- 2, 1 / Maria felt more prepared to write her cover letter after she had visited the career center.

- 1, 2 / By the time Joel's brother knew he had gotten scammed on the Internet, it was too late.
- 2, 1 / Before Kerala started waiting tables, she had talked to a friend at a restaurant.
- 1, 2 / Katherine had reflected for a long time on her dream career before she started to apply for jobs.
- 2, 1 / After Pierre had revised his résumé, it was much better.

C Reading

- To learn about you from the people who know you best.
- A question an employer may ask a reference is *What are her best skills?*
- A family member or friend.
- The longer someone has known you, the more authority they have to speak about your skills.
- To get their permission and to make sure they know an employer might call them.

D Vocabulary

- | | |
|-------------|-----------|
| 1. honest | 4. care |
| 2. complete | 5. accept |
| 3. scam | |

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

I recently filled out an application to be a sales assistant in the college gift shop. The application process had a lot of steps. First, I had to find a job. I found out about the job in the gift shop by reading the college newspaper. After I had read the job announcement in the paper, I knew I wanted to apply. I then went to the gift shop to ask for an application. Before I left

the gift shop, I read the entire application to make sure I had understood every question. I think that was smart to do. By the time I got home, I had already figured out how to answer each question. I was very careful when I completed the application because I did not want to leave any questions blank by mistake. I think I did a very good job of filling it out. The application also asked for a copy of my résumé. I had written a résumé before I started to look for jobs, so that was no problem. However, I did not take the time to go over my résumé to double-check for errors. That was not smart of me. I was so tired by the time I had finished the application that I didn't want to reread my résumé. I am now waiting to hear if I will get an interview or not. I really hope I do!

Unit 5: Successful interviews

A Listening

1. The speaker says the work is not over once you get a job interview because you still need to prepare for your interview.
2. The first thing Marissa did to prepare for her interview was to research the hotel's history and what kind of people stay there.
3. Marissa called the front desk of the hotel.
4. Marissa could have reread the job posting to remind herself what the job's main duties are.
5. To remember what you told the employer about yourself.

B Grammar

1. She should have worn a suit.

2. She shouldn't have yawned or looked bored.
3. She should have turned off her cell phone.
4. Jeannette could have made eye contact and stood up straight.
5. Jeannette could have asked more questions.

C Reading

1. F
2. F
3. F
4. T
5. T

D Vocabulary

1. stand out from the crowd
2. flustered
3. scenario
4. inappropriate
5. move on

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

I recently had an interview to be a sales associate in the college gift shop. I was surprised to get the interview, but my friends told me I shouldn't have been. They say I'm a good people person, which is useful if you're working in sales. I wanted to make a good first impression as an interviewee, so I spent a lot of time preparing for the interview. One thing I did was prepare a list of questions about the job. I could have asked 20 or more, but I limited my list to five questions. When the interview day came, I was nervous and flustered because I was desperate for the job. At the start of the interview, I found myself in a very bad scenario: I forgot the name of the woman interviewing me! I knew I should have double-checked it before coming to the interview, but I didn't. I thought about what to do. I could have pretended to know it, but I didn't want to be

dishonest. I decided to admit that I was nervous and forgot her name. She smiled and told me it was OK. I think she appreciated my honesty. Her friendliness made me feel less flustered. The rest of the interview went well. I was confident and relaxed, and I did a good job of answering her questions truthfully. At the end of the interview, the interviewer told me I had made the most of what could have been a very embarrassing situation. I'm waiting to hear if I got the job, but I've learned an important lesson. If I had had a second chance to do the interview, I would have made sure that I knew my interviewer's name!

Midterm Test Units 1–5

A Listening

1. a
2. b
3. a
4. c
5. c

B Grammar

1. challenging
2. affected by
3. would have
4. had practiced
5. could have

C Reading

1. T
2. F
3. F
4. F
5. T

D Vocabulary

1. figure out
2. make the most of
3. reliable
4. move on
5. go well

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

At the very beginning of last semester, I set myself the goal of getting an A in English. I wanted to impress my parents and to show them how important my education is to me. I knew my goal would be challenging and

that success is determined by hard work, so I made myself three promises to help achieve my goal. First, I promised myself to stay calm when I felt stressed. Getting flustered would not help me study. Second, I promised myself to study English for two hours every day. I worried that this wasn't realistic, but I wanted to try. Finally, I promised myself to be honest about needing to ask for help sometimes. After I had made this list, I taped it above my desk so I could always see it. I kept my promises to myself, and at the end of the semester, all my hard work had paid off: I got an A! I felt so proud of my accomplishment. I was proud not only of my grade, but of how hard I worked all semester long to succeed. I also felt empowered because I now had experience with setting a tough goal and meeting it.

Unit 6: Small talk

A Listening

1. F 2. T 3. T 4. T 5. F

B Grammar

1. don't you / Yes, I do.
2. aren't they / No, they aren't.
3. do you / No, I don't.
4. aren't you / Yes, I am.
5. is it / Yes, it is.

C Reading

1. The narrator thinks that small talk only lasts a few minutes because you're usually waiting for something to happen soon.
2. The narrator did not small talk with the woman when he first got in the elevator because there wasn't enough time for a conversation.
3. *Answers will vary.* The narrator and the woman talked about how long they had each lived in the building, where they go

grocery shopping, their jobs, and their vacations.

4. The narrator felt very nervous about being stuck in the elevator.
5. Most likely, the narrator forgot to ask the woman's name because he or she was too nervous and too busy small talking.

D Vocabulary

1. up
2. down
3. on
4. up
5. in

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

Small talk is very common in the United States. It seems like everyone has an opinion on small talk, doesn't it? As I learn more about it, there are certain things I like about it and others I don't. I like that what you talk about in small talk is usually the same. Small talk usually focuses on topics like the weather or sports. I also like that I can recognize the start of small talk because it uses tag questions like, "Nice day, isn't it?" or "The bus isn't running late, is it?" I look forward to small talk when I want to meet someone new. What I don't like about small talk is that it can start up anywhere: in the grocery store, before a job interview, or riding the bus. Sometimes I don't want to talk on the bus, but someone begins talking to me anyway. They ask questions like, "This bus goes downtown, doesn't it?" and "You don't usually ride this bus, do you?" Another thing I don't like about small talk is feeling like I have to do it to fit in. I know small talk is polite, but sometimes I feel pressure to do it when I'm really

unprepared to. I'd be interested to know how many people feel the same way. I think the more I do small talk, the better I will get at it, but there will always be things I don't like very much about it.

Unit 7: Improving relationships

A Listening

1. F 2. F 3. T 4. T 5. T

B Grammar

1. were, would let
2. would/could give, talked
3. might/would find, asked
4. had, could/would deliver
5. could/would finish, had

C Reading

1. The main purpose of the article is to give concrete suggestions on what makes a good team player.
2. Every teamwork experience will be different because the group dynamic depends upon who is involved on the team.
3. *Answers will vary. Sample answer:* One way that working on a team is different from working independently is that your team members' confidence and morale matters as much as your own.
4. They communicate often because everyone on a team depends on each other, and it's important to know how everyone's work is going.
5. *Answers will vary. Sample answer:* Giving praise to your team members makes you feel good.

D Vocabulary

1. gossiping
2. turns a blind eye
3. Bullying
4. clear the air
5. pet peeves

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

During my freshman year of college, a good friend of mine named Sarah had a problem she couldn't turn a blind eye to. Another girl in her English class was always gossiping about the other students in the class. The girl would tell embarrassing stories about other students, even if the stories weren't true. She was intimidating, and so the other students never confronted her. Sarah thought the girl was being a bully, but she was also scared to make a big deal about it because she didn't want the girl to start gossiping about her. Sarah asked me for advice one day. She wanted to know what I would do if I were her. I said if I were in her position, I would talk to the professor about it. He has the responsibility to make sure the classroom is a friendly learning space for all his students. I thought that the professor, not Sarah, should confront the bully. Sarah took my advice. She told me later that once the professor knew there was a problem, he talked to the girl and cleared the air. I felt good that Sarah came to me for advice and that I could help her.

Unit 8: Giving and receiving criticism

A Listening

1. The lecture is about performance evaluations.
2. Most likely, Miguel Cruz is the boss at Twin Oaks County Bank.

3. Miguel Cruz thinks receiving criticism is tough because it makes you feel vulnerable and under attack.
4. Answers will vary. Sample answer: Miguel Cruz thinks giving criticism is tough because he feels like the bad guy, like his employees think he only sees the bad stuff and never the good.
5. Miguel Cruz tries to calm nervous and defensive employees down by telling them he is trying to help them.

B Grammar

1. had told / would have sent
2. would not have brought / had known
3. would have driven / had asked
4. had realized / would have canceled
5. had turned it off / would not have rung

C Reading

1. T 2. F 3. T 4. F 5. F

D Vocabulary

1. e 2. b 3. a 4. c 5. d

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

A few years ago, I gave my friend Kelly some very negative criticism. We were in the same math class, and she asked to borrow my brand new calculator for the weekend. I was not totally sure that I wanted to lend it to her because I knew Kelly was sometimes careless. But she was my friend, so I said yes. If I had listened to my feelings, I would not have said yes. The next Monday, I saw Kelly in class and

asked for my calculator. She told me she wasn't fully sure where it was. She said the calculator was either in her house or in her car, but she did not know. I got extremely angry because I knew this would happen. I blew up at her. I told her she was a careless friend and she was selfish for losing something that was not hers. As I was talking, I felt really badly. If I had taken a moment to think first, I wouldn't have been so negative and harsh. Kelly was upset, but she still accepted the criticism gracefully. She admitted that if she had not been so careless, she would not have messed up and lost my calculator. She apologized and promised to find it. The next day in class, she gave me back the calculator. She said that if she had not found it, she would have bought me a new one. I thanked her and apologized for being so negative. Luckily, the experience did not hurt our friendship. The experience taught me that no one feels good about negative criticism. If I had known better at the time, I would not have criticized her that way. Now whenever I have to give criticism, I try to be constructive and positive.

Unit 9: The right attitude

A Listening

1. F 2. T 3. T 4. F 5. F

B Grammar

1. Victor got a good job even though he doesn't have much experience.
2. Although Alejandra received a poor evaluation from her boss, she asked for a raise.
3. Although Cara just started a new job, she is applying for a different position.

4. Brad wants to be a doctor even though he doesn't like math or science.
5. Even though Eva needs to study for her test, she watches TV all day.

C Reading

1. b 2. c 3. b 4. c 5. a

D Vocabulary

1. determined 4. focused
2. idyllic 5. absenteeism
3. persevere

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

My friend Samantha has a great attitude. She inspires me to count my blessings and be thankful for all the good things in my life.

Samantha always sees the bright side of things. Although she has faced many difficult challenges in her life, she is determined to see them as learning experiences rather than problems. She doesn't let anxiety control her life, even though she deals with many problems at one time. Instead, she stays focused and concentrates on one problem at a time.

Last year, Samantha had three big projects due on the same day. Although she was under a lot of stress, she stayed calm and focused on one project at a time. I was stunned that she was able to finish everything on time! She told me afterward that the secret to juggling many tasks at one time is to have a positive attitude and stay focused.

Samantha has also faced personal challenges.

Earlier this year, Samantha's grandmother died. Everyone knew that Samantha adored her grandmother. Her death was very difficult for Samantha. Even though she still misses her grandmother, Samantha continues to count her blessings. She says, "I'm just thankful for all the wonderful memories I have of my grandmother."

I want to be more like Samantha. Even though I have a lot of stress at work, I'm trying to think positively, concentrate on one challenge at a time, and be thankful for all the good things I have in my life.

Unit 10: Writing at work and school

A Listening

1. The top two skills are oral and written communication skills.
2. Employers can train you to use special computer software.
3. It reflects poorly on you and your company.
4. You'll be expected to write a business memo / email / letter.
5. The speaker will most likely talk about the formal business letter next.

B Grammar

1. made 4. got
2. had 5. had
3. made

C Reading

1. T 2. F 3. T 4. F 5. F

D Vocabulary

1. e 2. c 3. a 4. b 5. d

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines.
Sample answer:

From: Management

To: All employees

RE: Poor writing skills

We have received complaints that business letters, memos, and email messages from our staff members are poorly written and full of careless errors. We want to briefly remind you of the importance of having good writing skills and offer suggestions for improving your writing.

The key complaints we have received involve common misspellings, poor grammar, and unclear wording. The major consequence of this carelessness and lack of attention to detail is that it reflects poorly on both the company and you as an individual.

We offer the following suggestions to help improve your writing:

1) Avoid vague or fuzzy wording. Use phrases that build clear and concrete images.

2) Attend business writing workshops. We can't make you attend any writing workshops, but we strongly encourage you to participate if you can.

3) Get a writing workshop volunteer to review your writing. Have the volunteer pick out major issues in your writing.

4) Make yourself a list of your most common errors and check each piece of writing for those errors before sending it.

5) Have a co-worker skim over an important business letter and look for errors before you send it.

Sincerely,
Your management team

Final Test Units 6–10

A Listening

1. T 2. T 3. F 4. T 5. F

B Grammar

1. didn't you
2. would have gotten
3. get
4. even though
5. were

C Reading

1. c 2. d 3. b 4. a 5. a

D Vocabulary

1. start up
2. head-on
3. gracefully
4. innovative
5. stunned

E Writing

Answers will vary. See rubric on page 82 for scoring guidelines. Sample answer:

If I could have any three skills that would make me more

successful in the workplace, they would be good written communication skills, teamwork-building skills, and skills in giving and receiving criticism.

First, since my writing influences how other people view me, I would focus on having good written communication skills. No matter how intelligent I am, if I send a poorly written email, the people who read it will think negatively of me. I would make sure that my writing was clear, concrete, and easy for any reader to understand. I would try to use proper grammar and spelling, and I would have a co-worker read over important documents before I sent them.

Second, if I could choose another important skill, it would be teamwork building. I want to be a supervisor one day, but before I can do that, I must show that I am a team player and that I have a positive attitude. No employer will put me in a management position

if I don't have a respectful and encouraging attitude toward my co-workers.

Last, if I could have any other skill, I would be better at giving and receiving criticism. I need to be respectful of others' feelings when giving criticism, and I need to accept others' criticisms gracefully. If someone tells me that I need to improve my presentation skills, I shouldn't take it personally. Instead, I should think of the criticism as an opportunity for personal growth and show that I am willing to address any problem head-on.

Many skills are needed to be successful in the workplace. But the three I would choose are: good written communication skills, teamwork-building skills, and skills in giving and receiving criticism.

Writing Rubric

Area	Description	Points (20 total possible)
Content and organization	Student writes on topic presented in the prompt. Ideas are clearly stated and well-organized.	5 points
Grammar	Student correctly uses five instances of the focus grammar item. (1 point per item)	5 points
Vocabulary	Student correctly uses five of ten vocabulary terms given in prompt. (1 point per term)	5 points
Length	Student writes at least ten sentences. (0.5 points per sentence)	5 points
Total		20 points

AUDIO SCRIPT FOR VENTURES TRANSITIONS TESTS

Unit 1: Selling yourself

Track 1

A Listening

Listen. Answer the questions.

- A Hi. Is this the career center?
B Yes – come in. You must be Greg. I'm Elaine. Nice to meet you.
A Nice to meet you, too.
B Please, take a seat. How can I help you today?
A Well, I want to apply for a job as a translator at the county hospital, but I'm worried about putting together a good résumé.
B All right. Well, let's take a look at it. Hmm. . . . OK. So, just at first glance, I can see a couple of things you could change to make your résumé better. First, you should put the name of your degree before the name of your college.
A Oh, OK.
B Right now, you have your school's name listed above your degree, but employers don't really care about where you went to school. What they care about is what you've learned while in college. So, your degree title is more important than your college and should go above your school's name.
A OK. Yeah, I'll change that.
B All right. The other thing is that you should say more in the objective section about yourself and why you're interested in the job.
A Yeah, I know. I just wasn't really sure what to say in that paragraph.
B Well, you said pretty clearly what position you're applying for, but you didn't describe your special interests. Describing your interests in that first paragraph can help explain to a future employer why you want the job in the first place and also how you would be a good candidate for the position.
A Oh, I see. OK, well I will definitely need to make some changes before applying for the job. The deadline is in just two weeks!

- B Don't worry. You've got a pretty good résumé here already. Just make those couple of changes, and we can look at it again later. You can actually just email it to me, and I'll let you know if I think you need to make any more changes.
A That would be great! Thank you.
B Sure, no problem. Just let me know how I can help.
A I will. Thank you so much!
B Yeah, you're welcome. We'll be in touch.

Unit 2:

Building self-confidence

Track 2

A Listening

Listen. Circle T (true) or F (false).

- A Hello, everybody. Let's get started. . . . Last class, we discussed hard skills that can make you a more desirable job candidate. Today, we will continue talking about job skills by going over what we call the *soft skills*, or more general traits that you need to have in order to be a more marketable person. Now, I would say the most important of those soft skills would be the one thing that employers are always looking for: self-confidence. Now, self-confidence may not seem to be a big deal to you, but we're going to talk over the next half hour or so about what self-confidence really is, and why it's so important in the workplace.
So, in general, there are two major aspects to self-confidence. The first one is believing in yourself. The reason why employers like to have people who believe in themselves is it shows that they have ambition. They know they can get the job done. See, if you believe in yourself, then it's a lot easier for others to believe in you. Think about it – if you're in a leadership position but don't have any confidence in yourself, who would follow you? So, self-confidence is crucial. Uh – yes?

- B What do you do whenever you have an employee who's suffering from very low self-esteem, or self-confidence, and it's causing him to perform really poorly at work?
A Right. That's a great question. Well, I would start off with having a private conversation with that person, so that he can do a little self-assessment. Sit down with him and say, "OK, take out a sheet of paper and a pen, and we're going to list everything you're good at." It doesn't matter how small it is. Just start with the basics and build from there. Then go over the list and say, "Look, you might think you're not good at anything, but here's a long list of things you do well. Take these things and excel in them. And the other things you don't do so well – seek people out and ask them for help." You want to get your employees to think of any weakness they have as a challenge rather than a failure. And actually, that brings me to my next point. The next key aspect to self-confidence is that you believe in the work you're doing. Now, that means that you're invested in what you're doing and proud of what you're doing. If you can believe in yourself and then also believe in what you're doing, those are two very powerful traits. You can be brilliant, you can have all sorts of specialized training, but if you don't have self-confidence, you won't make it in the workplace.

Unit 3: Volunteering

Track 3

A Listening

Listen. Circle the correct answers.

- A Good evening. I'm Rachel Foster, and you're listening to *Talk Tonight*. Tonight we have Jim Bennet here with us. Jim is a volunteer at the Washington, D.C., Lunch Café. Welcome, Jim.
B Thank you, Rachel. I'm happy to be here.

A Why don't you begin by telling us more about how you started in D.C.'s Lunch Café?

B Sure. Well, I've wanted to do something to help people in this city for a long time. This past year, I heard about the D.C. Lunch Café project. It's a small organization that works to organize and cook free meals every weekend for homeless people who don't have a place to live or a way to pay for food. I decided that the Lunch Café would be the perfect way for me to get involved in helping people in the D.C. area, so I decided to join.

A That's great! Now, a friend told me that Lunch Café was only for homeless people. Is that true?

B Yeah, it's mostly for homeless people in the area, but anyone can come who's in a . . . more difficult situation.

A Oh, that's great. How often do you help with the Lunch Café?

B Well, the Lunch Café goes on every week, but I just help once a month.

A I see. And when you go, how long does it take?

B Right, so I usually work during the first shift, which is from about nine in the morning until about one o'clock. The first shift is when they cook all the food. I like to cook, so I like to show up and help do the cooking. But other people come in later to serve the food and just talk with the people who come. A lot of volunteers have said that talking with the homeless people who come for a meal has been their favorite part of helping with the Lunch Café. After serving the food and talking with the people who come, other volunteers help with the cleanup – washing dishes and putting everything away.

A That sounds wonderful!

B Yeah, it is! You should come join us sometime!

A I would love to! I love getting to do something nice for other people.

B Yeah, that's why I like the Lunch Café so much, because it's a great way to help people in the community.

A It certainly is. Well, thank you for talking with us tonight, Jim.

B Thank you, Rachel.

A We look forward to hearing more about all the good things happening through the Lunch Café, and we want to encourage our listeners to follow Jim's example and get more involved in the community. And if you're interested in the Lunch Café, come out this Saturday, and Jim and I will see you there.

Unit 4:

Effective job applications

Track 4

A Listening

Listen. Circle **T** (true) or **F** (false).

A Good morning, everyone. I am Frank Kelly and thank you for attending today's discussion on how to use the Internet to search for jobs. I'd like to start with a basic but important question: Is it a good idea to use the Internet to search for jobs? Take a second to think about it. . . . OK, will someone share what they think? Yes, you there in the back.

B Hi, Mr. Kelly, my name is Joanne Pickens. I've heard that scammers use Internet job postings to steal your personal information. It seems to me like the Internet isn't a safe place to look for jobs.

A Thank you, Joanne. You bring up an excellent point, and yes, you're right that there are a lot of dishonest people who use the Internet. Scammers are indeed out there and will try to steal from you. However, does that mean you shouldn't use the Internet at all when you're looking for a job? . . . No, it doesn't. The Internet is a wonderful resource that is filled with opportunity. I argue that it *is* a good idea to use the Internet to search for jobs. However, you have to be smart about how you do it because as Joanne reminded us, you can't believe everything that's on the Internet. So, how can you tell if an Internet job posting is real? Any ideas?

C Well, if a job posting asks for my Social Security number, I know it's a scam.

A Exactly. A real job announcement will never ask for your Social Security number. A real job announcement will never ask for your bank account number, either. Only when you're officially hired should you give out that information. Another way to figure out if a job posting is real or not is to search for the organization's website. Most organizations, whether it's a restaurant, a clothing store, a bank, or a college, have a website nowadays. If the organization has a legitimate website, you can trust the job announcement. If the organization doesn't have a website, does that mean the job posting is fake? Not necessarily. Some places don't have websites yet, so before you decide it's a scam, check the phone book. If it has a phone number, you can call and ask if the position is still available. That way, you know the job posting is real, and you've learned that the organization is still accepting applicants. Well, it looks like we're about out of time, so in conclusion, I'd like to say again that yes, you should use the Internet to search for jobs. However, don't believe everything you read, and do that extra research to make sure the job posting is not a scam.

Unit 5: Successful interviews

Track 5

A Listening

Listen. Answer the questions.

Applying for jobs takes a lot of time and energy, but it is important to remember that once you get an interview, the work is not over. You still need to prepare for your interview and be ready to make a good first impression. What can you do to prepare for an interview?

To answer this question, let's consider an example case. Marissa had an interview to be a receptionist at a hotel. She was nervous because she was excited

about the job and wanted to be hired. To ensure that her interview went well, Marissa took the time to prepare. First, she researched the hotel to learn about its history and what kind of people stay there. She learned that mainly business travelers use the hotel because it is close to the airport. Marissa also researched the person interviewing her, a man named Mr. Matsumoto. She wanted to be certain she could pronounce his name correctly, so she called the front desk of the hotel to double-check. Next, Marissa figured out how much time she would need on the bus to get to her interview on time. Her interview was at nine o'clock in the morning, so she decided to give herself an extra 30 minutes of travel time to make sure she didn't get stuck in traffic. Marissa knew it's always better to be early than late for interviews. Finally, Marissa reminded herself to have a positive attitude. She practiced giving her introduction and smiling as she talked.

Marissa did all the right things to prepare for her interview, but what else could she have done? Marissa could have reread the job posting to remind herself about the main duties of the job. Then she would have been ready to describe how she would handle those duties. Also, Marissa could have reread her résumé and cover letter. It's always a good idea to reread your résumé and cover letter because then you remember what you told the employer about yourself. Marissa is a good example of what you can do to prepare for a job interview to make sure that you, too, get the job you want.

Midterm Test Units 1–5

Track 6

A Listening

Listen. Circle the correct answers.

Today, we're going to talk about the power of volunteering. I'd like to tell you the story of a woman named Marnie as a way to demonstrate how powerful it can be. Before I describe Marnie's experience with volunteering, let me first tell you a little bit about her.

Marnie has always been interested in business. She's been working for the past couple of years as an administrative assistant at Cramer Engineering Company. She loves her job. She's always liked math, so creating budgets and working with money is fun for her. Her dream is to open her own small business and run a company herself. Well, actually, I should say that her dream was to open her own business.

That all changed since Marnie volunteered as a math tutor about a year ago. Marnie went with her brother John to the school where he is a volunteer tutor for kids struggling in math. Before leaving, Marnie had told her mother that she was only going because her brother begged her to. She said that she really wasn't excited to go and wanted to stay home, but she felt bad saying no to John. Marnie's mother told her that maybe she would be surprised and enjoy the experience. When Marnie arrived home that evening, her mother expected her to immediately start complaining. Her mother was pleasantly surprised when, rather than complain, Marnie described how much she had enjoyed the day. She told her mother that tutoring was the best experience she had ever had. Marnie said that she was so happy helping one little girl work on her multiplication tables that by the time she looked at her watch, it had been two hours! Marnie said she enjoyed tutoring so much that she would definitely go back the following week as well.

Now all of this is amazing by itself, but it isn't the most surprising part of the story. After describing the day, Marnie, the woman who had always wanted to own her own business, told her mother that she now wanted to be a math teacher! After that, she started researching the education program at the local university so that she could get the certification she needed to be a teacher. She applied to the program and got accepted. She starts classes in September. Marnie's story teaches us to keep an open mind about volunteering. Why? Because you

never know what impact a volunteer experience will have on your life.

Unit 6: Small talk

Track 7

A Listening

Listen. Circle **T** (true) or **F** (false).

- A** Welcome to *Job Talk*. Today, we are going to talk to Janet Reid. Thank you for taking the time to be on our show today, Ms. Reid.
- B** It's my pleasure.
- A** So tell me, Ms. Reid, what do you do for work?
- B** I've been working as a flight attendant for about five years now. I currently work for Fly America Airlines, which I enjoy very much.
- A** What do you like about it?
- B** Well, I think the opportunity to meet so many different people is a wonderful feature of my job. I enjoy starting up small talk and then hearing stories about where people are going or where they're coming from. I find that someone always wants to talk to you on an airplane.
- A** Have you ever had a passenger who didn't want to talk to you?
- B** Oh, yes, all the time. Although I'm always happy to small talk, I do appreciate that sometimes passengers just want to be left alone when they travel. They want quiet, not small talk.
- A** Do you remember any of the conversations you've had while on a plane?
- B** Oh, I've had so many, it's hard to remember anything specific.
- A** How about a memorable story then?
- B** I do have a good story. It happened on my flight coming home from Chicago last week.
- A** What happened?
- B** Well, a woman, probably in her mid-20s, was sitting next to an elderly man. He must have been about 80 years old. As soon as she sat down, she opened her book and put her nose right into it. She obviously was not in the mood to talk.
- A** But, let me guess . . . the man wanted to talk?

- B Oh, definitely. He kept trying to start up small talk. He'd say, "Nice day to fly, isn't it?" or "The leg room on this plane is pretty good, don't you think?" He wasn't being pushy or impolite about it; he just really wanted to chat.
- A So what did the woman do?
- B She just never responded. She never made eye contact or smiled at him. She didn't even say, "Uh-huh," or "Sure," to show him that she was listening. Well, of course, she wasn't listening! She was reading!
- A So what happened?
- B After about ten minutes of trying to get her to talk, the man finally said, "OK, miss. I guess you don't want to talk." To my surprise, the woman stopped reading and looked him straight in the eye. "No, I don't want to have small talk," she said. "Thank you for trying, though."
- A She really said that?
- B She did! For his part, the man looked flustered and then said, "Well, you're welcome, I guess!" It was the most polite refusal to small talk I've ever seen!
- A How funny. Well, I appreciate you taking the time to talk with me today.
- B Thank you. It was my pleasure.

Unit 7: Improving relationships

Track 8

A Listening

Listen. Circle *T* (true) or *F* (false).

- A Good morning, Alice. It's good to see you back in the office. Are you feeling better?
- B Hi, Rodney! Thank you, I am feeling much better. So that new team project you're working on started this week, right?
- A Yes, yes it did. But if I may say so, I'm not so excited about it anymore.
- B Oh, really? Why?
- A Well, I didn't know that Mr. Hanover had also put Jim on the team.
- B Who's Jim?
- A Jim Burg? You've never met him? He works in the Program Development Division. Please

keep this private, but I find him extremely difficult to work with.

- B Really? Why?
- A He's just the kind of guy who drives you up a wall. First of all, he always thinks he's the most important person in the room. He thinks his opinion matters the most, so he never takes into account anyone else's ideas.
- B Even when you're working all together on a team?
- A Especially when you're working on a team. And if something starts to go wrong with his part of the project, he'll turn a blind eye and pretend nothing's the matter.
- B But how can he just pretend nothing's wrong?
- A He just does. He just keeps doing his own thing, even if you offer to help him.
- B So even if you address the problem and tell him you'll help him to fix it, he ignores you?
- A Exactly.
- B That's unbelievable.
- A It is. It makes for an impossible situation.
- B Yeah. I don't blame you for being frustrated. If I had to work with someone that was ignoring me, that would grate on my nerves, too.
- A Yeah.
- B So is there anything you can do about it? Any way to clear the air before the project really gets going?
- A I don't know. I've thought about talking to Mr. Hanover about Jim.
- B If I were you, I would absolutely talk to Mr. Hanover. It's his job to deal with problems like this.
- A Yeah, I think you're right. I just hope Jim listens to Mr. Hanover more than he does to me!

Unit 8: Giving and receiving criticism

Track 9

A Listening

Listen. Answer the questions.

Thank you all for attending the Sixth Annual Management Training Conference. I'm Tracey Simon, and the subject of my talk today is how to give effective performance

evaluations. I'd like to start by telling you about the experience of a man named Miguel Cruz who works at Twin Oaks County Bank. Miguel's story is a good example of some of the problems you might encounter while giving performance evaluations, as well as some possible solutions to those problems.

There are many aspects of his job that Mr. Cruz likes, but doing performance evaluations for his employees is not one of them. Mr. Cruz explains that his employees may not realize it, but he gets as nervous about performance evaluations as they do. You may be thinking, "What is he talking about? Receiving criticism is always worse than giving it!" I understand your skepticism, so let me explain more what Mr. Cruz means. Mr. Cruz appreciates that receiving criticism is a tough thing to do. He knows that when you receive criticism, you feel vulnerable and under attack, like no matter how well you succeeded at the other parts of your job, your mistakes are all that count. However, for Mr. Cruz's part, he asserts that giving criticism is no easier. He says that he feels under attack, too. Now Mr. Cruz is not a mean boss at all, and his employees like him a lot. But when he has to do performance evaluations, he always feels like the bad guy, like people think that all he sees is the bad stuff and never the good. Mr. Cruz says that it's really hard to point out someone's mistakes when you think they're a hard worker and a good employee overall.

So what does Mr. Cruz do when performance evaluation time comes around? He tries to be as constructive as possible. He tries to make his employees understand that he wants to help them be better at their jobs, not put them down or make them feel bad. Mr. Cruz admits that this is easier with some employees than with others. Some people accept criticism really gracefully. He can tell they're listening to him because they're nodding and look calm. They also ask for more details or longer explanations, which tells

Mr. Cruz that they're trying to really understand their weaknesses. With these employees, it's easy to talk about how they can improve in the future. Other employees, though, make it really tough to do a performance evaluation. They get nervous and constantly interrupt him with defensive excuses about why they did something this way and not that. Mr. Cruz tries to calm them down, let them know he's trying to help, and sometimes that works. But often it doesn't. After a performance evaluation with an employee like that, Mr. Cruz says that he is just happy that the conversation is over.

Unit 9: The right attitude

Track 10

A Listening

Listen. Circle T (true) or F (false).

- A Good afternoon, everyone. Thank you for coming to today's discussion group about negative attitudes at work. Let me start by introducing myself. My name is Andy Johnson, and I'm a career counselor at Jobs, Inc., and I'm happy to be hosting today's session. So, let's get our discussion on negative attitudes started. Does anybody have an issue that they can start us off with?
- B Hi, Andy. My name is Sarah, and I could use some help figuring out how to deal with a co-worker of mine.
- A Sure . . . Go ahead, Sarah. What kinds of problems are you having with this person?
- B Well, she's just really negative; she complains all the time. And it's really starting to wear on me. I mean, I don't want to come to work anymore because I know she'll have something negative to say every day. Honestly, I feel like looking for another job.
- A Well, sure. That's understandable. . . . But, you know, you need to make sure that you don't let that person's bad attitude affect your attitude.
- B Yeah, but it's just been really hard because she works in a

cubicle close to mine. And every time she takes a break from what she's doing at her desk, she comes by to tell me all her problems and complaints about work. I mean, every time she sees me, she tells me how much she hates our office.

- A Right.
- B And I don't know if what she says about the management is true or not, but just her complaining makes me not want to be here.
- A Yeah. Well, just remember not to let her negativity affect your own attitude. You know, if you have a bad attitude like hers, it can really affect your job performance. Then your supervisors will notice, and you'll get a bad evaluation at the end of the year.
- B Yeah, I know.
- A You know, one thing you might try is just to be honest with her and say, "Look, I understand you have problems, but I would really appreciate it if you didn't tell them to me all the time." That might be hard to say, but I think an honest conversation could really help you out. And you know, you might even suggest to her that she talk to her supervisor about her issues. If she's having a problem with her supervisor, then she should talk with him or her first.
- B Yeah, that's a good idea.
- A You can't solve her problems for her; she has to talk to her supervisor. And I would say if making that suggestion doesn't work, talk to your supervisor about moving you to another desk farther away from where she sits. I'm sure your supervisor would want you to be in a more positive work environment.
- B Yeah, that's true. I'll definitely try that first before looking for a new job. Thank you for the advice!
- A Sure! Well, I hope it goes well. Let us know how it turns out next time. . . . Now, is there anyone else that has an issue they'd like to discuss? . . .

Unit 10:

Writing at work and school

Track 11

A Listening

Listen. Answer the questions.

- A Welcome, everybody. Thanks for coming out today. We'll be talking today about some very important skills for employees to have. Every year, a survey is sent out to businesses across all different fields. And every year, that survey shows the same two skills at the top of the list. So, just a quick poll. Does anyone know what the top two skills are that employers look for in a potential employee?
 - B Computer skills? Team skills?
 - A Well, those are both important skills; however, they aren't the top ones. Actually, the skills employers are always looking for in potential employees are good oral communication skills and good written communication skills. Now, they might switch back and forth. One year writing may be most important, and the next year speaking may be more important, but oral and written communication skills always stay at the top.
- Employers want to know if you can communicate well with people in meetings and presentations and can you write well. Think about it from the employers' perspective: They can train you to use any special computer software you need for the job. They can help you get the expertise you need in the field. But if you can't communicate well with others, then any other hard skills you may have are useless.
- We're going to start by looking at why writing skills, specifically, are essential in the workplace. First, say you're writing a letter or an email to another company. Whenever you write to someone else, the other person doesn't get to talk with you face-to-face. He doesn't know anything else about you, other than what you write.