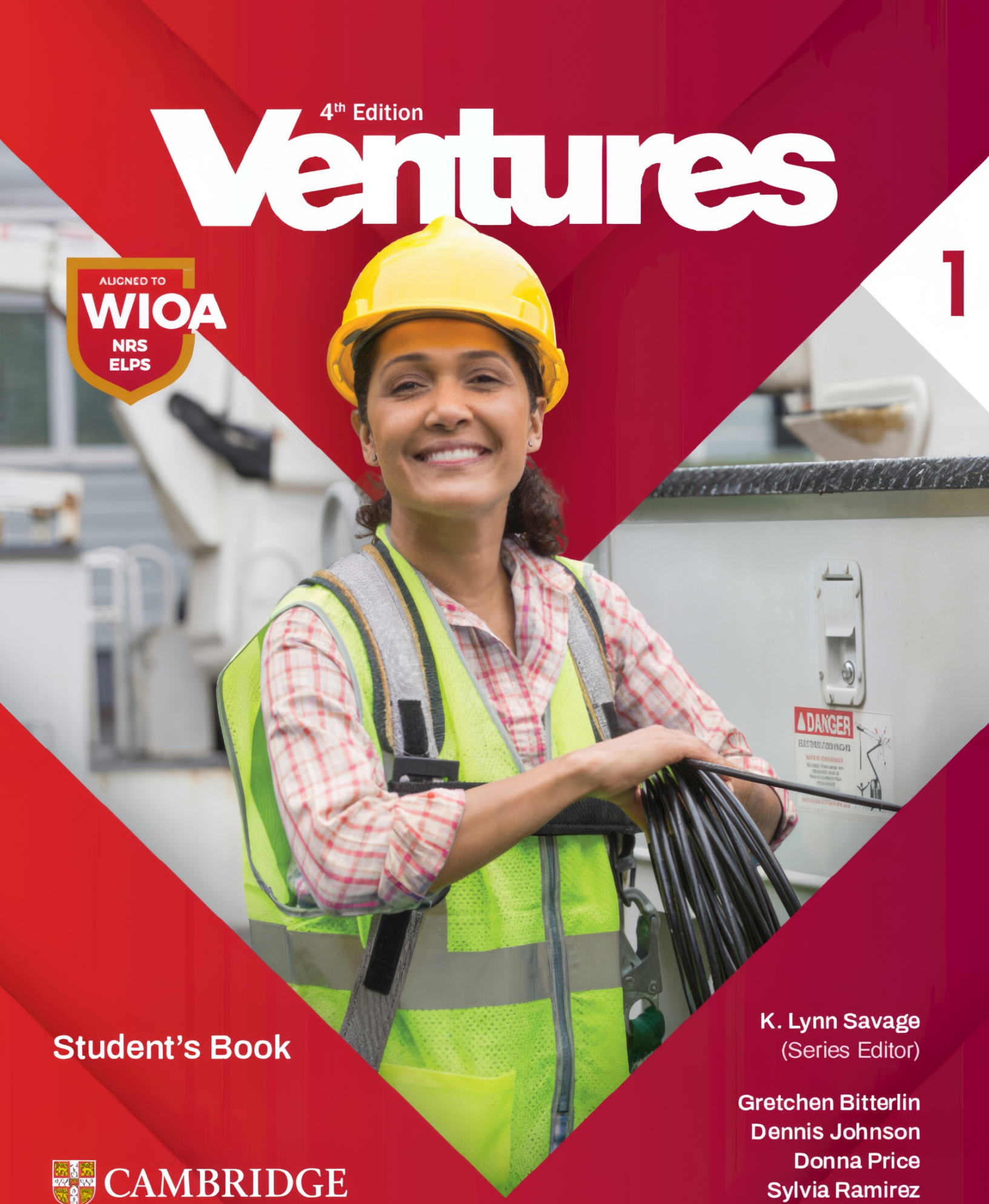
4th Edition

Ventures

1

ALIGNED TO WIOA NRS ELPS



Student's Book

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

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with Digital Pack

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CAMBRIDGE

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SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	■ Identifying the letters of the alphabet ■ Identifying numbers ■ Identifying days and months ■ Identifying abbreviations	■ Saying the alphabet and numbers ■ Spelling numbers and names ■ Saying days and months ■ Saying your birth month	■ The alphabet with capital and lowercase letters ■ Numbers ■ Months and days	
Unit 1 **Personal information** pages 6–19 Topic: **Introductions**	■ Identifying names ■ Identifying numbers ■ Using greetings ■ Identifying countries of origin ■ Exchanging personal information	■ Clarifying spelling ■ Using greetings ■ Using appropriate language to introduce self and others	■ Personal information ■ Countries and nationalities ■ Personal titles	■ Possessive adjectives ■ Subject pronouns ■ Simple present of *be* ■ Contractions
Unit 2 **At school** pages 20–33 Topic: **The classroom**	■ Describing location ■ Finding out location	■ Asking and giving location of things ■ Saying *excuse me*	■ Classroom furniture ■ Classroom objects	■ Prepositions of location (*in*, *on*, *under*) ■ *Where is?* ■ Singular and plural nouns ■ *Yes / No* questions ■ *this / that* and *these / those* ■ Contractions
Review: Units 1 and 2 pages 34–35		■ Understanding a conversation		
Unit 3 **Friends and family** pages 36–49 Topic: **Family**	■ Describing actions ■ Talking about family members	■ Asking and answering questions about current activities ■ Answering questions about your family	■ Family relationships ■ Daily activities ■ Descriptive adjectives	■ Present continuous ■ *Wh-* questions ■ *Yes / No* questions ■ Object pronouns (*him*, *her*, *it*, *them*)
Unit 4 **Health** pages 50–63 Topic: **Health problems**	■ Describing health problems and suggesting remedies ■ Expressing sympathy	■ Asking about someone's health ■ Expressing sympathy ■ Suggesting a remedy	■ Body parts ■ Health problems ■ Descriptive adjectives	■ Simple present of *have* ■ *Yes / No* questions with *have* ■ *have* and *need* ■ Contractions
Review: Units 3 and 4 pages 64–65		■ Understanding a narrative		
Unit 5 **Around town** pages 66–79 Topic: **Places and directions**	■ Describing location ■ Giving directions ■ Asking for directions ■ Confirming by repetition	■ Asking about a location ■ Describing your neighborhood ■ Clarifying directions	■ Building and place names ■ Imperatives for directions	■ Prepositions of location (*on*, *next to*, *across from*, *between*, *on the corner of*) ■ *Where* questions ■ Affirmative and negative imperatives

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading the alphabet ■ Reading numbers ■ Reading months and days	■ Writing the alphabet ■ Writing names ■ Writing numbers ■ Writing days	■ Understanding dates	■ Pronouncing the alphabet ■ Pronouncing numbers ■ Pronouncing days and months	
■ Reading a paragraph describing a student's personal information	■ Writing sentences giving personal information ■ Identifying and using capital letters	■ Reading a registration form ■ Understanding cultural differences in names ■ Using personal titles ■ Using a directory ■ Reading an ID card	■ Pronouncing key vocabulary ■ Saying telephone numbers ■ Saying addresses	■ Learning about jobs in government
■ Reading sentences describing a classroom ■ Using pictorial cues	■ Writing sentences about the location of items in the classroom ■ Using capitalization and periods	■ Reading an inventory list ■ Counting objects ■ Digital Literacy: Using video conferencing tools for online meetings	■ Pronouncing key vocabulary	■ Learning about jobs in education
			■ Recognizing syllables	
■ Reading a paragraph describing a family birthday party ■ Using a passage's title for comprehension	■ Writing sentences about your own family ■ Writing number words	■ Reading an insurance application form ■ Using family trees ■ Using formal and informal family titles	■ Pronouncing key vocabulary	■ Learning about jobs in the community
■ Reading a paragraph describing a sick family's visit to a doctor's office ■ Interpreting exclamation points	■ Writing an absence note to a child's teacher ■ Writing dates	■ Using an appointment card ■ Matching remedies to ailments ■ Showing concern for someone's health ■ Digital Literacy: Using email on a smartphone	■ Pronouncing key vocabulary	■ Learning about jobs in healthcare.
			■ Pronouncing strong syllables	
■ Reading an email describing a neighborhood ■ Interpreting pronoun referents	■ Writing a description of your neighborhood ■ Capitalizing proper nouns	■ Reading and drawing maps ■ Giving and getting directions ■ Understanding what a DMV is	■ Pronouncing key vocabulary	■ Learning about jobs in transportation

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 **Time** pages 80–93 Topic: **Daily activities and time**	■ Describing habitual activities ■ Asking for dates and times ■ Giving information about dates and times	■ Using *usually* vs. *always* ■ Using *has* vs. *goes to* for classes ■ Talking about daily schedules	■ Times of the day ■ Habitual activities	■ Simple present tense ■ *Wh-* questions ■ Prepositions of time (*at, in, on, from...to*) ■ *start / end* and *open / close*
Review: Units 5 and 6 pages 94–95		■ Understanding a conversation		
Unit 7 **Shopping** pages 96–109 Topic: **Food and money**	■ Asking about quantity ■ Reading prices ■ Asking the location of items	■ Asking and answering *How many?* and *How much?* ■ Talking about what there is and isn't ■ Using quantifiers	■ Grocery store items ■ U.S. currency	■ Count and non-count nouns ■ *How many? / How much?* ■ *There is / There are* ■ Quantifiers with non-count nouns ■ *some* and *any*
Unit 8 **Work** pages 110–123 Topic: **Jobs and skills**	■ Identifying past and present jobs ■ Describing skills	■ Talking about your job ■ Talking about skills	■ Occupations ■ Work locations	■ Simple past of *be* (statements and questions) ■ *can* ■ Contractions ■ *be* with *and* and *but*
Review: Units 7 and 8 pages 124–125		■ Understanding a narrative		
Unit 9 **Daily living** pages 126–139 Topic: **Home responsibilities**	■ Describing past actions ■ Discussing chores ■ Expressing appreciation	■ Talking about household activities	■ Chores ■ Household items ■ Time words	■ Simple past tense of regular and irregular verbs ■ *or* questions
Unit 10 **Free time** pages 140–153 Topic: **Free-time activities**	■ Describing past actions ■ Describing future actions ■ Discussing plans	■ Talking about free-time activities	■ Free-time activities ■ Sports	■ Simple past with irregular verbs ■ Future with *be going to* ■ Contrasting past, present, and future
Review: Units 9 and 10 pages 154–155		■ Understanding a conversation		

Academic Skills Worksheets section	pages 156–175
Audio script	pages 176–184
Photo / Art credits	pages 185

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading a paragraph describing a person's schedule ■ Using *Wh-* questions to interpret a reading	■ Writing a description of your schedule ■ Using indents for paragraphs	■ Using class and other schedules ■ Understanding Parent-Teacher Associations ■ Understanding volunteerism ■ Using calendars ■ Reading clocks ■ Digital Literacy: Identifying Wi-Fi and navigating the Internet	■ Pronouncing key vocabulary	■ Learning about jobs in technology
			■ Understanding intonation in questions	
■ Reading a paragraph describing a shopping trip ■ Looking for clues to understand new words	■ Writing a note about a shopping list ■ Using commas in a list	■ Reading supermarket ads ■ Reading receipts and using basic consumer math ■ Using U.S. currency ■ Using multiple payment methods	■ Pronouncing key vocabulary	■ Learning about jobs in retail
■ Reading a letter describing a person's job and work history ■ Interpreting narrative time through verb tense	■ Writing a paragraph about your skills ■ Checking spelling	■ Completing job applications ■ Identifying skills ■ Understanding job certification ■ Reading an email ■ Digital Literacy: Filling out an online form using the keyboard	■ Pronouncing key vocabulary	■ Learning about jobs in business
			■ Pronouncing the -s ending with plural nouns	
■ Reading a letter describing daily events ■ Interpreting the narrative voice	■ Writing an email describing household chores ■ Using the simple past in writing	■ Using a job-duties chart ■ Understanding household chores and the tools used for them	■ Pronouncing key vocabulary	■ Learning about jobs in construction
■ Reading an email describing a vacation ■ Interpreting time words in a passage	■ Writing an email describing a past and future vacation ■ Creating new paragraphs as the tense changes	■ Reading a TV schedule ■ Using schedules ■ Understanding the cultural features of sports ■ Digital Literacy: Installing an app on a smartphone	■ Pronouncing key vocabulary	■ Learning about jobs in hospitality
			■ Pronouncing the *-ed* ending in the simple past	

TO THE TEACHER

What is *Ventures*?

Ventures is a six-level, four-skills, standards-based, integrated-skills series that empowers students to achieve their academic and career goals.

- Aligned to the new NRS descriptors while covering key English Language Proficiency Standards and WIOA requirements.
- A wealth of resources provides instructors with the tools for any teaching situation, making *Ventures* the most complete program.
- Prepares students for standardized tests, including CASAS STEPS.

How does the Fourth Edition meet today's Adult Education needs?

- Aligned to the NRS' new interpretive, productive, and interactive outcomes at each level.
- Correlated to the English Language Proficiency Standards, CASAS competencies, and the CASAS STEPS test.
- Lesson G introduces career-specific vocabulary and job roles within popular career clusters.
- Online Digital Literacy lessons teach students relevant, up-to-date technology skills.
- Study & Succeed on Cambridge One, our learning management platform, provides practice and test-taking experience for CASAS STEPS.

What are the *Ventures* components?

Student's Book

Each of the core Student's Books contains ten topic-focused units, with five review units. The main units feature seven skill-focused lessons.

- Self-contained lessons are perfectly paced for one-hour classes. Classes can be extended using the Workbook and additional worksheets found under Teacher's Resources on Cambridge One.
- Review units recycle and reinforce the listening, pronunciation, vocabulary, and grammar skills.

Teacher's Edition

Easy-to-follow lesson plans for each lesson, with Student's Book pages on the opposite page for easy reference.

- Teaching tips address common problem areas for students and offer additional suggestions for expansion activities and building community.
- Additional practice material across all components is shown in the *More Ventures* chart at the end of each lesson.

Teacher's Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- Unit, midterm, and final tests and test audio to assess student progress.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- *Multilevel Worksheets* that are designed for use in multilevel classrooms where proficiency levels differ.
- *Picture Dictionary Flashcards* and *Worksheets* that reinforce the vocabulary students learned at the lower levels.
- *A placement test* that helps accurately identify the appropriate level of *Ventures* for each student.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.
- *Self-assessments* give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.

Workbook (Print and Digital)

Practice activities for each lesson in the Student's Book.

- The exercises are designed so learners can complete them in class or independently. Answer keys and grammar charts are in the back of the print Workbook. The Digital Workbook provides instant feedback.
- If used in class, the Workbook can extend classroom instructional time by 30 minutes per lesson.
- Digital Literacy lessons are found exclusively in the Digital Workbook.

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Book in front of the class for a livelier, interactive classroom. Teachers can seamlessly toggle between the Student's Book, Lesson Plans, and Workbook and easily access class audio, answer keys, and the Ventures Arcade.

Ventures Arcade

cambridge.org/venturesarcade

The Arcade is a free website where students can find additional practice for the listening, vocabulary, and grammar from the Student's Books. There is also a Citizenship section that includes questions on civics, history, government, and the N-400 application.

Unit organization

LESSON A Listening focuses students on the unit topic. The initial exercise, ***Before you listen***, creates student interest with visuals that help the teacher assess what learners already know, and it serves as a prompt for the unit's key vocabulary. Next is ***Listen***, which is based on conversations. Students relate vocabulary to meaning and relate the spoken and written forms of new theme-related vocabulary. ***After you listen*** concludes the lesson by practicing language related to the theme in a communicative activity, either orally with a partner or individually in a writing activity.

LESSONS B AND ***C*** focus on grammar. The lessons move from a *Grammar focus* that presents the grammar point in chart form to *Practice* exercises that check comprehension of the grammar point and provide guided practice; finally, *Communicate* exercises guide learners as they generate original answers and conversations. These lessons often include a *Culture note*, which provides information directly related to the conversation practice (such as the use of titles with last names) or a *Useful language* note, which introduces useful expressions.

LESSON D Reading develops reading skills and expands vocabulary. The lesson opens with a ***Before you read*** exercise, designed to activate prior knowledge and encourage learners to make predictions. A *Reading tip*, which focuses on a specific reading skill, accompanies the ***Read*** exercise. The reading section of the lesson concludes with ***After you read*** exercises that check comprehension. In Levels Basic, 1, and 2, the vocabulary expansion portion of the lesson is a ***Picture dictionary***. It includes a *word bank*, pictures to identify, and a conversation for practicing the new words. The words expand vocabulary related to the unit topic. In Books 3 and 4, the vocabulary expansion portion of the lesson uses new vocabulary from the reading to build skills such as recognizing word families, selecting definitions based on the context of the reading, and using clues in the reading to guess meaning.

LESSON E Writing provides practice with process writing within the context of the unit. ***Before you write*** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. A *Writing tip* presents information about punctuation or paragraph organization directly related to the writing assignment. The ***Write*** exercise sets goals for the student writing. In the ***After you write*** exercise, students share with a partner.

LESSON F Another view brings the unit together with opportunities to review lesson content. ***Life-skills reading*** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on CASAS[1] and BEST[2]) develop test-taking skills. ***Solve the problem*** focuses on critical thinking, soft skills, and workplace development. In Levels 1–4, ***Grammar connections*** contrasts grammar points and includes guided practice and communicative activities.

Digital literacy introduces students to digital literacy skills within the context of Lesson F. Students watch a video tutorial that clearly illustrates how to perform a functional digital skill and practice the skill through online activities in Cambridge One.

LESSON G focuses on career readiness at every level by exploring different career clusters. ***Before you read*** creates student interest with visuals that help the teacher assess what learners already know and serves as a prompt for the unit's key vocabulary. Next is ***Read***, which introduces key vocabulary for the unit while also informing students about jobs within the industry. ***After you read*** exercises check comprehension. ***Before you listen*** introduces one specific job and activates vocabulary relevant to that job. Next is ***Listen***, which is based on conversations. ***After you listen*** concludes the lesson by practicing language related to the job in a communicative activity with a partner.

[1] The Comprehensive Adult Student Assessment System. For more information, see www.casas.org.
[2] The Basic English Skills Test. For more information, see www.cal.org/aea/bp/.

UNIT TOUR

The Most Complete Course for Student Success

- Aligned to the new NRS descriptors while covering key English Language Proficiency Standards and WIOA requirements.
- A wealth of resources provide instructors with the tools for any teaching situation, making *Ventures* the most complete program.
- Prepares students for standardized tests, including CASAS STEPS, TABE, and BEST.

The Big Picture

- Introduces the unit topic and creates an opportunity for classroom discussion.
- Activates students' prior knowledge and previews the unit vocabulary.

CASAS

Provides practice for an activity found in CASAS STEPS.

Unit Goals

Introduces the competencies students will learn.


UNIT 8 WORK

Lesson A Listening

1 Before you listen

A Look at the picture. What do you see?

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

RED OAK CAFE

Mai Linh

SPECIALS

HALF SANDWICH SOUP

UNIT GOALS

Identify common jobs Describe skills
Complete a job application Read about two jobs in business

UNIT 8

2 Listen

A Listen. Write the letter of the conversation.

Listen

1. ___ 2. ___ 3. ___

4. a 5. ___ 6. ___

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

A. from 2018 to 2023

B. from ___ to ___

C. from ___ to ___

D. from ___ to ___

E. in ___

F. ___ years ago

Listen again. Check your answers.

C Listen and continue the conversation. Circle the answer.

A. B. C.

Listen

3 After you listen

Where do the people work? Write the words.

busperson cashier doctor nurse receptionist server

1. doctor
2. ___
3. ___ hospital
4. ___
5. ___
6. ___ restaurant

L1.1, L1.10; L2.1, L2.10
S: 0.1, 0.2, 4.1, 4.5, 7.2, 7.5, 8.2

Listen for and identify jobs and length of time

UNIT 8 111

How to use a QR code

- Open the camera* on your smartphone.
- Point it at the QR code.
- The camera will automatically scan the code. If not, press the button to take a picture.

* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.

3 Easy Ways to Access Audio

- Scan QR codes
- Download from *Cambridge One: cambridgeone.org*
- Play from the Ventures Arcade audio page

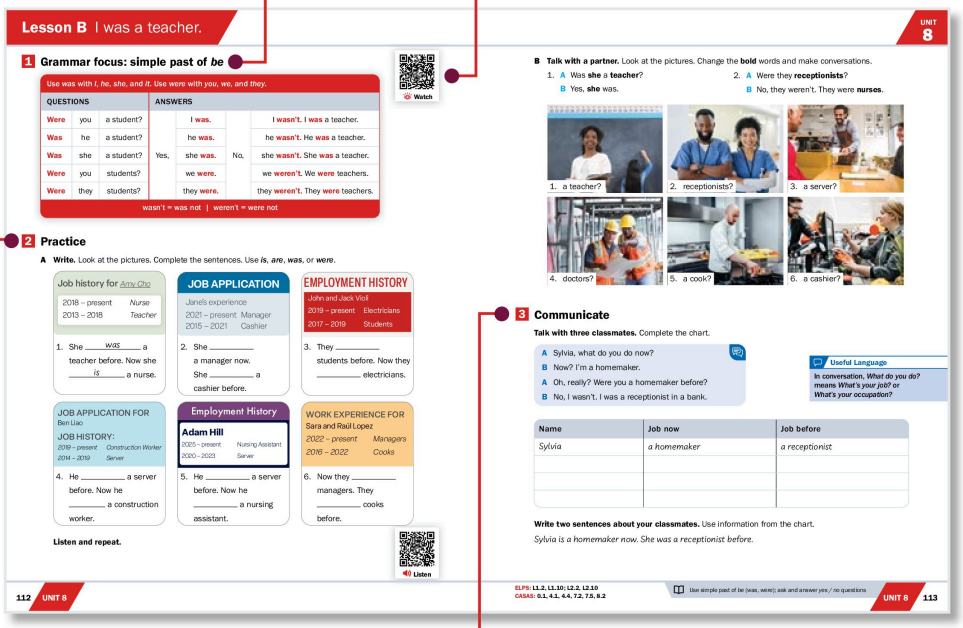
Every unit has two grammar lessons taught using the same format.

Grammar Chart

- Presents and practices the grammar point.
- Extra grammar charts online can be used for reference and give additional support.

Grammar Presentation

Animated presentations to watch on mobile devices using QR codes allow for self-directed learning and develop digital literacy.



Additional Grammar Activities

Ensure students have the chance to practice more grammar to meet the rigor of various standards.

Natural Progression

Moves from controlled to communicative activities for students to ask and answer questions about familiar text, topics, and experiences.

Real-life Practice

Engages students and provides meaningful application of the grammar.



ELPS and CASAS

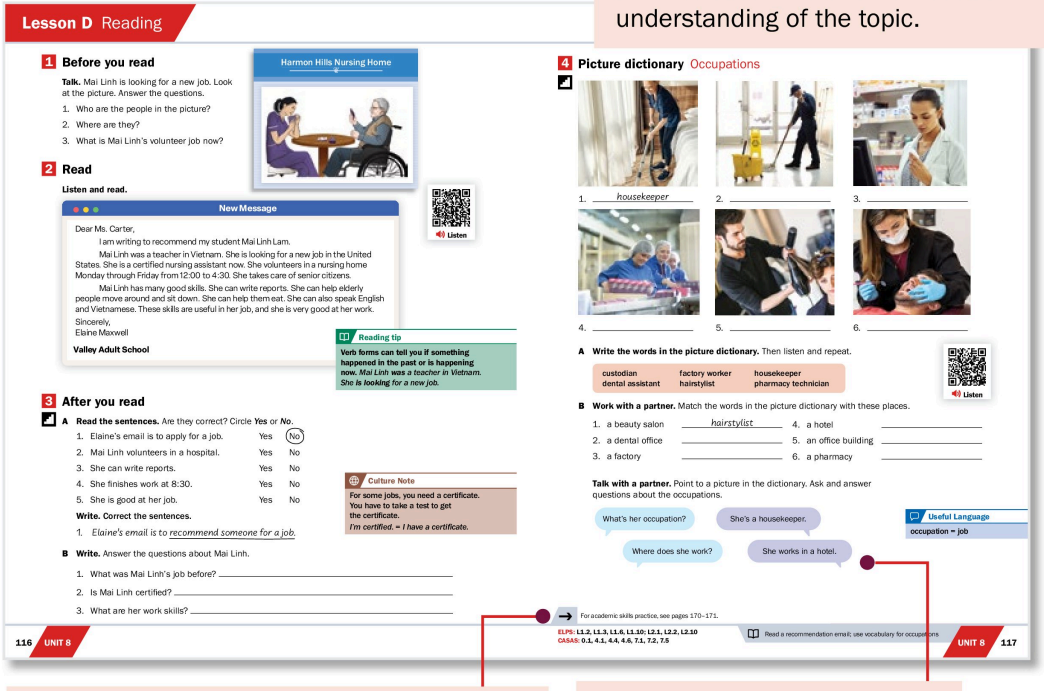
Indicates the English Language Proficiency Standards and CASAS competencies covered in each lesson.

Reading

- Uses a 3-step reading approach to highlight the skills and strategies students need to succeed.
- Combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- Brings text complexity into the classroom to help students read independently and proficiently.

Picture dictionary

Expands unit vocabulary and practices pronunciation for deeper understanding of the topic.



Academic Skills Worksheets

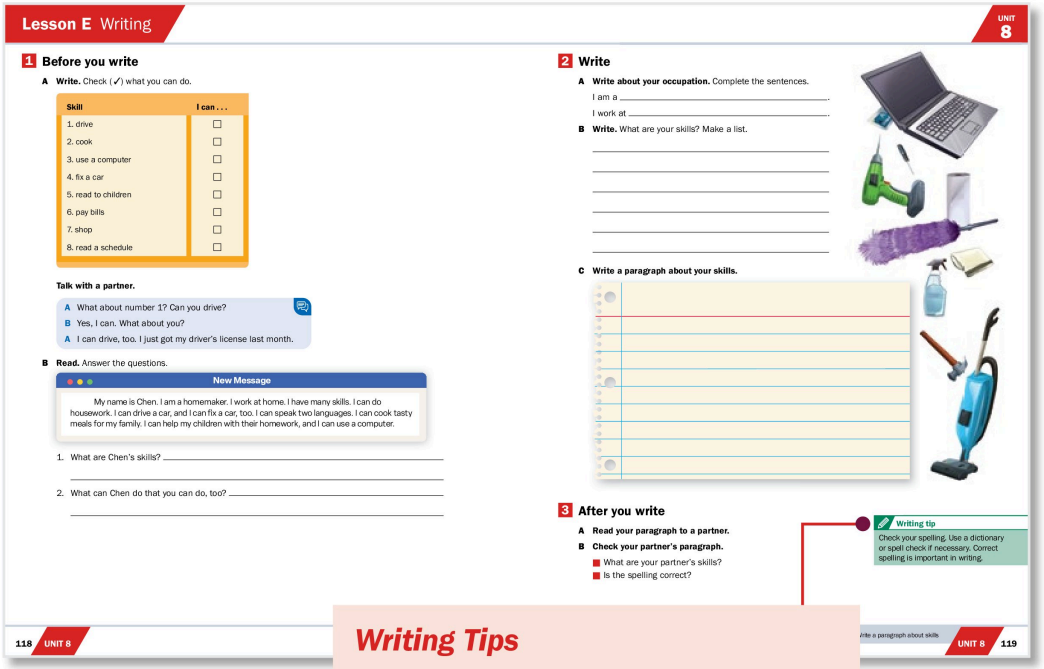
Builds critical-thinking skills and uses informative texts to help master more complex reading skills.

Speaking Practice

Helps students internalize the vocabulary and relate it to their lives.

Writing

- Helps students develop a robust process-writing approach.
- Supports students to meet the challenges of work and the classroom through academic and purposeful writing practice.



Writing Tips

Gives students confidence in writing with easy-to-follow writing tips and strategies.

Document Literacy

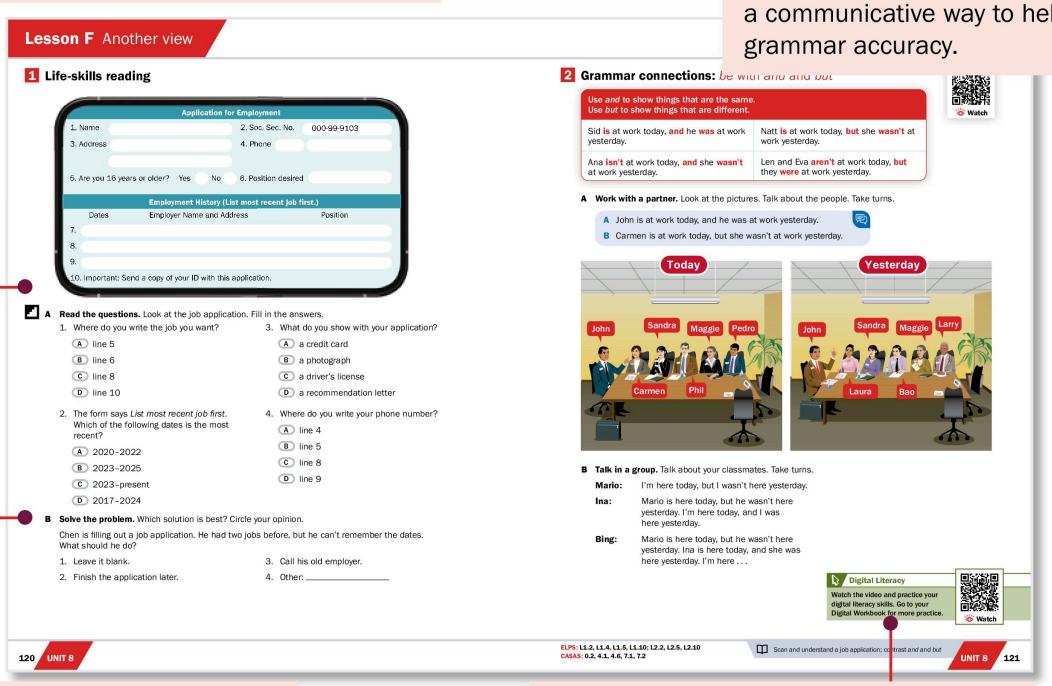
Builds real-life skills through explicit practice using authentic document types.

Grammar connections

Contrasts two grammar forms in a communicative way to help with grammar accuracy.

Test-taking Skills

Prepares students for standarized tests (CASAS STEPS, TABE, and BEST) by familiarizing them with bubble answer format.



Problem-solving Activity

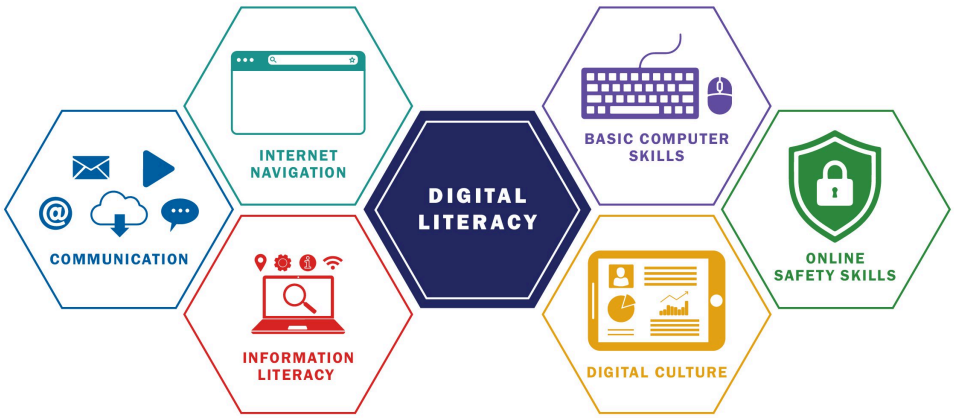
Covers critical thinking and soft skills — crucial for workplace readiness — and helps students meet WIOA requirements.

Digital Literacy

Appears every other unit with practice activities in the Digital Workbook. Scan the QR code to see a video.

Digital Literacy in *Ventures*

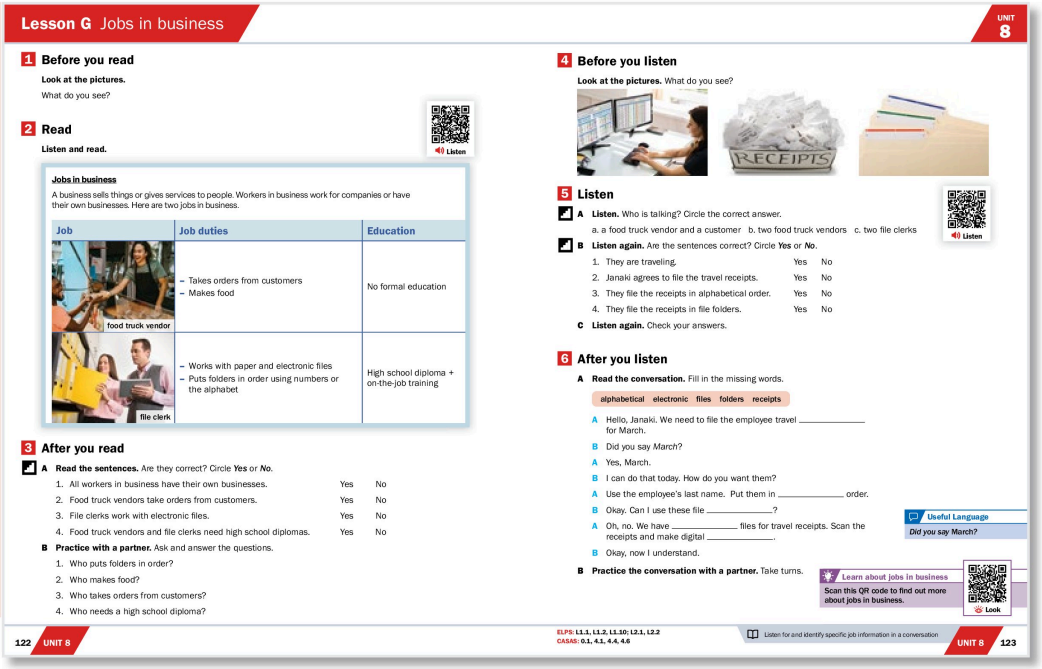
Digital literacy development is a critical part of Adult Education instruction. In order to succeed at school or in the workplace, learners need soft skills in key areas, such as critical thinking, problem solving, communication, and collaboration supported by the creative application of digital technologies. *Ventures* has digital literacy lessons for every other unit in the Digital Workbook.



Career Readiness

Career readiness expands students' opportunities in the workplace by preparing them for skilled work and more challenging roles. These lessons help students learn about different jobs and pathways, as well as the language and skills needed within each cluster.

- Focuses on different career clusters in each unit using visuals to assess what students already know.
- Introduces key vocabulary while informing learners about jobs within the cluster.
- Practices language related to the job through a communicative activity with a partner.



Lesson G Jobs in business — UNIT 8

1 Before you read

Look at the pictures.

What do you see?

2 Read

Listen and read.

Listen

Jobs in business

A business sells things or gives services to people. Workers in business work for companies or have their own businesses. Here are two jobs in business.

Job	Job duties	Education
food truck vendor	– Takes orders from customers – Makes food	No formal education
file clerk	– Works with paper and electronic files – Puts folders in order using numbers or the alphabet	High school diploma + on-the-job training

3 After you read

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

1. All workers in business have their own businesses. Yes No
2. Food truck vendors take orders from customers. Yes No
3. File clerks work with electronic files. Yes No
4. Food truck vendors and file clerks need high school diplomas. Yes No

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

1. Who puts folders in order?
2. Who makes food?
3. Who takes orders from customers?
4. Who needs a high school diploma?

4 Before you listen

Look at the pictures. What do you see?

5 Listen

A Listen. Who is talking? Circle the correct answer.

a. a food truck vendor and a customer b. two food truck vendors c. two file clerks

Listen

B Listen again. Are the sentences correct? Circle *Yes* or *No*.

1. They are traveling. Yes No
2. Janaki agrees to file the travel receipts. Yes No
3. They file the receipts in alphabetical order. Yes No
4. They file the receipts in file folders. Yes No

C Listen again. Check your answers.

6 After you listen

A Read the conversation. Fill in the missing words.

alphabetical electronic files folders receipts

A Hello, Janaki. We need to file the employee travel _____ for March.
B Did you say *March*?
A Yes, March.
B I can do that today. How do you want them?
A Use the employee's last name. Put them in _____ order.
B Okay. Can I use these file _____?
A Oh, no. We have _____ files for travel receipts. Scan the receipts and make digital _____.
B Okay, now I understand.

B Practice the conversation with a partner. Take turns.

Useful Language
Did you say March?

Learn about jobs in business
Scan this QR code to find out more about jobs in business.
Look

ELPS: L1.1, L1.2, L1.10; L2.1, L2.2
CASAS: 0.1, 4.1, 4.4, 4.6

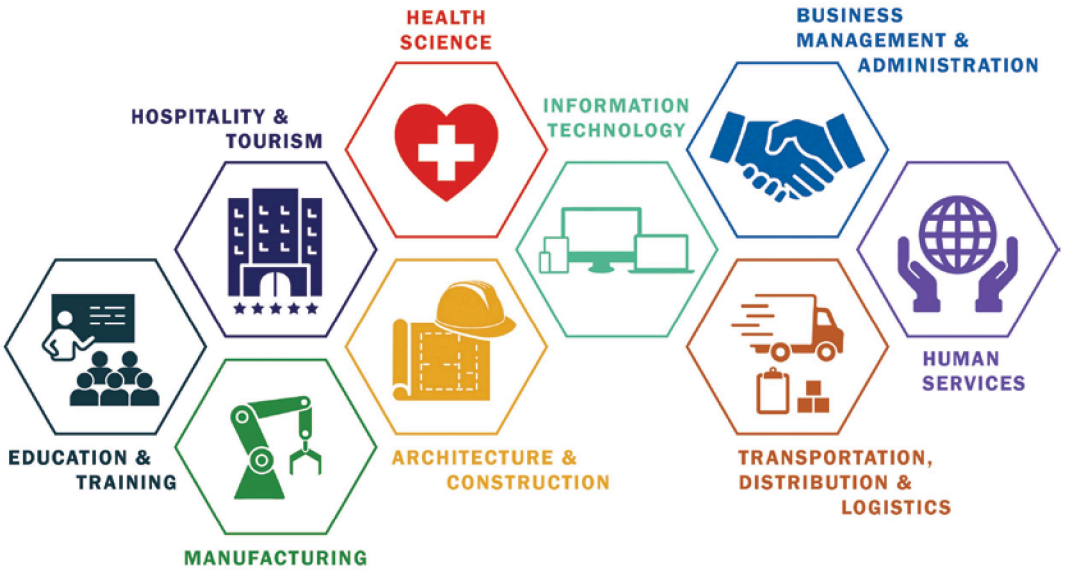
Listen for and identify specific job information in a conversation

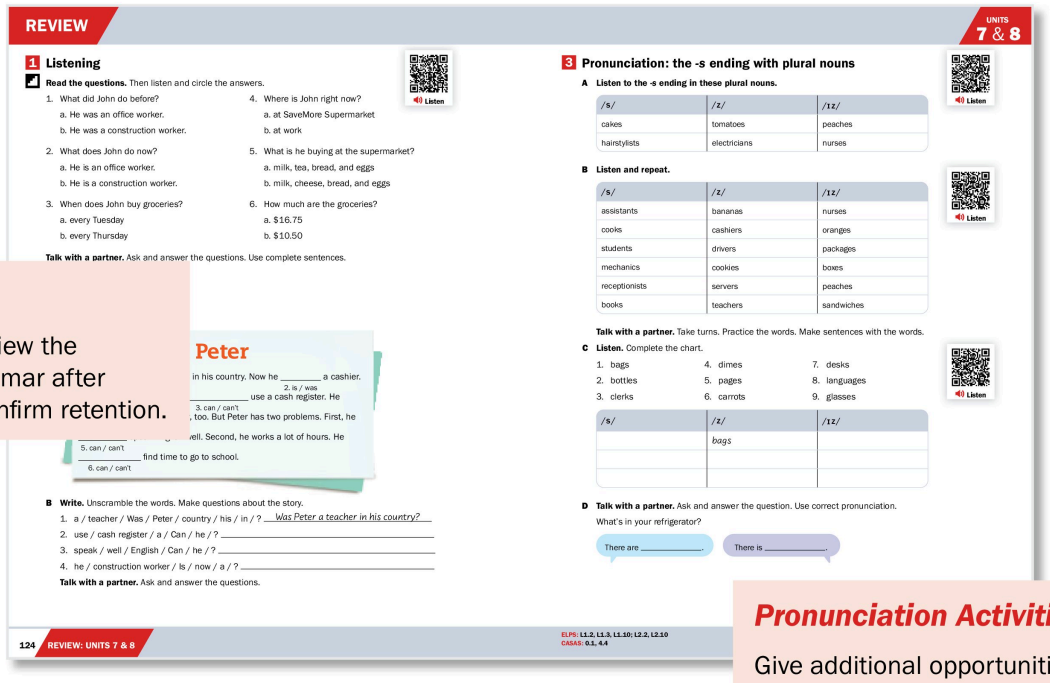
122 UNIT 8 — UNIT 8 123

Career Clusters

Career clusters are groups of careers that share similar skills and interests. Students interested in specific careers can find related options that might interest them by using the clusters.

The different career clusters prepare learners for careers in education, hospitality, health, IT, transportation, business administration, and more.





Review Pages

Allow students to review the vocabulary and grammar after every two units to confirm retention.

Pronunciation Activities

Give additional opportunities to practice pronunciation and promote spoken fluency.

For teachers

When you create your teacher's account in Cambridge One, you get access to a wealth of downloadable teacher resources that will save you time and help you deliver the best experience for your students.

Downloadable Teacher Resources

Hundreds of additional worksheets and classroom materials to support and expand on lessons in the Student's Book.

- **Multilevel Worksheets** that are designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.
- **Picture dictionary cards and Worksheets** that reinforce vocabulary learned in Levels Basic, 1, and 2.
- **Self-assessments** give students an opportunity to reflect on their learning and develop learner persistence.
- **Literacy Writing Worksheets** are available on Cambridge One of Level Basic and offer practice recognizing and forming letters and numbers.

Presentation Plus*

- Project or screenshare pages from the Student's Book and Workbook.
- Streamable or downloadable – your choice.
- Reveal answers to Student's Book and Workbook exercises.
- Videos with subtitles and audio can be slowed down or sped up to accommodate different proficiency levels.
- Play audio and video right off the page.

Online Tests*

- New self-grading unit, mid-term, and final tests save you the trouble of marking paper tests.
- Students can access tests from a computer, tablet, or a smartphone.

Teacher's Edition and Printable Tests*

- Teacher's Edition includes lesson plans and teaching tips.
- Printable tests in PDF and Word.

*Presentation Plus, Tests, and the Teacher's Edition require an activation code.

CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
Welcome Unit Pages 2–5	0.1, 0.2	**Reading STEPS** **High-frequency Vocabulary (Text):** Abbreviations; **Numbers:** Number words **Listening STEPS** **Dialogue:** Continue the conversation; **Vocabulary:** Understand high-frequency words
Unit 1 **Personal Information** Pages 6–19	0.1, 0.2, 2.1, 2.4, 2.5, 2.7, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **High-frequency Vocabulary (Texts):** Words on forms; Abbreviations; **Main idea:** Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Number formatting; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Vocabulary:** Understand high-frequency words
Unit 2 **At school** **Units 1 and 2 Review** Pages 20–35	0.1, 2.5, 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 6.0, 6.1, 7.1, 7.4	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify an author's purpose for reading (Academic Skills Worksheets); **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Vocabulary:** Understand high-frequency words
Unit 3 **Friends and family** Pages 36–49	0.1, 0.2, 1.4, 2.6, 2.7, 4.1, 4.4, 4.6, 6.0, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **High-frequency Vocabulary (Texts):** Words on forms; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words
Unit 4 **Health** **Units 3 and 4 Review** Pages 50–65	0.1, 0.2, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.3, 7.5	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **High-frequency Vocabulary (Texts):** Words on forms; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Number formatting; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words

For more details and correlations to other standards, go to: cambridgeone.org

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	ELPS: L1.2, L1.10, L2.2, L2.10.
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about introductions; recognize the meaning of common words and phrases about introductions; recognize key words in a paragraph describing a student's personal information; recognize key words in a registration form. **Productive: (3, 4, 7, 9, 10)** Use possessive adjectives, subject pronouns, simple present of *be* and contractions; write sentences giving personal information. **Interactive: meaning (2, 5)** Participate in conversations about introductions; gather and record information about popular names.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.10, L2.1, L2.2, L2.5, L2.10.
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about the classroom; recognize the meaning of common words and phrases about the classroom; recognize key words in sentences describing a classroom; recognize key words in an inventory list. **Productive: (3, 4, 7, 9, 10)** Use prepositions of location (*in, on, under*), *Where is?*, singular and plural nouns, Yes / No questions , *This / that* and *these / those*, contractions; write sentences about the location of items in the classroom. **Interactive: meaning (2, 5)** Participate in conversations about the classroom; gather and record information into a chart about school employees.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about friends and family; recognize the meaning of common words and phrases about friends and family; recognize key words in a paragraph describing a family birthday party; recognize key words in an insurance application form. **Productive: (3, 4, 7, 9, 10)** Use present continuous, *Wh-* questions, *Yes / No* questions and object pronouns (*him, her, it, them*); write sentences about your own family. **Interactive: meaning (2, 5)** Participate in conversations about friends and family; gather and record information about people's birthdays and send an electronic card.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about health problems; recognize the meaning of common words and phrases about health problems; recognize key words in a paragraph describing a sick family's visit to the doctor's office; recognize key words in an appointment card. **Productive: (3, 4, 7, 9, 10)** Use simple present of *have*, questions with *have*, *have* and *need*, and contractions; write an absence note to a child's teacher. **Interactive: meaning (2, 5)** Participate in conversations about health problems; gather and record information about your health and emergency information.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.3, L2.5, L2.8, L2.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 5 **Around town** Pages 66–79	0.1, 0.2, 1.1, 1.3, 1.4, 1.9, 2.2, 2.5, 2.6, 4.1, 4.4, 4.6, 4.8, 5.2, 6.0, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; Symbols; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words
Unit 6 **Time** **Units 5 and 6 Review** Pages 80–95	0.1, 0.2, 1.1, 1.2, 2.3, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.6, 6.0, 7.1, 7.2, 8.1	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Time; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words
Unit 7 **Shopping** Pages 96–109	0.1, 0.2, 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.6, 4.1, 4.4, 4.6, 6.0, 6.1, 6.2, 6.5, 6.6, 6.9, 7.1, 7.2, 7.5, 8.2	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Money and prices; Number words; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic
Unit 8 **Work** **Units 7 and 8 Review** Pages 110–125	0.1, 0.2, 1.9, 4.1, 4.4, 4.5, 4.6, 7.1, 7.2, 7.5, 8.2	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Number formatting; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic
Unit 9 **Daily living** Pages 126–139	0.1, 0.2, 1.4, 1.7, 2.3, 4.1, 4.4, 4.6, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Time; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic
Unit 10 **Free time** **Units 9 and 10 Review** Pages 140–155	0.1, 0.2, 2.3, 2.6, 4.1, 4.4, 4.6, 5.2, 6.0, 7.1, 7.5	**Reading STEPS** **Details:** Retell key details; **High-frequency Vocabulary (Pictures):** Photos; **Main idea:** Identify the main topic; Identify an author's purpose for reading (Academic Skills Worksheets); **Numbers:** Time; **Vocabulary:** Understand high-frequency words **Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words

For more details and correlations to other standards, go to: cambridgeone.org

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about places and directions; recognize the meaning of common words and phrases about places and directions; recognize key words in an e-mail describing a neighborhood; recognize key words in a map. **Productive: (3, 4, 7, 9, 10)** Use prepositions of location (*on, next to, across from, between, on the corner of*), *Where* questions and affirmative and negative imperatives; write a description of your neighborhood. **Interactive: meaning (2, 5)** Participate in conversations about places and directions; gather and record information to create a community directory.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.9, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about daily activities and time; recognize the meaning of common words and phrases about daily activities and time; recognize key words in a paragraph describing a person's schedule; recognize key words in a schedule. **Productive: (3, 4, 7, 9, 10)** Use simple present tense, *Wh-* questions, prepositions of time (*at, in, on*), *start/end* and *open/close*; write a description of your schedule. **Interactive: meaning (2, 5)** Participate in conversations about daily activities and time; gather and record information about businesses in your town.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.9, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about food and money; recognize the meaning of common words and phrases about food and money; recognize key words in a paragraph describing a shopping trip; recognize key words in a supermarket ad and receipt. **Productive: (3, 4, 7, 9, 10)** Use count/non-count nouns, *How many? / How much?*, *There is / There are*, quantifiers with non-count nouns and *some / any*; write a note about a shopping list. **Interactive: meaning (2, 5)** Participate in conversations about food and money; gather and record information using ads to create a grocery list.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about jobs and skills; recognize the meaning of common words and phrases about jobs and skills; recognize key words in a letter describing a person's job and work history; recognize key words in a job application. **Productive: (3, 4, 7, 9, 10)** Use simple past of *be* (statements and questions), *can*, contractions and *be* with *and* and *but*; write a paragraph about your skills. **Interactive: meaning (2, 5)** Participate in conversations about jobs and skills; gather and record information about a job search.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about home responsibilities; recognize the meaning of common words and phrases about home responsibilities; recognize key words in a letter describing daily events; recognize key words in a job-duties chart. **Productive: (3, 4, 7, 9, 10)** Use simple past tense of irregular and regular verbs and *Or* questions; write a letter describing household chores. **Interactive: meaning (2, 5)** Participate in conversations about home responsibilities; gather and record information about a time-management calendar.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.10
Interpretive: (1, 6, 7, 8) Identify key words in conversations and a reading about free-time activities; recognize the meaning of common words and phrases about free-time activities; recognize key words in an email and a letter describing vacation; recognize key words in a TV schedule. **Productive: (3, 4, 7, 9, 10)** Use simple past of irregular verbs, future with *be going to* and contrasting past, present and future; write a letter describing a past and future vacation. **Interactive: meaning (2, 5)** Participate in conversations about free-time activities; gather and record information using the internet about public parks in your area.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.9, L2.10

MEET THE **VENTURES** AUTHOR TEAM



K. Lynn Savage first taught English in Japan. She began teaching ESL at City College of San Francisco, where she has taught all levels of non-credit ESL and has served as Vocational ESL Resource Teacher. She has trained teachers for adult education programs around the country as well as abroad. She chaired the committee that developed *ESL Model Standards for Adult Education Programs* (California, 1992) and is the author, co-author, and editor of many ESL materials including *Crossroads Café*, *Teacher Training through Video*, *Parenting for Academic Success*, *Building Life Skills*, *Picture Stories*, *May I Help You?*, and *English That Works*. She is a recipient of the Heinle and Heinle lifetime achievement award for her work for adult education students and their teachers. Lynn holds an MA in TESOL from Teachers College, Columbia University.



Gretchen Bitterlin has taught Citizenship, ESL, and family literacy through the San Diego Community College District and served as coordinator of the non-credit Continuing Education ESL program. She was an item writer for CASAS tests and chaired the task force that developed the TESOL Adult Education Program Standards. She is recipient of The President's Distinguished Leadership Award from her district and co-author of *English for Adult Competency*. Gretchen holds an MA in TESOL from the University of Arizona.



Dennis Johnson had his first language-teaching experience as a Peace Corps volunteer in South Korea. Following that teaching experience, he became an in-country ESL trainer. After returning to the United States, he began teaching credit and non-credit ESL at City College of San Francisco. As an ESL site coordinator, he provided guidance to faculty in selecting textbooks. He is the author of *Get Up and Go* and co-author of *The Immigrant Experience*. Dennis holds an MA in music from Stanford University.



Donna Price began her ESL career teaching EFL in Madagascar. She taught all levels of ESL and VESL at the Continuing Education Program, San Diego Community College District. She has served as an author and a trainer for CALPRO, the California Adult Literacy Professional Development Project, co-authoring training modules on contextualizing and integrating workforce skills into the ESL classroom. She is a recipient of the TESOL Newbury House Award for Excellence in Teaching, and she is author of *Skills for Success*. Donna holds an MA in linguistics from San Diego State University.



Sylvia G. Ramirez is a Professor Emeritus at MiraCosta College, a teacher educator, writer, consultant, and a recipient of the California Hayward award for excellence in education, honoring her teaching and professional activities. She served as department chair, taught all levels of ESL, and provided leadership in developing student learning outcomes and pathways to college and career studies. Her MA is in education / counseling from Point Loma University, and she has certificates in ESOL and in online teaching.

TO THE STUDENT

Welcome to ***Ventures***! The dictionary says that "venture" means a risky or daring journey. Its meaning is similar to the word "adventure." Learning English is certainly a journey and an adventure. We hope that this book helps you in your journey of learning English to fulfill your goals. We believe that this book will prepare you for academic and career courses and give you the English skills you need to get a job or promotion, go to college, or communicate better in your community. The audio, grammar presentations, workbooks, and online practice will help you improve your English outside class. Setting your personal goals will also help. Take a few minutes and write your goals below.

Good luck in your studies!

The Author Team
Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez
K. Lynn Savage

My goals for studying English

1. My first goal for studying English:	Date: _____
2. My second goal for studying English:	Date: _____
3. My third goal for studying English:	Date: _____

WELCOME

1 Meet your classmates

Look at the picture. What do you see?



2 The alphabet

Listen

A **Listen.** Students are introducing themselves. Check (✓) the names you hear.

_____ Eduardo _____ Paolo _____ Ryoko

_____ Pierre _____ Tariq _____ Kankou

Listen

B **Listen and write the letters.**

Aa *A a*	Bb ___	Cc ___	Dd ___	Ee ___	Ff ___	
Gg ___	Hh ___	Ii ___	Jj ___	Kk ___	Ll ___	
Mm ___	Nn ___	Oo ___	Pp ___	Qq ___	Rr ___	Ss ___
Tt ___	Uu ___	Vv ___	Ww ___	Xx ___	Yy ___	Zz ___

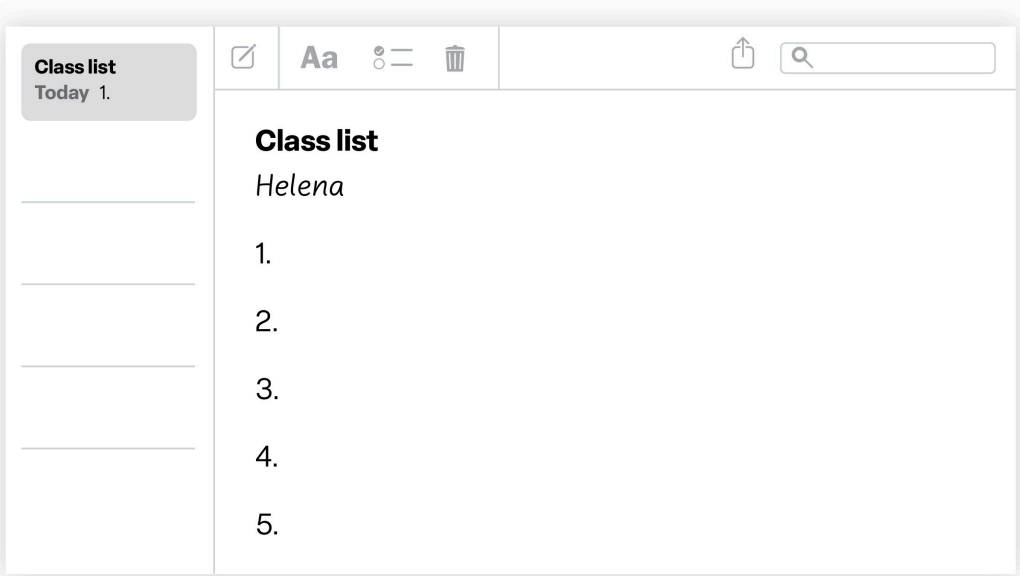
Talk with your partner. Take turns. Say a letter. Your partner points to the letter.

Listen

C **Listen and repeat.**

A What's your name?
B Helena.
A How do you spell that?
B H-E-L-E-N-A.

Talk to five classmates. Write the names.



3 Numbers

A **Listen and repeat.**

Listen

0 zero	1 one	2 two	3 three	4 four	5 five
	6 six	7 seven	8 eight	9 nine	10 ten
	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

Talk with a partner. Take turns. Say a number. Your partner points to the number.

B **Listen.** Circle the number you hear.

Listen

1.	0	(6)	16	4.	2	5	15	7.	8	9	10
2.	3	7	20	5.	1	9	17	8.	3	5	13
3.	1	10	11	6.	11	12	20	9.	14	15	16

C **Listen.** Write the number you hear.

Listen

1.	3	3.	____	5.	____	7.	____	9.	____
2.	____	4.	____	6.	____	8.	____	10.	____

D **Write.** Match the number and the word.

1	2	3	4	5	6	7	8	9	10
three	five	four	two	one	nine	six	ten	eight	seven

Talk with a partner. Take turns. Spell a number. Your partner says the number.



4 Days and months

A **Listen and repeat.**

Listen

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Talk with a partner. Take turns. Say a day. Your partner points to the day.

B **Write the full spelling.**

1. Sun. Sunday
2. Mon. _____
3. Tues. _____
4. Wed. _____
5. Thurs. _____
6. Fri. _____
7. Sat. _____

C **Listen and repeat.**

Listen

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Talk with a partner. Say a number. Your partner says the month.

8 — August

D **Talk with a partner about your birthday.** Take turns.



UNIT 1 PERSONAL INFORMATION

Lesson A Listening

1 Before you listen

A **Look at the picture.** What do you see?

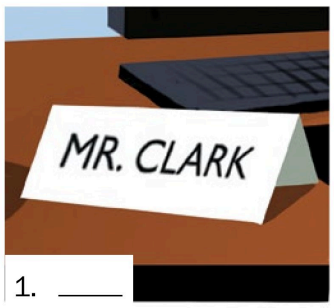
B **Point to:** ■ first name ■ last name ■ city ■ zip code ■ telephone number



2 Listen

Listen

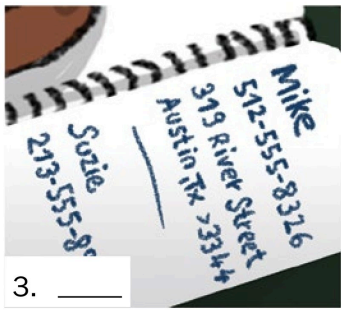
A Listen. Write the letter of the conversation.



1. ____



2. ____



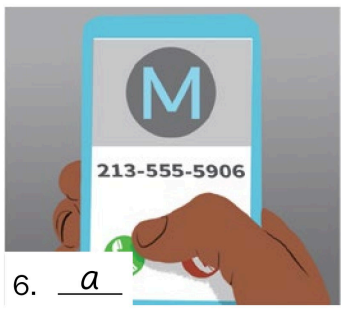
3. ____



4. ____



5. ____



6. *a*

B Listen again to the conversations. Write the names, numbers, and words you hear.

A. *213-555-5906*
B. _____
C. _____
D. _____
E. _____
F. _____

Useful Language

Some people have a middle name.
Ricardo (Juan) Perez

Listen again. Check your answers.

Listen

C Listen and continue the conversation. Circle the answer.

A. B. C.

3 After you listen

Write. Complete the sentences about yourself.

1. My first name is _____.
2. My last name is _____.
3. My zip code is _____.
4. My telephone number is _____.

Talk with a partner. Talk about yourself.

My first name is Dahlia.

My first name is Yuri.

Saying telephone numbers

Stop at each number. Say *oh* for *zero*.

2 7 3 - 5 5 5 - 2 0 1 6

two - seven - three *five - five - five* *two - oh - one - six*

1 Grammar focus: possessive adjectives

Watch

A possessive adjective before a noun shows ownership or relationship.

Her name is Mary.

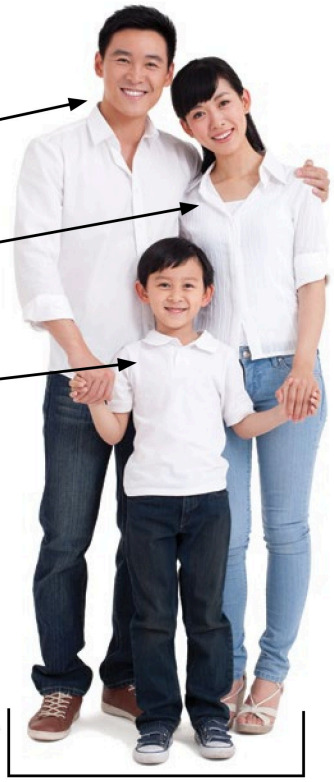
QUESTIONS			ANSWERS	
What's	**your**	name?	**My**	name is Svetlana.
What's	**his**	name?	**His**	name is Steve.
What's	**her**	name?	**Her**	name is Mary.
What are	**their**	names?	**Their**	names are Ted and Rob.

What's = What is

2 Practice

A **Write.** Complete the sentences. Use ***his***, ***her***, or ***their***.

1. A What's *his* first name?
   B _____ first name is Alfred.
2. A What's _____ first name?
   B _____ first name is Sue.
3. A What's _____ first name?
   B _____ first name is Tom.
4. A What's _____ last name?
   B _____ last name is Jones.



Listen and repeat. Then practice with a partner.

Listen

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

A What's **his** telephone number?
B **His** telephone number is **722-555-9314**.

STUDENT DIRECTORY


1 722-555-9314


2 617-555-9847


3 513-555-2034


4 312-555-5093


5 976-555-6172


6 230-555-8216

C **Listen.** Then listen again and repeat.

A What's your name?
B **Jennifer Kent**.
A Sorry. What's your first name?
B My first name is **Jennifer**.
A How do you spell that?
B **J-E-N-N-I-F-E-R**.
A OK. What's your last name?
B **Kent. K-E-N-T**.



Listen

Useful Language

Please spell that.
How do you spell **Jennifer?**

Talk in a group. Ask questions and write the names.

First name	Last name
Jennifer	*Kent*

3 Communicate

A **Talk with your classmates.** Introduce a classmate.

This is my classmate. Her first name is Jennifer. Her last name is Kent.

B **Talk with a partner.** Take turns and make new conversations.

A Good morning.
B Good morning.
A My name is Anna Gray. What's your name?
B Kate Harris.
A Nice to meet you.
B Nice to meet you.

A Hi. My name is Peter.
B Hi. My name is Alan.
A Nice to meet you, Alan.
B Nice to meet you, too, Peter.

Culture Note

Some people have two first names: *Mei-hwa*.
Some people have two last names: *Baker-Price*.