

4th Edition

Ventures

1



Teacher's Edition

Teaching Notes Pages

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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 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 Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- A *placement test* that helps accurately identify the appropriate level of *Ventures* for each student.
- 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.
- *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 grammar charts that can be downloaded for classroom use.

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 Book. 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. Academic Skills Worksheets in the back of the Student's Book (pages 156–175) provide additional reading, critical thinking, and academic vocabulary building for each unit.

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 CASAS¹ and BEST²) 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/.

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 <i>be</i> - Contractions
Unit 2 At school pages 20–33 Topic: The classroom	- Describing location - Finding out location	- Asking and giving location of things - Saying <i>excuse me</i>	- Classroom furniture - Classroom objects	- Prepositions of location (<i>in, on, under</i>) <i>Where is?</i> - Singular and plural nouns - Yes / No questions <i>this / that</i> and <i>these / those</i> - 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 <i>Wh-</i> questions - Yes / No questions - Object pronouns (<i>him, her, it, them</i>)
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 <i>have</i> - Yes / No questions with <i>have</i> <i>have</i> and <i>need</i> - 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 (<i>on, next to, across from, between, on the corner of</i>) <i>Where</i> 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 <i>usually</i> vs. <i>always</i> - Using <i>has</i> vs. <i>goes to</i> for classes - Talking about daily schedules	- Times of the day - Habitual activities	- Simple present tense - Wh- questions - Prepositions of time (<i>at, in, on, from...to</i>) - 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 <i>How many?</i> and <i>How much?</i> - Talking about what there is and isn't - Using quantifiers	- Grocery store items - U.S. currency	- Count and non-count nouns <i>How many?</i> / <i>How much?</i> <i>There is</i> / <i>There are</i> - Quantifiers with non-count nouns <i>some</i> and <i>any</i>
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 <i>be</i> (statements and questions) <i>can</i> - Contractions <i>be</i> with <i>and</i> and <i>but</i>
Review: Units 7 and 8 pages 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 <i>or</i> 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 <i>be going to</i> - 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 <i>Wh-</i> 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	

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 <i>be</i> 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 (<i>in, on, under</i>), <i>Where is?</i>, singular and plural nouns, <i>Yes / No</i> questions, <i>This / that</i> and <i>these / those</i>, contractions; 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, <i>Wh-</i> questions, <i>Yes / No</i> questions and object pronouns (<i>him, her, it, them</i>); 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 <i>have</i>, questions with <i>have, have</i> and <i>need</i>, 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 (<i>on, next to, across from, between, on the corner of</i>), <i>Where</i> 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, <i>Wh-</i> questions, prepositions of time (<i>at, in, on</i>), <i>start/end</i> and <i>open/close</i>; 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, <i>How many?</i> / <i>How much?</i>, <i>There is</i> / <i>There are</i>, quantifiers with non-count nouns and <i>some</i> / <i>any</i>; 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 <i>be</i> (statements and questions), <i>can</i>, contractions and <i>be</i> with <i>and</i> and <i>but</i>; 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 <i>Or</i> 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 <i>be going to</i> 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

FEATURES OF THE STUDENT'S BOOK

The Most Complete Course for Student Success

- Aligned to the 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 goals of each unit.

UNIT 8 WORK

Lesson A Listening

1 Before you listen

A Look at the picture. What do you see?

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

UNIT GOALS

Identify common jobs
Complete a job application

Describe skills
Read about two jobs in business

2 Listen

A Listen. Write the letter of the conversation.

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 D. from ____ to ____

B. from ____ to ____ E. in ____

C. from ____ to ____ F. ____ years ago

Listen again. Check your answers.

C Listen and continue the conversation. Circle the answer.

A. ____ B. ____ C. ____

3 After you listen

Where do the people work? Write the words.

busperson cashier doctor nurse receptionist server

1. doctor 4. ____

2. ____ 5. ____

3. ____ hospital 6. ____ restaurant

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: cambridge.org/venturesarcade

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.

Lesson B I was a teacher.

1 Grammar focus: simple past of be

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

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

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

2 Practice

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

Job History for Amy Liu

2018 – present Nurse Teacher

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

JOB APPLICATION

Jane's experience

2021 – present Manager

2016 – 2020 Cashier

2. She is a manager now. She was a cashier before.

EMPLOYMENT HISTORY

John and Jack Vici

2019 – present Electricians

2017 – 2019 Students

3. They were students before. Now they are electricians.

JOB APPLICATION FOR Ben Lee

JOB HISTORY:

2019 – present Construction Worker

2014 – 2019 Server

4. He was a server before. Now he is a construction worker.

Employment History

Adam Hill

2020 – present Nursing Assistant

2020 – 2020 Server

5. He is a server before. Now he is a nursing assistant.

WORK EXPERIENCE FOR Sera and Raul Lopez

2022 – present Managers

2018 – 2022 Cooks

6. Now they are managers. They were cooks before.

Listen and repeat.

UNIT 8

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

1. A teacher? **Yes, she was.** 2. A Were they receptionists? **No, they weren't. They were nurses.**

3. A server? 4. A doctor? 5. A cook? 6. A cashier?

3 Communicate

Talk with three classmates. Complete the chart.

A Sylvia, what do you do now?
B Now? I'm a homemaker.
A Oh, really? Were you a homemaker before?
B No, I wasn't. I was a receptionist in a bank.

Useful Language

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

Name	Job now	Job before
Sylvia	a homemaker	a receptionist

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

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

ELPS: L2.2, L2.3, L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10, L2.11, L2.12, L2.13, L2.14, L2.15, L2.16, L2.17, L2.18, L2.19, L2.20, L2.21, L2.22, L2.23, L2.24, L2.25, L2.26, L2.27, L2.28, L2.29, L2.30, L2.31, L2.32, L2.33, L2.34, L2.35, L2.36, L2.37, L2.38, L2.39, L2.40, L2.41, L2.42, L2.43, L2.44, L2.45, L2.46, L2.47, L2.48, L2.49, L2.50, L2.51, L2.52, L2.53, L2.54, L2.55, L2.56, L2.57, L2.58, L2.59, L2.60, L2.61, L2.62, L2.63, L2.64, L2.65, L2.66, L2.67, L2.68, L2.69, L2.70, L2.71, L2.72, L2.73, L2.74, L2.75, L2.76, L2.77, L2.78, L2.79, L2.80, L2.81, L2.82, L2.83, L2.84, L2.85, L2.86, L2.87, L2.88, L2.89, L2.90, L2.91, L2.92, L2.93, L2.94, L2.95, L2.96, L2.97, L2.98, L2.99, L2.100

UNIT 8

Lesson C Can you cook?

1 Grammar focus: can

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

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

can't = cannot

2 Practice

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

1. A can she open a door?

2. A can he drive a truck?

3. A can he fix a car?

4. A can she paint a house?

5. A can they work with computers?

6. A can you cook?

7. A can they build houses?

8. A can she read a book?

9. A can you operate on someone?

Listen and repeat. Then practice with a partner.

UNIT 8

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

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

1. A painter can paint. 2. A salesperson can sell things. 3. A carpenter can build things.

4. A gardener can take care of plants. 5. A child-care worker can take care of children. 6. An auto mechanic can fix cars.

Listen and repeat.

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

A Hi, I'm looking for a job. Can you help me?
B What can you do?
A I'm a painter. I can paint very well.

3 Communicate

Talk with a partner. Ask and answer questions.

What can you do? I can cook. I can work with computers.

ELPS: L2.2, L2.3, L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10, L2.11, L2.12, L2.13, L2.14, L2.15, L2.16, L2.17, L2.18, L2.19, L2.20, L2.21, L2.22, L2.23, L2.24, L2.25, L2.26, L2.27, L2.28, L2.29, L2.30, L2.31, L2.32, L2.33, L2.34, L2.35, L2.36, L2.37, L2.38, L2.39, L2.40, L2.41, L2.42, L2.43, L2.44, L2.45, L2.46, L2.47, L2.48, L2.49, L2.50, L2.51, L2.52, L2.53, L2.54, L2.55, L2.56, L2.57, L2.58, L2.59, L2.60, L2.61, L2.62, L2.63, L2.64, L2.65, L2.66, L2.67, L2.68, L2.69, L2.70, L2.71, L2.72, L2.73, L2.74, L2.75, L2.76, L2.77, L2.78, L2.79, L2.80, L2.81, L2.82, L2.83, L2.84, L2.85, L2.86, L2.87, L2.88, L2.89, L2.90, L2.91, L2.92, L2.93, L2.94, L2.95, L2.96, L2.97, L2.98, L2.99, L2.100

UNIT 8

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.

Lesson D Reading

1 Before you read

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

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



2 Read

Listen and read.

New Message

Dear Ms. Carter,

I am writing to recommend my student Mai Linh Lam.

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

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

Sincerely,
Elaine Maxwell
Valley Adult School

11 Reading tip

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

3 After you read

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

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

Write. Correct the sentences.

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

B Write. Answer the questions about Mai Linh.

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

Culture Note

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

I'm certified. = I have a certificate.

116 UNIT 8

Picture dictionary

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

4 Picture dictionary Occupations



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

custodian factory worker housekeeper
dental assistant hairstylist pharmacy technician

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

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

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

What's her occupation? She's a housekeeper.

Where does she work? She works in a hotel.

Useful Language

occupation = job

For academic skills practice, see pages 170-171.

ELPS: L.2, L.3, L.4, L.5, L.6, L.7, L.8, L.9, L.10, L.11, L.12, L.13, L.14, L.15, L.16, L.17, L.18, L.19, L.20, L.21, L.22, L.23, L.24, L.25, L.26, L.27, L.28, L.29, L.30, L.31, L.32, L.33, L.34, L.35, L.36, L.37, L.38, L.39, L.40, L.41, L.42, L.43, L.44, L.45, L.46, L.47, L.48, L.49, L.50, L.51, L.52, L.53, L.54, L.55, L.56, L.57, L.58, L.59, L.60, L.61, L.62, L.63, L.64, L.65, L.66, L.67, L.68, L.69, L.70, L.71, L.72, L.73, L.74, L.75, L.76, L.77, L.78, L.79, L.80, L.81, L.82, L.83, L.84, L.85, L.86, L.87, L.88, L.89, L.90, L.91, L.92, L.93, L.94, L.95, L.96, L.97, L.98, L.99, L.100, L.101, L.102, L.103, L.104, L.105, L.106, L.107, L.108, L.109, L.110, L.111, L.112, L.113, L.114, L.115, L.116, L.117, L.118, L.119, L.120, L.121, L.122, L.123, L.124, L.125, L.126, L.127, L.128, L.129, L.130, L.131, L.132, L.133, L.134, L.135, L.136, L.137, L.138, L.139, L.140, L.141, L.142, L.143, L.144, L.145, L.146, L.147, L.148, L.149, L.150, L.151, L.152, L.153, L.154, L.155, L.156, L.157, L.158, L.159, L.160, L.161, L.162, L.163, L.164, L.165, L.166, L.167, L.168, L.169, L.170, L.171, L.172, L.173, L.174, L.175, L.176, L.177, L.178, L.179, L.180, L.181, L.182, L.183, L.184, L.185, L.186, L.187, L.188, L.189, L.190, L.191, L.192, L.193, L.194, L.195, L.196, L.197, L.198, L.199, L.200, L.201, L.202, L.203, L.204, L.205, L.206, L.207, L.208, L.209, L.210, L.211, L.212, L.213, L.214, L.215, L.216, L.217, L.218, L.219, L.220, L.221, L.222, L.223, L.224, L.225, L.226, L.227, L.228, L.229, L.230, L.231, L.232, L.233, L.234, L.235, L.236, L.237, L.238, L.239, L.240, L.241, L.242, L.243, L.244, L.245, L.246, L.247, L.248, L.249, L.250, L.251, L.252, L.253, L.254, L.255, L.256, L.257, L.258, L.259, L.260, L.261, L.262, L.263, L.264, L.265, L.266, L.267, L.268, L.269, L.270, L.271, L.272, L.273, L.274, L.275, L.276, L.277, L.278, L.279, L.280, L.281, L.282, L.283, L.284, L.285, L.286, L.287, L.288, L.289, L.290, L.291, L.292, L.293, L.294, L.295, L.296, L.297, L.298, L.299, L.300, L.301, L.302, L.303, L.304, L.305, L.306, L.307, L.308, L.309, L.310, L.311, L.312, L.313, L.314, L.315, L.316, L.317, L.318, L.319, L.320, L.321, L.322, L.323, L.324, L.325, L.326, L.327, L.328, L.329, L.330, L.331, L.332, L.333, L.334, L.335, L.336, L.337, L.338, L.339, L.340, L.341, L.342, L.343, L.344, L.345, L.346, L.347, L.348, L.349, L.350, L.351, L.352, L.353, L.354, L.355, L.356, L.357, L.358, L.359, L.360, L.361, L.362, L.363, L.364, L.365, L.366, L.367, L.368, L.369, L.370, L.371, L.372, L.373, L.374, L.375, L.376, L.377, L.378, L.379, L.380, L.381, L.382, L.383, L.384, L.385, L.386, L.387, L.388, L.389, L.390, L.391, L.392, L.393, L.394, L.395, L.396, L.397, L.398, L.399, L.400, L.401, L.402, L.403, L.404, L.405, L.406, L.407, L.408, L.409, L.410, L.411, L.412, L.413, L.414, L.415, L.416, L.417, L.418, L.419, L.420, L.421, L.422, L.423, L.424, L.425, L.426, L.427, L.428, L.429, L.430, L.431, L.432, L.433, L.434, L.435, L.436, L.437, L.438, L.439, L.440, L.441, L.442, L.443, L.444, 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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 standardized tests (CASAS STEPS, TABE, and BEST) by familiarizing them with bubble answer format.

Lesson F Another view

1 Life-skills reading

Application for Employment

1. Name _____ 2. Soc. Sec. No. 000-99-9103
3. Address _____ 4. Phone _____
5. Are you 16 years or older? Yes ☐ No ☐ 6. Position desired _____

Employment History (List most recent job first.)

Dates	Employer Name and Address	Position
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____

10. Important: Send a copy of your ID with this application.

- A Read the questions.** Look at the job application. Fill in the answers.
- Where do you write the job you want?
 - (A) line 5
 - (B) line 6
 - (C) line 8
 - (D) line 10
 - The form says *List most recent job first.* Which of the following dates is the most recent?
 - (A) 2020–2022
 - (B) 2023–2025
 - (C) 2023–present
 - (D) 2017–2024
 - What do you show with your application?
 - (A) a credit card
 - (B) a photograph
 - (C) a driver's license
 - (D) a recommendation letter
 - Where do you write your phone number?
 - (A) line 4
 - (B) line 5
 - (C) line 8
 - (D) line 9
- B Solve the problem.** Which solution is best? Circle your opinion.
- Chen is filling out a job application. He had two jobs before, but he can't remember the dates. What should he do?
- Leave it blank.
 - Finish the application later.
 - Call his old employer.
 - Other: _____

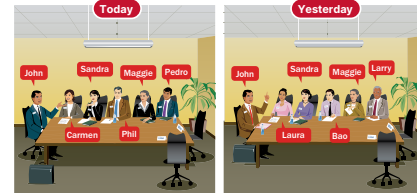
2 Grammar connections: *be with and and but*

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

Sid *is* at work today, and he *was* at work yesterday.
Nat *is* at work today, but she *wasn't* at work yesterday.
Ana *isn't* at work today, and she *wasn't* at work yesterday.
Len and Eva *aren't* at work today, but they *were* at work yesterday.

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

- A** John is at work today, and he was at work yesterday.
B Carmen is at work today, but she wasn't at work yesterday.



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

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

Digital Literacy

Watch the video and practice your digital literacy skills. Go to your Digital Workbook for more practice.

Problem-solving Activity

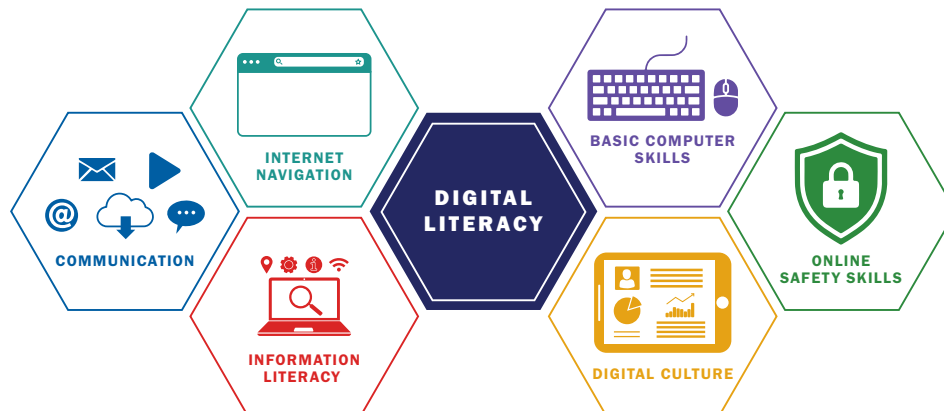
Covers critical thinking and soft skills — crucial for workplace readiness — and helps students meet WIOA requirements.

Digital Literacy

Appears every other unit with practice activities in the Digital Workbook.

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

1 Before you read
Look at the pictures.
What do you see?

2 Read
Listen and read.

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.

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

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

- Who puts folders in order?
- Who makes food?
- Who takes orders from customers?
- 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
B Listen again. Are the sentences correct? Circle Yes or No.

- They are traveling. Yes No
- Janaki agrees to file the travel receipts. Yes No
- They file the receipts in alphabetical order. Yes No
- 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.

[Learn about jobs in business](#)
Scan this QR code to find out more about jobs in business.

122 UNIT 8

ELPS 12.1, 12.2, 12.10, 12.1, 12.2
GRADE 12.1, 12.2, 12.3, 12.4

UNIT 8 123

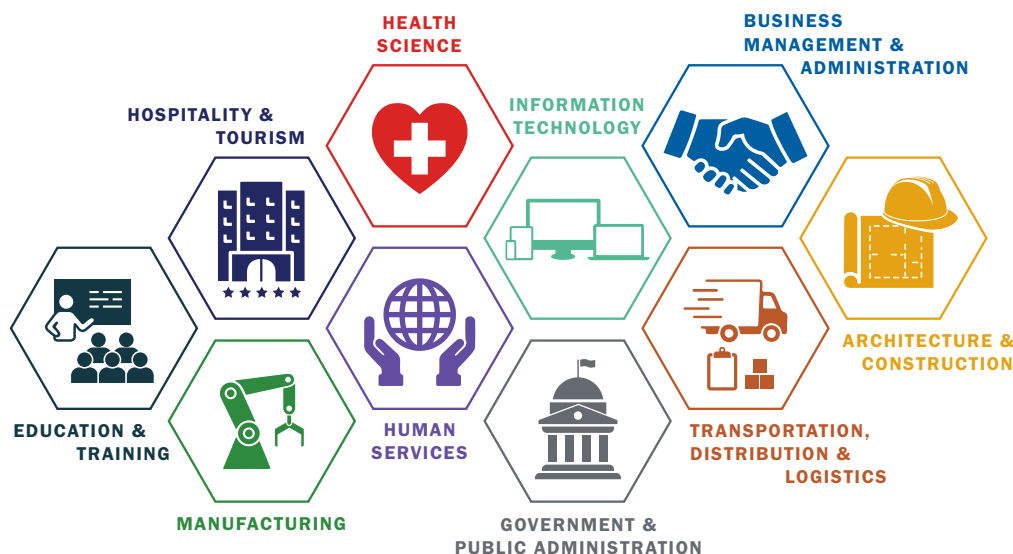
Extension

Links to various sources for additional career information to extend the lesson.

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.

REVIEW

1 Listening

Read the questions. Then listen and circle the answers.

- What did John do before?
 - He was an office worker.
 - He was a construction worker.
- What does John do now?
 - He is an office worker.
 - He is a construction worker.
- When does John buy groceries?
 - every Tuesday
 - every Thursday
- Where is John right now?
 - at SaveMore Supermarket
 - at work
- What is he buying at the supermarket?
 - milk, tea, bread, and eggs
 - milk, cheese, bread, and eggs
- How much are the groceries?
 - \$16.75
 - \$10.50

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

2 Grammar

A Write. Complete the story.

Peter

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

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

- a / teacher / Was / Peter / country / his / in / ? Was Peter a teacher in his country?
- use / cash register / a / Can / he / ? Can he use a cash register?
- speak / well / English / Can / he / ? Can he speak English well?
- he / construction worker / is / now / a / ? Is he a construction worker now?

Talk with a partner. Ask and answer the questions.

3 Pronunciation: the -s ending with plural nouns

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

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

B Listen and repeat.

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

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

C Listen. Complete the chart.

/s/	/z/	/ɪz/
1. bags	4. dimes	7. desks
2. bottles	5. pages	8. languages
3. clerks	6. carrots	9. glasses

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

What's in your refrigerator?

There are . There is .

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 Book 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.

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*

- 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.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

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

FEATURES OF THE TEACHER'S EDITION

Introduction

The *Ventures* Teacher's Edition includes step-by-step teaching notes for each lesson. The teaching notes divide the lesson into six stages. Each lesson begins with a warm-up and review followed by a presentation stage. The practice, comprehension, application, and evaluation stages do not follow a strict sequence in the Teacher's Edition. They vary depending on the content of the lesson being presented.

Stages of a lesson

Warm-up and review Each lesson begins with a review of previous material and connects that material to the current lesson. Quick review activities prompt students' memories. Warm-up activities at the beginning of class introduce the new lesson. These activities may take many forms, but they are quick, focused, and connected to the new material to be introduced. A warm-up also helps teachers ascertain what students already know about the topic and what they are able to say.

Presentation During this stage of the lesson, the teacher presents new information, but it should not be a one-way delivery. Rather, it is a dynamic process of student input and interaction – a give-and-take between the teacher and students as well as among students. The teacher may give examples rather than rules, model rather than tell, and relate the material to students' experiences.

Practice It is important that students have enough time to practice. A comfortable classroom environment needs to be created so students are not afraid to take risks. Practice needs to be varied and interesting. There should be a progression from guided to independent practice. In the *Ventures* grammar lessons, for example, practice begins with mechanical aspects such as form, moves to a focus on meaning, and ends with communicative interactions.

Comprehension check Asking, "Do you understand?" is not enough to ascertain whether students are following the lesson. The teacher must ask concrete questions and have students demonstrate that they understand. In this stage, students are asked to repeat information in their own words. Students are also invited to come to the board or to interact with other students in some way.

Application A teacher must provide opportunities for students to practice newly-acquired language in realistic situations. These situations could be in class or outside of class. The important point is that students use what they have learned in new ways. In the grammar lessons, for example, the Communicate section asks students to role-play, interview, share information, or ask questions.

Evaluation An ongoing part of the lesson is to determine whether students are meeting the lesson objectives. This can be done formally at the end of a unit by having students complete the Self-assessment and then giving the unit test, but it can also be done informally toward the end of the lesson. Each lesson in the *Ventures* Teacher's Edition ends with a review and verification of understanding of the lesson objectives. Any in-class assignment or task can serve as an evaluation tool as long as it assesses the objectives. Having students complete Workbook pages can also serve as an informal evaluation to gauge where students may be having difficulty.

The following chart presents the most common order of lesson stages and suggests how long each stage could take within a one-hour class period.

Stages of the lesson	Approximate time range
Warm-up and review	5–10 minutes
Presentation	10–20 minutes
Practice	15–20 minutes
Comprehension check	5–10 minutes
Application	15–20 minutes
Evaluation	10–15 minutes

The Teacher's Edition includes:

- Interleaved Student's Book pages with answers
- Lesson objectives and step-by-step teaching instructions
- Expansion activities, extra teaching tips, and culture notes
- Activities to encourage learner persistence and community building
- Ideas for multilevel classroom management
- Class audio listening scripts

LESSON A Listening

PRESENTATION

- Direct Ss' attention to the pictures in Exercise 2A. Ask: What do you see? Elicit as many of the health problems as Ss know, for example: sore throat, headache, stomachache, sprained ankle, earache, fever.

Teaching Tip

Do not expect Ss to know all of these words. These questions are meant to show which Ss already know some of the unit vocabulary and to encourage students to draw on prior knowledge. If Ss don't know any words, write them on the board.

PRACTICE

- **Page 51, Exercises 2A and 2B** Play or read the audio. Pause after the first conversation. Ask: Which picture matches conversation A? (picture number 2.) Point to the handwritten a written next to number 2. Be sure that Ss understand the task.

- **Page 51, Exercises 2A and 2B** Play or read the complete audio (see audio script, page T-183). Ss complete the rest of the exercise individually.

Learner persistence (individual work)

- **Page 51, Exercises 2A and 2B** Ss can listen to the audio for Exercises 2A and 2B at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

COMPREHENSION CHECK

- Write the numbers 1-6 on the board. Ask a few Ss to come to the board to write the correct answers to Exercise 2A next to each number.

PRACTICE

- Direct Ss' attention to Exercise 2B. Read the instructions aloud.
- **Page 51, Exercises 2A and 2B** Play or read the audio again. Pause the audio after the first conversation. Ask: Which words did you hear in the conversation? (I'm sorry to hear that.) Hold up the Student's Book. Show Ss where the answer has been circled in conversation A.
- Ss complete the audio individually.
- Write letters A-F on the board. Ask five Ss to come to the board and write the answers they circled.
- Point to each one in turn. Ask: Is this correct? Ask volunteers to make corrections as needed.
- Read aloud the instructions for Exercise 2C.

- **Page 51, Exercise 2C** Play or read the audio (see audio script, page T-183). Pause after the conversation and before the answer choices A-C are given. Be sure Ss understand the task: They need to choose the next line in the conversation. Then play or read the rest of the audio. Ss complete the task individually. Repeat the audio as needed.
- Check the answer. Ask Ss to tell you the answer they chose to complete the conversation. Write the correct answer on the board. Play or read the audio again if needed.

APPLICATION

- Direct Ss' attention to the picture in Exercise 3. Ask two Ss to read the example question and answer aloud.
- Read the instructions. Model the exercise. Act out a headache and elicit headache from the Ss. Say: Yes. Then, ask a S to stand up. Tell the S: Pick a word. Act it out. Elicit guesses from the Ss until they have the right answer. Say: Yes. Continue modeling the task until Ss understand it.
- Ss complete the exercise in pairs. Walk around and help as needed.
- Ask several pairs to act out their conversations for the rest of the class.

Useful Language

Read the tip box. Have Ss practice their conversations again, choosing either Yes, That's right, or No, guess again. You could also write other ways of responding on the board and have Ss practice, such as: Yep, Yeah, Uh-huh, That's correct or Sorry, try again.

EVALUATION

- Direct Ss' attention to the health problems you wrote on the board at the beginning of the lesson. For each of the vocabulary words, ask a Yes / No question about people in the picture on page 50, for example: Does he have a backache / an earache / a cold / etc.? Elicit Yes or No answers.
- Check off each word as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 4, Lesson A

Workbook, 15-30 min.

Multilevel Worksheets, 30-45 min.
Collaborative Worksheets, 30-45 min.

Student Arcade, time varies

Download these resources at www.cambridgeone.org

www.cambridge.org/venturesarcade/

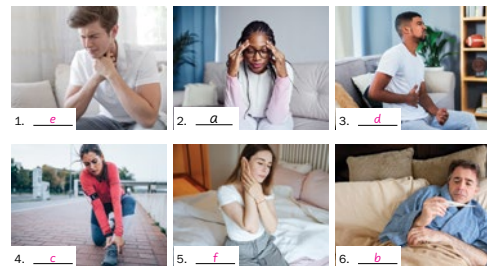
UNIT GOALS

Identify common health problems Write an email to excuse an absence
Identify remedies for common health problems Read about two jobs in healthcare

UNIT 4

2 Listen

- **A Listen.** Write the letter of the conversation.



- **B Listen again to the conversations.** Circle the words you hear.

- | | | |
|--------------------------------|-----------------------------|---------------------------|
| A. I'm sorry to hear it. | I'm sorry to hear that. | I'm sorry about that. |
| B. I hope it gets better soon. | I hope you get better soon. | I hope you get well soon. |
| C. I hope it gets better soon. | I hope you get better soon. | I hope you get well soon. |
| D. That's too bad. | That's terrible. | I'm sorry. |
| E. That's too bad. | Oh, I'm sorry. | That's terrible. |
| F. That's too bad. | Oh, that's terrible. | I'm sorry. |

Listen again. Check your answers.

- **C Listen and continue the conversation.** Circle the answer.

- | | | |
|----|----|----|
| A. | B. | C. |
|----|----|----|

3 After you listen

Talk with a partner. Take turns. Act out and guess the problem.



Useful Language

Yes.
That's right.
No. Guess again.

ELPS: L.1.2, L.1.10; L.2.2, L.2.10
CASAS: 0.1, 0.2, 3.1, 4.8

Listen for and identify health problems and people's responses

UNIT 4 51

END-OF-UNIT ACTIVITIES

Ventures provides several resources to help wrap up a unit:

The **Self-assessments** are available in the Teacher Resources on Cambridge One (www.cambridgeone.org).

They can be used in several ways:

- To identify any needs for additional practice before the unit test.
- For portfolio assessment. Print out copies for each student and keep completed Self-assessments in a folder.
- For pre- and post-assessment. Print out two Self-assessments for each student. Have students complete one before beginning and another after finishing the unit.

The **Projects** are another useful tool and a fun way to wrap up a unit. They are available in the Teacher Resources on Cambridge One.

The **Unit Tests** are a third end-of-unit activity. They and the test audio are available in the Teacher Resources on Cambridge One. Contact your Cambridge ESL Specialist (www.cambridge.org/cambridgeenglish/contact) for more information.

Class time guidelines

Ventures is designed to be flexible enough for use with one-, two-, and three-hour classes.

Component	One-hour class	Two-hour class	Three-hour class
Teacher's Edition	Follow lesson plan in Teacher's Edition		
Workbook	Assign as homework		Use in class
Student Arcade	Assign for lab or homework		
Teacher Resources on Cambridge One			Use Collaborative Worksheets in class

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.

Teaching objectives

- Provide practice recognizing, saying, and writing the alphabet
- Provide practice spelling names

WELCOME: ELPS: L1.2, L1.10, L2.2, L2.10 **CASAS:** 0.1, 0.2
For more details, go to cambridgeone.org

WARM-UP

- Before class. Write today's lesson focus on the board.
Welcome unit:
Names, introductions
The alphabet
- Begin class. Books closed. Say: *Welcome to English class.*
- Write your name on the board. Point to it. Say: *My name is _____. I am your teacher.*

Teaching Tip

You may have beginning-level Ss in your class who will not understand what you are saying. Be patient. Ss will slowly build up vocabulary and will be able to understand what you are saying.

- Slowly repeat: *My name is _____. Point to a S. Ask: What's your name?* If the S doesn't answer, ask different Ss until someone can answer you.

Expansion activity (whole group)

- Bring to class a small, soft object, such as a bean bag, a ball, or a stuffed animal.
- Say: *My name is _____. What's your name?* Toss the object to a S (try to pick a S you think will be able to respond). The S will say: *My name is _____. Encourage the S to throw the object to another S and ask: What's your name?* Continue until all Ss have had a chance to say their names and ask other Ss their names.

Option If you feel this game is too challenging, say your name only; then toss the object to another S, who will say his or her name and toss the object to someone else. Continue until all Ss have said their names.

PRESENTATION

- Books open. Hold up the Student's Book. Direct Ss' attention to the picture on page 2. Point to the two men shaking hands.
- Point of interest in the picture: There are two students named Ivan greeting each other. They are smiling because they have the same name but may be from different countries.
- Ask a S to stand up. Hold out your hand for a handshake. Say: *Hello, my name is _____. What's your name?* Elicit: *My name is _____. Say: Nice to meet you.* Encourage the S to say: *Nice to meet you, too.*
- Write this conversation on the board.
A *Hello. My name is _____. What's your name?*
B *My name is _____.
A Nice to meet you.
B Nice to meet you, too.*

- Point to the conversation on the board. Say each part aloud. Ask Ss to repeat after you.
- Indicate to Ss that they should practice the conversation with a partner. Walk around and help as needed.
- Ask pairs to perform the conversation for the class.
- Direct Ss' attention again to the picture on page 2. Ask Ss: *Where is this?* (a classroom.) *What do you see?* Elicit any vocabulary words that Ss know about the picture, for example: *woman, man, teacher, books.*
- Hold up the Student's Book. Direct Ss' attention to the name tags in the picture. Ask: *What are these?* If Ss don't know, write *name tags* on the board. Say the words aloud and ask Ss to repeat them after you.
- Point to the name tags on the two Ivans. Ask: *What's the name on these two name tags?* (Ivan.) Ask two male Ss to stand up. Point to each one in turn and say: *You are Ivan.* Point to the conversation on the board. Ask the two Ss to say the conversation, using the name *Ivan* for each one of them.

Teaching Tip

If you have name tags, bring them to class. Give one to each S. Ask Ss to write their names on the name tags. This models what is happening in the big picture and helps Ss remember each other's names.

COMPREHENSION CHECK

- Hold up the Student's Book. Teach Ss the verb *point* by pointing to the pictures in the book. Ask Ss to point to different items in their books. If Ss need help, they can look at what other Ss are pointing to in their books. Say: *Point to a computer. Point to a man. Point to a woman. Point to a table. Point to a book. Point to the name tags. Point to Eduardo. Point to Ivan.*

Teaching Tip

Do not expect Ss to know all the new vocabulary words. These warm-up exercises are intended to find out what Ss already know in English.

Expansion activity (whole group)

- Show Ss items from the picture on page 2 that are in your own classroom. Hold up or point to items and say their names in English. Ask Ss to repeat the words after you, for example: *computer, teacher, man.*

Learner persistence (whole group)

- If possible, take your Ss on a tour of your school. Show Ss different rooms in the building. As you are walking, say things such as: *This is the office.* This will help Ss feel more comfortable on their first day of English class.

WELCOME

WARM-UP AND REVIEW

- Books closed. Ask for a S volunteer to stand up. Say: *Hi, I'm (your name). What's your name?* (Elicit an appropriate response.) Ask: *How do you spell that?* If the S doesn't know how to spell his / her name in English, write the name on the board. Underline each letter as you say it aloud.
- Ask another S volunteer to stand up. Repeat the above conversation with this S.

PRESENTATION

- Digital Literacy. Ss can access all class audio by scanning the QR codes. If this is their first time using QR codes, direct Ss to the short video about how to use a QR code in the Teacher Resources on Cambridge One. The video is also available in the Student Resources.
- Direct Ss' attention to Exercise **2A**. Read the instructions aloud. Draw a check mark on the board. Hold up the Student's Book and point to the blanks in front of the names in Exercise **2A**. Say: *Check the names when you hear them.*
- ▶ **Page 3, Exercise 2A** Play or read the audio (see audio script, page T-181). Ss listen and check the names they hear. Repeat the audio as needed.

Learner persistence (individual work)

- ▶ **Page 3, Exercise 2A** Ss can listen to the audio for Exercise **2A** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

PRACTICE

- Direct Ss' attention to the letters in Exercise **2B**. Say: *These are capital and lowercase letters. Write your name in capital letters on the board. Say: My name is in capital letters. Write your name in lowercase letters on the board. Say: My name is in lowercase letters. Remind Ss that the first letter of a name written in lowercase is always a capital letter.*
- Read the instructions aloud. Hold up the Student's Book. Point to the example of the letter A written in the book. Say: *Write capital and lowercase letters.*

PRACTICE AND EXPANSION ACTIVITIES

- ▶ **Page 3, Exercise 2B** Play or read the audio (see audio script, page T-181). Ss listen and write the alphabet in capital and lowercase letters. Repeat the audio as needed.

Learner persistence (individual work)

- ▶ **Page 3, Exercise 2B** Ss can listen to the audio for Exercise **2B** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

Expansion activity (student pairs)

- Ask pairs to read the alphabet to each other. Walk around and help as needed.

Expansion activity (whole group)

- Teach Ss the ABC song. This is a fun way for them to learn how to say the names of the letters in English.

COMPREHENSION CHECK

- Read aloud the second part of the instructions for Exercise **2B**.
- Model the task. Hold up the Student's Book. Ask a S to come to the front of the room. Say: *H*. Encourage the S to point to the letter *H*.
- Ss complete the exercise in pairs. Walk around and help as needed.
- Direct Ss' attention to Exercise **2C** and read the instructions aloud.
- ▶ **Page 3, Exercise 2C** Play or read the audio (see audio script, page T-181). Ss listen and repeat the questions and answers. Repeat the audio as needed.

Learner persistence (individual work)

- ▶ **Page 3, Exercise 2C** Ss can listen to the audio for Exercise **2C** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

APPLICATION

- Read aloud the second part of the instructions for Exercise **2C**.
- Focus Ss' attention on the class list in the exercise. Hold up the Student's Book. Point to the name *Helena*. Say: *Write your classmates' names here.*
- Model the task. Ask a S to stand up. Ask him or her the questions from the conversation. Write his or her name on the board.
- Ss complete the exercise individually. Walk around and help as needed.
- Write a class list on the board. Ask individual Ss to write their classmates' names on the board. Ask: *Are the names spelled correctly?* If not, ask a volunteer to correct the spellings if needed.

EVALUATION

- Direct Ss' attention to the lesson focus on the board.
- Ask Ss to say the alphabet.
- Check off the lesson focus as Ss demonstrate understanding of what they have learned in the lesson.

Teaching objectives

- Provide practice recognizing, saying, and writing numbers 1–20
- Provide practice recognizing, saying, and writing the days of the week and the months of the year

WARM-UP

- Before class. Write today's lesson focus on the board.
Welcome unit:
Numbers 1–20
Days of the week
Months of the year
- Begin class. Books closed. Write the word *numbers* on the board. Point to the word. Say it aloud. Ask Ss to repeat after you. Ask: *What numbers do you know in English?* Write any numbers on the board that Ss know.

Teaching Tip

Do not expect Ss to know all the new vocabulary words. These warm-up questions are intended to find out what Ss already know about numbers.

PRESENTATION

- Books open. Direct Ss' attention to the numbers in Exercise **3A**. Read the instructions aloud.
- ▶ **Page 4, Exercise 3A** Play or read the audio (see audio script, page T-181). Ss listen and repeat the numbers. Repeat the audio as needed.

Learner persistence (individual work)

- ▶ **Page 4, Exercise 3A** Ss can listen to the audio for Exercise **3A** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

PRACTICE

- Read aloud the second part of the instructions for Exercise **3A**.
- Model the task. Hold up the Student's Book. Ask a S to stand. Say a number. The S points to that number.
- Ss complete the activity in pairs. Help as needed.
- Write the numbers 1–20 on the board. Ask pairs to come to the board. One S will say a number. The other S will point to that number on the board.
- Direct Ss' attention to Exercise **3B**. Read the instructions.
- ▶ **Page 4, Exercise 3B** Play or read the audio (see audio script, page T-181). Pause the audio after the first number. Ask: *What number did you hear?* Elicit: 6. Hold up the Student's Book. Point to where 6 has been circled in number 1. Say: *Circle the numbers that you hear.*

- ▶ **Page 4, Exercise 3B** Play or read the rest of the audio. Ss listen and circle the numbers that they hear. Repeat the audio as needed.

- Write the numbers 1–9 on the board. Write a 6 next to number 1. Ask Ss to write the numbers they circled next to the remaining numbers on the board.

Learner persistence (individual work)

- ▶ **Page 4, Exercise 3B** Ss can listen to the audio for Exercise **3B** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

PRACTICE

- Direct Ss' attention to Exercise **3C**. Read the instructions.
- ▶ **Page 4, Exercise 3C** Play or read the audio (see audio script, page T-181). Pause the audio after the first number. Ask: *What number did you hear?* Elicit: 3. Hold up the Student's Book. Point to where 3 is written. Say: *Write the numbers you hear.*
- ▶ **Page 4, Exercise 3C** Play or read the rest of the audio. Ss listen and write the numbers they hear. Repeat the audio as needed.
- Write the numbers 1–10 on the board. Ask Ss to write the answers on the board. Ask other Ss to correct errors.

Learner persistence (individual work)

- ▶ **Page 4, Exercise 3C** Ss can listen to the audio for Exercise **3C** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

COMPREHENSION CHECK

- Direct Ss' attention to Exercise **3D** and read the instructions aloud.
- Model the task. Hold up the Student's Book. Point to the number 1. Then point to the word *one*. Trace the line connecting them with your finger. Say: *Match the number with the word.*
- Ss complete the exercise individually. Help as needed.
- Check answers. Write 1 – one on the board. Ask Ss to write the numbers in this format from two to ten.
- Read aloud the second part of the instructions for Exercise **3D**. Ask two Ss to read the example aloud.
- Model the task again. Ask a different S to stand up. Spell out the number *ten* (T-E-N). Encourage the S to respond by saying *ten*.
- Ss complete the exercise in pairs. Help as needed.
- Ask several pairs to perform the exercise for the class.

WELCOME

WARM-UP

- Books closed. Show class a calendar. Point to each day on the calendar. Say the day aloud. Ask Ss to repeat.

PRESENTATION

- Books open. Direct Ss' attention to the days of the week in Exercise **4A**.
- ▶ **Page 5, Exercise 4A** Play or read the audio (see audio script, page T-181). Ss listen and repeat the days. Repeat the audio as needed.
- Read aloud the second part of the instructions for Exercise **4A**.
- Model the task. Hold up the Student's Book. Ask a S to stand up. Say a day of the week. Ask the S to point to that day.
- Ss complete the exercise in pairs. Help as needed.
- Hold up the calendar again. Ask pairs to come to the front of the room. One S will say a day. The other S will point to that day on the calendar.

Learner persistence (individual work)

- ▶ **Page 5, Exercise 4A** Ss can listen to the audio for Exercise **4A** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

PRACTICE

- 
- Point to *Sunday* in Exercise **4A**. Say: *This is Sunday*. Write *Sun.* on the board. Say: *This is the short form*.
 - Direct Ss' attention to Exercise **4B**. Read the instructions.
 - Hold up the Student's Book. Point to the example. Say: *S-U-N-period is the same as Sunday*.
 - Ss complete the exercise individually. Help as needed.
 - Write the numbers 1–7 on the board. Ask individual Ss to write the days of the week on the board.
 - Ask: *Are the days correct?* If not, ask a volunteer to correct the spellings if needed.

Expansion activity (whole group)

- Hold up the Student's Book and point to Exercise **4A**. Ask: *What day is today?* Elicit the correct response. If no one can answer, point to the correct day in Exercise **4A**. Ask a S to read the day.
- Write the word *months* on the board. Point to the word. Say it aloud. Ask Ss to repeat after you.

- Hold up the Student's Book. Point to the current month in Exercise **4C**. Say: *This is the month right now*.
- Direct Ss' attention to the months in Exercise **4C**. Read the instructions aloud.

- ▶ **Page 5, Exercise 4C** Play or read the audio (see audio script, page T-181). Ss listen and repeat the months after they hear them. Repeat the audio as needed.

- Read aloud the second part of the instructions for Exercise **4C**. Ask two Ss to read the example aloud.
- Model the task again. Ask a different S to stand. Say the number 2. Have the S say *February*.

Teaching Tip

Encourage Ss to look at the months written in Exercise **4C** to help them remember the names of the months in English.

- Ss complete the exercise in pairs. Help as needed.
- Ask several pairs to perform the exercise for the class.

Learner persistence (individual work)

- ▶ **Page 5, Exercise 4C** Ss can listen to the audio for Exercise **4C** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

COMPREHENSION CHECK

- Focus Ss' attention on Exercise **4D**. Read the instructions aloud. Ask two Ss to read the example question and answer aloud.
- Ss complete the exercise in pairs. Walk around and help as needed.
- Ask a few S pairs to say their questions and answers for the rest of the class.

Community building (whole group)

- Have Ss arrange themselves in the front of the classroom according to their birthdays. Have them ask each other: *What month is your birthday?* Encourage them to continue asking until they are arranged from January to December. Model the task if necessary.

EVALUATION

- Direct Ss' attention to the lesson focus on the board.
- Ask Ss to say the days of the week and months of the year.
- Check off the lesson focus as Ss demonstrate understanding of what they have learned in the lesson.

UNIT 1

LESSON A: ELPS: L1.2, L1.10; L2.2, L2.10 **CASAS:** 0.1, 0.2, 6.0, 7.4
For more details, go to cambridgeone.org

Teaching objectives

- Introduce students to the topic
- Find out what students know about the topic
- Preview the unit by talking about the picture
- Provide practice of key vocabulary
- Provide practice that develops listening skills

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Lesson A:
Personal information
- Begin class. Books closed. Point to the words *Personal information* on the board. Say: *Today's class is about personal information. What is personal information?* Elicit words such as *name, address, telephone number*. Write Ss' responses on the board.
- Point to *name*. Ask Ss: *What is this?* (name.) Ask a S: *What is your name?* Elicit response. Repeat with *address* and *telephone number*.

Teaching Tip

Do not expect all Ss to be able to respond in English with their addresses and telephone numbers. These warm-up questions are intended to find out which Ss already know how to talk about personal information.

PRESENTATION

- Books open. Set the scene. Direct Ss' attention to the picture on page 6. Say: *Ss are registering for classes at a school.*
- Point of interest in the picture: The young woman on the left is standing in line and checking her watch. She is frowning because she has to get somewhere, and the line is moving very slowly.
- Ask: *What do you see?* Elicit as much information as possible: *school, student, registration form, man, woman*, etc.
- Direct Ss' attention to the key words in Exercise 1B. Read each word aloud while pointing to the corresponding item on the registration form. Ask the class to repeat and point.

Teaching Tip

The key words are intended to help Ss talk about the picture and learn some of the vocabulary in the unit.

COMPREHENSION CHECK

- Point to people and items in the picture and ask *Yes / No* questions.
Is Ricardo a student? (Yes.)
Is Mr. Clark a man? (Yes.)
Is Svetlana a teacher? (No.)

Is Svetlana's last name Kulik? (Yes.)
Is Svetlana's phone number 727-555-9070? (No.)
Is this a classroom? (No.)
Is this an office? (Yes.)
Is this a registration office? (Yes.)

Teaching Tip

Do not expect Ss to answer with more than *Yes* or *No*. The purpose of these questions is to check understanding of new vocabulary.

PRACTICE

- Direct Ss' attention to Exercise 1B. Model the task. Hold up the Student's Book. Say to a S: *Point to the last name*. The S points to the appropriate line on the registration form.
- Ss in pairs. Say to one S: *Say the words in Exercise 1B*. Say to his or her partner: *Point to the registration form*.
- Ss in small groups. Ask Ss to take turns pointing to and naming different items in the picture. If the word is correct, the group members say *Yes*; if it is incorrect, they say *No*. Walk around and help as needed.

Expansion activity (whole group)

- Point to the map pictured behind Mr. Clark. Ask Ss: *What is this?* (It's a map.) Point to your country on the map (or on a larger map, if you have one). Say: *My name is _____. I am from _____.*
- Ask Ss: *What's your name? Where are you from?* Ss can use single word answers. Go around the class until as many Ss as possible have had a chance to answer.

Expansion activity (whole group)

- Turn Ss' attention to the filing cabinet right next to the map. Ask Ss: *What is this?* Tell Ss it is a *filing cabinet*.
- Point to the top drawer. Tell Ss: *A–G means A, B, C, D, E, F, G*. Ask Ss: *What does H–P mean?* (H, I, J, K, L, M, N, O, P) Ask Ss: *What are the other letters?* (Q, R, S, T, U, V, W, X, Y, Z.)
- Write on the board:
1. A–G 2. H–P 3. Q–Z
Ask a S: *What is your first name? What is your last name?* Ask the S: *Where do I write your first name, 1, 2, or 3? Where do I write your last name?*
- Write the S's first and last names in the appropriate columns. Go around the class until as many Ss as possible have had a chance to answer. If necessary, take time to review the letters of the alphabet. Turn to the Welcome unit if additional practice is needed.

LESSON A Listening

PRESENTATION

- Books closed. Write the name, address, and telephone number of your school on the board. Ask a S to circle the telephone number. Ask another S to circle the zip code.
- Ask Ss: *What is your telephone number? What is your zip code?*

PRACTICE

- Books open. Direct Ss' attention to the pictures in Exercise **2A**. Hold up the Student's Book. Point to the first picture. Say: *Last name*. Point to the second picture. Ask a S: *What's this?* (first name.)
- Read the instructions for Exercise **2A** aloud.
-  **Page 7, Exercises 2A and 2B** Play or read the audio (see audio script, page T-181). Pause after the first conversation. Ask: *Which picture matches conversation A?* (picture number 6.) Be sure Ss understand the task. Then play or read the complete audio. Ss complete the task individually. Repeat the audio as needed.
- Check answers. Write numbers 1–6 on the board. Ask Ss to tell you the letters they wrote for each question. Before writing each letter on the board, ask: *Is that correct?*

Useful Language

Read the tip box aloud and have Ss repeat after you. You may want to ask Ss if they have a middle name. Middle names are not common in many cultures.

- Read aloud the instructions for Exercise **2B**.
-  **Page 7, Exercises 2A and 2B** Play or read the audio again. Pause after the first conversation. Ask: *Which word or number do you hear in conversation A?* (213-555-5906.) Be sure Ss understand the task. Then play or read the complete audio. Ss complete the task individually. Tell them to use the information in the pictures to help them write the words or numbers.

Learner persistence (individual work)

-  **Page 7, Exercises 2A and 2B** Ss can listen to the audio for Exercises **2A** and **2B** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

COMPREHENSION CHECK

- Write the letters B–F on the board. Ask a few Ss to come to the board and write the correct answers to Exercise **2B** next to each letter. Play or read the audio again if needed.
- Read aloud the second part of the instructions for Exercise **2B**. Have Ss listen again and check the answers on the board as well as their own answers.

- Direct Ss' attention to Exercise **2C** and read the instructions aloud. Make sure Ss understand the task.

-  **Page 7, Exercise 2C** Play or read the audio (see audio script, page T-181). Ss listen and circle the answer.

- Check the answer. Play or read the audio again if needed.

APPLICATION

- Books closed. Write on the board: *My first name is _____*.
- Complete the sentence using your first name. Read the sentence. Erase your name. Ask a S to come to the board and complete the sentence with his or her first name.
- Direct Ss' attention to Exercise **3** and read the instructions aloud. Be sure Ss understand the task. Ss complete the exercise individually. Help as needed.

Teaching Tip

Read the tip box aloud. Ask Ss to point to the numbers as they repeat them. For zero, say: *This is a zero. We say "oh" when we read telephone numbers.*

- Read aloud the second part of the instructions for Exercise **3**. Ask two Ss to read the example.
- Ss complete the exercise in pairs. Help as needed.

Learner persistence (student pairs)

- Ss in pairs. Give each S an envelope. Say: *Ask your partner for personal information. Write your partner's name, address, city, state, and zip code on the envelope.*
- Model the activity with a S. First ask for the S's name and address. Write it on a large envelope you've drawn on the board. Tell the same S: *Now ask me my name and address, and write it on your envelope.*
- Tell Ss that the pairs are now "buddies." Explain the word, and tell Ss buddies will help each other in class.
- Collect and save the envelopes, and ask buddies to send assignments to Ss who miss classes.

EVALUATION

- Have Ss look at the lesson focus on the board. Ask Ss to give you examples of personal information.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 1, Lesson A

Workbook, 15–30 min.

Multilevel Worksheets,
30–45 min.

Collaborative Worksheets,
30–45 min.

Student Arcade, time varies

Download these resources at
www.cambridgeone.org

www.cambridge.org/venturesarcade/

Teaching objectives

- Introduce possessive adjectives
- Provide practice asking and answering *What* questions about personal information

LESSON B: ELPS: L1.2, L1.10; L2.2, L2.10 **CASAS:** 0.1, 0.2, 4.8, 7.5
For more details, go to cambridgeone.org

WARM-UP AND REVIEW

Focus on meaning / personalize

- Before class. Write today's lesson focus on the board.

Lesson B:

Possessive adjectives

my his
your her
 their

- Begin class. Books closed. While pointing to yourself, ask: *What's **my** first name? What's **my** last name?* Write responses on the board: *Your first name is _____. Your last name is _____.*
- Ask a S: *What's **your** first name?* Give extra emphasis to the possessive adjective. Write the response on the board: *My first name is _____.*
- Ask all the male Ss to stand up. Point to each male S. Ask: *What's **his** first name?* Write on the board: *His first name is _____.* Elicit responses. Then invite Ss to sit.
- Ask all the female Ss to stand up. Point to each. Ask: *What's **her** first name?* Write on the board: *Her first name is _____.* Elicit responses. Then invite Ss to sit.
- Ask any two Ss to stand up. Point to both of them. Ask: *What are **their** first names?* Write on the board: *Their first names are _____ and _____.*

Teaching Tip

If you have a married couple, siblings, or two Ss with the same last name in your class, ask them to stand in front of the class. Point to them and ask: *What's **their** last name?* Write the response on the board: *Their last name is _____.*

PRESENTATION

Focus on form

- Use the animated grammar presentation in one or more of the following ways:
 - Preview it before class
 - Show it in class
 - Encourage Ss to watch it outside of class.
- Books open. Direct Ss' attention to the grammar chart in Exercise 1. Read the questions and answers aloud. Ask Ss to repeat after you. Point to the contraction *What's*. Hold up one finger and say: *One word = What's*. Hold up two fingers and say: *Two words = What is. They are the same*. You could introduce the word *contractions* to talk about these short forms.
- Ss in pairs. Have Ss practice reading the grammar chart to each other. Say to one S: *Read the questions*. Say to his or her partner: *Read the answers*.

COMPREHENSION CHECK

- Ask Ss questions from the grammar chart. Point to yourself and ask: *What's my name?* Point to a female student and ask: *What's her name?* Continue practicing the different possessive adjectives until Ss show an understanding of the teaching point. If Ss don't know each other's names yet, they can ask: *What's your name?*

PRACTICE

- Direct Ss' attention to Exercise 2A and read the instructions aloud. Ask one S to read the example question. Ask a volunteer S to complete the answer to the question. Help the S if needed. Be sure Ss understand the task.
- Ss complete the exercise individually. Help as needed.
- ▶ **Page 8, Exercise 2A** Read aloud the second part of the instructions for Exercise 2A. Play or read the audio (see audio script, page T-181). Have Ss check their answers as they listen and repeat. Correct pronunciation as needed.
- Ask Ss to come to the board and write the questions and answers. Ask different Ss to read them aloud. Ask a volunteer to make any necessary corrections on the board.
- Ss in pairs. Ask Ss to choose role A or B and practice the questions and answers. Then, have Ss switch roles and practice again. Walk around and help as needed.

Expansion activity (small group)

- Play a name game. Put Ss in groups of five. The first S says his or her name. The second S says the first S's name, then his or her own name. The third S says the first S's name, then the second S's name, then his or her own name. The game continues until all Ss have introduced themselves.

PRACTICE

- Write on the board: 0 1 2 3 4. Point to 0. Ask: *What's this?* (zero.)
- Point to and read each number aloud. Ask Ss to repeat.
- Write on the board: 201-555-1234. Read the number aloud twice; be sure to pronounce the 0 as *oh*. Ask Ss to repeat the numbers after you. Remind Ss that zero is pronounced *oh* in telephone numbers.
- Direct Ss' attention to Exercise 2B and read the instructions aloud. Model the example with a S. As you read *his*, point to the picture of the man in number 1. As you read 722-555-9314, point to the phone number next to the man's picture. Be sure Ss understand the task.
- Ss complete the exercise in pairs. Help as needed.
- Ask pairs to perform the conversations for the class.

Expansion activity (whole group)

- Practice making sentences using other possessive pronouns: *our*, *your* (plural), *its*.