4th Edition

Ventures

2

ALIGNED TO WIOA NRS ELPS



Student's Book

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

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CAMBRIDGE

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SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	■ Describing skills ■ Giving personal information	■ Talking about what classmates can do ■ Asking and answering questions about personal information	■ Review of regular and irregular verbs	■ Review of *be* – present and past ■ Review of present and past of regular and irregular verbs
Unit 1 **Personal information** pages 6–19 Topic: **Describing people**	■ Describing height, hair, and eyes ■ Describing clothing ■ Describing habitual actions ■ Describing actions in the present	■ Describing what people look like ■ Asking and describing what people are wearing ■ Asking and describing what people are doing at the present time ■ Asking about and describing people's habitual actions	■ Accessories ■ Adjectives of size, color, and pattern	■ Adjective order ■ Present continuous vs. simple present ■ *and . . . too*, *and . . . either*, and *but*
Unit 2 **At school** pages 20–33 Topic: **School services**	■ Offering advice ■ Describing wants ■ Describing future plans	■ Asking and describing what people want and need ■ Asking about and describing future plans	■ Computer terms ■ Vocational courses	■ *Want* and *need* ■ The future with *will*, *be going to*, and the present continuous
Review: Units 1 and 2 pages 34–35		■ Understanding a narrative		
Unit 3 **Friends and family** pages 36–49 Topic: **Friends**	■ Describing past actions ■ Describing daily activities	■ Asking and answering questions about past actions ■ Asking and answering questions about daily habits	■ Parts of a car ■ Daily activities	■ Review of simple past with regular and irregular verbs ■ Simple present vs. simple past ■ Collocations with *make* and *do*; *play* and *go*
Unit 4 **Health** pages 50–63 Topic: **Accidents**	■ Identifying appropriate action after an accident ■ Asking for and giving advice ■ Expressing necessity ■ Showing understanding	■ Asking for and giving advice ■ Clarifying meaning	■ Health problems ■ Accidents ■ Terms on medicine packaging	■ *Should* ■ *Have to* + verb ■ *Must*, *must not*, *have to*, *not have to*
Review: Units 3 and 4 pages 64–65		■ Understanding a narrative		
Unit 5 **Around town** pages 66–79 Topic: **Transportation**	■ Identifying methods of transportation ■ Describing number of times ■ Describing length of time	■ Asking and answering questions about train, bus, and airline schedules ■ Asking and answering questions about personal transportation habits ■ Describing personal habits	■ Train station terms ■ Travel activities ■ Adverbs of frequency	■ *How often* and *How long* questions ■ Adverbs of frequency ■ The preposition *to* with movement

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading a story about someone's family	■ Writing verb forms in past and present	■ Talking about your skills	■ Pronouncing key vocabulary	
■ Reading an email about a family member ■ Scanning to find the answers to questions	■ Writing a descriptive paragraph about a classmate ■ Using a comma after time phrases at the beginning of a sentence	■ Reading an order form	■ Pronouncing key vocabulary	■ Learning about jobs in government
■ Reading a short essay on an application form ■ Skimming for the main idea	■ Writing an expository paragraph about goals ■ Using *First*, *Second*, and *Third* to organize ideas	■ Reading course descriptions ■ Setting short-term goals ■ Digital Literacy: Using videoconferencing tools for online meetings: Teams	■ Pronouncing key vocabulary	■ Learning about jobs in education
			■ Recognizing and pronouncing strong syllables	
■ Reading a personal journal entry ■ Scanning for *First*, *Next*, and *Finally* to order events	■ Writing a personal journal entry about the events of a day ■ Using a comma after sequence words	■ Reading a chart about people's phone usage and habits	■ Pronouncing key vocabulary	■ Learning about jobs in the community
■ Reading a warning label ■ Understanding a bulleted list	■ Filling out an accident report form ■ Using cursive writing for a signature	■ Reading medicine labels ■ Understanding a warning label	■ Pronouncing key vocabulary	■ Learning about jobs in healthcare
			■ Recognizing and emphasizing important words	
■ Reading a personal email ■ Scanning for capital letters to determine names of cities and places	■ Writing an email about a trip ■ Spelling out hours and minutes from one to ten in writing	■ Reading a bus schedule ■ Reading a train schedule ■ Reading an airline schedule ■ Digital Literacy: Connecting to and using the Internet remotely	■ 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: **Timelines and major events**	■ Describing major events in the past ■ Inquiring about life events	■ Asking and answering questions about major life events in the past ■ Ordering events in the past	■ Life events ■ Time phrases	■ *When* questions and simple past ■ Time phrases ■ *Someone*, *some*, *anyone*, *everyone*, and *no one*
Review: Units 5 and 6 pages 94–95		■ Understanding a conversation		
Unit 7 **Shopping** pages 96–109 Topic: **Comparison shopping**	■ Comparing price and quality ■ Comparing two things ■ Comparing three or more things	■ Asking and answering questions to compare furniture, appliances, and stores	■ Furniture ■ Descriptive adjectives	■ Comparatives ■ Superlatives ■ *One*, *the other*, *some*, *the others*
Unit 8 **Work** pages 110–123 Topic: **Work history and job skills**	■ Identifying job duties ■ Describing work history	■ Asking and answering questions about completed actions ■ Connecting ideas	■ Hospital terms ■ Job duties	■ *What* and *Where* questions and simple past ■ Conjunctions *and*, *or*, *but* ■ Past and present ability with *could*, *couldn't*, *can*, and *can't*
Review: Units 7 and 8 pages 124–125		■ Understanding a narrative		
Unit 9 **Daily living** pages 126–139 Topic: **Solving common problems**	■ Asking for recommendations ■ Requesting help politely ■ Agreeing to a request ■ Refusing a request politely	■ Asking for and making recommendations ■ Explaining choices ■ Making polite requests ■ Agreeing to and refusing requests politely	■ Home problems ■ Descriptive adjectives	■ Requests with *Can*, *Could*, *Will*, *Would* ■ *Which* questions and simple present ■ *Let's* and *let's not*
Unit 10 **Free time** pages 140–153 Topic: **Special occasions**	■ Making offers politely ■ Responding to offers politely	■ Making offers politely ■ Responding to offers politely ■ Asking and answering questions involving direct and indirect objects	■ Celebrations ■ Party food ■ Gifts	■ *Would you like . . . ?* ■ Direct and indirect objects ■ *There is / there are* and *there was / there were*
Review: Units 9 and 10 pages 154–155		■ Understanding a conversation		

Academic Skills Worksheets	pages 156–175
Audio script	pages 176–185
Acknowledgments	page 186

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading a magazine interview ■ Skimming interview questions to determine the focus	■ Writing a narrative paragraph about important life events ■ Using a comma after a time phrase at the beginning of a sentence	■ Reading an application for a marriage license ■ Describing important life events in sequence ■ Digital Literacy: Filling out an online PDF form	■ Pronouncing key vocabulary	■ Learning about jobs in technology
			■ Pronouncing intonation in questions	
■ Reading a short newspaper article ■ Guessing the meaning of new words from other words nearby	■ Writing a descriptive paragraph about a gift ■ Using *because* to answer *Why* and to give a reason	■ Reading a sales receipt	■ Pronouncing key vocabulary	■ Learning about jobs in retail
■ Reading a recommendation email ■ Scanning text for names and dates	■ Writing a summary paragraph about employment history ■ Capitalizing the names of businesses	■ Reading a timesheet ■ Digital Literacy: Opening, completing, and sending files from email	■ Pronouncing key vocabulary	■ Learning about jobs in business
			■ Pronouncing the *-ed* ending in the simple past	
■ Reading a notice on a notice board ■ Determining if new words are positive or negative in meaning	■ Writing a complaint email ■ Identifying the parts of an email	■ Reading a customer invoice for service and repairs	■ Pronouncing key vocabulary	■ Learning about jobs in construction
■ Reading a first-person narrative paragraph about a party ■ Looking for examples of the main idea while reading	■ Writing a thank-you note for a gift ■ Indenting paragraphs in an informal note	■ Reading a formal invitation to a party ■ Digital Literacy: Organizing, storing, and retrieving documents on a desktop	■ Pronouncing key vocabulary	■ Learning about jobs in hospitality
			■ Pronouncing the -s ending in the simple present	

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 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' 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 in levels Basic, 1, and 2.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.
- *Self-assessments* give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.

Workbook (Print and Digital)

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

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

Presentation Plus

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

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* box, 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 CASAS[1] and BEST[2]) develop test-taking skills. ***Solve the problem*** focuses on critical thinking, soft skills, and workplace development. In Levels 1–4, ***Grammar connections*** contrasts grammar points and includes guided practice and communicative activities.

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

LESSON G focuses on career readiness at every level by exploring different career clusters. ***Before you read*** creates student interest with visuals that helps 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 a conversation on the job that includes comprehension of key vocabulary in the dialogue. ***After you listen*** concludes the lesson by practicing language from the dialogue in a communicative activity with a partner. A *Useful Language* box contains expressions used in the dialogue related to language functions, e.g., clarification.

[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/bpv30/.

UNIT TOUR

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 provides 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

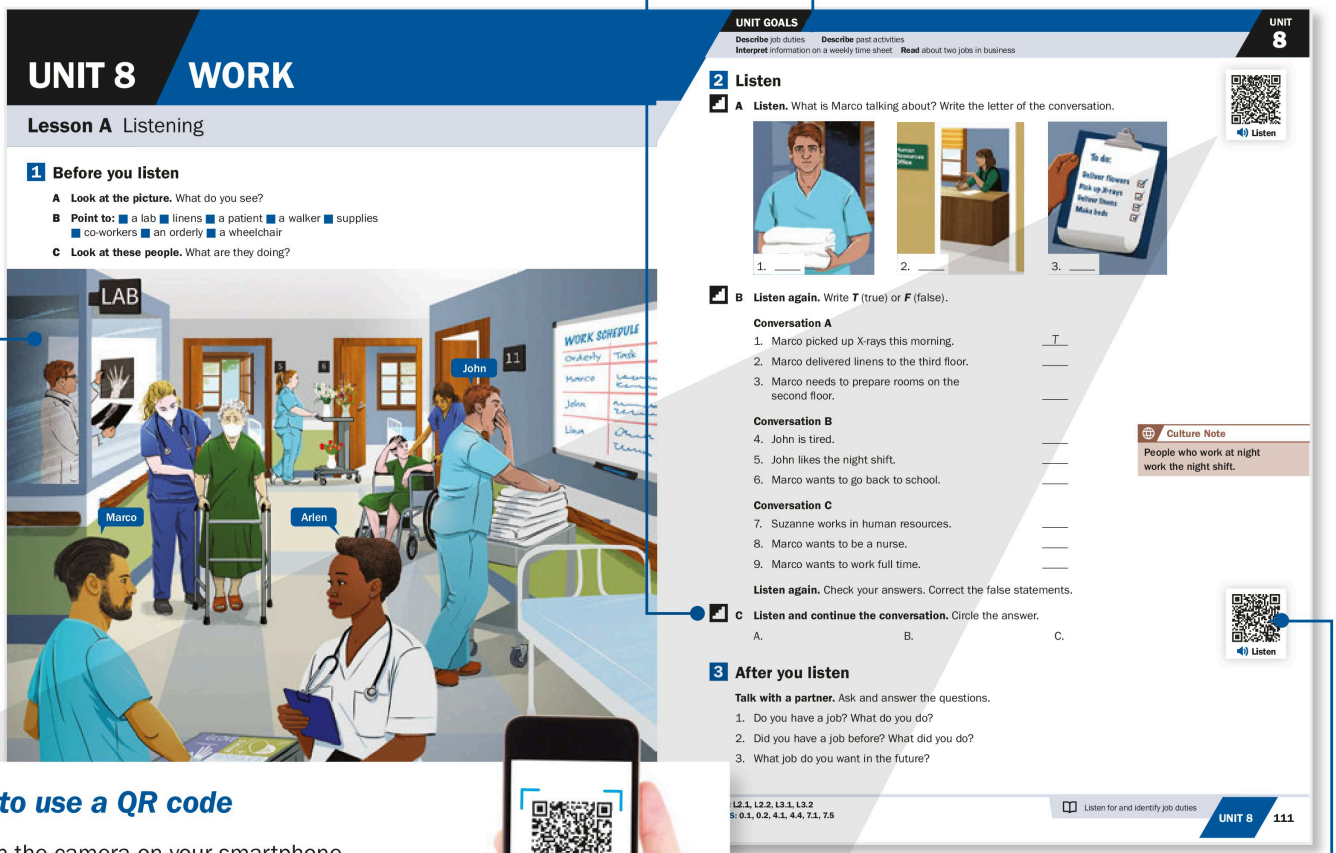
- Introduces the unit topic and creates an opportunity for classroom discussion.
- Activates students' prior knowledge and previews the unit vocabulary.

CASAS

Provides practice for an activity found in CASAS STEPS.

Unit goals

Introduces the goals of each unit.



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.



Three easy ways to access audio

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

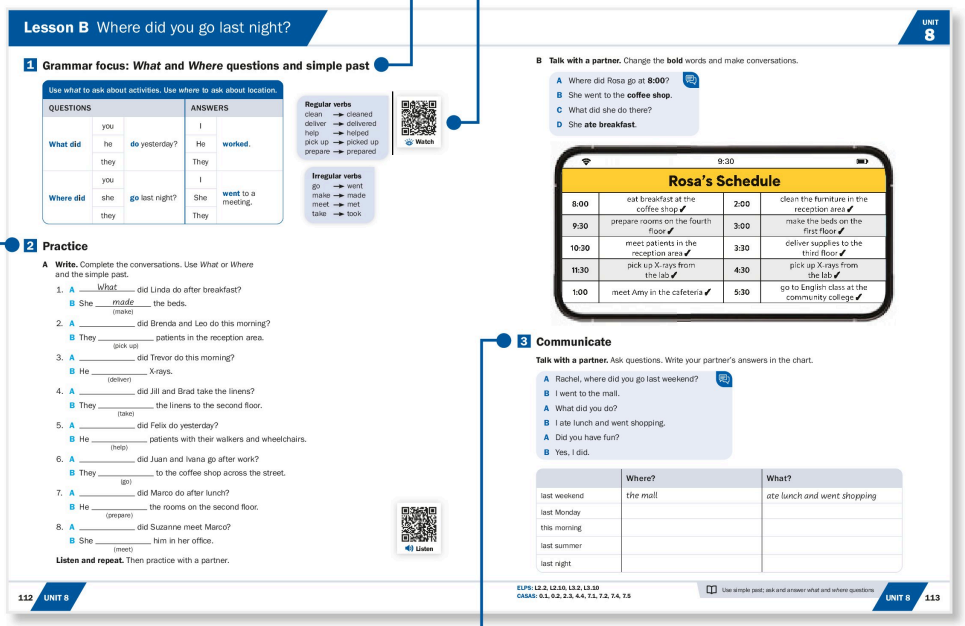
Every unit has two grammar lessons taught using the same format.

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

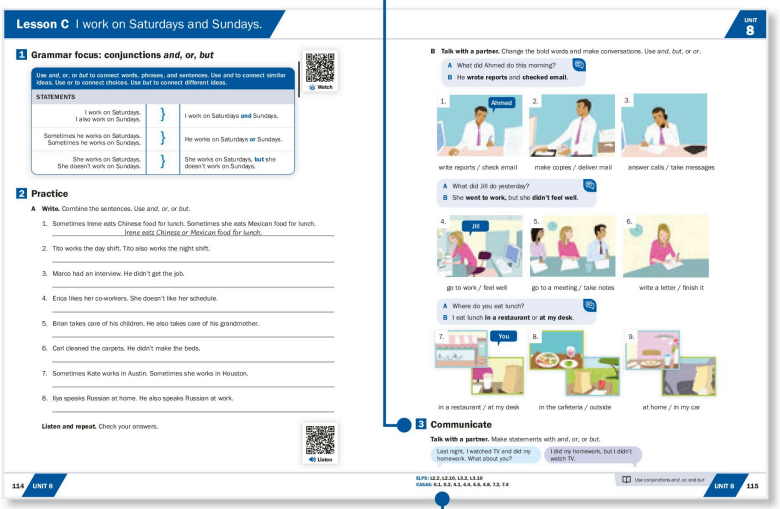
Ensures students have the chance to practice more grammar to meet the rigor of various standards.

Natural progression

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

Real-life practice

Engages students and provides meaningful application of the grammar.



ELPS and CASAS

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

Reading

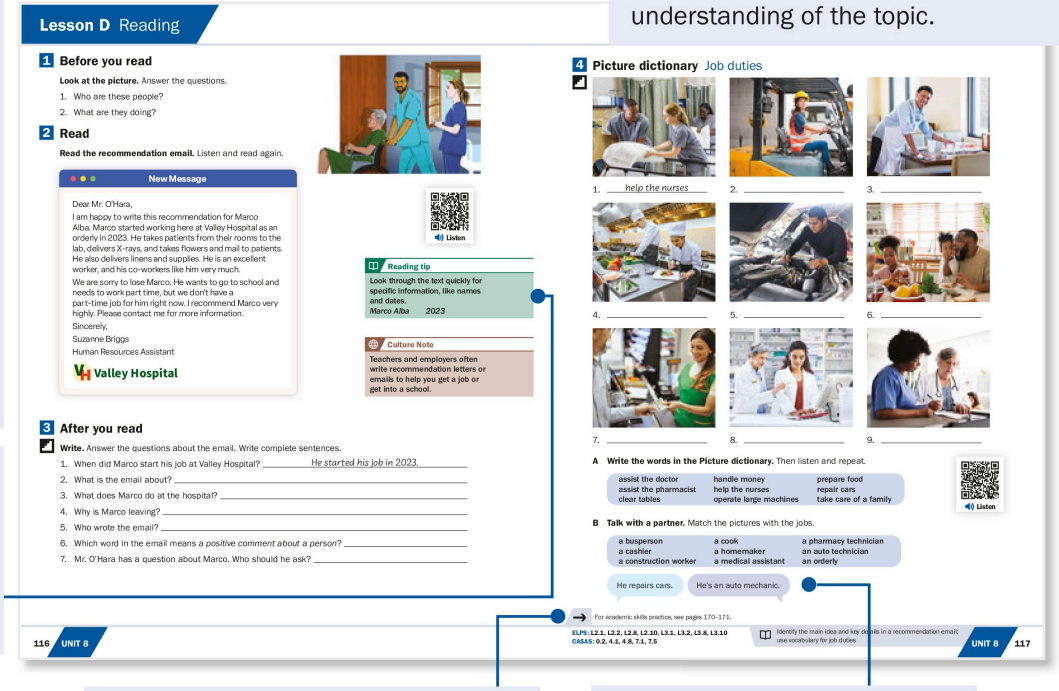
- Uses a three-step reading approach to highlight the skills and strategies students need to succeed.
- Combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- Brings text complexity into the classroom to help students read independently and proficiently.

Reading tips

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

Picture dictionary

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



Academic Skills worksheets

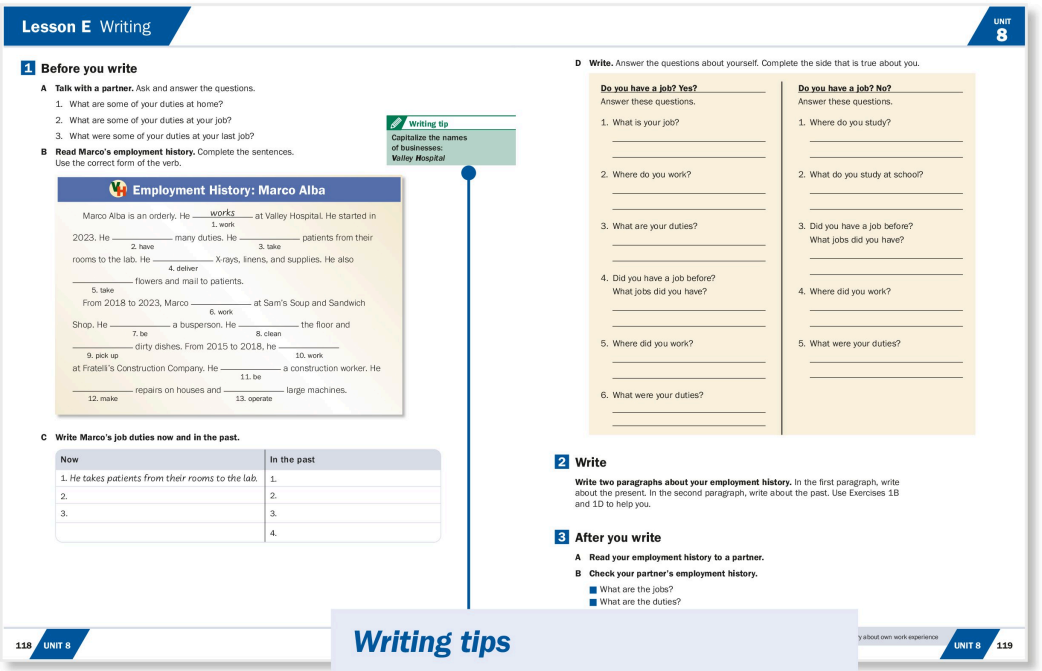
Builds critical thinking skills and uses informative texts to help master the more complex reading standards.

Speaking practice

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

Writing

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



Writing tips

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

Document literacy

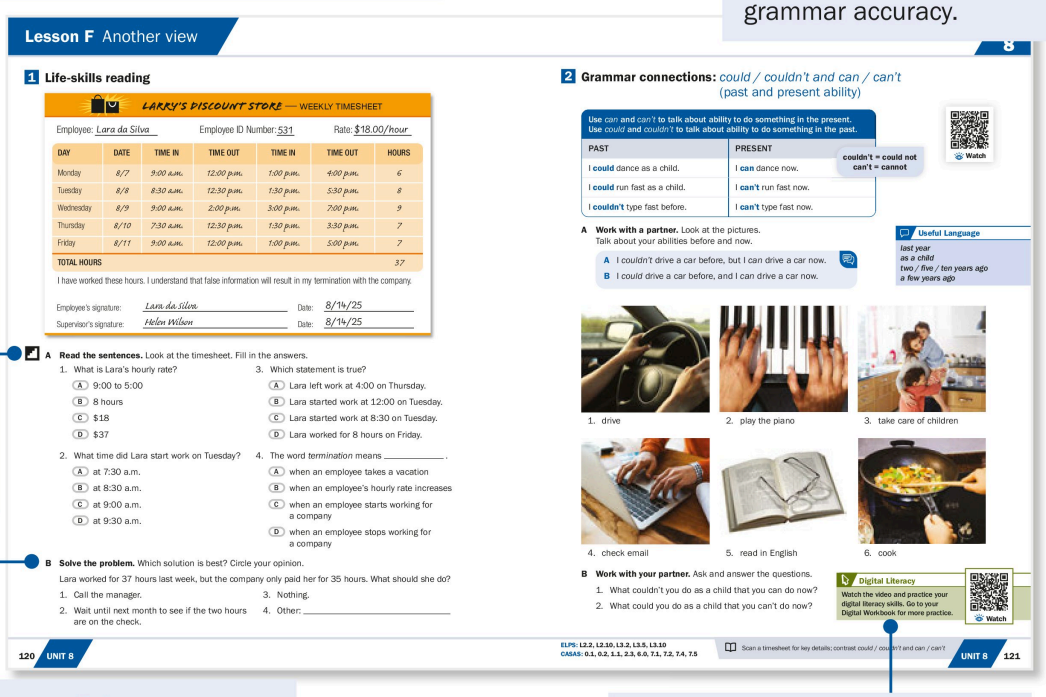
Builds real-life skills through explicit practice using authentic document types.

Grammar connections

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

Test-taking skills

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



Lesson F Another view

1 Life-skills reading

LARRY'S DISCOUNT STORE — WEEKLY TIMESHEET

Employee: Lara da Silva Employee ID Number: 531 Rate: $18.00/hour

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

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

Employee's signature: Lara da Silva Date: 8/14/25

Supervisor's signature: Helen Wilson Date: 8/14/25

A Read the sentences. Look at the timesheet. Fill in the answers.

1. What is Lara's hourly rate?
   (A) 9:00 to 5:00 (B) 8 hours (C) $18 (D) $37
2. What time did Lara start work on Tuesday?
   (A) at 7:30 a.m. (B) at 8:30 a.m. (C) at 9:00 a.m. (D) at 9:30 a.m.
3. Which statement is true?
   (A) Lara left work at 4:00 on Thursday. (B) Lara started work at 12:00 on Tuesday. (C) Lara started work at 8:30 on Tuesday. (D) Lara worked for 8 hours on Friday.
4. The word *termination* means _____.
   (A) when an employee takes a vacation (B) when an employee's hourly rate increases (C) when an employee starts working for a company (D) when an employee stops working for a company

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

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

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

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

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

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

couldn't = could not
can't = cannot

Watch

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

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

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

1. drive 2. play the piano 3. take care of children
4. check email 5. read in English 6. cook

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

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

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

ELPS: 1.D.2, 1.D.10, 1.E.3, 2.I.3, 3.E.5, 3.I.10
CASAS: 0.1, 0.2, 1.1, 2.3, 6.0, 7.1, 7.2, 7.4, 7.5

Scan a timesheet for key details; contrast *could / couldn't* and *can / can't*

120 UNIT 8 UNIT 8 121

Problem-solving activity

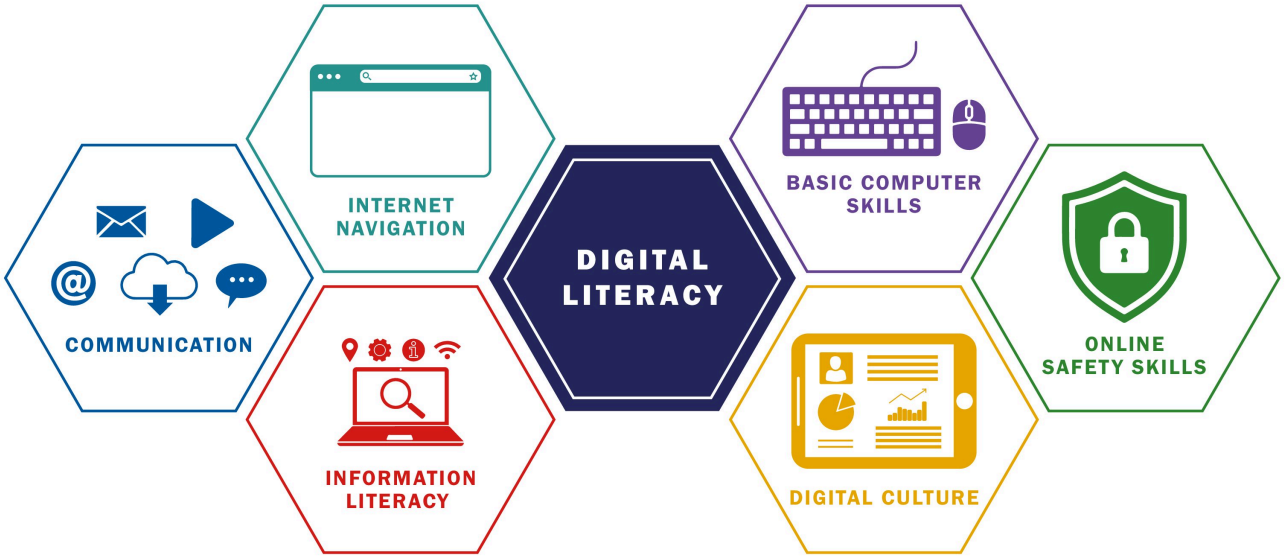
Covers critical thinking and soft skills – crucial for workplace readiness – and helps students meet WIOA requirements.

Digital literacy

Appears in five units with practice activities in the Digital Workbook.

Digital Literacy in *Ventures*

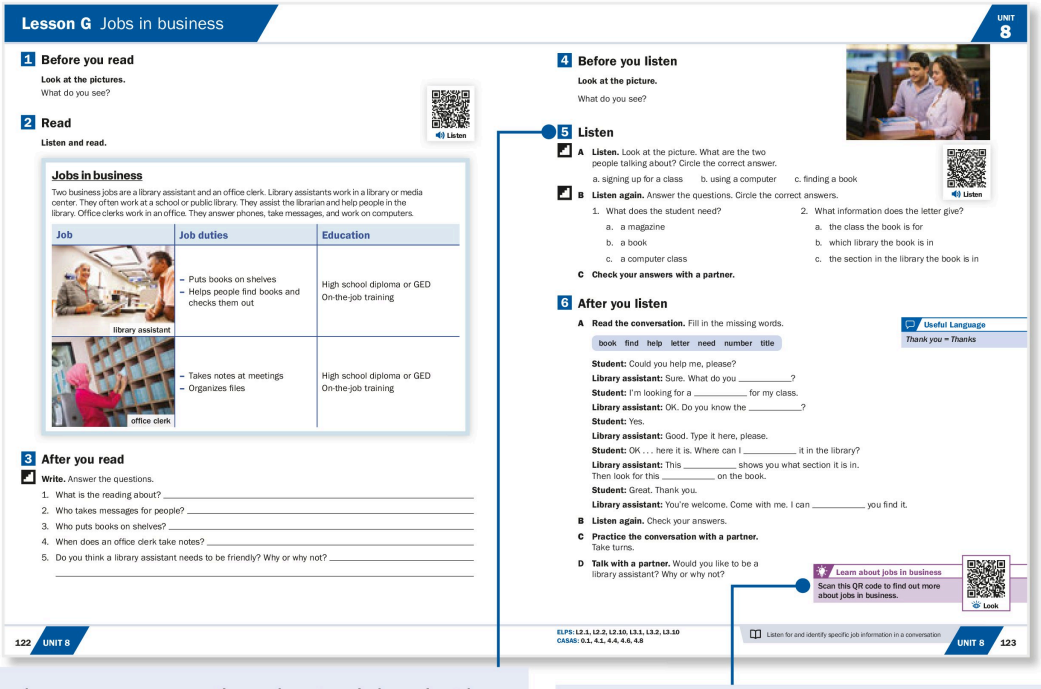
Digital literacy development is a critical part of Adult Education instruction. In order to succeed at school or in the workplace, learners need soft skills in key areas, such as critical thinking, problem solving, communication, and collaboration supported by the creative application of digital technologies.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



Lesson G Jobs in business — UNIT 8

1 Before you read

Look at the pictures.
What do you see?

2 Read

Listen and read.

Jobs in business

Two business jobs are a library assistant and an office clerk. Library assistants work in a library or media center. They often work at a school or public library. They assist the librarian and help people in the library. Office clerks work in an office. They answer phones, take messages, and work on computers.

Job	Job duties	Education
library assistant	– Puts books on shelves – Helps people find books and checks them out	High school diploma or GED On-the-job training
office clerk	– Takes notes at meetings – Organizes files	High school diploma or GED On-the-job training

3 After you read

Write. Answer the questions.

1. What is the reading about? _____
2. Who takes messages for people? _____
3. Who puts books on shelves? _____
4. When does an office clerk take notes? _____
5. Do you think a library assistant needs to be friendly? Why or why not? _____

4 Before you listen

Look at the picture.
What do you see?

5 Listen

A **Listen.** Look at the picture. What are the two people talking about? Circle the correct answer.
a. signing up for a class b. using a computer c. finding a book

B **Listen again.** Answer the questions. Circle the correct answers.

1. What does the student need?
   a. a magazine
   b. a book
   c. a computer class
2. What information does the letter give?
   a. the class the book is for
   b. which library the book is in
   c. the section in the library the book is in

C **Check your answers with a partner.**

6 After you listen

A **Read the conversation.** Fill in the missing words.

book find help letter need number title

Student: Could you help me, please?
Library assistant: Sure. What do you _____?
Student: I'm looking for a _____ for my class.
Library assistant: OK. Do you know the _____?
Student: Yes.
Library assistant: Good. Type it here, please.
Student: OK . . . here it is. Where can I _____ it in the library?
Library assistant: This _____ shows you what section it is in. Then look for this _____ on the book.
Student: Great. Thank you.
Library assistant: You're welcome. Come with me. I can _____ you find it.

B **Listen again.** Check your answers.

C **Practice the conversation with a partner.**
Take turns.

D **Talk with a partner.** Would you like to be a library assistant? Why or why not?

Useful Language
Thank you = *Thanks*

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

ELPS: L2.1, L2.2, L2.10, L3.1, L3.2, L3.10
CASAS: 0.1, 4.1, 4.4, 4.6, 4.8

Listen for and identify specific job information in a conversation

122 UNIT 8 — UNIT 8 123

- Introduces a conversation about a job using key vocabulary related to the job.
- Practices language from the conversation through a communicative activity with a partner.

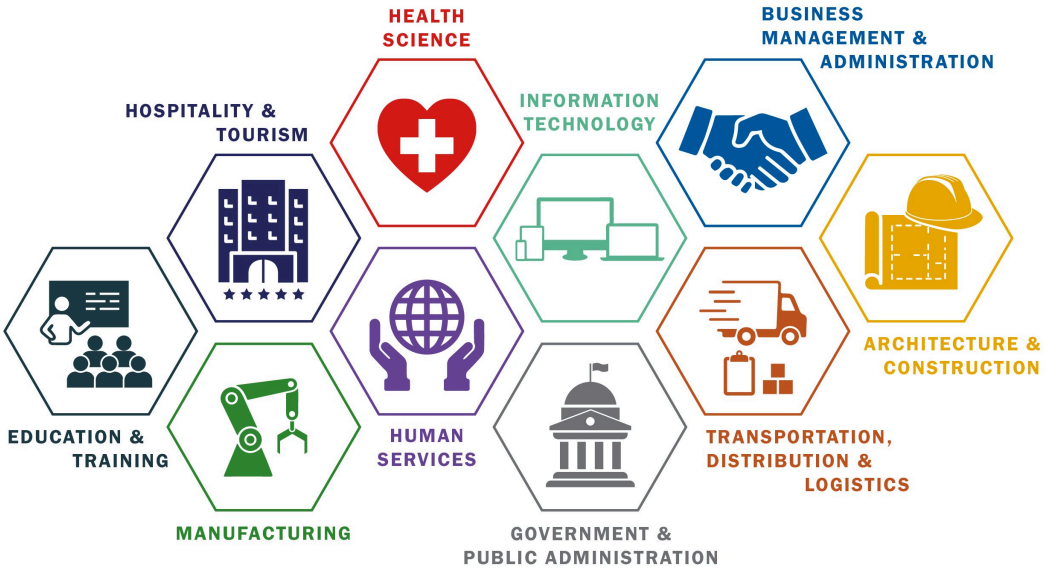
Extension

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

Career Clusters

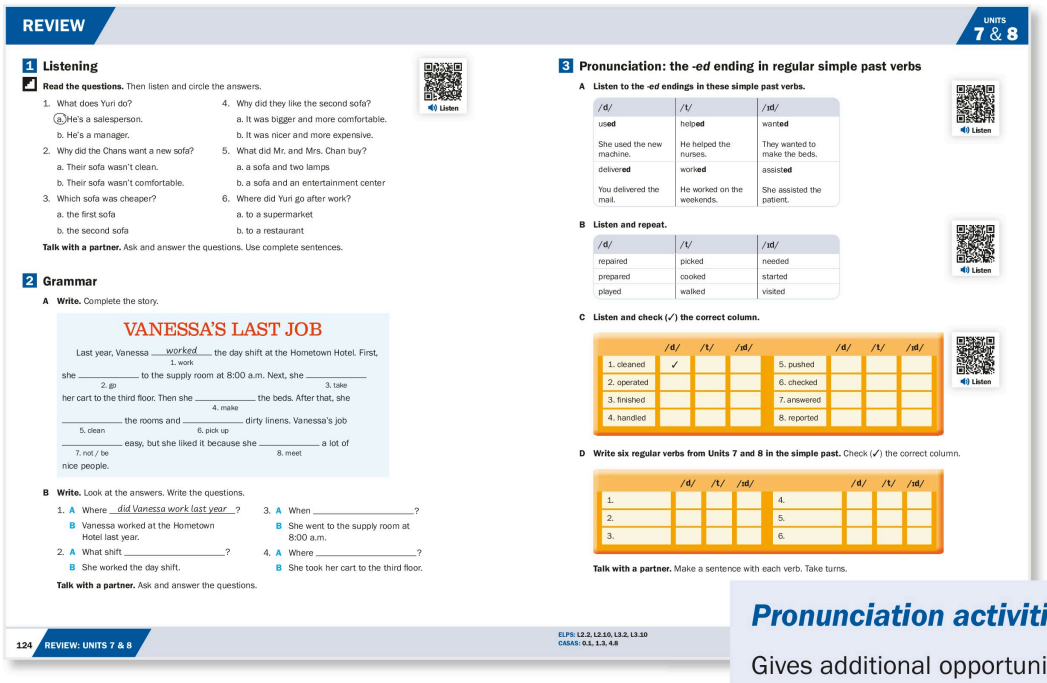
Career clusters are groups of careers that share similar skills and interests. Students interested in specific careers can find related options that might interest them by using the clusters.

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



Review pages

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



REVIEW

UNITS 7 & 8

1 Listening

Read the questions. Then listen and circle the answers.

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

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

2 Grammar

A Write. Complete the story.

VANESSA'S LAST JOB

Last year, Vanessa *worked* (1. work) the day shift at the Hometown Hotel. First, she _____ (2. go) to the supply room at 8:00 a.m. Next, she _____ (3. take) her cart to the third floor. Then she _____ (4. make) the beds. After that, she _____ (5. clean) the rooms and _____ (6. pick up) dirty linens. Vanessa's job _____ (7. not / be) easy, but she liked it because she _____ (8. meet) a lot of nice people.

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

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

Talk with a partner. Ask and answer the questions.

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

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

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

B Listen and repeat.

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

C Listen and check (✓) the correct column.

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

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

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

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

124 REVIEW: UNITS 7 & 8

ELPS: 1.2.2, 1.2.10, 1.3.2, 1.3.10
CASAS: 0.1, 1.3, 4.8

Pronunciation activities

Gives 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 multi-level classrooms and in leveled classes where the proficiency level of students differs.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.
- **Picture dictionary cards and Worksheets** that reinforce vocabulary learned at 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, midterm, and final tests save you the trouble of marking paper tests.
- Students can access tests from a computer, tablet, or 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.

CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
Welcome Unit Pages 2–5	0.1, 0.2, 2.7	**Reading STEPS** **Vocabulary:** Understand high-frequency words **Listening STEPS** **Dialogue:** Continue the conversation
Unit 1 **Personal information** Pages 6–19	0.1, 0.2, 1.1, 1.2, 1.3, 1.6, 2.4, 2.6, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.4, 7.5, 8.1	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Vocabulary:** Understand high-frequency words
Unit 2 **At school + Units 1 and 2 Review** Pages 20–35	0.1, 0.2, 1.2, 1.9, 2.3, 2.5, 4.1, 4.4, 4.6, 4.8, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Main Idea:** Identify the main topic; **Vocabulary:** Understand academic vocabulary / Understand high-frequency words
Unit 3 **Friends and family** Pages 36–49	0.1, 0.2, 1.2, 1.5, 2.1, 2.6, 4.1, 4.4, 4.6, 4.8, 6.0, 6.1, 6.2, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **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, 1.2, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.6, 4.8, 7.1, 7.2, 7.3, 7.4	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Vocabulary:** Understand high-frequency words
Unit 5 **Around town** Pages 66–79	0.1, 0.2, 2.2, 2.3, 4.1, 4.4, 4.6, 4.8, 6.0, 6.1, 6.6, 7.1, 7.4	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Vocabulary:** Understand high-frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	ELPS: L2.2, L2.10, L3.2, L3.10
Interpretive Identify the main topic and key details in conversations about what people look like; identify the main topic and key details in a reading about a family member; determine the meaning of common words and phrases related to describing people; determine the main idea and key details on an order form. **Productive** Compose a short paragraph about a classmate; use *adjective order*, *and...too*, *and...either*, and *but*, and compare *present continuous* with *simple present*; deliver a short oral presentation on findings from the Internet about an online clothing store. **Interactive** Participate in conversations about describing people; gather and record information from the Internet about an online clothing store.	**ELPS:** L2.1, L2.2, L2.8, L.2.10, L3.1, L3.2, L3.3, L3.5, 3.8, L3.10
Interpretive Identify the main topic and key details in conversations about what people want and need; identify the main topic and key details in an application form; determine the meaning of common words and phrases related to school services; determine the main idea and key details in a course description. **Productive** Compose a short expository paragraph about goals; use *want* and *need* and the *future* with *will*, *be going to*, and the *present continuous;* use *first, second* and *third* person to organize ideas; deliver a short oral presentation on findings from interviews about three jobs. **Interactive** Participate in conversations about school services; gather and record information from interviews about three jobs.	**ELPS:** L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L.3.10
Interpretive Identify the main topic and key details in conversations about past actions and daily habits; identify the main topic and key details in a personal journal entry; determine the meaning of common words and phrases related to friends; determine the main idea and key details on a cell phone calling-plan brochure. **Productive** Compose a short personal journal entry about the events of a day; use *collocations* with *make* and *do*; *play and go*, and review *simple past* with *regular* and *irregular verbs*; use words like *first*, *next*, and *finally* to tell the order of events; deliver a short oral presentation on findings from Internet about weekend activities in your city. **Interactive** Participate in conversations about friends; gather and record information from the Internet about weekend activities in your city.	**ELPS:** L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L3.10
Interpretive Identify the main topic and key details in conversations about asking for and giving advice; identify the main topic and key details in a warning label; determine the meaning of common words and phrases related to accidents; determine the main idea and key details on a medicine label. **Productive** Fill out an accident report form; use *should*, *have to + verb*, *must*, *must not*, *have to*, and *not have to*; deliver a short oral presentation on findings from medication from your medicine cabinet. **Interactive** Participate in conversations about accidents; gather and record information from your medicine cabinet.	**ELPS:** L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L3.10
Interpretive Identify the main topic and key details in conversations about transportation schedules and personal transportation habits; identify the main topic and key details in a personal letter; determine the meaning of common words and phrases related to transportation; determine the main idea and key details on a bus, train, and airline schedule. **Productive** Compose a short personal letter about a trip; use *how long/how often* questions, *adverbs of frequency*, and *prepositions*; deliver a short oral presentation on findings from the Internet about a trip you planned. **Interactive** Participate in conversations about transportation; gather and record information from the Internet to plan a trip.	**ELPS:** L2.1, L2.2, L2.3, L2.10, L3.1, L3.2, L3.3, L3.5, L3.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 Time + Units 5 and 6 Review Pages 80–95	0.1, 0.2, 2.2, 2.3, 2.7, 4.1, 4.4, 4.6, 4.8, 5.3, 6.0, 7.1, 7.2, 7.4, 7.5	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **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, 1.4, 1.6, 4.1, 4.4, 4.6, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5, 8.1	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Inference:** Infer/Draw conclusions; **Main Idea:** Identify the main topic; **Vocabulary:** Understand high-frequency words
Unit 8 Work + Units 7 and 8 Review Pages 110–125	0.1, 0.2, 1.1, 1.3, 2.3, 4.1, 4.4, 4.5, 4.6, 4.8, 6.0 7.1, 7.2, 7.4, 7.5	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Vocabulary:** Understand high-frequency words
Unit 9 Daily living Pages 126–139	0.1, 0.2, 1.1, 1.4, 1.5, 1.6, 1.7, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation **Reading STEPS** **Details:** Retell key details; **Main Idea:** Identify the main topic / Identify an author's purpose; **Vocabulary:** Understand high-frequency words
Unit 10 Free time + Units 9 and 10 Review Pages 140–155	0.1, 0.2, 2.3, 2.6, 2.7, 4.1, 4.4, 4.6, 4.8, 7.1, 7.2, 7.4, 7.5	**Listening STEPS** **Details:** Retell key details; **Dialogue:** Continue the conversation; **Main Idea:** Identify the main topic **Reading STEPS** **Details:** Retell key details; **Main Idea:** Identify the main topic / Identify an author's purpose; **Vocabulary:** Understand high-frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Identify the main topic and key details in conversations about major life events in the past; identify the main topic and key details in a magazine interview; determine the meaning of common words and phrases related to timelines and events; determine the main idea and key details on an application for a marriage license. **Productive** Compose a short narrative paragraph about important life events; use *when* questions and *simple past, time phrases, someone, some, anyone, everyone,* and *no one*; use a *comma* after a *time phrase* at the beginning of a sentence; deliver a short oral presentation on findings from an interview about important life events. **Interactive** Participate in conversations about timelines and major events; gather and record information from an interview about important life events.	**ELPS:** L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.5, L3.8, L3.9, L3.10
Interpretive Identify the main topic and key details about furniture, appliances, and stores; identify the main topic and key details in a newspaper article; determine the meaning of common words and phrases related to comparison shopping; determine the main idea and key details on a sales receipt. **Productive** Compose a short descriptive paragraph about a gift; use *comparatives, superlatives, one, the other, some,* and *the others*; use *because* to answer *why* and to give a reason; deliver a short oral presentation on a picture you created of a room in your house. **Interactive** Participate in conversations about comparison shopping; gather and record information from a room in your home.	**ELPS:** L2.1, L2.2, L2.3, L2.8, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.10
Interpretive Identify the main topic and key details in conversations about completed actions; identify the main topic and key details in a letter of recommendation; determine the meaning of common words and phrases related to work history and job skills; determine the main idea and key details on a timesheet. **Productive** Compose a short summary paragraph about employment history; use *what are/where* questions, *simple past, conjunctions* (and, or but), and *past* and *present* with *could, couldn't, can*, and *can't*; deliver a short oral presentation on findings from the Internet about a job application. **Interactive** Participate in conversations about work history and job skills; gather and record information from the Internet about a job application.	**ELPS:** L2.1, L2.2, L2.3, L2.8, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.10
Interpretive Identify the main topic and key details in conversations about recommendations, choices, and polite requests; identify the main topic and key details in a notice on a notice board; determine the meaning of common words and phrases related to solving common problems; determine the main idea and key details on a customer invoice for service and repairs. **Productive** Compose a letter of complaint; use requests with *can, could, will, would, which* questions with *simple present*, and *let's*; deliver a short oral presentation on findings from interviews about home repairs. **Interactive** Participate in conversations about solving common problems; gather and record information from interviews about home repairs.	**ELPS:** L2.1, L2.2, L2.4, L2.6, L2.8, L2.10, L3.1, L3.2, L3.4, L3.5, L3.6, L3.8, L3.10
Interpretive Identify the main topic and key details in conversations about making polite offers and responding to offers politely; identify the main topic and key details in a first-person narrative paragraph about a party; determine the meaning of common words and phrases related to special occasions; determine the main idea and key details on a formal invitation to a party. **Productive** Compose a thank-you note for a gift; use *would you like..., direct* and *indirect objects, there is/there are*, and *there was/there were*; deliver a short oral presentation about holidays and celebrations. **Interactive** Participate in conversations about special occasions; gather and record information from the Internet about holidays and celebrations.	**ELPS:** L2.1, L2.2, L2.7, L2.8, L2.10, L3.1, L3.2, L3.5, L3.7, L3.8, L3.10

MEET THE **VENTURES** AUTHOR TEAM



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



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



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



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



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

TO THE STUDENT

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

Good luck in your studies!

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

My goals for studying English

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

WELCOME

1 Meet your classmates

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

B What are the people doing?



2 Skills

Listen

A **Listen.** Amanda is in class. A classmate is interviewing her about her skills. Check (✓) the things Amanda can do.

✓ use a computer ____ read to children ____ write in English

____ speak English ____ speak Spanish ____ speak Russian

Listen again. Check your answers.

B **Read the list.** Check (✓) the things you can do. Add two more skills.

Things I can do in English	
☐ introduce myself	☐ help my child with homework
☐ say my address and phone number	☐ read to my child
☐ register for a class	☐ read a class schedule
☐ make an appointment with a doctor	☐ read a TV guide
☐ give directions	☐ talk about my weekend
☐ write a shopping list	_____
☐ ask about prices	_____

Talk with a partner. Share your information.

C **Talk with your classmates.** Find classmates with these skills. Complete the chart.

Armin, can you swim? Yes, I can.

Ask: Can you . . .	Classmate's name
swim?	*Armin*
iron a shirt?	
cook?	
drive a truck?	
paint a house?	
speak three languages?	

Useful Language

How do you spell that?

Talk with your class. Ask and answer questions.

Who can swim? Armin can. Ali can, too.

3 Verb tense review (present and past of *be*)

Listen

A **Listen to each sentence.** Check (✓) the correct column.

	am	is	are	was	were
1.	✓				
2.					
3.					
4.					
5.					
6.					
7.					

Listen again. Check your answers.

B **Read about Maria.** Complete the story. Use *am*, *is*, *are*, *was*, *were*, and *weren't*.



My name _____ (1. *is*) Maria. I _____ (2.) from Mexico. My husband's name _____ (3.) Sergio. He _____ (4.) from Mexico, too. There _____ (5.) three children in our family – one son and two daughters. Our son, Javier, _____ (6.) seven years old. He _____ (7.) born in Mexico. Our daughters, Melisa and Maritza, _____ (8.) twins. They _____ (9.) one year old. They _____ (10.) born in the United States. Sergio and I _____ (11.) born in the United States. We _____ (12.) born in Mexico.

Listen

Listen and check your answers.

C **Talk with a partner.** Ask and answer the questions. Take turns.

1. Where are you from?
2. Were you born there?
3. What was your job there?
4. Are you married?
5. How many people are in your family?
6. Is your family here with you?

Share your information with the class.

4 Verb tense review (present and past of regular and irregular verbs)

Listen

A **Listen to each sentence.** Circle the verb you hear.

Regular and irregular verbs			
Present	**Past**	**Present**	**Past**
1. takes	took	6. takes	took
2. work	worked	7. doesn't buy	didn't buy
3. visits	visited	8. wants	wanted
4. celebrate	celebrated	9. sleeps	slept
5. goes	went	10. don't walk	didn't walk

Listen again. Check your answers.

B **Read the conversation.** Fill in the missing words. Use the correct verb form.

A When did you _____ (1. come) to this country?

B I _____ (2. come) here two years ago.

A You speak very well. Did you _____ (3. study) English here last year?

B Yes, I _____ (4. do).

A Did you _____ (5. speak) English in your native country?

B No, I _____ (6. do).

A What do you usually _____ (7. do) on the weekend?

B I usually _____ (8. stay) home, but sometimes I _____ (9. go) shopping.

Listen

Listen and check your answers.

C **Talk with your classmates.** Ask and answer the questions. Take turns.

1. What do you usually do on the weekend?
2. What did you do last weekend?
3. When did you come to this country?

Share your information with the class.

UNIT 1 PERSONAL INFORMATION

Lesson A Listening

1 Before you listen

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

B **Point to:** ■ long brown hair ■ straight hair ■ a jogging suit ■ curly blond hair ■ short hair ■ a red shirt ■ a striped skirt

C **Describe the people.** What are they doing?



2 Listen

A **Listen.** Who is Shoko talking about? Write the letter of the conversation.



1. ____



2. *a*



3. ____

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

Conversation A

1. Victoria is Shoko's daughter. *T*
2. Victoria plays soccer every day. ____
3. Victoria looks like her mother. ____

Conversation B

4. Eddie is Shoko's brother. ____
5. Eddie plays games with friends. ____
6. Eddie is a very loud boy. ____

Conversation C

7. Mark is Shoko's husband. ____
8. Mark is a short man. ____
9. Mark studies Spanish. ____

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. Describe someone in your family.

My mother has long blond hair.

My mother has curly brown hair.

Lesson B She's wearing a short plaid skirt.

1 Grammar focus: adjective order

Watch

When you use two or more adjectives, the word order is: 1) size, 2) color, 3) pattern.

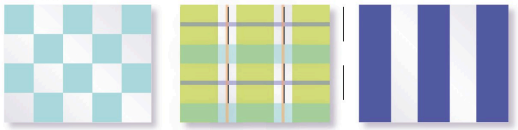
QUESTIONS	ANSWERS	
What's she wearing?	She's wearing	**a short plaid** skirt. **a long black and white** coat.

ADJECTIVE ORDER

Size
small
large
short
long

Color
black
blue
brown
green
purple
red
yellow
white

Pattern



checked plaid striped

2 Practice

A **Write.** Complete the conversations. Write the words in the correct order.

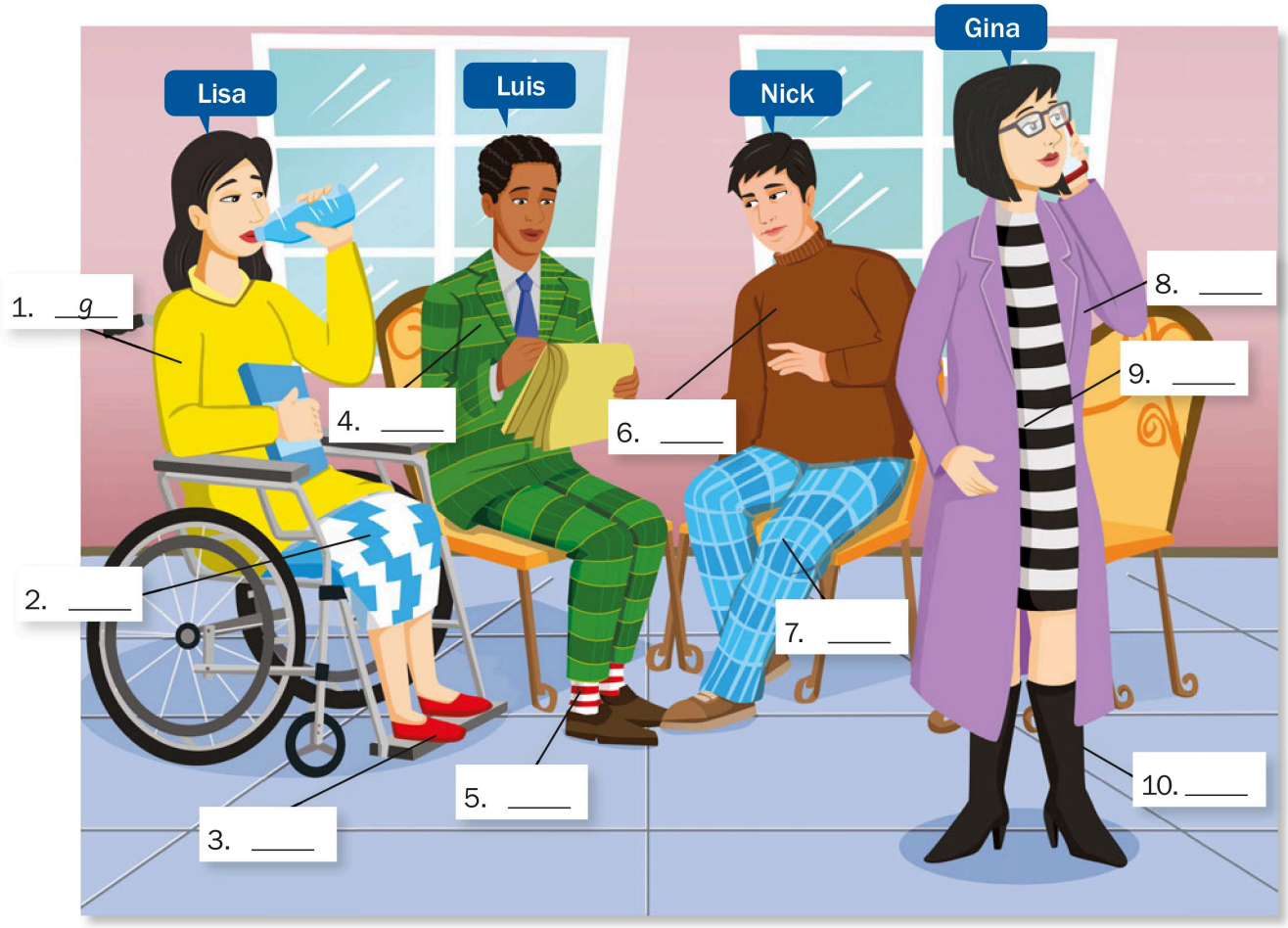
1. **A** What's Amy wearing?
   B She's wearing a *long* *black* dress. (black / long)
2. **A** What's she wearing?
   B She's wearing _____ _____ pants. (black and white / checked)
3. **A** What does he take to school?
   B He takes a _____ _____ backpack. (large / red)
4. **A** What do you usually wear to work?
   B I wear a _____ _____ uniform. (blue and white / striped)
5. **A** What's he wearing today?
   B He's wearing a _____ _____ sweater. (plaid / red and yellow)
6. **A** What are they wearing?
   B They're wearing _____ _____ skirts. (green / short)
7. **A.** What do you like to wear at home?
   B. I like to wear my _____ _____ _____ bathrobe. (brown / long / plaid)
8. **A.** What does she wear to the park?
   B. She wears a _____ _____ jogging suit. (striped / green and white)

Listen and repeat. Then practice with a partner.

Listen

B **Write the letter.** What are the people wearing?

a. blue plaid pants
b. a long purple coat
c. red shoes
d. a blue checked skirt
e. a short striped dress
f. long black boots
g. a long yellow shirt
h. red and white striped socks
i. a brown sweater
j. a green plaid suit



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

A What's **Lisa** wearing?
B **She's** wearing a **long yellow shirt**.

Useful Language

Some clothing items are always plural: *jeans*, *pants*, and *shorts*.

3 Communicate

Talk with a partner about your classmates.

What's Maya wearing?

She's wearing jeans and a long green sweater.

Use correct order with two or more adjectives