

4th Edition

Ventures

2



Teacher's Edition

Teaching Notes Pages



CAMBRIDGE

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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 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.

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 (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* note, which introduces useful expressions.

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

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

LESSON F Another view brings the unit together with opportunities to review lesson content. **Life-skills reading** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on 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 a conversation on the job, which 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/.

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 ■ <i>and . . . too, and . . . either, and but</i>
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	■ <i>Want and need</i> ■ The future with <i>will, be going to</i>, 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 <i>make</i> and <i>do</i>; <i>play</i> and <i>go</i>
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	■ <i>Should</i> ■ <i>Have to + verb</i> ■ <i>Must, must not, have to, not have to</i>
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	■ <i>How often</i> and <i>How long</i> questions ■ Adverbs of frequency ■ The preposition <i>to</i> 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 <i>First</i>, <i>Second</i>, and <i>Third</i> 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 <i>First</i>, <i>Next</i>, and <i>Finally</i> 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

Audio script

Acknowledgments

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	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 <i>because</i> to answer <i>Why</i> 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 <i>-ed</i> 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 <i>-s</i> ending in the simple present	

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 + Unit 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 + Unit 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 <i>adjective order</i>, <i>and...too</i>, <i>and...either</i>, and <i>but</i>, and compare <i>present continuous</i> with <i>simple present</i>; 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, L2.10, 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 <i>want</i> and <i>need</i> and the <i>future</i> with <i>will</i>, <i>be going to</i>, and the <i>present continuous</i>; use <i>first</i>, <i>second</i> and <i>third</i> 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, L3.10
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 <i>collocations</i> with <i>make</i> and <i>do</i>; <i>play and go</i>, and review <i>simple past</i> with <i>regular</i> and <i>irregular verbs</i>; use words like <i>first</i>, <i>next</i>, and <i>finally</i> 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 <i>should</i>, <i>have to + verb</i>, <i>must</i>, <i>must not</i>, <i>have to</i>, and <i>not have to</i>; 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 <i>how long/how often</i> questions, <i>adverbs of frequency</i>, and <i>prepositions</i>; 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 + Unit 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 + Unit 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 + Unit 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 <i>when</i> questions and <i>simple past</i>, <i>time phrases</i>, <i>someone</i>, <i>some</i>, <i>anyone</i>, <i>everyone</i>, and <i>no one</i>; use a <i>comma</i> after a <i>time phrase</i> 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 <i>comparatives</i>, <i>superlatives</i>, <i>one</i>, <i>the other</i>, <i>some</i>, and <i>the others</i>; use <i>because</i> to answer <i>why</i> 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 <i>what are/where</i> questions, <i>simple past</i>, <i>conjunctions</i> (and, or but), and <i>past and present</i> with <i>could</i>, <i>couldn't</i>, <i>can</i>, and <i>can't</i>; 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 <i>can</i>, <i>could</i>, <i>will</i>, <i>would</i>, <i>which</i> questions with <i>simple present</i>, and <i>let's</i>; 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 <i>would you like...</i>, <i>direct</i> and <i>indirect objects</i>, <i>there is/there are</i>, and <i>there was/there were</i>; 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

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 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 lab, linens, a patient, a walker, supplies, co-workers, an orderly, a wheelchair

C Look at these people. What are they doing?

2 Listen

A Listen. What is Marco talking about? Write the letter of the conversation.

1. _____ 2. _____ 3. _____

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

Conversation A

- Marco picked up X-rays this morning. _____
- Marco delivered linens to the third floor. _____
- Marco needs to prepare rooms on the second floor. _____

Conversation B

- John is tired. _____
- John likes the night shift. _____
- Marco wants to go back to school. _____

Conversation C

- Suzanne works in human resources. _____
- Marco wants to be a nurse. _____
- Marco wants to work full time. _____

Listen again. Check your answers. Correct the false statements.

C Listen and continue the conversation. Circle the answer.

A. _____ B. _____ C. _____

3 After you listen

Talk with a partner. Ask and answer the questions.

- Do you have a job? What do you do?
- Did you have a job before? What did you do?
- What job do you want in the future?

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.



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

The diagram consists of two light blue rectangular boxes. The left box is titled "Grammar chart" in bold blue text and contains a bulleted list: "Presents and practices the grammar point." and "Extra grammar charts online can be used for reference and give additional support." The right box is titled "Grammar presentation" in bold blue text and contains the text: "Animated presentations to watch on mobile devices using QR codes allow for self-directed learning and develop digital literacy." A blue line connects the bottom right corner of the left box to the bottom left corner of the right box, indicating a relationship or flow between the two concepts.

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.

Grammar presentation

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

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

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

Engages students and provides meaningful application of the grammar.

UNIT 8

Lesson B Where did you do last night?

1 Grammar focus: Where and Where questions and simple past

Use what to ask about activities. Use where to ask about location.

QUESTIONS		ANSWERS
What did	you he they	I He They
Where did	you she they	I She They

Regular verbs

clean → cleaned
deliver → delivered
help → helped
pick up → picked up
prepare → prepared

Watch

Irregular verbs

go → went
make → made
meet → met
take → took

2 Practice

A Write. Complete the conversations. Use What or Where and the simple past.

- A: What did Linda do after breakfast?
B: She made the beds.
(make)
- A: Where did Brenda and Leo do this morning?
B: They met patients in the reception area.
(pick up)
- A: Where did Trevor do this morning?
B: He made X-rays.
(deliver)
- A: Where did Jill and Brad take the linens?
B: They took the linens to the second floor.
(take)
- A: Where did Felix do yesterday?
B: He met patients with their walkers and wheelchairs.
(meet)
- A: Where did Juan and Ivana go after work?
B: They went to the coffee shop across the street.
(go)
- A: Where did Marco do after lunch?
B: He cleaned the rooms on the second floor.
(prepare)
- A: Where did Suzanne meet Marco?
B: She met him in her office.
(meet)

Listen and repeat. Then practice with a partner.

Listen

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

- Where did Rosa go at 8:00?
- She went to the **coffee shop**.
- What did she do there?
- She **ate breakfast**.

Rosa's Schedule			
8:00	eat breakfast at the coffee shop ✓	2:00	clean the furniture in the reception area ✓
9:30	prepare rooms on the fourth floor ✓	3:00	make the beds on the first floor ✓
10:30	meet patients in the reception area ✓	3:30	deliver supplies to the third floor ✓
11:30	pick up X-rays from the lab ✓	4:30	pick up X-rays from the lab ✓
1:00	meet Amy in the cafeteria ✓	5:30	go to English class at the community college ✓

3 Communicate

Talk with a partner. Ask questions. Write your partner's answers in the chart.

- Rachel, where did you go last weekend?
I went to the mall.
- What did you do?
I ate lunch and went shopping.
- Did you have fun?
Yes, I did.

	Where?	What?
last weekend	the mall	ate lunch and went shopping
last Monday		
this morning		
last summer		
last night		

ELPS 1.2.2, 1.2.3, 1.2.3, 1.2.3, 1.2.3
CEAS 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0, 1.1, 1.2, 1.3, 1.4, 1.5

Use simple past, ask and answer what and where questions.

UNIT 8 113

Lesson C I work on Saturdays and Sundays.

1 Grammar focus: conjunctions and, or, but

Watch

Use and, or, or but to connect nouns, phrases, and sentences. Use and to connect similar ideas. Use or to connect choices. Use but to connect opposite ideas.

SENTENCES

I work on Saturdays.
I also work on Sundays.

I work on Saturdays and Sundays.

Sometimes he works on Saturdays.
Sometimes he works on Sundays.

He works on Saturdays or Sundays.

She works on Saturdays.
She doesn't work on Sundays.

She works on Saturdays, but she doesn't work on Sundays.

2 Practice

A. Write. Combine the sentences. Use and, or, or but.

1. Sometimes Irene eats Chinese food for lunch. Sometimes she eats Mexican food for lunch.
[Irene eats Chinese or Mexican food for lunch.](#)

2. Tito works the day shift. Tito also works the night shift.

3. Marco had an interview. He didn't get the job.

4. Erica lives far co-workers. She doesn't like her schedule.

5. Brian takes care of his children. He also takes care of his grandmother.

6. Carl cleaned the carpets. He didn't make the beds.

7. Sometimes Kate works in Austin. Sometimes she works in Houston.

8. My speaks Russian at home. He also speaks Russian at work.

Listen and repeat. Check your answers.

Listen

B. Talk with a partner. Change the bold words and make conversations. Use and, or, or but.

A. What did I dream do this morning?

B. He wrote reports and checked email.

1.

Answer

write reports / check email

2.

make coffee / deliver mail

3.

answer calls / take messages

A. What did Jill do yesterday?

B. She went to work, but she didn't feel well.

4.

Jill

go to work / feel well

5.

go to a meeting / take notes

6.

write a letter / finish it

A. Where do you eat lunch?

B. I eat lunch in a restaurant or at my desk.

7.

Yes

in a restaurant / at my desk

8.

in the cafeteria / outside

9.

at home / in my car

3 Communicate

Talk with a partner. Make statements with and, or, or but.

Last night, I watched TV and did my homework. What about you?

I did my homework, but I didn't watch TV.

B1A1 12.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75.76.77.78.79.80.81.82.83.84.85.86.87.88.89.90.91.92.93.94.95.96.97.98.99.100.101.102.103.104.105.106.107.108.109.110.111.112.113.114.115.116.117.118.119.120.121.122.123.124.125.126.127.128.129.130.131.132.133.134.135.136.137.138.139.140.141.142.143.144.145.146.147.148.149.150.151.152.153.154.155.156.157.158.159.160.161.162.163.164.165.166.167.168.169.170.171.172.173.174.175.176.177.178.179.180.181.182.183.184.185.186.187.188.189.190.191.192.193.194.195.196.197.198.199.200.201.202.203.204.205.206.207.208.209.210.211.212.213.214.215.216.217.218.219.220.221.222.223.224.225.226.227.228.229.230.231.232.233.234.235.236.237.238.239.240.241.242.243.244.245.246.247.248.249.250.251.252.253.254.255.256.257.258.259.260.261.262.263.264.265.266.267.268.269.270.271.272.273.274.275.276.277.278.279.280.281.282.283.284.285.286.287.288.289.290.291.292.293.294.295.296.297.298.299.300.301.302.303.304.305.306.307.308.309.310.311.312.313.314.315.316.317.318.319.320.321.322.323.324.325.326.327.328.329.330.331.332.333.334.335.336.

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.

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.

Picture dictionary

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

Lesson D Reading

1 Before you read

Look at the picture. Answer the questions.

1. Who are these people?
2. What are they doing?

2 Read

Read the recommendation email. Listen and read again.



11 Reading tip
Gives students the confidence in reading with easy-to-follow reading tips and strategies.

Culture Note
Teachers and employers often write recommendation letters or emails to help you get a job or get into a school.

3 After you read

Write. Answer the questions about the email. Write complete sentences.

1. When did Marco start his job at Valley Hospital? He started his job in 2023.
2. What is the email about? _____
3. What does Marco do at the hospital? _____
4. Why is Marco leaving? _____
5. Who wrote the email? _____
6. Which word in the email means a positive comment about a person? _____
7. Mr. O'Hara has a question about Marco. Who should he ask? _____

110 UNIT 8

4 Picture dictionary Job duties



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

assist the doctor handle money prepare food
assist the pharmacist help the nurses repair cars
clear tables operate large machines take care of a family

B Talk with a partner. Match the pictures with the jobs.

a busperson a cashier a cook a homemaker a pharmacy technician
a construction worker a medical assistant an auto technician an orderly

He repairs cars. He's an auto mechanic.



For academic skills practice, see pages 170-171.

ELPS L2.3, L2.2, L2.4, L2.5B, L3.1, L3.2, L3.4, L3.1B
CASAP: 0.2, 4.1, 4.8, 7.1, 7.2

Identify the main idea and key details in a recommendation email; use vocabulary for job duties.

UNIT 8 117

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.

Lesson E Writing

1 Before you write

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

1. What are some of your duties at home?
2. What are some of your duties at your job?
3. What were some of your duties at your last job?

B Read Marco's employment history. Complete the sentences. Use the correct form of the verb.

Employment History: Marco Alba

Marco Alba is an orderly. He works at Valley Hospital. He started in 2023. He 1. work many duties. He 3. take patients from their rooms to the lab. He 4. deliver X-rays, linens, and supplies. He also 5. take flowers and mail to patients.

From 2018 to 2023, Marco 6. work at Sam's Soup and Sandwich Shop. He 7. be a busperson. He 8. clean the floor and 9. pick up dirty dishes. From 2015 to 2018, he 10. work at Fratelli's Construction Company. He 11. be a construction worker. He 12. make repairs on houses and 13. operate large machines.

C Write Marco's job duties now and in the past.

Now	In the past
1. He takes patients from their rooms to the lab.	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Writing tip
Capitalize the names of businesses: Valley Hospital

D Write. Answer the questions about yourself. Complete the side that is true about you.

Do you have a job? Yes?

Answer these questions.

1. What is your job?

2. Where do you work?

3. What are your duties?

4. Did you have a job before?

What jobs did you have?

5. Where did you work?

6. What were your duties?

Do you have a job? No?

Answer these questions.

1. Where do you study?

2. What do you study at school?

3. Did you have a job before?

What jobs did you have?

4. Where did you work?

5. What were your duties?

2 Write

Write two paragraphs about your employment history. In the first paragraph, write about the present. In the second paragraph, write about the past. Use Exercises 1B and 1D to help you.

3 After you write

A Read your employment history to a partner.

B Check your partner's employment history.

- What are the jobs?
- What are the duties?

118 UNIT 8

Writing tips

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

about own work experience

UNIT 8 119

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

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 <i>could</i> dance as a child.	I <i>can</i> dance now.
I <i>could</i> run fast as a child.	I <i>can't</i> run fast now.
I <i>couldn't</i> type fast before.	I <i>can't</i> type fast now.

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

Useful Language

Just your age 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.

ELPS: L.2.2, L.2.10, L.3.2, L.3.5, L.3.10
CASAS: 6.1, 6.2, 1.1, 2.3, 6.0, 7.1, 7.2, 7.4, 7.5

UNIT 8 121

Problem-solving activity

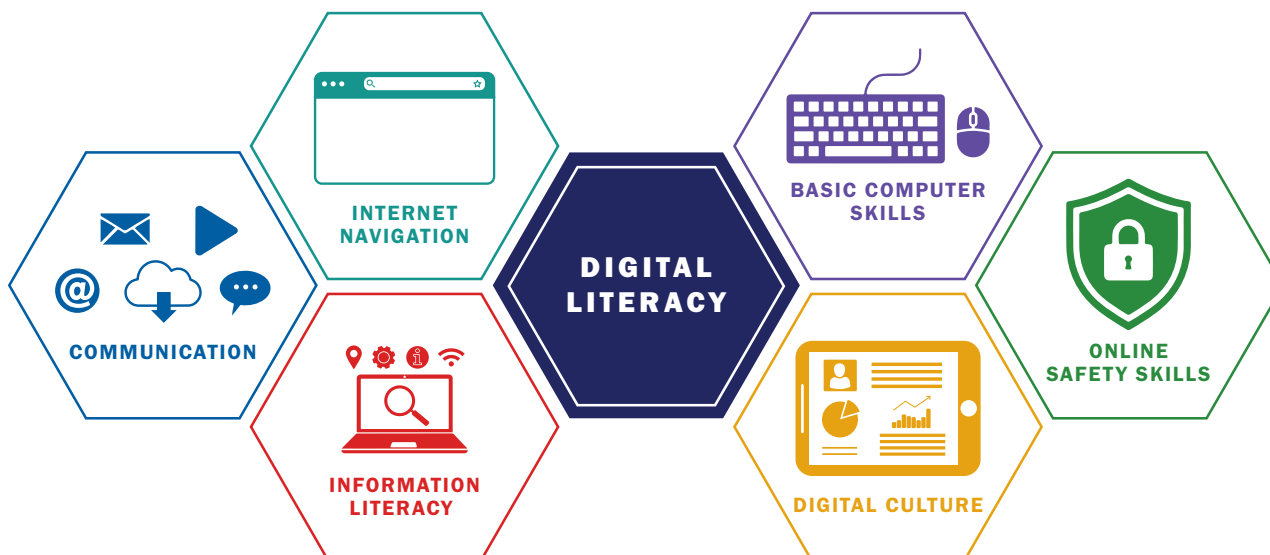
Covers critical thinking and soft skills – crucial for workplace readiness – and helps students meet WIOA requirements.

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

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
	• Puts books on shelves • Helps people find books and checks them out	High school diploma or GED On-the-job training
	• 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: L.2.1, L.2.2, L.2.50, L.3.1, L.3.2, L.3.10
CSDE: S.2, S.3, S.4, S.5, S.6

- 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.

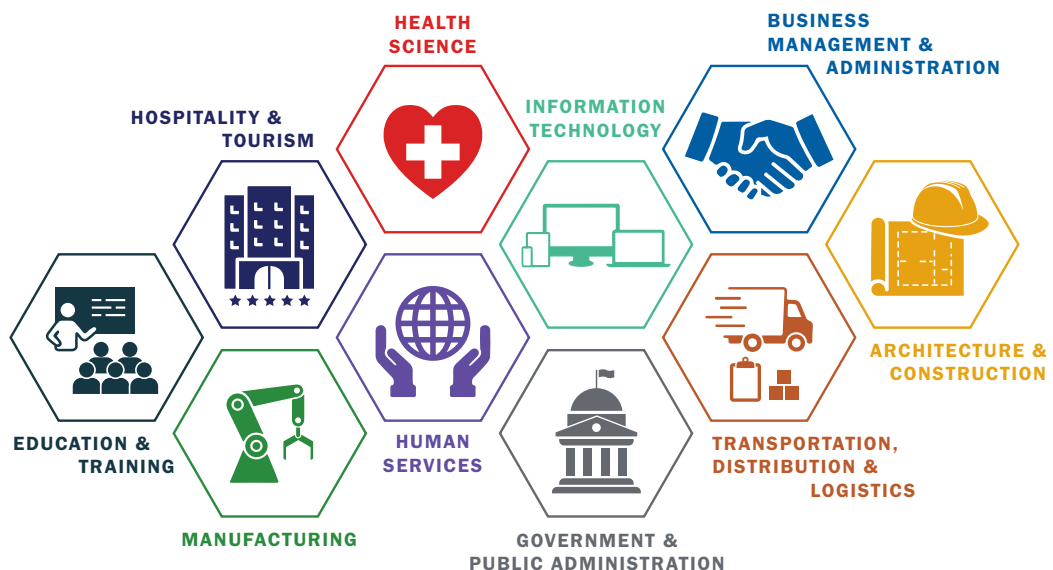
Extension

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 UNITS 7 & 8

1 Listening
Read the questions. Then listen and circle the answers.

- What does Yuri do?
a. He's a salesperson.
b. He's a manager.
- Why did the Chans want a new sofa?
a. Their sofa wasn't clean.
b. Their sofa wasn't comfortable.
- Which sofa was cheaper?
a. the first sofa
b. the second sofa
- Why did they like the second sofa?
a. It was bigger and more comfortable.
b. It was nicer and more expensive.
- What did Mr. and Mrs. Chan buy?
a. a sofa and two lamps
b. a sofa and an entertainment center
- 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.

SA'S LAST JOB
ed _____ the day shift at the Hometown Hotel. First, _____ y room at 8:00 a.m. Next, she _____ 3. take _____ the beds. After that, she _____ 4. make _____ dirty linens. Vanessa's job _____ 6. pick up _____ easy, but she liked it because she _____ 8. meet _____ a lot of _____ 7. not / be _____ nice people.

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

- A Where _____ did Vanessa work last year _____?
B Vanessa worked at the Hometown Hotel last year.
- A What shift _____?
B She worked the day shift.
- A When _____?
B She went to the supply room at 8:00 a.m.
- 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.

Review pages

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

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*

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

Teacher's Edition and Printable Tests*

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

- Books closed. Direct Ss' attention to the word Accidents on the board. Say the word and ask Ss to repeat. Ask Ss: Has anyone in the class ever had an accident? What happened? Encourage Ss to talk about their experiences.
- Books open. Direct Ss' attention to the big picture on page 50. Point to the woman who hurt her hand and ask: Do you think she had an accident? What happened? Elicit possible scenarios. Do the same for the man who hurt his leg and the woman who hurt her foot or ankle. Encourage Ss to think of accidents the people in the picture might have had.
- Direct Ss' attention to the man who hurt his leg. Ask Ss: What is his name? (Hamid.) Ask: Who do you think Hamid is talking to on his phone? Elicit, for example: his wife, his friend, his brother.

PRACTICE

- Direct Ss' attention to the pictures in Exercise 2A. Tell Ss: These are the people Hamid is talking to on his phone. Ask Ss to guess who the people in the pictures might be.
- Read aloud the instructions in Exercise 2A.
- Page 51, Exercises 2A and 2B Play or read the audio (see audio script, pages T183–T184). Pause the audio after the first conversation and ask Ss: Who is Hamid talking to in conversation A? (Amira, picture 3.) Hold up the Student's Book and write the letter a next to number 3. Make sure Ss understand the task.
- Page 51, Exercises 2A and 2B Play or read the rest of the audio and repeat as needed.
- Check answers. Ask Ss which picture shows the person Hamid is talking to in the other conversations. (Chris, picture 1; Mr. Jackson, picture 2.)
- Direct Ss' attention to Exercise 2B and read the instructions aloud.
- Page 51, Exercises 2A and 2B Read aloud each group of sentences before listening to the corresponding conversation. Read aloud the three sentences for conversation A. Then play or read conversation A of the audio (see audio script, pages T183–T184). Do the same for conversations B and C.
- Ss complete the exercise individually. When Ss are finished writing their answers, play or read the complete audio once more to allow Ss to check the answers they wrote.

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.

Expansion activity (student pairs)

- Have pairs practice the phone conversations from Exercise 2B. Ask Ss to turn to the audio script on pages 178–179 in the Student's Book.
- Ask Ss to choose role A or B and read the conversations aloud. Three Ss will need to read conversation C.
- Page 51, Exercises 2A and 2B After Ss have practiced the conversations, ask them to close their books, relax, and listen to the audio again.

COMPREHENSION CHECK

- Check answers. Write the numbers 1–9 on the board. Ask for a few Ss to come to the board and write the correct answers to Exercise 2B next to the numbers.
- Page 51, Exercises 2A and 2B Play or read the audio again. Pause the audio after each conversation. Point to each answer on the board. Ask: Is this correct?
- Direct Ss' attention to Exercise 2C and read the instructions aloud.
- Page 51, Exercise 2C Play or read the audio (see audio script, page T184). Ss listen and circle the correct answer. Repeat the audio as needed. Check the answer as a class.

APPLICATION

- Direct Ss' attention to Exercise 3 and read the instructions aloud. Ss complete the exercise in pairs.
- On the board, compile a list of dangerous jobs. Ask for volunteers to tell about accidents they've had at work.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to tell you about Hamid's accident.
- Pretend to have a hurt leg and a hurt hand. Ask Ss: What happened to me? Elicit: You hurt your leg. You hurt your hand. Pantomime and ask Ss to say the vocabulary for the actions of using an inhaler, walking on crutches, and looking at an X-ray.
- Check off each part of the lesson focus 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.	Download these resources at www.cambridgeone.org
Collaborative Worksheets, 30–45 min.	
Student Arcade, time varies	www.cambridge.org/venturesarcade/

UNIT GOALS

Read warning labels Interpret medicine labels
Complete an accident report form Read about two jobs in healthcare

UNIT 4

2 Listen

- A Listen. Who is Hamid talking to? Write the letter of the conversation.



1. b



2. c



3. a



Listen

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

Conversation A

- Hamid had an accident at home. F
- Hamid fell off a ladder. T
- Hamid will pick up his children. F

Conversation B

- Hamid had to get an X-ray. T
- Chris can't drive Hamid home. F
- The hospital is on 53rd Street. F

Conversation C

- Mr. Jackson will fill out an accident report. F
- Hamid has to finish the paint job. F
- Hamid will stay home tomorrow. T

Listen again. Check your answers.

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

A. B. C.



Listen

3 After you listen

Talk with a partner. Ask and answer the questions.

- What jobs are dangerous? Why?
- Did you ever have an accident at work? What happened?
- Did you ever have an accident at home? What happened?

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

- Greet and introduce people
- Provide practice asking and answering personal information questions
- Introduce vocabulary for and facilitate conversations about skills and abilities

WARM-UP

- Before class. Write today's lesson focus on the board.
Welcome unit:
Greetings and introductions
Personal information: name, address, date of birth
Skills and abilities
- Begin class. Books closed. Say: *Welcome to English class.*
- Write your name on the board. Point to it. Say: *My name is _____. Ask a S: What's your name?* If the S doesn't answer, ask different Ss until someone can answer you.
- As Ss respond, repeat their names as you say: *Nice to meet you, _____.*

Teaching Tip

It takes time to learn everyone's name. Take attendance regularly using the names Ss want to be called by in class, or have Ss sign in when they arrive. Then look at the sign-in sheet and greet each S by name.

Expansion activity (whole group)

- Bring to class self-stick name tags or pieces of paper and tape, along with dark-colored markers.
- Say: *My name is _____. Write your name on a name tag and put it on.*
- Distribute blank name tags and markers for Ss to fill out and wear.
- Write on the board: *Hi, I'm _____, and this is _____. Use this sentence to introduce yourself and one S by the name written on his or her name tag.*
- Tell the S you introduced: *Now it's your turn.* Indicate that the S should say the sentence on the board and introduce the next S.
- Continue until all Ss have introduced themselves and another S.

WELCOME: ELPS: L2.2, L2.10, L3.2, L3.10 **CASAS:** 0.1, 0.2, 2.7
For more details, go to cambridgeone.org

PRESENTATION

- Books open. Hold up the Student's Book. Direct Ss to the big picture on page 2. Ask Ss: *Where is this?* (a classroom.) *What do you see?* Elicit and write on the board as much vocabulary about the picture as possible (students, computers, whiteboard, etc.).
- Point of interest in the picture: Pavel is walking into the classroom. His cell phone is ringing. On the board, the classroom rules say, "Put cell phones on vibrate."
- Ask Ss the question in Exercise **1B**: *What are the people doing?* Point to Amanda and Juan and ask: *What are they doing?* (talking.) Point to Pavel, the man arriving to class, and ask: *What is he doing?* (arriving to class.)
- Focus Ss' attention on the poster in the big picture. Ask: *What do you see?* (a poster.) Ask: *What's on the poster?* (classroom rules.) Ask a S to read the classroom rules aloud. Direct Ss' attention to Pavel again. Ask: *What's the problem?* Elicit an appropriate response, for example: *His phone is not on vibrate. / His phone is ringing.*

Teaching Tip

Don't worry if some Ss in your class don't understand all the words or can't answer all of these questions. Talking about the picture in this way will help you assess your Ss' current language level.

- Review the names of Ss in the class by standing near them and asking their classmates: *What's his / her name?* If Ss don't remember some names, ask the S you're standing near: *What's your name?*

Expansion activity (student pairs)

- Focus Ss' attention on the whiteboard in the big picture. Ask: *What's on the whiteboard?* (*Can you . . . ? I can . . .*) Ask Ss to brainstorm some questions with "Can you . . . ?" Write them on the board. Elicit questions about skills and abilities, such as: *Can you speak English / swim / play tennis?* etc.
- Tell Ss to ask each other the questions on the board in pairs. Write on the board: *Yes, I can. / No, I can't.* Tell Ss to use these sentences for their answers.
- Walk around and listen to Ss' questions and answers.
- Ask several S pairs to ask and answer their questions for the rest of the class.

WELCOME

PRESENTATION

- Books closed. Write on the board: *Yes, I can. / No, I can't.*
- Direct Ss' attention to the list of skills in Exercise **2A**. Read the verb phrases aloud and ask Ss to repeat.
- Ask several Ss about the skills, for example: *Marisol, can you use a computer?* Point to the possible answers on the board.

PRACTICE

- 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** and read the instructions aloud.
- ▶ **Page 3, Exercise 2A** Play or read the audio (see audio script, page T-181). Ss listen and check off Amanda's skills. Repeat the audio as needed.

COMPREHENSION CHECK

- Write the six skills from Exercise **2A** on the board.
- ▶ **Page 3, Exercise 2A** Play or read the audio again (see audio script, page T-181). Pause the audio after each skill is mentioned and call on Ss to tell you if it's something Amanda can or can't do.

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 Exercise **2B** and read the instructions aloud. Ss complete the exercise individually.
- Read aloud the second part of the instructions for Exercise **2B**. Have Ss talk about the list in pairs.
- When Ss are finished, ask the class which skills are easy for them to do in English and which are difficult.
- Ask for volunteers to talk about the two skills they added to the list. Write the skills on the board.

Community building (whole group)

- Ask Ss about the things they need to do using English in their daily lives. This will give Ss a chance to get better acquainted with one another as they talk about their jobs, their interests, and their home lives.

APPLICATION

- Direct Ss' attention to the chart in Exercise **2C**. Read the instructions aloud, and ask two Ss to read the example question and answer.
- Model the task. Take your Student's Book and walk up to different Ss. Ask about the skills in the chart, and fill in your chart with the names of Ss who answer *Yes, I can.*
- Ask Ss to stand up, walk around, and talk to as many classmates as possible as they complete the chart.
- Read aloud the second part of the instructions for Exercise **2C**. Ask three Ss to read aloud the example question and answers.
- Call on different Ss to ask the class about skills. Correct pronunciation as needed.

Useful Language

Read the Useful Language box aloud. Ask Ss to repeat. Spell your name. Ask S volunteers to spell their names. Encourage Ss to practice using the useful language in pairs.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to introduce themselves and a classmate and to tell you some of the skills they have.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

Teaching objectives

- Provide review of present and past of *be*
- Provide review of present and past of regular and irregular verbs

WARM-UP

- Before class. Write today's lesson focus on the board.
Welcome unit:
Present and past of "be"
Present and past of regular and irregular verbs
- Before class. Write on the board: *am, is, are, was, were.*
- Begin class. Books closed. Review names and introductions. Stand next to a S and introduce him or her, for example: *Everyone, this is Fatima.* Elicit from the class: *Nice to meet you, Fatima.* Continue with several other Ss.
- Assess Ss' knowledge of the simple present and simple past of *be*.
- Write *today* and *last night* on the board. Point to *today* and say: *Today I am in class.* Point to a S in the class. Say: *Today _____ (name of S) is in class.* Point to two Ss. Say: *You are in class today.* Emphasize the verb *be*, and point to the corresponding form on the board as you say it in each sentence.
- Point to *last night*. Say: *Last night I was at home.* Point to a S. Say: *Last night _____ (name of S) was at home.* Point to two Ss. Say: *Last night you were at home.* Emphasize the verb *be*, and point to the corresponding form on the board as you say it in each sentence.

PRACTICE

- Books open. Direct Ss' attention to the chart in Exercise 3A. Read the instructions aloud.
- ▶ **Page 4, Exercise 3A** Model the exercise. Play or read the first sentence of the audio (see audio script, page T-181). Point to where *am* is checked in the chart.
- ▶ **Page 4, Exercise 3A** Play or read the rest of the audio (see audio script, page T-181). Ss listen and check off the form of the verb *be* after they hear it. Repeat the audio as needed.

COMPREHENSION CHECK

- Read aloud the second part of the instructions in Exercise 3A.
- ▶ **Page 4, Exercise 3A** Play or read the audio again (see audio script, page T-181). Pause the audio after each sentence. Ask: *What form of the verb "be" did you hear?* As Ss answer, point to the correct form of the verb in the book or in the list on the board.

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

- Direct Ss' attention to Exercise 3B and read the instructions aloud.
- Model the exercise. Point to the example sentence and read it aloud. Ask: *What's the form of the verb "be"?* Elicit: *is.*
- Ss complete the exercise individually. Walk around and help as needed.
- Write numbers 1–12 on the board. Ask Ss to come to the board and write their answers.
- Read aloud the second part of the instructions in Exercise 3B.
- ▶ **Page 4, Exercise 3B** Play or read the audio (see audio script, page T-181). Ss listen and check their answers. Repeat the audio as needed.

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.

APPLICATION

- Direct Ss' attention to Exercise 3C and read the instructions aloud. Go over the six questions to make sure Ss understand them.
- Ss complete the activity in pairs. Walk around and help as needed.
- Ask S pairs to stand up and ask and answer the questions for the rest of the class.

PRESENTATION

- Books closed. Draw a vertical line on the board, making two columns. Write *Present* and *Past* as headings in the columns.
- Ask Ss to brainstorm some verbs in English. Write the base form in the first column, such as *walk* or *study*.
- Point to the first verb in the list. Make a sentence about yourself, such as: *I walk every day*.
- Point to the second column. Say: *I walked yesterday*. Write the simple past verb in the second column.
- Continue with the other verbs that you have on the board.

PRACTICE

- Direct Ss' attention to Exercise **4A** and read the instructions aloud.
- ▶ **Page 5, Exercise 4A** Play or read the audio (see audio script, page T-181). Pause the audio after the first sentence. Ask: *What form of the verb did you hear?* (takes.) Hold up the Student's Book. Show Ss where *takes* has been circled. Make sure Ss understand the task.
- ▶ **Page 5, Exercise 4A** Play or read the rest of the audio.

COMPREHENSION CHECK

- Focus Ss' attention on the second part of Exercise **4A**. Read the instructions aloud.
- ▶ **Page 5, Exercise 4A** Play or read the audio again. Pause the audio after the first sentence. Ask: *What time phrase did you hear?* (every week.) Hold up the Student's Book. Show Ss where *takes* has been circled. Ask: *Does "every week" refer to the present or past?* (present.)
- ▶ **Page 5, Exercise 4A** Play or read the rest of the audio.

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

- Focus Ss' attention on Exercise **4B**. Read the instructions aloud.

Teaching Tip

It might be helpful to remind Ss of the question and negative forms of the simple present and simple past in English. Write the verb *study* on the board. Ask Ss to ask you a question in the simple present and simple past using the verb. Ask Ss to tell you a negative statement with the verb. Write a correct question and statement in both present and past on the board for Ss to use as a guide, for example: *Did you study last night? Do you study every day? I didn't study last night. I don't study every day.*

- Ss complete the task individually. Walk around and help as needed.
- ▶ **Page 5, Exercise 4B** Play or read the audio (see audio script, page T-181). Ss listen as they check their answers.
- Write numbers 1–9 on the board. Ask Ss to come to the board and write their answers.
- Ask Ss to read the questions and answers aloud, using the answers on the board. Ask: *Is this correct?* Make any corrections needed.

Learner persistence (individual work)

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

APPLICATION

- Focus Ss' attention on Exercise **4C**. Read the instructions aloud.
- Go over the three questions to make sure Ss understand them.
- Ss complete the task in pairs. Walk around and help as needed.
- Ask several S pairs to ask and answer the questions for the rest of the class.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to say sentences using the simple present and simple past of *be*. Ask Ss to make some questions and answers using the present and past of regular and irregular verbs.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

UNIT 1

LESSON A: ELPS: L2.2, L3.2 **CASAS:** 0.1, 1.3, 8.1
For more details, go to cambridgeone.org

Teaching objectives

- Introduce Ss to the topic
- Find out what Ss 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:
Describing people
- Begin class. Books closed. Point to the words *Describing people* on the board. Say the words. Ask Ss to repeat.
- Give a brief description of yourself. Say, for example: *My name is _____. I have short brown hair. I'm wearing a red sweater today. I'm standing in front of the class right now.*
- Ask Ss questions about people's appearance, for example: *Does anyone else in the class have short brown hair? Oh, yes. Tanya has short brown hair. Does anyone in the class have black hair?*
- Ask Ss questions about what people in the class are wearing, for example: *Is anyone in the class wearing a dress today? No? OK, is anyone in the class wearing a blue shirt today? Right, Alex and Derrick are both wearing blue shirts.*
- Ask Ss questions about what people in the class are doing, for example: *Is anyone in the class drinking coffee right now? Alicia, you're drinking coffee. Is anyone in the class talking on the phone right now? Good! Nobody is talking on the phone in class. Is anyone in the class studying English? Oh, everyone is studying English!*

PRESENTATION

- Books open. Set the scene. Direct Ss' attention to the picture on page 6. Ask: *Where is this?* (downtown, a shopping center, a mall, etc.) Ask the question from Exercise **1A**: *What do you see?* Elicit and write on the board as much vocabulary about the picture as possible (people, shops, dogs, etc.).
- Point of interest in the picture: The young woman in the pink hooded jacket is surprised that the man in the blue jogging suit has the same kind of dog that she has.
- Direct Ss' attention to the key words in Exercise **1B**. Read each word aloud while pointing to a person or thing in the picture that matches the description. Ask the class to repeat and point.
- Listen to Ss' pronunciation and repeat the words as needed.

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

- Ask Ss Yes / No questions about the picture. Say: *Listen to the questions. Answer "Yes" or "No."*
Point to the big picture. Ask: *Are people shopping here?* (Yes.)
Point to Shoko in the lower left part of the picture.
Ask: *Does Shoko have a smartphone?* (Yes.)
Point to the woman sitting next to Shoko. Ask: *Does this woman have black hair?* (No.)
Point to the man with the dog. Ask: *Is this man wearing a jogging suit?* (Yes.)
Point to the tall blond woman. Ask: *Is this woman wearing a skirt?* (Yes.)
Point to the same woman again. Ask: *Does she have straight hair?* (No.)
Point to the shorter woman next to her. Ask: *Did this woman buy something?* (No.)

PRACTICE

- Direct Ss' attention to Exercise **1B**. Model the exercise. Hold up the Student's Book. Say to a S: *Point to a red shirt.* The S points to the appropriate part of the picture.
- Ss in pairs. Say to one S: *Say the words in Exercise 1B.* Say to his or her partner: *Point to the correct part of the picture.*
- When pairs finish, have them change roles.
- Ask several pairs to perform the exercise for the rest of the class to check Ss' understanding.
- Direct Ss' attention to Exercise **1C** and read the instructions aloud.
- Model the exercise. Hold up the Student's Book. Say to a S: *Point to a person in the picture.* Describe the person the S indicates by saying what he or she looks like, what he or she is wearing, and what he or she is doing. For example, if the S points to the tall woman standing in front of the earrings store, say: *She is tall. She has curly blond hair. She is wearing a striped skirt. She is looking at Earrings and More.*
- Ss in pairs. Say to one S: *Point to a person in the picture.* Say to his or her partner: *Describe the person. Say what the person is doing.*
- Walk around and help as needed. Make sure both Ss in each pair have a chance to describe people in the picture.
- Ask several pairs to perform the exercise for the rest of the class.

LESSON A Listening

PRESENTATION

- Books open. Direct Ss' attention to the pictures in Exercise **2A**. For each picture, ask Ss: *What do you see?* (a table / desk, a soccer ball, a computer.)

PRACTICE

- Read aloud the instructions for Exercise **2A**.

▶ **Page 7, Exercises 2A and 2B** Play or read the audio (see audio script, page T-181). Pause the audio after the first conversation and ask Ss: *Which picture shows conversation A?* (picture 2.) Hold up the Student's Book, and point to the letter *a* next to number 2. Make sure Ss understand the exercise.

▶ **Page 7, Exercises 2A and 2B** Play or read the rest of the audio and repeat as needed.

- Check answers. Ask Ss which picture shows each conversation.
- Direct Ss' attention to Exercise **2B**.

▶ **Page 7, Exercises 2A and 2B** Model the exercise. Say: *Listen to conversation A*. Play or read the first two sentences of conversation A. Direct Ss to the example sentence. Read it and point to where the letter *T* (True) is written. Make sure Ss understand the exercise.

▶ **Page 7, Exercises 2A and 2B** Read aloud each group of sentences before listening to the corresponding conversation. Read aloud the three sentences for conversation A. Then play or read conversation A of the audio (see audio script, page T-181). Do the same for conversations B and C.

- Ss complete the exercise individually. When Ss are finished writing their answers, play or read the complete audio once more to allow Ss to check answers.

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.

Culture Tip

Although most of the world calls it football, Americans call the sport that Victoria plays soccer. When Americans use the word *football*, they're referring to the sport that requires helmets and heavy pads and which culminates professionally in the Super Bowl each year.

COMPREHENSION CHECK

- Check answers. Write the numbers 1–9 on the board. Ask a few Ss to come to the board and write the correct answers to Exercise **2B** next to the numbers. Point to each answer and ask: *Is this correct?* If Ss are not sure about an answer, play or read the appropriate part of the audio again.

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

▶ **Page 7, Exercise 2C** Play or read the audio (see audio script, page T-181). Ss listen and circle the correct answer. Repeat the audio as needed. Check the answer as a class.

Expansion activity (whole group)

- After Ss have completed Exercises **2A**, **2B**, and **2C**, write the names *Victoria*, *Eddie*, and *Mark* across the top of the board. For each name, ask Ss: *How can we describe her / him?* Write Ss' responses on the board under the corresponding name. Encourage Ss to supply as much information about each person as possible.

APPLICATION

- Direct Ss' attention to Exercise **3** and read the instructions aloud. Ask two Ss to read the example sentences. If Ss don't want to describe a family member, they can describe a friend or a co-worker.
- Ss complete the exercise in pairs. Help as needed.

Expansion activity (individual students)

- Bring to class large pieces of paper and colored markers.
- Write on the board: *What does she / he look like? What is she / he wearing? What is she / he doing?* Read each question aloud and ask Ss to repeat.
- Model the activity. Draw a picture on the board of one of your friends or family members similar to the pictures in Exercise **2A**. Talk about the person in your picture and answer the questions on the board.
- Ask Ss to draw their own picture of a friend or a family member. Encourage Ss to use the questions on the board as they think about and draw their pictures.
- Ask individual Ss to stand up, show the class their drawing, and talk about the person in the picture.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Go back to the big picture on page 6 and ask Ss to describe some of the people.
- Check off each part of 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 adjective order
- Provide practice talking about what people are wearing

LESSON B: ELPS: L2.2, L2.10, L3.2, L3.10 **CASAS:** 0.1, 0.2, 1.3, 8.1
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:
Adjective order
What are people wearing?
- Begin class. Books open. Review the language for describing people Ss learned in Lesson A. Direct Ss' attention to the big picture on page 6. Point to some of the people in the picture and ask: *What's he / she wearing?* Write Ss' responses on the board.
- Hold up the big picture and ask: *Who has long hair?* (e.g., the woman looking at The Baby Room.) *Who has short hair?* (e.g., the man with the dog.) *Who has straight hair?* (e.g., Shoko.) *Who has curly hair?* (e.g., the woman looking at Earrings and More.)

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 at home.
- Books open. Direct Ss' attention to the grammar chart in Exercise 1. Read the question and the answers aloud. Ask Ss to repeat.

Contractions

Point to *What's* and *She's* in the grammar chart. Say: *These are contractions.* Hold up two fingers and say: *What is.* Hold up one finger and say: *What's.* Repeat with *She is* and *She's.* Explain that a contraction is a short way to say two words.

- Point to *adjective order* in the lesson focus on the board. Explain that an adjective is a word that describes a noun – a person, a place, or a thing. Write these key words from Lesson A on the board: *a red shirt, a striped skirt.* Explain that a “shirt” is a noun (a thing) and that “red” (an adjective) tells something about the shirt. The word “skirt” is also a noun, and “striped” is an adjective.
- Ask Ss: *Which word is first, the adjective or the noun?* (the adjective.) Write several adjectives and several clothing items in random places on the board, for example: *blue, long, dress, jacket, brown, shoes.* Ask Ss to tell you possible combinations of the words. Write correct responses on the board, for example: *blue jacket.*

- Erase the words on the board except for *long, dress, brown.* Say: *Now there are two adjectives and one noun. How can we say it?* If some Ss know that it's a *long brown dress*, ask them to explain why. If your Ss are like most English speakers, they won't be able to explain. This is your chance to turn Ss' attention to the second part of the grammar chart. Explain that when we describe clothes, adjectives for size come first, then color, then patterns, such as striped or plaid.
- Turn Ss' attention back to the answers in the first part of the grammar chart. Ask for volunteers to explain how the sentences follow the adjective order pattern. Write an example on the board that uses all three types of adjectives, for example: *a short black and red striped dress.*

Teaching Tip

In many languages, adjectives come after nouns, so Ss sometimes make errors, such as “a shirt red.” In some languages, adjectives show singular / plural agreement, so you might also hear “some shoes browns.” Listen for errors such as these. Explain that adjectives usually come before nouns in English, and they are always “singular.”

PRACTICE

- Books open. Direct Ss' attention to Exercise 2A and read the instructions aloud. Read the example aloud and make sure Ss understand the exercise.
- Ss complete the sentences individually. Walk around and help as needed.

COMPREHENSION CHECK

- ▶ **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.
- Ss practice the conversations in pairs. Correct pronunciation as needed.
- Call on different pairs to read one of the conversations to the class.