

4th Edition

Ventures

4



Teacher's Edition

Teaching Notes Pages



CAMBRIDGE

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez



Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009813662

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First published 2008

Second edition 2014

Third edition 2018

Fourth edition 2026

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Litográfica Ingramex, S.A. de C.V.

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-81214-6 Student's Book

ISBN 978-1-009-81147-7 Student's Book with Digital Pack

ISBN 978-1-009-81221-4 Workbook

ISBN 978-1-009-81161-3 Student's Book with Digital Pack and Workbook

ISBN 978-1-009-81140-8 Ventures Connect

ISBN 978-1-009-81366-2 Teacher's Edition

ISBN 978-1-009-81170-5 Teacher's Digital Pack

Additional resources for this publication at www.cambridge.org/ventures

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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 and WIOA requirements.
- A wealth of resources provides instructors with the tools for any teaching situation, making Ventures the most complete program.
- Prepares students for standardized tests, including CASAS STEPS.

How does the Fourth Edition meet today's adult education needs?

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

What are the Ventures components?

Student's Book

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

- Self-contained lessons are perfectly paced for one-hour classes. For classes longer than one hour, additional resources are available via the Workbook and online teacher resources in Cambridge One.
- Review units recycle and reinforce the listening, vocabulary, and grammar skills developed in the two prior units and include a pronunciation activity.

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.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- A *unit test* for each unit, a *midterm test*, and a *final test*.
- *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.
- *Multilevel worksheets* that are designed for use in classrooms where proficiency levels differ.

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 serves as a prompt for the unit's key vocabulary. Next is **Listen**, which is based on conversations. Students relate vocabulary to meaning and relate the spoken and written forms of new theme-related vocabulary. **After you listen** concludes the lesson by practicing language related to the theme in a communicative activity, either orally with a partner or individually in a writing activity.

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

LESSON D Reading develops reading skills and expands vocabulary. The lesson opens with a **Before you read** exercise, designed to activate prior knowledge and encourage learners to make predictions. A *Reading tip*, which focuses on a specific reading skill, accompanies the **Read** exercise. The reading section of the lesson concludes with **After you read** exercises that check comprehension. In Levels Basic, 1, and 2, the vocabulary expansion portion of the lesson is a **Picture dictionary**. It includes a *word bank*, pictures to identify, and a conversation for practicing the new words. The words expand vocabulary related to the unit topic. In Books 3 and 4, the vocabulary expansion portion of the lesson uses new vocabulary from the reading to build skills such as recognizing word families, selecting definitions based on the context of the reading, and using clues in the reading to guess meaning. Academic Skills Worksheets in the back of the Student's Book (pages 156–185) provide additional reading, critical thinking, and academic vocabulary building for each unit.

LESSON E Writing provides practice with process writing within the context of the unit. **Before you write** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. A *Writing tip* presents information about

punctuation or paragraph organization directly related to the writing assignment. The **Write** exercise sets goals for the student writing. In the **After you write** exercise, students share with a partner.

LESSON F Another view brings the unit together with opportunities to review lesson content. **Life-skills reading** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on CASAS¹ and BEST²) develop test-taking skills. **Solve the problem** focuses on critical thinking, soft skills, and workplace development. In Levels 1–4, **Grammar connections** contrasts grammar points and includes guided practice and communicative activities.

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

LESSON G focuses on career readiness at every level by exploring different career clusters. **Before you read** creates student interest with visuals and a discussion question related to the jobs within the career cluster that helps the teacher assess what learners already know and serves as a prompt for the unit's key vocabulary. Next is **Read**, which introduces key vocabulary for the unit while also informing students about jobs within the industry and the similarities and differences between these jobs. **After you read** exercises check comprehension. **Before you listen** introduces one specific job and activates vocabulary relevant to that job. Next is **Listen**, which focuses on key aspects of the job and is based on a conversation with a person in the specific job role. Students then practice the language related to the job in a communicative activity with a partner. A *Useful Language* box contains expressions focused on language functions that have similar meaning.

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	■ Exchanging information ■ Discussing study habits and strategies	■ Listening to people talk about study habits and strategies ■ Asking about study habits and strategies ■ Talking about classmates' study habits and strategies	■ Study habits and strategies	■ Past continuous and simple past ■ Present perfect
Unit 1 Personal information pages 6–19 Topic: Ways to be smart	■ Describing personal strengths ■ Expressing opinions ■ Expressing agreement and disagreement	■ Asking about aptitudes ■ Discussing multiple intelligences ■ Giving opinions	■ Adjectives and adverbs ■ Multiple intelligences ■ Prefixes and roots	■ Nouns, verbs, adjectives, and adverbs ■ Noun clauses with <i>that</i> ■ <i>so</i> and <i>that</i>
Unit 2 At school pages 20–33 Topic: Planning for success	■ Inquiring about education opportunities ■ Describing education goals ■ Describing successful people	■ Asking about courses and classes ■ Discussing how to continue one's education ■ Discussing obstacles and successes	■ Education and careers ■ Education requirements	■ Present passive ■ Infinitives after the passive ■ <i>be</i> + <i>supposed to</i> and <i>be</i> + <i>not supposed to</i>
Review: Units 1 and 2 pages 34–35		■ Understanding a conversation		
Unit 3 Friends and family pages 36–49 Topic: Parents and children	■ Discussing appropriate behaviors at home and school ■ Using polite forms of language	■ Asking about rules at home and at school ■ Asking questions indirectly ■ Talking about past events and experiences	■ Rules and expectations ■ Word families	■ Indirect <i>Wh</i>- questions ■ Indirect <i>Yes / No</i> questions ■ <i>say</i> and <i>tell</i> with reported speech
Unit 4 Health pages 50–63 Topic: Stressful situations	■ Discussing stress ■ Expressing necessity and lack of necessity ■ Making suggestions ■ Expressing past regrets	■ Asking about stress ■ Discussing ways to cope with stress ■ Giving advice about past actions	■ Stress and ways to cope ■ Suffixes	■ <i>should</i>, <i>shouldn't</i>, <i>have to</i>, <i>don't have to</i> ■ <i>should have</i> and <i>shouldn't have</i> ■ <i>must</i> and <i>may / might</i>
Review: Units 3 and 4 pages 64–65		■ Understanding a phone conversation		
Unit 5 Around town pages 66–79 Topic: Community involvement	■ Describing volunteer responsibilities ■ Describing a sequence of events ■ Describing repeated actions in the past and present	■ Asking about volunteer activities ■ Discussing personal experiences of volunteering or helping people ■ Discussing schedules	■ Volunteerism ■ Positive and negative words	■ Clauses with <i>until</i> and <i>as soon as</i> ■ Repeated actions in the present and past ■ Contrasting <i>used to</i> and <i>be used to</i>

	READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
	■ Reading a paragraph about bad weather	■ Writing sentences about your partner	■ Discussing study habits and strategies for learning English	■ Pronouncing key vocabulary	
	■ Reading an article about multiple intelligences ■ Skimming to predict what a reading is about	■ Writing a descriptive paragraph about a primary intelligence ■ Using a topic sentence and supporting details	■ Using a dictionary ■ Reading and understanding a visual diagram	■ Pronouncing key vocabulary	■ Learning about jobs in government
	■ Reading an article about an immigrant family ■ Scanning to find specific information	■ Writing a descriptive paragraph about a successful person ■ Using specific details such as facts, examples, and reasons	■ Using a dictionary or thesaurus to identify synonyms ■ Reading and understanding a chart about the location of vocational classes ■ Digital Literacy: Using Google Sheets to create a spreadsheet	■ Pronouncing key vocabulary	■ Learning about jobs in education
				■ -ed verb endings	
	■ Reading an article about barriers between generations ■ Noticing words that repeat to get an idea of what a reading is about	■ Writing an expository paragraph about a difference between generations ■ Using a transition within a paragraph	■ Using a dictionary ■ Reading and understanding a chart ■ Interpreting census bureau information	■ Pronouncing key vocabulary	■ Learning about jobs in the community
	■ Reading an article about stress ■ Relating the title and section heads to personal experience	■ Writing a descriptive paragraph about how to cope with stress ■ Using causes and effects to organize a paragraph	■ Reading and understanding a bar graph ■ Discussing stress in the workplace ■ Digital Literacy: Managing time using digital calendars	■ Pronouncing key vocabulary	■ Learning about jobs in healthcare
				■ Contrasting intonation of direct and indirect <i>Wh</i>-questions	
	■ Reading an article about volunteers ■ Using context clues to guess if the meaning of a word is positive or negative	■ Writing a descriptive paragraph about someone who made a difference ■ Making writing more interesting by including details that answer <i>Wh</i>-questions	■ Reading and understanding ads for volunteer positions ■ Discussing volunteer activities	■ 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: Time and technology	■ Expressing agreement and disagreement ■ Giving opinions and reasons	■ Talking about time-saving tools ■ Discussing the advantages and disadvantages of technology	■ Technology and time-saving tools ■ Words with multiple definitions	■ <i>although</i> clauses ■ Contrasting <i>because</i> and <i>although</i> ■ <i>so</i> and <i>such</i>
Review: Units 5 and 6 pages 94–95		■ Understanding a podcast interview		

Unit 7 Shopping pages 96–109 Topic: Buying and returning merchandise	■ Explaining problems with a purchase ■ Discussing preferences ■ Explaining mistakes ■ Asking for information about store policies	■ Asking about returning merchandise ■ Asking about store policies ■ Talking about shopping mistakes ■ Describing people, places, and things	■ Buying and returning merchandise ■ Compound nouns	■ <i>who</i>, <i>that</i>, and <i>which</i> as the subject of an adjective clause ■ <i>that</i> as the object of an adjective clause ■ Clarifying questions
Unit 8 Work pages 110–123 Topic: Success at work	■ Giving advice ■ Making suggestions ■ Explaining job responsibilities ■ Describing the duration of an activity	■ Discussing work schedules ■ Talking about workplace problems and their solutions ■ Asking questions about work experiences	■ Job responsibilities and skills ■ Prefixes and roots	■ Contrasting present perfect and present perfect continuous ■ Adjectives ending in <i>-ed</i> and <i>-ing</i> ■ Polite requests and offers
Review: Units 7 and 8 pages 124–125		■ Understanding a class lecture		

Unit 9 Daily living pages 126–139 Topic: Saving our planet	■ Describing environmental issues and concerns ■ Giving advice ■ Making suggestions ■ Describing actions one can take	■ Asking questions about saving our planet ■ Discussing causes and effects of environmental problems ■ Discussing actions that could help the environment	■ The environment ■ Antonyms	■ Present unreal conditional ■ <i>since</i> and <i>so</i> ■ Contrasting present real and present unreal conditionals
Unit 10 Free time pages 140–153 Topic: Celebrations	■ Describing future possibility ■ Describing actions based on expectations ■ Expressing hopes and wishes ■ Comparing customs and celebrations	■ Asking about and comparing wedding customs ■ Discussing possible and hypothetical holiday plans ■ Talking about hopes and wishes	■ Celebrations ■ Words with multiple meanings	■ Contrasting future real and future unreal conditionals ■ possible and impossible: <i>hope</i> and <i>wish</i> ■ Tag questions
Review: Units 9 and 10 pages 154–155		■ Understanding a street interview		

Academic Skills Worksheets	pages 156–185
Audio script	pages 186–195
Acknowledgments	page 196

	READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
	■ Reading an article about the impact of technology ■ Reading a first and last paragraph for the main idea	■ Writing an expository paragraph about a time-saver ■ Using advantages and disadvantages to organize a paragraph	■ Using a dictionary ■ Reading and understanding a chart ■ Discussing Internet use ■ Discussing survey results ■ Digital Literacy: Using tools to manage and reduce screen time	■ Pronouncing key vocabulary	■ Learning about jobs in technology
				■ Stressed and unstressed words	
	■ Reading an advice column about return policies ■ Recognizing synonyms in a reading	■ Writing a persuasive paragraph about shopping online ■ Using transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>furthermore</i>, <i>moreover</i>, and <i>finally</i> to signal a list of reasons in a paragraph	■ Reading and understanding a returned-merchandise form ■ Talking about returning or exchanging merchandise ■ Digital Literacy: Using tools for online safety when purchasing goods and services	■ Pronouncing key vocabulary	■ Learning about jobs in retail
	■ Reading an article about hard and soft job skills ■ Reading a cover letter to apply for a job ■ Recognizing quotations and reasons for using them	■ Writing a cover letter to apply for a job ■ Including information about skills and experience in a cover letter	■ Using a dictionary ■ Reading and understanding a chart about the fastest-growing occupations ■ Discussing work skills	■ Pronouncing key vocabulary	■ Learning about jobs in business
				■ Stressing function words	
	■ Reading a fable about how all things in life are connected ■ Asking questions to identify a cause-and-effect relationship	■ Writing a paragraph about an environmental problem ■ Using cause and effect to organize a paragraph	■ Using a dictionary or thesaurus ■ Reading and understanding a handout about key environmental problems ■ Discussing ways to help the environment	■ Pronouncing key vocabulary	■ Learning about jobs in construction
	■ Reading an article about special birthday celebrations around the world ■ Using punctuation as a clue to meaning	■ Writing a descriptive paragraph about a favorite holiday or celebration ■ Concluding a paragraph by relating it to your personal life	■ Using a dictionary ■ Reading and understanding a recipe ■ Discussing traditional meals and recipes ■ Digital Literacy: Formatting and customizing documents in Word	■ Pronouncing key vocabulary	■ Learning about jobs in hospitality
				■ Linking consonant-vowel sounds	

CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
Welcome Unit Pages 2–5	0.1, 0.2, 2.3, 2.7	
Unit 1 Personal information Pages 6–19	0.1, 0.2, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 2 At school + Units 1 and 2 Review Pages 20–35	0.1, 0.2, 2.3, 2.5, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 4.8, 4.9, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 3 Friends and family Pages 36–49	0.1, 0.2, 2.5, 4.1, 4.3, 4.4, 4.8, 6.0, 6.6, 7.1, 7.2, 7.5, 8.3	Reading STEPS Details: Retell key details; Locate/Compare details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 4 Health + Units 3 and 4 Review Pages 50–65	0.1, 0.2, 3.1, 4.1, 4.3, 4.4, 4.8, 6.0, 6.6, 7.1, 7.2, 7.5, 8.3	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 5 Around town Pages 66–79	0.1, 0.2, 2.2, 2.7, 3.1, 3.5, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5, 8.3	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet); Inference: Infer/Draw conclusions Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	ELPS: L4.2, L4.10, L5.2, L5.10
Interpretive Determine the main idea and key details in a conversation about personal strengths; Determine the main idea and key details in a reading about multiple intelligences; Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary related to personality types; Determine the main idea and key details in a diagram about left-brain and right-brain functions. Productive Deliver a short oral presentation that describes classmates; Compose a paragraph about and provide examples for one personality type; Report on an Internet research project to find careers that match a given personality type. Interactive Participate in conversations about aptitudes and intelligent types; Discuss men's and women's aptitudes in different areas of intelligence.	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
Interpretive Determine the main topic and key details in a conversation about future educational plans; Determine the main topic and key details in a written text about an immigrant family's success story; Use a dictionary or thesaurus to determine the meaning of vocabulary about planning for success; State an opinion and cite evidence to support it. Productive Write a paragraph that has a topic sentence, examples, and a concluding sentence about someone you know who is successful; Deliver a short oral presentation about a classmate's course registration; Report on a short research project about a class from an adult school or community college; Identify and use academic words in a reading about planning for success. Interactive Participate in conversations about planning for success; Discuss with a partner each other's writing about a person you know who is successful.	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
Interpretive Determine the main topic and key details in a conversation about a student's absence; Determine the main topic and key details in a written text about immigrant families; Use context clues to determine the meaning of vocabulary about friends and family; State an opinion and cite evidence to support it. Productive Write a paragraph about differences between you and your parents or you and your children that has a transition between the two parts of your paragraph; Deliver a short oral presentation about a classmate's life as a teenager; Report on a short research project about rules that children should follow at home; Identify and use academic words in a reading about parents and children. Interactive Participate in conversations about the teenage years; Discuss with a partner each other's writing about parents and children.	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
Interpretive Determine the main topic and key details in a conversation about advice for coping with stress; Determine the main topic and key details in a written text about stress; Use <i>suffixes</i> to determine the meaning of vocabulary about stressful situations; State an opinion and cite evidence to support it. Productive Write a paragraph about how you cope with stress giving three examples and details for each example; Deliver a short oral presentation about a classmate's situation that didn't go as planned; Report on a short Internet research project about how to cope with anxiety before and during a test; Identify and use academic words in a reading about stressful situations. Interactive Participate in conversations about a situation that didn't go as planned; Discuss with a partner each other's writing about how to cope with stress.	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
Interpretive Determine the main topic and key details in a conversation about responsibilities for volunteer jobs; Determine the main topic and key details in a written text about a volunteer program for the blind; Use context clues to determine the meaning of vocabulary about community involvement; State an opinion and cite evidence to support it. Productive Write a paragraph about someone you know who made a difference in your life or someone else's life that includes specific details that answer <i>wh-</i> questions; Deliver a short oral presentation about a classmate's volunteer experiences; Report on a short research project about ways that people have helped you; Identify and use academic words in a reading about community involvement. Interactive Participate in conversations about volunteer experiences; Discuss with a partner each other's writing about someone who made a difference in your life.	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 Time + Units 5 and 6 Review Pages 80–95	0.1, 0.2, 1.1, 1.3, 1.4, 1.7, 2.1, 2.2, 4.1, 4.3, 4.4, 4.5, 4.8, 4.5, 6.0, 7.1, 7.2, 7.4, 7.5, 7.7	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet); Inference: Infer/Draw conclusions Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 7 Shopping Pages 96–109	0.1, 0.2, 1.2, 1.3, 1.4, 1.6, 1.7, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Main Idea: Identify the main topic; Identify an author's purpose; Inference: Infer/Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 8 Work + Units 7 and 8 Review Pages 110–125	0.1, 0.2, 2.3, 2.4, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 6.0, 7.1, 7.2, 7.3, 7.4, 7.5	Reading STEPS Vocabulary: Understand academic vocabulary; Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 9 Daily living Pages 126–139	0.1, 0.2, 1.4, 2.2, 2.3, 2.7, 4.1, 4.3, 4.4, 4.8, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	Reading STEPS Vocabulary: Understand academic vocabulary; Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 10 Free time + Units 9 and 10 Review Pages 140–155	0.1, 0.2, 1.1, 2.3, 2.5, 2.7, 4.1, 4.3, 4.4, 4.5, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Vocabulary: Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence (Academic Skills Worksheet) Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Determine the main topic and key details in a conversation about people's opinions about technology; Determine the main topic and key details in a written text about the impact of technology; Use context clues and parts of speech to determine the meaning of vocabulary about time and technology; State an opinion and cite evidence to support it. Productive Write a paragraph about a time-saving device that includes both advantages and disadvantages; Deliver a short oral presentation about a classmate's time-saving device; Report on a short Internet research project about a time-saving device you have or would like to have; Identify and use academic words in a reading about time and technology. Interactive Participate in conversations about time saving tools and devices; Discuss with a partner each other's writing about a time-saving device.	ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10
Interpretive Determine the main topic and key details in a conversation about returning merchandise; Determine the main topic and key details in a written text about being a smart shopper; Use <i>compound nouns</i> to determine the meaning of vocabulary about buying and returning merchandise; State an opinion and cite evidence to support it. Productive Write a paragraph that has transitions words to signal your list of reasons about why you should shop online; Deliver a short oral presentation about a classmate's purchase; Report on a short research project about the return policy for three stores; Identify and use academic words in a reading about shopping. Interactive Participate in conversations about a purchase you made; Discuss with a partner each other's writing about shopping online.	ELPS: L4.1, L4.2, L4.4, L4.5, L4.8, L4.10, L5.1, L5.2, L5.4, L5.5, L5.6, L5.8, L5.10
Interpretive Determine the main topic and key details in a conversation about a work problem and solution; Determine the main topic and key details in a written text about job skills; Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary about success at work; State an opinion and cite evidence to support it. Productive Write a cover letter for a real or imaginary job that you are interested in that has at least two examples of your skills and experiences; Deliver a short oral presentation about a classmate's experiences; Report on a short Internet research project about how to write a good cover letter; Identify and use academic words in a reading about success at work. Interactive Participate in conversations about experiences; Discuss with a partner each other's writing about their skills and experiences.	ELPS: L4.1, L4.2, L4.5, L4.7, L4.8, L4.10, L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.10
Interpretive Determine the main topic and key details in a conversation about environmental problems and solutions; Determine the main topic and key details in a written text about how all things are connected; Use <i>antonyms</i> to determine the meaning of vocabulary about living green; State an opinion and cite evidence to support it. Productive Write a paragraph about an environmental problem in your city or community explaining the causes and their effects; Deliver a short oral presentation about cause and effect relationships; Report on a short research project about ways your school could be green; Identify and use academic words in a reading about living green. Interactive Participate in conversations about cause and effect relationships; Discuss with a partner each other's writing about environmental problems.	ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10
Interpretive Determine the main topic and key details in a conversation about differences in customs; Determine the main topic and key details in a written text about special birthdays around the world; Use context clues to determine the meaning of vocabulary about celebrations; State an opinion and cite evidence to support it. Productive Write a paragraph about your favorite holiday or celebration that has a conclusion that relates the celebration to your personal life; Deliver a short oral presentation about a classmate's hopes for you; Report on a short Internet research project about a holiday or celebration in another country; Identify and use academic words in a reading about celebrations. Interactive Participate in conversations about hopes and wishes; Discuss with a partner each other's writing about favorite holidays and celebrations.	ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10

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 provides instructors with tools for any teaching situation, making *Ventures* the most complete program.
- Prepares students for standardized tests, including CASAS STEPS, TABE, and BEST.

Photo stories

- 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 on the CASAS STEPS Listening test.

Unit goals

Introduces the goals of each unit.

UNIT 2 AT SCHOOL

Lesson A Listening

1 Before you listen

A What do you see?
B What is happening?

1

2

La Costa Community College Course Schedule
Hospitality and Tourism Certificate Program

Account	Program	Support Services
HOSP 100: Introduction to Hospitality and Tourism Requirement: Pass English placement test Fall and spring T / Th 10:00–11:30 a.m. M / W 6:00–7:30 p.m. Room: T130	BUS 137: Customer Service Requirement: Pass HOSP 100 Spring T / Th 8:00–9:30 a.m. (online course also available) Room: B480	

3

4

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.



UNIT GOALS

Make education plans. Write a descriptive paragraph about a successful person. Scan a chart for the location of classes. Read about four jobs in education.

UNIT 2

2 Listen

A Listen and answer the questions.

1. Who are the speakers? 2. What are they talking about?

B Listen again. Complete the chart.

	Hospitality and Tourism
1. type of certificate	
2. places of employment	
3. number of required classes	
4. time to complete the program	
5. cost per unit	
6. estimated cost to earn the certificate	

C Listen and continue the conversation. Circle the answer.

A. B. C.

3 After you listen

A Read. Complete the story.

bilingual business deadline high-paying industry internship interpersonal motivated quality requirements

Vasili hears a radio ad about the Hospitality and Tourism Certificate Program at La Costa Community College. The ad says graduates can find high-paying jobs in the tourism industry. Vasili goes to see his ESL counselor, Mrs. Ochoa. She tells him about the program, which include an internship in a local tourism business. She also tells him about the deadline for registration, and she says there is financial aid for students who are motivated. Vasili is concerned about his English, but Mrs. Ochoa tells him not to worry. Vasili is interpersonal, he's very quality, and he has good skills.

Listen and check your answers.

B Discuss. Talk with your classmates. Is hospitality and tourism a good industry for Vasili? Would you like this type of career? Why or why not?

L4.1, L4.2, L5.1, L5.2
S: 0.1, 0.2, 2.3, 2.5, 4.1, 6.0, 7.1, 7.5

Listen for and identify a student's future education plans.

UNIT 2 21

Three easy ways to access audio

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

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

Grammar chart

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

Grammar presentation

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

Additional grammar activities

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

Natural progression

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

Real-life practice

Engages students and provides meaningful application of the grammar.

ELPS and CASAS

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

Lesson B The passive

1 Grammar focus: present passive

Use the passive voice to change the focus from who is doing something to what is being done. If the person or thing doing the action is important, use a *by* phrase.

ACTIVE	PASSIVE
The college gives a placement test.	A placement test is given (by the college).
The college offers online classes every semester.	Online classes are offered (by the college) every semester.
Does the college offer financial aid?	Is financial aid offered (by the college)?
When does the college arrange internships?	When are internships arranged (by the college)?

2 Practice

A Write. Complete the sentences. Use the present passive.

- When is the English placement test given to new students?
- The English placement test is given a week before the first day of class.
- Are a math placement test also required?
- No, a math placement test is not required.
- Where is the financial aid office located?
- It is located next to the admissions office.
- Where are the classes held?
- Most of the classes are held in the business building.
- Are classes held at different times?
- Yes. Both day and evening classes are held.
- Are job placement services provided to graduates?
- Yes. Job help is given to students who qualify.

Listen and check your answers. Then practice with a partner.

UNIT 2

3 Communicate

A Work with a partner. Role-play a conversation between a counselor and a student who wants to enroll in a certificate program at your school. Ask and answer questions about the topics below. Predict the answers a counselor would give.

Student	Counselor
Are online courses offered in the certificate program?	No. Online courses are not offered in that program.
What about internships?	Internships are arranged for each student in the program.

B Perform your role-play for the class.

ELPS 14.2, 14.3, 15.2, 15.3, 15.9
CASAS 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.4, 7.5

Lesson C The passive

1 Grammar focus: infinitives after the passive

Some passive verbs are followed by infinitives.

Students are **told to arrive** early on the first day of class.

Everyone is **encouraged to attend** class regularly.

Are students **required to do** homework every night?

How often are students **expected to meet** with their counselors?

2 Practice

A Write. Complete statements or questions. Use the present passive with infinitives.

- applicants / expect / meet / all application deadlines.
Applicants are expected to meet all application deadlines.
- new students / tell / come early / for registration.
- all new students / require / take / a writing test?
- some students / advise / enroll / in an English composition class.
- students / expect / attend / every class?
- students / encourage / meet / with a counselor regularly.
- when / participants / expect / complete / their internships?
- students / require / earn / a grade of C or better in each course.
- students / tell / study / with a partner and to go to tutoring often.
- students / allow / retake / course / if they don't pass?

Listen and check your answers.

UNIT 2

3 Communicate

A Work with a partner. Read the announcement below. Ask and answer questions about the announcement information.

Are students required to register early?

No, but students are encouraged to register early.

B Do you want to enroll this fall?

You must:

- Meet with a counselor.
- Sign up for a placement test.
- Complete a questionnaire.
- Pay fees.

It's a good idea to:

- Register and enroll as soon as possible.
- Find out about tutoring support.
- Inquire about financial aid.

C Share information with your classmates.

ELPS 14.2, 14.3, 15.2, 15.3, 15.9
CASAS 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.4, 7.5

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 the confidence in reading with easy-to-follow reading tips and strategies.

Vocabulary skills

Uses new vocabulary from the reading to build academic skills such as recognizing word families and using clues to guess meaning.

Lesson D Reading

1 Before you read

Talk with a partner. Look at the reading tip. Answer the questions.

1. Who is the newspaper article about?
2. What places are mentioned in the newspaper article?
3. How old is their son now?

17 Reading tip

Scan a reading to find specific information such as names, places, and key words.



2 Read

Read the newspaper article. Listen and read again.

An Immigrant Family's Success Story

World Local Lifestyle Business

Choi and Lili Wei left China with their baby boy in the late 2000s. They were poor field workers in their native country, and they wanted their child to have the opportunities they lacked. They arrived in New York and found a one-bedroom apartment in a poor, unstable area. They could only afford a bicycle for transportation, yet they felt fortunate to have the chance to begin a new life in the United States.

Choi and Lili faced many obstacles because they couldn't speak English and had no skills. They found night work cleaning businesses and restaurants. They saved every penny, and after six years, they were able to buy a small restaurant of their own.

They were determined to learn English, get an education, and make a good life for their son. The couple sacrificed a great deal. They never went to the movies, never ate out, and hardly ever bought anything extra. In their free time, they attended English and citizenship classes.

Both of them eventually earned their GED certificates. Choi then enrolled in college while Lili worked in the restaurant.

This past spring, Choi fulfilled a lifelong dream of graduating from college. Now he is registered in a master's degree program in business beginning this fall. And what about their "baby" boy? Their son, Peter, now 21, received a scholarship to a private university, where he is working on his own dream to become an architect.

Choi and Lili are proud to be models of the "American dream." Choi has this advice for other new immigrants: "Find your passion, make a plan to succeed, and don't ever give up."

3 After you read

A Check your understanding.

1. What is the main purpose of this newspaper article? Support your choice with two examples from the text.
2. What obstacles did Choi and Lili face in the United States?
3. Explain the expression *saved every penny* as it is used in paragraph 2.
4. What were five specific things the Wei family did to make a better life for their son?
5. Read Choi's advice for new immigrants. How do you think his advice most likely influenced his son?

18 Useful Language

A synonym is a word that has the same meaning.
big = large
nice = kind
job = occupation

B Build your vocabulary.

1. In the reading passage, underline the words from the chart.
2. Use a dictionary or a thesaurus. Write the part of speech. Write a synonym for each word.

Word	Part of speech	Synonym
a. lacked	verb	missed; didn't have
b. unstable		
c. fortunate		
d. faced		
e. obstacles		
f. determined		
g. passion		

3. Work in a small group. Write sentences with the synonyms.

C Talk with a partner.

1. What is your definition of the "American dream"?
2. Do you know a family like the Wei family? What is their success story?
3. What is your passion? What is your plan for success?

→ For academic skills practice, see pages 159–161.

Read closely to determine what the text says explicitly and to make inferences from the text; use a dictionary or thesaurus to identify words.

26 UNIT 2

UNIT 2 27

Academic Skills worksheets

Develops critical-thinking skills by comparing and analyzing two or more articles on the same topic.

Speaking practice

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

Writing

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

Lesson E Writing

1 Before you write

A Talk with your classmates. Answer the questions.

1. What is success? Is it only money?
2. Do you know a successful person?
3. What did the person do to become successful?
4. What was one obstacle to this person's success?

B Read the paragraph.

My Successful Cousin

My cousin, Daniel, is the most successful person I know, even though he has had many obstacles on his road to success. First of all, his parents died in a car accident when he was 17 years old. Daniel needed to take care of his two younger brothers, so he quit school and found a job at a local supermarket. When his brothers were in school, he worked. At night, he helped them with homework and did all the chores. Even with all his responsibilities, Daniel was a very reliable worker. His boss decided to help him go to college. It took Daniel eight years, but finally he graduated. Now Daniel plans to enroll in a business management course. If he is accepted, he hopes to open his own business someday. Daniel has a dream, and he is working hard to achieve his dream.

C Talk with a partner.

1. What are two facts given in the paragraph?
2. What are two examples given in the paragraph?
3. What is Daniel's dream?

19 Writing tip

Use specific details such as facts, examples, and reasons to support your topic sentence.

D Complete the chart with Daniel's obstacles and successes.

Topic sentence: My cousin, Daniel, is the most successful person I know, even though he has had many obstacles on his road to success.

Daniel's obstacles	Daniel's successes
His parents died.	He found a job in a local supermarket.

Concluding sentence: _____

E Plan a paragraph about a successful person you know. Use the chart to make notes on your own ideas.

_____s obstacles	_____s successes

Concluding sentence: _____

2 Write

Write a paragraph about someone you know who is successful. Include a topic sentence, examples of obstacles and successes, and a concluding sentence. Use the paragraph in Exercise 1B and the charts in Exercises 1D and 1E to help you.

3 After you write

A Check your writing.

	Yes	No
1. My topic sentence identifies a successful person.	☐	☐
2. I included examples of obstacles and successes.	☐	☐
3. I wrote a concluding sentence.	☐	☐

B Share your writing with a partner.

1. Take turns. Read your paragraph to a partner.
2. Comment on your partner's paragraph. Ask your partner a question about the paragraph.

28 UNIT 2

Writing tips

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

on's successes and obstacles

UNIT 2 29

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 like CASAS and BEST by familiarizing them with bubble answer format.

Lesson F Another view UNIT 2

1 Life-skills reading

Location of Career Technical Education (CTE) Programs

	North Center	South Center	West Center	Downtown Center	East Center
Auto Technician					
Certified Nursing Assistant					
Food Service Worker					
Hospitality and Tourism					
Information Technology					
Customer Service					
Welding					
Workplace Readiness					

A Read the questions. Look at the chart. Fill in the answers.

- Which program is not offered at all five centers?
 - (A) Certified Nursing Assistant
 - (B) Workplace Readiness
 - (C) Food Service Worker
 - (D) Information Technology
- Which centers offer fewer than five programs?
 - (A) South Center and Downtown Center
 - (B) North Center and East Center
 - (C) Downtown Center and East Center
 - (D) none of the above
- The center that offers more than six programs is _____.
 - (A) West Center
 - (B) East Center
 - (C) North Center
 - (D) South Center
- Which programs are offered at only one center?
 - (A) Hospitality and Tourism and Customer Service
 - (B) Welding and Customer Service
 - (C) Auto Technician and Information Technology
 - (D) Hospitality and Tourism and Welding

B Solve the problem. Give your opinion.
Ahmed works four days and two nights at a computer store. He wants to study Information Technology. The closest program is at the East Center. However, the first class meets on the same two nights he works. What should he do?

2 Grammar connections: be + supposed to and be + not supposed to

be + supposed to and be + not supposed to can show expectations about behavior.
You're supposed to come early without an appropriate excuse. You're not supposed to miss class without an appropriate excuse.

A Talk with a partner. Choose one of the places in the box. Describe expectations about behavior there. Your partner guesses the place. Take turns.

the bookstore the cafeteria the classroom the computer lab the counseling office the gymnasium the library the tutoring office

A You're supposed to be quiet in this place. You're not supposed to eat here.
B Is it the computer lab?
A No, it isn't. You're supposed to do research and borrow books here.
B Is it the library?
A Yes, it is.

A You're supposed to use cash or credit cards here. You're not supposed to borrow anything.
B Is it the cafeteria?
A No, it isn't. You're not supposed to eat here. You're supposed to buy materials for your class here.
B Is it the bookstore?
A Yes, it is.

B Share information with the class.
You're supposed to be quiet in a library. You're not supposed to use your phone, and you're supposed to return books on time.

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

ELPS: L.4.2, L.4.5, L.5.2, L.5.5
CASAS: G.1, G.2, G.3, G.4, G.4.4, G.4.5, G.4.6, G.4.7, G.4.8, G.4.9, G.4.10, G.4.11, G.4.12, G.4.13, G.4.14, G.4.15, G.4.16, G.4.17, G.4.18, G.4.19, G.4.20, G.4.21, G.4.22, G.4.23, G.4.24

Problem-solving activity

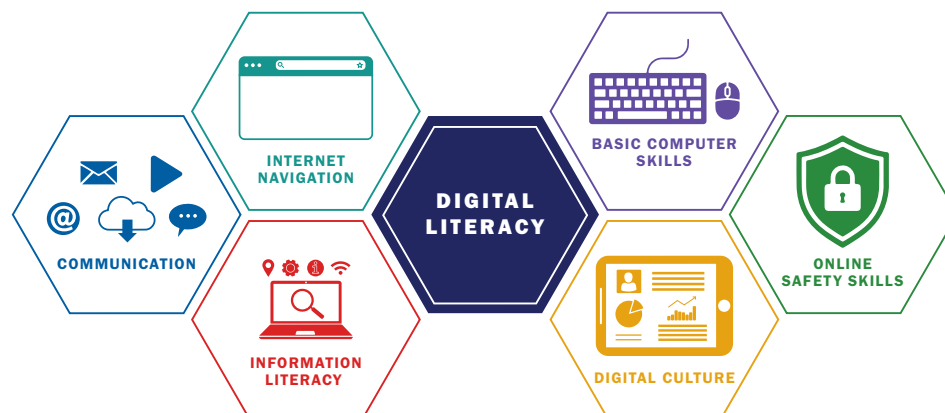
Covers critical thinking and soft skills — crucial for workplace readiness — and helps students meet WIOA requirements.

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 education

1 Before you read
Look at the pictures. Answer the questions.
1. What is happening in the pictures below?
2. Do you know someone who has a similar job?

2 Read
Read. Listen and read again.

Jobs in education
The chart lists four jobs in education: food service worker, student services assistant, school office manager, and ESL teacher.

Career	Job duties	Required education
food service worker	- Prepares and serves food to students - Answers questions about food and the ingredients - Cleans the kitchen and dining areas	High school diploma
student services assistant	- Welcomes new and returning students - Assists students with enrollment, registration, and advising - Gives information on resources like tutoring and counseling	High school diploma and two years' experience in a related field
school office manager	- Runs the office of a school - Manages student files with attendance, medical records, and test scores - Prepares notices, reports, newsletters, and other communication for the school	High school diploma, vocational training or an associate degree, and on-the-job training
ESL teacher	- Plans lessons and creates materials - Teaches English to those whose first language is not English - Evaluates students' progress	Bachelor's degree and certificate

Each of these careers in education supports the education of students. People in these careers work in different types of schools. A food service worker can work in any school's cafeteria. Student services assistants often work in universities, community colleges, and adult schools. School office managers can work in private and public schools for children or adults. ESL teachers work with all ages and in all types of educational institutions.

If you are interested in these careers or other jobs in education, the Department of Education website for your state is a good place to start. You can find information and postings for jobs across the state. They also provide links to city and regional employment websites and information about education career fairs. Education career fairs are usually in the spring and feature hundreds of open positions across several schools or universities in a city or region.

3 After you read
A Check your understanding.
1. What's the article about?
2. According to the chart, which career requires a bachelor's degree?
3. In the job duties of student services assistant, what word means the same as helps?
4. According to the article, which job is usually *not* based in a school for children?
5. What kinds of links can you find at a state Department of Education website?
6. According to the article, education career fairs usually happen in the spring. Why do you think that is so?

4 Listen
A Listen and answer the questions.
1. Who are the speakers?
2. What are they talking about?
B Listen again. Take notes. Answer the questions.
1. How many years has Amy been in her career? 15
2. How many countries are represented in her classroom?
3. What is the number of first languages in her classroom?
4. What is something she likes about her career?
5. What is something that's difficult about her job?
6. What advice does she have for new teachers?

Listen and check your answers.
C Talk with a partner. Ask and answer the questions.
1. What personal qualities does Amy say ESL teachers need?
2. Do you think Amy chose the right career? Explain your answer.
3. Would you like to be an ESL Teacher? Why or why not?

Useful Language
It's the least we can do. = We'd be happy to do it.

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

Listen for and identify specific job information in a conversation

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

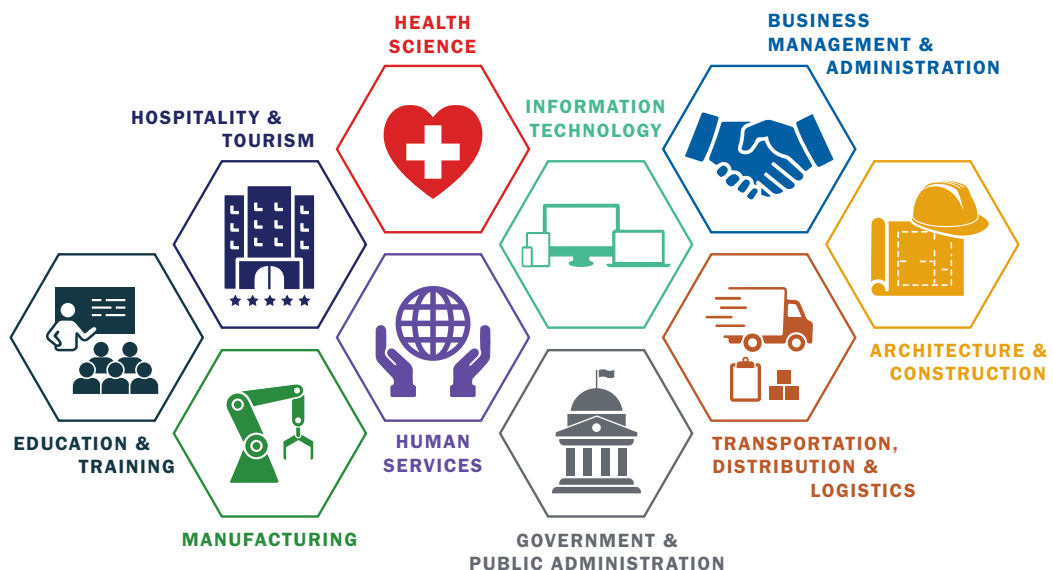
Extension

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.



Listening Exercise 1B

Provides practice in summarizing — an activity found on the CASAS STEPS Listening test.

Review pages

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

REVIEW

1 Listening

A Listen. Take notes on the conversation.

1. Type of certificate:	automotive technology
2. Number of required classes:	
3. Total number of courses:	
4. Time to complete the program:	
5. Cost per course:	

Talk with a partner. Check your answers.

B Listen again. What is the best summary of the conversation? Circle the answer.

A. B. C.

2 Grammar

A Write. Complete the story.

A Famous Athlete

Joel Embiid is considered an amazing basketball player around the world. Raised in L. considers / is considered Cameroon, he grew up playing volleyball and soccer. After he was noticed at a basketball camp, Embiid immigrated to the United States to play high school basketball in 2011. He 2. quick / easily became a star and played so 3. good / well that in 2013 he was given a scholarship to play college basketball. He only played for one year because he was chosen to play professional basketball for the Philadelphia 76ers in 2014. In 2023, he was voted the National Basketball Association's Most Valuable Player. In 2022, he became a citizen of the United States and then helped the U.S. team win the gold medal in the 2024 Olympics. Embiid 4. admires / is admired for his achievements and his loyalty. His brother Arthur died in a 5. tragic / tragically accident in Cameroon in 2014, and Embiid's son 6. names / is named Arthur after his brother. He also started a foundation to help children in Cameroon in his brother's name.

B Write. Look at the words that are underlined in the answers. Write the questions.

1. A _____
B Joel Embiid grew up in Cameroon.

2. A _____
B He became a citizen of the United States in 2022.

3. A _____
B He is admired for his achievements and loyalty.

Talk with a partner. Ask and answer the questions.

UNITS 1 & 2

3 Pronunciation: -ed verb endings

A Listen to the -ed verb endings in these sentences.

/t/

1. He has always **liked** playing number games.
2. She has **worked** as an accountant for ten years.

/d/

3. Emily has **realized** that Brenda has a good brain.
4. Naturalists are **skilled** in working with plants.

/ɪd/

5. The little boy **started** counting when he was two.
6. She is **gifted** in singing and dancing.

Listen again and repeat. Pay attention to the -ed verb endings.

B Listen and repeat. Then check (✓) the correct pronunciation for each -ed verb ending.

	/t/	/d/	/ɪd/
1. Classes are located at various elementary schools.			✓
2. All students are advised of the school rules.			
3. An application is required for admission.			
4. A math test is needed as well.			
5. The test is administered once a week.			
6. The students are expected to pay their fees soon.			
7. Lucas hasn't talked with a counselor yet.			
8. But he is finished with all his tests.			

Talk with a partner. Compare your answers.

C Talk with a partner. Practice the conversations. Pay attention to the pronunciation of the -ed verb endings: /t/, /d/, or /ɪd/.

1. **A** Are classes offered on Saturday?
B Yes, they are offered from 9:00 to 12:00.
3. **A** How did she cook?
B She cooked very well.
2. **A** What are we expected to bring to class?
B We are expected to bring a notebook, the textbook, and a pen.
4. **A** How did he paint?
B He painted skillfully.

D Write five past tense questions. Use the following words: administer, expect, finish, locate, provide, require, and talk. Then talk with a partner. Ask and answer your questions.

Pronunciation activities

Give additional opportunities to practice pronunciation and promote spoken fluency.

For teachers

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

Downloadable Teacher Resources

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

- **Multilevel Worksheets** that are designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Book and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.
- **Self-assessments** give students an opportunity to reflect on their learning and develop learner persistence.

Presentation Plus*

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

Online Tests*

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

Teacher's Edition and Printable Tests*

- Teacher's Edition includes lesson plans and teaching tips.
- Printable tests in PDF and Word.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

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

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 E Writing

PRACTICE

- Direct Ss' attention to Exercise 1C. Read the instructions aloud.
- Ask a S to read the sample topic sentence to the class.
- Ask another S to read aloud Part 1 of the outline. Make sure that Ss understand that the outline is based on the model paragraph on the previous page.
- Direct Ss' attention to Part 2 of the outline. Explain to Ss that they are using the outline to compare and contrast the two points of view from the paragraph on page 44. Ss work individually to complete this part. Walk around and help as needed.
- Have Ss share the examples they wrote with the class. Write them on the board.
- Direct Ss' attention to Exercise 1D. Read the instructions aloud. Suggest topics such as taste in music or daily schedules.
- Write the skeleton of an outline on the board:
 - Topic Sentence:
 1. (Me):
 - a. Example: *I like to eat salads and sandwiches.*
 - b. Example: *I don't eat a lot of meat and rice.*
 - c. Example: *I like fast food.*
 2. (My parents / my children)
 - a. Example: *My parents still eat like they did back home.*
 - b. Example: *They eat rice with every meal.*
 - c. Example: *They eat a lot of lamb and vegetables.*
- Ss work independently to complete their outline before writing.

Teaching Tip

Before Ss begin to write, encourage them to discuss the topic with a partner or a small group. Such prewriting discussions will help Ss focus their ideas for writing and may give them additional ideas they may not have considered.

APPLICATION

- Focus Ss' attention on Exercise 2. Read the instructions aloud.
- Guide Ss to see that they will be writing a contrast paragraph in which they will be showing the differences between two items – here, two groups of people.
- Ss complete the task individually. Walk around and help as needed.

Learner persistence (individual work)

- If you have any Ss who have difficulty writing, sit with them and help them as the other Ss are writing. Refer to the outline from Exercise 1D to show Ss how to use it as a guide for their writing.

COMPREHENSION CHECK

- Direct Ss' attention to Exercise 3A. Read the instructions aloud.
- This exercise asks Ss to develop skills to revise and edit their own writing.
- Ss check their own paragraphs against the writing checklist. Walk around and help as needed. If any Ss checked No for one or more of the checklist items, ask them to revise and edit their paragraphs to include the missing information.

EVALUATION

- Focus Ss' attention on Exercise 3B. Read the instructions aloud. This exercise enables Ss to work together to edit their writing. Reading aloud enables the writer to review their own writing and to understand the need to write clearly for an audience.
- Ss complete the exercise in pairs. Tell Ss to take turns reading their paragraphs to each other. Walk around and help as needed.
- Listen to Ss as they ask their partner a question about the paragraph and tell their partner one thing they learned from it.
- Ask several Ss to read their paragraphs to the class. Have other Ss ask questions and mention something they learned from the paragraph.
- Have Ss tell you examples of transitions they used or heard.
- Direct Ss' attention to the lesson focus on the board.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 3, Lesson E

Workbook, 15–30 min.

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

Download these resources at www.cambridgeonline.org

UNIT
3

C Work with a partner. Complete the outline of the model paragraph.

Topic sentence: One difference between my parents and me is that we don't have the same eating habits.

- Me: I enjoy eating "American style."
 - Example: I like to eat salads and sandwiches.
 - Example: I don't eat a lot of meat and rice.
 - Example: I like fast food.

Transition: On the other hand

- My parents: still eat like they did back home.
 - Example: They eat rice with every meal.
 - Example: They eat a lot of lamb and vegetables.
 - Example: They don't like to eat in restaurants.

D Plan a paragraph about a difference between you and your parents or you and your children. Include at least three examples to support your main idea. Make an outline. Use your own paper. Answers will vary.

2 Write

Write a paragraph about a difference between you and your parents or you and your children. Include a topic sentence that identifies the difference. Give examples to support the main idea, and use a transition between the two parts of your paragraph. Use the paragraph in Exercise 1B and the outlines in Exercises 1C and 1D to help you.

3 After you write

A Check your writing.

	Yes	No
1. My topic sentence states the difference between my parents and me or my children and me.	☐	☐
2. I gave examples to support the main idea.	☐	☐
3. I used a transition between the two parts of my paragraph.	☐	☐

B Share your writing with a partner.

- Take turns. Read your paragraph to a partner.
- Comment on your partner's paragraph. Ask your partner a question about the paragraph. Tell your partner one thing you learned.

END-OF-UNIT ACTIVITIES

Ventures provides several resources to help wrap up a unit:

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

They can be used in several ways:

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

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

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

Class time guidelines

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

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

MEET THE VENTURES AUTHOR TEAM



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



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



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



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



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

Teaching objectives

- Provide practice asking and answering questions about personal information
- Provide practice talking about study habits and strategies

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Welcome unit:
Exchange information
Talk about study habits and strategies
- Begin class. Books closed. Say: *Welcome to English class.*
- Introduce yourself to the class. Write your name on the board. Point to it. Tell Ss your name and ask them to repeat it. Tell Ss where you are from and anything else of interest that you would like to add, for example: *I am married. I have two children and a dog. I love dancing, cooking, and eating. My lucky number is seven.*
- Ask Ss to introduce themselves to the class. Encourage them to say their names, where they are from, and anything else they would like to add.

Teaching Tip

If any Ss feel uncomfortable or unable to add extra information to their introduction, don't force them. Ss can share more information later as they become more familiar with you and with one another.

PRESENTATION

- Books open. Set the scene. Hold up the Student's Book. Direct Ss' attention to the pictures on page 2. Ask the question from Exercise **1A**: *What do you see?* Elicit and write on the board any vocabulary that Ss know, such as: *cards, students, tablet, computer, basketball.*
- Photo story summary. Theme: Students discuss good study skills. 4 photos. 1. Mark is a confident student. 2. He uses vocabulary cards. 3. Lily likes to study in a small group. 4. Juan likes to study while moving.
- Direct Ss' attention to Exercise **1B**. Read the question aloud: *What are the people doing?* Hold up the Student's Book. Point to the students in picture 3. Ask: *What are they doing?* Elicit an appropriate answer, for example: *They're studying together.*
- Ss in pairs. Have Ss continue the exercise by pointing to people in the pictures and asking questions about what they are doing. Walk around and help as needed.

WELCOME: ELPS: L4.2, L4.10, L5.2, L5.10 **CASAS:** 0.1, 0.2, 2.3, 2.7
For more details, go to cambridgeone.org

- Ask several pairs to ask and answer the questions for the rest of the class.

Expansion activity (whole group)

- Point to people in the pictures and ask more questions, or encourage Ss to think of more questions to ask about the pictures.
- Call on Ss individually, or put Ss in pairs to ask and answer additional questions, such as: *Who are they? Where are they? Take a guess: Where are they from? What have they been studying?*

COMPREHENSION CHECK

- Hold up the Student's Book. Ask Ss Yes / No questions about the people's actions in the pictures. Use a variety of tenses. Encourage Ss not to answer with single-word answers, Yes or No, but to use short forms, such as: *Yes, she is. / No, she isn't. Yes, they are. / No, they aren't.*
Point to Mark. Ask: *Has he been studying?* (Yes, he has.)
Point to the students in picture 3. Ask: *Are they eating dinner?* (No, they aren't. They're studying.)

Community building (small groups)

- Have small groups of classmates visit your school library or community public library. You can help Ss prepare for their library visit by inviting your school librarian or a librarian from your public library to visit your class to talk about the library's offerings. Work with Ss to prepare some questions for the librarian beforehand. Tell Ss that the purpose of their library visit is to become familiar with their library so they feel comfortable there and can go there to study, check out books, or speak with the librarian.
- While they are visiting the library, have Ss collect any useful information about your community (e.g., a community calendar of cultural events, a newsletter, announcements) that is available.
- Invite each group to present its findings to the class at a later date. Follow up with a general discussion of the benefits of your school or community public library.

WELCOME

PRESENTATION

- Books closed. Write on the board: *Study habits and strategies*. Ask Ss: *What is a habit?* Explain or elicit that a *habit* is something you do regularly, often without thinking about it. Offer examples of your own habits, such as: *I have a habit of waking up early when I'm nervous about a test. I have a habit of reading the news every morning before breakfast.* Ask Ss to give examples of their own habits.
- Ask: *What is a strategy?* Explain or elicit that a *strategy* is a planned series of actions used to achieve something. Ask Ss: *What is your strategy for learning English?* Elicit answers, such as: *taking English classes, writing new words in a journal, meeting with a conversation partner.*

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.
- Books open. Direct Ss' attention to Exercise **2A**. Read the instructions aloud. Remind Ss that an *adjective* is a word that describes a person, place, or thing. Review the words and phrases in the checklist. Define any words or phrases that are unfamiliar to Ss, and write them on the board. Have Ss repeat.
- ▶ **Page 3, Exercise 2A** Play or read the audio (see audio script, page T-196). Ss listen and complete the exercise individually.
- Focus Ss' attention on the second part of Exercise **2A**. Read the instructions aloud.
- ▶ **Page 3, Exercise 2A** Play or read the audio again. Ss listen and check their answers.
- Read each word or phrase in the checklist and ask: *Was this word or phrase used in the conversation?* Elicit complete answers from the Ss: *Yes, it was.* or *No, it wasn't.* Make corrections as needed.
- Tell Ss to choose one adjective from the checklist that they feel best describes them. Have Ss take turns saying *I am _____*. Ss repeat one another's answers turning the *I* pronoun into *he* or *she*. For example: *I am reliable.* → *She is reliable.*

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.

COMPREHENSION CHECK

- Focus Ss' attention on Exercise **2B**. Read the instructions aloud. Review the words in the chart. Define any words that are unfamiliar to Ss, and write them on the board. Have Ss repeat.
- Ss complete the task individually. Walk around and help as needed.
- Tell Ss they are now going to tell a partner about their answers. Ss work in pairs to ask and answer the questions in the chart.
- Tell Ss you are going to ask the class each of the questions in the chart. Ss should raise their hands if their answer is *Yes, I do*. Ask each question, and encourage individual Ss who answer *yes* to share details about how they accomplished that particular study habit.

APPLICATION

- Direct Ss' attention to the instructions in Exercise **2C**. Read the instructions aloud. Ask a pair of Ss to read the dialogue aloud. Ensure Ss understand the activity. Write *Yes, I do.* and *No, I don't.* on the board. Encourage Ss to use these answers as they talk with their classmates.
- Tell Ss to stand up and to pick up their books. Ask Ss to walk around the classroom interviewing their classmates about the items in the chart. Ss continue asking one another questions until they have completed the chart. Walk around and help as needed.
- Direct Ss' attention to the instructions in the second part of Exercise **2C**. Read the instructions aloud. Ask three Ss to read the example dialogue. Encourage Ss to share information about their classmates with the class.

Teaching Tip

This exercise serves two purposes. It allows Ss to get to know each other, and it allows the T to find out on the first day of class how much English Ss already know.

EVALUATION

- Split the class into small groups. Direct Ss' attention to the charts on page 3. Ask each group to come up with two to three additional study habits or strategies to make learning easier.
- Listen and make sure that Ss ask and answer questions correctly.
- 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 past continuous and simple past verb tenses
- Provide review of three uses of the present perfect

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Welcome unit:
Review past continuous and simple past verb forms
Read and talk about bad weather
Review the three uses of the present perfect
- Begin class. Books closed. Write the following questions on the board:
Where were you last night?
What were you doing there?
What were you doing before you came to class today?
What were you doing before you ate dinner last night?
- Point to the first question. Ask a S to tell you where they were last night, using the past tense. Elicit appropriate answers, such as: *I was at the movies last night.* Continue with the remaining questions.
- Write several answers on the board. There should be at least two answers per question on the board.
- Call on individual Ss to come to the board, underline the verbs, and identify the verb form (simple past or past continuous). Help Ss as needed.

PRESENTATION

- Books open. Direct Ss' attention to Exercise **3A**, and read the instructions aloud.
- ▶ **Page 4, Exercise 3A** Model the task. Play or read the audio for number 1 (see audio script, page T-196). Pause the audio after the first sentence. Write *listened* and *was listening* on the board. Ask: *Which verb should I circle?* (was listening.)
- Hold up the Student's Book. Say: *Listen and circle the correct verb form for the rest of the sentences.*
- ▶ **Page 4, Exercise 3A** Play or read the rest of the audio. Ss listen and complete the exercise individually.
- Focus Ss' attention on the second part of Exercise **3A**. Read the instructions aloud.
- ▶ **Page 4, Exercise 3A** Play or read the audio again. Ss listen and check their answers.

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 task. Ask a S to read the first sentence aloud, including the example answer in number 1. Have the S read number 2 and fill in the correct verb form. Ask Ss: *Is the answer for number 2 correct?* Have Ss correct if needed.
- Ss complete the exercise individually. Walk around and help as needed.
- Direct Ss' attention to the second part of the instructions for Exercise **3B**.
- ▶ **Page 4, Exercise 3B** Play or read the audio again (see audio script, page T-196). Ss listen and check their answers.
- Write the numbers 1–14 on the board. Ask individual Ss to come to the board to write their answers. Ask other Ss if the answers are correct. Make corrections on the board 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**. Read the instructions aloud.
- Model the task. Ask for a volunteer to answer the first question. If any weather-related vocabulary words are new to Ss, write them on the board. Have Ss repeat.
- Ss work in pairs to complete the activity. Walk around and help as needed.
- Have several Ss ask and answer the questions for the rest of the class. Make sure that Ss use the correct verb form when responding to the questions.

WARM-UP AND REVIEW

- Write on the board: *simple past* and *present perfect*. Ask Ss: *What is the simple past?* Elicit answers, such as: *It's the verb tense we use to talk about something we completed in the past.* Ask Ss: *What is the present perfect?* Elicit answers, such as: *It's the verb tense we use to talk about something that started in the past and continues into the present, an experience we have had but the time is not clear, or an experience that was repeated before now.*
- Tell Ss that although both the simple past and present perfect can be used to talk about the past, each of them is used in different situations. Write *simple past* and *present perfect* on the board. Beneath them, write: *for / since* and *ever*. Ask Ss questions using the simple past or present perfect, for example: *How long have you lived in the United States? Have you ever visited California? Where did you go last weekend?* Encourage Ss to use the present perfect or the simple past in their answers.

PRESENTATION

- Books open. Direct Ss' attention to Exercise **4A** and read the instructions aloud.
- ▶ **Page 5, Exercise 4A** Model the task. Play or read the audio for number 1 (see audio script, page T-196). Pause the audio after the first sentence. Ask: *What word did you hear?*
- Hold up the Student's Book. Point to the example answer in number 1. Say: *Listen and write the words you hear for the rest of the sentences. Use the words from the word bank.*
- ▶ **Page 5, Exercise 4A** Play or read the rest of the audio. Ss listen and complete the exercise individually.
- ▶ **Page 5, Exercise 4A** Play or read the audio again. Ss listen and check their answers.

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

- Direct Ss' attention to Exercise **4B** and read the instructions aloud.
- Model the task. Ask a pair of Ss to read the first question and answer aloud.
- Ss complete the exercise individually. Walk around and help as needed.
- Direct Ss' attention to the second part of the instructions for Exercise **4B**.
- ▶ **Page 5, Exercise 4B** Play or read the audio again (see audio script, page T-196). Ss listen and check their answers.
- Ask Ss to read the questions and answers in pairs. Ask other Ss if the answers are correct. Make corrections as 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

- Direct Ss' attention to Exercise **4C**. Read the instructions aloud.
- Model the task. Ask for a volunteer to answer the first question. Review any new vocabulary words. Have Ss repeat.
- Ss work in small groups to complete the activity. Walk around and help as needed.
- Have several Ss ask and answer the questions for the rest of the class. Make sure that Ss use the correct verb form when responding to the questions.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to say sentences using the past continuous and simple past to talk about the weather. Ask Ss to make some questions and answers using the past continuous and simple past to talk about bad weather. Ask Ss to make three sentences about their own experiences, each sentence featuring a different use of the present perfect.
- 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: L4.1, L4.2, L5.1, L5.2
CASAS: 0.1, 0.2, 4.5, 7.2, 7.4, 7.5
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 pictures
- 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:
Ask about aptitudes
Discuss multiple intelligences
Give opinions
- Begin class. Books closed. Point to *Ask about aptitudes* in the lesson focus. Say the words aloud. Tell Ss that *aptitudes* are personal strengths. Ask: *What are some examples of aptitudes?* This language may be new to Ss, so start them off with some examples, such as: *artistic, athletic, mechanical, mathematical, musical*. On the board, write these words and any other examples that Ss brainstorm.
- Point to each word on the board and say the words aloud. Make sure that all Ss understand the meaning of each word.
- Ask: *What are your personal strengths? Are you _____?* (Point to each word on the board in turn.) Ss can say yes or no in response.

PRESENTATION

- Books open. Set the scene. Direct Ss' attention to picture 1 on page 6. Ask the question from Exercise **1A**: *What do you see?* Elicit and write on the board as much vocabulary about the picture as possible, such as: *jogging clothes, neighborhood*. Continue eliciting words to describe the remaining pictures.
- Photo story summary. Theme: Different types of intelligence. 6 photos. 1. Emily is jogging. 2. She knocks on Nina's door. 3. Nina's a good cook. 4. Brenda enjoys studying. 5. Gerry enjoys music. 6. Danny enjoys fixing cars.
- Direct Ss' attention to the question in Exercise **1B**. Read it aloud. Ask individual Ss to describe what is happening in each of the pictures. Elicit appropriate responses, such as: *Emily is jogging. Nina is cooking in the kitchen. Brenda is doing her homework. Gerry is playing the guitar. Danny is fixing the car.*

Teaching Tip

Encourage Ss to be creative. At this point, there is no single correct answer.

PRACTICE

- Direct Ss' attention to Emily in the first picture and again ask what she is doing.
- Ask Ss: *Does anyone like to jog?* If some Ss answer yes, find out where and how often they like to run. Ask Ss who say they jog if they are athletic.
- Direct Ss' attention to Nina in picture 3. Ask Ss: *Do you like to cook?* Ask Ss who answer yes what they like to make and how often they cook. Write *gifted in cooking* on the board. Ask Ss what that means, and try to elicit the definition.
- Direct Ss' attention to Brenda in picture 4. Ask Ss: *What is she doing?* (She's studying.) *Do you like to study English?* When your Ss say yes, tell them that if they like to study – or study frequently – then we would say they are *studious*. Write *studious* on the board.
- Direct Ss' attention to the picture of Gerry playing the guitar. Say: *If someone is good at playing music, we say that they are musical.*
- Direct Ss' attention to the picture of Danny fixing a car. Ask Ss: *What is he doing?* (He's working on a car.) Tell Ss that when someone is talented at fixing things, we say that the person is *mechanical*. Tell Ss that another word for *mechanical* is *handy*.

Expansion activity (student pairs)

- Have Ss work in pairs. Direct Ss' attention to the six pictures on page 6. Tell Ss that they are going to think of and practice a conversation between any two of the people in the pictures. Ss should use information from the pictures, and each person should speak at least five times. Encourage Ss to use the different verb forms they reviewed in the Welcome unit.
- Model the activity. Ask Ss to come up with the beginning of the conversation as a class. Write the beginning of the conversation on the board.
- Ss finish the conversation in pairs. Walk around and help as needed.
- If you have enough class time, ask several pairs to role-play the conversation for the rest of the class.
- As a follow-up (either in class or at home), have Ss choose one of the people in any of the pictures and write a description of that person's day, again recycling information from the verb review in the Welcome unit.

LESSON A Listening

PRESENTATION



- Books open. Direct Ss' attention to Exercise **2A**. Read the instructions aloud. Tell Ss that they are going to hear a conversation between Nina and Emily, the two women in pictures 1 and 3 on page 6. Have Ss listen for the main ideas.

▶ **Page 7, Exercises 2A and 2B** Play or read the audio (see audio script, page T-196).

- Ask Ss if they understood everything in the listening exercise. Write any unfamiliar words on the board, and help Ss understand the meaning of each of the new words.
- Elicit answers to the questions.



- Focus Ss' attention on Exercise **2B**. Read the instructions aloud. Tell Ss to listen and complete the chart based on the information they hear.

▶ **Page 7, Exercises 2A and 2B** Play or read the audio again. Tell Ss to listen for details about Emily, Nina, and Nina's children. Model the task. Pause the audio after Nina says: *Yes, it's true! She's really good at math. She just loves it.* Call on a S to read the example answers in the chart (*math, got first place in a math contest*). Tell Ss to listen and complete the chart individually.

- Play or read the rest of the audio.

▶ **Page 7, Exercises 2A and 2B** Play or read the audio again. Ss listen and check their answers. Repeat the audio as needed.

- Write the chart on the board. Ask Ss to come to the board to write the answers. Correct as needed.

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.

PRACTICE



- 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-196). Ss listen and circle the correct answer. Repeat the audio as needed. Check the answer as a class.

- Focus Ss' attention on Exercise **3A**. Read the instructions aloud. Tell Ss that the story in this exercise is a summary of what happened in the pictures on page 6. Review with Ss the idea that a summary contains the most important points of a story.
- Direct Ss' attention to the words or phrases in the word bank. Say each word or phrase aloud. Ask Ss to repeat. Correct pronunciation as needed.

- Ask Ss if they know the meaning of each word in the word bank. Explain any new words. Explain the similarities between *aptitude for* (we say someone *has* an aptitude for a particular subject), *gifted in*, and *talented in*, and how we use them. Write the phrases on the board. Underline the prepositions. Have Ss note the different prepositions used with each word.
- Ss complete the exercise individually. Help as needed.

COMPREHENSION CHECK

▶ **Page 7, Exercise 3A** Play or read the audio and ask Ss to read along in their books. Ss listen and check their answers. Repeat the audio as needed.

- Write the numbers 1–10 on the board. Ask individual Ss to come to the board to write their answers.
- Ask the class: *Are these answers correct?* Make any corrections on the board.

Learner persistence (individual work)

▶ **Page 7, 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.

APPLICATION

- Focus Ss' attention on Exercise **3B**. Read the instructions aloud.
- Model the task. Ask a S the first question in the exercise. Have Ss listen to the answer.
- Ss complete the exercise in pairs. Help as needed.
- Ask several 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 individual Ss to tell you about Nina and her aptitudes as well as those of her children. Ask other Ss to tell you about their own aptitudes.
- 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

- Provide practice with contrasting adjectives and adverbs
- Describe skills using adjectives and adverbs

LESSON B: ELPS: L4.2, L4.10, L5.2, L5.10
CASAS: 0.1, 0.2, 4.6, 4.8, 7.1, 7.2, 7.4, 7.5
For more details, go to cambridgeone.org

WARM-UP AND REVIEW

- Before class: Write today's lesson focus on the board.
Lesson B:
Contrasting adjectives and adverbs
- Begin class. Books closed. Review parts of speech. Write these four sentences on the board:
The singer sang beautifully.
She sang slowly.
The singer was good.
I love beautiful music.
- Ask Ss to identify the adjectives (*good, beautiful*) and the adverbs (*beautifully, slowly*).

PRESENTATION

Focus on meaning / personalize

- Direct Ss' attention to the lesson focus on the board. Read it aloud.
- Books closed. Ask: *What kind of dancer are you?* Write on the board:
I'm a _____ dancer. Elicit answers, such as: *I'm a good dancer. I'm a clumsy dancer.* Write the adjectives on the board.
- Then ask: *How well do you dance?* Write on the board:
I dance _____. Elicit adverbs to complete the sentence, such as *I dance well.* and *I dance poorly.* and write them on the board. Point out that an adjective tells you more about a noun and an adverb more about a verb.
- Below *I dance well.* and *I dance poorly.*, write *I dance really well. I dance very poorly.* Underline *really* and *very*. Tell Ss we can also use *really* and *very* before adverbs and adjectives to give emphasis and make a statement stronger.

Focus on form

- Use the animated grammar presentation in one or more of the following ways:
 - Preview it before class
 - Show in class
 - Encourage Ss to watch outside of class.
- Books open. Direct Ss' attention to the Adjective and Adverb chart in Exercise 1. Read aloud each statement. Ask Ss to repeat. Have Ss identify and underline the adjective and adverb in each sentence. Ask: *Do adverbs always end in -ly?* (No.) Point out the use of *very* in the third row of sentences in the chart.

- Use the chart headings to explain that adjectives generally come before a noun, and adverbs come after a verb.
- Direct Ss' attention to the *Irregular* chart in Exercise 1. Give example sentences for the first irregular adjective / adverb, and write them on the board, for example: *I'm a fast driver. I drive fast.* Have S volunteers make sentences using the other words in the irregular adjective / adverb box, for example: *She's a good speaker. She speaks well. He's a hard worker. He works hard.*

Teaching Tip

Explain that we ask *How?* to identify adverbs and *What kind of?* to identify adjectives.

PRACTICE

- Direct Ss' attention to Exercise 2A. Read the instructions aloud.
- Ask a S to read aloud the example sentence. Then ask Ss to point out the sentences in Exercise 2A that have the word *very*. (1, 5, 6, and 9.) Make sure Ss understand the exercise.
- Ss complete the exercise individually. Walk around and help as needed.

COMPREHENSION CHECK

- ▶ **Page 8, Exercise 2A** Play or read the audio (see audio script, page T-196). Ss listen and check their answers. Repeat the audio as needed.
- Write the numbers 1–10 on the board. Ask several Ss to come to the board to write their answers in complete sentences. Make corrections on the board as needed.
- Say sentences that contain an adjective or adverb, such as the following:
She's an excellent student. (adjective)
The traffic was moving slowly this morning. (adverb)
Don't walk so fast. (adverb)
He's a fast talker. (adjective)
Ask Ss to tell you if they hear an adjective or an adverb.