4th Edition

Ventures

Basic

ALIGNED TO WIOA NRS ELPS



Student's Book
with Digital Pack

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

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SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	■ Identifying the letters of the alphabet ■ Spelling names ■ Identifying classroom directions ■ Identifying numbers	■ Saying classroom directions ■ Saying the alphabet ■ Saying numbers	■ Classroom directions ■ The alphabet with capital and lowercase letters ■ Numbers	
Unit 1 **Personal information** pages 6–19 Topic: **Describing people**	■ Identifying names ■ Identifying phone numbers ■ Identifying countries of origin ■ Exchanging personal information	■ Asking and answering questions about personal information	■ Personal information ■ Countries ■ Months of the year	■ Possessive adjectives (*my*, *your*, *his*, *her*)
Unit 2 **At school** pages 20–33 Topic: **The classroom**	■ Identifying classroom objects ■ Describing location ■ Finding out location	■ Asking what someone needs ■ Asking about and giving the location of things	■ Classroom furniture ■ Classroom objects ■ Days of the week	■ Prepositions of location (*in*, *on*, *under*)
Review: Units 1 and 2 pages 34–35		■ Understanding conversations		
Unit 3 **Friends and family** pages 36–49 Topic: **Family**	■ Identifying family relationships ■ Describing a family picture	■ Asking and answering questions about family relationships	■ Family relationships ■ Family members ■ People	■ *Yes* / *No* questions with *have*
Unit 4 **Health** pages 50–63 Topic: **Health problems**	■ Describing health problems	■ Asking and answering questions about health problems	■ The doctor's office ■ Body parts ■ Health problems	■ Singular and plural nouns
Review: Units 3 and 4 pages 64–65		■ Understanding conversations		
Unit 5 **Around town** pages 66–79 Topic: **Places and locations**	■ Identifying buildings and places ■ Describing location	■ Asking and answering questions about where someone is ■ Asking and answering questions about the location of buildings and places ■ Describing your neighborhood	■ Buildings and places ■ Transportation	■ Prepositions of location (*on*, *next to*, *across from*, *between*) ■ *Where* questions

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading classroom directions ■ Reading the alphabet ■ Reading numbers	■ Writing the alphabet ■ Writing numbers	■ Understanding classroom directions	■ Pronouncing the alphabet ■ Pronouncing numbers	
■ Reading a paragraph about a new student	■ Completing sentences giving personal information ■ Completing an ID card	■ Reading an ID card	■ Pronouncing key vocabulary ■ Pronouncing phone numbers	■ Learning about jobs in government
■ Reading a note about school supplies ■ Reading a memo about class information	■ Completing sentences about class information	■ Reading a class schedule ■ Digital Literacy: Identifying icons and using the mouse	■ Pronouncing key vocabulary	■ Learning about jobs in education
			■ Pronouncing *a* as in *name* and *o* as in *phone*	
■ Reading a paragraph about a family	■ Completing sentences about a family ■ Completing sentences about your family	■ Reading a housing application	■ Pronouncing key vocabulary	■ Learning about jobs in the community
■ Reading a paragraph about a visit to the doctor's office	■ Completing a sign-in sheet at the doctor's office	■ Reading a label on a box of medicine ■ Digital Literacy: Logging in and connecting to Wi-Fi	■ Pronouncing key vocabulary	■ Learning about jobs in healthcare
			■ Pronouncing e as in *read*, *i* as in *five*, and *u* as in *June*	
■ Reading a notice about a library opening ■ Reading a description of someone's street	■ Completing sentences describing your street	■ Reading a map	■ Pronouncing key vocabulary	■ Learning about jobs in transportation

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 **Time** pages 80–93 Topic: **Daily activities and time**	■ Asking the time ■ Asking for and giving information about the days and times of events	■ Asking and answering questions about the time ■ Asking and answering questions about events	■ Clock time ■ Activities and events ■ Times of the day	■ *Yes / No* questions with *be*
Review: Units 5 and 6 pages 94–95		■ Understanding conversations		
Unit 7 **Shopping** pages 96–109 Topic: **Clothes and prices**	■ Identifying clothing items ■ Reading prices ■ Identifying colors	■ Asking and answering questions about prices ■ Identifying the colors of clothing	■ Clothing ■ Prices ■ Colors	■ *How much is? / How much are?*
Unit 8 **Work** pages 110–123 Topic: **Jobs and skills**	■ Identifying jobs ■ Identifying job duties	■ Asking and answering questions about jobs ■ Asking and answering questions about job duties	■ Names of jobs ■ Job duties	■ *Yes / No* questions with simple present ■ Short answers with *does* and *doesn't*
Review: Units 7 and 8 pages 124–125		■ Understanding conversations		
Unit 9 **Daily living** pages 126–139 Topic: **Home responsibilities**	■ Identifying family chores	■ Asking and answering questions about family chores ■ Asking and answering questions about people's activities	■ Chores ■ Rooms of a house	■ *What* questions with the present continuous
Unit 10 **Free time** pages 140–153 Topic: **Free time**	■ Identifying free-time activities ■ Describing what people like to do	■ Asking and answering questions about free-time activities	■ Free-time activities	■ *like to* + verb ■ *What* questions with *like to* + verb
Review: Units 9 and 10 pages 154–155		■ Understanding conversations		

Reference	pages 156–163
Grammar charts	pages 156–159
Useful lists	pages 160–162
Map of North America	page 163
Self-study audio script	pages 164–173

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
■ Reading a paragraph about a person's schedule ■ Reading someone's daily schedule	■ Completing a schedule ■ Completing sentences about a schedule	■ Reading an invitation ■ Digital Literacy: Using email on a computer	■ Pronouncing key vocabulary ■ Pronouncing times	■ Learning about jobs in technology
			■ Pronouncing *a* as in *at* and *o* as in *on*	
■ Reading an email about a shopping trip	■ Completing a shopping list	■ Reading a store receipt	■ Pronouncing key vocabulary ■ Pronouncing prices	■ Learning about jobs in retail
■ Reading an article about the employee of the month ■ Reading a letter about people's jobs	■ Completing sentences about people's jobs	■ Reading help-wanted ads ■ Digital Literacy: Writing and sending an email	■ Pronouncing key vocabulary	■ Learning about jobs in business
			■ Pronouncing *e* as in *red*, *i* as in *six*, and *u* as in *bus*	
■ Reading an email about problems with family chores ■ Reading a chart of family chores	■ Completing a chart about family chores ■ Completing sentences about family chores	■ Reading a work order	■ Pronouncing key vocabulary	■ Learning about jobs in construction
■ Reading an email to a friend	■ Completing sentences about free-time activities	■ Reading a course description ■ Digital Literacy: Navigating a website using the mouse	■ Pronouncing key vocabulary	■ Learning about jobs in hospitality
			■ Reviewing pronunciation of *a*, *e*, *i*, *o*, and *u* in key vocabulary	

TO THE TEACHER

What is *Ventures*?

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

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

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

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

What are the *Ventures* components?

Student's Book

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

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

Teacher's Edition

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

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

Teacher's Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- *Picture dictionary cards and Worksheets* that reinforce vocabulary learned in Levels Basic, 1, and 2.
- *A placement test* that helps accurately identify the appropriate level of *Ventures* for each student.
- 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.

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.

Literacy Workbook

The Literacy Workbook develops reading and writing readiness skills by focusing on letter formation, the conventions of writing in English, and the connection between written and spoken language. For each lesson in the Basic Student's Book, the Literacy Workbook has two pages of activities focusing on key words and sentences.

- The left-hand page is for students who are pre-, non-, or semiliterate in their own languages. Capital letters are introduced before lower case letters, and letters are sequenced based on strokes to form them; for example, straight lines such as *t* before curved lines such as *s*. Letters are presented in the context of words practiced in the lesson of the Student's Book that the workbook lesson supports.
- The right-hand page is for students who are literate in their first languages, but unfamiliar with the Roman alphabet used in English. When appropriate, students who complete the left-hand page with confidence can move to the right-hand page.
- Students who begin with the right-hand page, but require remediation, can move to the left-hand page.

Presentation Plus

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

Ventures Arcade (cambridge.org/venturesarcade)

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

Unit organization

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

LESSON B focuses on vocabulary in the Basic Student's Book. It introduces vocabulary through illustrations or photos and listening, followed by practice exercises that check understanding, relate spoken to written form, and provide conversation practice. The lesson ends with an interactive activity.

LESSON C focuses 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; and, finally, to ***Communicate*** exercises that guide learners as they generate original answers and conversations. These lessons often include a *Culture note*, which provides information directly related to the conversation practice (such as the use of titles with last names) or a *Useful Language* note, which introduces useful expressions.

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

LESSON E Writing focuses on basic writing skills. In preparation for the writing, students fill in missing letters in words or missing words in sentences. Next, they fill in missing words in a paragraph, which serves as a model for them to write their information or ideas. The lesson ends with students sharing their writing with a partner.

LESSON F Another view brings the unit together with opportunities to review lesson content. ***Life-skills reading*** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on CASAS[1] and BEST[2]) develop test-taking skills. ***Solve the problem*** focuses on critical thinking, soft-skills, and workplace development. ***Fun with vocabulary*** provides interactive activities that review and expand the vocabulary of the unit.

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 a visual that helps the teacher assess what learners already know, and this serves as a prompt for the unit's key vocabulary. Next is ***Read***, which introduces one specific job through a set of illustrations and activates vocabulary related to the job role. The ***Read*** section includes audio, which provides additional practice in connecting sound with print, a skill especially important for Basic level learners. ***After you read*** exercises check comprehension. Next is ***Listen***, which concentrates on the vocabulary introduced in the reading, used in high-frequency commands used on the job. The ***Listen again*** activity affords students the opportunity to demonstrate comprehension of the job commands they heard, and ***After you listen*** concludes the lesson by having students practice the commands with each other.

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

UNIT TOUR

The Most Complete Course for Student Success

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

The Big Picture

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

CASAS

Provides practice for an activity found in CASAS STEPS.

Unit Goals

Introduces the goals of each unit.



How to use a QR code

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

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

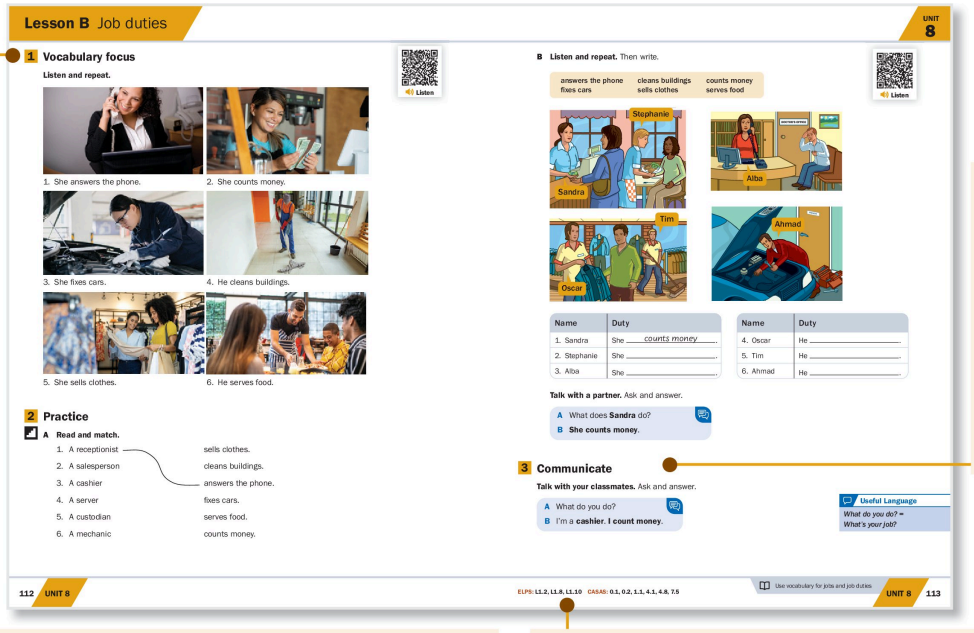


3 Easy Ways to Access Audio

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

Vocabulary Practice

Explicit vocabulary practice with accompanying audio equips students with the tools necessary to succeed outside the classroom.



Real-life Practice

Engages students and provides meaningful application of the grammar.

Natural Progression

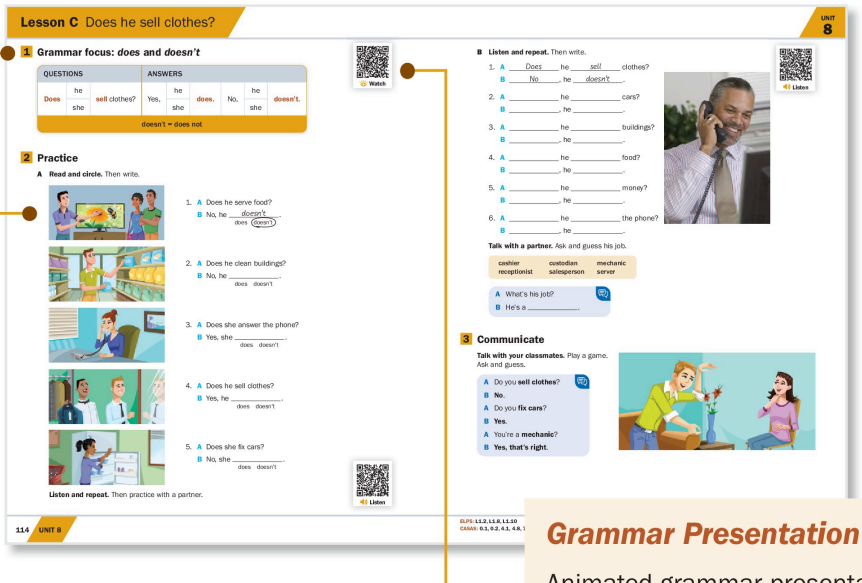
Moves from controlled to communicative activities for students to ask and answer questions about familiar text, topics, and experiences.

ELPS and CASAS

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

Grammar Chart

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



Additional Grammar Activities

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

Grammar Presentation

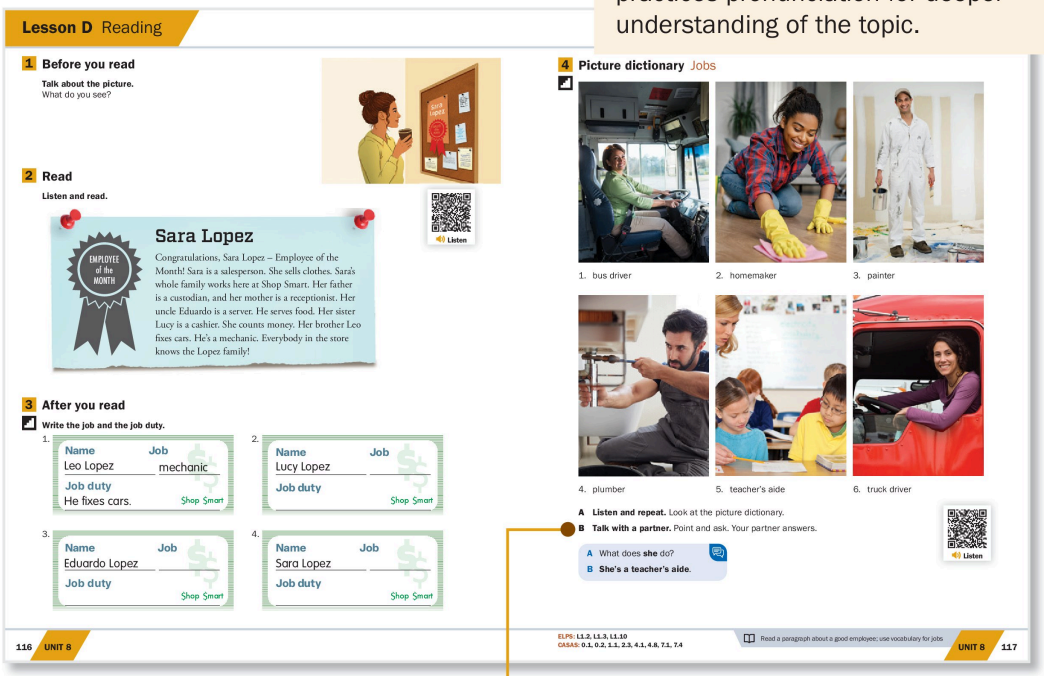
Animated grammar presentations to watch on mobile devices using QR codes allow for self-directed learning and develop digital literacy.

Reading

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

Picture dictionary

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

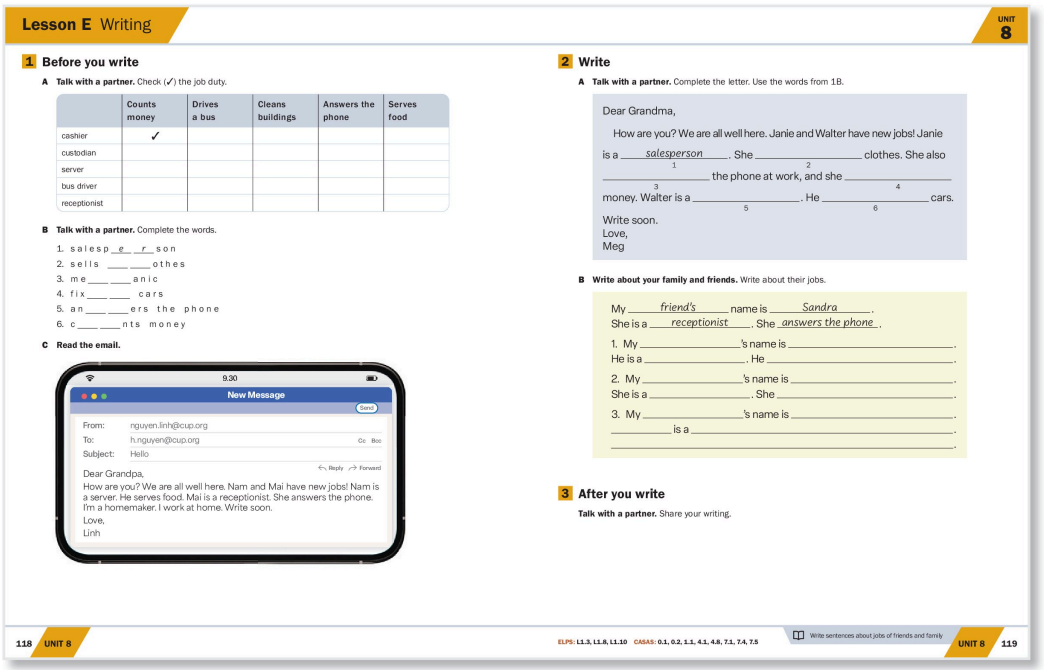


Speaking Practice

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

Writing

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



Document Literacy

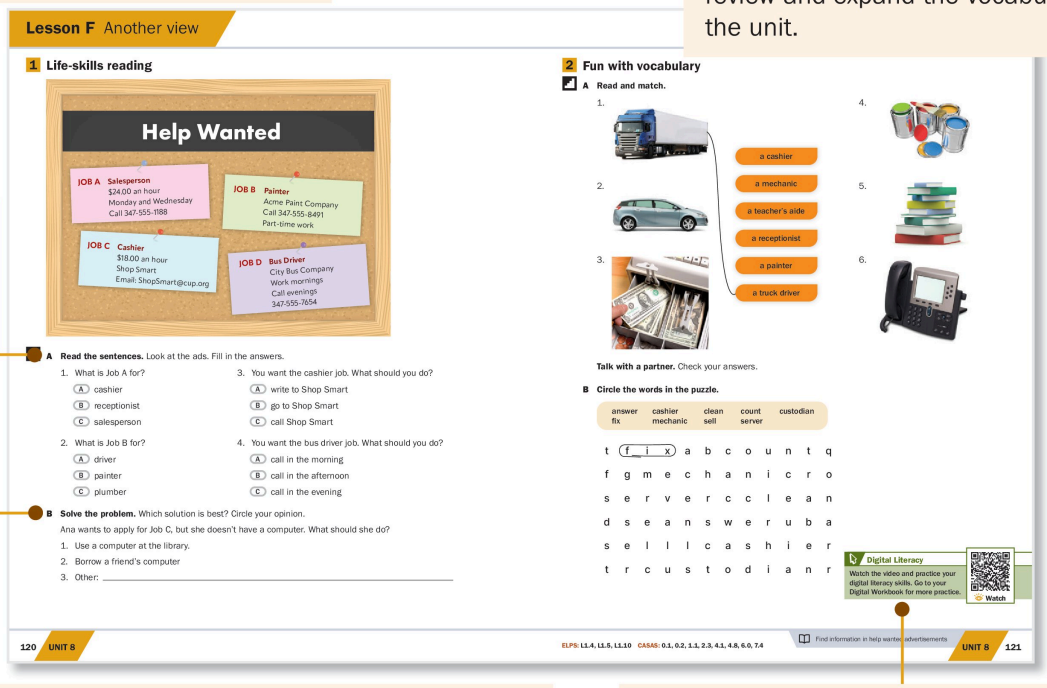
Builds real-life skills through explicit practice using authentic document types.

Fun with Vocabulary

Provides interactive activities that review and expand the vocabulary of the unit.

Test-taking Skills

Prepares students for standardized tests like CASAS and the BEST by familiarizing them with bubble answer format.



Lesson F Another view

1 Life-skills reading

Help Wanted

JOB A Salesperson
$24.00 an hour
Monday and Wednesday
Call 347-555-1188

JOB B Painter
Acme Paint Company
Call 347-555-8491
Part-time work

JOB C Cashier
$18.00 an hour
Shop Smart
Email: ShopSmart@cup.org

JOB D Bus Driver
City Bus Company
Work mornings
Call evenings
347-555-7654

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

1. What is Job A for?
   (A) cashier (B) receptionist (C) salesperson
2. What is Job B for?
   (A) driver (B) painter (C) plumber
3. You want the cashier job. What should you do?
   (A) write to Shop Smart (B) go to Shop Smart (C) call Shop Smart
4. You want the bus driver job. What should you do?
   (A) call in the morning (B) call in the afternoon (C) call in the evening

B Solve the problem. Which solution is best? Circle your opinion.
Ana wants to apply for Job C, but she doesn't have a computer. What should she do?
1. Use a computer at the library.
2. Borrow a friend's computer
3. Other: _____

2 Fun with vocabulary

A Read and match.

a cashier
a mechanic
a teacher's aide
a receptionist
a painter
a truck driver

Talk with a partner. Check your answers.

B Circle the words in the puzzle.

answer fix cashier mechanic clean sell count server custodian

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

120 UNIT 8

ELPS: 1.1.4, 1.1.5, 1.1.10 CASAS: 0.1, 0.2, 1.1, 2.3, 4.1, 4.8, 6.0, 7.4

Find information in help wanted advertisements

UNIT 8 121

Problem-solving Activity

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

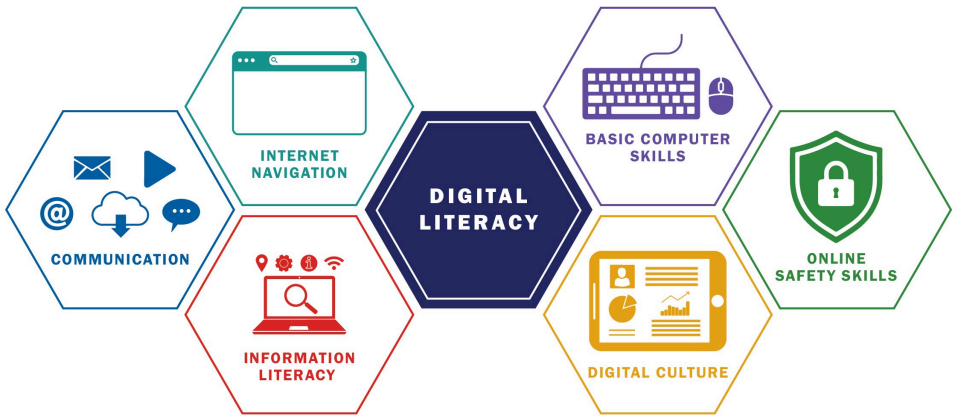
Digital Literacy

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

Digital Literacy in *Ventures*

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

Covers key areas:



Career Readiness

Uses an integrated skills approach as students learn about jobs in different career clusters to discover some of the job duties and explore their interests.

Pre-reading

Explores career clusters through visuals.



Reading

Ensures better comprehension by combining reading with illustrations, listening practice, and vocabulary comprehension exercises for an integrated approach.

Listening and vocabulary

Develops listening comprehension of job vocabulary through high frequency commands used on the job.

Extension

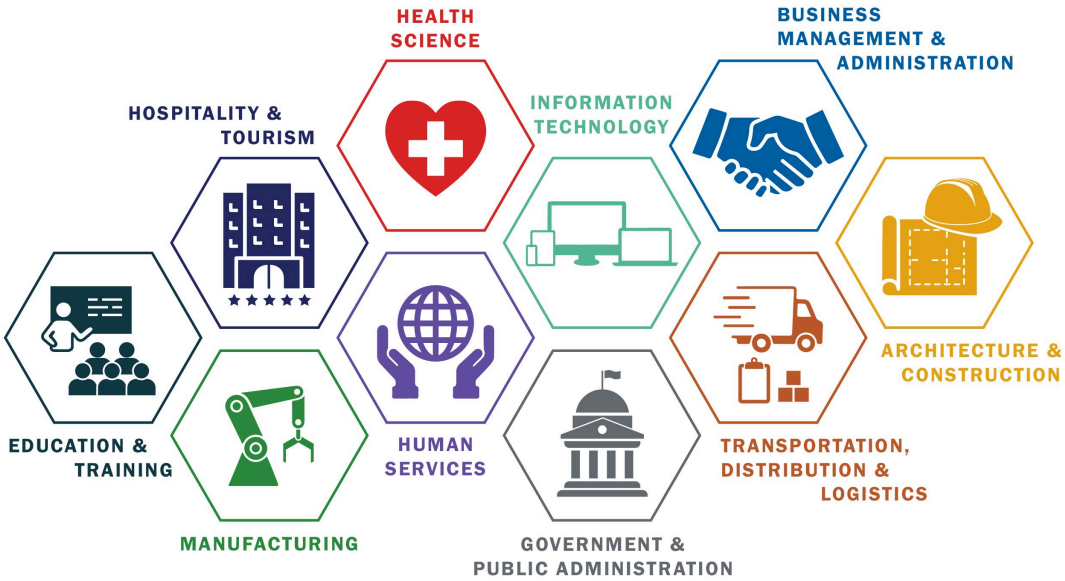
Links to various sources for additional information to extend the lesson.

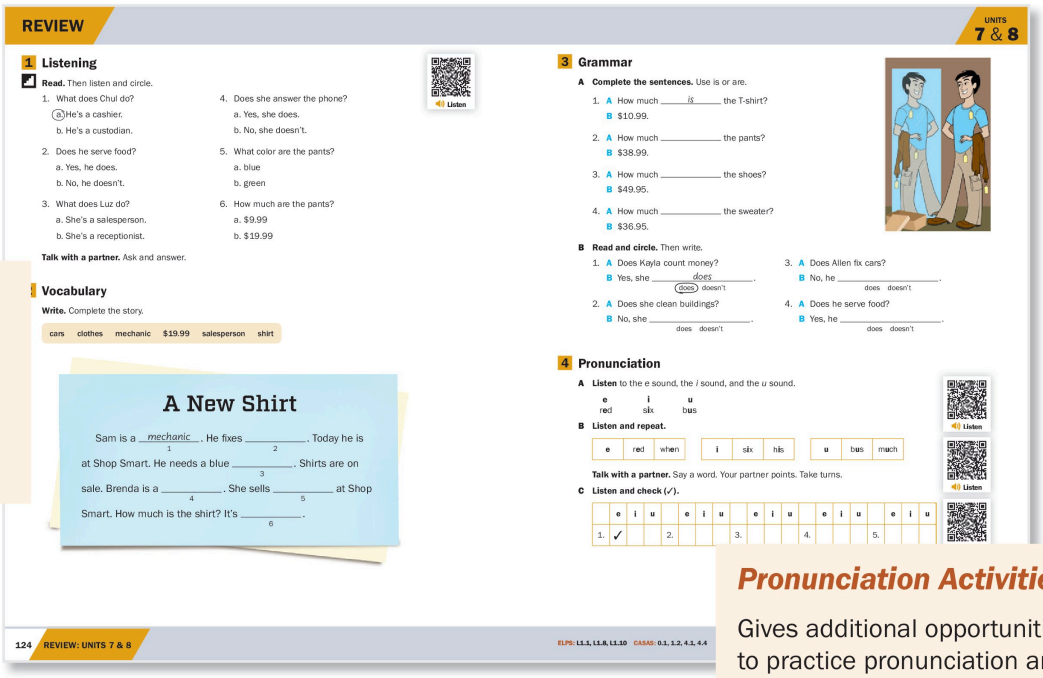
Speaking

Helps students internalize the vocabulary by practicing the commands with each other.

Career Clusters

Career clusters are groups of careers that share similar skills and interests. Students interested in specific careers can find related options that might interest them by using the clusters. The different career clusters prepare learners for careers in education, hospitality, health, IT, transportation, business administration, and more.




REVIEW

UNITS 7 & 8

1 Listening

Read. Then listen and circle.

1. What does Chul do?
   a. He's a cashier.
   b. He's a custodian.
2. Does he serve food?
   a. Yes, he does.
   b. No, he doesn't.
3. What does Luz do?
   a. She's a salesperson.
   b. She's a receptionist.
4. Does she answer the phone?
   a. Yes, she does.
   b. No, she doesn't.
5. What color are the pants?
   a. blue
   b. green
6. How much are the pants?
   a. $9.99
   b. $19.99

Talk with a partner. Ask and answer.

Vocabulary

Write. Complete the story.

cars clothes mechanic $19.99 salesperson shirt

A New Shirt

Sam is a mechanic (1). He fixes _____ (2). Today he is at Shop Smart. He needs a blue _____ (3). Shirts are on sale. Brenda is a _____ (4). She sells _____ (5) at Shop Smart. How much is the shirt? It's _____ (6).

3 Grammar

A Complete the sentences. Use is or are.

1. A How much is the T-shirt?
   B $10.99.
2. A How much _____ the pants?
   B $38.99.
3. A How much _____ the shoes?
   B $49.95.
4. A How much _____ the sweater?
   B $36.95.

B Read and circle. Then write.

1. A Does Kayla count money?
   B Yes, she does (does / doesn't).
2. A Does she clean buildings?
   B No, she _____ (does / doesn't).
3. A Does Allen fix cars?
   B No, he _____ (does / doesn't).
4. A Does he serve food?
   B Yes, he _____ (does / doesn't).

4 Pronunciation

A Listen to the e sound, the i sound, and the u sound.

e red i six u bus

B Listen and repeat.

e	red	when	i	six	his	u	bus	much

Talk with a partner. Say a word. Your partner points. Take turns.

C Listen and check (✓).

	e	i	u	e	i	u	e	i	u	e	i	u	e	i	u
1.	✓			2.			3.			4.			5.		

124 REVIEW: UNITS 7 & 8

ELPS: 1.I.1, 1.I.8, 1.I.10 CASAS: 0.1, 1.2, 4.1, 4.4

Review Pages

Provides review and confirms retention of vocabulary and grammar after every two units.

Pronunciation Activities

Gives additional opportunities to practice pronunciation and promotes 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.

- **Picture Dictionary Flashcards and Worksheets** reinforce the vocabulary students learned at the lower levels.
- **Literacy Writing Worksheets** offer practice recognizing and forming letters and numbers.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Real-life Documents** provide literacy practice with common forms.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their post-exit 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, mid-term, and final tests save you the trouble of marking paper tests.
- Students can access tests from a computer, tablet or a smartphone.

Teacher's Edition and Printable Tests*

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

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

CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
Welcome Unit Pages 2–5	0.1, 0.2	**Reading STEPS** **High-frequency Vocabulary (Pictures):** Photos **Numbers:** Number words **Listening STEPS** **Dialogue:** Continue the conversation
Unit 1 **Personal information** Pages 6–19	0.1, 0.2, 2.3, 2.5, 4.1, 4.4, 4.6, 4.8, 6.0, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos; Symbols **High-frequency Vocabulary (Texts):** Words on forms **Numbers:** Number words; Number formatting **Listening STEPS** **Dialogue:** Continue the conversation **Vocabulary:** Understand high-frequency words
Unit 2 **At school** **Units 1 and 2 Review** Pages 20–35	0.1, 0.2, 1.4, 2.3, 4.1, 4.4, 4.5, 4.6, 4.8, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **High-frequency Vocabulary (Texts):** Words on forms **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high-frequency words
Unit 3 **Friends and family** Pages 36–49	0.1, 0.2, 4.1, 4.4, 4.6, 4.8, 7.4, 7.5, 8.3	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **High-frequency Vocabulary (Texts):** Words on forms **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high-frequency words
Unit 4 **Health** **Units 3 and 4 Review** Pages 50–65	0.1, 0.2, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4, 4.6, 4.8, 7.4, 7.5, 8.3	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high-frequency words
Unit 5 **Around town** Pages 66–79	0.1, 0.2, 1.1, 2.2, 2.5, 4.1, 4.4, 4.6, 4.8, 7.1, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	ELPS: L1.1, L1.2.
Interpretive Identify key words and phrases relating to personal information; recognize vocabulary relating to personal information and to countries and months of the year; scan for key information in a reading about a new student; scan for key information in an ID card. **Productive** Use *possessive adjectives*; ask and answer questions about personal information; complete an ID card by giving personal information. **Interactive** Participate in a short conversation and written exchanges about personal information; project: participate in a research project about contact information for your classmates.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10.
Interpretive Identify key words and phrases relating to the classroom; recognize vocabulary relating to classroom furniture, classroom objects, and days of the week; scan for key information in a reading about class information and school supplies; scan for key information in a class schedule. **Productive** Use *prepositions of location*; ask what someone needs and about the location of things; complete sentences about class information. **Interactive** Participate in a short conversation and written exchanges about the classroom; project: participate in a research project about shopping for school supplies.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10
Interpretive Identify key words and phrases relating to friends and family; recognize vocabulary relating to family relationships, family members, and people; scan for key information in a reading about family; scan for key information in a housing application. **Productive** Use *Yes/No* questions with *have*; ask and answer questions about family relationships; complete sentences about your family. **Interactive** Participate in a short conversation and written exchanges about friends and family; project: participate in a research project about making a family chart.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10
Interpretive Identify key words and phrases relating to health; recognize vocabulary relating to the doctor's office, health problems, and body parts; scan for key information in a reading about a visit to the doctor's office; scan for key information in a label on a box of medicine. **Productive** Use *singular* and *plural nouns*; ask and answer questions about health problems; complete a sign-in sheet at the doctor's office. **Interactive** Participate in a short conversation and written exchanges about health; project: participate in a research project about finding a health clinic near your home.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10
Interpretive Identify key words and phrases relating to places and locations; recognize vocabulary relating to buildings, places, and transportation; scan for key information in readings about a notice for a library opening and a description of someone's street; scan for key information in a map. **Productive** Use *prepositions of location* and *where* questions; ask and answer questions about the location of buildings and places; complete sentences describing your street. **Interactive** Participate in a short conversation and written exchanges about places and locations; project: participate in a research project about creating a map of your community.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 **Time** **Units 5 and 6 Review** Pages 80–95	0.1, 0.2, 2.2, 2.3, 4.1, 4.4, 4.5, 4.6, 4.8, 6.0, 7.1, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **Numbers:** Time **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words
Unit 7 **Shopping** Pages 96–109	0.1, 0.2, 1.1, 1.2, 1.3, 1.6, 4.1, 4.4, 4.6, 4.8, 6.0, 7.4, 7.5, 8.1	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **Numbers:** Money and prices; Number formatting; Time **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words
Unit 8 **Work** **Units 7 and 8 Review** Pages 110–125	0.1, 0.2, 1.1, 1.2, 2.3, 4.1, 4.4, 4.6, 4.8, 6.0, 7.1, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **Numbers:** Time; Money and prices; Number formatting **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words
Unit 9 **Daily living** Pages 126–139	0.1, 0.2, 1.4, 1.7, 4.1, 4.4, 4.6, 4.7, 4.8, 7.1, 7.4, 7.5, 8.1, 8.2.	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **High-frequency Vocabulary (Texts):** Words on forms **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words
Unit 10 **Free time** **Units 9 and 10 Review** Pages 140–155	0.1, 0.2, 2.3, 2.6, 4.1, 4.4, 4.6, 4.8, 7.1, 7.4, 7.5	**Reading STEPS** **Details:** Retell key details **High-frequency Vocabulary (Pictures):** Photos **High-frequency Vocabulary (Texts):** Words on forms **Numbers:** Time; Money and prices **Listening STEPS** **Details:** Retell key details **Dialogue:** Continue the conversation **Vocabulary:** Understand high frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Identify key words and phrases relating to daily activities and time; recognize vocabulary relating to clock time, activities, and events and times of the day; scan for key information in someone's schedule; scan for key information in an invitation. **Productive** Use *Yes/No* questions with *be*; ask and answer questions about the time and about events; complete a schedule. **Interactive** Participate in a short conversation and written exchanges about daily activities and time; project: participate in a research project using the Internet to find library hours.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.9, L1.10
Interpretive Identify key words and phrases relating to clothes and prices; recognize vocabulary relating to clothing, prices, and colors; scan for key information in an e-mail about a shopping trip; scan for key information in a store receipt. **Productive** Use *how much is* and *how much are* questions; ask and answer questions about prices and identify colors of clothing; complete a shopping list. **Interactive** Participate in a short conversation and written exchanges about clothes and prices; project: participate in a research project using the Internet to find a shopping center near your home.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10
Interpretive Identify key words and phrases relating to jobs and skills; recognize vocabulary relating to names of jobs and job duties; scan for key information in a reading about people's jobs and the employee of the month; scan for key information in help-wanted ads. **Productive** Use *Yes/No* questions with *simple present* and short answers with *does/doesn't*; ask and answer questions about jobs and job duties; complete sentences about people's jobs. **Interactive** Participate in a short conversation and written exchanges about jobs and skills; project: participate in a research project about finding a job.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.10
Interpretive Identify key words and phrases relating to home responsibilities; recognize vocabulary relating to chores and rooms of a house; scan for key information in an e-mail and a chart about family chores; scan for key information in a work order. **Productive** Use *what* questions with the *present continuous*; ask and answer questions about family chores and people's activities; complete a chart about family chores. **Interactive** Participate in a short conversation and written exchanges about home responsibilities; project: participate in a research project about creating and giving a class survey.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.9, L1.10
Interpretive Identify key words and phrases relating to free-time activities; recognize vocabulary relating to free-time activities; scan for key information in an e-mail to a friend; scan for key information in a course description. **Productive** Use *like to + verb* and *what* questions with *like to + verb*; ask and answer questions about free-time activities; complete sentences about free-time activities. **Interactive** Participate in a short conversation and written exchanges about free-time activities; project: participate in a research project about a movie theater near your home.	**ELPS:** L1.1, L1.2, L1.3, L1.4, L1.5, L1.8, L1.9, L1.10

MEET THE **VENTURES** AUTHOR TEAM



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



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



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



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



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

TO THE STUDENT

Welcome to ***Ventures*** Basic!

Enjoy your book in class.

Enjoy your book at home.

Listen to the audio on your smartphone.

Look for the picture  in your book.

Review and practice at home.

Good luck!

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

WELCOME

1 Meet your classmates

Look at the picture. What do you see?



2 The alphabet

A **Listen and point.** Look at the alphabet.

Listen

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

Listen again and repeat.

B **Listen and write.**

Listen

1. _A_ nita
2. _____ aniel
3. _____ eizhi
4. _____ uri
5. _____ ranco
6. _____ ee
7. _____ akim
8. _____ arla

C **Write your name.**

_____

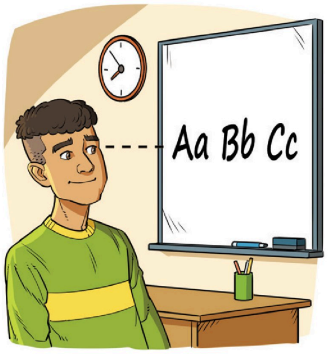
Talk with three classmates. Say your name. Spell your name.



3 Classroom directions

Listen

A **Listen and point.** Look at the pictures.



1. Look.



2. Listen.



3. Point.



4. Repeat.



5. Talk.



6. Write.



7. Read.



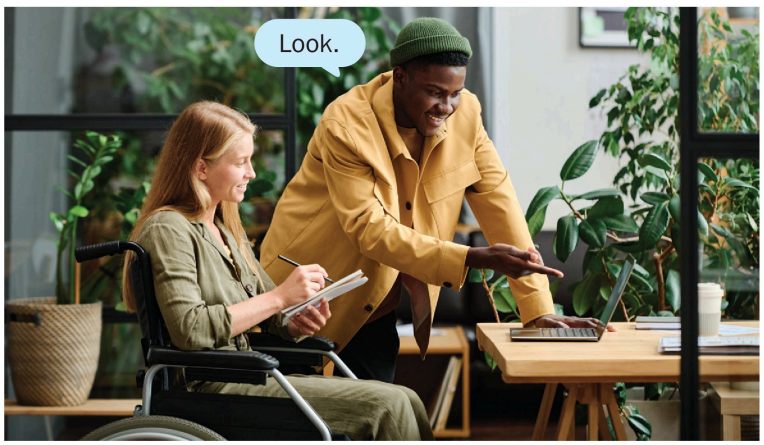
8. Circle.



9. Match.

Listen again and repeat.

B **Talk with a partner.** Say a word. Your partner points to the picture.



4 Numbers

Listen

A **Listen and point.** Look at the numbers.

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

Listen again and repeat.

Listen

B **Listen and write the number.**

1. 6 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

Talk with a partner. Check your answers.



UNIT 1 PERSONAL INFORMATION

Lesson A Listening

1 Before you listen

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

B **Listen and point:** country first name ID card last name phone number

Listen



2 Listen

A Listen and repeat.

1. country
2. first name
3. ID card
4. last name
5. phone number

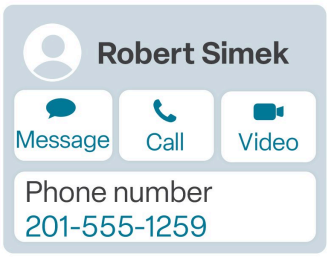
Listen

B Listen and circle.

1. a.

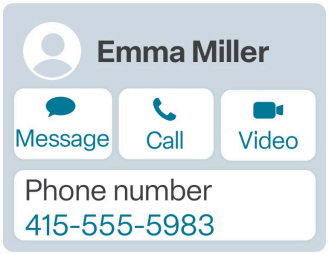


b.



Listen

2. a.



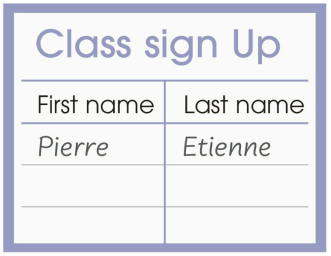
b.



3. a.



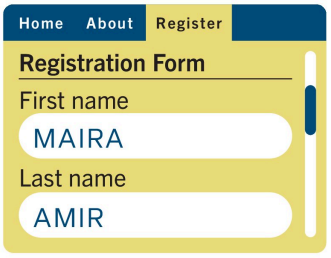
b.



4. a.



b.



Listen again. Check your answers.

C Listen and continue the conversation. Circle the answer.

A. B. C.

Listen

Useful Language

415-555-2173
(area code: 415)
The first three numbers of a phone number are the area code.

3 After you listen

Talk with a partner. Point to part of a picture. Your partner says the words.

1 Vocabulary focus

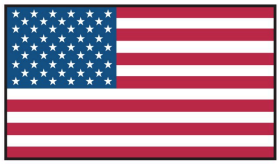
Listen

Listen and repeat.

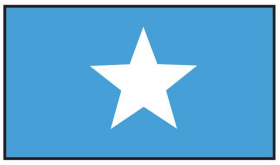


2 Practice

A Read and match.

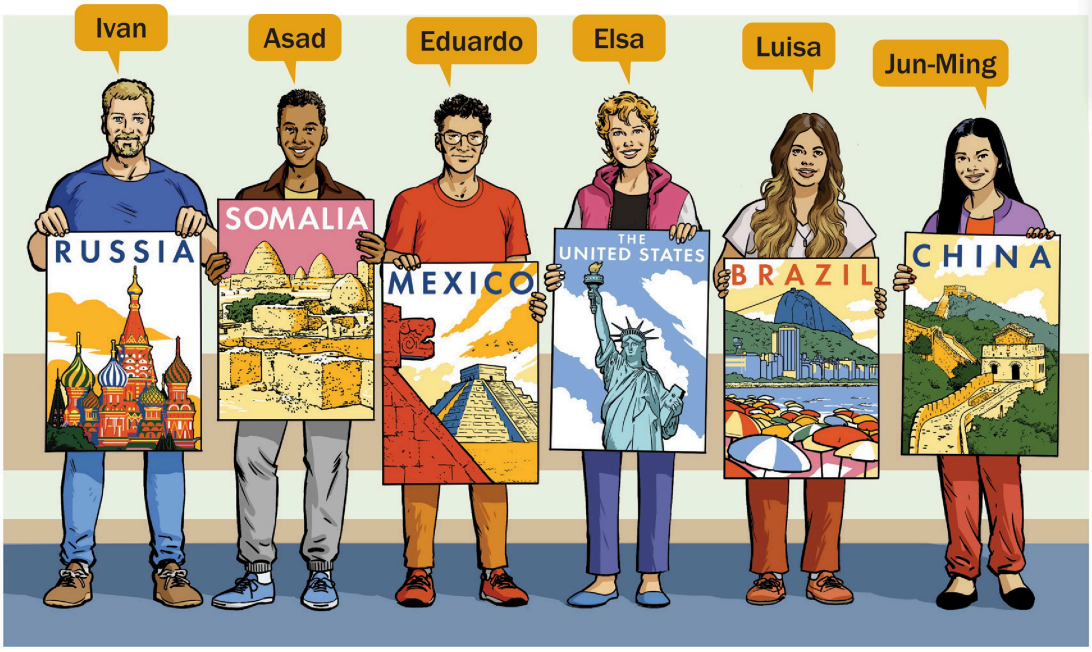
1. 
2. 
3. 
4. 

Mexico
the United States
Thailand
Russia
Brazil
Haiti
Somalia
China

5. 
6. 
7. 
8. 

B **Listen and repeat.** Then write.

Listen



Name	Country	Name	Country
1. Ivan	*Russia*	4. Elsa	
2. Asad		5. Luisa	
3. Eduardo		6. Jun-Ming	

Talk with a partner. Ask and answer.

A Where is **Ivan** from?
B **Russia**.

3 Communicate

Talk in a group. Ask and answer. Complete the chart.

A What's your name?
B **Suree**.
A Where are you from?
B **Thailand**.

Name	Country
Suree	*Thailand*