4th Edition

Ventures

ALIGNED TO WIOA NRS ELPS

Basic



Teacher's Edition

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

4th Edition

Ventures

ALIGNED TO WIOA NRS ELPS

Basic

Teacher's Edition

Teaching Notes Pages

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

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/9781009813624

© Cambridge University Press & Assessment 2008, 2014, 2018, 2026

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

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 Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

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

ISBN 978-1-009-81204-7 Student's Book
ISBN 978-1-009-82352-4 Student's Book and Workbook
ISBN 978-1-009-82351-7 Student's Book with Literacy Workbook and Workbook
ISBN 978-1-009-81142-2 Student's Book with Digital Pack
ISBN 978-1-009-81217-7 Workbook
ISBN 978-1-009-81216-0 Literacy Workbook
ISBN 978-1-009-81157-6 Student's Book with Digital Pack and Workbook
ISBN 978-1-009-81133-0 Student's Book with Literacy Workbook
ISBN 978-1-009-81127-9 Ventures Connect
ISBN 978-1-009-81362-4 Teacher's Edition
ISBN 978-1-009-81170-5 Teacher's Digital Pack

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

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.

CONTENTS

Introduction

To the teacher iv

Scope and sequence vi

Correlations x

Features of the Student's Book xiv

Features of the Teacher's Edition xx

End-of-unit activities xxii

Meet the Ventures *author team* xxiii

Teaching Notes

Welcome unit 2

Unit 1 *Personal information* 6

Unit 2 *At school* 20

Review: *Units 1 and 2* 34

Unit 3 *Friends and family* 36

Unit 4 *Health* 50

Review: *Units 3 and 4* 64

Unit 5 *Around town* 66

Unit 6 *Time* 80

Review: *Units 5 and 6* 94

Unit 7 *Shopping* 96

Unit 8 *Work* 110

Review: *Units 7 and 8* 124

Unit 9 *Daily living* 126

Unit 10 *Free time* 140

Review: *Units 9 and 10* 154

Additional Resources

Reference 156

Audio script T-164

Authors' Acknowledgments T-174

Acknowledgments T-175

TO THE TEACHER

What is *Ventures*?

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

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

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

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

What are the *Ventures* components?

Student's Book

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

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

Teacher's Edition

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

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

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.
- *Picture dictionary cards and Worksheets* that reinforce vocabulary learned in Levels Basic, 1, and 2.
- 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 grammar charts that can be downloaded for classroom use.

Workbook (Print and Digital)

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

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

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 Book. There is also a Citizenship section that includes questions on civics, history, government, and the N-400 application.

Unit organization

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

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* 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. 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/.

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	

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

FEATURES OF THE STUDENT'S BOOK

The Most Complete Course for Student Success

- Aligned to the NRS descriptors while covering key English Language Proficiency Standards, and WIOA requirements.
- A wealth of resources provide instructors with 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.

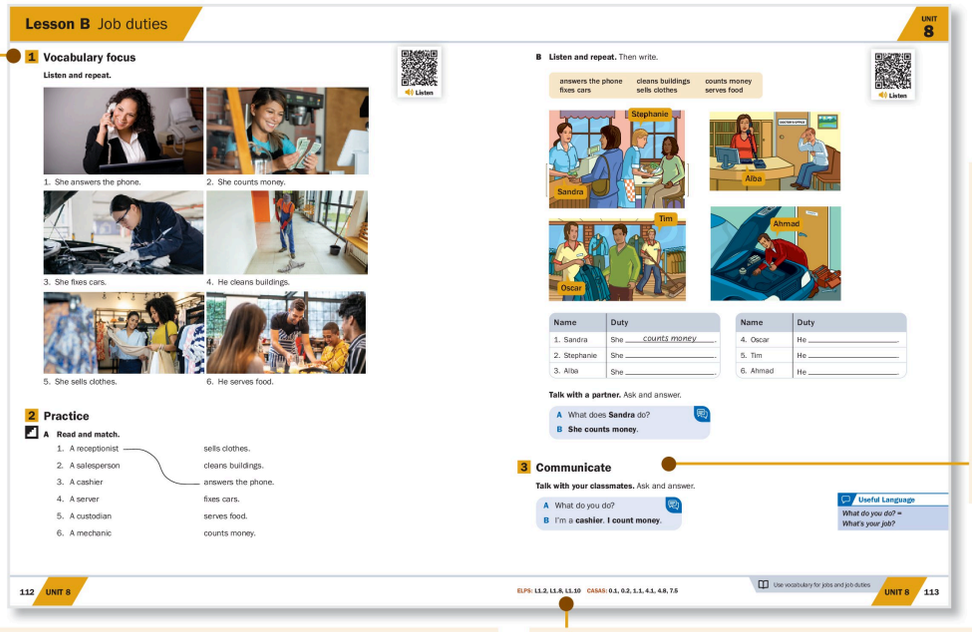


3 Easy Ways to Access Audio

- 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

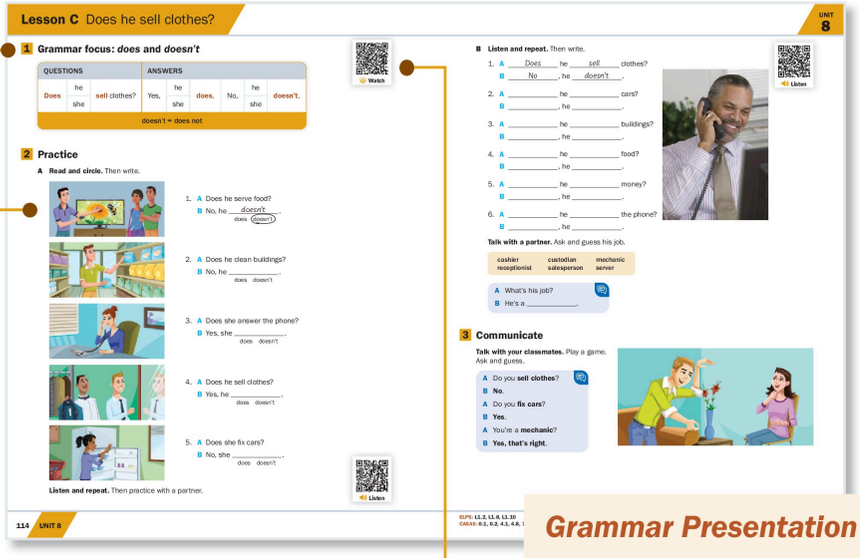
Moves from controlled to communicative activities for students to ask and answer questions about familiar text, topics, and experiences.

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.



Grammar Presentation

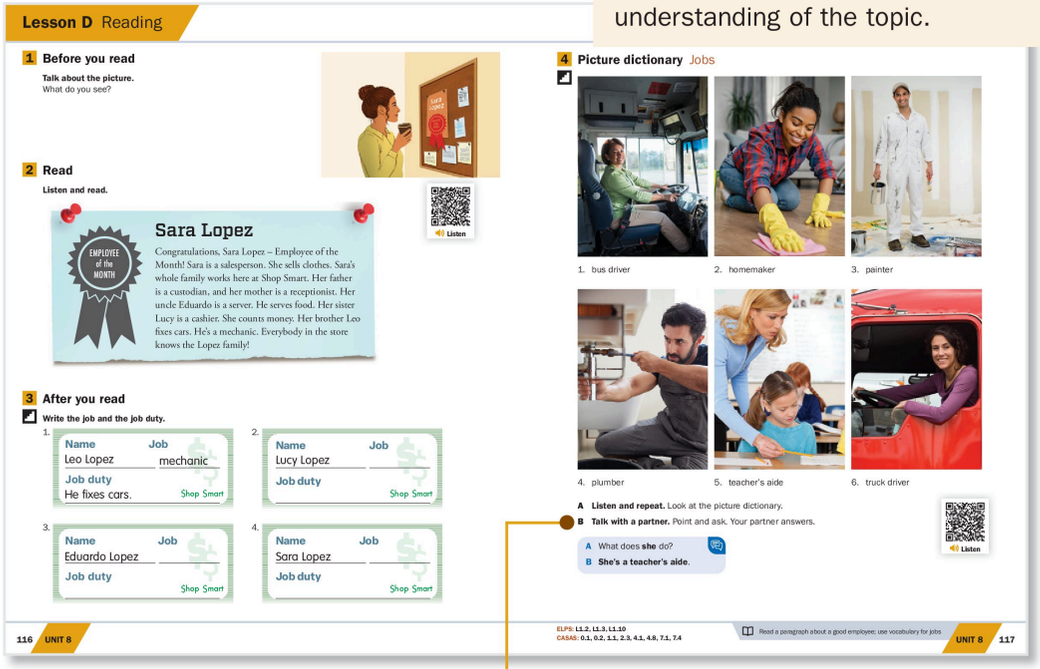
Animated grammar presentations to watch on mobile devices using QR codes allow for self-directed learning and develop digital literacy.

Additional Grammar Activities

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

Reading

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



Lesson D Reading

1 Before you read

Talk about the picture.
What do you see?

2 Read

Listen and read.

Sara Lopez

Congratulations, Sara Lopez – Employee of the Month! Sara is a salesperson. She sells clothes. Sara's whole family works here at Shop Smart. Her father is a custodian, and her mother is a receptionist. Her uncle Eduardo is a server. He serves food. Her sister Lucy is a cashier. She counts money. Her brother Leo fixes cars. He's a mechanic. Everybody in the store knows the Lopez family!

3 After you read

Write the job and the job duty.

1. Name: Leo Lopez — Job: mechanic — Job duty: He fixes cars. — Shop Smart
2. Name: Lucy Lopez — Job: ____ — Job duty: ____ — Shop Smart
3. Name: Eduardo Lopez — Job: ____ — Job duty: ____ — Shop Smart
4. Name: Sara Lopez — Job: ____ — Job duty: ____ — Shop Smart

4 Picture dictionary Jobs

1. bus driver
2. homemaker
3. painter
4. plumber
5. teacher's aide
6. truck driver

A Listen and repeat. Look at the picture dictionary.
B Talk with a partner. Point and ask. Your partner answers.

A What does **she** do?
B **She's a teacher's aide.**

ELPS: L1.2, L1.3, L1.10
CASAS: 0.1, 0.2, 1.1, 2.3, 4.1, 4.8, 7.1, 7.4

Read a paragraph about a good employee; use vocabulary for jobs

116 UNIT 8 — UNIT 8 117

Picture dictionary

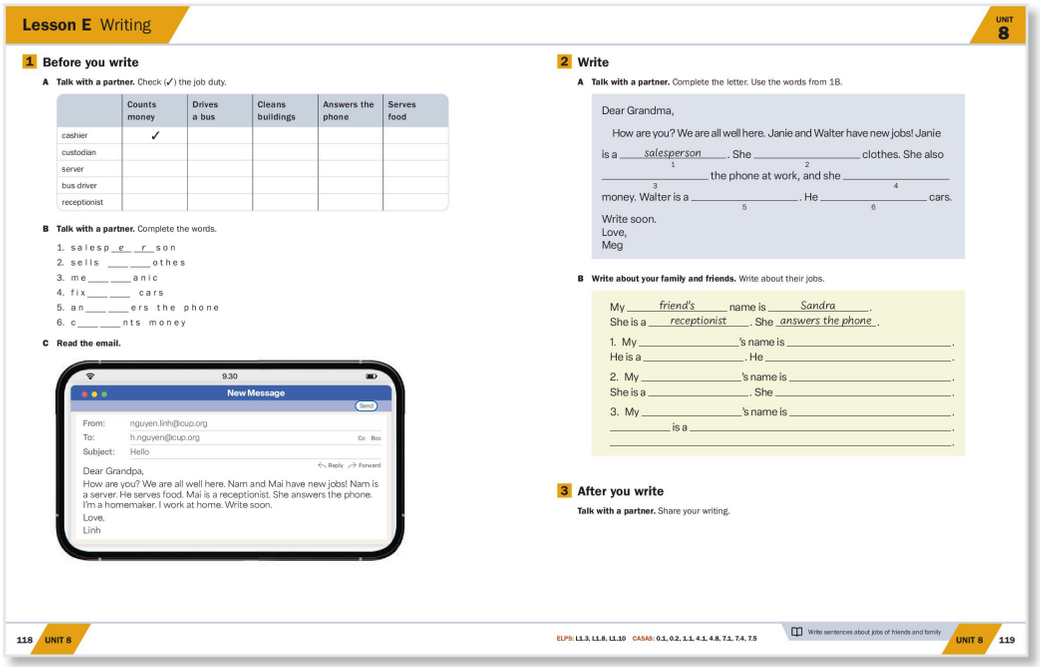
Expands unit vocabulary and practices pronunciation for deeper understanding of the topic.

Speaking Practice

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

Writing

- Helps students develop 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 — UNIT 8

1 Before you write

A Talk with a partner. Check (✓) the job duty.

	Counts money	Drives a bus	Cleans buildings	Answers the phone	Serves food
cashier	✓				
custodian					
server					
bus driver					
receptionist					

B Talk with a partner. Complete the words.

1. salesp__e__r__son
2. sells ____ ____othes
3. me____ ____anic
4. fix____ ____ cars
5. an____ ____ers the phone
6. c____ ____nts money

C Read the email.

9:30
New Message
Send
From: nguyen.linh@cup.org
To: h.nguyen@cup.org
Cc Bcc
Subject: Hello
Reply Forward
Dear Grandpa,
How are you? We are all well here. Nam and Mai have new jobs! Nam is a server. He serves food. Mai is a receptionist. She answers the phone. I'm a homemaker. I work at home. Write soon.
Love,
Linh

2 Write

A Talk with a partner. Complete the letter. Use the words from 1B.

Dear Grandma,

How are you? We are all well here. Janie and Walter have new jobs! Janie is a ___salesperson___ (1). She _____ (2) clothes. She also _____ (3) the phone at work, and she _____ (4) money. Walter is a _____ (5). He _____ (6) cars.

Write soon.
Love,
Meg

B Write about your family and friends. Write about their jobs.

My ___friend's___ name is ___Sandra___.
She is a ___receptionist___. She ___answers the phone___.

1. My _____'s name is _____.
   He is a _____. He _____.
2. My _____'s name is _____.
   She is a _____. She _____.
3. My _____'s name is _____.
   _____ is a _____.
   _____.

3 After you write

Talk with a partner. Share your writing.

ELPS: L1.3, L1.8, L1.10 CASAS: 0.1, 0.2, 1.1, 4.1, 4.8, 7.1, 7.4, 7.5

Write sentences about jobs of friends and family

118 UNIT 8 — UNIT 8 119

Document Literacy

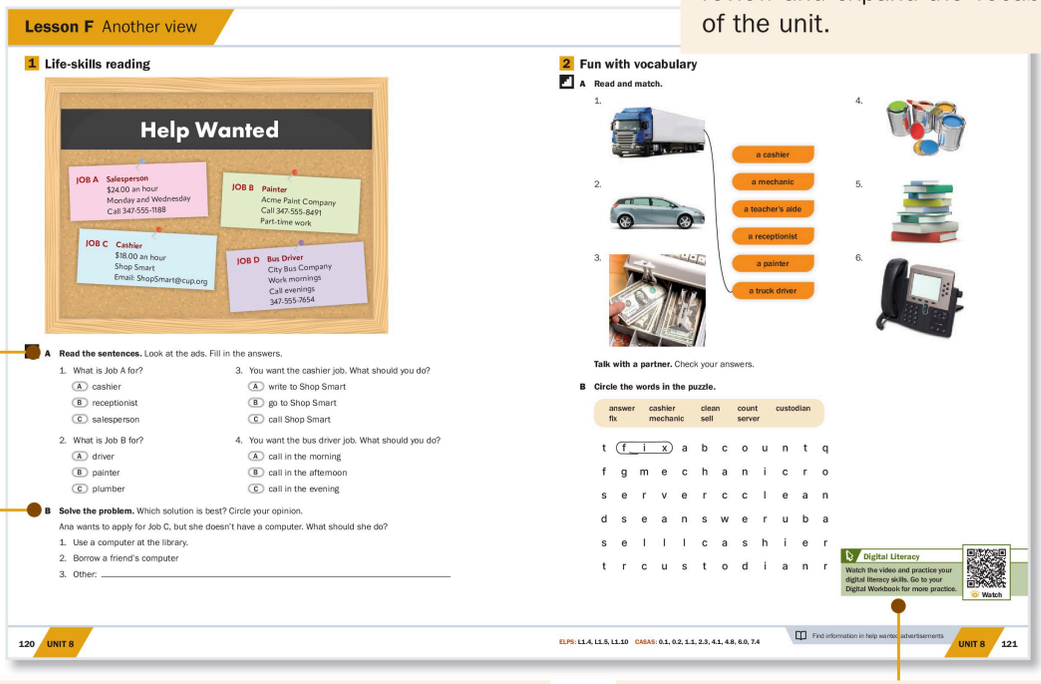
Builds real-life skills through explicit practice using authentic document types.

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

t f i x a b c o u n t q
f g m e c h a n i c r o
s e r v e r c c l e a n
d s e a n s w e r u b a
s e l l l c a s h i e r
t r c u s t o d i a n r

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

120 UNIT 8 ELPS: L1.4, L1.5, L1.10 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.

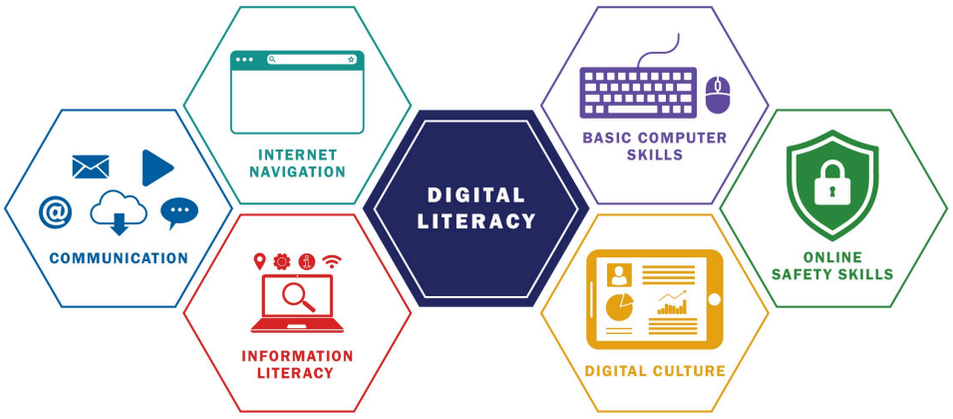
Digital Literacy

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.

Extension

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

Listening and vocabulary

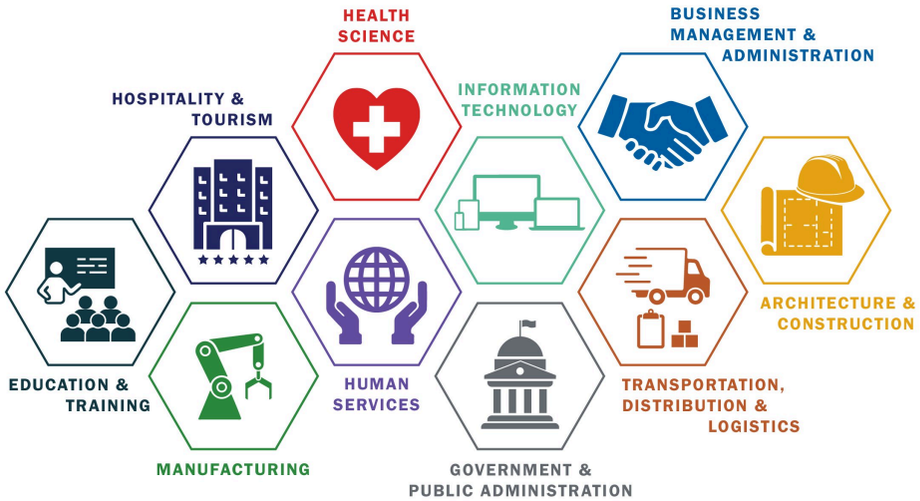
Develops listening comprehension of job vocabulary through high frequency commands used on the job.

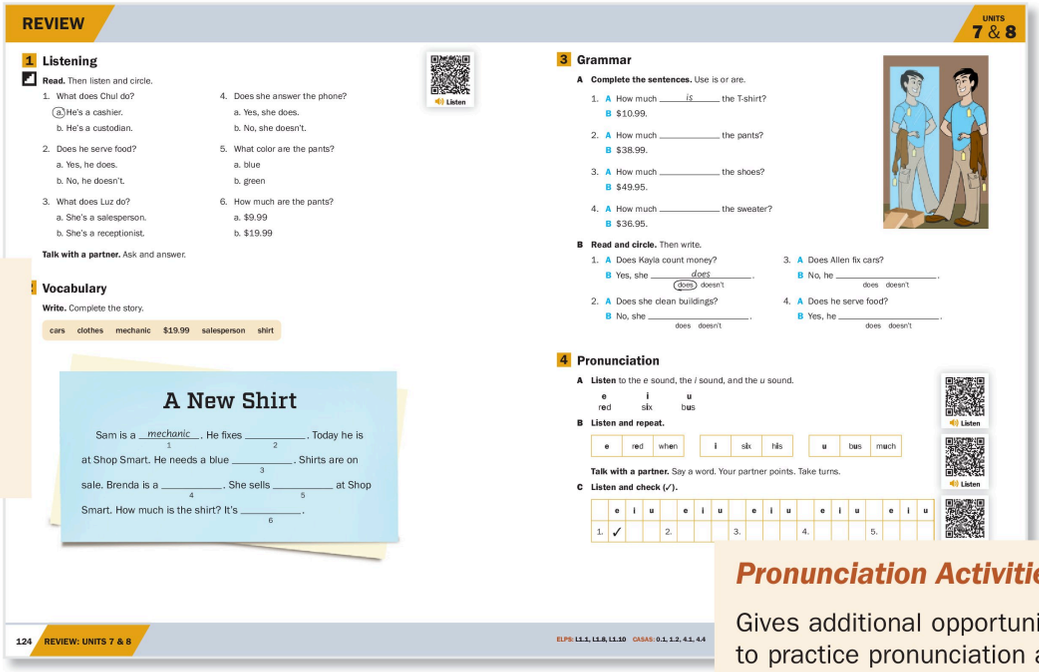
Speaking

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.

Listen

2 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	hits	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.			

Listen

Listen

124 REVIEW: UNITS 7 & 8

ELPS: 1.1, 1.5, 1.8, 1.10 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.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

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

FEATURES OF THE TEACHER'S EDITION

Introduction

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

Stages of a lesson

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

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

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

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

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

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

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

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

The Teacher's Edition includes:

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

LESSON A Listening

PRESENTATION

- Before class. Bring to class full-page clip-art images to illustrate each of the key vocabulary terms. Save the images to use later in other parts of the unit.
- Direct Ss' attention to Exercise 2A and read the instructions aloud. Then, say each word or phrase as you hold up the appropriate picture, and ask Ss to repeat after you.

PRACTICE

Page 51, Lesson A, Exercise 2A Play or read the audio (see audio script, page T-167). Ss listen and repeat the vocabulary as you hold up the clip-art images. Repeat the audio as needed.

- Listen carefully to Ss' pronunciation and make corrections as needed.

Learner persistence *(individual work)*

Page 51, Lesson A, 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.

Literacy Tip

Use the clip-art images you found to make smaller flash cards for your literacy Ss.

- Direct Ss' attention to Exercise 2B and read the first part of the instructions aloud.

Page 51, Lesson A, Exercise 2B Model the task. Hold up the Student's Book and say: *Number one.* Play or read the audio for number 1 (see audio script, page T-167). Point to the two answer choices in number 1 and ask Ss: *What did you hear – a or b?* Elicit: *b.* Point to the letter *b* next to the second picture and tell Ss: *Circle the letter "b."*

Page 51, Lesson A, Exercise 2B Play or read the complete audio. Ss listen and circle the correct answers. Repeat the audio as needed.

Page 51, Lesson A, Exercise 2B Read aloud the second part of the instructions for Exercise 2B. Play or read the audio again so Ss can listen and check their answers.

Learner persistence *(individual work)*

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

COMPREHENSION CHECK

- Write the numbers *1–4* on the board. Ask a few Ss to come to the board and write the correct answers to Exercise 2B next to each number.

Page 51, Lesson A, Exercise 2B Play or read the audio again. Pause the audio after each conversation. Point to the answer on the board and ask: *Is this correct?* Ask another S to make any necessary corrections.

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

Page 51, Lesson A, Exercise 2C Play or read the audio (see audio script, page T-167). Ss listen and circle the correct answer. Repeat the audio as needed. Check the answer as a class. To check understanding, ask: *What's the name of your doctor?* Elicit answers from Ss and write them on the board.

Teaching Tip

Use the same spatial arrangement as the textbook when replicating exercises on the board. This makes the process of checking answers less demanding for Ss and allows them to concentrate on the language.

APPLICATION

- Direct Ss' attention to Exercise 3 and read the instructions aloud.
- Model the task. Hold up the Student's Book and point to the pictures in Exercise 2B. Say to one S: *Point to a picture.* Say to the first S's partner: *Say the word.*
- Ss complete the exercise in pairs. Walk around and help as needed.

Expansion activity *(student pairs)*

- Have Ss practice the conversations from Exercise 2B in pairs. Ask Ss to turn to the audio script on page 167 in the Student's Book.
- Ask Ss to choose Role A or B and read aloud the conversations. Then have Ss switch roles and read the conversations again. Walk around and help as needed.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Arrange the large clip-art images that you used in Exercise 2A on the board or on a table so Ss can see all of them. Say the key vocabulary in random order and call on individual Ss to select the corresponding image and hold it up for everyone to see. Have Ss replace the image each time so that every S can choose from all five.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 4, Lesson A	
Literacy Workbook, 15–30 min. **Basic Workbook,** 15–30 min.	
Literacy Writing Worksheets, 15–30 min. **Collaborative Worksheets,** 30–45 min.	Download these resources at www.cambridgeone.org
Student Arcade, time varies	www.cambridge.org/venturesarcade/

UNIT GOALS

Identify health problems **Interpret** a medicine label
Identify reasons for a visit to a doctor **Read** about a healthcare job

2 Listen

A Listen and repeat.

1. doctor 2. doctor's office 3. medicine 4. nurse 5. patient

Listen

B Listen and circle.

1. a. b.





2. a. b.





3. a. b.





4. a. b.





Listen

Listen again. Check your answers.

C Listen and continue the conversation. Circle the answer.

A. B. C.

Listen

3 After you listen

Talk with a partner. Point to a picture. Your partner says the word.

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 with school vocabulary
- Provide practice with the alphabet

WELCOME: ELPS: L1.1, L1.2 **CASAS:** 0.1, 0.2
For more details, go to cambridgeone.org

WARM-UP

- Before class. Write today's lesson focus on the board.
  Welcome unit:
  School vocabulary
  The alphabet (Aa, Bb, Cc . . .)
- Before class. Prepare a name card for each S. Fold pieces of card stock lengthwise so that they can "stand" like a tent on a desk or table. Use your class roster to write Ss' first and last names in capital letters on both sides of the cards so that the names are easily visible to anyone in the classroom.

Teaching Tip

Collect the name cards at the end of class and use them again in later classes to help you and the Ss learn everyone's name.

- Begin class. Books closed. Say: *Welcome to English class!*
- Write your name on the board. Point to it. Say: *My name is _____.* Ask a S: *What's your name?* If the S doesn't answer, ask different Ss until someone can answer you.
- As Ss tell you their names, place the name cards you prepared earlier on Ss' desks or tables. Use any remaining cards to find out the names of Ss who haven't spoken yet.
- Go around the room and ask all the Ss to say their names. After each S speaks, say: *Nice to meet you, _____.*

Teaching Tip

Don't expect every S to understand you or be able to respond at this point. Friendly facial expressions and a little extra help from you will reassure the true beginners in your class and allow them to follow along with class activities.

PRESENTATION

- Books open. Set the scene. Hold up the Student's Book. Show Ss the picture on page 2. Ask: *What do you see?* Point to your eyes and then to the picture to illustrate the meaning of *see.* Elicit and write on the board any vocabulary that Ss know, such as: *classroom*, *cafeteria*, *computer lab*, *hallway*, *students*, *books*, etc.
- Point of interest in the picture: This is Peizhi's first day at school. She is not sure where her new room is, and she is nervous about entering the new classroom.
- If Ss don't know any English words for what they see in the picture, say to the class: *I see a school. In the school are classrooms. Some classrooms have a number. How many classrooms do you see?* Repeat the process with *woman*, *books*, *hallway*, *computer lab*, *students*, *(rolling) backpack*, and with other words for items in the picture.
- Point to each of the words on the board and say it aloud. After you say each word, indicate that Ss should repeat after you.
- Hold up the Student's Book. Point to the items in the picture that correspond to the words you and the Ss just said. For example, point to the students. Ask the class: *Are they students?* Nod your head and encourage Ss to say *yes.*
- Repeat the process with each of the words you wrote on the board.

Expansion activity *(whole group)*

- If you have some of the items from the picture in your classroom, walk around and ask the class about the items. For example, pick up a book and ask: *Is this a book?* Nod your head and encourage Ss to say *yes.* Some Ss may be able to name the items.
- Point to the sign that says "101" in the picture. Ask the class: *Do you see the numbers?* Say the word *numbers* and indicate that Ss should repeat the word after you.
- Write the numbers *1–10* across the board. Say each number and indicate that Ss should repeat after you.
- If this exercise is easy for your class, have Ss say the numbers without your help, or continue with the numbers *11–20.*

Literacy Tip

If you have literacy Ss in the class, encourage them to participate actively in this first page of the Welcome unit which is primarily communicative in nature.

WELCOME UNIT

PRESENTATION

- Direct Ss' attention to the lesson focus on the board (School vocabulary). Read the second part of the lesson focus aloud (the alphabet) and indicate that Ss should repeat after you. Point to the letters *Aa*, *Bb*, *Cc* . . . and say them aloud.
- Write the alphabet on the board using large capital letters. Ask Ss: *What is this?* Elicit: *the alphabet.*
- Circle one letter on the board. Tell the class: *This is a letter.* Write the word *letter* on the board. Say the word and ask Ss to repeat after you.
- Circle another letter. Ask Ss: *What is this?* Elicit: *a letter.* Gesture toward all the letters and say to the class: *These are the letters of the English alphabet.*
- To introduce the idea of capital and lowercase letters, write the following on the board: *A = a*, *B = b*, *C = c.* Tell the class: *There are two ways to write letters.* Point to and read aloud the pairs of letters.
- Direct Ss' attention to the chart in Exercise **2A**. Point to the capital and lowercase letters on the board. Read the first pair aloud. Then point to *Aa* in the Student's Book chart and repeat the letters to help Ss see that each letter is written two ways.

Teaching Tip

When you write on the board, be aware that some Ss may recognize only capital letters. You might use only capital letters at first, or else write two versions of a word, one in capitals and one in lowercase.

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.

Page 3, Exercise 2A Read the instructions for Exercise **2A** aloud. Then play or read the audio (see audio script, page T-164). Ss listen and point to the letters. Repeat the audio as needed.

Page 3, Exercise 2A Read aloud the second part of the instructions for Exercise **2A**. Play or read the audio again. Ss listen and repeat the letters of the alphabet.

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.

Literacy Tip

Literacy Ss should be able to perform the "Listen and point" exercise in Exercises **2A** and **4A**. In the other exercises, while the rest of the class is writing, assign pages 2–5 in the *Literacy Workbook.*

COMPREHENSION CHECK

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

Page 3, Exercise 2B Model the exercise. Hold up the Student's Book and point to number 1. Play or read aloud the first part of the audio (see audio script, page T-164). Point to the blank in number 1 and ask Ss: *What letter?* Elicit: *A.* Make sure Ss understand the task.

Page 3, Exercise 2B Play or read the complete audio. Ss listen and write the first letter of each name. Repeat the audio as needed.

- Check answers with the class. Write the numbers *1–8* on the board. Call on individual Ss to write the names from Exercise **2B** on the board. Point to each answer and ask Ss: *Is this correct?* Make corrections on the board.

Learner persistence *(individual work)*

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

APPLICATION

- Direct Ss' attention to the first part of Exercise **2C** and read the instructions aloud. Have Ss write their first names.
- Read aloud the instructions for the second part of Exercise **2C**. Point to the picture and read aloud the example sentence. Make sure Ss understand the task.
- Ss complete the exercise in groups of four. Walk around and help as needed.

EVALUATION

- Turn Ss' attention to the first line of the lesson focus on the board. Elicit some of the school vocabulary from page 2. Write the words on the board and call on individual Ss to say the words and point to them in the big picture on page 2.
- Focus Ss' attention on the second part of the lesson focus (the alphabet). Ask Ss to say the alphabet aloud as you point to the letters on the board.
- Erase the letters from the board. Invite a S to come to the board. Hand the S a marker. Say: *Write the letter "C."* Continue with different Ss writing the remaining letters *A–Z*.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

Teaching objectives
- Provide practice with classroom directions
- Provide practice with the numbers *1–20*

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
  Welcome unit:
  Classroom directions
  Numbers
- Begin class. Books open. Review vocabulary words from the last lesson. Gesture around you. Ask: *What is this room?* (A classroom.) Point to other classroom objects and ask: *What's this?* (book, backpack, student, etc.)

PRESENTATION

- Direct Ss' attention to the lesson focus on the board. Read the lesson focus aloud.
- Direct Ss' attention to the pictures in Exercise **3A**. Tell Ss: *These are classroom directions.* Point to the corresponding picture as you read each word aloud. Indicate that Ss should repeat each word after you.
- As you go through the classroom directions, use gestures and items in your classroom to further illustrate meaning.

PRACTICE

- Read aloud the first part of the instructions for Exercise **3A**. As you say *Listen and point*, cup your hand behind your ear and then point to the pictures in the book.

▶ ***Page 4, Exercise 3A*** Model the exercise. Play or read aloud the first word on the audio (see audio script, page T-164). Hold up the Student's Book and point to the first picture. Make sure Ss understand the task.

▶ ***Page 4, Exercise 3A*** Play or read the complete audio. Ss listen and point to the pictures in the Student's Book. Repeat the audio as needed.

- Read aloud the second part of the instructions for Exercise **3A**.

▶ ***Page 4, Exercise 3A*** Model the exercise. Play or read aloud the first word on the audio. Then repeat the word. Make sure Ss understand the task.

▶ ***Page 4, Exercise 3A*** Play or read the complete audio. Ss listen and repeat the words.

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.

- Direct Ss' attention to Exercise **3B** and read the instructions aloud.
- Model the exercise. Point to the pictures in Exercise **3A**. Say to a S: *Please say a word.* Indicate the complete exercise to show that the S can choose any word.
- After the first S says a word from the Student's Book page, say to his or her partner: *Point to the picture.* If the S doesn't understand you, point to the appropriate picture yourself to demonstrate.
- Model the formation of pairs with two Ss who are sitting near each other. Say to one S, for example: *Marlene*, *Yoko is your partner.* Say to the other S: *Yoko*, *Marlene is your partner.* Use the Ss' names to help everyone in the class find a partner.
- Ss practice saying the words from the Student's Book page and pointing to the corresponding pictures in pairs. Walk around and help with pronunciation as needed.
- When Ss are finished, have them switch roles so that both Ss have a chance to say the words.

Expansion activity *(whole group)*

- Before class. Write the words from Exercise **3A** on cards large enough to be seen easily.
- Arrange the cards in random order along the chalk tray or tape them to the board or wall.
- Review the vocabulary by eliciting the words from Ss. For example, start writing on the board. Point to the word cards and ask the class: *What word?* Elicit or say: *Write.* Point to or hold up the appropriate word card.
- Continue with the remaining words. For example, circle one of the words in the sentence you wrote on the board. Ask: *What word?* Elicit: *Circle.* Use gestures to elicit the words *look*, *listen*, *write*, and *read*; say the same word twice using two different voices to elicit *Repeat.* Write a simple matching exercise on the board and draw a line between two items to elicit *Match.*
- Finally, gather the cards and show the class one of them. Say the word and call on a S to perform the action. For the words *Write*, *Match*, and *Circle*, invite the S to the board to perform the action.

Community building *(whole group)*

- To review Ss' names, write on the board: *My name is* _____. Point to each word as you read it aloud. Then point to and say each word again and have Ss repeat after you.
- Say to the class: *My name is* _____. Have Ss say their names using the model sentence.

PRESENTATION

- Point to the second part of the lesson focus on the board. Say the word *numbers*.
- Direct Ss' attention to the chart in Exercise **4A**. Tell the class: *These are numbers.*

PRACTICE

- Read aloud the first part of the instructions for Exercise **4A**.

Page 5, Exercise 4A Play or read the audio (see audio script, page T-164). Ss listen and point to the numbers in their books. Repeat the audio as needed.

- Read aloud the second part of the instructions for Exercise **4A**.

Page 5, Exercise 4A Play or read the audio again. Ss listen and repeat the numbers.

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.

Teaching Tip

Some Ss may have trouble pronouncing the "teen" numbers. You can help by modeling the numbers with two distinct syllables with equal stress and a clearly pronounced /t/ sound. For example: in *seventeen*, stress the first and third syllables.

COMPREHENSION CHECK

- Direct Ss' attention to Exercise **4B** and read the first part of the instructions aloud.

Page 5, Exercise 4B Model the exercise. Play or read aloud the first number on the audio (see audio script, page T-164). Hold up the Student's Book and point to where *6* has been written for number 1. Make sure Ss understand the task.

Page 5, Exercise 4B Play or read the complete audio. Ss listen and write the numbers they hear. Repeat the audio as needed.

- Read aloud the second part of the instructions for Exercise **4B**. Ss check their answers in pairs.
- Check answers with the class. Write the numbers *1–8* on the board. Call on individual Ss to write their answers on the board. Point to each answer and ask Ss: *Is this correct?* Make any necessary corrections on the board.

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.

Expansion activity *(whole group)*

- You can expand on your presentation of numbers by including numbers over 20, a list of which can be found on page 161 of the Student's Book.

Expansion activity *(whole group)*

- Make sequentially numbered word cards and give one to each S, trying to keep the numbers more or less in order.
- Ask Ss to "count off," starting with *one*. If you have more than 20 Ss in the class, be prepared to assist Ss who receive the higher numbers. Alternatively, you can divide the class into two or more groups.

  Option 1 Make the activity easier by writing the numeral on one side of the card and the corresponding word on the other side.

  Option 2 Make the activity more challenging by distributing the numbers randomly around the room.
- Collect the numbers and keep them for Ss to use as flash cards.

EVALUATION

- Direct Ss' attention to both parts of the lesson focus on the board.
- Write some of the classroom directions from Exercise **3A** on the board. Call on individual Ss to say the words and perform the actions.
- Write the numbers *1–20* on the board one at a time and call on Ss to say the numbers.
- Erase the numbers from the board. Invite a S to come to the board. Say, for example: *Write the number "4."* Continue with different Ss writing the remaining numbers *1–20.*
- 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: L1.1, L1.2 **CASAS:** 0.1, 0.2, 6.0, 7.4
For more details, go to cambridgeone.org

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

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
  Lesson A:
  Personal information
- Begin class. Books closed. Review vocabulary for classroom directions from the Welcome unit. Write the following words on the board: *Look*, *Listen*, *Point*, *Repeat*, *Talk*, *Write*, *Read*, *Circle*, *Match.*
- Point to each word as you say it aloud. After each word, say to Ss: *Please repeat.*
- Use gestures, classroom items, and the board to review the meanings of the words. For example, gesture with your hand from your eyes to something or someone you are looking at. Say: *Look.* Ask Ss to repeat after you, using the same gestures.
- Continue in this manner with all the words for classroom directions.
- Point to the words *Personal information* on the board. Say each word aloud. After each word, say to Ss: *Please repeat.* Point to yourself when you say *personal*.
- Say to Ss: *Personal information is about you – for example, your name and your telephone number.*

Literacy Tip

If you have literacy Ss in your class, it might be helpful to spend time at the beginning of any activity with art or photos talking about the pictures before focusing Ss' attention on the printed words in the exercise. Have Ss work in pairs. Tell them to ask each other: *What do you see?* Encourage Ss to describe the pictures to each other. Consider pairing literacy Ss with Ss who can help them read the text in the exercise. This will help preview the exercise for literacy Ss and make them more confident as the exercise continues.

PRESENTATION

- Books open. Set the scene. Hold up the Student's Book. Show Ss the picture on page 6. Ask: *What do you see?* Elicit and write on the board any vocabulary that Ss know, such as: *classroom*, *student*, *backpack*, *book*, *ID card*, *cell phone.* Point to similar items in the classroom as you go over each vocabulary word.
- Point of interest in the picture: Ernesto is studying his new ID card. He is making sure the information is correct. The young woman next to him is checking out the new student.

PRACTICE

- Direct Ss' attention to the key vocabulary in Exercise **1B**. Read aloud each word or phrase while pointing to the corresponding part of the picture. Ask Ss to repeat and point.

▶ ***Page 6, Lesson A, Exercise 1B*** Play or read the audio (see audio script, page T-164). Tell Ss: *Listen and point to the picture.* As Ss hear the key vocabulary, check to see that they are pointing to the correct part of the picture. Repeat the audio as needed.

COMPREHENSION CHECK

- Ask Ss *Yes / No* questions about the picture. Cup your hand behind your ear and tell the class: *Listen. Say "yes" or "no."* Nod or shake your head to illustrate the meanings of *yes* and *no*.
  Point to the picture. Ask: *Is this a classroom?* (Yes.)
  Point to the word *Mexico* on the *I ♥ Mexico* T-shirt. Ask: *Is this a country?* (Yes.)
  Point to the ID card. Ask: *Is this an ID card?* (Yes.)
  Point to the name *Ernesto* on the ID card. Ask: *Is this a last name?* (No.)
  Point to the name *Delgado* on the ID card. Ask: *Is this a last name?* (Yes.)
  Point to the phone number. Ask: *Is this a phone number?* (Yes.)

Teaching Tip

Do not expect Ss to answer with more than *yes* and *no*. The purpose of these questions is to show whether or not Ss understand what you are asking them.

Expansion activity *(whole group)*

- Hold up the Student's Book and point to the *I ♥ Mexico* T-shirt in the picture on page 6. Write on the board: *I love Mexico*. Say the sentence again and have Ss repeat it.
- Circle the word *Mexico*.
- If you have a map in the classroom, point to Mexico and say the name aloud. Point to where you are from on the map and say the name of the country. Ask volunteers to stand up and say the names of their countries. Point to the countries on the map as they say them.

Literacy Tip

For an alternative activity, refer literacy Ss to pages 6–7 in the *Literacy Workbook* at any time during the lesson.

LESSON A Listening

PRESENTATION

- Draw on the board a simple version of the ID card on page 6. Point to and say each piece of information and the corresponding key vocabulary term.
- Direct Ss to Exercise **2A**. Say: *This is personal information.*
- Point to the lesson focus on the board. Say *personal information* and ask Ss to repeat after you.
- Read the instructions for Exercise **2A** aloud.

PRACTICE

Page 7, Lesson A, Exercise 2A Play or read the audio (see audio script, page T-164). Repeat the vocabulary with Ss. Repeat the audio and correct Ss' pronunciation as needed.

- Draw a picture of an ID card on the board using your information. Point to your first name. Ask: *First name?* Elicit: *Yes*. Continue with *last name* and *phone number*.

Learner persistence *(individual work)*

Page 7, Lesson A, 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.

Expansion activity *(whole group)*

- Write the vocabulary from Exercise **2A** on the board in random order in a numbered column. To the right, make a lettered column with examples of each term in random order.
- Point to the two columns and say: *Please match the number with the letter.* Write on the board: *Match.* Point to the word as you say it aloud and have Ss repeat.
- Model the task. Draw a line between a pair of words. Ask volunteers to match the remaining items.

COMPREHENSION CHECK

- Write the vocabulary from Exercise **2A** on the board. Ask a volunteer to come to the board. Gesture to the words and say: *Listen and point.*

Page 7, Lesson A, Exercise 2A Play or read the audio again. Pause the audio after each word or phrase. Have the S point to the word. Then ask the class: *Yes? Is this correct?*

- Direct Ss to Exercise **2B** and read the instructions aloud.

Page 7, Lesson A, Exercise 2B Model the task. Hold up the Student's Book and say: *Number one.* Play or read the audio for number 1 (see audio script, page T-164). Elicit: *b.* Point to the *b* next to the first picture and tell Ss: *Circle the letter "b."*

Page 7, Lesson A, Exercise 2B Play or read the complete audio. Ss listen and circle the answers. Repeat the audio as needed.

Page 7, Lesson A, Exercise 2B Read aloud the second part of the instructions for Exercise **2B**. Play or read the audio again so that Ss can check their answers.

Useful Language

Read aloud the information in the tip box. Ask volunteers to point to the area codes in phone numbers in Exercise **2B**.

- Write the numbers *1–4* on the board. Ask a few Ss to come to the board and write the correct answers to Exercise **2B** next to each number.

Page 7, Lesson A, Exercise 2B Play or read the audio again. Pause after each conversation. Point to the answer on the board and ask: *Is this correct?* Ask another S to make any necessary corrections.

- Hold up the Student's Book and point to the pictures in Exercise **2B**. Say: *My first name is Loc. What's my last name?* Elicit: *Tran*.
- Direct Ss' attention to Exercise **2C** and read the instructions aloud. Make sure Ss understand the task.

Page 7, Lesson A, Exercise 2C Play or read the audio (see audio script, page T-164). Ss listen and circle the answer.

APPLICATION

- Direct Ss to Exercise **3** and read the instructions aloud.
- Model the task. Hold up the Student's Book and point to the pictures in Exercise **2B**. Say to one S: *Point to part of a picture*. Say to S1's partner: *Say the word*.
- Ss complete the exercise in pairs. Help as needed.

EVALUATION

- Direct Ss to the lesson focus on the board. Check Ss' understanding of the key vocabulary. Ask them to point to items in the picture on page 6 or on the ID card you drew.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 1, Lesson A	
Literacy Workbook, 15–30 min. **Basic Workbook**, 15–30 min.	
Literacy Writing Worksheets, 15–30 min. **Collaborative Worksheets**, 30–45 min.	Download these resources at www.cambridgeone.org
Student Arcade, time varies	www.cambridge.org/venturesarcade/