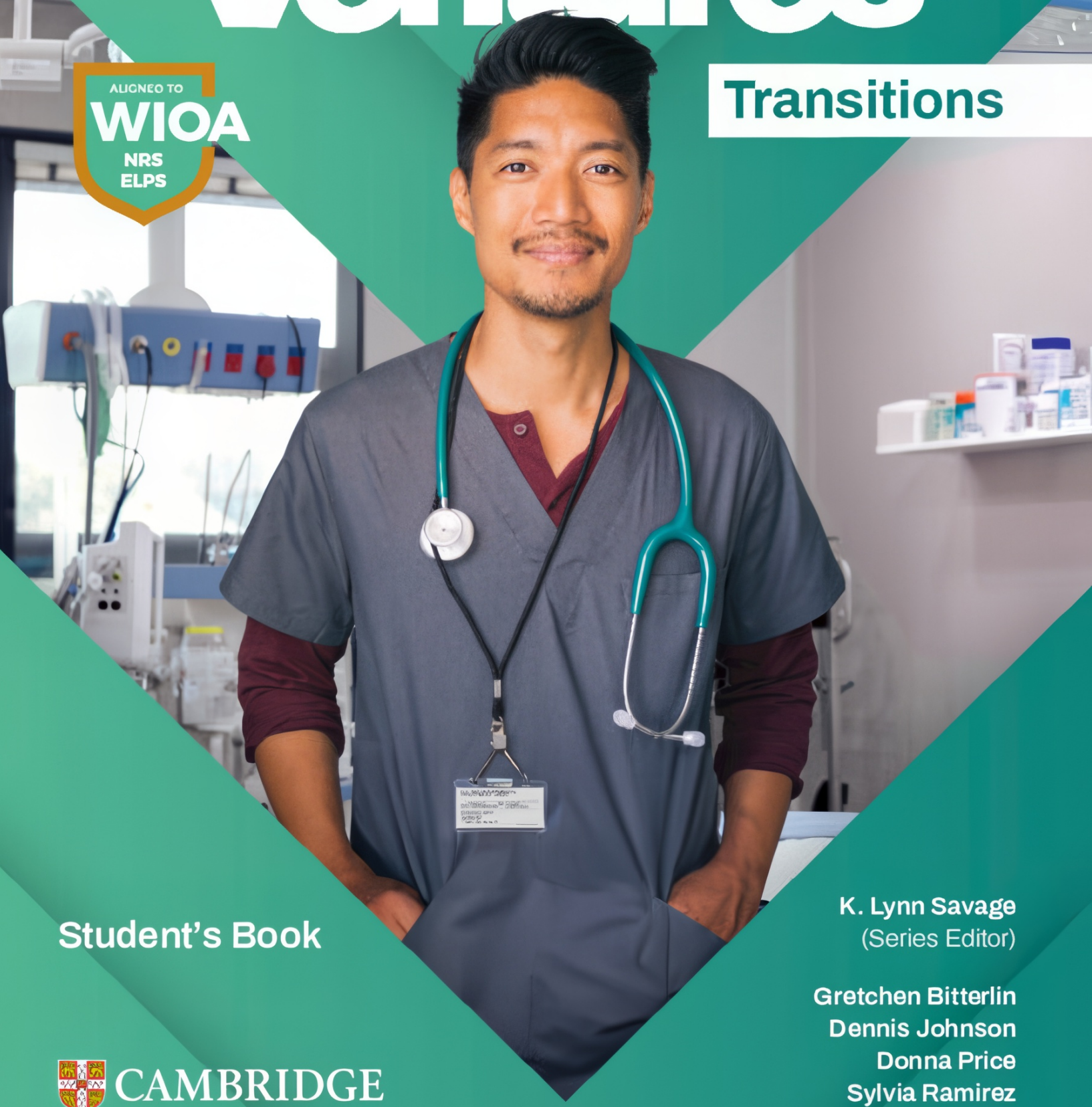
4th Edition

Ventures

Transitions

ALIGNED TO WIOA NRS ELPS



Student's Book

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

CAMBRIDGE

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SCOPE AND SEQUENCE

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 1 Selling Yourself pages 2–15	■ Describe hard and soft skills ■ Describe characteristics of a good goal	■ Listen and take notes using strategy of writing only important words ■ Discuss own job goal and hard and soft skills needed for the job	■ Use a dictionary to find the meaning of words as they are used in a reading ■ Determine the meaning and use of identified adjectives ■ Recognize and use academic words	■ Participial adjectives ■ Verb tense review
Unit 2 Building Self-Confidence pages 16–29	■ Define self-confidence ■ Recognize characteristics of self-confidence	■ Listen and take notes using the strategy of omitting vowels from the middle of words ■ Discuss strengths, weaknesses, and self-confidence	■ Recognize suffixes that indicate part of speech and determine the root word ■ Identify words in the same word family and their part of speech ■ Recognize and use academic words	■ Present passive ■ Past passive
Unit 3 Pathways to Build Skills and Experience pages 30–43	■ Describe and compare pathways to building skills ■ Report speech ■ Summarize information about pathways to building skills	■ Listen and take notes using the strategy of eliminating small connecting words ■ Discuss advantages and disadvantages of different pathways	■ Recognize prefixes that make words negative, e.g., *un-*, *dis-*, *non-* ■ Identify gerunds and the related nouns that refer to a person instead of an action ■ Recognize and use academic words	■ Indirect (reported) statements ■ Indirect questions
Unit 4 Effective Job Applications pages 44–57	■ Describe steps in finding a job ■ Discuss important events in own life	■ Listen and take notes using the strategy of writing only the first three or four letters of a word ■ Discuss own experiences in applying for jobs and filling out applications	■ Recognize suffixes that change part of speech ■ Guess meaning of new words from context ■ Recognize and use academic words	■ Past perfect ■ Simple past and past perfect
Unit 5 Successful Interviews pages 58–71	■ Describe rules for making a first impression ■ Express past regrets and logical conclusions	■ Listen and take notes using the strategy of noting clue words ■ Discuss ways to make good first impressions	■ Identify context clues to determine whether words carry a positive or negative meaning ■ Identify and understand idiomatic phrases ■ Recognize and use academic words	■ Past modals to express regret or something not done: *should(n't) have* and *could have* ■ Past modals to indicate a logical conclusion: *must (not) have*, *might (not) have*

ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS & DIGITAL LITERACY	CAREER READINESS	ACADEMIC SKILLS WORKSHEETS PAGES 142–171
■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a text about goals ■ Read a text closely to determine what it says explicitly and to make logical inferences ■ Summarize a text about skills needed for success	■ Write a résumé that follows correct format and incorporates relevant information ■ Digital Literacy: Formatting and customizing documents in Word	■ Learn about jobs in government	**Reading:** Compare and contrast three texts about goal setting and achieving success at work **Vocabulary:** ■ Use context clues to determine if words have a positive or negative meaning ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success
■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a text about understanding self-confidence ■ Read a text closely and refer to details and examples to explain what the text says explicitly ■ Summarize a text about building self-confidence	■ Write a paragraph that identifies own strengths and provides supporting examples	■ Learn about jobs in education	**Reading:** Compare and contrast three texts about self-confidence **Vocabulary:** ■ Relate academic words to everyday words ■ Recognize, define, and use academic words **Writing:** Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence to those with too much self-confidence
■ Determine the central idea of a text and how it is conveyed through specific examples ■ Summarize a reading about the similarities and differences between two pathways ■ Determine the central idea of a text and cite evidence to support it ■ Summarize a reading about the benefits of volunteering	■ Use a cluster graphic organizer to organize ideas ■ Write a summary paragraph about three different pathways to building skills ■ Digital Literacy: Formatting and customizing documents in Excel	■ Learn about jobs in human services	**Reading:** Analyze two texts about the advantages and disadvantages of volunteering **Vocabulary:** ■ Identify the use of punctuation marks to signal definitions or synonyms ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument
■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a reading about the danger of scammers ■ Read a text closely and refer to details and examples to explain what the text says explicitly ■ Summarize a reading about tips for a successful job application	■ Write a cover letter that follows correct format and incorporates relevant information	■ Learn about jobs in healthcare	**Reading:** Analyze three texts about online job applications **Vocabulary:** ■ Identify transition words and phrases that link similar ideas and signal contrast in ideas ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages
■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about successful interviews ■ Read closely to determine what the text says explicitly and to make logical inferences ■ Summarize a text about following up on an interview	■ Write a thank-you note that follows correct format and includes specific details ■ Digital Literacy: Formatting and customizing presentations in PowerPoint	■ Learn about jobs in transportation	**Reading:** Compare and contrast two texts about suggestions for gaining meaningful employment **Vocabulary:** ■ Identify suffixes to determine part of speech and define meaning ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Small Talk pages 72–85	■ Discuss purposes of and appropriate topics for small talk ■ Initiate and respond to small talk	■ Listen and take notes using the strategy of writing only the first and last letters of one-syllable words ■ Discuss examples of small talk in own countries and in U.S.	■ Recognize verb + preposition, their meaning, and a synonym for their combination ■ Recognize phrasal verbs and how their meaning is different from the original verbs ■ Recognize and use academic words	■ Tag questions ■ Gerunds and infinitives
Unit 7 Improving Relationships pages 86–99	■ Identify benefits in teamwork ■ Describe imaginary situations ■ Give advice	■ Listen and take notes using the strategy of writing important facts ■ Discuss effects of teamwork and own feelings about teamwork	■ Determine the meaning of words from textual clues ■ Recognize and define the meaning of various idioms ■ Recognize and use academic words	■ Present unreal conditional to talk about imaginary situations and to give advice ■ Restrictive and nonrestrictive adjective clauses
Unit 8 Giving and Receiving Criticism pages 100–113	■ Give and accept criticism ■ Express past wishes	■ Listen and take notes using the strategy of citing source for facts ■ Discuss negative and constructive criticism	■ Identify adverbs and the words they modify ■ Identify informal language and relate it to formal language ■ Recognize and use academic words	■ Past unreal conditional clauses to express opinions or wishes not true in the past ■ Past unreal conditional clauses: *wish* + past perfect to express regret
Unit 9 The Right Attitude pages 114–127	■ Describe people with positive and negative behaviors	■ Listen and take notes using the strategy of leaving space to fill in important words that are missed ■ Discuss positive and negative people and how they behave	■ Identify suffixes to determine part of speech and define meaning ■ Identify context clues to determine whether words carry a positive or negative meaning ■ Recognize and use academic words	■ Adverb clauses of concession using *although* and *even though* ■ Transition words and phrases for contrast: *however*, *nevertheless*, *on the other hand*, *in contrast*
Unit 10 Writing at Work and School pages 128–141	■ Describe tips for writing emails and other business correspondence ■ Identify a problem ■ Recommend solutions and consequences ■ Cite evidence from texts to support an argument	■ Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts ■ Discuss characteristics of good writing and goals for improving own writing ■ Cite evidence that supports the importance of writing	■ Use a dictionary to identify synonyms and antonyms of words within a reading ■ Identify the meaning of new words in context and use a dictionary to identify additional meanings ■ Recognize and use academic words	■ Causative verbs ■ Transition words to add ideas (*in addition*, *furthermore*, *moreover*, *as a matter of fact*, *in fact*) or show results (*therefore*, *consequently*, *as a result*)

Academic Skills Worksheets pages 142–171
Audio Script pages 172–179
Acknowledgments page 180

ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS & DIGITAL LITERACY	CAREER READINESS	ACADEMIC SKILLS WORKSHEETS PAGES 142–171
■ Determine the main idea of a text and how examples and reasons support it ■ Summarize a text about problems with small talk ■ Summarize a text about strategies for successful small talk	■ Write a compare and contrast paragraph about appropriate and inappropriate topics for small talk in the U.S. and another country	■ Learn about jobs in technology	**Reading:** Analyze three texts about small talk **Vocabulary:** ■ Locate negative adjectives and use context clues to determine their meaning. ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph arguing that small talk should or should not be used with a diverse work force
■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about bad behavior ■ Analyze a text to determine the author's point of view ■ Summarize a text about annoying behavior	■ Write a letter that offers solutions to an annoying problem at school or work ■ Digital Literacy: Using tools for online safety when searching the Internet	■ Learn about jobs in marketing	**Reading:** Analyze three texts about bad behavior in the workplace **Vocabulary:** ■ Locate figurative language and use context clues to determine their meaning ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph / essay with evidence from the texts to support opinion about the effectiveness of strategies to deal with annoying workplace behaviors
■ Determine the main idea, facts, and details in a text ■ Summarize a text about accepting criticism ■ Use textual evidence to draw inferences from a text ■ Summarize a text about performance evaluations	■ Write a narrative about an experience of being criticized, the response, and lessons learned	■ Learn about jobs in business	**Reading:** Compare and contrast three texts about performance evaluations and accepting criticism **Vocabulary:** ■ Use a variety of words with the same meaning ■ Recognize, define, and use academic words **Writing:** Develop a problem / solution essay about performance reviews
■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about positive thinking ■ Cite textual evidence that supports an author's point of view ■ Summarize a text about negativity	■ Write a college admissions essay that provides own background, goals, preparation, and reason for choosing school	■ Learn about jobs in construction	**Reading:** Compare and contrast three texts about the benefits and drawbacks of positive thinking **Vocabulary:** ■ Locate antonyms ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph / essay about disagreeing or agreeing that there are both benefits and drawbacks to positive thinking
■ Cite the textual evidence to support what the text says explicitly ■ Summarize a text about etiquette ■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a reading about good business writing	■ Write an action plan that identifies a problem, its consequences, and possible solutions ■ Digital Literacy: Identifying plagiarism and avoiding it	■ Learn about jobs in hospitality	**Reading:** Analyze three texts about issues related to email **Vocabulary:** ■ Select the correct definitions of words as used in context of a text ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph about whether or not you agree with the author's ideas about email communication, using evidence from the texts to support your opinion

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. 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.

Teacher's Edition

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

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

Teacher Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- *A placement test* helps accurately identify the appropriate level of Ventures for each student.
- *Unit*, *midterm*, and *final tests* and *test audio* to assess student progress.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.

Workbook (Print and Digital)

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

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

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Book in front of the class for a livelier, interactive classroom. Teachers can seamlessly toggle between the Student's Book, Lesson Plans, and Workbook and easily access class audio, answer keys, and 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, ***Talk about the pictures***, 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 ***Listening***, which is based on a mini-lecture and has a note-taking exercise to help students practice listening for main ideas and important details, followed by a summary question. A communicative activity at the end gives students an opportunity to discuss questions related to the theme.

LESSONS B AND ***C*** focus on grammar. The lessons move from a ***Grammar focus*** that presents the grammar point in a chart form to ***Practice*** exercises that check comprehension of the grammar point and provide guided practice.

LESSON B Grammar focuses on speaking. ***Grammar focus*** presents the grammar in chart form. ***Practice*** checks comprehension of the grammar point and provides guided practice. ***Communicate*** guides students in generating conversations, incorporating the grammar point.

LESSON C Grammar focuses on writing. ***Grammar focus*** presents the grammar in chart form. ***Notice*** has students notice the structure in context of a paragraph. ***Practice*** has students write sentences using the structure. ***Edit*** has students recognize and correct mistakes in a paragraph.

LESSONS D and E Reading develop reading skills and expand vocabulary. Each lesson opens with a ***Before you read*** exercise, designed to activate prior knowledge and encourage learners to make predictions. ***Read*** introduces a passage of several paragraphs on a high-interest topic related to the theme of the unit. The reading section of each lesson concludes with ***After you read*** exercises that check understanding through questions that require close reading. These include two vocabulary-building exercises that focus on strategies and academic words. Each lesson concludes with a summarizing activity. The *Academic Skills Worksheets* section in the back of the Student's Book (pages 142–171) provides additional reading, critical thinking, and academic vocabulary building for each unit.

LESSON F Writing provides practice with process writing within the context of the unit. ***Before you write*** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. ***Write*** gives students the writing prompt and refers to previous exercises to help guide their writing. ***After you write*** has a checklist for students to evaluate their own work and key points to look for when reacting to a classmate's writing.

Digital Literacy introduces students to digital literacy skills within the context of Lesson F in five units. 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 questions that help the teacher assess what learners already know and serves as a prompt for the lesson's key vocabulary. Next is ***Read***, which introduces key vocabulary for the lesson while also informing students about jobs within the industry and the similarities and differences between these jobs. ***After you read*** exercises check comprehension. Next is ***Listen***, which is a conversation about one specific job, followed by comprehension questions about key points in the conversation. ***After you listen*** concludes the lesson by practicing language from the dialogue in a communicative activity with a partner. A Useful Language box contains expressions used in the dialogue related to language functions, e.g. clarification.

UNIT TOUR

The Most Complete Course for Student Success

- Specifically prepares students for the critical thinking, reading, and listening skills needed for the newly updated standardized tests
- Helps students develop the skills needed to be college and career ready and function successfully in their community
- Covers key NRS and WIOA requirements
- Aligned with the English Language Proficiency Standards (ELPS)

Listening

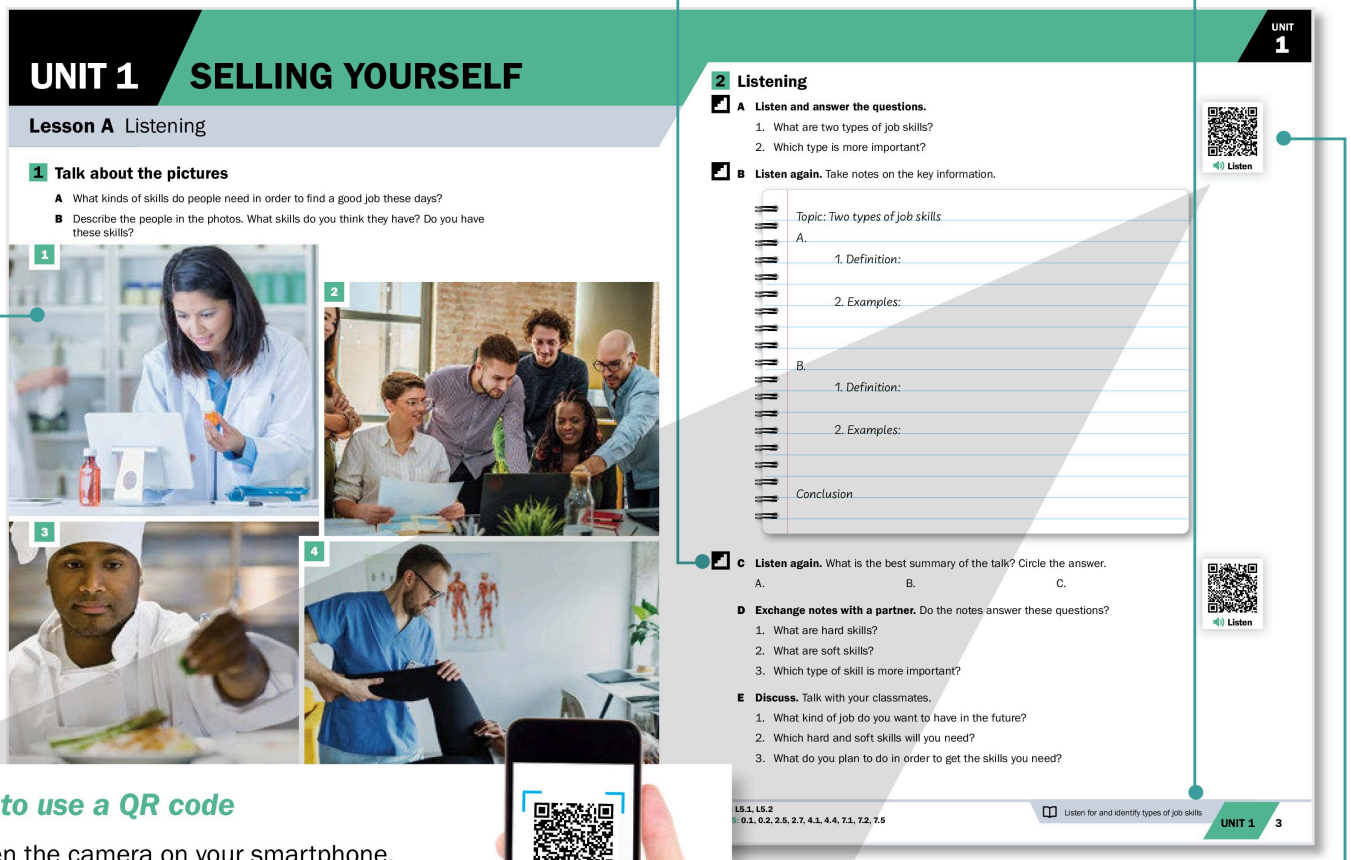
Starts by focusing on the topic using visuals to assess student's prior knowledge and serves as a prompt for key vocabulary.

CASAS

Provides practice for a summarizing activity found on the CASAS STEPS Listening test.

Lesson goals

Indicate the workplace and the academic competencies for each lesson.


UNIT 1 SELLING YOURSELF

Lesson A Listening

1 Talk about the pictures

A What kinds of skills do people need in order to find a good job these days?

B Describe the people in the photos. What skills do you think they have? Do you have these skills?

2 Listening

A Listen and answer the questions.

1. What are two types of job skills?
2. Which type is more important?

B Listen again. Take notes on the key information.

Topic: Two types of job skills
A.
1. Definition:
2. Examples:
B.
1. Definition:
2. Examples:
Conclusion

C Listen again. What is the best summary of the talk? Circle the answer.
A. B. C.

D Exchange notes with a partner. Do the notes answer these questions?

1. What are hard skills?
2. What are soft skills?
3. Which type of skill is more important?

E Discuss. Talk with your classmates.

1. What kind of job do you want to have in the future?
2. Which hard and soft skills will you need?
3. What do you plan to do in order to get the skills you need?

Listen

Listen

L5.1, L5.2
S: 0.1, 0.2, 2.5, 2.7, 4.1, 4.4, 7.1, 7.2, 7.5

Listen for and identify types of job skills

UNIT 1 3

How to use a QR code

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

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

Three easy ways to access audio

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

Every unit has two grammar lessons taught using the same format. Lesson C focuses on grammar for writing.

Grammar chart

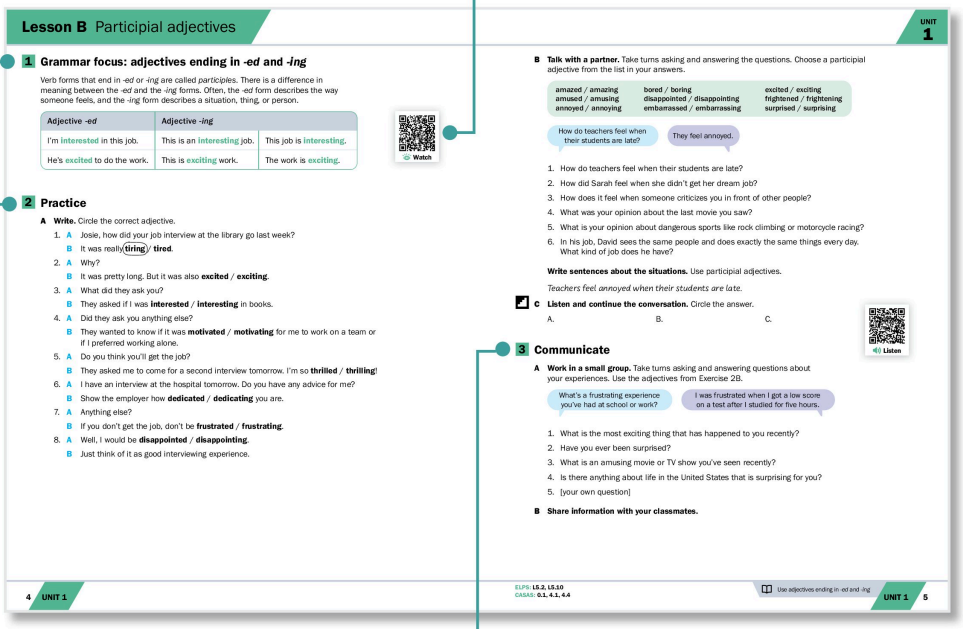
Presents and practices the grammar point.

Grammar presentation video

Allows for self-directed learning and develops digital literacy.

Additional grammar activity

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



Lesson B Participial adjectives

UNIT 1

1 Grammar focus: adjectives ending in *-ed* and *-ing*

Verb forms that end in *-ed* or *-ing* are called *participles*. There is a difference in meaning between the *-ed* and the *-ing* forms. Often, the *-ed* form describes the way someone feels, and the *-ing* form describes a situation, thing, or person.

Adjective *-ed*	Adjective *-ing*	
I'm **interested** in this job.	This is an **interesting** job.	This job is **interesting.**
He's **excited** to do the work.	This is **exciting** work.	The work is **exciting.**

Watch

2 Practice

A Write. Circle the correct adjective.

1. A Josie, how did your job interview at the library go last week?
   B It was really **tiring** / **tired**.
2. A Why?
   B It was pretty long. But it was also **excited** / **exciting**.
3. A What did they ask you?
   B They asked if I was **interested** / **interesting** in books.
4. A Did they ask you anything else?
   B They wanted to know if it was **motivated** / **motivating** for me to work on a team or if I preferred working alone.
5. A Do you think you'll get the job?
   B They asked me to come for a second interview tomorrow. I'm so **thrilled** / **thrilling**!
6. A I have an interview at the hospital tomorrow. Do you have any advice for me?
   B Show the employer how **dedicated** / **dedicating** you are.
7. A Anything else?
   B If you don't get the job, don't be **frustrated** / **frustrating**.
8. A Well, I would be **disappointed** / **disappointing**.
   B Just think of it as good interviewing experience.

B Talk with a partner. Take turns asking and answering the questions. Choose a participial adjective from the list in your answers.

amazed / amazing	bored / boring	excited / exciting
amused / amusing	disappointed / disappointing	frightened / frightening
annoyed / annoying	embarrassed / embarrassing	surprised / surprising

How do teachers feel when their students are late? — They feel annoyed.

1. How do teachers feel when their students are late?
2. How did Sarah feel when she didn't get her dream job?
3. How does it feel when someone criticizes you in front of other people?
4. What was your opinion about the last movie you saw?
5. What is your opinion about dangerous sports like rock climbing or motorcycle racing?
6. In his job, David sees the same people and does exactly the same things every day. What kind of job does he have?

Write sentences about the situations. Use participial adjectives.

Teachers feel annoyed when their students are late.

C Listen and continue the conversation. Circle the answer.

A. B. C.

Listen

3 Communicate

A Work in a small group. Take turns asking and answering questions about your experiences. Use the adjectives from Exercise 2B.

What's a frustrating experience you've had at school or work? — I was frustrated when I got a low score on a test after I studied for five hours.

1. What is the most exciting thing that has happened to you recently?
2. Have you ever been surprised?
3. What is an amusing movie or TV show you've seen recently?
4. Is there anything about life in the United States that is surprising for you?
5. [your own question]

B Share information with your classmates.

ELPS: LS.2, LS.10
CASAS: 0.1, 4.1, 4.4

Use adjectives ending in -ed and -ing

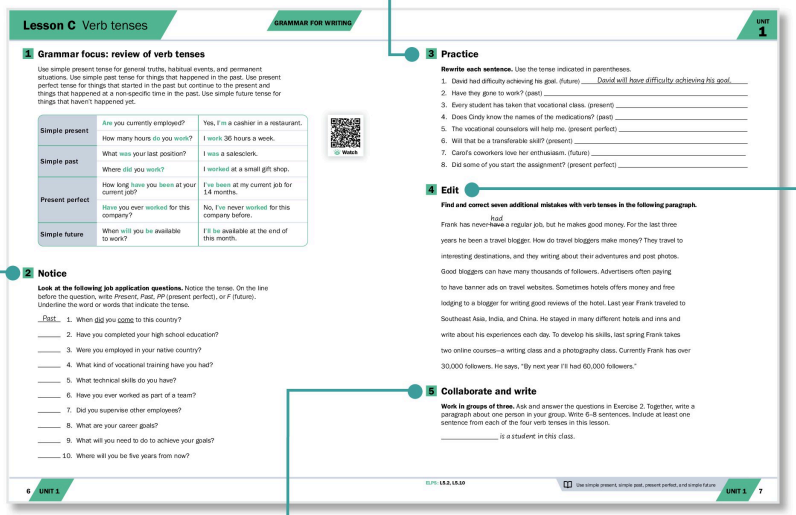
4 UNIT 1 — UNIT 1 5

Controlled writing activity

Provides students with authentic practice.

Real-life practice

Engages students and provides meaningful application of the grammar.



Lesson C Verb tenses

GRAMMAR FOR WRITING

UNIT 1

1 Grammar focus: review of verb tenses

Use simple present tense for general truths, habitual events, and permanent situations. Use simple past tense for things that happened in the past. Use present perfect tense for things that started in the past but continue to the present and things that happened at a non-specific time in the past. Use simple future tense for things that haven't happened yet.

Simple present	Are you currently employed?	Yes, I'm a cashier in a restaurant.
	How many hours do you work?	I work 36 hours a week.
Simple past	What was your last position?	I was a salesclerk.
	Where did you work?	I worked at a small gift shop.
Present perfect	How long have you been at your current job?	I've been at my current job for 14 months.
	Have you ever worked for this company?	No, I've never worked for this company before.
Simple future	When will you be available to work?	I'll be available at the end of this month.

Watch

2 Notice

Look at the following job application questions. Notice the tense. On the line before the question, write *Present*, *Past*, *PP* (present perfect), or *F* (future). Underline the word or words that indicate the tense.

Past 1. When did you come to this country?
____ 2. Have you completed your high school education?
____ 3. Were you employed in your native country?
____ 4. What kind of vocational training have you had?
____ 5. What technical skills do you have?
____ 6. Have you ever worked as part of a team?
____ 7. Did you supervise other employees?
____ 8. What are your career goals?
____ 9. What will you need to do to achieve your goals?
____ 10. Where will you be five years from now?

3 Practice

Rewrite each sentence. Use the tense indicated in parentheses.

1. David had difficulty achieving his goal. (future) *David will have difficulty achieving his goal.*
2. Have they gone to work? (past) ____
3. Every student has taken that vocational class. (present) ____
4. Does Cindy know the names of the medications? (past) ____
5. The vocational counselors will help me. (present perfect) ____
6. Will that be a transferable skill? (present) ____
7. Carol's coworkers love her enthusiasm. (future) ____
8. Did some of you start the assignment? (present perfect) ____

4 Edit

Find and correct seven additional mistakes with verb tenses in the following paragraph.

Frank has never ~~have~~ had a regular job, but he makes good money. For the last three years he been a travel blogger. How do travel bloggers make money? They travel to interesting destinations, and they writing about their adventures and post photos. Good bloggers can have many thousands of followers. Advertisers often paying to have banner ads on travel websites. Sometimes hotels offers money and free lodging to a blogger for writing good reviews of the hotel. Last year Frank traveled to Southeast Asia, India, and China. He stayed in many different hotels and inns and write about his experiences each day. To develop his skills, last spring Frank takes two online courses—a writing class and a photography class. Currently Frank has over 30,000 followers. He says, "By next year I'll had 60,000 followers."

5 Collaborate and write

Work in groups of three. Ask and answer the questions in Exercise 2. Together, write a paragraph about one person in your group. Write 6–8 sentences. Include at least one sentence from each of the four verb tenses in this lesson.

_____ *is a student in this class.*

ELPS: LS.2, LS.10

Use simple present, simple past, present perfect, and simple future

6 UNIT 1 — UNIT 1 7

Editing activity

Gives students an opportunity to practice recognizing and correcting common errors in order to improve their writing.

Notice

Asks students to identify key grammar patterns in contexts commonly found in academic and work settings.

Collaborate and write

Allows students to practice the structure in an authentic, but controlled way by working together to produce a paragraph.

Reading (Lessons D & E)

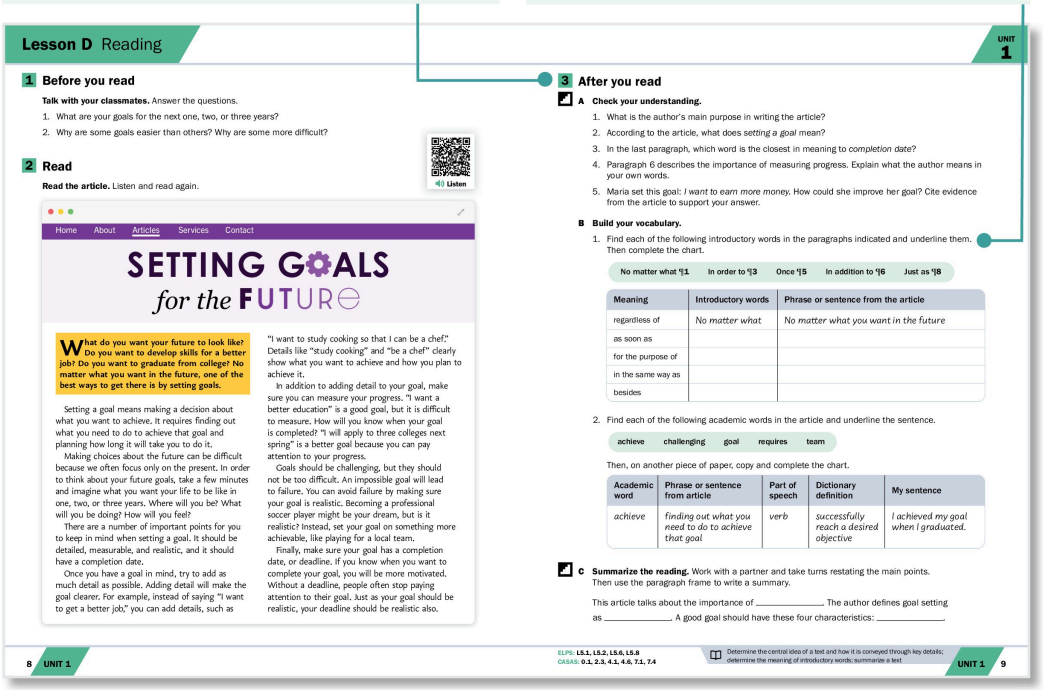
- Uses a 3-step reading approach to highlight the skills and strategies students need to succeed in both academic and workplace settings.
- Combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- Brings complex, informative texts into the classroom to help students read independently and proficiently.

Comprehension questions

Include the kinds of **critical thinking** and **text-dependent questions** found on updated standardized tests.

Academic vocabulary

Has been added to help students improve their reading skills.



Lesson D Reading

UNIT 1

1 Before you read

Talk with your classmates. Answer the questions.

1. What are your goals for the next one, two, or three years?
2. Why are some goals easier than others? Why are some more difficult?

2 Read

Read the article. Listen and read again.

Listen

Home About Articles Services Contact

SETTING GOALS for the FUTURE

What do you want your future to look like? Do you want to develop skills for a better job? Do you want to graduate from college? No matter what you want in the future, one of the best ways to get there is by setting goals.

Setting a goal means making a decision about what you want to achieve. It requires finding out what you need to do to achieve that goal and planning how long it will take you to do it.

Making choices about the future can be difficult because we often focus only on the present. In order to think about your future goals, take a few minutes and imagine what you want your life to be like in one, two, or three years. Where will you be? What will you be doing? How will you feel?

There are a number of important points for you to keep in mind when setting a goal. It should be detailed, measurable, and realistic, and it should have a completion date.

Once you have a goal in mind, try to add as much detail as possible. Adding detail will make the goal clearer. For example, instead of saying "I want to get a better job," you can add details, such as "I want to study cooking so that I can be a chef!" Details like "study cooking" and "be a chef" clearly show what you want to achieve and how you plan to achieve it.

In addition to adding detail to your goal, make sure you can measure your progress. "I want a better education" is a good goal, but it is difficult to measure. How will you know when your goal is completed? "I will apply to three colleges next spring" is a better goal because you can pay attention to your progress.

Goals should be challenging, but they should not be too difficult. An impossible goal will lead to failure. You can avoid failure by making sure your goal is realistic. Becoming a professional soccer player might be your dream, but is it realistic? Instead, set your goal on something more achievable, like playing for a local team.

Finally, make sure your goal has a completion date, or deadline. If you know when you want to complete your goal, you will be more motivated. Without a deadline, people often stop paying attention to their goal. Just as your goal should be realistic, your deadline should be realistic also.

3 After you read

A Check your understanding.

1. What is the author's main purpose in writing the article?
2. According to the article, what does *setting a goal* mean?
3. In the last paragraph, which word is the closest in meaning to *completion date*?
4. Paragraph 6 describes the importance of measuring progress. Explain what the author means in your own words.
5. Maria set this goal: *I want to earn more money.* How could she improve her goal? Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Find each of the following introductory words in the paragraphs indicated and underline them. Then complete the chart.

No matter what ¶1 | In order to ¶3 | Once ¶5 | In addition to ¶6 | Just as ¶8

Meaning	Introductory words	Phrase or sentence from the article
regardless of	*No matter what*	*No matter what you want in the future*
as soon as		
for the purpose of		
in the same way as		
besides		

2. Find each of the following academic words in the article and underline the sentence.

achieve | challenging | goal | requires | team

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
achieve	*finding out what you need to do to achieve that goal*	*verb*	*successfully reach a desired objective*	*I achieved my goal when I graduated.*

C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

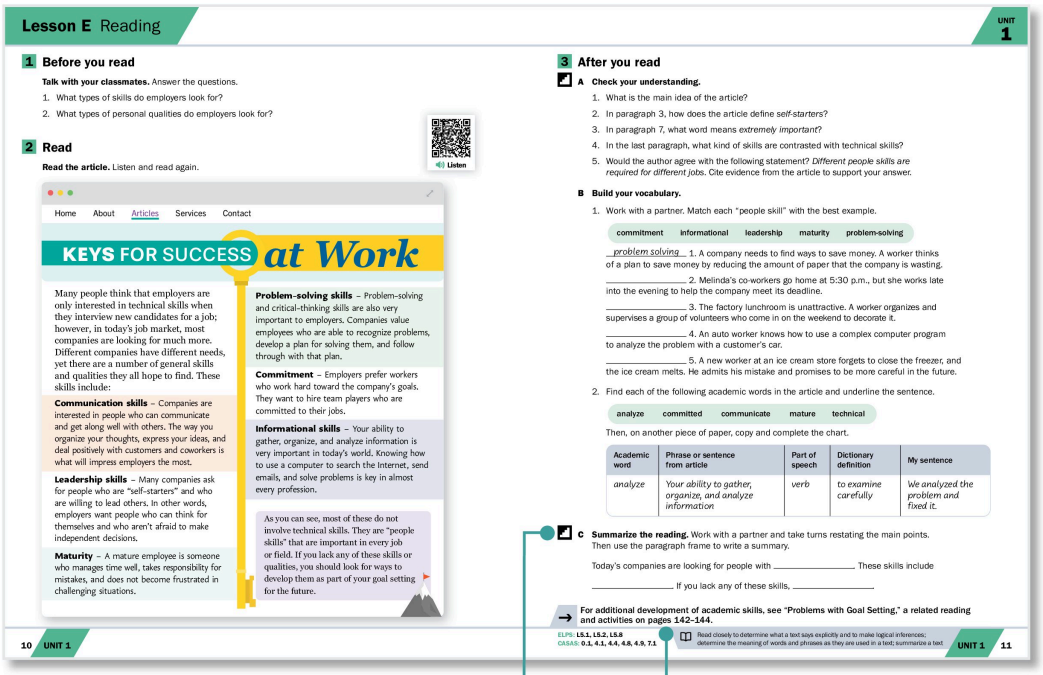
This article talks about the importance of _____. The author defines goal setting as _____. A good goal should have these four characteristics: _____.

8 UNIT 1

ELPS: LS.1, LS.2, LS.6, LS.8
CASAS: 0.1, 2.3, 4.1, 4.6, 7.1, 7.4

Determine the central idea of a text and how it is conveyed through key details; determine the meaning of introductory words; summarize a text

UNIT 1 9



Lesson E Reading

UNIT 1

1 Before you read

Talk with your classmates. Answer the questions.

1. What types of skills do employers look for?
2. What types of personal qualities do employers look for?

2 Read

Read the article. Listen and read again.

Listen

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KEYS FOR SUCCESS at Work

Many people think that employers are only interested in technical skills when they interview new candidates for a job; however, in today's job market, most companies are looking for much more. Different companies have different needs, yet there are a number of general skills and qualities they all hope to find. These skills include:

Communication skills – Companies are interested in people who can communicate and get along well with others. The way you organize your thoughts, express your ideas, and deal positively with customers and coworkers is what will impress employers the most.

Leadership skills – Many companies ask for people who are "self-starters" and who are willing to lead others. In other words, employers want people who can think for themselves and who aren't afraid to make independent decisions.

Maturity – A mature employee is someone who manages time well, takes responsibility for mistakes, and does not become frustrated in challenging situations.

Problem-solving skills – Problem-solving and critical-thinking skills are also very important to employers. Companies value employees who are able to recognize problems, develop a plan for solving them, and follow through with that plan.

Commitment – Employers prefer workers who work hard toward the company's goals. They want to hire team players who are committed to their jobs.

Informational skills – Your ability to gather, organize, and analyze information is very important in today's world. Knowing how to use a computer to search the Internet, send emails, and solve problems is key in almost every profession.

As you can see, most of these do not involve technical skills. They are "people skills" that are important in every job or field. If you lack any of these skills or qualities, you should look for ways to develop them as part of your goal setting for the future.

3 After you read

A Check your understanding.

1. What is the main idea of the article?
2. In paragraph 3, how does the article define *self-starters*?
3. In paragraph 7, what word means *extremely important*?
4. In the last paragraph, what kind of skills are contrasted with technical skills?
5. Would the author agree with the following statement? *Different people skills are required for different jobs.* Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Work with a partner. Match each "people skill" with the best example.

commitment | informational | leadership | maturity | problem-solving

problem solving 1. A company needs to find ways to save money. A worker thinks of a plan to save money by reducing the amount of paper that the company is wasting.

_____ 2. Melinda's co-workers go home at 5:30 p.m., but she works late into the evening to help the company meet its deadline.

_____ 3. The factory lunchroom is unattractive. A worker organizes and supervises a group of volunteers who come in on the weekend to decorate it.

_____ 4. An auto worker knows how to use a complex computer program to analyze the problem with a customer's car.

_____ 5. A new worker at an ice cream store forgets to close the freezer, and the ice cream melts. He admits his mistake and promises to be more careful in the future.

2. Find each of the following academic words in the article and underline the sentence.

analyze | committed | communicate | mature | technical

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
analyze	*Your ability to gather, organize, and analyze information*	*verb*	*to examine carefully*	*We analyzed the problem and fixed it.*

C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

Today's companies are looking for people with _____. These skills include _____. If you lack any of these skills, _____.

→ **For additional development of academic skills, see "Problems with Goal Setting," a related reading and activities on pages 142–144.**

10 UNIT 1

ELPS: LS.1, LS.2, LS.9
CASAS: 0.1, 4.1, 4.4, 4.8, 4.9, 7.1

Read closely to determine what a text says explicitly and to make logical inferences; determine the meaning of words and phrases as they are used in a text; summarize a text

UNIT 1 11

Summarize

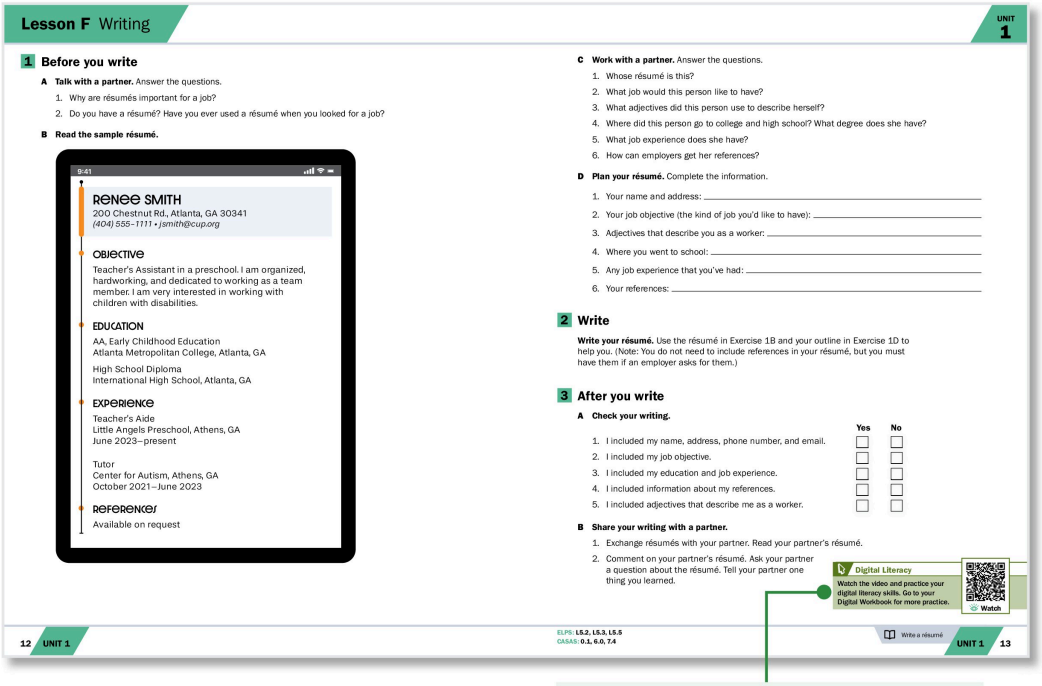
Asks students to collaborate with others to **summarize the readings**, a key skill for academic success.

Academic skills worksheets

Referral to an additional reading that builds critical-thinking skills and uses informative texts to help students master the more academic standards.

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 F Writing — UNIT 1

1 Before you write

A Talk with a partner. Answer the questions.

1. Why are résumés important for a job?
2. Do you have a résumé? Have you ever used a résumé when you looked for a job?

B Read the sample résumé.

9:41

RENEE SMITH
200 Chestnut Rd., Atlanta, GA 30341
(404) 555–1111 • jsmith@cup.org

OBJECTIVE
Teacher's Assistant in a preschool. I am organized, hardworking, and dedicated to working as a team member. I am very interested in working with children with disabilities.

EDUCATION
AA, Early Childhood Education
Atlanta Metropolitan College, Atlanta, GA

High School Diploma
International High School, Atlanta, GA

EXPERIENCE
Teacher's Aide
Little Angels Preschool, Athens, GA
June 2023–present

Tutor
Center for Autism, Athens, GA
October 2021–June 2023

REFERENCES
Available on request

C Work with a partner. Answer the questions.

1. Whose résumé is this?
2. What job would this person like to have?
3. What adjectives did this person use to describe herself?
4. Where did this person go to college and high school? What degree does she have?
5. What job experience does she have?
6. How can employers get her references?

D Plan your résumé. Complete the information.

1. Your name and address: _____
2. Your job objective (the kind of job you'd like to have): _____
3. Adjectives that describe you as a worker: _____
4. Where you went to school: _____
5. Any job experience that you've had: _____
6. Your references: _____

2 Write

Write your résumé. Use the résumé in Exercise 1B and your outline in Exercise 1D to help you. (Note: You do not need to include references in your résumé, but you must have them if an employer asks for them.)

3 After you write

A Check your writing.

	Yes	No
1. I included my name, address, phone number, and email.	☐	☐
2. I included my job objective.	☐	☐
3. I included my education and job experience.	☐	☐
4. I included information about my references.	☐	☐
5. I included adjectives that describe me as a worker.	☐	☐

B Share your writing with a partner.

1. Exchange résumés with your partner. Read your partner's résumé.
2. Comment on your partner's résumé. Ask your partner a question about the résumé. Tell your partner one thing you learned.

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

ELPS: LS.2, LS.3, LS.5
CASAS: 0.1, 6.0, 7.4

Write a résumé

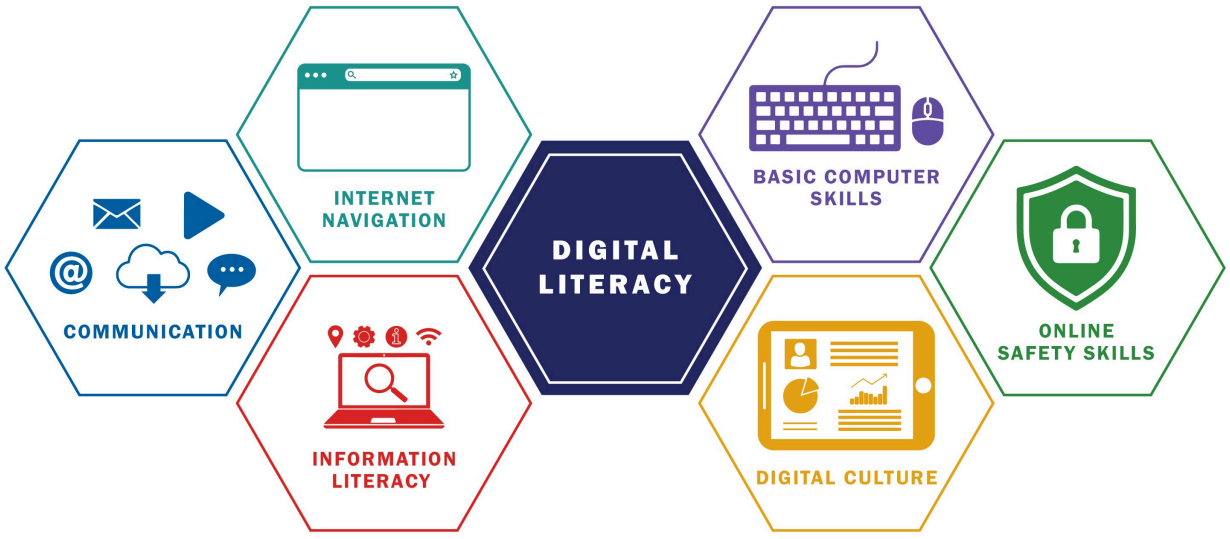
12 UNIT 1 — UNIT 1 13

Digital literacy

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

Digital Literacy in *Ventures*

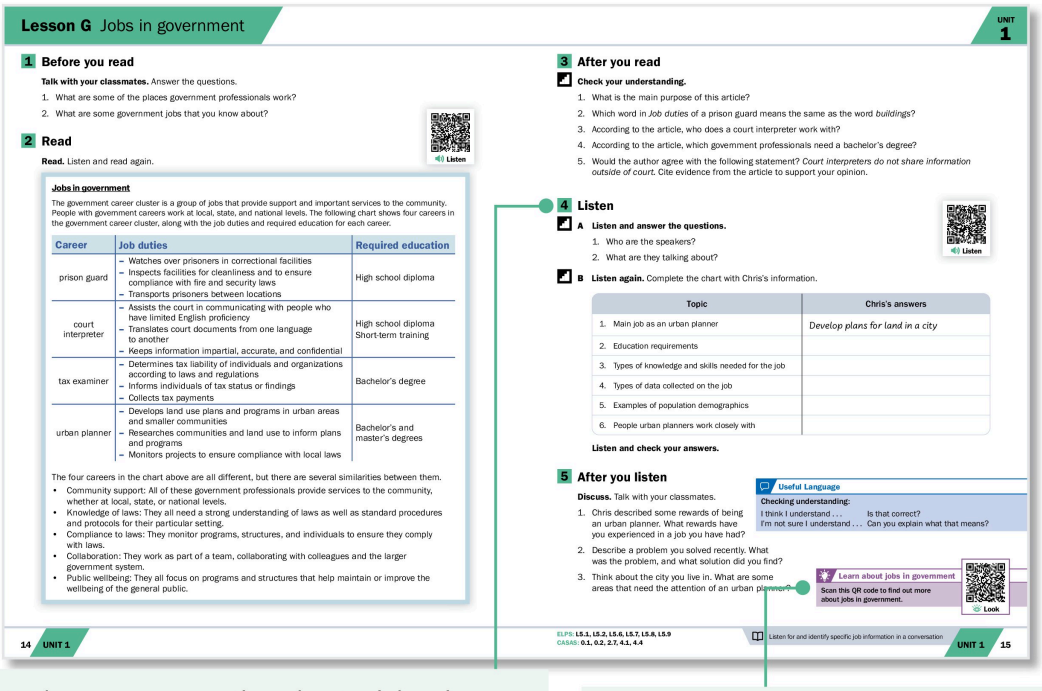
Digital literacy development is a critical part of Adult Education instruction. In order to succeed at school or in the workplace, learners need soft skills in key areas, such as critical thinking, problem solving, communication, and collaboration supported by the creative application of digital technologies.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



Career Readiness

Career readiness expands students' opportunities in the workplace by preparing them for skilled work and more challenging roles. These lessons help students learn about different jobs and pathways, as well as the language and skills needed within each cluster.

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.



Lesson G Jobs in government — UNIT 1

1 Before you read

Talk with your classmates. Answer the questions.

1. What are some of the places government professionals work?
2. What are some government jobs that you know about?

2 Read

Read. Listen and read again.

Listen

Jobs in government

The government career cluster is a group of jobs that provide support and important services to the community. People with government careers work at local, state, and national levels. The following chart shows four careers in the government career cluster, along with the job duties and required education for each career.

Career	Job duties	Required education
prison guard	– Watches over prisoners in correctional facilities – Inspects facilities for cleanliness and to ensure compliance with fire and security laws – Transports prisoners between locations	High school diploma
court interpreter	– Assists the court in communicating with people who have limited English proficiency – Translates court documents from one language to another – Keeps information impartial, accurate, and confidential	High school diploma Short-term training
tax examiner	– Determines tax liability of individuals and organizations according to laws and regulations – Informs individuals of tax status or findings – Collects tax payments	Bachelor's degree
urban planner	– Develops land use plans and programs in urban areas and smaller communities – Researches communities and land use to inform plans and programs – Monitors projects to ensure compliance with local laws	Bachelor's and master's degrees

The four careers in the chart above are all different, but there are several similarities between them.

- Community support: All of these government professionals provide services to the community, whether at local, state, or national levels.
- Knowledge of laws: They all need a strong understanding of laws as well as standard procedures and protocols for their particular setting.
- Compliance to laws: They monitor programs, structures, and individuals to ensure they comply with laws.
- Collaboration: They work as part of a team, collaborating with colleagues and the larger government system.
- Public wellbeing: They all focus on programs and structures that help maintain or improve the wellbeing of the general public.

3 After you read

Check your understanding.

1. What is the main purpose of this article?
2. Which word in *Job duties* of a prison guard means the same as the word *buildings*?
3. According to the article, who does a court interpreter work with?
4. According to the article, which government professionals need a bachelor's degree?
5. Would the author agree with the following statement? *Court interpreters do not share information outside of court.* Cite evidence from the article to support your opinion.

4 Listen

A Listen and answer the questions.

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

Listen

B Listen again. Complete the chart with Chris's information.

Topic	Chris's answers
1. Main job as an urban planner	*Develop plans for land in a city*
2. Education requirements	
3. Types of knowledge and skills needed for the job	
4. Types of data collected on the job	
5. Examples of population demographics	
6. People urban planners work closely with	

Listen and check your answers.

5 After you listen

Discuss. Talk with your classmates.

1. Chris described some rewards of being an urban planner. What rewards have you experienced in a job you have had?
2. Describe a problem you solved recently. What was the problem, and what solution did you find?
3. Think about the city you live in. What are some areas that need the attention of an urban planner?

Useful Language

Checking understanding:
I think I understand . . . Is that correct?
I'm not sure I understand . . . Can you explain what that means?

Learn about jobs in government

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

Look

ELPS: LS.1, LS.2, LS.6, LS.7, LS.8, LS.9
CASAS: 0.1, 0.2, 2.7, 4.1, 4.4

Listen for and identify specific job information in a conversation

14 UNIT 1 — UNIT 1 15

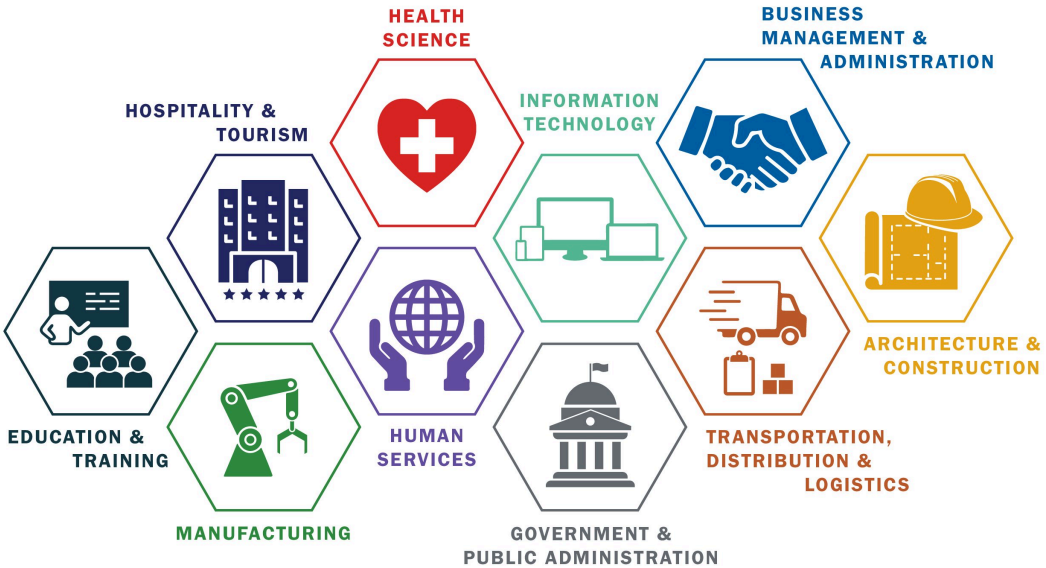
- Introduces a conversation about a job using key vocabulary related to the job.
- Practices language from the conversation through a communicative activity with a partner.

Extension

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

Career Clusters

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



For Teachers

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- Printable tests in PDF and Word.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

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

CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
Unit 1 Selling Yourself Pages 2–15	0.1, 0.2, 2.3, 2.5, 2.7, 4.1, 4.4, 4.6, 4.8, 4.9, 7.1, 7.2, 7.4, 7.5	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Details:** Retell key details; Locate / Compare details; **Main Idea:** Identify the main topic; Identify an author's purpose; **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 2 Building Self-Confidence Pages 16–29	0.1, 0.2, 2.5, 2.8, 3.1, 3.5, 3.6, 4.1, 4.4 4.6, 4.8, 7.1, 8.3	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions (Academic Skills Worksheets); **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 3 Pathways to Build Skills and Experience Pages 30–43	0.1, 0.2, 1.9, 2.2, 2.5, 2.7, 2.8, 3.6, 4.1, 4.3, 4.4, 4.6, 4.8, 7.3	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 4 Effective Job Applications Pages 44–57	0.1, 0.2, 1.9, 2.1, 2.2, 2.3, 2.8, 3.6, 4.1, 4.2, 4.4	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 5 Successful Interviews Pages 58–71	0.1, 0.2, 2.3, 2.7, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.0, 7.1, 7.2	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose; **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence

For more details and correlations to other state standards, go to: www.cambridge.org/ventures/correlations

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Determine the main topic and key details in a lecture about hard and soft skills; determine the main idea and key details in a reading about success at work; determine the meaning of vocabulary based on the context in the reading and the dictionary definition. **Productive** Deliver a short oral presentation about classmates' experiences; write a summary of a reading about goal setting; write a résumé that includes a career objective, education and job experience, references, and adjectives that describe you as an employee; report on an Internet research project on interviews with people about their goals. **Interactive** Discuss your desired job and needed hard and soft skills and plan to achieve those skills; participate in conversations about feelings and opinions; participate in conversations about your own experiences; collaborate to develop a summary of a reading about goal setting and a reading about keys for success at work.	**ELPS:** L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about strengths and weaknesses; use context clues to determine the meaning of vocabulary about building self-confidence; state an opinion and cite evidence to support it. **Productive** Write a list of your strengths using examples based on personal experiences you have had; deliver a short oral presentation about a classmate's areas of confidence; report on a short research project using print and digital sources on self-confidence; identify and use academic words in a reading about the disadvantage of having too much self-confidence; write a summary about self-confidence. **Interactive** Participate in conversations about building self-confidence; discuss with a partner each other's writing about personal strengths; collaborate to write a summary of a reading about self-confidence.	**ELPS:** L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about volunteering; use gerunds to determine the meaning of vocabulary about volunteering; state an opinion and cite evidence to support it. **Productive** Write a one-paragraph summary of the article in this unit; deliver a short oral presentation about a student's volunteer experience; identify and use academic words in readings about the disadvantages of volunteerism; write a summary about volunteering at college. **Interactive** Discuss what kind of volunteer work you are interested in; discuss with a partner each other's writing about the benefits of volunteering in college; collaborate to write a summary of a reading about volunteering in college.	**ELPS:** L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about applying for a job; use suffixes to determine the meaning of vocabulary about effective job applications; state an opinion and cite evidence to support it. **Productive** Write a cover letter using exercises from this unit; deliver a short oral presentation about a classmate's important life experiences; report on a short research project using print and digital sources about the job search process; write a summary about scammers on the Internet. **Interactive** Discuss your experiences applying for a job; participate in conversations about effective job applications; discuss with a partner each other's cover letter; collaborate to write a summary of a reading about avoiding scammers while applying for jobs online.	**ELPS:** L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic and key details in a written text about how to have a successful interview; use context clues to determine the meaning of vocabulary about successful interviews; state an opinion and cite evidence to support it. **Productive** Write a thank-you email using examples from this unit; deliver a short oral presentation about a classmate's past mistake; identify and use academic words in a reading about a different way to find "hidden" jobs; write a summary about the keys to a successful interview. **Interactive** Discuss the five rules for making a good first impression; participate in conversations about successful interviews; collaborate to write a summary of a reading about how to have a successful interview.	**ELPS:** L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 **Small Talk** Pages 72–85	0.1, 0.2, 2.2, 2.3, 2.6, 2.7, 4.1, 4.4	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Details:** Retell key details; Locate / Compare details; **Main Idea:** Identify the main topic; Identify an author's purpose; **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 7 **Improving Relationships** Pages 86–99	0.1, 0.2, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 4.8, 4.9, 7.3	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 8 **Giving and Receiving Criticism** Pages 100–113	0.1, 0.2, 4.1, 4.4, 4.6, 4.8	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 9 **The Right Attitude** Pages 114–127	0.1, 0.2, 4.1, 4.4, 4.6, 4.8	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; Locate / Compare details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence
Unit 10 **Writing at Work and School** Pages 128–141	0.1, 0.2, 1.7, 2.3, 2.4, 3.2, 4.1, 4.4, 4.5, 4.6, 4.7, 5.4, 7.1, 7.4, 7.7	**Listening STEPS** **Dialogue:** Continue the conversation; **Details:** Retell key details; **Main Idea:** Identify the main topic; **Summary:** Summarize **Reading STEPS** **Details:** Retell key details; **Vocabulary:** Understand academic vocabulary; Understand words with multiple meanings; **Main Idea:** Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); **Inference:** Infer / Draw conclusions; **Point of View and Supporting Evidence:** Identify an author's point of view; Identify supporting evidence

For more details and correlations to other state standards, go to: www.cambridge.org/ventures/correlations

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Determine the main topic of and key details in a spoken text about small talk; use prepositions to determine the meaning of vocabulary about small talk; state an opinion and cite evidence to support it. **Productive** Write a paragraph about appropriate and inappropriate topics for small talk; role-play small talk with a partner using true and false statements and tag questions; report on a short research project using interviews about small talk; identify and use academic words in a reading about making the best of small talk; write a summary about misunderstandings in small talk. **Interactive** Discuss how to start a conversation with a stranger in different countries; participate in conversations about small talk; collaborate to write a summary of a reading about misunderstandings in small talk.	**ELPS:** L5.1, L5.2, L5.3, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about the benefits of teamwork; use punctuation, phrases, and clauses about improving relationships; state an opinion and cite evidence to support it. **Productive** Write a paragraph in which you respond to a letter asking for advice; deliver a short oral presentation about a classmate's advice for difficult situations; report on a short research project using print and digital sources about team behaviors; identify and use academic words in a reading about strategies for dealing with bad behavior; write a summary about bad behavior in the workplace. **Interactive** Discuss your thoughts and opinions about teamwork; discuss with a partner each other's writing about improving relationships; collaborate to write a summary of a reading about bad behavior in the workplace.	**ELPS:** L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about giving constructive criticism; use adverbs to determine the meaning of vocabulary about giving and receiving criticism; state an opinion and cite evidence to support it. **Productive** Write a story about a time someone criticized you and what you learned from the experience; deliver an oral presentation about something a classmate was sorry that they did or did not do; report on a short research project using interviews about receiving criticism; identify and use academic words in a reading about different problems with performance reviews; write a summary about accepting criticism gracefully. **Interactive** Discuss the three steps of giving constructive criticism; participate in conversations about giving and receiving criticism; discuss with a partner each other's writing about receiving criticism; collaborate to write a summary of a reading about accepting criticism gracefully.	**ELPS:** L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9 L5.10
Interpretive Determine the main topic of and key details in a spoken text about positive and negative behaviors; use context clues to determine positive or negative meanings of vocabulary words; state an opinion and cite evidence to support it. **Productive** Write a college admissions essay that responds to the question given in this unit; deliver a short oral presentation about a classmate's positive and negative thoughts; report on a research project using print and digital sources about behavior; identify and use academic words in a reading about problems related to optimism. **Interactive** Discuss some positive and negative people you know; participate in conversations about having the right attitude; discuss with a partner each other's writing about having the right attitude; collaborate to write a summary of a reading about the power of positive thinking.	**ELPS:** L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about the importance of writing; use synonyms and antonyms to determine the meaning of vocabulary about writing; state an opinion and cite evidence to support it. **Productive** Write an action plan that includes the problem, consequence(s), recommendation(s), and a timeline; deliver an oral presentation about things a person made or convinced another person to do; report on a short research project using interviews about people's experiences with writing; identify and use academic words in a reading about the limitations of email; write a summary about email etiquette. **Interactive** Discuss types of writing you need to do now and how you'd like to improve; discuss with a partner each other's writing about an action plan; collaborate to write a summary of a reading about email etiquette.	**ELPS:** L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

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.



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

TO THE STUDENT

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

Good luck in your studies!

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

My goals for studying English

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

UNIT 1 SELLING YOURSELF

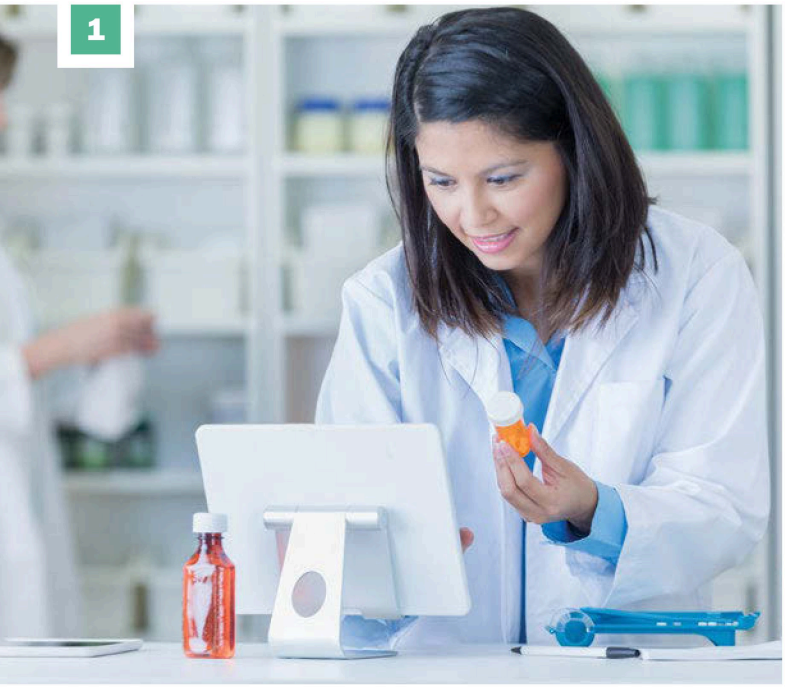
Lesson A Listening

1 Talk about the pictures

A What kinds of skills do people need in order to find a good job these days?

B Describe the people in the photos. What skills do you think they have? Do you have these skills?

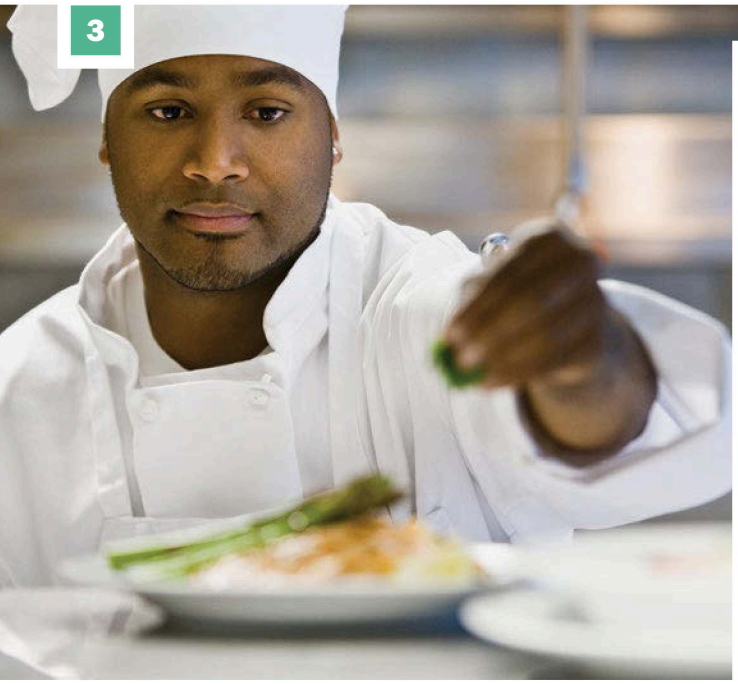
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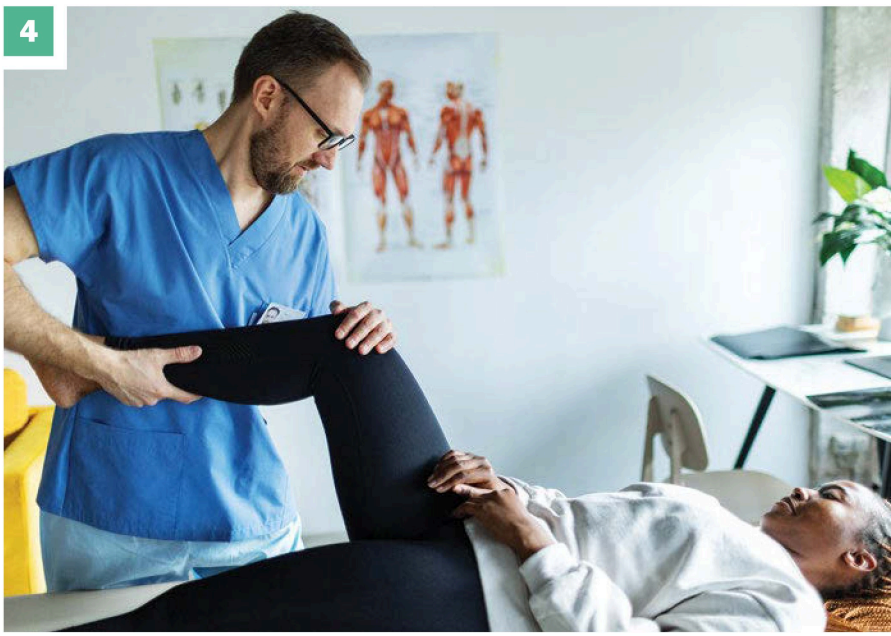
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3



4



2 Listening

A Listen and answer the questions.

1. What are two types of job skills?
2. Which type is more important?



B Listen again. Take notes on the key information.

Topic: Two types of job skills

A.

1. Definition:

2. Examples:

B.

1. Definition:

2. Examples:

Conclusion

C Listen again. What is the best summary of the talk? Circle the answer.

A. B. C.



D Exchange notes with a partner. Do the notes answer these questions?

1. What are hard skills?
2. What are soft skills?
3. Which type of skill is more important?

E Discuss. Talk with your classmates.

1. What kind of job do you want to have in the future?
2. Which hard and soft skills will you need?
3. What do you plan to do in order to get the skills you need?

Lesson B Participial adjectives

1 Grammar focus: adjectives ending in *-ed* and *-ing*

Verb forms that end in *-ed* or *-ing* are called *participles*. There is a difference in meaning between the *-ed* and the *-ing* forms. Often, the *-ed* form describes the way someone feels, and the *-ing* form describes a situation, thing, or person.

Adjective *-ed*	Adjective *-ing*	
I'm **interested** in this job.	This is an **interesting** job.	This job is **interesting**.
He's **excited** to do the work.	This is **exciting** work.	The work is **exciting**.

Watch

2 Practice

A **Write.** Circle the correct adjective.

1. **A** Josie, how did your job interview at the library go last week?
   B It was really **tiring** / **tired**.
2. **A** Why?
   B It was pretty long. But it was also **excited** / **exciting**.
3. **A** What did they ask you?
   B They asked if I was **interested** / **interesting** in books.
4. **A** Did they ask you anything else?
   B They wanted to know if it was **motivated** / **motivating** for me to work on a team or if I preferred working alone.
5. **A** Do you think you'll get the job?
   B They asked me to come for a second interview tomorrow. I'm so **thrilled** / **thrilling**!
6. **A** I have an interview at the hospital tomorrow. Do you have any advice for me?
   B Show the employer how **dedicated** / **dedicating** you are.
7. **A** Anything else?
   B If you don't get the job, don't be **frustrated** / **frustrating**.
8. **A** Well, I would be **disappointed** / **disappointing**.
   B Just think of it as good interviewing experience.

B **Talk with a partner.** Take turns asking and answering the questions. Choose a participial adjective from the list in your answers.

amazed / amazing	bored / boring	excited / exciting
amused / amusing	disappointed / disappointing	frightened / frightening
annoyed / annoying	embarrassed / embarrassing	surprised / surprising

How do teachers feel when their students are late?

They feel annoyed.

1. How do teachers feel when their students are late?
2. How did Sarah feel when she didn't get her dream job?
3. How does it feel when someone criticizes you in front of other people?
4. What was your opinion about the last movie you saw?
5. What is your opinion about dangerous sports like rock climbing or motorcycle racing?
6. In his job, David sees the same people and does exactly the same things every day. What kind of job does he have?

Write sentences about the situations. Use participial adjectives.

Teachers feel annoyed when their students are late.

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

A. B. C.

Listen

3 Communicate

A **Work in a small group.** Take turns asking and answering questions about your experiences. Use the adjectives from Exercise 2B.

What's a frustrating experience you've had at school or work?

I was frustrated when I got a low score on a test after I studied for five hours.

1. What is the most exciting thing that has happened to you recently?
2. Have you ever been surprised?
3. What is an amusing movie or TV show you've seen recently?
4. Is there anything about life in the United States that is surprising for you?
5. [your own question]

B **Share information with your classmates.**

1 Grammar focus: review of verb tenses

Use simple present tense for general truths, habitual events, and permanent situations. Use simple past tense for things that happened in the past. Use present perfect tense for things that started in the past but continue to the present and things that happened at a non-specific time in the past. Use simple future tense for things that haven't happened yet.

Simple present	**Are** you currently employed?	Yes, I'**m** a cashier in a restaurant.
	How many hours **do** you **work**?	I **work** 36 hours a week.
Simple past	What **was** your last position?	I **was** a salesclerk.
	Where **did** you **work?**	I **worked** at a small gift shop.
Present perfect	How long **have** you **been** at your current job?	I'**ve been** at my current job for 14 months.
	Have you ever **worked** for this company?	No, I'**ve** never **worked** for this company before.
Simple future	When **will** you **be** available to work?	I'**ll be** available at the end of this month.

Watch

2 Notice

Look at the following job application questions. Notice the tense. On the line before the question, write *Present*, *Past*, *PP* (present perfect), or *F* (future). Underline the word or words that indicate the tense.

Past 1. When <u>did</u> you <u>come</u> to this country?

_____ 2. Have you completed your high school education?

_____ 3. Were you employed in your native country?

_____ 4. What kind of vocational training have you had?

_____ 5. What technical skills do you have?

_____ 6. Have you ever worked as part of a team?

_____ 7. Did you supervise other employees?

_____ 8. What are your career goals?

_____ 9. What will you need to do to achieve your goals?

_____ 10. Where will you be five years from now?

3 Practice

Rewrite each sentence. Use the tense indicated in parentheses.

1. David had difficulty achieving his goal. (future) *David will have difficulty achieving his goal.*
2. Have they gone to work? (past) _____
3. Every student has taken that vocational class. (present) _____
4. Does Cindy know the names of the medications? (past) _____
5. The vocational counselors will help me. (present perfect) _____
6. Will that be a transferable skill? (present) _____
7. Carol's coworkers love her enthusiasm. (future) _____
8. Did some of you start the assignment? (present perfect) _____

4 Edit

Find and correct seven additional mistakes with verb tenses in the following paragraph.

Frank has never ~~have~~ *had* a regular job, but he makes good money. For the last three years he been a travel blogger. How do travel bloggers make money? They travel to interesting destinations, and they writing about their adventures and post photos. Good bloggers can have many thousands of followers. Advertisers often paying to have banner ads on travel websites. Sometimes hotels offers money and free lodging to a blogger for writing good reviews of the hotel. Last year Frank traveled to Southeast Asia, India, and China. He stayed in many different hotels and inns and write about his experiences each day. To develop his skills, last spring Frank takes two online courses—a writing class and a photography class. Currently Frank has over 30,000 followers. He says, "By next year I'll had 60,000 followers."

5 Collaborate and write

Work in groups of three. Ask and answer the questions in Exercise 2. Together, write a paragraph about one person in your group. Write 6–8 sentences. Include at least one sentence from each of the four verb tenses in this lesson.

_____ *is a student in this class.*

1 Before you read

Talk with your classmates. Answer the questions.

1. What are your goals for the next one, two, or three years?
2. Why are some goals easier than others? Why are some more difficult?

2 Read

Read the article. Listen and read again.

Listen

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SETTING GOALS *for the* FUTURE

What do you want your future to look like? Do you want to develop skills for a better job? Do you want to graduate from college? No matter what you want in the future, one of the best ways to get there is by setting goals.

Setting a goal means making a decision about what you want to achieve. It requires finding out what you need to do to achieve that goal and planning how long it will take you to do it.

Making choices about the future can be difficult because we often focus only on the present. In order to think about your future goals, take a few minutes and imagine what you want your life to be like in one, two, or three years. Where will you be? What will you be doing? How will you feel?

There are a number of important points for you to keep in mind when setting a goal. It should be detailed, measurable, and realistic, and it should have a completion date.

Once you have a goal in mind, try to add as much detail as possible. Adding detail will make the goal clearer. For example, instead of saying "I want to get a better job," you can add details, such as "I want to study cooking so that I can be a chef." Details like "study cooking" and "be a chef" clearly show what you want to achieve and how you plan to achieve it.

In addition to adding detail to your goal, make sure you can measure your progress. "I want a better education" is a good goal, but it is difficult to measure. How will you know when your goal is completed? "I will apply to three colleges next spring" is a better goal because you can pay attention to your progress.

Goals should be challenging, but they should not be too difficult. An impossible goal will lead to failure. You can avoid failure by making sure your goal is realistic. Becoming a professional soccer player might be your dream, but is it realistic? Instead, set your goal on something more achievable, like playing for a local team.

Finally, make sure your goal has a completion date, or deadline. If you know when you want to complete your goal, you will be more motivated. Without a deadline, people often stop paying attention to their goal. Just as your goal should be realistic, your deadline should be realistic also.

3 After you read

A Check your understanding.

1. What is the author's main purpose in writing the article?
2. According to the article, what does *setting a goal* mean?
3. In the last paragraph, which word is the closest in meaning to *completion date*?
4. Paragraph 6 describes the importance of measuring progress. Explain what the author means in your own words.
5. Maria set this goal: *I want to earn more money.* How could she improve her goal? Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Find each of the following introductory words in the paragraphs indicated and underline them. Then complete the chart.

No matter what ¶1 **In order to ¶3** **Once ¶5** **In addition to ¶6** **Just as ¶8**

Meaning	Introductory words	Phrase or sentence from the article
regardless of	*No matter what*	*No matter what you want in the future*
as soon as		
for the purpose of		
in the same way as		
besides		

2. Find each of the following academic words in the article and underline the sentence.

achieve **challenging** **goal** **requires** **team**

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
achieve	*finding out what you need to do to achieve that goal*	*verb*	*successfully reach a desired objective*	*I achieved my goal when I graduated.*

C Summarize the reading.

Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

This article talks about the importance of _____. The author defines goal setting as _____. A good goal should have these four characteristics: _____.