

4th Edition

Ventures

Transitions



Teacher's Edition

Teaching Notes Pages



CAMBRIDGE

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TO THE TEACHER

What is Ventures?

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

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

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., <i>un-</i>, <i>dis-</i>, <i>non-</i> - 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: <i>should(n't) have</i> and <i>could have</i> - Past modals to indicate a logical conclusion: <i>must (not) have</i>, <i>might (not) have</i>

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: <i>wish</i> + 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 <i>although</i> and <i>even though</i> - Transition words and phrases for contrast: <i>however, nevertheless, on the other hand, in contrast</i>
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 (<i>in addition, furthermore, moreover, as a matter of fact, in fact</i>) or show results (<i>therefore, consequently, as a result</i>)

Academic Skills Worksheets
Audio Script
Acknowledgments

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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

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

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

- What kinds of skills do people need in order to find a good job these days?
- Describe the people in the photos. What skills do you think they have? Do you have these skills?



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.



2 Listening

A Listen and answer the questions.

- What are two types of job skills?
- 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?

- What are hard skills?
- What are soft skills?
- Which type of skill is more important?

E Discuss. Talk with your classmates.

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

LS.1, LS.2
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

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

XV

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.

Lesson D Reading

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.

The screenshot shows a digital article titled "SETTING GOALS for the FUTURE". The article discusses the importance of setting goals and provides examples of how to set them. It includes a sidebar with a QR code and a "Listen" button. The article text is as follows:

What do you want your future to look like? 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.

Academic vocabulary

Has been added to help students improve their reading skills.

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.

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: _____

ELPS: L.5.1, L.5.2, L.5.4, L.5.8, L.5.9, L.5.10, L.5.11, L.5.12, L.5.13, L.5.14, L.5.15, L.5.16, L.5.17, L.5.18, L.5.19, L.5.20, L.5.21, L.5.22, L.5.23, L.5.24, L.5.25, L.5.26, L.5.27, L.5.28, L.5.29, L.5.30, L.5.31, L.5.32, L.5.33, L.5.34, L.5.35, L.5.36, L.5.37, L.5.38, L.5.39, L.5.40, L.5.41, L.5.42, L.5.43, L.5.44, L.5.45, L.5.46, L.5.47, L.5.48, L.5.49, L.5.50, L.5.51, L.5.52, L.5.53, L.5.54, L.5.55, L.5.56, L.5.57, L.5.58, L.5.59, L.5.60, L.5.61, L.5.62, L.5.63, L.5.64, L.5.65, L.5.66, L.5.67, L.5.68, L.5.69, L.5.70, L.5.71, L.5.72, L.5.73, L.5.74, L.5.75, L.5.76, L.5.77, L.5.78, L.5.79, L.5.80, L.5.81, L.5.82, L.5.83, L.5.84, L.5.85, L.5.86, L.5.87, L.5.88, L.5.89, L.5.90, L.5.91, L.5.92, L.5.93, L.5.94, L.5.95, L.5.96, L.5.97, L.5.98, L.5.99, L.5.100

Determine the central idea of a text and how it is conveyed through key details. Determine the meaning of introductory words summarized in a text.

Lesson E Reading

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.

The screenshot shows a digital article titled "KEYS FOR SUCCESS at Work". The article discusses the importance of having certain skills and qualities to succeed in the workplace. It includes a sidebar with a QR code and a "Listen" button. The article text is as follows:

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.

ELPS: L.5.1, L.5.2, L.5.4, L.5.8, L.5.9, L.5.10, L.5.11, L.5.12, L.5.13, L.5.14, L.5.15, L.5.16, L.5.17, L.5.18, L.5.19, L.5.20, L.5.21, L.5.22, L.5.23, L.5.24, L.5.25, L.5.26, L.5.27, L.5.28, L.5.29, L.5.30, L.5.31, L.5.32, L.5.33, L.5.34, L.5.35, L.5.36, L.5.37, L.5.38, L.5.39, L.5.40, L.5.41, L.5.42, L.5.43, L.5.44, L.5.45, L.5.46, L.5.47, L.5.48, L.5.49, L.5.50, L.5.51, L.5.52, L.5.53, L.5.54, L.5.55, L.5.56, L.5.57, L.5.58, L.5.59, L.5.60, L.5.61, L.5.62, L.5.63, L.5.64, L.5.65, L.5.66, L.5.67, L.5.68, L.5.69, L.5.70, L.5.71, L.5.72, L.5.73, L.5.74, L.5.75, L.5.76, L.5.77, L.5.78, L.5.79, L.5.80, L.5.81, L.5.82, L.5.83, L.5.84, L.5.85, L.5.86, L.5.87, L.5.88, L.5.89, L.5.90, L.5.91, L.5.92, L.5.93, L.5.94, L.5.95, L.5.96, L.5.97, L.5.98, L.5.99, L.5.100

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.

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

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.

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: _____

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.)

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.

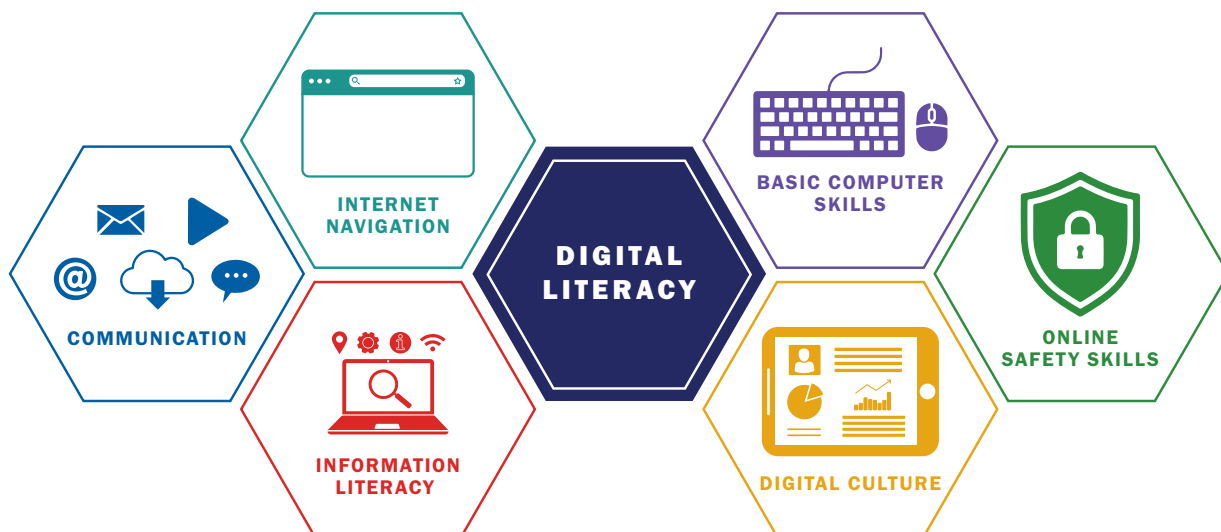
Write a résumé.

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

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?

Read
Read, listen and read again.

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 - Notifies 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.

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.

Listen
A Listen and answer the questions.
1. Who are the speakers?
2. What are they talking about?
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.

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.

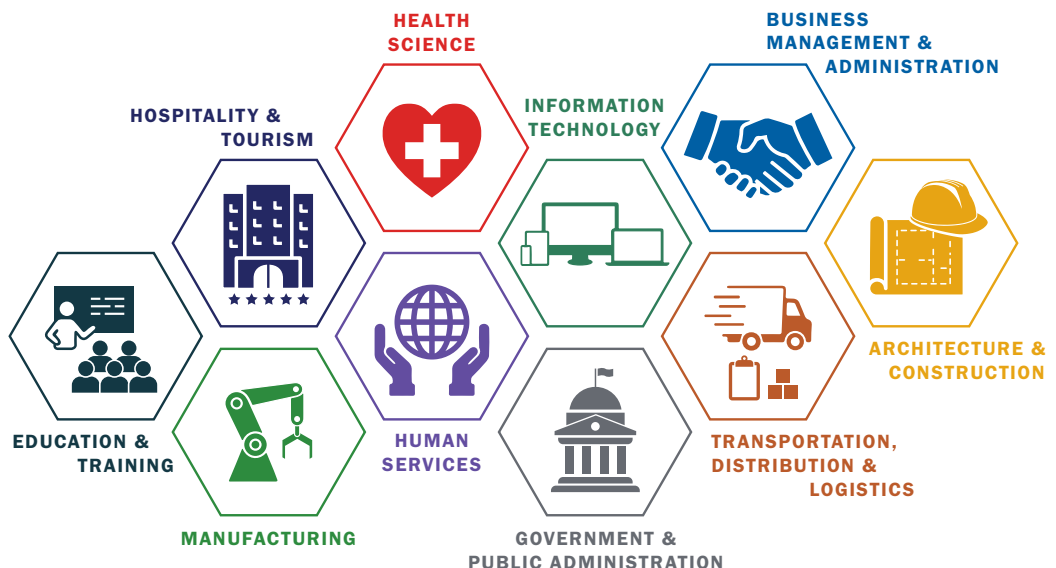
- Introduces a conversation about a job using key vocabulary related to the job.
- Practices language from the conversation through a communicative activity with a partner.

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

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.

- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.

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 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 that students are not afraid to take risks. The 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 giving the unit test, but it can also be done informally toward the end of the lesson. Each lesson in the 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 tips
- Activities to encourage learner persistence and community building
- Class audio listening scripts

LESSON E Reading

COMPREHENSION

- Books open. Ask Ss to read the questions in Exercise 3A aloud.
- Ss work in pairs to complete the exercise. Remind Ss that they can refer to the article on page 38.
- Discuss the answers to the questions with the class. Ask Ss to locate in the reading where the answers to the questions are found.

Expansion activity (instructor, individual work)

Have Ss write out the answers to Exercise 3A to hand in. That way you can check on individual Ss' understanding and progress. Identify Ss who are struggling and offer them extra help.

PRACTICE

- **Materials needed** dictionary access for each S (book, smartphone, or computer)
- Write on the board: *Volunteering is a good way to get training for a job. Underline volunteering and training. Ask: What part of speech are the underlined words? (nouns.) What are they called? (gerunds.)*
- Direct Ss' attention to Exercise 3B 1. Read the explanation and instructions aloud. Make sure Ss understand that there are three steps to the exercise: 1. Underline the gerunds in the paragraphs; 2. Fill in the chart with the word that is related to the gerund, but refers to the person who does the action; 3. Complete the sentence in the chart with the gerund or the name of the person.
- Ss complete the exercise individually. Walk around and help as needed.
- Ask Ss to read their answers aloud. Correct as needed. When you get to the word *graduate*, point out the difference in pronunciation between the verb and the noun (verb: [eɪt] noun: [tʃu]).
- Direct Ss' attention to 3B 2. Model the task. Read the word benefits aloud and have Ss scan the article on page 38 to find it (paragraph 3). Ask a S to read the sentence with this word. Then ask Ss to find and underline the rest of the words from the chart.
- Have a S read the headings from the chart aloud, and tell Ss to copy the chart on another piece of paper.
- Ss complete the exercise individually. Help as needed.
- Ask for volunteers or call on Ss to read their answers to everything except the sentences they wrote with the academic words. When you finish going over the other parts of the chart, ask for several volunteers or call on Ss to write their sentences on the board. Correct as needed.

APPLICATION

- Direct Ss' attention to Exercise 3C. Read the instructions aloud.
- Ss work in pairs to complete the exercise. Remind Ss to put the information into their own words, rather than copying directly from the text.
- Have Ss share their summaries in one of the following ways: by one pair copying their summary on the board or by pairs posting their summaries in the classroom for a gallery walk. Encourage Ss to offer suggestions or highlight good ideas.

Expansion activity

- Refer Ss to "Disadvantages of Volunteerism," another reading on the same topic on pages 148–150.
- Have Ss complete the activity either in class or outside of class.
- Provide feedback to Ss such as through whole-class discussion, partners comparing their worksheets, or T reviewing each S's worksheets.

EVALUATION

- Books closed. Direct Ss' attention to the lesson focus on the board.
- Ask individual Ss to retell the main points of the article, "Volunteering While at College."
- Ask: What is the gerund form of volunteer? (volunteering.) What is the name of a person who volunteers? (a volunteer.) What is the name of a person who helps? (a helper.) What is the gerund form of graduate? (graduating.) What is the name of a person who graduates? (a graduate.)
- Focus Ss' attention on the words and definitions from Exercise 3B 2. Ask Ss to make a new sentence for each of these words to show that they understand the meaning. Collect their papers.
- Ask each S to tell you whether they think they would volunteer while in college and why. If any of the Ss have attended college, ask if they volunteered.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 3, Lesson E

Workbook, 15–30 min.

Academic Skills Worksheets
60–90 min.

Student's Book, pages 148–150

After you read

A Check your understanding.

1. What is the main idea of the article? *The main idea is that there are many benefits to volunteering while in college.*
2. According to the article, what are three benefits of volunteering? *The three benefits are that you can get college credit for volunteering, it allows you to meet course requirements, and it helps to get a job.*
3. What is the best summary of a community service requirement? *It is spending a certain number of hours volunteering in the community to meet a requirement of the college.*
4. The author states that volunteer work is great on a résumé. Explain the author's reason. Use your own words. *When an employer sees volunteering on a résumé, it shows the person wants to help others.*
5. In the last paragraph, which word means to make better? *improve*

B Build your vocabulary.

1. Gerunds are a kind of noun. They are formed by adding -ing to the base form of the verb. Gerunds often have the meaning of actions or processes. Find the gerunds in the paragraphs indicated and underline them. Then fill in the related nouns that refer to the person who does the action. Finally, complete the sentence with a word from column 1 or 2.

Action	Person	Complete the sentence with a word from the 1st or 2nd column.
1. studying ¶1	student	He was a good <u>student</u> .
2. volunteering ¶3	volunteer	She is interested in <u>volunteering</u> at the recycling center.
3. helping ¶3	helper	<u>Helping</u> the homeless made her feel good.
4. graduating ¶3	graduate	The <u>graduate</u> got his degree in June.
5. making ¶7	maker	The <u>maker</u> of the product is from China.

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

benefits despite involves participate requirements

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
benefits	There are many <u>benefits</u> to volunteering while in college.	noun	an advantage gained from something	There are many <u>benefits</u> to exercising every day.

3. **Summarize the reading.** Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary. *Answers will vary. Possible summary:*

This article describes the benefits of volunteering. One benefit is that you can sometimes get college credit for volunteering while attending college. Another benefit is that some schools require it. A third benefit is volunteering provides you with experience that looks good on your résumé and can help you get a job. This article also states that volunteering is serving your community.

- For additional development of academic skills, see "Disadvantages of Volunteerism," a related reading and activities on pages 148–150.

ELPS: L5.4, L5.2, L5.6, L5.8
CASAS: 4.8

□ Cite evidence to support the central idea of a text; determine when to use gerunds in sentences; summarize a text

END-OF-UNIT ACTIVITIES

Ventures provides several resources to help wrap up a unit:

Projects are a useful tool and a fun way to wrap up a unit, and are available in the Teacher Resources on Cambridge One (www.cambridgeone.org).

Unit Tests 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
Teacher Resources on Cambridge One			Use Collaborative Worksheets or Projects 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.



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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.

UNIT 1

LESSON A: ELPS: L5.1, L5.2 **CASAS:** 0.1, 0.2, 2.5, 2.7, 4.1, 4.4, 7.1, 7.2, 7.5
For more details, go to cambridgeone.org

Teaching objectives

- Introduce Ss to the topic
- Find out what Ss know about the topic
- Preview the unit by talking about the pictures
- Provide practice with key vocabulary
- Provide practice with listening and note-taking skills

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Lesson A:
Give examples of hard and soft skills
Discuss job skills
- Begin class. Books closed. Point to *job skills* in the lesson focus. First ask: *What is an example of a skill that a teacher might need?* Help with vocabulary as needed. Elicit appropriate answers, such as: *patience, communication skills, computer knowledge, creative ability*. Write their responses on the board, or if they don't come up with any, write the responses above on the board, explaining any unfamiliar vocabulary. Divide the board into two columns with *Hard Skills* and *Soft Skills* as headings. Tell Ss that in today's job market, workers need both hard and soft skills. Ask them in which column they should put each skill.
- Write their answers in the column that they designate, even if they are wrong. Tell Ss that they will learn more examples of hard and soft skills in the listening. Ask: *What are your top skills? Do you think these are hard or soft skills?* Ss can categorize each skill they read aloud, as you write them in the column Ss indicate. Do not erase the board.

Teaching Tip

When previewing a lesson, don't give away too much information. For example, because the purpose of the listening in this unit is to explain the difference between hard and soft skills, don't define the difference during the preview above. Allow Ss to make their best guesses, even if they are wrong. Return to their guesses after the listening to make any necessary corrections. This way, the preview can also be an evaluation of Ss' comprehension of the listening.

PRESENTATION

- Books open. Set the scene. Write the unit title on the board: *Selling yourself*. Ask Ss to look at the pictures and the title, and brainstorm what they think the title means (to persuade people that you have the right skills or abilities for a particular job or in a particular situation).
- Photo story summary. Theme: Different types of job skills.
4 photos. 1. A pharmacy tech works with different medications. 2. Office workers collaborate as a team. 3. A chef skillfully prepares food. 4. A therapist treats and interacts with a patient.
- Write their ideas on the board. If they have trouble answering, ask: *In what type of situation might you need to "sell yourself" to someone?* Elicit appropriate answers, such as: *applying for a job or to a university or writing a profile for a website*.

- Direct Ss' attention to Exercise **1A** on page 2: *What kinds of skills do people need to find a good job these days?*
- Add the question: *How can people "sell themselves" to prospective employers?* Elicit and write on the board as much vocabulary related to job skills as possible: *computer skills, critical thinking skills, research skills, people skills*.

Culture Tip

Many people from the United States are comfortable with the idea of "selling themselves," but this may not be true for your Ss. You should explain that it is considered appropriate and expected for people from the United States to talk about their skills in many different environments, including professional, academic, and personal situations, such as on dating apps or websites.

PRACTICE

- Direct Ss' attention to the pictures on page 2. Elicit and write on the board as much vocabulary about the pictures as possible (e.g., pharmacist, filling a prescription, project manager, designer, chef, plate [as in plating food], physical therapist, doing exercises). Then hold up the Student's Book and direct Ss' attention to the woman in picture 1. Ask: *What is she doing? What is her job?* Direct Ss' attention to picture 2. Ask: *What are the people doing? What jobs do they have?* Direct Ss' attention to picture 3. Ask: *What is the man doing? What is his job?* Direct Ss' attention to the people in picture 4. Ask: *What is the man doing to the woman's leg? What is his job?*
- Have Ss name a skill needed for each job. Ask Ss if any of these jobs match with their skills or experiences.
- Direct Ss to Exercise **1B**. Have them discuss the questions in pairs.

COMPREHENSION CHECK

- Call on individual Ss to answer the questions in **1B**. When they name a skill, ask them if it should go in the soft or hard skill category, and write it there. Remind them that they will revisit the columns after the listening to make changes, as necessary.

Expansion activity (student pairs)

- Direct Ss' attention to pictures 2 and 4 on page 2. Tell Ss that they are going to write and role-play a conversation between any two of the people in the pictures. Each person should speak at least five times.
- Model the activity. Ask Ss to come up with the beginning of one of the conversations as a class. Write the beginning of the conversation on the board.
- Ss finish the conversation in pairs. Walk around and help as needed.

LESSON A Listening

PRESENTATION

- Digital Literacy. Ss can access all class audio by scanning the QR codes. If this is their first time using QR codes, direct them to the short video about how to use a QR code in the Teacher Resources on Cambridge One. The video is also available in the Student Resources.
- Books open. Direct Ss' attention to Exercise **2A**. Read the instructions aloud. Tell Ss they are going to hear an audio segment about two different types of skills. They will listen once and answer the questions in Exercise **2A**, and then listen again and take notes in Exercise **2B**. Ask Ss to predict the types of skills they will hear about (hard and soft skills).
- ▶ **Page 3, Exercises 2A and 2B** Play or read the audio (see audio script, page T-182).
- Ask Ss if they understood everything in the listening exercise. Write any unfamiliar words on the board and help Ss understand the meaning of each new word.
- Elicit answers to the questions.

PRACTICE

- Focus Ss' attention on Exercise **2B**. Tell them that they will be taking notes. By a show of hands, ask Ss how many of them regularly take notes in their native language. Then ask how many of them take notes in English.
- Write on the board: *Tip: Write only important words.*
- Dictate the following sentences and have Ss take notes.
 - **Sacramento** is the **capital** of **California**.
 - If you want to take a **class** for **no credit**, you must **register as an auditor**.
 - One characteristic of **successful people** is that they **set goals**.

Teaching Tip

Even if Ss are good at taking notes in their first language, they may struggle in English. Their first inclination might be to try to write down every word. You need to discourage this by giving them tools, such as organizing their notes to distinguish main ideas from details, learning how to abbreviate words, and leaving space for information they have missed.

- ▶ **Page 3, Exercises 2A and 2B** Play or read the audio again. Tell Ss to listen and complete the notes. They should try to write only the most important words.
- Pause the audio after the speaker says **Hard skills** are the **technical skills** and the **knowledge you need to do a job**. These are things you can **learn in school** or **on the job**. Ask Ss where they wrote this in their notes (next to A1, Definition).
- Provide feedback by eliciting and writing on the board the key words (the words in bold) or the words Ss eliminated.

- ▶ **Page 3, Exercises 2A and 2B** Play or read the audio again. Ss complete the rest of the notes.
- Direct Ss' attention to Exercise **2C**. Read the instructions aloud.
- ▶ **Page 3, Exercise 2C** Play or read the audio (see audio script, page T-182). Ss circle the option that provides the best summary of the conversation. Check the answer with the class.
- Direct Ss' attention to Exercise **2D**. Read the instructions aloud. Have Ss work in pairs to answer the questions. Walk around and help as needed.

COMPREHENSION CHECK

- Elicit answers to the questions in Exercise **2D** from the Ss. If they struggle with any of the questions, play or read the audio again, stopping immediately after each of the questions is answered.
- Copy the outline from Exercise **2B** on the board, leaving plenty of room for Ss to write their notes.
- Have four Ss copy their notes in the outline on the board.
- Discuss the Ss' notes with the class.

APPLICATION

- Put Ss into groups and have them discuss Exercise **2E**.
- Have one S from each group answer all three questions.

EVALUATION

- Direct Ss' attention to the lesson focus on the board, and the information they put earlier in the two columns, *Hard Skills* and *Soft Skills*. Ask them if they want to move any of the information to the other column. If they do, ask them to explain why they have changed their mind.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 1, Lesson A

Workbook, 15–30 min.

Collaborative Worksheets,
30–45 min.

Student Arcade, time varies

Download these resources at
www.cambridgeone.org

[www.cambridge.org/
venturesarcade/](http://www.cambridge.org/venturesarcade/)

Teaching objectives

- Introduce adjectives ending in *-ed* and *-ing*
- Provide practice with participial adjectives
- Describe feelings with participial adjectives

LESSON B: ELPS: L5.2, L5.10 **CASAS:** 0.1, 4.1, 4.4
For more details, go to cambridgeone.org

WARM-UP AND REVIEW

- Before class. Write the lesson focus on the board.
Lesson B:
Participial adjectives
- Begin class. Books closed. Review adjectives. Write these three sentences on the board:
The child felt sick.
The child felt tired.
The homework was tiring.
- Ask Ss to identify the adjectives in each sentence (sick, tired, tiring).

Teaching Tip

Ss might have trouble identifying words that end in *-ed* and *-ing* as adjectives since those are also verb endings. If they are confused, ask: *Who or what does the word tired describe?* (the child.) *Who or what does the word tiring describe?* (the homework.) *What part of speech are child and homework?* (nouns.) *What do we call words that describe nouns?* (adjectives.)

PRESENTATION

Focus on meaning / personalize

- Books closed. Direct Ss' attention to the lesson focus on the board. Read it aloud.
- Write on the board: *When my students smile in class, I think they are interested in what I am teaching. When they frown, I think they are bored. Smiling students means an interesting class. Frowning students means a boring class.*
- Underline the participial adjectives: *interested, bored, interesting, boring.*
- Elicit or explain how they are the same and how they are different. (An adjective ending in *-ing* is the cause or source of the emotion, e.g., interesting class—the class caused interest; an adjective ending in *-ed* is the receiver of the emotion, e.g., interested students—the class caused students to be interested.)
- Explain that often the *-ed* form of the adjective describes the way someone feels, and the *-ing* form describes a situation, thing, or person.

Focus on form

- Use the animated grammar presentation in one or more of the following ways:
 - Have Ss preview it before class
 - Show it in class
 - Encourage Ss to watch it outside of class.
- Books open. Direct Ss' attention to the participial adjective chart in Exercise 1. Read each sentence under the *Adjective -ed* and *-ing* headings aloud. For each sentence, ask: *What noun or pronoun does the adjective in green describe?* (I, He, job, work, job, work.)
- Call on a S to read the paragraph above the chart.

PRACTICE

- Direct Ss' attention to Exercise 2A. Read the instructions aloud.
- Ask two Ss to read the example aloud. Make sure Ss understand that the exercise is a dialogue between two people, A and B.
- Ss complete the exercise individually. Walk around and help as needed.

COMPREHENSION CHECK

- Call on two Ss to read the dialogue aloud. One will be A, and the other will be B.
- Tell the rest of the class: *If you hear a mistake, raise your hand.*
- For any mistakes, ask: *Which noun does the adjective describe? Does it describe the way someone feels? If so, you need -ed. Does it describe a thing or a situation? If so, you need -ing.*

Expansion activity (individual work)

- As Ss work on Exercise 2A, tell them to circle the noun that each adjective describes.

LESSON B Participial adjectives

PRACTICE

- Books open. Direct Ss' attention to Exercise **2B**. Read the instructions aloud.
 - Read the adjectives in the word bank aloud. Ask Ss to repeat after you as you read each one.
 - Ask: *Are there any adjectives you don't understand?* Define words as necessary or ask a S to define.
 - Ask two Ss to read the example conversation aloud. Then have Ss complete the exercise in pairs.
 - Read the second part of Exercise **2B** aloud. Ask a S to read the example sentence to the class.
 - Ss complete this part of the exercise individually. Walk around and help as needed.
 - Ask individual Ss to write their sentences on the board. Ask other Ss to read each sentence aloud. Ask: *Is this sentence correct?* For any mistakes, ask: *Which noun does the adjective describe? Does it describe the way someone feels? If so, you need -ed. Does it describe a thing, a situation, or a person? If so, you need -ing.* Make corrections on the board as needed.
- 
- Direct Ss' attention to Exercise **2C** and read the instructions aloud.

- ▶ **Page 5, Exercise 2C** Play or read the audio (see audio script, page T-182). Ss listen and circle the correct answer. Repeat the audio as needed. Check the answer as a class.

Learner persistence (individual work)

- ▶ **Page 5, Exercise 2C** Ss can listen to the audio for 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.

Expansion activity (small groups)

- Model the activity. Ask a S to say one of the adjectives from the word bank in Exercise **2B**. The S sitting to their right now has to make a sentence with that word. For example: S A says: *annoying*. S B says: *My little brother is annoying because he wants me to take him everywhere.* Now S B says another adjective, and the S on their right makes a sentence.
- Ss in small groups. Have each group sit in a circle. Name one S in each group to begin.
- Continue for several minutes or until each S has had a chance to create a sentence. Call on groups to share sample sentences. Write them on the board.

APPLICATION

- Direct Ss' attention to Exercise **3A**. Read the instructions aloud.
- Model the task. Ask one S to read the first question aloud and another S to answer.
- Ss complete the exercise in small groups. Walk around and help as needed.
- Direct Ss' attention to Exercise **3B**. Read the instructions aloud.
- Ask different Ss to share information about their classmates with the class.

EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to describe feelings, and the experiences, people, or things that cause those feelings, using participial adjectives. For example, a S might say: *I feel bored when I am alone because it is boring to be alone.*
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 1, Lesson B

Workbook, 15–30 min.

Collaborative Worksheets,
30–45 min.

Download these resources at
www.cambridgeone.org

Student Arcade, time varies

www.cambridge.org/venturesarcade/

Teaching objectives

- Review simple present, simple past, present perfect, and simple future verb tenses
- Provide practice with simple present, simple past, present perfect, and simple future verb tenses

WARM-UP AND REVIEW

- Before class. Write the lesson focus on the board.
Lesson C:
Review of verb tenses
- Begin class. Books closed. Ask: *Where do you go to school?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple present* next to the sentences.
- Ask: *What did you eat for dinner last night?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple past* next to the sentences.
- Ask: *How long have you been at this school?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *present perfect* next to the sentences.
- Ask: *When will the semester end?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple future* next to the sentences.

PRESENTATION

Focus on meaning / personalize

- Books open. Direct Ss' attention to the lesson focus on the board. Read it aloud.
- Direct Ss' attention to *Grammar focus: Review of verb tenses*. Ask a S to read the explanation for simple present aloud. Ask Ss what a *general truth* means (something that is usually true). Ask for an example. (The sun rises in the east.) Ask Ss what a *habitual event* is. (an event that happens at the same time every day, week, month, year, etc.) Ask for an example. (Class begins at 9:00, Monday to Friday.) Ask Ss what a *permanent situation* is. (a situation that stays the same way for a long time.) Ask for an example. (I own a red car.) Ask: *Which of the three uses of simple present is the example from the Warm-up?* (Where do you go to school? permanent situation.)
- Ask a S to read the explanation for simple past aloud. Ask Ss to give you an example sentence. Write it on the board and correct any errors.
- Ask a S to read the explanation for present perfect aloud. Ask Ss what a *non-specific time* means (a time that is not definite). Ask for examples of words that indicate non-specific time in the past (ever, already, yet).

- Ask Ss to give you an example sentence using the present perfect. Write it on the board and correct any errors.
- Ask Ss which of the two uses of present perfect is the example from the Warm-up is (How long have you been at this school? Present perfect: something that started in the past but continues to the present).
- Ask a S to read the explanation for simple future aloud. Ask Ss to give you an example sentence. Write it on the board and correct any errors.
- Remind Ss that they may have learned other ways to express the future (I'm going to leave tomorrow; I'm leaving tomorrow; I leave tomorrow.) but this lesson only focuses on the simple future with *will*.

Focus on form

- Use the animated grammar presentation in one or more of the following ways:
 - Have Ss preview it before class
 - Show in class
 - Encourage Ss to watch outside of class.
- Books open. Direct Ss' attention to the chart in Exercise 1. For each verb tense, ask them to underline the verbs in both the questions and the answers. Explain what an auxiliary verb is. Say: *An auxiliary verb is a verb that is used together with the main verb. The verb be doesn't need an auxiliary verb in the simple present or simple past.*
- Ask: *What is the auxiliary verb for the simple present? (do / does.) What is the auxiliary verb for the simple past? (did.) What is the auxiliary verb for the present perfect? (have / has.) What is the auxiliary verb for the simple future? (will.)*

PRACTICE

- Direct Ss' attention to Exercise 2. Read the instructions aloud. Have a S read the example aloud, and make sure that Ss understand the exercise.
- Ss complete the exercise individually. Walk around and help as needed.

COMPREHENSION CHECK

- When Ss have finished the exercise, tell them to check their answers with a partner.
- After a few minutes, call on Ss to answer the questions. Make corrections as needed.

LESSON C Verb tenses

PRACTICE

- Direct Ss' attention to Exercise **3**. Read the instructions aloud. Do number 1 as a model. Write on the board: *David will have difficulty achieving his goal.*
- Ss complete the exercise individually. Walk around and help as needed.
- Ask several Ss to write their sentences on the board.
- Have other Ss read each of the sentences on the board aloud. Ask: *Is this sentence correct?* Make corrections as needed.
- Direct Ss' attention to Exercise **4**. Read the instructions aloud. Have them read the first sentence aloud and tell them to underline all the auxiliary and main verbs in the sentence. Ask: *What are the verbs?* (has, have, makes.) *What are the verb tenses?* (present perfect and simple present.) *Are the tenses correct?* (Yes.) *Are the verbs in the correct form?* (The first one isn't, but the second one is.) Call on a S to read the correct sentence.
- As Ss do the exercise, tell them to first read every sentence and underline the verbs. For every verb, they should ask themselves: *What is the tense? Is the tense correct? Is it in the correct form?* Ss complete the exercise individually. Walk around and help as needed.
- Ask Ss to work in pairs to check their answers. If they have different answers, they should ask themselves the following questions again: *What is the verb? What is the tense? Is the tense correct? Is the verb in the correct form?* They should then be able to determine which S is correct.
- Call on Ss to read the paragraph aloud sentence by sentence, correcting the mistakes as they go. If there is a sentence with no mistake, they should read it and say: *No mistake.* Write the corrected verbs on the board as each error is found. Encourage Ss to speak up if their classmates make a mistake. If no one can find an error, go back to the basic questions: *What is the verb? What tense is the tense? Is the tense correct? Is the verb in the correct form?*

Teaching Tip

Error correction exercises, such as Exercise **4**, are usually difficult for Ss to complete. However, they are useful because they will help Ss to begin to find their own errors when writing. Motivate Ss by explaining the purpose of these types of exercises.

Expansion activity (student pairs)

- Have Ss work in pairs to come up with four questions that are answered in the paragraph in Exercise **4**. They should have one question for each of the four verb tenses they have just reviewed (simple present, simple past, present perfect, and simple future). Model one for them: *Has Frank ever had a regular job?* No, he hasn't. Point out that we often use short answers with just the auxiliary when we answer Yes / No questions.

APPLICATION

- Direct Ss' attention to Exercise **5** and read the instructions aloud.
- Model the task. Ask a S to read the question aloud. Have another S answer the question. (*When did you come to this country?* I came to this country a month ago.)
- Write on the board: *X is a student in this class. He (She) came to this country a month ago.*
- Make sure Ss understand the exercise. Explain: *Although you will all answer the questions, you will only write about one of the students in your group, and each group will only hand in one paper. Make sure you include at least one sentence for each of the four verb tenses: simple present, simple past, present perfect, and simple future.*
- Have Ss work together to write a group paragraph. Walk around and help as needed.
- When groups have finished, invite a member from each group to read the group paragraph to the class. Correct errors as needed.
- Have Ss write their names above their paragraph and collect them.

EVALUATION

- Books closed. Direct Ss' attention to the lesson focus on the board.
- Ask: *If something began in the past and continues to the present, which verb tense should you use?* (present perfect.) *If an action is habitual, which verb tense should you use?* (simple present.) *If an action is a general truth, which verb tense should you use?* (simple present.) *If an action happened at a non-specific time in the past, which verb tense should you use?* (present perfect.) *If an action hasn't happened yet, which verb tense should you use?* (simple future.) *If an action happened before now at a specific time, which verb tense should you use?* (simple past.) *If a situation is permanent, which verb tense should you use?* (simple present.)
- Ask: *What are the auxiliary verbs for the simple present?* (do, does.) *What are the auxiliary verbs for the present perfect?* (have, has.) *What is the auxiliary verb for the simple past?* (did.) *What is the auxiliary verb for the simple future?* (will.)
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

More Ventures, Unit 1, Lesson C

Workbook, 15–30 min.

Student Arcade, time varies

www.cambridge.org/venturesarcade/

Teaching objectives

- Introduce an article about setting goals for the future
- Provide practice answering text-dependent questions
- Provide practice building new topic-related vocabulary
- Provide practice recognizing and using academic vocabulary
- Provide practice choosing the best definition to fit the context
- Provide practice summarizing a reading

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Lesson D:
Read and understand "Setting Goals for the Future"
Practice new vocabulary related to setting goals
Practice writing a summary
- Begin class. Books closed. Focus Ss' attention on the word *goal* in the lesson focus. Write *goal* on the board. Ask: *What is a goal? What goals do you have?* Elicit appropriate responses and write them on the board.
- Ask Ss to read the title of the article and tell what they think this article is about. Elicit responses, such as: *It's about the best way to set goals for the future.* Write some Ss' predictions on the board.

Teaching Tip

Whenever you write answers to a previewing or predicting exercise on the board, write it in the same corner of the board every time. Then make sure to return to it after Ss have finished listening or reading. This will get Ss used to always previewing and predicting before they listen or read. It will also help you remember to return to Ss' responses.

Expansion activity (individual work)

- Have Ss preview the article before they read it. Tell them to read the first sentence of every paragraph and the last sentence of the last paragraph.
- Have them predict what advice the article might contain. Write their predictions on the board and check them after Ss have finished reading.

PRESENTATION

- Books open. Direct Ss' attention to the questions in Exercise 1. Ask two Ss to read the questions aloud.
- Model appropriate answers by talking about yourself. Write your goals on the board and talk about which ones are easier, and which ones are more difficult and why.
- Ss work in pairs to answer the questions.
- Ask for volunteers or call on Ss to answer the questions for the class.

LESSON D: ELPS: L5.1, L5.2, L5.6, L5.8 **CASAS:** 0.1, 2.3, 4.1, 4.6, 7.1, 7.4
For more details, go to cambridgeone.org

PRACTICE

- Ask Ss to read the article silently before listening to the audio.
- ▶ **Page 8, Exercise 2** Play or read the audio and ask Ss to follow along in their books. Repeat the audio as needed.
- While Ss are listening to and reading the article, ask them to write any words in their notebooks that they don't understand. When the audio is finished, have Ss write the new vocabulary on the board.
- Point to each word on the board. Say it and ask Ss to repeat. Give a brief explanation of each word or ask Ss to explain the word if they know it. If Ss prefer to look up the new words in their dictionaries or online, allow them to do so.
- Encourage Ss to guess the meaning of unfamiliar words from the context of the article. For example, if a S writes *achieve*, read the sentence aloud. (Setting a goal means to plan what you want to achieve.) Ask Ss to think about the meaning of the word *achieve* based on the other information in the sentence. Tell Ss that *achieve* means *to reach a goal*.

Teaching Tip

Sometimes the context that will help Ss guess the meaning of unfamiliar vocabulary is not contained in the same sentence as the unfamiliar word. Often, contextual information will either be in the preceding sentence or the following sentence. If Ss are having trouble guessing meaning from context, have them check the sentences before and after. For example, the sentence before the one containing the word *achieve* is helpful in guessing its meaning. (No matter what you want in the future, one of the best ways to get there is by setting goals.) *Achieve* and *get there* are close in meaning.