

CAMBRIDGE

3rd Edition
Ventures
STUDENT'S BOOK

1



Gretchen Bitterlin • Dennis Johnson
Donna Price • Sylvia Ramirez
K. Lynn Savage (Series Editor)

Experience
Better
Learning

3rd Edition
Ventures
STUDENT'S BOOK



Download audio

Gretchen Bitterlin ▪ Dennis Johnson ▪ Donna Price ▪ Sylvia Ramirez
K. Lynn Savage (Series Editor)

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

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

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

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

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108449557

© Cambridge University Press 2018

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

First published 2008

Second edition 2014

20 19 18 17 16 15 14 13 12 11 10 9

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

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

ISBN 978-1-108-45053-9 Workbook

ISBN 978-1-108-44940-3 Online Workbook

ISBN 978-1-108-68985-4 Teacher's Edition

ISBN 978-1-108-44920-5 Class Audio CDs

ISBN 978-1-108-44909-0 Presentation Plus

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

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

AUTHORS' ACKNOWLEDGMENTS

The authors would like to acknowledge and thank focus-group participants and reviewers for their insightful comments, as well as Cambridge University Press editorial, marketing, and production staffs, whose thorough research and attention to detail have resulted in a quality product.

The publishers would also like to extend their particular thanks to the following reviewers and consultants for their valuable insights and suggestions:

Barry Bakin, Instructional Technology, Los Angeles Unified School District, Los Angeles, CA;

Jim Brice, San Diego Community College District Continuing Education, San Diego, CA;

Diana Contreras, West Valley Occupational Center, Los Angeles, CA;

Druci J. Diaz, Hillsborough County Public Schools, Tampa, FL;

Linda Foster, Instructor, Hillsborough County Schools Adult Education Department, Tampa, FL;

Margaret Geiger, M.Ed., Dallas, TX;

Ana L. Herrera, San Jacinto Adult Learning Center, El Paso, TX;

Cindi Hartmen, ESL Instructor, San Diego Continuing Education, San Diego, CA;

Patrick Jennings, Tomlinson Adult Learning Center, St. Petersburg, FL;

Lori Hess-Tolbert, Frisco, TX;

AnnMarie Kokash-Wood, Tomlinson Adult Learning Center, St. Petersburg, FL;

Linda P. Kozin, San Diego Continuing Ed, San Diego Community College District, San Diego, CA;

Caron Lieber, Palomar College, San Marcos, CA;

Reyna P. Lopez, Southwest College, Los Angeles, CA;

Rosemary Lubarov, Palo Alto Adult School, Palo Alto, CA;

Lori K. Markel, Plant City Adult and Community School, Plant City, FL;

Mary Spanarke, Center for Applied Linguistics / Washington English Center, Washington, DC;

Rosalie Tauscher, Fort Worth ISD Adult Ed, Ft. Worth, TX;

Timothy Wahl, Abram Friedman Occupation Center, Los Angeles, CA;

Delia Watley, Irving ISD Adult Education and Literacy, Irving, TX;

Andrea V. White, Tarrant County College, Arlington, TX;

Sandra Wilson, Fort Worth Adult Education, Ft. Worth, TX

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> Identifying the letters of the alphabet Identifying numbers Identifying days and months Identifying abbreviations 	<ul style="list-style-type: none"> Saying the alphabet and numbers Spelling numbers and names Saying days and months Saying your birth month 	<ul style="list-style-type: none"> The alphabet with capital and lowercase letters Numbers Months and days 	
Unit 1 Personal Information pages 6–17 Topic: Introductions	<ul style="list-style-type: none"> Identifying names Identifying numbers Using greetings Identifying countries of origin Exchanging personal information 	<ul style="list-style-type: none"> Clarifying spelling Using greetings Using appropriate language to introduce self and others 	<ul style="list-style-type: none"> Personal information Countries and nationalities Personal titles 	<ul style="list-style-type: none"> Possessive adjectives Subject pronouns Simple present of <i>be</i> Contractions
Unit 2 At school pages 18–29 Topic: The classroom	<ul style="list-style-type: none"> Describing location Finding out location 	<ul style="list-style-type: none"> Asking and giving location of things Saying <i>excuse me</i> 	<ul style="list-style-type: none"> Classroom furniture Classroom objects 	<ul style="list-style-type: none"> Prepositions of location (<i>in, on, under</i>) <i>Where is?</i> Singular and plural nouns Yes / No questions <i>this / that</i> and <i>these / those</i> Contractions
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding a conversation 		
Unit 3 Friends and family pages 32–43 Topic: Family	<ul style="list-style-type: none"> Describing actions Talking about family members 	<ul style="list-style-type: none"> Asking and answering questions about current activities Answering questions about your family 	<ul style="list-style-type: none"> Family relationships Daily activities Descriptive adjectives 	<ul style="list-style-type: none"> Present continuous <i>Wh-</i> questions Yes / No questions Object pronouns (<i>him, her, it, them</i>)
Unit 4 Health pages 44–55 Topic: Health problems	<ul style="list-style-type: none"> Describing health problems and suggesting remedies Expressing sympathy 	<ul style="list-style-type: none"> Asking about someone's health Expressing sympathy Suggesting a remedy 	<ul style="list-style-type: none"> Body parts Health problems Descriptive adjectives 	<ul style="list-style-type: none"> Simple present of <i>have</i> Yes / No questions with <i>have</i> <i>have</i> and <i>need</i> Contractions
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding a narrative 		
Unit 5 Around town pages 58–69 Topic: Places and directions	<ul style="list-style-type: none"> Describing location Giving directions Asking for directions Confirming by repetition 	<ul style="list-style-type: none"> Asking about a location Describing your neighborhood Clarifying directions 	<ul style="list-style-type: none"> Building and place names Imperatives for directions 	<ul style="list-style-type: none"> Prepositions of location (<i>on, next to, across from, between, on the corner of</i>) <i>Where</i> questions Affirmative and negative imperatives

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> Reading the alphabet Reading numbers Reading months and days 	<ul style="list-style-type: none"> Writing the alphabet Writing names Writing numbers Writing days 	<ul style="list-style-type: none"> Understanding dates 	<ul style="list-style-type: none"> Pronouncing the alphabet Pronouncing numbers Pronouncing days and months
	<ul style="list-style-type: none"> Reading a paragraph describing a student's personal information 	<ul style="list-style-type: none"> Writing sentences giving personal information Identifying and using capital letters 	<ul style="list-style-type: none"> Reading a registration form Understanding cultural differences in names Using personal titles Using a directory Reading an ID card 	<ul style="list-style-type: none"> Pronouncing key vocabulary Saying telephone numbers Saying addresses
	<ul style="list-style-type: none"> Reading sentences describing a classroom Using pictorial cues 	<ul style="list-style-type: none"> Writing sentences about the location of items in the classroom Using capitalization and periods 	<ul style="list-style-type: none"> Reading an inventory list Counting objects 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Recognizing syllables
	<ul style="list-style-type: none"> Reading a paragraph describing a family birthday party Using a passage's title for comprehension 	<ul style="list-style-type: none"> Writing sentences about your own family Writing number words 	<ul style="list-style-type: none"> Reading an insurance application form Using family trees Using formal and informal family titles 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading a paragraph describing a sick family's visit to a doctor's office Interpreting exclamation points 	<ul style="list-style-type: none"> Writing an absence note to a child's teacher Writing dates 	<ul style="list-style-type: none"> Using an appointment card Matching remedies to ailments Showing concern for someone's health 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Pronouncing strong syllables
	<ul style="list-style-type: none"> Reading an email describing a neighborhood Interpreting pronoun referents 	<ul style="list-style-type: none"> Writing a description of your neighborhood Capitalizing proper nouns 	<ul style="list-style-type: none"> Reading and drawing maps Giving and getting directions Understanding what a DMV is 	<ul style="list-style-type: none"> Pronouncing key vocabulary

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Time pages 70–81 Topic: Daily activities and time	<ul style="list-style-type: none"> ■ Describing habitual activities ■ Asking for dates and times ■ Giving information about dates and times 	<ul style="list-style-type: none"> ■ Using <i>usually</i> vs. <i>always</i> ■ Using <i>has</i> vs. <i>goes to</i> for classes ■ Talking about daily schedules 	<ul style="list-style-type: none"> ■ Times of the day ■ Habitual activities 	<ul style="list-style-type: none"> ■ Simple present tense ■ <i>Wh-</i> questions ■ Prepositions of time (<i>at, in, on, from...to</i>) ■ <i>start / end</i> and <i>open / close</i>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 7 Shopping pages 84–95 Topic: Food and money	<ul style="list-style-type: none"> ■ Asking about quantity ■ Reading prices ■ Asking the location of items 	<ul style="list-style-type: none"> ■ Asking and answering <i>How many?</i> and <i>How much?</i> ■ Talking about what there is and isn't ■ Using quantifiers 	<ul style="list-style-type: none"> ■ Grocery store items ■ U.S. currency 	<ul style="list-style-type: none"> ■ Count and non-count nouns ■ <i>How many?</i> / <i>How much?</i> ■ <i>There is / There are</i> ■ Quantifiers with non-count nouns ■ <i>some</i> and <i>any</i>
Unit 8 Work pages 96–107 Topic: Jobs and skills	<ul style="list-style-type: none"> ■ Identifying past and present jobs ■ Describing skills 	<ul style="list-style-type: none"> ■ Talking about your job ■ Talking about skills 	<ul style="list-style-type: none"> ■ Occupations ■ Work locations 	<ul style="list-style-type: none"> ■ Simple past of <i>be</i> (statements and questions) ■ <i>can</i> ■ Contractions ■ <i>be</i> with <i>and</i> and <i>but</i>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> ■ Understanding a narrative 		
Unit 9 Daily living pages 110–121 Topic: Home responsibilities	<ul style="list-style-type: none"> ■ Describing past actions ■ Discussing chores ■ Expressing appreciation 	<ul style="list-style-type: none"> ■ Talking about household activities 	<ul style="list-style-type: none"> ■ Chores ■ Household items ■ Time words 	<ul style="list-style-type: none"> ■ Simple past tense of regular and irregular verbs ■ <i>Or</i> questions
Unit 10 Free time pages 122–133 Topic: Free-time activities	<ul style="list-style-type: none"> ■ Describing past actions ■ Describing future actions ■ Discussing plans 	<ul style="list-style-type: none"> ■ Talking about free-time activities 	<ul style="list-style-type: none"> ■ Free-time activities ■ Sports 	<ul style="list-style-type: none"> ■ Simple past of irregular verbs ■ Future with <i>be going to</i> ■ Contrasting past, present, and future
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> ■ Understanding a conversation 		
College and Career Readiness section pages 136–155 Audio script pages 156–163 Photo / Art credits pages 164				

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> ■ Reading a paragraph describing a person's schedule ■ Using <i>Wh-</i> questions to interpret a reading 	<ul style="list-style-type: none"> ■ Writing a description of your schedule ■ Using indents for paragraphs 	<ul style="list-style-type: none"> ■ Using class and other schedules ■ Understanding Parent-Teacher Associations ■ Understanding volunteerism ■ Using calendars ■ Reading clocks 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Understanding intonation in questions
	<ul style="list-style-type: none"> ■ Reading a paragraph describing a shopping trip ■ Looking for clues to understand new words 	<ul style="list-style-type: none"> ■ Writing a note about a shopping list ■ Using commas in a list 	<ul style="list-style-type: none"> ■ Reading supermarket ads ■ Reading receipts and using basic consumer math ■ Using U.S. currency ■ Using multiple payment methods 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
	<ul style="list-style-type: none"> ■ Reading a letter describing a person's job and work history ■ Interpreting narrative time through verb tense 	<ul style="list-style-type: none"> ■ Writing a paragraph about your skills ■ Checking spelling 	<ul style="list-style-type: none"> ■ Completing job applications ■ Identifying skills ■ Understanding job certification ■ Reading email 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Pronouncing the <i>-s</i> ending with plural nouns
	<ul style="list-style-type: none"> ■ Reading a letter describing daily events ■ Interpreting the narrative voice 	<ul style="list-style-type: none"> ■ Writing an email describing household chores ■ Using the simple past in writing 	<ul style="list-style-type: none"> ■ Using a job-duties chart ■ Understanding household chores and the tools used for them 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
	<ul style="list-style-type: none"> ■ Reading an email describing a vacation ■ Interpreting time words in a passage 	<ul style="list-style-type: none"> ■ Writing an email describing a past and future vacation ■ Creating new paragraphs as the tense changes 	<ul style="list-style-type: none"> ■ Reading a TV schedule ■ Using schedules ■ Understanding the cultural features of sports 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Pronouncing the <i>-ed</i> ending in the simple past

TO THE TEACHER

What is Ventures?

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

- Aligned to the new NRS descriptors while covering key English Language Proficiency, College and Career Readiness Standards, and WIOA requirements.
- A wealth of resources provide instructors with the tools for any teaching situation, making *Ventures* the most complete program.
- Promotes 21st century learning complemented by a suite of technology tools.

How Does the Third Edition Meet Today's Adult Education Needs?

- The third edition is aligned to the NRS' interpretive, productive, and interactive outcomes at each level.
- To help students develop the skills they need to succeed in college and the workplace, *Ventures* 3rd Edition offers a dedicated College and Career Readiness Section (CCRS) with 10 worksheets at each level, from Level 1 to Transitions (pages 136–155).
- Audio tracks and grammar presentations linked to QR codes can be accessed using smartphones (see page x), promoting mobile learning.
- Problem-solving activities added to each unit cover critical thinking and soft skills key to workplace readiness.
- More rigorous grammar practice has been added to Lessons B and C, and more evidence-based reading practice has been added to Lesson D.

What are the Ventures components?

Student's Book

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

- **Self-contained lessons** are perfectly paced for one-hour classes. For classes longer than 1 hour, additional resources are available via the Workbook and Online Teacher's Resources.
- **Review units** recycle and reinforce the listening, vocabulary, and grammar skills developed in the two prior units and include a pronunciation activity.

Teacher's Edition

The interleaved **Teacher's Edition** includes easy-to-follow lesson plans for every unit.

- Teaching tips address common problem areas for students and additional suggestions for expansion activities and building community.
- Additional practice material across all *Ventures* components is clearly organized in the *More Ventures* chart at the end of each lesson.
- Multiple opportunities for assessment such as unit, mid-term, and final tests are available in the Teacher's Edition. Customizable tests and test audio are also available online (www.cambridge.org/ventures/resources/).



Online Teacher's Resources

www.cambridge.org/ventures/resources/

Ventures Online Teacher's Resources offer hundreds of additional worksheets and classroom materials including:

- A *placement test* that helps accurately identify the appropriate level of *Ventures* for each student.
- *Career and Educational Pathways Worksheets* help students meet their post-exit employment goals.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building within the classroom.
- *Writing Worksheets* that help literacy-level students recognize shapes and write letters and numbers, while alphabet and number cards promote partner and group work.
- *Picture dictionary cards and Worksheets* that reinforce vocabulary learned in Levels Basic, 1, and 2.
- *Multilevel Worksheets* that are designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- *Self-assessments* give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.

Workbook

The **Workbook** provides two pages of activities for each lesson in the Student's Book.

- If used in class, the Workbook can extend classroom instructional time by 30 minutes per lesson.
- The exercises are designed so learners can complete them in class or independently. Students can check their answers with the answer key in the back of the Workbook. Workbook exercises can be assigned in class, for homework, or as student support when a class is missed.
- Grammar charts at the back of the Workbook allow students to use the Workbook for self-study.

Online Workbooks

The self-grading **Online Workbooks** offer programs the flexibility of introducing blended learning.

- In addition to the same high-quality practice opportunities in the print workbooks, the online workbooks provide students instant feedback.
- Teachers and programs can track student progress and time on task.

Presentation Plus

www.esource.cambridge.org

Presentation Plus allows teachers to digitally project the contents of the Student's Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes the Class audio, answer keys, and the Ventures Arcade. Contact your Cambridge ESL Specialist (www.cambridge.org/cambridgeenglish/contact) to find out how to access it.

Ventures Arcade

www.cambridge.org/venturesarcade/

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

Unit organization

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

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

they generate original answers and conversations. These lessons often include a *Culture note*, which provides information directly related to the conversation practice (such as the use of titles with last names) or a *Useful language note*, which introduces useful expressions.

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

LESSON E Writing provides practice with process writing within the context of the unit. **Before you write** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. A *Writing tip* presents information about punctuation or paragraph organization directly related to the writing assignment. The **Write** exercise sets goals for the student writing. In the **After you write** exercise, students share with a partner.

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

¹ The Comprehensive Adult Student Assessment System. For more information, see www.casas.org.

² The Basic English Skills Test. For more information, see www.cal.org/BEST.

UNIT TOUR

The Most Complete Course for Student Success

- 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 (ELP) and College and Career Readiness (CCR) standards

The Big Picture

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

Unit Goals

Introduces the competencies students will learn.

UNIT 8 WORK

Lesson A Listening

1 Before you listen

- A Look at the picture. What do you see?
 B Point to: ■ a server ■ a busperson ■ a cashier ■ a cook
 ■ an electrician ■ a nurse ■ a nursing assistant ■ a construction worker



UNIT GOALS
 Identify common jobs Describe skills
 Complete a job application

2 Listen

A Listen. Write the letter of the conversation.



B Listen again to the conversations. Write the years or dates you hear.

- A. from 2012 to 2016 D. from _____ to _____
 B. from _____ to _____ E. in _____
 C. from _____ to _____ F. _____ years ago

Listen again. Check your answers.

3 After you listen

Where do the people work? Write the words.

busperson cashier doctor nurse receptionist server

1. doctor 4. _____
 2. _____ 5. _____
 3. _____ hospital 6. _____ restaurant

Listen for and identify jobs and length of time UNIT 8 97

How to use a QR code

- Open the camera on your smartphone.
 - Point it at the QR code.
 - The camera will automatically scan the code. If not, press the button to take a picture.
- * Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.



3 Easy Ways to Access Audio

- Scan QR codes
- Download from Ventures Online Resources:
www.cambridge.org/ventures/audio/
- Play from Class audio CDs

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

Grammar Chart

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

Grammar Presentation

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

Additional Grammar Activities

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

Natural Progression

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

Real-Life Practice

Engages students and provides meaningful application of the grammar.

Lesson B I was a teacher.

1 Grammar focus: simple past of be

Use was with I, he, she, and it. Use were with you, we, and they.

QUESTIONS	ANSWERS
Were you a student?	I was . I wasn't . I was a teacher.
Was he a student?	he was . he wasn't . He was a teacher.
Was she a student?	Yes, she was . No, she wasn't . She was a teacher.
Were you students?	we were . we weren't . They were teachers.
Were they students?	they were . they were not . they weren't . They were not teachers.

2 Practice

A Write. Look at the pictures. Complete the sentences. Use **is, are, was, or were**.

JOB HISTORY FOR Amy Cole

2010 – present: **Teacher**

2005 – 2010: **Teacher**

JOB APPLICATION

Jane's experience: 2018 – present: **Manager**

2010 – 2018: **Cashier**

EMPLOYMENT HISTORY

John and Jack's work history: 2018 – present: **Electricians**

2010 – 2018: **Students**

1. She **was** a teacher before. Now she **is** a nurse.

2. She **was** a cashier before.

3. They **were** students before. Now they **are** electricians.

JOB APPLICATION FOR Ben Lee

2009 – present: **Construction Worker**

2003 – 2009: **Server**

Employment history

Adam Hill: 2011 – present: **Nursing Assistant**

2010 – 2011: **Server**

Work experience for

SMA AND MAUI SONG: 2015 – present: **Manager**

2008 – 2015: **Coach**

4. He **was** a server before. Now **he is** a construction worker.

5. He **was** a server before. Now **he is** a nursing assistant.

6. Now they **are** coaches before.




Listen and repeat.

UNIT 8




B Talk with a partner. Look at the pictures. Change the bold words and make conversations.

1. A: **Was she a teacher?** B: **No, she wasn't. She was a nurse.**

2. A: **Were they receptionists?** B: **No, they weren't. They were nurses.**

1. a teacher? 2. receptionists? 3. a nurse?

4. doctors? 5. a cook? 6. a cashier?

3 Communicate

Talk with three classmates. Complete the chart.

A: Sylvia, what do you do now?
B: Now I'm a homemaker.
A: Oh, really? Were you a homemaker before?
B: No, I wasn't. I was a receptionist in a bank.

Name	Job now	Job before
Sylvia	a homemaker	a receptionist

Write two sentences about your classmates. Use information from the chart.
Sylvia is a homemaker now. She was a receptionist before.

11 Use simple past of be with was, were, was not, weren't. No questions. UNIT 8 99

Lesson C Can you cook?

1 Grammar focus: can

Use can + verb in base form to show the ability to do something.

STATEMENTS	QUESTIONS	ANSWERS
I can cook.	Can you cook?	Yes, I can . / No, I can't .
She can cook.	Can she cook?	Yes, she can . / No, she can't .
They can cook.	Can they cook?	Yes, they can . / No, they can't .

2 Practice

A Write. Complete the sentences. Use **yes, can, or can't**.

1 A: **Can you help me?**

B: **Yes, I can.**

2 A: **Can you drive a truck?**

B: **No, I can't.**

3 A: **Can you fix a car?**

B: **Yes, I can.**

4 A: **Can you paint a house?**

B: **Yes, I can.**

5 A: **Can you work with computers?**

B: **Yes, I can.**

6 A: **Can you operate a computer?**

B: **Yes, I can.**

7 A: **Can they build houses?**

B: **Yes, they can.**

8 A: **Can she read a book?**

B: **Yes, she can.**

9 A: **Can you operate a computer?**




B: **Yes, I can.**

Listen and repeat. Then practice with a partner.

UNIT 9

B Write. Look at the pictures. Complete the sentences.




Write things you can, paint, sell things, take care of children, take care of plants

1. A painter can **paint**.

2. A salesperson can **sell things**.

3. A carpenter can **take care of plants**.

4. A gardener can **take care of plants**.

5. A childcare worker can **take care of children**.

6. An auto mechanic can **take care of cars**.

Listen and repeat.

C Talk with a partner. Look at the pictures in 2B. Change the bold words and make conversations.

A: **Hi! I'm looking for a job. Can you help me?**
B: **What can you do?**
A: **I'm a painter. I can paint very well.**

3 Communicate

Talk with a partner. Ask and answer questions.

What can you do? I can cook. I can work with computers.

12 Use can to show ability. UNIT 9 101

Reading


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

Lesson D Reading

1 Before you read

Talk. Mai Linh is looking for a new job. Look at the picture. Answer the questions.

- Who are the people in the picture?
- Where are they?
- What is Mai Linh's volunteer job now?



2 Read

A Listen and read.

New Message

Dear Ms. Carter:

I am writing to recommend my student Mai Linh Lam.

Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 12:00 to 4:30. She takes care of senior citizens.

Mai Linh has many good skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.

Sincerely,
Elsaine Maxwell
VALLEY ADULT SCHOOL

3 After you read

A Read the sentences. Are they correct? Circle Yes or No.

- Elsaine's email is to apply for a job. Yes No
- Mai Linh volunteers in a hospital. Yes No
- She can write reports. Yes No
- She finishes work at 8:30. Yes No
- She is good at her job. Yes No


Write. Correct the sentences.

1. *Elsaine's email is to recommend someone for a job.*

B Write. Answer the questions about Mai Linh.

- What was Mai Linh's job before? _____
- Is Mai Linh certified? _____
- What are her work skills? _____

4 Picture dictionary Occupations



A Write the words in the Picture dictionary. Then listen and repeat.

custodian factory worker housekeeper
dental assistant hairdresser pharmacist/technician

B Work with a partner. Match the words in the Picture dictionary with these places.

- a beauty salon hairdresser 4. a hotel _____
- a dental office _____ 5. an office building _____
- a factory _____ 6. a pharmacy _____

Talk with a partner. Point to a picture in the dictionary. Ask and answer questions about the occupations.

What's her occupation? She's a housekeeper.
Where does she work? She works in a hotel.

Useful Language: occupation's job

For college and career readiness practice, see pages 150-151. Read a recommended email, see vocabulary for occupations. UNIT 8 103

College & Career Readiness Section

Builds critical-thinking skills and uses informative texts to help master the more complex CCR standards.

Speaking Practice

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

Writing

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

Lesson E Writing

1 Before you write

A Write. Check (✓) what you can do.

Skill	I can...
1. drive	<input type="checkbox"/>
2. cook	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>
4. fix a car	<input type="checkbox"/>
5. read to children	<input type="checkbox"/>
6. pay bills	<input type="checkbox"/>
7. shop	<input type="checkbox"/>
8. read a schedule	<input type="checkbox"/>

Talk with a partner.

A What about number 1? Can you drive?
B Yes, I can. What about you?
A I can drive, too. I just got my driver's license last month.

B Read. Answer the questions.

New Message

My name is Carla. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

- What are Carla's skills? _____
- What can Carla do that you can do, too? _____

2 Write

A Write about your occupation. Complete the sentences.

I am a _____
I work at _____

B Write. What are your skills? Make a list.

C Write a paragraph about your skills.

3 After you write

A Read your paragraph to a partner.

B Check your partner's paragraph.

- What are your partner's skills?
- Is the spelling correct?

Check your spelling. Use a dictionary if necessary. Correct spelling is important in writing.

Paragraph about skills. UNIT 8 106

Writing Tips

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

Document Literacy

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

Grammar connections

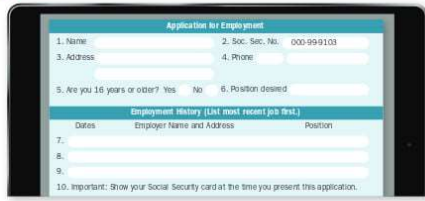
Contrasts two grammar forms in a communicative way to help with grammar accuracy.

Test-taking Skills

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

Lesson F Another view

1 Life-skills reading



2 Grammar connections: be with and and but

Use and to show things that are the same. Use but to show things that are different.

Sid **is** at work today **and** he **was** at work yesterday.


Rust **is** at work today, **but** she **wasn't** at work yesterday.

Aria **isn't** at work today, **and** she **wasn't** at work yesterday.

Len and Eva **aren't** at work today, **but** they **were** at work yesterday.

A Work with a partner. Look at the pictures. Talk about the people. Take turns.

Today **Yesterday**



B Talk in a group. Tell about your classmates. Take turns.

Mario: I'm here today, but I wasn't here yesterday.

Ina: Mario is here today, but he wasn't here yesterday. I'm here today, and I was here yesterday.

Bing: Mario is here today, but he wasn't here yesterday. Ina is here today, and she was here yesterday. I'm here . . .

106 UNIT 8

111 Scan and complete a job application, contrast and and but UNIT 8 107

Problem-solving Activity

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

REVIEW UNITS 7 & 8

1 Listening

Read the questions. Then listen and circle the answers.

- What did Carlos do before?
 - at SaeMore Supermarket
 - at work
- What does Carlos do now?
 - he is an office worker
 - he is a construction worker
- When does Carlos buy groceries?
 - every Tuesday
 - at work
- What is Carlos right now?
 - at SaeMore Supermarket
 - at work
- What is he buying at the supermarket?
 - milk, tea, bread, and eggs
 - milk, cheese, bread, and eggs
- How much are the groceries?
 - \$11.75
 - \$7.75

Read the questions. Use complete sentences.

Peter

He lives in his country. Now he _____ a _____ 2. is / was

_____ 3. can / can't _____ use a cash register.

_____ 4. can / can't _____ find time to go to school.

B Write. Unscramble the words. Make questions about the story.

- a / teacher / Was / Peter / country / his / in / ? Was Peter a teacher in his country?
- use / cash register / a / Can / he / ? _____
- speak / well / English / Can / he / ? _____
- he / construction worker / Is / now / a / ? _____

Talk with a partner. Ask and answer the questions.

108 REVIEW: UNITS 7 & 8

3 Pronunciation: the -s ending with plural nouns

A Listen to the -s ending in these plural nouns.

/s/	/z/	/ɪz/
cakes	tomatoes	peaches
harshlylists	electricians	nurses

B Listen and repeat.

/s/	/z/	/ɪz/
assistants	bananas	nunes
cooks	coasters	oranges
students	drivers	packages
mechanics	cookies	boxes
receptionists	servers	peaches
books	teachers	sandwiches

Talk with a partner. Take turns. Practice the words. Make sentences with the words.

C Listen. Complete the chart.

1. bags	4. dimes	7. desks
2. bottles	5. pages	8. languages
3. clerks	6. carrots	9. glasses

D Talk with a partner. Ask and answer the questions.

What's in your refrigerator?

There are _____

109 UNIT 8

Review Pages

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

Pronunciation Activities

Gives additional opportunities to practice pronunciation and promotes spoken fluency.

CORRELATIONS

UNIT	CASAS Competencies	Florida Adult ESOL Low Beginning	LAUSD ESL Beginning Low Competencies
Welcome Unit Pages 2–5			
Unit 1 Personal Information Pages 6–17	0.1.2, 0.1.3, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 0.2.2, 2.1.1, 2.1.8, 2.4.1, 2.5.5, 2.7.2, 4.8.1, 6.0.1, 7.2.4, 7.4.3, 7.5.6	2.01.01, 2.01.02, 2.01.03, 2.01.04, 2.03.12, 2.03.16	I. 1, 2, 4, 5, 7 II. 9, 11 III. 16, 26 V. 40 VIII. 58a, 58b, 58c
Unit 2 At school Pages 18–29	0.1.2, 0.1.4, 0.1.5, 2.5.5, 4.5.3, 4.6.2, 4.6.5, 4.7.2, 4.7.4, 4.8.1, 6.0.1, 6.0.2, 6.1.1, 7.1.4, 7.4.5	2.01.02, 2.01.04, 2.03.12, 2.03.16, 2.04.01	I. 1 II. 9 III. 15
Unit 3 Friends and family Pages 32–43	0.1.2, 0.1.4, 0.1.8, 0.2.1, 0.2.4, 1.4.1, 2.6.1, 2.7.1, 2.7.2, 6.0.1, 6.0.2, 7.1.4, 7.2.4, 7.4.7, 7.4.8, 7.5.6, 8.1.3, 8.2.1, 8.3.1	2.01.01, 2.01.02, 2.01.03, 2.01.04, 2.01.05, 2.01.06, 2.03.12, 2.03.16, 2.04.01, 2.05.01, 2.05.02	I. 3, 6, 7 II. 12, 13 III. 19 IV. 38
Unit 4 Health Pages 44–55	0.1.1, 0.1.2, 0.1.3, 0.1.4, 0.2.1, 0.2.3, 2.1.8, 2.3.2, 2.5.3, 2.5.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.3, 3.3.1, 3.4.1, 3.4.3, 3.5.7, 4.6.1, 4.8.1, 6.0.1, 7.2.2, 7.2.4, 7.2.6, 7.3.2, 7.5.5, 7.5.6	2.01.02, 2.01.03, 2.01.04, 2.01.05, 2.01.09, 2.01.10, 2.02.02, 2.03.12, 2.03.16, 2.04.09, 2.06.03	IV. 43, 44 VI. 44 VII. 57
Unit 5 Around town Pages 58–69	0.1.1, 0.1.2, 0.1.3, 0.1.4, 0.2.1, 0.2.3, 1.1.3, 1.3.7, 1.4.1, 1.9.2, 1.9.4, 2.2.1, 2.2.3, 2.2.5, 2.5.4, 2.6.3, 4.8.1, 5.2.4, 6.0.1, 6.6.5, 7.1.2, 7.1.4, 7.2.2, 7.2.4, 7.2.7, 7.3.2, 7.3.4, 7.4.8, 7.5.6, 8.3.2	2.01.04, 2.01.10, 2.02.01, 2.02.02, 2.03.12, 2.03.16, 2.04.09, 2.06.02, 2.06.03	I. 2 II. 9, 11 III. 17, 23, 23 V. 42 VI. 49

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

NRS Educational Functioning Level Descriptors	English Language Proficiency and College and Career Readiness Standards
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about introductions. ■ Recognize the meaning of common words and phrases about introductions. ■ Recognize key words in a paragraph describing a student's personal information ■ Recognize key words in a registration form <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use possessive adjectives, subject pronouns, simple present of be and contractions ■ Write sentences giving personal information <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about introductions ■ Gather and record information about popular names 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 3, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about the classroom ■ Recognize the meaning of common words and phrases about the classroom ■ Recognize key words in sentences describing a classroom ■ Recognize key words in an inventory list <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use prepositions of location (in, on, under), Where is?, singular and plural nouns, Yes / No questions , This / that and these / those, contractions ■ Write sentences about the location of items in the classroom <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about the classroom ■ Gather and record information into a chart about school employees 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 3, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about friends and family ■ Recognize the meaning of common words and phrases about friends and family ■ Recognize key words in a paragraph describing a family birthday party ■ Recognize key words in an insurance application form <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use present continuous, Wh- questions, Yes/No questions and object pronouns (him, her, it, them) ■ Write sentences about your own family <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about friends and family ■ Gather and record information about people's birthdays and send an electronic card 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about health problems ■ Recognize the meaning of common words and phrases about health problems ■ Recognize key words in a paragraph describing a sick family's visit to the doctor's office ■ Recognize key words in an appointment card <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use simple present of have, questions with have, have and need, and contractions ■ Write an absence note to a child's teacher <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about health problems ■ Gather and record information about your health and emergency information 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about places and directions ■ Recognize the meaning of common words and phrases about places and directions ■ Recognize key words in an e-mail describing a neighborhood ■ Recognize key words in a map <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use prepositions of location (on, next to, across from, between, on the corner of), Where questions and affirmative and negative imperatives ■ Write a description of your neighborhood <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about places and directions ■ Gather and record information to create a community directory 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>

UNIT	CASAS Competencies	Florida Adult ESOL Low Beginning	LAUSD ESL Beginning Low Competencies
Unit 6 Time Pages 70–81	0.1.2, 0.1.4, 0.2.4, 2.3.1, 2.3.2, 2.5.5, 2.6.1, 2.6.3, 2.7.1, 4.1.6, 4.1.7, 4.2.1, 4.3.1, 6.0.1, 6.0.3, 7.1.2, 7.1.4, 7.2.4, 8.1.1, 8.1.2, 8.1.3	2.01.04, 2.01.05, 2.01.10, 2.02.09, 2.02.10, 2.03.12	II. 12, 13 III. 16, 22, 23, 25, 26 VII. 55
Unit 7 Shopping Pages 84–95	0.1.2, 0.2.4, 1.1.6, 1.1.7, 1.2.1, 1.2.2, 1.2.5, 1.3.1, 1.3.6, 1.3.8, 1.5.1, 1.5.3, 1.6.4, 1.8.1, 1.8.2, 2.6.4, 6.0.1, 6.0.2, 6.0.3, 6.0.4, 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.2.5, 6.5.1, 6.6.7, 6.9.2, 7.1.3, 7.1.4, 7.2.3, 7.5.6, 8.2.1	2.01.04, 2.03.12, 2.04.01, 2.04.02, 2.05.06	IV. 30, 31, 35, 36 VII. 50, 51, 52
Unit 8 Work Pages 96–107	0.1.2, 0.2.1, 0.2.2, 1.9.6, 4.1.1, 4.1.2, 4.1.5, 4.1.6, 4.1.8, 4.4.2, 4.4.4, 4.4.7, 4.5.1, 4.6.2, 7.1.1, 7.1.4, 7.2.3, 7.2.4, 7.5.1, 7.5.6, 8.2.1, 8.2.6	2.01.02, 2.01.03, 2.01.04, 2.03.01, 2.03.02, 2.03.04, 2.03.05, 2.03.12, 2.03.13, 2.03.14, 2.03.15, 2.03.16	I. 7 II. 14 IV. 31, 35 VII. 50, 51, 54
Unit 9 Daily living Pages 110–121	0.1.2, 0.2.4, 1.4.1, 1.7.4, 2.3.2, 4.6.3, 7.1.4, 7.2.2, 7.4.8, 7.5.1, 7.5.5, 8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.3.1	2.01.03, 2.01.04, 2.03.10, 2.03.12, 2.05.05	II. 12, 13 IV. 31, 35, 38 VII. 55
Unit 10 Free time Pages 122–133	0.1.2, 0.1.4, 0.2.4, 2.3.2, 2.6.1, 2.6.2, 2.6.3, 5.2.4, 6.0.1, 6.0.3, 7.1.4, 7.5.1, 7.5.6	2.01.03, 2.01.04, 2.01.10, 2.02.02, 2.03.12, 2.03.16	II. 12, 13 III. 19, 22, 23 VII. 52, 54, 55

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

NRS Educational Functioning Level Descriptors	English Language Proficiency and College and Career Readiness Standards
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about daily activities and time ■ Recognize the meaning of common words and phrases about daily activities and time ■ Recognize key words in a paragraph describing a person's schedule ■ Recognize key words in a schedule <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use simple present tense, Wh- questions, prepositions of time (at, in, on), start/end and open/close ■ Write description of your schedule <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about daily activities and time ■ Gather and record information about businesses in your town 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about food and money ■ Recognize the meaning of common words and phrases about food and money ■ Recognize key words in a paragraph describing a shopping trip ■ Recognize key words in a supermarket ad and receipt <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use count/non-count nouns, How many?/ How much?, There is/There are, quantifiers with non-count nouns and some/any ■ Write a note about a shopping list <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about food and money ■ Gather and record information using ads to create a grocery list 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about jobs and skills ■ Recognize the meaning of common words and phrases about jobs and skills ■ Recognize key words in a letter describing a person's job and work history ■ Recognize key words in a job application <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use simple past of be (statements and questions), can, contractions and be with and and but ■ Write a paragraph about your skills <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about jobs and skills ■ Gather and record information about a job search 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about home responsibilities ■ Recognize the meaning of common words and phrases about home responsibilities ■ Recognize key words in a letter describing daily events ■ Recognize key words in a job-duties chart <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use simple past tense of irregular and regular verbs and Or questions ■ Write a letter describing household chores <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about home responsibilities ■ Gather and record information about a time-management calendar 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>
<p>Interpretive: (1, 6, 7, 8)</p> <ul style="list-style-type: none"> ■ Identify key words in conversations and a reading about free-time activities ■ Recognize the meaning of common words and phrases about free-time activities ■ Recognize key words in an email and a letter describing vacation ■ Recognize key words in a TV schedule <p>Productive: (3, 4, 7, 9, 10)</p> <ul style="list-style-type: none"> ■ Use simple past of irregular verbs, future with be going to and contrasting past, present and future ■ Write a letter describing a past and future vacation <p>Interactive: meaning (2, 5)</p> <ul style="list-style-type: none"> ■ Participate in conversations about free-time activities ■ Gather and record information using the internet about public parks in your area 	<p>ELP Standards 1-10</p> <p>Reading Anchors 1, 2, 4, 5, 7, 9, 10</p> <p>Speaking & Listening Anchors 1, 2, 3, 4, 6</p>

MEET THE VENTURES AUTHOR TEAM



(Top row) Dennis Johnson, K. Lynn Savage; (bottom row) Gretchen Bitterlin, Donna Price, and Sylvia G. Ramirez. Together, the *Ventures* author team has more than 200 years teaching ESL as well as other roles that support adult immigrants and refugees, from teacher's aide to dean.

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

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

Donna Price began her ESL career teaching EFL in Madagascar. She is currently associate professor of ESL and vocational ESL / technology resource instructor for 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 is an online instructor for the TESOL Core Certificate. Her MA is in education / counseling from Point Loma University, and she has certificates in ESOL and in online teaching.

K. Lynn Savage first taught English in Japan. She began teaching ESL at City College of San Francisco in 1974, 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*. Lynn holds an MA in TESOL from Teachers College, Columbia University.

TO THE STUDENT

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

Good luck in your studies!

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

My goals for studying English

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

WELCOME

1 Meet your classmates

Look at the picture. What do you see?



2 The alphabet

A Listen. Students are introducing themselves. Check (✓) the names you hear.

Eduardo Paolo Ryoko
 Pierre Tariq Kankou



CD1, Track 2

B Listen and write the letters.

Aa <u>A a</u>	Bb ___	Cc ___	Dd ___	Ee ___	Ff ___	
Gg ___	Hh ___	Ii ___	Jj ___	Kk ___	Ll ___	
Mm ___	Nn ___	Oo ___	Pp ___	Qq ___	Rr ___	Ss ___
Tt ___	Uu ___	Vv ___	Ww ___	Xx ___	Yy ___	Zz ___



CD1, Track 3

Talk with your partner. Take turns. Say a letter. Your partner points to the letter.

C Listen and repeat.



- A** What's your name?
B Helena.
A How do you spell that?
B H-E-L-E-N-A.



CD1, Track 4

Talk to five classmates. Write the names.

Class list	
	<i>Helena</i>
1.	
2.	
3.	
4.	
5.	

3 Numbers

A Listen and repeat.

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



CD1, Track 5

Talk with a partner. Take turns. Say a number. Your partner points to the number.

B Listen. Circle the number you hear.

1. 0 **6** 16 4. 2 5 15 7. 8 9 10
 2. 3 7 20 5. 1 9 17 8. 3 5 13
 3. 1 10 11 6. 11 12 20 9. 14 15 16



CD1, Track 6

C Listen. Write the number you hear.

1. 3 3. _____ 5. _____ 7. _____ 9. _____
 2. _____ 4. _____ 6. _____ 8. _____ 10. _____



CD1, Track 7

D Write. Match the number and the word.

1 2 3 4 5 6 7 8 9 10

three five four two one nine six ten eight seven

Talk with a partner. Take turns. Spell a number. Your partner says the number.



4 Days and months

A Listen and repeat.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------



CD1, Track 8

Talk with a partner. Take turns. Say a day. Your partner points to the day.

B Write the full spelling.

- Sun. Sunday
- Mon. _____
- Tues. _____
- Wed. _____
- Thurs. _____
- Fri. _____
- Sat. _____

C Listen and repeat.

1. January	5. May	9. September
2. February	6. June	10. October
3. March	7. July	11. November
4. April	8. August	12. December



CD1, Track 9

Talk with a partner. Say a number. Your partner says the month.

8 August

D Talk with a partner about your birthday. Take turns.



UNIT 1 PERSONAL INFORMATION

Lesson A Listening

1 Before you listen

- A** Look at the picture. What do you see?
- B** Point to: ■ first name ■ last name ■ city
■ zip code ■ area code ■ telephone number

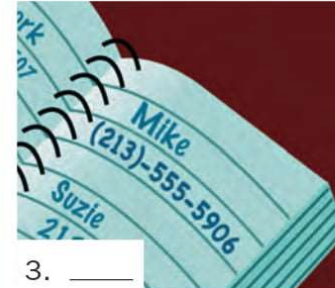


UNIT GOALS

Recognize names and vocabulary for personal identification
Make introductions **Complete** a registration form

2 Listen

A Listen. Write the letter of the conversation.



CD1, Track 10

B Listen again to the conversations. Write the names and numbers you hear.

A. _____ 555-8907

D. _____

B. _____

E. _____

C. _____

F. _____



CD1, Track 10

Listen again. Check your answers.

3 After you listen

Write. Complete the sentences about yourself.

1. My first name is _____.

3. My area code is _____.

2. My last name is _____.

4. My telephone number is _____.

Talk with a partner. Talk about yourself.

My first name is Dahlia.

My first name is Yuri.



Saying telephone numbers

Stop at each number. Say *oh* for zero.

5 5 5 - 2 0 1 6

five - five - five two - oh - one - six

Lesson B What's your name?

1 Grammar focus: possessive adjectives

A possessive adjective before a noun shows ownership or relationship.

Her name is Mary.

QUESTIONS What's = What is

What's **your** name?

What's **his** name?

What's **her** name?

What are **their** names?

ANSWERS

My name is Svetlana.

His name is Steve.

Her name is Mary.

Their names are Ted and Rob.



Watch

2 Practice

A Write. Complete the sentences. Use *his*, *her*, or *their*.

1. **A** What's his first name?

B _____ first name is Alfred.

2. **A** What's _____ first name?

B _____ first name is Sue.

3. **A** What's _____ first name?

B _____ first name is Tom.

4. **A** What's _____ last name?

B _____ last name is Jones.

Listen and repeat. Then practice with a partner.

B Talk with a partner. Look at the student directory. Change the **bold** words and make conversations.



A What's **his** telephone number?

B **His** telephone number is **555-9314**.



CD1, Track 11

STUDENT DIRECTORY



1

555-9314



2

555-9847



3

555-2034



4

555-5093



5

555-6172



6

555-8216

C Listen. Then listen again and repeat.



- A** What's your name?
- B** **Jennifer Kent.**
- A** Sorry. What's your first name?
- B** My first name is **Jennifer.**
- A** How do you spell that?
- B** **J-E-N-N-I-F-E-R.**
- A** OK. What's your last name?
- B** **Kent. K-E-N-T.**



CD1, Track 12

USEFUL LANGUAGE
Please spell that.
How do you spell Jennifer?

Talk in a group. Ask questions and write the names.

First name	Last name
<i>Jennifer</i>	<i>Kent</i>

3 Communicate

A Talk with your classmates. Introduce a classmate.

This is my classmate. Her first name is Jennifer. Her last name is Kent.

B Talk with a partner. Take turns and make new conversations.



- A** Good morning.
- B** Good morning.
- A** My name is Anna Gray. What's your name?
- B** Kate Harris.
- A** Nice to meet you.
- B** Nice to meet you, too.

- A** Hi. My name is Peter.
- B** Hi. My name is Alan.
- A** Nice to meet you, Alan.
- B** Nice to meet you, too, Peter.

CULTURE NOTE


Some people have two first names: *Mei-hwa*.
Some people have two last names: *Baker-Price*.

Lesson C Are you from Canada?

1 Grammar focus: subject pronouns; simple present of *be*

A subject pronoun can replace the name of a person.
Jennifer is from Canada. = She is from Canada.
Is, are, and am are be verbs.

QUESTIONS		ANSWERS	
Are you	from Canada?	Yes,	I am.
Is he			he is.
Is she			she is.
Are they			they are.
		No,	I'm not. I'm
			he isn't. He's
			she isn't. She's
			they aren't. They're
			from the United States.



Watch

I'm = I am | She's = She is
 He's = He is | They're = They are

isn't = is not
 aren't = are not

2 Practice

A Write. Complete the sentences.



1. **A** Are you from Canada?
B No, I 'm not.
2. **A** _____ they from Somalia?
B Yes, _____.
3. **A** _____ she from Russia?
B Yes, _____.
4. **A** _____ he from Mexico?
B Yes, _____.
5. **A** _____ she from China?
B No, _____.
6. **A** _____ they from Brazil?
B No, _____.
7. **A** _____ he from Ecuador?
B No, _____.
8. **A** _____ you from South Korea?
B Yes, _____.

Listen and repeat. Then practice with a partner.



CD1, Track 13

B Talk with a partner. Change the **bold** words and make conversations.



A Is he from **Mexico**?
B Yes, **he is**.



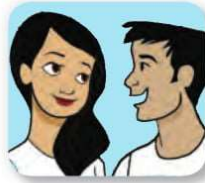
A Are they from the **United States**?
B No, **they aren't**.
They're from India.



1. Japan?



2. the United States?



3. Mexico?



4. India?



5. Mexico?



6. Japan?

C Listen and repeat. Then practice with a partner.



A Where are you from, **Katia**?
B I'm from **Brazil**.
A **Brazil**? How do you spell that?
B **B-R-A-Z-I-L**.

USEFUL LANGUAGE

Where are you from?
Where do you come from?
What country are you from?



CD1, Track 14

3 Communicate

Talk in a group. Where are your classmates from? Make guesses.



A This is Katia. Where is she from?
B Is she from Colombia?
A No, she isn't.
B Is she from Brazil?
A Yes, she is.