

4<sup>th</sup> Edition

# Ventures



Basic

Teacher's Edition



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 provide instructors with the tools for any teaching situation, making Ventures the most complete program.
- Prepares students for standardized tests, including CASAS STEPS.

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

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

## What are the Ventures components?

### Student's Book

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

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

### Teacher's Edition

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

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

## Teacher Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- A *placement test* that helps accurately identify the appropriate level of Ventures for each student.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- *Picture dictionary cards and Worksheets* that reinforce vocabulary learned in Levels Basic, 1, and 2.
- A unit test for each unit, a midterm test, and a final test.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.
- *Self-assessments* give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.
- Workbook grammar charts that can be downloaded for classroom use.

## Workbook (Print and Digital)

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

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

## Literacy Workbook

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

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

Presentation Plus

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

**Ventures Arcade** ([cambridge.org/venturesarcade](http://cambridge.org/venturesarcade))  
The Arcade is a free website where students can find additional practice for the listening, vocabulary, and grammar from the Student's Book. There is also a Citizenship section that includes questions on civics, history, government, and the N-400 application.

Unit organization

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

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

**LESSON C** focuses on grammar. The lessons move from a **Grammar focus** that presents the grammar point in chart form; to **Practice** exercises that check comprehension of the grammar point and provide guided practice; and, finally, to **Communicate** exercises that guide learners as they generate original answers and conversations. These lessons often include a *Culture Note*, which provides information directly related to the conversation practice (such as the use of titles with last names) or a *Useful Language* box, which introduces useful expressions.

**LESSON D Reading** develops reading skills and expands vocabulary. The lesson opens with a **Before you read** exercise, designed to activate prior knowledge and encourage learners to make predictions. The **Read** section includes audio, which provides additional practice in connecting sound with print, a skill especially important for Basic level learners. The reading section of the lesson

concludes with **After you read** exercises that check comprehension. In Levels Basic, 1, and 2, the vocabulary expansion portion of the lesson is a **Picture dictionary**. It includes a *word bank*, pictures to identify, and a conversation for practicing the new words. The words expand vocabulary related to the unit topic. In Books 3 and 4, the vocabulary expansion portion of the lesson uses new vocabulary from the reading to build skills such as recognizing word families, selecting definitions based on the context of the reading, and using clues in the reading to guess meaning.

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

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

**DIGITAL LITERACY** introduces students to digital literacy skills within the context of Lesson F. Students watch a video tutorial that clearly illustrates how to perform a functional digital skill and practice the skill through online activities in Cambridge One.

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

<sup>1</sup> The Comprehensive Adult Student Assessment System. For more information, see [www.casas.org](http://www.casas.org).  
<sup>2</sup> The Basic English Skills Test. For more information, [www.cal.org/aea/bpv30/](http://www.cal.org/aea/bpv30/).

# SCOPE AND SEQUENCE

| UNIT TITLE<br>TOPIC                                                                              | FUNCTIONS                                                                                                                                                                                   | LISTENING AND<br>SPEAKING                                                                                                                                                                                                          | VOCABULARY                                                                                                                                         | GRAMMAR<br>FOCUS                                                                                                                                       |  |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Welcome</b><br>pages 2–5                                                                      | <ul style="list-style-type: none"><li>■ Identifying the letters of the alphabet</li><li>■ Spelling names</li><li>■ Identifying classroom directions</li><li>■ Identifying numbers</li></ul> | <ul style="list-style-type: none"><li>■ Saying classroom directions</li><li>■ Saying the alphabet</li><li>■ Saying numbers</li></ul>                                                                                               | <ul style="list-style-type: none"><li>■ Classroom directions</li><li>■ The alphabet with capital and lowercase letters</li><li>■ Numbers</li></ul> |                                                                                                                                                        |  |
| <b>Unit 1</b><br><b>Personal information</b><br>pages 6–19<br>Topic:<br><b>Describing people</b> | <ul style="list-style-type: none"><li>■ Identifying names</li><li>■ Identifying phone numbers</li><li>■ Identifying countries of origin</li><li>■ Exchanging personal information</li></ul> | <ul style="list-style-type: none"><li>■ Asking and answering questions about personal information</li></ul>                                                                                                                        | <ul style="list-style-type: none"><li>■ Personal information</li><li>■ Countries</li><li>■ Months of the year</li></ul>                            | <ul style="list-style-type: none"><li>■ Possessive adjectives (<i>my, your, his, her</i>)</li></ul>                                                    |  |
| <b>Unit 2</b><br><b>At school</b><br>pages 20–33<br>Topic:<br><b>The classroom</b>               | <ul style="list-style-type: none"><li>■ Identifying classroom objects</li><li>■ Describing location</li><li>■ Finding out location</li></ul>                                                | <ul style="list-style-type: none"><li>■ Asking what someone needs</li><li>■ Asking about and giving the location of things</li></ul>                                                                                               | <ul style="list-style-type: none"><li>■ Classroom furniture</li><li>■ Classroom objects</li><li>■ Days of the week</li></ul>                       | <ul style="list-style-type: none"><li>■ Prepositions of location (<i>in, on, under</i>)</li></ul>                                                      |  |
| <b>Review:</b> Units 1 and 2<br>pages 34–35                                                      |                                                                                                                                                                                             | <ul style="list-style-type: none"><li>■ Understanding conversations</li></ul>                                                                                                                                                      |                                                                                                                                                    |                                                                                                                                                        |  |
| <b>Unit 3</b><br><b>Friends and family</b><br>pages 36–49<br>Topic:<br><b>Family</b>             | <ul style="list-style-type: none"><li>■ Identifying family relationships</li><li>■ Describing a family picture</li></ul>                                                                    | <ul style="list-style-type: none"><li>■ Asking and answering questions about family relationships</li></ul>                                                                                                                        | <ul style="list-style-type: none"><li>■ Family relationships</li><li>■ Family members</li><li>■ People</li></ul>                                   | <ul style="list-style-type: none"><li>■ Yes / No questions with <i>have</i></li></ul>                                                                  |  |
| <b>Unit 4</b><br><b>Health</b><br>pages 50–63<br>Topic:<br><b>Health problems</b>                | <ul style="list-style-type: none"><li>■ Describing health problems</li></ul>                                                                                                                | <ul style="list-style-type: none"><li>■ Asking and answering questions about health problems</li></ul>                                                                                                                             | <ul style="list-style-type: none"><li>■ The doctor's office</li><li>■ Body parts</li><li>■ Health problems</li></ul>                               | <ul style="list-style-type: none"><li>■ Singular and plural nouns</li></ul>                                                                            |  |
| <b>Review:</b> Units 3 and 4<br>pages 64–65                                                      |                                                                                                                                                                                             | <ul style="list-style-type: none"><li>■ Understanding conversations</li></ul>                                                                                                                                                      |                                                                                                                                                    |                                                                                                                                                        |  |
| <b>Unit 5</b><br><b>Around town</b><br>pages 66–79<br>Topic:<br><b>Places and locations</b>      | <ul style="list-style-type: none"><li>■ Identifying buildings and places</li><li>■ Describing location</li></ul>                                                                            | <ul style="list-style-type: none"><li>■ Asking and answering questions about where someone is</li><li>■ Asking and answering questions about the location of buildings and places</li><li>■ Describing your neighborhood</li></ul> | <ul style="list-style-type: none"><li>■ Buildings and places</li><li>■ Transportation</li></ul>                                                    | <ul style="list-style-type: none"><li>■ Prepositions of location (<i>on, next to, across from, between</i>)</li><li>■ <i>Where</i> questions</li></ul> |  |

SCOPE AND SEQUENCE

|  | READING                                                                                                                                        | WRITING                                                                                                                                | LIFE SKILLS AND DIGITAL LITERACY                                                                                                                      | PRONUNCIATION                                                                                                                                        | CAREER READINESS                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>■ Reading classroom directions</li><li>■ Reading the alphabet</li><li>■ Reading numbers</li></ul>        | <ul style="list-style-type: none"><li>■ Writing the alphabet</li><li>■ Writing numbers</li></ul>                                       | <ul style="list-style-type: none"><li>■ Understanding classroom directions</li></ul>                                                                  | <ul style="list-style-type: none"><li>■ Pronouncing the alphabet</li><li>■ Pronouncing numbers</li></ul>                                             |                                                                                         |
|  | <ul style="list-style-type: none"><li>■ Reading a paragraph about a new student</li></ul>                                                      | <ul style="list-style-type: none"><li>■ Completing sentences giving personal information</li><li>■ Completing an ID card</li></ul>     | <ul style="list-style-type: none"><li>■ Reading an ID card</li></ul>                                                                                  | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li><li>■ Pronouncing phone numbers</li></ul>                                     | <ul style="list-style-type: none"><li>■ Learning about jobs in government</li></ul>     |
|  | <ul style="list-style-type: none"><li>■ Reading a note about school supplies</li><li>■ Reading a memo about class information</li></ul>        | <ul style="list-style-type: none"><li>■ Completing sentences about class information</li></ul>                                         | <ul style="list-style-type: none"><li>■ Reading a class schedule</li><li>■ Digital Literacy: Identifying icons and using the mouse</li></ul>          | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                         | <ul style="list-style-type: none"><li>■ Learning about jobs in education</li></ul>      |
|  |                                                                                                                                                |                                                                                                                                        |                                                                                                                                                       | <ul style="list-style-type: none"><li>■ Pronouncing <i>a</i> as in <i>name</i> and <i>o</i> as in <i>phone</i></li></ul>                             |                                                                                         |
|  | <ul style="list-style-type: none"><li>■ Reading a paragraph about a family</li></ul>                                                           | <ul style="list-style-type: none"><li>■ Completing sentences about a family</li><li>■ Completing sentences about your family</li></ul> | <ul style="list-style-type: none"><li>■ Reading a housing application</li></ul>                                                                       | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                         | <ul style="list-style-type: none"><li>■ Learning about jobs in the community</li></ul>  |
|  | <ul style="list-style-type: none"><li>■ Reading a paragraph about a visit to the doctor's office</li></ul>                                     | <ul style="list-style-type: none"><li>■ Completing a sign-in sheet at the doctor's office</li></ul>                                    | <ul style="list-style-type: none"><li>■ Reading a label on a box of medicine</li><li>■ Digital Literacy: Logging in and connecting to Wi-Fi</li></ul> | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                         | <ul style="list-style-type: none"><li>■ Learning about jobs in healthcare</li></ul>     |
|  |                                                                                                                                                |                                                                                                                                        |                                                                                                                                                       | <ul style="list-style-type: none"><li>■ Pronouncing <i>e</i> as in <i>read</i>, <i>i</i> as in <i>five</i>, and <i>u</i> as in <i>June</i></li></ul> |                                                                                         |
|  | <ul style="list-style-type: none"><li>■ Reading a notice about a library opening</li><li>■ Reading a description of someone's street</li></ul> | <ul style="list-style-type: none"><li>■ Completing sentences describing your street</li></ul>                                          | <ul style="list-style-type: none"><li>■ Reading a map</li></ul>                                                                                       | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                         | <ul style="list-style-type: none"><li>■ Learning about jobs in transportation</li></ul> |



| UNIT TITLE<br>TOPIC                                                                                                                   | FUNCTIONS                                                                                                                                        | LISTENING AND<br>SPEAKING                                                                                                                                               | VOCABULARY                                                                                                              | GRAMMAR<br>FOCUS                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 6</b><br><b>Time</b><br>pages 80–93<br><br>Topic:<br><b>Daily activities and time</b>                                         | <ul style="list-style-type: none"><li>■ Asking the time</li><li>■ Asking for and giving information about the days and times of events</li></ul> | <ul style="list-style-type: none"><li>■ Asking and answering questions about the time</li><li>■ Asking and answering questions about events</li></ul>                   | <ul style="list-style-type: none"><li>■ Clock time</li><li>■ Activities and events</li><li>■ Times of the day</li></ul> | <ul style="list-style-type: none"><li>■ Yes / No questions with <i>be</i></li></ul>                                                                  |
| <b>Review:</b> Units 5 and 6<br>pages 94–95                                                                                           |                                                                                                                                                  | <ul style="list-style-type: none"><li>■ Understanding conversations</li></ul>                                                                                           |                                                                                                                         |                                                                                                                                                      |
| <b>Unit 7</b><br><b>Shopping</b><br>pages 96–109<br><br>Topic:<br><b>Clothes and prices</b>                                           | <ul style="list-style-type: none"><li>■ Identifying clothing items</li><li>■ Reading prices</li><li>■ Identifying colors</li></ul>               | <ul style="list-style-type: none"><li>■ Asking and answering questions about prices</li><li>■ Identifying the colors of clothing</li></ul>                              | <ul style="list-style-type: none"><li>■ Clothing</li><li>■ Prices</li><li>■ Colors</li></ul>                            | <ul style="list-style-type: none"><li>■ <i>How much is?</i> / <i>How much are?</i></li></ul>                                                         |
| <b>Unit 8</b><br><b>Work</b><br>pages 110–123<br><br>Topic:<br><b>Jobs and skills</b>                                                 | <ul style="list-style-type: none"><li>■ Identifying jobs</li><li>■ Identifying job duties</li></ul>                                              | <ul style="list-style-type: none"><li>■ Asking and answering questions about jobs</li><li>■ Asking and answering questions about job duties</li></ul>                   | <ul style="list-style-type: none"><li>■ Names of jobs</li><li>■ Job duties</li></ul>                                    | <ul style="list-style-type: none"><li>■ Yes / No questions with simple present</li><li>■ Short answers with <i>does</i> and <i>doesn't</i></li></ul> |
| <b>Review:</b> Units 7 and 8<br>pages 124–125                                                                                         |                                                                                                                                                  | <ul style="list-style-type: none"><li>■ Understanding conversations</li></ul>                                                                                           |                                                                                                                         |                                                                                                                                                      |
| <b>Unit 9</b><br><b>Daily living</b><br>pages 126–139<br><br>Topic:<br><b>Home responsibilities</b>                                   | <ul style="list-style-type: none"><li>■ Identifying family chores</li></ul>                                                                      | <ul style="list-style-type: none"><li>■ Asking and answering questions about family chores</li><li>■ Asking and answering questions about people's activities</li></ul> | <ul style="list-style-type: none"><li>■ Chores</li><li>■ Rooms of a house</li></ul>                                     | <ul style="list-style-type: none"><li>■ <i>What</i> questions with the present continuous</li></ul>                                                  |
| <b>Unit 10</b><br><b>Free time</b><br>pages 140–153<br><br>Topic:<br><b>Free time</b>                                                 | <ul style="list-style-type: none"><li>■ Identifying free-time activities</li><li>■ Describing what people like to do</li></ul>                   | <ul style="list-style-type: none"><li>■ Asking and answering questions about free-time activities</li></ul>                                                             | <ul style="list-style-type: none"><li>■ Free-time activities</li></ul>                                                  | <ul style="list-style-type: none"><li>■ <i>like to</i> + verb</li><li>■ <i>What</i> questions with <i>like to</i> + verb</li></ul>                   |
| <b>Review:</b> Units 9 and 10<br>pages 154–155                                                                                        |                                                                                                                                                  | <ul style="list-style-type: none"><li>■ Understanding conversations</li></ul>                                                                                           |                                                                                                                         |                                                                                                                                                      |
| <b>Reference</b><br><br><b>Grammar charts</b><br><b>Useful lists</b><br><b>Map of North America</b><br><b>Self-study audio script</b> |                                                                                                                                                  | pages 156–163<br>pages 156–159<br>pages 160–162<br>page 163<br>pages 164–173                                                                                            |                                                                                                                         |                                                                                                                                                      |



SCOPE AND SEQUENCE

|  | READING                                                                                                                                             | WRITING                                                                                                                                     | LIFE SKILLS AND DIGITAL LITERACY                                                                                                                | PRONUNCIATION                                                                                                                                       | CAREER READINESS                                                                      |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>■ Reading a paragraph about a person's schedule</li><li>■ Reading someone's daily schedule</li></ul>          | <ul style="list-style-type: none"><li>■ Completing a schedule</li><li>■ Completing sentences about a schedule</li></ul>                     | <ul style="list-style-type: none"><li>■ Reading an invitation</li><li>■ Digital Literacy: Using email on a computer</li></ul>                   | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li><li>■ Pronouncing times</li></ul>                                            | <ul style="list-style-type: none"><li>■ Learning about jobs in technology</li></ul>   |
|  |                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                 | <ul style="list-style-type: none"><li>■ Pronouncing <i>a</i> as in <i>at</i> and <i>o</i> as in <i>on</i></li></ul>                                 |                                                                                       |
|  | <ul style="list-style-type: none"><li>■ Reading an email about a shopping trip</li></ul>                                                            | <ul style="list-style-type: none"><li>■ Completing a shopping list</li></ul>                                                                | <ul style="list-style-type: none"><li>■ Reading a store receipt</li></ul>                                                                       | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li><li>■ Pronouncing prices</li></ul>                                           | <ul style="list-style-type: none"><li>■ Learning about jobs in retail</li></ul>       |
|  | <ul style="list-style-type: none"><li>■ Reading an article about the employee of the month</li><li>■ Reading a letter about people's jobs</li></ul> | <ul style="list-style-type: none"><li>■ Completing sentences about people's jobs</li></ul>                                                  | <ul style="list-style-type: none"><li>■ Reading help-wanted ads</li><li>■ Digital Literacy: Writing and sending an email</li></ul>              | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                        | <ul style="list-style-type: none"><li>■ Learning about jobs in business</li></ul>     |
|  |                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                 | <ul style="list-style-type: none"><li>■ Pronouncing <i>e</i> as in <i>red</i>, <i>i</i> as in <i>six</i>, and <i>u</i> as in <i>bus</i></li></ul>   |                                                                                       |
|  | <ul style="list-style-type: none"><li>■ Reading an email about problems with family chores</li><li>■ Reading a chart of family chores</li></ul>     | <ul style="list-style-type: none"><li>■ Completing a chart about family chores</li><li>■ Completing sentences about family chores</li></ul> | <ul style="list-style-type: none"><li>■ Reading a work order</li></ul>                                                                          | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                        | <ul style="list-style-type: none"><li>■ Learning about jobs in construction</li></ul> |
|  | <ul style="list-style-type: none"><li>■ Reading an email to a friend</li></ul>                                                                      | <ul style="list-style-type: none"><li>■ Completing sentences about free-time activities</li></ul>                                           | <ul style="list-style-type: none"><li>■ Reading a course description</li><li>■ Digital Literacy: Navigating a website using the mouse</li></ul> | <ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>                                                                        | <ul style="list-style-type: none"><li>■ Learning about jobs in hospitality</li></ul>  |
|  |                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                 | <ul style="list-style-type: none"><li>■ Reviewing pronunciation of <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, and <i>u</i> in key vocabulary</li></ul> |                                                                                       |

# CORRELATIONS

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

For more details and correlations to other standards, go to: [cambridgeone.org](http://cambridgeone.org)

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

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

For more details and correlations to other standards, go to: [cambridgeone.org](https://cambridgeone.org)

CORRELATIONS

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

# UNIT TOUR

## The Most Complete Course for Student Success

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

### The big picture

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

### CASAS

Provides practice for an activity found in CASAS STEPS.

### Unit goals

Introduces the goals of each unit.

## UNIT 8 WORK

### Lesson A Listening

**1 Before you listen**

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

**B** Listen and point: cashier custodian mechanic receptionist salesperson server



 Listen



## UNIT GOALS

Identify jobs Identify job duties Interpret help wanted ads Read about a business job

### 2 Listen

**A** Listen and repeat.

|                 |                |             |
|-----------------|----------------|-------------|
| 1. cashier      | 2. custodian   | 3. mechanic |
| 4. receptionist | 5. salesperson | 6. server   |

**B** Listen and circle.

|                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a.  b.  |
| 2. a.  b.  |
| 3. a.  b.  |
| 4. a.  b.  |

Listen again. Check your answers.

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

|    |    |    |
|----|----|----|
| A. | B. | C. |
|----|----|----|

**3 After you listen**

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

1.1, 1.10 CASAS: 0.1, 0.2, 4.1, 4.8, 7.5

 Listen



 Listen



 Listen



 Listen

### How to use a QR code

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



### Three easy ways to access audio

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



Vocabulary practice

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

**Lesson B Job duties**

**1 Vocabulary focus**  
Listen and repeat.

1. She answers the phone.

2. She counts money.

3. She fixes cars.

4. He cleans buildings.

5. She sells clothes.

6. He serves food.

**2 Practice**  
☒ **A Read and match.**

|                   |                    |
|-------------------|--------------------|
| 1. A receptionist | sells clothes.     |
| 2. A salesperson  | cleans buildings.  |
| 3. A cashier      | answers the phone. |
| 4. A server       | fixes cars.        |
| 5. A custodian    | serves food.       |
| 6. A mechanic     | counts money.      |

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

Stephanie

Oscar

Tim

Alma

Ahmed

| Name         | Duty                      |
|--------------|---------------------------|
| 1. Sandra    | She <u>counts money</u> . |
| 2. Stephanie | She _____.                |
| 3. Alma      | She _____.                |

| Name     | Duty      |
|----------|-----------|
| 4. Oscar | He _____. |
| 5. Tim   | He _____. |
| 6. Ahmed | He _____. |

**Talk with a partner. Ask and answer.**

**A** What does Sandra do?  
**B** She counts money.

**3 Communicate**  
**Talk with your classmates. Ask and answer.**

**A** What do you do?  
**B** I'm a cashier. I count money.

**Useful Language**  
What do you do?  
What's your job?

112 UNIT 8

Real-life practice

Engages students and provides meaningful application of the grammar.

Natural progression

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

ELPS and CASAS

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

Grammar chart

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

Additional grammar activities

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

**Lesson C Does he sell clothes?**

**1 Grammar focus: does and doesn't**

| QUESTIONS             | ANSWERS                                       |
|-----------------------|-----------------------------------------------|
| Does he sell clothes? | Yes, he <u>does</u> . No, he <u>doesn't</u> . |

**2 Practice**  
**A Read and circle. Then write.**

1. A Does he serve food?  
B No, he doesn't.

2. A Does he clean buildings?  
B No, he doesn't.

3. A Does she answer the phone?  
B Yes, she does.

4. A Does he sell clothes?  
B Yes, he does.

5. A Does she fix cars?  
B No, she doesn't.

**Listen and repeat. Then practice with a partner.**

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

1. A Does he sell clothes?  
B No, he doesn't.

2. A Doeshe fix cars?  
B Yes, he does.

3. A Doeshe clean buildings?  
B No, he doesn't.

4. A Doeshe count money?  
B Yes, he does.

5. A Doeshe answer the phone?  
B Yes, he does.

6. A Doeshe sell clothes?  
B No, he doesn't.

**Talk with a partner. Ask and guess his job.**

|              |             |          |
|--------------|-------------|----------|
| cashier      | custodian   | mechanic |
| receptionist | salesperson | server   |

**A** What's his job?  
**B** He's a \_\_\_\_\_.

**3 Communicate**  
**Talk with your classmates. Play a game. Ask and guess.**

**A** Do you sell clothes?  
**B** No.  
**A** Do you fix cars?  
**B** Yes.  
**A** You're a mechanic?  
**B** Yes, that's right.

113 UNIT 8

Grammar presentation

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



Reading

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

Picture dictionary

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

**Lesson D Reading**

**1 Before you read**  
Talk about the picture.  
What do you see?



**2 Read**  
Listen and read.



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



**3 After you read**  
Write the job and the job duty.

1. Name Job  
Leo Lopez mechanic  
Job duty He fixes cars. Shop Smart

2. Name Job  
Lucy Lopez  
Job duty Shop Smart

3. Name Job  
Eduardo Lopez  
Job duty Shop Smart

4. Name Job  
Sara Lopez  
Job duty Shop Smart

**4 Picture dictionary Jobs**



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

**A Listen and repeat.** Look at the picture dictionary.  
**B Talk with a partner.** Point and ask. Your partner answers.  
**A** What does she do?  
**B** She's a teacher's aide.  


ELPS: L.3, L.3.3, L.3.39 CASAS: 0.1, 0.2, 1.1, 2.3, 4.1, 4.8, 7.1, 7.4 Read a paragraph about a good employee; use vocabulary for jobs

UNIT 8 117

Speaking practice

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

Writing

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

**Lesson E Writing**

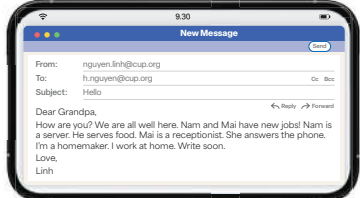
**1 Before you write**  
**A Talk with a partner.** Check (✓) the job duty.

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

**B Talk with a partner.** Complete the words.

1. salesp \_ \_ \_ \_ \_ son  
2. sells \_ \_ \_ \_ \_ othes  
3. me \_ \_ \_ \_ \_ anic  
4. fix \_ \_ \_ \_ \_ cars  
5. an \_ \_ \_ \_ \_ ers the phone  
6. c \_ \_ \_ \_ \_ nts money

**C Read the email.**



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

Dear Grandma,  
How are you? We are all well here. Janie and Walter have new jobs! Janie is a salesperson. She sells clothes. She also answers the phone at work, and she counts money. Walter is a bus driver. He drives cars.  
Write soon.  
Love,  
Meg

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

My friend's name is Sandra.  
She is a receptionist. She answers the phone.  
1. My friend's name is                     .  
He is a                     .  
2. My friend's name is                     .  
She is a                     .  
3. My friend's name is                     .  
He is a                     .

**3 After you write**  
**Talk with a partner.** Share your writing.

Write sentences about jobs of friends and family

ELPS: L.3, L.3.3, L.3.39 CASAS: 0.1, 0.2, 1.1, 4.1, 4.8, 7.1, 7.4, 7.5

UNIT 8 119

UNIT TOUR

Document literacy

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

Fun with vocabulary

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

Test-taking skills

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

**Lesson F Another view**

**1 Life-skills reading**

**Help Wanted**

**JOB A Salesperson**  
\$24.00 an hour  
Monday and Wednesday  
Call 347.555.1888

**JOB B Painter**  
Acme Paint Company  
Call 347.555.4499  
Part-time work

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

**JOB D Bus Driver**  
City Bus Company  
Work mornings\*  
Call evenings  
347.555.7654

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

1. What is Job A for?  
(A) cashier  
(B) receptionist  
(C) salesperson

2. What is Job B for?  
(A) driver  
(B) painter  
(C) plumber

3. You want the cashier job. What should you do?  
(A) write to Shop Smart  
(B) go to Shop Smart  
(C) call Shop Smart

4. You want the bus driver job. What should you do?  
(A) call in the morning  
(B) call in the afternoon  
(C) call in the evening

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

**2 Fun with vocabulary**

**A Read and match.**

1.

2.

3.

a cashier

a mechanic

a teacher's aide

a receptionist

a painter

a truck driver

4.

5.

6.

**Talk with a partner. Check your answers.**

**B Circle the words in the puzzle.**

|        |          |       |        |           |
|--------|----------|-------|--------|-----------|
| answer | cashier  | clean | count  | custodian |
| fix    | mechanic | sell  | server |           |

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

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

Find information in help wanted advertisements

Problem-solving activity

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

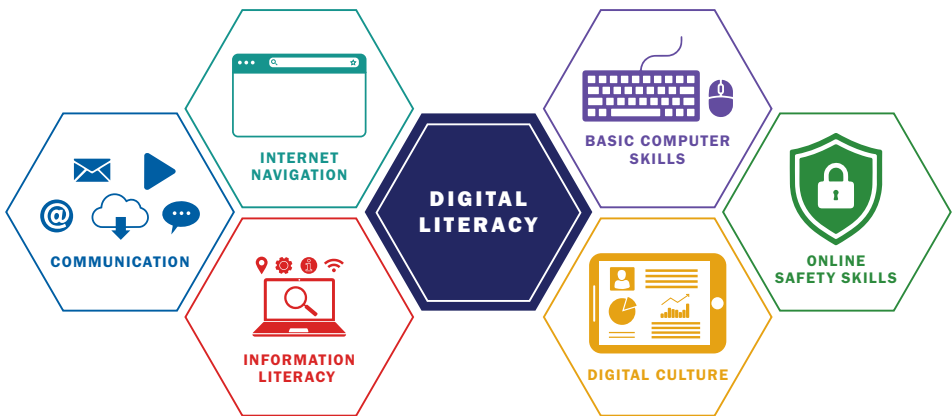
Digital literacy

Appears with practice activities in the Digital Workbook.

Digital Literacy in Ventures

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

Covers key areas:



Career Readiness

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

Pre-reading

Explores career clusters through visuals.

**Lesson G Jobs in business**

**1 Before you read**  
Talk about the picture.  
What do you see?

**2 Read**  
Listen and read.

**3 After you read**  
**Read and circle.**  
1. Khalil works in a building outside.  
2. He pulls / cuts the weeds.  
3. Khalil rakes the grass / leaves.  
4. He plants flowers / weeds.

**4 Listen**  
What does a gardener hear?  
1. Rake the leaves. 2. Cut the grass. 3. Pull the weeds.  
4. Cut the branches. 5. Plant the flowers. 6. Water the flowers.

**5 Listen again**  
**A** Listen and point to the correct picture.  
**B** Listen and repeat.

**6 After you listen**  
**Talk with a partner.** Read a sentence. Your partner points to the picture.  
a. Plant the flowers. d. Water the flowers.  
b. Cut the branches. e. Cut the grass.  
c. Rake the leaves. f. Pull the weeds.

**Learn about jobs in business**  
Scan this QR code to find out more about jobs in business.

**Listen and identify job commands**

Listening and vocabulary

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

Speaking

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

Reading

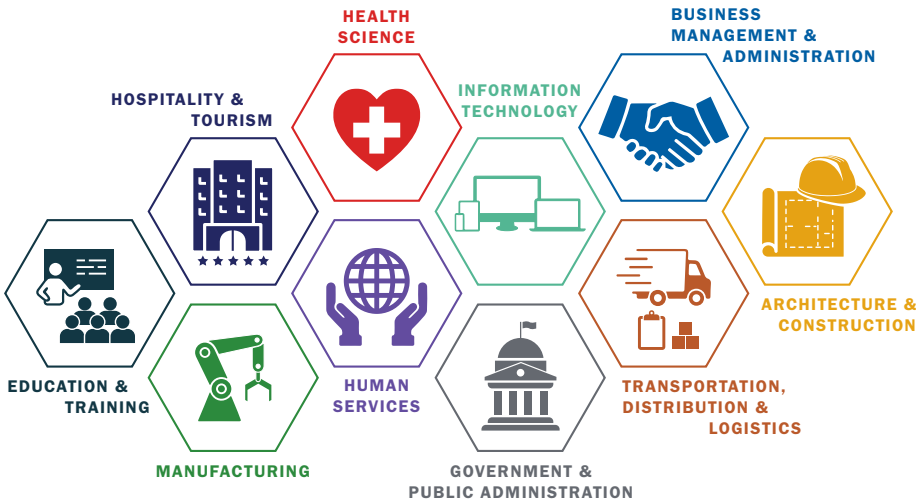
Ensures better comprehension by combining reading with illustrations, listening practice, and vocabulary comprehension exercises for an integrated approach.

Extension

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

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.



UNIT TOUR

**REVIEW**

**1 Listening**

**Read.** Then listen and circle.

1. What does Chul do?  
a. He's a cashier.  
b. He's a custodian.

2. Does he serve food?  
a. Yes, he does.  
b. No, he doesn't.

3. What does Luz do?  
a. She's a salesperson.  
b. She's a receptionist.

4. Does she answer the phone?  
a. Yes, she does.  
b. No, she doesn't.

5. What color are the pants?  
a. blue  
b. green

6. How much are the pants?  
a. \$9.99  
b. \$19.99

**Talk with a partner.** Ask and answer.

**Vocabulary**

**Write.** Complete the story.

cars clothes mechanic \$19.99 salesperson shirt

**A New Shirt**

Saim is a mechanic. He fixes cars. Today he is at Shop Smart. He needs a blue shirt. Shirts are on sale. Brenda is a salesperson. She sells clothes at Shop Smart. How much is the shirt? It's \$19.99.

**3 Grammar**

**A Complete the sentences.** Use is or are.

1. A How much is the T-shirt?  
B \$10.99.

2. A How much are the pants?  
B \$38.99.

3. A How much are the shoes?  
B \$49.95.

4. A How much is the sweater?  
B \$36.95.

**B Read and circle.** Then write.

1. A Does Kayla count money?  
B Yes, she does.

2. A Does she clean buildings?  
B No, she doesn't.

3. A Does Allen fix cars?  
B No, he doesn't.

4. A Does he serve food?  
B Yes, he does.

**4 Pronunciation**

**A Listen** to the a sound, the i sound, and the u sound.

e i u  
red sit bus

**B Listen and repeat.**

e red when i sit his u bus march

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

**C Listen and check (✓).**

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

Review Pages

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

Pronunciation Activities

Gives additional opportunities to practice pronunciation and promotes spoken fluency.

For teachers

When you create your teacher's account in Cambridge One you get access to a wealth of downloadable teacher resources that will save you time and help you deliver the best experience for your students.

Downloadable Teacher Resources

Hundreds of additional worksheets and classroom materials to support and expand on lessons in the Student's Book.

- Picture Dictionary Flashcards and Worksheets reinforce the vocabulary students learned at the lower levels.
- Literacy Writing Worksheets offer practice recognizing and forming letters and numbers.
- Collaborative Worksheets for each lesson help develop cooperative learning and community building.
- Real-life Documents provide literacy practice with common forms.
- Civics Worksheets supplement the coverage of civics in the Student's Books and address key civics objectives.
- Projects for each unit extend students' learning from the Student's Book into the real world.
- Career and Educational Pathways Worksheets support students in reaching their post-exit employment goals.
- Self-assessments give students an opportunity to reflect on their learning and develop learner persistence.

Presentation Plus\*

- Project or screenshare pages from the Student's Book and Workbook.
- Streamable or downloadable – your choice.
- Reveal answers to Student's Book and Workbook exercises.
- Videos with subtitles and audio can be slowed down or sped up to accommodate different proficiency levels.
- Play audio and video right off the page.

Online Tests\*

- Self-grading unit, mid-term, and final tests save you the trouble of marking paper tests.
- Students can access tests from a computer, tablet or a smartphone.

Teacher's Edition and Printable Tests\*

- Teacher's Edition includes lesson plans and teaching tips.
- Printable tests in PDF and Word.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

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

# FEATURES OF THE TEACHER’S EDITION

## Introduction

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

## Stages of a lesson

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

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

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

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

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

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

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

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



The Teacher's Edition includes:

• Interleaved Student's Book pages with answers

• Lesson objectives and step-by-step teaching instructions

• Expansion activities, extra teaching tips, and culture notes

• Activities to encourage learner persistence and community building

• Ideas for multilevel classroom management

• Class audio listening scripts

LESSON A Listening

PRESENTATION

• Before class, bring to class full-page clip-art images to illustrate each of the key vocabulary terms. Save the images to use later in other parts of the unit.

• Direct Ss' attention to Exercise 2A and read the instructions aloud. Then, say each word or phrase as you hold up the appropriate picture, and ask Ss to repeat after you.

PRACTICE

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

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

Learner persistence (individual work)

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

Literacy Tip

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

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

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

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

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

Learner persistence (individual work)

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

COMPREHENSION CHECK

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

UNIT GOALS

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

UNIT 4

2 Listen

A Listen and repeat.

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

B Listen and circle.

1. a.  b. 

2. a.  b. 

3. a.  b. 

4. a.  b. 

Listen again. Check your answers.

C Listen and continue the conversation. Circle the answer.

A.  B.  C. 

3 After you listen

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

More Ventures, Unit 4, Lesson A

Literacy Workbook, 15-30 min.

Basic Workbook, 15-30 min.

Literacy Writing Worksheets, 15-30 min.

Collaborative Worksheets, 30-45 min.

Student Arcade, time varies

Download these resources at [www.cambridgeone.org](#)

[www.cambridge.org/venturesarcade/](#)

ELPS: L.1.1, L.1.10 CASAS: 0.1, 0.2, 3.1, 3.3, 7.4, 8.3

Listen for and identify a patient's request

UNIT 4 51

© in this web service Cambridge University Press & Assessment

[www.cambridge.org](#)

FEATURES OF THE TEACHER'S EDITION xxi

# END-OF-UNIT ACTIVITIES

Ventures provides several resources to help wrap up a unit:

The **Self-assessments** are available in the Teacher Resources on Cambridge One ([www.cambridgeone.org](http://www.cambridgeone.org)). They can be used in several ways:

- To identify any needs for additional practice before the unit test.
- For portfolio assessment. Print out copies for each student and keep completed Self-assessments in a folder.
- For pre- and post-assessment. Print out two Self-assessments for each student. Have students complete one before beginning and another after finishing the unit.

The **Projects** are another useful tool and a fun way to wrap up a unit. They are available in the Teacher Resources on Cambridge One

The **Unit Tests** are a third end-of-unit activity. They and the test audio are available in the Teacher Resources on Cambridge One. Contact your Cambridge ESL Specialist ([www.cambridge.org/cambridgeenglish/contact](http://www.cambridge.org/cambridgeenglish/contact)) for more information.

## Class time guidelines

Ventures is designed to be flexible enough for use with one-, two-, and three-hour classes.

| Component                          | One-hour class                          | Two-hour class | Three-hour class                      |
|------------------------------------|-----------------------------------------|----------------|---------------------------------------|
| Teacher’s Edition                  | Follow lesson plan in Teacher’s Edition |                |                                       |
| Workbook                           | Assign as homework                      |                | Use in class                          |
| Student Arcade                     | Assign for lab or homework              |                |                                       |
| Teacher Resources on Cambridge One |                                         |                | Use Collaborative Worksheets in class |



# MEET THE VENTURES AUTHOR TEAM



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



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



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



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



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