

3rd Edition

Ventures

STUDENT'S BOOK

Basic

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K. Lynn Savage (Series Editor)



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

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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 Spelling names Identifying classroom directions Identifying numbers 	<ul style="list-style-type: none"> Saying classroom directions Saying the alphabet Saying numbers 	<ul style="list-style-type: none"> Classroom directions The alphabet with capital and lowercase letters Numbers 	
Unit 1 Personal information pages 6–17 Topic: Describing people	<ul style="list-style-type: none"> Identifying names Identifying area codes and phone numbers Identifying countries of origin Exchanging personal information 	<ul style="list-style-type: none"> Asking and answering questions about personal information 	<ul style="list-style-type: none"> Personal information Countries Months of the year 	<ul style="list-style-type: none"> Possessive adjectives (<i>my, your, his, her</i>)
Unit 2 At school pages 18–29 Topic: The classroom	<ul style="list-style-type: none"> Identifying classroom objects Describing location Finding out location 	<ul style="list-style-type: none"> Asking what someone needs Asking about and giving the location of things 	<ul style="list-style-type: none"> Classroom furniture Classroom objects Days of the week 	<ul style="list-style-type: none"> Prepositions of location (<i>in, on, under</i>)
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding conversations 		
Unit 3 Friends and family pages 32–43 Topic: Family	<ul style="list-style-type: none"> Identifying family relationships Describing a family picture 	<ul style="list-style-type: none"> Asking and answering questions about family relationships 	<ul style="list-style-type: none"> Family relationships Family members People 	<ul style="list-style-type: none"> Yes / No questions with <i>have</i>
Unit 4 Health pages 44–55 Topic: Health problems	<ul style="list-style-type: none"> Describing health problems 	<ul style="list-style-type: none"> Asking and answering questions about health problems 	<ul style="list-style-type: none"> The doctor's office Body parts Health problems 	<ul style="list-style-type: none"> Singular and plural nouns
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding conversations 		
Unit 5 Around town pages 58–69 Topic: Places and locations	<ul style="list-style-type: none"> Identifying buildings and places Describing location 	<ul style="list-style-type: none"> Asking and answering questions about where someone is Asking and answering questions about the location of buildings and places Describing your neighborhood 	<ul style="list-style-type: none"> Buildings and places Transportation 	<ul style="list-style-type: none"> Prepositions of location (<i>on, next to, across from, between</i>) Where questions

Student's Basic

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> Reading classroom directions Reading the alphabet Reading numbers 	<ul style="list-style-type: none"> Writing the alphabet Writing numbers 	<ul style="list-style-type: none"> Understanding classroom directions 	<ul style="list-style-type: none"> Pronouncing the alphabet Pronouncing numbers
	<ul style="list-style-type: none"> Reading a paragraph about a new student 	<ul style="list-style-type: none"> Completing sentences giving personal information Completing an ID card 	<ul style="list-style-type: none"> Reading an ID card 	<ul style="list-style-type: none"> Pronouncing key vocabulary Pronouncing area codes and phone numbers
	<ul style="list-style-type: none"> Reading a note about school supplies Reading a memo about class information 	<ul style="list-style-type: none"> Completing sentences about class information 	<ul style="list-style-type: none"> Reading a class schedule 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Pronouncing <i>a</i> as in <i>name</i> and <i>o</i> as in <i>phone</i>
	<ul style="list-style-type: none"> Reading a paragraph about a family 	<ul style="list-style-type: none"> Completing sentences about a family Completing sentences about your family 	<ul style="list-style-type: none"> Reading a housing application 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading a paragraph about a visit to the doctor's office 	<ul style="list-style-type: none"> Completing a sign-in sheet at the doctor's office 	<ul style="list-style-type: none"> Reading a label on a box of medicine 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> 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>
	<ul style="list-style-type: none"> Reading a notice about a library opening Reading a description of someone's street 	<ul style="list-style-type: none"> Completing sentences describing your street 	<ul style="list-style-type: none"> Reading a map 	<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"> ■ Asking the time ■ Asking for and giving information about the days and times of events 	<ul style="list-style-type: none"> ■ Asking and answering questions about the time ■ Asking and answering questions about events 	<ul style="list-style-type: none"> ■ Clock time ■ Activities and events ■ Times of the day 	<ul style="list-style-type: none"> ■ Yes / No questions with <i>be</i> 										
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> ■ Understanding conversations 												
Unit 7 Shopping pages 84–95 Topic: Clothes and prices	<ul style="list-style-type: none"> ■ Identifying clothing items ■ Reading prices ■ Identifying colors 	<ul style="list-style-type: none"> ■ Asking and answering questions about prices ■ Identifying the colors of clothing 	<ul style="list-style-type: none"> ■ Clothing ■ Prices ■ Colors 	<ul style="list-style-type: none"> ■ <i>How much is? / How much are?</i> 										
Unit 8 Work pages 96–107 Topic: Jobs and skills	<ul style="list-style-type: none"> ■ Identifying jobs ■ Identifying job duties 	<ul style="list-style-type: none"> ■ Asking and answering questions about jobs ■ Asking and answering questions about job duties 	<ul style="list-style-type: none"> ■ Names of jobs ■ Job duties 	<ul style="list-style-type: none"> ■ Yes / No questions with simple present ■ Short answers with <i>does</i> and <i>doesn't</i> 										
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> ■ Understanding conversations 												
Unit 9 Daily living pages 110–121 Topic: Home responsibilities	<ul style="list-style-type: none"> ■ Identifying family chores 	<ul style="list-style-type: none"> ■ Asking and answering questions about family chores ■ Asking and answering questions about people's activities 	<ul style="list-style-type: none"> ■ Chores ■ Rooms of a house 	<ul style="list-style-type: none"> ■ <i>What</i> questions with the present continuous 										
Unit 10 Free time pages 122–133 Topic: Free time	<ul style="list-style-type: none"> ■ Identifying free-time activities ■ Describing what people like to do 	<ul style="list-style-type: none"> ■ Asking and answering questions about free-time activities 	<ul style="list-style-type: none"> ■ Free-time activities 	<ul style="list-style-type: none"> ■ <i>like to + verb</i> ■ <i>What</i> questions with <i>like to + verb</i> 										
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> ■ Understanding conversations 												
<table border="1" style="width: 100%;"> <tbody> <tr> <td style="padding: 5px;"> Reference </td> <td style="padding: 5px;">pages 136–143</td> </tr> <tr> <td style="padding: 5px;"> Grammar charts </td> <td style="padding: 5px;">pages 136–139</td> </tr> <tr> <td style="padding: 5px;"> Useful lists </td> <td style="padding: 5px;">pages 140–142</td> </tr> <tr> <td style="padding: 5px;"> Map of North America </td> <td style="padding: 5px;">page 143</td> </tr> <tr> <td style="padding: 5px;"> Self-study audio script </td> <td style="padding: 5px;">pages 144–152</td> </tr> </tbody> </table>					Reference	pages 136–143	Grammar charts	pages 136–139	Useful lists	pages 140–142	Map of North America	page 143	Self-study audio script	pages 144–152
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Useful lists	pages 140–142													
Map of North America	page 143													
Self-study audio script	pages 144–152													

SCOPE AND SEQUENCE

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> ■ Reading a paragraph about a person's schedule ■ Reading someone's daily schedule 	<ul style="list-style-type: none"> ■ Completing a schedule ■ Completing sentences about a schedule 	<ul style="list-style-type: none"> ■ Reading an invitation 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary ■ Pronouncing times
				<ul style="list-style-type: none"> ■ Pronouncing <i>a</i> as in <i>at</i> and <i>o</i> as in <i>on</i>
	<ul style="list-style-type: none"> ■ Reading an email about a shopping trip 	<ul style="list-style-type: none"> ■ Completing a shopping list 	<ul style="list-style-type: none"> ■ Reading a store receipt 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary ■ Pronouncing prices
	<ul style="list-style-type: none"> ■ Reading an article about the employee of the month ■ Reading a letter about people's jobs 	<ul style="list-style-type: none"> ■ Completing sentences about people's jobs 	<ul style="list-style-type: none"> ■ Reading help-wanted ads 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ 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>
	<ul style="list-style-type: none"> ■ Reading an email about problems with family chores ■ Reading a chart of family chores 	<ul style="list-style-type: none"> ■ Completing a chart about family chores ■ Completing sentences about family chores 	<ul style="list-style-type: none"> ■ Reading a work order 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
	<ul style="list-style-type: none"> ■ Reading an email to a friend 	<ul style="list-style-type: none"> ■ Completing sentences about free-time activities 	<ul style="list-style-type: none"> ■ Reading a course description 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
				<ul style="list-style-type: none"> ■ Reviewing pronunciation of <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, and <i>u</i> in key vocabulary

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 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.
- A QR code that connects learners to an animated grammar presentation has been added, providing an additional modality especially helpful for Basic level learners.

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 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.
- *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.
- *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.

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.

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 project the contents of the Student's Book 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, grammar, and reading 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.

LESSON B focuses on vocabulary in the Basic Student's Book. It introduces vocabulary through illustrations and listening, followed by practice exercises that check understanding, relate spoken to written form, and provide conversation practice. The lesson ends with an interaction 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 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. 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 CASAS¹ and BEST²) 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.

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.