**What is Transitions?**

Transitions offers standards-based integrated-skills material to help prepare adult students for success at work or in an academic setting. Aimed at advanced students, Transitions focuses on developing reading and writing skills with high-interest topics such as self-confidence, teamwork, and having a positive attitude.

### Unit organization

Within each unit there are six lessons:

**LESSON A Listening** focuses students on the topic of the unit.
- **Talk about the pictures** creates student interest and activates prior knowledge about the topic. The visuals help teachers assess what learners already know and serve as a prompt for the key vocabulary of each unit.
- **Listening**, based on a mini-lecture, has a note-taking exercise to help students practice listening for main ideas and important details. A communicative activity at the end gives students an opportunity to discuss questions related to the theme.

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

**LESSON C Grammar** focuses on writing.
- **Grammar focus** presents the grammar in chart form.
- **Practice** has students notice the structure, write sentences with it, and recognize and correct mistakes in a paragraph.
- **Collaborate and write** asks students to write a paragraph using the structure.

**LESSONS D and E Reading** develop reading skills and vocabulary.
- **Before you read** activates prior knowledge and encourages learners to make predictions.
- **Read** introduces a passage of several paragraphs on a high-interest topic related to the theme of the unit.
- **After you read** checks understanding through questions that require close reading and includes two vocabulary-building exercises, focusing on strategies and academic words. The lesson concludes with a summarizing activity.
- The **College and Career Readiness** section in the back of the Student’s Book (pages 122–151) provides additional reading, critical thinking, and academic vocabulary building for each unit.

**LESSON F Writing** provides writing practice within the context of the unit.
- **Before you write** activates the language students will need for the writing task and provides a writing model and a structure to help students plan the writing.
- **Write** gives students the writing prompt and refers to previous exercises to help guide their writing.
- **After you write** has a checklist for students to check their own work and key points to look for when reacting to a classmate’s writing.

### Components

- **Workbook**
  - Two pages of exercises for each lesson can be assigned in class, for homework, or as student support when a class is missed. Students can check their own answers with the answer key in the back. The Workbook can extend classroom instructional time by 35 to 40 minutes per lesson.

- **Interleaved Teacher’s Edition**
  - Easy-to-follow lesson plans for every unit.
  - Teaching tips address common problem areas for students and provide 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.
  - Additional skills-related teaching tips on the World of Better Learning Blog are linked via QR codes.
  - Multiple opportunities for assessment—such as unit, midterm, and final tests—are in the Teacher’s Edition. Customizable tests and test audio can be downloaded from eSource.

### Teacher Resources

**Presentation Plus**: Digitally project the contents of the Student’s Book in front of the class for a livelier, interactive classroom.

**Online Teacher’s Resources**: Additional worksheets and classroom materials, such as Collaborative Worksheets and Projects, are available for download from cambridge.org/ventures/resources

**The Author Team**

Gretchen Bitterlin  Dennis Johnson  Donna Price  Sylvia Ramirez  K. Lynn Savage
UNIT TOUR

The Most Complete Course for Student Success

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

Listening

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

Lesson goals

indicate the workplace and the academic competencies for each lesson.

UNIT 8 GIVING AND RECEIVING CRITICISM

Lesson A Listening

1. Talk about the pictures
   A. What is criticism? Is criticism always negative?
   B. What kind of criticism do you think the people in the photos receive?

2. Listening
   A. Listen and answer the questions,
      2. What was Ray’s response?
      3. What is the difference between negative criticism and constructive criticism?
   B. Listen again. Take notes on the key information.

How to use a QR code

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

3 Easy Ways to Access Audio

- Scan QR codes
- Download from: www.cambridge.org/ventures/audio/
- Play from Class Audio CDs
Every unit has two grammar lessons taught using the same format. Lesson C is new and focuses on grammar for writing.

Grammar chart
presents and practices the grammar point.

Grammar presentation videos
allow for self-directed learning and develop digital literacy.

Additional grammar activities
ensure students have the chance to practice more grammar to meet the rigor of CCRS.

Controlled writing activities
provide students with authentic practice.

Real-life practice
engages students and provides meaningful application of the grammar.

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

Collaborate and write
allows students to practice the structure in an authentic, but controlled way by working together to produce a paragraph.
Comprehension questions include the kinds of critical thinking and text-dependent questions found on updated standardized tests.

Academic vocabulary has been added to help students improve their reading skills.

End of reading lesson asks students to summarize the readings, a key skill for academic success.

College & Career Readiness builds critical-thinking skills and uses informative texts to help students master the more complex CCR standards.

Writing helps students develop a robust process-writing approach. Supports students to meet the challenges of work and the classroom through academic and purposeful writing practice.
College and Career Readiness

A set of College and Career Readiness (CCR) worksheets for each unit is in the Student’s Book (pages 122-151). These worksheets provide added reading practice and should be taught after Lessons D and E. They can be done during class or as independent study. These CCR worksheets enable students to:

- Cite evidence in response to text-dependent questions
- Identify and use academic words that appear in formal texts
- Practice academic language
- Develop critical-thinking skills by comparing and analyzing two or more articles on the same topic
- Build knowledge by having students write expository texts such as compare / contrast, summary, opinion, argument, and problem / solution to demonstrate comprehension

Kahoot!
cambridge.org/kahoot/ventures

What is Kahoot?!
Kahoot! is a game-based learning platform that makes it easy to create, share, and play fun learning games and trivia quizzes in minutes. Students can play Kahoot! on any mobile device or laptop with an internet connection.

What can you use Kahoot for?
Ventures kahoots are based on the listening and grammar from each unit and can be used for review, formative assessment, or homework.

When should you play Kahoot?
You can use a Kahoot quiz before starting the unit as a diagnostic test, during the unit as formative assessment, or at the end of a unit to test student knowledge.

To launch a live game in the classroom, simply click on “play” when launching Kahoot.
# SCOPE AND SEQUENCE

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<td>• Describe hard and soft skills &lt;br&gt;• Describe characteristics of a good goal</td>
<td>• Listen and take notes using strategy of writing only important words &lt;br&gt;• Discuss own job goal and hard and soft skills needed for the job</td>
<td>• Use a dictionary to find the meaning of words as they are used in a reading &lt;br&gt;• Determine the meaning and use of identified adjectives &lt;br&gt;• Recognize and use academic words</td>
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<td>• Recognize suffixes that indicate part of speech and determine the root word &lt;br&gt;• Identify words in the same word family and their part of speech &lt;br&gt;• Recognize and use academic words</td>
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<td>• Recognize prefixes that make words negative, e.g., un-, dis-, non- &lt;br&gt;• Identify gerunds and the related nouns that refer to a person instead of an action &lt;br&gt;• Recognize and use academic words</td>
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<td>• Listen and take notes using the strategy of writing only the first 3 or 4 letters of a word &lt;br&gt;• Discuss own experiences in applying for jobs and filling out applications</td>
<td>• Recognize suffixes that change part of speech &lt;br&gt;• Guess meaning of new words from context &lt;br&gt;• Recognize and use academic words</td>
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<td>• Identify context clues to determine whether words carry a positive or negative meaning &lt;br&gt;• Identify and understand idiomatic phrases &lt;br&gt;• Recognize and use academic words</td>
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| ▪ Participial adjectives  
▪ Verb tense review | ▪ Determine the central idea of a text and explain how it is supported by key details  
▪ Summarize a text about goals  
▪ Read a text closely to determine what it says explicitly and to make logical inferences  
▪ Summarize a text about skills needed for success | ▪ Write a résumé that follows correct format and incorporates relevant information | ▪ Reading: Compare and contrast three texts about goal setting and achieving success at work  
▪ Vocabulary:  
▪ Use context clues to determine if words have a positive or negative meaning  
▪ Recognize, define, and use academic words  
▪ Writing: Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success |
| ▪ Present passive  
▪ Past passive | ▪ Determine the central idea of a text and explain how it is supported by key details  
▪ Summarize a text about understanding self-confidence  
▪ Read a text closely and refer to details and examples to explain what the text says explicitly  
▪ Summarize a text about building self-confidence | ▪ Write a paragraph that identifies own strengths and provides supporting examples | ▪ Reading: Compare and contrast three texts about self-confidence  
▪ Vocabulary:  
▪ Relate academic words to everyday words  
▪ Recognize, define, and use academic words  
▪ Writing: Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence with those with too much self-confidence |
| ▪ Indirect (reported) statements  
▪ Indirect (reported) questions | ▪ Determine the central idea of a text and how it is conveyed through specific examples  
▪ Summarize a text about the similarities and differences between two pathways  
▪ Determine the central idea of a text and cite evidence to support it  
▪ Summarize a reading about the benefits of volunteering | ▪ Use a cluster graphic organizer to organize ideas  
▪ Write a summary paragraph about three different pathways to building skills | ▪ Reading: Analyze two texts about the advantages and disadvantages of volunteering  
▪ Vocabulary:  
▪ Identify the use of punctuation marks to signal definitions or synonyms  
▪ Recognize, define, and use academic words  
▪ Writing: Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument |
| ▪ Past tense  
▪ Past and past perfect tenses | ▪ Determine the central idea of a text and explain how it is supported by key details  
▪ Summarize a reading about the danger of scammers  
▪ Read a text closely and refer to details and examples to explain what the text says explicitly  
▪ Summarize a reading about reasons and tips for a successful job application | ▪ Write a cover letter that follows correct format and incorporates relevant information | ▪ Reading: Analyze three texts about online job applications  
▪ Vocabulary:  
▪ Identify transition words and phrases that link similar ideas and signal contrast in ideas  
▪ Recognize, define, and use academic words  
▪ Writing: Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages |
| ▪ Past modals to express regret or something not done: shouldn’t have and could have  
▪ Past modals to indicate a logical conclusion: must (not), have, might (not) have | ▪ Determine the central idea of a text and how it is conveyed through key details  
▪ Summarize a text about successful interviews  
▪ Read closely to determine what the text says explicitly and to make logical inferences  
▪ Summarize a text about following up on an interview | ▪ Write a thank-you note that follows correct format and includes specific details | ▪ Reading: Compare and contrast two texts about suggestions for gaining meaningful employment  
▪ Vocabulary:  
▪ Identify suffixes to determine part of speech and define meaning  
▪ Recognize, define, and use academic words  
▪ Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment |

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<td>■ Listen and take notes using the strategy of writing only the first and last letters of one-syllable words&lt;br&gt; ■ Discuss examples of small talk in own countries and in US</td>
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<td>■ Describe tips for writing emails and other business correspondence&lt;br&gt; ■ Identify a problem&lt;br&gt; ■ Recommend solutions and consequences&lt;br&gt; ■ Cite evidence from texts to support an argument</td>
<td>■ Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts&lt;br&gt; ■ Discuss characteristics of good writing and goals for improving own writing&lt;br&gt; ■ Cite evidence that supports the importance of writing</td>
<td>■ Use a dictionary to identify synonyms and antonyms of words within a reading&lt;br&gt; ■ Identify the meaning of new words in context and use a dictionary to identify additional meanings&lt;br&gt; ■ Recognize and use academic words</td>
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