



Adult Ed ESL Standards

Correlation to



Level 1

www.cambridge.org/chicagoventures

Please note that the Chicago Ventures correlations to the City Colleges of Chicago Adult Ed ESL Standards can also be found in the Chicago Ventures Teacher Editions.

**For more information, please contact
your local ESL Specialist:**

Ellen Zlotnick

773-525-8406

877-888-4079 (toll free)

ezlotnick@cambridge.org

Eastern Regional Sales Manager

Jim Goldstone

786-284-8301

877-788-6609

jgoldstone@cambridge.org

Ventures Student's Book 1 Correlated to the CCC Low Beginning ESL Curriculum Framework

LISTENING	SPEAKING
<ol style="list-style-type: none"> 1. Recognize and distinguish sounds and names for the letters of the alphabet. All units include sounds of the alphabet. See the Welcome Unit and Unit 1 for names for the letters of the alphabet. 2. Identify cardinal numbers 100 and above. BE.L1* See Unit 1 for cardinal numbers in addresses and Reference page 151. 3. Identify ordinal numbers 1st –31st and sequencing words (e.g. first, second, etc). BE.L2 See Unit 6. 4. Respond to directional words and simple instructions. BE.L5 Met in all units. 5. Respond to simple requests for clarification (e.g. Please repeat. What?). BE.L6 See the Welcome Unit, and Units 1 and 5. 6. Demonstrate comprehension of phrases and sentences on familiar topics (e.g. clothing, community, food). BE.L7 Met in all units. Unit 5 is about the community. Unit 7 is about shopping for food. 7. Demonstrate understanding of simple commands and warnings. BE.L4 Simple commands are included in all units. 8. Identify the gist of a passage on a familiar topic. See Lesson A, Exercise 2B of every unit. 	<ol style="list-style-type: none"> 1. Produce accurate names and sounds for the sounds of English (vowels, consonants, common consonant blends). All units include sounds of the alphabet. See the Welcome Unit and Unit 1 for names for the letters of the alphabet. 2. Use cardinal and ordinal numbers in appropriate contexts (e.g. time, money, address, birth date). BE.S2 Cardinal and / or ordinal numbers are included in Unit 1 to give personal information and birth date; in Unit 6 to tell time; and in Unit 7 to talk about money and shopping. 3. Give simple one-step directions. Met in all units. 4. Use simple communication strategies (e.g. Please repeat, please speak slowly). BE.S5 See Unit 5. 5. Describe routine activities (e.g. daily and weekly activities) See Units 3 and 6. 6. Produce and respond to questions in familiar contexts. BE.S3 Met in all units. 7. Use vocabulary related to everyday living and basic needs (food, body parts, clothing, community, illness). BE.S6 See Unit 7 about food shopping; Unit 4 about health, body parts, and illness; Unit 5 about the community; Unit 9 about daily living; and Unit 10 about leisure.
READING	WRITING
<ol style="list-style-type: none"> 1. Interpret common signs (e.g. street, warning, traffic). BE.R1 2. Recognize high-frequency vocabulary words, phrases, and simple sentences related to basic needs. Met in all units. 	<ol style="list-style-type: none"> 1. Write words and phrases from dictation. 2. Complete short and simplified forms. BE.W1 See Units 3, 4, and 8.

Ventures Student's Book 1 Correlated to the CCC Low Beginning ESL Curriculum Framework

<ol style="list-style-type: none"> 3. Use basic phonics to sound out words. Met in all units. 4. Comprehend simple written instructions with familiar vocabulary. BE.R4 Met in all units. 5. Identify the gist of a passage or simplified paragraph on a single familiar topic. BE.R6 See the Lesson D readings in every unit and the Review Units. 6. Recognize common abbreviations. See Unit 5. 7. Scan for and interpret key information on routine forms (e.g. bills, pay stubs, personal information forms) BE.R1 Met in Unit 1 with a registration form; Unit 2 with an inventory form; Unit 3 with an insurance application form; Unit 4 with an appointment card; and Unit 8 with a job application. 	<ol style="list-style-type: none"> 3. Write money amounts using numbers and words. See Unit 7. 4. Complete a personal schedule and list of things to do / buy / etc. See Units 6, 7, and 9. 5. Write simple sentences using familiar words and phrases. BE.W2 Met in all units. 6. Use basic punctuation (e.g. capitalization, periods, and question mark). BE.W3 Included on every writing page as a step in the writing process. 7. Following a model and with support, write simple notes, messages and emails. See Units 4, 7, 9, and 10.
<p>PRONUNCIATION</p>	<p>HEALTH</p>
<ol style="list-style-type: none"> 1. Identify the primary phrase stress in simple sentences. 2. Apply appropriate intonation for short statements, commands, and questions. See Review Unit 5 & 6, and the Practice section of Lessons B and C in every unit. 3. Apply accurate stress in two-syllable words, numbers, days and months. See Review Units 1 & 2 and 3 & 4. 4. Clearly pronounce and distinguish voiced and voiceless consonants (e.g. /p/ vs. /b/, /f/ vs. /v/, /k/ vs. /g/) 5. Perceive, Predict, and Practice (PPP) all English sounds including vowels, consonants and blends. Met in all units. 	<ol style="list-style-type: none"> 1. Identify foods and food groups. See Unit 7. 2. List and identify healthy eating habits. 3. Identify common practices to maintain cleanliness and personal hygiene. 4. Use basic vocabulary related to common illnesses and accidents. See Unit 4. 5. Describe symptoms of common illnesses. See Unit 4. 6. Use necessary medications in proper dosage by interpreting labels. 7. Follow basic doctor's directions. See Unit 4.

Ventures Student's Book 1 Correlated to the CCC Low Beginning ESL Curriculum Framework

	8. Interpret immunization requirements. Identify various medications and their usage. See Unit 4, in which students identify medications and their usage.
CIVICS / LIFE / WORK	TECHNOLOGY
<ol style="list-style-type: none"> 1. Locate government agencies (e.g. post office, SS office) and community services (e.g. schools, parks). See Unit 5. 2. Identify current U.S., state, and local leaders. See Civics Worksheet 4. For the civics worksheets, go to www.cambridge.org/chicagoventures. 3. Identify U.S., IL, city and county of residence on a map. See Civics Worksheet 5. 4. Identify and use banking services (e.g. ATMs, checking / savings accounts, money orders, checks). See Civics Worksheet 6 and Unit 7, in which students identify a credit card and an ATM card. 5. Interpret maps and charts (e.g. CTA map, schedules). See Unit 5 for maps. Charts appear throughout the book. 6. Respond to emergency situations (e.g. call 911). See Civics Worksheet 7 and the Project for Unit 4. 7. Interpret U.S. units of measure. See Civics Worksheet 8 and Reference page 152. 8. Interpret housing advertisements. See Civics Worksheet 9. 9. Identify jobs and workplaces of various occupations. See Unit 8. 10. Complete a job application form. See Unit 8. 	<ol style="list-style-type: none"> 1. Recognize basic terminology associated with computers and identify its parts. 2. Explain the functions and uses of a computer. 3. Apply appropriate care and use of computer hardware and software (e.g. properly insert a disk, USB drive, CD, use the mouse to move the cursor). 4. Name and use basic calculator operations. 5. Use basic keyboarding skills with assistance. See the Projects for Units 1, 3, 5, 8 and 10. 6. Access a web address and complete tasks with assistance. See the Projects for Units 1, 3, 5, 8, and 10.

Ventures Student's Book 1 Correlated to the CCC Low Beginning ESL Curriculum Framework

- | | |
|--|--|
| <ol style="list-style-type: none">11. Interpret simple employment announcements. See Civics Worksheet 10 and the Project for Unit 8.12. Recognize on the job safety procedures and signs. See Civics Worksheet 11.13. Interpret work documents (e.g. schedules, time sheets, pay stubs). See Lesson F of Units 8 and 9.14. Set education and employment goals. See Unit 8 and the Self-assessment for every unit. | |
|--|--|

SUPPORTING GRAMMAR

****Grammar is presented in the context of the unit topic.**

1. Subject Pronouns (I, you, he, she, it, we, you, they)
See Units 1, 3, 4, 6, 7, 8, 9, 10, and Reference pages 146 –150.
2. Commands (e.g. Sit down, stand up, open your book)
See all Projects and the direction lines in every unit.
3. “Be” Verb (affirmative, negative, interrogative, contracted)
See Units 1, 2, 3, 5, 7, and 10.
4. Singular and Plural Nouns (e.g. book/books)
Grammar focus of Units 2 and 7, which covers count and non-count nouns.
5. Demonstrative Pronouns (this, that, these, those)
6. Simple Present Tense (e.g. work at a restaurant.)
See Units 1, 4, 5, 6, and 7.
7. Introduction to simple past tense and future with “be going to”
See Units 8, 9, and 10 for the past tense. See Unit 10 for the future with “be going to”.

Ventures Student's Book 1 Correlated to the CCC Low Beginning ESL Curriculum Framework

8. Wh-Question Words (who, what, when, where, why)
See Units 2, 3, 5, 6 and 7.
9. Prepositions of Time and Place (e.g. on Monday, at 12:00)
See Units 2, 5, and 6.
10. Possessive Adjectives (my, your, his, her, its, our, their)
See Unit 1, 3, 4, 5, and 6.
11. Predicate Adjectives (e.g. She is short, I'm bored)
See Units 1 and 3.
12. Frequency Adverbs (always, often, sometimes, rarely, never)
13. Present Progressive Tense (He is walking to school)
Grammar focus of Unit 3 and recycled throughout.