



Adult Ed ESL Standards

Correlation to



Level Two

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.

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LISTENING	SPEAKING
<ol style="list-style-type: none"> 1. Respond appropriately to yes/no and wh-questions in familiar contexts. Met in all units. 2. Follow two-step spoken instructions (e.g. close the door, take a break). BE.L5* Met in all units. 3. Respond to requests for repetition and clarification (e.g. Can you repeat that?) BE.L6 4. Follow and respond to short, predictable conversations on familiar topics. Met in all units. 5. Identify the gist of a passage or conversation on familiar topics. See Lesson A, Exercise 2B of every unit. 6. Understand the significance of pauses (e.g. phone numbers). Met in the listening passages of the Welcome Unit, Unit 5, and Unit 9. 	<ol style="list-style-type: none"> 1. Ask and give responses to yes/no and wh-questions in familiar contexts (e.g. Do you have a job? How many children do you have?) BE.S3 Met in all units. 2. Participate in everyday social interactions (e.g. introductions, greetings, goodbyes). BE.S4 See the Welcome Unit. 3. Give oral descriptions of routine activities, objects, people and places. BE.S7 See Units 1, 2, 3, 5, 7, 9, and 10. 4. Check for comprehension during conversations (e.g. Do you understand me?) See Unit 4. 5. Repeat and rephrase to ensure listener comprehension. Met in all units. 6. Express likes, dislikes, wants, and feelings. See Units 2, 7, and 10.
READING	WRITING
<ol style="list-style-type: none"> 1. Read and comprehend personal information words and phrases (e.g. date of birth, home phone, cell phone). BE.R1 See the Welcome Unit and Unit 1. 2. Interpret signs (e.g. street signs, traffic signs, warning signs). BE.R2 See Unit 4, in which students read warning labels on medicine. 3. Use strategies to learn new words such as root, prefixes, and suffixes. 4. Alphabetize words. 	<ol style="list-style-type: none"> 1. Complete simple authentic forms with assistance (e.g. school paperwork, library card, job application). BE.W1 See the Welcome Unit and the Project for Unit 8. 2. Write simple directions. See Unit 4. 3. Write short notes (e.g. thank you notes, notes to teacher, notes to employer). See Unit 10. 4. Complete simple writing tasks related to everyday needs (e.g. address an envelope, make a grocery list). BE.W4 See the Welcome Unit and Unit 10.

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<ol style="list-style-type: none"> 5. Use alphabetical and numerical order to find information in phone books, dictionaries, directories, and/or indexes. 6. Pause appropriately when reading aloud. 7. Comprehend short paragraphs on familiar topics. BE.R6 See Lesson D of every unit. 8. Locate needed information in schedules, ads, fliers, signs, maps, etc. See Units 3 and 5. 9. Read new words using concepts of phonics including spelling patterns and consonant clusters. BE.R3 10. Use simple reading comprehension strategies (e.g. pre-reading, skimming / scanning, answering questions). See Lesson D of every unit. 11. Interpret information from schedules, charts, maps, fliers, etc. See Units 3 and 5. 	<ol style="list-style-type: none"> 5. Use appropriate punctuation and capitalization. BE.W3 Met in all units as part of the writing process. 6. Write words, phrases and sentences from dictation. 7. Write a short paragraph related to familiar topics. See Units 1, 2, 3, 6, 7, and 8. 8. Free-write on a variety of topics with minimal control of spelling, grammar and punctuation. See Units 1, 2, 3, 6, 7, and 8.
<p>PRONUNCIATION</p>	<p>HEALTH</p>
<ol style="list-style-type: none"> 1. Identify the primary phrase stress in simple sentences. See Review Units 1 & 2 and 3 & 4. 2. Perceive, Predict, and Practice (PPP) all English sounds including vowels, consonants and blends. Met in all units. 3. Use appropriate compound word stress. (e.g. <u>ba</u>throom) 4. Understand and use the –s (/s/, /z/, /ɪz/ and –ed (/d/, /t/, /ɪd/) ending rules to pronounce the endings appropriately. See Review Unit 7 & 8, which covers pronouncing the –s ending in the simple present. 	<ol style="list-style-type: none"> 1. Compare health care in the U.S. to the health care in student's country. 2. Describe previous medical history and respond to questions from medical personnel. 3. Read and interpret information from medicine labels. See Unit 4 and the Project for Unit 4. 4. Describe healthy living and eating habits. See Unit 4. 5. Request doctor appointment, communicate symptoms and injuries and follow doctor's instructions. See Unit 4, in which students communicate injuries.

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<p>5. Be aware of problem sounds based on native language (/l/ vs. /r/, /th/ vs. /s/, /b/ vs. /v/).</p> <p>6. Use appropriate intonation patterns (rising or falling) for different types of questions. See Review Unit 5 & 6.</p>	<p>6. Identify foods and food groups, recognize nutritional information on food labels, and understand the order of ingredients.</p>
<p>CIVICS / LIFE / WORK</p>	<p>TECHNOLOGY</p>
<p>1. Describe the U.S. system of government and election process. See Civics Worksheet 12. For the civics worksheets, go to www.cambridge.org/chicagoventures.</p> <p>2. Describe local government agencies and community services. See Civics Worksheet 13.</p> <p>3. Identify parts of a calendar and demonstrate the ability to write dates and time in numerical and written form. See Units 5 and 6.</p> <p>4. Identify required documents related to transportation (e.g. driver's license, insurance card, registration and passport). See Civics Worksheet 14 and Unit 5.</p> <p>5. Read a map and follow directions related to geographical directions. See Civics Worksheet 15.</p> <p>6. Read product label directions, warning signs and symbols. See Unit 4.</p> <p>7. Interpret sales ads and compare prices. See Unit 7.</p> <p>8. Identify types of housing. See Civics Worksheet 16.</p> <p>9. Interpret restaurant menus, cost of meal and tips. See Civics Worksheet 17.</p>	<p>1. Utilize the computer directories to locate files.</p> <p>2. Identify basic operational features of school hardware (e.g. accessing programs, input devices, printing, output devices, and keyboard).</p> <p>3. Establish an email account; send simple emails.</p> <p>4. Apply proper keyboarding techniques while using an instructional program. See the Ventures Arcade.</p> <p>5. Open and close basic computer programs appropriately. See the Projects for Units 1, 3, 5, 8, and 10.</p> <p>6. Name and use basic calculator functions.</p> <p>7. Access a web address and use instructional technology with assistance. See Projects 1, 3, 5, 8, and 10.</p>

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<p>10. Interpret help wanted ads with common abbreviations. See Civics Worksheet 18.</p> <p>11. Describe work experience and skills as well as answer basic interview questions. See Unit 8.</p> <p>12. Complete a basic job application form. See the Project for Unit 8.</p> <p>13. Demonstrate understanding of basic work vocabulary, following instructions and asking for clarification on the job. See Unit 8.</p> <p>14. Describe personal educational and employment goals and search for opportunities. See Unit 2.</p>	
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<p>SUPPORTING GRAMMAR **Grammar is presented in the context of the unit topic.</p>	
<p>1. Simple present and present continuous tense (I eat, I am eating) Grammar focus in Units 1, 3, and 9 and recycled throughout.</p> <p>2. Simple past tense (I ate) Grammar focus in Units 3, 6, 8, and 10 and recycled throughout.</p> <p>3. Future with “be going to” (e.g. I am going to eat French toast today.) See the Welcome Unit.</p> <p>4. Wh- and Yes/No Questions Grammar focus in Units 5, 6, 7, 8, and 9.</p> <p>5. Count and non-count nouns (Did you buy the <u>carton</u> of <u>milk</u>? Did you buy four <u>cartons</u> of <u>milk</u>?, Did you buy four milks?) How much and how many are used in context throughout Units 1, 2, 3, 4, 5, & 9.</p> <p>6. Possessive 's (Jack's) and possessive adjectives (mine, yours, his, hers, ours, yours, theirs) Met in all units.</p>	

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7. Demonstrative adjectives (this, that, these, those)
Met in all units.
8. Object pronouns (me, you, him, her, it, us, you, them)
Met in all units and especially Unit 10 (direct and indirect objects).
9. Verb+Infinitive with want, have, need, like (I want to go to school.)
Grammar focus in Units 2 and 4 and recycled throughout.
10. Common phrasal verbs (pick up, put on)
See Lesson F of Unit 6 and Lessons B and F of Unit 8.
11. There is/there are
See Ventures Student's Book 1 Unit 7 Lesson C.
12. Adverbs of frequency and manner
Grammar focus in Unit 5 and recycled throughout.
13. Comparative and superlative forms
Grammar focus in Unit 7 and recycled throughout.
14. Prepositions of time and direction
Grammar focus in Units 5 and 6 and recycled throughout.