



Adult Ed ESL Standards

Correlation to



Level Three

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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Ventures Student's Book 3 Correlated to the CCC Low Intermediate ESL Curriculum Framework

LISTENING	SPEAKING
<ol style="list-style-type: none"> 1. Respond appropriately in face-to-face conversations on familiar topics. Met in all units. 2. Respond appropriately in simple phone conversations. LI.L2* See Unit 3. 3. Follow multi-step spoken directions. LI.L3 Met in all units. 4. Identify the gist and some details in a short conversation or passage by using context clues. LI.L4 Met in all units. 5. Respond to requests for repetition and clarification. LI.L5 See Unit 8. 6. Interpret formal and informal language in everyday conversation. (e.g. Hello, how are you? Hey, what's up, How's it going?) LI.L6 Met in all units. 7. Distinguish meaning based on tone and inflection (questions, exclamations, negatives). Met in all units. 	<ol style="list-style-type: none"> 1. Participate actively in everyday conversations on familiar topics. LI.S1 Met in all units. 2. Make appointments and reservations by phone and in person. See Unit 10. 3. Give multi-step directions to a location or on how to do something. LI.S4, LI.S5 See the Welcome Unit about goals; Unit 2 about educational plans; Unit 6 about prioritizing; and Unit 10 about planning a trip. 4. Repeat / rephrase questions or statements to clarify or confirm the content. Met in all units. 5. Describe one's abilities and skills. LI.S8 See Units 1, 2, 3, and 8. 6. Express likes, dislikes, wants, and feelings with some explanation. See Unit 1. 7. Produce novel statements, questions, and commands using familiar and new vocabulary. Met in all units. 8. Express agreement, disagreement, satisfaction and dissatisfaction. See Units 1 and 3. 9. Retell stories or events about routine activities. L1.S6 See Units 3, 4, 6, and 9.

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READING	WRITING
<ol style="list-style-type: none"> 1. Comprehend short passages or narratives on familiar topics. Met in all units. 2. Make predictions based on information from a reading passage, using titles, headlines and visuals. LI.R2 See Units 1, 2, 3, 4, 6, 7, 8, 9, and 10. 3. Identify main idea, sequence or order in a short narrative passage. LI.R3 See Unit 3. 4. Comprehend basic charts and graphs and obtain information. Met in all units. 5. Interpret information from short notes and letters (e.g. progress notes, form letters). See Units 2, 3, 5, 7, and 8. 6. Identify key information from everyday written materials (e.g. ads, labels, medical directions, safety information, and bus schedules). LI.R4 See Units 3, 5, 7, and 10. 7. Use context clues, cognates, and word families to determine the meaning of new words. Met in all units. 8. Recognize most words on a personal information form (e.g. employment history, education, references). See Units 1, 2, 4, and 8. 9. Read a brief passage aloud with accuracy, expression and appropriate phrasing. Met in all units. 10. Find information in a dictionary, phone book, or index using alphabetical or numerical order. See Units 3, 4, 8, and 10. 11. Recognize and understand most common sight words. Met in all units. 	<ol style="list-style-type: none"> 1. Plan, organize, write, edit and proofread a single narrative paragraph related to a specific topic. LI.W1 See Units 1, 2, 4, 6, 9, and 10. 2. Edit writing for capitalization and punctuation; consistently use correct end punctuation and commas in lists and compound sentences. LI.W2 Met in all units. 3. Complete authentic forms (e.g. change of address, employment application, check cashing / shopping / membership cards, driver's license). LI.W3 See Unit 8. 4. Write a detailed phone message, email, note and letter. LI.W5 See Units 3, 5, and 8. 5. Write a want / classified ad. See the Project for Unit 7. 6. Use spelling patterns to correctly write familiar and new words (e.g. plurals, past tense, -ing form, and -er/-est endings). Met in all units. 7. Write simple and compound sentences from dictation. 8. Write down key information from meetings and conversations on familiar topics. See the Communicate sections in Lessons B and C and / or the Fun with Language sections in Lesson F of Units 2, 3, 5, 6, 7, 8, 9, and 10.

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PRONUNCIATION	HEALTH
<ol style="list-style-type: none"> 1. Identify the primary phrase stress of simple and compound phrases and sentences. See Review Unit 1 & 2. 2. Use word stress rules to accurately pronounce two and three syllable words. See Review Unit 1 & 2. 3. Modify stress appropriately when adding prefixes and suffixes (e.g. work vs. rework) 4. Use appropriate intonation for yes/no and wh-questions, commands, and negatives. See Ventures Student's Book 4 Review Unit 3 & 4. 5. Use linking strategies to link words together in common phrases. See Review Unit 7 & 8. 6. Identify common word reductions. See Review Unit 7 & 8. 	<ol style="list-style-type: none"> 1. Describe aches, pains, illnesses, injuries, dental health problems, and follow doctor's instructions. See Unit 4. 2. Compare services provided by the health department, hospitals, emergency rooms and clinics. 3. Recognize the importance of healthy eating and maintaining a balanced diet. See Unit 4. 4. Fill out a medical history form. See Unit 4. 5. Demonstrate procedures for first aid. See Unit 9 and the Unit 9 Project.
CIVICS / LIFE / WORK	TECHNOLOGY
<ol style="list-style-type: none"> 1. Explain the functions of the U.S. system of government election process. See Civics Worksheet 19. For the civics worksheets, go to www.cambridge.org/chicagoventures. 2. Identify national, state and local leaders and explain their positions. See Civics Worksheet 20. 3. Plan a schedule of activities on a calendar. See Civics Worksheet 21. 4. Identify safe driving practices and consequences of DUI. See Civics Worksheet 22. 5. Use transportation schedules and road maps. See Civics Worksheet 23 and Ventures Student's Book 2 Unit 5. 	<ol style="list-style-type: none"> 1. Research and present materials, with some guidance, from internet sources on one topic related to ESL content material. See the Projects for Units 1, 3, 5, 8, and 10. 2. Access email; compose and send simple emails to instructors, peers, coworkers and or supervisors. See Unit 5. 3. Utilize basic computer and internet vocabulary. See the Projects for Units 1, 3, 5, 8, and 10. 4. Perform basic functions (e.g. boot up, enter data, edit, calculate numbers, manipulate text, sound, graphics, and save data). 5. Keyboard materials from a handwritten copy.

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| <ol style="list-style-type: none">6. Read and discuss simple guarantees, warranties, and procedures to return merchandise. See Civics Worksheet 24 and Ventures Student's Book 4 Unit 7.7. Recognize vocabulary and traditions associated with major holidays and compare / contrast with native customs. See Civics Worksheet 25 and Ventures Student's Book 4 Unit 10.8. Identify various means of locating housing and filling out rental agreements. See Civics Worksheet 26.9. Calculate savings when items are on sale (e.g. percentage, sale price, regular price). See Civics Worksheet 27 and the Project for Unit 7.10. Identify educational and job experience required for specific occupations. See Unit 8.11. Use various sources to identify job opportunities and inquire about a job. See Civics Worksheet 28 and Unit 8.12. Complete a job application. See Civics Worksheet 29.13. Define and use vocabulary for employment (e.g. salary, benefits, hours, schedule, and sick days). See Unit 8.14. Demonstrate appropriate communication skills in a work environment. See Unit 8.15. Identify and explain one's own skills and qualifications and establish employment and/or educational goals for the future. See Unit 8. | |
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SUPPORTING GRAMMAR

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

1. Questions
Met in all units with special focus on question formation in all review units.
2. Conjunctions (and, or, but, because)
See Unit 3 Lesson E and Unit 4 Lesson C; see also Lessons D and E of every unit.
3. Articles (a, an, the)
Met in all units.
4. Adverbs of Intensity and Manner (e.g. very, easily)
See Unit 4.
5. Models of Permission, Obligation, Past Ability, Possibility, Advice, Polite Request (could, should, can, may, ought to, would)
Grammar focus in Unit 7.
6. Future tense will + verb (e.g. He will go to work tomorrow.)
See the Welcome Unit and Unit 10 (future conditional).
7. Commonly Confused Verbs (e.g. do/make, say/tell, bring/take, come/go)
8. Past Continuous Tense (e.g. We were walking to school when the accident occurred.)
Grammar focus in Unit 9.
9. Verb+ Infinitive
Grammar focus in Unit 5 and recycled throughout.
10. Verb+ Verb-ing
Grammar focus in Unit 1 and recycled throughout.