



## Adult Ed ESL Standards

Correlation to



Level Four

**[www.cambridge.org/chicagoventures](http://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 4 Correlated to the CCC High Intermediate ESL Curriculum Framework**

| <b>LISTENING</b>   | <b>SPEAKING</b>   |
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| <ol style="list-style-type: none"> <li>1. Infer the meaning of unfamiliar words or phrases from context. <b>Met in all units.</b></li> <li>2. Take notes from an oral presentation, lecture or dialogue. <b>See all Review Units.</b></li> <li>3. Identify speaker's intention in brief spoken messages (e.g. to inform, to suggest). <b>Met in all units.</b></li> <li>4. Identify and comprehend details and essential information in familiar contexts (e.g. in video, announcements). <b>See Unit 2 for a radio announcement; Unit 3 for a phone message; and Unit 6 for a street interview.</b></li> <li>5. Distinguish words that are reduced, blended or linked together. <b>Met in all units through the natural conversations in the listenings.</b></li> <li>6. Distinguish between formal and informal language and polite and impolite language. HI.L4* <b>See Unit 3.</b></li> <li>7. Interpret small talk and idioms and everyday language/situation. HI.L5 <b>Met in all units.</b></li> <li>8. Respond to requests for clarification and elaboration. HI.L3 <b>See Units 3, 7, and 9.</b></li> <li>9. Recognize and interpret statements, questions, and commands in a variety of situations (e.g. news and events in the workplace or community). <b>Met in all units.</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Respond appropriately in social, academic and life situations demonstrating knowledge of idioms, slang and other informal language conventions. HI.S2 <b>Met in all units.</b></li> <li>2. Use common rhetorical devices such as signal words for sequencing and other organizational cues (e.g. first, next, later, finally). <b>See Units 3, 4, 5, 6, 7, 9, and 10.</b></li> <li>3. Use appropriate language to differentiate between expressing opinions and providing factual information. HI.S6 <b>See Units 1 and 6.</b></li> <li>4. Participate actively in group discussions on specific class topics. <b>Met in all units.</b></li> <li>5. Give a presentation of 3-5 minutes on an assigned topic. <b>See the Projects.</b></li> <li>6. Paraphrase information from listening / reading source. <b>Met in Lesson A of every unit.</b></li> <li>7. Describe a process using detailed steps and sequence markers (e.g. how to register for ESL class). HI.S4 <b>See Units 2, 4, and 5.</b></li> </ol> |

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| READING  | WRITING  |
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| <ol style="list-style-type: none"> <li>1. Identify main idea, topic sentence, and supporting details in a reading passage from a variety of sources including fiction and nonfiction. HI.R4 <b>See Lesson D of Units 1, 2, 3, 4, 5, 9, and 10.</b></li> <li>2. Collect information from authentic materials (e.g. want ads, advertisements, labels). HI.R2 <b>See Unit 5, in which students read volunteer want ads, and Unit 10, in which students read a recipe.</b></li> <li>3. Interpret information from diagrams, charts, tables, graphs and schedules. <b>Met in all units.</b></li> <li>4. Distinguish facts from opinion. <b>See Units 1 and 6.</b></li> <li>5. Infer meaning of unfamiliar words or phrases from context. HI.R3 <b>See Units 3, 4, 5, 7, and 10.</b></li> <li>6. Compare and contrast information and identify themes in narrative and descriptive passages. <b>See Units 1, 3, 6, 8, 9, and 10.</b></li> <li>7. Interpret idiomatic expressions. <b>See Unit 7 and 9.</b></li> <li>8. Skim for the main idea and scan for detail in different kinds of text. <b>See Units 1 and 2.</b></li> <li>9. Apply knowledge of synonyms, antonyms, homonyms to increase comprehension. <b>See Units 3, 7, and 9.</b></li> <li>10. Use basic charts and graphs to obtain information. <b>Met in all units.</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Assemble information collected from various sources to write multi-paragraph narratives. <b>Met in all units.</b></li> <li>2. Explain ideas, opinions, problems or plans in some detail. <b>Met in all units.</b></li> <li>3. Use the writing process: brainstorming, prewriting, revising and editing. <b>Met in all units.</b></li> <li>4. Revise successive drafts for clarity and grammar. <b>Met in all units.</b></li> <li>5. Increase accuracy of mechanics (spelling, capitalization, punctuation). <b>Met in all units.</b></li> <li>6. Write a summary of information heard or read. <b>See the Projects for Units 3, 4, 5, 6, 7, 9, and 10.</b></li> <li>7. Write well-developed narrative and descriptive paragraphs with a topic sentence, supporting details and conclusion on familiar topics. HI.W2 <b>Met in all units.</b></li> <li>8. Write a one-page letter (e.g. request, complaint, cover letter). HI.W4 <b>See Unit 8.</b></li> <li>9. Create a simple resume using a model. HI.W5 <b>See Unit 8 Lesson E for cover letter writing.</b></li> <li>10. Take notes from meetings and conversations on unfamiliar topics. <b>See all Review Units.</b></li> <li>11. Take detailed messages (e.g. phone messages).</li> </ol> |

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| <p>11. Distinguish between narrator and speaker (e.g. reported vs. quoted speech). <b>See Unit 3.</b></p> <p>12. Identify chronological order and sequence markers. HI.R5<br/><b>See the Welcome Unit, Units 2 and 9.</b></p> <p>13. Follow specific written directions and / or instructions to perform an activity. <b>Met in all units.</b></p> <p>14. Interpret information from work-related memos and emails.</p>  |   |
| <p><b>PRONUNCIATION</b></p>  | <p><b>HEALTH</b></p>  |
| <p>1. Use chunking, blending, linking, reductions, and primary phrase stress in spoken language in order to produce natural language. <b>Review Unit 5 and 6 for stress and Review Unit 9 &amp; 10 for chunking.</b></p> <p>2. Pronounce familiar and unfamiliar words using common word stress rules. <b>See Review Units 5 &amp; 6, 7 &amp; 8, and 9 &amp; 10.</b></p> <p>3. Use syllabic stress to demonstrate correct usage of homographs (e.g. verb and noun forms of record and REcOrd).</p> <p>4. Recognize and self-correct errors that interfere with communication. <b>Met in all units.</b></p> | <p>1. Ask for and give advice on health and nutrition topics using vocabulary for dental health, body parts, illnesses, and symptoms (measles, flu, heart disease, cough, chills, and runny nose). <b>See Ventures Student's Book 3 Unit 4.</b></p> <p>2. Identify medical emergencies and complete accident and medical forms. <b>See Ventures Student's Book 2 Unit 4.</b></p> <p>3. Define substance abuse, child and spousal abuse, its consequences, and where to get help.</p> <p>4. Explain the importance of nutrition and exercise for physical and mental health. <b>See Unit 4.</b></p> <p>5. Describe methods to reduce one's stress level and the benefits of doing so. <b>See Unit 4.</b></p> <p>6. Explain the importance of personal hygiene and a healthy home environment.</p> <p>7. Recognize the risks of environmental pollution and describe methods to create a healthier planet. <b>See Unit 9.</b></p> |

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| <b>CIVICS / LIFE / WORK</b>  | <b>TECHNOLOGY</b>  |
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| <ol style="list-style-type: none"> <li>1. Locate and access businesses, governmental agencies, and community services to meet needs. <b>See Civics Worksheet 30. For the civics worksheets, go to <a href="http://www.cambridge.org/chicagoventures">www.cambridge.org/chicagoventures</a>.</b></li> <li>2. Interpret civic responsibility regarding voting, jury duty and taxes. <b>See Civics Worksheet 31.</b></li> <li>3. Identify national, state and local leaders and their functions. <b>See Civics Worksheet 32.</b></li> <li>4. Interpret tenant and landlord rights. <b>See Civics Worksheet 33.</b></li> <li>5. Compare various methods used to purchase goods and services. <b>See Unit 7.</b></li> <li>6. Compare international monetary systems. <b>See Civics Worksheet 34.</b></li> <li>7. Write a simple consumer complaint letter. <b>See Civics Worksheet 35.</b></li> <li>8. Identify budget-planning strategies. <b>See Civics Worksheet 36.</b></li> <li>9. Plan a trip using maps to determine direction, distance, mileage costs, tips and other functions. <b>See Civics Worksheet 37.</b></li> <li>10. Set short and long term employment goals. <b>See Civics Worksheet 38.</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Research and present information on relevant ESL content material from multiple websites. <b>See the Projects for Units 1, 4, 6, 8, and 10.</b></li> <li>2. Utilize online educational resources (e.g. dictionaries, encyclopedias, ESL exercises). <b>See the Ventures Arcade.</b></li> <li>3. Create and save documents using a word processing program.</li> <li>4. Retrieve, interpret and record computerized information.</li> <li>5. Utilize web journaling via email, chatting and/or weblogs. <b>See weblog in Unit 6.</b></li> </ol> |

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| <p>11. Complete job applications and a resume. <b>See Civics Worksheet 39 and Unit 8.</b></p> <p>12. Demonstrate how to ask and answer job interview questions. <b>See Civics Worksheet 40.</b></p> <p>13. Demonstrate understanding of job tasks, policies and standards. <b>See Unit 8.</b></p> <p>14. Explore career options through a variety of resources and match to employment and educational goals. <b>See Civics Worksheet 41 and the Projects for Units 1 and 2.</b></p> |  |
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| <p><b>SUPPORTING GRAMMAR</b><br/><b>**Grammar is presented in the context of the unit topic.</b></p>  |
| <p>1. Past habitual (used to + verb)<br/><b>Grammar focus in Ventures Student's Book 3 Unit 4.</b></p> <p>2. Present perfect (e.g. I have worked here for one year.)<br/><b>Grammar focus in Unit 8; see also the Welcome Unit.</b></p> <p>3. Passive voice (The table was set.)<br/><b>Grammar focus in Unit 2 (present passive).</b></p> <p>4. Tag questions (You're from Chicago, right?)</p> <p>5. Coordinating Conjunctions (and, or, but, so)<br/><b>Met in all units.</b></p> <p>6. Adverbs of manner and time (easily, already)<br/><b>Grammar focus in Units 1 and 5 (as soon as, until).</b></p> <p>7. Models of past ability, possibility, advice, polite requests, and ability. (can, could, should, would, able to, supposed to)<br/><b>Grammar focus in Unit 4; see also Unit 10 and Reference pages 148 – 149.</b></p> |

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8. Comparisons (adjectives and adverbs) (e.g. longer than, more / less than, the most)
9. Comparisons (nouns) (same...as)  
**See the Project for Unit 7.**
10. Subordinate clauses (of cause, of time, of place, relative)  
**See Units 1, 5, 6, 7, and 9.**
11. Reported Speech (statements, questions, imperatives)  
**See Unit 3.**
12. Gerund / Infinitives  
**See Ventures Student's Book 3, Unit 1, 5, and 7.**
13. Phrasal Verbs (e.g. Take out the trash.)  
**See Ventures Student's Book 3 Unit 8.**