



Adult Ed ESL Standards

Correlation to



Level Four

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

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

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

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<p>11. Distinguish between narrator and speaker (e.g. reported vs. quoted speech). See Unit 3.</p> <p>12. Identify chronological order and sequence markers. HI.R5 See the Welcome Unit, Units 2 and 9.</p> <p>13. Follow specific written directions and / or instructions to perform an activity. Met in all units.</p> <p>14. Interpret information from work-related memos and emails.</p>	
<p>PRONUNCIATION</p>	<p>HEALTH</p>
<p>1. Use chunking, blending, linking, reductions, and primary phrase stress in spoken language in order to produce natural language. Review Unit 5 and 6 for stress and Review Unit 9 & 10 for chunking.</p> <p>2. Pronounce familiar and unfamiliar words using common word stress rules. See Review Units 5 & 6, 7 & 8, and 9 & 10.</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. Met in all units.</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). See Ventures Student's Book 3 Unit 4.</p> <p>2. Identify medical emergencies and complete accident and medical forms. See Ventures Student's Book 2 Unit 4.</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. See Unit 4.</p> <p>5. Describe methods to reduce one's stress level and the benefits of doing so. See Unit 4.</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. See Unit 9.</p>

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

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