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# Ventures

**CLASSWARE TEACHER'S NOTES**

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# Overview of Ventures Classware

*Ventures* Classware allows you to present *Ventures* Student's Book material in the classroom in a lively and interactive way. It is designed to be used with all types of interactive whiteboards and also with just a projector and a computer.

You can use Classware to zoom in on a section of a page, play audio selections without having to use a separate CD player, display scripts while students listen, and link to online dictionaries and interactive activities. The software also has numerous features that enable you to manipulate the material in the Student's Books. There are simple electronic tools for adding text to the page, highlighting text, drawing lines or circles, erasing, and concealing text or images. You can easily attach your own supplemental activities and materials, such as a photo from a Web site, a favorite handout, or a Microsoft PowerPoint® slideshow, to a specific page. You can save all of your work, including annotations and attachments, as a "session" and return to it at any time. Previously saved sessions can be updated and saved again. Please see the Classware User's Guide for more information about using the various Classware tools and functions.

We hope that you will use the Teacher's Notes to explore the many ways that Classware can bring a new level of flexibility and interactivity to the *Ventures* classroom. The following pages contain examples from an actual *Ventures* unit – *Ventures* Student's Book 2, Unit 9 – one lesson at a time. On each page, you will find suggestions for using the tools available to you in Classware. Not every possible tool will be demonstrated on every page, but by the end of the unit, you will have specific ideas for utilizing Classware with the rest of the *Ventures* series.

## Tips for Classroom Implementation

### Classroom set-up and management

Consider how you will prepare the classroom or classrooms where you will be using Classware. What method of projection will you use? Will all students be able to see the projected image from all parts of the room? Do you have an external speaker system so all students can hear the audio selections? Will you have to set up a laptop, television monitor, projection screen, or LCD projector every time you want to use Classware? Setting up the equipment will take extra time. You can train students to help you set up the equipment. They will appreciate the responsibility and the opportunity to gain new technical skills while they learn English.

What should students do with their own copies of the textbook while the teacher is using Classware with them? The answer is up to the teacher. You can have students open or close their books just as they would when teaching without Classware, but remember that Classware is great for focusing students' attention on a particular part of the page or lesson. Teachers may want to ask students to close their books at certain points in the lesson to ensure they have students' full attention.

### Student participation

Another way to focus students' attention is to give them the opportunity to direct the lesson or to take control of the computer when responding to a question or exercise. You can ask for volunteers to take control of the mouse to highlight a vocabulary word, draw a line from a word to an image, play audio selections, or circle a correct answer. This type of interaction can even be turned into a friendly competition, with students representing different teams taking turns with the mouse to earn points for correct answers.

# Lesson A

## Ventures Student's Book 2, pp. 110–111

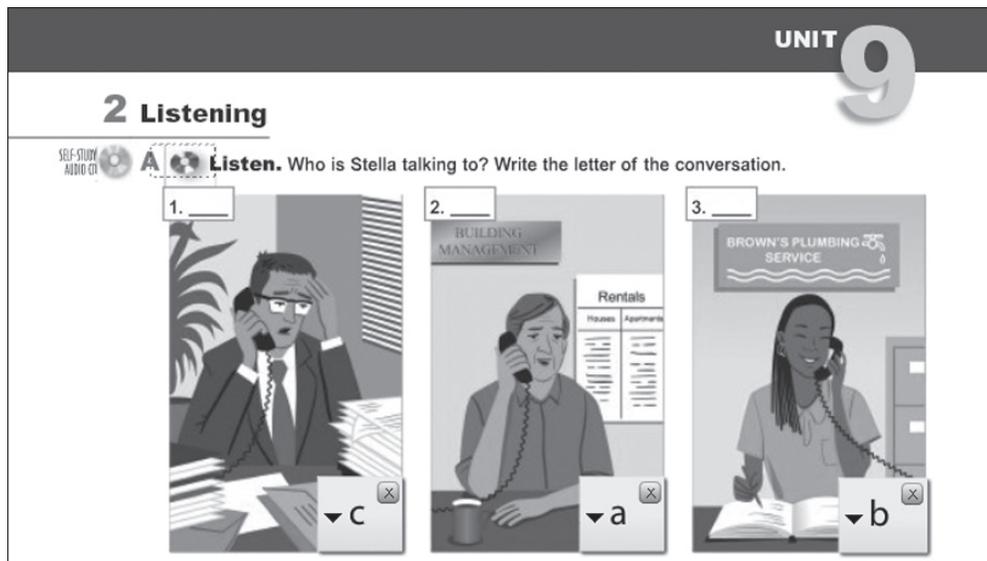
Every Lesson A begins with a big picture or set of pictures. These pictures introduce the unit topic by activating students' prior knowledge and previewing unit vocabulary and grammar.

To call attention to key features of the big picture, use the zoom tool . Have students call out the names of the items they see in the picture and use the pen tool  to circle those items. For Levels Basic, 1, and 2, invite students to use  to draw connecting lines from the key words printed in the book to the corresponding pictures. To remove the lines that students draw, use the erase-all-annotations tool .

The pictures are accompanied by critical-thinking questions, such as “What do you see?” “What’s she doing?” or “What’s happening?” When students respond to the questions, use the text box tool  to type students' responses directly on the page. Click the “X” button to delete the text boxes. Save your work as a session to save the text boxes.

Lesson A often uses illustrations to support guided listening and structured speaking practice.

For the exercise type below and others similar to it, you may want to do some preparatory work before class and use  to place text boxes with the answers to Exercise 2A next to each illustration. Save your work as a session to access it during class.

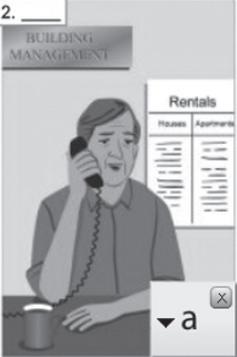


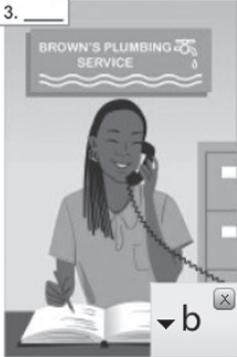
**UNIT 9**

**2 Listening**

**A**  **Listen.** Who is Stella talking to? Write the letter of the conversation.

1.    c

2.    a

3.    b

Move the mouse over the hotspotted audio CD icon  and then click the play audio icon  to hear the corresponding audio. The audio player will open, and you will be able to activate the script. Repeat the audio selection as needed. Invite a student to call out a response for the first conversation. After the student responds, reveal the correct answer by clicking on the text box you created for that question.

This lesson features true / false (T/F) statements for each conversation. When students give responses to the T/F questions, use  to place text boxes with the students' responses next to each T/F statement. Alternatively, use the pen tool  to write “T” or “F” in the appropriate spaces.

# Lesson B

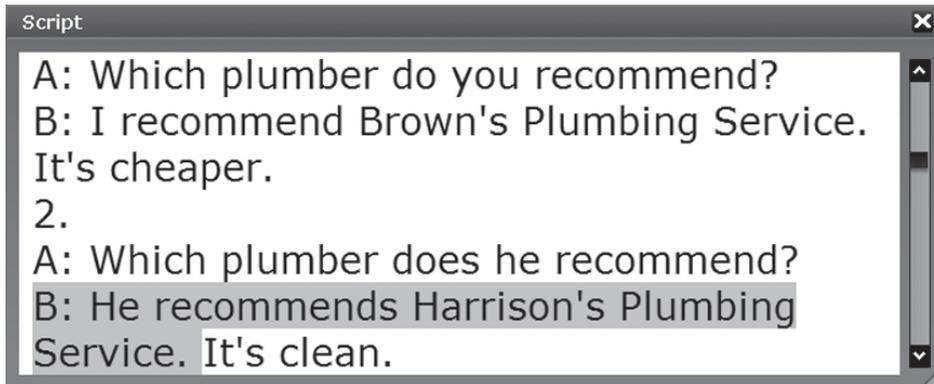
## Ventures Student's Book 2, pp. 112–113

For *Ventures* levels 1–4, Lesson B is a grammar lesson that moves from guided practice to more communicative activities. In *Ventures Student's Book Basic*, Lesson B is an additional vocabulary lesson.

Use the zoom tool  to focus attention on the grammar chart and present the grammar point. Before class, you could attach a two-column chart to the page with the following headers: *Things a plumber can fix* and *Things an electrician can fix*. Then use  to add blank text boxes, which easily expand. During class, students can brainstorm items for each column, and you can type their responses in the text boxes.

Exercise 2A offers practice of the grammar point presented in Exercise 1. Use  to underline or circle key words in the advertisements.

Position the mouse over the hotspotted audio CD icon , and then click the play audio icon  to hear the corresponding audio. The audio player will open, and you will be able to activate the script, which will highlight words and phrases as they are spoken. Click on a word to hear it pronounced.



Exercise 2B offers more practice with the grammar point. Before students begin working with partners, complete the first item together, and use the highlighter tool  to highlight “24-Hour / 7-Day Emergency Service” on the ad for XYZ Electric. After students work in pairs, have several students perform the conversations for the rest of the class. Continue using  to highlight the target words in the exercise.

The third part of this lesson ends with a communicative activity. In this unit, students write and speak about their communities. Before the lesson, take pictures of real locations in your community, have students bring in pictures, or use the Internet to locate photos of your community. Create a slideshow of the photos using Microsoft PowerPoint® or another similar program, and save the slideshow on your computer. Use  Attach file from my computer on the  File drop-down menu to place a file attachment indicator icon  for the slide show on the page near the exercise. Save the session to access it during class.

After students have finished the writing component, divide the students into small groups. Click on  to start the slide show with the actual photos taken of businesses and locations in the community. Ask students to talk about which places they recommend and why. Encourage students to use descriptive adjectives.

## Lesson C

### Ventures Student's Book 2, pp. 114–115

Lesson C is always a grammar lesson that moves from guided to more communicative practice. It includes audio to check comprehension and practice pronunciation.

After presenting the grammar chart, focus students' attention on the illustrations in Exercise 2A. Use the highlighter tool  to emphasize that students should complete the practice by using all of the request forms indicated: *can*, *could*, *will*, and *would*.

After students have completed the exercise, check students' comprehension. Position the mouse over the hotspotted audio CD icon , and then click the play audio icon  to hear the corresponding audio. Ask several students to say the questions and answers for the class. Use the text box tool  to place text boxes next to each item in the exercise. Type the correct answers in the text boxes.

Direct students' attention to the picture in Exercise 2B. Ask students whether there are any problems with the apartment. Use the pen tool  to circle the problems, such as the water flowing from the toilet and the sink, the broken window, and the crooked ceiling light. Then have students complete the exercise.

The third part of Lesson C encourages students to communicate and apply what they have learned to their own lives. While students are writing a list of requests for a landlord, click  on the  drop-down menu and use  to set up a text box near the top of the page. When students are finished writing, type their responses in the text box, which will expand as you type.

Students will practice role-playing conversations between a tenant and a landlord. Ask each pair to perform one conversation for the class. If you choose not to create a blank page for the list of requests for the landlord, you can attach a blank page and set up a text box at the top of the page to type students' role plays, provided they are brief.

Save your work as a session to return to it at a later time.

## Lesson D

### Ventures Student's Book 2, pp. 116–117

Lesson D is always a reading lesson. The lesson features a three-step approach to reading: *Before you read*, *Read*, and *After you read*. The readings contextualize unit vocabulary and grammar and are presented on audio.

Before beginning this lesson, you may want to return to Lesson A to review vocabulary from the big picture. Use the contents panel  on the tools toolbar to search for page 110, in this case, or use the left arrow  to move backward manually in the Student's Book. To return to Lesson D, use  or the right arrow  to move forward manually.

An illustration often accompanies the *Before you read* section. Select the hide tool  and draw a line around sections two and three, keeping the illustration intact. When you stop drawing, a gray mask will fill the area of the shape you created. Concealing those sections ensures that students focus solely on the illustration and corresponding questions.

To remove the gray mask, click on the eraser tool , and then click once on the mask to make it disappear instantly. Or, click and drag the eraser to erase the hidden area manually.

Focus students' attention on the notice in Exercise 2. After students read silently, position the mouse over the hotspotted audio CD icon , and then click the play audio icon  to hear the corresponding audio. The audio player will open, and you will be able to activate the script.

If you are connected to the Internet, you may also want to activate the dictionary link to show students definitions for unfamiliar words. Click  on the top toolbar.

The *After you read* section begins with a comprehension check. Ask two students to read the example question and answer aloud. Use the highlighter tool  to highlight the bullet point in the notice containing the answer, or use the pen tool  to circle it. Students complete the exercise individually. When you go over the answers as a class, you can use the text box tool  to place text boxes on the page for the remaining answers. Type students' responses in the text boxes.

In Levels Basic, 1, and 2, Lesson D contains a picture dictionary that expands topic-related vocabulary. (In Levels 3 and 4, the picture dictionary is replaced by more varied practice to build reading and vocabulary development skills.) Elicit the vocabulary that students already know about the pictures, and then direct students' attention to the word bank.

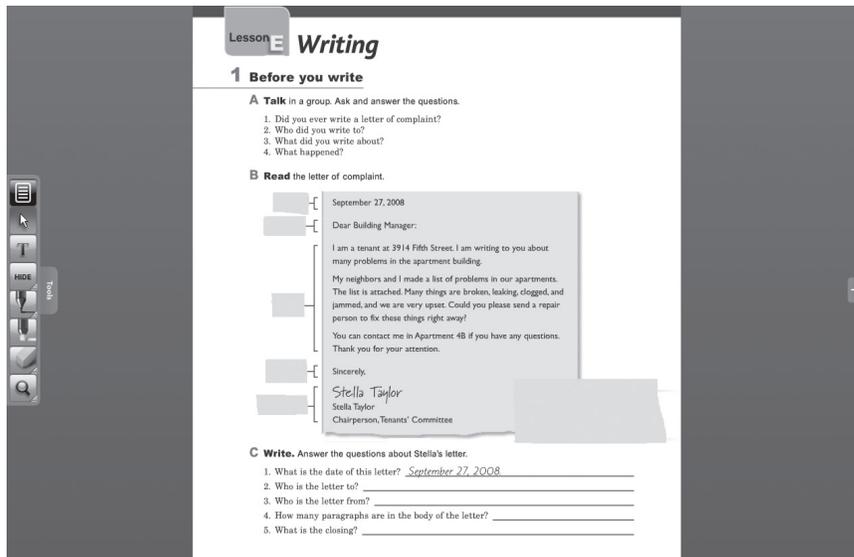
To hear the words in the word bank, position the mouse over the hotspotted audio CD icon , and then click the play audio icon . Repeat the audio as needed.

# Lesson E

## Ventures Student's Book 2, pp. 118–119

Lesson E is always a writing lesson. It includes a process approach to writing – prewriting, writing, and peer review – and contextualizes unit vocabulary and grammar.

After students have had an opportunity to share their experiences writing letters of complaint, focus students' attention on the letter of complaint in Exercise 1B. Discuss the different parts of the letter, and then use the hide tool  to conceal the labels to the left of the letter and the tip box in the lower right corner of the letter.



**Lesson E Writing**

**1 Before you write**

**A Talk** in a group. Ask and answer the questions.

1. Did you ever write a letter of complaint?
2. Who did you write to?
3. What did you write about?
4. What happened?

**B Read** the letter of complaint.

September 27, 2008

Dear Building Manager:

I am a tenant at 3914 Fifth Street. I am writing to you about many problems in the apartment building.

My neighbors and I made a list of problems in our apartments. The list is attached. Many things are broken, leaking, clogged, and jammed, and we are very upset. Could you please send a repair person to fix these things right away?

You can contact me in Apartment 4B if you have any questions. Thank you for your attention.

Sincerely,  
Stella Taylor  
Stella Taylor  
Chairperson, Tenants' Committee

**C Write.** Answer the questions about Stella's letter.

1. What is the date of this letter? *September 27, 2008*
2. Who is the letter to? \_\_\_\_\_
3. Who is the letter from? \_\_\_\_\_
4. How many paragraphs are in the body of the letter? \_\_\_\_\_
5. What is the closing? \_\_\_\_\_

You can use the show tool  to reveal a label that students have successfully identified by drawing a line around the area you want to uncover. Alternatively, you can toggle back and forth between viewing the letter only and viewing the labels only by clicking on the hide / show tool .

Focus students' attention on the example question in Exercise 1C. Use the pen tool  to draw a line between the answer and where the answer can be found in the letter, or use the highlighter tool  to highlight the date in the letter.

Use the text box tool  to place text boxes next to each question. Type students' responses in the text boxes, or invite students to come to the computer and type responses in the text boxes.

Another option is to place text boxes containing the correct answers next to each question before class. Close the text boxes and save the session. During class, when a student offers an answer to a question, open the text box for that question to reveal the correct answer.

While students are writing sentences about problems in their apartment or house, attach a blank page  next to Exercise 1E, and use  to place three or more text boxes on the blank page. Ask for volunteers to type their sentences into the text boxes.

# Lesson F

## Ventures Student's Book 2, pp. 120–121

Lesson F concludes each unit. It reviews unit content in engaging ways, familiarizes students with real-life documents, and helps prepare students for standardized-type tests they may have to take.

Use the zoom tool  to focus students' attention on the real-life document (in this case, an invoice). Have students read the questions, scan for the answers, and circle the correct answers. When reviewing the answers with the class, use the pen tool  to circle the correct answers. You can also use the highlighter tool  to indicate where the correct answers can be found on the document.

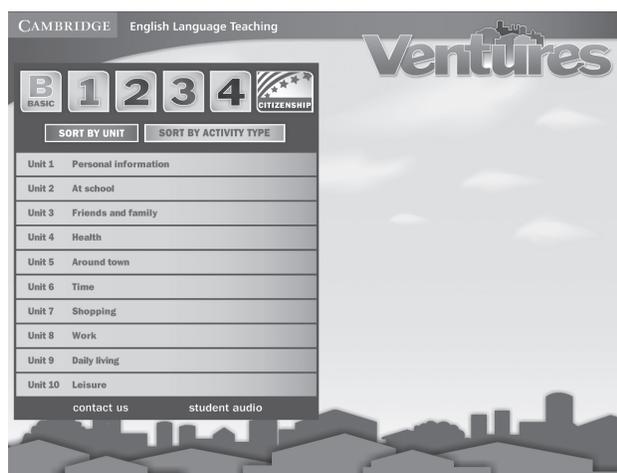
To expand the activity, you could take a real service invoice, scan it, and attach it to the Classware page using . You could then type custom questions about the invoice into a word-processing program and attach the document using  as well. Save your work as a session to access it during class.

The second part of the lesson is called “Fun with language.” The range of activities is broad – students complete crossword puzzles, guess the meaning of idioms, or, in this lesson, complete a matching task.

Focus students' attention on Exercise 2A. Use  to write the letters of the correct answers or draw connecting lines between the items in the first column and the answers in the second column.

For Exercise 2B, insert a text box in the first response area: “To a carpenter . . .” Ask a student volunteer from one or more groups to come to the computer to type a question for the carpenter in the text box. Repeat for all of the occupations in the exercise, and encourage students to use all four words for making requests.

If you are connected to the Internet, click on the “Links” tab on the contents panel for the Arcade – online games that practice the material covered in every unit of *Ventures* at every level.



To conclude the unit, do a quick review, starting with Lesson A. Ask students to talk about what they remember. Use the contents panel to find the page link for Lesson A or use  to go back manually. Then, have students complete the unit self-assessment in the back of their Student's Books. To display the self assessment, scroll down the contents panel until you reach the Self-assessments, which begin on page 141 in *Ventures* Student's Book 2.