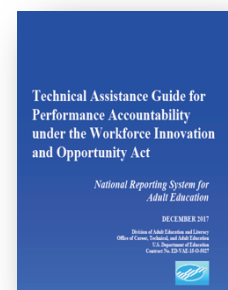


3rd Edition
Ventures

NRS Correlation Charts

Based on the updated
English Functioning Level descriptors
for NRS (December 2017)



Ventures Basic Level Correlations to NRS Level 1: Beginning ESL Literacy

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words and phrases relating to personal information.● Recognize vocabulary relating to personal information and to countries and months of the year.● Scan for key information in a reading about a new student.● Scan for key information in an ID card. <p>Productive</p> <ul style="list-style-type: none">● Use <i>possessive adjectives</i>.● Ask and answer questions about personal information.● Complete an ID card by giving personal information. <p>Interactive</p> <ul style="list-style-type: none">● Participate in a short conversation and written exchanges about personal information.● Project: Participate in a research project about contact information for your classmates.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words and phrases relating to the classroom.● Recognize vocabulary relating to classroom furniture, classroom objects, and days of the week.● Scan for key information in a reading about class information and school supplies.● Scan for key information in a class schedule. <p>Productive</p> <ul style="list-style-type: none">● Use <i>prepositions of location</i>.● Ask what someone needs and about the location of things.● Complete sentences about class information. <p>Interactive</p> <ul style="list-style-type: none">● Participate in a short conversation and written exchanges about the classroom.● Project: Participate in a research project about shopping for school supplies.
Unit 3	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words and phrases relating to friends and family.● Recognize vocabulary relating to family relationships, family members, and people.● Scan for key information in a reading about family.● Scan for key information in a housing application.

	<p>Productive</p> <ul style="list-style-type: none"> ● Use <i>Yes/No</i> questions with <i>have</i>. ● Ask and answer questions about family relationships. ● Complete sentences about your family. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about friends and family. ● Project: Participate in a research project about making a family chart.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to health. ● Recognize vocabulary relating to the doctor’s office, health problems, and body parts. ● Scan for key information in a reading about a visit to the doctor’s office. ● Scan for key information in a label on a box of medicine. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>singular and plural nouns</i>. ● Ask and answer questions about health problems. ● Complete a sign-in sheet at the doctor’s office. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about health. ● Project: Participate in a research project about finding a health clinic near your home.
Unit 5	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to places and locations. ● Recognize vocabulary relating to buildings, places, and transportation. ● Scan for key information in readings about a notice for a library opening and a description of someone’s street. ● Scan for key information in a map. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>prepositions of location</i> and <i>where</i> questions. ● Ask and answer questions about the location of buildings and places. ● Complete sentences describing your street. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about places and locations. ● Project: Participate in a research project about creating a map of your community.

Unit 6	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to daily activities and time. ● Recognize vocabulary relating to clock time, activities, and events and times of the day. ● Scan for key information in someone’s schedule. ● Scan for key information in an invitation. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>Yes/No</i> questions with <i>be</i>. ● Ask and answer questions about the time and about events. ● Complete a schedule. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about daily activities and time. ● Project: Participate in a research project using the Internet to find library hours.
Unit 7	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to clothes and prices. ● Recognize vocabulary relating to clothing, prices, and colors. ● Scan for key information in an e-mail about a shopping trip. ● Scan for key information in a store receipt. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>how much is</i> and <i>how much are</i> questions. ● Ask and answer questions about prices and identify colors of clothing. ● Complete a shopping list. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about clothes and prices. ● Project: Participate in a research project using the Internet to find a shopping center near your home.
Unit 8	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to jobs and skills. ● Recognize vocabulary relating to names of jobs and job duties. ● Scan for key information in a reading about people’s jobs and the employee of the month. ● Scan for key information in help-wanted ads. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>Yes/No</i> questions with <i>simple present</i> and short answers with <i>does/doesn’t</i>. ● Ask and answer questions about jobs and job duties. ● Complete sentences about people’s jobs.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about jobs and skills. ● Project: Participate in a research project about finding a job.
Unit 9	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to home responsibilities. ● Recognize vocabulary relating to chores and rooms of a house. ● Scan for key information in an e-mail and a chart about family chores. ● Scan for key information in a work order <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>what</i> questions with the <i>present continuous</i>. ● Ask and answer questions about family chores and people’s activities. ● Complete a chart about family chores. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about home responsibilities. ● Project: Participate in a research project about creating and giving a class survey.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words and phrases relating to free-time activities. ● Recognize vocabulary relating to free-time activities. ● Scan for key information in an e-mail to a friend. ● Scan for key information in a course description. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>like to + verb</i> and <i>what</i> questions with <i>like to + verb</i>. ● Ask and answer questions about free-time activities. ● Complete sentences about free-time activities. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in a short conversation and written exchanges about free-time activities. ● Project: Participate in a research project about a movie theater near your home.

Ventures Level 1 Correlations to NRS Level 2: Low Beginning ESL

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words in conversations and in a reading about introductions.● Recognize the meaning of common words and phrases about introductions.● Recognize key words in a paragraph describing a student’s personal information.● Recognize key words in a registration form. <p>Productive</p> <ul style="list-style-type: none">● Use <i>possessive adjectives, subject pronouns, simple present of be, and contractions</i>.● Write sentences giving personal information. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about introductions.● Gather and record information about popular names.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words in conversations and in a reading about the classroom.● Recognize the meaning of common words and phrases about the classroom.● Recognize key words in sentences describing a classroom.● Recognize key words in an inventory list. <p>Productive</p> <ul style="list-style-type: none">● Use <i>prepositions of location (in, on, under), where is, singular and plural nouns, Yes/No questions, this/that, and these/those, and contractions</i>.● Write sentences about the location of items in the classroom. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about the classroom.● Gather and record information into a chart about school employees.
Unit 3	<p>Interpretive</p> <ul style="list-style-type: none">● Identify key words in conversations and in a reading about friends and family.● Recognize the meaning of common words and phrases about friends and family.● Recognize key words in a paragraph describing a family birthday party.● Recognize key words in an insurance application form. <p>Productive</p> <ul style="list-style-type: none">● Use <i>present continuous, wh- questions, Yes/No questions, and object pronouns (him, her, it, them)</i>.● Write sentences about your own family.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about friends and family. ● Gather and record information about people’s birthdays and send an electronic card.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about health problems. ● Recognize the meaning of common words and phrases about health problems. ● Recognize key words in a paragraph describing a sick family’s visit to the doctor’s office. ● Recognize key words in an appointment card. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>simple present of have</i>, questions with <i>have</i>, both <i>have</i> and <i>need</i>, and <i>contractions</i>. ● Write an absence note to a child’s teacher. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about health problems. ● Gather and record information about your health and emergency information.
Unit 5	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about places and directions. ● Recognize the meaning of common words and phrases about places and directions. ● Recognize key words in an e-mail describing a neighborhood. ● Recognize key words in a map. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>prepositions of location</i> (on, next to, across from, between, on the corner of). <i>where</i> questions, and <i>affirmative</i> and <i>negative imperatives</i>. ● Write a description of your neighborhood. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about places and directions. ● Gather and record information to create a community directory.
Unit 6	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about daily activities and time. ● Recognize the meaning of common words and phrases about daily activities and time. ● Recognize key words in a paragraph describing a person’s schedule. ● Recognize key words in a schedule.

	<p>Productive</p> <ul style="list-style-type: none"> ● Use <i>simple present, wh-</i> questions, <i>prepositions of time</i> (at, in, on), <i>start/end</i>, and <i>open/close</i>. ● Write a description of your schedule. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about daily activities and time. ● Gather and record information about businesses in your town.
Unit 7	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about food and money. ● Recognize the meaning of common words and phrases about food and money. ● Recognize key words in a paragraph describing a shopping trip. ● Recognize key words in a supermarket ad and a receipt. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>count/non-count nouns, how many/how much</i> questions, <i>there is/there are, quantifiers with non-count nouns</i>, and <i>some/any</i>. ● Write a note about a shopping list. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about food and money. ● Gather and record information using ads to create a grocery list.
Unit 8	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about jobs and skills. ● Recognize the meaning of common words and phrases about jobs and skills. ● Recognize key words in a letter describing a person’s job and work history. ● Recognize key words in a job application. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>simple past of be</i> (statements and questions), <i>can, contractions</i>, and <i>be</i> with <i>and</i> and <i>but</i>. ● Write a paragraph about your skills. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about jobs and skills. ● Gather and record information about a job search.
Unit 9	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about home responsibilities. ● Recognize the meaning of common words and phrases about home responsibilities. ● Recognize key words in a letter describing daily events. ● Recognize key words in a job-duties chart.

	<p>Productive</p> <ul style="list-style-type: none"> ● Use <i>simple past of irregular and regular verbs</i> and <i>or</i> questions. ● Write a letter describing household chores. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about home responsibilities. ● Gather and record information about a time-management calendar.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify key words in conversations and in a reading about free-time activities. ● Recognize the meaning of common words and phrases about free-time activities. ● Recognize key words in an e-mail and a letter describing vacation. ● Recognize key words in a TV schedule. <p>Productive</p> <ul style="list-style-type: none"> ● Use <i>simple past of irregular verbs, future of be, and going to</i>, and contrast <i>past, present, and future</i>. ● Write a letter describing a past and future vacation. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about free-time activities. ● Gather and record information using the Internet about public parks in your area.

Ventures Level 2 Correlations to NRS Level 3: High Beginning ESL

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about what people look like. ● Identify the main topic and key details in a reading about a family member. ● Determine the meaning of common words and phrases related to describing people. ● Determine the main idea and key details on an order form. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short paragraph about a classmate ● Use <i>adjective order</i>, <i>and...too</i>, <i>and...either</i>, and <i>but</i>, and compare <i>present continuous</i> with <i>simple present</i>. ● Deliver a short oral presentation on findings from the Internet about an online clothing store. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about describing people. ● Gather and record information from the Internet about an online clothing store.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about what people want and need. ● Identify the main topic and key details in an application form. ● Determine the meaning of common words and phrases related to school services. ● Determine the main idea and key details in a course description. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short expository paragraph about goals. ● Use <i>want</i> and <i>need</i> and the <i>future</i> with <i>will</i>, <i>be going to</i>, and the <i>present continuous</i>. ● Use <i>first</i>, <i>second</i> and <i>third person</i> to organize ideas. ● Deliver a short oral presentation on findings from interviews about three jobs. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about school services. ● Gather and record information from interviews about three jobs.
Unit 3	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about past actions and daily habits. ● Identify the main topic and key details in a personal journal entry. ● Determine the meaning of common words and phrases related to friends. ● Determine the main idea and key details on a cell phone calling-plan brochure.

	<p>Productive</p> <ul style="list-style-type: none"> ● Compose a short personal journal entry about the events of a day. ● Use <i>collocations</i> with <i>make</i> and <i>do</i>; <i>play</i> and <i>go</i>, and review <i>simple past</i> with <i>regular</i> and <i>irregular verbs</i>. ● Use words like <i>first</i>, <i>next</i>, and <i>finally</i> to tell the order of events. ● Deliver a short oral presentation on findings from Internet about weekend activities in your city. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about friends. ● Gather and record information from the Internet about weekend activities in your city.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about asking for and giving advice. ● Identify the main topic and key details in a warning label. ● Determine the meaning of common words and phrases related to accidents. ● Determine the main idea and key details on a medicine label. <p>Productive</p> <ul style="list-style-type: none"> ● Fill out an accident report form. ● Use <i>should</i>, <i>have to + verb</i>, <i>must</i>, <i>must not</i>, <i>have to</i>, and <i>not have to</i>. ● Deliver a short oral presentation on findings from medication from your medicine cabinet. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about accidents. ● Gather and record information from your medicine cabinet.
Unit 5	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about transportation schedules and personal transportation habits. ● Identify the main topic and key details in a personal letter. ● Determine the meaning of common words and phrases related to transportation. ● Determine the main idea and key details on a bus, train, and airline schedule. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short personal letter about a trip. ● Use <i>how long/how often</i> questions, <i>adverbs of frequency</i>, and <i>prepositions</i> (into, out of, through, toward). ● Deliver a short oral presentation on findings from the Internet about a trip you planned.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about transportation. ● Gather and record information from the Internet to plan a trip.
Unit 6	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about major life events in the past. ● Identify the main topic and key details in a magazine interview. ● Determine the meaning of common words and phrases related to time lines and major events. ● Determine the main idea and key details on an application for a marriage license. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short narrative paragraph about important life events. ● Use <i>when</i> questions and <i>simple past, time phrases, someone, some, anyone, everyone, and no one</i>. ● Use a <i>comma</i> after a <i>time phrase</i> at the beginning of a sentence. ● Deliver a short oral presentation on findings from an interview about important life events. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about timelines and major events. ● Gather and record information from an interview about important life events.
Unit 7	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about furniture, appliances, and stores. ● Identify the main topic and key details in a newspaper article. ● Determine the meaning of common words and phrases related to comparison shopping. ● Determine the main idea and key details on a sales receipt. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short descriptive paragraph about a gift. ● Use <i>comparatives, superlatives, one, the other, some, and the others</i>. ● Use <i>because</i> to answer <i>why</i> and to give a reason. ● Deliver a short oral presentation on findings from a picture you created of a room in your house. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about comparison shopping. ● Gather and record information from a room in your home.

Unit 8	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about completed actions. ● Identify the main topic and key details in a letter of recommendation. ● Determine the meaning of common words and phrases related to work history and job skills. ● Determine the main idea and key details on a timesheet. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a short summary paragraph about employment history. ● Use <i>what are/where</i> questions, <i>simple past</i>, <i>conjunctions</i> (and, or but), and <i>past</i> and <i>present</i> with <i>could, couldn't, can, and can't</i>. ● Deliver a short oral presentation on findings from the Internet about a job application. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about work history and job skills. ● Gather and record information from the Internet about a job application.
Unit 9	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about recommendations, choices, and polite requests. ● Identify the main topic and key details in a notice on a notice board. ● Determine the meaning of common words and phrases related to solving common problems. ● Determine the main idea and key details on a customer invoice for service and repairs. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a letter of complaint. ● Use requests with <i>can, could, will, would, which</i> questions with <i>simple present</i>, and <i>let's</i> and <i>let's not</i>. ● Deliver a short oral presentation on findings from interviews about home repairs. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about solving common problems. ● Gather and record information from interviews about home repairs.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Identify the main topic and key details in conversations about making polite offers and responding to offers politely. ● Identify the main topic and key details in a first-person narrative paragraph about a party. ● Determine the meaning of common words and phrases related to special occasions. ● Determine the main idea and key details on a formal invitation to a party.

Productive

- Compose a thank-you note for a gift.
- Use *would you like...*, *direct* and *indirect objects*, *there is/there are*, and *there was/there were*.
- Deliver a short oral presentation on findings from the Internet about holidays and celebrations.

Interactive

- Participate in conversations about special occasions.
- Gather and record information from the Internet about holidays and celebrations.

Ventures Level 3 Correlations to NRS Level 4: Low Intermediate ESL

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main idea and key details in a conversation about weekend activities.● Determine the main idea and key details in a reading about personality and jobs.● Use context clues to determine the meaning of vocabulary related to personality types. <p>Productive</p> <ul style="list-style-type: none">● Deliver a short oral presentation about a classmate’s likes and dislikes.● Compose a paragraph about the right job for a specific personality type.● Report on an Internet research project about personality types. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about likes and dislikes.● Discuss with a partner each other’s writing about someone whose job is right for their personality type.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main topic and key details in conversation about study problems and solutions.● Determine the main topic and key details in a written text about setting goals to practice English.● Use context clues to determine the meaning of vocabulary about study skills. <p>Productive</p> <ul style="list-style-type: none">● Compose a paragraph about strategies for learning English.● Deliver a short oral presentation about a classmate’s study problems.● Report on a short research project about your goals for studying English. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about studying problems.● Discuss with a partner each other’s writing about strategies for learning English.
Unit 3	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main topic and key details in a conversation about borrowing and lending.● Determine the main topic and key details in a written text about neighborhood watch.● Use a dictionary entry to determine the meaning of vocabulary of two-word <i>verbs</i>.

	<p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about neighbors. ● Deliver a short oral presentation about a classmate’s reason for coming to this country. ● Report on an Internet research project about volunteering. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about why you came to this country. ● Discuss with a partner each other’s writing about neighbors.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about staying healthy. ● Determine the main topic and key details in a written text about plants that help you stay healthy. ● Use a dictionary entry to determine the meaning of vocabulary about health. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about beneficial plants. ● Deliver a short oral presentation about a classmate’s health habits. ● Report on a short research project about staying healthy. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about health habits. ● Discuss with a partner each other’s writing about beneficial plants.
Unit 5	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about weekend entertainment. ● Determine the main topic and key details in a written text about an outdoor concert. ● Use context clues to determine the meaning of vocabulary about weekend entertainment. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about a concert, movie or performance you have seen. ● Deliver a short oral presentation about a classmate’s activities. ● Report on an Internet research project about weekend activities in your city. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about activities you have done. ● Discuss with a partner each other’s writing about a concert, movie, or performance you have seen.

Unit 6	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about time management. ● Determine the main topic and key details in a written text about unspoken rules about time. ● Use <i>prefixes</i> to determine the meaning of vocabulary about time. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about being a strong or weak time manager. ● Deliver a short oral presentation about a classmate’s daily activities. ● Report on a short research project about managing study time. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about daily activities. ● Discuss with a partner each other’s writing about strong and weak time managers.
Unit 7	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about buying things on credit. ● Determine the main topic and key details in a written text about problems with a credit card. ● Use context clues to determine the meaning of vocabulary about credit. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about suggestions for saving money. ● Deliver a short oral presentation about a classmate’s credit cards and budgeting. ● Report on a short research project using an advertisement for something you want to buy. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about credit cards and budgeting. ● Discuss with a partner each other’s writing about ways to save money.
Unit 8	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about a job interview. ● Determine the main topic and key details in a written text about the process of finding a job. ● Use context clues to determine the meaning of vocabulary about finding a job. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a thank-you letter. ● Deliver a short oral presentation about a classmate’s goals. ● Report on an Internet research project about interview questions.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about goals. ● Discuss with a partner each other's thank-you letters.
Unit 9	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about a crime. ● Determine the main topic and key details in a written text about community action. ● Use context clues to determine the meaning of vocabulary about community action. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about an emergency that happened to you or someone you know. ● Deliver a short oral presentation about a situation that happened to a classmate. ● Report on a short research project about things you need for your house or apartment. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about a situation that happened to you. ● Discuss with a partner each other's writing about an emergency that happened.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about planning a trip. ● Determine the main topic and key details in a written text about Alcatraz in San Francisco. ● Use context clues to determine the meaning of vocabulary about Alcatraz in San Francisco. <p>Productive</p> <ul style="list-style-type: none"> ● Compose a paragraph about a tourist attraction in your city. ● Deliver a short oral presentation about a classmate's weekend trip plans. ● Report on an Internet research project about a local hotel you would like to visit. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about planning a weekend trip. ● Discuss with a partner each other's writing about a local tourist attraction.

Ventures Level 4 Correlations to NRS Level 5: High Intermediate ESL

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main idea and key details in a conversation about personal strengths.● Determine the main idea and key details in a reading about multiple intelligences.● Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary related to personality types.● Determine the main idea and key details in a diagram about left-brain and right-brain functions. <p>Productive</p> <ul style="list-style-type: none">● Deliver a short oral presentation that describes classmates.● Compose a paragraph about and provide examples for one personality type.● Report on an Internet research project to find careers that match a given personality type. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about aptitudes and intelligent types.● Discuss men’s and women’s aptitudes in different areas of intelligence.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main topic and key details in a conversation about future educational plans.● Determine the main topic and key details in a written text about an immigrant family’s success story.● Use a dictionary or thesaurus to determine the meaning of vocabulary about planning for success.● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none">● Write a paragraph that has a topic sentence, examples, and a concluding sentence about someone you know who is successful.● Deliver a short oral presentation about a classmate’s course registration.● Report on a short research project about a class from an adult school or community college.● Identify and use academic words in a reading about planning for success. <p>Interactive</p> <ul style="list-style-type: none">● Participate in conversations about planning for success.● Discuss with a partner each other’s writing about a person you know who is successful.

Unit 3	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about a student’s absence. ● Determine the main topic and key details in a written text about immigrant families. ● Use context clues to determine the meaning of vocabulary about friends and family. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph about differences between you and your parents or you and your children that has a transition between the two parts of your paragraph. ● Deliver a short oral presentation about a classmate’s life as a teenager. ● Report on a short research project about rules that children should follow at home. ● Identify and use academic words in a reading about parents and children. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about the teenage years. ● Discuss with a partner each other’s writing about parents and children.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about advice for coping with stress. ● Determine the main topic and key details in a written text about stress. ● Use <i>suffixes</i> to determine the meaning of vocabulary about stressful situations. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph about how you cope with stress giving three examples and details for each example. ● Deliver a short oral presentation about a classmate’s situation that didn’t go as planned. ● Report on a short Internet research project about how to cope with anxiety before and during a test. ● Identify and use academic words in a reading about stressful situations. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about a situation that didn’t go as planned. ● Discuss with a partner each other’s writing about how to cope with stress.

Unit 5

Interpretive

- Determine the main topic and key details in a conversation about responsibilities for volunteer jobs.
- Determine the main topic and key details in a written text about a volunteer program for the blind.
- Use context clues to determine the meaning of vocabulary about community involvement.
- State an opinion and cite evidence to support it.

Productive

- Write a paragraph about someone you know who made a difference in your life or someone else's life that includes specific details that answer *wh*- questions.
- Deliver a short oral presentation about a classmate's volunteer experiences.
- Report on a short research project about ways that people have helped you.
- Identify and use academic words in a reading about community involvement.

Interactive

- Participate in conversations about volunteer experiences.
- Discuss with a partner each other's writing about someone who made a difference in your life.

Unit 6

Interpretive

- Determine the main topic and key details in a conversation about people's opinions about technology.
- Determine the main topic and key details in a written text about the impact of technology.
- Use context clues and parts of speech to determine the meaning of vocabulary about time and technology.
- State an opinion and cite evidence to support it.

Productive

- Write a paragraph about a time-saving device that includes both advantages and disadvantages.
- Deliver a short oral presentation about a classmate's time-saving device.
- Report on a short Internet research project about a time-saving device you have or would like to have.
- Identify and use academic words in a reading about time and technology.

Interactive

- Participate in conversations about time saving tools and devices.
- Discuss with a partner each other's writing about a time-saving device.

<p>Unit 7</p>	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about returning merchandise. ● Determine the main topic and key details in a written text about being a smart shopper. ● Use <i>compound nouns</i> to determine the meaning of vocabulary about buying and returning merchandise. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph that has transitions words to signal your list of reasons about why you should shop online. ● Deliver a short oral presentation about a classmate’s purchase. ● Report on a short research project about the return policy for three stores. ● Identify and use academic words in a reading about shopping. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about a purchase you made. ● Discuss with a partner each other’s writing about shopping online.
<p>Unit 8</p>	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about a work problem and solution. ● Determine the main topic and key details in a written text about job skills. ● Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary about success at work. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a cover letter for a real or imaginary job that you are interested in that has at least two examples of your skills and experiences. ● Deliver a short oral presentation about a classmate’s experiences. ● Report on a short Internet research project about how to write a good cover letter. ● Identify and use academic words in a reading about success at work. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about experiences. ● Discuss with a partner each other’s writing about their skills and experiences.

Unit 9	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about environmental problems and solutions. ● Determine the main topic and key details in a written text about how all things are connected. ● Use <i>antonyms</i> to determine the meaning of vocabulary about living green. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph about an environmental problem in your city or community explaining the causes and their effects. ● Deliver a short oral presentation about cause and effect relationships. ● Report on a short research project about ways your school could be green. ● Identify and use academic words in a reading about living green. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about cause and effect relationships. ● Discuss with a partner each other’s writing about environmental problems.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic and key details in a conversation about differences in customs. ● Determine the main topic and key details in a written text about special birthdays around the world. ● Use context clues to determine the meaning of vocabulary about celebrations. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph about your favorite holiday or celebration that has a conclusion that relates the celebration to your personal life. ● Deliver a short oral presentation about a classmate’s hopes for you. ● Report on a short Internet research project about a holiday or celebration in another country. ● Identify and use academic words in a reading about celebrations. <p>Interactive</p> <ul style="list-style-type: none"> ● Participate in conversations about hopes and wishes. ● Discuss with a partner each other’s writing about favorite holidays and celebrations.

Ventures Transitions Correlations to NRS Level 6: Advanced ESL

Unit 1	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main topic and key details in a lecture about hard and soft skills.● Determine the main topic and key details in a reading about goal setting.● Determine the main idea and key details in a reading about success at work.● Determine the meaning of vocabulary based on the context in the reading and the dictionary definition. <p>Productive</p> <ul style="list-style-type: none">● Deliver a short oral presentation about classmates' experiences.● Write a summary of a reading about goal setting.● Write a summary of a reading about keys for success at work.● Write a resume that includes a career objective, education and job experience, references, and <i>adjectives</i> that describe you as an employee.● Report on an Internet research project on interviews with people about their goals. <p>Interactive</p> <ul style="list-style-type: none">● Discuss your desired job and needed hard and soft skills and plan to achieve those skills.● Participate in conversations about feelings and opinions.● Participate in conversations about your own experiences.● Collaborate to develop a summary of a reading about goal setting and a reading about keys for success at work.
Unit 2	<p>Interpretive</p> <ul style="list-style-type: none">● Determine the main topic of and key details in a spoken text about strengths and weaknesses.● Determine the main topic and key details in a written text about self-confidence.● Use context clues to determine the meaning of vocabulary about building self-confidence.● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none">● Write a list of your strengths using examples based on personal experiences you have had.● Deliver a short oral presentation about a classmate's areas of confidence.● Report on a short research project using print and digital sources on self-confidence.● Identify and use academic words in a reading about the disadvantage of having too much self-confidence.● Write a summary about self-confidence.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Discuss whether successful people have more self-confidence. ● Participate in conversations about building self-confidence. ● Discuss with a partner each other’s writing about personal strengths. ● Collaborate to write a summary of a reading about self-confidence.
Unit 3	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about volunteering. ● Determine the main topic and key details in a written text about students who volunteer. ● Use <i>gerunds</i> to determine the meaning of vocabulary about volunteering. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a one paragraph summary of the article in this unit. ● Deliver a short oral presentation about a student’s volunteer experience. ● Report on a short research project using interviews about experiences volunteering. ● Identify and use academic words in readings about the disadvantages of volunteerism. ● Write a summary about volunteering at college. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss what kind of volunteer work you are interested in. ● Participate in conversations about volunteering. ● Discuss with a partner each other’s writing about the benefits of volunteering in college. ● Collaborate to write a summary of a reading about volunteering in college.
Unit 4	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about applying for a job. ● Determine the main topic and key details in a written text about avoiding scammers while applying for jobs online. ● Use <i>suffixes</i> to determine the meaning of vocabulary about effective job applications. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a cover letter using exercises from this unit. ● Deliver a short oral presentation about a classmate’s important life experiences. ● Report on a short research project using print and digital sources about the job search process.

	<ul style="list-style-type: none"> ● Identify and use academic words in a reading about the advantages and disadvantages of online job applications. ● Write a summary about scammers on the Internet. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss your experiences applying for a job. ● Participate in conversations about effective job applications. ● Discuss with a partner each other’s cover letter. ● Collaborate to write a summary of a reading about avoiding scammers while applying for jobs online.
Unit 5	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about rules for making a good first impression. ● Determine the main topic and key details in a written text about how to have a successful interview. ● Use context clues to determine the meaning of vocabulary about successful interviews. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a thank-you email using examples from this unit. ● Deliver a short oral presentation about a classmate’s past mistake. ● Report on a short research project using print and digital sources about first impressions. ● Identify and use academic words in a reading about a different way to find “hidden” jobs. ● Write a summary about the keys to a successful interview. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss the five rules for making a good first impression. ● Participate in conversations about successful interviews. ● Discuss with a partner each other’s writing about thank-you letters after an interview. ● Collaborate to write a summary of a reading about how to have a successful interview.
Unit 6	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about small talk. ● Determine the main topic and key details in a written text about misunderstandings in small talk. ● Use <i>prepositions</i> to determine the meaning of vocabulary about small talk. ● State an opinion and cite evidence to support it.

	<p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph about appropriate and inappropriate topics for small talk in the United State and in your country. ● Role-play small talk with a partner using true and false statements and tag questions. ● Report on a short research project using interviews about small talk. ● Identify and use academic words in a reading about making the best of small talk. ● Write a summary about misunderstandings in small talk. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss how to start a conversation with a stranger in different countries. ● Participate in conversations about small talk. ● Discuss with a partner each other’s writing about small talk in different countries. ● Collaborate to write a summary of a reading about misunderstandings in small talk.
Unit 7	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about the benefits of teamwork. ● Determine the main topic and key details in a written text about bad behavior in the workplace. ● Use <i>punctuation, phrases, and clauses</i> to determine the meaning of vocabulary about improving relationships. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a paragraph in which you respond to a letter asking for advice about an annoying problem at work or school. ● Deliver a short oral presentation about a classmate’s advice for difficult situations. ● Report on a short research project using print and digital sources about team behaviors. ● Identify and use academic words in a reading about strategies for dealing with bad behavior. ● Write a summary about bad behavior in the workplace. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss your thoughts and opinions about teamwork. ● Participate in conversations about improving relationships. ● Discuss with a partner each other’s writing about improving relationships. ● Collaborate to write a summary of a reading about bad behavior in the workplace.

<p>Unit 8</p>	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about giving constructive criticism. ● Determine the main topic and key details in a written text about accepting criticism gracefully. ● Use <i>adverbs</i> to determine the meaning of vocabulary about giving and receiving criticism. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a story about a time someone criticized you, your response, and what you learned from the experience. ● Deliver a short oral presentation about something that a classmate was sorry that they did or did not do in work or in school. ● Report on a short research project using interviews about receiving criticism. ● Identify and use academic words in a reading about different problems with performance reviews. ● Write a summary about accepting criticism gracefully. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss the three steps of giving constructive criticism. ● Participate in conversations about giving and receiving criticism. ● Discuss with a partner each other's writing about receiving criticism. ● Collaborate to write a summary of a reading about accepting criticism gracefully.
<p>Unit 9</p>	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about positive and negative behaviors in people. ● Determine the main topic and key details in a written text about the power of positive thinking. ● Use context clues to determine positive or negative meanings of vocabulary words. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write a college admissions essay that responds to the question given in this unit. ● Deliver a short oral presentation about a classmate's positive and negative thoughts. ● Report on a short research project using print and digital sources about positive and negative behaviors. ● Identify and use academic words in a reading about problems related to optimism. ● Write a summary about the power of positive thinking.

	<p>Interactive</p> <ul style="list-style-type: none"> ● Discuss some positive and negative people you know. ● Participate in conversations about having the right attitude. ● Discuss with a partner each other’s writing about having the right attitude. ● Collaborate to write a summary of a reading about the power of positive thinking.
Unit 10	<p>Interpretive</p> <ul style="list-style-type: none"> ● Determine the main topic of and key details in a spoken text about the importance of writing. ● Determine the main topic and key details in a written text about e-mail etiquette ● Use <i>synonyms</i> and <i>antonyms</i> to determine the meaning of vocabulary about writing. ● State an opinion and cite evidence to support it. <p>Productive</p> <ul style="list-style-type: none"> ● Write an action plan that includes the problem, consequence(s), recommendation(s), and a timeline. ● Deliver a short oral presentation about things that a person made, had, or convinced another person to do. ● Report on a short research project using interviews about people’s experiences with writing. ● Identify and use academic words in a reading about the limitations of e-mail. ● Write a summary about e-mail etiquette. <p>Interactive</p> <ul style="list-style-type: none"> ● Discuss types of writing you need to do now and how you’d like to improve. ● Participate in conversations about writing at work and at school. ● Discuss with a partner each other’s writing about an action plan. ● Collaborate to write a summary of a reading about e-mail etiquette.