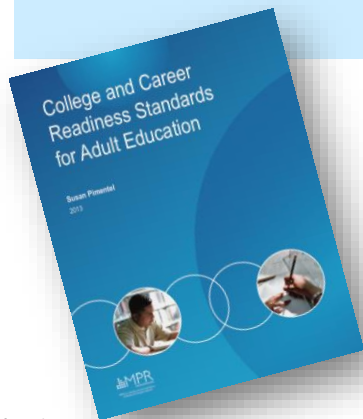


Connecting the Dots: Classroom Activities for College and Career Readiness

Donna Price

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San Diego Community College Continuing Education



**Skills and knowledge
required for success in
college, technical
training programs and
employment**

2013



Ventures 3rd edition

2018



**Language and skills
necessary to
succeed in the
workplace**

2014

Objectives

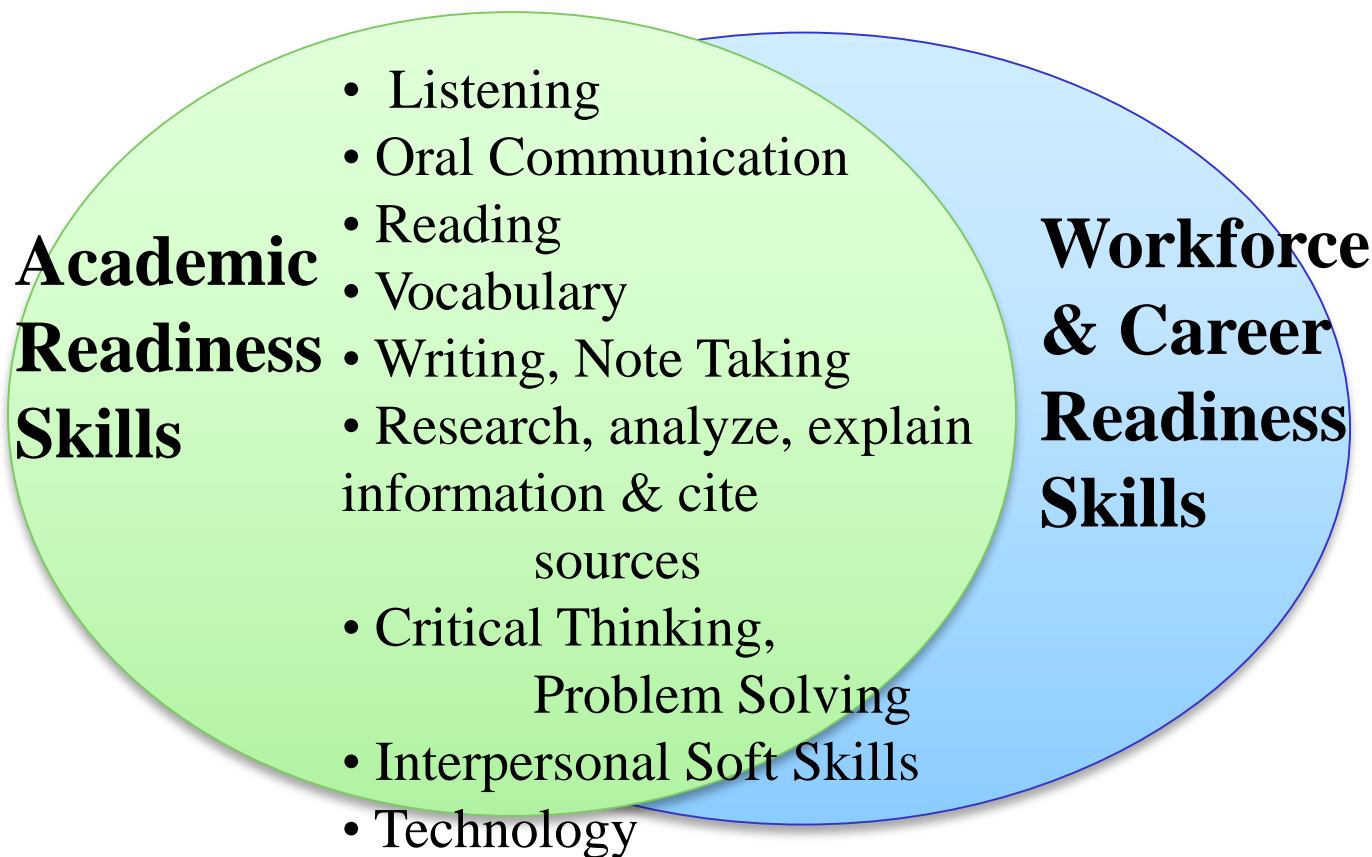
By the end of this session, participants will be able to:

- Provide basic information on the College and Career Readiness Standards (CCRS) and the Workforce Innovation and Opportunity Act (WIOA) and how they relate to instruction in ESL classes
- Identify practical strategies from Ventures to address the CCRS and WIOA in instruction

Agenda

- **Brief** background Information, CCRS, WIOA and Instruction
- Demonstration of activities from Ventures that implement the CCRS and WIOA
- Reflection and commitment to implement workshop activities in the classroom

Skills Students Need for Success



What skills does an auto mechanics use on the job?



**Research
parts/inventory
Find information
Cite resources
Analyze problems
Repair parts
Explain work
orders
Summarize &
Explain information**

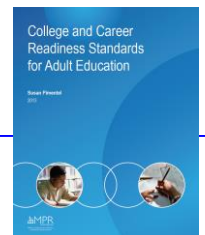
How are these skills the same for college students?

Who developed the CCR Standards? Where did the CCR Standards come from?

The CCR Standards (College and Career Readiness Standards) were developed by **OCTAE** to help prepare **adult** students for **college** and **career** readiness.

The CCR Standards have four major strands:
reading, writing, speaking and listening, and language.

OCTAE=Office of Career, Technical and Adult Education



Purpose of WIOA Title II

*.....WIOA expands the purpose of AEFLA [Adult Education and Family Literacy Act] to assist immigrants and other individuals who are English language learners to improve their **reading, writing, and comprehension skills in English and mathematics** as well as understanding the **American system of Government, individual freedom, and the responsibilities of citizenship.***

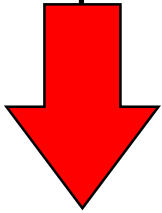
Johan Uvin, 2016

Former Assistant Secretary for Career, Technical and Adult Education



Onramps and Pathways under WIOA Title II

1. **Onramp:** Help ELLs achieve **competence** in English language reading, writing, speaking and comprehension **[by using the CCRS]**



2. **Pathway:** Program of Instruction **must lead to attainment** of secondary diploma or equivalent
3. **Pathway:** Program of Instruction **must lead to transition** to postsecondary education and job training, or employment

Demonstration of activities in Ventures that implement the CCRS and WIOA

1. Listening
2. Speaking
3. Reading
4. Writing
5. Research
6. Knowledge of American culture
(informational text)

Listening: CCRS

- Use a variety of strategies to enhance listening comprehension.
- Interpret a speaker's message.
- Engage actively and effectively in group discussions.
- Listen actively and effectively in one-on-one communication situations.

WIOA: Instruction

Assist immigrants and English language learners:

Improve reading, writing, math, speaking and comprehending the English language

Listening

What is this? What does it do?

2 Listen

A Listen. Write the letter of the conversation.

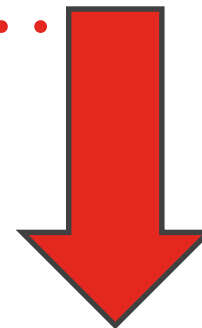


CD2, Track 21

Students scan to
listen to audio.

Ventures Student Book 1,
p. 97

Listening: In grammar lessons...



1 Grammar focus: simple past of *be*

Use **was** with *I, he, and she*. Use **were** with *you and they*.

QUESTIONS

Were	you	a student?
Was	he	a student?
Was	she	a student?
Were	you	students?
Were	they	students?

ANSWERS

	I was .		I wasn't . I was a teacher.
	he was .		he wasn't . He was a teacher.
Yes,	she was .	No,	she wasn't . She was a teacher.
	we were .		we weren't . We were teachers.
	they were .		they weren't . They were teachers.



wasn't = was not | weren't = were not

Ventures Student Book 1,
p. 98

In grammar lessons...



RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. “Running with Ropes has changed my life,” Justin says. “Until I heard about it, I thought I’d never run outside again.”



Volunteers at Running with Ropes make a commitment to volunteer two to four hours a week. Scott Liponi, one of the running volunteers, explains what they do. “We use ropes to join ourselves to the blind runners and guide them around and over obstacles, such as holes in the road and other runners.” Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners’ tenacity. “They

are incredibly determined,” he says. “It doesn’t matter if it’s hot, raining, or snowing – they are going to run.” Scott says it is gratifying to share in the joy of the runners and to feel that they trust him. “The four hours I spend at Running with Ropes are the most rewarding part of my week,” he says. “It’s really a worthwhile commitment.”



Listening in
Reading
Lessons

**Ventures Student
Book 4, p. 64**

More Listening Practice

- All Ventures Students Books Lesson A focus on listening skills
- Two pages in the workbook (every unit Lesson A)
- Collaborative activities online: **Find the Differences, Matching**

Listening: Find the Differences

Lesson A Listening

Collaborative activities • UNIT 1

Find the differences

A Work with Student B. Look at the pictures. Circle the differences.

Student A



B Work with Student B. Talk about the differences.

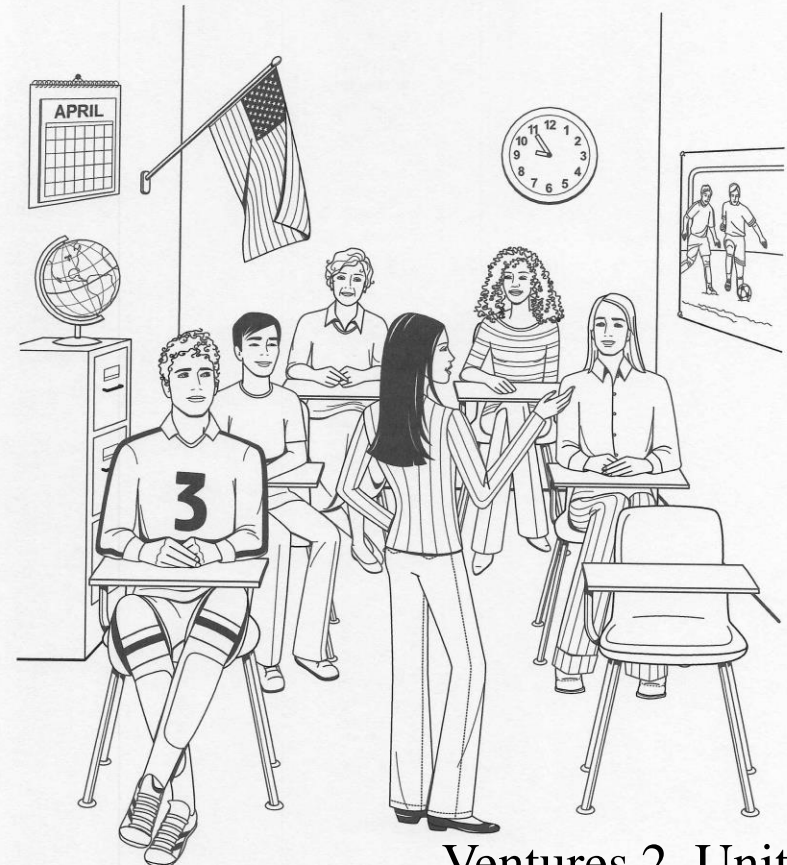
Lesson A Listening

Collaborative activities • UNIT 1

Find the differences

A Work with Student B. Look at the pictures. Circle the differences.

Student B



B Work with Student A. Talk about the differences.

Speaking: CCRS and WIOA

- Participate actively in both group and one-on-one oral communication situations.
- Adjust presentation to particular audiences and purposes.

More Speaking Practice

- All lessons in the Ventures Students Books include communicating with a partner or small group
- All lessons include a collaborative activity online including **Conversation Cards, Student Interviews**, etc.
- CCR worksheets at the end of the book provide more speaking practice
- Practice using academic language in the CCR worksheets
- Practice using functional (useful) phrases

Speaking: Student Interview

Lesson **B**

Collaborative activities • UNIT 1

She's wearing a short plaid skirt.

Student interview

A Write two sentences about yourself. Use the words in the box. Write the adjectives in the correct order.

black	green	purple	small
blue	jeans	red	socks
boots	large	shirt	striped
brown	long	shoes	sweater
checked	pants	short	white
dress	plaid	skirt	yellow

I am wearing large blue jeans.

1. _____
2. _____

B Talk to your classmates. Ask questions. Write their names and answers in the chart.

A What's your name?

B Tan.

A What are you wearing?

B I'm wearing a yellow sweater.

What's your name?	What are you wearing?
Tan	Tan is wearing a yellow sweater.

C Share your information with your class.

Ventures 2, Unit 1
Online

Speaking: Conversation Cards Mixer

Lesson C

Collaborative activities • UNIT 1

What are you doing right now?

Conversation cards

- A** Everyone takes a card.
- B** Find a classmate. Ask your question. Your classmate answers. Change cards.
- C** Find another classmate. Ask your new question. Your classmate answers. Change cards again.

What are you wearing today?	What are you doing right now?	What do you do every Sunday?	What do you drink every morning?
What do you usually eat for dinner?	What do you do every afternoon?	What do you usually wear to class?	What am I wearing today?
What is the teacher doing right now?	What time do you usually go to bed?	What do you usually do after class?	What do you do every day?

Ventures 2,
Unit 1,
Online

Reading: CCRS and WIOA

- Use effective reading strategies to determine purpose.
- Use text features and graphics.
- Ask text dependent questions.
- Identify and analyze similarities and differences in multiple texts.
- Use informational texts.
- Draw and support inferences from text to summarize and draw conclusions.
- Understand new vocabulary and concepts and use them accurately in reading, speaking and writing.

CCRS: Use effective reading strategies

Lesson D Reading

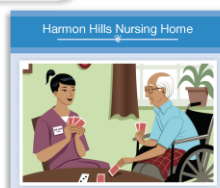
1 Before you read

Look at the picture. Answer the questions.

- Who are the people in the picture?
- Where are they?
- What is Mai Linh's volunteer job now?

2 Read

Read and read.



New Message

Send

Dear Ms. Carter:
I am writing to recommend my student Mai Linh Lam.
Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 12:00 to 4:30. She takes care of senior citizens.
Mai Linh has many good skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.
Sincerely,
Elaine Maxwell
HARRIS COUNTY ADULT SCHOOL

Verb forms can tell you if something happened in the past or is happening now. Mai Linh was a teacher in Vietnam. She is looking for a new job.

3 After you read

A Read the sentences. Are they correct? Circle Yes or No.

- Elaine's email is to apply for a job. Yes (No)
- Mai Linh volunteers in a hospital. Yes No
- She can write reports. Yes No
- She finishes work at 8:30. Yes No
- She is good at her job. Yes No

Write. Correct the sentences.

- Elaine's email is to recommend someone for a job.

B Write. Answer the questions about Mai Linh.

- What was Mai Linh's job before? _____
- Is Mai Linh certified? _____
- What are her work skills? _____

CULTURE NOTE

For some jobs, you need a certificate. You have to take a test to get the certificate. I'm certified means I have a certificate.

4 Picture dictionary Occupations



A Write the words in the Picture dictionary. Then listen and repeat.

custodian factory worker housekeeper
dental assistant hairstylist pharmacist technician

B Work with a partner. Match the words in the Picture dictionary with these places.

- a beauty salon hairstylist
- a dental office _____
- a factory _____
- a hotel _____
- an office building _____
- a pharmacy _____

Talk with a partner. Point to a picture in the dictionary. Ask and answer questions about the occupations.

What's her occupation?

She's a housekeeper.

Where does she work?

She works in a hotel.

USEFUL LANGUAGE
occupation = job

For additional development of College and Career Readiness skills, see the related reading and activities on pages 150-151.

Read a recommendation email: use vocabulary for occupations UNIT 8 103

Pre-reading



Ventures Student Book 4, p. 64

RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. "Running with Ropes has changed my life," Justin says. "Until I heard about it, I thought I'd never run outside again."



Volunteers at Running with Ropes make a commitment to volunteer two to four hours a week. Scott Liponi, one of the running volunteers, explains what they do. "We use ropes to join ourselves to the blind runners and guide them around and over obstacles, such as holes in the road and other runners." Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners' tenacity. "They


are incredibly determined," he says. "It doesn't matter if it's hot, raining, or snowing – they are going to run." Scott says it is gratifying to share in the joy of the runners and to feel that they trust him. "The four hours I spend at Running with Ropes are the most rewarding part of my week," he says. "It's really a worthwhile commitment."

CCRS Reading: Identify explicit and implicit textual information including main ideas and author's purpose

3 After you read

A Check your understanding.

1. According to the author, why is *Running with Ropes* a worthwhile organization?
2. Who is Justin Andrews? What happened to him?
3. How is Justin able to run?
4. Compare what Justin says in paragraph 1 and what Scott says in the last paragraph about *Running with Ropes*. How are the statements similar?
5. Based on Justin and Scott's statements about their experiences, do you think they will continue to participate in the program? Why or why not?



When you see a new word, look at the words around it to guess if the meaning is positive or negative.

He lost his vision because of a **grave** illness.

You can guess that **grave** has a negative meaning because of the loss of vision and illness, both negative events.

CCRS Reading: Understand new vocabulary and concepts and use them accurately in reading, speaking and writing

C **Talk** with a partner.

1. When do you feel most insecure?
2. Tell about something that takes tenacity.
3. Describe a gratifying experience.
4. What is a commitment you have made in your life?

CCRS Reading: Understand new vocabulary and concepts and use them accurately in reading, speaking and writing

B Build your vocabulary.

1. Look at the reading tip above. Then, in the reading passage, underline the words from the chart. Decide if their meanings are positive or negative. Fill in the clues that helped you guess.

Word	Positive	Negative	Clue
1. grave		✓	<i>He lost his vision because of an illness.</i>
2. insecure			
3. impaired			
4. freedom			
5. tenacity			
6. gratifying			
7. rewarding			

CCRS Reading: Understand new vocabulary and concepts and use them accurately in reading, speaking and writing

2. Work with your classmates. Write four more words from the reading that have positive or negative meanings. Indicate if their meanings are positive or negative. Fill in the clues that helped you guess.

Word	Positive	Negative	Clue
a.			
b.			
c.			
d.			

More Reading Practice

- Two pages in the workbook (every unit Lesson D)
- Collaborative activities online (Lesson D) including Jigsaw and **Scramble** activities and **Multi-level worksheets**
- College and Career Readiness worksheets in the back of book

Reading: Multi-level Worksheets

Unit 5 Around town

Lesson D Reading

Name: _____

☒ ☐ ☐

A Scan the article. Find the words in *italics*. Then circle the correct definition for each word.

- | | | |
|---------------|-------------|------------------|
| 1. insecure | a. friendly | b. not confident |
| 2. grave | a. serious | b. common |
| 3. impaired | a. damaged | b. assisted |
| 4. tenacity | a. weakness | b. strength |
| 5. gratifying | a. funny | b. satisfying |
| 6. rewarding | a. fun | b. valuable |

B Read the article. Match the questions and the answers.

A WORTHWHILE COMMITMENT

Big Brothers and Big Sisters is an organization that connects young people with caring adults. Just one hour a week of your time and attention can help a child or a teenager become confident and successful. You can make a difference!

When Rick met 14-year-old Leon, he remembered how much he needed a friend when he was that age. Leon was lonely and *insecure*. He had no hearing in one ear because of a *grave* illness when he was a baby. Rick began meeting Leon once a week, and now they are good friends.

"You have to make a commitment," says Rick, "but you can share the kinds of activities you already like to do, such as eating pizza or playing sports." Together they talk about being *hearing-impaired* and coping with problems at school. "I admire his *tenacity*," says Rick. "He doesn't give up. It's *gratifying* to feel that he trusts me. I feel like a better person. I'm helping him, but he helps me a lot, too."

Rick recommends the experience. "Being a Big Brother is fun and worthwhile," says Rick. "I've learned so much. It's the most *rewarding* thing I have ever done."

- | | |
|--|---|
| 1. What do people from Big Brothers and Big Sisters do? <u>b</u> | a. He admires his tenacity. |
| 2. How often does Rick meet with Leon? _____ | b. They help young people become confident. |
| 3. What was Leon like at first? _____ | c. They meet once a week. |
| 4. What does Rick admire about Leon? _____ | d. Volunteering is fun and worthwhile. |
| 5. What is the main idea of the article? _____ | e. He was lonely and insecure. |

C Internet task: Go on the Internet. Find a volunteer organization. Write the information. If you do not have access to the Internet, write about an organization you know.

Name of organization: _____

Main activity: _____

Unit 5 Around town

Lesson D Reading

Name: _____

☐ ☒ ☐

A Scan the article. Find the words in *italics*. Then match each word with the correct definition.

- | | |
|----------------------|------------------|
| 1. insecure <u>b</u> | a. serious |
| 2. grave _____ | b. not confident |
| 3. impaired _____ | c. satisfying |
| 4. tenacity _____ | d. valuable |
| 5. gratifying _____ | e. damaged |
| 6. rewarding _____ | f. strength |

B Read the article. Answer the questions.

A WORTHWHILE COMMITMENT

Big Brothers and Big Sisters is an organization that connects young people with caring adults. Just one hour a week of your time and attention can help a child or a teenager become confident and successful. You can make a difference!

When Rick met 14-year-old Leon, he remembered how much he needed a friend when he was that age. Leon was lonely and *insecure*. He had no hearing in one ear because of a *grave* illness when he was a baby. Rick began meeting Leon once a week, and now they are good friends.

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Rick recommends the experience. "Being a Big Brother is fun and worthwhile," says Rick. "I've learned so much. It's the most *rewarding* thing I have ever done."

- | |
|--|
| 1. What do people from Big Brothers and Big Sisters do? They help young people become <u>confident</u> . |
| 2. How often does Rick meet with Leon? They meet _____. |
| 3. What was Leon like at first? He was _____ and _____. |
| 4. What does Rick admire about Leon? He admires _____. |
| 5. What is the main idea of the article? Volunteering is _____ and _____. |

C Internet task: Go on the Internet. Find two volunteer organizations. Write the information. If you do not have access to the Internet, write about organizations you know. Use the back of this paper.

Name of organization: _____

Main activity: _____

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Ventures 4
2nd Edition

Unit 5 Around town

Lesson D Reading

Name: _____

☐ ☐ ☒

A Scan the article. Find the words in *italics*. Then write them next to their definitions.

- | |
|------------------------------------|
| 1. <u>insecure</u> : not confident |
| 2. _____ : serious |
| 3. _____ : damaged |
| 4. _____ : strength |
| 5. _____ : satisfying |
| 6. _____ : valuable |

B Read the article. Answer the questions.

A WORTHWHILE COMMITMENT

Big Brothers and Big Sisters is an organization that connects young people with caring adults. Just one hour a week of your time and attention can help a child or a teenager become confident and successful. You can make a difference!

When Rick met 14-year-old Leon, he remembered how much he needed a friend when he was that age. Leon was lonely and *insecure*. He had no hearing in one ear because of a *grave* illness when he was a baby. Rick began meeting Leon once a week, and now they are good friends.

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Rick recommends the experience. "Being a Big Brother is fun and worthwhile," says Rick. "I've learned so much. It's the most *rewarding* thing I have ever done."

- | |
|--|
| 1. What do people from Big Brothers and Big Sisters do? They help young <u>people become confident</u> . |
| 2. How often does Rick meet with Leon? They _____. |
| 3. What was Leon like at first? He was _____. |
| 4. What does Rick admire about Leon? He _____. |
| 5. What is the main idea of the article? Volunteering is _____. |

C Internet task: Go on the Internet. Find three volunteer organizations. Write the information on a separate piece of paper. If you do not have access to the Internet, write about organizations you know.

Name of organization: _____

Main activity: _____

84

Ventures 4
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Ventures 4, Multi-level worksheets,
Online

Reading: Unscramble

Collaborative activities • UNIT 8

Lesson D Reading

Unscramble

A Work with a partner. Cut out the strips. Mix them up. Put the letter in the correct order. The first strip is in bold.

B Copy the letter on a piece of paper.

3992 Hill Park Road
Delmar, NY 12054
February 16, 2013

Jeanette Bolivar, Personnel Manager
Alberta's Secret
14 Alberta Place
Albany, NY 12158

Dear Ms. Bolivar:

I would like to thank you for taking the time to interview me today.

I enjoyed talking to you about the position in shipping.

You gave me a lot of interesting information about the position.

Also, thank you for showing me around the factory.

I enjoyed meeting the employees and seeing the pleasant conditions they work in.

I know I would enjoy working with them.

Thank you again for talking to me today.

I am very interested in working for Alberta's Secret, and I hope to hear from you soon.

Sincerely,

Jason Hand

Ventures 3, Online

College and Career Readiness Worksheets

UNIT 8

College and Career Readiness Worksheets

Reading Tip: Look at the title. Then read the first sentence in each paragraph. What are the three key points? Read to find out more about each.

How I Got My Job

The interview is the most critical step in getting a job – and the most some interview tips from people who have succeeded in their job search.

Grace Huang, sales assistant

"I think it's really important to make a good first impression. Remember to talk to a lot of people; you want them to remember you in a positive way always be on time for your appointment. Arrive early, and greet the firm handshake and a smile. At the end of the interview, shake hands with your interviewer. I always send a thank-you letter after each interview work, my new boss said that I was the only applicant who sent a letter."

Tomas Martinez, computer technician

"You need to prepare before you go to an interview. I always try something about each company and prepare questions to ask the interviewer. Before I started my interviews, I practiced with a friend. He asked me to help me prepare to talk about my work experience and my background job applications for practice."

Sita Pillai, office manager

"I think the most important factor is the way you speak. I try to be positive about the job and to speak with confidence. You should never with just 'yes' or 'no.' Explain all of your answers! This will help the interviewer about your strengths. And here's one more tip. English isn't my native language sometimes talk too fast when I'm nervous. If the interviewer has patience, you, speak more slowly."

Ventures 3 College and Career
2nd Edition

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UNIT 8

College and Career Readiness Worksheets

1 Check your understanding

- What is the main idea of the article?
- What did Grace Huang do that made her stand out as an applicant?
- According to Sita Pillai, why is it important to explain your answers at an interview just yes or no?
- What does Tomas Martinez do before an interview to show the interviewer that he's serious?
- In the fourth paragraph, what word does the author use that means the same as prepare?

2 Build your vocabulary

- A** Find the words in Column 1 in the paragraphs indicated, underline them, and identify their part of speech. Many words have more than one definition. Look up the words in a dictionary and choose the definition that best fits the article.

Word	Part of speech	Definition
1. interview, ¶1	noun	A formal meeting to discuss a job or to get information about a company.
2. impression, ¶2		
3. positive, ¶2		
4. experience, ¶3		
5. enthusiastic, ¶4		
6. native, ¶4		

- B** Find each of the following academic words in the article and underline the sentence in which it appears. Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition
assistant	Grace Huang, sales assistant	noun	a person who helps another at work

3 Talk with a partner

- Answer each question with evidence from the reading. Use one of the phrases in the Useful Language box.
- What are two ways to make a good impression at an interview?
 - What are two ways to prepare before an interview?
 - What are three things you can do about the way you speak during an interview?

Useful Language
Phrases to use
Some examples
A few examples

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UNIT 8

College and Career Readiness Worksheets

Objective: CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4 Analyze the texts

Review the following texts to answer the questions below: (1) Student Book, p.102, *Eden's Blog*; and (2) Extended reading article, *How I Got My Job*.

- What is the topic shared by the two articles?
- Both articles say it is important to practice before an interview. Describe one way to practice from each article.
- Both articles describe how to make a good first impression. What's one strategy from each article?
- Both articles discuss how to prepare for the interview. What did each article say about that?
- In your opinion, which of the three interview tips is the most important? Explain your reason for choosing it.

5 Before you write

Complete the graphic organizer your teacher gives you. Fill it in with (1) the topic shared by the articles, and (2) two examples for each key point. Use information from Exercises 1–4 and evidence from the two articles. Finally, (3) use your answer to question five in Exercise 4 to fill in a conclusion.

Topic:	Make a Good First Impression	Preparing	Speaking
	Examples	Examples	Examples
Conclusion:			

6 Write

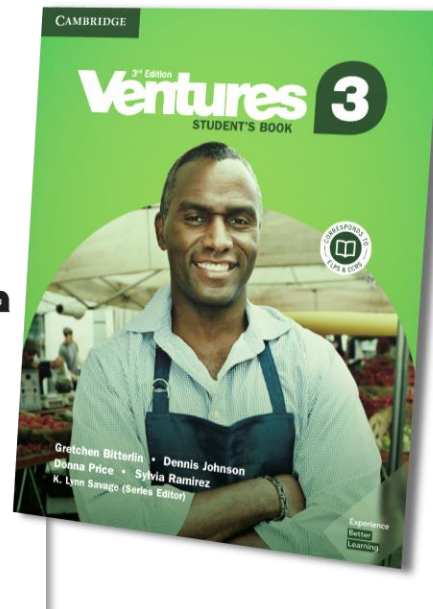
Write one paragraph that explains three keys to a successful job interview. Use the information from your graphic organizer.

7 After you write

- A** Check your writing. Did you include all the ideas in your graphic organizer?
- B** Share your writing with a partner.
- Take turns. Read your writing to your partner.
 - Read your partner's writing to yourself. Compare it to your partner's graphic organizer.
 - Comment on your partner's writing. Ask one question; share one thing you learned.

Ventures 3 College and Career Readiness Worksheets
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Summary Graphic Organizer

Topic: _____

Making a Good First Impression	Preparing	Speaking
Examples	Examples	Examples
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

Conclusion: _____

Ventures Student Book 3,
pgs. 157-159

UNIT 8

College and Career Readiness Worksheets

Writing: CCRS and WIOA

- Use the writing process: plan, revise, edit, rewrite
- Use a variety of genres (narrative, informative, etc.)

Written Communication: Self-peer review

Lesson E Writing

1 Before you write

A Talk with your classmates.

1. Do you write notes?
2. Who do you write to?

B Read. Luis is sick today. Read the note from his mother to his teacher.

May 20, 2008

Dear Mrs. Jackson,

Luis Martinez is my son. He is at home today.
He is sick. He has a sore throat.
Please excuse him. Thank you.

Sincerely,
Maria Martinez

Write dates like this:
month day year
May 20, 2008
5 / 20 / 08

Read the note again. Circle the information.

1. the date
2. the teacher's name
3. the name of the sick child
4. what's wrong
5. the signature

Write. Answer the questions.

1. What is the date? _____
2. What is the teacher's name? _____
3. Who is sick? _____
4. What's the matter with him? _____
5. Who is the note from? _____

C Write about Rosa. She is sick, too. Complete the note.

daughter Dear home May 20, 2008 stomachache

May 20, 2008

_____ Mr. O'Hara,

Rosa Martinez is my _____. She is
at _____ today. She is sick. She has
a _____.

Please excuse her. Thank you.

Sincerely,
Maria Martinez

2 Write

Write. Imagine your son or daughter is sick today. Complete the note to the teacher.

Dear _____,

_____ is my _____.

_____ is at home today. _____ is sick.
_____ has a fever.

Please excuse _____. Thank you.

Sincerely,

3 After you write

A Read your note to a partner.

B Check your partner's note.

- Who is sick? What's the matter?
- Is the date correct?

Written Communication: Self-peer review

Lesson E Writing

Before you write

A Talk with a partner. Look at the pictures. Answer the questions.

1. How do the people in the pictures cope with stress?
2. What are some healthy ways of coping with stress?
3. What are some unhealthy ways of coping with stress?
4. What makes you feel stressed?



B Read the paragraph.

How I Cope with Stress

When I feel stressed on a warm summer day, I like to work in the community garden in my neighborhood. The sun on my back as I pull weeds provides relief from hunching over a computer and lessens the muscle tension. The birds, sucking nectar from the flowers and splashing in the birdbath, relax me. Talking with the other volunteers makes me forget my troubles.

When I feel stressed on a cold winter day, I like to curl up with my cat, listen to classical music, and read an interesting book. Stroking my cat's soft fur helps my body relax, and soon I feel less tense. The sound of classical music with piano and string instruments shuts out the noises around me and reduces my anxiety. I like to listen with my eyes closed until my muscles start to relax. Then I open my eyes and pick up a book. I usually choose stories about people and the difficult events in their lives because they help me forget about all the stressful things I have to do in my own life.

C Work with a partner. Complete the two outlines, one for each of the two model paragraphs.

Topic sentence for the first paragraph: When I feel stressed on a warm summer day,

Ways of reducing stress:

cause: sun on my back → effect: lessens muscle tension
 cause: _____ → effect: _____
 cause: _____ → effect: _____

Topic sentence for the second paragraph: When I feel stressed on a cold winter day,

Ways of reducing stress:

cause: _____ → effect: _____
 cause: _____ → effect: _____
 cause: _____ → effect: _____

D Plan a paragraph about how you cope with stress. Make an outline like the ones in Exercise 1C to make notes on your ideas.

Write

Write a paragraph about how you cope with stress. Identify at least three ways you reduce stress (causes) and the effect of each. Use details to describe each effect. Use the paragraphs in Exercise 1B and the outlines in Exercises 1C and 1D to help you.

After you write

A Check your writing.

	Yes	No
1. My topic sentence identifies three ways of reducing stress.	<input type="checkbox"/>	<input type="checkbox"/>
2. For each cause, I described an effect.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used details to describe each effect.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your paragraph to a partner.
2. Comment on your partner's paragraph. Ask your partner a question about the paragraph. Tell your partner one thing you learned.

Write a cause-and-effect paragraph about ways of reducing stress. UNIT 4 53

More Writing Practice

- Two pages in the workbook (every unit Lesson E)
- Collaborative activities online (Lesson E) including **Partner Dictation** and Share Information (information gap)
- College and Career Readiness worksheets in the back of book

Writing: Partner Dictation

Lesson E Writing

Collaborative activities • UNIT 1

Partner dictation

Student A

A Read the sentences to Student B. Student B will complete the sentences.

1. My friend is 25 years old.
2. She has curly brown hair and green eyes.
3. Today she is wearing a striped shirt.
4. She is wearing a bracelet and a necklace.
5. She always wears a watch.
6. She goes to dance class every Monday.
7. She goes to English class on Tuesday and Thursday.
8. She usually goes to the coffee shop after class.
9. She drinks coffee every day.
10. On the weekend, she relaxes.

B Listen to Student B. Complete the sentences.

1. My uncle is _____ old.
2. He has short _____ hair and _____ eyes.
3. He _____ wears a _____ shirt and jeans.
4. _____ he is wearing brown shoes and _____ socks.
5. He is wearing a _____.
6. He goes to English class _____.
7. _____, he works at a gas station.
8. _____, he fixes things around the house.
9. He _____ washes his car on _____.
10. He and his wife _____.

C Check Student B's sentences.

Lesson E Writing

Collaborative activities • UNIT 1

Partner dictation

Student B

A Listen to Student A. Complete the sentences.

1. My friend is _____ old.
2. She has _____ brown hair and _____ eyes.
3. _____ she is wearing a _____ shirt.
4. She is wearing a _____ and a _____.
5. She _____ wears a _____.
6. She goes to dance class _____.
7. She goes to _____ on Tuesday and Thursday.
8. She _____ goes to the coffee shop after class.
9. She drinks coffee _____.
10. _____, she relaxes.

B Read the sentences to Student A. Student A will complete the sentences.

1. My uncle is 47 years old.
2. He has short black hair and blue eyes.
3. He usually wears a checked shirt and jeans.
4. Today he is wearing brown shoes and brown socks.
5. He is wearing a long coat.
6. He goes to English class every day.
7. After class, he works at a gas station.
8. On the weekend, he fixes things around the house.
9. He always washes his car on Saturday.
10. He and his wife go shopping.

C Check Student A's sentences.

Ventures, Book 2, Unit 1
Online collaborative

Research: CCRS and WIOA

Gather relevant sources; synthesize and organize information effectively

Ventures Projects using the Internet

UNIT 8 **Projects**

Name: _____ Date: _____

Job-description search

A Use the Internet.
Look for three jobs you want to learn about.

Keywords

B Find information about the jobs.
Look at the job descriptions.
Choose one job. Take notes.

	Computer Technician
	Works with computer hardware,
	software, and networks

C Answer these questions.

1. What skills do you need for the job?
2. Do you need special training?
3. Do you need a degree or a certificate?
4. Is this job good for you?

D Share your information.
Find a picture of the job.
Paste it on a piece of paper.
Write information about the job.
Make a class booklet.

Notes

Each unit offers projects where students practice using the Internet to conduct research.

Ventures Book 1
Unit 8 online

Research: CCRS Gather relevant sources; synthesize and organize information effectively

Projects

UNIT 9

Name: _____

Date: _____

Home repairs

A Make a chart.

What are some problems in your home?

What kind of repair person do you need?

<i>Problem</i>	<i>Repair person</i>
<i>cracked paint</i>	<i>painter</i>
<i>broken door</i>	<i>carpenter</i>
<i>leaking toilet</i>	<i>plumber</i>

**B Talk to your neighbors, relatives,
and friends.**

Write the names and phone numbers
of repair people they recommend.

C Share your information.

Talk about the repair people.

Make a class directory.

*Manuel Maldonado / Painter
310-555-1234*

Notes

Photocopiable

4

Project using interviews/surveys Online

Ventures 1, Unit 9

Reading CCRS and WIOA:
Knowledge of American Culture

Assist immigrants and English language learners:

Acquire understanding of American government, individual freedom, and responsibilities of citizenship

CCRS and WIOA: Fundamental knowledge of American culture and citizenship

- Citizenship on the Arcade and online worksheets
- Civics lessons online
- Informational texts in Ventures Student Book Lesson D
- CCR worksheets at the end of the book

CAMBRIDGE

English Language Teaching



Ventures

2nd EDITION

100 Civics Questions

English Test

Preparing for the N-400

Government

History

Rights and Responsibilities

dictionary

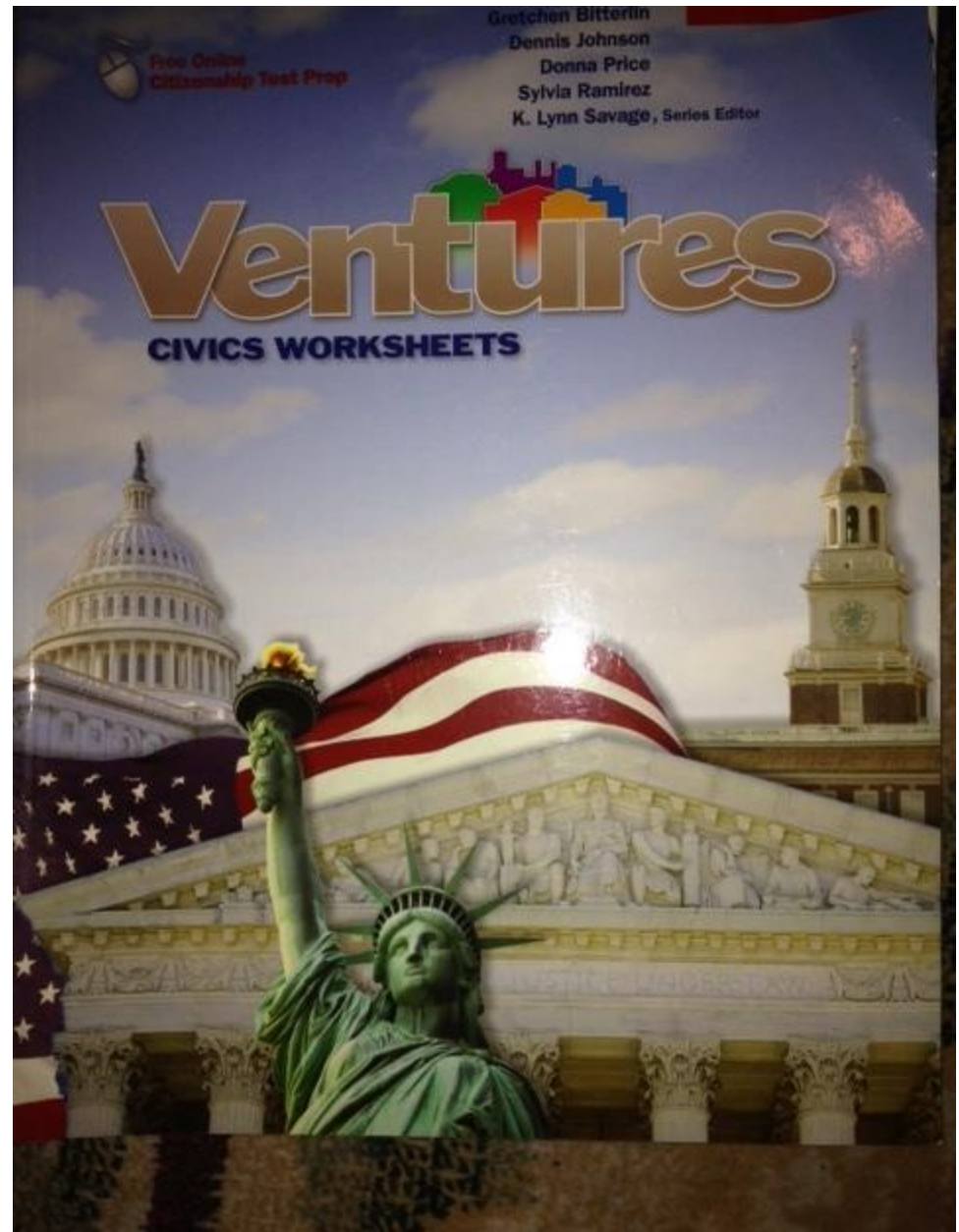
FREE – Student Support Site

Ventures Arcade

www.cambridge.org/venturesarcade

Ventures Civic Worksheets Online

www.cambridge.org/ventures



A Read the article. Complete the paragraph.

What Are Some Workers' Rights in the United States?

Workers have the right to:

- work in a safe workplace.
- get a fair wage. Employers cannot pay less than the minimum wage – the minimum wage is the amount that employers must pay employees per hour. Employers must pay overtime (pay for extra hours) after workers have worked 40 hours in a week.
- take a break after they work a certain amount of hours.
- work if they have a disability. Employers cannot discriminate against hiring a worker with a disability.
- work without facing discrimination because of age, gender (male or female), race, or religion.

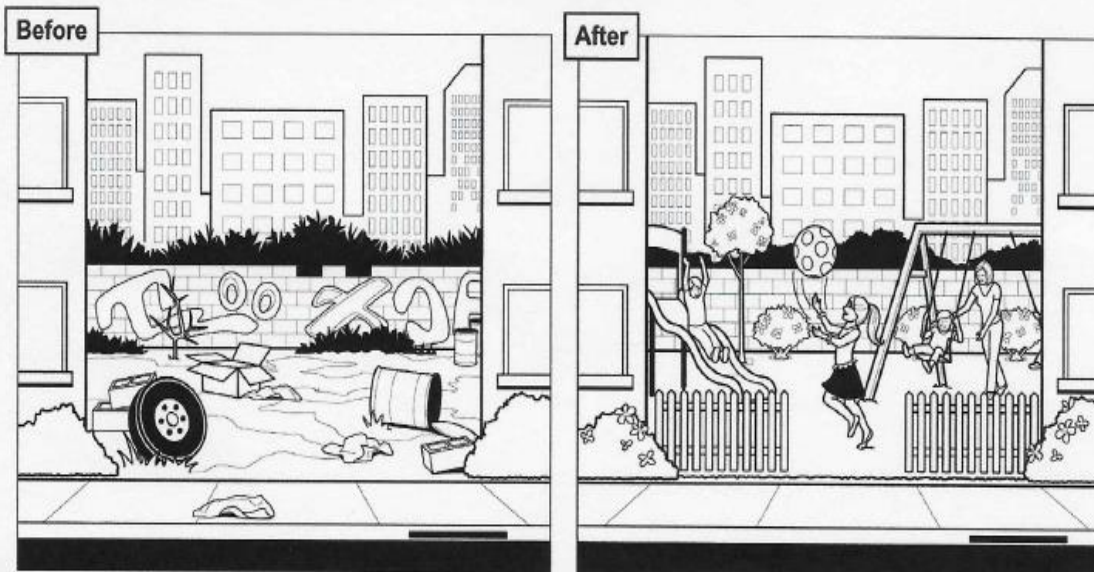
disability discrimination minimum wage overtime

Ali found a new job at the hardware store. Now, he earns the _____
_____ ¹ per hour. If he works _____ ²,
he gets paid more money per hour. Ali works in a wheelchair. He has a
_____ ³. Ali got hired because he is a good worker. He can do
his job as a cashier while he sits in his wheelchair. He has the right to work
without _____ ⁴.

**Ventures Civic
Worksheets Online**

**[www.cambridge.org/
ventures](http://www.cambridge.org/ventures)**

A Read about a community problem. Number the steps in the correct order.



A few years ago, my neighborhood was not very nice. We did not have a park where our children could play. There was an empty lot near the houses. It was dirty. There was no playground. It was not safe for our children.

We talked about the problem in our Neighborhood Association meeting. We decided to clean up the empty lot. Some people cleaned up the trash. Other people planted a tree. A store donated playground equipment. Now we have a nice little park. Our children like to play there after school and on the weekends.

- ___ People in the Neighborhood Association planted a tree.
- ___ A local store donated playground equipment to the community.

p. 7 in
handout

How does Ventures support the CCRS and WIOA?

- Each Student's Book features units specifically about **work and school**.
- **Problem solving** and **critical thinking skills** in every unit develop valuable workforce skills.
- **Pair and group work** in every lesson develop **soft skills** such as **communication and collaboration**.
- **Digital literacy is promoted through** Internet research tasks, Ventures Arcade & the online workbook.
- **Career Pathways worksheets** cover key topics like searching for jobs, writing a resume or doing a presentation, so that students at ALL levels have an opportunity to build toward a job after exiting your program.

Reflections on the Objectives of this Workshop

Can you...

- provide basic information on the College and Career Readiness Standards (CCRS) and Workforce Innovation and Opportunity Act (WIOA) and how they relate to instruction in ESL classes?
- identify practical strategies from Ventures to address the CCRS and WIOA in instruction?

My Commitment

I will implement the following two things
I learned in this workshop in the next
month.

1. _____
2. _____



Donna Price
dprice007@gmail.com

Donna's PowerPoint presentation and handout for this workshop can be found at <http://www.quia.com/pages/donna/workshops>