



Ventures 2 Correlated with LAUSD ESL Beginning High Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING HIGH COURSE

	<p>b. simultaneously with another event (e.g., <i>I was working while you were sleeping.</i>)</p> <p>7. Use the <b>present perfect tense</b> for communication about an action which began in the past and continues to the present (e.g., <i>How long have you studied English? How long have you lived in L.A.?</i>)</p>		
<p><b>B. Imperative Mode</b> Understand and use the imperative in meaningful communication.</p>	<p>8. Use inclusive commands (e.g., <i>Let's move the table.</i>) and a series of negative or affirmative commands (e.g., <i>Sit down and roll up your sleeve.</i>)</p>		
<p><b>C. Modals</b> Understand and use modals in meaningful communication.</p>	<p>9. Use <b>can</b> to express ability or inability (<i>I can/can't lift it.</i>)</p> <p>10. Use <b>could</b> (as past of can) to communicate ability (e.g., <i>I couldn't come to school yesterday because I was sick.</i>)</p> <p>11. Use expressions of necessity with</p> <p>a. <b>have to</b> (e.g., <i>I have to learn English to get a good job.</i>)</p> <p>b. <b>must</b> (e.g., <i>You must have a driver's license to drive.</i>)</p> <p>12. Use <b>may, would, can</b> and <b>could</b> to make formal and informal requests and offers. (e.g., <i>Would you open the door, please?</i>)</p> <p>13. Use <b>can</b> and <b>may</b> to give or ask permission (e.g., <i>You may/can leave at any time.</i>)</p> <p>14. Use <b>would like</b> in polite requests and invitations (e.g., <i>Would you like something to drink? Yes, I'd like a glass of juice.</i>)</p> <p>15. Use <b>should</b> to communicate advisability (e.g., <i>You shouldn't smoke.</i>)</p>	<p>s</p> <p>s</p> <p>s</p> <p>s</p> <p>s</p> <p>s</p>	<p>SB pg. 107, 114, 115, 120, 121, WB U.8, 9</p> <p>SB pg. 46, 47 WB U.4</p> <p>SB pg. 107, 114, 115, 117, 118, 120, 121, 124, 125 WB U.9, 10 SB pg 33</p> <p>SB pg. 114, 115, 121, 124, 125, WB U.9, 10</p> <p>SB pg. 48-51, 54-57</p>
<p><b>D. Other Sentence Elements</b> Utilize various sentence elements appropriately in meaningful communication.</p>	<p>16. Use nouns appropriately.</p> <p>a. proper and common nouns</p> <p>b. singular and plural forms</p> <p>c. possessive forms (e.g., <i>John's book.</i>)</p> <p>d. countable nouns (e.g., <i>book/books, pencil/pencils</i>) and uncountable nouns (e.g., <i>coffee, sugar</i>)</p> <p>e. partitives (e.g., <i>a bunch of bananas, a jar of peanut butter</i>)</p>	<p>r</p> <p>r</p> <p>r</p> <p>r</p>	<p>All Units</p> <p>All Units</p> <p>All Units</p> <p>All Units</p> <p>Ventures 1 – SB Unit 7</p>



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	<p>c. of time (e.g., <b>in, on, at, from... to</b>).</p> <p>23. Use adverbs</p> <p>a. of place (e.g., <b>near, far</b>)</p> <p>b. of point in time (e.g., <b>ago, soon, later, last weekend</b>)</p> <p>c. of duration (e.g., <b>since, for</b>)</p> <p>d. of degree (e.g., <b>very, too, enough, pretty</b>)</p> <p>e. of manner (e.g., <b>carefully, hard, fast</b>)</p> <p>f. of frequency (e.g., <b>usually, often, never, once, twice, three times</b>).</p> <p>24. Use adverbial clauses and purpose infinitives to express reason (e.g., <i>I can't come tomorrow because I have to work. I'm going to the store to get some milk.</i>).</p> <p>25. Use <b>make</b> and <b>do</b> in common expressions (e.g., <i>make dinner, do the laundry.</i>)</p> <p>26. Use <b>go + verb + ing</b> for communication about leisure activities (e.g., <i>Do you want to go bowling? I went camping.</i>)</p>	<p>r</p> <p>s</p> <p>s</p> <p>s</p> <p>s</p>	<p>SB pgs. 70-81</p> <p>SB pg. 74-77, 79 WB U.6</p> <p>SB pg. 60-69, 74-78, 80-83 WB U.1, 3, 5</p> <p>SB pg. 39 WB U.3</p> <p>SB pg. 37</p>
<p><b>E. Sentence Patterns</b> Utilize various sentence patterns appropriately in meaningful conversation.</p>	<p>27. Use affirmative and negative statements.</p> <p>28. Use the following question types:</p> <p>a. <b>Yes/No</b> questions and answers</p> <p>b. <b>Or</b> questions and answers (e.g., <i>Do your parents live here or in Guatemala?</i>)</p> <p>c. <b>Wh-</b> questions and answers with <b>Who, What, Where, When, Which, Whose, Why</b> and <b>How</b> (e.g., <i>How much sugar would you like? How often do you go to the dentist?</i>)</p> <p>29. Use <b>do/does/did</b> in questions in the simple present and simple past.</p> <p>30. Use compound sentences with</p> <p>a. <b>and...but</b> (e.g., <i>Maria and Julio speak Spanish, but I don't.</i>)</p> <p>b. <b>and...too</b> (e.g., <i>Maria speaks Spanish and I do too.</i>)</p> <p>c. <b>and...either</b> (e.g., <i>She doesn't speak Russian, and I don't either.</i>)</p>	<p>r</p> <p>r</p> <p>s</p> <p>r</p> <p>s</p>	<p>All Units</p> <p>All Units</p> <p>SB All Units WB All Units</p> <p>All Units</p> <p>SB pg. 100-102 WB U.8</p>

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	d. <b>or</b> (e.g., <i>She doesn't speak Chinese or Japanese.</i> )	s	SB pg. 100-102, 106, 107 WB U.8
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