Competency Areas and Statements	Minimal Competencies	E/S/R	Ventures 2 Student's Book (SB) and Workbook (WB)
A. Verb Structures	1. Use of the simple present tense with		
Understand and use verb tenses in meaningful communication.	a. the verb be in communication about personal information, occupations, feelings, location, names and in descriptions of objects, people, time, and the weather.	r	SB pg. 3, 4
	b. the verbs want, need, like & hate + infinitive to express personal wants, needs, likes, and dislikes (e.g., <i>She likes to play soccer.</i>)	S	SB pg. 20, 21, 23-30, WB U.2
	c. common used verbs for regularly occurring events. (e.g., <i>I</i> usually get up at 6:30 a.m.)	S	SB pg. 10-12, 62-69 WB U. 1, 3, 5
	2. Use <u>present continuous/progressive tense</u> with events that are	S	
	a. taking place at the moment (e.g., She's taking a shower now.)	S	SB pg. 4, 8-14, 17 WB U.1
	b. in the immediate future (e.g., <i>She's going to the doctor this afternoon. He's going shopping this weekend.</i>)	S	SB pg. 4, 8-14, 17 WB U.1
	3. Use be + going to to express an intended or planned action (e.g., <i>I'm going to work tomorrow</i> .)	S	SB pg. 4, 8-14, 17 WB U.1
	4. Use will + verb to express a future action, a promise (e.g., <i>I'll be right back.</i>) or prediction (e.g., <i>Don't worry. She'll help you.</i>)	S	SB pg. 22-24, 26, 27, 114, 115, 117 WB U.2, 9
	5. Use the simple past tense with		2 6.2,
	a. the verb be in communication about past locations, feelings, occupations, time references, weather, and personal information.	S	SB pg.73, 78-80,83, 104, 105 WB U.6
	b. common regular verbs to express completed events or actions (e.g., worked, played, visited.)	S	SB pg.34-43 WB U.3
	c. common irregular verbs to express completed events or actions (e.g., <i>ate lunch</i> , <i>went home</i> , <i>did homework</i> .)	S	SB pg.34-43 WB U.3
	6. Use the <u>past continuous/progressive tense</u> for communication about events which were happening		
	a. at a definite time in the past (e.g., <i>I was sleeping at 10:00 last night.</i>)		

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

17. Use determiners appropriately.		
a. articles: an, a, the	r	All Units
b. demonstratives: this/that, these/those	r	All Units
c. possessive adjectives: my, your, his, her, its, our, your	r	All Units
(plural), their		
d. cardinal and ordinal numbers	r	All Units
e. quantifiers: any, some, many, much, a lot of, a little, a few,	r	All Units
none, another, other, each, every		
18. Use one , each , some , another , other (s) for noun substitution		
(e.g., Who has a car? I have one.)		
19. Use pronouns properly.		
a. object pronouns (direct and indirect usage): me, you, her, him,	r	SB pg. 126,127
it us, them		WB U.10
b. possessive pronouns: mine, yours, his, hers, its, ours, theirs		
c. indefinite pronouns: someone, anyone, everyone, nothing		
d. reflexive pronouns: myself, yourself, herself, himself, itself,		
ourselves, yourselves, themselves		
20. Use adjectives properly.		
a. verb + adjective (e.g., She looks happy.)	r	SB pg. 8, 9
		WB U.1
b. adjective + noun (e.g., <i>He has a difficult job.</i>)	r	SB pgs. 96-107
c. Comparative forms with than (e.g., <i>smaller than, more</i>	S	SB pg. 91
beautiful than, better than, worse than)		WB U.7
d. superlative forms (e.g., the smallest, the most beautiful, the	S	SB pg. 88-90, 93-95
best, the worst)		WB U.7
21. Use non-referential subjects in statements and questions.		
a. It (It's/It was) for time and weather (e.g., It was cold this		
morning.)		
b. There (There's/was/were) for items or people. (e.g., <i>There</i>		
were 30 students here last night.)		
22. Use prepositions.		CD 770 59 60
a. of place (e.g., over, across, beside)	r	SB pgs. 58-69
b. of direction (e.g., through, toward, into, out of)		

	c. of time (e.g., in, on, at, from to).	r	SB pgs. 70-81
	23. Use adverbs		
	a. of place (e.g., near , far)		
	b. of point in time (e.g., ago, soon, later, last weekend)	S	SB pg. 74-77, 79
			WB U.6
	c. of duration (e.g., since, for)		
	d. of degree (e.g., very, too, enough, pretty)		
	e. of manner (e.g., carefully, hard, fast)		
	f. of frequency (e.g., usually, often, never, once, twice, three	S	SB pg. 60-69, 74-78, 80-83
	times).		WB U.1, 3, 5
	24. Use adverbial clauses and purpose infinitives to express reason		
	(e.g., I can't come tomorrow because I have to work. I'm going to		
	the store to get some milk.).		
	25. Use make and do in common expressions (e.g., <i>make dinner</i> ,	S	SB pg. 39
	do the laundry.)		WB U.3
	26. Use go + verb + ing for communication about leisure	S	SB pg. 37
	activities (e.g., Do you want to go bowling? I went camping.)		
E. Sentence Patterns	27. Use affirmative and negative statements.	r	All Units
Utilize various sentence	28. Use the following question types:		
patterns appropriately in	a. Yes/No questions and answers	r	All Units
meaningful conversation.	b. Or questions and answers (e.g., Do your parents live here or in		
	Guatemala?)		GD ANALY
	c. Wh- questions and answers with Who, What, Where, When,	S	SB All Units
	Which, Whose, Why and How (e.g., How much sugar would you		WB All Units
	like? How often do you go to the dentist?)		A 11 77 .
	29. Use do/does/did in questions in the simple present and simple	r	All Units
	past.		
	30. Use compound sentences with		SD == 100 102
	a. andbut (e.g., Maria and Julio speak Spanish, but I don't.)	S	SB pg. 100-102 WB U.8
	b. andtoo (e.g., Maria speaks Spanish and I do too.)		WD U.8
	c. andeither (e.g., <i>She doesn't speak Russian, and I don't either.</i>)		
	enner.)		

d. or (e.g., She doesn't speak Chinese or Japanese.)	S	SB pg. 100-102, 106, 107
		WB U.8