

Ventures 4 Correlated with LAUSD ESL Intermediate High A Course Outline

LANGUAGE STRUCTURES FOR THE ESL Intermediate High/A COURSE

Competency Area and Statement	Minimal Competencies	Expose/Stress/ Review	<i>Ventures 4</i> Student's Book (SB) and Workbook (WB)
<p>A. Verb Tenses Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<p>1. Use the simple present tense for non-action verbs (e.g., <i>I don't believe</i> it's true. That jacket <i>fits</i> you well. The alarm <i>is</i> ringing. Do you <i>hear</i> it?)</p> <p>2. Contrast <i>will</i> and <i>be going</i> for the future to express:</p> <p>a. a previous plan (e.g., <i>I'm going to see</i> the doctor next Thursday.)</p> <p>b. An offer to help (e.g., <i>I will pick up</i> some medicine for you.)</p> <p>3. Used <i>used to/didn't use to</i> for the habitual past (e.g., <i>I used to smoke. I didn't used to drive</i> a car.)</p> <p>4. Contrast present perfect tense and simple past tense.</p> <p>a. for an action that began in the past and continues into the present vs. an action completed in the past. (e.g., He <i>has lived</i> here two years. He <i>lived</i> there two years.)</p> <p>b. for an action completed in the indefinite past vs. and action completed at a specific time in the past. (e.g., She <i>has</i> already <i>gone</i>. He <i>went</i> there yesterday.)</p> <p>c. for an action that has occurred a number of times vs. an action that occurred at one specific time. (e.g., I <i>have seen</i> that movie three times. I <i>saw</i> that movie last week.)</p> <p>5. Use present perfect continuous/progressive tense to show duration of an event in progress (e.g., He <i>has been working</i> for 6 hours straight.)</p> <p>6. Use the past perfect tense to express an action which occurred before another past action (e.g., The class <i>had started</i> when he arrived.)</p>	<p>S</p>	<p>SB pg 9</p> <p>Ventures 3 – Unit 4</p> <p>Ventures 3 – Unit 8</p>
<p>B. Modals Demonstrate understanding and use of modals in meaningful communication.</p>	<p>7. Express possibility, probability, or logical conclusion</p> <p>a. with may, might, could, (e.g., It <i>could</i> rain tomorrow.)</p> <p>b. with should, ought to (e.g., He <i>should</i> be home any minute.)</p> <p>c. with must (e.g., He has a new Mercedes-Benz. He <i>must</i> be rich.)</p>	<p>S</p>	<p>SB pg46-49, 56, 57 WB U.4</p>

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	<p>8. Express advisability a. with should/shouldn't (e.g., You <i>should</i> drink 8 glasses of water a day. You <i>shouldn't</i> eat too much fat.) b. with ought to (e.g., You <i>ought to</i> stop smoking.) c. with could (e.g., I have the hiccups. You <i>could</i> hold your breath or you <i>could</i> drink some water.) 9. Express prohibition/lack of obligation a. with must not (e.g., Students <i>must not</i> bring weapons to school.) b. with don't have to (e.g., Students <i>don't have to</i> drive to school.) 10. Express obligation/expectation with be supposed to/not supposed to (e.g., Students <i>are supposed to</i> bring their books to class. Students <i>aren't supposed to</i> eat in class.)</p>	<p>S S</p>	<p>SB pg.46-49, 56, 57 WB U.4 SB pgs. 46-47 WB U. 4</p>
<p>C. Other Verb Structures Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>11. Use passive voice a. in the present tense (e.g., Toyotas <i>are made</i> in Japan.) b. in the past tense (e.g., <u>Hamlet</u> <i>was written</i> by Shakespeare.) c. with modals (e.g., This medicine <i>should be taken</i> with food.) 12. Use the gerund a. as subject of the sentence (e.g., <i>Swimming</i> is fun.) b. as object of the verb (e.g., I enjoy <i>dancing</i>.) c. as object of the preposition (e.g., They're talking about <i>getting</i> married.) 13. Use the infinitive a. to express a purpose (e.g., She went to the DMV <i>to take</i> her driving test.) b. as object of the verb (e.g., I prefer <i>to walk</i>.) c. to follow an adjective (e.g., She was surprised <i>to see</i> him. He isn't old enough <i>to vote</i>. It's fun <i>to go</i> camping.) 14. Contrast the gerund and infinitive as objects of verbs (e.g.,</p>	<p>S S</p>	<p>SB pg. 20-23, 29-31 WB U.2 SB pg. 46-49, 56, 57 WB U.4 SB pg 22, 23</p>

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	He quit drinking coffee. He refused to resign.)		
<p>D. Other Sentence Elements Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>15. Use the indefinite pronouns <i>you, they, one, we, and some</i> to communicate the idea of “people in general” (e.g., <i>You</i> have to eat to live.) 16. Use participial adjectives appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.) 17. Use so/such with adjectives (e.g., He had <i>such</i> a bad headache that he stayed home. The food was <i>so</i> salty that I couldn’t eat it.)</p>		
<p>E. Combined Sentences Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>18. Use real conditional sentences a. to express an expected result (e.g., If you <i>sit</i> in the sun too long, you <i>will get/get</i> a sunburn. If you <i>eat</i> too much you <i>might</i> get sick.) b. to express future possibility (e.g., If I <i>win</i> the lottery, I <i>will buy</i> a house. If you <i>buy</i> a lottery ticket next week, you <i>might win</i> a lot of money.) 19. Use reported speech a. with commands (e.g., Please <i>ask</i> him to <i>call</i> me.) b. with statements using say and tell (e.g., He <i>said</i> (that) he was sick. He <i>told me</i> (that) he <i>would</i> be late.) c. in contrast to direct quotes (e.g., She said, “I <i>went</i> to the library.” She said that she <i>had gone</i> to the library.) 20. Use embedded questions a. that begin with wh- question words (e.g., Could you tell me <i>what</i> time it is? I don’t know <i>why</i> he left.) b. that begin with if/whether (e.g., Do you know <i>if she speaks</i> Spanish? Ask her <i>whether she is</i> from Brazil.) 21. Use adverbial clauses of time with <i>when, as soon as, before, after, and until</i> a. in the simple present tense to communicate future meaning (e.g., I will call you <i>as soon as I get home</i>.) b. to establish a time sequence (e.g., <i>Before I leave</i>, I always</p>	<p>S</p> <p>S</p> <p>S</p> <p>S</p> <p>S</p>	<p>SB pg. 124, 125 WB U.10</p> <p>SB pg. 124, 125 WB U.10</p> <p>SB pg. 34-37 WB U.3</p> <p>SB pg. 34-37 WB U.3</p> <p>SB pg. 60, 61 WB U.5</p>

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	lock the door. They put/had put their books <i>away when the bell rang</i> . We ate/had eaten <i>before we went to the theater</i> .) 22. Use adjective clauses with <i>who</i> and <i>that</i> as subjects in restrictive clauses. (e.g., This is the man <i>who</i> owns the jaguar. I like cars <i>that</i> get good gas mileage.)	S	SB pg. 86-91 WB U.7
F. Other Sentence Patterns	23. Use appropriate word order in a. affirmative and negative statements. b. subject—verb—object/prepositional phrase (e.g., Mary baked <i>a cake for her children</i> .) c. question formation: auxiliary—subject—verb (e.g., <i>Do you need</i> some help with your studies?) 24. Use tag questions to seek information and confirmation. (e.g., My appointment is today, <i>isn't it?</i>) 25. Form clarification questions using wh- question words to replace missed information (e.g., He called <i>who</i> You took <i>what</i> to the picnic?)	R R R	All Units All Units SB pg 5