

Ventures 4 Correlated with LAUSD ESL Intermediate High/B Course Outline

LANGUAGE STRUCTURES FOR THE ESL Intermediate High/B 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 future continuous/progressive tense to refer to an event in progress at a specific time in the future (e.g., At this time next week, Mary <i>will be relaxing</i> at the beach.) 2. Contrast used to + verb with used to + gerund (e.g., I <i>used to smoke</i>. I am <i>used to driving</i> on the freeway.) 3. 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.) 4. Use the past perfect continuous/progressive tense to express an action that was in progress for a period of time before another action began (e.g., They <i>had been searching</i> for the boy for 3 days when they found him.)</p>		
<p>B. Modals Demonstrate understanding and use of modals in meaningful communication.</p>	<p>5. Use present modals of possibility/probability, advisability, and prohibition (e.g., It <i>could</i> rain tomorrow.) 6. Use past modals. a. Should have/shouldn't have (e.g., You <i>should have arrived</i> on time. You <i>shouldn't have arrived</i> so late.) b. Must have (e.g., He <i>must have forgotten</i> his appointment.) 7. Express advisability with had better/had better not (You <i>had better</i> take a coat. You <i>had better not</i> drink and drive.) 8. 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.) 9. Express preference. a. with would rather (e.g., I <i>would rather</i> go to a movie than watch a video.) b. with prefer/would prefer (e.g., I <i>prefer/would prefer</i> to stay home.) 10. Make offers and requests. a. with could (e.g., <i>Could</i> I help you with that?)</p>	E	SB pg. 46-51, 56 WB U.4

Ventures 4 Correlated with LAUSD ESL Intermediate High/B Course Outline

LANGUAGE STRUCTURES FOR THE ESL Intermediate High/B COURSE

	d. With names of people and places (e.g., <i>The Hansons</i> are visiting <i>the</i> United States; last year they visited \emptyset Mexico.)	R	All Units
E. Combined Sentences Demonstrate understanding and use of combined sentence structures in meaningful communication.	19. Use real conditional sentences (e.g., If you <i>sit</i> in the sun too long, you <i>will get/get</i> a sunburn. If I <i>win</i> the lottery, I <i>will buy</i> a new house.)	S	SB pg. 124, 125 WB U.10
	20. Use present unreal conditionals (e.g., If I <i>were</i> rich, I <i>would buy</i> a mansion. If I <i>had</i> a dog, I'd <i>walk</i> it every day.)	S	SB pg. 112, 113 WB U.9
	21. Use present subjunctive with wish (e.g., I wish I <i>were</i> home. I wish I <i>had</i> a yacht.)	S	SB pgs. 126-127 WB U. 10
	22. Use adverbial clauses of cause with because, since, and so (e.g., It rained, <i>so</i> I didn't go.)	S	SB pg. 114, 115 WB U.9
	23. Use adjective clauses with who, that, and which . a. as subjects in a restrictive clause (e.g., This is the man <i>who</i> owns a jaguar.)	S	SB pg. 86-91 WB U.7
	b. as objects in a restrictive clause (e.g., The secretary <i>who/whom</i> we hired is good. She is wearing the ring <i>that/which</i> he gave her.)	S	SB pg. 86-91 WB U.7
24. Use conjoined sentences with so, too, either, neither, and but (e.g., I like ice cream, <i>and so</i> does he. Mary likes cats, <i>but</i> her husband doesn't.)			
25. Use correlative conjunctions with either...or, both...and, and neither...nor (e.g., We can <i>either</i> play golf <i>or</i> go horseback riding.)			
F. Other Sentence Patterns	26. Use appropriate word order. a. affirmative and negative sentences: subject-verb-object/prepositional phrase (e.g., Mary baked a cake for her children.)	R	All Units

Ventures 4 Correlated with LAUSD ESL Intermediate High/B Course Outline

LANGUAGE STRUCTURES FOR THE ESL Intermediate High/B COURSE

	b. questions: auxiliary-subject-verb (e.g., Do you need some help with your studies?) 27. Use tag questions to seek information and confirmation (e.g., Nice day, <i>isn't it?</i>)	R	SB pg 5
--	---	---	---------