Competency Area and Statement	Minimal Competencies	Expose/Stress/ Review	Ventures 4 Student's Book (SB) and Workbook (WB)
A. Verb Tenses Demonstrate understanding and use of verb tenses in meaningful communication.	 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 will be relaxing at the beach.) Contrast used to + verb with used to + gerund (e.g., I used to smoke. I am used to driving on the freeway.) Use the past perfect tense to express an action which occurred before another past action (e.g., The class had started when he arrived.) 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 had been searching for 		
B. Modals Demonstrate understanding and use of modals in meaningful communication.	the boy for 3 days when they found him.) 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> tostay home.) 10. Make offers and requests. a. with could (e.g., <i>Could</i> I help you with that?)	E	SB pg. 46-51, 56 WB U.4

	b. with let me (e.g., <i>Let me</i> carry that for you.)		
	c. with why don't I (e.g., Why don't I show you)		
	d. with would you mind (e.g., <i>Would you mind</i> opening the		
	door?)		
C. Other Verb Structures	11. Use passive voice		
Demonstrate understanding	a. in the present and past tenses (e.g., Toyotas <i>are made</i> in	S	SB pg. 20-27, 30, 31
and use of various verb	Japan. <u>Hamlet was written</u> by Shakespeare.)	5	WB U.2
structures in meaningful	b. in the future tense (e.g., The package <i>will be delivered</i>		WB 0.2
communication.	tomorrow.)		
communication.	c. in the present perfect tense (e.g., Dinner has been cooked.)		
	d. in the present continuous/progressive tense (e.g., The pizza <i>is</i>	S	SB pg. 98, 99
	being delivered.)	5	WB U.8
	e. with modals (e.g., The stars <i>can be seen</i> at night.)		WB 6.6
	12. Use the gerund or infinitive as object of verbs (e.g., He		
	quit drinking coffee. He refused to resign.)		
	13. Use separable and inseparable phrasal verbs (e.g., <i>Turn</i>		Ventures 3 – Unit 8
	off the lights. Turn them off. She got over the flu. She got over		ventures 5 ont 6
	it.)		
D. Other Sentence	14. Use reflexive pronouns appropriately (e.g., He cut <i>himself</i>		
Elements	while he was shaving.)		
Demonstrate understanding	15. Use reciprocal pronouns appropriately (e.g., They passed		
and use of various sentence	each other in the hall.)		
elements in meaningful	16. Use so/such with adjectives (e.g., He had <i>such</i> a bad		
communication.	headache that he stayed home. The food was so salty that I		
	couldn't eat it.)		
	17. Use participial adjectives appropriately (e.g., The game		SB pg 100, 101
	was disappointing. The disappointed fans left the stadium.)		
	18. Use articles: a, an, the, some, and ø (no article).		
	a. With definite/indefinite nouns (e.g., I want to <i>a</i> restaurant.	R	All Units
	Let's go to the new restaurant on Main Street.)		
	b. With mass nouns (e.g., Ø Gold is a valuable metal.)	R	All Units
	c. With plural nouns (e.g., Would you like <i>some</i> cookies? Don't	R	All Units
	east <i>the</i> cookies in the cookie jar.)		

	d. With names of people and places (e.g., <i>The</i> Hansons are visiting <i>the</i> United States; last year they visited ø Mexico.)	R	All Units
E. Combined Sentences Demonstrate understanding and use of combined	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</i>	S	SB pg. 124, 125 WB U.10
sentence structures in meaningful communication.	buy a new house.) 20. Use present unreal conditionals (e.g., If I were rich, I would buy a mansion. If I had a dog, I'd walk it every day.)	S	SB pg. 112, 113 WB U.9
	21. Use present subjunctive with wish (e.g., I wish I were home. I wish I had 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.) 23. Use adjective clauses with who , that , and which .	S	SB pg. 114, 115 WB U.9
	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 who/whom we hired is good. She is wearing the ring that/which he gave her.) 24. Use conjoined sentences with so, too, either, neither, and but (e.g., I like ice cream, and so does he. Mary likes cats, but her husband doesn't.) 25. Use correlative conjunctions with eitheror, bothand, and neithernor (e.g., We can either play golf or go horseback riding.)	S	SB pg. 86-91 WB U.7
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

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