

Ventures 3 Correlated with LAUSD ESL Low Intermediate Course Outline
COMPETENCY-BASED COMPONENTS FOR THE ESL LOW INTERMEDIATE COURSE

Competency Area and Topic	Minimal Competencies	Expose /Stress/ Review	Ventures 3 Student's Book (SB) and Workbook (WB)	CASAS # Correlation
I. Personal Information	1. Give personal information about self, family, job history.	S	SB pg. 7-17, 36, 97,-99, 101, 107-109 WB U.1, 4, 8	0.2.1
	2. Fill out authentic forms and applications (e.g., credit card applications).	S	SB pg. 54 WB U.4	0.2.2
II. Social/ Cultural Interaction	3. Engage in small talk on topics such as traffic, jobs, and leisure activities (e.g., <i>What a great party! What's new?</i>)	S	SB All Units	0.2.4
	4. Use language appropriately in social situations. a. Thank someone (e.g., <i>Thank you for giving me a</i>	S	SB pg. 37, 40, 41, 104, 105	0.1.4

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	<p><i>ride.)</i></p> <p>b. Apologize and make excuses (e.g., <i>I want to apologize for being late. There was an accident on the freeway.</i>)</p> <p>c. Give and receive compliments (e.g., <i>What a nice jacket. Thanks. I got it for my birthday.</i>)</p> <p>5. Initiate and respond appropriately to interpersonal interactions.</p> <p>a. Make requests (e.g., <i>Can you help me with this box? Would you please close the door?</i>)</p> <p>b. Make requests with <i>lend</i> and</p>		<p>S</p> <p>SB pg. 33, 40, 41, 92, 93, 97</p> <p>S</p> <p>SB pg. 33, 34, 43 WB U.3</p>	<p>0.1.3, 0.1.4</p>
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(30 hours)	<p><i>borrow</i> (e.g., <i>Will you lend me a pencil?</i> <i>Could I borrow yours?</i>)</p> <p>c. make offers (e.g., <i>Would you like me to help you?</i> <i>Is there anything I can do?</i>)</p> <p>d. Offer suggestions (e.g., <i>Why don't you look for another job?</i>)</p> <p>e. Give and respond to advice (e.g., <i>I think you should go to a doctor.</i>)</p>	S	SB pg. 84-95 WB U.7	
	<p>6. Express preferences, opinions, agreement and disagreement.</p>			
	<p>7. Use clarification strategies.</p> <p>a. Ask</p>			0.1.6

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	<p>clarification questions to check for understanding (e.g., <i>Move the boxes upstairs. Move what? Those boxes. Where? Upstairs.</i>)</p> <p>b. Ask for a definition (e.g., <i>Don't be silly. What does "silly" mean?</i>)</p> <p>8. Identify appropriate greeting cards for given situations.</p> <p>9. Write short letters and notes (e.g., to make requests, ask for permission, express thanks).</p>			
		S	SB pg. 33, 34, 40, 41, WB U.3	0.2.3 0.2.3
III. Community				
A. School and the	10. Demonstrate			2.5.5

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Classroom	<p>understanding of American school structure and grading system (e.g., <i>My son's a junior. He's in the 11th grade. My daughter got an "A" in math.</i>)</p> <p>11. Interpret a simple diagram of a school or campus to locate classrooms, offices, and other facilities.</p> <p>12. Communicate with school personnel.</p> <p>a. Request information.</p> <p>b. Call school to report absences and make appointments.</p> <p>c. Express needs and opinions</p>			<p>2.5.4, 2.5.5</p> <p>0.1.2, 2.5.5</p>
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	at own or a child's school.			
B. Telephone	13. Identify educational programs available in adult and career education.			0.1.2, 2.5.5
	14. Call directory assistance for information.			2.1.8
	15. Follow written and recorded instructions for making phone calls (using a calling card, making a collect call, etc.)			2.1.7
	16. Identify appropriate cell phone usage and etiquette.			2.1.8
	17. Give and write short messages (e.g., <i>Mary wants you to call her.</i>)			2.1.7

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C. Neighborhood/ City	18. Leave phone messages on answering machines and voice mail (e.g., <i>Hello, Alice. This is Kim. Please call me at work. The number is 213-555-1234.</i>)			2.1.7
	19. Listen to recorded or automated messages and take brief notes about basic information (e.g., store hours, prices).			2.1.7
	20. Ask for and give oral directions to places (e.g., <i>How can I get to...?</i>)			2.2.1
	21. Demonstrate understanding of services provided by local libraries.			2.5.6

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<p>IV. Consumer Economics</p>	<p>22. Interpret schedules, information and announcements</p>			<p>2.2.4</p>
<p>A. Transportation</p>	<p>23. Identify basic parts of a car, car maintenance procedures and common car problems (e.g., <i>I've got a flat tire. My car broke down.</i>)</p>	<p>S</p>	<p>SB pg. 34, 35, 87, 115</p>	<p>1.9.6, 1.9.7</p>
	<p>24. Ask and give simple information about a vehicle (e.g., <i>What's the make/model? How many miles does it have? How many miles per gallon does it get?</i>)</p>			<p>1.9.5</p>
<p>B. Personal Finance</p>	<p>25. Demonstrate familiarity with basic banking terminology and services.</p> <p>a. Write or cash a</p>			<p>1.3.2, 1.8.1, 1.8.2</p>

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D. Food and Shopping	27. Scan utility bills for basic information (e.g., amount due, due date.)			1.5.3
	28. Identify bargains and compare price, quality, and quantity (e.g., prices slashed, get a good deal on..., better than...)			1.2.2
	29. Interpret ads, circulars, and coupons.	S	SB pg. 16, 128, 129, 132, 133, 138, 139 WB U.1,10	1.2.1, 1.3.5
	30. Identify and explain product defects to store personnel in order to exchange something or get a refund (e.g., <i>something is missing, broken, cracked, doesn't work/run</i>).			1.3.3
	31. Interpret basic			1.1.1, 1.1.7

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	cooking recipes.			
V. Government and Law	32. Demonstrate knowledge of basic functions of the three branches of government (e.g., The legislative branch makes the laws.)			5.5.2, 5.5.3, 5.5.4
	33. Explain orally and in writing events and persons associated with major national holidays (e.g., Martin Luther King was a Civil Rights leader.)			2.7.1
	34. Identify procedure to follow after a car accident.			1.9.7
	35. Describe a traffic accident or crime and fill out a	S	SB pg. 110-121 WB U.9	1.9.7, 5.3.8

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	simple report form (e.g., The blue car was going very fast when it hit the red one.)			
VI. Health and Safety	36. Identify major internal organs, major diseases and common medical procedures.	S	SB pg. 54, 55	3.1.1
	37. Ask and answer questions about common signs and symptoms of medical problems.			3.1.1
	38. Identify common medical and dental problems, procedures and remedies.	S	SB pg. 50-55 WB U.4	3.1.1, 3.5.4
	39. Identify necessary immunizations and tests (for school enrollment,			3.2.2

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	employment, etc.)			
	40. Confirm, cancel or change an appointment.			3.2.1
	41. Fill out a simplified medical history form.	S	SB pg. 54 WB U.4	3.2.1
VII. Occupational Knowledge	42. Inquire about job requirements and application procedures.	S	SB pg. 96-107 WB U.8	4.1.2, 4.1.3
	43. Demonstrate appropriate job interview behavior.	S	SB pg. 96-107 WB U.8	4.1.5
	44. Ask pertinent questions of interviewer (e.g., <i>What are the duties?</i> <i>When does it start?</i>)			4.1.5
	a. Express confidence.	S	SB pg. 97, 102-10, WB U.8	
	b. Talk about accomplishments, personal	S	SB pg. 97, 102-107 WB U.8	

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	<p>qualities and experience. c. State job/career goals.</p> <p>45. Fill out an authentic job application.</p> <p>46. Write a simple cover letter.</p> <p>47. Communicate with co-workers and supervisors. a. Request help or clarification (e.g., <i>Can you show me how to...? Where do you want me to put these boxes?</i>) b. Follow and give a sequence of instructions (e.g., <i>First you...and then you.. After that...</i>) c. Respond appropriately</p>	<p>S</p>	<p>SB pg. 97, 102-107 WB U.8</p>	<p>4.1.2</p> <p>4.1.2</p> <p>4.6.1, 4.6.4</p>
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	<p>to correction (e.g., <i>You forgot to turn off the lights. I'm sorry. I'll remember next time.</i>)</p> <p>d. Request permission for vacations, leaves of absence, leaving early (e.g., <i>Could I talk to you about taking a vacation?</i>)</p>			
<p>VIII. Learning Skills</p>	<p>48. Identify individual learning goals for the term and steps for achieving them.</p>	S	SB pg. 5	7.1.1
	<p>49. Compare and contrast information in order to express an opinion (e.g., <i>I think you</i></p>	S	SB pg. 86, 87, 93 WB U.7	7.2.3

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	<i>should buy this car because...)</i>			
	50. Make simple inferences from charts, graphs, tables, and short reading passages.	S	SB All Units WB All Units	7.2.4
	51. List, prioritize and organize ideas, steps, events and tasks.	S	SB All Units WB All Units	7.2.2, 7.2.3
	52. Work cooperatively with peers to share information, get feedback solve problems and accomplish group tasks.	S	SB All Units WB All Units	4.8.1
	53. Identify basic uses of a computer: writing, information gathering, sending email, etc.			4.5.2, 7.4.4

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<p>IX. Community-Based English Tutoring (CBET)</p>				
<p>A. The School Community</p>	<p>54. State the function of and personnel associated with different school offices on elementary, middle and high school campuses.</p>			<p>0.1.2, 2.5.5</p>
	<p>55. Read a list of magnet schools to determine their specialties and locations.</p>			<p>2.5.5, 4.9.3</p>
	<p>56. Request and complete applications for special school and district programs such as after-school programs, school lunch vouchers, etc.</p>			<p>0.1.3, 0.2.2</p>
<p>B. Curriculum</p>	<p>57. Read and</p>			<p>2.5.5, 7.2.1</p>

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and Standards	respond appropriately to report card grades.			
	58. Demonstrate comprehension of a standardized test report.			2.5.5
C. Parent/Teacher Communication	59. Ask and answer about homework assignments, study/work habits, and classroom behavior.			0.1.2, 0.1.5
	60. Initiate a problem-solving process between a child and his/ her teacher when the child is: a. having a problem with the teacher. b. having a problem with another student or students (e.g., <i>What happened? What do you</i>			7.3.1, 7.3.2

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<p>D. Home Learning Environment</p>	<p><i>think the problem is?</i> <i>What are some different solutions?</i> <i>Which solution do you want to choose?)</i></p> <p>61. Complete a flyer tear-off or respond to a phone call requesting parent participation in the classroom by contributing food for a party, volunteering at a special event, going on a field trip as a chaperone, etc.</p> <p>62. Identify ways to create a print-rich environment in the home.</p> <p>63. Make a family</p>			<p>2.5.5</p> <p>7.4.1</p> <p>7.1.2</p>
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<p>E. Tutoring Skills</p>	<p>schedule that includes parent/child time for homework assignments.</p> <p>64. Discuss appropriate and inappropriate work/study habits.</p> <p>65. Model and facilitate appropriate test preparation at home: getting enough sleep the night before, eating a good breakfast, etc.</p> <p>66. Use picture and/or word cards to play simple vocabulary games with a child.</p> <p>67. Assist a child in clarifying instructions for homework</p>	<p>S</p>	<p>SB pg. 22-30 WB U.2</p>	<p>7.1.2, 7.1.4</p> <p>7.4.7</p> <p>7.4.1</p> <p>4.6.1</p>
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	assignments. 68. Keep records, in chart or journal form, of tutoring sessions, including books and materials used, student progress, and tutor's feelings about the session.			tutor's 7.1.2
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