

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</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> 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 		

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	boy for 3 days when they found him.)		
<p>B. Modals</p> <p>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.)</p> <p>6. Use past modals.</p> <p>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.)</p> <p>b. Must have (e.g., He <i>must have forgotten</i> his appointment.)</p> <p>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.)</p> <p>8. Express obligation/ expectation with be supposed to/ not supposed to (e.g., Students <i>are supposed to</i> bring their books to</p>	E	SB pg. 46-51, 56 WB U.4

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	<p>class. Students <i>aren't supposed to</i> eat in class.)</p> <p>9. Express preference.</p> <p>a. with would rather (e.g., <i>I would rather go to a movie than watch a video.</i>)</p> <p>b. with prefer/ would prefer (e.g., <i>I prefer/ would prefer to stay home.</i>)</p> <p>10. Make offers and requests.</p> <p>a. with could (e.g., <i>Could I help you with that?</i>)</p> <p>b. with let me (e.g., <i>Let me carry that for you.</i>)</p> <p>c. with why don't I (e.g., <i>Why don't I show you...</i>)</p> <p>d. with would you mind (e.g., <i>Would you mind opening the door?</i>)</p>		
<p>C. Other Verb Structures</p> <p>Demonstrate understanding and use of various verb structures in</p>	<p>11. Use passive voice</p> <p>a. in the present and past tenses (e.g., <i>Toyotas are made in Japan. <u>Hamlet</u> was written by</i></p>	<p>S</p>	<p>SB pg. 20-27, 30, 31 WB U.2</p>

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<p>meaningful communication.</p>	<p>Shakespeare.) b. in the future tense (e.g., The package <i>will be delivered</i> tomorrow.) c. in the present perfect tense (e.g., Dinner <i>has been cooked</i>.) d. in the present continuous/ progressive tense (e.g., The pizza <i>is being delivered</i>.) e. with modals (e.g., The stars <i>can be seen</i> at night.)</p> <p>12. Use the gerund or infinitive as object of verbs (e.g., He <i>quit drinking</i> coffee. He <i>refused to resign</i>.)</p> <p>13. Use separable and inseparable phrasal verbs (e.g., <i>Turn off</i> the lights. <i>Turn</i> them off. She <i>got over</i> the flu. She <i>got over</i> it.)</p>	<p>S</p>	<p>SB pg. 98, 99 WB U.8</p>
<p>D. Other Sentence Elements</p> <p>Demonstrate understanding</p>	<p>14. Use reflexive pronouns appropriately (e.g., He cut <i>himself</i> while he</p>		

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<p>and use of various sentence elements in meaningful communication.</p>	<p>was shaving.)</p> <p>15. Use reciprocal pronouns appropriately (e.g., They passed <i>each other</i> in the hall.)</p> <p>16. 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>17. Use participial adjectives appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.)</p> <p>18. Use articles: a, an, the, some, and ø (no article).</p> <p>a. With definite/ indefinite nouns (e.g., I want to <i>a</i> restaurant. Let's go to <i>the</i> new restaurant on Main Street.)</p> <p>b. With mass nouns (e.g., ø Gold is a valuable metal.)</p> <p>c. With plural nouns (e.g., Would you like</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>R</p> <p></p> <p>R</p> <p></p> <p>R</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>All Units</p> <p></p> <p>All Units</p> <p></p> <p>All Units</p>
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	<p><i>some cookies? Don't eat the cookies in the cookie jar.)</i></p> <p>d. With names of people and places (e.g., <i>The Hansons are visiting the United States; last year they visited ø Mexico.</i>)</p>	R	All Units
<p>E. Combined Sentences</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>19. Use real conditional sentences (e.g., <i>If you sit in the sun too long, you will get/get a sunburn. If I win the lottery, I will buy a new house.</i>)</p> <p>20. Use present unreal conditionals (e.g., <i>If I were rich, I would buy a mansion. If I had a dog, I'd walk it every day.</i>)</p> <p>21. Use present subjunctive with wish (e.g., <i>I wish I were home. I wish I had a yacht.</i>)</p> <p>22. Use adverbial clauses of cause with because, since, and so (e.g., <i>It rained,</i></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. 112, 113 WB U.9</p> <p>SB pgs. 126-127 WB U. 10</p> <p>SB pg. 114, 115 WB U.9</p>

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	<p><i>so</i> I didn't go.)</p> <p>23. Use adjective clauses with who, that, and which.</p> <p>a. as subjects in a restrictive clause (e.g., This is the man <i>who</i> owns a jaguar.)</p> <p>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.)</p> <p>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.)</p> <p>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.)</p>	<p>S</p> <p>S</p>	<p>SB pg. 86-91 WB U.7</p> <p>SB pg. 86-91 WB U.7</p>
F. Other Sentence	26. Use appropriate		

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Patterns	word order. a. affirmative and negative sentences: subject-verb-object/ prepositional phrase (e.g., Mary baked a cake for her children.) 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	All Units
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