

Ventures 3 Correlated with LAUSD ESL Low Intermediate Course Outline

LANGUAGE STRUCTURES FOR THE ESL LOW INTERMEDIATE COURSE

Competency Area and Statement	Minimal Competencies	Expose /Stress/ Review	Ventures 3 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 <u>simple present tense</u> to communicate possession of objects and states in informal settings with have + got (e.g., <i>I've got you book. She's got a headache.</i>)</p> <p>2. Use the <u>present continuous/ progressive tense</u> with events and situations.</p> <p>a. that are ongoing but not necessarily taking place at this moment (e.g., <i>He's working for his brother.</i>)</p> <p>b. that will occur in the immediate future (e.g., <i>She's going to doctor this afternoon.</i>)</p> <p>3. Use will to express a future certainty or scheduled event (e.g., <i>You'll need new tires soon. They're almost worn out. The wedding will be at</i></p>	<p>S</p>	<p>SB pg. 3, 123-133 WB U.10</p>

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	<p>ii. without an adverbial (e.g., <i>Have you read this book? I can't find my glasses. Have you seen them?</i>)</p> <p>c. to refer to an action repeated more than once in the past (e.g., <i>I've eaten out three times this week. They've gone to Disneyland many times.</i>)</p> <p>d. with time adverbials (e.g., <i>today, this week</i>) to refer to an action which occurred within a time period that is not over (e.g., <i>I've written two letters this week.</i> [Note that the week is not over yet.])</p> <p>8. Use the <u>present perfect continuous/progressive tenses</u></p> <p>a. with an active verb to refer to an action that began in the past and continues in the present, often followed</p>	<p>S</p> <p>S</p>	<p>SB pg. 19, 26, 30 WB U.2</p> <p>SB pg. 19-21, 97-99 WB U.2, 8</p>
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	<p>by for or since (e.g., <i>They've been talking for 45 minutes. I've been driving since 6:00 a.m.</i>)</p> <p>b. to refer to a recent action whose effect is evident in the present (e.g., <i>Why are your hands dirty? I've been working on my car.</i>)</p>		
<p>B. Imperative Mode</p> <p>Demonstrate understanding and use of imperative forms in meaningful communication.</p>	<p>9. Use positive and negative commands in indirect/reported speech (e.g., <i>Tell George to call me. The teacher told her not to eat in class.</i>)</p>		
<p>C. Modals</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<p>10. Express necessity or obligation</p> <p>a. with must (e.g., <i>You must be 18 to vote.</i>)</p> <p>b. with have to + verb (e.g., <i>I had to work last night.</i>)</p> <p>c. with have got to + verb in informal settings (e.g., <i>She's got to move to San Diego.</i>)</p>		

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	<p>11. Contrast prohibition using must not, with a lack of obligation with not + have to + verb (e.g., <i>You must not park in the handicapped zone. You don't have to pay the bill today. You can pay it next week.</i>)</p> <p>12. Express advisability with should (e.g., <i>He should go to a doctor.</i>)</p> <p>13. Make suggestions with Why don't you + verb (e.g., <i>Why don't you look for a different job?</i>)</p> <p>14. Make formal requests with will and would (e.g., <i>Will you lend me a pencil?</i>)</p> <p>15. Express ability, in a formal setting, with be able to + verb (e.g., <i>Are you able to work weekends?</i>)</p> <p>16. Request and give permission with be allowed to +</p>	<p>S</p>	<p>SB pg. 86, 87, 93 WB U.7</p>
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	<p>verb and be permitted to + verb (e.g., <i>Are students allowed to park here?</i>)</p> <p>17. Express possibility with might (e.g., <i>Call Jack. He might be home.</i>)</p> <p>18. Express logical conclusion, with must (e.g., <i>The boss is yelling. She must be angry.</i>)</p>		
<p>D. Other Sentence Elements</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>19. Use gerunds</p> <p>a. as objects of verbs that cannot be followed by infinitives (e.g., <i>I enjoy dancing. She didn't finish making her dress.</i>)</p> <p>b. as the object of a preposition (e.g., <i>Thanks for helping me. I'm tired of waiting. I'm sorry for not calling.</i>)</p> <p>20. Use infinitives</p> <p>a. to express purpose (e.g., <i>I came here to study English.</i>)</p>	<p>S</p> <p>S</p> <p>S</p>	<p>SB pg. 8-13, 16, 17, 88, 89, 95 WB U.1, 7</p> <p>SB pg. 88, 89 WB U.7</p> <p>SB All Units WB All Units</p>

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	<p>b. as objects of verbs that can be followed by either gerunds or infinitives (e.g., <i>I like eating/ to eat.</i>)</p> <p>c. as objects of verbs that cannot be followed by gerunds (e.g., <i>I offered to buy lunch.</i>)</p> <p>d. to make comparisons of degree using too + adjective + infinitive (e.g., <i>The coffee is too hot to drink.</i>)</p> <p>e. after object pronouns, verb + object + (not) infinitive (e.g., <i>What do you want me to do? I asked you not to smoke.</i>)</p> <p>21. Use noun clauses appropriately.</p> <p>a. Use that clauses, with or without that, to express feelings, beliefs, ideas, opinions, and facts (e.g., <i>I'm sorry that I forgot your birthday. I know that...I think</i></p>	<p>S</p>	<p>SB pg. 88, 89, 95 WB U.7</p>
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	<p><i>that...I'm sure that...)</i></p> <p>b. Use so or not to replace a that clause in response to a Yes/No question or a statement (e.g., <i>Is Gloria married? I think so/I don't think so. I think it's going to rain. I hope not.</i>)</p> <p>22. Use adverbial clauses appropriately.</p> <p>a. Use time clauses with when, while, before, after (e.g., <i>I'll call you when I get home. He was cleaning while she was shopping.</i>)</p> <p>b. Use clauses of reason with because (e.g., <i>I didn't come to class because I was sick.</i>)</p> <p>23. Use adjective words and phrases appropriately:</p> <p>a. comparative and superlative forms.</p>	<p>S</p> <p>S</p>	<p>SB pg. 71-75, 82, 126, 127, 134 WB U.6, 9, 10</p> <p>SB pg. 33-35 WB U.3</p>
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	<p>b. comparative forms of equality (e.g., <i>George is as tall as Tom. San Diego is not as big as Los Angeles.</i>)</p> <p>c. common phrases using participles as adjectives (e.g., <i>Are utilities included the rent? Is food allowed on the train?</i>)</p> <p>24. Use determiners appropriately: a few, a little, a lot, plenty, most, all, several (e.g., <i>A few of the students speak several languages.</i>)</p> <p>25. Use pronouns appropriately</p> <p>a. to express possession: mine, yours, his, hers, its, ours, theirs, yours (e.g., <i>It's mine.</i>)</p> <p>b. as direct and indirect objects (e.g., <i>John sold me his car.</i>)</p> <p>c. when the subject</p>	<p>R</p>	<p>All Units</p>
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	<p>and the object are the same (reflexive pronouns): myself, yourself, herself, himself, itself, ourselves, yourselves, themselves</p> <p>d. to make indefinite references with pronouns such as one, another, other(s), any, some, somebody, anybody (e.g., <i>I'll take the blue one. Bring me another. I don't want the others. Do you want any?</i>)</p> <p>e. to contrast it/them with one/some in making definite and indefinite references (e.g., <i>I can't find my glasses. Have you seen them?</i>)</p> <p>26. Appropriately use of prepositions</p> <p>a. of time (e.g., <i>still, yet, already, by, anymore</i>)</p> <p>b. of degree (e.g.,</p>	<p>S</p> <p>S</p>	<p>SB pg. 62, 63 WB U.5</p> <p>SB pg. 36, 37</p>
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	<p><i>nearby, almost, too, very, kind of sort of)</i></p> <p>c. of frequency (e.g., <i>ever, once in a while, rarely</i>)</p> <p>d. of manner, ending with <i>-ly</i> or not (e.g., <i>slowly, well</i>)</p> <p>e. of comparison or superlative reference (e.g., <i>best</i>)</p> <p>f. of duration (e.g., <i>when, while, during, for</i>)</p> <p>g. of place (e.g., <i>anywhere, somewhere, nowhere, someplace</i>).</p> <p>27. Appropriately use prepositions</p> <p>a. of direction and place (e.g., <i>towards, above, below, underneath, against, close to, far from</i>)</p> <p>b. of time (e.g., <i>until, by, during, in, before, after, since, for</i>)</p>	<p>S</p> <p>S</p> <p>S</p>	<p>WB U.3</p> <p>SB pg. 22-26, 28 WB U.2</p> <p>SB pg. 20, 21, 72, 73, 11, 114, 115 WB U.2, 6, 8, 9</p> <p>SB pg. 19-21, 30, 71, 74, 75, 82 WB U.2, 6, 8, 9</p>
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	<p>28. Use logical connectors to express order (e.g., <i>First, I... then/next/after that I... Finally, I...</i>)</p> <p>29. Use get, have and take in common idiomatic expressions (e.g., <i>get married, have fun, take a test</i>).</p>	S	SB pg. 93 WB U.7
<p>E. Sentence Patterns</p> <p>Utilize various sentence types appropriately in meaningful conversation.</p>	<p>30. Use exclamatory sentences appropriately in statements (e.g., <i>How nice! That's awful! What a cute baby!</i>)</p> <p>31. Use short questions appropriately in response to statements</p> <p>a. to get additional information (e.g., <i>She's not coming to the party. How come?/Why not?</i>)</p> <p>b. to ask for clarification (e.g., <i>Tim: Move these boxes upstairs. Jack: Move what? Tim: The boxes. Jack: Where? Tim: Upstairs.</i>)</p>		