

Ventures 2 Correlated with LAUSD ESL Beginning High Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING HIGH COURSE

Competency Areas and Statements	Minimal Competencies	Expose Stress Review	Ventures 2 Student's Book (SB) and Workbook (WB)
A. Verb Structures Understand and use verb tenses in meaningful communication.	1. Use of the <u>simple present tense</u> with		
	a. the verb be in communication about personal information, occupations, feelings, location, names and in descriptions of objects, people, time, and the weather.	R	SB pg. 3, 4
	b. the verbs want, need, like & hate + infinitive to express personal wants, needs, likes, and dislikes (e.g., <i>She likes to play soccer.</i>)	S	SB pg. 20, 21, 23-30, WB U.2
	c. common used verbs for regularly occurring events. (e.g., <i>I usually get up at 6:30 a.m.</i>)	S	SB pg. 10-12, 62-69 WB U. 1, 3, 5
	2. Use <u>present continuous/progressive tense</u> with events that are	S	
	a. taking place at	S	SB pg. 4, 8-14, 17

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	the moment (e.g., <i>She's taking a shower now.</i>)		WB U.1
	b. in the immediate future (e.g., <i>She's going to the doctor this afternoon. He's going shopping this weekend.</i>)	S	SB pg. 4, 8-14, 17 WB U.1
	3. Use be + going to to express an intended or planned action, (e.g., <i>I'm going to work tomorrow.</i>)	S	SB pg. 4, 8-14, 17 WB U.1
	4. Use will + verb to express a future action, a promise (e.g., <i>I'll be right back.</i>) or prediction (e.g., <i>Don't worry. She'll help you.</i>)	S	SB pg. 22-24, 26, 27, 114, 115, 117 WB U.2, 9
	5. Use the <u>simple past tense</u> with		
	a. the verb be in communication about past locations, feelings, occupations, time references, weather, and personal information.	S	SB pg.73, 78-80,83, 104, 105 WB U.6
	b. common regular	S	SB pg.34-43

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	verbs to express completed events or actions (e.g., <i>worked, played, visited.</i>) c. common irregular verbs to express completed events or actions (e.g., <i>ate lunch, went home, did homework.</i>) 6. Use the <u>past continuous/progressive tense</u> for communication about events which were happening a. at a definite time in the past (e.g., <i>I was sleeping at 10:00 last night.</i>) b. simultaneously with another event (e.g., <i>I was working while you were sleeping.</i>) 7. Use the <u>present perfect tense</u> for communication about an action which began in the past and continues to the present (e.g., <i>How long have you</i>	S	WB U.3 SB pg.34-43 WB U.3
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	<i>studied English?</i> <i>How long have you lived in L.A.?)</i>		
B. Imperative Mode Understand and use the imperative in meaningful communication.	8. Use inclusive commands (e.g., <i>Let's move the table.</i>) and a series of negative or affirmative commands (e.g., <i>Sit down and roll up your sleeve.</i>)		
C. Modals Understand and use modals in meaningful communication.	9. Use can to express ability or inability (<i>I can/can't lift it.</i>) 10. Use could (as past of can) to communicate ability (e.g., <i>I couldn't come to school yesterday because I was sick.</i>) 11. Use expressions of necessity with a. have to (e.g., <i>I have to learn English to get a good job.</i>) b. must (e.g., <i>You must have a driver's license to drive.</i>) 12. Use may, would, can and could to make formal and informal requests and offers. (e.g., <i>Would you open the door, please?</i>)	s s s	SB pg. 107, 114, 115, 120, 121, WB U.8, 9 SB pg. 46, 47 WB U.4 SB pg. 107, 114, 115, 117, 118, 120, 121, 124, 125 WB U.9, 10

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	13. Use can and may to give or ask permission (e.g., <i>You may/can leave at any time.</i>) 14. Use would like in polite requests and invitations (e.g., <i>Would you like something to drink? Yes, I'd like a glass of juice.</i>) 15. Use should to communicate advisability (e.g., <i>You shouldn't smoke.</i>)	s	SB pg. 114, 115, 121, 124, 125, WB U.9, 10 SB pg. 48-51, 54-57 WB U.4
D. Other Sentence Elements Utilize various sentence elements appropriately in meaningful communication.	16. Use nouns appropriately. a. proper and common nouns b. singular and plural forms c. possessive forms (e.g., <i>John's book.</i>) d. countable nouns (e.g., <i>book/ books, pencil/ pencils</i>) and uncountable nouns (e.g., <i>coffee, sugar</i>) e. partitives (e.g., <i>a bunch of</i>	r	All Units All Units All Units All Units

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	<i>bananas, a jar of peanut butter)</i>		
	17. Use determiners appropriately.		
	a. articles: an, a, the	r	All Units
	b. demonstratives: this/that, these/those	r	All Units
	c. possessive adjectives: my, your, his, her, its, our, your (plural), their	r	All Units
	d. cardinal and ordinal numbers	r	All Units
	e. quantifiers: any, some, many, much, a lot of, a little, a few, none, another, other, each, every	r	All Units
	18. Use one, each, some, another, other(s) for noun substitution (e.g., <i>Who has a car? I have one.</i>)		
	19. Use pronouns properly.		
	a. object pronouns (direct and indirect usage): me, you, her, him, it us, them	r	SB pg. 126,127 WB U.10

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	b. possessive pronouns: mine, yours, his, hers, its, ours, theirs c. indefinite pronouns: someone, anyone, everyone, nothing d. reflexive pronouns: myself, yourself, herself, himself, itself, ourselves, yourselves, themselves		
	20. Use adjectives properly. a. verb + adjective (e.g., <i>She looks happy.</i>)	r	SB pg. 8, 9 WB U.1
	b. adjective + noun (e.g., <i>He has a difficult job.</i>)	r	SB pgs. 96-107
	c. Comparative forms with than (e.g., <i>smaller than, more beautiful than, better than, worse than</i>)	s	SB pg. 91 WB U.7
	d. superlative	s	SB pg. 88-90, 93-95

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	forms (e.g., <i>the smallest, the most beautiful, the best, the worst</i>)		WB U.7
	21. Use non-referential subjects in statements and questions. a. It (It's/It was) for time and weather (e.g., <i>It was cold this morning.</i>) b. There (There's/was/were) for items or people. (e.g., <i>There were 30 students here last night.</i>)		
	22. Use prepositions. a. of place (e.g., over, across, beside) b. of direction (e.g., through, toward, into, out of) c. of time (e.g., in, on, at, from... to).	r r	SB pgs. 58-69 SB pgs. 70-81
	23. Use adverbs a. of place (e.g., near, far)		

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	b. of point in time (e.g., ago, soon, later, last weekend) c. of duration (e.g., since, for) d. of degree (e.g., very, too, enough, pretty) e. of manner (e.g., carefully, hard, fast)	s	SB pg. 74-77, 79 WB U.6
	f. of frequency (e.g., usually, often, never, once, twice, three times). 24. Use adverbial clauses and purpose infinitives to express reason (e.g., <i>I can't come tomorrow because I have to work. I'm going to the store to get some milk.</i>).	s	SB pg. 60-69, 74-78, 80-83 WB U.1, 3, 5
	25. Use make and do in common expressions (e.g., <i>make dinner, do the laundry.</i>)	s	SB pg. 39 WB U.3
	26. Use go + verb + ing for communication about leisure activities (e.g., <i>Do you want to go bowling? I went camping.</i>)	s	SB pg. 37

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E. Sentence Patterns Utilize various sentence patterns appropriately in meaningful conversation.	27. Use affirmative and negative statements.	r	All Units
	28. Use the following question types: a. Yes/No questions and answers b. Or questions and answers (e.g., <i>Do your parents live here or in Guatemala?</i>)	r	All Units
	c. Wh- questions and answers with Who, What, Where, When, Which, Whose, Why and How (e.g., <i>How much sugar would you like? How often do you go to the dentist?</i>)	s	SB All Units WB All Units
	29. Use do/does/did in questions in the simple present and simple past.	r	All Units
	30. Use compound sentences with a. and...but (e.g., <i>Maria and Julio speak Spanish, but I don't.</i>) b. and...too (e.g., <i>Maria speaks Spanish and I do too.</i>) c. and...either (e.g., <i>She doesn't speak Russian, and I don't</i>	s	SB pg. 100-102 WB U.8

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	<i>either.</i>) d. or (e.g., <i>She doesn't speak Chinese or Japanese.</i>)	s	SB pg. 100-102, 106, 107 WB U.8
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