

## Ventures 4 Correlated with LAUSD ESL Intermediate High A Course Outline

### LANGUAGE STRUCTURES FOR THE ESL Intermediate High/A COURSE

| Competency Area and Statement                                                                                     | Minimal Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expose/Stress/Review | Ventures 4 Student's Book (SB) and Workbook (WB) |
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| <p><b>A. Verb Tenses</b></p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p> | <ol style="list-style-type: none"> <li>1. Use the <b>simple present tense</b> for non-action verbs (e.g., I <i>don't believe</i> it's true. That jacket <i>fits</i> you well. The alarm <i>is</i> ringing. Do you <i>hear</i> it?)</li> <li>2. Contrast <i>will</i> and <i>be going</i> for the <b>future</b> to express:               <ol style="list-style-type: none"> <li>a. a previous plan (e.g., <i>I'm going to see</i> the doctor next Thursday.)</li> <li>b. An offer to help (e.g., <i>I will pick up</i> some medicine for you.)</li> </ol> </li> <li>3. Used <i>used to/ didn't use to</i> for the <b>habitual past</b> (e.g., I <i>used to smoke</i>. I <i>didn't used to drive</i> a car.)</li> <li>4. Contrast <b>present perfect tense</b> and <b>simple past tense</b>.               <ol style="list-style-type: none"> <li>a. for an action that began in the past and continues into the present vs. an action completed in</li> </ol> </li> </ol> |                      |                                                  |

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|  | <p>the past. (e.g., He <i>has lived</i> here two years. He <i>lived</i> there two years.)</p> <p>b. for an action completed in the indefinite past vs. and action completed at a specific time in the past. (e.g., She <i>has already gone</i>. He <i>went</i> there yesterday.)</p> <p>c. for an action that has occurred a number of times vs. an action that occurred at one specific time. (e.g., I <i>have seen</i> that movie three times. I <i>saw</i> that movie last week.)</p> <p>5. Use <b>present perfect continuous/progressive tense</b> to show duration of an event in progress (e.g., He <i>has been working</i> for 6 hours straight.)</p> <p>6. Use the <b>past perfect tense</b> to express an action which occurred</p> |  |  |
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**LANGUAGE STRUCTURES FOR THE ESL Intermediate High/A COURSE**[illegible]

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|                                                                                                                                         | <p>prohibition/lack of obligation</p> <p>a. with <b>must not</b> (e.g., Students <i>must not</i> bring weapons to school.)</p> <p>b. with <b>don't have to</b> (e.g., Students <i>don't have to</i> drive to school.)</p> <p>10. Express obligation/ expectation with <b>be supposed to/ not supposed to</b> (e.g., Students <i>are supposed to</i> bring their books to class. Students <i>aren't supposed to</i> eat in class.)</p> |                   |                                                                              |
| <p><b>C. Other Verb Structures</b></p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p> | <p>11. Use <b>passive voice</b></p> <p>a. in the present tense (e.g., Toyotas <i>are made</i> in Japan.)</p> <p>b. in the past tense (e.g., <u>Hamlet</u> <i>was written</i> by Shakespeare.)</p> <p>c. with modals (e.g., This medicine <i>should be taken</i> with food.)</p> <p>12. Use the <b>gerund</b></p>                                                                                                                      | <p>S</p> <p>S</p> | <p>SB pg. 20-23, 29-31<br/>WB U.2</p> <p>SB pg. 46-49, 56, 57<br/>WB U.4</p> |

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|                                                             | <p>a. as subject of the sentence (e.g., <i>Swimming</i> is fun.)</p> <p>b. as object of the verb (e.g., I enjoy <i>dancing</i>.)</p> <p>c. as object of the preposition (e.g., They're talking about <i>getting</i> married.)</p> <p>13. Use the <b>infinitive</b></p> <p>a. to express a purpose (e.g., She went to the DMV <i>to take</i> her driving test.)</p> <p>b. as object of the verb (e.g., I prefer <i>to walk</i>.)</p> <p>c. to follow an adjective (e.g., She was surprised <i>to see</i> him. He isn't old enough <i>to vote</i>. It's fun <i>to go</i> camping.)</p> <p>14. Contrast the gerund and infinitive as objects of verbs (e.g., He <i>quit drinking</i> coffee. He <i>refused to</i> resign.)</p> |  |  |
| <p><b>D. Other Sentence Elements</b></p> <p>Demonstrate</p> | <p>15. Use the <b>indefinite pronouns</b> <i>you, they, one, we,</i> and <i>some</i> to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |

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| <p>understanding and use of various sentence elements in meaningful communication.</p>                                             | <p>communicate the idea of “people in general” (e.g., <i>You</i> have to eat to live.)</p> <p>16. Use <b>participial adjectives</b> appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.)</p> <p>17. 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>E. Combined Sentences</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p> | <p>18. Use <b>real conditional</b> sentences</p> <p>a. to express an <b>expected result</b> (e.g., If you <i>sit</i> in the sun too long, you <i>will get/get</i> a sunburn. If you <i>eat</i> too much you <i>might</i> get sick.)</p> <p>b. to express <b>future possibility</b> (e.g., If I <i>win</i> the lottery, I <i>will</i></p>                                                                   | <p>S</p> <p>S</p> | <p>SB pg. 124, 125<br/>WB U.10</p> <p>SB pg. 124, 125<br/>WB U.10</p> |

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|  | <p><i>buy</i> a house. If you <i>buy</i> a lottery ticket next week, you <i>might win</i> a lot of money.)</p> <p>19. Use reported speech</p> <p>a. with commands (e.g., Please <i>ask</i> him to <i>call</i> me.)</p> <p>b. with statements using say and tell (e.g., He <i>said</i> (that) he <i>was</i> sick. He <i>told me</i> (that) he <i>would</i> be late.)</p> <p>c. in contrast to direct quotes (e.g., She said, “I <i>went</i> to the library.” She said that she <i>had gone</i> to the library.)</p> <p>20. Use <b>embedded questions</b></p> <p>a. that begin with wh- question words (e.g., Could you tell me <i>what</i> time it is? I don’t know <i>why</i> he left.)</p> <p>b. that begin with if/whether (e.g., Do you know <i>if she speaks</i> Spanish? Ask her <i>whether she is</i> from Brazil.)</p> |   |                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | S | SB pg. 34-37<br>WB U.3 |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | S | SB pg. 34-37<br>WB U.3 |

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|                            | <p>21. Use <b>adverbial clauses</b> of time with <i>when, as soon as, before, after, and until</i></p> <p>a. in the simple present tense to communicate future meaning (e.g., I will call you <i>as soon as I get home.</i>)</p> <p>b. to establish a time sequence (e.g., <i>Before I leave</i>, I always lock the door. They put/had put their books away <i>when the bell rang</i>. We ate/had eaten <i>before we went to the theater.</i>)</p> <p>22. Use <b>adjective clauses</b> with <i>who</i> and <i>that</i> as subjects in restrictive clauses. (e.g., This is the man <i>who</i> owns the jaguar. I like cars <i>that</i> get good gas mileage.)</p> | <p>S</p> <p>S</p> | <p>SB pg. 60, 61<br/>WB U.5</p> <p>SB pg. 86-91<br/>WB U.7</p> |
| F. Other Sentence Patterns | <p>23. Use appropriate word order in</p> <p>a. affirmative and negative statements.</p> <p>b. subject—verb—object/<br/>prepositional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>R</p> <p>R</p> | <p>All Units</p> <p>All Units</p>                              |

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|  | <p>phrase (e.g.,<br/>Mary baked <i>a cake for her children</i>.)</p> <p>c. question formation:<br/>auxiliary—<br/>subject—verb<br/>(e.g., <i>Do you need</i> some help with your studies?)</p> <p>24. Use tag questions to seek information and confirmation.<br/>(e.g., My appointment is today, <i>isn't it</i>?)</p> <p>25. Form clarification questions using wh- question words to replace missed information (e.g., He called <i>who</i>? You took <i>what</i> to the picnic?)</p> |  |  |
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