

Ventures 1 Correlated with LAUSD ESL Beginning Low Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

Competency Area and Statement	Minimal Competencies	E /S/ R	Ventures 1 Student's Book (SB) and Workbook (WB)
A. Verb Tenses Demonstrate understanding and use of verb tenses in meaningful communication.	1. Use simple present tense with:		
	a. the verb be in communication about personal information, occupations, feelings, location, names, and descriptions of objects and people, time, and the weather.	S	SB pg. 6-17, 18-29, 58-69, 70-81 WB All Units
	b. the first, second, and third person verb forms of the verbs want, need, like, and have in communication about personal wants, needs, likes, dislikes, and possession.	S	SB pg. 46-56, 86-92 WB U.4, 7
	c. the first, second, and third person verb forms of the common verbs used for regularly occurring events (e.g., <i>I work on Mondays.</i>)	S	SB pg. 70-81 WB U.6
	2. Use the present continuous/ progressive tense in communication about events	S	SB pg. 34-43 WB U.3

Ventures 1 Correlated with LAUSD ESL Beginning Low Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

	taking place at the moment (e.g., <i>She's writing.</i>) 3. Use be + going to to indicate future (e.g., <i>I'm going to go to work tomorrow.</i>) 4. Demonstrate understanding and use of the simple past tense with: a. the verb be in communication about past locations, feelings, occupations, time, references, weather (e.g., <i>I was sick yesterday. Yesterday was...</i>) b. common regular verbs in communication about completed events or actions c. common irregular verbs in communication about completed events or actions	S S S S	SB pg. 126-133 WB U.10 SB pg. 97-99, 108 WB U.8 SB pg. 111-113 WB U.9 SB pg. 114-121, 124, 125 WB U.9, 10
B. Imperative Mode Demonstrate understanding	5. Express and respond appropriately to affirmative and negative	S	SB pg. 62, 63-67 WB U.5

Ventures 1 Correlated with LAUSD ESL Beginning Low Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

and use of imperative forms in meaningful communication.	commands (e.g., <i>Press firmly. Look out! Don't smoke.</i>)		
C. Modals Demonstrate understanding and use of modals in meaningful communication.	6. Use can to express ability and inability (e.g., <i>I can lift it. I can't lift it.</i>) 7. Use can and may to request and offer help (e.g., <i>Can you help me? May I help you?</i>) and to ask for permission. 8. Use the contracted form of would like in polite requests (e.g., <i>I'd like a hamburger.</i>)	S	SB pg. 100, 101, 104, 108 WB U.8
D. Other Sentence Elements Demonstrate understanding and use of various sentence elements in meaningful communication.	9. Use nouns appropriately. a. proper and common nouns b. singular and plural forms c. possessive forms (e.g., <i>John's book</i>) d. simple countable nouns and uncountable nouns (e.g., <i>book/books, pencil/pencils, coffee, sugar</i>)	S S E S	SB All Units WB All Units SB pg. 22-27 WB U.2 SB pg. 43 WB U.3 SB pg. 85-95 WB U.7

***Ventures 1* Correlated with LAUSD ESL Beginning Low Course Outline**

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

	10. Use determiners appropriately.		
	a. articles: a, an, the	S	SB All Units WB All Units
	b. demonstratives: this, that, these, those	S	SB All Units WB All Units
	c. possessive adjectives: my, your, his, her, its, our, your (plural), their	S	SB pg. 7-17 WB U.1
	d. cardinal and ordinal numbers	S	SB pgs 4, 7-8, 14-15 WB U. 1
	e. quantifiers: any, some, many, much, a lot of	S	SB pg. 86-90, 92, 94, 95 WB U.7
	11. Use personal pronouns appropriately.		
	a. subject pronouns: I, you, he, she, it, we, they	S	SB All Units WB All Units
	b. object pronouns: me, you, her, him, it, us, them	S	SB All Units WB All Units
	12. Use adjectives appropriately.		
	a. be + adjective (e.g., <i>She's happy.</i>)	S	SB pg. 37, 38, 40, 41 WB U.3

Ventures 1 Correlated with LAUSD ESL Beginning Low Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

	b. adjective + noun (e.g., <i>He's wearing a red shirt.</i>) 13. Use non-referential subjects in statements and questions.		
	a. It (It's/It was) for time and weather (e.g., <i>It's 4:00. It's cold.</i>)	S	SB pg. 20-25, 71 WB U.2, 6
	b. There (There's/There are) (e.g., <i>There's a sofa in the living room.</i>) 14. Use simple prepositions.	S	SB pg. 86-90, 92, 93 WB U.7
	a. of place: in, on, at, next to, across from, etc.	S	SB pg. 18-29, 58-69, 82, 83 WB U.2, 5
	b. of direction: to, from	S	SB pg. 58-69 WB U.5
	c. of time: in, on, at	S	SB pg. 70-81 WB U.6
	d. of origin: from 15. Demonstrate understanding and use of simple adverbs.	S	SB pg. 10-12, 14, 15 WB U.1
	a. of place: here, there	S	SB pg. 86-90, 92, 93 WB U.7
	b. of time: today, late	S	SB pg. 36, 52, 53, 126-128

Ventures 1 Correlated with LAUSD ESL Beginning Low Course Outline

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

	c. of addition: too d. of frequency: always, usually, etc. e. of degree: a lot, a little, very, really	S	WB U.3, 4, 10 SB pg. 73, 77, 79 WB U.6
E. Sentence Patterns Demonstrate understanding and use of various sentence types in meaningful communication.	16. Use the following question types: a. Yes/No questions and answers b. Or questions and answers (<i>e.g., Coffee or tea? Is he tall or short?</i>) c. Wh- questions and answers: i. what, how where, who ii. how much, how many iii. why, when, which 17. Use do/does in questions in the simple present tense. 18. Use compound sentences with and, but (<i>e.g., Maria's from Mexico, and I'm from Mexico too.</i>) 19. Use affirmative and negative statements.	S S S S S	SB pg. 22, 23, 36, 37 WB U.2, 3 SB pg. 22, 23, 36, 37 WB U.2, 3 SB All Units WB All Units SB pg. 85-95 WB U.7 SB pg. 74-77, 80-83 WB U.6 SB pg. 48, 49, 72-75, 77-81, 86, 87, 90, 91, 93 WB U.4, 6, 7 SB All Units WB All Units.

***Ventures 1* Correlated with LAUSD ESL Beginning Low Course Outline**

LANGUAGE STRUCTURES FOR THE ESL BEGINNING LOW COURSE

	20. Use statements containing a series with the conjunction and (<i>e.g., What languages do you speak? I speak English, Spanish and French.</i>)		
--	---	--	--