

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)
A. Verb Tenses Demonstrate understanding and use of verb tenses in meaningful communication.	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 your book. She's got a headache.</i>) 2. Use the <u>present continuous/ progressive tense</u> with events and situations. a. that are ongoing but not necessarily taking place at this moment (e.g., <i>He's working for his brother.</i>) b. that will occur in the immediate future (e.g., <i>She's going to doctor this afternoon.</i>) 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>	S	SB pg. 3, 123-133 WB U.10

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	11 AM.)		
	4. Use if + simple present + will + verb or if + simple present + going to + verb to express future possibility or certainty (e.g., <i>If I get a job I'm going to get a car. Your car won't start if you're out of gas.</i>) 5. Use the <u>simple past tense</u> with a. regular and irregular verbs at a definite time in the past (e.g., <i>I came to the United States in 1985.</i>) b. the modal used to + verb to express past habitual actions (e.g., <i>I used to smoke.</i>)	S	SB pg. 124, 125 WB U.10
	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 taking a shower when you called.</i>)	S	SB pg. 48, 49, 55, 56 WB U.4
		S	SB pg. 112-119 WB U.9

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	b. simultaneously with another event (e.g., <i>He was cleaning while she was shopping.</i>)		
	7. Use the <u>present perfect tense</u> a. to refer to a state or situation which began in the past and continues in the present, often followed by for or since (e.g., <i>She's been a citizen since 1993. That house has been empty for months. How long has he worked there?</i>) b. to refer to an action completed in the indefinite past	S	SB pg. 20-23, 30 WB U.2
	i. with an adverbial or indefinite time reference (e.g., <i>Have you ever been to Canada? Has she eaten yet? We've already seen that movie.</i>)	S	SB pg. 62-64 WB U.2, 5

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	ii. without an adverbial (e.g., <i>Have you read this book? I can't find my glasses. Have you seen them?</i>) 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>) 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.])	S	SB pg. 19, 26, 30 WB U.2
	8. Use the <u>present perfect continuous/progressive tenses</u> a. with an active verb to refer to an action that began in the past and continues in the present, often followed	S	SB pg. 19-21, 97-99 WB U.2, 8

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	by for or since (e.g., <i>They've been talking for 45 minutes. I've been driving since 6:00 a.m.</i>) 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>)		
B. Imperative Mode Demonstrate understanding and use of imperative forms in meaningful communication.	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>)		
C. Modals Demonstrate understanding and use of modals in meaningful communication.	10. Express necessity or obligation a. with must (e.g., <i>You must be 18 to vote.</i>) b. with have to + verb (e.g., <i>I had to work last night.</i>) c. with have got to + verb in informal settings (e.g., <i>She's got to move to San Diego.</i>)		

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	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>) 12. Express advisability with should (e.g., <i>He should go to a doctor.</i>) 13. Make suggestions with Why don't you + verb (e.g., <i>Why don't you look for a different job?</i>) 14. Make formal requests with will and would (e.g., <i>Will you lend me a pencil?</i>) 15. Express ability, in a formal setting, with be able to + verb (e.g., <i>Are you able to work weekends?</i>) 16. Request and give permission with be allowed to +	S	SB pg. 86, 87, 93 WB U.7
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	verb and be permitted to + verb (e.g., <i>Are students allowed to park here?</i>) 17. Express possibility with might (e.g., <i>Call Jack. He might be home.</i>) 18. Express logical conclusion, with must (e.g., <i>The boss is yelling. She must be angry.</i>)		
D. Other Sentence Elements Demonstrate understanding and use of various sentence elements in meaningful communication.	19. Use gerunds 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>) 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>) 20. Use infinitives a. to express purpose (e.g., <i>I came here to study English.</i>)	S S S	SB pg. 8-13, 16, 17, 88, 89, 95 WB U.1, 7 SB pg. 88, 89 WB U.7 SB All Units WB All Units

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	b. as objects of verbs that can be followed by either gerunds or infinitives (e.g., <i>I like eating/ to eat.</i>) c. as objects of verbs that cannot be followed by gerunds (e.g., <i>I offered to buy lunch.</i>) d. to make comparisons of degree using too + adjective + infinitive (e.g., <i>The coffee is too hot to drink.</i>) 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>) 21. Use noun clauses appropriately. 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>	S	SB pg. 88, 89, 95 WB U.7
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	<i>that...I'm sure that...)</i> 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>) 22. Use adverbial clauses appropriately. 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>) b. Use clauses of reason with because (e.g., <i>I didn't come to class because I was sick.</i>) 23. Use adjective words and phrases appropriately: a. comparative and superlative forms.		
		S	SB pg. 71-75, 82, 126, 127, 134 WB U.6, 9, 10
		S	SB pg. 33-35 WB U.3

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	b. comparative forms of equality (e.g., <i>George is as tall as Tom. San Diego is not as big as Los Angeles.</i>) c. common phrases using participles as adjectives (e.g., <i>Are utilities included the rent? Is food allowed on the train?</i>) 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>) 25. Use pronouns appropriately a. to express possession: mine, yours, his, hers, its, ours, theirs, yours (e.g., <i>It's mine.</i>) b. as direct and indirect objects (e.g., <i>John sold me his car.</i>) c. when the subject	R	All Units
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	and the object are the same (reflexive pronouns): myself, yourself, herself, himself, itself, ourselves, yourselves, themselves 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> 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> 26. Appropriately use of prepositions a. of time (e.g., <i>still, yet, already, by, anymore)</i> b. of degree (e.g.,		
		S	SB pg. 62, 63 WB U.5
		S	SB pg. 36, 37

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	<i>nearby, almost, too, very, kind of sort of)</i> c. of frequency (e.g., <i>ever, once in a while, rarely</i>) d. of manner, ending with -ly or not (e.g., <i>slowly, well</i>) e. of comparison or superlative reference (e.g., <i>best</i>) f. of duration (e.g., <i>when, while, during, for</i>) g. of place (e.g., <i>anywhere, somewhere, nowhere, someplace</i>). 27. Appropriately use prepositions a. of direction and place (e.g., <i>towards, above, below, underneath, against, close to, far from</i>) b. of time (e.g., <i>until, by, during, in, before, after, since, for</i>)	S S S	WB U.3 SB pg. 22-26, 28 WB U.2 SB pg. 20, 21, 72, 73, 11, 114, 115 WB U.2, 6, 8, 9 SB pg. 19-21, 30, 71, 74, 75, 82 WB U.2, 6, 8, 9
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	28. Use logical connectors to express order (e.g., <i>First, I... then/next/after that I... Finally, I...</i>) 29. Use get, have and take in common idiomatic expressions (e.g., <i>get married, have fun, take a test</i>).	S	SB pg. 93 WB U.7
E. Sentence Patterns Utilize various sentence types appropriately in meaningful conversation.	30. Use exclamatory sentences appropriately in statements (e.g., <i>How nice! That's awful! What a cute baby!</i>) 31. Use short questions appropriately in response to statements a. to get additional information (e.g., <i>She's not coming to the party. How come?/Why not?</i>) b. to ask for clarification (e.g., <i>Tim: Move these boxes upstairs. Jack: Move what? Tim: The boxes. Jack: Where? Tim: Upstairs.</i>)		