

20 SUMMARIZE, DRAW CONCLUSIONS AND MAKE GENERALIZATIONS

LEVEL: INTERMEDIATE

At the end of this language function, students will be able to . . .

- Draw conclusions about a topic or event
- Summarize events
- Hypothesize and speculate
- Make generalizations regarding a topic or event

SAMPLE LANGUAGE PATTERNS:

Draw conclusions about a topic or event:

The ___ is/are ___ (adjectives) and/but ...

The ___ are not/is not ___ (adjectives)

The story is ___.

Each...

Every...

The ___ was/is ___ (adjective) or (-er than) ___ because...

The ___ (-est/ most/least) ___ is/are/was/were ___ because...

Although, the ___ was...

I prefer...

Both ___ and ...

Neither ___ nor ...

Either ...or

Not only ___, but ...

Not only ___, but also...

Adjectives that point out particular objects:

That hat...

Those neighbors of..

This house...

These flowers...

Make generalizations about a topic or summarize events:

The main points are ___, ___, and ___

The ___ is about...

The ___ takes/took place...

There is/are/was/were (a/an) _____

My/in evaluation of the facts...

First the..., second the...third the...

Then,

Finally,

What I'm getting from the ___ is ___.

CORRESPONDING STATE LANGUAGE FORMS:

Compound sentences with **and** or **but**

Comparative adjectives with past tense verbs in simple sentences.

Imperative mode:

Express command (*Take me home. Stay there.*)

Collective nouns name, as a unit, the members of a group (heard, class, jury, congregation)

Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs.

Auxiliary verbs that indicate futurity: **will** and **shall**.

Each ___ is related to ___.

According to ___

In my opinion the ___ was ___.

A summary of ___ could...

My argument against ___ could be ___.

The ___ was/were referring to...

Two ___.

Ten ___. (Numbers – how many determined by grade level appropriateness)

The fifth ___.

The twelfth ___. (Rank Numbers – how many determined by grade level appropriateness)

Hypothesize and speculate:

Auxiliary verbs that indicate futurity: **will** and **shall**

There will be a day when people will get along.

Will you need a...?

You will probably need a ___.

Shall I take...

Shall we...

We shall never experience such a ___ again.

Maybe they...

Collective nouns name, as a unit. (The members of a group)

- Heard
- Class
- Jury
- Congregation

21 DESCRIBE SPATIAL AND TEMPORAL RELATIONS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Use transitional words for time expression
- Express time relationship between past, present and future
- Use a variety of expressions of time with reference to time of speaking
- Use a variety of expressions of time with reference to shifted time

SAMPLE LANGUAGE PATTERNS:

Use transition words:

Still
Yet
Soon
Already
Anymore
Just

CORRESPONDING STATE
LANGUAGE FORMS:

None

Express time relationship between past and present actions:

Has/Have/had ___ (you, he, she, it, they) finished ___?

No, I still have a little left.

No, I haven't finished yet.

No, but I'll finish soon.

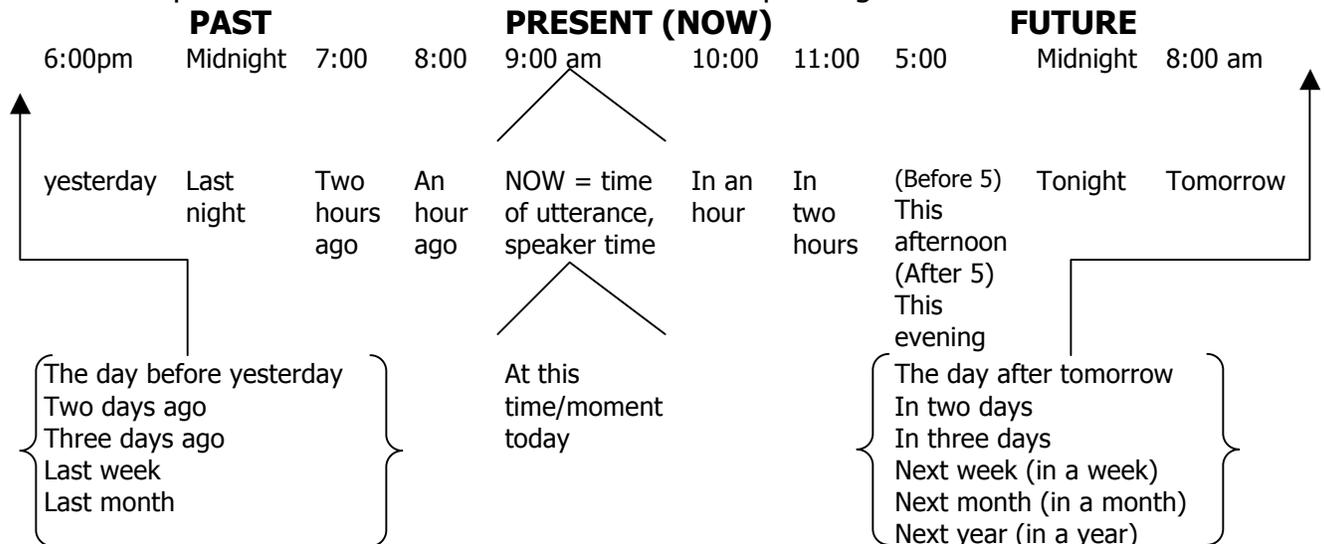
Yes, I already finished.

No, she isn't working on it anymore.

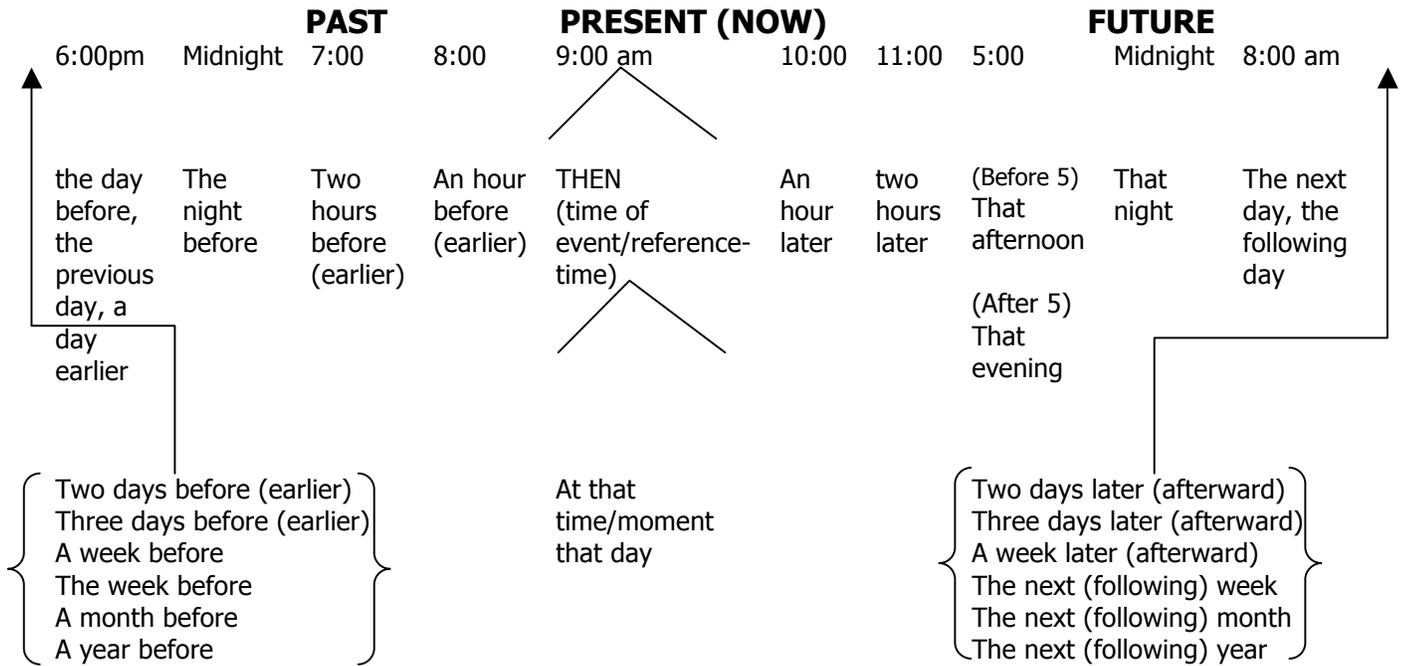
Yes, I had already finished.

Use a variety of expressions of time:

Expressions used with reference to time of speaking



Expressions used with reference to shifted time:



22 MANAGE CONVERSATIONS AND PARTICIPATE IN DISCUSSIONS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Demonstrate the appropriate use of social courtesies
- Engage in everyday conversations with peers and adults regarding borrowing and lending objects
- Extend, accept or decline an invitation with ease
- Express an idea or an opinion
- Make statements to clarify understanding

SAMPLE LANGUAGE PATTERNS:

Demonstrate appropriate use of social courtesies:

I'm glad to see you again.
How have you been lately?
How's (How is) your family?
How was your summer?
I would like you to meet _____. She/He is someone who ...
I would like you to meet someone who...
It's been a pleasure/fun/great talking with you.

CORRESPONDING STATE
LANGUAGE FORMS:

None.

Engage in everyday conversations with peers and adults regarding lending and borrowing objects:

Do you think it would be alright if I borrowed your _____ now?
Could you loan me your _____ ?
Of course, I would be glad to loan you the _____ now/when I finish.
Would you like to _____?
Would you mind if I _____?
Could I possibly (get, borrow) a _____?
Do you have a _____ I could use by any chance?

Extend, accept or decline an invitation with ease:

Maybe we can _____ together soon.
I was wondering if you would like to _____ with me?
Do you think you might like to _____ with me?
Thank you! I'd love to _____ with you (but I _____).
I would like to _____.
It would (It'd) be fun if we could _____.
Do you think we could _____?
Would you like to _____?
What would you like to do?

Express an idea or opinion:

I would like to propose...

I understand what you are saying, however I believe...

I agree with you...(but...)

That is a wonderful idea.

I propose that we should...

It might behoove us to...

We should...

Make statements to clarify understanding:

So what I hear you saying is...

Do I understand that you are proposing...

If I understood correctly, it seems that you...

23 EXPLAIN NEEDS, FEELINGS, OPINIONS AND THOUGHTS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Compliment or complain
- Negotiate solutions
- Express and support ideas or opinions
- Give reasons to explain a physical condition

SAMPLE LANGUAGE PATTERNS:

Compliment or complain:

That's such a ___ because/so ___.
I really appreciate ___.

Negotiate Solutions:

I wouldn't like ___ because ___. So ___
I am/was feeling ___ when you ___, s
I'll get ___ if you ___.
I have been feeling ___ every time you
I'll get ___ if I ___.
Every time you ___, I feel ___.

Express and support ideas or opinions:

I would like to propose...
Do you think it is ___ to ___?
I understand what you are saying, how
I agree with you...(but...)
That is a wonderful idea.
I propose that we should...
It might behoove us to...
I think...
We should...
We ought to...

Give reasons to explain a physical condition:

It was so ___ that ___.
It took ___ before/after we ___.
As he/she it didn't ___, it was
necessary to ___.
He/she/it ___ (verb) so that ___.
The ___ (noun) who/that/which ___

CORRESPONDING STATE
LANGUAGE FORMS:

In my opinion ___ should ___
because/so ___.

Complex sentences using modals and
clauses.

Get across important points using
declarative, compound and complex
sentence, regular and irregular verb
forms.

Complex: *As I came home, I stopped at
the store.*

Compound: *The children who came in
early had refreshments, but those who
came late had none.*

Adverb of manner: *The children who
sang loudly get a cookie, but those who
didn't sing had none.*

24 ASK AND ANSWER CLARIFYING AND INFORMATIONAL QUESTIONS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Formulate and answer informational and clarifying questions
- Ask for directions
- Ask questions about text or content

SAMPLE LANGUAGE PATTERNS:

Formulate informational and clarifying questions

When was....?
Why did/have/had....?
Have/has/had + been + ing ____?
Can you (we/they) if...?
What would you like to be called?
How many ___ did you ___?
Have you ...?
How much ___ have you ...?
How many ___ will you...?

CORRESPONDING STATE
LANGUAGE FORMS:

Detailed questions with who, what, when, where, why and how.

Detailed questions with expanded verb phrases.

Varied, specific questions clarifying procedures or content.

Ask for directions:

Is the ___?
How can I get to the ___?
I have not seen...where are the...?
Do you have any idea were I can/might find the ___?
How far do I need to go to get ___?

Ask questions about text or content:

What is the purpose of/for...?
What are we going to do if...?
What are we supposed to do in case of...?
What else do we need to do to complete the problem?
Am I doing this experiment right?
What id your interpretations of the facts?
Do you think I need more...?
It was hard to understand this passage. Could you ___ again?
What have you been ___ to ___?
Could you tell me what she/he/it uses to...?
Where have you been?
Is the ___ the way you had imagined it?
How has ___ affected ___?

(This is not an all inclusive list).

25 DEFINE, EXPLAIN ACTIONS & SEQUENCE

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Explain routines and events
- Explain actions or events in academic contexts such as the plot in a story or novel, a science experiment, a math problem, a historic event, etc.
- Define content vocabulary
- Explain natural or mechanical processes

SAMPLE LANGUAGE PATTERNS:

Explain routines:

I had always been ___ until ____.
From time to time I ...
I used to...
I/he/she was getting used to ...
I had been used to ...
I have been used to (accustomed to)...
Continually
Constantly
Seldom
Three times
Many times
Multiple times
...while...
...as...
...unless...

CORRESPONDING STATE LANGUAGE FORMS:

Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives.

Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, and adjectives.

Possessive

(I know the woman whose father is visiting.) Subordinate conjunctions used to join two grammatical parts of equal rank. *(Although he worked hard, he did not finish his homework.)*

Object of Comparison

(The person whom Susan is taller than, is Mary.)

Explain actions or events in academic contexts such as the plot in a story or novel, a science experiment, a math problem or a historic event, etc

What did the character do before/after ...?
How could the problem be solved?
The ____ (noun) took place when _____. That's why...
____ have/had been ____ when ____.
Therefore,
In addition to,
Moreover,
Beside,

Define content vocabulary:

Metamorphosis is a process that
Finding the square root of a number means to

A metaphor is a ____ that.....

Amphibians are ____ which....

An equation is a ____ that....

The person whose ____ is....

Explain natural or mechanical processes

The first thing that needs to be done..., then....

In addition, you should.....

On the other had, if you.... It could

The water circle starts...

As a result, the....

In order to,

Hence,

For this purpose,

Due to,

26 COMPARE, CONTRAST AND CLASSIFY

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Compare items and put them in rank order
- Ask and respond to classifying and categorizing questions
- Denote similarities and differences

SAMPLE LANGUAGE PATTERNS:

Compare items and put them in rank order:

The most ____.

The least ____.

Nearly as...as

This/there are substantially more ____
(adjective) than ____.

They are slightly ____ (adjective + er) than
_____.

It has much less ____ than ____.

CORRESPONDING STATE LANGUAGE FORMS:

Varied sentence structures with
specific comparative adjectives and
phrases.

Subject/verb/adjective, both
subject/verb, but

Approximately used idiomatic
phrases and contrasting words (e.g.
whereas and *in contrast*)

Ask and respond to classifying and categorizing questions:

Was this ____?

Were those ____?

What makes you think ____ (they are/they were)...?

Why is ____ bigger than ____?

Which one is ____?

Do you think they both ____?

Denote similarities and differences:

____ and ____ were both ____.

They were slightly/ very different because ____ were ____ and ____ was ____

____ has both ____ and ____.

Both of them were ____.

These had quite the same ____ as ____.

Those are different from ____.

None of them ____

____ is equal to ____.

____ is equivalent to ____

____ is not as ____ as ____.

These do not sound at all alike.

27 MAKE PREDICTIONS, INFERENCE, CAUSE AND EFFECT

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Explain reasons for feelings or actions
- Give reasons to explain a physical condition
- Explain causes of natural or mechanical processes
- Make predictions about a topic

SAMPLE LANGUAGE PATTERNS:

Explain reasons for feelings or actions:

___ was/had been/has been ___ because of...

___ was/had been/has been ___ due to...

They ___(ed) because they needed to...

It would be helpful to ___ because ...

I'd like to have been.....

I'd have preferred not to have had...

Give reasons to explain physical conditions:

I was ___ therefore/consequently/as a result I ___.

Because I ___, I ___.

I was so ___ I didn't want to ___.

I was ___ so I went to get ___.

I was ___ so ___.

I was going to ___ because ___.

Because of ___ I (you, he, she it, they) ___.

Explain causes of natural or mechanical processes:

The main reason ___ was due to the fact...

One of the main causes of ___ was ___.

Their ___(noun) ___(verb) because they had...

If you would ___, then ___ might ___.

They have been ___ so they haven't been ___.

___ would/could probably ___.

CORRESPONDING STATE LANGUAGE FORMS:

Conditional (**could, might**) mood in complex sentences.

Complex sentences with past tense verbs.

Conditional: If ___ had/hadn't ___.

___ would/wouldn't have ___.

Make predictions about a topic:

It looked like it was going to ___ because ___.

It looks like it could ___ because ___.

In the ___ (season), it might ___, so you (might/should/could) need to ___.

It might ___, so ___ will (is/are going to)...

28 SUMMARIZE, DRAW CONCLUSIONS AND MAKE GENERALIZATIONS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Summarize actions, events, and thoughts
- Make generalizations about factual statements
- Use abstract nouns such as fame, love, freedom and honesty
- Express a condition contrary to a fact or express doubt.
- Draw conclusions

SAMPLE LANGUAGE PATTERNS:

CORRESPONDING STATE LANGUAGE FORMS:

Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.

Comparative adjectives with conjunctions such as although, because, that, idiomatic phrases and passive voice.

Indicative mode: makes a statement of fact (*The temperature is low.*)

Abstract nouns: name things or ideas that people cannot touch or handle (*beauty, honesty, comfort, love*).

Subjunctive mode: expressing a condition contrary to fact or expressing a doubt (*If only he were here.*)

Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree (*This class is too hard.*); clauses expressing limitations (*this is a school van, but it is only used for sports.*); and complex sentences.

Auxiliary verb indicating desire or intent: *would*

Auxiliary verbs include modal verbs, which may express possibility: *may, might, can, could*

Summarize actions, events, and thoughts:

I might ___ if I had ___.

The ___ could have been, ___ if ___.

None of the ___.

My argument with ___ is arising from/is coming from...

What I have read deals with...

What I have read has to do with...

What I understood from ___ has to do with...

It is clear that the ___ has been ___ (past participle).

It appears that the author has ___ (past participle).

Make generalizations about factual statements:

A ___ can be (past participle) in ___.

They are ___ (past participle) with ___.

___ (noun) is ___ (past participle) to ___.

Indicative mode (states facts)

Use abstract nouns:

- Fame
- Beauty
- Freedom
- Honesty
- Comfort
- Love (etc.)

Express a condition contrary to a fact or express doubt:

Subjunctive mode:

If I/he/she/it/they/we were ...

If I/he/she/it/they/we were ___ then....

If I/he/she/it/they/we were ___,...

I wish/ hope....

Draw Conclusions:

In conclusion the ___ is more ___ than ___.

As a conclusion, I

As a way to summarize my thoughts, it....

29 DESCRIBE CHARACTERISTICS OF PEOPLE, PLACES AND THINGS

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Describe people, characters and objects
- Describe characteristics of things using sensory details
- Describe a local place and give directions to a location
- Make, read and describe a map

SAMPLE LANGUAGE PATTERNS:

Describe, people, characters and objects:

(My, his, her, our, their, name's) ___ has been/was ___ (adjective).

What was/were your ___(s) (noun) like?

My ___ (noun) have had/has had ___ (article + noun).

___ has had/have had ___ (article + noun).

What was your ___ (noun) like?

What was/were ___ (Pronoun) like?

___ (Pronoun) was ___ (adjective).

Tell me about ___ (article). What is ___ (article) like?

What did ___ (article + noun) have?

What was ___ (he, she, it) like?

Tell me about ___ (him, her, it).

___ (Pronoun) has been a ___ (adjective)...

What was/were ___ like?

What is name for this?

What is/was this called?

It is called a ___.

This is ___ (article + noun).

What's the composition of ___?

It is composed of ___ (noun phrase), and ___(noun phrase).

What did it have?

It had ___ article + adjective) ___ (noun).

CORRESPONDING
STATE LANGUAGE
FORMS:

Compound and complex
sentences with more
specific vocabulary
(*nouns and adjectives*)

Describe characteristics of things using sensory details:

In what form is ___?

How did it feel?

It felt like

It seemed that...

What kind of ___ was it?

Tell me what the ___ *tasted* (5 senses) like.

What ___ (color, size, shape, etc) was it?

It was ___ (adjective) and ___ (adjective), and then it felt more...

Describe a local place and give directions to a location:

There was/has been/have been a ___ (noun) ___ (prepositional phrase).

There were/have been ___ (noun plural) ___ (prepositional phrase).

Can you tell me where one could/might find a ___?

Excuse me, can you give me/provide me with directions to...

At the end of the ___, turn ___ (directions).

You'll see it if you look ___ (prepositional phrase).

Turn ___ when you see the ___ (prepositional phrase), turn/go/proceed ___ (direction) until you get to...

Make, read and describe a map:

Where can (I, you, he, she, they, we) find ___ (noun)?

___ (noun) was/has been/are/had been ___ (preposition) the ___ (noun).

The ___ (noun) was/has been/are/had been ___ (preposition) the ___ (noun).

Where can a ___ be found?

It can be found ___ (preposition), ___ (prepositional phrase).

Could you describe the location of _____ (noun phrase)?

The ___ (adjective + noun) is located _____ (prepositional phrase).

30 JUSTIFY AND PERSUADE

LEVEL: EARLY ADVANCED/ADVANCED

At the end of this language function, students will be able to . . .

- Use complex sentences that express future or conditional statements
- Use tag questions to emphasize and persuade
- Use idiomatic expressions to justify actions
- Use embedded clauses to provide extra information

SAMPLE LANGUAGE PATTERNS:

Use complex sentences to express future or conditional statements:

- It will be ___ if...
- It would be ___ if...
- It might work ___ if...
- If (you, he, she, it , we, they)..., ___ (things/it) ___ (might, could, should)...
- The ___ thing you could do is...

Use tag questions to emphasize and persuade:

CORRESPONDING STATE LANGUAGE FORMS:

Complex sentences with future and conditional.

Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses.

Examples		Explanation
Statements	Tag	
She is nice, You aren't coming, We arrived late, He doesn't like it,	isn't she? are you? didn't we? does he?	A tag question is a statement followed by a short question (a tag). Tag questions are often used in conversations. The speaker expects a yes or no answer.

Examples		Explanation
Affirmative Statements	+ Negative tags	
they were at school, She can come, I must go, He has been there,	weren't they? can't she? mustn't I? hasn't he?	The speaker thinks that the answer will probably be yes.

Examples		Explanation
Negative Statements	+ Affirmative tags	

He shouldn't drive, You won't help, They didn't stay, We haven't study	should he? will you? did they? have we?	The speaker thinks that the answer will probably be no.
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Some special cases:

I am right, aren't I?	aren't I (<i>not amn't</i> I)
You have to go, don't you?	you (do) have to go...
I have been answering, haven't I?	use first auxiliary
Nothing came in the post, did it?	treat statements with nothing, nobody etc like negative statements
Let's go, shall we?	let's = let us

Use idiomatic expressions to justify actions:

There are numerous amounts of idiomatic expressions, some of which are very useful when trying to persuade or justify with color. For an extensive alphabetized listing of idiomatic expressions go to: http://www.usingenglish.com/links/Idiomatic_Expressions/

Some Examples:

- **As mad as a hatter**
This simile means that someone is crazy or behaves very strangely. In the past many people who made hats went insane because they had a lot of contact with mercury.
- **At each other's throats**
If people are at each other's throats, they are fighting, arguing or competing ruthlessly.
- **At odds**
If you are at odds with someone, you cannot agree with them and argue.
- **At your wit's end**
If you're at your wit's end, you really don't know what you should do about something, no matter how hard you think about it.
- **Axe to grind**
If you have an axe to grind with someone or about something, you have a grievance, resentment and you want to get revenge or sort it out. In American English, it is 'ax'.

Use embedded clauses to provide extra information:

In the sentence:

"This is the mechanic (who repaired Sharon's car)."

- "who repaired Sharon's car" is a relative clause (embedded clause). This clause is a sentence that has been "embedded" into another. You could rewrite the sentence as two different sentences.