

1 EXPRESS GREETINGS AND SOCIAL COURTESIES

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Introduce themselves
- Greet someone they don't know well, or is older than they are
- Greet someone they do know well, or that is their own age
- Share personal information about themselves and their family
- Make simple suggestions
- Express thanks for something
- Express farewell

SAMPLE LANGUAGE PATTERNS:

What's your name?

Hi, my name is.

My name is.

How are you?

How do you do?

Hello, this is my (mother, uncle, etc.)

Hello! Vs. Hello.

Goodbye! Vs. Goodbye.

How old are you?

Do you want to...?

Yes, please,

No/yes, thank you.

Thank you for the...

You're welcome

I like it very much.

Thank you.

Let's...

Do you want...?

Yes, please. I want...

Nice to see/meet you.

Corresponding State Language
Forms:

None

Nice to see/meet you too.

...please?

How about you?

2 GIVE AND FOLLOW DIRECTIONS AND SEQUENCE

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Give simple directions
- Give commands that express location
- Use transitional words that sequence events

SAMPLE LANGUAGE PATTERNS:

Imperative form:

Open the door.
Stand up.
Walk.
Read your homework.

CORRESPONDING STATE
LANGUAGE FORMS:

None

Preposition + Article + Noun:

On the floor.
Under the table.
In your seat.
In the backpack.
Up the stairs.

Imperative verb + preposition + article + noun

Put the pencil in the desk.
Walk through the gym.
Pick up your pencil.
Write your name on the board.
Give it to her.
Smile at her.

Transitional words that imply sequence

First, second, third....
Now...
Next...
Then...
Finally...

3 EXPRESS NEEDS, LIKES AND FEELINGS

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Compliment and praise another student or adult
- Express desire and ask about wants and needs
- Express likes and favorites
- Express feelings

SAMPLE LANGUAGE PATTERNS:

Compliment and praise:

I like ____.
You are a good _____. You are good at _____.
That's very nice of you

Express desire and ask about wants and needs:

What do you want/need?
I want/need _____. (article + noun)
Do you need ____? Which ____ (one) do you want?
Which ____ do you want (need)?
I want (need) ____ (article + adjective + noun).
What do you want to do?
I want to ____ (verb).

Express likes and favorites:

Do you like ____ (noun or verb+ing)?
I don't like ____ (noun or verb+ing).
I like your ____ (noun).
I like the way you ____ (verb).
Who (What) is your favorite ____ noun?
My favorite ____ is ____.

Express feelings:

How do you feel?
I feel ____ (adjective).
Do you think he is ____ (adjective) or ____ (adjective)?
He is ____ (adjective).
Is everything ok?
Yes, (no) I don't like the ____ (noun).
What's wrong?
I'm ____ (sad, worried, sick, etc).

CORRESPONDING STATE LANGUAGE FORMS:

One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Simple sentences with subject/verb/object. "I like/don't like—(object)—." "I need a /some — (object)—."

4 ASK AND ANSWER CLARIFYING AND INFORMATIONAL QUESTIONS

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Ask personal information
- Ask for directions
- Request permission
- Ask questions to seek information about objects
- Use simple present tense
- Use present progressive questions with the verb "to be"
- Ask questions to clarify classroom procedures

SAMPLE LANGUAGE PATTERNS:

Ask personal information:

What is your name?
My name is ____.
How old are you?
I am ____.
How are you today?
Do you have ____? (a brother, a sister, any siblings...)
Yes, I have _____. Or No, I don't have _____.
Where do you live?
What is your address?
How do you come to school?
Do you like school?
Who is your teacher?
How do you say ____.
What is this/that?

CORRESPONDING
STATE LANGUAGE
FORMS:

Simple questions about
familiar or concrete subjects

Present or present progressive
tense questions with *to be*

Formula questions clarifying
classroom procedures, rules
and routines

Ask for directions:

Where is the ____ (article + noun).
Is it next to the store? Is it ____ (preposition) + ____ (article + noun).

Request permission:

May I go to the ____ (article + noun).
May I have ____ (article + noun).
Can I ____ (verb) with ____ (pronoun).

As questions to seek information about objects:

Is/are ____ (pronoun) ____ (progressive verb) or ____?
____ (pronoun) is/are ____ (progressive verb).
Is this ____ (article + noun)?

This is ____ (article + noun).

Yes. It is ____ (article + noun).

No. It is not ____ (article + noun).

Is this ____ (article + noun) or ____ (article + noun).

It is ____ (article + noun).

Is/are there ____ (article + noun).

There is/are ____ (article + noun).

5 PARTICIPATE IN CONVERSATIONS AND DISCUSSIONS

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Express daily experiences
- Give idea or opinion to contribute to a conversation or discussion

SAMPLE LANGUAGE PATTERNS:

Express daily experiences:

I (you, he, she, it, they, we) are going ____.

I have (a, an, some) ____ (s).

I (she, he, we, they) do ____ (any action verb)

Give ideas and opinions to contribute to a conversation or discussion:

Is that ok?

Yes.

No.

What is your idea?

My idea is ____.

Who has a different (another) idea?

Do you agree?

I disagree.

No, I think ____.

It is (my, his, her, their, our) turn.

Now it's (my, his, her, their, our) turn.

What do you know about ____?

I know that ____ (noun) are ____ (adjective).

What do you want to share?

This is my ____.

Tell me about ____ (pronoun).

____ (pronoun) is ____ (adjective).

I (have, am) ____ (noun or progressive verb).

What do we need?

(It, they, he, she, I) needs ____.

There are ____ (s).

There is a/an _____

CORRESPONDING STATE
LANGUAGE FORMS:

None

6 DESCRIBE PEOPLE AND THINGS

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Use common nouns and adjectives to describe objects
- Describe people and characters
- Express sensory details

SAMPLE LANGUAGE PATTERNS:

Use common nouns and adjectives to describe objects:

(My, his, her, our, their, name's) ___ is ___ (adjective).

What is/are your ___(s) (noun) like?

What does your ___(noun) have?

What does it have?

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

___ has/have ___ (article + noun).

Describing people and characters:

Tell me about your ___ (noun).

What is your ___ (noun)'s name?

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

___(name). ___ (Pronoun) is ___ (adjective).

What is your ___ (noun) like?

What is/are ___ (Pronoun) like?

___ (Pronoun) is ___ (adjective).

Tell me about ___ (pronoun + article).

What is ___ (article) like?

What do/does ___ (article + noun) have?

What does ___(he/she/it) look like?

What is ___ (he/she like)?

Express sensory details:

What shape is ___?

How does it feel?

What kind of ___ is this?

Tell me what the ___ tastes like.

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

It is ___ (adjective) and ___ (adjective).

CORRESPONDING
STATE LANGUAGE
FORMS:

Common nouns and adjectives

Simple sentences with the verb to be, using common nouns and adjectives. *The (my, her) _____ is/are _____ . A (it) has/have _____ .*

7 DESCRIBE PLACES

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Describe a local place and living environment
- Give directions to a location and place
- Make or read a map

SAMPLE LANGUAGE PATTERNS:

Describe a local place and living environment:

There is a ___ (noun) ___ (preposition) the ___ (noun).

There are ___ (noun plural) ___ (preposition) the ___ (noun).

Where is ___ (article + noun)?

___ (noun) is ___ (preposition) the ___ (noun).

The ___ (noun) is ___ (preposition) the ___ (noun).

What does a ___ (place) have?

___ (Place name) has ___ (adjective) ___ (noun)

There is/are ___ (Article + noun).

A ___ (noun) lives ___ (preposition) the ___.

The ___ lives ___ (preposition) the ___ (noun).

The ___ (noun) ___ (verb) ___ (preposition) the ___ (noun).

Give Directions to a location and place:

Where is the ___?

At the end of the ___.

It is ___ (preposition) the ___ (noun).

Turn ___ when you see the ___ (noun).

The ___ (noun) has ___ (adjective) ___ (noun).

The ___ (noun) are ___ (preposition) the ___ (noun).

There are ___ (adjective) ___ (noun) ___ (preposition) the ___ (noun).

The ___ (noun) is ___ (preposition) the ___ (noun).

CORRESPONDING STATE LANGUAGE FORMS:

Common nouns and adjectives

Simple sentences with the verb to be, using common nouns and adjectives. *The (my, her) _____ is/are _____. A (it) has/have _____.*

Demonstrated comprehension of total physical response commands, including prepositions (e.g., *on, off, in, out, inside, outside*)

Simple sentences with prepositional phrases (e.g., *next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under*)

8 DESCRIBE ACTIONS

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Describe daily routines and experiences using present and past tenses
- Express actions occurring at the moment
- Retell what happened in a movie, documentary, play, story, etc.
- Describe an experiment, procedure, historic event
- Use time frames to describe past events

SAMPLE LANGUAGE PATTERNS:

Describe daily routines and experiences in present and past:

What do you do?

I ____ (verb) ____.

What do they do?

They ____ (verb) ____.

Ex: How do you (What do you do to) get ready for school.

Ho did you What did you do to) get ready for school?

First, I ____ (verb)...

Then, (I, he, she, it, they, we) ____...
(sequence words)

Express actions occurring at the moment:

What is going on here?

What is happening here?

I am ____ (verb+ ing)

What is he/she doing?

She/he ____ (verb +ing)

Retell what happened in a movie documentary play, story, etc.

The ____ (noun) was about ____

There was/were ____

The main character decided ____

he/she/ it we/ they ____ (action verbs in past)

Describe an experiment, procedure or historic event:

The ____ (noun) + ____ (verb in past) + time frame)

They were ____ (verb + ing).

What did ____ (he/she/ it we/ they) do?

he/she/ it we/ they ____ (action verbs in past)

What happened to the ____ (noun)

He/she it didn't ____ (verb)

CORRESPONDING STATE
LANGUAGE FORMS:

Demonstrate comprehension
(perform or describe actions)

Present progressive

Single words in response to past
tense question

Simple sentences with past
progressive __ (pronoun) ____
was/were ____-ing.

Use time frames to describe past events:

Ex: In 1998

On Sunday

At 6:00pm

Yesterday (morning, afternoon, night)

Ago/ last

9 DESCRIBE SPATIAL AND TEMPORAL RELATIONS

LEVEL: BEGINNING/EARLY INTERMEDIATE

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

- Describe habits and routines
- Use clocks and calendars
- Explain when something happens

SAMPLE LANGUAGE PATTERNS:

Describe habits and routines:

What do you do in the morning/ afternoon evening?

I she/he it we they ___(verb) after lunch.

Next, we (use sequence words)

First, we ___ (verb)...

Use clocks and calendars:

O'clock

Today is ___ (Monday, Tuesday, Wednesday, Thursday...).

Seasons

It is ___ (Noun for unit of time).

What do we do in the ___ (time period).

We ___ (verb) in the ___ (time period).

How often do/does ___ (noun)___ (verb)?

What does ___ (pronoun) do in the ___ (time of day)?

___(Pronoun) ___ (verb) ___ (noun) after/before ___ (noun).

When do you ___ (verb or verb phrase)?

I ___ (verb or verb phrase) at/in ___.

How often do/does ___ (noun) ___ (verb)?

___ (noun) ___ (verb) ___ (adverb).

Do/does ___ (pronoun/noun) ___ (verb) a lot?

Yes/no

Do you know what time it is?

What time is it?

What day is today?

Days of the week

Months of the year

Half past

Quarter of...

Quarter till/after

Explain when something happens:

What do you do at/for Christmas?

I/we ___ (verb)...

CORRESPONDING STATE
LANGUAGE FORMS:

None

10 COMPARE AND CONTRAST

LEVEL: BEGINNER/EARLY INTERMEDIATE

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

- Describe the similarities and differences of two or more objects
- Compare and contrast people, places and things

SAMPLE LANGUAGE PATTERNS:

Describe similarities and differences of two or more objects:

Do ___ (noun) have ___ (article + noun)?

Does _____ (pronoun) have _____ (article + noun)?

What is the difference between a/an ___ (noun) and (noun)?

she/ he/ it is _____ (adjective + er/ more + than) _____ my brother.

Compare and contrast people places and things:

How are ___ (noun) and ___ (noun) the same?

___ (noun) and ___ (noun) are both ___ (adjective).

___ (noun) and ___ (noun) both have ___ (noun).

___ (possessive pronoun) ___ (noun) is ___ (adjective).

___ (possessive pronoun) ___ (noun) has ___ (adjective).

They both are ___ (adjective). They both have ___ (noun).

What do you like about ___?

I have/want/like etc...

I like ___ (article + noun). It is _____ (adjective + er/ more + than).

I don't like ___ (adjective) ___ (noun). They are _____ (less + adjective + than).

CORRESPONDING STATE LANGUAGE FORMS:

Single words or phrases in response to concrete comparison questions
Sentences with subject/verb/adjective showing similarities and differences

Sentences with subject/verb/adjective showing similarities and differences

(Introduction of comparative phrases: er + than, more+ than, less = than)