

1 1 DESCRIBE SPATIAL AND TEMPORAL RELATIONS

LEVEL: INTERMEDIATE

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

- Discuss time and calendars
- Describe frequency of events and schedules
- Describe project timelines
- Use transitional words to describe the order of events in a novel, movie, experiment

SAMPLE LANGUAGE PATTERNS:

Discuss time and calendars

Can you tell me the time please?

Excuse me, what is today's date?

What season comes before/after winter?

Half past

Quarter after/till/of...

After/before

Ex: What do you do before/after lunch?

Describe frequency of events and schedules

Always, sometimes, never, usually, seldom, rarely, from time to time, twice, once, almost never, etc

Describe project timelines

Before I,...

After I...

Beginning, Middle, End

Ex: In the ____ (beginning, middle, end) we want to put ____, ____, and ____

Use transitional words to describe the order of events in a novel movie, experiment, etc:

First,

Then,

At first,

Later,

Next,

After that,

Etc...

CORRESPONDING STATE
LANGUAGE FORMS:

None

12 MANAGE CONVERSATIONS AND PARTICIPATE IN DISCUSSIONS

LEVEL: INTERMEDIATE

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

- Practice formal and informal social courtesies
- Interact in everyday conversations with peers and adults
- Exchange personal information and experiences
- Extend, accept or decline an invitation
- Discuss an event
- Express an idea or opinion

SAMPLE LANGUAGE PATTERNS:

Practice formal and informal social courtesies:

I would like you to meet...

I want you to meet...

I'm happy to meet you.

It's a pleasure to meet you.

I would be a pleasure to....

Would you please...

I'd be glad to.

Yes, of course.

Goodbye.

It was good seeing you.

It was good to see you.

It was nice talking to/with you.

I hope you have a good weekend/vacation/etc...

Interact in everyday conversations with peers and adults:

How long have you...?

Have you...?

How about you?

Have you ever....?

When was the last time you?

Exchange personal information and experiences:

How long...

...____ (past participle) since/ for...

Have you...?

Not yet, but...

I have already

Extend, accept or decline an invitation:

CORRESPONDING STATE
LANGUAGE FORMS:

None

Do you mind if...
Let me see if...
Let's take turns.
 You go first.
 Can I go...
Would you like to...
What about...?
Any suggestions?

Discuss an event:

Who is going to be there?
Who will be there?
Where is ___ going to be?
When/Where will ___ be?
When is ___ going to be?

Express an idea or opinion:

Can I say / add something?
I have an idea about...
Have you thought about...?
Is that ok with you?
Do you agree?
 Yes, I agree ____.
 Not really, I think ____
I have a different idea.
I'm not sure.
Yes, I think ____.
My idea is similar, but ____.
I agree with ____, but/although I don't agree with ____.
I disagree.
I'm not sure.
May I interrupt?
May I ask a question?
Let me ask you a question.
Have you ever been ____?
How long have you ____?
Have you seen...?
How long have you...?

13 EXPLAIN NEEDS, FEELINGS, OPINIONS AND THOUGHTS

LEVEL: INTERMEDIATE

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

- Compliment or praise
- Make requests
- Negotiate Solutions
- Express and support ideas and opinions
- Explain how something is done

SAMPLE LANGUAGE PATTERNS:

Compliment or praise:

I like ___ because ____.
Thank you for _____. It _____.
I like the way you _____.

Make requests:

I need ___ because ____.
I need a ___ please.
Could I have ___?
Could you help me?
I would like a ___ please.
Do you have any ___?
I would like a ___, but not a (no) ___ please.

Negotiate solutions:

I am ___ because you were ___ing.
I don't like it when ___, please stop. I'm feeling _____.
I feel ___ when you ___. So, ____.
I get ___ when you ____.

Express and support ideas and opinions:

In my opinion ____.
I think that ____.
___ should ____.
___ could ____.
___ will ____.
I think ___ should ___ because...
I believe...

Explain how something is done

Adverbs of manner: quickly, quietly, carefully, slowly, terribly, etc
I ___(verb) ___(article + noun) ___(adverb of manner)
Why do/ did you _____(verb + adverb of manner)?

CORRESPONDING STATE
LANGUAGE FORMS:

I don't think/agree with or don't

Because____.
I think /agree with (don't)_____.

Explain simple, straightforward
information of immediate relevance,
using regular verbs and adverbs of
manner in declarative sentences and
compound sentences. (*Maria planted
the petunia seeds carefully.*)

14 ASK AND ANSWER CLARIFYING AND INFORMATIONAL QUESTIONS

LEVEL: INTERMEDIATE

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

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

SAMPLE LANGUAGE PATTERNS:

Formulate Questions about text or content:

Who is (are/was/were ___)?
What is...?
When is...?
Where is...?
Why is...?
How is...?
Can do/does/can ___?
What do/does/did/can...?
When...?
Where...?
Why...?
How...?
How often...?
How long...?

CORRESPONDING STATE
LANGUAGE FORMS:

Who, what, where why questions with do or did.

Formulate questions clarifying classroom procedures, rules and routines.

Ask personal Information questions:

How do you spell ___?
What do you like to be called?
How many brothers and sisters do you have?
How many are there...?
How did you get here?
Who told you...?
Where did you come from?

Ask for directions:

I'm supposed to go to the ___? Where is it?
Where is the ___?
How do I get to the ___?
Where are the ___?
Where can I find the ___?
Where do I turn?
How far do I go?

How far is the ____ from the ____?
Which way do you want me to go?

Ask clarifying questions:

What does the word ____ mean?

What do you mean by ____?

I didn't hear. Can you tell me again?

I couldn't hear you. Can you tell me again?

What are/were they going to do?

What are/were we supposed to do?

I don't understand. Can you tell me again?

I'm confused. Could you explain again?

What page are we on? Are we on page ____?

Is this OK?

Is my/his/her/ our/their ____ OK?

Do I need something else?

15 DESCRIBE PEOPLE PLACES AND THINGS IN DETAIL

LEVEL: INTERMEDIATE

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

- Describe people places and things using present and past tenses
- Describe people, places and things using sensory details
- Ask questions and make statements about objects and people

SAMPLE LANGUAGE PATTERNS:

Describe people places and things using present and past tenses:

My/your/his/her/their ___ (noun) is/are/was/were ___ (adj.)

My/your/his/her/their ___ (noun) is/are/was/wer ___ (adj.) and ___ (adj.)

He/she/it has/had ___ (adj.) ___ (noun) and ___ (adj.) ___ (noun)

I/you/they have/had ___ (adj.) ___ (noun) and ___ (adj.) ___ (noun)

It was/were ___ and it has/had ___.

She ___ (verb in present/past) her ___ (noun) ___ (prepositional phrase).

I have a ___ that's ___ and ___.

I have a ___ and ___.

I have a ___ that's ___ and ___ with ___.

I have a ___ and ___ with ___.

Describe people, places and things using sensory details:

Describe why ___ is ___.

Describe why ___ was ___.

It looks ___.

It feels ___.

It smells ___.

It sounds ___.

It tastes ___.

It looks like ___.

It feels like ___.

It smells like ___.

It sounds like ___.

It tastes like ___.

CORRESPONDING STATE LANGUAGE FORMS:

Elaborated sentences using
has/have/had or is/are/were with
nouns and adjectives.

Elaborated sentences with
subject/verb/object.

Ask questions and make statements about objects and people:

What does/did your ___ (noun) ___ (verb) like?

My ___ (noun) ___ (verb in present or past) like ___ (noun).

How would you describe ___ (noun)?

He/She/It has/had ___ (noun), ___ (noun) and ___ (noun).

He/She/It is/was/were ___ (adjective), ___ (adjective) and ___ (adjective).

16 DESCRIBE LOCATIONS OF PEOPLE, PLACES AND THINGS

LEVEL: INTERMEDIATE

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

- Describe a setting, location or environment
- Explain a map
- Ask for and follow directions
- Describe how things are arranged or laid out

SAMPLE LANGUAGE PATTERNS:

Describe a setting, location or environment (present or past tense):

I live ___ (prepositional phrase). It is (prepositional phrase).

It is near/next to/close to...

Where do you find ___?

What do you see ___ (prepositional phrase)?

Where is it?

What else do you see?

In the ___ there is/are ___.

There isn't/aren't ___.

What is the setting of the story ___?

The setting is ___. (in a castle, on a boat, in the forest, in a city, etc)

Explain a map:

___ is located ___ (direction) of ___ and ___ (direction) of ___ on our map.

There is/there are (a) ___ to the ___ (direction) of the ___(noun).

The ___ (noun) is to the ___ (direction) of the ___ (noun).

Ask for and follow directions:

Can you tell me where ___ is/are?

Sure, it's ___.

Sure, they are ___.

Could you tell me where ___ is/are?

Sure, it's ___ (prepositional phrase).

Sure, they are ___ (prepositional phrase).

Where do you find ___?

What do you see ___ (prepositional phrase)?

Where is it?

What else do you see?

In the ___ there is/are ___.

There isn't/aren't ___.

CORRESPONDING STATE
LANGUAGE FORMS:

Elaborated sentences using
has/have/had or is/are/were with
nouns and adjectives.

Elaborated sentences with
subject/verb/object.

Describe how things are arranged or laid out:

I (any subject pronoun) put the ___ + (prepositional phrase).

I/he/she placed it/them ___(article + noun) ___(prepositional phrase).
It is located _____ (preposition), _____(prepositional phrase).

17 DEFINE, EXPLAIN ACTIONS AND SEQUENCE

LEVEL: INTERMEDIATE

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

- Relate events from a personal experience
- Explain a picture or illustration
- Relate actions in a story
- Explain the steps in a science experiment or any sequence in an academic register
- Define concrete and abstract objects and concepts

SAMPLE LANGUAGE PATTERNS:

Relate events from a personal experience:

I said..... The following night
He told me that....
They asked....
While
As soon as
The following night

Explain a picture or an illustration:

In the illustration there is (are/was/were)...
In your diagram is (are/was/were) there...?
Our diagram has/had...
Does/did your picture have...?

Relate actions in a story:

In the beginning...
In the middle...
In the end...

Explain the steps in a science experiment or any sequence in an academic register

The first step was...
The second step was...
The third step was...
First...,next ..., Later...,
Before..., During..., After...
Finally... etc.
The first thing that happened was...
The second thing that happened was...
The third thing that happened was...

Define concrete and abstract objects and concepts:

___ (noun) is a feeling that ____.
___ (noun) is a gas which ____.
___ (noun) is/ are _____.

CORRESPONDING STATE
LANGUAGE FORMS:

Connected text including irregular nouns, personal possessive pronouns and adjectives with some irregular past tense verbs.

Define concrete and abstract concepts or objects with correct nouns, pronouns and adjective.

18 COMPARE, CONTRAST AND CLASSIFY

LEVEL: INTERMEDIATE

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

- Make comparisons and contrasts of people, places and things
- Express preferences, likes and dislikes
- Compare items and put them in rank order
- Ask and respond to classifying and categorizing questions

SAMPLE LANGUAGE PATTERNS:

Make comparisons and contrasts of people, places and things:

My/his/her ___ is as ___ as ___.

He/she/it ____, but ____ doesn't.

They are both ___.

- ___ thinks that ___ need to/have to/etc. ____, but I think ___ can/should/are capable of ___.

We both think/believe that ___ and ___ can/should/might ___.

___ and ___ are both ___.

They are different because ___ are ___ and ___ are ___.

___ are ____, have ___ and are ____, but ___ are ____, have ____, and ___.

Both ___ and ___ are ____, ____, and are ___.

Both ___ and ___ can/ are able to ___.

Comparatives (Adjectives and adverbs) with special forms:

- Good, better, best
- Bad, worse, worst
- Some, more, most
- Little, less, least

Comparative phrases:

--er/more than (faster than/ more intelligent)

The ---est/ the most... of all (of all)

as ___ as (as tall as)

not as ___ as

Express preferences, likes and dislikes:

___ likes ___ better than ___.

Do you want to ___ or ___?

I like ____, but not ___.

What is your most/least favorite ___?

Compare items and put them in rank order:

First, Second, Third...

___, ___er, and ___est

Put the ___ in order from ___ to ___.

CORRESPONDING STATE
LANGUAGE FORMS:

Subject/verb/adjective, *but* ___.
Adjective with -er or -est.

Subject/verb/adjective like ____, *but*
not like subject /verb/adjective

By size.

I put the ___ one, then the ___ one and then the ___ one.

Ask and respond to classifying and categorizing questions:

These have...

Those have...

- They are similar, but the ___ in this group all have ___ and the ___ in this group all have ___.

A ___ is a ___ because it has ___, ___, and ___.

Are these ___ or ___? How do you know?

Was the ___ a ___ or a ___?

The ___ was ___ because he/she/it/they ___.

Conjunctions:

___ is like ___ because ___.

___ are like ___ because ___.

___, but ___

19 MAKE PREDICTIONS, INFERENCES, CAUSE AND EFFECT

LEVEL: INTERMEDIATE

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

- State cause and effect of an event
- Make predictions about a topic
- Make inferences about a situation

SAMPLE LANGUAGE PATTERNS:

State cause and effect of an event:

The ____ (noun) was ____ so/that's why ____.
I ____ because I ____
It wasn't ____ today, so I ____.
I didn't ____ because I was/wasn't ____.
I was ____ and I couldn't/could ____ so I ____.
I ____ because I was ____ and couldn't ____.
The ____ (noun) was so ____
I didn't want to ____.
I am ____ so I'm going to get ____.
I am going to ____ because ____.
____ will probably ____.

CORRESPONDING STATE
LANGUAGE FORMS:

The ____ will ____.

Descriptive sentences with past
tense verbs.

Make inferences about a situation:

____ (noun) ____ (reflexive verb) ____ (prepositional phrase) so they ...
When the..., ____ (noun)...
(Ex: When the water starts to freeze, children skate on ponds.)
If you do/don't ____ the ____ won't/don't/will ____.
The ____ ____ (ed) because ...
The main reason ____ is because ____.
One of the main causes of ____ is ____.
There are several major causes of ____.
Their ____ (noun) ____ (verb) because they have ____.
They have ____ so they haven't been ____.
____ will probably ____.
It seems like ____ because ____
____ ____ (s) when you ____.
If ____, then ____.

Make predictions about a topic:

It looks like it's going to ____ because ____.
It looks like it will ____ because ____.
It looks like it might ____ because ____.
In the ____ (season), it's going to ____, so you need to ____.
In the ____ (season), it's going to be ____ so you should ____.

In the ____ (season) it's going to be ____ so you'll ____.
I predict that ____.
It's going to ____, so ____ might ____.

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

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.

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.