FOR EDUCATORS



Lexia English Language Development™ **Teacher's Manual**

Lexia English is an adaptive blended learning program that supports students' English language development through academic conversations. The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies.

Lexia | Lexia ENGLISH LANGUAGE DEVELOPMENT



Welcome to Lexia English

Lexia English is designed to help Emergent Bilingual students in grades K-6 acquire higher language proficiency levels of English. The program blends language learning with subject knowledge to improve academic achievement.

Culturally and ethnically diverse characters engage and encourage students throughout their learning journeys, while interactive academic conversations empower students to build the linguistic competence and confidence needed for academic success.

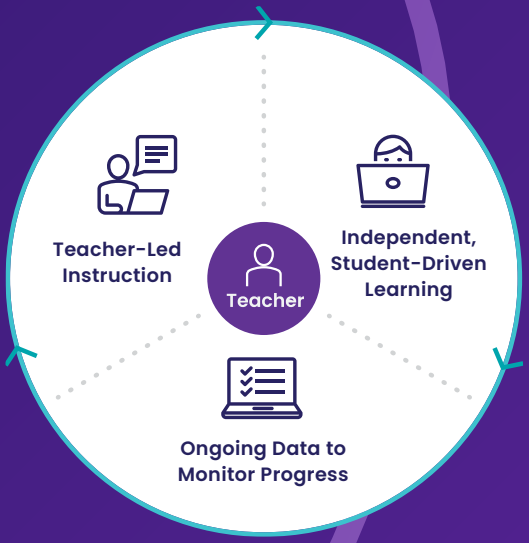


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Introduction to Lexia English

What is Lexia English?

Watch the Video

Lexia English is a fun, computer-based program for Emergent Bilinguals in grades K-6. The activities in Lexia English support students' English language development through conversations with the program's many characters.

The Guiding Principles of Lexia English

Our Guiding Principles inform all aspects and avenues of our work and underscore the potential all Emergent Bilinguals bring with them.

1. We hold an asset-based view of our learners and use their strengths to support academic success, language development, and well-being.
2. We believe multilingualism is a national resource in an increasingly globalized world and a skill that will continue to grow in demand in the years to come.
3. We embrace linguistic differences, such as accent variation, and leverage them as critical resources to help learners reach their full potential and enrich our world.
4. We leverage the diverse cultures and identities of all learners as tools to support academic achievement and as avenues through which we are able to inspire and support a sense of belonging.
5. We position families and guardians as integral partners that are essential to learners' academic and socio-emotional success.

What skills does Lexia English teach?

Lexia English activities are designed to help your students build English language proficiency in three key areas:

- Speaking
- Listening
- Grammar

Lexia English content covers these themes:

- Math
- Science
- Social Studies
- Biographies/General Knowledge

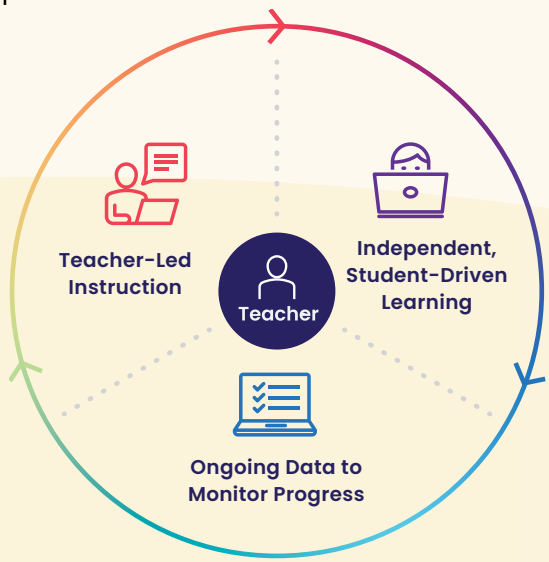
Introduction to Lexia English *(continued)*

How does Lexia English work?

- Students take a brief placement activity and begin the online program at a starting point that is right for them.
- Students work in online activities throughout the week. Online activities include instruction, purposeful repetition, and feedback as learners acquire new skills.
- Teachers can see student progress, performance, and provide additional support as needed through myLexia.
- In addition to the online program, students engage in hands-on activities for practicing and extending skills.
- Teacher-led lessons in speaking and listening are also used to reinforce, practice, and extend the skills learned in the online program.
- Students earn achievement certificates when they complete levels. These certificates are a great opportunity to celebrate success and talk about newly-gained skills!

Adaptive Blended Learning Model

In Lexia's Adaptive Blended Learning Model, students learn and practice skills at their own pace. Ongoing data provides educators with detailed insight into their students' skills, and specialized instructional resources empower educators to target instruction. Planning the implementation of each component of this model is key to student success.



Program Structure

Lexia English is designed to help Emergent Bilingual students in grades K–6 acquire higher levels of English proficiency. The program integrates speaking, listening, and grammar in the subjects of science, math, social studies, and general knowledge and biographies, accelerating academic achievement and language proficiency.

LEVEL	NUMBER OF UNITS
1	88
2	82
3	69
4	81
5	85
6	68
7	70
8	68
9	69
10	83
11	71
12	68
13	68
14	70
15	68
16	69
17	68
18	68
19	90

Learners progress linguistically and academically at their own pace using relevant subject-matter content.



Program Structure *(continued)*

Scope and Sequence

Through a systematic Scope and Sequence that maps the program's content to specific language proficiency standards, Lexia English creates personalized learning paths for all students by adopting an adaptive blended learning approach while offering interactive engagements and scaffolded activities.

The documents linked below outline the skills and concepts addressed in each of the program's levels and their alignment with the appropriate language proficiency bands.

- WIDA
- TX-ELPS
- ELPA 21
- CA-ELD
- NY-ESL

Language Frames

Lexia English incorporates language frames, a scaffolding technique that helps students effectively engage in conversations. Language frames provide learners with portable language that helps them make sense of and properly use grammatical conventions in conversation. Language Frames go beyond foundational sentence starters and are used throughout the program within a variety of contexts and subject matter topics, as well as varying levels of complexity.

Pronoun	Preposition	Noun
he	in	car
she	at	park
he	on	bench

Q. Where is she?

A: _____ is _____ the _____.
(PRONOUN) (PREPOSITION) (NOUN)

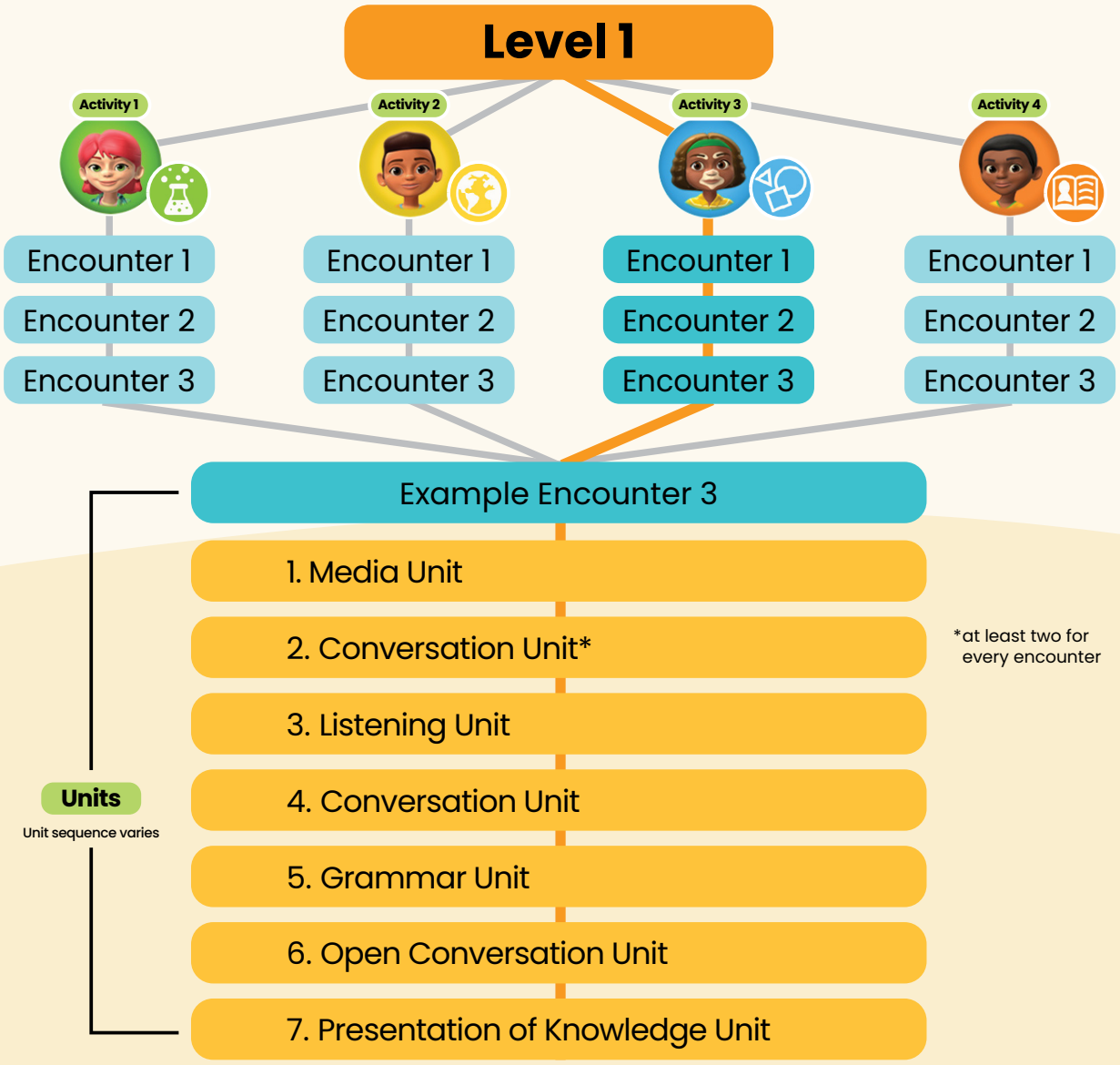
Language Frames for Level 1 Encounter 3: Describing with Abshir using Prepositions

Program Structure *(continued)*

Activities, Encounters, & Units

Lexia English has 19 levels available to K-6 students. Students begin the program by completing a one-time assessment that determines their correct level.

- Each level is broken into four **Activities**, centered around the following domains: science, math, social studies, and general knowledge and biographies. Students are exposed to one character at the selection of each activity and have the autonomy to choose the activity they wish to engage in next.
- Each activity has three sequential **Encounters** that engage students in various Speaking, Listening, and Grammar **Units**.
- The final unit in each Encounter is a **Presentation of Knowledge**. This scored unit measures students' accuracy based on content that reflects what was learned in that encounter.



Program Structure *(continued)*

Unit Types

Students engage with six different types of **Units** throughout the program to build their English speaking and listening skills:

Media

Each Encounter includes a Media Unit in which students view a brief slideshow that introduces target language frames in context with subject area content. Students have repeated opportunities to hear the language frames in a realistic context. Subject area content becomes more complex as students progress through the Levels.



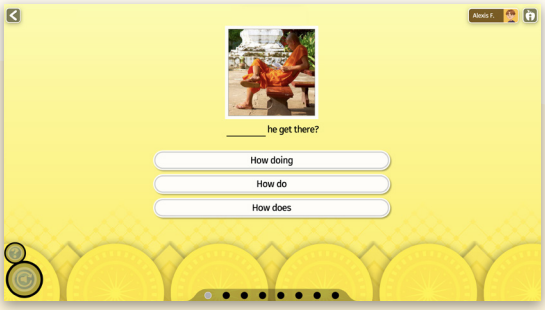
Conversations

Each Encounter includes at least two Conversation Units that provide scaffolded speaking practice with target language frames. Students have multiple opportunities to practice asking and answering questions using the language frames and receive additional scaffolded instruction if they struggle.



Grammar Games

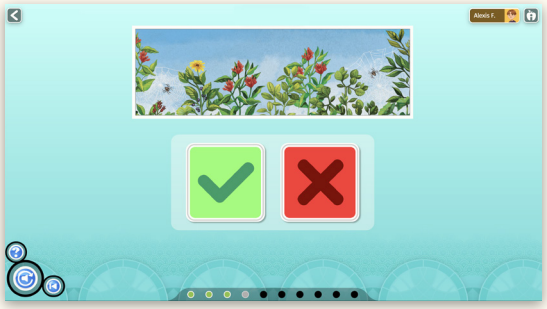
These units offer students text-based practice that focuses their attention on the grammatical structure of the target language frames. Students receive additional scaffolded instruction if they struggle. Each Activity includes at least two Grammar Games.



Program Structure *(continued)*

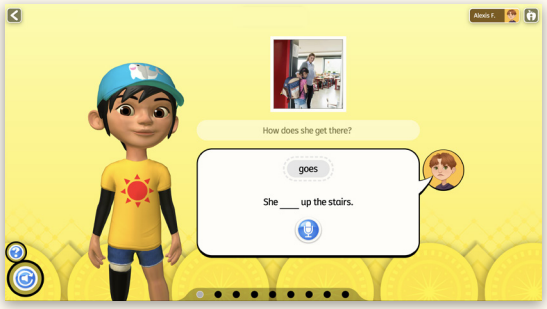
Listening Games

Listening Games provide students practice with the target listening skill(s) in context with subject area content. Students receive additional scaffolded instruction if they struggle. Each Activity includes at least one Listening Game.



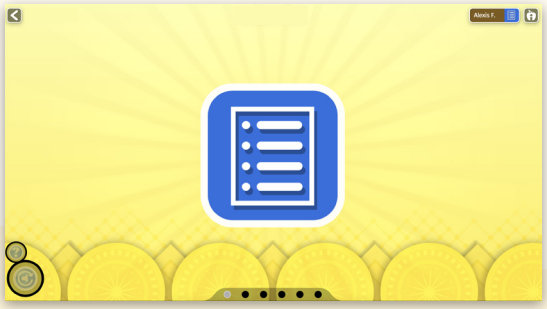
Open Conversation

Each Encounter includes one Open Conversation as the second-to-last Unit. Open Conversations are a final opportunity for speaking practice using the target language frames. Students receive additional scaffolded instruction if they struggle.



Presentation of Knowledge

Each Encounter concludes with a Presentation of Knowledge Unit in which students demonstrate what they have learned during that Encounter. Items address a combination of grammar and listening skills from the Encounter, with special focus on the target language frames. Students also have an opportunity to review incorrect responses and revise their answers.

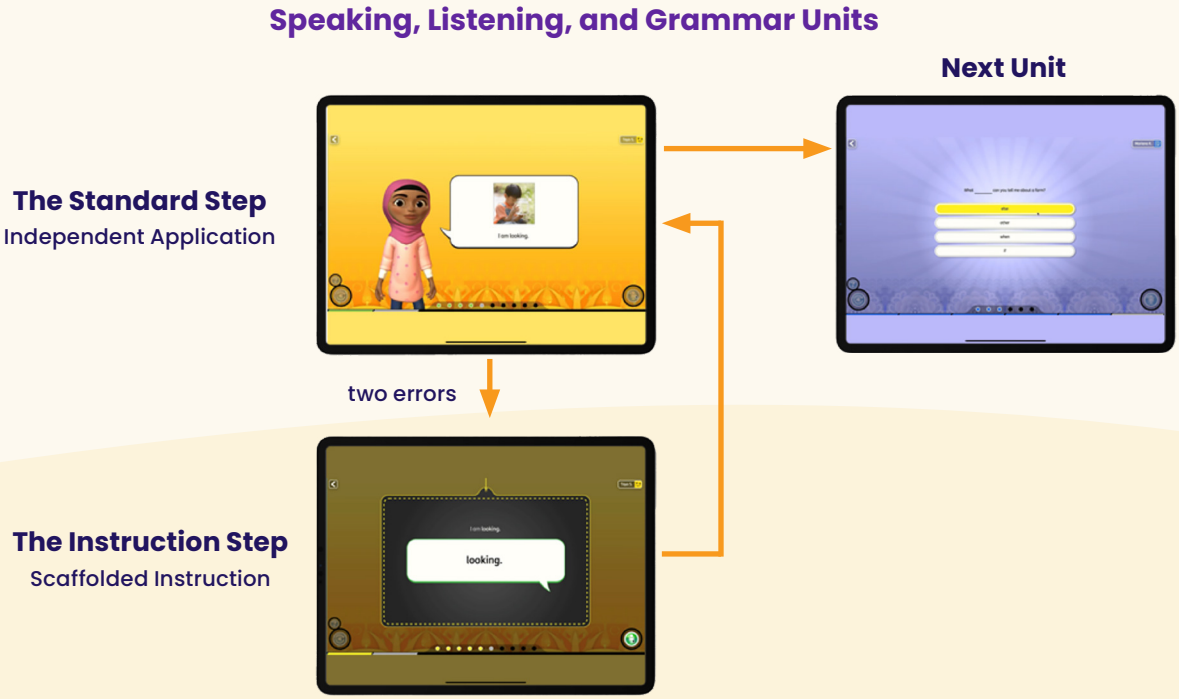


Program Structure *(continued)*

2-Step Instructional Branching

In each unit, students practice skills through a series of tasks. The program provides scaffolded support and instruction for the targeted grammar skill. Students who demonstrate mastery can quickly move through units and onto more advanced proficiency levels. Students who are struggling receive additional instruction. This 2-step instructional branching ensures individualized learning and instruction for every student.

1. The **Standard Step** provides an independent task that allows students to display their knowledge of the targeted grammar skill. If only one error is made, or if the student answers the step correctly, they move on to the next Standard Step. If the student makes two errors, they move to the Instruction Step for the targeted skill.
2. The **Instruction Step**, indicated by a chalkboard background with a yellow border, explicitly teaches the targeted grammar skill through a series of scaffolded tasks. When the student successfully completes this step, they progress to the next Standard Step.



The adaptive branching reacts to the performance of the student. If a learner makes two errors within the same task, they move to Instruction. **Upon successful completion of the scaffolded task, the learner returns to the Standard Step and continues in the program to the next unit.**

Getting Started with Lexia English

Before You Begin

- Check Lexia English System Requirements to make sure your computers or devices are ready to run Lexia English.
- Make sure students and classes have been set up in myLexia.
- Make sure students have a headset with a microphone.

Logging In

Students can log in to Lexia English on a computer browser by going to english.lexialearning.com, or they can log in using the Lexia English app on an iPad.

1. Go to english.lexialearning.com or use your school or district's custom URL. To locate this URL, log in to myLexia.com and select the Resources tab. The link can be found by selecting *Student Program*. Bookmark this link for future use.
   - If you see a message that says "english.lexialearning.com wants to use your microphone," select **Allow**.
   - If you see a screen that says "**Lexia English — Please Set Up This Device**," have students enter the email of a teacher with a myLexia account.
2. Once the device is set up, you should see the **Student** and **Educator** tabs, and the username and password fields displayed on the login screen. Make sure Student is highlighted.
3. Students can now log in using their usernames and passwords.

Some schools and districts use an online portal, such as Clever, for single sign-on. If your school or district uses a portal, have students log in to the portal with their school or district portal credentials. Once students are logged in to the portal, have them select the Lexia English icon to launch Lexia English.



Lexia English Student and Educator Login Screen

(Teachers can log in to Lexia English using their myLexia username and password to view activities.)

Getting Started with Lexia English *(continued)*

Educator Mode

Lexia English has a feature called Educator Mode. Educators who have myLexia accounts can use Educator Mode to become familiar with Lexia English without having to navigate the program linearly, the way a student would. Using this mode, you can access any part of Lexia English to preview the activities.

To use Educator Mode, follow these steps:

1. Go to english.lexialearning.com.
2. Select the **Educator** tab.
3. Enter the email and password that you use to log in to myLexia.
4. This will put you in Educator Mode. You will be directed to the **Overview** tab, where you can read about the program features and the Scope and Sequence.

To view Lexia English activities from a student's point of view:

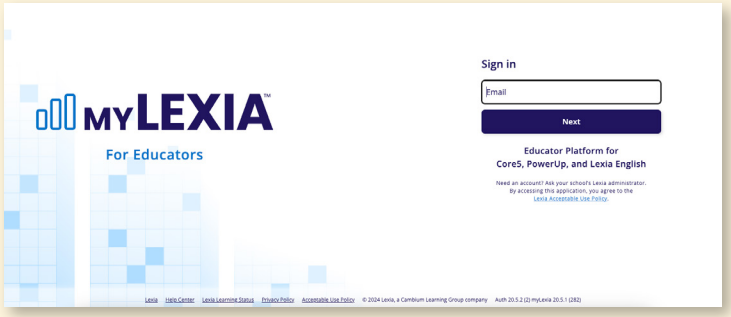
1. Select the **Level** tab at the top of the page.
2. Select any of the characters and the activity they represent.
3. Select any of the encounters and units to navigate through the program the way a student would.

Changing Your Account Settings

myLexia is Lexia's reporting and administrative website for educators. Teachers should log in to myLexia regularly to monitor student progress and access instructional support materials.

Logging into myLexia

1. Open your web browser (Chrome, Firefox, Safari, or Internet Explorer).
2. Go to www.myLexia.com (bookmark this page for easy access in the future).
3. Enter your email address. On the next screen, enter your password.
   - Your school or district Lexia Administrator should have created your account.
   - Select **Forgot Password?** to reset your password via a secure link that will be emailed to you.
4. Select the **Sign in** button.



myLexia Educator Login

Getting Started with Lexia English *(continued)*

Changing your Account Settings

Account settings include your username, password, and email notification settings.

1. After logging in to myLexia, hover your mouse over your name in the upper-right hand corner and select **My Profile**.
2. Make desired changes:
   - Under Email Notifications, you may opt in or out of Orientation emails, which are sent infrequently after students begin program use.
3. To save your changes, select the **Save** button.

Managing Your Classes and Student Information

Creating New Classes

You may create as many classes as you need to group students together for easier management and reporting. A student can be in more than one class.

Note: Some schools and districts use automated tools to create and manage classes, students, and staff in myLexia. See your Lexia Administrator for more information.

1. Log in to myLexia:
   - If you're a teacher who's not assigned to a class, you will see a **Create Class** button.
   - If you already have a class and want to create a new class, select the **Manage** tab. Select the **Classes** list at the top of the screen, and select the plus button.
2. On the Create Class screen, define the class:
   - Enter the Class Name and select the Grade (required).
   - Select the Add Students button. Select the students you want to add to the class. Make sure you select the Add to Selected Students button so that the students display in the Selected Students list. When you are finished, select the Done button.
   - If you don't see all of your students, go to the Manage tab > Students list in order to create them.
   - Teachers are automatically added as staff to the class. To add more staff, select the Modify Staff button.
3. To create the class, select the **Save** button.

Managing Student Information and Assignments

Printing Class Rosters and Login Cards

The class roster displays a list of students in a class with the students' usernames and passwords.

Login cards display each student's username and password; they can be cut up and distributed to students individually. Login cards are compatible with Avery® 5395 and 8395.

1. Log in to myLexia and select the **Manage** tab. Make sure you're on the **Classes** list.
2. Select the classes:
   - To print rosters, select the Print Rosters button.
   - To print login cards, select the Print Login Cards button.
3. The roster or login cards display and you can print them.

Adding New Students

You can add new students at any time.

Note: The ability to add new students may be turned off for your school or district.

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.
2. Select the **Create** button.
3. On the **Create Student** screen, add information about the student:
   - Usernames are not case-sensitive and may only contain letters, numbers, underscores, periods, apostrophes, and dashes. Usernames must be unique across your school district.
   - Passwords must be at least four characters and should be easy for students to remember.
   - You may select the **Demographic Data** tab to add more information about the student, or the **Program** tab to specify a reading program assignment or direction language.
4. To create the student, select the **Save** button.

   Note: To add the student to a class, go to the Classes list and create or edit a class to add the student.

Changing Student Information

You can change a student's information, including username, password, grade, and other demographic information.

1. Log in to myLexia and select the **Manage** tab. Select the **Students** list at the top of the screen.
2. Find the student you want to edit and select the pencil icon in the student's row.
3. Make any modifications to the student's information. To edit a reading program assignment or direction language, select the **Program** tab.
4. When you're finished, select the **Save** button.

Getting Started with Lexia English *(continued)*

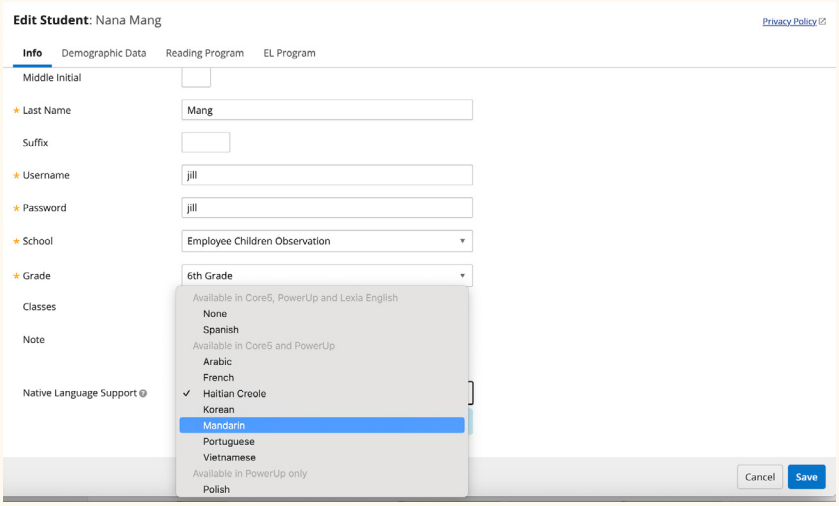
Native Language Support

The Native Language Support feature provides additional support for Emergent Bilingual learners, allowing them to hear task directions and Media Unit passages in Spanish in levels 1 through 4. (Must be enabled by the teacher in myLexia.)

How does it work?

Once this feature is enabled, students will hear the English version of the voice-over audio and then have the option to click on the Native Language Support button to hear the directions in Spanish. If they would like to rehear the English directions, they can select the Rehear Presentation button.

Enabling Native Language Support



1. Go to www.mylexia.com and log in with your username and password.
2. Click on the *Manage* tab.
3. Click on *Students* at the top of the screen.
4. Click on the pencil icon on the same row as the student's name. This will allow you to see the student's profile.
5. Select the *Info* tab.
6. Click the Native Language Support arrow to open the drop-down menu.
7. Choose *Spanish*.
8. Click *Save*.
9. The student can use the button to hear instructional audio in Spanish after the English audio plays.

Online Student Experience

Auto Placement

The Lexia English Auto Placement tool places students into an appropriate starting level of the Lexia English Language Development student program. Auto Placement contains activities that target both receptive and productive language (speaking, grammar and syntax, and listening comprehension).

It begins with 10 initial questions that were developed from content associated with the first level of the program, and then adjusts from there based on each student's performance. The content and number of questions students see in during Auto Placement varies depending on their proficiency and which grade cluster they belong to. There are a varied number of placement levels in the program based on whether the student is in grades K-2 or 3 and above.

Grade Cluster	Possible Placement Levels
K-2	Level 01 Level 03 Level 06
3+	Level 01 Level 04 Level 07 Level 10 Level 13 Level 16

Student Experience in Auto Placement

Auto Placement generally takes about 10 minutes to complete. However, students who demonstrate higher levels of proficiency on the early sections of the tool may take longer.

If a student does not complete Auto Placement in one sitting, their work is saved. When they log in again, Auto Placement will continue. You can view which students have started, but have not finished, by selecting Lexia English in myLexia. From your **Class Overview**, select **Placement**. Student placement results show which students have not started, are currently working in Auto Placement, and have been placed in the program.

Infrequently, you may need to manually adjust a student's placement. For example, you may need to make an adjustment if you feel the student was incorrectly placed by the Auto Placement tool, or to solve a technical issue with the program. If that is the case, Lexia recommends using data from additional sources, such as state and/or local proficiency tests, to determine the most appropriate placement for the student.

Online Student Experience *(continued)*

Student Avatar Selector

When logging in for the first time, students will be prompted to create a Student Avatar. This feature is designed to support conversations between the character and the student while using the online program.



Student Avatar Selector Screen

During creation of their avatar, students will select from different options for face, skin, hairstyle, and hair color to create a personalized representation of themselves. Directions are provided to students in the form of a brief instructional video. Once students have clicked **Submit**, the avatar will appear throughout the program. Places where the Student Avatar can be seen include: Login Screen, student icon, Student Information Screen, and in units where students are speaking.



Avatar during a Conversation Unit

Online Student Experience *(continued)*

Program Screen

The Program Screen allows students to view their weekly usage and progress on Lexia English. Each student's dashboard displays minutes completed, levels completed, and their current level. The goal of the Program Screen is to engage students directly in monitoring and taking ownership of their performance.



A **Usage Display:** Tracks the total minutes and units completed in the program this week (Monday - Sunday).

B **Microphone Button:** Click the microphone and say "Let's go!" to continue working in the program.

C **Level meter:** Each colored segment on the rainbow represents a level completed.

D **Program level:** View the current level number.

E **Logout button:** Log out of the student program.

F **Student information button (small):** Displays student avatar, levels, and the logout button.

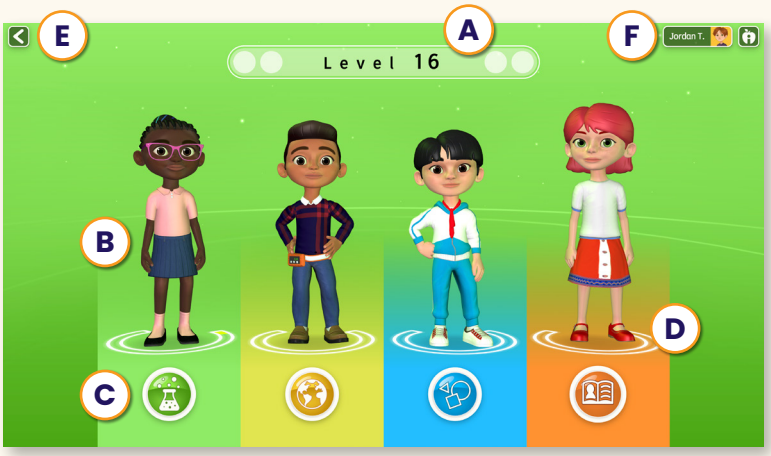
G **Volume:** Click on the icon to adjust the program volume.

H **Information Apple button:** Access the Quick Tips for microphone setup and use.

Online Student Experience *(continued)*

Navigating Levels, Acts, & Encounters

Level Screen



A **Level progress bar:** View the current level and activity badges earned for each completed Activity.

B **Activity:** Click on a character to enter an Activity (begin with four characters per level).

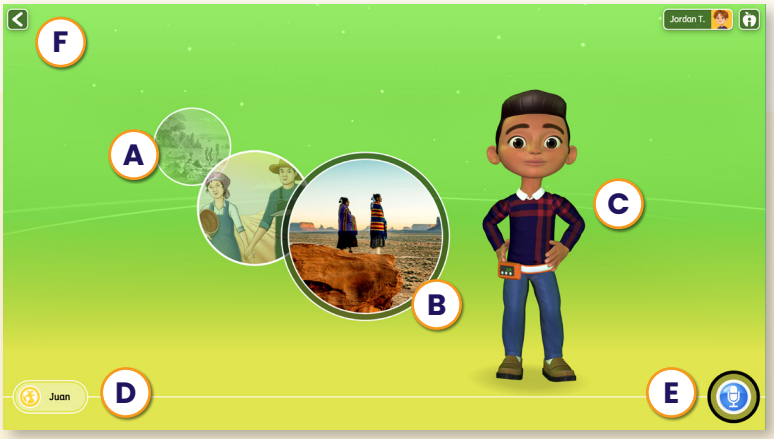
C **Topic:** Each activity is focused on a specific subject area (Science, Geography, Math, or General Knowledge/Biographies).

D **Activity progress meter:** A progress meter fills in around each character's feet as units in the activity are completed.

E **Back button:** Return to the Program Screen.

F **Student information button:** Display student progress, settings, and the logout button.

Activity Screen



A **Encounter:** View the remaining encounters in this activity (begin with three per activity).

B **Encounter progress meter:** A progress meter fills in around the current encounter as units are completed.

C **Character fun facts:** Click the speech bubbles to hear about each character's unique background and heritage.

D **Encounter progress bar:** Each encounter badge represents an encounter completed in this activity.

E **Microphone button:** Click the microphone and say "Let's go!" to continue working in the encounter.

F **Back Button:** Return to the level screen.

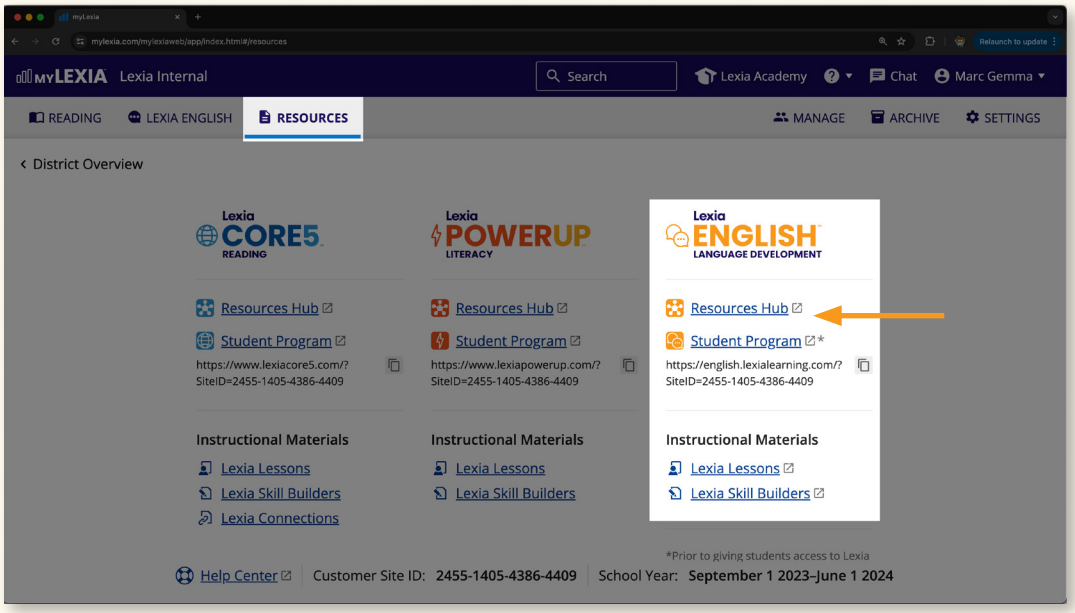
Offline Instructional Materials

The Lexia English Resources Hub

The Lexia English Resources Hub provides educators with resources to support instruction and student success. Resources are organized by the following categories: Support for Instruction, Classroom Resources, Student Achievement, School to Home, Guides & Manuals, and Research.

To access the Lexia English Resources Hub:

1. Select the **Resources** tab in myLexia.
2. Select the **Lexia English Resources Hub**.



Lexia Lessons®

These teacher-led lesson plans are designed to give students further opportunities to practice speaking and listening skills. Every lesson follows a consistent routine and the Gradual Release (of Responsibility) Model (I Do – We Do – You Do). They can provide targeted support for one-on-one, small-group, or whole-class instruction to reinforce concepts and skills from the online student program.

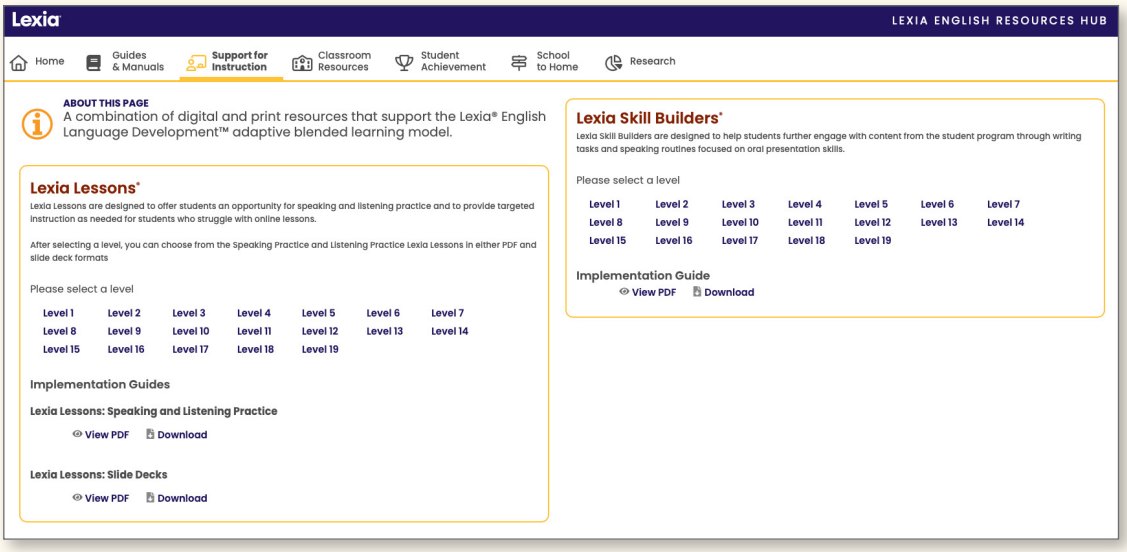
There are two types of Lexia Lessons:

1. **Speaking Practice:** These lessons help students practice engagement with oral language discourse through the use of language frames, a scaffolding technique that engages students in academic conversations right away, and helps them make sense of and properly use grammatical structures across multiple contexts.
2. **Listening Practice:** These lessons offer students additional opportunities to practice targeted skills in listening comprehension with select listening passages in a collaborative manner.

Offline Instructional Materials *(continued)*

How do I know when a student needs a Lexia Lesson?

Lexia Lessons are available across all Lexia English levels and are automatically recommended in the myLexia educator platform, based on performance in the student program. Regular review of the Class Practice Groups report can ensure that targeted instruction is provided to students in need of additional support. The lessons can also be found in the Lexia English Resources Hub (the Hub).

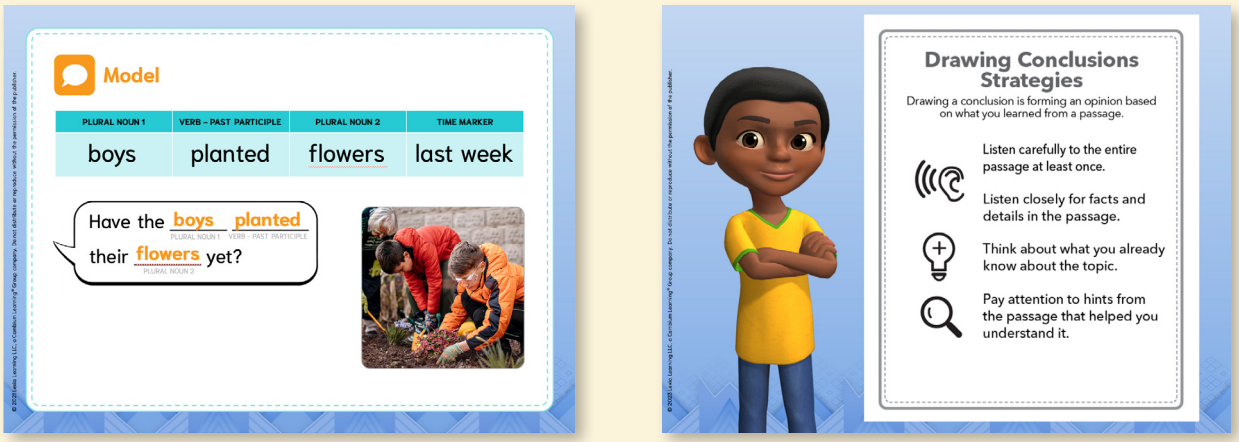


Lexia English Resources Hub Support for Instruction Page

Lexia Lesson Slide Decks

Lexia Lesson slide decks, available on the Hub, are designed to be delivered by a teacher in presentation mode—either in person or through a video conferencing platform. Using the Lexia Lesson slide decks with students is strongly recommended as these are interactive and include engaging visuals, text, and characters from the program.

For more information about the Lessons and the Lexia Lesson slide decks, see Lexia Lessons: Slide Decks Overview and Lexia Lessons: Speaking and Listening Practice Implementation Guide.

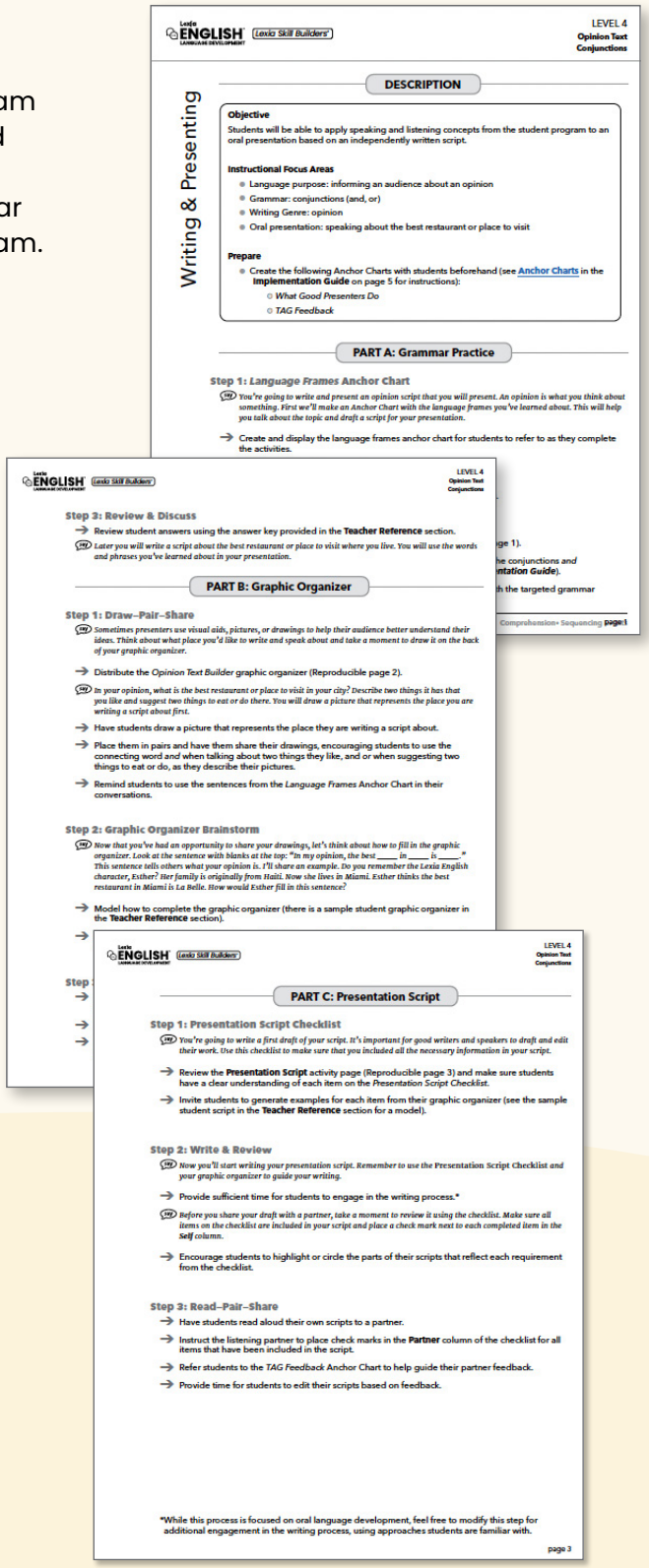


Lexia Lesson Slide Decks for Speaking and Listening

Offline Instructional Materials *(continued)*

Lexia Skill Builders®

Lexia Skill Builders are designed to help students further engage with content from the student program through writing tasks and speaking routines focused on oral presentation skills. Students plan and draft a presentation script using the language and grammar they have learned in the Lexia English student program. Opportunities for oral and written expression, peer collaboration, and skill refinement are embedded in the design of the Skill Builders.



How do I know when to use Skill Builders?

Students are encouraged to work on Skill Builders after they have completed a full level in the program. While the tasks are designed for both independent practice and peer collaboration, we invite you to become familiar with the parts of every Skill Builder to ensure successful student engagement with the tasks. These tasks are versatile and can be implemented in a variety of settings (e.g. whole class, small group, and 1-on-1). These lessons can also be found on the Lexia English Resources Hub.

The total times below are estimates for completion of one Skill Builder:

- Grades K–2: Total 90 minutes
- Grades 3–6: Total 120 minutes

It is recommended that educators divide parts over multiple sessions. For more information about Skill Builders and their implementation, see the Lexia Skill Builders Implementation Guide.








Activity 1 | Describing with Nadia using Adjectives
Activity 2 | Explaining with Juan using Nouns
Activity 3 | Identifying with Gabriela using Nouns
Activity 4 | Describing with Abshir using Prepositions

Describing with Nadia using Adjectives

Encounter 1

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Color Adjectives (black, white, brown, purple)



Unit 1	Media	Students learn about how scientists look at items and ask questions.
Unit 2	Conversation	Students repeat questions and answers that describe items using color adjectives (red, blue).
Unit 3	Listening	Students listen to a passage about the needs of living things and identify the main idea of each sentence.
Unit 4	Conversation	Students continue to repeat questions and answers that describe items and apply the language frames using color adjectives (yellow, green).
Unit 5	Grammar	Students practice describing items using color adjectives (red, blue, yellow, green).
Unit 6	Open Conversation	Students ask and answer questions using color adjectives (red, blue, yellow, green).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using color adjectives to describe objects, and by identifying the main idea of a listening passage.



Language Frames

Is it _____ (predicate adjective)?

It is _____ (predicate adjective).

Describing with Nadia using Adjectives

Encounter 2

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Color Adjectives (red, blue, green, yellow)



Unit 1	Conversation	Students repeat questions and answers that describe items using color adjectives (black, white).
Unit 2	Media	Students learn about scientists and how they make observations.
Unit 3	Conversation	Students continue to repeat questions and answers that describe items and apply the language frames using color adjectives (brown, purple).
Unit 4	Listening	Students listen to a passage about items with different colors and identify the main idea of each sentence.
Unit 5	Grammar	Students practice describing items using color adjectives (white, brown, black, purple).
Unit 6	Open Conversation	Students ask and answer questions using color adjectives (black, white, purple).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using color adjectives to describe objects, and by identifying the main idea of a listening passage.



Language Frames

Is this _____ (predicate adjective)?

This is _____ (predicate adjective).

Describing with Nadia using Adjectives

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Color Adjectives (red, blue, green, yellow, black, white, brown, purple)



Unit 1	Conversation	Students repeat questions and answers that describe items and apply the language frames using color adjectives (red, blue).
Unit 2	Conversation	Students continue to repeat questions and answers that describe items and apply the language frames using color adjectives (yellow, green).
Unit 3	Listening	Students listen to a passage about plants and the sun and identify the main idea of each sentence.
Unit 4	Conversation	Students continue to repeat questions and answers that describe items and apply the language frames using color adjectives (black, orange).
Unit 5	Conversation	Students continue to repeat questions and answers that describe items and apply the language frames using color adjectives (brown, purple).
Unit 6	Grammar	Students practice describing items using color adjectives (red, purple, orange, blue, brown, yellow).
Unit 7	Open Conversation	Students complete questions and answers using color adjectives (black, orange, brown, purple).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using color adjectives to describe objects and by identifying the main idea of a listening passage.



Language Frames

What _____ (noun) is it/this?

It/This is _____ (predicate adjective).

Level 1 | Activity 2

Explaining with Juan using Nouns

Encounter 1

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Nouns

Grammar Subskill: Pronouns



Unit 1	Media	Students learn about what people do in neighborhoods.
Unit 2	Conversation	Students repeat questions and answers that explain what people are doing using pronouns (she, he).
Unit 3	Grammar	Students practice explaining what people are doing using pronouns (she, he).
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using pronouns (he, she).
Unit 5	Listening	Students listen to a passage about things Juan's dad is doing and sequence events.
Unit 6	Open Conversation	Students ask and answer questions using pronouns (he, she).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using pronouns to explain what people are doing, and by sequencing events from a listening passage.



Language Frames

What is _____ (pronoun) doing?

_____ (pronoun) is _____ (present continuous verb).

Explaining with Juan using Nouns

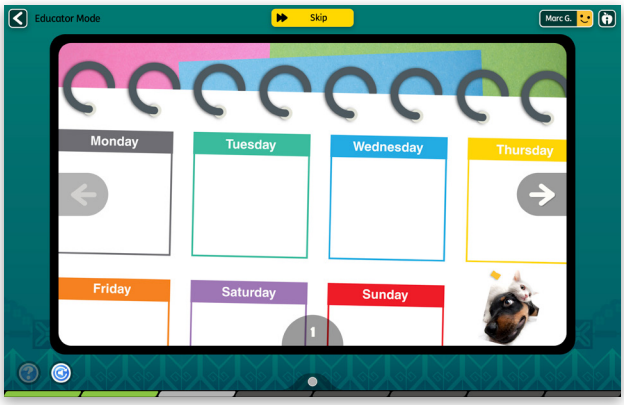
Encounter 2

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Nouns

Grammar Subskill: Pronouns



Unit 1	Conversation	Students repeat questions and answers that explain what people are doing using pronouns (you, I).
Unit 2	Grammar	Students practice explaining what people are doing using pronouns (you, I).
Unit 3	Media	Students learn about the days of the week.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using pronouns (you, I).
Unit 5	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using pronouns (you, I).
Unit 6	Listening	Students listen to a passage about events happening on specific days of the week and sequence the events.
Unit 7	Open Conversation	Students ask and answer questions using pronouns (you, I).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using pronouns to explain what people are doing, and by sequencing events from a listening passage.



Language Frames

What are _____ (pronoun) doing?

I am _____ (present continuous verb).

Explaining with Juan using Nouns

Encounter 3

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Nouns

Grammar Subskill: Pronouns



Unit 1	Grammar	Students practice explaining what people are doing using pronouns (she, he, I).
Unit 2	Media	Students learn about holidays around the world.
Unit 3	Conversation	Students repeat questions and answers that explain what people are doing using pronouns (you, I, she).
Unit 4	Listening	Students listen to a passage about celebrations and sequence events.
Unit 5	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using pronouns (you, I, he).
Unit 6	Grammar	Students practice explaining what people are doing using pronouns (she, he, I).
Unit 7	Open Conversation	Students ask and answer questions using pronouns (I, he, you).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using pronouns to explain what people are doing, and by sequencing events from a listening passage.



Language Frames

What is/are_____ (pronoun) doing?

_____ (pronoun) is/are_____(present continuous verb).

Level 1 | Activity 3

Identifying with Gabriela using Nouns

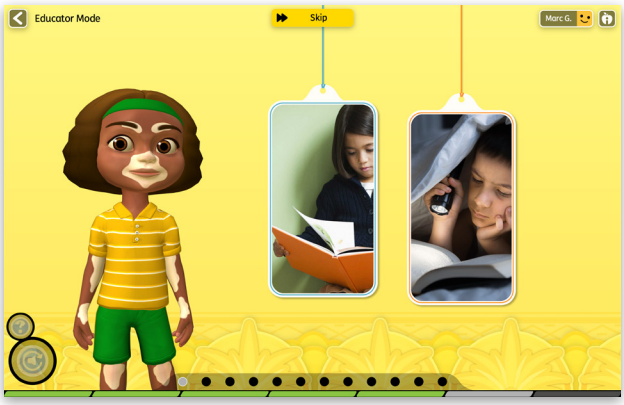
Encounter 1

Language Purpose: Identifying

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Articles



Unit 1	Conversation	Students repeat questions and answers that identify everyday objects using articles (a).
Unit 2	Conversation	Students continue to repeat questions and answers that identify everyday objects and apply the language frames using articles (a, an).
Unit 3	Listening	Students listen to a passage about objects at school and compare them.
Unit 4	Conversation	Students continue to repeat questions and answers that identify everyday objects and apply the language frames using articles (an).
Unit 5	Grammar	Students practice identifying everyday objects using articles (an).
Unit 6	Open Conversation	Students ask and answer questions using articles (a, an).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using articles to identify everyday objects, and by identifying details from a listening passage.



Language Frames

What is it?

It is _____ (determiner) _____ (noun).

Level 1 | Activity 3

Identifying with Gabriela using Nouns

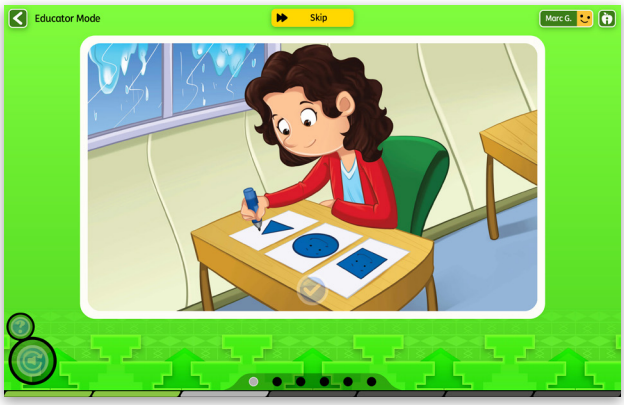
Encounter 2

Language Purpose: Identifying

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Numerals



Unit 1	Conversation	Students repeat questions and answers that identify shapes using numerals (one).
Unit 2	Conversation	Students continue to repeat questions and answers that identify shapes and apply the language frames using numerals (one).
Unit 3	Listening	Students listen to a passage about shapes and compare them.
Unit 4	Conversation	Students continue to repeat questions and answers that identify shapes and apply the language frames using numerals (one).
Unit 5	Grammar	Students practice identifying shapes using numerals (one).
Unit 6	Open Conversation	Students ask and answer questions using numerals (one).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using numerals and shapes to identify quantities of objects, and by identifying the main idea of a listening passage.



Language Frames

What is this?

This is _____ (determiner) _____ (noun).

Level 1 | Activity 3

Identifying with Gabriela using Nouns

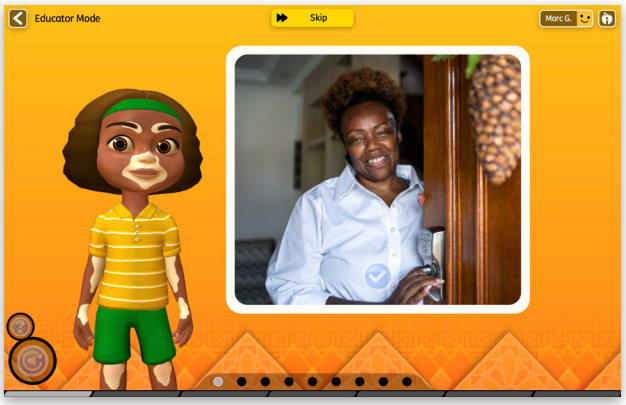
Encounter 3

Language Purpose: Identifying

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Articles



Unit 1	Conversation	Students repeat questions and answers that identify household objects and apply the language frames using articles (the).
Unit 2	Conversation	Students continue to repeat questions and answers that identify objects and apply the language frames using articles (the).
Unit 3	Grammar	Students practice identifying objects using articles (the).
Unit 4	Conversation	Students continue to repeat questions and answers that identify objects and apply the language frames using articles (the).
Unit 5	Listening	Students listen to a passage about objects in a city and compare them.
Unit 6	Open Conversation	Students ask and answer questions using articles (the).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using articles to identify everyday objects, and by identifying details from a listening passage.



Language Frames

What do you see?

I see _____ (determiner) _____ (noun).

Level 1 | Activity 4

Describing with Abshir using Prepositions

Encounter 1

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Media	Students learn that “soo dhawoow” means “welcome” in Somali.
Unit 2	Media	Students learn about things that move.
Unit 3	Conversation	Students repeat questions and answers that describe the location of objects using prepositions (on).
Unit 4	Listening	Students listen to a passage about Abshir’s day at a theme park and identify supporting details.
Unit 5	Conversation	Students continue to repeat questions and answers that describe the location of objects and apply the language frames using prepositions (off).
Unit 6	Grammar	Students practice describing the location of objects using prepositions (on, off).
Unit 7	Open Conversation	Students ask and answer questions using prepositions (on, off).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of everyday objects, and by identifying details from a listening passage.



Language Frames

Where is it?

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

Describing with Abshir using Prepositions

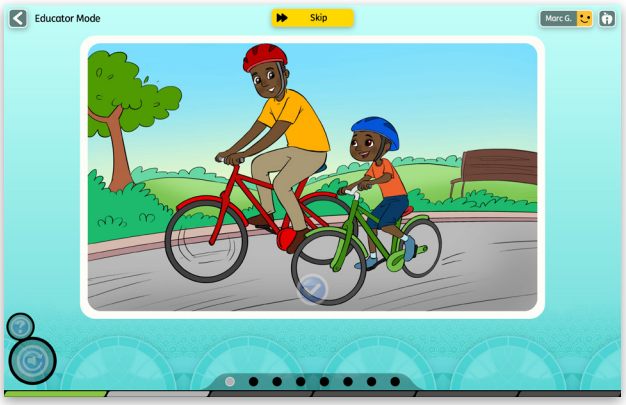
Encounter 2

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Conversation	Students repeat questions and answers that describe the location of school objects using prepositions (in).
Unit 2	Listening	Students listen to a passage about Abshir's bike and identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that describe the location of objects and apply the language frames using prepositions (out of).
Unit 4	Grammar	Students practice describing the location of objects using prepositions (in, out of).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (in, out of).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of everyday objects, and by identifying details from a listening passage.



Language Frames

Where is it?

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

Level 1 | Activity 4

Describing with Abshir using Prepositions

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Conversation	Students repeat questions and answers that describe people's locations and apply the language frames using prepositions (on).
Unit 2	Conversation	Students continue to repeat questions and answers that describe people's locations and apply the language frames using prepositions (off).
Unit 3	Listening	Students listen to a passage about cyclist Denise Schindler and identify supporting details.
Unit 4	Conversation	Students continue to repeat questions and answers that describe people's locations and apply the language frames using prepositions (in).
Unit 5	Conversation	Students continue to repeat questions and answers that describe people's locations and apply the language frames using prepositions (out of).
Unit 6	Grammar	Students practice describing people's locations using prepositions (on, off, in, out of).
Unit 7	Open Conversation	Students ask and answer questions using prepositions (on, off, in, out of).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of everyday objects, and by identifying details from a listening passage.



Language Frames

Where is he/she?

He/she is _____ (preposition) the _____ (noun).








Activity 1 | Explaining with Farah using Verbs

Activity 2 | Describing with Mei using Adjectives

Activity 3 | Informing with Abshir using Nouns

Activity 4 | Informing with Wong Yi using Nouns

Level 2 | Activity 1

Explaining with Farah Using Verbs

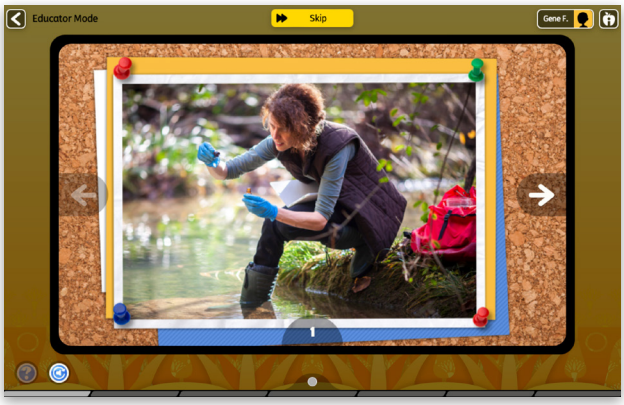
Encounter 1

Language Purpose: Explaining

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: The Present Continuous



Unit 1	Media	Students learn about a scientist who studies frogs.
Unit 2	Conversation	Students repeat questions and answers that explain what people are doing and apply the language frames using the present continuous tense (are doing, am looking, am writing).
Unit 3	Listening	Students listen to a passage about a scientist who studies frogs and summarize the main events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using the present continuous tense (are doing, am listening, am speaking).
Unit 5	Grammar	Students practice using the present continuous tense by completing sentences (are doing, am listening, am speaking, am writing, am looking).
Unit 6	Open Conversation	Students ask and answer questions using the present continuous tense (are doing, am writing, am listening, am speaking, am running, am singing).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to explain what others are doing, and by identifying details from a listening passage.



Language Frames

What are you _____ (verb - present participle 1)?

I am _____ (verb - present participle 2).

Explaining with Farah Using Verbs

Encounter 2

Language Purpose: Explaining

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: The Present Continuous



Unit 1	Conversation	Students repeat questions and answers that explain what people are doing using the present continuous tense (are sharing, are asking).
Unit 2	Media	Students learn about scientists working together to make new discoveries.
Unit 3	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using the present continuous tense (are thinking, are learning).
Unit 4	Listening	Students listen to a passage about scientists and summarize the main events.
Unit 5	Grammar	Students practice using the present continuous tense by completing sentences (are sharing, are thinking, are doing, are asking, are learning).
Unit 6	Open Conversation	Students ask and answer questions using the present continuous tense (are sharing, are thinking, are asking, are learning, are eating, are walking).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to explain what others are doing, and by identifying details from a listening passage.



Language Frames

What are they _____ (verb - present participle 1)?

_____ (pronoun) are _____ (verb - present participle 2)?

Level 2 | Activity 1

Explaining with Farah Using Verbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: The Present Continuous



Unit 1	Media	Students listen to a passage about Farah and her classmates planting seeds in science class.
Unit 2	Conversation	Students repeat questions and answers that explain what people are doing using the present continuous tense (are working, are laughing).
Unit 3	Listening	Students listen to the next part of the passage about Farah and her classmates in science class and summarize the main events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people are doing and apply the language frames using the present continuous tense (are playing, are going).
Unit 5	Grammar	Students practice using the present continuous tense by completing sentences (are laughing, are going, are working, are playing).
Unit 6	Open Conversation	Students ask and answer questions using the present continuous tense (are working, are laughing, are playing, are going, are jumping, are smiling).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to explain what others are doing, and by identifying details from a listening passage.



Language Frames

What are we _____ (verb - present participle 1)?

_____ (pronoun) are _____ (verb - present participle 2)?

Level 2 | Activity 2

Describing with Mei using Adjectives

Encounter 1

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Shape Adjectives



Unit 1	Media	Students learn about what Mei and her family like doing during dinner.
Unit 2	Conversation	Students repeat questions and answers that describe objects using shape adjectives (rectangle, circle).
Unit 3	Grammar	Students practice using shape adjectives by completing sentences (rectangle).
Unit 4	Conversation	Students continue to repeat questions and answers that describe objects and apply the language frames using shape adjectives (square, triangle).
Unit 5	Listening	Students listen to a passage about what Mei and her best friend Lynne like and identify the main idea.
Unit 6	Open Conversation	Students ask and answer questions using shape adjectives (rectangle, triangle, circle, square).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using adjectives to describe objects, and by identifying details from a listening passage.



Language Frames

What shape is this?

It's a/an _____ (noun - shape).

Level 2 | Activity 2

Describing with Mei using Adjectives

Encounter 2

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Size Adjectives



Unit 1	Conversation	Students repeat questions and answers that describe objects using size adjectives (big, little).
Unit 2	Listening	Students listen to a passage about the size of places and things in California and identify the main idea.
Unit 3	Conversation	Students continue to repeat questions and answers that describe objects and apply the language frames using size adjectives (large, small).
Unit 4	Media	Students learn about Mei's school trip to Muir Woods.
Unit 5	Grammar	Students practice using size adjectives by completing sentences (little, large).
Unit 6	Open Conversation	Students ask and answer questions using size adjectives (little, large, big, small).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using adjectives to describe objects, and by identifying details from a listening passage.



Language Frames

What size is this?

It's _____ (adjective - size).

Level 2 | Activity 2

Describing with Mei using Adjectives

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Shape and Size Adjectives



Unit 1	Conversation	Students repeat questions and answers that describe objects using shape and size adjectives (circle, small, triangle, big).
Unit 2	Grammar	Students practice describing objects using shape and size adjectives by completing sentences (big, triangle, large, small, circle).
Unit 3	Listening	Students listen to a passage that lists some details about Chinese and American culture and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that describe objects and apply the language frames using shape and size adjectives (rectangle, little, square, large).
Unit 5	Grammar	Students continue to practice using shape and size adjectives by completing sentences (little, rectangle, small, circle, large, square, triangle, big).
Unit 6	Open Conversation	Students ask and answer questions using shape and size adjectives (big, triangle, little, rectangle, small, circle, large, square).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using adjectives to describe objects, and by identifying the main idea of a listening passage.



Language Frames

What size is this _____ (noun - shape)?

It's a/an _____ (adjective - size) _____ (noun - shape).

Level 2 | Activity 3

Informing with Abshir using Nouns

Encounter 1

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Numerals



Unit 1	Media	Students listen to the poem "Hey, Diddle, Diddle."
Unit 2	Conversation	Students repeat questions and answers that provide information about the quantities of objects using numerals (1).
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about the quantities of objects and apply the language frames using numerals (1).
Unit 4	Listening	Students listen to the poem "Hey, Diddle, Diddle" again and identify supporting details.
Unit 5	Grammar	Students practice providing information about the quantities of objects using numerals (1).
Unit 6	Open Conversation	Students ask and answer questions using numerals (1).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using numerals to provide information about the quantities of objects, and by identifying details from a listening passage.



Language Frames

Is there 1 _____ (singular noun)?

There is 1 _____ (singular noun).

Level 2 | Activity 3

Informing with Abshir using Nouns

Encounter 2

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Numerals



Unit 1	Media	Students learn about bees by listening to Abshir's poem.
Unit 2	Conversation	Students repeat questions and answers that provide information about the quantities of objects and apply the language frames using numerals (2, 3).
Unit 3	Listening	Students listen to a poem Abshir wrote about his life in Minnesota and identify supporting details.
Unit 4	Conversation	Students continue to repeat questions and answers that provide information about the quantities of objects and apply the language frames using numerals (4, 5).
Unit 5	Grammar	Students practice providing information about the quantities of objects using numerals (5, 3, 2, 4).
Unit 6	Open Conversation	Students ask and answer questions using numerals (5, 3, 4).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using numerals to provide information about the quantities of objects, and by identifying details from a listening passage.



Language Frames

Are there _____ (number) _____ (plural noun)?

There are _____ (number) _____ (plural noun).

Level 2 | Activity 3

Informing with Abshir using Nouns

Encounter 3

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Numerals



Unit 1	Conversation	Students repeat questions and answers that provide information about the quantities of shapes using numerals (1, 5).
Unit 2	Conversation	Students continue to repeat questions and answers that provide information about the quantities of shapes and apply the language frames using numerals (2, 4).
Unit 3	Grammar	Students practice providing information about the quantities of shapes using numerals (1, 4, 2, 5).
Unit 4	Listening	Students will listen to the story "Goldilocks and the Three Bears" and identify supporting details.
Unit 5	Open Conversation	Students ask and answer questions using numerals (2, 3, 4).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using numerals to provide information about the quantities of objects, and by identifying details from a listening passage.



Language Frames

How many _____ (plural noun) are there?

There is/are _____ (number) _____ (noun).

Level 2 | Activity 4

Informing with Wong Yi using Nouns

Encounter 1

Language Purpose: Informing

Listening Skill: Identifying Main Idea

Grammar Skill: Nouns

Grammar Subskill: Possessives



Unit 1	Media	Students learn about things Wong Yi sees at school.
Unit 2	Conversation	Students repeat questions and answers that provide information about the ownership of objects (my, your).
Unit 3	Listening	Students listen to a passage about Wong Yi and his family and identify the main idea.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about the ownership of objects (your, my).
Unit 5	Grammar	Students practice providing information using possessive pronouns (my, your).
Unit 6	Open Conversation	Students ask and answer questions using possessive pronouns (my, your).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to ask for and give information, and by identifying the main idea of a listening passage.



Language Frames

Is it _____ (possessive determiner) _____ (noun)?

It is _____ (possessive determiner) _____ (noun).

Level 2 | Activity 4

Informing with Wong Yi using Nouns

Encounter 2

Language Purpose: Informing

Listening Skill: Identifying Main Idea

Grammar Skill: Nouns

Grammar Subskill: Possessives



Unit 1	Media	Students learn about the possessive pronouns her and his.
Unit 2	Conversation	Students repeat questions and answers that provide information about the ownership of objects (her, his).
Unit 3	Grammar	Students practice providing information using possessive pronouns in sentences (his, her).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about the ownership of objects (his, her).
Unit 5	Listening	Students listen to a passage about the farmer Will Allen and identify the main idea.
Unit 6	Open Conversation	Students ask and answer questions using possessive pronouns (her, his).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to ask for and give information, and by identifying the main idea of a listening passage.



Language Frames

Is it _____ (possessive determiner) _____ (noun)?

It is _____ (possessive determiner) _____ (noun).

Level 2 | Activity 4

Informing with Wong Yi using Nouns

Encounter 3

Language Purpose: Informing

Listening Skill: Identifying Main Idea

Grammar Skill: Nouns

Grammar Subskill: Possessives



Unit 1	Conversation	Students repeat questions and answers that provide information about the ownership of objects (my, his).
Unit 2	Conversation	Students apply language frames by repeating questions and answers about the ownership of objects (your, her).
Unit 3	Listening	Students listen to a new passage about gardening and the farmer Will Allen and identify the main idea.
Unit 4	Grammar	Students practice providing information using possessive pronouns in sentences (your, my, her, his).
Unit 5	Open Conversation	Students ask and answer questions using possessive pronouns (my, your, his, her).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to ask for and give information, and by identifying details from a listening passage.



Language Frames

Is it _____ (possessive determiner) _____ (noun)?

It is _____ (possessive determiner) _____ (noun).





Activity 1 | Describing with Annie using Verbs
Activity 2 | Explaining with Sarika using Prepositions
Activity 3 | Describing with Sasha using Nouns
Activity 4 | Explaining with Javier using Prepositions

Level 3 | Activity 1

Describing with Annie using Verbs

Encounter 1

Language Purpose: Describing

Grammar Skill: Verbs

Grammar Subskill: The Simple Present



Unit 1	Media	Students learn about how people get to different places.
Unit 2	Conversation	Students repeat questions and answers that describe movement and apply the language frames using present tense verbs (do, go).
Unit 3	Grammar	Students practice describing movement using present tense verbs (do, go, slide).
Unit 4	Conversation	Students continue to repeat questions and answers that describe movement and apply the language frames using present tense verbs (do, slide).
Unit 5	Open Conversation	Students ask and answer questions using present tense verbs (do, go, slide, roll).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using present tense verbs to describe movement.



Language Frames

How do _____ (pronoun) get there?

_____ (pronoun) _____ (verb - simple present) up/down the _____ (noun - place).

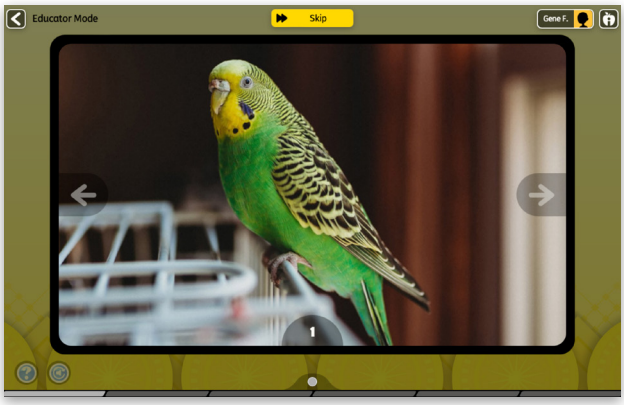
Describing with Annie using Verbs

Encounter 2

Language Purpose: Describing

Grammar Skill: Verbs

Grammar Subskill: The Simple Present



Unit 1	Media	Students learn about how Annie's parrot moves to get to different places.
Unit 2	Conversation	Students repeat questions and answers that describe movement using present tense verbs (do, goes).
Unit 3	Conversation	Students continue to repeat questions and answers that describe movement and apply the language frames using present tense verbs (does, slides, rolls).
Unit 4	Grammar	Students practice describing movement using present tense verbs (does, goes).
Unit 5	Open Conversation	Students ask and answer questions using present tense verbs (goes, does, rolls, slides).
Unit 6	Presentation of knowledge	Students demonstrate their knowledge by using present tense verbs to describe movement.



Language Frames

How does _____ (pronoun) get there?

_____ (pronoun) _____ (verb - simple present) up/down the _____ (noun - place).

Level 3 | Activity 1

Describing with Annie using Verbs

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Verbs

Grammar Subskill: The Simple Present



Unit 1	Media	Students learn about how a toy car moves on a ramp.
Unit 2	Conversation	Students repeat questions and answers that describe movement using present tense verbs (do, roll).
Unit 3	Listening	Students listen to a passage about how different objects affect how a toy car moves on a ramp and identify supporting details.
Unit 4	Conversation	Students continue to repeat questions and answers that describe movement and apply the language frames using present tense verbs (does, goes, slides, rolls).
Unit 5	Open Conversation	Students ask and answer questions using present tense verbs (roll, do, goes, slides, go).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using present tense verbs to describe movement, and by identifying details from a listening passage.



Language Frames

How do/does _____ (pronoun) get to the _____ (noun - place 1)?

_____ (pronoun) _____ (verb - simple present) up/down the _____ (noun - place 2).

Level 3 | Activity 2

Explaining with Sarika using Prepositions

Encounter 1

Language Purpose: Explaining

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Media	Students learn about how Sarika gets to school.
Unit 2	Conversation	Students repeat questions and answers that explain the locations of people and things using prepositions (at).
Unit 3	Grammar	Students practice explaining the locations of people and things using prepositions (at).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the locations of things and apply the language frames using prepositions (at).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (at).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the location of people and things.



Language Frames

Where is your _____ (noun)?

My/Our _____ (noun) is at _____ (noun phrase).

Level 3 | Activity 2

Explaining with Sarika using Prepositions

Encounter 2

Language Purpose: Explaining

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Media	Students learn about where people and things are located in Sarika's neighborhood.
Unit 2	Conversation	Students repeat questions and answers that explain the locations of things using prepositions of position (near).
Unit 3	Grammar	Students practice explaining the locations of people and things using prepositions (near).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the locations of people and apply the language frames using prepositions (near).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (near).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the locations of people and things.



Language Frames

Where is his/her _____ (noun)?

His/Her _____ (noun 1) is near the _____ (noun 2).

Level 3 | Activity 2

Explaining with Sarika using Prepositions

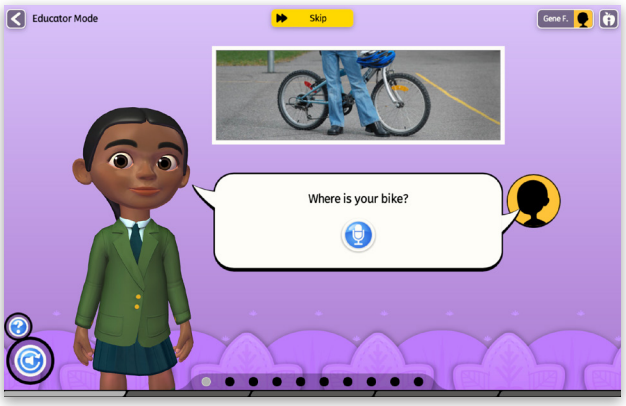
Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Supporting Details

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Position



Unit 1	Conversation	Students repeat questions and answers that explain the locations of things using prepositions (at, near).
Unit 2	Conversation	Students continue to repeat questions and answers that explain the locations of people and things and apply the language frames using prepositions (at, near).
Unit 3	Listening	Students listen to a passage about how Sarika preserves her Indian culture while living in England and identify supporting details.
Unit 4	Open Conversation	Students ask and answer questions using prepositions (near, at).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the locations of people and things, and by identifying details from a listening passage.



Language Frames

Where is _____ (possessive pronoun) _____ (noun)?

_____ (possessive pronoun) _____ (noun) is at/near _____ (noun phrase).

Level 3 | Activity 3

Describing with Sasha using Nouns

Encounter 1

Language Purpose: Describing

Listening Skill: Nouns

Grammar Subskill: Demonstrative Pronouns



Unit 1	Media	Students listen for the words *this* and *these* while listening to a poem.
Unit 2	Conversation	Students repeat questions and answers that describe the color of things using demonstrative pronouns (these).
Unit 3	Grammar	Students practice describing the color of things using demonstrative pronouns (these).
Unit 4	Conversation	Students continue to repeat questions and answers that describe the color of things and apply the language frames using demonstrative pronouns (these).
Unit 5	Open Conversation	Students ask and answer questions using demonstrative pronouns (these).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using demonstrative pronouns to describe specific people and things.



Language Frames

What are these?

These are _____ (adjective - color) _____ (plural noun).

Level 3 | Activity 3

Describing with Sasha using Nouns

Encounter 2

Language Purpose: Describing

Listening Skill: Nouns

Grammar Subskill: Demonstrative Pronouns



Unit 1	Media	Students listen for the words *that* and *those* while listening to a poem.
Unit 2	Conversation	Students repeat questions and answers that describe the sizes of things using demonstrative pronouns (those).
Unit 3	Conversation	Students continue to repeat questions and answers that describe the sizes of things and apply the language frames using demonstrative pronouns (those).
Unit 4	Grammar	Students practice describing the sizes of things using demonstrative pronouns (those).
Unit 5	Open Conversation	Students ask and answer questions using demonstrative pronouns (those).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using demonstrative pronouns to describe specific people and things.



Language Frames

What are those?

Those are _____ (adjective - size) _____ (plural noun).

Level 3 | Activity 3

Describing with Sasha using Nouns

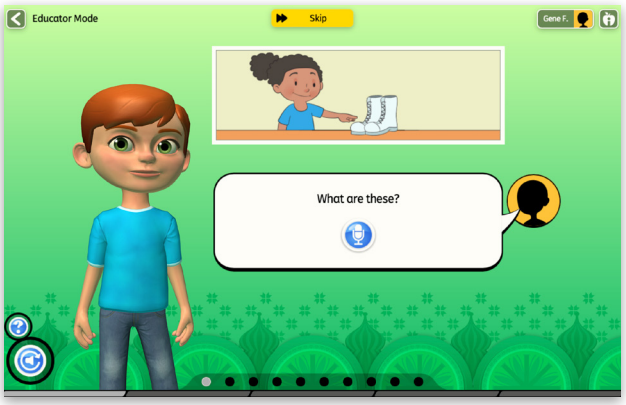
Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Demonstrative Pronouns



Unit 1	Conversation	Students repeat questions and answers that describe the colors and sizes of things using demonstrative pronouns (these).
Unit 2	Conversation	Students continue to repeat questions and answers that describe the colors and sizes of things and apply the language frames using demonstrative pronouns (those).
Unit 3	Listening	Students listen to a passage about the different ways you can stack 20 blocks and identify supporting details.
Unit 4	Open Conversation	Students ask and answer questions using demonstrative pronouns (these, those).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using demonstrative pronouns to describe specific people and things, and by identifying details from a listening passage.



Language Frames

What are _____ (pronoun)?

_____ (pronoun) are _____ (adjective) _____ (plural noun).

Level 3 | Activity 4

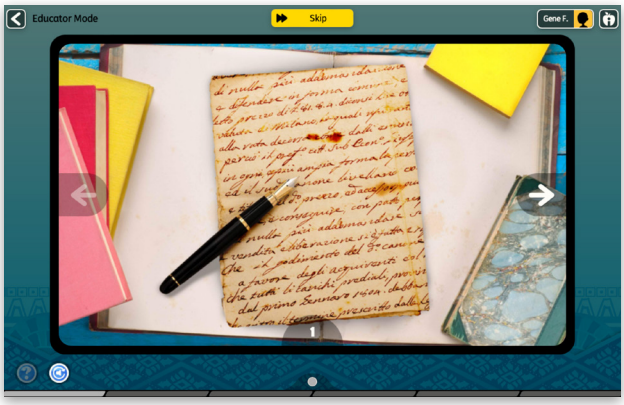
Explaining with Javier using Prepositions

Encounter 1

Language Purpose: Explaining

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Positions



Unit 1	Media	Students learn about rhyming words.
Unit 2	Conversation	Students repeat questions and answers that explain the locations of common objects using prepositions (on).
Unit 3	Grammar	Students practice explaining the locations of common objects using prepositions (on, off).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the locations of common objects and apply the language frames using prepositions (on, off).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (on, off).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the locations of common objects.



Language Frames

What are these?

These are _____ (adjective - color) _____ (plural noun).

Level 3 | Activity 4

Explaining with Javier using Prepositions

Encounter 2

Language Purpose: Explaining

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Positions



Unit 1	Media	Students listen to a poem with rhyming words.
Unit 2	Conversation	Students repeat questions and answers that explain the locations of animals and common objects using prepositions (in).
Unit 3	Grammar	Students practice explaining the locations of animals and common objects using prepositions (in, out of).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the locations of animals and common objects and apply the language frames using prepositions (in, out of).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (in, out of).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the locations of common objects.



Language Frames

What do I do with that _____ (noun 1)?

Put it in the _____ (noun 2).

Level 3 | Activity 4

Explaining with Javier using Prepositions

Encounter 3

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Positions



Unit 1	Conversation	Students repeat questions and answers that explain the locations of animals and common objects using prepositions (in, out of).
Unit 2	Listening	Students listen to a passage about the Peruvian singer Chabuca Granda and make inferences.
Unit 3	Conversation	Students continue to repeat questions and answers that explain the locations of animals and common objects and apply the language frames using prepositions of position (on, in).
Unit 4	Open Conversation	Students ask and answer questions using prepositions of position (in, on, out of).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain the locations of common objects, and by drawing conclusions from information from a listening passage.



Language Frames

What do I do with this/that _____ (noun 1)?

Take it out of the _____ (noun 2).





Activity 1	Describing with Farah using Nouns
Activity 2	Explaining with Juan using Verbs
Activity 3	Informing with Abshir using Nouns
Activity 4	Describing with Esther using Conjunctions

Level 4 | Activity 1

Describing with Farah using Nouns

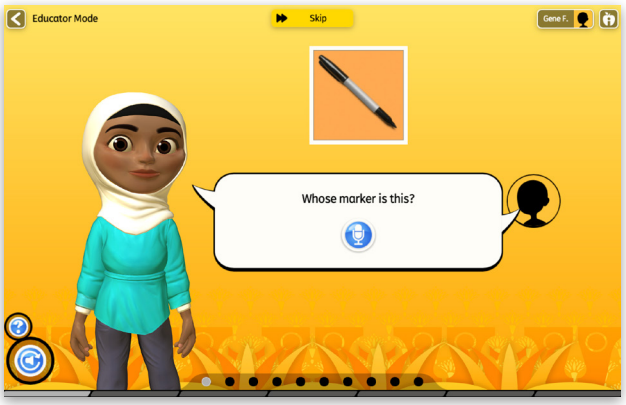
Encounter 1

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Possessive Pronouns



Unit 1	Conversation	Students repeat questions and answers that describe ownership of everyday objects using possessive pronouns (his, mine).
Unit 2	Media	Students learn about the phases of the moon.
Unit 3	Conversation	Students continue to repeat questions and answers that describe ownership of everyday objects and apply the language frames using possessive pronouns (hers, yours).
Unit 4	Listening	Students listen to a passage about Farah's science project on the phases of the moon and identify supporting details.
Unit 5	Grammar	Students practice describing ownership of everyday objects using possessive pronouns (his, hers).
Unit 6	Open Conversation	Students ask and answer questions using possessive pronouns (his, hers, yours, mine).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to describe ownership of everyday objects, and by identifying details from a listening passage.



Language Frames

Whose _____ (singular noun) is this?

This _____ (singular noun) is _____ (possessive pronoun).

Level 4 | Activity 1

Describing with Farah using Nouns

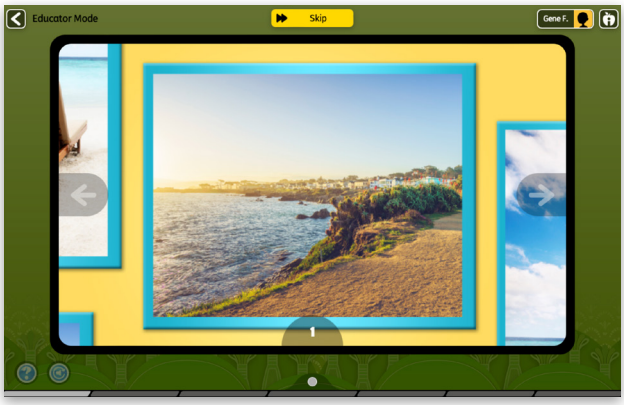
Encounter 2

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Possessive Pronouns



Unit 1	Conversation	Students repeat questions and answers that describe ownership of everyday objects using possessive pronouns (ours, theirs).
Unit 2	Media	Students learn about Farah's time at the beach and different tides.
Unit 3	Conversation	Students continue to repeat questions and answers that describe ownership of everyday objects and apply the language frames using possessive pronouns (yours, his).
Unit 4	Listening	Students listen to a passage about tides and identify supporting details.
Unit 5	Grammar	Students practice describing ownership of everyday objects using possessive pronouns (mine, his, ours, theirs).
Unit 6	Open Conversation	Students ask and answer questions using possessive pronouns (ours, his, yours, hers, mine).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to describe ownership of everyday objects, and by identifying details from a listening passage.



Language Frames

Whose _____ (plural noun) are these?

These _____ (plural noun) are _____ (possessive pronoun).

Level 4 | Activity 1

Describing with Farah using Nouns

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Possessive Pronouns



Unit 1	Conversation	Students repeat questions and answers that describe ownership of everyday objects using possessive pronouns (hers, mine).
Unit 2	Media	Students learn about weather during the four seasons.
Unit 3	Conversation	Students continue to repeat questions and answers that describe ownership of everyday objects and apply the language frames using possessive pronouns (yours, ours).
Unit 4	Listening	Students listen to a passage about the relationship between Earth's revolution around the Sun and seasons and identify supporting details.
Unit 5	Grammar	Students practice describing ownership of everyday objects using possessive pronouns (hers, mine).
Unit 6	Open Conversation	Students ask and answer questions using possessive pronouns (hers, mine, yours, his).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using possessive pronouns to describe ownership of everyday objects, and by identifying details from a listening passage.



Language Frames

Whose _____ (singular/plural noun) is/are that/those?

That/Those _____ (singular noun) is/are _____ (possessive pronoun).

Level 4 | Activity 2

Explaining with Juan using Verbs

Encounter 1

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: The Simple Future



Unit 1	Media	Students learn about community gardens.
Unit 2	Conversation	Students repeat questions and answers that explain future events using simple future verbs (going to clean up, going to help).
Unit 3	Listening	Students listen to a passage about a celebration at a community garden and sequence events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain future events and apply the language frames using simple future verbs (going to dig, going to plant).
Unit 5	Grammar	Students practice explaining future events using simple future verbs (going to clean up, going to help).
Unit 6	Open Conversation	Students ask and answer questions using simple future verbs (going to clean up, going to plant, going to make, going to celebrate).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using going to + verb to explain future events, and by sequencing events from a listening passage.



Language Frames

What is/are _____ (proper noun/pronoun) going to do?

_____ (proper noun/pronoun) is/are going to _____ (infinitive verb).

Level 4 | Activity 2

Explaining with Juan using Verbs

Encounter 2

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: The Simple Future



Unit 1	Media	Students learn about why people move from place to place.
Unit 2	Conversation	Students repeat questions and answers that explain future events using simple future verbs (will move, will arrive).
Unit 3	Listening	Students listen to a passage about Juan and Abuelita making tortillas and sequence events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain future events and apply the language frames using simple future verbs (will start, will visit).
Unit 5	Grammar	Students practice explaining future events using simple future verbs (will start, will play, will move, will pack).
Unit 6	Open Conversation	Students ask and answer questions using simple future verbs (will arrive, will visit, will play, will learn).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the simple future tense to explain events, and by sequencing events from a listening passage.



Language Frames

When will _____ (noun/pronoun) _____ (verb)?

_____ (noun/pronoun) will _____(verb) _____ (noun phrase).

Level 4 | Activity 2

Explaining with Juan using Verbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: The Simple Future



Unit 1	Media	Students learn about cultural traditions and how they change.
Unit 2	Conversation	Students repeat questions and answers that explain future events using simple future verbs (going to be).
Unit 3	Listening	Students listen to a passage about Juan visiting Abuelita in Oaxaca, Mexico and sequence events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain future events and apply the language frames using simple future verbs (going to be).
Unit 5	Grammar	Students practice explaining future events using simple future verbs (going to be).
Unit 6	Open Conversation	Students ask and answer questions using simple future verbs (going to be).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the simple future tense to explain events, and by drawing conclusions from a listening passage.



Language Frames

What do you think _____ (noun) is going to be like?

_____ I think _____ (noun) is going to be _____ (adjective).

Level 4 | Activity 3

Informing with Abshir using Nouns

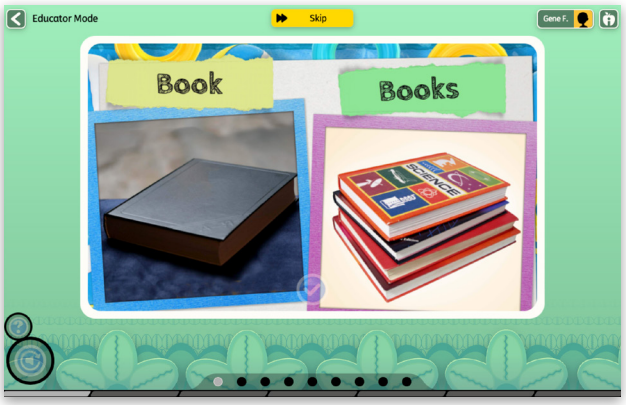
Encounter 1

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Irregular Nouns



Unit 1	Grammar	Students practice providing information using irregular nouns (child/children, tooth/teeth).
Unit 2	Conversation	Students repeat questions and answers that provide information about how many things or people there are (child/children, tooth/teeth).
Unit 3	Grammar	Students continue providing information using irregular nouns (foot/feet, person/people).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about how many things or people there are (foot/feet, person/people).
Unit 5	Listening	Students listen to a passage about Obi losing a tooth at the park and identify supporting details.
Unit 6	Open Conversation	Students ask and answer questions using irregular nouns (tooth/teeth, foot/feet, child/children, person/people).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using irregular nouns to ask for and give information, and by identifying details from a listening passage.



Language Frames

How many _____ (irregular noun) are there?

There are/is _____ (number) _____ (irregular noun).

Level 4 | Activity 3

Informing with Abshir using Nouns

Encounter 2

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Irregular Nouns



Unit 1	Grammar	Students practice providing information using irregular nouns (half/halves, shelf/shelves).
Unit 2	Conversation	Students repeat questions and answers that provide information about how many things there are (half/halves, shelf/shelves).
Unit 3	Grammar	Students continue to practice using irregular nouns (leaf/leaves, knife/knives).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about how many things there are (leaf/leaves, knife/knives).
Unit 5	Listening	Students listen to a passage about Gloria's pet mouse and identify supporting details.
Unit 6	Open Conversation	Students ask and answer questions using irregular nouns (knife/knives, shelf/shelves, half/halves, leaf/leaves).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using irregular nouns to ask for and give information, and by identifying details from a listening passage.



Language Frames

How many _____ (irregular noun) are there?

There are/is _____ (number) _____ (irregular noun).

Level 4 | Activity 3

Informing with Abshir using Nouns

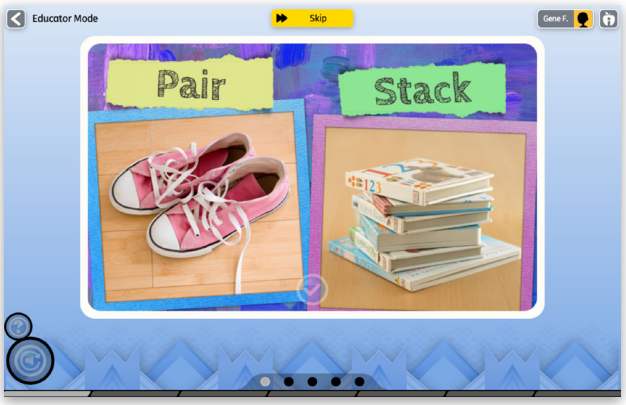
Encounter 3

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Collective Nouns



Unit 1	Grammar	Students practice providing information using collective nouns (pair, stack).
Unit 2	Conversation	Students repeat questions and answers that provide information about how many things there are (pair, stack).
Unit 3	Grammar	Students continue to practice using collective nouns (team, set).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about how many things there are (team, set).
Unit 5	Listening	Students listen to a passage about Gloria's pet mouse and identify supporting details.
Unit 6	Open Conversation	Students ask and answer questions using collective nouns (pair, stack, team, set).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using collective nouns to ask for and give information, and by identifying details from a listening passage.



Language Frames

Describe what you see.

I see a _____ (collective noun) of _____ (noun)

Level 4 | Activity 4

Describing with Esther using Conjunctions

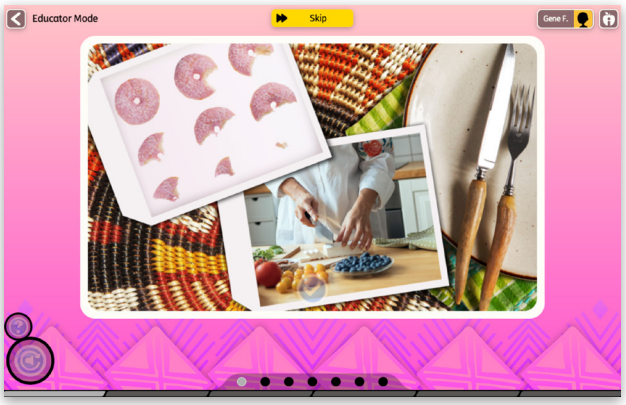
Encounter 1

Language Purpose: Describing

Listening Skill: Sequencing

Grammar Skill: Conjunctions

Grammar Subskill: Coordinating Conjunctions



Unit 1	Listening	Students listen to a passage about Chef Cynthia Verna and sequence events.
Unit 2	Conversation	Students repeat questions and answers that describe common situations using coordinating conjunctions (and).
Unit 3	Grammar	Students practice describing common situations using coordinating conjunctions (and).
Unit 4	Conversation	Students continue to repeat questions and answers that describe common situations and apply the language frames using coordinating conjunctions (and).
Unit 5	Open Conversation	Students ask and answer questions using coordinating conjunctions (and).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to describe common situations, and by sequencing events from a listening passage.



Language Frames

Describe what she/he _____ (verb phrase 1).

She/He _____ (verb phrase 2), and she/he _____ (verb phrase 3).

Level 4 | Activity 4

Describing with Esther using Conjunctions

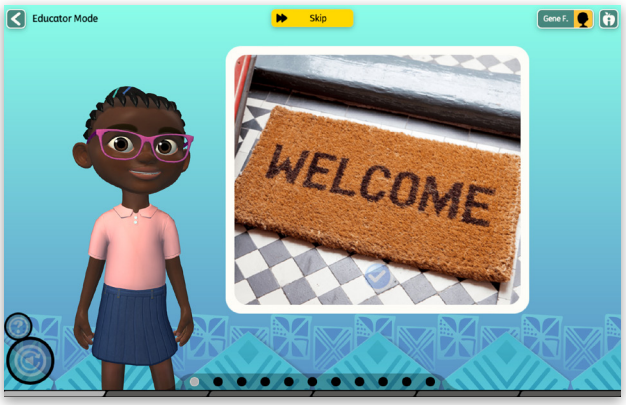
Encounter 2

Language Purpose: Describing

Listening Skill: Sequencing

Grammar Skill: Conjunctions

Grammar Subskill: Coordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that describe common situations using coordinating conjunctions (but).
Unit 2	Listening	Students listen to a passage about how to make rice and beans, and they sequence events.
Unit 3	Conversation	Students continue to repeat questions and answers that describe common situations and apply the language frames using coordinating conjunctions (but).
Unit 4	Grammar	Students practice describing common situations using coordinating conjunctions (but).
Unit 5	Open Conversation	Students ask and answer questions using coordinating conjunctions (but).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to describe common situations, and by sequencing events from a listening passage.



Language Frames

What does she/he _____ (verb)?

She/He _____ (verb phrase 1), but she/he doesn't _____ (verb phrase 2).

Level 4 | Activity 4

Describing with Esther using Conjunctions

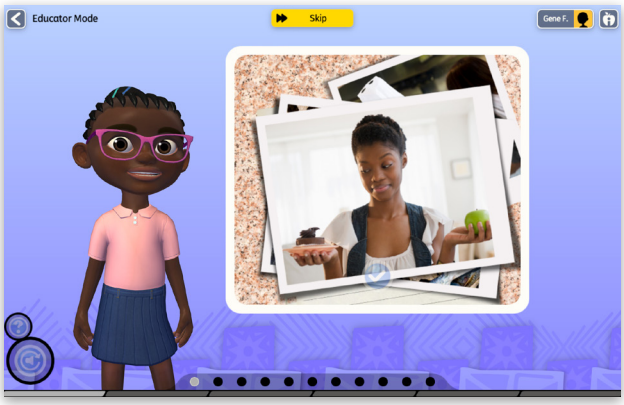
Encounter 3

Language Purpose: Describing

Listening Skill: Sequencing

Grammar Skill: Conjunctions

Grammar Subskill: Coordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that describe common situations using coordinating conjunctions (or).
Unit 2	Listening	Students listen to a passage about Carnival in Haiti and sequence events.
Unit 3	Conversation	Students continue to repeat questions and answers that describe common situations and apply the language frames using coordinating conjunctions (or).
Unit 4	Grammar	Students practice describing common situations using coordinating conjunctions (or).
Unit 5	Open Conversation	Students ask and answer questions using coordinating conjunctions (or).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to describe common situations, and by sequencing events from a listening passage.



Language Frames

Suggest two _____ (plural noun) to _____ (verb).

You could _____ (verb) _____ (noun/noun phrase 1) or _____ (noun/noun phrase 2).





Activity 1 | Describing with Annie using Nouns

Activity 2 | Explaining with Isko using Conjunctions

Activity 3 | Informing with Wong Yi using Verbs

Activity 4 | Describing with Ximena using Prepositions

Level 5 | Activity 1

Describing with Annie using Nouns

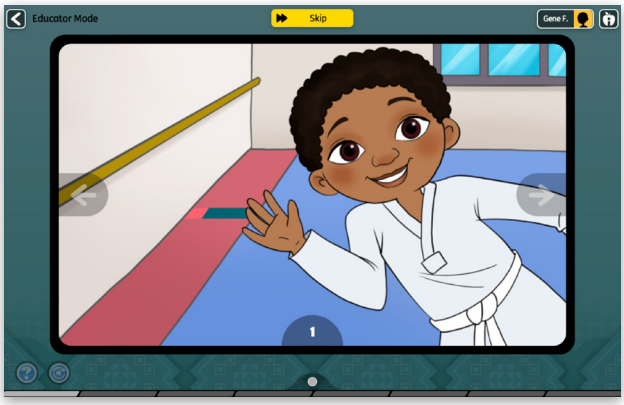
Encounter 1

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Object Pronouns



Unit 1	Media	Students learn about Korean and Vietnamese martial arts.
Unit 2	Conversation	Students repeat questions and answers that describe events using object pronouns (you, me).
Unit 3	Grammar	Students practice describing events using object pronouns (you, me).
Unit 4	Listening	Students listen to a passage about how Annie's family helped her when she lost her leg, and they identify supporting details.
Unit 5	Conversation	Students continue to repeat questions and answers that describe events and apply the language frames using object pronouns (you, me).
Unit 6	Grammar	Students continue to practice describing events using object pronouns (you, me).
Unit 7	Open Conversation	Students ask and answer questions using object pronouns (you, me).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using object pronouns to describe events.



Language Frames

What did _____ (subject) give _____ (object)?

_____ (subject) gave _____ (object) a/an _____ (noun).

Level 5 | Activity 1

Describing with Annie using Nouns

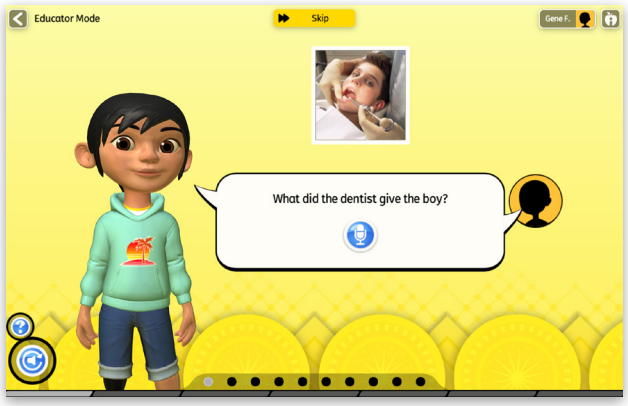
Encounter 2

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Object Pronouns



Unit 1	Conversation	Students repeat questions and answers that describe events using object pronouns (him, her).
Unit 2	Media	Students learn about where living things get what they need.
Unit 3	Conversation	Students continue to repeat questions and answers that describe events and apply the language frames using object pronouns (it).
Unit 4	Listening	Students listen to a passage about how animals help their offspring and identify supporting details.
Unit 5	Grammar	Students practice describing events using object pronouns (it, her, him).
Unit 6	Open Conversation	Students ask and answer questions using object pronouns (him, her, it).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using object pronouns to describe events.



Language Frames

What did _____ (subject) give _____ (object)?

_____ (subject) gave _____ (object pronoun) a/an _____ (noun).

Level 5 | Activity 1

Describing with Annie using Nouns

Encounter 3

Language Purpose: Describing

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Object Pronouns



Unit 1	Media	Students learn about how families help one another.
Unit 2	Conversation	Students repeat questions and answers that describe events using object pronouns (us).
Unit 3	Listening	Students listen to a passage about how animals help their offspring and identify supporting details.
Unit 4	Conversation	Students continue to repeat questions and answers that describe events and apply the language frames using object pronouns (them).
Unit 5	Grammar	Students practice describing events using object pronouns (us, them).
Unit 6	Open Conversation	Students ask and answer questions using object pronouns (us, them).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using object pronouns to describe events, and by identifying details from a listening passage.



Language Frames

What did _____ (subject) give _____ (object)?

_____ (subject) gave _____ (object pronoun) a/an _____ (noun).

Level 5 | Activity 2

Explaining with Isko using Conjunctions

Encounter 1

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the benefits and challenges of immigrating to a new country.
Unit 2	Conversation	Students repeat questions and answers that explain the reason for things happening using subordinating conjunctions (because).
Unit 3	Listening	Students listen to a podcast about why Isko's Nanay and Tatay immigrated to Canada, and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that explain the reason for things happening and apply the language frames using subordinating conjunctions (because).
Unit 5	Grammar	Students practice explaining the reason for things happening using subordinating conjunctions (because).
Unit 6	Open Conversation	Students ask and answer questions using subordinating conjunctions (because).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to explain information.



Language Frames

Why do/does _____ (subject) _____ (verb phrase)?

_____ (pronoun) _____ (verb phrase) because _____ (noun phrase).

Level 5 | Activity 2

Explaining with Isko using Conjunctions

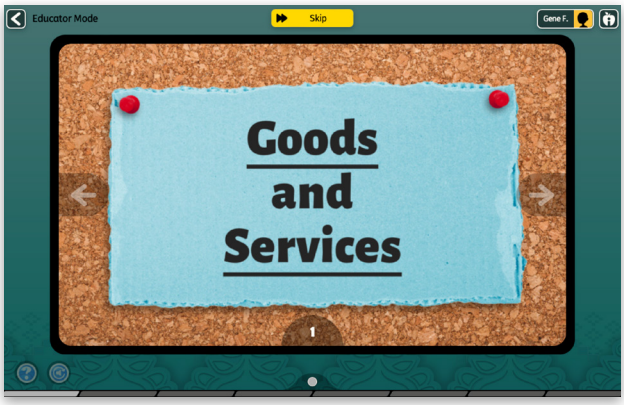
Encounter 2

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about public goods.
Unit 2	Grammar	Students practice explaining the reason situations happen using subordinating conjunctions (so).
Unit 3	Conversation	Students repeat questions and answers that explain the reason situations happen using subordinating conjunctions (so).
Unit 4	Listening	Students listen to a passage about public services and identify the main idea.
Unit 5	Grammar	Students continue to practice explaining the reason situations happen using subordinating conjunctions (so).
Unit 6	Conversation	Students continue to repeat questions and answers that explain the reason situations happen and apply the language frames using subordinating conjunctions (so).
Unit 7	Open Conversation	Students ask and answer questions using subordinating conjunctions (so).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to explain information.



Language Frames

Why do/does _____ (subject) _____ (verb phrase 1)?

_____ (pronoun 1) _____ (verb phrase 1) so _____ (pronoun 2) will _____ (verb phrase 2).

Level 5 | Activity 2

Explaining with Isko using Conjunctions

Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions; Coordinating Conjunctions



Unit 1	Media	Students learn about buying and selling goods.
Unit 2	Conversation	Students repeat questions and answers that explain the reason people buy things using conjunctions (because, and).
Unit 3	Listening	Students listen to a passage about the reasons people stop buying things and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that explain why people refuse to buy things and apply the language frames using subordinating conjunctions (because, and).
Unit 5	Grammar	Students practice explaining the reasons people buy things using conjunctions (because, and).
Unit 6	Open Conversation	Students ask and answer questions using conjunctions (because, and).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to explain information, and by identifying the main idea of a listening passage.



Language Frames

Tell me two reasons why _____ (pronoun) _____ (verb phrase 1).

_____ (pronoun) _____ (verb phrase 1) because _____ (noun phrase) and _____ (verb phrase 2).

Level 5 | Activity 3

Informing with Wong Yi using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Media	Students learn about unique food combinations.
Unit 2	Conversation	Students repeat questions and answers that provide information about foods people like and dislike (do, don't).
Unit 3	Grammar	Students practice providing information about the foods people like and dislike using auxiliary verbs (do, don't).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about foods people like and dislike (do, don't).
Unit 5	Listening	Students listen to a passage about things Wong Yi likes and dislikes and summarize events.
Unit 6	Open Conversation	Students ask and answer questions using auxiliary verbs (do, don't).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using verbs to inform about likes and dislikes.



Language Frames

Do you like _____ (gerund) _____ (noun)?

Yes/no, I do/don't like _____ (gerund) _____ (noun).

Level 5 | Activity 3

Informing with Wong Yi using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Media	Students learn about surveys and tally charts.
Unit 2	Conversation	Students repeat questions and answers that provide information about the sports people like (do, don't).
Unit 3	Listening	Students listen to a passage about surveys on the things Wong Yi and his classmates like the most and summarize events.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about games people like and dislike (do, don't).
Unit 5	Grammar	Students practice providing information about the sports and games people like and dislike using auxiliary verbs (do, don't).
Unit 6	Open Conversation	Students ask and answer questions using auxiliary verbs (do, don't).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using verbs to inform about likes and dislikes.



Language Frames

Do _____ (pronoun) like _____ (gerund) _____ (noun)?

Yes/no, _____ (pronoun) do/don't like _____ (gerund) _____ (noun).

Level 5 | Activity 3

Informing with Wong Yi using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Conversation	Students repeat questions and answers that provide information about the things people like and dislike (does, doesn't).
Unit 2	Listening	Students listen to a passage about things people like and dislike and summarize events.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the things people like and dislike (does, doesn't).
Unit 4	Grammar	Students practice providing information about the things people like and dislike using auxiliary verbs (does, doesn't).
Unit 5	Open Conversation	Students ask and answer questions using auxiliary verbs (does, doesn't).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using verbs to inform about likes and dislikes, and by summarizing a listening passage.



Language Frames

Does _____ (pronoun) like _____ (gerund)?

Yes/No, _____ (pronoun) does/doesn't like _____ (gerund).

Level 5 | Activity 4

Describing with Ximena using Prepositions

Encounter 1

Language Purpose: Describing

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Compound Prepositions



Unit 1	Media	Students learn about ancient ruins in Greece and Mexico.
Unit 2	Grammar	Students practice describing the location of events using compound prepositions (in front of).
Unit 3	Conversation	Students repeat questions and answers describing the location of things and apply the language frames using compound prepositions (in front of).
Unit 4	Listening	Students listen to a passage about Olympia and the Olympic Games and make inferences.
Unit 5	Conversation	Students continue to repeat questions and answers describing the location of events and apply the language frames using compound prepositions (in front of).
Unit 6	Open Conversation	Students ask and answer questions using compound prepositions (in front of).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of events.



Language Frames

Where did you/I _____ (base verb)?

I/You _____ (simple past verb) in front of _____ (noun/object).

Level 5 | Activity 4

Describing with Ximena using Prepositions

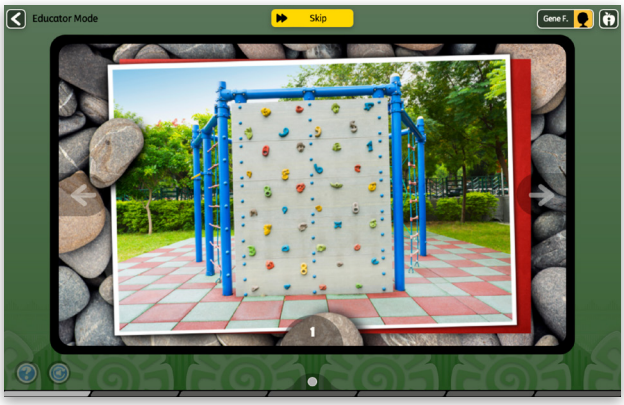
Encounter 2

Language Purpose: Describing

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Positions



Unit 1	Media	Students learn about rock climbing.
Unit 2	Grammar	Students practice describing the location of events using prepositions (behind).
Unit 3	Conversation	Students repeat questions and answers describing the location of events and apply the language frames using prepositions (behind).
Unit 4	Listening	Students listen to a passage about sports climber Ashima Shiraishi and make inferences.
Unit 5	Conversation	Students continue to repeat questions and answers describing the location of events and apply the language frames using prepositions (behind).
Unit 6	Open Conversation	Students ask and answer questions using prepositions (behind).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of events.



Language Frames

Where did we/they _____ (base verb)?

We/They _____ (simple past verb) behind _____ (noun).

Level 5 | Activity 4

Describing with Ximena using Prepositions

Encounter 3

Language Purpose: Describing

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Positions



Unit 1	Media	Students learn about the Olympic games.
Unit 2	Conversation	Students repeat questions and answers describing the location of events using prepositions (between).
Unit 3	Listening	Students listen to a passage about Jorge's track meet and make inferences.
Unit 4	Conversation	Students continue to repeat questions and answers describing the location of events and apply the language frames using prepositions of position (between).
Unit 5	Grammar	Students practice describing the location of events using prepositions (between).
Unit 6	Open Conversation	Students ask and answer questions using prepositions (between).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to describe the location of events, and by making an inference based on information from a listening passage.



Language Frames

Where did he/she _____ (base verb)?

He/She _____ (simple past verb) between the _____ (noun 1) and the _____ (noun 2).





Activity 1 | Informing with Javier using Adverbs
Activity 2 | Explaining with Mei using Verbs
Activity 3 | Informing with Sasha using Verbs
Activity 4 | Informing with Lela using Nouns

Level 6 | Activity 1

Informing with Javier using Adverbs

Encounter 1

Language Purpose: Informing

Listening Skill: Adverbs

Grammar Skill: Adverbs of Time



Unit 1	Media	Students learn about different types of plants and their parts.
Unit 2	Conversation	Students repeat questions and answers that provide information about the parts of plants using adverbs of time (sometimes).
Unit 3	Grammar	Students practice providing information about the parts of plants using adverbs of time (sometimes).
Unit 4	Conversation	Students continue to repeat questions and answers that provide information about the parts of plants and apply the language frames using adverbs of time (sometimes).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of time (sometimes).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to ask for and give information about everyday objects.



Language Frames

Do _____ (plural noun 1) have _____ (plural noun 2)?

_____ (plural noun 1) sometimes have _____ (plural noun 2).

Level 6 | Activity 1

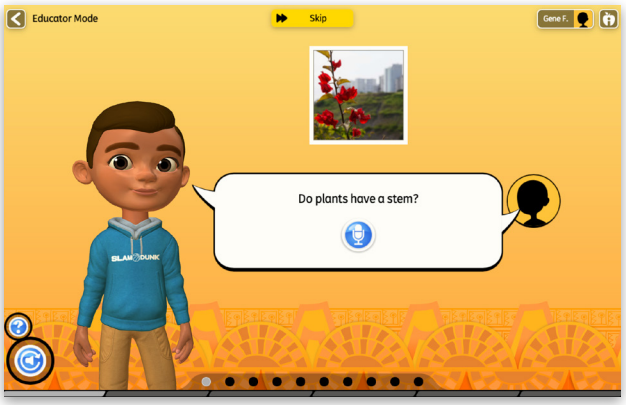
Informing with Javier using Adverbs

Encounter 2

Language Purpose: Informing

Listening Skill: Adverbs

Grammar Skill: Adverbs of Time



Unit 1	Conversation	Students repeat questions and answers that provide information about the parts of plants using adverbs of time (always).
Unit 2	Media	Students continue learning about different types of plants and their parts.
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about the parts of plants and apply the language frames using adverbs of time (always).
Unit 4	Grammar	Students practice providing information about the parts of plants using adverbs of time (always).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of time (always).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to ask for and give information about everyday objects.



Language Frames

Do _____ (plural noun) have [a] _____ (noun)?

_____ (plural noun) always have [a] _____ (noun).

Level 6 | Activity 1

Informing with Javier using Adverbs

Encounter 3

Language Purpose: Informing

Listening Skill: Sequencing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Time



Unit 1	Conversation	Students repeat questions and answers that provide information about the parts of plants using adverbs of time (always, sometimes).
Unit 2	Listening	Students listen to a passage to learn how to make *jugo de mango* (mango juice) and sequence events.
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about the parts of plants and apply the language frames using adverbs of time (always, sometimes).
Unit 4	Open Conversation	Students ask and answer questions using adverbs of time (always, sometimes).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to ask for and give information about everyday objects, and by sequencing information from a listening passage.



Language Frames

Do _____ (plural noun) have [a] _____ (noun)?

_____ (plural noun) _____ (adverb) have [a] _____ (noun).

Level 6 | Activity 2

Explaining with Mei using Verbs

Encounter 1

Language Purpose: Explaining

Listening Skill: Verbs

Grammar Skill: Irregular Verbs



Unit 1	Media	Students learn about why people work and what Mei and her dad do together.
Unit 2	Conversation	Students repeat questions and answers that explain everyday events using irregular verbs (was, had).
Unit 3	Conversation	Students continue to repeat questions and answers that explain everyday events and apply the language frames using irregular verbs (was, had).
Unit 4	Grammar	Students practice explaining everyday events using irregular verbs (was, had).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs (was, had).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to explain everyday events in the present.



Language Frames

How was _____ (possessive pronoun) _____ (noun 1/noun phrase 1)?

_____ (pronoun) had a _____ (adjective) _____ (noun 2) at _____ (noun 1/noun phrase 1).

Level 6 | Activity 2

Explaining with Mei using Verbs

Encounter 2

Language Purpose: Explaining

Listening Skill: Verbs

Grammar Skill: Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that explain everyday events using irregular verbs (did, feel, was).
Unit 2	Media	Students learn about a monkey that helps a man in a wheelchair.
Unit 3	Conversation	Students continue to repeat questions and answers that explain everyday events and apply the language frames using irregular verbs (did, feel, were, was).
Unit 4	Grammar	Students practice explaining everyday events using irregular verbs (did, feel, were, was).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs (did, was, were, feel).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to explain everyday events in the past.



Language Frames

How did _____ (pronoun 1) feel about the _____ (noun)?

_____ (pronoun 2) was _____ (adjective) to _____ (verb phrase).

Level 6 | Activity 2

Explaining with Mei using Verbs

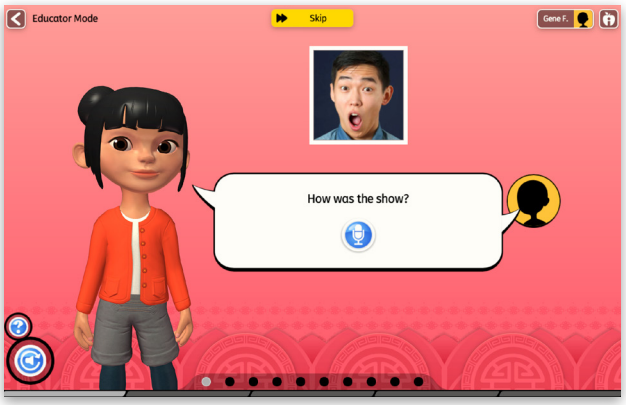
Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Supporting Details

Grammar Skill: Verbs

Grammar Subskill: Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that explain everyday events using irregular verbs (was, did, feel, had).
Unit 2	Listening	Students listen to a passage about a nonprofit that trains monkeys as service animals and identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that explain everyday events and apply the language frames using irregular verbs (did, feel, were, was, had).
Unit 4	Open Conversation	Students ask and answer questions using irregular verbs (had, did, feel, were, was).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to explain everyday events, and by identifying details from a listening passage.



Language Frames

How did _____ (pronoun 1) feel about the _____ (noun)?

_____ (pronoun 2) was _____ (adjective) to _____ (verb phrase).

Level 6 | Activity 3

Informing with Sasha using Verbs

Encounter 1

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about having enough money (coins) to buy goods.
Unit 2	Conversation	Students repeat questions and answers that provide information about whether there is enough money to buy something (can).
Unit 3	Grammar	Students practice providing information about whether there is enough money to buy something (can).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about whether there is enough money to buy something (can).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (can).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give information about abilities or permissions.



Language Frames

Can _____ (pronoun 1) buy the _____ (noun)?

Yes, _____ (pronoun 2) can buy the _____ (noun).

Level 6 | Activity 3

Informing with Sasha using Verbs

Encounter 2

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about how to determine if there is enough money (coins) to buy goods.
Unit 2	Conversation	Students repeat questions and answers that provide information about whether there is enough money to buy something (can, can't).
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about whether there is enough money to buy something (can, can't).
Unit 4	Grammar	Students practice providing information about whether there is enough money to buy something (can, can't).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (can, can't).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give information about abilities or permissions.



Language Frames

Can _____ (pronoun) buy the _____ (noun)?

No, _____ (pronoun) can't buy the _____ (noun).

Level 6 | Activity 3

Informing with Sasha using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Summarizing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that provide information about whether there is enough money to buy something (can, can't).
Unit 2	Listening	Students listen to a passage about Sasha buying cards to play Durak with his grandmother and summarize events.
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about whether there is enough money to buy something (can, can't).
Unit 4	Open Conversation	Students ask and answer questions using modal verbs (can, can't).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give information about abilities or permissions, and by summarizing events from a listening passage.



Language Frames

Can _____ (pronoun) buy the _____ (noun)?

Yes/No, _____ (pronoun) _____ (verb) buy the _____ (noun).

Level 6 | Activity 4

Informing with Lela using Nouns

Encounter 1

Language Purpose: Informing

Listening Skill: Nouns

Grammar Subskill: Reflexive Pronouns



Unit 1	Conversation	Students repeat questions and answers that provide information about making things using reflexive pronouns (myself, ourselves).
Unit 2	Grammar	Students practice providing information about making and buying things using reflexive pronouns (myself, ourselves, herself, himself).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about buying things (herself, himself).
Unit 4	Media	Students learn about Lela and her twin brother, Jin-Woo.
Unit 5	Open Conversation	Students ask and answer questions using reflexive pronouns (ourselves, herself, myself, themselves).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using reflexive pronouns to ask for and give information.



Language Frames

What did _____ (subject pronoun) make/buy?

_____ (subject pronoun) made/bought _____ (reflexive pronoun) _____ (noun phrase).

Level 6 | Activity 4

Informing with Lela using Nouns

Encounter 2

Language Purpose: Informing

Listening Skill: Nouns

Grammar Subskill: Reflexive Pronouns



Unit 1	Media	Students learn about the similarities and differences between Lela and her twin brother, Jin-Woo.
Unit 2	Conversation	Students repeat questions and answers that provide information about everyday events using reflexive pronouns (herself, himself).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about everyday events (ourselves, myself).
Unit 4	Grammar	Students practice providing information about everyday events using reflexive pronouns (herself, himself, themselves, myself).
Unit 5	Open Conversation	Students ask and answer questions using reflexive pronouns (himself, ourselves, myself, themselves).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using reflexive pronouns to ask for and give information.



Language Frames

What did _____ (subject pronoun) do?

_____ (subject pronoun) enjoyed/hurt _____ (reflexive pronoun) at the _____ (noun).

Level 6 | Activity 4

Informing with Lela using Nouns

Encounter 3

Language Purpose: Informing

Listening Skill: Inferencing

Grammar Skill: Nouns

Grammar Subskill: Reflexive Pronouns



Unit 1	Conversation	Students repeat questions and answers that provide information about everyday events using reflexive pronouns (ourselves, themselves).
Unit 2	Listening	Students listen to a passage about famous Korean poets and siblings, Heo Nanseolheon "Nan" and Heo Gyun, and they make inferences.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about buying things (himself, herself).
Unit 4	Open Conversation	Students ask and answer questions using reflexive pronouns (themselves, herself, myself, ourselves).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using reflexive pronouns to ask for and give information, and by making an inference based on information from a listening passage.



Language Frames

What did _____ (subject pronoun) make/buy?

_____ (subject pronoun) made/bought _____ (reflexive pronoun) _____ (noun phrase).








Activity 1 | Comparing with Klaus using Adjectives

Activity 2 | Informing with Isko using Verbs

Activity 3 | Evaluating with Gabriela using Verbs

Activity 4 | Explaining with Annie using Verbs

Level 7 | Activity 1

Comparing with Klaus using Adjectives

Encounter 1

Language Purpose: Comparing

Listening Skill: Adjectives

Grammar Skill: Superlative Adjectives



Unit 1	Media	Students learn about how temperature affects the state of food and water.
Unit 2	Conversation	Students repeat questions and answers that compare common objects using superlative adjectives (coldest, hottest).
Unit 3	Grammar	Students practice comparing common objects using superlative adjectives (coldest, hottest, smallest, biggest).
Unit 4	Conversation	Students continue to repeat questions and answers that compare common objects and apply the language frames using superlative adjectives (coldest, smallest, hottest, biggest).
Unit 5	Open Conversation	Students ask and answer questions using superlative adjectives (coldest, hottest, smallest).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using superlative adjectives to compare common objects.



Language Frames

Which one is the _____ (superlative adjective)?

The _____ (noun) is the _____ (superlative adjective).

Level 7 | Activity 1

Comparing with Klaus using Adjectives

Encounter 2

Language Purpose: Comparing

Listening Skill: Adverbs

Grammar Skill: Superlative Adverbs



Unit 1	Media	Students learn that solid matter melts at different speeds.
Unit 2	Conversation	Students repeat questions and answers that compare common objects using superlative adverbs (fastest, slowest).
Unit 3	Grammar	Students practice comparing common objects using superlative adverbs (fastest, slowest).
Unit 4	Conversation	Students continue to repeat questions and answers that compare common objects and apply the language frames using superlative adverbs (slowest, fastest).
Unit 5	Open Conversation	Students ask and answer questions using superlative adverbs (slowest, fastest).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using superlative adverbs to compare common objects.



Language Frames

Which one _____ (verb) the _____ (superlative adverb)?

The _____ (noun) _____ (verb) the _____ (superlative adverb).

Level 7 | Activity 1

Comparing with Klaus using Adjectives

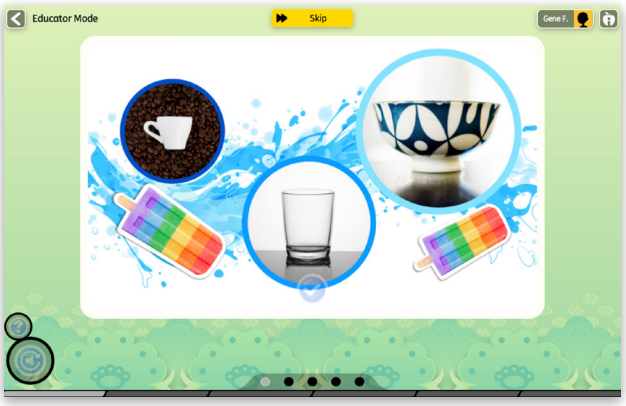
Encounter 3

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Adjectives

Grammar Subskill: Superlative Adjectives and Superlative Adverbs



Unit 1	Listening	Students listen to a passage about an experiment testing whether containers of different sizes affect how fast juice freezes.
Unit 2	Conversation	Students repeat questions and answers that compare common objects using adjectives and adverbs (slowest, biggest, smallest, fastest).
Unit 3	Conversation	Students continue to repeat questions and answers that compare common objects and apply the language frames using adverbs and adjectives (slowest, smallest, hottest, fastest).
Unit 4	Listening	Students listen to the results of the experiment about freezing juice.
Unit 5	Open Conversation	Students ask and answer questions using adjectives and adverbs (biggest, slowest, hottest, fastest, coldest).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adjectives and adverbs to compare common objects, and by comparing and contrasting information from a listening passage.



Language Frames

Which one _____ (verb) the _____ (superlative adjective or adverb)?

The _____ (superlative adjective) one _____ (verb) the _____ (superlative adverb).

Level 7 | Activity 2

Informing with Isko using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Verbs

Grammar Skill: Irregular Verbs



Unit 1	Media	Students learn about the famous scientist Galileo.
Unit 2	Conversation	Students repeat questions and answers that provide information about people's decisions (become, became).
Unit 3	Grammar	Students practice using irregular verbs by completing sentences (become, became).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about people's decisions (become, became).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs (become, became).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to ask for and give information.



Language Frames

Why did your _____ (noun 1) become a/an _____ (noun 2)?

_____ (pronoun) became a/an _____ (noun 2) because _____ (clause).

Level 7 | Activity 2

Informing with Isko using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Verbs

Grammar Skill: Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that provide information about people's actions (go, went).
Unit 2	Media	Students learn about the great inventor Nikola Tesla.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about people's actions (go, went).
Unit 4	Grammar	Students practice using irregular verbs by completing sentences (go, went).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs (went, become, go, became).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to ask for and give information.



Language Frames

When did _____ (proper noun) go _____ (prepositional phrase)?

_____ (pronoun) went after _____ (clause).

Level 7 | Activity 2

Informing with Isko using Verbs

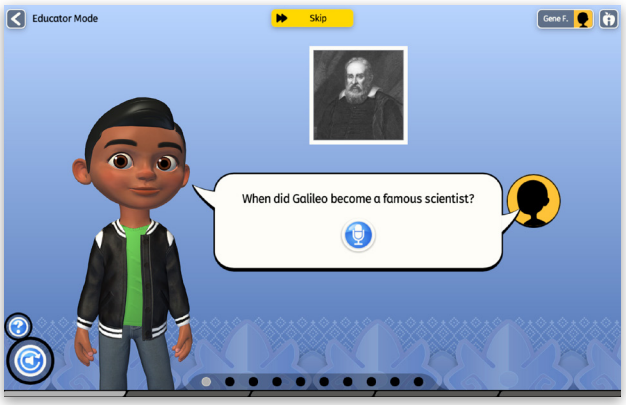
Encounter 3

Language Purpose: Informing

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that provide information about people's decisions and actions (become, became, go, went).
Unit 2	Listening	Students listen to a passage about Sally Ride and make inferences.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about people's decisions and actions (become, became, go, went).
Unit 4	Open Conversation	Students ask and answer questions using irregular verbs (become, became, went, go).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using irregular verbs to ask for and give information, and by making an inference based on information from a listening passage.



Language Frames

When/Why did _____ (pronoun) become/go to _____ (noun)?

_____ (pronoun) became/went to _____ (noun) after/because _____ (clause).

Level 7 | Activity 3

Evaluating with Gabriela using Verbs

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Media	Students learn about different measuring tools and how to use them.
Unit 2	Conversation	Students repeat questions and answers that evaluate tools and explain which tool is better for measuring an object (have to).
Unit 3	Grammar	Students practice evaluating tools and explaining which tool is better for measuring an object (have to).
Unit 4	Conversation	Students apply language frames that evaluate tools and explain which tool is better for measuring an object (have to).
Unit 5	Open Conversation	Students ask and answer questions using auxiliary verbs (have to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using auxiliary verbs to evaluate and explain information.



Language Frames

Which tool do _____ (pronoun) have to use to measure/weigh _____ (noun 1)?

_____ (pronoun) have to use a _____ (noun 2) to measure/weigh _____ (noun 1).

Level 7 | Activity 3

Evaluating with Gabriela using Verbs

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Media	Students learn about how different professionals use measuring tools.
Unit 2	Conversation	Students repeat questions and answers that evaluate tools and explain which tool is better for measuring an object (have to, has to).
Unit 3	Conversation	Students apply language frames that evaluate tools and explain which tool is better for measuring an object (have to, has to).
Unit 4	Grammar	Students practice evaluating tools and explaining which tool is better for measuring an object (have to, has to).
Unit 5	Open Conversation	Students ask and answer questions using auxiliary verbs (have to, has to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using auxiliary verbs to explain information.



Language Frames

Why does _____ (pronoun) have to measure/weigh the _____ (noun)?

_____ (pronoun) has to measure/weigh the _____ (noun) to do _____ (possessive pronoun) job.

Level 7 | Activity 3

Evaluating with Gabriela using Verbs

Encounter 3

Language Purpose: Evaluating

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: Auxiliary Verbs



Unit 1	Media	Students learn about architects and how they use measurements for their jobs.
Unit 2	Conversation	Students repeat questions and answers that evaluate tools and explain which tool is better for measuring an object (have to, has to).
Unit 3	Listening	Students listen to a passage to learn how buildings get built and sequence events.
Unit 4	Conversation	Students apply language frames that evaluate tools and explain which tool is better for measuring an object (have to, has to).
Unit 5	Open Conversation	Students ask and answer questions using auxiliary verbs (have to, has to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using auxiliary verbs to explain information, and by sequencing events from a listening passage.



Language Frames

Which tool does _____ (pronoun) have to use to measure the _____ (noun 1)?

_____ (pronoun) has to use a _____ (noun 2) to measure the _____ (noun 1).

Level 7 | Activity 4

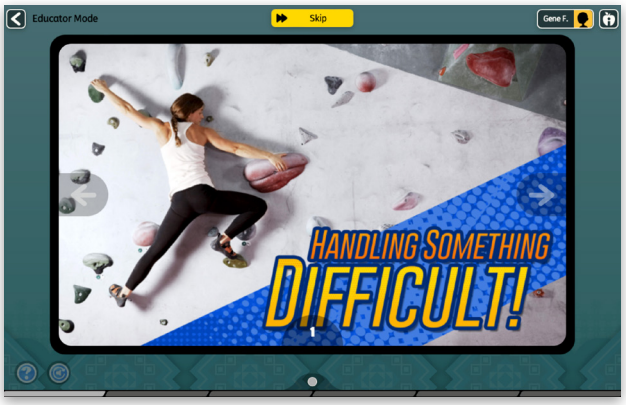
Explaining with Annie using Verbs

Encounter 1

Language Purpose: Explaining

Listening Skill: Verbs

Grammar Subskill: Gerunds



Unit 1	Media	Students learn how Annie feels about using her prosthetic leg.
Unit 2	Conversation	Students repeat questions and answers that explain the frequency of activities using gerunds (running, fishing).
Unit 3	Grammar	Students practice explaining the frequency of activities using gerunds (running, fishing, swimming).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the location and frequency of activities and apply the language frames using gerunds (sailing, swimming).
Unit 5	Open Conversation	Students ask and answer questions using gerunds (running, sailing, surfing, canoeing, horseback riding).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using gerunds to explain information.



Language Frames

How often does he/she go _____ (gerund)?

He/She goes _____ (gerund) every _____ (noun).

Level 7 | Activity 4

Explaining with Annie using Verbs

Encounter 2

Language Purpose: Explaining

Listening Skill: Verbs

Grammar Subskill: Gerunds



Unit 1	Conversation	Students repeat questions and answers that explain the location of activities using gerunds (running, fishing).
Unit 2	Media	Students learn about the accomplishments of people that have prosthetic legs.
Unit 3	Grammar	Students practice explaining the location of activities using gerunds (running, sailing, surfing).
Unit 4	Conversation	Students continue to repeat questions and answers that explain the location of activities and apply the language frames using gerunds (sailing, swimming).
Unit 5	Open Conversation	Students ask and answer questions using gerunds (fishing, sailing, surfing, canoeing, horseback riding).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using gerunds to explain information.



Language Frames

Where do they/you practice _____ (gerund)?

They/I practice _____ (gerund) in/at the _____ (noun).

Level 7 | Activity 4

Explaining with Annie using Verbs

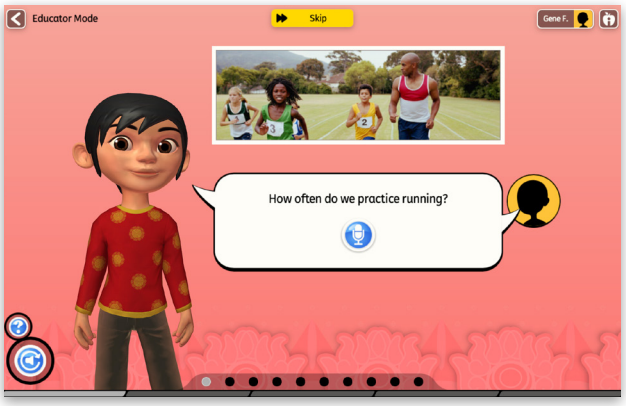
Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Supporting Details

Grammar Skill: Verbs

Grammar Subskill: Gerunds



Unit 1	Conversation	Students repeat questions and answers that explain the location and frequency of activities using gerunds (running, fishing).
Unit 2	Listening	Students listen to a passage about President Franklin Delano Roosevelt and identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that explain the location and frequency of activities and apply the language frames using gerunds (sailing, swimming).
Unit 4	Open Conversation	Students ask and answer questions using gerunds (running, swimming, surfing, canoeing, horseback riding).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using gerunds to explain information, and by identifying details from a listening passage.



Language Frames

How often does he/she go _____ (GERUND)?

He/She goes _____ (GERUND) every _____ (NOUN).





Activity 1 | Comparing with Farah using Adjectives
Activity 2 | Informing with Juan using Verbs
Activity 3 | Comparing with Lela using Adjectives
Activity 4 | Analyzing with Rami using Verbs

Level 8 | Activity 1

Comparing with Farah using Adjectives

Encounter 1

Language Purpose: Comparing

Listening Skill: Adjectives

Grammar Skill: Comparative Adjectives



Unit 1	Media	Students learn about the sizes of different types of rocks.
Unit 2	Conversation	Students repeat questions and answers that compare different types of rocks using comparative adjectives (smaller).
Unit 3	Conversation	Students continue to repeat questions and answers that compare different types of rocks and apply the language frames using comparative adjectives (bigger).
Unit 4	Grammar	Students practice comparing different types of rocks using comparative adjectives (smaller, bigger).
Unit 5	Open Conversation	Students ask and answer questions using comparative adjectives (smaller, bigger).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two objects.



Language Frames

Which is _____ (comparative adjective)?

The _____ (noun 1) is _____ (comparative adjective) than the _____ (noun 2).

Level 8 | Activity 1

Comparing with Farah using Adjectives

Encounter 2

Language Purpose: Comparing

Listening Skill: Adjectives

Grammar Skill: Comparative Adjectives



Unit 1	Conversation	Students repeat questions and answers that compare different types of rocks using comparative adjectives (lighter).
Unit 2	Media	Students learn about the weight of different types of rocks.
Unit 3	Conversation	Students continue to repeat questions and answers that compare different types of rocks and apply the language frames using comparative adjectives (heavier).
Unit 4	Grammar	Students practice comparing different types of rocks using comparative adjectives (lighter, heavier).
Unit 5	Open Conversation	Students ask and answer questions using comparative adjectives (lighter, heavier).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two objects.



Language Frames

Which is _____ (comparative adjective)?

The _____ (noun 1) is _____ (comparative adjective) than the _____ (noun 2).

Level 8 | Activity 1

Comparing with Farah using Adjectives

Encounter 3

Language Purpose: Comparing

Listening Skill: Identifying Main Idea

Grammar Skill: Adjectives

Grammar Subskill: Comparative Adjectives



Unit 1	Conversation	Students repeat questions and answers that compare different types of rocks using comparative adjectives (smaller, lighter).
Unit 2	Listening	Students listen to a passage about minerals and rock formations and identify the main idea.
Unit 3	Conversation	Students continue to repeat questions and answers that compare different types of rocks and apply the language frames using comparative adjectives (lighter, heavier, smaller).
Unit 4	Open Conversation	Students ask and answer questions using comparative adjectives (lighter, heavier, smaller).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two objects, and by identifying the main idea of a listening passage.



Language Frames

Which is _____ (comparative adjective)?

The _____ (noun 1) is _____ (comparative adjective) than the _____ (noun 2).

Level 8 | Activity 2

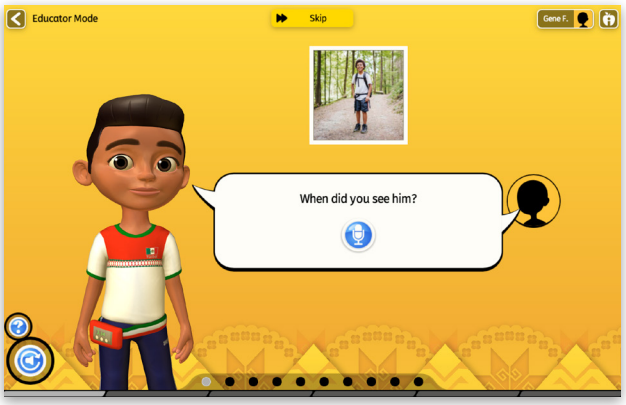
Informing with Juan using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Verbs

Grammar Subskill: The Past Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about past events using the past continuous tense (was walking, were biking).
Unit 2	Media	Students learn about what Juan saw in a dream.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about past events (were walking, was hiking).
Unit 4	Grammar	Students practice providing information about past events using the past continuous tense (was hiking, were biking, were walking, was biking).
Unit 5	Open Conversation	Students ask and answer questions using the past continuous tense (was walking, were walking, was biking, was hiking).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the past continuous tense to provide information.



Language Frames

When did _____ (pronoun 1) see _____ (pronoun 2)?

_____ (pronoun 1) saw _____ (pronoun 2) when _____ (pronoun 1) was/were _____ (present participle).

Level 8 | Activity 2

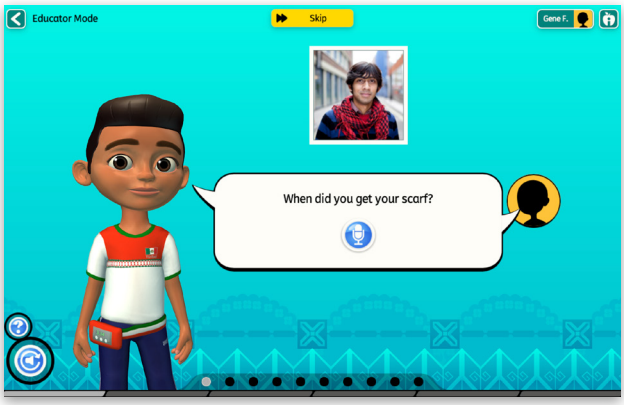
Informing with Juan using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Verbs

Grammar Subskill: The Past Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about past events using the past continuous tense (was traveling, was shopping).
Unit 2	Media	Students learn about Egyptian and Mexican pyramids.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about past events using the past continuous tense (were traveling, was visiting).
Unit 4	Grammar	Students practice providing information about past events using the past continuous tense (were shopping, was traveling, was visiting, was shopping).
Unit 5	Open Conversation	Students ask and answer questions using the past continuous tense (was traveling, was visiting, were shopping).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the past continuous tense to provide information.



Language Frames

When did _____ (pronoun 1) get _____ (pronoun 2) _____ (noun)?

_____ (pronoun 1) got _____ (pronoun 2) _____ (noun) when _____ (pronoun 3) was/were _____ (present participle).

Level 8 | Activity 2

Informing with Juan using Verbs

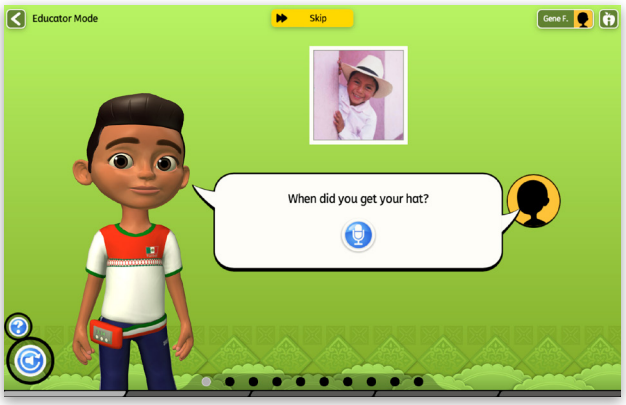
Encounter 3

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Verbs

Grammar Subskill: The Past Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about past events using the past continuous tense (was living, were traveling).
Unit 2	Listening	Students listen to a passage about the Pyramid of Kukulkan and the Pyramid of the Moon and identify supporting details.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about past events using the past continuous tense (were visiting, was visiting).
Unit 4	Open Conversation	Students ask and answer questions using the past continuous tense (were traveling, was visiting, was building).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the past continuous tense to provide information, and by identifying details from a listening passage.



Language Frames

When did _____ (pronoun 1) _____ (verb) _____ (pronoun/noun phrase)?

_____ (pronoun 1) _____ (verb) _____ (pronoun/noun phrase) when _____ (pronoun 2) was/were _____ (present participle).

Level 8 | Activity 3

Comparing with Lela using Adjectives

Encounter 1

Language Purpose: Comparing

Grammar Skill: Adjectives

Grammar Subskill: Comparative Adjectives



Unit 1	Media	Students learn about Mei's kayaking trip and how to compare numbers.
Unit 2	Conversation	Students repeat questions and answers that compare numbers using comparative adjectives (less).
Unit 3	Conversation	Students continue to repeat questions and answers that compare numbers and apply the language frames using comparative adjectives (less).
Unit 4	Grammar	Students practice comparing numbers using comparative adjectives (less).
Unit 5	Open Conversation	Students ask and answer questions using comparative adjectives (less).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two numbers.



Language Frames

Compare _____ (noun phrase).

_____ (noun/noun phrase 1) is _____ (comparative adjective) than _____ (noun/noun phrase 2).

Level 8 | Activity 3

Comparing with Lela using Adjectives

Encounter 2

Language Purpose: Comparing

Grammar Skill: Adjectives

Grammar Subskill: Comparative Adjectives



Unit 1	Conversation	Students repeat questions and answers that compare numbers using comparative adjectives (greater).
Unit 2	Media	Students continue learning about Mei's kayaking trip and how to compare numbers.
Unit 3	Conversation	Students continue to repeat questions and answers that compare numbers and apply the language frames using comparative adjectives (greater).
Unit 4	Grammar	Students practice comparing numbers using comparative adjectives (greater).
Unit 5	Open Conversation	Students ask and answer questions using comparative adjectives (greater).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two numbers.



Language Frames

Compare _____ (noun phrase).

_____ (noun/noun phrase 1) is _____ (comparative adjective) than _____ (noun/noun phrase 2).

Level 8 | Activity 3

Comparing with Lela using Adjectives

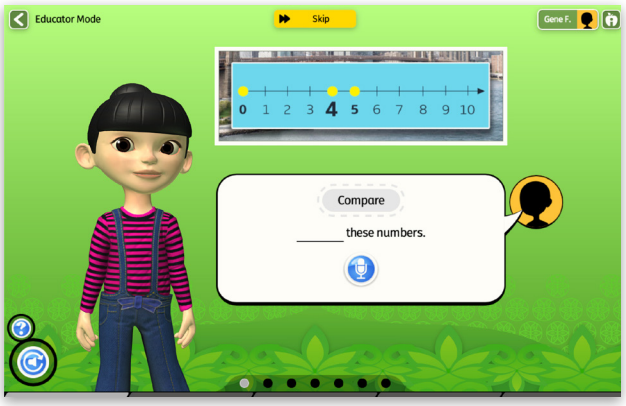
Encounter 3

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Adjectives

Grammar Subskill: Comparative Adjectives



Unit 1	Conversation	Students repeat questions and answers that compare numbers using comparative adjectives (greater, less).
Unit 2	Conversation	Students continue to repeat questions and answers that compare numbers and apply the language frames using comparative adjectives (greater, less).
Unit 3	Listening	Students listen to a passage about two types of kayaks and compare them.
Unit 4	Open Conversation	Students ask and answer questions using comparative adjectives (greater, less).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using comparative adjectives to compare two numbers, and by comparing and contrasting information from a listening passage.



Language Frames

Compare _____ (noun phrase).

_____ (noun/noun phrase 1) is _____ (comparative adjective 1) than _____ (noun/noun phrase 2) but _____ (comparative adjective 2) than _____ (noun/noun phrase 3).

Level 8 | Activity 4

Analyzing with Rami using Verbs

Encounter 1

Language Purpose: Analyzing

Listening Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that analyze possible scenarios and requests using modal verbs (could, can).
Unit 2	Media	Students learn about Rami's school report on the Great Pacific Garbage Patch.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze possible scenarios and requests and apply the language frames using modal verbs (could, can).
Unit 4	Grammar	Students practice analyzing possible scenarios and requests using modal verbs (could, can).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (could, can).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information.



Language Frames

Could _____ (pronoun) take/write _____ (noun phrase 1) about/to _____ (noun/noun phrase 2)?

Yes, _____ (pronoun) can take/write _____ (noun phrase 1) about/to _____ (noun/noun phrase 2).

Level 8 | Activity 4

Analyzing with Rami using Verbs

Encounter 2

Language Purpose: Analyzing

Listening Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that analyze possible scenarios and requests using modal verbs (couldn't).
Unit 2	Media	Students learn more about the Great Pacific Garbage Patch and how people are cleaning it up.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze possible scenarios and requests and apply the language frames using modal verbs (couldn't).
Unit 4	Grammar	Students practice analyzing possible scenarios and requests using modal verbs (couldn't).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (couldn't).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information.



Language Frames

Did _____ (pronoun) take/give _____ (noun phrase 1) to _____ (noun phrase 2)?

No, _____ (pronoun) couldn't take/give _____ (noun phrase 1) to _____ (noun phrase 2).

Level 8 | Activity 4

Analyzing with Rami using Verbs

Encounter 3

Language Purpose: Analyzing

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Listening	Students listen to a passage about how 9-year-old Anton informed the community about plastic littering and make inferences.
Unit 2	Conversation	Students repeat questions and answers that analyze possible scenarios and requests using modal verbs (could, can, couldn't).
Unit 3	Conversation	Students continue to repeat questions and answers that analyze possible scenarios and requests and apply the language frames using modal verbs (couldn't, could, can).
Unit 4	Open Conversation	Students ask and answer questions using modal verbs (couldn't, could, can).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information, and by making an inference based on information from a listening passage.



Language Frames

Could _____ (pronoun) give/write _____ (noun phrase 1) to/about _____ (noun phrase 2)?

Yes/no, _____ (pronoun) can/can't give/write _____ (noun phrase 1) to/about _____ (noun phrase 2).








Activity 1 | Informing with Javier using Verbs
Activity 2 | Informing with Sarika using Adverbs
Activity 3 | Justifying with Sasha using Conjunctions
Activity 4 | Informing with Esther using Verbs

Level 9 | Activity 1

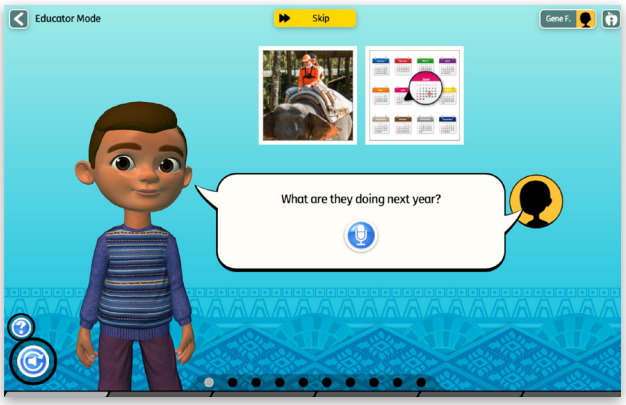
Informing with Javier using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Verbs

Grammar Skill: The Present Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about actions and events using the present continuous tense (are traveling, is traveling).
Unit 2	Media	Students learn about different animals living in Africa and Brazil.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about actions and events (is visiting, are visiting).
Unit 4	Grammar	Students practice providing information about actions and events using the present continuous tense (is traveling, are visiting, is visiting, are traveling).
Unit 5	Open Conversation	Students ask and answer questions using the present continuous tense (are traveling, is traveling).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to provide information.



Language Frames

What is/are _____ (pronoun) doing next week/year?

_____ (Pronoun) is visiting/are traveling to _____ (noun) next week/year.

Level 9 | Activity 1

Informing with Javier using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Verbs

Grammar Skill: The Present Continuous



Unit 1	Media	Students learn about how and when scientists study animals.
Unit 2	Conversation	Students repeat questions and answers that provide information about actions and events using the present continuous tense (are studying, is studying).
Unit 3	Grammar	Students practice providing information about actions and events using the present continuous tense (are studying, are collecting, is studying, is collecting).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about actions and events (are collecting, is collecting).
Unit 5	Open Conversation	Students ask and answer questions using the present continuous tense (is studying, is collecting, are studying).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to provide information.



Language Frames

What is/are _____ (pronoun) doing at _____ (noun phrase) next week/year?

_____ (Pronoun) is/are collecting/studying _____ (noun) at _____ (noun phrase) next week/year.

Level 9 | Activity 1

Informing with Javier using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Identifying Supporting Details

Grammar Skill: Verbs

Grammar Subskill: The Present Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about actions and events using the present continuous tense (is traveling, is studying).
Unit 2	Listening	Students listen to a podcast about arthropods and identify supporting details.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about actions and events (is visiting, is collecting).
Unit 4	Open Conversation	Students ask and answer questions using the present continuous tense (is studying, is collecting, are visiting, are collecting, are studying).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the present continuous tense to provide information, and by identifying details from a listening passage.



Language Frames

What is/are _____ (pronoun) doing in/at _____ (noun 1) next week/month?

_____ (Pronoun) is/are visiting/studying _____ (noun 2) in/at _____ (noun 1) next week/month.

Level 9 | Activity 2

Informing with Sarika using Adverbs

Encounter 1

Language Purpose: Informing

Listening Skill: Adverbs

Grammar Subskill: Adverbs of Time



Unit 1	Media	Students learn about how technology has developed over the centuries.
Unit 2	Conversation	Students repeat questions and answers that provide information about the frequency of events using adverbs of time (often).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the frequency of events (often).
Unit 4	Grammar	Students practice providing information about the frequency of events using adverbs of time (often).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of time (often).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to provide information.



Language Frames

Do you/they _____ (present tense verb) _____ (noun phrase/prepositional phrase)?

We/they often _____ (present tense verb) _____ (noun phrase/prepositional phrase).

Level 9 | Activity 2

Informing with Sarika using Adverbs

Encounter 2

Language Purpose: Informing

Listening Skill: Adverbs

Grammar Subskill: Adverbs of Time



Unit 1	Conversation	Students repeat questions and answers that provide information about the frequency of events using adverbs of time (rarely).
Unit 2	Media	Students learn about Nikola Tesla's discoveries about electricity.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the frequency of events (rarely).
Unit 4	Grammar	Students practice providing information about the frequency of events using adverbs of time (rarely).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of time (rarely).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to provide information.



Language Frames

Did people _____ (present tense verb) _____ (noun - object) in _____ (noun - date)?

They rarely _____ (past tense verb) _____ (noun - object) in _____ (noun - date).

Level 9 | Activity 2

Informing with Sarika using Adverbs

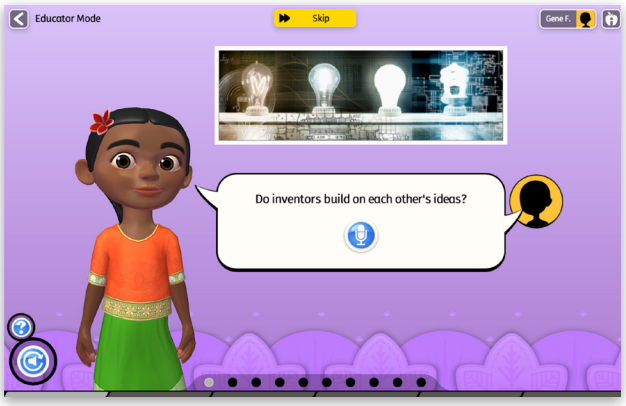
Encounter 3

Language Purpose: Informing

Listening Skill: Sequencing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Time



Unit 1	Conversation	Students repeat questions and answers that provide information about the frequency of events using adverbs of time (often, rarely).
Unit 2	Media	Students learn about inventors and how they built on each other's ideas to create their inventions.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the frequency of events (often, rarely).
Unit 4	Open Conversation	Students ask and answer questions using adverbs of time (rarely, often).
Unit 5	Listening	Students listen to a passage about Bessie Blount Griffin and sequence events.
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of time to provide information, and by sequencing information from a listening passage.



Language Frames

Does/did the _____ (noun) _____ (verb phrase)?

She often/rarely _____ (verb phrase) to/because _____ (phrase).

Level 9 | Activity 3

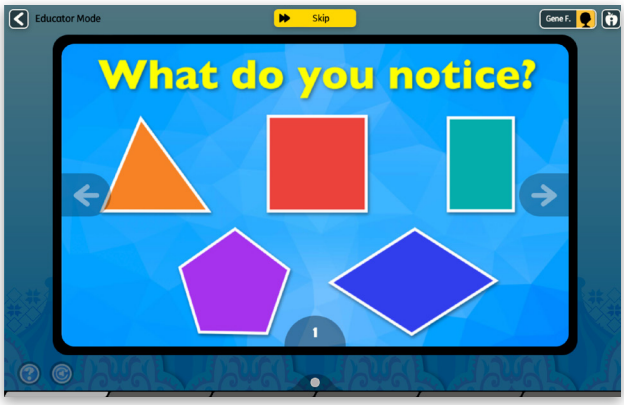
Justifying with Sasha using Conjunctions

Encounter 1

Language Purpose: Justifying

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the attributes of polygons.
Unit 2	Conversation	Students repeat questions and answers that justify information about shapes using subordinating conjunctions (if).
Unit 3	Conversation	Students continue to repeat questions and answers that justify information about shapes and apply the language frames using subordinating conjunctions (if).
Unit 4	Grammar	Students practice justifying information about shapes using subordinating conjunctions (if).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (if).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to justify information about shapes.



Language Frames

How do you know if a shape is a/an _____ (noun - shape)?

If a shape has _____ (noun phrase), it is a/an _____ (noun - shape).

Level 9 | Activity 3

Justifying with Sasha using Conjunctions

Encounter 2

Language Purpose: Justifying

Grammar Skill: Conjunctions

Grammar Subskill: Coordinating Conjunctions



Unit 1	Media	Students continue to learn about the attributes of polygons and learn how to justify their conclusions.
Unit 2	Conversation	Students repeat questions and answers that justify information about shapes using coordinating conjunctions (so).
Unit 3	Conversation	Students continue to repeat questions and answers that justify information about shapes and apply the language frames using coordinating conjunctions (so).
Unit 4	Grammar	Students practice justifying information about shapes using coordinating conjunctions (so).
Unit 5	Open Conversation	Students ask and answer questions using coordinating conjunctions (so).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to justify information about shapes.



Language Frames

How do you know this shape is not a _____ (noun)?

It does not have/has _____ (noun phrase), so it's not a _____ (noun).

Level 9 | Activity 3

Justifying with Sasha using Conjunctions

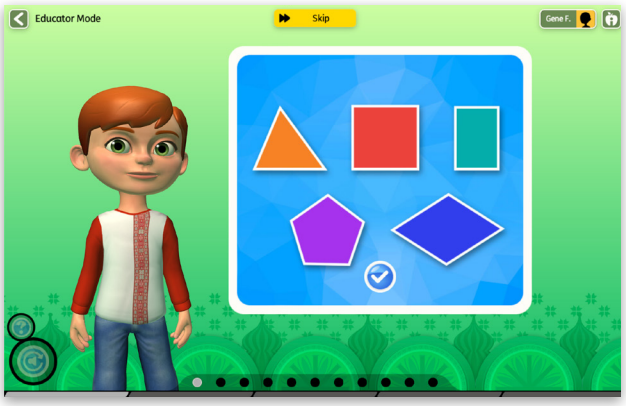
Encounter 3

Language Purpose: Justifying

Listening Skill: Comparing and Contrasting

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions, Coordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that justify information about shapes using coordinating and subordinating conjunctions (if, so).
Unit 2	Conversation	Students continue to repeat questions and answers that justify information about shapes and apply the language frames using coordinating and subordinating conjunctions (if, so).
Unit 3	Listening	Students listen to a passage about the attributes of different shapes and contrast them.
Unit 4	Open Conversation	Students ask and answer questions using coordinating and subordinating conjunctions (if, so).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to justify information about shapes, and by comparing and contrasting information from a listening passage.



Language Frames

How do you know this shape is not an/a _____ (noun)?

It does not have _____ (noun phrase), so it's not an/a _____ (noun).

Level 9 | Activity 4

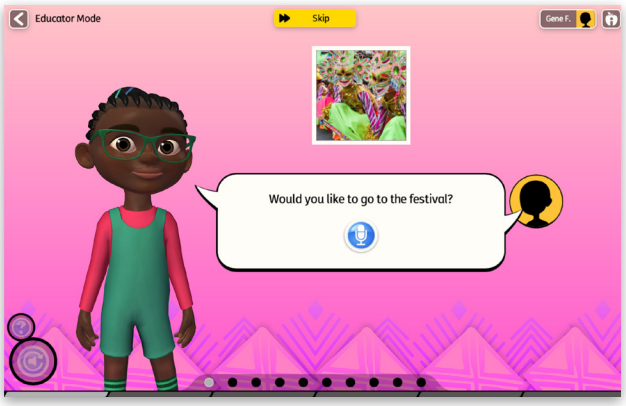
Informing with Esther using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that provide information about requests and invitations using modal verbs (would).
Unit 2	Media	Students learn about what may happen when people use their imagination.
Unit 3	Grammar	Students practice providing information about requests and invitations using modal verbs (would).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about requests and invitations (would).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (would).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information.



Language Frames

Would you like to _____ (verb) _____ (phrase)?

Yes, I would like to _____ (verb) _____ (phrase).

Level 9 | Activity 4

Informing with Esther using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about what activities people may prefer to do while visiting Miami.
Unit 2	Conversation	Students repeat questions and answers that provide information about preferences using modal verbs (would, would rather).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about requests and invitations (would, would rather).
Unit 4	Grammar	Students practice providing information about preferences using modal verbs (would, would rather).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (would, would rather).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information.



Language Frames

Would you like to _____ (verb) _____ (phrase 1)?

No, I would rather _____ (verb) _____ (phrase 2).

Level 9 | Activity 4

Informing with Esther using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that provide information about preferences using modal verbs (would).
Unit 2	Conversation	Students apply language frames by repeating questions and answers about requests and invitations (would).
Unit 3	Listening	Students listen to a passage about different places people can visit in Florida and make inferences.
Unit 4	Open Conversation	Students ask and answer questions using modal verbs (would).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to provide information, and by making an inference based on information from a listening passage.



Language Frames

Would you like to _____ (verb) _____ (phrase 1) or _____ (phrase 2)?

I would like to/rather _____ (verb) _____ (phrase 2).








Activity 1 | Comparing with Farah using Nouns

Activity 2 | Explaining with Ximena using Prepositions

Activity 3 | Explaining with Wong Yi using Conjunctions

Activity 4 | Informing with Abshir using Verbs

Level 10 | Activity 1

Comparing with Farah using Nouns

Encounter 1

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Pronouns



Unit 1	Media	Students learn about pollinators and how they help plants reproduce.
Unit 2	Conversation	Students repeat questions and answers that compare pollinators using pronouns (both).
Unit 3	Listening	Students listen to a report about different pollinators and compare and contrast them.
Unit 4	Conversation	Students continue to repeat questions and answers that compare pollinators and apply the language frames using pronouns (both).
Unit 5	Grammar	Students practice comparing pollinators using pronouns (both).
Unit 6	Open Conversation	Students ask and answer questions using pronouns (both).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using pronouns and comparing two items, and by identifying details in a listening passage.



Language Frames

How are _____ (plural noun 1) and _____ (plural noun 2) similar?

_____ (Plural noun 1) and _____ (plural noun 2) are similar because they both _____ (verb) _____ (noun phrase).

Level 10 | Activity 1

Comparing with Farah using Nouns

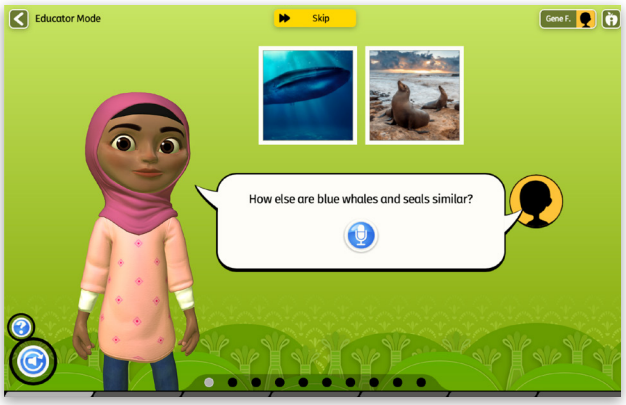
Encounter 2

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Multi-word Prepositions



Unit 1	Conversation	Students repeat questions and answers that compare living things using multi-word prepositions (in addition to).
Unit 2	Media	Students learn about producers, consumers, and decomposers.
Unit 3	Conversation	Students continue to repeat questions and answers that compare living things and apply the language frames using multi-word prepositions (in addition to).
Unit 4	Listening	Students listen to a passage about what living things need to survive and compare the living things.
Unit 5	Grammar	Students practice comparing fruits and objects using multi-word prepositions (in addition to).
Unit 6	Open Conversation	Students ask and answer questions using multi-word prepositions (in addition to).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using multi-word prepositions to provide information, and by identifying details in a listening passage.



Language Frames

How else are _____ (plural noun 1) and _____ (plural noun 2) similar?

In addition to _____ (verb phrase 1), they both _____ (verb phrase 2).

Level 10 | Activity 1

Comparing with Farah using Nouns

Encounter 3

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Nouns

Grammar Subskill: Conjunctive Adverbs



Unit 1	Media	Students learn about food chains.
Unit 2	Conversation	Students repeat questions and answers that compare living things using conjunctive adverbs (in addition).
Unit 3	Listening	Students listen to a passage about food webs and food chains and contrast them.
Unit 4	Conversation	Students continue to repeat questions and answers that compare living things and apply the language frames using conjunctive adverbs (in addition).
Unit 5	Grammar	Students practice comparing living things and objects using conjunctive adverbs (in addition).
Unit 6	Open Conversation	Students ask and answer questions using conjunctive adverbs (in addition).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctive adverbs to compare two items, and by comparing and contrasting information from a listening passage.



Language Frames

Describe how _____ (plural noun 1) and _____ (plural noun 2) are similar.

Both _____ (plural noun 1) and _____ (plural noun 2) _____ (verb phrase 1). In addition, they both _____ (verb phrase 2).

Level 10 | Activity 2

Explaining with Ximena using Prepositions

Encounter 1

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Time



Unit 1	Media	Students learn about immigrants and their contributions to the world.
Unit 2	Conversation	Students repeat questions and answers that explain time and movement using prepositions (from, to).
Unit 3	Listening	Students listen to a passage about immigrants that moved to Mexico and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that explain time and movement and apply the language frames using prepositions (from, to).
Unit 5	Grammar	Students practice explaining time and movement using prepositions of time (from, to).
Unit 6	Open Conversation	Students ask and answer questions using prepositions (from, to).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain time and movement, and by identifying the main idea of a listening passage.



Language Frames

When did _____ (noun 1) _____ (verb 1) from _____ (noun 2) to _____ (noun/noun phrase)?

_____ (Noun 1) _____ (verb 2) from _____ (noun 2) to _____ (noun/noun phrase) _____ (adverbial phrase).

Level 10 | Activity 2

Explaining with Ximena using Prepositions

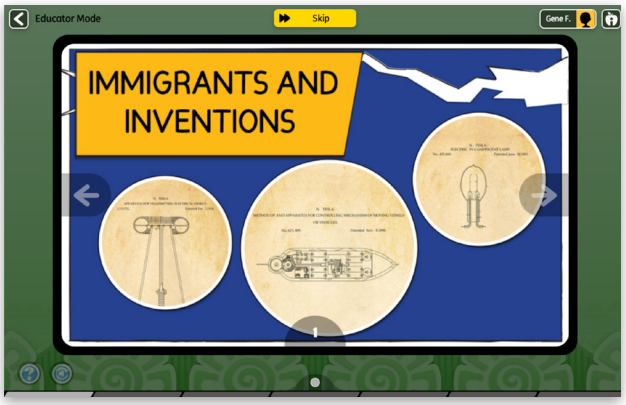
Encounter 2

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Time



Unit 1	Media	Students learn about how immigrant Nikola Tesla contributed to the world.
Unit 2	Conversation	Students repeat questions and answers that explain time and movement using prepositions (after, before).
Unit 3	Listening	Students listen to a passage about immigrant author Julia Alvarez and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that explain time and movement and apply the language frames using prepositions (before, after).
Unit 5	Grammar	Students practice explaining time and movement using prepositions (before, after).
Unit 6	Open Conversation	Students ask and answer questions using prepositions (after, before).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain time and movement, and by identifying the main idea of a listening passage.



Language Frames

When did _____ (noun) _____ (verb)?

_____ (Noun) _____ (verb) after/before _____ (noun/noun phrase).

Level 10 | Activity 2

Explaining with Ximena using Prepositions

Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Main Idea

Grammar Skill: Prepositions

Grammar Subskill: Prepositions of Time



Unit 1	Media	Students learn about how immigrant Hedy Lamarr contributed to the world.
Unit 2	Conversation	Students repeat questions and answers that explain time and movement using prepositions (before, after).
Unit 3	Listening	Students listen to a passage about Hedy Lamarr and identify the main idea.
Unit 4	Conversation	Students continue to repeat questions and answers that explain time and movement and apply the language frames using prepositions (after, before).
Unit 5	Grammar	Students practice explaining time and movement using prepositions (after, before).
Unit 6	Open Conversation	Students ask and answer questions using prepositions (before, after).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to explain time and movement, and by identifying the main idea of a listening passage.



Language Frames

Where did _____ (noun/noun phrase) _____ (verb) before/after _____ (pronoun) _____ (past tense verb 1) _____ (prepositional phrase 1)?

_____ (Noun/noun phrase) _____ (past tense verb 2) _____ (prepositional phrase 2) before/after _____ (pronoun) _____ (past tense verb 1) _____ (prepositional phrase 1).

Level 10 | Activity 3

Explaining with Wong Yi using Conjunctions

Encounter 1

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn how to calculate the perimeter of a shape.
Unit 2	Conversation	Students repeat questions and answers that explain what event or action must happen first using subordinating conjunctions (before).
Unit 3	Listening	Students listen to a passage about Wong Yi and his family and make inferences.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what event or action must happen first and apply the language frames using subordinating conjunctions (before).
Unit 5	Grammar	Students practice explaining what event or action must happen first using subordinating conjunctions (before).
Unit 6	Open Conversation	Students ask and answer questions using subordinating conjunctions (before).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to help explain information, and by making an inference based on information from a listening passage.



Language Frames

What do/does _____ (pronoun 1) need to know before _____ (pronoun 1) can _____ (verb phrase)?

Before _____ (pronoun 2) can _____ (verb/phrase), _____ (pronoun 2) need/needs to know the _____ (noun).

Level 10 | Activity 3

Explaining with Wong Yi using Conjunctions

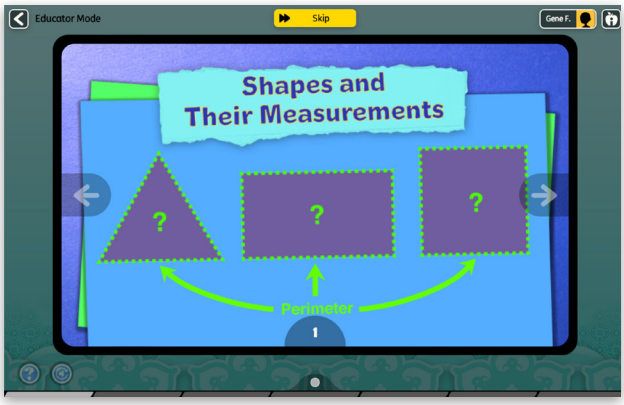
Encounter 2

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn how to calculate the area of a shape.
Unit 2	Conversation	Students repeat questions and answers that explain what event or action must happen first using subordinating conjunctions (once).
Unit 3	Listening	Students listen to a passage about applying perimeter and area calculations to real-world problems and make inferences.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what event or action must happen first and apply the language frames using subordinating conjunctions (once).
Unit 5	Grammar	Students continue to practice explaining what event or action must happen first using subordinating conjunctions (once).
Unit 6	Open Conversation	Students ask and answer questions using subordinating conjunctions (once).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to help explain information, and by making an inference based on information from a listening passage.



Language Frames

When will _____ (pronoun 1) be able to _____ (verb phrase)?

Once _____ (pronoun 2) knows/know the _____ (noun), _____ (pronoun 2) the _____ (verb phrase).

Level 10 | Activity 3

Explaining with Wong Yi using Conjunctions

Encounter 3

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that explain what event or action must happen first using subordinating conjunctions (before).
Unit 2	Listening	Students listen to a passage about Li Ziqi, a famous farmer, and make inferences.
Unit 3	Conversation	Students continue to repeat questions and answers that explain what event or action must happen first and apply the language frames using subordinating conjunctions (once).
Unit 4	Grammar	Students continue to practice explaining what event or action must happen first using subordinating conjunctions (once, before).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (once, before).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to help explain information, and by making an inference based on information from a listening passage.



Language Frames

What does/do _____ (pronoun) need to know before _____ (pronoun) can _____ (verb phrase)?

Before _____ (pronoun) can _____ (verb phrase), _____ (pronoun) needs/need to know the _____ (noun phrase).

Level 10 | Activity 4

Informing with Abshir using Verbs

Encounter 1

Language Purpose: Informing

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Media	Students learn about Abshir and his family and how they keep their Somalian culture alive while living in the U.S.
Unit 2	Conversation	Students repeat questions and answers that provide information about events using the present perfect tense (have brushed, have not brushed, have finished, have not finished).
Unit 3	Listening	Students listen to the Somali story "A Lesson of Tit for Tat" and draw conclusions.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about events (have crossed, haven't crossed, have unpacked, haven't unpacked).
Unit 5	Grammar	Students practice providing information using the present perfect tense (have pollinated, have cooked, haven't cooked, have walked, have watered, have not watered).
Unit 6	Open Conversation	Students ask and answer questions using the present perfect tense (haven't crossed, have crossed, have not brushed, have bushed, have not sanded, have not stretched, haven't visited).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information, and by drawing conclusions from information in a listening passage.



Language Frames

Have you/they _____ (verb - regular past participle) _____ (possessive pronoun) _____ (noun) yet?

No. I/They haven't _____ (verb - regular past participle) _____ (possessive pronoun) _____ (noun) yet.

Level 10 | Activity 4

Informing with Abshir using Verbs

Encounter 2

Language Purpose: Informing

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Media	Students learn about the Somalian tradition of wood carving and how Abshir's neighbor teaches Abshir how to carve wood.
Unit 2	Conversation	Students repeat questions and answers that provide information about events using the present perfect tense (have sketched, have chopped).
Unit 3	Listening	Students listen to a passage about Thomas Dambo and his wooden sculptures and draw conclusions.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about events (have finished, have played).
Unit 5	Grammar	Students practice providing information using the present perfect tense (have pollinated, have cooked, have walked).
Unit 6	Open Conversation	Students ask and answer questions using the present perfect tense (have chopped, have finished, have jumped, have watched).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information, and by drawing conclusions from information in a listening passage.



Language Frames

Have the _____ (plural noun 1) _____ (verb – past participle) their _____ (plural noun 2) yet?

Yes. The _____ (plural noun 1) _____ (verb – past participle) their _____ (plural noun 2) _____ (time marker).

Level 10 | Activity 4

Informing with Abshir using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Media	Students learn about butter art and the first butter sculptor, Caroline Brooks.
Unit 2	Conversation	Students repeat questions and answers that provide information about events using the present perfect tense (have made, haven't made, have read).
Unit 3	Listening	Students listen to a passage about Caroline Brooks' butter sculptures and draw conclusions.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about events (have seen, haven't seen, have done).
Unit 5	Grammar	Students practice providing information using the present perfect tense (have made, have done).
Unit 6	Open Conversation	Students ask and answer questions using the present perfect tense (haven't made, have made, have done, have given).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information, and by drawing conclusions from information in a listening passage.



Language Frames

Have they/you _____ (verb - irregular past participle) _____ (noun phrase/ prepositional phrase) yet?

No. They/I haven't _____ (verb - irregular past participle) _____ (noun phrase/ prepositional phrase) yet.





Activity 1 | Informing with Annie using Verbs

Activity 2 | Explaining with Mei using Conjunctions

Activity 3 | Informing with Rami using Verbs

Activity 4 | Summarizing with Juan using Adverbs

Level 11 | Activity 1

Informing with Annie using Verbs

Encounter 1

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about disaster relief responders and how they must prepare for different situations.
Unit 2	Conversation	Students repeat questions and answers that provide information about what students must do in a classroom (must).
Unit 3	Conversation	Students apply language frames by repeating questions and answers that provide information about what to do during experiments (must).
Unit 4	Grammar	Students practice providing information using modal verbs (must).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (must).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give information.



Language Frames

What must you _____ (verb 1) when you _____ (verb 2) _____ (prepositional phrase)?

You must _____ (verb 1) _____ (noun) when you _____ (verb 2) _____ (prepositional phrase).

Level 11 | Activity 1

Informing with Annie using Verbs

Encounter 2

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about how scientists help keep water clean when a disaster occurs.
Unit 2	Conversation	Students repeat questions and answers that provide information about probabilities and possibilities using modal verbs (may).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about probabilities and possibilities (may).
Unit 4	Grammar	Students practice providing information about probabilities and possibilities using modal verbs (may).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (may).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the modal verbs to ask for and give information.



Language Frames

What may happen if you _____ (verb phrase 1)?

You may _____ (verb phrase 2).

Informing with Annie using Verbs

Encounter 3

Language Purpose: Informing

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn more about disaster relief responders and how they keep themselves safe in different situations.
Unit 2	Conversation	Students repeat questions and answers that provide information about what they must do to keep themselves safe in different scenarios using modal verbs (must).
Unit 3	Listening	Students listen to a passage about how disaster relief responders helped after a hurricane in Great Abaco, Bahamas, and draw conclusions.
Unit 4	Conversation	Students apply language frames by repeating questions and answers about probabilities and possibilities (may).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (must, may).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the modal verbs to ask for and give information, and by drawing conclusions from information in a listening passage.



Language Frames

1. What must you _____ (verb) when you _____ (verb phrase 1)?
2. What may happen if you _____ (verb phrase 1)?

1. You must _____ (verb phrase 2) when you _____ (verb phrase 1).
2. You may _____(verb phrase 2) if you _____ (verb phrase 1).

Level 11 | Activity 2

Explaining with Mei using Conjunctions

Encounter 1

Language Purpose: Explaining

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the history of the United States and how change can happen in communities.
Unit 2	Conversation	Students repeat questions and answers that explain what could happen as a result of an action using subordinating conjunctions (when).
Unit 3	Grammar	Students continue to practice explaining what could happen as a result of an action using subordinating conjunctions (when).
Unit 4	Conversation	Students continue to repeat questions and answers that explain what could happen as a result of an action and apply the language frames using subordinating conjunctions (when).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (when).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to explain information.



Language Frames

What happens when _____ (noun 1) _____ (present tense verb phrase)?

Sometimes _____ (noun 2) _____ (verb) when _____ (noun 1) _____ (present tense verb phrase).

Level 11 | Activity 2

Explaining with Mei using Conjunctions

Encounter 2

Language Purpose: Explaining

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about Mei's brother and his school trip to Washington, D.C.
Unit 2	Conversation	Students repeat questions and answers that explain what happened during a school trip using subordinating conjunctions (when).
Unit 3	Grammar	Students practice explaining what happened during a school trip using subordinating conjunctions (when).
Unit 4	Conversation	Students continue to repeat questions and answers that explain what happened during a school trip and apply the language frames using subordinating conjunctions (when).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (when).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to explain information.



Language Frames

What happened when the _____ (plural noun) _____ (past tense verb phrase 1)?

The _____ (plural noun) _____ (past tense verb phrase 2) when they _____ (past tense verb phrase 1).

Explaining with Mei using Conjunctions

Encounter 3

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about what might happen during a field trip.
Unit 2	Conversation	Students repeat questions and answers that explain what happens during a field trip using subordinating conjunctions (when).
Unit 3	Listening	Students listen to a passage about Mei's brother and his trip to Washington, D.C. and make inferences.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what happens as a result of an action and apply the language frames using subordinating conjunctions (when).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (when).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to explain information, and by making inferences based on information from a listening passage.



Language Frames

What happens/happened when _____ (noun) _____ (verb phrase 1)?

When _____ (noun) _____ (verb phrase 1), _____ (pronoun) _____ (verb phrase 2).

Level 11 | Activity 3

Informing with Rami using Verbs

Encounter 1

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Media	Students learn about patterns.
Unit 2	Conversation	Students repeat questions and answers that provide information about what someone has done using the present perfect tense (have written, have drawn).
Unit 3	Grammar	Students practice providing information using the present perfect tense (has written, have drawn, have written, has drawn).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about what someone has done (has drawn, has written).
Unit 5	Open Conversation	Students ask and answer questions using the present perfect tense (have drawn, has written, have written, has drawn).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information.



Language Frames

What have/Has _____ (pronoun) _____ (irregular past participle)?

_____ (Pronoun) have/has _____ (irregular past participle) _____ (noun phrase).

Level 11 | Activity 3

Informing with Rami using Verbs

Encounter 2

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Media	Students learn about patterns found in space and in nature.
Unit 2	Conversation	Students repeat questions and answers that provide information about patterns using the present perfect tense (have found, have seen).
Unit 3	Grammar	Students practice providing information using the present perfect tense (have found, has written, have seen).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about what people saw or found (have found, have seen).
Unit 5	Open Conversation	Students ask and answer questions using the present perfect tense (have found, have seen).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information.



Language Frames

Have/Has _____ (pronoun) _____ (irregular past participle) _____ (noun phrase)?

_____ (Contraction) already _____ (irregular past participle) _____ (noun phrase).

Level 11 | Activity 3

Informing with Rami using Verbs

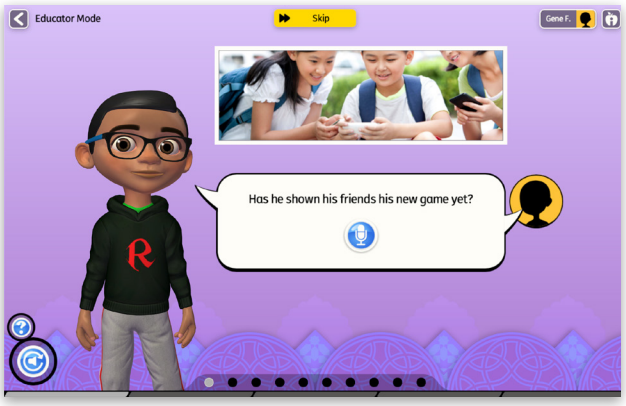
Encounter 3

Language Purpose: Informing

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect



Unit 1	Conversation	Students repeat questions and answers that provide information about whether someone has shared new games and plans (has, hasn't).
Unit 2	Listening	Students listen to a passage about a mysterious box and draw conclusions about the events.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about whether someone has shared plans and ideas (have, haven't).
Unit 4	Open Conversation	Students ask and answer questions using the present perfect tense (has, hasn't, have, haven't).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to ask for and give information, and by drawing conclusions based on information from a listening passage.



Language Frames

Have/Has _____ (pronoun) _____ (irregular past participle) _____ (noun phrase) yet?

No, _____ (pronoun) haven't/hasn't.

Level 11 | Activity 4

Summarizing with Juan using Adverbs

Encounter 1

Language Purpose: Summarizing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Media	Students learn about riding horses and rodeos.
Unit 2	Conversation	Students repeat questions and answers that summarize what students are allowed to do using adverbs of stance (of course).
Unit 3	Grammar	Students practice summarizing what students are allowed to do using adverbs of stance (of course).
Unit 4	Conversation	Students continue to repeat questions and answers that summarize what students are allowed to do and apply the language frames using adverbs of stance (of course).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (of course).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to summarize information.



Language Frames

Can _____ (pronoun 1) _____ (verb phrase)?

Of course, _____ (pronoun 2) can _____ (verb phrase).

Level 11 | Activity 4

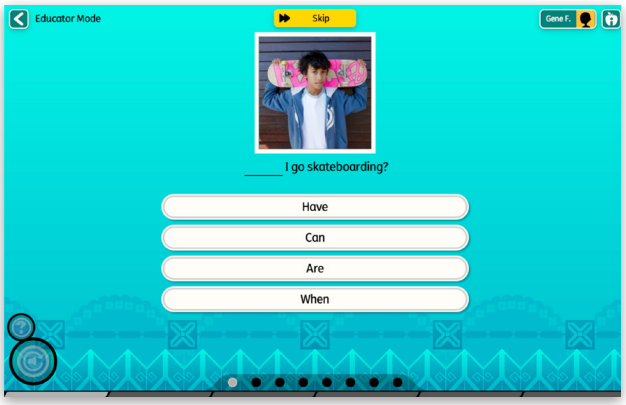
Summarizing with Juan using Adverbs

Encounter 2

Language Purpose: Summarizing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Grammar	Students practice summarizing what students can't do using adverbs of stance (unfortunately).
Unit 2	Conversation	Students repeat questions and answers that summarize what students can't do using adverbs of stance (unfortunately).
Unit 3	Media	Students learn about how humans and horses live and work together.
Unit 4	Conversation	Students continue to repeat questions and answers that summarize what students can't do and apply the language frames using adverbs of stance (unfortunately).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (unfortunately).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to summarize information.



Language Frames

Can _____ (pronoun) _____ (verb phrase)?

Unfortunately, _____ (pronoun) can't _____ (verb phrase).

Summarizing with Juan using Adverbs

Encounter 3

Language Purpose: Summarizing

Listening Skill: Identifying Main Idea

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Media	Students listen to Juan's biography about a famous horse named Golden Cloud.
Unit 2	Conversation	Students repeat questions and answers that summarize a surprising contrast between what students do and what someone thought they did using adverbs of stance (actually).
Unit 3	Listening	Students listen to a passage about Toni Minthorn and the Pendleton Round Up and identify the main idea of each paragraph to summarize the passage.
Unit 4	Conversation	Students continue to repeat questions and answers that summarize a surprising contrast between what students do or want and apply the language frames using adverbs of stance (actually).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (actually).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to summarize information, and by identifying the main idea of a listening passage.



Language Frames

Do/does _____ (pronoun) _____ (verb phrase 1)?

Actually, _____ (pronoun) _____ (verb phrase 2).








Activity 1 | Evaluating with Esther using Verbs

Activity 2 | Describing with Isko using Prepositions

Activity 3 | Analyzing with Sasha using Adverbs

Activity 4 | Summarizing with Sarika using Conjunctions

Level 12 | Activity 1

Evaluating with Esther using Verbs

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Modal Verbs



Unit 1	Media	Students learn about wind energy and wind farms.
Unit 2	Conversation	Students repeat questions and answers that evaluate where to build a wind farm using modal verbs (should).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate where to build wind farms and apply the language frames using modal verbs (should).
Unit 4	Grammar	Students practice evaluating where to build wind farms and turbines using modal verbs (should).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (should).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give opinions.



Language Frames

Where should _____ (pronoun) build a/an/the _____ (noun 1)?

_____ (Pronoun) should build a/an/the _____ (noun 1) _____ (preposition) a/an/the _____ (noun 2).

Level 12 | Activity 1

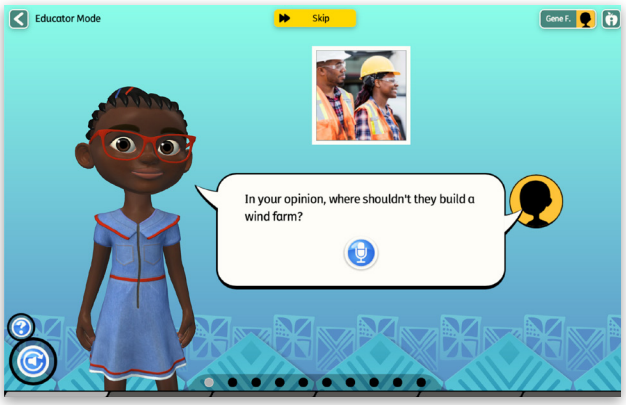
Evaluating with Esther using Verbs

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Modal Verbs



Unit 1	Conversation	Students repeat questions and answers that evaluate where a wind farm can't be built using modal verbs (shouldn't).
Unit 2	Media	Students learn about wind energy and where wind farms shouldn't be built.
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate where wind farms may be built and apply the language frames using modal verbs (shouldn't).
Unit 4	Grammar	Students practice evaluating where wind farms and turbines may be built using modal verbs (shouldn't).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (shouldn't).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give opinions.



Language Frames

In your opinion, where shouldn't _____ (pronoun) build a/an/the _____ (noun)?

_____ (pronoun) shouldn't build a/an/the _____ (noun) _____ (preposition) _____ (noun phrase).

Level 12 | Activity 1

Evaluating with Esther using Verbs

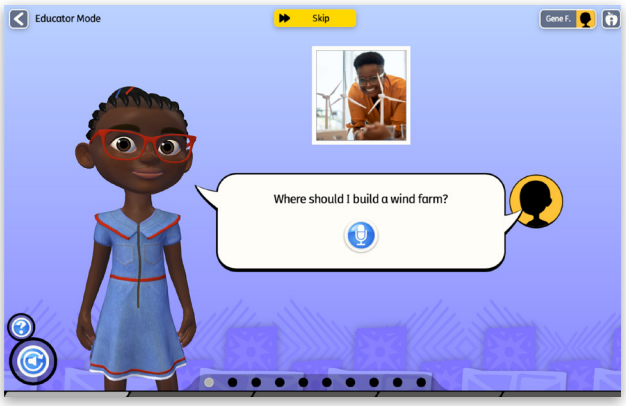
Encounter 3

Language Purpose: Evaluating

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: Modal Verbs



Unit 1	Conversation	Students repeat questions and answers that evaluate where to build a wind farm and turbines using modal verbs (should).
Unit 2	Conversation	Students continue to repeat questions and answers that evaluate what can and can't happen and apply the language frames using modal verbs (shouldn't).
Unit 3	Listening	Students listen to an excerpt from the book *The Boy Who Harnessed the Wind* and draw conclusions about the events.
Unit 4	Open Conversation	Students ask and answer questions using modal verbs (should, shouldn't).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to ask for and give opinions, and by drawing conclusions from information in a listening passage.



Language Frames

In your opinion, where should/shouldn't _____ (pronoun) build a/an/the _____ (noun 1)?

_____ (pronoun) should/shouldn't build a/an/the _____ (noun 1) _____ (preposition) _____ (noun 2).

Level 12 | Activity 2

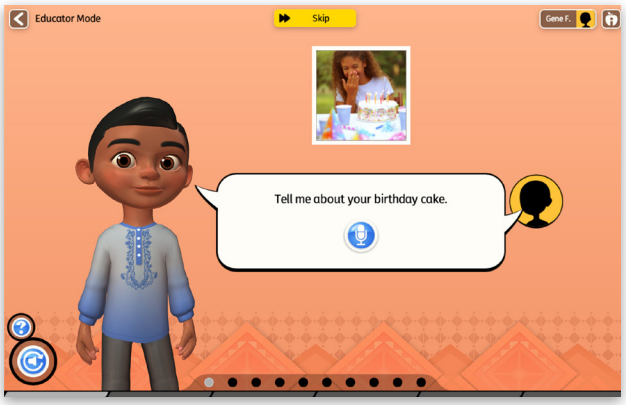
Describing with Isko using Prepositions

Encounter 1

Language Purpose: Describing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Conversation	Students repeat questions and answers describing an item by comparing it to another using prepositions (than).
Unit 2	Media	Students learn about what games Isko played at his birthday party.
Unit 3	Conversation	Students continue to repeat questions and answers describing an item or event by comparing it to another and apply the language frames using prepositions (than, more than).
Unit 4	Grammar	Students practice describing an item or animal by comparing it to another using prepositions (than, more than).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (than, more than).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions while asking for and giving descriptions of items.



Language Frames

Tell me about _____ (noun phrase 1).

_____ (pronoun) was/were _____ (comparative adjective) than _____ (noun phrase 2).

Describing with Isko using Prepositions

Encounter 2

Language Purpose: Describing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Conversation	Students repeat questions and answers describing an activity by comparing it to a previous time using prepositions (more than).
Unit 2	Media	Students learn about ancient Roman and Grecian games and sports.
Unit 3	Conversation	Students continue to repeat questions and answers describing an activity by comparing it to a previous time and apply the language frames using prepositions (more than).
Unit 4	Grammar	Students practice describing an activity or the weather by comparing it to another using prepositions (than, more than).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (more than, than).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions while asking for and giving descriptions of items.



Language Frames

Was it _____ (adjective)?

It was _____ (comparative adjective) than last time/week.

Level 12 | Activity 2

Describing with Isko using Prepositions

Encounter 3

Language Purpose: Describing

Listening Skill: Comparing and Contrasting

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Conversation	Students repeat questions and answers describing an activity or the weather by comparing it to a previous time using prepositions (more than, than).
Unit 2	Listening	Students listen to a passage about the Roman Empire and the Colosseum and compare them to today's governments, buildings, and events.
Unit 3	Conversation	Students continue to repeat questions and answers describing an activity or item by comparing it to a previous time or another item and apply the language frames using prepositions (more than, than).
Unit 4	Open Conversation	Students ask and answer questions using prepositions (than, more than).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions while asking for and giving descriptions of items, and by comparing and contrasting information from a listening passage.



Language Frames

Was/Were the _____(noun) _____(adjective)?

_____(Pronoun) was/were _____ (comparative adjective) than _____ (time reference).

Level 12 | Activity 3

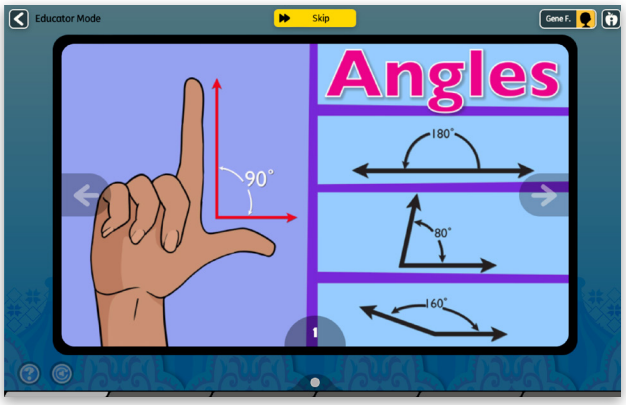
Analyzing with Sasha using Adverbs

Encounter 1

Language Purpose: Analyzing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Media	Students learn about 90 and 180-degree angles.
Unit 2	Conversation	Students repeat questions and answers that analyze angle measurements using adverbs (exactly).
Unit 3	Conversation	Students continue to repeat questions and answers that analyze angle measurements and apply the language frames using adverbs (exactly).
Unit 4	Grammar	Students practice analyzing angle measurements using adverbs (exactly).
Unit 5	Open Conversation	Students ask and answer questions using adverbs (exactly).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to analyze information.



Language Frames

What is the _____ (noun 1) of this _____ (noun 2)?

This _____ (noun 2) is exactly _____ (number) _____ (units).

Level 12 | Activity 3

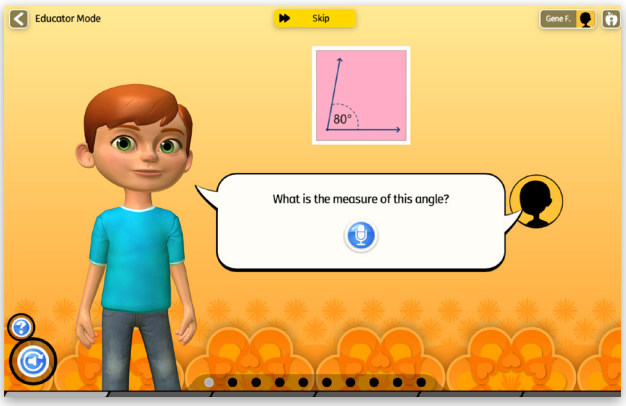
Analyzing with Sasha using Adverbs

Encounter 2

Language Purpose: Analyzing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Conversation	Students repeat questions and answers that analyze angle measurements using adverbs (almost).
Unit 2	Media	Students learn how to use 90 and 180-degree angles to estimate similar angles.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze angle measurements and apply the language frames using adverbs (almost).
Unit 4	Grammar	Students practice analyzing angle measurements using adverbs (almost).
Unit 5	Open Conversation	Students ask and answer questions using adverbs (almost).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to analyze information.



Language Frames

What is the _____ (noun) of _____ (noun phrase)?

_____ (Noun phrase) is almost _____ (number) _____ (units).

Level 12 | Activity 3

Analyzing with Sasha using Adverbs

Encounter 3

Language Purpose: Analyzing

Listening Skill: Identifying Supporting Details

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Conversation	Students repeat questions and answers that analyze angle measurements using adverbs (almost, exactly).
Unit 2	Listening	Students listen to a passage about angle measurements on different flags and identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze angle measurements and apply the language frames using adverbs (almost, exactly).
Unit 4	Open Conversation	Students ask and answer questions using adverbs (almost, exactly).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to analyze information, and by identifying details in a listening passage.



Language Frames

What is the measure of this _____ (noun phrase)?

The angle is exactly _____ (number) degrees.

The _____ (noun phrase) is almost _____ (number) degrees, but not exactly.

Level 12 | Activity 4

Summarizing with Sarika using Conjunctions

Encounter 1

Language Purpose: Summarizing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about explorers and Sarika's adventure moving from India to England.
Unit 2	Conversation	Students repeat questions and answers that summarize events using subordinating conjunctions (while).
Unit 3	Conversation	Students continue to repeat questions and answers that summarize events and apply the language frames using subordinating conjunctions (while).
Unit 4	Grammar	Students practice summarizing events using subordinating conjunctions (while).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (while).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to form summaries of information and events.



Language Frames

When did _____ (noun/pronoun 1) _____ (verb phrase 1)?

_____ (noun/pronoun 1) _____ (verb phrase 2) while _____ (noun/pronoun 2) was/were _____ (gerund).

Summarizing with Sarika using Conjunctions

Encounter 2

Language Purpose: Summarizing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the famous explorers Aloha and Walter Wanderwell and their grand expedition.
Unit 2	Conversation	Students repeat questions and answers that summarize events using subordinating conjunctions (while).
Unit 3	Conversation	Students continue to repeat questions and answers that summarize events and apply the language frames using subordinating conjunctions (while).
Unit 4	Grammar	Students practice summarizing events using subordinating conjunctions (while).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (while).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to form summaries of information and events.



Language Frames

What happened while _____ (pronoun) was/were _____ (prepositional phrase)?

While _____ (pronoun) was/were _____ (prepositional phrase), _____ (clause).

Level 12 | Activity 4

Summarizing with Sarika using Conjunctions

Encounter 3

Language Purpose: Summarizing

Listening Skill: Identifying Supporting Details

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that summarize events using subordinating conjunctions (while).
Unit 2	Listening	Students listen to a passage about how the invention of the car helped Aloha and Walter Wanderwell explore the world, and students identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that summarize events and apply the language frames using subordinating conjunctions (while).
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (while).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctions to form summaries of information and events, and by identifying details from a listening passage.



Language Frames

What happened while _____ (pronoun) was/were _____ (prepositional phrase/gerund)?

While _____ (pronoun) was/were _____ (prepositional phrase/gerund) _____ (clause).





Activity 1 | Explaining with Klaus using Adverbs

Activity 2 | Explaining with Mei using Nouns

Activity 3 | Justifying with Gabriela using Conjunctions

Activity 4 | Summarizing with Rami using Nouns

Level 13 | Activity 1

Explaining with Klaus using Adverbs

Encounter 1

Language Purpose: Explaining

Grammar Skill: Adverbs

Grammar Subskill: Conjunctive Adverbs



Unit 1	Media	Students learn about the causes of soil erosion.
Unit 2	Conversation	Students repeat questions and answers that explain what causes soil erosion using conjunctive adverbs (therefore).
Unit 3	Grammar	Students practice explaining what causes soil and rock erosion using conjunctive adverbs (therefore).
Unit 4	Conversation	Students continue to repeat questions and answers that explain what causes rock erosion and apply the language frames using conjunctive adverbs (therefore).
Unit 5	Open Conversation	Students ask and answer questions using conjunctive adverbs (therefore).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctive adverbs to explain information.



Language Frames

What has caused _____ (noun 1) to _____ (verb phrase)?

This area has experienced a lot of _____ (noun 2); therefore the _____ (noun 1) _____ (past perfect verb).

Level 13 | Activity 1

Explaining with Klaus using Adverbs

Encounter 2

Language Purpose: Explaining

Grammar Skill: Adverbs

Grammar Subskill: Conjunctive Adverbs



Unit 1	Conversation	Students repeat questions and answers that explain ways to prevent erosion using conjunctive adverbs (otherwise).
Unit 2	Media	Students learn more about erosion, why it occurs, and ways to prevent it from happening.
Unit 3	Conversation	Students continue to repeat questions and answers that explain ways to prevent erosion and apply the language frames using conjunctive adverbs (otherwise).
Unit 4	Grammar	Students practice explaining ways to prevent erosion using conjunctive adverbs (otherwise).
Unit 5	Open Conversation	Students ask and answer questions using conjunctive adverbs (otherwise).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctive adverbs to explain information.



Language Frames

What can be done _____ (infinitive) _____ (noun phrase)?

You could _____ (verb phrase); otherwise, _____ (noun phrase) may occur.

Level 13 | Activity 1

Explaining with Klaus using Adverbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Drawing Conclusions

Grammar Skill: Adverbs

Grammar Subskill: Conjunctive Adverbs



Unit 1	Conversation	Students repeat questions and answers that explain the causes of erosion and how to prevent it using conjunctive adverbs (therefore, otherwise).
Unit 2	Listening	Students listen to a passage about water erosion and draw conclusions about the events.
Unit 3	Conversation	Students continue to repeat questions and answers that explain the causes of erosion and how to prevent it and apply the language frames using conjunctive adverbs (therefore, otherwise).
Unit 4	Open Conversation	Students ask and answer questions using conjunctive adverbs (therefore, otherwise).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using conjunctive adverbs to explain information, and by drawing conclusions from a listening passage.



Language Frames

What has caused _____ (noun 1) to _____ (verb phrase)?

This area has experienced a lot of _____ (noun 2); therefore the _____ (noun 1) _____ (past perfect verb).

Level 13 | Activity 2

Explaining with Mei using Nouns

Encounter 1

Language Purpose: Explaining

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Media	Students learn about the history of San Francisco and what people can do while visiting the city.
Unit 2	Conversation	Students repeat questions and answers that explain the words *explorer* and *gold mine* using relative pronouns (who, where).
Unit 3	Conversation	Students continue to repeat questions and answers that explain the words *immigrant* and *harbor* and apply the language frames using relative pronouns (who, where).
Unit 4	Grammar	Students practice explaining about people and places using relative pronouns (who, where).
Unit 5	Open Conversation	Students ask and answer questions using relative pronouns (who, where).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to explain information.



Language Frames

Tell me about a _____ (noun).

A _____ (noun) is a place/person _____ (clause).

Level 13 | Activity 2

Explaining with Mei using Nouns

Encounter 2

Language Purpose: Explaining

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Conversation	Students repeat questions and answers that explain the words *explorer* and *gold mine* using relative pronouns (what, who, where).
Unit 2	Media	Students learn about the places Mei and her family like to explore in San Francisco.
Unit 3	Conversation	Students continue to repeat questions and answers that explain the words *immigrant* and *harbor* and apply the language frames using relative pronouns (what, who, where).
Unit 4	Grammar	Students practice explaining about people and places using relative pronouns (what, who, where).
Unit 5	Open Conversation	Students ask and answer questions using relative pronouns (what, who, where).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to explain information.



Language Frames

What else can you tell me about a _____ (noun phrase)?

A _____ (noun phrase) is a place/person _____ (clause).

Explaining with Mei using Nouns

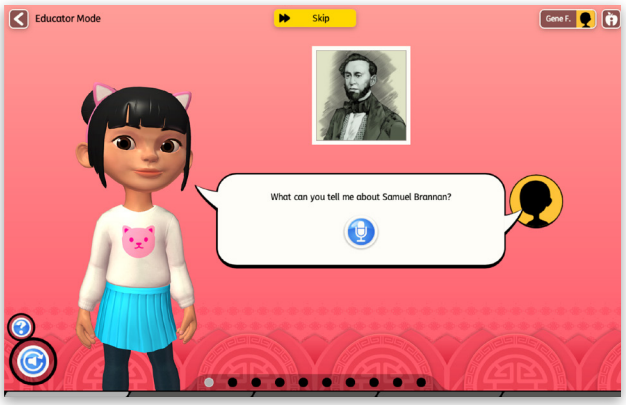
Encounter 3

Language Purpose: Explaining

Listening Skill: Identifying Supporting Details

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Conversation	Students repeat questions and answers about Samuel Brannan and miners using relative pronouns (who, what).
Unit 2	Conversation	Students continue to repeat questions and answers about harbors and Chinatown and apply the language frames using relative pronouns (what, where).
Unit 3	Listening	Students listen to a passage about the California Gold Rush and identify supporting details.
Unit 4	Open Conversation	Students ask and answer questions using relative pronouns (what, who, where).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to explain information, and by identifying details from a listening passage.



Language Frames

What can you tell me about _____ (noun phrase)?

_____(noun phrase) _____ (clause) _____ (verb phrase 1).

Level 13 | Activity 3

Justifying with Gabriela using Conjunctions

Encounter 1

Language Purpose: Justifying

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the line of symmetry using the Taj Mahal as an example.
Unit 2	Conversation	Students repeat questions and answers that justify the importance of the line of symmetry using subordinating conjunctions (so that).
Unit 3	Conversation	Students continue to repeat questions and answers that justify the importance of the line of symmetry and apply the language frames using subordinating conjunctions (so that).
Unit 4	Grammar	Students practice justifying the importance of the line of symmetry using subordinating conjunctions (so that).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (so that).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to justify information.



Language Frames

Explain the importance of _____ (noun phrase).

_____ (noun phrase) _____ (verb) this _____ (noun) so that the _____ (plural noun) are _____ (adjective).

Level 13 | Activity 3

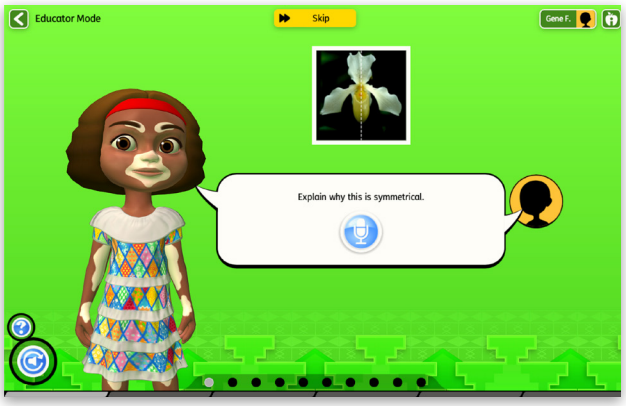
Justifying with Gabriela using Conjunctions

Encounter 2

Language Purpose: Justifying

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that justify why an object is symmetrical using subordinating conjunctions (since).
Unit 2	Media	Students learn about the symmetry of the Taj Mahal and the words *asymmetrical* and *symmetrical*.
Unit 3	Conversation	Students repeat questions and answers that justify why an object is asymmetrical using subordinating conjunctions (since).
Unit 4	Grammar	Students practice justifying why an object is symmetrical or asymmetrical using subordinating conjunctions (since).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (since).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to justify information.



Language Frames

Explain why this is _____ (adjective 1).

Since the _____ (plural noun) are/are not _____ (adjective 2), this _____ (noun) is _____ (adjective 1).

Level 13 | Activity 3

Justifying with Gabriela using Conjunctions

Encounter 3

Language Purpose: Justifying

Listening Skill: Summarizing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that justify why an object is symmetrical using subordinating conjunctions (since, so that).
Unit 2	Conversation	Students repeat questions and answers that justify why an object is asymmetrical using subordinating conjunctions (since, so that).
Unit 3	Listening	Students listen to a passage about lines of symmetry for buildings, objects, and in nature, and they summarize the ideas.
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (since, so that).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to justify information, and by summarizing information from a listening passage.



Language Frames

Explain why this is _____ (adjective 1).

Since the _____ (plural noun) are/are not _____ (adjective 2), this _____ (noun) is _____ (adjective 1).

Level 13 | Activity 4

Summarizing with Rami using Nouns

Encounter 1

Language Purpose: Summarizing

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Conversation	Students repeat questions and answers that summarize the results of an idea or business using relative pronouns (that).
Unit 2	Media	Students learn about how entrepreneurs start businesses based on their ideas and solutions.
Unit 3	Conversation	Students continue to repeat questions and answers that summarize the benefits of inventions and apply the language frames using relative pronouns (that).
Unit 4	Grammar	Students practice summarizing the results and benefits of ideas and businesses using relative pronouns (that).
Unit 5	Open Conversation	Students ask and answer questions using relative pronouns (that).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to summarize information.



Language Frames

Tell me about _____ (pronoun) _____ (noun).

The _____ (noun) that she/he _____ (past tense verb) was _____ (adjective).

Level 13 | Activity 4

Summarizing with Rami using Nouns

Encounter 2

Language Purpose: Summarizing

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Conversation	Students repeat questions and answers that summarize the reasons someone is considered talented using relative pronouns (that).
Unit 2	Media	Students learn about different types of businesses.
Unit 3	Conversation	Students continue to repeat questions and answers that summarize the reasons someone is considered talented and apply the language frames using relative pronouns (that).
Unit 4	Open Conversation	Students ask and answer questions using relative pronouns (that).
Unit 5	Grammar	Students practice summarizing the reasons someone is considered talented using relative pronouns (that).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to summarize information.



Language Frames

How can you tell that she's/he's good at _____ (gerund/gerund phrase)?

The _____ (noun) that she/he _____ (past tense verb 1) _____ (past tense verb 2) an award.

Level 13 | Activity 4

Summarizing with Rami using Nouns

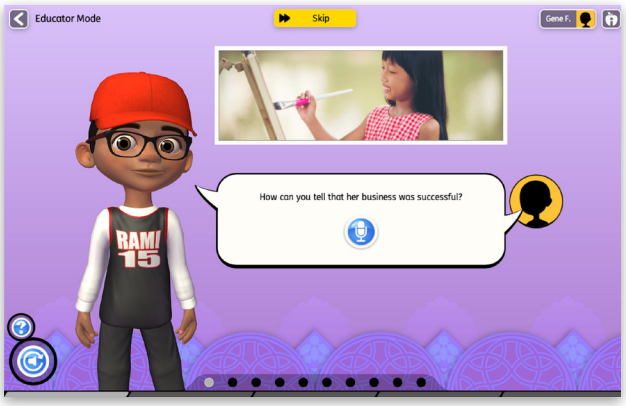
Encounter 3

Language Purpose: Summarizing

Listening Skill: Drawing Conclusions

Grammar Skill: Nouns

Grammar Subskill: Relative Pronouns



Unit 1	Conversation	Students repeat questions and answers that summarize the reasons businesses were successful using relative pronouns (that).
Unit 2	Conversation	Students continue to repeat questions and answers that summarize the reasons businesses were successful and apply the language frames using relative pronouns (that).
Unit 3	Listening	Students listen to a podcast about fictional sports-technology entrepreneur Chen An and draw conclusions about the events.
Unit 4	Open Conversation	Students ask and answer questions using relative pronouns (that).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using relative pronouns to summarize information, and by drawing conclusions from a listening passage.



Language Frames

How can you tell that his _____ (noun 1) was successful?

The _____ (noun 2) that he _____ (past tense verb) was beautiful/delicious and sold quickly.








Activity 1 | Explaining with Nadia using Verbs
Activity 2 | Describing with Ximena using Adjectives
Activity 3 | Informing with Abshir using Verbs
Activity 4 | Explaining with Wong Yi using Verbs

Level 14 | Activity 1

Explaining with Nadia using Verbs

Encounter 1

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: The Future in the Past



Unit 1	Media	Students learn how Nadia's mom discards waste by recycling and composting.
Unit 2	Conversation	Students repeat questions and answers that explain why objects weren't thrown out using the future in the past tense (was going to).
Unit 3	Grammar	Students practice explaining why an event didn't happen using the future in the past tense (was going to, were planning).
Unit 4	Conversation	Students continue to repeat questions and answers that explain why an event didn't happen and apply the language frames using the future in the past tense (were planning, were thinking).
Unit 5	Open Conversation	Students ask and answer questions using the future in the past tense (was going to, were thinking, was thinking).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the future in the past tense to explain information.



Language Frames

Why didn't _____ (pronoun) _____ (verb phrase)?

_____ (pronoun) were/was going to _____ (verb), but _____ (noun phrase).

Level 14 | Activity 1

Explaining with Nadia using Verbs

Encounter 2

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: The Future in the Past



Unit 1	Media	Students learn about plastic pollution and how it affects the environment.
Unit 2	Conversation	Students repeat questions and answers that explain what happened when reusing or returning objects using the future in the past tense (would be).
Unit 3	Conversation	Students continue to repeat questions and answers that explain what happened when throwing out trash or recycling objects, and they apply the language frames using the future in the past tense (would be).
Unit 4	Grammar	Students practice explaining environmentally friendly events using the future in the past tense (would be).
Unit 5	Open Conversation	Students ask and answer questions using the future in the past tense (would be).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the future in the past tense to explain information.



Language Frames

What happened when _____ (pronoun) _____ (verb phrase 1)?

_____ (pronoun) thought/hoped _____ (pronoun) would be _____ (verb phrase 2), but _____ (noun phrase).

Explaining with Nadia using Verbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: The Future in the Past



Unit 1	Media	Students learn about how the fictional character, Mariana, helps marine animals.
Unit 2	Conversation	Students repeat questions and answers that explain why objects weren't recycled or composted using the future in the past tense (was going to).
Unit 3	Conversation	Students continue to repeat questions and answers that explain what happens when you leave a bin outside or unlocked and apply the language frames using the future in the past tense (would be).
Unit 4	Listening	Students listen to a story about how Mariana and a medical team rescued a whale, and they make inferences.
Unit 5	Open Conversation	Students ask and answer questions using the future in the past tense (was going to, would be).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the future in the past tense to explain information, and by making inferences based on information from a listening passage.



Language Frames

Why didn't _____ (pronoun) _____ (verb phrase 1)?

_____ (pronoun) were/was going to _____ (verb), but _____ (pronoun) _____ (verb phrase 2).

Level 14 | Activity 2

Describing with Ximena using Adjectives

Encounter 1

Language Purpose: Describing

Grammar Skill: Adjectives

Grammar Subskill: Superlative Adjectives



Unit 1	Media	Students learn about different lakes around the world.
Unit 2	Conversation	Students repeat questions and answers that describe people and places using superlative adjectives (prettiest, cleverest).
Unit 3	Grammar	Students practice describing places, weather, animals, and activities using superlative adjectives (prettiest, strongest, strangest, hardest, deepest).
Unit 4	Conversation	Students continue to repeat questions and answers that describe hurricanes and insects and apply the language frames using superlative adjectives (strongest, strangest).
Unit 5	Open Conversation	Students ask and answer questions using superlative adjectives (prettiest, strangest, hardest, deepest).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using superlative adjectives to describe people and places.



Language Frames

Describe the _____ (noun).

_____ (pronoun) is one of the _____ (superlative) _____ (noun phrase).

Level 14 | Activity 2

Describing with Ximena using Adjectives

Encounter 2

Language Purpose: Describing

Grammar Skill: Adjectives

Grammar Subskill: Superlative Adjectives



Unit 1	Media	Students learn about different rivers around the world and how people use them.
Unit 2	Conversation	Students repeat questions and answers that describe people and objects using superlative adjectives (most daring, most useful).
Unit 3	Grammar	Students practice describing people, places, events, and objects using superlative adjectives (most daring, most useful, most unusual, most powerful, most impressive, most spectacular, most challenging).
Unit 4	Conversation	Students continue to repeat questions and answers that describe forests and volcanoes and apply the language frames using superlative adjectives (most unusual, most powerful).
Unit 5	Open Conversation	Students ask and answer questions using superlative adjectives (most daring, most powerful, most impressive, most spectacular, most challenging).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using superlative adjectives to describe people and places.



Language Frames

Describe the _____ (noun).

_____ (pronoun) is one of the _____ (superlative) _____ (noun phrase).

Level 14 | Activity 2

Describing with Ximena using Adjectives

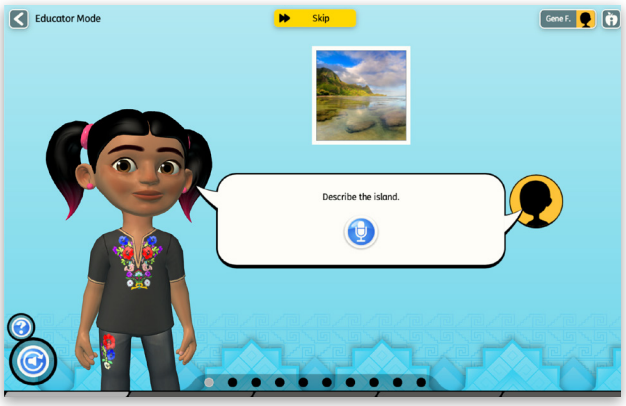
Encounter 3

Language Purpose: Describing

Listening Skill: Drawing Conclusions

Grammar Skill: Adjectives

Grammar Subskill: Superlative Adjectives



Unit 1	Conversation	Students repeat questions and answers that describe islands and waterfalls using superlative adjectives (prettiest, strongest).
Unit 2	Listening	Students listen to a passage about how Ximena and her mom remember her father on *Día del Padre* and draw conclusions about the events.
Unit 3	Conversation	Students continue to repeat questions and answers that describe websites and songs and apply the language frames using superlative adjectives (most confusing, strangest).
Unit 4	Open Conversation	Students ask and answer questions using superlative adjectives (prettiest, strangest, most impressive, most spectacular, most dangerous).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using superlative adjectives to describe people and places, and by drawing conclusions from a listening passage.



Language Frames

Describe the _____ (noun phrase 1).

It is/was one of the _____ (superlative) _____ (noun phrase 2).

Level 14 | Activity 3

Informing with Abshir using Verbs

Encounter 1

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect Continuous



Unit 1	Media	Students learn about analog clocks and how to read them.
Unit 2	Conversation	Students repeat questions and answers that provide information about the duration of activities using the present perfect continuous tense (been learning, been studying).
Unit 3	Grammar	Students continue providing information using the present perfect continuous tense (been baking, been practicing, been playing).
Unit 4	Conversation	Students apply language frames by repeating questions and answers about the duration of activities (been practicing, been studying).
Unit 5	Open Conversation	Students ask and answer questions using the present perfect continuous tense (been learning, been studying, been singing, been playing).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect continuous tense to provide information.



Language Frames

How long have/has _____ (pronoun) been _____ (present participle)?

_____ (contracted pronoun) been _____ (present participle) for _____ (number + noun).

Level 14 | Activity 3

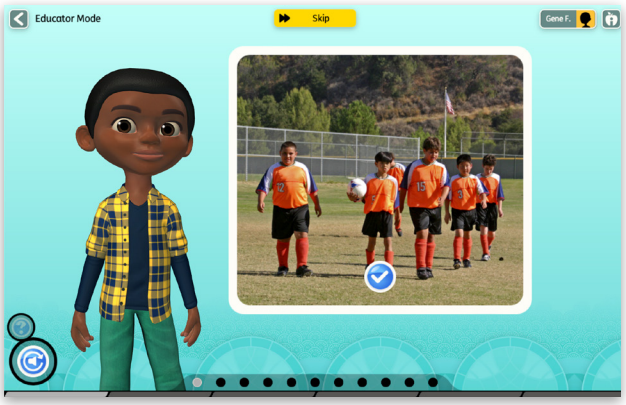
Informing with Abshir using Verbs

Encounter 2

Language Purpose: Informing

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information on the time activities started using the present perfect continuous tense (been training, been playing).
Unit 2	Media	Students learn about activities completed in record time.
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the time activities started (been playing).
Unit 4	Grammar	Students continue providing information using the present perfect continuous tense (been baking, been practicing, been playing).
Unit 5	Open Conversation	Students ask and answer questions using the present perfect continuous tense (been training, been practicing, been performing, been playing).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect continuous tense to provide information.



Language Frames

How long have/has _____ (pronoun) been _____ (present participle)?

_____ (contracted pronoun) been _____ (present participle) since _____ (number + noun/phrase).

Level 14 | Activity 3

Informing with Abshir using Verbs

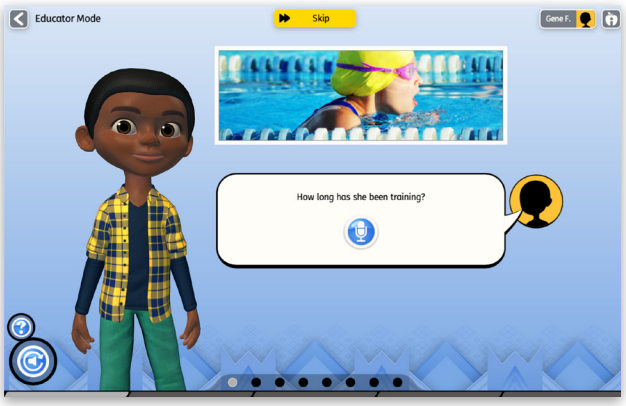
Encounter 3

Language Purpose: Informing

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect Continuous



Unit 1	Conversation	Students repeat questions and answers that provide information about the duration of activities using the present perfect continuous tense (been training, been performing).
Unit 2	Conversation	Students apply language frames by repeating questions and answers about the duration of activities (been studying, been playing).
Unit 3	Listening	Students listen to passages about baking cookies, track races, and a robotics project, and they sequence the events of each of the stories.
Unit 4	Open Conversation	Students ask and answer questions using the present perfect continuous tense (been training, been studying, been learning, been practicing).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect continuous tense to provide information, and by sequencing events heard in a listening passage.



Language Frames

How long have/has _____ (pronoun) been _____ (present participle)?

_____ (contracted pronoun) been _____ (present participle) for/since _____ (number + noun/phrase).

Level 14 | Activity 4

Explaining with Wong Yi using Verbs

Encounter 1

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about cultural symbols.
Unit 2	Conversation	Students repeat questions and answers that explain why animals and people do things using modal verbs (must be).
Unit 3	Grammar	Students practice explaining why animals and people do things using modal verbs (must be).
Unit 4	Conversation	Students continue to repeat questions and answers that explain why people do things and apply the language frames using modal verbs (must be).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (must be).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to explain information.



Language Frames

Explain why you think the _____ (noun) _____ (verb phrase 1)?

_____ (pronoun) must be _____ (verb phrase 2).

Level 14 | Activity 4

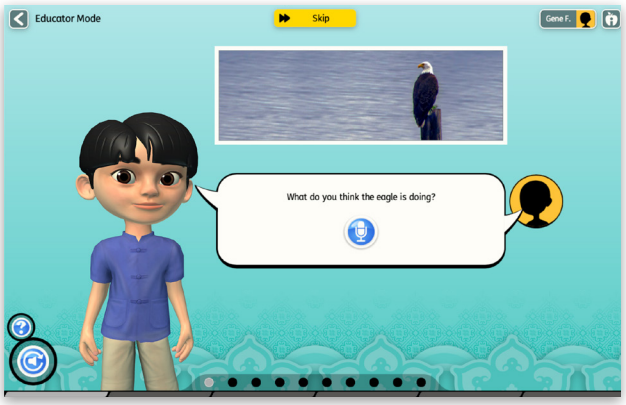
Explaining with Wong Yi using Verbs

Encounter 2

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that explain what animals and people could be doing using modal verbs (might be).
Unit 2	Grammar	Students practice explaining what animals and people could be doing using modal verbs (might be).
Unit 3	Media	Students learn about the elements and purpose of national flags.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people could be doing and apply the language frames using modal verbs (might be).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (might be).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to explain information.



Language Frames

What do you think the _____ (noun) are/is doing?

The _____ (noun) are/is _____ (verb phrase 1), so _____ (pronoun) might be _____ (verb phrase 2).

Level 14 | Activity 4

Explaining with Wong Yi using Verbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Drawing Conclusions

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about Wong Yi's tours in New York and Washington, D.C.
Unit 2	Conversation	Students repeat questions and answers that explain what animals and people are doing using modal verbs (must be).
Unit 3	Listening	Students listen to a passage about the Statue of Liberty and draw conclusions about the events.
Unit 4	Conversation	Students continue to repeat questions and answers that explain what people could be doing and apply the language frames using modal verbs (might be, must be).
Unit 5	Open Conversation	Students ask and answer questions using modal verbs (must be, might be).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to explain information, and by drawing conclusions from a listening passage.



Language Frames

What do you think the _____ (noun) are doing? Explain why you think the _____ (noun) is _____ (verb phrase 1).

_____ (Contracted pronoun) _____ (verb phrase 2), so _____ (pronoun) must/might be _____ (verb phrase 1).





Activity 1 | Analyzing with Javier using Verbs
Activity 2 | Comparing with Sarika using Conjunctions
Activity 3 | Informing with Lela using Nouns
Activity 4 | Explaining with Klaus using Verbs

Level 15 | Activity 1

Analyzing with Javier using Verbs

Encounter 1

Language Purpose: Analyzing

Grammar Skill: Verbs

Grammar Subskill: Conditional Sentences



Unit 1	Media	Students learn about sound waves and amplitude.
Unit 2	Conversation	Students repeat questions and answers that analyze volume and sound waves using conditional sentences (if, are).
Unit 3	Conversation	Students continue to repeat questions and answers that analyze volume and sound waves and apply the language frames using conditional sentences (if, is).
Unit 4	Grammar	Students practice analyzing volume and sound waves using conditional sentences (if, are, is).
Unit 5	Open Conversation	Students ask and answer questions using conditional sentences (if, is, are, moves).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conditional sentences to analyze information.



Language Frames

What is true about the _____ (noun 1) if the _____ (noun 2) is/are _____ (adjective 1)?

If the _____ (noun 2) is/are _____ (adjective 1), the _____ (noun 1) is/are _____ (adjective 2).

Level 15 | Activity 1

Analyzing with Javier using Verbs

Encounter 2

Language Purpose: Analyzing

Grammar Skill: Verbs

Grammar Subskill: Conditional Sentences



Unit 1	Conversation	Students repeat questions and answers that analyze how volume affects sound and the amplitude of sound waves using conditional sentences (if, will happen, will get).
Unit 2	Media	Students learn how temperature affects the speed of sound waves.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze volume and sound waves and apply the language frames using conditional sentences (if, will happen, will get).
Unit 4	Grammar	Students practice analyzing volume and sound waves using conditional sentences (if, will happen, will get).
Unit 5	Open Conversation	Students ask and answer questions using conditional sentences (if, will happen, will get, will move).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using conditional sentences to analyze information.



Language Frames

What will happen to the _____ (noun) if the _____ (noun phrase) _____ (verb phrase)?

If the _____ (noun phrase) _____ (verb phrase), the _____ (noun) will _____ (comparative adjective/adverb phrase).

Level 15 | Activity 1

Analyzing with Javier using Verbs

Encounter 3

Language Purpose: Analyzing

Listening Skill: Comparing and Contrasting

Grammar Skill: Verbs

Grammar Subskill: Conditional Sentences



Unit 1	Conversation	Students repeat questions and answers that analyze volume and sound waves using conditional sentences (if, are, will happen, will get).
Unit 2	Conversation	Students continue to repeat questions and answers that analyze volume and sound waves and apply the language frames using conditional sentences (if, is, will happen, will get).
Unit 3	Listening	Students listen to a passage about how whales and dolphins use echolocation underwater and compare the two animals.
Unit 4	Open Conversation	Students ask and answer questions using conditional sentences (if, are, will happen, will get, moves, will move).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using conditional sentences to analyze information, and by comparing and contrasting information from a listening passage.



Language Frames

What will happen to the _____ (noun) if the _____ (noun phrase) _____ (verb phrase)?

If the _____ (noun phrase) _____ (verb phrase), the _____ (noun) will _____ (comparative adjective/adverb phrase).

Comparing with Sarika using Conjunctions

Encounter 1

Language Purpose: Comparing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about how maps helped ancient societies.
Unit 2	Conversation	Students repeat questions and answers that provide information about surprising facts about Earth and ancient Greece using subordinating conjunctions (even though).
Unit 3	Conversation	Students continue to repeat questions and answers that provide information about surprising facts about the Nile River and deserts, and apply the language frames using subordinating conjunctions (even though).
Unit 4	Grammar	Students practice providing information about surprising facts using subordinating conjunctions (even though).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (even though).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to compare and contrast information.



Language Frames

What is/was surprising about _____ (noun phrase)?

Even though _____ (dependent clause), _____ (independent clause).

Level 15 | Activity 2

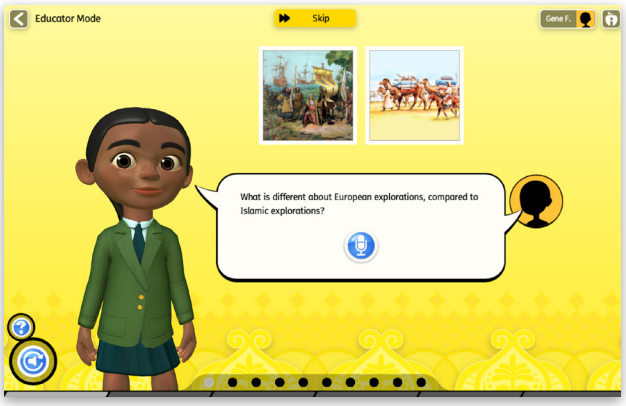
Comparing with Sarika using Conjunctions

Encounter 2

Language Purpose: Comparing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that compare the differences between European and Islamic explorations with maps using subordinating conjunctions (while).
Unit 2	Media	Students learn how the Islamic Empire improved maps.
Unit 3	Conversation	Students continue to repeat questions and answers that compare things, such as Islamic maps, ancient maps, deserts, and valley farms, and they apply the language frames using subordinating conjunctions (while).
Unit 4	Grammar	Students practice comparing the differences between two animals, people, or things using subordinating conjunctions (while).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (while).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to compare and contrast information.



Language Frames

What is different about _____ (noun phrase 1), compared to _____ (noun phrase 2)?

While _____ (dependent clause), _____ (independent clause).

Level 15 | Activity 2

Comparing with Sarika using Conjunctions

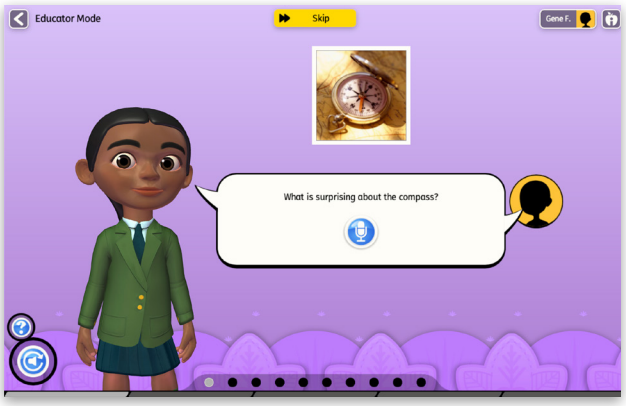
Encounter 3

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that compare things or jobs, such as navigational instruments and scientists from different countries, using subordinating conjunctions (while).
Unit 2	Listening	Students listen to a passage about Chinese and Islamic scientists and the invention of the printing press, and they compare printing presses.
Unit 3	Conversation	Students continue to repeat questions and answers that compare maps and the printing press and apply the language frames using subordinating conjunctions (even though, while).
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (while, even though).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to compare and contrast information, and by comparing and contrasting information from a listening passage.



Language Frames

What is different about _____ (noun phrase 1), compared to _____ (noun phrase 2)?

While _____ (dependent clause), _____ (independent clause).

Level 15 | Activity 3

Informing with Lela using Nouns

Encounter 1

Language Purpose: Informing

Grammar Skill: Nouns

Grammar Subskill: Quantifiers



Unit 1	Media	Students learn about the similarities between what Lela sees in New Jersey and what her grandmother sees in Korea.
Unit 2	Conversation	Students repeat questions and answers that provide information about the amount of leaves and birds in a tree (many).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the amount of birds and leaves in a tree (many, a lot of).
Unit 4	Grammar	Students practice providing information about the quantities of objects (many, a lot of).
Unit 5	Open Conversation	Students ask and answer questions using quantifiers (many, a lot of).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using quantifiers to provide information.



Language Frames

How many _____ (noun) are _____ (prepositional phrase)?

There are a lot of/aren't many _____ (noun) _____ (prepositional phrase).

Level 15 | Activity 3

Informing with Lela using Nouns

Encounter 2

Language Purpose: Informing

Grammar Skill: Nouns

Grammar Subskill: Quantifiers



Unit 1	Media	Students learn about safety measures when hiking in the winter and how a pond changes through the seasons.
Unit 2	Conversation	Students repeat questions and answers that provide information about the quantities of objects (much).
Unit 3	Conversation	Students apply language frames by repeating questions and answers about the quantities of objects (much, a lot of).
Unit 4	Grammar	Students practice providing information about the quantities of objects (much, a lot of).
Unit 5	Open Conversation	Students ask and answer questions using quantifiers (much, a lot of).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using quantifiers to provide information.



Language Frames

How much _____ (noun) is _____ (prepositional phrase)?

There's not much/a lot of _____ (noun) _____ (prepositional phrase).

Level 15 | Activity 3

Informing with Lela using Nouns

Encounter 3

Language Purpose: Informing

Listening Skill: Sequencing

Grammar Skill: Nouns

Grammar Subskill: Quantifiers



Unit 1	Conversation	Students repeat questions and answers that provide information about the quantities of objects (much, a lot of).
Unit 2	Conversation	Students apply language frames by repeating questions and answers about the quantities of objects (many, a lot of).
Unit 3	Listening	Students listen to a passage about Lela's family hike and sequence the events.
Unit 4	Open Conversation	Students ask and answer questions using quantifiers (much, a lot of, many).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using quantifiers to provide information, and by sequencing events from a listening passage.



Language Frames

How much/many _____ (noun) is/are _____ (prepositional phrase)?

There is/are a lot of _____ (noun) _____ (prepositional phrase).

Level 15 | Activity 4

Explaining with Klaus using Verbs

Encounter 1

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: The Past Perfect



Unit 1	Conversation	Students repeat questions and answers that explain events using the past perfect tense (had closed, had arrived).
Unit 2	Media	Students learn about sonic booms.
Unit 3	Conversation	Students continue to repeat questions and answers that explain events and apply the language frames using the past perfect tense (had landed, had flashed).
Unit 4	Grammar	Students practice explaining events using the past perfect tense (had closed, had called, had landed, had happened, had arrived, had flashed).
Unit 5	Open Conversation	Students ask and answer questions using the past perfect tense (had closed, had flashed, had happened, had called).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the past perfect to explain information.



Language Frames

Did _____ (pronoun) go/get _____ (noun phrase)?

Yes/No, _____ (pronoun) had/hadn't _____ (past participle) _____ (noun phrase) before/after _____ (verb phrase).

Level 15 | Activity 4

Explaining with Klaus using Verbs

Encounter 2

Language Purpose: Explaining

Grammar Skill: Verbs

Grammar Subskill: The Past Perfect



Unit 1	Media	Students learn about pilot Chuck Yeager and the first supersonic flight.
Unit 2	Conversation	Students repeat questions and answers that explain events using the past perfect tense (had gone, had created).
Unit 3	Conversation	Students continue to repeat questions and answers that explain events and apply the language frames using the past perfect tense (had lost, had seen).
Unit 4	Grammar	Students practice explaining events using the past perfect tense (had blown, had seen, had lost, had forgotten, had created, had gone).
Unit 5	Open Conversation	Students ask and answer questions using the past perfect tense (had created, had seen, had forgotten, had blown).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the past perfect tense to explain information.



Language Frames

Why was/were _____ (pronoun) _____ (adjective)?

The _____ (noun) had _____ (verb phrase) _____ (prepositional phrase).

Level 15 | Activity 4

Explaining with Klaus using Verbs

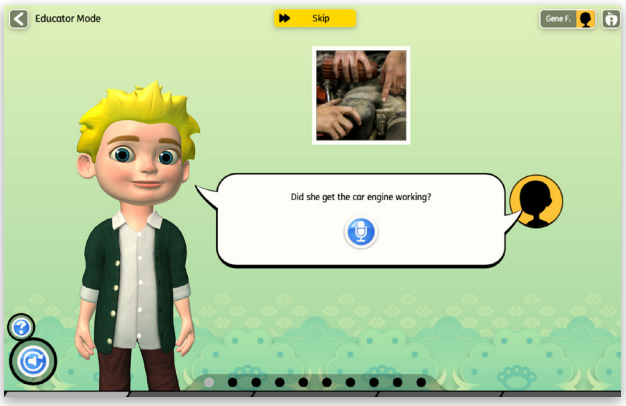
Encounter 3

Language Purpose: Explaining

Listening Skill: Sequencing

Grammar Skill: Verbs

Grammar Subskill: The Past Perfect



Unit 1	Conversation	Students repeat questions and answers that explain events using the past perfect tense (had learned, had fixed).
Unit 2	Listening	Students listen to a passage about Chuck Yeager's life and sequence the events.
Unit 3	Conversation	Students continue to repeat questions and answers that explain events and apply the language frames using the past perfect tense (had learned, had landed).
Unit 4	Open Conversation	Students ask and answer questions using the past perfect tense (had learned, had planned, had woken).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the past perfect to explain information, and by sequencing events from a listening passage.



Language Frames

Did _____ (pronoun) see/get _____ (noun phrase)?

Yes/No, _____ (pronoun) had _____ (past participle) _____ (noun/verb phrase) before/after _____ (verb phrase).








Activity 1 | Explaining with Esther using Adverbs

Activity 2 | Summarizing with Juan using Conjunctions

Activity 3 | Evaluating with Wong Yi using Adverbs

Activity 4 | Evaluating with Nadia using Prepositions

Explaining with Esther using Adverbs

Encounter 1

Language Purpose: Explaining

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Media	Students learn about the amount of fresh water and salt water there is on Earth and why each is important.
Unit 2	Conversation	Students repeat questions and answers that explain why the water isn't clean using adverbs of stance (actually).
Unit 3	Grammar	Students practice explaining why the water isn't clean using adverbs of stance (actually).
Unit 4	Conversation	Students continue to repeat questions and answers that explain why the water isn't clean and apply the language frames using adverbs of stance (actually).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (actually).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to explain information.



Language Frames

Is this _____ (noun) _____ (adjective 1)?

It looks _____ (adjective 1), but actually, it's _____ (adjective 2).

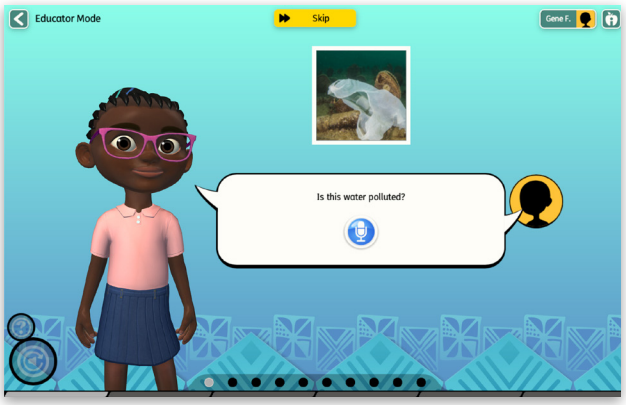
Explaining with Esther using Adverbs

Encounter 2

Language Purpose: Explaining

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Conversation	Students repeat questions and answers that explain water pollution using adverbs of stance (fortunately).
Unit 2	Media	Students learn about water pollution and how people can clean water supplies.
Unit 3	Conversation	Students continue to repeat questions and answers that explain the process of desalination and apply the language frames using adverbs of stance (fortunately).
Unit 4	Grammar	Students practice explaining how water is being cleaned or filtered using adverbs of stance (fortunately).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (actually).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to explain information.



Language Frames

Is this _____ (noun) _____ (adjective)?

It is _____ (adjective), but fortunately, we're _____ (verb phrase).

Level 16 | Activity 1

Explaining with Esther using Adverbs

Encounter 3

Language Purpose: Explaining

Listening Skill: Drawing Conclusions

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Conversation	Students repeat questions and answers that explain why they're cleaning water using adverbs of stance (actually, fortunately).
Unit 2	Listening	Students listen to a passage about the importance of freshwater for human survival and draw conclusions.
Unit 3	Conversation	Students continue to repeat questions and answers that explain why they're cleaning water and the process of desalination, and apply the language frames using adverbs of stance (actually, fortunately).
Unit 4	Open Conversation	Students practice explaining why they're cleaning water using adverbs of stance (actually, fortunately).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to explain information, and by drawing conclusions from a listening passage.



Language Frames

Is this _____ (noun) _____ (adjective 1)?

It's actually very _____ (adjective 2), but fortunately, we're _____ (verb phrase).

Level 16 | Activity 2

Summarizing with Juan using Conjunctions

Encounter 1

Language Purpose: Summarizing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about Westward Expansion in the United States and the challenges it created for Native Americans.
Unit 2	Conversation	Students repeat questions and answers that summarize the challenges Native Americans faced during Westward Expansion using subordinating conjunctions (as).
Unit 3	Grammar	Students practice summarizing the challenges Native Americans and immigrants faced during Westward Expansion using subordinating conjunctions (as).
Unit 4	Conversation	Students continue to repeat questions and answers that summarize the challenges immigrants faced during Westward Expansion and apply the language frames using subordinating conjunctions (as).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (as).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to summarize information.



Language Frames

How did _____ (noun 1) create challenges for _____ (noun 2)?

As _____ (noun phrase), _____ (noun 2) _____ (verb phrase).

Level 16 | Activity 2

Summarizing with Juan using Conjunctions

Encounter 2

Language Purpose: Summarizing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the opportunities and challenges caused by Westward Expansion.
Unit 2	Conversation	Students repeat questions and answers that summarize the opportunities Westward Expansion provided some immigrants using subordinating conjunctions (although).
Unit 3	Conversation	Students continue to repeat questions and answers that summarize the opportunities Westward Expansion provided and apply the language frames using subordinating conjunctions (although).
Unit 4	Grammar	Students practice summarizing the opportunities Westward Expansion provided some immigrants using subordinating conjunctions (although).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (although).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to summarize information.



Language Frames

How did _____ (noun/noun phrase) create opportunities for _____ (plural noun)?

Although _____ (noun 1) _____ (verb phrase 1), _____ (plural noun) _____ (verb phrase 2).

Level 16 | Activity 2

Summarizing with Juan using Conjunctions

Encounter 3

Language Purpose: Summarizing

Listening Skill: Identifying Supporting Details

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that summarize the challenges Native Americans and immigrants faced during Westward Expansion using subordinating conjunctions (as, although).
Unit 2	Conversation	Students continue to repeat questions and answers that summarize the challenges and opportunities immigrants faced during Westward Expansion and apply the language frames using subordinating conjunctions (as, although).
Unit 3	Listening	Students listen to a podcast about the fictional character Frances Peabody and her journey to Colorado during the time of Westward Expansion, and they identify supporting details.
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (as, although).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to summarize information, and by identifying details from a listening passage.



Language Frames

How did _____ (plural noun 1) create opportunities for _____ (plural noun 2)?

Although _____ (verb phrase 1), _____ (noun phrase) _____ (verb phrase 2).

Level 16 | Activity 3

Evaluating with Wong Yi using Adverbs

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Conversation	Students repeat questions and answers that evaluate the similarities and differences between two 2D or two 3D shapes using adverbs of degree (fairly, quite).
Unit 2	Media	Students learn about the dimensions of shapes (1D, 2D, 3D).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate the similarities and differences between two 3D shapes and apply the language frames using adverbs of degree (fairly, quite).
Unit 4	Grammar	Students practice evaluating the similarities and differences between two 2D or two 3D shapes using adverbs of degree (fairly, quite).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of degree (fairly, quite).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to evaluate information.



Language Frames

Would you say these _____ (noun) _____ (verb) fairly similar or quite different?

They _____ (verb) quite similar/fairly different, because they are _____ (adjective phrase).

Level 16 | Activity 3

Evaluating with Wong Yi using Adverbs

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Media	Students learn about how shapes relate to optical illusions.
Unit 2	Conversation	Students repeat questions and answers that evaluate the similarities and differences between two 3D shapes using adverbs of degree (fairly, quite).
Unit 3	Grammar	Students practice evaluating the similarities and differences between two 3D shapes using adverbs of degree (quite, fairly).
Unit 4	Conversation	Students continue to repeat questions and answers that evaluate the similarities and differences between two 3D shapes and apply the language frames using adverbs of degree (fairly, quite).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of degree (fairly, quite).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to evaluate information.



Language Frames

Would you say these _____ (noun 1) _____ (verb) fairly similar or quite different?

These _____ (noun 1) _____ (verb) quite different, yet they have fairly similar _____ (noun 2).

Level 16 | Activity 3

Evaluating with Wong Yi using Adverbs

Encounter 3

Language Purpose: Evaluating

Listening Skill: Drawing Conclusions

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Degree



Unit 1	Media	Students learn about the different meanings of volume in math, technology, and literature.
Unit 2	Conversation	Students repeat questions and answers that evaluate the similarities and differences between two 2D or two 3D shapes using adverbs of degree (fairly, quite).
Unit 3	Listening	Students listen to a podcast about optical illusions and draw conclusions.
Unit 4	Conversation	Students continue to repeat questions and answers that evaluate the similarities and differences between two 3D shapes and apply the language frames using adverbs of degree (fairly, quite).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of degree (fairly, quite).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of degree to evaluate information, and by drawing conclusions from a listening passage.



Language Frames

Would you say these _____ (noun 1) _____ (verb) fairly similar or quite different?

These _____ (noun 1) _____ (verb) fairly similar because they are both/ different _____ (noun 2).

Level 16 | Activity 4

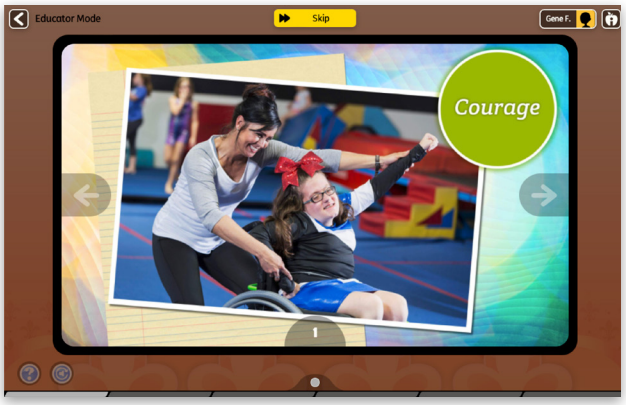
Evaluating with Nadia using Prepositions

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Media	Students learn how different people show courage.
Unit 2	Conversation	Students repeat questions and answers that evaluate how people handle different situations using prepositions (rather than).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate how people handle different situations and apply the language frames using prepositions (rather than).
Unit 4	Grammar	Students practice evaluating how people handle different situations using prepositions (rather than).
Unit 5	Open Conversation	Students ask and answer questions using prepositions (rather than).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to evaluate information.



Language Frames

How did she/he handle the _____ (noun phrase)?

Rather than _____ (gerund phrase), she/he _____ (verb phrase).

Level 16 | Activity 4

Evaluating with Nadia using Prepositions

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Conversation	Students repeat questions and answers that evaluate how people handle different situations using prepositions (despite).
Unit 2	Grammar	Students practice evaluating how people handle different situations using prepositions (despite).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate how people handle different situations and apply the language frames using prepositions (despite).
Unit 4	Media	Students learn about people throughout history that have faced challenges and how they overcame them.
Unit 5	Open Conversation	Students ask and answer questions using prepositions (despite).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to evaluate information.



Language Frames

How did he/she handle _____ (noun phrase)?

Despite feeling _____ (adjective), he/she _____ (verb phrase).

Level 16 | Activity 4

Evaluating with Nadia using Prepositions

Encounter 3

Language Purpose: Evaluating

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Prepositions



Unit 1	Conversation	Students repeat questions and answers that evaluate how people handle difficult situations using prepositions (despite).
Unit 2	Listening	Students listen to a passage about the challenges Ruby Hirose overcame to become a scientist, and they make inferences about the passage.
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate how people handle difficult situations and apply the language frames using prepositions (rather than).
Unit 4	Open Conversation	Students ask and answer questions using prepositions (despite, rather than).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using prepositions to evaluate information, and by making an inference based on information from a listening passage.



Language Frames

How did she/he handle _____ (noun phrase)?

Rather than _____ (gerund phrase), she/he _____ (verb phrase).








Activity 1 | Justifying with Farah using Adverbs

Activity 2 | Analyzing with Isko using Nouns

Activity 3 | Analyzing with Gabriela using Conjunctions

Activity 4 | Evaluating with Klaus using Verbs

Level 17 | Activity 1

Justifying with Farah using Adverbs

Encounter 1

Language Purpose: Justifying

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Media	Students learn about electrical conductors.
Unit 2	Conversation	Students repeat questions and answers that justify predictions about the conductivity of metal objects using adverbs of stance (probably).
Unit 3	Grammar	Students practice justifying predictions about the conductivity of things using adverbs of stance (probably, probably not).
Unit 4	Conversation	Students continue to repeat questions and answers that justify predictions about the conductivity of nonmetal things and apply the language frames using adverbs of stance (probably not).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (probably, probably not).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to justify predictions.



Language Frames

Predict whether a/an _____ (noun 1) will/can be a/an _____ (noun 2) or not.

A/An _____ (noun 1) will probably [not] be a/an _____ (noun 2) because it is/isn't _____ (verb phrase).

Justifying with Farah using Adverbs

Encounter 2

Language Purpose: Justifying

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Media	Students learn about conductors in electric circuits.
Unit 2	Conversation	Students repeat questions and answers that justify why an object is a conductor using adverbs of stance (definitely).
Unit 3	Grammar	Students practice justifying why things are or are not conductors using adverbs of stance (definitely, definitely not).
Unit 4	Conversation	Students continue to repeat questions and answers that justify why something is not a conductor and apply the language frames using adverbs of stance (definitely not).
Unit 5	Open Conversation	Students ask and answer questions using adverbs of stance (definitely, definitely not).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to explain information.



Language Frames

Use evidence to explain why [a/an] _____ (noun 1) is/is not a/an _____ (noun 2).

[A/An] _____ (noun 1) is _____ (adverb) [not] a/an _____ (noun 2) because _____ (noun 3) can/cannot _____ (verb phrase).

Level 17 | Activity 1

Justifying with Farah using Adverbs

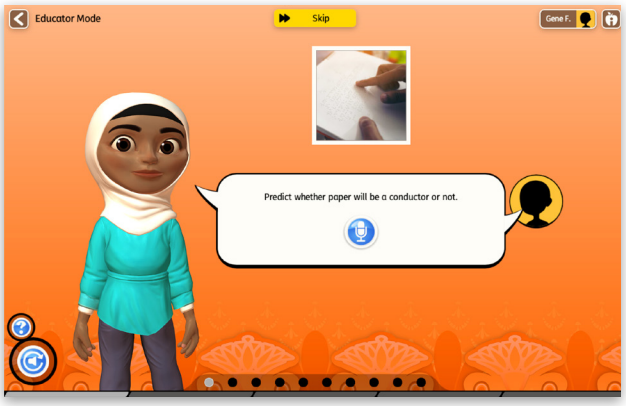
Encounter 3

Language Purpose: Justifying

Listening Skill: Inferencing

Grammar Skill: Adverbs

Grammar Subskill: Adverbs of Stance



Unit 1	Conversation	Students repeat questions and answers that justify why something is not a conductor using adverbs of stance (probably not, definitely not).
Unit 2	Listening	Students listen to a passage about electrical safety tips and make inferences.
Unit 3	Conversation	Students repeat questions and answers that justify why an object is a conductor using adverbs of stance (probably, definitely).
Unit 4	Open Conversation	Students ask and answer questions using adverbs of stance (probably, probably not, definitely, definitely not).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using adverbs of stance to explain information, and by making an inference based on information from a listening passage.



Language Frames

Predict whether _____ (noun phrase) will be a/an _____ (noun) or not.

_____ (noun phrase) will _____ (adverb) [not] be a/an _____ (noun) because _____ (noun/pronoun) _____ (verb phrase).

Analyzing with Isko using Nouns

Encounter 1

Language Purpose: Analyzing

Grammar Skill: Nouns

Grammar Subskill: Complex Gerunds



Unit 1	Media	Students learn how technology has changed over time.
Unit 2	Conversation	Students repeat questions and answers that analyze when an activity became popular using complex gerunds (driving, flying).
Unit 3	Conversation	Students continue to repeat questions and answers that analyze when an activity became popular and apply the language frames using complex gerunds (listening, watching).
Unit 4	Grammar	Students practice analyzing when an activity became popular using complex gerunds (watching, surfing, flying, texting).
Unit 5	Open Conversation	Students ask and answer questions using complex gerunds (flying, listening, texting, swimming, surfing).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using complex gerunds to analyze information.



Language Frames

When did _____ (gerund) become popular?

_____ (gerund) became popular during the _____ (time reference).

Level 17 | Activity 2

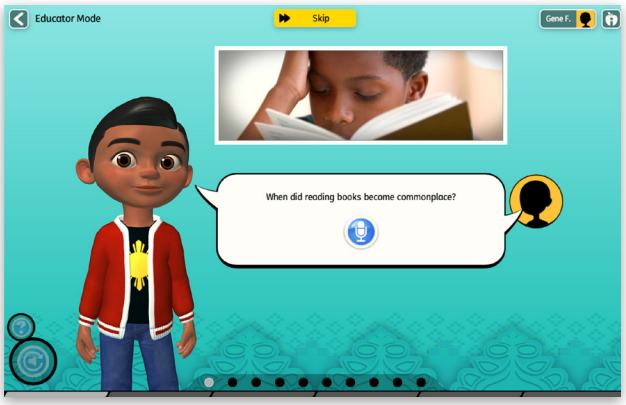
Analyzing with Isko using Nouns

Encounter 2

Language Purpose: Analyzing

Grammar Skill: Nouns

Grammar Subskill: Complex Gerunds



Unit 1	Conversation	Students repeat questions and answers that analyze inventions that made activities accessible to society using complex gerunds (reading, watching).
Unit 2	Media	Students learn how inventions and technology allowed things to become accessible.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze inventions that made activities accessible to society and apply the language frames using complex gerunds (driving, flying).
Unit 4	Grammar	Students practice analyzing inventions that made activities accessible to society using complex gerunds (typing, watching, flying, reading).
Unit 5	Open Conversation	Students ask and answer questions using complex gerunds (watching, flying, typing, emailing, texting).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using complex gerunds to analyze information.



Language Frames

When did _____ (gerund) _____ (noun) become commonplace?

_____ (Gerund) _____ (noun) became commonplace _____ (prepositional phrase).

Level 17 | Activity 2

Analyzing with Isko using Nouns

Encounter 3

Language Purpose: Analyzing

Listening Skill: Sequencing

Grammar Skill: Nouns

Grammar Subskill: Complex Gerunds



Unit 1	Conversation	Students repeat questions and answers that analyze inventions that made activities accessible to society using complex gerunds (cooking, writing).
Unit 2	Listening	Students listen to a passage about inventions that revolutionized society and sequence events.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze when an activity became possible or popular and apply the language frames using complex gerunds (exploring).
Unit 4	Open Conversation	Students ask and answer questions using complex gerunds (cooking, exploring, sailing, texting, typing).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using complex gerunds to analyze information, and by sequencing events in a listening passage.



Language Frames

_____ (gerund) become _____ (adjective)?

_____ (gerund) became _____ (adjective) _____ (prepositional phrase).

Level 17 | Activity 3

Analyzing with Gabriela using Conjunctions

Encounter 1

Language Purpose: Analyzing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about conversions between different units of measurements.
Unit 2	Conversation	Students repeat questions and answers that analyze time conversions using subordinating conjunctions (in order to).
Unit 3	Grammar	Students practice analyzing length and time conversions using subordinating conjunctions (in order to).
Unit 4	Conversation	Students continue to repeat questions and answers that analyze length conversions and apply the language frames using subordinating conjunctions (in order to).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (in order to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to analyze information.



Language Frames

What do/does _____ (pronoun) need to do in order to convert _____ (unit 1) into _____ (unit 2)?

_____ (pronoun) need/needs to _____ (verb) in order to convert _____ (unit 1) into _____ (unit 2).

Level 17 | Activity 3

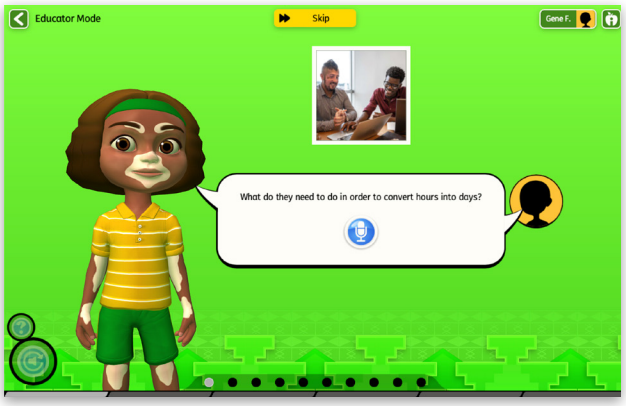
Analyzing with Gabriela using Conjunctions

Encounter 2

Language Purpose: Analyzing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that analyze time conversions using subordinating conjunctions (in order to).
Unit 2	Media	Students learn about the mathematical operations (multiplication and division) used for conversions of length and time.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze length conversions and apply the language frames using subordinating conjunctions (in order to).
Unit 4	Grammar	Students practice analyzing time, building, and length conversions using subordinating conjunctions (in order to).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (in order to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to analyze information.



Language Frames

What do/does _____ (pronoun) need to do in order to convert _____ (noun 1) into _____ (noun 2)?

In order to convert the _____ (noun 1) into a/an _____ (noun 2), _____ (pronoun) need/needs to _____ (verb).

Level 17 | Activity 3

Analyzing with Gabriela using Conjunctions

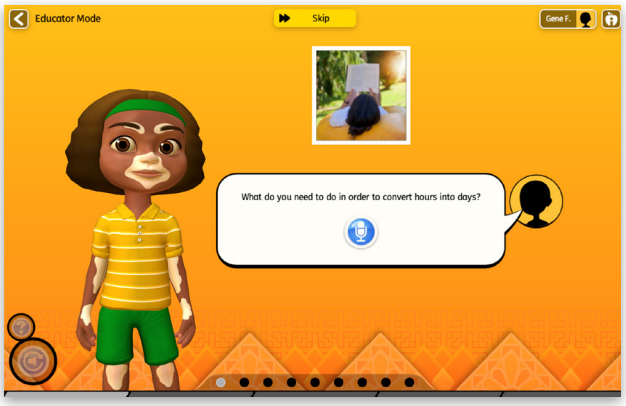
Encounter 3

Language Purpose: Analyzing

Listening Skill: Identifying Supporting Details

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that analyze time conversions using subordinating conjunctions (in order to).
Unit 2	Listening	Students listen to a passage about a fictional character's swim practice and identify supporting details.
Unit 3	Conversation	Students continue to repeat questions and answers that analyze conversions and apply the language frames using subordinating conjunctions (in order to).
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (in order to).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to analyze information, and by identifying details from a listening passage.



Language Frames

What do/does _____ (pronoun) need to do in order to convert the _____ (noun 1) into a/an _____ (noun 2)?

In order to convert the _____ (noun/noun phrase 1) into a/an _____ (noun/noun phrase 2), _____ (pronoun) need/needs to _____ (verb/verb phrase).

Level 17 | Activity 4

Evaluating with Klaus using Verbs

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect Simple, Irregular Verbs



Unit 1	Media	Students learn about Klaus's cat, Max.
Unit 2	Conversation	Students repeat questions and answers that evaluate things by providing a thought or an opinion (I've met, we've seen).
Unit 3	Conversation	Students apply language frames that evaluate things by providing a thought or an opinion (I've had, they've seen).
Unit 4	Grammar	Students practice evaluating things by providing a thought or an opinion (I've met, we've seen, I've had).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs in the present perfect simple tense (we've seen, I've had, you've taken, she's had, he's had).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to evaluate information.



Language Frames

What do you think of my/the _____ (noun)?

This is the best _____ (noun) _____ (pronoun) have ever _____ (past participle).

Level 17 | Activity 4

Evaluating with Klaus using Verbs

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: The Present Perfect Simple, Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that evaluate things by providing a thought or an opinion (I've heard, they've heard).
Unit 2	Media	Students listen to a story about Klaus's cat and Anton's parrot listening to music.
Unit 3	Conversation	Students apply language frames that evaluate things by providing a thought or an opinion (he's eaten).
Unit 4	Grammar	Students practice evaluating things by providing a thought or an opinion (they've heard, she's eaten, I've had).
Unit 5	Open Conversation	Students ask and answer questions using irregular verbs in the present perfect simple tense (I've heard, she's eaten, we've had, I've had).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to evaluate information.



Language Frames

How do you like my/the _____ (noun)?

_____ (pronoun) is the best _____ (noun) _____ (pronoun contraction) ever _____ (past participle).

Level 17 | Activity 4

Evaluating with Klaus using Verbs

Encounter 3

Language Purpose: Evaluating

Listening Skill: Inferencing

Grammar Skill: Preposition

Grammar Subskill: The Present Perfect Simple, Irregular Verbs



Unit 1	Conversation	Students repeat questions and answers that evaluate things by providing a thought or an opinion (we've had, we've taken).
Unit 2	Listening	Students listen to a passage about Anton's parrot and make inferences.
Unit 3	Conversation	Students apply language frames that evaluate things by providing a thought or an opinion (they've seen, I've met).
Unit 4	Open Conversation	Students ask and answer questions using irregular verbs in the present perfect simple tense (we've taken, they've seen, he's heard, she's had).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using the present perfect tense to evaluate information, and by making an inference based on information from a listening passage.



Language Frames

How do/does you/she like the/this _____ (noun)?

This/That is the _____ (superlative) _____ (noun) _____ (pronoun contraction) ever _____ (past participle).





Activity 1 | Evaluating with Esther using Prepositions

Activity 2 | Summarizing with Juan using Nouns

Activity 3 | Comparing with Sasha using Phrases

Activity 4 | Identifying with Annie using Conjunctions

Evaluating with Esther using Prepositions

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Prepositions

Grammar Subskill: Multi-word Prepositions



Unit 1	Media	Students learn about the natural resources in Earth's four major spheres.
Unit 2	Conversation	Students repeat questions and answers that evaluate Earth's natural resources using multi-word prepositions (in addition to).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate Earth's natural resources and apply the language frames using multi-word prepositions (in addition to).
Unit 4	Grammar	Students practice evaluating Earth's natural resources using multi-word prepositions (in addition to).
Unit 5	Open Conversation	Students ask and answer questions using multi-word prepositions (in addition to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using multi-word prepositions to evaluate information, and by making an inference based on information from a listening passage.



Language Frames

In addition to _____ (noun 1), what else does the _____ (noun 2) provide?

In addition to _____ (noun 1), the _____ (noun 2) provides us with _____ (noun phrase).

Level 18 | Activity 1

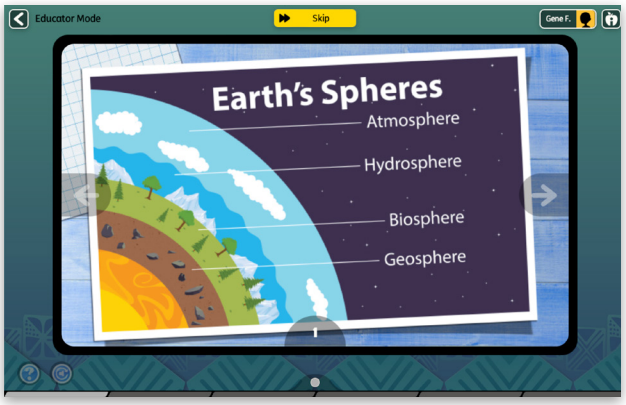
Evaluating with Esther using Prepositions

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Prepositions

Grammar Subskill: Multi-word Prepositions



Unit 1	Media	Students learn about the impact of human activities on Earth's natural resources and ways to protect these resources.
Unit 2	Conversation	Students repeat questions and answers that evaluate alternative energy sources using multi-word prepositions (instead of).
Unit 3	Grammar	Students practice evaluating alternative energy sources using multi-word prepositions (instead of).
Unit 4	Conversation	Students continue to repeat questions and answers that evaluate alternative energy sources and apply the language frames using multi-word prepositions (instead of).
Unit 5	Open Conversation	Students ask and answer questions using multi-word prepositions (instead of).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using multi-word prepositions to evaluate information.



Language Frames

What's a better alternative to _____ (gerund phrase 1)?

_____ (gerund phrase 2) instead of _____ (gerund phrase 1) _____ (verb phrase).

Level 18 | Activity 1

Evaluating with Esther using Prepositions

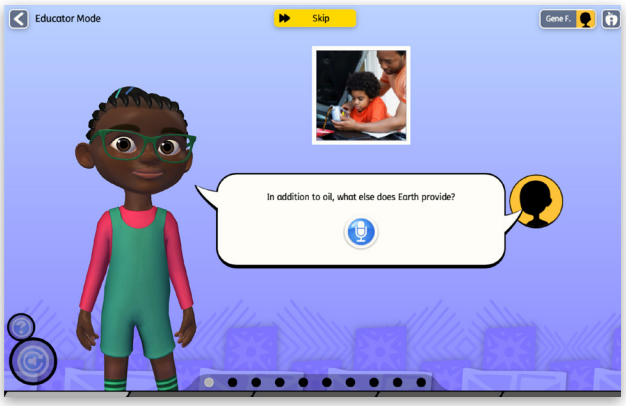
Encounter 3

Language Purpose: Evaluating

Listening Skill: Inferencing

Grammar Skill: Prepositions

Grammar Subskill: Multi-word Prepositions



Unit 1	Conversation	Students repeat questions and answers that evaluate what natural resources Earth provides using multi-word prepositions (in addition to).
Unit 2	Listening	Students listen to a podcast about water conservation and they make inferences.
Unit 3	Conversation	Students repeat questions and answers that evaluate ways to conserve water and apply the language frames using multi-word prepositions (instead of).
Unit 4	Open Conversation	Students ask and answer questions using multi-word prepositions (in addition to, instead of).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using multi-word prepositions to evaluate information, and by making inferences.



Language Frames

What's a better alternative to _____ (gerund phrase 1)?

_____ (gerund phrase 2) instead of _____ (gerund phrase 1) _____ (verb phrase).

Level 18 | Activity 2

Summarizing with Juan using Nouns

Encounter 1

Language Purpose: Summarizing

Grammar Skill: Nouns

Grammar Subskill: Dependent Clauses



Unit 1	Media	Students learn about Juan's dog, Toro, and how sheepdogs are trained.
Unit 2	Conversation	Students repeat questions and answers that summarize facts about Toro using dependent clauses (Toro, a border collie).
Unit 3	Conversation	Students repeat questions and answers that summarize facts about states and towns and apply the language frames using dependent clauses (a mountainous state, a town in Colorado).
Unit 4	Grammar	Students practice summarizing facts about animals and places using dependent clauses (Toro, a border collie; animals from South America, a town in Colorado, a large sheep farm, a mountainous state).
Unit 5	Open Conversation	Students ask and answer questions using dependent clauses (Toro, a border collie; a mountainous state, a large sheep farm, animals from South America).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using dependent clauses to summarize information.



Language Frames

What can you tell me about _____ (noun phrase)?

_____ (noun phrase), _____ (appositive), is/are _____ (adjective phrase).

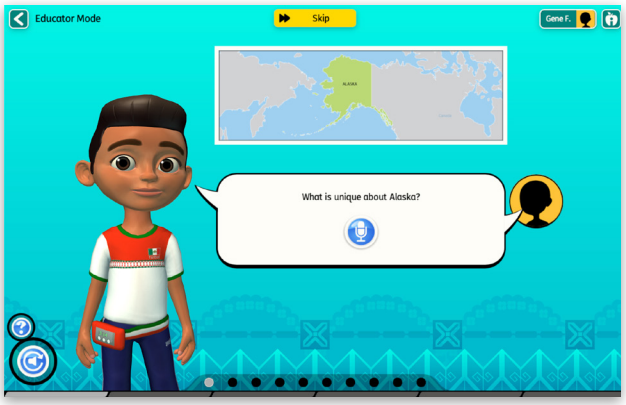
Summarizing with Juan using Nouns

Encounter 2

Language Purpose: Summarizing

Grammar Skill: Nouns

Grammar Subskill: Dependent Clauses



Unit 1	Conversation	Students repeat questions and answers that summarize facts about Alaska and Texas using dependent clauses (the largest state in the United States, the second largest state).
Unit 2	Media	Students learn about the geography of different states in the U.S.
Unit 3	Conversation	Students continue to repeat questions and answers that summarize facts about Oklahoma and Mexico and apply the language frames using dependent clauses (the state north of Texas, the country south of Texas).
Unit 4	Grammar	Students practice summarizing facts about geography using dependent clauses (the country south of Texas, a neighboring state, the largest state in the United States, the state north of Texas, the second largest state, a neighboring state, a river on the Mexican border).
Unit 5	Open Conversation	Students ask and answer questions using dependent clauses (the second largest state, the country south of Texas, a river on the Mexican border, a neighboring state).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using dependent clauses to summarize information.



Language Frames

What is unique about _____ (noun)?

_____(noun), _____ (appositive), is/has _____ (noun phrase).

Level 18 | Activity 2

Summarizing with Juan using Nouns

Encounter 3

Language Purpose: Summarizing

Listening Skill: Identifying Main Idea

Grammar Skill: Nouns

Grammar Subskill: Dependent Clauses



Unit 1	Conversation	Students repeat questions and answers that summarize facts about Texas using dependent clauses (a large and diverse state, the state capital).
Unit 2	Listening	Students listen to a passage about Texas and identify the main idea.
Unit 3	Conversation	Students continue to repeat questions and answers that summarize facts about a city in Texas, and apply the language frames using dependent clauses (a tourist destination, a popular tourist attraction).
Unit 4	Open Conversation	Students ask and answer questions using dependent clauses (a large and diverse state, a tourist destination, insect-eating mammals, food for many animals).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using dependent clauses to summarize information, and by sequencing events from a listening passage.



Language Frames

What can you tell me about _____ (noun)?

_____(noun), _____ (appositive), is/are _____ (noun phrase).

Level 18 | Activity 3

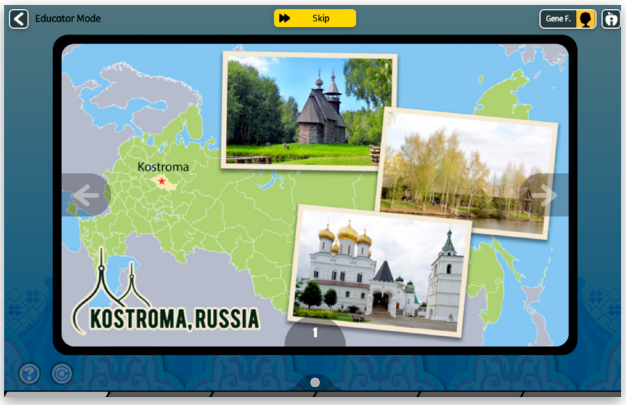
Comparing with Sasha using Phrases

Encounter 1

Language Purpose: Comparing

Grammar Skill: Phrases

Grammar Subskill: Comparative Phrases



Unit 1	Media	Students learn how Sasha and his family use a map with a coordinate plane to explore new locations.
Unit 2	Conversation	Students repeat questions and answers that compare distances between locations on a map using comparative phrases (as far as, not as far as).
Unit 3	Conversation	Students continue to repeat questions and answers that compare distances between locations on a map and apply the language frames using comparative phrases (as close as, not as close as).
Unit 4	Grammar	Students practice comparing distances between locations on a map using comparative phrases (as close as, not as close as, as far as, not as far as).
Unit 5	Open Conversation	Students ask and answer questions using comparative phrases (as far as, not as far as, as close as, not as close as).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative phrases.



Language Frames

Is the _____ (noun 1) as _____ (adjective) as the _____ (noun 2)?

The _____ (noun 1) is [not] as _____ (adjective) as the _____ (noun 2).

Comparing with Sasha using Phrases

Encounter 2

Language Purpose: Comparing

Grammar Skill: Phrases

Grammar Subskill: Comparative Phrases



Unit 1	Media	Students learn more about how maps with coordinate planes can help Sasha compare distances between destinations.
Unit 2	Conversation	Students repeat questions and answers that compare which destination on the map is further from Sasha's hotel using comparative phrases (farther from).
Unit 3	Conversation	Students continue to repeat questions and answers that compare which destination on the map is closer to the school and library and apply the language frames using comparative phrases (closer to).
Unit 4	Grammar	Students practice comparing distances between locations on a map using comparative phrases (closer to, farther from).
Unit 5	Open Conversation	Students ask and answer questions using comparative phrases (farther from, closer to).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using comparative phrases.



Language Frames

Which is farther from/closer to the _____ (noun 1), the _____ (noun 2) or the _____ (noun 3)?

The _____ (noun 3) is farther from/closer to the _____ (noun 1) than the _____ (noun 2) is.

Level 18 | Activity 3

Comparing with Sasha using Phrases

Encounter 3

Language Purpose: Comparing

Listening Skill: Comparing and Contrasting

Grammar Skill: Phrases

Grammar Subskill: Comparative Phrases



Unit 1	Conversation	Students repeat questions and answers that compare distances between locations on a map using comparative phrases (as far as, not as far as).
Unit 2	Conversation	Students continue to repeat questions and answers that compare distances between locations on a map and apply the language frames using comparative phrases (farther from, closer to).
Unit 3	Listening	Students listen to a passage about mayors and librarians and compare the professions.
Unit 4	Open Conversation	Students ask and answer questions using comparative phrases (as far as, farther from, not as close as, closer to).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using comparative phrases, and by comparing and contrasting information in a listening passage.



Language Frames

Is [the] _____ (noun 1) as far/close as the _____ (noun 2)?

[The] _____ (noun 1) is [not] as far as/closer than the _____ (noun 2).

Level 18 | Activity 4

Identifying with Annie using Conjunctions

Encounter 1

Language Purpose: Identifying

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the sports Annie practices and how other people with disabilities inspire her to try new things.
Unit 2	Conversation	Students repeat questions and answers that identify when an activity happens using subordinating conjunctions (whenever).
Unit 3	Conversation	Students continue to repeat questions and answers that identify when an activity happens and apply the language frames using subordinating conjunctions (whenever).
Unit 4	Grammar	Students practice identifying when an activity happens using subordinating conjunctions (whenever).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (whenever).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to provide information.



Language Frames

When do/does _____ (pronoun) _____ (verb phrase 1)?

Whenever _____ (verb phrase 2), _____ (pronoun) _____ (verb phrase 1).

Level 18 | Activity 4

Identifying with Annie using Conjunctions

Encounter 2

Language Purpose: Identifying

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about Annie's grandfather and how they bond through surfing.
Unit 2	Conversation	Students repeat questions and answers that identify where beaches and birds can be seen using subordinating conjunctions (wherever).
Unit 3	Conversation	Students continue to repeat questions and answers that identify where crowds gather and where flowers grow, and apply the language frames using subordinating conjunctions (wherever).
Unit 4	Grammar	Students practice identifying where different things happen or can be seen using subordinating conjunctions (wherever).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (wherever).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to provide information.



Language Frames

Where did _____ (pronoun) _____ (verb phrase 1)?

_____ (pronoun) _____ (verb phrase 1) wherever _____ (verb phrase 2).

Level 18 | Activity 4

Identifying with Annie using Conjunctions

Encounter 3

Language Purpose: Identifying

Listening Skill: Identifying Supporting Details

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that identify when and where something happens using subordinating conjunctions (whenever, wherever).
Unit 2	Listening	Students listen to a passage about how Merv Pinny helped others despite facing personal hardship, and students identify details.
Unit 3	Conversation	Students continue to repeat questions and answers that identify where something happens and apply the language frames using subordinating conjunctions (wherever).
Unit 4	Open Conversation	Students ask and answer questions using subordinating conjunctions (wherever, whenever).
Unit 5	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to provide information, and by identifying details from a listening passage.



Language Frames

When did/do _____ (noun/pronoun 1) _____ (verb phrase 1)?

Whenever _____ (noun/pronoun 2) _____ (verb phrase 2), _____ (noun/pronoun 2) _____ (verb phrase 1).





Activity 1 | Persuading with Nadia using Prepositions
Activity 2 | Evaluating with Ximena using Conjunctions
Activity 3 | Interpreting with Rami using Verbs
Activity 4 | Evaluating with Isko using Verbs

Level 19 | Activity 1

Persuading with Nadia using Prepositions

Encounter 1

Language Purpose: Persuading

Grammar Skill: Prepositions

Grammar Subskill: Common Collocations



Unit 1	Media	Students listen to Nadia persuade her mother to allow her to attend an outdoor education program through her middle school.
Unit 2	Conversation	Students repeat questions and answers that provide information about opinions on outdoor education (in your opinion, in my opinion).
Unit 3	Conversation	Students apply language frames by repeating questions and answers persuading someone that schools should offer more outdoor education (as a result of).
Unit 4	Conversation	Students apply language frames by repeating questions and answers persuading someone that schools should offer more outdoor education (in fact).
Unit 5	Grammar	Students practice persuading others that schools should offer outdoor education using common collocations (in your opinion, in my opinion, as a result of, in fact).
Unit 6	Open Conversation	Students ask and answer questions using common collocations (in my opinion, in your opinion, as a result of, in fact).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using common collocations to speak persuasively.



Language Frames

In your opinion, should _____ (noun) _____ (verb) more _____ (noun phrase)?

In my opinion, _____ (noun) should _____ (verb) more _____ (noun phrase).

Persuading with Nadia using Prepositions

Encounter 2

Language Purpose: Persuading

Grammar Skill: Prepositions

Grammar Subskill: Common Collocations



Unit 1	Conversation	Students repeat questions and answers that provide facts to support the opinion that schools should offer more outdoor education (in addition).
Unit 2	Media	Students listen to Nadia provide reasons and examples to persuade her mother to allow her to attend an outdoor education program through her middle school.
Unit 3	Conversation	Students apply language frames by repeating questions and answers that provide evidence about the benefits of outdoor education (according to research).
Unit 4	Conversation	Students apply language frames by repeating questions and answers that summarize an opinion about offering outdoor education (in conclusion).
Unit 5	Grammar	Students practice persuading others that schools should offer outdoor education using common collocations (in my opinion, in addition, according to research, in conclusion).
Unit 6	Open Conversation	Students ask and answer questions using common collocations (in addition, according to research, in conclusion).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using common collocations to speak persuasively.



Language Frames

What do you want to _____ (verb phrase)?

I'm not sure whether to _____ (verb) _____ (noun 1) or _____ (noun 2).

Persuading with Nadia using Prepositions

Encounter 3

Language Purpose: Persuading

Listening Skill: Comparing and Contrasting

Grammar Skill: Prepositions

Grammar Subskill: Common Collocations



Unit 1	Media	Students listen to Nadia's grandmother's opposing view about having an outdoor education program through Nadia's middle school.
Unit 2	Conversation	Students repeat questions and answers that provide an opposing view of outdoor education (due to).
Unit 3	Conversation	Students apply language frames by repeating questions and answers that provide examples to persuade others that outdoor education negatively affects learning (for instance).
Unit 4	Conversation	Students apply language frames by repeating questions and answers that provide additional reasons to persuade people that schools shouldn't offer more outdoor education (despite).
Unit 5	Listening	Students listen to the conclusion of Nadia's attempt to persuade her grandmother that she should attend an outdoor education program in middle school and compare and contrast indoor and outdoor learning.
Unit 6	Open Conversation	Students ask and answer questions using common collocations (due to, for instance, despite).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using common collocations to speak persuasively, and by comparing and contrasting information from a listening passage.



Language Frames

What concerns do you have about _____ (noun phrase)?

_____ (noun phrase) will _____ (verb/effect) due to _____ (noun/cause).

Level 19 | Activity 2

Evaluating with Ximena using Conjunctions

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students learn about the different booths Ximena visited at her school's career fair.
Unit 2	Conversation	Students repeat questions and answers that evaluate possible career interests using subordinating conjunctions (as well as).
Unit 3	Conversation	Students repeat questions and answers that evaluate why someone chose their career and apply the language frames using subordinating conjunctions (because).
Unit 4	Grammar	Students practice evaluating career interests and why someone chose their career using subordinating conjunctions (because, as well as).
Unit 5	Conversation	Students repeat questions and answers that evaluate what they should consider when choosing a career path and apply the language frames using subordinating conjunctions (if).
Unit 6	Grammar	Students practice evaluating reasons for choosing a career path using subordinating conjunctions (because, if).
Unit 7	Open Conversation	Students ask and answer questions using subordinating conjunctions (because, as well as, if).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to evaluate information.



Language Frames

What _____ (noun 1) does she/he enjoy _____?

She/He enjoys _____ (verb) _____ (noun 2) as well as _____ (noun 3).

Level 19 | Activity 2

Evaluating with Ximena using Conjunctions

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Media	Students listen to the questions Ximena and her friends have about choosing a career path.
Unit 2	Conversation	Students repeat questions and answers that evaluate what they want to be when they grow up using subordinating conjunctions (whether, or).
Unit 3	Conversation	Students repeat questions and answers that evaluate Ximena's teacher's recommendations about choosing a career and apply the language frames using subordinating conjunctions (that).
Unit 4	Grammar	Students practice evaluating career interests using subordinating conjunctions (whether, or, that).
Unit 5	Conversation	Students repeat questions and answers that evaluate the importance of exploring interests and persistence and apply the language frames using subordinating conjunctions (so).
Unit 6	Grammar	Students practice evaluating the importance of exploring interests and persistence using subordinating conjunctions (so).
Unit 7	Open Conversation	Students ask and answer questions using subordinating conjunctions (whether, or, that, so).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to evaluate information.



Language Frames

What do you want to _____ (verb phrase)?

I'm not sure whether to _____ (verb) _____ (noun 1) or _____ (noun 2).

Level 19 | Activity 2

Evaluating with Ximena using Conjunctions

Encounter 3

Language Purpose: Evaluating

Listening Skill: Inferencing

Grammar Skill: Conjunctions

Grammar Subskill: Subordinating Conjunctions



Unit 1	Conversation	Students repeat questions and answers that evaluate what they don't want to be when they grow up using subordinating conjunctions (even though).
Unit 2	Conversation	Students repeat questions and answers that evaluate why someone is going to a museum or library and apply the language frames using subordinating conjunctions (while).
Unit 3	Listening	Students listen to a passage about Ximena and her friends exploring various career interests, and they make inferences.
Unit 4	Conversation	Students repeat questions and answers that evaluate what someone does and apply the language frames using subordinating conjunctions (when).
Unit 5	Open Conversation	Students ask and answer questions using subordinating conjunctions (even though, while, when).
Unit 6	Presentation of Knowledge	Students demonstrate their knowledge by using subordinating conjunctions to evaluate information, and by making an inference based on information from a listening passage.



Language Frames

Why are you going to the _____ (noun phrase)?

I'm hoping to _____ (verb phrase) while I'm there.

Level 19 | Activity 3

Interpreting with Rami using Verbs

Encounter 1

Language Purpose: Interpreting

Grammar Skill: Verbs

Grammar Subskill: Idioms



Unit 1	Media	Students learn about Rami's Lebanon-inspired lemonade business and idioms.
Unit 2	Conversation	Students repeat questions and answers that interpret how much something costs using idioms (costs an arm and a leg).
Unit 3	Media	Students learn the meaning of the idioms *it's raining cats and dogs* and *keep your chin up*.
Unit 4	Conversation	Students continue to repeat questions and answers that interpret if it's a good day to do something and apply the language frames using idioms (raining cats and dogs).
Unit 5	Conversation	Students continue to repeat questions and answers that interpret how to stay positive when disappointed and apply the language frames using idioms (keep your chin up).
Unit 6	Grammar	Students practice interpreting idioms (costs an arm and a leg, raining cats and dogs, keep your chin up).
Unit 7	Open Conversation	Students ask and answer questions using idioms (costs an arm and a leg, raining cats and dogs, keep your chin up).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using idioms.



Language Frames

Is today a good day to _____ (verb phrase)?

_____ (interjection), it's raining cats and dogs outside.

Level 19 | Activity 3

Interpreting with Rami using Verbs

Encounter 2

Language Purpose: Interpreting

Grammar Skill: Verbs

Grammar Subskill: Idioms



Unit 1	Media	Students learn the meaning of the idiom *when life gives you lemons, make lemonade* and how Rami prepared for his lemonade stand.
Unit 2	Conversation	Students repeat questions and answers that interpret how to make the most of a difficult situation using idioms (when life gives you lemons, make lemonade).
Unit 3	Media	Students learn the meaning of the idioms *hold your horses* and *hit the books* when Rami officially starts his lemonade stand.
Unit 4	Conversation	Students continue to repeat questions and answers that interpret the best time to do something and apply the language frames using idioms (hold your horses).
Unit 5	Conversation	Students continue to repeat questions and answers that interpret whether someone can help with something or not and apply the language frames using idioms (hit the books).
Unit 6	Grammar	Students practice interpreting idioms (when life gives you lemons, make lemonade; hold your horses; hit the books).
Unit 7	Open Conversation	Students ask and answer questions using idioms (when life gives you lemons, make lemonade; hold your horses; hit the books).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using idioms.



Language Frames

Can _____ (pronoun) _____ (verb phrase 1) now?

Hold your horses! _____ (pronoun) _____ (verb phrase 2).

Level 19 | Activity 3

Interpreting with Rami using Verbs

Encounter 3

Language Purpose: Interpreting

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: Idioms



Unit 1	Media	Students learn the meaning of the idiom *I'm broke* when neighbors stop by Rami's lemonade stand.
Unit 2	Conversation	Students repeat questions and answers that interpret if someone can afford to buy something using idioms (I'm broke).
Unit 3	Media	Students learn the meaning of the idioms *time flies* and *piece of cake* when Rami finishes his first day selling lemonade.
Unit 4	Conversation	Students repeat questions and answers that interpret when time has passed quickly and apply the language frames using idioms (time flies).
Unit 5	Conversation	Students repeat questions and answers that interpret how difficult something is and apply the language frames using idioms (piece of cake).
Unit 6	Listening	Students listen to a conversation between Rami and his neighbor, Mr. Ito, and make inferences.
Unit 7	Open Conversation	Students ask and answer questions using idioms (I'm broke, time flies, piece of cake).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using idioms, and by making an inference based on information from a listening passage.



Language Frames

Is/Was _____ (gerund phrase) _____ (adjective)?

Actually, _____ (gerund phrase) is/was a piece of cake.

Evaluating with Isko using Verbs

Encounter 1

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about college.
Unit 2	Conversation	Students repeat questions and answers that evaluate the ability to do something using modal verbs (can).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate what someone will do in the future and apply the language frames using modal verbs (will).
Unit 4	Grammar	Students practice evaluating possibilities and future events using modal verbs (can, will).
Unit 5	Conversation	Students continue to repeat questions and answers that evaluate what schooling is required for various careers and apply the language frames using modal verbs (have to, has to).
Unit 6	Grammar	Students practice evaluating what schooling is required for various careers using modal verbs (have to, has to).
Unit 7	Open Conversation	Students ask and answer questions using modals (can, will, have to, has to).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to evaluate information.



Language Frames

How can you _____ (verb phrase 1)?

You can _____ (verb phrase 2) to _____ (verb phrase 3).

Level 19 | Activity 4

Evaluating with Isko using Verbs

Encounter 2

Language Purpose: Evaluating

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Conversation	Students repeat questions and answers that evaluate what they would like to do using modal verbs (would).
Unit 2	Media	Students listen while Liam and Isko learn about different types of colleges and explore ideas to help pay for college.
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate ways to pay for college and apply the language frames using modal verbs (could).
Unit 4	Grammar	Students practice evaluating what they would like to do and ways to pay for college using modal verbs (would, could).
Unit 5	Conversation	Students continue to repeat questions and answers that evaluate things to consider about college and apply the language frames using modal verbs (should).
Unit 6	Grammar	Students practice evaluating things to consider about college using modal verbs (should).
Unit 7	Open Conversation	Students ask and answer questions using modals (would, could, should).
Unit 8	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to evaluate information.



Language Frames

Would you like to _____ (verb phrase)?

I would like to _____ (verb phrase).

Level 19 | Activity 4

Evaluating with Isko using Verbs

Encounter 3

Language Purpose: Evaluating

Listening Skill: Inferencing

Grammar Skill: Verbs

Grammar Subskill: Modals



Unit 1	Media	Students learn about the amenities and programs Liam and Isko would like their college or university to have.
Unit 2	Conversation	Students repeat questions and answers that evaluate what a college or university must have in order to consider attending using modal verbs (must).
Unit 3	Conversation	Students continue to repeat questions and answers that evaluate the amenities colleges and universities should provide and apply the language frames using modal verbs (should, ought to).
Unit 4	Conversation	Students continue to repeat questions and answers that evaluate intentions to visit places in the future and apply the language frames using modal verbs (shall, would).
Unit 5	Listening	Students listen to a passage about Liam and Isko's field trips to a university and a community college and make inferences.
Unit 6	Open Conversation	Students ask and answer questions using modals (must, ought to, should, would, shall).
Unit 7	Presentation of Knowledge	Students demonstrate their knowledge by using modal verbs to evaluate information, and by making an inference based on information from a listening passage.



Language Frames

What else should a _____ (noun) have/provide?

A _____ (noun) ought to provide/have _____ (noun phrase).

The 5-Minute Check-In!

Log in to www.myLexia.com. Your Class Overview in myLexia has the data that can help you decide:

- [ ] **At what proficiency levels are my students working?**

  Check the Class Overview report to review your students' current program level and proficiency band. Students can be grouped for instruction and practice in and across levels.

- [ ] **Who needs more time in the student program?**

  Check the Usage tab in the Class Overview. Schedule additional opportunities for students to engage in the student program to ensure each student meets the usage recommendations for their grade level.

- [ ] **Who needs practice?**

  Check the Practice Groups tab in the Class Overview to see which students would benefit from teacher-facilitated practice. Consider using Lexia Lessons® for pre-teaching, targeted support, and peer-to-peer conversation practice with the listening, speaking, and grammar skills learned in the student program.

- [ ] **What are my next steps?**

  Access recommended Lexia Lessons in both digital and print form. Make a plan to deliver Lexia Lessons and Lexia Skill Builders® individually, in small groups or whole class.

Go to Help Center

For additional information, visit the Lexia Help Center for Support for Teachers.

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