

## Intermediate English Language Learners Unit 5: The World Around Me

### Chapter 1: From Here to There

Key Chapter Functions	Target Forms
Comparing and contrasting	Comparative structures, conjunctions (e.g., <i>An airplane is bigger than a bicycle./Airplanes fly in the air, but trains travel on the ground.</i> )
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where does a bus travel?/How will you get there?/</i> )
Describing objects in space (location)	Prepositions (e.g., <i>A sailboat travels on water.</i> )
Classifying	Simple present tense, conjunctions (e.g., <i>Airplanes, ships, trains, and moving vans are used for business purposes.</i> )
Describing actions	Future tense verbs (e.g., <i>I will ride my bicycle.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )

### Chapter 2: One Day at a Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What do you do on Mondays?/</i> )
Describing actions	Simple present and future tense verbs (e.g., <i>On Mondays, I go to school./Next Sunday I will visit my grandmother.</i> )
Comparing and contrasting	Comparative structures (e.g., <i>Sunday is warmer than Monday.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Sequencing events	Signal words showing chronological order (e.g., <i>First, Cesar's family sold its farm in Arizona. Next, Chavez decided to form a union to help all migrant workers. Finally, farm owners agreed to pay migrant workers more money.</i> )

### Chapter 3: Just for Fun

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Who has the soccer ball?/Whose toy is it?/</i> )
Comparing and contrasting	Comparative structures (e.g., <i>The balloon is lighter than the wagon.</i> )
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>I like guitars because they make music./I don't like whistles because they are loud.</i> )
Describing possession	Possessive pronouns (e.g., <i>The toy is mine./The doll is hers.</i> )
Identifying main idea & supporting details	Present tense verbs, complex sentences (e.g., <i>The main idea of the poem is that sharing is the right thing to do./A detail is that Hugh shared his airplane with Sue.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )

## Chapter 3 (continued)

Key Chapter Functions	Target Forms
Sequencing events	Signal words showing chronological order (e.g., <i>First, 12 little girls walk with their teacher through Paris. Next, the other girls bring flowers to Madeline in the hospital.</i> )
Describing characters and setting	Nouns, adjectives, prepositions (e.g., <i>There are street lights outside the building./The girls are wearing yellow hats.</i> )
Describing actions and states of being	Past tense verbs (e.g., <i>I went to school yesterday./My sisters lived in Arizona.</i> )

## Chapter 4: Critters and Creatures

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Who has the moose?/Was there a frog in the pond?</i> )
Comparing and contrasting	Comparative structures (e.g., <i>The frog is shorter than the squirrel.</i> )
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>I don't like skunks because they smell bad./I want to see bats at the zoo.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing things	Present tense verbs, pronouns, nouns, adjectives (e.g., <i>This is a picture of the desert./The desert is hot and dry.</i> )
Describing actions	Past tense verbs (e.g., <i>The frog jumped in the garden./The beaver ran under the tree.</i> )

## Chapter 5: Things I Use

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where is the plate?/When do people use it?/Are these lamps?</i> )
Comparing and contrasting	Comparative structures, conjunctions (e.g., <i>The knife is sharper than the spoon./In the first story _____, but in the second story _____.</i> )
Describing objects in space (location)	Prepositional phrases (e.g., <i>The plate is on the table.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing things	Present tense verbs, pronouns, plural nouns, adjectives (e.g., <i>These are white telephones.</i> )
Describing actions	Future and past tense verbs, contractions (e.g., <i>He'll clean the dishes./I used the vacuum cleaner.</i> )

## Chapter 6: Shape Up

Key Chapter Functions	Target Forms
Identifying main idea & supporting details	Present tense verbs, elaborated sentences (e.g., <i>The main idea of the article is that the American Red Cross helps people. A detail is that the American Red Cross gives soldiers medical care during war.</i> )
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What do the 50 stars on the flag represent?/When is National Flag Day?/Where is the American flag flown today?</i> )
Describing things	Present tense verbs, possessive nouns (e.g., <i>This is Maria's diamond.</i> )
Describing actions	Past tense verbs, subject and object pronouns (e.g., <i>She studied in the library./My mother made dinner for me.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Identifying cause and effect relationships	Conjunctions (e.g., <i>I was late to work because my car broke.</i> )

## Intermediate English Language Learners Unit 6: My Environment

### Chapter 1: Moving Right Along

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>When did you get a new car?/Why did you take the bus?</i> )
Comparing and contrasting	Adjectives, comparatives, superlatives (e.g., <i>The SUV is fast. The jet is faster. The rocket is the fastest.</i> )
Describing objects in space (location)	Prepositions (e.g., <i>The station wagon is next to the motorcycle.</i> )
Connecting ideas	Conjunctions (e.g., <i>Judy wears her seatbelt when she rides in the station wagon.</i> )
Expressing advice	Modals (e.g., <i>You should never give up.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing actions	Past tense verbs (e.g., <i>John took the bus to school.</i> )

### Chapter 2: Marvelous Months

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>When is March?/Did you see snow in April?</i> )
Comparing and contrasting	Comparative structures, superlatives (e.g., <i>January is as long as March./February is the shortest.</i> )
Describing placement	Prepositions (e.g., <i>March is between February and April.</i> )
Describing actions	Past tense verbs, contractions (e.g., <i>I didn't go to Florida in March.</i> )
Expressing attitude	Modals, contractions (e.g., <i>I wouldn't swim outside in January.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing people	Compound sentences, conjunctions (e.g., <i>Jeremy likes science, but he doesn't like music.</i> )

## Chapter 3: Let's Play!

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>How did they play?/Was she playing a game last night?/How much is the tricycle?</i> )
Comparing and contrasting	Adjectives, conjunctions, comparative structures (e.g., <i>The piano is loud, but the kite is quiet./The tricycle costs more than the kite.</i> )
Describing how	Adverbs (e.g., <i>She quickly threw the football.</i> )
Describing actions	Past progressive verbs, contractions (e.g., <i>They weren't playing football last night.</i> )
Expressing advice	Modals (e.g., <i>You should explain to the girls why you were taking medicine.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing people and things	Adjectives (e.g., <i>I am helpful when my mother asks me to put away my toys./Olive's new ice skates are beautiful.</i> )

## Chapter 4: Home Sweet Home

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where are the stairs?/Where did he sleep?</i> )
Describing objects in space (location)	Prepositions (e.g., <i>The bathroom is next to the bedroom.</i> )
Comparing and contrasting	Superlatives, antonyms, conjunctions (e.g., <i>The dining room is nearest to the kitchen./The dining room is loud, but the bedroom is quiet.</i> )
Describing actions	Prepositions, present progressive verbs, past tense verbs (e.g., <i>I am walking away from the door./He slept in the bedroom./He didn't sleep in the kitchen.</i> )
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>The kitchen is my favorite room because I love to cook.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Describing characters	Nouns, pronouns, adjectives (e.g., <i>At the beginning of the story, Olive is dishonest. Then she learns that cheating is wrong. At the end, Olive tells the truth.</i> )

## Chapter 5: Around the House

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where is the broom?/Have they seen the crib?/How long have you been in the United States?</i> )
Describing objects in space (location)	Prepositions (e.g., <i>The broom is in front of the sink.</i> )
Describing things	Nouns, adjectives (e.g., <i>That is a big, soft towel.</i> )
Describing actions	Present perfect tense (e.g., <i>She has used the frying pan./He has been in his bedroom since last night.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Distinguishing reality from fantasy	Conjunctions, modals (e.g., <i>I think this legend is fantasy because .../This legend could not be true because ...</i> )

## Chapter 6: Tool Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Have you seen the ladder?/What did you give him?</i> )
Describing things	Nouns, present tense verbs, adverbs, adjectives (e.g., <i>A screwdriver is used to loosen and tighten screws./The hammer is too loud.</i> )
Expressing advice	Modals (e.g., <i>They should use a saw.</i> )
Expressing needs	Nouns, present tense verbs (e.g., <i>They need a hose and a rake.</i> )
Describing actions	Adverbs, present and past tense verbs (e.g., <i>I always brush my teeth in the morning./She left her key on the table.</i> )
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i> )
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )
Distinguishing reality from fantasy	Modals, present perfect tense, conjunctions (e.g., <i>The part about Paul having a pet named Babe could have happened./It's not true because animals can't talk.</i> )

## Early Advanced English Language Learners Unit 7: Settings and Situations

### Chapter 1: Dollars & Cents

Key Chapter Functions	Target Forms
Classifying/categorizing	Nouns, conjunctions, adjectives (e.g., <i>The pencils, notebook, and markers are cheap.</i> )
Comparing and contrasting	Comparative structures, superlatives (e.g., <i>The computer is more expensive than the table./The notebook is the cheapest.</i> )
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Didn't they have \$20 yesterday?</i> )
Describing actions	Conditional form (e.g., <i>If I have money, I will buy a new shirt.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )
Describing things	Present tense verbs, idioms (e.g., <i>Those are a dime a dozen./It costs an arm and a leg.</i> )

### Chapter 2: It's About Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What were you doing at 7:30 last night?</i> )
Summarizing	Complex sentences (e.g., <i>In summary, people have made many improvements in the way we tell time.</i> )
Describing actions	Reflexive pronouns, verb tenses (e.g., <i>I am buying a watch for myself./They take care of themselves.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )
Describing when	Prepositions, present perfect tense (e.g., <i>I have been at school since 8:00 A.M.</i> )

## Chapter 3: Counting Up

Key Chapter Functions	Target Forms
Comparing and contrasting	Comparative structures (e.g., <i>500 is less than 872; 413 is greater than 202</i> )
Describing how	Well vs. good (e.g., <i>She writes well./She wrote a good paper.</i> )
Describing how much	Quantity words, verb tenses (e.g., <i>There have not been any telephone calls today./There will be much food at the house.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____.</i> <i>My prediction was/was not correct because ____.</i> )
Expressing likes and dislikes	Gerunds (e.g., <i>I like swimming./I don't like running.</i> )
Renaming people, places, and things	Indefinite pronouns (e.g., <i>Does anyone have a dime?/I looked everywhere for my pencil, but I can't find it./I want to buy something in this store.</i> )

## Chapter 4: Splendid Swimmers

Key Chapter Functions	Target Forms
Describing things	Compound and complex sentences (e.g., <i>The whale is a huge animal that lives in the ocean.</i> )
Expressing mood	Modals (e.g., <i>You might find shells on the beach./I would swim with dolphins because they are friendly animals.</i> )
Describing actions	Phrasal verbs (e.g., <i>Put down the starfish./Put the starfish down.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____.</i> <i>My prediction was/was not correct because ____.</i> )
Renaming people	Reciprocal pronouns (e.g., <i>Look at each other.</i> )
Describing how	Too + adverb (e.g., <i>I ate too fast last night.</i> )

## Chapter 5: In My Neighborhood

Key Chapter Functions	Target Forms
Describing things	Adjectives with -ish and -y (e.g., <i>greenish tree, bumpy street.</i> )
Classifying	Nouns, conjunctions (e.g., <i>People build cities, neighborhoods, and barns.</i> )
Comparing and contrasting	Nouns, conjunctions (e.g., <i>Rivers are part of nature, but people make bridges.</i> )
Describing actions	Present perfect and past perfect tenses (e.g., <i>I have been to California, Nevada, New Mexico, and Texas./I had walked along that river when I was young.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____.</i> <i>My prediction was/was not correct because ____.</i> )
Connecting ideas	Conjunctions (e.g., <i>You can either visit the big city today or stay in our small neighborhood./Alba's neighborhood has both trees and flowers.</i> )

# Advanced English Language Learners

## Unit 8: On the Go

### Chapter 1: Vocations and Occupations

Key Chapter Functions	Target Forms
Expressing likes and dislikes	<b>Modals, conjunctions, complex sentences</b> (e.g., <i>I wouldn't want to be a veterinarian because seeing the sick animals would make me too sad./When I grow up, I want to be a pharmacist.</i> )
Describing people	<b>Relative pronouns</b> (e.g., <i>A butcher is a person who cuts meat at the grocery store.</i> )
Connecting ideas	<b>Conjunctive adverbs</b> (e.g., <i>She wants to be an engineer. Therefore, she is going to study engineering in college.</i> )
Describing actions	<b>Active v. passive voice</b> (e.g., <i>The musician played the guitar. The guitar was played by the musician.</i> )
Predicting	<b>Future tense verbs</b> (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	<b>Past tense verbs</b> (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )

### Chapter 2: Celebrate!

Key Chapter Functions	Target Forms
Describing events: who, when, why, and how	<b>Sentence structure</b> (e.g., <i>Many people in the United States celebrate Thanksgiving. People celebrate Thanksgiving on the fourth Thursday of every November. People celebrate Thanksgiving to express thanks for their families, friends, good health, and other things. People celebrate Thanksgiving by getting together with family and friends and eating a big meal.</i> )
Making inferences	<b>Complex sentences</b> (e.g., <i>Since this stanza is about something that is different colors and falling, we can infer that the writer is talking about fall leaves.</i> )
Asking and answering questions	<b>Verbs and verb phrases in questions</b> (e.g., <i>Would you like to go on vacation next summer?</i> )
Expressing preferences and likes	<b>Modals</b> (e.g., <i>I would rather be a ghost than a witch for Halloween./I would like to visit New York in the fall.</i> )
Describing actions and states of being	<b>Progressive perfect and future perfect tense verbs</b> (e.g., <i>Jana has been studying English for six months./Next winter, I will have been living in California for 20 years.</i> )
Predicting	<b>Future tense verbs</b> (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	<b>Past tense verbs</b> (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )
Describing when	<b>Adverbs</b> (e.g., <i>She already finished her holiday shopping./I don't live in Miami anymore.</i> )

## Chapter 3: Timely Terms

Key Chapter Functions	Target Forms
Describing actions	Simple past and past progressive tense verbs (e.g., <i>I was riding the bus yesterday morning at a quarter till eight./Ming ate dinner at Paul's Pizza Place at 6:20 P.M.</i> )
Recounting speech	Quoted speech, reported speech (e.g., <i>The teacher said, "I am having dinner at half past six."/The teacher said she is having dinner at half past six.</i> )
Asking and answering questions	Tag questions (e.g., <i>You don't know what time it is, do you?</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )

## Chapter 4: Animals: Big and Small

Key Chapter Functions	Target Forms
Comparing and contrasting	Word + preposition, conjunctions (e.g., <i>Buffalo are different than dinosaurs. Buffalo are still alive, but dinosaurs are extinct.</i> )
Asking and answering questions	Tag questions (e.g., <i>You have the snail, don't you?</i> )
Describing things	Adjective clauses (e.g., <i>A coyote is an animal that is active at night.</i> )
Describing when	Adverb clauses (e.g., <i>Megan gets scared whenever she sees a lizard.</i> )
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i> )
Confirming predictions	Past tense verbs (e.g., <i>I predicted ____ . My prediction was/was not correct because ____.</i> )
Describing actions and states of being	Conditional perfect tense (e.g., <i>If we had lived on the Great Plains hundred of years ago, we would have seen a lot of bison.</i> )
Making inferences	Complex sentences (e.g., <i>I think this author means ____ when she writes ____.</i> )