

FORMS AND FUNCTIONS CHARTS

GO ENGLISH 2!

Language Functions

EXPLAIN	EXPRESS	NARRATE	RETELL
I washed the chairs and table with soap and water.	You listened carefully and answered thoughtfully.	I turned on the faucet and washed my hands.	He said that he finished first.
Did the lioness hunt animals because she is a predator?	Didn't she think he was kind?	Didn't you walk to school today?	Didn't she say to please be quiet?
I have mowed the lawn because you are busy.	They have wanted to go for a long time.	I have looked for the dog.	He has confessed that he did it.
Why do fish swim in schools?	Which one do you like the best and why?	Where are your friends going to spend the summer?	What did he mean when he said he is busy?
Hers is broken because she dropped it.	I like his best, but mine is satisfactory.	I have mine. She has the rest of ours.	I said that theirs is nowhere to be found.
My dog wants it because it does not belong to him.	He wishes we would stop talking to them in class.	He wants to join the army.	She gave it to me and I gave it to him.
Mei saw her family when they got off the airplane.	I want to pour the liquid into the flask for the experiment.	We walked toward the room.	He said her mother is mad at you.
He found more than I did.	Alyssa will call if she needs us to come.	Before I rest, I will finish the task.	He said we worked for about two hours.
We are stronger than they are so we won.	The gymnasium is larger than the cafeteria.	I said more than my friend.	Because we are late, he said we are excused.
I like to see big brown bears in the forest.	The smart, young woman stood.	He said...	After they arrive, we will grab our coats and leave.
Those are the flowers that I chose.			Pedro prepared...

GO English 2!

Language

Conjunctions (after/ clause)	Do you want to walk alongside him?	Stand beside her and remain quiet.	The choir is singing off key.	There is a dog walking around the tree next to the pond.	Marco ran faster when the coach encouraged him.	We watched the movie so we could see them.	Alyssa will call if she needs us to come.	Before I rest, I will finish the task.	Because we are late, he said we are excused.	After they arrive, we will grab our coats and leave.
Comparatives (than/as)	Are you funnier than they are?	Run as fast as you can.	She writes as well as I do.	He found more than I did.	We are stronger than they are so we won.	The gymnasium is larger than the cafeteria.	I said more than my friend.	He said...	Pedro prepared...	
Multiple Adjectives (adj. + adj.)	Are you writing long, wordy prose?	Don't eat a heavy, greasy lunch.	She is an old, weak woman.	He is a small, injured dog because he was abandoned.	I like to see big brown bears in the forest.	The smart, young woman stood.	He said...			
Demonstrative Nouns (this/that/these/those)	Is that one done?	Finish that now!	This is a classical masterpiece by Bach.	Oanh gave her those to make her happy.	She is so talented.					
Adverbs (too/very/so/always/-ly)	Do you always arrive early?	You need to be there very early.								



Introducing the *Go English₂! Forms and Functions Charts*

Thank you for your interest in our *GO English₂! Forms and Functions Charts*:

We are pleased to provide you with the information you need to evaluate the *GO English₂! Forms and Functions Charts*. In this PDF document, **we have included sample materials for your review**. If you have any questions, please do not hesitate to contact us.

About the *GO English₂! Forms and Functions Charts*:

Teacher-friendly and easy to use, the *GO English₂! Forms and Functions Charts* provide teachers with examples of how the uses of language interrelate with its grammar. For instance, the checklist provided in this sampler visually represents the daunting task of second language learning.

As you'll see, the provided clock illustration is another example that shows how English learners tend to plateau once they reach Level III. There is so much for students to learn in Levels IV and V that they often seem to get "stuck" in Level III.

Overall, these materials are an excellent tool for teachers and can guide their instruction of English learners. The charts apply to all levels of language proficiency and are designed for ELD/ESL/ESOL classrooms as well as other classroom settings.

Features:

- A matrix to exhibit a model sentence for every grammatical form by proficiency level in a functional context.
- A tool for teachers to access examples of the ways in which the uses of language interrelate with its grammar.
- An at-a-glance scaffold to practice each grammatical form by proficiency level within a communicative context.
- A fundamental document for every teacher working with English learners to develop language sensitivity.

For more information, please feel free to contact us!

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FORMS and FUNCTIONS CHARTS CHECKLIST

Language Forms by Language Levels	Language Functions						
	Ask	Command	Describe	Explain	Express	Narrate	Retell
Level One: Beginning							
Present Progressive (to be + ing)							
Simple Present (be/have/see/want/like/need)							
Imperative (Commands: Go/Wait/Stop)							
Modals (can/may)							
Regular Plurals (+s/+es/+ies)							
Subject Pronouns (I/you/he/she/we/they)							
Definite and Indefinite Articles (a/an/the)							
Simple Prepositions (in/on/out/up/down)							
Possessive Adjectives (my/your)							
Conjunctions (and/or) with nouns and verbs							
Level Two: Early Intermediate							
Interrogatives with Simple Present and Present Progressive (Are you?/Do you?/Is she?/Does he?)							
Past Progressive (was/were + ing)							
Future (going to + verb/will)							
Object Pronouns (him/her/me/us)							
Contractions (don't/doesn't/isn't/aren't)							
Irregular Plurals (tooth-teeth/wolf-wolves)							
Possessive Adjectives (his/her/our/their)							
Conjunctions (and/but) with sentences							
Comparatives/Superlatives (+er/+est)							
Possessive Marker ('s/'s/'its)							
Level Three: Intermediate							
Past Tense (regular -ed/some irregular verbs)							
Interrogatives for Past Tense (did/didn't)							
Present Perfect (have/has + past participle)							
Formation of "Wh" questions: (Who/What/Where/When/How many/Why)							
Possessive Pronouns (mine/his/hers/ours/theirs)							
Object Pronouns (it/me/her/him/you/us/them)							
Collective Nouns (some milk/some corn)							
Prepositions (location/direction/time)							
Conjunctions (after/because/so/when/if)							
Comparative with than/as							
Multiple adjectives (too + adjective)							
Demonstrative Nouns (this/that/these/those)							
Adverbs (very/always/-ly)							



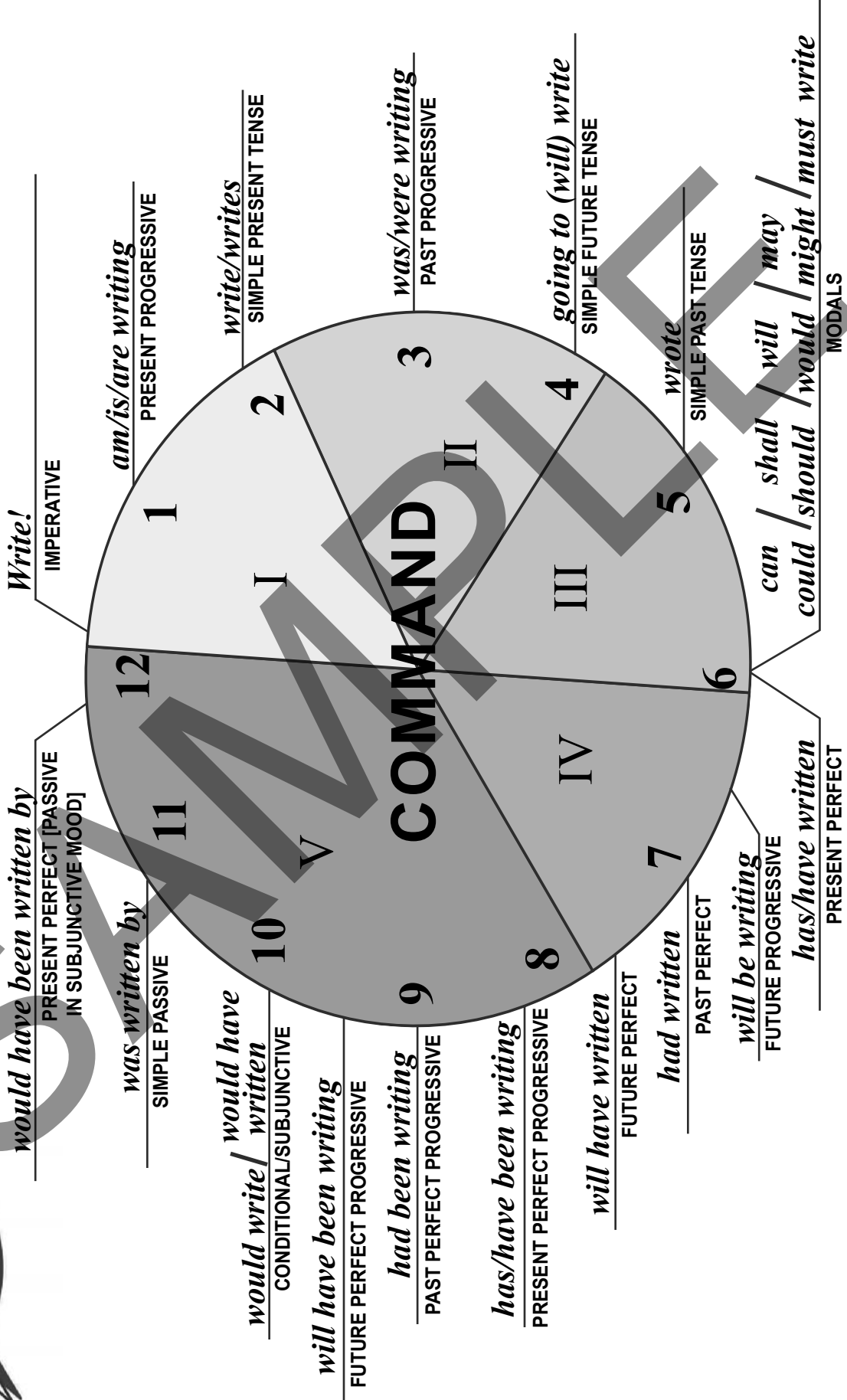
FORMS and FUNCTIONS CHARTS CHECKLIST

Language Forms by Language Levels	Language Functions						
	Analyze	Compare/Contrast	Define	Hypothesize	Infer	Persuade	Predict
Level Four: Early Advanced							
Past Perfect (had + past participle)							
Conditional (if + modals as: will/would, may/might, must, can/could/shall/should)							
Phrasal verbs (two-part verbs)							
Gerunds as nouns (Walking is fun.)							
Indefinite pronouns (some/any/everyone)							
Reflexive pronouns (myself/himself/herself)							
Participles as adjectives (the winding road)							
Multiple-meaning prepositions (besides/about)							
Conjunctions (either/or, neither/nor)							
Level Five: Advanced							
Passive voice (It was done by the girl.)							
Present/Past/Future “perfect progressive” (have been/had been//will have been + ing)							
Tag questions (Aren’t you?/Didn’t she?//Wasn’t he?/Haven’t they?)							
Modals (ought to/would rather)							
Reported speech (He/she said that . . .)							
Adjective clauses (The boy that was here, . . .)							
Adverbial clauses (He reads whenever he can.)							
Conjunctive adverbs (however/therefore)							
Relative pronouns (who/whom/whose/which)							

Based on the forms and functions delineated in the *Carousel of Ideas*, 4th Edition, by Ballard & Tighe Publishers, 2005, and aligned with the forms designated by Susana Dutro in *A Teacher’s Handbook: A Focused Approach for English Language Instruction*, California Reading & Literature Project, 2002.



Beyond T.P.R. (Total Physical Response)



NOTE: This clock illustration reflects how English Learners tend to plateau once they reach Level III. There is so much for students to learn in Levels IV and V that they often seem to get "stuck" in Level III. As you can see, it takes about as much time for a student to achieve proficiency in Levels IV and V as it does for the individual to move through Levels I, II, and III.

Language Functions

LEVEL THREE: INTERMEDIATE

	ASK	COMMAND	DESCRIBE	EXPLAIN	EXPRESS	NARRATE	RETELL	SEQUENCE
Past Tense (regular -ed/some irregular)	He <i>rode</i> his bike to school?		She <i>ainted</i> a house with a garden.	I <i>washed</i> the chairs and table with soap and water.	You <i>listened</i> carefully and <i>answered</i> thoughtfully.	I <i>turned</i> on the faucet and <i>washed</i> my hands.	He said that he <i>finished</i> first.	I <i>saw</i> the door, <i>opened</i> it, and <i>ran</i> in.
Interrogatives for Past Tense (did/didn't)	<i>Didn't</i> you hear me knock?		<i>Didn't</i> she move quickly?	<i>Did</i> the lioness hunt animals because she is a predator?	<i>Didn't</i> she think he was kind?	<i>Didn't</i> you walk to school today?	<i>Didn't</i> she say to please be quiet?	<i>Did</i> you pay for a ticket and enter through the gate?
Present Perfect (have/has + simple past)	<i>Has</i> he <i>opened</i> his gifts?	I <i>have told</i> you three times to stop passing notes!	<i>We have seen</i> huge bears in the woods.	I <i>have mowed</i> the lawn because you are busy.	They <i>have wanted</i> to go for a long time.	I <i>have looked</i> for the dog.	He <i>has confessed</i> that he did it.	He <i>has sung, danced,</i> and <i>acted</i> before.
“Wh” Questions (who/what/which/when)	<i>Who</i> dropped this mess on the floor?	<i>Why</i> aren't you doing your homework like I told you to?	<i>When</i> did you see the orange and purple sunset?	<i>Why</i> do fish swim in schools?	<i>Which</i> one do you like the best and <i>why</i> ?	<i>Where</i> are your friends going to spend the summer?	<i>What</i> did he mean when he said he is busy?	<i>How</i> do you run, dribble the ball, and shoot a lay-up?
Possessive Pronouns (mine/his/hers/yours/ours/theirs)	Is this one <i>mine</i> and that one <i>yours</i> ?	Here, take <i>mine</i> .	<i>Ours</i> is round, flat, and quite heavy.	<i>Hers</i> is broken because she dropped it.	I like <i>his</i> best, but <i>mine</i> is satisfactory.	I have <i>mine</i> . She has the rest of <i>ours</i> .	I said that <i>theirs</i> is nowhere to be found.	Put <i>yours</i> here, give me <i>mine</i> , and then give me <i>his</i> .
Object Pronouns (it/me/her/him/you/us/ them)	Did he throw <i>it</i> to her, but she didn't catch <i>it</i> ?	Toss <i>it</i> to <i>them</i> .	<i>We</i> ate the delicious apple you gave <i>us</i> .	My dog wants <i>it</i> because it does not belong to <i>him</i> .	He wishes we would stop talking to <i>them</i> in class.	She gave <i>it</i> to <i>me</i> and I gave <i>it</i> to <i>him</i> .	He said her mother is mad at <i>you</i> .	I washed <i>it</i> , dried <i>it</i> off, and handed <i>it</i> to <i>them</i> .
Collective Nouns (army, class, family, team)	Does the <i>audience</i> like the show?	Please support the <i>team</i> .	The <i>chorus</i> is singing off key.	Mei says her <i>family</i> when they got off the airplane.	He wants to join the <i>army</i> .	The <i>school</i> is having a pep rally.	He said he wanted to be in the first <i>group</i> .	The <i>class</i> got on the bus, drove to the zoo, and saw the animals.
Prepositions (location/ direction/ time)	Do you want to walk <i>alongside</i> him?	Stand <i>beside</i> her and remain quiet.	There is a dog walking <i>around</i> the tree <i>next</i> to the pond.	He was far <i>from</i> home <i>when</i> it happened.	I want to pour the liquid <i>into</i> the flask for the experiment.	We walked <i>toward</i> the room.	He said we worked for <i>about</i> two hours.	I walked <i>into</i> the room and closed the door <i>behind</i> me.
Conjunctions (after/ if/because + dependent clause)	Do you study <i>after</i> you eat dinner?	Go <i>when</i> you have to.	Marco ran faster <i>when</i> the coach encouraged him.	<i>We</i> watched the movie <i>so</i> we could see them.	Alyssa will call <i>if</i> she needs us to come.	<i>Before</i> I rest, I will finish the task.	<i>Because</i> we are late, he said we are excused.	<i>After</i> they arrive, we will grab our coats and leave.
Comparatives (than/as)	Are you funnier <i>than</i> they are?	Run <i>as fast</i> as you can.	She writes <i>as well</i> as I do.	He found more <i>than</i> I did.	We are stronger <i>than</i> they are so we won.	The gymnasium is larger <i>than</i> the cafeteria.	I said more <i>than</i> my friend.	Pedro prepares and presents his speech better <i>than</i> his peers.
Multiple Adjectives (adj. + adj.)	Are you writing <i>long, wordy</i> prose?	Don't eat a <i>heavy, greasy</i> lunch.	She is an <i>old, weak</i> woman.	He is a <i>small, injured</i> dog because he was abandoned.	I like to see <i>big, brown</i> bears in the forest.	The <i>smart, young</i> woman stood.	He said they are <i>huge, gray</i> elephants.	I watered the <i>wilting, dead</i> plants and put them here.
Demonstrative Nouns (this/that/these/those)	Is <i>that</i> one done?	Finish <i>that</i> now!	<i>This</i> is a classical masterpiece by Bach.	Oanh gave her <i>those</i> to make her happy.	<i>Those</i> are the flowers that I chose.	We bought <i>this</i> after school.	Victor listened to <i>that</i> one, but said <i>these</i> are better.	I opened <i>this</i> one, but took out <i>that</i> one, but ate <i>these</i> .
Adverbs (too/very/so/always/-ly)	Do you <i>always</i> arrive early?	You need to be there <i>very</i> early.	She is <i>so</i> talented.	She <i>always</i> walks slowly so she won't fall.	They watch <i>too</i> much T.V.	He entered the room <i>very</i> quietly.	The boys said they were going to finish <i>early</i> .	She looked up <i>tearfully</i> and waved goodbye.

