

# CHAPTER 4: MAKING A LIVING

## Lesson 1: Ask ETTY

Language Level: Beginning

**Approximate Teaching Time:** 7 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion* CD-ROM; *IDEA Picture Dictionary 2*; *Champion Writer* (Activity 33-37); *Champion* Audio CD; manila folder for each student; old magazines and catalogs; 100 index cards; chart paper/pens/pencils/paper

### Target Vocabulary

**Nouns:** bank teller, barber, carpenter, cashier, check, chemist, credit card, dime, doctor, dollar bill, electrician, gardener, mechanic, money, nickel, nurse, penny, plumber, quarter, sales person, secretary, waiter; numbers 1-100

**Verbs:** to apologize, to build, to cash, to come, to contribute, to fix, to give, to hurt, to install, to joke, to leave, to pay, to serve, to spill, to support

**Adjectives:** cheap, confused, different, expensive, few, funny, many, private, public, quick, right, same, serious, slow, wrong

 WARM-UP (1 Class Period)	Language Objectives	Language Functions & Forms	Page
1. Use target vocabulary to describe occupations; encourage students to ask questions to clarify meaning. 2. Introduce the target vocabulary using visuals. 3. Ask questions/guide nonverbal and simple one- or two-word responses; introduce English writing conventions (e.g., use of capital letters at the beginning of a sentence, end punctuation). 4. Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information. <b>Homework</b> <b>Observing Student Progress</b> 	L: 1-2, 7, 15 S: 1-5, 7, 12 R: 1-2, 5 W: 1-2	<i>Asking and answering informational questions:</i> Simple questions/answers, nouns (e.g., Who uses a hammer and nails? A carpenter uses a hammer and nails.) <i>Naming people, places, and things:</i> Sentence structures, nouns (e.g., I see a woman.)	122-123

 <b>CONNECT (3 Class Periods)</b>	Language Objectives	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>1. Review homework and topics covered in the previous class session.</li> <li>2. Have students look up the target vocabulary and demonstrate comprehension (nonverbally or verbally).</li> <li>3. Review the concept of a noun, introduce the concept of a proper noun, introduce English writing conventions (use of capital letters with proper nouns and the pronoun <i>I</i>), and have students ask/answer simple questions.</li> <li>4. Review the concept of a verb; have students follow commands.</li> <li>5. Review the concept of a contraction and review English writing conventions (use of capital letter at beginning of sentence, end punctuation).</li> <li>6. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features (e.g., title, pictures, captions); have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.</li> <li>7. Read the text; encourage students to ask questions to clarify meaning.</li> <li>8. Check student comprehension.</li> </ol> <p><b>Homework</b>  <b>Observing Student Progress</b> </p>	L: 1-2, 4-6, 12, 15 S: 1, 4-5, 7 R: 1-4, 7, 10-13 W: 1-5	<i>Naming people, places, and things:</i> Proper nouns (e.g., Etty, United States) <i>Describing actions:</i> Verbs (e.g., to apologize, to cash) <i>Expressing ideas:</i> Contractions (e.g., that's, don't, here's)	123- 126
 <b>EXTEND (3 Class Periods)</b>	Language Objectives	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>1. Review homework and topics covered in the previous class session.</li> <li>2. Review the concept of singular/plural; have students use the target vocabulary.</li> <li>3. Review the concept of an adjective and the concept of opposites; introduce the concept that some words have multiple meanings; have students use the target vocabulary.</li> <li>4. Have students identify the main idea (i.e., problem) and details.</li> <li>5. Introduce the writing process; have students write a short text (a letter asking for advice).</li> </ol> <p><b>Homework</b>  <b>Observing Student Progress</b> </p>	L: 1-2, 4, 7, 12 S: 1, 4-5, 9, 12 R: 1-4, 19 W: 1-5, 9-11	<i>Naming people, places, and things:</i> Nouns, regular plurals with <i>-s</i> , <i>-es</i> , or <i>-ies</i> (e.g., bank tellers, cities) and Adjectives, opposites (e.g., cheap/expensive, many/few)	126- 129

## WARM-UP (1 Class Period)

1. **Use target vocabulary to describe occupations; encourage students to ask questions to clarify meaning.** Display a collection of items (e.g., a checkbook, various denominations of currency, scissors, hammer/nails, electrical cord, gloves/garden implements, toy stethoscope, menu, bandage, shopping bag, and credit card) associated with the target vocabulary students will encounter in this lesson. Point to each item, say what it is or ask students to name it, and indicate how it is used. Write the following sentence starter on the board:

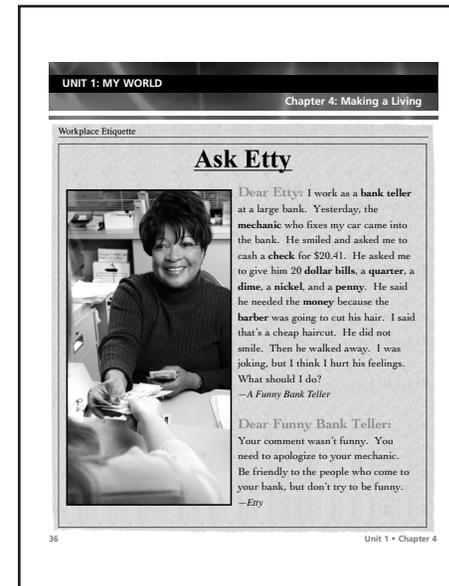
*Who uses a \_\_\_\_\_?*

Ask: **Who uses a hammer?** If students are able, have them answer the question. Otherwise, answer it yourself: **A carpenter uses a hammer.** Follow this process with another item. Then say: **Now you ask me a question.** Give students a chance to ask a question associated with the information on the board following the sentence model.

2. **Introduce the target vocabulary using visuals.** Have students take out their Reader: **Open your book to page 36.** Give them time to study the pictures associated with this reading. Have students look at the picture on page 36. If desired, project this concept picture (located on the *Champion* CD-ROM) onto a large screen. Point to the bank teller and say: **She works in a bank. She is a bank teller. She is giving the woman money. Raise your hand if you work in a bank. Raise your hand if you go to the bank. Who helps you at the bank?** Talk about the other pictures associated with this reading in a similar fashion. Ask simple questions or give commands and have students respond nonverbally. For example, point to the carpenter on page 37 and say: **A carpenter builds things with wood. This carpenter is cutting wood. Can you cut wood? Raise your hand if you are a carpenter.**

3. **Ask questions/guide nonverbal and simple one- or two-word responses; introduce English writing conventions (e.g., use of capital letters at the beginning of a sentence, end punctuation).** Have students look at the picture on page 36. Call on student volunteers to answer the question: **What do you see in this picture?** Write this question on the board. Say and write on the board a model response: **I see a woman.** Ask: **What is the woman doing?** Write this question on the board. Help students respond following a model with the correct personal pronoun; say and write on the board a model response: **She is** [giving the woman dollar bills/money/cash]. Then ask: **What else is she doing?** Write this question on the board. Say

and write on the board a model response: **She also is smiling.** Provide affirmation and/or corrective feedback as needed. Point out that the first word of the sentence is capitalized. Tell students that in English writing, we always capitalize the first word in a sentence. Also point out the end punctuation. Tell students that in English writing we use a question mark at the end of a sentence that is a question; we use a period



at the end of a sentence that is a statement. Write more sentences on the board (questions and statements) and give students a chance to name the correct end punctuation. Introduce Activity 33 in the Writer and review the directions and example. Have students work independently or in pairs on this activity. Check the answers as a class.

4. **Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.** Draw a manila folder cover on the board with a heading (Making a Living) and space for the student's name and the date. Read the title, "Making a Living," and explain what that means. Tell students that in this chapter they will be learning about things that people do to earn money. Show pictures that depict people at work. Be sure to choose a wide variety of pictures that include a great deal of diversity. Give students a chance to share their ideas about what kind of job they would like to have or the kind of work that interests them. Give each student a manila folder and ask students to write information on it following the model you provided on the board. Ask a student volunteer to say the day's date, including the month, day, and year. Write the date on the board and read it aloud. Ask another student volunteer to point out where students are to write their name and the day's date. If desired, provide craft materials for students to create an attractive cover. Instruct them how to draw or cut out/paste pictures that represent people at work. Tell students that they will keep this folder. As they complete work in Chapter 4, you will ask them to place their work in this portfolio folder. Remind them to bring the folder with them to every class.

### At Home

- Assign target nouns for homework study. Display Nouns 7 (located on the *Champion* CD-ROM) on a transparency or projector and assign each student 3-5 nouns. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict each word.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 120.) Review concepts and give students more practice as needed and then continue with the next section.



### CONNECT (3 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Have students look up the target vocabulary and demonstrate comprehension (nonverbally or verbally).** Cut out all the words on Nouns 7. Organize students into small groups and give each group an equal number of words. Have students take out their *IDEA Picture Dictionary 2* and look up their words in the dictionary. Ask them to think about how they will present the words to the rest of the class. For example, if they have the word *check*, they can point to a check. Alternatively, they can draw a picture of the word, find a picture in a magazine or book, or describe it using verbal or nonverbal communication. Call on groups in turn to present their words.

Display Nouns 7: Numbers 1-100 on a transparency or projector. Organize students into small groups and assign each group 10-20 numbers. Give groups an index card for each number they have been assigned. Groups should write the numeral (e.g., 1) on one side of the card, and write out the word (e.g., one) on the other side of the card. Have members of each group "quiz" other group members by showing them the word (e.g., one) and having them write the numeral (1) and say it aloud. After groups have practiced with their set of cards, have groups trade cards and follow this same process. Continue until all groups have had a chance to quiz each other on all cards. For more oral practice, give each student several cards and call out directions such as: **If you have the number 5, 35, 72, or 89, stand up. If you have the number 17, 45, 60, or 100, clap your hands.** Collect all the index cards at the end of the activity.

3. **Review the concept of a noun, introduce the concept of a proper noun, introduce English writing conventions (use of capital letters with proper nouns and the pronoun I), and have students ask/answer simple questions.** Refer to the noun chart you created in an earlier chapter. Ask students to define a noun. [*a part of speech; a noun is a person, place, or thing*] Point out the headings *Person*, *Place*, and *Thing* on the chart. Show students a copy of a newspaper and point out any advice columns. Tell students that people sometimes ask others for help with their problems. Ask students to share their experience with advice columns. Then say: **We are going to read an advice column called “Ask Etty.” This advice column is for people who want help with workplace etiquette.** Write the word *etiquette* on the board and help students understand what it means. **People write to a person called “Etty” with their problems. Do you think “Etty” is the real name of the person?** Give students a chance to discuss; point out that “Etty” may be a made-up name based on the word *etiquette*. Point to the words *etiquette* and *Etty* and ask students what is different about the two words. Lead them to understand that one of the words is capitalized. Tell students: **A person’s name is a special kind of noun. It is a proper noun. In English, we capitalize proper nouns.** Remind them that they capitalize the first letter in their name. Tell students: **In English there are many other kinds of proper nouns—words that we always capitalize.** Give them some examples: name of a state (e.g., the state in which they live) or country (e.g., the United States, Mexico, Vietnam), name of a particular place (e.g., Yosemite National Park, First National Bank), name of some particular things (e.g., the Constitution, months of the year, and so forth). **We always capitalize the pronoun I. You can look up words in a dictionary to find out if they need to be capitalized.** Then say: **There are many nouns in this reading.** Read aloud all the nouns bolded in the reading. As you read a noun, say whether the noun is a person, place, or thing, and write the word under the appropriate column on the chart.

NOUN

<b><i>Person</i></b> 	<b><i>Place</i></b> 	<b><i>Thing</i></b> 
<i>bank teller</i>	<i>country</i>	<i>dollar bill</i>
<i>mechanic</i>		<i>check</i>

... and so forth.

Ask students to point out any words that are capitalized. Ask students to decide if the word is capitalized because it is the first word in the sentence or because it is a proper noun (or the pronoun *I*). Provide corrective feedback as needed.

4. **Review the concept of a verb; have students follow commands.** Write the word *verb* on the board and ask students to define a verb. [*a part of speech that describes actions and states of being*] Ask students to name some of the verbs they have already learned. Display Verbs 7 (located on the *Champion* CD-ROM) on a transparency or projector. Read each verb in turn and model the action that the verb expresses. Ask each student to write one of the verbs on a small piece of paper. Also have them draw a simple picture to depict the word. Collect the papers and put them into a box or other container. Organize students into pairs and call a pair to the front of the class. Have the students take a paper from the container, read the verb, and then act it out. The other students are to guess the verb. Continue until all students have had a chance to act out a verb.
5. **Review the concept of a contraction and review English writing conventions (use of capital letter at beginning of sentence, end punctuation).** Point to the contractions chart you created in an earlier chapter. Ask students to define a contraction. [*a shortened word made from two words*] Ask students to point to the apostrophe and then ask what it tells them. [*that one or more letters are missing from one of the words*] Remind students that they will see contractions in more informal writing. Native speakers of English often use contractions because they sound better or more natural in certain

circumstances. Give students practice with contractions. Write the following contractions on the board:

*that's*  
*don't*  
*here's*  
*it's*

Ask students what two words make up each contraction.

<u>Contractions</u>	=	<u>Words</u>
<i>that's</i>	=	<i>that is</i>
<i>don't</i>	=	<i>do not</i>
<i>here's</i>	=	<i>here is</i>
<i>it's</i>	=	<i>it is</i>

Emphasize to students that they can use *that's* instead of *that is*, *don't* instead of *do not* (and so forth) because the contraction and the two words that were used to form it mean the same thing. Point to each contraction and ask students to name the letter that is missing. Add the new contractions to the contraction chart. Emphasize that contractions are often used in conversations and discussions. Write the following sentences on the board and have students rewrite them substituting the words that comprise the contraction:

*I said that's a cheap haircut.*      *I said \_\_\_ \_\_\_ cheap haircut.*

*Do you think it's a cheap haircut?*      *Do you think \_\_\_ \_\_\_ a cheap haircut?*

*Here's my problem.*      *\_\_\_ \_\_\_ my problem.*

*Do you think that's a good tip?*      *Do you think \_\_\_ \_\_\_ a good tip?*

*It's not my fault.*      *\_\_\_ \_\_\_ not my fault.*

Point out that the first word in the sentence is capitalized and that there is a punctuation mark at the end of each sentence. Point out that statements end with a period and questions end with a question mark. Introduce Activity 34 in the Writer and review the directions and example. Have students work on this activity independently or in pairs. Check the answers as a class.

6. **Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features (e.g., title, pictures, captions); have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.** Have students turn to page 36 of the Reader. Tell students: **Let's pre-read pages 36-39. Let's start with the title.** Point to the title. **What is the title of this reading?** [*Ask Etty*] **Do you see the small title above the main title? It says "Workplace Etiquette." This information tells you what the article is about. In this reading, people ask questions about the right things to do or say when they have a problem at work. This reading is an advice column. Another word for advice is guidance. The writer, Etty, suggests solutions to workers' problems. Have you ever asked someone for their guidance or opinion with a problem? Often we want to get someone's advice. Raise your hand if you have asked for advice. Raise your hand if you have written to someone for advice. Raise your hand if you have read an advice column (e.g., Dear Abby, Ann Landers, Ask Amy). What kinds of things do people want advice about?** Give students a chance to share their ideas verbally or nonverbally.

7. **Read the text; encourage students to ask questions to clarify meaning.** Without stopping, read the selection aloud twice or have students listen to the *Champion* Audio CD. Then read the text again; however, this time stop after each sentence and ask students to repeat each sentence after you. Also take time to explain any words that students don't understand (e.g., organization, talents, downtown area, service, tip, fault). Read the text a fourth time, but for this reading stop at each bolded

word. Encourage students to supply the missing word. Give students time for paired reading.

8. **Check student comprehension.** Tell students: **There are some questions at the end of the story. I want you to answer the questions.** Read each Comprehension Check question slowly. Tell students: **Raise your hand if you know the answer.** Call on student volunteers to answer. When a student provides the correct answer, ask him or her to read the sentence that contains the answer.

Example:

*Comprehension Question:* What does Etty tell the bank teller to do?

*Answer:* **apologize/be friendly/don't try to be funny;** "You need to apologize to your mechanic. Be friendly to the people who come to your bank, but don't try to be funny."

### At Home

- Assign target verbs for homework study. Display Verbs 7 on a transparency or projector and assign each student 3-5 verbs. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict the words.
- Assign each student one of the more difficult vocabulary words from the reading. Ask students to find or create a picture to show the meaning of their word. Allow time in class for students to share their picture definitions.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 121.) Review concepts and give students more practice as needed and then continue with the next section.



### EXTEND (3 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Review the concept of singular/plural; have students use the target vocabulary.** Write the headings *Singular* and *Plural* on the board. Remind students that *singular* means "one" and *plural* means "two or more." Have students name the nouns in bold in "Ask Etty." As students name a noun, ask them to say if it is singular or plural; write the word on the board under the appropriate heading. When students have named all the bolded nouns in the reading, go back and have students help you fill in the "blanks"; for example, *bank teller* should be under the *Singular* heading, so you would write *bank tellers* under the *Plural* heading. Continue with all the target nouns. As an extension, have students name other nouns in the reading and add them to the chart.
3. **Review the concept of an adjective and the concept of opposites; introduce the concept that some words have multiple meanings; have students use the target vocabulary.**  
Ask: **Who remembers what an adjective is?** [*a word that describes a noun*] Ask students to name some adjectives they know. Then write the following words on the board: *big/little, tall/short, happy/sad, beautiful/ugly*. Ask students what we call these paired words. [*opposites*] Ask them to name other opposites they know. Say: **Many of the adjectives in "Ask Etty" are opposites. Let's name the adjectives in "Ask Etty."** Help students understand the meaning of each target adjective (e.g., cheap, confused, different, expensive) in the context of its opposite (e.g., "funny" means humorous, comical, or witty; "serious" means solemn, stern).

Write the following target adjectives on the board as shown below.

<i>cheap</i>	<i>funny</i>
<i>many</i>	<i>different</i>
<i>same</i>	<i>expensive</i>
<i>serious</i>	<i>few</i>
<i>wrong</i>	<i>slow</i>
<i>private</i>	<i>right</i>
<i>quick</i>	<i>public</i>

Call on a student volunteer to read the first word in column one and then to find the word in the second column that is the opposite. Introduce Activity 35 in the Writer and review the directions and example. Students may work in pairs and refer to their *IDEA Picture Dictionary 2* and the information on the board for help. Circulate around the room and help students as needed. Review the answers with students.

Point to the word *right*. Explain that this word has more than one meaning. For example, in this article it means “correct, fitting, or proper.” Tell them that the word *right* can also refer to the side of the body in which the liver is located, e.g., right side. As appropriate given your student group, discuss other meanings of the word (e.g., politically conservative, mentally sound, and so forth). Help students understand that many English words (including the word *letter*) have more than one meaning. Often the only way to tell the meaning is by understanding the context in which the word is used. Emphasize that students will learn how to do this as they learn English.

4. **Have students identify the main idea (i.e., problem) and details.** Ask students: **Why do people write letters? Have you written a letter?** Give students a chance to share their ideas. Draw students’ attention to the first letter and ask: **What is the main idea of this letter? Why is the person writing?** Give students a chance to share their ideas. Lead them to understand that the main idea is that the writer wants Etty’s advice on how

to solve a problem (i.e., the mechanic’s hurt feelings). Tell students you are going to ask them questions about the details.

**Activity 36** Date: \_\_\_\_\_

**The Details**

**DIRECTIONS:** Write the answers to the questions.

**LETTER 1**

1. Who wrote the letter? \_\_\_\_\_
2. To whom did “A Funny Bank Teller” write? \_\_\_\_\_
3. Where does the bank teller work? \_\_\_\_\_
4. How does the bank teller know the mechanic? \_\_\_\_\_
5. What did the mechanic want the bank teller to do? \_\_\_\_\_
6. Why did the mechanic need the money? \_\_\_\_\_
7. What did the bank teller say that hurt the mechanic’s feelings? \_\_\_\_\_

\_\_\_\_\_

8. What did Etty say to the bank teller? \_\_\_\_\_
9. What did Etty suggest the bank teller do? \_\_\_\_\_

**LETTER 2**

1. Who wrote the letter? \_\_\_\_\_
2. To whom did “A Private Carpenter Who Supports Public Libraries” write? \_\_\_\_\_
3. What organization does the carpenter belong to? \_\_\_\_\_
4. Who is the president of the organization? \_\_\_\_\_

*(continued on next page)*

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Introduce Activity 36 in the Writer. Organize students in pairs. Ask students to reread the selection in the Reader and write the answers to the questions. When students are done, read a question and call on a pair to answer it. Ask other pairs if they agree with the answer, can add more information, and so forth. Continue until students have answered all the questions. Ask students if they agree or disagree with Etty’s advice. Give them a chance to offer their own advice. Follow this same model for the second and third letters in the reading. Point out that the main idea is the same in each of the letters (i.e., a writer wants Etty’s advice to solve a problem).

5. **Introduce the writing process; have students write a short text (a letter asking for advice).** Tell students they are going to write a letter asking for advice about a problem. Post a chart showing the steps in the writing process you want students to follow. You may use Guide 1 (located on the *Champion* CD-ROM) or your own version. Most writing experts agree that the writing process includes the four major steps outlined on Guide 1.

Guide 1

### The Writing Process

- 1. Pre-writing – brainstorming; gathering information; determining a purpose; identifying an audience; choosing an organizational structure**
- 2. Writing – putting ideas into sentences and paragraphs; connecting ideas**
- 3. Revising – checking for organization; determining if there is too much/not enough information; making sure sentences flow from one idea to the next**
- 4. Editing – checking for correct grammar, vocabulary, spelling, and punctuation**

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Talk briefly about each of the steps in the writing process. Then focus on pre-writing. Talk about brainstorming. The purpose of brainstorming is to come up with as many ideas as possible. Tell students that there are some rules to follow when they are brainstorming:

- 1) There are no right or wrong answers. Say whatever comes into your head.
- 2) Try to come up with as many ideas as possible.
- 3) Don't judge your ideas or anyone else's ideas during brainstorming. If you think that your idea is bad, you won't say it. If you make a comment (such as "that's stupid") about other people's ideas, they will be less likely to share their ideas.

Show students how to use a graphic organizer to brainstorm ideas. Write the following questions on the board:

*Who?      What?      Where?      When?      Why?*

Go through each question one at a time and encourage students to share their ideas related to a letter asking for advice. Write all student responses on the board under the appropriate question.

Who?	What?	Where?	When?	Why?
Who gives you good advice when you have a problem? Who will you write to? Who are you?	What problem do you need help with?	Where is the problem happening —at school, work, or home?	When does/did the problem happen?	Why do you need help?

When students have completed the brainstorming exercise, tell them they are ready to go to the next step in the writing process: writing. Show them how to go back and review the ideas to select information they can use to write a short text. As a class, write a short letter (following a model) asking someone for help. Show students a letter format to follow and write a first draft as a class.

\_\_\_\_\_ Date

Dear \_\_\_\_\_,

I am a student at \_\_\_\_\_. I need help with a problem. [say what the problem is] This happens [tell where and when the problem happens] [say why you need help]

Sincerely,

[Name]

When students have completed the letter, tell them they are ready to go to the next step in the writing process: revising. Read the letter aloud and ask if any information is missing.

Show students how to revise a draft by adding/deleting/changing information and making sure that one idea flows to the next. When students are satisfied with the content, tell them it is time to move to the final stage in the writing process: editing. They should check to see that: all sentences begin with a capital letter; all sentences end with the correct punctuation; proper nouns are capitalized; and so forth.

Ask students to use the model on the board and the writing process you have demonstrated to draft their own letter asking for help. Circulate around the room and provide help as students



write their first draft. If possible, allow students to write the draft using a word processing program. When students have completed a first draft, ask them to go to the next step: revising. If desired, have students trade papers with a partner. Then ask each student to review his/her partner's letter. Tell students to read the letter carefully. They are to note

any spelling or punctuation errors and also note any missing information. Have students hand back the papers to the original writers and ask students to revise their letters based on the partner's review. Then have students do the final editing. If possible, have them use a spell checker. Have students place the final draft of the letter in their portfolio.

## At Home

- Introduce Activity 37 in the Writer and review the directions. Have students complete the worksheet for homework. Review the edited letter with the class.

Activity 37 Date: \_\_\_\_\_

**Edit a Letter**

**DIRECTIONS:** Read the letter carefully. Correct any spelling, capitalization, and punctuation errors.

November 22, 2007

Dear Etty,

I am a student at the Sierra School i need help with a  
pblem The problem is another student she wants me to  
give her my homework

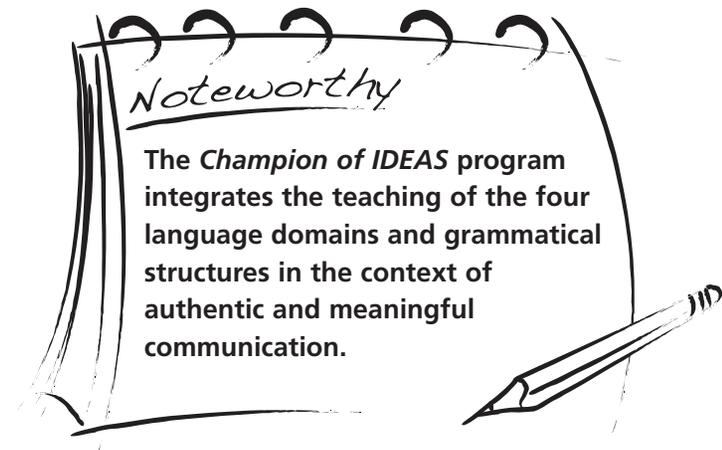
this haps every day i need you help  
can you help me

Sincerely,

A Student Who Does Her Own Homework

## Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 121.) Review concepts and give students more practice as needed and then continue with the next section.



## Workplace Etiquette

## Ask ETTY



**Dear ETTY:** I work as a **bank teller** at a large bank. Yesterday, the **mechanic** who fixes my car came into the bank. He smiled and asked me to cash a **check** for \$20.41. He asked me to give him 20 **dollar bills**, a **quarter**, a **dime**, a **nickel**, and a **penny**. He said he needed the **money** because the **barber** was going to cut his hair. I said that's a cheap haircut. He did not smile. Then he walked away. I was joking, but I think I hurt his feelings. What should I do?

—A *Funny Bank Teller*

**Dear Funny Bank Teller:** Your comment wasn't funny. You need to apologize to your mechanic. Be friendly to the people who come to your bank, but don't try to be funny.

—*ETTY*

**Dear Etty:** I am a member of Libraries for All. This organization supports public libraries. The president of this organization is a **doctor**. She helps children who have diabetes and other serious diseases. She asked the members of Libraries for All to help repair the main library. I was glad to help. I am a **carpenter**. I built new bookshelves for the library. My friend is an **electrician**. He installed new lighting in the library. I have another friend who is a **plumber**. She fixed the pipes in the bathrooms in the library. My sister is a **gardener**. She planted new flowers at the front of the library. We thought we were doing the right thing. Here's my problem. The doctor asked us to give money to buy new windows for the library. I think that we have already given a lot of our time. Do we have to give money, too?

—A Private Carpenter Who Supports Public Libraries



**Dear Carpenter:** Tell the nice doctor: “We are glad we could share our time and talents to fix the library. The work we did for free costs hundreds of dollars. We hope to contribute more in the future.” Then smile and say good-bye.

—Etty



**Dear ETTY:** I work as a **cashier** in a restaurant. The restaurant is very busy. The food is not expensive and we accept **credit cards**. Many **nurses** who work at the hospital eat a quick lunch here. A **chemist** and a few teachers come in for coffee. We also serve **secretaries** who work in nearby businesses. Tim is one of the **waiters** at the restaurant. He is not a good waiter. He talks too much and his service is slow. At lunch today he spilled water on a **salesperson**. Yesterday he gave

a customer the wrong food. It is the same every day. Here is my problem. Sometimes a customer pays but does not leave Tim a tip. When this happens, Tim gets very angry with me. I don't know what to say. It's not my fault. What can I do?

—A *Confused Cashier*

### Dear Confused Cashier:

You need to talk to the manager of the restaurant about Tim. He should not talk to you this way. Maybe Tim needs to find a different job.

—*Etty*



### COMPREHENSION CHECK

1. What does Etty tell the bank teller to do?
2. How does the electrician help the library?
3. What does Etty tell the carpenter to do after he talks to the doctor?
4. Where does the cashier work?
5. Name three reasons why Tim is not a good waiter.

# What's Wrong?

**DIRECTIONS:** These sentences need capital letters and ending punctuation. Rewrite the sentences correctly on the space provided.

**Example:**

who uses a hammer

**Who uses a hammer?**

1. a carpenter uses a hammer

2. she works in a bank

3. she is a bank teller

4. she is giving the man money

5. is she giving the man dollar bills

6. i can hammer a nail

7. what do you see in the picture

8. i see a woman

9. what is the man doing

10. he is cutting hair

11. is he a barber

12. did you see the waiter

13. do you have a credit card

14. no, I only have a check

# Rewrite the Sentences

**DIRECTIONS:** Rewrite the following sentences. Use a contraction in place of the underlined words. The sentences also need capital letters and ending punctuation.

**Example:** i said that is a cheap haircut

I said that's a cheap haircut.

1. do you think it is a cheap haircut

---

---

2. do you think that is expensive

---

---

3. the man did not leave a tip

---

---

4. did he say it is my fault

---

---

5. your comment was not funny

---

---

6. she does not know the answer

---

---

7. he did not buy anything expensive

---

---

8. here is my problem

---

---

9. i do not see the waiter

---

---

10. he was not a carpenter

---

---

11. it is a good job

---

---

12. we do not know the answer

---

---

13. that is a big tip

---

---

14. it is not my fault

---

---

# Find the Opposite Word

**DIRECTIONS:** Write the opposite word on the line. Use the word bank to help you spell the words. Use each word one time only. Some words will not be used.

<b>Word Bank</b>	beautiful	✓ expensive	happy	on	quick	serious
	cheap	famous	many	open	right	slow
	close	few	new	private	sad	ugly
	different	funny	off	public	same	wrong

**Example:** cheap expensive

- |                  |                  |
|------------------|------------------|
| 1. serious _____ | 6. wrong _____   |
| 2. quick _____   | 7. open _____    |
| 3. happy _____   | 8. private _____ |
| 4. same _____    | 9. few _____     |
| 5. ugly _____    | 10. on _____     |

Draw a picture to show a word and its opposite.

<p>_____</p>	<p>_____</p>
--------------	--------------

# The Details

**DIRECTIONS:** Write the answers to the questions.

## LETTER 1

1. Who wrote the letter? \_\_\_\_\_

2. To whom did “A Funny Bank Teller” write? \_\_\_\_\_

3. Where does the bank teller work? \_\_\_\_\_

4. How does the bank teller know the mechanic? \_\_\_\_\_

5. What did the mechanic want the bank teller to do? \_\_\_\_\_

6. Why did the mechanic need the money? \_\_\_\_\_

7. What did the bank teller say that hurt the mechanic’s feelings? \_\_\_\_\_

\_\_\_\_\_

8. What did Etty say to the bank teller? \_\_\_\_\_

9. What did Etty suggest the bank teller do? \_\_\_\_\_

## LETTER 2

1. Who wrote the letter? \_\_\_\_\_

2. To whom did “A Private Carpenter Who Supports Public Libraries” write? \_\_\_\_\_

3. What organization does the carpenter belong to? \_\_\_\_\_

4. Who is the president of the organization? \_\_\_\_\_

*(continued on next page)*

## Activity 36 continued

5. What did the doctor want all the members of the organization to do? \_\_\_\_\_

\_\_\_\_\_

6. How did the carpenter help the organization? \_\_\_\_\_

\_\_\_\_\_

7. What else did the doctor ask them to do? \_\_\_\_\_

8. What question did the carpenter ask Etty? \_\_\_\_\_

9. Did Etty tell the carpenter to give money? \_\_\_\_\_

### LETTER 3

1. Who wrote the letter? \_\_\_\_\_

2. To whom did “A Confused Cashier” write? \_\_\_\_\_

3. Where does the cashier work? \_\_\_\_\_

4. Who eats at this restaurant? \_\_\_\_\_

5. Who is one of the waiters at the restaurant? \_\_\_\_\_

6. Is Tim a good waiter? Why or why not? \_\_\_\_\_

7. What makes Tim angry? \_\_\_\_\_

8. What question did the cashier ask Etty? \_\_\_\_\_

9. What did Etty tell the cashier to do? \_\_\_\_\_

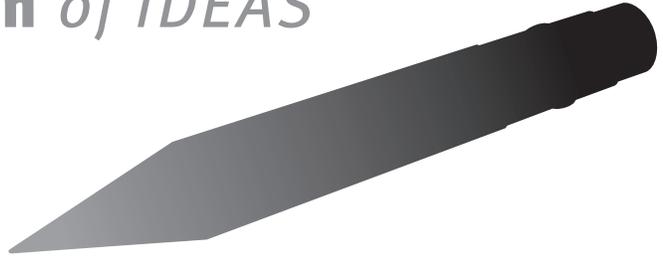
An English Language Development Program

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# Champion *Tester*

Champion *of IDEAS*



---

Ballard &  
Tighe

**READING AND WRITING**

**Part 1: Choose the word.**

**DIRECTIONS:** Bubble in the circle next to the word that goes with the picture.

**Sample**



- check
- quarter
- dollar bill

1.



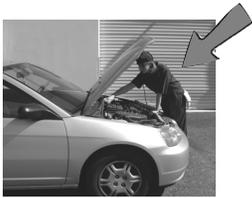
- bus driver
- bank teller
- barber

2.



- plumber
- mail carrier
- doctor

3.



- electrician
- gardener
- mechanic

4.



- nurse
- pilot
- chemist

5.



- lifeguard
- cashier
- waiter

**Part 2: Write the word.**

**DIRECTIONS:** Write the word that goes with the picture. Use each word one time only.

**Word Bank**

- |           |       |       |
|-----------|-------|-------|
| confused  | many  | same  |
| different | quick | slow  |
| funny     | right | wrong |

**Sample**



6.



7.



8.



9.



10.

$2+2=5$

**Part 3: Contractions**

**DIRECTIONS:** Read the contraction. Write the words that make up the contraction on the line.

**Sample** that's \_\_\_\_\_

11. don't \_\_\_\_\_

12. it's \_\_\_\_\_

13. isn't \_\_\_\_\_

14. here's \_\_\_\_\_

15. she's \_\_\_\_\_

### Part 4: Fill in the blank.

**DIRECTIONS:** Complete the sentence.

**Sample**  This is a \_\_\_\_\_.

 16. This is a \_\_\_\_\_.

 17. This is a \_\_\_\_\_.

 18. This is a \_\_\_\_\_.



19. This is a \_\_\_\_\_.



20. This is a \_\_\_\_\_.

### READING & WRITING SCORE:

- \_\_\_\_\_ 20 Correct: **Superior** level reading/writing achievement
- \_\_\_\_\_ 18-19 Correct: **High** level reading/writing achievement
- \_\_\_\_\_ 14-17 Correct: **Mid-level** reading/writing achievement
- \_\_\_\_\_ <14 Correct: **Low** level reading/writing achievement

## LISTENING AND SPEAKING

### Part 5: Listening Vocabulary

**DIRECTIONS:** Listen to each word. Bubble in the circle under the picture that goes with the word.

**Sample**









1.    56      32      17

4.            

2.    90      80      78

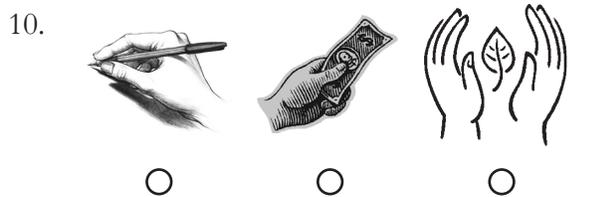
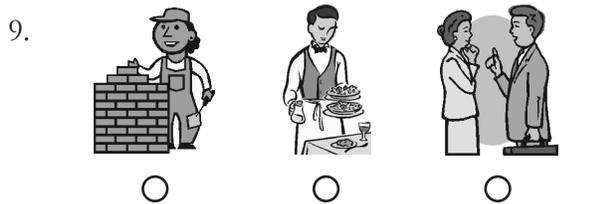
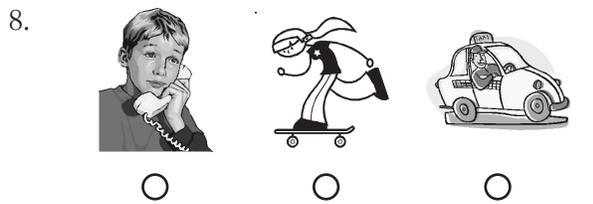
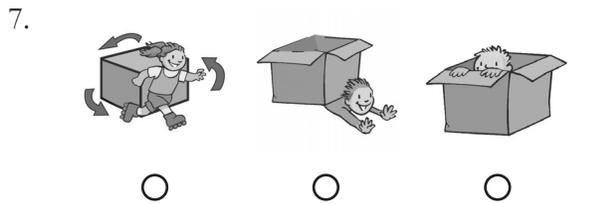
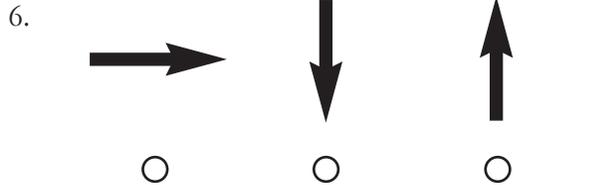
          

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**Part 6: Listening Concepts**

**DIRECTIONS:** Listen to each word. Bubble in the circle under the picture that goes with the word.

**Sample**



**Part 7: Questions/Commands**

- 11.  Correct       Incorrect  
\_\_\_\_\_
- 12.  Correct       Incorrect  
\_\_\_\_\_
- 13.  Correct       Incorrect  
\_\_\_\_\_
- 14.  Correct       Incorrect  
\_\_\_\_\_
- 15.  Correct       Incorrect  
\_\_\_\_\_

**LISTENING & SPEAKING SCORE:**

- \_\_\_\_\_ 15 Correct: **Superior level listening/speaking achievement**
- \_\_\_\_\_ 14 Correct: **High level listening/speaking achievement**
- \_\_\_\_\_ 11-13 Correct: **Mid-level listening/speaking achievement**
- \_\_\_\_\_ <11 Correct: **Low level listening/speaking achievement**