



Grades
6–12

Champion of IDEAS

English Language Development Program

Grammar Forms & Language Function

Grammar Forms & Language Function Preview

Champion of IDEAS

English Language Development Program

Champion of IDEAS is a rigorous, research-based language development program for middle and high school English learners at all levels of language proficiency. *Champion* integrates listening, speaking, reading, and writing with major content areas to prepare students for success in mainstream academic classes taught in English. Students practice both social and academic language in authentic contexts and gain exposure to different genres, styles, academic vocabulary, and content.

Take a look at the preview of the *Carousel of IDEAS* grammar and language functions tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust grammar instruction while integrating uses in reading and writing tasks that lead to oral language development. The program is organized by vocabulary, grammar forms, and language function/tasks.

As you preview this packet, **note the red highlighted section on page 2** that introduces key functions and target forms for the chapter. This sample is focused on grammar forms and language functions but the full chapter covers all language skills. The included lessons, reading, and activities are only a small sample of the complete chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and [please reach out](#) with any questions or if you'd like a closer look at [Champion of IDEAS](#) or any of our other English language development programs.

Champion is available for students in paper, hybrid, or digital format.

info@ballard-tighe.com | www.ballard-tighe.com | (800) 321-4332

CHAPTER 4: MAKING A LIVING

Lesson 1: Ask ETTY

Language Level: Beginning

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

Resources Needed: *Champion Reader*; Digital Resources; *IDEA Picture Dictionary 2*; *Champion Writer* (Activity 33-37); *Champion Audio*; 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. Homework Observing Student Progress 	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

 CONNECT (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
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).	L: 1-2, 4-6, 12, 15 S: 1, 4-5, 7	<i>Naming people, places, and things:</i> Proper nouns (e.g., Etty, United States)	123-126
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. 4. Review the concept of a verb; have students follow commands. 5. Review the concept of a contraction and review English writing conventions (use of capital letter at beginning of sentence, end punctuation).	R: 1-4, 7, 10-13 W: 1-5	<i>Describing actions:</i> Verbs (e.g., to apologize, to cash) <i>Expressing ideas:</i> Contractions (e.g., that's, don't, here's)	
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. 7. Read the text; encourage students to ask questions to clarify meaning. 8. Check student comprehension. Homework Observing Student Progress 			
 EXTEND (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
1. Review homework and topics covered in the previous class session.	L: 1-2, 4, 7, 12	<i>Naming people, places, and things:</i> Nouns,	126-129
2. Review the concept of singular/plural; have students use the target vocabulary. 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.	S: 1, 4-5, 9, 12 R: 1-4, 19	regular plurals with -s, -es, or -ies (e.g., bank tellers, cities) and <i>Adjectives, opposites</i>	
4. Have students identify the main idea (i.e., problem) and details. 5. Introduce the writing process; have students write a short text (a letter asking for advice). Homework Observing Student Progress 	W: 1-5, 9-11	(e.g., cheap/expensive, many/few)	

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

<u>Person</u> 	<u>Place</u> 	<u>Thing</u> 
<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 Digital Resources) on a 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.



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.

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*

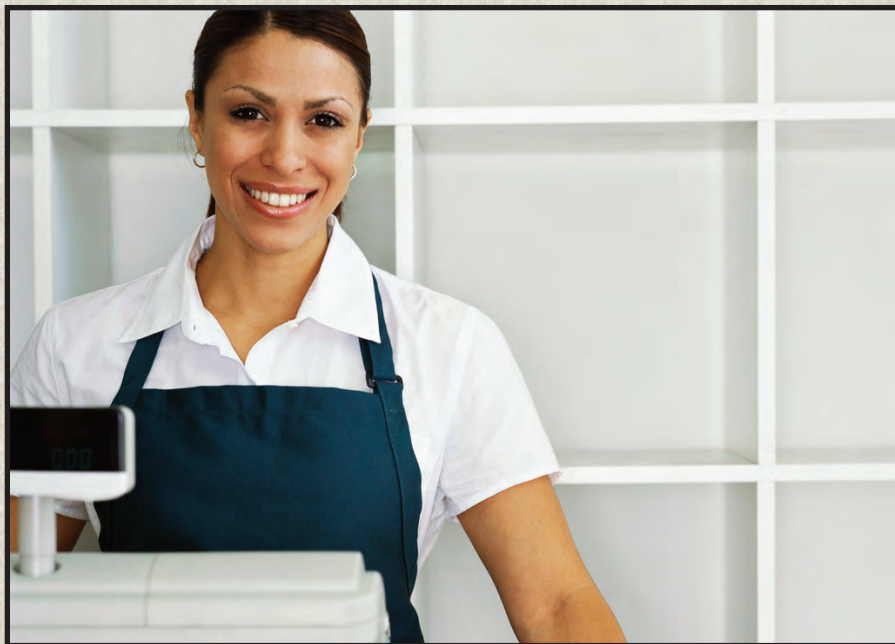
Dear Etty: I am a member of Libraries for All. This organization supports public libraries. The president of this organization is a **doctor**. She helps children who have diabetes and other serious diseases. She asked the members of Libraries for All to help repair the main library. I was glad to help. 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

- | | |
|---|--|
| <ol style="list-style-type: none">1. What does Etty tell the bank teller to do?2. How does the electrician help the library? | <ol style="list-style-type: none">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. |
|---|--|

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.

Word Bank

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.

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Verbs 7

to apologize

to fix

to leave

to build

to give

to pay

to cash

to hurt

to serve

to come

to install

to spill

to contribute

to joke

to support