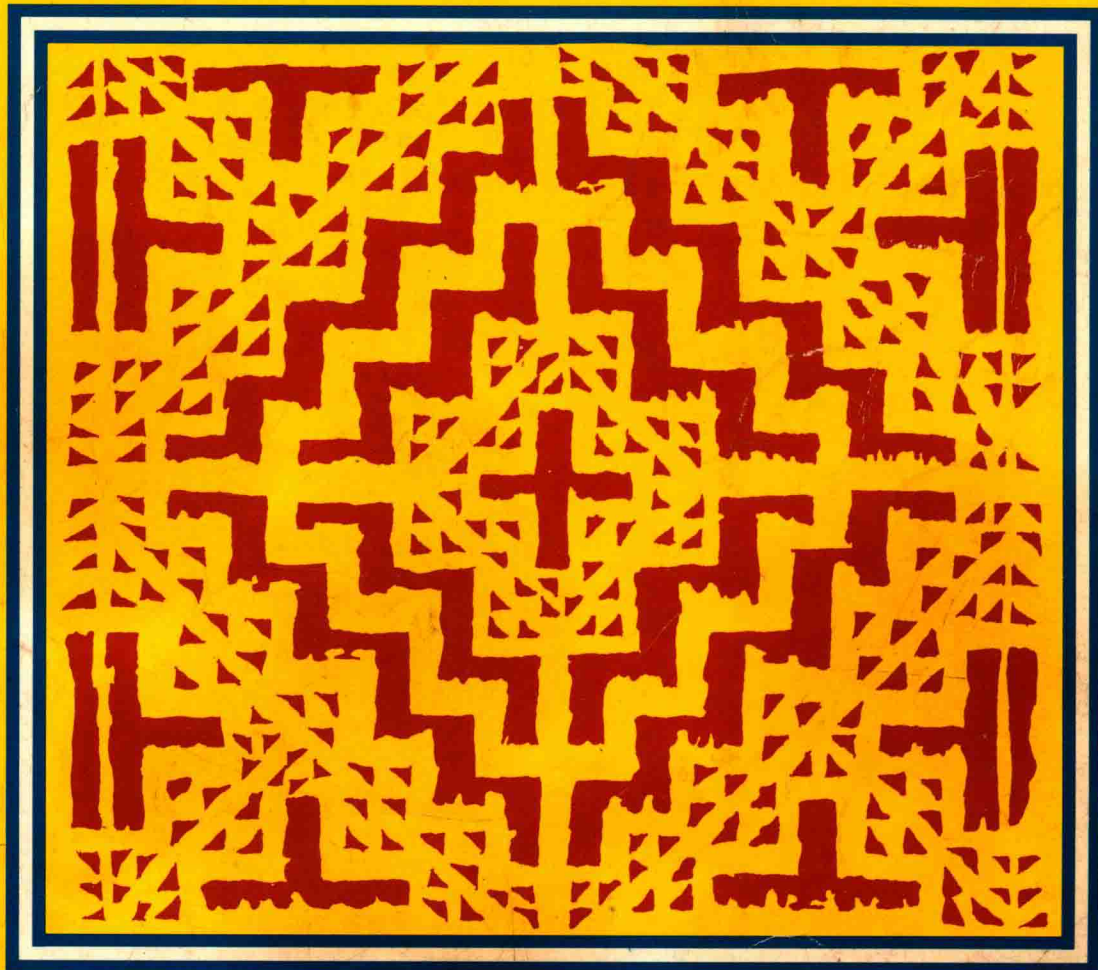


THE **ETC** PROGRAM

A Competency-Based Grammar

2: English in Everyday Life



ELAINE KIRN

the ETC program

English in Everyday Life

A Competency-Based Grammar

Elaine Kirn

West Los Angeles College

RANDOM HOUSE



New York

First Edition

9 8 7 6 5 4

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Published in the United States by Random House, Inc., and simultaneously in Canada by Random House of Canada Limited, Toronto.

Library of Congress Cataloging-in-Publication Data

Kirn, Elaine.

The *ETC* program. English in everyday life: a competency-based grammar / Elaine Kirn.

p. cm.

Level 2.

1. English language—Textbooks for foreign speakers.

2. English language—Grammar—1950- I. Title.

PE1128.K478 1988 428.2'4—dc19

ISBN 0-394-35340-4

Manufactured in the United States of America

Series design and production: Etcetera Graphics
Canoga Park, California

Cover design: Juan Vargas, Vargas/Williams Design

Illustrations: Etcetera Graphics

Artist: Terry Wilson

Photo research: Marian Hartsough

Photos: Sally Gati

Typesetting: Etcetera Graphics

Preface

Language is me.
Language is you.
Language is people.
Language is what people do.
Language is loving and hurting.
Language is clothes, faces, gestures, responses.
Language is imagining, designing, creating, destroying.
Language is control and persuasion.
Language is communication.
Language is laughter.
Language is growth.
Language is me.
The limits of my language are the limits of my world.

And you can't package *that* up in a book, can you?

—New Zealand Curriculum Development

No, you can't package language in a book or even a whole program of books, but you have to start somewhere.

About the ETC Program

ETC is a six-level ESL (English as a second language) program for adults who are learning English to improve their lives and work skills. The material of this level is divided into three books, carefully coordinated, chapter by chapter, in theme, competency goals, grammar, and vocabulary. For a visual representation of the scope and sequence of the program, see the back cover of any volume.

ETC has been designed for maximum efficiency and flexibility. To choose the materials most suitable for your particular teaching situation, decide on the appropriate level by assessing the ability and needs of the students you expect to be teaching. The competency descriptions included in each instructor's manual ("About This Level") will aid you in your assessment.

About This Book

In a structure-based ESL course, *ETC English in Everyday Life: A Competency Based Grammar* will provide the core material. Organized around grammar principles and patterns, it provides vital competency material in its reading matter, exercises, and practical activities. On the other hand, in a program that emphasizes language skills while deemphasizing structure, the grammar will serve as a supplementary workbook for the corresponding reading/writing and listening/speaking texts.

Organization

Like most other books in the ETC program, the grammar book of English in Everyday Life consists of an introduction and ten chapters, each divided into four parts with specific purposes.

- *Parts One, Two and Three* begin with a strip story or conversation that introduces the important vocabulary and the grammar of that section; these three parts present and practice sentence structures central to the language, such as verb tenses.
- *Part Four* begins with specific grammar points, such as the use of prepositions, kinds of nouns, and quantity expressions; it then summarizes and reviews the previous material of the chapter.

Symbols

The following symbols appear throughout the text:

- * a challenging activity designed for more advanced students

Available Ancillaries

The instructor's annotated edition for this text includes:

- a general introduction to the *ETC* program, this level, and this book
- general suggestions for teaching techniques to use in presenting the various kinds of activities
- page-by-page teacher's notes next to the reduced pages of the student text to which they refer
- an answer key provided on the reduced text pages
- progress tests, one to accompany each chapter of the text, that can be duplicated and distributed to students
- an answer key for the progress tests

Acknowledgments

To Etcetera, ETC, ETC, because we finally did it.

Appreciation beyond frustration goes to the many class testers and reviewers, reviewers, reviewers—whose opinions lie at the core of the *ETC* Program. Thanks to the following reviewers, whose comments both favorable and critical, were of great value in the development of *ETC English in Everyday Life*:

Peter T. Bomba, Carol Cargill-Vroman, Nancy Frothingham, Alice Gosak, Julia Jolly, Nick Kremer, Carolyn McCarthy, Maryann O'Brien, Nancy Olds, Kara Rosenberg, Edward Schiffer, Margaret Segal, Jane Sturtevant, Kent Sutherland, Elizabeth Templin, Mary Thurber, Jane Turner, Stephanie Vandrick, Julia Villaseñor, Betsey Warrick, Patricia K. Werner, Roni R. Wong, Synthia Woodcock.

The author wishes to thank the staff at Random House:

- Eirik Borge and Karen Judd—for keeping promises,
- Lesley Walsh—for being as efficient as ever,
- Marian Hartsough—for communicating where need be, and
- Edith Brady, Cynthia Ward, and the sales staff—for what is yet to come.

Heartfelt thanks to the staff and supporters of Etcetera Graphics, Canoga Park, California:

- Susan Smith Amatori—for copyediting and typemarking,
 - Terry Wilson—for his inspired artwork and patience,
 - Cindra Tardif—for expert typesetting, and
 - Sheila Clark—for alert and patient production,
- and gratitude, appreciation, and love to
- Anthony Thorne-Booth—for his management, expertise, and hard work,
 - Karol Roff—for helping, helping, helping,
 - Sally Kostal—for jumping in to rescue us and to keep us calm,
 - Chuck Alessio—for everything and more

and to Andi Kirn—for putting up with it all.

E.K.

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Introduction

COMPETENCIES:

Introducing oneself and others

Asking about vocabulary and naming things

GRAMMAR REVIEW:

Subject pronouns and possessive adjectives

Contractions with *be*

Singular and plural: *this/that/these/those*

What's your name?
How do you spell it?
Where are you from?

Helga
H-e-l-g-a
Switzerland

A. Finish the questions with these words. (Say or write them.) Answer them.

do

What's

from

are

1. What's your name? Ming.
2. How do you spell it? M-i-n-g
3. Where are you from? Fujian

My
Your
His
Her

name is Ming.

I'm
You're
He's
She's

from New York.

I'm = I am

you're = you are

he's = he is

she's = she is

B. Finish these sentences. (Play a name game.)

My name is Jan
I'm from Fj

Your name is Jan
You're from Fj
My name is Ka
I'm from Bj

[His / Her] name is Jan
[He's / She's] from Pi
Your name is Ka
You're from Bj
My name is Ming
I'm from Yd

*C. Make sentences about you and your classmates and teacher. (Say or write them.)

- EXAMPLES: a: His name is Ja-Ja Nkrumah. He's from Nigeria.
b: My teacher is Mr. Bright. He's from Canada.

Singular	What's this in English? What's that? what's = what is	It's a list. It's paper. it's = it is
Plural	What are these? What are those? they're = they are	They're pencils. They're lights.

D. Ask and answer questions about the things in this picture with these words and words of your own.

EXAMPLES: a: What's that in English?
b: It's the chalkboard.

Singular				Plural			
the door	a desk	a list	<u>chalk</u> 粉笔	windows	tables	pencils	erasers
the chalkboard	a clock	a map	paper	lights	chairs	pens	cards



*E. Say or write sentences about things in your classroom. Ask and answer questions.

EXAMPLES: a: What are those in English?
b: They're shelves. And those are magazines.



ADULT SCHOOL
FOR
ENGLISH
AS A SECOND LANGUAGE

VISITORS
PLEASE CALL
AT PRINCIPAL'S
OFFICE AND
DETAIN 10
MINUTES

CHAPTER

1

Getting There

COMPETENCIES:

Giving and following instructions and directions
Telling rules
Expressing ability and permission
Asking for directions
Making requests

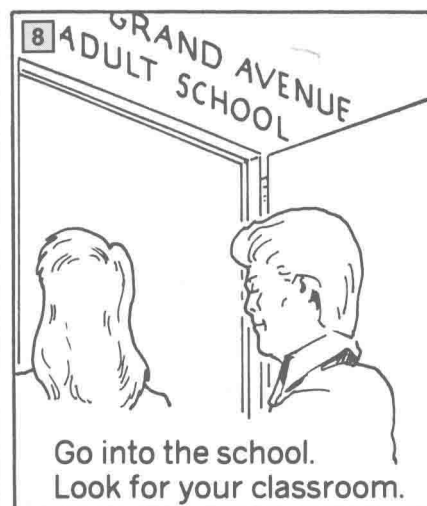
GRAMMAR:

The imperative
Can/can't
Pronouns
Prepositions

PART ONE / The Imperative: Affirmative and Negative

• Giving and Following Instructions and Directions

Take the bus to school.

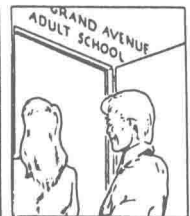


Leave the house. Go into the school.
Watch the signs. Look for your classroom.

A. Make sentences with these words. (Say or write them.)

EXAMPLES: 1. Get your books.
2. Leave the house.

1. Get ~~the house.~~
2. Leave ~~your books.~~
3. Run ~~for the bus.~~
4. Wait ~~to the bus stop.~~
5. Get on ~~the school.~~
6. Read ~~the street.~~
7. Cross ~~the bus.~~
8. Walk into ~~the signs.~~



B. Finish the sentences with these words.

EXAMPLE: 1. Sit on the bench.

Take Read Watch Sit Look Walk



1. Sit on the bench.
2. read the newspaper.
3. take the bus.
4. watch the signs.
5. to walk into the school.
6. look for your classroom.

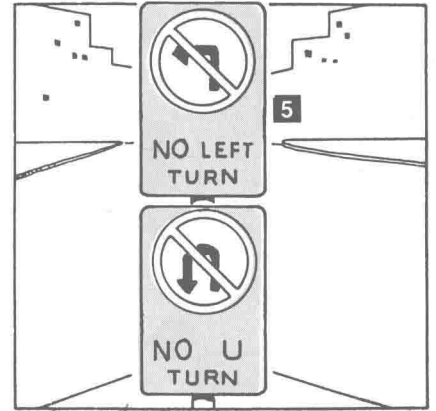
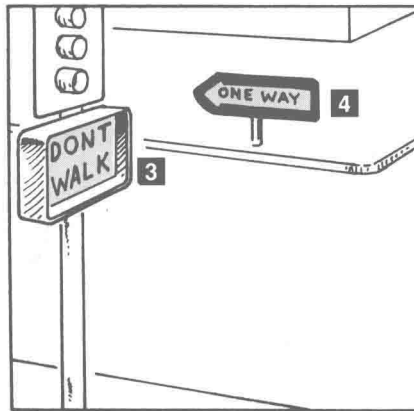
Don't turn left.
Don't read the newspaper.

don't = do not

C.

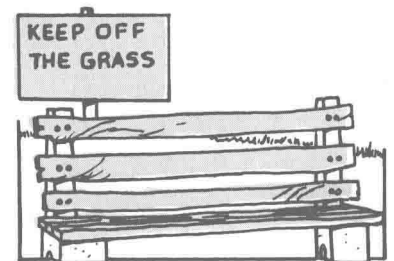
Finish the sentences with these words.

Don't park cross drive sit make turn



1. _____ park here.
2. _____ sit on the bench.
3. _____ cross the street now.
4. _____ drive in here.
5. Don't turn left.
6. _____ make a U-turn.

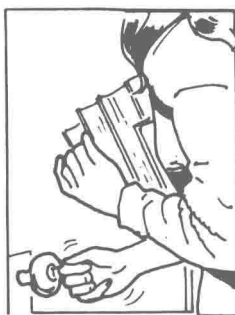
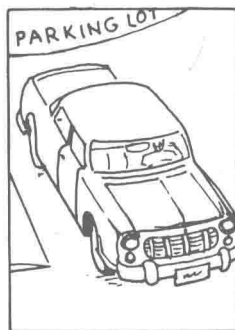
Don't Park park Turn turn Sit sit



7. Don't turn right.
8. Turn left.
9. Don't park on the street.
10. Parking in the lot.
11. Don't Sit on the grass.
12. Sit on the bench.

***D.** Give instructions from your school to your house or apartment. You can use the pictures for ideas, but add information of your own, too.

- EXAMPLES:**
1. Get your books. Leave the classroom.
 2. Go out of the school. Walk to the parking lot.
 3. Get in the car. Drive to Central Avenue.
 4. Park on the street. Get out of the car.
 5. Go into the apartment building. Open the door.
 6. Put your books on the table. Sit down.



****E.** Give and follow classroom instructions.

- EXAMPLES:**
1. Go to the chalkboard. Write your name.
 2. Get your book. Open it to page 10.
 3. Take a pencil. Write the answers on paper.
 4. Give the teacher your paper.

PART TWO / *Can/Can't*; Pronouns

- Telling Rules • Expressing Ability and Permission

You can't park here.



You can't park here.
We can go to the parking lot.

can't = cannot

A. Make sentences with these words. (Say or write them.)

EXAMPLE: 1. Don't turn left.



1. _____
left / turn / Don't / .

3. _____
on the street / can't / You / park / .

2. _____
park / here / Don't / .

4. _____
can / drive / to the lot / You / .

B. Finish the sentences with these words.

don't

can

can't

EXAMPLE: 1. We can't sit on the grass.



We Can't sit on the grass. But we Can sit on this bench. We Can't eat

lunch in the classroom. But don't worry. We can eat here. And please can't study now.



Please don't speak quickly to my father. He can't understand English well. But

my mother can .