

The ETC Program

**A Competency-Based
Listening/Speaking Book**

5: Language and Culture in Depth



the ETC program

Language and Culture in Depth

A Competency-Based Listening/Speaking Book

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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

ETC Language and Culture in Depth: A Competency-Based Listening/Speaking Book offers two kinds of reading material: a personal story on the practical theme of the chapter and aural "realia"—simulated lectures or conversations from which students extract practical information.

Since high-intermediate students have the ability and the desire to express themselves on topics important to their lives, opportunity is provided for them not only to react to the stories and conversations they hear but to comment on the information and ideas in them and "tell their own stories." The pronunciation activities, while concentrating on features of speech, are geared toward the acquisition of notions and functions, such as asking questions to ensure comprehension, giving warnings, expressing opinions and preferences, agreeing and disagreeing, extending and reacting to invitations, asking and giving advice, and the like. There is also a large variety of conversation activities and games.

Organization

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

- *Part One: Learning to Listen* presents a personal narrative on the chapter theme, along with activities that develop students' ability to get the main ideas; pick out facts; recognize related concepts, relevant questions and answers, advice, reasons for a point of view; and other upper-level listening skills.
- *Part Two: Pronunciation Through Role-Play* begins with a conversation or strip story that illustrates upper-level pronunciation principles such as syllable and word stress, intonation, sound and word reductions, phrase reductions, sound linking, and sentence rhythm. Part Two progresses to pronunciation exercises and ends with role-play activities.
- *Part Three: Practical Listening* usually begins with everyday conversations or speeches on the chapter theme from which students are to make inferences. This part may end with "practical listening tasks" for students to react to by following specific instructions. There are also suggestions for "beyond the text" listening activities.
- *Part Four: Language Activities* offers a variety of conversation activities and games designed to practice vocabulary, notions and functions, and pronunciation principles of the previous three parts, while giving students the opportunity to express their ideas and enjoy themselves.

Symbols

The following symbols appear throughout the text:



activity on cassette tape

- * a challenging beyond-the-text activity designed for more advanced students

Available Ancillaries

A complete set of audio tapes accompanies this text. The instructor's manual 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
- an answer key for all text exercises with specific answers
- a tapescript for all material recorded on cassette

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

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Contents

Preface vi

Introduction Learning to Listen 1

Competencies: Understanding the characteristics of good listeners • Preparing to listen
• Getting the main ideas • Making inferences • Understanding details
• Telling your story

CHAPTER 1 Meeting People 4

Competencies: Introducing oneself and others • Recognizing word groups • Starting a conversation • Making small talk • Ending a conversation (leave-taking)

PART ONE Learning to Listen 5

PART TWO Pronunciation Through Role-Play 8

PART THREE Practical Listening 12

PART FOUR Language Activities 14

CHAPTER 2 Getting an Education 16

Competencies: Making cultural comparisons about education • Recognizing and answering "real" questions • Asking questions and making requests in the classroom
• Understanding a class lecture (on the U.S. educational system)
• Recognizing chronological (time) order • Matching details with main topics • Understanding school customs and rules

PART ONE Learning to Listen 17

PART TWO Pronunciation Through Role-Play 20

PART THREE Practical Listening 24

PART FOUR Language Activities 26

CHAPTER 3 Money, Money, Money 28

Competencies: Recognizing causes of financial problems • Recognizing related ideas
• Understanding banking services and choices • Discussing bank errors • Requesting financial information • Understanding financial advice

PART ONE Learning to Listen 29

PART TWO Pronunciation Through Role-Play 32

PART THREE Practical Listening 37

PART FOUR Language Activities 39

CHAPTER 4 Earning a Living 40

Competencies: Recognizing health and safety hazards • Recognizing factual information
• Understanding safety measures • Understanding workers' rights • Getting along with coworkers

PART ONE Learning to Listen 41

PART TWO Pronunciation Through Role-Play 44

PART THREE Practical Listening 48

PART FOUR Language Activities 49

CHAPTER 5 Getting Help 50

Competencies: Recognizing appropriate situations for legal self-help • Taking appropriate steps after an accident • Recognizing answers to common questions
• Determining whether or not you need a lawyer • Understanding how small claims courts function • Understanding legal thinking

PART ONE Learning to Listen 51

PART TWO Pronunciation Through Role-Play 54

PART THREE Practical Listening 57

PART FOUR Language Activities 59

CHAPTER 6 Going Places 62

Competencies: Recognizing common travel problems • Recognizing advice • Requesting and giving travel advice • Gathering and using travel information • Planning a vacation

PART ONE Learning to Listen 63

PART TWO Pronunciation Through Role-Play 65

PART THREE Practical Listening 69

PART FOUR Language Activities 71

CHAPTER 7 Getting along with People 73

Competencies: Recognizing traditional and changing sex roles • Recognizing examples that support a point of view • Recognizing stereotypes • Understanding various kinds of personal relationships • Filling out a compatibility questionnaire

PART ONE Learning to Listen 74

PART TWO Pronunciation Through Role-Play 77

PART THREE Practical Listening 80

PART FOUR Language Activities 82

CHAPTER 8 Having Fun 85

Competencies: Expressing interests • Recognizing specialized vocabulary • Expressing, accepting, and turning down invitations • Understanding descriptions of sports events • Understanding and describing the rules of games

PART ONE Learning to Listen 86

PART TWO Pronunciation Through Role-Play 89

PART THREE Practical Listening 93

PART FOUR Language Activities 96

CHAPTER 9 The Media 98

Competencies: Understanding and expressing opinions • Recognizing support for an opinion • Expressing opinions, agreeing, and disagreeing • Determining supporting reasons for an opinion • Summarizing the plot of a story • Debating issues

PART ONE Learning to Listen 99

PART TWO Pronunciation Through Role-Play 102

PART THREE Practical Listening 105

PART FOUR Language Activities 107

CHAPTER 10 A Lifetime of Learning 109

Competencies: Recognizing the structure of a short speech • Giving a short speech • Recognizing ways to improve language skills • Understanding some views on language • Understanding rules of some common word games • Playing a question-and-answer game

PART ONE Learning to Listen 110

PART TWO Pronunciation Through Role-Play 113

PART THREE Practical Listening 115

PART FOUR Language Activities 117

Appendix The Points of the Stories 118

Introduction

Learning to Listen

COMPETENCIES: Understanding the characteristics of good listeners
Preparing to listen (discussing vocabulary and pictures)
Getting the main ideas
Making inferences
Understanding details
Telling your story

NOTE: Competencies listed above are reinforced in all ten chapters.

Preparing to Listen

If you prepare to listen to a story, you may be able to understand it better. Two ways to get ready to listen are to learn vocabulary and to discuss the pictures that illustrate a story before you hear it.

A. Read the words and phrases. (You may want to pronounce them and discuss the meanings.)

Nouns

boss
expression

Adjectives

impatient

Verbs

talk
listen
interrupt
finish
explain
speak

Expressions/Idioms

changes the subject
paper clips
best friend
pays close attention
stay on the subject

What do you think is happening in the pictures? To prepare to listen, make up a story about them with some of the above vocabulary.



Getting the Main Ideas

The first time you listen to a story, you should listen for the main ideas—the most important thoughts. To get these main points, you don't need to understand every word or detail.



B. Listen to the story. Then circle the letter of the one main idea.

- The speaker is always changing the subject when her best friend needs to talk to her.
- The speaker's boss is a poor listener, but the speaker's best friend is a good listener.
- The speaker's boss never interrupts his workers when they ask questions or begin sentences.

Making Inferences

Instead of clearly stating the point (the essential meaning) of a story, a speaker may just indicate it indirectly. Then the listeners have to infer (figure out) the point for themselves.

C. To express the point of the story, write the missing words in this sentence:

_____ listeners act differently than _____ listeners do.



D. *Understanding Details*—In the story, the speaker describes the characteristics of poor and good listeners. Listen to the story again and write *a* or *b* on each line.

a = characteristics of poor listeners
b = characteristics of good listeners

- a They're often thinking about other things, not the conversation.
- ___ They're impatient.
- ___ They look at the speaker.
- ___ They pay close attention.
- ___ They show they're listening by the expression on their faces.
- ___ They change the subject and don't answer questions.
- ___ They play with something during the conversation.
- ___ They help the other speaker stay on the subject.

E. *Telling Your Story*—In small groups, discuss your answers to these questions. Then summarize your discussion for the class. (Tell what you talked about in a few sentences.)

- In your opinion, do you listen well during a conversation? Why or why not?
- How could you improve your listening skills?

CHAPTER

1

Meeting People

COMPETENCIES: Introducing oneself and others
Recognizing word groups
Starting a conversation
Making small talk
Ending a conversation (leave-taking)

PRONUNCIATION: Recognizing stressed syllables and words

GRAMMAR FOCUS: Verb tenses (present and past—simple and continuous;
future)

PART ONE / LEARNING TO LISTEN

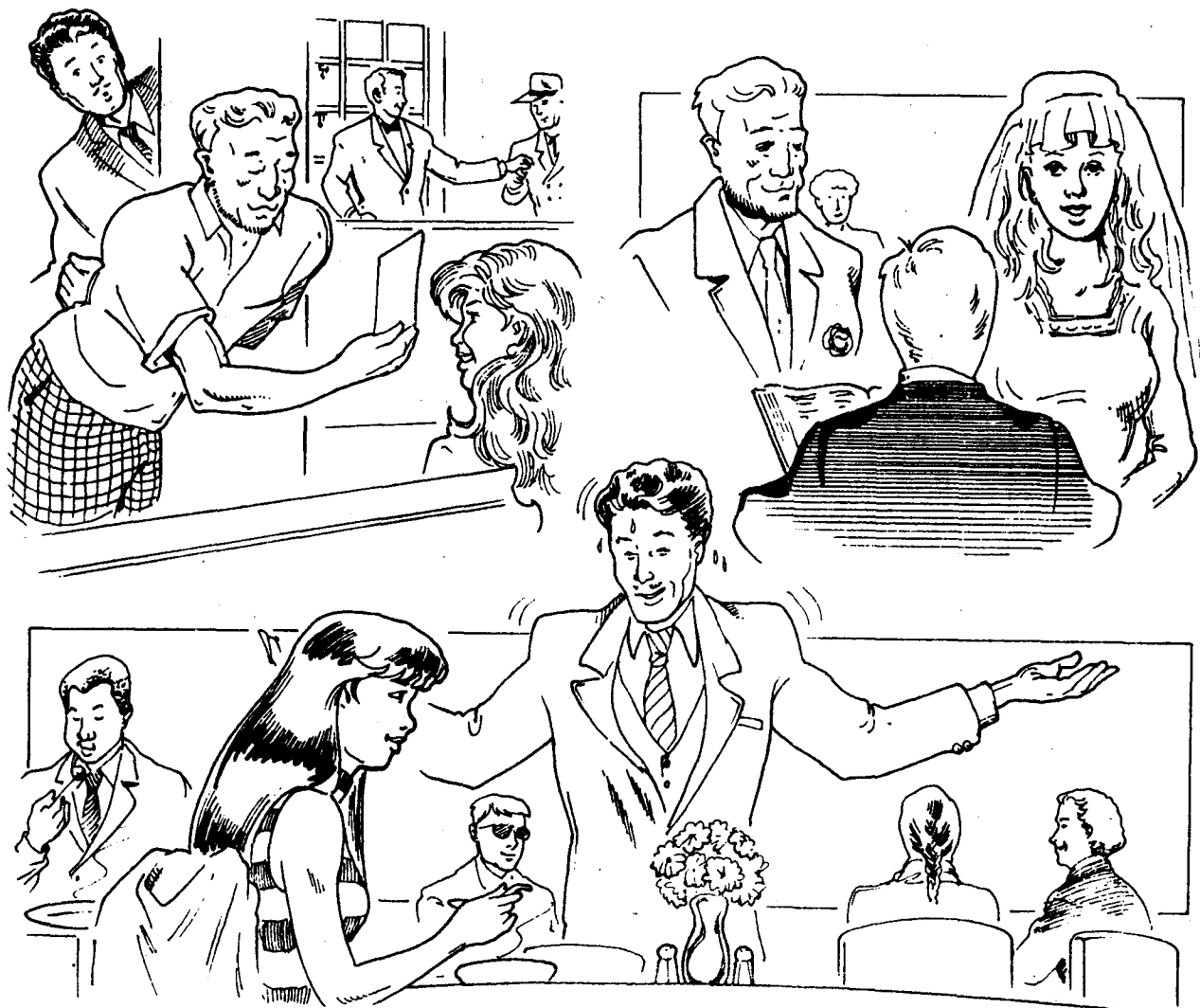
• Introducing Oneself and Others • Recognizing Words Groups

Vocabulary and Prelistening

A. Read the words and phrases. (You may want to pronounce them and discuss the meanings.)

Nouns	Verbs	Adjectives/ Adverbs	Expressions/ Idioms
salesman	approach	complain	native language
customer	pretend	shy	be married
speeches	smile	nervous	get up the nerve
note	prepare	attractive	take courage
envelope	practice	alone	get lost
accent		blank	have in common
		charming	

What do you think is happening in the pictures? To prepare to listen, make up a story about them with some of the above vocabulary.





B. Getting the Main Ideas—Listen to the story. Then circle the letter of the one correct ending for each sentence.

1. In his country, the speaker could easily _____.
 - a. meet Americans and Canadians in hotels where he worked
 - b. talk to anyone in his job and give speeches
 - c. make small talk with women in laundromats
2. In this country, however, he feels nervous when he wants to _____.
 - a. find out if he has something in common with a classmate
 - b. write a long letter or make a telephone call
 - c. approach Americans he doesn't know, especially women
3. The speaker's best friend met his future wife through _____.
 - a. a personal introduction by a courageous friend
 - b. a charming trick with a note in an envelope
 - c. a telephone call to a number he found
4. Today the speaker finally got up the nerve to _____.
 - a. greet a customer whose accent he couldn't understand
 - b. approach a woman in a restaurant with a prepared speech
 - c. invite an attractive model to have a cup of coffee with him
5. The woman, who was from the same country as the speaker, _____.
 - a. told him to get lost
 - b. smiled at him shyly and invited him to dinner
 - c. made a good impression on him because she said nothing
6. Next time he wants to meet someone, the speaker will probably _____.
 - a. prepare a long, polite letter first
 - b. watch the person from across the room
 - c. just introduce himself and start a conversation

Recognizing Word Groups

Good listeners recognize meaning in phrases—word groups that express a thought. If you remember some important phrases, you may be able to retell a story even if you did not understand every word or detail.



C. Listen to the story again and retell it from this list of the important phrases.

not usually a shy person / job as a salesman
 talk easily to customers / speeches in my native language
 talk to American women / nervous about my English
 don't know what to say

my best friend / approach an attractive woman in a hotel
 clearly alone / wanting to talk to her for several days
 wrote her a charming note / a blank envelope / walked over to her
 careful, polite English / "I believe this letter... Your name..."
 pretended that he was trying to read the name / "Kathy Johnson"
 wrote her name on the envelope / handed her the letter
 married six months later

got up the nerve / speak to a woman in a restaurant
prepared a terrific speech / practiced it in my mind
took courage / walked over / almost perfect English
my native language / accent from my part of the country
looked at me coldly / "Get lost."

the next time I want to meet someone
introduce myself / see what we have in common

***D.** In a few sentences, summarize the story in your own words. (Tell only the important ideas and events.) Try to explain the point. (Then you may want to read the note of explanation in the appendix.)

E. *Telling Your Story*—In small groups, discuss your answers to these questions. Then summarize your discussion for the class.

1. Is it easy for you to meet people? If so, where and how do you usually meet them?
2. Are you shy? If so, do you feel differently when you are speaking English than when you are using your native language? Can you approach men more easily than women, or vice versa? Why?
3. In your experience, what's the best way to meet people and make new friends?

PART TWO / PRONUNCIATION THROUGH ROLE-PLAY

- Starting a Conversation
- Recognizing Stressed Syllables and Words



A. Listen to this conversation. Then complete the items that follow.

I'd love to meet that woman over there, but I'm shy. What if she doesn't want to talk to me?

Oh, it's easy for me to make a good impression on women. Tell her you're a millionaire. Say you're a movie producer. Talk about her beautiful eyes and hair. Ask her if she's a model. Just flatter her. Tell her that...

Thanks, but you can keep your "lines." I think I'll try it my own way.

Hi, I'm Frank. You look like a really nice person. Would you like to talk?

What an honest introduction—no lies, no tricks, no lines.

Shall we go to a quieter place?

How did he do that?

1. In your own words, summarize briefly what happened in the conversation.
Example: Two men were talking at a party. The shy man wanted to meet a woman across the room.
2. Describe Frank's style of meeting women. How is it different from the other man's?
3. Try to explain the point of the story. (Then you may want to read the note of explanation in the appendix.)