

The ETC Program

**A ComPetency-Based
Reading/Writing Book**

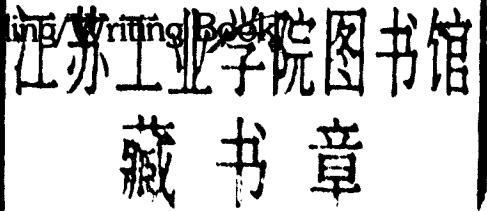
3: An Immigration Story



the ETC program

An Immigration Story

A Competency-Based Reading/Writing Book



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RANDOM HOUSE



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First Edition

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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 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 An Immigration Story: A Competency-Based Reading/Writing Book offers stories of high appeal to adults; they are based on the real experiences of immigrants with whom the readers will easily be able to identify. It further provides exercises that teach reading skills. The large variety of simplified "realia"—forms, newspaper ads, signs, and other examples of reading material that everyone encounters daily—will help students acquire practical competencies.

The writing material has two purposes: to offer practice in the kinds of writing tasks that students encounter in everyday life and to stimulate students to communicate in written English. Although most of the writing activities provide clear guidelines, they are designed to motivate students to continue to write on their own.

Organization

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

- *Part One: The Story* presents a narrative and related comprehension exercises.
- *Part Two: Practical Reading and Writing* offers simplified realia with related reading and writing exercises.

- *Part Three: The Rules of Writing* teaches the mechanics of writing—paragraph form, punctuation, spelling, and the like.
- *Part Four: Communicating in Writing* provides a framework for common kinds of writing, along with suggestions for “Beyond-the-Book” writing activities.

Symbols

The following symbol appears throughout the text:

- * a challenging activity designed for more advanced students

Available Ancillaries

The instructors’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
- progress tests, one to accompany each chapter of the text, which can be duplicated and distributed to students
- answer key to all 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, and the students of Alemany Community College who shared their stories with us. Thanks to the following reviewers, whose comments both favorable and critical, were of great value in the development of *ETC An Immigration Story*:

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and gratitude, appreciation, and love to

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E.K. and S.I.P.

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Introduction

Getting Started

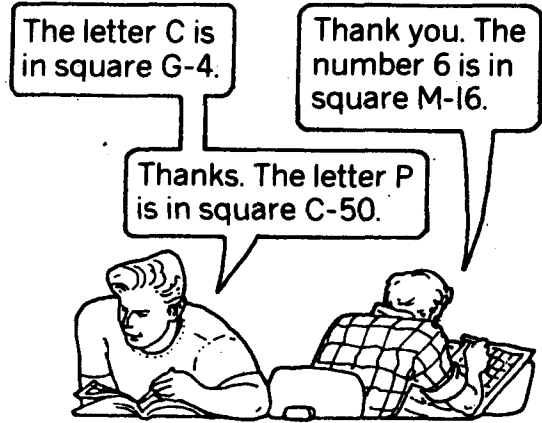
COMPETENCIES: Giving personal information
Using letters and numbers

GRAMMAR FOCUS: Review of the verb *be*
Subject pronouns
Contractions
Possessive adjectives

Using Letters and Numbers

E. This is an information game. Read and follow the instructions exactly.

1. How many letters are in your first name? Choose that number of squares. Print the first letter of your name in the first square. Put the other letters of your name in the squares to the right.
2. Choose other squares. Print the first letter of your last name in the first square. Put the other letters of your name in the squares to the right.
3. Print your address. Put one number or letter in each square. Leave empty squares between the words.
4. Print the name of your city in other squares.
5. Print the name of your state in other squares.
6. Put your zip code in other squares.
7. Put your area code in other squares.
8. Put your telephone number in other squares.



Game 1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1																										
2																										
3																										
4																										
5																										
6																										
7																										
8																										
9																										
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60																										
70																										
80																										
90																										
100																										

F. Now play the game with a partner. Tell the locations of the numbers and letters in your Game 1. Listen to the locations of your partner's numbers and letters and put them in Game 2.

Game 2

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1																										
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3																										
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90																										
100																										

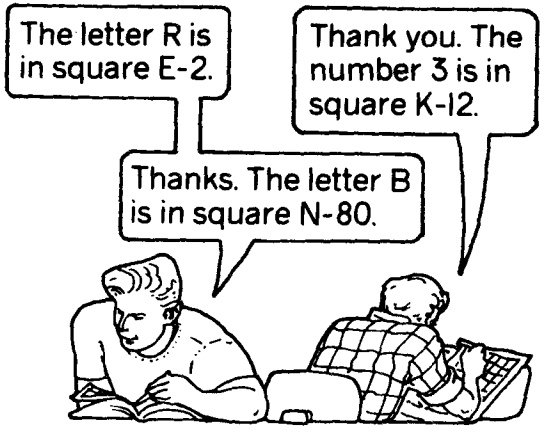
G. Now copy this information about your partner from Game 2.

_____ last name first name

_____ number street apartment

_____ city state zip code

_____ (area code) telephone number



CHAPTER

1

The Arrival

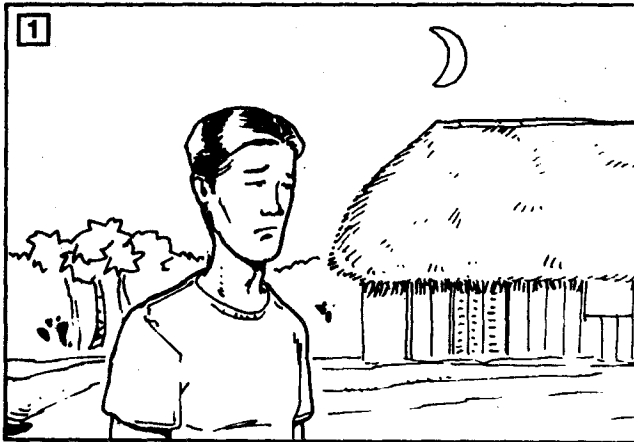
COMPETENCIES: Understanding signs and forms
Writing instructions

GRAMMAR: Statements (the imperative, the simple present and
past, *can/can't*)

SPELLING: *a, e, i, o, u*
The *-(e)s* ending (nouns)
The *-(e)d* ending

PART ONE / THE STORY

A Long, Hard Trip



Look at the pictures and study the vocabulary. Then read the story.

Nouns

a trip
the sea
a boat
the sky
stars
the shore
thieves
a ship

Verbs

leave
arrive
die
steal
pull
stay
miss

Adjectives/ Adverbs

secret(ly)
afraid
calm
hard
hungry
thirsty
sick
tired

Expressions

take a look
say goodbye
refugee camp
get to know
make friends

A Long, Hard Trip

Twenty-year-old Han can never forget the night of December 15, 1979. On that night, he took a last, sad look at his home. He thought about his life in that house, that city, and that country. Then, late at night, he and his mother and sister left their home. They left secretly. Han could not even tell his friends goodbye.

Han's family went to a secret place near the sea. Afraid, they waited with many other people. Finally, a boat arrived. Each family gave a lot of money to the captain. That night, the sea was calm, and the sky was full of stars. The boat left the shore. Han said goodbye to his country for the last time.

It was a long, hard trip. Han felt hungry and thirsty most of the time. He was sad and afraid. Many people got sick, and a few people

died. One night, thieves with knives came on the boat, stole all the money, and took some of the women away with them. Han saw the shore of another country, but then a big ship came and pulled the small boat back out to sea. Then finally, after a month, the boat arrived at another shore.

Han and his family stayed in a refugee camp on the shore for several months. Their house was very small and crowded. He was often hungry, thirsty, and tired because he had to work hard. He missed his home and his friends. He often felt sad and lonely, but he got to know the people in the camp. He made some very good friends.

Then

A. Check () the true statements about the story.

1. Han didn't like his country, so he wanted to leave.
2. Secretly, Han left his home with his family in 1979.
3. He came to the United States from his country by plane.
4. He ate, drank, and had a good time on the trip.
5. Han and his family probably left their country for political reasons.
6. The trip was long and hard. People got sick and died, and thieves came on the boat and stole money.
7. The people from the boat had to stay in a crowded refugee camp.
8. Han missed his country, but he made some new friends.

*B. Retell the story. What do you think happened next?

C. Now choose one of these endings to the story.

1. Han married a woman in the camp. He and his new wife and baby lived there for several years. Finally, a doctor agreed to sponsor them, and they went to the United States.
2. Han and his family got good news. They could go to Canada and live with their rich relatives.

Did you choose Ending 1? Then turn to page 9.

Did you choose Ending 2? Then turn to page 10.

D1. Look at the pictures and study the vocabulary. Then read the story and check (✓) the true statements about it.



Nouns

a doctor officials
 an office a sponsor
 a letter a church

Verbs

marry receive
 visit agree
 meet sponsor

A Long, Hard Trip (Ending 1)

Han married a woman in the camp. He and his new wife lived there for several years. One day a doctor from the United States visited the camp. Han was in the office that day, and the doctor asked him some questions. Then she met Han's family and heard their story.

A few weeks later, Han received a letter from the doctor. She agreed to sponsor him, his wife, and their new baby. Some officials helped

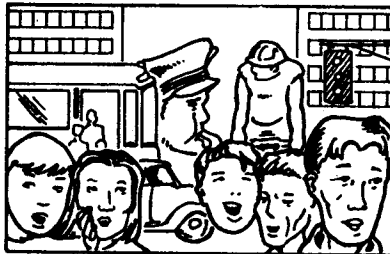
them, but sadly, he had to leave his mother and sister in the refugee camp.

Their sponsor met them at the airport in the United States. She helped Han and his family a lot. They moved into a small apartment, but they had nothing. The people at a church gave them some food, clothing, and things for their new home. They started their new life.

1. ___ Han got married in the camp, and his wife had a baby.
2. ___ A doctor from the United States came to the camp.
3. ___ Han's wife and child didn't go to the United States because they couldn't find a sponsor.
4. ___ Han's father, mother, and sister went to America with him.
5. ___ With the help of their sponsor, Han and his wife and child found a small apartment.
6. ___ They got food, clothing, and things for their apartment from a church.

***E1.** Now retell Ending 1 to a partner.

D2. Look at the pictures and study the vocabulary. Then read the story and check (✓) the true statements about it.



Nouns		Verbs	Adjectives	Expressions
news	aunts	move	rich	go downtown
relatives	cousins	buy	surprised	fill out forms
uncles	offices	watch		stay home

A Long, Hard Trip (Ending 2)

Han and his family got good news. They could go to Canada and live with their rich relatives. They left the refugee camp, took a plane, and arrived at the airport. Han's uncles, aunts, and cousins met them. They were all very happy.

Han and his mother and sister moved into their relatives' big house. On the first day, they went downtown with Han's cousins. They were surprised by the big buildings and the many cars, buses, and taxis in the busy streets. They looked at the nice stores and restaurants. They bought new clothing and food.

In the next few days, Han and his mother and sister had to do many things. Their relatives took them to several offices. They filled out many forms. They went to a hospital and saw a doctor. But soon their aunts and uncles had to go to work, and their cousins went to school. Han and his family couldn't speak English, and they were afraid of the city, so they stayed home and watched television. This was the beginning of their new life.

1. ___ Many relatives met Han and his family at the airport in Canada.
2. ___ Han and his mother and sister moved into a small apartment. They had nothing.
3. ___ They were surprised by the many buildings, stores, restaurants, and cars downtown.
4. ___ Han's mother went to work the next day. Han and his sister went to school.
5. ___ They had to fill out forms and see a doctor.
6. ___ They went out every day in the busy streets and spoke English.

***E2.** Now retell Ending 2 to a partner.