

The ETC Program

A Competency-Based Grammar

3: An Immigration Story

the ETC program

An Immigration Story

A Competency-Based Grammar

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RANDOM HOUSE



New York

江苏工业学院图书馆
藏书章

First Edition

9 8 7 6 5 4 3 2 1

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Library of Congress Cataloging-in-Publication Data

Kirn, Elaine.

The *ETC* program.

Level 3.

1. English language—Textbooks for foreign speakers.

2. English language—Grammar—1950- . I. Becijos, Jeanne Brownlee. H. Title.

PE1128.K48 v. 3 1988 428.274 87-35763

ISBN 0-394-35345-5

Manufactured in the United States of America

*Series design and production: Etcetera Graphics
Canoga Park, California*

Cover design: Juan Vargas, Vargas/Williams Designs

Illustrations: Etcetera Graphics

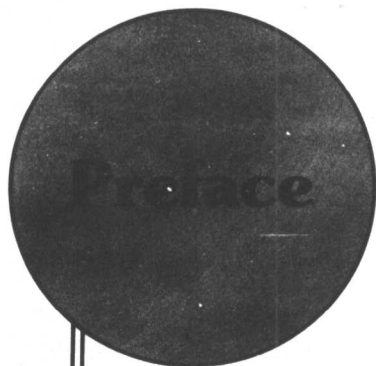
Artist: Terry Wilson

Photo research: Marian Hartsough

Photo Credits: Sally Gati

p. 113: M. Smith

Typesetting: Etcetera Graphics



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 An Immigration Story: 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, this grammar book of *ETC An Immigration Story* consists of an introduction and ten chapters, each divided into four parts with specific purposes.

- *Parts One, Two, and Three* begin with a story that introduces the important information, vocabulary, and structures of that section, followed by explanatory material, exercises, and activities.
- *Part Four* summarizes and reviews the material of the chapter.

Symbols

The following symbols appear throughout the text:

- * a challenging activity designed for more advanced students
- ** an especially challenging activity for 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, which can be duplicated and distributed to the students
- an answer key to 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 An Immigration Story*:

Fred Allen, Elsa Auerbach, Lorelei DePauw, Jolene Gear, Mary M. Hurst, Gail Kellersberger, Dona Kelley, Victoria Kimbrough, Joann La Perla, Kara Rosenberg, Collins Selby, Kent Sutherland, Evelyn Uyemura.

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:

- 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. and J.B.

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Introduction

COMPETENCIES:

Naming things
Describing scenes
Giving personal information

GRAMMAR REVIEW:

Nouns and adjectives
Singular and plural: *this*,
that, *these*, *those*
Subject pronouns with *be*



Adjectives and Nouns			
Adjectives	Nouns		
	People	Places	Things
busy	man (men)	city	traffic
crowded	woman (women)	building(s)	clock(s)
big	child(ren)	factory	sign(s)
small	driver(s)	house(s)	car(s)
old	police officer(s)	home	bus(es)
new	family	apartment	taxi(s)
young	relative(s)	room(s)	chair(s)
happy	friend(s)	street	table(s)
sad	waiter(s)	restaurant	desk(s)
angry	waitress(es)	counter(s)	television
nice	customer(s)	store(s)	telephone
good	clerk(s)	office	line
bad	couple		clothing
expensive	shopper(s)		perfume

A.

Name the places, people, and things in the pictures on page 2. Use the above words and words of your own. (You can work in small groups.)

EXAMPLES: (Picture 5) a crowded store
pants and shirts
people with jewelry

Singular and Plural: <i>this, that, these, those</i>					
	Singular			Plural	
This	is	a	crowded place.	These	are crowded places.
That	's	a	telephone.	Those	are telephones.
It	's	a	nice store.	They	're nice stores.
The shirt	is		expensive.	The shirts	are expensive.

B.

Make singular and plural sentences about the places and things in the pictures on page 2. (You can work in small groups.)

EXAMPLES: (Picture 1) This is a busy street.
It's crowded with cars and buses.
Those are tall buildings.

Subject Pronouns with *be*

I am busy.
 You are a teacher.
 He is in a hospital.
 She is in a hospital.
 It is in a hospital.

We are busy.
 You are teachers.
 They are in a hospital.

I am = I'm
 you are = you're
 he is = he's
 she is = she's
 it is = it's

we are = we're
 you are = you're
 they are = they're

C.

Make sentences with *be* about the people in the pictures on page 2. (You can work in small groups.)

EXAMPLES: (Picture 2) The people are in a small apartment.
 They're happy.
 The old man is busy.

be and not

I'm		=	we're		
you're		=	you're		
he's	not			not	
she's			they're		
it's					

D.

Make sentences with *be* + *not* for the pictures on page 2. (You can work in small groups.)

EXAMPLES: (Picture 3) The room isn't big.
 The applicants aren't children.
 They're not at home.

***E.**

BEYOND THE BOOK: Tell the class three things about you in sentences with *be*.

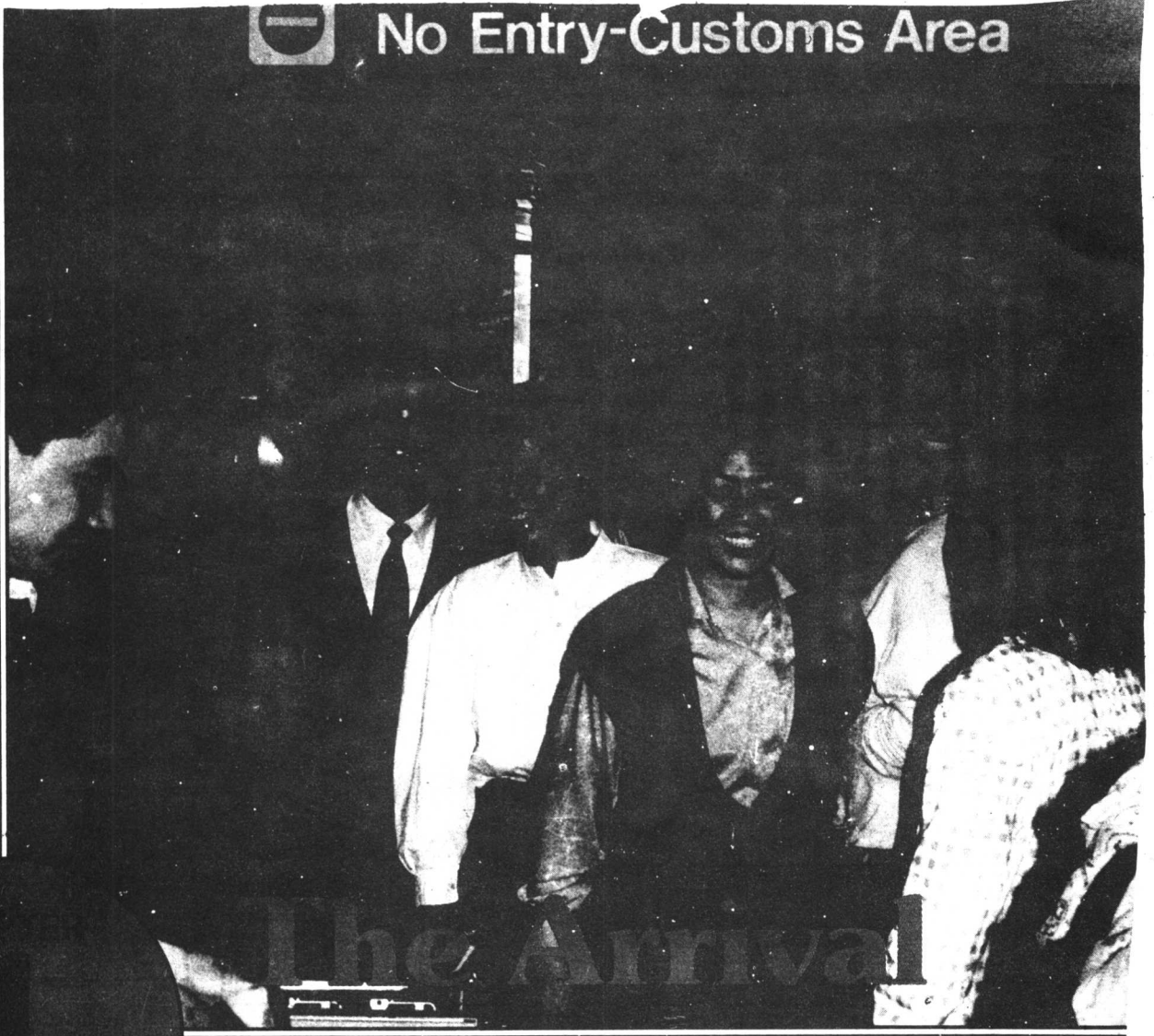
EXAMPLES: My name is Lenore.
 I'm not from the United States.
 I'm happy to be in this class.

Listen to your classmates. Then tell the class one thing about three people.

EXAMPLES: Lenore is happy to be in this class.
 Pablo isn't a waiter.
 Mohammed is from Saudi Arabia.



No Entry-Customs Area



The Arrival

COMPETENCIES:

Describing action sequences
Giving instructions and directions
Expressing ability, permission,
wants, and needs
Telling stories

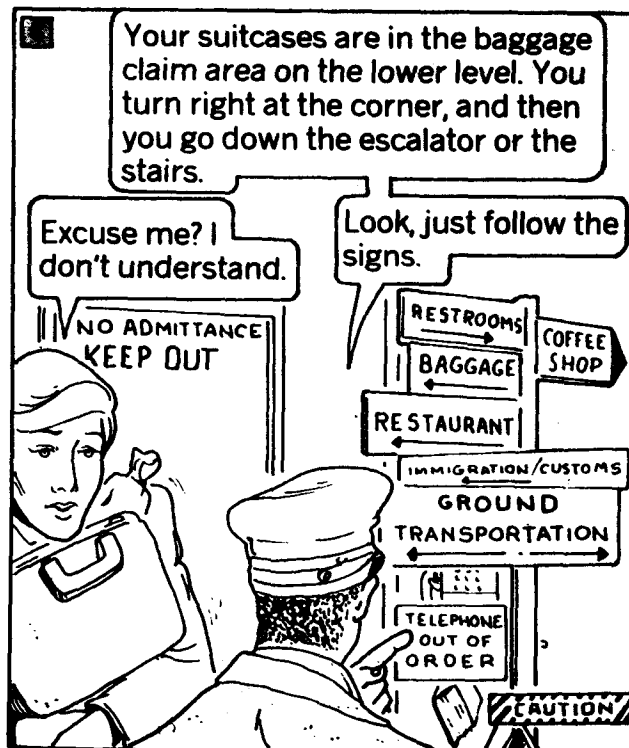
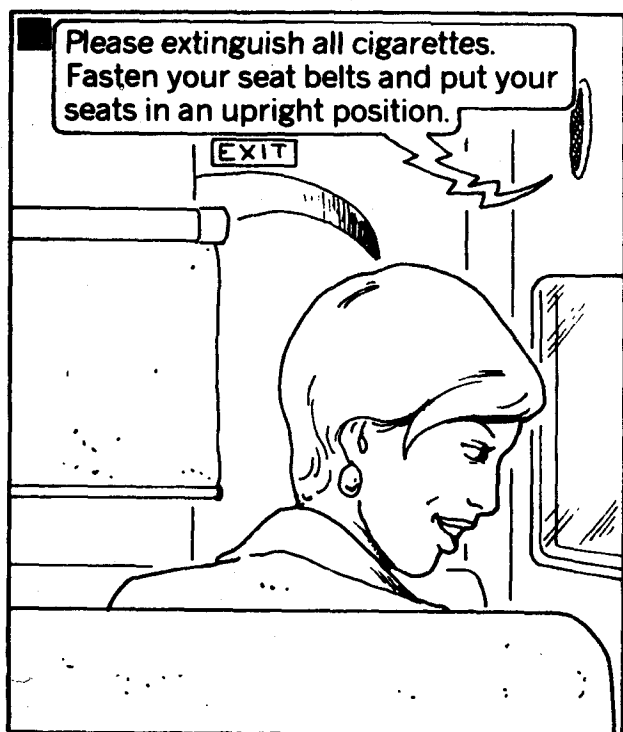
GRAMMAR REVIEW:

The imperative
Present statements
Prepositions
Statements with *can/can't*
Pronouns and possessive
forms
Verbs before infinitives
The word *to*
Past statements (regular and
irregular verbs)

PART ONE / The Imperative; Present Statements; Prepositions

- Describing Action Sequences • Giving Instructions and Directions

It's Helena's first trip to the United States.



The Imperative

<i>Don't</i>	Verb	Object
	Fasten	your seat belts.
	Watch	it.

<i>Don't</i>	drop	the packages.
--------------	------	---------------

don't = do not

<i>Don't</i>	Verb		Preposition	Object
	Turn	right	at	the corner.
<i>Don't</i>	go		with	them.

A. Make sentences for the pictures with these words and words of your own.

- EXAMPLES:** 1. a: Extinguish all cigarettes.
b: Fasten your seat belts.

	Extinguish	your packages.
	Fasten	careful.
	Be	all cigarettes.
	drop	right at the corner.
	Watch	your seat belts.
<i>Don't</i>	fall	down the stairs.
	Have	it.
	Turn	the signs.
	go	a nice day.
	Follow	in that door.
	use	the telephone.

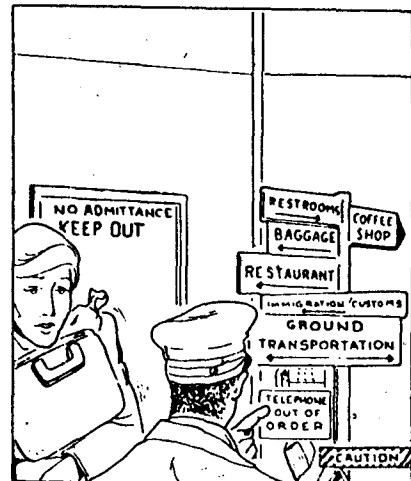
1.



2.



3.



Review

I 'm a student.
 The airport is crowded.
 My bags aren't here.

Present Statements

Subject	don't	Verb	
You		go	down the escalator.
They		know	the way.
We	don't	understand.	

B. Make sentences with these words.

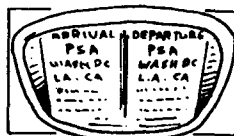
EXAMPLE: 1. I fasten my seat belt.

1. ²fasten / ¹I / ³my seat belt / .
2. my seat / in an upright position / then I / put / .
3. is / it / this / . don't / believe / I / it / .
4. I / in the United States / 'm / . my new home / is / this / .
5. English / but I / understand / don't / .

Prepositions



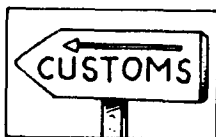
in
 the coffee shop
 the baggage claim area



on
 the lower level
 the screen



at
 the corner
 the ticket counter



to
 the customs area
 the buses and taxis



up/down
 the stairs
 the escalator



with
 those people
 me