

The ETC Program

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

**2: English in Everyday Life**



**the ETC program**

# **English in Everyday Life**

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

**Elaine Kirn**

West Los Angeles College

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藏书章

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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 English in Everyday Life: A Competency-Based Listening/Speaking Book* offers essential practical listening material based on typical situations in everyday life. Students respond to them in a variety of ways, practicing effective listening strategies and demonstrating comprehension through the performances of listening tasks.

Speaking and conversation activities, designed to develop student competencies, are based on previously presented vocabulary, notions, and functions. They offer ample opportunity for student interaction and often provide immediate feedback on students' levels of proficiency.

## Organization

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

- Each chapter begins with a vocabulary section, which presents the important vocabulary for all four parts.
- *Part One: Better Listening* presents a practical conversation on the chapter theme, along with exercises that develop students' listening ability.
- *Part Two: Pronunciation* provides pronunciation principles, rules, practice, and communicative activities.
- *Part Three: Listening and Speaking Skills* offers a variety of practical listening tasks and interactive speaking activities.
- *Part Four: Communication* provides communication practice in paired "information gap" activities. It may also present common phrases in notional/functional categories for students to practice in structured conversations.

## Symbols

The following symbols appear throughout the text:



activity on cassette tape

\* a challenging activity designed for more advanced students

\*\* a "beyond-the-text" activity

## 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 that require specific answers
- a tapescript for all material recorded on cassette
- a pronunciation supplement of worksheets that can be duplicated and handed out to students

## 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*:

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## Introduction

# Starting Out

**COMPETENCIES:** Introducing oneself  
Spelling names and understanding oral spelling  
Asking and telling names of people and countries  
Recognizing the numbers 1-100  
Counting

**GRAMMAR FOCUS (REVIEW):** Subject pronouns and possessive adjectives  
Contractions with *be*  
*This, that, these, those*

## A. Have conversations like this. (Walk around the classroom.)



### The Names of People

First Last

Ann Gann-Smith

First Last

Carlos Moreno

Last First

Wong Chun-Ling

### The Letters of the Alphabet

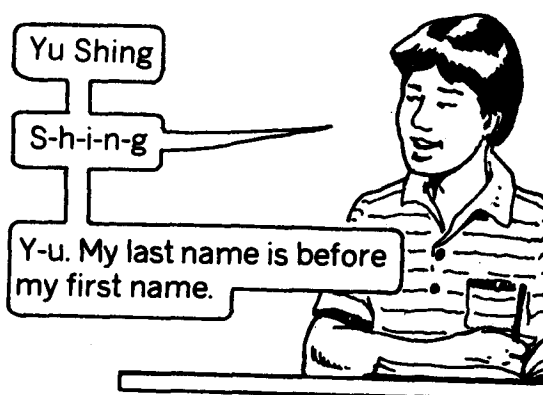
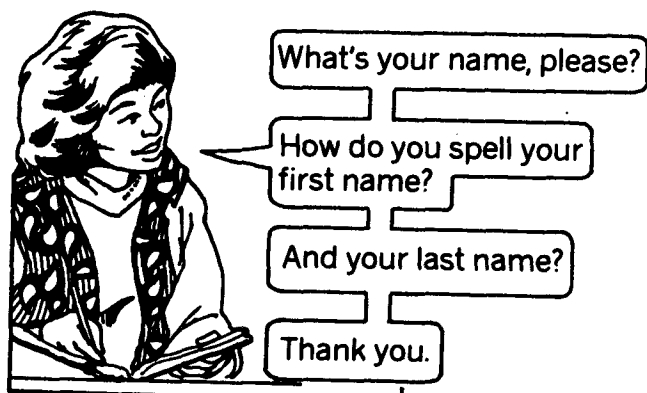
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Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

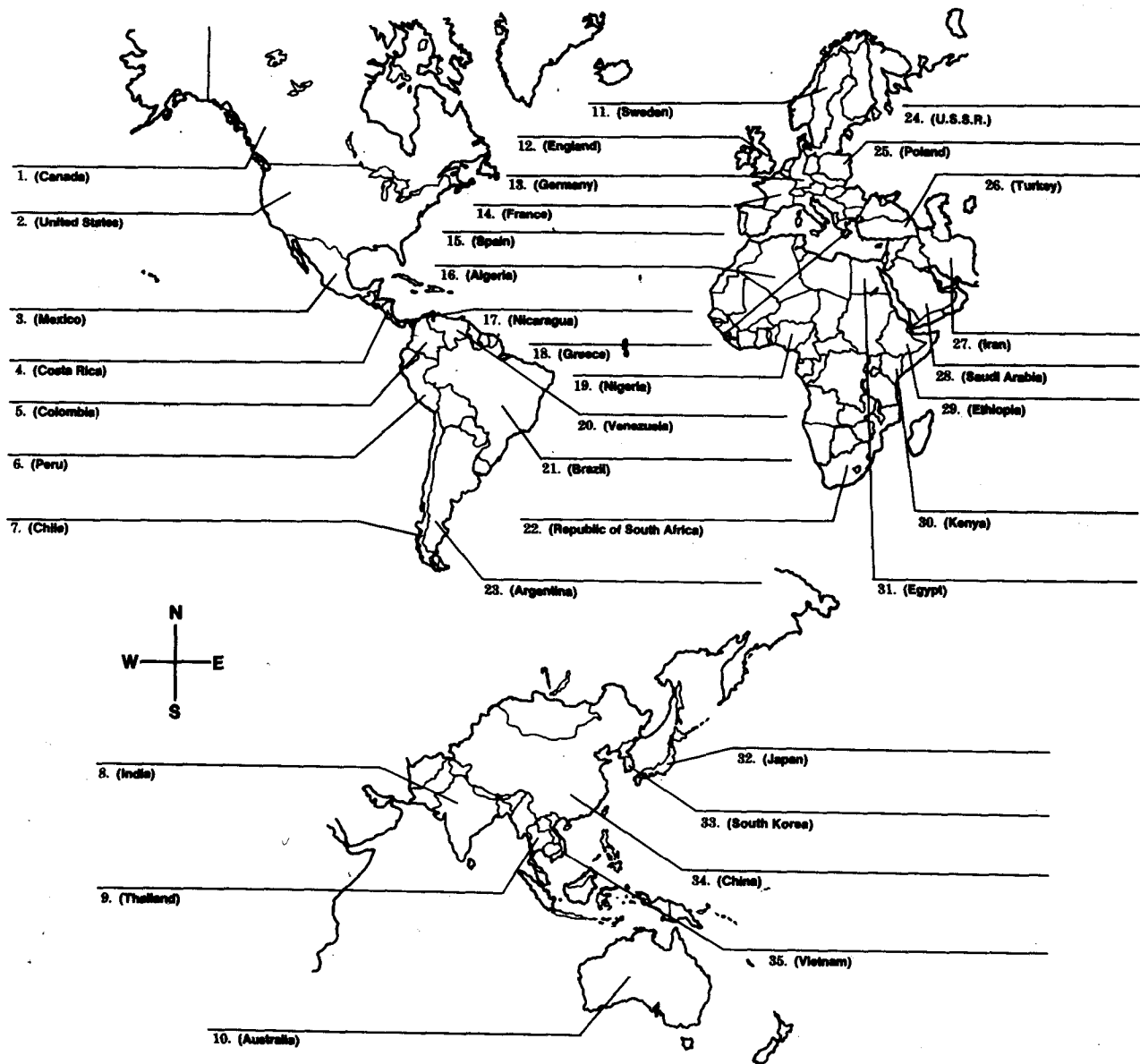
**B.** On a piece of paper, draw boxes for desks or tables in your classroom. Then have conversations like these. Write the names of your teacher and classmates in the boxes.

EXAMPLE:

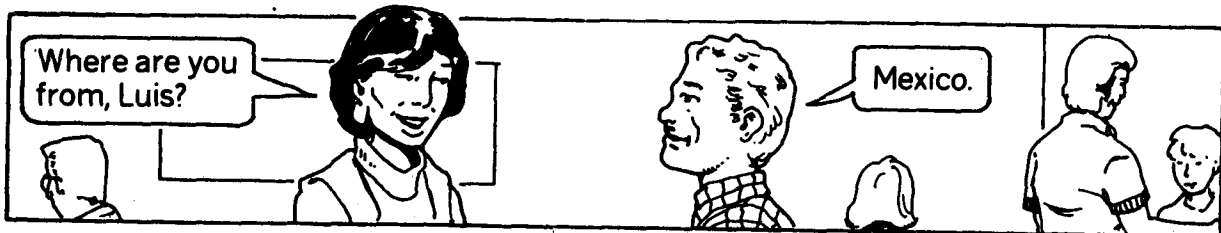
Ann Gann-Smith		
Carlos Moreno	Chun-Ling Wong	
	Yu Shing	Rita Alonso



## The Names of Countries



**C.** Have conversations like this. (Walk around the classroom.) Write the names of your teacher and classmates on the lines. (Write only one name for each country.)





### **D. Listen and talk.**

## The Numbers 1-100

	A	B	C	D	E	F	G	H	I	J	
K	1	2	3	4	5	6	7	8	9	10	K
L	11	12	13	14	15	16	17	18	19	20	L
M	21	22	23	24	25	26	27	28	29	30	M
N	31	32	33	34	35	36	37	38	39	40	N
O	41	42	43	44	45	46	47	48	49	50	O
P	51	52	53	54	55	56	57	58	59	60	P
Q	61	62	63	64	65	66	67	68	69	70	Q
R	71	72	73	74	75	76	77	78	79	80	R
S	81	82	83	84	85	86	87	88	89	90	S
T	91	92	93	94	95	96	97	98	99	100	T
	A	B	C	D	E	F	G	H	I	J	



### E. Listen and write.

[illegible]

CHAPTER

1

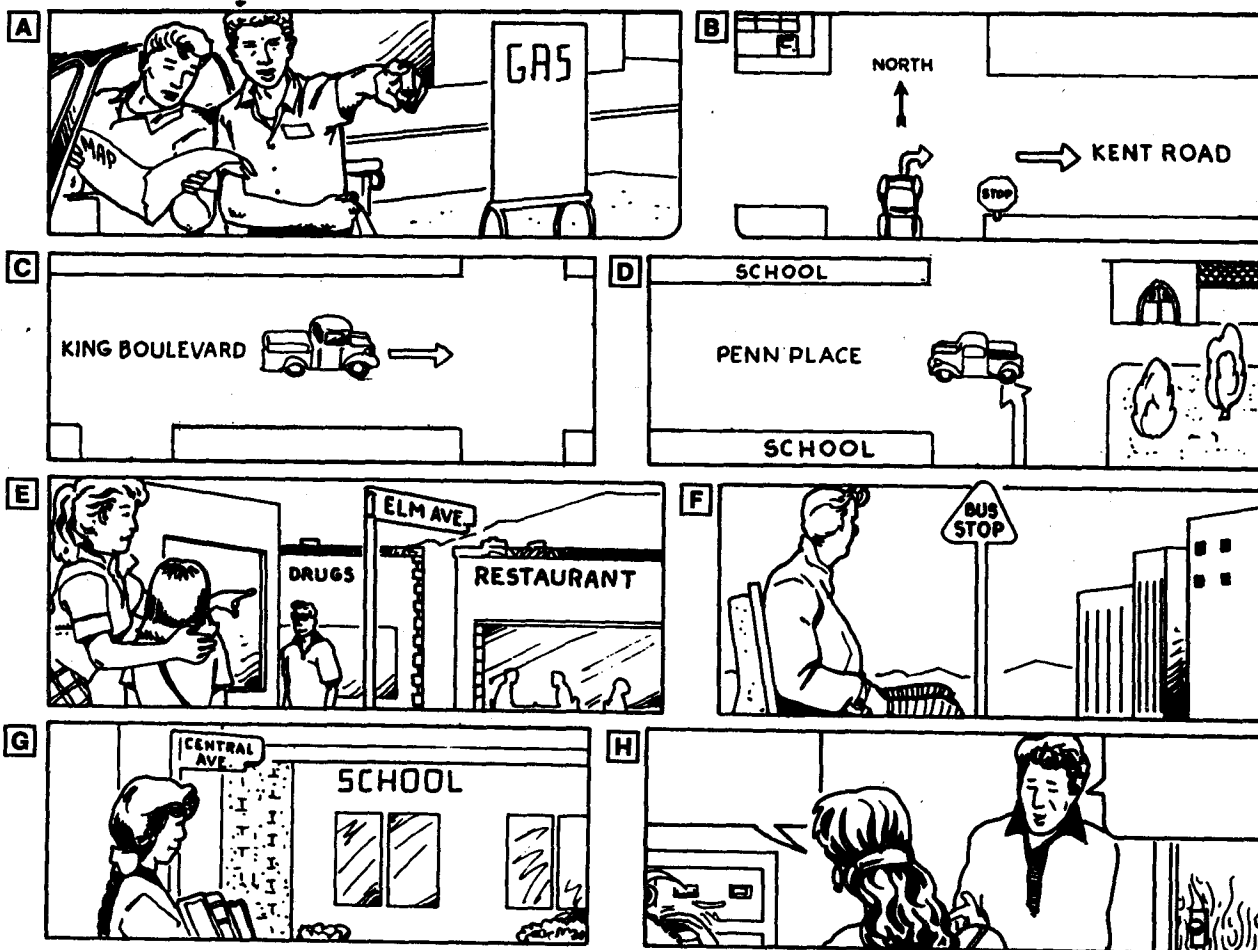
# Getting There

**COMPETENCIES:** Understanding and giving instructions, directions, addresses, telephone numbers, and times  
Giving personal information  
Using bus schedules  
Expressing incomprehension  
Asking for repetition

**GRAMMAR FOCUS (REVIEW):** The imperative  
Sentences with objects, adverbs, and prepositional phrases  
The modal *can*

# VOCABULARY

## • Words in Directions



**A.** Write the letters of the pictures A-H on the lines.

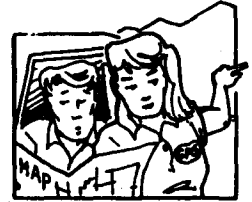
1. C Go two blocks straight ahead on King Boulevard.
2. \_\_\_\_ Turn left on Penn Place. The school is on the corner.
3. \_\_\_\_ I can't find a street on this map. Can you please give me directions?
4. \_\_\_\_ Drive north. Turn right at the stop sign on Kent Road.
5. \_\_\_\_ I can sit on the bench at the bus stop.
6. \_\_\_\_ Walk to Central Avenue. Don't cross the street.
7. \_\_\_\_ Pass the drugstore and the restaurant.
8. \_\_\_\_ Can I have some information, please? Excuse me, can you please repeat that?

## PART ONE / BETTER LISTENING

### • Directions



**A.** Read these sentences. Then listen to Conversation 1 and circle the answers *yes* or *no*.



Tran needs directions to the Central Avenue School.

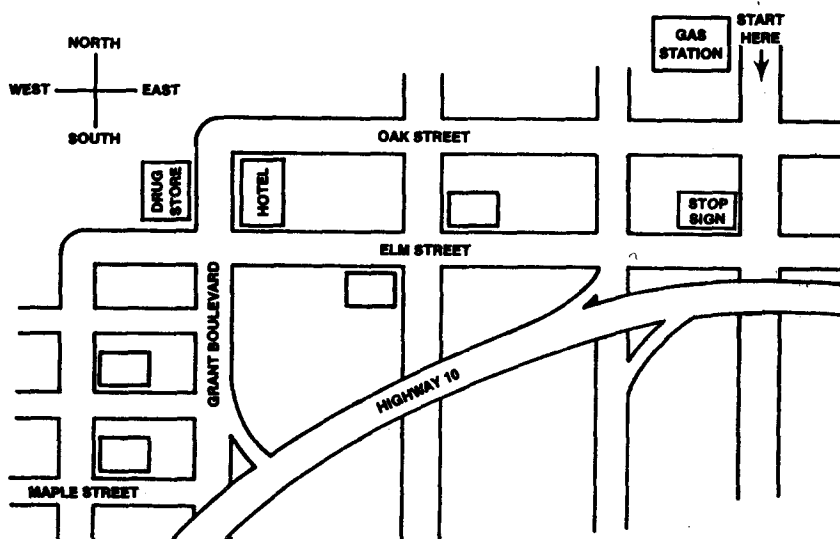
- |  |     |    |
|--|-----|----|
| 1. Drive south from the gas station.                       | yes | no |
| 2. Go six miles east on the highway.                       | yes | no |
| 3. Pass a hotel and a drugstore on Grant.                  | yes | no |
| 4. Tran can follow these directions to the Elmwood School. | yes | no |
| 5. The school is on the corner.                            | yes | no |

### Words and Sounds in Conversation

right	well	Excuse me.	please	sure
all right	O.K.	of course	Thank you.	sorry



**B.** Listen to Conversation 2. On the map, draw a line from the directions. Put an X where the school is.



**C.** Listen again and check your answers.



## PART TWO / PRONUNCIATION

• Vowel Sounds • Numbers • Stress and Intonation



**A. Listen.**

