

Instructor's Annotated Edition

The ETC Program

A Competency-Based Grammar

3: An Immigration Story

43

the ETC program

An Immigration Story

A Competency-Based Grammar

Instructor's
Annotated Edition

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藏书章

Elaine Kirn

West Los Angeles College
and

Jeanne Brownlee Becijos

Castle Park High School

RANDOM HOUSE



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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

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

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ETC AN IMMIGRATION STORY A COMPETENCY-BASED GRAMMAR

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 each level is divided into two or 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 listed below ("About This Level") will aid you in your assessment.

- decide on the combination of books best suited to the interests and goals of your students. In an intensive course of ten or more hours a week, the large variety of material offered in the three books of each level will provide the necessary change of pace and reinforcement that most students require. In a shorter course, however, you may wish to choose one or two of the three books available. If your program is a structurally oriented one, your choice will probably include the competency-based grammar; your choice of a supplement—either the reading/writing book or the listening/speaking book—will depend on your students' main purposes in learning English. On the other hand, if your program emphasizes the "natural approach," or if you prefer to minimize the role of explanation and grammar rules, you may choose the two skills books *ETC An Immigration Story: A Competency-Based Reading/Writing Book* and *ETC An Immigration Story: A Competency-Based Listening/Speaking Book* as the core of your instructional program.

ABOUT THIS LEVEL

ETC An Immigration Story is an intermediate level. It is directed at students who, at the beginning of the course:

- can satisfy most survival needs and limited social demands
- can understand and use common phrases and sentences, such as "Can you help me, please?," "Where are you from?," and "I go to school," with some degree of fluency

- respond to a large variety of commands, such as "Take out a piece of paper," "Please finish the exercises at home," and "Tell me about your housing situation" with little hesitation

- can form short sentences to express needs and ideas with an increasing command of basic grammar

- can read simplified versions of common practical material, such as forms, ads, and labels

- can write short sentences from dictation, complete exercises with vocabulary given, and supply common vocabulary on everyday topics

In general, the competency goals of *ETC An Immigration Story* are to enable students to:

- master the use of the basic structures of the language, such as the present, past, and future tenses, infinitives after verbs, and comparative forms; and gain familiarity with some of the more sophisticated ones, such as simple clauses and the present perfect

- increase knowledge of passive vocabulary and understand fluent (though clear and simple) speech with some tolerance for ambiguity

- speak with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions, such as making appointments, accepting or refusing invitations, and giving excuses

- improve pronunciation—sounds, intonation, etc.

- read more difficult practical materials, including some that are not simplified, such as newspaper advertisements, bills, and recipes, with some assistance

- perform simple writing tasks, with some guidance, such as filling out forms, writing invitations, and communicating with short notes

ABOUT THIS BOOK

Rationale and Purpose

In a structure-based ESL course, the grammar book of *ETC An Immigration Story* will provide the core material. Organized around grammar principles and patterns, it provides vital competency material in its stories, exercises, and activities.

On the other hand, in a program that emphasizes language skills while deemphasizing structure, the grammar will serve as a supplementary workbook, appealing to deductive learners who can apply stated principles consciously to speech and writing.

Organization

Like most other books in the *ETC* program, the grammar 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; Part Four summarizes and reviews the material of the chapter.

How to Use This Book

Since every instructor has a unique teaching style and since every class of students differs in some way from every other, there are no set prescriptions for presenting, reinforcing, and reviewing the material of the *ETC* program. Through extensive class testing, however, the authors have collected teaching techniques and activities that have consistently proven successful. We hope these suggestions will prove useful. Choose among them, leaving out those that do not apply to your particular situation; supplement them when necessary. Note that suggestions marked with a star (*) are supplementary ones for more advanced students only. Add your own ideas, taking care to provide variety and a lively but relaxed class atmosphere.

Time Estimates

Depending on the amount of material you choose to present and the level of mastery desired, a typical chapter of *ETC An Immigration Story: A Competency-Based Grammar* can be adequately covered in approximately four to eight hours of class time, to be supplemented with two or more hours of homework. Slower classes will require more time; more advanced ones, less.

THE TABLE OF CONTENTS

To help students feel comfortable with the use of textbooks in general, you may wish to use the table of contents for a brief reading exercise, practicing basic scanning skills.

- *1. Write roman numerals on the board and ask students their meanings; tell them they are sometimes used as page numbers. At students' language level, point out that the "special numbers" often appear in the introductory section of a book—those pages that are not part of the learning material but that may help students use the book more effectively.
2. Have students locate the table of contents and tell the page numbers. Ask general questions about it (Examples: How many chapters are there in the book? How many parts are in each chapter?). Point out that students do not need to know the meanings of all the words they see.

3. To conduct a quick oral scanning activity, ask questions at the language level of the students. Request that the class remain silent for a few seconds after each question so that everyone has a chance to try to locate the answer. Here are some examples of kinds of scanning questions:

The chapter title is _____. What chapter is it?

(Example: Transportation Answer: Chapter 3)

What is Chapter _____ about? (Example: 6 Answer: Money)

What page does Chapter _____ begin on? (Example: 8 Answer: Page 129)

What chapter begins on page _____? (Example: 5 Answer: Chapter 1)

In Chapter _____, what is Part Two about? (Example: 4 Answer: *Used to*; Understanding Job Responsibilities and Reasons for Firing Employees)

In Chapter _____, what part is about _____? (Example: 8, Medical Costs and Health Insurance Answer: Two)

What page does Part _____ of Chapter _____ begin on? (Example: Four, 3 Answer: 54)

CHAPTER OPENERS

The opener, the page preceding the beginning of each chapter, provides a "warm-up" to the material that follows.

1. Discuss the chapter title with the class. Ask what it means and what topics students expect to find in the chapter.
2. Although the list of competencies and grammar points to be presented are directed toward the instructor, more advanced students may wish to look them over, suggesting points that might be emphasized or omitted.
3. In discussing the photograph, you may want to include examples of the grammar points to be introduced, as a precheck of students' comprehension and ability to include them in responses. Ask students questions about the picture that will stimulate discussion, such as:
 - Who are the people in the photo?
 - Where do you think they are?
 - What are they doing or saying? Why?
 - What happened before this scene?
 - What might happen next?

PARTS ONE, TWO, AND THREE

Part Openers

In general, you should regard the terms for grammar points (imperative verbs, statements, objects, infinitives, quantity expressions, etc.) only as points of refer-

ence, not as items for students to learn. In grammar teaching, concentrate first on students' comprehension of oral or written sentences containing the grammar and second on their use in the expression of ideas and communication.

The Introductory Stories

The purpose of the strip story that introduces each of the first three parts of each chapter is to present, in a realistic context, examples of the grammar to be studied. In addition, it presents the important vocabulary that appears in the grammar exercises—the words that students will need to discuss the topic of the chapter.

1. To introduce each of the first three parts of each chapter, allow students time to look over the illustrations of the introductory strip story. Ask questions to stimulate discussion, such as:

Where are the people?

What are they doing in the first picture? The second?

Can you tell the story from the pictures?

2. Students can listen as you present the story orally, they can read the story to themselves, and/or they can read it aloud in pairs or small groups, taking roles for the material in the speech balloons.
3. Check that students have understood the story by asking comprehension questions, first *yes/no* questions (Examples: Is ____? Can ____? Do ____? Did ____?) and then *wh*-ones (Examples: What ____? When ____? Where ____? Why ____?). They might also retell the story in their own words.
4. You can ensure understanding of new vocabulary by giving the class a short oral "quiz." Give cues for the items in the story, such as definitions (Example: Which word means *buses* and *taxis*? Answer: transportation), sentences to complete (Example: Please ____ all cigarettes. Answer: extinguish), opposites (Example: Which word is the opposite of *find*? Answer: lose), or grammatical questions (Example: What's the past tense of *ride*? Answer: rode). Students find and pronounce the appropriate words. More advanced students may wish to recall vocabulary from cues without looking at their books.
5. Find out if students relate to the story by asking personalized questions (Examples: Have you ever needed an ambulance or had a medical emergency? Have your children been in a preschool?).

Grammar Explanations

If you prefer to practice the use of grammar principles without pointing them out, you may not wish to present the boxed grammar material in class at all. Explain to students that they are for reference only. On the other hand, if you believe in emphasizing rules and

structure, these presentations can be considered the "core" of the grammar book. Here are some techniques for presenting them:

1. Most grammar explanations begin with a review section of previously taught grammar. Because these points are relevant to the new grammar, you should check that students have mastered them. You might wish to "quiz" students orally by saying sentences with the grammar that contain errors; students correct the mistakes (Example: I came to the United States because I can't get a job in my country. Correction: couldn't).
2. Be careful to adapt your presentation of new grammar to the level of the students. There are many methods of introducing grammar orally, of course, and—especially if students are low-level—you may wish to prepare for or to reinforce the book explanations in your own way. Here are suggestions for a few quick techniques:
 - Read aloud the example sentences or words. (Students may wish to repeat them.) Ask students to identify the elements (Examples: What are the verbs? What are the objects? What are *at* and *with*?).
 - Have students find examples of the relevant grammar in the introductory story, underlining them and then reading them aloud.
 - To practice forms, conduct oral substitution drills, having students repeat a sentence and then make substitutions (Example: I want to give this to my uncle. / have Answer: I have to give this to my uncle. Example: I need a job. / my uncle Answer: My uncle needs a job.).
 - Conduct oral transformation drills, giving students a sentence to change (Example: Change this sentence to the negative: I need to go to a hotel. Answer: I don't need to go to a hotel. Example: Change this sentence to a question: I like my apartment manager. Answer: Do you like your apartment manager?).
 - Copy the sentence pattern on the board, having students supply vocabulary for the various slots (Example: subject / verb / preposition / object. Possible answer: I arrived at the airport.).
 - Say sentences with the relevant grammar, having students either identify them as correct or correct the errors orally.

Grammar Exercises

Each grammar explanation is followed by one or more grammar exercises, distinguished by capital letters on a line (Example: A). These are of various types: words to arrange in order, sentences to complete

by filling in the blanks, frames from which to construct logical sentences, answers for which students create appropriate questions, and others. All exercises are designed to be completed either orally or in writing. If a section seems difficult for students, you may wish to have them complete it in both forms. Here are suggestions for step-by-step presentation:

1. Read aloud the instructions for the exercise as students read them silently. Ask students one or two questions (Example: What are you going to do with the words? Answer: Put them in order.).
2. After students have read the examples silently, paying special attention to the underlined words, complete the first few items orally with the class. Walk around the room, checking that the weaker students are following the instructions correctly.
3. Allow students class time to complete the exercise on their own. Encourage stronger students to help weaker ones if necessary and walk around the room to give necessary help.
4. Check the exercise in class, having students supply the answers orally and/or write them on the board.
5. For some types of exercises, you can review the grammar by repeating some of the items orally. With their books closed, students supply the answers. Gradually add new items of the same kind.
- *6. With their books open or closed, encourage students to create similar sentences of their own. If there are errors in the grammar being emphasized, have other students make corrections.
7. Some exercises are particularly well-suited for pair or small-group work. If you choose to complete them orally, model the first few items for the class with a strong student. Explain that in the example *a* refers to one student and *b* to the other. Then allow the class to complete the exercise in pairs, walking around the room to give necessary help. Finally, check for mastery by having students "perform" items for the class.
8. After students have become familiar with the types of exercises, you may wish to assign some as homework, to save class time and to provide challenge by encouraging self-reliance.

Starred Exercises and "Beyond the Book" Activities

Exercises marked with a star (*) and Beyond the Book activities are more difficult than controlled ones because they require students to supply vocabulary and to construct their own sentences, preferably about real facts, personal experience, or their own ideas.

1. If necessary, review the relevant grammar points before students begin the activity. You may want to

present a quick vocabulary lesson, reminding students of words that will be useful.

2. After presenting the examples, provide models of your own by telling your experience or ideas or by having a "conversation" with one or more capable students.
3. To provide more opportunity for individual practice, divide the class into small groups. More advanced students may prefer to work together while you help less able ones, or you can encourage better students to improve their own skills by helping lower-level classmates. In any case, try to mix students of various language backgrounds.
4. Walk around the classroom to participate in one group at a time and to give necessary help.
5. Set a time limit for the group activity.
6. Provide immediate feedback and review: have a few students repeat the activity for the class while others make corrections and suggestions. You can also have students tell one or more interesting things that they have learned from their classmates during the group activity.
7. If an activity requires outside preparation or research, be sure that students understand what they are to do and how they can best proceed. You might assign tasks to pairs or small groups. Take care to follow up outside assignments thoroughly so that students will be encouraged to continue to complete them.

PART FOUR: SUMMARY

The last part of each chapter integrates and reviews the preceding material.

1. You can present the grammar patterns as usual, adding quick oral drills for additional practice.
2. The most common kinds of controlled exercises in Part Four are substitution activities, usually Exercise A. These are suitable for individual written work and/or for pair or small group oral work. Encourage students to go beyond the items presented to give similar information about their own situations. Be sure to check for mastery by having some students perform the items for the class.
3. Part Four also includes a story or conversation with errors to correct. Most students will prefer to "edit" the material on their own before the exercise is checked orally. Explain that the purpose of activities of this kind is to train students to "self-correct"—i.e., to catch their own mistakes before or after they make them.
4. Each chapter ends with lists of important vocabulary items related to the chapter theme. You can ensure mastery of these words through supplement-

tary activities and games. Here are only a few suggestions:

- Conduct oral "vocabulary quizzes," as described above. Include exercises in which students supply synonyms (Example: correct Answer: right Example: glad Answer: happy), opposites (Example: ride Answer: walk Example: aunt Answer: uncle), plural forms (Example: bus Answer: buses Example: wife Answer: wives), past tense forms (Example: arrive; Answer: arrived; Example: drive; Answer: drove), and the like.
- Have students complete written exercises, such as including the ten words that are most difficult for them in sentences that illustrate their meanings.
- Conduct a "spelling bee," in which students compete in teams, each being asked in turn to spell a word aloud and use it in a sentence.
- Have students construct sentences one word at a time, paying attention to the grammatical relationships among them (Example: Student 1: I.... Student 2: I left.... Student 3: I left my.... Student 4: I left my boyfriend.... Student 5: I left my boyfriend in...).
- Prepare for vocabulary games by making word cards from the items in these lists. Students in

small groups can choose cards to arrange in logical order, adding necessary words. Alternatively, students can pick a certain number of cards from a "deck" and try to make up short stories incorporating them.

5. Make the last activity of each chapter as communicative and "real" as possible, adapting it to the students' level, needs, and interests. Its purpose is to give students a last opportunity to describe their experiences, express their ideas, solve their problems, and give and get information related to the chapter theme.

Following are page-by-page notes. They mention the grammar points you might wish to emphasize, point out the pitfalls you can try to avoid, and suggest steps for classroom presentation. Ideas for supplementary activities, marked with a star (*), are included. It is unlikely that you will choose to follow all these suggestions. They are presented in detail here in order to provide flexibility in the use of the material of the *ETC* program. Feel free to make use of those steps suited to your particular needs, to omit unnecessary ones, and to supplement the material as necessary.

STUDENT TEXT WITH NOTES AND ANSWERS