

The ETC Program

Skills Book

1: Life Skills

the ETC program

Life Skills

Skills Book

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江苏工业学院图书馆
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 two 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

The core of *ETC Life Skills* is this skills book. It is four skills: listening, speaking, reading, and writing. All listening sections, marked with a cassette symbol, are available on audiocassette.

Organization

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

- *Part One: Vocabulary* presents the key vocabulary of the chapter, with visual illustrations of the meanings.

- *Part Two: Listening* provides comprehension activities to help students develop listening skills: identifying situations, understanding content words, and performing practical tasks in response to aural cues.
- *Part Three: Grammar in Conversation* provides speaking practice in simulated practical situations.
- *Part Four: Reading and Writing* presents greatly simplified versions of the kinds of reading material students are likely to encounter in everyday life, followed by practice in practical writing tasks.

Symbols

The following symbols appear throughout the text:



activity on cassette tape

* a challenging activity designed for more advanced students

Available Ancillaries

A complete set of audiotapes accompanies this book. The instructors' 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 pages
- a pronunciation supplement of worksheets that can be duplicated and handed out to students
- a vocabulary list, chapter by chapter
- a tapescript for all material recorded on cassette

Acknowledgments

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

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E.K.

Contents

Preface ix

Introduction Names and Letters 1

Competencies: Using the letters of the alphabet • Meeting people • Using greetings and expressions for departures • Recognizing first and last names
• Spelling names aloud • Printing and signing names

CHAPTER 1 Things 6

Competencies: Naming and describing things • Using numbers 1-12 • Understanding conversations about things • Making and answering requests for things
• Expressing lack of understanding • Using polite expressions
• Reading lists of things, times on a clock, and signs

PART ONE Vocabulary 8

PART TWO Listening 10

PART THREE Grammar in Conversation 12

PART FOUR Reading and Writing 14

CHAPTER 2 Information 16

Competencies: Understanding instructions • Using numbers 13-90 • Understanding names, addresses, and telephone numbers • Asking for, giving, and writing personal information • Reading signs

PART ONE Vocabulary 18

PART TWO Listening 22

PART THREE Grammar in Conversation 24

PART FOUR Reading and Writing 27

CHAPTER 3 Help 31

Competencies: Making and answering requests for help • Using numbers 20-200
• Expressing personal information (height, weight, year of birth, etc.)
• Comparing units of measurement • Asking and giving directions
• Reading signs

PART ONE Vocabulary 33

PART TWO Listening 36

PART THREE Grammar in Conversation 38

PART FOUR Reading and Writing 42

CHAPTER 4 Food and Money 45

Competencies: Doing simple math (addition and multiplication) • Expressing needs and wants • Ordering food • Asking for and giving change • Understanding price lists • Reading signs

PART ONE Vocabulary 47

PART TWO Listening 51

PART THREE Grammar in Conversation 53

PART FOUR Reading and Writing 56

CHAPTER 5 Times and Places 59

Competencies: Reading and telling the time, day, and date • Describing the weather • Expressing location • Making social appointments • Reading calendars • Reading thermometers and weather maps • Understanding time zones

PART ONE Vocabulary 61

PART TWO Listening 65

PART THREE Grammar in Conversation 67

PART FOUR Reading and Writing 71

CHAPTER 6 The Body 75

Competencies: Telling clothing sizes and prices • Describing physical feelings, illnesses, and health habits • Understanding and filling out medical forms • Reading medicine labels

PART ONE Vocabulary 77

PART TWO Listening 79

PART THREE Grammar in Conversation 81

PART FOUR Reading and Writing 86

CHAPTER 7 People 89

Competencies: Locating countries on a world map • Recognizing family relationships • Recognizing job titles and work descriptions • Using the post office • Giving and taking telephone messages • Asking and telling about relatives and friends • Addressing envelopes • Understanding postal and telephone information

PART ONE Vocabulary 91

PART TWO Listening 94

PART THREE Grammar in Conversation 96

PART FOUR Reading and Writing 100

CHAPTER 8 Emergencies 104

Competencies: Recognizing emergency situations • Calling emergency numbers
• Knowing steps in simple first aid • Reading warning signs

- PART ONE** Vocabulary 106
- PART TWO** Listening 108
- PART THREE** Grammar in Conversation 110
- PART FOUR** Reading and Writing 114

CHAPTER 9 Work 118

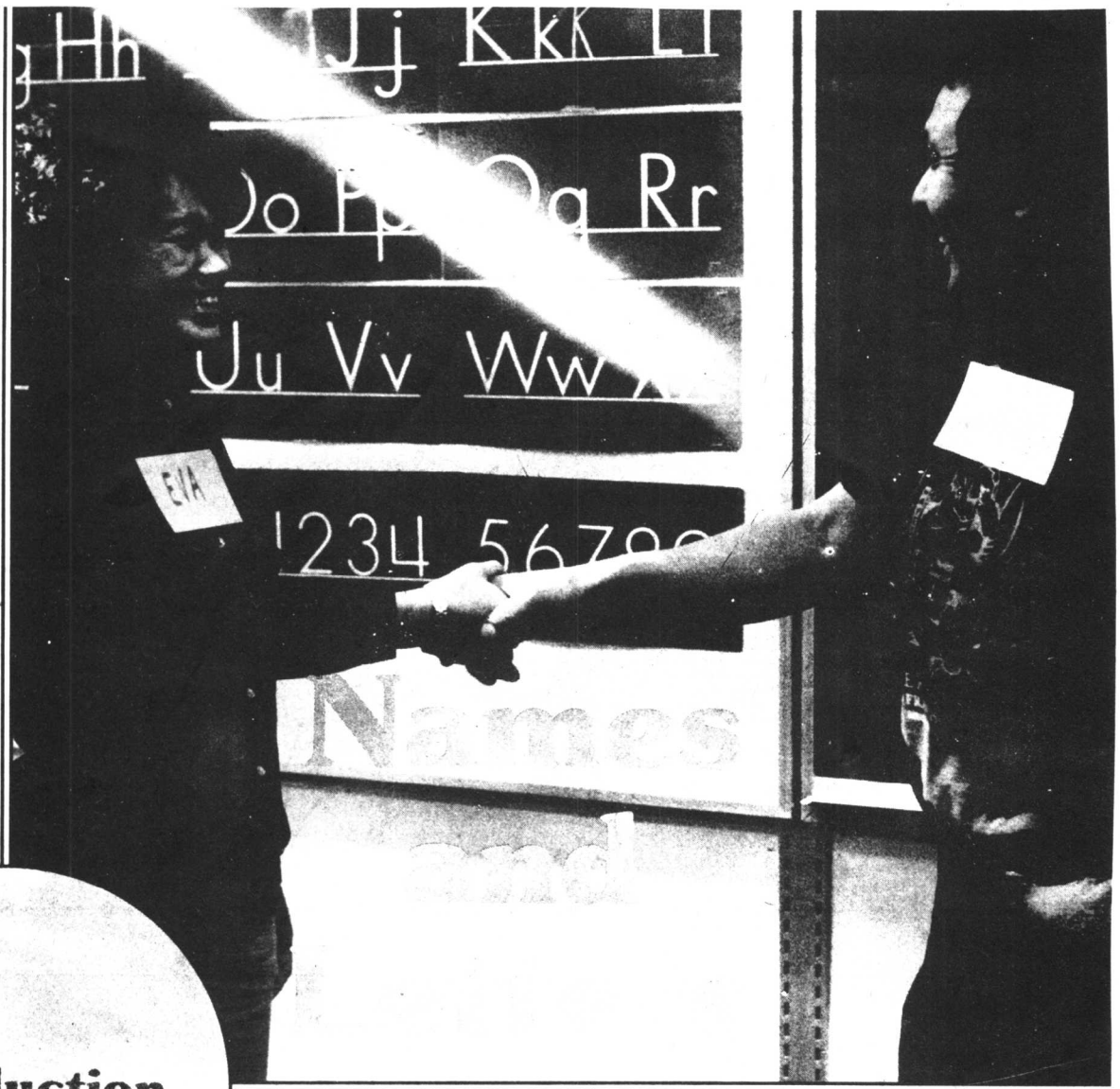
Competencies: Knowing how to look for work • Describing past work, job skills, and education • Understanding educational requirements • Understanding "help wanted" ads • Reading and filling out applications for employment

- PART ONE** Vocabulary 120
- PART TWO** Listening 122
- PART THREE** Grammar in Conversation 124
- PART FOUR** Reading and Writing 130

CHAPTER 10 Fun 132

Competencies: Asking and telling about interests and plans • Knowing about recreational activities • Understanding party invitations • Understanding T.V. and radio schedules • Reading recreation programs and information

- PART ONE** Vocabulary 134
- PART TWO** Listening 135
- PART THREE** Grammar in Conversation 137
- PART FOUR** Reading and Writing 141



Introduction

COMPETENCIES:

- Using the letters of the alphabet
- Meeting people
- Using greetings and expressions for departures
- Recognizing first and last names
- Spelling names aloud
- Printing and signing names

Names			
First Name	Last Name	First Name	Last Name
Ron	Smith	Su-Yan	Wong
Ann	Taft-Hunt	Rosa	Gonzalez

last name = family name

A. Have conversations.



The Letters of the Alphabet

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

B. Look and write the letters.

A			D			G
		J			M	
	P			S		
V			Y			

Printed Letters

CAPITAL

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

small

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

Names

First Name

Last Name

Last Name ,

First Name

Ann

Smith

Smith ,

Ann

Ron

Taft-Hunt

Taft-Hunt ,

Ron

Li-Li

Lin

Lin ,

Li-Li

C. Print your name.

FIRST

LAST

LAST ,

FIRST

Handwriting

CAPITAL

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

small

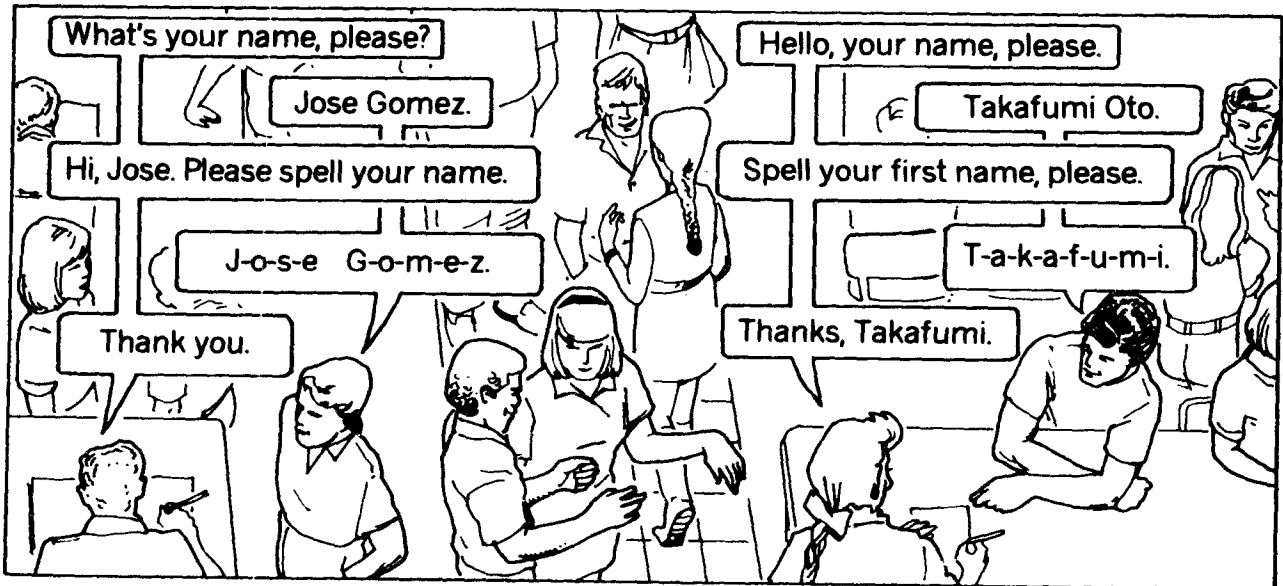
a b c d e f g h i j k l m
n o p q r s t u v w x y z

D. Use handwriting for your name.

SIGNATURE

E. Use printing and handwriting for your names.

1. _____ , _____ SIGNATURE
LAST , FIRST
2. _____ , _____ SIGNATURE
LAST , FIRST
3. _____ , _____ SIGNATURE
LAST , FIRST
4. _____ , _____ SIGNATURE
LAST , FIRST
5. _____ , _____ SIGNATURE
LAST , FIRST
6. _____ , _____ SIGNATURE
LAST , FIRST
7. _____ , _____ SIGNATURE
LAST , FIRST
8. _____ , _____ SIGNATURE
LAST , FIRST



*F. Have conversations and write names.

***G.** Have conversations.





CHAPTER

1

Things

COMPETENCIES:

- Naming and describing things
- Using numbers 1-12
- Understanding conversations about things
- Making and answering requests for things
- Expressing lack of understanding
- Using polite expressions
- Reading lists of things, times on a clock, and signs

GRAMMAR FOCUS:

- Singular and plural nouns
- Adjectives before nouns
- Prepositions

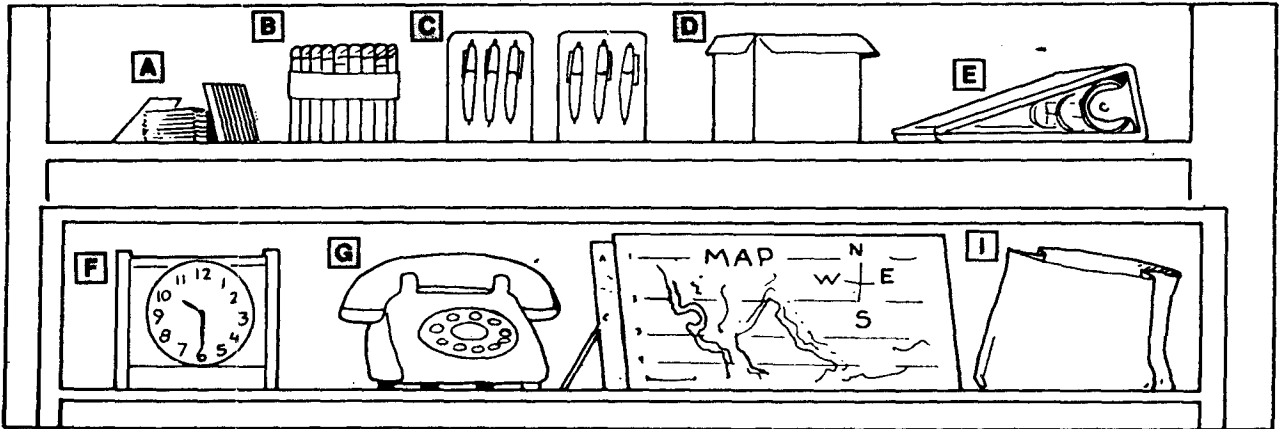
A notebook, please.



PART ONE / VOCABULARY

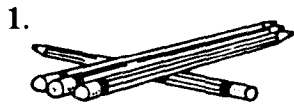
• Things • Numbers 1-12

A. Look and write the letters A-I.



- | | | |
|---------------------|----------------|--------------|
| 1. <u>F</u> a clock | 4. ___ a box | 7. ___ pens |
| 2. ___ a telephone | 5. ___ a bag | 8. ___ maps |
| 3. ___ a notebook | 6. ___ pencils | 9. ___ cards |

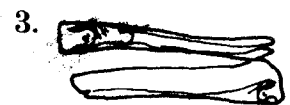
B. Circle the words.



short | pencils
 long



a | black | pen
 white



thin | notebooks
 thick



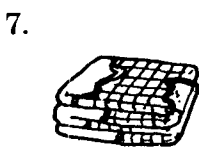
white | cards
 blue



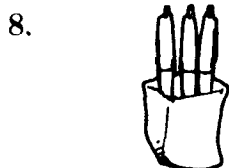
long | books
 short



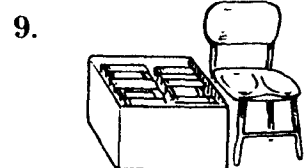
a | small | clock
 big



a | black | map
 thick



pens in a | small | bag
 big



a | thin | box of books
 big