

Instructor's Edition

The ETC Program

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

5: Language and Culture in Depth



the ETC program

Language and Culture in Depth

A Competency-Based Listening/Speaking Book

Instructor's Edition

Instructor's Manual appears at end of book.

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江苏工业学院图书馆
藏书章

RANDOM HOUSE



New York

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. Language and culture in depth : a competency-based listening/speaking book.

Level 5.

1. English language—Textbooks for foreign speakers.

2. Oral communication. 3. Listening. I. Title.

PE1128.K4827 1989 428.3'4 88-29817

ISBN 0-394-35356-0 (Student Edition)

ISBN 0-394-35374-9 (Teacher's Edition)

Manufactured in the United States of America

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

Cover design: Juan Vargas, Vargas/Williams Design

Illustrations: Etcetera Graphics

Artist: Terry Wilson

Typesetting: Etcetera Graphics

1
★
82-2116-1
(3207) A-9112-28

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ETC LANGUAGE AND CULTURE IN DEPTH

A Competency-Based Listening/Speaking Book

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. It is carefully coordinated, chapter by chapter, in theme, competency goals, grammar, and vocabulary. The material of this level is divided into three books; 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 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 books available. If your program is a structurally oriented one, your choice at this level 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 grammar explanation, you may choose the two skills books—reading/writing and listening/speaking—as the core of your course.

ABOUT THIS LEVEL

ETC Language and Culture in Depth offers three texts at a low-advanced level. It is directed at students who, at the beginning of the course:

- get along well in everyday life, are comfortable in most social situations in English, are employed if they want to be, and may be trying to "move up" in the world of work

- can understand everyday speech and carry on conversations at a normal rate of speed with fluency

- can form and combine sentences to express feelings and opinions with an increasing command of grammar

- can read simplified practical materials without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines

- can perform practical writing tasks such as filling out forms and writing recipes without difficulty, have mastered the basic mechanics of writing, and are reading to improve their writing style, especially in personal and business letters

In general, the competency goals of *ETC Language and Culture in Depth* are to enable students to:

- attempt using the more sophisticated grammar structures and rules of the language, such as the verb tense system in contrast; gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses, concentrating on self- and peer-correction of errors

- understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of language

- listen for and extract practical information from typical everyday conversations

- speak fairly fluently, using newly acquired vocabulary accurately, and make appropriate use of language notions and functions, such as making small talk, expressing interests, requesting and giving advice, giving opinions, agreeing, and disagreeing politely

- improve pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus

- tell their own stories on the chapter topics; use language effectively to complete communicative tasks such as group problem solving and speech making

- express themselves accurately and effectively in different forms of writing, especially letters

ABOUT THIS BOOK

Rationale and Purpose

Listening comprehension, some researchers have concluded, is the most basic language skill because it provides a foundation from which language acquisition—including the ability to communicate orally—can proceed. Advocates of “the natural approach” emphasize the role of listening even more than others, recommending that instruction in aural comprehension precede by weeks or months any demands for oral production on the part of students. In any case, it has been well established that instruction in listening strategies, through which students develop the ability to listen selectively for meaning, leads to rapid language acquisition.

ETC Language and Culture in Depth: A Competency-Based Listening/Speaking Book offers two kinds of listening material: a personal story on the practical theme of the chapter and aural “realia”—simulated lectures or conversations from which students extract practical information. All comprehension material is provided on cassette tapes, as well as in the written tapescript included in this instructor's manual. The material on tape is marked with a cassette logo in the text.

Since high-intermediate students have the ability and the desire to express themselves on topics important to their lives, opportunity is provided for them not only to react to the stories and conversations they hear but also to comment on the information and ideas in them and “tell their own stories.” The pronunciation activities, while concentrating on features of speech, are geared toward the acquisition of notions and functions, such as asking questions to ensure comprehension, expressing opinions and preferences, agreeing and disagreeing, extending and reacting to invitations, asking and giving advice, and the like. There is also a large variety of conversation activities and games.

Organization

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

Part One / Learning to Listen presents a personal narrative on the chapter theme, along with activities that develop students' abilities to get the main ideas; pick out facts; recognize related concepts, relevant questions and answers, advice, and reasons for a point of view; and other upper-level listening skills.

Part Two / Pronunciation through Role-Play begins with a conversation or strip story that illustrates upper-level pronunciation principles such as syllable and word stress, intonation, sound and word reductions, phrase reductions, sound linking, and sentence rhythm. It progresses to pronunciation exercises and ends with role-play activities.

Part Three / Practical Listening begins, in most cases, with everyday conversations or speeches on the chapter theme from which students are to make inferences and may end with “practical listening tasks” for students to react to by following specific instructions. There are also suggestions for supplemental listening activities.

Part Four / Language Activities offers a variety of conversation activities and games designed to practice the vocabulary, notions and functions, and pronunciation principles of the previous three parts while giving students the opportunity to express their ideas and enjoy themselves.

Time Estimates

Depending on the amount of material you choose to present and the level of mastery desired, a typical chapter of *ETC Language and Culture in Depth: A Competency-Based Listening/Speaking Book* can be adequately covered in approximately four to eight hours of class time, with or without assigned “homework.” Slower classes will require more time; more advanced ones, less. If your ESL program has the facilities, you may want to provide copies of the tape in a language lab or learning resource center so that students can review and work with them on their own time at their own pace.

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 pre-

scriptions 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 practice if time allows. Add your own ideas, taking care to provide variety and a lively but relaxed class atmosphere.

INTRODUCTION

Because the introductory section in each book contains activities different from those in subsequent chapters, suggestions for use are offered here:

PREPARING TO LISTEN:

VOCABULARY AND PRELISTENING

Read aloud the boxed explanation as students read it silently. Make sure that students understand it.

Exercise A

1. As a prelistening activity, have students repeat the vocabulary items (if desired at this level); tell the meanings of the words and expressions in random order and have students pronounce the appropriate items.
2. Have students describe the pictures by answering these questions: Who are the people? What are they doing, saying, and thinking? How are they feeling? What are the differences between the two situations (What is the "point" of the comparison between them?)?

GETTING THE MAIN IDEAS

Read aloud the boxed explanation as students read it silently. Make sure that students understand it.

Exercise B

1. Read aloud the instructions and make sure students understand what they are to do. They may prefer to read the three choices for the main idea to themselves before hearing the tape so that they will know what information to listen for or they may want to listen first and then try to determine the answer.
2. Play the tape or read aloud the tapescript in this instructor's manual for Exercise B on page 16, allowing students time to answer the

question. Play the tape once again to give students time to check their answer. Then have them tell which sentence they chose and why. Make sure that students listen carefully to their classmates' answers, contributing their own ideas.

MAKING INFERENCES

Read aloud the boxed explanation as students read it silently. Make sure that students understand it.

Exercise C

Help students fill in the blanks to complete the sentence expressing the point of the listening segment. You may want to replay the tape so that students can check their answers.

UNDERSTANDING DETAILS

Read aloud the boxed explanation as students read it silently. Make sure that students understand it.

Exercise D

1. Have the class complete Exercise D from memory of the taped story and/or their own ideas about good and poor listening techniques. You may wish to play the tape one last time so that they can check their answers.
2. At this point in the course, explain the importance of attentive listening in language acquisition, encouraging students to listen carefully to one another rather than "tuning out" to think about other things or what they are going to say next. Have the class suggest other characteristics of poor and good listeners and give examples if possible.
- *3. Here are some points you might want to mention and discuss:

Poor listeners may:

- interrupt needlessly, often because they want to control a conversation (Point out, however, that interrupting briefly to have someone repeat or clarify a point you have not understood is acceptable.)
- finish another speaker's sentences, often to try to speed up the pace
- jump to conclusions without being sure they have understood the point
- change the subject without making sure that a speaker "feels finished" with a point
- write everything down without really listening

- be silent—not giving any response (including facial expressions)

Good listeners will probably:

- look at the speaker, “listening” to his or her facial expressions as well as the words
- ask a speaker to repeat if they have not understood something and ask questions to clarify points, showing their interest in following the topic of discussion
- repeat or paraphrase some of the things a speaker says to confirm that they have understood correctly (Example: If I understand correctly, what you’re saying is that...)
- react responsively with appropriate facial expressions and common phrases that show interest, such as *uh-huh*, *Go on*, *I’m listening*, *I see*, and *Really?*
- not interrupt unless one speaker tends to monopolize a conversation, cutting off conversational interaction
- stay on the subject until the speaker who brought it up indicates that a point is “finished”
- make good use of their listening time by thinking ahead, making mental notes, and summarizing the ideas they are hearing to themselves (This technique is especially helpful in listening to lectures or speeches, but it may be useful in conversation.)

TELLING YOUR STORY

1. Before presenting Exercise E, you might discuss the characteristics of poor and good conversationalists, pointing out that they are, first, good listeners. Here are some other points you could mention:

Poor conversationalists may:

- talk incessantly without allowing other speakers to express their ideas and without caring how their conversation partners are reacting to their monologues
- talk only about themselves
- not talk about themselves at all, making only small talk about impersonal topics and using a lot of meaningless clichés
- gossip or talk in a negative way, making complaints about other people
- talk without having a point to make just to make sure they are participating
- “hold their own conversations with themselves,” continuing along the same lines

each time they get a chance to speak instead of giving a conversation a chance to develop by listening carefully to other people’s ideas and reacting to them

Good conversationalists will probably:

- talk a little at a time, reacting to others’ ideas and allowing others a chance to react to what they are saying
 - mix impersonal and personal topics, facts and opinions, including small talk and clichés to keep the conversation going, but more often “creating” a new conversation on every occasion
 - allow themselves to express feelings, including negative ones, and listen carefully to the feelings of others
 - make their points clear, even if it means coming back to them after others have changed the subject
 - help others to participate in the conversation by “drawing them out” with questions and showing by their comments and reactions that they are generally interested in what they have to say
2. Ask one of the stronger students the questions in Exercise E. If his or her answers are not easily comprehensible to the class, ask him or her to speak up, to repeat certain answers, and/or to explain particular points; you might also repeat the essential information for the class. Then check the class’s comprehension by asking them to summarize what the speaker just said. You may wish to repeat Step 2 with several other students.
 3. Divide the class into small groups, putting students from different language backgrounds together if possible, and have them answer the questions for their groups.
 4. Reconvene the class and repeat Step 2.

Chapters 1–10

CHAPTER OPENER

The opener at the beginning of each chapter provides a “warm-up” to the material that follows.

1. To practice the listening skills of “anticipation” or “prediction,” discuss the chapter title with the class. Ask what subtopics students expect to find in the chapter.
2. Although the list of competencies, pronunciation skills, and grammar points to be focused on are directed toward the instructor, more advanced students may wish to look them

over. You may want to ask students about their practical needs in regard to the chapter title and the competency listings—what kinds of situations they normally encounter, under what conditions they might need to use the skills, etc. The class may ask you to give examples of the listed pronunciation points, and you may wish to briefly review the grammar, using material from the corresponding chapter of *ETC Language and Culture in Depth: A Competency-Based Grammar*.

PART ONE / LEARNING TO LISTEN

VOCABULARY AND PRELISTENING

The purpose of Part One of each chapter is to provide material for listening practice in the form of a personal story, along with comprehension exercises focusing on listening strategies and opportunities for discussion. You might begin by discussing the title of the taped segment, asking students what it might mean and what they expect the material to be about.

Exercise A

Exercise A offers prelistening preparation by presenting a list of the important vocabulary items and illustrations of the story to follow on tape.

Depending on the level of the students, the time available, and your usual procedure in teaching listening, you may or may not choose to present a vocabulary lesson. You can simply allow students time to look over the items and to ask any questions they have. On the other hand, students who lack confidence in their comprehension ability may appreciate having the vocabulary presented in class; you can use techniques such as these:

1. If desired, work on pronunciation by saying the words in each list aloud and having students repeat them. You might want to add "grammar notes" by mentioning points that might prevent errors in usage (Examples: which nouns are noncount, what the irregular past tense verb forms are).
2. To teach meanings and to check for student comprehension of the words, give simple oral cues: definitions, synonyms or opposites, or sentences with "oral blanks." Students answer by pronouncing the appropriate words from the vocabulary lists. Here are some examples taken from Chapter 2: Getting an Education.

The way of life of a country, which includes

its language, history, art, music, and so on, is its _____. (culture)

The grounds of a school are the _____. (campus)

What's a more formal word for *teacher*? (instructor)

What's the opposite of the word *pass*, as in *pass a course*? (fail)

What's the charge for classes at a university or private school called? (tuition)

- *3. When you finish the lists, you can provide review by having students respond to cues without looking at their books.
- *4. You might want students to demonstrate mastery of the words by using them in sentences that illustrate their meanings.

All ten stories in Part One of this listening/speaking book are preceded by illustrations.

1. To provide practice in the skill of anticipation, give students time to look at the pictures silently. Here are some suggestions for general questions to stimulate discussion:

Who are the people?

Where do you think they are?

What do you think they are doing?

What do you think they are saying?

What happened before these scenes?

What might happen next?

Students' responses may suggest other questions to ask, or you can encourage more class participation by asking, "Do you agree with his or her answer? Why or why not?"

2. Ask students to tell a "chain story" about the pictures: Each student in turn tells one sentence or one event of the story, the next student continues the story, and so on, until you have reached a logical conclusion.

GETTING THE MAIN IDEAS (FIRST LISTENING)

During the first listening, students are to concentrate on getting the general points of the story. For the first few chapters of the book at least, you may wish to review the use of "listening strategies." Encourage students to listen only for main ideas and not to worry about new vocabulary or details. Point out that stressed words are the "content words"—i.e., they carry the speaker's meaning. Listeners do not need to understand or even to hear the unstressed "function words" in order to grasp the important ideas. They should develop a

"tolerance for ambiguity," listening selectively for the information they need to understand.

Exercise B

1. You may or may not want to play the taped story or read it aloud from the tapescript before presenting the exercise, encouraging students to listen carefully without doing anything. If you choose to include this step on tape, rewind the tape before beginning Step 2.
2. Read the instructions for Exercise B aloud, making sure that students understand that they are to circle the letter of the correct phrase to complete each sentence. Less confident students may wish to read the items and the possible answers to themselves before you play the tape or read aloud the story so that they will know in advance which information to listen for. More advanced students may not wish to include this prelistening step, preferring instead to pick out the main ideas for themselves as they listen and to complete the exercise items from memory.
3. Play the taped story or read aloud the tapescript in this instructor's manual for Exercise B, allowing students time to complete the items. Play the tape once again or reread the story to give students time to check their answers. Then have them tell which answers they chose and why. Make sure that students listen carefully to their classmates' answers, contributing their own ideas. If students have trouble with any item, play or read that portion again to point out the words that indicate the answer.

LISTENING STRATEGIES

Point out that for the second listening in Part One of each chapter a new listening skill or strategy will be presented and students will concentrate on a different aspect of listening. Present the boxed explanation by reading it aloud and checking for comprehension.

Exercise C (in Chapter 8, Exercise D)

1. Explain that the class is going to hear the same story again. This time, students are to listen more closely, focusing on the points presented in the above explanation.
2. Students, especially less confident ones, may wish to prepare for a second listening by reading over the items in the exercise to them-

selves before hearing the story; that way, they will know which information they are listening for and will be able to complete the exercise more easily. Other students may prefer to rehearse the story first and attempt to complete the exercise from memory. Some students may want to fill in answers as the tape is playing or as you are reading; allow them to do so only if their writing does not interfere with their comprehension of the rest of the segment. If it does, give them time to write after each playing or reading and then replay or reread it one or more times so that they can complete and/or check their answers.

3. Have students check their work by reading aloud their answers. Discuss difficult items, if necessary replaying or rereading that part of the tape for clarification.
- *4. You may or may not wish to provide students with copies of the tapescript in this instructor's manual, allowing them to use it for their own purposes—to follow along as they listen to tapes individually, to study vocabulary, etc.

Exercise *D (in Chapter 8, Exercise *E)

This exercise provides a review of the story by instructing students to retell or summarize it in some way. Vary your techniques in presenting this exercise:

- The technique that will make this activity easiest for students is to provide cues in the form of questions or phrases and to have the class retell the story as a group. You may wish to use this method for the first few chapters.

- Ask students to tell a "chain story": Each student in turn tells one sentence or one event of the story, the next student continues the story, and so on, until you have reached the end.

- You might ask one or more students to tell the story and have one or more other students make additions and corrections.

Explain that most stories have a "point"—a reason for being told, a "joke," or a "lesson to be learned." Have students try to explain the point in their own words and ask others if they agree or disagree and why. If certain students—because of language limitations or cultural differences—have difficulty in getting the point, students from their culture might be more successful in explaining it to them. Be sure to give the class the chance to discuss the meaning of the story before pointing out that students can read the corresponding explanation.

tion in the appendix. The explanation itself may stimulate further discussion.

TELLING YOUR STORY

Exercise E (in Chapter 8, Exercise F) provides students with the opportunity to converse, express their ideas and get feedback, or give a brief speech in various forms. Adapt your presentation techniques to the particular activity, and be sure to vary these techniques throughout the term. Here is a possible sequence of steps:

1. For the first few chapters at least, ask some of the stronger students relevant questions, making sure that the class understands their answers. If any parts of a student's answers are not comprehensible to the class, ask him or her to speak up, to repeat certain answers, and/or to explain particular points; you might also repeat the essential information for the class. Then check the class's comprehension by asking them what the student said.
2. If appropriate for the activity, divide the class into small groups, putting students from different language backgrounds together if possible. Appoint a leader for each group and have him or her ask each student in the group the questions or follow the given instructions. Walk around the classroom to give necessary help, encouraging students to "draw one another out" by asking for repetition and clarification if they don't understand a point and by asking further questions about the given information. Allow the groups time to complete the exercise, making sure that each student has the opportunity to answer the questions and to participate in the group's discussion. (You can often tell that it is time to end an activity if the noise level in the classroom decreases significantly and/or if students seem to be talking about other topics.)
3. Ask each student to retell or summarize one or two of the important points that he or she heard from a classmate during the group discussion. Allow each student whose points are being discussed to make corrections and additions and give the class time to ask additional questions.

Beyond the Text

If Part One ends with a starred (*) "Beyond the text" activity, present it in any way that seems effective, adapting the suggestions to the level and interests of the class.

PART TWO / PRONUNCIATION THROUGH ROLE-PLAY

The purpose of Part Two in each chapter is to present examples of pronunciation principles (stress and pitch patterns, phrase and sentence rhythm, sentence focus, etc.), followed by explanations, practice exercises, and role-play activities. All exercises on tape are marked with a cassette tape logo.

Exercise A

Here are some steps to follow in presenting the story or conversation in Exercise A:

1. Play the tape or read aloud the strip story or conversation with a native speaker or fluent nonnative. For this first listening, have students focus on the main ideas and the point of the story.
2. Discuss the content, directing students to the note of explanation in the appendix if necessary. You might ask comprehension questions, discuss difficult vocabulary, and/or have the class retell the "story" in their own words.

If you do not believe that pronunciation can or should be taught and focused on, you can omit the explanations and exercises that follow; individual students or groups can work with the tapes on their own if they wish. If you choose to present the pronunciation sections in class, however, these techniques may prove useful:

1. Read aloud the explanations, making sure that students understand essential words, such as *stress*, *intonation*, *reductions*, and the like. Ensure comprehension by asking questions or having students summarize the explanations. Give examples and/or use techniques of your own to help students understand the explanations, such as tapping beats for syllables, drawing intonation lines on the chalkboard, using a kazoo to emphasize the pitch and rhythm of sentences, and the like.
2. Play the tape or model the examples, having students repeat them as a class, in groups, and/or individually. In a nonthreatening way, encourage students to correct one another's pronunciation. If necessary, provide additional examples for repetition.
3. After making sure that students understand the instructions, play the tape for recognition exercises. Check that they are responding

appropriately (by putting in accent marks, drawing lines, writing letters or words, etc.).

4. Repeat the items, having students supply the answers orally if possible or write the words and the relevant marks on the chalkboard. Then use the items for additional pronunciation practice, having students repeat them, read them aloud in pairs or in groups, correct one another, and/or read them aloud to the class.
- *5. Provide, or have students suggest, additional words or phrases that contain the principles being taught.
6. As directed in the exercise that follows the pronunciation practice, replay or reread the conversation or story in Exercise A. Then have students read it aloud themselves—in pairs or in small groups composed of speakers of different native languages; walk around the classroom to give necessary help and to listen to students' pronunciation individually. Provide as much correction and as many discrete point drills as seem helpful; encourage students to listen carefully to imitate native speaker pronunciation and to correct one another politely.
- *7. In subsequent oral activities, you might want to spend time focusing on recently practiced sounds or principles.

PLAYING ROLES

The purpose of this section of Part Two is to combine skills practiced in the preceding pronunciation section with a lesson in notions and functions (asking questions to ensure comprehension, expressing opinions and preferences, agreeing and disagreeing, extending and reacting to invitations, asking and giving advice, etc.). Because of the large variety of activities, no general rules can be given for presenting them, but here are a few pointers:

- Emphasize the notional/functional phrases by listing them on the chalkboard, having students suggest others with similar meanings, and having the class recall them from memory. Point out that learning notions and functions will not only increase students' vocabulary, but will enable them to express themselves in "polite, acceptable" ways in North American culture.

- Review and practice pronunciation principles while presenting the notions and functions by paying attention to them as students say the phrases and give additional ones of their own. You may or may not wish to provide pronunciation cor-

rection while they are engaged in the activity that follows.

- While students are participating in the suggested activity, walk around the classroom to listen in and to give necessary help. Don't be concerned if students are not precisely following the instructions of the particular exercise; if they are practicing the appropriate language and are successful in their communication efforts, let them proceed as they are. If students come up with language activities that are more useful than those suggested in the text, jot down the sequence of steps they are following for future reference.

- Provide some sort of follow-up for the role-play activity: have student pairs or groups "present" their best conversation to the class, have the class create variations, and/or try out techniques of your own.

Beyond the Text

If Part Two ends with a starred (*) "Beyond the text" activity, present it in any way that seems effective, adapting the suggestions to the level and interests of the class.

PART THREE / PRACTICAL LISTENING

The purpose of Part Three of each chapter is to provide practice in listening to conversations for practical situations, focusing students' attention on useful notions and functions and on the features that make language more or less effective for communication. The progression of activities varies in this section. Here are some general suggestions for presentation of the activities:

1. The subtitle in the part opener and the headings in the text will give the class an idea of what the chapter part is about. Discuss this vocabulary, asking students to give examples if appropriate.
2. To focus students' attention on the important points of the listening segments to follow, read aloud the boxed explanation and make sure students understand it. Allow time for questions and comments, if any.
3. If there is art associated with the exercises, discuss it with the class, asking questions to get students to notice the important features.
4. For the first few chapters of the book at least, you may wish to review the use of "listening strategies." Encourage students to listen only for main ideas and not to worry about new vocabulary or details. Point out that stressed words are the "content words"—i.e., they

carry the speaker's meaning. Listeners do not need to understand or even to hear the unstressed "function words" in order to grasp the important ideas. They should develop a "tolerance for ambiguity," listening selectively for the information they need to understand.

5. You may or may not want to play or read aloud a taped segment before presenting the accompanying exercise, encouraging students to listen carefully without doing anything. If you choose to include this step, rewind the tape before beginning Step 6.
6. Read the instructions for the exercise aloud, making sure that students understand what they are to do in response to the listening segment (Examples: check or write numbers in boxes, circle words, fill in blanks, jot down the important words). To aid in comprehension, they may want to read over the exercise items before hearing the tape.
7. Play or read the listening segment, making sure students follow the instructions in response. Play the tape at least one more time so that students can check their answers.
8. Have students tell their answers; in some cases, you may want to write them on the chalkboard. If the section involves inference,

have students tell the clues that led them to their answers.

- *9. You may or may not wish to provide students with copies of the tapescript in this instructor's manual, allowing them to use it for their own purposes—to follow along as they listen to tapes individually, to study vocabulary, etc.

Beyond the Text

If Part Three ends with a starred (*) "Beyond the text" activity, present it in any way that seems effective, adapting the suggestions to the level and interests of the class.

PART FOUR / CONVERSATION ACTIVITIES

Part Four offers a large variety of language activities and games, the purpose of which is to stimulate students to express themselves and to communicate on a number of topics in a relaxed and sometimes amusing fashion. Because of the large variety of activities, no general rules can be given for presenting them. Use any techniques suggested above that seem appropriate and begin to collect your own "bag of tricks" to ensure the success of oral activities.

Answer Key for Text Exercises

INTRODUCTION / LEARNING TO LISTEN

p. 3, Exercise D:

1. a 2. a 3. b 4. b 5. b 6. a 7. a 8. b

CHAPTER 1 / MEETING PEOPLE

Part One / Learning to Listen

p. 6, Exercise B:

1. b 2. c 3. b 4. b 5. a 6. c

p. 6, Exercise C:

(Answers will vary.)

p. 7, Exercise *D:

(Answers will vary.)

Part Two / Pronunciation through Role-Play

p. 8, Exercise A:

Possible Answers: 1. Two men were talking at a party. The shy man wanted to meet a woman across the room. His acquaintance or friend gave him advice, but the shy man turned down the advice and used his own approach. He was successful. The woman was impressed and wanted to go with him to a quieter place to get to know him better. 2. Frank was direct and honest. The other man made up stories in an attempt to make a good impression and to flatter women. 3. Although a humorous, cheerful style might be successful if you want to meet people, many people prefer a simple, direct approach.

p. 9, Exercise C:

1. 2 2. 3 3. 2 4. 1 5. 3 6. 2 7. 4 8. 3 9. 2
10. 2 11. 3 12. 4

p. 10, Exercise E:

1. 7 2. 4 3. 6 4. 6 5. 4 6. 5 7. 4 8. 6 9. 5
10. 7

Part Three / Practical Listening

p. 12, Exercise A:

(across, then down) 2, 4, 3, 1

p. 13, Exercise B:

1. a, d 2. a, c 3. b, d 4. a, d

Part Four / Language Activities

p. 14, Exercise A:

1. a 2. c 3. c 4. d 5. b 6. d 7. b 8. a 9. a
10. b 11. c 12. d

CHAPTER 2 / GETTING AN EDUCATION

Part One / Learning to Listen

p. 18, Exercise B:

1. c 2. a 3. c 4. c 5. a 6. b

p. 19, Exercise C:

1. ...address their professors in this culture?
2. ...they're late to class? 3. ...make up the work that I miss? 4. ...the instructions for homework assignments correctly? 5. ...just don't do the work that I don't understand? 6. ...we have a test and I don't know the answers? 7. ...use my textbook? ...a dictionary? 8. ...what I need to know?

p. 19, Exercise *D:

Possible Answers: 1. They use the professor's title and last name (Example: Ms. Nash). If a teacher establishes a less formal atmosphere, they might use his or her first name in or out of class. 2. They enter the room quietly and sit down in the closest seat to the door. 3. You call up a classmate to get the assignment and ask for help if you need it. (But it's much better to go to class.) 4. You ask the instructor for an explanation. If you're too shy to speak up in class, you can ask a classmate or the teacher during the break or after class. 5. No, it isn't O.K. All students are expected to do the assigned work. 6. You're going to answer the questions as well as you can. (But it's better to study for a test beforehand.) 7. You can use a textbook only for an "open-book test"—when the instructor gives permission. Ask the instructor before the test begins if it's all right to use a dictionary. 8. You can ask a counselor for more information, make an appointment to speak to one or more of your instructors and ask your questions then, and/or ask some experienced students for advice or help.

p. 19, Exercise *E:

(Answers will vary.)

Part Two / Pronunciation through Role-Play**p. 20, Exercise A:**

Possible Answers: 1. An instructor completed a lecture and then asked for questions. No one said anything at first, so he continued to talk. Then many students began to ask questions—all at the same time. 2. He expects them to ask questions when they don't understand a point or when they want more information. The students are probably feeling shy or embarrassed to speak up in class at first. 3. Most instructors allow time for questions and appreciate it when students show interest by speaking up in class, but they don't want everyone to talk at once.

p. 22, Exercise C:

1. a 2. a, b 3. b 4. b 5. a, b 6. a 7. a, b 8. a 9. b 10. a

p. 22, Exercise E:

1. ...didn't you? 2. ...is there? 3. ...isn't it?
4. ...don't we? 5. ...are there? 6. ...do you?
7. ...can't you? 8. ...aren't you?

Part Three / Practical Listening**p. 24, Exercise A:**

(down, then across) 6, 2, 3, 5, 7, 1, 4

p. 24, Exercise B:

1. c, d 2. b, h 3. e, f 4. a, g

p. 25, Exercise C:

Probable Answers: 1. a. ...twelfth grade...a diploma b. ...drop out...sixteen...a vocation or job c. ...an adult center...a community college
2. a. ...two-year...the state b. ...tuition fees...residents c. ...full or part time d. a four-year state or private college or university
3. a. ...prepare or retrain b. ...the G.E.D., the high school equivalency exam c. ...English as a second language, citizenship, vocational skills, special interests, and so on d. ...courses offered by the community service divisions of local colleges and universities

Part Four / Language Activities**p. 26, Exercise A:**

Probable Answers: 1. Y, M, Y 2. N, M, Y 3. Y, M, M 4. N, M, M 5. N, N, N 6. Y, N, M 7. Y, N, N 8. Y, Y, Y 9. Y, Y, Y 10. N, N, N 11. N,

N, N 12. Y, M, Y 13. M, M, M 14. M, Y, M 15. Y, N, N (Note: Answers will vary for specific situations.)

CHAPTER 3 / MONEY, MONEY, MONEY**Part One / Learning to Listen****p. 30, Exercise B:**

1. c 2. b 3. b 4. a 5. c

p. 30, Exercise C:

Probable Answers: 1. ...I seldom smoke 2. ...I rarely stay out late at night 3. ...check my checkbook register... 4. ...used a credit card 5. ...finance charges 6. ...I'll sell possessions... 7. ...charge the fees on a credit card

p. 31, Exercise D:

(Answers will vary.)

Part Two / Pronunciation through Role-Play**p. 32, Exercise A:**

Possible Answers: 1. A new customer came into the bank to open an account, and the bank officer asked him many questions. 2. a checking account or a savings account, regular or special checking, individual or joint, the number of checks at a time, the color of the check holder, and the check design 3. There are many choices that a customer has to make in doing business with a bank.

p. 34, Exercise C:

1. It's just that I always spend all of my income.
2. In other words, I balance my checkbook, but is that what counts? 3. I'm going to need another job, or I'll have to sell off a number of my possessions to repay that loan and the interest. 4. Of course, I can write a check or charge the fees for membership dues on my credit card.

(Note: Answers may vary somewhat.)

p. 35, Exercise E:

1. Do you want cash back in large bills or small ones? 2. I'd prefer \$50s, \$20s, and \$10s. 3. Are you applying for a personal or a real estate loan? 4. I'm not sure if I want a 12-month, a 24-month, or a 36-month car loan. 5. Will this be a regular or a special checking account? 6. I'd like a brown, a blue, or a red cover on my checkbook, but I'm not sure which. 7. Would you prefer to order 250, 500, or 1000 personalized checks at one time? 8. Are you opening a passbook, time deposit, or individual retirement account?

Part Three / Practical Listening**p. 37, Exercise A:**

1. a; b; a, d 2. b; a; a, c, d

p. 38, Exercise B:

(Answers will vary.)

Part Four / Language Activities**p. 39, Exercise A:**

Probable Answers: 1. 0 2. ✓ 3. ✓ 4. 0 5. ✓
6. 0 7. 0 8. 0 9. ✓ 10. 0 11. ✓ 12. 0

CHAPTER 4 / EARNING A LIVING**Part One / Learning to Listen****p. 42, Exercise B:**

1. b 2. c 3. c

p. 42, Exercise C:

1. ...inform workers about their rights and protec-

- tions 2. ...be developing vision problems
3. ...breathe chemical fumes 4. ...exposing
workers to unnecessarily high levels of radiation
5. ...prevent damage to their unborn babies
6. ...rashes and itching

p. 43, Exercise D:

(Answers will vary.)

Part Two / Pronunciation through Role-Play**p. 44, Exercise A:**

Possible Answers: 1. Jewelry can get caught in machinery. 2. Because the person is handling chemicals he needs to wear gloves and a mask to protect himself from the fumes. 3. The man didn't stack the boxes straight or close the file cabinet drawers. 4. The worker caused a fire because she left gasoline stored next to a heater.

p. 45, Exercise C:

1. solvents 2. damage 3. agency 4. assembly
5. organize 6. administration 7. experiencing
8. hazardous 9. embarrassed 10. malfunctioning
11. personnel 12. department 13. radiation
14. unusual 15. machinery (Note: Answers may vary slightly.)

p. 46, Exercise E:

1. have to get an apron 2. at a factory in the area
3. protect the eyes from sparks 4. careful not to
cause a fire 5. Why is it necessary to wear
goggles and ear protectors? 6. To prevent fires,
you're going to replace all the worn wires. 7. And
I've got to be careful not to overload the circuits.
8. It was careless of me not to turn off the ma-
chine. 9. You ought to cover containers with oily
rags in them. 10. I'm not supposed to touch
electrical equipment with wet hands.
(Note: Answers may vary slightly.)

Part Three / Practical Listening**p. 48, Exercise A:**

- a; b; a, c, e, f

p. 48, Exercise B:

3

CHAPTER 5 / GETTING HELP

Part One / Learning to Listen

p. 52, Exercise B:

1. b 2. b 3. c 4. a 5. c

p. 53, Exercise C:

1. ...personal injury... 2. ...your injuries aren't serious 3. ...an easy one to settle 4. ...exchange names, addresses, telephone numbers, car license numbers, and the names of their insurance companies 5. ...to write a report 6. whiplash 7. ...he or she has no collision coverage 8. ...realistic estimates for car repairs 9. ...a rental car 10. ...he or she has recovered from his or her injuries

p. 53, Exercise *D:

(Answers will vary.)

Part Two / Pronunciation through Role-Play

p. 54, Exercise A:

Possible Answer: Ruggiero spent the night in jail because when he was stopped for speeding, the police officer found out that he hadn't paid the fines on several parking tickets. It can be dangerous to ignore minor tickets.

p. 55, Exercise B:

1. don't know 2. ought to 3. What do you 4. want to 5. do you 6. have to 7. going to 8. has to 9. thought you 10. are you 11. what you 12. that you 13. what you 14. ought to 15. want to 16. don't you 17. have to

Part Three / Practical Listening

p. 57, Exercise A:

1. F 2. T 3. T 4. F 5. F 6. T

p. 58, Exercise B:

1. two photos of the car, three written estimates for repairs; some car sales ads 2. \$1885, \$450 3. He averaged the selling prices of used cars of the same make, model, and year. 4. Probable answers: b or d (Answers may vary.) 5. 6. 7. (Answers will vary.)

CHAPTER 6 / GOING PLACES

Part One / Learning to Listen

p. 64, Exercise B:

1. c 2. a 3. c

p. 64, Exercise C:

Probable Answers: 1. ...an earlier one...allow extra time 2. ...a refund on the cruise fare if you don't go 3. ...a hotel room, meals, and air fare 4. ...an unlimited mileage pass 5. ...travel by night...sleep comfortably 6. ...might be monotonous...could be expensive and not very tasty...could be uncomfortable...read on the bus...might never stop talking 7. ...refund your money...the tour operator can get the passengers' fees back from the reserved hotels, the tour bus company, and so on

p. 64, Exercise *D:

(Answers will vary.)

Part Two / Pronunciation through Role-Play

p. 65, Exercise A:

Possible Answer: The travel agent suggested many ways for the traveler and his family to save money, but the suggestions were so complicated that they may decide to drive instead. Airline fares are so complicated, even travel agents get confused sometimes.

Part Three / Practical Listening

p. 69, Exercise A:

(across, then down) 2, 3, 1

p. 70, Exercise B:

1. a 2. a 3. b 4. a 5. b 6. b

p. 70, Exercise C:

1. c 2. a 3. e 4. d 5. b

p. 70, Exercise D:

1. International Home Exchange Service
2. American Youth Hostels 3. Bicycle U.S.A.
4. Meet the Canadians at Home 5. Servas International 6. Elderhostel