

FAST TRACK



ENGLISH
FOR
ADULT
LEARNERS
BOOK 2A

SUZANNE M. GRIFFIN
PATRICIA J. BRENNER
D. ROBERT CALLAWAY

FAST TRACK

ENGLISH FOR ADULT LEARNERS

BOOK 2A

Suzanne M. Griffin

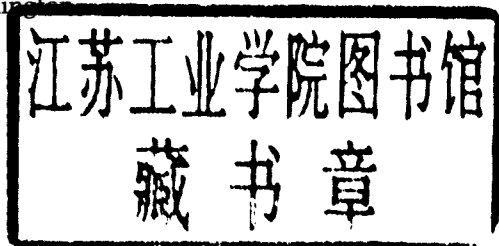
Washington State Office of the Superintendent of Public Instruction

Patricia J. Brenner

University of Washington

D. Robert Callaway

ELS Language Center, Seattle, Washington



NewburyHouse

A Division of HarperCollinsPublishers

Director: Laurie E. Likoff
Full-Service Manager: Michael Weinstein
Production Coordinator: Cynthia Funkhouser
Text and Cover Design: A Good Thing, Inc.
Cover Photo: © Horst Schafer/M. Peter Arnold, Inc.
Text Illustrations: Penny Carter and Susan Swann
Photos: Rachael S. Griffin and Arvind Garg
Printer and Binder: Malloy Lithographing, Inc.

Acknowledgments:

Jim Brown
Eric Bredenberg
Diane Cales
Rachel Hidaka
Seattle Central Community College
Basic Studies Division and Photography Department
ELS Language Center, Seattle
Michael, Rachael, Sarah, Christian, Daniel, and our parents

NEWBURY HOUSE
A division of HarperCollins Publishers

Language Science
Language Teaching
Language Learning

Fast Track: English for Adult Learners, Book 2A

Copyright © 1991 by Newbury House, a division of HarperCollins Publishers Inc.

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address HarperCollins Publishers Inc., 10 East 53rd Street, New York, NY 10022.

Library of Congress Cataloging-in-Publication Data

(Revised for vol. 2A–2B)

Griffin, Suzanne M., 1945–

Fast track.

1. English language—Textbooks for foreign speakers.

I. Brenner, Patricia J., 1945– . II. Callaway,

D. Robert, 1953– . III. Title.

PE1128.G679 1990 428.2'4 90-5637

ISBN 0-06-632603-6

PREFACE

This is the second level of a series about the Santos family and their first years in the United States. You will meet the relatives, co-workers, friends, and acquaintances who help them adjust to their new home in Seattle, Washington.

The material in this new ESL series for adults systematically introduces grammatical structures and language functions within the context of language competencies. Vocabulary, pronunciation items, and American cultural points are drawn from the two dialogs in each unit. Many life skills are covered that are not typically found in other programs.

Each unit in the student text has two lessons. Lesson 1 introduces an informal dialog and Lesson 2 introduces a formal dialog. Each lesson contains the following features:

The **Dialog** introduces the structures, functions, situations, and cultural focus of each lesson.

The **Comprehension** exercise orally checks students' understanding of the dialogs. Throughout the text, students are encouraged to expand their ways of indicating affirmation, confirmation, and negation in response to the statements and questions in this exercise.

The **Practice** exercise encourages students to use the dialog models to become familiar with American speech patterns. Gradually, they are guided in the incorporation of these patterns into their own speech. A summary of structures follows this exercise.

Match is an exercise which helps students recognize and match verbal and nonverbal behavior patterns.

Exchange, which is in the first lesson, exploits a variety of language functions and competencies found in the opening dialog of the unit.

Interact, which is in the second lesson, encourages students to apply structures, functions, or competencies from the lesson to their own experiences.

The **Apply** section at the end of each unit includes these features:

Express and Pronounce is an exercise which emphasizes stress, intonation, elisions, and sound discrimination patterns.

Notice Register encourages students to distinguish between formal and informal modes of expression and to understand the appropriateness of each.

Find Out About American Life presents life skill information and tasks to help students adjust to life in the United States. These tasks encourage students to explore further the ways to use their new language.

Show What You Know gives students practice in reading and completing authentic forms, schedules, and lists.

Test Your Knowledge reviews one or more of the focal points of the unit. Some exercises ask students to test their understanding of appropriate speech patterns. Others give them additional practice applying life skill information to real tasks.

Build Your Skills offers students opportunities to practice and extend the language and culture information introduced in the unit. Reading and writing tasks include interpreting and completing forms, schedules and crossword puzzles. They can do this section as homework or as independent work in the classroom.

The Characters



Luis Santos is an auto mechanic from Guatemala. Luis is married to Maria. He has two children, Ernesto and Gloria.



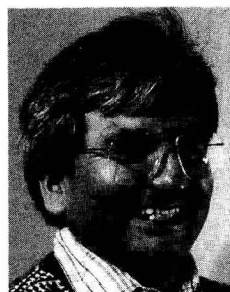
Maria Santos works part time in a bakery. Maria is married to Luis. She is the mother of Ernesto and Gloria.



Gloria Santos is the daughter of Luis and Maria. Gloria goes to elementary school. She plays soccer.



Ernesto Santos is the son of Luis and Maria. Ernesto goes to middle school. He is also a soccer player.



Roberto Santos is Luis' brother. Roberto is married to Lydia. He works in a small business. Roberto and Lydia have lived in the United States for several years.



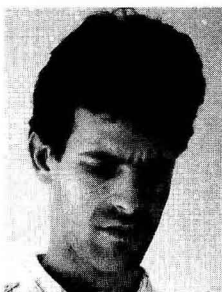
Lydia Santos is Roberto's wife. She works in a bakery. She helped Maria find a job there.



Steve Richmond is an auto salesman at Nick's Auto Sales and Service. He goes to night school to get his master's degree in business.



Tom Butler manages the service department at Nick's. Luis, Bill Heming, and Pat Sibonga work for Tom.



Bill Heming works as a stock person in the auto parts department at Nick's. He has not finished high school.



Pat Sibonga is head cashier at Nick's. She coaches Gloria Santos' soccer team and teaches skiing in the winter.



Nick Gadis is the owner of Nick's Auto Sales and Service, a car dealership where many of the people listed above are employed.

CONTENTS

PREFACE

Unit 1

LESSON 1	Making Thanksgiving Plans	2
LESSON 2	Learning to Ski	6
STRUCTURE:	Simple Future (Will), Inverted Question, Negative, Contraction: Will, Wh-Question (What), Adjectives: Superlative	
COMPETENCY:	Ask and answer questions about weekend activities, Make and respond to offers/invitations for holiday activities, Identify and ask for information about major American holidays, State/Follow simple directions for cooking or preparing for an exam, Describe a process, Repeat/demonstrate instructions to verify comprehension, Ask questions for clarification	
FUNCTION:	Ask for and Give information, Offer and Accept an offer, Describe how to do something, Clarify	
AMERICAN LIFE:	Understanding American holidays	
PRONUNCIATION:	Contraction: Will	
READING AND WRITING:	Complete a schedule	

Unit 2

LESSON 1	Talking about an Exam	17
LESSON 2	Meeting the Owner	22
STRUCTURE:	Simple Past (Be), Inverted Question, Negative, Wh-Question (How/Where)	
COMPETENCY:	Initiate and maintain a conversation about weekend activities, and work activities, Introduce friends and co-workers, Respond to specific questions about previous work experiences	
FUNCTION:	Ask for and Give information, Clarify, Accept a compliment, Introduce	
AMERICAN LIFE:	Addressing employers	
PRONUNCIATION:	Reduced form: Was/Were in Questions	
READING AND WRITING:	Report on last month's work or school activities	

Unit 3

LESSON 1	Talking about Women's Work	32
LESSON 2	Asking for a Raise	37

STRUCTURE:	Simple Past: Regular Verbs, Inverted Question
COMPETENCY:	State work goals, Ask for a raise and give reason, State feelings about work
FUNCTION:	Clarify, State dissatisfaction, Ask about possibility, State intentions
AMERICAN LIFE:	Discussing salary differences for men and women
PRONUNCIATION:	Stress Discrimination: Four/For
READING AND WRITING:	Complete a chart

Unit 4

LESSON 1	Having an Accident on the Job	47
LESSON 2	Giving Accident Information	52
STRUCTURE:	Past Continuous Connectors: when/while	
COMPETENCY:	Read/say/dial emergency telephone numbers, Report an emergency, Complete an accident report, Respond to simple oral warnings	
FUNCTION:	Warn, Report an accident, Ask for/give information	
AMERICAN LIFE:	Using emergency telephone numbers	
PRONUNCIATION:	Reduced Form: -ing	
READING AND WRITING:	Complete an accident report	

Unit 5

LESSON 1	Helping Bill	64
LESSON 2	Enrolling in a GED Program	68
STRUCTURE:	Simple Past: Do, Inverted Question, Simple Past: Irregular Verbs, Wh-Question (When, How, Why, Who)	
COMPETENCY:	Read common warning or safety signs at work sites, Report and describe problems on the job, Get information on GED courses, Register for adult/community classes, Ask and respond to questions about previous education	
FUNCTION:	Ask for/give information, State a need/desire	
AMERICAN LIFE:	Getting a GED	
PRONUNCIATION:	Reduced Form: Did in Questions	
READING AND WRITING:	Complete a registration form	

Unit 6

LESSON 1	Visiting a Hospital	80
LESSON 2	Visiting the Santos' Home	85
STRUCTURE:	Simple Past: Regular and Irregular Verbs, Adverbs: Time	
COMPETENCY:	Ask and respond about family health, Ask about personal needs, Clarify health insurance coverage, Respond to inquiries about health/illness	
FUNCTION:	Ask about satisfaction/dissatisfaction, State preference, State fear or worry, Express sympathy	
AMERICAN LIFE:	Understanding health/disability insurance	
PRONUNCIATION:	Unstressed <i>h</i> in He/Him	
READING AND WRITING:	Interpret a physician's report	

FAST TRACK

ENGLISH FOR ADULT LEARNERS

BOOK 2A

Suzanne M. Griffin

Washington State Office of the Superintendent of Public Instruction

Patricia J. Brenner

University of Washington

D. Robert Callaway

ELS Language Center, Seattle, Washington



NewburyHouse

A Division of HarperCollinsPublishers

LESSON 1

Making Thanksgiving Plans





LISTEN TO THE DIALOG

Steve: Luis, will your family be in town for Thanksgiving weekend?

Luis: Yes, Maria and Lydia are going to cook a turkey. Roberto and I'll watch a football game with our kids. How about you?

Steve: I'll study.

Luis: Study?

Pat: On a four-day weekend?

Steve: Yes. I'm in the MBA program at the university. I'll take exams in early December. What are you going to do, Pat?

Pat: I'll go skiing at Stevens Pass.

Steve: That sounds like fun. I don't know how to ski.

Pat: I'll teach you. You can study on Saturday and ski on Sunday.

Steve: Great idea!



COMPREHEND

Listen to the dialog again.

Listen to the questions and respond.

Follow the model.

1. Will Luis be in town for Thanksgiving weekend?
Yes, he will.
2. Who will cook a turkey?
Maria and Lydia will.
3. What's Steve going to do?
4. Is he in the MBA program?
5. Does Steve study at the university?
6. Will he take exams in January?
7. Will Pat go skiing?
8. Does Steve know how to ski?
9. Will Pat teach Steve how to ski?
10. Does Steve want to go skiing?

Listen to the dialog. Check your responses.

PERFORM

Find partners.

Read the dialog aloud with your partners.

Close your books.

Try the dialog again.

PRACTICE

Exercise 1

Find a partner. Use the list. Ask questions and respond. Follow the model.

Model: Maria / turkey

Partner 1: Will Maria cook a turkey?

Partner 2: Yes, she will.

- | | |
|-------------------------------|--------------------------|
| a. Maria / a turkey | b. Steve / exams |
| c. the kids / a football game | d. Pat / skiing |
| e. Steve / on Saturday | f. Roberto and Luis / TV |

go	study take	watch cook
----	---------------	---------------

Exercise 2

Find a partner. Use the list. Ask questions and respond. Follow the model.

Model: Pat

Partner 1: What'll Pat do?

Partner 2: She'll go skiing.

- | | |
|--------------------|-------------|
| a. Pat | b. Steve |
| c. Maria and Lydia | d. the kids |
| e. Roberto | f. Luis |

SUMMARY

Will Maria cook a turkey?

Yes, she will.

What'll Maria cook?

She'll cook a turkey.

Will Maria and Lydia cook a turkey?

Yes, they will.

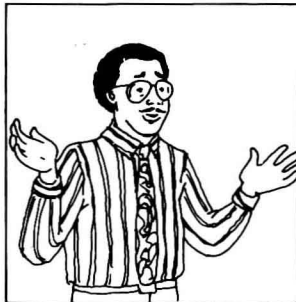
What'll Maria and Lydia cook?

They'll cook a turkey.

MATCH

Look at the pictures. Read the words. Match the words to the pictures.
The first one is done for you.







1



- | | |
|--------------------|-----------------------------|
| 1. Study? | 2. I don't know how to ski. |
| 3. I'll teach you. | 4. Great idea! |

EXCHANGE

Use the phrases. Make two conversations with a partner.
Conversation 1 is done for you

Partner 1: Can you help me?

Partner 2: Sure. What is it?

Partner 1: I don't know how to *cook a turkey*.

Partner 2: O.K. First, *put it in a 350° oven*.

Partner 1: Uh huh.

Partner 2: Then, *cook a twelve-pound turkey for three to four hours*.

Partner 1: All right. What's next?

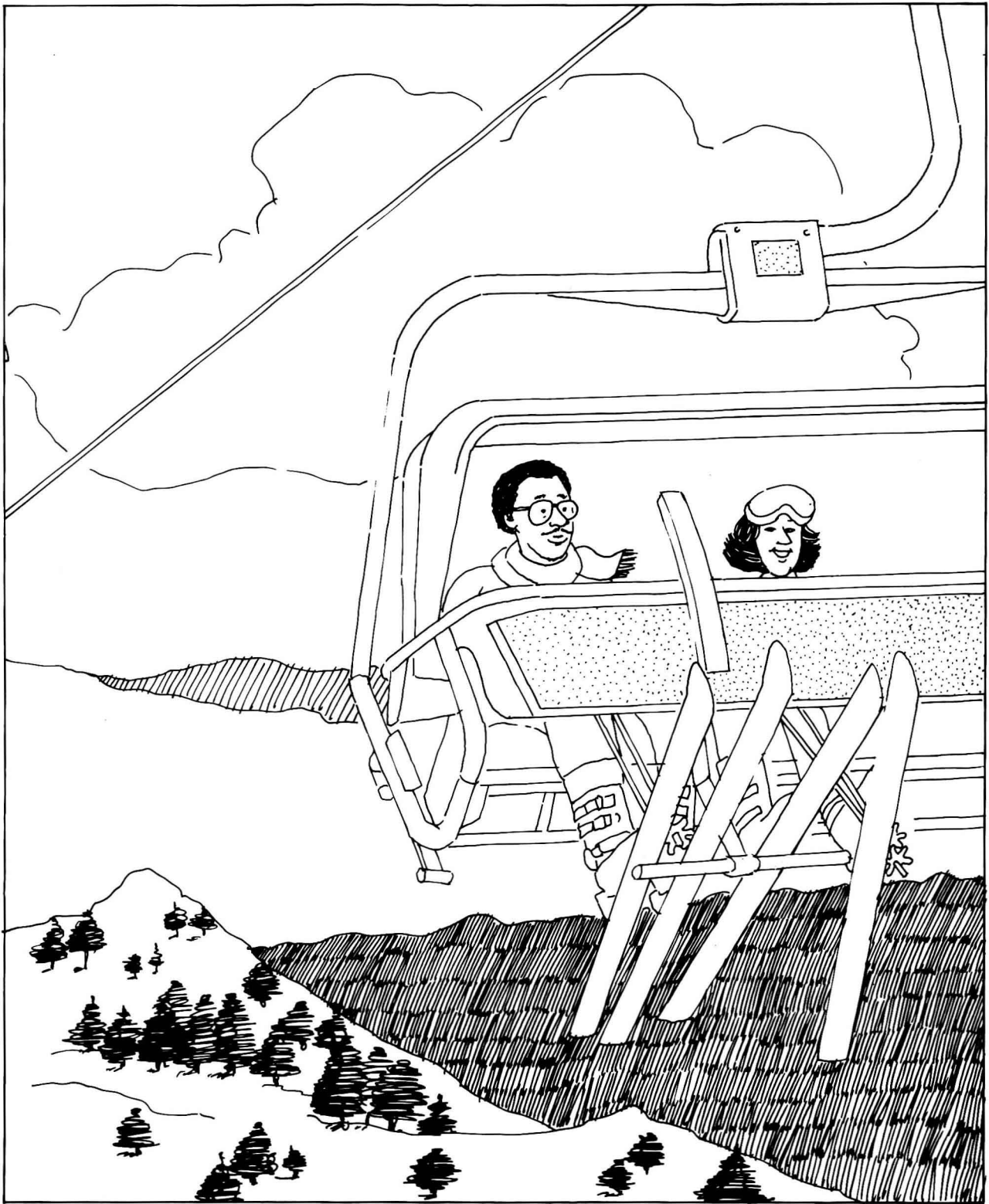
Partner 2: Finally, *baste the turkey often*.

Partner 1: Thanks. I'll try it.

- | | |
|--|--|
| 1. cook a turkey
put it in a 350° oven
cook a twelve-pound turkey
for three to four hours
baste the turkey often | 2. pass the exam
go to class every day
study every night
sleep seven hours before
the exam |
|--|--|

LESSON 2

Learning to Ski





LISTEN TO THE DIALOG

Pat: First, you'll have to buy a lift ticket.

Steve: O.K.

Pat: We'll try this hill first. It's the easiest.

Steve: Good.

(They get on the ski lift.)

Pat: The hardest part is getting off the ski lift.

Steve: How'll I get off? It doesn't stop.

Pat: Just stand up and ski down the ramp. Then, turn your skis in like this to stop. You won't fall.

Steve: Like this?

Pat: That's right. We're at the top. It's time to get off. Let's go!



COMPREHEND

Listen to the dialog again.

Listen to the questions and respond.

Follow the model.

- | | |
|--|------------------------|
| 1. Will Steve have to buy a lift ticket? | Yes, he will. |
| 2. Will they try the hardest hill first? | No, they won't. |
| 3. Is it hard to get off the ski lift? | |
| 4. Does the ski lift stop? | |
| 5. Will Pat ski down the ramp? | |
| 6. Will Pat turn in her skis to stop? | |
| 7. How'll Steve stop? | |
| 8. Are they at the bottom of the hill? | |

Listen to the dialog. Check your responses.

PERFORM

Find partners.

Read the dialog aloud with your partners.

Close your books.

Try the dialog again.

PRACTICE

Exercise 1

Find a partner. Ask questions and respond. Follow the models.

Model 1: Roberto and Luis / watch TV / Yes

Partner 1: Will Roberto and Luis watch TV?

Partner 2: Yes, they will.

Model 2: Luis / cook a turkey / No

Partner 1: Will Luis cook a turkey?

Partner 2: No, he won't.

- | | |
|---|---|
| a. Roberto and Luis /
watch TV / Yes | b. Luis / cook a turkey / No |
| c. Steve / go skiing / Yes | d. you and your partner /
play soccer / No |
| e. Pat / go swimming / No | f. Luis / look for a job / No |
| g. the children / study / No | h. you / go to the movies / Yes |

Exercise 2

Find a partner. Use the list. Make statements and respond. Follow the models.

big	the biggest
cheap	the cheapest
easy	the easiest
hard	the hardest
small	the smallest

Model 1: turkey / big

Partner 1: This turkey is big.

Partner 2: Yes, it's the biggest of all.