

ENGLISH IN EVERYDAY LIFE

A COMPETENCY-BASED LISTENING / SPEAKING BOOK



Instructor's Manual

Instructor's Manual

LEVEL

2

WORK/LIFE
ENGLISH

ESL

Better English. Better Life.

A COMPETENCY AND SKILLS-BASED PROGRAM BY ELAINE KIRN

the ETC program

English in Everyday Life

A Competency-Based Listening/Speaking Book

Instructor's Manual

Instructor's Manual appears at end of book.

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RANDOM HOUSE



New York

The ETC PROGRAM:
Level 2 LISTENING/SPEAKING BOOK
Teacher's Edition
English in Everyday Life

9 8 7 6 5 4 3

ELAINE KIRN

WEST LOS ANGELES COLLEGE

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Preface

Language is me.
Language is you.
Language is people.
Language is what people do.
Language is loving and hurting.
Language is clothes, faces, gestures, responses.
Language is imagining, designing, creating, destroying.
Language is control and persuasion.
Language is communication.
Language is laughter.
Language is growth.
Language is me.
The limits of my language are the limits of my world.

And you can't package *that* up in a book, can you?

—*New Zealand Curriculum Development*

No, you can't package language in a book or even a whole program of books, but you have to start somewhere.

About the *ETC* Program

ETC is a six-level ESL (English as a second language) program for adults who are learning English to improve their lives and work skills. The material of this level is divided into three books, carefully coordinated, chapter by chapter, in theme, competency goals, grammar, and vocabulary. For a representation of the scope and sequence of the program, see the back cover of any volume.

ETC has been designed for maximum efficiency and flexibility. To choose the materials most suitable for your particular teaching situation, decide on the appropriate level by assessing the ability and needs of the students you expect to be teaching. The competency descriptions included in each instructor's manual ("About This Level") will aid you in your assessment.

About This Book

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

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

Organization

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

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

Symbols

The following symbols appear throughout the text:



activity on cassette tape

* a challenging activity designed for more advanced students

** a "beyond-the-text" activity

Available Ancillaries

A complete set of audio tapes accompanies this text. The instructor's manual for this text includes:

- a general introduction to the *ETC* program, this level, and this book
- general suggestions for teaching techniques to use in presenting the various kinds of activities
- an answer key for all text exercises that require specific answers
- a tapescript for all material recorded on cassette
- a pronunciation supplement of worksheets that can be duplicated and handed out to students

Introduction

Starting Out

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

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

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



The Names of People

First Last

Ann Gann-Smith

First Last

Carlos Moreno

Last First

Wong Chun-Ling

The Letters of the Alphabet

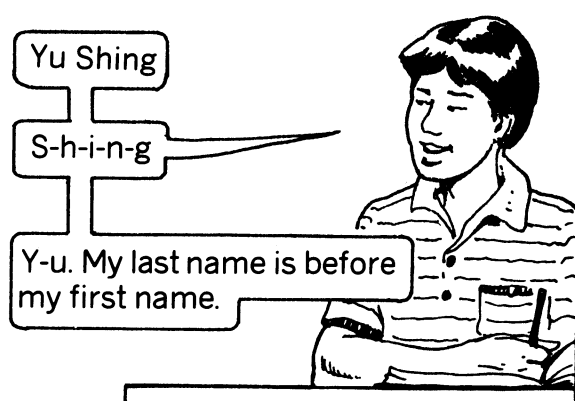
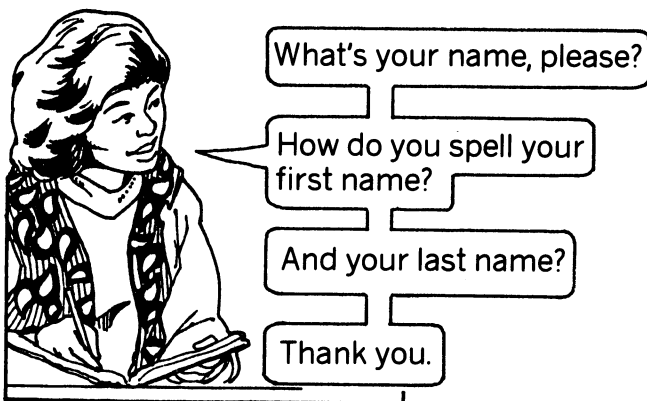
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

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

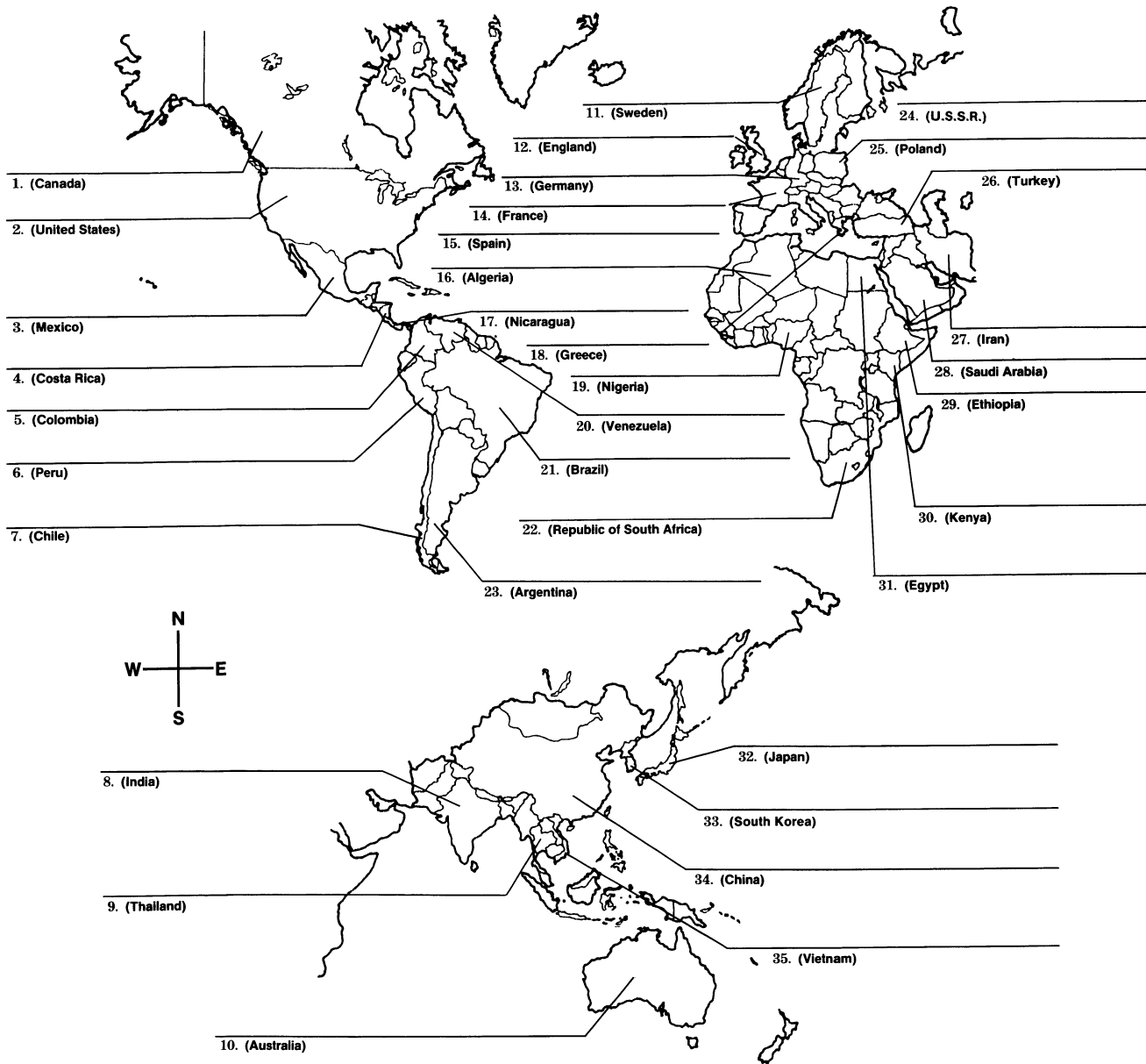
B. On a piece of paper, draw boxes for desks or tables in your classroom. Then have conversations like these. Write the names of your teacher and classmates in the boxes.

EXAMPLE:

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



The Names of Countries



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



CHAPTER

1

Getting There

COMPETENCIES: Understanding and giving instructions,
directions, addresses, telephone numbers,
and times

Giving personal information

Using bus schedules

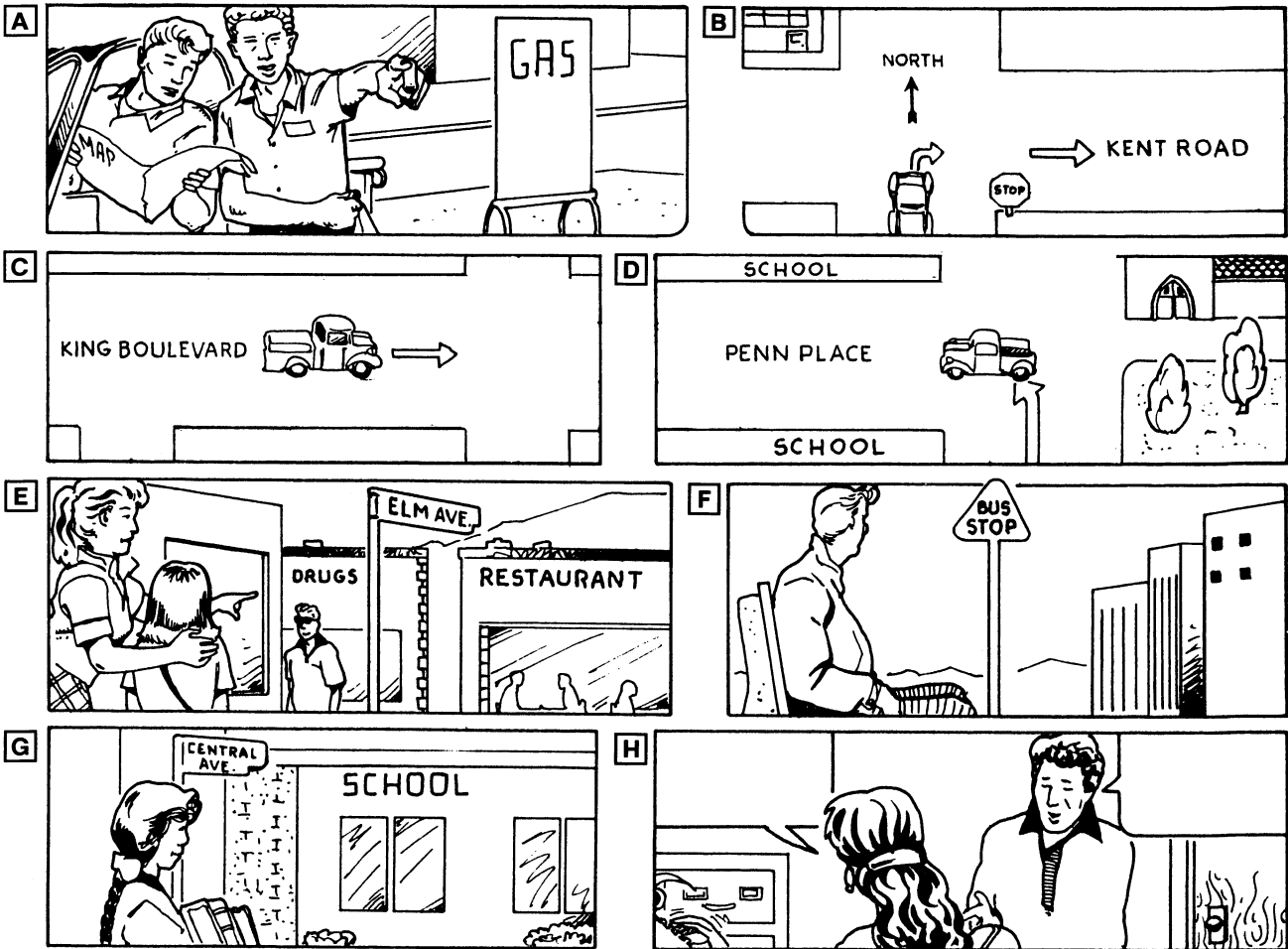
Expressing incomprehension

Asking for repetition

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

VOCABULARY

• Words in Directions



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

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

PART ONE / BETTER LISTENING

• Directions



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



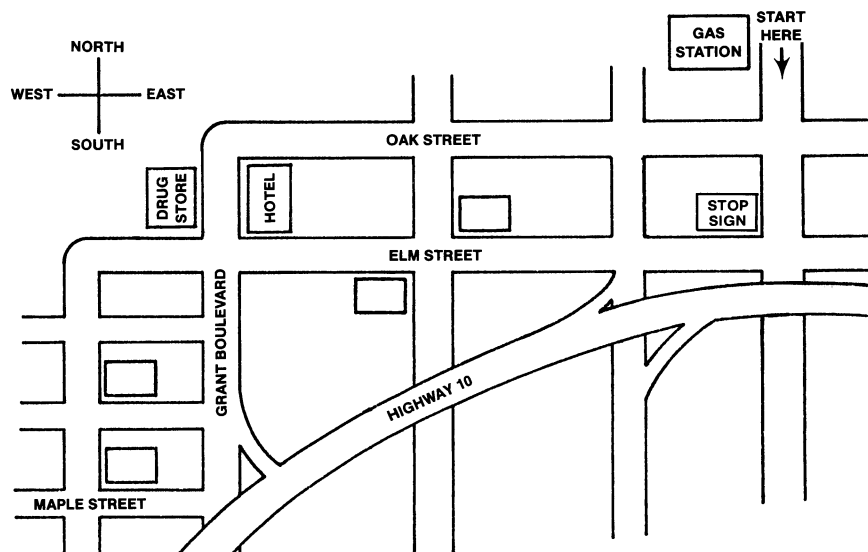
Tran needs directions to the Central Avenue School.

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

Words and Sounds in Conversation				
right	well	Excuse me.	please	sure
all right	O.K.	of course	Thank you.	sorry



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



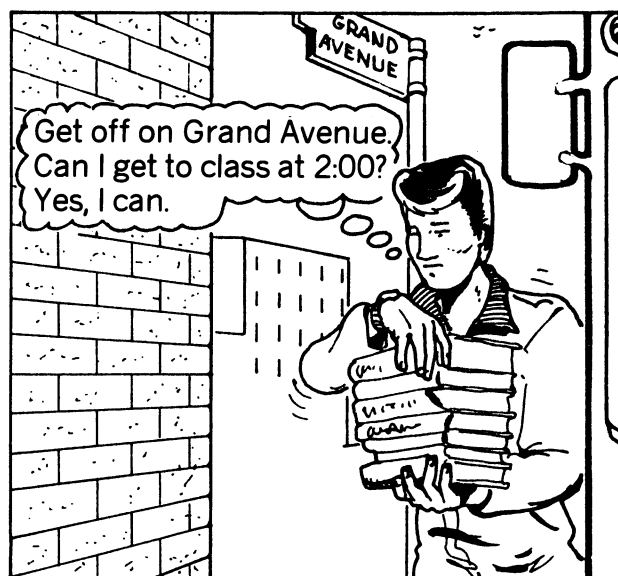
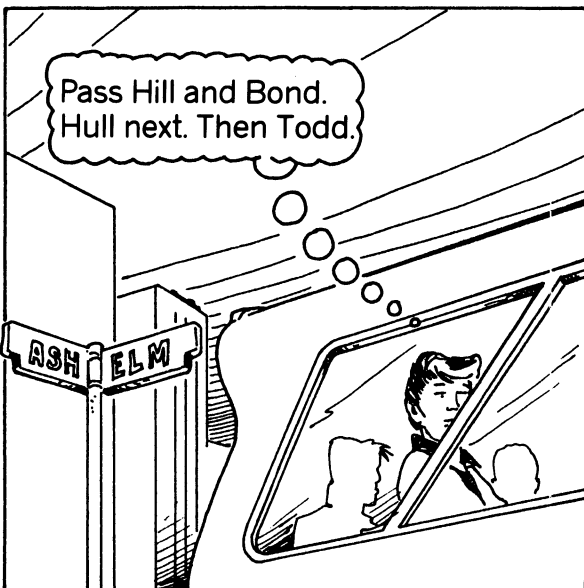
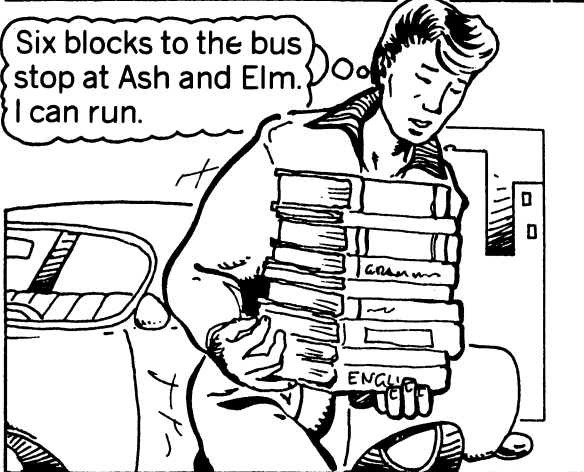
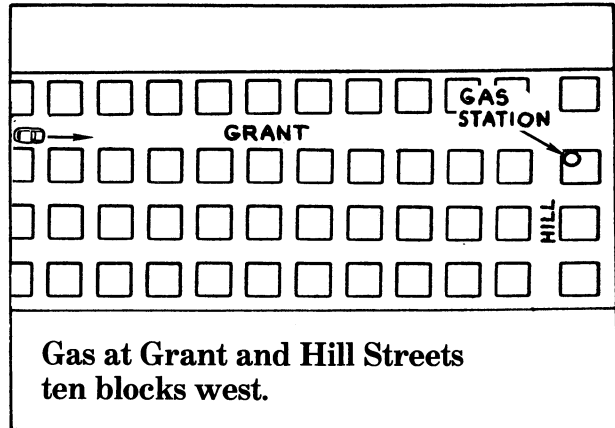
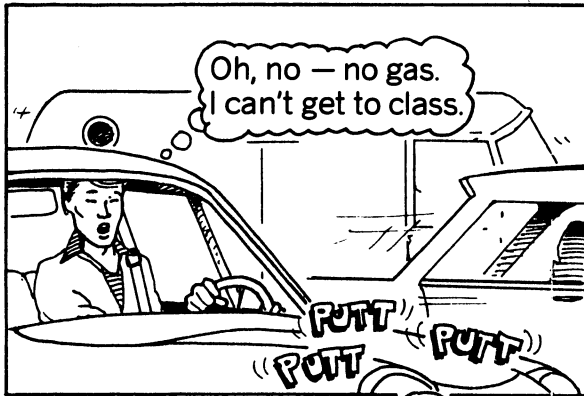
C. Listen again and check your answers.

PART TWO / PRONUNCIATION

- Vowel Sounds • Numbers • Stress and Intonation



A. Listen.



D. Have a conversation. Write this information about another student.

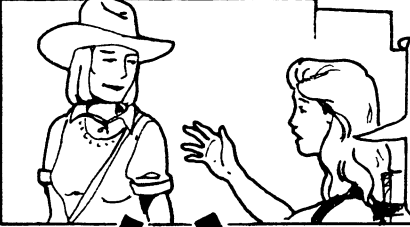


- EXAMPLE:** a: What's your last name, please?
b: It's Brueland.
a: How do you spell that?

CLASS ENROLLMENT CARD			
NAME	_____	_____	_____
	last	first	
ADDRESS	_____	_____	_____
	number	street	apartment
TELEPHONE	_____	_____	_____
	area code	number	extension
CLASS LEVEL	___	TIME	_____ to _____

***E. Use class enrollment cards or forms from your school. Ask questions and listen. Write information for three classmates.**

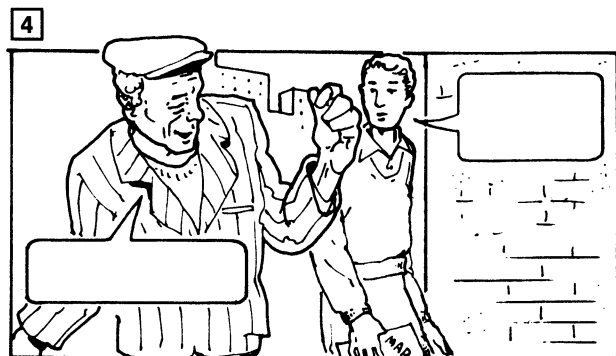
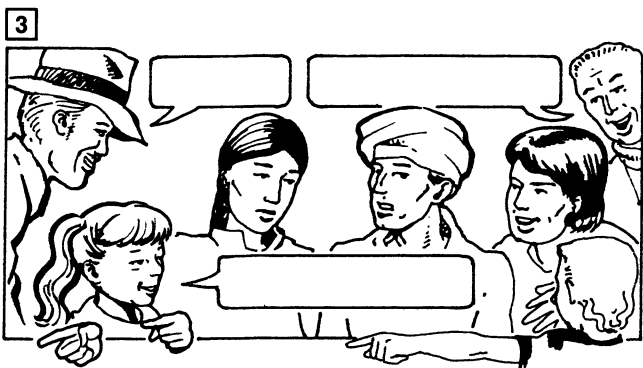
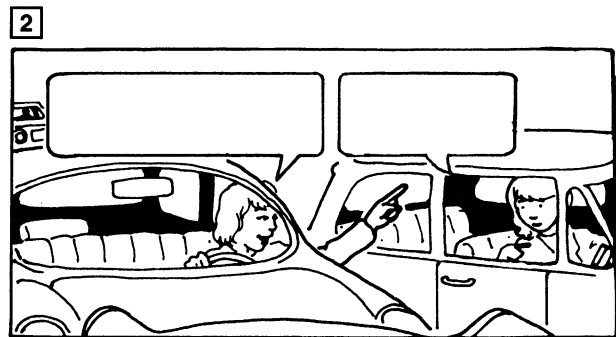
PART FOUR / COMMUNICATION

• Asking and Giving Directions

	Excuse me.	Please give me directions Can you give me directions Can I please have directions Can you tell me the way	to ... (a place)?
	No, sorry, I can't.	Of course. Sure. All right.	Drive Walk Go
	Turn	right left	on ... (a street).
		two five ten	minutes blocks miles
			north south east west
			on (a street).
			The (place) is
			across the street. on the corner.

*A. Work in groups. Have conversations for the pictures below.

- EXAMPLES:**
- a: Excuse me. Can you please help me?
b: No, sorry, I can't.
 - a: Excuse me. Can you tell me the way to the bus stop?
b: Sorry. No time.

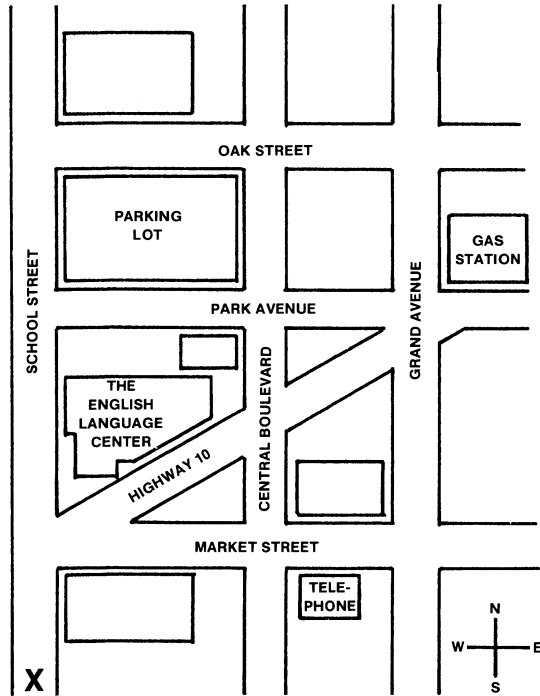


B. Work together. Fold the page or cover the other side.

Student A

Ask Student B directions to these places. Listen and write the letters A-D on the map.

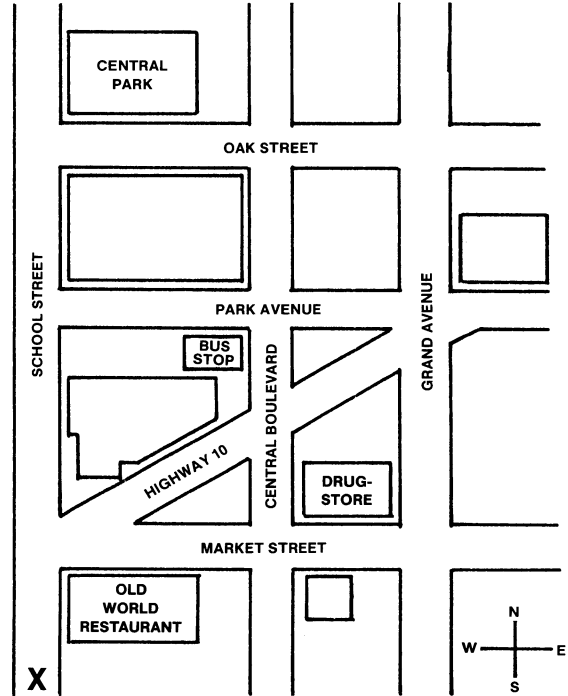
- A. a bus stop
- B. Central Park
- C. a drugstore
- D. the Old World Restaurant



Now start at the X. Listen and give Student B directions to the places on the map.

Student B

Start at the X. Listen and give Student A directions to the places on the map.



Now ask directions to these places. Listen to Student A and write the letters E-H on the map.

- E. a telephone
- F. a gas station
- G. a parking lot
- H. the English Language Center

Look at the map on the other side of the page. Check the places on your map. Then work with another student. Change roles. Repeat the activity.

***C.** Use maps of your city. Ask and give directions from your school to other places.

CHAPTER

2

Problems and Solutions

COMPETENCIES: Describing problems and suggesting solutions
Expressing understanding
Accepting and rejecting solutions
Using a calendar
Making appointments

GRAMMAR FOCUS: The simple present
Nouns: singular, plural, and noncount

VOCABULARY

• Situations

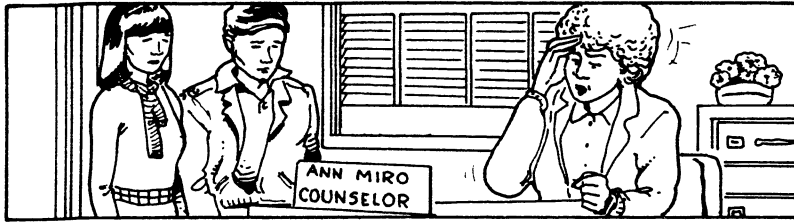


Write the letters of the pictures A-F on the lines.

1. D They have bills. But do they have any money?
2. ____ These students can't work at school. They study all day.
3. ____ Can they find an apartment on the housing board or in the newspaper?
4. ____ Why don't they buy a car? They can't make the payments.
5. ____ Sorry, I can't meet you on March 3. But do you have appointments on Friday? We can talk in the cafeteria.
6. ____ When do I have time?

PART ONE / BETTER LISTENING

• Problems, Problems, Problems



Haruko and her brother Noriyuki have problems.



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

- | | | |
|---|-----|----|
| 1. Haruko and Noriyuki live in a hotel now. | yes | no |
| 2. They have jobs. | yes | no |
| 3. They can pay high rent. | yes | no |
| 4. They take the bus to school. | yes | no |
| 5. The counselor can help with answers. | yes | no |

Words and Sounds in Conversation

you know

I see

really

oh

(you) see

hmmm



B. Listen to Conversation 2. Draw lines from the students' problems to the counselor's answers.

- | | |
|---|--|
| 1. We can't find an apartment on the housing board. | Students can work at this school. |
| 2. We don't have money for high rent. | Why don't you buy a car? |
| 3. I study all day. I don't have time for a job. | You can look under "Apartments for Rent" in the newspaper. |
| 4. I don't have a car. I can't take the bus at night. | Then Noriyuki can work. |



C. Listen again. Check your answers.

PART TWO / PRONUNCIATION

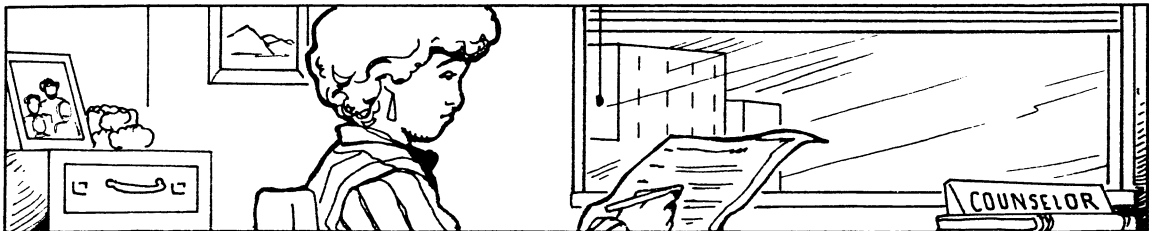
- Vowel Sounds • Numbers



A. Listen.

Schedule for a Week in May

SUNDAY the 9th	Stay home. Phone Rose Lake at 9:00. When can I see James?
MONDAY the 10th	Take Mike to school. Can I speak to Jules before 10:30?
TUESDAY the 11th	I teach French to Pete Jones at 11:15. Do I wait at the ride board?
WEDNESDAY the 12th	Make food for Steve and Bruce Green. Go home at 12:40.
THURSDAY the 13th	Write notes to Joan and June. Meet Irene at 1330 White Oak Road.
FRIDAY the 14th	Pay day! Drive Kate to stores. Where do I leave Mike?
SATURDAY the 15th	I don't have time today.



B. Listen and repeat the words with these five vowel sounds.

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. <u>J</u> ane | 2. <u>P</u> ete | 3. <u>M</u> ike | 4. <u>R</u> ose | 5. <u>J</u> une |
| <u>w</u> ait | <u>r</u> ead | <u>t</u> ime | <u>ph</u> one | <u>r</u> oom |
| <u>st</u> ay | <u>g</u> reen | <u>dr</u> ive | <u>ro</u> ad | <u>sch</u> ool |
| <u>d</u> ay | <u>s</u> ee | <u>ri</u> de | <u>do</u> n't | <u>do</u> |


**C. Listen and repeat these numbers.**

Capital Letters = stressed parts of words

13 thirTEEN	13th thirTEENTH	19 nineTEEN	19th nineTEENTH
30 THIRty	30th THIRtieth	90 NINEty	90th NINEtieth

**D. Read and listen.**

CAPITAL LETTERS = stressed words or syllables (longer and louder)

 = The voice goes down.

WHY CAN'T we DRIVE?

WHERE do we MEET PETE?

WHEN can I SEE YOU?

HOW do you GET HERE?

E. Say these sentences with different words.

- EXAMPLES:** a: WHEN can you PAY me?
 b: On FEBruary sixTEENTH?
 a: HOW about MARCH THIRty-FIRST?

a: WHEN can you _____ ? On _____ ?

PAY me	DeCEMber	THIRtieth
SPEAK to MIKE	FEBruary	thirTEENTH
STAY HOME	April	TWENTieth
GO to SCHOOL	JUNE	sixTEENTH

b: HOW about _____ ?

SUNday	JANuary	TWENTy-SECond
MONday	MARCH	sevenTEENTH
TUESday	MAY	TWENTy-FIFTH
WEDNESday	JuLY	THIRty-FIRST

F. Now say the sentences in Exercise A. (Read the schedule aloud.)

PART THREE / LISTENING AND SPEAKING SKILLS

• Making Appointments

The Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



Can the counselor make an appointment with the secretary?



A.

Listen to Conversation 1 and write the numbers of these activities 1-8 in the correct calendar days. Then listen again and check your answers.

1. pay the rent
2. gas and electricity bills
3. make a car payment
4. appointment with student
5. work at the store
6. Spanish class
7. help children with schoolwork
8. visit parents

Words in Fast Speech

Some words can sound different in fast speech.

Examples: We pay the rent for an apartment and a house.



B.

Listen to Conversation 2 and write the words. (Some lines need no words.) Then listen again and check your answers.

a

an

the

Counselor: I really have _____ problem.
1.

Secretary: I can talk to you about it. Can we have _____ lunch
2.

together today at _____ restaurant?
3.

Counselor: I don't have _____ any money.
4.

Secretary: But it's only _____ week after payday.
5.

Counselor: But on _____ first day of _____ month, I pay _____
6. 7. 8.

rent. I get _____ gas bill and _____ electricity bill on
9. 10.

_____ second day. I make _____ car payment on
11. 12.

_____ third.
13.

Secretary: Then how about _____ today at 3:00 in _____ cafeteria?
14. 15.

Counselor: Sorry, but I have _____ appointment with _____ student.
16. 17.

And I work at _____ store on _____ Fridays.
18. 19.

C. Have conversations like this. (Walk around the classroom.) Make five appointments and write the names of those classmates, the times, and the places in the correct dates on the calendar.

EXAMPLE: a: Can we meet on . . . (a date)?
 b: No, sorry. That's not a good day for me. But how about . . . (a date)?
 a: All right. I have time at . . . (a time).
 b: O.K. That's . . . (the day and date and the time). Where can we meet?
 a: In / At . . . (a place).

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

***D.** Keep the appointments on your calendar. Meet your classmates and talk or have coffee or eat or

PART FOUR / COMMUNICATION

- Talking about Problems and Solutions

A. Work together. Fold the page or cover the other side.

Student A

**Talk and listen to Student B.
Say these sentences.**

I have a problem.

I need a car. But I don't
have money.

Student B

**Listen and talk to Student A.
Say these sentences.**

Oh? Tell me about it.

Hmmm . . . well, why don't you look
for a job?

Repeat the conversation. Use these words—not the underlined words.

1. . . . an apartment.
. . . can't find a place.

2. (Tell your own problem.)

**Talk and listen to Student B.
Say these sentences.**

Do you have a problem?

Well, can you ask your
friends about jobs?

1. . . . look at the housing
board?

2. (Tell your own answer.)

**Listen and talk to Student A.
Say these sentences.**

Yes, I do. I don't have a job.

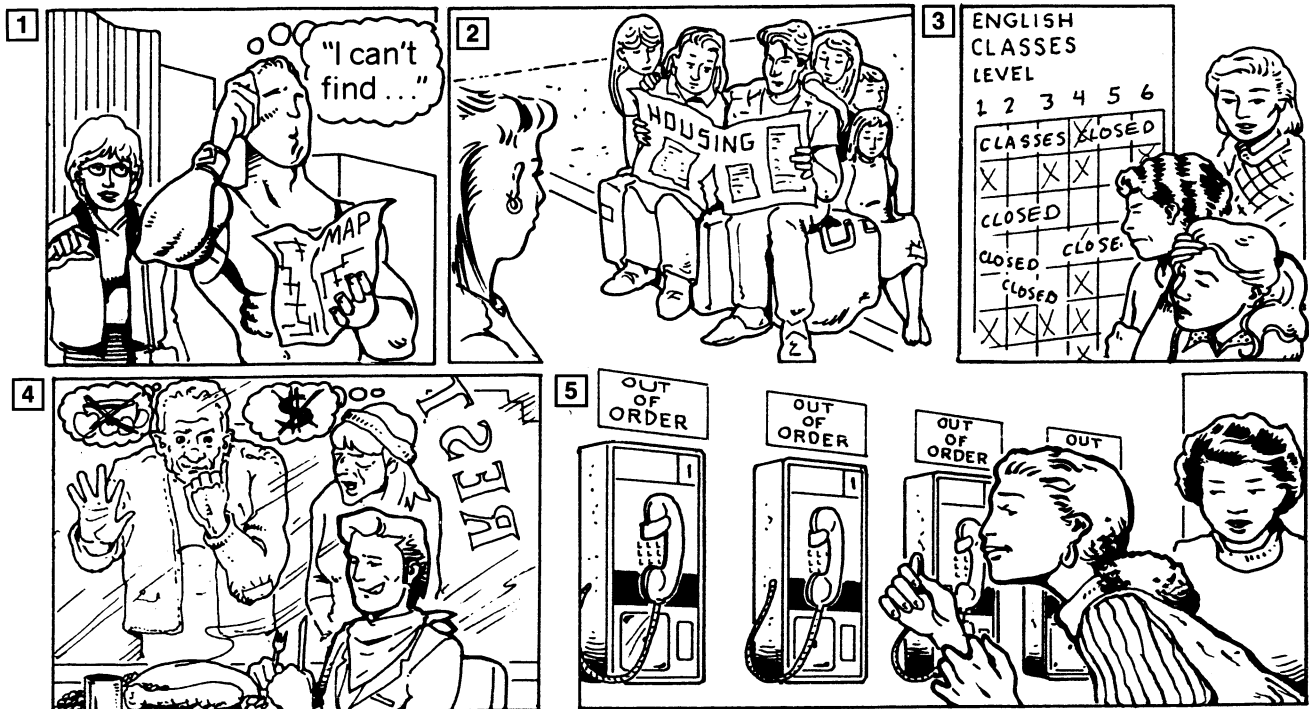
That's a good idea. Thank you.

Repeat the conversation. Tell your own problems and answers.



***B. Work together. Have conversations for the pictures below.**

- EXAMPLE:**
- 1. a: Excuse me. Do you need help?
 - b: Oh, yes, thank you. I can't find King Boulevard.
 - a: I see. Well, why don't you show me your map?



CHAPTER

3

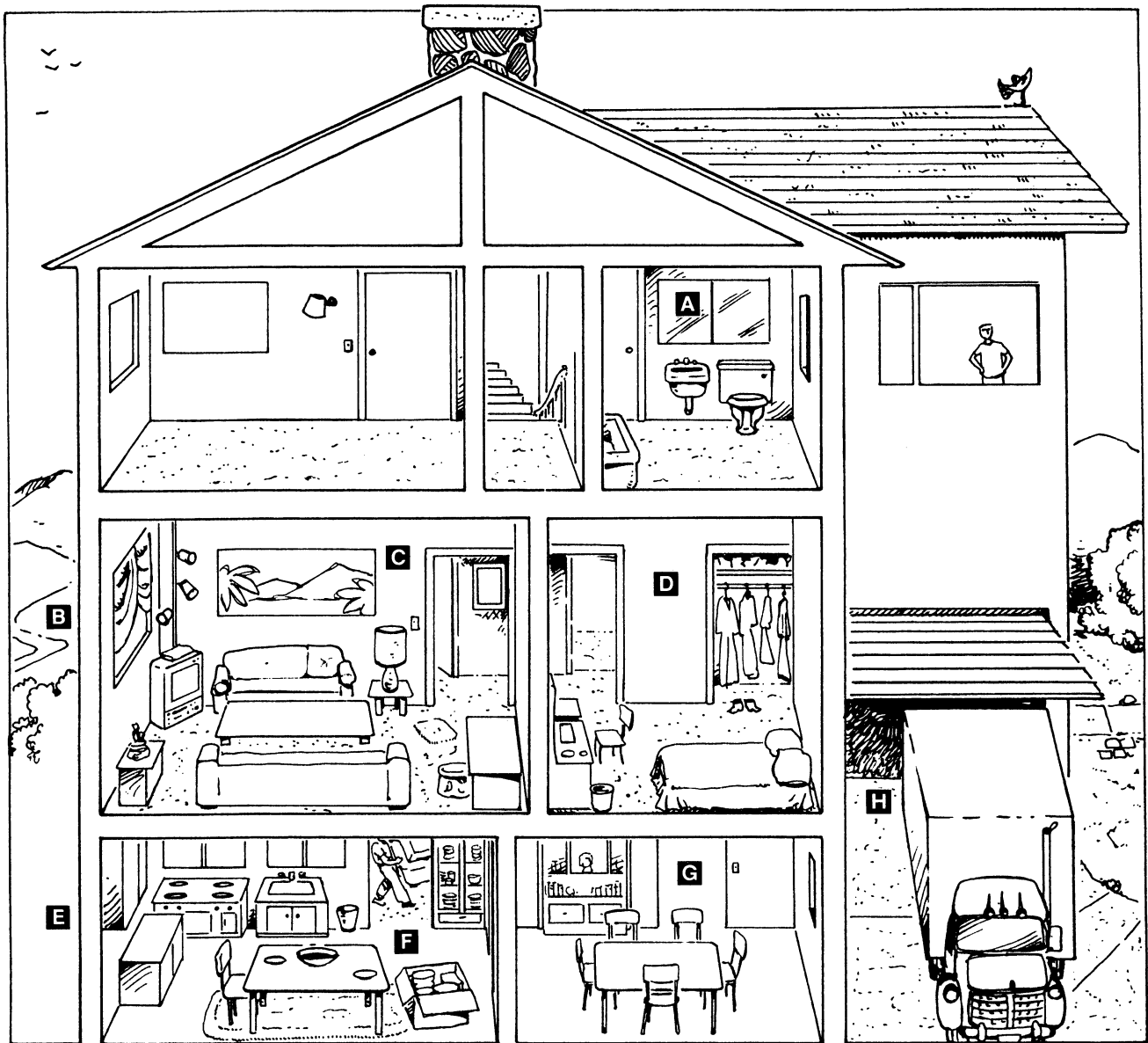
Moving

COMPETENCIES: Describing places and locations of things
Naming cities, states, and provinces
Asking for and giving information
Understanding and answering housing ads
Giving compliments

GRAMMAR FOCUS: *It; there is/are*
Some/any
Place prepositions

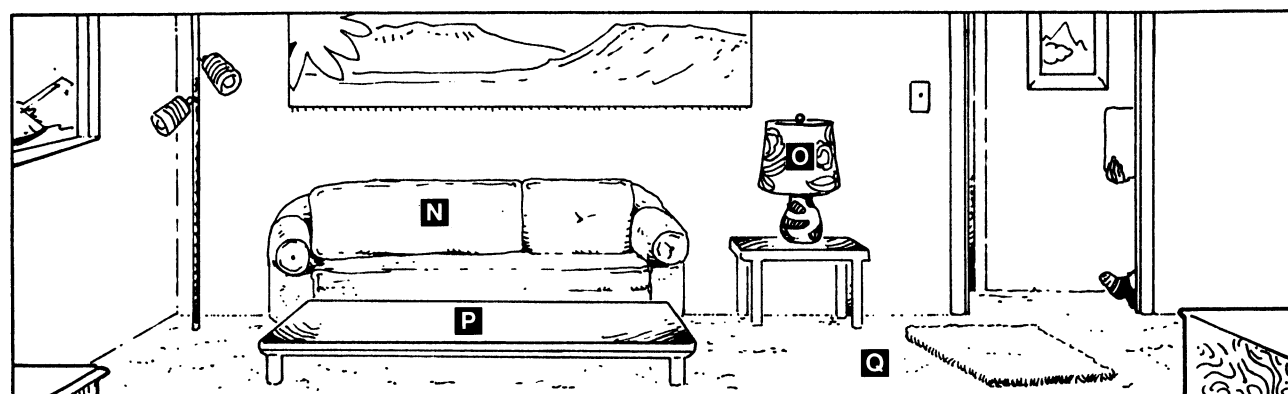
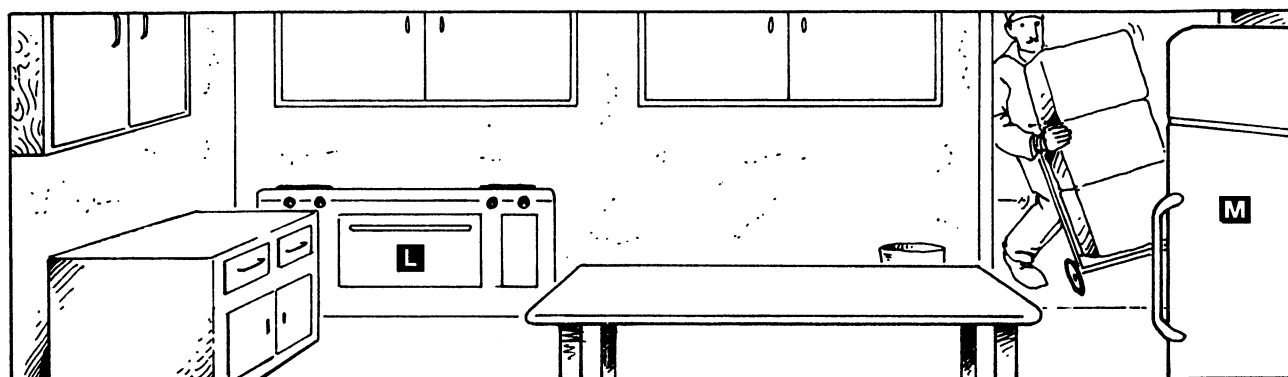
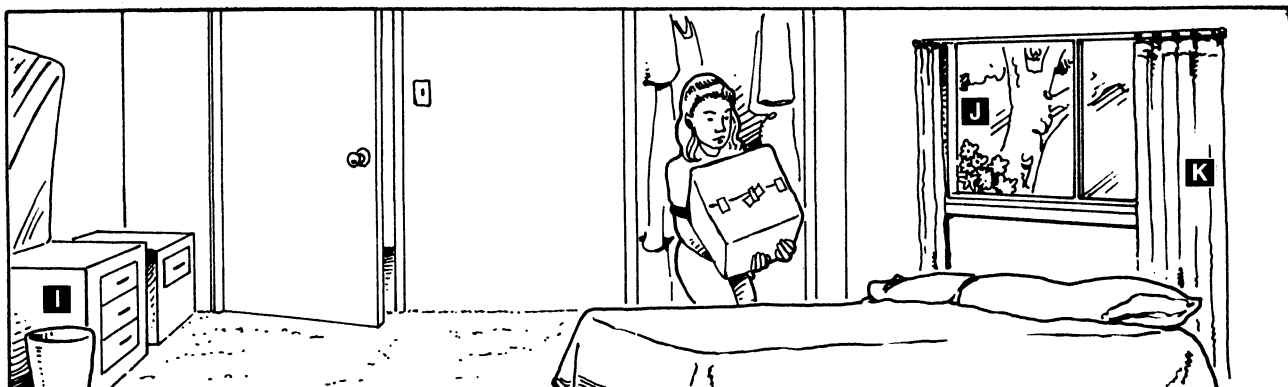
VOCABULARY

- A House • Furniture and Things



A. On the lines, write the letters A-H before the places.

- | | |
|-----------------------------------|----------------------------------|
| 1. <u> E </u> the first floor | 5. <u> </u> the living room |
| 2. <u> </u> the second story | 6. <u> </u> the dining room |
| 3. <u> </u> a bedroom | 7. <u> </u> the kitchen |
| 4. <u> </u> a bathroom | 8. <u> </u> the garage |



B. On the lines, write the letters I-Q before the furniture and other things.

- | | |
|----------------------------------|----------------------------|
| 9. _____ a chest of drawers | 14. _____ draperies |
| 10. _____ a coffee table | 15. _____ the couch |
| 11. _____ the carpet (carpeting) | 16. _____ the refrigerator |
| 12. _____ an electric stove | 17. _____ a lamp |
| 13. _____ trees and flowers | |

PART ONE / BETTER LISTENING

• A New Home



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



Ms. Lyon wants to sell a house to Abdul and his family.

- | | | |
|--|-----|----|
| 1. The house is small. It has one story. | yes | no |
| 2. Abdul has a big family. | yes | no |
| 3. There's a lot of room for furniture and cars. | yes | no |
| 4. It's a terrible neighborhood. It's noisy. | yes | no |
| 5. It's probably expensive. | yes | no |

Words and Sounds in Conversation

Wow!

Great!

Wonderful!

Terrific!



B. Listen to Conversation 2. Circle the numbers of the places and the things in (or around) the house. Listen again. Check your answers.

- | | |
|------------------|--------------------------|
| 1. a big kitchen | 5. a library |
| 2. a dining room | 6. a laboratory |
| 3. a cafeteria | 7. a garage |
| 4. a family room | 8. parking on the street |

PART TWO / PRONUNCIATION

- Stressed Syllables • Amounts of Money



A. Listen.

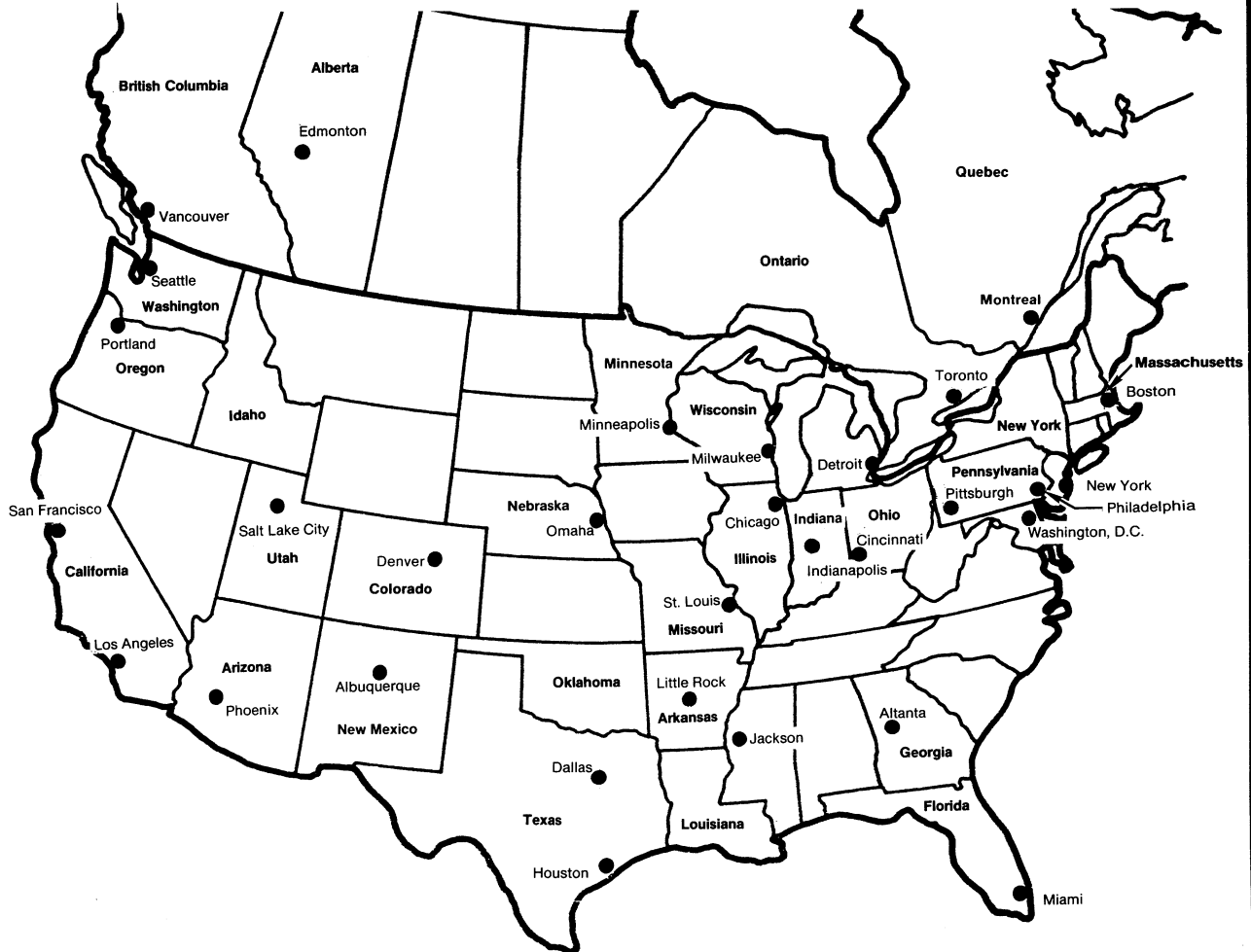
The A-1 Moving Company can move you to a new house today!
We have low prices on moves

from

New York, New York
Pittsburgh, Pennsylvania
Boston, Massachusetts
Chicago, Illinois
Little Rock, Arkansas
Milwaukee, Wisconsin
Salt Lake City, Utah
Los Angeles, California
Seattle, Washington
Edmonton, Alberta

to

Washington, D.C.
Cincinnati, Ohio
Miami, Florida
St. Louis, Missouri
Dallas, Texas
Denver, Colorado
Phoenix, Arizona
Portland, Oregon
Vancouver, British Columbia
Toronto, Ontario





B. A syllable is a word part with one vowel sound. Listen and repeat these place names with different numbers of syllables.

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables
Maine	Dal las	Chi ca go	Min ne so ta	Phil a del phi a
North York	Den ver	To ron to	Cin cin nat i	Mo non ga he la
	Que bec	Wis con sin	Col o rad o	Min ne a pol is



C. In words of two or more syllables, one syllable has stronger stress. Pronounce it longer and with a higher voice. Repeat these place names.

BOSton	Omaha	ALbuquerque
GEORgia	Idaho	OklaHOma
DeTROIT	AtLANta	MinneAPolis
New YORK	MisSOURi	LouisiANa

D. Read aloud the place names (cities and states or provinces) in Exercise A. Then have conversations about the map.

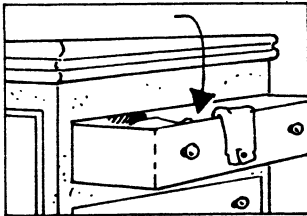
- EXAMPLES:**
- a: Where's Little Rock?
b: It's in Arkansas.
a: Name a city in the province of Quebec.
b: Montreal.

***E.**

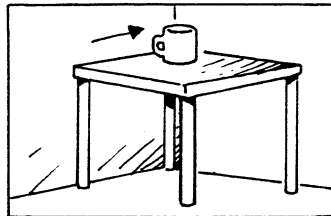
Look at a big map of the United States and Canada. Have conversations about the cities and states or provinces.

PART THREE / LISTENING AND SPEAKING SKILLS

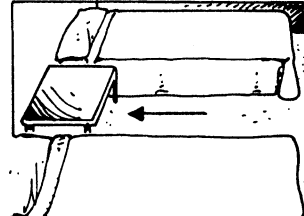
• Describing Places and Locations of Things



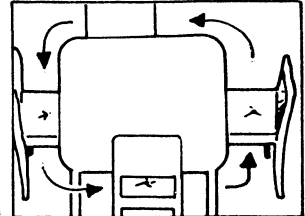
in



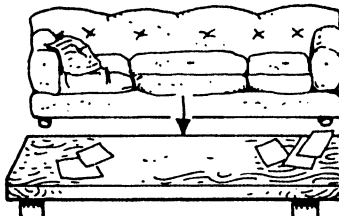
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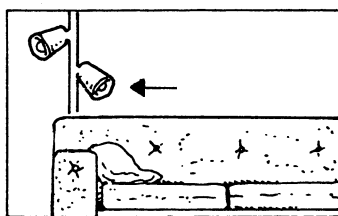
between



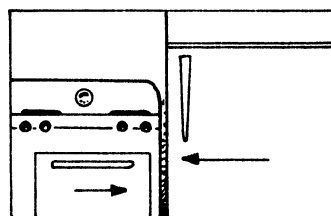
around



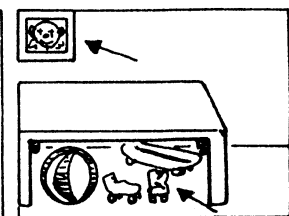
in front of



in back of



next to

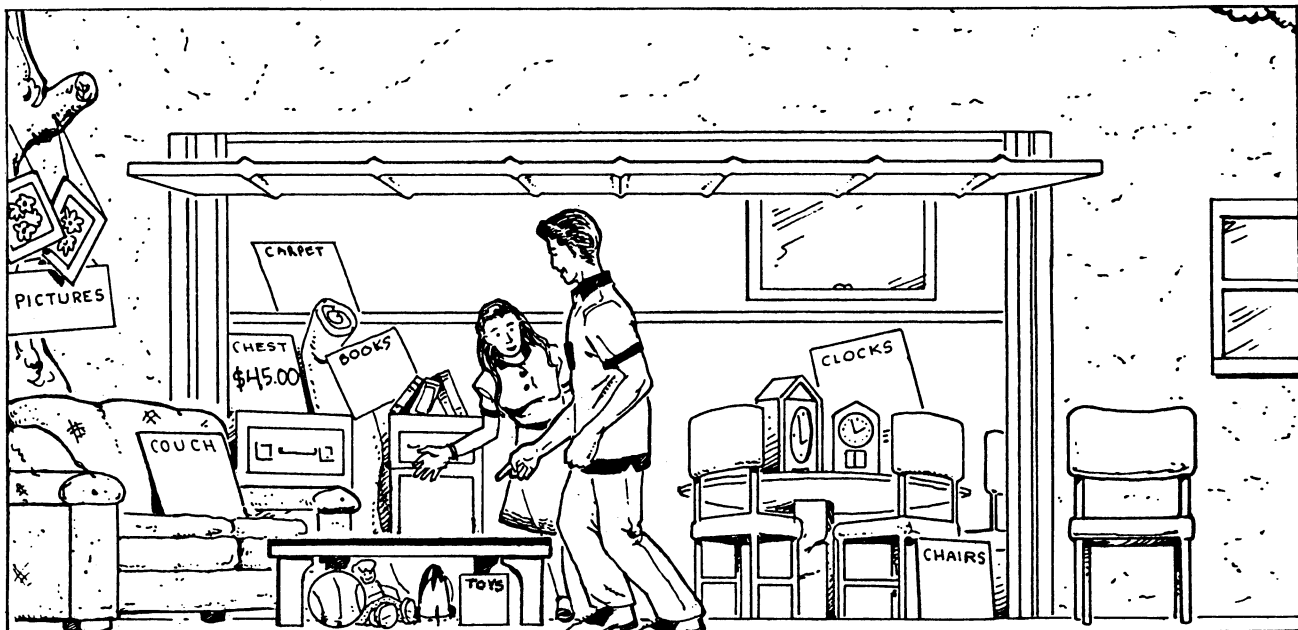


over under



A. Listen to Conversation 1. Write the amounts of money on the signs. Then listen again and check your answers.

49.99	8.95	60.00	88.00
35.40	1.60	15.75	.50



Abdul and his wife can buy things for their new house at a garage sale.

Contractions and Words in Fast Speech

Here are some contractions.

it's = it is there's = there is they're = they are

Some words can sound different in fast speech.

Examples: There are a table and chairs. The table is old.



B. Listen to Conversation 2 and write the words. Then listen again and check your answers.

It's

There's

They're

are

is

Salma: This _____ a great sale! There _____ some chests of
1. 2.

drawers in the corner of the garage. _____ only \$45 each.
3.

_____ a blue carpet between them. _____ \$60.
4. 5.

There _____ some books on this chest. _____ \$.50 each.
6. 7.

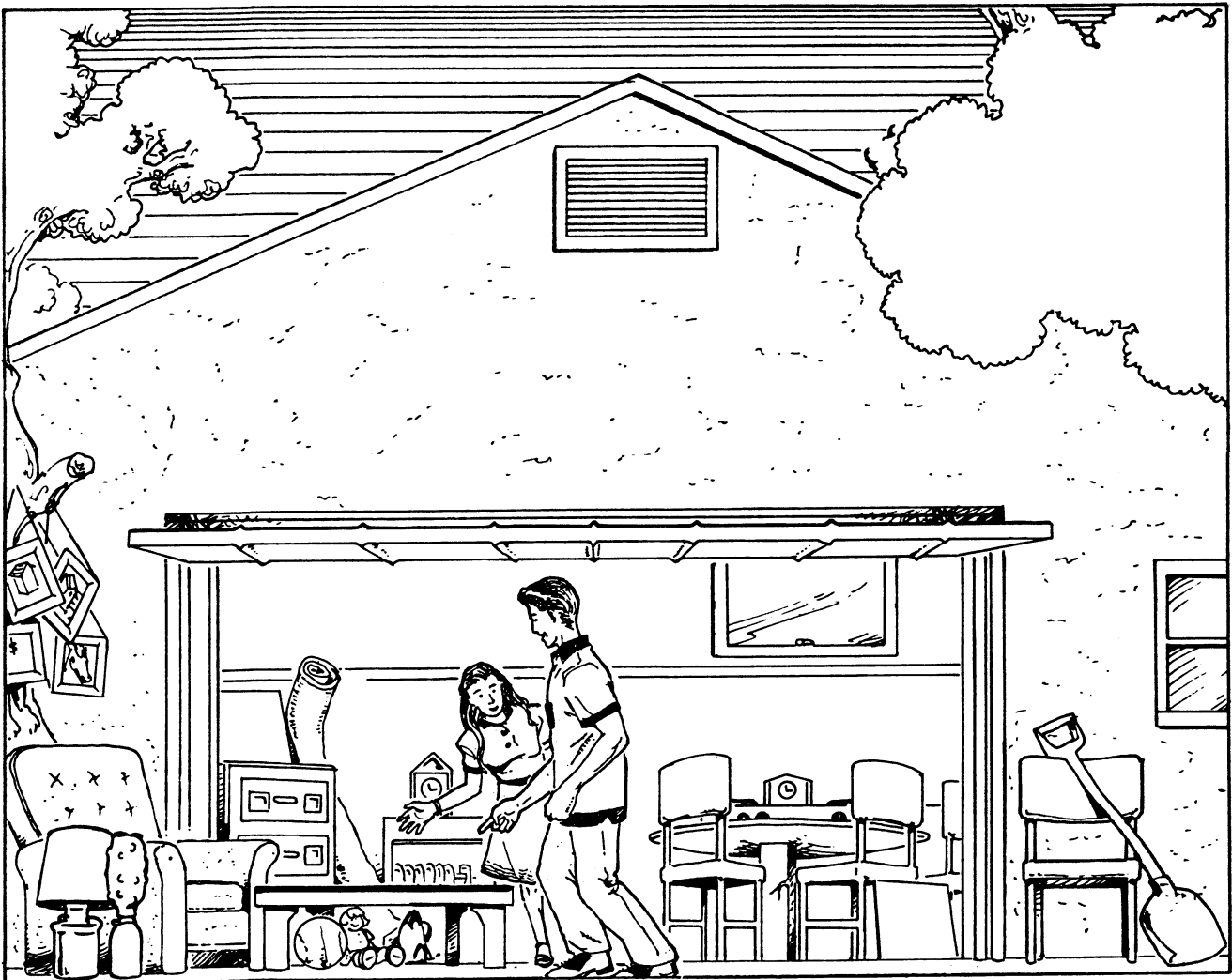
Abdul: _____ a beautiful coffee table in front of the couch.
8.

_____ \$35.40. There _____ two pictures over the couch
9. 10.

for \$8.95 together.

C. Work together. Student A looks only at the picture on page 31. Student B looks only at this picture. Have a conversation like this. Write X on the differences between the two pictures.

- EXAMPLE:**
- a: Are there any books on the two chests of drawers?
 - b: No, there aren't. And there's only one chest.
 - a: Is there a carpet next to it?
 - b: Yes, there is.
 - a: How many chairs are there around the table?
 - b: There are three.



***D.** Describe the classroom. (Example: There are five erasers on the chalkboard.) Then close your eyes. Your teacher changes some things. Open your eyes and describe the changes.

PART FOUR / COMMUNICATION

- Understanding and Answering Housing Ads • Giving Compliments

A. Work together. Fold the page or cover the other side.

Student A

**Talk and listen to Student B.
Say these sentences.**

Do you have a room for rent?

Yes, please. Is it big?

Is there air conditioning?

How many beds are there?

How much is it?

**Repeat the conversation. Use
these words—not the underlined
words.**

- ... an apartment for rent?
... furnished?
... parking?
... bedrooms ... ?
- ... a house for sale?
... new?
... a family room?
... stories ... ?

Student B

**Listen and talk to Student A.
Say these sentences.**

Yes, we do. Can I tell you
about it?

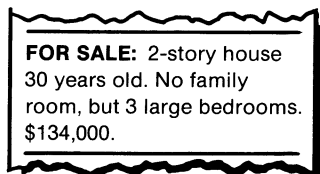
Yes, it is.

No, there isn't.

There are two.

It's \$400 a month.

**Repeat the conversation.
Listen to Student A. Answer
the questions with this
information.**



Now work with another student. Change roles. Repeat the activity.

B. Have conversations about these newspaper ads.

UNFURNISHED APARTMENT
 \$895 Luxury. Utilities paid.
 2 bedrooms, carpets, drapes.
 Nice neighborhood. Children
 OK, no pets. CALL 555-6777

SINGLE APARTMENT FURNISHED
 \$435 Security. New building.
 Gas stove and heat. Near
 transportation and stores.
 555-6912

***C. Look at housing ads on a board or in a local newspaper. Have conversations about them.**

***D. Have a conversation for this picture.**

I (really) like your house.
 I (just) love your home.
 You have a (really) nice apartment.
 What a great _____.

Thank you (very much).
 Thanks (a lot).
 Glad you like it.

Your place	is	beautiful.
This furniture	are	wonderful.
That couch		comfortable.
The pictures		terrific.
Those chairs		nice.

This (carpet)	is ...
That (...)	are ...
These (lamps)	
Those (...)	

***E. Work in groups. Show pictures of your homes. (Or you can draw pictures.) Talk about them.**

CHAPTER

4

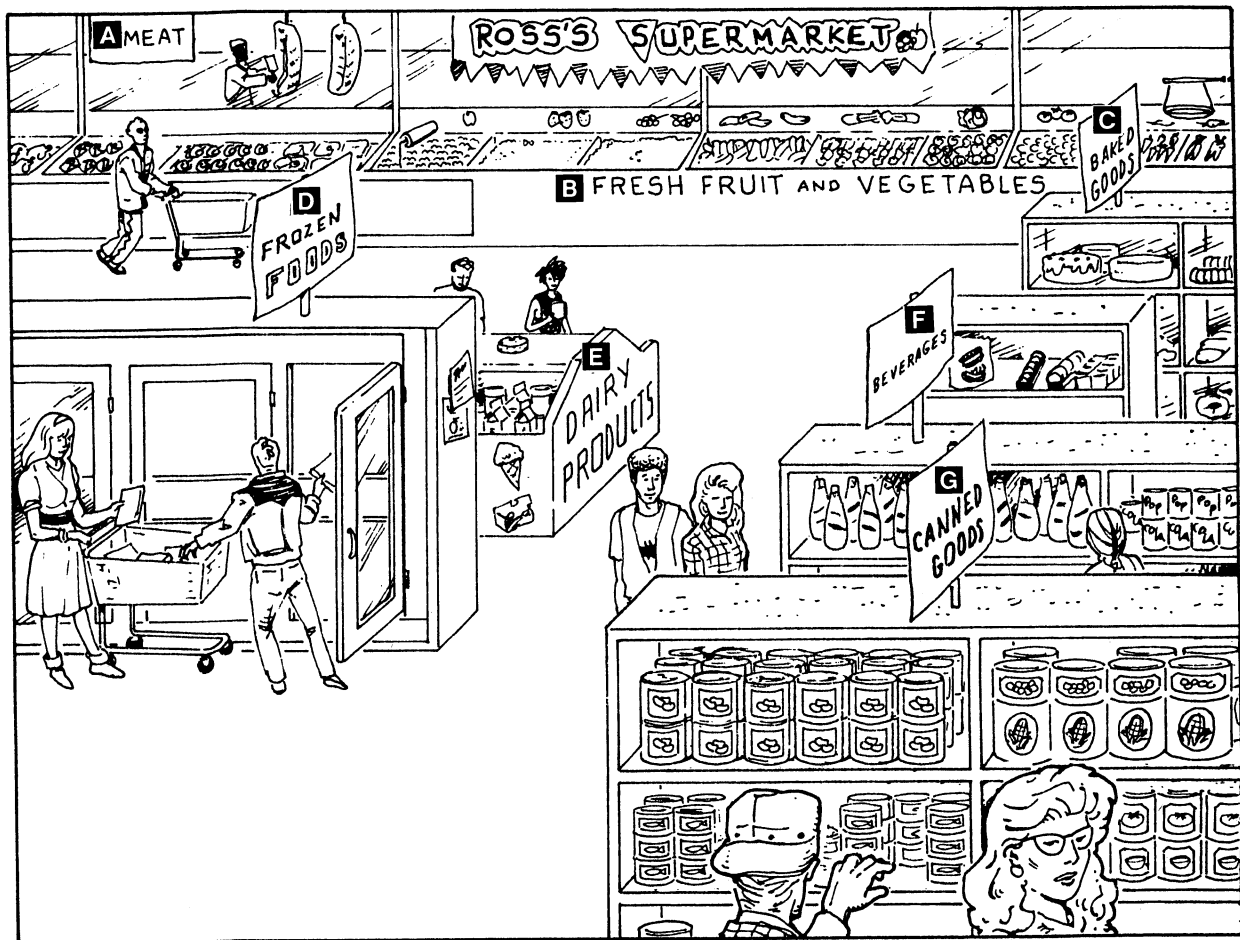
Food and Things

COMPETENCIES: Understanding comparison shopping
Expressing amounts
Asking the prices of things
Ordering in restaurants
Asking and telling locations of things
Making meal plans and shopping lists

GRAMMAR FOCUS: The verb *be*
Possessive nouns, pronouns, and adjectives
Two-word verbs

VOCABULARY

• A Supermarket • A Restaurant



A. Where can you find these things in the supermarket?
On the lines, write the letters of the sections A-G.

- | | |
|--------------------------------|--|
| 1. _____ a can of soup | 9. _____ a quart of milk |
| 2. _____ chicken and turkey | 10. _____ boxes of cookies |
| 3. _____ hamburger meat | 11. _____ packages of cheese |
| 4. _____ canned beans and corn | 12. _____ lettuce, tomatoes, and carrots |
| 5. _____ apples and cherries | 13. _____ a carton of ice cream |
| 6. _____ tuna fish in cans | 14. _____ bread and cake |
| 7. _____ frozen TV dinners | 15. _____ soft drinks (soda pop) |
| 8. _____ cucumbers and celery | 16. _____ strawberries |



B. On the lines, write the letters of the people and the things H-U.

- | | |
|---------------------------|--|
| 17. <u> </u> a waiter | 24. <u> </u> a salad |
| 18. <u> </u> a waitress | 25. <u> </u> spaghetti |
| 19. <u> </u> a customer | 26. <u> </u> an order of french fries |
| 20. <u> </u> the counter | 27. <u> </u> a steak and a baked potato |
| 21. <u> </u> a booth | 28. <u> </u> a piece of pie à la mode (dessert) |
| 22. <u> </u> a menu | 29. <u> </u> a glass of iced tea |
| 23. <u> </u> a sandwich | 30. <u> </u> a cup of coffee or hot chocolate |

PART ONE / BETTER LISTENING

• Supermarket Shopping



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

Elvira and her son are at the supermarket.



- | | | |
|---|-----|----|
| 1. The mother is happy, but the son isn't. | yes | no |
| 2. The son likes meat, fruit, and desserts. | yes | no |
| 3. Fruit and vegetables have different prices at different times of the year. | yes | no |
| 4. Large cans of the store brand are all very expensive. | yes | no |
| 5. The mother and her son both have the same ideas about frozen foods and sweets. | yes | no |

Words and Sounds in Conversation

uh-huh	Let's ____ .	Hold it.	Wait (a minute).
look	I'd like ____ .	Hold on.	



B. Listen to Conversation 2. Circle the numbers of the things on the mother's and the son's shopping lists. Listen again and check your answers.



- ① lettuce and carrots
2. coffee and tea
3. canned beans and corn
4. a small can of fruit
5. frozen vegetables
6. cups and glasses
7. a fresh salad
8. an order of spaghetti

1. milk and cheese
- ② steaks and hamburger meat
3. apples and cherries
4. strawberries and tomatoes
5. canned soup (family sizes)
6. T.V. dinners
7. cookies and chocolate cake
8. ice cream

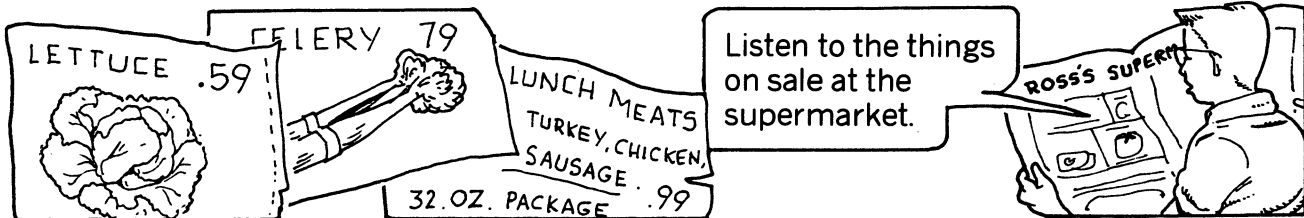


PART TWO / PRONUNCIATION

- The “k,” “s,” “sh,” and “ch” Sounds • The -(e)s Ending



A. Listen.



Ross's Supermarket Sale

SALAD VEGETABLES

lettuce .....	.59	Swiss cheese	\$1.79/lb.
celery .....	.79	lunch meats (turkey, chicken, sausage) 3 oz. package .....	.99

HOUSE BRAND CANNED GOODS FOR YOUR SHELF

cream of mushroom soup	10 1/2 oz.	2 for \$1.00
fancy chunk tuna fish	family size	1.66
chili beans	15 oz. ....	.77
peaches	28 oz. size (1 lb. 12 oz.)	2 for 1.60
sugar	3 2-lb. boxes for	\$2.99
Mr. Marcus's chocolate chip cookies		\$2.50/bag
Rich's cupcakes		3.25/dozen

SPECIALS FROM THE CHEF'S SHOP

a bacon and cucumber sandwich	\$2.16
a piece of cherry pie .....	.96



B. Listen and repeat the words with these four sounds.

- | | | | |
|------------------|------------------|-------------------|-------------------|
| 1. <u>c</u> up | 2. <u>s</u> alad | 3. <u>sh</u> op | 4. <u>ch</u> ease |
| tur <u>k</u> ey | <u>s</u> oup | <u>ch</u> ef | <u>ch</u> ili |
| pack <u>ag</u> e | <u>c</u> elery | <u>s</u> ugar | peach <u>h</u> |
| bacon | fanc <u>y</u> | mush <u>roo</u> m | lunch <u>h</u> |
| chick <u>e</u> n | lettuc <u>e</u> | <u>f</u> ish | sandwich <u>h</u> |



C. The **-(e)s** ending has three different sounds. Listen and repeat these words.*

- | | | |
|----------------------|-------------------|--------------------|
| 1. an added syllable | 2. the "s" sound | 3. the "z" sound |
| sizes <u> </u> | chef's <u> </u> | salads <u> </u> |
| Ross's <u> </u> | steaks <u> </u> | shelves <u> </u> |
| boxes <u> </u> | cakes <u> </u> | beans <u> </u> |
| dishes <u> </u> | cups <u> </u> | things <u> </u> |
| Rich's <u> </u> | sweets <u> </u> | cookies <u> </u> |
| packages <u> </u> | carrots <u> </u> | tomatoes <u> </u> |

* (1) Pronounce the ending as an added syllable after the "z," "s," "sh," "ch," or "j" sound. (2) Pronounce the ending "s" after an "f," "k," "p," or "t" sound. (3) Pronounce the ending "z" after other consonant and vowel sounds.

D. Have conversations with different words.

1. a: There are SPECIALS on _____, _____, and _____.

CORN	BEANS	CARrots
LETtuce	CELery	toMAtoes
TURkey	CHICKen	STEAKS
CAKE	ICE CREAM	COOKies

b: _____! I _____ and _____.

GOOD	NEED	CORN	CARrots
GREAT	WANT	LETtuce	CELery
terRIFic	'd LIKE	TURkey	CHICKen
HOLD it		CAKE	COOKies

2. a: HOW MUCH _____? b: _____ a _____.

is	SUGar	It's	\$.99	BOX
	CHEESE		1.79	POUND
	LUNCH MEAT		.75	PACKAge
	PIE		.96	PIECE
are	CUPcakes	They're	3.25	DOZen
	BEANS		.77	CAN
	COOKies		2.50	BAG

***E.** Have conversations like the above about the ad on page 40.

PART THREE / LISTENING AND SPEAKING SKILLS

• Ordering in Restaurants

A. Write the letters of the sentences in the boxes.

1. d

Two, please.

2.

Nonsmoking.

3.

A table, please.

4. Can I take your order now?

All right. No hurry.

4.

5.

Yes, I'd like ... And he wants ...

6.

Coffee and milk.

7.

Can I bring you some dessert?

8.

Sorry, Ma'am. I can get you another cup.

9.

Of course. But just a minute, please.

10.

We're sorry about that. I can take care of it.

- | | |
|---|---|
| a. Are you ready to order yet? | f. Waitress? The check, please? |
| b. Smoking or nonsmoking? | g. Not yet. We need more time. |
| c. I'd like a piece of pie. And please bring him a dish of ice cream. | h. I think there's a mistake on this check. The total is wrong. |
| d. How many? | i. Anything to drink? |
| e. A booth or a table? | j. Excuse me, but this coffee is cold. |



B. Listen to Conversation 1 and put together the sentence parts with lines.



A waiter takes Elvira's order.

- | | |
|---------------------------|--|
| 1. Chili is | a kind of hamburger sandwich. |
| 2. A chiliburger is | not well-done (meat). |
| 3. <i>Rare</i> means | a kind of soup with beans. |
| 4. <i>Baked</i> describes | a way to cook. |
| 5. Carrots are | a kind of dessert (pie and ice cream). |
| 6. Pie à la mode is | a kind of vegetable. |



C. Listen to Conversation 1 again. Check the boxes of the foods in Elvira's order. Then listen again and check your answers.

soup

- chicken
 vegetable
 chili

steak

- well-done
 medium
 rare

hamburgers

- chiliburger
 cheeseburger

chicken

vegetables

- potatoes
 baked
 french fries
 beans
 carrots

salad

drinks

- milk
 soda pop
 coffee
 tea

desserts

- cake
 pie
 pie à la mode
 ice cream

Words in Fast Speech

Some words can sound different in fast speech.

Examples: A hamburger is a kind of sandwich.
Can you give me your order, please?



D.

Listen to Conversation 2 and write the words. Then listen again and check your answers.

you

your

of

a

Waiter: Can I take _____ order, please?

1.

Customer: What's _____ chiliburger?

2.

Waiter: A chiliburger is _____ kind _____ hamburger sandwich.

3.

4.

Customer: Then I want _____ steak and potatoes.

5.

Waiter: All right. How do _____ like _____ steak?

6.

7.

Customer: Please cook it well.

Waiter: What kind _____ potatoes? Baked or french fried?

8.

Customer: Baked, please.

Waiter: How about an order _____ vegetables with that?

9.

Customer: No, thank you.

Waiter: Anything to drink?

Customer: I'd like _____ cup _____ coffee.

10.

11.

Waiter: And can I bring _____ some dessert?

12.

E. Work in groups. Talk about this menu.

- EXAMPLE:** a: What kind of soup do they have?
 b: Chicken and vegetable.
 a: What's the soup of the day?
 b: I don't know. Why don't you ask the waitress?

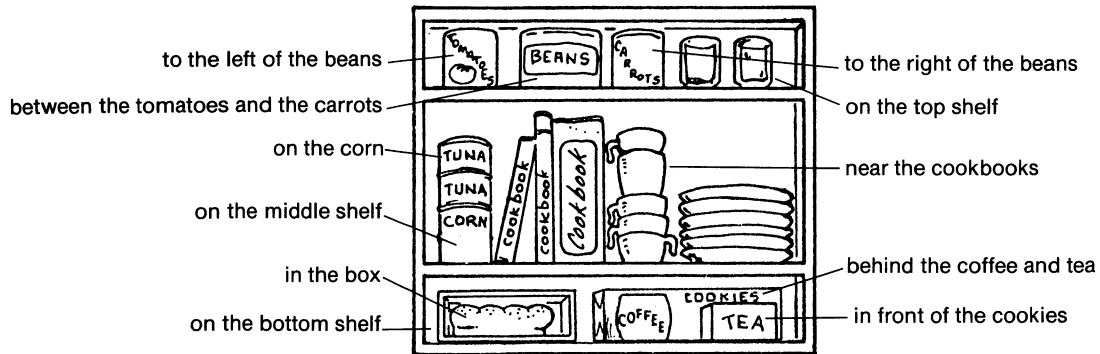
Menu		
SOUPS		GREEN OR FRUIT SALAD
(chicken, vegetable, soup of the day)		small 1.00 large 1.80
cup .....	.95	bowl of soup and small salad 2.50
bowl	1.75	cup of soup and sandwich 2.50
DINNER SPECIALS		
(with choice of soup or salad, baked potato or french fries, and vegetable)		
chicken	4.80	roast beef 5.50
spaghetti	4.25	steak 5.50
SANDWICHES		
hamburger	2.00	cheese 1.60
cheeseburger	2.40	chicken 2.00
chiliburger	2.60	turkey 2.00
SIDE ORDERS		DESSERTS
chili (bowl)	1.75	ice cream
vegetables		(chocolate, strawberry) ... 1.10
(beans, carrots, corn)	1.00	pie (cherry, apple) 1.30
baked potato	1.00	pie à la mode 1.80
french fries	1.00	chocolate cake 1.50
BEVERAGES		
soft drinks	milk	coffee ..... .70
small ..... .70	small ..... .80	hot or iced tea ..... .80
large 1.00	large 1.20	hot chocolate ..... .80

PART FOUR / COMMUNICATION

- Asking and Telling Locations • Making Meal Plans and Shopping Lists

Where's the ...?
Where are the ...?

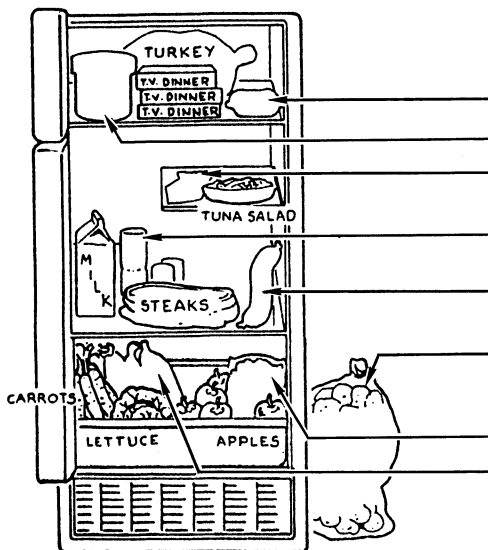
It's ...
They're ...



A. Work together. Fold the page or cover the other side.

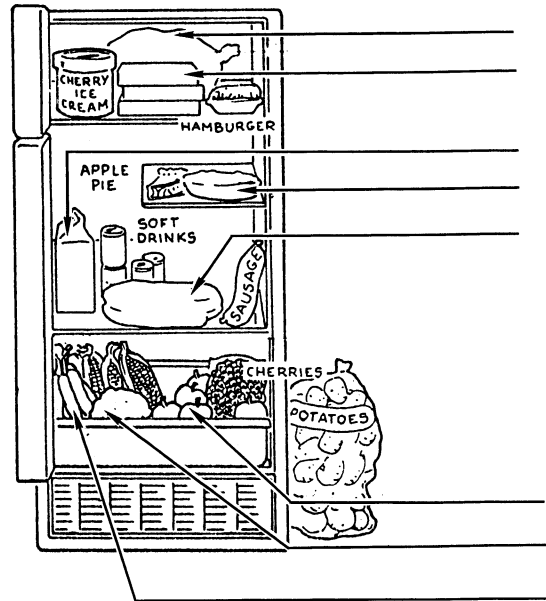
Ask Student B the location of these things.
Write the words in the correct places.

- | | |
|-------------|----------|
| ice cream | corn |
| apple pie | cherries |
| soft drinks | potatoes |
| hamburger | sausage |



Now listen, and tell Student B the location of these things.

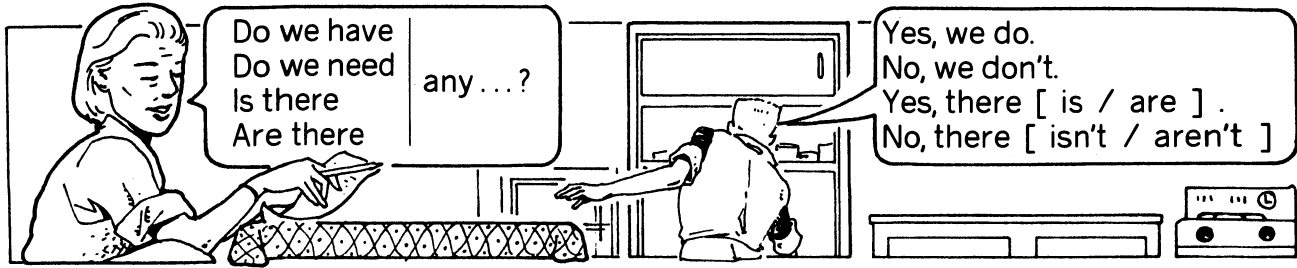
Listen and tell Student A the location of these things.



Now ask Student A the location of these things. Write the words in the correct places.

- | | |
|--------------|---------|
| T.V. dinners | steaks |
| turkey | carrots |
| milk | apples |
| tuna salad | lettuce |

Now work with another student. Change roles. Repeat the activity.



B. Work together. Student A looks at the meal plan and asks about the food on the shelves and in the refrigerator. Student B answers with the information from the pictures on page 47. Student A writes the shopping list.

- EXAMPLE:**
- a: Is there any orange juice in the refrigerator?
b: No, there isn't. We need orange juice.
a: Do we have any bread?
b: Yes, we do.

Meal Plan	Shopping List
Breakfast	1. _____
orange juice	2. _____
bread	3. _____
eggs	
coffee, tea	
Lunch	4. _____
tomato soup	5. _____
cheese sandwiches	6. _____
milk	
fruit (apples, cherries)	
Dinner	
chicken	
carrots	
baked potatoes	
soft drinks	
pie à la mode	

Now work with another student. Change roles. Repeat the activity.

***C.** Make a meal plan of your own. What do you need? (Check your shelves and your refrigerator.) Make a shopping list. With a classmate, you can buy, cook, and eat the food.

CHAPTER

5

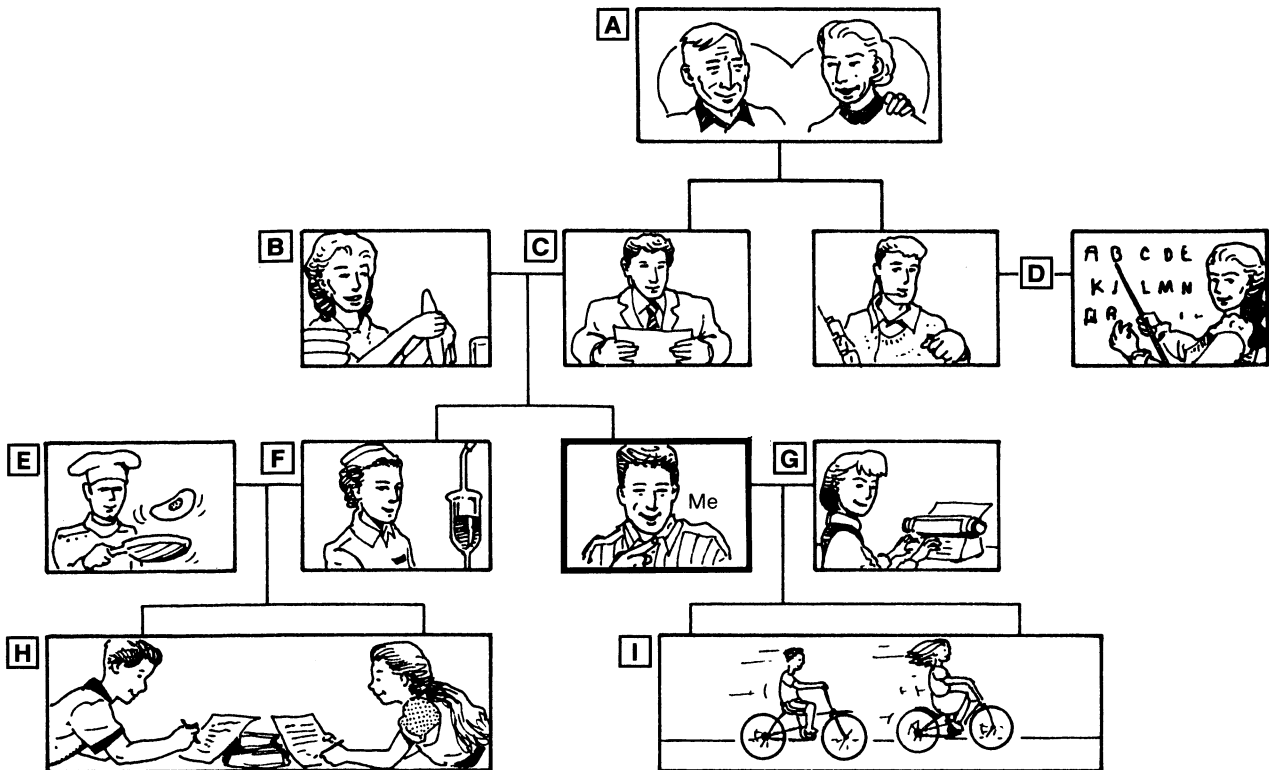
The Family

COMPETENCIES: Asking and telling about family members
Using the telephone (identifying oneself, asking
for someone, getting information, taking
messages)
Describing kinds of families

GRAMMAR FOCUS: The simple present (-s forms)
Infinitives after common verbs
Frequency words
Indirect objects

VOCABULARY

• A Family Tree



On the lines, write the letters of the relatives A-I from the picture above.

1. B My mother takes care of the house. She does dishes and laundry. She's a housewife.
2. ____ My uncle is a telephone operator. My aunt teaches languages.
3. ____ My father manages a store. He's a businessman.
4. ____ My sister works in a hospital. She's a nurse.
5. ____ Her husband (my brother-in-law) likes to cook.
6. ____ My sister's children (my niece and nephew) write me letters.
7. ____ My wife types and answers phones. She's a secretary.
8. ____ Our son and daughter love to ride bikes. They're five and seven years old.
9. ____ My grandparents (my father's parents) are retired. I miss them. My mother's parents aren't living.

PART ONE / BETTER LISTENING

• A Problem with Relatives



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



Abdul tells Haruko about his relatives.

- | | | |
|---|-----|----|
| 1. He wants to find housing for his family. | yes | no |
| 2. He needs more money for his wife and six children. | yes | no |
| 3. He has three brothers but no sisters. | yes | no |
| 4. His relatives want to live together in one place. | yes | no |
| 5. His mother and father miss him. | yes | no |

Words and Sounds in Conversations

So? sure Let me . . . (explain/finish). uh um



B. Listen to Conversation 2. Which relatives live or want to live with Abdul? Circle the numbers. Listen again and check your answers.

- | | |
|---------------------------|----------------------------------|
| ① his wife | 6. his grandparents |
| 2. their son and daughter | 7. his sister and brother-in-law |
| 3. his aunt | 8. his nieces and nephews |
| 4. his in-laws | 9. his ten cousins |
| 5. his brother | 10. his great-grandfather |

PART TWO / PRONUNCIATION

- The “l,” “r,” “d,” “t,” and “th” Sounds



A. Listen.



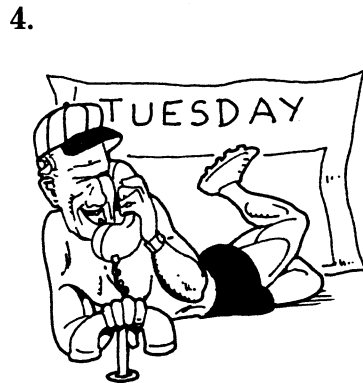
Robert Rose reads and writes Russian every morning.



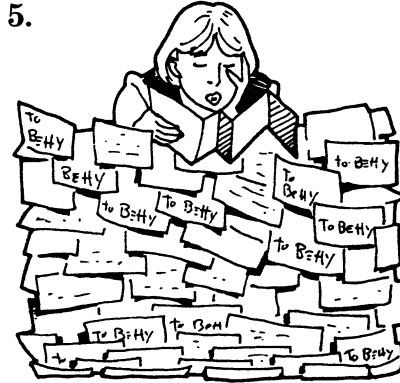
Len and Sally Lake learn languages.



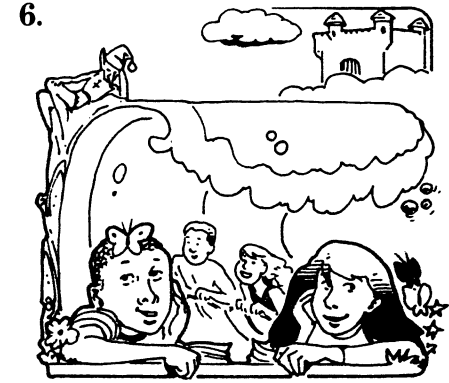
Dick Davis does dishes all day. Diane Davis doesn't do them.



Tom Turner talks on the telephone on Tuesdays.



Betty Little is not a writer, but she gets a lot of letters.



Thelma Thorton and her brother Theodore think about other things all month.



B. Listen and repeat the words with the “r” and “l” sounds.

- | | | | |
|-----------------|------------------|-------------------|-----------------|
| 1. <u>r</u> ead | mar <u>r</u> y | 2. <u>l</u> iving | sch <u>o</u> ol |
| <u>w</u> rite | sist <u>e</u> r | <u>a</u> lone | tot <u>a</u> l |
| dir <u>e</u> ct | fact <u>o</u> ry | sm <u>a</u> ll | <u>l</u> ittle |



C. Listen and repeat the words with these five sounds.

- | | | | | |
|-------------------|---------------------|-------------------|------------------|-------------------|
| 1. <u>d</u> ishes | 2. <u>t</u> each | 3. <u>l</u> etter | 4. <u>th</u> ere | 5. <u>th</u> ink |
| <u>d</u> oesn't | <u>t</u> ime | meet <u>ing</u> | <u>th</u> is | someth <u>ing</u> |
| <u>t</u> oday | somet <u>im</u> es | tomat <u>o</u> | fath <u>er</u> | bo <u>th</u> |
| The <u>o</u> dore | laborat <u>o</u> ry | daught <u>er</u> | moth <u>er</u> | south <u>h</u> |

D. Say this sentence with different words.

My _____	_____
FATHER	WRITES LETTERS all the TIME
MOTHER	LIVES in RAPID CITY, SOUTH DAKOTA
BROTHER LEN	TALKS on the TELEPHONE on THURSDAYS
SISTER LAURA	DOES DISHES and LAUNDRY ALONE
DAUGHTER DORA	TAKES CLASSES at a LOCAL SCHOOL
SON-in-law THOMAS	THINKS about a LOT of THINGS
UNCLE TERRY	WORKS in LAKE FOREST, ILLINOIS
AUNT BETH	TEACHES BOTH her DAUGHTERS
GRANDCHILD THEODORE	MANAGES a LABORATORY in DENVER, COLORADO

E. Read aloud the sentences in Exercise A.

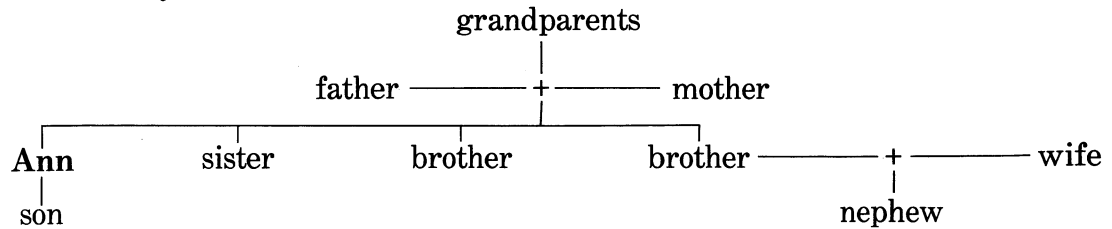
PART THREE / LISTENING AND SPEAKING SKILLS

• Describing Family Members

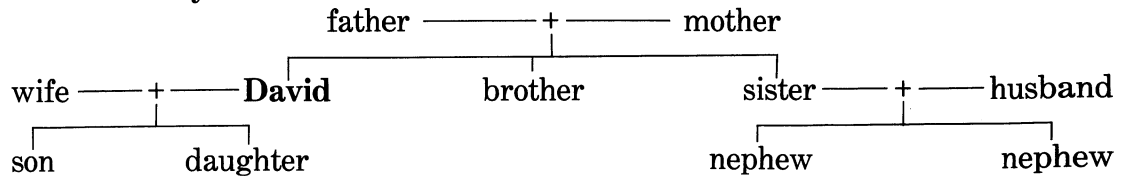


A. Listen to Conversation 1. What relatives do David and Ann talk about? Circle them.

1. Ann's family



2. David's family



B. Listen to Conversation 1 again. Write the words in the sentences. Then listen again and check your answers.

Ann's parents live in Paris, France. Her father is a businessman, and her
1.

_____ is a nurse. David's _____ is a doctor. His _____ isn't living.
2. 3. 4.

Ann's _____ Peter is a great cook. Her _____ Alan is a salesclerk. David
5. 6.

doesn't see his _____ in New York much. He doesn't care for his sister's
7.

_____, but their two _____ are great. David's _____ are eight
8. 9. 10.

and ten years old.

Contractions and Words in Fast Speech

Here are some contractions.

he's = he is she's = she is they're = they are

Some words can sound different in fast speech.

Examples: My brother and sister don't live here, so I miss them. My brother lives in Taiwan, and he teaches English. He's there with his wife. My sister is in Japan with her husband. I don't know him.

Some different words sound the same in speech.

Examples: there they're their

They're in California with their children. I want to go there.



C.

Listen to Conversation 2 and write the words. Then listen again and check your answers.

There	there	He's	he	them	his
They're	She's	him	her	their	

Ann: My father and mother live in Paris, France. I really miss _____ . _____ a
1. 2.

businessman. _____ a nurse. I have two brothers. Peter has a restaurant. I want to
3.

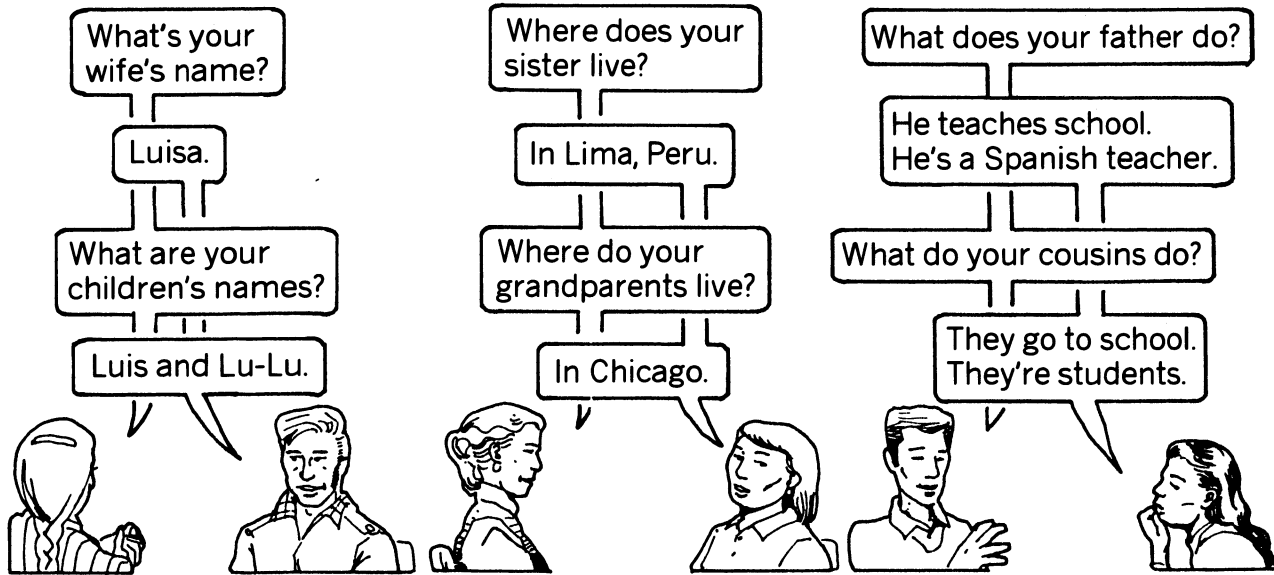
see _____ and go to _____ restaurant, too. Alan is a salesclerk in a store.
4. 5.

_____ are nice clothes _____ . I want to visit both of _____ soon.
6. 7. 8.

David: I don't see my sister much, but I talk to _____ on the phone. She lives with
9.

_____ husband. _____ nice, but _____ doesn't want to work. But _____
10. 11. 12. 13.

two sons are great. I like to talk to _____ . _____ eight and ten years old.
14. 15.



D. Work together. Have conversations like the above about your relatives. Write the information about your classmate's family. Then tell the class some of the information.

	What ... name(s)?	Where ... live?	What ... do?
grandparents			
father			
mother			
sister(s)			
brother(s)			
husband/wife			
children			
other relatives			

***E.** Work in groups. Talk more about your families. Show pictures. Ask and answer questions.

PART FOUR / COMMUNICATION

- Using the Telephone • Getting Telephone Information • Taking Messages
- Describing Families

A. Work together. Fold the page or cover the other side.

Student A

Talk and listen to Student B.
Say these sentences.

Directory Assistance. What city, please?

One moment, please.
That number is 555-2133.

Now listen to Student B, and take the role of a telephone operator. Give out information.

Barr, Ron	555-7543
45 Elmcrest	Glenview

Doty, Dora	555-6601
23004 Taft	Rockford

Lake, Laura	555-2133
211 Elm	Glenview

Talk and listen to Student B.
Say these sentences.

There's no one by that name here.
What number do you want?

You have the wrong number.

Now "answer the telephone" for some wrong numbers.

Student B

Listen and talk to Student A.
Say these sentences.

Glenview. I'd like the number of
Laura Lake. She lives on Elm Drive.

Now ask Student A for information for this list, and write the telephone numbers.

Doty, Dora	_____
23004 Taft	Rockford

Barr, Ron	_____
45 Elmcrest	Glenview

Lake, Laura	_____
211 Elm	Glenview

Listen and talk to Student A.
Say these sentences.

Hello. Is Dora there, please?

555-6601.

Oh. Sorry.

Now "call" the people in the above list.

B. Work together. Fold the page or cover the other side.

Student A

**Talk and listen to Student B.
Say these sentences.**

Hello?

She can't come to the phone at the moment. May I take a message?

All right.

Student B

**Listen and talk to Student A.
Say these sentences.**

Hello. Can I please speak to Elvira?

Yes, please. This is her cousin Chris.
Tell her to call me at home after 4:00.

Repeat the conversation. Use these words—not the underlined words.

He's not in right now.

Is Thomas there, please?
... his [brother / sister] Lee.
... him I can't meet him at 2:30.

**Now "make telephone calls"
with this information.**

1. You want to speak to your father (Theodore). You'd like him to call you back at work.

2. (a message of your own)

Now "answer the phone" and finish these messages.

To: _____

From: _____

Please call _____ back at _____ .

To: _____

From: _____

Work with another student. Change roles and repeat the activity.

C. Work in groups. Talk about the different kinds of families in the pictures.

EXAMPLE:

1. a: This woman has a big family.
- b: I don't think she's from the United States.
- c: Right. Americans don't live with all their relatives.

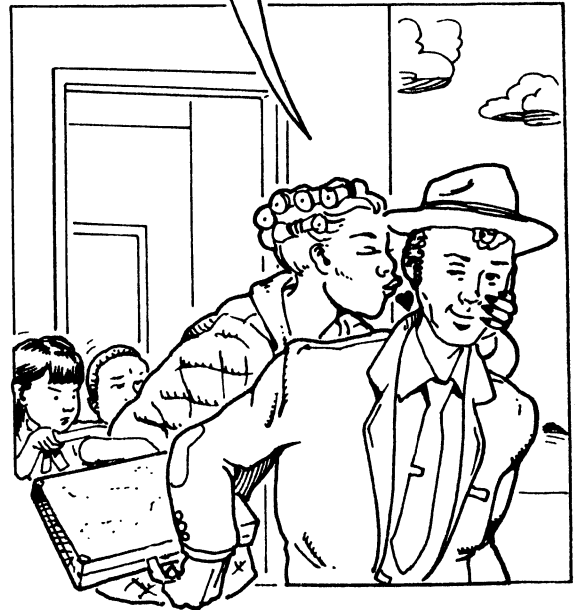
1.

I live with my parents, my grandmother, my three sisters, my brother, my husband, my two children, and ...



2.

Good-bye, dear. Have a nice day at work.



3.

We don't want to have children.



4.

Our father doesn't live with us.



*5. Your family?

*6. Your culture?

the ETC program

**English
in
Everyday
Life**

A Competency-Based Listening/Speaking Book

Instructor's Manual

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ETC ENGLISH IN EVERYDAY LIFE

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. The material of each level is divided into three book levels, 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—reading/writing and listening/speaking—as the core of your course.

ABOUT THIS LEVEL

ETC English in Everyday Life is a low-intermediate level. It is directed at students who, at the beginning of the course:

- can satisfy some survival needs, at least through the comprehension and use of words, phrases, and gestures, and handle routine social demands

- can understand simple learned phrases and sentences, such as “What’s your name?,” “How are you?,” and “Where are you from?” and can understand new phrases with familiar vocabulary when spoken slowly

- respond to short, common commands, such as “Please sit down,” “Write your name,” and “Listen and repeat” with little hesitation

- can form short sentences to express needs and ideas, not necessarily with a good command of grammar

- can read common signs and recognize common kinds of realia (forms, ads, instructions, etc.)

- can write familiar words from dictation, especially when spelled aloud; complete simple, controlled written exercises; and supply some common vocabulary

In general, the competency goals of *ETC English in Everyday Life* are to enable students to:

- master the use of the fundamental structures of the language, such as the verb *be*, the simple present, *there is/are*, and nouns and pronouns, and to begin to comprehend and use some of the other basic ones, such as the past tense, future and continuous forms, and modal verbs

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

- speak with less hesitation, attempting to use newly acquired vocabulary and sentence structures, and perform some basic language functions, such as making requests politely, describing problems, and asking for directions

- improve pronunciation—especially the clarity of vowel and consonant sounds

- read simplified practical materials, with common vocabulary, scanning for useful information

- 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

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

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

Organization

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

- Each chapter begins with a vocabulary section, which presents the important vocabulary for all four parts.

- **Part One / Better Listening** presents a practical conversation on the chapter theme, along with exercises that develop students' listening ability.

- **Part Two / Pronunciation** provides pronunciation principles, rules, practice, and communicative activities.

- **Part Three / Listening and Speaking Skills** offers a variety of practical listening tasks and interactive speaking activities.

- **Part Four / Communication** provides communication practice in paired "information gap" activities. It may also present common phrases in notional/functional categories for students to practice in structured conversations.

A complete tapescript follows these notes to the instructor, on p. 15. A cassette tape logo appears next to exercises in the student text that are on tape.

Time Estimates

Depending on the amount of material you choose to present and the level of mastery desired, a typical chapter of *ETC English in Everyday Life: A Competency-Based Listening/Speaking Book* 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.

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. Suggestions marked with two stars (**) are Beyond the Book activities that may require additional preparation and that should be planned carefully so that they are appropriate to the needs and abilities of your students. Add your own ideas, taking care to provide variety and a lively but relaxed class atmosphere.

CHAPTER OPENER

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

1. To practice the skills of "anticipation" or "prediction," 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 skills to be covered 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 forms they have to fill out, in what situations they write notes or letters, and the like.

INTRODUCTION / STARTING OUT

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

Exercise A

Read aloud the instructions and ask students to repeat the conversation. Then have the conversation with several students, using your real names. At the same time, students walk around the classroom, using the model to introduce themselves to one another. *At students' language level, discuss ways of introducing oneself in various cultures by asking questions (Examples: When do you shake hands? When do you use first names only, first and last names, or titles such as Mr. or Ms.?).

The Names of People

Especially if students come from cultures in which people usually say their last names first, discuss the use of names in the United States and Canada. *Add cultural information about hyphenated names, maiden names, nicknames, etc.

The Letters of the Alphabet

To make sure that students have mastered the names of the letters of the alphabet, write the letters on the board. Point to letters in random order, emphasizing contrasts that may confuse students (Examples: *a, e, i; u, w; b, p, f, u; c, k, s, z*); students read aloud. For additional practice, conduct a "letter chain." Begin with *z*; each student in turn says a letter of the alphabet in reverse order.

Exercise B

Draw a class "seating chart" on the chalkboard; students copy it. Read aloud the instructions. Then have the class repeat the model conversations. Have the same conversation with several students, who answer with their real names. As they spell their names, write them in the appropriate places on the seating chart on the board. Have one row of students (or the students in one part of the classroom) stand up to ask all the other students in the room their names and how to spell them; as they gather the names, they write them in the appropriate places of their individual "seating charts." As soon as students from the first row sit down, the next row gets up to collect names, and so on until most students have filled in their charts.

If necessary, review ordinal numbers (*first, second, third, etc.*). Then ask the class the names of individual students in random order by describing their location (Examples: the first seat in the third row, the seventh seat in the second row). Other students try to tell the names from memory before checking their seating charts.

The Names of Countries

Name countries on the world map; helping one another, students locate the countries as fast as they can and point to them. If possible, point to the countries on a large wall map. *Have students name the continents of the world (Examples: North America, South America, Europe, Asia, Africa); students may want to designate Central America and the Middle East as distinct areas as well. Then name countries; students tell the corresponding continent or areas. Name continents; students name as many countries as they can.

Exercise C

Read aloud the instructions; students repeat the conversation. Have the same conversation with several

students, who answer with their countries of origin. If students are from many different countries, they can play a game: at the same time, they walk around the classroom, asking classmates where they are from. They write names on the appropriate lines, but only one name per country. After a time limit, reconvene the class. Each student in turn makes a sentence about the information on his or her map (Example: Faredh is from Lebanon.). The class tells the names of other students from the same country. The next student makes a sentence about a classmate from another country, and so on until all countries represented by the class have been named.

Exercise D

Say two letters—one from the horizontal row and one from the vertical column. Students locate the corresponding number on the grid and pronounce it. Students may want to play this game in pairs or groups: one student calls out two letters and the others tell the corresponding number.

Exercise E

Use this grid for a bingo game. Use thirty-six prepared flashcards with numbers printed on them, including contrasts that may cause students difficulty (Examples: 6, 16, 60, 66, 600, 106, 116, 160, 660, 666). Read each number to the class once or twice, allowing students time to write that number in any square of their grid; then show the card so that students can check their work. Make sure that students understand they are to choose a square for each number at random, so that each student's grid is different.

At students' language level, explain and demonstrate the rules for a bingo game. Make clear that players are to use their filled-in grids as bingo cards. If the game is to be played only once, they can mark an X in each square as the number is called. If the game is to be repeated, distribute "bingo markers," perhaps small scraps of paper. After shuffling the number cards, play the game as usual, calling out each number once or twice. Keep the cards of the numbers you have called in a separate pile or spread them out face up on a table or desk. When a player calls out "Bingo," he or she must correctly read aloud the numbers in his or her bingo row in order to win the game. To repeat the game, have proficient students play the role of caller. Students may want to play the game several times in small groups so that each player gets the chance to be the caller.

VOCABULARY

To introduce new words and expressions used in the four chapter parts that follow, each chapter opens with a brief vocabulary section. Here are some suggested steps for presentation:

1. Allow students time to look over the illustrations silently. Then name items in them (Examples: a map, a drugstore, a secretary). Helping one another, students point to the objects or people. Then, for each picture, make statements for students to judge as "true" or "false" by answering "yes" or "no" (Example: In Picture 1, the man wants directions. He's in his car. He has to buy a map.).
2. Read aloud the instructions of the exercise or exercises (designated by capital letters). Although they usually involve matching items or pictures to words or sentences by writing letters on the lines, they may vary in format from chapter to chapter. Make sure that students understand what to do by completing the first few items with the class. Allow students time to complete the exercise(s) on their own. Check their answers orally.
3. Looking only at the pictures, students name items and/or say sentences about them, possibly in response to your questions and cues (Examples: What's that? What is labeled with the letter c? Where are the people? They have a _____. They need to _____. Right now the man is _____).
- *4. Give a quick "oral vocabulary quiz" by saying cues (brief definitions, synonyms, opposites, sentences to complete, etc.). Without looking at their books, students respond with vocabulary they have just learned (Example: It's the opposite of north. Answer: south; Example: Go two _____ ahead. Answer: blocks).
- *5. You may wish to introduce additional vocabulary on the chapter theme at this point or you may choose to wait until you have covered some of the chapter, since brief activities outside the book sometimes provide a welcome change of pace. Here are suggestions for general vocabulary activities:
 - From newspapers, magazines, children's workbooks, and the like, collect pictures of items in categories related to the chapter theme (Examples: food, clothing, furniture, places). After mounting them on construction paper or cardboard, you can use them in various ways: for example, as "flash-cards" that you show to the class. Students name the items; after each response, pronounce the words clearly, having the class repeat them. You may need or want to write the words on the chalkboard, allowing students to copy them if they wish. Then point to the words on the board, having the class or individuals read them aloud. After each response, repeat the item clearly for the class. Continue the activity with an "oral vocabulary quiz" as described in Item 4 above. Then show the pictures again, having students review the vocabulary.

- On another day, as a review of vocabulary taught previously, (or with a more advanced class, as an introductory vocabulary activity), play a "vocabulary chain game." Students arrange their chairs or desks in one or more circles. Beginning at any point in a circle, hand a picture to a student, name the item(s), and perhaps add some additional information (Examples: This is a cup of coffee. It's hot. You can drink it for breakfast.). That student then passes the same picture to the student on his or her right, repeating the information, and so on. In the meantime, introduce other pictures into the vocabulary chain, always beginning with the same student or beginning at various places in the circle, whenever a student is not involved in conversation with the classmate next to him or her. All students should be busy speaking or listening at the same time. Conversation about the pictures, including points you have not mentioned, will arise naturally, as students ask you and each other for additional or forgotten vocabulary. Set a time limit on the activity. Conclude it by asking students to return the pictures to you one by one, as you request them (Example: Who has the cup of coffee?). As you receive each picture, show it to the class and review vocabulary by having students talk about it.

PART ONE / BETTER LISTENING

The purpose of the first part of each chapter is to provide a model conversation on the chapter theme. This section presents vital vocabulary in typical language common to the topic at hand; Students develop proficiency in the use of listening strategies—getting the main ideas, listening selectively for stressed words, and tolerating ambiguity. You may wish to try some of the following techniques in presenting Part One to the class:

1. Point out the meaning of the subtitle of the part heading (Examples: Directions; Problems, Problems, Problems; A New Home). Practice the skill of anticipation by asking students to tell what they think the listening segments will be about. You may want to stimulate discussion by asking questions about the subtitle (Example: When do you need directions? Answer: When you get lost. Example: Tell some words for directions. Answers: right, left, north, blocks, miles; Example: Do you have problems? Give some examples. Answers: money, English, work, health).
2. Discuss the illustration for Exercise A with the class, asking them to point to the items you name, to answer different kinds of questions (true/false,

yes/no, and *wh-*), to name items, and/or to make sentences of their own about the picture. Read aloud the caption of the picture and discuss it.

3. Allow students time to read the five sentences to themselves and/or to read them aloud. Explain unfamiliar vocabulary. Point out that they are to listen for “key words” as they hear the taped conversation, so that they can answer the five questions.

First Listening

For the first few chapters of the book at least, you may wish to review the use of “listening strategies.” At students’ language level, encourage them to listen only for main ideas and not to worry about new vocabulary or details. Point out that stressed words carry the speaker’s meaning and that listeners do not need to understand or even to hear the unstressed “little words” (Examples: *a, the, in, at, his, so*) in order to grasp the important ideas. They should develop a “tolerance for ambiguity,” listening selectively for the information they need to understand.

1. Play the tape of Conversation 1. For the five comprehension items of Exercise A, students circle *yes* or *no* to indicate “true” or “false.” For lower-level classes, you may want to play the tape again at this time; for more advanced groups, one listening may be sufficient.
2. Have students tell their answers, discussing the “clues” in the conversation that led them to respond as they did. If necessary, play the conversation again, stopping it to point out the relevant information.

Words and Sounds in Conversations

The words and expressions in this section are common ones that speakers often add to conversations in order to gain thinking time, to indicate feelings, to provide a smooth transition to the next thought, and so on. Point out that these words are not usually essential to meaning and that some of them have no or almost no meaning at all. Although students may want to use them in their own conversations, encourage them to ignore the words when they are attempting to listen for essential ideas.

1. Allow students time to read the words and expressions to themselves. They may want to repeat them.
- *2. Since these words tend to carry situational rather than lexical meaning, provide simple examples of conversational comments. Students add the appropriate words and expressions.

Second Listening

Explain that you are going to play a shorter tape of the same situation (Conversation 2). This time, students are to listen more closely, recognizing important ideas by focusing on stressed words. Since instructions for Exercise B vary, make sure that students understand them before playing the tape; they are to “perform listening tasks” (circle numbers, draw lines, etc.) according to the information they hear.

1. Students may prefer to hear the entire conversation before marking their answers or they may be eager to complete the exercise as they listen. For the first few chapters, as you play the tape, walk around the room to help students. Then replay the tape one or more times to enable students to check their work. Check their answers orally and/or “draw” a correct response on the board.
2. As an additional comprehension check, you might want to ask questions of various types about the conversation. You can also provide cues to help students summarize the important points (Examples: Haruko and Noriyuki live in a _____. They don’t have _____. They need _____).
- *3. You may or may not wish to provide students with copies of the tapescripts 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.

PART TWO / PRONUNCIATION

The purpose of the second section of each chapter is to focus on pronunciation principles—sounds in contrast, word stress, intonation, etc. It also provides activities in which students must pronounce words and sentences clearly in order to communicate, thus providing immediate feedback on students’ pronunciation and comprehension skills. All exercises on tape are marked with a cassette tape logo.

If you do not believe that pronunciation can or should be taught and focused on, omit the pronunciation sections; individual students or groups can work with the tape on their own if they wish. If you choose to present Part Two in class, however, these techniques may prove useful for presentation of the various types of activities:

1. Play the tape or read aloud the tapescript for Exercise A once or twice. Check students’ comprehension of the “story” or sentences by asking questions. They may wish to repeat the items or the story at this point.
2. Play the tape or read aloud the words in the pronunciation list or lists, having students repeat them. You may wish to point out relevant pronunciation

principles based on spelling (Examples: A final silent *e* after a consonant changes the sound of the main vowel, thus creating such contrasts as *mat/mate*, *pet/Pete*, *bit/bite*, *rod/rode*, and *tub/tube*. The “k” sound is spelled *c* before the back vowels *a*, *o*, and *u*, but *k* before the front vowels *e* or *i*. A *c* before a front vowel is pronounced “s.”). *ETC English in Everyday Life: A Competency-Based Reading/Writing Book* presents these rules in its Part Three spelling section.

3. Check students' comprehension of the words and provide additional pronunciation practice by conducting a quick oral “vocabulary quiz” as described in Item 4, Vocabulary, p. 4. At students' language level, give cues (definitions, synonyms, opposites, sentences to complete, etc.) for the words, in order or randomly. Students locate and pronounce the appropriate words.
- *4. You may wish to present, or have students suggest, additional examples of words with the relevant sounds. After writing them on the board, have students repeat them, “match” the words to the groups of examples in the book, and tell the meanings.
5. Some chapters include sound recognition exercises, with or without printed words provided (see Exercise C in Chapter 4 as an example). For these sections, emphasize that students are to listen for sounds rather than base their responses on the letters they see or imagine. Play the tape or read the tapescript, completing the first few items with the class and making sure that they are checking the correct boxes for the sounds they hear. Students listen again to check their work, and they tell their answer for each item (the first box, the second box, etc.). For exercises that do not include printed word lists, you may wish to list the items on the board, having students read them aloud for additional pronunciation practice.
6. One kind of pronunciation exercise, not included on tape, is a group of sentences with following lists of items to pronounce (see Exercise D in Chapter 1 as an example). Demonstrating that the capital letters indicate stressed syllables, model some of the possibilities for the class, having individuals repeat them. Work to improve specific pronunciation problems. Then have students in pairs or groups practice sentence variations, correcting one another. Walk around the classroom to give necessary help.
7. Another kind of pronunciation activity, not included on tape, is a “structured conversation,” often based on the sentence formation practice described in Item 6 (see Exercise E in Chapter 1 as an example). Read the instructions aloud and model the activity with some of the more proficient stu-

dents. Emphasize that students are to focus on clear pronunciation for this exercise so that they can understand one another easily. They work in pairs or small groups, following the example in the book. Give necessary help.

8. Some pronunciation exercises, not included on tape, require students to work in pairs, folding back half the page in their books or covering it with a sheet of paper (see Exercise E in Chapter 1 as an example). In these, one student must pronounce items correctly in order for the other to respond appropriately by numbering the blanks. They may be difficult to explain at first, but once students understand the principle, they will enjoy the challenge that immediate feedback provides. Model the activity with a few of the stronger students and then allow them to work in pairs, giving necessary help. Show students how to check their answers on their own.
- *9. You may or may not wish to focus on recently practiced sounds or pronunciation principles in subsequent oral activities.

PART THREE / LISTENING AND SPEAKING SKILLS

Part Three offers a large variety of listening tasks and oral activities. Here are some suggestions for presentation:

1. For presentation of explanatory material (Examples: addresses, times, date), simply read aloud the explanations and have students repeat the examples. Write other examples on the board; students read them aloud.
2. Prepare for the first listening activity by discussing the illustrations. Instructions vary, so make sure students understand what they are to do. They may want to listen to the tape for Conversation 1 once before responding, or they may prefer to attempt the task during the first listening, completing and checking it during subsequent listenings. As they supply their answers orally, you may want to play the tape again, stopping it to repeat relevant information, or you might choose to read aloud the lines from the tapescript that give the answers.

Words in Fast Speech

This section, which appears in Part Three of every chapter, helps students to understand fluent speech that includes contractions (Examples: can't, I'll, we'd), reduced forms (Examples: “gonna,” “wanna,” “hafta”), and words that may cause confusion (Example: they're/their/there; he's/his/is; in/an). Here are some suggested steps for presentation:

1. Read the explanation aloud and have students repeat the examples. Explain that they may or may not choose to use reduced forms in their own speech, but that they need to be able to understand them. Conduct a quick oral drill, such as pronouncing contractions or reduced forms in phrases and having students pronounce the full forms (Example: I don't "wanna" work. Answer: I do not want to work.).
 2. For Conversation 2, explain that students are going to hear a shortened version of the conversation they heard previously. Choosing from the words in the boxes, they are to fill in the blanks. Play the tape at least twice, allowing students to check their answers. Then read aloud the conversation, pausing at the blanks so that students can pronounce the missing words clearly. You may wish to write them on the board, in numbered blanks, so that students can see what they were supposed to have heard. For additional pronunciation practice, read aloud the lines of the conversation, having students repeat them as a group and/or individually. Read each sentence slowly and clearly at first, using full forms. Provide several other readings, each time replacing more full forms with contractions and/or reduced forms and increasing the speed of your speech. Students will enjoy this activity.
- *3. You may or may not wish to focus on recently practiced sounds or pronunciation principles in subsequent oral activities.

Speaking Activities

The speaking activities that follow are based on the previous taped conversation.

1. If you present these activities on a different day, you may wish to replay Conversation 1 or 2 of Part Three as a "warm-up." Make sure students understand the instructions, have them repeat the examples, and model the activity with some of the more capable students. Then allow the class to converse in pairs or small groups, giving necessary help. Reconvene the class and provide feedback by having pairs or groups "perform" some of the conversations. The class makes corrections.
- *2. The last activity of Part Three is usually a supplementary one that asks students to converse about

topics "beyond the book," to express their own ideas, tell their experiences, etc. Adapt the activity to the level, needs, and interests of the class, using your own techniques for presentation.

PART FOUR / COMMUNICATION

The last part of each chapter offers a variety of speaking exercises, including paired "information-gap" ones, as well as conversational activities in which students use expressions in notional/functional categories (Examples: giving compliments, expressing needs and wants, apologizing and forgiving). Here are some general suggestions for class presentation:

1. For paired activities, make sure that students understand the instructions. Emphasize that each student has different questions to ask and/or information to give and that the activity can be completed accurately only if both partners communicate effectively. Model the first item with the class, taking the part of Student A while the class responds as Student B. Then allow students to work in pairs as you walk around the classroom to give necessary help. Follow up the activity by having student pairs perform for the class.
2. To present phrases in notional/functional categories, make sure that students understand in what situations the expressions are appropriate. If necessary and relevant, discuss cultural points they need to know, such as the different ways of giving street directions, appropriate responses to compliments, situations that require apologies, and the like. Read aloud the phrases, allowing students to repeat them if they wish. When appropriate, point out differences in register, formality, levels of politeness, etc. *A more advanced class may be able to compare North American social customs to those in their cultures.
3. For the small-group activities that follow, talk about the first item with the class. As students work in pairs or groups, give necessary help. Follow up with a class discussion.
- *4. The supplementary activities are designed for flexibility. Adapt these suggestions to the level of the class, the needs and interests of the students, and your own teaching style.

Answer Key for Text Exercises

INTRODUCTION / STARTING OUT

Answers will vary.

CHAPTER 1 / GETTING THERE

VOCABULARY

p. 6, Exercise A:

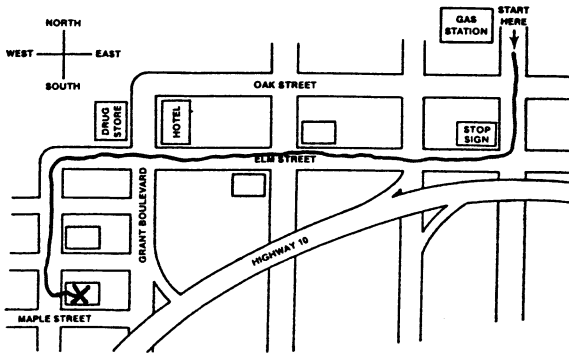
1. C 2. D 3. A 4. B 5. F 6. G 7. E 8. H

Part One / Better Listening

p. 7, Exercise A:

1. yes 2. no 3. yes 4. no 5. yes

p. 7, Exercise B:



Part Three / Listening and Speaking Skills

p. 10, Exercise A:

CLASS ENROLLMENT CARD			
NAME	<i>Nguyen Tran</i>		
	last	first	
ADDRESS	<i>3434 Kent Road #202</i>		
	number	street	apartment
TELEPHONE	<i>212 555-9650 811</i>		
	area code	number	extension
CLASS LEVEL	<i>2</i>	TIME	<i>9:15</i> to <i>11:45</i>

p. 11, Exercise C:

1. What's 2. can 3. It's 4. Can 5. It's 6. That's
7. Can 8. can 9. Don't 10. can't 11. can

Chapter 2 / Problems and Solutions

VOCABULARY

p. 16:

1. D 2. B 3. A 4. C 5. E 6. F

Part One / Better Listening

p. 17, Exercise A:

1. yes 2. no 3. no 4. yes 5. yes

p. 17, Exercise B:

1. You can look under "Apartments for Rent" in the newspaper. 2. Students can work at this school. 3. Then Noriyuki can work. 4. Why don't you buy a car?

Part Three / Listening and Speaking Skills

p. 20, Exercise A:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 <i>1/8</i>	2 <i>6</i>	3 <i>2</i>	4 <i>3/6</i>	5 <i>4</i>	6 <i>5</i>	7 <i>7</i>
8 <i>8</i>	9 <i>6</i>	10	11 <i>6</i>	12	13 <i>5</i>	14 <i>7</i>
15 <i>8</i>	16 <i>6</i>	17	18 <i>6</i>	19	20 <i>5</i>	21 <i>7</i>
22 <i>8</i>	23 <i>6</i>	24	25 <i>6</i>	26	27 <i>5</i>	28 <i>7</i>
29 <i>8</i>	30 <i>6</i>	31				

p. 21, Exercise B:

1. a 2. (no word) 3. a 4. (no word) 5. a 6. the
7. the 8. the 9. a 10. an 11. the 12. a 13. the
14. (no word) 15. the 16. an 17. a 18. a 19. (no word)

CHAPTER 3 / MOVING

VOCABULARY

p. 26, Exercise A:

1. E 2. B 3. D 4. A 5. C 6. G 7. F 8. H

p. 27, Exercise B:

9. I 10. P 11. Q 12. L 13. J 14. K 15. N 16. M
17. O

Part One / Better Listening

p. 28, Exercise A:

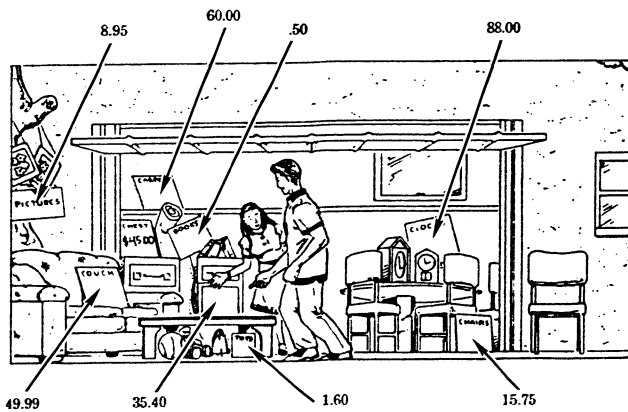
1. no 2. yes 3. yes 4. no 5. yes

p. 28, Exercise B:

1, 2, 4, 7, 8

Part Three / Listening and Speaking Skills

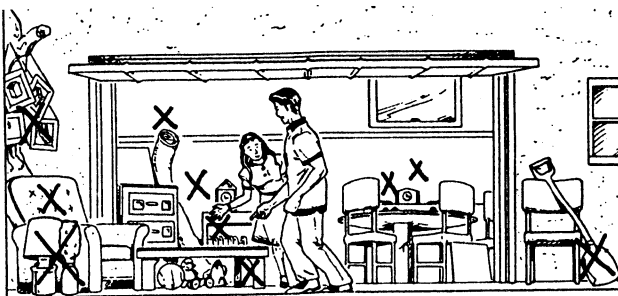
p. 31, Exercise A:



p. 32, Exercise B:

1. is 2. are 3. They're 4. There's 5. It's 6. are
7. They're 8. There's 9. It's 10. are

p. 33, Exercise C:



Differences: (1) chair instead of couch; (2) shovel; (3) one clock moved from table; (4) one chest of drawers replaced with smaller chest; (5) no books on chest; (6) two lamps; (7) two pictures added; (8) price sign for toys is gone; (9) price sign for carpet is gone; (10) price sign for clock is gone.

CHAPTER 4 / FOOD AND THINGS

VOCABULARY

p. 37, Exercise A:

1. G 2. A or D 3. A or D 4. G 5. B 6. G 7. D 8. B
9. E 10. C 11. E 12. B 13. D 14. C 15. F 16. B

p. 38, Exercise B:

17. O 18. N 19. L 20. M 21. H 22. P 23. R 24. K
25. U 26. J 27. T 28. S 29. I 30. Q

Part One / Better Listening

p. 39, Exercise A:

1. no 2. yes 3. yes 4. no 5. no

p. 39, Exercise B:

The mother: 1, 3, 5 The son: 2, 3, 6, 7, 8

Part Three / Listening and Speaking Skills

p. 42, Exercise A:

1. d 2. b 3. e 4. g 5. a 6. i 7. c 8. j 9. f 10. h

p. 43, Exercise B:

1. a kind of soup with beans 2. a kind of hamburger sandwich
3. not well-done (meat) 4. a way to cook
5. a kind of vegetable 6. a kind of dessert (pie and ice cream)

p. 43, Exercise C:

well-done steak, baked potatoes, coffee, and pie à la mode

p. 44, Exercise D:

1. your 2. a 3. a 4. of 5. a 6. you 7. your 8. of
9. of 10. a 11. of 12. you

CHAPTER 5 / THE FAMILY

VOCABULARY

p. 50:

1. B 2. D 3. C 4. F 5. E 6. H 7. G 8. I 9. A

Part One / Better Listening

p. 51, Exercise A:

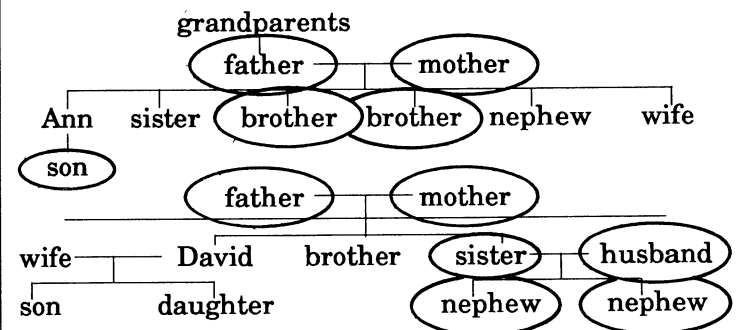
1. yes 2. no 3. no 4. yes 5. yes

p. 51, Exercise B:

- 1, 2, 4, 7, 8

Part Three / Listening and Speaking Skills

p. 54, Exercise A:



p. 54, Exercise B:

1. father 2. mother 3. mother 4. father 5. brother
6. brother 7. sister 8. husband 9. sons
10. nephews

p. 55, Exercise C:

1. them 2. He's 3. She's 4. him 5. his 6. There
7. there 8. them 9. her 10. her 11. He's 12. he
13. their 14. them 15. They're

CHAPTER 6 / THE COMMUNITY

VOCABULARY

p. 61:

1. D 2. F 3. C 4. A 5. G 6. E 7. B

TAPESCRIPT

CHAPTER 1 / GETTING THERE

PART ONE / BETTER LISTENING

■ p. 7, Exercise A

Conversation 1

Tran: Hello. Can you please give me directions to the Central Avenue School?

Woman: Directions to the Central Avenue School?

Yes, of course. O.K. Drive south from here. Go straight ahead two blocks... That's one stop sign. Then turn right at Elm Street. O.K.? Then...

Tran: Excuse me. Can you speak more slowly, please?

Woman: Oh. All right. Well, go south two blocks to Elm Street. Turn right. Drive west on Elm to... Pass a hotel and a drug store on Grant Boulevard. The next street is Central Avenue.

Tran: O.K. I drive two blocks south. Then I turn right on Elm. I go west to Central Avenue. Right?

Woman: Right. Then of course you can turn left and go three blocks south and...

Tran: Sorry, but... can you please say that again?

Woman: Sure. Turn left on Central Avenue. Drive three blocks south. The Central Avenue School is on the corner.

Tran: O.K.... thank you.

Woman: Don't forget your map!

■ p. 7, Exercise B

Conversation 2

Woman: Drive south from here. Go straight ahead two blocks. That's one stop sign. Then turn right at Elm Street. Drive west on Elm and pass a hotel and a drugstore. The next street is Central Avenue. Turn left and drive three blocks south. The school is on the corner.

PART TWO / PRONUNCIATION

■ p. 8, Exercise A

Listen.

Oh, no—no gas. I can't get to class.

GAS AT GRANT AND HILL STREETS, TEN BLOCKS WEST

Six blocks to the bus stop at Ash and Elm. I can run. Oops! Don't sit on the bench.

Pass Hill and Bond. Hull next. Then Todd.

Get off on Grand Avenue. Can I get to class at two o'clock? Yes, I can.

■ p. 9, Exercise B

Listen and repeat the street names with these five vowel sounds.

1. Grand	Taft	Ash	Grant
2. Elm	Crest	Penn	Webb
3. Hill	King	Ridge	Flint
4. Bond	Rock	Scott	Todd
5. Club	Bud	Hunt	Sun

■ p. 9, Exercise C

Read and listen.

↗ = The voice goes up. ↘ = The voice goes down.

Can I GET the BUS at HILL? YES, you CAN.

Can we GET it at ONE oh SIX? NO, you CAN'T.
GET it at ONE TEN.

PART THREE / LISTENING AND SPEAKING SKILLS

■ p.10, Exercise A

Conversation 1

Secretary: Can you give me some information, please?

Tran: Of course I can.

Secretary: What's your name?

Tran: It's Nguyen Tran.

Secretary: Excuse me? Is Tran your last name?

Tran: No, it's my first name. Tran—T-r-a-n. My family name is Nguyen.

Secretary: Can you spell that?

Tran: Sure. N-g-u-y-e-n.

Secretary: O.K. Tran Nguyen. What's your address?

Tran: It's 3434 Kent Road.

Secretary: Can you please repeat that?

Tran: Kent—K-e-n-t. 3434 Kent Road. Apartment number 202.

Secretary: All right. And your telephone number?

Tran: It's 212... that's the area code... 555-9650, extension 811. That's my work number—(212) 555-9650, extension 811. Well,... can I take a class?

Secretary: Sure you can, Tran. Don't worry. We can put you in Level 2. Can you come to class from 9:15 to 11:45?

Tran: Sorry... Can you please speak more slowly?

Secretary: O.K. Your class is from 9:15 to 11:45. O.K.?

Tran: All right. Thank you.

Secretary: Sure.

Tran: Good-bye.

Secretary: And don't forget your books!

■ p. 11, Exercise C

Conversation 2

Secretary: What's your name? And can you spell it?

Tran: Sure. It's Tran Nguyen.

Secretary: Can you please repeat that?

Tran: O.K. It's Tran Nguyen. That's T-R-A-N
N-G-U-Y-E-N.

Tran: Can I take a class?

Secretary: Sure you can. Don't worry. We can't put
you in Level 3, but you can be in Level 2.

CHAPTER 2 / PROBLEMS AND SOLUTIONS

PART ONE / BETTER LISTENING

■ p. 17, Exercise A

Conversation 1

Counselor: Come in.

Haruko: Excuse us, Ms. Miró.

Counselor: Hi, Haruko. Hello, Noriyuki. Can I help
you?

Haruko: Yes, see... we have problems—problems,
problems, problems.

Counselor: You do? Hmm... Well, tell me about
them.

Noriyuki: Oh... first... we can't find an apartment
near school on the housing board.

Counselor: Oh? Where do you live now?

Haruko: In a hotel.

Counselor: I see. Hmm... Well, can you look in the
newspaper under "Apartments for Rent"?

Noriyuki: Oh, yes, of course. That's a good idea.

Thank you. But... well... we can't pay high rent,
you know. We don't have money.

Counselor: Hmm... Do you need jobs? You know,
students can work at this school.

Haruko: Really? All right. But... you see, I study all
day. I don't have time for a job.

Counselor: Oh. Well, O.K. Then can Noriyuki work?

Noriyuki: Yes, of course. But... well, you know, I don't
have a car.

Counselor: Don't you take the bus to school?

Noriyuki: Yes, we do. But I can't stay at school all
evening. I can't take the bus at night.

Counselor: Right. I see. Well, why don't you buy a car?

Haruko: Yes, good idea. But... see, we don't drive. We
really want an apartment near school. But we
can't....

Counselor: I see.

■ p. 17, Exercise B

Conversation 2

Noriyuki: We can't find an apartment near school on
the housing board.

Counselor: Well, can you look in the newspaper under
"Apartments for Rent"?

Noriyuki: That's a good idea. But we can't pay high
rent.

Counselor: Hmm... Do you need jobs? Students can
work at this school.

Haruko: But I study all day. I don't have time for a
job.

Counselor: Oh, then your brother can work.

Noriyuki: Yes, but I don't have a car.

Counselor: Don't you take the bus to school?

Noriyuki: Yes, we do. But I can't take the bus at
night.

Counselor: Oh. Then why don't you buy a car?

Noriyuki: We don't drive. And we really want an
apartment near school.

Counselor: I see.

PART TWO / PRONUNCIATION

■ p. 18, Exercise A

Listen.

SCHEDULE FOR A WEEK IN MAY

SUNDAY the 9th	Stay home. Phone Rose Lake at 9:00. When can I see James?
MONDAY the 10th	Take Mike to school. Can I speak to Jules before 10:30?
TUESDAY the 11th	I teach French to Pete Jones at 11:15. Do I wait at the ride board?
WEDNESDAY the 12th	Make food for Steve and Bruce Green. Go home at 12:40.
THURSDAY the 13th	Write notes to Joan and June. Meet Irene at 1330 White Oak Road.
FRIDAY the 14th	Pay day! Drive Kate to stores. Where do I leave Mike?
SATURDAY the 15th	I don't have time today.

■ p. 18, Exercise B

Listen and repeat the words with these five vowel sounds.

1. Jane	2. Pete	3. Mike	4. Rose	5. June
wait	read	time	phone	room
stay	green	drive	road	school
day	see	ride	don't	do

■ p. 19, Exercise C

Listen and repeat these numbers.

CAPITAL LETTERS = stressed parts of words

13	thirTEEN	13th	thirTEENTH
30	THIRty	30th	THIRtieth
19	nineTEEN	19th	nineTEENTH
90	NINety	90th	NINetieth

■ p. 19, Exercise D

Read and listen.

↘ = The voice goes down.

WHY CAN'T we DRIVE?
 WHEN can I SEE YOU?
 WHERE do we MEET PETE?
 HOW do you GET HERE?

PART THREE / LISTENING AND SPEAKING SKILLS

■ p. 20, Exercise A

Conversation 1

Counselor: I really have a problem.
 Secretary: Oh? Well, I can talk to you about it. Can we have lunch together today at a restaurant?
 Counselor: No, sorry. I don't have any money.
 Secretary: What? But it's only March fifth, only a week after payday.
 Counselor: I know. But on the first day of the month, I pay the rent. The gas and electricity bills come on the third day. I make a car payment on the fourth.
 Secretary: Oh. I see. Well, O.K... Then how about today at 3:00 in the cafeteria? I can buy you coffee.
 Counselor: Thank you, but... sorry... I have an appointment with a student.
 Secretary: Well, can we meet tomorrow?
 Counselor: Not really. See, I work at a store on Fridays. This month, you know, I can't be at school on the sixth, the thirteenth, the twentieth, or the twenty-seventh.
 Secretary: All right. I have time after school on Monday. How about 5:45? That's March ninth, right?
 Counselor: Yes, but I take classes in the evening. I have Spanish at 6:30 on Mondays and Wednesdays. Hmm... that's the ninth, the eleventh, the sixteenth, the eighteenth, the...
 Secretary: I see. Well, I can call you on the weekend.
 Counselor: Thank you, but... on Saturday, I help the children with their schoolwork. On Sundays, we see my parents.
 Secretary: You know, you don't have any time!
 Counselor: Right! I really have a problem!

■ p. 21, Exercise B

Conversation 2

Counselor: I really have a problem.
 Secretary: I can talk to you about it. Can we have lunch together today at a restaurant?
 Counselor: I don't have any money.
 Secretary: But it's only a week after payday.
 Counselor: But on the first day of the month, I pay the rent. I get a gas bill and an electricity bill on the second day. I make a car payment on the third.
 Secretary: Then how about today at 3:00 in the cafeteria?
 Counselor: Sorry, but I have an appointment with a student. And I work at a store on Fridays.

CHAPTER 3 / MOVING

PART ONE / BETTER LISTENING

■ p. 28, Exercise A

Conversation 1

Woman: Abdul, I have a great old house for you and your family.
 Abdul: Hmm... How big is it? How many stories are there?
 Woman: It has three stories. There are three bedrooms on the third floor, four on the second floor, and a family room on the first floor. It's wonderful!
 Abdul: Good... seven bedrooms! How many baths are there?
 Woman: There are four and a half bathrooms.
 Abdul: Oh, really? Great! I have a big family, you know. Please, can you tell me more? Is there a dining room?
 Woman: Oh,... yes, there is. There's a great big kitchen, too. The house has a beautiful living room and....
 Abdul: Wow! How about parking? We have five cars, you know.
 Woman: Yes, I know. Well, there's room for two cars in the garage. And there's parking on the street. It's a wonderful, quiet neighborhood,... really.
 Abdul: Terrific! And how about the price? Is it expensive?
 Woman: Excuse me?
 Abdul: The price of the house! How much is it?
 Woman: Of course. Well, why don't you come to the office? We can talk about it. Can you look at it today?
 Abdul: Hmm... I don't know. Can I call you?

■ p. 20, Exercise B

Conversation 2

Woman: The house has three stories. There are three bedrooms on the third floor, four on the second floor, and a family room on the first floor.

Abdul: Good. Seven bedrooms! How many baths are there?

Woman: There are four and a half bathrooms.

Abdul: Is there a dining room?

Woman: Oh,... yes, there is. There's a great big kitchen, too. The house has a beautiful living room and....

Abdul: How about parking? We have five cars, you know.

Woman: Well, there's room for two cars in the garage. And there's parking on the street.

PART TWO / PRONUNCIATION

■ p. 29, Exercise A

Listen.

The A-1 Moving Company can move you
to a new house today!

We have low prices on moves

from	to
New York, New York	Washington, D.C.
Pittsburgh, Pennsylvania	Cincinnati, Ohio
Boston, Massachusetts	Miami, Florida
Chicago, Illinois	St. Louis, Missouri
Little Rock, Arkansas	Dallas, Texas
Milwaukee, Wisconsin	Denver, Colorado
Salt Lake City, Utah	Phoenix, Arizona
Los Angeles, California	Portland, Oregon
Seattle, Washington	Vancouver, British Columbia
Edmonton, Alberta	Toronto, Ontario

■ p. 30, Exercise B

A syllable is a word part with one vowel sound.
Listen and repeat these place names with different numbers of syllables.

- 1 syllable: Maine, North, York;
- 2 syllables: Dal las, Den ver, Que bec;
- 3 syllables: Chi ca go, To ron to, Wis con sin;
- 4 syllables: Min ne so ta, Cin cin nat i, Col o rad o;
- 5 syllables: Phil a del phi a, Mo non ga he la,
Min ne a pol is

■ p. 30, Exercise C

In words of two or more syllables, one syllable has stronger stress. Pronounce it longer and with a higher voice. Repeat these place names.

BOSton DeTROIT Omaha AtLANta

ALbuquerque MinneAPolis GEORgia New YORK
Idaho MisSOURi OklaHOMA LouisiANA

PART THREE / LISTENING AND SPEAKING SKILLS

■ p. 31, Exercise A

Conversation 1

Salma: This is a really great sale! Look at those nice chests of drawers in the corner of the garage. Wow! They're only \$45 each. And there's a blue carpet between them. It's \$60. There are some books on this chest. They're only 50¢ each.

Abdul: Terrific! And look at this small couch for \$49.99. There's a beautiful coffee table in front of it—for \$35.40. And we can buy these toys under the table for \$1.60 each. There are two pictures over the couch for \$8.95 together. See? They're on the trees.

Salma: Well, this table is old, but there are some beautiful chairs around it. They're really comfortable, and they're only \$15.75 each. Wow! How about the two clocks on the table—for \$88?

■ p. 32, Exercise B

Conversation 1

Salma: This is a great sale! There are some chests of drawers in the corner of the garage. They're only \$45 each. There's a blue carpet between them. It's \$60. There are some books on this chest. They're 50¢ each.

Abdul: There's a beautiful coffee table in front of the couch. It's \$35.40. There are two pictures over the couch for \$8.95 together.

CHAPTER 4 / FOOD AND THINGS

PART ONE / BETTER LISTENING

■ p. 39, Exercise A

Conversation 1

Son: I love this supermarket! Don't you?

Mother: Uh-huh.

Son: Well, let's see. Where do we start? Where's the meat section? I want steaks and hamburger meat.

Mother: Steaks and hamburger? Hmm... well, all right. But they're both expensive.

Son: Wow! Look at all the fruit! Let's get apples and cherries. Mother: Uh-huh, but... hold on. Cherries aren't cheap this time of year. They're \$3.50 a pound. Let's wait a month.... Do we need lettuce or carrots? Both, right?

Mother: I'd like some canned goods. We need beans and corn.

Son: O.K.

Mother: Wait! Hold it! The small cans are expensive.

Let's get the big family sizes—the store brand is cheap.

Mother: I'd like some frozen vegetables.

Son: O.K... I like frozen foods. But... wait a minute. I want TV dinners. Look—here's chicken... and there's roast beef and spaghetti and...

Mother: Hold it! Fresh foods are better.

Son: They are? Then let's get a box of fresh cookies and a fresh chocolate cake! Can we get a quart or a half gallon of ice cream?

Mother: What? All those sweets are terrible for you!

Son: I love this supermarket! Don't you?

■ p. 39, Exercise B

Conversation 2

Son: I want steaks and hamburger meat.

Son: Let's get apples and cherries.

Mother: But cherries aren't cheap this time of year.

Do we need lettuce or carrots? Both, right?

Mother: How about canned goods? We need beans and corn. Let's get the big family sizes. The store brand is cheap.

Son: O.K.

Mother: I'd like some frozen vegetables.

Son: I want TV dinners.

Mother: Hold it! Fresh foods are better.

Son: Then let's get a box of fresh cookies and a fresh chocolate cake! Can we get a quart or a half gallon of ice cream?

PART TWO / PRONUNCIATION

■ p. 40, Exercise A

Listen.

ROSS'S SUPERMARKET SALE SALAD VEGETABLES

lettuce \$.59

celery \$.79

Swiss cheese \$1.79/lb.

lunch meats (turkey, chicken, sausage)

3 oz. package \$.99

HOUSE BRAND CANNED GOODS FOR YOUR SHELF

cream of mushroom soup 10 1/2 oz. 2 for \$1.00

fancy chunk tuna fish family size \$1.66

chili beans 15 oz. \$.77

peaches 28 oz. size (1 lb. 12 oz.) 2 for \$1.60

sugar 3 2-lb. boxes for \$2.99

Mr. Marcus's chocolate chip cookies \$2.50/bag

Rich's cupcakes \$3.25/dozen

SPECIALS FROM THE CHEF'S SHOP

a bacon and cucumber sandwich \$2.16

a piece of cherry pie \$.96

■ p. 40, Exercise B

Listen and repeat the words with these four sounds.

1. cup	2. salad	3. shop	4. cheese
turkey	soup	chef	chili
package	celery	sugar	peach
bacon	fancy	mushroom	lunch
chicken	lettuce	fish	sandwich

■ p. 41, Exercise C

The -(e)s ending has three different sounds. Listen and repeat these words.

1. <i>an added syllable</i>	2. <i>the "s" sound</i>	3. <i>the "z" sound</i>
sizes	chef's	salads
Ross's	steaks	shelves
boxes	cakes	beans
dishes	cups	things
Rich's	sweets	cookies
packages	carrots	tomatoes

PART THREE / LISTENING AND SPEAKING SKILLS

■ p. 42, Exercise A

Conversation 1

Waiter: Can I take your order, please?

Elvira: Um... just a minute. Can you help me? What is chili...?

Waiter: What? Sorry—I don't understand.

Elvira: Here—on the menu. What's this food? It says "Chili..."

Waiter: Oh. Chili is a kind of soup—with beans and meat. Would you like a bowl or a cup?

Elvira: Soup? I don't understand. Look here. It says, "Chili...burger!" What's that?

Waiter: Oh, that's different! A chiliburger is a kind of hamburger sandwich. It's meat with chili on it—on a kind of bread.

Elvira: I see. Well, I don't want that. How about a steak and potatoes?

Waiter: All right. How do you like your steak?

Elvira: What do you mean?

Waiter: How do you want your steak? Well-done, medium, or rare?

Elvira: Oh. Please cook it well.

Waiter: O.K. What kind of potatoes? Baked or french fried?

Elvira: Baked, please.

Waiter: How about an order of vegetables with that? Carrots? Beans? Or a salad?

Elvira: No, thank you.

Waiter: Anything to drink?

Elvira: A glass of milk—no... a cup of coffee.

Waiter: Can I bring you some dessert?

Elvira: Yes, please. What's this on the menu? Pie à la mode?

Waiter: Pie à la mode? Well, pie is a kind of dessert with fruit in it. And *à la mode* means "with ice cream on top."

Elvira: Oh, that's good. I'd like a piece.

Waiter: Of course. Is that it?

Elvira: Uh-huh. That's all. But can you please bring me the check with dessert?

■ p. 44, Exercise D

Conversation 2

Waiter: Can I take your order, please?

Elvira: What's a chiliburger?

Waiter: A chiliburger is a kind of hamburger sandwich.

Elvira: Then I want a steak and potatoes.

Waiter: All right. How do you like your steak?

Elvira: Please cook it well.

Waiter: What kind of potatoes? Baked or french fried?

Elvira: Baked, please.

Waiter: How about an order of vegetables with that?

Elvira: No, thank you.

Waiter: Anything to drink?

Elvira: I'd like a cup of coffee.

Waiter: And can I bring you some dessert?

CHAPTER 5 / THE FAMILY

PART ONE / BETTER LISTENING

■ p. 51, Exercise A

Conversation 1

Abdul: Uh... I have a problem, Haruko. I can't find housing for my family.

Haruko: You can't? Why not? Where do you live now, Abdul? In a hotel?

Abdul: Oh, no. We live in an apartment now. But we need to have more room. You see, I have a wife. We also have a son and a daughter.

Haruko: O.K., sure—four people. So? Why can't you stay in your apartment?

Abdul: Wait a minute. Let me explain. My wife has a mother and father. My in-laws don't want to live alone. So they both live with us.

Haruko: Um... one, two, three... six people in your family. But of course you can find a place for six people. Uh... how about a house?

Abdul: A good idea—but hold on. Let me finish. I have a sister. She lives in Texas now.

Haruko: So? Doesn't she want to stay there?

Abdul: Yes, she does. But uh... her husband doesn't have a job, so... well, they both need help. They can't pay the rent. So they need to live with us, too.

And they have three children.

Haruko: Oh, wow! I see—you, your wife, her parents, your son and daughter, um... your sister, her husband, their three children... but, well, can I ask you a question?

Abdul: Sure.

Haruko: Doesn't your father miss you? Doesn't your mother?

Abdul: Sure they do.

Haruko: Then I don't understand one thing.

Abdul: What?

Haruko: Why don't they come and live with you, too?

Abdul: Hmmmm... good idea.

■ p. 51, Exercise B

Conversation 2

Abdul: We live in an apartment now. But we need to have more room. You see, I have a wife. We also have a son and a daughter. My wife has a mother and father. My in-laws don't want to live alone. So they both live with us. I have a sister. She lives in Texas now. But her husband doesn't have a job, and they can't pay the rent. So they need to live with us, too. And they have three children.

Haruko: Oh, wow! I see—you, your wife, her parents, your son and daughter, your sister, her husband, their three children—all in one place. It's a big family!

PART TWO / PRONUNCIATION

■ p. 52, Exercise A

Listen.

1. Robert Rose reads and writes Russian every morning.
2. Len and Sally Lake learn languages.
3. Dick Davis does dishes all day. Diane Davis doesn't do them.
4. Tom Turner talks on the telephone on Tuesdays.
5. Betty Little is not a writer, but she gets a lot of letters.
6. Thelma Thorton and her brother Theodore think about other things all month.

■ p. 52, Exercise B

Listen and repeat the words with the "r" and "l" sounds.

- | | | | |
|---------|---------|-----------|--------|
| 1. read | marry | 2. living | school |
| write | sister | alone | total |
| direct | factory | small | little |

■ p. 53, Exercise C

Listen and repeat the words with these five sounds.

1. dishes, doesn't, today, Theodore
2. teach, time, sometimes, laboratory
3. letter, meeting, tomato, daughter
4. there, this, father, mother
5. think, something, both, south

PART THREE / LISTENING AND SPEAKING SKILLS

■ p. 54, Exercise A

Conversation 1

- David: Tell me about your family, Ann.
 Ann: Sure, David. I'd love to. Well, let's see... my father and mother live in Paris, France. I really miss them.
 David: Uh-huh. What do they do?
 Ann: My father is a businessman, and my mother is a nurse.
 David: Oh, really? Well, my mother works in a hospital, too. She's a doctor.
 Ann: Really? Where does she live?
 David: In Mexico City. My father isn't living, and... of course we really miss him.
 Ann: Uh-huh. I know. I have two brothers, Peter and Alan. They both live in Los Angeles, California. Peter has a restaurant. I think he's a great cook. I call him every week.
 David: And Alan?
 Ann: My brother Alan is a salesclerk in a store. There are nice clothes there. Sometimes he sends me things. I want to visit both of them soon.
 David: Oh? Well, I have a sister but I don't see her much. I talk to her on the phone sometimes. She lives with her husband and their two children in New York. I don't care for her husband. He's nice, but he doesn't want to work. But their two sons are great. I like to talk to them.
 Ann: Uh-huh. How old are they?
 David: My nephews? They're eight and ten years old. But how about your son? How old is he?
 Ann: He's fourteen. He's a terrific kid, but I don't always understand him. Then there are my relatives in Chicago...
 David: Yes, and I have family in Spain... aunts and uncles and cousins and...

■ p. 55, Exercise C

Conversation 2

- Ann: My father and mother live in Paris, France. I really miss them. He's a businessman. She's a nurse. I have two brothers. Peter has a restaurant. I want to see him and go to his restaurant, too.

- Alan is a salesclerk in a store. There are nice clothes there. I want to visit both of them soon.
 David: I don't see my sister much, but I talk to her on the phone. She lives with her husband. He's nice, but he doesn't want to work. But their two sons are great. I like to talk to them. They're eight and ten years old.

CHAPTER 6 / THE COMMUNITY

PART ONE / BETTER LISTENING

■ p. 62, Exercise A

Conversation 1

- Cristina: Hi, Haruko! How are you?
 Haruko: Cristina! Hello! How are you?
 Cristina: Kind of tired, but O.K. How about you? What's new?
 Haruko: Wow. A lot. You know, I have a new job, a new apartment, and a new boyfriend...
 Cristina: Really? Terrific! Listen, Haruko, I want to hear all about them, but I... uh... I don't have time right now. I have to go to the bank, and I'm kind of late. Then... I have an appointment at the... um... the State Employment Office. I'm going to look for a job. Say, why don't we meet for lunch?
 Haruko: Lunch? Great idea, but... well, thanks, but I can't. I have a noon meeting at school. Then I'm going to go to the courthouse. See... um... I have to pay... uh... a traffic ticket. But listen... where are you going to be after lunch? We'll meet for coffee at 2:30. O.K.?
 Cristina: Hmm... wonderful idea! But at 2:30?
 Um... wait a minute. Sorry. That's no good for me. I have to mail a lot of letters and packages at the post office. And then I'm going to the department of motor vehicles. I need a new driver's license. But look... how about later?
 Haruko: Terrific. Let's see. Uh... I'll be at the library about 4:00. A classmate is going to meet me there. See, we're going to study for a test together. But... um... let me think. How about dinner tonight?
 Cristina: Sorry, but that won't work. My boyfriend is going to take me out to dinner. But after that he has to go back to his office. Hmm... how's this evening? Maybe we can meet at the community center! I take an exercise class there. Do you want to come?
 Haruko: Well... um... let me see. No, hold it... I have to wait for a telephone call at home. It's kind of important.
 Cristina: Listen, I'm kind of in a hurry right now. But I'll call you.
 Haruko: All right. Talk to you soon.