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# ENGLISH

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## in EVERYDAY LIFE

Hear and see how English is actually spoken  
—from real-life speakers

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- Learn what to say in any situation
- Gain the skills to interact with English speakers confidently
- Recognize slang and idiomatic expressions

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# ENGLISH

*in* EVERYDAY LIFE

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**Stephen E. Brown and Ceil Lucas**

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



New York Chicago San Francisco Lisbon London Madrid Mexico City  
Milan New Delhi San Juan Seoul Singapore Sydney Toronto

Note: Views expressed in the DVD are those of the interviewees and do not necessarily reflect the views of the authors/ editors or the publisher.

**Also in this series:**

*Improve Your English: English in the Workplace*  
*Improve Your American English Accent*

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# INTRODUCTION

*English in Everyday Life* consists of eighty-four interview segments with everyday people, not actors, speaking English in the United States. The interviews are organized into ten chapters. Each chapter focuses on a different aspect of everyday life, from the family and the home to free time, sports, food, and the use of language. The goal in using an interview format was to elicit natural speech and to allow the speakers to express themselves as freely and naturally as possible. In these interviews, you will hear the vocabulary and sentence structures that real speakers use to talk about their everyday lives.

Because we wanted to provide learners of English with natural models of spoken English in the United States, those being interviewed did not memorize or rehearse their remarks. You will meet people of all ages and nationalities, from all walks of life: a policeman, a nurse, accountants, a paramedic, students, teachers, a librarian, a mechanic, a government worker, an IT professional, a travel agent, a sign language interpreter, musicians, and others.

Each chapter includes the complete transcript of each interview segment as well as definitions of vocabulary words, idioms, and constructions whose meanings or cultural references may not be immediately obvious to a nonnative English speaker. You will find questions and exercises at the end of each chapter that are relevant to both the text of the interview and your own personal



experiences. We recommend that you consult a comprehensive American English dictionary in conjunction with the use of the DVD and workbook.

## ABOUT THE TRANSCRIPTS

What you will hear on the DVD and see in the transcripts are examples of actual speech. Our goal is to provide examples of English as it is spoken by a wide range of people in the United States today. You will hear speakers from many states—Maryland, New Jersey, Massachusetts, Arkansas, Illinois, Maine, Minnesota, and Michigan—as well as speakers from Canada, India, Guyana, England, New Zealand, Cameroon, Egypt, and Spain. Also, you will hear one speaker whose speech has many features of what is known as African-American Vernacular English (AAVE). So you will hear English spoken with many different accents. You will also see a deaf user of American Sign Language (ASL) with her interpreter.

You will notice that while all of the speakers are fluent, they sometimes use what some consider nonstandard or even ungrammatical forms of English. And you will see that not only do the nonnative speakers use these forms but native speakers of American English frequently use them as well. Some of these speakers are very fluent users of varieties of English used in other countries, such as India, varieties that have been referred to as “World Englishes” and that differ from American or British English in very systematic and nonrandom ways.

You will notice that when people speak, it is not at all like a newscast being read by an anchorperson on the evening news or like the written language that you might see in textbooks. You will see that people don’t always speak in complete sentences—they hesitate; they interrupt themselves; they correct themselves; they start one sentence, give it up, and go on with another one. While [irLanguage.com](http://irLanguage.com)

the speakers clearly knew that they were being filmed, what you see and hear is, for the most part, very natural speech. Our goal was to reflect this naturalness in the transcripts. Interjections and discourse markers such as *um*, *uh*, or *er* appear throughout the interviews and are transcribed exactly as they are spoken. Sometimes people talk at the same time, which is indicated in the transcripts by brackets around the simultaneous speech.

The transcripts also reflect the use of many customary and idiomatic constructions found in American English: *take it up a notch*, *so-and-so*, *such and such*, *like*, *y'know*, *c'mon*, *gonna*, *wanna*, and many others. Notes explaining such constructions appear at the end of each chapter.

It is our hope that you will find these materials innovative and useful for learning English as it is used in America today.

## HOW TO USE THESE MATERIALS IN THE CLASSROOM

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The DVD and workbook of *English in Everyday Life* have been designed for use in any classroom, laboratory, or home setting. These materials, which are suitable for high school classes, university courses, and adult education programs, can be used as the second semester of an elementary course.

The way that language is used by speakers in these materials can serve as the basis both for in-class discussions and for homework assignments.

The DVD and the workbook provide eighty-four segments, which should be used as follows:

1. Select the segment to be used and simply *listen* to it, *before* reading the transcript of the segment. The student can do this on his or her own or as part of a class activity.

2. After listening to the segment, *read* and *discuss* the transcript carefully, making sure that all of the vocabulary words and structures are understood.
3. Then, *listen* to the segment again, this time using the transcript. Students may want to listen to the segment several times at this point.
4. In the classroom, answer and discuss the questions about both the segment and the students' experiences. And, of course, these questions and exercises can be assigned for homework.

## Outlining a Course by DVD Segment

The instructor can decide how many segments to cover per week. Eighty-four DVD segments allow you to use the DVD and the workbook for an entire academic year. And the flexibility of the materials allows you to pick and choose the order in which to present the material. Each segment on the DVD is numbered on the menu and in the text so that you can pick exactly which one you want to focus on.

### **Sample Lesson Plan: One Week**

**First Day:** Listen to the selected segments perhaps two or three times in class (do not read the transcript at this point).

**Second Day:** Read the transcripts out loud, making sure that the students understand all of the grammatical constructions, vocabulary words, and cultural references.

**Third Day:** Listen to the segments again, first without the transcript and then with the transcript.

**Fourth Day:** Discuss the transcript and the DVD segment and answer the questions pertaining to the segment. Assign as homework the questions and exercises that pertain to the students.

**Fifth Day:** Go over the questions and exercises pertaining to the students. Ask them to read their answers aloud, and have the class ask additional questions.

The DVD segments and their transcripts can very easily be supplemented with materials that relate to the topic of the segment. For example, the segments on Food can be supplemented with menus or recipes. The important thing is to be creative and to get the students involved.

### **Additional Activities**

1. Ask the students to summarize in writing and also aloud what is said in a given segment.
2. Ask the students to write the question that leads to the speaker's response. Also, ask them to write additional questions to be asked.
3. Have the students interview one another on the topic of the segment in front of the class:
  - Help the students write their interview questions.
  - If possible, record these interviews on audiotape or miniDV. Listen to or view the interviews and discuss them as a group.
  - Have the students transcribe these interviews, complete with hesitations, self-corrections, and so forth. Make copies of the transcript for the other students. The teacher may review the transcript but should make corrections only to errors in transcription—in other words, if the speaker uses a nonstandard form and the student transcribes it accurately, you should not note it as an error. This is a good opportunity to point out the differences between spoken language and written language.

- Have the students write questions about their transcripts, similar to the ones in the text.
- Have the students record an interview with a native or fluent speaker, based on one of the DVD topics, and follow the same procedures just listed. Help the students prepare their questions, review the transcripts, and share them with the class. Also, ask the students to write questions to accompany their transcripts.

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# Build your English-speaking skills by simply watching and listening

People do not talk like language-learning books are written. They pause, say “um” and “er,” and even forget to finish their sentences! This can be confusing for new speakers of English, but *Improve Your English: English in Everyday Life* helps you understand what your friends and neighbors are saying and gives you confidence to talk with them naturally and easily.

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The DVD shows speakers of English talking about their families, their homes, what they do for fun, and other everyday topics. These chats are unscripted and unrehearsed, so you’ll hear how people in your community really talk.

You will gain confidence in your English skills with help from:

- A workbook that features a transcript of the DVD, definitions of unfamiliar vocabulary and phrases, and skill-building questions at the end of each chapter to help you remember what you have learned
- English speakers from different regions who will expose you to accents and language specific to their areas

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