



?

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# Bienvenido a English 2

Creemos que una persona aprende más cuando sabe qué tiene que hacer en clase y en casa y cómo debe estudiar.



El libro digital y los archivos de audio disponibles en línea, son para la tarea. Es importante que hagas tu tarea regularmente y que asistas a tus clases todos los días puntualmente.

Los maestros responderán preguntas específicas acerca de la tarea, pero no revisarán la tarea en clase. Para revisar tu tarea, haz clic en el ícono .

Usamos las siguientes calificaciones para evaluar tu progreso oral:

- 10 (muy bien)
- 9 (bien)
- 7 (mínimo)
- 5 (no acreditado).



Durante el curso los maestros te darán sugerencias para ayudarte a mejorar tu nivel de Inglés. Hablamos contigo individualmente con respecto a tu calificación oral durante o después de la última unidad de repaso.

Hay un examen en línea al final del curso. Para pasar el curso necesitas obtener al menos 70 puntos en el examen y al menos 7 en la calificación oral.

## Las metas para la primera parte del curso son entender y usar:

- age:  
*Ronald is 14.*
- location:  
*He's at home now.*
- possession and identification:  
*These are his dogs.*
- colors:  
*They are black.*
- nationalities:  
*Ronald is English.*
- description:  
*He's tall and thin.*
- commands:  
*Open the door.*
- location:  
*The cap is on the bed.*
- identification at a distance:  
*Those are new shoes.*

## Las metas para la segunda parte del curso son entender y usar:

- professions:  
*Carol is a doctor.*
- abilities:  
*She can operate on people.*
- actions now:  
*She's working in the hospital now.*
- the alphabet:  
*Can you spell your name?  
C-a-r-o-l*

Es importante en este curso aprender algunos de los sonidos típicos del inglés. Otra meta es aprender vocabulario.

Para preguntas, problemas o sugerencias siempre puedes acudir a tu maestra o maestro o coordinador.

**Es importante que repases el siguiente vocabulario antes de empezar tu curso.**

<b>VOCABULARY</b>			
<b>OBJECTS</b>	<b>NUMBERS</b>	<b>CLOTHES</b>	<b>LOCATIONS</b>
ball – <i>pelota</i>	zero – <i>cero</i>	belt – <i>cinturon</i>	bank – <i>banco</i>
bed – <i>cama</i>	one – <i>uno</i>	blouse – <i>blusa</i>	bathroom – <i>baño</i>
bell – <i>campana</i>	two – <i>dos</i>	coat – <i>abrijo</i>	bedroom – <i>recámaras</i>
bike – <i>bicicleta</i>	three – <i>tres</i>	dress – <i>vestido</i>	dining room – <i>comedor</i>
cake – <i>pastel</i>	four – <i>cuatro</i>	glasses – <i>lentes</i>	home – <i>casa</i>
can – <i>lata</i>	five – <i>cinco</i>	pants – <i>pantalones</i>	hotel – <i>hotel</i>
cap – <i>gorra</i>	six – <i>seis</i>	shirt – <i>camisa</i>	kitchen – <i>cocina</i>
cup – <i>taza</i>	seven – <i>siete</i>	shoe – <i>zapato</i>	living room – <i>sala</i>
doll – <i>muñeca</i>	eight – <i>ochos</i>	sock – <i>calcetín</i>	mall – <i>centro comercial</i>
door – <i>puerta</i>	nine – <i>nueve</i>	sweater – <i>sudadera</i>	park – <i>parque</i>
fan – <i>ventilador</i>	ten – <i>diez</i>	tie – <i>corbata</i>	post office – <i>oficina postal</i>
fence – <i>cerca</i>	eleven – <i>once</i>		restaurant – <i>restaurante</i>
floor – <i>suelo</i>	twelve – <i>doce</i>		school – <i>escuela</i>
gate – <i>puerta</i>	thirteen – <i>trece</i>	<b>ANIMALS</b>	store – <i>tienda</i>
hat – <i>sombrero</i>	fourteen – <i>catorce</i>	bat – <i>murciélagos</i>	supermarket – <i>supermercado</i>
kite – <i>papalote</i>	fifteen – <i>quince</i>	bee – <i>abeja</i>	work – <i>trabajo</i>
lake – <i>lago</i>	sixteen – <i>dieciséis</i>	cat – <i>gato</i>	zoo – <i>zoológico</i>
map – <i>mapa</i>	seventeen – <i>diecisiete</i>	chicken – <i>pollo</i>	
pen – <i>pluma</i>	eighteen – <i>dieciocho</i>	cow – <i>vaca</i>	
pencil – <i>lápiz</i>	nineteen – <i>diecinueve</i>	dog – <i>perro</i>	
phone – <i>teléfono</i>	twenty – <i>veinte</i>	duck – <i>pato</i>	
sky – <i>cielo</i>	thirty – <i>treinta</i>	goat – <i>cabra</i>	
top – <i>trompo</i>	forty – <i>cuarenta</i>	gull – <i>gaviota</i>	
window – <i>ventana</i>	fifty – <i>cincuenta</i>	horse – <i>caballo</i>	
	sixty – <i>sesenta</i>	pig – <i>cerdo</i>	
	seventy – <i>setenta</i>	puppy – <i>cachorro</i>	
	eighty – <i>ochenta</i>	rabbit – <i>conejo</i>	
	ninety – <i>noventa</i>	rat – <i>rata</i>	
	one hundred – <i>cien</i>	turkey – <i>pavo</i>	
			<b>OTHER WORDS</b>
			friend – <i>amigo</i>
			name – <i>nombre</i>
			o'clock – <i>en punto</i>



# IDENTIFYING PEOPLE AND OBJECTS

## UNIT GOALS

*Metas de la unidad*

In this unit we will review:

*En esta unidad vamos a repasar:*

- Age / *Edad*

*Ronald is 14.*

- Location / *Lugares*

*He is at home now.*

- Possession and Identification

*Posesión e identificación*

*These are his dogs.*

- Identifying Colors

*Identificando colores*

*They are black.*

- and vocabulary.



## KEYWORDS AND EXPRESSIONS

mother – <i>madre</i>	grandmother – <i>abuela</i>
father – <i>padre</i>	grandfather – <i>abuelo</i>
sister – <i>hermana</i>	picture – <i>imagen (foto, cuadro)</i>
brother – <i>hermano</i>	photo album – <i>álbum de fotos</i>

## LISA AND HER FAMILY

My name is Lisa. I'm 8. This is my family **photo album**.

This is my **mother**; her name is Pam. She's 28. In this **picture**, she's at the zoo.



This is my **father**; his name is Tom. He's 28, too. In this picture, he's in the living room.

This is my **brother**, and this is my **sister**. His name is David, and her name is Kim. David is 4, and Kim is 6. In this picture, they are at the beach.



These are my **grandmother** and **grandfather**. Her name is Isabel, and his name is Phil. She's 59, and he's 63. In this picture, they are at the park.

In this picture, I'm at home. I'm in my bedroom. This is my bed; it's pink. And this is my dog; his name is Biff. He's brown and white.

## CHECK YOUR UNDERSTANDING

1. How old is Lisa?

---

2. How old is her mother?

---

3. What is her name?

---

4. Who is in the living room?

---

5. How old is he?

---

6. What color is Biff?



## CONCEPT AND STRUCTURE REMINDER 1: Verb "to be"

We use the verb "to be" to:

- identify objects:

Is this a cat?

BE + SUB + ART + noun

What is \_\_\_\_\_?



No, it \_\_\_\_\_ not a cat.

SUB + BE + NOT + ART + noun

It \_\_\_\_\_ a dog.



What is it? \_\_\_\_\_ a hat.

QW + BE + SUB

SUB + BE + ART + noun (sing.)

What are \_\_\_\_\_? They're shoes.

QW + BE + SUB

SUB + BE + ART + noun (plural)

- identify color:

This is a cat; it's \_\_\_\_\_.



## PRACTICE 1: Objects and Animals / Objetos y animales

Look at the pictures and identify the objects and the colors. Follow the example.

Observa los dibujos e identifica los objetos y colores. Sigue el ejemplo.

Example: <u>This is a pen.</u> <u>It's blue.</u>		
1. _____		2. _____
3. _____		4. _____
5. _____		6. _____



## CONCEPT AND STRUCTURE REMINDER 2: Verb “to be”

We use the verb “to be” to:

- show possession:

*Is this your cap?* Yes, it's \_\_\_\_\_ cap.

- talk about age:

\_\_\_\_\_ is Mary? She's 24.

- show location:

*Where is Mark?* \_\_\_\_\_ in the living room.

## PRACTICE 2: What do you hear? / ¿Qué escuchas?

Listen to the audio file and circle the correct answer. Follow the example.

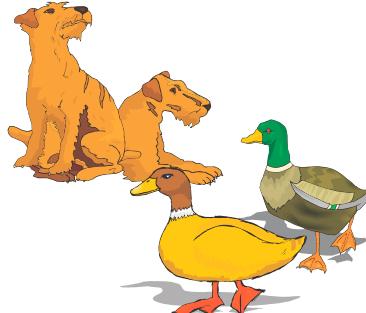
*Escucha el audio y encierra en un círculo la respuesta correcta. Sigue el ejemplo.*

**Example:**

What color is the shirt?



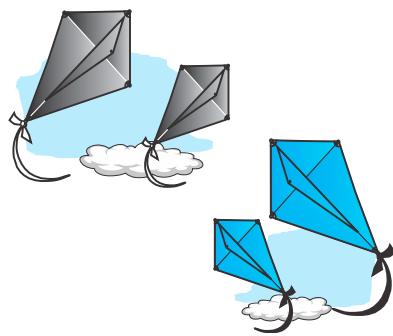
1. What are these?



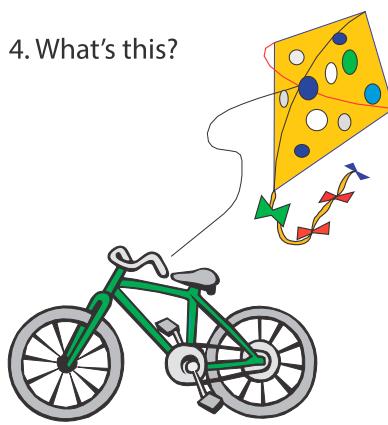
2. What's this?



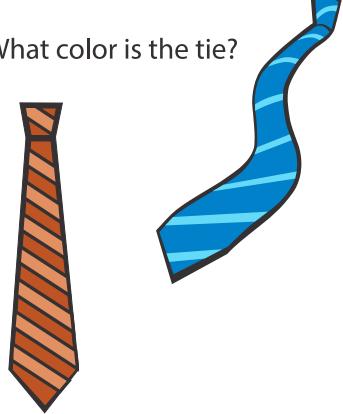
3. What color are the kites?



4. What's this?



5. What color is the tie?



## PRACTICE 3: Identifying Objects and Colors / Identificando objetos y colores

Read the dialog and fill in the blanks with logical words or phrases.

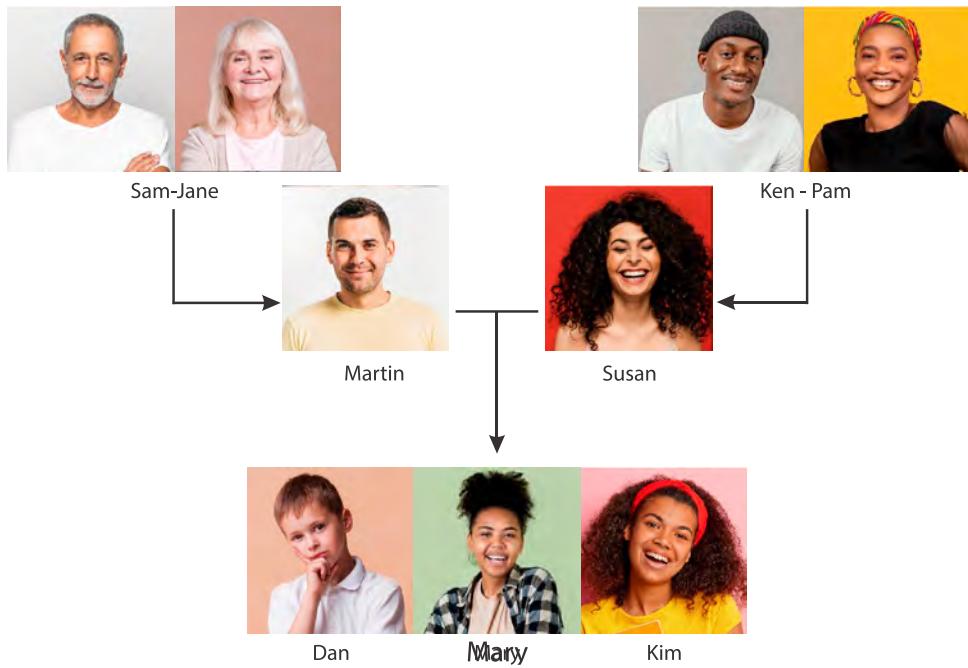
- A: What \_\_\_\_\_?  
B: They \_\_\_\_\_.  
A: What color \_\_\_\_\_?  
B: They \_\_\_\_\_.  
A: \_\_\_\_\_ this?  
B: It \_\_\_\_\_.  
A: \_\_\_\_\_ is it?  
B: It \_\_\_\_\_.



## VOCABULARY REVIEW

This is Mary, and this is her family tree. Fill in the blanks with a vocabulary word or expression from this unit. Follow the example.

Aquí está Mary y su árbol genealógico. Llena los espacios con una palabra nueva de esta unidad. Sigue el ejemplo.



### Example:

- Sam is her grandfather.
1. Dan is her \_\_\_\_\_  
2. Susan is her \_\_\_\_\_  
3. Pam is her \_\_\_\_\_
4. Martin is her \_\_\_\_\_  
5. Kim is her \_\_\_\_\_  
6. Jane is her \_\_\_\_\_  
7. Ken is her \_\_\_\_\_

## CHECK YOUR PROGRESS

Write three new words that you can use.

Escribe tres nuevas palabras que puedes usar.

---

---

---

Check (✓) the topics you feel you can understand and use well.

Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.

- verb be with color**  
(el verbo "be" para colores)
- verb be with identification**  
(el verbo "be" para identificación)
- verb be with age**  
(el verbo "be" para edades)
- verb be with location**  
(el verbo "be" para lugares)
- verb be with possession**  
(el verbo "be" para posesivos)

# ANSWER KEY

## PRACTICE 1: Objects and animals / Objetos y animales

1. This is a shirt. It's white.
2. This is a cat. It's black.
3. These are dresses. They're red.
4. This is a dog. It's brown.
5. These are pants. They're blue.
6. These are balls. They're yellow.

## PRACTICE 2: What do you hear? / ¿Qué escuchas?

### Audio script:

1. What are these?  
They're ducks.
2. What's this?  
It's a goat.
3. What color are the kites?  
They're blue.
4. What's this?  
It's a kite.
5. What color is the tie?  
It's brown.

## PRACTICE 3: Identifying Objects and Colors / Identificando objetos y colores

Free response. / Respuesta libre.

**A:**

What are these?

**B:**

They are shoes.

**A:**

What color are they?

**B:**

They are brown.

**A:**

What is this?

**B:**

It is a tie.

**A:**

What color is it?

**B:**

It is blue and green.

## VOCABULARY REVIEW

1. brother
2. mother
3. grandmother
4. father
5. sister
6. grandmother
7. grandfather



# DESCRIBING PEOPLE, PLACES AND THINGS

## UNIT GOALS

### *METAS DE LA UNIDAD*

In this unit we will examine:

*En esta unidad vamos a estudiar:*

- Nationalities

*Nacionalidades*

*Luis is Spanish.*

- *How to describe People and Things*

*Cómo describir a la gente y los objetos*

*My sister is pretty.*

*Her car is old.*

- and vocabulary.

*y vocabulario.*



## KEYWORDS AND EXPRESSIONS



husband – esposo

wife – esposa

nice – (una persona) agradable

hair – cabello

eyes – ojos

dark – oscuro

light – claro



## My English Class

My name is Diana. This is my English class. The people in my class are all very different.

Mr. and Mrs. Petrov are Russian. They are married. They are old; he is 64, and she is 61. They are very nice.

Pierre is French. He's not married; he's single. He's tall and thin. His hair is light, and his eyes are blue.

Michu is Japanese. She is short, thin, and very pretty. Her hair is black, and her eyes are dark. She is young; she's 17.

Karl is German. He is medium height and heavy. His hair is red, and his eyes are dark. He's married; his wife is Spanish.

My teacher is American. He's not handsome, but he is very nice. His class is very interesting, and we are all happy here.

## CHECK YOUR UNDERSTANDING

1. Are Mr. and Mrs. Petrov married?

2. What nationality is Michu?

3. What color is her hair?

4. Is Karl tall?

5. What nationality is the teacher?



## CONCEPT AND STRUCTURE 1: Nationalities

We use NATIONALITIES to describe people.

I am **Mexican**.

**Are Mr. and Mrs. Petrov Russian?**

VERB + SUB. + NATIONALITY

**Yes, they're Russian.**

(+) + SUB.+V + NATIONALITY

**Is Karl Mexican?**

**No, he's not Mexican.**

(-) + SUB.+V (-) + NATIONALITY

**What nationality is he?**

QW + V + SUB.

**He's German.**

S + V + NATIONALITY

## PRACTICE 1: Our Classmates / Nuestros compañeros

Listen to the dialog in the audio file and fill in the missing information. Follow the example.

Escucha el diálogo en el audio y llena los espacios con la información que falta. Sigue el ejemplo.

**Frank:** Is Greta German \_\_\_\_\_?

**Giovanna:** Yes, she's German.

**Frank:** \_\_\_\_\_ is Carlos?

**Giovanna:** He's Spanish.

**Frank:** \_\_\_\_\_ Sara and Erick American?

**Giovanna:** No, they aren't American. They're \_\_\_\_\_.

**Frank:** What nationality \_\_\_\_\_?

**Giovanna:** I'm \_\_\_\_\_.



## PRACTICE 2: What's the question? / ¿Cuál es la pregunta?

Read the dialog and write the missing questions. Follow the example.  
 Lee el dialogo y escribe las preguntas que faltan. Sigue el ejemplo.

- A: Who is this ?  
 B: It's my friend, Dennis.
- A: \_\_\_\_\_ ?  
 B: No, he's not American.
- A: \_\_\_\_\_ ?  
 B: He's English.
- A: \_\_\_\_\_ ?  
 B: He's 24.
- A: \_\_\_\_\_ ?  
 B: His eyes are brown.



## CONCEPT AND STRUCTURE 2: Descriptions

We use ADJECTIVES to describe people and objects.

*Geography and History are not difficult.*

**Are Mr. and Mrs. Petrov old?** Yes, they're old.  
 VERB + SUB. + DESCRIPTION (+) + SUB.+V + DESCRIPTION

**Is Karl single?** No, he's not single.  
 (-) + SUB.+V (-) + DESCRIPTION

**He's married.**

## PRACTICE 3: Describing People and Objects / Describiendo a personas y objetos

Choose the correct word from the box to describe the people or objects. Follow the example.  
Selecciona la palabra correcta del recuadro para describir las personas o los objetos. Sigue el ejemplo.

married	rich	big	new
single	poor	small	cheap
tall	dirty	old	expensive
short	clean		



Example: The cup is dirty.



1. The man is \_\_\_\_\_.



2. The car is \_\_\_\_\_.



3. The pens are \_\_\_\_\_.



4. The woman is \_\_\_\_\_.



5. The boys are \_\_\_\_\_.



6. The shirts are \_\_\_\_\_.

## PRACTICE 4: Descriptions / Descripciones

Listen to the description of each of these people. Then complete the information in the chart.  
*Escucha la descripción de cada una de las personas. Luego completa la información en la tabla.*

Name	Age	Nationality	Hair	Eyes	Other
Carol	17	English	light	green	single
Tom	15	American	light	brown	_____
Patty	30	_____	dark	_____	married
Sam	_____	German	_____	blue	married
Anna	23	Italian	_____	blue	_____
Alex	_____	_____	dark	_____	married

## PRACTICE 5: Describing a friend / Describiendo a un(a) amigo(a)

Read the dialog and fill in the blanks with logical words or phrases.

*Lee el diálogo y llena los espacios con palabras o frases lógicas.*

- A: \_\_\_\_\_ is this?  
 B: \_\_\_\_\_ my friend. \_\_\_\_\_ name is \_\_\_\_\_.  
 A: Is he/she \_\_\_\_\_?  
 B: No, he/she's not \_\_\_\_\_. He/She's \_\_\_\_\_.  
 A: He/She's \_\_\_\_\_.  
 B: Yes, and he/she's \_\_\_\_\_, too.



## VOCABULARY REVIEW

Match the vocabulary word on the left with its opposite on the right. Write the letter of the best answer in the blank. Follow the example.

*Relaciona las palabras a la izquierda con la palabra opuesta a la derecha. Escribe la letra de la mejor respuesta sobre la raya. Sigue el ejemplo.*

- |              |       |              |
|--------------|-------|--------------|
| 1. difficult | _____ | a) big       |
| 2. small     | _____ | b) single    |
| 3. clean     | _____ | c) thin      |
| 4. heavy     | _____ | d) expensive |
| 5. married   | _____ | e) poor      |
| 6. tall      | _____ | f) easy      |
| 7. rich      | _____ | g) dirty     |
| 8. cheap     | _____ | h) short     |

## CHECK YOUR PROGRESS

Write three new words from this unit that you can use.

*Escribe tres nuevas palabras de esta unidad que puedes usar.*

---

---

---

Check (✓) the topics you feel you can understand and use well.

*Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.*

- verb **be** with **nationality**  
(el verbo "be" para para nacionalidades)
- verb **be** with **description**  
(el verbo "be" para descripciones)
- pronunciation of "th" as in "three"  
(la pronunciación de "th" como en "three")

# ANSWER KEY

## PRACTICE 1: Our Classmates / Nuestros compañeros Audioscript:

**Frank:**

Is Greta German?

**Giovanna:**

Yes, she's German.

**Frank:**

What nationality is Carlos?

**Giovanna:**

He's Spanish.

**Frank:**

Are Sara and Erick American?

**Giovanna:**

No, they aren't American. They're Mexican.

**Frank:**

What nationality are you?

**Giovanna:**

I'm Italian.

## PRACTICE 2: What's the Question? / ¿Cuál es la pregunta?

**A:**

Who is this?

**B:**

It's my friend, Dennis.

**A:**

Is he American?

**B:**

No, he's not American.

**A:**

What nationality is he?

**B:**

He's English.

**A:**

How old is he?

**B:**

He's 24.

**A:**

What color are his eyes?

**B:**

His eyes are brown.

## PRACTICE 3: Describing People and Objects / Describiendo a personas y objetos

**Examples of correct answers:**

**Ejemplos de respuestas correctas:**

1. The man is poor/dirty.
2. The car is big/expensive/new.
3. The pens are cheap/new.
4. The woman is rich.
5. The boys are tall/clean/single.
6. The shirts are new/clean.

## PRACTICE 4: Descriptions / Descripciones Audioscript:

My name is Carol. I'm 17. I'm English. My hair is light and my eyes are green. I'm single.

Hello. I'm Tom. I'm 15. I'm American. My hair is light and my eyes are brown. I'm single.

Hi. I'm Patty. I'm 30. I'm Mexican. My hair is dark and my eyes are brown. I'm married.

My name is Sam. I'm 25. I'm German. My hair is light and my eyes are blue. I'm married.

Hi, I'm Anna. I'm 23. I'm Italian. My hair is dark and my eyes are blue. I'm single.

I'm Alex. I'm 33. I'm Spanish. My hair is dark and my eyes are brown. I'm married.

Name	Age	Nationality	Hair	Eyes	Other
Carol	17	English	light	green	single
Tom	15	American	light	brown	single
Patty	30	Mexican	dark	brown	married
Sam	25	German	light	blue	married
Anna	23	Italian	dark	blue	single
Alex	33	Spanish	dark	brown	married

---

## PRACTICE 5: Describing a Friend / Describiendo a un(a) amigo(a)

Examples of correct answers:

Ejemplos de respuestas correctas.

A:

Who is this?

B:

This is my friend. Her name is Karen.

A:

Is she French?

B:

No, she's not French. She's American.

A:

She's pretty.

B:

Yes, and she's nice, too.

OR

A:

Who is this?

B:

This is my friend. His name is Heinrich.

A:

Is he Italian?

B:

No, he's not Italian. He's German.

A:

He's handsome.

B:

Yes, and he's single, too.

## VOCABULARY REVIEW

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



# COMMANDS

*Unit 3*

## UNIT GOALS

In this unit we will examine:

- Commands

*órdenes*

*Open the door.*

- Location

*ubicación*

*Put the cap on the bed.*

- and vocabulary.



## KEYWORDS AND EXPRESSIONS



purse – <i>bolso (de mujer)</i>	stand up – <i>levántate, levántese</i>
book – <i>libro</i>	give me – <i>dame, deme</i>
table – <i>mesa</i>	sit down – <i>siéntate, siéntese</i>
wallet – <i>billetera</i>	under – <i>debajo</i>
keys – <i>llaves</i>	



### The English Class

**Teacher:** Good morning, class.

**Class:** Good morning, Emily.

**Teacher:** Ingrid, please put your **purse under** the **table**. Thank you. Now, let's learn some new words. Look at the picture. This is a **wallet**. Repeat: wallet.



**Class:** Wallet.

**Teacher:** These are **keys**. Repeat: keys.



**Class:** Keys.

**Teacher:** Good. Please open your **books**. Look at the words on page 23. Now, close your books. Mrs. Puzo, **stand up**. Please write the word "keys" on the board. Now, say the word.

**Mrs. Puzo:** Keys.

**Teacher:** Very good. Please **sit down**. Dieter, please don't eat in class. Mr. Puzo, take my keys. Now, put the keys on your book. Dieter, where are the keys?

**Dieter:** They're on the book.

**Teacher:** Good. Dieter, **give me** my keys. Thank you. Okay, class: stand up; sit down; open your books. These are commands. Please repeat: commands.

**Class:** Commands.

**Teacher:** Very good. Let's practice commands.

### CHECK YOUR UNDERSTANDING

Write a command for each person:

1. Ingrid: \_\_\_\_\_
2. Mrs. Puzo: \_\_\_\_\_
3. Dieter: \_\_\_\_\_
4. All students: \_\_\_\_\_
5. All students: \_\_\_\_\_



## CONCEPT AND STRUCTURE 1: Location

We use COMMANDS to give orders:

**Write** your name.

**AFFIRMATIVE**

**Close** your books.  
VSF

**NEGATIVE**

**Don't eat** in class.  
AUX + VSF

## PRACTICE 1: Logical Commands / Ordenes lógicas

Select the word that best completes the command. Follow the example.

Selecciona la palabra que mejor completa la oración. Sigue el ejemplo.

**Example:** Open the b.

- a. hat
  - b. window
  - c. pen
1. Please close the \_\_\_\_.
- a. table
  - b. pencil
  - c. door

3. Close the \_\_\_\_.

- a. keys
- b. notebook
- c. coin

4. Give me my \_\_\_, please.

- a. window
- b. table
- c. purse

2. Look at \_\_\_\_.

- a. the door
- b. dress
- c. purse

5. Please point to the \_\_\_\_\_. They are on the table.

- a. walls
- b. notebooks
- c. doors

**PRACTICE 2: At the Office / En la oficina**

**Look at the pictures and write the commands. Follow the example.**  
**Observa los ilustraciones y escribe los órdenes. Sigue el ejemplo.**



**Example:** Sit down, please.



1. \_\_\_\_\_



2. This coffee is hot! \_\_\_\_\_!



3. Mario is at the door.  
 Alfred, \_\_\_\_\_



4. \_\_\_\_\_ to your new office.



5. It's cold. Please \_\_\_\_\_



## CONCEPT AND STRUCTURE 2: Commands

We use IN, ON and UNDER to describe LOCATION.



The cup is **on** the table.  
SUB + VERB + LOCATION



The shoes are **on** the floor.  
SUB + VERB + LOCATION



The rabbit is **in** the hat.  
SUB + VERB + LOCATION



The dog is **under** the bed.  
SUB + VERB + LOCATION

## PRACTICE 3: What do you hear? / ¿Qué escuchas?

Listen to the audio file and check (✓) the command you hear. Follow the example.

Escucha el audio y marca (✓) la instrucción que escuchas. Sigue el ejemplo.

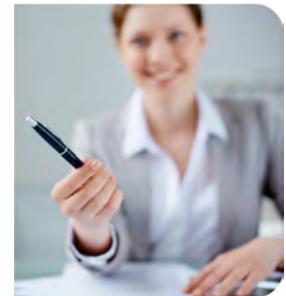
Example:

- Put the keys on the book.
- Put the book on the table.
- 1.  Stand up.
- Sit down.
- 2.  Write your name in the book.
- Write your name on the board.
- 3.  Put the wallet in the purse.
- Put the wallet on the table.
- 4.  Please point to the window.
- Please open the window.
- 5.  Give me the cookies, please.
- Eat the cookies, please.
- 6.  Put the purse under the chair.
- Put the purse on the chair.

## PRACTICE 4: Asking for Something / Pedir algo

Read the dialog and fill in the blanks with logical words or phrases.  
*Lee el dialogo y llena los espacios con palabras o frases lógicas.*

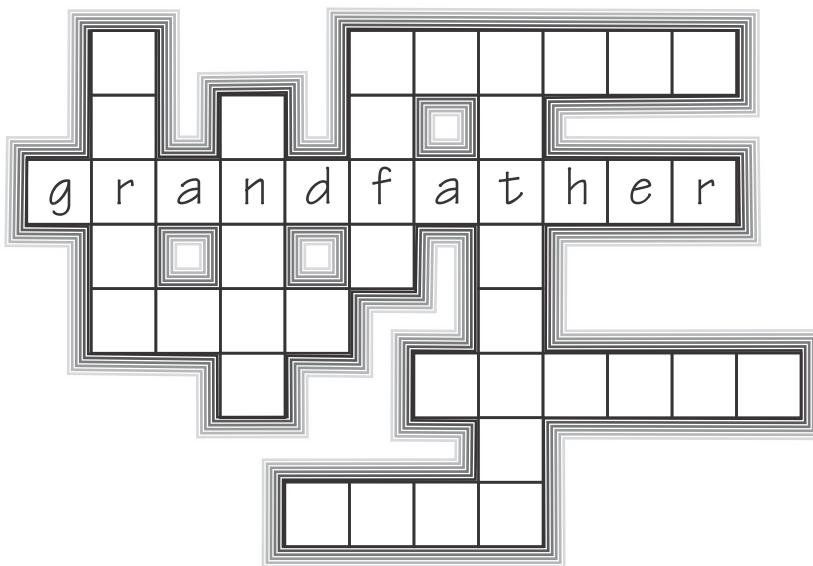
- A: \_\_\_\_\_, please give me my \_\_\_\_\_.  
 B: Where \_\_\_\_\_?  
 A: \_\_\_\_\_ under your \_\_\_\_\_.  
 B: Okay, here \_\_\_\_\_ your \_\_\_\_\_.  
 A: \_\_\_\_\_ not my \_\_\_\_\_.  
 B: Oh. \_\_\_\_\_ your \_\_\_\_\_?  
 A: Yes, thank you.



## VOCABULARY REVIEW

Read the words in the box. Then fill in the blanks with the appropriate word. Follow the example.  
*Lee las palabras del recuadro. Luego llena los espacios con la palabra apropiada. Sigue el ejemplo.*

dark	under	eyes
notebook	grandfather	purse
window	wife	mother



## CHECK YOUR PROGRESS

Check (✓) the topics you feel you can understand and use well.

*Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.*

- commands in affirmative and negative**  
*(órdenes en afirmativo y negativo)*
- location**  
*(ubicación)*
- classroom vocabulary**  
*(el vocabulario para objetos en el salón de clase)*

How do you feel in this course? Check (✓) the feelings that describe you best.

*¿Cómo te sientes en el curso? Marca con una palomita (✓) los sentimientos que te describen bien.*

- alegre
- atareado(a)
- confundido(a)

- desconcertado(a)
- entusiasmado(a)
- estresado(a)
- interesado(a)

- motivado(a)
- sorprendido(a)
- otro(s): \_\_\_\_\_

What makes you feel that way?

*¿Por qué te sientes así?*

---

# ANSWER KEY

## PRACTICE 1: Logical Commands / Ordenes lógicas

### Audio script:

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

Where is it?

**A:**

It's under your notebook.

**B:**

Okay, here is your book.

**A:**

This is not my book.

**B:**

Oh. Is this your book?

**A:**

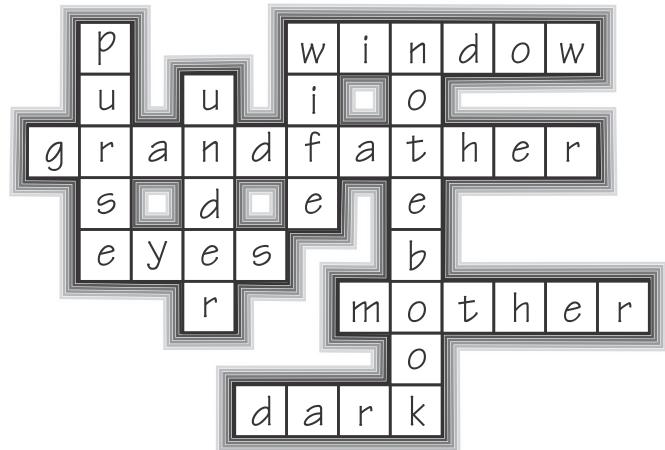
Yes, thank you.

## PRACTICE 2: At the Office / En la oficina

### Examples of correct answers:

1. Look at OR Point to the board, please.
2. This coffee is hot! Don't touch the cup!
3. Mario is at the door. Alfred, please open the door.
4. Take the keys to your new office.
5. It's cold Please close the window. OR don't open the window.

## VOCABULARY REVIEW



## PRACTICE 3: What do you hear? / ¿Qué escuchas?

### Audio script:

1. Stand up.
2. Write your name on the board.
3. Put the wallet in the purse.
4. Please open the window.
5. Give me the cookies, please.
6. Put the purse on the chair.

## PRACTICE 4: Asking for Something / Pedir algo

### Example of a correct answer:

**Ejemplo de una respuesta correcta.**

**A:**

Patty, please give me my book.

**B:**

# IDENTIFYING OBJECTS AT A DISTANCE

## UNIT GOALS

In this unit we will examine:

- Identifying Objects and People at a Distance

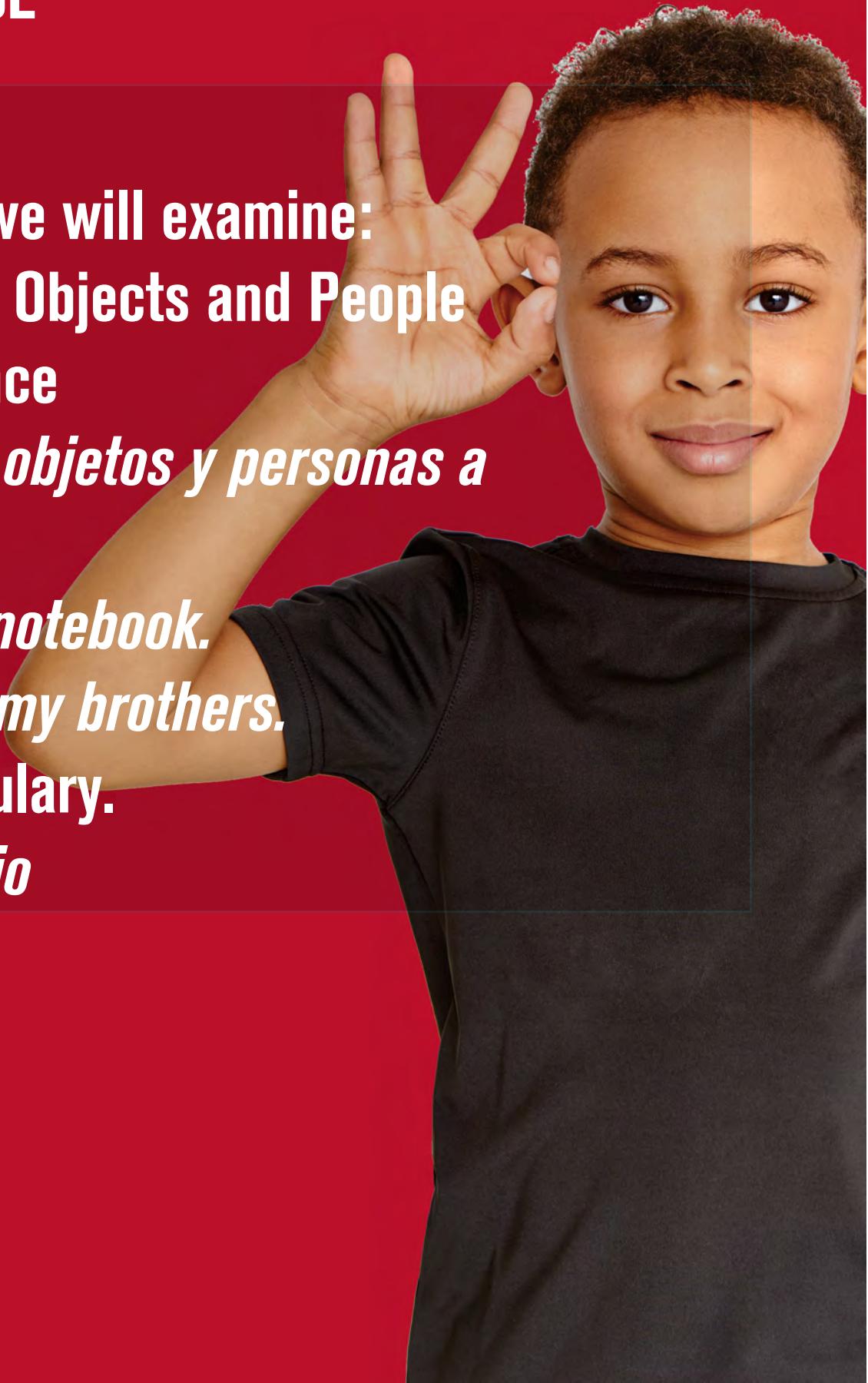
*identificar objetos y personas a distancia*

*That's my notebook.*

*Those are my brothers.*

- and vocabulary.

*y vocabulario*



## KEYWORDS AND EXPRESSIONS

man / men – *hombre / hombres*  
 woman / women – *mujer / mujeres*  
 child / children – *niño/a, niños/as*



Let's – *Vamos a ...*  
 show me – *muéstrame*

### At the Department Store

Larry and Lois are at the department store.

**Larry:** Wow, this store is very big! Now, where are the dresses? Oh, look, Lois! These dresses are nice.

**Lois:** Hmm, they're small.

**Larry:** Well, let's ask that woman. Excuse me, are these clothes for **women**?

**Sales person 1:** No, I'm sorry. These clothes are for **children**. The clothes for women are in that department.

**Larry:** Thank you.

**Larry:** That is a nice dress!

**Lois:** Well, it's nice, but it's light green. Please show me a dark green dress.

**Larry:** Let's see ... This one is dark green.

**Lois:** That dress is perfect!

**Larry:** Excuse me, where are your socks for **men**?

**Sales person 2:** They're here. These are very popular.

**Larry:** They're very dark. What about those socks?

**Sales person:** Those are colorful, and they're not very expensive.

**Larry:** Thank you very much.

**Sales person:** You're welcome.



### CHECK YOUR UNDERSTANDING

1. What color is the dress?

2. What color is the popular dress?

3. Describe the popular socks.

4. Are the socks expensive?



## **CONCEPT & STRUCTURE REMINDER: Demonstratives**

We use **THAT** and **THOSE** to identify objects you point to.

*Touch the book.*



*This is a book.*

*Point to the chair.*



***That's a chair.***

**DEMONSTRATIVE+V +ART+ NOUN**

*Touch the keys.*



*These are keys.*

*Point to the cups.*



***Those are cups.***

**DEMONSTRATIVE+V +ART+ NOUN**

## PRACTICE 1: On the Farm / En la granja

Listen to the dialog and fill in the missing information. Follow the example.

*Escucha el diálogo en el audio y llena los espacios con la información que falta. Sigue el ejemplo.*

Dave: Karen, \_\_\_\_\_ is that \_\_\_\_\_ a duck?

Karen: No, it's not a duck.

Dave: What \_\_\_\_\_?

Karen: It's a chicken.

Dave: \_\_\_\_\_ dogs?

Karen: No, \_\_\_\_\_. They're goats.

Dave: Well, \_\_\_\_\_ that?

Karen: It's a horse.

Dave: And what \_\_\_\_\_?

Karen: \_\_\_\_\_. Dave, where are your glasses?



## PRACTICE 2: The New Collection from Paris / La nueva colección desde París

Complete the dialog with words or phrases from the box. Follow the example.

*Completa el diálogo con palabras o frases del recuadro. Sigue el ejemplo.*

American	pictures
beautiful	school
books	these
dark	they are
it is	this
on that chair	two



Brenda: What are \_\_\_\_\_ *these* \_\_\_\_\_ pictures?

Germaine: They are two dresses for the new collection.

Brenda: They are both very nice. The models are \_\_\_\_\_ too.

Germaine: Yes, and the dresses are very comfortable. Oh, Brenda, where are the \_\_\_\_\_ for the catalog?

Brenda: They are \_\_\_\_\_.

Germaine: Who is the girl in \_\_\_\_\_ picture?

Brenda: Her name is Sharron. She's \_\_\_\_\_.

Germaine: Her eyes are \_\_\_\_\_ brown; they're beautiful. Let's make her the new cover girl for the catalog.



### PRACTICE 3: Identifying / Identificar

Read the dialog and fill in the blanks with logical words or phrases.  
*Lee el dialogo y llena los espacios con palabras o frases lógicas.*

- A: \_\_\_\_\_ your \_\_\_\_\_?
- B: No, \_\_\_\_\_ not my \_\_\_\_\_.
- A: Oh, no?
- B: No. My \_\_\_\_\_, and \_\_\_\_\_.



### VOCABULARY REVIEW

Read the list of vocabulary words. Then, write the plural form in the blank. Follow the example.  
*Lee la lista de vocabulario. Luego escribe el plural de las palabras en los espacios. Sigue el ejemplo.*

**Example:**

suit	suits	4. child	
1. watch		5. dress	
2. woman		6. sweater	
3. sock		7. man	

### CHECK YOUR PROGRESS

Write five words you have used or seen in today's class.

*Escribe cinco palabras que has usado o visto en la clase de hoy.*

---

---

---

---

---

Write three sentences you have used or seen in today's class.

*Escribe tres oraciones que has usado o visto en la clase de hoy.*

---

---

---

Write two questions you have used or seen in today's class.

*Escribe dos preguntas que has usado o visto en la clase de hoy.*

---

---

# ANSWER KEY



## PRACTICE 1: On the Farm / En la granja

### Audioscript:

**Dave:**

Karen, is that a duck?

**Karen:**

No, it's not a duck.

**Dave:**

What is it?

**Karen:**

It's a chicken.

**Dave:**

Are those dogs?

**Karen:**

No, they're not dogs. They're goats.

**Dave:**

Well, what's that?

**Karen:**

It's a horse.

**Dave:**

And what are those?

**Karen:**

They're cows. Dave, where are your glasses?

## PRACTICE 2: The New Collection from Paris / La nueva colección desde París

**Brenda:**

What are these pictures?

**Germaine:**

They are two dresses for the new collection.

**Brenda:**

They are both very nice. The models are beautiful too.

**Germaine:**

Yes, and the dresses are very comfortable. Oh, Brenda, where are the pictures for the catalog?

**Brenda:**

They are on that chair.

**Germaine:**

Who is the girl in this picture?

**Brenda:**

Her name is Sharron. She's American.

**Germaine:**

Her eyes are dark brown; they're beautiful. Let's make her the new cover girl for the catalog.

## PRACTICE 3: Identifying / Identificar

**Example of a correct answer:**

**Ejemplo de una respuesta correcta.**

**A:**

Are those your sneakers?

**B:**

No, they are not my sneakers.

**A:**

Oh, no?

**B:**

No. My sneakers are big, and those sneakers are small.

## VOCABULARY REVIEW

1. watches
2. women
3. socks
4. children
5. dresses
6. sweaters
7. men

# REVIEW UNIT



## UNIT GOALS

*Metas de la unidad*

In this unit we will review:

*En esta unidad, vamos a repasar:*

- Location  
*lugares*
- Possession, Identification, Age, and Color  
*posesion, identificacion, edad y color*
- Describing people and things  
*describir a la gente y los objetos*
- Nationalities, Commands  
*nacionalidades, órdenes*
- and vocabulary.  
*y vocabulario.*

## PRACTICE 1: Three Correct, One Incorrect / Tres correctos, uno incorrecto

Circle the word that doesn't belong to the list. Follow the example.  
*Encierra en un círculo la palabra que no pertenece a la lista. Sigue el ejemplo.*

Example:	1.	2.	3.	4.	5.
<input type="checkbox"/> young <input type="checkbox"/> short <input checked="" type="checkbox"/> comfortable <input type="checkbox"/> thin	<input type="checkbox"/> grandfather <input type="checkbox"/> wife <input type="checkbox"/> mother <input type="checkbox"/> sister	<input type="checkbox"/> watch <input type="checkbox"/> purse <input type="checkbox"/> window <input type="checkbox"/> coin	<input type="checkbox"/> stand up <input type="checkbox"/> look at <input type="checkbox"/> close <input type="checkbox"/> let's	<input type="checkbox"/> children <input type="checkbox"/> men <input type="checkbox"/> women <input type="checkbox"/> brother	<input type="checkbox"/> under <input type="checkbox"/> the <input type="checkbox"/> in <input type="checkbox"/> on

## PRACTICE 2: What do you hear? / ¿Qué escuchas?

Listen to the sentences and write the word you hear. Follow the example.  
*Escucha las oraciones y escribe la palabra que escuchas. Sigue el ejemplo.*



### Example:

Are those your keys?

No, they're not my keys

1. What's \_\_\_\_\_?  
\_\_\_\_\_  
a photo album.
2. Are \_\_\_\_\_ your pictures?  
Yes, \_\_\_\_\_  
my pictures.
3. What are \_\_\_\_\_?  
\_\_\_\_\_  
cookies.
4. Is \_\_\_\_\_ your chair?  
No, \_\_\_\_\_  
not my chair.
5. What are \_\_\_\_\_?  
\_\_\_\_\_  
ties.
6. Is \_\_\_\_\_ your wallet?  
Yes, \_\_\_\_\_  
my wallet.



## PRACTICE 3: Magic / Magia

Complete the dialog with words or phrases from the box. Follow the example.  
Completa el dialogo con palabras y frases del recuadro. Sigue el ejemplo.

show	give	look
stand up	close	repeat
put	let's	look



**Bobby:** Sam, sit down here! I can do magic.

**Sammy:** OK. Show me!

**Bobby:** Look at this card. What is it?

**Sammy:** It's the two of hearts.

**Bobby:** Now put the card on the table. Put your hand on the card. These are the magic words: "abracadabra, kalamazoo." Repeat the words, please.

**Sammy:** Abracadabra, kalamazoo.

**Bobby:** Good. Now Look at the card.

**Sammy:** It's the three of hearts! It's different!

**Bobby:** Well let's Stand up under your book. Is the card under your book? Look at it and Show me the card!

**Sammy:** Wow! It's the two of hearts! That's impossible!

## PRACTICE 4: What flag is it? / ¿Qué bandera es?

Complete the dialog with logical words or phrases. Follow the example.

Completa el dialogo con palabras y frases lógicas. Sigue el ejemplo.

**A:** Show me the Mexican flag.

**B:** This is the Chinese flag.

**A:** That's not the Chinese flag.

**B:** Are you sure?

**A:** Of course. The Chinese flag is

That flag is Chinese.

**B:** Oh, sorry. Is this the Chinese flag?

**A:** Yes, that's it.



**These activities are not for homework; we will do them in class.**

## ACTIVITY 1: Vacation Pictures / Fotos de las vacaciones

Listen to the dialog and fill in the missing information. Follow the example.  
*Escucha el diálogo y llena los espacios con la información que falta. Sigue el ejemplo.*

**Alma:** What are \_\_\_\_\_ those \_\_\_\_\_?

**Claudia:** They are pictures from my vacation in Acapulco.

**Alma:** Who is she?

**Claudia:** She's my grandmother. She's \_\_\_\_\_.

**Alma:** Really? \_\_\_\_\_ is she?

**Claudia:** She's 85.

**Alma:** Who are they?

**Claudia:** They are my sisters, Laura and Cynthia.

**Alma:** They are very \_\_\_\_\_. And who is this?

**Claudia:** He's my dad.

**Alma:** Is he Mexican?

**Claudia:** No, \_\_\_\_\_. He's Spanish.

**Alma:** Who is he?

**Claudia:** He's \_\_\_\_\_, Ben.

**Alma:** Wow. He's really handsome.

**Claudia:** Yes, and he's \_\_\_\_\_, too.



## ACTIVITY 2: Questions and Answers / Preguntas y respuestas

Read the sentences below. Listen to the dialogs and then fill in the missing information. Follow the example.

*Lee las oraciones. Escucha los diálogos y luego llena los espacios con la información que falta. Sigue el ejemplo.*

**Example:**

The keys are \_\_\_\_\_ *on the table* \_\_\_\_\_.

1. Frank is \_\_\_\_\_.

2. The coins are \_\_\_\_\_.

3. Her \_\_\_\_\_ is 11.

4. His \_\_\_\_\_ is very old.

5. Her grandfather is \_\_\_\_\_.

---

### **ACTIVITY 3: Multiple Choice / Opción múltiple**

**Write the letter of the correct answer. Follow the example.**  
**Escribe la letra de la respuesta correcta. Sigue el ejemplo.**

**Example:**

A: c is your sister?

B: She's at the store.

- a. Who
- b. What color
- c. Where
- d. How old

1. This is my brother. \_\_\_\_ name is Shawn.

- a. Your
- b. His
- c. Her
- d. My

2. The sweaters are \_\_\_\_.

- a. blue
- b. blues
- c. the blue
- d. the blues

3. \_\_\_\_ cars are ugly.

- a. They
- b. Those
- c. This
- d. That

4. The jacket is \_\_\_\_ the bedroom.

- a. on
- b. at
- c. in
- d. are

5. My sister is married. \_\_\_\_ husband is rich.

- a. Her
- b. His
- c. My
- d. Your

6. Cindy's not tall; she's \_\_\_\_.

- a. new
- b. beautiful
- c. heavy
- d. short

## ACTIVITY 4: Old Pictures / Fotos viejas

Complete the dialog with words or phrases from the box. Follow the example.  
 Completa el diálogo con palabras o frases del recuadro. Sigue el ejemplo.

he's	look at	these are
in	on	young
is this	that's	your
it's		



**Sandy:** Is this \_\_\_\_\_ your \_\_\_\_\_ photo album?

**Georgia:** Yes, it is. \_\_\_\_\_ pictures of my family.

**Sandy:** Please show me that old picture.

Who is this \_\_\_\_\_ man?

**Georgia:** That is my grandfather. Now, he is 88. \_\_\_\_\_ very nice.

**Sandy:** What color is his hair?

**Georgia:** His hair is black in the picture, but \_\_\_\_\_ white now.

**Sandy:** Where are they in the picture?

**Georgia:** They are in the park.

**Sandy:** \_\_\_\_\_ that baby! He's \_\_\_\_\_ the table.

**Georgia:** Yes, that's my father.

**Sandy:** Your father? What a handsome baby!

## VOCABULARY REVIEW

Unscramble each word below to make a vocabulary word or expression from this unit or previous units.

Follow the example.

Ordena cada palabra de abajo para formar una palabra de vocabulario o expresión de esta o de las unidades anteriores. Sigue el ejemplo.

**Example:**

- |            |             |
|------------|-------------|
| bleat      | _____ table |
| 1. curetip | _____       |
| 2. throme  | _____       |
| 3. nadbush | _____       |

- |                |       |
|----------------|-------|
| 4. sprue       | _____ |
| 5. drune       | _____ |
| 6. hardternfag | _____ |
| 7. wenom       | _____ |

## CHECK YOUR PROGRESS

Write five vocabulary words you learned in this course.

Escribe cinco palabras de vocabulario que aprendiste en este curso.

---

---

---

---

---

Check (✓) the topics you feel you can understand and use well.

Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.

- nationality  
(nacionalidad)
- the demonstratives **this, that, these and those**  
(los demostrativos **this, that, these y those**)
- the possessives **my, your, his and her**  
(los posesivos **my, your, his y her**)
- location with **in** and **at**  
(ubicación **in** y **at**)
- location with **in, on** and **under**  
(ubicación **in, on** y **under**)
- commands  
(órdenes)
- vocabulary  
(vocabulario)

What can you do to understand and use these concepts better?

¿Qué puedes hacer para entender y usar estos conceptos mejor?

---

What can the teachers do to help you?

¿Qué pueden hacer tus maestros para ayudarte?

---

# ANSWER KEY

## PRACTICE 1 Three Correct, One Incorrect / Tres correctos, uno incorrecto

1. grandfather = (not a woman)
2. window = (big)
3. let's = (not a command)
4. brother= (singular)
5. the (*in, on, under* indicate location)

## PRACTICE 2: What do you hear? / ¿Qué escuchas?

### Audio script:

1. What's that?  
It's a photo album.
2. Are those your pictures?  
Yes, they're my pictures.
3. What are these?  
They're cookies.
4. Is this your chair?  
No, it's not my chair.
5. What are those?  
They're ties.
6. Is that your wallet?  
Yes, it's my wallet.

## PRACTICE 3: Magic / Magia

### Bobby:

Sam, sit down here! I can do magic.

### Sammy:

OK. Show me!

### Bobby:

Look at this card. What is it?

### Sammy:

It's the two of hearts.

### Bobby:

Now put the card on the table. Put your hand on the card. These are the magic words: "abracadabra, kalamazoo." Repeat the words, please.

### Sammy:

Abracadabra, kalamazoo.

### Bobby:

Good. Now look at the card.

### Sammy:

It's the three of hearts! It's different!

### Bobby:

Well let's look under your book. Is the card under your book? Look at it and give me the card!

### Sammy:

Wow! It's the two of hearts! That's impossible!

## PRACTICE 4: What flag is it? / ¿Qué bandera es?

### Example of a correct answer:

*Ejemplo de una respuesta correcta.*

### A:

Show me the Mexican flag.

### B:

This is the Mexican flag.

### A:

That's not the Mexican flag.

### B:

Are you sure?

### A:

Of course. The Mexican flag is red, white and green. That flag is red and white.

### B:

Oh, sorry. Is this the Mexican flag?

### A:

Yes, that's it.

## VOCABULARY REVIEW

1. picture
2. mother
3. husband
4. purse
5. comfortable
6. under
7. grandfather
8. women

# PROFESSIONS

*Unit 6*

## UNIT GOALS

In this unit we will examine:

- Professions

*Carol is a doctor.*

*Ben and Tom are pilots.*

- and vocabulary.



## KEYWORDS AND EXPRESSIONS



engineer – *ingeniero/a*

housewife, homemaker – *ama/o de casa*

accountant – *contador*

student – *estudiante*

daughter – *hija*

son – *hijo*

get-together – *reunión*

Nice to meet you. – *Encantado/a de conocerte.*

### A Family Get-Together

**Leo:** What a nice house!

**Steve:** Thanks. Let me take your coat.

**Leo:** Thank you. Wow, are all these people your family?

**Steve:** Yes. This is my father. He's an **engineer**. Dad, this is Leo.

**Mr. B.:** **Nice to meet you**, Leo.

**Leo:** Nice to meet you too, sir.

**Mr. B.:** So, Leo, what is your profession?

**Leo:** Well, right now, I'm a medical **student**.

**Mr. B.:** My **daughter** is a medical student, too.

**Steve:** And that's my mother over there. She's a **homemaker**.

**Leo:** Who is that tall man?

**Mr. B.:** That's my **son**, Bill. He's an **accountant**.

**Leo:** Oh, Steve, are both you and your brother accountants?

**Steve:** That's right. Come on, let's get something to eat.



### CHECK YOUR UNDERSTANDING

1. What profession is Leo?

2. What profession is Mr. Ballmer?

3. What profession is Mrs. Ballmer?

4. What profession are Bill and Steve?



## CONCEPT AND STRUCTURE: Professions

We use the verb "be" to talk about PROFESSIONS.

Are Steve and Bill **accountants**?  
V + SUB + PROFESSION

Yes, **they're accountants**.  
SUB + V + PROFESSION

Is Mr. Ballmer **a doctor**?  
S + V(-) + ART + PROF

No, **he's not a doctor**.  
S + V(-) + ART + PROF

**What profession** is he?  
QW + V+S

**He's an engineer**.

## PRACTICE 1: What profession are they?

Look at the pictures and ask and answer the questions. Follow the example.



**Example:**

What profession is she?  
She's a singer.



1. Are they doctors?  
No, \_\_\_\_\_.  
What \_\_\_\_\_?  
They're dentists.



2. Is she a teacher?  
No, \_\_\_\_\_.  
What \_\_\_\_\_?  
She's an engineer.



3. \_\_\_\_\_?  
No, he's not a writer.



4. Are they pilots?  
\_\_\_\_\_.



5. What profession are they?  
\_\_\_\_\_.

## PRACTICE 2: Want ads

Listen to the descriptions. Then read the ads below and select a job for Paolo and Tina. Follow the example.

**ACCOUNTANTS:** Applications now being accepted for position of Section Manager at large accounting firm. Salary and conditions available from Max Hendersen. Call 775-4586 or 775-4587.

**O SOLE MIO:** The popular Italian restaurant is looking for an experienced chef and a pastry chef. Full-time positions only. Apply in person at O Sole Mio, 6th Ave and Grove St.

**THE BILINGUAL SCHOOL:** Assistant teacher for the English department needed. Experienced teachers only. Application forms and job description available. Call 856-33-21.

**WANTED:** The City Transport Office is now hiring bus drivers. Full and part time positions available. For more information, call 472-22-35 (Linda Tyre).

**MUSICIAN:** Famous jazz band is looking for a new trumpet player. Must have professional experience. Call Luis at 557-6593.

**ELECTRICAL ENGINEER:** SafeInc is looking for an engineer for its electricity and magnetism laboratory. Experience in quality control essential. Excellent salary. Send applications to karen.smith@SafeInc.com.

Barbara	<u>The Bilingual School</u>
Paolo	_____
Tina	_____

## PRACTICE 3: At a get-together

Read the dialog and fill in the blanks with logical words or phrases.

- A: Hi, my name is \_\_\_\_\_.
- B: Nice to meet you, \_\_\_\_\_.  
My name is \_\_\_\_\_.
- A: \_\_\_\_\_, are you a \_\_\_\_\_?
- B: No, I'm not a \_\_\_\_\_. I'm a doctor.  
What profession are \_\_\_\_\_?
- A: I'm a \_\_\_\_\_.



## VOCABULARY REVIEW

Circle the 10 professions: horizontally, vertically, or diagonally. Follow the example.

G	U	I	T	A	F	P	H	R	E	R
Y	D	R	I	E	V	I	E	H	O	M
R	O	T	H	E	R	G	H	I	S	E
A	C	C	O	U	N	T	A	N	T	C
T	T	S	U	I	T	E	R	S	U	H
E	O	O	S	P	R	A	D	E	D	N
R	R	C	E	O	L	C	I	R	E	A
C	T	C	W	R	I	H	E	S	N	C
E	N	G	I	N	E	E	R	C	T	T
S	A	D	F	A	G	R	M	A	L	R
O	F	D	E	N	T	I	S	T	A	Y

## DICTION

My classmates are:

Name	Profession	Phone number

### CHECK YOUR PROGRESS

Write five vocabulary words you learned in this unit.

*Escribe cinco palabras de vocabulario que aprendiste en esta unidad.*

---

---

---

---

---

# ANSWER KEY

## PRACTICE 1: What profession are they?

1. Are they doctors?

No, they're not doctors.

What profession are they?

They're dentists.

2. Is she a teacher?

No, she isn't a teacher.

What profession is she?

She's an engineer.

3. Is he a writer?

No, he's not a writer.

4. Are they pilots?

Yes, they're pilots.

5. What profession are they?

They're soccer players.

## PRACTICE 2: Want ads



Want ads

### Audio script:

#### Barbara:

Hi. My name is Barbara. Barbara Fillmore. I'm 36. I'm American. I'm a teacher. I'm an English teacher. I'm unemployed now.

#### Paolo:

Buon giorno. My name is Paolo. I'm Italian. My complete name is Paolo Scarlatti. My age? No, I am young! I am a chef. I can cook very well the spaghetti alla nonna, the ravioli. Unfortunately, I don't have a job at the moment. Where can I work?

#### Tina:

Hi. My name is Tina Musker. I'm a musician. I play the trumpet, I love jazz music. As a trumpet player, my favorite trumpet player is Wynton Marsalis. It's difficult for a woman to get a job though.

### Correct answers:

Paolo: O SOLE MIO

Tina: MUSICIAN

## PRACTICE 3: A Problem

### Example of a correct answer:

A:

Hi, my name is Mario.

B:

Nice to meet you, Mario. My name is Alicia.

A:

Nice to meet you. Are you a dentist?

B:

No, I'm not a dentist. I'm a doctor. What profession are you?

A:

I'm a writer.

## VOCABULARY REVIEW

G	U	I	T	A	F	P	H	R	E	R
Y	D	R	I	E	V	I	E	H	O	M
R	O	T	H	E	R	G	H	I	S	E
A	C	C	O	U	N	T	A	N	T	C
T	T	S	U	I	T	E	R	S	U	H
E	O	O	S	P	R	A	D	E	D	N
R	R	C	E	O	L	C	I	R	E	A
C	T	C	W	R	I	H	E	S	N	C
E	N	G	I	N	E	E	R	C	T	T
S	A	D	F	A	G	R	M	A	L	R
O	F	D	E	N	T	I	S	T	A	Y



# ABILITIES



## UNIT GOALS

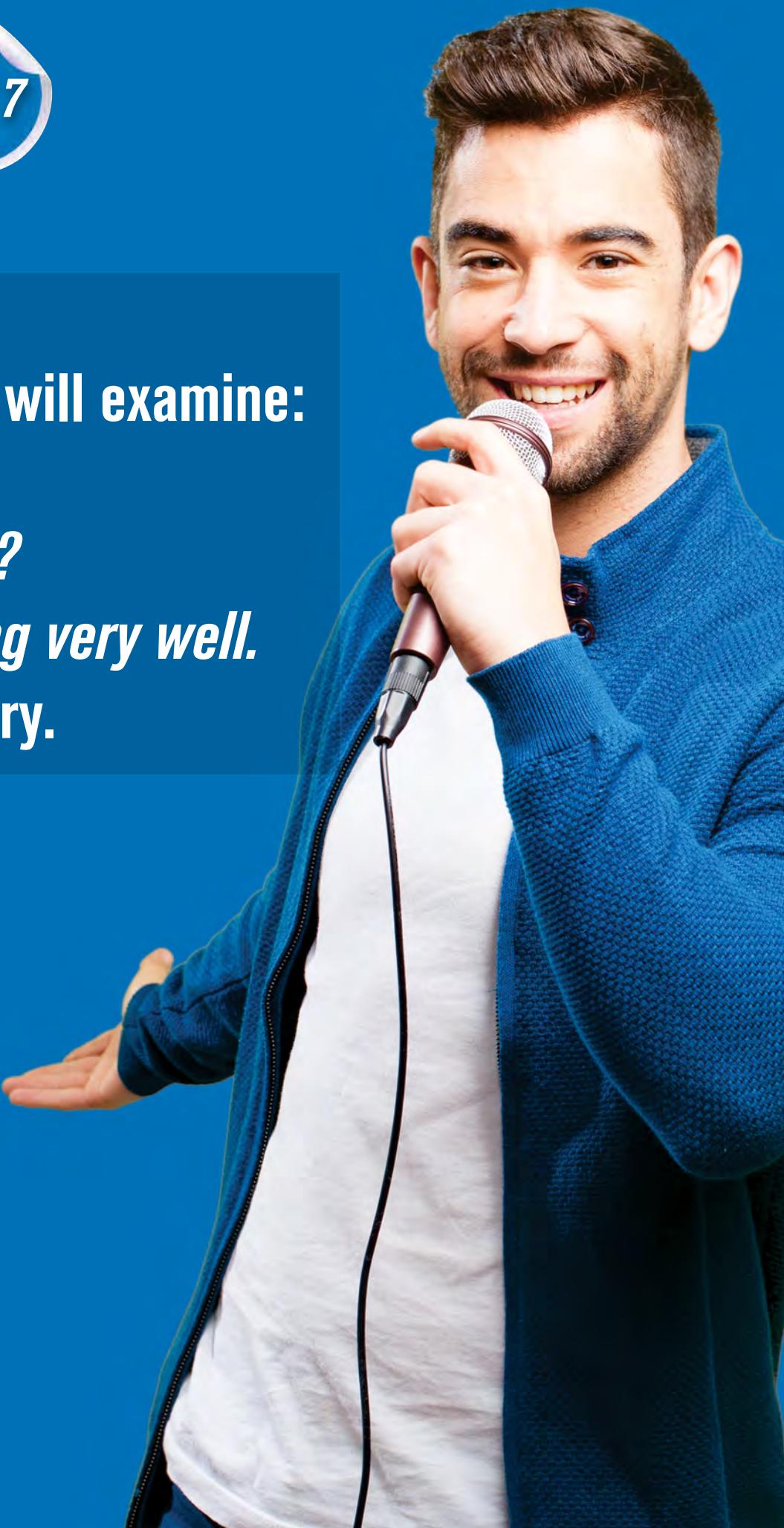
In this unit we will examine:

- Abilities

*Can you sing?*

*Yes, I can sing very well.*

- and vocabulary.



## KEYWORDS AND EXPRESSIONS



(to) be interested in – *estar interesado/a en*  
 (to) pull – *jalar, sacar*  
 position – *posición, trabajo*  
 trick – *truco*

well – *bien*  
 musician – *músico*  
 magician – *mago/a*



### At the Talent Agency

**Hillary:** John Marr? Please come in. I'm Hillary Ruby, the agent here.

**John:** Nice to meet you, Hillary.

**Hillary:** Nice to meet you. Please sit down. So, you're **interested in** a **position** here.

**John:** Yes, I am.

**Hillary:** Well, can you answer some questions?

**John:** Of course.

**Hillary:** First, can you **pull** a rabbit from a hat?

**John:** No, I can't do that.

**Hillary:** Oh. Can you do card **tricks**?

**John:** No, I'm sorry, I can't do card tricks.

**Hillary:** Well, what can you do?

**John:** I can play the guitar and the piano. I can sing very **well**. And I can write songs.

**Hillary:** I see. Tell me, John, what profession are you?

**John:** I'm a **musician**, of course.

**Hillary:** John, this position is for a **magician**, not a musician.



### CHECK YOUR UNDERSTANDING

1. Can John pull a rabbit from a hat?

2. Can he do card tricks?

3. What can he do?

4. What profession is John?

5. What is this position for?



## CONCEPT AND STRUCTURE: Abilities

We use CAN to talk about ABILITIES.

Pilots **can fly** a plane.

**Can John do card tricks?**

AUX + S + VSF

No, he **can't do** card tricks.

(-) S + AUX(-) + VSF

**What can he do?**

QW + AUX + S + VSF

He **can play** the guitar.

S + AUX + VSF

## PRACTICE 1: Abilities

Complete the sentences with **can** or **can't** and a logical verb from the box. You can use an option more than once.

cook      fly      teach  
drive     operate     write  
fix

**Ex.** A chef can't operate on patients, but he can cook.

1. A pilot \_\_\_\_\_ novels, but he \_\_\_\_\_ a plane.
2. A doctor \_\_\_\_\_ a bus, but she \_\_\_\_\_ on patients.
3. Engineers \_\_\_\_\_ a plane, but they \_\_\_\_\_ machinery.
4. An executive \_\_\_\_\_ an English class, but she \_\_\_\_\_ a report.
5. A writer \_\_\_\_\_ cars, but he \_\_\_\_\_ a novel.

## PRACTICE 2: What do you hear?

Listen to the audio file and write what you hear. Follow the example.

**Example:**

I can teach Spanish.

1. They \_\_\_\_\_ fix cars.
2. You \_\_\_\_\_ type letters.
3. She \_\_\_\_\_ write books.
4. He \_\_\_\_\_ play tennis in the house.
5. I \_\_\_\_\_ fly a plane.
6. The children \_\_\_\_\_ play soccer.

Now, repeat the sentences after the teacher. Follow the example.

### PRACTICE 3: What can your dad do?

Complete the dialog with the correct form of the verb in parentheses. Follow the example.

**Tanya:** \_\_\_\_\_ /s \_\_\_\_\_ (be) that your dad in the picture?

**Jackie:** Yes. He \_\_\_\_\_ (be) a pilot.

**Tanya:** Wow! Can he fly a plane?

**Jackie:** Of course he can fly a plane. Can your dad fly a plane?

**Tanya:** No. He \_\_\_\_\_ (be, negative) a pilot. My dad is a writer.  
He \_\_\_\_\_ (fly, ability) a plane.

**Jackie:** What can he do?

**Tanya:** He \_\_\_\_\_ (write, ability) books.

**Jackie:** That's not very interesting. \_\_\_\_\_ he \_\_\_\_\_  
(drive, ability) a bus? Can he speak French? Can he fix cars?

**Tanya:** No, he \_\_\_\_\_ (do, ability, neg.) those things, but he can take pictures, he can sing, and he can play the guitar. Can your dad do those things?

**Jackie:** Of course. My dad can do anything. He's incredible!



### PRACTICE 4: An interview

Complete the dialog with the words or phrases you hear. Follow the example.

**Ms. Phillips:** Good afternoon Mr. Evans. I'm Ms. Phillips.

**Mr. Evans:** Nice to meet you.

**Ms. Phillips:** Nice to meet you, too. Let's begin the interview.

**Mr. Evans:** Fine.

**Ms. Phillips:** \_\_\_\_\_ How old \_\_\_\_\_ are you Mr. Evans?

**Mr. Evans:** I'm \_\_\_\_\_.

**Ms. Phillips:** Are you married?

**Mr. Evans:** No. I'm single.

**Ms. Phillips:** OK. Are you a singer?

**Mr. Evans:** Yes. I'm a singer and \_\_\_\_\_.

**Ms. Phillips:** Good. Are you American?

**Mr. Evans:** No, I'm not American. I'm \_\_\_\_\_.

**Ms. Phillips:** Can you sing in French?

**Mr. Evans:** Yes, I can sing in French.

**Ms. Phillips:** \_\_\_\_\_ speak Italian?

**Mr. Evans:** No, I can't speak Italian. I can speak English, French, and \_\_\_\_\_.

**Ms. Phillips:** OK. Can you drive a bus?

**Mr. Evans:** Yes. I can drive a car or a \_\_\_\_\_.

**Ms. Phillips:** OK. Thank you. Mr. Evans.



## PRACTICE 5: The Employment Agency

Read the dialog and fill in the blanks with logical words or phrases.

- A: Hello, my name is \_\_\_\_\_.  
B: Nice to meet you, \_\_\_\_\_. Please sit down.  
Can you speak \_\_\_\_\_?  
A: No, I can't speak \_\_\_\_\_, but I can speak \_\_\_\_\_.  
B: Can you \_\_\_\_\_?  
A: No, I can't \_\_\_\_\_, but I can \_\_\_\_\_.  
B: Thank you, \_\_\_\_\_.



## VOCABULARY REVIEW

Read the text. Then fill in the blanks with a vocabulary word or expression from this unit or previous units. Follow the example.

**Example:**

- A mechanic can fix cars.  
1. A \_\_\_\_\_ can drive a bus.  
2. A \_\_\_\_\_ can play soccer.  
3. A \_\_\_\_\_ can operate on patients.  
4. A \_\_\_\_\_ can do magic tricks.  
5. A \_\_\_\_\_ can fix teeth.  
6. A \_\_\_\_\_ can cook.  
7. A \_\_\_\_\_ can play music.

## CHECK YOUR PROGRESS

Write three new words from this unit that you can use.

*Escribe tres nuevas palabras de esta unidad que puedes usar.*

---

---

Write three sentences that you have learned recently.

*Escribe tres oraciones que has aprendido ultimamente.*

---

---

What concept is expressed with **can**?

*¿Cuál es el concepto que se expresa con **can**?*

---

# ANSWER KEY

## PRACTICE 1: Abilities

1. A pilot can't write novels, but he can fly a plane.
2. A doctor can't drive a bus, but she can operate on patients.
3. Engineers can't fly a plane, but they can fix machinery.
4. A executive can't teach an English class, but she can write/type a report.
5. A writer can't fix cars, but he can write a novel.

## PRACTICE 2: What do you hear?

### Audioscript:

1. They can fix cars.
2. You can't type letters.
3. She can write books.
4. He can't play tennis in the house.
5. I can fly a plane.
6. The children can't play soccer.

## PRACTICE 3: What can your dad do?

**Tanya:**

Is that your dad in the picture?

**Jackie:**

Yes. He's a pilot.

**Tanya:**

Wow! Can he fly a plane?

**Jackie:**

Of course he can fly a plane. Can your dad fly a plane?

**Tanya:**

No. He is not a pilot. My dad is a writer. He can't fly a plane.

**Jackie:**

What can he do?

**Tanya:**

He can write books.

**Jackie:**

That's not very interesting. Can he drive a bus? Can he speak French? Can he fix cars?

**Tanya:**

No, he can't do those things, but he can take pictures, he can sing, and he can play the guitar. Can your dad do those things?

**Jackie:**

Of course. My dad can do anything. He's incredible!

## PRACTICE 4: An Interview

### Audioscript:

**Ms. Phillips:**

Good afternoon Mr. Evans. I'm Ms. Phillips.

**Mr. Evans:**

Nice to meet you.

**Ms. Phillips:**

Nice to meet you, too. Let's begin the interview.

**Mr. Evans:**

Fine.

**Ms. Phillips:**

How old are you Mr. Evans?

**Mr. Evans:**

I'm 28.

**Ms. Phillips:**

Are you married?

**Mr. Evans:**

No. I'm single.

**Ms. Phillips:**

OK. Are you a singer?

**Mr. Evans:**

Yes. I'm a singer and an actor.

**Ms. Phillips:**

Good. Are you American?

**Mr. Evans:**

No, I'm not American. I'm Canadian.

**Ms. Phillips:**

Can you sing in French?

**Mr. Evans:**

Yes, I can sing in French.

**Ms. Phillips:**

Can you speak Italian?

**Mr. Evans:**

No, I can't speak Italian. I can speak English, French, and German.

**Ms. Phillips:**

OK. Can you drive a bus?

**Mr. Evans:**

Yes. I can drive a car or a bus.

**Ms. Phillips:**

OK. Thank you. Mr. Evans.

## PRACTICE 5: The Employment Agency

### Example of a correct answer:

**A:**

Hello, my name is Jorge.

**B:**

Nice to meet you, Jorge. Please sit down. Can you speak French?

**A:**

No, I can't speak French, but I can speak Spanish.

**B:**

Can you fix cars?

**A:**

No, I can't fix cars, but I can drive a truck.

**B:**

Thank you, Jorge.

## VOCABULARY REVIEW

1. bus driver
2. soccer player
3. doctor
4. magician
5. dentist
6. chef
7. musician



# ACTIONS NOW

*Unit 8*

## UNIT GOALS

In this unit we will examine:

- Actions Now

*The kids aren't playing soccer now.*

- The Alphabet

*Can you spell cat?*

*Yes. C-A-T.*

- and vocabulary.



## KEYWORDS AND EXPRESSIONS



- (to) get ready – *prepararse, arreglarse*
- (to) have a great time – *pasarla bien*
- (to) make lunch – *preparar el almuerzo*
- (to) use – *usar (una máquina o herramienta)*
- (to) wash – *lavar*
- (to) wear – *usar (de ropa)*
- beautiful – *precioso/a*
- T-shirt – *playera*

### A Day at Home

My family is at home today, and we're doing different things. Our house is comfortable and **beautiful**.

My big sister, Elaine, is in the bathroom. She's getting ready for a party.

My brother Jack is studying in his room. He's using his computer. He's **wearing** jeans and a sweatshirt.

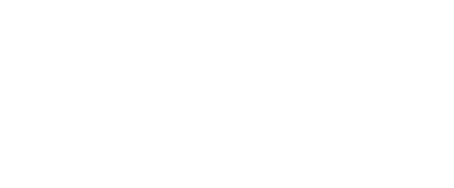
My father isn't working today. He's in the living room. He's watching a soccer game on TV.

My grandfather is in the living room, too, but he isn't watching TV. He's sleeping on a sofa.

My grandmother and my sister Rita are in the kitchen. They're **making lunch**. They're cooking soup and making a salad.

Look! This is my mother. She's **washing** my favorite **T-shirt** because it's very dirty.

And me? I'm in my room. I'm playing video games. I'm **having a great time!**



## CHECK YOUR UNDERSTANDING

1. What is Elaine doing?

2. Is Jack playing video games?

3. What is he doing?

4. Who is watching TV?

5. What are Rita and her grandmother doing?



### CONCEPT AND STRUCTURE 1: Actions now (affirmative)

We use **be + verb+ing** to express an ACTION NOW.

He's **using** his computer.  
**S +AUX+ V+ING**

She's **washing** a T-shirt.

They're **making** lunch.

We can use the time expressions **now, right now, and at the moment.**

**PRACTICE 1: People in Action**

Look at the pictures and describe the actions. Use the verbs in the box. Follow the example.

cook	read	watch
fly	wash	work



**Ex.** They are cooking  
vegetables.



1.                           
a book.



2.                           
to Atlanta.



3.                           
in the garage.



4.                           
the dishes.



5.                           
a cartoon.

## **PRACTICE 2:** *What do you hear?*

**Listen to the following sentences and mark “correct” if the teacher on the audio says the “ing” correctly. Mark “incorrect” if the teacher in the audio says the “ing” incorrectly. Follow the example.**

## Example:

She's studying English.

1



1. We're playing tennis.
  2. They're working.
  3. He's dancing.

## **correct    incorrect**

1



4. I'm cooking lunch.
  5. You're typing a letter.
  6. She's doing the homework.

## **correct    incorrect**

**Now, repeat the sentences after the teacher.**

## **CONCEPT AND STRUCTURE 2: Actions now, negative and yes/no questions**

**We use *be* + v+ing to talk about ACTIONS NOW.**

*We're not studying French.*

**Is he sleeping? No, he isn't sleeping.**  
AUX+ SUB+ V+ING (he's not)  
SUB+ AUX+NOT + V+ING

**Are you *dancing*?**      No, I'm not *dancing*.

**PRACTICE 3: Homework can be difficult!**

Fill in the blanks with the correct form of the verbs in parentheses. Follow the example.

**Lucy:** Hello?

**Mercedes:** Hi, Lucy, this \_\_\_\_\_ is \_\_\_\_\_ (be) Mercedes. Are you watching TV?

**Lucy:** No, I \_\_\_\_\_ (watch, neg.) TV. I'm doing my homework. \_\_\_\_\_ you \_\_\_\_\_ (do) your homework, too?

**Mercedes:** Yes, I am. It's difficult. Listen, here's an idea. Let's do our homework at my house. \_\_\_\_\_ you \_\_\_\_\_ (come, ability) at 7 o'clock?

**Lucy:** My mother \_\_\_\_\_ (cook) right now. Let me ask her for permission. Just a moment.  
(One minute later:)

**Lucy:** Mercedes, it's OK. My brother \_\_\_\_\_ (drive, ability) me to your house. See you at 7!

**Mercedes:** OK, bye!

**PRACTICE 4:  What is the order?**

Listen to the audio file. Write the corresponding number in the pictures.



## **CONCEPT AND STRUCTURE 3: Actions now, information questions**

**We can use information question words to ask about actions now.**

*What are you doing? I'm studying English.*

<b>Are you reading?</b>	<b>No, we aren't reading.</b>
<b>AUX+ SUB+ V+ING</b>	<b>SUB+ AUX+NOT + V+ING</b>

<b>What are you doing?</b>	<b>We're studying English.</b>
<b>QW + AUX+ SUB+ V+ING</b>	<b>SUB+AUX + V+ING</b>

## **PRACTICE 5: At Home in Bed**

**Complete the dialog with a word or phrase from the box. Follow the example.**

is he	can't sing	're having
he is	singing	is listening
he isn't	they dancing	at home
this is	are listening	at school
can dance		



**Cindy:** Hello?

**Evan:** Hi, Cindy. *this is* Evan.

**Cindy:** Oh, hi, Evan. Where are you?

**Evan:** I'm \_\_\_\_\_ in bed. I'm sick.

**Cindy:** That's too bad because t

**Evan:** What's everyone doing?

**Cindy:** Well, Alexa \_\_\_\_\_ to

**Evan:** \_\_\_\_\_ singing, too?

**Cindy:** No, \_\_\_\_\_

**Evan:** Is Lisa there?

**Cindy:** Yes. She's talking to

**Evan:** Who else is there?

**Cindy:** Let's see ... Terry, Kim, D

**Evan:** Are \_\_\_\_\_?

**Cindy:** Yes. They're dancing and drinking. They \_\_\_\_\_ a great time.

**Evan:** Well, say hi to everyone for me.

**Cindy:** OK. Get well soon.

**Evan:** Thanks. Bye.

**Cindy:** Bye.

## PRACTICE 6: My Friends

Fill in the blanks with the information you hear. Follow the example.



My name is Bill Richards, I'm a \_\_\_\_\_. I can play the guitar and the \_\_\_\_\_. I'm working right now. I'm \_\_\_\_\_ a new song. It's a special song for my \_\_\_\_\_.



I'm Sharon and \_\_\_\_\_ Christa. We're very good friends. We study a master's at the university. We're both at home and \_\_\_\_\_ our computers. I \_\_\_\_\_ concentrate very well today, but Christa can. Right now, we \_\_\_\_\_ homework; we're playing a game on the Internet.



My name is Joanne and this is my \_\_\_\_\_ Bruce. We're both \_\_\_\_\_. We aren't working right now because we're on vacation. \_\_\_\_\_ in Rio de Janeiro and we're \_\_\_\_\_.

## PRACTICE 7: The Alphabet

Repeat the names of the letters after the teacher in the audio file.



## PRACTICE 8: Can you spell that?

Listen to the dialog and then write the missing information. Follow the example.

**Example:**

Spell the name of the writer.

A rvid Orbach \_\_\_\_\_

1. Spell the woman's name.

K \_\_\_\_\_ S \_\_\_\_\_

2. Spell the name of the street.

H \_\_\_\_\_

3. Spell the name of the city.

H \_\_\_\_\_

4. What is the credit card number?

4 \_\_\_\_\_ 3 \_\_\_\_\_ 9 \_\_\_\_\_ 7 \_\_\_\_\_

## PRACTICE 9: My Photo Album

Read the dialog and fill in the blanks with logical words or phrases.

**A:** Who is that?

**B:** \_\_\_\_\_ my \_\_\_\_\_.

**A:** What's \_\_\_\_\_ name?

**B:** \_\_\_\_\_ name is \_\_\_\_\_.

**A:** Can you spell \_\_\_\_\_ name?

**B:** \_\_\_\_\_

**A:** Where is \_\_\_\_\_?

**B:** \_\_\_\_\_.

**A:** What's \_\_\_\_\_ doing?

**B:** \_\_\_\_\_.



## PRACTICE 10: On the Phone

Read the dialog and fill in the blanks with logical words or phrases.

- A: Hello?
- B: Hi, is \_\_\_\_\_ at home?
- A: Who's calling?
- B: This is \_\_\_\_\_.
- A: Can you spell \_\_\_\_\_?
- B: \_\_\_\_\_
- A: I'm sorry, he isn't at home.
- B: Where is \_\_\_\_\_?
- A: \_\_\_\_\_
- B: What's \_\_\_\_\_ doing.
- A: \_\_\_\_\_
- B: Well, thanks. Bye!
- A: Bye!



## VOCABULARY REVIEW

Read the text. Then fill in the blanks with a vocabulary word or expression from this unit or previous units. Pay attention to spelling. Follow the example.

**Example:**

- My mother is making lunch.
1. The men are p\_\_\_\_\_ cards.
  2. We're h\_\_\_\_\_ a great time.
  3. My sister is w\_\_\_\_\_ a hat.
  4. The photographer is t\_\_\_\_\_ pictures now.
  5. The doctor is o\_\_\_\_\_ on a patient.
  6. My brother is u\_\_\_\_\_ his computer.
  7. They're g\_\_\_\_\_ ready for the party.

## CHECK YOUR PROGRESS

Write three new words from this unit that you can use.

*Escribe tres nuevas palabras de esta unidad que puedes usar.*

---

---

---

Write three sentences that you have learned recently.

*Escribe tres nuevas oraciones que has aprendido últimamente.*

---

---

---

Check (✓) the topics you feel you can understand and use well.

*Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.*

- actions now in affirmative sentences
- actions now in negative sentences
- actions now in questions
- actions now with question words
- the alphabet

# ANSWER KEY

## PRACTICE 1: People in Action

1. They're reading a book.
2. It's/They're flying to Atlanta.
3. He's working in the garage.
4. He's washing the dishes.
5. They're watching a cartoon.

## PRACTICE 2: What do you hear?

### Audio script:

1. Correct.
2. Incorrect.
3. Incorrect.
4. Correct.
5. Incorrect.
6. Correct.

## PRACTICE 3: Homework can be difficult!

### **Lucy:**

Hello?

### **Mercedes:**

Hi, Lucy, this Mercedes. Are you watching TV?

### **Lucy:**

No, I'm not watching TV. I'm doing my homework. Are you doing your homework, too?

### **Mercedes:**

Yes, I am. It's difficult. Listen, here's an idea. Let's do our homework at my house. Can you come at 7 o'clock?

### **Lucy:**

My mother is cooking right now. Let me ask her for permission. Just a moment.

(One minute later:)

### **Lucy:**

Mercedes, it's OK. My brother can drive me to your house. See you at 7!

### **Mercedes:**

OK, bye!

## PRACTICE 4: What is the order?

### Audio script:

#### **Number 1.**

There are a man and a woman in this picture. The man is wearing a white shirt, and the woman is wearing a white dress. They are dancing.

#### **Number 2.**

There are a man and a woman in this picture. They are looking at something. They are at home. They are wearing gray jeans. The woman is wearing a yellow sweater. They are reading a book. The man is drinking coffee.

#### **Number 3.**

There are a man and a woman in this picture. They are looking at something. They are at the office. They are working.

#### **Number 4.**

There are a man and a woman in this picture. They are looking at something. They are at home. They are looking at a laptop – a computer. The woman is drinking coffee.

### Answers:

3, 2,

1, 4

## PRACTICE 5: At Home in Bed

### **Cindy:**

Hello?

### **Evan:**

Hi, Cindy. This is Evan.

### **Cindy:**

Oh, hi, Evan. Where are you?

### **Evan:**

I'm at home in bed. I'm sick.

### **Cindy:**

That's too bad because the party is great!

### **Evan:**

What's everyone doing?

### **Cindy:**

Well, Alexa is listening to music and Charlie is playing the guitar.

### **Evan:**

Is he singing, too?

### **Cindy:**

No, he isn't singing, but Sue is. She can't sing very well and it's horrible.

**Evan:**

Is Lisa there?

**Cindy:**

Yes. She's talking to Mark.

**Evan:**

Who else is there?

**Cindy:**

Let's see ... Terry, Kim, Dan, Shelly, Sheila and Joey.

**Evan:**

Are they dancing?

**Cindy:**

Yes. They're dancing and drinking. They're having a great time.

**Evan:**

Well, say hi to everyone for me.

**Cindy:**

OK. Get well soon.

**Evan:**

Thanks. Bye.

**Cindy:**

Bye.

## PRACTICE 6: My Friends

### Audio script:

My name is Bill Richards, I'm a musician. I can play the guitar and the piano. I'm working right now. I'm writing a new song. It's a special song for my wife.

I'm Sharon and this is Christa. We're very good friends. We study a master's at the university. We're both at home and we're using our computers. I can't concentrate very well today, but Christa can. Right now, we aren't doing homework; we're playing a game on the Internet.

My name is Joanne and this is my husband Bruce. We're both actors. We aren't working right now because we're on vacation. We're in Rio de Janeiro and we're having a great time.

## PRACTICE 8: Can you spell that?

### Audio script:

**Employee:**

Good morning. Swanson Bookstore. Can I help you?

**Karin:**

Yes. I'm calling to order a book.

**Employee:**

OK. What's the name of the book?

**Karin:**

It's "A Beautiful Day."

**Employee:**

Who is the writer?

**Karin:**

It's Arvid Orbach.

**Employee:**

Can you spell that name for me?

**Karin:**

Sure. It's A-r-v-i-d O-r-b-a-c-h.

**Employee:**

Yes. Here it is. Now, what's your name?

**Karin:**

I'm Karin Soller. It's spelled

K-a-r-i-n S-o-l-l-e-r.

**Employee:**

Thank you. And your address?

**Karin:**

It's 1897 Herschel Street.

**Employee:**

Can you spell the name of the street for me, please?

**Karin:**

Sure. It's H-e-r-s-c-h-e-l.

**Employee:**

And what city is that?

**Karin:**

It's Walsenburg, Colorado, 81049.

**Employee:**

Can you spell that for me?

**Karin:**

Yes. It's W-a-l-s-e-n-b-u-r-g.

**Employee:**

OK. Are you paying with a credit card?

**Karin:**

Yes, with Visa.

**Employee:**

Can you tell me the number please?

**Karin:**

It's 4-5-6-7 3-3-2-1 9-0-0-8 7-8-2-0.

**Employee:**

OK. Thank you very much for your order.

**Karin:**

Bye.

**PRACTICE 9: My Photo Album****Example of a correct answer:****A:**

Who is that?

**B:**He's my father.**A:**What's his name?**B:**His name is Larry.**A:**Can you spell his name?**B:**L-A-R-R-Y**A:**Where is he?**B:**He's in the living room.**A:**What's he doing?**B:**He's drinking beer.**A:**

Bye!

**VOCABULARY REVIEW**

1. playing
2. having
3. wearing
4. taking
5. operating
6. using
7. getting

**PRACTICE 10: On the Phone****Example of a correct answer:****A:**

Hello?

**B:**Hi, is Guillermo at home?**A:**

Who's calling?

**B:**This is Patricio.**A:**Can you spell your name?**B:**P-A-T-R-I-C-I-O**A:**

I'm sorry, he isn't at home.

**B:**Where is he?**A:**He went to a friend's house.**B:**What's he doing.**A:**He's doing homework.**B:**

Well, thanks. Bye!

# REVIEW UNIT



## UNIT GOALS

In this unit we will review:

- the verb “BE” for Location, Possession, Identification, Age, Color, Description, and Nationalities
- Commands
- Professions
- Abilities
- Actions Now
- The Alphabet
- and vocabulary.



## PRACTICE 1: Athletes Are Training

Complete the sentence with the correct form of the verbs in parentheses. Follow the example.

**Dan:** Hello?

**Tom:** Hi, Dan. This is Tom. \_\_\_\_\_ are \_\_\_\_\_ you \_\_\_\_\_ getting \_\_\_\_\_ (get) ready for the big game?

**Dan:** Yes, I \_\_\_\_\_ (practice) for the game.

**Tom:** \_\_\_\_\_ you \_\_\_\_\_ (play) football right now?

**Dan:** No, I \_\_\_\_\_ (play, neg.) football.

**Tom:** What are you doing?

**Dan:** Today, I'm doing exercise at the gym. But right now, I'm eating lunch.

**Tom:** \_\_\_\_\_ you \_\_\_\_\_ (eat) well?

**Dan:** Oh yes, I'm eating very well: three hamburgers, four hot dogs, and a pizza.

**Tom:** \_\_\_\_\_ (eat, command, neg.) pizza and hot dogs! Eat a salad!

**Dan:** Good idea. I \_\_\_\_\_ (make, ability) a salad with chicken and tuna and egg and beef and ...



## PRACTICE 2: Meeting Someone New

Listen to the audio file and fill in the blanks with the missing information. Follow the example.

**Bernie:** Hi, I'm Bernie. What's your name?

**Holly:** I'm Holly. Nice to meet you.

**Bernie:** Nice to meet you, too.

**Holly:** \_\_\_\_\_ here?

**Bernie:** No, I'm not. \_\_\_\_\_.

**Holly:** That's interesting. What \_\_\_\_\_?

**Bernie:** I'm writing a song.

**Holly:** Really?

**Bernie:** Yes. I \_\_\_\_\_.

**Holly:** Wow. Can you play the violin?

**Bernie:** No, I can't, but I \_\_\_\_\_. What about you?  
Can you play the guitar?

**Holly:** No, I can't. \_\_\_\_\_ a little, though.

**Bernie:** Really? Let's sing a song together.

**Holly:** Sure.



## PRACTICE 3: A TV Program

Fill in the blanks with a word or phrase from the box. Follow the example.

actor	her husband	's French
beautiful	his wife	's playing
can fly	'm watching	's speaking
can speak	s Brazilian	very handsome



**Hanna:** What are you doing?

**Giselle:** I'm watching \_\_\_\_\_ a program about Manoel Lopes dos Santos.  
Sit with me!

**Hanna:** Okay. Who's Manoel?

**Giselle:** He's very famous. He's a genius. He \_\_\_\_\_ six languages; French, English, Spanish, German, Italian and of course Portuguese. He's a pilot, a photographer, a soccer player, a musician, a writer, an \_\_\_\_\_, and a chef. He \_\_\_\_\_ a plane, take beautiful pictures, play soccer, sing, play the piano, cook, and many other things.

**Hanna:** Wow! Is he Mexican?

**Giselle:** No. He's Brazilian. Look. That's \_\_\_\_\_. Her name is Clementine Mercier. She's very famous, too. She's a writer.

**Hanna:** Is she Brazilian, too?

**Giselle:** No. She's not. She \_\_\_\_\_.

**Hanna:** She's very beautiful.

**Giselle:** Yes, she is. Look. That's a picture of Manoel. He \_\_\_\_\_ the violin in the picture.

**Hanna:** He's \_\_\_\_\_.

**Giselle:** Yes, and he's very intelligent, too.

**Las actividades que siguen no son para tarea. Las haremos en clase.**

## ACTIVITY 1: Multiple Choice

**Write the letter before the best option. Follow the example.**

**Example:** Jon isn't a pilot. He b fly planes.

- a. aren't
- b. can't
- c. isn't
- d. don't

1. A: \_\_\_ take pictures?  
*B: Yes, I'm a photographer.*  
a. Can you  
b. You can  
c. Are you  
d. You are
2. A: Are \_\_\_ your pens?  
*B: Yes, they're my pens. Thanks.*  
a. the  
b. these  
c. that  
d. this
3. This is Mark and this is \_\_\_ T-shirt.  
a. his  
b. your  
c. her  
d. my
4. Please \_\_\_ my notebook. It's on the table.  
a. write  
b. sit down  
c. stand up  
d. give me
5. A: \_\_\_ is he?  
*B: He's Chinese.*  
a. What profession  
b. Where  
c. What nationality  
d. Who
6. *Frank: Where is his sister?*  
*Daniel: \_\_\_.*  
a. He's at school.  
b. I'm at the restaurant.  
c. You're working.  
d. She's in the dining room.

## ACTIVITY 2: Is TV Educational Or Not?

Complete the sentence with the correct form of the verbs in parentheses. Follow the example.

**Frederick Boonton:**



In my opinion, streaming is good. You can learn things. For example,  
I \_\_\_\_\_ am \_\_\_\_\_ (be) interested in music. I \_\_\_\_\_ (be, neg.) a musician and  
I \_\_\_\_\_ (play, ability, neg.) an instrument, but I'm learning about music on  
the Internet. Right now, I'm watching a series about Italian opera. It's very interesting.  
I \_\_\_\_\_ (have) a great time.

**Sheila Morris:**

In my opinion, TV isn't good for children. Small children  
\_\_\_\_\_ (use, ability) the TV, their Nintendo, and their tablet, but they  
\_\_\_\_\_ (be, neg.) interested in books or toys. Books, toys, and playing are  
important for children.



## ACTIVITY 3: Listening

Read the sentences below. Then listen to the audio file and fill in the blanks with the missing information. Follow the example.

### Dialog 1

**Example:**

1. Scott is playing on the computer.
2. Laura is doing homework.

### Dialog 2

1. Ivan \_\_\_\_\_ Russian.
2. Kelly can't \_\_\_\_\_ because it's very difficult.
3. Kelly is studying \_\_\_\_\_.
4. Kelly and Ivan are \_\_\_\_\_.

### Dialog 3

1. Megan and her sister are \_\_\_\_\_.
2. Megan is \_\_\_\_\_ with her sister.
3. Trevor \_\_\_\_\_ tennis very well.

## VOCABULARY REVIEW

Unscramble each word below to make a vocabulary word or expression from this unit or previous units. Follow the example.

**Example:**

- |               |        |
|---------------|--------|
| leltaw        | wallet |
| 1. ganicima   | _____  |
| 2. fealutubi  | _____  |
| 3. tonisipo   | _____  |
| 4. sufiehowe  | _____  |
| 5. reguthda   | _____  |
| 6. lendrich   | _____  |
| 7. anuscimi   | _____  |
| 8. cottancuna | _____  |

## CHECK YOUR PROGRESS

Check (✓) the topics you feel you can understand and use well.

Marca con una palomita (✓) los temas que sientes que entiendes y usas bien.

**Grammar:**

- demonstratives:** Those are my notebooks.
- location:** The book is on the table in my room at work.
- nationality:** They're German.
- professions:** He's an engineer.
- description of people, places and things:** His car is new. It's beautiful.
- commands:** Don't eat in the classroom.
- abilities:** We can speak English.
- actions now:** She isn't drinking coffee now.

**Vocabulary:**

- classroom objects:** coin, notebook
- family members:** grandfather, mother
- professions:** soccer player, chef
- clothes:** suit, watch
- actions:** fix, ride
- descriptions:** easy, tall

# ANSWER KEY

## PRACTICE 1: Athletes Are Training

**Dan:**

Hello?

**Tom:**

Hi, Dan. This is Tom. Are you getting ready for the big game?

**Dan:**

Yes, I'm practicing for the game.

**Tom:**

Are you playing football right now?

**Dan:**

No, I'm not playing football.

**Tom:**

What are you doing?

**Dan:**

Today, I'm doing exercise at the gym. But right now, I'm eating lunch.

**Tom:**

Are you eating well?

**Dan:**

Oh yes, I'm eating very well: three hamburgers, four hot dogs, and a pizza.

**Tom:**

Don't eat pizza and hot dogs! Eat a salad!

**Dan:**

Good idea. I can make a salad with chicken and tuna and egg and beef and ...

## PRACTICE 2: Meeting Someone New

### Audio script:

**Bernie:**

Hi, I'm Bernie. What's your name?

**Holly:**

I'm Holly. Nice to meet you.

**Bernie:**

Nice to meet you, too.

**Holly:**

Are you a student here?

**Bernie:**

No, I'm not. I'm a musician.

**Holly:**

That's interesting. What are you doing?

**Bernie:**

I'm writing a song.

**Holly:**

Really?

**Bernie:**

Yes. I can write and sing.

**Holly:**

Wow. Can you play the violin?

**Bernie:**

No, I can't, but I can play the guitar. What about you? Can you play the guitar?

**Holly:**

No, I can't. I can sing a little, though.

**Bernie:**

Really? Let's sing a song together.

**Holly:**

Sure.

## PRACTICE 3: A TV Program

**Hanna:**

What are you doing?

**Giselle:**

I'm watching a program about Manoel Lopes dos Santos. Sit with me!

**Hanna:**

Okay. Who's Manoel?

**Giselle:**

He's very famous. He's a genius. He can speak six languages; French, English, Spanish, German, Italian and of course Portuguese. He's a pilot, a photographer, a soccer player, a musician, a writer, an actor, and a chef. He can fly a plane, take beautiful pictures, play soccer, sing, play the piano, cook, and many other things.

**Hanna:**

Wow! Is he Mexican?

**Giselle:**

No. He's Brazilian. Look. That's his wife. Her name is Clementine Mercier. She's very famous, too. She's a writer.

**Hanna:**

Is she Brazilian, too?

**Giselle:**

No. She's not. She's French.

**Hanna:**

She's very beautiful.

**Giselle:**

Yes, she is. Look. That's a picture of Manoel. He's playing the violin, in the picture.

**Hanna:**

He's very handsome.

**Giselle:**

Yes, and he's very intelligent, too.

## **VOCABULARY REVIEW**

1. magician
2. beautiful
3. position
4. housewife
5. daughter
6. children
7. musician
8. accountant

VOCABULARY			
VERBS	NOUNS	ADJECTIVES	NATIONALITIES
to be interested in	board	beautiful	American
to clean	books	big	Argentinian
to close	brother	cheap	Brazilian
to cook	chair	clean	Canadian
to dance	child	comfortable	Chinese
to drink	children	dark	Cuban
to drive	coin	difficult	English
to eat	cookies	dirty	French
to fix	daughter	easy	German
to fly	eyes	expensive	Italian
to get ready	father	handsome	Japanese
to give	get-together	heavy	Mexican
to have a great time	gloves	light	Nigerian
to listen	grandfather	married	Russian
to look at	grandmother	new	Spanish
to make lunch	hair	nice	
to open	husband	old	PROFESSIONS
to operate	keys	poor	accountant
to play	man	pretty	actor
to point to	men	rich	actress
to pull	mother	short	bus driver
to ride	notebook	single	chef
to show	photo album	small	dentist
to sit down	picture	tall	doctor
to sleep	position	thin	engineer
to stand up	purse	ugly	guitar player
to study	sister	well	housewife
to take	son	young	magician
to take pictures	student		mechanic
to teach	suit		musician
to touch	table		photographer
to type	trick		pilot
to use	t-shirt		secretary
to wash	under		singer
to watch	wallet		soccer player
to wear	watch		teacher
to work	wife		writer
to write	window		
	woman		
	women		
		EXPRESSIONS	
		Let's...	
		Nice to meet you.	

