

UNIT 3

Overview

OVERVIEW

Topics

- The family
- Occupations
- Physical characteristics

Grammar

- Possessive adjectives
- Possessive 's
- Present tense of *be*
- Information (*wh-*) questions
- Negative statements
- Present tense of *have*
- Adjectives

COMMUNICATION GOALS

Listening and Speaking

- Identifying and describing people
- Exchanging personal information
- Exchanging information about other people
- Getting someone's attention
- Talking about possessions

Reading and Writing

- Writing a personal description
- Using proper capitalization and correct paragraph indentation
- Writing a description based on an interview

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS *

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Contributes to group efforts

Participates as a member of a team

Technology

Applies technology to task

Systems

Understands complex interrelationships

Knows how social, organizational, and technological systems work, and operates effectively with them

Monitors and corrects performance

GENERAL COMPETENCIES / CASAS *

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.2.3 Interpret or write a personal note, invitation, or letter

4 Employment

4.1.8 Identify common occupations and the skills and education required for them

7 Learning to Learn

7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize

7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring to class one or two pictures of your own family. If possible, make at least one into an overhead transparency or photocopy it for your students. Share the pictures with your students, introducing your family members to them: *This is my* (husband, wife, brother, etc.). *He or she lives in* (city/state/country).
- As you introduce each person in your family, write his or her name and relationship to you on

the board. To check your students' comprehension, ask follow-up questions: *Is this my brother? Is he named Michael?* Students should respond using a short answer: *Yes, he is. No he isn't.*

- Have students respond to questions about their own family relations. Students should answer using short answers.

PRESENTATION

That baby is really cute!

- **Set the stage.** Ask the students to look at the picture. Elicit a brief description of Oscar's family: *Oscar has a big family.* Write any new vocabulary on the board. Have the students guess the topic of the unit (*the family or family members*).

- **Personalize the situation.** On the board, write the following:

I live with my whole family.

I don't live with my whole family.

Explain the meaning of *whole family* by referring students to the picture on page 25 of their student books. Tell the students: *This is a picture of Oscar's whole family. We can see all his family members.* To clarify, also give students a counterexample. Have volunteers indicate whether they live with their whole family.

- **Focus on selected items.** Introduce the vocabulary for family members by drawing a simple family tree on the board and introducing your own family. Include your parents, spouse, siblings, children, nieces, and nephews. Clarify any unfamiliar vocabulary.
- **Set the listening task.** On the board, write the following questions:

How many brothers does Oscar have?

How many sisters does Oscar have?

Tell the students to keep count of Oscar's brothers and sisters. Play the cassette or read the conversation aloud.

- **Check the listening task.** Have the students write the answers in their notebooks and then check for accuracy with a partner. Ask volunteers to share their answers (*Oscar has one brother and three sisters*).

Have the students work in pairs to complete the true/false exercise on the bottom of page 25. Explain that they must circle "Don't know" if they are unable to tell whether an answer is true or false. Check answers.

Answers

- | | |
|---------|---------------|
| 1. True | 4. True |
| 2. True | 5. Don't know |
| 3. True | |

- **Play or read the conversation aloud with pauses.** Have the students listen and then repeat the conversation after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the conversation in pairs, alternating which person begins the conversation.
- **Circulate and monitor progress.** As they practice reading the conversation, help students with pronunciation and intonation.

1 Word Bag: The Family

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Present the new vocabulary by using the simple family tree you drew in the presentation stage. Model the intonation of each word, pronouncing *grandmother* and *grandfather* and pointing out the dropped “d” in both. Also model the correct position of the tongue for the *th* in *mother* and *father*. (The tip of the tongue lightly touches the back of the teeth.) Have the students listen and repeat each word, imitating your lip and tongue positions.
- Introduce the words *son*, *daughter*, *aunt*, *uncle*, *niece*, *nephew*, and *cousin*. Give the students examples, making sure they understand the new vocabulary. Play the cassette or read the tapescript and have the students repeat chorally.
- Have the students work in pairs to fill in the relationships on the family tree. Have them define the relations using Oscar as a reference point. For example: *Jacinta is Oscar’s niece*. Direct students’ attention to the word box at the top of the page.
- Once the students have completed the family tree for Oscar, have them add the names for family relations using Pedro as a reference. Give an example: *Mr. Garcia is Oscar’s father*. *What is his relationship to Pedro?* (*He is Pedro’s grandfather*.) Provide additional examples as needed. Teach the meaning of *in-laws*. Give an example: *Felix is married to Oscar’s sister*. *Felix is Oscar’s brother-in-law*.

- Draw the family tree on the board or use the OHP. Call on two students to come up to the board and fill in the relations. If different colored chalk is available, have students use one color to write Oscar’s relationship to his family members. Then use a second color for Pedro’s relationships to his family.

Answers

Oscar’s relations are indicated in regular type. *Pedro’s relations are in italics.*

Mr. Garcia:

Oscar’s father
Pedro’s grandfather

Jacinta:

Oscar’s niece
Pedro’s sister

Mrs. Garcia:

Oscar’s mother
Pedro’s grandmother

Stella:

Oscar’s sister
Pedro’s aunt

Alicia:

Oscar’s sister
Pedro’s mother

Oscar:

(self)
Pedro’s uncle

Felix:

Oscar’s brother-in-law
Pedro’s father

Bobby:

Oscar’s brother
Pedro’s uncle

Pedro:

Oscar’s nephew
(self)

Maria:

Oscar’s sister
Pedro’s aunt

Additional Activity *See Unit 3 Appendix.*

2 Is Alicia Oscar’s sister?

► **Listening** ► **Speaking** ► **Reading**

- Ask for a volunteer to read the sample questions, and you give the answers. Then switch roles. Read the questions yourself and have the student read the answers.
- Make up some additional questions about Oscar’s relations. Have a volunteer answer orally, using the short answer format: *Yes, they are* or *No, they aren’t*.
- Have the students work in pairs to ask and answer questions about Oscar’s family members, referring to the family tree on page 26 in the Student Book. Make sure both the partners have a chance to ask and answer questions.
- Circulate to monitor progress.

Additional Activity *See Unit 3 Appendix.*

3 Our last name is Gorki. 🎧

► **Listening** ► **Reading** ► **Writing**

- Explain to the students that we use a subject pronoun to indicate the subject of a sentence: *She is a student. We speak Farsi. They like hot dogs.* Write these sentences on the board.
- Tell the students that possessive adjectives indicate ownership. On the board, write the following examples and have the students copy them.

Student A: Does Maria have wavy hair?

Student B: Yes, *her* hair is wavy.

Lynn: Is that *your* dog?

Bobby: No, it belongs to *my* sister.

- If needed, provide additional examples of the possessive adjectives. Examples:

Our children like sports.

Their children like books.

Answer any questions that the students may have about possessive adjectives.

- Copy the following chart on the board. Write in the word *my* in the first blank and ask volunteers to come up to the board and fill in the remaining blanks.

Subject Pronouns	Possessive Adjectives
I	my
You	
We	
They	
He	
She	
It	

- Play the cassette or read the text aloud. Have the students follow along in their books. Then read the text again and have the students repeat chorally, one sentence at a time.
- Have the students complete the exercise with *my, his, her, its, our, and their*. Students can work individually and then check the answers with a partner.
- Finally, play the cassette for students to verify the answers.

Answers

- | | |
|--------|---------------|
| 1. My | 4. Their, Our |
| 2. His | 5. Its |
| 3. Her | |

4 Hear it. Say it. 🎧

► **Listening** ► **Speaking**

Word Stress

- Tell the students that they will practice pronunciation of the words for family members. Explain that the accent marks above the vowels indicate **stressed syllables**. Stressed syllables are pronounced with greater intensity and duration than unstressed syllables. Explain that in English, stress patterns are unpredictable. Students have to learn the stresses through practice. Emphasize that listening to the pronunciation of native speakers is crucial.

- Say the words yourself, accentuating natural stress patterns. Have the students listen.
- Play the cassette twice and have the students repeat each word during the second reading. Make sure that they are stressing the correct syllable within each word. Correct intonation as necessary.
- Have the students say the words again, chorally and individually.

5 Here's my family.

► Reading ► Writing

Note: Before doing this exercise, you may wish to have your students bring in pictures of their families. Xerox the pictures, then have the students cut their xeroxed copies into individual portraits (small ovals or circles). Provide tape or paste.

- Have the students look at the family tree on page 28, then draw a family tree for themselves and attach the appropriate cut-up pictures to one of the frames in their book. Review the model on the board.
- Then have the students complete the sentences with *my, his, her, its, our, or their* and any other missing information.
- Have the students compare their answers with a partner. Be sensitive. Some students might be reluctant to discuss their family relations in public.

- Ask volunteers to read their sentences.

Answers

- | | |
|-----------------------|------------------------|
| 1. my | 9. My |
| 2. Our | 10. Answers will vary. |
| 3. Answers will vary. | 11. my |
| 4. My | 12. my |
| 5. Answers will vary. | 13. my |
| 6. my | 14. Its |
| 7. My | 15. Answers will vary. |
| 8. Answers will vary. | |

6 Relative Name Tag Game, page 124.

► Listening ► Speaking

- Copy, cut out, and distribute the *Relative Name Tags*. There are enough for 16 students. If your class is larger, copy and cut out extra sets of tags. Put students into groups of 16, and tape a tag to each student's back without showing it to that student.
- The object of the game is to discover one's relationship to Mrs. Solo by asking *yes/no* questions of the group members. Explain that to play the game, students will pretend to be relations of Mrs. Solo. They should ask questions of the other group members. For example: *Am I a woman? Am I married to Mrs. Solo's son?* They cannot ask the group members to disclose their identity by asking direct questions, such as *Am I Mrs. Solo's husband?* Questions must be indirect.
- Have students mingle in their groups. Group members ask each other only one question and answer only one question in turn. Then they move on to the next group member.
- Tape one copy of the Solo family tree to the board for each group of 16 students. Label each family tree clearly and make sure students understand which one is pertinent to their group. Tell the students to fill in their names on the tree as soon as they think they have guessed their relationship to Mrs. Solo.
- When the family tree is full, students check the tag on their backs to verify their relationship. If several groups are playing, the first group to complete its family tree correctly wins the game.

7 Are you an only child?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

Teaching Tip

It might be helpful to go over the words *stepsister* and *stepbrother* (as well as *stepmother*, *stepfather*, *stepson*, *stepdaughter*). Due to death, divorce, and other factors, many households in the United States and elsewhere are not composed of traditional nuclear families. You can break down barriers for your students by acknowledging and discussing the fact that all families are not alike.

- Encourage the students to share information about family diversity, but do not force shy students to participate. Your acceptance and sensitivity mean a great deal to your students.

Ask the students to choose one of the questionnaires to fill out. If necessary, model the activity by giving your own information or by reading the example sentences with a student. Give students time to complete the form.

- Have the students form small groups. Explain the second part of the task: working in groups and using the questionnaires, students will interview each other. Ask each group to designate a reporter

and an interviewer. To make sure the students understand the instructions, demonstrate how to interview a classmate and record the information. Copy onto the board the chart below.

- Select a group and write the members' names in the chart. Ask each member if he/she is married. Put checkmarks (✓) in the first column as appropriate. Then ask each member how many sisters he/she has. Write the number on the board under the appropriate column.
- Have the groups do the activity. Circulate and provide assistance as needed. Give the students plenty of time to negotiate the language among themselves. The task may be challenging.
- When the groups are finished, have the reporter from each group record the information on the board.
- Ask the students to write statements about the results. Give appropriate models.

Nancy has the most sisters.

Lorrie has the most sons.

Group Members' Names	Married	Sisters	Brothers	Sons	Daughters
1.					
2.					
3.					
4.					
5.					

WORKBOOK In class or for homework, assign Workbook Lesson 1.

Lesson 2

WARM UP

- On the board, list various occupations, such as astronaut, engineer, police detective, poet, and scientist. Have the students who know these words explain them or act them out for the class. The students may use bilingual dictionaries. When you are certain your class understands the idea of occupations (as well as the word *occupation* itself), ask a few volunteers to share their individual hopes about their future occupations.
- Have those students who already hold jobs describe and name their occupations. Help them with any difficult vocabulary.
- As your students tell you about their ideal careers, list them under the heading **Our Future Occupations**.

PRESENTATION

I have an interesting family.

- **Set the stage.** Describe the situation: Gina is talking about her family members and their jobs. Ask the students to look at the pictures. Elicit whatever descriptions they can give and write any new vocabulary on the board. Ask them to make predictions about the content of the lesson (*jobs and occupations*).
- **Personalize the situation.** Ask the students to identify some fields of work. Identify examples: entertainment, restaurants, medicine, engineering. Write a model sentence on the board. *I am interested in _____*. Ask the students which ones *they* are most interested in exploring. Have several students respond verbally.
- **Focus on selected items.** Introduce the unfamiliar vocabulary: *careers, construction site*, etc. Have volunteers give definitions if possible. Define any unfamiliar terms yourself.
- **Set the listening task.** Tell the students that they will hear Gina's description of her family. Ask them to pay special attention to the occupations mentioned in the description. Play the cassette or read the conversation aloud twice as students follow along in their books. Then have the students do the exercise individually.
- **Check the listening task.** Have the students check the answers with a partner. Then ask volunteers to write the answers on the board. Have the class verify these answers and offer any corrections.

Answers

- | | | |
|------|------|------|
| 1. c | 3. f | 5. a |
| 2. e | 4. d | 6. b |

- **Play or read the description aloud with pauses after each line.** Have the students listen and then repeat each sentence after you. Be sure to use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the description in pairs, alternating paragraphs.
- **Circulate and monitor progress.** As the students read, help them with pronunciation and intonation.

1 This is my uncle Luigi.

► **Speaking**

- Have each student bring in a photograph of an interesting member of his/her family.
- Have the students sit in a circle. If this is not feasible, have individual students step to the front of the room successively. Each student should hold up the picture so that everybody can see the family member.
- Have the class ask questions about the student's family member. Model a few ques-

tions, like the ones in the book: *How old is he? Where does she live?* You may wish to improvise some other questions to keep the exercise from being monotonous.

- Have each student answer several questions about his/her family member orally. After everybody has had a turn, summarize the students' answers: *Students in our class have relatives who live in many different places, such as Colombia, Senegal, Tajikistan, and Korea.*

2 We're in show business.

► **Reading** ► **Writing**

- Have the students look at the picture. Elicit a description of the scene. Answer any questions.

Remind the students when to use *have/has* and *is/are*. Tell them to complete the sentences with the correct forms. Then call on individual students to write their answers on the board.

- Have students write a model paragraph about an interesting fact concerning their families. Have pairs or small groups share these descriptions. Encourage the students to read their work aloud and have their group members help with pronunciation. Circulate to monitor

progress and help with pronunciation as needed.

Answers

- | | |
|--------|---------|
| 1. is | 6. is |
| 2. has | 7. am |
| 3. is | 8. have |
| 4. is | 9. are |
| 5. is | 10. is |

WORKBOOK In class or for homework, assign Workbook Lesson 2.

Lesson 3

WARM UP

- Have the students play charades about occupations. Divide the class into Team A and Team B. Give each team 10 index cards and have them write down 10 occupations, one on each card.

When the cards are ready, the game can begin. Play the role of timekeeper or assign a student to do it. Each team will have a two-minute turn.

- A member of Team A picks a card from Team B's pile. The student must describe the occupation to her/his own team without using the word itself. Students may act out the job using

pantomime. They may also give verbal clues, naming famous people who have this occupation. For example, if the member of Team A picked the occupation "dancer," she/he might say something like, "George Balanchine, Janet Jackson, Isadora Duncan, Vaslaw Nijinski, Rosie Perez, Martha Graham, Rudolf Nureyev," etc. Team A must guess the correct answer within a two-minute time period to get a point. Team B remains silent until it is their turn.

- The teams take turns until all the cards are used up. The team with the highest score wins.

PRESENTATION

The Cheshire Family

- **Set the stage.** Have the students look at the picture and tell you about the Cheshire family. What makes the Cheshires unusual? Ask questions to elicit descriptions of the family members and their pets. Write any new vocabulary on the board.
- **Personalize the situation.** Ask the students to write down the names of their own pets and write a short description of each one. For example: *Garvey is my cat. He is a tabby cat with long legs. He likes books, just like me. He falls asleep on top of whatever I'm reading.* Have the students share the descriptions of their pets by reading them aloud to a partner or to the entire class.
- **Focus on selected items.** Introduce the vocabulary by writing the descriptive adjectives on the board: *typical, short, thin, bald,* etc. Help the students understand the meaning of these adjectives by pointing out examples in the picture. Have volunteers give definitions if possible.
- **Set the listening task.** Tell the students that they will hear a description of the Cheshire family. Ask them to pay special attention to the descriptions of the family members and their pets. Direct students' attention to the exercise at the bottom of page 32 in their books. Have them do the exercise by checking the appropriate

words in each sentence. Students can work individually, then check their answers with a partner. Play the cassette or read the description aloud as students follow along in their books.

- **Check the listening task.** Call on volunteers to write the completed sentences on the board. Have the students check their own work against the answers on the board, and offer corrections as necessary.

Answers

- | | |
|-----------|----------------|
| 1. cats | 6. dark hair |
| 2. father | 7. strong |
| 3. mother | 8. short |
| 4. sister | 9. blond |
| 5. blue | 10. their cats |

- **Engage students in pair work.** In pairs, have the students practice reading the description several times, alternating paragraphs.
- **Play or read the description aloud with pauses after each line.** Have the students listen and then repeat each sentence after you. Be sure to use natural speed and intonation.

1 Word Bag: Physical Characteristics ▶ Listening ▶ Speaking ▶ Reading

- Have the students look at the pictures as you play the cassette or read the labels aloud. Then make up sentences using these words and phrases and have the students repeat. Use these patterns: *He's short. She's average height. He's tall. She's thin. He's average weight. He's heavy. She has long blond hair. She has short black hair. He has curly red hair. He's bald.*
- Next have individual students make up sentences and say them aloud, using a word or phrase from the exercise. Have the other students point to the correct picture.
- Tell the students to write four sentences about their own physical characteristics: three true statements and one false. Then have the

students read their sentences to the class. The class should call out “true” or “false,” chorally. If the students say “false,” they should then give the correct information:

A: My hair is black.

B: False. Your hair is red.

- Finally, have the students write a description of one of their family members. They may use a dictionary for additional help. Have them read their descriptions to a partner. Make sure both partners have a chance to read aloud.
- Circulate to monitor progress and offer help with pronunciation and intonation.

2 Let's play Twenty Questions.

▶ Listening ▶ Speaking ▶ Writing

Teaching Tip

Playing this game with a class of teenagers or younger students may require a bit of teacherly tact. Make sure that students' feelings are spared: do not attempt to answer the questions *Is she pretty or ugly?* or *Is he fat or thin?* with anything but an affirmation: *You're all beautiful to me!*

- Ask a volunteer to read aloud the instructions for playing Twenty Questions. To clarify these instructions, demonstrate the game with a volunteer. Select a student from the class without disclosing his/her name. Have the others ask you questions, using the vocabulary from the Word Bag for physical characteristics. Students should try to guess the person. Select

a student to be the scorekeeper. Each correct guess earns one point. The person who guesses the most correct names is the winner.

- Go around the room, allowing each student a turn to select a classmate's name and answer questions. Play continues until all the students have had a chance to be questioned by the others.
- Finally, have the students write a paragraph-length description of the person whose name they selected during the game. They may use the adjectives from the Word Bag on page 33, and they may wish to add a short description of their classmate's personality. Allow the students to consult dictionaries.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Writing**

I'm in the News

- Introduce paragraph writing by showing the class an example of a descriptive paragraph. Write a sample description of a friend in simple language, using capitalization conventions and paragraph indentation. Make copies of the handwritten paragraph and distribute it to your students.
- Go over the proper capitalization and paragraph indentation.
- Ask several students to read the questions aloud. Then set up pairs and have the partners interview each other, using the questions and taking notes. Then tell the students to write a description of their partner.
- Collect the paragraphs and check for errors. Then return them to the students for revision, if necessary. Last, have the students share their paragraphs by reading them or posting them on a bulletin board. (Consider putting together a class collage with pictures, or a class book.)

STRATEGIES FOR SUCCESS

- See Units 1 and 2. Briefly review the earlier strategies.
- Explain to the students that a journal is like a letter to oneself. You don't have to show it to anyone, although you might wish to share parts of it with a trusted friend or classmate. You needn't worry about grammar and spelling in a journal.
- If you keep a journal, you might want to show it to your class. Otherwise, you might bring in a copy of Anne Frank's diary for the students to examine.
- Encourage the students to buy a blank notebook that is easy to carry. Have them reserve this space just for their journal entries, not for other classwork or homework.
- Explain to the students that you would like to see their first entry, but that you will *not* grade it! Concentrate upon what they are saying, without correcting spelling, grammar, or punctuation. Give encouraging and thoughtful feedback.
- Have the students write a description of a person to whom they feel close. Suggest that they write about a family member, friend, or teacher. Draw upon the materials in the unit to provide examples of descriptive texts.
- If time permits, encourage students to share excerpts from their journals in small groups.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

CHECKPOINT

The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 1 (p. 26)

Who am I?

- Put the students into pairs. On the board, write the following sentences or use the OHP. Have the students use information from the exercise to solve the puzzles.

Example: My mother's name is Alicia. Who is my brother? (*Pedro*)

- I am Oscar's brother. What is my name?
- I am Alicia's mother. Who is my husband?
- Alicia is my wife. Who am I?
- Our father's name is Felix. His wife is
- Our sister's name is Stella. Who are we?

- Her grandchildren are Pedro and Jacinta. Who is she?

Answers

- Bobby
- Mr. Garcia
- Felix
- Alicia
- Oscar, Alicia, Bobby, and Maria
- Mrs. Garcia

Lesson 1, Exercise 2 (p. 26)

Can you draw my family tree?

Teaching Tip

This activity can be done on a voluntary basis. Be sensitive if some students prefer not to disclose personal information about their families.

- Have the students work in pairs. Their objective is to listen carefully to a description of each other's family relations in turn. Clarify for students that their goal is to draw their partner's family tree, not their own. This can be done as a contest, with both partners competing to see who can draw the most accurate family tree.
- Partners take five minutes each to list the names and relations of all their family members. They may request repetitions of information. Each student describes his or her family members to his or her partner. Students may list as many as ten members of their family. Meanwhile, the partner listens carefully, takes notes, and asks for any clarifications needed. For example:

Student A: My father's name is Abdullah Ibrahim.

Student B: How do you spell that?

Student A: A-b-d-u-l-l-a-h I-b-r-a-h-i-m.

Student B: My brother's name is Shlomo.

Student A: Wait, isn't that your father's name?

Student B: Yes, it is. My brother's named after my father. He's Shlomo, Jr.

- When both students in the pair have completed their 5-minute descriptions, they attempt to draw their partner's family tree as accurately as possible. Give a five-minute time limit here as well. Partners may not ask each other for any clarifications during their drawing time.
- At the close of the round, the pairs exchange trees and circle any mistakes. The student who has drawn the more accurate one wins.

WORKBOOK ANSWER KEY Lesson 1, pp. 17–18

Exercise 1

(Anita and Felix Gomez)

The New Husband and Wife

(Linda and Lucy Berry)

Mother and Daughter Are Fine!

(Paul and Terry Dino)

Sister and Brother in the Yard

(Sun Mei Kim and Hwaja Kim)

Happy Grandparents

(Gary and Steven Johnson)

Father and Son at Home

Exercise 2

1. Yes, they are.
2. Yes, he is.
3. No, she isn't. She's her daughter.
4. No, she isn't.
5. Yes, they are.
6. No, they aren't.

Exercise 3

1. her
2. His
3. their
4. Her
5. Their
6. Its or Her

Exercise 4

Wording will vary.

Interviewer: Are you married?

Molly: *Yes, I am.*

Interviewer: Do you have any children?

Molly: *Yes, I do.*

Interviewer: How many children do you have? What are their names?

Molly: *I have two children. Their names are David and Ann.*

Interviewer: Do you have any brothers and sisters?

Molly: *No, I don't.*

Interviewer: Do you have any pets?

Molly: *Yes, I do.*

WORKBOOK ANSWER KEY Lesson 2, pp. 19–20

Exercise 1

1. She's an accountant.
2. She's a mechanic.
3. He's a security guard.
4. She's a cashier.

Exercise 2

My father is *a* lawyer. He works in *an* office building in Miami. My mother is *an* artist. She likes to paint pictures of the ocean. My brother is *a* baker. He brings

home a lot of cakes and cookies for us. My sister is *an* architect. She has worked on the designs of many famous buildings. My uncle is studying to be *a*

carpenter. He goes to school at night. I'm *an* actor. I hope to be on TV someday!

Exercise 3

1. My
2. I'm
3. I'm
4. I'm
5. His
6. He
7. He
8. my
9. Her
10. She
11. She
12. She
13. my
14. Their
15. They
16. Their
17. they

Exercise 4

Everyone in my family works. My mother is a nurse. She *has* a job in a hospital. My father works in the same hospital. My two brothers *are* musicians. My

older brother *has* a job at a night club. My sister *is* a student during the day. At night, she *has* a job in a department store. My grandparents work, too. They

have jobs in a restaurant. My grandfather *is* a chef, and my grandmother is a cashier.

WORKBOOK ANSWER KEY Lesson 3, pp. 21–24

Exercise 1

1. Christine
2. Jack
3. Martha
4. Javier

Exercise 2

Answers will vary.

1. She is short. She is heavy. She has long curly hair. Her hair is dark. She wears glasses.
2. He is tall. He is average weight. He is bald. He has a beard and a mustache.

Exercise 3

Answers will vary.

1. Kaige Wang is from China. He has long black hair. He is young and handsome. He is tall. He is married. He lives in Chicago. He is a mechanic.
2. Ernesto Zedillo is from Honduras. He is short and bald. He has a mustache. He wears glasses. He is a salesman. He has two sons. He lives in Miami.
3. Sofia Covetello is from Italy. She is pretty. She has blond hair and blue eyes. She is average height. She is an actor. She has two children. She lives in Atlanta.
4. (Answers will vary.)

Exercise 4

1. Robert Thomas Lincoln.
2. tall
3. brown
4. black
5. engineer
6. Yes
7. April 20, 1962.
8. (Answers will vary.)
9. Dallas, Texas. *or* 176 Washington Ave., Dallas, Texas

Exercise 5

Answers will vary.