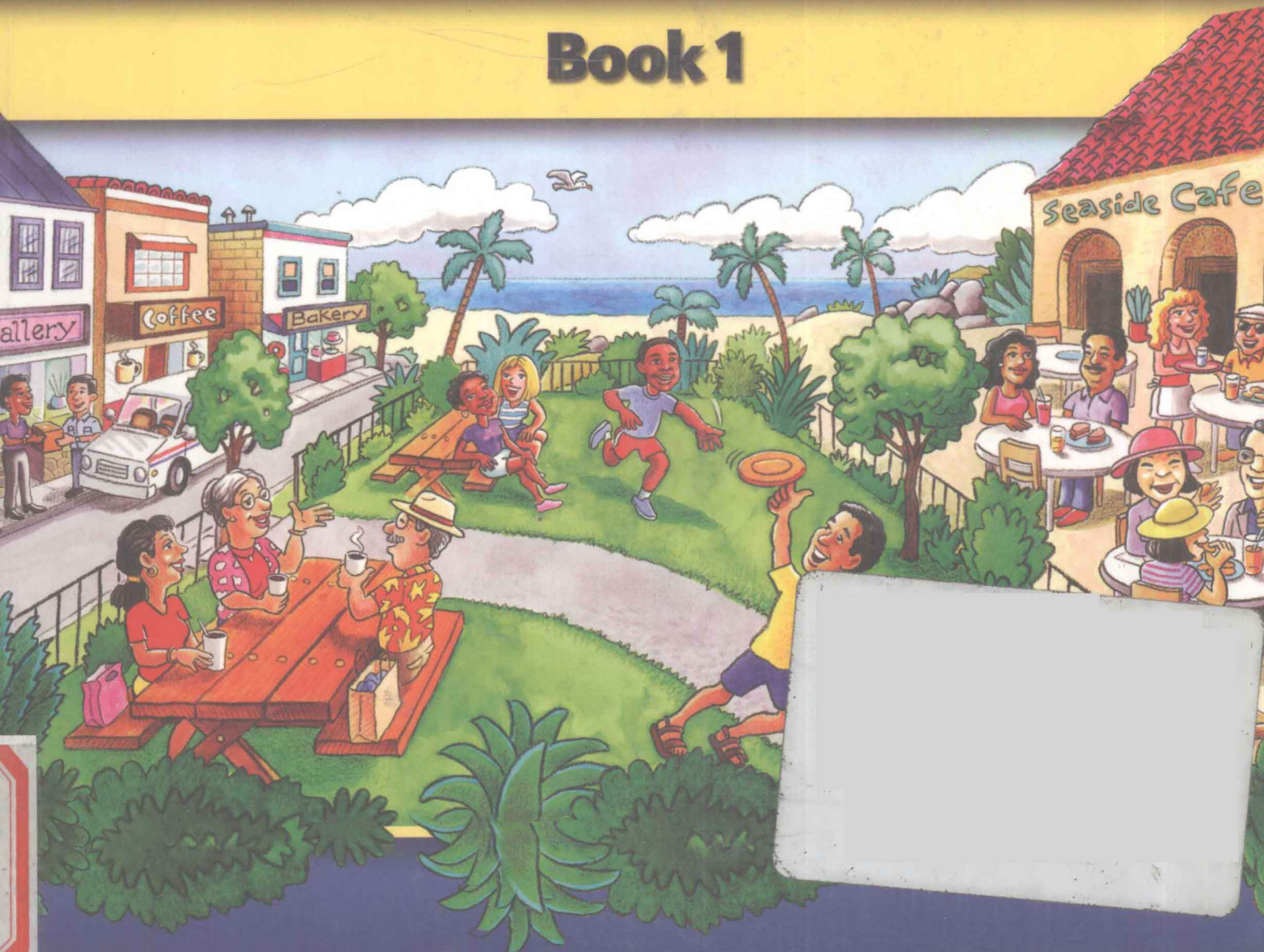


Contemporary English

Second Edition

Book 1



Christy M. Newman

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Contemporary

Acknowledgements

The author would like to dedicate this book to her mother, Anna Newman, and thank Paula Eacott and Erik Gundersen at McGraw-Hill/Contemporary.

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First Edition authors: Claudia Rucinski-Hatch, Cheryl Kirchner, Elizabeth Minicz, Mechelle Perrott, Kathryn Powell, Cecelia Ryan, Ardith Loustalet Simons, Kathleen Santopietro Weddel

Series Consultant: **Catherine Porter**, Adult Learning Resource Center, Des Plaines, IL

Grammar Consultant: **Sally Gearhardt**, Santa Rosa Jr. College, Santa Rosa, CA

Reviewers: **Jack Bailey**, Program Coordinator, ESL and Foreign Language, Santa Barbara City College, Santa Barbara, CA; **Kenneth Bretz**, ESL Teacher, Cupertino-Sunnyvale, Cupertino, CA; **Kristine Colina**, Instructor, Crystal Lake Community School, Broward County, FL; **Dianne Gibson Birdsall**, Instructor, College of DuPage, Glen Ellyn, IL; **Ionela Istrate**, Sr. Director, Adult Ed and ESOL, YMCA of Greater Boston, Boston, MA; **Barbara Kremer**, ESOL Director, New Americans Center, Lynn, MA; **Liz Minicz**, Department of Adult Education co-chair, William Rainey Harper College, Palatine, IL; **Paula Orias**, Site Administrator, Piper Community School, Broward County, FL; **Mary Pierce**, Director, Xavier Adult Education Center, New York, NY; **Kathryn Powell**, Instructor, William Rainey Harper College, Palatine, IL; **Annette Ruff-Barker**, Instructor, College of DuPage, Glen Ellyn, IL; **Kristin Sherman**, Instructor, Central Piedmont Community College, Charlotte, NC; **Shirley Taylor**, Project SCALES, West Newton, MA; **Deborah Thompson**, Instructor, Los Angeles Unified School District, Los Angeles, CA; **Yindra Vanis**, Instructor, Morton College, Cicero, IL

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Executive Editor: Linda Kwil

Senior Editor: Paula Eacott

Art Director: Michael E. Kelly

Production Manager: Genevieve Kelley

Interior Design: William Seabright and Associates

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Cover Illustration: Don Petersen

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Contemporary

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Send all inquiries to:

McGraw-Hill/Contemporary

One Prudential Plaza

130 E. Randolph St., Suite 400

Chicago, IL 60601

USA

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About This Series

Program Components and Philosophy

Contemporary English is a four-level, interactive, topic-based ESL series for adult learners ranging from the high-beginning to the low-advanced level. The series includes

- **Student Books** for classroom use,
- **Workbooks** for independent use at home, in the classroom, or in a lab,
- **Audiocassettes or CDs** for individual student, classroom, or lab use,
- **Teacher's Annotated Editions**, with reproducible activity masters and unit progress checks for assessment, and
- **Conversation Cards**, for extra oral pair practice of unit vocabulary and grammar.

These materials have been correlated to the following Federal and state standards: the SCANS (Secretary's Commission on Achieving Necessary Skills) Competencies, CASAS Competencies, California Model Standards, the BEST standards, and the Florida LCPs.

Contemporary English empowers students to take charge of their learning and to develop strong communications skills for the real world. Each unit falls under one of the following broad topics: Home and Neighborhood, Family Relations, Employment and Opportunity. In short, the series addresses topics of interest and concern to adult learners.

Unit Structure of the Student Books

Contemporary English provides a controlled and predictable sequence of instruction and activities. Conveniently for teachers, each page of a unit functions as a self-contained mini-lesson. Each unit is divided into two parts, each of which begins with a **Scene** that presents incidents from the lives of newcomers to the United States or aspects of U.S. culture that students encounter regularly. A series of discussion questions proceeds from factual comprehension of the **Scene** to personalization and, in Books 3 and 4, to problem solving.

After each **Scene** comes **Vocabulary** presentation through art or controlled definitions. In Books 3 and 4, students are encouraged to use dictionaries to discover word meanings. Each vocabulary section ends with an exercise that checks basic comprehension of the target words.

Following the vocabulary exercise is a focused listening task that includes pre-listening and post-listening work. **Listening** presents target content and language structures through lively conversations and other samples of everyday speech, such as telephone answering-machine messages and transportation announcements.

Throughout *Contemporary English*, grammar structures are first contextualized in the **Scenes** and

listening activities and then presented, practiced, and applied on follow-up **Spotlight** pages. Appearing three times in each unit, the **Spotlight** pages model target structures in contexts related to the unit topic. Special **Spotlight** boxes present the target structures schematically and provide brief, straightforward explanations when necessary. Exercises following the structure presentations allow students to manipulate the structures in meaningful contexts.

Following controlled structure practice on the **Spotlight** pages, listening and speaking skills are developed further in the **Pair Work** activities. Recorded two-person conversations explore the unit topics, structures and vocabulary in natural, colloquial language. Students listen to a conversation and practice it. Students then use this conversation as a model and work in pairs to create their own dialogue. **Spotlight** pages end with a **Your Turn, Talk About It**, and / or **In Your Experience** activity providing communicative application of the new structures.

These last three features occur within the units at specific points, after students have been exposed to structures or ideas in more controlled exercises. **Your Turn** is an oral follow-up to reading, listening, or structure practice. Students can complete the activity alone or in pairs. **Talk About It** is an oral group activity, allowing students to interact within larger

groups, applying the vocabulary and structures they have just learned in a personalized conversation. In **Your Experience**, a writing activity that draws on students' prior knowledge and experiences, allows learners to relate the topics to their own lives.

Contemporary English helps students develop their reading skills and become motivated readers of English through **Reading for Real**. **Reading for Real** includes such real-life documents as a winning job résumé, instructions for office voice mail, biographies of real people, advice from the local police, and ads for cellular phone plans. Follow-up **Talk About It** activities extend and personalize the reading.

In Books 1 and 2, **Organizing Your Ideas** introduces the concept of visual literacy through the use of graphic organizers. T-charts, Venn diagrams, and idea maps help students generate their own ideas on questions related to unit topics. The oral activity at the end of the page encourages students to share and compare their ideas with their classmates.

In Books 3 and 4, **Organizing Your Ideas** is replaced with **Understanding Charts (Tables, Maps, Graphs)**, which focuses on graphic literacy. These activities help students learn to read, interpret, and use information in a graphic format—skills that are crucial in the workplace and in GED preparation. The page concludes with a follow-up activity in which learners develop their own simple graphs or charts and share them with the class.

Problem-solving and critical-thinking skills are developed further in **Issues and Answers**, which contains short letters with views of U.S. life from a

variety of perspectives, including those of immigrants and their “cultural advisors.” The follow-up activity on this page asks students to use the ideas they generated on the previous page to help the letter-writer solve his or her problem.

Community Involvement provides a channel for students to discover useful inside information about life in the United States. From using the post office to contacting the city council, **Community Involvement** encourages students to go out and explore their neighborhoods. Alternative activities are available for those students who are unable to do research outside of class. No matter which activities are chosen, the information students find will help them adapt to a culture that can be difficult to understand. In-class follow-up activities help students integrate cultural knowledge with their language skills.

At the very end of each unit is **Wrap-Up**, a project requiring students to use a graphic organizer such as a T-chart, a Venn diagram, an idea map, or a timeline to brainstorm, organize ideas, and then use their ideas to present a dialogue or project to the class. Following **Wrap-Up** is the self-assessment activity **Think About Learning**, a final reflection that asks students to evaluate the quality of their own learning on the major content points, life skills, and language structures in the unit.

Contemporary English is centered around the needs of adult ESOL students: to communicate effectively in English at home, at work, and in their communities. It provides opportunities for adult ESOL students to learn both the language and the culture of the United States.

Icons

Contemporary English uses the following icons throughout the series:



Listening: All Scenes, Listening activities, and Pair Work dialogues are recorded on tape and CD.



Grammar: These exercises may require a variety of language skills, but the main focus is practice of the structure found in the Spotlight box.



Critical Thinking: These exercises require students to perform an activity that requires some analysis or evaluation of information.

Scope and Sequence Book 1

Unit Name/ Number	Vocabulary	Grammar	Language Functions	Graphic Literacy
1 Friends and Family Pages 2–13	<ul style="list-style-type: none"> Family relationships Occupations 	<ul style="list-style-type: none"> Present: Affirmative Present of <i>be</i> with contractions Present: Negative present of <i>be</i> Present: Negative present of <i>be</i> with contractions 	<ul style="list-style-type: none"> Express feelings Ask for and give personal information Discuss lifestyles 	<ul style="list-style-type: none"> Use a T-chart to compare information
2 People in the Workplace Pages 14–25	<ul style="list-style-type: none"> Hotel employees Occupations 	<ul style="list-style-type: none"> Present: Present of <i>be</i> in yes/no questions and short answers Present: Singular and plural nouns Present: <i>There + be</i> 	<ul style="list-style-type: none"> Make offers Identify types of occupations and express preferences Tell employment history 	<ul style="list-style-type: none"> Use a table to show employment preferences
3 Helpers in the Community Pages 26–37	<ul style="list-style-type: none"> Community helpers Community responsibilities 	<ul style="list-style-type: none"> Present: Possessive adjectives Present: Prepositions of place Present: Direct object pronouns 	<ul style="list-style-type: none"> Voice concerns Ask for support Converse about calling 911 	<ul style="list-style-type: none"> Use a T-chart to compare jobs and community services
4 Neighbors Helping Neighbors Pages 38–49	<ul style="list-style-type: none"> Daily tasks Daily living 	<ul style="list-style-type: none"> Present: Affirmative present continuous Present: Negative present continuous Present: Present continuous in yes/no questions and short answers 	<ul style="list-style-type: none"> Offer to help Talk about daily chores Refusals Ask for clarification 	<ul style="list-style-type: none"> Use a Venn Diagram to compare neighbors in the U.S and native country
5 Eating Healthy Food Pages 50–61	<ul style="list-style-type: none"> Food Eating utensils Frequency Measurement 	<ul style="list-style-type: none"> Present: Affirmative simple present Present: Negative simple present Present: Simple present in yes/no questions and short answers Adverbs of frequency 	<ul style="list-style-type: none"> Request service Say food names Express food likes/dislikes 	<ul style="list-style-type: none"> Use a T-chart to compare healthy and unhealthy foods Use a T-chart to express food preferences
6 Road Trip Pages 62–73	<ul style="list-style-type: none"> Places on the road Car maintenance 	<ul style="list-style-type: none"> Present: Questions with <i>be</i> Present: Demonstrative pronouns Present: Simple present in information questions Recycle: Simple present, simple present of <i>be</i> 	<ul style="list-style-type: none"> Say where you are going Discuss car problems Ask for clarification Allocate money 	<ul style="list-style-type: none"> Use an idea map to generate reasons to have a car and possible car problems
7 Asking for a Raise Pages 74–85	<ul style="list-style-type: none"> Clerical tasks Office equipment 	<ul style="list-style-type: none"> Present: <i>Can</i> and <i>can't</i> Present: <i>Can</i> in yes/no questions and short answers Present: <i>Should</i> and <i>shouldn't</i> Recycle: direct object pronouns 	<ul style="list-style-type: none"> Express needs Tell about your abilities/inabilities Give suggestions 	<ul style="list-style-type: none"> Use a T-chart to compare things you can do and things you should learn
8 Hobbies and Free Time Pages 86–97	<ul style="list-style-type: none"> Recreation Weather 	<ul style="list-style-type: none"> Present: Affirmative and negative past of <i>be</i> Present: Past of <i>be</i> in yes/no questions and short answers and prepositions of time Present: Past of <i>be</i> in information questions Recycle: Simple present of <i>be</i> 	<ul style="list-style-type: none"> Discuss interests Inquire about others' interests and plans 	<ul style="list-style-type: none"> Use a Venn diagram to compare hobbies and activities with a partner
9 Adult Ed and the GED Pages 98–109	<ul style="list-style-type: none"> Types of Schools Classroom vocabulary 	<ul style="list-style-type: none"> Present: Affirmative simple past Present: Negative simple past Present: Simple past in yes/no questions and short answers Recycle: simple past of <i>be</i> 	<ul style="list-style-type: none"> Offer advice Talk about the past Say what you learned Complimenting 	<ul style="list-style-type: none"> Use a T-chart to compare things you did and didn't do in the past
10 Managing Your Money Pages 110–121	<ul style="list-style-type: none"> Banking words Money concepts 	<ul style="list-style-type: none"> Present: Simple past with irregular verbs Present: <i>Like to</i>, <i>want to</i>, <i>need to</i> + verb Present: <i>Have to</i> and <i>had to</i> Recycle: simple present, simple past 	<ul style="list-style-type: none"> Ask questions about banking Discuss and plan budgets Express wants 	<ul style="list-style-type: none"> Use a T-chart to compare ways to pay for things

Problem-Solving	Community Involvement	EFF	SCANS	CASAS
<ul style="list-style-type: none"> Discuss how to keep in touch with family and friends 	<ul style="list-style-type: none"> Read a census form Obtain information about using the post office 	<ul style="list-style-type: none"> Form and maintain supportive family relationships Find and use community resources and services Give and receive support outside immediate family 	<ul style="list-style-type: none"> Foundation Skills Problem solving Work well with others 	<ul style="list-style-type: none"> P.2, 0.2.1, P.10, 0.2.2, P.11, 7.3.1, P.12, 2.4.4
<ul style="list-style-type: none"> Learn ways to gain employment 	<ul style="list-style-type: none"> Find out about your state employment office 	<ul style="list-style-type: none"> Base planning on labor market information Find and get a good job 	<ul style="list-style-type: none"> Foundation Skills Work within a system Use personnel wisely 	<ul style="list-style-type: none"> P.15, 4.1.18 P.17, 4.1.2 P.18, 4.1.3 P.19, 4.1.5
<ul style="list-style-type: none"> Read about problems in a city and how they are solved Seek resources help children Recognize problems in a neighborhood and list possible solutions 	<ul style="list-style-type: none"> Talk about community helpers Read about city meetings Write about school and community helpers Understand information about community services 	<ul style="list-style-type: none"> Provide a nurturing home environment Find and use community resources and services 	<ul style="list-style-type: none"> Foundation Skills Seeing things in the mind's eye 	<ul style="list-style-type: none"> P.27, 2.5.1 P.30, 3.4.5, P.31, 3.4.2, P.35, 1.4.8 P.36, 2.1.1 P.37, 7.4.3
<ul style="list-style-type: none"> Resolve child care problems by using community resources Seek help from neighbors when needed 	<ul style="list-style-type: none"> Inquire and report about a tenants' association Learn about how neighbors help each other 	<ul style="list-style-type: none"> Manage time and resources Give and receive support outside immediate family Help self and others 	<ul style="list-style-type: none"> Foundation Skills Creative thinking Sociability 	<ul style="list-style-type: none"> P.39, 0.2.4, P.40, 0.1.4 P.41, 2.5.9 P.46, 7.4.3 P.47, 2.7.3 P.48, 1.4.5
<ul style="list-style-type: none"> Learn about healthy eating to avoid poor health 	<ul style="list-style-type: none"> Learn about farmers' markets as alternatives to supermarkets Order food in a restaurant 	<ul style="list-style-type: none"> Pursue personal self-improvement Provide for physical needs 	<ul style="list-style-type: none"> Foundation Skills Self-management Work well with others 	<ul style="list-style-type: none"> PP.51–52, 2.6.4 P.53, 3.5.2 P.54, 3.5.9 P.60, 1.3.1 P.61, 7.2.1
<ul style="list-style-type: none"> Talk about car problems with a partner 	<ul style="list-style-type: none"> Record contact numbers for emergency roadside help Provide appropriate information when calling for a tow 	<ul style="list-style-type: none"> Find out how systems work Educate self and others 	<ul style="list-style-type: none"> Foundation Skills Responsibility Analyze and communicate information 	<ul style="list-style-type: none"> PP. 62–63, 2.2.2 P.64, 1.9.3 P.65, 1.9.1 P.66, 1.9.7 P.71, 1.9.2
<ul style="list-style-type: none"> Ask your boss for a raise when income is not sufficient 	<ul style="list-style-type: none"> Call a community college to request information Resolve problems about finances and work Find out how to learn new job skills 	<ul style="list-style-type: none"> Manage work processes and resources Plan and renew career goals Learn new skills 	<ul style="list-style-type: none"> Foundation Skills Reasoning Use time wisely Use computers to access information 	<ul style="list-style-type: none"> P.75, 4.1.6 P.77, 4.4.2 P.78, 4.1.9 PP.80–81, 7.1.1 P.84, 7.1.2
<ul style="list-style-type: none"> Strengthen family relationships by planning more family activities 	<ul style="list-style-type: none"> Find out information about your local cable company 	<ul style="list-style-type: none"> Listen to and learn from others' experiences and ideas Get involved in the community and get others involved Teach children 	<ul style="list-style-type: none"> Foundation Skills Use technology to complete task Organize and maintain information 	<ul style="list-style-type: none"> P.87, 2.6.1 P.88, 2.6.2 P.91, 2.3.3 P.95, 2.6.3 P.96, 1.3.1
<ul style="list-style-type: none"> Discuss the importance of obtaining a GED in order to gain employment Suggest how others can resolve past learning issues 	<ul style="list-style-type: none"> Identify different types of schools for different learners Find out where you can get a GED Learn about resources outside of school where you can learn 	<ul style="list-style-type: none"> Participate in children's formal education Teach children Balance and support work, career, and personal goals 	<ul style="list-style-type: none"> Foundation Skills Know how to learn Decision making Understand systems 	<ul style="list-style-type: none"> PP.99,108, 2.5.5 P. 101, 2.6.7 P.102, 8.3.1 P. 107, 7.5.5 P. 108, 7.1.3
<ul style="list-style-type: none"> Recognize that a budget can help resolve financial debts 	<ul style="list-style-type: none"> Research and report information about banks in your neighborhood 	<ul style="list-style-type: none"> Find out how systems work Create vision of future for self and other family members including children and work achieve it 	<ul style="list-style-type: none"> Foundation Skills Teach others new skills Use materials and facilities wisely 	<ul style="list-style-type: none"> PP. 110–112, 1.8.2 P.113, 1.8.1 PP.114–115, 1.5.1 PP.116–119, 1.8.4 P. 120, 1.8.3

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Contemporary English

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Book 1

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Contemporary

Unit 1 Friends and Family



Scene 1: Conversation

With a partner, talk about the pictures. Listen to the conversation.
Ask and answer the questions.

Ann and Rita are friends.
They have family photos.



Questions

Where is Ann's sister?

Where are Rita's brothers?

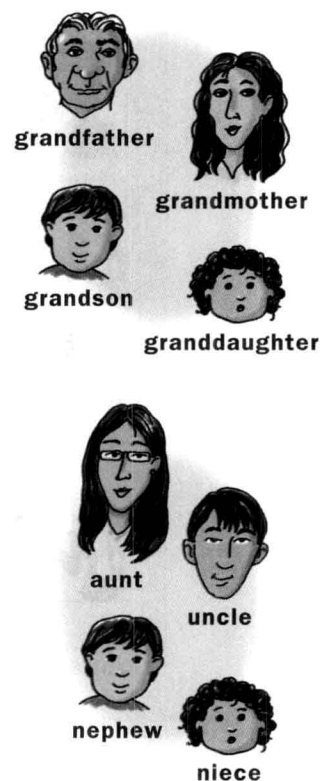
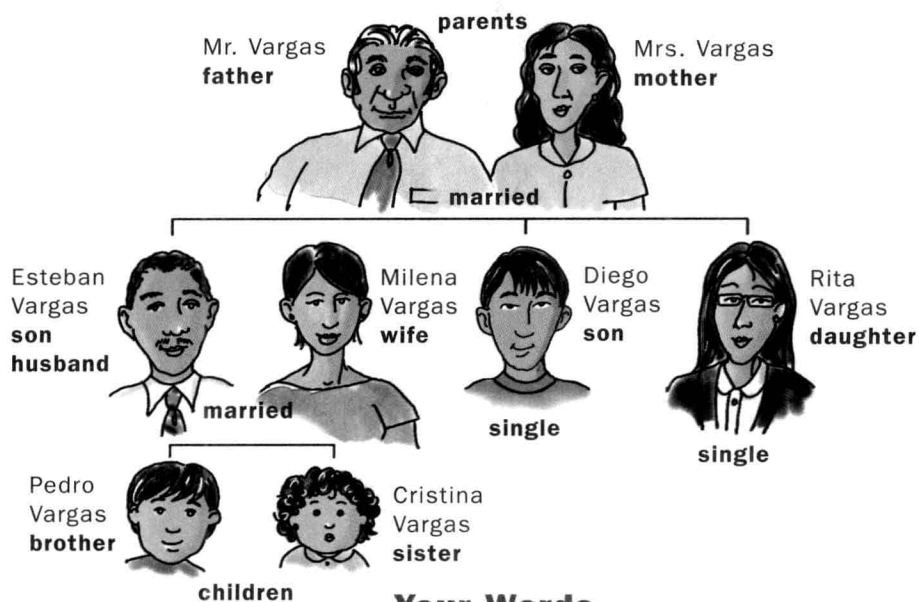
Do you have sisters?

Do you have brothers?

Vocabulary

Look at the pictures and listen to your teacher. Say the words.

miss = feel sad because you don't see people or things



Your Words _____

Exercise 1 Rita has a big family. Check (✓) what they are.

	father	daughter	son	sister	brother	grandfather	granddaughter	aunt	uncle	single	married
Esteban	✓		✓		✓						✓
Rita											
Mr. Vargas											
Cristina											



Listening

Exercise 2 Listen. Find the picture. Circle a or b. Listen again and repeat.

1.



a



(b)

3.



a



b

2.



a



b

4.



a



b

SPOTLIGHT on Affirmative Present of Be with Contractions



I am (I'm) single.



It is (It's) a photo.



You are (You're) single, too.



We are (We're) brothers.



She is (She's) my niece.



You are (You're) married.



He is (He's) my nephew.



They are (They're) my parents.

An apostrophe (') means a letter is missing.

Exercise 3 Read about Rita's friends and family. Circle the correct answer.

- Pedro is my nephew. He's young.
It's
- The drum is large. It's old.
They're
- My wife and I miss Rita. I'm sad.
We're
- My name is Silvia. I'm Pedro's grandmother.
She's
- You and Edmund are married. We're my friends.
You're
- Charles and Cyril are on vacation. We're happy.
They're

Exercise 4 In your notebook, write sentences about your friends and family. Use simple present of **be**. Use contractions. For example, write, "Mayra is my niece. She's pretty. Hassan and his wife are my neighbors."



Pair Work

Listen to the conversation. Then practice it with a partner.

Rita: I miss my family in Mexico. My brothers are in Monterrey.

Ann: This is my sister. She's in New York. I miss her.

Rita: She's pretty!



Your Turn

Look at the conversation again. With a partner, make a new conversation. Use information about you and your family for the underlined words. Use simple present of **be**. Share your conversation with the class.

Reading for Real

Adam Kim is a single parent.

He fills out a school census form every year.

The census counts all the children in school in Forest Park.

fill out

Adam Kim

Name Adam Kim



Address 145 Chester St.

City _____

Telephone _____

City of Forest Park—School Census

Please list all children at this address.

Name			Age	Grade on September 1
Tina		✓	10	5
Sara		✓	8	3
Daniel	✓		5	kindergarten

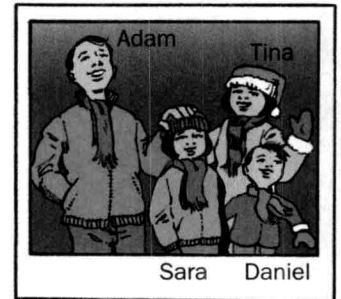
Census completed by

Name: Adam Kim

Relationship to children: father

Address: 145 Chester Street
Forest Park, IL 60202

The Kim Family



Exercise 5 What do you think? Look at the form. Circle yes, no, or no information. Compare answers with a partner.

- Adam has four children.
yes no no information
- The Kim family is in New York.
yes no no information
- The children are 5, 8, and 10 years old.
yes no no information
- The form is for citizens only.
yes no no information
- Daniel is not in school.
yes no no information
- Adam is happy to fill out the form.
yes no no information

Talk About It

In a group, ask and answer these questions.

What meetings do you have with teachers?

What do you talk about?





Scene 2: Conversation

With a partner, talk about the pictures. Listen to the conversation and read the story. Ask and answer the questions.

Ann and Rita have photos of their parents.



Read About It

Ann's parents are retired. They aren't working now. But they are not on vacation. They are not relaxed. They are busy. Mr. Stone likes to garden. Mrs. Stone is a school volunteer. She drives a van.

Rita's parents are busy, too. Mr. Vargas isn't retired. He's a store owner. Mrs. Vargas is a homemaker. Homemakers are cooks, drivers, and gardeners for their families. Homemakers are busy people.



Questions

Who is retired?
Who is working?

Are you busy?
Are you relaxed?

Vocabulary

Look at the pictures and listen to your teacher. Say the words.



van driver



homemaker



store owner



busy



relaxed

working = have a job

retired = not working any more

on vacation = short time away from home, school, and work

Exercise 6 Read the story about Ann and Rita's parents on page 6 again. Circle the correct answer.

- Mr. Stone is busy / on vacation.
- He isn't working now. He is **single** / retired.
- Mrs. Stone is **relaxed** / busy.
- She's a van **driver** / store owner.
- Mr. Vargas isn't retired. He's **relaxed** / working.
- He is a **cook** / store owner.
- Mrs. Vargas is at home. She's a **homemaker** / store owner.
- Homemakers are drivers and **cooks** / retired too.



Listening

Exercise 7 Listen. Find the picture. Circle a or b. Listen again and repeat.



SPOTLIGHT on Negative Present of Be



I **am not** married. He **is not** at school. We **are not** retired.
You **are not** married. Rita **is not** at school. You **are not** retired.



Exercise 8 Read about the people Mr. Stone knows. Circle the correct answer.

1. Rita is single. She am not married.
is not
2. You are retired. You is not working.
are not
3. They are my aunt and uncle. They am not my parents.
are not
4. She is a store owner. She is not a homemaker.
are not
5. My wife and I are gardeners. We are not cooks.
is not
6. It is a school. It am not a store.
is not

Exercise 9 Look at the sentences you wrote about your friends and family in Exercise 4. In your notebook, write sentences about your friends and family with negative present of be. For example, write, “Mayra is my niece. Mayra is not my sister.”



Talk About It

In a group, talk about your classmates. Use words from this unit and negative present of **be** to make sentences. For example, say “Pam is not single.” and “Mei is not on vacation.”

SPOTLIGHT on Negative Present of Be with Contractions

I'm not busy.

She isn't relaxed.

We aren't from Florida.

She's not relaxed.

We're not from Florida.

You're not busy.

He isn't relaxed.

You aren't from Florida.

He's not relaxed.

You're not from Florida.



It isn't a school.

They aren't from Florida.

It's not a school.

They're not from Florida.

She isn't = She's not =
She is not

They aren't = They're not =
They are not

Remember, an apostrophe (') means a letter is missing.

Exercise 10 Mr. Stone is talking about friends and family. Write the correct contraction.

1. He's retired. He isn't working.
2. You're busy. You _____ relaxed.
3. They are my daughters. They _____ my nieces.
4. She's my friend. She _____ my sister.
5. My wife and I are retired. We _____ on vacation.
6. It's a school. It _____ a store.
7. I am at work. I _____ in the garden.
8. You and Betty are in Florida. You _____ in New York.



Pair Work

Listen to the conversation. Then practice it with a partner.

Betty: This is my family.

Angela: Is this your sister? She's pretty!

Betty: She isn't my sister. She's my daughter! She's a student in Chicago.



Your Turn

Look at the conversation again. With a partner, make a new conversation. Use information about you and your family for the underlined words. Use contractions. Share your conversation with the class.