

TOPIC FOUR TEACHER NOTES

Goals for the Student

- Say, My (arm, leg, etc.) hurts. I don't feel good. I'm sick.
- Review date on a calendar
- Know two ways to say the time
- Begin use of possessive pronouns
- Form a question, make a statement, and form a negative verb.
- Use the verb do, did.

Notes to the teacher

The fourth topic reviews names and addresses. Also continue body names and body names; and begin health complaints and how to take medicine.

Suggestions

1. Draw a circle for a clock. As students say 1 – 12, write in the numbers. Teach the hours and have them repeat. Point and ask, *What time is it?*
2. Use an outline drawing of the body. Review names of the body areas.
3. Drill verbs like fixed, and broken.
4. Memorize the verb *to do*. Drill it and also review the verb *to be* many times using the names of the students in the room.
5. Teach *where* and *over* and *under*. Review *on* and *in*. Use the nouns they know.
6. Review *It hurts*. Review My _____hurts. My leg hurts., etc. Have entire class point at body parts, and objects they know. (Sometimes I use a Band-Aid and move it around for them to understand).
7. If they already know the above:
 - a. Put all the verbs learned so far into statements, questions, and negatives.

Reading and Writing Exercises

1. Write model sentence on the board. Use a calendar and teach: *Today is <use the current month, day, and year>. It is <use the current day of the week>. What time is it? I don't have a watch. My friend has a digital watch. I use my cell phone. My watch is broken. I need it fixed.*
2. Have the students copy the verb to do. Drill it. Statement, question, negative.
3. After having students complete the entire alphabet (uppercase and lowercase) in the book, have them repeat the process on a blank sheet of paper without the example letters that are in the exercise printed in the book.

Materials You Will Need

- Clock (cardboard or drawing) that you can turn hands on.
- Calendar
- A broken object, such as a cup, or watch, etc.
- Have any handouts you chose copied and ready for your class.
- Band-Aids to teach *It hurts*.

TOPIC FOUR: Parts of the Body; Pain, and Complaints

VOCABULARY

Verb To Do

1. I do, We do
2. You do, You do
3. He does, They do
4. She does, They do
5. It does, They do

Examples

- I do good work. We do good work.
 You do good work. You do good work.
 He does good work. They do good work.
 She does good work. They do good work.
 It does good work. They do good work.

Verbs

1. Break
2. Broken
3. Fix, fixed
4. Need
5. Close

Nouns

- | | |
|------------|-----------|
| 1. Time | 6. Clock |
| 2. O'clock | 7. Watch |
| 3. Hour | 8. Number |
| 4. Minute | 9. Cup |
| 5. Second | |

Question Words

1. Who
2. What
3. Where
4. When

Demonstratives

1. This
2. That
3. These
4. Those

Prepositions

1. On
2. In
3. Over
4. Under

READING AND SPEAKING EXERCISE

1. What time is it?
It's _____ two o'clock.
It's _____ two fifteen.
2. My watch is broken.
Can you fix it?
3. My watch is fixed.
Thank you.
4. Point to your _____.
5. Shake your _____.
6. Scratch your _____.



Statement	Question	Answer
I need my book.	Do I need my book?	Yes, you do.
He needs his book.	Does he need his book?	Yes, he does.
She needs her book.	Does she need her book?	Yes, she does.
We need our books.	Do we need our books?	Yes, we do.
You need your book.	Do you need your book?	Yes, you do.
They need their books.	Do they need their books?	Yes, they do.
My watch is broken.	Can you fix my watch?	Yes, I can.

Health

My _____ hurts.
I don't feel good.
I'm sick.

What time is it?

What time is it?

What time is it?

I don't know.

My watch is broken.

What time is it?

What time is it?

I don't know.

Ask Tom.

What time is it?

What time is it?

Tom, Tom!

What time is it?

What time is it?

What time is it?

It's one o'clock.

What day is it?

What day is it?

What day is it?

Is it Sunday?

Is it Monday?

What day is it?

What day is it?

Is it Tuesday?

Is it Wednesday?

What day is it?

What day is it?

Is it Thursday?

Is it Friday?

What day is it?

What day is it?

It's Saturday!

Question

Statement

Negative

What's this?

This is a book

This is not a book. It is a pen.

What is ____?

This is a ____.

This is not a _____. It is a ____.

Have a student hold up a Pen, Book, Watch, or other object and ask another What 's this? Stand up and walk around the room. and touch the door, a chair and other objects, and again say, What's this? (It's a chair, door, floor, window, etc.)

COMPETENCY

- I can count from 1-12 in English, and I know the number 0.
- I can tell on-the-hour time.
- I know the words, *fixed* and *broken*.
- I know the days of the week.

WRITING EXERCISE

Write: *This isn't a book. This is not a book.* in all of the spaces below.

This isn't a book. This is not a book.

Write the words: *Chair, Table, Broken, and Happy* in the spaces provided.

Chair				
Table				
Broken				
Happy				

Write: *This isn't broken. This is not broken.* in the spaces.

This isn't broken. This is not broken.

Write: your street address in all of the spaces below

Write the uppercase alphabet: A through Z (one letter in each space) next to the letter that is already there.

ABCDEFGHIJKLMNOPQRSTUVWXYZ				A	B
C	D	E	F	G	H
I	J	K	L	M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z

Write the lowercase alphabet: a through z (one letter in each space) next to the letter that is already there.

abcdefghijklmnopqrstuvwxyz				a	b
c	d	e	f	g	h
i	j	k	l	m	n
o	p	q	r	s	t
u	v	w	x	y	z

Write: *What day is it?* in all of the spaces below.

What day is it?

Write: *Today is (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)* in the spaces below.

(Example: Wednesday) Today is Wednesday
(Sunday)
(Monday)
(Tuesday)
(Wednesday)
(Thursday)
(Friday)
(Saturday)