

TOPIC FIVE TEACHER NOTES

Goals for the Student

- Name, in English, family members.
- Say, *He's my brother. His name is _____. She's my _____. her name is _____.*
- Review on hour time. Add quarter before, quarter past time.
- Know colors
- Use the verb have, has, had.
- Know today, yesterday, tomorrow with days of the week.
- Ask How many ____ do you have?

Notes to the teacher

The fifth topic should review broken, fixed and some time questions. Combine as much as possible from the previous four topics.

Suggestions

1. Draw a circle on the board for a clock. Review 1 o'clock, etc. and have them repeat. Ask What time is it? Teach *quarter past, quarter till and fifteen past and fifteen till.*
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 have*. Drill it many times using the family words. Have the students in the room tell who has a son, daughter, sister, etc.
5. Demonstrate *Give it to me* with a student.
6. Teach colors. Be sure to have objects with colors you plan to teach. Teach light and dark colors. Use eyes. He has blue eyes. He has light blue eyes.
7. Teach possessives. *My hair is black. My book is red. Your hair is ____.*
8. Teach answers. *Yes, it is. No, it isn't.*
9. Practice vocabulary using pictures and helps. Have students ask each other questions. After each student has answered questions about his family, play a guessing game. *Which person has two children? Which person is not married. Which student has a boy? a girl? has black hair? Is tall? Is short? Ask them the opposites: What's the opposite of tall? of boy? of father?, etc.*

10. Please remember to gear the lessons to the ability of your group. Some will only be able to cover a small part of a lesson. It's better for them to learn a little rather than be overwhelmed by too much. Ask them for feedback. Did they understand? Was it too hard? Too easy? One technique is to draw a bullseye target and have them mark the place the lesson hit them. In the middle? Towards the outside or outside altogether?
11. If they already know the above:
 - a. Work on the verb *to have* in past, present, and future tense. Teach *yesterday, today, and tomorrow*.

Reading and Writing Exercises

1. Write model sentence on the board. Use a clock: It's four fifteen. It is time for class to end. My mother is waiting for me. See you next week.
2. Have the students copy the verb to have. Drill it. Statement, question, and negative.

Competency

- I recognize and say three colors.
- I can tell "quarter past" time.
- I know the words for my family members.
- I know 3 opposites. light, dark, etc.
- I know the possessive pronouns, my book, etc.
- I know Yes, it is. & No it isn't.

Materials You Will Need

- Colored cloth or paper to teach the primary colors.
- Family pictures. Other pictures of people who could be aunts, uncles, etc.
- Objects they know, window, pencil, etc. to put colors on.
- Same old clock to learn time. And a calendar to review.
- Drill cards to teach statement, question, and negative.
- Stick of gum or candy for a treat.
- Ask them to bring a picture of their family. You might do the same. Then the family words can be more meaningful.

TOPIC FIVE: Family, Colors

VOCABULARY

Verb To have

Examples

- | | |
|-----------------------------|-----------------------------------|
| 1. I have, We have | I have a book. We have a book. |
| 2. You have, you have | You have a book, You have a book. |
| 3. He or she has, they have | She has a book. They have a book. |

Prepositions

Examples

- | | |
|---------|--------------------|
| 1. with | I will go with you |
|---------|--------------------|

Opposites

1. Older than, Younger than
2. Taller than, Shorter than
3. Old, Young
4. Tall, Short
5. Light, Dark



Nouns

- | | | |
|----------------|-------------|------------|
| 1. Mother | 6. Daughter | 11. Blue |
| 2. Father, dad | 7. Aunt | 12. Brown |
| 3. Sister | 8. Uncle | 13. Black |
| 4. Brother | 9. Red. | 14. Red |
| 5. Son | 10. Family | 15. Yellow |

Question words

Examples

- | | |
|----------|----------------------|
| 1. Who | Who was with you? |
| 2. What | What were you doing? |
| 3. Where | Where did you go? |

READING AND SPEAKING EXERCISE

What time is it?

What time is it?

It's a quarter past (two) .

It's a quarter till (five).

It's two o'clock.

My window is broken.

My window is broken.

Can you fix it?

Yes, I can.

No I can't.

My ____ is taller than I am.

My ____ is older than I am.

My ____ is lighter than I am.

(Son, mother, sister, etc.)

Whose child is this?

He's crying. He's crying.

Whose child is crying?

He's my younger brother.

He's my younger brother.

He's our child.

Whose child is this?

She's been so good.

She's been so good.

Whose child is this?

She's my sister's little girl.

She's my sister's little girl.

She's older than my child.

She's older than my child.

I have my mother with me

I have my mother with me.

He has his mother with ____

She has her father.

We have our sister.

You have your son.

They have their children.

How many children do you
have?

I have ____ children.

I have ____ child.

What colors are your ____?

What color is your ____?

What color is his ____?

(pants, shirts, hair, etc.)

What color is it?

I have a pencil.

What color is it?

What color is it?

It's yellow.

It's a yellow pencil.

I have a jacket.

What color is it?

It's blue.

It's a blue jacket.

What color is this?

Is this yellow?

No. It's not yellow. It's blue.

No. It's not yellow. It's blue.

COMPETENCY

- I recognize and say three colors.
- I can tell "quarter past" time.
- I know the words for my family members.
- I know 3 opposites. *light, dark, etc.*
- I know the possessive pronouns, *my book, etc.*
- I know *Yes, it is.* & *No it isn't.*

WRITING EXERCISE

Write the Sentences: *Who is that? That is my sister.* in the spaces below

Who is that? That is my sister.

Write the words: *Brother, Sister, Father, Mother* in the spaces below.

Brother				
Sister				
Father				
Mother				

Write the Sentence: *What do you need?* in the spaces below

What do you need?

Write 5 sentences telling things that you need as shown in the example below.

Example: I need a pencil
1.
2.
3.
4.
5.

Write the words: *Shake, Touch, Young and Old* in the spaces.

Shake				
Touch				
Young				
Old				

Write the Sentence: *What can I do to help?* in the spaces below

What can I do to help?

Write the Sentences: *What do you have? I have a _____. (book, pen, etc.)* in the spaces below

What do you have? I have a pencil.

