

For PAGE 2

ADDITIONAL USEFUL VOCABULARY

family members, (practice the more difficult words together, i.e. daughter, cousin, in-laws, stepson, etc.).

single parent married separated divorced former current

relative household residence close by ethnicity

Verbs: to encounter to remarry

EXPANDING CLASSROOM DISCUSSION

1. Have students give a basic description of their own family.
2. How many people are in the family? Are they all relatives? What is the relationship to each family member?
3. Of what ethnicity is your family?
4. What different ethnicities have you encountered in the town/city where you live?
5. How long have you been living in your current residence?
6. What about family members that don't live with them. Where are they? Are they close or far away?

PAIR OR GROUP WORK

1. Name each member of your family and their relationship to the student.
2. Tell each other all about the members of your family.
3. What family members live in other cities or other countries?
4. Who has children in school? How many? What are the name(s) of the schools the children attend and what grades are the children in?

GRAMMAR SUGGESTIONS:

1. Encourage the use of the Possessive Adjectives.
2. You may wish to follow up with a lesson about the difference between the possessive adjective, (example, her family), versus the possessive pronoun, (example, hers).

IDEAS:

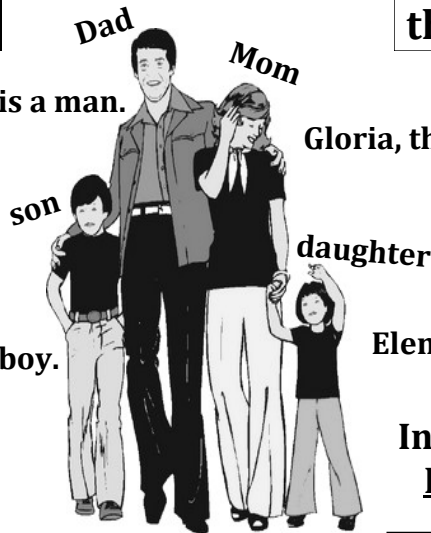
1. Use a wall map or give students a handout with the map of the U.S. Have them locate all the places in the U.S. where they have lived.
2. Practice saying the names of different U.S. States, cities and towns. Focus on those names that are especially difficult for the students to pronounce.
3. Use the map to point out all the different places family members live in the U.S. You can also add a world map to broaden the conversation. Practice saying the names of different countries around the world. What countries are your students from?
4. What are largest states in the U.S.? What are the 10 largest cities in ranked order?
5. Talk about some common names for boys & girls in the U.S.
6. Talk about some common names for pets in the U.S.
7. Remembering that the family unit is extremely important in other cultures, discuss the difference between family life in the U.S. and in the home countries of your students. What do the students think about these differences?

The Reyes Family

"I'm Daniel, the father. This is my wife, Gloria. Sam is our son and Elena is our daughter. They are our children. Luke is our pet."

Daniel is a man.

their = belonging to them



Gloria, the mother, is a woman.

meet = get to know; be introduced

Sam, the son, is a boy.

Elena, the daughter, is a girl.



Luke is a dog. He is their pet.

In the boxes below are the **POSSESSIVE** adjectives:

True or False? Answers to the right below:

refer to ONE:	refer to TWO or MORE:
<u>my</u> family	<u>our</u> family
<u>your</u> family	
<u>his</u> family	
<u>her</u> family	
<u>its</u> family	<u>your</u> family
	<u>their</u> family

- There are five people in the family? **True / False**
- There is one daughter in the family? **True / False**
- Their pet's name is Luke? **True / False**

Meet The Reyes family. They live in Atlanta. Atlanta is the capital of the state of Georgia. It is a big city with almost 500,000 people. Georgia is in the southeastern part of The United States. People from many different countries live in Atlanta. Some have recently arrived and many are children of immigrants.



Mr. and Mrs. Reyes have two children and a dog. They live in a large apartment complex in the city. Their children, Sam and Elena, attend Elementary School.

ethnic = relating to cultural traditions

to attend = to go to; to be a part of; to be present

True or False:

- Mr. Reyes' first name is Sam? **True / False**
- Atlanta is a large city with almost a half million people? **True / False**
- There are very few different ethnicities in Atlanta. **True / False**
- Where is Atlanta? _____

1. False 2. True 3. True 4. False 5. True 6. False 7. Atlanta is (located) in the southeastern part of the United States. Atlanta is in the state of Georgia.

Discussion Questions:

- How many people are in your family? _____
- Do your children attend school? What is the name of their school or schools? _____

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ADDITIONAL USEFUL VOCABULARY

twin bed queen bed king bed view crib futon comforter throw pillows
nap blinds sheets strict mattress night light dresser smoke detector
curtains window shade pillowcase nightstand bunk beds once
verbs: to share to rely phrasal verbs, (see **GRAMMAR SUGGESTIONS** below)

EXPANDING CLASSROOM DISCUSSION

1. Do you rely on an alarm clock to wake you up in the morning?
2. Do your children have an alarm clock or do you wake them up in the morning.
3. If you wake them up, do you have to tell them more than once that it's time to get up?
4. In your family, who gets up first? What time does he or she get up?
5. What time do your family members go to bed at night? Are you strict with your children about keeping to their regular bedtime?
6. Does anyone in your household take a nap regularly?
7. Does anyone have trouble sleeping at night? Who sleeps through the night, and who does not?
8. Do you make your bed every morning? If not, who makes it? Do you have a comforter on your bed? What about pillows?
9. What is on the nightstand next to your bed?
10. Do you keep a night light on while the family sleeps?
11. Do you have smoke detectors in your bedroom? If not, where are they in your home? Do you check regularly to make sure they are working? Why are smoke detectors important?

PAIR OR GROUP WORK

1. Have students discuss the bedrooms in their home. Are there curtains or blinds on the windows
2. What kinds of beds do the children sleep in? Does anyone have bunk beds? What is the view like their bedroom window? (This is a good review of new vocabulary learned on pages 3 through 6).
3. Have the students draw floor plans of their bedroom. Encourage them to include and label the furniture!

GRAMMAR SUGGESTIONS:

1. Discuss the verb "should."
2. Discuss phrasal verbs like "wake up" and "get up." Explain that, in Question #1 above, (as an example), very few native American English speakers would say, "Do you awaken them in the morning," or in Question #4, "What time does he or she arise?" As non-native English speakers struggle with phrasal verbs, you could plan considerable time to discuss a few. Have students discuss some of the phrasal verbs that might be particularly confusing to them.
3. To illustrate the concept of phrasal verbs, ask the students to think about the verb "to take" and what it means. Now, give them the following and show them how the verb has completely changed its original meaning by adding a preposition:

to take away to take back to take down to take in
to take off to take on to take out to take over

IDEAS:

1. **Invite a resource person: a local member of the fire department!** Ask him or her to discuss the importance of working smoke detectors in the home, as well as the importance of checking them regularly.
2. **As a class:** Have a conversation about the importance of children's regular attendance at school. Also discuss the importance of children going to bed early and getting a good night's sleep every night.
3. **Scenario:** Have students discuss particular issues currently happening in their home, (i.e., "I can't get my child in bed before 10 p.m." or "My child has a lot of trouble getting up in the morning." Allow the class to brainstorm some ideas for improving these situations.

It's 6:40 a.m. and time for Teddy to get up.



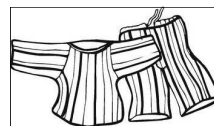
It's = It is

a.m. = in the morning

to turn off = to stop; to shut off

Answer the questions:
Answers below:

to get up = to arise; to rise; to stand; to get out of bed



pajamas; PJs

When talking to children, parents may refer to pajamas as "jammies."

should = duty; obligation

1. What time is it? _____
2. What is on the floor? _____
3. What is Teddy doing to the alarm clock? _____
4. What is Teddy holding over his head? _____
5. What should Teddy do now? _____

crumpled = crushed; wrinkled

1. It's 6:40 (in the morning). 2. A backpack, some books and a piece of crumpled paper are on the floor. 3. He is turning it off. 4. He has a pillow over his head. 5. Teddy should get up!

hour = 60 minutes

difficult = hard; not easy

Discussion questions:

6. What time do you get up in the morning?

7. Is it easy or difficult for you to get up in the morning?

8. How many hours do you usually sleep at night?

9. What time do the other people in your home get up?

10. How many bedrooms are there in your home? _____
11. Does anyone in your home share a bedroom? _____

bedroom = a room for sleeping

For PAGE 30

ADDITIONAL USEFUL VOCABULARY

thermometer frequently home remedies checkbook to pay bills monthly
quarterly yearly income ATM statement savings account checking account
expenses credit card expenses excursion
verbs: to run its course to pay by cash to pay with cash to pay in cash to owe to withdraw

EXPANDING CLASSROOM DISCUSSION

1. Do you keep a thermometer at home? If not, how do you know when your child has a fever?
2. Do the members of your family get sick frequently or infrequently? Do you normally visit the doctor, or do you let the illness run its course? What types of medicines do you give your family members when they are sick? Do you have a lot of home remedies?
3. Who generally pays the bills in your family? Do you use a checkbook?
4. Do you prefer to pay by cash, check or credit card? How many credit cards do you have?
5. What is your opinion about the use of credit cards?
6. Does school send home a lot of correspondence? Do they send home correspondence in your native language?

PAIR OR GROUP WORK

1. If the students are comfortable doing so, have them discuss with each other the different bills they pay, (electric, gas, phone, etc.). Do they consider their bills to be high? low? just about the right amount?
2. What percentage of their income do the students pay for food? mortgage or rent, etc.?

GRAMMAR SUGGESTIONS:

1. This is a good place to review adjectives and adverbs, (emphasis on frequently, daily, weekly, monthly, quarterly and yearly). Remind students that adjectives modify nouns, and adverbs describe verbs.

IDEAS:

1. Bring in some void checks to the class and have them practice filling them out. Give the students different scenarios and have them write out the check. Here's an example:

A note arrives from school and says;

Dear Parents,

Our class will be going on a field trip

Be creative by using names of actual places located in your own community. For example, the class could be going on a trip to the local zoo. Contact the zoo and find out the cost of admission and any other expenses that might be incurred. This will make the scenario seem more real, (and fun!) to the students.

2. **Invite a resource person: a banker!** If you have a friend that works in a local bank, ask him or her to come into the class and have a conversation about spending and saving. You may choose to use the opportunity to explain the U.S. banking system to students.



When your child can't go to school

If your child is sick, you should call school right away.

fever = body temperature that is above normal

Your child should never go to school with a fever!

98° F = 36.7° C	100° F = 37.8° C	102° F = 38.9° C
98.6° F = 37° C	101° F = 38.3° C	103° F = 39.4° C

When your child needs money for school

Sometimes there are special events happening at school for which children bring money. These special events may be: an upcoming event, school pictures, a special sale, etcetera. For a special event at school, your children may need to take some money. Perhaps you give them cash or you write a check.

Your name _____ check number _____
 Your address _____ date _____

____ Name of person or organization receiving check \$ amount
 write out the amount in words _____

Memo: _____ *Your signature*
 What was the check for? _____
 0000000 000 000 0 0000



check



cash

Gloria Ramos
 123 Main Street
 Atlanta, GA 30311

12148
 3/17/2014

____ *Lincoln Elementary School* _____ \$ 10.50
Ten and 50/100

____ *T-shirt for Sam* _____ *Gloria Ramos*
 0000000 000 000 0 0000

1 one	11 eleven	21 twenty-one	31 thirty-one	41 forty-one
2 two	12 twelve	22 twenty-two	32 thirty-two	42 forty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three	43 forty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four	44 forty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five	45 forty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six	46 forty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven	47 forty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight	48 forty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine	49 forty-nine
10 ten	20 twenty	30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred
1000 one thousand				

Short Answer:

1. How much is this check for? _____
2. Who signed it?

3. What's the check for?

4. When was it written?

Discussion questions:

ill = sick

illness = sickness

1. How often does your child need to miss school because he or she is sick?

2. Do you usually pay with cash or a check for special things at school?

1. The check is for \$10.50
2. Gloria Ramos signed it.
3. It's for a T-shirt for Sam.
4. It was written on March 17, 14.

For PAGES 32 to 36

ADDITIONAL USEFUL VOCABULARY

motorcycle subway underground pedestrian traffic signs traffic laws route
stoplight stop sign afraid diesel public transportation
verbs: to get; to obtain to be afraid

EXPANDING CLASSROOM DISCUSSION

1. Does your child wear a helmet when he or she rides a bike or a skateboard? Why do you think this is a good idea? an unnecessary idea?
2. Does anyone in your family ride a motorcycle? If yes, does he or she wear a helmet? Why do you think it's a good idea to wear a helmet while riding a motorcycle? an unnecessary idea?
3. Are there seat belts on the bus your child rides to school? What do you think of this idea?
4. Do you have a driver's license? If not, would you like to get one? (This is a good review of material introduced on page ten).
5. What is your opinion about the way people drive in the U.S?
6. Do you carpool? What is your opinion of carpooling? Do you think it's a good idea? a bad idea? Why or why not?

PAIR OR GROUP WORK

1. Have students tell each other about the vehicles they have in their family.
2. Plan a "debate" and have the students team up to discuss the pros and cons of driving and owning a vehicle. For example, "Having my own car helps me to be independent," versus "the price of gas is so high. I can save a lot of money by using public transportation."

GRAMMAR SUGGESTIONS:

1. Review the future tense. Remind students that the auxiliary word "will" is used to express the future tense. (You may also wish to review the conditional tense and the use of the word "would"). Remind students that the word "will" and "would" may be also be used for reasons other than expressing the future or conditional, (i.e., "Will/Would you please close the door?").
2. Point out different spellings of some words, (i.e., both "buses" and "busses" are correct, but that the first one is more common). This is a good place to review grammar rules for making words plural.

IDEAS:

1. Find out the specifics about the laws in your state regarding child safety seats in vehicles. Have a discussion about the importance of this.
2. **Invite a resource person: a law enforcement official.** He or she can explain to the class the importance of adhering to the laws of the road, slowing down in school zones, stopping behind a school bus with flashing red lights, etc. It may even prove to be good encouragement for those students that don't drive to pursue getting a driver's license!
3. Have a discussion about the importance of always wearing a seat belt.
4. Talk about the importance of crossing guards at school.
5. Discuss public transportation in your area. What types of transportation are available? What is not available? What do the students typically rely on?
6. Chances are, this conversation has already occurred, but this is another good place to have a conversation about different vocabulary words used in different English-speaking locations, (i.e., a "lift" in England refers to an apartment, etc). Have students found this to occur in their native language as well?

Driving to School

Mom is putting her son in his car seat.

She is fastening his seat belt.

Driving to school? The law requires small children to sit in car seats while riding in a car. The car seat should be in the back seat.



Mom will need her Driver's License. She also uses this as her identification.

front seat

back seat

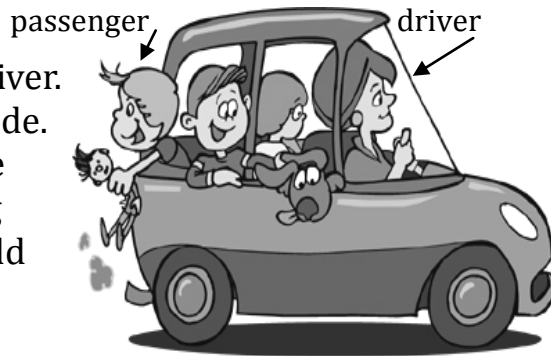


to fasten =
to put together; to clasp

Discussion Questions:

1. Does anyone in your family require a car seat? If yes, who rides in one?

Mom is driving. She is the driver. The children are getting a ride. They are passengers. The children should not hang outside the car. They should remain seated with their seat belts on!



to get a ride =
to be a passenger

to hang outside the car =
to position part of the body outside the car.

2. Do you make sure your child wears a seat belt in the car?



Some parents may allow older kids to drive to school. The car may belong to the family or to the student.

older kids =
teen-agers;
students in
high school

3. Do you have any children that drive to school?

4. Whose car does he or she drive?

5. Do you worry about your children when they go to school?

to worry =
to have a concern