

6 I Have a Little Brother

Have • Want • Would Like

Target patterns: I have a / She has a
I want / I'd like
Would you like . . . ?

Communication skills: Shopping
Talking about our family
Describing possessions

Language sets: Hate / don't like . . .
Shopping words

Warm Up

Famous People's Things

Write a list of things that famous people might possess on the board. Then write a list of famous people. The students guess which of the possessions each famous person might have, using the pattern "*I think . . . has a*"

Sample things:
A guitar, a swimming pool, a helicopter, a beautiful dress, a pet snake, a house in Hawaii, ten baseball bats . . .

Then, in pairs or groups, students choose famous people and state about five things each of them might possess.

I Have a Great Car!

The students can listen to the dialog, read it, or do both.

Anticipation questions
What does Marc have?
Does Marc's car have a TV?

Follow-up questions
Does Marc drive Sachiko home?
What kind of car does Marc have?
What kind of car do you have?

Comprehension—Personalization
T: *Tell me about the Ferrari.*
S1: *It has tinted windows, etc.*

T: *Do you have a car/bicycle/motorcycle?*
S2: *Yes. I do.*
T: *Tell me about it.*
S2: *It has*

Personalization

In pairs or groups, students take turns to talk about things they own. Encourage them to talk about the things in detail using the pattern "*It has*"

You can also encourage other students to ask "*Does it have . . . ?*" questions.

Warm Up

Members of the Family

Talk casually and naturally about members of your family using each of the patterns on the board in the illustration. Then write the patterns on the board.

The students then talk to each other or to the class about members of their family, using each of the patterns on the board.

He Has Purple Hair

The students can listen to the dialog, read it, or do both.

Anticipation questions
Does the brother have green hair?
Does she like motorcycles?

Follow-up questions

What does the brother love?
What does the sister want?
What do you want?

Comprehension—Personalization

T: *What kind of music does the brother love?*
S1: *He loves rock music.*

T: *You.*
S2: *What kind of music do you love?*
S3: *I love*

T: *Does the sister love computers?*
S4: *No, she doesn't.*
T: *What.*
S4: *What does she love?*
S5: *She loves motorcycles.*
T: *You.*
S5: *What do you love?*
S6: *I love baseball*

- T: *Does she want a Yamaha?*
 S7: *No, she doesn't.*
 T: *Kind.*
 S7: *What kind of motorcycle does she want?*
 S8: *She wants a Harley-Davidson.*
- T: *You – computer.*
 S8: *What kind of computer do you want?*
 S9: *I want a*

Personalization

In pairs or groups, the students take turns asking each other “*What kind of . . . would you like?*”

Example questions:

- What kind of computer would you like?*
What kind of TV would you like?
What kind of mobile phone would you like?

Word Building Likes and Dislikes

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I like strawberries.*
I hate fast food.
I'm crazy about soccer.

Controlled Practice Want / Would Like

The students make two sentences about each picture.

Sample answers

- He wants a new briefcase.*
He'd like a new briefcase.
- He wants a light.*
He'd like a light.
- She wants a cat.*
She'd like a cat.
- He wants a razor.*
He'd like a razor.
- She wants a knife and fork.*
She'd like a knife and fork.
- He/She/It wants a bone.*
He/She/It'd like a bone.

The students then do the practice exercise. They can

ask each other the questions in pairs or write their answers individually.

Sample answers

- I want a big house.*
I'd like a new car.
I don't want a crocodile.

Warm Up At a Store

Two students pretend they are in a clothing store. One student is a clerk, and the other is a customer. Half the class help one student, and the other half help the other student. Give the students freedom to say whatever they like. The students can then do the activity in pairs.

Do You Have Any Shirts?

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What size is he?*
How many sleeves does the shirt have?

Follow-up questions

- What color shirt would he like?*
What color shirt would you like?

- Is the shirt OK?*
Why not?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, students take turns playing the roles of clerks and customers in a store. Let them talk freely using the patterns in the dialog as a starting point.

Communication Activities

A. Go Fish!

If the class is large, divide it into groups and give each group a pack of cards. (Use either special *Go Fish!* cards or normal playing cards.) Deal out about

half the cards, and place the rest in a pile in the middle.

In turn, the students try to collect sets of four by asking other students for cards, saying “*Do you have any . . . ?*” If the answer is “*Yes,*” he/she receives the card(s) and has another turn. If the answer is “*No. Go Fish!*” he/she takes the top card from the pile.

Note: A student must ask for a type of card of the same type that he/she already has at least one of.

B. Vampire Grid Game

Each student draws two 6x6 grids on a piece of paper, numbering them 1-6 horizontally and A-F vertically. Each student secretly blocks out squares in one of the grids for each of the vampire family members. (See the activity illustration for the shape of each family member.)

In pairs, students try to guess the location of each other’s Dracula family members using the pattern, “*Do you have anything in (B5)?*” If an answer is “*Yes,*” a student marks that square in his/her second grid and asks another “*Do you have . . . ?*” question. If an answer is “*No,*” the turn passes to the other student.

C. Shopping Role Play

Some of the class are store owners and are dealt out cards which say what their stores sell. The other students are dealt shopping lists and money, and go to each store in turn, trying to buy what is on their lists. They negotiate prices.

Note: Customers may have to buy the same thing from two or three stores to collect the total quantities that they need.

Review Exercises

Crossword

ACROSS

1. right
6. short
8. spell
9. large
11. nice
13. bottom
15. middle

17. below
20. nine
21. left
22. are

DOWN

2. have
3. is
4. street
5. clean
7. over
8. second
10. above
12. modern
14. small
16. don’t
18. love
19. west

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.