

11 What do you like?

Language

Target: What do you like, Tony? I like cheese. What do you like, Jenny? I like cake.

Additional: I don't like ants.

Alphabet: y, z

Vocabulary

Key: cake, cheese, ice cream, bread, salad, soda

Additional: juice, noodles, rice

Alphabet: yo-yo, yogurt, zebra, zoo

Materials

Suggested: Picture Cards 45–50, Food Word Cards TB p. 123, inexpensive snacks to share, magazine pictures of foods, food wrappers or real food, blindfolds, yarn/tape, scissors, paper, Picture Cards – Tony and Jenny, food advertisements

Optional: Video 1: *What do you like?*, paper, crayons/markers, old newspapers, *Interview* TB p. 93

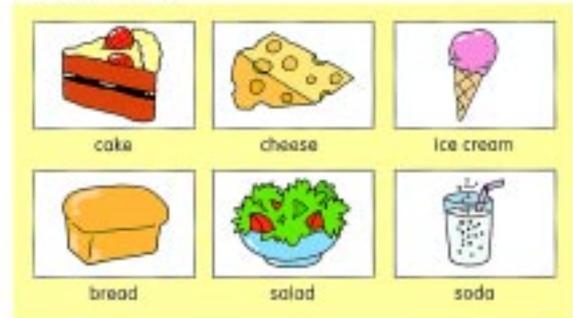
11 What do you like?

Conversation
Listen and look.

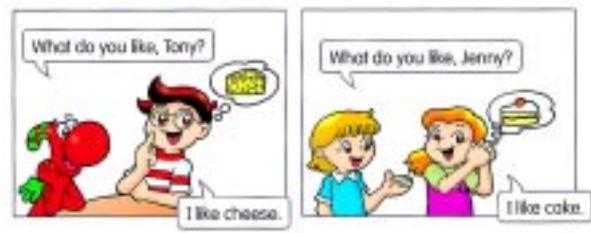


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Vocabulary
Listen and say.



Target
Listen and say.



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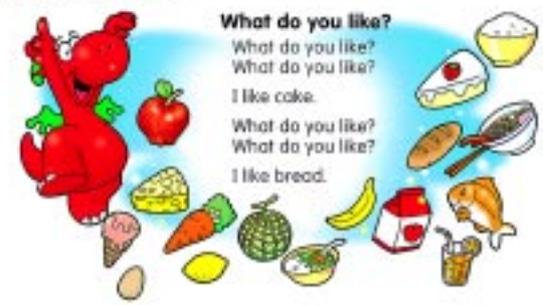
Practice 1
Listen and number. 🎧 1 2 3



Practice 2
Your turn! Listen, circle and answer. 🎧 🗑️ 🗨️



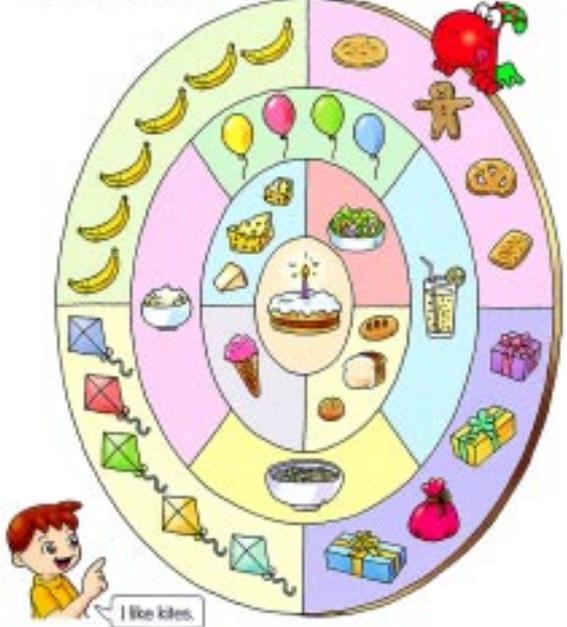
Song
Listen and sing. 🎧 🗨️



Activity 1
Ask and mark. 🗨️ ✂️

Name									
Me									

Activity 2
Play and say. 🗨️ 🗨️



Alphabet
1 Listen, point and say. 🎧 🗨️ 🗨️

Y y	Z z	
yo-yo	zebra	
yogurt	zoo	
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		

2 Listen and chant. 🎧 ✂️

I like yogurt!
I like yogurt.
Y ... y ... y

I like yo-yos.
Y ... y ... y

I like zebras.
Z ... z ... z

I like zoos.
Z ... z ... z

11 What do you like?

Conversation

SB p.55

Getting ready

- Bring in some foods that are inexpensive and easy to share.
- T: **I like (cookies).** (Eat a snack.)
- Offer a snack to a student.
- **Do you like (cookies)?** [S1 nods.]
- T: **Repeat after me. I like (cookies).** [S1: **I like (cookies).**]
- T: **I like (cookies).** (Motion for class to repeat.) [Ss: **I like (cookies).**]
- Continue tasting and offering snacks to various Ss.

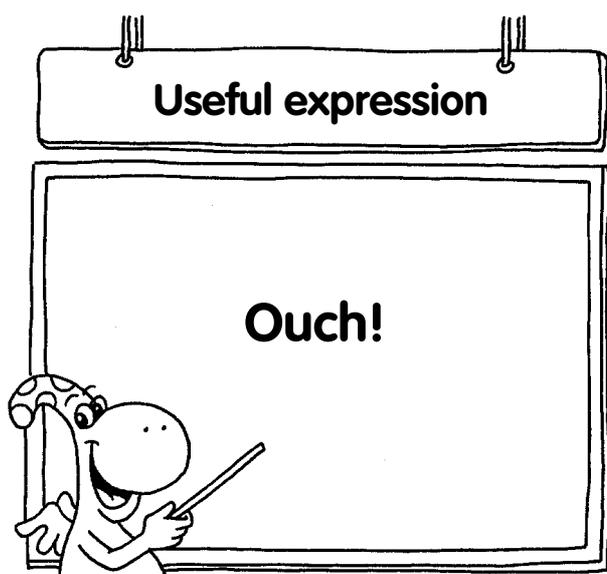
Tape script

Tony: I like juice. What do you like?
 Jenny: I like cake. What do you like, Gogo?
 Gogo: I like cheese, cake, ice cream and noodles.
 Tony: Look! Ants!
 Gogo: Ouch!
 Gogo: I don't like ants.
 Tony & Jenny: Let's go!

Using the book

- T: **Let's listen.**
- Play the tape.
- T: **Let's listen again and repeat.**
- Play the tape, pausing after each expression to have Ss repeat.
- Divide the class into three groups.
- One group takes the role of Gogo, another takes the role of Tony and another group takes the role of Jenny.
- Have each group repeat after the T.
- Encourage Ss to act out the dialog.

Extension activity TB p. 91



Vocabulary

SB p.56

Getting ready

- Bring in magazine pictures of food, food wrappers or real food to demonstrate the new vocabulary.
- T: **Repeat after me.** (Point to each item.) **Cake.** Ss: [**Cake.**]
- Continue introducing remaining vocabulary.

Tape script

cake (2x)
 cheese (2x)
 ice cream (2x)
 bread (2x)
 salad (2x)
 soda (2x)

Using the book

- T: **Listen to the tape, and repeat.**
- Play the tape and have Ss repeat each word.
- Point to the picture of cheese.
- T: **Say, cheese. Repeat. Cheese.** [Ss: **Cheese.**]
- Point to the other pictures at random and have Ss say the words.

Extension activity TB p. 91

Target

SB p.56

Getting ready

- T: **I like ice cream.** (Point to yourself.)
- T: **What do you like, (S1's name)?** [S1: **I like (cheese).**]
- Continue asking other Ss the same questions.

Tape script

Gogo: What do you like, Tony?
 Tony: I like cheese.
 Lisa: What do you like, Jenny?
 Jenny: I like cake.

Using the book

- Have Ss look at the first picture. Model the dialog.
- Repeat with the second picture.
- T: **Now, listen to the tape and repeat.**
- After enough practice, Ss can act out the dialogs in pairs.

Extension activity TB p. 91

Optional activities TB p. 92

Practice 1

SB p.57

Getting ready

- T: **Do you like monkeys?** (Point to Picture A.) [Ss: **Yes, I like monkeys./No, I don't like monkeys.**]
- Go over each picture.

Using the book

- T: **Now, listen to the tape.**
- Play the tape for number 1 and then pause.
- T: **Which picture is it?** (Sweep your hand over the four pictures.) **Write the number 1.**
- Write number 1 on the board.
- Continue with the rest.

Answer key 1-C, 2-B, 3-A, 4-D

Extension activity TB p. 91

Tape script

1. What do you like?
I like soda.
2. I like noodles.
3. Look! Monkeys!
I don't like monkeys.
4. I like salad.
I like juice.

Song

SB p.58

Getting ready

- Review the food words in the song.
- T: **I like _____.** (Point at picture of cake to have Ss fill in the blank.) [Ss: **I like cake.**]
- Review *bread* and other one syllable food words so you can substitute other one syllable words into the song.

Song

What do you like?
What do you like?
I like cake.
What do you like?
What do you like?
I like bread.

Using the book

- T: **Let's sing. Listen to the tape.**
- Play the tape.
- T: **This time, point to the picture when you hear the word.**
- Model by pointing to the pictures while singing.
- Play the tape. [Ss point to the pictures accordingly.]
- T: **This time, sing together.**
- Play the tape and sing along.
- Divide the class into two groups. One group asks questions, the other answers.

Extension activity TB p. 91

Practice 2

SB p.57

Getting ready

- Go over the pictures on the page and have Ss repeat.
- Before listening to the tape, ask S1 the question.
- T: **What do you like?** [S1: **I like (cake).**]

Tape script

What do you like?

Using the book

- Ss listen to the question on the tape and choose the items from the pictures on the page.
- Play the tape and have Ss circle the items they like.
- [Ss: **I like (salad).**]

Extension activity TB p. 91

Activity 1

SB p.58

Getting ready

- T: **Repeat after me. I like ice cream.** (Point to each picture in survey.) [Ss: **I like ice cream.**] **I like juice.** [Ss: **I like juice.**]
- Continue practicing this way to review **I don't like (cheese).**
- It is a good idea to leave words out when having Ss repeat after you, e.g. **I like _____.** Ss fill in blanks accordingly.

Using the book

- Ss interview each other in groups of four.
- Each student states all the things they like and don't like. [S: **I like (ice cream). I don't like (cheese).**]
- Partners listen and put check marks in boxes to indicate what their partners like, and they put x's in boxes to indicate what they do not like.

Extension activity TB p. 91

Optional activities TB p. 92

11 What do you like?

Activity 2

SB p.59

Getting ready

- Review all the food words on the page. Approach various Ss, point at the pictures and encourage them to make statements about the picture. [Ss: **I like cake. I don't like cheese.**]
- Review all the words in this way to confirm Ss know the vocabulary before playing the game.

Using the book

- Ss take turns being blindfolded. The blindfolded student randomly touches a space on the board.
- He/she takes off the blindfold and makes a sentence using the word. [S1: **I like noodles.**]
- Review counting/colors using the pictures on the page.

Extension activity TB p. 91

Optional activities TB p. 92

Useful expression

It's my turn.



Alphabet

SB p.60

1

Getting ready

- Write Y and Z on the board.
- Have Ss look at the alphabet letters in their books.
- T: **Circle Y and Z.**
- Model circling on the board.
- Ss circle the letters in their books.

Tape script

Y, /j/, /j/, yo-yo
Y, /j/, /j/, yogurt
Z, /z/, /z/, zebra
Z, /z/, /z/, zoo

Using the book

- T: **Let's learn Y and Z. Look and repeat.**
- T: **Y** [Ss: **Y.**]
- T: /j, /j/, /j/, /j/. [Ss: /j, /j/, /j/, /j/.]
- T: **Yo-yo.** [S: **Yo-yo.**]
- T: **Yogurt.** [S: **Yogurt.**]
- Continue with Z.
- Play the tape and have Ss repeat.
- After enough practice, give Ss one sound and have them point to the corresponding letter.
- Give Ss one word and have them point to the letter.

2

Getting ready

- Have Ss look at the lyrics of the chant.
- Review the letters and corresponding words by pointing to each one and encouraging Ss to describe them.
- T: **What letter is this?** (Point at Y.) [Ss: **Y.**]
- T: **How does it sound?** [Ss: /y/.]
- T: **What's this?** (Point to the yo-yo.) [Ss: **Yo-yo.**]
- Continue reviewing all sounds and words in this way.

Chant

I like yogurt.
/j/, /j/, /j/
I like yo-yos.
/j/, /j/, /j/
I like zebras.
/z/, /z/, /z/
I like zoos.
/z/, /z/, /z/

Using the book

- T: **Let's listen to the chant.**
- Play the tape once.
- T: **This time, listen and point to the pictures.**
- Play the tape and have Ss point.
- T: **Now, let's chant.**
- Play the tape again and have Ss chant along.

Extension activity TB p. 91

Optional activities TB p. 92

Extension activities

Conversation

Ss stand on a line made of yarn or tape with room to jump to the left and right. When the T calls out a word, for example **cake**, the Ss choose the left side if they like *cake* or the right if they don't like it. Elicit complete sentences from the Ss at random once they have made their choice.

Vocabulary

Bring in food advertisements from magazines. Cut a little hole in a big piece of paper. Put the paper over the food picture. Move the hole around over the picture so Ss can see little glimpses of the picture. Encourage Ss to guess the item in the picture.

Target

Tell Ss that during this activity they should not smile. Ss sit with a serious face. Choose one student to approach another student and ask, **What do you like, (S1's name)?** While asking, he/she makes funny faces, does funny actions or talks in a funny voice. S2 tries to make other smile. If S1 does not smile, he/she does not have to answer. But if S1 does, he/she must answer **I like (cheese)**. Rotate the student who asks the questions as often as possible.

Practice 1

Spread six Food Word Cards (TB p. 123) out. Tell Ss to lay them out in a line. Call out six words. Ss listen carefully and put the words in the order T called them out. Show the correct answers. To make the activity more challenging, say the words more quickly and add on more words to the list. Ss can also do this activity in pairs or groups using Student Cards.

Practice 2

Divide the class into two teams. Put the Picture Cards of Tony and Jenny on each side of the board. Each character represents a team. Between the two characters, draw a series of five squares into which the Picture Card of cake will fit. Using a magnet, stick the cake picture in the center square. The object of the game is for each team to feed their character the cake. Ss spread copies of Food Word Cards out on the table. T shows a card to the class and asks **What do you like?** Teams choose a card and bring it to the T saying **I like (cheese)**. The first team who gives card to the T gets their cake moved one space closer to the character. The first team to move the cake all the way over to its character wins the game.

Song

Play Musical chairs. Play the song from SB p. 60. Ss sing along and walk around the chairs. Suddenly stop the music. At this time, Ss run to the nearest chair and sit down. One student will be out. Ask the "out" student **What do you like?** She/he answers **I like (cheese)**. **Variation:** Play non-elimination Musical chairs. See General activities.

Activity 1

Use two copies of the Food Word Cards. Lay them all face down on the table. Ss take turns to turn over two cards. Ss make statements about those two food items, such as **I like (juice). I don't like (cheese)**. If two cards match, Ss can keep them. If not, the cards are put back in the same place.

Activity 2

The class sits in a circle. T starts by saying **I like cake**. S1 repeats, S2 continues and so on, until the round gets back to the T. T says **I like cake and ice cream**. S1 repeats, S2

continues and so on. Then T says **I like cake, ice cream and soda**. T continues with other objects from the game on SB p. 59 until Ss can no longer remember the whole series. Ss can clap at the same time to keep a smooth rhythm going.

Alphabet

Have Ss make new verses for the chant, substituting the names of things they like.

11 What do you like?

Optional activities

Video activity

Write the following words on the board: *tomatoes, potatoes, carrots, onions, beans* and *cookies*. Have Ss watch the video to find out what Gogo doesn't like.

The real me

Ss draw a picture of themselves showing the foods they like. See example below. Notice the hair is noodles, the earrings are fruit, the nose is a strawberry, etc. Have Ss share their pictures with the class by making sentences about what they like, e.g. ***I like ice cream. I like noodles.*** Ss can cut out the words from the Food Word Cards on TB p. 123 and paste them under their pictures.



Interview

Each student receives a copy of TB p. 93. Ss go around and ask other Ss questions about what they like and don't like. They can put check marks or happy or sad faces in the empty spaces.

Newspaper jump

Lay several newspapers on the floor in different spots around the room. Have Ss walk around and sing. When you say ***Stop!*** Ss run to stand on a newspaper and try to get as many Ss on the newspaper as possible. The group with the most Ss on a newspaper gets to ask the other groups a question such as ***What do you like?*** The other groups try to answer. Keep playing this way.

TV commercial

Have Ss make a TV commercial using the *I like (cake)* structure. Prepare props with one syllable, such as *juice, bread, cheese, cake, fish, rice*, etc. The following is an example dialog: S1: ***Hi, (S2's name).*** S2: ***Hi, (S1's name).*** S1: ***What do you like?*** S2: ***I like juice.*** (Hold up a prop.) The class can sing along with the unit song substituting the name of the food or product. Ss act out their dialog in pairs, small groups or as a whole class activity. Videotape it or cut a square hole out of a big box and draw TV dials on the side. Ss can perform their dialog by putting their heads inside the box.

Workbook Student Cards

- Use Student Cards of food. Show all cards to Ss and review them orally. Put all cards on desk, picture side up. Ask S1 ***What do you like?*** Pick up one card and show the picture side to the Ss. S1 responds ***I like (bread).*** and takes the card. When Ss understand how to play this game, have them work in pairs. They take turns asking and answering until they have both picked up all their cards.
- Have Ss put their own cards in two piles: *I like* and *I don't like*. In pairs, have them show a card to a partner and ask ***Do you like (cake)?*** and vice versa.

Teacher's Box

Name : _____

Interview

What do you like _____?

I like _____.



I don't like _____.



		I	My friend
ice cream			
cheese			
bread			
cake			