

**UNIT 13 - LESSON1 (Exercises1-5)**

**TARGET LANGUAGE**  
*I like / don't like (noun/s).*

**VOCABULARY**  
*chocolate, coffee, fries, spaghetti, tea*

PHONICS	letters	sounds
short vowels	a A, e E, i I, o O, u U	/æ/, /e/, /ɪ/, /ɒ/, /ʌ/
consonants	s S, n N, p P, t T, c C, d D, m M, b B, g G, l L, h H, k K, r R, f F, j J, v V, w W, q Q, x X, y Y, z Z	/s/, /n/, /p/, /t/, /k/, /d/, /m/, /b/, /g/, /l/, /h/, /k/, /r/, /f/, /dʒ/, /v/, /w/, /kw/, /ks/, /j/, /z/

**RESOURCES**  
 Wow! 3 flashcards: *spaghetti*  
 Wow! 2 flashcards: *tea, coffee*  
 Wow! 3 flashcards: Do it! (*hot, cold, happy, sad*)  
 Wow! 1 flashcards: adjectives (*old, young, tall, short, small, big*)  
 Food and fruit flashcards: *fries, chocolate*

**ENTRANCE**

- Conduct an orderly **Entrancedrill**.

**REVIEW**

- Review the adjectives covered in **unit 12** (*hot, cold, happy, sad, old, young, tall, short, small, big*).
- Review *She's, He's, It's, They're*.
- Play **Mime game**.

**EXERCISE1, AUDIO TRACK104**

- Students listen to **track 104** and letter the pictures.

**Track 104 Script**

<b>Narrator:</b> <i>Track one hundred and four.</i>	<i>c. It's big.</i>
<i>Listen and letter.</i>	<i>d. He's shot.</i>
<i>a. They're young.</i>	<i>e. They're small.</i>
<i>b. She's happy.</i>	<i>f. She's old.</i>

**PHONICS**

- Review the alphabet (letter names and phonic values).
- Review the written form of a selection of previously introduced letters.
- Further practice with e.g. **Slap, Slow reveal, Run and circle**, etc. for individual letters as necessary.

**EXERCISE 2**

Teacher says the names of five or six letters at random. Students listen and circle the letters they hear.

**VOCABULARY**

- Elicit / Introduce the food and drink items using flashcards/ plastic food etc.
- Play **Lap game, Noughts and crosses** or **Line game**.

**EXERCISE3a-b**

- a.** Students listen to the teacher and touch the food and drinks - in order, then randomly.
- b.** Students listen to the teacher and repeat.  
**Teacher:** *coffee, spaghetti, tea, fries, chocolate*

**TARGET LANGUAGE**

- I like / don't like (noun/s)*
- Elicit the new food and drink vocabulary.
- On the board, draw the faces from the book, denoting *like* and *don't like*.
- Using the new vocabulary and gestures, **Drill I like (coffee)**.

- Repeat with other items.
- Repeat the procedure to **Drill I don't like (tea)**. Use facial expressions to further reinforce the concept.
- Encourage students to do likewise.
- Put the food flashcard on the board, ask individual students to draw the appropriate face according to their likes or dislikes under one of the pictures.
- Drill** each sentence with the whole class, and then individually.
- Elicit further sentences from students using other relevant known vocabulary.
- Play **Line game**.

**EXERCISE4a-c, AUDIO TRACKS105 AND 106**

- Note:** All countable nouns are shown in plural, while all uncountable nouns are shown in singular to avoid confusing the students.
- a.** Students listen to **track 105** and repeat.
- b.** Students listen to **track 106** and circle the correct *like* or *don't like* icon next to the pictures.
- c.** In pairs, students look at the pictures in **exercise4b** and say what they like / don't like.

**Track 105 Script**

<b>Narrator:</b> <i>Track one hundred and five.</i>	<b>Tim:</b> <i>I like fries.</i>
<i>Listen and repeat.</i>	<b>Dave:</b> <i>I don't like fries.</i>

**Track 106 Script**

<b>Narrator:</b> <i>Track one hundred and six.</i>	<i>I like snakes.</i>
<i>Look at the pictures. Listen and circle.</i>	<i>I like fries.</i>
<i>I don't like pink.</i>	<i>I like tea.</i>
<i>I don't like dogs.</i>	<i>I don't like bananas.</i>
<i>I like chocolate.</i>	<i>I like Dave.</i>

- Introduce / Elicit the **written form** of the Target language onto the board.
- Drill** the words randomly, and then in order.
- Elicit the meaning of the contracted form (*don't = do not*)
- Practise with **Team spelling, Run and circle**, or **Memory game**.

**CHECK HOMEWORK**

**WORKBOOK UNIT 12, EXERCISE2a-c AND EXERCISE3 AUDIO TRACK103**

- For script, please see the notes for the previous lesson.

**SET HOMEWORK**

**WORKBOOK UNIT 13, EXERCISE1, AUDIO TRACK107 AND EXERCISE2a-c**

- Ask students to open their Workbooks and look at **Unit 13, exercise 1**.
- Demonstrate what to do. Students listen to **track 107** and circle the *like* or *don't like* face under each picture, depending on what they hear.
- Ask students to look at **exercise 1**.  
**a.** Students trace over the food and drink words.  
**b.** Students write the words.  
**c.** Students connect the words to the correct pictures.

**Track 107 Script**

<b>Narrator:</b> <i>Track one hundred and seven. Workbook. Unit thirteen, exercise one.</i>	<i>b. I like apples.</i>
<i>Listen and circle.</i>	<i>c. I don't like tennis.</i>
<i>a. I don't like horses.</i>	<i>d. I like books.</i>
	<i>e. I don't like coffee.</i>

**READING**

- On the board, draw *like / don't like* faces. Under each face, write the words, *I like* or *I do not like*.
- Play **Pogo** using the sentences from **exercise4**:

- Teacher:** *I like (coffee).*
- Students jump to the *I like* half of the board.
- Rub out the faces, this time write in full sentences (eg. *I like tea*).
- Play **Pogo** again, this time the students need to read and think before they leap!
- Play **Guess the word** with the food vocabulary.

**EXERCISE 5**

- Students read the sentences and connect them to the correct faces and pictures.
- Feedback:** Write the sentences on the left side of the board, with the appropriate flashcards (*coffee, fries, spaghetti, tea*) on the right.
- Students race to draw the *like / don't like* faces next to the sentences. Students check their own books.

**EXIT**

- Using flashcards, realia or pictures in the book, elicit any known language.

**UNIT 13 - LESSON2 (Exercises6-10)**

**TARGET LANGUAGE**  
*Do you like (noun/s)?*  
 - *Yes, I do / No, I don't.*

**VOCABULARY**  
*chocolate, coffee, fries, spaghetti, tea*

PHONICS	letters	sounds
vowel	ee	/i:/
digraph		
example	eep, dee, eem, kee,	/i:p/, /di:/, /i:m/,
three-letter	een, bee	/ki:/, /i:n/, /bi:/
combinations		
example		
four-letter	beef, jeep	/bi:f/, /dʒi:p/
combinations		
example	street, green	/stri:t/, /gri:n/
five-letter		
combinations		

**RESOURCES**  
 Wow! 3 flashcards: *spaghetti*  
 Wow! 2 flashcards: *tea, coffee*  
 Food and fruit flashcards: *fries, chocolate*

**ENTRANCE**

- Conduct an orderly **Entrancedrill**.

**PHONICS**

**EXERCISE6a-c**

- a.** Introduce the new digraph (*ee*) and its sound (*/i:/*). Highlight its use and sound in combination with other letters and emphasise its sound in the example words. Students listen and repeat the sounds and words while touching the letters and words on the page.
- b.** Teacher says the sounds, first in order, then at random. Students listen and touch the letters. Next, read one sound from each pair and the students circle the sound they hear. You may need to repeat each sound two or three times. Students take turns saying the sounds for feedback.
- c.** Teacher points to the letters / combinations of letters. Students read the sounds and words. Alternatively, copy the letters / combinations of letters from the Student book onto the whiteboard and ask the students to read these.
- Further practice with, e.g. **Noughts and crosses, Run and write**, etc.

**WRITING**

- Review the vocabulary from **exercise4** of this unit (*dogs, chocolate, snakes, fries, coffee, tea, bananas, Dave*) with a game of **Please draw**. Leave the drawings on the board.

- Note** keep countable nouns in the plural to avoid confusing students.
- Use the drawings on the board to elicit true *I like / I don't like* sentences from the students.
- Elicit the written forms for some of the items (especially *coffee, chocolate, tea, spaghetti*). Practice with e.g. **Guess the word, Hangman**.
- Write *like* and *do not like* on the board. Students read the words chorally.
- Elicit the contraction for *do not* (= *don't*).

**EXERCISE7a-c**

- a.** Students trace the words in the box.
- b.** Students complete the sentences about themselves.
- c.** Students draw the appropriate face for each picture.

**TARGET LANGUAGE**

- Do you like (noun/s)?*  
 - *Yes, I do / No, I don't.*
- Introduce and the question and answer, *Do you like (spaghetti)? Yes, I do / No, I don't.*
- Drill** chorally using vocabulary from **exercise7** (*coffee, chocolate, tea, spaghetti*).
- Chain drill** the question and answer using other relevant known vocabulary.

**EXERCISE8, AUDIO TRACK108**

- Students listen to **track 108** and repeat.

**Track 108 Script**

<b>Narrator:</b> <i>Track one hundred and eight.</i>	<b>Tim:</b> <i>Yes, I do.</i>
<i>Listen and repeat.</i>	<b>Gary:</b> <i>Do you like bananas?</i>
<b>Mandy:</b> <i>Do you like apples?</i>	<b>Dave:</b> <i>No, I don't.</i>

**PRACTICE**

- Direct attention to the picture in **exercise9**.
- Check understanding of individual items in the picture.  
**Teacher:** *Touch one. What are they? (They're cakes) Touch three. What is it? (It's pink).*

**EXERCISE 9**

- Students look at the picture in **exercise9** and individually answer questions from the teacher.  
**Teacher:** (*Mika*), *look at 12. Do you like books?*

**CHECK HOMEWORK**

**WORKBOOK UNIT 13, EXERCISE1, AUDIO TRACK107 AND EXERCISE2a-c**

- For script, please see the notes for the previous lesson.

**SET HOMEWORK**

**WORKBOOK UNIT 13, EXERCISE3a-c**

- Ask students to open their Workbooks and look at **Unit 13, exercise 3**.
- Demonstrate what to do.  
**a.** Students trace the words *Yes, I do / No, I do not* in the boxes.  
**b.** Students read the questions.  
**c.** Students write their own answer to the questions.

**SPEAKING**

- Look at the picture in **exercise9**. Play **Touch**.
- Ask individual students to touch a number, practise the question and answers.
- Write the numbers 1-30 in a grid on the whiteboard. Students line up and take it in turns to throw a sticky ball to hit a number. The student then turns to ask the person next to them about the identically numbered picture. e.g. number 15,  
**Student 1:** *Do you like bananas?*  
**Student 2:** *Yes, I do / No, I don't.*

- Put students into A / B pairs. Assign each student a box in exercise 10.

#### **EXERCISE 10a-b**

- a.** Student A completes circles 1-15 about themselves (referring to pictures 1-15). Student B completes circles 16-30 about themselves (referring to pictures 16-30).
- b.** Student A asks their partner about pictures 16-30 and draws the appropriate face in each circle. Student B does the same with pictures 1-15.
- **Feedback:** Students compare their answers. They should be the same.
- **Extension** A class survey could be conducted using a limited number of the items from the picture in **exercise 9**.

#### **EXIT**

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- Using flashcards, realia or pictures in the book, elicit any known language.