

2 I Don't Like Big Cities

Likes and Dislikes

Target patterns: I like/don't like
I think
What kind of . . . ?

Communication skills: Expressing preferences
Giving reasons
Describing places and things

Language sets: Adjectives
Favorite things

Warm Up

Asking Follow-Up Questions

Ask the students questions from the previous unit, and slip the questions in the illustration into the conversation in a natural way.

Ask "Do you like . . . ?" questions, such as "Do you like New York?" or "Do you like (name of a sports team)?" as often as possible and encourage students to give reasons after saying "Yes" or "No."

Then encourage the students to ask each other questions like "What school do you go to?" "Where do you work?" and follow up each question with "Do you like it?"

Do You Live in Seoul?

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

Anticipation questions

Does Jin-Woo like Jeju Island?
Does Jin-Woo like big cities?

Follow-up questions

Where does Jin-Woo live?
Is Jeju Island noisy?
Is your city noisy?

Comprehension—Personalization

T: Jin-Woo - Hawaii?
S1: Does Jin-Woo live in Hawaii?
S2: No, he doesn't?

T: Where?
S1: Where does he live?
S2: He lives on Jeju Island.

T: Like?
S1: Does he like it?
S2: Yes, he does.

T: Why?
S1: Why?
S2: It's very quiet.
T: (a famous person) - live?
S3: Where does . . . live?

If none of the students know the answer, introduce the pattern *I think*

S4: I think he lives
T: like
S3: Does he like it?
S4: Yes. I think so. / No, I don't think so.
T: Why?
S3: Why?
S4: It's

Personalization

The students ask each other where people they know live and whether they like it, using the questions "Where does . . . live?" and "Does he/she like it?" They can ask about people around them or famous people. If they don't know the answer to a question, encourage them to answer "I think"

Warm Up

Asking Why

Ask the students a few questions they are able to answer, and then slip "Do you like . . . or . . . ?" questions into the conversation, following up each question with "Why?"

The students then ask each other "Do you like . . . or . . . ?" questions, following up each answer with "Why?" Either they think of their own questions or you can write some prompts on the board.

e.g.
big cities/ the countryside
cats/dogs
soccer/baseball
TV/computers
the beach/the mountains

museums/libraries
 rock music/classical music
 gorillas /snakes

Do You Live in the Countryside?

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

Anticipation questions

*Where does Manuel live?
 Does he like it?*

Follow-up questions

*Does Manuel like the countryside?
 Do you like the countryside?
 Why?*

Comprehension—Personalization

T: *What does Manuel think of Mexico City?*
 S1: *He thinks it's big and noisy. (or He loves it.)*

T: *What does he think of the countryside?*
 S2: *He thinks it's boring.*

T: *What do you think of the countryside?*
 S3: *I think it's*

Ask a few other similar questions.

e.g. *What do you think of your school/job?
 What do you think of Tokyo/Seoul?
 What do you think of (a famous person)?*

Personalization

The students ask each other “*What do you think of . . . ?*” questions, and use adjectives to answer the questions. Examples of questions include “*What do you think of your school/big cities/your teacher/your home town/(a famous place)/(a famous person) . . . ?*” If necessary, help by writing a list of topics on the board.

Word Building

Pairs of Adjectives

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 think elephants are big.
 I think Switzerland is beautiful.
 I think TV is boring.*

Controlled Practice

More Adjectives

The students make sentences about each picture. They can either say “*It's*” or “*I think it's*” about each picture.

Answers

- It's long. / It's short.*
- It's difficult. / It's easy.*
- It's cheap. / It's expensive.*
- He's noisy. / He's quiet.*
- He's dirty. / He's clean.*
- It's dangerous. / It's safe.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I think my sister is quiet.
 I think lions are dangerous.
 I think computers are expensive.*

Warm Up

What Kind of . . . Do You Like?

Ask the students a few questions they are able to answer, and slip “*What kind of . . . do you like?*” questions into the conversation. The students can then ask each other “*What kind of . . . do you like?*” questions.

If necessary, write prompts on the board such as sports/food/shops/computer games. The students can also ask each other follow-up questions after each answer.

What's Your Favorite Sport?

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

Anticipation questions

*What's his favorite sport?
 Why does he like Grand prix racing?*

Follow-up questions

*What kind of TV shows does he like?
 What kind of TV shows do you like?*

*What kind of movies does he like?
 What kind of movies do you like?*

*What's his favorite sport?
 What's your favorite sport?*

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

Put the students in pairs. One student plays the role of reporter. The other student is himself/herself or plays the role of a famous person.

Let the conversation happen naturally, though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the reporter.

Communication Activities

A. Starting Letter

One student says whether he/she is thinking of a city, a mountain, etc. and says the starting letter. The other students take turns to ask *yes/no* questions to try and find out what he/she is thinking of, using the structures they have learned—e.g. *"Is it large?" "Is it in Africa?"* If the answer is *"Yes,"* the student can guess the name of the place. If the answer is *"No,"* the turn passes to the next student.

B. Chase the Ace

Remove three aces from a deck of cards and deal out the rest. Make a list of the types of cards, and write an adjective next to each type. In turn, each student takes a card from the student on the left. Whenever somebody makes a pair, he/she places it on the table and makes a sentence with the corresponding adjective. The aim is to avoid having the ace at the end of the game.

C. Opinion Poll

In pairs, the students ask each other the questions in the poll. They then report their answers to the class and analyze the results—they can work out what fraction or percentage of the class gave particular answers.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Mixed questions

1. *My name's Hiroshi.*
2. *My name's Hiroshi.*
3. *I live in Kyoto.*
4. *Yes, I do.*
5. *It's a beautiful city.*

Puzzle sentences

1. *Vancouver is in the west of Canada.*
2. *Pretty good, thanks.*
3. *It's nice to meet you, too.*
4. *Do you like bananas or melons?
(or Do you like melons or bananas?)*
5. *What kind of TV shows do you like?*

You

1. *I'm from China.*
2. *I don't like baseball.*
3. *I think big cities are noisy.*
4. *I think elephants are cute.*
5. *My favorite color is blue.*

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.