



TEACHER'S GUIDE GRADE 4- UNIT 4 VOCABULARY AND WARMUP

Pre-activity

Schema Building:

- The teacher asks students about their likes and dislikes. For example: *What do you like doing? What do you dislike doing?*
- Students respond with these expressions: *I like playing soccer. I don't like eating vegetables.*
- Students brainstorm activities they like and dislike. The teacher writes the activities on the board.

Activity

Grouping:

-Individual work

Setup:

Memory Game: The teacher divides the class in two large groups. Students stand up in a large circle. One student from each starts the memory game by saying: I LIKE PLAYING SOCCER. The next student says: RAUL LIKES PLAYING SOCCER. I LIKE SWIMMING. The memory game goes on and on until the last students says the activity of all the members of the group.

VOCABULARY. CYBERLAB KIDS PLATFORM

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: likes and dislikes about everyday activities, food and drinks.

Students click on the  to start again or  to continue or listen again.

Vocabulary Practice:

Section 1

Students click on the images about the different likes regarding everyday activities. Then they listen and repeat. They click on each picture and listen to the word. Then they repeat the word that refers to each activity. For example: *What do you like doing? I like swimming.*

Section 2

Students listen and repeat food preferences.

What do you like eating? What do you dislike eating? For example: *I like eating hamburgers. I don't like eating vegetables. I like drinking coke. I dislike drinking coke.*











(Warm-up)

Students work individually. Students listen to the instructions.

Steps for students: 1. Click on the picture member of the family and their leisure activities.

2. Listen to the likes or dislikes. 3. Drag the picture to the correct box

Listen to the information. Drag the likes and dislikes to the correct column.

Father	Mother	Brother	Sister	Grandmother
				
				

Post-
activity

Students click on the PLAY button. Students sing the FOOD SONG. Students read the lyrics of the song as they sing.

Tips/
Further
activities

Students read the questions and complete the spaces with the correct answer about their family preferences: *What does your family like doing?*

What does you family dislike doing? EXAMPLE:

My father likes _____.

My father doesn't like _____.

My mother likes _____.

My mother doesn't like _____.

My sister likes _____.



TEACHER'S GUIDE GRADE 4 - UNIT 4 LISTEN

Pre-listen

Schema Building: Pre-listening

- Activate background knowledge by having students say sentences about likes and dislikes. To do this, the teacher shows pictures of activities. Students say: *Rosa likes swimming. Maria Fernanda likes watching TV.*, etc.

CYBERLAB KIDS PLATFORM . Students click on the LISTEN section. Students listen to the pre-listen activity.

- Students listen to questions and answers about likes and dislikes.

Example:

A: *What do you like doing?*

B: *I like playing sports.*

B: *What do you dislike doing?*

B: *I dislike cleaning my room.*

A: *What do you like eating?*

B: *I like eating hamburgers and pizza.*

B: *What do you dislike eating?*

B: *I dislike eating vegetables.*

While-listen



Grouping

- Individual work

Setup:

Each student should have a headphone. Students will listen to a conversation between Rene and Itzel about likes and dislikes.

While-listen. STUDENTS LISTEN TO THE CONVERSATION BETWEEN RENE AND ITZEL ABOUT THEIR LIKES AND DISLIKES.

- Students listen to the conversation. They listen once. As they listen, they relate the conversation with the pictures.
- Students listen a second time. When they do this, students listen and read the script of the conversation. They also relate the conversation with the pictures.
- Students can click on the refresh button  if they want to listen again.
- Now students click on the ABC button  to test their understanding of the conversation. **Example:**


What does Rene like eating?

A. He likes eating fish.

B. He likes eating hamburgers and French fries.

C. He likes eating spaghetti.

Post-listen

Post-Listen. Students click on the pink ABC button  to practice more. Students do the interactive activity. EXAMPLE:

1. What do you like doing? A) I don't like riding a bike. B) I like riding a bike.
2. What do you dislike doing? A) I don't like cleaning the yard. B) I like cleaning the yard.
3. What does your brother like doing? A) He dislikes watching TV. B) He likes watching TV.

Tips/Further activities

Students do a FIND SOMEONE WHO... Students work as a group. All of the students stand up and ask the questions from the "Find Someone Worksheet". As students find the persons, they write the names of the students in the worksheet. The teacher receives feedback from the students. The teacher asks: *Who likes eating pizza?* Students respond: *Edgar likes eating pizza. Sandra likes eating pizza.*

TEACHER'S GUIDE

GRADE 4 - UNIT 4

LANGUAGE STUDY



Pre-activity

Schema Building:

- The teacher writes on the board the things he or she likes and dislikes. For example: I like cooking. I dislike eating pizza.
- The teacher asks students what they like and dislike are. She asks: What do you like doing? What do you dislike doing? What do you like eating? What do you dislike eating? What do you like drinking? What do you dislike drinking?
- The teacher asks yes/no questions on the same topic; Do you like eating hamburgers? Do you dislike watching TV? Students practice YES, I DO. NO, I DON'T.
- The teacher asks the other students, and students must remember the answers. Then she asks: Does Sara like eating spaghetti? etc.

Activity

Grouping Pair work

Setup:

Students look at the language study chart. Students study the charts about expressing likes and dislikes and about asking questions about likes and dislikes, and short responses. Students can go forward or

backwards by clicking the NEXT

Next ▶

or BACK

◀ Back

buttons.

Expressing likes and dislikes:

- I like going to the movies.
- I like listening to music.
- I don't like eating vegetables.
- He likes playing sports.
- She doesn't like cleaning the house.
- My brother likes playing video games.

Next >

STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students read the questions and answers in the MATCH activity. Students click on the questions and then drag them to the right response. The teacher check answers orally with the students. Example:

Column 1

- __ E__ What does your sister dislike eating?
- __ D__ What do you like eating?
- __ F__ Do you like watching TV?
- __ C__ Does your mother like going shopping?
- __ A__ What do you like doing?
- __ B__ What do you dislike doing?

Column 2

- A) I like playing sports.
- B) I don't like cleaning the yard.
- C) Yes, she does.
- D) I like eating hamburgers.
- E) She dislikes eating vegetables.
- F) Yes, I do.

Activity 2

The students choose the correct answer accordingly.

- What do you like eating? A) I like eating sandwiches. B) I like eating hamburgers.
- What does she dislike doing? A) She dislikes camping. B) She dislikes shopping.
- What do they like doing? A) They like riding bike. B) They like swimming.
- What does he dislike doing? A) He dislikes washing the dishes. B) He dislikes shopping.

Post-activity

Students write statements about their likes or dislikes. They can write three (3) things they like doing and three (2) things they dislike doing.

Tips/Further activities



Look at the pictures. Write sentences with LIKES and DOESN'T LIKE. Use the vocabulary from the box provided.

cleaning the yard
playing sports

listening to music
eating spaghetti

TEACHER'S GUIDE

GRADE 4 – UNIT 4

READ



Pre-read

Schema Building: CYBERLAB KIDS PLATFORM

- Students click on the READ section.
- Students walk around class and interview three students.
- Students ask students their likes and dislikes. They practice the questions: *What do you like doing? What do you dislike doing?*
- Students report answers to class.
- Based on the students' responses, the teacher asks YES/NO questions.
Example: *Does Juan like playing soccer?* Students respond: *Yes, he does or No, he doesn't,*

Pre-reading

Walk around class and ask information to your classmates about likes and dislikes.

Ask three classmates. Then report your answers to class.

Example: What do you like doing?
What do you dislike doing?

What you like doing?	What do you dislike doing?
Student 1	Student 1
Student 2	Student 2
Student 3	Student 3

While-read

Grouping
Individual work

Setup:

- Students report their answers again by comparing their likes and dislikes. Students use the expressions “but”.
- Example: *I like swimming, but Raul doesn't like swimming.*

Students read information about the family's likes and dislikes. Students look at the pictures as they read!

Then, students click on the button to test their understanding of the reading.

EXAMPLE: Choose the right answer.

My father likes _____,


- a. watching TV
- b. camping
- c. playing sports

My mother doesn't like _____,

- a. watching TV
- b. camping
- c. playing sports

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.

Students can click the  refresh button to re- start the reading section.

Post-read

Students practice asking questions about different leisure activities.
ASK EACH OTHER ABOUT YOUR PERSONAL LIKES AND DISLIKES:
Example:
Do you like talking on the phone? _____ (Yes I do. / No, I don't)
Do you like watching TV? _____
Do you like swimming? _____

Tips/Further activities

- Tips for the teacher.
- The teacher can make students read out loud to practice pronunciation.
 - Students can also listen and repeat to practice the reading script.

TEACHER'S GUIDE GRADE 4 - UNIT 4 WRITE



Pre-write

Schema Building:

- Students check the diagram with bubbles.
- Students complete the spaces in the bubbles with information about their family.
My father likes _____. My father dislikes _____. My mother likes _____. My mother dislikes _____, etc.
- Students read their answers out loud.

Pre-writing.
Likes and dislikes about my family.

My father likes: _____ My father dislikes: _____

My sister likes: _____ My sister dislikes: _____

My mother likes: _____ My mother dislikes: _____

My brother likes: _____ My brother dislikes: _____

While-write

Grouping

Individual work

Setup:

Students read their answers and listen to their classmates answers regarding the likes and dislikes about their families.

-With the help of the information in the bubbles, students write about their families' likes and dislikes. **Example:** *My family has different likes and dislikes about leisure activities. My father likes deep sea fishing, but he dislikes mountain climbing. My mother likes shopping, but she dislikes going to the beach. My sister likes biking, but she dislikes swimming. My brother likes swimming, but he dislikes playing sports.*

***Students write their own paragraph.

- **Students share their papers and read the paragraph to their partner.**

Post-write

Students develop a survey in class.

SURVEY FIVE CLASSMATES ABOUT LIKES AND DISLIKES AND REPORT YOUR ANSWERS TO CLASS. ASK THE FOLLOWING QUESTIONS FROM THE FOLLOWING CHART. Sample chart as follows.

	STUDENT 1	STUDENT 2
Likes and dislikes about the family		
What does your mother like doing?		
What does your mother dislike doing?		
What does your father like doing?		
What does your father dislike doing?		
What does your brother / sister like doing?		
What does your brother / sister dislike doing?		

* Students report their answers. Example: *My father likes reading the newspaper, but my mother likes watching TV.*

Tips/Further activities

Tips for the teacher:

- Check spelling while the students are writing.
- Check structure of the sentences while the students are reporting.



TEACHER'S GUIDE GRADE 4 - UNIT 4 PROJECT AND SURF THE WEB

Pre-activity

Schema Building:

- Students read the objectives of the team project
- To investigate about the likes and dislikes of the people around the neighborhood
- To report the answers in a bulletin board

GROUP FORMATION

Grouping
Pair work

Setup:
The teacher forms the groups.

Roles	Job Description	Student's Name
Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 Secretary	Writes information about project	
Student 3 Designer	Designs layout and adds artwork	
Student 4 Assistant	Helps secretary and designer with their work	

STEPS FOR THE TEAM PROJECT

STEP 1. Divide the class into different groups. Each group should select four families around the neighborhood they live at. If each group has four members, then each member should come out with the name of one family in his/her neighborhood.

STEP 2. Form groups of four students. Choose the roles of your classmates.

Step 3. Tell students that they have to investigate the likes and dislikes of the families they chose. To do this, they have to ask questions as the ones provided, depending on the member they are interviewing.

Example:

What does your mother like doing?
What does your mother dislike doing?
What does your father like doing?
What does your father dislike doing?
What does your brother / sister like doing?
What does your brother / sister dislike doing?

Students report their answers in class. Students complete the chart provided about the different families.

SURF THE WEB

Students go to the following website:

1. Go to the following website: <http://www.expatsfocus.com/expatriate-costa-rica-leisure-entertainment>
2. List the most important leisure activities in Costa Rica.