

**Suggested Teaching Components**

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Express simple likes/dislikes
- Ask/answer questions in the affirmative
- Ask/answer questions in the negative

**Suggested Themes, Topics and/or Experiences**

Food, health, leisure activities, school, sport, people, field trips, animals, clothing, weather, music style, family, countries, plants, local community

**Suggested Assessment Tasks**

- Hot Seat game
- Teacher/student/family interview
- Oral presentation to class

**Sample Strategies****Teacher directed**

- Introduce language (I like, I love etc.) using diagrams with smiling/frowning faces
- Model language (I like, I don't like) and introduce adjectives with visual support
- Brainstorm reasons for likes/dislikes with/ without L1 support and model questions and answers with 'why' and 'because'
- Use word cards to illustrate word order in questions and answers

**Joint/guided**

- Conduct pair interviews, class surveys
- Play guessing games supported by flow chart structure to suggest alternatives, e.g. Is it big?
- Play games to practise questions and answers, e.g. 'Guess who likes/dislikes'
- Listen to audio/video taped interviews and complete grids; respond to true/false questions etc.

**Independent**

- Select and cut out pictures of likes and dislikes from magazines and share with classmates
- Conduct interviews and report on responses
- Play Hot Seat game (student sits in middle of classroom and responds to questions re likes/dislikes)
- Extend interchanges re likes/dislikes by asking for and giving reasons