I Like Fruits

**I. Teaching Objectives:**

1. Students will learn the sentence structures “I like…” and “You are…” using fruit vocabulary (apple, banana, orange).

2. Students will practice speaking in full sentences to express their preferences.

3. Students will enhance their pronunciation and communication through interactive activities.

**II. Teaching Importance and Difficulty:**

- Importance: Helping students use the sentence structure "I like..." correctly with fruits.

- Difficulty: Encouraging students to speak in full sentences rather than just naming fruits.

**III. Teaching Aids:**

1. Real fruits (apple, banana, orange).

2. Flashcards with pictures of fruits.

3. A video/song: "Fruit Salad" (TPR Activity).

4. Word cards for “apple,” “banana,” “orange”.

5. Worksheets for drawing and labeling fruits.

**IV. Teaching Methods:**

1. Situational Approach\*\*: Creating scenarios where children talk about their favorite fruits.

2. Game Method\*\*: Using games to encourage sentence formation.

3. TPR (Total Physical Response)\*\*: Encouraging actions to match fruit names and sentence patterns.

**V. Teaching Procedures:**

1. Lead-in (5 minutes):

- The teacher greets the children: "Good morning, everyone! Today, we will talk about something yummy! I like fruits! Do you like fruits?"

- Show real fruits to grab their attention. Ask: "What is this?" (showing the apple).

- Kids may respond in their native language first, and the teacher will guide them to say it in English: "Yes, this is an apple. Can you say 'apple'?"

2. Presentation (10 minutes):

- Introduce the sentence: “I like apples” while holding an apple.

- Encourage repetition: "Say with me, 'I like apples'."

- Repeat the process with a banana and an orange: "I like bananas. I like oranges."

- Use flashcards and real fruits to ensure students understand the meaning.

3. Practice (15 minutes):

- Game 1: Card Reading: Show a fruit card and ask a student to say, "I like..." while holding the card.

- Game 2: Find the Fruit: Place fruit cards around the room. Ask the children, “Find the apple and say 'I like apples!'” Have the students point at the correct fruit while saying the sentence.

- Group Competition: Divide the children into two teams and ask, "Which team can say ‘I like bananas’ first when I show the picture?" The fastest team wins.

4. Production (10 minutes):

- Have students pair up. One says, “I like bananas” while the other responds with “You are right!” or “You are a banana!” (for fun). Encourage creative responses.

- Role-play: One student asks, "Do you like apples?" The other responds, "Yes, I like apples."

5. Extension (10 minutes):

- Provide a worksheet where children draw their favorite fruit and complete the sentence: “I like \_\_\_\_\_\_.”

- Let them show their drawing and say the full sentence to the class.

**VI. Teaching Reflection:**

- The children were highly engaged with the games and activities. However, some found it challenging to use the full sentence structure independently.

- To improve, more repetition and encouraging sentence formation in everyday activities will help solidify these phrases.