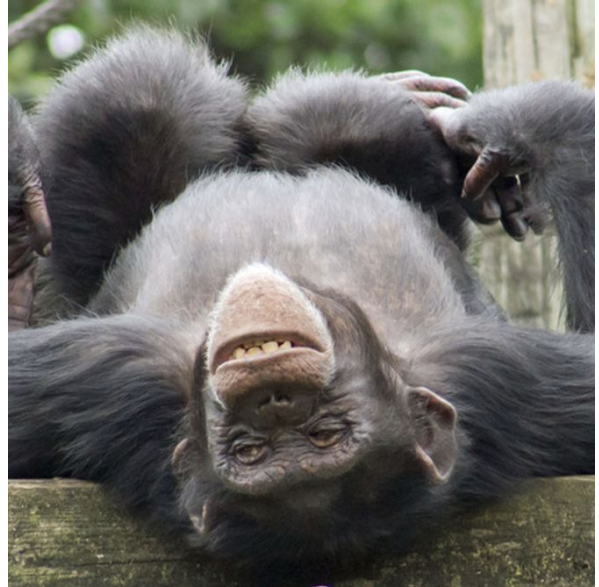




# IT'S LIKE THIS



Scan to review worksheet

Expemo code:  
149M-P3A9-TDCH

## 1

### Warm up

Match these shades and patterns with the things they describe.

striped    dark    spotted    shiny    light    deep    pale    bright



1 \_\_\_ black eyes



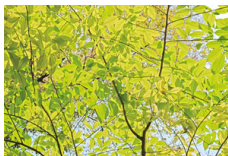
2 \_\_\_ red flowers



3 \_\_\_ purple fruit



4 \_\_\_ fur



5 \_\_\_ green leaves



6 \_\_\_ blue sea



7 \_\_\_ pink shell



8 \_\_\_ tails

1. Which words are patterns?
2. Which shade words mean a strong color? Which mean a weak color?
3. Which words have two syllables?



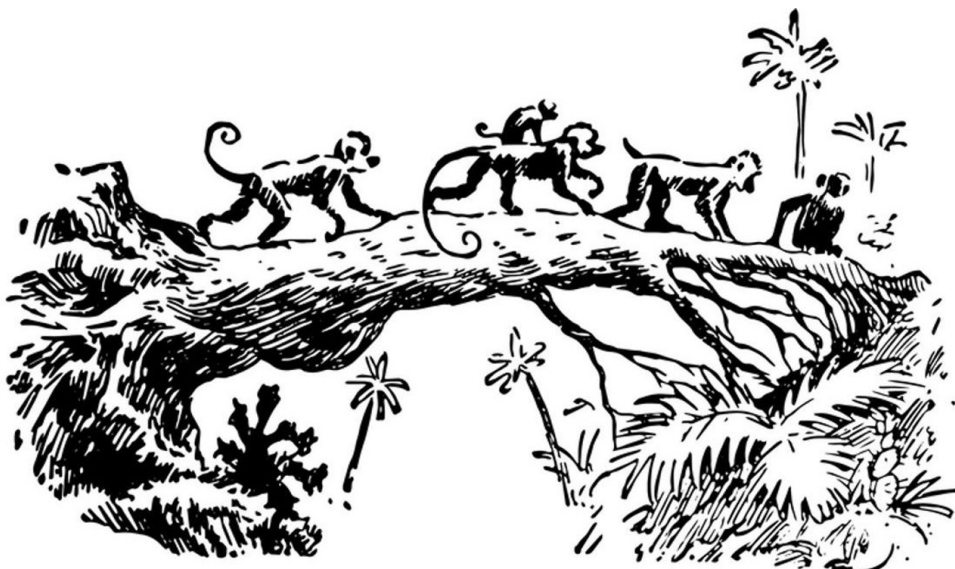
## 2

**Listening**

Carla works at Monkey Rescue, an organisation that takes care of monkeys. Jake plans to make a TV show about Monkey Rescue. Carla is introducing him to some of the monkeys.

Listen to the conversation and answer these questions:

1. How many types of monkey does Carla introduce Jake to?
2. How many individual monkeys does Carla introduce Jake to?





Listen again and draw a line to match each monkey with the information.

<b>Bertie</b>	bright orange	calm	likes Carla	would like to come in
<b>Clive</b>	dark brown	intelligent	doesn't like another animal	would like to have a nap
<b>Lola</b>	light brown	lazy	likes chasing another animal	would like to play
<b>Peach</b>	pale orange	playful	likes watching another animal	would like a snack



**3 Language point**

We use the word *like* in several different ways. Study the questions and answers from the listening.

What **does** Bertie **look like**? Bertie has light brown fur, and Clive is dark brown.

What's Bertie **like**? He's very playful.

And Clive, **what does he like** to do? He likes to sit and watch Bertie.

**Would you like to** meet some more animals? Yes, I would!

Match the questions with the type of information they are asking for.

- |                            |  |
|----------------------------|--|
| 1. What does he look like? | a. a description of character or personality         |
| 2. What's he like?         | b. a description of physical appearance              |
| 3. What does he like?      | c. an activity or thing for someone to enjoy now     |
| 4. Would you like ...?     | d. an activity or thing which someone usually enjoys |



Note that we can use two different structures to ask and answer this question. They have the same meaning in this context.

What does he **like to do**? What does he **like doing**?

He **likes to chase** Clive. He **likes chasing** Clive.

1. What are these two structures called?
2. Can we use both of these structures with *would like*?

Write four questions using the subject *they*.

look like

1. \_\_\_\_\_

be like

2. \_\_\_\_\_

like

3. \_\_\_\_\_

would like

4. \_\_\_\_\_



## 4

## Practice

Candy is a zookeeper and Annie is a monkey. Write the questions that go with each answer. Then add the missing words to the sentences. Use words from the box.

vacation

hair

sociable

fur

toy

to

experienced

caring

## Candy

1. \_\_\_\_\_ She's got glasses and long dark brown \_\_\_\_\_ .
2. \_\_\_\_\_ She's very \_\_\_\_\_ . She started working here more than 25 years ago, and she knows a lot about monkeys.
3. \_\_\_\_\_ She likes \_\_\_\_\_ for the baby monkeys if their mothers can't do it. Sometimes they live with her so she can feed them at night.
4. \_\_\_\_\_ She'd like a \_\_\_\_\_ ! It's hard work looking after baby monkeys.

## Annie

1. \_\_\_\_\_ She likes \_\_\_\_\_ play in the trees.
2. \_\_\_\_\_ She's really \_\_\_\_\_ , and she likes playing with the young monkeys in her group.
3. \_\_\_\_\_ She'd like a new \_\_\_\_\_ because she lost her old one.
4. \_\_\_\_\_ She's got pale gray \_\_\_\_\_ .



## 5 Speaking

Follow your teacher's instructions to practice questions with *like*. Student A look at this page. Student B look at the next page.

### Student A

Work in pairs. First read your own information about one monkey and one zookeeper. Then make notes on your table about another monkey or zookeeper – you can imagine the details.

Take turns with your partner to ask and answer questions about each other's people and animals. Make notes to complete the information on your table.

After you finish, guess if each one is a zookeeper or a monkey.

name	appearance	character or personality	an activity or things that they usually enjoy	something they want to do or have now
Jasmine (monkey)	black and white striped tail	friendly	climb trees	some water
Jeff (zookeeper)	light blue eyes	helpful	read about history (not monkeys!)	a cup of tea
your own idea:				

### Student B will tell you about these people or animals

Wendy				
Eddy				
their own idea:				

If you have time, work in pairs to ask and answer these questions about yourselves or people you know.

**Student B**

Work in pairs. First read your own information about one monkey and one zookeeper. Then make notes on your table about another monkey or zookeeper – you can imagine the details.

Take turns with your partner to ask and answer questions about each other's people and animals. Make notes to complete the information on your table.

After you finish, guess if each one is a zookeeper or a monkey.

name	appearance	character or personality	an activity or things that they usually enjoy	something they want to do or to have now
Wendy (zookeeper)	pale skin	quiet	prepare food for monkeys	start cutting up fruit
Eddy (monkey)	spotted and orange	shy	eat fruit (not share!)	an apple
your own idea:				

Student A will tell you about these people or animals

Jasmine				
Jeff				
their own idea:				

If you have time, work in pairs to ask and answer these questions about yourselves or people you know.



## 6 Extra practice/homework

Put the sentences in order to make a dialogue.

Carla: He loves to meet the animals when they first arrive. They're often sick and need to see a doctor. \_\_\_\_

Carla: He's really funny; he's always telling jokes. He loves his job. \_\_\_\_

Carla: He's very tall, and he has bright red hair. \_\_\_\_

Carla: I think he'd love that. Go and ask him! \_\_\_\_

Carla: You should meet the vet, Malcolm. \_\_\_\_

Jake: I don't think I'll miss him. Is that him over there? Do you think he would like to have coffee with me now? \_\_\_\_

Jake: What does he look like? \_\_\_\_

Jake: What does he love about his job? \_\_\_\_

Jake: Who else should I meet before we start filming?   I  

Jake: Yes, good idea. What's he like? \_\_\_\_

## 7 Optional extension

We also use the word *like* in other ways. Read the information.

**To ask for and give examples:**

I bought lots of nice things to eat at the supermarket.

**Like what?**

**Like** cheese, cookies, and chocolate.

**As filler, when we aren't sure exactly what we want to say:**

I need to ... **like** ... talk to him. I guess I should ... **like** ... ask him how he feels and **like** ... find out if he wants to ... **like** ... stop being friends with me.



**To focus attention on information given as numbers:**

There were **like** 50 people waiting to see the doctor.

It was **like** two in the morning when we got home.

**To report what someone said or felt:**

And we were all **like**, what's your problem. And then he was **like**, nothing. And we were **like**, well you definitely have a problem. And he was **like**, really angry.

**As a suffix attached to a noun to say that something was similar to another thing.**

The dancers were animal-**like**.

1. Do you usually hear people use *like* in any of these ways?
2. Which use of *like* is formal?
3. Which two uses of *like* are mostly used by younger people?
4. Do you think you should use *like* informally when you speak English?



# Transcripts

## 2. Listening

- Carla:** So, you want to meet the monkeys?
- Jake:** Yes, please. I want to get to know them so we can plan our TV show.
- Carla:** We'll start with the chimpanzees, Bertie and Clive.
- Jake:** Which one is which? What does Bertie look like?
- Carla:** Bertie has light brown fur, and Clive is dark brown.
- Jake:** What's Bertie like?
- Carla:** He's very playful. He likes chasing Clive.
- Jake:** And Clive — what does he like to do?
- Carla:** He likes to sit and watch Bertie. Clive is a very calm chimp.
- Jake:** Look at Clive! He's standing next to the door.
- Carla:** Yes, Clive would like to come in. He's hungry, and he knows there's some food inside. And Bertie would like to play, so Clive wants to hide from him. Anyway, that's the chimps.
- Carla:** If you come over here, we can see the gibbons. These are another type of monkey, from Asia. My two favorites are Lola and Peach.
- Jake:** What do they look like?
- Carla:** Lola is pale orange, and Peach is bright orange. Can you see them?
- Jake:** I think so. Lola is coming over to us. Maybe she would like a snack.
- Carla:** Definitely, but she's also coming over because she really likes me! She's very intelligent! But Peach doesn't like Lola.
- Jake:** So, what's Peach like?
- Carla:** She's very lazy. Look at her lying there. She'd like to have a nap. Would you like to meet some more animals?
- Jake:** Yes, I would!



# Key

## 1. Warm up

5 mins.

Call attention to the pictures and demonstrate the task with the first exercise. Work with the whole class to match the words and captioned pictures. Although there are some synonyms or near-synonyms, the correct answers indicate more common collocations. If you are using black and white worksheets, it would be helpful to display a colored image for the class to see. Pose the follow-up questions and make sure students understand that *striped* /*straɪpt*/ has only one syllable. You could also ask students to think of more examples for each combination from the exercise, perhaps looking around the classroom for ideas.

1 shiny black eyes

2 bright red flowers

3 dark purple fruit

4 spotted fur

5 light green leaves

6 deep blue sea

7 pale pink shell

8 striped tails

Patterns, shades, and syllables:

1. Spotted and striped
2. Bright, deep, and dark are strong while light and pale are weak.
3. Shiny and spotted.

## 2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall the missing word from the options. Elicit/explain the meaning of any unknown vocabulary, for example, *chase*. Then play the recording again for them to check. They can listen twice if they need to. If you have time after you check answers, students could read the transcript out loud in pairs.

1. Two types of monkey (chimpanzees and gibbons).
2. Four individual monkeys (Bertie, Clive, Lola, and Peach).

Bertie: light brown, playful, likes chasing another animal, would like to play;

Clive: dark brown, calm, likes watching another animal, would like to come in;

Lola: pale orange, intelligent, likes Carla, would like a snack;

Peach: bright orange, lazy, doesn't like another animal, would like to have a nap.

## 3. Language point

10 mins.





In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Make sure students understand the aim of the activity is to practice a range of questions with *like*, and that they will need to use their imagination.

Set up A/B pairs and direct students to the correct page of the worksheet. They should not look at the other page! Go over the instructions – working alone, students look through their own two examples and invent the details of a third person or animal. They should also plan the questions they want to ask to find out information about their partner's three examples.

Then bring students together in A+B pairs to ask and answer questions and make notes on their table. Monitor and support as necessary. Early finishers can ask and answer questions about themselves or people they know. Then go over the answers with the class. Round up the activity with error correction, including pronunciation.

## 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. Jake: Who else should I meet before we start filming?
  2. Carla: You should meet the vet, Malcolm.
  3. Jake: Yes, good idea. What's he like?
  4. Carla: He's really funny; he's always telling jokes. He loves his job.
  5. Jake: What does he love about his job?
  6. Carla: He loves to meet the animals when they first arrive. They're often sick and need to see a doctor.
  7. Jake: What does he look like?
  8. Carla: He's very tall, and he has bright red hair.
  9. Jake: I don't think I'll miss him. Is that him over there?
  10. Carla: I think he'd love that. Go and ask him!
- Do you think he would like to have coffee with me now?

## 7. Optional extension

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students examine five more common uses of *like* and reflect on their usage.

1. Students' own answers.
2. Formal: as a suffix, the others are all informal.
3. Using *like* as a filler or to report speech or feelings are mostly features of younger native speakers' speech.
4. Student's own answers, but it will depend on students' ages and who they are speaking with. Using *like* to ask for and give examples and to focus attention on numbers would be suitable for all speakers in most contexts. However, using *like* as a filler or to report speech or feelings would not be recommended for exams or more formal settings.