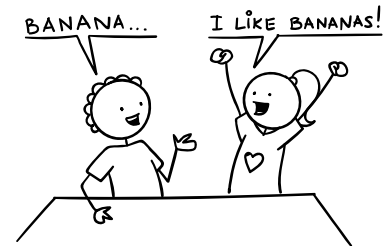


Lesson 4

Likes and dislikes 1



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Talking about likes and dislikes for food.
Structures:	“I like ~”, “I don’t like ~”, “What a stink!”.
New vocab:	cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans, apple, orange, carrot, banana, pineapple, corn, cabbage.
Review vocab:	table, chair, window, bookcase, door, numbers 1-10.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Classroom objects (table, chair, bookcase, door, window) – multiple copies of each card, up to 10 (see point 2) Food (cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans, apple, orange, carrot, banana, pineapple, corn, cabbage)
Printables:	<ul style="list-style-type: none"> Song worksheet - I don’t like cheese Likes and dislikes crossword worksheet Likes and dislikes word search worksheet
Songs:	<ul style="list-style-type: none"> I don’t like cheese

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags for each student
- a small ball
- Blu-Tack
- board with markers / chalk

Notes:

This lesson introduces students to simple structures for likes and dislikes for different items of food. There is also a fun song activity using the lesson structures and vocabulary.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and name tags
2. Ball pass questions
3. Homework check
4. Review classroom objects and numbers

New Learning and Practice:

1. Introduce the food vocabulary
2. Play "Food words match-up"
3. Introduce "I like" and "I don't like"
4. Practice saying, "I like ~" and "I don't like ~"
5. Play the "I don't like cheese" song
6. Write food words
7. Do "Likes and dislikes crossword" worksheet
8. Read and write time

Wrap Up:

1. Assign Homework: "Likes and dislikes word search"
2. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings and name tags

Greet the students as they enter the classroom and gesture for them to sit down. Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



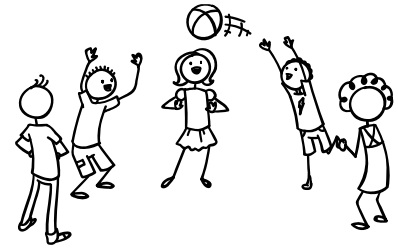
For students who use a non-roman alphabet (e.g. Japanese), they should write their name in English letters - if they have never done this before you may have to help (possibly prepare their names on paper to copy).

2. Ball pass questions

Get everybody standing in a circle.

Round 1:

Take a ball and hold it and say, "My name is (your name)". Then throw the ball to one student and say, "What's your name?". Students throw the ball around randomly, saying their names and asking for names.

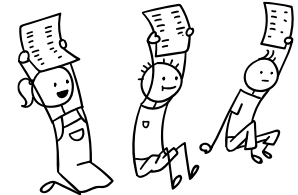


Round 2:

This time ask a review question: "How many tables are there?". Make sure you choose something with 10 or less items. Then throw the ball to a student who should answer "There are (6) tables". Help if necessary. Then that student throws the ball to another student and asks a "How many ...?" question. Continue so everyone has a go.

3. Homework check

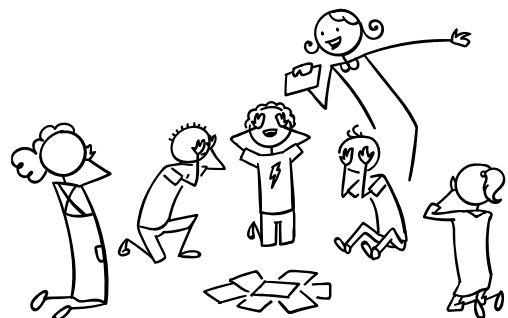
Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What number is this?"), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).



Finally, tell your students to put their homework back into their bags.

4. Review classroom objects and numbers 1-10

Use the classroom objects flashcards from last lesson – you will have multiple copies of each flashcard object, so we can use these for counting (e.g. count 10 table flashcards). If you only have a few students, print off some more of these flashcards before class so that you'll have up to 10 of each object.



Sit everyone in a circle on the floor and tell them to close their eyes. Lay out some table flashcards on the floor and tell everyone to open their eyes. Then ask, "How many tables are there?" – the first student to answer "There are (8) tables" wins a point. Continue with the other classroom objects, each time with a different number. When finished, you can continue the game with actual objects in your classroom (using classroom stationery, for example).

New Learning and Practice:

1. Introduce the food vocabulary

You'll need to print off the food flashcards and their word cards for the next 2 sections of the lesson. Also, before class, prepare 2 cards for each of your students – one with a smiley face and the word "yummy" on, the other with a sad face and the word "yuk" on it.

Give out the cards and chorus, "yummy" and "yuk" – get everyone to hold up the cards as you do so.

Next, stick the food picture flashcards, one-by-one, onto the board. As you do, chorus the word 3x and have everyone hold up and say "yummy" or "yuk". Once all the cards are on the board, get students to call out the words of each food item by pointing at them.



2. Play "Food words match-up"

Put the class into teams of 2-4 students and bring everyone's attention to the food flashcard pictures on the board. Give one team a word flashcard for one of the food items on the board. Give them 10 seconds to figure out the word and stick it on the board next to the correct picture. If they get it correct, award the team 1 point. Continue for all the words, teams taking turns to match the words to pictures for points.



At the end, your board will be full of food flashcards and their associated words. The team with the most points is the winner!

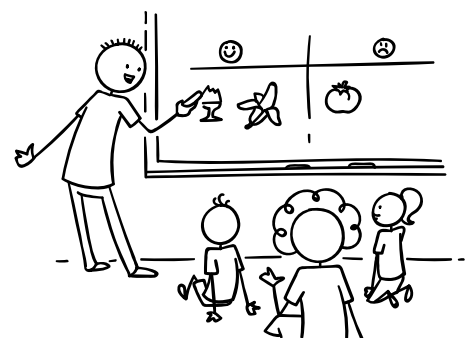
End by saying a food word to each student and having them go to the board and taking that food picture off the board and returning it to you. Now you'll have just the word cards on the board – do the same, say a food word to each student and have them go to the board and returning those word cards to you. Now you have an empty board, ready for the next section of the lesson.

3. Introduce "I like" and "I don't like"

Prepare your board – draw a 2-column table with a happy face heading above one column and a sad face above the other (as shown in the picture).

As a class you are going to draw food and drink items you like and don't like, as follows:

- First, draw a food item in the "like" column. Get



everyone to shout out what you have drawn. Gesture that you like this (say "Yummy!" and rub your tummy and smile – make it obvious that you like it a lot). Say "I like bananas".

- Next, draw something in the 'dislike' column (such as a cabbage). Again, get everyone to shout out what you have drawn. Gesture that you don't like this (say "Yuk!" or "It stinks!" and grimace – make it obvious that you don't like it). Say "I don't like cabbage".
- Then do another round of drawings to make sure everyone understands.
- Next, invite a student up and point to the 'like' column and say, "Draw a food or drink that you like". When the student draws the item, everyone has to guess what it is. Then get the student to say, "I like ~". The next student should draw something in the 'dislike' column and say, "I don't like ~". Keep bringing students up to the board to draw their likes and dislikes until the board is pretty full. It is fine for students to draw pictures of food that hasn't been introduced yet – have fun trying to draw food pictures.
- If any of the items from the song haven't been drawn (cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans) use the flashcards to get them on the board: hold up each picture and elicit the word, then ask students to place the flashcard (use blue tak or tape) on the board in the column of their choice (whilst saying "I like ~" or "I don't like~").

5. Practice saying "I like ~" and "I don't like ~"

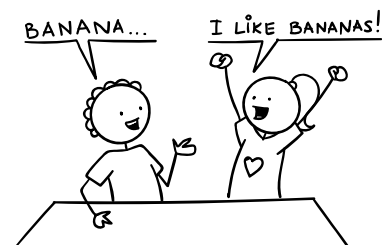
Put the students into pairs. They are going to make sentences using the food and drink items on the board. Model with a student first so everyone understands what to do: Teacher says "banana" – choosing an item from the board. The student has to make a sentence (e.g. "I like bananas"). The answer should be the student's own true answer. Then in pairs, students take turns in choosing a food item for their partner to make a sentence about. For example:

Student A: apples

Student B: I like apples!

Student B: carrots

Student A: I don't like carrots!

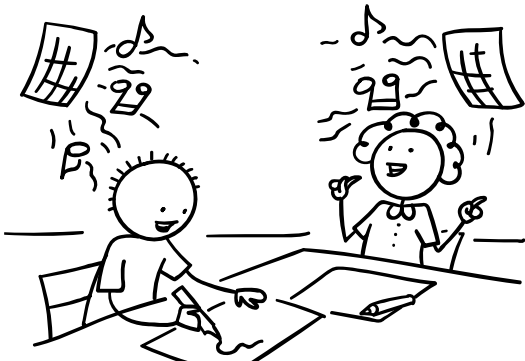


Also, encourage the use of phrases such as "Yummy", "Yuk" and "It stinks". Pairs keep talking until they have gone through all of the items on the board.

6. Play the song "I don't like cheese" and students fill in their worksheets

For this song, students listen and fill in their "I don't like cheese" song worksheets by drawing the different food items they hear. The song runs through the vocab pretty quickly, so play the song at least twice.

After playing the song a few times, elicit the answers and put the flashcards on the board in the right columns so everyone can check (there will only be "cheese" in the 'I don't like' column). Play the song through once more, pointing at the items on the board – encourage everyone to sing along.

Lyrics for "I don't like cheese"	Gestures for "I don't like cheese"
<p>Verse 1: I like chocolate, I like rice, I like French fries, They're very nice, I like strawberries, I like bread, Oh no, what's that? I don't like cheese!</p> <p>Chorus: Cheese, cheese, I don't like cheese, Cheese, cheese, Don't give me, please! I like lots of food, I like lots of drink, But as for cheese – what a stink!</p> <p>Verse 2: I like ice cream, I like grapes, I like pasta, It tastes great! I like pizza, I like beans, Oh no, what's that? I don't like cheese!</p> <p>Chorus</p>	<p>There are no gestures for this song – a listening activity with worksheet accompanies the song. However, if students enjoy the song you can encourage them to sing along and dance!</p> <p>The worksheet to use during the song is the "I don't like cheese" song worksheet.</p> <p>Students listen to the song and draw the food items they hear in the 'I like' and 'I don't like' columns (only cheese is in the "don't like" column).</p> <p>The song runs through the vocab pretty quickly, so play the song at least twice.</p> 

7. Write food words

With the food flashcards still on the board from the song, write the words for each food item underneath each flashcard. Have everyone write the



words onto their song worksheets under their drawings of the food items. They will need this for the worksheet activity and their homework.

8. Do "Likes and dislikes crossword" worksheet

Hold up the worksheet and model writing some of the words onto the crossword. Have your students take out their pens/pencils and complete their worksheets. Spend time with each student, helping, asking questions and praising. Be sure to ask about their likes and dislikes, for example:

Teacher: What's this?

Student: Beans.

T: Do you like beans?

S: Yes. I like beans.



Finally, have each student hold up their completed worksheet and ask them a question about it. Tell your students to put their worksheets into their bags.

9. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. **Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. **Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. **Early readers.**

Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

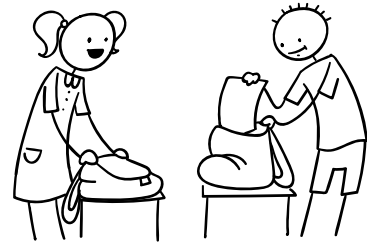
4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

Wrap Up:

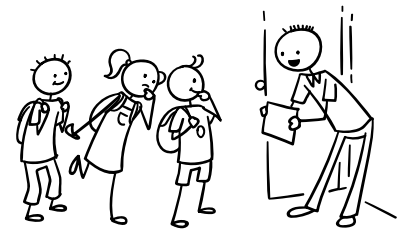
1. Assign Homework: "Likes and dislikes word search"

Hold up the homework worksheet and model finding and circling the food words. Then give out the worksheets and say, "Put your homework in your bags".



2. Do "Quick Check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students. For each student check one new word by holding up a food flashcard and asking, "What's this?". Then ask, "Do you like ~?" – make sure the answer is yes/no and a full sentence (e.g. Yes, I like cheese / No, I don't like cheese).



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at www.eslkidstuff.com/esl-kids-lesson-plans.html
 - More free Lesson Plans are available at www.eslkidstuff.com/esl-kids-lesson-plans.html

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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