

## Unit 2: My Friends and I

### Day One: Likes and dislikes

#### Objective

Students will be able to fill out a questionnaire about things that they like and dislike.

#### Setting the Stage

The teacher has a photo of a famous person taped to the board and has drawn a speaking bubble above the photo. In the bubble, the teacher has written a series of sentences in the target language (TL) that indicate what that famous person likes, doesn't like and prefers. The teacher may use a drawing of a heart to illustrate "*like*" and a frown to illustrate "*don't like*." The teacher also uses a variety of recognizable cognates, such as "pizza," or "chocolate." The teacher may also write the English words *like* and *don't like* next to the corresponding TL expression.

#### Input (10 minutes)

The teacher shows pictures of various things, such as pizza, French fries, chocolate, tests, school, the cinema, football, ice cream, vacations and stores as he/she tells the class in the TL, "I like..." or "I don't like..." These expressions are all written on the board. The teacher may point to the English translation as the expression is spoken.

The teacher then shows a picture of a famous person or character and tells the class, in the TL, "He/She likes....doesn't like...." related to all the things previously mentioned. The term, "He/she likes/doesn't like" is also written on the board as the teacher says them. The teacher may point to the English translation written on the board as the expression is spoken.

The teacher then focuses on a student in the class and asks him or her, "Do you like/don't you like" with some of the things. The teacher writes on the board, "You like/don't like." The teacher moves around the room and asks several students what they like or don't like.

***NOTE: During this entire input, the teacher conducts a variety of comprehension checks about the information being described.***

#### Guided Practice (10-15 minutes)

1. The teacher has prepared a list of different movies that are currently showing or a list of different television shows. The students, in pairs, discuss whether they like or do not like each of the movies or television shows.

2. The teacher has prepared six illustrations, numbered 1 through 6, that match six different scenarios. These illustrations can either be posted on the board in the front of the room, or reproduced on an overhead transparency. The teacher reads a text, prepared ahead of time, of six teenagers calling a radio talk show and telling the host what their name is, how old they are and what they like or don't like. Example: "*Hi, My name is Monique. I'm 15 years old. I like ice cream.*" The

students are to match the name of the "caller" to the number of the illustration that matches the phone call description.

### Independent Practice (15-20 minutes)

Students respond in writing to a questionnaire that asks them to list what they like and don't like. They simply take a sheet of paper, fold in half lengthwise. At the top of the left column, they write the expression in the target language, "I like" and at the top of the right column, the expression, "I don't like."

When finished, the students get into groups using Numbered or Colored Heads (explanation below) and compare their results. They are to write a group report that tells

*One thing everyone in the group likes*

*One thing that every individual student likes that no one else in the group likes*

*One thing that everyone in the group dislikes*

*One thing that every individual student dislikes that no one else in the group dislikes.*

### Closure (5 minutes)

The teacher collects all the Numbered Heads results. The students return to their original seats. The teacher asks for one or two volunteers to read their Numbered Heads group results to the class.

## Numbered or Colored Heads

The teacher walks around the classroom and points to one student at a time and gives that student a number. If the teacher wishes to create six groups, the students are numbered off 1 through 6. If only five groups, then students are numbered 1 through 5. The teacher emphasizes that the student is to remember the number given to him/her. Colors can be used instead of numbers.

Once all the students have a number, the teacher points to a specific location in the classroom and says, "All the Number One's are to meet here." The teacher then points to the other locations in the classroom and tells the number assigned to the specific location. Only when all the locations and numbers are given, and the students show that they know which number meets in which location, does the teacher ask all the students to get up out of their seats, take all their books/school bags, etc., with them, and move to their assigned location.

The teacher may prefer to cut up small strips of colored paper, six different colors if he/she wants six groups. The teacher mixes up all the different colored strips, and then walks around the room and hands out a strip to each student. The teacher indicates where in the classroom each specific color is to meet. Then the students get up and meet in the "yellow corner," the "red corner," the "blue corner," the "orange corner," etc.

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