

Unit 2: My Friends and I**Day Three: Comparing our preferences****Objective**

Students, in pairs, will be able to compare and contrast each other in a written Venn diagram, using short phrases.

Setting the Stage (3 minutes)

The teacher has prepared a colorful display of items that young people generally like/don't like on a table in the front of the room. For example, movie magazines, sports equipment, a variety of food items, clothing, pictures of famous people, etc. On the board, the teacher has written this prompt: "Talk with a neighbor and tell him/her whether you like or don't like each of the items on the table."

Input (10 minutes)

The teacher role-plays a very positive person and describes orally the name and age of this person and what this person likes, likes a lot, or prefers. The teacher describes what that person likes to do at home, at school, with friends, with family, and alone. The teacher needs to show visuals that represent "likes," "likes a lot," and "prefers." The teacher will show these visuals when using the terms above. The visual can be some kind of body language (total physical response -- TPR) or can simply be the words written in the target language (TL) on the board and the English translation next to the term. The teacher will encourage the students to mimic the body language (TPR) as the teacher uses each term.

The teacher will then role-play a very negative person and describe orally the name, age of this person and what this person doesn't like, detests, or hates. Again, the teacher associates these terms with TPR.

NOTE: During this entire input, the teacher conducts a variety of [comprehension checks](#) about the information being described.

Guided Practice (10 minutes)

Students are divided into two groups and each group sits in a circle. The teacher explains the activity and asks one of the groups to model for several minutes before all the groups begin this "game." The name of the game can be a famous person's name (with two or more syllables) in the TL culture, such as Pancho Camancho in Spanish or Brad Pitt in English.

The student who starts the game says, "Pancho Camancho likes to go skiing." and then calls on another student in the group to continue. The second student must start with "Pancho Camancho does not like to go skiing." and then continues with another sentence that describes what Pancho Camancho really likes to do, such as "He likes to play in the snow." This student then calls on another student in the group who begins with the required "Pancho Camancho does not like to play in the snow," and then continues with another choice of activities.

The student who stumbles or can't come up with a second activity for Pancho Camancho right away is eliminated from the game and needs to sit outside the circle. As the students are eliminated, the circle gets smaller and the competition quicker. The game continues until only one student remains in each

circle. Those two students are the finalists in the game and compete against each other. The winner receives some kind of little prize.

Independent Practice (10 minutes)

The teacher has prepared a short reading selection that describes the opinions of two young people regarding various activities. This reading can comprise of several sentences to a full paragraph for each young person. For example,

Snowboarding: a sport or a fad?

Person One: "Neither! I snowboard just for fun."

Person Two: "Snowboarding is a winter sport, just like skiing or ice-skating. I actually don't snowboard. I prefer skiing and I go skiing with my family a lot. All of these sports are good exercise, too."

The students read these paragraphs aloud to a partner and then write down their answers to several questions about the information. For example,

- *Do you think that snowboarding is a sport or a fad?*
- *Do you like to snowboard?*
- *If not, which winter sport do you prefer?*
- *If you don't participate in sports, what do you like to do in the winter?*
- *What type of activity do you consider a fad?*

Evaluation (10 minutes)

Students, in pairs, discuss their likes/dislikes/preferences and fill out a full-page Venn diagram with phrases. Each circle of the Venn represents one student. The center section represents the activities that the students enjoy in common. The outside sections represent the activities that the students do not have in common. The teacher encourages the students to be original, to use short sentences if possible and to "decorate" their Venn with colored marker/pencils. For example:

In the left circle: My name is John. I am 13 years old. I like to ski and play hockey. I don't like to study. I love to eat ice cream!

Where the circles overlap: We like to read. We love chocolate. We don't like to take tests.

In the right circle: My name is Mary. I am 14 years old. I like to study. I don't like to ski. I love to go shopping.

The teacher collects this project and evaluates for content, comprehensibility, creativity (originality of thought,) accuracy and appearance.

This work is licensed under a [Creative Commons License](https://creativecommons.org/licenses/by/4.0/).

- You may use and modify the material for any non-commercial purpose.
- You must credit the UCLA Language Materials Project as the source.
- If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

