

### PERSONAL PREFERENCES

Age: Teenager/Adult

Level: Intermediate (B1)

Time: 45 minutes

Activity: In this lesson, students will:

- » talk about preferences
- » write sentences about themselves

Language focus: ways of expressing preferences

Materials: one copy of the worksheets 1 and 2 per student

7. dogs/cats
8. football/tennis
9. spicy/sweet
10. guitar/violin
11. letter/email
12. mountains/beach
13. married/single

6. Students should then do the matching exercise in activity B.

Key:

- |      |      |       |       |       |      |      |
|------|------|-------|-------|-------|------|------|
| 1. h | 2. f | 3. i  | 4. k  | 5. l  | 6. j | 7. a |
| 8. g | 9. c | 10. b | 11. d | 12. e |      |      |

7. Students complete the sentences in activity C, either using words from activity B or their own ideas.

Key (possible answers):

1. I prefer **classical music** to **rock music** because I find it more relaxing.
2. I prefer travelling by **plane** to travelling by **train** because it's faster.
3. I like **adventure** more than **comfort** because it's more exciting.
4. I'm more of a **listener** than a **talker** because I'm quite shy.
5. I'd rather visit **Australia** than **Antarctica** because I find the weather more attractive.

8. Highlight the different ways to talk about preferences:

- I prefer ... to ...
- I like ... more than ...
- I'd rather .... than ...
- I'm more of a ... than a ...

9. Students write five more sentences about themselves and then compare with a partner. Monitor and offer support as necessary.

10. Finally, in activity D, students think of two more choices that apply to people's daily lives, such as football teams and politicians, and draw pictures to represent these. The other students in the class need to guess what these are and then say which they prefer and why.

### PROCEDURE

1. Ask students what decisions they've made before coming to class today, such as what to have for breakfast, what to wear, how to get to school or work, etc.
2. Students work in pairs and tell each other the decisions they've made. Find out which student in each pair has made the most decisions. Then see which student in the class has made the most decisions and what these decisions were.
3. Give out Worksheet 1 and explain that all the pictures represent *either/or* choices. Students need to find the pairs, for example *tea or coffee*, *TV or radio*, and so on. (See Key for activity A below for the suggested pairs.)
4. Students work in pairs and ask each other questions about each pair of pictures. For example, *Which do you prefer, tea or coffee? Do you prefer travelling by car or bicycle? Why?* Students then change partners and repeat the task several times to find the person in the class who has the most similar tastes to their own.
5. Give out Worksheet 2. Without looking at Worksheet 1, students quickly complete the opposites table in activity A.

Key:

1. peace/war
2. car/bicycle
3. beer/wine
4. tea/coffee
5. television/radio
6. tent/hotel

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## WORKSHEET 1

### PERSONAL PREFERENCES

one stop english



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one stop english

### A. Vocabulary 1

Write the 'opposites' from the pictures.

1. peace	_____
2. car	_____
3. _____	wine
4. tea	_____
5. _____	radio
6. tent	_____
7. dog	_____
8. _____	tennis
9. spicy	_____
10. _____	violin
11. _____	email
12. mountains	_____
13. _____	single

### B. Vocabulary 2

Match the 'opposites' and then circle the ones you prefer.

1. sun	a. classical
2. left	b. Antarctica
3. still water	c. plane
4. adventure	d. blue
5. talker	e. pessimist
6. vegetarian	f. right
7. rock	g. London
8. Paris	h. shade
9. train	i. sparkling water
10. Australia	j. carnivore
11. pink	k. comfort
12. optimist	l. listener

### C. Expressing preferences

Complete the sentences.

1. I prefer \_\_\_\_\_ to \_\_\_\_\_ because I find it more relaxing.
2. I prefer travelling by \_\_\_\_\_ to travelling by \_\_\_\_\_ because it's faster.
3. I like \_\_\_\_\_ more than \_\_\_\_\_ because it's more exciting.
4. I'm more of a \_\_\_\_\_ than a \_\_\_\_\_ because I'm quite shy.
5. I'd rather visit \_\_\_\_\_ than \_\_\_\_\_ because I find the weather more attractive.

**Remember:** We use **to** when talking about preferences. For example, I prefer sunshine **to** rain.  
We use **than** when making comparisons. For example, I like cats more **than** dogs.

Now write five sentences about yourself.

1. I prefer \_\_\_\_\_.
2. I prefer \_\_\_\_\_.
3. I like \_\_\_\_\_.
4. I'm more of a \_\_\_\_\_.
5. I'd rather \_\_\_\_\_.

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#### D. Personal preferences

All through our lives we are asked to make decisions and have to live with the results of those decisions. Some decisions are simple, clear and easy to make. Others are more complicated and need thought. There are also some decisions that are impossible to make or that we spend our whole lives trying to make.

Think of at least two more either/or choices that apply to your life or where you live. They could be choices between two football teams to support or two politicians to vote for. You decide! In the box below, draw pictures to illustrate these choices. Then ask another student to guess what choices these pictures show. Which one would they choose? Why?

