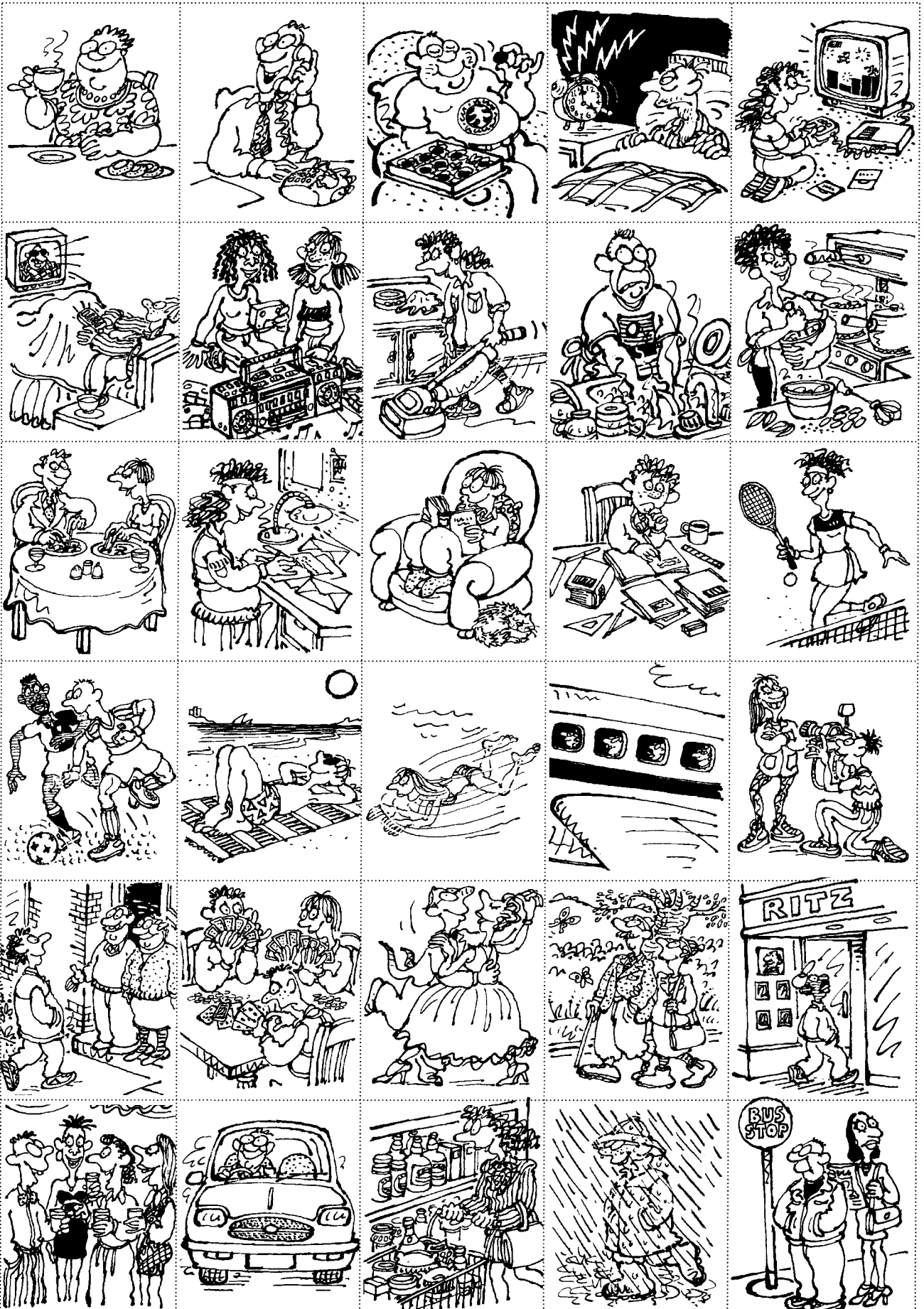


Likes and Dislikes



Likes and Dislikes

Worksheet

4

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, agreeing and disagreeing with likes and dislikes.

GRAMMAR AND FUNCTIONS

Talking about likes and dislikes

Agreeing and disagreeing

I like... So do I. I don't.

I don't like... Neither do I. I do.

VOCABULARY

Routine and leisure activities

PREPARATION

Make a copy of the worksheet and cut the pictures out so that the students have one picture card each. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

1. Give one picture card to each student in the class. Keep one for yourself.
2. Make sure each student knows how to say the activity on his or her card.
3. Tell the students that they are going to ask and answer questions about the activities on their cards, using the pictures as cues. Write example dialogues on the board indicating the language the students should use.

For example:

(card shows going to the movies)

Student A: *Do you like going to the movies?*

Student B: *Yes, I do.*

Student A: *So do I./I don't.*

(card shows doing homework)

Student A: *Do you like doing homework?*

Student B: *No, I don't.*

Student A: *Neither do I./I do.*

4. Demonstrate the activity with individual students. Tell the students to hold their cards so that no one can see them. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as cues.
5. Now ask the students to go around the class and ask and answer questions with as many different partners as possible, using their picture cards as cues. In this part of the activity, the students repeat the same question several times.
6. When the students have finished, ask them to exchange cards and to go around the class again, this time holding their cards the other way round so the picture is facing their partner. The students take turns asking questions using the pictures on their partners' cards as cues. In this part of the activity, the students ask a different question each time they change partners.
7. The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

You can use these pictures for other activities such as pair matching and pair forming; or for other mixers, for example, to practice invitations. For more information, see the notes for teachers at the beginning of the Resource Pack.