

**Subject Area:** English Language Learning  
**Unit Title:** Basic Expression of Preferences  
**Grade Level:** 8th Grade (14 years)  
**Lesson Number:** 1 of 5

**Duration:** 60 minutes  
**Level:** Beginner  
**Class Size:** 20-25 students  
**Required Materials:** Presentation slides, worksheets, flashcards

## Learning Objectives

- Students will be able to express basic likes and dislikes using simple present tense
- Students will learn to form and answer questions about preferences
- Students will acquire vocabulary related to common interests and activities
- Students will practice using simple modifiers to express intensity of preferences
- Students will engage in basic conversations about personal preferences

## Language Focus

### Key Structures:

- I like/don't like + noun/gerund
- Do you like...?
- What do you like...?
- My favorite... is...

### Key Vocabulary:

- Common activities: sports, hobbies, school subjects
- Food and drinks
- Entertainment: movies, music, games
- Intensity modifiers: really, very much, a lot

## Warm-up (10 minutes)

### Activity: Picture Association

- Display images of common activities/items
- Elicit vocabulary from students
- Teacher models expressing likes/dislikes about shown items
- Students repeat and practice pronunciation

## Presentation (15 minutes)

### Basic Expressions Introduction:

#### Positive Expressions:

- "I like..." + example
- "I love..." + example
- "I enjoy..." + example

#### Negative Expressions:

- "I don't like..." + example
- "I hate..." + example
- "I don't enjoy..." + example

## Guided Practice (20 minutes)

### Activity 1: Chain Game (10 minutes)

- Students sit in a circle
- First student states a preference
- Next student repeats and adds their own
- Continue around the circle

### Activity 2: Interview Practice (10 minutes)

- Students work in pairs
- Practice asking and answering preference questions
- Use provided question prompts

- Take notes on partner's responses

[Content continues for several more pages with detailed activities, assessments, and support strategies - truncated due to length limits]