



# Using songs: a lesson plan for 'I Like Chicken'

## Lesson overview

This fun song is about things we like and don't like eating and drinking. That's something students will all be able to talk about and something they will have plenty of different experiences of to share with you as well as with their classmates. This is really useful language and also leads on very naturally to talking about healthy food choices.

## Target language

Food vocabulary: juice, chicken, fish, ice cream, pizza, rice, cake, bread etc.

*I like \_\_\_\_\_.*

*I don't like \_\_\_\_\_.*

*What's this?*

*This is \_\_\_\_\_.*

*Uh, oh!*

## Materials

- ✓ Food and drink picture cards
- ✓ A pencil and piece of paper for each student for the survey activity
- ✓ A bean bag for throwing onto the ground during the game
- ✓ The song 'I Like Chicken'
- ✓ The 'I Like Chicken' song sheet

## Stages

### A. Warm up

Fix the picture cards to the board before students arrive for class. As they arrive, play the song 'I Like Chicken' in the background. Greet the class. Ask the students what foods they like. Tell them some foods that you like.

### B. Vocabulary presentation: Part I

- i) Ask the students if they know the names of the food and drink items shown on any of the cards on the board.
- ii) Use the question *What's this?* pointing to each card. Answer with *This is \_\_\_\_\_.*
- iii) Go through the cards twice – firstly in the order they appear on the board and then in random order.



### C. Vocabulary presentation: Part II

- i) Now tell the students *I like* \_\_\_\_\_, going through the cards on the board one by one. Gesture *I like* \_\_\_\_\_ by rubbing your tummy!
- ii) Choose two foods or drinks that you are going to pretend not to like. When you get to it, say *Uh, oh! I don't like* \_\_\_\_\_ and make a 'yucky' face. (You can tell the students afterwards that you were only pretending and that it is best to enjoy a wide variety of healthy food and drink.)

### D. Practice activity

- i) In pairs, students look at the board and tell each other which food and drink from the cards on the board they like and which ones they dislike.
- ii) Now take all the cards off the board. Draw a line down the centre of the board. Draw a smiley face above one side and a yucky face above the other side.
- iii) Ask for 16 students to line up next to the board.
- iv) Show the first student a picture card, asking *What's this?* They should reply *This is* \_\_\_\_\_. Help any students who aren't sure, how to answer.
- v) Then say *I like* \_\_\_\_\_ or *I don't like* \_\_\_\_\_.
- vi) Depending on which you say, the student should fix the card in the correct area on the board

### E. Song

- i) Look together at the art that accompanies the song lyrics. Talk about the pictures using any English that the students know.
- ii) Read the song lyrics with the students. By now they should be familiar with the target language.
- iii) Teach students the following gestures to do while they sing:

<i>I like chicken</i>	elbows wagging in a chicken gesture
<i>I like fish</i>	hands together 'swimming' in front of you
<i>I like ice cream</i>	spooning ice cream into your open mouth
<i>What's this?</i>	hands palm upwards, shoulders shrugged
<i>This is juice. Uh, oh!</i>	shaking head, flat hand waving side to side to say 'No!'

### F. Activity

- i) Students make a blank table with 3 rows and 8 columns.
- ii) In the first column they draw or write the names of the 8 food and drink items represented by the picture cards.
- iii) Above the second column, they draw a smiley 'yummy' face.



- iv) Above the third column they draw an unhappy 'yucky' face.
- v) Students check each food in the *I like* \_\_\_\_\_ column or the *I don't like* \_\_\_\_\_ column.
- vi) When they have finished, they tell a partner *I like* \_\_\_\_\_ or *I don't like* \_\_\_\_\_. They can record their partner's likes and dislikes, writing the first letter of their name.
- v) Students then change partners and repeat the conversation. Keep the activity going around the class for as long as it takes for all the students to be comfortable using the target language.

### G. Values talk time

Discuss healthy eating. Ask students to name some healthy and less healthy foods.

### H. Game

- i) Put the cards on the floor in the center of a circle of students, or in a separate area on the floor. It is a good idea to draw a chalk circle or line on the ground, or use a piece of string or tape behind which the students must stand while they throw the beanbag. Depending on the size of the class, you may need to use more than one set of cards.
- ii) Make two teams. Students take it in turns to say *I like* \_\_\_\_\_ and aim for that card with the beanbag.
- iii) If the beanbag lands on the card that they were aiming for, the student says *I like* \_\_\_\_ again. They either then get a point for their team and the card is replaced or they keep the card for their team.
- iii) Students take it in turns to throw the beanbag.
- iv) Variation: when they miss a card, students can say *Uh, oh! I don't like* \_\_\_\_\_.
- v) Continue until all the cards are gone or until one team has reached a decided number of points. (To keep the game fair, make sure the students stay behind the line – they will be sure to creep closer to the cards! For younger children, play a version where the beanbag can land on any card and the children say *I like* \_\_\_\_\_. This will take much less time to play.)

### I. Follow-up at home

For homework, ask your students to make a list of all the things that they ate during the week. How many food and drink names can they find out in English? Challenge your students to make a list to bring to class next week. Students may also enjoy collecting pictures of food from magazines to show to the class. As always, encourage your students to practice English at home as much as they can.