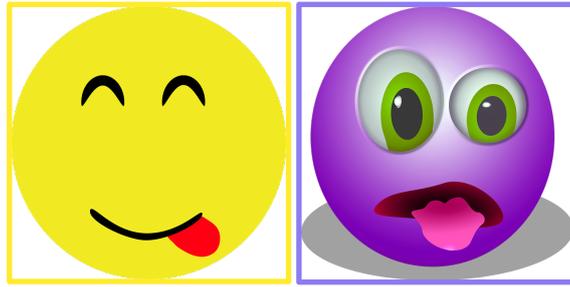


## Love it or Hate it?



Let's start!

1. Tell your friend:
  - a. which food you really love
  - b. Which food you really hate
  - c. Write your name and the names of the food on the post-it your teacher gives you.
  - d. Keep your post-it for later



Meet a bear



2. Say:
  - a. Do you know this bear?
  - b. What's his name?
  - c. And his favourite food?

## Discover



- a. What do we eat this food with?
- b. What does it look like?
- c. Do you think you would like it?
- d. Does the bear like it?
- e. Watch a video and find out.

## Understand

3. What happens in the video?
  - a. Watch the video again
  - b. Order the sentences

Paddington stops for a marmalade sandwich \_\_\_\_

Paddington sees Marmite on a bus \_\_\_\_

Paddington puts Marmite in his sandwich \_\_\_\_

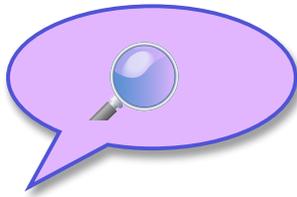
Paddington eats his Marmite sandwich \_\_\_\_

Paddington offers his sandwich to a pigeon \_\_\_\_

The pigeon chokes and causes an accident \_\_\_\_

A policeman asks Paddington to follow him \_\_\_\_

Discover how to say...



4. Watch the video one more time. Tick  the sentences when you hear them

- a. "I've always had marmalade - maybe I ought to try something different".
- b. "Really rather good!"
- c. "Would you like some"?

5. What does Paddington want to say? Match with sentences a., b. and c.

" This is very good, I am surprised!" \_\_\_\_\_

"Do you want a piece of my sandwich?" \_\_\_\_\_

"It's a good idea to try new food" \_\_\_\_\_

Study

6. We say...

a. "I've always" + past participle.

When we talk about something we have done for a long time and still do.

And

b. "Maybe I ought to try something different"

When we think it is a good idea to change that.

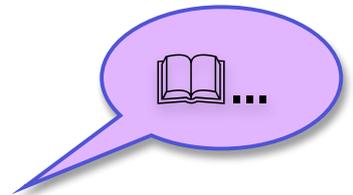
c. "Really rather good!"

When we think something is very good but we did not imagine it to be.

7. For sentences b and c we can also say...

b. "Maybe I should try something different"

c. "That's very good!"



## Practice



A: "Would you like  
+ food on post-it"?"

B: "Yes, please"  
Or: "No, thank you!"

A: "Do you like +  
food on post-it"?"

B: "It's really (rather)  
good!" 😊

Or: "Yuk!" 🤢

## 8. Take your post-it note from "Let's Start!", activity n. 1

- Practice the dialogue above with your partner
- Swap A-B
- Practice with another partner

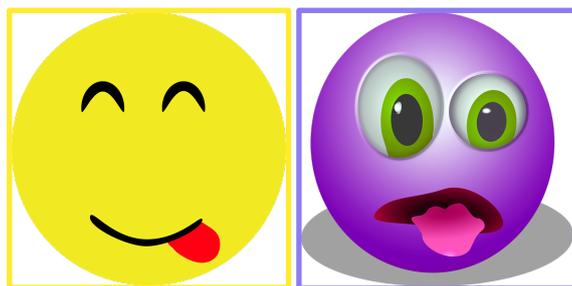


## Project work

### 9. Work in groups of 3 or 4

- Choose one kind of food from your post-it notes
- Write a story where Paddington tries your food. Use the story in the video for inspiration, and your own ideas too.
- Write 100-120 words.

## Love it or Hate it? - Teacher's Notes



**Level:** A2 - B1

**Time:** 90 - 120'

**Type of Learners:** Young teens (10-14 years old, depending on context)

**Interaction:** whole class (T-SS), pairs, small groups

**Materials:** post-it notes, video: <https://www.youtube.com/watch?v=UBY5epc8BS0>

**Language Focus:**

- "Would you like...?" vs. "Do you like...?"
- "Really rather good!" vs. "Very good!"
- "I ought to + infinitive" vs "I should +infinitive"

**Skills Focus:** Speaking, Listening, Writing

**Aims:**

- Using authentic material with a familiar character (Paddington Bear) in an unfamiliar context (TV commercial) to discuss food preferences
- Raise awareness of different food in different cultures
- Raise awareness of register (formal vs. informal)

### Let's start!

1. Tell your class which food you really love and which food you hate: you can show realia or pictures. As you speak, emphasise the fact that you love or hate the food making funny faces.

Hand out post-it notes ( 1 or 2 for each student: they can write food they love on one and food they hate on the other, or both on the same note)

Put students into pairs

Ask them to tell each other which food they really like and really hate and write their names and types of food on the sticky notes. Make sure they keep their notes for later.

Monitor.

Give feedback.

## Meet a bear

### Show the Picture of Paddington Bear

2. Ask the class:

- a. Do you know this bear?
- b. What's his name?
- c. And his favourite food?
- Some students might have seen recent films and will know Paddington bear, others might not. With older learners, some might think Paddington is "kids' stuff", but this is a potential topic to encourage critical thinking as a follow-up activity, e.g discussing:
  - "Is this a good character to use in advertising only for kids? Why/Why not?". The fact that a "cute" bear advertises a product whose taste is controversial is also a potentially good topic for speaking tasks or project work.

## Discover

### Show the Picture of Marmite

Elicit from the class:

- a. What do we eat this food with? (On toast or we add it to sauces, or any other uses you can think of)
- b. What does it look like? (Elicit adjectives, e.g. brown, smooth, creamy)
- c. Do you think you would like it?  
Elicit reasons why they may or may not like Marmite (e.g. "it is brown")
- d. Does the bear like it?
- e. Watch a video and find out. (link:  
<https://www.youtube.com/watch?v=UBY5epc8BS0>)  
The main aim of watching the video this time is to find out whether Paddington likes Marmite.

## Understand

3. What happens in the video?

Pre-teach the words in red in the key below.

- a. Watch the video again
- b. Order the sentences

You may need to play the video for a couple of times first.

- Ask students to compare in pairs
- Watch again to check
- Compare again

## KEY:

Paddington stops for a marmalade sandwich 1

Paddington sees Marmite on a bus 2

Paddington puts Marmite in his sandwich 3

Paddington eats his Marmite sandwich 4

Paddington offers his sandwich to a pigeon 5

The pigeon **chokes** and causes **an accident** 6

A policeman asks Paddington to **follow** him 7

## Discover how to say...

Ask the class to do the task below. Watching videos many times can be repetitive for some learners. You may want to point out that it may be necessary to hear words many times to learn them, if that is the case in your context.

### 4. Watch the video one more time. Tick the sentences when you hear them

- a. "I've always had marmalade - maybe I ought to try something different"
- b. "Really rather good!"
- c. "Would you like some"?

Feedback - whole class. If this looks difficult for your class, guide learners through and stop the video at around the time when the sentences are spoken.

Encourage learners to focus on Paddington's communicative aims.

The task below can be done as a whole class, or in groups if you have a big class, with whole-class feedback.

### 5. What does Paddington want to say? Match with sentences a., b. and c.

" This is very good, I am surprised!"  b

"Do you want a piece of my sandwich?"  c

"It's a good idea to try new food"  a

Explain to students that they will now have a few minutes (5-15, not too long) to read the information about the phrases and how we use them.

Monitor and answer any questions, in L1 if necessary.

## Study

### 6. We say...

d. "I've always" + past participle.

When we talk about something we have done for a long time and still do.

And

e. *"Maybe I ought to try something different"*

When we think it is a good idea to change that.

f. *"Really rather good!"*

When we think something is very good but we did not imagine it to be.

7. For sentences b and c we can also say...

b. *"Maybe I should try something different"*

c. *"That's very good!"*

## Awareness of Register

Ask/Elicit that Paddington is a very polite bear

Clarify the meaning of "polite" if necessary, and elicit examples of situations when we need to be polite and why (e.g. when we order food in a restaurant, when we want to approach people we don't know)

This stage may raise interesting cultural issues, as some of your younger learners may not feel they need to use different registers in certain contexts, or may not even know it is expected of them to do so.

Depending on your aims for this lesson, you may want to spend some more time discussing this in both L1 and English, providing necessary language if necessary.

Ask students to notice (as a whole class or in groups) which language is more polite in 6 and 7.

Feedback.

8. Take your post-it note from "Let's Start!", activity n. 1

a. Practice the dialogue above with your partner

b. Swap A-B

c. Practice with another partner

Practice the dialogue below using the post-it notes from activity 1

A: "Would you like  
+ food on post-it"?

B: "Yes, please"  
Or: "No, thank you!"

A: "Do you like + food  
on post-it"?

B: "It's really (rather) good!"  
Or: "Yuk!"

Monitor. Feedback. Encourage to notice the difference in register ("rather good!" vs.



"Yuk"). Explore alternative language if you have time, e.g. "It's not very good".

### Project work

This can be used as follow-up during the lesson, or assigned for homework over a period of time.

#### 9. Work in groups of 3 or 4

- a. Choose one kind of food from your post-it notes
- b. Write a story where Paddington tries your food. Use the story in the video for inspiration, and your own ideas too.
- c. Write 100-120 words.

#### Sources:

Video:

<https://www.youtube.com/watch?v=UBY5epc8BS0>

Pictures from:

[https://c1.staticflickr.com/3/2348/3544547604\\_3650278dae\\_b.jpg](https://c1.staticflickr.com/3/2348/3544547604_3650278dae_b.jpg)

[www.pixabay.com](http://www.pixabay.com)