

I DON'T REALLY LIKE IT.



A: What do you do in your free time?

B: I like gardening. It's relaxing.

A: What do you have in your garden?

B: I grow a lot of flowers and a few vegetables.

A: I see.

B: How about you do you have a garden?

A: No, I don't really like gardening. I like video games. They're exciting.

B: I see. What games do you usually play?

A: I like roll playing games. They have great stories. Have you ever played an RPG?

B: I played some when I was in university. But I don't really like video games. I got tired of them. Do you like any sports?

A: Yeah, I really like baseball.

B: Me too!

I REALLY DON'T LIKE IT.

A: Oh! Ohhhh! AA!! Gross! AAAh!

B: What's wrong? Are you ok?

A: Yeah. I'm ok. I saw a spider. I really don't like spiders. They're scary.

B: Yeah. I really don't like bugs.

A: Did you see Spiderman?

B: Yeah, I watched it with my boyfriend.

A: Did you like it?

B: It was ok. Did you like it?

A: No, I really didn't like it. The special effects looked fake. What kind of movies do you like?

B: I like romantic comedies. They make me laugh.

A: Yeah, me too. I want to see one soon.

B: Ok. Let's see one tonight.



I really don't like it. I don't really like it.

Here are two sentences that look incredibly similar even though their meanings are vastly different. We want students to speak politely in their dealings with others. It's easy for someone to be put off if the person they are talking to says they don't like something that the other person does. So I often use the phrase, "I don't really like _____." This softens the meaning and makes it sound much more polite. It's also super easy to drill and to practice and a great way to reinforce the importance of accuracy and word order.

How to use the worksheet.

1. Students talk about things they like. Listen and jot down a few of those on the board. Find out who likes and doesn't like those things. Drill the soft, polite form, I don't really like xyz.
2. Elicit a few examples of things people don't like. You might want to go through a simple list such as: I really don't like waking up early, spiders, homework, my boss, etc. Drill the patterns as soft and strong.
3. Use the conversations above for listening or pronunciation practice.
4. Get students back into their conversations and correct where necessary.

Have a suggestion, request or idea? Notice a typo or want to suggest a change? Write in!

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