

What do you think? – Teacher's notes

Level: Pre-intermediate (equivalent to CEF level A2–B1)

Language point: Agreeing and disagreeing. This is from Unit 12D of *Straightforward* Pre-intermediate. Topics from other units are included.

Activity: Students compete to use phrases on cards in a discussion. There are two variations:

- 1 Students are dealt out cards which they must discard in a discussion.
- 2 Students must grab as many cards as they can from the middle of the table during a discussion.

Preparation: Photocopy enough sets of cards. One set per three to four students. Cut up the cards. Have enough lists of topics, one for each group. Or, prepare your own list of topics.

Procedure:

- 1 Write up this phrase on the board: *Travelling is important for young people. It is important to know about other cultures.* (You can start with a different sentence if you prefer.) Ask students to put up their hands if they agree and then if they disagree. Have a short discussion about why.
- 2 Put the following four headings on the board: **strongly agree**, **agree**, **partly agree**, **disagree**, and ask students if they remember any phrases they could use for these functions. Write phrases on the board.
- 3 Put the students into groups of three or four and give each group a set of phrase cards. Ask them to organize them into four groups according to the headings on the board.
- 4 Check the answers by writing the phrases on the board.
strongly agree *Absolutely. Definitely.*
agree *I agree with you. That's how I feel too. That's what I think too.*
partly agree *I see your point, but... Well, maybe, but... I see what you mean, but... I'm not sure about that.*
disagree *I disagree, I'm afraid... That's not the way I see it. You can't be serious! You must be joking!*
- 5 Practise pronunciation. Drill as a group following you, individually, men and then women, half of the class then the other, shouting, whispering and laughing to vary it, have fun and get lots of practice!
- 6 Give each group the list of topics and ask the students to tick the ones they find most interesting. (You can provide your own list if you would prefer.) Tell them they are going to have a discussion to see if they agree with each other about the topics. Give them a few minutes to think about it and make notes before they speak. This helps them prepare what they are going to say!

- 7 Tell the students to deal out the cards to each person in the group so they all have three or four cards. They then speak for three to four minutes on each topic. They must try to include their phrases and as they use them discard them. They may only use one phrase at a time, so they don't just keep talking and get rid of all their cards at once. You could tell them to only use one or two cards per topic. Demonstrate with one group and then tell them to start. Monitor and take notes of how students use the target language – the phrases.
- 8 Stop the activity and do a correction slot highlighting good language and any errors with the phrases you have heard. Try to focus the corrections on phrases for agreeing and disagreeing, and not random errors they have made.

Variation:

Instead of dealing out the cards, put the cards in the middle of the table and tell students to try to include the phrases in their discussion, grabbing a phrase when they use it. The winner is the one with the most phrases at the end. Monitor during this variation and try to ensure that stronger students are not dominating. Also group the students carefully, so stronger students are together and less likely to dominate the discussion. If they finish the cards quickly, tell them to replace them and move on to another topic.