

Activity Type

Reading, writing, listening and speaking activity

Focus

Stating an opinion, asking for an opinion, agreeing and disagreeing

Aim

To practice phrases for stating an opinion, asking for an opinion, agreeing and disagreeing.

Preparation

Make one copy of the worksheet for each student.

Level

Intermediate (B1)

Time

45 minutes

Introduction

This agreeing and disagreeing game helps students to practice various phrases for stating an opinion, asking for an opinion, agreeing and disagreeing.

Procedure

Give each student a copy of the worksheet.

Ask the students to look at the phrases in Exercise A. Tell them to choose the correct words to complete the phrases. When everyone has finished, go through the correct answers with the class.

Exercise A - Answer key

Stating an opinion	Asking an opinion	Agreeing	Disagreeing
1. see	idea	absolutely	don't
2. opinion	Do	exactly	differ
3. concerned	feel	couldn't	totally
4. ask	thoughts	true	sure
5. believe	Would	point	true

Next, draw the students' attention to the topics in Exercise B.

Explain that the students have to write four controversial statements using the topics in the box or their own ideas.

Read the example statement and if necessary give other examples of controversial statements using the topics from the box. Be careful that the students don't write statements that could cause offense. Monitor and help as needed.

When each student has written four statements, divide the class into groups of three.

Explain that the students are now going to discuss their statements using the phrases from Exercise A. Tell them that they have two minutes to discuss each statement. Have one student in each group time the discussions.

Students take it in turns to read one of the statements from their worksheet. The group of three then discusses the statement for two minutes using the phrases from Exercise A.

The aim is to try to use as many of the phrases from Exercise A as possible during each discussion. Each time a student says one of the phrases, they score a point and put a tick in the table. The student with the most points after all the statements have been discussed wins.

A. Choose the correct words to complete the phrases.

Stating an opinion	Agreeing
1. The way I <i>know</i> / <i>see</i> it... 2. In my <i>opinion</i> / <i>belief</i> ... 3. As far as I'm <i>afraid</i> / <i>concerned</i> ... 4. If you <i>ask</i> / <i>convinced</i> me... 5. I <i>believe</i> / <i>consider</i> that...	1. You're <i>absolutely</i> / <i>very</i> right. 2. That's <i>exactly</i> / <i>right</i> how I feel. 3. I <i>couldn't</i> / <i>might not</i> agree more. 4. That's so <i>sure</i> / <i>true</i> . 5. You have a <i>point</i> / <i>position</i> there.
Asking for an opinion	Disagreeing
1. What's your <i>idea</i> / <i>think</i> ? 2. <i>Can</i> / <i>Do</i> you agree? 3. How do you <i>feel</i> / <i>think</i> about that? 4. What are your <i>beliefs</i> / <i>thoughts</i> on this? 5. <i>Would</i> / <i>Should</i> you agree that...?	1. I <i>am not</i> / <i>don't</i> think so. 2. I beg to <i>differ</i> / <i>disagree</i> . 3. I <i>really</i> / <i>totally</i> disagree. 4. I'm not <i>agree</i> / <i>sure</i> about that. 5. That's not always <i>factual</i> / <i>true</i> .

B. Write four controversial statements to discuss. Use the topics below or your own ideas.

Money	Education	Crime	Health	Technology	Men and Women	Work
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Example: Money is more important than love.

1.
2.
3.
4.

C. In groups of three, discuss each statement in turn using the phrases in Exercise A.

Score yourself one point each time you use a phrase				Total
Statement 1				
Statement 2				
Statement 3				
Statement 4				
Grand total				