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Agree and Disagree



I'm really into sports and fitness.	I don't understand why people like drinking beer. It tastes awful.
I think English is really easy to learn.	I quite like dance music.
I'd really like to try jet skiing.	I think the best way to start the day is with a nice cup of coffee.
I never eat hamburgers or fast food.	I don't like visiting museums.
I'm not really into football that much.	I love going sightseeing.
I would never go travelling alone.	I'd love to go to Egypt someday.
I think grammar is the most important thing to learn, when you study English.	I'm really into sports bikes, racing, that sort of thing.
I would only take a job if it was highly paid.	I think the best thing about visiting a new country is the food.
I'd really like to be a professional musician one day.	I really dislike cats. They are very unfriendly.

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Agree and Disagree

In this fun teaching activity, students practice agreeing, disagreeing and showing surprise.

Before class, make one copy of the worksheet and cut into cards as indicated. You should have one card for each student.

Procedure

Begin by writing the following expressions on the board:

Agreeing - So do I, So am I, So would I, Nor do I, Nor am I, Nor would I.

Disagreeing - Actually, I'm not that keen on ... myself. Actually, I don't really like ... myself.

Surprise - Really? Why's that? How come? Do you really? Are you really? Would you really?

Explain the different expressions to the students. Then, express an opinion, e.g. I love staying home at the weekend. Ask the class to react using some of the expressions on the board.

Next, give each student a card and ask them to read the opinion.

Explain that the students are going to pretend that this is their opinion.

The students find a partner and tell them their opinion. Their partner reacts with one of the expressions on the board and asks a follow-up question.

Example:

A: I'm really into sports and fitness.

B: So am I! What sports do you play?

Students should try to keep the conversation going for a short time. Then, they swap roles.

When they have finished, the students exchange cards and find a new partner.

The process is repeated with the new card.

After about ten minutes, stop the activity, and ask the class to tell you which of the opinions they really agree with.

Then, ask the students to turn over their opinion card and write an opinion of their own on the blank side of the card. The activity is then repeated.