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Areas of Agreement

A. Complete the sentences below with information that is true for you.

1. Last weekend, I _____
2. My favourite kind of music is _____
3. I'm not very good at _____
4. In the evening, I usually _____
5. I've never been to _____
6. I've got a friend called _____
7. I would like to _____ tomorrow.
8. I had _____ for breakfast.
9. I've always wanted to _____
10. I like eating _____
11. I used to _____ as a child.
12. I'm interested in learning how to _____
13. I want to _____ in the future.
14. I didn't _____ yesterday.
15. I can _____ quite well.
16. I like watching _____
17. I like to _____ when I'm on holiday.
18. I like going to _____ at the weekend.
19. When I wake up, the first thing I do is _____
20. I'm not keen on _____

B. Work with a partner. Practice agreeing and disagreeing to each other's statements using the language below.

'So ... I' and 'Neither/Nor ... I' are used to express agreement to a statement.

'So + Auxiliary Verb + Subject' is used to agree to a positive sentence.

Examples:	A: I am hungry.	B: So am I.
	A: I went to the class yesterday.	B: So did I.
	A: I want to eat pizza.	B: So do I.

'Neither / Nor + Auxiliary Verb + Subject' is used to agree to a negative sentence.

Examples:	A: I am not hungry.	B: Neither am I.
	A: I didn't go to class yesterday.	B: Nor did I.
	A: I don't want to eat pizza.	B: Neither do I.

'Subject + Positive or Negative Auxiliary Verb' is used to express disagreement.

If the auxiliary verb is positive in the statement, make the reply negative to disagree. If it's negative, make the reply positive.

Examples:	A: I am hungry.	B: I'm not.
	A: I didn't go to class yesterday.	B: I did.
	A: I want to eat pizza.	B: I don't.

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In this intriguing speaking activity, students practice agreeing and disagreeing with personal statements.

Before class, make one copy of the worksheet for each student.

Procedure

Tell the students to complete the sentences on their worksheet with information that is true for them.

When the students have completed their sentences, ask them to pair up with another student.

Draw the students' attention to the box at the bottom of the worksheet. Go through how to express agreement and disagreement with the class using the examples on the worksheet.

Now, let the students begin the activity.

The first student begins by reading sentence number one to their partner. Their partner reacts by agreeing or disagreeing with the statement.

The first student then continues to read all of their sentences to their partner who agrees or disagrees with each statement. When they have finished, the students swap roles.

Example:

A: Last weekend, I went to the park.

B: Really? So did I.

A: My favourite kind of music is hip hop.

B: Mine isn't.

When everyone has finished, have the pairs report back to the class on their areas of agreement.