

Do you agree?

It's wrong to keep dogs in small flats.	Drinking alcohol is dangerous.
Skiing is dangerous.	Washing my car is relaxing.
It's polite to turn off the TV when someone comes to visit you.	People over eighty years old should not be allowed to drive.
Guerrilla gardening is a great idea.	Children under twelve should not be allowed to have a mobile phone.
Playing computer games makes you stupid.	Eating vegetables is good for your health.
Reading makes you intelligent.	Travelling makes you more intelligent.

Agreeing	Disagreeing
I think so, too.	I don't (quite) agree.
That's right.	I don't think so.
I agree.	I see your point, but ...
You're right.	I'm not so sure about that.

Do you agree?

Preparation:

Make one copy of the sheet for each student as a handout after the activity. Make one copy for each group of three to four students and cut apart the sentences on the top of the page, and keep the table with expressions for agreeing and disagreeing in one piece.

In class:

The aim of this activity is to provoke students to agree or disagree with controversial statements. Get students into groups of three. Lay three to four statements face down on the table for each student. Taking turns, each student reads out a statement and the others agree or disagree. Encourage students to use the expressions for agreeing and disagreeing (face up in the middle of the table). Walk around and help.

Hand out a copy of the sheet for every student at the end of the activity.

Extension activity:

Some statements might trigger a lively discussion and students at this level may, if they wish, use their native language. Walk around and make notes of their native language sentences and collect the most important or most frequently used sentences. After the activity write them on the board and ask students to try and say the sentences in English. Remember that a translation is often not necessary. At this level, they only need a simplified version in English of what they have said.