

Agreeing and disagreeing

Lead-in (page 2)

1. Write *opinions* on the board. Ask students how to say that you have the same opinion as someone else, for example, *I agree* (a common error is *I'm agree*). Now ask which prefix is used to form the negative (dis-) – *disagree*.
2. Elicit ways to give opinions (*I think / believe . . .*), and other ways to agree and disagree.

Presentation (page 2)

1. Before playing the presentation: Tell students to listen and decide what the topic is (office coffee) and whether the speakers agree or disagree. (They agree.)
2. Ask students to practice the dialog in groups of three. Then ask one group to perform it, paying attention to intonation.
3. Now ask students to read through the idioms and definitions and find any that they have heard or read.
4. Some words that may cause students difficulty: *wavelength*, the length of the radio wave a radio station uses for broadcasting; *an issue*, a subject people are talking about.

Fun fact

put your two cents in

Put your two cents in comes from the older phrase *put your two bits in*, which comes from the game of poker. Your opinion, *your two cents*, is like the ante in poker (the money players have to put on the table to take part in each hand); it is the cost of taking part in a conversation.

Focus on meaning (page 3)

A Grouping

In pairs or groups, students group the idioms and then check their answers.

B Matching

In pairs or groups, students complete the matching activity and then check their answers.

Focus on form (page 4)

A Scrambled sentences

Students work alone to unscramble the sentences and then check their answers in pairs.

B Sentence completion

Students work alone to complete the sentences and then check their answers in pairs.

Focus on use (page 5)

A Formality

1. Check student understanding of formal and informal by asking them to describe formal situations.
2. In groups, students decide which is the best thing to say in each situation.

B Over to you

Working in pairs, students make notes and discuss their topic – agreeing or disagreeing. (This can also be done in groups of three with the third student noting the idioms used.)

Now write (page 5)

1. Working in the same pairs or groups as in **Over to you**, students write a dialog. Monitor and check students' writing.
2. Ask one or two of the groups to read their dialogs.
3. At the end of the activity, give feedback on errors.