Teacher's Guide

Intermediate Lesson on Language to Agree and Disagree

1. Show the students the quotes and ask them to guess the topic of today. *(quotes)*
2. Go through each quote and check understanding. Take a few minutes to explain if necessary. Elicit some thoughts from the student. This section should be quite free, don't worry about accuracy, fluency and ideas are more important.
3. Brainstorm situations in which you might agree or disagree with someone.
4. Ask students, what language can you think of to agree or disagree?
5. Role-play – match responses *(role-plays matching)*
6. Read role-play –teacher should take this opportunity to check pronunciation and allow students to ask any questions.
7. Detailed reading task – questions under each role-play *(role-play sheet with CCQ's)*
8. Repeat with as many role-plays as you choose to use depending on the speed and level of your student(s).
9. What language was used to agree or disagree in the role plays? Students should fill in the blank table.
10. Role-plays with preparation. Give the students one role-play card at a time and a little time to prepare the role-plays and then practice together or with the teacher. *(role-play cards)*
11. Role-play quickly. Have the cards with the role-plays on the table and as the student turns one over they need to argue their point without preparation. Recommended 1 minute per role play but change as necessary. There are 16 cards so enough for this task and the previous task without repetition. For online lessons just go through the scenarios on the PowerPoint. *(role-play cards)*
12. Teacher feedback, good and bad language.
13. Game survivor. The teacher should set the scene by giving a description of the situation before handing out the materials. *(game instructions and pictures)* Allow at least 20 minutes for students to ask any questions about the items and to discuss the benefits of each. *Note: It's worth checking what the local equivalent of Crisco shortening is and describing the tin with a metal lid.*
14. Teacher feedback, did the student(s) survive the crash? Also take this opportunity to highlight some good and bad language used for agreement and disagreement and allow the student(s) time to self-correct.