

### YOU CHOOSE!

onestopenglish

Age: Teenager/Adult

Level: Intermediate (B1)

Time: 45 minutes

Activity: In this lesson, students will:

- » ask and answer some either/or questions
- » create a questionnaire for their classmate
- » make some one-minute speeches

Language focus: speaking about preferences; using *both*, *either/or*, *neither/nor*

Materials: one copy of each worksheet per student



### PROCEDURE

1. Write 'cats or dogs' on the board and ask the students which they prefer. Hand out the worksheet. Focus students' attention on the three options (both cats and dogs, either cats or dogs, neither cats nor dogs) and give them 30 seconds to explain their answer to the person sitting next to them. When they have finished conduct brief whole class feedback.



**LANGUAGE TIP:** With the vocabulary here, you could teach the idiom *it's raining cats and dogs*. Many teachers only start teaching idioms at an upper intermediate level. However, there is no reason not to introduce idioms using basic vocabulary to lower level students, as they often find them interesting and quirky, and students feel as if they are learning authentic English.

2. Tell students they are going to complete the quiz in Activity 1, which involves making choices. Put them into pairs and ask them to take the quiz, providing explanations for their answers. If you do not have a lot of time you can alternate questions between students.
3. Next, change pairs and ask the students to report their original partner's answers to their new partner. When they have finished reporting the answers, ask each pair if they can think of another option for each answer. Write any new vocabulary that comes up on the board, eliciting spelling and pronunciation where necessary.
4. In their new pairs, ask the students to create five more 'either/or' questions to ask the other students. Monitor while they are doing this and offer help or corrections.
5. When they have completed their questions, put students back into their original pairs and get them to put their new questions to their original partner.

6. Ask students to now look at the two language focus exercises in Activity 2. Go through the rules with them and then give them time to complete the exercises in pairs. Check the answers as a class.



**LANGUAGE TIP:** Providing practice of pronunciation can help boost students' confidence when speaking or giving presentations. Here you can highlight and drill the difference between the American and British pronunciation of *either* and *neither* (both of which are correct).

BrE: *either* = /aɪðə/

*neither* = /naɪðə/

AmE: *either* = /i:ðər/

*neither* = /ni:ðər/

7. Students now turn to Activity 3. Tell them that they need to prepare two short speeches about the questions they have been discussing, justifying why they made their choices. Give the students five or six minutes to prepare their speeches. Monitor and offer tips and correction while they are doing this. Focus their attention on the fixed phrases that they can use in their speeches.
8. Let students give their mini-presentations in small groups and allow time for peer-to-peer feedback. Monitor and take notes of any good or bad use of language, paying close attention to pronunciation and sentence stress. When students have finished, write any mistakes / examples of good language use on the board and perform whole class feedback.

### Key

#### Activity 1:

students' own answers

#### Activity 2:

##### Exercise A

1. neither... nor
2. either
3. Either... or
4. both
5. Neither

##### Exercise B

1. both
2. either... or
3. neither
4. both
5. either
6. both
7. either
8. neither
9. either... or
10. either
11. either... or
12. both
13. neither... nor
14. both

#### Activity 3:

students' own answers





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## WORKSHEET

### YOU CHOOSE!



### Activity 3: Mini presentations

Choose two questions, either from the original quiz or from the questions you made, in which you had a clear preference.



You are going to prepare two one-minute speeches explaining your choices, trying to convince your group why you are correct. You will give your speech in front of your group and they will assess how you speak!

Before giving your speeches, share any advice you have for giving good presentations with the class. Use the categories in the box at the bottom of the page to help you.

Try to use the following phrases in your speech:

- » \_\_\_\_\_ is better than \_\_\_\_\_ because...
- » I much prefer \_\_\_\_\_ to \_\_\_\_\_ because...
- » Given the choice between \_\_\_\_\_ and \_\_\_\_\_, I'd choose \_\_\_\_\_ because...
- » The best thing about \_\_\_\_\_ compared to \_\_\_\_\_ is...

Watch the speeches from the other members of your group and use the box below to help score them, before offering feedback.

Name:	Speech 1			Speech 2		
Pace	1	2	3	1	2	3
Volume	1	2	3	1	2	3
Posture	1	2	3	1	2	3
Eye contact	1	2	3	1	2	3
Persuasion	1	2	3	1	2	3
Rhythm	1	2	3	1	2	3
Interest	1	2	3	1	2	3