

Giving and Grading Opinions

Lesson Objective: To provide practice in giving and grading opinions through the use or omission of language such as adverbs, dependant clauses etc. within the context of controversial topics.

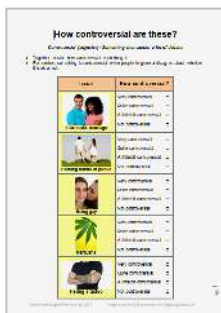
Skill Level: Intermediate and up

Preparation Time: About 5 minutes for the worksheets and 15 minutes per board game (assuming you have a laser printer and an office guillotine).

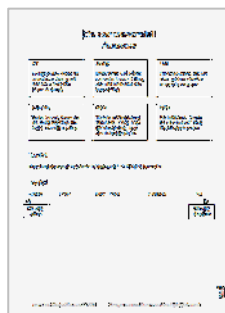
Lesson Duration: 1 hour

Preparation advice

- Print out one copy of the worksheets for each group that you will teach.
- Print out one copy of the answers for each student, plus one copy for you to use in class.
 - To save paper, print the answers double sided, two pages per side. It should be possible to change the print settings in *File → Print → Properties*.
- Print out one copy of the game board, ideally in colour.
- Print out one copy of the board game cards, double-sided and ideally in colour.
 - To save time, cut out the cards using an office guillotine if you have one.
 - Keep the “observation cards” and the “reformulation cards” in separate stacks.
- You'll need a dice to play the game. You'll also need small square pieces of paper to act as counters.



Worksheets



Answers



Board game



Teaching procedure

Note: If there is more than one student in the class, put the students into pairs or groups.

Page 1:

8 min.

This is the warmer. Have the students work in groups. Briefly concept check the students' understanding of the word “controversial” and clarify if necessary. Then get them to decide how controversial each topic is. Give them a few minutes do this and then discuss as a class what they decided.

Page 2: The students should do this page in pairs ideally.

10 min.

At the top of the page are six opinions which refer to one controversial thing. For task 1, the students have to guess what the controversial thing is.

In task 2, the students need to decide how strongly each person agrees or disagrees and then write the person's name on the line at the appropriate place.

Give the students 5 minutes to do this and when they are done, provide them with some feedback.

Page 3: The students should continue to work in pairs.

10 min.

This is a relatively challenging activity where the students have to show their understanding of key phrases by paraphrasing them. Paraphrase the first one as a class and then allow the students to attempt the rest on their own. Remind them that multiple answers are possible. While they do this, provide them with support as required.

After about 5 minutes, review some answers as a class.

Page 4: This can be done as pair work or group work.

8 min.

The students are presented with a table which contains an opinion in one column and a slightly modified version of that opinion in the other column. Together they have to decide if the modified opinion is stronger or weaker than the original. Do the first one as a class and then allow them to attempt the rest together.

Go over the answers when they are done.

Page 5: If there are more than 30 minutes left in the class; get the students to do this extension activity. It can be done alone or as pair work.

12 min.

The students are presented with a series of opinions relating to a controversial topic. They have to rewrite each opinion in a stronger weaker form. This can be done by adding, removing or changing language such as adverbs, modal verbs, dependant clauses etc. Provide feedback and support while they do this.

Board game: The students play this game in groups. You should start this game about 15-20 minutes before the class ends. Show the students the game and briefly explain how it works. It's very easy.

20 min.

A student roles the dice and moves their counter. If they land on a "your opinion" square, they have to give their personal opinion on whatever is on the back of the card. Some of these cards contain an image, others contain a topic.

If a student lands on a "devil's advocate" square, they must agree or disagree with a statement. Note that their opinion is determined by the card; therefore it's not their personal opinion.

Remind the students that must speak English while playing and remind them of some of the language that can be used to give and grade an opinion. Also, make it clear that the game only ends when all the cards have been used, not when a student completes a full lap.