

Lesson Plan by Elaine Brown

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Lesson Topic: Expressing opinions

ESL Level 5

Student Learning Outcomes:

- SWBAT express an opinion on a topic using a noun clause.
- SWBAT use a variety of expressions to agree, disagree, or agree in part
- SWBAT participate in debates, asking and answering relevant questions.

Standards Used:

- **Standard 2** - participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions
- **Standard 4** - construct level-appropriate oral and written claims and support them with reasoning and evidence
- **Standard 6** - analyze and critique the arguments of others orally and in writing

Materials:

- Warm up worksheet
- Noun clause worksheet
- Scrambled sentences (in envelopes)
- Agree/disagree worksheet
- Four corner posters
- My opinion activity

Lesson Outline

Warm Up: Ask Ss "What is the most difficult thing in learning English?" Tell Ss to talk about their answers with a partner, then elicit several responses, including pointing to one or two students asking "What do you think?" Write responses on the board (in words or phrases). Hand out the worksheet below (What is your opinion?) and ask students to fill in their answers to the questions in the "Me" column. When they are finished, have them turn to a partner and get the partner's answer. If they finish and there is still time, have them compare answers with others in the class.

Presentation: Using answers from the warm-up, write full sentences on the board. (Ex. "I believe that walking with a friend is the best way to relax" or "Mayra thinks that coming to this class is the best way to learn English." Write the sentences so that the "that" is directly above each other. Point out the beginning and end of each sentence, identifying that the end is a noun clause (I won't spend much time on that. I just want them to hear the concept.) Once there are several examples, put parentheses around the "that" in each sentence and explain that it is correct either way. Write down more examples, this time without the "that."

Guided Practice: Hand out the worksheet below (Noun clauses) and have them work on them individually. If they finish early, have them check their answers with a partner. Go over the answers as a class. I will write them on the board as students check their own answers.

Less-guided Practice: Divide the class into (different) pairs and hand each pair an envelope with a scrambled sentence. Have them put the sentence in the correct order. Have extras for people who work quickly.

Presentation:

Ask Ss to give other ways to say "I think" or present an opinion. Write these on the board. Be sure to include:

I believe

In my opinion

As far as I'm concerned

I suppose

I imagine

The way I see it

In my mind

I strongly believe that

There's no doubt that

I honestly feel that

I'm convinced that

It seems to me

Less-guided Practice: Four corners

Four corners

In this entertaining class activity, students practice expressing and defending their opinions. A sign is placed in each corner of the classroom (strongly agree, agree, disagree, strongly disagree). All the students stand up and the teacher reads a statement to the class, e.g. 'Celebrities earn too much money'. The students then go to the corner that best matches their opinion on the topic, e.g. strongly agree, disagree, etc. The students in the same corner come up with a good sentence to agree or disagree with the statement. The process is then repeated with a new statement and so on.

From www.teach-this.com

Pre-Practice: Worksheet (agree/disagree)

Hand out worksheet and have Ss categorize the phrases on the sheet. If they finish early, ask them to come up with more.

Worksheet on agreeing and disagreeing found at <http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/speaking-verbal-boxing-lesson-plan/550231.article>

Presentation:

Agree- Ask Ss what they can say when they agree with someone. Again, write suggestions on the board.

Include:

I (totally) agree

Exactly!

That's true.

Yes!

I couldn't agree more.

Disagree - ask Ss what they can say when they disagree. Include:

I (totally) disagree

Nonsense!

That makes no sense.

I'm sorry. I don't agree.

I'm afraid I don't agree that

I beg to differ

I don't think so.

Finally, ask Ss how to agree with part but disagree with another part. Include:

Perhaps, but..

That may be the case, but...

It may be true that..., but...

I see your point on..., but....

Presentation: Giving reasons to support your opinion

Have Ss sit down. Using some of the statements from the previous activity, ask Ss to support their opinions. Why do you think ____? Why do you disagree with _____? Etc. Note that it's important to be able to tell WHY you think something.

Independent Practice: My opinion activity

Hand out 2 blank slips of paper to each student. Ask them to write a statement they believe on each slip. (Ex; Dogs are the best pets.) Then divide Ss into small groups (preferably of 3, leveled) having each student bring their slips with them. Hand each group an envelope with statements I have provided. Have Ss add their slips to their envelopes. Tell Ss that they will be practicing how to give their opinions and agree/disagree with each other. Each student takes a turn to draw a statement from the envelope. Each person tells whether they agree or disagree with it and why. The goal is for students to engage in real conversations in which they can express their opinions.

While Ss are conversing in groups, I will go around the room asking questions to help deepen the conversations.

Wrap up:

Class debrief of the opinion activity

What is your opinion?

	Me	My Partner
1. What is the most difficult part of learning English?		
2. Where is the best place to go on holiday?		
3. What is the best way to relax?		
4. What is the best kind of movie? (Ex. comedy, drama, action, science fiction, romantic comedy, etc.)		
5. What is the most delicious food?		
6. What is the best age to get married?		
7. What is the most important thing to teach your child?		

Noun clauses

Rewrite each sentence. Either add *that* or take *that* out of each sentence.

1. I believe that education is important.
2. I think everyone should learn a second language.
3. I'm sure he's right.
4. He thinks that women are better cooks than men.
5. She believes she is smart.

Circle your opinion. Then write a sentence with *that* and a noun clause.

1. People are smart in different ways. (I agree / I don't agree)
2. You should have a job you enjoy. (I agree / I don't agree)
3. Exercising three times a week is important. (I agree / I don't agree)
4. Children need to play outside every day. (I agree / I don't agree)
5. Family is the most important thing in life. (I agree / I don't agree)

Possible controversial statements for Four Corners and My Opinion:

Social network sites like Instagram and Twitter help people to have better relationships.

Dating apps and websites are a good way to find a boyfriend or girlfriend.

Money is more important than happiness.

People should eat less (or no) meat.

Life was better twenty years ago.

Couples should live together before they get married.

Our phones are making us dumber.

The richest people in the world should give some of their money to the poor.

It is better to take any job than to be unemployed.

People should have the right to live in any country they choose.

Every young adult should spend two years in the military.

Women should wear makeup.

English is the easiest of all languages to learn.