

LESSON 4: EXPRESSING OPINIONS

ACTIVITY 1

Did you hear about the UK supermarket horsemeat scandal of January 2013? Look at the pictures below and tell your partner what you think happened.



Read the following paragraph and discuss the questions below with your partner:

In January 2013, horsemeat was found by Irish food inspectors in frozen beefburgers sold by UK supermarkets such as Tesco, Iceland, Aldi and Lidl. This led to the removal from shelves of beef ready meals by numerous other European companies and stores, following positive test results for horse DNA in these products. Horse DNA has also been found in products supplied by catering companies providing food for schools, hospitals and hotels. Health experts describe the issue as a case of 'food fraud' but claim that food safety was not threatened by it. Fast forward to 2015, and there are similar stories of food fraud. Tourists in Egypt have eaten donkey meat, thinking they were eating beef – while in China, meat advertised in a supermarket as donkey turned out to be fox. This is, then, an on-going ethical dilemma.

Do people eat horsemeat in your country?

Have you ever eaten something without knowing exactly what was in it?

Do you think catering companies have a social and ethical responsibility to be transparent about what they put in their food?

ACTIVITY 2

Listen to Lizzie and Andrew have a discussion about the 2013 scandal. In the box, note down any arguments for and against eating horsemeat they make. Who do you agree with? Why?

For	Against

ACTIVITY 3

Here are some phrases you can use for giving opinions, agreeing and disagreeing. Listen to the recording again and tick the phrases you hear.

- ☐ You could be right.
- ☐ That's a very good point, but ...
- ☐ The way I see it, ...
- ☐ But what about ...?
- ☐ Yes, but ...
- ☐ I'd say that ...
- ☐ Well, some people probably think that, but ...
- ☐ I'm not so sure about that.
- ☐ That's true, but ...
- ☐ In my opinion, ...
- ☐ I know what you mean.
- ☐ I'm afraid I have to disagree with you there.
- ☐ As far as I'm concerned ...
- ☐ I'd suggest that ...
- ☐ Personally, I think ...
- ☐ That's ridiculous!
- ☐ If you ask me, ...
- ☐ That may be so, but ...
- ☐ OK, you have a point there.
- ☐ That's a good point.
- ☐ I see what your point is.
- ☐ The thing is, ...

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ACTIVITY 4

Put each phrase from activity 3 into the correct column of the table below:

Giving an opinion	Agreeing	Disagreeing

When you have finished, compare your table with a partner. Do you have the same answers? Look at your completed table.

- * Write F next to phrases you think are for use in a FORMAL situation, e.g. talking to your boss at work.
- * Write I next to phrases you think are for use in an INFORMAL situation, e.g. talking with your friends.
- * Write N next to phrases you think are NEUTRAL, e.g. talking with people you don't know very well.

When you have finished, compare your table with a partner. Are they the same?

ACTIVITY 5

Look at the following statements. In your pairs, choose some topics that are interesting to you and write down a discussion with your partner using some of the new phrases from exercise 3.

- * Marriage is outdated
- * The death penalty is acceptable in some cases
- * Foreigners shouldn't be allowed to vote

- * Military service should be obligatory
- * Curfews keep teens out of trouble
- * We are becoming too dependent on computers
- * Smoking should be banned worldwide
- * We do not really need religion
- * Obesity is a disease
- * Video games contribute to youth violence

When you have finished writing, ask your teacher to check your work then practise reading the full discussion together.