



## LCF JUNIORS COURSE LEVEL 2

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## LESSON 25

Giving opinions

Vocabulary from context

### 1. Warm up activity

Choose one of your favourite games.

### 2. In don't mind or I absolutely hate... + LCFJ2-L25A2.pdf

Individually students give a score 1-10 for each proposal.

Ask them to grade and choose one of the following expressions for explaining their scoring:

**I don't mind....**

**... doesn't (do not) bother me.**

**I don't really like...**

**I get irritated by...**

**I can't stand...**

They can also look at a graded set of opinions in



**Life at school unit – Opinions.**

Then, they compare their answers with a partner or in small groups.

Consider creating a graph collecting the data:

**The 3 most hated things / actions / attitudes...**

### 3. Tell me what you think about it + LCFJ2-L25A3.pdf

Stick both pages together so that you obtain an A3 board game. Play in small groups. You need TIMERS, counters and dice. Each person puts their counter on **START**.

The first person throws the die and moves the number of squares.

They must talk for at least 30 seconds about the topic on which they landed.

The other players can ask them questions and add comments too.

If somebody lands on a ? square then the other players think of a question to ask them.

### 4. Vocabulary – Reading – Student's Workbook page 20

Each student needs a blue, black and red pen/pencil. Students read through the passage individually and colour code the words:

Blue – I know this word

Black – I think I know this word

Red – this word is impossible!

Check in pairs then as a group.

## 5. 🎧 Listening + J2-L25A5-remembering-words (Audio track 15)

End the session with this listening – Discuss with the group.

### Transcript

*Teri*

I put lots of useful words and phrases on the walls of the kitchen and the bedroom. That way I see them all the time when I'm at home. Sometimes I even put them on the ceiling!

*Jack*

I'm very organised. I put all my new words onto index cards in boxes. Every night at 7pm I take out the cards and mix them up. Then I have to put them all back in order! That way I remember some.

*Margaret*

My teacher suggested I get a vocabulary notebook and put new words in every lesson. When I have a spare moment I look at my book and learn some words. I've learnt a lot waiting for buses!

*Max*

Everything in my house has a label on it showing its English word and the pronunciation. I say them all when I'm at home in the evenings.

*Hannah*

My new way of learning vocabulary is to record the new words as an MP3. I listen to the CD in my car and on my smartphone and repeat the words.

*Samuel*

It's good to set a target. Try to learn five or ten new words every night. I go through my notebook and tick the words I have learnt in the week.

*Juliet*

My boyfriend is learning English too! We sometimes do our homework together. He tests me on new words and I test him. It's more fun that way!

*David*

When I have a minute or two to spare, I open my pocket dictionary and find a new word. If it's a good word, I underline it and look at it again later.

*Lisa*

I write new words on bits of paper and put them in unusual places... in the fridge, under my pillow or in my jacket pocket. This morning I found a word in my sock – "foot"!!

*Adam*

Every week or so I stick a list of new words on the bathroom door, because I spend a lot of time in there. That way I have something to read when I'm on the toilet.

Ask students if they have similar / different ways of remembering the new words they learn. Can they apply any of the methods discussed to remember the new words from Activity 4?