

# What do you think about zoos?

**1 Warm Up** Work with a partner.

- When did you last go to a zoo?

**2 Reading**

## QUESTIONNAIRE

What do you think about zoos?



Jim

I'm in favour of having zoos. When I was a child my parents often took me to the local zoo.  
I think zoos are both fun and educational.



Mike

I'm in two minds about zoos. It's fun for kids, but I feel really sorry for the animals.

I'm really against zoos. I think it's cruel to keep animals locked up in cages.



Angela

**Check!**

Which person thinks zoos are good? .....

Which person thinks zoos are bad? .....

Which person isn't sure? .....

**3 Language Work Write the expressions in the correct columns.**

I think ... is a great idea!

I'm against ...

I don't approve of ...

I'm not sure about ...

I'm in two minds about ...

I'm in favour of ...

I'm opposed to ...

Expressions for 'Good'

Expressions for 'Not Sure'

Expressions for 'Bad'

.....  
.....

.....  
.....

.....  
.....

**4 Writing Choose three topics. Write a sentence for each.**

smoking

sunbeds

tattoos

electric cars

taxes on fast food

studying English

nuclear power

the Internet

1) .....

2) .....

3) .....

**5 Speaking Read your sentences to your classmates. Do you all agree?**

# What do you think about zoos?

## Teaching Notes

<b>Target Structures:</b>	Expressions of Opinion
<b>Vocabulary:</b>	General
<b>Level:</b>	Lower Intermediate +
<b>Time:</b>	45 minutes
<b>Preparation:</b>	None

### Suggested Teaching Method:

**This worksheet looks at expressions your students can use to express opinions on a topic. Functions covered include expressing support, opposition and ambivalence on a subject.**

- 1 Give one worksheet to each student. Students can work in pairs on the lead-in. Elicit some answers from the class.
- 2 Before reading the text, set the reading task. Draw your students' attention to the questions marked 'Check'.  
Depending on your students' level, you may wish to pre-teach some vocabulary. (*educational, cruel, cages*)  
Explain that they should read the text quickly, without checking in dictionaries. If you wish, students can underline any parts they do not understand, and you can explain them later.  
Students can check their answers in pairs. Go through the answers with the group.
- 3 Present the target language. You could model the language, emphasising the stress of words and how some words run together.  
Students should complete the exercise. Do one answer as an example first.
- 4 Check your students understand the topics in the boxes.  
Students should choose three topics. It is best if students choose one topic for each category (good, bad, not sure). They can then write sentences, and include a reason for each.  
Do an example. (e.g. *I think tattoos are a great idea because they look so beautiful!*) Explain that students don't have to give their true feelings!  
You may need to spend a few minutes explaining how some topics need to be plural (sunbeds, tattoos) because they are countable, and you are talking about things in general.
- 5 Students should move around the room reading their sentences to classmates. You can make this exercise more conversational by teaching some 'reactions' to the opinions. (Really? I know what you mean! Yeah, me too. Do you really think so? etc.)  
Monitor, but try not to interrupt. When the exercise finishes, go through some errors you heard, eliciting correction.  
You could finish the lesson up by having a short discussion on zoos. Encourage students to use the language they have just been practising.

**The answer key is on the next page.**

**Answer Key (Other answers may be possible.)**

- ② Which person thinks zoos are good?  
Which person thinks zoos are bad?  
Which person isn't sure?

Jim  
Angela  
Mike

- ③ **Expressions for 'Good'**  
I think ... is a great idea!  
I'm in favour of

**Expressions for 'Not Sure'**  
I'm not sure about ...  
I'm in two minds about ...

**Expressions for 'Bad'**  
I'm opposed to ...  
I don't approve of ...  
I'm against ...

Updated 10/9/2012