

## Lesson plan: Considering different opinions

An important aspect of social skills is being able to consider and react to different opinions while proposing your own point of view. This lesson plan from **Open Mind** Pre-intermediate Level (B1) gives learners useful strategies to help them when deciding on a place to live, from looking at the relevant criteria to making the final decision, and supplies useful functional language to achieve the task. Download and circulate the accompanying [Student's Book pages](#).

**Level:** *Open Mind* Pre-intermediate / *openMind* 2nd edition level 2

**Time:** approx 60 minutes or longer depending on how the activities are used

**How to use this lesson:**

The lesson can be used for the whole class, who can work in pairs and small groups. Download and print out the Student's Book pages so each student has a copy.

**Step 1:** Decide on important criteria. (Ex. A, Ex. B, Ex. C)

**Step 2:** Look at the options and make a list of the pros and cons (advantages and disadvantages) of each one. (Ex. D)

**Step 3:** Decide which is the best option. (Ex. E)

### Lead-in

Ask the students how they normally approach important decisions in their private life and in their work/studies. Do they make lists? Do they decide quickly or do they think about things carefully for several days?

### A

- Ask the students to work individually first and read the list of features that are important when choosing somewhere to live. Check that they understand all the vocabulary, e.g. *allowed* (permitted) and *dishwasher* (a machine for cleaning dishes).
- Ask the students to work in groups and tick the criteria that they regard as important. Point out that they can tick as many as they want to. Remind students that it is important to take into consideration everyone's wishes when living together.

### Alternative

Instead of ticking the criteria that are important to them, the students could be asked to rank them from 1 (most important) to 12, or more (least important).

### B

- Ask the students to work individually and decide which things are essential.

### C

- Put the students into groups of three or four to discuss their criteria. They should agree a set of features that they all think are essential in a property, and a list of features they would all like to have.
- Draw the students' attention to the **How to say it** box. Encourage them to use the language in the box when discussing their criteria and reaching a compromise.

### D

- Ask the students to read the three adverts carefully and check that they understand all the vocabulary.
- Ask them to use their criteria to list the advantages and disadvantages of each property.
- Encourage them to make notes in two columns (pros and cons) for each property.

### E

- Ask the students to read the model conversation.
- Ask each group to discuss the three properties in the adverts in Ex. D and decide which one best meets their criteria.
- Remind them that they should agree on a choice.

### REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Self and Society** where the skill of *Considering different options* would be useful.
- Elicit the following ideas: deciding where to go for a night out with friends; deciding where to go on holiday; choosing the best time for a meeting; deciding which product to buy, etc.

Teacher's notes taken from Unit 6 of *Open Mind* Pre-intermediate (B1) and *openMind* 2nd edition level 2.

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