Our points of view

1. Look at the artists and writers in the box below. Can you apply each phrase below to one of them to express your view? Give reasons for your responses.

<table>
<thead>
<tr>
<th>Monet</th>
<th>Charles Dickens</th>
<th>Leonardo da Vinci</th>
<th>Klimt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Austen</td>
<td>L.S.Lowry</td>
<td>Velazquez</td>
<td>Terry Pratchett</td>
</tr>
<tr>
<td>JK Rowling</td>
<td>Constable</td>
<td>Victor Hugo</td>
<td>Holbein</td>
</tr>
</tbody>
</table>

a) ____________is one of my all-time favourites because ..........................

b) ______________’s work is not my cup of tea because..................................

c) I’ve always admired ______________because...........................................

d) I can’t relate to ______________’s work because ...................................

e) I’m a big fan of _________’s stuff because ...........................................

f) ____________’s work is traditional in the sense that ..............................

2. Now look at the subjects below and choose one that you have opinions about.

- science fiction novels
- the work of William Shakespeare
- a contemporary fiction author
- high impact action movies
- movies exploring contemporary life issues

Plan a piece of discourse which discusses the subject you have chosen.

Make sure the discourse:

- focuses on the main topic
- introduces a strong opinion or criticism (and/or it may soften an opinion or criticism)
- returns to the main point or a previous line of discussion
- makes additional or contrasting points

Make notes of discourse markers that you will use to organise your discourse.

Now read out your piece of discourse to your partner.
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TEACHER’S NOTES:

Aim: to provide further practice of discourse markers and colloquial expressions to express our taste. This worksheet is designed to be used in conjunction with unit 9.2.

Time: 40 minutes

Materials: copy of the worksheet for each student

1 Ask the class to identify each of the writers/artists in the box. Students then decide on one to fit each of the colloquial phrases listed. Ask them to complete the sentences with their own reasons for expressing each particular view. Ask for class feedback.

2 Students choose a subject from the list. Encourage them to choose something else in the field of art if none of these inspire them. Students then plan a piece of discourse around this subject and follow the plan suggested in terms of how they organise the discourse. Monitor and refer students to p.129 of the Student Book to revise discourse markers. Students then read their piece of discourse to their partners. Ask for volunteers to read their discourse to the class.