

Lesson Plan: Expressing opinions and agreeing/disagreeing

Level	Intermediate (B1–B2)
Time	60–75 minutes
Skills	Speaking, vocabulary
Focus	Opinion phrases; agreeing; partial agreement; polite disagreement; discussion language

OBJECTIVES

By the end of the lesson, students will be able to:

- Use a range of phrases for expressing opinions at different levels of certainty
- Agree, partially agree, and disagree politely and naturally
- Build on others' opinions using discourse markers
- Maintain a discussion using active listening and response phrases

TARGET LANGUAGE & EXAMPLES

Giving opinions

- I think / I believe / I feel (neutral, common)
- In my opinion / In my view (more formal)
- As far as I'm concerned... / From my perspective...
- It seems to me that... / I tend to think that...
- Personally, I think...

Agreeing

- Exactly! / Absolutely! / I couldn't agree more.
- That's a good point. / You're right about that.
- I'd have to agree with you on that. / That's exactly what I think.

Partially agreeing

- I see your point, but... / That's true to an extent, however...
- I agree up to a point, but... / You have a point, although...
- I take your point, but on the other hand...

Disagreeing politely

- I'm afraid I disagree. / I see it differently.
- I'm not sure I agree with that. / I'd look at it another way.
- With respect, I think that's an oversimplification.
- I can see why you'd think that, but in my view...

Meaning & Nuance

Phrase	Function	Register
I think...	simple opinion	neutral / informal

In my opinion...	more formal opinion	neutral / formal
As far as I'm concerned...	strong personal view	neutral
I see your point, but...	polite partial disagreement	polite / neutral
With respect, I think...	polite but firm disagreement	formal
You have a point, although...	acknowledge then qualify	polite / discussion

LESSON PROCEDURE

1. Warm-up: Agree/disagree statements (10 min)

Task: Provocative but safe statements. Students signal agree/disagree and explain using basic language.

- 'Social media does more harm than good.' / 'Cities are better than the countryside.'

→ Establishes a baseline; motivates for more sophisticated language.

2. Presentation (15 min)

Task: Teach phrases by function: opinion → agree → partially agree → disagree.

- Model: how to disagree without seeming rude — this is a key communication skill.
- Register: formal (with respect, in my view) vs. informal (honestly, look).

3. Fishbowl discussion (25 min)

Task: 4 students discuss a topic in the centre; others observe and note the language used.

- Observe group: which phrases are used? Which seem natural vs. forced?
- Feedback, then rotate.
- Topics: remote working, exam systems, social media, diet.

4. Language audit (5 min)

Task: Class identifies which discussion phrases were used and which were avoided.

- Set personal targets: use 2 new phrases in the next discussion activity.

TEACHER NOTES

- Students often overuse 'I think' — this lesson builds a genuinely richer repertoire.
- Polite disagreement is a sophisticated skill. 'I'm afraid I disagree' feels impossibly formal at first but becomes natural with repeated practice.

EXTENSION / HOMEWORK

Choose one or more:

1. Write an opinion paragraph on a topic you feel strongly about using at least 5 different opinion phrases.
2. Write a short debate dialogue (10 lines) between two people who disagree, using polite disagreement.
3. Find an opinion piece online and identify all the opinion and disagreement phrases used.