

Dilemmas by Rhiannon Stone

Age: Young adults / Adults
Level: Intermediate–upper intermediate
Time: 90 minutes
Objectives: To practise developing an argument using linking words and phrases
Key skills: Reading, speaking
Materials: One copy of Worksheets 1 and 2 per student; one copy of Worksheet 3 per pair or small group

Procedure

Lead in (5 minutes)

- Hand out Worksheet 1. Ask a student to read out the definition and example. Then ask the following concept check questions:
 - How many choices are there? – *Two*.
 - Why is this a difficult choice to make? – *You need money but you want to do a job you like*.

In groups, have students brainstorm other dilemmas, using the picture as a prompt if they're struggling for ideas. Elicit some ideas and write them on the board.

Pre-reading (10 minutes)

- Ask a student to read out the list of reasons people give for making decisions. Give an example from Activity 1. They should order the reasons from most important to least important.

Reading (15 minutes)

- Hand out Worksheet 2 and ask students to read the dilemma and the four responses. Have students answer questions a-c in pairs or small groups.

Key (suggested answers):

A wants to do what will make other people happier.
B wants to do what will cause the least pain.
C wants to follow the law.
D wants to do what will make themselves happiest.

Extension

Ask the students who out of A, B, C and D is most likely to be a police officer, a charity worker, a victim of theft or an employee of a large company. Elicit answers from different students around the room and their reasons why.

Exploration (15 minutes)

- Ask students to categorise the linking words (in bold) from the four responses on Worksheet 2.

Key:

Contrast	Reason	Result
<i>although</i>	<i>because</i>	<i>as a result</i>
<i>on the other hand</i>	<i>since</i>	<i>therefore</i>
<i>though</i>	<i>as</i>	<i>consequently</i>
<i>despite the fact that</i>	<i>due to the fact that</i>	<i>to that end</i>
<i>however</i>	<i>that</i>	<i>so</i>
<i>nevertheless</i>	<i>owing to the fact that</i>	<i>as a consequence</i>
<i>but</i>		
<i>whereas</i>		

Write some examples from the text on the board. Underline the linking words. Explain that *although* shows contrast, *consequently* shows result, and *as* shows reason.

- 'Although it's technically a crime, saying nothing is the right thing to do.' Are the ideas in the clauses the same or different? – *They are different*.
- 'The employee broke the law and consequently must be punished.' Which action happens first, the action in the clause of result or the action in the main clause? – *the action in the main clause*
- 'We need these rules as not everybody steals for a good reason.' Which is the clause of reason and which is the main clause? – *The first clause is the main clause and the second is the clause of reason*.

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Controlled Practice (10 minutes)

5. Have students choose the correct linking words in the sentences.

Key:

- a. *however*
- b. *although*
- c. *as a result*
- d. *as*
- e. *since*
- f. *consequently*

Freer Practice (15 minutes)

6. Have students work in pairs or small groups to write their own endings to the sentences. Model the first sentence on the board for the whole class, as needed. Students should decide whether or not they agree with what their partner has written. Have pairs write one of the sentences on the board for the class to discuss.

Speaking (20 minutes)

7. Put the students into pairs or small groups, and hand out worksheet 3. Students read the dilemmas and decide:

- what most people would do
- what they would do.

Monitor them to make sure they are using the target language to develop their arguments.

Tally the results of what the groups thought “most people” would do with a show of hands. Then tally the results of what the students would personally do with another show of hands. Compare the differences between the tallies. Are the differences surprising?