

Procedures**Task 3: An Online Forum on People's Opinions of the Internet (LT 3.8 – 3.10)**

1. Refer students to LT 3.8. Explain to students that an Internet discussion forum is a place where people express their views on a current issue. Before posting their views, they have to register as a member in a user group. It is a good place to collect different views on some current issues.
2. Explain to students that there are many 'threads' in an Internet forum. A 'thread' is a collection of 'posts' or messages. Users' details, such as the dates of submission of the posts, are usually indicated in the posts. Very often, the first post of a thread is the topic or question to be discussed while the rest are the other writers' views and opinions.
3. Guide students to read through LT 3.8 about the advantages and disadvantages of the Internet with the following focuses:
 - the understanding of the main ideas; and
 - the use of intensifiers to emphasise an argument/a point.
4. Explain to students that a graphic organiser is a useful tool to organise views and opinions. Refer students to Part A of LT 3.9 and ask them to complete the mind map with the advantages and disadvantages of the Internet as mentioned by the members of the Internet forum.
5. Point out that one way to achieve better retention of vocabulary is through studying the synonyms and antonyms of a word. Use the examples of 'advantages', 'disadvantages', 'benefits' and 'drawbacks' to illustrate what antonyms and synonyms are. Ask them to complete Part B of LT 3.9 by filling in more words which carry similar meanings to 'advantages' or 'disadvantages'.
6. Refer students to LT 3.10 and go through Part A. Explain the examples. Then, ask students to identify other intensifiers in the posts and complete Part B.
7. Go through Part C with students and explain the situation. Then ask them to form groups of four and choose a role to play. Encourage them to think about the arguments based on the beliefs of each role. Ask them to use intensifiers to strengthen their arguments and make notes on a note card.
8. Students take turns to present in their own group. Encourage students to ask each other questions (e.g. to ask for clarification or elaboration, to disagree) after each speech to create interaction among the group members.
9. Identify students who did well in the presentation and ask them to present their views in front of the class. Invite questions from students after each speech.