

## Fact vs. Opinion

### Activity 1 (Pre-lesson Flipped classroom)

In lesson, teacher elicits answers and generalises:

- Definition of facts and opinions
- Highlight some signal words
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Fact	Opinion
<ul style="list-style-type: none"><li>- Cite</li><li>- Confirm</li><li>- Discover</li><li>- According to</li><li>- Demonstrate</li><li>- Verify</li><li>- Prove</li><li>- Record</li><li>- Corroborate</li><li>- Statistics/ survey</li><li>- Document</li></ul> <p>Evidence</p> <ul style="list-style-type: none"><li>- Experts (Organisation/ authorities)</li><li>- Anecdotal evidence (individual experience)</li></ul>	<ul style="list-style-type: none"><li>- Claim</li><li>- View</li><li>- Argue</li><li>- Suspect</li><li>- Believe</li><li>- Suggest</li><li>- Probably</li><li>- Think</li><li>- Might</li><li>- Emphasise</li><li>- Metaphors/ similes</li><li>- The use of adjectives</li></ul>

- tone and attitude (creating emotional appeal)
- For gifted/ more able students: learning more about ethos, pathos and logos

### Activity 2

- analysing editorial/ opinion

**Self-directed learning notes on persuasive writing (Opinions vs Evidence)**

I have shown/ use:

<b>Items</b>	<b>Yes/ No/ Partially</b>
1. Clear topic sentence.	
2. One idea through the paragraph.	
3. There is evidence to support the opinion.	
4. Signal words of evidence are used.	
5. Anecdotal evidence	
6. Statistics	
7. Observation/ summary of observation	
8. Experts	
9. A mixture of different evidence	