

Warm up

Ask your students to consider the arguments for and against increasing the tax on sugary/unhealthy foods.

Elicit suggestions *for*, such as:

Encourages healthy eating

Raises revenue

Next, elicit suggestions *against*, such as:

Unfairly targets low-income households

Infringes on personal choice

When asking students for ideas, make sure you get the main arguments only (it's easy to confuse supporting ideas with main arguments).

When you have a few suggestions, ask students to agree on the *two most important arguments for and against*. Draw a table on the board like the one below. Leave a large space after each argument but don't write anything for the moment.

Should we tax unhealthy foods?	
For	Against
Argument 1: <i>Encourages healthy eating</i> Argument 2: <i>Raises revenue</i>	Argument 1: <i>Unfairly targets low-income households</i> Argument 2: <i>Infringes on personal choice</i>

When you have two arguments for and two arguments against, ask students to support these arguments with further information. Elicit suggestions so that you end up with a table looking something like this (students' suggestions may vary, but make sure they are relevant):

Should we tax unhealthy foods?	
For	Against
Argument 1: <i>Encourages healthy eating</i> Supporting information: <i>If unhealthy food becomes more expensive, people will be less likely to eat it.</i> Argument 2: <i>Raises revenue</i> Supporting information: <i>Money made from the tax could be used to benefit the public. (Healthcare, etc.)</i>	Argument 1: <i>Unfairly targets low-income households</i> Supporting information: <i>Unhealthy foods are often the only foods some people can afford.</i> Argument 2: <i>Infringes on personal choice</i> Supporting information: <i>The government should let people make their own decisions.</i>

Using the Factsheet

Make sure students have completed and understood the Theory to practice section before starting the Worksheet. There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

Answers

- | | | |
|---|-----------------------|------|
| 1 | study skills | d, f |
| 2 | broader range | b, c |
| 3 | entrance requirements | a, h |
| 4 | hands-on experience | e, g |

Examples: b, e

Transcript

01

First of all, I believe that the school system needs to be overhauled, so that study skills are taught from a young age. This would not only improve students' marks at school, but would also save time when students get to university. Another change I would make to the school system is to introduce a broader range of subjects. For example, students should get to try things like law and sociology at a much younger age. This would give them more experience to help them choose the subject they want to study at university. I think universities need to play their part too, and I would like to see the entrance requirements changed. I would like them to focus less on exam results and more on the personality of the student. This would give a chance to students who have learning differences and who perhaps struggle with the traditional form of assessment – i.e. exams. And the final change I would make is to give university students more hands-on experience in the working environment. This could take the form of placements, internships or other kinds of work experience programmes. This, to my mind, is the only way that students can really find out if they are cut out for a particular career.

Using the Worksheet

Practice

1 Look at the extracts from talks and, in pairs, think of words or phrases you could use to fill the gaps.

- Allow a few minutes for pairs to read the extracts and make their choices. Encourage them to use the context. Remind them that the words and phrases they use must fit in with the rest of the sentence.
- Elicit suggestions from the class. Accept all correct answers and point out why any wrong answers are inappropriate.

Possible answers

- | | | |
|---|---|---|
| a | 1 | argument against / objection to |
| | 2 | such as / for example, / for instance, |
| b | 1 | an established fact / well known / understood / common knowledge |
| | 2 | This is (largely) a result of / This is due to / This is (partly) caused by / This is (mostly) because of |
| c | 1 | In my opinion, / I believe / From my viewpoint, / My belief is that / Clearly, / Obviously, / Firstly, |
| | 2 | This is because / One reason (I believe this) is / It is very simple: / Clearly, |
| d | 1 | Firstly, / First and foremost, / To begin with, / Clearly, |
| | 2 | By this I mean, / In other words, / To explain, / That is, |

2 02 Listen to part of a talk on nuclear power and fill in the main arguments in the table.

- Tell the class that they are going to listen for arguments for and against nuclear power.
- Explain that they will hear the audio once, and that they should focus on noting down *only* the two main points for and against.
- Play the audio. Between them, students should be able to remember the main points. If students really struggle to understand, play it again (but bear in mind it will be repeated in the next exercise).
- **Note:** Students should use the long write-on lines with their answers. The short lines will be used in Exercise 3.

Answers

Nuclear power: the main arguments			
For		Against	
1	It is cheap. _____	1	Accidents can be catastrophic. _____
2	It causes less pollution. _____	2	Waste disposal is complex. _____

Transcript



Let me start by talking about the advantages of using nuclear power. First of all, the main argument in favour is that it's cheap. Nuclear power plants cost much less to run than traditional oil-, coal- or gas-powered plants. Then – and this is perhaps the most important point – they cause considerably less pollution than sources of electricity using fossil fuels. Opponents of nuclear power often post photos of white 'smoke' coming out of the cooling towers. Well, let me assure you that this is just steam – totally harmless steam.

Now to the disadvantages ... and I know many of you feel very strongly about this ... it's well known that the number one disadvantage is, of course, that accidents, when they happen, can be catastrophic. Accidents, such as the one at Chernobyl in the Ukraine in 1986, or the one in Fukushima, Japan, in 2011, show that the impact is disastrous. We certainly cannot deny that. The other big problem is that waste disposal is complex. This is because we can't just throw it away, since it's radioactive ... so that needs careful thought.

Let's turn to some statistics now, and look at how ...

3 **02** Look at the list of supporting points. With a partner, discuss whether they are arguments for (F) or against (A) nuclear power. Then listen again and match four of the points to the arguments they support from the table in Exercise 2. Write the four correct letters (a–h) in the spaces in the table.

- Give pairs a minute or two to read the supporting points and decide which are for and which are against.
- When they have finished, check the answers.
- Play **02** again. Remind students that they will only need to put four of the points in the table (one point for each main argument).

Answers

- a** F
b A
c F
d A
e A
f F
g F
h A

Nuclear power: the main arguments			
For		Against	
1	It is cheap. c	1	Accidents can be catastrophic. e
2	It causes less pollution. g	2	Waste disposal is complex. h

4 ▶ **03–09 Listen to some more extracts. As you listen, try to fill in the missing information.**

- Refer students to the gaps in the exercise. Point out that they will be listening for the words and phrases that introduce arguments or supporting information.
- Allow a few minutes for students to read the extracts and start to predict what is missing. They should work alone for this.
- Play the audio. Play any of the tracks a second time if students want you to.
- Check answers.

Answers

- ▶ **03** I think the main reason is that
- ▶ **04** There are
 Firstly
 Some cultures
 And then there is
- ▶ **05** One study shows
 Another study suggests
 It seems
- ▶ **06** Clearly
 To be precise
 So it won't surprise you that
- ▶ **07** I think one reason
- ▶ **08** in other words
- ▶ **09** due to

Transcript

▶ **03**

- A** So why have these improvements taken place?
- B** I think the main reason is that the pupils can learn at their own pace. In the past we had limited time to present new material in class. The good students generally picked up new things rapidly, but the weaker ones often got lost.

Transcript

▶ **04**

Finally, there is the issue of communication. And it's not just the different language that can be confusing. There are also subtler differences in the way people communicate. Firstly, there is the question of what it is acceptable to discuss. Money? Politics? Religion? Some cultures encourage open conversation about most subjects, while others expect people to stick to less personal, less controversial topics. And then there is the question of directness.

Transcript

▶ **05**

One study shows that 'gamers' are likely to be better at multitasking effectively. Another study suggests that video game music is the best type to listen to while we work. It seems the music is designed specifically to allow for maximum focus and concentration.

Transcript

▶ 06

But first, the construction. Clearly, it is no easy feat to construct something of this size. It takes time and it costs money. To be precise, building started in 1975 and the dam officially opened in 1984. So that's nine years. And the construction process involved around 40,000 workers, and here's a figure for you if you can picture it, 50 million tonnes of earth and rock were moved throughout construction. So it won't surprise you that this cost a lot of money – a staggering 19.6 billion dollars, which makes it one of the most expensive structures on earth.

Transcript

▶ 07

Interviewer So where was your first posting?

Juliette To Niger, in Africa, in August 2012. I think one reason they sent me there is that, having a French mother, I'm pretty much bilingual, and of course ...

Interviewer ... they speak French there.

Transcript

▶ 08

This analogy is commonly used to describe culture because the majority of what constitutes culture is below the surface – in other words unseen, and often subconscious and taken for granted.

Transcript

▶ 09

You don't actually feel anything as it pierces your skin. If you did, you would simply brush it off, or kill it. The mosquito is able to bite you without you noticing due to the intricate, serrated design of its mouthparts.

Reflect

5 Add words or phrases to the list. The next time someone is speaking, remember to listen for these words/phrases to help you follow what the speaker is saying.

- Allow around five minutes for students to add words or phrases to the list. They can find them on the Worksheet and the Factsheet. They may also come up with others of their own (either in the appropriate categories or in the section at the end). They should work alone – at least initially – to help them reflect on what they have covered in the lesson. They can then compare notes with a partner.
- Ask for suggestions for each category. You may wish to write them up on the board for everyone to see. Encourage students to add anything to their lists that they have not already written.
- Finally, remind students to listen for these words and phrases in future to help them understand when a speaker is introducing a main argument or a supporting point.

Suggested answers

- a** Firstly ... / Initially ... / In the first place ... / Secondly ... / Lastly ...
- b** The main argument/point in favour is ...
- c** In addition ... / Furthermore ... / A further issue ... / Another problem/issue is ...
- d** In my opinion ... / I believe ...
- e** It is well known that ... / It is understood that ... / It is an established fact that ... / She argues/believes that ...
- f** In other words ... / That is ... / By this I mean ...
- g** For instance ... / ... such as ... / ... like ...