

1B

You've got a point

Introducing points in an argument



Salaries should be based on how important the work is to society. For example, nurses and teachers should be paid more than businesspeople.

All teenagers should be asked to live abroad for a year as part of their education.

Politicians responsible for certain areas (e.g. health, education) must have worked in that area before becoming a politician.

All university education should be free.

All public transport should be free.

Unhealthy foods, containing too much fat, salt or sugar, should be taxed so that they are more expensive than healthy foods.

People should be given free clothes which advertise different companies.

Everyone should learn Latin at school.

There should only be one TV channel.

There should be free wi-fi everywhere.

Working weeks should be four days long and weekends should be three days long.

Cars with big engines that use a lot of fuel should be banned.

People should have a day off on their birthday.

There should be no passports. People should be free to go wherever they want.

Teenagers should be given free driving lessons as part of their school education.

Families shouldn't be allowed to have more than two children.

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Instructions and Answer Key

You will need: one copy of the worksheet. If you have more than 16 students, make more than one copy.

- Write the following table on the board. Review the phrases for introducing points in an argument from page 11 of the Students' Book by eliciting the missing words.

One	p..... to c.....	is that ... would be that ... might be that ...
Another	re.....	
The most obvious	dr.....	
The second	adv.....	
A further	pr.....	
The main	is.....	
	conc.....	
	consi.....	
	ex.....	

ANSWER KEY

point to consider reason drawback advantage problem
issue concern consideration explanation

- Cut up the worksheet and give one statement to each student (if you have more than 16 students, then make two copies).
- Give students time to prepare arguments to support the statement they have, and go round and help with vocabulary and ideas where necessary, encouraging them to use the phrases for introducing points in an argument.
- When they are ready, divide students in groups of four. Each student takes it in turns to read out their statement and give supporting arguments, explaining their opinion for at least one minute. The rest of the group discusses whether they agree or disagree.
- Find out who gave the most convincing arguments in each group.