

	SLIDE 3		
Comparing to the sample	Give the students handout 1 and ask them to read the conversation to see if it is similar to the conversation they had. Quickly ask if it was similar.	S	
	Students work alone and underline the phrases that are used to agree and disagree. <i>Check that they have the right things underlined (*the phrase agree to disagree should not be underlined, but you can deal with it separately)</i>	S	2 minutes
	SLIDE 4	T → Sts	3 minutes
	Talk to the class and explain to them that British people do not like confrontation so we often avoid using very strong phrases to disagree with someone. Therefore, simply saying “I disagree” actually shows quite strong disagreement and could lead to a discussion becoming heated quickly.*** With this in mind tell the students to write the phrases underlined into the relevant part of the table below. <i>Check that the phrases are in the right section, go through this on the board to be sure.</i>	S → S → S	5 minutes
SLIDE 5			
Now students work in their groups of three and add the phrases they used to disagree in to the relevant part of the table and then they add two extra new phrases in to the polite/weak disagreement section.			3 minutes (0:30)
Elicit the new phrases that each group have written in order to share them with the group.			
***explain that in a speaking exam such as part 3 and part 4 in the Cambridge First and Advanced exams that agreeing and disagreeing effectively is something that an examiner will be looking for as it shows			

	how well you can communicate***		
OPTIONAL STAGE 1	<p>Write the following on the board and ask the students to work in groups and add them to the table in handout 1:</p> <ul style="list-style-type: none"> - I couldn't agree more. - Absolutely! - That's not quite the way I see it. - I can't argue with that, but... - Indeed it is. - I'm afraid I just doesn't see it like that* - Surely not! <p>*add 'at all' to the end of the sentence and ask the students whether that changes the strength of the phrase.</p>	S → S	5 minutes
OPTIONAL STAGE 2 Controlled practice of the phrases	<p>Tell the students to put away handout 1. Give them handout 2 and tell them to complete the gaps.</p> <p>Compare in pairs and then check as a class.</p>	S S → S	5 minutes
Preparing to debate	<p>Write the following statement on the board:</p> <p>'16 year olds should be allowed to vote'</p> <p>Put students into pairs and tell them that their pair is either for or against the statement.</p> <p>The pair then have 5 minutes to come up with arguments to support them.</p>	S → S	5 minutes (0:35)

OPTIONAL STAGE 3 Extended planning	Put all of the pairs that are for and all of the pairs that are against together and ask them to compare their arguments and make notes of new ideas. After this the large group discuss what arguments they think the other team will have and try and think of ways to argue against them.	StS → Sts	10 minutes 5 minutes
Debate	Put one student who is for with a student who is against the statement and give them 5-10 minutes to discuss. Make notes of any errors or good uses of language to go through at the end of the task if there is time. Ask the students with a show of hands what they really believe and go through language that has come up in the task.	S → S T → Sts	10 minutes (0:45)
OPTIONAL STAGE 4	<i>If you have access to the internet and can show a video then you can show the following and ask the students to see if their arguments are discussed (https://www.youtube.com/watch?v=hSDxg-bDw1A)</i>	S	5 minutes
OPTIONAL STAGE 5 Poster summary	Students work in groups of 4 and make a poster that summarises the debate for and against 16 year olds having the right to vote. The poster must contain the following: <ul style="list-style-type: none"> - 2 paragraphs that talk about the reasons for - 2 paragraphs that talk about the reasons against - 2 decorative drawings related to the topic Students work together and plan the 4 paragraphs.	StS → Sts	5 minutes

	Then they are given the A3 paper to create the poster.		15 minutes
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