

What should be done?

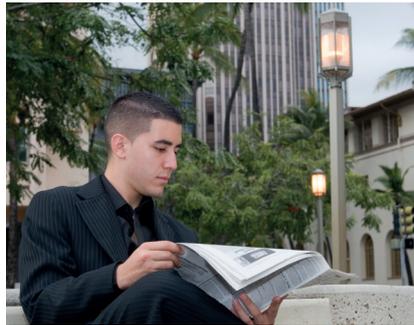
LEARNING OUTCOME

learn how to exchange opinions on important issues

Everyday life

1 Look at the photos and answer the questions.

Where are the people and what are they doing?  
 What problems might the people have in the future.



Everyday vocabulary

2 Complete the list of issues common with teenagers with a, e, i, o or u.

y.....th .....mpl.....nt      d...pr...ss.....n  
 ...dd...ct.....n t... t...chn...l...gy      f...m...ly c...nfl...ct  
 p.....r sch.....l m...rks      ...nh.....lthy d.....t  
 b...lly...ng

3 Add any more issues you know to those listed in 2. Work in pairs. Which issue do you think is the most important?

Dialogue

4 08 Listen to the dialogue. Which teenage issues are being discussed?

Ana is staying in the UK with a host family, Helen and George and their children James and Mary. The father, George, asks Ana what problems teenagers are worried about in her country.

**Ana:** I believe the biggest issue facing teenagers in my country is the lack of jobs. As a result, many teenagers are learning English and German (1) ..... This means that families become separated.

**Helen:** It's true, it's a problem here, too. What do you think the solution is?

**Ana:** I don't really know. But I think the government ought to do something. (2) .....

**James:** I agree. In my opinion, the government should help new businesses. Lots of teenagers are very creative and talented, but we can't get jobs because there aren't any. If we could start our own businesses, (3) .....

**George:** I'm not sure I can agree. Starting a business is difficult.

**Ana:** That's true and it's expensive. Mary, what is the biggest issue facing teens in the UK?

**Mary:** I don't know if it's the biggest problem, but one problem that worries me is teenagers who spend all their time playing video games. (4) .....

**James:** It's a fair point, teens do spend a lot of time doing these things, (5) ..... After all, you spend hours chatting on your phone.

**Helen:** And both of you spend hours on the internet!

**George:** I suppose it's just addiction to technology in general.

**Helen:** To my mind, it's only a problem when it gets in the way of schoolwork.

**Ana:** Absolutely! No one should waste all their time in front of the screen.

**James:** So, what should be done? Take away computers and mobiles?

**Ana:** No, but one solution could be doing real things, like playing sport instead of playing sport on a screen, (6) .....

**George:** Personally, I recommend limiting technology to two hours a day.

**James & Mary:** No way, Dad!

**5 Read and complete the dialogue with the phrases (a–f). Then listen again and check.**

- a After all, they're responsible for the economy.
- b ... then maybe we could employ other young people.
- c ... and chatting with people instead of texting.
- d ... but if they enjoy themselves, what's wrong with that?
- e I know one boy who played 24 hours non-stop!
- f ... so they can work abroad.

**6 Read the dialogue again and find examples of the following:**

- language for agreeing
- language for disagreeing
- language for partially agreeing

**7 Work in pairs. Add any other examples to those listed in 6.**

**EVERYDAY ENGLISH TOOLKIT: EXPRESSING OPINIONS ON TEENAGE ISSUES**

Look at the expressions from the dialogue. Who says each one: Ana, George, Helen, Mary or James? Put them under the correct heading below. Complete the list with other phrases from the dialogue.

What do you think is the solution?; Personally, ...; As a result many teenagers are learning English and German; The government should help new businesses.

**Introducing your opinion**

(1) .....

.....

.....

.....

.....

**Talking about the effects of problems**

(2) .....

.....

.....

**Offering solutions**

(3) .....

.....

.....

.....

**Asking about solutions**

(4) .....

.....

**Over to you!**

**8 Work in pairs. Follow the steps below and role-play a conversation. Then change roles. Use the expressions in the Everyday English Toolkit and the dialogue.**

Student A: Think of an issue that is important for you, either from 2 or use your own ideas. Introduce it to Student B. Give your opinion of it. Describe the effects of the problem and ask for a solution.

Students B: Give your opinion and offer a solution.