Agreeing and disagreeing - The environment

B2 speaking development. Give reasons, respond politely and look for common ground.

A. Sort the phrases

Write A (agreement), P (partial agreement) or D (disagreement). Notice that some phrases express a stronger opinion.

1. Exactly! ___
2. I agree up to a point. ___
3. I completely agree. ___
4. I disagree with that. ___
5. I see your point, but... ___
6. I suppose you have a point, although... ___
7. I'm not convinced by that argument. ___
8. That's a good point. I agree. ___
9. That's not always the case. ___
10. You've got a point, but... ___

B. Complete with your own ideas

1. The biggest environmental concern in my area is _____.
2. Individuals could help by _____.
3. One positive change I have noticed is _____.
4. In the future, I hope _____.

Compare your ideas with a partner. Ask for reasons and respond using A. You can agree, partly agree or disagree.

C. Mini debates

In groups of four, form two teams. Choose a statement. One team supports it and the other challenges it. Discuss for two minutes, then swap sides for the next statement. Discuss priorities and practical problems.

1. People should use public transport whenever possible.
2. Shops should charge for all single-use bags.
3. Schools should spend more money on renewable energy.
4. Local councils should make repairing items easier than replacing them.
5. Businesses should do more than individuals to reduce waste.
6. Protecting green spaces should be a local priority.



D. Reach a shared decision

Your learning centre can fund one environmental project. Discuss **better recycling**, **refill stations** and **a repair club**. Consider cost and likely use. Choose one together and explain your decision. Invite your partner's view before deciding.

A key: 1 A, 2 P, 3 A, 4 D, 5 P, 6 P, 7 D, 8 A, 9 D, 10 P.
For respectful disagreement: "I see it differently because..." or "Could we consider...?" B-D have no single correct answer. This is classroom interaction practice.

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