

## Austria lowered the voting age for young people like me, and transformed politics. The UK should do the same

### Level 1: Elementary – Teacher's notes

**Article summary:** The writer makes a case for lowering the voting age in the UK. She cites arguments like more prolonged political engagement and the youth being more affected by the government's decisions and actions in their lifetime.

**Time:** 60–90 minutes

**Skills:** Reading, Speaking

**Language focus:** Vocabulary: collocations

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to introduce the topic of legal age and get students to think about when maturity is reached.

#### 2. Key words

- a. Divide students into pairs and assign half the pairs items 1-5 and the other half items 6-10. Have pairs compare their answers and then regroup students so they can share the answers with a pair who completed the other half of the task. Then, review the answers with the class and elicit what students know about each word's pronunciation, meaning and use.

**Key:**

- |                               |                        |
|-------------------------------|------------------------|
| 1. <i>disappointed</i>        | 6. <i>corrupt</i>      |
| 2. <i>election; elections</i> | 7. <i>encourage</i>    |
| 3. <i>impact</i>              | 8. <i>opportunity</i>  |
| 4. <i>extreme</i>             | 9. <i>fail, failed</i> |
| 5. <i>licence</i>             | 10. <i>voice</i>       |

#### 3. Comprehension check

- a. Ask students to read the article and identify key words. Then ask them to scan the text and find the relevant information in each sentence to complete the task.

**Key:**

1. *False. She is disappointed.*
2. *True*
3. *True*
4. *False. They vote more when they are older.*
5. *True*
6. *False. University fees went up.*
7. *True*

#### 4. Key language

- a. Students could be asked to do this exercise in pairs and highlight the phrases in the article.

**Key:**

1. *hold*
2. *experience*
3. *pay*
4. *join*
5. *vote*
6. *express*
7. *treat*

- b. Ask students to do this individually and then peer-check their sentences in pairs or small groups.

**Key:**

1. *express, opinion*
2. *vote, elections*
3. *pay, taxes*
4. *experience, changes*
5. *join, army*
6. *hold elections*

#### 5. Discussion

- a. Allow students time to note down their ideas about each statement. Regroup students into pairs or small groups and encourage them to say why they agree or disagree with each one.

#### 6. In your own words

- a. Have students work in pairs to research the topics. They can divide the points to save time and don't need to cover all the points.

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- b. First, have students reflect on their opinions individually before putting them into small groups. Allow them to discuss the different points and encourage them to provide examples to support their views.