

# A debate



## 1 How to organize a debate

a) A debate is different from a discussion. Read the instructions below about organizing a debate and put them in a useful order. (Page 120 in your book can help you.)

- \_\_\_ Then choose a chairperson – someone who is neutral and can keep order.
- \_\_\_ When the chairperson decides, vote on the statement (put up hands and count them). Everyone has one vote and must vote for or against.
- \_\_\_ Then the chairperson asks the first speaker from Group 2 to give some arguments against the statement.
- \_\_\_ First choose a topic and make a statement (not a question!) about it. It can be a shocking statement that makes people think of ideas for and against it.
- \_\_\_ After that, the second speaker for each group has a chance to reply and to present more arguments. All the speakers try to make the other side change their minds.
- \_\_\_ The chairperson calls on the first speaker from Group 1 who is speaking for the statement to give some arguments.
- \_\_\_ Now work in two groups. Group 1 collects ideas for the statement, Group 2 collects arguments against it. Choose two speakers for each group.
- \_\_\_ When the four speakers have finished, other people can say something, but they mustn't just shout out. They must put up their hand and wait until the chairperson asks them to speak.

b) Now draw a plan of where the different people should sit so that everybody is clear about his/her role.

## 2 Listening: Community service

a) Listen to the first part of this debate about the idea of 'community service' (= a kind of 'Freiwilliges Soziales Jahr'). Make notes about:

- the question they are debating and
- the first speaker's three points for this statement.



b) Work in groups. Choose: **Either** find more arguments for the statement (for the second speaker) **or** make a list of arguments against the statement.

c) Arrange the room for a debate (look at the plans from 1b) and finish the one from the recording. Listen to the recording again for the first speaker's arguments.

## 3 Topics for debate



a) Work with a partner to find three good statements for a debate. Decide which statement you want to present to the class.



b) Decide on a topic and hold a debate on it in class. You could have a debate on a different topic each week!

# A debate

## Listening: Community service

*Chairperson:* Our statement for today's debate presents an interesting idea:  
We believe that every young person under 25 must do one year of community service.  
I call on the first speaker for the statement: Karen.

*Karen:* At the moment many young people leave school at 16 and start work. They want to earn money quickly and have a good time. Although we can understand why they want to do this, we think that, at some time before they are 25, every young person ought to work for the community in some way. This could mean that they help somebody – maybe old people or children – and make life nicer for them. Maybe they'll find out that it can be fun and can make you feel really important!

Many young people leave school without any idea of what they want to do. They have seen very little of the world, and even less of the world of work. They can have no idea how many different jobs and good careers could be open to them. I know that some of you have had experience of careers advice: they tell you "we need more mechanics" or "most girls want to be hairdressers". Do they? Do they really? Or is it just that they don't know what else to do? A year of community service will give them time to think, and find out more about possible careers.

Not only do young people often not know what they want to do, they also don't know what the working world is really like. What are people expecting of them? A community service year can teach them basic work skills like getting to work on time and doing the job you are asked to do. These are lessons that a year of community service could teach all of us. So we think that every young person under 25 should do a year of community service.