

Lesson description

In this lesson you will take part in a debate about whether humans can live without animals and their products, or not. You will read posts on an online forum debating the relationship between humans and animals, and will answer questions on them. You will focus on useful language for taking part in a discussion and learn some vocabulary connected to animal products.

Aim

Taking part in a debate.

Language

- Functional language for taking part in a discussion.
- Animal products.

Task

The task for this lesson is for learners to prepare and take part in a debate: 'This house believes that humans can live without animals and their products.'

Materials

Handout.

Photocopiable (Cut up texts for *Input*; *Task* rolecards).

Self-study activities

(available on platform)

Handout activity number:

Vocabulary

Input 1

Vocabulary

Input 2

Vocabulary

Language focus 1

Vocabulary

Language focus 2

Vocabulary

Language focus 4

Suggested running order

| | |
|----------------|--|
| Lead-in | Students look at photos of different creatures and decide if they're important to society or not. They discuss more questions about them. |
| Input | They read posts on an online forum debating the relationship between humans and animals, order them and answer questions about them. They discuss which posts they feel most strongly about. |
| Language focus | Language for returning to the subject, changing the subject, giving an opinion, conceding, adding a comment and presenting a counter-argument. Vocabulary connected to animal products. |
| Task | Students take part in a debate: 'This house believes that humans can live without animals and their products.' |

Lead-in

- 1 Find photos of a variety of animals / fish / reptiles / insects, e.g. a pig, a cow, a crocodile, a bee, a snake, a dolphin, a dog. Students look at photos and decide if they're important to society or not.
- 2 Students discuss questions about the creatures in 1 in pairs or groups.

Input

- 1 Distribute the cut up Internet forum posts from the photocopiable. Students read and order them. They then label the correct order on their Handout.

Answers

The correct order is: D, F, B, C, E, A

- 2 They read the sentences about the posts and mark them true or false.

Answers

| | | |
|-----|-----|-----|
| 1 T | 3 F | 5 F |
| 2 F | 4 T | 6 T |

- 3 Students read the posts again and decide who said which expression.

Answers

| | | |
|---------|---------|---------|
| 1 Annie | 3 Guy | 5 Annie |
| 2 Guy | 4 Annie | 6 Dan |

- 4 Students tell a partner or group which post they feel the most strongly about and explain their ideas.

Language focus

- 1 Students read sentences 1–6 in *Input* exercise 3 again. They write the sentence number next to its function.

Answers

| | | |
|-----|-----|-----|
| a 5 | c 4 | e 1 |
| b 6 | d 3 | f 2 |

- 2 Students match the phrases to the functions from 1.

Answers

| | | |
|-----|-----|-----|
| 1 e | 3 f | 5 a |
| 2 c | 4 d | 6 b |

- 3 Pairs / groups think of one more example for each function.

Possible answers

- a *Back to the question of ... (eating meat) / Where were we? Ah, yes ...*
 b *Can I change the subject? / Let's turn our attention to ...*
 c *I draw the line at (using animals to test meat) / I look at the (...) issue from a completely different angle. / I'm afraid I don't see eye-to-eye with you on that one. / From my point of view ...*
 d *I'll give you that one. / OK, you win. / That's a good point.*
 e *Besides, ... / Another interesting point is ...*
 f *From my point of view ... / As I see it, ... / I consider (...) to be ...*

- 4 They complete the sentences with a word from the box.

Answers

| | | |
|-----------|-------------|------------|
| 1 insulin | 4 margarine | 7 dogs |
| 2 Valves | 5 Crocodile | 8 Gelatine |
| 3 bees' | 6 Violin | |

4 They list as many other animal products as they can with a partner or group.

Task

1 Tell the students that they are going to take part in a debate. The motion is:

This house believes that humans can live without animals and their products.

Explain how it will work. This is a possible procedure but can be adapted depending on the size of the class.

- The chairperson introduces the speakers and the motion.
 - Group A makes an opening statement to present their key arguments. This should not last for more than three minutes.
 - The judges ask the group three or four questions to find out more about the arguments.
 - The chairperson invites questions from the other group.
 - The procedure is repeated for group B.
 - The two groups then have a few minutes to prepare a closing statement.
 - A spokesperson from each group makes the closing statement lasting about a minute to summarise the group's arguments.
 - The judges decide which group was most convincing and has won the debate, and justify their decision.
- 2 Divide the class into two groups, group A in favour of the motion and group B against. Nominate two judges and a chairperson. Distribute the rolecards. Groups A and B brainstorm arguments in favour of or against the motion and order them in terms of importance. They should be able to justify and exemplify their ideas. The judges should listen to both groups, and plan possible questions to ask them during the debate. The chairperson studies the format of the debate and plans what to say at each stage.
- 3 Start the debate. The chairperson is responsible for organising the debate and timings.
- 4 At the end, the judges decide which group put forward the best arguments and won the debate. They should justify their decision. Feedback on language and learning objectives.