Unit 11 — Debate and Discussion — Teacher copy

Track G+M · Klasse 9 · Niveau G/M

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1. Vocabulary

Match each item to its meaning or use it in a sentence.

Term	Your note
motion	
proposition	
opposition	
moderator	
point of order	
rebut	
concede	
argument	
evidence	
anecdote	
summary	

2. Reading

Read the text and use it for the activities below.

Debate vocabulary

motion, proposition, opposition, moderator, point of order, rebut, concede, argument, evidence, anecdote, summary.

Debate signposts

Opening: *I'd like to argue / I would like to speak in favour / against …* **Listing:** *Firstly … Secondly … Lastly …* **Counter:** *My opponent claims … / However, … / In response, …* **Concession:** *I accept that … but …* **Closing:** *Finally / To summarise / In short, I would urge you to support / oppose this motion.*

3. Practise

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1. Choose: *opening / counter / closing*: "I'd like to argue …" → ___ ; "My opponent claims …" → ___ ; "To summarise …" → ___ .
2. Match: rebut → counter; concede → accept partly. (T / F)

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3. Build a 4-sentence opening for or against the motion using 3 signposts.

4. Your turn

Class debate. Two teams of 4 + 1 moderator. Each speaker delivers a 90-second argument with 4 signposts. Listening team prepares one specific rebuttal per speaker. The moderator times strictly.

Sample

I'd like to speak in favour of the motion. Firstly, project-based assessment captures skills that a written test cannot — research, design, presentation. Secondly, project-based work tends to involve real audiences, which makes the writing better. My opponent will claim that projects can be unfair across groups. I accept that, but it can be controlled with clear rubrics. Finally, replacing one test per term is moderate. To summarise: a small change, a real benefit. I urge you to support the motion.

5. Further reading / listening

- ESU (English-Speaking Union) — student debate clips.
- BBC Sounds — *Question Time* extracts.

6. Teacher answer key

G. 1. opening / counter / closing.

2. all true.

M. 3. Open.