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CLIL

CITIZENSHIP
**3 civil rights
and civil duties**

3 CITIZENSHIP

civil rights and civil duties

IN THIS UNIT

Vocabulary

Areas:

- Civil rights
- Speeches
- Pacifism
- Colonialism
- Citizenship

Functional vocabulary:

- Interpreting new words in context
- Using rhetorical devices
- Language for debating
- Emphasis

Reading

- King's speech at *The March on Washington for Jobs and Freedom*, 28th August 1963
- Gandhi's speech at Ahmadabad, 23rd March 1922
- John F. Kennedy's inaugural address, 20th January 1961
- Non-violent protest
- Can a good citizen be a conscientious objector?
- How to debate

Listening

- Dictogloss activity: Mohandas K. Gandhi
- Listening to a text on John F. Kennedy to draw out facts
- Understanding public debate

Speaking

- Debating issues of citizenship and society
- Forming a consensus
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- Frameworks for discussing political topics
- Desirable and undesirable citizenship traits

Writing

- Writing biographical reports
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Tools of the Trade

- Expressing your opinion
- Writing an argumentative essay
- Debating



WARM UP

1 Look at the photographs. What can you see?

2 In pairs, match photos 1-4 to captions a-d.

- a John Fitzgerald Kennedy, 35th President of the United States of America.
- b British colonialism in India.
- c Barack Hussein Obama, 44th President of the United States of America.
- d March on Washington for Jobs and Freedom, 1963.

VOCABULARY

- 1 Work with a partner. Which of the words below could you use to describe photos 1-4 on page 44? Why, or why not?

inequality ▪ conflict ▪ leader ▪ second-class citizen ▪ violent
non-violent ▪ protest ▪ racism ▪ authority ▪ injustice
peaceful ▪ powerful ▪ ordinary people ▪ poor ▪ citizen

- 2 Match the words 1-10 to their definitions a-j.

- | | |
|---------------------------|--------------------------|
| 1 citizenship | ☐ |
| 2 colonialism | ☐ |
| 3 duty | ☐ |
| 4 conscientious objection | ☐ |
| 5 civil rights | ☐ |
| 6 civil disobedience | ☐ |
| 7 racist | ☐ |
| 8 to stand up for | ☐ |
| 9 pacifist | ☐ |
| 10 non-combatant | ☐ |

- a The personal rights of individual citizens.
b A person who is opposed to war and violence.
c To publicly show support for something.
d The state of being a citizen of a country, with both rights and duties.
e Refusing to obey the law, with the aim of changing government policy.
f A military role that does not involve fighting.
g One country or power ruling over a dependent area or people, forming their laws and government from a distance.
h Something that you have to do, legally or morally.
i A person who discriminates against other people based on their skin colour or ethnicity.
j Choosing not to fight in a time of war for religious or moral reasons.

- 3 Get into a group of four. What do you know about these movements? Which are violent, and which are non-violent?

- The Arab Spring
- *Los indignados*
- The Occupy Movement



- 4 Read the text below, and answer the questions.

- 1 What is non-violent protest?
- 2 Which conflict mentioned in the text is a violent conflict?
- 3 According to the text, is inequality an important issue today?

NON-VIOLENT PROTEST

What is non-violent protest, and why is it important?
It is a form of civic expression that originated with Mohandis K. Gandhi, and involves the peaceful resistance of authority via civil disobedience, group organisation, and, very often, breaking the law. Non-violent protest allows people to stand up for their rights and resist injustice and inequality.

It is a feature of the 20th and 21st centuries: *Los indignados* and the Occupy Movement are two recent examples. In Tunisia, the Arab Spring consisted largely of non-violent demonstrations; in Libya, it became a long and violent civil war. In our time, inequality is still a major part of national and international politics. It raises questions about our responsibilities as citizens of our own countries, and as citizens of the world.



- 5 In your group, discuss the following questions.

- Is non-violent protest as effective as violent protest?
- Can a good citizen be a protester?
- Is injustice in other countries your responsibility?
- Would you ever join a protest? What for?

WARM UP

1 What do you know about the history of African-Americans? In pairs, read the statements. Are they true (T) or false (F)?

- 1 The American Civil War lasted from 1861 to 1865. ☐
- 2 The American Civil War was fought between the Western and Eastern states of the USA ☐
- 3 It was partly caused by the fact that President Abraham Lincoln wanted to abolish slavery. ☐
- 4 When slavery was abolished in 1865, black Americans and white Americans had equal rights. ☐
- 5 Dr. Martin Luther King (1929-68) was an African-American clergyman who fought for equal rights. ☐
- 6 He died of cancer in 1968. ☐
- 7 He followed the non-violent teachings of Mohandis K. Gandhi. ☐
- 8 There are still racial problems in the USA, but there are also laws to prevent racial discrimination. ☐

2 To help you understand Martin Luther King's speech, match the bold words and expressions in sentences 1-6 to their meanings a-f.

- 1 Pigs like to **wallow** in mud. ☐
 - 2 He lost his job and his wife, so he's in **despair**. ☐
 - 3 She reads very **deeply**, so she's very good understanding texts and analysing details. ☐
 - 4 This tree is very old, and because it's very well-**rooted** in the ground, it won't fall over. ☐
 - 5 He has a very strong religious **creed**. ☐
 - 6 It's **sweltering** today! It's 39°C! ☐
- a profoundly, with depth.
b very hot.
c to roll around in a disgusting way; to become dispirited.
d to feel hopeless all the time.
e strong beliefs.
f fixed and stable, like a plant is fixed in the ground.

KING'S SPEECH AT THE MARCH ON WASHINGTON FOR JOBS AND FREEDOM, 28TH AUGUST 1963

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of 'interposition' and 'nullification' – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; 'and the glory of the Lord shall be revealed and all flesh shall see it together.'

This is our hope, and this is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain

of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.



READING

- 3 This is one of Martin Luther King's most famous speeches. Read it quickly, and answer this question.

What is more important to King: the present, or the future?

- 4 Choose the words from Martin Luther King's speech in the box below to complete the sentences.

crooked *adj.* bent or misshapen, an opposite of 'straight'.

dripping (to drip) *v.* when a liquid falls drop by drop, like tears or rain.

exalted (to exalt) *v.* to hold something up to God.

flesh *n.* meat or the human body, normally a very negative word.

hew (to hew) *v.* to cut large stones from quarries.

jangling (to jangle) *v.* to make a repetitive metallic sound.

- It's just stopped raining, but use your umbrella – water is still dripping from the buildings.
- She said she felt _____, like she was flying with angels.
- Because his back is _____, it's difficult for him to walk.
- Many priests are told to stay pure, and avoid pleasures of the _____. That's why they can't marry.
- The Romans made their slaves _____ enormous rocks from the mountains.
- Stop _____ the bell! You're giving me a headache!

- 5 Work in pairs. Read the text again, and answer the questions.

- Does King want his audience to be sad, or not?
- How is King's dream related to fundamental American beliefs?
- Should the 'children of former slaves' be equal to or superior to the children of their former masters? How do you know?
- Is Mississippi particularly bad? How do you know?
- How does King want people to judge his children?
- Does King approve of the governor of Alabama? How do you know?
- Is King's vision for black people, white people, or both?
- Is faith important to King? How do you know?
- What musical image does King use to describe the present and future of America?
- Does King see dark times or happy times ahead for America?

- 6 In his speech, King uses a lot of oratorical strategies to convince his listeners of what he's saying. Can you match his strategies 1-8 to examples a-h?

- | | |
|--|-------------------------------------|
| 1 Musical imagery: describing something in terms of music. | ☒ |
| 2 Repetition: saying something twice or more, for emphasis. | ☐ |
| 3 Onomatopoeia: using words that sound like what they describe. | ☐ |
| 4 Using the first person plural instead of the second. | ☐ |
| 5 Using simple language to include all of his listeners. | ☐ |
| 6 Using complex language to speak of something coldly scientific. | ☐ |
| 7 Quoting from texts well-known to his audience, such as the Bible and the <i>Declaration of Independence</i> , to reinforce his argument. | ☐ |
| 8 Using monosyllabic words to sound more forceful and direct. | ☐ |
-
- | |
|---|
| a dripping, jangling |
| b interposition, nullification |
| c We will be able to work together, to pray together. |
| d ... all men are created equal. |
| e ... we will be able to transform the jangling discords ... into a beautiful symphony. |
| f I have a dream that my four ... will one day live ... |
| g I have a dream ... I have a dream that one day ... |
| h ... little white boys and white girls as sisters and brothers. |

SPEAKING and WRITING

- 7 Discuss these questions in groups of four.

- Why is King making this speech?
- What is his hope, and what does he have faith in?

- 8 Use the information on page 46 and your own thoughts to complete the sentence.

In his speech, Martin Luther King encourages people to ...

DISCUSSION LAB

- 9 King was a man who encouraged non-violent protest and was loyal to both his country's fundamental principles and his own beliefs about equality. He was also a rebel who fought against the laws and authorities of his time, and was often arrested.

Take a copy of Discussion Table A on page 56, and write the title:

Was Martin Luther King a good citizen?

Then follow the instructions in your group.

WARM UP

1 Discuss these questions in a group of four.

- 1 Can you name any modern or historical conflicts between two different racial groups? What happened?
- 2 What is colonialism?
- 3 Is colonialism ever good or fair?
- 4 Gandhi once said: 'An eye for an eye will make the whole world blind'. What do you think this means?
- 5 Do you think human beings are naturally violent?

2 10.30 Dictogloss activity – Work in pairs.

Listen to the text about Gandhi, and write it down as accurately as possible.

Mohandis Karamchand Gandhi _____

in Porbandar in Gujarat _____

3 Choose the correct definition.

1 Irreparable harm is:

- a damage that does not matter.
- b damage that cannot be repaired.
- c damage that is quite irritating.

2 An extenuating act is:

- a an action which excuses a crime, or makes it less serious.
- b admitting you are wrong.
- c an action which makes a crime more serious.

3 A deliberate crime is:

- a an accidental crime committed by a person who does not intend to do it.
- b a crime that is very common.
- c an intentional crime, when a person knows that what they are doing is wrong.

READING

4 This speech is Gandhi's legal defence at his trial for encouraging rebellion. Read it quickly, and answer the question.

Is Gandhi pleading innocent or guilty?

GANDHI'S SPEECH AT AHMEDABAD, 23RD MARCH 1922

Non-violence is the first article of my faith. It is the last article of my faith. But I had to make my choice. I had either to submit to a system which I considered had done an irreparable harm to my country or incur the risk of the mad fury of my people bursting forth when they understood the truth from my lips. I know that my people have sometimes gone mad. I am

deeply sorry for it; and I am therefore, here, to submit not to a light penalty but to the highest penalty. I do not ask for mercy. I do not plead any extenuating act. I am here, therefore, to invite and submit to the highest penalty that can be inflicted upon me for what in law is a deliberate crime and what appears to me to be the highest duty of a citizen.

- 5 This is one of Gandhi's most famous speeches, but it doesn't make much sense without some historical knowledge. The underlined parts require a little more understanding. Can you match the questions 1-5 to their answers a-e?

- 1 What is the 'choice' that Gandhi refers to? ☐
 - 2 Which 'system' is Gandhi speaking about? ☐
 - 3 What is the 'mad fury' Gandhi risked if he submitted to the 'system'? ☐
 - 4 Why does Gandhi say that his people have sometimes 'gone mad'? ☐
 - 5 Why is Gandhi asking for punishment? ☐
- a Gandhi had encouraged his followers to protest non-violently, but the protests became extremely violent in several cities.
 - b It is the anger of the Indian people which might have exploded more violently if Gandhi had obeyed the British.
 - c It was Gandhi's decision about whether or not he should encourage people to protest.
 - d Gandhi wanted to demonstrate that the law was unjust. If Gandhi was morally innocent and the law punished him, then the law was wrong.
 - e Gandhi is speaking about colonial British rule.



- 6 Read again and choose a word from the text that matches these definitions.

- 1 to experience the result of something (v):
_ _ C _ R
- 2 exploding or being punctured (usually with the force of liquid or air) (v):
_ U _ _ T _ _ _
- 3 to appeal or argue for (v):
_ _ E A _
- 4 the things you have to do for moral or legal reasons (n):
_ _ T _

SPEAKING, WRITING and RESEARCH

- 7 Work in groups of four. Look up information about the life of Gandhi on the Internet or in your school library. Make sure you examine the following.

- Background and early life.
- The development of his principles.
- Religious attitudes.
- Successes and failures.

Remember to divide your research tasks so that everyone in your group examines something different. When you have finished, share your information with the rest of your group. Write one report on Gandhi's life each.

- 8 Work in pairs. Talk about the differences and similarities between King and Gandhi, and complete the table.

	Martin Luther King and Gandhi
Similarities	
Differences	

DISCUSSION LAB

- 9 Read this statement by Gandhi.

'My optimism rests on my belief in the infinite possibilities of the individual to develop non-violence. The more you develop it in your own being, the more infectious it becomes till it overwhelms your surroundings and by and by might oversweep the world.'

Take a copy of Discussion Table A on page 56, and write the title:

Is non-violent protest the best form of protest?

Follow the instructions in your group.

WARM UP

- 1 What do you know about John Fitzgerald Kennedy? Choose the correct answer.

1 John F. Kennedy was born in:

- ☐ a 1928.
☐ b 1884.
☐ c 1917.

2 When he became President, he was:

- ☐ a 29.
☐ b 43.
☐ c 38.

3 He was the first American President to be:

- ☐ a a Catholic.
☐ b a Mormon.
☐ c an Anglican.

4 Kennedy died in 1963 from:

- ☐ a a heart attack.
☐ b cancer.
☐ c a gunshot wound.

- 2  10.31 Read the text and choose the correct word in each pair. Then listen and check.

John F. Kennedy was elected the 35th ¹ *President* / *Monarch* of the United States in 1960. He came from a Catholic family of Irish origin, and he was a Democrat. The election was a very close battle, with Kennedy only winning over the Republican candidate Richard Nixon by around ² 113,000 / 1,930,000 votes. Throughout his campaign, Kennedy argued that under former Republican President Eisenhower, the USA had become ³ *weaker* / *stronger* than the Soviet Union in military and economic power, and promised to ⁴ *reverse* / *continue* this trend. Of the two parties in America, Democrats are usually ⁵ *more* / *less* liberal, whereas the Republicans are more conservative.

- 3 Match the words in bold 1-9 to their definitions a-i.

- 1 He **summoned** Jonathan and Paul into the room by shouting 'Come here!' ☐
 2 The victim's **testimony** meant Andrew was sentenced to life in prison. ☐
 3 American citizens have the right to **bear arms**. ☐
 4 The cat always wants to go outside and hunt at **twilight**. ☐
 5 Sam's illness was a great source of **tribulation** for him – it hurt a lot! ☐
 6 Chris isn't very fit, so the marathon was a **struggle** for him. ☐
 7 Her **endeavour** to make Christmas fun worked – everyone enjoyed themselves, thanks to her! ☐
 8 My **fellow** scientists and I agree that climate change is a real problem. ☐
 9 **Go forth**, my friends, and conquer the world! ☐

- a The time of day when the sun has just set.
 b A tiring or physically exhausting effort.
 c Spoken legal evidence.
 d To carry a weapon.
 e To set out on a mission or journey (archaic).
 f Another member of the same group.
 g To call somebody.
 h Suffering, pain, or great difficulty.
 i An effort towards a purpose.

JOHN F. KENNEDY'S INAUGURAL ADDRESS, 20TH JANUARY 1961

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe. Now the trumpet summons us again – not as a call to bear arms, though arms we need – not as a call to battle, though embattled we are – but a call to bear the burden of a long twilight struggle, year in and year out, 'rejoicing in hope; patient in tribulation', a struggle against the common enemies of man: tyranny, poverty, disease, and war itself. Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort? In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum



danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavour will light our country and all who serve it. And the glow from that fire can truly light the world. And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man. Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

READING

- 4 This is Kennedy's Inaugural Address, his first speech upon becoming President. Read it as quickly as you can and choose the correct answer to the question.

Which of the following does he NOT want to do?

- 1 Unite the nation.
- 2 Declare war on the USSR.
- 3 Emphasise the responsibility of citizens in America and in every country.
- 4 Make life better in all countries.

- 5 Read the text again and answer the questions.

- 1 Does Kennedy think that he is responsible for America's success or failure?
- 2 What does Kennedy say that each generation of Americans has been asked to do, and what does he mean?
- 3 What does Kennedy say the common enemies of man are?
- 4 How should these enemies be defeated?
- 5 According to Kennedy, is the world always in terrible crisis? How do you know?
- 6 Does Kennedy accept responsibility for defending freedom?
- 7 What does he mean when he says 'The glow from that fire can truly light the world'?
- 8 What does he mean when he says 'Ask not what your country can do for you; ask what you can do for your country'?
- 9 What qualities does Kennedy ask citizens of the world to show?
- 10 Does Kennedy suggest that we should depend on God for a better future?

- 6 Fill in the gaps using the right word from Kennedy's speech.

- 1 Was your grandfather a conscientious objector during the war? No, he was called to _____ and fought in France.
- 2 We started a community recycling project, but it's not working well because only a few people wanted to _____ in.
- 3 Fortunately, we've been _____ some money for the recycling project by our school, so we can print some posters.
- 4 My sister hates sitting next to the window on planes, but I love it, so we decided to _____ places.
- 5 It's hard to join the army if you have any kind of physical problem, even small ones. They have very high _____.

SPEAKING and WRITING

- 7 Work in pairs. Decide which of the qualities below are essential, desirable or undesirable for a good citizen, and add four more of your own. Are there any which could change depending on the circumstances?

A good citizen should be ...

peace-loving ▪ helpful ▪ family-orientated ▪ rude
a taxpayer ▪ educated ▪ good at listening ▪ tolerant
criminal ▪ law-abiding ▪ pleasant ▪ intuitive
politically active ▪ uninterested ▪ happy to go to war
1 _____ ▪ 2 _____ ▪ 3 _____ ▪ 4 _____

essential: _____

desirable: _____

undesirable: _____

Find another pair, and form a group of four. Together, choose the five most important qualities of a good citizen.

Now, find another group of four to make a group of eight. Choose the five most important qualities of a good citizen together. Then, find another group of eight, and continue discussing until everyone in the class agrees!

- 8 Write a one-page essay explaining what the qualities of a good citizen are, and give reasons for your choices.

DISCUSSION LAB

- 9 Take a copy of Discussion Table B on page 57, and choose one of the following questions to discuss:

- What sorts of rights should every citizen have?
- What can you do for your country?

Follow the instructions in your group.

TOOLS OF THE TRADE**Expressing your opinion**

- Every citizen needs to know how to make their point and articulate their opinion – politicians may need to persuade the public and the oppressed may need to speak out, but every single person has to convince someone of something every day.

Knowing how to form an argument is an essential part of this, whether you are in a formal debate or a conversation with a friend. Dave and Giuseppe are talking about JFK. Dave is explaining his opinion.

- 10  10.32 Listen to Dave's argument, and answer this question.

Does Dave think that everyone should be a 'citizen of the world'?

- 11  10.32 Work in pairs. Listen again and decide which four of these things Dave did as he was speaking.

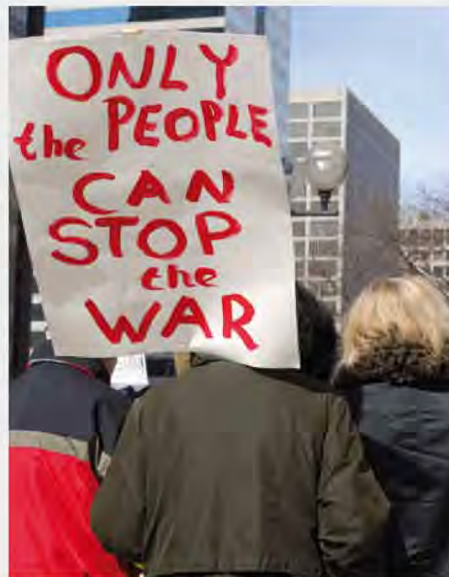
- 1 Gave a long explanation ☐
- 2 Shouted at Giuseppe ☐
- 3 Gave examples ☐
- 4 Used Giuseppe's name ☐
- 5 Used a lot of complex words ☐
- 6 Explained his point clearly and simply ☐
- 7 Was completely balanced ☐
- 8 Spoke about another point of view ☐

- 12 Work in pairs. Choose one of the questions in this unit. Construct a short argument in your head, and express it to your partner in the best way possible.

- Writing an argumentative essay – An argumentative essay is a formal text written on a question which can have different answers. For example, in an essay with the title 'Is the Death Penalty Wrong?' the writer can decide to be for or against the death penalty. You still have to give both sides of the argument, though!

An argumentative essay should have these sections:

- Introduction: one paragraph containing the basic information about the subject.
- For: one or two paragraphs with *one* side of the argument.
- Against: one or two paragraphs with *the other* side of the argument.
- Conclusion: one paragraph expressing your opinion on why one side is stronger than the other.



- 13 Read this short essay quickly, and decide whether the writer is for or against the principle of conscientious objection.

Can a good citizen be a conscientious objector?

A 'conscientious objector' is a person who refuses to join the military for religious or moral reasons. Some might consider the war in question to be unjust, like Muhammad Ali, who refused to fight in Vietnam. Others may be pacifists, like Mohandis K. Gandhi, who objected to any kind of violence. Some countries have imprisoned or executed conscientious objectors, while others have found useful non-military activities, like transportation and health care, for them to perform.

On one hand, it can be argued that a good citizen should resist injustice in his own country, and resist the injustices inflicted upon others by his country. It could even be argued that if all citizens exercised their right to conscientious objection, there would be no war – war usually begins with the decisions of the ruling elite, and only ever hurts ordinary citizens. Equally, many people possess a religious or philosophical belief in non-violence, and every nation should defend these moral and religious rights.

Both of these arguments, however, evaporate in the face of a powerful foreign aggressor. When a country faces an enemy that wants to restrict the people's freedom to exercise such rights, most of us would say that the only responsible choice is to fight. A good citizen is a person who preserves the rights of others as he preserves his own rights. To risk your life for your neighbour is the ultimate act of citizenship.

In combat, ordinary rights must be suspended to preserve liberty, society, and life itself. I would conclude by saying that a good citizen sacrifices his personal beliefs for the common good, and only a bad citizen would allow others to die for his pacifism. Therefore, I believe that a conscientious objector cannot be a good citizen, and a good citizen cannot be a conscientious objector.

14 Do you agree with the writer of this essay? Is it a good essay? Discuss in groups, and vote as a class.

15 Write the sentences 1-8 under the correct section a-d for an essay entitled 'The Death Penalty'.

- 1 People will not commit crimes if they know that there will be serious consequences.
- 2 Some people suggest that the death penalty makes violence seem normal.
- 3 Overall, I would suggest that human rights are given to all people, without exceptions.
- 4 The death penalty is a very controversial subject which many people have strong views on.
- 5 If the death penalty is in place, murderers will not be able to kill again.
- 6 Most countries have abolished the death penalty, but it remains popular in some countries.
- 7 Therefore, I would argue that the death penalty is wrong.
- 8 There is no way to guarantee that the convicted person is guilty.



16 Work in pairs. You are going to write an argumentative essay. Choose a title from the list below:

- War is never good.
- Should we be citizens of the world?
- Was Martin Luther King a good citizen?

Make notes in the table below, discussing your arguments and putting them in the correct place.

THE DEATH PENALTY

■ a Introduction

■ b For the death penalty

People will not commit crimes if they know that there will be serious consequences.

■ c Against the death penalty

■ d Conclusion

Introduction	
For	
Against	
Conclusion	

17 Using your notes, write a short essay.

TOOLS OF THE TRADE

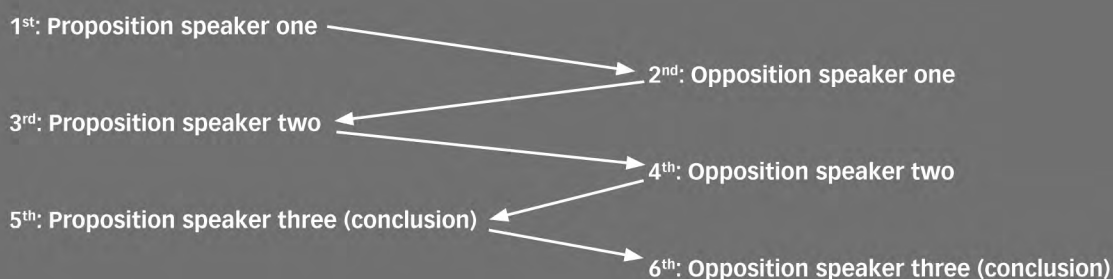
Debating

**18 Read this text quickly, and answer the question.**

What are the three things that the 6th speaker has to do?

How to debate

A debate is a formal discussion on a motion that lets two or more groups to express different opinions. There are a lot of different formats, but a standard debate is structured like this:



The two sides are the *proposition* and the *opposition*: the first speaker argues *for* the motion (for example, if the motion is 'Always ask what you can do for your country', he argues that this is true or good), and the second speaker argues *against* it. In many ways, the first speaker has the easiest job – every other speaker has to make his own speech *and* respond to the points that the previous speaker made. The speakers always arrange their arguments in advance, so that they can talk about different parts of the question. The fifth and sixth speakers also have to summarise the arguments that their side made without simply repeating them!

The aim is to convince the audience, who can ask questions to the speakers and vote for one side or the other. There are many ways to do that: be forceful, be well-informed, be confident, be funny, be derisive, be energetic, be personal – but be sure to speak to your audience, and be spontaneous! It's always a bad idea to write out your speech in advance, because it almost always makes the audience bored. Many debaters use a small piece of paper with a few notes.

19 Answer the questions.

- 1 If you are speaking in a debate, is it important to listen to what the other speakers say?
- 2 What's the objective of a debate?
- 3 Is it important to speak formally and seriously in a debate?
- 4 What does the audience do?
- 5 Is it a good idea to prepare everything in advance?

20 As a class, divide into two groups, A and B. Each group choose a motion to debate.

- A good citizen follows the law.
- Non-violent resistance is the best form of resistance.

Then, each group separates into two smaller groups: 'for' and 'against'.

In your smaller groups, discuss your arguments and prepare notes for your speech.

In turns, hold your debate.

Group B will be the audience for group A's debate, and vice-versa.

21 When the speech is over, you can start a debate.

The audience can ask questions and make objections. Remember to use the phrases and expressions below to agree, disagree, interrupt etc.

Asking for an explanation

- I'm not sure I understand. What do you mean?
- What do you mean by ...?

Asking someone to repeat something

- I'm sorry, I didn't catch what you said. Could you say that again, please?
- Could you repeat that, please?

Politely interrupting

- That's very interesting, but ...
- That's true, but ...
- I'd just like to say ...
- Excuse me, can I just say ...

Agreeing

- I agree with you.
- I couldn't agree more.
- That's true.
- That's a good point.

Agreeing partially

- That may be true, but ...
- You've got a good point, but ...
- I see your point, but ...
- I agree up to a point.

Politely disagreeing

- I'm sorry, but I can't agree with you.
- I'm afraid I disagree.

Giving an opinion

- Personally, ...
- In my opinion, ...
- I think that ...

Justifying an opinion

- The thing is ...
- The reason why ... is ...
- Everybody knows that ...

DISCUSSION LAB

Table A: Yes and No

Title:			
Yes	No	Our best arguments	

■ Instructions:

- 1 Get into a group of four people, and take one copy of the table each.
- 2 Write the title of the question in the top box.
- 3 Working alone, write two 'yes' arguments in the 'Yes' column, and two 'no' arguments in the 'No' column. (If your title is 'Should everyone give money to third world countries?', a 'yes' reason might be 'It's essential to preserving human life immediately after natural disasters.' A 'no' reason might be 'The money is sometimes distributed badly, so it doesn't solve the problem.')
- 4 Explain your reasons in detail, and decide together on your group's best six arguments, whether they are 'yes' arguments or 'no' arguments. If you can't agree, explain your arguments in more detail and debate them.
- 5 Write the six best arguments you and your group have chosen in the 'Our best arguments' boxes. Everyone's best arguments must be the same!
- 6 Count how many 'yes' and 'no' arguments you have in the 'Our best arguments' boxes to find your consensus.
- 7 In your group, count who got the most arguments in the last boxes, and congratulate him or her!

DISCUSSION LAB

Table B: Suggestions

Title:			
My suggestions		Our best suggestions	

■ Instructions:

- 1 Get into a group of four people, and take one copy of the table each.
- 2 Write the title of the question in the top box.
- 3 Working alone, write four suggestions in the 'My suggestions' column.
(If your title is 'What can we do to solve the problem of abandoned household pets in our cities?' you could write 'Make abandoning a pet a criminal offence.' or 'Start an advertising campaign on TV and on the Internet'.)
- 4 Read your suggestions to the group, and decide together on your group's best six suggestions. You can only choose six: how many of them will be yours? If your group doesn't agree, explain your idea in more detail.
- 5 Write the six best suggestions you and your group have chosen in the 'Our best suggestions' boxes. Everyone's best suggestions must be the same!
- 6 In your group, count who got the most of their suggestions in the last boxes, and congratulate him or her!

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The authors wish to thank Sarah-Louise Hood and Sofia La Francesca, without whose collaboration this work would not have been possible.

Acknowledgements

We are grateful to the following for permission to reproduce photographs:
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