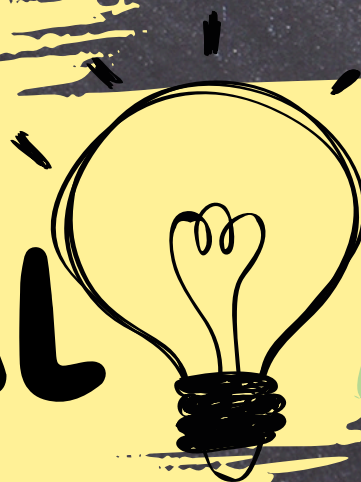




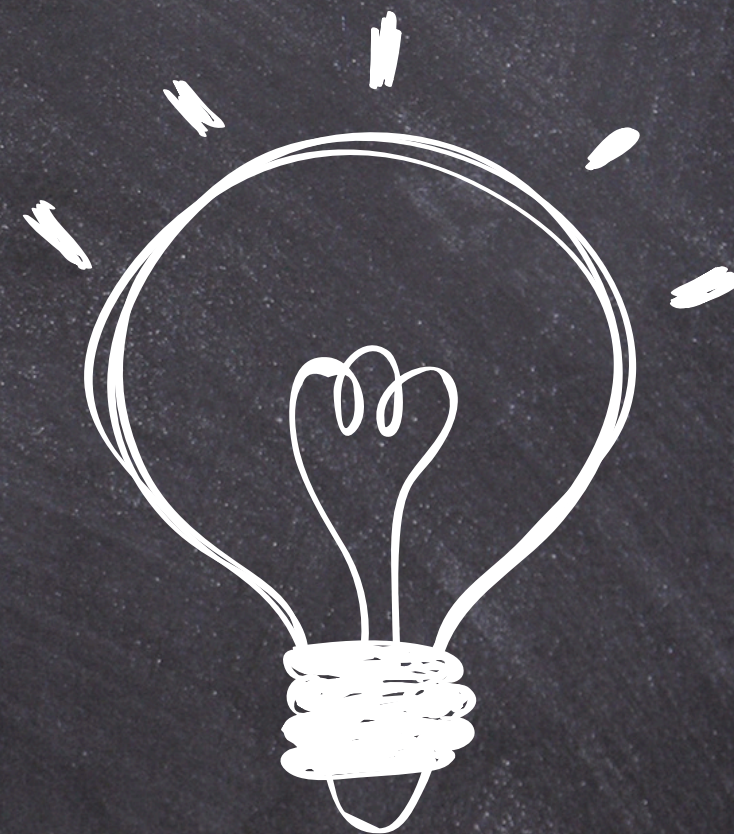
B2 DEBATING ETHICAL DILEMMAS



OBJECTIVE:

BY THE END OF THIS LESSON,
YOU WILL BE ABLE TO:

- EXPRESS THEIR OPINIONS ON A CONTROVERSIAL ISSUE.
- USE ADVANCED VOCABULARY AND CONNECTORS FOR ARGUMENTATION.
- DEFEND THEIR VIEWS WITH LOGICAL REASONING.
- RESPECTFULLY COUNTER OPPOSING VIEWPOINTS.

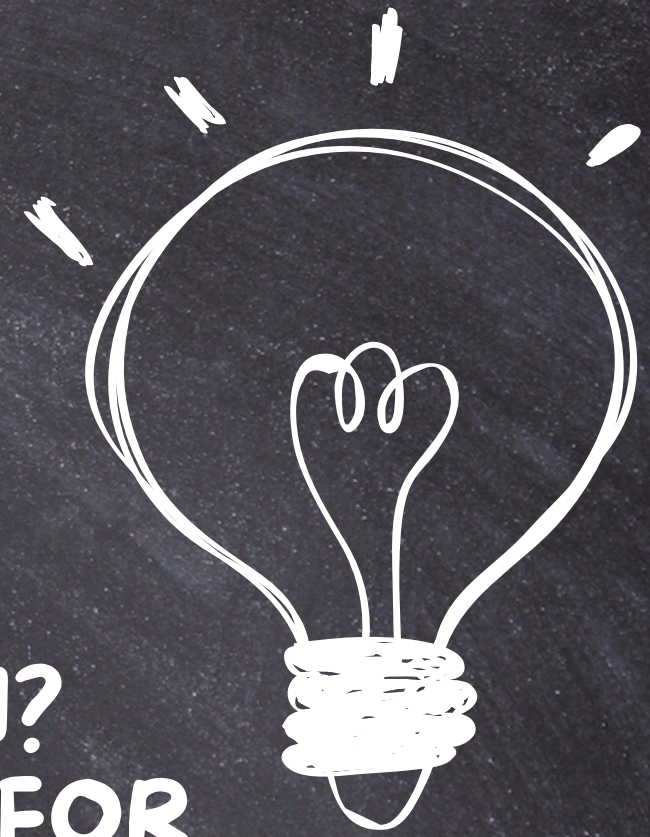


DISCUSSION PROMPT: EVERYDAY MORAL DECISIONS



- I. SHOULD WE ALWAYS TELL THE TRUTH?
- QUESTION TO STUDENT: DO YOU THINK IT'S NECESSARY TO ALWAYS TELL THE TRUTH, EVEN IF IT MIGHT HURT SOMEONE'S FEELINGS?
 - FOLLOW-UP QUESTIONS:
 - CAN YOU THINK OF A SITUATION WHERE TELLING THE TRUTH COULD CAUSE HARM?
 - ARE THERE ANY CIRCUMSTANCES WHERE LYING COULD BE JUSTIFIED, IN YOUR OPINION?
 - WHAT ARE THE POTENTIAL CONSEQUENCES OF ALWAYS TELLING THE TRUTH?

DISCUSSION PROMPT: EVERYDAY MORAL DECISIONS



2. IS IT OKAY TO BREAK THE LAW FOR A GOOD REASON?
- IS IT EVER ACCEPTABLE TO BREAK THE LAW IF IT'S FOR A GOOD CAUSE, LIKE HELPING SOMEONE IN NEED?
 - FOLLOW-UP QUESTIONS:
 - CAN YOU THINK OF A SCENARIO WHERE BREAKING THE LAW MIGHT FEEL MORALLY RIGHT?
 - DO YOU BELIEVE THERE ARE ANY LIMITS TO THIS, OR SHOULD LAWS ALWAYS BE FOLLOWED REGARDLESS OF THE SITUATION?
 - WHAT ARE THE RISKS AND CONSEQUENCES OF BREAKING THE LAW, EVEN FOR A GOOD REASON?

INTRODUCTION TO ETHICAL DILEMMAS



EXPLANATION:

AN ETHICAL DILEMMA IS A SITUATION WHERE THERE ISN'T A CLEAR RIGHT OR WRONG ANSWER. ANY DECISION YOU MAKE WILL LIKELY HAVE SOME NEGATIVE CONSEQUENCE, MAKING IT HARD TO CHOOSE THE BEST COURSE OF ACTION.

EXAMPLE I: THE TRAIN DILEMMA

"A TRAIN IS HEADING TOWARDS FIVE PEOPLE. YOU HAVE THE OPTION TO PULL A LEVER AND DIVERT THE TRAIN ONTO A DIFFERENT TRACK WHERE IT WILL HIT ONLY ONE PERSON. WHAT WOULD YOU DO?"

- QUESTIONS TO ASK:

- WHAT ARE THE KEY FACTORS THAT INFLUENCE YOUR DECISION?
- IS IT MORE IMPORTANT TO SAVE MORE LIVES, OR TO AVOID ACTIVELY CAUSING HARM?
- HOW WOULD YOU FEEL AFTER MAKING EITHER DECISION?

INTRODUCTION TO ETHICAL DILEMMAS



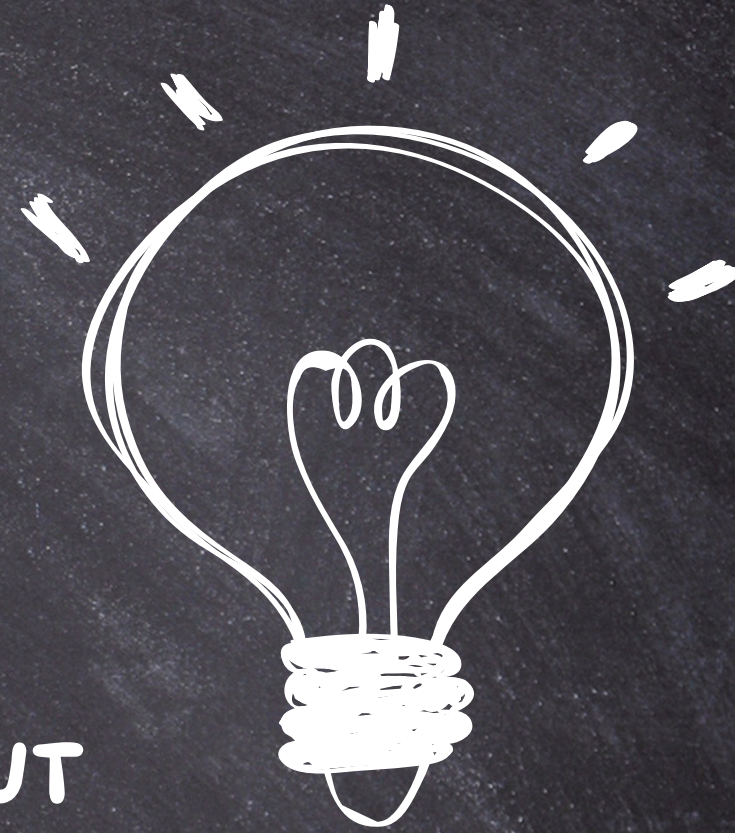
EXAMPLE 2: SELF-DRIVING CAR DILEMMA

"IMAGINE A SELF-DRIVING CAR IS ABOUT TO CRASH. IT HAS TO CHOOSE BETWEEN HITTING PEDESTRIANS OR SWERVING AND RISKING THE LIVES OF ITS PASSENGERS. SHOULD THE CAR PRIORITIZE ITS PASSENGERS OR THE PEDESTRIANS?"

- QUESTIONS TO ASK:

- WHOSE SAFETY SHOULD BE PRIORITIZED IN SUCH SITUATIONS, AND WHY?
- DOES THE RESPONSIBILITY OF THE CAR MANUFACTURER COME INTO PLAY IN THIS SCENARIO?
- HOW MIGHT THIS KIND OF DILEMMA AFFECT THE FUTURE OF AUTONOMOUS VEHICLES?

DEBATE VOCABULARY AND STRUCTURES



INTRODUCING KEY PHRASES FOR DEBATING:

IN DEBATES, IT'S NOT JUST ABOUT SAYING WHAT YOU THINK, BUT ABOUT PRESENTING YOUR IDEAS CLEARLY AND PERSUASIVELY. YOU ALSO NEED TO RESPOND TO OPPOSING ARGUMENTS RESPECTFULLY, EVEN IF YOU DISAGREE. THIS MAKES YOUR ARGUMENT STRONGER AND SHOWS THAT YOU'RE OPEN-MINDED. LET'S GO OVER SOME KEY PHRASES THAT WILL HELP YOU STRUCTURE YOUR THOUGHTS AND ENGAGE WITH OTHER VIEWPOINTS DURING A DEBATE.

DEBATE VOCABULARY AND STRUCTURES

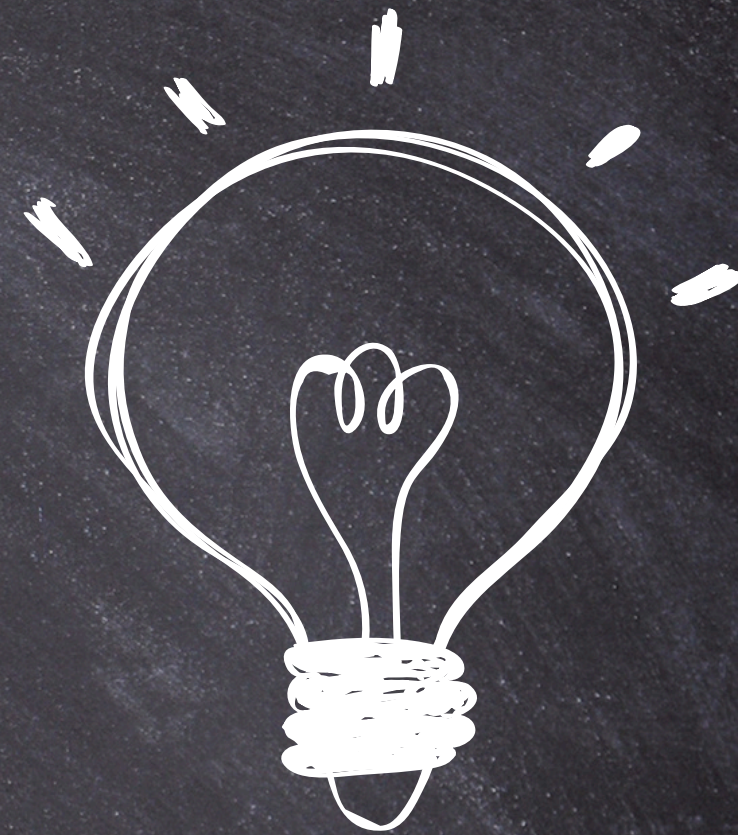


EXPRESSING OPINIONS

"WHEN YOU GIVE YOUR OPINION, IT'S IMPORTANT TO STATE IT CONFIDENTLY AND CLEARLY. YOU CAN USE THESE PHRASES TO INTRODUCE WHAT YOU THINK."

- I BELIEVE THAT...
- IN MY VIEW...
- FROM MY PERSPECTIVE...
- IT SEEMS TO ME THAT...
- PERSONALLY, I THINK...
- ON MY POINT OF VIEW...

DEBATE VOCABULARY AND STRUCTURES



EXAMPLE:

"I BELIEVE THAT ANIMAL TESTING SHOULD BE BANNED BECAUSE IT'S UNETHICAL."

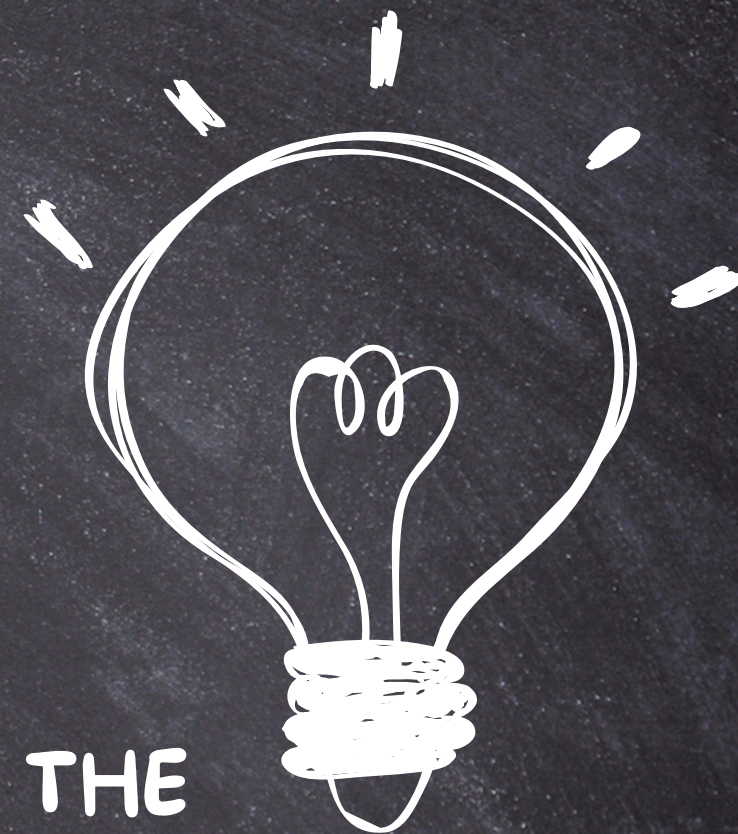
"FROM MY PERSPECTIVE, AI CAN REPLACE SOME JOBS, BUT IT SHOULD NEVER FULLY REPLACE HUMANS."

DEBATE VOCABULARY AND STRUCTURES



2. AGREEING/DISAGREEING

"WHEN YOU AGREE OR DISAGREE, IT'S GOOD TO EITHER SUPPORT THE OTHER PERSON'S VIEW OR POLITELY EXPLAIN WHY YOU DON'T AGREE."



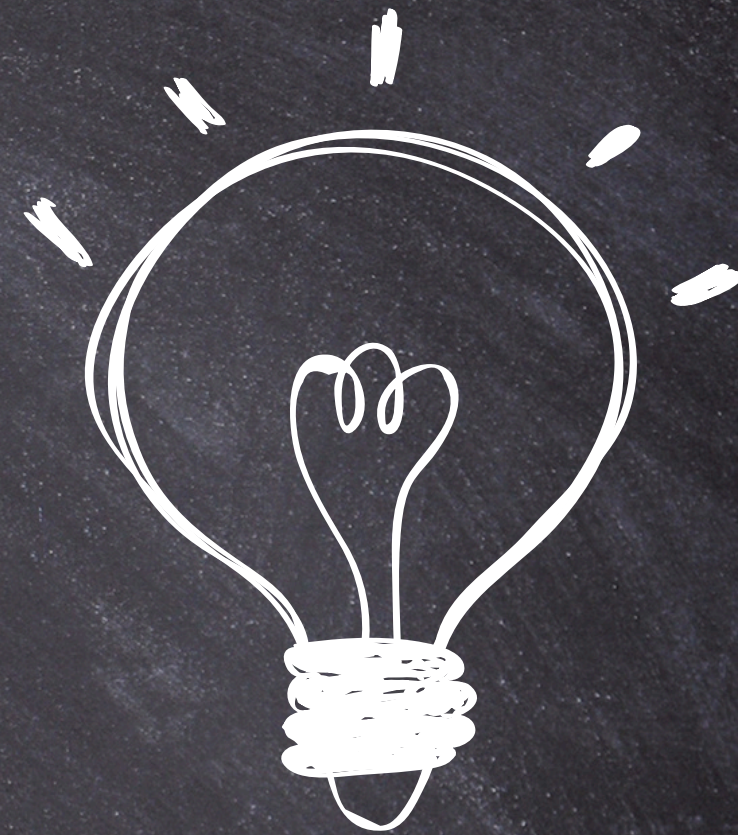
- AGREEING:

- I COMPLETELY AGREE WITH...
- YOU'RE ABSOLUTELY RIGHT ABOUT...
- THAT'S A VALID POINT BECAUSE...

- DISAGREEING:

- I SEE YOUR POINT, BUT...
- WHILE YOU MAY BE RIGHT, I THINK...
- I'M NOT SURE I AGREE WITH THAT BECAUSE...

DEBATE VOCABULARY AND STRUCTURES



EXAMPLE:

"I COMPLETELY AGREE WITH YOUR POINT ABOUT THE IMPORTANCE OF PROTECTING JOBS."

"I SEE YOUR POINT, BUT I THINK THE SAFETY OF PASSENGERS SHOULD BE PRIORITIZED."

DEBATE VOCABULARY AND STRUCTURES



3. PRESENTING ARGUMENTS

"TO MAKE YOUR ARGUMENT STRONGER, YOU NEED TO GIVE REASONS FOR YOUR OPINION. THESE PHRASES HELP ORGANIZE YOUR ARGUMENTS."

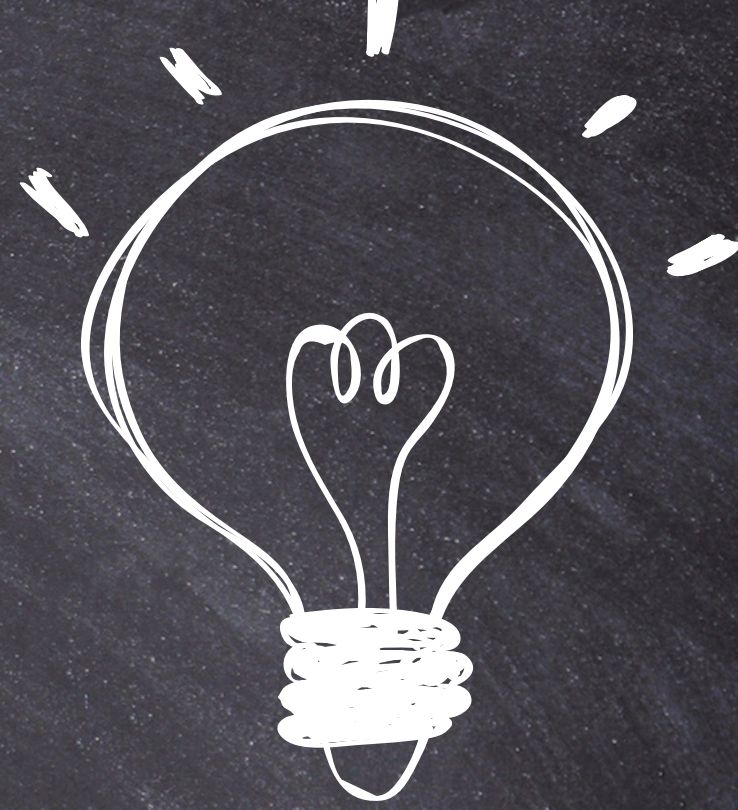
- THE MAIN REASON IS...
- ONE IMPORTANT ASPECT IS...
- ANOTHER POINT TO CONSIDER IS...
- A KEY FACTOR IN THIS ISSUE IS...

EXAMPLE:

"THE MAIN REASON I DISAGREE WITH USING AI TO REPLACE WORKERS IS THAT IT CAN LEAD TO UNEMPLOYMENT."

"ANOTHER POINT TO CONSIDER IS THE LONG-TERM IMPACT ON SOCIETY IF WE FULLY AUTOMATE CERTAIN JOBS."

DEBATE VOCABULARY AND STRUCTURES



4. CONCEDED A POINT (PARTIAL AGREEMENT)

"SOMETIMES, IT'S HELPFUL TO ACKNOWLEDGE THAT THE OTHER PERSON HAS A GOOD POINT BEFORE YOU OFFER YOUR OWN ARGUMENT. THIS SHOWS THAT YOU'RE LISTENING AND CONSIDERING BOTH SIDES."

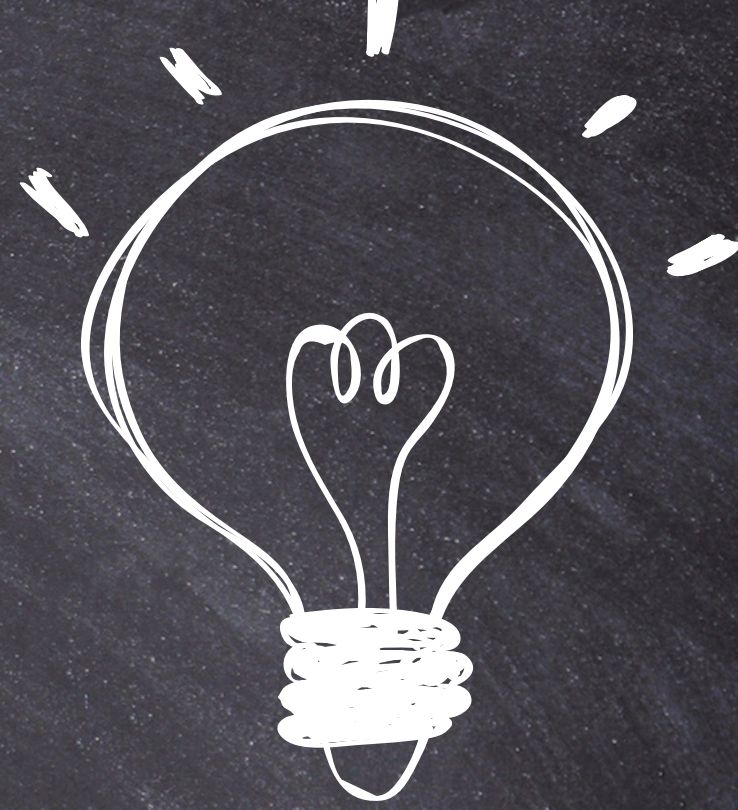
- I UNDERSTAND YOUR POINT, BUT...
- ALTHOUGH I SEE WHAT YOU'RE SAYING...
- YOU MAKE A GOOD POINT, BUT...
- THAT MAY BE TRUE, HOWEVER...

EXAMPLE:

"I UNDERSTAND YOUR POINT ABOUT NEEDING TECHNOLOGY, BUT WE ALSO NEED TO ENSURE IT DOESN'T HARM PEOPLE'S JOBS."

"ALTHOUGH I SEE WHAT YOU'RE SAYING ABOUT SAFETY, I STILL BELIEVE PEDESTRIANS SHOULD BE PRIORITIZED."

ETHICAL DEBATE



DEBATE TOPICS:

1. ARTIFICIAL INTELLIGENCE AND JOBS:

2. SHOULD AI REPLACE HUMAN JOBS IF IT'S MORE EFFICIENT?

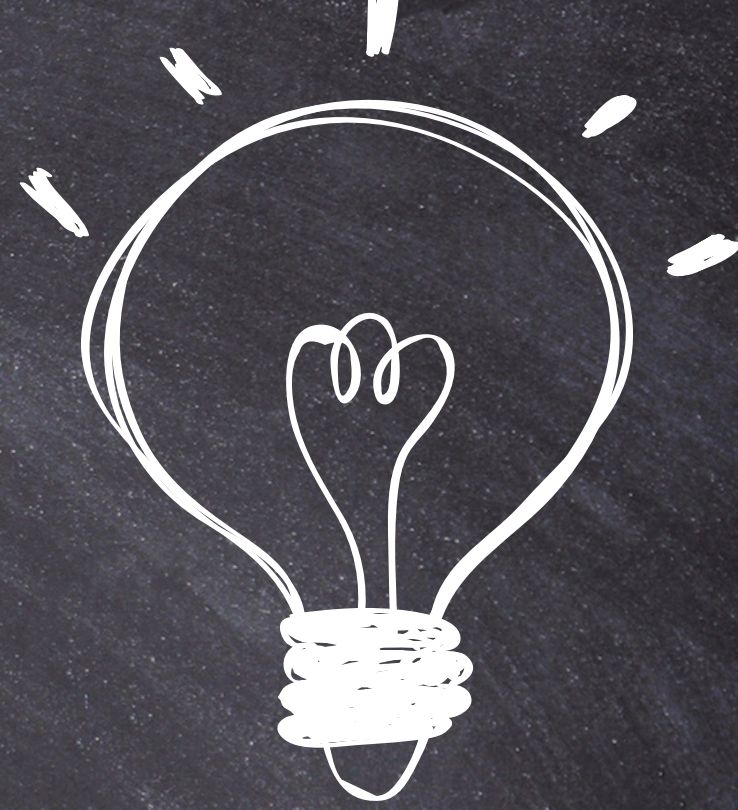
- FOR: AI IS MORE EFFICIENT, SAVES TIME AND MONEY, AND CAN REDUCE HUMAN ERROR.
- AGAINST: REPLACING JOBS WITH AI CAN CAUSE MASS UNEMPLOYMENT AND DISRUPT ECONOMIES.

3. ANIMAL TESTING:

4. IS IT ETHICAL TO USE ANIMALS FOR SCIENTIFIC RESEARCH IF IT HELPS SAVE HUMAN LIVES?

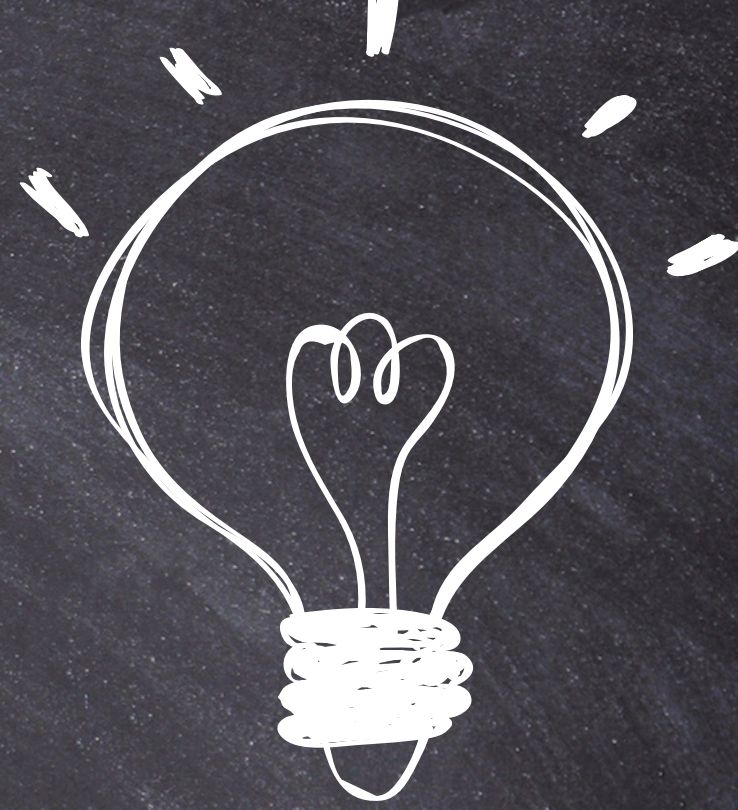
- FOR: ANIMAL TESTING CAN LEAD TO MEDICAL BREAKTHROUGHS THAT SAVE HUMAN LIVES.
- AGAINST: ANIMAL TESTING IS CRUEL AND UNETHICAL, AND THERE ARE ALTERNATIVE RESEARCH METHODS.

ETHICAL DEBATE



- UNIVERSAL BASIC INCOME (UBI):
SHOULD GOVERNMENTS GIVE EVERY CITIZEN A BASIC INCOME,
REGARDLESS OF THEIR WORK SITUATION?
- FOR: UBI PROVIDES FINANCIAL SECURITY AND CAN REDUCE POVERTY.
 - AGAINST: UBI COULD DISCOURAGE PEOPLE FROM WORKING AND PLACE TOO MUCH STRAIN ON THE ECONOMY.

ETHICAL DEBATE



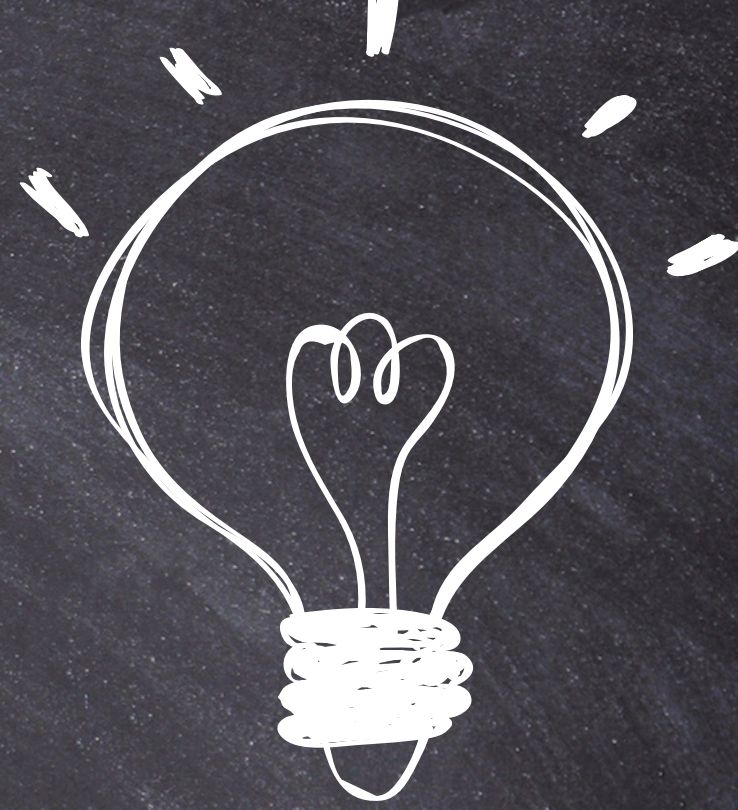
ENCOURAGE THEM TO:

- USE PHRASES LIKE "I BELIEVE THAT..." AND "THE MAIN REASON IS..." TO STATE THEIR OPINION.
- STRUCTURE THEIR ARGUMENT WITH CLEAR REASONING: "ONE IMPORTANT ASPECT IS..."
- ANTICIPATE COUNTERARGUMENTS AND PREPARE TO RESPOND.

IF THE STUDENT IS STRUGGLING, YOU CAN ASK GUIDING QUESTIONS LIKE:

- "WHAT'S YOUR STRONGEST ARGUMENT FOR THIS SIDE?"
- "WHAT DO YOU THINK THE BIGGEST CHALLENGE TO YOUR POSITION MIGHT BE?"

ETHICAL DEBATE



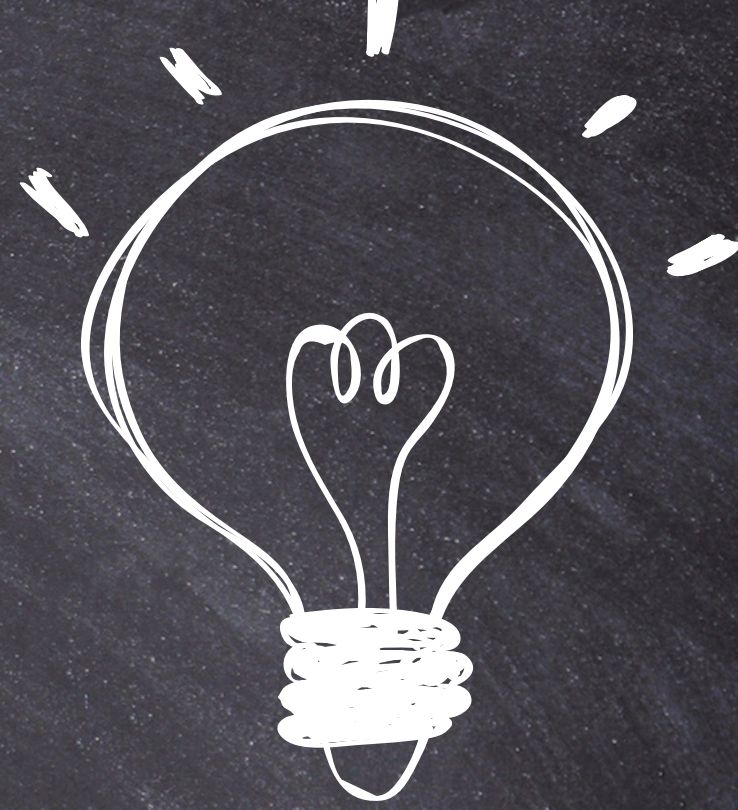
MAKE SURE THE DEBATE FOLLOWS A CLEAR STRUCTURE:

THE STUDENT PRESENTS THEIR MAIN POINTS USING PHRASES LIKE "I BELIEVE THAT..." AND "ONE IMPORTANT ASPECT IS...".

RESPOND WITH THE OPPOSING ARGUMENT. CHALLENGE THEIR POINTS USING COUNTERARGUMENTS SUCH AS:

- "BUT WHAT IF REPLACING JOBS WITH AI LEADS TO MASS UNEMPLOYMENT?"
- "IF WE STOP ANIMAL TESTING, HOW CAN WE ENSURE MEDICAL PROGRESS?"

ETHICAL DEBATE



- ENCOURAGE THE STUDENT TO RESPOND TO YOUR CHALLENGES USING PHRASES LIKE:
 - "I UNDERSTAND YOUR POINT, BUT..."
 - "THAT MAY BE TRUE, HOWEVER..." PUSH THEM TO THINK CRITICALLY AND DEFEND THEIR POSITION WITH REASONING.
- PRESENT FURTHER CHALLENGES OR ASK QUESTIONS THAT FORCE THEM TO RETHINK, E.G.:
 - "HOW WOULD THE GOVERNMENT FUND UNIVERSAL BASIC INCOME WITHOUT CREATING DEBT?"