# 实用交际英语口语9

# **Practical Oral English Communication**

PART III DEBATE

UNIT THREE ENVIRONMENTAL CONCERNS

# 1. Teaching Objectives

Students will be able to

- 1) put into practice the general principles and strategies of debate;
- 2) participate in a debate/negotiation;
- 3) talk about environmental concerns.

# 2. Pre-requirements

Students should have

- 1) read the two passages in "Part I Read and Think";
- 2) watched the two videos in "Part II Listen and See".

# 3. Highlighted Form of Communication

Debate

# 4. Teaching and Drilling Methods

Individual work, group work, round-table discussion

# 5. Teaching Plan in Steps

Warming-up performance from students
Role play "English at University" Episode 9: Dinner Time
Ask other students to evaluate the performance, noting:

| Has the show been comprehensible to you?        |
|---|
| Are the performers interacting with each other? |
| Are the performers fluent in their lines?       |

# 1) Talk about the reading assignment (part one)

Passage One: "A Zero-Carbon Future"

- a. Have one student report on the theme and key information in the passage;
- b. Ask students to talk about the passage.

#### ♦ Prompts:

How do we define a zero-carbon future?

Who are the active advocates for zero-carbon future?

What are the commonly-believed effective actions to take in order to usher in such a future?

What are the major concerns about taking those actions?

| © Recommended sentence pattern for making suggestions: |
|--|
| Have you ever thought of?                              |
| Don't you think it might be a good idea to?            |
| If you ask me  |
| I would like to suggest that                           |

# 2) Debate based on the reading of Passage One

Purpose: to practice debating skills

Topic: "Is zero-carbon future an attainable goal?"

Steps:

- a. Group students into three teams, namely the prepositional, the oppositional and the panel of judges.
- b. Debate with the following procedure:

| Speech: | Affirmative Constructive | Cross-<br>Ex of<br>Aff by<br>Neg | Negative<br>Constructive | Cross-<br>Ex of<br>Neg<br>by Aff |        | Negative<br>Rebuttal | Affirmative<br>Rejoinder | Negative<br>Rejoinder |
|---------|--------------------------|----------------------------------|--------------------------|----------------------------------|--------|----------------------|--------------------------|-----------------------|
| Time:   | 3 min.                   | 3 min.                           | 3 min.                   | 3 min.                           | 3 min. | 3 min.               | 3 min.                   | 3 min                 |

c. Panel of judges vote to decide on the winner and best debater, and comment on the debate.

d. The instructor comments on the performance of both debaters and judges.

3) Talk about reading assignment (part two)

Passage Two: "Nuclear Power Must Make a Comeback for Climate's Sake" Steps:

- a. Have one student report on the theme and key information in the passage;
- b. Ask students to talk about the passage.
- ♦ Prompts: One of the concerns of environmentalists over nuclear energy is its safety. Are you in support of the author's view that nuclear power is the answer to decarbonization? Which do you think should be prioritized—cost or safety—in weighing the option of nuclear power?
- 4) Debate based on the reading of Passage Two

Purpose: to consolidate major debating strategies

Topic: "Nuclear energy is a solution to climate change."

Steps:

- a. Group students into three teams, namely the prepositional, the oppositional and the panel of judges.
- b. Debate with the following procedure:

| J | Speech: |        | Cross-<br>Ex of<br>Aff by<br>Neg | Negative<br>Constructive | Cross-<br>Ex of<br>Neg<br>by Aff |        | Negative<br>Rebuttal | Affirmative<br>Rejoinder | Negative<br>Rejoinder |
|---|---------|--------|----------------------------------|--------------------------|----------------------------------|--------|----------------------|--------------------------|-----------------------|
|   | Time:   | 3 min. | 3 min.                           | 3 min.                   | 3 min.                           | 3 min. | 3 min.               | 3 min.                   | 3 min                 |

- c. Panel of judges vote to decide on the winner and best debater, and comment on the debate.
- d. The instructor comments on the performance of both debaters and judges.
- 5) Round-table discussion (group work)

Purpose: to explore other topics in terms of environment concerns

to think about environmental concerns in national and global contexts

to drill skills in debating and negotiating to recycle vocabulary about environmental protection

#### Steps:

a. play video "Global problem, global deal", and ask students to take notes while watching. (From http://www.scientificamerican.com)



- b. Have students from groups of four or five. Everyone in a group will represent one country or region (e.g. China, EU, US, India, Maldives, etc.)
- c. Moderator in each group brings up one topic on environmental concern and suggest ways to tackle the problem.
- d. Representatives in each group negotiate measures and goals, from the perspective of the nations they represent.
- e. Representatives reach a consensus after the round table discussion.
  - © Recommended topic areas for round table talk contamination of drinking water, air pollution, wildlife conservation, intensive farming, overpopulation, etc.

#### 6. Homework

- 1) Pair Work: Pair with a classmate and make a short video (using whatever software or app available) of about 2-3 minutes on an environmental concern, and share it with the whole class later this semester.
- 2) Select and bring a video/audio clip or printed copy of a speech that you think is worth sharing in class. Get familiar with the content of the speech, and get ready to explain why you think it is worth sharing.
- 3) Students should read the two passages in "Part I Read and Think" from next unit.
- 4) Students should watch the two videos in "Part II Listen and See" from next unit.
- 5) Students should read sample dialogue "At the Bank/Applying for a Credit Card".