实用交际英语口语7

Practical Oral English Communication

PART III DEBATE

UNIT ONE VALUES AND LIFESTYLES

1. Teaching Objectives

Students will be able to

- 1) know the general principles and strategies of debate;
- 2) participate in a debate/negotiation;
- 3) talk about values and lifestyles.

2. Pre-requirements

Students should have

- 1) read reports and commentaries on "French schools banning the use of smart phones";
- 2) read the two passages in "Part I Read and Think";
- 3) watched the two videos in "Part II Listen and See".

3. Highlighted Form of Communication

Debate (or negotiation in confrontational settings)

4. Teaching and Drilling Methods

Lecture, individual work, group work

5. Communication Knowledge

In order to be a good debater, you have to

Dos	Don'ts
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Form a general map of thoughts on the debate matter, which you can name, explain, support and refute the opposite ideas.	Prewrite arguments and rely on them.
 ♦ Think about ways to develop the best possible arguments. ♦ Clarity, accuracy, relevance, depth, and logic 	Be easily led by the arguments of your opponents.
Spot flaws in the arguments from the other side.	Attack the person, not the arguments.
Take effective notes of your partners' and opponents' arguments.	Rehash the same arguments over and over again.
Speak in a controlled and calm manner.	Rebut the main points of your opponents' argument.

6. Teaching Plan in Steps

1) Warming-up performance from students

Role play "English at University" Episode 7: at a Seminar

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?	

- 2) Introduce the general Principles and Strategies for (Informal) Debates
 - a. Ask students to brainstorm some dos and don'ts of debating.
 - b. Have students go over the principles in the textbook.
 - c. Explain the major strategies:

Dos	Don'ts
Form a general map of thoughts on the debate matter, which you can name,	Prewrite arguments and rely on them.
explain, support and refute the opposite ideas.	
Think about ways to develop the best possible arguments.	Be easily led by the arguments of your opponents.

♦ Clarity, accuracy, relevance, depth, and logic	
Spot flaws in the arguments from the other side.	Attack the person, not the arguments.
Take effective notes of your partners' and opponents' arguments.	Rehash the same arguments over and over again.
Speak in a controlled and calm manner.	Rebut the main points of your opponents' argument.

3) Talk about reading assignment (part one)

- Passage One: "French schools ban use of smartphones"
- a. Have one student report on the theme and key information in the passage.
- b. Ask students to talk about the passage
- ② Prompts: What are the reasons for the ban?

How do students respond, and how about their parents?

Does the ban solve the real problem?

Is it a violation of students' rights?

Is it a bad policy as it blocks students from using modern technology?

4) Debate based on the reading of Passage One:

Purpose: to practice principles and skills of debating

Topic: "Chinese universities should ban the use of smartphone in classrooms during teaching hours."

Steps:

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

		Cross-		Cross-				
Cnaaahi	Affirmative Constructive	Ex of	Negative	Ex of	Affirmative	Negative	Affirmative	Negative
Speech.	Constructive	Aff by	Constructive	Neg	Rebuttal	Rebuttal	Rejoinder	Rejoinder
		Neg		by Aff			-	_
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 performance of each side.
- d. The instructor comments on the performance of debaters and judges.
- 5) Talk about the reading assignment (part two)
 - Passage Two: Relax, Guys It's International Men's Day (the official one)
 - a. Have one student report on the theme and key information in the passage;
 - b. Ask students to talk about the passage

Prompts:

Is it a good idea to have an official International Men's Day?

Do you want to promote the Men's Day in China?

If there is to be an International Men's Day, which day of the year should it be and why?

© Recommended sentence patterns for giving opinions:
I sometimes think that
Wouldn't you say that?
As I see it
I'd like to point out that

6) Debate based on the reading of Passage Two

Purpose: to consolidate major debating strategies

Topic: "An official International Men's Day is a sign of steady progress towards gender equality."

Steps:

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

		Cross-		Cross-				
Cnaach	Affirmative Constructive	Ex of	Negative	Ex of	Affirmative	Negative	Affirmative	Negative
Speech.	Constructive	Aff by	Constructive	Neg	Rebuttal	Rebuttal	Rejoinder	Rejoinder
		Neg		by Aff			-	
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 performance of both sides;
- d. The instructor comments on the performance of both debaters and judges.

7. Homework

- 1) Group Work: Prepare as many pro and con arguments as you can on the topic: "Should universities close their teaching buildings to the public at large?" Then share your notes with your group.
- 2) Students should read the two passages in "Part I Read and Think" from next unit.
- 3) Students should watch the two videos in "Part II Listen and See" from next unit.
- 4) Students should read sample dialogue "Renting an Apartment".