

实用交际英语口语 8

Practical Oral English Communication

PART III DEBATE

UNIT TWO PRACTICAL POLICIES

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 practical policies.

2. Pre-requirements

Students should have

- 1) prepared for the debate topic: Teaching buildings in universities should be closed to the public at large;
- 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

4. Teaching and Drilling Methods

Information research, brainstorm, group work

5. Teaching Plan in Steps

- 1) Warming-up performance from students:

Role play “English at University” Episode 8: at the Library

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) Brainstorm: “open campuses – benefits and problems”

Steps:

- a. Invite two students to come to the whiteboard as note-takers (pros & cons respectively);
- b. Ask other students to list one reason why campuses should/should not be open to the public in general;

☺ prompts:
Do you think the facilities on campus should be shared by the public?
Do open campuses pose security threats to students and faculty?
Do open campuses pose potential distractions for students?

- c. Ask note-takers to summarize the ideas of each side.

3) Debate based on the brainstorm

Purpose: to practice the principles and strategies of debating

Topic: “Universities in China should close their teaching buildings to the public.”

Steps:

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

Speech:	Affirmative Constructive	Cross- Ex of Aff by Neg	Negative Constructive	Cross- Ex of Neg by Aff	Affirmative Rebuttal	Negative Rebuttal	Affirmative Rejoinder	Negative 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.

4) Making an in-depth plan for a debate

Purpose: to consolidate major debating strategies; to work in groups to get prepared for a debate

Topic: “China should make it a legal regulation that all major corporations operating in China provide internship opportunities to college students”.

Steps:

- a. Divide students into groups of three and have them make plans for the debate.
- b. Students should settle on central arguments, supporting arguments and evidences, and make plans for necessary research.
- c. Have representatives to report on their plan for the debate.
- d. Instructor comments on the plans and give suggestions for further preparation.

6. Homework

- 1) Continue with the preparation work for debate on “China should make it a legal regulation that all major corporations operating in China provide internship opportunities to college students”. Write an outline with arguments and evidences.
- 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 “In the Library”.