

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, explain, support and refute the opposite ideas.	👉 Prewrite arguments and rely on them.
👉 Think about ways to develop the best possible arguments.	👉 Be easily led by the arguments of your opponents.

- 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”.