

Learning English through Debating
(Secondary 4 – 6)
A Resource Package

English Language Education Section
Curriculum Development Institute
Education Bureau
The Hong Kong Special Administrative Region
©2011

**English Language Education Section
Curriculum Development Institute
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The Hong Kong Special Administrative Region**

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Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)* (2007)*. It provides learning resources and teaching ideas for the development and implementation of the elective module “Learning English through Debating”.

Aims

The rationale behind the package is that students will have ample opportunities to enhance their presentation, argumentation, critical thinking, collaboration and information skills, increase their world knowledge and develop self-confidence through engaging in a broad range of debating activities. Carefully designed and sequenced, the materials and activities in this package aim to develop students’ ability to:

- understand the basics of debates;
- express, respond to and argue about points of view persuasively and confidently;
- collaborate with others in planning, preparing for and conducting a debate;
- research, develop, and justify ideas;
- analyse and solve problems by considering related factors, exploring and comparing different perspectives; and
- reflect on how language is used to create effects in the context of a debate.

How to use this resource package

This resource package comprises **student’s handouts, teacher’s notes, supplementary materials** and a **DVD**. It covers the key aspects of debating and topics suggested in the SoWs for the module, e.g. “Understanding the Fundamental Idea of Debating”, “Eliciting, Confirming and Establishing Knowledge about Debating”, “Looking for and Using Underlying Principles”, “The Language of Persuasion”, “Supporting Arguments (Logical Appeal)”, “Researching”, “Speech Writing”, “Using Questions in Debating”, “Summary Speeches”, “Teamwork”, “Presentation Skills” and “Final Debate”. Students are provided with the basic knowledge and skills for debating in the earlier sections. They are then engaged in developing their arguments and rebuttals, as well as preparing and conducting a debate in the later units or focuses. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students’ needs, interests and abilities.

* From this point forwards referred to as SoWs

Student’s Handouts

The learning activities on **the student’s handouts** (indicated by the page number prefix “S”) provide a balanced coverage of the four main language skills (i.e. reading, writing, listening and speaking). Warm-up activities are also included in all focuses to build a relaxed learning atmosphere and help students to project their voice effectively. The range of activities engages students in a variety of ways, encouraging personal response and collaborative work, developing their research skills, analytical power and critical thinking, as well as providing stimulus for argumentative writing and persuasive speeches. The “**Assignment Checklist**” and “**Reflection Log**” included at the end of this section help students to keep track of their own progress and reflect on their learning.

Teacher’s Notes

The **teacher’s notes** (indicated by the page number prefix “T”) provide explanations of teaching steps, answer keys and alternative approaches as to how to carry out the activities. Teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

To help teachers to support “**less advanced students**” and stretch “**more advanced students**”, additional teaching suggestions are contained in the “**Catering for Learner Diversity**” boxes.

Assessment criteria have been provided for all writing assignments to facilitate teacher assessment and feedback in the course of the module. The criteria, however, are for teacher’s reference only. Teachers should feel free to adapt them to suit the students’ needs and use them to promote self and peer assessment among students.

Suggested time allocations have been provided for each activity for teachers’ reference during lesson planning. The suggested time, however, is for indicative purposes only and will vary according to learners’ needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of students in mind.

Supplementary Materials

The **supplementary materials** section provides additional materials and resources for teachers’ use and reference. **Extended activities and supplementary notes** that aim to challenge the more advanced and support the less advanced students have been provided to help teachers to cater for students’ diverse abilities and needs. **Mark sheets** for the final debates are also provided to facilitate teacher or peer assessment at the end of the module.

DVD

The **DVD** consists of an electronic version of the learning and teaching materials in this resource package, as well as the audio-visual recordings that support some of these activities. The text files are available in both PDF and MS WORD formats for teachers' ease of use and adaptation. The audio-visual clips in the DVD include sample debates that help to demonstrate different aspects of debating such as the format, the use of persuasive language, and the skills of public speaking. Track titles and numbers of the clips are provided in the explanations for relevant activities and on the cover page of each module focus in the teacher's notes. Teachers should, however, note that the video-recorded speeches may not be entirely the same as the transcripts provided in the student's handouts and the teacher's notes as they may have been adapted to suit the needs and design of individual learning activities.

The weblinks or addresses included in this package were accurate at the time of publication but they are subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

To further support the implementation of the module, other relevant online teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

Acknowledgements

We are most grateful to the English Department, Hong Kong Institute of Education, for their expert input in material design, resourcing and recording the audio-visual clips for this resource package. Special thanks are due to Dr Matthew Decoursey, Assistant Professor of the English Department, The Hong Kong Institute of Education, and his team comprising Michelle Reyes Raquel and Lynn Lelinh Huynh, who were chiefly responsible for developing the materials and activities for this package.

FOCUS 1
Understanding the
Fundamental Idea of Debating

Understanding the Fundamental Idea of Debating

Learning Activity 1: Warm-up

At the beginning of every class, you should warm up your body and your voice. Debating is not only an intellectual activity, but also a physical one. You will work better on logic if your body is prepared. You should relax your body and prepare your voice to speak out loud and clear. Through constant practice, you should be heard without microphones or shouting.

Body Warm-up

1. **Head circles.** Turn your head around forward, right, back, left. (IMPORTANT: This must be done slowly. Fast head circles can be harmful to the spine.)
2. **Stretch.** Stretch your arms up, reaching as high as you can. Stretch your whole body. Stretch back, reaching your arms behind. Stretch up. Stretch back. Yawn, as dramatically as you like.
3. **Bend over and move to each side.** Be like a rag doll on a clothesline. Let your body hang forward and let your arms hang loose. Move a little to the left, a little to the right, and repeat. (IMPORTANT: This should not turn into a bounce, which may damage the spine over the long term.)
4. **Stand up slowly.**
5. **Again do slow head circles, or forward, back, forward, back, left, right, left, right.**
6. **Shake out your arms.** Shake your arms from the shoulders, letting the rest of the arms go limp.
7. **Bounce.** Jump up and down on your toes.

Voice Warm-up

Three things are important for having a good voice: breath support, resonance, and a loose throat. Follow the steps below to warm up your voice:

- 1. Breathe in and out.** Put your hands on your sides, just below the ribcage. Push them out using the muscles in your sides. Again. Now do this while breathing in. Again.
- 2. Hum.** Keep your lips together and hum on a single note. Try to get as full a sound as you can, concentrating on breath support. If your shoulders go up when you breathe, you are not producing all the air you could produce. Again.
- 3. Hum while working on resonance.** Your head has empty spaces in it, which are called sinuses. You can use these empty spaces to make a bigger sound, just as a guitar uses an empty space to amplify the sound of the strings. Hum again. Feel the vibration between your lips. Put your hand on your face. Try to spread the vibration over your whole face. (This really does work. You will find that your hum becomes fuller when you do this, even the first time.) If your throat begins to tighten while you are doing this, massage it a little.
- 4. Move from the hum to an “ah” sound.** Hum again, and open your mouth as wide as you can, turning the hum into an “ah” sound. Close your mouth, going back to the hum, and repeat: mmmmAAAAAmmmmmAAAAA. The “ah” sound opens your mouth the widest of all the vowel sounds, and with this exercise, you can remind yourself of how wide it can open. Most people do not open their mouths enough when they speak. An open mouth has more resonance.
- 5. Go through the vowels.** In one continuous breath, go through the following sounds: ah, e (as in “at”), ee (as in “sweet”), oh, ooh. This sequence requires you to close your mouth a little more on each sound. At every stage, keep your mouth as wide open as it can be.
- 6. Go to a sentence with a lot of vowels.** For example, “Love must come and love will come what may.” Chant it in one continuous breath.
- 7. Do some tongue twisters, focussing on those sounds that give you trouble.** Below are some examples:

Love must come and love will come what may.

She sells seashells by the seashore.

Rubber baby buggy bumpers

Mixed biscuits

Unique New York

Red leather, yellow leather

Learning Activity 2: Brainstorming reasons

One of your favourite singers is going to be performing in Hong Kong for one night only. Your school won a contest and the organiser gives all students free tickets to the concert. You very much want to go but your parents think it may not be a good idea to stay out late at night.

In groups of no more than four students, give as many reasons as you can **why you should be allowed or not allowed to go to the concert.**

<u>For</u>	<u>Against</u>
<ul style="list-style-type: none">• It's my favourite singer.••••••••••	<ul style="list-style-type: none">• The next day is a school day.••••••••••

Learning Activity 3: Introduction to motion

Debating starts with an issue. The issue should have a positive and a negative aspect to it but it is phrased in a sentence that **favours one side**. This statement is called the **motion**. The situation you have just discussed with your peers is, to a certain extent, related to the following debate motion:

Everyone under 18 should be subject to an 8:00 pm curfew.

After reading the motion, the next step is to decide which side you want to take. You either **AGREE or DISAGREE** with the motion. In groups, look at the reasons you have listed FOR and AGAINST the topic and decide whether you agree or disagree. Circle your choice in the statement below and share your answers with the rest of the class:

Curfew:
A law that requires people to stay indoors before a certain time.

Our group AGREES / DISAGREES with the motion:
Everyone under 18 should be subject to an 8:00 pm curfew.

Learning Activity 4: Introduction to argument

Once you have decided which side to take, you should think about how to defend your side. You support your case by coming up with ideas (or *arguments*) and presenting them in a logical manner.

- Let us focus on arguments that AGREE with the motion. The issue raised in the motion is likely to affect both students and parents. In groups, brainstorm why parents and students would agree with this motion and complete the boxes below:

Reasons why PARENTS would agree with the motion:

- A curfew can protect teenagers from activities such as drug taking and sex.
-
-
-
-

Reasons why STUDENTS would agree with the motion:

- Students can concentrate on studying.
-
-
-
-

2. You will now read two sample arguments FOR the motion. Decide which sample is from a parent's point of view and which one is from a student's point of view. Circle your choice.

Motion: Everyone under 18 should be subject to an 8:00 pm curfew.

SAMPLE 1: PARENTS / STUDENTS

With the increase of crime in Hong Kong, I think that an 8:00 pm curfew is a good idea. It gives boys less chance to get involved in misdeeds such as bullying, fighting, smoking and going to parties where drugs are often involved. Girls will also have less chance to get themselves into trouble, such as participating in sexual acts, partying all night with their friends, or being pressured into smoking. As a result of the curfew, they will have more time to concentrate on their schoolwork.

Another benefit of an 8:00 pm curfew is that the government will not need to spend so much money policing the streets. The curfew will cut down on the number of police needed to patrol the streets at night.

SAMPLE 2: PARENTS / STUDENTS

We are in favour of an 8:00 pm curfew to help keep our teenagers safe. Very often we hear of teenagers committing crimes such as fighting, damaging public places, pick-pocketing and doing drugs. Teenagers in Hong Kong today need rules to protect them from such dangers. Even though teenagers are in school most of the day, it is after school that teenagers are no longer protected. When we allow them to stay out all night, they are more likely to get into danger.

If teenagers are at home by 8:00 pm, parents can feel more secure and relaxed knowing that their children are not out wandering in the streets. Therefore parents can concentrate on their jobs and work overtime.

3. The sample arguments focus on the consequences to students and parents if there is no curfew. What are some of the consequences mentioned in the sample arguments? Can you think of other consequences?

Consequences if there is no curfew:

- sex and pregnancy
- drugs
-
-
-
-

Learning Activity 5: Introduction to argument structure

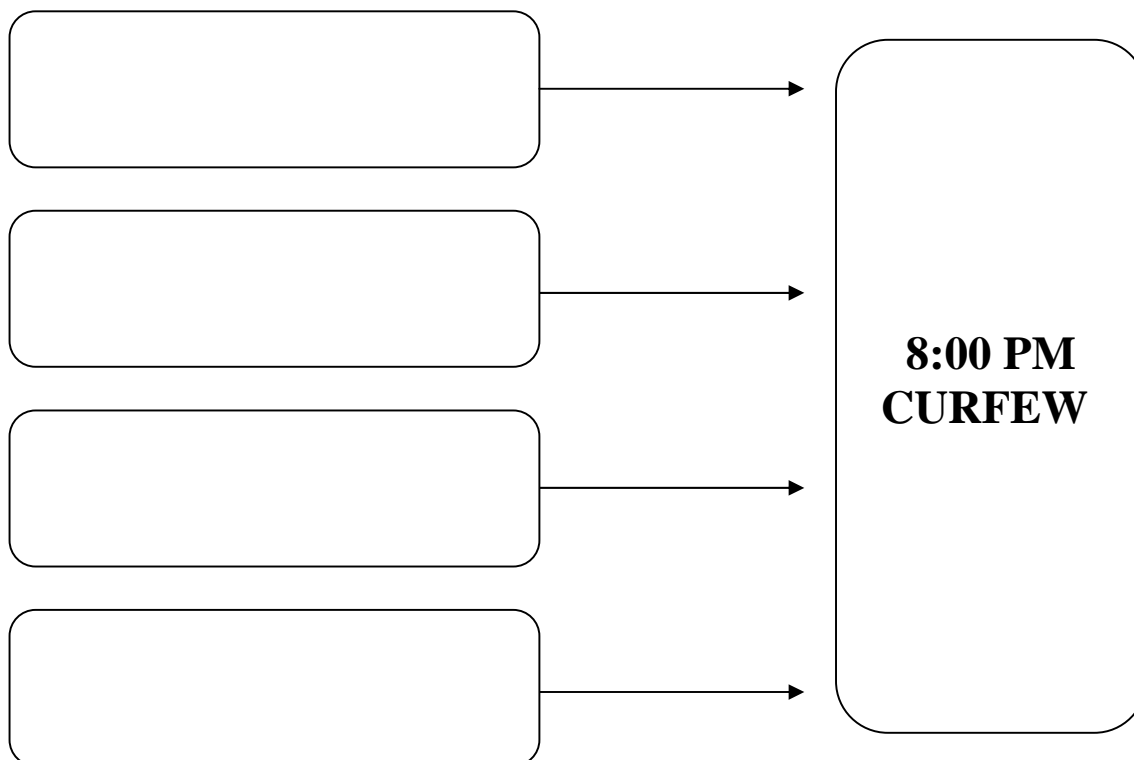
- Below is the first half of a sample speech arguing FOR the motion (**the Affirmative side**). Listen to the speech once. In groups, read the speech and complete the diagram that follows. Share your answers with the class.

Affirmative captain: Ladies and gentlemen, I am here to present the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”. By “curfew” here, we mean a law stating that all those under 18 must be indoors by 8:00 pm. By this we intend a law passed in Hong Kong. The police would enforce it.

We all know that some young people have very serious problems. They buy drugs. They have sex and become pregnant when they are too young. They begin drinking even as young as 13. Many parents find it impossible to control the behaviour of their children late at night. Some teenagers stay out all night, and the parents can do nothing about it. They do not do their schoolwork. If the next generation is poorly educated, not only they themselves but their families and all of us will suffer.

PROBLEMS IDENTIFIED BY THE SPEAKER

SOLUTION



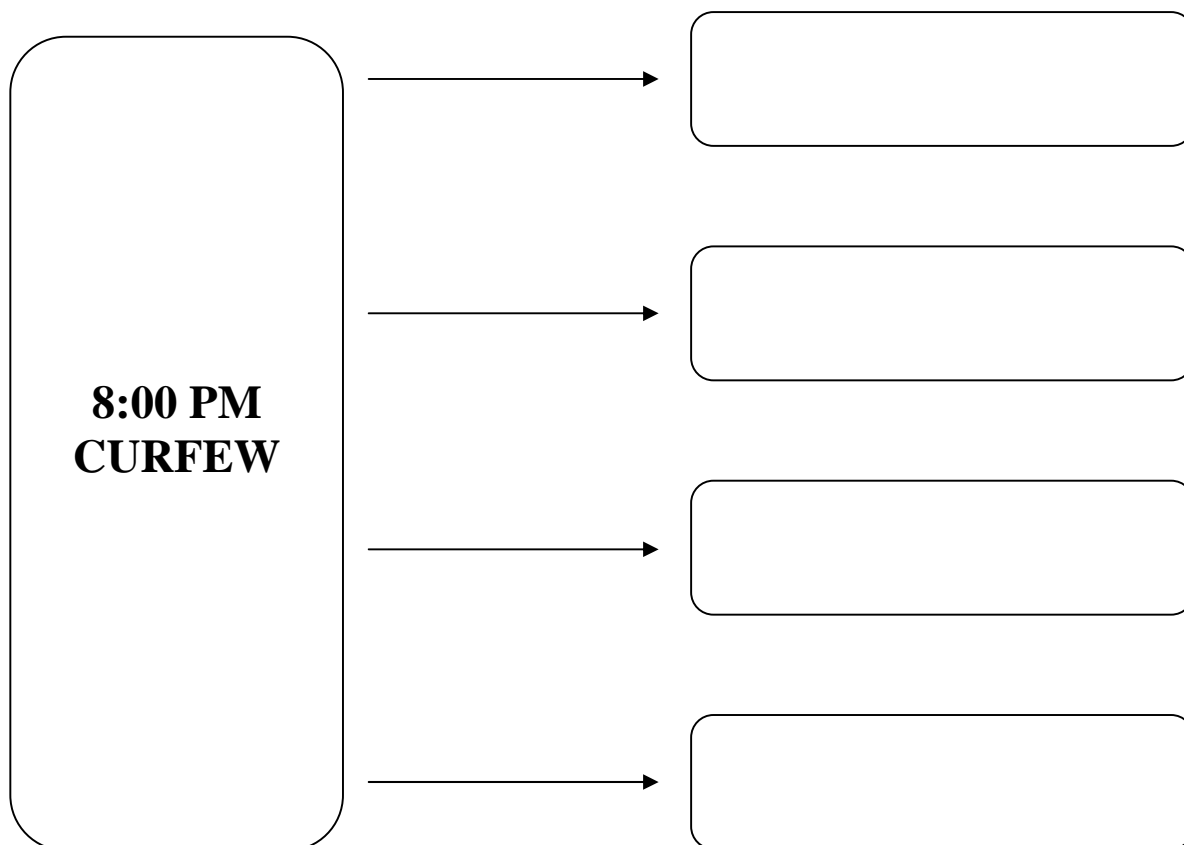
2. Below is the next half of the speech focussing on the effects of the solution proposed (i.e. the 8:00 pm curfew). Listen to the speech once. In groups, read the speech and complete the diagram that follows. Share your answers with the class.

Affirmative captain: We propose to solve this problem with a curfew. If young people know that the police will arrest them if they stay out late, they will go home willingly to their parents. Most drug deals and sexual activities take place at night, so these problems would be much reduced. They will have less opportunity to drink, because they are either at school or with their families in the earlier part of the day.

We have suggested 8:00 pm as an appropriate time. This will leave enough time for them to study. Thank you.

SOLUTION PROPOSED BY THE SPEAKER

EFFECTS OF THE SOLUTION



Learning Activity 6: Portfolio Assignment 1

Now it is your turn to argue AGAINST the motion. In groups, take some of the ideas you have discussed in Learning Activity 2 to complete the diagram below. Your teacher will select some groups to present their ideas to the class.

On top of the points you came up with your group members, add your own ideas and write a short paragraph on the next page. Your work will be assessed based on the relevance of each argument to the motion.

Submit the paragraph to your teacher for feedback. Remember to fill in the “Assignment Checklist”* (page S138) and complete the “Reflection Log* – Portfolio Assignment 1” (page S139) after your teacher has returned your work.

Motion: Everyone under 18 should be subject to an 8:00 pm curfew

ARGUMENTS AGAINST THE MOTION

- The solution would not solve the problem because...



* The “Assignment Checklist” is for you to keep a clear record of the assignments you have submitted and the “Reflection Log” is for you to review your own work and consider how you could improve it.

Learning Activity 7: Listening for main ideas

You will watch a video of a debate on the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”. Identify the key ideas or arguments the speakers make as you listen and fill in the blanks in the table below.

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Young people have problems such as 1) _____, sex and pregnancy, 2) _____ and 3) _____. • The solution is to have a curfew so that the time spent on these activities is limited. 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • The teenage problems this motion is supposed to solve are not really serious. • Having a curfew is impractical because the police do not have 4) _____. • Having a curfew will not solve the problems because 5) _____. • The curfew is a violation of young people’s rights.
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • 6) _____ and 7) _____ are serious problems in Hong Kong – examples are given to support the argument. • The opponent is just using statistics to understate the problem. 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • The opponent is not using real stories and has refused to admit that 8) _____.
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • The issue is not whether crack cocaine is the top drug, but whether 9) _____. • Alcoholism and other addictions can 10) _____. 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Drinking can happen in the daytime. • The opponents have failed to show that the problem of drug and alcohol abuse is serious in Hong Kong.

Learning Activity 8: Introduction to the procedure of debating

A. Understanding the procedure of debating

There are many formats and styles of debates. The procedure this module follows is one commonly used in school tournaments in Hong Kong.

Before the debate:

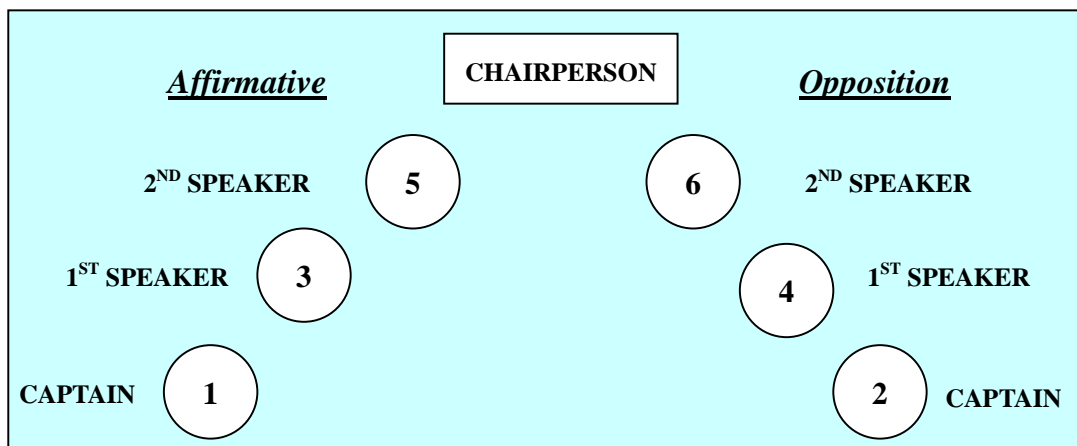
- The teams will be assigned the Affirmative or the Opposition and then given a period of time (from 30 minutes to a week) for preparation. They cannot decide the motion or their stand.
- The chairperson (the host / moderator of the debate) begins by introducing the motion, the rules, the names of the debaters, and the adjudicators.

The actual debate:

- The Affirmative and the Opposition teams each have three speakers. They are the captain, the 1st speaker and the 2nd speaker. Each speaker is allowed 2 minutes to present their speeches (Time limit may be adjusted as appropriate).
- The time keeper will keep the time and stop speakers from speaking longer than the time allowed.
- There are three sections in a debate:

1. Speeches presented by the six speakers

The speakers speak in the following order:



2. Question and answer session

- The chairperson will preside over the question time.
- The debaters take turns to ask the opposing team questions. Each speaker has 1 minute to ask the question.
- The team to which the question is directed has 1 minute to prepare their answer and 1 minute to deliver it.
- The Opposition team will ask a question first, followed by the Affirmative.
- Each team asks the opposing team three questions.

3. Summary speeches presented by the captains

- There is a break after the question time. During the break, the two teams work on the final summary.
- After the break, the captain of the Opposition summarises the main arguments in 2 minutes.
- Then, the captain of the Affirmative summarises the main arguments in 2 minutes.

B. Reading a chairperson's speech

Below is the chairperson's speech. In groups of three to four, members take turns to play the role of the chairperson and read the speech aloud to familiarise themselves with the procedure and rules.

Chairperson's Speech (Rules and Regulations)

Good morning Ladies and Gentlemen,

Welcome to this debate. Today's motion is "Everyone under 18 should be subject to an 8:00 pm curfew". On the Affirmative side, we have _____ as the team captain, _____ as the 1st speaker and _____ as the 2nd speaker. On the Opposition, we have _____ as the team captain, _____ as the 1st speaker and _____ as the 2nd speaker. We are honoured to have _____ as our adjudicator(s).

Before the debate starts, let me tell you the rundown of this debate. Each team will deliver four speeches of _____ minutes. The bell will be rung once 30 seconds before time is up, twice when time is up, and nonstop after a _____ second grace period. _____ mark(s) will be deducted for every _____ seconds overtime.

We will begin with the captain of the Affirmative, followed by the captain of the Opposition. Then the 1st speaker of the Affirmative and the 1st speaker of the Opposition, followed by the two 2nd speakers.

At this point, the debate will proceed to a question and answer session. The three speakers from the Affirmative and the Opposition will take turns to ask the opponents a question. Each speaker has 1 minute to ask the question. The team to which the question is directed has 1 minute to prepare their answer and 1 minute to deliver the answer. This process will be repeated for the second and third questions. The bell will be rung once 15 seconds before the time is up and twice when the time is up.

The captains of both teams will be given _____ minute(s) to prepare their summary speeches. Here the order of presentations will switch. The Opposition will deliver the summary speech first, followed by the Affirmative.

Are there any questions from the debaters? If not, may I now call upon the captain of the Affirmative team to deliver his / her speech.

FOCUS 2
Eliciting, Confirming
and
Establishing Knowledge
about Debating

Eliciting, Confirming and Establishing Knowledge about Debating

Learning Activity 1: Warm-up

Your teacher will now lead you to do the voice warm-up activity. Below are some tongue twisters for the warm-up:

*How much wood would a wood-chuck chuck, if a wood-chuck could chuck wood?
Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair.
I need not your needles, they're needless to me.
Peter Piper picked a peck of pickled peppers.
Double bubble gum, bubbles double.
A flea and a fly flew up in a flue.*

Learning Activity 2: Vocabulary

We are going to work on a motion related to bullying. Below are some words / phrases on this topic. Complete each sentence with the most suitable item in the box.

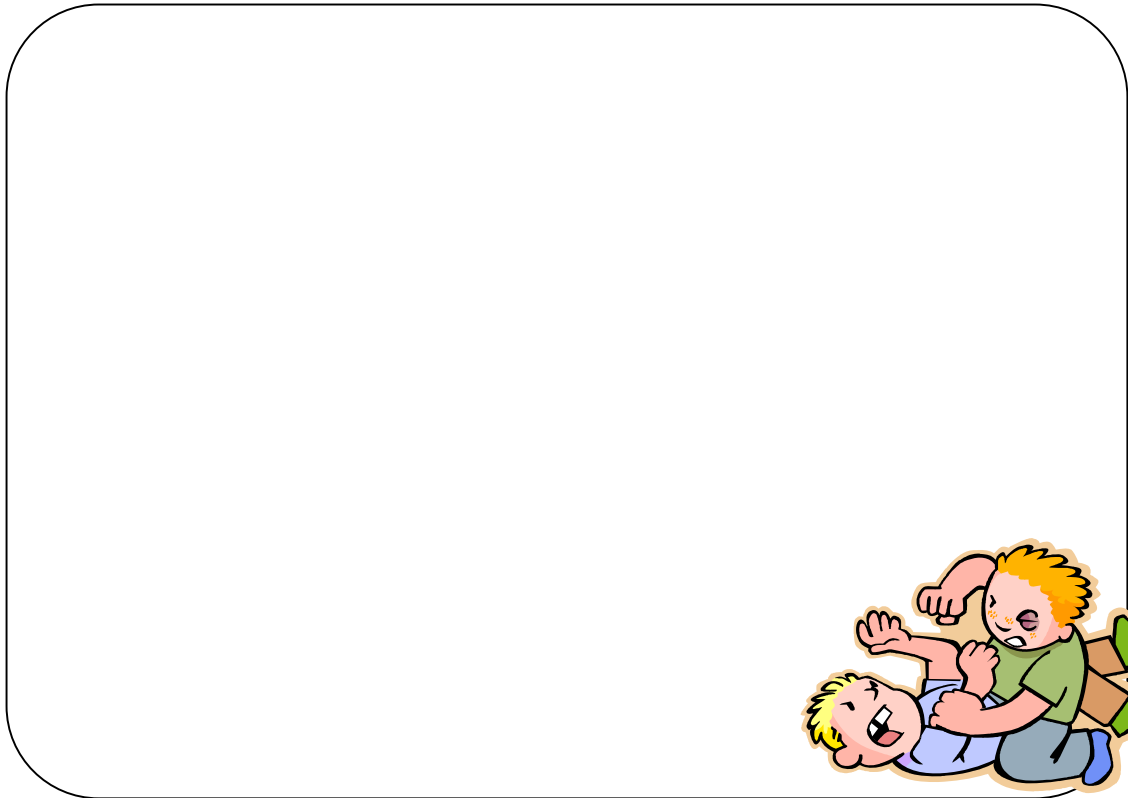
unequal	behaviour	isolate	expelled
aggressive	punishment	emotional damage	reprimanded

1. Bullying is a form of abuse or an _____ attack on another student who is usually weaker and smaller.
2. Tom was _____ from school because he cheated in the exam.
3. One student calls another names, trying to create _____ .
4. Some students decide that they will _____ another student by not talking to him anymore.
5. An _____ student uses threats to get money from others.
6. Harsh _____ is not effective for stopping bullying.
7. The teacher _____ the bully for calling his classmates rude names.
8. The school awards conduct prizes to students with good _____ and discipline.

Learning Activity 3: Reading

A. Pre-reading discussion

In groups, think of some examples of bullying. Share your answers with the class.



B. Reading – What is bullying?

1. Read the article below and answer the questions that follow it.

Bullies: What Is Bullying?

Bully. What does the word make you think of? For some people, it's that girl at school who always makes fun of them. For others, it's the biggest guy in the neighbourhood who's always trying to beat them up or take their things. Sometimes “bully” means a whole group of kids ganging up on someone else. No matter what situation or form it comes in, bullying can make you feel depressed, hurt, and alone. It can keep you from enjoying the activities and places that are part of your life.

Bullying happens everywhere, whether it's your town or Paris, France. It happens all the time, and it's happened since forever. Because it's so common, many adults think bullying is just a normal part of growing up. You've probably heard parents or teachers say things like: “Don't let it get to you” or “You just have to be tougher”.

But why should something that can make a person so miserable have to be part of growing up? The answer is, it doesn't! Each and every one of us has the right to feel safe in our lives and good about ourselves. So IML* put together this guide to give you all the basics of dealing with bullies.

Let's start by looking at the different kinds of bullying:

Physical bullying means:

- Hitting, kicking, or pushing someone...or even just threatening to do it
- Stealing, hiding or ruining someone's things
- Making someone do things he / she doesn't want to do

Verbal bullying means:

- Name-calling
- Teasing
- Insulting

Relationship bullying means:

- Refusing to talk to someone
- Spreading lies or rumours about someone
- Making someone feel left out or rejected

What do all these things have in common? They're examples of ways one person can make another person feel hurt, afraid, or uncomfortable. When these are done to someone more than once, and usually over and over again for a long period of time, that's bullying.

The reason why one kid would want to bully another kid is this: when you make someone feel bad, you gain power over him or her. Power makes people feel like they're better than another person, and then that makes them feel really good about themselves. Power also makes you stand out from the crowd. It's a way to get attention from other kids, and even from adults.

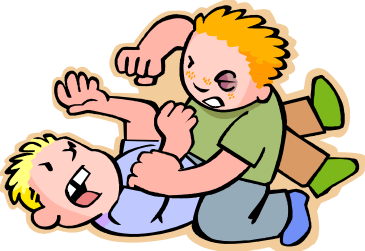
Did You Know...

The word "bully" used to mean the total opposite of what it means now? Five-hundred years ago, it meant *friend*, *family member*, or *sweetheart*. The root of the word comes from the Dutch *boel*, meaning *lover* or *brother*. Big change!

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* IML is the acronym for "It's My Life", the organisation that publishes this article.

2. Answer the questions below based on the article.



i) What are the different kinds of bullying? Give an example for each.

Type of bullying	Example

ii) Give at least three causes of bullying.

iii) What are the effects of bullying?

Learning Activity 4: Brainstorming solutions to bullying

A. Video watching

Watch one of the following clips on ways to tackle bullying:

<http://www.youtube.com/watch?v=UTn-BqdMpsY&feature=related>

<http://www.youtube.com/watch?v=DYXGV6lc8n4>

B. Discussion

1. Bullying can be a serious problem. Can you suggest some ways to deal with bullying in your school?

<ul style="list-style-type: none">• All students should learn to defend themselves.••••

2. Consider this motion:

It is best to deal with bullying by expelling the bully from school.

Individually, write down as many ideas as you can think of FOR and AGAINST the motion.

<u>For</u>	<u>Against</u>
<ul style="list-style-type: none">• to prevent the bully from tormenting more students•••	<ul style="list-style-type: none">• It is better to let bullies stay at school and help them to mend their ways.•••

Learning Activity 5: Role of speakers

In the previous unit or focus, we were introduced to the procedure of debating. We learnt that there are usually three members in each debate team. They divide the arguments among themselves according to their role and the content of their speeches. For example, the captain (as the opening speaker) may focus more on definition and introducing the main arguments while the 2nd speaker may focus more on rebutting the points the opponents made.

Each team would also try to think of what the other team will say and prepare *rebuttals* (questions or counter-arguments that challenge the points made by another team).

You are going to watch the video clip of a debate on the following motion:

It is best to deal with bullying by expelling the bully from school.

Match the following roles with the corresponding speaker after you have finished watching the debate. The first has been done for you as an example.

	SPEAKER	PURPOSE / ROLE OF SPEAKER
C	Captain of the Affirmative	A. suggests an alternative solution other than the motion.
	Captain of the Opposition	B. says the Opposition's proposed alternative solution will not deal with the issue.
	1 st Speaker of the Affirmative	C. sets out the terms of the debate by giving definitions, sets out the problem and suggests that the motion gives a solution.
	1 st Speaker of the Opposition	D. argues that the solution to the problem proposed by the captain of the Affirmative fails to deal with the problem.
	2 nd Speaker of the Affirmative	E. elaborates on the alternative solution proposed by the 1 st speaker of the Opposition.
	2 nd Speaker of the Opposition	F. says that the solution proposed by the captain of the Affirmative does deal with the problem.

Note: The role of speakers above is not a standard formula. It could vary according to the motion, format and actual situation of individual debates.

Learning Activity 6: Noting down the main ideas of a debate

You will watch the video of the debate on bullying again. In pairs, write down the **main ideas** that the speakers make by completing the chart. The first main idea of each speaker has been provided for you.

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Bullying is a major problem and six out of ten students in primary schools have been bullied. • • 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • We accept that the problem of bullying is important. • • •
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • We agree that we cannot expel 24% of primary students. • • • 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • My opponent underestimates the difficulty of proving bullying. • •
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • Bad intentions exist even if we are positive and loving. • • 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Preventive methods are the best way to deal with bullying as suffering is avoided. • •

Learning Activity 7: Revision

In Focuses 1 and 2, you have learnt the key concepts and basic terms of debating. Match the following terms with their definitions on the right.

Some Basic Debate Terms

- | | | |
|--------------------------------------|-----|---|
| 1. Debate | () | a. the person who judges a debate and gives comments at the end |
| 2. Motion | () | b. a counter-argument that challenges the points made by the opponents |
| 3. Rebuttal | () | c. the team which argues for the motion and proves the motion is true |
| 4. Adjudicator | () | d. a structured argument between two teams of speakers, a battle of oral skills which involves reasoning and logic |
| 5. Time keeper | () | e. the team which argues against the motion and proves the motion is false |
| 6. Proposition /
Affirmative team | () | f. a statement that can be agreed or disagreed with |
| 7. Opposition /
Negative team | () | g. the debater who opens a debate, defines the motion, advances arguments and outlines what his / her teammates are going to say |
| 8. Team captain | () | h. the debater who elaborates on the arguments made by the captain and 1 st speaker of his / her team |
| 9. 1 st speaker | () | i. the debater who speaks after the team captain, explains why the opposing teams' ideas are wrong and provides new arguments or elaborations |
| 10. 2 nd speaker | () | j. the person who rings the bell to remind speakers the time left and stops them from going overtime |

Learning Activity 8: Reflection

1. What have I learnt about debating in these two focuses?

2. What is the most challenging part of debating?

3. What can I do to improve my debating skills to participate more fully in this module?

FOCUS 3
Identifying and Using
Underlying Principles

Identifying and Using Underlying Principles

Learning Activity 1: Warm-up

Your teacher will now lead you to do the voice warm-up activity. Below are some tongue twisters for the warm-up:

Black bug bit a big black bear.

Betty Botter bought a bit of bitter butter.

I scream, you scream, we all scream for ice cream!

I saw a saw that could out-saw any other saw I ever saw.

If you wish the wish the witch wishes, I won't wish the wish you wish to wish.

A good cook could cook as much cookies as a good cook who could cook cookies.

Learning Activity 2: Vocabulary

In groups, choose a BINGO card on which vocabulary items related to exams are written. Your teacher will draw a sentence card from a bag and read out a sentence which contains a **synonym*** of one of the words on your BINGO card. Your task is to identify the word from your BINGO card and cross it out. The first team that matches the pattern (one of the below as specified by the teacher) wins the round.

Pattern 1

B	I	N	G	O
×				×
	×		×	
	×		×	
×				×

Pattern 2

B	I	N	G	O
	×	×	×	
	×		×	
	×	×	×	

Pattern 3

B	I	N	G	O
×	×	×	×	×
×				×
×				×
×				×
×	×	×	×	×

* **synonym** – a word with the same or nearly the same meaning as another word

CARD 1

B	I	N	G	O
stop	easy	difficult	funny	quiet
negative	fast	smart	private tutorials	sensible
nice	happy		upset	pain
long	short	stressful	significant	unimportant
big	nervous	positive	stupid	useful

CARD 2

B	I	N	G	O
quiet	negative	pain	long	useful
funny	fast	upset	short	stupid
difficult	smart		stressful	positive
easy	private tutorials	happy	significant	nervous
stop	sensible	nice	unimportant	big

CARD 3

B	I	N	G	O
easy	fast	happy	short	nervous
stop	negative	funny	quiet	sensible
smart	difficult		private tutorials	upset
useful	significant	stressful	big	pain
short	long	unimportant	positive	stupid

Learning Activity 3: Free-writing

In the space below, list some of the exams or tests that you took in the past. In the box below, write down how you felt about them. Try to use some of the words that you have learnt in the BINGO game.

Exams / Tests that I have taken:

I felt:



Learning Activity 4: Brainstorming ideas on the motion

The motion to be debated upon for this lesson is:

Exams should be abolished in schools.

1. Individually, write down as many ideas as you can think of FOR and AGAINST the motion.
2. Get together with three or four other classmates and write your answers in the table below.
3. Exchange your answer sheet with another group's and study the arguments they have made. Your teacher will later put up all the sheets on the board.

<u>For</u>	<u>Against</u>

Learning Activity 5: Underlying principles in arguments

A. Identifying the underlying principles

Every argument is based on an underlying principle. **Underlying principles** are ideas within the arguments that the speakers generally believe.

Here are two examples:

Example 1

Argument	<i>Exams should be abolished because they put <u>too much pressure on students</u>.</i>
Underlying principle	<i>Too much pressure is bad for students.</i>

Example 2

Argument	<i>Exams should not be abolished because we need some way to <u>measure students' abilities</u>.</i>
Underlying principle	<i>Measuring students' abilities and finding out how well they do in school are important and exams are one means of doing so.</i>

B. Forming rebuttals using the underlying principles

If you understand the underlying principle of the argument, you can make use of it to form **rebuttals**. A **rebuttal** is a **counter-argument** used to criticise and attack the points made by the opposing team.

Using the two examples above, we may convert underlying principles to rebuttals / counter-arguments in the following way

<i><u>1st Example</u></i>	
Affirmative argument	: Exams should be abolished because they put <u>too much pressure on students</u> .
	↓
Underlying principle	: <u>Too much pressure is bad for students</u> .
	↓
Counter-argument	: Studies show that <u>pressure is good for learning</u> .

2nd Example

Opposition argument : Exams should not be abolished because we need some ways to measure students' abilities.



Underlying principle : Measuring students' abilities and finding out how well they do in school are important and exams are one means of doing so.



Counter-argument : Exams are not an effective means to measure students' abilities.

Practice:

Opposition argument : Exams should not be abolished because they let teachers know whether students understand the topics taught in class.



Underlying principle :



Counter-argument :

Learning Activity 6: Constructing counter-arguments

Your teacher will divide the class into two sides – the Affirmative and the Opposition.

Look at the arguments collected in Learning Activity 4. With a partner, **think of at least three strong arguments** to agree (if you are the Affirmative) or disagree (if you are the Opposition) with the motion “*Exams should be abolished in schools*”. Write them below:

A large, empty rectangular box with a thin black border, intended for students to write their arguments. It occupies the central portion of the page below the instructions.

In this activity, you need to think of counter-arguments to rebut the points raised by your opponents:

1. Fill in **Table A** if you are **the Affirmative** and **Table B** if you are **the Opposition**.
2. Write down the arguments proposed by the opposing side in the left column.
3. With a partner, think of some counter-arguments and put them in the right column. Two examples have been provided for you.

Exams should be abolished in schools.

A	Opposition team's main argument	Affirmative team's counter-argument
e.g.	Exams should not be abolished because we need some ways to measure students' abilities.	Exams are not an effective means to measure students' abilities.

B	Affirmative team's main argument	Opposition team's counter-argument
e.g.	Exams should be abolished because they put too much pressure on students.	Studies show that pressure can motivate students to learn.

Learning Activity 7: Mini-debate

One pair of students from the Affirmative side and another pair from the Opposition side will join to form a group of four. The group will then have a discussion or an informal debate on the following motion:

Exams should be abolished in schools.

You will have 15 minutes to discuss. Make sure you take notes during the discussion. These notes will be useful for your writing assignment later on.

Learning Activity 8: Writing an effective paragraph

A. Components of an effective paragraph

An effective paragraph is usually made up of the following:

1. Topic sentence:

- presents the central idea of the paragraph
- provides a focus and a framework for understanding the rest of the paragraph
- is normally placed at the beginning of the paragraph

2. Supporting details:

- illustrate and substantiate the central idea / argument stated in the topic sentence
- often include concrete facts or specific cases and examples
- provide reasons to explain and elaborate the main ideas

3. Concluding sentence:

- gives the paragraph a sense of order and completeness
- often restates the central idea of the paragraph

Consider the following paragraph as an example:

(1) Thailand is a nice place to take a vacation. (2) It is always sunny and warm. The beaches are beautiful with soft white sand and clear blue water. There are many good restaurants in Thailand, and most of the big hotels offer terrific entertainments. (3) This is why it is one of the most popular tourist destinations in the world.

B. Practice

PRACTICE 1 – Identifying topic sentences

What is a **topic sentence**? A topic sentence is a **sentence (usually the opening sentence) that sets out the central idea of the paragraph.**

In each of the paragraphs below, which is the topic sentence? Identify and underline it.

1. The students in the class come from many different parts of the world. Some are from European countries such as Germany, Spain and Portugal. Others are from Middle Eastern countries, like Dubai and Iran. A few are from South America like Mexico, Brazil and Argentina. The largest numbers are from Asian countries, such as China and India.
2. There are many reasons why millions of British move every year. Some move to find better jobs or to advance their careers. Others want to experience something new. Still others want to move to a place with less crime. Finally, many people want to move to a place with a lower cost of living.
3. Video games are very popular among secondary school students in Hong Kong. Quite a number of secondary schools have at least one video game centre nearby. After school, a fair number of students like to entertain themselves by visiting these centres. Some are even quite addicted and stay there all evening.

PRACTICE 2 – Writing topic sentences

Decide what each of the following paragraphs is about. Then write a topic sentence for each paragraph in the space provided. Make sure your topic sentence is general enough. An example is given below:

Parents are role models of children. Children learn how to behave and relate to people from them. In fact, research studies have proved that whether children can successfully develop positive values such as honesty, justice, responsibility and respect for others depends on the mode of parenting.

Suggested answer: *Parents play an important role in children's personal development.*

1. In a study carried out in Britain in 2002, most sixth-form students said they were “very stressed” about exams. Here in Hong Kong, the situation is even worse. Ten percent of students have emotional problems because of the stress of exams.

2. Education researchers have ways of measuring the effectiveness of a test. They have found that good tests are capable of measuring students' achievements in all subjects. Good tests exist, although the school systems may not always use them correctly.

3. In the western world, people do not learn well through memorisation, but Chinese do. This has been proven in scientific studies. If the Chinese way of thinking is different from that of their Western counterparts, they need to have a different system of assessment.

PRACTICE 3 – Providing supporting details

For each **topic sentence** below, add two or three sentences to make a paragraph.

1. Many students in Hong Kong are stressed because of exams and tests.

2. Tutorial centres in Hong Kong only focus on helping students to cope with exams.

3. The library is the best place to study for exams and tests.

Learning Activity 9: Portfolio Assignment 2

Using the ideas collected from the discussion or mini-debate in Learning Activities 4 – 7, work individually and write **two to three paragraphs** to argue either FOR or AGAINST the motion “*Exams should be abolished in schools*”. Remember to use clear topic and concluding sentences and include relevant supporting details.

Submit your work to the teacher for feedback. Remember to fill in the “Assignment Checklist” (page S138) and complete the “Reflection Log – Portfolio Assignment 2” (page S140) after your teacher has returned your work.

FOCUS 4
Language of Persuasion

Language of Persuasion

Learning Activity 1: Warm-up

Your teacher will now lead you to do the voice warm-up activity. Below are some tongue twisters for the warm-up:

An ape hates grape cakes.

A big bug bit the little beetle but the little beetle bit the big bug back.

If you notice this notice, you will notice that this notice is not worth noticing.

A sailor went to the sea to see what he could see and all he could see was the sea.

Tie a knot, tie a knot. Tie a tight, tight knot. Tie a knot in the shape of a nought.

Learning Activity 2: Group discussion

Get into groups of four. Below are websites that contain cigarette advertisements. Look at them and discuss the messages they are trying to communicate about smoking.

1. Is it promoting smoking?
2. What adjectives or words can you think of when you look at each advertisement? The first two have been done for you as examples.

	Created by	Websites	Promoting smoking? (yes / no)	Adjectives
1.	Winston	http://www.tobaccofreekids.org/adgallery/display.php3?ID=275	yes	cool sexy
2.	Virginia Slims	http://www.tobaccofreekids.org/adgallery/display.php3?ID=288	yes	relaxed beautiful
3.	Marlboro	http://www.tobaccofreekids.org/adgallery/display.php3?ID=21		
4.	The National Health Service (UK)	http://www.femalefirst.co.uk/health/Smoking-820.html		
5.	Khaleej Times	http://www.holgerappel.com/archives/2008/01/entry_556.html		
6.	Camel	http://www.tobaccofreekids.org/adgallery/display.php3?ID=72		
7.	Lucky Strike	http://smokershack.wordpress.com/category/ad		
8.	Vikas Naik	http://www.holgerappel.com/archives/2008/01/entry_554.html		

Learning Activity 3: Language of appeal

Persuasion is an art. It takes practice and skill. To be a successful persuasive speaker or writer, you need to consider the argument from the **point of view of the audience** (i.e. the reader or listener).

From the advertisements in Learning Activity 2, you may realise the objective of an advertisement is to **persuade** people to buy a product or to **convince** people to believe in an idea. A debater’s speech is similar to an advertisement, because your objective is to persuade your listeners (particularly the adjudicators) that your ideas are better than your opponents’.

A speaker may try to convince his / her audience through the following ways:

1. **Emotional appeal** – using highly emotive words, images, colours to produce an affective response or arouse the audience’s feelings
2. **Personal appeal** – speaking with special knowledge or first-hand experience to make a point more valid and believable
3. **Logical appeal** – reasoning in a clear and consistent manner, preferably with reference to some scientific facts or figures and real-life examples.

We will mainly work on emotional and personal appeal in this focus and leave logical appeal to Focus 5.

The degree of persuasiveness and strength of an argument may vary depending on the appeal you use. Read the following statements and decide on their degree of persuasiveness (weak / average / strong). Justify your answer.

Statement	Degree of persuasiveness	Explanation
Smoking causes cancer.		
Smoking is bad. Don’t smoke.		
Smoking will kill you! Each cigarette shortens your life by 11 minutes.		
Smoking will cause your lungs to rot and lead to early death.		
Smoking causes bad breath and yellow teeth.		

A. Emotional appeal

An effective speech often evokes strong feelings. The language of emotional appeal is the language that arouses our senses (i.e. sight, hearing, smell, touch and taste). Let us consider how the language of emotional appeal can be used to discuss the harmful effects of smoking.

1. Fill in the blanks in the right column with adjectives of feelings that describe the different aspects of smoking.

Aspect of smoking	Emotional words	
The smell of cigarette smoke	e.g. terrible • _____	e.g. unpleasant • _____
The look of yellow fingers	e.g. disgusting • _____	• _____ • _____
The appearance of a person with throat cancer	e.g. pale • _____	e.g. unsettling • _____
The taste of food when someone has been smoking nearby	e.g. awful • _____	• _____ • _____
The feeling of not being able to breathe	e.g. suffocating • _____	e.g. sickening • _____

2. Watch one of the video clips below, and identify the emotional language and images which appeal to your five senses:

<http://www.youtube.com/watch?v=iLtvqbdiPrY&feature=related>

<http://www.youtube.com/watch?v=0hySFt8O11A&feature=related>

B. Personal appeal

Speaking on a subject as an insider with first-hand experience often makes our arguments or points more convincing.

Who knows most about the harm of smoking? Watch the following video, discuss whether you would believe the speaker and explain why or why not:

<http://www.youtube.com/watch?v=pTTY2vTsGho>

Complete the middle column by identifying how the people listed in the left column can be considered special authority. Then complete the right column with words that describe these people. The first one has been done as an example.

Person	Kind of special authority	Words to describe the person
Someone who has lung cancer from smoking	• knows what the disease is like, and so is keen to tell others not to follow in his / her footsteps	experienced, knowing
A doctor who has treated patients who died from smoking		

Person	Kind of special authority	Words to describe the person
A scientist who has done experiments on the effects of smoking		
The husband or wife of a person with lung cancer or heart disease caused by smoking		

Learning Activity 4: Reading

A. Vocabulary

Guess the meanings of the following words (which are highlighted in the speech in Part B) from the context and fill in the letters in the correct brackets. Try not to consult a dictionary.

1. **relaxation** () A. a substance that through chemical action, usually kills, injures or weakens an organism
2. **persuade** () B. relating to or exhibiting the methods or principles of science
3. **chemotherapy** () C. the ceremony held for a dead person usually before burial
4. **poison** () D. the chance something is going to happen
5. **incredible** () E. a method of reasoning
6. **funeral** () F. amazing or hard to believe
7. **scientific** () G. to make somebody do or believe something by talking to or reasoning with him / her
8. **probability** () H. firm or fixed intention to achieve a desired end
9. **logic** () I. the use of chemical agents in the treatment or control of diseases such as cancer
10. **determination** () J. the state of being at ease and stress free

B. Identifying persuasive devices

You will now read a speech about the bad effects of smoking. Identify the different forms of appeal (e.g. emotional, personal) the speaker uses to make the speech persuasive and briefly describe the features of the forms of appeal. An example has been done for you.

[It is school assembly. A man of about 40 steps forward to make a speech.]

My young friends, I want to talk to you today about smoking. Most of you don't smoke. I know that, but I still need to speak to all of you. Some of you may decide to take up smoking later. I hope not and I hope you will **persuade** your friends not to smoke. They may listen to you even when they don't listen to older people like me. I care about you, the younger people, and I don't want to see any of you suffer the bad effects of smoking.

Why should you listen to me? Well, when I was your age, I was a smoker. My friends smoked, so I also smoked. I liked the way smokers shared their cigarettes. It was friendly. And I found a sort of quiet and **relaxation** when I lit a cigarette at the end of a hard day at school. My parents tried hard to **persuade** me not to smoke, but I didn't listen to them, because they smoked more than I did. Then something happened that changed everything for me.

Personal appeal (citing his own experience as example and frequent use of "I" and "me")

My mother had a cough all the time. It was the kind they call a "smoker's cough". It got worse over time, but that seemed normal. Then she had difficulty breathing and started to cough up blood. She didn't want my father and me to see that. She also didn't want to go to the doctor. Finally, my father and I **persuaded** her to go. She had some tests, and it was a long wait. Both of us went to the doctor's office with her when the results came back. The chest radiograph showed a big discoloured and rotten area in the left lung. She had lung cancer, and it was far advanced. The doctor thought she had a chance with **chemotherapy**. Do you know what **chemotherapy** is? They put **poison** into a person's body, trying to kill the cancer. A lucky person just becomes very ill, loses all her hair, and suffers **incredible** pain. An unlucky person goes through all these things, and then dies. My mother lived for another year. Before she died, she begged me to quit smoking. I quit.

At my mother's **funeral**, I made a decision: quitting smoking is not enough. I would try to see that other young people like me do not begin. And that is why I am here, talking to you.

My friends, you know that the **scientific** proof is there. Cigarette smoke damages your lungs, from the first day, from the first cigarette. That damage increases the **probability** of cancer over time. Some smokers get lung cancer. Some of them get heart disease, or other diseases that come from smoking. There are few lucky smokers who never get any of these things. If you smoke, you are 20 times more

likely to get lung cancer. If you smoke, you are twice as likely to die before the age of 65. If you smoke, your life will almost certainly be shorter. The **logic** is easy. The **determination** to quit is hard.

I know it's hard as I have lived through all this, but you mustn't put your life at risk! You should break this habit for your own good. Quit smoking. Say no to cigarettes. Don't hesitate and start from today!

C. Comprehension

Answer the questions below with information from the speech in Part B.

1. What is the purpose of the speech?

2. Who is the speaker trying to persuade not to smoke?

3. How and why did the speaker decide to stop smoking?

4. What are some of the statistics that the speaker provides on the health hazards of smoking?

5. How do you find the ending of the speech (the last 3 lines)? Is it effective? Why / why not?

Learning Activity 5: Buying and selling game

Bring to class an object that you do not need anymore (e.g. used stationery items, a clock that no longer works, an old T-shirt).

Get into groups of four. Each group chooses an object among those group members brought to class and discuss how to persuade other classmates to buy it.

Each group should give a three-minute presentation. After the presentations, students will vote for the object they would like to buy (but they cannot choose the one from their own group). The group that gets the highest number of votes wins the game.



Group number	Object	Number of votes

You may have noticed that you used persuasive devices such as emotional and personal appeal as you were promoting your object to the class in the game.

What words / phrases / sentences did you use to persuade other groups to buy your item? Make a list below and share it with the rest of the class.

Expressions and sentences using personal and emotional appeal

Learning Activity 6: Creating an advertisement

In groups, create a **poster advertisement to discourage smoking**. You may also want to include pictures and slogans in your advertisement.

Each group should give a three to four-minute presentation on their advertisement to the rest of the class.

You may wish to talk about:

- the message you want your poster to deliver
- your target audience (if applicable)
- the design of the poster
- the persuasive devices used

Use the space on the next page to write down your group's ideas.



Learning Activity 7: Portfolio Assignment 3

Write a **speech** of about **150 – 200 words** either to your parent or a friend to persuade him / her to stop smoking. Remember to use some of the persuasive devices you have learnt. Give strong reasons and vivid descriptions to enhance the emotional and personal appeal.

Paragraph 1 – Introduction: state your purpose and position

Paragraph 2 – Body: present arguments

Paragraph 3 – Conclusion: restate your position and main arguments and call for action

Remember to fill in the “Assignment Checklist” (page S138) and complete the “Reflection Log – Portfolio Assignment 3” (page S141) after your teacher has returned your work.

PORTFOLIO ASSIGNMENT 3

Speech against Smoking

Name : _____

Date : _____

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

FOCUS 5
Supporting Arguments
(Logical Appeal)

Supporting Arguments (Logical Appeal)

Learning Activity 1: Warm-up

In pairs, each student will take turns to pronounce a word from each set of words in the list below while the other student listens and identifies the word pronounced.

After practising with your partner, listen carefully to your teacher as he / she reads out one word from each set of words below. Underline the words you hear.

/f/, /v/ and /w/ in the initial position

- | | | | | | |
|------------|--------|-------|------------|--------|-------|
| (1) fail | veil | wail | (2) fairy | vary | wary |
| (3) fault | vault | walt | (4) fear | veer | we're |
| (5) feared | veered | weird | (6) feel | veal | we'll |
| (7) feign | vain | wane | (8) file | vile | wile |
| (9) fine | vine | wine | (10) first | versed | worst |

/p/ and /b/ in the final position

- | | | | |
|----------|------|----------|------|
| (1) rope | robe | (2) cap | cab |
| (3) lap | lab | (4) flap | flab |
| (5) tap | tab | (6) rip | rib |
| (7) cop | cob | (8) lop | lob |
| (9) mop | mob | (10) pup | pub |

Learning Activity 2: Types of evidence

In the previous focus, we explored how we could make use of strategies related to emotional and personal appeal in persuasive speaking or debate. In this focus, we will consider the use of **logical appeal**. An argument has logical appeal when it is supported by evidence and facts.

There are four kinds of evidence that are commonly used:

1. Anecdotes	– evidence based on experience
2. Common knowledge	– evidence based on beliefs commonly held by the general public
3. Statistical data	– evidence that involves figures from research or formal studies
4. Quotations from experts	– evidence based on judgements of experts in specific fields

PRACTICE 1 – Below are examples of different types of evidence. Identify which type of evidence each example belongs to and fill in the blanks.

Anecdotes

Common knowledge

Statistical data

Quotations from experts

Example 1: _____

A study conducted by Cancer Society has found that smokers have a 70% excess risk of dying from all causes of death compared to non-smokers. A person who smokes more than ten cigarettes a day is 60% more likely to die.

Example 2: _____

“Many old people have the misconception that quitting smoking will shorten one’s life as they see their friends soon die after quitting smoking, but the truth is that they were already quite ill,” said Doctor John Chan from Hong Kong Hospital.

Example 3: _____

Many smokers start at a very young age. For example, Susan started smoking when she was just 13 years old. She tried to quit many times but failed. She quit when her first child was born with respiratory problems, due to her nicotine addiction.

Example 4: _____

Smoking is an addiction that can cause a number of health complications, such as heart disease, stroke, respiratory disease and premature deaths in babies.

PRACTICE 2 – Read the speech below and write down the kind of evidence the speaker uses in the bubbles.

SMOKING SHOULD BE BANNED IN PUBLIC PLACES

1. As we all know, smoking is one of the leading causes of cancer, heart disease and other serious health problems. Smoking also causes bad breath, yellow teeth and yellow fingers, and these faults embarrass smokers. But what about the effects of second-hand smoke? Well, researchers have found that smoke can be just as deadly to people who breathe in the polluted air as it is to the smokers themselves. For example, my aunt's husband smoked for many years. My aunt developed lung cancer, and we were very sad. Non-smokers who spend time around smokers can develop lung cancer. Second-hand smoking may also be a cause of miscarriages in pregnant women and slow brain development in children. Every year, the number of deaths resulting from smoking has increased by 3%. For this reason, we believe that smoking should be banned in public places.

2.

3.

4.

Learning Activity 3: Evaluating evidence

In pairs, **discuss the advantages and disadvantages of each type of evidence** you learnt in Learning Activity 2. The first point has been provided for you.

Type of evidence	Advantage(s)	Disadvantage(s)
Anecdotes	e.g. Stories can attract the audience's attention.	e.g. Stories may not be reliable.
Common knowledge		
Statistical data		
Quotations from experts		

Learning Activity 4: Arranging supporting details and evidence

Now that you know your arguments can be supported by a variety of evidence, it is time to learn how to make appropriate use of different types of evidence and supporting details to form a coherent argument. Consider the argument below FOR the motion “*Smoking should be banned in public places*”:

Main argument (topic sentence): Smoking is the biggest cause of cancer.

Elaboration and evidence:

- A cigarette contains a lot of toxic chemicals such as Nicotine.
- Many of these chemicals are not written on the cigarette box and so are unknown to people.
- Research has shown that these chemicals cause cancer even in small amounts.

Restatement of argument: Thus, not only smokers, but also those who breathe in the smoke second-hand, can die of cancer.

PRACTICE – Arrange the following supporting sentences in a logical sequence.

Main argument (topic sentence): Smoking pollutes the air and quite often dirties the environment.

Elaboration and evidence:

- Cigarettes contain over 4000 chemicals which are exhaled and released into the air and the atmosphere.
- To make matters worse, millions of cigarette butts are discarded onto the ground every day.
- Besides causing air pollution, it takes a lot of trees to produce and package cigarettes.
- They end up in the rivers and lakes where fish and animals eat them by mistake and often die as a result.

Restatement of the argument: Smoking is harmful to the environment.

Learning Activity 5: Application

Get into groups of six. **This will also be your group for the next focus, i.e. Focus 6.**

Look at your past speeches on the motions below:

Everybody under 18 should be subject to an 8:00 pm curfew; and

Exams should be abolished in schools.

Study your speeches on either one of the above motions and think about what kinds of evidence you should use to strengthen your argument. All members of the group should focus on the same motion. Try to come up with different kinds of evidence relevant to your topic and stance and complete the note sheet below:

EXAMPLE

MOTION: Everyone under 18 should be subject to an 8:00 pm curfew

POSITION: FOR the motion

Kinds of evidence:

- statistics of underage pregnancy, drinking, drug abuse and crimes
- research on beneficial effects of curfew in other cities / countries
- survey findings reflecting how much parents welcome the curfew

MOTION: _____

FOR the motion

Kinds of evidence:

-
-
-

AGAINST the motion

Kinds of evidence:

-
-
-

FOCUS 6

Researching

Researching

Learning Activity 1: Warm-up

In pairs, each student will take turns to pronounce a word from each set of words in the list below while the other student listens and identifies the word pronounced.

After practising with your partner, listen carefully to your teacher as he / she reads out one word from each set of words below. Underline the word you hear.

/t/ and /d/ in the final position

- | | | | |
|-----------|---------|------------|-------|
| (1) spite | spied | (2) at | add |
| (3) bat | bad | (4) cat | cad |
| (5) neat | need | (6) fat | fad |
| (7) brat | Brad | (8) bright | bride |
| (9) plant | planned | (10) lout | loud |

/s/ and /z/ in the initial position

- | | | | |
|---------|-----|----------|------|
| (1) sue | zoo | (2) seal | zeal |
| (3) sip | zip | (4) sewn | zone |

/s/ and /z/ in the final position

- | | | | |
|-----------|-------|------------|-------|
| (1) place | plays | (2) course | cause |
| (3) hiss | his | (4) lice | lies |

Learning Activity 2: Identifying facts and opinions

What is a fact?

A fact is something which you can prove. For example, Ocean Park is in Aberdeen.

What is an opinion?

An opinion is your view or someone else's view. For example, fish balls are delicious.

PRACTICE 1 – Individually, look at the sentences below and write beside each sentence **F** (for facts) or **O** (for opinions).

1. The sun sets in the west. _____
2. Hong Kong is a great city. _____
3. Teachers are patient people. _____
4. Dolphins and porpoises are members of the whale family. _____
5. Giraffes are tall animals. _____
6. Raisins are made from grapes. _____
7. Winter is a fun season. _____
8. Antarctica is covered by ice. _____
9. The Earth has five oceans. _____
10. Causeway Bay is famous for shopping. _____

PRACTICE 2 – In pairs, write three facts and three opinions about your school in the spaces below.

FACTS

1. _____
2. _____
3. _____

OPINIONS

1. _____
2. _____
3. _____

Learning Activity 3: Facts and opinions in arguments

You will watch a video of a debate speech supporting the motion “*Exams should be abolished in schools*”. After watching, read the transcript of the video on the next page. Underline three facts and three opinion statements.



Exams Do Not Effectively Test Student Learning

Ladies and gentlemen, I would like to talk to you today about exams. I mean the large-scale formal exams such as the HKDSE, HKCEE and A-Level exams, the ones organised at territory-wide level. The exam system we have follows the British system, which has been reformed many times. At one time, a big exam at the age of eleven determined a child's whole future, whether he or she would be a doctor or a factory worker. Mercifully, that exam is gone, but in this speech, I will argue that the problem is not with any specific exam. The problem is that exams, besides being stressful, are ineffective in assessing student learning.

What is learning? Learning is a wide range of things. We start to learn from the day we are born. We learn to walk and talk. We learn to be kind to animals. In later life, we may learn to play a musical instrument. None of these things can be tested with pen and paper.

What is an exam? There are practical exams, of course, like cooking exams and driving exams, but in most cases large-scale exams have to be easy to standardise, and inexpensive. In almost all cases, that means pen and paper.

Pen and paper exams do test certain things effectively – knowledge of facts, for instance. What is the capital of India? Give the value of pi to ten decimal places. These are the questions best suited to exams. Of course exams can do more than this, but they can't do everything.

Different subjects are more or less easy to test. In Britain, the increased use of standardised testing has resulted in extra time for English and science at the expense of art. That is to say, because art and music are not so easy to test, less time goes into teaching them in the schools. Is this a good way to plan an education? To say that real education is testable education is, as they say, to put the cart before the horse.

The increased emphasis on testing also means that students are tested on their ability to take tests. Students take a lot of practice tests today, practising the process of testing itself more than reviewing the subject matter.

If we imagine how we want a student to turn out at the end of secondary education, it is easy to think what we want: a moral person, a socially responsible person, full of creativity and life. When we look at the testing that students are subjected to in school, we see a very different picture. Exams test learning only very subjectively, and leave out all the most important parts.

The speech is adapted from *The Case against Testing: Research Evidence* by the National Union of Teachers (NUT), 2003. <<http://www.teachers.org.uk/resources/pdf/Tests-campaign-Evidence-2.pdf>>

Learning Activity 4: Selecting supporting evidence

A really strong persuasive argument requires that you support it with **facts, not opinions**. For example,

It is important to get into the habit of reading.



Research shows that children who read a lot are better writers.

PRACTICE – Choose the option that best supports the statement.

1. Smoking is bad for you.

- a. Smoking is the number one cause of lung cancer.
- b. Smokers also often drink, and drinking is bad for you.
- c. My uncle smokes, and sometimes he gets ill.

2. Smoking should be banned in public places.

- a. Smokers are people who say rude things, so they shouldn't be in public places.
- b. Passive smoking is a cause of lung cancer in non-smokers, according to medical studies in the UK and Australia.
- c. We do not want visitors to see that there are smokers in our city.

3. Warnings should be put on all cigarette boxes.

- a. Pictures and words may slow cigarette sales.
- b. The World Health Organisation advised governments to ban tobacco advertising to prevent young people from taking up smoking.
- c. People will turn to buy chocolate, which does not have a warning.

4. Fewer people smoke in Hong Kong than 20 years ago.

- a. We see fewer people smoking on the street.
- b. Fewer people have yellow teeth.
- c. Surveys show a smaller number of smokers today.

Learning Activity 5: Doing research



In Learning Activity 5 of Focus 5, you decided on the types of evidence you need to find. For example, you may need some statistics (facts and figures) or opinions as examples to support your position and arguments. In this activity, you will look for relevant information on the Internet.

1. **Go back to your answers to Learning Activity 5 of Focus 5.**
2. **Find at least two websites** with information relevant to your motion, based on the types of evidence that you want to focus on. You may select other kinds of evidence apart from those you put down in Learning Activity 5 of Focus 5.
3. **Make notes** while you are conducting your web search.
4. Complete the note sheet that you will be given.
5. Compare your work with the other group members' (same grouping as in Focus 5).

EXAMPLES

MOTION: Everyone under 18 should be subject to an 8:00 pm curfew

1. **WEBSITE:** <http://www.wikipedia.org>

Evidence to search for	Information found
Research on effects of curfew in another city / country	In the UK, zones have been created under the 2003 Anti-Social Behaviour Act. The police are allowed to hold and escort home unaccompanied children under 16 after 9 pm, whether they are badly behaved or not.

2. **WEBSITE:** <http://news.bbc.co.uk/1/hi/england/wear/5405822.stm>

Evidence to search for	Information found
Statistics of underage pregnancy, drinking, drug abuse and crime	In Durham, UK, complaints averaged 20 per month before curfew was introduced. This number halved during the time the curfew order was in place.

3. **WEBSITE:** http://news.bbc.co.uk/2/hi/uk_news/england/london/4700581.stm

Evidence to search for	Information found
Opinions on a curfew held by different professionals	<p>Dominic Grieve, a lawyer in the UK, said it was questionable whether police should have the power to arrest young people who had not committed a crime.</p> <p>“It is time to stop targeting and demonising young people as the cause of the problem and include them properly as citizens and members of their communities.” – Kathy Evans of The Children's Society</p>

NOTE SHEET*

MOTION: _____

POSITION: FOR / AGAINST

1. WEBSITE: _____

Evidence to search for	Information found

2. WEBSITE: _____

Evidence to search for	Information found

* Use additional sheets if necessary

Learning Activity 6: Citing sources in speeches

In a persuasive speech, you may want to cite a study you have read. To do so, you might include the following:

1. name(s) of researcher(s) / source (e.g. website, journal, magazine, newspaper)
2. year (usually the year of publication of the research)
3. research topic / area
4. the research findings (usually paraphrased)

Some useful expressions for citing sources:

- According to **a study / survey** conducted by ... (name of the researcher / organisation) ... in ... (year) ..., ...

Example:

According to a survey conducted by Kathy Evans of The Children's Society in 2005, most teenagers under 16 think curfew breaches their human rights.

- According to ... **a website / an article / a report** ... about / on ... (topic) ..., ...

Example:

According to a Wikipedia article about curfew, the United Kingdom has specified certain zones to have curfews and that all children under 16 years old unaccompanied by adults will be escorted by the police to their homes.

- **The study / survey** conducted by ... (name of researcher / organisation) on ... (topic) ... **shows / reveals** that ...

Example:

A survey conducted by Kathy Evans of The Children's Society on the Anti-social Behaviour Act shows that most teenagers under 16 think curfew breaches their human rights.

- In a study of ... (topic) ..., ... (name of researcher) ... **found / discovered / proved** that ...

Example:

In a study on Einstein and other world-famous geniuses in various fields, Howard Gardner found that they were all born into families that valued learning and achievement with at least one loving adult who especially encouraged their ability.

PRACTICE – Cite the sources and present the findings / information provided in the table below using expressions you have learnt. An example has been done for you.

	Source	Topic	Findings
e.g.	Dr. Ronald Dahl	Sleeping habit of adolescents	Adolescents need more sleep than adults for good physical and mental growth and they need at least 9 hours of sleep per night.
1	A team of German scientists	Genetics of animal tameness	Breeding strategies can be designed to pass specific genes from one generation to the next as a way to domesticate wild animals.
2	Professor Janet Chan of the University of New South Wales	Capital punishment	Capital punishment may not be an effective deterrent to serious crimes like murder.

e.g. A study conducted by Dr. Ronald Dahl on the sleeping habit of adolescents shows that they need more sleep than adults for good physical and mental growth and that they need at least 9 hours of sleep per night.

1. _____

2. _____

Learning Activity 7: Portfolio Assignment 4

Refer to the debate topic you chose to research in Learning Activity 5 of Focus 5. **Enrich your speech with the new evidence you have found.** Re-write your speech in the space provided.

Remember to cite the sources using the language patterns you have learnt in this focus and express the findings in your own words as far as possible. Fill in the “Assignment Checklist” (page S138) and complete the “Reflection Log – Portfolio Assignment 4” (page S142) after your teacher has returned your work.

FOCUS 7
Speech Writing

Speech Writing

Learning Activity 1: Warm-up

In pairs, each student will take turns to pronounce a word from each set of words in the list below while the other student listens and identifies the word pronounced.

After practising with your partner, listen carefully to your teacher as he / she reads out one word from each set of words below. Underline the word you hear.

/f/ and /v/ in the final position

- | | | | |
|------------|---------|-----------|--------|
| (1) safe | save | (2) life | live |
| (3) leaf | leave | (4) thief | thieve |
| (5) relief | relieve | (6) grief | grieve |
| (7) calf | calve | (8) half | halve |

/n/ and /l/ in the initial position

- | | | | |
|-----------|------|---------|-----|
| (1) knock | lock | (2) net | let |
| (3) nip | lip | (4) no | low |

/n/ and /l/ in the medial position

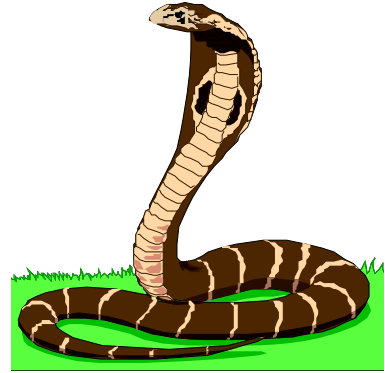
- | | | | |
|-------------|---------|-------------|---------|
| (1) minute | millet | (2) coining | coiling |
| (3) winning | willing | | |

/n/ and /l/ in the final position

- | | | | |
|----------|------|----------|------|
| (1) sane | sail | (2) mine | mile |
| (3) moan | mole | | |

Learning Activity 2: Introduction to the topic

Look at the animals below and choose one you would like to keep as a pet. Discuss with a partner, explaining your choice.



I will choose the _____ as a pet because _____

Learning Activity 3: Reading

Read the article below about domesticated animals.

Many people like to keep pets such as dogs and cats. But some may like to keep or raise tigers, snakes, lizards or tropical birds. Cats and dogs are what we call **domesticated animals**¹. Domesticated animals are animals that have been selectively bred to live with humans. For example, dogs were once wild animals but over many, many years, humans have taken some dogs away from the wild and into homes. People feed them and provide shelter for them.

On the other hand, wild animals find their own food and they are adapted to living in the wild. For example, an elephant will know where to find water during the dry seasons. Tigers, monkeys and snakes are also wild animals. However, some people think that they can domesticate wild animals and even try to **bottle-raise**² them, because they think these animals are beautiful, different and **exotic**³. Oftentimes an individual wild animal may be tame and appear to be friendly towards humans, but these are exceptional cases of an entire population which still live by their **predatory**⁴ instincts in the wild.

The opposite can also happen. If we take domesticated animals such as dogs and cats and allow them to live and breed by themselves, they can become wild. These animals are now called feral animals.

Glossary:

1. **domesticated animals** – animals that live with people as pets or work for them on a farm
2. **bottle-raise** – to *bottle-raise* an animal is to bring it up by feeding it with milk from a bottle
3. **exotic** – unusual, rare and special
4. **predatory** – living by killing other animals for food

In pairs, answer the following questions in your own words. Then share your answers with the rest of the class.

1. What is the difference between wild animals and domesticated animals?

2. Name some wild animals mentioned in the article.

3. What is meant by feral animals?

4. Do you think people should have the right to keep wild animals as pets?

Learning Activity 4: Video watching

Watch a video clip on exotic pets. You may either type in “Exotic animals – Why They Shouldn’t Be Kept as Pets?” in the YouTube search engine to locate the video or access it through the following weblink:

http://www.youtube.com/watch?v=AQ8Q3K_h8vI

Write down **at least three arguments against** keeping wild animals as pets, based on the video you have watched.

Why we should NOT keep wild animals as pets
1.
2.
3.

Can you think of other arguments not covered in the video? Discuss your answers in groups.

Additional arguments

Learning Activity 5: The problem-solution structure

Work in pairs. Your teacher will assign pairs to be the Affirmative and the Opposition.

The motion is:

It should be illegal to tame wild animals as pets.

A. Defining terms

The first step is to define the terms in the motion. With the help of a dictionary or an Internet search, define the terms below:

1. **To tame...**

2. **Wild animals**

3. **Pets**

B. Identifying the problem(s)

When preparing for a debate, it is important to consider the arguments from both sides. In pairs, fill in the graphic organisers.

- 1. Brainstorm the problems caused by not having laws against keeping wild animals as pets which the Affirmative may put forward.
- 2. Then try to come up with alternative solutions to these problems.

AFFIRMATIVE
One way of approaching the motion is to identify the problem(s) it implies.

PROBLEM(S) WITH THE CURRENT SITUATION	SOLUTION PROPOSED
<input type="text"/>	<i>It should be illegal to tame wild animals as pets.</i>
<input type="text"/>	
<input type="text"/>	

OPPOSITION
One way of tackling the motion is for the Opposition to offer alternative solution(s) to the problem(s) identified by the Affirmative.

PROBLEM(S) WITH THE CURRENT SITUATION	ALTERNATIVE SOLUTION(S)
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Learning Activity 6: Elements of a captain speech (the Affirmative)

The following speech by the Affirmative captain follows a problem-solution structure. The speaker establishes the case by stating the existing problems and then proposes the motion as the best solution. Read the speech below and identify the focus of each paragraph. You may use the options more than once.

- A. PROBLEM THAT CURRENTLY EXISTS
- B. INTRODUCTION
- C. DEFINITION
- D. SOLUTION TO THE PROBLEM / CONCLUSION

1	Ladies and gentlemen, our topic is the destructive practice of capturing and keeping wild animals as pets. My team says that this practice is so negative that it should be illegal.
2	When we say “wild animals”, we mean animals that normally live in nature, not tamed or domesticated. We do not consider a forest dog a wild animal because we know dogs can be tamed. When we say “pet”, we mean an animal that is kept in people’s home as their companion. “Taming”, then, is the process of turning a wild animal into a pet.
3	First, wild animals are dangerous and will always remain dangerous. Dogs have special genes which allow them to be tame companions of people. Wild animals have no such genes. A chimpanzee may be a pleasant companion for a while, but can always become wild again.
4	Second, the capture of wild animals is a major problem for the preservation of wildlife. There is a true scene in <i>Gorillas in the Mist</i> , showing the bodies of gorillas who died protecting a baby gorilla. Many times, other animals die as the poacher is trying to capture one alive.
5	Third, it is the nature of wild animals to desire freedom. They cannot be happy with us. Wild animals are not adapted to our society.
6	Taken together, these problems are so severe that the only good answer is to make the practice illegal. Thank you.

Learning Activity 7: Elements of a captain speech (the Opposition)

The following speech by the Opposition captain also follows a problem-solution structure. The speaker dismisses the problems put forward by the Affirmative and offers alternative solutions. Read the speech below and identify the focus of each paragraph. You may use the options more than once.

- A. PROBLEM PROPOSED BY THE AFFIRMATIVE TEAM**
- B. NON-ACCEPTANCE OF THE PROBLEM PROPOSED**
- C. INTRODUCTION**
- D. ALTERNATIVE SOLUTION(S) TO THE PROBLEM**

1	Ladies and gentlemen, my opponent has identified two real problems and one false one. The first and second problems can be resolved by other means, and the last does not really exist.
2	My opponent has argued that wild animals are dangerous. Some are, certainly. There was a case in which a New York man bought a tiger and kept it in his apartment in a high-rise building. The tiger attacked him.
3	Yet, this case does not show that no wild animal should ever be tamed. What about rabbits? Guinea pigs? Mice? These are examples of wild animals that can be tamed. My opponent's statement is not generally true.
4	Certainly, some kinds of animals are threatened with extinction. Yet, can our opponents show that the pet trade is a central problem? My opponent has mentioned a scene from a movie, saying it tells a true story.
5	Yet, what kind of authority is a Hollywood movie? Where animals are genuinely threatened with extinction, the trade in these animals should be banned. In many cases it is already banned.
6	Finally, my opponent has offered a strangely circular argument that wild animals desire freedom.
7	How do we know they desire freedom? Well, they desire freedom because they're wild. What makes them wild? Well, they are wild because they desire freedom. We don't need a solution for this problem because it's not a problem. Thank you.

Learning Activity 8: Signposting

A. Understanding different signposting words

Coherence and linkage within a speech

The use of signposting words and phrases is important as they help the speaker to emphasise their key points and what they plan to do next.

The following are some common signposting expressions and discourse markers:

- “Ladies and gentlemen, our topic is ... / I would like to talk about ...” (the topic / an introduction)
- “My team believes that ...” (the team’s position)
- “When we say ..., we mean / refer to ...” (a definition)
- “First, ...”, “To begin with, ...” (the first argument)
- “Second, ...”, “Third, ...” (additional arguments)
- “Above all, ...”, “Finally, ...” (the last argument)
- “Furthermore, ...”, “In addition, ...” (an additional point)
- “For example, ...”, “For instance, ...”, “In fact, ...” (an example or fact)
- “Although ...”, “It’s true that ...” (a concession / partial agreement before counter-argument)
- “However, ...”, “On the other hand, ...” (a contrasting idea)
- “As a result, ...”, “Therefore, ...” (a result / consequence)
- “In short, ...”, “To sum up, ...” (a summary)
- “Clearly, these problems are so severe that the only good answer is ...” (a conclusion)
- “Given the above, ...”, “Taken together, ...”, “For the above reasons, ...”, “In conclusion, ...” (a conclusion)
- “The above arguments prove that ...” (a conclusion)

Referring to others’ speeches

Signposting words are not only used to connect ideas within a speech, but also to make reference to other debaters’ speeches.

1. The opponents’ speeches

In the speech in Learning Activity 7, the Opposition captain refers back to the Affirmative captain’s speech in the following way:

- “Ladies and gentlemen, my opponent has identified two real problems and one false one. The first and second problems can be resolved by other means, and the last does not

really exist.” (Introduction)

- “My opponent has argued that wild animals are dangerous. Some are, certainly.” (Remind the audience the Affirmative’s point and concede that it’s true to some extent.)
- “Yet this case does not show that no wild animal should ever be tamed.” (Dismiss the evidence put forward by the opposing team.)

Useful expressions:

- “Ladies and gentlemen, my opponent has pointed out / argued / assumed / asserted that ...
- “Yet, ... does not show that ...”
- “Although it is true that ...”

2. Referring to other teammates’ speeches

A speaker could also alert the audience to previous or subsequent speeches made by other team members.

Useful expressions:

- “There is more on this point, and my teammates will further elaborate on it”
- “As said / explained by our team captain, ...”
- The first speaker has shown / illustrated / proved to you that ...”

B. Practice

Complete the two captain’s speeches on the motion “*The death penalty is an appropriate penalty in our legal system*” by filling in the blanks with the appropriate signposting words from the list below. You may use the options more than once.

second
our team will argue that
first
third
ladies and gentlemen
my opponent has asserted that
my opponent has brought up

AFFIRMATIVE CAPTAIN'S SPEECH

1) _____, our topic is whether the death penalty is an appropriate penalty in our legal system. Are there any situations in which a criminal should be killed? 2) _____ the answer to this question is “yes”. We will not argue that any real system is accurate or just in its application of the death penalty, only that the death penalty should be applied in some cases.

We have three principles: basic justice, deterrence, and prevention of future crimes. I will deal briefly with each of these, and my teammates will build the case.

First, the death penalty is naturally appropriate in dealing with criminals who kill others. Criminals have no equality between themselves and others. To kill another person is to say, “I have a right to life and you haven't”. If a criminal kills another person, we must show the world that the criminal has lost that right to life himself. If we do not, justice will be lost.

3) _____, the death penalty is a deterrent*. There are people who have no feeling for others. They are not capable of saying, “I will not kill this person because this is a human being like myself”. The only thing that will keep them from crime is fear, and all human beings naturally fear death.

4) _____, let us look at the comparison with the only real alternative: prison. If the justice system executes a person, that person will never commit the crime again. If we send that person to prison, we cannot be sure that the criminal will not commit the crime again. The criminal may commit a murder in prison. He may even escape. And in many systems there is a system of parole[#], so even with life imprisonment, the criminal will in time be free again to commit a crime.

That is the outline of our case. Thank you.

* deterrent – a prevention against something

parole – release of a prisoner before the end of his sentence

OPPOSITION CAPTAIN'S SPEECH

1) _____, in this debate, it is important to get a true understanding of justice. The Affirmative supports the death penalty for three reasons: basic justice, deterrence and the prevention of future crime. I will take their points in order to prove them wrong and show you why the death penalty is unjust and inappropriate.

2) _____, I want to dispute my opponent's understanding of basic justice. He is proposing to show the world that we value life by killing people. This is pure revenge and shows no respect for life. He speaks as though people had a character that could not change: someone commits a murder, so the criminal will always be a criminal. But how can we rule out the possibility that a criminal may reform and be good again?

Second, 3) _____ the death penalty is a deterrent. Can they provide evidence to show that the death penalty deters murder? I would suggest that there is no such evidence. Take Hong Kong, which has no death penalty, as an example. Hong Kong is a stable and peaceful city and its crime rate is far lower than that of many places where the death penalty is in place.

Third, 4) _____ a point on the prevention of future crimes. We concede that a dead person will commit no more crimes – but that assumes we put the right person to death. People have often been condemned to death, but new evidence shows that the person is innocent. What are we to do about this? If the wrong person is condemned, there is no basic justice. If the public knows that innocent people are condemned, there is no deterrence. Worst of all, a dead person cannot be pardoned or compensated for his suffering. Death is permanent. We can't go back and say sorry.

Given that the death penalty shows no respect for life or deterrent effect, and that the process of a trial is imperfect, we have no right to do anything so cruel and irreversible as to kill the criminal. Thank you.

Learning Activity 9: Writing a structured and persuasive speech

A. Understanding the features of a general persuasive speech

Read the Opposition captain's speech on the motion "*The death penalty is an appropriate penalty in our legal system*" again. Pay attention to its structure.

<p><i>Ladies and gentlemen, in this debate, it is important to get a true understanding of justice. The Affirmative supports the death penalty for three reasons: basic justice, deterrence and the prevention of future crime. I will take their points in order to prove them wrong and show you why the death penalty is unjust and inappropriate.</i></p>	<p>INTRODUCTION</p> <p>THESIS STATEMENT</p>
<p><i>First, I want to dispute my opponent's understanding of basic justice. He is proposing to show the world that we value life by killing people. This is pure revenge and shows no respect for life. He speaks as though people had a character that could not change: someone commits a murder, so the criminal will always be a criminal. But how can we rule out the possibility that a criminal may reform and be good again?</i></p>	<p>ARGUMENT 1</p> <p>ELABORATION</p>
<p><i>Second, my opponent has asserted that the death penalty is a deterrent. Can they provide evidence to show that the death penalty deters murder? I would suggest that there is no such evidence. Take Hong Kong, which has no death penalty, as an example. Hong Kong is a stable and peaceful city and its crime rate is far lower than that of many places where the death penalty is in place.</i></p>	<p>ARGUMENT 2</p> <p>ELABORATION</p>
<p><i>Third, my opponent has brought up a point on the prevention of future crimes. We concede that a dead person will commit no more crimes – but that assumes we put the right person to death. People have often been condemned to death, but new evidence shows that the person is innocent. What are we to do about this? If the wrong person is condemned, there is no basic justice. If the public knows that innocent people are condemned, there is no deterrence. Worst of all, a dead person cannot be pardoned or compensated for his suffering. Death is permanent. We can't go back and say sorry.</i></p>	<p>ARGUMENT 3</p> <p>ELABORATION</p>
<p><i>Given that the death penalty shows no respect for life or deterrent effect, and that the process of a trial is imperfect, we have no right to do anything so cruel and irreversible as to kill the criminal. Thank you.</i></p>	<p>CONCLUSION</p> <p>RESTATING THESIS</p>

B. Reflection

Discuss the following questions with your partner.

1. Is the Opposition captain's speech persuasive? Why or why not?

2. What are the features of a persuasive speech?

<ul style="list-style-type: none">••••

Learning Activity 10: Portfolio Assignment 5

After you have learnt the key components and structure of a persuasive speech, it is your turn to write a speech on the following motion:

The death penalty is an appropriate penalty in our legal system.

Study both captains' speeches in Learning Activity 8. Write a speech for the Affirmative 1st speaker in response to Opposition captain's speech. You should:

- respond to the key points raised in the Opposition captain's speech
- have a clear introduction and conclusion
- present and sequence your points in a logical manner
- include in each of the body paragraphs a topic sentence and supporting details
- use signposting words to guide your audience to the main ideas

Remember to fill in the "Assignment Checklist" (page S138) and complete the "Reflection Log – Portfolio Assignment 5" (page S143) after your teacher has returned your work.

PORTFOLIO ASSIGNMENT 5

Motion : _____

Name : _____

Date : _____

<p style="text-align: center;">AFFIRMATIVE 1st Speaker’s Speech</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

A large rectangular box containing 25 horizontal lines, intended for writing or debate notes.

* Use additional sheets if necessary

FOCUS 8
Using Questions in Debating

Using Questions in Debating

Learning Activity 1: Lead-in – “20 Questions” game

Rules of the game

- The class will be divided into two teams.
- The teacher will think of an object that each team has to guess – he / she will give you the category (e.g. person, place, thing).
- You will get clues from the teacher by asking him / her questions answerable only by YES / NO / MAYBE.
- Each team can ask a maximum of 20 questions.
- The team that guesses the object first gets a point.

How to win

The team that scores the most number of points in the time allotted or reaches the number of points decided by the teacher wins the game.

Learning Activity 2: Using questions to attack illogic

In every form of debating, there is a chance for each team to raise and deal with questions. You often ask questions to criticise the other team’s logic.

When your opponent makes an illogical argument, you can attack it by asking a question. You can do this by first pointing out its underlying assumption and then questioning its logic. For example:

You have said that dogs love to run in the wind because they love freedom. (ASSUMPTION) **How does the second statement come from the first?** (QUESTIONING THE LOGICAL LINK)

You have said that the pet trade has been growing and some species have become endangered. (ASSUMPTION) **Can you prove that the pet trade is the reason why some species have become endangered?** (QUESTIONING THE LOGICAL LINK)

From the above examples, we can see questions can be effectively used in a debate to:

- challenge false assumptions and point out bad logic
- seek clarification and demand proof / evidence / more information

PRACTICE – Identify the underlying assumption in each of the arguments below and then ask a question to criticise the logic.

1. Tigers cannot be tamed. Therefore, no wild animal can be tamed.

2. Parrots are similar to human beings. We know this because they can talk.

3. Kangaroos are easily tamed because they live in Australia.

4. Horses cannot live in houses. This is how we know they are not pets.

5. The dog my neighbour keeps bites people. This is how I know dogs are aggressive.

Learning Activity 3: Logical fallacies

A. Identifying and understanding logical fallacies

In debating, questions are more often a means of criticising the other side’s illogic than a means of getting information. However, if we wish to ask strong, critical questions, we need to identify the weak logic of the opponent’s arguments first.

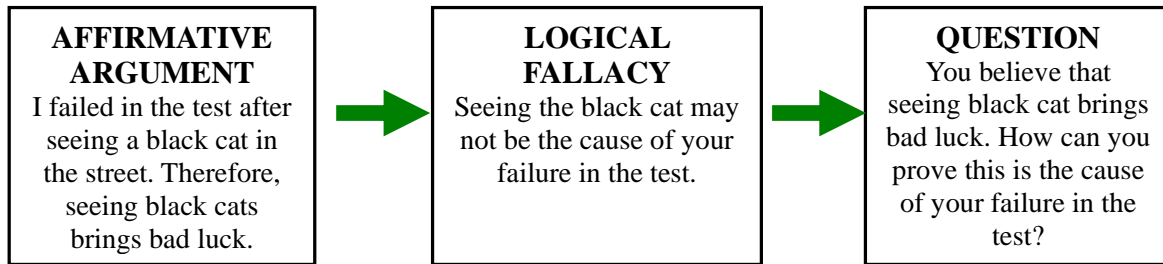
The argument in the table below is illogical. What is wrong with it?

Argument	What is wrong with this argument?
I failed in the test after seeing a black cat in the street. Therefore, seeing black cats brings bad luck.	Seeing the black cat may not be the cause of your failure in the test.

If an argument does not make sense, it contains a **logical fallacy**.

Logical fallacies are errors in reasoning. If you can spot the logical fallacies in your opponents' arguments, then their arguments will be significantly weakened.

The three steps of questioning illogic are as follows:
a. Identify and recap the problematic argument
b. Point out its logical fallacy
c. Formulate a question



PRACTICE 1 – Below are some faulty arguments. Match the arguments with their errors in reasoning. One has been done for you as an example.

ARGUMENT		ERROR IN REASONING
1. I've been robbed by a man, so all men are bad.	B	A. Mr. Chan could have died from other causes. There is no proof that the number "4" is the cause.
2. My doctor says that all Mercedes-Benz cars are good.		B. Not all men are robbers.
3. Mr. Chan died after buying an apartment on the fourth floor. Therefore the number "4" brings bad luck.		C. The statement is made with no evidence. The reasoning is circular and fails to explain why all wild animals are dangerous.
4. There are only two kinds of people: those who destroy the planet and those who protect it.		D. The story you heard is not proven and could be rare or false.
5. I heard from someone that we could die immediately after breathing in cigarette smoke.		E. There is no evidence that your doctor is an expert in cars.
6. I know wild animals are dangerous, because only dangerous animals are called "wild".		F. The age of the opponent has nothing to do with the issue discussed.
7. My opponent is too young to understand the issue we are talking about.		G. There are more than two kinds of people – the world is not just black and white.

PRACTICE 2 – Below are definitions of various logical fallacies. Match the examples of faulty arguments in Practice 1 with the appropriate logical fallacy by **writing the number of the example** on the left hand column.

EXAMPLE	LOGICAL FALLACY
<p>_____ 7</p>	<p>A. Argument directed at the person. This is the error of attacking the character or motives of a person who has stated an idea, rather than the idea itself.</p>
<p>_____</p>	<p>B. False appeal to authority. This fallacy occurs when someone tries to prove something true by citing a person who may have no expertise or special knowledge in the given area.</p>
<p>_____</p>	<p>C. Circular argument. Circular argumentation occurs when a speaker tries to use the argument as a reason to justify itself. Oftentimes, the speaker equates two ideas without providing any proof or logical link.</p>
<p>_____</p>	<p>D. Hasty generalisation. This is the fallacy of making a sweeping statement and expecting it to be true of every specific case.</p>
<p>_____</p>	<p>E. After this, therefore because of this. This is the fallacy of assuming that A causes B simply because A happens before B.</p>
<p>_____</p>	<p>F. False dilemmas. Two options are given, while in reality there are more possibilities. A false dilemma is the creation of a misleading “either-or situation” where only two extremes are presented.</p>
<p>_____</p>	<p>G. Hearsay. In searching for evidence, people with no direct experience often state things as true by quoting information from someone. The information could have come from an unreliable source with no knowledge in the area.</p>

B. Questioning fallacies

In debating, you often have to counter the fallacies you have identified by asking appropriate questions.

Below are some examples:

LOGICAL FALLACY AND EXAMPLE	POSSIBLE QUESTION
<p>Argument directed at the person: You claim to understand animals, but you are not thinking straight.</p>	<p>You are attacking me instead of my argument. How can you prove that no one is capable of understanding animals?</p>
<p>False appeal to authority: I know that tigers can be tamed because Angelina Jolie says so.</p>	<p>Why do you quote Angelina Jolie? She is not an expert on tigers.</p>
<p>Circular argument: Young people are too young and therefore unable to make decisions.</p>	<p>How can you put an equal sign between “young” and “unable to make decisions”? Could you provide evidence to prove no young people can make decision?</p>
<p>Hasty generalisation: Teenagers nowadays are lazy and undisciplined because my 15-year-old cousin is playing TV games all day and never finishes his homework.</p>	<p>How do you know that all teenagers are as lazy as your cousin?</p>
<p>After this, therefore because of this: My uncle started playing football, and soon he had a heart attack. Therefore, football causes heart attacks.</p>	<p>How can you be sure that football is the cause of your uncle’s heart attack? How can you rule out the possibility of other factors?</p>
<p>False dilemmas: If we have no exams, then we have no standards in our schools. Do we take the easy path with no standards, or the difficult path to a good education?</p>	<p>How do you know that there are only two paths? Is having exams the only way to maintain standards and a good education?</p>
<p>Hearsay: I’ve heard that tofu is good for the heart.</p>	<p>What is your source of information? Why should we believe a statement given by someone with no expert knowledge of food and health?</p>

To ask a question, you should include the following elements:

1. **The point of the opposing team**
2. **The question to counter that point**

Use the following sentence pattern to point out the weak logic and ask a question:

You have said / argued / suggested that ____ (1) ____ . [(2)] ?

Example:

You have said that **(1) you have been robbed by a man and all men are bad.** **(2) How do you know that all men are as bad as the robber?**

ARGUMENT	ERROR IN REASONING	QUESTION
1. I've been robbed by a man, so all men are bad.	Not all men are robbers.	You have said that you have been robbed by a man and all men are bad. How do you know that all men are as bad as the robber?
2. My doctor says that all Mercedes-Benz cars are good.	There is no evidence that your doctor is an expert in cars.	
3. Mr. Chan died after buying an apartment on the fourth floor. Therefore the number "4" brings bad luck.	Mr. Chan could have died from other causes. There is no proof that the number "4" is the cause.	
4. There are only two kinds of people: those who destroy the planet and those who protect it.	There are more than two kinds of people – the world is not just black and white.	

ARGUMENT	ERROR IN REASONING	QUESTION
<p>5. I heard from someone that we could die immediately after breathing in cigarette smoke.</p>	<p>The stories you heard are not proven and could be rare or false.</p>	
<p>6. I know wild animals are dangerous, because only dangerous animals are called “wild”.</p>	<p>The statement is made with no evidence. The reasoning is circular and fails to explain why all wild animals are dangerous.</p>	
<p>7. My opponent is too young to understand the issue we are talking about.</p>	<p>The age of the opponent has nothing to do with the issue discussed.</p>	

Learning Activity 4: Identifying main arguments and forming questions

A. Identifying the main arguments in a debate

You will now watch a video of a debate on the motion “*It should be illegal to tame wild animals as pets*” in three segments. As you watch, underline the main arguments made by different sets of speakers on the transcript below:

Motion: It should be illegal to tame wild animals as pets

Segment 1

Chairperson: Welcome to today’s debate. My name is Derrick Stone, and I’ll be the chairperson. This is Michelle Raquel, who will be the timekeeper. Our questions are in the cup and we will draw now to determine the motion. We will now draw again to determine who will be the affirmative side.

Affirmative 2nd speaker: We are the Affirmative.

Chairperson: And you are the Opposition. The teams now have 30 minutes to prepare their arguments.

Chairperson: Welcome back. Our teams are now ready to debate. There are three speakers on either team. We will start with the captain of the Affirmative, followed by the captain of the Opposition. Then, the first speaker from each team, followed by the second speaker from each team. Each speaker will have 2 minutes. If they exceed 2 minutes, the timekeeper will call time. The adjudicator will determine the results of the debate. First, I would like to call on Simon Hung, the captain of the Affirmative.

Affirmative captain: Ladies and gentlemen, our topic is the destructive practice of capturing wild animals to keep as pets. My team says that this practice is so negative that it should be illegal.

When we say “wild animals”, we mean animals that normally live in nature, not tamed or domesticated. We do not consider a forest dog a wild animal, because we know dogs can be tamed. When we say “pet”, we mean an animal kept in a house, with people, as a companion. “Taming”, in other words, is the process of making a wild animal into a pet.

First, wild animals are always dangerous and they remain so for the rest of their lives. Dogs have special genes which allow them to be tame companions of people. Wild animals, on the other hand, have no such genes. A chimpanzee may be a pleasant companion for a while, but, then, can always become wild again.

Second, the capture of wild animals is a major problem for the preservation of wildlife.

There is a true scene in *Gorillas in the Mist*, showing the bodies of the gorillas who died protecting a baby gorilla. Many times, other animals die as the poacher is trying to capture one alive.

Third, it is the nature of wild animals to desire freedom. They cannot be happy with us. Wild animals are not adapted to our society.

Taken together, ladies and gentlemen, these problems are so severe that the only good answer is to make the practice illegal. Thank you.

Opposition captain: Ladies and gentlemen, my opponent has identified two real problems and one false one. The first and second problems can be resolved by other means, and the last does not really exist.

My opponent has argued that wild animals are dangerous. Some are, certainly. There was a case in which a New York man bought a tiger and kept it in his apartment in a high-rise building. The tiger attacked him. But this case does not show that no wild animals should ever be tamed. What about rabbits? Guinea pigs? Mice? My opponent's statement is not generally true.

Certainly, some kinds of animals are threatened with extinction. But can our opponents show that the pet trade is a real central problem? My opponent has mentioned a scene from a Hollywood movie, saying it tells a true story. But what kind of authority is a Hollywood movie? Where animals are genuinely threatened with extinction, the trade in these animals should be banned. In many cases it is already banned.

Finally, my opponent has offered a strangely circular argument that wild animals desire freedom. How do we know they desire freedom? Well, they desire freedom because they're wild. What makes them wild? Well, they are wild because they desire freedom. We don't need a solution for this problem because it's not a problem at all. Thank you.

Segment 2

Affirmative 1st speaker: My opponent accepts that two of the problems we have identified are real. I will show that a blanket ban on taming wild animals is really the only solution we have. I will also show that the third problem is real.

With the first example, my opponent is confusing categories. She brings up rabbits and mice. But these are not pets. We define pets as animals kept in a house or apartment as a companion. Rabbits and mice are not pets because they are normally kept in cages. What animals can be pets as cats and dogs are? Matthew Liebman of Michigan State University writes, "Because they are by definition less domesticated, wild animals have needs that far exceed their owners' capabilities."

In the second example, my opponent argues that not all animals are at risk of extinction.

That is true now, but extinctions can happen very fast. Many animals go extinct in the same pattern as that of exotic pets in rich countries.

Finally, do animals love freedom? My opponent says this is just a game with words, but I think it is a matter of experience of animals. They love to run; they hate to be kept in cages. Thank you.

Opposition 1st speaker: My opponent has just redefined the word “pet” to suit the argument she wishes to make. In ordinary usage, we would say that a rabbit is a “pet.”

Rather than arguing over the meanings of words, we should talk about overall safety in keeping animals. It can be dangerous to keep a dog, if you don’t train the dog properly. My opponent makes a false division of “wild” and “tame”. Our opponent says dogs are not wild animals, but sometimes they attack. Some dogs really are wild, while some “wild animals” can be domesticated. A couple named Adamson have tamed a lion. How can such a complex distinction ever be written into law?

My opponent says that many extinctions follow the rise in popularity of exotic pets. Here she is committing a very basic logical error. The extinctions may have followed this rise in popularity, but how do we know it was the cause? Human population increased in the same period, so that would drive these other two elements up.

The distinction between “wild” and “tame” is a problem, then. Although people may buy wild animals as pets, we do not see that this is a cause of extinction.

Segment 3

Affirmative 2nd speaker: My opponent suggests that dogs can be wild and lions can be tame. She says our proposed law is problematic as it allows people to keep some aggressive animals as pets, but not wild species that are safe. Well, the law can only concern itself with the general case. We allow people to keep dogs, but there are laws requiring people to ensure that dogs do not threaten people. If even dogs sometimes attack people, how can it be safe to keep wild animals? Most dogs can be kept safely. Can we say the same for most lions?

Will this law create some wrong distinctions? Yes, but that is the nature of laws. Laws make illegal some behaviour that is acceptable as no law can foresee all human reality. The question is whether such a law would overall improve the world. My answer is that it would.

As for extinctions, my opponent claims that we have no evidence that the trade in exotic animals contributes to extinction. One report suggests that the trade in exotic animals contributes to extinction. Another report suggests that the importation of exotic animals as pets into the US is worth 10 billion dollars for 650 million animals. These are large numbers in a world where some species are numbered only in thousands. It is quite

credible that the taming of wild animals contributes greatly to their extinction.

Opposition 2nd speaker: My opponent says that laws are just always inexact. That seems like an excuse for a poorly designed law. Laws can be exact. My opponent says that all laws create injustice. Yet already, licences are required for people to keep animals that might be dangerous in Hong Kong. Those who want to keep a wild animal as a pet would carry the cost, so the government would pay nothing. Our opponents suggest that it is impossible to create just laws, but it is not impossible. It only requires thought and precision.

We are not suggesting that all animals should be available for sale. It is true that species have come close to extinction in the past. Yet today, there are millions of scientists and volunteers creating a very complete picture of the animal population of the world. Today, how can we not know when a species is coming close to extinction? There are ways of getting a species listed as endangered. There is an international treaty for this. This treaty covers an agreed list of species that must not be traded, anywhere. If there are defects in this list, then surely my opponents would do better to improve the treaty, get other animals on the list, rather than preventing ordinary people from carrying out perfectly legal activities.

B. Formulating questions on the sample debate

You can challenge the arguments of your opponents by asking questions. Study the two examples below and learn how to form questions. The class will then be divided into groups of four with half of the groups assigned to be the Affirmative team and the other half the Opposition. With your group members, complete practice 1A and 2A if you are on the Opposition side and 1B and 2B if you are on the Affirmative side.

1st Example

Argument of Affirmative captain : Wild animals are always dangerous and they remain so for the rest of their lives.



Question to ask by Opposition team : Not all wild animals are dangerous. Do you believe that non-violent animals, like deer and koalas, would be dangerous to humans?
(Possible rebuttal: *There are some wild animals that are non-violent, like deer and koalas*).

2nd Example

Argument of Opposition captain : My opponent has offered a strangely circular argument that wild animals are wild because they desire freedom.

↑

Question to ask by Affirmative team : While you disagree with our argument that wild animals desire freedom, do you think that wild animals want to be kept in cages?
(Possible rebuttal: Wild animals definitely desire freedom as they don't want to be kept in cages.)

For Opposition team:

Practice 1A

Argument of Affirmative 1st speaker : We define pets as animals kept in a house or an apartment as a person's companion. Rabbits and mice are not pets because they are normally kept in cages.

↑

Question to ask by Opposition team :

(Possible rebuttal: Rabbits and mice are kept as pets for many years. It is normal to keep rabbits and mice in cages, just like keeping goldfish in fish bowls.)

For Affirmative team:

Practice 1B

Argument of Opposition 1st speaker : Although people may buy wild animals as pets, we do not see that this is a cause of extinction.

↑

Question to ask by Affirmative team :

(Possible rebuttal: If the opposing team believe the popularity of keeping exotic pets is not the cause of the extinction of wild animals, they should tell us what the real causes are.)

For Opposition team:

<u>Practice 2A</u>	
Argument of Affirmative 2nd speaker	: The law can only concern itself with the general case.
	↑
Question to ask by Opposition team	: <div style="border: 1px dashed black; height: 40px; width: 100%;"></div>
	<i>(Possible rebuttal: If laws could only concern itself with the general case, that means no law can be fine and just enough to protect people.)</i>

For Affirmative team:

<u>Practice 2B</u>	
Argument of Opposition 2nd speaker	: There are ways of getting a species listed as endangered. There is an international treaty that covers an agreed list of species that must not be traded.
	↑
Question to ask by Affirmative team	: <div style="border: 1px dashed black; height: 40px; width: 100%;"></div>
	<i>(Possible rebuttal: Most people do not know there is such an agreed list of endangered species.)</i>

Learning Activity 5: Formulating answers

When the opposing team has spotted a fallacy in your argument and ask you a question, you should prepare to counter it.

Points to note when answering questions:

- Before the debate, think about the questions that might be asked and the best way to answer them.
- Stay calm and answer the questions to the best of your knowledge.
- Assert your ideas and do not be led away from your assumptions.
- Never intimidate others when answering questions.
- Elaborate the points you have made with more supporting details and examples.
- Prepare the answers using the examples or information collected before the debate.

PRACTICE – In groups, you will be assigned as either the Affirmative or Opposition team. In debating the motion “It should be illegal to tame wild animals as pets”, your team has been asked the following questions. Refer to the handout on ways to tackle your opponents’ questions and come up with appropriate answers.

For Affirmative team:

Question 1A:

<i>Your argument:</i>	It is the nature of the wild animals to desire freedom. They cannot be happy with us. Wild animals are not adapted to our society.
<i>Question raised by your opponent:</i>	You have mentioned that all wild animals desire freedom, with which we don’t agree. Wild animals include birds, fish and lizards. Are you arguing that fish and lizards love freedom? How do you know this?
<i>Your answer:</i>	

Question 1B:

<i>Your argument:</i>	Many animals go extinct as the practice of keeping exotic pets becomes increasingly popular in rich countries.
<i>Question raised by your opponent:</i>	My opponent has said that the extinction of wild animals is caused by the rise in popularity of keeping exotic pets. The extinction of some wild animals may have coincided with this rise in popularity, but how can you prove it is the cause?
<i>Your answer:</i>	

For Opposition team:

Question 2A:

<i>Your argument:</i>	Laws can protect endangered species and safeguard the public from attack by wild animals.
<i>Question raised by your opponent:</i>	You have just argued that law can be adequately targeted to protect endangered species and safeguard the public from attack by wild animals. Can you point to a major success in lawmaking that has the fineness you are looking for?
<i>Your answer:</i>	

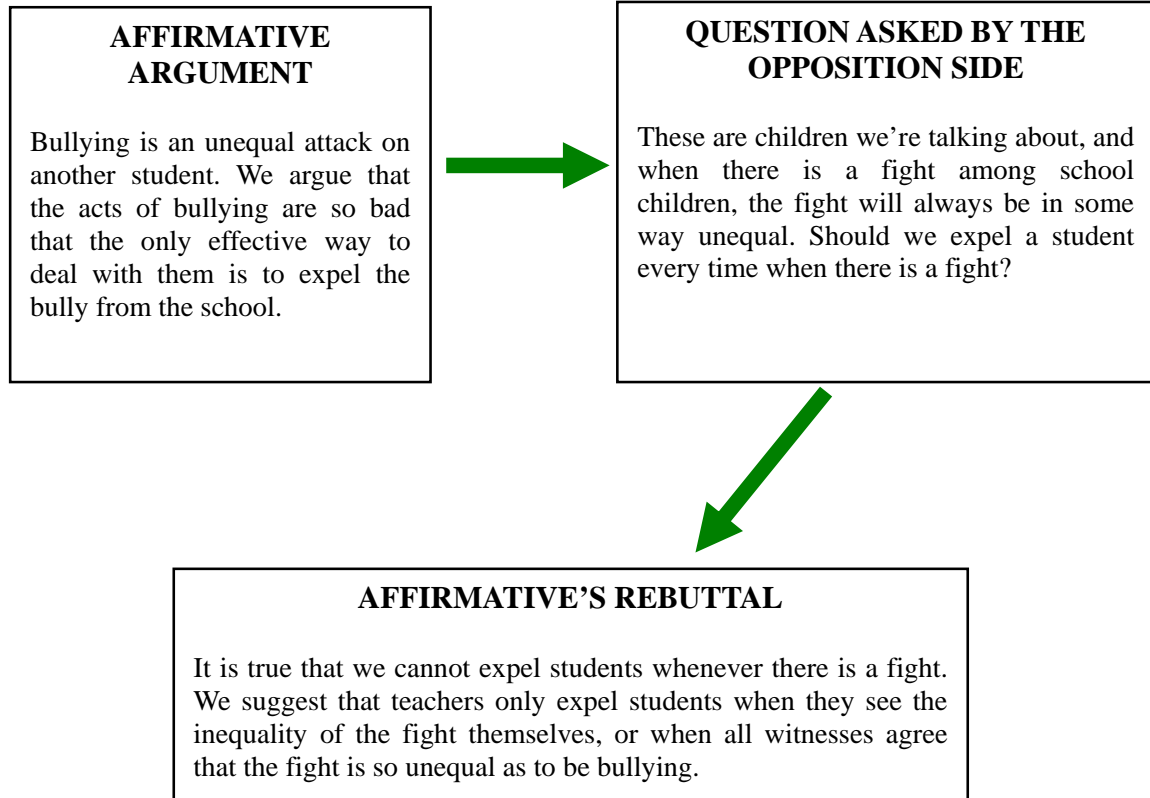
Question 2B:

<i>Your argument:</i>	My opponent has offered a strangely circular argument that wild animals are wild because they desire freedom.
<i>Question raised by your opponent:</i>	You have denied that animals love freedom, but animals do have feelings and we can see their mood. Have you ever felt the happiness or the pain of a dog or cat?
<i>Your answer:</i>	

Suggested approaches to tackling questions

(1) Providing additional details or information to support your case

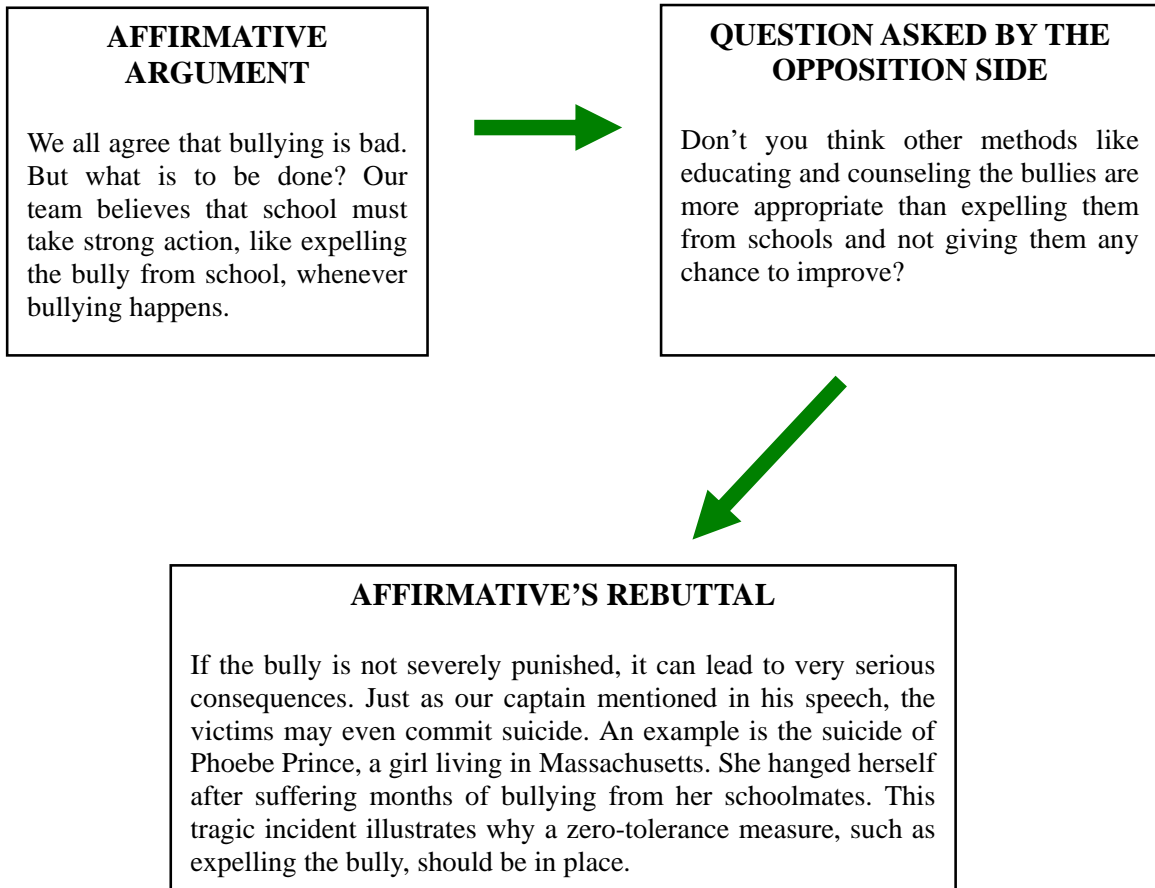
Example:



The answer given here allows the Affirmative team to provide additional information to clarify the solution it proposes. The criteria for expelling students are more clearly laid out in the answer, which greatly enhances the feasibility of the proposed measure.

(2) Providing an example to strengthen your case

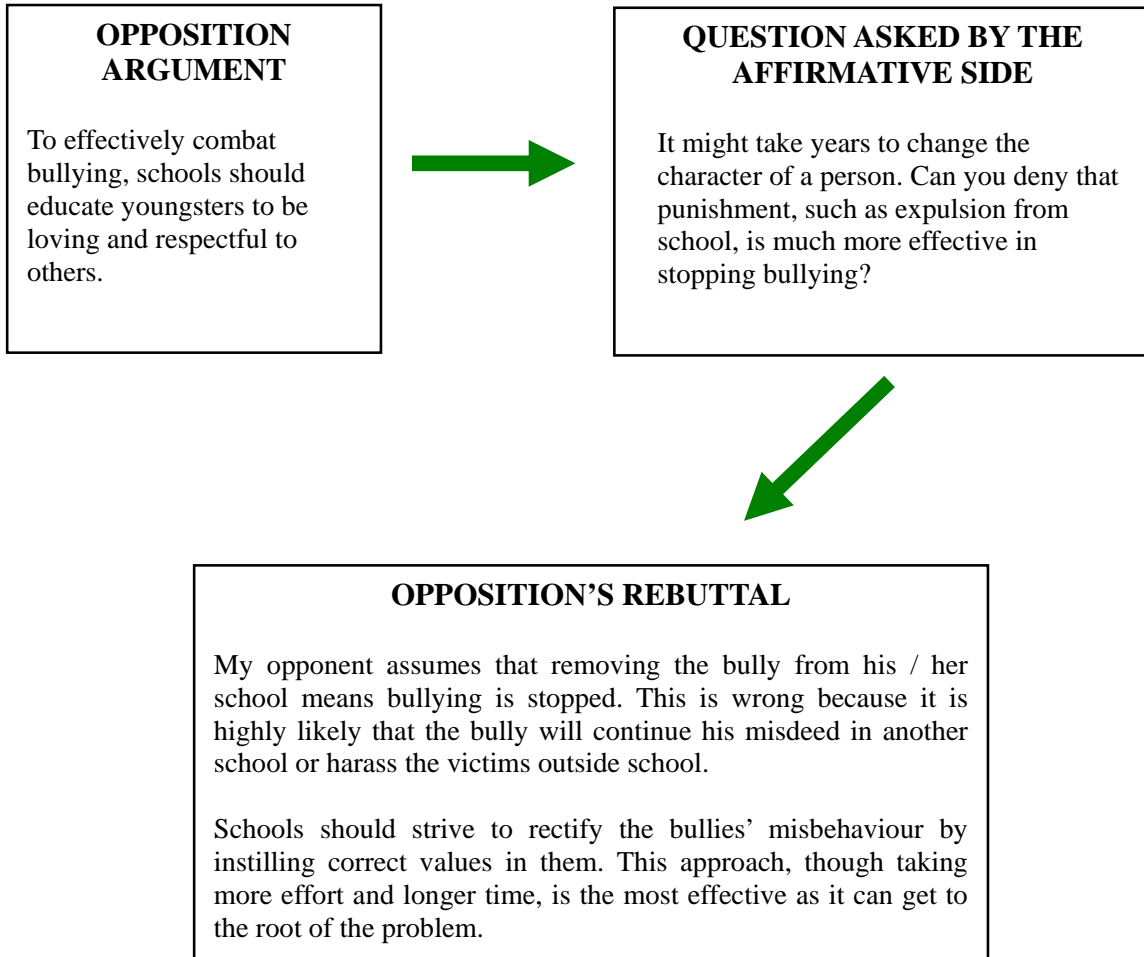
Example:



The speaker explains why more lenient measures such as education and counselling are not as effective by pointing out the grave consequence of not punishing the bullies severely and giving an example of a victim who committed suicide after being bullied at school.

(3) Challenging the assumption made by the opposing team

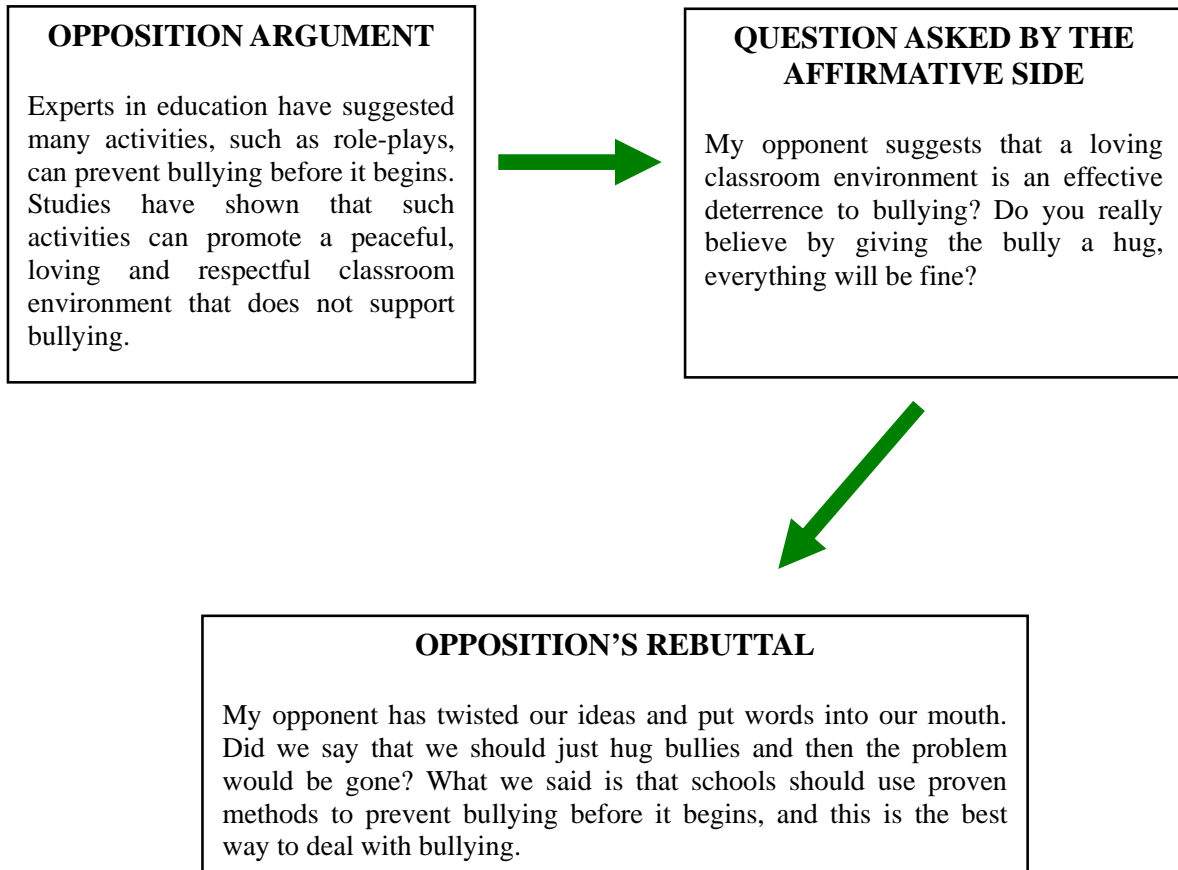
Example:



The speaker answers the question by challenging the opposing team's assumption that removing the bully from school means putting an end to bullying. He / She points out that the only effective way to solve the problem of bullying is through instilling correct values in the bullies and helping them to mend their ways.

(4) Playing down the importance of the issue raised by the opposing team while clarifying the team's stance

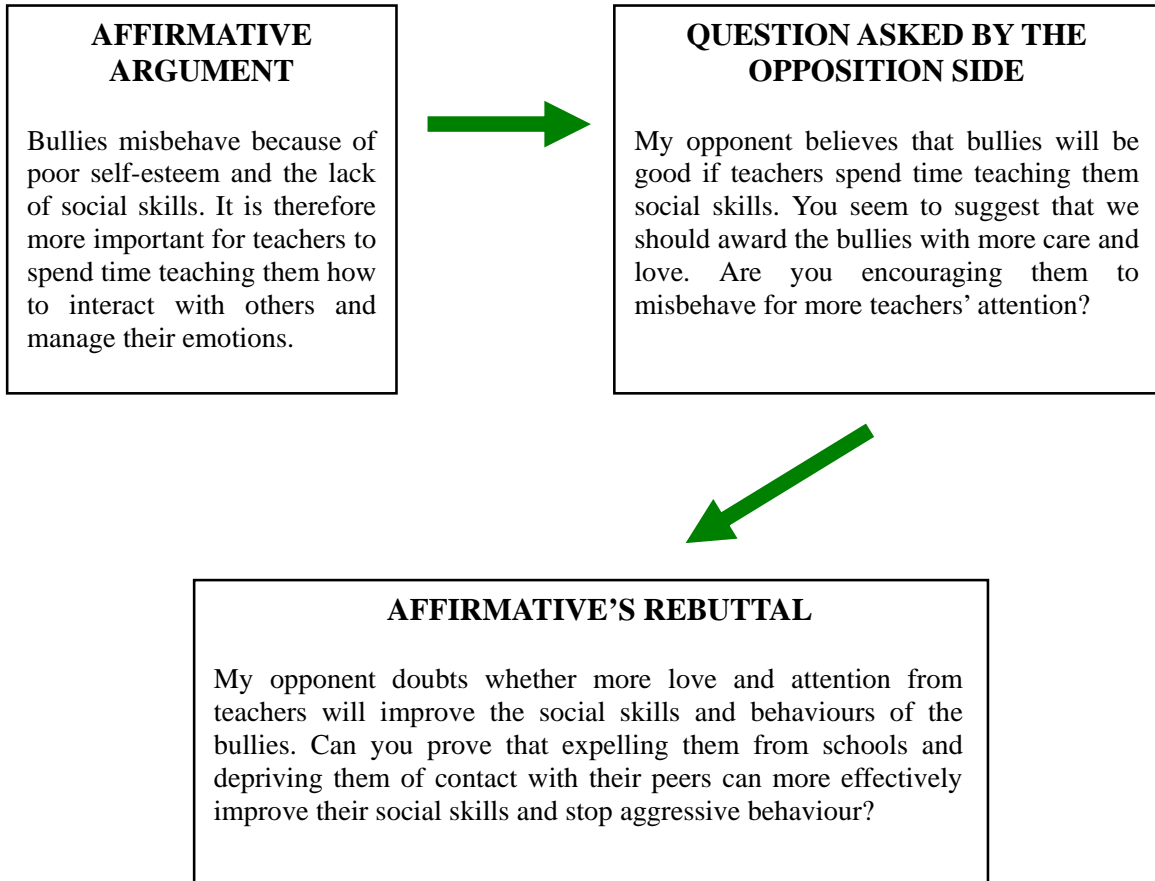
Example:



The speaker refuses to submit to the opponent's twisted interpretation by rejecting it and clarifying his / her team's line of argument.

(5) Shifting the burden of proof to the opposing team

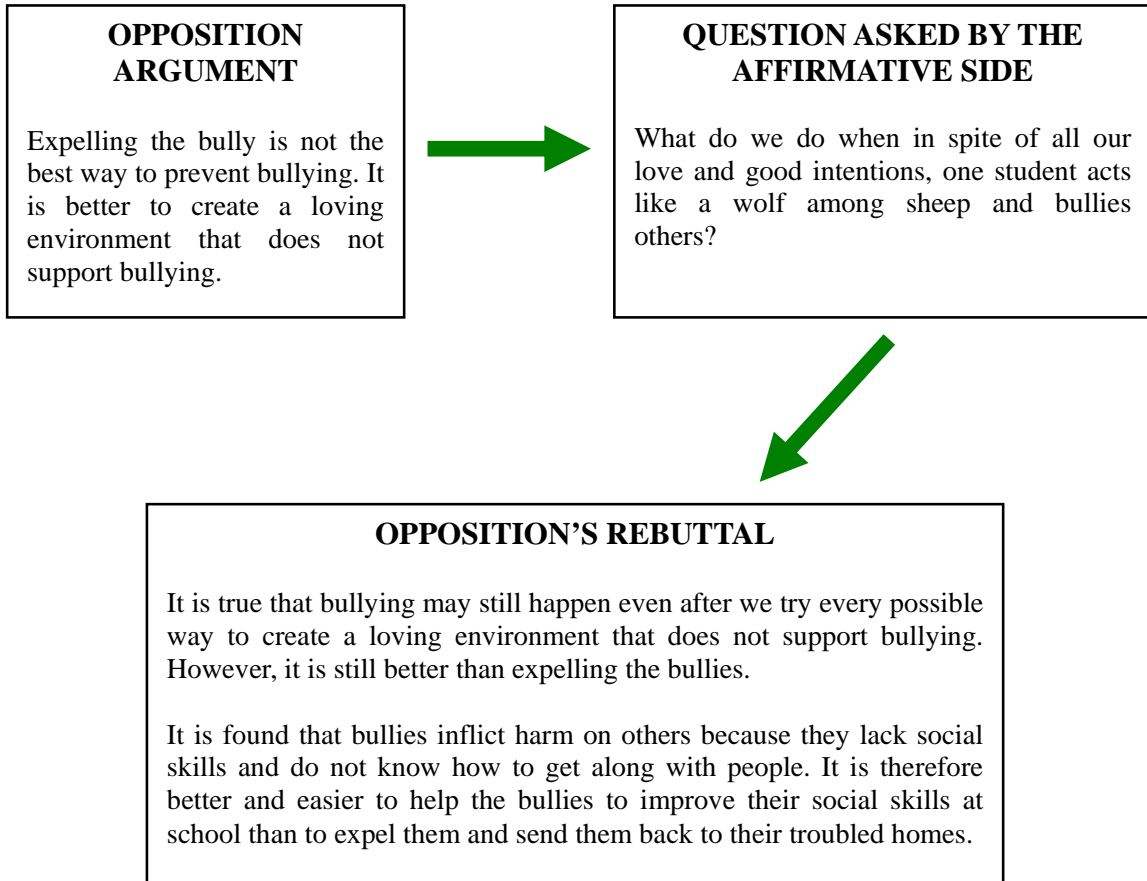
Example:



The speaker does not press on with the issue of whether more teachers' attention can effectively solve the problem of bullying. Rather, he / she shifts the burden of proof to the opponents by asking them to prove whether expelling the bullies from school can more effectively improve their behaviour.

(6) Agreeing partially with the opposing team's argument but pointing to other possibilities

Example:



The speaker first concedes that bullying may still happen even after every effort has been made to create a loving environment. However, he / she maintains that keeping the bullies at school and helping them to improve their social skills is still a better solution to the problem of bullying.

FOCUS 9
Summary Speeches

Summary Speeches

Learning Activity 1: Warm-up

In pairs, each student will take turns to pronounce a word from each set of words in the list below while the other student listens and identifies the word pronounced.

After practising with your partner, listen carefully to your teacher as he /she reads out one word from each set of words below. Underline the word you hear.

/l/ and /r/ in initial position

- | | | | |
|----------|-------|-----------|-------|
| (1) lace | race | (2) lag | rag |
| (3) lake | rake | (4) liver | river |
| (5) long | wrong | (6) loyal | royal |

/l/ and /r/ in medial position

- | | | | |
|------------|--------|-------------|---------|
| (1) climb | crime | (2) flee | free |
| (3) miller | mirror | (4) mortals | mortars |

Learning Activity 2: Structure of summary speech

The final stage of the debate is the captain's summary speech. The objective of the summary is to emphasise the strength of the team's arguments. A debater should NOT present new arguments or evidence in the summary speech.

The following are the major elements of a summary speech:

- **A brief summary of the opposing team's arguments**
- **A reiteration of own team's arguments and rebuttals**
- **A strong conclusion / ending**

Normally, the Opposition side gives its summary speech first, followed by the Affirmative.

A. Opposition team's summary speech

Below is the summary speech made by the captain of the Opposition on the motion "*It should be illegal to keep wild animals as pets*". It aims to summarise and reinforce the main arguments of the Opposition team, as well as to discredit the arguments of the Affirmative team.

Complete the summary speech by filling in the blanks with the words or phrases given.

<p><i>only a game of words</i> <i>would ban harmless activities</i> <i>animals want to be free</i> <i>wild animals are dangerous</i> <i>not all wild animals are rare and endangered</i></p>
--

Opposition captain: My opponents have based their case on three arguments: that 1) _____; that keeping wild animals as pets is a danger to rare animals; and that 2) _____.

The second speaker of the Affirmative has made another major argument: that no law can be precise enough to be just. But the licence system we counter-propose is precise enough, even if it is not perfect.

We have argued that not all wild animals are dangerous. Deer are just as wild as gorillas but they are gentle and shy in nature. They need taming if you want to be with them, but they are not dangerous. We have suggested that the law can distinguish between animals that are actually dangerous and those that are only made to appear dangerous because they are called “wild”.

We have argued that 3) _____. There is already a system of laws in place to control traffic in endangered species. The system is there, and functioning.

Our opponents have produced a statement that wild animals love freedom. We have argued that this is 4) _____. We do not dispute that animals have feelings, but they do not know about “freedom”.

We argue that their proposal is overgeneralised and 5) _____. They said that no law can take individual cases into account. Our opponents have not distinguished between well and poorly designed laws. There is a reason for that – their own law is poorly designed. Thank you.

Study the structure of the **summary speech** delivered by the **captain of the Opposition** team on the motion “*It should be illegal to keep wild animals as pets*” below. The Affirmative’s arguments and the Opposition’s arguments / rebuttals are reiterated and well-blended. The speech ends with a strong concluding remark.

<i>Affirmative’s arguments</i>	<u>Opposition’s arguments / rebuttals</u>
--------------------------------	---

Opposition captain: *My opponents have based their case on three arguments: that wild animals are dangerous; that keeping wild animals as pets is a danger to rare animals; and that animals want to be free.* The second speaker of the Affirmative has made another major argument: *that no law can be precise enough to be just.* But the licence system we counter-propose is precise enough, even if it is not perfect.

We have argued that not all wild animals are dangerous. Deer are just as wild as gorillas but they are gentle and shy in nature. They need taming if you want to be with them, but they are not dangerous. We have suggested that the law can distinguish between animals that are actually dangerous and those that are only made to appear dangerous because they are called “wild”.

We have argued that not all wild animals are rare and endangered. There is already a system of laws in place to control traffic in endangered species. The system is there, and functioning.

Our opponents have produced a statement that wild animals love freedom. We have argued that this is only a game of words. We do not dispute that animals have feelings, but they do not know about “freedom”.

Conclusion We argue that their proposal is overgeneralised and would ban harmless activities. They said that no law can take individual cases into account. Our opponents have not distinguished between well and poorly designed laws. There is a reason for that – their own law is poorly designed. Thank you.

B. Affirmative team's summary speech

Below is the **summary speech** made by **the captain of the Affirmative** team on the motion "*It should be illegal to keep wild animals as pets*". Look at the main arguments of the Affirmative side. You will notice that it has the same elements as the summary speech of the Opposition team.

Complete the summary speech below by filling in the blanks with the words or phrases given.

no law can be perfect
many species are threatened with extinction
one is that there are dangers involved in keeping wild animals
animals love freedom

Affirmative captain: Ladies and gentlemen, our case has rested on three truths: 1) _____.

Many generations of breeding for tame behaviour mean that dogs are different from wild animals. Dogs sometimes turn on people even so, especially when they are mistreated. If this is true of dogs, how much more is it true for wild animals?

The second truth is that 2) _____.

Our opponents have argued that the present framework for banning trade in endangered species is sufficient, or can be fixed. The present system will do, let's go through the process and get everyone to agree to gradual changes, they say. We say the situation is urgent. No gradual changes. Just keep it simple.

We have suggested that 3) _____.

Of course they don't have the idea of freedom, but we all know that they have sensation. If you try to capture an animal, it will struggle to get away. Our opponents have mocked our mode of expression, but this is a matter of animal instinct.

Finally, our opponents mock our argument that 4) _____
_____. The existing system that they back is not perfect either.

With that, I end my summary, and I ask you to believe that it should be illegal to tame wild animals as pets.

Study the structure of the summary speech delivered by the **captain of the Affirmative team** on the motion “*It should be illegal to keep wild animals as pets*”. The Affirmative captain summarises the main arguments of the team while rebutting the points made by the Opposition. It ends with an appeal for audience’s support.

Affirmative’s arguments / rebuttals

Opposition’s arguments

Affirmative captain: Ladies and gentlemen, *our case has rested on three truths: one is that there are dangers involved in keeping wild animals*. Many generations of breeding for tame behaviour mean that dogs are different from wild animals. Dogs sometimes turn on people even so, especially when they are mistreated. If this is true of dogs, how much more is it true for wild animals?

*The second truth is that many species are threatened with extinction. Our opponents have argued that the present framework for banning trade in endangered species is sufficient, or can be fixed. The present system will do, let’s go through the process and get everyone to agree to gradual changes, they say. **We say the situation is urgent. No gradual changes. Just keep it simple.***

We have suggested that animals love freedom. Of course they don’t have the idea of freedom, but we all know that they have sensation. If you try to capture an animal, it will struggle to get away. Our opponents have mocked our mode of expression, but this is a matter of animal instinct.

Finally, our opponents mock our argument that no law can be perfect. **The existing system that they back is not perfect either.**

Conclusion With that, I end my summary, and I ask you to believe that it should be illegal to tame wild animals as pets.

Learning Activity 3: Portfolio Assignment 6

Watch the video of a debate on the motion “*The death penalty is an appropriate penalty in our legal system*”.

A. The main arguments presented in the debate have been summarised for you in the chart below. Fill in the blanks with the words provided

trust	right to life	deterrent effect	life imprisonment
justice	condemnation	errors	prevention

AFFIRMATIVE ARGUMENTS	OPPOSITION ARGUMENTS
<ul style="list-style-type: none"> Principle 1 – Justice: we need to show the world that a murderer has lost his 1)_____ by killing others. Principle 2 – Deterrence: people will not kill because of fear. Studies by Issac Ehrlich and Liu Zhiqiang show the death penalty deters crime and increases the deterrent effect of other forms of punishment. Principle 3 – 3)_____ of future crimes: a dead murderer will not commit the crime again. 4)_____ of the wrong person is not our issue here. It is unreasonable to act only when we are 100% certain. Death penalty saves more lives than it kills by mistake. It is more important to protect a majority of innocent people than a small number of wrongly condemned people. 	<ul style="list-style-type: none"> Killing somebody to show killing is wrong does not make sense. No evidence shows the death penalty deters crimes. More recent studies throw doubts on the reliability of Ehrlich’s data on the 2)_____ of the death penalty. Prevention of future crimes only happens when the offenders are put to death but the process of trial is imperfect. It is basic 5)_____ to decide not to kill when there is uncertainty. 6)_____ are irreversible after execution. We should build our society on 7)_____, not fear. We must not turn criminals into devils and should believe that human beings can change.

B. Individually, write a summary speech of 250 – 300 words for either the Affirmative or the Opposition side based on the arguments that have been identified. You may find the following language patterns useful:

<ul style="list-style-type: none"> We / Our opponents argue / believe / contend / state that... (to state an argument / opinion) Our opponents seem to suggest that ... (to point out an underlying principle) Our opponents claim / try to persuade us / assume that ... (to play down an argument) While our opponents believe that ..., we think that ... (to contrast ideas and rebut) Our opponents may argue that, but we believe that ... (to contrast ideas and rebut)

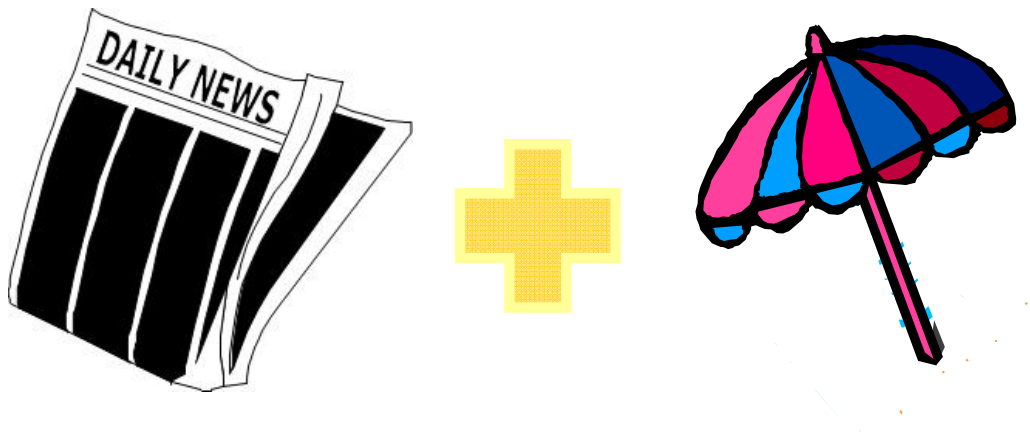
FOCUS 10
Teamwork

Teamwork

A team's success depends on teamwork. This means that all members of the group work together to achieve a common goal. This involves equal participation in the project and trust in each other. A debate team will never win unless there is teamwork.

Learning Activity 1: Newspaper shelter

A. Building the newspaper shelter



You will now play a team building game.

The objective of the game is for your group members to explore ways of communicating and interacting with one another, while having fun.

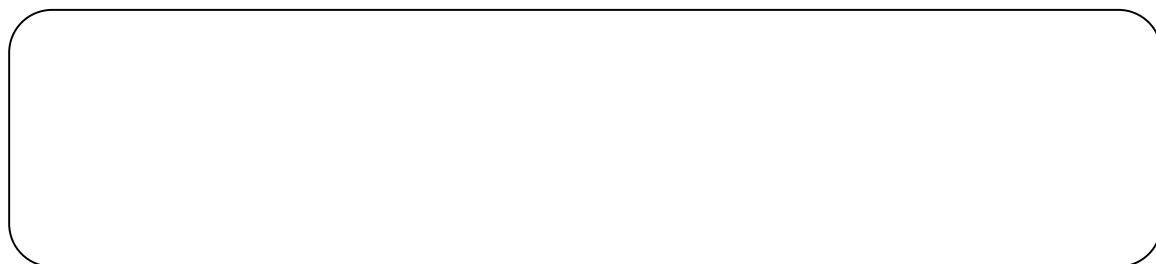
Get into groups of eight to twelve people and your teacher will give you some materials: newspaper and masking tape.

Situation: Your group is stuck on a deserted island. You have to build a structure that is free-standing and will protect the entire group from the sun. You have 20 minutes to **plan** how you are going to build the structure. Then, you will have 20 minutes to **build** the structure itself. **YOU CANNOT TALK DURING THE BUILDING STAGE.**

B. Post-activity reflection

Reflect on your experience of building the newspaper structure and answer the questions below as a group. Be prepared to share your answers with the rest of the class.

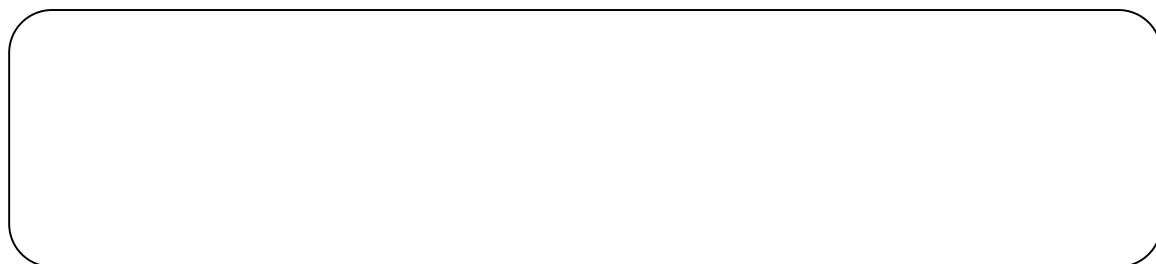
1. What worked during the process? What slowed down the process?



2. How did you plan your structure?



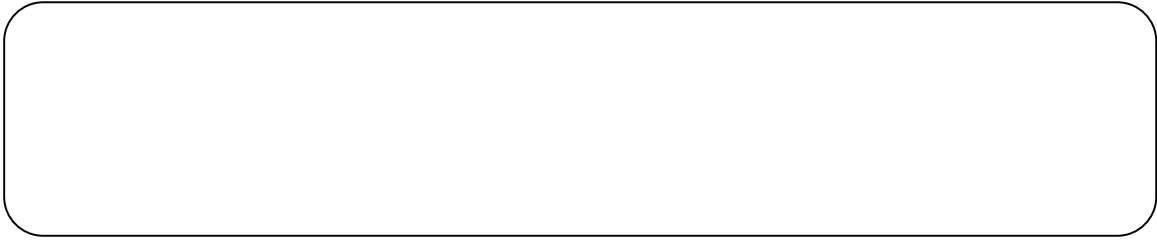
3. What roles emerged during the process? Was there a leader?



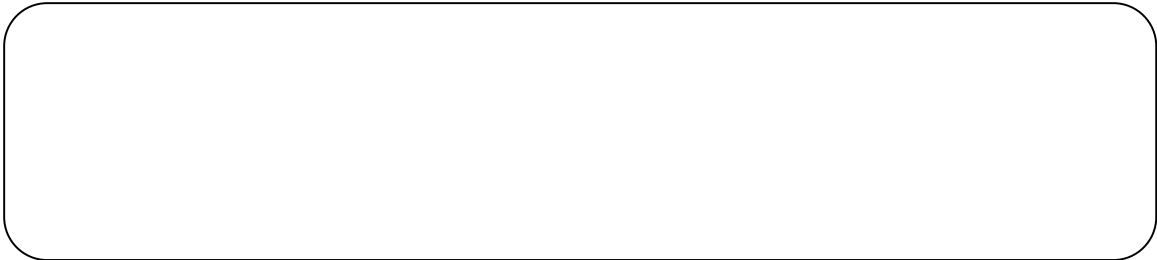
4. Did everyone have an active role to play?



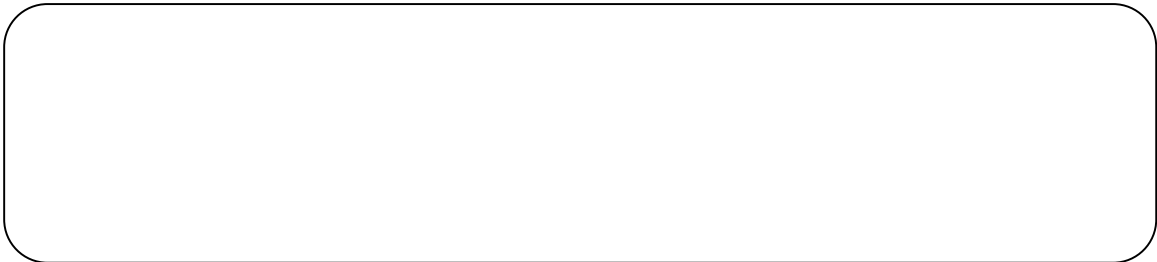
5. How did it feel not being able to talk during the building phase?



6. Did you work well as a team? How do you know?



7. What did you learn about yourself and your group members during this game?



8. How can you improve teamwork within your group?



Learning Activity 2: Teamwork in debating

How can teamwork be applied in a debating situation? The previous activity was supposed to help you to focus on the value of teamwork in debating. Look back on all the debating experiences you have had in class. How can you show team spirit and good teamwork in a debate? Consider the following stages in a debate:

Preparation

The Opening and Main Speeches

Question and Answer Session (Interrogative Debate)

Summary Speech

FOCUS 11
Presentation Skills

Presentation Skills

Learning Activity 1: Getting the vacant place

Situation

A staff quarter on the top floor of the school premises is now vacant and different interest clubs can bid to move into it. They need to convince the school authority why their club, and not others, should be given the place.

1. The teacher will now get you into groups. One group will be the school authority and the other groups will decide what club they represent. Some examples are as follows:

Drama Club
English Club
Science Club
Sports Club
Music Club
Art Club

2. **Task for the school authority**
Your group's task is to come up with the **criteria** for choosing who to use the vacant place. Before the other groups start their discussion, your group will present to them the selection criteria so that they can prepare their presentations appropriately.
3. **Task for the other groups**
In groups, convince the school authority to give the place to your club. You will be given 10 minutes to prepare and 1 minute to present. You should convince the school authority with sound reasons.
4. The groups present their arguments to the school authority and they may ask questions as they listen to the presentations of the other groups. After the presentations, the school authority will make a decision and announce the winner.

Learning Activity 2: Identifying good and bad body language

Look at the pictures below and decide whether they show good or bad examples of body language when delivering a speech. Give your reasons in the boxes provided.

1.



2.



3.



4.



5.



6.



Learning Activity 3: Delivering a speech with poise

A. Video watching

You will now watch videos of a student delivering a speech. As you watch, consider the student's strengths and weaknesses as a speaker. Complete the worksheet below.

You may wish to focus your comment on some of the following areas:

- Pronunciation
- Projection of voice
- Delivery pace
- Use of stress and intonation
- Body movement
- Facial expressions
- Eye contact
- Confidence



Strengths	Weaknesses

B. Practice

Read the transcripts of the two speeches below. Then work with a partner and take turns to read out the speech to each other. One of you should deliver the first speech while the other should read out the second one.

Use the “Peer Evaluation Form” (page S132) to assess each other’s delivery.

Smoking Should Be Banned in Public Places

Recently, I was waiting for a bus. It was in a large bus station, the kind everybody in Hong Kong knows. The air was dirty already, because of the exhaust fumes from the buses, and it was hot. A man came up behind me and lit a cigarette. I have a problem with that. If he chooses to shorten his own life, he can make that choice. But why should he shorten my life? I asked him to put it out, and he simply told me that he was allowed to smoke there, and if I didn’t like it, I could move somewhere else. The problem is – he was right. In law, he has the right to smoke there, and I had no authority to tell him he couldn’t. I want to argue in this speech that the law should be changed. He should not have that right. My right to life is more important.

Exams Do Not Effectively Test Student Learning

Ladies and gentlemen, I would like to talk to you today about exams. I mean the large-scale formal exams such as the HKDSE, HKCEE and A-Level exams, the ones organised at territory-wide level. The exam system we have follows the British system, which has been reformed many times. At one time, a big exam at the age of eleven determined a child's whole future, whether he or she would be a doctor or a factory worker. Mercifully, that exam is gone, but in this speech, I will argue that the problem is not with any specific exam. The problem is that exams, besides being stressful, are ineffective in assessing student learning.

Peer Evaluation Form

Evaluator : _____

Name : _____

Use this form to give feedback to your classmate's presentation. Indicate what you think about his / her performance by ticking the appropriate boxes. Provide your views on his / her performance in the "Overall Comments" section.

	Good	Satisfactory	Needs improvement
1. The words were clearly pronounced and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The volume was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker used an appropriate pace / speed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The speaker stressed words and phrases effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The body movement was natural.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The speaker's facial expressions were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There was good eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The speaker appeared confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments

What did you like most about the speaker's performance?

What areas could be improved on?

* This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classrooms.

FOCUS 12
Final Debates

Final Debates

Learning Activity 1: Final debates

A. Grouping

Get into groups of three. Assign who will be the captain, 1st speaker and 2nd speaker.

GROUP NAME	
CAPTAIN	
1st SPEAKER	
2nd SPEAKER	

B. Preparation

You will now apply all the skills you have learnt in this course by having a formal debate. We will be following the debating procedure shown in Learning Activity 8 of Focus 1.

At least nine people are involved in a debate:

- Two **teams** of three students each
- A **chairperson**, who hosts the debate and settles any disputes on the rules
- A **timekeeper**, who times each speech and rings the bell to remind speakers not to go overtime
- At least one **judge** (also called an **adjudicator**), who decides which team should win the debate

There are three parts in this debate:

- Part 1. Speeches presented by the six speakers
- Part 2. Question and answer session
- Part 3. Summary speeches presented by the captains

A week before the competition, your teacher will pair up teams and they will draw lots for the motion and side (the Affirmative or the Opposition).

You will have one week to research and prepare for the debate.

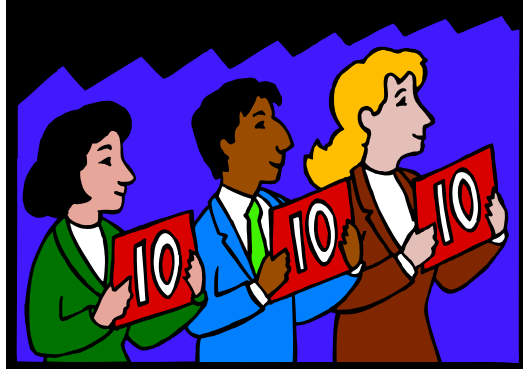
C. Debate competition

Your team will debate with another team based on the result of the draw. Before the debate, study the judging criteria on pages S136 – S137. Be prepared to provide feedback on other teams' performance.

Final Debates – Judging Criteria

Part 1 (Opening, 1st and 2nd Speakers' Speeches) & Part 3 (Summary Speeches)

(100 POINTS FOR EACH SPEECH)



A. Content (40 points)

1. Quality of argument
2. Depth and breadth of ideas
3. Relevance of arguments to the motion
4. Originality
5. Quality of rebuttal

B. Language (30 points)

1. Use of language
2. Level of fluency
3. Articulation
4. Persuasiveness

C. Organisation (20 points)

1. Development of arguments
2. Logical sequencing of points
3. Precise and concise presentation of ideas

D. Poise (10 points)

1. Gestures and posture that reinforce presentation
2. Confidence
3. Eye contact



Final Debates – Judging Criteria

Part 2 (Question and Answer Session)

(100 POINTS FOR EACH QUESTION)



For asking questions:

- A. Content (30 points)**
 - 1. Precision of ideas
 - 2. Relevance to the motion
 - 3. Originality
- B. Presentation (20 points)**
 - 1. Use of language
 - 2. Level of fluency
 - 3. Articulation
 - 4. Persuasiveness

For reply to questions:

- A. Content (30 points)**
 - 1. Precision of ideas
 - 2. Relevance of arguments to the motion
 - 3. Originality
 - 4. Quality of rebuttal
- B. Presentation (20 points)**
 - 1. Use of language
 - 2. Level of fluency
 - 3. Articulation
 - 4. Persuasiveness



Assignment Checklist

Name: _____ Teacher: _____

Focus	Portfolio Assignment	Date Completed (Assignment)	Date Completed (Reflections)	Teacher's Signature
Focus 1	Portfolio Assignment 1			
Focus 3	Portfolio Assignment 2			
Focus 4	Portfolio Assignment 3			
Focus 6	Portfolio Assignment 4			
Focus 7	Portfolio Assignment 5			
Focus 9	Portfolio Assignment 6			

Reflection Log – Portfolio Assignment 1

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Reflection Log – Portfolio Assignment 2

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Self-Assessment (to be completed by the student)

Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Reflection Log – Portfolio Assignment 3

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Self-Assessment (to be completed by the student)

Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Reflection Log – Portfolio Assignment 4

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Self-Assessment (to be completed by the student)

Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Reflection Log – Portfolio Assignment 5

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Self-Assessment (to be completed by the student)

Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Reflection Log – Portfolio Assignment 6

Name: _____

Date: _____

FEEDBACK AND REFLECTIONS



Self-Assessment (to be completed by the student)

Teacher's Comments (to be completed by the teacher)

Strategies to Improve (to be completed by the student)

* This is a suggested reflection log. Teachers might like to adapt it for use in their own classrooms.

Focus 1: Understanding the Fundamental Idea of Debating

Objectives

By the end of the focus, students will be better able to:

- ✦ understand key terms and concepts of debating
- ✦ understand that arguments are fundamental to debating
- ✦ understand the importance of substantiating a stance with reasons and arguments
- ✦ understand the rules and procedure of a debate

Time Needed

- ✦ 3 hours 10 minutes

Learning / Teaching / Assessment Tasks / Activities

- ✦ Students brainstorm ideas on a given situation and then take sides
- ✦ They formulate arguments based on a motion
- ✦ They study and analyse sample arguments using the problem-solution structure
- ✦ They write a speech against the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”
- ✦ They watch the video of a sample debate on curfew and identify key arguments made by different speakers
- ✦ They read a chairperson’s speech to familiarise themselves with the rules and procedure of debating

Materials Required

- ✦ Handouts on “Understanding the Fundamental Idea of Debating”
- ✦ DVD Track 1: Video of the debate on curfew
- ✦ Copies of the transcript of the debate on curfew (pages T11 – T12)
- ✦ Supplementary activity – “Listening for Main Ideas”(Learning Activity 7) (page T103 of the “Supplementary Materials” section)

Understanding the Fundamental Idea of Debating

Teacher's Notes

Introduction

The activities in this focus will introduce students to some fundamental ideas of debating, e.g. motion, argument and the problem-solution structure that helps to establish a case. The objective is to enhance their knowledge and understanding of debating.

Learning Activity 1: Warm-up

10 minutes

Spend about 10 minutes on the warm-up exercise at the beginning of the class to encourage students to get out of their desks and move about. This not only helps students to project their voices and speak with confidence, but also enables students to concentrate better in the lesson. If there is not enough time for both physical and voice warm-ups, you can do either one. Full instructions for the warm-up exercise are provided on the student's handouts.

Learning Activity 2: Brainstorming reasons

10 minutes

This activity presents a situation students can easily relate to: they want to go to a concert but their parents have doubts. Students will see the importance of persuasion when they imagine themselves reasoning with their parents over the issue of freedom and discipline. This activity will prepare students for a more structured and formal debate later on.

Ask students to form groups of no more than four and write down as many reasons FOR and AGAINST going to the concert.

Ask students to share their answers with the rest of the class. You may either have them list their ideas on the board or have them read their answers out loud which you will then write on the board. It does not matter whether the reasons are strong / sensible or not. The purpose of this activity is to encourage students to come up with as many ideas as possible and to express their views freely.

Possible answers:

<u>Reasons for</u>	<u>Reasons against</u>
<ul style="list-style-type: none"> • It is my favourite singer. • <i>There is only one show.</i> • <i>The tickets are cheap.</i> • <i>My friends are all going.</i> • <i>I like the singer's music.</i> 	<ul style="list-style-type: none"> • The next day is a school day. • <i>It is going to be very crowded.</i> • <i>There may be pickpockets.</i> • <i>I may meet bad people and make bad friends.</i>

<ul style="list-style-type: none"> • <i>It is a good way to relax after school.</i> • <i>There are going to be a lot of good-looking girls and guys there.</i> • <i>It is going to be cool and a lot of fun.</i> 	<ul style="list-style-type: none"> • <i>The music is going to be really loud.</i> • <i>It is dangerous to stay out late without the company of parents.</i> • <i>The concert is far away from home.</i>
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Catering for Learner Diversity

For less advanced students, it may be useful to provide a few reasons on the board as examples or ask some guiding questions to help students to generate more ideas, e.g. “Is it safe to go out late at night? What may happen in the concert? What may happen on your way home?”

Alternatively, you can divide the class into two sides and have half of the class brainstorm the reasons FOR going to the concert and the other half the reasons AGAINST. They can then listen to the points made by the other side and take notes.

Learning Activity 3: Introduction to motion

10 minutes

Explain to the students that debating starts with an issue similar to the one they discussed in Learning Activity 2, and introduce the concept of motion. A *motion* is a statement phrased to favour one side of an issue. You can write the motion below on the board:

Everyone under 18 should be subject to an 8:00 pm curfew.

It is likely that most students will dislike this idea, and will be motivated to argue against it. You may get a class that is all on one side, and at this stage, that is fine. You may then need to point out the arguments the Affirmative may make.

In any case, give students a chance to decide which side they want to take. They either AGREE or DISAGREE with the motion. In groups, students look at the reasons they listed FOR and AGAINST the topic in Learning Activity 2 and decide whether they can reuse some of the ideas. Besides concerts, what do young people want to do after 8:00 pm? The Affirmative’s arguments will stress the dangers and disadvantages of what young people do in the evening away from their parents, and the Opposition will stress what is positive. Students circle their choice to complete the statement on their handouts. Then, get students to share their answers with the rest of the class.

Learning Activity 4: Introduction to argument

30 minutes

After students have decided which side to take, ask them to think of ways to defend it. You may then explain the concept of *argument*.

Tell students that they will now focus on one side of the motion (i.e. the FOR side). Students now come up with possible reasons why parents and students might AGREE with the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”. They can either carry out the activity in groups or in class as a whole.

Tell students not to worry whether their arguments are right or wrong. There is no model answer. The important thing is that they express an opinion and that they become aware that some arguments / reasons are stronger than others. If students respond to and criticise one another’s arguments, this is good and should be encouraged.

1. Encourage students to come up with as many arguments as possible and list them on the board.

Possible answers:

Reasons why PARENTS might agree with the motion:

- A curfew can protect children from activities such as drug taking and sex.
- *Students can have enough rest and get to school on time.*
- *Students will be protected from meeting bad people.*
- *Students will spend less money if they are not outside with their friends.*

Reasons why STUDENTS might agree with the motion:

- Students can concentrate on studying.
- *Students can have more rest / sleep.*
- *Their parents don’t have to worry about their safety.*
- *Students can stay home and help the family with housework.*

2. Ask students to read the sample arguments on their handouts and identify which sample argument might be made by parents and which by students. The purpose of this activity is to make students aware of the importance of considering different parties’ perspectives when analysing an issue. You may ask students to justify their answers by pointing out phrases / sentences that create the impression that the argument is made by parents or students.

The underlined phrases / sentences provide some hint as to the speaker's point of view:

SAMPLE 1: PARENTS / STUDENTS

With the increase of crime in Hong Kong, I think that an 8:00 pm curfew is a good idea. It gives boys less chance to get involved in misdeeds such as bullying, fighting, smoking and going to parties where drugs are often involved. Girls will also have less chance to get themselves into trouble, such as participating in sexual acts, partying all night with their friends, or being pressured into smoking. As a result of the curfew, they will have more time to concentrate on their schoolwork.

Another benefit of an 8:00 pm curfew is that the government will not need to spend so much money policing the streets. The curfew will cut down on the number of police needed to patrol the streets at night.

SAMPLE 2: PARENTS / STUDENTS

We are in favour of an 8:00 pm curfew to help keep our teenagers safe. Very often we hear of teenagers committing crimes such as fighting, damaging public places, pick-pocketing and doing drugs. Teenagers in Hong Kong today need rules to protect them from such dangers. Even though teenagers are in school most of the day, it is after school that teenagers are no longer protected. When we allow them to stay out all night, they are more likely to get into danger.

If teenagers are at home by 8:00 pm, parents can feel more secure and relaxed knowing that their children are not out wandering in the streets. Therefore parents can concentrate on their jobs and work overtime.

3. The sample arguments focus on the consequences to students and parents if there is no curfew. Ask students to identify some of the consequences mentioned in the sample arguments.

Possible answers:

Consequences if there is no curfew:

- sex and pregnancy
- drugs
- *bullying / fighting*
- *crimes such as damaging public places*
- *less time for schoolwork*
- *parents are stressed and worried*

Catering for Learner Diversity

For more advanced students, you can ask them to come up with new points that are not included in the sample arguments. Some of the other possible consequences of not introducing the curfew are:

- *Many teenagers wander the streets aimlessly and never return home on time after school.*
- *Many teenagers miss meals at home and eat out too much.*
- *Many teenagers miss out on family time and don't communicate with family members.*

Learning Activity 5: Introduction to argument structure

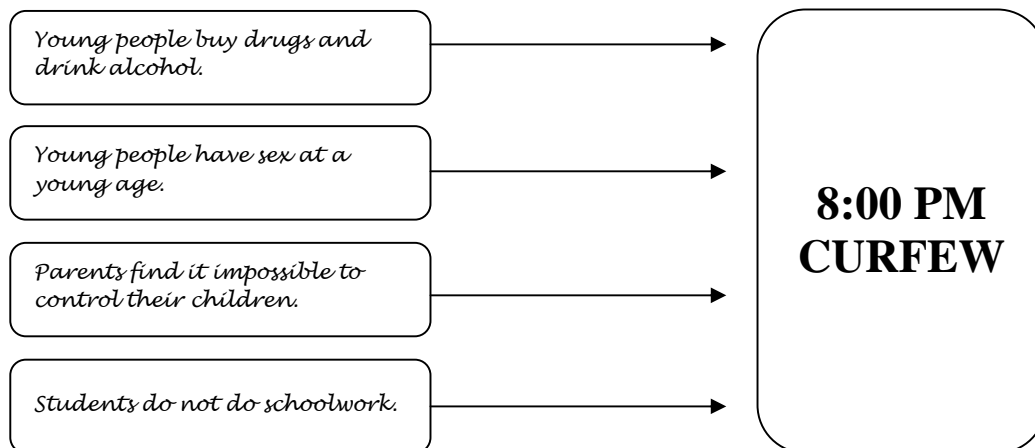
30 minutes

Introduce the basic structure of an argument by explaining that arguments are often made by first identifying a problem, and then proposing a solution to it. Read out the first half of a sample speech arguing FOR the motion. Then ask students to read the speech on their own before completing the task. After students have filled out the boxes in groups with the possible problems which an 8:00 pm curfew may help solve, ask them to share their answers with the rest of the class.

Suggested answers:

PROBLEMS IDENTIFIED BY THE SPEAKER

SOLUTION

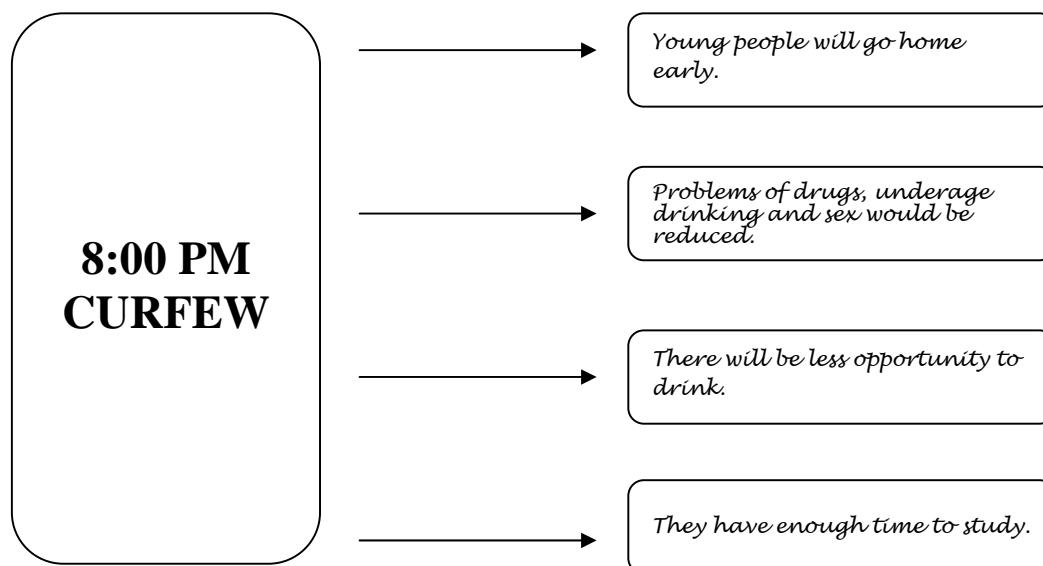


Read out the second half of the speech. It focusses on the effects of the solution (i.e. 8:00 pm curfews) proposed by the speaker. Students will write down the effects after you have read the speech.

Suggested answers:

SOLUTION PROPOSED BY THE SPEAKER

EFFECTS OF THE SOLUTION



After going through the answers, make sure students understand the problem-solution structure in constructing arguments. However, emphasise to students that NOT all motions can fit into this model / framework. The problem-solution structure works well with motions that propose a change of current practice to address issues or problems.

Catering for Learner Diversity

For less advanced students, you may need to go over key vocabulary with them beforehand. You may also read slowly or repeat the speech if students find it difficult.

For more advanced students, you can opt to have students listen and take notes without referring to the speech on their handouts.

Learning Activity 6: Portfolio Assignment 1

40 minutes or as homework

Students will now apply what they have learnt so far to argue AGAINST the motion. In groups, students use some of the ideas that they have discussed in Learning Activity 2 to complete the box in this activity. You may select some groups to present their ideas to the class.

Then individually, students use the arguments they have collected to **write a short paragraph** and submit it to you for feedback. They may use a separate sheet if necessary.

Regard this as a warm-up writing activity, and so if the quality of the writing turns out to be not as good as expected, let students know there is still room and time for improvement. Remind students to keep all assignments in a folder as they may need to revise or further develop their work later on in the module.

You can give students 40 minutes to complete the task in class or set it as a home assignment. To encourage students to express their arguments more freely, tell students that this first assignment will be marked on ideas but not grammar. This will help students to focus on developing their ideas, rather than worrying about making grammatical mistakes.

The suggested assessment criteria for this portfolio assignment have been provided on page T121 of the “Supplementary Materials” section for your reference when assessing students’ work and giving constructive feedback. After you return the assignments with your comments, ask students to complete the “Assignment Checklist” (page S138) and “Reflection Log – Portfolio Assignment 1” (page S139) to reflect on their work and come up with strategies for improvement.

Catering for Learner Diversity

For less advanced students, you may introduce the following language items and sentence structures to help them present their ideas:

Giving reasons:

- We should not impose a curfew because / as / since ...
- Given that ..., curfew is not necessarily beneficial to youngsters.
- The reason why we should not have a curfew is that ...

Expressing opinions:

- I believe / don't believe that ...
- Most teenagers think / don't think that ...
- I agree / disagree that ...

Modal verbs:

- The 8:00 pm curfew should not be imposed.
- A curfew may lead to many adverse effects.

Comparatives and superlatives:

- Crimes also happen at day time. It may not be more dangerous for children to go out late at night.
- Home may not be the safest place for children, especially when the busy parents leave their children unattended.

Conditionals:

- If we don't allow teenagers to go out at night, they may become more rebellious.

Connectives:

- In fact, ...
- Moreover/ In addition / Furthermore, ...

Learning Activity 7: Listening for main ideas

30 minutes

This activity aims to develop students' ability to identify key ideas and arguments in debate speeches, as well as to give students an idea of the order of speeches in a formal debate. Students will watch a video of the first part of a debate on the motion "*Everyone under 18 should be subject to an 8:00 pm curfew*" (DVD Track 1). The debate is conducted in a format consistent with the one adopted in this module with each speech lasting about 2 minutes.

Ask students to pay attention to the arguments made by the speakers and fill in the blanks in the table as they watch the video.

Check the answers with the students afterwards. You may read out the answers for students or distribute the transcript of the debate (pages T11 – T12).

Catering for Learner Diversity

For less advanced students, you can go over key vocabulary (e.g. teenage pregnancy, underage drinking) with students before playing the video clip. Alternatively, you may use the table provided on page T103 of the "Supplementary Materials" section, which requires students to focus on fewer speeches. You may also consider giving out the transcript to help students to locate the key ideas and complete the task.

Possible answers:

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Young people have problems such as <ol style="list-style-type: none"> 1) <u>drugs</u>, sex and pregnancy, 2) <u>underage drinking</u> and 3) <u>staying out all night</u>. • The solution is to have a curfew so that the time spent on these activities is limited. 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • The teenage problems this motion is supposed to solve are not really serious. • Having a curfew is impractical because the police do not have 4) <u>unlimited resources</u>. • Having a curfew will not solve the problems because 5) <u>drug and sexual activities can happen in the daytime</u>. • The curfew is a violation of young people's rights.
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • 6) <u>Drugs</u> and 7) <u>teenage pregnancy</u> are serious problems in Hong Kong – examples are given to support the argument. • The opponent is just using statistics to understate the problem. 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • The opponent is not using real stories and has refused to admit that 8) <u>the numbers make a difference</u>.
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • The issue is not whether crack cocaine is the top drug but whether 9) <u>there is a drug problem</u>. • Alcoholism and other addictions can 10) <u>destroy lives</u>. 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Drinking can happen in the daytime. • The opponents have failed to show that the problem of drug and alcohol abuse is serious in Hong Kong.

Transcript: Video for Learning Activity 7

Motion: Everyone under 18 should be subject to an 8:00 pm curfew

Affirmative captain: Ladies and gentlemen, I am here to present the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”. By “*curfew*” here, we mean a law stating that all those under 18 must be indoors at 8:00 pm. By this we intend a law passed in Hong Kong. The police would enforce it.

We all know that some young people have very serious problems. They buy drugs. They have sex and become pregnant when they are too young. They begin drinking even as young as 13. Many parents find it impossible to control the behaviour of their children late at night. Some teenagers stay out all night, and the parents can do nothing about it. They do not do their schoolwork. If the next generation is poorly educated, not only they themselves but their families and all of us will suffer.

We propose to solve this problem with a curfew. If young people know that the police will arrest them if they stay out late, they will go home willingly to their parents. Most drug deals and sexual activities take place at night, so these problems would be much reduced. They will have less opportunity to drink, because they are either at school or with their parents in the earlier part of the day.

We have suggested 8:00 pm as an appropriate time. This will leave enough time for them to study. Thank you.

Opposition captain: Ladies and gentlemen, my team and I are firmly opposed to this motion for three reasons.

First, the problems this motion is supposed to address are not really serious. Young people in Hong Kong are generally well-behaved by global standards. The number of teenage pregnancies is quite small, and the rate of drunkenness and drug use among our young people is low. And yet our opponent wishes us to believe that this very strong measure is necessary.

Second, it is impractical. The Affirmative side seems to believe that the police have unlimited resources. They have a lot to do now chasing criminals and drug dealers. How can we expect them to spend their time chasing ordinary teenagers who just want to go to a movie?

Third, it would not achieve its goal. My opponent has already granted that it is impossible to drink and have sex in the daytime. We submit that all the activities that now take place at night would just happen in the daytime.

Fourth, and most importantly, it is a major violation of the rights of young people. The great majority of young people just want to go to a movie or to a dance, and have no intention of buying drugs or having sex. Even if they did have sex, we must ask whether this is a worse evil than the crime of limiting their freedom. We submit that the proposed measure is unjustified.

Affirmative 1st speaker: Ladies and gentlemen, my opponent has just argued that drug use and teenage pregnancy are not serious problems. How is it possible to hold this position? Imagine a family living in a regular flat in Kowloon. There is a girl of fifteen in the family. She meets bad companions at school who encourage her to stop studying and instead waste her time chatting with them. She starts to stay out later and later. One night, coming out of a night club, they meet an acquaintance who sells them crack cocaine. Now, the problem with crack cocaine, ladies and gentlemen, is that it may feel good at first, but the user very quickly becomes addicted. The girl becomes addicted. When she doesn't get her drug, she starts to shake and vomit. Her personality changes and she becomes unreasonably angry and anxious. Naturally, in these circumstances, she will do what she must do to support her habit. She will first steal from her family, and then, she might well become a prostitute. All this could have been prevented if she had been made to stay home at night. My opponent has said that the "rate" of drug addiction is low in Hong Kong. How can we even think about the "rate" when there is someone in our society who suffers as this family suffers? I submit that my opponent is using statistics to keep the discussion cool, where this discussion should be hot. We should be angry that such things happen at all, and do what we must do to take care of it.

Opposition 1st speaker: Ladies and gentlemen, my opponent has painted a very disturbing picture. Indeed, the family of the girl in the story has suffered. The problem is – it is just a story. My opponent has not used a real example, and has refused to admit that the numbers make a difference.

My opponent has not even shown that one Hong Kong family has the problems she describes. The United Nations publishes a list of 98 countries and territories in order of cocaine use. Hong Kong ranks 97th. While in the United States, 2.8 percent of the population uses cocaine in some form, the figure is 0.002 percent in Hong Kong. That is, out of 1000 people in the United States, 28 use cocaine. In Hong Kong, the figure is not even 1. In fact, out of 1,000,000 people in Hong Kong, the number of users would be around 20. In the total population of Hong Kong, there are only about 140 users, including men and women of all ages, and including those who use cocaine in less powerful forms. Is there even one family in the situation my opponent describes? If there is one, surely it is better to treat that one family as a special case, instead of putting a million young people effectively in prison.

This example also serves to show that the numbers make a difference. They make a difference because the balance of things is important.

Affirmative 2nd speaker: Ladies and gentlemen, it is true that crack cocaine is not our number one drug problem in Hong Kong. But we are getting away from our topic here. The issue is not whether crack cocaine is the top drug, but whether there is a drug problem.

In a study published last year, Poh C. Lai and Ann Mak concluded that heroin use in certain areas of Hong Kong had risen. The website WD (Wrongdiagnosis.com) estimates that there are 380,000 alcohol abusers in Hong Kong. And a report of the Hong Kong Federation of Youth Groups suggests that 80% of those with alcohol problems begin drinking when they are still underage. In the face of this evidence, can our opponents really say that there is no problem? Just because certain drugs are rare, do they believe that there is no drug and alcohol problem? They cannot deny that alcoholism and other addictions destroy lives. Thank you.

Opposition 2nd speaker: So, our opponents have changed their position. They now believe that statistics are very important. Yet it is equally important to take care how they are used. The same report by Lai and Mak about heroin reports an overall decline in heroin use across Hong Kong. If the problem is declining, why should we take measures that will curtail our young people's freedom? The website WD lists alcohol abuse rates with a warning: what they have done is taking the rate of alcohol abuse from the United States, and dividing it by the population of Hong Kong. It is very obvious that this is not at all valid. Do most alcohol abusers start drinking when they are underage? Certainly. No one would expect anything else. But our earlier point still stands unchallenged: is it not true that drinking would just happen in the daytime?

Our opponents keep insisting on the problem of drug and alcohol abuse, but they have failed to show that the problem is so serious as to merit this very strong solution. How can we justify denying well-behaved young people the right to go to movies in the evening just so that a social problem concentrated in a few areas of the city can – very questionably – be dealt with? We ask you to reject the motion.

Learning Activity 8: Introduction to the procedure of debating

30 minutes

A. Understanding the procedure of debating

Go over the procedure of debating with the students. Remind them that there are many forms and styles of debate and the format adopted in this module is only one of them.

Catering for Learner Diversity

For students interested in debating, you can give them an idea of other debate formats. Some of the more common ones are:

- Parliamentary Debate
- Karl Popper Debate
- Mock Trial
- Lincoln-Douglas Debate

Detailed information of the above debate formats can be found on the following website:

http://www.idebate.org/teaching/debate_formats.php

B. Reading a chairperson's speech

The chairperson introduces the rules and regulations of a debate. His / Her speech could provide very useful references when students conduct a debate in class in the future. Ask students to take turns to read the chairperson's speech (rules and regulations) on page S13 and choose some students to read it aloud to the class. This activity not only enables students to internalise the rundown of a debate and the roles of different people involved in it, but also allows you to work on the pronunciation of some debate terms with students (e.g. adjudicator, Affirmative).

To ensure a smooth reading, you may ask students to fill in the blanks with relevant details (e.g. names of team members) or provide necessary details (e.g. duration of each speech). Let students know they will eventually conduct a debate in class at the end of the module and the speech will be useful.

Focus 2: Eliciting, Confirming and Establishing Knowledge about Debating

Objectives

By the end of the focus, students will be better able to:

- ⊕ demonstrate knowledge of the rules and procedure of a debate as well as related vocabulary
- ⊕ understand the role of each speaker in a debate

Time Needed

- ⊕ 2 hours 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students learn vocabulary, read an article related to bullying, and watch a video clip on the topic
- ⊕ They discuss ways to tackle bullying at school and brainstorm ideas for both sides of the motion *“It is best to deal with bullying by expelling the bully from school”*
- ⊕ They watch the video clip of a debate on bullying to identify the role of each speaker and the purpose of each speech
- ⊕ They complete a matching task to revise the basic debate vocabulary they have learnt in Focus 1 and Focus 2

Materials Required

- ⊕ Handouts on “Eliciting, Confirming and Establishing Knowledge about Debating”
- ⊕ DVD Track 2: Video of the debate on bullying
- ⊕ Copies of the transcript of the debate on bullying (pages T21 – T23)
- ⊕ Supplementary activity – “Noting down the Main Ideas of a debate” (Learning Activity 6) (pages T105 – T106 of the “Supplementary Materials” section)

Eliciting, Confirming and Establishing Knowledge about Debating

Teacher's Notes

Introduction

The activities will introduce students to the rules of debating and the role of each speaker in a debating team. The objective is to enhance students' understanding of the rundown of a debate, as well as to familiarise them with some basic debate terms.

Learning Activity 1: Warm-up

5 minutes

Go through the tongue twisters and ask students to read after you. As they feel more comfortable, ask them to read faster on their own.

Learning Activity 2: Vocabulary

10 minutes

This activity introduces some vocabulary related to the topic of bullying and prepares students for the coming reading, discussion and video viewing activities in the focus. Ask students to fill in the gaps with the appropriate words.

Answers:

- | | | | |
|----------------------|----------------------|----------------------------|---------------------|
| 1. <i>unequal</i> | 2. <i>expelled</i> | 3. <i>emotional damage</i> | 4. <i>isolate</i> |
| 5. <i>aggressive</i> | 6. <i>punishment</i> | 7. <i>reprimanded</i> | 8. <i>behaviour</i> |

Catering for Learner Diversity

For less advanced students, you may explain the meanings of the more difficult words like "aggressive", "expelled" and "reprimanded" or ask students to check these words in a dictionary before filling in the gaps.

Learning Activity 3: Reading

30 minutes

A. Pre-reading discussion

This pre-reading activity aims at activating students' background knowledge. Get students into groups of four and ask them to think of some examples of bullying. Allow 5 minutes for discussion and ask them to share their answers with the rest of the class. It is fine if they choose to tell specific stories. The more vivid the problem is in their minds, the better.

B. Reading – What is bullying?

You may now introduce the issue for this focus – bullying.

1. Ask students to read the article on pages S17 – S18 taken from the *It's My Life* website:
<http://pbskids.org/itsmylife/friends/bullies/index.html>
2. Ask students to answer the questions on page S19.

Possible answers:

- i) *Physical (e.g. hitting)*
Verbal (e.g. name-calling)
Relationship (e.g. refusing to talk to someone)
- ii) *To make someone feel bad*
To gain power and make the bullies feel good about themselves
To stand out from the crowd and gain attention from other kids, and even from adults
- iii) *To make another person feel hurt, afraid and uncomfortable*

Catering for Learner Diversity

For less advanced students, you may give one answer for questions (i) and (ii) as an example and provide a stem for question (iii).

Learning Activity 4: Brainstorming solutions to bullying

30 minutes

A. Video watching

The following clips show the seriousness of the bullying problem at school and suggest some possible ways to handle it:

<http://www.youtube.com/watch?v=UTn-BqdMpsY&feature=related>

<http://www.youtube.com/watch?v=DYXGV6lc8n4>

Play one of them in class (or ask students to watch them outside class) in order to give students more ideas for the discussion in Part B. You may ask students to focus their attention on the suggested solutions and take notes.

B. Discussion

1. This activity can be done either together as a class or in small groups or pairs. If it is done in pairs or groups, you may walk around to support students. Encourage students to share their answers in class by writing their different ideas on the board.

Possible answers:

- *Tell somebody.* Tell a friend, parent or teacher we trust. They may be able to help us or give us sound advice.
- *Walk away.* Most bullies like to see others suffer. Do not give them a chance to do it.
- *Stand up for ourselves.* Do not let someone walk all over us. If they start pushing us around, look them in the eye and tell them to stop in a loud voice.
- *Join other friends.* Bullies like to choose people who are easy to pick on. They hardly pick on a group.
- *Have confidence in ourselves.* Bullies pick on people who do not think highly of themselves. Walk with our head held high.

Catering for Learner Diversity

For less advanced students, you can draw their attention to the solutions suggested in the video clips and replay relevant parts. Alternatively, you may provide some examples as to how bullying can be tackled in school (e.g. Students can report to teachers when they know somebody has fallen victim to bullying).

2. You can write the motion on the board:

It is best to deal with bullying by expelling the bully from school.

Explain the motion to the students. Then get students to write down individually as many ideas as they can think of for and against the motion.

Possible answers:

<u>For</u>	<u>Against</u>
<ul style="list-style-type: none"> • <i>to punish the bully and make him / her bear the consequences of his / her behaviour</i> • <i>to act as a deterrent against bullying</i> • <i>to remove the black sheep and avoid negative peer influence</i> • <i>to prevent the bullying problem from going out of control</i> 	<ul style="list-style-type: none"> • <i>The bully would not be able to get help from the teacher(s) or social worker in school if he / she is expelled.</i> • <i>This is not a permanent solution as the bully may go to other schools.</i> • <i>The bully has the right to education.</i> • <i>The school is partly responsible for educating the bully and shouldn't give up on any students.</i> • <i>The problem will only be ignored.</i>

Learning Activity 5: Role of speakers

15 minutes

Explain the following points before playing the video clip (DVD Track 2) to students:

- There are three members in each debate team and the team divides the arguments among themselves according to team members' roles and the content of their speeches. The stronger and more central arguments tend to be presented first.
- All speakers should listen carefully to the points made by their opponents and give timely responses (e.g. seeking clarification, making rebuttals) in their speeches.
- The role assigned to each speaker pertains to the format which this module follows and may vary in other styles of debating.

Answers:

	SPEAKER	PURPOSE / ROLE OF SPEAKER
C	Captain of the Affirmative	A. suggests an alternative solution other than the motion.
D	Captain of the Opposition	B. says the Opposition's proposed alternative solution will not deal with the issue.
F	1 st Speaker of the Affirmative	C. sets out the terms of the debate by giving definitions, sets out the problem and suggests that the motion gives a solution.
A	1 st Speaker of the Opposition	D. argues that the solution to the problem proposed by the captain of the Affirmative fails to deal with the problem.
B	2 nd Speaker of the Affirmative	E. elaborates on the alternative solution proposed by the 1 st speaker of the Opposition.
E	2 nd Speaker of the Opposition	F. says that the solution proposed by the captain of the Affirmative does deal with the problem.

Learning Activity 6: Noting down the main ideas of a debate

30 minutes

Students will now watch the video of a debate on the motion “*It is best to deal with bullying by expelling the bully from school*” again. In pairs, students should write down the main points that the speakers make and complete the table on page S22. You can play the video (DVD Track 2) twice and pause after each speaker has spoken the second time the video is played. Check the answers with them afterwards.

Possible answers:

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Bullying is a major problem and six out of ten students in primary schools have been bullied. • <i>Bullying is a major problem and we must take strong action.</i> • <i>If the bully is expelled, students will see that the issue is important.</i> 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • We accept that the problem of bullying is important. • <i>It is not practical to expel 24% of all primary students.</i> • <i>The definition of bullying is broad. We can't expel a student every time he / she insults another student.</i> • <i>Bullies often come from difficult homes. We can't solve a problem by sending them back home.</i>
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • We agree that we cannot expel 24% of primary students. • <i>The definition of bullying cannot be too broad. One single insult is not bullying.</i> • <i>There should be enough evidence. (Standards of proof)</i> • <i>Once there is enough proof (e.g. teachers' or students' eyewitness accounts of fights or continual verbal insults), the school should expel the bully.</i> 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • My opponent underestimates the difficulty of proving bullying. • <i>This resolution is all about punishment and the desire to hurt the bully.</i> • <i>Experts have suggested many activities which help to create a peaceful, loving and respectful environment that does not support bullying.</i>

AFFIRMATIVE 2 ND SPEAKER	OPPOSITION 2 ND SPEAKER
<ul style="list-style-type: none"> • Bad intentions exist even if we are positive and loving. • <i>If the teacher responds to bullying by offering extra attention, the bully will be encouraged to continue.</i> • <i>Bullies only understand punishment and the punishment must be strong.</i> 	<ul style="list-style-type: none"> • Preventive methods are the best way to deal with bullying as suffering is avoided. • <i>Research by City University of Hong Kong shows that “harsh punishment is not effective for stopping bullying”.</i> • <i>Punishment for bullies is sometimes necessary, but they should still be treated as part of the class.</i>

Note: It is acceptable if students do not write in full sentences or miss out some details, so long as they can identify and summarise the key points in each of the speeches and follow the logical flow of the debate.

Catering for Learner Diversity

For less advanced students, you may use the table on page T105 of the “Supplementary Materials” section, which only requires students to focus on three speeches. You may also turn this exercise into a gap filling activity instead of asking students to write down the main points all by themselves. Alternatively, you may give out the transcript of the debate on bullying (pages T21 – T23) after watching the video. Have students read the speeches aloud and underline the main arguments made by each speaker before you give out and explain the answers.

Transcript: Video for Learning Activity 6

Motion: It is best to deal with bullying by expelling the bully from school

AFFIRMATIVE CAPTAIN

Ladies and gentlemen, bullying is a major problem in Hong Kong schools. A study of primary school students published in December 2007 found that six out of ten students had been bullied. But what is bullying? Bullying is an unequal attack on another student. A bigger student hits and kicks a smaller student. One student calls another names, trying to create emotional damage. Some students decide that they will not talk to another student. Or an aggressive student uses threats to get money from others. We will argue that these acts are so bad that the only effective way to deal with them is to expel the bully from the school permanently.

We can all agree that these things are bad. But what is to be done? Our team believes that schools must take strong action whenever these things happen. It is not the students but the school that is responsible. Bullying is like cancer. If it is not stopped, it will spread among students. If the response is weak, then students will believe that teachers are not serious, and that bullying is not really so important to adults. If the bully is expelled, all will see that the issue is important. This kind of behaviour is very hard to change, so strong action is necessary.

Sometimes, students who are bullied even commit suicide. We must not let this happen. We must deal with bullying by expelling the bully. Thank you.

OPPOSITION CAPTAIN

Our team accepts that the problem of bullying is important. Anyone who has been through the experience knows how damaging bullying can be. We also accept that the issue is a major one in schools. The same study my opponent mentioned, by Wong, Lok, Lo and Ma, shows that 24% of students had bullied another student.

I have a question, however. Are we really going to expel 24% of all primary students? Further, the definition of bullying is broad. Shall we expel somebody every time he / she says that another is stupid or ugly? These are children we're talking about. And when there is a fight among school children, the fight will always be in some way unequal. Will we expel a student every time there is a fight?

So the solution my opponents propose will be difficult to apply. And there is another question. Will it work? Studies have shown that bullies often come from difficult homes, where there is very little support from parents. My opponents, then, want to solve a problem that comes from difficult homes by sending the students back to the same difficult homes. This does not make sense. The solution will not work.

AFFIRMATIVE 1ST SPEAKER

My opponent brings up some very real problems of definition. It is true that we cannot expel 24% of the students in school, and it is also true that our understanding of bullying cannot be too wide or we will encounter problems.

When there is a fight in school, the teacher is often not very sure what the background is. Many of us remember conversations with teachers that go, "He started it. No, he started it." One student may well accuse another of bullying so as not to be responsible for the fight. In dealing with any crime, there needs to be standards of proof. We suggest that teachers only expel students when they see the inequality of the fight themselves, or when all witnesses agree that the fight is so unequal as to be bullying.

As for verbal insults, obviously one single insult in anger is not bullying. In order to be bullying, there must be a stream of verbal abuse over days. Teachers will have to rely on students to report this.

Once these standards of proof are reached, however, the school must take strong action. It is still true that teachers must show that they take the issue seriously, and that is why bullies should be expelled.

OPPOSITION 1ST SPEAKER

My opponent underestimates the difficulty in proving bullying, and the impact this problem will have on their whole proposal.

I would like to turn to another issue now. That is the emphasis in the resolution on punishment. The whole resolution seems to suggest an old-fashioned, emotional view that says, "The crime is a bad thing, so we must hurt the criminal."

The emotion involved is understandable. We all hate bullying. We must be practical, however. As the proverb says, "Prevention is better than cure." Experts in education have suggested many activities that will prevent bullying before it begins. For example, young primary students can take part in role-plays, learning how to deal with social problems before they turn to violence. Studies have shown that such activities can promote a "peaceful, loving and respectful classroom environment". The resolution states that "bullying is best dealt with by expelling the bully". We say that this is not at all the best solution to the problem. It would be better to create an environment that does not support bullying.

AFFIRMATIVE 2ND SPEAKER

My opponent accepts the popular idea that problems will just go away if we are “positive” and “loving” enough. The real world is not like that. Bad intentions exist. Not everybody is doing their best to create a “peaceful, loving and respectful classroom environment”. One student with bad intentions can make all the role-plays in the world useless.

The real question is, what do we do then? What do we do when in spite of all our love and good intentions, one student acts like a wolf among sheep? My opponent would have us believe that if we just give the bully a hug, everything will be fine.

If the only result of bullying is extra attention from the teacher, the bully will be encouraged to continue. Bullies only understand punishment, and the punishment involved must be strong enough to discourage the behaviour. Teachers have limited resources. They aren’t allowed to hit students. We don’t have prisons in our schools. So what we can do is separate the bully from the environment. Without the bully in it, it will certainly be more “peaceful, loving and respectful”.

We say that “bullying is best dealt with by expelling the bully”. Thank you.

OPPOSITION 2ND SPEAKER

Our opponents put words in our mouths. Nobody says that we should hug bullies but we also do not need to inflict suffering on the bully.

Bullying may still occur even with the best programme to prevent it. Generally speaking, in Hong Kong, authorities have tried to deal with bullying through a range of punishments. The approach they have used is more flexible than our resolution, but it has still failed. Dennis Wong of the City University of Hong Kong writes flatly, ‘harsh punishment is not effective for stopping bullying.’ He suggests, very reasonably, that part of the problem with bullies is that they lack social skills, and the need to bully is much less when social skills are better. This is not ‘hugging the bully.’ It is finding practical solutions for the problem. He recognises that public punishment for bullies is sometimes necessary, but suggests this can be done without treating the bully like a mad dog. Bullies should become part of the class once again.

That is, you don’t solve bullying by bullying bullies. Thank you.

Learning Activity 7: Revision

10 minutes

The matching exercise is intended as a revision to ensure that students understand the key concepts of debating covered so far.

Answers:

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. f | 3. b | 4. a | 5. j |
| 6. c | 7. e | 8. g | 9. i | 10. h |

Catering for Learner Diversity

For less advanced students, you may ask them to work on a few vocabulary items at a time instead of revising the ten items all at once.

As a consolidation activity after the matching exercise, you may set up a competition. Divide the class into two teams (A and B), and assign a number to each team member (e.g. A1, B1, A2, B2). In turns, one member of each team goes to the board. You read out a definition, and the first student who writes the corresponding debate term / phrase gains a point for his / her team.

For more advanced students, you can adapt the task to add challenge. You may just provide the definitions and ask students to come up with the terms, or vice versa. In addition, you may ask students to come up with more words / expressions related to debating they have learnt over the last two focuses (e.g. chairperson, floor speakers, free debate / Q & A session).

Learning Activity 8: Reflection

10 minutes

Ask students to reflect on their learning experience in the first two focuses of the module before answering the three questions. Arrange students to share and discuss their answers with a partner afterwards. It is useful to ask students to write reflections at this initial stage so they can then look back and compare their own views on debating at the later stages of the module.

You may wish to collect students' reflections to look at their concerns and expectations. Give warm and encouraging responses where appropriate.

Focus 3: Identifying and Using Underlying Principles

Objectives

By the end of the focus, students will be better able to:

- ✦ support either side of a contentious issue with reasons
- ✦ analyse arguments and identify their underlying principles
- ✦ construct rebuttals / counter-arguments
- ✦ conduct an informal debate in the form of an extended group discussion
- ✦ write effective paragraphs comprising topic sentences, supporting details and concluding sentences

Time Needed

- ✦ 3 hours 30 minutes

Learning / Teaching / Assessment Tasks / Activities

- ✦ Students learn vocabulary related to exams through a BINGO game
- ✦ They recall their previous experience of exams and discuss whether exams should be abolished
- ✦ They identify underlying principles and use them to develop rebuttals / counter-arguments
- ✦ They conduct an informal debate in the form of a group interaction
- ✦ They practise writing effective paragraphs with topic sentences and supporting details
- ✦ They write a one to two-paragraph speech either for or against the motion “*Exams should be abolished in schools*”

Materials Required

- ✦ Handouts on “Identifying and Using Underlying Principles”
- ✦ BINGO cards, sentence cards and a bag
- ✦ Prizes (optional)
- ✦ Supplementary activity – “Developing a Basic Argument”(Learning Activity 8) (page T107 of the “Supplementary Materials” section)

Identifying and Using Underlying Principles

Teacher's Notes

Introduction

The activities in this focus are designed to introduce students to basic speech writing. New vocabulary is introduced through games and students will be guided to write proper paragraphs with clear topic sentences, supporting details and concluding sentences. The concepts of underlying principles and counter-arguments are also introduced to sharpen students' critical thinking skills. Students will be taught how to make use of underlying principles to form effective counter-arguments. They will be given opportunities to apply these skills in an informal debate and write an argumentative speech.

Learning Activity 1: Warm-up

5 minutes

Go through the tongue twisters and ask students to read after you. As they feel more comfortable, ask them to read faster on their own.

Learning Activity 2: Vocabulary

20 minutes

This is a short vocabulary game to be played at the beginning of the focus. It aims to enrich students' vocabulary bank through introducing synonyms, as well as to develop students' capacity to guess the meaning of words from context. Small prizes such as candies could be awarded to students to motivate them to participate in the game.

Before the lesson, print out and cut up the sentence cards (pages T28 – T29). In class, form students into groups of three or four and ask each group to choose a BINGO card on which vocabulary items related to exams are written. Before starting the game, explain the rules to students and tell them which pattern you would like them to form for each round. Below are some examples:

Pattern 1					Pattern 2					Pattern 3				
B	I	N	G	O	B	I	N	G	O	B	I	N	G	O
×				×						×	×	×	×	×
	×		×			×	×	×		×				×
						×		×		×				×
	×		×			×	×	×		×				×
×				×						×	×	×	×	×

You will prepare sentence cards and put them in a bag. The sentences contain words or phrases which are synonyms of those on the students' BINGO cards (check to make sure they understand a synonym means a word with the same meaning). Draw a sentence from the bag and read it out loud. Ask students to identify the synonym on their BINGO card. You may repeat the sentence if necessary. Allow students time to cross out a synonym from their BINGO cards before you move on to a second sentence.

You must not read out the bracketed answers on the cards or let students see them. Put all the drawn cards aside so that you can check the work of the winning group against them. The first group that forms the pattern you specify wins the round.

Answers and sample sentences:

ANSWER	SAMPLE SENTENCE
stop	We must put an end to our quarrels.
negative	Too many tests may have harmful effects on learning.
nice	Yesterday was such a pleasant day.
long	This test is very lengthy . It took four hours to finish.
big	We stayed in a large hotel room last summer.
easy	The reading test was so simple that I couldn't believe it.
fast	John is a quick runner.
happy	She was so glad she got full marks in her test.
short	We had a brief meeting in the school canteen.
nervous	Students are so worried about their exam results.
difficult	The test today was so hard .
smart	The girls in our class are intelligent .
stressful	The atmosphere in the examination hall is tense .
positive	Listening to music is said to have beneficial effects on children's mental development.
funny	Jacky Chan's new movie is hilarious .
private tutorials	Many students in Hong Kong take extra lessons outside school .
upset	My mom was unhappy about my report card.
significant	Our principal plays a key role in our school.
stupid	He said he was unwise to sell the house at such a low price.
quiet	The class was silent when the exam was in progress.
sensible	Twelve hundred dollars is a reasonable price for an iPod.
pain	The story reminds him of the suffering he went through as a child.
unimportant	We should not worry about minor problems.
useful	In case of emergencies, a mobile phone is very practical .

We must **put an end to** our quarrels. (stop)

Too many tests may have **harmful** effects on learning. (negative)

Yesterday was such a **pleasant** day. (nice)

This test is very **lengthy**. It took four hours to finish. (long)

We stayed in a **large** hotel room last summer. (big)

The reading test was so **simple** that I couldn't believe it. (easy)

John is a **quick** runner. (fast)

She was so **glad** she got full marks in her test. (happy)

We had a **brief** meeting in the school canteen. (short)

Students are so **worried** about their exam results. (nervous)

The test today was so **hard**. (difficult)

The girls in our class are **intelligent**. (smart)

The atmosphere in the examination hall is **tense**.
(stressful)

Listening to music is said to have **beneficial** effects on children's mental development. (positive)

Jacky Chan's new movie is **hilarious**. (funny)

Many students in Hong Kong take **extra lessons outside school**.
(private tutorials)

My mom was **unhappy** about my report card.
(upset)

Our principal plays a **key** role in our school.
(significant)

He said he was **unwise** to sell the house at such a low price. (stupid)

The class was **silent** when the exam was in progress.
(quiet)

Twelve hundred dollars is a **reasonable** price for an iPod. (sensible)

The story reminds him of the **suffering** he went through as a child. (pain)

We should not worry about **minor** problems.
(unimportant)

In case of emergencies, a mobile phone is very **practical**. (useful)

Learning Activity 3: Free-writing

10 minutes

This activity seeks to encourage students to draw on their personal experience and elicit their ideas on the topic – exams. This will prepare them for the motion “*Exams should be abolished in schools*” that they will work on later in the focus. Have students write individually for 10 minutes about their past experience of taking tests or exams. Encourage students to make use of some of the words they have learnt from the BINGO game.

Ask students to share their experience with a partner or have some volunteers write their answers on the board.

Learning Activity 4: Brainstorming ideas on the motion

10 minutes

The motion to be debated in this focus is:

Exams should be abolished in schools.

Ask students to individually write down as many ideas as they can think of **FOR** and **AGAINST** the motion. Give them about 5 minutes to do this.

Then, get students into groups of four to five to discuss and write their answers in the table.

Then each group will exchange their answer sheet with another group and study the arguments which the other group has made. When they have finished, put all the sheets up on the board.

Possible answers:

<u>For</u>	<u>Against</u>
<ul style="list-style-type: none"> • <i>less work for teachers</i> • <i>less studying for students</i> • <i>less stress for parents</i> • <i>more time for students to focus on other forms of learning (e.g. projects)</i> • <i>Exams are stressful; and could result in suicide.</i> • <i>Exams adversely affect the relationships between parents and children.</i> 	<ul style="list-style-type: none"> • <i>Exams separate the weak from the strong students.</i> • <i>Exam results are indicators of the quality of education.</i> • <i>Exams are a fair means of assessing students' abilities.</i> • <i>Exams test students' understanding of the topics learnt.</i> • <i>Exams make students attentive in class and motivate them to revise after class.</i> • <i>Exams prepare students for a higher level of education (e.g. university).</i>

Learning Activity 5: Underlying principles in arguments

20 minutes

A. Identifying the underlying principles

Explain to students that every argument is based on an underlying principle. These *underlying principles* are ideas within the argument that the speakers believe. Go through the two examples with students.

B. Forming rebuttals using the underlying principles

Explain to students that if they can work out the underlying principle of the argument of their opposing team, they can use it to construct a *counter-argument* to challenge their position. Explain how the underlying principles can be used to form counter-arguments using the two examples in this activity. Then ask students to attempt the practice by identifying the underlying principle and forming a counter-argument.

Possible answer:

Opposition argument : Exams should not be abolished because they let teachers know whether students understand the topics taught in class.



Underlying principle : *It is important for teachers to know whether students learn effectively and exam results can tell.*



Counter-argument : *Exams are not the only means of knowing whether students learn effectively. Teachers can tell from their daily observation or the assignments done by the students.*

Catering for Learner Diversity

For less advanced students, you may give them the underlying principle for the practice question and ask them to think of a counter-argument only. It does not matter if they do not thoroughly understand the concept of underlying principle at this stage. As long as students see the need to respond to an argument made by the opposing side and make an effort to form a counter-argument, the purpose of the activity is served.

Learning Activity 6: Constructing counter-arguments

25 minutes

The aim of this activity is to develop students' understanding of the concept of counter-argument.

Divide the class into two sides. Assign one to be the Affirmative and the other the Opposition.

Ask students to pair up with someone with the same stance. They then look at the arguments they put down in Learning Activity 4 and choose at least three strong arguments that support their stance on the motion "*Exams should be abolished in schools*".

Have students write their chosen arguments in the table provided. Then ask them to look at the work of another pair from the opposing side and note down the opposing side's arguments in the left column of the table. Students will then discuss with their partner and complete the right column with suitable counter-arguments.

Allow about 15 minutes for discussion. Go around the class and provide help where necessary.

Possible answers:

Table A (for the Affirmative side)

Opposition team's main argument	Affirmative team's counter-argument
e.g. Exams should not be abolished because we need some ways to measure students' abilities.	Exams are not an effective means to measure students' abilities.
<i>Exams prepare students for a higher level of education (e.g. university).</i>	<i>Exams are stressful and could result in suicide. Instead of preparing students for a brighter future, exams ruin their future.</i>
<i>Exams are a form of assessment that informs teachers what students have learnt.</i>	<i>There are other ways to know whether students learn effectively without harmful or negative effects, e.g. observation in class, course work and assignments.</i>

Table B (for the Opposition side)

Affirmative team's main argument	Opposition team's counter-argument
e.g. Exams should be abolished because they put too much pressure on students.	Studies show that pressure can also motivate students to learn.
<i>Exams should be abolished because they take away too much of the teaching time.</i>	<i>Administering exams and marking papers are part of a teacher's job.</i>
<i>Exams should be abolished so that students have more time to focus on learning.</i>	<i>Exams should not be abolished because we need a fair and effective way to assess students' learning.</i>

Learning Activity 7: Mini-debate

30 minutes

In this activity, students will take part in an informal debate or a group discussion. Ask a pair from the Affirmative side to join another pair from the Opposition side to form a group of four students (A group of five with two students on one side and three on the other side is also acceptable). Ask students to make use of the main arguments and counter-arguments they have prepared to conduct an informal debate / discussion on the motion:

Exams should be abolished in schools.

Ask students to take turns to speak and interact freely. The discussion should be 10 – 15 minutes. They may note down the points made by other group members during the discussion. The notes will help them to respond to others' ideas when it comes to their turn, as well as provide useful reference for their writing assignment later in the focus.

Catering for Learner Diversity

For less advanced students, you might shorten the discussion time to 5 – 10 minutes, depending on their ability levels. Alternatively, to provide more ideas for the group interaction, you may ask each student in the group to prepare a one-minute speech and take turns to present it before the discussion.

Learning Activity 8: Writing an effective paragraph

50 minutes

The purpose of Learning Activity 8 is to help students to write a coherent paragraph comprising a topic sentence, supporting details and a concluding sentence. This will enhance students' ability to present arguments clearly and prepare them for writing effective debate speeches.

Catering for Learner Diversity

For less advanced students, you may use the matching activity on page T107 of the “Supplementary Materials” section to introduce a more basic argument structure which comprises an opinion, a reason and some supporting details. Students should be able to present an argument clearly if they follow the three steps. Alternatively, you may use the matching activity as a warm-up before introducing the structure of an effective paragraph.

Answers to the supplementary activity on page T106:

Part A

2 – C – d	3 – D – a	4 – B – e	5 – A – b
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Part B

Students should be given less homework because *too much homework can cause fatigue and kill the fun of learning. Many educators have pointed out that repetitive practice and excessive drilling are not effective ways to improve learning.*

PE lessons should be made compulsory for all because *students need to exercise regularly to keep themselves fit. Students who enjoy good health tend to perform better academically and manage their stress well.*

A. Components of an effective paragraph

You may go through the components of an effective paragraph and explain how a topic sentence controls the ideas in a paragraph. Then, go on to explain the role of supporting details and concluding sentences with the example below:

Different components of the sample paragraph:

Topic sentence: Thailand is a nice place to take a vacation.

Supporting details: It is always sunny and warm. The beaches are beautiful with soft white sand and clear blue water. There are many good restaurants in Thailand, and most of the big hotels offer exciting entertainments.

Concluding sentence: *This is why it is one of the most popular tourist destinations in the world.*

B. Practice

PRACTICE 1 – Identifying topic sentences

Start by explaining to students what a topic sentence is: *A topic sentence is a sentence (usually the opening sentence) that presents the central idea of the paragraph. It provides a focus and a framework for understanding the rest of the paragraph.*

Ask the students to underline the topic sentence in each of the three paragraphs.

Answers:

1. The students in the class come from many different parts of the world.
2. There are many reasons why millions of British move every year.
3. Video games are very popular among secondary school students in Hong Kong.

More topic sentence writing exercises from other resources can be included to provide extended practice for students.

Catering for Learner Diversity

For less advanced students, you could first underline the *wrong sentence* in the paragraph and then ask the students if it is the topic sentence. For example:

1. There are many reasons why millions of British move every year. Some move to find better jobs or to advance their careers. Others want to experience something new. Still others want to move to a place with less crime. Finally, many people want to move to a place with a lower cost of living.

Once students reject the underlined sentences as topic sentences, ask them which sentence they think is the topic sentence. Stress that it is usually placed at the beginning.

PRACTICE 2 – Writing topic sentences

You can ask students to read the paragraphs and discuss in pairs / groups the key message of each paragraph first before they write a topic sentence for each of them.

Possible answers:

1. *Exams are stressful to many students.*
2. *Exams can be an effective means to measure students' achievements.*
3. *The system of assessment should vary according to culture and learning style.*

PRACTICE 3 – Providing supporting details

Once the students have gained an understanding of what a topic sentence is, tell them that a topic sentence alone does not provide supporting evidence or enough details to the reader. Ask them to provide relevant supporting details for the topic sentences.

Catering for Learner Diversity

For less advanced students, you can illustrate how to provide supporting details by completing one of the questions with them. For example:

1. Many students in Hong Kong are stressed because of exams and tests.

Prompt students to concretise the idea and add details by asking them “wh” questions (e.g. “What are some signs of stress / anxiety before exams?”, “How does stress affect the students?”, “Which group of students suffers the most?”). Summarise students’ ideas on the board and present them in the form of a mind map. Students will see a topic sentence can be developed into a well-founded argument.

Possible answers:

1. Many students in Hong Kong are stressed because of exams and tests.

Hong Kong students have to sit through many exams that determine whether they can further their studies or enter a university of their choice. Parents have high expectations of their children and they send them to tutorial centres for extra lessons to prepare them for exams. Many students suffer insomnia because of pre-exam anxiety.

2. Tutorial centres in Hong Kong only focus on helping students to cope with exams.

These centres make big money from offering pre-exam intensive courses because the classes are always full. Some tutorial schools attract students by claiming that they are the best and students attending their centres get good results in exams. Some tutorial schools just focus on exam drills and paper practice without teaching students much subject knowledge.

3. The library is the best place to study for exams and tests.

There are many public libraries in Hong Kong and many students like to study there. The reasons are that they are quiet and bright, with lots of big desks and all the reference books are at their finger tips. Public libraries are usually conveniently located and students can therefore go for meals with their friends after studying.

Learning Activity 9: Portfolio Assignment 2

40 minutes or as homework

Students will now synthesise all the skills learnt in this focus by writing a short speech. Using the ideas from Learning Activities 4 – 7, students work individually to **write two to three paragraphs** to argue FOR or AGAINST the motion “*Exams should be abolished in schools*”. Remind students to use clear topic sentences and include relevant supporting details. Since this is a short writing task that provides opportunities for students to apply what they have learnt, there should be no rigid word limit but about 200 words would be a suitable length.

The suggested assessment criteria for this portfolio assignment have been provided on page T122 of the “Supplementary Materials” section for your reference when assessing students’ work and giving constructive feedback. After you return the assignments, ask students to reflect on their work and complete the “Assignment Checklist” (page S138) and “Reflection Log – Portfolio Assignment 2” (page S140).

Focus 4: Language of Persuasion

Objectives

By the end of the focus, students will be better able to:

- ⊕ understand and analyse methods of persuasion in advertisements
- ⊕ use methods of persuasion in a practical setting through a role-play
- ⊕ identify the persuasive devices used in arguments and analyse different degrees of persuasiveness
- ⊕ write a short persuasive speech

Time Needed

- ⊕ 3 hours 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students look at and discuss some cigarette advertisements
- ⊕ They study some examples of argument and discuss their degree of persuasiveness
- ⊕ They identify persuasive devices such as emotional and personal appeal in a speech
- ⊕ They apply different forms of appeal and persuasive language they have learnt in a shopping game and an advertisement design activity
- ⊕ They write a speech to persuade others to stop smoking

Materials Required

- ⊕ Handouts on “Language of Persuasion”
- ⊕ Internet access
- ⊕ Poster size paper

Language of Persuasion

Teacher's Notes

Introduction

The activities in this focus will prepare students to analyse persuasive language and use it for debating. They also seek to develop students' awareness of how the use of certain language structures (e.g. modal verbs of obligations) can enhance persuasiveness. Students will be given ample opportunities to apply the skills through a buying and selling game, designing an advertisement and writing an anti-smoking speech.

Learning Activity 1: Warm-up

5 minutes

Go through the tongue twisters and ask students to read after you. As they feel more comfortable, ask them to read faster on their own.

Learning Activity 2: Group discussion

20 minutes

Conduct this activity in the computer room or multi-media laboratory with Internet access if possible. Ask students to visit the websites listed in their handouts and study the advertisements in groups to complete the chart.

Possible answers:

	Created by	Website	Promoting smoking? (yes / no)	Adjectives
1.	Winston	http://www.tobaccofreekids.org/adgallery/display.php3?ID=275	yes	cool sexy
2.	Virginia Slims	http://www.tobaccofreekids.org/adgallery/display.php3?ID=288	yes	relaxed beautiful
3.	Marlboro	http://www.tobaccofreekids.org/adgallery/display.php3?ID=21	yes	<i>macho</i> <i>cool</i>
4.	The National Health Service (UK)	http://www.femalefirst.co.uk/health/Smoking-820.html	no	<i>painful</i> <i>horrifying</i>
5.	Khaleej Times	http://www.holgerappel.com/archives/2008/01/entry_556.html	no	<i>frightening</i> <i>threatening</i>
6.	Camel	http://www.tobaccofreekids.org/adgallery/display.php3?ID=72	yes	<i>beautiful</i> <i>confident</i>
7.	Lucky Strike	http://smokershack.wordpress.com/category/ad	yes	<i>joyful</i> <i>happy</i> <i>festive</i>
8.	Vikas Naik	http://www.holgerappel.com/archives/2008/01/entry_554.html	no	<i>deadly</i> <i>fatal</i>

Encourage students to come up with more adjectives to describe the images in the advertisements and accept any reasonable answers.

Catering for Learner Diversity

For less advanced students, you may ask them to work on fewer advertisements and provide an adjective for each advertisement as an example before asking them to come up with more. Alternatively, you may ask students to focus on their feelings after looking at the advertisements (e.g. afraid, unhappy) and help them to express these feelings with more advanced adjectives (e.g. worried / worrying, scared / scary) depending on their abilities.

For more advanced students, you can enlarge their vocabulary by introducing more synonymous adjectives (e.g. synonyms of “frightening” such as scary, shocking, fearful, chilling, horrifying, gruesome) and adjectives that are less familiar to them (e.g. unsettling, disturbing, sickening, alarming).

Learning Activity 3: Language of appeal

60 minutes

Explain to students the similarity between advertisements and debating. Both the advertiser and debater seek to advocate an idea and persuade others to believe in it. A debater particularly aims to convince the audience (including the adjudicators) that their ideas are better than their opponents’.

Explain to students what emotional and personal appeals are. Emphasise that these appeals are persuasive devices that make a speech more dramatic, vivid and powerful to the audience. Logical appeal is also important but this will be dealt with in detail in the next focus.

After students understand that effective use of various forms of appeals can strengthen an argument, get students to read the following statements and decide their level of persuasiveness (weak / average / strong). Ask students to justify their answers.

Possible answers:

Statement	Degree of persuasiveness	Explanation
Smoking causes cancer.	<i>weak</i>	<i>The statement is factual and contains no emotional language that appeals to the audience.</i>
Smoking is bad. Don’t smoke.	<i>weak</i>	<i>The statement is general and has little emotional appeal.</i>

Smoking will kill you! Each cigarette shortens your life by 11 minutes.	<i>strong</i>	<i>The statement uses specific information (i.e. 11 minutes) to increase its general credibility. Words such as "you" and "your" are used to address the listeners and to create more emotional response.</i>
Smoking will cause your lungs to rot and lead to early death.	<i>strong</i>	<i>The statement uses very specific words (e.g. "rot") to create vivid images in the audience's mind.</i>
Smoking causes bad breath and yellow teeth.	<i>average</i>	<i>The statement contains some details and images, but the language used could be more emotional.</i>

If students have alternative answers or different views, encourage them to explain why. Their answers should be accepted if they can justify them in a reasonable manner.

Catering for Learner Diversity

For less advanced students, you might complete the first and third statements with them and explain why the former statement is not as persuasive as the latter. This will give students a better idea of how the strength of an argument can be assessed and enhanced with concrete facts and detailed descriptions.

For more advanced students, you might ask them to enrich the weaker sentences with details to strengthen their persuasiveness.

A. Emotional appeal

1. Explain to students that emotional appeal comes from language and images that arouse our five senses. In pairs, ask students to complete the right column by writing emotional words to describe different aspects of smoking. Ask them to consider which aspect of smoking has the strongest sensory or emotional impact on the audience.

Possible answers:

Aspect of smoking	Emotional words	
The smell of cigarette smoke	e.g. terrible • <i>choking</i>	e.g. unpleasant • <i>disgusting</i>

Aspect of smoking	Emotional words	
The look of yellow fingers	e.g. disgusting • <i>hideous</i>	• <i>ugly</i> • <i>unattractive</i>
The appearance of a person with throat cancer	e.g. pale • <i>unhealthy</i>	e.g. unsettling • <i>pitiful</i>
The taste of food when someone has been smoking nearby	e.g. awful • <i>stale</i>	• <i>charcoaled</i> • <i>nasty</i>
The feeling of not being able to breathe	e.g. suffocating • <i>frightening</i>	e.g. sickening • <i>breathless</i>

2. Have students watch one of the following videos and discuss what emotional language and images they see in it.

<http://www.youtube.com/watch?v=iLtvqbdiPrY&feature=related>

<http://www.youtube.com/watch?v=0hySFt8O11A&feature=related>

Catering for Learner Diversity

For less advanced students, you may provide them with a few adjectives to choose from for each item in the table and ask them to tick the appropriate ones. Below are some examples:

Aspect of smoking	Emotional words	
The smell of cigarette smoke	<input type="checkbox"/> dizzy <input type="checkbox"/> dusty	<input type="checkbox"/> disgusting <input type="checkbox"/> refreshing
The look of yellow fingers	<input type="checkbox"/> healthy <input type="checkbox"/> unpleasant	<input type="checkbox"/> dirty <input type="checkbox"/> ugly
The appearance of a person with throat cancer	<input type="checkbox"/> painful <input type="checkbox"/> comfortable	<input type="checkbox"/> pitiful <input type="checkbox"/> unlucky
The taste of food when someone has been smoking nearby	<input type="checkbox"/> nasty <input type="checkbox"/> tasty	<input type="checkbox"/> delicious <input type="checkbox"/> stale
The feeling of not being able to breathe	<input type="checkbox"/> sick <input type="checkbox"/> relaxed	<input type="checkbox"/> uncomfortable <input type="checkbox"/> frightening

You may ask students to explain their choices when you check the answers with them.

For more advanced students, you might like to play both video clips and ask students to list examples of emotional appeal. You may then ask students to discuss in groups which of the clips is more powerful and convincing.

B. Personal appeal

Personal appeal focusses on backing up the message with first-hand experience.

Ask students to consider who knows most about the harm of smoking. Then play the following video featuring the actor Yul Brynner:

<http://www.youtube.com/watch?v=pTTY2vTsGho>

For background information, you may ask students to search online for biographical data about Yul Brynner. Alternatively, you may tell them that Yul Brynner was a famous actor who starred in a number of Hollywood films, notably *The King and I* (1956), and he made this anti-smoking commercial before he died of lung cancer.

Ask students whether Yul Brynner is a reliable person to speak in an anti-smoking commercial and have them explain the reasons. Students would most probably be able to point out that he is a reliable source of information because he had first-hand experience as a heavy smoker who suffered from lung cancer.

After explaining the concept of personal appeal with the example of Yul Brynner, you can go on asking students who else has special authority on this topic and what they might say about smoking. Ask students to explain how people listed in the left column of the table can be considered a special authority and complete the last column with words that describe them. All reasonable answers should be accepted.

Possible answers:

Person	Kind of special authority	Words to describe the person
Someone who has lung cancer from smoking	knows what the disease is like, and so is keen to tell others not to follow in his / her footsteps	experienced, knowing
A doctor who has treated patients who died from smoking	<i>committed to saving smokers suffering from deadly diseases, witnesses their unnecessary deaths and the harm of smoking</i>	<i>professional, expert, compassionate, concerned, wanting to prevent future deaths</i>
A scientist who has done experiments on the effects of smoking	<i>proves the hazards of smoking with evidence from research studies</i>	<i>scientific, expert, committed to the truth</i>
The husband or wife of a person with lung cancer or heart disease caused by smoking	<i>feels the pain of losing loved ones to smoking-related diseases</i>	<i>in pain and grief</i>

Catering for Learner Diversity

For less advanced students, you may ask them to complete just one column instead or restrict the number of boxes they have to fill out by providing answers in some of them. Alternatively, you may provide some adjectives (e.g. knowledgeable, compassionate, committed, scientific) as choices and explain their meanings to students before they complete the right column.

Learning Activity 4: Reading

45 minutes

A. Vocabulary

This is a pre-reading vocabulary exercise that will help students to learn new words related to the topic of smoking. If students come across a difficult word, encourage them to scan through the speech quickly and guess its meaning from the context before consulting a dictionary.

Answers:

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. <i>J</i> | 2. <i>G</i> | 3. <i>I</i> | 4. <i>A</i> | 5. <i>F</i> |
| 6. <i>C</i> | 7. <i>B</i> | 8. <i>D</i> | 9. <i>E</i> | 10. <i>H</i> |

B. Identifying persuasive devices

Get students to read the article and identify the different kinds of appeal used.

Suggested answers:

Key: = Personal appeal = Emotional appeal

[It is school assembly. A man of about 40 steps forward to make a speech.]

My young friends, I want to talk to you today about smoking. Most of you don't smoke. I know that, but I still need to speak to all of you. Some of you may decide to take up smoking later. I hope not and I hope you will **persuade** your friends not to smoke. They may listen to you even when they don't listen to older people like me. I care about you, the younger people, and I don't want to see any of you suffer the bad effects of smoking.

Why should you listen to me? Well, when I was your age, I was a smoker. My friends smoked, so I also smoked. I liked the way smokers shared their cigarettes. It was friendly. And I found a sort of quiet and **relaxation** when I lit a cigarette at the end of a hard day at school. My parents tried to **persuade** me not to smoke,

Personal appeal
(e.g. citing his own experience as example and frequent use of "I" and "me")

but I didn't listen to them, because they smoked more than I did. Then something happened that changed everything for me.

My mother had a cough all the time. It was the kind they call a "smoker's cough". It got worse over time, but that seemed normal. Then she had difficulty breathing and started to cough up blood. She didn't want my father and me to see that. She also didn't want to go to the doctor. Finally, my father and I **persuaded** her to go. She had some tests, and it was a long wait. Both of us went to the doctor's office with her when the results came back. The chest radiograph showed a big discoloured and rotten area in the left lung. She had lung cancer, and it was far advanced. The doctor thought she had a chance with **chemotherapy**. Do you know what **chemotherapy** is? They put **poison** into a person's body, trying to kill the cancer. A lucky person just becomes very ill, loses all her hair, and suffers **incredible** pain. An unlucky person goes through all these things, and then dies. My mother lived for another year. Before she died, she begged me to quit smoking. I quit.

At my mother's **funeral**, I made a decision: quitting smoking is not enough. I would try to see that other young people like me do not begin. And that is why I am here, talking to you.

My friends, you know that the **scientific** proof is there. Cigarette smoke damages your lungs, from the first day, from the first cigarette. That damage increases the **probability** of cancer over time. Some smokers get lung cancer. Some of them get heart disease, or other diseases that come from smoking. There are few lucky smokers who never get any of these things. If you smoke, you are 20 times more likely to get lung cancer. If you smoke, you are twice as likely to die before the age of 65. If you smoke, your life will almost certainly be shorter. The **logic** is easy. The **determination** to quit is hard.

I know it's hard as I have lived through all this, but you mustn't put your life at risk! You should break this habit for your own good.

Quit smoking. Say no to cigarettes. Don't hesitate and start from today!

Emotional appeal

(e.g. vivid and detailed description that appeals to one or more of our five senses)

Personal appeal

(e.g. citing his own experience as example and frequent use of "I" and "me")

Catering for Learner Diversity

For less advanced students, instead of asking students to identify different kinds of appeal from the whole speech, you may focus students' attention on selected paragraphs / sentences and ask students to point out the types of appeal used.

For more advanced students, you may ask them to identify the example of logical appeal (though not covered in detail in this focus) after they finish working with the personal and emotional appeal.

- If you smoke, you are 20 times more likely to get lung cancer. If you smoke, you are twice as likely to die before the age of 65. If you smoke, your life will almost certainly be shorter.

You may encourage them to identify other rhetorical devices that enhance the impact of a speech and introduce them to features such as:

- Repetition – “But if you smoke, you are 20 times more likely to get lung cancer. If you smoke, you are twice as likely to die before the age of 65. If you smoke, your life will almost certainly be shorter.”
- Modal verbs – “you mustn't put your life at risk! You should break this habit for your own good.”
- Imperatives – “Quit smoking. Say no to cigarettes. Don't hesitate and start from today!”

C. Comprehension

Ask students to answer the questions based on information from the article.

Possible answers:

1. *To encourage young people to stop smoking if they have started and not to take up if they haven't*
2. *Teenagers*
3. *The speaker's mother had cancer and before she died, she asked the speaker to quit smoking.*
4. *Smokers are 20 times more likely to get lung cancer and they are twice as likely to die before the age of 65.*
5. *It is effective. The speaker uses strong modal verbs such as “mustn't” and “should” to warn the audience of the danger of smoking and urge them to quit it. Imperatives are also used in the last three sentences to create a sense of urgency and to appeal for immediate action. (Any well-justified alternative views should also be accepted.)*

Learning Activity 5: Buying and selling game

20 minutes

This learning activity requires students to apply the knowledge of various forms of appeal and persuasive devices they have acquired from previous tasks in a practical situation – buying and selling.

Ask students to bring to class objects that they do not need anymore (e.g. used stationery items, a clock that no longer works, an old T-shirt). Ask students to get into groups of four. Each group should decide on an object to sell and discuss how to persuade other classmates to buy it.

Each group will be given three minutes to promote their item. After the presentations, students will each vote for the object that they would buy (but they cannot choose the one from their own group). The group receiving the most number of votes wins the game.

Remind students to use different forms of appeal and persuasive language when they sell items and ask them to jot down some of the strategies or phrases they have used in the box on the students' handouts.

Learning Activity 6: Creating an advertisement

40 minutes

The purpose of this learning activity is to allow students to synthesise the skills of persuasion they have learnt. Ask students to create an advertisement **to discourage smoking** in groups of four or five. Tell students that they may include pictures and slogans in their advertisement.

Each group should give a three to four-minute presentation on their advertisement to the rest of the class. You may remind students of the skills of presentation (e.g. voice projection, eye contact), which they have learnt in the Compulsory Part. Tell them that all group members should speak for about the same amount of time and they may wish to talk about:

- the message they want their poster to deliver
- their target audience (if applicable)
- the design of the poster
- the persuasive devices used

Catering for Learner Diversity

For less advanced students, you may provide examples to illustrate how short, catchy slogans can be created using language structures they have learnt (e.g. imperatives).

Examples:

1. Smoking kills!

2. Cigarettes bring death to your doorstep.
3. Save your lungs, save your life – Stop smoking!
4. Stop smoking, or cancer will!

You may also provide students with the following sentence patterns to help them to present their ideas on the four points:

Message to be delivered	<ul style="list-style-type: none"> • The poster is about • The poster wants to tell people to • The message of the poster is that
Target audience	<ul style="list-style-type: none"> • The target audience is
Design of the poster	<ul style="list-style-type: none"> • We have used / included in the poster • You can see in the poster.
Persuasive devices used	<ul style="list-style-type: none"> • We have used appeal. For example, • Other than, we have also included to reinforce the message. • The use of makes the poster more appealing / persuasive.

For more advanced students, you may teach them more advanced language features of slogans (e.g. rhyming words) and encourage them to apply some of these features in their presentations.

Examples:

1. Hang tough. Don't Puff!
2. Who says smoking is cool, he is a fool!
3. You smoke, you choke!

Learning Activity 7: Portfolio Assignment 3

40 minutes or as homework

This activity will allow students to consolidate the skills of persuasion, vocabulary related to smoking and arguments against smoking they have developed throughout this focus. Students will individually write a **speech** to either their parent or friend to persuade him / her to stop smoking. Remind students to use emotional and personal appeal, provide strong reasons and vivid descriptions to enhance their speech.

You may ask them to follow the structure below:

- Paragraph 1 – Introduction: state their purpose and position
- Paragraph 2 – Body: present arguments
- Paragraph 3 – Conclusion: restate their position and main arguments and call for action

The suggested assessment criteria for this portfolio assignment have been provided on page T122 of the “Supplementary Materials” section for your reference when assessing students’ work and giving constructive feedback. After you return the assignments, ask students to reflect on their work and complete the “Assignment Checklist” (page S138) and “Reflection Log – Portfolio Assignment 3” (page S141).

Catering for Learner Diversity

For less advanced students, you can ask them to follow the suggested structure and submit a plan stating the main arguments / ideas to be included in their speech for your feedback first. Then, you may ask them to produce a draft for you to comment on and make suggestions for improvement. Upon return of the first draft, students can further revise their writing before submitting their final work.

For more advanced students, you may ask them to write beyond 200 words. Instead of following the suggested three-paragraph structure with all key arguments put into one body paragraph, you may ask students to develop each argument into one full body paragraph by providing more supporting details and write a more elaborate speech.

Focus 5: Supporting Arguments (Logical Appeal)

Objectives

By the end of the focus, students will be better able to:

- ⊕ understand different types of evidence
- ⊕ analyse the strengths and weaknesses of each type of evidence
- ⊕ choose appropriate evidence to support arguments
- ⊕ present supporting evidence in a logical manner

Time Needed

- ⊕ 1 hour 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students identify different kinds of evidence in a short speech and discuss the advantages and disadvantages of using each kind of evidence
- ⊕ They practise presenting evidence in a logical way
- ⊕ They revisit a previously written speech and come up with relevant evidence to enrich it

Materials Required

- ⊕ Handouts on “Supporting Arguments (Logical Appeal)”
- ⊕ Mystery Game – “Murder in the Classroom” (optional) (pages T108 – T110 of the “Supplementary Materials” section)
- ⊕ Supplementary activity – “Types of Supporting Details”(Learning Activity 2) (page T111 of the “Supplementary Materials” section)

Supporting Arguments (Logical Appeal)

Teacher's Notes

Introduction

This focus considers how to strengthen the logical appeal of a persuasive or debating speech through the use of evidence. The activities will teach students to differentiate various types of evidence and use them to support arguments. Students will apply these skills to improve and revise a speech they produced in earlier focuses.

Learning Activity 1: Warm-up

15 minutes

The purpose of this warm-up activity is to get students to practise listening to consonant sounds that may be confusing to them. First, students will work in pairs for 5 minutes. One student will choose any set of words on the list and read out one of the words to his / her partner. The partner will try to identify which word is being read out.

After the students have finished reading out the sets of words, you will read out one word from each set and ask students to underline the word they hear. If students are not sure which word you have read out, you may repeat it or put the word in a sentence to provide a context for them to guess.

You might like to check answers with the students after you have completed one section or wait until the entire activity is done. Ask the students if they can hear the difference between sounds. If they cannot, repeat the words which cause confusion and ask students to read after you. Make sure they can pronounce the words correctly.

Additional Warm-up activity

30 minutes

If time allows and the students are ready and able to take on more challenge, you might like to engage them in an additional warm-up activity “Murder in the Classroom”. The activity aims to prepare students for the key topic of this focus – support arguments through the use of evidence – by developing their ability to analyse information and solve problems. Details of the activity can be found in the “Supplementary Materials” section (pages T108 – T110).

Learning Activity 2: Types of evidence

20 minutes

Explain to students that we need to present evidence to support an argument in debating or else the argument would not have any logical appeal. You may then write the following types of evidence on the board and explain them with examples:

Anecdotes – evidence based on experience

Common knowledge – evidence based on beliefs commonly held by the general public

Statistical data – evidence that involves figures from research or formal studies

Quotation from experts – evidence based on judgments of experts from specific fields

PRACTICE 1

Answers:

1. *Statistical data*
2. *Quotations from experts*
3. *Anecdotes*
4. *Common knowledge*

PRACTICE 2

Answers:

SMOKING SHOULD BE BANNED IN PUBLIC PLACES

<p>1. Common knowledge</p>	<p><u>As we all know, smoking is one of the leading causes of cancer, heart disease and other serious health problems. Smoking also causes bad breath, yellow teeth and yellow fingers, and these faults embarrass smokers.</u> But what about the effects of second-hand smoke? Well, <u>researchers have found that smoke can be just as deadly to people who breathe in the polluted air as it is to the smokers themselves.</u> For example, <u>my aunt's husband smoked for many years. My aunt developed lung cancer, and we were very sad.</u> Non-smokers who spend time around smokers can develop lung cancer. Second-hand smoking may also be a cause of miscarriages in pregnant women and slow brain development in children. <u>Every year, the number of deaths resulting from smoking has increased by 3%.</u> For this reason, we believe that smoking should be banned in public places.</p>
<p>2. Quotations from experts</p>	
<p>3. Anecdotes</p>	
<p>4. Statistical data</p>	

Catering for Learner Diversity

For less advanced students, you may consider using the easier version provided on page T111 of the “Supplementary Materials” to replace Activity 2. Language in the version has been made more accessible to students. You may also consider skipping Learning Activity 3 if it is deemed too difficult for your students and just briefly explain the strengths and weaknesses of each kind of supporting details to your students.

Answers to the supplementary activity on page T110:**Part A**Support 1: *Explanation*Support 2: *Example*Support 3: *Expert Opinion*Support 4: *Statistics***Part B**Reason: *C*Support 1 – Expert Opinion: *E*Support 2 – Statistics: *B*Support 3 – Explanation: *D*Support 4 – Example: *A***Learning Activity 3: Evaluating evidence****20 minutes**

In Learning Activity 2, students learnt the different types of evidence they could use in debate. In this activity, they will examine their advantages and disadvantages. As debaters, they will have to decide what evidence has stronger appeal.

After they have noted down their own ideas, ask them to discuss their answers in small groups. Any reasonable answers should be accepted.

Possible answers:

Types of evidence	Advantage(s)	Disadvantage(s)
Anecdotes	<p>e.g. Stories can attract the audience's attention.</p> <ul style="list-style-type: none"> <i>The speaker can speak from personal experience and connect to the audience.</i> 	<p>e.g. Stories may not be reliable.</p> <ul style="list-style-type: none"> <i>The stories may not be very typical. They can be rare occurrences or exceptional cases.</i>
Common knowledge	<ul style="list-style-type: none"> <i>It is easy for the audience to understand and there is no need to explain it.</i> <i>It is generally agreed and the audience will accept it without asking for extensive details or elaboration.</i> 	<ul style="list-style-type: none"> <i>It may not be very exact or specific.</i> <i>Common knowledge can be prejudiced or groundless, or simply wrong beliefs held by many people.</i>

<p>Statistical data</p>	<ul style="list-style-type: none"> • <i>Numbers look objective, scientific and reliable. They are therefore convincing.</i> • <i>They are generally easy to present and understand.</i> 	<ul style="list-style-type: none"> • <i>Statistics can be old and outdated.</i> • <i>Methods of collecting the data or arriving at statistical conclusions can be tricky and beyond the knowledge of the speaker and the audience.</i> • <i>The findings can be misleading or manipulated by the research bodies.</i>
<p>Quotations from experts</p>	<ul style="list-style-type: none"> • <i>Experts are specialists in a particular field and have insider knowledge.</i> • <i>People tend to believe experts, professionals and authoritative figures.</i> 	<ul style="list-style-type: none"> • <i>Experts can be wrong or biased.</i> • <i>Experts' quotations or comments may be taken out of context and distorted.</i> • <i>Experts' quotations may be full of jargon and too technical for the general audience to understand.</i>

Catering for Learner Diversity

For less advanced students, you may adapt the activity based on their ability and simplify the vocabulary of the answers where necessary. Below are some suggested variations of the activity:

- giving students a partially filled out table
- focussing on only the advantages or the disadvantages for each kind of evidence
- turning this exercise into a matching activity – jumbling up the answers and asking students to put the points in the correct box

Learning Activity 4: Arranging supporting details and evidence

5 minutes

This learning activity allows students to practise sequencing and presenting supporting details in an argument in a coherent and logical way.

Remind students that a good debater must be able to select the most effective evidence and present it systematically.

Ask students to read the four jumbled sentences and put them in the correct order. You may then ask some students to read the sentences according to the way they have sequenced them and to justify their answers.

Answers:

Main argument (topic sentence): Smoking pollutes the air and quite often dirties the environment.

Elaboration and evidence:

1. Cigarettes contain over 4000 chemicals which are exhaled and released into the air and the atmosphere.
3. To make matters worse, millions of cigarette butts are discarded onto the ground every day.
2. Besides causing air pollution, it takes a lot of trees to produce and package cigarettes.
4. They end up in the rivers and lakes where fish and animals eat them by mistake and often die as a result.

Restatement of Argument: Smoking is harmful to the environment.

Catering for Learner Diversity

For less advanced students, you might like to give them the following hints to help them to sequence the sentences:

- Progression of ideas – from general to specific, from cause to effect
- Signposting words and connectives – “Besides”, “To make matters worse”
- Pronouns and referencing words – “They end up in the rivers and lakes where fish and animals eat them by mistake” (“They” and “them” refer to cigarette butts in the preceding sentence.

Learning Activity 5: Application

20 minutes

Before this activity, ask students to bring back their speeches on the motions below:

Everybody under 18 should be subject to an 8:00 pm curfew; and

Exams should be abolished in schools.

Get students into groups of six and tell them to **stay with the same group for Focus 6.**

Ask students to study the speeches and choose one to work on. In groups, they have to think about the kinds of evidence they can use to strengthen the logical appeal of their arguments and complete the worksheet. Remind students to have a good mix of different kinds of evidence and take into account the relevance of the evidence to the motion and their stance.

Catering for Learner Diversity

For less advanced students, you may ask them to focus on just two kinds of evidence – quotations from experts and anecdotal evidence (e.g. personal experiences or stories of people they know). The following websites may help students to find suitable quotations:

<http://www.quotationspage.com/>

<http://www.quoteland.com/>

For more advanced students, you may encourage them to read more extensively and try to look for relevant statistical data and quotations online.

Possible answers:

MOTION: Everybody under 18 should be subject to an 8:00 pm curfew

POSITION: FOR the motion

Kinds of evidence:

- statistics of underage pregnancy, drinking, drug abuse and crimes
- research on beneficial effects of curfew in other cities / countries
- survey findings reflecting how much parents welcome the curfew

POSITION: AGAINST the motion

Kinds of evidence:

- *survey findings reflecting how much teenagers and children oppose the curfew*
- *unsuccessful cases of curfew overseas*
- *quotations from legal experts on human rights*

MOTION: Exams should be abolished in schools

POSITION: FOR the motion

Kinds of evidence:

- *research studies that show different children learn differently*
- *quotations from experts who believe exams are not the only method to measure students' achievement*
- *survey findings that show students are in favour of abolishing exams*
- *news reports on students committing suicide because of exam stress*

POSITION: AGAINST the motion

Kinds of evidence:

- *survey findings that show that parents oppose the abolition of exams*
- *quotations related to the rationale of public examinations from documents published by education and examination authorities*
- *interviews with educators who consider exams an effective method of assessment*

Focus 6: Researching

Objectives

By the end of the focus, students will be better able to:

- ⊕ find information on a topic from different sources
- ⊕ distinguish between facts and opinions
- ⊕ select relevant information in preparation for a debate
- ⊕ incorporate information from research and give appropriate references to their sources in debate speeches

Time Needed

- ⊕ 2 hours 30 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students distinguish between facts and opinions and identify them in a sample speech on the motion “*Exams should be abolished in schools*”
- ⊕ They practise selecting the most appropriate and powerful supporting evidence / details to support an argument
- ⊕ They search online for evidence to enrich the speech they choose to work on in Learning Activity 5 of Focus 5
- ⊕ They cite research findings in speeches using various language structures
- ⊕ They rewrite an earlier speech to include findings from research

Materials Required

- ⊕ Handouts on “Researching”
- ⊕ DVD Track 3: Video of a speech on abolishing exams in schools
- ⊕ Supplementary activity – “Identifying the Stance of Sources”(Learning Activity 5) (pages T112 – T113 of the “Supplementary Materials” section)

Researching

Teacher's Notes

Introduction

The activities in this focus will provide students with the opportunities to conduct online research and to select relevant evidence (facts, opinions and statistics) to support their arguments. The objective is to get students into the habit of doing independent research on a debate topic and acknowledging the sources of information they have used.

Learning Activity 1: Warm-up

15 minutes

The purpose of this warm-up activity is to get students to practise listening to consonant sounds that may be confusing to them. First, students will work in pairs for 5 minutes. One student will choose any set of words on the list and read out one of the words to his / her partner. The partner will try to identify which word is being read out.

After the students have finished reading out the sets of words, you will read out one word from each set and ask students to underline the word they hear. If students are not sure which word you have read out, you may repeat it or put the word in a sentence to provide a context for them to guess.

You might like to check answers with the students after you have completed one section or wait until the entire activity is done. Ask the students if they can hear the difference between sounds. If they cannot, repeat the words which cause confusion and ask students to read after you. Make sure they can pronounce the words correctly.

Learning Activity 2: Identifying facts and opinions

15 minutes

The activity aims to develop students' ability to distinguish between facts and opinions, so that they will know how to select the relevant information or evidence when they carry out independent research in the coming activities.

PRACTICE 1 – Get students to read the sentences and decide whether they are facts or opinions. They should write “F” for facts and “O” for opinions.

Answers:

1. The sun sets in the west.	1. <i>F</i>
2. Hong Kong is a great city.	2. <i>O</i>
3. Teachers are patient people.	3. <i>O</i>

4. Dolphins and porpoises are members of the whale family.	4. <i>F</i>
5. Giraffes are tall animals.	5. <i>F</i>
6. Raisins are made from grapes.	6. <i>F</i>
7. Winter is a fun season.	7. <i>O</i>
8. Antarctica is covered by ice.	8. <i>F</i>
9. The Earth has five oceans.	9. <i>F</i>
10. Causeway Bay is famous for shopping.	10. <i>O</i>

PRACTICE 2 – Ask students to write three facts and three opinions about their school.

Possible answers:

- Facts**
1. *Our school is located in Tai Po.*
 2. *There are 67 teachers in the school.*
 3. *The school was built in 1960.*
- Opinions**
1. *Teachers in Tai Po Secondary School are the best.*
 2. *It is a very popular school in Tai Po.*
 3. *Students in Tai Po Secondary School are clever.*

Learning Activity 3: Facts and opinions in arguments

15 minutes

This learning activity allows students to identify facts and opinions in a debate speech. Students watch a video of a sample speech supporting the motion “*Exams should be abolished in schools*” (DVD Track 3).

Ask students to read the transcript and have them underline three opinion statements and three factual statements. Have students share their answers with the rest of the class after they finish.

Catering for Learner Diversity

For less advanced students, you may start off by asking students to focus on the beginning paragraph and guide them to identify facts and opinions. Make sure students have understood the difference between the two (e.g. facts are indisputable and objective, whereas opinions are personal and subjective) before they work on the rest of the article.

Suggested answers:

The underlined sentences are examples of FACTS and the framed sentences are examples of OPINIONS.

Exams Do Not Effectively Test Student Learning

Ladies and gentlemen, I would like to talk to you today about exams. I mean the large-scale formal exams such as the HKDSE, HKCEE and A-Level exams, the ones organised at territory-wide level. The exam system we have follows the British system, which has been reformed many times. At one time, a big exam at the age of eleven determined a child's whole future, whether he or she would be a doctor or a factory worker. Mercifully, that exam is gone, but in this speech, I will argue that the problem is not with any specific exam. The problem is that exams, besides being stressful, are ineffective in assessing student learning.

What is learning? Learning is a wide range of things. We start to learn from the day we are born. We learn to walk and talk. We learn to be kind to animals. In later life, we may learn to play a musical instrument. None of these things can be tested with pen and paper.

What is an exam? There are practical exams, of course, like cooking exams and driving exams, but in most cases large-scale exams have to be easy to standardise, and inexpensive. In almost all cases, that means pen and paper.

Pen and paper exams do test certain things effectively – knowledge of facts, for instance. What is the capital of India? Give the value of pi to ten decimal places. These are the questions best suited to exams. Of course exams can do more than this, but they can't do everything.

Different subjects are more or less easy to test. In Britain, the increased use of standardised testing has resulted in extra time for English and science at the expense of art. That is to say, because art and music are not so easy to test, less time goes into teaching them in the schools. Is this a good way to plan an education? To say that real education is testable education is, as they say, to put the cart before the horse.

The increased emphasis on testing also means that students are tested on their ability to take tests. Students take a lot of practice tests today, practising the process of testing itself more than reviewing the subject matter.

If we imagine how we want a student to turn out at the end of secondary education, it is easy to think what we want: a moral person, a socially responsible person, full of creativity and life. When we look at the testing that students are subjected to in school, we see a very different picture. Exams test learning only very subjectively, and leave out all the most important parts.

The speech is adapted from *The Case against Testing: Research Evidence* by the National Union of Teachers (NUT), 2003. <<http://www.teachers.org.uk/resources/pdf/Tests-campaign-Evidence-2.pdf>>

Learning Activity 4: Selecting supporting evidence

15 minutes

This learning activity consolidates students' knowledge of the distinction between facts and opinions as well as different kinds of evidence. It also helps them to be more critical and sensitive when selecting supporting evidence for their arguments.

Go through the answers question by question. Ask students to justify their choice and explain why the other two options are not as appropriate before moving on to the next question.

Answers:

1. Smoking is bad for you.

- a. Smoking is the number one cause of lung cancer.
- b. Smokers also often drink, and drinking is bad for you.
- c. My uncle smokes, and sometimes he gets ill.

2. Smoking should be banned in public places.

- a. Smokers are people who say rude things, so they shouldn't be in public places.
- b. Passive smoking is a cause of lung cancer in non-smokers according to medical studies in the UK and Australia.
- c. We do not want visitors to see that there are smokers in our city.

3. Warnings should be put on all cigarette boxes.

- a. Pictures and words may slow cigarette sales.
- b. The World Health Organisation advised governments to ban tobacco advertising to prevent young people from taking up smoking.
- c. People will turn to buy chocolate, which does not have a warning.

4. Fewer people smoke in Hong Kong than 20 years ago.

- a. We see fewer people smoking on the street.
- b. Fewer people have yellow teeth.
- c. Surveys show a smaller number of smokers today.

Catering for Learner Diversity

For less advanced students, you may first go through each option with them, identifying what kind of evidence (common knowledge, anecdotes, quotations from experts, statistical data) is presented and whether it is a fact or an opinion before asking students to choose the best answer. If they still find it difficult, you may give them some general selection criteria for consideration (e.g. facts are usually more preferred to opinions).

For more advanced students, you can challenge them by asking them to come up with a better alternative to each answer.

Learning Activity 5: Doing research

30 minutes or as homework

Take the class to a computer laboratory with Internet access so that they can look for information or evidence to support their position and arguments. If one computer for each student is not possible, you may have students complete the tasks in pairs or small groups in the library or language rooms.

Ask students to look at the types of information they have put down for Learning Activity 5 of Focus 5.

Tell students to find **at least two websites** with the relevant information they plan to look for in Learning Activity 5 of Focus 5. Allow students the flexibility to select evidence other than the kinds they put down in Focus 5.

Ask students to complete the note sheet by noting down the relevant information and findings from the chosen websites.

Catering for Learner Diversity

For less advanced students, you may confine students' search to some websites debaters commonly use and demonstrate to them how to enter keywords for effective search. Here are two possible sites:

- “Deatabase – the World’s Largest Debate Database”
http://www.idebate.org/deatabase/topic_index.php
- “Wikipedia – the Free Encyclopaedia”
<http://en.wikipedia.org/>

To make sure students know how to identify information that are relevant and advantageous to their side, you may do the activity on pages T112 – T113 of the “Supplementary Materials” section with students before they start their information search. The activity enhances students' ability to analyse the views presented in different sources.

Answers to the supplementary activity on pages T111 – T112:

- | | | |
|--|--|--|
| 1. <input checked="" type="checkbox"/> Against | 2. <input checked="" type="checkbox"/> For | 3. <input checked="" type="checkbox"/> Against |
| 4. <input checked="" type="checkbox"/> For | 5. <input checked="" type="checkbox"/> Against | 6. <input checked="" type="checkbox"/> For |

Learning Activity 6: Citing sources in speeches

20 minutes

To incorporate research findings into a persuasive speech, students will have to learn how to cite sources properly. Explain to students the four core elements to include when citing research findings and go through the expressions and different ways of citing references with them.

Remind students that they may need to paraphrase in their own words when reporting the research findings.

PRACTICE

Ask students to cite the sources and present the findings / information provided using the expressions they have learnt.

Possible answers:

1. *A study done by a team of German scientists on the genetics of animal tameness shows that breeding strategies can be designed to pass specific genes from one generation to the next as a way to domesticate wild animals.*
2. *In her study of capital punishment, Professor Janet Chan of the University of New South Wales discovered that capital punishment may not be an effective deterrent to serious crimes like murder.*

Catering for Learner Diversity

For less advanced students, you may just introduce the following two ways of acknowledging sources, which are less complex and contain less information.

- According to ... a website / an article / a report ... about / on ... (topic) ..., ...
- In a study of ... (topic) ..., ... (name of researcher) ... **found / discovered / proved** that ...

You may also limit the number of reporting verbs they have to use and introduce only basic ones (e.g. show, find).

For more advanced students, you can ask them to rewrite their answers to Questions 1 and 2 using other patterns and reporting verbs.

Below is a website where more information about verbs on citing sources can be found:

<http://www.utoronto.ca/~ctl/twc/webresources/VerbsforCiting.pdf>

- e.g. Brown's (2003) findings confirm that ...
Brown's (2003) findings conclude that ...
Brown's (2003) study suggests that ...
Brown's (2003) study reveals that ...

Learning Activity 7: Portfolio Assignment 4

40 minutes or as homework

Before this activity, ask students to bring back the speech they researched for in Learning Activity 5. Students will rewrite the same speech with the new evidence they have found from their research.

Remind them to select the most appropriate evidence and use the language patterns they have learnt in this focus to cite sources.

You may ask the students to submit their old version of the speech together with this enriched version for your comparison. The suggested assessment criteria for this portfolio assignment have been provided on page T124 of the “Supplementary Materials” section for your reference when assessing students’ work and giving constructive feedback. After you return the assignments, ask students to reflect on their work and complete the “Assignment Checklist” (page S138) and “Reflection Log – Portfolio Assignment 4” (page S142).

Focus 7: Speech Writing

Objectives

By the end of the focus, students will be better able to:

- ✦ focus listeners on the main ideas of a speech with appropriate signposting
- ✦ understand the features of a structured speech

Time Needed

- ✦ 3 hours

Learning / Teaching / Assessment Tasks / Activities

- ✦ Students read an article about keeping wild animals as pets and answer some comprehension questions
- ✦ They watch video clips on wild animals and note down arguments against keeping wild animals as pets
- ✦ They practise analysing a motion and brainstorming arguments using a problem-solution structure
- ✦ They analyse the captains' speeches and identify the features of a structured speech
- ✦ They practise using signposting words in a debate speech
- ✦ They write the speech of the Affirmative first speaker on the motion "*The death penalty is an appropriate penalty in our legal system*"

Materials Required

- ✦ Handouts on "Speech Writing"

Speech Writing

Teacher's Notes

Introduction

This focus aims to develop students' skills in writing a debate speech. Students will learn how to prepare a sound introduction and conclusion, as well as effective body paragraphs which address the speeches of other debaters.

Students should notice that speeches are similar to essays in form, though the signposting words used are often not as varied as in writing. The persuasive structure in debate speeches introduced in this focus will also equip students with the organisation skills essential to other forms of English writing.

Learning Activity 1: Warm-up

10 minutes

The purpose of this warm-up activity is to get students to practise listening to consonant sounds that may be confusing to them. First, students will work in pairs for 5 minutes. One student will choose any set of words on the list and read out one of the words to his / her partner. The partner will try to identify which word is being read out.

After the students have finished reading out the sets of words, you will read out one word from each set and ask students to underline the word they hear. If students are not sure which word you have read out, you may repeat it or put the word in a sentence to provide a context for them to guess.

You might like to check answers with the students after you have completed one section or wait until the entire activity is done. Ask the students if they can hear the difference between sounds. If they cannot, repeat the words which cause confusion and ask students to read after you. Make sure they can pronounce the words correctly.

Learning Activity 2: Introduction to the topic

15 minutes

These pictures of animals are meant to engage students' feelings. Students will work in pairs to choose one animal as a pet. Then, they will complete the sentence and explain their preference. Adjectives / Expressions which help students to describe the animals and justify their choice are listed below but you may replace (some of) them with ones that you deem more suitable for the students.

Ways to describe the different animals:

Monkey : cute, funny, active, friendly, lively, nimble

- Cat / Kitten** : cute, cool, curious, good for catching mice
Cobra / Snake : unique, impressive, rare and mysterious
Parrot : colourful, beautiful, talkative, smart
Dog / Puppy : cute, lively, loyal (good companion), walking the dog keeps you in shape
Tiger : beautiful, unique, strong, powerful, majestic looking

Learning Activity 3: Reading

20 minutes

Ask students to read the article, which will give them background information about animals. If time allows, go over the vocabulary items in the glossary.

Have students answer the questions in pairs and share their answers with the rest of the class. Students should be able to know more about the issue (i.e. keeping wild animals as pets) at the end of the discussion.

Answers:

1. *Tamed / Domesticated animals are animals that have been selectively bred to live with humans while wild animals find their own food and are adapted to living in the wild.*
2. *The wild animals that the writer mentioned in the article include tigers, lizards, tropical birds, elephants, monkeys and snakes.*
3. *Feral animals are animals that are allowed to live and breed by themselves in the wild after being kept as pets.*
4. *Student's own answer*

Learning Activity 4: Video watching

15 minutes

This learning activity can be done in class or as home assignment. The video “Exotic Animals – Why They Shouldn't Be Kept as Pets” is made by an animal rights activist. It is a short documentary against keeping wild animals as pets. The video maker thinks that people who keep unusual pets do not understand that what they are doing may cause suffering to the animals and danger to themselves. The video can be accessed at:

http://www.youtube.com/watch?v=AQ8Q3K_h8vI

Alternatively, you may ask students to type “Exotic animals – Why They Shouldn't Be Kept as Pets?” in the YouTube search engine to locate the video.

Play the video twice. During the second time, pause to go over the subtitles with students if necessary. Alternatively, you may introduce the vocabulary / expressions on the next page before students start watching the video.

erase	eliminate or completely remove
re-teach	teach again
ignorant	not having enough knowledge, understanding or information about something
breeder	a person who raises animals for sale
guarantee	promise
suppress	prevent something from growing or expanding
realise	begin to understand
spray	cover something with liquid
replicate	copy exactly

Then, ask students to work in pairs to write down the arguments from the video and supplement them with their own ideas.

Catering for Learner Diversity

For less advanced students, you can provide them with some background information about exotic animals before playing the video to enhance their understanding of it. Skip the second part on additional arguments and focus students' attention on only the first box (i.e. arguments presented in the video). If students still have difficulty filling in the first box, you may play the video segment by segment to allow them time to note down the key points. Alternatively, you may turn the first box into a gap filling activity instead of asking students to write out the full arguments.

For more advanced students, you may show them an additional video in class (or ask them to watch it at home) to provide them with more input and ideas on the topic:

<http://www.youtube.com/watch?v=UXPTWDhgjvE>

Possible answers:

Why we should NOT keep wild animals as pets

- *They are a symbol of freedom.*
- *They are a symbol of power.*
- *They are born wild and so have wild instincts that cannot be changed.*
- *They may hurt babies or young children.*
- *Many breeders sell wild animals when they are very young - this is cruel.*
- *When wild animals mature, they destroy the furniture, spray everywhere, become aggressive and dangerous.*
- *Wild cats kept as pets have killed people before.*
- *It is costly to keep them as pets.*
- *There may not be enough space for pets to move around.*
- *Most of the exotic animals kept as pets die before they reach age two.*

Additional arguments

- *Wild animals may carry diseases that are harmful to people. (argument in the additional video)*
- *Wild animals need the care and attention of people who know and understand what they need. (argument in the additional video)*
- *Wild animals have complex behavioural, social and psychological needs that most people cannot accommodate. Wild animals also need to be with members of their own species.*
- *The illegal capture of wild animals and taking them from the wild can endanger the species and may even lead to their extinction. Many wild animals die while being captured or transported.*
- *Keeping wild animals, especially the endangered species, would probably be illegal. There are laws in many countries that prohibit the keeping of wild animals as pets.*
- *Many wild animals are kept as pets when they are cubs. However, their husbandry needs cannot be met by their owners when they mature. Many of them are abandoned or even killed as a result.*

Learning Activity 5: The problem-solution structure

20 minutes

A. Defining terms

The video students have seen only gives meat-eating big cats as the example of wild animals. They are “wild” in a specific way, because they are meat-eaters. If a debater is not careful, he / she may begin to think of wild animals too narrowly. A deer is a wild animal. So is a rabbit. What about a fish? Introduce this idea to the class, and make them see that in order to debate the issue, one needs precise definitions.

It is important that students realise words may be defined in a range of ways, and a certain definition may favour one side over the other.

Divide students into groups. Ask them to discuss the definitions of “to tame”, “wild animals” and “pets”. When the groups have come up with different definitions, ask them to choose one that benefits their own stance in the debate. You may even ask students to apply the research skills learnt in Focus 6 and search online for some possible definitions before the discussion.

Catering for Learner Diversity

For less advanced students, you may ask them to first define the terms based on their general understanding of the topic, and then look up the terms in dictionaries or websites (e.g. Wikipedia <<http://en.wikipedia.org/>>) and see if they need to improve their own definitions.

For more advanced students, you may introduce the distinction between narrow and wide definitions in a chart similar to the one below when they are more aware that a good definition is central to a debate.

	Narrow definition	Wide definition
To tame	to teach animals to love and be a companion to people	to teach animals to live with people including those kept by farmers to produce meat and dairy products
Wild animals	predatory animals, animals that may attack	animals that find their own food and do not depend on people
Pets	animals that are companions to people, those that live with people in a house or apartment, chain and cage free	animals that people keep because they like them, including fish, mouse and tortoise

B. Identifying the problem(s)

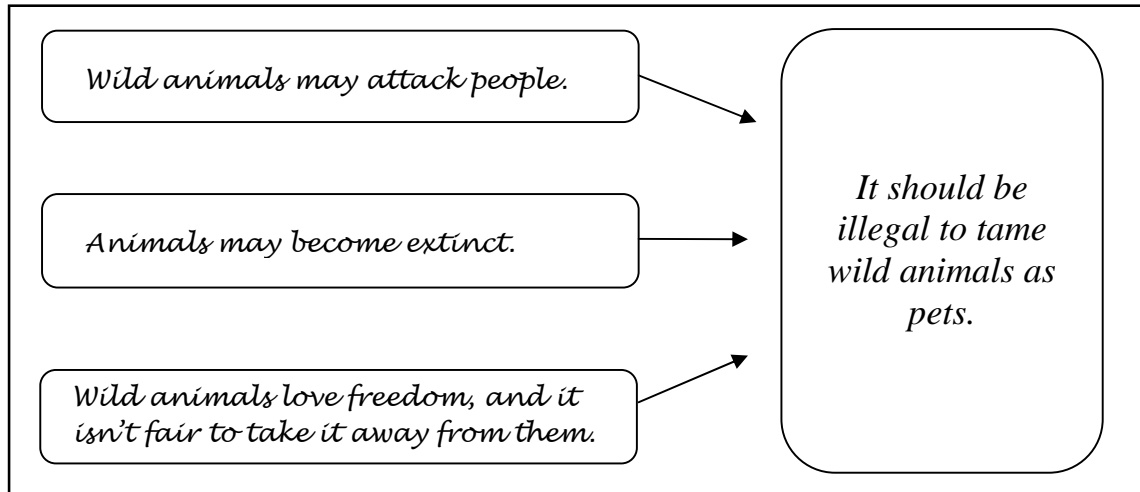
Point out to students that like the “curfew” motion, this is a proposal for a law. Ask them why we have laws. Begin by referring to some obvious laws (e.g. the law against murder, the law that says cars must drive on the left). If there were no law against murder, then murders would occur frequently, and public safety would be threatened. If there were no law against driving on the right, then traffic would become chaotic. Show students that laws solve problems and ask them to think about the law that prohibits keeping wild animals as pets and what problem(s) it helps to solve.

Have students work in pairs. They would first play the role of the Affirmative and list the problems that a law against keeping wild animals as pets can solve in the first box. After that, ask them to play the role of the Opposition and come up with alternative solutions to the problems they have listed in the first box. Remind them to make use of the notes they took in Learning Activity 4.

Possible answers:

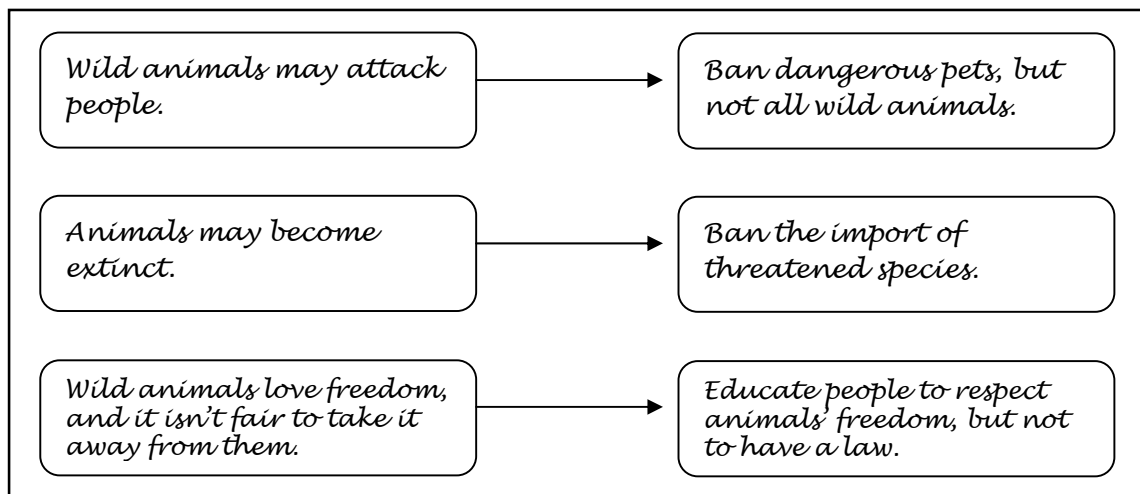
AFFIRMATIVE

PROBLEM(S) WITH THE CURRENT SITUATION SOLUTION PROPOSED



OPPOSITION

PROBLEM(S) WITH THE CURRENT SITUATION ALTERNATIVE SOLUTIONS



Catering for Learner Diversity

For less advanced students, you can illustrate how to do the task by giving an example. Tell them that one problem the motion can solve is that pet owners get attacked by their wild animal pets. Ask them to think of an alternative solution to this problem by asking questions like, “Are all wild animals dangerous?”, “Is it possible to introduce a licence system?”, “Would it be better to just ban the keeping of dangerous animals?”

Learning Activities 6 & 7: Elements of a captain speech

20 minutes

Ask students to read the sample speech and identify the speech element that corresponds to each section. Students should notice that the captain of the Affirmative largely follows the problem-solution structure. However, the captain of the Opposition handles the motion slightly differently. The Opposition captain offers alternative solutions to the first two problems identified by the Affirmative captain but does not do so for the third problem as it is not regarded as a real problem.

Answers: Affirmative captain speech

1. **B** *Introduction*
2. **C** *Definition*
3. **A** *Problem that currently exists*
4. **A** *Problem that currently exists*
5. **A** *Problem that currently exists*
6. **D** *Solution to the problem / Conclusion*

Answers: Opposition captain speech

1. **C** *Introduction*
2. **A** *Problem proposed by the Affirmative team*
3. **D** *Alternative solution to the problem*
4. **A** *Problem proposed by the Affirmative team*
5. **D** *Alternative solution to the problem*
6. **A** *Problem proposed by the Affirmative team*
7. **B** *Non-acceptance of the problem proposed*

Catering for Learner Diversity

For less advanced students, you may provide them with the background information of the speeches (e.g. information about the film *Gorillas in the Mist*). You may also explain the meanings of some unfamiliar vocabulary items (such as “domesticate”, “companion”, “severe”, “extinction”, “genuinely threatened” and “desire”) to students before asking them to complete the learning activity.

Learning Activity 8: Signposting

20 minutes

A. Understanding different signposting words

The purpose of this learning activity is to give students an idea how they can use signposts to make the structure of their arguments clearer. Go through the notes with students and teach them the functions of different signposting words. With the signposts, they can introduce arguments, refer to what the opposing team has said, and make responses accordingly.

B. Practice

Students will complete the tasks in Section B by filling in the gaps with the expressions provided. It should be noted that this task only offers them a small set of expressions. Students are encouraged to use other relevant signposting words when writing their own debate speeches.

Answers: Affirmative captain's speech

1. *Ladies and gentlemen*
2. *Our team will argue that*
3. *Second*
4. *Third*

Answers: Opposition captain's speech

1. *Ladies and gentlemen*
2. *First*
3. *my opponent has asserted that*
4. *my opponent has brought up*

Catering for Learner Diversity

For less advanced students, you might choose only to cover the following signposting words and phrases:

1. **the topic:** "Ladies and gentlemen, our topic is ...", "I would like to talk about ..."
2. **the first argument:** "First, ...", "To begin with, ..."
3. **an additional argument:** "Second, ...", "Third, ..."
4. **an additional point:** "Furthermore, ...", "In addition, ..."
5. **an example or fact:** "For example, ...", "For instance, ...", "In fact, ..."
6. **a contrasting idea:** "However, ...", "...but ..."
7. **a result:** "As a result, ...", "Therefore, ..."
8. **a summary:** "In short, ...", "To sum up, ..."
9. **a conclusion:** "Given the above, ...", "In conclusion, ..."

Learning Activity 9: Writing a structured and persuasive speech

20 minutes

A. Understanding the features of a general persuasive speech

Students will read the Opposition captain's speech on "*The death penalty is an appropriate penalty in our legal system*" again. Analyse the structure of the speech with students and explain to them the different features of a persuasive speech.

B. Reflection

After guiding students to read and analyse the structure of the speech, ask them to discuss the questions in pairs and write down their answers on their handouts. Ask some students to share their answers with the rest of the class by either reading them out or writing them on the board afterwards.

Possible answers:

1. *Yes. The speech is persuasive as the speaker tries to convince the audience by presenting a lot of evidence and examples to support his claim.*
2.
 - *It has a proper introduction and conclusion.*
 - *It presents a logical argument against the issue.*
 - *The argument is well supported with examples and evidence.*
 - *It is coherently written and has a clear structure.*
 - *Signposts / Connectives (or discourse markers) such as "first", "second" and "but" are used to present the argument systematically.*

Learning Activity 10: Portfolio Assignment 5

40 minutes or as homework

Have students read the opening speeches of the two captains in Learning Activity 8 to prepare them for the speech they will be writing as the Affirmative 1st speaker on the motion:

The death penalty is an appropriate penalty in our legal system.

Go through the instructions and ask students to study the structure of the Opposition captain's speech in Learning Activity 9. Then get them to write the speech individually. Remind students to use signposting words to guide their audience to the main ideas.

The suggested assessment criteria for this portfolio assignment have been provided on page T125 of the "Supplementary Materials" section for your reference when assessing students' work and giving constructive feedback. After you return the assignments, ask students to reflect on their work and complete the "Assignment Checklist" (page S138) and "Reflection Log – Portfolio Assignment 5" (page S143).

Focus 8: Using Questions in Debating

Objectives

By the end of the focus, students will be better able to:

- ⊕ identify poor reasoning and logical fallacies
- ⊕ ask questions to attack illogic
- ⊕ respond clearly and concisely to another team's questions

Time Needed

- ⊕ 2 hours 15 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students practise formulating questions and understand the role of questioning in a debate
- ⊕ They identify logical fallacies and question their opponents' illogical arguments
- ⊕ They make counter-arguments and formulate answers to the questions raised by the opposing team

Materials Required

- ⊕ Handouts on "Using Questions in Debating"
- ⊕ DVD Track 4: Video of the debate on wild animals – speeches
- ⊕ Supplementary activity – "Revision of Question Forms" (Learning Activity 1) (pages T114 – T115 of the "Supplementary Materials" section)
- ⊕ Supplementary activity – "Formulating Questions"(Learning Activity 4B) (pages T116 – T117 of the "Supplementary Materials" section)
- ⊕ Supplementary activity – "Interrogative Debating Session" (Learning Activity 5) (page T118 of the "Supplementary Materials" section)

Using Questions in Debating

Teacher's Notes

Introduction

In a debate, asking questions is a means of pointing out the problems in the reasoning of the opposing side. In this focus, students are given a set time to think of questions to ask their opponents and their opponents will also be given time to prepare for their answers. However, students should note that improvised questions and answers may be required in other forms of debates.

Decide how much improvisation your class is capable of and adjust your teaching pace accordingly.

Learning Activity 1: Lead-in – “20 Questions” game

15 minutes

“20 Questions” is a logical game popular among native speakers for long trips. As required by the instructions on the student’s handouts, think of an object and answer the questions raised by students. The teacher can begin the game by giving students the category of the object he / she has in mind (e.g. person, place, thing). Then, students can narrow down the scope by asking more specific questions that can guide them to the answer.

Catering for Learner Diversity

For less advanced students, you can have a quick revision on question forms with the students and ask them to complete the exercise on pages T114 – T115 of the “Supplementary Materials” section before doing this lead-in activity.

Possible answers to the supplementary activity on pages T114 – T115:

1. *Are wild animals dangerous?*
2. *How do dogs learn to live with people?*
3. *Are horses pets?*
4. *When did dogs become the companions of human beings?*
5. *How did dogs learn to understand human intentions?*
6. *Why don't cats do tricks?*
7. *Did a man in New York keep a tiger in his apartment?*
8. *How did they tame a lion?*

For more advanced students, you can ask one student to be the host each time and take up the role to answer the questions raised by the other students. You might even divide the class and have more than one game going on in the room.

Learning Activity 2: Using questions to attack illogic

15 minutes

Before students work on the activity, you might like to explain the use of questions in a debate. You might also like to explain when questions are normally asked with reference to the supplementary notes below, which provide information on the different roles of questions in debating:

Students can raise questions at different stages in a debate, for example, in the question and answer session (also called “Interrogative Debating Session”) and in the middle of a speech.

1. **Question and answer session** – After all debaters have presented their speeches, the floor speakers / members from each team will take turns to ask their opposing team questions. The team would be given time to prepare the answers. The question and answer session would be followed by the summary speeches made by the two captains.
2. **Middle of a speech** – In more advanced forms of debating, a debater from a team may be giving a speech while a debater from the opposing team stands up and says, “*Point of information!*” to raise a question. The debater presenting his / her speech may choose to take the question or reject it.

The question raised in the middle of a speech is more spontaneous and challenging, requiring swift responses from students whereas the first kind gives debaters more time to prepare the questions and answers. We will only focus on the first type in this module.

This learning activity focusses on using questions to challenge the opposing side. Refer students to the handouts and guide them through the suggested approach to formulating questions (i.e. pointing out the false assumption of their opponents and then asking a question to challenge it). They should be encouraged to question the logic of their opponents’ arguments using this approach.

Appropriate use of intonation and stress can greatly enhance the effectiveness of an attack. You may ask students to read aloud the two examples in the student’s handouts and demonstrate the right way to deliver the questions.

Possible answers:

1. *How can you say that all wild animals cannot be tamed based on one example?*
2. *Are you saying that parrots are close to humans just because they talk?*
3. *Are you saying that kangaroos are easily tamed because they live in Australia?*
4. *Do all pets have to live inside a house?*
5. *Do you mean if a particular dog bites people, all dogs are aggressive?*

Learning Activity 3: Logical fallacies

40 minutes

A. Identifying and understanding logical fallacies

Explain to students fallacies are common mistakes in logic. Spotting the logical fallacies in their opponents' arguments and attacking them with questions is a useful technique in debating. Then, go through the notes with students, which will give them a general idea of how to question illogic.

PRACTICE 1 – This is a straight-forward matching exercise aimed to show students how to point out the errors in reasoning.

Answers:

1. B 2. E 3. A 4. G 5. D 6. C 7. F

PRACTICE 2 – This practice focusses on general terminology, which will help students to see what the problem is and how to tackle it. It is not necessary for students to master the terms.

Answers:

A. 7 B. 2 C. 6 D. 1 E. 3 F. 4 G. 5

B. Questioning fallacies

This learning activity aims to teach students how to identify fallacies and formulate questions to attack them. There is no formula for asking questions, but it may be helpful to simplify the task initially by providing a sentence pattern for students to follow. That is why most examples in this section begin with “You have said ..., why / how ...”. Stress to students, however, that this is only a beginning and they should feel free to adopt other means of asking questions when they become more confident.

After taking students through the preparation process, have them complete the activity by forming questions to point out the weak logic in the arguments.

Possible answers:

1. *You have said that you have been robbed by a man and all men are bad. How do you know that all men are as bad as the robber?*
2. *You have argued that your doctor says that all Mercedes-Benz cars are good. Why do you rely on a doctor as an expert on cars?*
3. *You have said that Mr. Chan died after buying an apartment on the fourth floor. Therefore the number “4” brings bad luck. How can you prove that the number “4” causes Mr. Chan’s death?*
4. *You have said that there are only two kinds of people: those who destroy the planet and those who protect it. How can you say that there are only two kinds of people?*

5. *You have said that you heard from someone that we could die immediately after breathing in cigarette smoke. How can I believe a statement that is based only on hearsay?*
6. *You have suggested that wild animals are dangerous because they are wild animals. How can you say all wild animals are dangerous when there is no evidence to justify this?*
7. *You have said that I am too young to understand the issue. Why are you attacking my age, which is irrelevant to this debate?*

Catering for Learning Diversity

For less advanced students, you may reduce the number of logical fallacies introduced to students and cover only the more common ones (e.g. “false appeal to authority”, “hasty generalisation”, “after this, therefore because of this” and “hearsay”).

You may also provide the following structures for them to challenge the errors in their opponents’ reasoning:

- How do you know that ...?
- Why do you think that ...?
- How can you be so sure that ...?
- How can you say that ...?

Learning Activity 4: Identifying main arguments and forming questions

35 minutes

A. Identifying the main arguments in a debate

Students watch a video of a debate on the motion “*It should be illegal to tame wild animals as pets*” (DVD Track 4) in three segments. As they watch, they need to underline or highlight the main arguments made by different sets of speakers on the transcript they have been given.

You might like to teach students how to locate the main arguments. You may need to explain to them that a paragraph usually contains one main argument which is often found at the beginning or towards the end. The rest of the paragraph would contain supporting details for the main argument. Students should be able to tell the difference between the main argument and the supporting sentences after completing the activity.

Suggested answers:

Segment 1
<p>Arguments of Affirmative captain:</p> <ul style="list-style-type: none"> • <i>When we say “wild animals”, we mean animals that normally live in nature, not tamed nor domesticated.</i> • <i>First, wild animals are always dangerous and they remain so for the rest of their lives.</i> • <i>Second, the capture of wild animals is a major problem for the preservation of wildlife.</i> • <i>Third, it is the nature of wild animals to desire freedom.</i>
<p>Arguments of Opposition captain:</p> <ul style="list-style-type: none"> • <i>The case (of a New York man being attacked by a tiger he kept) does not show that no wild animals should ever be tamed.</i> • <i>Where animals are genuinely threatened with extinction, the trade in these animals should be banned.</i> • <i>Finally, my opponent has offered a strangely circular argument that wild animals desire freedom.</i>
Segment 2
<p>Arguments of Affirmative 1st speaker:</p> <ul style="list-style-type: none"> • <i>We define pets as animals kept in a house or apartment as a person’s companion. Rabbits and mice are not pets because they are normally kept in cages.</i> • <i>Many animals go extinct in the same pattern as that of exotic pets in rich countries.</i> • <i>They [animals] love to run; they hate to be kept in cages.</i>
<p>Arguments of Opposition 1st speaker:</p> <ul style="list-style-type: none"> • <i>My opponent has just redefined the word “pet” to suit the argument she wishes to make. In ordinary usage, we would say that a rabbit is a “pet”.</i> • <i>Some dogs are wild, while some “wild animals” can be domesticated. How can such a complex distinction ever be written into law? / The distinction between “wild” and “tame” is a problem.</i> • <i>The extinctions may have followed the rise in popularity of exotic pets, but how do we know it was the cause? / Although people may buy wild animals as pets, we do not see that this is a cause of extinction.</i>

Segment 3
<p>Arguments of Affirmative 2nd speaker:</p> <ul style="list-style-type: none"> • <i>The law can only concern itself with the general case.</i> • <i>Laws make illegal some behaviour that is acceptable as no law can foresee all human reality.</i> • <i>It is quite credible that the taming of wild animals contributes greatly to their extinction.</i>
<p>Arguments of Opposition 2nd speaker:</p> <ul style="list-style-type: none"> • <i>Laws can be exact.</i> • <i>Our opponents suggest that it is impossible to create just laws, but it is not impossible. It just requires thought and precision.</i> • <i>There are ways of getting a species listed as endangered. / There are millions of scientists and volunteers creating a very complete picture of the animal population of the world.</i>

B. Formulating questions on the sample debate

This learning activity serves to reinforce the language forms students have learnt so that they can quickly form questions to counter the weak logic in their opponents' arguments.

Students are divided into two groups. One group would be the Affirmative side and the other the Opposition. Explain to students how to form questions using the two examples from the captains' speeches and then ask them to form questions to challenge the arguments extracted from their opponents' speeches. The Opposition side will work on Questions 1A and 2A, while the Affirmative will work on Questions 1B and 2B.

Clues have been provided to help students form questions but encourage students to come up with alternative questions. All reasonable answers should be accepted.

Possible answers:

- 1A *Can you deny that rabbits, guinea pigs and mice are kept as pets for many years? / Can you see that it is common to keep rabbits and mice in cages, just like keeping goldfish in fish bowls?*
- 1B *What are the real causes of the extinction of wild animals if the popularity of exotic pets is not the real cause?*
- 2A *Are you suggesting that it is impossible to create just laws? If that is the case, how can laws protect people?*
- 2B *Can you deny that most people do not know there is such an agreed list of endangered species?*

Catering for Learning Diversity

For less advanced students, remind students to read the speech of the next speaker, which often addresses the points made by the previous speaker and provides ideas on what questions can be asked.

For more advanced students, instead of asking them to do Learning Activity 4B, you might give them the supplementary worksheet (pages T116 – T117 of the “Supplementary Materials” section) which provides less guidance and prompts for them.

Possible answers to the supplementary activity on pages T116 – T117:

2. What does a law professor *know about animal behaviour?*
3. Are you suggesting that *laws cannot be made specific and so are always incomplete and inadequate?*
5. What do you think *are the real causes of the extinction of wild animals if the popularity of exotic pets is not the real cause?*
6. You said that *we can have laws that are exact and just to protect endangered animals as well as to guard against wild pets.* Can you explain how *issuing licences can effectively serve these two purposes?*

You may also turn this activity into an informal Q & A session. Have students direct the questions to a team on the opposing side and ask the opposing team to respond to the questions orally.

Learning Activity 5: Formulating answers

30 minutes

In this learning activity, students will learn how to answer the questions raised by the opposing team. Go through the points to note on the handout and ask students to answer the questions. You may refer students to the handout on the possible approaches to answering questions and discuss the examples with them.

It should be noted that the answers below are by no means exhaustive and all appropriate answers should be accepted.

Possible answers:

- 1A *It is wrong to assume that wild animals like fish and lizards do not love freedom. If you try to catch a fish or a lizard, it struggles to get away. This shows that they love freedom.*
(Strategy used: Challenging the assumption made by the opposing team)

1B *One report suggests the importation of exotic animals as pets into the US is worth 10 billion dollars for 650 million animals. These are large numbers in a world where some species are numbered only in thousands. If these figures cannot convince you that the rise in popularity of keeping exotic pets is the reason for the extinction, can you tell us the real reason for the extinction?*

(Strategies used: Providing additional information + shifting the burden of proof to the opposing team)

2A *You are asking me to be an expert in law, which I am not, and yet I would argue that our law on murder makes appropriate exceptions for self-defence. That law is well-designed.*

(Strategy used: Providing an example to strengthen your case)

2B *I certainly have as we all know dogs love to run in the wild and cats love to hunt mice. But to say that they “love freedom” as you have done is to believe that they feel what we feel and even have our values, which I do not accept. Animals are different from us, and can’t even understand the idea of freedom.*

(Strategy used: Agreeing partially with the opposing team’s argument but pointing to other possibilities)

Catering for Learner Diversity

For less advanced students, you might like to provide the strategies that they can use to help them to answer the questions. The suggested strategies for the questions are provided in brackets for your reference. Answers as detailed as the “possible answers” should not be expected and short answers would suffice. (e.g. 1. Fish struggle when you try to catch them. They love freedom.) An alternative is to provide options for students to choose from and ask them to justify their answers.

For more advanced students, you may introduce the “Interrogative Debating Session” adopted in the Sing Tao Debating Competition to them (page T118 of the “Supplementary Materials” section). You may even ask them to follow this format in the final debate at the end of the module.

Focus 9: Summary Speeches

Objectives

By the end of the focus, students will be better able to:

- ⊕ write a debate summary speech
- ⊕ structure their arguments and counter-arguments in a logical manner

Time Needed

- ⊕ 1 hour 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students familiarise themselves with the structure of a summary speech through watching videos
- ⊕ They identify the main arguments in a full debate and then write a summary speech

Materials Required

- ⊕ Handouts on “Summary Speeches”
- ⊕ DVD Track 5: Video of the debate on wild animals – summary speeches
- ⊕ DVD Track 6: Video of the debate on death penalty
- ⊕ Supplementary activity – “Writing a Summary Speech”(Learning Activity 6) (pages T119 – T120 of the “Supplementary Materials” section)

Summary Speeches

Teacher's Notes

Introduction

Debaters must not only summarise what their own team has said but also listen to what the other team has said and prepare a summary on the spot. This focus prepares students to structure a summary speech taking into account the points made by the opposing side.

Learning Activity 1: Warm-up

10 minutes

A pronunciation warm-up will be done by students as in previous focuses.

Learning Activity 2: Structure of summary speech

30 minutes

In this activity, students will learn that a summary speech recapitulates the team's main arguments and presents counter-arguments to the opposing team.

Go over the instructions and explain any vocabulary in the speech that students may have difficulty with. Students then complete the task by filling in the blanks with phrases from the list.

In a debate, the Opposition captain presents his / her summary speech before the Affirmative captain. Students will follow this sequence and complete the Opposition's summary speech first. Check the answers with them or show the video of the Opposition speech (DVD Track 5) for them to check their answers. Play the video again and ask students to focus on how the summary speech is organised and how it incorporates arguments from both teams. Repeat the same procedure for the Affirmative summary speech.

Remind students that they should not present new arguments in the summary speech as its main objective is to reiterate the arguments previously made and emphasise their strengths.

Answers:

Opposition team's summary speech

1. *wild animals are dangerous*
2. *animals want to be free*
3. *not all wild animals are rare and endangered*
4. *only a game of words*
5. *would ban harmless activities*

Affirmative team's summary speech

1. *one is that there are dangers involved in keeping wild animals*
2. *many species are threatened with extinction*
3. *animals love freedom*
4. *no law can be perfect*

Catering for Learner Diversity

For more advanced students, you may ask them to do the gap-filling exercise without providing them with the list of phrases.

Learning Activity 3: Portfolio Assignment 6

40 minutes or as homework

This writing task is on the motion: *“The death penalty is an appropriate penalty in our legal system”*. As the topic has not been discussed in great detail before, it may be difficult for less advanced students but this will hopefully challenge them to do some independent work. You may go over any difficult vocabulary with the students or have them look up the words in a dictionary.

Ask students to:

1. watch the video of the debate (DVD Track 6) and fill in the gaps in the summary table (Part A) with words provided as they listen.

Answers for Part A

1. <i>right to life</i>	2. <i>deterrent effect</i>	3. <i>Prevention</i>	4. <i>Condemnation</i>
5. <i>justice</i>	6. <i>Errors</i>	7. <i>trust</i>	

2. write a summary speech individually for either the Affirmative or the Opposition side using the points in the table. The speech should be around 2 minutes long.

The suggested assessment criteria for this portfolio assignment have been provided on page T126 of the “Supplementary Materials” section for your reference when assessing students’ work and giving constructive feedback. After you return the assignments to students, ask them to reflect on their work and complete the “Assignment Checklist” (page S138) and “Reflection Log – Portfolio Assignment 6” (page S144).

Catering for Learner Diversity

For less advanced students, you might like to use the worksheets on pages T119 – T120 of the “Supplementary Materials” section to provide more guidance on how to structure and write the summary speech and provide students with the transcripts on pages T89 – T91 for reference if necessary.

Alternatively, you can use the motion on curfew (Focus 1) or bullying (Focus 2) if you find the motion on death penalty unsuitable. You may give students the transcript of the

debate (pages T11 – T12 for curfew, pages T21 – T23 for bullying) and refer them to the summary table of key arguments (page S11 for curfew, page S22 for bullying). You can then ask them to come up with points for the summary speech.

Transcript: Video for Learning Activity 3

Motion: The death penalty is an appropriate penalty in our legal system

Affirmative captain: Ladies and gentlemen, our motion is whether the death penalty is an appropriate penalty in our legal system. Are there any situations in which a criminal should be killed? Our team will argue that the answer to this question is “yes”. We will not argue that any real system is accurate or just in its application of the death penalty, only that the death penalty should be applied in some cases.

We have three principles: basic justice, deterrence, and prevention of future crimes. I will deal briefly with all of these, and my teammates will build the case.

First, the death penalty is naturally appropriate in dealing with criminals who kill others. Criminals have no equality between themselves and others. To kill another person is to say, “I have a right to life and you haven't.” If a criminal kills another person, we must show the world that the criminal has lost that right to life himself. If we do not, justice will be lost.

Second, the death penalty is a deterrent. There are people who have no feeling for others. They are not capable of saying, “I will not kill this person because this is a human being like myself.” The only thing that will keep them from crime is fear, and all human beings naturally fear death.

Third, let us look at the comparison with the only real alternative: prison. If the justice system executes a person, that person will never commit the crime again. If we send that person to prison, we cannot be sure that the criminal will not commit the crime again. The criminal may commit a murder in prison. He may even escape. And in many systems there is a system of parole, so even with life imprisonment, the criminal will in time be free again to commit a crime.

That is the outline of our case. Thank you.

Opposition captain: Ladies and gentlemen, I would like to outline the case against the death penalty. I will take my opponent's points in order.

First, I want to dispute my opponent's understanding of basic justice. He is proposing to show the world that we value life by killing people. This does not make sense. He speaks as though people had a character that could not change: someone commits a murder, so we know that the criminal will always be a criminal. But how can we know that?

Second, my opponent has asserted that the death penalty is a deterrent. Do we have any evidence that the death penalty deters murder? I would suggest that there is no such evidence. Take Hong Kong, which has no death penalty as an example. Hong Kong is a stable city and its crime rate is far lower than that of many places where the death penalty is in place.

Third, my opponent has brought up a point on the prevention of future crimes. We concede that a dead person will commit no crime - but that assumes certain things that may not be true. One is that we have the right person. People have often been condemned to death, but new evidence shows that the person is innocent. What are we to do about this? If the wrong person is condemned, there is no basic justice. If the public knows that innocent people are condemned, there is no deterrence. Worst of all, a dead person cannot be pardoned, cannot receive compensation for his suffering. Death is permanent. We can't go back and say sorry.

Given that the process of trial is imperfect, we have no right to do anything so permanent as to kill the criminal. Thank you.

Affirmative 1st speaker: Ladies and gentlemen, I would like to deal with the last point, the question of knowing for certain who is a criminal and who is not.

We know that there have been cases in which the wrong person was condemned. This is a separate issue from the one we are discussing. We are discussing whether there is a place for the death penalty in a justice system. We are not discussing correct procedure or rules of evidence.

Further, the main issue in a justice system is not protecting the small number of people who are accused of crimes, but rather protecting the people in a society who have committed no crime. What best protects them?

That is where the issue of deterrence comes in. My opponent has stated that there is no evidence that the death penalty deters murder. On the contrary, there is evidence. In 1975, Isaac Ehrlich showed that one execution deters, on average, eight murders. Recent studies have confirmed this. There is a study by Liu Zhiqiang, showing that the death penalty both deters murders, and increases the deterrent effect of other forms of punishment. These studies have appeared in the most respected academic journals.

What is more important? Is it better to kill one murderer, or to allow eight other innocent people to die?

Let's return to the question of executing innocent people. Even if this does sometimes happen, what is more important? That one innocent person, or the eight others who are saved?

The system, then, prevents future murders in two ways: by deterring others from committing crimes, and by preventing executed criminals from committing future murders. Thank you.

Opposition 1st speaker: As my opponent points out, this question of deterrence has been discussed for a long time. Isaac Ehrlich's article was the subject of much criticism at the time, and has been ever since. Other scholars have examined Ehrlich's data and completely failed to come to his conclusions. Still others have gathered new data, and tried to use the new data to support his conclusions. Most such studies have concluded that his methods were flawed, and his figure of eight deterred murders has no basis in fact.

The more recent studies do not stand for an agreement among scholars on this point, however good the journals may be. They seem to be more important than they are, because all such articles appear very quickly in the US media. The conclusions of recent studies appeared in newspapers even before the usual review process, and some conclusions were reported which were later changed, when journal editors pointed out flaws in methods and conclusions. These studies are normally used exactly as my opponent has used them: to promote a claim that people believe in emotionally in the first place. A recent cooler mathematical study concludes that the new deterrence literature provides no "stable foundation" for decisions about the justice system. (<http://www.deathpenaltyinfo.org/FaganDeterrence.pdf>)

So we are left with the same uncertainty. And if there is uncertainty, what should we decide? We should decide not to kill. That is basic justice. If you are not sure, you do not kill. Thank you.

Affirmative 2nd speaker: As my opponent points out, these issues are emotional. She seems to suggest, however, that they are emotional only for those who support capital punishment. Obviously, this is not true. Opponents of capital punishment are at least as emotional, and at least as selective in their use of evidence. We can agree, I think, that the best thing is to examine evidence as coolly as we can.

My opponent has just argued, very forcefully, that when we are in doubt we should do nothing. She even seems to suggest that even a very small uncertainty should make us do nothing. What kind of philosophy is this? We should not act until we know, with 100% certainty, that we are doing the right thing? I do not believe my opponents ever achieve that level of certainty in any part of their lives.

The question is, does the system overall save innocent lives? It certainly saves some lives, because some convicted criminals do repeat their crimes after they are released. We know for certain that these lives have been saved. The difficult thing about the situation is that we don't know whose life will be saved. We cannot say, "Mrs. Chan across the street would have died, and I like Mrs. Chan." Nevertheless, if we believe that innocent human life has value, we must work to save innocent human lives, even when we do not know whose life we are saving.

With every execution, there is at least a very small chance that there is a mistake. Yet if we have no death penalty, we know that we are killing some innocent people. Thank you.

Opposition 2nd speaker: Let's look at the view of the world my opponent seems to be suggesting. She stresses "innocent people" as completely different from the "criminals" who commit crimes. It seems "innocent people" have a complete right to life, and the "criminals" have no rights at all, that the "innocent people" should kill them for the sake of the "innocent".

It is essential for us to believe that people are people, even if they do bad things. We must believe that human beings can change, can become better in spite of their past. To execute people is to give up on that idea, and to believe that some people are devils, better dead than alive.

My opponent has suggested that some people will commit crimes unless they are afraid of punishment. That may be true, but it should not be the main basis for our social life. We should not build our society based on fear but on trust. In our ordinary lives from day to day, we do trust each other, and we are right to trust each other.

Serious crimes like murder are exceptions to a general rule of trust. Can a murderer be trusted once again, even after killing? Most times the answer is yes. Most murder is not the result of a great hatred of the entire world. Most murder is the result of one character in one situation.

If we believe in the rule of trust, we cannot abandon that rule completely for anyone. We can never say that one person is beyond help forever. Thank you.

Focus 10: Teamwork

Objectives

By the end of the focus, students will be better able to:

- ⊕ organise a team effectively
- ⊕ understand the value of teamwork in debating

Time Needed

- ⊕ 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ In groups, students build a free-standing structure using newspaper
- ⊕ They reflect on the importance of teamwork at different stages of debating by completing a worksheet

Materials Required

- ⊕ Handouts on “Teamwork”
- ⊕ Old newspaper
- ⊕ Masking tape
- ⊕ A whistle

Teamwork

Teacher's Notes

Introduction

The learning activities in this focus enable students to discern the importance of teamwork in debating.

Students should be reminded to begin the preparation for their final debates a week in advance. Go through the handouts in Focus 12 with students so that they have an idea what is expected of them and encourage them to make use of their free time to research for their debates.

Learning Activity 1: Newspaper shelter

35 minutes

A. Building the newspaper shelter

Tell students that they are to practise working as a team and explain how they should carry out the task. Students will build a free-standing shelter in groups of eight to twelve people with newspaper and masking tape. Prepare separate stacks of newspaper and masking tape for each team before class.

There will be two stages:

1. A planning stage, in which they may only speak English
2. A building stage, in which no one may speak

Allow them 20 minutes to plan how to build the shelter and give them another 20 minutes to build it.

In the planning stage, if a group is out of ideas, give them some suggestions such as advising them to make something like pillars by twisting the newspaper tightly or wrapping it with masking tape.

You should observe how students work together to build the shelter. Take notes on students' actions that are worth discussing. For example, if one student stands back and watches for a few minutes, then does something to help the process, write this down. If one team loses time because too many people are trying to do the same thing, write this down. Be ready to share with students some of your observations during the post-activity reflection (Part B).

Walk round the room to check the shelters and ask students not in the group to applaud to show their approval of the various shelters. Declare the winning team and present prizes.

B. Post-activity reflection

In groups, students will answer the questions on their handouts. Two members from each group will present their answers to the whole class.

Learning Activity 2: Teamwork in debating **15 minutes**

Students will remain in their own team, reflect on their experience of building the shelter and consider how they should collaborate in the process of debating. Some of the teams will be invited to share their reflections.

Focus 11: Presentation Skills

Objectives

By the end of the focus, students will be better able to:

- ⊕ deliver a speech clearly, with appropriate body language and voice projection
- ⊕ demonstrate awareness of common pitfalls in delivering speeches

Time Needed

- ⊕ 50 minutes

Learning / Teaching / Assessment Tasks / Activities

- ⊕ Students practise persuasion skills through group discussion and presentation
- ⊕ They distinguish between good and bad body language
- ⊕ They practise delivering speeches to each other and evaluate the performance of their peers

Materials Required

- ⊕ Handouts on “Presentation Skills”
- ⊕ DVD Track 7: Video of sample speech 1
- ⊕ DVD Track 8: Video of sample speech 2
- ⊕ DVD Track 9: Video of sample speech 3

Presentation Skills

Teacher's Notes

Introduction

This focus asks students to first evaluate the performance of some speakers, then practise delivering a speech, and finally evaluate the performance of other students.

Learning Activity 1: Getting the vacant place

20 minutes

This game creates a situation that requires students to persuade an audience. Get students in groups and let them choose which club they would represent. One group will be the school authority and they will decide which club can use the staff quarter after listening to their presentations.

Catering for Learner Diversity

For less advanced students, you might demonstrate how to persuade the school authority by providing valid reasons (e.g. The English Club should be given the right to use the room because they need a place for students to practise English after school).

Learning Activity 2: Identifying good and bad body language

10 minutes

Get students to look at the six pictures on the student's handouts and explain to them what good and bad examples of body language are. Students can then complete the exercise by distinguishing between good and bad body language.

Possible answers:

- | | | |
|-----------|---------------------|---|
| Picture 1 | <i>Good example</i> | - <i>looking balanced, standing straight, natural eye contact</i> |
| Picture 2 | <i>Bad example</i> | - <i>not serious and slouching, head tilted to one side</i> |
| Picture 3 | <i>Bad example</i> | - <i>playing with hair, no eye contact</i> |
| Picture 4 | <i>Bad example</i> | - <i>looking aggressive and unfriendly, impolite gestures, finger-pointing</i> |
| Picture 5 | <i>Good example</i> | - <i>looking confident, standing straight, using gestures appropriately, good eye contact</i> |
| Picture 6 | <i>Bad example</i> | - <i>reading from notes, note sheet held too high, no eye contact</i> |

Learning Activity 3: Delivering a speech with poise

20 minutes

A. Video watching

This activity will help students to think critically about the performance of others, and consequently about their own performance.

Show students three sample speeches (DVD Tracks 7, 8 and 9). Have students concentrate on the body language of the speaker and then complete the chart on the student's handout.

Another way to conduct this activity is to ask students to give a presentation and their peers to point out their good and bad speaking habits.

Possible answers:

Strengths	Weaknesses
<ul style="list-style-type: none"> • <i>speaking clearly and fluently</i> • <i>speaking in an appropriate speed</i> • <i>speaking with a natural intonation</i> • <i>standing still</i> • <i>making eye contact with audience</i> • <i>standing straight</i> 	<ul style="list-style-type: none"> • <i>mumbling</i> • <i>speaking with a monotonous voice - lacking variety in intonation</i> • <i>speaking hesitantly</i> • <i>playing with hair</i> • <i>holding cue cards / note sheets too high</i> • <i>reading from cue cards / note sheets</i>

B. Practice

In this activity, students will practise reading out speeches to each other in pairs. The student not performing will evaluate his / her partner's performance using the peer evaluation form. Before students carry out peer assessment, go over the criteria on the evaluation form on page S132. Stress that the evaluation form only focusses on delivery skills as this is the main objective of this learning activity. If possible, demonstrate good style for them.

Alternatively, you may ask two or three students to deliver the speech in class as demonstration. Make use of the opportunity to highlight aspects of delivery that students need to pay attention to.

Focus 12: Final Debates

Objectives

By the end of the focus, students will be better able to:

- ✦ apply the debating skills covered in the module

Time Needed

- ✦ Depending on class size, about 20 minutes per debate (excluding the preparation time)

Learning / Teaching / Assessment Tasks / Activities

- ✦ Students get into groups of three and take part in a debating competition

Materials Required

- ✦ Handouts on “Final Debates”
- ✦ Video camera (optional)
- ✦ “Final Debates – Judging Criteria”(pages S136 – S137)
- ✦ “Mark Sheets for the Final Debates” (pages T126 – T127)

Final Debates

Teacher's Notes

Introduction

The final debates should be given a sense of occasion. Invite adjudicators, such as the principal or people from outside skilled and interested in debating. You may act as the chairperson or assign students to take turns to chair the debates. Adjudicators should be reminded not to get overly concerned about students' language accuracy as this is a communicative activity, and students should be evaluated on their ability to think and communicate. Invite an audience (e.g. students from other forms) if possible.

Learning Activity 1: Final debates

A. Grouping

Students will form groups of three and decide among themselves the role of each teammate. You may give them advice on how to share out the work, if appropriate, e.g. summary speeches are usually given by the captain but you may let the teams decide who will do it or have four members in a team so that each member presents a speech.

B. Preparation

Go over the rules in Learning Activity 8 of Focus 1 with students to ensure they understand the procedure.

A week before the competition, prepare a list of motions relevant to your students' interests and abilities. Try to include a wider range of motions for variety. Have the teams draw from the motions on the list and draw lots to decide whether they are the Affirmative or the Opposition.

Below are some possible motions for your consideration:

- 1. Human beings should not be allowed to use other animals as objects of sport and entertainment.**
- 2. The sales and consumption of alcohol should be further restricted.**
- 3. Cosmetic surgery should be banned.**
- 4. Governments should not waste public resources to censor the Internet.**
- 5. Drug tests should be carried out in schools in Hong Kong.**
- 6. Surrogate motherhood should be banned in Hong Kong.**

Remember to invite adjudicators (who can be yourself, students with debating experience or English teachers of other classes / levels). Go through the “Final Debates – Judging Criteria” handouts with students to ensure they understand how their performance will be evaluated. You may also give them copies of the “Mark Sheets for the Final Debates” in the “Supplementary Materials” section (pages T127 – T128) and ask them to conduct peer assessment.

As a token of recognition and encouragement, you may ask the adjudicator(s) to present prizes to:

- the best / winning team
- the best debater

Invite students to vote and decide the award winners to give them a greater sense of ownership and involvement.

Catering for Learner Diversity

For less advanced students, you may consider giving them more than one week to prepare for the final debates. Feel free to adjust the rules to make the task easier (e.g. allowing students more time to come up with an answer for each question, or taking out the question and answer session).

For more advanced students, you may ask them to prepare for more than one motion, and only tell them the motion on the day of the debate. Alternatively, you may let them know the motion in advance but announce their stances on that day. You may also adjust the rules to allow longer speeches (e.g. 3 minutes each for the opening and summary speeches and 2 minutes 30 seconds for the 1st and 2nd speakers’ speeches). Encourage more advanced students to jot only brief notes of their key points on cue cards and give more spontaneous response instead of relying too much on pre-written speeches. If you would like to add more challenge to the final debates, you may even adopt the style of the “Interrogative Debating Session” in Sing Tao Inter-school Debating Competition for the question and answer session (see page T118 of the “Supplementary Materials” section).

C. Debate competition

Each speaker should speak for a maximum of 2 minutes. Allow 20 minutes for each pair of teams to debate. After the summary speeches, give the adjudicators at least 15 minutes to tally their scores and deliberate on the winner, as well as invite them to comment on the debaters’ performance.

Catering for Learner Diversity

For less advanced students, they should also be encouraged to assess their peers. However, instead of asking them to give marks to all speakers, you may ask each student to focus on one debater and note down his / her strengths and weaknesses.

Encourage them to give oral / written feedback to the debater afterwards.

For more advanced students, you may ask them to take turns to be the adjudicators using the “Mark Sheets for the Final Debates” on pages T127 – T128 of the “Supplementary Materials” section. Familiarise them with the criteria before they start to assess their peers and ask them to explain why they think a certain team should win. Encourage the students to make suggestions for improvement for both teams at the end of the debate.

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Supplementary Activity for Focus 1: Listening for Main Ideas (Learning Activity 7)

You will watch a video of a debate on the motion “*Everyone under 18 should be subject to an 8:00 pm curfew*”. Identify the key ideas or arguments the speakers make as you listen and fill in the blanks in the table below.

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Young people have problems such as 1) _____, sex and pregnancy, 2) _____ and staying out all night. • The solution is to have a 3) _____ so that the time spent on these activities is limited. 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • The teenage problems this motion is supposed to solve are not really serious. • Having a curfew is impractical because the police do not have 4) _____ resources. • Having a curfew will not solve the problems because drug and sexual activities can happen 5) _____ _____. • The curfew is a violation of 6) _____.
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • Drugs and 7) _____ are serious problems in Hong Kong – examples are given to support the argument. • The opponent is just using statistics to understate the problem. 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • The opponent is not using real stories and has refused to admit that the numbers make a difference.
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • The issue is not whether crack cocaine is the top drug, but whether there is a drug problem. • Alcoholism and other addictions can 8) _____. 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Drinking can happen in the daytime. • The opponents have failed to show that the problem of 9) _____ and 10) _____ abuse is serious in Hong Kong.

Possible answers:

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Young people have problems such as 1) <i>drugs</i>, sex and pregnancy, 2) <i>underage drinking</i> and staying out all night. • The solution is to have a 3) <i>curfew</i> so that the time spent on these activities is limited. 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • The teenage problems this motion is supposed to solve are not really serious. • Having a curfew is impractical because the police do not have 4) <i>unlimited</i> resources. • Having a curfew will not solve the problems because drug and sexual activities can happen 5) <i>in the daytime</i>. • The curfew is a violation of 6) <i>young people's rights</i>.
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • Drugs and 7) <i>teenage pregnancy</i> are serious problems in Hong Kong – examples are given to support the argument. • The opponent is just using statistics to understate the problem. 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • The opponent is not using real stories and has refused to admit that the numbers make a difference.
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • The issue is not whether crack cocaine is the top drug but whether there is a drug problem. • Alcoholism and other addictions can 8) <i>destroy lives</i>. 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Drinking can happen in the daytime. • The opponents have failed to show that the problem of 9) <i>drug</i> and 10) <i>alcohol</i> abuse is serious in Hong Kong.

Supplementary Activity for Focus 2: Noting down the Main Ideas of a debate (Learning Activity 6)

You will watch the video of the debate on bullying again. In pairs, write down the **main ideas** that the speakers make by completing the table. Some ideas of the speakers have been provided for you.

AFFIRMATIVE CAPTAIN	OPPOSITION CAPTAIN
<ul style="list-style-type: none"> • Bullying is a major problem and six out of ten students in primary schools have been bullied. • Bullying is a major problem and we must take strong action. • If the bully is expelled, students will see that the issue is important. 	<ul style="list-style-type: none"> • We accept that the problem of bullying is important. • • •
AFFIRMATIVE 1ST SPEAKER	OPPOSITION 1ST SPEAKER
<ul style="list-style-type: none"> • We agree that we cannot expel 24% of primary students. • • There should be enough evidence. • 	<ul style="list-style-type: none"> • My opponent underestimates the difficulty of proving bullying. • This resolution is all about punishment and the desire to hurt the bully. • It is more effective to deal with bullying through engaging students in activities which promote a peaceful, loving and respectful environment.
AFFIRMATIVE 2ND SPEAKER	OPPOSITION 2ND SPEAKER
<ul style="list-style-type: none"> • Bad intentions exist even if we are positive and loving. • If the teacher responds to bullying by offering extra attention, the bully will be encouraged to continue. • Bullies only understand punishment and the punishment must be strong. 	<ul style="list-style-type: none"> • Preventive methods are the best way to deal with bullying as suffering is avoided. • •

Possible answers:

<p style="text-align: center;">AFFIRMATIVE CAPTAIN</p> <ul style="list-style-type: none"> • Bullying is a major problem and six out of ten students in primary schools have been bullied. • Bullying is a major problem and we must take strong action. • If the bully is expelled, students will see that the issue is important. 	<p style="text-align: center;">OPPOSITION CAPTAIN</p> <ul style="list-style-type: none"> • We accept that the problem of bullying is important. • <i>It is not practical to expel 24% of all primary students.</i> • <i>The definition of bullying is broad. We can't expel a student every time he / she insults another student.</i> • <i>Bullies often come from difficult homes. We can't solve a problem by sending them back home.</i>
<p style="text-align: center;">AFFIRMATIVE 1ST SPEAKER</p> <ul style="list-style-type: none"> • We agree that we cannot expel 24% of primary students. • <i>The definition of bullying cannot be too broad. One single insult is not bullying.</i> • There should be enough evidence. • <i>Once there is enough proof (e.g. teachers' or students' eyewitness accounts of fights or continual verbal insults), the school should expel the bully.</i> 	<p style="text-align: center;">OPPOSITION 1ST SPEAKER</p> <ul style="list-style-type: none"> • My opponent underestimates the difficulty of proving bullying. • This resolution is all about punishment and the desire to hurt the bully. • It is more effective to deal with bullying through engaging students in activities which promote a peaceful, loving and respectful environment.
<p style="text-align: center;">AFFIRMATIVE 2ND SPEAKER</p> <ul style="list-style-type: none"> • Bad intentions exist even if we are positive and loving. • If the teacher responds to bullying by offering extra attention, the bully will be encouraged to continue. • Bullies only understand punishment and the punishment must be strong. 	<p style="text-align: center;">OPPOSITION 2ND SPEAKER</p> <ul style="list-style-type: none"> • Preventive methods are the best way to deal with bullying as suffering is avoided. • <i>Research by City University of Hong Kong shows that "harsh punishment is not effective for stopping bullying".</i> • <i>Punishment for bullies is sometimes necessary, but they should still be treated as part of the class.</i>

Supplementary Activity for Focus 3: Developing a Basic Argument (Learning Activity 8)

A. Match each opinion with its relevant reason and support. One has been done for you as an example:

<i>Opinion</i>	<i>Reason</i>	<i>Supporting details</i>
<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">1</div> Smoking should be banned in all public places...	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">A</div> because school theft often happens when mobile phones are not well-attended.	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">a</div> Medical reports show that soft drinks can cause obesity and tooth decay.
<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">2</div> Students should be allowed to eat in class...	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">B</div> because school uniforms are not comfortable.	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">b</div> In 2009, over half of the cases of school theft involved the loss of mobile phones.
<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">3</div> Soft drinks should not be sold at tuck shops...	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">C</div> because food can help students to concentrate better as well as boost their energy.	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">c</div> Many studies have shown that second-hand smoke causes cancer.
<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">4</div> There should be no school uniforms...	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">D</div> because they are high in sugar and bad for students' health.	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">d</div> It is good for our brains and metabolism to eat many small meals a day.
<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">5</div> Mobile phones shouldn't be allowed in schools...	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">E</div> because it can cause health problems for the passive smokers.	<div style="border: 1px solid black; padding: 2px; width: 20px; float: left; margin-bottom: 5px;">e</div> They are often too cold in the winter and too hot in the summer.

B. Complete the following arguments by providing suitable reasons and supporting details.

Students should be given less homework because _____

PE lessons should be made compulsory for all students because _____

Supplementary Activity for Focus 5: Mystery Game – “Murder in the Classroom” (Warm-up)

The aim of the game “Murder in the Classroom” is to prepare students to support their arguments with evidence. In this game, students will gather clues and formulate opinions based on the testimony provided by different witnesses. A full set of materials for the game (including the worksheets, explanations and answers) can be freely downloaded from the following website:

<http://www.onestopenglish.com>.

Before the lesson, make copies of the students’ worksheet as well as the character role cards downloadable from the above website.

During the lesson, go over the difficult vocabulary on the character role cards before giving them out to students.

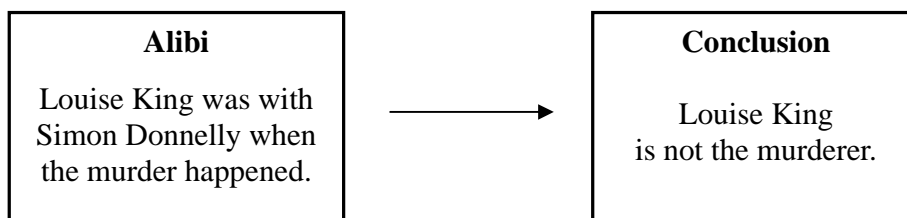
Explain the rules of the game and the background of the murder case. Divide the class into groups and give out the role cards.

Each group member will take up the role of a character in the murder case and familiarise themselves with the information given on their role card (Note: The actual number of characters may vary depending on the number of students you wish to involve and the amount of challenge and distraction you want to create).

Students ask each other questions and note down what they say.

After collecting information, they will analyse the evidence and discuss to work out who the murderer is. The first group who gets the answer wins the game.

After the game, you may ask the students how they solve the mystery. As they explain, write down their ideas on the board and draw arrows to show the logic of their reasoning. For example:



Explain to students that before arriving at a conclusion, they must consider all possible clues and analyse the information collected critically.

Explain that when it comes to debating, students will need to **come up with an argument and then back it up with evidence and examples**.

Student's Worksheet

You are going to play a murder mystery game.

Your teacher will divide the class into groups and give each of you a role card.

Your teacher will explain the background of the murder case and you have to guess who the murderer is with your group members. The group that first guesses who the murderer is wins the game.

Students have to ask each character the following questions and complete the table below.



Questions to ask:

1. What is your name?
2. Why were you at the party?
3. What was your relationship with Ms. McGowan?
4. When did you last see Ms. McGowan?
5. What were you doing when you heard the scream?

Name	Motive	Alibi	Clue
Simon Donnelly			A copy of Simon Donnelly's book was found in the classroom where Miss McGowan was killed.
Saul Sheen			A photograph of Saul Sheen was found in Miss McGowan's pocket.
Ivan Williams			Miss McGowan was holding a handkerchief with the initials I.W. in her hand when she was killed.
Lily Simmons			

Name	Motive	Alibi	Clue
Edward Green			
Patricia Woods			
Louis King			

Who do you think is the murderer? Are there any evidence and reasons to support your guess?

Supplementary Activity for Focus 5: Types of Supporting Details (Learning Activity 2)

A. This speaker believes that the government should lower taxes. Label the kinds of evidence she uses to support her view by filling out the boxes with the words in the list below:

Example	Statistics	Expert Opinion	Explanation
---------	------------	----------------	-------------



Stance / Position	The government should lower taxes.
Reason	Lower taxes will help improve the economy.
Support 1	If taxes are lower, people have more money to spend. Companies will sell more and this increases jobs.
Support 2	When America lowered taxes a few years ago, people in general bought more things.
Support 3	According to Dr. Max Moneyback of <u>The Everyday Economist</u> , lowering taxes will help business.
Support 4	Corporate sales fell by 5% when our government raised taxes last year.

B. This speaker believes that the government should raise taxes. Read his argument (statements A-F on the right below) and see how he makes use of different types of evidence to build his case. Write the letter of the statement that best fits the description on the left. The first one has been done for you as an example.

Stance / Position	F
-------------------	---

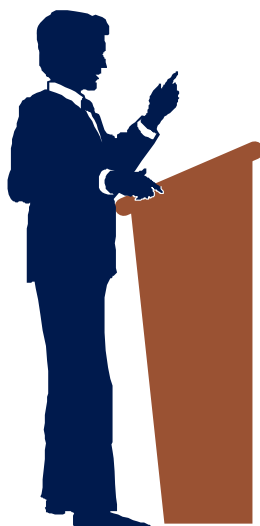
Reason	
--------	--

Support 1 Expert Opinion	
-----------------------------	--

Support 2 Statistics	
-------------------------	--

Support 3 Explanation	
--------------------------	--

Support 4 Example	
----------------------	--



A	Tax increases in Sweden have improved the quality of government services for everyone in that country.
---	--

B	It will take 15 million more dollars to complete construction on the new highway.
---	---

C	The government needs more money to provide better services.
---	---

D	Without more money the government can't provide training for people without jobs.
---	---

E	According to the Financial Secretary, important services such as medical care will have to be cut if taxes are not increased.
---	---

F	The government should raise taxes.
---	------------------------------------

Supplementary Activity for Focus 6: Identifying the Stance of Sources (Learning Activity 5)

A good argument is one supported by strong evidence. You are going to research a variety of sources (e.g. newspapers, magazines, books, journals, and the Internet) to identify information relevant to your motion and stance.

Below are some sources on capital punishment (also known as the death penalty). Read them and decide which sources are FOR capital punishment, and which sources are AGAINST it. One has been done for you as an example

Don't wrong the innocent. Can we be 100% sure that someone is guilty?

410 people convicted of capital crimes in the U.S.A. between 1910 and 1990 were later proved innocent of the crimes accused, according to a report by Amnesty International (1995). Some were fortunate enough to escape execution by minutes, but 67 innocent people were actually executed.

e.g.	<input type="checkbox"/> For
	<input checked="" type="checkbox"/> Against

According to Merry Kindheart, Chairperon of the Human Rights International, capital punishment does not respect the right of life. The nature of the punishment is more vindictive than corrective.

1	<input type="checkbox"/> For
	<input type="checkbox"/> Against

There's a claim that it is more expensive to execute a criminal than to imprison him for life. That is not entirely true. It is very expensive to hold someone in prison for life. Life prisoners stay in prison on average for 30 to 40 years at a cost of HK\$50,000 to \$60,000 per year. (Journal of Prison Reform, January, 2000)

2	<input type="checkbox"/> Against
---	----------------------------------

“What is the difference between the death penalty and murder? The end result is the same: one more dead body, one more sad family. When we execute someone, we are suggesting that human life is worthless.”

3

For
 Against

The number of murder cases dropped by 20% after Peace Town restored capital punishment in 1977. In 1976, there were 55 cases but in 1977, there were only 44.

4

For
 Against

According to a United States Government report in October, 1995, “Many death row prisoners are innocent and there is a high risk of wrongful conviction and faulty execution.”

5

For
 Against

Home - Daily News - Windows Internet Explorer

http://www.dailynews.com/

Home - Daily News

Professor discusses crime with university law students

At the 2010 Legal Justice Forum, Professor Tim Leung of Impartial University said that each execution of a murderer prevents 20 other murders. He showed that if we increase executions by 1%, we prevent about 105 future murders.

6 For Against

Supplementary Activity for Focus 8: Revision of Question Forms (Learning Activity 1)

Student's Worksheet

Let us have a quick revision by considering the commonly used question words in the list below:

When?	Time
Where?	Place
Who?	Person
Why?	Reason
How?	Manner
What?	Object / Idea / Action
Which (one)?	Choice of alternatives
Whose?	Possession
Whom?	Person (object)
How much?	Price / Amount (uncountable)
How many?	Quantity (countable)
How long?	Duration
How often?	Frequency
How far?	Distance
What kind (of)?	Description

Turn the following statements into questions, using the cues in brackets.

1. Wild animals are dangerous. (Yes / No)

Are wild animals dangerous?

2. Dogs learn to live with people. (How)

3. Horses are pets. (Yes / No)

4. Dogs became the companions of human beings. (When)

5. Dogs learnt to understand human intentions. (How)

6. Cats do not do tricks. (Why)

7. A man in New York kept a tiger in his apartment. (Yes / No)

8. They tamed a lion. (How)

Supplementary Activity for Focus 8: Formulating Questions (Learning Activity 4B)

Complete the table by writing down the questions directed at different debaters.

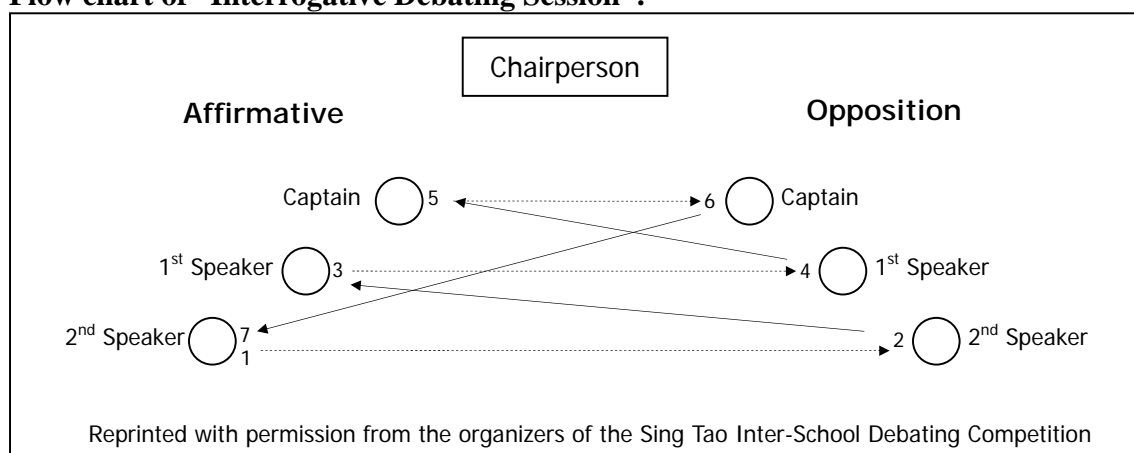
	Debater	Argument	Questions to challenge the speaker
1	Affirmative captain	<p>This practice (of keeping wild animals as pets) is so negative that it should be illegal.</p> <p>First, wild animals are always dangerous and they remain so for the rest of their lives. A chimpanzee may be a pleasant companion for a while but can become wild again.</p> <p>Second, the capture of wild animals (like gorillas) is a major problem for the preservation of wildlife.</p>	<p>Example: You seem to suggest that wild animals only consist of apes. <u>How about other wild animals such as birds, fish and lizards? Are they dangerous?</u></p>
2	Affirmative 1 st speaker	Matthew Liebman of the Law Faculty at Michigan State University believes wild animals are less domesticated as they have needs that far exceed their owners' capacities.	<p>What does a law professor _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">?</p>
3	Affirmative 2 nd speaker	<p>The law can only concern itself with the general case.</p> <p>Laws may make illegal some behaviour that seems acceptable but this is the nature of law.</p>	<p>Are you suggesting that _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">?</p>

	Debater	Argument	Questions to challenge the speaker
4	Opposition captain	My opponent has offered a strangely circular argument. They say that wild animals are wild because they desire freedom.	Example: Instead of playing on words, <u>can you tell us if you think animals have feelings and if they like to be put in a cage?</u>
5	Opposition 1 st speaker	Although people may buy wild animals as pets, we do not see that this is cause of extinction.	What do you think _____ _____ _____ _____ _____?
6	Opposition 2 nd speaker	My opponent says that the laws are always inexact but we think laws can be exact. For example, licences are required for people to keep animals that might be dangerous in Hong Kong. It is not impossible to create just laws. It just requires thought and precision.	You said that _____ _____ _____. Can you explain how _____ _____ _____?

Supplementary Activity for Focus 8: “Interrogative Debating Session” (Learning Activity 5)

The question and answer session adopted in the Sing Tao Inter-school Debating Competition is called “**Interrogative Debating Session**”, the objective of which is to further encourage the development of analysing and debating skills. The “Interrogative Debating Session” takes place after the 2nd speakers have finished with their speeches. You may like to adopt this style of question and answer session for this module or the final debates, if you wish.

Flow chart of “Interrogative Debating Session”:



Procedure of the “Interrogative Debating Session”:

1. *Affirmative 2nd speaker* starts to ask *Opposition 2nd speaker* a question.
2. *Opposition 2nd speaker* replies to the question, and then asks *Affirmative 1st speaker* a question.
3. *Affirmative 1st speaker* replies to the question, and then asks *Opposition 1st speaker* a question.
4. *Opposition 1st speaker* replies to the question, and asks *Affirmative captain* a question.
5. *Affirmative captain* replies to the question, and asks *Opposition captain* a question.
6. *Opposition captain* replies to the question, and asks *Affirmative 2nd speaker* a question.
7. *Affirmative 2nd speaker* replies to end this session.

Timekeeping for “Interrogative Debating Session”:

Preparation of Questioning	15 seconds	Preparation of Answering	15 seconds
Questioning	20 seconds	Answering	40 seconds

Supplementary Activity for Focus 9: Writing a Summary Speech (Learning Activity 6)

Write a 250-300 word summary speech on the motion “The death penalty is an appropriate penalty in our legal system” following the guidelines provided.

Opposition:

The Affirmative team believes that the death penalty is an effective deterrent that helps to prevent future crimes and protect the innocent. While we agree that the right of the innocent should be upheld, we don't believe the death penalty is an appropriate and effective measure to achieve this.

While our opponents argue that justice is done through killing the murderers, they seem to suggest that _____

We believe that _____

The Affirmative team claims to know certainly that the death penalty is a deterrent but _____

The Affirmative team's whole case rests on the notion that the death penalty saves lives and prevents future crimes. We are uncertain about this. _____

Given that there is always a possibility of wrong condemnation and we should build our society on trust, today's motion must fall.

Point out the assumption of the Affirmative and challenge their understanding of justice

Rebut the point on justice and show the team's stance

Question the validity of the Affirmative's argument on the deterrent effect of death penalty

Rebut with evidence

Highlight the possibility of wrong condemnation and the need for trust in society

Affirmative:

Ladies and gentlemen, our case has rested on three principles: justice, deterrence and prevention of future crimes.

On justice, while our opponents argue that it is wrong to

we believe that _____,

The Opposition states there is no evidence showing that the death penalty is a deterrent to crime but _____

The Opposition suggests that there should be trust in society and we must believe that people can change. However, _____

Considering that the death penalty is an effective way to deter future crimes and protect innocent lives, today's motion must stand.

Summarise the Opposition's argument that killing is wrong, especially when there is uncertainty and imperfections in the process of trial

Rebut to show why justice is best done through the death penalty and play down the importance of the Opposition's concerns

Rebut by providing further elaboration or evidence

Come up with a new rebuttal for the point made by the 2nd speaker of the Opposition team (e.g. too naive and trusting to believe all humans are good by nature / death penalty be imposed only on persistent offenders)

Portfolio Assignment 1 – Suggested Assessment Criteria
(Speech against curfew)

Excellent

- The stance is well supported with strong and clear ideas.
- Specific details which effectively support the stance are provided.

Good

- The stance is supported with clearly presented information but some ideas need more elaboration.
- Specific details are provided.

Average

- Attempts are made to support the argument but some ideas may not be relevant or strong enough.
- There are some details but they are too general or may not really help to explain the position.

Room for improvement

- Attempts are made to express some ideas but the argument is not clearly presented.
- Not many relevant details are provided.

Much greater effort needed

- No relevant ideas are presented to support the argument.

Portfolio Assignment 2 – Suggested Assessment Criteria (Speech on the abolition of exams)

	Content	Accuracy	Style	Topic Sentence	Supporting Details
Excellent	The stance is fully supported with appropriate and clear arguments. Relevant and extensive details are given.	Meaning is conveyed through accurate use of grammar, spelling and punctuation.	A wide range of vocabulary and sentence structures are effectively used. The writing is clear, fluent and convincing.	Topic sentence is clear, correctly placed and its idea is restated in the closing sentence.	Relevant and adequate supporting details are given to fully substantiate the main ideas.
Good	The stance is supported with adequate arguments. Specific details are presented clearly but one or two of them may not be relevant.	Grammatical structures are mostly accurately used to convey meaning, with very few errors in spelling and punctuation.	A range of vocabulary and sentence structures are used appropriately. The writing is natural and easy to follow.	Topic sentence is clear and correctly placed but its idea is not fully restated in the closing sentence.	Sufficient supporting details are included but some of them could be more clearly presented.
Average	An attempt to support the stance is made but it is not fully supported with appropriate arguments. Details given are too general to explain the stance.	Basic punctuation and grammatical structures are accurately used. There are some errors in spelling and punctuation but they generally do not interfere with meaning.	Common vocabulary and basic structures are used appropriately. However, the writing lacks variety, punch or flair, and could have been made clearer and more concise.	Topic sentence is fairly clear but is not properly positioned and/or its idea is not restated in the closing sentence.	Some supporting details are provided but not all of them are relevant to the main ideas.
Room for improvement	Limited arguments are provided to support the stance, which is probably caused by inadequate understanding of the issue.	There are frequent grammatical inadequacies. Errors sometimes interfere with meaning.	Limited and simple vocabulary is used, which does not communicate meaning clearly and accurately.	Topic sentence is unclear, incorrectly placed and its idea is not restated in the closing sentence.	Few supporting details relevant to the main ideas are included.
Much greater efforts needed	No valid arguments are presented to support the stance.	Errors in grammar, spelling and punctuation severely interfere with meaning.	A very limited range of vocabulary is used. There are only a few simple, comprehensible sentences.	Topic sentence is absent in the paragraph.	No supporting details relevant to the main ideas are included.

* This is a suggested marking scheme. Teachers might like to adapt it for use in their own classrooms.

Portfolio Assignment 3 – Suggested Assessment Criteria (Speech to persuade someone to quit smoking)

	Content	Accuracy	Style	Structure & Organisation	Appeal & Persuasiveness
Excellent	The stance is fully supported with appropriate and clear arguments. Relevant and extensive details are given.	Meaning is conveyed through accurate use of grammar, spelling and punctuation.	A wide range of vocabulary and sentence structures are effectively used. The writing is clear, fluent and convincing.	The writing is highly coherent and arguments are logically sequenced. Topic and concluding sentences are effectively used.	A wide range of appeals of argument and persuasive language devices are effectively used.
Good	The stance is supported with adequate arguments. Specific details are presented clearly most of the time.	Grammatical structures are mostly accurately used to convey meaning, with very few errors in spelling and punctuation.	A range of vocabulary and sentence structures are used appropriately. The writing is natural and easy to follow.	The writing is clear and organised, and arguments are mostly connected. Topic and concluding sentences are appropriately used most of the time.	Most of the appeals and persuasive language devices used are appropriate.
Average	An attempt to support the stance is made but it is not fully supported with appropriate arguments. Details given are too general to explain the stance.	Basic punctuation and grammatical structures are accurately used. There are some errors in spelling and punctuation but they generally do not interfere with meaning.	Common vocabulary and basic structures are used appropriately. However, the writing lacks variety, punch or flair, and could have been made clearer and more concise.	Connection can be seen between some paragraphs and points. Attempts to use topic and concluding sentences are evident.	Basic forms of appeal and persuasive language devices are used appropriately but more details and vivid description are needed for greater persuasiveness.
Room for improvement	Limited arguments are provided to support the stance, which is probably caused by inadequate understanding of the issue.	There are frequent grammatical inadequacies. Errors sometimes interfere with meaning.	Limited and simple vocabulary is used. The writing does not communicate meaning clearly and accurately.	Some connection can be seen between ideas but there is no clear paragraph structure and little attempt to use topic and concluding sentences.	Some understanding of appeals and persuasive devices can be seen but inadequate details are provided to create an impact on the audience.
Much greater efforts needed	No valid arguments are presented to support the stance.	Errors in grammar, spelling and punctuation severely interfere with meaning.	A very limited range of vocabulary is used. There are only a few simple, comprehensible sentences.	The writing is disorganised and there is little logical connection between ideas. The paragraph structure is very weak.	The writing shows little understanding of appeals and persuasive language devices.

* This is a suggested marking scheme. Teachers might like to adapt it for use in their own classrooms.

Portfolio Assignment 4 – Suggested Assessment Criteria (Enriching a speech with evidence)

	Content	Accuracy	Style	Structure & Organisation	Research & Citation
Excellent	The stance is fully supported with appropriate and clear arguments. Relevant and extensive details are given.	Meaning is conveyed through accurate use of grammar, spelling and punctuation.	A wide range of vocabulary and sentence structures are effectively used. The writing is clear, fluent and convincing.	The writing is highly coherent and arguments are logically sequenced. Topic and concluding sentences are effectively used.	A wide range of relevant and current sources are used and cited properly. All findings are effectively presented in student's own language and style.
Good	The stance is supported with adequate arguments. Specific details are presented clearly most of the time.	Grammatical structures are mostly accurately used to convey meaning, with very few errors in spelling and punctuation.	A range of vocabulary and sentence structures are used appropriately. The writing is natural and easy to follow.	The writing is clear and organised, and arguments are mostly connected. Topic and concluding sentences are appropriately used most of the time.	A number of current and relevant works are used and cited correctly. Most borrowed materials are effectively presented in student's own language.
Average	An attempt to support the stance is made but it is not fully supported with appropriate arguments. Details given are too general to explain the stance.	Basic punctuation and grammatical structures are accurately used. There are some errors in spelling and punctuation but they generally do not interfere with meaning.	Common vocabulary and basic structures are used appropriately. However, the writing lacks variety, punch or flair, and could have been made clearer and more concise.	Connection can be seen between some paragraphs and points. Attempts to use topic and concluding sentences are evident.	A few valid sources are cited but some findings and materials are not effectively presented in student's own language or woven into the writing.
Room for improvement	Limited arguments are provided to support the stance, which is caused by inadequate understanding of the issue.	There are frequent grammatical inadequacies. Errors sometimes interfere with meaning.	Limited and simple vocabulary is used. The writing does not communicate meaning clearly and accurately.	Some connection can be seen between ideas but there is no clear paragraph structure and little attempt to use topic and concluding sentences.	Limited sources are cited and most are vaguely presented or not relevant to the argument. Some attempts are made to express the findings in student's own words but not very effectively.
Much greater efforts needed	No valid arguments are presented to support the stance.	Errors in grammar, spelling and punctuation severely interfere with meaning.	A very limited range of vocabulary is used. There are only a few simple, comprehensible sentences.	The writing is disorganised and there is little logical connection between ideas. The paragraph structure is very weak.	No relevant sources are cited to support the argument. Little effort is made to present the findings in student's own words.

* This is a suggested marking scheme. Teachers might like to adapt it for use in their own classrooms.

Portfolio Assignment 5 – Suggested Assessment Criteria (Affirmative 1st speaker’s speech on death penalty)

	Content	Accuracy	Style	Structure & Organisation
Excellent	The stance is fully supported with appropriate and clear arguments. Relevant and extensive details are given. Arguments made by the Opposition are well addressed and effectively rebutted.	Meaning is conveyed through accurate use of grammar, spelling and punctuation.	A wide range of vocabulary and sentence structures are effectively used. The writing is clear, fluent and convincing.	The writing is highly coherent and arguments are logically sequenced. Topic and concluding sentences are effectively used.
Good	The stance is supported with adequate arguments. Specific details are presented clearly most of the time. Some of the arguments made by the Opposition are effectively rebutted.	Grammatical structures are mostly accurately used to convey meaning, with very few errors in spelling and punctuation.	A range of vocabulary and sentence structures are used appropriately. The writing is natural and easy to follow.	The writing is clear and organised, and arguments are mostly connected. Topic and concluding sentences are appropriately used most of the time.
Average	An attempt to support the stance is made but it is not fully supported with appropriate arguments. Details given are sometimes too general or unclear. Some attempts to respond to arguments made by the Opposition but the rebuttals are not very strong.	Basic punctuation and grammatical structures are accurately used. There are some errors in spelling and punctuation but they generally do not interfere with meaning.	Common vocabulary and basic structures are used appropriately. However, the writing lacks variety, punch or flair, and could have been made clearer and more concise.	Connection can be seen between some paragraphs and points. Attempts to use topic and concluding sentences are evident.
Room for improvement	Limited relevant arguments are provided to support the stance, which is caused by inadequate understanding of the issue. Some attempts are made to rebut the arguments made by the Opposition but are not very effective.	There are frequent grammatical inadequacies. Errors sometimes interfere with meaning.	Limited and simple vocabulary is used. The writing does not communicate meaning clearly and accurately.	Some connection can be seen between ideas but there is no clear paragraph structure and little attempt to use topic and concluding sentences.
Much greater efforts needed	No valid arguments are presented to support the stance. No attempt is made to respond to the arguments made by the Opposition.	Errors in grammar, spelling and punctuation severely interfere with meaning.	A very limited range of vocabulary is used. There are only a few simple, comprehensible sentences.	The writing is disorganised and there is little logical connection between ideas. The paragraph structure is very weak.

* This is a suggested marking scheme. Teachers might like to adapt it for use in their own classrooms.

Portfolio Assignment 6 – Suggested Assessment Criteria (Summary speech)

	Content	Accuracy	Style	Structure & Organisation
Excellent	Arguments made by the team are summarised effectively. The team line is reiterated and strengthened. Arguments made by the opposing team are responded to effectively.	Meaning is conveyed through accurate use of grammar, spelling and punctuation.	A wide range of vocabulary and sentence structures are effectively used. The writing is clear, fluent and convincing.	The writing is highly coherent and arguments are logically sequenced. Topic and concluding sentences are effectively used.
Good	Most of the team's arguments are summarised in the speech. Most of the opposing team's arguments are responded to effectively.	Grammatical structures are mostly accurately used to convey meaning, with very few errors in spelling and punctuation.	A range of vocabulary and sentence structures are used appropriately. The writing is natural and easy to follow.	The writing is clear and organised, and arguments are mostly connected. Topic and concluding sentences are appropriately used most of the time.
Average	Some attempts are made to summarise the team's arguments. Some arguments raised by the opposing teams are effectively addressed.	Basic punctuation and grammatical structures are accurately used. There are some errors in spelling and punctuation but they generally do not interfere with meaning.	Common vocabulary and basic structures are used appropriately. However, the writing lacks variety, punch or flair, and could have been made clearer and more concise.	Connection can be seen between some paragraphs and points. Attempts to use topic and concluding sentences are evident.
Room for improvement	Very few arguments made by the team are included in the summary and most of them are not elaborated. An attempt is made to address a few of the points made by the opposing team but not very effectively.	There are frequent grammatical inadequacies. Errors sometimes interfere with meaning.	Limited and simple vocabulary is used. The writing does not communicate meaning clearly and accurately.	Some connection can be seen between ideas but there is no clear paragraph structure and little attempt to use topic and concluding sentences.
Much greater efforts needed	No attempt is made to summarise the team's arguments. There is almost no response to the arguments of the opposing team.	Errors in grammar, spelling and punctuation severely interfere with meaning.	A very limited range of vocabulary is used. There are only a few simple, comprehensible sentences.	The writing is disorganised and there is little logical connection between ideas. The paragraph structure is very weak.

* This is a suggested marking scheme. Teachers might like to adapt it for use in their own classrooms.

Focus 12 – Mark Sheets for the Final Debates

AFFIRMATIVE TEAM

Captain : _____

1st Speaker : _____

2nd Speaker : _____

PART 1: Speeches

Role	Content 40	Language 30	Organisation 20	Poise 10	Total Score 100 points @
Captain					
1st Speaker					
2nd Speaker					

PART 2: Question and Answer Session

Role	Questioning		Answering		Total Score 100 points @
	Content 30	Presentation 20	Content 30	Presentation 20	
1st Question					
2nd Question					
3rd Question					

PART 3: Summary Speeches

Role	Content 40	Language 30	Organisation 20	Poise 10	Total Score 100 points

Summary of Scores

Part 1 (300)	
Part 2 (300)	
Part 3 (100)	
Grand Total	

Adjudicator's Name and Signature

Date

* This is a suggested mark sheet. Teachers might like to adapt it for use in their own classrooms.

OPPOSITION TEAM

Captain : _____

1st Speaker : _____

2nd Speaker : _____

PART 1: Speeches

Role	Content 40	Language 30	Organisation 20	Poise 10	Total Score 100 points @
Captain					
1 st Speaker					
2 nd Speaker					

PART 2: Question and Answer Session

Role	Questioning		Answering		Total Score 100 points @
	Content 30	Presentation 20	Content 30	Presentation 20	
1 st Question					
2 nd Question					
3 rd Question					

PART 3: Summary Speeches

Role	Content 40	Language 30	Organisation 20	Poise 10	Total Score 100 points

Summary of Scores

Part 1 (300)	
Part 2 (300)	
Part 3 (100)	
Grand Total	

Adjudicator's Name and Signature

Date

* This is a suggested mark sheet. Teachers might like to adapt it for use in their own classrooms.