

Procedures

Task 4: Writing a Debate Speech (LT 3.11 – 3.14)

1. Ask students what makes a debate speech different from other types of speech, (Ans: e.g. speakers have to make rebuttals) and what the tips given by Mrs Lam on writing an effective debate speech are. Briefly recap the relevant part in LT 3.1 with students.
2. Refer students to LT 3.11. Explain to students that to prepare for a debate speech, they should have a good understanding of its structure.
3. Refer students to Part A of LT 3.12. Point out that to make an argument forceful, different views should be considered and presented in the form of opponent's arguments and counter-arguments. Explain what they are and how they are presented in a debate speech.
4. Refer students to Part B of LT 3.12. Encourage students to read quickly LT 3.11 and identify the different parts of a debate speech (i.e. the structure) and the main points of each paragraph.
5. Explain to students that a debate speech usually consists of three main parts, i.e. introduction, body and conclusion, with rebuttals and arguments appearing mainly in the 'body'.
6. Refer students to LT 3.13. Go through the instructions of the writing task and the 'Useful Expressions for Debate Speeches' with students. Ask them to write a debate speech on the topic in about 400 words. Remind them to make use of the useful expressions in LT 3.14 and the following vocabulary items in writing the debate speech:
 - idiomatic pairs (Task 1);
 - coined words related to the Internet (Task 2);
 - vocabulary on cybercrimes (Task 2);
 - expressions related to the advantages and disadvantages of the Internet (Task 3);
 - intensifiers to emphasise an argument/a point (Task 3); and
 - expressions to introduce opponent's arguments and counter-arguments (Task 4).