

# 英語辯論與重點筆記

Class: \_\_\_\_\_ Name: \_\_\_\_\_ Introduction to Debate 1.

- Resolution:** the issue to be argued over.
  - Every debate has a resolution.
  - The resolution is usually phrased with the words "Be it resolved with..." and then the issue. For example: *be it resolved that a bath is better than a shower.* (BIRT= be it resolved that)
  - Sometimes the topics can be a simple statement. *BIRT the war in Afghanistan is unnecessary.*
  - There are value debates. *BIRT evil is more interesting than goodness.*
  - There are policy debates. *BIRT uniforms should be abolished.*
  - Topics can sometimes be ridiculous. *BIRT Batman is better than Ironman.*
- The Sides:** Affirmative= the side that agrees with the resolution. Negative= the side that disagrees with the resolution. What must each side do?
  - The affirmative must **define** all the terms of the debate and the reasons why the case is a good one.
  - The negative must simply **prove** the affirmative is wrong. For example, if the debate is *BIRT orange is the best color*, the affirmative has to give all the reasons. The negative does not have to prove that another color is better; they just have to prove that the affirmative's arguments are flawed, and that orange is not the best color.
- Constructive speech:** the speech in which the debater lists all of their main points and all evidence to support the points.
- Cross-examination:** after speaking, the debater is questioned by a member of the opposite team.
  - The point of cross-examination is to ask questions to find flaws in your opponent's case.
  - Evidence cards are used by the Affirmative.
  - Points are awarded for questions and answers.
- Rebuttal:** direct attack of the opponents' comments made during the constructive speech.
  - The best debating is all about "clash." That is, it is a direct attack of specific arguments.
  - If one side says all the reasons they like orange, and the other side states all the reasons they like blue, there is no clash at all. Debaters need to **directly attack and respond** to each other's comments.

### How to prepare for a debate?

- Put the resolution on the board.
- Start by brainstorming ideas for the affirmative side. Each student has to write down at least one idea why the resolution is correct and then brainstorm out loud with someone writing down the points on paper.
- Move to the negative side and repeat the same process.
- Go back and think of points to research.
- Decide who will be the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> (4<sup>th</sup>) speakers.
- Complete speech format sheet.
- Debate!

Evidence: case/example, statistics, journal, research, report, law.

### ■ CCHS format

Affirmative side: CS1, R+CS2, questioner, conclusion. Negative side: CS1, R+CS2, questioner, conclusion.

### Procedure:

- Aff CS1 (3 minutes).
- Neg questioner/ Aff CS1 (2 minutes).
- Neg CS1 (3 minutes).
- Aff questioner/ Neg CS1 (2 minutes).
- Aff R+CS2 (3 minutes).
- Neg questioner/ Aff CS2 (2 minutes).
- Neg R+CS2 (3 minutes).
- Aff questioner/ Neg CS2 (2 minutes).
- Neg conclusion (2 minutes).
- Aff conclusion (2 minutes).

Class: \_\_\_\_\_ Name: \_\_\_\_\_ Introduction to Debate 2.

- Procedure (金剛高中英語辯論 議中 vs. 議外)
- Affirmative 1: Constructive Speech (5 minutes)**
- Open by stating the resolution.
  - Define the resolution and any of the terms.
  - Outline what the major points of the Affirmative case.
  - Discuss each point in detail, providing evidence and examples for each point.
  - Review and summarize.
  - End by stating "Therefore, M. Moderator, the resolution must stand. I now stand open for cross-examination."
- Negative 2 cross-examines Affirmative 1 (3 minutes)**
- The questioner The answerer
- Ask questions to find flaws. 1. Defend your points.
  - Ask evidence from the answer. 2. Provide evidence.
- Negative 1: Rebuttal and Construction Speech (5 minutes)**
- Open by stating that the resolution must NOT pass.
  - Rebut everything the 1<sup>st</sup> Affirmative has just said (both in CS and answers in Cross-Ex).
  - Outline the major points of the Negative case.
  - Discuss each point in detail, giving evidence and examples for each point.
  - Review and summarize.
  - End by stating "Therefore, M. Moderator, the resolution must fall. I now stand open for cross-examination."
- Affirmative 1 cross-examines Negative 1 (3 minutes)**
- The questioner The answerer
- Ask questions to find flaws. 1. Defend your points.
  - Ask evidence from the answer. 2. Provide evidence.
- Affirmative 2: Rebuttal and Construction Speech (5 minutes)**
- Open by stating that the resolution must pass.
  - Rebut everything the Negative 1 has said (both in 1<sup>st</sup> Negative CS and in answers to cross-ex).
  - Discuss the rest of the Affirmative points—providing evidence and examples for each.
  - Review and summarize.
  - End by stating "Therefore, M. Moderator, the resolution must stand. I now stand open for cross-examination."
- Negative 1 cross-examines Affirmative 2 (3 minutes)**
- The questioner The answerer
- Ask questions to find flaws. 1. Defend your points.
  - Ask evidence from the answer. 2. Provide evidence.
- Negative 2 rebuttal and constructive speech (5 minutes)**
- Open by stating that the resolution must not pass.
  - Rebut everything Affirmative 2 has just said (both in 2<sup>nd</sup> Affirmative CS and in answers in cross-ex).
  - Discuss the rest of the Negative case.
  - Discuss each point in detail, giving evidence and examples for each point.
  - Review and summarize.
  - End by stating "Therefore, M. Moderator, the resolution must fall. I now stand open for cross-examination."
- Affirmative 2 cross-examines Negative 2 (3 minutes)**
- The questioner The answerer
- Ask questions to find flaws. 1. Defend your points.
  - Ask evidence from the answer. 2. Provide evidence.
- Negative 3 conclusion (3 minutes)**
- Rebut all Affirmative points.
  - Briefly summarize key points in Negative case.
  - End by stating "Therefore, M. Moderator, this resolution must fall."
- Affirmative 3 rebuttal and conclusion (3 minutes)**
- Rebut all Negative points (in entire debate).
  - Briefly summarize key points in the Affirmative case.
  - End by stating "Therefore, M. Moderator, this resolution must stand."

## 英語辯論同儕評分表

BIRT \_\_\_\_\_ Your Group: \_\_\_\_\_ Date: \_\_\_\_\_

| Affirmative Group: _____   | Score: 1-5 | Comment |
|--|------------|---------|
| <b>CS 1</b><br>Name: _____<br>The statement/argument was clear (清楚), well-organized (有組織), factual (提供事實), and relevant (有相關).   | ✓          | ✓       |
| <b>Questioner</b><br>Name: _____<br>She/He asked efficient questions to find flaws (找漏洞) in the opposition side.   | ✓          | ✓       |
| <b>CS 2</b><br>Name: _____<br>The statement/argument was clear (清楚), well-organized (有組織), factual (提供事實), and relevant (有相關).<br>The rebuttal was clear (清楚), relevant (有相關), well-informed (有見識), and effective (有效的). | ✓          | ✓       |
| <b>Conclusion</b><br>Name: _____<br>The closing statement was stated clearly, was relevant, and effectively summarized (有效摘要) the team's position.   | ✓          | ✓       |
| <b>Total Score:</b>  | ✓          | ✓       |

| Negative Group: _____  | Score: 1-5 | Comment |
|--|------------|---------|
| <b>Questioner</b><br>Name: _____<br>She/He asked efficient questions to find flaws (找漏洞) in the opposition side.   | ✓          | ✓       |
| <b>CS 1</b><br>Name: _____<br>The statement/argument was clear (清楚), well-organized (有組織), factual (提供事實), and relevant (有相關).<br>The rebuttal was clear (清楚), relevant (有相關), well-informed (有見識), and effective (有效的). | ✓          | ✓       |
| <b>CS 2</b><br>Name: _____<br>The statement/argument was clear (清楚), well-organized (有組織), factual (提供事實), and relevant (有相關).<br>The rebuttal was clear (清楚), relevant (有相關), well-informed (有見識), and effective (有效的). | ✓          | ✓       |
| <b>Conclusion</b><br>Name: _____<br>The closing statement was stated clearly, was relevant, and effectively summarized (有效摘要) the team's position.   | ✓          | ✓       |
| <b>Total Score:</b>  | ✓          | ✓       |

## 英語辯論—魔鬼代言人

### Devil's Advocate/ I Couldn't Disagree More

To improve your argumentation skills, you need to craft persuasive messages.

### I couldn't disagree more because \_\_\_\_\_

Ex. "Beauty is only skin deep." I couldn't disagree more because.....

- ..... beauty can raise one's self esteem, self confidence. That's why more and more people receive plastic surgery these days.
- ..... beauty is not skin deep. It flows through your bones. If beauty is not skin deep, then why do people view it as such a glorifying objective? Attraction starts with beauty, right?

<https://www.bespokeclassroom.com/blog/2017/4/27/playing-devils-advocate-a-game-for-practicing-argument-skills-in-secondary-ela>

## 教師省思：

### 辯論(一)

1. 實作部分增加，不完全等於是放手給他們進行，還要引導多次。
2. 批判思考能力不好培養，但能在同學們的討論中，發現問題，並進行修正。

待改進：

辯論的規則尚未完全熟悉，有些該準備的東西（例如：證據卡）沒有事先準備完全。因為課程時間限制，導致辯論時間縮短，與一般辯論程序不同。  
第一次上台辯論太緊張。

優點：

有獎懲制度，輸的一方會有小懲罰，所以兩方都非常投入於辯論之中。  
主題與學生生活息息相關，內容有趣。

### 辯論(二)

待改進：

有些同學剛從日本教育旅行回來，稍顯準備不足，有些同學在鈴響前就結束發言。還不太會針對對方弱點攻擊，只想趕快把手上準備的稿子唸完。  
提出問題質疑對方的能力可以再加強。

優點：

針對幾個不會的單字還是盡力表達，基本上都可以用英文溝通與辯論。  
辯論後有時間相互回饋與反思，可以幫助引導學生改進。

### 辯論(三)自願加場辯論

待改進：

因為觀議課，教室裡坐著其他老師，辯論的學生顯得緊張，講話速度太快。  
有些辯論規則還是不熟悉，例如不可以在做結論時提出新的觀點。  
可以針對學生提問的技巧再訓練。

優點：

辯論技巧更純熟，漸入佳境。  
台風穩，準備充足，表達能力佳。  
證據資料收集歸納整理豐富。  
除了辯論的同學，其他同學能在辯論後給予非常有建設性的回饋與評分。

## 學生意見回饋：(問卷)

1. 辯論時要回答對方的疑問，因此我得在瞬間提出合理的邏輯以證明我方的論點可信，也使我用和平常談話不同的方式思考。
2. 學習如何與同學互相配合。
3. 英文口說能力的加強，更懂得用英文跟他人對話。
4. 資料的掌握和論點描述。

5. 讓我有許多機會在人面前說英文。
6. 自己會更主動學英文，因為不想要在上課時什麼都聽不懂！
7. 學到更多英文的知識。
8. 學會辯論的流程，將來可以應用在物理辯論競賽上。
9. 訓練我勇於表達自己的觀點並增加上台演說時的穩定度。此外，我的英文發音也在練習後有所進步。
10. 能少一點作業。希望準備的時間更充裕。
11. 很棒，滿意！
12. 我覺得老師蠻用心的，課程內容也和我平常所學不太一樣，並讓我從中學習到實用的技能。