

“十二五”国家重点图书出版规划项目
普通高等教育“十二五”重点规划教材

Nucleus 新核心大学英语 口语教程



主 编◎何 敏 刘玲玉



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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根据《国家中长期教育改革和规划纲要(2010~2020年)》和教育部《关于全面提高高等教育质量的若干意见》等文件精神 and 《大学英语教学指南》指导思想,新时期大学英语的教学目标是培养学生的英语应用能力,增强跨文化交际意识和交际能力,同时发展自主学习能力,提高综合文化素养,使他们在学习、生活、社会交往和未来工作中能够有效地使用英语,满足国家、社会、学校和个人发展的需要;大学英语教学应贯彻分类指导、因材施教的原则,以适应个性化教学的实际需求;大学英语课程的设置要充分考虑语言学习的渐进性和持续性,在大学本科学习的不同阶段开设相应的通用英语、跨文化交际和专门用途英语课程;教材作为教学内容的主要载体,也是实现教学目标的基本保证,大学英语教材的编写在指导思想、选材内容和设计体例上要充分体现高等教育特点。因此,本教材根据《大学英语教学指南》的要求,充分贯彻“以学生的多元认知和个性需求为中心”的教学思想,体现“以输入为主导,输出为驱动”的多元立体化教学方式,在教学内容与资源的选择、教学活动的设计、教学方法上的运用上都体现与时俱进,积极推进大学英语立体化教材建设的特征。本教材具体特色如下:

一、教学目标明确,充分体现大学英语兼具工具性与人文性的特征

本教材总体目标是通过大学英语口语两年的课程,实行分阶段递进式目标的实现。第一学期拟激发学生的英语口语表达兴趣,提高学生口语自我效能感与英语语音语感,能准确流利地表达与校园学习生活相关的话题,让语言表达结构清晰,语音、语调、语法符合交际规范,能运用基本的会话技巧。第二学期拟进一步提高学生口语交际与自主学习能力,让学生能够较熟练掌握语言会话技巧,流利自然地表达校园热点问题,达到《大学英语教学指南》所要求的口语表达能力的基础目标。第三学期拟加强学生的跨文化意识、批判思维以及交际能力,在教学中融合社会主义核心价值观与优秀传统文化的传播,同时,能批判性地吸取西方文化精髓,具有一定演讲、辩论技巧及跨文化交际能力,能较好运用交流技巧,达到大学英语教学的提高目标。第四学期拟融入专门用途英语的相关话题,为大学生走出校园后的继续学习、出国深造、求职面试及职场英语做准备,能在相关国际活动中运用英语进行交流,达到跨文化交际与一定学术交流的目的,能综合性地运用英语,满足大学生的个性化需求。在四册书的每一单元都列出了围绕话题所要达到的知识、技能和情感态度目标,充分体现大学

英语教学兼具工具性与人文性的特征。

工具性:为让目标的实现更具有渐进、层次与持续性,本教材在第一、二册内容与活动的编排上,针对大一新生,强化语音语调的练习,语感的培养,并根据功能语言学特征,以功能内容为依托,专门提供紧扣话题的功能表达法,注重交际策略的指导,提高大学生的听、说、读、写、译技能与英语口语应用能力,体现大学英语口语工具性特征。

人文性:针对具备基础要求与技能的学生,本教材在第三册的编排上,充分体现传承中国传统文化,吸取西方文化精髓,培养大学生的跨文化意识。每单元模拟对话都分为A和B部分,A部分体现在国内体验中国传统文化的情景,B部分体现在国外了解英美文化的情景,让学习者学会使用英语进行双向文化交流。在信息的输入与输出活动的安排上,通过中西文化的对比和真实情景的体验式活动,在培养交际技能同时,加强跨文化能力的培养,体现大学英语口语教学的人文特征。

二、教学内容兼具趣味性与实用性

本教材全册话题都结合学生的生活实际与走出校园后的英语口语交流需求而编排,以激发学生的学习动机与兴趣,增强口语交际的实用性。

趣味性:本教材话题丰富广泛,反映了大学生丰富多彩的课内外学习与文化生活。结合大学生生活不同发展阶段,本教程全四册分为走进大学、畅享大学、文化之旅、走向社会四个分册。贯穿了了解大学校园,爱上大学生活,陶醉中西文化,成长年青心智,走向社会的全程大学生活。让学生在真实情景中体验英语,迷上英语。

实用性:在内容和话题的选择及活动安排上,每一册都紧扣大学英语口语四级考试大纲,并结合学生对口语学习的实际需求进行安排。通过第一、二册学习,学生可以用英语畅谈日常话题,第三册体现文化口语特征,让学生可以进一步提高跨文化交际能力,第四册围绕社会热点话题以及相关专业话题展开,对学生走向社会和在职场中运用英语打下坚实基础。

三、教学活动与方法体现个性化与多元化相结合特征

个性化:教学活动与任务设计充分体现教师的教与学生的学的多元特征,以输入为主导,以输出为驱动。在输入环节,根据学生的多元认知特征,设计了音乐、图片、表演、智力游戏、听力及提问、思维导图等多元输入活动,教师在整个教学环节中可根据本教材各个部分的编排顺序,采用BOPPPS的微格教学模式,通过个体、对子、小组、游戏等多种输出任务和自评活动,实施个性化的教学,检测课堂教学效果。在课外学习环节,根据学生的多元智能特征,安排适合学生智能倾向的各种口语活动,如绕口令、智力游戏、英文歌曲翻唱、配音、电影与文化话剧表演、演讲与辩论、增强学生英语学习兴趣,培养学生多元学习方法和交际能力,体现大学生学生个性化的学习特征。

多元化:根据新媒体时代大学生多元认知和心理特征,在课内外活动的设计上,体现小组合作学习特点,安排以小组为单位的多元立体化学习任务。每单元除了课堂内的小组活动外,在Further Speaking部分给学生安排符合他们个性特征的课外小组活动,布置合作式

翻转课堂讨论任务,让学生在课内外,以小组为组织形式,进行诗朗诵、英文歌曲大赛、电影与文化剧表演、辩论赛、口语风采大赛、职场达人秀等多种活动,展示大学生的多元智能风采,提高学生的英语口语自我效能感、跨文化交际能力、团队合作精神及自主学习能力。也反映了大学英语口语任务型、探究式、启发式与多模态教学的特征。

本教材由武汉轻工大学多年从事大学英语口语教学的资深教师编写:第一册由陈雷、陈国良主编;第二册由王玮、罗敏主编;第三册由曾祥芳、李鹏主编;第四册由何敏、刘玲玉主编。

限于作者的水平和能力,书中或有不足之处,恳请读者批评指正。

编 者

2015 年 5 月

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Unit 1

Environmental Protection

Objectives

This unit aims to develop your speaking skills by:

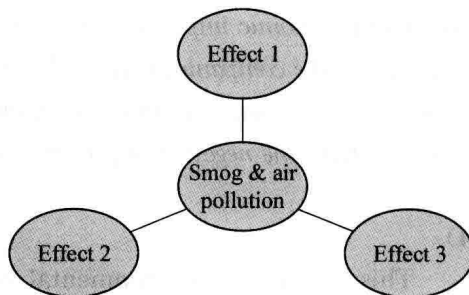
- reflecting on your experience of speaking in the previous study;
- analyzing your strengths and weaknesses in speaking;
- identifying and practicing languages for the related topics;
- helping you to getting started with debate skills.

Part 1 Lead-in

1)

Nowadays, worsening environmental problems have been a heated topic which attracts people's great attention. Among many, one of the hottest issues in China has long been smog and air pollution while "APEC blue," a term that emerged following efforts to cut emissions so as to guarantee the air quality for the duration of the Asia-Pacific Economic Cooperation meetings held in Beijing last November, became a new catch phrase for "something beautiful but transient, almost like an illusion."

Has smog and air pollution been a serious problem in the city where you live? Are there any effects on your life? Get into groups, describe your observations. If possible, cite the statistics to support your descriptions. While talking, complete the following blanks and you are free to add more effects. Exchange your diagram with other groups when finished, if time permits.



2)

Man has had great impacts on the environment, which includes impacts on biophysical environments, biodiversity, and other resources. Look at the following formula which is put forward to describe the impact of human activity on the environment. The equation was developed in the 1970s during the course of a debate between Barry Commoner, Paul R. Ehrlich and John Holdren. Can you figure out what the letters stand for?

$$I = P \times A \times T$$

Actually, human Impact (I) on the environment equals the product of Population (P), Affluence (A) and Technology (T). This describes how our growing population, affluence, and technology contribute toward our environmental impact.

After learning about the formula, get into groups, discuss with group members about the current situation of your country. Analyze how growing population, affluence, and technology contribute to the environmental impact in your country, take down the points you may come up with and draft an oral report.



3)

Read the brief introduction to Richa Environmental Services Private Limited Company. Analyze its prospects and provide the evidence for your conclusion and share with your group members.

Welcome: Richa Environmental Services Private Limited, India, Delhi offer Consultancy for EIA report preparation and NOC Environmental Impact Assessment Study and Report Preparation. EIA refers to the environmental impact of the project on society. We provide detailed analysis of the natural,

social and economic impact of a proposed project on environment. It is an important assessment as it allows the companies to rethink about their business set-up and strategies before going ahead with them. We have a team of environmental specialists who have the caliber and experience to correctly gauge the negative or positive impact of the client's project.

4)

This is a list of environmental issues and harmful aspects of human activity on the biophysical environment. As such, they relate to the anthropogenic effects on the natural environment, which are loosely divided into causes, effects and mitigation, noting that effects are interconnected and can cause new effects. Go over the list with your partner,

get a general idea of environmental issues and take notes of what you may be interested in for further analysis.

Human Impact on the Environment	
General	anthropocene environmental issues human impacts planetary boundaries
Causes	agriculture (fishing/irrigation/meat production/palm oil) energy industry (biodiesel/coal/electricity generation/nuclear power/oil shale/petroleum/reservoirs wind power) manufacturing (cleaning agents/concrete/nanotechnology/paint/paper/pesticides/pharmaceuticals and personal care) transport (aviation/roads/shipping) other (land use/mining/genetic pollution/human overpopulation/overexploitation/particulates/pollution/war)
Effects	biodiversity threats deforestation desertification erosion coral reefs freshwater cycle global warming habitat destruction holocene extinction nitrogen cycle land degradation phosphorus cycle ocean acidification ozone depletion
Mitigation	birth control cleaner production climate change mitigation climate engineering ecological engineering environmental engineering environmental mitigation industrial ecology mitigation banking organic agriculture reforestation (urban) restoration ecology sustainable consumption waste minimization

Part 2 Conversation

Directions: Practice the following conversation with your partner. Change the role when necessary.

Host: Welcome to our program “Environmentalist”. I am Robert Glyn. Today, our topic will be “Animal Testing”. Dr. Jan Kree would like to join us and share her opinions. Nice to meet you, Dr. Jan Kree.

Dr. Jan Kree: Nice to meet you, too, Mr Glyn.

Host: Before we come to the topic, I suppose we have to define the scope of animal testing we intend to talk about. Dr. Kree, will you please help us with the definition?

Dr. Jan Kree: When we choose to talk about this, I think that “testing” here should be defined as all testing on animals including, medical research, cosmetics, toxicology testing, and psychological research involving animal subjects. Most existing bans on animal research, when they have been implemented, have involved some form of disciplinary action by a professional body and the possibility of criminal prosecution.

Host: Dr. Jan Kree, you have mentioned medical research. Actually, it has previously yielded substantial benefits for humanity, while contemporary animal research continues to contribute demonstrably to the speed and efficiency with which new scientific breakthroughs are achieved.

Dr. Jan Kree: Yes, you got a point here. If we debate on this, medical research is the hardest case for proposition in this debate to prove.

Host: Then we may focus the proposition case on toxicology, or cosmetics alone. Do you think it is good to do so?

Dr. Jan Kree: Sorry, I have to say no. As that would divert the debate into an area of law and ethics that is settled in most respects. You know, many states around the world have instituted bans using animals to test cosmetics and the toxicity of domestic cleaning products.

Host: So we have got something really tough here today, haha.

Dr. Jan Kree: I agree. But it is really a good topic. In fact, the best proposition strategy is to focus on the hard case of medical research.

Host: OK. Dr. Kree, as for animal research, I hope you could illustrate to us what is going on in the world.

Dr. Jan Kree: Glad to help. Animal research has been used for several centuries as part of efforts to better understand the world around us. Almost all states are actively researching on animals at present. The total scale of all research

on vertebrates is hard to measure, but according to some estimates it could be as high as 115,000,000 animals per year, with the vast majority of these being euthanized at the end of the period of experimentation.

Host: That is a huge number. The seriousness is quite beyond my imagination.

Dr. Jan Kree: The pharmaceutical industry spends a significant amount of time conducting research on animals. Due to the relative paucity of drugs that make it on to the market place after the initial testing phases, the global cost of each successful new drug in terms of animal lives, is around 5.75 million animals. By contrast, the now shrinking industry sector on chemical safety test using animals, uses around 860 animals per chemical when screening for carcinogens, a kind of cancer-causing substances.

Host: Sometimes, numbers can talk.

Dr. Jan Kree: Yes, I can offer more. Whilst much the research described above is categorised as causing minimal pain and suffering, figures obtained in 2010 show that in the USA alone 97,123 animals were used in research likely to involve pain and suffering, where pain killers and sedatives would not be administered. However, it should be born in mind that this figure is equal to only 8.5% of the total number of animals used in research activities covered by the US Animal Welfare Act (but the act does not cover mice, rats, birds or fish).

Host: Thank you for the introduction, Mr. Jan Kree, that's really helpful. Today, there will be a debate on animal testing. We would like to invite you to be the judge and comment on the performance after that.

Dr. Jan Kree: Thank you for the invitation. My pleasure. I can see that debaters are quite young. That is quite good. I do hope that more and more young people cultivate the environmental awareness and pay more attention to animal problems and more environmental issues.

Host: Thank you. Dr. Jan Kree. That is what we are doing now. Now let's begin our discussion. Today's topic is **Ban on Animal Testing**. Dragos and Oleander are on the affirmative side; Yugi and Hoq take the negative side. Dragos, please.

Dragos: Thank you. Our side supports ban on animal testing. Animals have a right not to be harmed. Firstly, the difference between us and other animals is a matter of degree rather than type. Their bodies resemble ours, as do their ways of conveying meaning. They recoil from pain, appear to express fear of a tormentor, and appear to take pleasure in activities; a point clear to anyone who has observed a pet dog on hearing the word "walk". Secondly, we believe other people experience feelings like us because they resemble us in appearance and behaviors. An animal sharing

our anatomical, physiological, and behavioral characteristics is surely likely to have feelings like us. Thirdly, if people have a right not to be harmed, we must ask ourselves what makes animals different? If animals feel what we feel, and suffer like us, to condemn one to testing because of them being of a different species is similar to racism or sexism.

Host: Thank you. Now the starting statements from the first debater from negative side. Yugi, please.

Yugi: Thank you. Our side is against ban on animal testing. The right of a human not to be harmed is based not on appearance but on not harming others. Animals don't participate in this. As we know, animals won't stop hunting because of the pain and feelings of other animals. Even if animal testing were to be abolished people would still eat meat, and kill animals for other less worthwhile reasons than animal testing. Furthermore, Humans have large brains, form social groups, communicate and are generally worthy of moral consideration. We also are aware of ourselves and of the nature of death. Some animals have some of these characteristics but not all, so they should not have the same rights. In harming animals to benefit humans, we enter in to a good moral trade-off to create a greater good.

Host: Thank you for sharing your ideas. We would like to hear more.

Oleander: Thank you. To argue that "The Ends Justify The Means" isn't enough. We don't know how much animals suffer, as they can't talk to us. We therefore don't know how aware they are of themselves. In order to stop a moral harm on animals we are not aware of, we shouldn't do animal testing. Besides, even if it were a "net gain" because of the results, by that logic human experimentation could be justified. Common morality says that isn't OK, as people shouldn't be used to a means to an end.

Hoq: What then is the interest of the animal? If releasing these animals into the wild would kill them, then surely it is humane to put them down after the experiment. It must also be remembered that the interest of the animal is not the main and is outweighed by the benefits to humans. What I would like to remind everyone present that every year 23 new drugs are introduced in the UK alone. Almost all will be tested on animals. A new drug will be used for a long time. Think of all the people saved by the use of penicillin. If drugs cost more to test, that means drug companies will develop less. This means more people suffering and dying.

Dragos: Many of these drugs are "me too" drugs—ones with a slight change that doesn't make much difference to an existing drug. So often the benefits

from animal testing are marginal, and even if there was a slight increase in human suffering, it would be worth it based on the animal suffering saved. Actually, we don't know how we will be able to develop new drugs without animal testing until we end it. We now know how most chemicals work, and computer simulations of chemicals are very good. Experimenting on tissue can show how drugs work, without the need for actual animals. Even skin left over from surgery can be experiment on, and being human is more useful.

Yugi: Laws that restrict animal testing only allow it where it's needed. You see, Animal testing isn't cheap, meaning that if universities and the drug industry have a good reason to end it if they can. If we ban animal testing we won't know what it would be able to do in the future. Animal research now has better results than other ways of doing research. The real benefit of animal testing is making totally new drugs, which is about a quarter of them. After non-animal and then animal tests, it will be tested on humans. The reason why the risk is low (but not non-existent) for these brave volunteers, is because of the animal tests. And these new chemicals are the ones most likely to produce improvements to people's lives, because they are new. You couldn't do research on these new drugs without either animal testing or putting humans at a much higher risk.

Oleander: When a drug is first tested on human volunteers, they are only given a tiny fraction of the amount shown safe to give to primates showing there is another way, to start with very low doses. Animal research isn't a reliable indicator of how a drug will work in people—even with animal testing, some drugs trials go very wrong. My point is that it's possible to think of people that can't suffer, like those in a persistent vegetative state, or with significant intellectual disabilities. We could go for one of three options. Either we could experiment on animals, but not such people, which is morally not consistent. We could allow both, but do we want to do painful medical research on the disabled? Or, we could do neither.

Hoq: The decision to test is not based upon the capacity to suffer. But it should be remembered that the individual being tested would not be the only one who suffers, for the intellectually disabled we must remember their families would suffer as well. Then, EU member states and the US have laws to stop animals being used for research if there is any alternative. The 3Rs principles are commonly used. Animal testing is being Refined for better results and less suffering, Replaced, and Reduced in terms of the number of animals used. This means that less animals have to suffer,

and the research is better.

Dragos: Not every country has laws like the EU or the US. In countries with low welfare standards animal testing is a more attractive option. Animal researchers tend to only do animal research so don't know about the alternatives. As a result they will use animal testing unnecessarily not as just a last resort. Thus, most countries have animal welfare laws to prevent animal cruelty but have laws like the UK's Animals (Scientific Procedures) Act 1986, that prevent animal testing being defined as a crime. This means some people can do things to animals, but not others. If the government are serious about animal abuse, why allow people to do it?

Yugi: There is a moral difference between harm for the sake of harming an animal and harm in order to save lives. Lifesaving drugs is a very different purpose to betting or enjoyment that animal welfare laws are aimed at.

Host: Thank you. We would like to hear the comments from Dr. Jan Kree. Dr. Jan Kree, will you please share with us?

Dr. Jan Kree: Thank you. My pleasure. What you discuss about is very impressive. You did quite a lot of research on the issue and analyzed the policy from different angles, which provides us a clear picture of what is going on in this area and any possibilities the policy may come up with. I guess the audience present today benefit a lot from the discussion as well. I would like to express my gratitude to you and the participants for the efforts you have been trying to make. Environmental protection needs joint endeavor. I do see the promising future. Thank you.

Host: Thank you. (To the audience) More opinions are welcome. Please visit our website and leave the messages so that more interactions will go on there. We do hope each of you will be here next time. A new and challenging area will be waiting for you to step on. Thank you.

Part 3 Culture Tips

Directions: Expressions in the box may help you make conversations.

Environmental factors

Palm oil

Palm oil, produced from the oil palm, is the basic source of income for many farmers in South East Asia, Central and West Africa, and Central America. It is

locally used as a cooking oil, exported for use in many commercial food and personal care products and is converted into biofuel. It produces up to 10 times more oil per unit area than soyabeans, rapeseed or sunflowers.

Oil palms produce 38% of the world's vegetable-oil output on 5% of the world's vegetable-oil farmland. Palm oil plantations are under increasing scrutiny for their effects on the environment, including loss of carbon-sequestering forest land. There is also concern over displacement and disruption of human and animal populations due to palm oil cultivation.

Coral reef

Coral reefs are diverse underwater ecosystems held together by calcium carbonate structures secreted by corals. Coral reefs are built by colonies of tiny animals found in marine waters that contain few nutrients. Most coral reefs are built from stony corals, which in turn consist of polyps that cluster in groups. The polyps belong to a group of animals known as Cnidaria, which also includes sea anemones and jellyfish. Unlike sea anemones, corals secrete hard carbonate exoskeletons which support and protect the coral polyps. Reefs grow best in warm, shallow, clear, sunny and agitated waters.

Often called “rainforests of the sea”, shallow coral reefs form some of the most diverse ecosystems on Earth. They occupy less than 0.1% of the world's ocean surface, about half the area of France, yet they provide a home for at least 25% of all marine species, including fish, mollusks, worms, crustaceans, echinoderms, sponges, tunicates and other cnidarians. Paradoxically, coral reefs flourish even though they are surrounded by ocean waters that provide few nutrients. They are most commonly found at shallow depths in tropical waters, but deep water and cold water corals also exist on smaller scales in other areas.

Coral reefs deliver ecosystem services to tourism, fisheries and shoreline protection. The annual global economic value of coral reefs is estimated between 29.8 and 375 billion US dollars. However, coral reefs are fragile ecosystems, partly because they are very sensitive to water temperature. They are under threat from climate change, oceanic acidification, blast fishing, cyanide fishing for aquarium fish, sunscreen use, overuse of reef resources, and harmful land-use practices, including urban and agricultural runoff and water pollution, which can harm reefs by encouraging excess algal growth.

Part 4 Skills

Why do we have to learn to debate?

Since the first formal intercollegiate debate in the United States (Harvard versus Yale in 1892), hundreds of thousands, perhaps even millions of American high school and college students have participated in academic debate. Woodrow Wilson engaged in debating as a student at Princeton long before he became president of that university, governor of his state, and finally president of the United States. Presidents Kennedy, Johnson, Nixon, Carter, and Clinton are recent examples of national figures who participated in debating on campus. But you can spend four or even eight school years in debating and come out with little benefit unless you know what it is you are trying to do and what it is you are trying to learn.

Debate is one of the oldest activities of civilization. The opportunity to debate issues of a democratic society, and to argue knowledgeably and effectively should be viewed as a basic responsibility for each citizen.

Actually debate occurs in every walk of life. Every situation that demands you to compare alternatives forces you to debate the merits of those alternatives. Sometimes, you will do the debating within yourself, as when you decide whether or where to receive further education. Sometimes, interestingly, others do the debating in your presence with you as the judge. Take sales presentation as an example, often, we fail to recognize the debate situation because there is only the salesperson speaking to us. However, the salesperson reveals the true nature of the debate by acting as if there were actually a “third person” present with you. Such phrases as “You may be thinking that this would be expensive, but...” are signs of an awareness on the part of sellers that they must refute arguments that can be brought against their proposal by one part of your “self” so that the judge part of your “self” will decide in their favor.

Therefore, the debate you do now can be a great help to you through out your life. And you do not have to be a lawyer to use debating skills.

What are the characteristics of an ideal debater?

As you have realized the importance of debate in your work and life, you surely want to know the virtues of an ideal debater:

1) The ability to collect and organize ideas. A successful debater is one who can absorb vast amounts of material and select from it those items that are the best to use in a particular debate.

2) The ability to subordinate ideas. A debater will hear about 4,500 to 5,000 words from the opponents during a typical single round of debate. Together with a