

● 大学英语选修课 / 学科课程系列教材

大学英语 口语教程 3

■ 《大学英语选修课 / 学科课程系列教材》项目组 编

College English
Speaking Course 3
—Debating



高等教育出版社
HIGHER EDUCATION PRESS

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College English Speaking Course 3 —Debating

DAXUE YINGYU KOUYU JIAOCHENG

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《大学英语选修课/学科课程系列教材》总前言

随着我国经济、文化、科技的不断发展,社会对大学生的英语水平提出了更高的要求,大学英语教学改革已成为社会关注的热点之一。为了推动大学英语教学改革,教育部在总结近年来教学改革经验的基础上,对2004年公布的《大学英语课程教学要求(试行)》进行了全面修订,并于2007年8月正式颁布了《大学英语课程教学要求》。与以往的《大学英语教学大纲》相比,新的《大学英语课程教学要求》从以下三个方面为大学英语教学带来了新的变化:1. 培养目标的变化。《大学英语课程教学要求》提出,大学英语要培养学生的英语综合应用能力,在坚持其通用基础学科定位的同时,提出了与专业学习相结合的专门用途英语,以及以人文、国际交流为核心的文化素质课程的定位。2. 教学思想的变化。提出了自主学习思想,鼓励学生自主选择学习内容和学习方式。3. 教学模式的变化。鼓励在教和学的过程中使用以计算机为基础的教育技术,拓展英语学习的渠道,增加语言练习的机会,提高语言输入和输出的质量。

面对新的改革形势,我们明显感到,现行的以英语基础能力发展为核心的大学英语教材体系难以适应新形势的需要,广大师生也盼望着更多与国际文化知识、专业知识、学术交流相结合的新型英语教材,满足正在出现的大学英语的多重定位、学生自主选择学习内容和基于计算机技术的自主学习方式等变化的需要。为此,我们提出开发《大学英语选修课/学科课程系列教材》。

本系列教材主要供完成《大学英语课程教学要求》中规定的“一般要求”后,继续学习“较高要求”和“更高要求”英语课程的学生使用,也可供研究生及广大专业技术人员学习专业英语、学术英语,提高英语综合应用能力使用。

本系列教材包括语言技能发展、跨文化交际能力发展和通用学术交流能力发展三个子系列。语言技能发展系列教程着重发展学生的通用英语技能。在该系列教材的开发中,我们将分期、分批建设若干门大学英语高级技能发展课程教材,其中包括:网络视听、翻译实践、网上阅读、高级阅读、口译技巧、应用写作等。跨文化交际能力发展系列教程着眼于扩展学生的国际文化视野,培养学生将英语作为国际交流语言使用的能力。在该系列教材的开发中,我们拟建设的教材有中西方文化概论、英语文化解读、英语演讲与辩论、跨文化交际、世界文明与文化导论、科技与人文、文学选读、经典作品欣赏、影视欣赏等。通用学术交流能力发展系列教程重在发展学生使用英语进行相关专业学术交流的能力。在该系列课程的开发中,我们将重点建设两大类别的专业学术英语课程,即A类教材和B类教材。其中,A类教材以学术研究和职业技能为基础,包括学术写作、学术会议、批判性思维等;B类教材以专业知识为基础,提供能供双语教学使用的专业通用基础教材,从而将专业学习与语言学习有机地结合起来。

本系列教材的开发是我们的一个新的尝试,新教材强调英语学习与文化学习、专业学习、学术交流和工作的结合,突出英语学习的实用性、学术性和人文性,充分反映国

内外新式教学思想和理念，突出学生的参与和自主学习，强调信息技术的使用和教材的立体开发。我们相信，该系列教材一定会给广大师生带来新的感受和新的教学体验，进而深化我国大学英语教学改革，创造出大学英语教学的新范式。

由于编者水平有限，且时间仓促，疏漏和不妥之处在所难免，恳请读者不吝指正。

《大学英语选修课 / 学科课程系列教材》项目组

2008年1月

前言

《国家中长期教育改革和发展规划纲要（2010-2020年）》中指出：“（今后我国将）适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才。”能有效参与国际竞争的国际化人才需要具备敏捷的反应、缜密的思维、清晰的逻辑以及良好的口头表达能力。辩论是锻炼口才的极佳方式，同时也能激发参与者的智慧，增长其知识，锻炼其思辨能力和应变能力。通过系统学习英语辩论课程，学生能逐步提高这些能力。

本书为《大学英语口语教程》系列第三册，供高等院校高年级学生英语辩论课使用，主要适用于已修完基础英语课程，旨在进一步提高英语口语交际能力的学生，亦可供英语专业学生、研究生和其他英语爱好者使用。

本书由十个单元组成，每个单元包含了辩论主题的引入、相关阅读、头脑风暴、逻辑流程图、模拟辩论、辩论策略介绍等内容，循序渐进地引导学生熟悉和掌握从辩论前的准备到成功完成辩论的全过程。论题既紧扣学生的学习生活，又关注当前的热点话题。

在模拟辩论部分，编者采用国际、国内辩论赛中通用的，从英国议会的辩论制度发展而来的BP辩论形式（British Parliamentary Style Debate），这一辩论形式之所以受到大家的广泛认同，就在于其独特的辩论设计和规则可以在辩论中有效地培养学生的逻辑思维能力、应变能力和团结协作能力。

每个单元的Part III部分详细介绍了英国议会制辩论的特点、操作流程及各种辩论策略。建议教师在组织课堂辩论活动前可以先带领学生仔细阅读和学习本部分内容。另外，书中所提及的音视频资源以及录音文本，使用者可自行在中国外语网的教师资源中免费下载。

本书编者希望，通过一学期的辩论学习和训练，可以让学生了解辩论的终极目标，即劝说、交流、妥协以及如何赢得观众；掌握辩论的基本方法和技巧；提高学生的口语表达能力并积累一些辩论的实际经验。

本书在编校过程中得到了外籍教师Thomas Holst和Elaine Eschryve的大力帮助，在此表示感谢。本书难免存在不足之处，恳请各位专家、同仁及广大读者多提宝贵意见。

编者
2013年9月

郑重声明

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Unit

1

Part-time Jobs: Do We Need Part-time Jobs?

Part I Warm-up

Section ① Introduction

Directions: *Listen to the recording about how to avoid debt as an international student and then answer the following questions according to your own situation.*

1. Do you think your education fees, including higher education and education abroad should be supported by your parents and your family?
2. In order to avoid running out of funds due to unexpected expenses, would you work part-time to help cover your tuition and books for your higher education or education abroad?

Section ② Reading Material

Directions: *Read the article and answer the questions that follow.*

Is It Good for Students to Work Part-time?

More and more college students are considering ways of making money. Young

entrepreneurs are also capitalizing on high-demand commodities that are not always available except in big shopping centers. Birthday or greeting cards are an example. Xiao Li, a junior student, spent 400 *yuan* buying cards from downtown shops before the last Spring Festival. She sold them at prices 15 to 20 percent higher than what she had paid. In a month, she earned 1 000 *yuan*, representing a 250 percent return on her initial investment.

Most of the money the students earn is spent on themselves. They can buy high-priced items like a pair of running shoes which can cost as much as 1 000 *yuan* — almost a month's salary for some first-line workers. A lot of parents cannot afford such luxuries.

Some students find part-time work to help them support themselves as they strive toward their dream career. Qianqian wants to become an actress. In her spare time she attends a class outside school that costs 800 *yuan* a month in tuition, an amount which her parents cannot afford to pay. So she found a job as a waitress in a coffee house to earn her tuition fee.

Some students go into business for other reasons besides the money. Zou Yue, a female student, from a fairly wealthy family, took a job because, she said, "Business can cultivate a sense of competition, which is very important for us in the future. I had a sore throat after working for a few days, but I had to hold on." A student who once sold cards said young people were encouraged to be independent. "But how?" he asked. "You can never be independent unless you can support yourself financially." He feels after-school work enhances a young person's social development.

Questions:

1. Do you think it is reasonable for students to make money in order to buy luxuries?
2. Do you agree with the saying that business can cultivate a sense of competition, which is very important for us in the future?
3. Do you think part-time work can enhance a young person's social development?

Section ③ Brainstorming

Directions: *Below are some opinions on this topic. Discuss in groups of four and add your views to both sides.*

Positive Side	Negative Side
It helps ease students' financial situations.	Some students spend the money they earn on unnecessary luxuries. Additionally, students should be encouraged to seek scholarships.

Continued

Positive Side	Negative Side
It helps students gain work experience.	School work deserves total dedication. Besides, internships can serve the same purpose.
It can help students develop commercial abilities.	Students' commercial sense is insufficient and they may go to extremes.
It can cultivate a sense of competition.	Without proper guidance, the sense of competition may go to extremes.
It can enhance a young person's social development.	Money may become the only objective in the process.
...	...

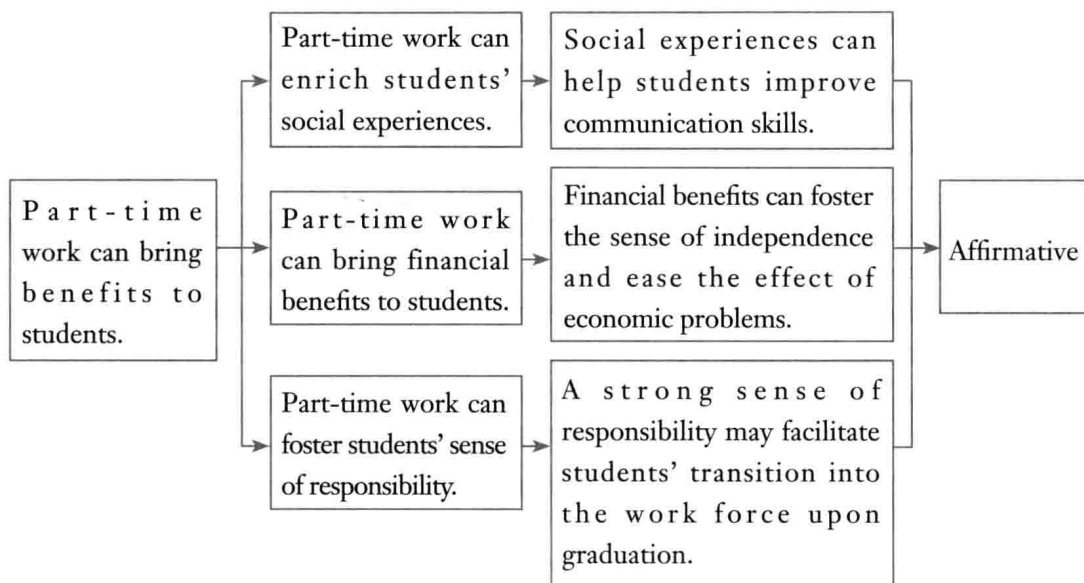
Part II Debating Activities

Section ① Logic Flowchart

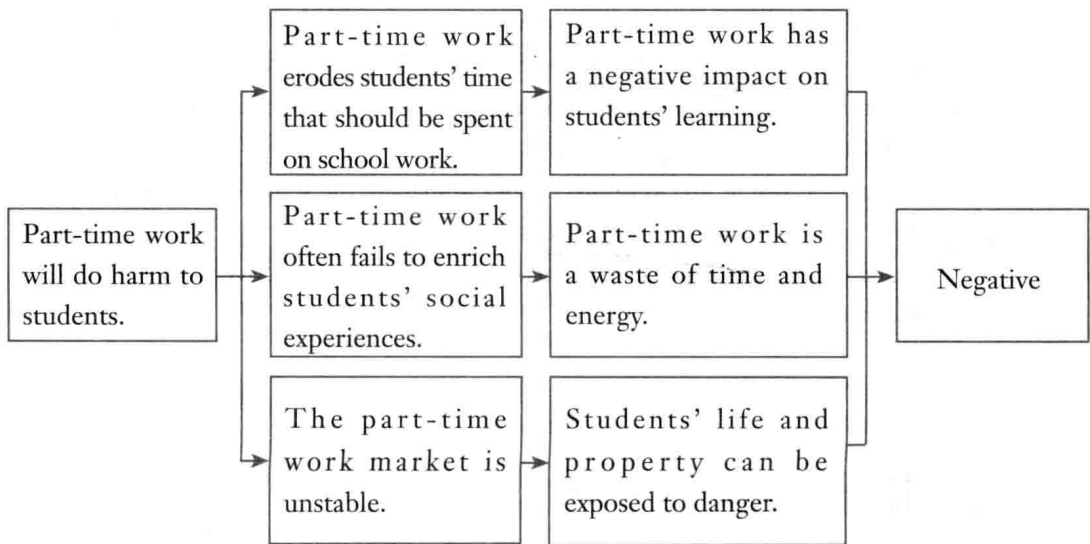
Task 1

Directions: *The following logic flowcharts are for and against the motion of this unit respectively. Supplement necessary details and see if you can build your own debate for and against the motion based on them.*

Logic Flowchart 1: Think from the positive side.



Logic Flowchart 2: Think from the negative side.



Task 2

Directions: *After studying the two logic flowcharts in Task 1, please try to design your own logic flowcharts based on your group discussion and your own critical thinking.*

Section ② Simulation Debate

Task 1 Role Play

Directions: *Recently, the question of whether college students should work part-time has come to many people's attention. Some people think students should have part-time jobs to train themselves for the future. Others say that students should not have part-time jobs because they should be focused on their school work. Think about those different opinions and then finish the following conversation.*

Work in groups of three. One of you should act as a college student who is in a difficult financial situation. Another member of the group should act as a college student who admires luxuries but cannot afford them. The third member should take notes about the views expressed and be ready to make a report about the group discussion to the whole class. The conversation could have additional speakers as the parents or the teachers. While each speaker shares the views with the whole class, the rest of the students should take notes and analyze the views in preparation for the Mock Debate. The beginning part of the conversation has already been given as an example.

You are a college student (A) who is in a difficult financial situation. Your classmate (B) admires luxuries but cannot afford them. The two of you are discussing whether or not you should work part-time during the summer vacation.

A: Hey, XX. Are you going to work part-time this summer?

B: I have no idea right now. I'm thinking about it.

A: I probably will. I want to make some money to help cover tuition next semester.

B: That's a good idea. There's a beautiful Gucci bag I've been looking at. But I'm also thinking about our English and Economics assignment. I just don't know what to do.

...

A: Now, what do you think?

B: I've made up my mind.

Task 2 Mock Debate

Directions: *In this section, adopt British Parliamentary (BP) style to finish the following mock debate task.*

Based on the previous role play practice, the students will be chosen to act as:

1. Chairman: One student will be the chairman, who presides the debate, keeps time and calls debaters to the floor;
2. Debaters: Eight students are the debaters. Each debater has 5 minutes to speak;
3. Adjudicators: Five students are the adjudicators. They are required to take notes while listening to the debate and be ready to judge the performance of each debater;
4. Audience: The rest of the students are the audience. They are supposed to listen carefully to the debate and prepare some questions to challenge the debaters.

The debate will last about 40 minutes. After the debate, 5–10 minutes may be offered to the audience to raise questions to the debaters first. Then, a chief adjudicator will comment on the performance of the debaters, and announce the result and reasons from the adjudication panel. Last but not the least, the teacher will offer his / her comments and suggestions.

The motion of the simulation is "Do We Need Part-time Jobs?" The debaters may use the views from the role play practice or from the following relevant issues (or irrelevant, depending on what your debating strategies are).

1. What kind of part-time work is available for college students?
2. What are the pros and cons of working part-time while attending college?

3. What kind of college student needs part-time work?
4. Is it necessary for every college student to have a part-time job?

Task 3 *Optional Task*

Directions: *Think back on what you have said and what the other side has said during the debate. Have you defended your logic flowchart? How would you have modified your logic flowchart, or your debating strategies? The teacher should spend some time analyzing the logic flowchart from both sides and commenting on the students' performance.*

Part III Debating Strategies

Definition of Debate

Socrates said, "The unexamined life is not worth living." What he said has formed a well-found tradition in Western culture, in which any assertion needs to be substantiated because challenge is not regarded as rude but necessary so long as it is properly addressed. Debate, full of different challenges, provides us with a way to a complete realization that those involved in a debate or any form of opinion-exchange process are not alone with the problems and may learn from each other as they share ideas and experiences, although they may still disagree in some respects. In such a process, for and against a given topic are argued by the participants.

By definition, debate is an exchange of logical reasoning in which the proposition and opposition address their views on the given proposal alternately. In a debate, the two sides usually have only two choices: whether adopting the proposal or opposing it.

Debates may be classified hierarchically as follows: an inner conflict about a decision-making, a quarrel in a business meeting, a disagreement about a proposal and, finally, a heated exchange in an academic debate. Academic debates, in turn, can range from informal to formal, competitive debating. As for the final type, winning is the utmost purpose. To reach such an end, either side has to argue in order to win over the opponents and the audience.

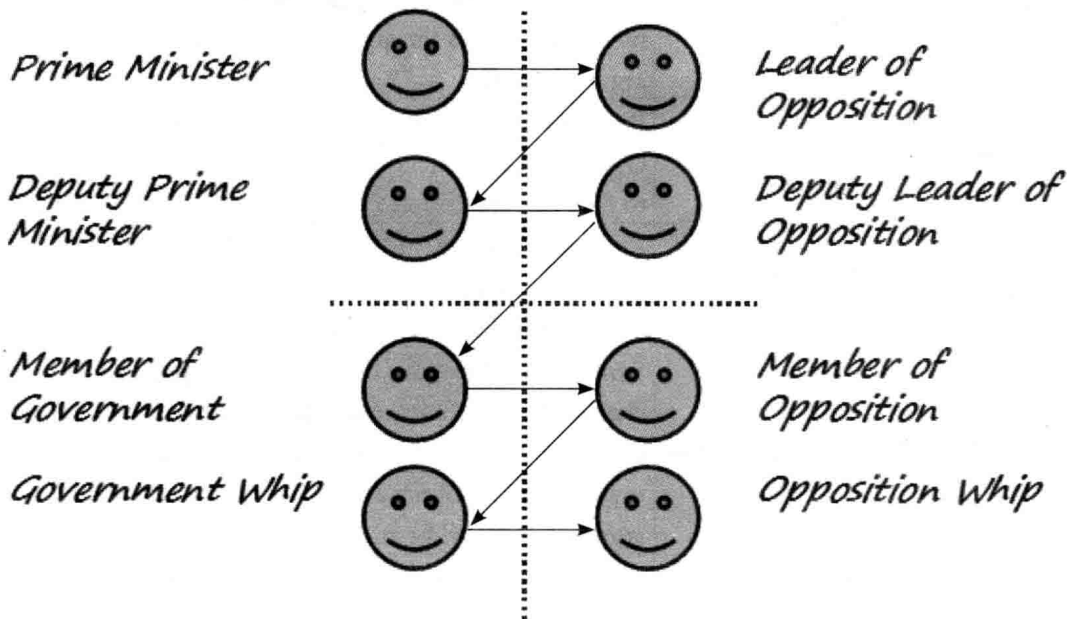
About BP Style Debate

The British Parliamentary style debate derives from British parliamentary procedure in which two teams represent the Government (more commonly called "Proposition" in the United Kingdom), and two teams represent the Opposition. The Government supports the

motion while the Opposition opposes the motion. The four teams are also divided into the Opening and Closing halves of the debate. There are two speakers in each team. And each speaker has a title which is presented in the table below.

Teams	Government	Opposition
Opening half	Prime Minister	Leader of the Opposition
	Deputy Prime Minister	Deputy Leader of the Opposition
Closing half	Member of the Government	Member of the Opposition
	Government Whip	Opposition Whip

The speech sequence:



The role of each debater:

In a BP debate, every debater should strictly follow the debating rules and principles and deliver their speeches according to the sequence. Each debater also has his / her responsibility to the whole debate. Respectively speaking, the basic role of each debater is like what the following chart describes.