

### Situation

The English Debating Club of your school is conducting a series of training workshops for the new members of the club. The focus of the first workshop is on the development of reasoning and critical thinking skills. By the end of the workshop, students are expected to write a debate speech on the motion ‘The Internet does more harm than good to our everyday life.’

#### **Task 1: A Speech Delivered by the Advisor of the English Debating Club**

Students take notes during the briefing given by Mrs Karen Lam, Advisor of the English Debating Club, who introduces the major components of a debate and some tips on how to write an effective debate speech.

#### **Task 2: A Magazine Article Entitled ‘Should the Internet be Censored?’**

Students read a magazine article entitled ‘Should the Internet be Censored?’ to gather some views about the advantages and disadvantages of the Internet.

#### **Task 3: An Online Forum on People’s Opinions of the Internet**

Students study an online forum in which people express their opinions about the Internet. They learn how to present an argument with force and participate in a role play.

#### **Task 4: Writing a Debate Speech**

Students study a sample debate speech to learn how to structure a debate speech, present arguments and make refutation. Then, they write a debate speech on the motion ‘The Internet does more harm than good to our everyday life.’

**Suggested Level: Senior Secondary Level**

	Task 1	Task 2	Task 3	Task 4
<b>Learning Targets*</b>				
Interpersonal Strand (IS)	ISe		ISb	
Knowledge Strand (KS)	KSa	KSb & KSd	KSb	KSc, KSd & KSf
Experience Strand (ES)		ESa		
<b>Learning Objectives</b>				
<b>Vocabulary</b>				
<b><u>Vocabulary Items</u></b>				
<i>Debate-related terms:</i> affirmative/proposition side, motion, opposition/negative side, rebuttal				
<i>Intensifiers:</i> absolutely, certainly, completely, definitely, entirely, greatly, much, strongly, surely, totally				
<i>Coined words on information technology:</i> blog, cracker, cybcrime, cybercrime, dot-commer, edutainment, email, google, infotainment, Internet, mouse, Net, netiquette, netizen, spyware, surf (the Net), text (a message), virus-free				
<i>Names of cybercrimes:</i> copyright infringement, hacking, identity theft, money-laundering, phishing, piracy, spamming				

\* Please refer to Appendix 3 for the description of the learning targets.

	Task 1	Task 2	Task 3	Task 4									
Vocabulary	<p><b><u>Vocabulary Building Strategies</u></b></p> <ul style="list-style-type: none"> <li>organising vocabulary</li> <li>➤ paradigmatic approach – using tables to associate cybercrimes with the people who commit the crime and the way they are done, e.g.</li> </ul> <table border="1" data-bbox="507 757 622 1729"> <thead> <tr> <th>Crime</th> <th>Criminal</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>hacking</td> <td>hacker</td> <td>hack</td> </tr> <tr> <td>phishing</td> <td>phisher</td> <td>phish</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>understanding word formation <ul style="list-style-type: none"> <li>➤ ways to coin new words, e.g. affixation: <u>cyber</u>crime blending: education + entertainment → edutainment clipping: advertisement → ad new meaning: mouse (a small furry animal) → mouse (a computer device) conversion: google (n) → google (v)</li> </ul> </li> <li>understanding word associations <ul style="list-style-type: none"> <li>➤ idiomatic pairs, e.g. part and parcel, hard and fast</li> <li>➤ synonyms, e.g. advantages and benefits</li> <li>➤ antonyms, e.g. advantages and disadvantages</li> </ul> </li> <li>guessing meanings of words using knowledge of word formation and contextual clues</li> <li>using electronic reference tools on the Internet, such as OneLook Dictionary and Wikis, to look up meanings of new words</li> <li>recording and organising target vocabulary (i.e. synonyms of ‘advantages’ and ‘disadvantages’) using a graphic organiser</li> </ul>	Crime	Criminal	Action	hacking	hacker	hack	phishing	phisher	phish			
Crime	Criminal	Action											
hacking	hacker	hack											
phishing	phisher	phish											

	Task 1	Task 2	Task 3	Task 4
Vocabulary	<ul style="list-style-type: none"> <li>● retaining vocabulary on information technology through               <ul style="list-style-type: none"> <li>➢ cartoons</li> <li>➢ role play</li> <li>➢ games</li> </ul> </li> </ul> <p><b><u>Relevant Categories in the Wordlists</u></b></p> <ul style="list-style-type: none"> <li>● Science</li> <li>● Society, People and Personal Information</li> <li>● Home Living, Health and Safety</li> </ul>			
Text Types	<ul style="list-style-type: none"> <li>● Public Speeches</li> </ul>	<ul style="list-style-type: none"> <li>● Editorials</li> <li>● Cartoons</li> </ul>	<ul style="list-style-type: none"> <li>● Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Debates</li> </ul>
Language Items and Communicative Functions		<ul style="list-style-type: none"> <li>● Use adverbs, adverb phrases and formulaic expressions to express an argument</li> </ul>	<ul style="list-style-type: none"> <li>● Use adverbs to emphasise an argument in a discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Use adverbs, adverb phrases, rhetorical questions and formulaic expressions to present or refute an argument</li> </ul>
<b>Language Skills</b>				
Listening	<ul style="list-style-type: none"> <li>● Listen for intended meanings, feelings and attitudes               <ul style="list-style-type: none"> <li>➢ identify key ideas in spoken texts</li> <li>➢ extract information and ideas in spoken texts</li> </ul> </li> </ul>			
Speaking			<ul style="list-style-type: none"> <li>● Participate effectively in oral interaction               <ul style="list-style-type: none"> <li>➢ make judgements and suggestions, support and develop the views of</li> </ul> </li> </ul>	

	Task 1	Task 2	Task 3	Task 4
Speaking			<p>others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate</p>	
Reading		<ul style="list-style-type: none"> <li>Understand, interpret and analyse different written texts <ul style="list-style-type: none"> <li>follow and evaluate the development of a point of view or an argument</li> <li>distinguish different points of view and arguments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand, interpret and analyse different written texts <ul style="list-style-type: none"> <li>acquire, extract and organise information relevant to specific tasks</li> <li>understand different feelings, views and attitudes</li> </ul> </li> </ul>	
Writing				<ul style="list-style-type: none"> <li>Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> <li>present different views and arguments clearly and logically</li> <li>use appropriate linguistic and structural devices, a variety of structures and a range of vocabulary to achieve desired purposes</li> <li>use persuasive devices effectively</li> </ul> </li> </ul>