**Debating Skills**

**1 – Introduction to Debate**

**Starters:**

1. What are the differences between **arguments, discussions,** and **debates?**
2. What do students find useful about debates?
3. When do you express your opinions? On what subjects?

**Opinions:**

* **Task:** Do you agree or disagree with the following opinions? Why would it be useful to debate these opinions?

1. Students should wear uniforms.
2. Cats are better pets than dogs.
3. It is OK to eat meat.
4. It is better to live in the city than the country.

* **Task:** Write 4 opinions based upon **Topic 1**. Express them to other students in the following way: *I believe students should wear uniforms /I don’t believe students should wear* uniforms. - find out if they agree or disagree with them - *I agree. / I don’t agree.*

**Language:**

* When exchanging opinions in a debate, you don’t have enough time to use your dictionary - if you don’t know a word in English, you can make a **definition** of the word.
* **Task:** Fill in the missing words in these definitions:

1. Doctor - a person who \_\_\_\_\_\_\_\_\_\_
2. Dictionary - \_\_\_\_\_\_\_\_\_\_ that lists words and definitions
3. Cocoa - the plant that \_\_\_\_\_\_\_\_\_\_ comes from
4. Government - the people that debate, make and change \_\_\_\_\_\_\_\_\_\_

* **Task:** Choose six words from **Topic 1** and write definitions - read the definitions (**only!**) to other students - can they guess the words the definitions were derived from?

**2 – Tennis Debate**

**Starters:** respond / affirm / explain / negate - change the word form?

1. In a debate, the team that says “yes” to the topic is the \_\_\_\_\_\_\_\_\_\_team.
2. In debate, the team that says “no” to the topic is the \_\_\_\_\_\_\_\_\_\_team.
3. When you answer someone, you make a \_\_\_\_\_\_\_\_\_\_.
4. Information that helps you understand an opinion is an \_\_\_\_\_\_\_\_\_\_.

**Tennis Debate:**

* In this style of debate there are 2 teams consisting of between 2 and 6 people - one team is the **affirmative** team and the other is the **negative**
* Teams follow this procedure:

1. Teams take a topic such as *The city is better than the country*, and the affirmative team agrees with the topic and the negative team disagrees
2. Teams write down 10 reasons for their opinions
3. Then, any affirmative team member reads a reason and explains it - the discussion of the first affirmative point can go back and forth between the teams like a tennis match until all discussion on that reason has been exhausted
4. Then the negative team can present one of their reasons to be debated
5. Reasons in a tennis debate can be explained by giving examples-for example, suppose the topic is *CAU has many interesting ways to learn English*. - an affirmative reason is that CAU has an English Dept. with various oral skill courses and an example of this would include this debate class

* **Task:** Partner A > *The city is better than the country*, Partner B > *The country is better than the city* - write reasons to explain your choice - provide examples!

**Responding:**

* Can be accomplished by saying that the opposing team’s reasons are not true, unimportant, or a better reason exists that negates the original reason presented

Ex. Resolution: *South Korea should not help children from multicultural families.* Reason - multicultural children do not experience any significant problems*.* Opponents can respond by saying the reason is:

1. Not true - There are significant problems - children from multicultural families drop out of high school at a higher rate than children who are not from multicultural families
2. Unimportant - What is insignificant to one person is significant to another – therefore, significance should not be a criteria for judging the problems faced by children from multicultural families
3. Better reason - Just because they have not yet experienced problems does not mean that problems will not occur in the future – preventative measures can help children from multicultural families before problems become significant

* **Task:** Respond to your partner’s reasons concerning whether the city or the country is better - respond by negating the reasons as being not true, unimportant, or a better reason exists
* **Task:** In groups of four, prepare for a tennis debate based upon **Topic 1** - one two-member team will say that married life is better and the other team will say that single life is better

**Language:**

* Conditionals are sentences that use ”if”, and are often used in debating to explain reasons that support an opinion-they can be divided into:

1. **Probable -** ex. **If** it **rains** tomorrow, **I’ll** take an umbrella.
2. **Improbable -** ex. **If** it **rained** tomorrow, **I’d** take an umbrella.

* An example of this conditional usage would be “If we live in the city, we’ll be able to buy anything we want in many big stores.”
* **Task:** For the tennis debate, rewrite your reasons into probable and improbable conditionals

1. **– Resolutions and Cases**

**Starters:** propose / oppose / abolish - change the word form?

1. When you want to end something, you want to \_\_\_\_\_\_\_\_\_\_ it.
2. If you want to do something, and you tell other people, you make a \_\_\_\_\_\_\_\_\_\_.
3. A person who strongly agrees with something is a \_\_\_\_\_\_\_\_\_\_.
4. A person who strongly disagrees with something is an \_\_\_\_\_\_\_\_\_\_.

**Resolution/Case:**

* Every debate begins with a resolution - for ex. *Resolved: We should help animals more.*-the affirmative team **proposes** the resolution and says that it is true while the negative team **opposes** the resolution and says it is false - a good resolution will **make a case** that can be debated-the affirmative side must make a clear case:

1. There must be no **vague** parts - the affirmative side has the **burden of definition**-for ex. *Resolved: We should help animals more.* Who is *we*? Which *animals*? What does *help* mean? - here are some possible cases (**note** - the affirmative side chooses only 1 case to make) from the original resolution:

a) *The city government should build more animal shelters.*

b) *Our country should abolish all imports of ivory.*

c) *Every family should take in a stray pet.*

1. The case must be **arguable** - could you argue with the following?: *The sun rises every morning.*
2. The case must come **from** the resolution - for example, for the animal resolution above the following case would not be acceptable: *Every family should take in a stray pet to eat for dinner.*
3. The case must not be overly **restrictive** in time and place: *Every family in Seoul should take in a stray pet once a year.*

* **Task:** Here are some bad cases from the resolution: *Resolved: We should help animals more.* - why is each case bad?

1. The national government should do something to help stray animals.
2. Beating little dogs is not nice.
3. Hamburgers are better than hot dogs.
4. Pandas should be protected.
5. Some animals are very cute.

* **Task:** Now, decide if the following are clear/arguable (i.e. good) cases:

1. Our country should not move its capital.
2. Children should never drink whiskey.
3. We should help our neighbors.
4. Students should usually do their homework.
5. People should never eat meat.

**Brainstorming:**

* Brainstorming answers to definitional questions can be used to create appropriate cases-here is a sample:

*Resolved: We should help animals more.*

Who is “we”? ”help” - How? Which “animals”?

individuals stop eating meat dogs and cats

the national government build shelters pandas

our school take in strays elephants

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Possible cases:

*Everyone should become a vegetarian.*

*The city should build more animal shelters.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Task:** Brainstorm and make 3 cases for the following: *Resolved: People should do more sports. - Resolved: The government should improve public transportation.*
* **Task:** Write a resolution and 5 possible cases based upon **Topic 2** - exchange and decide if the cases are well-written or not

1. **– Points**

**Starters:** prove / quote / emotional / connect - change the word form?

1. Happiness, sadness, anger, are examples of \_\_\_\_\_\_\_\_\_\_.
2. Something a famous person said is a \_\_\_\_\_\_\_\_\_\_.
3. If two things are related, they are \_\_\_\_\_\_\_\_\_\_.
4. If you can show that “x” is true, and everyone agrees, “x” is \_\_\_\_\_\_\_\_\_\_.

**Points:**

* In a debate, give points (reasons) to prove your case - for example:

Case: *Cats are better pets than dogs*.

Points:

1. Intelligence
2. Noise
3. Cost

* 4 steps in making a point:

1. Give your point a **signpost -** this is the name of your point - nouns are preferable
2. **Explain** the point - why it is true, and give examples / evidence
3. **Connect** the point to the case
4. **Impact** your point - helps people to remember - jokes, quotations, anecdotes, etc.

**Sample point:**

**(1)** Our first point is “intelligence.” **(2)** Cats are much smarter than dogs. If they get lost,

they can find their way home. If you go on vacation, you can leave food and they’ll save it.

Dogs are not smart. They often get lost. They eat everything very quickly. **(3)** Smart pets

are easier to keep and more interesting; therefore, cats are better pets than dogs. **(4)** I once

saw a dog run in circles for 10 minutes, because it wanted to catch its own tail. How

foolish!

* **Task:** Which steps are missing in the following cases:

1. *Case: Chopsticks are better than forks.*

Our first point is, “coordination.” Forks are simple - even a monkey can use them. To

use chopsticks, your fingers must be coordinated. Uncoordinated people are very

dangerous - when they cut a cake, they may cut off their hand.

1. *Case: High school students should not wear uniforms.*

Our first point is “comfort.” If there were no uniforms, students would be more

comfortable and enjoy school more. They would pay more attention in class, and learn

much more. Can you pay attention when you are sweating or shivering?

* **Task:** Identify the steps in each point and rewrite the above by putting the missing steps in
* **Task:** With a partner, write points B & C from the case on **Pg. 6** *Cats are better pets than dogs* - each choose a different point
* **Task:** One of the central issues of contention in **Topic 2** is migrations of people from poorer countries to richer countries - with a partner, follow this procedure:

1. Take a previously written resolution and case or write new ones
2. Write 3 points to support case - make a **flow** of your points-the following is a flow of the sample point from **Pg. 6:**

1st Intelligence >

cats smarter dogs

lost > find home

vacation > leave food, cats save

dogs: often lost, eat quickly

smart > easier/interesting> better pets

dog > circles 10 min > catch tail

1. Exchange resolutions / cases / signposts (only!) with another team - flow the steps in each point as in the above sample point - return and compare flows

**5 - First Affirmative Constructive Speech / 1AC**

**Starters:** abbreviate/construct/state/support - change the word form?

1. In a debate, a speech that builds a case is called a \_\_\_\_\_\_\_\_\_\_ speech.
2. Something that is shorter than usual is \_\_\_\_\_\_\_\_\_\_.
3. A person that helps or agrees with you is a \_\_\_\_\_\_\_\_\_\_.
4. A prepared speech is called a \_\_\_\_\_\_\_\_\_\_.

**First Affirmative Constructive Speech (1AC):**

* This is the first speech in a debate that defines the point of view / limits of your case and gives some of the points that prove your case - it consists of the following parts:

1. Link - approximately 1 min.
2. Points - 3 or 4
3. Conclusion - approximately 1 min.

* The **link** consists of the following steps:

1. Thank the judge (Mr. or Madam Speaker) and audience
2. Clarify vague points
3. State case

**Sample link:**

* 1AC for the case that *We should all be vegetarians*.:

**(1)** Thank you Mr. Speaker, ladies and gentlemen. **(2)** The resolution is “We should help

animals more.” The vague points are “we,” “help” and “animals.” By “we,” we mean “all

people.” By “animals,” we mean “all animals.” By “help,” we mean “be kind to.”

Therefore, we believe that “All people should be kind to all animals.” However, many

people eat animals. This is not kind so all people should stop eating animals. **(3)** Therefore,

our case is that “We should all be vegetarians.”

* Debaters should practise taking flows of links and 1ACs - here is an example based upon

the sample link above - note the abbreviations to make it easier to write down:

Resolved: *We should help animals more.*

Vg Pts:

we> all pple

anmls> all anmls

hlp> be kind

pple eat anmls> not kind>All pple stop eating animals

Case: All vegetarians

* A **conclusion** should consist of the following steps:

1. Repeat all signposts
2. Restate the case
3. Give one more impact
4. Ask judge and audience to support you

**Sample conclusion**:

* 1AC for the case that *Cats are better pets than dogs*.:

**(1)** Mr. Speaker, in this debate, we have talked about “intelligence,” “noise” and “cost.”

**(2)** These points show that cats are much better pets than dogs. **(3)** Please imagine a soft,

gentle cat lying in your arms, purring gently. You must agree that cats are the best. **(4)** For

these reasons, we ask you to support our side today.

* **Remember!** If you are on the negative team, you should write down the case being made in the 1AC in the **exact** same words
* **Task:**

1. Each partner in a pair will create a case and a 1AC based upon **Topic 3**
2. Then, listen to your partners’ 1ACs and take the flow for each case
3. Finally, use the flows to repeat the other students’ 1ACs

**6 - First Negative Constructive Speech - 1NC**

**Starters:** contradict / significant / refute / relevant - change the word form?

1. Another word for “importance” is \_\_\_\_\_\_\_\_\_\_.
2. When you say something is not true, you make a \_\_\_\_\_\_\_\_\_\_.
3. If something is closely connected to a topic, it has \_\_\_\_\_\_\_\_\_\_.
4. If two points say opposite things, there is a \_\_\_\_\_\_\_\_\_\_ between them.

**First Negative Constructive (1NC):**

* This is the second speech of the debate and is usually preceded by 2 - 5 mins. of prep time - the most common strategy for arguing against the 1AC is **straight-out opposition -** this consists of 4 steps:

1. Introduction - thank judge > paraphrase affirmative case > say that you disagree with 1AC and will demonstrate why you disagree
2. Refutation of affirmative - done by stating point is not **true**, not **relevant**, not **significant**, **solvable** without the case (ex. do not eat apples because they are dirty, but can be washed), **contradictory** (ex. go to China to eat Chinese food and then state that there is lots of foreign food there)
3. Negative points - 2 or 3 structured the same way as affirmative points – REMEMBER! You are not writing a new case but are constructing points to disprove the affirmative’s case
4. Conclusion - similar to 1AC conclusion - restate negative signposts > summarize rebuttals (briefly!) > give one more impact > ask judge and audience to support you

* **Task:** Write a 1AC based upon **Topic 3** > exchange and write a 1NC

**Sample Refutation:** Below is a refutation of one affirmative point for the resolution that *Cats are better pets than dogs*.:

The first point was “intelligence.” We have 2 responses: First, cats are not smarter than

dogs. How many cats help blind people? Second, intelligent pets are not always good pets.

Many people enjoy pet fish, or pet mice, yet these are not smart animals.

* The following is a flow for the 1AC point and the accompanying 1NC rebuttal above:

1AC 1NC

(Link) Case: Cats make better pets than dogs (Introduction)

1. Intlgce -not true: d. hp blind people

c. Smarter d. -not relvt: not smart pets also good

Lost> find home/Vactn> leave food, cats save (ex. fish, mice)

d.: often lost, eat quickly

Smart> easier/intrsting> better pets

d.>circles 10 min> catch tail

**7 – Holistic Reasoning**

**Starters:** citizen / logic / key / apply - change the word form?

1. An opinion with a clear reason is a \_\_\_\_\_\_\_\_\_\_ opinion.
2. If something can be used, it has an \_\_\_\_\_\_\_\_\_\_.
3. All the people who live in a city or country are called the \_\_\_\_\_\_\_\_\_\_.
4. The most important speaker is the \_\_\_\_\_\_\_\_\_\_ speaker.

**Reasoning Types:**

1. **Point-by-point -** you prove or disprove the case with 3-4 different points that are not related to each other
2. **Holistic -** points that prove or disprove the case are connected together - there are three steps in this approach:
3. Ask **key questions** (related to case) - can be **definition questions** such as *What is art?* or **purpose questions** such as *Why do we have a government?*
4. Answer key questions - Is there an answer that contains a value or idea that is universal so you can convince the audience? For example, helping those suffering from an incurable disease
5. You must **apply** answers to case

* **Task:** Write 3 definition questions and 3 purpose questions for **Topic 4**

**Holistic Reasoning Sample:** Affirmative holistic reasoning for the case *Students should study classical languages*:

Mr. Speaker, the key question is, “Why do we have to go to school?” There are many reasons, but one of the most important reasons is “to learn about our country’s heritage.” Why is it important to learn this? Our ancestors have left us a great heritage, and we dishonor them by forgetting it. Also, if we understand our heritage, we feel a closer relationship to our country and people. This makes us good citizens. Classical languages are an important part of our heritage. If we don’t study them, we miss the point of school.

* **Task:** What is the universal value explained in the above sample?
* **Task:** Write another key question that could be used in a holistically reasoned 1NC for the case above - then write 3 possible answers for each - which could be used to support the negative? The affirmative?
* Write a case for **Topic 4** based upon the questions you already wrote for the above task -with a partner, write the flow for a holistically reasoned 1AC and 1NC

**8 – Members’ Speeches**

**Starters:** responsible / organize / reaffirm / fulfill / burden - change the word form?

1. If you promise something for a second time, you make a \_\_\_\_\_\_\_\_\_\_.
2. A person who does what she or he has to do is a \_\_\_\_\_\_\_\_\_\_ person.
3. A person who keeps things in a neat system is an \_\_\_\_\_\_\_\_\_\_ person.
4. Something that is very difficult is \_\_\_\_\_\_\_\_\_\_.
5. Something that makes you feel useful is \_\_\_\_\_\_\_\_\_\_.

**Speeches:**

**1AC > 1NC**

**2AC > 2NC**

**3AC > 3NC**

* 1AC and 1NC are referred to as **leaders’ speeches** - speeches after these are called the

**Second Affirmative Constructive (2AC) / Second Negative Constructive (2NC)** and

the **3AC / 3NC** (if there are 3 member teams) - the 2AC / 2NC and 3AC / 3NC are called

**members’ speeches -** the responsibilities of the last speakers, that is, the 2AC /2 NC or

3AC / 3NC are to:

1. **Reaffirm** - Previous points made in the leaders’ speeches
2. **Refute** - If previous speakers from the opposing teams did not refute points, these points should be reaffirmed or reimpacted in the members’ speeches - For example: “Mr. Speaker, our opponent did not refute our point XXX which leads me to suspect they actually agree with us.”
3. N**ew points** - Sometimes the 1AC / 2AC / 3AC’s or 1NC / 2NC / 3NC’s new points are of equal strength and sometimes the 2AC / 2NC’s new points are weaker than their leaders’ - Points should be the same strength to maintain momentum in the argument
4. **Summation** **Speech -** Final speech of debate

**Affirmative / Negative Summation Responsibilities:**

* Explain why your side has won the debate
* Affirmative has two basic **burdens**: they must present a clear debatable case which is referred to as the burden of **definition** and they must prove their case which is referred to as the burden of **proof**
* the negative must find problems with the affirmative’s fulfillment of their burdens - this is referred to as the burden of **clash**
* **Task:** Listen to the following NR and AR - flow them - Have they fulfilled their responsibilities? Who has won the debate?
* **Task:** **Topic 4**

1. In groups of 4 decide on affirmative/negative teams and prepare 4 minute leaders’ speeches and 4 minute summation speeches
2. After the first debate, affirmative becomes the negative and negative becomes the affirmative - write another case based upon **Topic 4** and debate

**Sample Member’s Speech:**

* **Task:** Divide a blank sheet of paper into 3 columns-listen and flow the 1AC, the 1NC and this speech - the following extracts are the introduction and conclusion to the 2AC:

Thank you Mr. Speaker, ladies and gentlemen. To support the case that “High school

students should not wear uniforms,” I will do 3 things. First, I will reaffirm my partner’s

points. Second, I will refute the negative points. Finally, I will make a new affirmative

point.

………………………………..

Mr. Speaker, we have proven our case on four main points: Comfort, the real world,

personal expression, and the economy. The negative points have all been insignificant, or

completely wrong. For these reasons, we beg to propose.

* **Task:** In groups of four decide which two member teams will be the affirmative and which will be the negative, and then create flows for the following case based upon **Topic 4**:

The current generation of university graduates can expect a more stressful future than those of previous generations.

**9 – Manner**

**Starters:** confidence / include / persuade / monotonous - you may have to change the word form

1. A voice with no melody is \_\_\_\_\_\_\_\_\_\_.
2. If you feel you will succeed, you have \_\_\_\_\_\_\_\_\_\_.
3. A club with many kinds of people is an \_\_\_\_\_\_\_\_\_\_ club.
4. A person who can change other people’s opinions is \_\_\_\_\_\_\_\_\_\_.

**Manner:**

* In a debate, there are three important elements - the first is **matter** which consists of your points, refutation, logic, examples, etc. - Secondly, **method** refers to the way the speeches are structured and the teamwork involved in delivering them - The last important element is **manner** which consists of:

1. **Body language**

a) **Eye Contact** - with the judge, audience and only occasionally with your notes

b) **Demeanour -** do not lean on desk, play with pens, put hands in pocket or on head, and walk only a little between points - use hands and facial **expressions**, but only sparingly! Do not flap your hands in the air or grin all the time

1. **Vocal qualities**

a) **Speed** - be aware of your pacing and its effect on the audience

b) **Volume** - do not shout, but project your voice to everyone

c) **Pitch** - vary the pitch of your voice so it is not in a monotone - volume and speed will counteract monotone tendencies to show emotion which will elicit more interest from the audience

d) **Pause** - do not say delaying words like *ahhh, errrr, ummm, etc.*

**Stress:**

* When certain information in a sentence is deemed important, we stress it by saying it **louder**, **varying** the pitch, and with greater **clarity** on certain syllables
* **Task:** Watch the following video clip and identify the stressed words:

Chandler: Wow! That sandwich really does smell good.

Joey: Did I say you could smell it?!

Chandler: I can't smell your sandwich?

Joey: Half the taste is in the smell! You - you're sucking up all the taste units!

Chandler: Okay, I'll give them back.

* **Task:** Watch a second clip and identify the stressed words - what is the difference?

Phoebe: Yeah, yeah. They even do you.  
 Chandler: They do me?  
 Phoebe: You know like. uh okay. uh. 'Could that report be any later?'  
 Chandler: I don´t sound like that.  
 Ross: Oh, oh Chandler...  
 Joey: Oh. Yeah, you do.  
 Ross: 'The hills were alive with the sound of music.'  
 Joey: My scones.  
 Phoebe, Joey & Ross: ‘My scones.'  
 Chandler: Okay, I don´t sound like that. That is so not true. That is so not. That is so not.

That. Oh, shut up!

* **Task:** Decide on which words you would stress in one **Topic 5** paragraph - read to a partner - can they identify your stressed words?
* **Task:** Prepare a 3 minute speech on any aspect of **Topic 5** - in groups of 4, deliver the speech while your group members critique body language and vocal qualities

**Debating Topics**

**1 – Choosing a Mate**

A lot has been written on the subject of choosing a mate. What causes a person to be physically attracted to another person? The most comprehensive study ever done on heterosexual mating was conducted at the University of Michigan in the USA in 1989. Researchers wanted to find out about the mating habits of various cultures around the world.

The goal was to find out if there were any differences between what heterosexual men and women in different cultures look for when choosing their mates.

What they found was fascinating. They discovered that women in every culture they studied think the same when it comes to choosing a husband. And although men’s preferences are different from those of the women, they also think identically to one another, regardless of the culture they live in. Subjects in thirty-three countries on all continents participated in the study.

Homosexuals were not surveyed, but, it seems likely that compatibility would be the bond that keeps same-sex couples together.

In a questionnaire given to 10,000 people, subjects were asked to consider 31 different characteristics that a person might look for in a husband or wife.

They were asked to rank the personal characteristics from the one they considered the most important to the one least important to them. The characteristics included such things as attractiveness, intelligence, kindness, cleanliness, and diligence.

**Beauty over brains** As was expected, men everywhere gave attractiveness and youthfulness top priority. Intelligence came in a distant second among the men.

**Money over looks** For women attractiveness in their mate ranked low. If given a choice between a good provider who was physically unattractive and a man who was very handsome but poor, 99% of them would choose the one with the money. Almost every woman said she wanted a husband who was older and had money.

There was almost no difference in the responses received from men and women in cultures as different as the Zulus of Africa, Indians living in the Amazon, and the French.

The conclusion that researchers drew from the amazing similarity in the responses was that it all had to do with reproduction and family life. It’s a matter of carrying on the race and survival, a basic human instinct.

Women want men who are prosperous because they’ll be better able to support a family. Men, however, want women who are young attractive, and healthy, all signs of fertility. They like women who are sexy, but do not like them as wives or mothers of their children.

Although there are exceptions, most want their wives to be virgins. Some cultures consider women who are not virgins as dirty and impure. The origin of this way of thinking could be that if the bride is not a virgin she could already be carrying the child of another man.

The late 20th century saw a huge change in public morals and attitudes toward sex. In western cultures premarital sex has become common, and some women are deciding not to get married until they’re older.

**Discussion Questions**

1. Rank the following personal characteristics in order from the most important (1) to the least important (9) when choosing a mate:

\_ friendly personality \_ intelligence \_ health

\_ neatness and cleanliness \_ educational background \_ attractiveness

\_ family background \_ money \_ type of job or profession

1. Why do you think that men and women of all cultures think the same way when it comes to choosing a mate? Do you think the same as all your friends, or do you disagree?
2. What is a good age for a person to get married? Should the age be different for men than for women? Tell why you think so.
3. Many women prefer to wait until in their 30s to get married. What do you think of that, and why do you think they are not in a hurry to get married?
4. Should every person, including people who are gay, be required to get married as a duty to society? Tell why you think so.
5. Yes, everybody has responsibility to get married and produce children.
6. No, nobody should have to get married just to satisfy society.
7. Should a man who is a first-born son be required to get married, even if he doesn’t like women or children? Why or why not?
8. Which lifestyle has more problems - the married life or single life? What are some problems people can expect to have after they get married? What are some problems that single people have?
9. Would you marry a man or woman who was extremely popular with members of the opposite sex? Why or why not?
10. What do you think of online match-making services? Would you marry someone who you met that way? Why or why not?

**2 – World Population**

The world’s population is increasing at a dizzying rate. Some people would say it’s too fast for the good of the planet. Only 3 billion in 1960, world population doubled to 6 billion by 1999, and it’s expected to be 9 billion by 2050. Can the planet support this kind of a population surge?

Two million years ago, when humans first began to appear on the planet, the total population was about 10 million. The number stayed about the same until 8000 B.C., during what is called the “New Stone Age”. After that the population started to increase.

What happened is that humans gave up their hunting-gathering way of life, invented farming, and began to live in permanent settlements. Small communities became cities, and by the beginning of the Christian era there were 250 million people on earth. By 1650 there were half a billion. But it wasn’t until the beginning of the 20th century that the population started to explode, a lot of it due to medical advances that made it possible for humans to live longer.

The average human life span was just 24 years in 1800 but doubled to 48 years by 1900. Medical breakthroughs since then have increased life expectancy to about 80 years today. If the trend continues at the same rate, the UN predicts that by 2050 human life expectancy could be 120 years.

When humans started to live longer, the number of babies born didn’t decrease, so now the earth’s population is growing at a rate of about 3.5% a year-3 people per second.

Unfortunately, the population increase is taking place in countries that can least afford to support more people. Also, while the populations of poor, undeveloped countries are increasing, birthrates in developed countries are falling far below the replacement level. Sociologists predict that this will bring about a huge shift in demographics.

People from overcrowded countries will move to less populated developed countries that have labor shortages. A mass movement across national borders like this will completely change the face of some countries. Countries like Korea and Japan, which pride themselves on their homogeneous populations, will become multi-racial.

Not all countries will increase their populations; some will actually lose population due to low birthrates. It’s expected that Japan’s population will drop by 9% by 2050 and Germany will lose about 20 million in the same time period.

What problems can we expect in a world with 9 billion people? Experts say the news isn’t all bad. For example, food should not be problem because research in biogenetics and food engineering is resulting in new ways to produce food more efficiently.

A much bigger worry than food production is the world’s supply of fresh water. By 2050 two-thirds of the world’s population will be living in areas with serious water shortages, and water shortages may bring water wars. Precipitation produces only so much water, so where will the extra water come from? Wouldn’t it be ironic for the world to run out of a natural resource that covers 70% of the planet?

The answer, of course, is *desalination*, the process of removing salt from sea water. Although desalination is nothing new-used since ancient times-producing the amount of water needed on a daily basis by millions of people will cost a lot of money.

Still, deciding whether or not to build desalination plants may not be an option. If faced with a choice between spending money on desalination or watching people die of thirst, countries will have to spend the money. The companies that provide the water will become the equivalent of today’s oil companies.

**Discussion Questions**

1. What social problems do you expect to occur if there is a mass migration (movement) of people from poor developing countries into richer, advanced countries?
2. How would you feel about your country becoming multi-racial? How would your society change if it were composed of people whose ancestors were from many different countries?
3. How much responsibility do rich countries have to take care of the people in poor countries? Should they do anything to help, or should they just be concerned about the people in their own country?
4. What, if anything, does your country do to help people in undeveloped countries? Does it do enough, or should it do more?
5. Does your country have a high or a low birthrate? Is the population increasing or decreasing? Will there ever be a labor shortage due to a shortage of workers? If so, how would you feel about bringing in foreigners to fill the jobs? Tell why you feel so.
6. To control its population Chinese law heavily taxes couples living in cities who have more than one child. Would you support that kind of policy in your own country? Why or why not?
7. Will there ever be a need for desalination to be used in your country, or will there always be enough water for the people? Does your country ever experience water shortages? If so, what emergency measures are taken?
8. Which scenario do you think is more likely to happen if a serious water shortage occurs in the world? a) people will devise a way to share water fairly, or b) fights will break out. Tell why you think so.
9. Which do you think is the best way to stop population growth in poor countries: a) birth control (using condoms, pills); b) forced sterilization (making it impossible for women to become pregnant); or c) forced abortions (removing unborn fetuses)? Tell why you think so.

**3 – Animal Intelligence**

How smart are animals? Do they think? Do they have feelings? Can they feel emotions the same as humans do, or do they live by instinct alone?

Until the 1960s it was assumed that humans were the only creatures on the planet with the ability to think or feel emotions, but that was proved wrong. Serious research on animal intelligence began in the late 1960s, and since then we’ve learned a lot. Not only do animals think, but some of them have some abilities beyond those of humans.

Not surprisingly, primates have been found to be the most intelligent creatures in the animal kingdom. Chimpanzees, orangutans, and gorillas have been taught to communicate with humans using sign language or even computers.

A gorilla named Koko at Stanford University in California has a vocabulary of more than 1,000 signs, understands spoken English, and even has her own website ([www.koko.org](http://www.koko.org)). She says her greatest desire is to have a baby and says she will teach her children sign language. She loves her pet kitten.

Koko’s abilities might seem amazing, but she is not unique. Her late mate Michael was fluent in sign language and could even paint. Orangutans have also been taught sign language and can learn tasks like washing dishes in just a few minutes.

Primates have a huge advantage over other animals: they are built similar to humans, making it possible for them to stand upright and learn sign language. But they are not the only intelligent creatures who can learn. Elephants are extremely intelligent, live in families, and in some ways behave amazingly like humans.

Elephant families consist of females and cubs, with the oldest female in charge. Males come around only when it’s time to mate. When a cub is born all lactating females help to nurse it. They act like aunts, taking care of the infant while the new mother rests. When a cub gets into trouble, the aunts rush to help it. In one observation, when a cub fell into deep water, two aunts rushed to drag it out. Not only that, but they made sure to keep its head above water while pulling it to safety with their trunks.

Another animal that has impressed researchers has been the bird. A 29-year study of parrots concluded that parrots are as intelligent as a 5-year-old child. But that’s not all.

It was always assumed that parrots only imitated human speech but didn’t know what they were saying. Imagine an animal trainer’s surprise when her parrot said, “What a pity you broke your necklace, Annie.” Annie was speechless.

So yes, animals are smart, but can they make decisions? Can they think like humans do?

Alex, one of the parrots in the 29-year study, answered that question. When he gets tired of answering his researcher’s questions, he intentionally starts giving wrong answers one after another. It’s his way of saying, “Stop! No more questions!” Deciding to give a wrong answer when he knows the correct answer is proof that he thinks ahead, like humans.

Animals have at least one ability that humans don’t have - ESP. Experiments done with household pets have shown that some animals have the ability to know what their owners are doing even when they are far away from home.

In one experiment in England a dog was left at home with a video camera trained on him while his owner was taken a few miles away. Clocks were synchronized. The owner was taken to a park and kept there for an hour.

At 2:03 p.m. she was told to return home, and at that exact moment the dog walked to the window and started looking outside. To eliminate the possibility that it had happened by chance the routine was done several times. Each time the dog walked to the window at the exact same moment the owner was told to return home.

Having learned that animals are smarter than we ever knew, animal protection agencies have stepped up their campaign to stop the torture that animals are subjected to in product testing labs.

**Discussion Questions**

1. Which of the following best describes how you feel about animals? Tell why you think you are that way.
2. Animal lover. I love all animals, large or small.
3. Indifferent. I don’t think much about animals.
4. Animal hater. I don’t like animals. I’m afraid of animals.
5. Do you have a pet, or have you ever owned one? If so, what kind, and how would you rate its intelligence - smart, average, or dumb? How could you tell if your pet was smart or dumb?
6. Since we are learning how smart animals are, will there be a change in how people treat animals? Will animals be respected more than now? Will animal protection laws change? Why or why not?
7. Since primates are intelligent enough to learn simple tasks very quickly, should we find ways to put them to work? For example, should they be trained to do jobs that humans dislike, such as washing dishes or cleaning toilets? Why or why not?
8. Would you like to have a primate pet like Koko that is fluent in sign language in your home? Would you think of her as a pet like a dog or cat or more like a companion?
9. What would it feel like to have a conversation with an intelligent animal like Koko? What would you talk about?
10. In some countries a person can be sent to jail for killing or torturing a pet. Do you think this is reasonable? Should people be punished for being unkind to animals? If so, what is an appropriate punishment?
11. What do you think about eating intelligent animals like dogs or cats? Pigs are among the smartest animals, but we eat them. Dogs are very intelligent, but they are eaten in some countries. Would you eat dog or cat meat? Why or why not? Will the custom of eating animals die out some day? Why or why not?
12. How do you feel about torturing and then killing millions of animals in laboratories each year while testing poisonous household products? Is this an acceptable way of testing products or should it be stopped? Why or why not?

**4 – Coping with Stress**

Many people say that they suffer from stress. Those people usually drive too fast, eat too quickly, and get angry too easily. They do everything too fast, and they don’t lead healthy lives.

Stress can affect anyone, regardless of race, social status, or age. Stress that is caused by work conditions is called work-related stress, and anyone, rich or poor, can be affected. Doctors, lawyers, CEOs, taxi drivers, office workers, teachers, and house-wives all have stress. Being a housewife with children is very stressful.

Even people who don’t have jobs can have stress. Senior citizens worrying about having enough money to live on have stress and kids who are bullied at school have stress. High school students worry about getting into the university of their choice and college graduates who can’t find jobs are stressed out.

Stress is an unavoidable fact of life. Without it life as we know it would not exist, and it can be good or bad. Sometimes stress makes us work harder or accomplish our goals, but sometimes it can kill. People who try to drink their troubles away with alcohol and then drive find out the hard way. Heart attacks and strokes can also occur from too much stress.

Stress knows no international boundaries; it can happen anywhere, in any country. The American Institute of Stress (AIS) calls stress America’s number one health problem and the situation is the same in every other industrialized country in the world.

In a study that stretched over 20 years AIS concluded that 75% to 90% of all doctor visits were caused by stress-related illnesses. Those illnesses included heart disease, cancer, and liver disease. This implies that if we could eliminate the sources of our stress, we could drastically improve our health.

Stress is responsible for most of the absenteeism in companies large or small. Workers reach the point where they just can’t take it anymore and start to call in sick. Stress costs employers lots of money when production falls due to absenteeism, employee turnover, and job-related accidents. The AIS estimates that job-related stress costs U.S. industry 300 billion dollars a year.

Even though stress can’t be avoided completely, that doesn’t mean there is nothing that can be done about it. There are actually many things a stressed-out person can do.

* **Exercise** It’s a proven fact that regular exercise reduces stress. It takes a person’s mind off his or her troubles and keeps the body healthy.
* **Stop smoking** One of the biggest myths around is that smoking reduces stress. Nothing could be further from the truth. The fact is that smoking is a source of stress because it causes the blood vessels to contract, which makes the heart work harder. Statistics show that non-smokers are less stressed out than people who smoke.
* **Meditation** By focusing our attention for a long time on something other than the cause of the stress, we can help our bodies relax and recover.
* **Get in touch with nature** Take a walk in the woods, go to the beach, or climb a mountain. It can do wonders for a person’s mental well-being.

There are lots of good ways to fight stress and improve one’s physical and mental health. Smoking cigarettes or drinking alcohol are not among them.

**Discussion Questions**

1. Have you ever stayed home from school or work due to stress? If so, what were the circumstances that made you do it?
2. If you have a lot of stress, what are your sources of stress?
3. If you don’t have much stress, what advice can you give to people who are very stressed out? How do you deal with stressful situations?
4. How effective are each of these methods of dealing with stress? Tell why you think so.
5. Regular exercise
6. Meditation or watching a movie
7. Smoking and / or drinking alcohol
8. In general, which people have more stress in their lives - people who live in big cities or people who live in the country? Tell why you think that is so.
9. It is often said that wealth and stress go together - the more money a person has, the more stressful is his or her life. Do you agree, and if so, why is it so?
10. Statistics show that people who have a lot of stress in their lives also have a lot of medical problems.
11. How is it possible that stress can make a person sick?
12. Is it possible to eliminate all sources of stress from a person’s life, and if so, would that guarantee that a person would be completely healthy? Why or why not?
13. Which of the following occupations involve the most stress, and which of them involve the least? Are any of them stress-free? Tell why you think so.

- doctor - college professor - office worker - taxi driver - farmer

- accountant - college student - accountant - housewife

1. Agree or disagree with this statement: *People who never have any stress are lazy.*
2. Is it possible to be successful in life without ever having any stress? Why or why not?

**5 – The Future of Asia**

In 1556 French prophet Nostradamus predicted that by the year 2025 China’s borders will have expanded across all of Northern Russia and Scandinavia. In 1997 the IMF predicted that China’s economy would be larger than the economies of even the USA and the European Union by 2010. If anybody doubts that this is going to be the Asian century, they haven’t been following the news.

Most economists agree that the dominant economic forces in Asia in the 21st century will be China, India, Japan, and South Korea. Japan and Korea are already among the hi-tech superpowers of the world.

China has all it takes to become an economic superpower too - unlimited land, an abundance of natural resources, and with the largest population in the world, unlimited human resources too. Thanks to its low labor costs, China has already become the primary exporter of low-tech manufactured goods to the world. It seems that nowadays almost everything is “Made in China”.

Asia’s two high-tech powerhouses - Japan and South Korea - were savvy enough to see the writing on the wall in the 1990s. Realizing they would never be able to compete with China’s low manufacturing costs, they did the next best thing - build factories in China.

It was a perfect arrangement for both sides. China desperately wanted the technological know-how that Japanese and South Korean companies had to offer, and the two hi-tech giants wanted to take advantage of China’s low production costs. The strategy worked out quite well. In just a few short years Korean manufacturers dominated the household appliance and electronics markets in SE Asia, and Japanese cars filled its roads. But Japan and Korea got more than they bargained for because China is now stealing some of their markets away from them.

The fourth major player in Asia’s growing economy is India, not long ago an economic basket case. But India’s recent development, like that of South Korea’s, has been truly remarkable. Its economy, along with those of China and South Korea, make up 66% of the combined income of Asia.

Economics has had a major effect on the political situation in Asia. Realizing that South Korea had much more to offer them than their traditional communist ally, North Korea, China abandoned its ”one-Korea policy” and set up diplomatic relations with South Korea in 1992.

That move was a huge blow to North Korea because it could no longer depend on China to go along with its plan to communize the south by force. Because of China’s friendship with South Korea, the north’s new goal is to prevent itself from being absorbed by its prosperous southern neighbor, now the 10th largest economy in the world.

Almost immediately after the trade agreement between China and South Korea was signed, trade between the two countries skyrocketed. In 2003 China replaced the United States as South Korea’s biggest trading partner.

Economic downturns aside, with a combined economic growth rate that western countries can only dream about, most experts predict that economic policy decisions in Asia will have an increasingly bigger effect on the global economy in the years ahead.

**Discussion Questions**

1. Most economists believe that China will eventually be the biggest economic power in Asia. Why? What does China have that its Asian neighbors do not have?
2. China has a socialist economic system whereby everybody works for the state. How can a socialist country become an economic powerhouse? Isn’t that impossible? Why or why not?
3. Economists predict that China, Japan, South Korea and India will be the leading economic powers in Asia during this century. What are their individual strengths that make each of them so likely to succeed?
4. China b. Japan c. South Korea d. India
5. Considering that Chinese brands are stealing markets away from Korean and Japanese products, was it a wise idea for those two countries to transfer their technology to China in the 1990s? Was it a mistake to do that? Why or why not?
6. What is the economic future of North Korea? Considering the political situation there, will that country ever be able to develop economically? What are the major obstacles to North Korea’s development of a strong economy?
7. What is China’s attitude toward North Korea? How long will Chinese leaders continue to support North Korea’s collapsing economy? Why do they do it?
8. What is North Korea’s true feeling for China? How did they feel when China abandoned its one-Korea policy and set up trade with the South?
9. The idea of a unified Asian currency such as the Euro in European countries has been suggested. Would that be a good idea? How about giving up your country’s currency and start using an Asian currency instead? Why or why not?
10. It is well-known that corruption is a problem for most economic systems. How much of an obstacle is that?
11. Is it possible to clean up the corruption in politics for good? Why or why not?
12. Will Asia ever surpass the west economically? If so, how long will it take? If not, why not?

**Appendix 1 - Videos**

**Introduction to Debate:**

http://www.youtube.com/watch?v=oGaYfrgkyeg

**Tennis Debate:**

<http://www.youtube.com/watch?v=O-7gpgXNWYI>

**Resolutions and Cases:**

http://www.youtube.com/watch?v=BMzamdmbWXY

**Points:**

http://www.youtube.com/watch?v=kcl-T0P7xYU&feature=related

**1st AC:**

<http://www.youtube.com/watch?v=Tp1I9bPFjTc>

or

http://www.youtube.com/watch?v=L-I1317K70U&feature=related

**1st NC:**

<http://www.youtube.com/watch?v=fhGR1LBYTp4>

**Holistic Reasoning:**

http://www.youtube.com/watch?v=uel9KihXw9g&feature=related

**Members’ Speeches:**

http://www.youtube.com/watch?v=150WsmOc72o&feature=related

or

http://www.youtube.com/watch?v=ao5V66m5FaA&feature=related

**Manner:**

http://www.youtube.com/watch?v=ta\_SFvgbrlY

<http://www.youtube.com/watch?v=zHGs4535W_o&feature=related>

**Appendix 2 - Sources**

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