

# 201 Professional English

## 2020 - 2021

### Semester One

Compiled by Stephen RYAN and the PE team

#### 201 Professional English

**Objective:** to prepare student-engineers for their careers by reviewing and further developing both oral and written communication skills by completing the following tasks:

- (1) Eloquence through group debating
- (2) Eloquence through writing
- (3) Mock TOEIC
- (4) Professional interaction

***“Eloquence is a painting of thought;  
and thus those who,  
after having painted it,  
add something more,  
make a picture instead of a portrait.”  
Blaise Pascal***

## CALENDAR – Semester One

	Week beginning	Monday (SN)	Tuesday (MFEE)	Wednesday (3EA)
1	Mon 14 <sup>th</sup> Sept.	Introduction	Introduction	Introduction
2	Mon 21 <sup>st</sup> Sept.	Debate practice	Debate practice	Debate practice
	Mon 28 <sup>th</sup> Sept.	<b>CMS (no PE classes)</b>	<b>CMS (no PE classes)</b>	<b>CMS (no PE classes)</b>
3	Mon 5 <sup>th</sup> Oct.	Debate practice	Debate practice	Debate practice
4	Mon 12 <sup>th</sup> Oct.	Debate 1	Debate 1	Debate 1
5	Mon 18 <sup>th</sup> Oct.	Debate 2	Debate 2	Debate 2
	Mon 25 <sup>th</sup> Oct.	<b>Autumn break (no classes)</b>	<b>Autumn break (no classes)</b>	<b>Autumn break (no classes)</b>
6	Mon 2 <sup>nd</sup> Nov.	Debate 3	Debate 3	Debate 3
7	Mon 9 <sup>th</sup> Nov.	Debate 4	Debate 4	<b>CMS (no PE classes)</b>
	Mon 16 <sup>th</sup> Nov.	<b>CMS (no PE classes)</b>	<b>CMS (no PE classes)</b>	Debate 4
8	Mon 23 <sup>rd</sup> Nov.	Mock TOEIC	Mock TOEIC	Mock TOEIC
9	Mon 30 <sup>th</sup> Nov	Debate 5	Debate 5	Debate 5
10	Mon 7 <sup>th</sup> Dec.	Debate 6	Debate 6	Debate 6
	Mon 14 <sup>th</sup> Dec.	<b>CMS (no PE classes)</b>	<b>CMS (no PE classes)</b>	<b>CMS (no PE classes)</b>
	Mon 21 <sup>st</sup> Dec.	Holidays	Holidays	Holidays
	Mon 28 <sup>th</sup> Dec.	Holidays	Holidays	Holidays
11	Mon 4 <sup>th</sup> Jan.	Reaction Paper (written in class time)	Reaction Paper (written in class time)	Reaction Paper (written in class time)
12	Mon 11 <sup>th</sup> Jan	<b>PPP juries (in PE &amp; CLM slots)</b>	<b>PPP juries (in PE &amp; CLM slots)</b>	<b>PPP juries (in PE &amp; CLM slots)</b>

## Evaluation

**All assignments are evaluated and validated by your class teacher.**

**Assignment 1:** Eloquence through group debating

- Individual grade based on contribution and performance over the whole six weeks.

**Assignment 2:** Eloquence through writing

**Assignment 3:** Mock TOEIC

- Non-graded but score will be registered on your student record

**Assignment 4:** Professional Interaction

- Based on general attitude and on-going performance in class and during assignments.
- A professional approach is expected throughout the course.

**NB: more than 3 unjustified absences will result in you failing the year, receiving a low grade in Professional Interaction, and may result in exclusion from the TOEIC exam at the end of the 2<sup>nd</sup> year (see *Règlements de Scolarité*).**

## Assignment 1: Eloquence through Group Debating

**Objectives:** to further develop and improve professional communication skills including:

- *presentation skills*
- *teamwork/division of tasks*
- *vocabulary building*
- *reading and analytical skills*
- *active listening*
- *writing skills*

### Guidelines for preparation of debate:

1. in a group of three students, research a subject for a “motion”
2. prepare an email invitation and presentation of motion including:
  - Appropriate web links
  - Names of three students who are “for” and three students who are “against” motion
  - Names of three students to be adjudicators
  - Names of six students to be the “audience”
  - Vocabulary list
3. decide who is going to be “chairperson”, “timekeeper” and “adjudicator” in your group
4. research a video on the subject of the motion (5 mins max.)
5. play video before the debate as an introduction to the motion
6. send invitation and presentation of motion **5 days before** the debate to all classmates and your teacher

### Guidelines for participation in debate:

1. read information presented in invitation to debate
2. prepare your arguments in a group “for” or “against” motion (**check carefully!**)
3. familiarize yourself with evaluation criteria if you are an “adjudicator”
4. familiarize yourself with web links and subject of motion, if you are a member of audience

### Evaluation:

Students will be evaluated based on preparation, management, and running of their debate as well as their preparation and participation in other debates. Your teacher will evaluate you, give feedback and grade using the criteria grid on pages 21 and 22.

### Deadline:

One group of students will organise a debate each week over **six weeks**. Your teacher will give you the date for your group.

## Weekly Schedule:

<i>Date</i>	<i>Group organising debate</i>	<i>Group “for” motion</i>	<i>Group “against” motion</i>	<i>Adjudicators</i>	<i>Audience</i>
1.	A	F	E	D	C+B
2.	B	A	F	E	C+D
3.	C	B	A	F	D+E
4.	D	C	B	A	E+F
5.	E	D	C	B	A+F
6.	F	E	D	C	A+B

## Names of students in each group

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E	GROUP F
1						
2						
3						

## **A Powerful Argument** (article abridged from The Guardian)

*by Louise Tickle*

**List at least 7 advantages to be found in debating, according to the text. Quote and paraphrase.**

Debating societies have become hugely popular in universities since the mid-1990s.

Debating is known to foster qualities that can take you right to the top. Many leading barristers, politicians, diplomats, journalists [and top engineers] have conquered their nerves time and again in order to construct a pithy and convincing argument under pressure.

“Debating was profoundly helpful in terms of developing critical analysis skills and giving me the ability to present an argument to clients” says Michael Birshan, member of the British National Debate Team that toured the US in 2001. He is now 26 and working for an international management consultancy.

[Another] such high-flyer is Theresa Villiers, MP. “I think you get a huge buzz out of convincing an audience.” says the 37 year old shadow chief secretary to the Treasury who began debating while at school and in 1992 was ranked third at the World Debating Championships.

Villiers believes that the skills learned in competitive debating have been helpful to her career, not least in steeling her as she talks through the cacophony regularly encountered in parliament.” Debating does toughen you up – you have to acquire a thick skin.” she says.

What then, makes a good debater? Is it the ability to spin a good yarn or is a thorough knowledge of the subject matter more important? For most ardent debaters, the ability to structure points clearly and rationally is judged to be crucial. Humour helps [and empathy is essential as] you often have to argue convincingly against beliefs you may hold dear.

“The ability to think on your feet comes in as a valuable skill when it comes to the world of work, where how you field unexpected crises can make or break your career” says Richard Chambers, the deputy chief of the EU’s election observation mission in Yemen. Chambers is a veteran of numerous debating victories while at the University of Wales.

Harriet Jones-Fenleigh, 23, trainee barrister and winner of Britain’s most prestigious national debating tournament, the John Smith Mace, says “Most recruiters are looking for people who are good communicators...[If part of your job is] to convey complex technical information in a logical and appealing way without getting thrown off course by [interruptions and questions, debating is great training].”

The intellectual challenge is a big part of the attraction, but Jones-Fenleigh challenges the idea that it is the most extrovert people who will do best.” I used to find speaking in public quite intimidating. I think very few people are naturally comfortable delivering arguments in front of their peers, particularly when the opposing team can interrupt to pick apart your logic.”

Quite apart from whether it helps you get – and competently carry out – a high-flying job, The wider benefits that debating brings [are invaluable] says Cameron Wylie, head of the senior school at George Heriot’s in Edinburgh and coach to numerous Scottish national debating teams . “The requirement to regularly think about another person’s point of view is a highly desirable social skill to acquire”.

## Warm-up activities

### 1. One-minute talk (3 point plan)

- Say what you're going to say (Why? Where? When? Who? What How?)
- Say it
- Tell them that you've said it

### 2. Chain debate

All stand in a circle. One person speaks for 30 seconds for the motion, the next against, the next for, etc.

### 3. The expert - Person is given a subject to talk about as the "Expert" for about 1 minute.

### 4. Demonstration

Person is given a task to demonstrate (make-up, sport/game, baby, instrument, camera, first aid, life-saver...)

### 5. Impromptu speech

Person is given a scenario for an official speech (Farewell/Presenting/Accepting an award/manager with bad news...)

### 6. Instant drama

Two people stand opposite. The opening line is given, which triggers a sketch (usually conflict) for one minute.

### 7. Just a minute

Two teams sit opposite. Chairman gives first speaker Team 1 a subject to talk about for 1 minute. If speaker deviates, repeats or hesitates one of the other team "Buzz". If judged valid the "Buzzer" takes over with the same subject. Whoever is speaking when one minute is up wins a point for his team.

### 8. I couldn't disagree with you more!

All stand in a circle. Leader makes a remark (almost anything goes!) to person on his left, who replies "I couldn't disagree with you more!" then gives 1-2 arguments in defence. Subsequently, he makes a remark to the person on his left etc.

### 9. House of Commons - Two teams sit opposite. A motion is given. People stand up and "debate" at will (max. 30 secs. per speaker).

### 10. Quick story

How I got this scar/ My most embarrassing-irritating-scary moment/Impromptu fairy-tale...

### 11. Linking stories

All sit/stand in a circle. Leader gives a subject to a person on left, who starts telling a story about it. After 30 seconds (Timekeeper says "Time"! ) the speaker gives a new subject to the person on his left, who in turn must link the old story with the new subject!

## Building Arguments

Argumentation is the foundation of every debate speech. In order to be successful at debating, one key skill to develop is making persuasive, organized arguments.

- Think back to the most convincing arguments and speeches you have listened to in the past. What do they have in common? You may use the Guardian article to help you find ideas.

### The structure of an argument - LEET

LEET is the structure you can use to make your arguments and you can treat it like a checklist. Every argument from every speaker should incorporate the steps of LEET.

Label	The “label” is the title of your argument, it should: <ul style="list-style-type: none"><li>• Be short</li><li>• Summarize the main idea of your argument</li><li>• Be easy to remember for the judges</li></ul>
Explain	The “explain” is the analysis in your argument, it should: <ul style="list-style-type: none"><li>• Be a step by step explanation of your argument</li><li>• Be clear and to the point, don’t explain the same thing twice</li><li>• Prove to the judges that your argument is logically sound</li><li>• Spend most of your time here</li></ul>
Example	The “Examples/Evidence” are what you use to back up your logic, they should: <ul style="list-style-type: none"><li>• Clearly connect to the heart of what your point is trying to prove</li><li>• Illustrate to the judge how your argument works in the real world</li></ul>
Tieback	The “Tieback” is where you demonstrate the importance of your argument, it should: <ul style="list-style-type: none"><li>• Summarize the key parts of your argument</li><li>• Explain why your argument matters in the debate</li><li>• Make it clear to the judges the impact of your arguments</li></ul>

**An example of LEET (short version)**

**Motion: *This House Would (THW) install bike lanes in major cities***

Label: Bike lanes are safer for cyclists

Explain: Both being on sidewalks and unprotected roads can be dangerous for cyclists. If unknowing pedestrians or cars fail to see cyclists, it can be incredibly dangerous. Cyclists are at risk when riding in both of these places, making cycling an inaccessible option for people.

Example: In New York city, the introduction of smart bike lanes led to a 56% reduction in injuries to all street users. This included large reductions for cyclists, pedestrians, and fewer collisions overall.

Tieback: Because bike lanes provide a safer environment for all traffic, it is critical that we build protected bike lanes, especially in major, densely populated cities.



## Practice constructing arguments

Construct an argument using the LEET structure for the following motions:

- THW install bike lanes in major cities (against)
- THW ban single use plastics (for or against)
- THBT cats are cooler than dogs (for or against)

**Label**

**Explain**

**Example**

**Tieback**

## Examples of Debate Motions

**“THBT....”** = This house believes that...

**“THW...”** = This house would....

1. THBT war determines not who is right but who is left
2. THW break the law in a good cause
3. THBT EU is better off without Britain
4. THBT true happiness is only to be found in shopping
5. THBT we can laugh at anything
6. THBT the popular press is a disgrace
7. THW abolish exams
8. THBT the female of the species is the more dangerous
9. THBT we don't need no education
10. THBT it is better to be safe than sorry
11. THBT all you need is love
12. THBT smaller is better
13. THW tax the fat
14. THW ban zoos
15. THW stop experimenting on animals
16. THBT the environment should come first
17. THW clone human beings
18. THBT all farms should be organic
19. THBT science is a threat to humanity
20. THB footballers are paid too much

## Debating rules

### Timing

Each orator has **5 minutes** to develop his/her argument. S/he cannot be interrupted during the first and last minutes of their speech.

The timekeeper will ring the bell **3 times** : at the end of the **first** minute (to indicate that the speaker may now be interrupted ), at the end of the **fourth** minute (to indicate that the speaker may no longer be interrupted and should conclude) and at the end of the **fifth** minute to show that time is up. The speaker must end his/her speech within 15-20 seconds of the last bell.

### Points of Information – (POIs)

Points of Information may be made by **members of the opposing team** at any time between the first and second bells. The questioner should **stand up, put a hand on their head** and say: **“point of information please!”**. The question should be short and to the point. The **speaker may** accept or reject the POI (**“yes please”/“no thank you”**) and, though there is no obligation to accept a POI, it is customary to accept **a couple**, otherwise it might be interpreted as weakness by the jury.

### Audience Participation

As this kind of debating is based on debate in the House of commons, the audience is encouraged to behave just like the honourable members of the House- that is to say, rather noisily, shouting out **“hear, hear!”** when they approve of something that’s been said, and **“shaaaame!”** when they disapprove. This is to create a good-natured “ambiance”, not to destabilize the orators however...

### Adjudication

When both sides have finished, the jury retires for about **5 minutes** to deliberate. While they are out of **the House continues the discussion**, with anybody in the room contributing. **The House votes** on the motion (“ayes” for, “noes” against)

The jury returns the verdict announcing **the winning team** and the **best speaker** from the losing team.

## How to run a debate by Emma Nelson

### Whole class script

#### CAST:

Mr/Madam Speaker

Timekeeper

Head of Adjudicators

3x FOR team

3x AGAINST team

3x Adjudicators

Narrator (teacher)

Audience (half supporting  
FOR, half supporting  
AGAINST)

**Mr/Madam Speaker:** Good afternoon Ladies and Gentlemen and welcome to the debate of the century! Our motion today is very simple – “This House Believes That Cats Are Cooler Than Dogs”.

On my right, our fabulous FOR team who will be arguing in support of the motion (*name them – members stand up and bow as name announced*). *FOR audience applaud and shout ‘hear hear’/AGAINST half boo and shout ‘shaaame’.*

And to my left ... our awesome AGAINST team who will be taking the opposing view (*name them -members stand up and bow as name announced*). *AGAINST audience applaud and shout ‘hear hear’/FOR half boo and shout ‘shaaame’.*

**Mr/Madam Speaker:** ORDER! ORDER! (à la John Bercow) I appreciate your enthusiasm for your team Ladies and Gentlemen, but let’s try to keep things civil shall we?! *Audience calm down.* Thank you!

So .. very importantly ... the rules. Each member of each team will speak for FIVE minutes. During the first minute the debater CANNOT be interrupted. During the second, third and fourth minute the debaters can take questions, known as ‘points of information’ from the opposing team. During the final minute the debater must sum up their arguments and cannot be interrupted.

It is seen as ‘**bad form**’ not to accept questions ... although I will step in if I think too many questions are being asked. You have been warned! To raise a ‘point of information’ you must stand up and place your hand on top of your head ... like this .... and say “point of information please Mr Speaker”. I will then ask the debater concerned whether or not they wish to accept your POI. If they do, they may answer the question and then quickly return to their arguments.

Now to introduce my charming colleagues. To my right ... today’s top timekeeper , Mr/Ms ...

**Timekeeper:** Good afternoon everyone. I am indeed a top timekeeper and take my role very seriously indeed. There will be no going over the time and my trusty bell MUST be respected at all times. I will ding my bell after the first minute, and then again to denote that the debater is in their final minute. Do not ignore my bell! I am definitely the most important person here. Do not mess with me. Ever.

**Mr/Madam Speaker:** Thank you my trusty timekeeper. And to my left ... our heroic Head of Adjudicators Mr/Ms...

**Head of Adjudicators:** Good afternoon Ladies and Gentlemen. I am delighted to be amongst you today. I am here to ensure that the adjudication is carried out fairly. When our dazzling debaters have finished their arguments, myself and the three adjudicators here present, will leave the room for four minutes to discuss the performance of each debater, and of the teams overall. We will decide on the winning team and 'best speaker from the losing team'. We will then come back into the room and announce our decision to you. Our decision is final and will not be challenged. So don't mess with us either.

**Mr/Madam Speaker:** So, **without further ado** ... let the debate begin! I invite the FOR team to start things off. Timekeeper .. please ding your bell (*bell dings*)

**Debater 1 (For):** (*Stands up.*) Ladies and Gentlemen, I could not be more delighted to be with you here today to debate what, quite frankly, doesn't need to be debated. The clear and undeniable fact that cats are cooler than dogs (*boos/shaaame from the AGAINST supporting part of the audience, 'hear hear' from the FOR supporters. Speaker shouts 'ORDER'. Audience calm down*). I will now speak for one minute, telling you what my team are going to argue.  
I have now spoken for one minute ....

*Timekeeper dings bell.*

**Debater 2 (Against):** Point of Information Mr Speaker! (*stands up, hand on head*)

**Mr/Madam Speaker:** Thank you Mr /Ms.... . Do you accept?

**Debater 1 (For):** I do Mr Speaker ...

**Mr/Madam Speaker:** Go ahead Mr/Ms.....

**Debater 2 (Against):** Thank you Mr Speaker. You claim, Sir/Madam, that cats are cooler than dogs. I have never in my life heard such a ridiculous statement. What an appalling generalisation! I find it offensive to dogs. How do you defend upsetting so many dogs?

**Debater 1 (For):** I have nothing to defend, Sir/Madam. Dogs don't possess the intellectual capacity to be offended by anything. All they know how to do is run after sticks and **wee** against **lampposts**. And **yap**. They're stupid. (*'Shaaame'/boos from the against supporting audience, 'hear hear' from the FOR supporters/Speaker shouts 'ORDER'*).  
And stupid, I'm sure everyone in this room will agree ..... is the very opposite of 'cool'.

Now if I may get back to my point .... I am now speaking for the rest of my three minutes, building my arguments. I am using alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. I need to be ready to be interrupted but the opposing team aren't bothering because my arguments are so brilliant. My English grammar and pronunciation is obviously perfect. I'm really good at this.  
I've now got to the end of my fourth minute ....

*Timekeeper dings bells to denote final minute.*

I am now summarising my arguments, repeating the important points while using alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. My English grammar and pronunciation is still perfect because I've practised this a lot. I haven't made a single mistake.

I have now spoken for a total of five minutes.

*Timekeeper dings bells three times to denote end of speaking time.*

**Debater 1 (Against):** *(Stands up)* I thank the opposition for their opening remarks and look forward to thoroughly demolishing their arguments over the course of this debate. We are utterly against the ridiculous assertion that cats are cooler than dogs, and by the end of this debate you will be convinced that the motion is **ludicrous**. I will now speak for one minute, telling you what my team are going to argue.

I have now spoken for one minute ....

*Timekeeper dings bell.*

I am now speaking for my second, third and fourth minute, building my arguments. I am using alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. I'm ready to be interrupted at any time, but no one's saying anything because they're enjoying my speech so much, and appreciating my charming accent.

I've now spoken for four minutes .....

*Timekeeper dings bell.*

I am now summarising my arguments, safe in the knowledge that in my final minute no one can interrupt me and **throw me off my stride**, repeating the important points while using alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. My English grammar and pronunciation are just as good as the other speaker, because I've practised this a lot too.

I have now spoken for a total of five minutes.

*Timekeeper dings bells three times to denote end of speaking time.*

**Mr/Madam Speaker:** Debater 2 for the FOR team please ....

**Debater 2 (For):** *(Stands up)* Thank you Mr Speaker. I thank my teammate, Mr/Ms ..... , for their excellent opening statement and will develop our arguments, as outlined. I will avoid repeating what my team mate has already said and will concentrate on DEVELOPING the argument in a COHERENT way, making use of, but not limited to, alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. My English throughout will be perfect, naturally. I've been practising this in front of the mirror for the last week.

I have now spoken for one minute.

*Timekeeper dings bell.*

**Debater 3 (Against):** Point of Information Mr Speaker! *(stands up, hand on head)*

**Mr/Madam Speaker:** Thank you Mr/Ms ..... . Do you accept?

**Debater 2 (For):** No, I don't Mr Speaker

**AUDIENCE:** Boo, Hiss, Shaaame, 'Hear Hear' *(depending on who you're supporting)*

**Mr/Madam Speaker:** That is your right Mr/Ms ..... but I should warn you that it is not considered '**cricket**' to refuse too many POIs. Do you understand?

**Debater 2 (For):** Absolutely Mr Speaker. I just believe that my arguments are so fabulous that they deserve not to be interrupted.

**Mr/Madam Speaker:** Very well. That is your **prerogative**. Carry on .....

**Debater 2 (For):** Thank you Mr Speaker. So ... as I was saying ....  
I have now spoken for four minutes.

*Timekeeper dings bell.*

I am now summarising my arguments, safe in the knowledge that no one can interrupt me and throw me off my stride, repeating the important points while using alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. My English grammar and pronunciation are even better than the other speakers, because I've practised this way more than they have. **You'll never catch me** saying "I've lived in Toulouse during two years". Nope.  
I have now spoken for a total of five minutes ...

*Timekeeper dings bells three times to denote end of speaking time.*

**Debater 3 (Against):** I find your arguments ludicrous!

**Mr/Madam Speaker:** *(quite cross)* Order! Order! You will speak within your allotted time or on a POI Sir/Madam, not out of turn. Mr/Ms Adjudicator ... please take note.

*Mr/Ms Adjudicator notes this rule-breaking down on a piece of paper.*

**Mr/Madam Speaker:** Debater 2 for the AGAINST team please ....

**Debater 2 (Against):** *(Stands up)*. Thank you Mr Speaker. I thank my teammate, Mr ..... for their stunning opening statement and will develop our argument, exactly as outlined. I will avoid repetition of arguments, will concentrate on developing the argument in a COHERENT way, making use of, but not limited to, alliteration, rhetorical questions, personal examples, humour, intonation, the 'rule of three' and gesticulating with my arms. My English throughout will be perfect and you will never hear me say 'argumentation' because that isn't a word in English. I also promise not to say 'discuss about', 'informations' or pronounce IDEA incorrectly.  
I have now spoken for one minute.

*Timekeeper dings bell.*

**Debater 3 (For):** Point of Information Mr Speaker! *(stands up, hand on head)*

**Mr/Madam Speaker:** Thank you Mr /Ms ..... . Do you accept Mr?

**Debater 2 (Against):** I do Mr Speaker ...

**Mr/Madam Speaker:** Go ahead Mr/Ms .....

**Debater 3 (For):** Could you clarify your second point please? I wasn't clear on your meaning.

**Debater 2 (Against):** (*Repeats point*).

**Debater 3 (For):** Point of Information Mr Speaker! (*stands up, hand on head.*)

**Mr/Madam Speaker:** OK, thank you ... again (*getting a bit irritated*) Do you accept?

**Debater 2 (Against):** I suppose so, Mr Speaker.

**Debater 3 (For):** I still don't understand. I think it's your rubbish accent. Can you repeat please?

**AUDIENCE:** Boo/'Shaaame'/Hear Hear (*depending on who you're supporting*)

**Mr/Madam Speaker:** ORDER! (*audience calm down*) The tone of your questioning is inappropriate and is spoiling the debate. **Desist** Sir/Madam! Desist! Mr/Ms ..... is directed to ignore the second POI and continue their arguments.

**NARRATOR:** The debate continues **in the same vein** until all three speakers from each team have spoken for their allotted five minutes.

The final debater offers their own arguments in their first four minutes, and then sums up the main arguments of the whole team in their final minute.

At the end of the debate, everyone applauds, Adjudicators leave the room with the Head of Adjudicators and discuss for four minutes. Head of Adjudicators leads the discussion.

**Head of Adjudicators:** Thank you everyone for a very lively debate. Our decision was not an easy one but, on balance, we have decided that the winning team of today's debate on the motion 'THBT Cats Are Cooler Than Dogs' is ..... You get a Quality Street chocolate each.  
We were particularly impressed with Mr/Ms from the losing team so have decided to award them 'Best Speaker From The Losing Team'. You get the Quality Street toffee. Congratulations!

*Applause, stomping of feet, 'hear hear', boo, hiss, 'shaaaame' etc from audience.*

## Rhetorical Devices

Match the name of the device to the example, then write your own examples.

1. Repetition
2. Sound patterns
3. Description and Imagery (ie using metaphor, simile and personification)
4. The 'rule of three'
5. Hyperbole (using exaggeration for effect)
6. Rhetorical question
7. Contrast
8. Emotive language
9. Parallel structures

- A. Can we really expect the school to keep paying from its limited resources?
- B. Imagine being cast out into the street, cold, lonely and frightened.
- C. To show kindness is praiseworthy; to show hatred is evil.
- D. *Alliteration*: Callous, calculating cruelty – is this what we must expect?  
*Assonance*: A fine time we all had, too.
- E. Sometimes we have to be cruel to be kind.
- F. While we wait and do nothing, we must not forget that the fuse is already burning.
- G. I ask you, is this fair, is it right, is it just?
- H. Evil minds will use evil means.
- I. While we await your decision, the whole school holds its breath.



Debate - Adjudication criteria			
Motion:	Name:	Name:	Name:
Arguments			
Presentation			
Team work & Strategy			
Final individual grade			

## Assignment 2: Eloquence through Writing

**Objectives:** Even though the word 'eloquent' usually describes oral speech, it can also be used to describe powerful writing. This assignment aims to further develop and improve eloquent and professional writing skills whilst fostering:

- autonomy
- critical analysis and critical thinking
- expressing opinions
- argumentation & justification of ideas
- conciseness
- professional written style

### **Assignment:**

Listen carefully and take notes when you are an **AUDIENCE** member during the debates.

You may **NOT** write your paper on a debate where you were adjudicator, organiser, or speaker.

Write a **500-word** (+/- 10%) **reaction paper** based on the debate you saw as an audience member.

Your work needs to be:

- in PDF or Word format
- double spaced
- size 12 font
- with your name, group no. and dept. clearly stated on it

**Evaluation:** Teachers evaluate and give feedback using the criteria grid on page 23.

**Deadline:** Written during class time on the week of 4<sup>th</sup> January. Your class teacher will give you more specifics closer to the date.

# What is a Reaction Paper?

A reaction paper is a **three-part** (introduction, development and conclusion) essay written about a debate, an article or material concerning a given topic.

## Writing the reaction paper

### The Introduction

This section is the face of your paper, so you need to pay extra attention to this part to gain interest of the reader.

- The first sentence should give the title of the debate (the motion), the name(s) of the presenter(s) and the date.
- The following three or four sentences should give a brief summary of what you heard.
- The final part of your introduction is where you write in one sentence your thesis statement.

### The development

The second part of the paper is where the real work begins. You need to write down your thoughts on the main ideas of the debate, backed with appropriate quotes and sources. Remember to stick to the original debate and always get back to it, while providing your personal thoughts.

- Here you should include paragraphs that provide support for your thesis. Each paragraph should contain one idea.
- The final sentence of each paragraph should lead into the next paragraph.
- Justify your opinions, explain why you feel this way and how this impression was created.
- Analyze what is said, don't summarize.
- Explain why the examples are given and how this advances his/their main ideas.

### The conclusion

Conclusions should be brief and contain information on your thesis and main ideas, which were shaped throughout the work. You can also refer to the target audience and the impact these conclusions may have on the society.

- Stress the importance of the thesis statement to give the essay a sense of completeness.
- Synthesize your ideas, don't just repeat them.
- Show that your opinions are useful and valid
- You should include no new information.
- Relate the subject to another topic so as to give the reader something to think about.

**Read this example of a Reaction Paper from a student in 2019 and evaluate in pairs using the checklist on page 23.**

On Monday 14<sup>th</sup> March 2019, Sara T., Etienne P. and Jeremy L. organised a debate based on the motion “This House believes we cannot educate a child without corporal punishment”. On the one hand, the defending team insisted on the fact that spanking does not necessarily lead to psychological issues, moreover, spanking is sometimes needed to make our children understand what’s bad or wrong. In the end, it’s all about measured punishment and being aware of why and how we are punishing. On the other hand, the opposition explained how spanking can lead to health and physical issues as well as psychological ones. According to the opposition, parents have to be a model to their children, and by spanking them they are teaching their children to become violent with other people. From my point of view, corporal punishment, may, sometimes be necessary. However, it is very hard, but also essential, to set up boundaries of how often, and how hard spanking is acceptable.

The first thing that must be clear, is that you always need to explain why you are punishing, and this is even more important when spanking. I am strongly against “free spanking”, children must understand why they are getting punished, understand how what they were doing would impact themselves or other people. Moreover, spanking is not always the solution, it must be for serious misconduct, and this leads us to the next point about differentiating between minor and major misbehaving.

In fact, spanking should never be used when it comes to minor misbehaving. For example, if one of your children never wants to lend his toys to his brother or sister, it is selfish and you may want to make him understand that is a bad way of being, but this is not a reason to spank him. On the other hand, if he tries to cross the road without you and even without looking on each side of the road, then spanking may be a good solution. Indeed, crossing the road this way is really dangerous and he could even die if drivers don’t see him in time, spanking will leave its mark on this moment and your child will probably remember easily that this was misbehaving. However, nowadays some scientists say that spanking leads to health issues, but does spanking always lead to it? This is what we are going to explain in the last part of this reaction paper.

According to *healthresearchfunding.com* 90 % of parents admit spanking their children. This means most people have been spanked, but how many of us have had health issues because of it? In my opinion spanking only leads to issues when parents don’t moderate themselves. Indeed, the only real problem are parents who spank their children without moderating how hard and how often they spank them. If parents “spank” too hard their children we can’t even say they are spanking them but rather beating. Beating children is actually harmful for them and can lead to health issues, but spanking is something moderated and better-advised and that’s why it is not dangerous.

In a nutshell, spanking can help parents raise their children as long as they make sure their children understand why they got spanked, also, you should only spank when your children are really misbehaving. Finally, you must not confuse spanking and beating. Whereas spanking can be helpful to educate your children, beating them is really harmful since it can lead to physical and psychological health issues.

## Assignment 3: Mock TOEIC

### Objectives:

- To familiarise students with the new format and timing of the TOEIC test
- To help students revise important grammar structures and functions tested in the TOEIC and to help to recognise their weaknesses.
- To develop students' reading & listening sub-skills
- To develop students' exam taking techniques and strategies

### Mock TOEIC

On the week starting 23<sup>rd</sup> November, students will take a mock TOEIC exam under real conditions. This exam will last for **two hours** (ie. 14h-16h, 16h-18h). Your teacher will send you the exam on Zoom (or other). Feedback on this test will be given the following week.

### Official TOEIC

The **official** TOEIC for the 2<sup>nd</sup> year students is scheduled for the **spring of 2021**.

See Moodle for more info: <http://moodle-n7.inp-toulouse.fr/course/index.php?categoryid=608>

---

### "TOEIC Simulator" à distance

1. Installation du VPN : <http://dsi.inp-toulouse.fr/fr/mon-compte/mobilite-nomadisme-wi-fi-vpn/vpn--acces-sans-fil--acces-distant/vpn-global-protect.html>
2. Accès à distance aux ressources le l'N7 : <http://dsi.inp-toulouse.fr/fr/mon-compte/mobilite-nomadisme-wi-fi-vpn/vpn--acces-sans-fil--acces-distant/acces-aux-ressources-n7.html>
3. Quand vous êtes en VPN, vous vous connectez sur <https://ordislibres.enseeiht.fr> pour voir quels sont les ordinateurs de disponibles. Il vous faut utiliser les salles du 1er étage.
4. Ensuite vous vous y connectez avec login AD\ (votre identifiant) et votre mot de passe.
5. Dans le menu programme en bas à droite (vers l'horloge vous trouverez le menuN7 / menuSHS et là vous avez le raccourci vers le TOEIC Simulator.)
6. Quand vous lancez le Windows Remote Desktop (Connexion à distance) il faut vérifier dans les options que le son soit bien "lire sur cet ordinateur" pour que le son sorte sur l'ordinateur local.
7. Utiliser 'Practice Mode' pour avoir un feedback sur vos erreurs en temps réel.

## Assignment 4: Professional Interaction

Look at the following criteria and evaluate your performance this semester

### Criteria

<b>Attendance</b>	Many unexplained absences	A few unexplained absences	No absences
	On time	Often late	Always late
<b>Participation</b>	Focused on task	unfocused	Spacey/dreaming
	Easily distracted	sleeping	Attentive but quiet
<b>Language</b>	Only speaks English	Speaks mainly in English	Sometimes uses French
	Speaks French often	dominates	Too quiet
<b>Preparation</b>	Well prepared for class	Unprepared for class	Minimal preparation
<b>Team/group work</b>	Works well with others	Good team player	Minimal cooperation
	Fails to contribute	Refuses to work in a group	
<b>Attitude</b>	Very professional/good	defeatist	uncooperative
	unprofessional	superior	Doesn't care

## SECOND YEAR DEBATE - STUDENT EVALUATION FORM

**Name:** \_\_\_\_\_

**Motion:** This house believes that \_\_\_\_\_

	Proposition team	Opposition team
<b>Content:</b> structured arguments evidence, anecdotes...		
<b>Rhetorical techniques:</b>		
<b>English:</b> accuracy and use of new and rich language		
<b>Non-verbal communication:</b> body language, eye contact, posture		
<b>Team-work:</b> sense of team, referred to each other, group preparation and no repetition of ideas and arguments		
<b>Respect of protocol and timing</b>		
<b>Overall impression and mark</b>		

## DEBATING - EVALUATION / SPECIFICATIONS CHECKLIST

**Group members:** \_\_\_\_\_

**Motion:** This house believes that \_\_\_\_\_

### 1. Organising the debate

Invitation sent to participants five days before the debate?	YES	NO		
Invitation includes What, Where, When, Who, How, etc.?	YES	NO		
Invitation includes relevant links and glossary?	YES	NO		
Quality of English (rich, appropriate language and accuracy)	A	B	C	D

**Comments:**

### 2. On the day

Organisers arrived on time and logistics well prepared	YES	NO		
Chairman's introductory speech – rhetorical techniques, rich, new language	A	B	C	D
Chairmanship: <i>management of POI, <u>debate with audience during adjudication</u></i>	A	B	C	D
Timekeeper's accuracy and vigilance	A	B	C	D
Adjudicator's team management & presentation of conclusions	A	B	C	D

**Comments:**



## REACTION PAPER EVALUATION/SPEC. CHECKLIST FORM

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Criteria:** Read the following criteria and make sure you can answer « yes » to all the questions before handing in your assignment.

### 1. Content & Structure

#### **Introduction**

Is all the basic information (subject of debate, date, name of presenter/s, summary of what you listened to and **thesis statement** where you agree, disagree, identify or evaluate) clearly and logically set out here?

#### **Development**

- Do the paragraphs provide clear and logical support for your thesis statement?
- Does each paragraph contain one idea? Are they clearly / logically structured?
- Do the topic sentences support the thesis statement?
- Do the final sentences of each paragraph lead into the next paragraph?

#### **Conclusion**

- Has all the info. given here been already presented (your conclusion should include no new info)?
- Is there a clear, logical, concise synthesis (not summary) of the ideas presented in the body here?
- Do you stress the importance of your thesis statement? Is there a sense of completeness?
- Do your comment(s) focus your overall reaction or predict the effects of what you are reacting to?

### 2. Quality of English

#### **Accuracy**

- Did you use appropriate vocabulary and tense?
- Did you use a professional register and style?
- Did you check your work for grammar, spelling and punctuation errors?

#### **Richness**

- Did you make an effort to extend your vocabulary?
- Have you varied the lexical content or are there lots of repetitions?
- Did you use a variety of appropriate link words?

#### **ECTS Grading scale**

- A** - Excellent-outstanding performance with only minor errors.
- B** - Very good-above the average standard but with some errors
- C** - Good-generally sound work with a number of notable errors.
- D** - Satisfactory-fair but with significant shortcomings.
- F** - Fail-some more work required before the credit can be awarded.