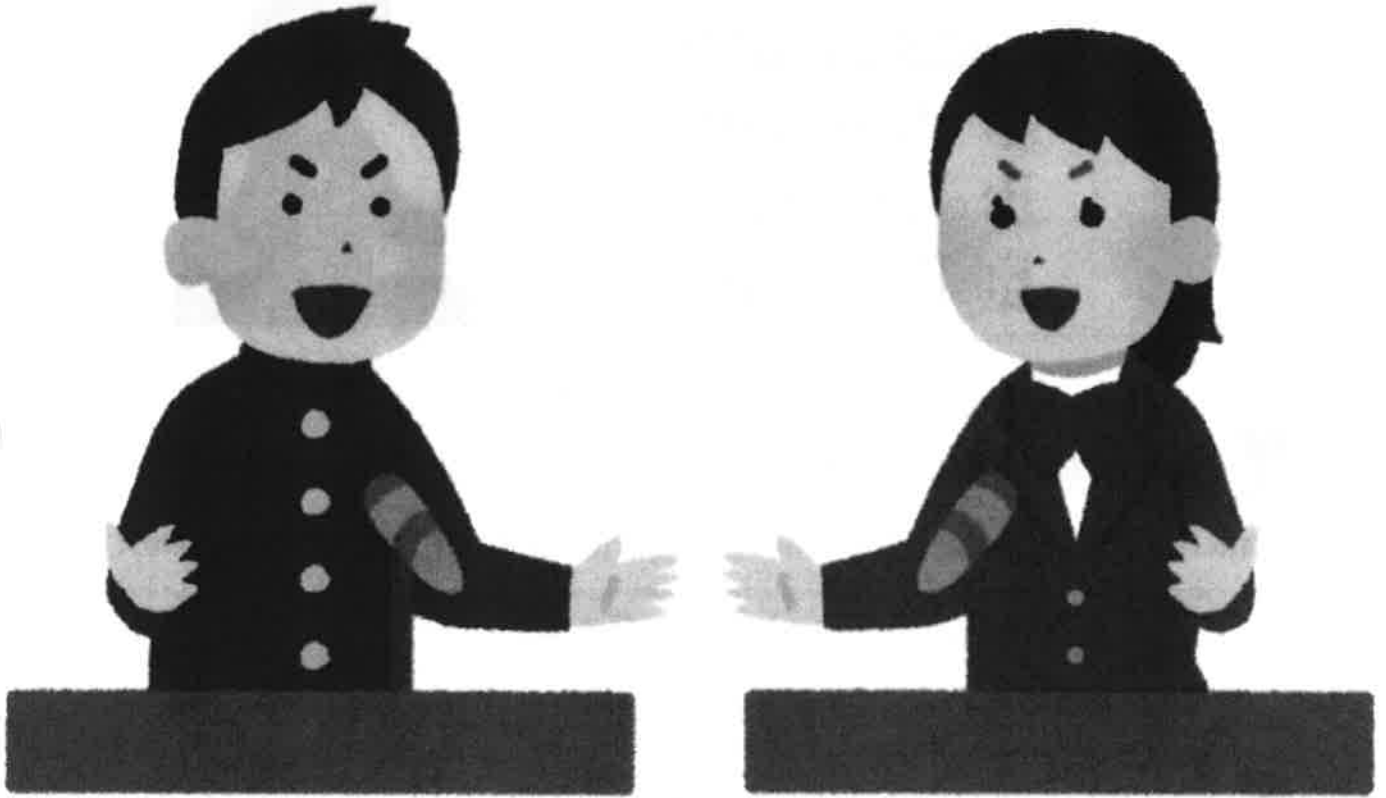


科学英語 年間計画

月	内容	ディベートレベル
4	<ul style="list-style-type: none"> ・生徒向けオリエンテーション ・ワークシートを使用したディベートの基礎の徹底 ・MEW (W1) 	<ul style="list-style-type: none"> ・基礎基本のフレーズ (自己紹介) や名称、流れを理解 ・ピンポンディベート (日本語・英語)
5	<ul style="list-style-type: none"> ・ワークシートを使用したディベートの基礎の徹底 ・MEW (W2～4) 	ディベートの基礎基本徹底① ピンポンディベート→三角ディベート (身近なテーマ)
6	<ul style="list-style-type: none"> ・ワークシートを使用したディベートの基礎の徹底 ・学期末考査前に30点満点程度 (30分) のテスト ・MEW (W5～6) 	ディベートの基礎基本徹底② ピンポンディベート→三角ディベート (身近なテーマ)
7	<ul style="list-style-type: none"> ・ワークシートを使用したディベート ・MEW (W7) 	実践初級1 (身近なテーマ)
8	<ul style="list-style-type: none"> ・MEW (W8) 夏休み課題 	
9	<ul style="list-style-type: none"> ・ワークシートを使用したディベート ・MEW (W9～10) 	実践初級2 (身近なテーマ)
10	<ul style="list-style-type: none"> ・ワークシートを使用したディベート ・MEW (W11～12) 	実践中級1 (身近なテーマ・科学的テーマ)
11	<ul style="list-style-type: none"> ・ワークシートを使用したディベート ・MEW (W13～14) 	実践中級2 (身近なテーマ・科学的テーマ)
12	ディベートマッチ <ul style="list-style-type: none"> ・MEW (W17～18) ・SSH発表者グループの指導 	実践上級1 (身近なテーマ・科学的テーマ)
1	<ul style="list-style-type: none"> ・ディベートマッチ準決勝 ・MEW (W19～20) 	実践上級2 (身近なテーマ・科学的テーマ)
2	<ul style="list-style-type: none"> ・ディベートマッチ決勝 	実践上級3 (身近なテーマ・科学的テーマ)
3	<ul style="list-style-type: none"> ・ワークシートを使用したディベート 	実践上級4 (身近なテーマ・科学的テーマ)



Kyuyo High School SSH Debate 2年生

Class: _____ Number: _____ Name: _____

Lesson 1: Argumentation

An argument is:

A: Assertion

R: Reason

E: Evidence



01 Assertion = claim (主張)

This is your opinion! It is where you choose to **agree** or **disagree**.

e.g. I agree that hamburgers are better than hot dogs.

*Assertion isn't an argument alone. It is just a claim that needs the other parts of A.R.E. to complete the Argument

02 Reasoning = explain why (理由)

This is WHY you chose to agree or disagree. It is your "**because**".

e.g. Because hamburgers are healthier than hot dogs.

*Reasoning provides explanation and detail.

03 Evidence = example (証明)

This is the **proof** or **support** for your assertion and reasoning.

e.g. (1) For example, hamburgers use a lot of vegetables for toppings.

*Evidence can be an example.

e.g. (2) According to a study, a hot dog has 30% more fat than a hamburger.

*Evidence can also be a statistic.

Strong Argument

Weak		Strong	
English	日本語	English	日本語
Subjective (I, me, my, we, us)	主観的	Objective (larger audience)	客観的
General	一般的	Specific	特定
Unclear	不明確	Clear	明確
Unrelated	無関係	Logical	論理的
Unimportant Insignificant	ささいな	Important Significant	重要

Argumentation Practice I

Make an argument using A.R.E. You may agree or disagree.

Cats are better pets than dogs.
I (agree/disagree) that _____.
Because _____.
Therefore, _____.

Osaka is a more interesting place than Kyoto.
I (agree/disagree) that _____.
Because _____.
Therefore, _____.

American food is better than Japanese food.
I (agree/disagree) that _____.
Because _____.
Therefore, _____.

Basic Debate Vocabulary



Complete definitions 1-12 with words and expressions from the box.

(a) Argument	(b) Assertion	(c) Assertion	(d) Reasoning
(e) Evidence	(f) Convince	(g) Advantages	(h) Disadvantages
(i) Rebuttal	(j) Summarize		

1	A statement or fact that explains why someone thinks, feels, or believes	
2	To contradict or oppose something using arguments or evidence.	
3	A discussion about a topic on which people have different views or opinions.	
4	To make someone believe something is true, right or best.	
5	A strong statement or opinion or belief.	
6	Restating the most important information/main points, briefly.	
7	A statement for or against something using reasons and facts.	
8	A good/positive point or merit.	
9	A bad/negative point or demerit.	
10	Proof or support that something is true.	

Argumentation Practice II

Make an argument using A.R.E. You may agree or disagree.

Doraemon is better than Ampaman.
I (agree/disagree) that _____.
Because _____.
Therefore, _____.

Hokkaido is better than Okinawa.
I (agree/disagree) that _____.
Because _____.
Therefore, _____.

Lesson 2: Refutation

A refutation is the action of proving something to be wrong or false using



Argument: School uniforms should be abolished because they don't give students the chance to express their individuality.

Four Steps

01 Restate Argument in 7 words or less

They said ...

e.g. They said that we should get rid of school uniforms to allow students to show their individuality.

02 Start counterargument

but ...

e.g. That may be true, but individuality is not important in Japan.

03 Offer reason [& evidence] for your argument

because ...

e.g. ... because conformity and balance is part of a group are much more valued. Too much individuality, in contrast, can cause problems.

04 Summarize

Therefore ...

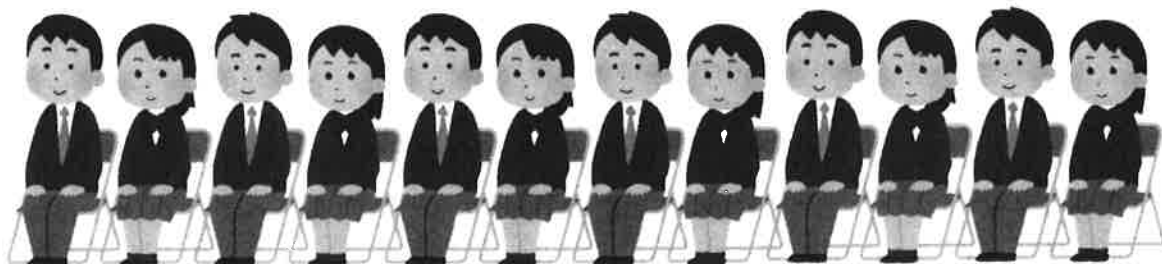
e.g. Therefore, school uniforms should be kept.
e.g. Therefore, their point does not stand.

Refutation Practice I

Work with your partner. Read the assertion. Use A.R.E. and 4 step refutation to attack the argument. Take turns. Then switch roles. How many refutations can you make in 10 minutes? Write a check mark next to topics that you have finished after correctly using the 4 steps.

*Partners should check use of the 4 steps and help using A.R.E. or the 4 steps. Be prepared to share.

#	Assertion
1	Students should go to bed by 8pm.
2	Students should wear uniforms.
3	Students should begin learning English only in high school.
4	Students should not use their phones during school.
5	At Kyuyo, boys and girls should have separate classes.
6	All students should attend cram school.
7	Kyuyo should have a zero period.
8	Students should be able to choose their homeroom teacher.
9	Students should not date in high school.
10	Kyuyo students should cut sports clubs.



Refutation Practice II

Refute the following arguments. Use the 4 steps (see PAGE 4).



Kyuyo students should not have part time jobs.

(1) They said that _____

(2) but _____

(3) because _____

(4) Therefore, _____

It is better for Kyuyo students to travel domestically than internationally.

(1) They said that _____

(2) but _____

(3) because _____

(4) Therefore, _____



Lesson 3: Direct and Indirect Refutation

Indirect Refutation

Indirect refutation is a very powerful method where the two arguments or ideas directly clash because they and their **consequences are compared** to show that your argument is **more significant**.

*special tip: You can compare even if points are very different.

(1) **Number of people affected:** 影響を受ける人数、

For example, if you were arguing that children should watch less television, you might contend that

"TV violence potentially affects millions of children."

(2) **Significance of the harm:** その「悪」影響の重要性、

Show what happens to the number of people. Is the impact significant?

If you were arguing that children should watch less television so that they would be exposed to less violence, you would need to explain WHY exposure to TV violence is bad - for example,

"because it may encourage children to commit violent attacks"

(3) **Probability & risk:** 影響がある可能性・リスク、

Consider the probability of the consequence. If you can show that a particular consequence is very likely to occur, you can boost the significance of your argument. Or if you can show that the consequences the other team has presented are unlikely, you will help your side.

"It is (not) very likely that ..."

(4) **Ethics and morality:** 倫理的な課題

In some debates, one team may argue that there is an ethical or moral imperative to vote for their side of the motion

*比較する時は例えば「*On the one hand,.... On the other hand,...*」/ *By contrast,...* / *Contrarily,...*」を使えます。

Refutation Practice I

Work with your partner. Compare the pairs and show why it is more important than its counterpart. Then show how the other impact is more important. Be prepared to share.

Format : _____ is (better/worse) than _____ , because
 e.g. Earthquakes are worse than floods, because
 e.g. Floods are worse than earthquakes, because ...

Renewable energy vs. Fossil Fuels

Renewable energy is better than fossil fuels, because _____

Fossil fuels is better than renewable energy, because _____

Refutation Practice II

Work with your partner. Compare the pair and show why it is more important than its counterpart. Then show how the other impact is more important.

How many refutations can you make in 10 minutes? Write a check mark next to topics that you have finished after correctly using a refutation technique. Be prepared to share. Use format of Refutation Practice 1.



#	Topics
1	a bad haircut vs. a bad outfit
2	sleeping in a class vs. failing a test
3	typhoon vs. tsunami
4	water pollution vs. air pollution
5	losing taste vs. losing smell

Refutation Practice III

Refute the arguments following arguments. Use one of the discussed strategies. Note down which strategy you have used. Be prepared to share.

A	Living in the countryside is better than living in the city ...
R	<u>because</u> the air is fresh. In many Japanese villages, there is little traffic and low air pollution. As a result, people can live healthier lives.
E	<u>For example</u> , I live in Onna. There are only a few cars on the road. The air is always fresh. When I lived in Tokyo, I had asthma. Since moving to Okinawa, this problem has been resolved.
<p>Refutation:</p> <p>(1) They said that _____</p> <p>_____ ,</p> <p>(2) but _____</p> <p>_____ ,</p> <p>(3) because _____</p> <p>_____</p> <p>_____</p> <p>(4) Therefore,</p> <p>_____.</p>	

Technique Used:	Direct / Indirect



Refutation Practice IV

Refute the arguments following arguments. Use one of the discussed strategies. Note down which strategy you have used. Be prepared to share.



A	Corporal punishment should be legalized ...
R	<u>because</u> it is an efficient tool to discipline difficult students. Those students often don't follow instructions, and they disrupt classes. Teachers often have no control over them.
E	<u>For example</u> , my school had a lot of undisciplined students. Teachers had a very hard time controlling them, especially because they could not use corporal punishment. As a result, my class' academic performance dropped. This is very likely to happen in many schools around Japan.

Refutation:

(1) They said that _____

(2) but _____

(3) because _____

(4) Therefore, _____

Technique Used:	Direct / Indirect

Level Up: Refutation

Number of people affected
How many people are affected? 1 person? Small group? Students? Citizens? All of society?
<i>E.g. TV violence potentially affects millions of kids.</i>

Significance of the harm
What happens to people from before? Is the impact (effects) significant or serious? How or why?
<i>E.g. It may encourage children to imitate the violence they see.</i>

Probability and Risk
Is there a high or low chance that the effects will happen? If the probability for the other team is low, then it is easier to attack. If it is high, level up your argument.
<i>E.g. It is (not) very likely that children would become aggressive from just watching TV.</i>

Ethics and morality
Are there ethical or moral reasons to refute their argument?
<i>E.g. If there is even a small chance that children could hurt other people then we shouldn't allow them to watch too much television.</i>

Refutation Practice

Refute the following argument using the expressions above.



Students should not be allowed to play violent video games.	
Number of people affected	
Significance of the harm	
Probability and Risk	
Ethics and morality	

Useful Refutation Expressions I



Refutation: Useful Expression	
1	Their point is irrelevant / not important.
2	Their point is (logically / morally) doubtful / makes little sense.
3	Their point is not reliable / not always true / not a problem / not clear.
4	Their point is very improbable / unlikely.
5	Their point is easy to solve.

Refutation Expressions Practice

Refute the following argument using the expressions above.

Kyuyo should cancel all music and art clubs.	
irrelevant / not important	
(logically / morally) doubtful / makes little sense	
improbable / unlikely	
easy to solve	



Useful ARE Expressions I



ARE: Useful Expression	
Assertion	I think / believe ... I consider _____ to be ...
	<i>I believe it is more important to study history and literature than science and mathematics.</i>
Reasoning	The reason why _____ is ... This is because ...
	<i>The reason why history and literature are more important is because they make our lives more exciting.</i>
Evidence	For example / instance ... Specifically ...
	<i>For instance, history teaches us about our past, and through literature, we can create new things every day.</i>
Assertion	For this / these reasons ... This / that is why
	<i>For this reason, I think it is more important to study history and literature than science and mathematics.</i>

ARE Expressions Practice I

Refute the following argument using ARE. Use the speaking expression above.

Kyuyo should abolish school uniforms.	
Assertion	
Reasoning	
Evidence	
Assertion	

Useful ARE Expressions II

Addition	Example	Order and Sequence	Clarification
<ul style="list-style-type: none"> ● In addition ● Moreover ● Furthermore ● Additionally ● As well ● Also ● More so 	<ul style="list-style-type: none"> ● For example ● For instance ● Such as ● Like 	<ul style="list-style-type: none"> ● First / first of all ● Next ● Then ● Finally ● Previously ● Meanwhile 	<ul style="list-style-type: none"> ● In other words ● That is ● As mentioned ● again
Contradiction	Comparison	Cause and Effect	Conclusion
<ul style="list-style-type: none"> ● However ● On the other hand ● On the contrary ● Nevertheless ● Unlike 	<ul style="list-style-type: none"> ● Similarly ● In comparison ● Comparatively ● At the same time ● Likewise ● Like 	<ul style="list-style-type: none"> ● Therefore ● As a result ● Consequently ● Thus 	<ul style="list-style-type: none"> ● In conclusion ● In summary ● In brief ● Overall ● Therefore

ARE Expressions Practice II

Refute the following argument using ARE. Use the speaking expressions above.



High school students should not be allowed to date.
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>