

**“Debates specific vocabulary and speech structures”**

**Asterisked (\*) words are identified as those words to be learned first. ACCRUE:** to accumulate or to increase

**ADVANTAGE:** what is gained by adopting the affirmative plan **AFFIRMATIVE\*:** the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

**ANALYSIS\*:** the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

**ARGUMENT\*:** a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.] **BRIEF:** an outline of an argument with evidence that supports one side of the proposition

**BURDEN OF PROOF:** the obligation of debaters, affirmative or negative, to prove with evidence and reasoning any argument they introduce

**CASE:** affirmative arguments that show a need to change

**CAUSAL LINK:** the logical connection between two events or arguments—the link

**CAUSALITY:** the relationship between two things in which one is believed to cause the other

**CIRCUMVENT:** to get around or avoid

**CLASH:** the term used to refute an argument

**CONSTRUCTIVE SPEECH\*:** the first speech given by each participant in a debate [In this speech, the debater presents the arguments in support of his/her position.]

**COUNTER PLAN:** alternative plan to the affirmative proposal [A counter plan must be nontopical.]

**DELIVERY\*:** the presentation of a speech including fluency, projection, eye contact, and style

**DISADVANTAGE:** negative argument indicating that adoption of the plan will result in severe consequences

**EVIDENCE\*:** facts, statistics, and expert testimony given in support of an argument

**FLOW CHART:** a system of keeping track of arguments given in a debate [A flow chart is for the personal use of each team and is not shown to the judges or other team.]

**FLUENCY:** the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

**GESTURES:** movements of the body, or part of the body, to express or emphasize ideas and emotions

**HARM:** an undesirable impact or result brought about by a plan or policy **IMPROMPTU:** to speak on a topic with a short amount of preparation time

**INHERENT:** the nature or character of something, a necessary part [Inherent is used to describe a feature or characteristic that exists and will continue to exist in the absence of the affirmative plan.]

**JUSTIFICATION:** why the resolution, rather than any other program, should be adopted

**NEGATIVE\*:** the side of the debate arguing against the resolution **ORGANIZATION\*:** the three part organization of a speech—introduction, body, and conclusion

**PACE:** the rate at which a speaker delivers his/her ideas, arguments, and refutation

**PERSUASIVE:** to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct

pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

**PLAN\*:** the steps given by the affirmative team to implement the resolution and give justification for the plan

**PLANK:** each separate step of a plan

**PREPARATION TIME:** the time used between speeches for preparation **PRIMA FACIA CASE:** has first appearance of proving a fact [The affirmative has a prima facie burden in the First Affirmative Constructive to demonstrate: 1. topicality (meet resolution) 2. significant harm (need to change) 3. the harm is inherent within the status quo 4. the plan will solve the harm 5. present a plan]

**PROJECTION:** the ability to make your voice heard clearly and distinctly at a distance [Also, the ability to project feelings and emotions in your voice.] 11 ©2015 National Energy Foundation

**REASONING:** the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

**REBUTTAL SPEECH\*:** the speech given following the constructive speeches [The debater refutes the arguments of the other team. The rebuttal speech may also be used to clarify, answer the other team's refutations, to summarize arguments, and persuade to own point of view.]

**REFUTATION:** identify and counter opponents' arguments and conclusions with reasoning and evidence

**REFUTE:** reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

**RESOLUTION\*:** the formal statement of the issue to be debated **SIGNIFICANT:** the impact, importance, or scope of an issue or a part of the issue

**SOLVENCY:** the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

**STATUS QUO\*:** the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

**TONE:** the quality of voice that includes pitch and clarity of words **TOPICALITY:** the state of conformity to the intent of the resolution [A case is topical if it justified the full intent of the **“Debates specific vocabulary and speech structures”**

**Asterisked (\*) words are identified as those words to be learned first. ACCRUE:** to accumulate or to increase

**ADVANTAGE:** what is gained by adopting the affirmative plan **AFFIRMATIVE\*:** the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

**ANALYSIS\*:** the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

**ARGUMENT\*:** a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach

a conclusion.] **BRIEF:** an outline of an argument with evidence that supports one side of the proposition

**BURDEN OF PROOF:** the obligation of debaters, affirmative or negative, to prove with evidence and reasoning any argument they introduce

**CASE:** affirmative arguments that show a need to change

**CAUSAL LINK:** the logical connection between two events or arguments—the link

**CAUSALITY:** the relationship between two things in which one is believed to cause the other

**CIRCUMVENT:** to get around or avoid

**CLASH:** the term used to refute an argument

**CONSTRUCTIVE SPEECH\*:** the first speech given by each participant in a debate [In this speech, the debater presents the arguments in support of his/her position.]

**COUNTER PLAN:** alternative plan to the affirmative proposal [A counter plan must be nontopical.]

**DELIVERY\*:** the presentation of a speech including fluency, projection, eye contact, and style

**DISADVANTAGE:** negative argument indicating that adoption of the plan will result in severe consequences

**EVIDENCE\*:** facts, statistics, and expert testimony given in support of an argument

**FLOW CHART:** a system of keeping track of arguments given in a debate [A flow chart is for the personal use of each team and is not shown to the judges or other team.]

**FLUENCY:** the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

**GESTURES:** movements of the body, or part of the body, to express or emphasize ideas and emotions

**HARM:** an undesirable impact or result brought about by a plan or policy **IMPROMPTU:** to speak on a topic with a short amount of preparation time

**INHERENT:** the nature or character of something, a necessary part [Inherent is used to describe a feature or characteristic that exists and will continue to exist in the absence of the affirmative plan.]

**JUSTIFICATION:** why the resolution, rather than any other program, should be adopted

**NEGATIVE\*:** the side of the debate arguing against the resolution **ORGANIZATION\*:** the three part organization of a speech—introduction, body, and conclusion

**PACE:** the rate at which a speaker delivers his/her ideas, arguments, and refutation

**PERSUASIVE:** to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

**PLAN\*:** the steps given by the affirmative team to implement the resolution and give justification for the plan

**PLANK:** each separate step of a plan

**PREPARATION TIME:** the time used between speeches for preparation **PRIMA FACIA CASE:** has first appearance of proving a fact [The affirmative has a prima facia burden in the First Affirmative Constructive to demonstrate: 1. topicality (meet resolution) 2. significant harm (need to change) 3. the harm is inherent within the status quo 4. the plan will solve the harm 5. present a plan]

**PROJECTION:** the ability to make your voice heard clearly and distinctly at a distance [Also, the ability to project feelings and emotions in your voice.] 11 ©2015 National Energy Foundation

**REASONING:** the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

**REBUTTAL SPEECH\*:** the speech given following the constructive speeches [The debater refutes the arguments of the other team. The rebuttal speech may also be used to clarify, answer the other team's

refutations, to summarize arguments, and persuade to own point of view.]

**REFUTATION:** identify and counter opponents' arguments and conclusions with reasoning and evidence

**REFUTE:** reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

**RESOLUTION\*:** the formal statement of the issue to be debated **SIGNIFICANT:** the impact, importance, or scope of an issue or a part of the issue

**SOLVENCY:** the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

**STATUS QUO\*:** the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

**tone:** the quality of voice that includes pitch and clarity of words **TOPICALITY:** the state of conformity to the intent of the resolution [A case is topical if it justified the full intent of the

**It is helpful to think very carefully about the following points:**

- What point are you trying to prove?
- How are you going to back up your argument?
- What evidence is available?
- What evidence is the most appropriate for the argument?
- Does the evidence support the argument? What is the logical connection?
- What gaps or inconsistencies are there in your argument?
- Is your conclusion based on the evidence?



Name \_\_\_\_\_

Date \_\_\_\_\_

**TITLE:**

*Directions:*

| THEIR POINTS | OUR RESPONSE |
|--------------|--------------|
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |

## Opening

I'd like to point out right at the beginning that...

How by way of introduction I would go as far as to say that...

Just at the beginning, I would go as far as to say that...

It should be pointed out right as the beginning that...

We very clearly remember that...

Today we'll be taking a closer look at...

Let's talk briefly about...

## Continuing

But right now our attention turns to...

Now, let's look at the situation in...

And now let's turn to...

I think what we can hope to do now is...

What is likely to happen is...

Let's move to another question.

Now it is going to be my pleasure to explain to you...

## Opinion

I don't profess to be an expert on the subject of...

No one, I think, is challenging the view that...

I am tempted to think that...

I don't honestly think that...

And now I'd prefer to talk about... rather than...

It strikes me that...

I hold the view that...

Well, my personal feeling is...

It's my firm belief that...

As far as I am concerned...

## Contrasting

On the other hand...

There is another side to this.

There are 2 ways of looking at this...

There are different views of...

It would be a mistake to think that...

It is not a final word on the matter.

It doesn't necessarily mean that...

Well, there's been a debate about this.

I take a different view at...

Many people oppose the viewpoint that...



**What needs to be proved? Under what conditions will it be proved?**

**How will the action in the resolution lead to these conditions?**

- **Write the wording as clearly as possible.**
- **Verify understanding of the topic with a partner.**
- **Compare argument lists.**
- **Focus - bad arguments are discarded - arguments are arranged in order of importance.**
- **Distribution of roles - “standard” assignment of roles in a team or - the first is the one who is better grounded in the subject.**
- **Thinking through key arguments - to outline a logical chain - to think about the necessary actual support - to think out a response to the criticism of the opposition.**
- **Plan of speech - write down the arguments in the order of their presentation - determine the time for refutation and for your own argumentation**



**Statistical:**  
Based on analysis of  
statistics



**Observational:**  
Based on what the person  
has observed or perceived  
they observed



**Causal:**  
Based on what fact has  
caused a particular factual  
result



**Experiential:**  
Based on what  
experience shows can be  
inferred from the facts



New ways  
to say



for all English learners

Social English (informal)



Business English (a little formal)



Academic English (formal)



## Criteria of evaluation (circle the mark which you think is appropriate)

- **analysis** — the higher thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends). In debate, analysis follows a fairly standard process of finding pros and cons on the issues. (0/ 1/ 2/ 3/ 4/ 5)
  - **organization** — the three-part organization of a speech — introduction, body, and conclusion (0/ 1/ 2/ 3)
  - **delivery** — the presentation of a speech including projection, eye contact, fluency, and style (0/ 1/ 2/ 3/ 4/ 5)
  - **evidence** — facts, statistics, and expert testimony given in support of an argument (0/ 1/ 2/ 3/ 4/ 5)
  - **reasoning** — the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions (0/ 1/ 2/ 3/ 4/ 5)
  - **refutation** — identify and counter opponents' arguments and conclusion with reasoning and evidence (0/ 1/ 2/ 3/ 4/ 5)
-

## Topic analysis form

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

Topic: \_\_\_\_\_

**What do you already know about the topic?** (write down facts and evidence in the table)

|  
|  
|  
|  
|

**Why is this issue important?**

---

---

---

---

---

**As you gather information, complete the following table:**

| Statement  | Negation   |
|--|--|
| <p>The main argument number 1</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/> | <p>The main argument number 1</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/> |
| <p>The main argument number 2</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/> | <p>The main argument number 2</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/> |
| <p>The main argument number 3</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/> | <p>The main argument number3</p> <hr/> <p>Statement:</p> <hr/> <p>Explanation:</p> <hr/> <p>Proof of:</p> <hr/>  |