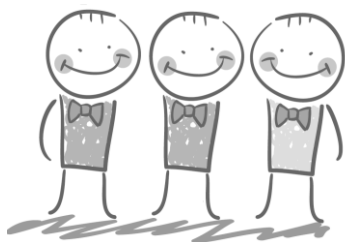




A NEW INTRODUCTION TO DEBATING IN ENGLISH [BOOK 3]

PART 3: ENJOYING DEBATE

初めての英語ディベート Part 3  
ディベートの試合を楽しむ



**Your team name:**

Class:              No.:              Name:

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これまでに学んだことを試合で使おう

◇ Lesson 8 Class Debate Matches / クラス内ディベート

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## ■ Before Lesson 8 Using What You Have Learned in Debate Matches /

これまでに学んだことを試合で使おう

In Part 1, you learned how to organize and deliver a speech, listen to and summarize a speech, and ask questions. In Part 1.5, you wrote affirmative constructive speeches. In Part 2, you learned how to refute arguments, write a negative constructive speech, and use evidence. In Part 2.5, you prepared affirmative and negative constructive speeches for three debate topics.

Now you will use these skills in debate matches. The purpose is not simply to win. Listen carefully to the other side, respond to their arguments, and improve your own arguments after each match.

Part 1 では、スピーチを組み立てて発表する方法、スピーチを聞いて要約する方法、質問する方法を学びました。Part 1.5 では肯定側立論を書き、Part 2 では反論、否定側立論、証拠資料の使い方を学びました。さらに Part 2.5 では、三つの論題について肯定側と否定側の立論スピーチを準備しました。

これからは、学んだ技能をディベートの試合で使います。試合の目的は、単に勝つことだけではありません。相手の話を注意深く聞き、その議論に応答し、試合をするたびに自分たちの議論を改善していきましょう。

### 【How Part 3 Works / Part 3 の進め方】

1. Check the topic, your side, and your opponent.

論題、自分たちの立場、対戦相手を確認します。

2. Assign the four speaker roles in your team.

チーム内で四つのスピーカーの役割を決めます。

- ・ Constructive Speaker / 立論担当
- ・ Questioner / 質問担当
- ・ Summary Speaker / 要約担当
- ・ Refutation Speaker / 反論担当

3. Use the speeches you prepared in Part 2.5.

Part 2.5 で準備した立論スピーチを使用します。

4. After each match, record what you learned and improve your arguments.

試合後に学んだことを記録し、次の試合に向けて議論を改善します。

5. Your teacher may also give you a new topic for an impromptu debate.

教員の指示により、新しい論題で即興的な試合を行うこともあります。

## ■ Lesson 8 Class Debate Matches / クラス内ディベート

### [8-1] Getting Ready for a Debate Match / 試合の準備

#### 1) Forming Teams / チーム編成

Each team should normally have four members. Three- or five-member teams are also possible. Choose a team name and decide who will take each speaker role. Your teacher will tell you how the teams will be formed. / 各チームは原則として4人で構成します。3人または5人のチームでも構いません。チーム名を決め、それぞれのスピーカーの役割を分担します。チームの編成方法については、担当教員の指示に従ってください。

##### 【Four-member teams / 4人チーム】

Each member takes one speaker role.

1人が1つのスピーカー役を担当します。

##### 【Three-member teams / 3人チーム】

One member takes both the Questioner and the Refutation roles.

1人が質問担当と反論担当を兼任します。

##### 【Five-member teams / 5人チーム】

Two members may share the Questioner role. Follow your teacher's instructions. /

2人で Question & Answer を担当することができます。担当方法は教員の指示に従ってください。

#### 2) Debate Format

The following policy debate format will be used. One team takes the affirmative side, and the other team takes the negative side. Each side has four speaker roles. / 以下の調査型 Policy Debate の形式を使用します。一方のチームが肯定側、もう一方のチームが否定側を担当します。それぞれの側に四つのスピーカー役があります。

\*各スピーチ時間は、最初は短い形式(S)を利用し、慣れたら長い形式(L)を使用します。

##### [Policy Debate] (調査型とも呼ばれます)

| Affirmative Side (肯定側)              | Negative Side (否定側)                    | Time(S)      | Time(L) |
|-------------------------------------|----------------------------------------|--------------|---------|
| (A1) Constructive Speech            |                                        | 1 min        | 1.5 min |
| (A1) Answering Questions            | (N2) Questions to the Affirmative Side | 30 sec       | 1 min   |
|                                     | (N1) Constructive Speech               | 1 min        | 1.5 min |
| (A2) Questions to the Negative Side | (N1) Answering Questions               | 30 sec       | 1 min   |
|                                     | (N3) Summary (肯定側議論の要約)                | 30 sec       | 45 sec  |
| (A3) Summary (否定側議論の要約)             |                                        | 30 sec       | 45 sec  |
|                                     | (N4) Refutation (肯定側へ反論)               | 30 sec       | 1 min   |
| (A4) Refutation (否定側へ反論)            |                                        | 30 sec       | 1 min   |
|                                     |                                        | Total: 5 min | 8.5 min |

\*Judges and chairpersons will be assigned for each round. See page 5.

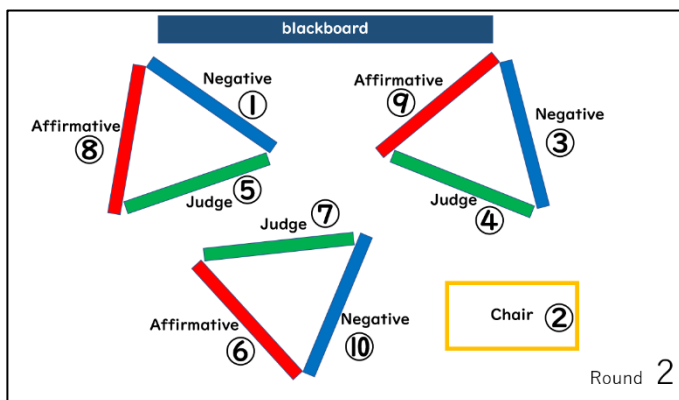
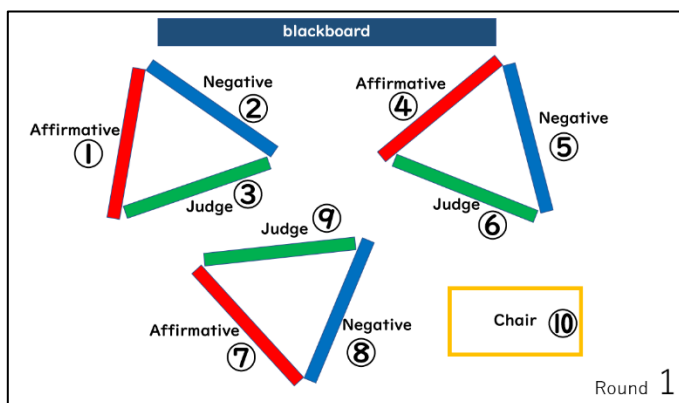
各試合の審判と議長役は、教員が指定します。p.5を参照してください。

### 3) Matchups and Seating / 対戦組み合わせと座席

Your teacher will announce the matchups, sides, tables, judges, and chairpersons before each round. Check your team number and move to the assigned table. The example below shows how ten teams can be assigned for four rounds. Some teams debate, some judge a match, and one team provides the chairpersons. The assignments will change from round to round.

各ラウンドの対戦相手、肯定側・否定側、使用するテーブル、審判、議長役は、教員が指定します。自分のチーム番号を確認し、指定されたテーブルに移動してください。以下は、10 チームで 4 ラウンド行う場合の配置例です。試合をするチーム、審判をするチーム、議長役を担当するチームに分かれます。担当はラウンドごとに変わります。

|                          | Round 1 | Round 2 | Round 3 | Round 4 |
|--------------------------|---------|---------|---------|---------|
| Table 1 Affirmative      | Team 1  | Team 8  | Team 2  | Team 9  |
| Table 2 Negative         | Team 2  | Team 1  | Team 4  | Team 1  |
| Table 3 Judges for 1 & 2 | Team 3  | Team 5  | Team 8  | Team 2  |
| Table 4 Affirmative      | Team 4  | Team 9  | Team 3  | Team 7  |
| Table 5 Negative         | Team 5  | Team 3  | Team 7  | Team 6  |
| Table 6 Judges for 4 & 5 | Team 6  | Team 4  | Team 1  | Team 4  |
| Table 7 Affirmative      | Team 7  | Team 6  | Team 5  | Team 10 |
| Table 8 Negative         | Team 8  | Team 10 | Team 9  | Team 8  |
| Table 9 Judges for 7 & 8 | Team 9  | Team 7  | Team 10 | Team 3  |
| Table 10 Chairpersons    | Team 10 | Team 2  | Team 6  | Team 5  |



A seating slide will be shown on the screen at the beginning of every round. The assignments change from round to round. Always follow the slide currently shown on the screen.

各ラウンドの最初に、座席配置をスクリーンに表示します。チームの役割と座席はラウンドごとに変わります。必ず、そのときスクリーンに表示されているスライドに従ってください。

(左図は Round 1 と 2 の配置)

## Affirmative Side / 肯定側

Use the following expressions when your team is on the affirmative side. You do not need to use all of them. Choose the expressions that are appropriate for the other side's speech. / 肯定側を担当するときに使える表現です。すべてを使う必要はありません。相手のスピーチに合った表現を選びましょう。

### ◆ A2-(1): Questions for Confirmation (確認のための質問)

#### 【Present Situation】

- You said that, in the current situation,  
\_\_\_\_\_. Is that right?
- Why do you think there is no serious problem in the current situation?

#### 【Causal Link】

- You said that if the plan is introduced,  
\_\_\_\_\_. Is that right?
- How will the plan cause that problem?

#### 【Seriousness】

- You said this would be a serious problem because  
\_\_\_\_\_. Is that right?
- Why would this be a serious problem?

### ◆ A2-(2): Questions to Point Out Weaknesses in an Argument (議論の弱点を指摘する質問)

#### 【Pointing Out an Unsupported Opinion / 根拠のない意見を指摘する】

- You said that \_\_\_\_\_.  
But do you have any evidence for that?
- You said that \_\_\_\_\_.  
But isn't that just your personal opinion?

#### 【Asking about Evidence / 証拠について尋ねる】

- Who provided this information?
- When was it published?
- When was the survey conducted?

#### 【Pointing Out a Weak Causal Relationship / 因果関係の問題を指摘する】

- You said that [ \_\_\_\_\_ ] leads to [ \_\_\_\_\_ ].  
But do you have any evidence for that relationship?
- You said that if \_\_\_\_\_, then \_\_\_\_\_.  
But how much difference would it make?
- Could the opposite happen instead?

#### 【Questioning Relevance or Seriousness / 関連性・深刻性を問う】

- How is that point relevant to the plan?
- Even if that is true, why would it be a serious problem?

◆ **A3:** Format for Summarizing a Negative Constructive Speech (否定側立論を要約する)

Let me summarize the negative constructive speech.

【Present Situation】

First, the negative speaker said that, in the current situation,

\_\_\_\_\_.

【Causal Link】

Next, the speaker said that if the plan is introduced,

\_\_\_\_\_.

【Seriousness】

Finally, the speaker said that this would be a serious problem because

\_\_\_\_\_.

That's all. Thank you.

◆ **A4:** Format for Refuting a Negative Constructive Speech (否定側立論への反論用)

Let me refute one point in the negative constructive speech.

【Present Situation】

〈相手が「現在、深刻な問題はない」と述べた場合〉

The negative side said that there is no serious problem with \_\_\_\_\_  
in the current situation.

However, this problem already exists because

\_\_\_\_\_.

〈相手が「現在の問題は小さい」と述べた場合〉

The negative side said that

\_\_\_\_\_ is only a minor problem.

However, the problem is getting worse even without the plan because

\_\_\_\_\_.

【Causal Link】

The negative side said that if the plan is introduced,  
\_\_\_\_\_.

However,  
\_\_\_\_\_.

【Seriousness】

The negative side said that this would be a serious problem  
because \_\_\_\_\_.

However,  
\_\_\_\_\_.

For this reason, this argument does not stand. Thank you.

■ Useful Refutation Expressions

- That is not true because ...
- That is not always true because ...
- That is not important because ...
- That is not relevant to the plan because ...
- This problem can be solved in another way. For example, ...
- The opposite may be true because ...
- This argument is based on the assumption that \_\_\_\_\_. However, this assumption may not be true because \_\_\_\_\_.

## Negative Side / 否定側

### ◆ N2-(1): Questions for Confirmation (確認のための質問)

#### 【Problem】

- You said that

\_\_\_\_\_ is a problem. Is that right?

〈解決したい問題を聞き取れなかった場合〉

- What problem do you want to solve?

#### 【Solution】

- You said that the plan will solve the problem by

\_\_\_\_\_. Is that right?

〈問題がどのように解決されるのか聞き取れなかった場合〉

- How will the plan solve the problem?

#### 【Importance】

- You said it is important to solve this problem because

\_\_\_\_\_. Is that right?

〈問題を解決する重要性を聞き取れなかった場合〉

- Why is it important to solve this problem?

#### 【Asking for More Information / さらに説明を求める】

- Could you explain that in more detail?

### ◆ N2-(2): Questions to Point Out Weaknesses in an Argument (議論の弱点を指摘する質問)

#### 【Pointing Out an Unsupported Opinion / 根拠のない意見を指摘する】

- You said that \_\_\_\_\_.

But do you have any evidence for that?

- You said that \_\_\_\_\_.

But isn't that just your personal opinion?

#### 【Asking about Evidence / 証拠について尋ねる】

- Who provided this information?
- When was it published?
- When was the survey conducted?

#### 【Pointing Out a Weak Causal Relationship / 因果関係の問題を指摘する】

- You said that [ \_\_\_\_\_ ] leads to [ \_\_\_\_\_ ].

But do you have any evidence for that relationship?

- You said that if \_\_\_\_\_, then \_\_\_\_\_.

But how much difference would it make?

- Could the opposite happen instead?

#### 【Questioning Relevance or Importance / 関連性・重要性を問う】

- How is that point relevant to the plan?
- Even if that is true, why is it important to solve the problem?

◆ **N3**: Format for Summarizing an Affirmative Constructive Speech (肯定側立論を要約する)

Let me summarize the affirmative constructive speech.

【Problem】

First, the affirmative speaker said that

\_\_\_\_\_ is a problem.

【Solution】

Next, the speaker said that if the plan is introduced,

\_\_\_\_\_.

【Importance】

Finally, the speaker said that it is important to solve this problem because

\_\_\_\_\_.

That's all. Thank you.

◆ **N4**: Format for Refuting an Affirmative Constructive Speech (肯定側立論への反論用)

Let me refute one point in the affirmative constructive speech.

【Problem】

The affirmative side said that \_\_\_\_\_ is a problem.

However, this is [ not a problem at all / only a minor problem ] because

\_\_\_\_\_.

【Solution】

The affirmative side said that if the plan is introduced,

\_\_\_\_\_.

However,

\_\_\_\_\_.

【Importance】

The affirmative side said that it is important to solve this problem because \_\_\_\_.

However,

\_\_\_\_\_.

For this reason, this argument does not stand. Thank you.

■ Useful Refutation Expressions

- That is not true because ...
- That is not always true because ...
- That is not important because ...
- That is not relevant to the plan because ...
- This problem can be solved in another way. For example, ...
- The opposite may be true because ...
- This argument is based on the assumption that \_\_\_\_\_. However, this assumption may not be true because \_\_\_\_\_.

## [8-3] Manual for the Chairperson / 議長役の手引き

The chairperson manages the order and time of the debate. Read each line clearly so that everyone can hear you. If your teacher changes the speaking times, follow your teacher's instructions.

議長は、ディベートの進行と時間の管理を担当します。全員に聞こえるように、それぞれの文をはっきり読みましょう。時間が変更された場合は、教員の指示に従ってください。

### 【Before the Debate / 試合の前に】

- Receive the ballot sheets and a timer from your teacher.  
教員から投票用紙とタイマーを受け取ります。
- Check which team is affirmative and which team is negative.  
どちらが肯定側で、どちらが否定側かを確認します。
- Make sure that both teams and the judges are ready.  
両チームとジャッジの準備ができているか確認します。

以下に示した時間は Short version のものです。Long version を使用する場合は、教員の指示に従ってください。

### **Chairperson's Script / 議長用進行原稿**

1. Are both teams ready?
2. The affirmative team will now deliver its constructive speech. [ 1 minute ]
3. The negative team will now ask questions. [ 30 seconds ]
4. The negative team will now deliver its constructive speech. [ 1 minute ]
5. The affirmative team will now ask questions. [ 30 seconds ]
6. The negative team will now summarize the affirmative constructive speech. [ 30 seconds ]
7. The affirmative team will now summarize the negative constructive speech. [ 30 seconds ]
8. The negative team will now refute the affirmative constructive speech. [ 30 seconds ]
9. The affirmative team will now refute the negative constructive speech. [ 30 seconds ]
10. All speeches are now over. Thank you for your cooperation. Let's give both teams a round of applause.
11. Judges, please decide the winner and complete your ballots. You have two minutes.
12. Judges, please submit your ballots.

### 【Announcing the Result / 結果の発表】

- The affirmative side received (       ) vote(s).
- The negative side received (       ) vote(s).
- Therefore, the [ affirmative / negative ] side won this round.
- Thank you.                      ※得票数が同じ場合は、教員の指示に従ってください。

## [8-4] Using Flow Sheets / フローシートの使い方

When your team serves as judges, use a flow sheet to take notes on the debate. A flow sheet helps you follow how each argument is questioned, summarized, and refuted. Use your notes to compare the arguments and decide the winner. Look at the sample below.

自分たちのチームがジャッジを担当するときは、フローシートを使って試合の内容をメモします。フローシートを使うと、それぞれの議論がどのように質問され、要約され、反論されたのかを追うことができます。メモした内容を比べて、勝利チームを決めましょう。以下の例を確認してください。

### 【Sample Flow Sheet / フローシートの記入例】

| ① Affirmative Constructive Speech (1 min)<br>(A1) Name: Tanaka                                                                                                                                                                                                | ② Q&A N⇒A (30 seconds)<br>(N2) Name: Saito                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Saving Electricity</u><br><b>Problem</b> elec. waste<br>evi. Suzuki(2023)<br>コンビニ1軒、電気1日1万円<br><br><b>Solution</b><br>No コンビニ<br>⇒ No elec. Use<br>⇒ Save energy<br><br><b>Importance</b> power shortage<br>evi. Daily Asagao(2005)<br>w/o elec. ⇒ more 停電 | • who is Suzuki?<br>⇒ Prof at Kawasaki Univ.<br><br>• How much will be saved?<br>⇒ "quite a lot"<br><br>• Evi too old?<br>⇒ things are the same |

### Tips on Using Flow Sheets / フローシートを使うときのポイント

- ① Use abbreviations and Japanese when necessary. You do not have to write complete sentences.  
必要に応じて略語や日本語を使いましょう。完全な文で書く必要はありません。
- ② Draw arrows to connect related statements.  
関係する発言を矢印で結びましょう。
- ③ Focus on the key points. Do not try to write down every word.  
重要なポイントに集中し、すべての言葉を書き取ろうとしないようにしましょう。

Detailed note-taking on a flow sheet is especially important when you are a judge. When you are a debater, write down only the information necessary to perform your assigned role. / フローシートを使った詳しいメモは、特にジャッジを担当するときに必要です。ディベーターを担当するときは、自分の役割を果たすために必要な内容だけをメモしましょう。

## [8-5] Judging a Debate / ディベートの勝敗を決める

A debate is a game with rules for deciding the winner. Judges compare the affirmative advantage and the negative disadvantage on the basis of what was said in the debate.

競技ディベートには、勝利チームを決めるためのルールがあります。ジャッジは、試合中に述べられた内容をもとに、肯定側の advantage と否定側の disadvantage を比較します。

### ■ Comparing the Advantage and Disadvantage / 政策による利益と不利益を比較する

If the advantage produced by the plan is greater than the disadvantage, the affirmative side wins. If the disadvantage is greater, the negative side wins.

政策によって生じる advantage の方が大きければ肯定側の勝ち、disadvantage の方が大きければ否定側の勝ちです。

How likely is it? × How important or serious is it?

(どの程度起こりそうか × どの程度重要・深刻か)

= Strength of the Argument (議論の強さ)

This is not an actual mathematical calculation. These are two questions that judges use to compare arguments. This way of comparing benefits and harms is based on utilitarian thinking.

実際に数値を掛けて計算するわけではありません。ジャッジが議論を比較するための二つの観点です。利益と不利益を比較する考え方は、功利主義的な考え方に基づいています。

### ■ Other Principles / その他の原則

- Base your decision only on what was said in the debate.  
試合中に述べられた内容だけを根拠にして、勝敗を決めます。
- Do not use your personal opinion or special knowledge to fill gaps in an argument.  
自分の個人的な意見や専門知識を使って、議論に不足している説明を補ってはいけません。
- English ability itself should not determine the winner. Base your decision on the content communicated.  
英語の上手さそのものを勝敗の理由にしてはいけません。伝えられた内容を評価します。
- Listen to both sides fairly and decide independently.  
両方の立場を公平に聞き、それぞれのジャッジが自分で判断します。

【Step 1】 Evaluate the Constructive Speeches / 立論を評価する

Identify the affirmative advantage and the negative disadvantage. Consider how likely each result is and how important or serious it is. / 肯定側の advantage と否定側の disadvantage を確認します。それぞれがどの程度起こりそうか、また、どの程度重要または深刻かを考えます。

【Step 2】 Consider the Questions, Summaries, and Refutations / 質疑・要約・反論を踏まえる

Use the summaries to review the main points presented by both sides. Then check whether questions and refutations have revealed a weakness in any part of an argument. Do not reject the whole argument automatically. Decide how much the argument has been weakened.

要約を通して、両者が示した主な議論を確認します。その上で、質疑や反論によって、議論の一部に問題が明らかになったか確認します。一部分が反論されたからといって議論全体を自動的に無効にするのではなく、どの程度弱められたかを判断します。

【Step 3】 Compare the Arguments and Decide the Winner / 議論を比較して勝利チームを決める

Compare the final strength of the affirmative advantage and the negative disadvantage. Vote for the side with the stronger argument. / 試合終了時点での肯定側の advantage と否定側の disadvantage の強さを比較し、より強い議論を示した側に投票します。

If the two arguments appear equally strong, consider the following points:

1. Which side gave a more effective refutation?
2. Which side used more effective examples or evidence?
3. Which side gave a clearer summary?
4. Which side asked more effective questions?

二つの議論が同程度に強いと判断した場合は、反論、例・証拠、要約、質問の順に比較してください。

Round: (        )    Date : [ ..... ]

| AFFIRMATIVE TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NEGATIVE TEAM |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| [ ..... ]    vs    [ ..... ]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p>I vote for the [    affirmative    /    negative    ] team.</p> <p style="text-align: center; font-size: small;">↑    勝ちにするチームを○で囲む。</p> <p>• the name of the winning team: [ ..... ]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p><b>【Main Reason for the decision】</b></p> <p>Check only one box below (主な理由を一つ選んでください):</p> <div style="display: flex; justify-content: space-between;"><div><p><input type="checkbox"/> The winning side's main argument remained stronger after the refutations.</p><p><input type="checkbox"/> The winning side gave a more effective refutation.</p><p><input type="checkbox"/> The winning side used more effective examples or evidence.</p><p><input type="checkbox"/> The winning side gave a clearer summary.</p><p><input type="checkbox"/> The winning side asked more effective questions.</p></div><div style="border: 1px solid black; padding: 10px; width: 200px;"><p><b>JUDGE NAME:</b></p><p>.....</p></div></div> <p>■ Key Point / 勝敗を決めたポイント :</p> <p>_____</p> |               |

Round: (        )    Date : [ ..... ]

| AFFIRMATIVE TEAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NEGATIVE TEAM |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| [ ..... ]    vs    [ ..... ]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p>I vote for the [    affirmative    /    negative    ] team.</p> <p style="text-align: center; font-size: small;">↑    勝ちにするチームを○で囲む。</p> <p>• the name of the winning team: [ ..... ]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p><b>【Main Reason for the decision】</b></p> <p>Check only one box below (主な理由を一つ選んでください):</p> <div style="display: flex; justify-content: space-between;"><div><p><input type="checkbox"/> The winning side's main argument remained stronger after the refutations.</p><p><input type="checkbox"/> The winning side gave a more effective refutation.</p><p><input type="checkbox"/> The winning side used more effective examples or evidence.</p><p><input type="checkbox"/> The winning side gave a clearer summary.</p><p><input type="checkbox"/> The winning side asked more effective questions.</p></div><div style="border: 1px solid black; padding: 10px; width: 200px;"><p><b>JUDGE NAME:</b></p><p>.....</p></div></div> <p>■ Key Point / 勝敗を決めたポイント :</p> <p>_____</p> |               |

# English Debate Flow Sheet

Round: (       )

Affirmative : [       ]       Negative: [       ]

\*Summary Speech(N3 と A3)の欄は省略 (①と③に書いた情報と照合)

|                                                 |                         |                            |
|-------------------------------------------------|-------------------------|----------------------------|
| ① Affirmative Constructive Speech<br>(A1) Name: | ② Q&A N⇒A<br>(N2) Name: | ⑦ Refutation<br>(N4) Name: |
|                                                 |                         |                            |
| ③ Negative Constructive Speech<br>(N1) Name:    | ④ Q& A⇒N<br>(A2) Name:  | ⑧ Refutation<br>(A4) Name: |
|                                                 |                         |                            |

## [8-6] Match Records and Reflection / 試合の記録と振り返り

対戦記録メモ: ここでは試合した相手とその勝敗・学んだことをメモしよう。

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

### ■ Key Point in the Decision / 勝敗を分けたポイント

.....

### ■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

### ■ Key Point in the Decision / 勝敗を分けたポイント

.....

### ■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

### ■ Key Point in the Decision / 勝敗を分けたポイント

.....

### ■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

■ Key Point in the Decision / 勝敗を分けたポイント

.....

■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

■ Key Point in the Decision / 勝敗を分けたポイント

.....

■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

Round: (        )      Date: (        ) / (        )

My Side: [ Affirmative / Negative ]      My Speaker Role: [ A1 / A2 / A3 / A4 / N1 / N2 / N3 / N4 ]

Opponent Team: (        )      Result: [ Win / Loss ]

■ Key Point in the Decision / 勝敗を分けたポイント

.....

■ Reflection / 振り返り

What did I do well, learn, or enjoy? うまくできたこと、学んだこと、楽しかったことは何ですか。

.....

What will I try to improve in the next match? 次の試合では、何を改善したいですか。

.....

## [8-7] Can-do Checklist / ディベート・批判的思考スキルのチェック

1年間の学習を振り返り、現在どの程度できると思うか、各項目について該当する数字を一つ○で囲んでください。

[4] 自信をもってできる [3] だいたいできる [2] 助けがあればできる [1] まだ難しい

### 【A】相手の議論を理解する

|     |                              | 自己評価    |
|-----|------------------------------|---------|
| (1) | 発言を聞き、事実と意見を区別できる。           | 4 3 2 1 |
| (2) | 発言の中から、意見、理由、証拠を見つけることができる。  | 4 3 2 1 |
| (3) | スピーチを聞き、要点をフローシートなどにメモできる。   | 4 3 2 1 |
| (4) | 不明な点を明確にする質問と、議論を問いたす質問ができる。 | 4 3 2 1 |
| (5) | 相手の発言を、重要な内容を落とさず簡潔に要約できる。   | 4 3 2 1 |

### 【B】自分の意見を分かりやすく伝える

|     |                                                              | 自己評価    |
|-----|--------------------------------------------------------------|---------|
| (1) | 身近な事柄について、理由を加えて自分の意見を伝えられる。                                 | 4 3 2 1 |
| (2) | Introduction、Body、Conclusionの構成を使って、スピーチを作成できる。              | 4 3 2 1 |
| (3) | Problem、Solution、Importanceの構成を使って、自分の案を説明できる。               | 4 3 2 1 |
| (4) | Present Situation、Causal Link、Seriousnessの構成を使って、反対意見を説明できる。 | 4 3 2 1 |
| (5) | signpost、具体例、証拠を使って、議論を分かりやすく伝えられる。                          | 4 3 2 1 |
| (6) | アイコンタクト、強調、声の大きさ、イントネーションを意識して発表できる。                         | 4 3 2 1 |

### 【C】相手の議論に応答する

|     |                                                  | 自己評価    |
|-----|--------------------------------------------------|---------|
| (1) | not true、not always true、not importantを使って反論できる。 | 4 3 2 1 |
| (2) | not relevant、another way、the oppositeを使って反論できる。  | 4 3 2 1 |
| (3) | 相手の議論が前提としているassumptionを見つけ、それに反論できる。            | 4 3 2 1 |
| (4) | 相手の立論を聞き、反論できそうなポイントを見つけられる。                     | 4 3 2 1 |
| (5) | 相手の議論を要約し、それに対する反論を説明できる。                        | 4 3 2 1 |
| (6) | advantageとdisadvantageの強さを比較して、試合の勝敗を判断できる。      | 4 3 2 1 |

### 【D】証拠を使う・評価する

|     |                                                    | 自己評価    |
|-----|----------------------------------------------------|---------|
| (1) | Source Introduction、Evidence、Explanationの役割を区別できる。 | 4 3 2 1 |
| (2) | Evidence Cardを使って、証拠とその説明を整理できる。                   | 4 3 2 1 |
| (3) | direct quotationとindirect quotation を区別して使い分けできる。  | 4 3 2 1 |
| (4) | グラフや数値データを、出典を示してスピーチで使える。                         | 4 3 2 1 |



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A New Introduction to Debating in English [Book 3]  
Part 3: Enjoying Debate