

Week: 6 Informal
informal
debate

Hi
Kim!

Hi
Taro.

Do you remember the example I gave you about 60 chefs meeting to come up with an ideal World Meal?

Yes!

Do you remember what we call it when chefs from the same region meet?

Very good! How about when the chefs meet in their specialised groups?

Was it regional bloc meetings?

I know this one!

Committee Group meetings!

That's right!

As you know, in both regional bloc meetings and committee group meetings, country delegates gather in **VERY** informal groups to have discussions.

VERY?

Yes!

Chair

Chair The Chair
doesn't control
their discussions in any way.

Because both of these debates are **VERY** informal we call them informal informal debate.



So there are **two types** of informal debate!

Informal informal
debate in
**regional
bloc
groups**

informal inform
debate in
**Committee
groups**

an

Yes

Do you know how to move from formal debate to informal informal debate?

★ Make a motion? ★

Exactly!

Do you remember how to make a motion?

I think so.

Motion!

OK, show me!

Yes,
delegate of
Peru!

Thank you Madame Chair.
Peru would like to Suspend the
meeting for 40 minutes to move
into informal informal debate
to discuss our working papers.
Thank you Madame Chair!

Thank you Madame Chair.
Peru would like to suspend the meeting for 40 minutes to move into informal informal debate in our **committee groups** to discuss our working papers.
Thank you Madame Chair!

Almost perfect.

Don't forget to include regional bloc groups or committee groups!
Try again!

Now it is perfect!
What happens next?



Congratulations! You have been assigned to a planning group responsible for improving your university campus. This planning group consists of teachers, students and office staff. The President of the university has divided your entire planning group into three different specialized committees. Each specialized committee comprises of students, teachers, and office staff.

Discussion Roles	Specialized Committees
Office workers Students Teachers	<i>Committee 1: Improving the Campus Food Services</i> <i>Committee 2: Improving the Campus Safety and Security</i> <i>Committee 3: Preserving and Enhancing the Natural Beauty of the Campus</i>

Step-by-Step Instructions

Step 1: Each person should sign up for a Discussion Role and a Specialized Committee. Try to keep the number of people in each role and committee as equal as possible.

Step 2: Get together with your specialized committee members and put together a working paper which includes four preambular clauses and five operative clauses. The preambular clauses will explain the problem, and the operative clauses will offer solutions to the problem. Use the blank working papers and list of preambular and operative phrases included in this lesson.

Step 3: After you have finished your working paper, submit a copy to your teacher. The name will then change from a working paper to a draft resolution.

Steps 4-7 will be done in lesson 7

1/3 Improving the Campus Food Services

_____ *University Administration,*

1.

2.

3.

JEMUN

4.

5.

Write four preambular and five operative clauses about
Improving the Campus Food Services.

2/3 Improving the Campus Safety and Security

_____ University Administration,

1.

2.

3.

4.

5.

Write four preambular and five operative clauses about
Improving the Campus Safety and Security

3/3 Improving the Campus Facilities

_____ University Administration,

1.

2.

3.

4.

5.

Write four preambular and five operative clauses about
Improving the Campus Facilities

Preambular Section

Presentation of Facts and Statistics about the Problem		Expressing Concern for Policies and Actions
Preambular Phrases	Weak	<p>referring...言及する、触れる</p> <p>aware...~に気づいている</p> <p>conscious...意識している、自覚している</p> <p>bearing in mind=keeping in mind...心に留めておく、覚えている</p> <p>recalling...思い出す</p> <p>taking note...~に留意する、心に留めておく</p> <p>noting...~に注意する、注目する、気づく</p> <p>taking into consideration=taking into account...~を斟酌(しんしゃく)する、考慮する</p> <p>recognizing...~を認める、認可する、承認する</p> <p>believing...~だと信じている、思う</p> <p>confident...~を確信している</p> <p>convinced...~を確信している、納得している</p> <p>declaring...~だと断言する、言明する</p> <p>affirming...~だと断言する、確言する</p> <p>reaffirming...~と再び断言する、再び主張する</p>
	Strong	<p>emphasizing...~を強調する、力説する、重要視する</p>
Expressing Support for Policies and Actions and Stating Expectations		Others
viewing its appreciation...正しく評価して見る		fulfilling...~を満たす、<義務・約束などを>満たす
expressing its appreciation...正しい評価を表明する		guided by...~に導かれて
expressing its satisfaction...満足を表明する		having considered...~を検討している、熟慮している
noting its satisfaction...満足表示する、満足を特筆する		having devoted attention to...~にとっても注意を払っている
approving...~に賛成する、是認する、承認する		having examined...~を調査している、審査している
desiring...~を強く望む、~してほしいと願う		having received...~を受け取っている
		having studied...~を調査している、注視している、注意深く観察している
		observing...~を観察している、~に気づいている
		seeking...~を探し求めている、要求する

Operative Section

Confirming Facts that are Necessary to Solve the Problem		Recommending Governments, Organizations to Take Actions or Develop Policies
Weak Operative Phrases	draws attention to...~に注意を引く	recommends...~することを勧める、奨励する
	takes note...~に注目する	invites...~するように勧める、依頼する
	notes...~に注意する、気づく	requests...~を頼む、懇願する、要請する
	reminds...~に気づかせる、思い起こさせる	calls upon...~してくれと頼む、訴える、求める
	considers...~を検討する、熟慮する	urges...~するように強く迫る、強く奨励を主張する
	affirms...~だと断言する、確言する	
	reaffirms...~だと再び断言する、再び確言する	
	emphasizes...~を強調する、力説する、重要視する	
Strong		
Showing Support for Policies and Actions		Condemning Policies and Actions
expresses its appreciation...正しい評価をする		regrets...~したことを残念に思う
endorses...~を是認する、支持する、ほめる		deplores...~を非難する、遺憾に思う
approves...~に賛成する、是認する、承認する		condemns...~を責める、咎める、非難する
confirms...~の間違いのないことをはっきりさせる、確かめる、承認する		
supports...~を支持する		
encourages...~するように励ます、奨励・促進する		