

FIRST ANNOUNCEMENT

John Locke A.I. Live Interview (5 July)

For John Locke essayists. Your live A.I. interview is on 5 July. It runs for about 20 minutes, with five to eight adaptive follow-up questions based on your answers. Camera on. Your essay may stay nearby, but do not read it aloud word for word. Pacing and length matter, because the A.I. probes more deeply into whatever you have just said.

Self-Training Interview Question Bank

Rehearse each answer aloud, to time. Question 1 previews most of the others, so build it well first.

Opening and Essay Overview

1. **Can you briefly introduce your essay and its main argument?** *Angle:* Cover the topic, your core claim, why it matters, your structure, two or three key examples, your strongest point, one counterargument with your response, and a weakness or something you would change. About 700 to 950 words, or 6 to 8 minutes. This answer previews most later questions, so build it well first.
2. **Why did you choose this question?** *Angle:* Skip “I’m interested in this topic.” Name what makes it genuinely contested or hard to resolve. About 120 to 180 words.
3. **What is the main argument of your essay?** *Angle:* One clean thesis sentence, such as “My essay argues that...”. No throat-clearing. About 100 to 150 words.
4. **What are the main sections and structure of your essay?** *Angle:* Walk through it like a map, rather than a summary of the content.
5. **What are the examples and evidence you used?** *Angle:* Name specifics, not categories: actual cases, data, or sources.
6. **What is the strongest part of your essay?** *Angle:* Pick one thing and defend why it is strongest, rather than listing highlights.

Stress-Testing

7. **If someone disagreed with your essay, what would be their strongest objection?** *Angle:* Never say “there is no objection.” Pick the single strongest one, not a weak strawman.
8. **How would you respond to that objection?** *Angle:* Steelman it, then rebut: “This objection has force because... however, my argument still holds because...”. About 150 to 220 words.
9. **What is one weakness or limitation of your essay?** *Angle:* Frame it as a considered judgment rather than a failure: limited evidence, an underdeveloped case, or an angle you did not explore. About 120 to 180 words.
10. **Can you explain one source or piece of research you used?** *Angle:* Go beyond saying you cited it. Say what it claims, why it is credible, and exactly which point it supports. About 150 to 200 words.
11. **What did you learn or change your mind about while writing this essay?** *Angle:* One real, specific shift in your thinking, rather than an invented dramatic arc. About 120 to 180 words.



12. **If you had more time, what would you improve?** *Angle: More evidence, a comparative case, or a stronger objection section. About 120 to 180 words.*

Format at a glance. About 20 minutes. Five to eight adaptive follow-ups. Camera on. Your essay may stay nearby, but never read it aloud word for word. Keep answers tight, since long, padded answers invite deeper probing.

Summer Debate Bootcamp (Module 2)

AI on Trial: When the Machine Fails, Who Answers?

Welcome back, debaters. Last week you learned to tell a true story that moves a room. This week you put that voice to work on one of the hardest questions of our time, and you argue it like a real barrister.

This week's job: read real evidence, build an argument, and win the room with reason rather than volume.

A note before we begin. Today's motion touches on suicide and mental health, which are serious topics. We are debating the responsibility of companies and technology, not anyone's personal experience. If anything feels heavy, you may step out, or speak to a teacher, school counsellor, or trusted adult at any time.

Someone to talk to (Hong Kong, 24 hours): The Samaritans 2896 0000. Samaritan Befrienders 2389 2222. Open Up (ages 6 to 24) openup.hk

Why do debate?

- **Read** widely on a wide range of topics and expand your English vocabulary
- **Write** clear, persuasive debate speeches
- **Listen** actively and thoughtfully
- **Speak** confidently in public
- **Think** quickly, respond on the spot, and sharpen your critical thinking

Get ready to push your limits and support each other. If you put in 200% effort, debating is highly instrumental in improving all of the above skills.

What's Your Debate Motion Today?

In April 2025, OpenAI had to withdraw a version of ChatGPT that had become sycophantic: it flattered users and agreed with almost anything, even praising a deliberately terrible business idea as "genius." The joke stopped being funny that same year, when grieving families began suing AI companies, arguing that a chatbot which always agrees can be dangerous for a vulnerable teenager in crisis. That is the question the courts, and you, must now answer.

MOTION:

This House believes that when an AI fails to help someone in crisis, for example by failing to prevent a suicide, the company that built it cannot be held responsible.

□ **Government (Proposition):** the company cannot be held responsible.

□ **Opposition:** the company can, and should, be held responsible.

Task 1. Warm-Up Game: “The Blame Line” (10 minutes)

Your teacher marks a line across the room. One end is **NOBODY’S FAULT**; the other end is **TOTALLY THE COMPANY’S FAULT**. For each scenario, walk to the spot that matches your view. Then one person from each end has 15 seconds to defend it.

1. A self-driving car’s brakes fail and it hits a wall. Whose fault?
2. A student copies a chatbot’s wrong answer and fails a test. Whose fault?
3. A chatbot tells a lonely teenager exactly what they want to hear, and it ends in tragedy. Whose fault?

Keep your gut reaction in mind. By the end of the lesson we will see whether the evidence moves you.

Task 2. Decode the Cartoon (10 minutes)

Editorial cartoonists capture a whole argument in a single image. Open this gallery of real, published cartoons about artificial intelligence:

<https://www.cartoonmovement.com/collection/artificial-intelligence>

In pairs, choose ONE cartoon and crack its code:

1. What exactly is happening in the picture? Describe it.
2. What is the cartoonist’s argument, and who do they blame?
3. Would this cartoon help the Government or the Opposition? Take it for your side.

Task 3. Listening: “Who’s to Blame?” (15 minutes)

Watch this short TED-Ed animation, “*The ethical dilemma of self-driving cars*” (Patrick Lin). It asks who is responsible when a machine has to make a life-or-death choice. Listen for the answer.

<https://www.youtube.com/watch?v=ixIoDYVfKA0>

Listening Bingo. Tick each idea when you hear it, then finish the sentences:

1. The video says a self-driving car might have to choose between _____ and _____.
2. One person you could blame for the crash is the _____ (who designed it).
3. The video’s big worry is that we are letting a _____ make a moral choice for us.

Debate bridge. Swap “self-driving car” for “AI chatbot.” Does your answer change? Why?

Task 4. Cloze Summary and Key Vocabulary (15 minutes)

Fill each blank using the **WORD BANK**, or the hint in (brackets). Each phrase is used once.

WORD BANK: duty of care · product liability · Section 230 · safeguards ·



negligent · foreseeable · misused · regulators

In 2025, families took AI companies to court, arguing the companies were 1. _____ (careless) and had broken their 2. _____, the legal duty to keep users reasonably safe. One US judge ruled a chatbot could be treated as a 3. _____, like a faulty car, opening the door to “product” claims.

The companies pushed back: users had 4. _____ (mis-used) the product, and the chatbots had shown crisis 5. _____ such as hotline numbers many times. Their lawyers pointed to 6. _____, a US law that shields online platforms from blame. Critics reply that when millions of teenagers use a product, serious harm is 7. _____ (predictable). Meanwhile, 8. _____ such as the FTC opened investigations.

Word-formation sprint. Complete each word:

1. The study found chatbot answers were dangerously incon_____ (adj.).
2. Families accused the firms of neg_____ (n.).
3. Companies said users tried to circ_____ (v.) the safety filters.

Task 5. Build Your Case: Evidence Cards A to L (15 minutes)

On your table are Evidence Cards A to L. Every card is a real, quoted news or court excerpt. No phones, no AI: just you, your team, and the cards.

1. Pick the two or three quotes that most strongly support your side. Do not overlap with teammates.
2. If a card helps the other side, prepare a rebuttal for it.
3. Underline the real case, number, or exact words you will quote aloud.
4. Prepare two sharp POIs, under 15 seconds each, to put to the other side (see Task 6).

Tick the cards you used: A B C D E F G H I J K L

Build every argument with P·E·E·L: Point, then Evidence (a real quote or number), then Explain (why it proves your side), then Link (back to the motion).

Draft your speech using the Model Speech structure in Task 6. Write your hook and two arguments:

Task 6. How Our Debate Works: British Parliamentary (10 minutes)

Today we debate **British Parliamentary (BP)** style, the format used at Oxford, Cambridge and the world championships. There are **FOUR camps** (two on each



side), each with two speakers. Here is the twist: your camp wants to win, but so does the other camp on your own side. To beat them, bring something fresh.

*Government supports the motion (the company cannot be held responsible).
Opposition fights it (the company can).*

#	Speaker	Camp	Your job in the speech
1	Prime Minister	Opening Government	Define the motion, then give your first two arguments
2	Leader of Opposition	Opening Opposition	Rebut the PM, then give your side's first two arguments
3	Deputy Prime Minister	Opening Government	Defend your case, then add one new argument
4	Deputy Leader of Opp.	Opening Opposition	Rebut, then add one new argument
5	Member of Government	Closing Government	Bring a fresh angle (an "extension") that still supports the motion
6	Member of Opposition	Closing Opposition	Bring a fresh angle that still argues against the motion
7	Government Whip	Closing Government	No new points. Sum up why Government wins
8	Opposition Whip	Closing Opposition	No new points. Sum up why Opposition wins

Points of Information (POIs): how to interrupt the other side:

- Stand and say "Point of Information" or "On that point." The speaker chooses: "Go ahead" (accept) or "No, thank you" (decline).
- POIs are only allowed after the first 15 seconds and before the last 15 seconds of a speech.
- Keep each POI under 15 seconds. It is a sharp question or rebuttal, never a mini-speech.
- Every speaker must accept at least one POI, and must offer at least one during the debate. Miss this and your team is penalised.
- There is no shouting over each other. All interruptions go through POIs. Stay sharp and respectful.

Model Speech: a natural, sophisticated structure

Forget stiff, robotic openings. The best debaters sound as though they actually mean it. Use this shape and the sentence-starters, then make it your own.

<p>1. Hook (about 10 seconds). Open with a strong image or claim, not a greeting. For example: "Picture a 14-year-old, alone at 3am, talking to a machine that never once says stop." Or: "My opponents want you to blame the child. I want to ask who built the room."</p> <p>2. Your line. State your case in one sentence. "Our argument is simple: if you</p>



build it, you answer for it.”

3. Signpost. “I will give you two reasons, then show you exactly where the other side falls apart.”

4. Argument 1 (P·E·E·L). “First... The evidence here is hard to ignore: [real case or number]. Which means... and that takes us straight back to the motion.”

5. Argument 2. “Second, and this is the point my opponents cannot answer...”

6. Rebuttal (engage them). “Now, the other side will tell you _____. That sounds fair, until you remember _____.”

7. Close (land it). “So here is where we stand: _____. That is why we are proud to propose, or to oppose.”

Sentence-starter bank (natural, but sharp):

- **Open strongly:** “Here is the question that really matters...” · “Let us be honest about what happened...” · “Strip away the excuses, and you are left with this...”
- **Bring evidence:** “Take the case of...” · “The facts here are stubborn...” · “Consider what the court actually said...”
- **Rebut with grace:** “I understand why they would say that, but...” · “That works only if you ignore...” · “Even if that is true, it does not reach their conclusion, because...”
- **Close with weight:** “When you decide, ask yourself one thing...” · “Hold the people who built this to the same standard we hold everyone else.”

Task 7. The BP Debate (25 minutes) and peer feedback

Speeches are 1 to 2 minutes each, in the order above. Your teacher is the Speaker of the House and timekeeper. Listen for the signals:

At 0:15, “POIs now open.” At 1:00, “Minimum time reached.” At 1:45, “Final 15 seconds, POIs closed.” At 2:00, “Time.”

The strongest debater listens hard, takes a POI with a smile, stays calm, and backs every claim with a real case, quote, or number. Aim to think clearly out loud, and to be worth listening to.

A Systematic Framework to Organize Your Thoughts (self-study)

Weigh every stakeholder and principle. One row is done for you. Complete the rest.

Stakeholder	Principle at stake	Government (not responsible)	Opposition (responsible)
The AI company	Innovation vs. safety	Cannot predict every misuse; users broke the rules	Built it for profit; harm to teens is foreseeable
The teenager / user	Autonomy and vulnerability		



Parents and schools	Duty to supervise		
Government / regulators	Protecting the public		

Exit Ticket

You just argued a case that adults are fighting over in real courtrooms right now. Finish these:

Three words that capture where responsibility for AI really sits: _____, _____, _____.

Where is your Blame Line arrow now, and what moved it?

Coursework

Write your BP debate speech in 250 words, in your assigned role. Use the Model Speech structure, at least five of today’s vocabulary words, and one real case as evidence. Submit before the next lesson.

What to Expect Next Week: The Oxford Union

Next week we step into the tradition of **the Oxford Union**, the world’s most famous debating society, where students argue great motions in front of a packed chamber. Same BP spirit, more style, higher stakes.

Homework, watch and learn. Watch 5 to 10 minutes of a real debate. Note three things to bring to class: one memorable line, one strong rebuttal, and one well-placed POI or comeback.

- **Masterclass in delivery.** Shashi Tharoor at the Oxford Union: <https://www.youtube.com/watch?v=euwoZaAALqs>
- **Full debates, both sides.** The Oxford Union channel (pick a motion, watch two opposing speakers back to back): <https://www.youtube.com/@OxfordUnion>
- **POIs in action (short).** <https://www.youtube.com/watch?v=X3UjWpH-QB4>
- **Fierce team back and forth.** Search YouTube for “World Schools Debating Championship Grand Final.”

Real Oxford Union motions to prepare (choose one you would relish arguing):

- This House would abolish the monarchy.
- This House believes social media is a threat to democracy.
- This House believes artificial intelligence will do more harm than good.
- This House believes the American Dream is dead.
- This House would abolish private schools.
- This House has no confidence in His Majesty’s Government.
- This House believes capitalism is in crisis.

BLOOM PROGRAMME



- This House would, under no circumstances, fight for its King and Country. (the famous 1933 motion)

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END OF MODULE