

# Debate: *Language*

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EVALUATION ranks above *analysis* and even *synthesis* on the cognitive scale, and this is what debate primarily requires. It will ensure that you are challenged at the highest level. One way to do this in an English class is to debate aspects of language.

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**EVIDENCE:** Carefully compare the first ten lines of these texts.

## "THE HOLLOW MEN"

We are the hollow men  
We are the stuffed men  
Leaning together  
Headpiece filled with straw. Alas!  
Our dried voices, when  
We whisper together  
Are quiet and meaningless  
As wind in dry grass  
Or rats' feet over broken glass  
In our dry cellar.

## "THE LOVE SONG OF J. ALFRED PRUFROCK"

1 Let us go then, you and I,  
2 When the evening is spread out against the sky  
3 Like a patient etherised upon a table;  
4 Let us go, through certain half-deserted streets,  
5 The muttering retreats  
6 Of restless nights in one-night cheap hotels  
7 And sawdust restaurants with oyster-shells:  
8 Streets that follow like a tedious argument  
9 Of insidious intent  
10 To lead you to an overwhelming question ...

**RESOLUTION:** *Language used in each of these passages shows "The Hollow Men" to have a more powerful effect.*

**SIDES & POSITIONS:** The affirmative agrees with the resolution and the negative disagrees. The negative has options: A. arguing that the two passages are equally powerful, or B. arguing that "Prufrock" is more powerful than "The Hollow Men."

**LANGUAGE ELEMENTS:** diction, imagery, sequence, syntax, etc.

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