

focus the adjudicator on the decision she wants him to reach. She will drop extraneous arguments and emphasize those key to the debate—the points of clash. She also aims to establish the criteria by which the debate should be judged by urging the adjudicator to consider one factor or perspective as being paramount.

- *Third Negative Speaker.* The job of the Third Negative is to summarize the Negative case. It is an opportunity to focus the debate and the attention of the adjudicator on the key issues in the debate. The speaker aims to blend defensive and attacking arguments into the same line of reasoning, making them appear to be the same thing or, at the very least two sides of the same coin. Five minutes is not long to summarize the entire debate successfully, so he must remember that each point against the Affirmative is also reflected in a point in favor of the Negative team's arguments.

Important Features

PREPARATION AND RESEARCH

Because the topic is announced well in advance of the debate, debaters can—and should—spend significant time researching evidence and developing arguments. The groundwork for the collaborative teamwork central to the format must be laid during the working sessions and practices that precede the debate. Arguments are based not only on general knowledge the audience may have or accept but also on specific or detailed information uncovered during research. Thus, debaters may be introducing their audience, usually an adjudicator, to new evidence and should offer sufficient detail and authority to be persuasive. It is a peculiarity of KP that debaters should be able to cite the sources of the evidence on which they rely and so should record this as they build cases.

CROSS-EXAMINATION

KP is perhaps best known for its use of cross-examination to create direct clash between participants and to encourage in-depth exploration of issues. Cross-examination is intrinsically linked to the process of speech delivery, with teammates working together so that information extracted or solicited under cross-examination is then used to develop points of rebuttal in the following speech. The interweaving of constructive and refutation/rebuttal, of speeches and cross-examination, and the rapid shift in arguments requires teams