

<b>Subject</b>	ESAL 0450-01		
<b>Topic</b>	Engaging debate to develop opinion and improve discussion quality		
<b>Lesson Title</b>	Debate between the positives and negatives of print books versus eBooks		
<b>Level</b>	Intermediate	<b>Duration</b>	50min

<b>Lesson Objective:</b>
<p>Communicate ideas and opinions, and to support their arguments.</p> <ul style="list-style-type: none"> <li>• We want to organize thoughts to engage in open debate</li> <li>• We want to use logical reasoning to support/defend our thoughts</li> <li>• We want to use logical reasoning to undermine our opponents thoughts, respectfully</li> <li>• To moderate our disagreements in a respectful, orderly manner</li> </ul> <p>Practice open dialogue</p> <ul style="list-style-type: none"> <li>• Introduce basic academic vocabulary</li> <li>• S/V/DO/IO</li> <li>• Checking for logical statements</li> </ul> <p>Reinforce usage of negative</p> <ul style="list-style-type: none"> <li>• Defining “what is not” a good feature or quality</li> <li>• “Does not”</li> <li>• “Can not”</li> </ul>

<b>Summary of Tasks</b>
<ol style="list-style-type: none"> <li>1. Open with anecdote about audiobooks of books I was assigned in Hist and Geog class, and how I listened to them while driving or doing other chores to save time. 2min</li> <li>2. Incite a conversation on the merits of listening to audiobooks in English while completing menial tasks. 5min <ul style="list-style-type: none"> <li>• Another medium where students can hear English cadence</li> <li>• Can be slowed down or sped up</li> <li>• Can be replayed</li> <li>• New vocabulary to learn either through dictionary or parsing out context</li> <li>• Student’s examples</li> </ul> </li> <li>3. Preparing for debate 10min <ul style="list-style-type: none"> <li>• Assemble students into groups from last Tues, see notebook for reference of teams</li> <li>• Prompt students to assemble ideas and arguments for their respective sides (superiority of ebooks and print books). 3-4 ideas, one for 3 or 4/5 students (depending on group size)</li> <li>• Brainstorm 2-3 supporting arguments for each idea (students may wish to write down)</li> </ul> </li> <li>4. The Debate 15-20min <ul style="list-style-type: none"> <li>• Students will line up desks in two rows of 5 facing each other</li> <li>• 1 student from each team will open the debate summarizing (1-2min) the 3-4 arguments. Coin toss to see who starts</li> <li>• After opening statements, a student from 1st team will present an argument with brainstormed supporting arguments 1-2min</li> <li>• Opposing team can have a chance to rebuttal, 1-2 min to formulate and rebut one counter-argument</li> <li>• Debate Format</li> </ul> </li> </ol>

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| <ul style="list-style-type: none"> <li>• Alternate between teams and repeat debate format for each of the student's arguments</li> <li>• Jack and I will moderate. Jack will decide winning team based off proper pronunciation, logic of argument and clarity (maybe a gavel/shoe to retain order). I will make sure that each students get similar amount of time, and to keep correct order</li> </ul> <p>5. After debate, fill remaining time with final class decision/discussion about eBooks and print books</p> |
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Materials/ Equipment
n/a

References
Areej Tayyem. (2020, Apr 20). ESL Debate [Video] YouTube. <a href="https://www.youtube.com/watch?v=X-nbZXVnIHw">https://www.youtube.com/watch?v=X-nbZXVnIHw</a>

Take Home Tasks
n/a