

Preface

Would you like your students to develop the ability to engage in debates in English? *Debate to Go: Essential Methods for Discussion and Debate* is a distinctive textbook designed to aid students in cultivating critical thinking, research, and speaking skills crucial for participating in English debates. This textbook presents carefully streamlined activities that guide students in becoming proficient debaters through active and collaborative learning. Each lesson outlines specific learning objectives along with corresponding activities aimed at constructing knowledge and competencies for conducting debates in either group or pair settings.

This textbook leverages a perspective that transcends the conventional understanding of English language skills and proficiency; it is more than a collection of linguistic knowledge. Rather, it is a participatory and functional competence in social acts involving language use. From this vantage point, debating is perceived as a social act, akin to any other form of communicative interaction. Within the framework of this textbook, the objective is to achieve effective engagement in a debate. The focus shifts towards identifying what needs to be learned by backtracking from the requirements a student must comprehend and accomplish in order to engage in a debate. Consequently, the acquisition of vocabulary, grammar, and other linguistic elements becomes incidental. These components depend entirely on what students recognize as crucial for comprehending the dynamics of a debate, adopting specific roles during the discourse, and effectively fulfilling those roles. This particular approach empowers students to take charge of their own learning journey. Simultaneously, it guides them to seek out any necessary linguistic resources to facilitate debates through collaboration and negotiation.

This textbook caters to English learners at the CEFR B1 (≅ TOEIC score 500) level or above. The content of this textbook intentionally avoids being contingent on students' English language proficiency, as its purpose is to teach the art of conducting debates in a highly accessible manner. Consequently, with appropriate support, it can cater to students with a diverse range of proficiency levels. Furthermore, this textbook has undergone rigorous field-testing over the course of several years within the English program at the Center for Foreign Language Education and Research, Rikkyo University. The outcomes have been exceptionally positive; students have developed the capability to engage in debates in English across a spectrum of topics, irrespective of their proficiency levels.

With this innovative resource, students are not only equipped to engage in English debates but also empowered to shape their own learning journey and confidently navigate the complexities of effective communication.

Masakazu Mishima

Textbook Overview

In each lesson, students can learn and train the following four Skills/Competences:

1. **Debate Knowledge** Essential knowledge for participating in a debate
2. **Speaking** Language expressions useful for effective participation in debates

	Debate Knowledge	Speaking
Lesson 1	<ul style="list-style-type: none"> • Learn about debate and its structure • Learn about essential terms and phases of a debate 	<ul style="list-style-type: none"> • Show reactions • Check understanding • Ask for explanation and repetition, and paraphrase others and yourself
Lesson 2	<ul style="list-style-type: none"> • Learn about Propositions • Learn about Constructing Arguments 	<ul style="list-style-type: none"> • Present arguments
Lesson 3	<ul style="list-style-type: none"> • Learn how to evaluate sources • Learn how to find reliable sources • Learn how to use sources in your debate 	<ul style="list-style-type: none"> • Support your statement with sources
Lesson 4	<ul style="list-style-type: none"> • Learn about Cross Examination 	<ul style="list-style-type: none"> • Ask questions when cross-examining • Respond to questions when cross-examining
Lesson 5	<ul style="list-style-type: none"> • Learn about Rebuttal 	<ul style="list-style-type: none"> • Present your counterargument
Lesson 6	<ul style="list-style-type: none"> • Learn about “Flowing” • Learn about a summary in a debate 	<ul style="list-style-type: none"> • Present a summary
Lesson 7	<ul style="list-style-type: none"> • Learn about judging a debate • Learn about Debate Performance Assessment Rubric 	<ul style="list-style-type: none"> • Present your debate assessment
Lesson 8-9	<ul style="list-style-type: none"> • Demonstrate a debate 	<ul style="list-style-type: none"> • Fulfill your role as a debater
Lesson 10	<ul style="list-style-type: none"> • Review Constructing Arguments 	<ul style="list-style-type: none"> • Present Arguments (Review) • Learn Advanced Expressions for Constructing Arguments
Lesson 11	<ul style="list-style-type: none"> • Review Cross Examination 	<ul style="list-style-type: none"> • Ask questions when cross-examining (Review) • Respond to questions when cross-examining (Review) • Learn Advanced Expressions for Cross Examination
Lesson 12	<ul style="list-style-type: none"> • Review Debate Terminologies • Review Rebuttal • Review Summary 	<ul style="list-style-type: none"> • Present counterarguments (Review) • Present a summary (Review)
Lesson 13-14	<ul style="list-style-type: none"> • Demonstrate a debate 	<ul style="list-style-type: none"> • Fulfill your role as a debater

3. Critical Thinking Activities/Tasks require critical thinking

4. Interpersonal Communication (Collaborative Learning) Activities/Tasks require collaboration

Critical Thinking	Interpersonal Communication (Collaborative Learning)
<ul style="list-style-type: none"> Analyze a sample debate 	<ul style="list-style-type: none"> Work together to learn the essential terms and phases of a debate
<ul style="list-style-type: none"> Construct an affirmative/negative argument 	<ul style="list-style-type: none"> Work together to prepare an argument
<ul style="list-style-type: none"> Evaluate sources 	<ul style="list-style-type: none"> Share your argument supported by a source with your classmates
<ul style="list-style-type: none"> Analyze the opposing side of argument 	<ul style="list-style-type: none"> Practice Cross Examination with classmates
<ul style="list-style-type: none"> Identify weaknesses in arguments 	<ul style="list-style-type: none"> Work together to choose a topic and decide on a proposition for the mid-term debate
<ul style="list-style-type: none"> Evaluate debate summaries 	<ul style="list-style-type: none"> Share your notes with your classmates
<ul style="list-style-type: none"> Evaluate a debate 	<ul style="list-style-type: none"> Work together to review your arguments, counterarguments, and your roles in your team for the mid-term debate
<ul style="list-style-type: none"> Debate Reflection/Reaction 	<ul style="list-style-type: none"> Work together to conduct a debate
<ul style="list-style-type: none"> Construct Arguments 	<ul style="list-style-type: none"> Work together to prepare for the final debate
<ul style="list-style-type: none"> Analyze the opposing side of argument 	<ul style="list-style-type: none"> Work together to prepare for the final debate
<ul style="list-style-type: none"> Analyze the opposing side of argument 	<ul style="list-style-type: none"> Work together to prepare for the final debate
<ul style="list-style-type: none"> Debate Reflection/Reaction 	<ul style="list-style-type: none"> Work together to conduct a debate

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Lesson 1

What is Debate?



Lesson Goals:

- ✔ Practice Communication Skills: Comprehension, Clarification, and Paraphrasing
- ✔ Practice sample topics
- ✔ Learn about debate and its structure
- ✔ Learn about essential terms and phases of a debate

Warm-up Activity

Talk to a partner. Say as much as you can. Don't worry about grammar or vocabulary!

1. Talk about your hometown and family.
2. Talk about your hobbies and interests.
3. Talk about a place that you want to visit and why.

Discussion Skills

Comprehension

Reactions		Checking Understanding	Remember!
I see. Right. Sure. Okay. Uh-huh. Really?	Yes, I understand. Sorry, I understand. Sorry, I don't follow you.	Do you understand? Do you follow me? Do you see what I mean?	Reactions help you show the speaker that you're listening, and to tell them when you don't understand. Checking Understanding helps you make sure that others understand you. If a listener doesn't understand, explain your idea again.

Clarification

Listener: Asking for Explanation	Listener: Asking for Repetition	Remember!
Can you explain? What does {X} mean?	Could you repeat that, please? Could you say that again, please?	Asking for Explanation helps you tell speakers that more information is needed to make something clearer. Asking for Repetition helps you show when you want something to be said again because you didn't hear it clearly or didn't understand.

Paraphrasing

Listener: Paraphrasing Others	Speaker: Paraphrasing Yourself	Remember!
Do you mean...?	I mean...	<i>Paraphrasing Others</i> helps you check that you understand other people's ideas.
So, are you saying...?	What I'm saying is...	
So, in other words, ...?	In other words, ...	

Practice Analyzing a Discussion



DL 02



CD 02

1. Listen to the short discussion below and fill in the blanks. Next, read the script and answer the following questions.

Nami: Is it important to eat breakfast every day? What does everyone think?

Sota: I don't think it's important to eat breakfast every single day. ¹ _____
_____?

Hina: ² _____ . ³ _____ ?

Sota: ⁴ _____ . ⁵ _____ that there are some days when there is no time to eat breakfast. For example, if I wake up late and have to hurry to class, I don't have time to eat breakfast. ⁶ _____ ?

Hina: ⁷ _____. I live far away from campus, so because of a long train commute, I don't have time to eat breakfast some mornings.

Nami: I'm sorry, but I disagree. I think it's still important to eat breakfast every day.

Iori: I agree with Nami. I read online that eating breakfast every day helps with weight control and metabolism.

Hina: ⁸ _____ . ⁹ _____ "metabolism" ¹⁰ _____ ?

Iori: Metabolism means how the body turns food into energy.

Hina: ¹¹ _____ , Iori, ¹² _____ . ¹³ _____ ?

Iori: Yes, of course. ¹⁴ _____ eating breakfast every day helps with weight control and helps turn food into energy.

Hina: ¹⁵ _____. Thank you.

Sota: ¹⁶ _____ eating breakfast can give you energy for the day?

Iori: That's right. I try my best to eat breakfast every day so I have energy for morning classes.

Nami: I completely agree!





Sota: ¹⁷ _____, I see what you mean, but it's still difficult to do that every day. I just try to eat quickly between classes.

Hina: I agree with you, Sota. In my opinion, if you can't do breakfast every day, at least try to do an early lunch!

Questions

- (1) Does Hina ask for more information? Yes / No
- (2) Does Hina ask to hear something again? Yes / No
- (3) Who repeats their own idea to make it clearer? (2 people) Nami / Sota / Hina / Iori
- (4) Who repeats someone else's idea to check their own understanding? (1 person)
Nami / Sota / Hina / Iori

2. Discuss the following topics. Use Communication Skills to help your partner(s) understand your ideas and show you understand theirs.

Food	Environment	Technology	Media
			
<p><i>Is it important to eat breakfast every day? Why or why not?</i></p>	<p><i>Is Japan an eco-friendly country? Why or why not?</i></p>	<p><i>Is it okay to use AI, such as ChatGPT, for studying? Why or why not?</i></p>	<p><i>Is it okay for elementary school students to use social media? Why or why not?</i></p>

Debate Skills

What is Debate?

1. Think about what you know about debate. Make a list of things you know about debate using the worksheet on Page 91. Share it with your classmates.
2. Read the definition of debate below, and prepare to explain what each of the underlined words mean.

Debate Definition

A debate is a timed and structured academic speaking activity where two opposing teams make speeches to make an argument about a controversial topic.

How is Debate Organized?

A full debate in this class follows the structure below.



	Affirmative Team (AT)	Negative Team (NT)
Affirmative Speech (AS) 5 min	The AT constructs their arguments.	The NT listens to the AS and takes notes.
Cross Examination (CE) Prep 3 min	The AT predicts the NT's questions and prepare answers.	NT prepares to question.
Cross Examination (CE) 3 min	The AT responds to the NT's questions.	The NT questions the AT to clarify and better understand the arguments.
Negative Speech (NS) 5 min	The AT listens to the NS and takes notes.	The NT constructs their arguments.
Cross Examination (CE) Prep 3 min	AT prepares to question.	The NT predicts the AT's questions and prepare answers.
Cross Examination (CE) 3 min	The AT questions the NT to clarify and better understand the arguments.	The NT responds to the AT's questions.
10-minute break for each team to prepare their rebuttals.		
Negative rebuttal (NR) 2 min	The AT listens and takes notes.	The NT rebuts the AT's arguments.
Affirmative rebuttal (AR) 2 min	The AT rebuts the NT's arguments.	The NT listens and takes notes.
Negative summary (NS) 2 min	The AT listens to the summary.	The NT summarize all of the arguments from the Negative point of view.
Affirmative summary (AS) 2 min	The AT summarizes all of the arguments from the Affirmative point of view.	The NT listens to the summary.

Total: about 40 min

*Each given time may be adjusted if necessary. Follow the time schedule that the instructor gives you.

Debate Terminologies

Debaters need to understand the essential terms and phases of a debate to effectively participate in a debate. In groups or pairs, review the following list of debate terms and ask questions to your peers if you do not understand them.

Term	Definition	Example
Debate Topic (DT)	It is a topic of a debate.	Time management
Proposition	It is a debatable/controversial statement for and against which the two teams will make arguments.	Time management is difficult for university students.
Affirmative Speech (AS)	The affirmative team (AT) makes arguments that agree with the proposition.	We argue that time management can be difficult. For instance, if university students have part-time jobs, they would be too busy to study.
Negative Speech (NS)	The negative team (NT) makes arguments that disagree with the proposition.	Our team believes time management is not difficult for university students because they have had to follow schedules throughout high school.
Cross Examination (CE)	It is to question the other team to clarify and better understand the arguments.	Could you repeat the first reason?
Rebuttal Negative Rebuttal (NR) Affirmative Rebuttal (AR)	After listening to the other team, you respond to their arguments and make arguments against what they said.	Your team said time management was not difficult in high school, but in high school those schedules were often made by our schools, not ourselves. Those schedules also did not include part-time jobs. So, it is not easy to create our own schedules in university.
Summary Negative Summary (NS) Affirmative Summary (AS)	Summarize all of the arguments from your team's view.	Now, I will summarize the debate. We believe it is easy to manage time. While it is true that in high school we followed schedules made by our schools, they still showed us how to effectively manage our time, and we can continue that skill into university, including with part-time work and club and circle activities. Therefore, we are against the proposition.

Listen to the short debate script below and fill in the blanks. Next, read the debate script and identify and highlight the following in the script:

- | | |
|------------------------|-----------------------|
| 1. Debate topic | 2. Affirmative Speech |
| 3. Negative Speech | 4. Cross Examination |
| 5. Rebuttal | 6. Negative Summary |
| 7. Affirmative Summary | |

Maki: Today we are debating the proposition, “¹ _____.” We strongly believe that living in the city is better than living in the country. It is because there are more job opportunities. ² _____, according to a website called “Jogo Kigyo Search,” as of April 7th in 2021, Tokyo has 597,717 companies, but Tottori has only 5,170 companies. People in the city have more options. Therefore, we think living in the city is better.

Tatsuya: ³ _____? Do you know how many of those companies let workers work from home?

Maki: I’m not sure, but it is well known that many companies allowed ⁴ _____ from home during the pandemic.

Nao: ⁵ _____ that living in the city is better than living in the countryside. ⁶ _____ living in the countryside is cheaper than living in the city. For instance, when I lived in Nagasaki, I paid 35,000 yen for my apartment. However, I’m paying 60,000 yen for the same-sized apartment in Tokyo. ⁷ _____, we think living in the country is better.

Shota: ⁸ _____ the rent you paid in Nagasaki? I couldn’t hear that.

Nao: Sure. The rent in Nagasaki was 35,000 yen.

Tatsuya: The other team argued that the city has more job opportunities. ⁹ _____, a lot of people work from home now. ¹⁰ _____ an online *Mainichi* news article published on January 30th in 2021, 113 out of 114 major companies in Japan said they wanted to continue working from home even after the pandemic ends. Therefore, people in the country can also find good jobs.

Shota: ¹¹ _____ that living in the countryside is cheaper than living in the city. It may be true that rent is usually cheaper in the countryside. However, people usually get paid more in the city. For example, according to the Ministry of Health, Labor and Welfare, as of 2021, the minimum wage in Tokyo is 1013 yen while the minimum wage in Nagasaki is 793 yen. Therefore, university students in the city may pay more rent, but they usually earn more money.

Nao: ¹² _____. We think that living in the country is better than living in the city because it is cheaper in the countryside. The other team said there are more jobs in the city, but people can work from home in the countryside. Therefore, ¹³ _____ living in the country is better.

Maki: In conclusion, we are for the proposition. Please remember that there are more companies in the city and this helps people choose a job they like. The other team argued that living in the countryside is cheaper, but people in the city tend to earn more. ¹⁴ _____, we think living in the city is better than the countryside.

**See Appendix C (Page 66) for a full sample debate.*

Homework

1. Review “How is a Debate Organized?”
2. Review “Debate Terminologies”

