

Ebooks: For or against?

Topic

Electronic Books

Aims

- To help learners argue for and against ebooks and other topics
- To develop learners' writing skills
- To develop learners' reading skills
- To develop students' speaking and listening skills

Age group

Teens

Level

B1

Time

60 + minutes

Materials

- Ebooks student worksheet

Introduction

Are you for or against electronic books? In this lesson, students read about the advantages and disadvantages of electronic books. They look at language for essay writing and the informal language of blog comments. Students have 'for or against' discussions on various topics. They write a 'for or against' blog entry and respond to their classmates' writing with written comments.

Procedure

1. Lead in: Open discussion (5-

- Tell the class about a friend who has an electronic book. Ask if the students know anyone who has an ebook. What can they tell you about ebooks?

10 minutes)

- Draw the following chart on the board. As a class, list ideas for and against electronic books, e.g., ebooks are cheap, paper books are easier to read. Leave the notes on the board.

<i>Advantages of ebooks</i>	<i>Disadvantages of ebooks</i>

**2. Task 1:
Read (10-15
minutes)**

- Hand out **Task 1**. Ask students to look at the text. Can they identify the blog entry (the first part) and the comments section (the second part)? Ask students to read the blog entry (they will read the comments section later) quickly and decide if the writer is for or against ebooks (the writer is neutral; neither for nor against). Set a two-minute time limit.
- Ask students to do exercise 1. They could say if the writer agrees with the class's list of advantages and disadvantages on the board.
- Ask the students to do exercise 2 individually and then compare answers in pairs.
- Students read the comments section and do exercise 3 and 4 in pairs. Ask the students if they agree with any of the comments.

Answers Task 1:

2.: 1 also, 2 whereas, 3 On the other hand, 4 To sum up, 5 these days, 6 some people think that

3: 1 Sarah, 2 Scott, 3 Jules, 4 Tamsin, 5 Graham, 6 Jaime, 7 Jon

4: 1 Great, 2 rubbish, 3 What's not to like?, 4 I'm sticking with

**3. Task 2:
Discussion (15
minutes)**

- Hand out **Task 2**. Tell the students that they are going to discuss the topics in Task 2 but first they need to prepare what they want to say. Give students a time limit of 5 minutes to read the discussion topics and make notes 'for' and 'against'. Students discuss the topics in small groups.
- Each group could choose a spokesperson to report back group opinions to the class.

**4. Task 3:
Writing (15-20
minutes)**

- Hand out **Task 3** and tell the students to look at exercise A. In pairs or threes, students write a 'for or against' blog entry. The pairs or groups can choose one of the discussion topics from Task 2 or they can invent a different title.
- Students should use the blog entry in Task 1 as a model for their writing and write 4 paragraphs, an introduction, a paragraph with reasons 'for', a paragraph with reasons 'against' and a conclusion. Encourage students to use the words and expressions from Task 1B.
- With a weaker class you could write a blog entry on the board as a class. Ask students to tell you what to write and feed in ideas and language as necessary. Students then use the model on the board to write on a different topic in pairs or threes.

Tip: Fast finishers could add more discussion topics to the list in Task 2 and then talk about them.

- To do exercise B students swap papers with a different group. They could all pass their papers to the group on the left or you could collect them in and hand them out to different groups. Students read their classmates' blog and then add their opinion in the comments section. Walk around the class and give lots of help. Encourage students to use the informal language from Task 1D. Set a time limit of five minutes so that the groups finish at the same time.
- Students swap papers with a different group, read and add another comment. Swap papers and repeat. Continue over the page if necessary.
- Display the 'blogs' on the wall for all to read.

Contributed by

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