

Teacher Guide

1st Day

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1. Introduction (15 minutes)

- Self-introduction
- Play “Find Someone Who” game.

Rule

1. Find someone who meets the questions; if you find, ask him/her to write a signature!
2. You can continue to ask more than one question until he/she says “yes”; you have to move onto a next person!
3. Even two people ask one person for questions at the same time; you always have to keep asking questions and should not just wait! You are encouraged to say “excuse me??” all the time!
4. Time limit is 5 minutes (or 10 minutes)
5. See who will get the most number of signatures...

- (a) Go over questions to check if students have any vocabulary that they don't know (e.g., ‘right-handed’, ‘wrap sandwich’)
- (b) **Explain rules CLEARLY**: “Please look at me! I will show you how to play this game!”
- (c) Play the game
- (d) After the game, go over who said ‘yes’ for each question!

2. How to critique? (25 minutes)

Explanation

Explain! In order to make good and convincing arguments, we are first going to learn how to find problems in others' opinions (i.e., critique techniques). *IMPORTANT*: Emphasize that this task is very EASY and it is even necessary and important to acquire this critical skill of this kind to survive our daily lives!

“So, we are going to learn how to find problems in others' opinions! This is very easy and interesting!”

For example.....let's work on one warm-up question

<Warm-up Question>



(a) **Introduction & Casual talk**

- “-----, could you read the argument?”
- “Have you ever taken TOEIC?” “How many times have you taken it before?” “How difficult is it?” “Do you like TOEIC?” “Do you have any friends whose TOEIC scores are more than 900?”

(b) Asking for students’ opinions (class)

- *Is this argument good and convincing? Do you agree with this argument?*
- If not (students likely say “no!”), please justify why so?

→ Now, let’s look at THREE arguments all of which have some logical problems....

<Argument 1: bread & fruit>



(a) **Introduction & Casual talk**

- “-----, could you read the argument?”
- “What did you eat for breakfast this morning?” “Do you eat bread and fruit in your breakfast?” “Do you eat rice?” “Do you eat rice more than bread and why?” “What kind of fruits do you like?”

(b) Asking for students’ opinions (class)

- “Now, your American/Canadian friend is trying to convince you to start eating bread and fruit everyday” “Is his/her argument convincing? Do you now feel like starting eating bread and fruit every day?” “If yes/no, why?”

(c) Asking for students’ opinions (pair work)

- “Please talk with your partner and discuss whether you are convinced or not (the argument is good or not), and why”

- “If possible, can you think about how to make this argument better?”

(d) Share ideas (class)

- “Please share your opinions with us!” “How can you make it better?”

(e) Check answers and explanation

- “-----, could you read ‘evidence problem?’”
- “We need a lot of evidence to support our ideas!”
- “-----, could you read ‘example?’” “Is this example convincing?”

<Argument 2: Japanese rice>



(a) **Introduction & Casual talk**

- “-----, could you read the argument?”
- “Do you like to eat Japanese rice?” “Have you ever tried rice North America?” “What do you think of difference in rice between Japan and North America?” “What kind of donburi do you like the best? Why?” “Do you like to eat sushi? Have you ever tried sushi in North America?” How do you usually eat rice/what do you eat rice with?” “Do you like rice more than bread?”

(b) Asking for students’ opinions (class)

- “Your Canadian friend is trying to stop you from eating Japanese rice...” “Is his argument convincing?” “Would you stop eating Japanese rice because of his argument?” “If not, why? Why is his argument not very convincing?”

(c) Asking for students’ opinions (pair work)

- “Please talk with your partner and discuss whether you are convinced or not, and why”
- “If possible, can you think about how to make this argument better?”

(d) Share ideas (class)

- “Please share your opinions with us!” “How can you make it better?”

(e) Check answers and explanation

- “-----, could you read ‘causality?’”
- “Our evidence always logically supports our arguments!”
- “-----, could you read ‘example?’” “Is this example convincing?”

<Argument 3: Driving in the rain and snow>



(a) Introduction & Casual talk

- “-----, could you read the argument?”
- “Do you drive?” “Do you have a license in Japan?” “Have you ever driven a car in the snow?” “Do you drive in a city a lot?” “I heard that it is very expensive to get a license in Japan” “Do you know how much it costs in the USA or Canada?”

(b) Asking for students’ opinions (class)

- “Your friend, Ryan, really wants to say that, because he drove safe in the rain, he can drive in the snow without any problems” “Is it convincing? If no, why?”

(c) Asking for students’ opinions (pair work)

- “Please talk with your partner and discuss whether you are convinced or not, and why”
- “If possible, can you think about how to make this argument better?”

(d) Share ideas (class)

- “Please share your opinions with us!” “How can you make it better?”

(e) Check answers and explanation

- “-----, could you read ‘analogy problem?’”
- “We need similar analogies to support our ideas!”
- “-----, could you read ‘example?’” “Is this example convincing?”

3. Debating (30 minutes)

(a) Explanation: Explain that we are going to actually do debate activities by paying attention to all of the three points that we have learned today.

1. Evidence: We always need a lot of evidence
2. Causality: Your evidence has to logically support your arguments.
3. Analogy: You use right analogies.

(b) What is “debate”?

Debate is not difficult at all!

1. You think a lot about a topic.
2. You listen to other people’s opinions.
3. You carefully and logically critique them (use “evidence” “causality” and “analogy”).
4. Make your own opinions.

(c) Introduction & Casual talk

- “-----, could you read a topic?”
 - “Do you like to run?” “If yes/no, why?” “How often do you run?” “Do you go to a gym?” “Have you ever been to a gym?” “What other kinds of sports do you do?”
- (d) Asking their opinions
- “What do you think about the topic? Do you like to run inside or outside?” “Why?”
- (e) Brainstorming (class)
- “What do you think of any positive and negative points of running inside and outside?”
- (f) Brainstorming (pair)
- “Please talk with your partner and discuss good and bad points for running inside and outside?”
- “What are good/bad points for running inside/outside?” “

<p>Inside</p> <ul style="list-style-type: none"> - Not affected by weather - You can digitally check how much you run - You can read magazines while running - Safe <p>Outside</p> <ul style="list-style-type: none"> - Running outside makes you feel more refreshed - Enjoy the scenery and never feel bored - You don't need to buy expensive facilities - You can take dogs

- (f) Debate
- **IMPORTANT:** A teacher has to demonstrate how to do it!
+ One team should be Outside Team; the other should be Inside Team
 - **RULE**
 1. “First, decide which side your team is debating for!” → Outside Team vs. Inside Team.
 2. “Second, a student in Inside Team starts, saying, ‘I think that running inside is better because it is safe’... Then, he/she gets 1 point!!
 2. If a student on Outside Team corresponds to it and adds his/her own opinion such as ‘it is safe, but it is very expensive to go to a gym. Running outside is free!’, then he/she gets TWO points!
 3. If a student on Outside Team just says something such as ‘it is refreshing to run outside’ without corresponding to a student on team A, he/she gets ONE point.
 4. If a student on Outside Team cannot think about any kind of opinions, you can pass!!