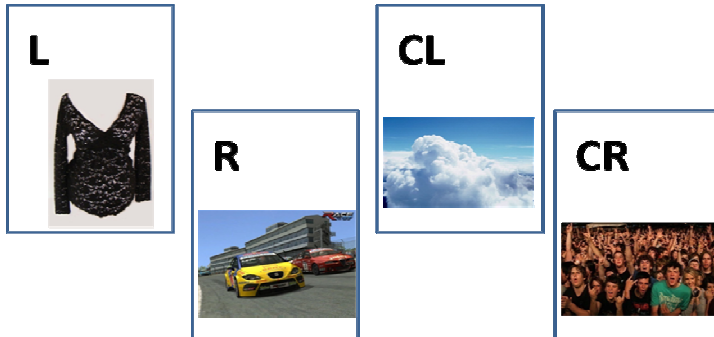


## Teacher Guide

2<sup>nd</sup> Day

Kazuya Saito (McGill University)

### 1. English Karuta game (15 minutes)



#### Rule

1. Each card represents one word such as “race”, “lace”, “crowd” and “cloud”.
2. Each card has a picture and the first letter of the target word
3. A teacher reads the target words but very SLOWLY and CLEARLY.
4. Students have to find and pick up the right card.
5. After the game, count how many cards students get.

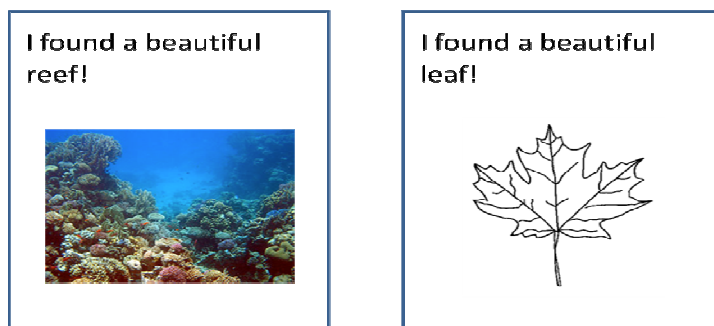
#### (a) **Explanation and Demonstration** (explain CLEARLY)

- “-----, can you explain what Karuta is like?”
- “If I read ‘race’, you find and get this card ASAP. If I read ‘lace’, you get that card ASAP!” (you use the Power Point slides and explain visually)

#### (b) Play the game

#### (c) After the game, see who got the most number of cards!

### 3. English Card game (15 minutes)



## Rule

1. Each card has two sentences.
2. Student A reads one of the sentences.
3. Student B guesses which sentence Student A is reading.
4. If correct, Student B can get the card.
5. If wrong, they have to put the card on the bottom.
6. Students take turns; next, Student B reads cards.
7. They continue the game until they have no cards!

### (a) **Explanation and Demonstration** (explain CLEARLY)

- ✓ Explain by using the Power Point slides: “One card has two sentences. You choose and read one these two sentences. For example, ‘I found a beautiful reef/leaf’. Which one did I read?” “If you point at the correct one, you can get it; if wrong, you have to put it at the bottom.” “If you use up all cards, your team wins!”
- ✓ Explain by using actual cards: “Let me show you how to play this game” “----, tell me which card I am reading (you play the game with one student)” “(If correct) wow! good! you can get this card!” “(If wrong) nooo! you have to put the card at the bottom” “Next, -----, can you read the card?” “I think you are reading this one, correct?” “(If correct) wow! you can give me the card!” “(If wrong) okay we have to put the card at the bottom”

### (b) Play the game

## 3. Debating (15 - 20 minutes)

### (a) What is “debate”?

Debate is not difficult at all!

1. You think about a given topic.
2. You listen to other people’s opinions.
3. You carefully and logically critique them.
4. Make your own opinions.

### (c) **Introduction & Casual talk**

- “-----, could you read a topic?”
- “Do you like to listen to rock music?” “If yes/no, why?” “Who is your favorite rock musician?” “What are your favorite rock groups?” “Which CD is your favorite?” “How many CDs do you have?” “When did you buy your first CD? Tell me about your stories!” “Is there a lot of difference between rock music in North America and Japan?” “Do you prefer to listen to Japanese rock music?”

### (d) Asking their opinions

- “What do you think about the topic? Do you think that listening to rock music is good for children or no?” “Why?”

(e) Brainstorming (class)

“What are good/negative points about listening to rock music?”

Good points for listening to rock music

- Listening to rock music is very fun
- Share the topic with friends (popular rock music is a common topic among young students)
- Listening to various types of rock music develop children's' individuality and sense of music

Negative points for listening to rock music

- Harmful effects (violent or sexual lyrics or video clips)
- Buying CDs is not cheap
- Addictive and distracting for study

(f) Debate (class)

“Let’s debate!” Time for each group to discuss their opinions. “Your team should claim that listening to rock music is good for children” “Your team should claim that listening to rock music is not good for children”