

Teacher Guide

3rd Day

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1. Guessing Game (15 minutes)

- “So, this is a very fun game!” “You have a card that has three hints about one vocabulary, and you read them aloud” “Then your partner guesses what vocabulary you are talking about!” “So, for example, very tasty, sea food, and shellfish....what am I talking about?” “Each group has 16 cards (8 for each person)!”

2. English Card Game (15 minutes)

- “Which team can finish fastest!?”

3. Argument Creation (15 minutes)



(a) Explanation: Explain that this is a new activity and students are going to make a convincing argument on their own. IMPORTANT: You emphasize that we will show students something *new* and *interesting*!

- “So far, we have tried to listen to others’ opinions and critique them. From now on, we are going to learn how to make a convincing argument on your own! It is not difficult at all! I will show you very *easy* and *interesting* way to make a convincing argument that people cannot easily critique!”

(b) Introduction & Casual talk: “Is reading comic books good for children?”

- “Do you read comic books?” “What kind of comic books do you like?” “Tell me about your favorite comic books! What kind of stories are they? Please share your favorite ones with us!” “In Japan, do people read a lot?” “How many comic books do you have?” “In North America, comic books are usually for kids”

(c) Asking their opinions

- “What do you think? Do you agree that reading comic books is not good for children?”

(d) Brainstorming pros and cons (class)

- “Okay, in order to make a convincing argument, we need to know pros and cons!”
“What do you think good and bad points about reading comic books for children?”

(e) Brainstorming pros and cons (pair work)

- “First, make a pair! Then, look at the paper I gave you. Please discuss with your partners and write down support and objections!
- “I will give you only one pen! Please talk and discuss with your partner! If you have any questions, let me know!”
- “Let’s share your group’s opinions with us!”

(f) Check support and objections (ask somebody to read)

- “Wow, thank you for all of your opinions! Now, let’s check what support and objections are like” “-----, can you read them?”

(g) Teaching how to make a convincing argument

- “Okay, now, let me show you how to make arguments!” “It is very EASY and EXCITING!”
 1. Check the list of support and objections
 2. Decide if you agree or disagree with a topic
 3. Use one support from the list
 4. Put one objection from the list (you have to go to the other side!)
 5. Put one another support to defend your argument (you have to come to your side!)
 6. Then, you summarize by rephrasing your opinions in the last line

(h) Showing an example

- “Okay, so this is an example! -----, could you read?”
- “What do you think of this argument? Do you think that this argument is convincing?”