

Teacher Guide

4th Day

Kazuya Saito (McGill University)

1. English Karuta (15 minutes)

- “This time, you should listen to me very carefully because I will read a bit faster!”
- Counting cards

2. Guessing Game (15 minutes)

3. Public Speech (15 minutes)



(a) Explanation: Explain that we will first (a) practice making a convincing argument but with a bit more difficult/controversial/advanced topic, and then (b) move onto public speech (presenting our argument in front of the class with good intonation and eye contact)!!! It will be EASY as well as EXCITING!!!

(b) **Introduction & Casual talk** “Is a sense of rat race good?”

- “Do you know what ‘rat race’ means? It means ‘competition’” “Do high school students in Japan study hard?” “Do a lot of children go to cram schools?” “Did you go to cram schools?” “How was your high school life? Did everybody compete with each other?” “*Did you have any friends that studied insanely?*” “How much do students have to study to get in the top school in Japan?” “How about your life at college? Do students study a lot?” “What do you think about students in the USA/Canada? Do they compete?”

(c) Asking their opinions

- “What do you think about the topic? Do you agree or no?” “Why?”

(d) Brainstorming (class)

- “Can you think about good points for having ‘rat race’?” “Can you also point out negative side of ‘rat race’?”

(e) Brainstorming (pair)

- Discuss with your partner and talk more about good/bad points of “rat race.”
- “Let’s share your group’s opinions with us!”

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

- “Let’s check what support and objections are like” “-----, can you read them?”

(g) Practice (pair work)

- “Then, next, please make an argument with your partner.” “First, you should decide agree or disagree”

If you agree:

- (1) Use and put one support from your lists for “I agree because _____”.
- (2) Use one objection for “It is true that _____.”
- (3) Use one more support for “But _____.”
- (4) Summarize once again with less decisive tones!

If you disagree:

- (1) Use and put one objection from your lists for “I agree because _____.”
- (2) Use one objection for “It is true that _____.”
- (3) Use one

“Second, use one support” “Third, use one objection to touch on the other side” “Fourth, use one another support to come back to your side” “Finally, you rephrase and summarize!”

- “I will give you only one pen! Please talk and discuss with your partner! If you have any questions, let me know!”

(h) Showing an example

- “Okay, so this is an example! -----, could you read?”

(i). Presentation (last **5 minutes**)

Presentation skills (intonation, speak louder, eye contact) + *Listening skills* (feedback, questions and critiques)

- “Now, present your argument in front of our class! This time, first, practice with your partner! You can decide who reads which sentences (they are supposed to take turns)! Second, if you can, please speak without reading the paper.” “Speak louder!” “Speak with gestures!” “More eye contact!”
- “Audience, you listen and if possible give them any kinds of questions or feedback! If the argument is good, tell them why it is so. Or, if you can, please critique their argument

Closing