

A New Introduction to Debating in English [Book 3]

TEACHER'S MANUAL

A Practical Guide for High School English Teachers New to
Teaching Debate

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How to Use This Manual

Start Here This guide is designed for teachers to use alongside the student booklets. It provides a quick overview of what to prepare, how to conduct each lesson, and what to check.

Use Your Professional Judgment This manual offers a suggested framework, not fixed rules. If your students' understanding, English proficiency, confidence in speaking, or classroom relationships suggest that a different approach would be better, give priority to the judgment of the teacher who knows the students.

You Do Not Need to Teach Everything in Order

The materials are sequenced so that they can be used from the Pre-Lesson onward, but you do not need to teach every activity. Omit content that students have already mastered or that is not needed for your class goals.

- The Pre-Lesson reviews basic speech skills that are now commonly taught in junior high school English classes. If your high school students have already mastered these skills, you may skip it and begin with Part 1.
- When introducing these materials for the first time, try using selected activities as stand-alone supplementary activities in your existing lessons. Adjust how much you use according to student response and workload.
- When you omit an activity, check only whether students have the skills needed for later work. If a prerequisite skill is missing, return to the relevant activity only.

Overview of the Materials

Booklet	Main Learning Content	How It Is Used Later
Pre-Lesson	Basic speech structure; voice, eye contact, rehearsal, and revision	Applied in the speech activities in Part 1
Part 1	Problem-solution speeches, summaries, and questions	Applied when writing affirmative constructives and responding to others
Part 1.5	Write affirmative constructives for three resolutions	Used for questions, summaries, and refutations in Part 2
Part 2	Refutation, negative constructives, and the use and explanation of evidence	Builds the skills needed for debate
Part 2.5	Prepare affirmative and negative constructives for three resolutions	Used in the matches in Part 3
Part 3	Conduct team matches and practice judging and reflection	Integrates all previously learned skills

Basic Lesson Cycle

1. State the day's learning goal in one sentence. Describe what students will be able to do rather than using technical terms.
2. Listen to or read a short model. For listening tasks, have students read the questions first.
3. Review the structure and useful expressions. Abstract concepts may be explained in Japanese when helpful.
4. Have students use the target skill in pairs or small groups. Clearly state the preparation time and speaking time.
5. Use the Self Check or Peer Check to select one point for improvement. Give students another brief opportunity to practice the same skill in a later lesson.

General Teaching Principles

- Prioritize whether meaning is communicated and the relationship between an opinion and its reasons is clear, rather than requiring perfect English.
- Focus on the function of each part of an argument rather than memorization of technical terms.
- Do not end with reading alone. Always include at least a brief speaking activity in pairs.
- When a JTE and ALT teach together, the JTE can explain the purpose of the activity and the structure of the argument, while the ALT models the language and advises students on clear, natural English. The course can also be taught by one teacher.
- For resolutions involving personal experience, do not require students to disclose their own experiences. Remind them that an assigned side does not necessarily represent their personal opinion.

Keeping Assessment and Feedback Manageable

- Do not use match results directly as grades. In a match, assess whether students fulfilled their assigned roles appropriately.
- You do not need to correct every detail in every script. Give structural feedback on one script and have students apply that feedback to their other scripts.
- If students use a translation tool and produce unnecessarily difficult English, do more than correct errors. Have them rewrite it in concise English that listeners can understand.
- Offer alternatives such as an individual presentation, an audio or video recording, or assessment of the written script for students who find public speaking difficult.

AI-Assisted Feedback on English Writing and Speech Scripts (Optional)

When class size makes it difficult for the teacher to give detailed feedback on every script, AI can be used as support during the drafting stage. It should help students

review English they have written and understand how to improve it, rather than produce a finished script for them.

- Begin with a script written by the student. Do not have students ask AI to create the script from scratch.
- Ask AI for feedback in this order: (1) structure of the argument, (2) clarity of content, (3) grammar and usage, and (4) more concise English.
- Do not allow students to submit AI revisions unchanged. Have them compare the revision with their original and decide which changes to adopt.
- Keep both the original and revised scripts, and have students explain at least one change and why they made it.
- Do not enter personal information, such as names, or confidential school information. Follow your school's information-management rules when choosing services and accounts.
- AI feedback is not always correct. Students should check it against the structures taught in the materials, and the teacher should make the final assessment.

For detailed procedures, sample prompts, and teaching notes, see the [English Debate Classroom website](https://debate-class.com/). (<https://debate-class.com/>)

Because the website may be updated, check the latest guidance on AI-assisted feedback for English writing and speech scripts before using it.

Planning the Year

The number of lessons varies by school. Do not base the plan on a particular calendar year or day of the week. Keep the learning sequence below while adapting it to your school's annual schedule.

Basic Allocation for a 50-Minute Lesson

Standard Plan In a typical lesson, the first 20 minutes are used for listening practice or another activity with materials of the teacher's choice, and the remaining 30 minutes are used for these debate materials.

Time	Activity	Notes
0-20 min.	Listening, vocabulary, textbook work, or another activity using other materials	Separate from these materials
20-50 min.	Speech, summary, question, and refutation activities from these materials	Normally about 30 minutes
Exceptions	Speaking Tests and third-term lessons with several debate rounds	Use the full 50 minutes when needed

Unless otherwise noted, the annual model below also assumes about 30 minutes of work with these materials. Script writing or revision that cannot be completed in that time may be assigned outside class.

Stage	Materials	Priority Content
Introduction	Pre-Lesson	Model speech -> first draft -> peer feedback -> second draft -> presentation
Foundation	Part 1	Lesson 1: problem-solution speech -> Lesson 2: summary -> Lesson 3: questions
Assignment	Part 1.5	Prepare affirmative constructives before beginning Part 2
Development	Part 2	Lesson 4: refutation -> Lesson 6: negative constructive -> Lesson 7: evidence
Assignment	Part 2.5	Prepare affirmative and negative constructives before beginning Part 3
Integration	Part 3	Short-format matches -> judging -> improvement -> Long format when appropriate

Model for One Lesson per Week: 42 Lessons per Year

Suggested Plan This model assumes 15 lessons in the first term, 15 in the second, and 12 in the third. It follows the sequence of the earlier Teaching Plan while including Lesson 5, Speaking Tests, assignment explanations, and improvement after matches. Unless otherwise noted, the main activity in each lesson takes about 30 minutes. Adjust the plan for school events, examinations, and class progress.

Do not devote a separate full lesson to Recitation Practice. Instead, include three to five minutes at the beginning of relevant lessons. Students may begin Part 1.5 and Part 2.5 in class and complete the remaining work during a school break or outside class.

First Term (15 Lessons): Speeches, Summaries, and Questions

Lesson	Materials (Student Booklet)	Main Activity
1	Part 1 p.4–5	Share the aims of the course and introduce the one-minute monologue and Evaluation Sheet.
2	Pre-Lesson p.2–3	Listen to the teacher's model presentation and analyze its basic structure and delivery.
3	Pre-Lesson p.4–5	Choose a subject, brainstorm ideas, and write a first draft.
4	Pre-Lesson p.6–8	Give peer feedback and write a second draft. Practice emphasis, pauses, and when to show a photograph.
5	Pre-Lesson p.9–10	Give presentations and complete peer evaluations. If time permits, watch the video and observe effective delivery.
6	Part 1 p.10–11	Examine the problem in 1-1 and introduce the Problem-Solution-Importance structure.
7	Part 1 p.12–13	Choose a topic, plan the content, and write the first draft of a Problem-Solution Speech.
8	Part 1 p.14	Complete the Self Check and Peer Check, then revise the script. Explain the Speaking Test procedure.
9	Part 1 p.15	Deliver the Problem-Solution Speech as a Speaking Test.
10	Part 1 p.16–17	Listen to a speech, note keywords, and summarize it orally or in writing.
11	Part 1 p.18–19	Check summaries with a partner, then summarize each other's Lesson 1 scripts.
12	Part 1 p.22–23	Practice questions that clarify points students could not hear or found unclear.

Lesson	Materials (Student Booklet)	Main Activity
13	Part 1 pp.24-25 and 27	Distinguish facts from opinions and ask questions about opinions that lack support.
14	Part 1 p.26-27	Examine the steps in a causal relationship and question gaps in the reasoning.
15	Part 1.5 p.3-12	Explain the purpose and procedure of the assignment, review Tasks 1-3, and begin writing affirmative constructives.

Summer assignment: Complete affirmative constructives for the three resolutions in Part 1.5 and bring them to the first lesson of the second term.

Second Term (15 Lessons): Refutation, Negative Constructives, and Evidence

Lesson	Materials (Student Booklet)	Main Activity
1	Part 2 p.3-6	Use the Part 1.5 scripts to review questions and summaries, and learn refutations using not always true and not important.
2	Part 2 p.7-8	Practice refutations using not relevant, another way, and the opposite.
3	Part 2 p.9-10	Identify a hidden assumption and explain why it may not hold.
4	Part 2 p.11-14	Listen to a complete speech and refute one point from the speaker's argument.
5	Part 2 p.16-19	Combine constructives, questions, summaries, and refutations in the Lesson 5 mini-debate.
6	Part 2 p.21-22	Understand the three parts of a negative constructive: Present Situation, Causal Link, and Seriousness.
7	Part 2 p.23-25	Choose a topic, plan a disadvantage, and write the first draft of a negative constructive.
8	Part 2 p.26-29	Practice refuting a negative constructive and conduct the four-person mini-debate.
9	Part 2 p.30-35	Learn the basic sequence of introducing a source, quoting evidence, and explaining it.
10	Part 2 p.36-41	Select a claim from a script and create an Evidence Card.
11	Part 2 p.42-47	Distinguish direct from indirect quotation, and select and explain figures from a graph.

Lesson	Materials (Student Booklet)	Main Activity
12	Part 2 p.48	Develop questions that test weaknesses in evidence, then review the evidence and explanation in the script.
13	Part 2 p.39 and related pages	Peer-check and rehearse a negative constructive with evidence in preparation for the Speaking Test.
14	Part 2 p.39 and related pages	Present the full negative constructive with evidence, or an assigned section, as a Speaking Test.
15	Part 2.5 p.3-14	Review the three resolutions and Plan Setups, and explain the affirmative and negative constructive assignment and how to add evidence.

Winter assignment: Complete affirmative and negative constructives for all three resolutions in Part 2.5. Set a due date that allows you to return them before beginning Part 3.

Third Term (12 Lessons): In-Class Debate Matches

Use the first two lessons to review match procedures. From about the third lesson, conduct approximately three rounds at each table per lesson. From the third lesson onward, use the full 50 minutes for debate when needed.

Lesson	Materials and Resources	Main Activity
1	Part 3 p.3-5	Review the learning goals and match format, and practice team organization, role assignment, and moving to assigned seats.
2	Part 3 p.6-15	Review expressions for each role, chairperson procedures, the Flow Sheet, and judging. Conduct a short practice match.
3	Part 2.5 pp.3-14 and Part 3 pp.4-17	In addition to Topic 1, use impromptu resolutions for about three rounds. Change sides or roles after each round and record one point for improvement.
4	Part 2.5 pp.3-14 and Part 3 pp.4-17	In addition to Topic 2, use impromptu resolutions for about three rounds. Check whether questions and summaries respond to the other side's content.
5	Part 2.5 pp.3-14 and Part 3 pp.4-17	In addition to Topic 3, use impromptu resolutions for about three rounds. Refute one specific point from the opposing argument.
6	Part 3 pp.4-17 and Topic List	Choose one impromptu resolution from the website's topic list. Allow brief preparation, then conduct about three rounds.

Lesson	Materials and Resources	Main Activity
7	Part 3 pp.4-17 and Topic List	Choose a different impromptu resolution and conduct about three rounds. Share the judges' reasons for their decisions.
8	Part 2.5, Part 3, and Topic List	Choose from the three Part 2.5 resolutions or the website's topic list and conduct about three rounds. Prioritize roles students have not yet experienced.
9	Part 3 pp.4-17 and Topic List	Conduct about three rounds with a new impromptu resolution, focusing on improving questions and refutations.
10	Part 2.5, Part 3, and Topic List	Choose a resolution and conduct about three rounds. These may be organized as ranking matches, representative selection, or additional practice in particular skills.
11	Part 2.5, Part 3, and Topic List	Choose a resolution and conduct about three final rounds. Classes that are ready may use the Long format for some rounds. Share the arguments that determined the results.
12	Part 3 p.16-18	Use the Match Records and Can-do Checklist to reflect on the year's learning and set future goals.

For impromptu rounds in this annual model, choose resolutions from the [English Debate Classroom Topic List](https://debate-class.com/debate-topics/). (<https://debate-class.com/debate-topics/>)

Priorities When Fewer Lessons Are Available

1. Retain Part 1 Lesson 1 (constructives), Lesson 2 (summaries), and the clarification questions in Lesson 3.
2. In Part 2, prioritize 4-1 and 4-2 (basic refutation), 6-1 and 6-2 (negative constructives), and 7-1 and 7-2 (basic evidence). Lesson 5 may be omitted.
3. Part 1.5 and Part 2.5 may be assigned outside class. However, collect and return the work with teacher feedback before students use it in the next Part.
4. In Part 3, conduct at least one Short-format match, including judging and reflection.

Sample Assessment Focus

Activity	What to Assess	Notes
Part 1 presentation	The claim, Problem-Solution-Importance structure, and clarity	Assess content from the written script; adapt assessment of delivery to each student's circumstances.
Part 2	The three parts of the negative	Decide in advance how evidence will be

Activity	What to Assess	Notes
presentation	constructive; introduction, quotation, and explanation of evidence	handled, including whether practice with fictional evidence is permitted.
Part 3 match	Accurate understanding of the opposing argument and the ability to respond and cooperate	Because the English required differs by role, it is better not to use match performance for grading.

Pre-Lesson: The Basics of Public Speaking

Learning Goal Organize a speech with an Introduction, Body, and Conclusion, and clearly introduce something personally important while looking at the audience.

Preparation

- Prepare one or two objects or photographs for the teacher's model presentation. Choose familiar items that students could also use in their own presentations rather than expensive objects.
- Decide the presentation date, approximate speaking time, whether students may refer to a script, and how the presentation will be assessed.
- If you use the video, check playback and sound before class.

Procedure

Pages	Student Activity	Teacher Check
p.2	Listen to the teacher's model presentation twice and take notes on its content and delivery.	Tell students in advance whether to focus on voice, eye contact, pauses, or posture.
p.3	Listen to the model speech, fill in the blanks, and identify the basic structure.	Read at a natural speed the first time and pause briefly before and after each blank the second time.
p.4–5	Choose a subject, make content notes, and write a first draft.	At first, have students organize ideas with keywords rather than writing complete English sentences.
p.6–8	Give peer feedback and write a second draft. Practice emphasis, pauses, and when to show a photograph.	Have each student identify one good point, one unclear point, and one question.
p.9	Give presentations and complete peer evaluations.	Have each listener write one good point and one suggestion.
p.10	Watch the video and observe effective delivery.	Focus students on delivery, such as voice, eye contact, and pauses, rather than agreement with the content.

Answers

Item	Answer
p.3 Speech Script	(1) treasure (2) violin (3) six (4) gave (5) festival (6) violinist
p.3 Basic Structure	(7) Greeting (8) Body (9) Conclusion

Common Difficulties

- If a student cannot choose a subject, have them select a concrete object such as a photograph, an item used in a club activity, a familiar piece of stationery, or a gift from someone.
- If a student cannot write the English, have them write one sentence in response to each of these three questions: What is it? Who gave it to you? Why is it important?
- If a student cannot look up from the script, do not require full memorization. Have the student practice speaking from emphasized words and keywords only.

Part 1: The Basics of Argumentative Speech

Speech Practice (p.4–9)

Purpose This activity builds fluency by having students speak for a set time on a familiar topic using English they already know. The goal is not to produce a polished argument on the spot.

1. Choose one topic and take 30 seconds to one minute to plan what to say from either the affirmative or negative side.
2. Briefly practice the Useful Expressions aloud as a class.
3. Begin with 30 seconds of speaking in pairs, then extend it to one minute as students gain confidence. The listener records an approximate word count and one memorable point.
4. Switch roles and record the result on the Evaluation Sheet. Repeat this as a short practice activity throughout the year.

Lesson 1: Problem-Solution Speech (p.10–15)

Learning Goal Organize the Body into Problem, Solution, and Importance, and explain how the proposed solution addresses the problem.

Section	Procedure	Key Point
1-1 p.10	Complete the blanks with the Words List and consider possible solutions.	Accept multiple answers, but check that students will be able to explain their reasoning later.
1-2 p.11	Listen to the speech, fill in the blanks, and identify the three-part structure.	Students may listen while looking at the script with blanks.
1-3 p.12	Choose a Topic and note ideas for each part.	In the Solution, students should explain not only what they propose but also why it will solve the problem.
1-4 p.13	Write the first draft.	Prioritize concise English that listeners can understand over difficult expressions.
1-5 p.14	Complete the Self Check, followed by the Peer Check.	Have students review their own work before receiving feedback from a partner.
1-6 p.15	Give the speech while listeners take notes on the content.	Treat this as both speaking practice and a listening-comprehension activity.

Lesson 1 Answers

Item	Answer
1-1 Words List	(1) problem (2) more (3) in (4) solve
1-2 Speech Script	(1) problem (2) number (3) late (4) miss (5) put (6) far (7) two (8) stop (9) turn (10) part
1-2 Structure	(11) problem (12) Why (13) solution (14) How

Lesson 2: Listening & Summarizing (p.16–20)

Learning Goal Note the other speaker's claim and the Problem, Solution, and Importance in keywords, then give a brief summary in your own words.

1. First, have students review the table on p.16. Do not show them the Sample Speech on p.20 until after the first listening.
2. Read the Sample Speech on p.20 once or twice. Have students note keywords rather than complete sentences.
3. On p.17, students give an oral summary or write a summary of three to five sentences. Depending on class time, you may choose only one format.
4. On p.18, the speaker checks the summary. On p.19, partners switch roles and use each other's Lesson 1 scripts.

Sample summary: The speaker thinks students should go to school by mikoshi. The current way of commuting is boring and students do not work together. Carrying a mikoshi would make commuting more exciting and improve teamwork. The speaker believes this would make school life better.

Lesson 3: Question & Answer (p.22–27)

Learning Goal Clarify points that were not understood and use questions to examine unsupported opinions and gaps in causal reasoning.

Section	Skill	Teaching Focus
3-1 p.22–23	Questions that clarify content	Use Wh-questions and Yes-No questions according to the purpose.
3-2 p.24–25	Distinguishing fact from opinion and identifying unsupported opinions	Ask for the reason supporting an opinion rather than rejecting the opinion itself.
3-3 p.26–27	Examining causal relationships	Put the events from cause to result in order and question any missing steps.

Lesson 3 Answers

Item	Answer
3-1	(1) first / start (2) 7:30 (3) two (4) club activities (5) stand (6) come / earlier (7) concentrate / class
3-2 Step 1	Opinion, Fact, Fact, Opinion, Fact, Opinion, Fact, Opinion, Opinion, Fact
3-2 Step 2	Examples of words to underline: (1) best (4) better (6) can / dangerous (8) interesting (9) should
3-2 Step 3	(2), (4), (5), (7), and (8). Item (3) is also acceptable if treated as an opinion unsupported within the speech.
3-3 Step 1	⑥ → ② → ⑤ → ① → ④ → ⑦ → ③

Recitation Practice 1 and 2

- Do not ask students to memorize the whole text at once. Practice for two to five minutes at the beginning of lessons in this sequence: read aloud -> hide part of the text -> reproduce it with a partner.
- If you assess the activity, focus on signposts, meaningful chunks, and clarity for the listener rather than word-for-word memorization.

Part 1.5: From Problem-Solution Speech to English Debate

Purpose This assignment uses the structure learned in Part 1 to create affirmative constructives for three resolutions. It may be used in class, as homework, or during a school break, but it should be completed before Part 2 begins.

Assignment 1 (pp.3-7)

1. Use Tasks 1A and 1B to review the function and order of the paragraphs.
2. In Task 2, infer the policy statement from the sentences that follow and complete the blank.
3. In Task 3, consider how the paragraphs connect and insert the specified paragraph in the appropriate position. The linking expressions on p.6 are a revision reference, not items to memorize.
4. In the model speech on p.7, review the Problem -> Solution -> Importance sequence and how the source is presented.

Assignment 1 Answers

Item	Answer
Task 1A	③ → ① → ④ → ②
Task 1B	③ → ② → ⑤ → ① → ⑥ → ④
Task 2	Example: the voting age should be lowered to 16.
Task 3 Paragraph A	Immediately before Paragraph 5
Task 3 Paragraph B	Immediately before Paragraph 3

Assignment 2 (pp.8-12)

Students write one affirmative constructive for each of these resolutions: Topic 1, giri-choco (obligatory Valentine's chocolate); Topic 2, keeping penguins at school; and Topic 3, a one-month study-abroad program. Research and quotations are not required at this stage. Because the scripts will be used for question and refutation practice in Part 2, they do not need to be highly polished.

1. Choose one person or group affected by the policy from the list on p.8.
2. Focus on one Problem faced by that stakeholder and connect it to the policy's Solution and Importance.
3. Write the constructive on the forms on pp.10-12. Keep the Signpost (The reason is ...) brief and specific.
4. Review each script primarily for logical connections, specific explanation, and clear English.

Simple Assessment Use three criteria: A, the structure is logically connected; B, the explanation is specific; and C, the content is communicated in concise English. A three-level scale for each criterion is sufficient.

Part 2: Basic Debating Skills

Before Lesson 4 (p.3)

Using the affirmative constructives from Part 1.5, students alternate between two activities: (1) asking about weak support and (2) summarizing the Problem, Solution, and Importance. Review the skills from Part 1 before moving on to refutation.

Lesson 4: Refutation (p.4–14)

Learning Goal Accurately restate the other speaker's point, identify the type of problem, and explain the reason for a refutation using because.

Section	New Content	Answers and Key Points
4-1 p.4–6	The basic three-step refutation using not (always) true and not important	1 not always true / 2 not important / 3 not important / 4 not always true
4-2 p.7–8	not relevant / another way / the opposite	1 another way / 2 opposite / 3 not relevant / 4 another way / 5 opposite
4-3 p.9–10	The hidden assumption underlying an argument	Step 1: Dialogue 1 b / Dialogue 2 a
4-4 p.11–14	Choose and refute one point from a complete speech.	Step 1: (1)b (2)c (3)a (4)b (5)c

Suggested Responses for 4-3 Quick Assumption Challenge

Plan	Hidden assumption	Sample Reason for Refutation
Free seating	Students choose a seat where they can concentrate.	They may talk when seated near friends.
Karaoke	Students mainly use it to practice English.	They may sing only songs they like.
Generative AI	Students check the answer and think about it.	They may copy without checking.
No deadlines	Students use the time to improve their work.	They may delay getting started.

Sample refutation for 4-4: Let me respond to one point in the speech. The speaker said that public piano music may help people relax. This argument is based on the assumption that most people at train stations will enjoy the music. However, this assumption may not be true because some people may find the music noisy or distracting. For this reason, this argument does not stand. Thank you.

Repeated Practice Refutation does not become automatic after one practice session. In later lessons, spend two to five minutes at the beginning of class repeating 4-1 Step 3 or 4-3 Step 3. Each time, check that students use You said ... and because.

Lesson 5: Mini-Debate Practice (pp.16-19; Advanced)

In groups of three, students follow either constructive -> questions -> summary or constructive -> questions -> refutation. This lesson combines previously learned skills rather than introducing a new one, so it may be omitted when class time is limited.

- Begin with 30 seconds of preparation and about 30 seconds of speaking time for each student.
- Do not add personal opinions to a summary. In a refutation, address only one point from the opposing argument.
- Do not show the affirmative script directly to the negative side. Require students to listen and respond to what the other side says.

Lesson 6: Strategies for the Negative Side (p.21–29)

Learning Goal Explain a disadvantage caused by a policy through three parts: Present Situation, Causal Link, and Seriousness.

Body Part	Question for Students
Present Situation	What is the current situation? Why is it not causing a serious problem now?
Causal Link	What will change under the policy, and through what sequence will a harmful result occur?
Seriousness	Who will be harmed, how will they be affected, and why is the harm serious?

1. Have students read the questions on p.21 first, then listen to the speech once without looking at p.22.
2. Have students open p.22 and review the function of each of the three Body Parts. Answers: (1)b (2)a (3)b (4)b.
3. Have students choose one resolution on p.23 and focus on one disadvantage on p.24.
4. Have students explain the Causal Link aloud in the sequence policy -> change -> problem so that they can identify gaps in their own reasoning.
5. Have students write a first draft on p.25 and keep it so that they can add evidence in Lesson 7.
6. Practice refuting negative arguments on pp.26-27, then conduct the four-person mini-debate on pp.28-29.

6-3 Answers

Item	Answer
Step 1	Q1 a / Q2 b / Q3 a
Step 2	Q1 b / Q2 b (Causal Link)

Lesson 7: Using Evidence (p.30–48)

Learning Goal Present evidence through Source Introduction, Supporting Information, and Explanation, and choose appropriately among direct quotation, indirect quotation, and graphs.

Section	Procedure	Answer
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Section	Procedure	Answer
7-1 p.30–35	Read the questions on p.30, listen to the Sample Speech on p.35, and review the sequence source introduction -> quotation -> explanation.	Step 1: c, b, a, a / Step 3: 2024, researcher, concentrate, The Shin-Ikebukuro Times, May 20 2025, crowded
7-2 p.36–41	Choose one claim from the student's negative constructive and create an Evidence Card.	Open response. The entire script does not need to be rewritten.
7-3 p.42–47	Learn the difference between direct and indirect quotation and how to read and explain a graph.	See the table below.
7-4 p.48	Develop questions that test weaknesses in evidence and choose the most appropriate question.	Step 2: 1-d 2-a 3-c 4-b

7-3 Answers

Item	Answer
Step 1 Task A	Direct: Yes / Yes / No / Yes Indirect: No / No / Yes / Yes
Step 1 Task B	a
Step 2 Task A	(1)a (2)b (3)a
Step 2 Task B	(1) bar graph (2) 6.8 (3) 6.1 (4) reduce
Evidence Card Check	(1)c (2)b (3)a

- In a direct quotation, read the original wording exactly. In an indirect quotation, state the same meaning in your own words and do not say quote or unquote. Identify the source in both cases.
- Students do not need to read every number in a graph. Have them select figures that support their claim and conclude with This graph shows ... to explain what the figures demonstrate.
- Make clear that fictional sources included for practice in the materials must not be presented as facts in actual debates or reports.

Part 2.5: Preparing for the Class Debate Competition

Purpose Students prepare one affirmative and one negative constructive for each of three resolutions, for a total of six scripts. Because sides change from match to match in Part 3, have students keep both scripts for every resolution.

Assignment Procedure

1. On pp.3-5, review each Resolution, Plan Setup, Background Information, and Points to Consider. Students must debate the policy as defined in the Plan Setup without changing its meaning.
2. On pp.6-11, write the affirmative and negative constructives. Decide the Signpost first, then connect all three parts of the Body.
3. You do not need to correct every detail in all six scripts. Give structural feedback on one side for each resolution and have students apply it to the script for the other side.
4. Treat the addition of evidence as an advanced task. When appropriate, use pp.12-14 and ask students to add one piece of evidence to a script selected by the teacher. The Background Information on pp.3-5 may be used as source material.
5. Return the scripts before beginning Part 3 so that teams can select which versions to use.

Possible Arguments for Each Resolution

Topic	Affirmative Starting Point	Negative Starting Point
1 Charging for Ambulance Services	Reduce non-urgent use so ambulances can respond more quickly to patients with urgent needs.	Concern about the fee may delay emergency calls, with especially serious effects on low-income people.
2 Equal Numbers of Men and Women Admitted to Medical Schools	Prevent unfair treatment based on gender and improve equal access to medical education.	A policy prioritizing approximately equal numbers may override individual scores, so a qualified applicant could still be rejected.
3 Mandatory One-Year Parental Leave for Fathers	Promote shared childcare and make it easier for mothers to continue their careers.	Reduce each family's freedom to choose the length of leave and create burdens for workplaces and household finances.

Simple Constructive Outlines

Topic	Affirmative	Negative
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Topic	Affirmative	Negative
Ambulance fee	Problem: non-urgent calls / Solution: fee discourages them / Importance: ambulances reach serious cases sooner	Present: people call without cost worry / Link: fee causes hesitation / Seriousness: delayed treatment may worsen illness
Medical admissions	Problem: unfair treatment / Solution: approximately equal admissions prevent exclusion / Importance: fair access and trust	Present: common standards assess individuals / Link: an approximately equal-admissions policy may override some results / Seriousness: unfair rejection and lost trust
Parental leave	Problem: unequal childcare and career costs / Solution: one-year leave shares care / Importance: supports careers and family relationships	Present: families choose a suitable period / Link: compulsory year removes flexibility / Seriousness: burden on families and workplaces

Sensitive Resolutions

- For the medical-school resolution, focus on fairness in admissions. Do not use claims that ability or suitability differs by gender as supporting reasons.
- For the parental-leave resolution, do not ask students to discuss their family experiences. Treat it as a question of how a policy may affect society and families.
- An assigned affirmative or negative side does not necessarily represent a student's personal opinion. After the match, students may briefly write their own view.

Part 3: Class Debate Matches

Learning Goal Use the constructives prepared in Part 2.5 to practice questions, summaries, and refutations within the flow of a match. Listen and respond to the other side, then apply the experience to improvement in the next match.

Preparation Before the First Lesson

- Form teams of three to five students, with four as the standard. Assign each team a number and a name.
- Prepare a seating slide showing the teams, affirmative and negative sides, judges, chairpersons, and table assignments.
- Prepare a timer, the ballot on Part 3 p.14, and the Flow Sheet on p.15.
- Decide how roles will be combined when a student is absent. On a three-person team, one student may serve as both Questioner and Refutation speaker.
- Confirm that every student has the Part 2.5 scripts.

Short / Long Format (Part 3 p.4)

Order	Role	Short	Long
1	A1 Affirmative Constructive	1:00	1:30
2	N2 Questions to A1 / A1 answers	0:30	1:00
3	N1 Negative Constructive	1:00	1:30
4	A2 Questions to N1 / N1 answers	0:30	1:00
5	N3 Summary of A1	0:30	0:45
6	A3 Summary of N1	0:30	0:45
7	N4 Refutation of A1	0:30	1:00
8	A4 Refutation of N1	0:30	1:00

Use the Short format for the first lesson. Including judging and seat changes, one round takes about 10-12 minutes. If time is short, reduce the number of rounds but preserve time for reflection.

Number of Rounds and Resolutions in the Third Term

Suggested Plan Review the match flow in Lessons 1 and 2. From about Lesson 3, conduct approximately three rounds at each table per lesson. From Lesson 3 onward, do not limit debate to the usual 30 minutes; use the full 50 minutes when needed.

- Begin with the three resolutions prepared in Part 2.5. Using prepared constructives lets students focus on match procedures and their roles.
- Do not repeat only these three resolutions. Once students understand the match flow, select other resolutions from the English Debate Classroom Topic List and conduct impromptu debates.
- For impromptu debates, announce the resolution and allow a short preparation period. Do not require research or evidence. The aim is to use existing knowledge to build constructives, questions, summaries, and refutations.
- Change affirmative and negative sides or roles after each round. After every round, have students record only one improvement point and apply it immediately in the next round.

Impromptu resolutions are available from the [English Debate Classroom Topic List](https://debate-class.com/debate-topics/).
(<https://debate-class.com/debate-topics/>)

Running One Round

1. Display the seating slide. Have students confirm their opponent, side, judges, and chairperson before moving.
2. The chairperson uses Part 3 p.10 to manage the speaking order and time. In the first lesson, the teacher may pause all matches when necessary to review the procedure.
3. Have everyone use the Flow Sheet on p.15. At the start of the match, students enter the Signposts for the affirmative advantage and negative disadvantage.
4. After the match, each judge votes independently using the criteria on pp.12-14. On the ballot, judges identify one point that determined the result.
5. The chairperson collects the ballots and announces the result. On pp.16-17, students record one point to improve in the next match.

Teacher Check by Role

Role	What to Check
A1 / N1 Constructive	Use a Part 2.5 script. Check whether the speaker makes the Signpost and all three parts of the Body clear to listeners.
A2 / N2 Questioner	Distinguish clarification questions from questions that test the argument, and limit the speaker to one or two questions. Require concise answers as well.
A3 / N3 Summary	Check that the speaker accurately presents the other side's claim and all three parts of its Body without adding a personal opinion.
A4 / N4 Refutation	Check that the speaker accurately identifies one point from the opposing argument and uses a Lesson 4 pattern with because.

Role	What to Check
Judges	Compare only what was said in the match. Do not judge by fluency or by the judge's personal opinion.
Chairperson	Do not judge the content of the debate. Manage the speaking order and time, and collect the ballots after the match.

Teaching Students to Judge (pp.12-14)

Comparison Compare the affirmative advantage and negative disadvantage on two dimensions: how likely each is to occur and how important or serious it is. No numerical calculation is required.

1. Identify the advantage and disadvantage in the two constructives.
 2. Consider the questions, summaries, and refutations, and determine how much each argument has been weakened. A refutation of one point does not automatically invalidate the entire argument.
 3. Compare the strength of the arguments after questions and refutations, and vote for the stronger side. If they are equally strong, compare them in this order: refutation -> examples and evidence -> summary -> questions.
- Do not supplement the debate with facts from the judge's own knowledge that were not explained during the match.
 - Do not use English fluency itself as a reason for the decision. Compare the argument content that was actually communicated.
 - Judges should not try to reach a common decision. Each judge decides independently.
 - On the ballot, identify the one point that determined the result, such as which argument remained standing after the refutations.

Minimum Use of the Flow Sheet (pp.11 and 15)

- Complete sentences are unnecessary. Abbreviations, Japanese, and arrows are acceptable.
- Record answers to questions and refutations next to the corresponding constructive.
- There is no separate space for the Summary. Compare it with the constructive notes and check whether the opposing argument was summarized accurately.
- Debaters record information needed for their roles; judges record the flow of both sides.

After the Match

- Instead of requiring a long reflection, have students record one point that determined the result and one point to improve next time.

- Before the next round, have students add the improvement point to their constructive script or role notes.
- At the end, use the Can-do Checklist on p.18. Have students choose one area in which their self-rating improved and one goal for future work.

AI Practice Apps for Students Who Want More Practice (Optional)

For students who want more practice than in-class matches provide, teachers may prepare an AI practice app for individual use in or outside class. The app is not a replacement for debate with classmates; it is a supplement for repeated practice in questions, summaries, refutations, and related skills.

- Focus each practice session on one skill, such as asking a question in 30 seconds, summarizing the opposing constructive, or using the pattern You said ... because ... to refute an argument.
- After the AI interaction, have students record one thing they did well and one thing to improve next.
- Do not treat the AI's arguments or decisions as correct answers. Have students check them against the structures and expressions in the student booklets.
- Do not use an AI app's scores or match results directly as grades. Check practice frequency, reflection, and improvement in actual matches.
- Do not enter personal information, such as names, or confidential school information. Check school policies on devices, accounts, and generative AI.

For available practice apps and current guidance, see the [English Debate Classroom AI Apps page](https://debate-class.com/apps/). (<https://debate-class.com/apps/>)

Quick Reference: Read-Aloud Scripts

Task	Question Page	Text to Read	Page to Keep Hidden
Pre-Lesson Sec.2	Pre-Lesson p.3	Complete the answers in the Speech Script on the same page and read it twice.	None
Part 1 [1-2]	Part 1 p.11	Read the Speech Script with blanks on the same page two or three times.	None
Part 1 [2-1]	Part 1 p.16	Read the Sample Speech (mikoshi) on Part 1 p.20 once or twice.	Part 1 p.20
Part 1 [3-1]	Part 1 p.22	Read the Speech Script on Part 1 p.23 twice.	Part 1 p.23
Part 1 [3-2] Step 1	Part 1 p.24	Read the ten sentences in the upper section of Part 1 p.27 once or twice.	Part 1 p.27
Part 1 [3-2] Step 3	Part 1 p.25	Read the Speech Script on the same page once or twice.	None
Part 1 [3-3]	Part 1 p.26	Read the Speech Script in the lower section of Part 1 p.27 once or twice.	Part 1 p.27
Part 2 [4-4]	Part 2 p.11	Read the Speech Script on Part 2 p.12 once.	Part 2 p.12
Part 2 [6-1]	Part 2 p.21	Read the Speech Script on Part 2 p.22 once.	Part 2 p.22
Part 2 [7-1]	Part 2 p.30	Read the Sample Speech on Part 2 p.35 once.	Part 2 p.32–35

- Before reading a script, have students read the questions and answer choices.
- Read at a natural speed the first time. If necessary, pause briefly at key points the second time.
- Students who find the listening difficult may follow along on the page that would normally be hidden.

Answer Key

Pre-Lesson

Item	Answer
Sec.2 Speech Script	(1) treasure (2) violin (3) six (4) gave (5) festival (6) violinist
Sec.2 Basic Structure	(7) Greeting (8) Body (9) Conclusion

Part 1

Item	Answer
1-1 Words List	problem / more / in / solve
1-2 Speech Script	problem / number / late / miss / put / far / two / stop / turn / part
1-2 Structure	problem / Why / solution / How
3-1	first or start / 7:30 / two / club activities / stand / come or earlier / concentrate or class
3-2 Step 1	Opinion / Fact / Fact / Opinion / Fact / Opinion / Fact / Opinion / Opinion / Fact
3-2 Step 2	best / better / can, dangerous / interesting / should
3-2 Step 3	(2), (4), (5), (7), and (8); (3) is also acceptable.
3-3 Step 1	⑥ → ② → ⑤ → ① → ④ → ⑦ → ③

Part 1.5

Item	Answer
Task 1A	③ → ① → ④ → ②
Task 1B	③ → ② → ⑤ → ① → ⑥ → ④
Task 2	Example: the voting age should be lowered to 16.
Task 3 A / B	A: immediately before Paragraph 5 / B: immediately before Paragraph 3

Part 2

Item	Answer
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Item	Answer
4-1	not always true / not important / not important / not always true
4-2	another way / the opposite / not relevant / another way / the opposite
4-3 Step 1	Dialogue 1 b / Dialogue 2 a
4-4 Step 1	b / c / a / b / c
6-1 Step 1	b / a / b / b
6-3 Step 1	a / b / a
6-3 Step 2	b / b (Causal Link)
7-1 Step 1	c / b / a / a
7-1 Step 3	2024 / researcher / concentrate / The Shin-Ikebukuro Times / May 20, 2025 / crowded
7-3 Step 1 Task A	Direct Yes/Yes/No/Yes; Indirect No/No/Yes/Yes
7-3 Step 1 Task B	a
7-3 Step 2 Task A	a / b / a
7-3 Step 2 Task B	bar graph / 6.8 / 6.1 / reduce
7-3 Evidence Card	c / b / a
7-4 Step 2	1-d / 2-a / 3-c / 4-b

Answers to open-response tasks, summaries, refutations, and constructives do not need to use exactly the same English as the examples above. Accept other wording when it fulfills the purpose of the task, makes the relationships among ideas clear, and communicates effectively to the listener.

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