

Final Report

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March 30, 2013

1. Title: Integrating Language Skills in English I

2. Context:

- (1) Information about the class: 1-6 class (15 boys and 15 girls) 1-2 class (10 boys and 10 girls),
1-3 class (2/3 class size, 10 boys and 10 girls)
- (2) Subject: English I (3 lessons a week, 50 minutes for each lesson)
- (3) Textbook: Power on English course I (Tokyo Shoseki)
- (4) Level of the students: Low level first year students in senior high school
- (5) Problems I face:

Students' competence and interest in English are very low. Most students are poor at English. They don't have English vocabulary nor understand the structure of English sentences which the students who graduated from junior high school are supposed to. They haven't comprehended the English grammar from junior high school. So at the beginning of the school year they have already been very weak in English. They are poor at every English skill: reading, listening, speaking, and writing. I need to remove their anxiety toward English learning and build up their confidence of English learning. The textbook is too difficult for these students to understand. This is another problem.

3. Goal:

The goal of English classes is to make a positive English environment in the classroom in order to enhance the opportunities for students to be exposed to English and facilitate their English learning. To put this goal into action, I conduct my English classes integrating four skills: reading, listening, speaking, and writing, through various activities, such as pair work, group work, essay writing, and so on. I also provide students with comprehensible, meaningful, scaffolding input to increase their understanding toward English and at the same time I try to cultivate their confidence in English with the help of peer cooperation.

4. What I did:

(1) The activities students did in every class:

- ① Small Talk: Students talked about a topic related to each lesson in pairs.
- ② Vocabulary Input: Students applied new words to other sentences which had nothing to do with the lesson they were learning. Then they checked their answers in pairs.
- ③ True or False Question: Students guessed the answer before first reading. Then they checked their answers in pairs.
- ④ 1st Reading: Students read the lesson in the textbook silently for the first time.
- ⑤ Check New Words: New words were paraphrased in easy English. Students matched new words with paraphrased ones as homework. Then they checked their answers in pairs.

- ⑥ 2nd Reading: Students read the passage aloud first with a teacher, next with the partner, then individually trying to get the meaning of the content.
- ⑦ Q&A: Students answered the questions and checked the answers in pairs.
- ⑧ Grammar Point: I explained the grammar point in Japanese. Then students worked on some practice examples.
- ⑨ Summary: Students filled in the blanks of a paraphrased passage with key words. This could also function as a dictation activity.
- ⑩ Timed Reading: Students timed their silent reading.
- ⑪ Post Reading Activity: Students wrote about a topic related to the lesson.
- ⑫ Review Test: After students learned one part of the lesson, they had words and a Q&A quiz. When they got a low score, they were given an extra oral test individually.

(2)The special activities in each month

September: Questionnaire (In order to know how many students had interest in English, I asked them to answer a questionnaire about learning English.)

Communicative Class (I had started teaching English in a new way, a communicative way without translating the textbook.)

October: Poster Session (Students wrote about “ My favorite cartoon” and drew a picture of it. It was laminated and displayed on the wall in the classroom.)

November: Peer-editing (Students read the Fun Essays of their classmates, asked questions and wrote comments on them in a group.)

December: Fun Essay (Students rewrote their essays after peer-editing. I requested them to make their essays longer.

Speaking Test (Students had a speaking test for the first time about “ The country I want to go to.“ I showed them a criteria and a model dialogue which included three conversation strategies: opener, rejoinder, and closing. Most of the students worked hard on this speaking test.

Questionnaire (Students answered a questionnaire and wrote their comments on the activities they had in the class during the second term.)

January: Interview Activity (Students interviewed their classmates about the New Year and completed the interview sheet. This was a one time activity with the ALT.)

Writing (Students wrote an essay on “My Hero” as a winter assignment. And they talked about it in pairs at the beginning of each class.)

February: Common Error: (I picked up some errors students made in their essays and showed them to the students. They tried to identify the errors and correct them in a group.)

Speaking Test: (Students had a second time speaking test about “My Hero,” which was a winter assignment.)

English Journal: (I gave each row a notebook to pass on to the next person after students wrote about a topic I gave, such as “What I like,” “I feel happy when...” and pass the notebooks to the next students in each row.

March: Extensive Reading: (Students experienced “Extensive Reading” for the first time. We had only 48 books for it. They were Oxford Graded Readers and Penguin books for beginners.

Questionnaire: (Students answered a questionnaire and wrote their comments on the activities they experienced in the class during the third term. Through their answers I could understand their evaluations toward English activities they had. They helped me to make my English class pertinent.)

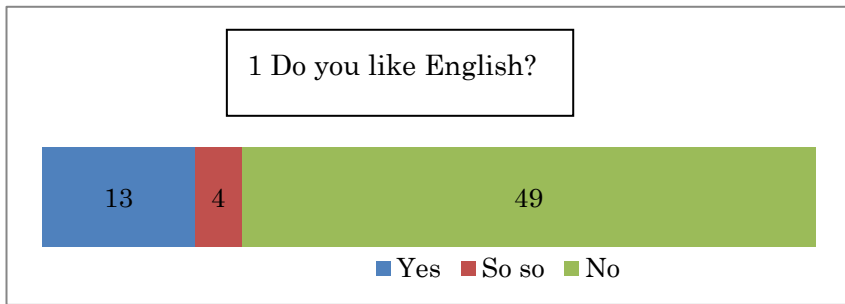
Since the second term I have used the same handouts in the three classes I was in charge of, but I used them differently in each class according to the level of students’ English learning proficiency. For the lower level class, I showed the students the meaning of each English word, except for the new words, which I explained in another handout. I also gave them the handout which had both English with “katakana” on the left side and its translation on the right side. Then I utilized the main handouts for the review of each part.

I didn’t conduct the same activities in all the three classes. From the perspective of English level I decided not to implement extra activities such as Poster Session, Essay Writing, and Common Errors for the lower level students. Doing these activities seemed to take a lot of time or was difficult as an assignment. As for Extensive Reading, I could introduce it to all three classes one time and conducted easy book talks in pairs.

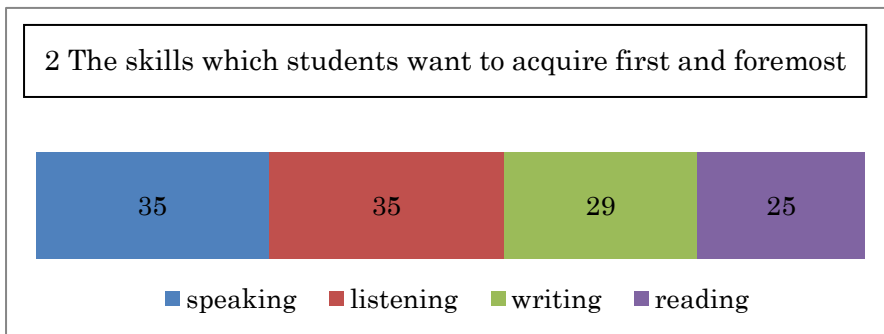
5 Result:

When I started using this course, “Action Research”, in the second term, students might have been confused with the changes. I changed my class drastically and suddenly in the middle of the school year, in September. At that time I hadn’t had well-organized year plans, ideas, and perspectives for my English classes. Before I worked on Action Research, I had conducted teacher-centered traditional English classes. I mainly asked my students the meaning of English words in the textbook. I sometimes had them talk in pairs and conducted some interactive activities at most. Even when I assigned my students to create English Haiku after reading the textbook, the activity wasn’t designed through the year plan, just for one occasion. When I changed my teaching style, I was worried how my students would react to it. Most students accepted the new way and joined the activities. Some of them found the way interesting and useful. The results of the questionnaires are as follows:

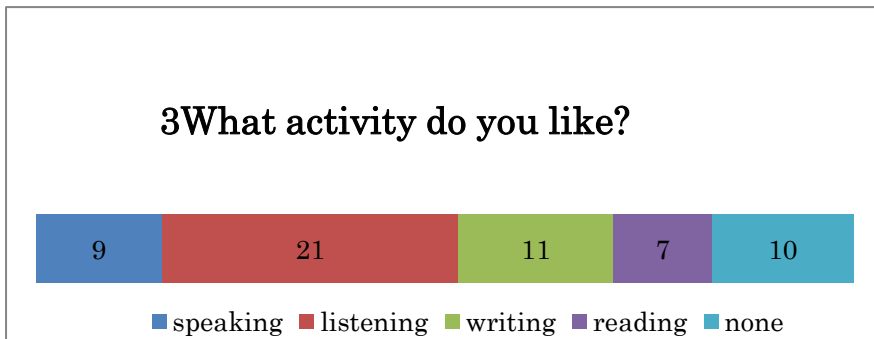
Result of the questionnaire 1 (66 students in three classes in September)



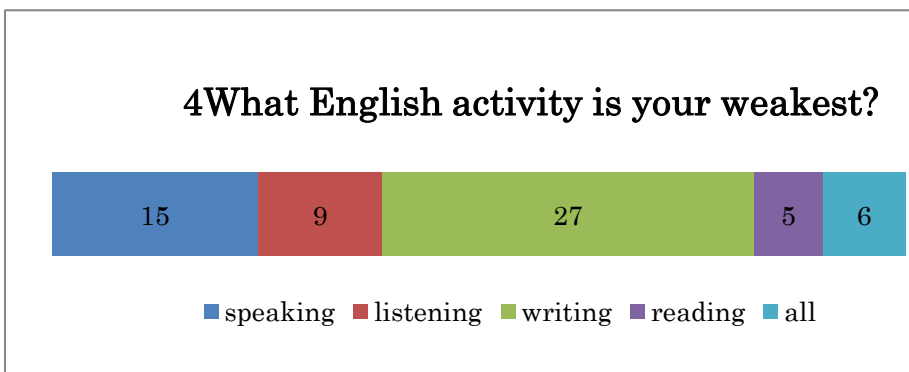
(Table 1)



(Table 2)



(Table 3)



(Table 4)

From the table 1 to 4:

- (1) 74 % of the students don't like English.
- (2) Students are interested in first acquiring speaking and listening competence, then writing and reading.
- (3) 36% of the students like the listening activities while 17 % of them don't like any kinds of activities.
- (4) 44 % of the students think that they are weak at writing exercises.

1年英語 A Questionnaire about English (Students' comments)

Q1 英語は好きですか、嫌いですか？

好き

- ・予習が面倒だけど、始めより分かるようになってきたから。・ノートをきれいに書けるから。
- ・得意だから。英語の授業が楽しいから。・難しいが、外国で使えるから。・英語の力を伸ばしたいから。
- ・単語を覚えたらできるから。・単語を覚えたいから。・文の構成が面白いから。・物語があるから面白い。
- ・難しいが面白いから。

嫌い

- ・勉強してもなかなか理解できず、身につかないから。・面倒だから。・理解できないから（発音や文の作り方等）。・できないから（多数）。・文法がややこしいから（多数）。・難しいから（多数）。・聞き取りが難しいから。・中学のときぼっていたから単語がわからない。・単語を覚えられないから。・読めないし、書けないから。・面白く無いから。・日本人だから必要ないから。・覚えても使う機会がないから。

Q2 英語で身につけたい技能の1番目と2番目を選んでください。

1位リスニング（35）

- ・好きだから。・洋楽を聞いて理解したい。・字幕を見ずに理解したい。・外国人と話せたらカッコイイから。
- ・外国人の会話を理解したいから。・読むより聞いた方が速いから。・聞いていて楽しい。・聞いて覚えらるから。・役立つから。

1位スピーキング（35）

- ・将来役に立つだろうから。・話すことは大切だから。・発音を上手くしたい。・外国人と話せるから。・外国に行きたいから。・書くより言った方が速いから。

3位ライティング（29）

- ・将来役に立つだろうから。・スラスラ書きたい。

4位リーディング（25）

- ・得意だから。・歌の歌詞を理解したい。・スラスラ読みたい。・字幕を読みたい。・必要だから。

Q3 英語の4技能のうち好きなもの、苦手なものは何ですか。

好きなもの

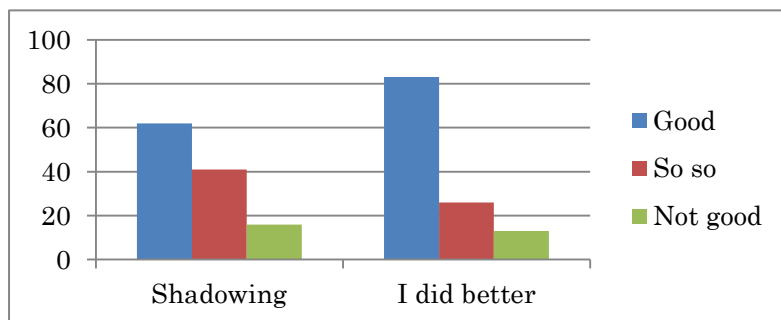
- 1位リスニング（21） ・少しは分かるから。・得意だから。
- 2位ライティング（11） ・4技能の中で1番できるから。・楽しいから。
- 3位ない（10） ・できないから。

- 4位スピーキング (9) ・日常で使えるから。・いつか話してみたいから。・楽しいから。
 ・教科書の音読をしたい。
- 5位リーディング (7) ・読むことは楽だから。・読んで理解することが好きだから。・意味がわからなくても大体発音がわかる。・単語の意味がわかると楽しいから。・1回読めば練習できるから。

苦手なもの

- 1位ライティング (27) ・書き方が分からないから (多数) 。・なかなか覚えられない。
 ・スペルが分からない。・面倒。
- 2位スピーキング (15) ・発音がわからないから。・あまり話していないから。
 ・恥ずかしいから。・間違えるのが嫌だから。
- 3位リスニング (9) ・洋楽で何を言っているのか分からないから。・あまり聞いていないから。・聞き間違えるから。
 ・知っている単語が出てても瞬時にわからない。
- 4位全部 (6) ・できないから。・わかりにくい。・覚えにくい。・単語を覚えていないから。
- 5位リーディング (5) ・読めないから。

Speaking Test



(122students)

This graph shows the two results from self-evaluation sheet.

(1)I repeated what the partner said. (shadowing) (2)I did better this time than the last time.

- ・65 students wrote that they succeeded in shadowing even though this was the first speaking test for them to be required to do shadowing. 41 students thought that they did pretty well in shadowing.
- ・83 students regarded their performance as better one than that of the last time. 26 students found their performance pretty good.

The comments of the students on the speaking test

- ・ *Speaking test is useful for English learning.* ☆
- ・ *I realized the harder I practiced speaking English the more fluently I was able to speak English.* ☆
- ・ *I could speak more clearly and fluently this time than the last time.* (6)
- ・ *I remembered some English words.* ☆
- ・ *I upset a little when my partner said "Pardon?"* ☆
- ・ *I could do shadowing!* (7)
- ・ *I want to memorize much longer English sentences.*
- ・ *I enjoyed speaking English.*
- ・ *I noticed that memorizing English was very useful.*
- ・ *I should have practiced much harder beforehand.*
- ・ *It was difficult for me to memorize the dialogue but I thought it was useful for learning English.*
- ・ *I want to speak English more.*
- ・ *I'm glad to speak English.*

Result of the questionnaire 2 (About 57 students in 3 classes in December and in March *27 students in 1-6 class)

	Useful		So-so		Useless	
	December	March	December	March	December	March
1No Translation *	10	4	15	20	2	3
2Pair Work	18	20	35	31	5	6
3Vocabulary Input	31	25	27	26	0	6
4T/F Question	26	27	32	29	2	1
5Summary	29	27	28	27	0	2
6Poster Session *	11		12		4	
7Essay Writing *	9		18		0	
8Writing		22		25		9
9Group Work *	10		16		1	
10Common Error *		6		18		3
11Extensive reading *		9		15		3
12Conversation Strategy		27		23		7
13Speaking Test	27	17	28	34	4	6

(Table 5)

	Very eagerly		Not very eagerly		Not at all	
	December	March	December	March	December	March
I participated in English class ...	14	14	36	36	8	6

(Table 6)

	More		Same		Less	
	December	March	December	March	December	March
I can read	31	31	27	25	2	1
I can speak	23	26	36	30	1	1
I can listen	28	27	30	30	2	1
I can write	27	28	31	28	2	1

(Table 7)

Self-evaluation (2・3学期の英語α授業を振り返って Students' comments)

1 訳をしない授業はどうでしたか *27 students in 1-6 class

- ・自分で考えることができた (3)・知らない単語や文を辞書で調べる回数が増えた (2)・時間の短縮になった・色々な訳し方があり考えるから勉強になった・訳をする方法もしない方法も、最終的には自分の勉強次第だった。
- ・自分でつないで1つ1つの単語が理解できた・訳を書かない方が楽
- ・調べるのが面倒・訳の授業の方が分かりやすい (6)。
- ・新出単語が訳せない・黒板に色で大切なところを書いて欲しい・自分の訳があっているのかわからない。



2 Pair work どうでしたか

- ・楽しい・色々な人と英語で会話ができてよかった (2)・言いたいことが言えた・もっとやって欲しかった (2)・覚えることができた・発音に役立った・英語の読み方が分かった・英語で話す練習になった (3)・色々な表現が分かった。
- ・英語で話すことは良いこと (2)・コミュニケーションがとれた。
- ・ペアワークに取り組もうとしない人がいて困った (5)・好きでない。

3 Vocabulary Input (単語を本文以外の英文に当てはめる)

- ・本文以外でも単語が使えることが分かった (3)・覚えやすい・分かりやすい (3)・応用力がつく・もっと難しく言ってみると良い・単語から文の意味を想像することができた (3)・新出単語の使い方、役割がわかった (4)・知らない単語を覚えられた・好きです。
- ・難しかった。

4 T/F Question

- ・短い英文が読めるようになった・自分で考えて内容も読むことができた (2)・楽しい・予想で考えることができた (2)。
- ・内容理解しやすかった (3)・テストに役立つ (2)・再確認できた・復習で使うと分かりやすい (2)。
- ・文の意味がわからないときがあった。

5 Summary (要約で穴埋め書き取り)

- ・英語を理解しようとするいい機会になった・大切な単語がわかった・頭に入りやすい・分かりやすい・教科書の文を覚えられる (2)・テスト勉強になる・記憶に残る・考えるのは楽しい (2)・大切だと思った。
- ・必要ない・本文と違うので分かりにくかった。

6 ポスター作り (My favorite cartoon) *27 students in 1-6 class

- ・今まで習ってきた書き方で、英語を書くことができた・いろいろな作品が見れてよかった (2)・楽しかった (4)・自分の伝えたいことを、英語で相手に伝えられた (4)。
- ・英語で紹介することは難しかった。

7 Essay Writing (友達の作品を読んだり、質問に答えて英作文すること) *27 students in 1-6 class

- ・自分で英作をして、文の作り方ができるようになった・難しいが、友だちの作品を見ることができて良かった (2)。
- ・良い活動でした・友達が何を思っているのか分かった (2)。
- ・英文の作り方が分からなかった。

8 Writing (冬休み課題 “My Hero”)

- ・文を考えるのが楽しかった (4)・英文が書けた・いい経験になった・役だった。
- ・上手く書けなかった・大変でした。

9 グループワーク *27 students in 1-6 class

- ・友達と一緒にできると分かり易い・みんなと話す覚えられた・話すことが本当に大切だと思う・英語を聞いて話すことが

でき良かった (3)。・普段話さない人と話すことができて良かった。・お互いの意見を話し合える。・難しいが会話が増えて良い。

1 0 Common Error (英文の間違いを訂正するもの)

- ・今まで習ってきた英文を覚えているかどうか確認できた。・テストに役立った。・間違いは分かるが、直せない。
- ・難しかった。・意味がわからなかった。

1 1 Extensive Reading (易しい英文絵本を読む)

- ・面白かった (2)。・また読みたい。・難しいものを読むよりよい。・単語を調べて面白かった。

1 2 Conversation Strategy (会話練習)

- ・楽しかった (3)。・繰り返すと知識が増える。・覚えることができた (2)。・聞き取る練習になった。・イントネーションが分かった。・日常で使える。

1 3 Speaking Test

- ・練習するから英文を覚えることができた (6)。・英語を話せるようになった。・実践的でよかった。・英語の表現がよくわかって良かった。・相手が誰だかわからない所が良い。・英語できちんと話すことができて良かった (3)。・発音ができるようになった。・楽しかった。・筆記テストでもできた。・勉強する機会になった。・楽しい。

14 この1年間で何ができるようになりましたか。

- ・英文の訳がなくても少しは考えられるようになった。・意味を取ることができるようになった (2)。・ただ答えだけでなく、なぜこうなるのか少し分かるようになった。・英語への取り組みがよくなった。・単語を書けるようになった (2)。・英語を聞いて書けるようになった。・最初は知らない単語や文ばかりで不安でしたが、少しずつ英文や単語が理解できるようになった (2)。
- ・話すことができるようになった (5)。・読むことができるようになり楽しく感じた (7)。・英語を書けるようになった (7)。
- ・聞くことをできるようになった (3)。・楽しかった (2)。・歌詞の意味がわかるようになった。・苦手なところができるようになった。・英語ができるようになった。・ノートが書けるようになった。中学の時よりできた。もっとテストの点数を取れるようにしたい。・テスト対策プリント、和訳プリントがわかり易かった。
- ・中学の時のほうが、覚えやすく、楽しかった。

6. What I learned:

- ・ Students want to acquire *speaking and listening skills* to communicate in English successfully though they are weak at learning English and sometimes too shy to talk with their partners in English.
- ・ Many students are *weak at writing* activity as they think it difficult to write English words correctly. One reason is that the English spelling doesn't quite correspond to its phonics. Some students seem to mistake a writing activity for note taking.
- ・ Students *regard listening and writing activities as difficult* because they haven't been exposed to these kinds of opportunities so much.
- ・ Generally students enjoyed pair work or small talk activity, but some of them *didn't try to speak with their partners* because of their relationships with classmates.
- ・ As for speaking test, many students tried hard to memorize their own sentences and spoke fluently. One particular student who had never practiced conversation during the class accomplished the speaking test in the end. Several students who were weak at English didn't do their best to learn their sentences by heart. Most students evaluated that their performances improved at the

second speaking test.

- From their comments I noticed that the students who were rather good at English or had worked hard in English class wrote positive comments and that they found the communicative activities without translation useful for English learning. On the other hand, the students whose English proficiency was very low gave me severe comments on my English class. They had a negative attitude toward English learning. I needed to find a way to reach those students and got them involved actively in English class. *I also found it difficult to provide almost all the students with comprehensible input* under the conditions where each student's English level varied. Some students were very weak at English to the extent that they couldn't read English words nor tell "b" from "d." I recognized that I needed to make a handout which included *scaffolding instructions with plenty of hints for lower level students*.
- In December students gave me favorable comments on the new style of English class as it was new to them and drew their attention. But gradually they might have got bored with the same style and thus gave me a low evaluation in March. The students who had a positive attitude toward English learning gave continued high evaluations while the students who were weak at English learning gave negative evaluations. *I didn't succeed in changing the lower students' attitude into favorable one regarding English learning*.
- I noticed that *peer-teaching occurred* between upper level students and lower level students during pair activities, group work, and speaking tests. I'd like to make the most of their mutual teaching in the class.

7. Future issues

In order to implement communicative English classes effectively, I will make a concrete yearly teaching plan and a practical can-do list for next year. I would also like to create criteria which show the achievement of the four skills to let the students realize their own improvement in English learning through one year.

I need to create a teaching method which provides comprehensible input without Japanese translation for the students whose English competence is low and get them involved in autonomous English learning. What is more, I will support and nurture the students' mutual teaching and learning, and make the most of it in the class.

Lesson Plan: Lesson 9 “Matsui Hideki on the World Stage – A Dream Come True”

1. Level: First year, Senior High School
2. Class size: 30 (15 boys and 15 girls)
3. Textbook: Power on English course I (Tokyo shoseki)

Lesson 9 “Matsui Hideki on the World Stage – A Dream Come True”

4. Goal & Objectives:
 - (1) The students try hard to understand the story through 4 skills without translation, helping and interacting with one another.
 - (2) The students get to know Matsui’s personality and how he became a big star.
 - (3) The students can understand the new vocabulary and grammatical features.
 - (4) The students can write and speak about “My hero.”

5. Procedure of the activity

- (1)Day one: Pre-reading
- (2)Day two and three: Part 1
- (4)Day four and five: Part 2 (This period)
- (6)Day six and seven: Part 3
- (8)Day eight and nine: Part 4
- (10)Day ten: Post-reading Writing Activity “My Hero”
- (11)Day eleven: Speaking Test “My Hero”
- (12) Day twelve: Extensive reading and English journal

Day 1: As a pre-reading exercise, each student thinks about his/ her own hero and talks about him/ her in pair.

Students look at the pictures in the textbook and imagine the story.

Day 2~9: Students do some activities included in the handout of each part.

Small talk, Review the previous lesson, Vocabulary Input, T/F Question, New Words, Quick Reading, Q&A, Reading Practice, Grammar Point, Grammar Practice, Quick Reading 2, Summary, Your impression

Day 10: Students write about “My Hero.”

Day 11: Students have Speaking Test in pairs about “My Hero”

Day 12: Extensive reading and Book Talk (Each student reads an easy picture book according to his/her English ability and interest.)

Introduction of English Journal (Each student writes more than three sentences about the topic I gave the students ideas such as “What I like,” “I feel happy when...” and requested them to pass the notebook to the next student in each row.

Lesson 9 Part 2 “A Dream Come True”

① Small Talk

1 Who is your hero/ heroine ?

2 What does he/ she do ?

3 Why do you like him/ her?



② Review

Do you remember the content of part 1? Try to remember and write two things. Japanese ok.

1.
2.

Let's talk about two things with your friend in English as follows:

A: Hi,.....

B: Hi,..... How are you doing?

A:....., how about you?

B:.....:

A: Let's talk about two things we remember. What do you remember?

B: I remember... and How about you?

A: I remember... and That's all.

Nice talking with you.

B: You, too.

③ Vocabulary input

Fill in the blanks with the words listing below.

1. Aya () single She doesn't want to marry anybody. *独身の
2. We enjoyed ()ing a dart at school festival. *ダーツ
3. Tom () by his teacher because he didn't do his homework.
4. People () Tom's courage. He saved a child. *勇気
5. Linda is a () and polite girl. *礼儀正しい
6. The president can () himself. He is always cool.

calm remains admired was scolded control throw
 冷静な、 ままでいる、 賞賛した、 叱られた、 自制する 投げる

Play Jyanken. Winners say English and losers translate into Japanese. When you have finished, change the role....

④T/F Questions

Guess the story and write T for true and F for false.

1. Matsui played in the National High School Baseball Championships three times. ()
2. In his last game, he had no chance to hit a home run. ()
3. Many people admired Matsui's calmness. ()
4. When he was a junior high school student, he got angry and threw a bat on the ground. ()
5. Matsui's high school coach scolded him in public. ()
- 6 He can control himself in a game. ()

Open your textbook and read part 2 silently.

Then Check your answer with your friend like the following:

A: Let's talk about question No.1. Is it true or false?

B: I think it's true/ false. How about you?

A: I think so, too. / I don't think so. I think it is true/ false.

B: Let's talk about question No.2. Is it true or false?

A: I think it is...



⑤Check New Words Please look at the handout ①

⑥Quick Reading 1

Read part 2 silently and time your speed by yourself. (seconds)

Class No. Name _____

Lesson 9 Part 2



⑦Q & A

Do you understand the content of Part 2?
Let's make sure whether you understand it or not.
Now let's answer the following question in English.

- 1 Why was Matsui admired by many people?
→
- 2 Why was Matsui scolded by his junior high school coach?
→

Check your answer with your friend like the following.

A: Let's talk about question No.1.

Why was Matsui admired by many people?

B:I think..... How about you?

A:I think so, too. / I don't think so. I think.....

B:Okay, let's talk about question No.2.

Why was Matsui scolded by his junior high school coach?

A:I think..... How about you?

B:I think so, too. / I don't think so. I think.....

⑧Reading practice

Let's practice reading the textbook. First with your teacher slowly, second with your teacher again faster, third with your friend together slowly, fourth with your friend faster and finally with your friend without your textbook.

⑨Grammar Point

He had gotten angry and had thrown a bat on the ground.

訳.....

過去完了形 「 + 」 過去形と共に使う



⑩Practice

1 私が家にいた時にはヒカルはもう出てしまっていた。

When I got home, Hikaru (already/ left/ had).

.....

2 私は 21 才になるまで海外旅行をしたことがありませんでした。

I (I/ had/ twenty-one/ traveled abroad/ before/ was never).

.....

3 私は人前で話すのは苦手です。

I (am/ at/ good/ in/ not/ public/ speaking).

.....

4 その女の子は知らせを聞くと自制心を失いました。

The (of/ control/ herself/ girl/ lost) when she heard the news.

.....

⑪Quick Reading 2

Try to read as fast as possible. (seconds)

⑫Summary

Matsui played in the National High School Baseball Championships (1) times. He was intentionally walked (2) times in the last game. But he remained (3) because he learned how to (4) himself. And many people (5) it. Later one American sports writer later wrote, "He seems to follow the way of the (6)." Matsui's junior high school coach (7) him in (8) when he got angry and (9) a bat on the ground. It was a great lesson for him. From that day on, he decided never to (10) control of himself in a game again."

⑬Impression Which part is favorable for you in this part?

.....

Let's talk about your favorite part in pairs.

Class _____ No. _____ Name _____

Please answer the following questions.

1 What is your favorite cartoon? (Tell me the title.)

My favorite cartoon is

Word box

2 What kind of story is it?

It is a story.

love	恋愛,	adventure	冒険
detective	探偵,	mystery	ミステリー
action	戦闘,	science fiction	空想科学
fantasy	空想,	legend	伝説
horror	ホラー,	historical	歴史

3 Who is the main character?

.....

4 Why do you like it ?

Because

.....

5 Please tell me a brief outline of the story.

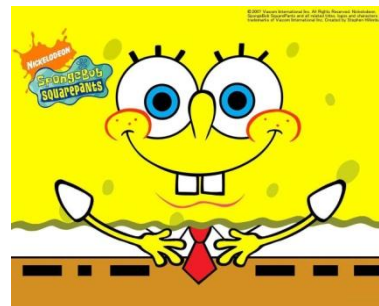
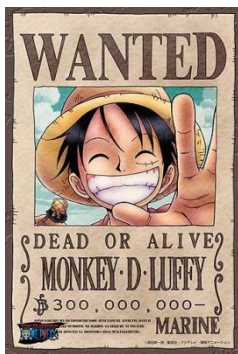
.....

.....

.....

6 How many words did you write in total?

_____ words



Class _____ No. _____ Name _____

Speaking Test “My Hero”

Q1 Who is your hero/ heroine?
.....

Q2 What does he/ she do?
.....

Q3 Why he/ she is your hero/ heroine?
.....

A: Hi,

B: Hi,

A: How are you doing ? (opener) あいさつから始めよう

B:, thanks, and you? いろいろな答え方をしてみよう

A: So, let’s talk about “My hero.” So を使って話題に入ろう

“Who is your hero/ heroine?”

B: My hero/ heroine is

A: Your hero/ heroine is (shadowing 相手の言ったことを繰り返す)

“What does he/ she do?”

B: He/ She is

A: He/ She is (shadowing 相手の言ったことを繰り返す)

“Why is he/ she your hero/ heroine?”

B: Because

A: Oh, I see./ Sounds fun./ That’s great... (rejoinders) つなぎ言葉

B: “Who is your hero/ heroine ?”

A: My hero/ heroine is

B: Your hero/ heroine is (shadowing 相手の言ったことを繰り返す)

“What does he/ she do?”

A: He/ She is

B: He/ She is (shadowing 相手の言ったことを繰り返す)

“Why is he/ she your hero/ heroine?”

A: Because

B: Oh, I see./ Sounds fun./ That’s great... (rejoinders) つなぎ言葉

. Nice talking with you! (closer) 終りの挨拶

A: You, too!

Class _____ No. _____ Name _____

