

# Action Research (Final, 2013)

Hiromi Osuka, March 30, 2014

## 1. Title: How should we improve Japanese students' communication abilities?

— Effective tasks and group activities in order to teach grammar communicatively —

## 2. Context:

(1) Level: Junior high school 2nd year students

(2) Class size: 39 ~ 40 students × 3 classes

(3) Time: 45 ~ 50 minutes × 4 classes (per week)

① a JTE    ② a JTE and a sub JTE

③ a JTE and an ALT

(4) Textbook: New Horizon English Book 2 by Tokyo Shoseki

(5) Issues:

### a. Attitudes

Eighth graders in Toyohashi had one English class per week for four years when they were in elementary school consisting mainly of communication games in English. Most students looked used to communicating with the ALT and using simple greetings in English, but some students (about **28.4 %**) said that they didn't like learning English so much when they entered junior high school. Last March, at the end of the previous scholastic year, **23.3 %** of students said that they didn't like English so much. Last April the classes were reorganized and **18.2 %** of students had negative feelings about English. Furthermore, some students have lost all motivation and often take naps during classes.

### b. Abilities

Eighth graders received 90 hours of English learning experience in their elementary school and there seemed to be some differences in their English abilities and motivation when they were in the seventh grade; some students liked English and were very eager to communicate in English, but a few students had halfhearted attitudes towards English learning because they could not understand what they were learning.

### c. English teachers

There are six classes in grade 8 this year. There are two main English teachers (A and B) and one sub-teacher C for grade 8. I am Teacher A and have three classes. The B teacher also has three classes. Teacher B teaches my two classes as a sub-teacher twice a week. I also teach her two classes as a sub-teacher twice a week. Sub-teacher C teaches 2 classes twice a week. Teacher B and I have to discuss how to teach students and what kinds of activities we should share with each other.

|           |              |
|-----------|--------------|
| 1st Class | TA           |
| 2nd Class | TA, TB or TC |
| 3rd Class | TA, TB or TC |
| 4th Class | TA, ALT      |

## 3. My goals:

- (1) My first goal is to help my junior high school students acquire communication abilities in English through teaching grammar communicatively.
- (2) My second goal is to improve students' speaking abilities with their friends using target sentences.
- (3) My third goal is to motivate the **18.2 %** of students who don't like English to enjoy learning English.

#### 4. What I did

**(1) To make English classes more understandable**

- a. Promoting reading aloud and writing English sentences which are connected to students' lives
- b. Emphasizing English word order in all English classes
- c. Integrating new sentences with ones learned before
- d. **Making use of effective pair work and group work (collaborative learning)**

**(2) To make English classes more motivating and effective for students' learning**

- a. Using example sentences connected with students' lives
- b. Designing communicative activities that contain input and output activities
- c. **Designing communicative activities which stimulate students' interest and motivate students to study more**
- d. Creating worksheets that better enable students to acquire English communication abilities

**(3) To take measures to improve curriculum design**

- a. Teaching students grammar communicatively through "Focus-on-Form Instruction (FFI)" and "Task-based Language Teaching (TBLT)".
- b. Reorganizing and regrouping the basic English sentences students have to learn
- c. Collaborating on curriculum with other teachers to produce better results for more students
- d. **Making use of speaking tests in order to improve students' speaking abilities**

**(4) To give students chances to learn how to speak English effectively**

- a. Giving students chances to recite famous sayings which have grammar points students are going to study
- b. Learning from experience through saying beautiful and meaningful sentences with effective intonation and gestures
- c. Having students acquire power of expression

#### 5. Results:

(1)Results from the surveys in April, July, and February: 118 students ( ) =%

# 2013 英語力自己診断

組 ( ) 番号 ( ) 氏名 ( )

| ★どのくらいの英語が使えますか？（英語力診断基準） |   |  | April (1年) | July | February |
|---------------------------|---|--|------------|------|----------|
| 話す力                       | 1 | ペアで話す時、ほとんど話せない                        | 13.9       | 4.3  | 4.2      |
|                           | 2 | ペアで話す時、20秒くらいは話せる                      | 31.3       | 15.7 | 12.7     |
|                           | 3 | ペアで話す時、40秒くらいは話せる                      | 40.0       | 28.7 | 28.0     |
|                           | 4 | ペアで話す時、少しつかえるが1分間話せる                   | 12.2       | 35.7 | 41.5     |
|                           | 5 | ペアで話す時、つかえずに1分間話が続く                    | 2.6        | 15.7 | 13.6     |
| 聞く力                       | 1 | ペアで話した内容及び教科書のCDが、ほとんどわからない            | 2.6        | 3.5  | 4.2      |
|                           | 2 | ペアで話した内容及び教科書のCDが、3割くらいわかる             | 20.0       | 16.5 | 7.6      |
|                           | 3 | ペアで話した内容及び教科書のCDが、半分くらいわかる             | 44.4       | 35.7 | 33.1     |
|                           | 4 | ペアで話した内容及び教科書のCDが、7割くらいわかる             | 25.2       | 35.7 | 37.3     |
|                           | 5 | ペアで話した内容及び教科書のCDが、ほぼわかる                | 7.8        | 8.7  | 17.8     |
| 読む力                       | 1 | 友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほとんどわからない | 4.3        | 3.5  | 2.5      |
|                           | 2 | 友だちが書いた英文（日記・スピーチなど）や教科書の本文が、3割くらいわかる  | 16.5       | 15.7 | 8.5      |
|                           | 3 | 友だちが書いた英文（日記・スピーチなど）や教科書の本文が、半分わかる     | 40.0       | 30.4 | 24.6     |
|                           | 4 | 友だちが書いた英文（日記・スピーチなど）や教科書の本文が、7割わかる     | 28.7       | 33.0 | 41.5     |
|                           | 5 | 友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほぼわかる     | 10.4       | 17.4 | 22.9     |
| 書く力                       | 1 | 7つ以上のまとまりのある作文（日記・スピーチなど）が、ほとんど書けない    | 5.2        | 4.3  | 4.2      |
|                           | 2 | 7つ以上のまとまりのある作文（日記・スピーチなど）が、1－2文しか書けない  | 13.0       | 13.9 | 12.7     |
|                           | 3 | 7つ以上のまとまりのある作文（日記・スピーチなど）が、3－4文なら書ける   | 37.4       | 31.3 | 27.1     |
|                           | 4 | 7つ以上のまとまりのある作文（日記・スピーチなど）が、5－6文なら書ける   | 30.4       | 29.6 | 36.4     |
|                           | 5 | 7つ以上のまとまりのある作文（日記・スピーチなど）が、7文以上書ける     | 13.9       | 20.9 | 19.5     |
| 文のきまり                     | 1 | 教科書の既習の基本文が、まったく分らない                   | 1.7        | 3.5  | 2.5      |
|                           | 2 | 教科書の既習の基本文を、少し理解できる                    | 19.1       | 11.3 | 12.7     |
|                           | 3 | 教科書の既習の基本文は、半分くらい理解している                | 31.3       | 32.2 | 20.3     |
|                           | 4 | 教科書の既習の基本文は、だいたい理解している                 | 45.2       | 47.8 | 50.8     |
|                           | 5 | 教科書の既習の基本文はよく理解しており、文のきまりには自信がある       | 2.6        | 5.2  | 13.6     |
| 2分間会話                     | 1 | ペアで話す時、ほとんど話せない                        | 14.8       | 7.0  | 3.4      |
|                           | 2 | ペアで話す時、30秒くらいは話せる                      | 40.0       | 21.7 | 23.7     |
|                           | 3 | ペアで話す時、1分間くらいは話せる                      | 33.0       | 31.3 | 35.6     |
|                           | 4 | ペアで話す時、少しつかえるが2分間話せる                   | 10.4       | 32.2 | 28.8     |
|                           | 5 | ペアで話す時、つかえずに2分間話が続く                    | 1.7        | 7.8  | 8.5      |
| 授業の理解                     | 1 | 英語の授業は、ほとんどわからない                       | 0.9        | 4.3  | 3.4      |
|                           | 2 | 英語の授業は、少しわかる                           | 19.1       | 12.2 | 9.3      |
|                           | 3 | 英語の授業は、半分くらいわかる                        | 31.3       | 32.2 | 30.3     |
|                           | 4 | 英語の授業は、7割くらいわかる                        | 31.3       | 33.0 | 31.4     |
|                           | 5 | 英語の授業は、ほぼわかる                           | 17.4       | 18.3 | 25.4     |
| 授業の感想                     | 1 | 楽しくなかった                                | 4.3        | 7.0  | 1.7      |
|                           | 2 | あまり楽しくなかった                             | 7.0        | 8.7  | 6.8      |
|                           | 3 | どちらでもない・普通                             | 36.5       | 41.7 | 34.7     |
|                           | 4 | まあまあ楽しかった                              | 34.8       | 27.0 | 30.5     |
|                           | 5 | 楽しかった                                  | 17.4       | 15.7 | 26.3     |
| 英語の感想                     | 1 | 大嫌いである                                 | 5.2        | 7.0  | 5.1      |
|                           | 2 | 少し嫌いである                                | 13.0       | 10.4 | 9.3      |
|                           | 3 | どちらでもない・普通                             | 43.5       | 40.9 | 34.7     |
|                           | 4 | まあまあ好きである                              | 30.4       | 33.0 | 33.9     |
|                           | 5 | 大好きである                                 | 7.8        | 8.7  | 16.9     |

# 2013 英語学習取り組み自己診断

組 ( ) 番号 ( ) 氏名 ( )

| 1  |  | April (1年)                                      | July | February |
|----|--|---|------|----------|
| 1  | 教科書やワークの英文等をすばやく読め、理解できると感じますか。        | 26.1  | 35.7 | 43.2     |
| 2  | 基本文を使ったコミュニケーション活動を理解していますか。           | 73.0  | 71.3 | 77.1     |
| 3  | 基本文を使ったコミュニケーション活動に積極的に参加していますか。       | 57.4  | 62.6 | 72.9     |
| 4  | 英語を使った友だちとのコミュニケーション活動は「楽しい」ですか。       | 67.0  | 71.3 | 72.9     |
| 5  | 友だちとの活動は「基本文（文のきまり）習得」に役立っていますか。       | 73.0  | 69.6 | 85.6     |
| 6  | 友だちとの活動は「英語力（話す・聞く・読む・書く）向上」に役立っていますか。 | 73.9  | 73.9 | 86.4     |
| 7  | 基本文を使って、「自分のことについて英文を作ろう」としましたか。       | 14.8  | 27.8 | 34.7     |
| 8  | 基本文を使って、自分で英文を作り「使ってみよう」としましたか。        | 30.4  | 38.3 | 44.1     |
| 9  | 英語を使ってコミュニケーションする力がついていると感じますか。        | 73.0  | 73.0 | 72.9     |
| 10 | 英語の授業に「コミュニケーション活動は必要」であると思いますか。       | 91.3  | 87.0 | 82.2     |
| 2  |  | April (1年)                                      | July | February |
| 1  | 単語の読み方、意味の確認                           | 70.4  | 76.5 | 82.2     |
| 2  | 基本文の確認・応用練習                            | 39.1  | 52.2 | 68.6     |
| 3  | 教科書の本文を、先生の後について音読練習をする                | 81.7  | 77.4 | 86.4     |
| 4  | 教科書の本文を、CDの後についてオーバーラッピングして読む          | 57.4  | 58.3 | 59.3     |
| 5  | 教科書の本文を、CDの後についてシャドウイングする              | 22.6  | 42.6 | 44.9     |
| 6  | 教科書の本文を1分間（2分間）読みする                    | 47.0  | 47.8 | 54.2     |
| 7  | 教科書の本文を暗唱する                            | 31.3  | 37.4 | 37.3     |
| 8  | （CDを聞きながら）こつこつノートで書く練習をする              | 29.6  | 38.3 | 39.0     |
| 9  | 英語脳プリントを使って英語の語順を意識して内容を理解する           | 41.7  | 49.6 | 62.7     |
| 10 | 英語脳プリントを使って英語を日本語に直す練習をする              | 52.2  | 57.4 | 64.4     |
| 11 | 英語脳プリントを使って日本語を英語に直す練習をする              | 27.0  | 47.0 | 50.8     |
| 12 | 英語で挨拶をする                               | 80.0  | 78.3 | 77.1     |
| 13 | 英語の歌を歌う                                | 55.7  | 62.6 | 72.9     |
| 14 | 授業中の友達とのペア・ワーク                         | 63.5  | 67.0 | 77.1     |
| 15 | 授業中の友達とのグループ活動                         | 73.9  | 80.9 | 86.4     |
| 16 | 友達と英文を直しあう                             | 27.8  | 36.5 | 48.3     |
| 17 | ワークシートを使った各 Unit のコミュニケーション活動          | 52.2  | 63.5 | 78.0     |
| 18 | A L T の先生とトピックについて話す活動・A L T の先生との授業   | 55.7  | 60.0 | 66.9     |
| 19 | 4月                                     | 「2年生の英語学習」の目標は？                                 |      |          |
|    | 7月                                     | 英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。 |      |          |
|    | 2月                                     | 英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。 |      |          |
| 20 | スピーキングテストの感想                           |   |      |          |

## (2) Student impressions about English learning

★Students' leading hopes for English learning (April) ( )=the total number

|             |  |
|-------------|--|
| 《Speaking》  |  |
| ①           | I want to talk in pairs as long as possible. (14)  |
| ②           | I want to talk with the ALT and my friends for more than two minutes. (6)  |
| ③           | I want to get English abilities to talk with the ALT. (5)  |
| 《Listening》 |  |
| ①           | I try to understand English as soon as possible. (2)   |
| 《Reading》   |  |
| ①           | I want to put English into Japanese quickly. (3)   |
| ②           | I want to read English sentences fluently without stopping. (2)  |
| 《Writing》   |  |
| ①           | I try to write a lot of target and main sentences of the textbook in <i>kotsukotsunotebook</i> . (7)                     |
| ②           | I try to remember and write English words. (5)   |
| ③           | I practice writing sentences about which I am weak and I often mistake the spelling without looking at the textbook. (3) |
| 《4 Skills》  |  |
| ①           | I try to make sentences about myself using the target and main sentences in the textbook. (4)                            |
| ②           | I try to put Japanese into English. (6)  |
| ③           | I try to join the communication activities positively using new sentences I learned. (3)                                 |
| ④           | I try to write about myself using more than 7 sentences. (2)   |
| 《others》    |  |
| ①           | I want to remember a lot of English words. (5)   |
| ②           | I try to understand sentence structure and word order. (4)   |
| ③           | I want to remember a lot of English words and want to talk for two minutes using them. (3)                               |

★Students' changes in attitude towards English learning (J: July & F: February)

### 《Speaking》

|   |   |  |
|---|---|--|
| J | ① | I was able to talk with my friends longer than before. (11)                                      |
|   | ② | I came to talk with my friends more fluently than before. (8)                                    |
|   | ③ | I came to talk with my friends in English a little. (5)  |
|   | ④ | I came to say sentences fluently I could have not said well before. (3)                          |
|   | ⑤ | I came to ask and answer minutely. (1)   |
| F | ① | I got speaking abilities a little. (4)   |
|   | ② | I came to use more sentences when I talk with my friends and it made my conversation better. (1) |
|   | ③ | I came to say longer sentences. (1)  |

### 《Listening》

|   |   |   |
|---|---|---|
| J | ① | I feel that I got listening abilities. (5)  |
|   | ② | I came to listen to along passage. (1)  |
| F | ① | I listened to English CD every day and I came to get a good score at listening tests. (3) |
|   | ② | I came to listen to English better than before. (3)                                       |
|   | ③ | I came to put what my teacher said into Japanese. (2)                                     |

### 《Reading》

|   |   |   |
|---|---|---|
| J | ① | I came to understand English sentences used in classes. (7) |
|---|---|---|

|          |  |
|----------|--|
| <b>J</b> | ② I came to understand the meaning of English sentences quickly. (6)<br>③ I came to read English sentences in the textbook quickly. (5)  |
| <b>F</b> | ① I came to better understand main sentences in the textbook. (11)<br>② After reading English sentences, I came to put them into Japanese quickly. (7)<br>③ I came to read English sentences in the textbook fluently. (4)<br>④ I came to know how to read words a little by little. (3)<br>⑤ My English pronunciation became better. (2)<br>⑥ After reading a long passage, I came to understand quickly. (2) |

### 《Writing》

|          |   |
|----------|---|
| <b>J</b> | ① I got writing abilities. (5)<br>② I came to write English words without looking at the textbook. (4)<br>③ I came to write long sentences. (3)           |
| <b>F</b> | ① I came to write long words without mistaking. (3)<br>② I came to write sentences in the textbook smoothly. (2)<br>③ I came to write long sentences. (2) |

### 《Others》

|          |   |
|----------|---|
| <b>J</b> | ① I came to understand grammar and its usage. (5)<br>② Through target sentences, I came to understand grammar and make use of many kinds of expression. (5)<br>③ I came to express myself using “be going to”. (1)<br>④ I came to put Japanese into English using <i>eigonou handout</i> . (1)<br>▼ I cannot understand the contents of the textbook compared to the grade 7. (2)<br>▼ I couldn't talk fluently and often see model sentences at a speaking test. (1)<br>▼ It was difficult for me to remember target sentences, so I couldn't remember so much sentences. (1)<br>▼ English is getting harder than before, so I cannot understand at all. (1)<br>▼ I came to dislike English. (1)   |
| <b>F</b> | ① I came to understand English grammar. (4)<br>② I came to remember target sentences firmly. (4)<br>③ I came to try communication activities firmly. (3)<br>④ I came to understand English words. (3)<br>⑤ I almost came to understand grammar and understand sentences in the textbook. (2)<br>⑥ I came to understand the meaning of words and make use of them in the sentences. (2)<br>⑦ I came to remember difficult English words for 2nd graders naturally. (2)<br>▼ I can listen to CD, but I cannot get 40 ~ 50 points at the term test. (1)<br>▼ I am weak in putting Japanese into English, so I want to practice more. (1)<br>▼ I came to say what I want to say in English, but I have not written them yet. (1)<br>▼ The more difficult the contents are, the more things I cannot understand increased. (1) |

### (3) The Result of a proficiency test

Students showed a better ability of English than the students do in some another JHS.

\*The average mark is showed in terms of 100

|         | the average mark | the average difference |
|---------|------------------|------------------------|
| Class A | 53.15            | +11.65                 |
| Class B | 51.45            | +9.95                  |
| Class C | 49.40            | +7.90                  |

## 6. What I learned:

- (1) Even though the mother tongue for students is Japanese, they need a lot of meaningful vocabulary input in order to speak or write sentences. Students need to know the situation in which the words are used and how the words are used in what kinds of sentences. If input activities are not enough, students would not obtain excellent results in output activities. Needless to say in learning a second language, meaningful input activities are very important. They should be more understandable and natural with more steps in order for lower students to better understand the activities. All the activities should be meaningful and enjoyable for the students. Pictures and new English words which are connected with students' lives provide students with meaningful scaffolding in order to acquire new target sentences.
- (2) JHS English teachers often have great difficulty managing the different learning abilities of junior high school students; some students cannot even understand what they learned in the seventh grade. Students' pair activities sometimes stop functioning because of the difference of abilities. It's important for teachers to plan who partners up and how to divide students into groups. To my regret, even high level students cannot give full play to their abilities in a speaking test when they pair with lower students.
- (3) What kinds of activities are more useful and effective for English learning? Bingo or information gap activities? Students like games in which they compete with their friends. Their competitive spirit improves their language acquisition. But as students grow, they need activities which can give them intellectual and psychological satisfaction. For example, in **Communicative Activity "We call him Kimutaku ⑩,"** students really enjoyed talking with their friends using "call" which needs the object and the complement. Talking about their nicknames made them excited and created a better atmosphere among students. Why did this simple activity make students feel happy? In daily life, Japanese students cannot decide their nickname by themselves but their friends decide what to call them. I think that they were happy to decide their nicknames by themselves. A girl student said, "After learning classmates' nicknames and calling them by their nicknames, I felt that we became better friends than before."
- (4) This school year, I tried to have students learn famous proverbs or sayings because I've wanted to teach students something important for their lives through English learning. In addition to this, I've wanted to have students acquire powerful expressions when they might say something in English. I hope students use expressive words or phrases when they talk about their ideas in English. At the beginning of this trial, I put emphasis on four points; eye contact, voice, gesture, and pause. Students were really enjoying these activities and trying to work out how to speak effectively. Many students have become self-conscious of saying things in English. Japanese students are not good at speaking English with gestures and effective intonation or leaving a space effectively. Especially Japanese students cannot control vicarious emotions, so they cannot speak English emotionally. The students learn the required sentences but are far from speaking them with vicarious emotion. Reciting beautiful and meaningful sayings is very useful for students to learn how to speak English effectively. Through saying meaningful sentences students were able to learn how to let their friends know what is important with their gestures, eye contact, or effective intonation.
- (5) Students have to learn Japanese grammar and English grammar at the same time. Both grammatical terms are very similar, so students confuse English grammatical terms with Japanese ones. For example, the English grammatical term "auxiliary verb" is completely different from the Japanese grammatical term "auxiliary verb" even though both of them use the same *kanji*. Teachers should put emphasis on such kinds of differences in order for students not to confuse English terms with Japanese ones.
- (6) JHS students cannot be satisfied with only trying games or quizzes. They need to be satisfied with their intellectual desire. Teachers should work out activities which satisfy student concerns and interests. They are very interested in what their friends and teachers do and think. They know how interesting and exciting it is for them to learn about their friends and teachers through new key sentences. Teachers should work out activities which make students excited and

enthusiastic.

## 7. Further issues:

- (1) The number of students that don't like English has not yet decreased. There are one or two students facing down on the desk during English classes in each class. They have different kinds of problems about learning or their lives. Teachers have to think about how to motivate them, but we cannot solve these problems easily. Exciting activities, better partners or supportive environments cannot work well. It is a critical problem for JHS teachers to motivate 3 L students (low ability, low confidence, low motivation) even if they use motivational aspect activities. To make matters worse, a few 8th graders have a lot of mental and physical problems, so their learning attitude is poor. Teachers often have to give tough comments to them so that the quality of classes falls. To tell the truth, their motivation also falls. My students are also not exceptional. Teachers must create effective input and output activities which can satisfy those kinds of students.
- (2) Only 56.8 % students enjoyed learning English. I couldn't motivate more than 80 %. This is why output and input activities I planned for them seemed to be monotonous and didn't appeal to them. Most activities couldn't make students excited and satisfied so much. I have to study students' interests more and should prepare activities that satisfy students' intellectual curiosity and motivate students to try hard.
- (3) As a small type of presentation, I've made use of famous sayings. This activity gave students opportunities to think about how they show or tell their feelings. But students could not make use of this activity when they tried the speaking tests. They couldn't talk with their partner or the ALT with gestures or facial expression because they were too nervous to talk naturally. Students need to practice more in order to speak naturally.
- (4) I made 38 original handouts for eighth graders for the first time after an interval of 10 years. I've not taught eighth graders for a long time. Using the handouts in the classes, I felt that I would have to revise them many times from now on. Watching students' reaction and activities, I found many faults and points I must revise in the handouts. Through trial and error, they will be perfected.
- (5) Students like learning grammar through communicative activities, but they are poor at reading through a lengthy article. They cannot show a good result on a long-passage reading ability test. Communicative activities enable students to acquire grammar effectively, but they are not enough to acquire reading abilities which enable students to read a passage of substantial length. It's important for teachers to think about how to unite communicative activities with reading activities. It's a very critical problem for students to get a good mark at questions for entrance examinations which consist of a passage of unbelievable length.
- (6) Students have to acquire about 1,200 new words over the course of three years. They are bored by learning a lot of new words at a time for each Unit and moreover they have to learn new meanings for words they have learned before. The simpler the words are, the more meanings they have. Teachers should think about how to enrich students' vocabulary. There is not enough time for JHS students to try graded reading. Testing vocabulary regularly cannot solve this problem.

## A Lesson Plan ( March, 2014)

1. Level: Junior High School second year students
2. Class size: 3 classes with 39 ~ 40 students
3. Textbook: New Horizon English Course Book 2 ( Tokyo Shoseki ): Unit 7 "My Favorite Movie"



#### 4: Goal: Students can make use of sentences using comparative sentences

Students can express themselves using comparative sentences

#### 5. Objectives

- Language Function:

To have students understand the sentences in which “the comparative degree” is used

To have students understand the sentences in which “the superlative degree” is used

To have students understand the sentences in which a “as ~ as ...” is used

- Communicative Function:

To have students talk about their daily lives using “the comparative degree”

To have students talk about their daily lives using “the superlative degree”

To have students talk about their daily lives using a “as ~ as ...”

#### 6. Procedure

##### (1) Day one: Starting Out & Communicative Activity “I’m taller than you! (33)”

- ① 2-minute small talk for warm-up
- ② Enjoy saying “人生の達人の言葉をかみしめよう (15)”
- ③ Practicing of new words of Starting Out
- ④ Communicative Activity “I’m taller than you! (33)”
- ⑤ Self-evaluation for the communicative activities

##### (2) Day two: Starting Out & Communicative Activity “English is more difficult than math (34)”

- ① 2-minute small talk for warm-up
- ② Enjoy saying “人生の達人の言葉をかみしめよう (15)”
- ③ Review of Communicative Activity “I’m taller than you! (33)” (Step 5)  
Reporting sentences students wrote in Step 5 in class
- ④ Listening to the CD looking at the picture card about “Starting Out”
- ⑤ Comprehension Check of “Starting Out”
- ⑥ Checking “英語脳プリント”
- ⑦ Reading
  - a. Model reading
  - b. Phrase reading
  - c. Pair reading
  - d. Reading check
- ⑧ Taking notes of new key sentences of “Starting Out”
- ⑨ Trying “Substitution, Listen, Speak” to page 40
- ⑩ Practicing of new words of “Dialog”
- ⑪ Communicative Activity “English is more difficult than math. (34)” (Step 1,2)

##### (3) Day three: Dialog & Communicative Activity “English is more difficult than math. (34)”

- ① 2-minute small talk for warm-up
- ② Enjoy saying “人生の達人の言葉をかみしめよう (15)”
- ③ Review reading of Starting Out
- ④ Communicative Activity “English is more difficult than math. (34)” (Step 3, 4)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Listening to the CD looking at the picture card about “Dialog”
- ⑦ Comprehension Check of “Dialog”
- ⑧ Checking “英語脳プリント”
- ⑨ Reading
  - a. Model reading
  - b. Phrase reading
  - c. Pair reading
  - d. Reading check

⑩ Taking notes of new key sentences of “Dialog”

(4) Day four: Reading for Communication (p. 76 and p.77) &

Communicative Activity **“Hotty is my best friend!” (35)**

- ① 2-minute small talk for warm-up
- ② Enjoy Saying “**人生の達人の言葉をかみしめよう (15)**”
- ③ Review reading of Starting Out and Dialog
- ④ Review activity of **“English is more difficult than math. (34)”** (Step 5)
- ④ Taking notes of new key sentences of “Dialog”
- ⑤ Trying “Your Turn”
- ⑥ Practicing of new words of “Reading for Communication” (p.76 and p.77)
- ⑦ Communicative Activity **“Hotty is my best friend!” (35)** (Step 1 ~3)

(5) Day five: Reading for Communication (p. 60 and p.61)

& Communicative Activities **“Hotty is my best friend!” (35)**

- ① 2-minute small talk for warm-up
- ② Enjoy Saying “**人生の達人の言葉をかみしめよう (14)**”
- ③ Review reading of Starting Out & Dialog
- ④ Review Practicing of new words of “Reading for Communication” (p. 76 and p. 77)
- ⑤ Communicative Activity **“Hotty is my best friend!” (35)** (Step 4, 5)

(6) Day six: Reading for Communication (p. 76 and p. 77) and

& Communicative Activities **“Hotty is as cool as Hokki!” (36)** Today’s lesson

- ① Enjoy Saying “**人生の達人の言葉をかみしめよう (14)**”
- ② Review Practicing of new words of “Reading for Communication” (p. 76 and p. 77)
- ③ Communicative Activities **“Hotty is as cool as Hokki!” (36)** (Step 1~3)
- ④ Listening to the CD looking at the picture card about “Reading for communication”
- ⑤ Comprehension Check of “Reading for communication”
- ⑥ Checking “**英語脳プリント**”
- ⑦ Reading      a. Model reading    b. Phrase reading    e. Pair reading      f. Reading check

(6) Day seven: Reading for Communication (p. 76 and p. 77) and

& Communicative Activities **“Hotty is as cool as Hokki!” (36)**

- ① Enjoy Saying “**人生の達人の言葉をかみしめよう (16)**”
- ② Communicative Activities **“Hotty is as cool as Hokki!” (36)** (Step 4)
- ② Review Reading of “Reading for Communication”
- ④ Questions and answers about “Reading for Communication” in groups
- ⑤ Taking notes of new key sentences of “Reading for Communication”
- ⑥ Review (p. 78)

(7) Day eight: Listening Plus 7 & **“Let’s try quizzes!” (37)**

- ① 2-minute small talk for warm-up

- ② Enjoy Saying “**人生の達人の言葉をかみしめよう ⑩**”
- ③ Review Reading of “Reading for Communication”
- ④ Trying Listening Plus 7
- ③ Trying “**Let’s try quizzes! ③⑦**”

## 7. Today’s Lesson

- (1) Enjoy Saying “**人生の達人の言葉をかみしめよう ⑭**”
- (2) Review Practicing of new words of “Reading for Communication” (p. 76 and p. 77)
- (3) **Communicative Activities “Hotty is as cool as Hokki! ③⑥” (Step 1~3)**

### ① Step 1

- Students look at the pictures and put some Japanese phrases into ( ) listening to Teacher.
- After listening to Teacher, students think about peculiarity common to the three sentences.

Hotty is cool. Hokki is cool, too. Hotty is as cool as Hokki.  
 My bike is new. Your bike is new, too. My bike is as new as your bike.  
 Soccer is interesting. Baseball is interesting, too. Soccer is as interesting as baseball.

### ② Step 2

- Students choose a suitable word among three words and say the complete sentences many times looking at the pictures in the handout.

### ③ Step 3

- Students make 10 sentences using “as ~ as ...”. They put their friends’, teachers’, favorite singers’ or sports players’ names into both ( ). They have to make sentences connected with their daily lives.
- Students make groups of four or three and say the sentences they made in turn.
- Some students say the sentences in class.

### (4) Noticing grammar points

- Students try to understand new grammar points

### (5) Listening to the CD looking at the picture card about “Reading for communication”

### (6) Comprehension Check of “Reading for communication”

### (7) Checking “英語脳プリント”

### (8) Reading

- a. Model reading   b. Phrase reading   e. Pair reading   f. Reading check

## 8. Assessment

### (1) Substitution:

- Making sentences by using “the comparative degree” ( 15 mins. )  
 Making sentences by using “the superlative degree” ( 15 mins. )  
 Making sentences by using “as ~ as ...” ( 15 mins. )

### (2) Composition:

- Making sentences by using “the comparative degree” ( 15 mins. )  
 Making sentences by using “the superlative degree” ( 15 mins. )  
 Making sentences by using “as ~ as ...” ( 15 mins. )

# \* Hotty is as cool as Hokki! (R for C) \* 36

Class( ) No.( ) Name( )

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。その内容に当てはまるように ( ) の中に適する語を補いなさい。また、3つの文に共通することは何でしょう。



- (1) ホッティーはホッキーと ( ) 。
- (2) 私の自転車はあなたの自転車と ( ) 。
- (3) サッカーは野球と ( ) 。

2. 次の文の ( ) の中から、文に適する語を選んで○で囲みましょう。すらすら説明できるまで何回も練習しましょう。

- (1) Hotty is as ( cool, cooler, the coolest ) as Hokki.
- (2) My bike is as ( new, newer, the newest ) as your bike.
- (3) Soccer is as ( interesting, more interesting, the most interesting ) as baseball.
- (4) Hotty is as ( old, older, the oldest ) as Makun.
- (5) Naomi is as ( beautiful, more beautiful, the most beautiful ) as Kikuyo.
- (6) Hokki is as ( old, older, the oldest ) as Katsuya.
- (7) Hokki gets up as ( early, earlier, the earliest ) as his wife.

3. 次の英文の ( ) に該当するあなたの答えを書き、英文を完成しなさい。

- (1) ( ) is as easy as ( ) .
- (2) ( ) is as difficult as ( ) .
- (3) ( ) is as interesting as ( ) .
- (4) ( ) is as exciting as ( ) .
- (5) ( ) is as tall as ( ) .
- (6) ( ) is as cool as ( ) .
- (7) ( ) is as cute as ( ) .
- (8) ( ) gets up as early as ( ) .
- (9) ( ) can run as fast as ( ) .
- (10) ( ) can sing as well as ( ) .

Hotty is cool. Hokki is cool, too.

Hotty is as cool as Hokki. 意味：( )

Hotty can run as fast as Hokki. 意味：( )

A is as cool as B. は ( ) という意味です。 ( ) の中には形容詞・副詞の ( ) を使います。A is not as cool as B. は ( ) という意味です。

4. 例文のように会話をして、次の項目について友達がどう思っているのか資料にまとめましょう。

《Ex.》 A: Science is as difficult as math.

B: ★Well, I think so, too.

Science is as difficult as math.

(I don't think so. Science isn't as difficult as math.)

A: ★★ Oh, I see.

★ Let's see. / Well  
Um,...

★★ Great! /  
Oh, really?  
That sounds nice.

★表の中に図式化して書きなさい。《Ex.》 science= math, science>math, science<math

| items                               | impression | 1.あなた ( ) | 2. | 3. | 4. |
|-------------------------------------|------------|-----------|----|----|----|
| 1. science / math                   | difficult  |           |    |    |    |
| 2. music / P.E.                     | exciting   |           |    |    |    |
| 3. swimming /running                | hard       |           |    |    |    |
| 4. watching TV / reading comic boks | fun        |           |    |    |    |
| 5. beefsteak / sushi                | delicious  |           |    |    |    |

セ イ イ ン グ

Saying ⑩ “人生の達人の言葉をかみしめよう”

There's a way to do it better — find it.

「いつだってもっとうまくやれる — その方法を見つけよ。」 Thomas Edison

ほんのちょっとした<sup>そういくふう</sup>創意工夫があなたの生活をより良いものにしてくれるでしょう！！！！！！

自己評価

Class( ) No.( ) Name( )

|   | 評価項目                     | 自 己 評 価   | この活動の感想・気がついたこと・分かったこと<br>4行以上 |
|---|--------------------------|-----------|--------------------------------|
| 1 | Eye Contact アイ・コンタクト     | A ・ B ・ C |                                |
| 2 | Voice 適度な声の大きさ           | A ・ B ・ C |                                |
| 3 | Attitude 取り組みの態度(×日本語)   | A ・ B ・ C |                                |
| 4 | Understanding 活動の理解      | A ・ B ・ C |                                |
| 5 | as 原級 as を使った文の使い方       | A ・ B ・ C |                                |
| 6 | Filler (つなぎことば) の使い方     | A ・ B ・ C |                                |
| 7 | Usefulness このワークシートの役立ち度 | A ・ B ・ C |                                |

