

## Appendix B: Fun Communicative Activities Supported by Timed Conversation

### 助動詞



### My Ideal Girlfriend!

**Step 1** 石飛先生 (がもし中学生だった場合) の理想の彼女について聞きましょう。  
He [ ] be nice. He [ ] be handsome. I [ ] go to Nagashima with him!

**Step 2** 助動詞の使いかたと意味をまとめましょう。助動詞 + [ ]

have to ( ) それより意味が強い must ( )  
not have to ( ) とは意味が全然違う mustn't ( )  
can ( ) cannot ( )  
will ( ) won't = will not

**Step 3** これは誰の理想の彼女・彼氏でしょう? Let's guess!

- ① ( ) 先生 ② ( ) 先生 ③ ( ) 先生  
④ ( ) 先生 ⑤ ( ) 先生 ⑥ ( ) 先生

**Step 4** それぞれの理想の彼女・彼氏についてまとめよう!

1. Ms. Yoshikawa's perfect boyfriend...

He can [ ]  
He doesn't have to [ ]  
I will [ ]

2. Mr. Kuwayama's perfect girlfriend...

She has to [ ]  
She can [ ]

3. Mr. Otani's perfect girlfriend...

She mustn't [ ]  
I will [ ]

4. Ms. Saimai's perfect boyfriend...

He has to [ ]

ア write wrong *karaji* in the love letters.

※ wrong 間違った

イ talk to other boys.

※ other 他の

ウ teach me swimming.

エ be a Tigers fan.

オ text back to me soon.

※ text 携帯メールを送る

カ talk about baseball with me.

キ go hiking with her.

ク visit temples and shrines with him.

※ temple 寺 shrine 神社

ケ be taller than me.

※ taller than ~ ~より背が高い

コ send a love letter to me every morning.

He must [ ]  
He mustn't [ ]

**Step 5** Let's write about your ideal girlfriend / boyfriend!  
I will write about my ideal girlfriend / boyfriend.

She / He

**Step 6** Let's talk about our ideal girlfriend / boyfriend. 班で、順番に Step 5 を読み上げよう。他の人の書いた ideal girlfriend / boyfriend についてメモしよう。

Memo:

**Step 7** Let's discuss our ideal girlfriend / boyfriend. 理想の相手について相談して作文しよう。

We talked about our ideal girlfriend / boyfriend.

**Step 8** Let's make a presentation! Step 7 の内容をクラスに発表しよう。

授業についてのコメント

Newsletter

Ms. Noriko Ishitobi  
October, 2011

# Active English

Ueda Junior High School 2<sup>nd</sup> year, English

「毎月発行する」と書いて  
たのに... I'm sorry !!

## My Dream

スピーチをそのままここに載せました。

- ① I want to be a teacher. I want to teach science. Do you know Mr. Denjiro? He teaches science to many people. I like him. I want to be like him. I like science, too. But it's not easy. So I study hard to teach it to many people.
- ② I want to be a midwife because I like babies. Many people have babies. I want to help them. My sister was born ten years ago. She was cute. A midwife helped my mother. She had many skills. She cooked dishes and watched mothers and babies. My mother said, "Thank you very much." My family smiled. I want to be a midwife. I want to study about babies.
- ③ I want to be an announcer and tell people a lot of news. I like TV program. An announcer is a very important job because people need some information. I want to be like Ms. Yuki Sugura in NHK. I like her very much. I want to read a script exactly.

### Word List

midwife 助産師  
baby 赤ちゃん  
skill 技術, 技  
dishes 料理  
announcer アナウンサー  
script 原稿  
exactly 正確に

vet 獣医  
lately 最近  
courage 勇気  
clown ビエロ  
gentle 優しい  
\* hospital clown  
ホスピタルクラウン

笑いが身体の疲労力を  
減らすことで、  
笑いを顔にも届け  
る活動をします。専門  
の技術を身につけたクラウ  
ン(ほね屋)は希望を  
叶え、患者さんや和ら  
げます。

- ④ I want to be a vet. Being a vet is a very important job. I want to care for sick animals. Many animals get sick so many animals need help. I want to help these animals. Last year my dog was very sick so I wanted to help her. I want to be a vet so I can help animals like her.
- ⑤ I want to be a singer because I like song. I often listen to KARA's songs lately. I listen to KARA's songs when I'm tired. Then I became fine. I listen to KARA's songs when I'm happy. Then I become very happy. We can't live without food and water. I think we don't die without songs. But songs give us courage and happiness. So I want to be a singer and I want to give many people courage and happiness.
- ⑥ I want to be a hospital clown. I want to care for sick people. Last year I watched TV about hospital clown. His name is Kosuke Oomura. His name is Kei-chan. He smiles at sick children. His smile is very gentle. I want to meet Kei-chan because he lives in Nagoya. And I want to be a hospital clown.

P.2



## Appendix A

### Lesson Handouts and Activities

Lesson 10

“What is Meaningful International Cooperation?”

#### Pre-reading of this lesson

##### Goal

I will be able to write and speak about “International Cooperation.”

##### Small Talk

Your teacher has already written down a question for today’s talk “Which country in Africa would you like to visit?” on the blackboard. Make a pair and play *gyanken-pon*. Winners start talking.

*Use conversation strategies for 1st-year students;*

1. *openers; Hi, How ya doin?*
2. *How ‘bout you?*
3. *rejoinders: That’s great! / Really? / Oh, I see. / Sounds interesting!*
4. *shadowing (repeat completely or partially what your partner said)*
5. *follow-up question (ask your partner about his/her answer)*
6. *closers: Nice talking with you. / You, too.*

A: Hi (partner’s name). How ya doin? (*opener*)

B: I’m pretty good. (*rejoinder*) How ‘bout you?

A: I’m great. (*rejoinder*) Which country in Africa would you like to visit?

B: I would like to visit \_\_\_\_\_.

A: You would like to visit \_\_\_\_\_. (*shadowing*)

That’s great! (*rejoinder*) Why? (*follow up question*)

B: Because \_\_\_\_\_.

A: (*shadowing what B said*), (*rejoinder*). How ‘bout you?

Which country in Africa would you like to visit?

(when you finish your conversation, you use closer as follows)

A: Nice talking with you. (*closer*)

B: You, too. (*closer*)

##### Preview the story 1 : Skimming

Open your textbook. Look at the pictures on pages 102, 104, 106, 109, and 110.

Read the Japanese sentences on each page. Then, read only the first sentence in each paragraph on pp. 104, 106, 108, and 110 and answer the following true or false questions.



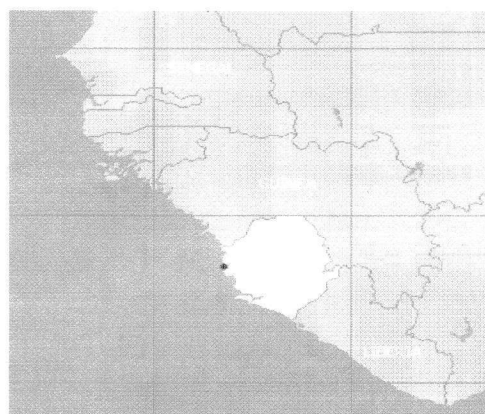
1. When he was 12, Mr. Yamamoto went to South America with his father. T / F
2. He was sent to one of the countries in Africa called Sierra Leone. T / F
3. In Sierra Leone, there had been a civil war for 10 years. T / F
4. When he left Sierra Leone, he received a welcome message. T / F

A map of that part of West Africa

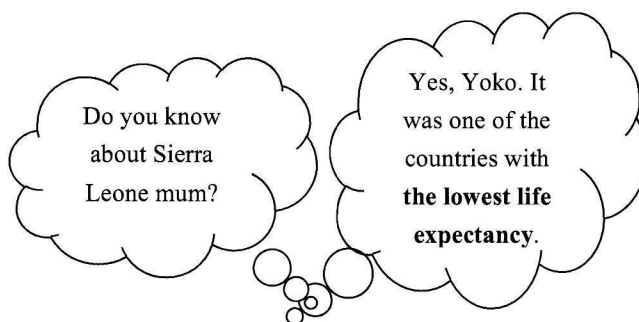
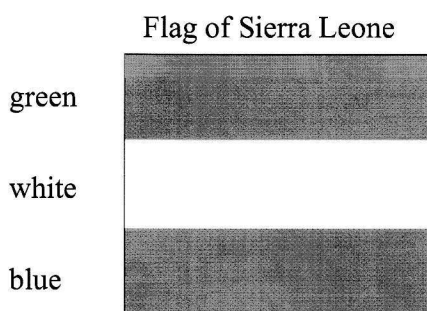
**Preview the story 2**

Answer the following questions.

- Q1 What is the capital of Sierra Leone?
- Q2 Which is smaller, Hokkaido or Sierra Leone?
- Q3 What language do they speak in Sierra Leone?
- Q4 How do you say 'Medecins Sans Frontieres' in Japanese?



\*医療援助団体 medical aid group



**Pre-reading of Part 1**

**True or False questions**

First of all, guess true or false before reading part one. Circle T / F.

- He saw children there eating a fruit. T / F
- He traveled to some developing countries when he was a high school student. T / F
- When he was 35, he decided to join MSF to seek the answer to his question. T / F

**While-reading of Part 1**

Now open your textbook on page 104 and read part one silently. After that, check your answers. You may want to change them.

Check your answers with a friend as follows:

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

B: I think it is true/false. How 'bout you?

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

B: Then how about No.2? Is this true or false?

A: I think it is...

### Vocabulary Input

Match the underlined English words and Japanese ones.

1. Tanaka sensei wants to eat a whole chilled watermelon by himself.

\*chilled 冷やされた ( ) ( )

2. My nephew has been working in a developing country.

( )

3. I tried to seek my friends at Hirano University.

( ) ( )

4. Hirano sensei seems happy to see Tetsuya Tomuro.

( )

5. Hirano sensei was involved in international cooperation activities

( )

right after coming back from Ecuador in South America.

( )

ア ~の直後に

イ 西瓜

ウ 探す

エ ~ (する) ように思われる (見える)

オ ~に参加した

カ 開発途上国

キ 大学

Play *jyanken-pon*. Winners say Japanese and losers translate into English. When you have finished, change the role. I would like you to memorize all words or phrases.

### Quick Reading 1

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

### Detailed questions

Now answer the following questions in English. You may want to scan the text.

1. When did Mr. Yamamoto go to Africa with his father? →

2. What was he shocked by when he saw the sight? →
3. When did Mr. Yamamoto decide to take part in MSF? →

Check your answer with a friend as follows.

A: Let's talk about question No.1. When did Mr. Yamamoto go to Africa with his father?

B: I think . . . . How 'bout you?

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

B: Okay, let's talk about question No. 2. Since when did Mr. Yamamoto decide to . . . .

**Reading practice**

Let's practice reading!

1st time – Read the story with your teacher, check your pronunciation of the words you find difficult.

2nd time – Read it again in a soft voice by yourself.

3rd time – Shadowing: Play *jyanken-pon*. Losers shadow your partner without the textbook.

Please change roles in each paragraph.

**Quick Reading 2**

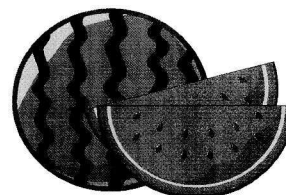
Read part one silently and time your speed by yourself. (        seconds)

**Post-reading of Part 1**

**Vocabulary Output**

Fill in the blanks with the words listed below.

1. There were lots of flies on the \_\_\_\_\_.
2. Cameroon is one of the \_\_\_\_\_ .
3. I \_\_\_\_\_ a face-to-face relationship.  
\*a face-to-face relationship 直接対話できる関係
4. I \_\_\_\_\_ a school festival when I was a \_\_\_\_\_ student.
5. The baby \_\_\_\_\_ to be happy \_\_\_\_\_ his mother showed up.



Word list⇒ university / developing countries / watermelons / seek / was involved in~ / right after / seemed

**Retelling**

I want you to retell part one with several sentences. You may use key words below if necessary. Play *jyanken-pon*. Winners first tell one sentence about the first information of part one. Then, losers add one sentence. Continue to tell the story, taking turns.

key words for part 1 : developing countries, international cooperation, MSF, doctors

### Timed-Conversation

“International cooperation” is the topic of your fun essay and speaking test. This activity is useful for you to complete your fun essay and speaking test. First answer two questions ① and ② below. Then, start timed-conversation with the partner next to you. Play *jyanken-pon*. Losers start talking. You have ONE minute.

#### The list of conversation strategies

*opener / How 'bout you? / shadowing / rejoinders / follow up questions / closer*

*Could you say that again, please? ←Use this, if you don't understand what your partner says.*

- ① What kind of international cooperation are you interested in?
- ② Why?

## Appendix B

### Rubrics

#### Rubric for the Speaking Test

##### Speaking Test (Video Recording)

- ① What kind of international cooperation are you interested in?
- ② Why?
- ③ Where would you like to go?
- ④ Why?
- ⑤ Do you need a certification for doing the cooperation?
- ⑥ If yes, what kind of certification do you have to get?
- ⑦ What is a tough point of the occupation?

#### Fluency & Content

- (10 points) You can completely manage 3-minute talk.
- (7 points) You can manage the 3-minute talk with a couple of pauses.
- (4 points) You can somehow manage the 3-minute talk but the content is not enough.
- (1 point) You cannot manage the 3-minute talk because of long pauses.

#### Delivery (volume & eye contact)

- (4 points) You can talk with eye contact and appropriate volume.
- (2 points) You can talk most of time with eye contact and volume.

(1 point) You cannot talk with eye contact and appropriate volume.

Strategies (conversation strategies)

(6 points) You can shadow and use more than 4 types of rejoinders.

(5 points) You can shadow and use more than 3 types of rejoinders.

(3 points) You can shadow and use more than 2 types of rejoinders.

(1 point) You cannot shadow and use any rejoinders.

**Rubric for the Fun Essay**

Design

A (3 points) ... You use pictures or illustrations, and color effectively.

B (2 points) ... You use pictures or illustrations, and color.

C (1 point) ... You use only black.

Length

A (3 points) ... You write over 120 words.

B (2 points) ... You write 115 words.

C (1 point) ... You write 110 words or less.

Content

A (3 points) ... Your essay is very interesting and creative.

B (2 points) ... Your essay is interesting, but not so creative.

C (1 point) ... Your essay is too simple and monotonous.

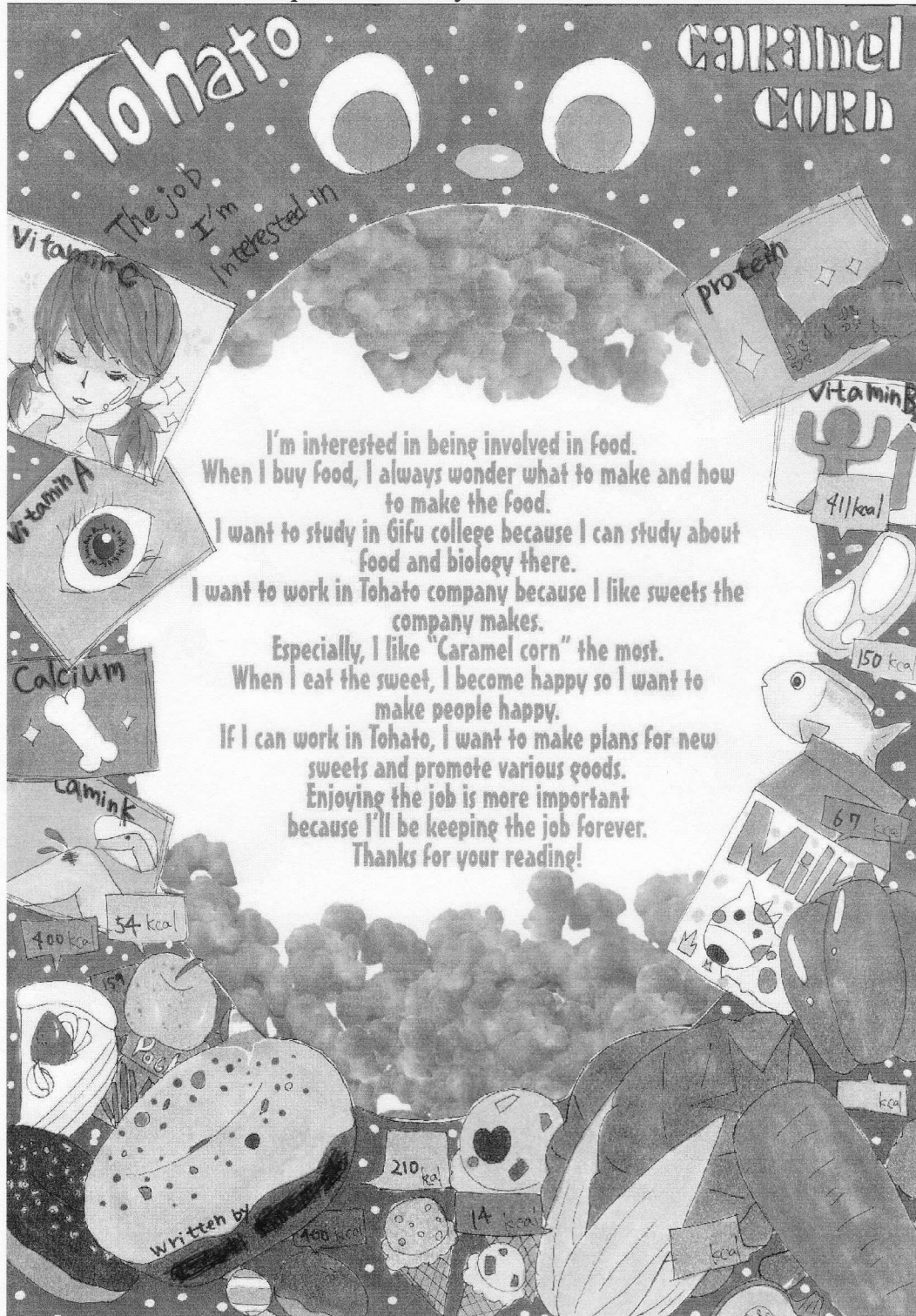
Bonus point

You will get ONE bonus point if your essay is brilliant in one of the aspects above.



Appendix C

2010 Students' Work Samples: Fun Essay "The Job I'm Interested in."



# THE JOB I'M INTERESTED IN

I'm interested in being a kindergarten teacher because I have some sister and cousin. So I always take care of them. I think that my empirical knowledge have to be useful. I would like to study in Gifu Syotoku junior college. I wish to study there since I was a junior high school student because I would like to study Special field about child care. My seniors is a student at Gifu Syotoku college. He study here to be good teacher of chemistry. I respect him. I think that I want to study with him. I would like to work in a kindergarten or preschool because every kindergarten teacher often work in there. In kindergarten, I play inside and outside with children, I play the piano, and I read some books for children. I think to enjoy a job is more important. I have two reason, One, I can't continue a job if I don't enjoy. Two, I hope that I always work for children, not monney.

Written by

