

Risk-log 12
Post-reading activity – Lesson 5 “Service Dogs”

1. Level : first- year students

2. Time : 1 period

3. Class size : 34 students

4. Activity : **Writing a composition** - “The life of people with disabilities”

Objective: Learn more about the life of people with disabilities.

<Homework>

Step 1: Choose one person who is disabled and research his/her life.

Q1 What problem(s) does he/she have?

Q2 Why did he/she become disabled?

Q3 What does he/she do?

Q4 What surprised you most?

Step 2 : Write about his/her story with his/her picture.

<First period>

Step 3: Read the compositions in groups.

Students make a group of four. They exchange their compositions with their friends and read each other’s compositions. Then they write comments and questions on the back of each paper.

Step 4 : Have a conversation in pairs.

Students make a new pair and ask their partner about a life of people with disabilities.

A: I wrote about

B: I see. What does he/she do?

What problems does he/she have?

What surprised you most?

Students have a conversation with three different partners.

Step 5 :Add some sentences.

Students read the comments from their friends and add some sentences on their composition.

5. What happened

We’ve learned about service dogs. As a post-reading activity, I’d like to share more stories about people with disabilities so that they can start thinking about the problems our society have. At home, students used Internet or read books to get information about a life of disabled people. However, many of them who did homework had trouble writing, because they tried to directly translate Japanese into English and it was too difficult for them. Some students used many difficult words but they didn’t make any sense. Some didn’t finish writing and some just copied the sentences from Internet. When they started to have a conversation, they had trouble speaking again. In the end, I asked the students to write a composition again after the speaking activities.

6. How to modify the activity

Step 1(research, four questions & short answers) → Step 4 (pair-conversation) → Step 2 (writing a composition) → Step 3 (sharing) → Step 5 (adding some sentences)

I’ve learned that speaking activities are helpful for their writing. When students have a conversation, they can try to explain to their partners in English they can use. Also they can try to express their feelings and opinions in their conversation. This will help them write a composition. Students had trouble speaking in pairs in the previous lesson in July, so this time I put a speaking activity after a writing activity. However, it didn’t work well for both activities.