

1. Title: Integrating Language Skills in English II

2. Context:

(1) **Information about the class:** 2 - 5 class (12 boys and 21 girls)

2 - 6 class (16 boys and 6 girls)

(2) **Subject: English II** (4 lessons a week for 2-5, 3 lessons a week for 2 – 6,
50 minutes for each lesson)

(3) **Textbook:** Power on English course II (Tokyo Shoseki)

(4) **Level of the students:** Low level second year students in senior high school

(5)Problems I face:

Students' competence in English is still very low after one-year-study at high school. Most students don't have motivation to learn English. I suppose there are some reasons for this. First they don't have basic English vocabulary nor understand the structures of English sentences which the students who have graduated from junior high school are supposed to know. They haven't comprehended the English grammar. Second, they haven't been exposed to English, nor have had enough comprehensible, scaffolding inputs. Third, they might not have taken interested in the topic in the required textbook which was often an unsuitable level for the students. For these reasons students are still poor at English in every skill: reading, listening, speaking, and writing. It is urgent to lessen their anxiety toward English learning, and build up their confidence of English learning.

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 the four skills: reading, listening, speaking, and writing, through various activities, such as pair work, group work, speaking tests, essay writing, and so on. I give students English instructions as often as possible. I also provide students with comprehensible, meaningful, scaffolding inputs to increase their understanding toward English and at the same time I try to cultivate their confidence in English with the help of peer teaching. I choose only interesting topics which are easy for students to personalize.

4. What I did:

(1)Instructions in English and communicative teaching

I tried to give instructions in English as often as possible explaining some English words on the board which lower students can't comprehend. I didn't translate textbook English into Japanese.

(2)Original handouts

I made original handouts for the textbook which included the following activities.

Pre-reading

- ① Small Talk: Students talked about a topic related to each lesson in pairs.
- ② Vocabulary Input: Students practiced applying new words to other sentences which had nothing to do with the lesson they were learning. Then they tried to remember new words in pairs.
- ③ True or False Question: Students guessed the answer before first reading. Then they checked their answers in pairs after first reading.

While-reading

- ④ 1st Reading: Students read the lesson in the textbook silently for the first time.
- ⑤ 2nd Reading: Students read the lesson in the textbook silently finding the key words.
- ⑥ Q&A: Students answered the questions and checked the answers in pairs.
- ⑦ Grammar Point: I explained the grammar point in Japanese. Then students worked on some practice examples.
- ⑧ Read aloud: Students read the passage aloud first with a teacher, next with a partner, then individually, trying to get the meaning of the content.
- 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.

Post-reading

- ⑪ Post Reading Activity: Students personalized a topic related to the lesson by interviewing others or essay writing.

(3)Occasional activities

- ① Questionnaires: Students had questionnaires four times (April, July, December, March) in order to evaluate the utility of the handouts and activities. They discovered their English improvement in four skills, and were asked to write their comments regarding English classes.
- ② Topic cards: Students made a personal question card with pictures and had pair talks three times with three different partners at the beginning of the class.
- ③ Extensive Reading: Students experienced “Extensive Reading” a few times and conducted easy book talks in pairs. We had only 68 books which were Oxford Graded Readers and Penguin books for beginners.
- ④ True Story : Students read “Shopping Day,” “Elevator Romance” from “Very Easy True Story①,” “Mario’s Rabbits” from “All New Very Easy True Stories.” They also played “Karuta” as a listening game.
- ⑤ Interview Activity: Students interviewed their classmates about the topics relevant to the post reading of true story. As for post-reading, students had interview activities

asking “What is the character of your ideal boy/ girlfriend?” and “Do you have a pet in your house?” After the interview activities students gathered statistics of the data.

- ⑥Fun Essay: Students wrote about “ My favorite thing,” read the essay of their classmates, and asked questions in a group. Students answered those questions and made their essay longer. They rewrote their essay and drew some pictures. With these posters, students engaged in an interview activity, and wrote comments on them. All Fun Essays were displayed on the wall in the classroom.
- ⑦Common 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.
- ⑧Speaking Test: Students had the first speaking test, “The prefecture I want to visit” in July of this year so far the third times in high school. In December students had the second speaking test, “My favorite thing.” I showed them a model dialogue which included conversation strategies such as opener, rejoinder, shadowing, follow up questions, and closing. I also showed them a criteria of the speaking test and asked them to evaluate their own speech.

5. Result

(1)Speaking tests were performed in July and in December. Many students commented that the more they performed speaking tests, the more their speaking ability improved.

①The result of self-evaluation (Table 1)

		Very good	good	Not bad	Not good	Bad
I used opener.	July	25	20	18	2	1
	Dec.	34	24	13		
I asked 3 Qs & answered 3 Qs.	July	18	23	17	5	
	Dec.	30	22	19		
I asked 3 questions.	Dec.	30	26	15		
I shadowed my partner.	July	23	25	14	3	
	Dec.	27	29	13	2	
I used a closer.	July.	27	24	11	3	
	Dec.	39	20	11	1	
I spoke clearly and loudly.	July	20	19	23	2	1
	Dec.	28	24	16	2	
I made an eye contact.	July	23	18	16	4	2
	Dec.	29	23	14	1	1
I did well.	July	20	21	16	4	2
	Dec.	22	24	17	5	2

July 12, 2013 n=65 / December 6, 2013 n=71

The numbers of “very good” and “good” have increased in all categories in December compared with the numbers in July. At the same time, the numbers of “not good” has decreased.

②**Students’ comments in December:**

• **Did you perform better in this speaking test as compared to the last time?**

I did better.(16) I did very well.(7) I made eye contact.(3) I spoke English more fluently.(4) My speaking ability was improved.(4) I did my best./ This topic was easier for me to answer the questions. / I could ask a follow up question spontaneously. / I could speak for two minutes.(2) I could speak English longer.(2) I spoke English thinking of its meaning. / I remembered my lines. / I spoke in a big voice. / The topic was more familiar to talk about./ This speaking test was more difficult than before.(2) So so./ Same.(4) I couldn’t do well.(10) I got stuck in the middle.(2)

• **Comments on speaking test**

I enjoyed talking in English.(16) I did well.(14) It was great. / I could communicate with my partner well. / I could speak English fluently.(3) I could answer the questions. / Though I was stuck with my words, I could complete my speech. / I could speak ad lib. My partner listened to me well. / I liked this test because I could learn my partner’s favorite thing. (2) Speaking test is useful to understand English grammar. / I made good eye contact. / I had confidence in speaking English thanks to practicing small talk on a regular basis. / I was satisfied in telling about my favorite thing. (2) I was impressed with my partner. / He spoke very well. / I did my best. / I could have a conversation in English! / I improved my English writing. / This speaking test was difficult for me but I enjoyed myself when I could ask and answer the questions.(3) I remembered longer lines than before./ I was sometimes stuck with my lines. (2) / I want to speak more fluently next time.(3) / I spoke very slowly. / I wanted to practice speaking more. / I should have practiced more./ I didn’t remember my words and got stuck in the middle. / As the lines I memorized were long, the test was hard for me.(3) / I couldn’t ask questions well. / I couldn’t speak well.(2) / Speaking test was difficult for me.(2) / I didn’t remember the dialogue. / I’ll practice harder next time.(2) / I was tired.

• **The comment of ALT:**

Overall the students did well. Many students spoke in clear, loud voices. This is good. Others can practice more , and get better and better at speaking in front of others. Speaking tests are very useful for improving English skills. Seeing the students have a conversation in English is very satisfying for me as a native English teacher, trying to help them on their English journey. Good luck on your continued journey!

(2) Fun Essay

①The amount of English students wrote in the posters. (Table 2)

Sentence number	2	3	4	5	6	7	8	9	10	11
Student's number	1	2	3	4	11	4	4	2	1	1

n=32 Minimum 2 / Maximum 11 Ave. 6.4

Words number	~9	~19	~29	~39	~49	~59	~69	~79
Student's number	1	2	3	9	8	4	2	3

n=32 Minimum 7 / Maximum 76 Ave. 42

②Students' comments:

• About topic:

I enjoyed telling about my favorite thing.(5) It was enjoyable to learn about the favorite things of my classmates. (4) Thanks to this activity I can talk about my favorite thing with my classmates more. /I was surprised to learn that my classmates love what I like. / I'm glad to tell my favorite thing to my classmates. (2) I felt happy to be able to write about my favorite thing in English./ At first, I didn't want to write an English essay. But as the topic was my favorite thing, I enjoyed it.

• Learning English:

I enjoyed learning English through writing about my favorite thing./ Though it was difficult to make English sentences, I enjoyed it. / I found some new good discoveries when I expressed my favorite thing in English. / Though my vocabulary was limited, I was happy to write about my favorite thing. Though writing English was troublesome, I could feel a sense of accomplishment when I wrote what I wanted to tell in English. I learned many English words which I wanted to translate into Japanese.(4) This activity was good in order to write English and memorize English./ Though it was difficult to make English sentences, I enjoyed making a poster and doing a pair work./ It was difficult to write about my favorite thing in English, so I asked for help to my friends./ It was difficult to write in English because I'm poor at English.(4) This activity was a little troublesome.

• About poster, work

I enjoyed making the original posters.(5) I enjoyed seeing beautiful designs of the posters. / All posters were wonderful. I made a good poster. / I liked this activity because I could decide everything; words, design, pictures. /Making a poster was interesting. / I enjoyed writing about my favorite thing, drawing pictures, putting my favorite pictures on the poster./ I want to do this kind of activity, but I don't like speaking tests, just making my original work is OK./ It was difficult to make a poster because I did it only a few times before./ Making a poster was no easy matter. (2)

• Others:

I want to do it again.3 /I want to do something more enjoyable, something that all students can enjoy.

(3)The results of the questionnaires conducted in April(n=54), July(n=51), December(n=53), and March (n=50)are as follows:

The results of the questionnaires (Table 3)

1 Speaking

(%)

		April	July	December	February
①身近な話題 でどれくらい 話せますか。	2～3分滑らかに話せる	0	0	7	6
	2～3分詰まるが話せる	2	7	15	16
	1～2分話せる	7	25	32	33
	1分話せる	41	35	25	27
	2～3語話せる	50	33	21	18

Conversation Strategy

②Opener, Closer, How are you doing? Nice talking with you	必ず毎回使う	6	8	13	18
	だいたい使う	26	37	31	33
	時々忘れる	28	29	32	27
	どちらかを忘れる	19	16	13	16
	できない	21	10	11	6
③Shadowing 相手の言った ことを繰り返 す	自然に何度もできる	0	6	6	12
	数回はできる	19	43	32	27
	3回ほどできる	8	24	13	19
	1～2回できる	51	31	40	33
	全くやっていない	22	8	8	9
④Rejoinders I see. That's great.	5種類以上できる	0	0	4	6
	3～4種類できる	7	25	21	29
	2種類できる	41	39	40	33
	1種類できる	33	24	21	21
	できない	17	13	14	11
⑤Follow-up questions 相手に質問す る	3問以上聞ける	4	4	8	10
	2問は聞ける	9	27	19	25
	1問聞ける	30	27	24	31
	1問聞ける時もある	32	32	32	21
	全くできない	25	10	17	13

2 Writing

⑥ 英語で文章は 書けますか	身近な話題で80語程度書ける	0	0	4	4
	身近な話題で50語程度書ける	2	4	6	10
	身近な話題で30語程度書ける	18	35	29	32
	身近な話題で15語程度書ける	55	41	57	52
	書けない	25	20	4	2

3 Listening

		April	July	December	March
⑦ペアでの会 話で、相手の 英語は聞き取 れますか。	幅広い話題で情報が正確に聞き取れる	4	4	6	6
	幅広い話題で情報が大体聞き取れる	4	14	16	16
	日常的な話題で情報が大体聞き取れる	21	37	44	53
	自己紹介など簡単な内容が聞き取れる	62	45	30	25
	ほとんど聞き取れない	9	0	4	0

⑧先生やALTの英語は聞き取れますか。	指示は全て理解できる	2	2	4	6
	指示は大体理解できる	9	21	28	28
	半分理解できる	28	34	27	34
	少し理解できる	34	27	35	3
	理解できない	27	16	6	2

4 Others

⑨英語の授業で好きなことは何ですか	Small talkなどで英語を話し聞くこと	16	17	17	22
	ハンドアウトを使ったペア活動	16	17	20	28
	スピーキングテスト	6	10	22	20
	ファンエッセイなど英文を書くこと	16	17	22	20
	英文を読むこと	46	39	19	36
⑩ペアトークへの参加は	積極的に参加しています	46	50	51	60
	あまり積極的に参加できません	54	50	49	40

⑪「あまり積極的にできません」と答えた人に聞きます。その原因は何でしたか。複数回答 (人)

	July	December
ペアトーク自体が嫌い。	1 6	1 3
話したくない人がペアの相手になった。	6	8
相手が参加してくれない。	5	6
日本人同士で英語を話すのが恥ずかしい。	1	2
英語が出てこない。	1 5	1 0
つい雑談をしてしまう。	1 1	8
関係ない話を周りの人からされる。	1	1
ペアトークがあまり重要に思えない。	7	6
質問が難しいので、上手く話せない。	6	8
ペアトークが多くて飽きた。	4	5
真面目にやろうとすると、周りが冷やかす。	2	2
友達が真面目にやっていないので、自分も合わせてしまう。	5	6
その他 (面倒)	0	2

⑫英語Ⅱの授業を受けて、どのような変化がありましたか。4月の頃と比べて具体的に書いてください。

7月：英文が書けるようになった。(5)ペアで話せるようになった。聞くこと書くことができるようになった。意欲が高まった。
12月：単語の意味がわかり英文を読めるようになった(7)。単語が覚えられるようになった(5)。ペアで会話ができるようになった(7)。Rejoinderを数多く言えるようになった。ペア活動が増えたので楽しい。Small talkのおかげでスピーキングが上手くなった。先生の授業が聞きやすく、英語が苦でなくなった。英作できるようになった(2)。Shadowingできるようになった。英語の力がついた。

⑬来年の授業をよりよくするために、英語Ⅱの授業に対する感想や要望を書いてください。

7月：楽しい。スピーキングテストが楽しい。本文の内容をもっと説明して欲しい。
12月：Pair talkが増えていい。Pair talkを増やすとよい。スピーキングテスト楽しかった。前より解るので良い。長文を読みたい。例文を増やしてほしい。文法をやってほしい。もっと英語を解るようにしたい。Textに目を通してからプリントをやってほしい。プリントではなく英文をきちんと説明して欲しい。プリントでなくノート中心にやったほうがいい。プリントばかりでは解らないので、急がずゆっくり授業を丁寧にやってほしい(2)。教科書以外が多いので教科書をやってほしい。先生の英語が聞き取れない。Pair talk好きでない。何をやっているのか解らない。日本語を一切使わない授業。日本語を入れてほしい。

6. What I learned:

This was my second year after starting Action Research. I intended to conduct a student-centered communicative class full of interactions among students, but I wonder if at times I sometimes went back to a teacher-centered class. Some students who were slow learners complained that the speed of my class was fast. Here I will describe what I learned this year from the four skills' point of view.

(1) Listening

I tried to give instructions in English and speak in English as often as possible during the class, but not all the time. Most students tried hard to follow my instructions, but some gave up catching my English and were at a loss. Students were mostly eager to catch what the ALT said, but they were not confident enough to ask for repeating the part they couldn't understand. What students took interest in most was the information they caught from their classmates. But to my regret, most of them tended to change the language from English to Japanese. As the figures of the data show, students gradually got accustomed to listening to others in English and their listening ability improved.

(2) Reading

Students liked extensive reading and true stories because they could understand the content. The English level in the materials was more suitable for most students unlike the textbook they used. As for Extensive Reading, girls liked to read "Disney Series" As they already knew the story, they felt familiar with the stories. The amount of vocabulary students had acquired was too small to keep reading, so they needed to check words, utilizing review tests, words quiz, and so on.

(3) Speaking

Students interacted in English with a partner as pre-reading, while-reading, and post-reading activity. They got accustomed to the small talk activity at the beginning of the every class and collected the information through the interview activities. Students originally liked exchanging their ideas, but some of them didn't try to speak with their partners because of either the lack of confidence in speaking ability, or the relationships with classmates. Their vocabulary was too limited to express their ideas and students got frustrated. As for the speaking tests, most students evaluated that their performances improved on the second speaking test. As the result shows (Table3 ②~⑤), students improved their conversation strategies in the opener, rejoinders, shadowing, and closer. But asking follow-up questions was still a big challenge for them. Students tend to change their language from English to Japanese because they don't have the vocabulary to express themselves, nor the confidence to speak.

(4) Writing

Students had seldom had the opportunities to write their ideas in English, or had avoided

them because they thought it impossible. But after they tried to write the English essay, they enjoyed such an experience. As you can see from students' comments, they were happy to discover how to say what they would like to express in English through the writing activities, "The prefecture I want to visit." and "My favorite thing." They enjoyed expressing and conveying their ideas. I also noticed the importance of the topic choice to motivate students to write an essay.

(5)Handout

Students got accustomed to working on the activities in the handout. They could follow the instructions smoothly and answer the questions in it much faster. Higher level students could influence positively the learning of the lower level students. The lower could learn from the higher and felt easy in learning English. Peer teaching happened in the class.

7. Future issues

(1)Macro perspective

- I will make a well-organized year plan to make English class more effective from the perspective point of four skill's integration.
- In order to promote peer-teaching I will make pairs which support the learning of slow learners. Students need to make the most of their mutual teaching in the class.
- I'll give students more comprehensible English instructions. I need to train and improve my English competence and teaching skills.
- I will provide students with many more opportunities "outside the class" to expose them to English such as listening, reading, and writing assignments.

(2)Micro perspective

- Attitude: As I didn't succeed in changing the lower students' attitude into a favorable one regarding English learning, I will make a handout in the future which includes comprehensible scaffolding input with plenty of hints.
- Listening: I'd like to use CDs of the EIKEN STEP Program at the end of each term to enable students to notice the improvement of their listening competence.
- Speaking: To have students keep talking in English, they need to master follow-up questions. In order to achieve this goal, I will provide students with basic functions used in everyday life and have them practice asking and answering questions in daily classes. I will have speaking tests three times next year.
- Reading: I will give reading and writing activities which are at a suitable level for students as assignments to make English classes more effective.
- Writing: I should provide students with more chances to write Fun Essays to improve their writing competence. Just once isn't enough.

Lesson Plan: English II

Terumi Yoshida

1. **Level:** Second year, Senior High School
2. **Class size:** 2-5 (12 boys and 20 girls), 2-6 (16 boys and 6 girls)
3. **Textbook:** Power On English course II (Tokyo Shoseki)
Lesson8 “Canada—A Dynamic Mosaic of Multiculturalism”
4. **Goal & Objectives:**
 - (1) The students try hard to understand the story through 4 skills without translation, but helping and interacting with one another.
 - (2) The students can get to know the uniqueness of Canada and its culture.
 - (3) The students can understand the new vocabulary and grammatical features.
 - (4) The students can write and speak about “My favorite thing”

5. Procedure of the activity

- (1) Day one: ☆Pre-reading (Q&A), Part 1(small talk, new words, vocab)
- (2) Day two: Part 1 (T/F, first & second reading, Q&A, grammar, practice)
- (3) Day three: Part 1(reading practice, quick reading, dictation, post-reading)
- (4) Day four: Part 2 (small talk, new words, vocab, T/F, first reading)
- (5) Day five: Part 2 (second reading, Q&A, grammar, Practice)
- (6) Day six: Part 2 (reading practice, quick reading, dictation, post-reading)
- (7) Day seven: Part 3 (small talk, new words, vocab, T/F, first reading)
- (8) Day eight: Part 3 (second reading, Q&A, grammar, Practice)
- (9) Day nine: Part 3 (reading practice, quick reading, dictation, post-reading)
- (10) Day ten: Part4 (small talk, new words, vocab, T/F, first reading)
- (11) Day eleven: Part 4 (second reading, Q&A, grammar, Practice)
- (12) Day twelve: Part 4 (reading practice, quick reading, dictation, post-reading)
- (13) Day thirteen: Essay writing “My favorite thing”
- (14) Day fourteen: Presentation of “My favorite thing in a group.
- (15) Day fifteen: Speaking Test

6. Today's lesson plan

- (1)Pre-reading activity (Q&A and small talk about Canada)
- (2) New Words
- (3) Vocabulary input

Lesson 8 Canada—A Dynamic Mosaic of Multiculturalism Part 1



① Small talk **Pair Work 1**

1 How many countries can you say in English ?

.....

2 What do you know about Canada?

.....

② Open your textbook. Look at the pictures and read Japanese sentences on page 105, 106, 108, 110, 112, and guess the story.

Discuss your idea about the story in English or Japanese in pairs.

③ Match the words and the pictures.



1 () 2 () 3 ()
 [mosaic, border, degree]

④ Vocabulary input Fill in the blanks with the words below.

- 1 You can buy delicious food on the () 1 at Takashimaya 高島屋 department store
- 2 I'll give you () the pizza I ordered 注文した from Aoki's Pizza.
- 3 You can see beautiful () cross 十字星 at night in Australia.
- 4 Today's highest () is 14 degrees Celsius.

temperature,	southern,	basement,	a quarter of,
気温	南の	地下	の4分の1

Pair Work 2 Let's memorize these words within 2 minutes. Then check if you remember them or not in pairs. Your partner is _____,

Your Point is (point)

⑤ Before you read the part1 answer this question.

No.1

1 カナダは何番目に大きい国？

□

2 カナダで知っている地名は？

□

⑥ True or False Guess the following is true or false.

- 1 Canada is the fourth largest country in the world. ()
- 2 The population 人口 of Canada is as large as that of Japan. ()
- 3 Most people live near northern border. ()
- 4 The climate of Canada is mild. ()
- 5 The temperature is stable in a basement. ()



⑦ Silent Reading 1

Now open your textbook on page 106 and read Part 1 silently and check “True or False?” in two minutes.



♡ Your partner is _____

Pair Work 3 (T/F Question) Check your answer with your friend as follows:

- A: Let’s talk about No.1. Is this true or false?
- B: I think it is true/ false. How about 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...



⑧ CD Listening

Follow the English with your forefinger and underline the words “most people live” and “spend a lot of time.”

⑨ Silent Reading 2

Now open your textbook on page 106 and read Part 1 silently and time your speed by yourself.
Your time is (seconds)

Class _____ No. _____ Name _____

⑩Q&A Now let's answer the following questions in English.

1. Where in Canada do most people live?

.....

2. Why do many people in Canada spend a lot of time in their basement?

.....

Pair Work 4 ♡Your partners name is _____

Check your answer with your friend like the following.

A: Let's talk about question No.1. **Where in Canada do most people live?**

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 do many people in Canada spend a lot of time in their basement?**

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

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



⑪  **Grammar Point**

比較の程度を表すために、様々な比較表現を使います。

1 Canada is **the second largest** country in the world. (2番目に大きい)

訳.....

2 The population of Canada is **much smaller than** that of Japan. (ずっと少ない)

訳.....

3 Canada is about twenty-seven **times as large as** Japan. (約27倍)

訳.....

⑫Practice

日本語と同じ意味に成るように、()内の語句を並べ替えなさい。

1 今朝はいつもよりずっと早く起きました。

I (earlier/ much/ up/ usual/ got/ than) this morning.

.....

2 茂雄はクラスの中で3番目に背が高い少年です。

Shigeo is (in/ tallest/ third/ boy/ his class/ the).

.....

3 私の体重は、その子供の体重の2倍ぐらいに違いありません。

My weight (as/ be/ about/ must/ twice/ heavy/ the child's/ as).

.....

4 君にこのケーキの4分の1をあげましょう。

I'll (a quarter/ this/ you/ cake/ give/ of).

.....

⑬ Reading practice

①First with your teacher slowly, ②second with your teacher again faster, ③third with your friend together slowly, ④fourth with your friend faster and finally shadow what your friend read.



⑭ Reading aloud

Try to read aloud as fast as possible. (seconds)

⑮ Dictation

Canada is the (1) largest country in the world. It is about twenty-seven (2) () () () Japan. However, the population of Canada is (3) () () that of Japan. It is about (4) million, which is almost a (5) of Japan's population and about 2.5 times as large as the population of Tokyo.

Most of the people live within a few hundred kilometers of the (6) border. The reason is that it becomes (7) cold in winter () it is very hard to live in the (8).

The temperature often (9) below 20 degrees Celsius in winter, so many houses in Canada have (10). People (11) a lot of time there because the temperature is (12).

⑯ What do you know about Canada now?

.....
.....
.....



⑰ Post-reading

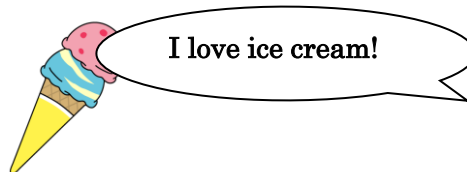
1 What country do you want to go ?

2 Why do you want to go to that country ?

.....

Class _____ No. _____ Name _____

Speaking Test in pair④



A: Hi,

B: Hi,

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

B: [Pretty good,] thanks, and you? *いろいろな答え方をしてみよう

A: [Not bad.] So, let's talk about "My favorite thing."

"What is your favorite thing?"

B: My favorite thing is

A: Your favorite thing is *(shadowing)繰り返す

"Why do you like it?"

B: I like because

A: You like because *(shadowing)繰り返す

Oh, I see./ Sounds fun./ That's great. *(rejoinders) つなぎ言葉

"Where did you ~?"/ "When did you ~?"/ "Who ~?"/ "How ~?"

B: I

A: You *(shadowing)繰り返す

That's great./ Sounds wonderful./ Super.

B: **"What is your favorite thing?"**

A: My favorite thing is

B: Your favorite thing is *(shadowing)繰り返す

"Why do you like it?"

A: I like because

B: You like because *(shadowing)繰り返す

Oh, I see./ Sounds fun./ That's great. *(rejoinders) つなぎ言葉

"Where did you ~?"/ "When did you ~?"/ "Who ~?"/ "How ~?"

A: I

B: You *(shadowing)繰り返す

That's great./ Sounds wonderful./ Super.

A: Nice talking with you! *(closer) 終りの挨拶

B: You, too!



Class _____ No. _____ Name _____

What I Like ・ My Favorite Thing

英語と日本語、両方を書きましょう。

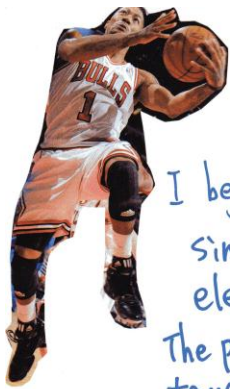


1
2
3
4
5
6
7
8
9
10
11
12
13

6文以上書こう！()sentences 60語以上書こう！() words

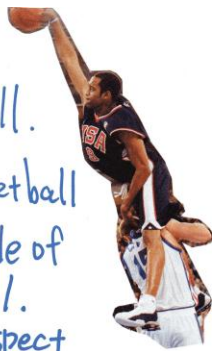
Comment and Question	Comment and Question	Comment and Question
()	()	()

Class No. Name _____



I like basket ball.

I began to play basket ball since the fifth grade of elementary school. The person that I respect taught me how to play basket ball.



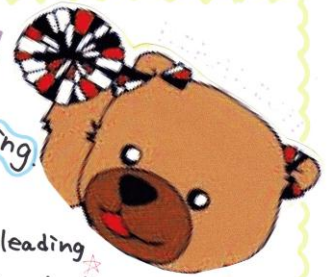
Basketball is the best sport for letting me get unpleasant things. I think I would like to continue playing basket ball, even after graduating from high school.

I love basket ball.



Go Fight Win!

I like cheerleading



I came to like cheerleading when I saw a cheerleading recital.

I have practiced cheerleading since I was a fifth grader.

Cheerleading is interesting!!!!

I love to dance in particular.

I dance to Western music

I work as the assistant coach of the cheerleading team now.

I want to join cheerleading even when I become an adult.

And I want more people to know about...

Cheer leading



My favorite thing is my trumpet.

This trumpet was made in YAMAHA.

I bought this trumpet for fifty thousand Yen.

This instrument can make a big sound.

I am a member of the brass band club.

My favorite music is ARASHI melody.

This instrument can make a high sound.

I don't like enka ballad.

I can also play saxophone.

AKB48

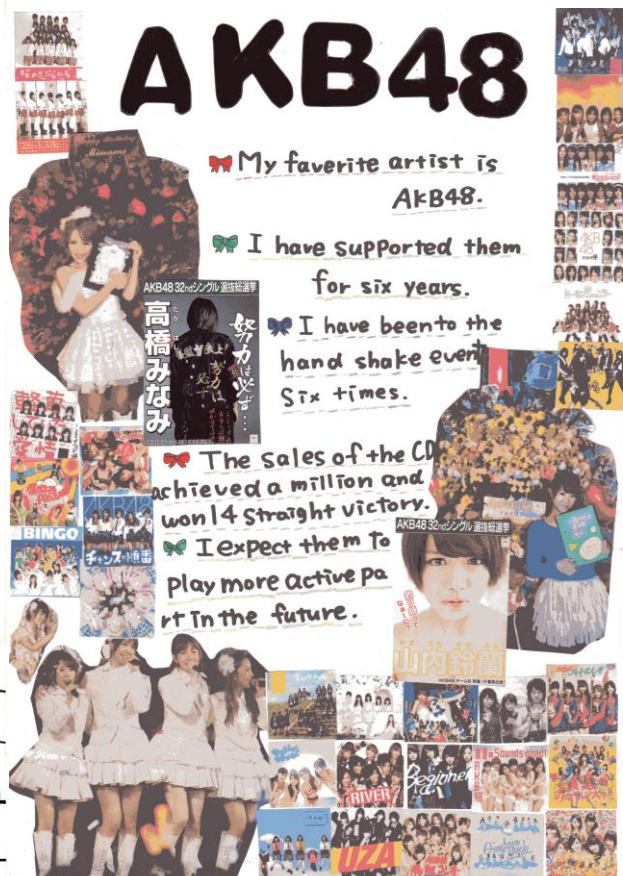
My favorite artist is AKB48.

I have supported them for six years.

I have been to the hand shake event six times.

The sales of the CD achieved a million and won 4 straight victory.

I expect them to play more active part in the future.



p6 と p7 を 1/2 で 1ページに p1~p10で 9ページ分
p11,p12,p13,p14 を 1/4 で 1ページに 10ページ
p15,p16 を 1/2 で 1ページに 11ページ
生徒の作品 12ページ