

Action Research (Final, 2015)

Hiromi Osuka, March 28, 2015

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 3rd year students

(2) Class size: 39 ~ 40 students × 2 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 3 by Tokyo Shoseki

(5) Issues:

a. Attitudes

Ninth 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. At the end of March in 2013, 23.3 % of students said that they didn't like English so much, while 14.4 % of students didn't like English so much at the end of March in 2014. The students who don't like English have gradually decreased.

b. Abilities

Ninth 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 entered the seventh grade; some students said they liked English and were very eager to communicate in English, but a few students had halfhearted attitudes towards English learning. Students studied grammar communicatively for two years, so their average English abilities show better results, for the last two years (2013 and 2014), in comparison with those of other students in our city.

c. English teachers

There are six classes in grade 9 this year. There are two main English teachers (A and B) and one sub-teacher C for grade 9. I am sub-teacher C and teach 6 classes twice a week. Teacher A is good at using the digital textbook made by Tokyo Shoseki and she takes a lot of time to have students recite the textbook. She sometimes tries to use handouts I make, but there is not enough time to make use of communicative activities. Teacher B likes the traditional way of teaching, so he doesn't have enough time to make use of the handouts, either.

1st Class	TA or TB
2nd Class	TA or TB, TC
3rd Class	TA or TB, TC
4th Class	TA or TB, 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 work out communication activities which excite and impress students and main teachers.

4. What I did to support Teacher A and B.

(1) To make English classes more understandable

- a. Promote reading aloud and writing English sentences which are connected to students' lives
- b. Emphasize English word order in all English classes using "*eigonou-printo*"
- c. Integrate new sentences with ones learned before
- d. Make use of effective pair work and group work (collaborative learning)

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

- a. Use example sentences connected with students' daily lives
- b. Design communicative activities that contain input and output activities
- c. Design communicative activities which stimulate students' interest and motivate students to study more
- d. Create worksheets that better enable students to acquire English communication abilities
- e. Teach students grammar communicatively by using Focus-on-Form and Task-based Instruction.
- f. Give students interesting and useful activities based on Task-based Language Teaching (TBLT)
- g. Work out effective tasks which cultivate the four fundamental English skills
- h. Work out effective pair and group activities which motivate students to study English more
- i. Improve teaching methods by giving students opportunities to practice in realistic situations

(3) To take measures to improve curriculum design

- a. Teach students grammar communicatively through "Focus-on-Form Instruction (FFI)" and "Task-based Language Teaching (TBLT)".
- b. Reorganize and regroup the basic English sentences students have to learn
- c. Collaborate on curriculum with other teachers to produce better results for more students
- d. Modify the required textbook in order to make handouts based on Focus-on-form

5. Results:

(1) Results from the surveys in July (68 students) and February (65 Students): () =%

2014, Learning grammar communicatively (コミュニケーションを通して、英文法を学ぶ)						
Class		Class A		Class B		
results of mid-term and final tests		61.9	62.7	59.3	59.1	
questionnaire		July	February	July	February	
1	Do you think you need activities with your friends in English classes? 授業での、友達との英語の活動は「必要」ですか。	97.0	91.9	82.9	100	
2	Do you think English activities with your friends are useful to learn basic sentences in the classes? 授業での、友達との英語の活動は「基本文(英文法)習得」に役立ちますか。	84.8	78.4	85.7	84.2	
3	Do you think English activities with your friends are useful to improve your English abilities (speaking, listening, reading, writing)? 授業での、友達との活動は「英語力(話す・聞く・読む・書く)向上」に役立ちますか	90.9	83.8	77.1	89.5	
4	Do you think your speaking abilities improve through communicative activities in the handouts? ハンドアウトを使ったコミュニケーション活動を通して、「話す力」が高まると感じますか。	81.8	78.4	80.0	84.2	
5	Do you think your listening abilities improve through communicative activities in the handouts? ハンドアウトを使ったコミュニケーション活動を通して、「聞く力」が高まると感じますか。	81.8	70.3	74.3	84.2	
6	Do you think your reading abilities improve through communicative activities in the handouts? ハンドアウトを使ったコミュニケーション活動を通して、「読む力」が高まると感じますか。	84.8	81.1	68.6	84.2	
7	Do you think your writing abilities improve through communicative activities in the handouts? ハンドアウトを使ったコミュニケーション活動を通して、「書く力」が高まると感じますか。	78.8	70.3	74.3	63.2	
8	Do you think communicative activities in the handouts are useful to learn basic sentences? ハンドアウトのコミュニケーション活動の内容は、「基本文(文のきまり)習得」に役立ちますか。	90.9	89.2	91.4	92.1	
9	What kinds of English abilities improve the best through learning communicative activities? What kinds of English abilities don't improve if worst comes to worst through learning communicative activities? 「コミュニケーション」を通して学ぶ方法で、 <u>どんな力が一番伸びる</u> と思いますか。また、 <u>一番伸び悩んでいるのはどんな力</u> ですか。 (例: 関心意欲、話す力、聞く力、読む力、書く力等)					
10	What are good and bad points about learning grammar through communicative activities? 「コミュニケーションを通して英文法を学ぶ方法」の良いところと悪いところについてどう考えますか。					
11	What are good and bad points about learning grammar through traditional methods? 「説明型・従来の学習方法」の良いところと悪いところについてどう考えますか。					
12	Which do you like better, grammar-translation method or CLT? Why? 基本文(英文法・英文の決まり)の「説明」を受けた後、問題集などを使って学習する方法(説明型・従来の学習方法)と、友達とのペア学習やグループ学習を通して学ぶ方法(コミュニケーションを通して英文法を学ぶ方法)を比べると、どちらが好きですか。また、その理由を聞かせてください。	GTM	12.1	24.3	20.0	36.8
		CLT	75.8	56.8	54.3	63.2
13	What have you thought about English learning since this April? 3年生になってからの英語学習について、思ったこと考えたことを書いてください。					

(2) Students' notable comments for English learning (July: J / February: F)

1. Do you think you need activities with your friends in English classes?

- (J) It's meaningless for us to have no opportunities to use English we studied even if we can understand what we studied.
- (J) We cannot use key sentences we studied if we don't put it into practice.
- (J) We can study English enjoying talking with friends.
- (F) We can improve each other and become interested in studying English through activities.
- (F) We can make good friends through activities.
- ▼(J) I don't like to study through communicative activities. It's not effective for me to study unwillingly.
- ▼(F) Some friends loaf on the activities or some others speak in Japanese.

2. Do you think English activities with your friends are useful to learn basic sentences in the classes?

- (J) We can use basic sentences and try activities changing usage and contents.
- (J) We can study basic sentences and games not listening to explanation but using our body.
- (J) I can be much impressed with the sentences used in the activities.
- (F) We can better understand substituting what we want to say for basic sentences.
- (F) I can better remember basic sentences as I hear what my friends said.
- (F) I use key sentences with my friends so many times that I can make use of them.
- ▼(J) Teacher's minute explanation and writing are more useful for me than talking with friends.
- ▼(F) Trying workbooks improves our English abilities.

3. Do you think English activities with your friends are useful to improve your English abilities (speaking, listening, reading, writing)?

- (J) I'm not sure of using basic sentences as the need arises if I don't use them in English classes.
- (J) I can practice English with my friends without feeling ashamed.
- (J) It is impressive and clear for us to make sentences by ourselves and write friends' answer.
- (F) Activities with my friends improve my motivation for English learning.
- (F) We can improve speaking and listening abilities through communication.
- ▼(J) The effect depends on the ability of the pair.
- ▼(F) Some friends are not eager to try activities.

4. Do you think your speaking abilities improve through communicative activities in the handouts?

- (J) I can talk with my friends putting something about myself into basic sentences.
- (J) I can remember the basic sentences through talking with my friends many times.
- (J) Talking with my friends happily makes me better understand basic sentences.
- (F) Substituting what I want to say for basic sentences improves my speaking abilities.
- (F) I can make use of sentences and notes I cannot see in the textbook.
- ▼(J) We only use the similar sentences based on the same pattern.
- ▼(F) Some friends only read the sentences in the handouts.

5. Do you think your listening abilities improve through communicative activities in the handouts?

- (J) I can listen to English words which are not familiar to me, and my friends correct my pronunciation.
- (J) If I don't listen to friends carefully, I cannot talk with them. So I try to listen to them harder.
- (J) I can listen to friends if I join the activities seriously.
- (F) I can imitate my friend's voice listening to their good pronunciation.
- (F) We have a lot of chances to hear what Teacher and friends say.
- ▼(J) Practicing with CDs enables us to improve our listening abilities.
- ▼(F) Some friends speak in *katakana* English, so it's useless.

<p>6. Do you think your reading abilities improve through communicative activities in the handouts?</p> <p>(J) I can see the words we cannot see in the textbook and I can come to read them. (J) After trying activities, I can read the textbook. (J) I can see many kinds of sentences in the handouts and I can come to read them. (F) Before trying activities, we have to read sentences in the handouts, so it's effective. (F) The contents in the handouts are so interesting that I can enjoy reading them. ▲(J) We cannot see a lengthy article. Reading the textbook is effective for me to improve my reading abilities. ▲(F) The sentences in the handouts are too short to improve reading abilities.</p>	<p>7. Do you think your writing abilities improve through communicative activities in the handouts?</p> <p>(J) During communicative activities, I sometimes find the words I cannot write and I want to look for them in the dictionary. (J) I can see many new words and many kinds of example sentences in the handouts. (J) We have to write what we hear many times, looking at example sentences. (F) Taking notes on what my friends said improve my writing abilities. (F) I am eager to write sentences because the activities in the handouts are interesting. (F) Writing similar sentences many times improves my writing abilities. ▲(J) I often write words with a spelling mistake. ▲(F) Answering questions in the workbooks improve my writing abilities.</p>	<p>8. Do you think communicative activities in the handouts are useful to learn basic sentences?</p> <p>(J) I can understand how to make sentences using key sentences. (J) Activities in the handouts get me to speak, listen, read, and write, which are very useful. (J) Activities in the handouts help me remember the basic sentences easier. (F) Trying activities many times is useful for us to learn basic sentences. (F) We can see so many similar sentences that we can easily find out the pattern of basic sentences. (F) Substituting what I want to say for basic sentences enables us to think deeply about basic sentences. ▲(J) Key sentences written in the textbook is enough to learn the key sentences. ▲(F) Looking at and reading basic sentences in the textbook is understandable for me.</p> <p>9. What kinds of English abilities improve the best through learning communicative activities?</p> <p>What kinds of English abilities don't improve if worst comes to worst through learning communicative activities? (68 students in July / 65 students in February)</p> <table border="1"> <tr> <td>improve</td> <td>: Speaking(33/39), Listening (19/ 22), Reading(12/ 22), Writing (12/ 9)</td> </tr> <tr> <td>not improve</td> <td>: Writing (27/ 29), Speaking (9/ 24), Listening (12/ 22), Reading (8/ 10)</td> </tr> </table>	improve	: Speaking(33/39), Listening (19/ 22), Reading(12/ 22), Writing (12/ 9)	not improve	: Writing (27/ 29), Speaking (9/ 24), Listening (12/ 22), Reading (8/ 10)
improve	: Speaking(33/39), Listening (19/ 22), Reading(12/ 22), Writing (12/ 9)					
not improve	: Writing (27/ 29), Speaking (9/ 24), Listening (12/ 22), Reading (8/ 10)					
	<p>10. What are good and bad points about learning grammar through communicative activities?</p> <table border="1"> <tr> <td>good points</td> <td>: (J) English classes become active. (J) We can get abilities to think about how to use English. (J) We can try to speak and listen to English. (F) We can study English practically. (F) We can both improve English abilities and communicate with our friends. (F) We can study many kinds of things through handouts.</td> </tr> <tr> <td>bad points</td> <td>: (J) CDs and textbooks are useful to get reading abilities. (J) We need to think over grammar carefully to understand the grammar. (J) Some students often use Japanese. (F) It takes a lot of time and it's inefficient. (F) We cannot improve reading abilities. (F) We have little time to try test questions.</td> </tr> </table>	good points	: (J) English classes become active. (J) We can get abilities to think about how to use English. (J) We can try to speak and listen to English. (F) We can study English practically. (F) We can both improve English abilities and communicate with our friends. (F) We can study many kinds of things through handouts.	bad points	: (J) CDs and textbooks are useful to get reading abilities. (J) We need to think over grammar carefully to understand the grammar. (J) Some students often use Japanese. (F) It takes a lot of time and it's inefficient. (F) We cannot improve reading abilities. (F) We have little time to try test questions.	
good points	: (J) English classes become active. (J) We can get abilities to think about how to use English. (J) We can try to speak and listen to English. (F) We can study English practically. (F) We can both improve English abilities and communicate with our friends. (F) We can study many kinds of things through handouts.					
bad points	: (J) CDs and textbooks are useful to get reading abilities. (J) We need to think over grammar carefully to understand the grammar. (J) Some students often use Japanese. (F) It takes a lot of time and it's inefficient. (F) We cannot improve reading abilities. (F) We have little time to try test questions.					

11. What are good and bad points about learning grammar through traditional methods?

- good points:** (J) We can easily understand grammar because Teacher explains about grammar in detail.
(J) We can get good scores on the tests.
(J) We can understand basic sentence structures well.
(F) It is the best way to write sentences and remember them.
(F) Understanding English logically is easy for smart students to remember.
(F) Writing sentences written on the blackboard improves our writing abilities.
(F) We can understand sentence structures and meaning of words.

- bad points:** (J) We only take notes and it's boring.
(J) We cannot get speaking abilities.
(J) Teacher steps ahead even if there are some slower students.
(F) We cannot speak English with only knowledge about English.
(F) We have to study without speaking and cannot put what we studied into practice.
(F) We cannot get speaking or listening abilities.

12. Which do you like better, **A** (grammar-translation method) or **B** (CLT)? Why?

- (J) I like **A** because I can remember key sentences firmly and it seems to be efficient.
(J) I like **A** because I can get used to solving English written tests and become good at English grammar.
(J) I like **A** because I like to understand using my brain.
(F) I like **A** because I can get more time to try test questions.
(F) I like **A** because I can study English sentence structures well.
(F) I like **A** because I can get a lot of knowledge and information from Teacher.
- (J) I like **B** because I think studying English is not "a study while sitting" but "a study with human relationship."
(J) I like **B** because I can understand key sentences while talking with my friends.
(J) I like **B** because I can talk with many friends and enjoy talking with them.
(F) I like **B** because it's important for us to speak English practically through activities.
(F) I like **B** because I can study English enjoying activities with my friends.
(F) I like **B** because I can find out my mistakes while trying activities.

13. What have you thought about English learning since this April?

- (J) I am studying English through grammar-translation method this year. I like this method, but we always have the same learning pattern. I want to talk about my life with my friends, using English and exchanging views.
(J) When I listen to Teacher's explanation, I am sometimes sleepy during classes. But I can really understand sentence structures.
(F) Considering about learning basic sentences, we should have more time to read our textbook.
(F) We should study English using both merits of GTM and CLT.
(F) I actually felt the importance of speaking and listening abilities when I went abroad.

6. What I learned:

- (1) Many students like to study using communicative activities and they know well how effective it is for them to study through communicative activities. They think they can improve their attitudes for English learning through communication with their friends. They also think that they need communicative activities to get speaking abilities and confidence to use basic

sentences in order to express themselves.

- (2) Ninth graders are worried about the entrance examination for SHS. They want to get good scores on the written tests. The entrance examinations now in use need listening, reading, and written abilities. They look for effective ways to get high scores on the tests. They also need to get more time to understand basic sentences through minute explanation.
- (3) High level students of ninth graders show a tendency to like grammar translation method. They think that they need time to think over grammar logically. They also think that solving problems or answering questions with their workbooks is effective to improve their English reading and writing abilities. Entrance examination system will never change soon. In the four English classes a week, Teachers have to take measures to deal with the students who feel some unease about the tests.
- (4) Teachers should think about what teaching methods should use for each grader and create English classes which have both merits of grammar-translation method and CLT.

7. Further issues:

- (1) Some ninth graders want to use workbooks to understand grammar more than trying activities. High level students don't like to study with lower students. They think that they need to talk with the same level students or higher ones to improve their abilities. Teachers should work out more effective group activities which satisfy such students.
- (2) Even higher level students who study English through grammar-translation method sometimes fall asleep during classes, but they insist on liking this way of learning. They believe that they can get good scores through this way of learning. It's important for instructors to think about the teaching procedure based on the balance of activities and explanation in order to get such students to consent..
- (3) Ninth graders have to read a lot of long sentences to answer the entrance examinations. Many students are not sure of comprehension tests using a passage of substantial length. Written examinations consist of long sentences with complicated sentence structures. Ninth graders need to practice how to read complicated sentences. A student said, "We have to more study 'Five Sentence Structure' in order to more understand English." Some students and teachers think that they cannot get reading and writing abilities through communicative activities, so they don't want to use a lot of time to do communicative activities.
- (4) Some students are not good at communicating with other students and they don't like studying English through communicative activities. Teachers should plan classes which enable such students to enjoy the activities and learn how to communicate each other through English classes.

A Lesson Plan (March, 2015)

Name(Hiromi Osuka)

1. **Level:** Junior High School third year students
2. **Class size:** 2 classes with 39 ~ 40 students
3. **Textbook:** New Horizon English Course Book 3 (Tokyo Shoseki)
Let's Read 3 "An Artist in the Arctic"

4: Goals:

- Students can understand the writer's intention
- Have students think about the life of an artist

5.Objectives

- Language Function: To read and understand a long story
- Communicative Function: To give thoughts on the life of an artist

6. Procedure

(1) Day one: Pre-reading activity

Today's Lesson

① Pre-reading Activity

- Students look at three pictures and read the title
- Students answer the 12 questions and imagine the story (**Step 1**)

② Pronunciation practice of new words (p.84~p. 89)

③ Students look at the 10 pictures, read the sentences about them, and write the point of each photograph in Japanese (**Step 2**)

④ Listen to the story (p. 84~p. 89) looking at the textbook

(2) Day two: While-reading activity

① Review pronunciation practice of new words (p.84~p. 89)

② Listen to the story (p. 84~p. 89)

③ Read the story silently and answer the 18 questions (**Step 3**)

④ Make groups of three or four and check the answers

⑤ Comprehension Check (p. 84~p. 86) (**Step 4(1)**)

- Try *eigonou-printo*.
- Put the sentences on the *eigonou-printo* into Japanese by oneself.
- Listen to Japanese sentences.

⑥ Reading aloud (p. 84~p. 86)

(3) Day three: While-reading activity

① Review pronunciation practice of new words (p.84~p. 89)

② Listen to the story (p. 84~p. 89)

③ Review reading aloud (p. 84~p. 86)

④ Comprehension Check (p. 87~p. 89) (**Step 4(2)**)

- Try *eigonou-printo*.
- Put the sentences on the *eigonou-printo* into Japanese by oneself.
- Listen to Japanese sentences.

- ⑤ Reading aloud (p. 87~p. 89)
- ⑥ Choose and write the best title for each page (**Step 5**)

(3) Day four: Post-reading activity

- ① Review pronunciation practice of new words (p.84~p. 89)
- ② Review of reading
 - One minute reading for each page (p.84~p.89)
- ④ Try “Review” in the textbook (p. 90)
- ⑤ Try to retell the story using 10 picture cards. (**Step 6**)
- ⑥ Self-evaluation
- ⑦ Language focus activity: identifying key words and phrases(p. 84~p.89)

(4) Day five: Post-reading activity

- ① Review pronunciation practice of new words (p.84~p. 89)
- ② Review of reading
 - One minute reading for each page (p.84~p.89)
- ③ Review of retelling the story
- ④ Understanding the writer’s intention (**Step 7**)
 - the most impressive photograph for students
 - the most impressive sentence for students
 - critical thinking for Michio’s life
 - things noticed by the story

7. Today’s Lesson

(1) Pre-reading Activity

- Students look at three pictures and read the title
- Students answer the 12 questions and imagine the story (**Step 1**)

(2) Pronunciation practice of new words (p.84~p. 89)

- Students pronounce new words according to the phonetic symbols

(3) Students see the 10 pictures, read the sentences about them, and write the point of each photograph in Japanese (**Step 2**)





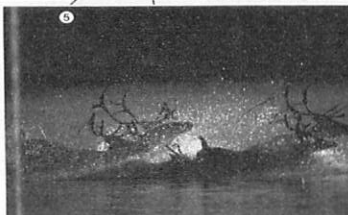
- Try by oneself
- Make groups of three or four and check answers in groups
- Check answers in class

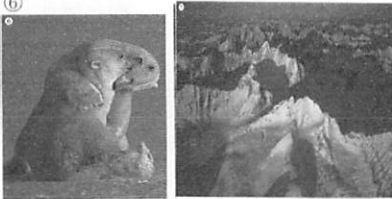

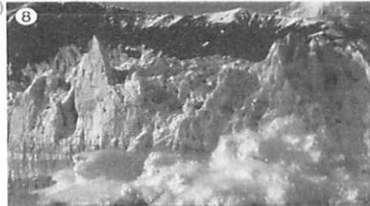


(3) Listen to the story (p. 84~p. 89) looking at the textbook

8. Assessment

- (1) Worksheet: How eagerly students write the key sentences. (10 minutes)
- (2) Pair activity: How eagerly students try to re-tell the story to the partner. (15 minutes)

2. Look at the 10 pictures and read the sentences about them.

<p>①</p> 	<p>This photograph taken in Alaska caught Michio's attention and changed his life.</p> <p>You can see a small village surrounded by wilderness.</p>
<p>②</p> 	<p>This is a picture taken in Alaska. For one summer, Michio lived among the Inuit people in that Alaskan village.</p> <p>He learned about Inuit food, family life, culture, and skills for living without city conveniences.</p>
<p>③</p> <p>3</p> 	<p>Michio stayed in the tundra of the Arctic alone to photograph caribou for one month.</p> <p>He felt lonely and incredibly free in the vast wilderness.</p>
<p>④</p> 	<p>This is a photograph of caribou Michio wanted to photograph.</p> <p>You can see a lot of caribou in the Alaskan Arctic.</p>
<p>⑤</p> <p>5</p> 	<p>This is a photograph of caribou crossing the river in Alaska.</p>

<p>⑥</p> 	<p>Michio took playful photographs of polar bears and majestic photographs of Arctic mountains.</p> <p>He wanted to show his feeling of freedom and wonder in his photographs.</p>
<p>⑦</p> <p>7</p> 	<p>The Alaskan wilderness is changing because of global warming.</p> <p>The polar bears and seals photographed by Michio cannot hunt and catch food now.</p>
<p>⑧</p> <p>8</p> 	<p>Because of global warming, the Harvard Glacier in the Arctic is melting now.</p> <p>The habitat of the caribou is growing smaller.</p>
<p>⑨</p> <p>9</p> 	<p>Because of global warming, the Colombia Glacier in Canadian Rockies is also melting.</p> <p>Michio's photographs show us the importance of life on Earth.</p>
<p>⑩</p> <p>10</p> 	<p>This is a photograph of auroras seen above the Alaska mountains.</p> <p>His photographs will also change someone's life.</p> <p>They will encourage us to think about the beautiful Earth we share.</p>

4. Please read the story again and try *eigonou-purinto*.

5. Choose and write the best title for each page from the following box.

p. 84	A. A Photograph That Changed Michio's Life
p. 85	
p. 86	
p. 87	
p. 88	
p. 89	

- | | |
|---|---------------------------|
| A A Photograph That Changed Michio's Life | B Global Warming |
| C Photographs Can Change the World | D Michio and the Inuit |
| E Only One Life to Live | F Traveling around Alaska |

6. Retell the story with your partner without looking at the text. Use 10 pictures and take turns for each picture.

★ 2. 友達の発表を聞こう

氏名	1	2	3	4	5
評価項目					
1 アイ・コンタクト	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
3 取り組みの態度	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
4 活動の理解	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
5 発表の内容	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
6 感想					

7. Let's talk about the following four things with your friends. Make a group of three or four. Write your answer and share it with your friends.

(1) What is the most impressive photograph for you?
Why is the photograph the most impressive for you?

Photograph ② is the most impressive for me.	I think the mountains are very beautiful. I wonder how he took this photograph. Maybe he took it from a plane. I want to see such great mountains someday, too.

(2) What is the most impressive sentence for you?

Why is the sentence the most impressive?

The most impressive sentence for me is "We only have one life to live."	Because this sentence made me excited and told me how I should live a life.

(3) Do you want to live a life like Michio even though your life is cut short?

Yes, I think so.	I agree with Michio's way of life because he loved his work and his photographs will encourage a lot of people to think about the importance of life.
No, I don't think so.	I don't want to live a life like Michio because he kept taking photographs in the wilderness though he knew how dangerous his work was.

* even though: たとえ〜でも

(4) What did you learn from this story?

I learned from this story that it's necessary for us to think about the importance of life on Earth. We have to think about the beautiful Earth we share.

う	1. Yeah. うん。	8. No way! まさか!	開	15. Hmmm. Let me think.
な	2. Uh-huh. / Mm-hmm. うん、うん。	9. Me, too. / Me, either. 私も!	き	16. Let me think. Well, ...
づ	3. Oh, I see. なるほどわ。	10. I think so, too. 私もそう思う。	つ	17. Let me see...
く	4. (Shadowing) 影の絵、はてさて?	11. Great! すごいね!	な	18. Let's see. Well, ...
反	5. Oh, yeah? え、そうなの?	12. That's nice. いいね。	す	19. Pardon (me)?
応	6. Really? / Wow! 本当に? / ええ!	13. Terrific! すごいね!	る	20. Can you say that again?
す	7. Oh, no! え〜、そんな!	14. How can I say どう言えば...	す	21. What do you mean?

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
1 アイ・コンタクト	A・B・C	4行以上
2 適度な声の大きさ	A・B・C	
3 取り組みの態度	A・B・C	
4 活動の理解	A・B・C	
5 発表の内容	A・B・C	
6 このワークシートの検立ち度	A・B・C	