

Action Research Final Report 2021

Naoyuki Hamada
(Non-degree student)

1. Title:

Implementing Skills Integration Approach in Communication English 1

2. Context:

- School : Boys' Boarding School
- Level : Secondary School (fourth year = high school 1st grade)
- Class size : 24 boys → 21 boys (some students left school.)
- Time : 50 minute, 4 classes / week
- Textbook : Crown English Communication 2*, *SANSEIDO*
*Our school uses textbooks one-year ahead

-Situation:

I returned to my school in September and took the class over from a senior teacher. My action research started in September.

Some of the students seemed immature and emotionally unstable. Responses from students varied from day to day. I needed some time to build relationship with them, but, unfortunately, I do not think it has been successful.

The class I was in charge of was the lowest-level class, which was divided based on grades of so called the major five subjects such as English, Math, Japanese (including Japanese Classics), Science and Social Studies (including History and Geography). Although the relatively difficult textbook above was given, most students could not catch up with it. Some students cannot use *past tense* or did not understand *present progress*. Also, their vocabulary was poor. Some cannot spell *gift* or *smoke*, for example. But they have too much pride, which has been the biggest problem. Even though I use an easier textbook, some refused to use it and made fun of the book.

In addition, at the very end of February, four students were suspended from school, and one student frequently went to see a doctor due to a mental problem. Furthermore, there was a pandemic in our school dormitories at the beginning of March and all the students except for the students turned out COVID-positive went home all over Japan. No exams were given. We were in a certain panic at that time.

Last but not least, because my school is a boarding school and due to an anti-coronavirus measure, students were NOT allowed to do pair work during the class for two weeks from the beginning of each term.

3. Goals and Objectives:

My goal is, through skills integration approach, for my students to use English in class without hesitation with some activities such as small talk, answer checking, and timed conversation.

In detail, (1) students will be able to use four types of CS, which are opener, rejoinder, shadowing, and closer. (2) students will use English in several speaking activities, such as small talk, checking answers, and timed conversation.

I initially hoped the number of those who like English would increase by the end of this school year. However, due to the sudden shut down of the school, I did not give the final questionnaire to the students.

4. Literature Review:

Omitted (as a non-degree student)

5. What I did:

In the first class in September, I gave the students a questionnaire (see below).

| Q1 | Do you like English? | | |
|----|----------------------|---|-----|
| | Yes, very much | 1 | 5% |
| | Yes | 5 | 23% |
| | Neutral | 6 | 27% |
| | No, not so much | 6 | 27% |
| | No, not at all | 4 | 18% |

| Q2 | Do you want to use English well? | | |
|----|----------------------------------|---|-----|
| | Yes, very much | 8 | 36% |
| | Yes | 9 | 41% |
| | Neutral | 3 | 14% |
| | No, not so much | 2 | 9% |
| | No, not at all | 1 | 5% |

| Q3 | Which skill do you want to improve most? | | |
|----|--|---|-----|
| | Reading | 1 | 5% |
| | Listening | 5 | 23% |
| | Speaking | 9 | 41% |
| | Writing | 3 | 14% |
| | Skills for getting scores | 4 | 18% |

| | | | | |
|----|--|----|-----|--------------|
| Q4 | Choose at most three reasons why you are studying English. | | | |
| | To obtain high grade | 1 | 5% | |
| | To go to college | 18 | 82% | |
| | To obtain some certificate | 3 | 14% | |
| | To communiacte with foreigner | 12 | 55% | |
| | To travel abroad | 13 | 59% | |
| | To live abroad in the future | 1 | 5% | |
| | No reason | 2 | 9% | |
| | I do not know. | 2 | 9% | |
| | Others | 1 | 5% | Study abroad |

| | | | | |
|----|--|---|-----|--|
| Q5 | To what extent are you able to understand in reading English in class? | | | |
| | 100% | 0 | 0% | |
| | 75% | 5 | 23% | |
| | 50% | 9 | 41% | |
| | 25% | 7 | 32% | |
| | almost 0% | 1 | 5% | |

| | | | | |
|----|--|----|-----|--|
| Q6 | To what extent are you able to understand in listening English in class? | | | |
| | 100% | 1 | 5% | |
| | 75% | 4 | 18% | |
| | 50% | 5 | 23% | |
| | 25% | 12 | 55% | |
| | almost 0% | 0 | 0% | |

| | | | | |
|----|---|---|-----|--|
| Q7 | How long are you able to speak in English on a topic. | | | |
| | More than 5 minutes | 0 | 0% | |
| | Around 3 minutes | 3 | 14% | |
| | Around 1 minute | 8 | 36% | |
| | Less than 1 minute | 3 | 14% | |
| | Hardly | 7 | 32% | |

| | | | | |
|----|---|---|-----|--|
| Q8 | How many sentences are you able to write in English on a topic? | | | |
| | More than 20 sentences | 1 | 5% | |
| | Around 10 sentences | 3 | 14% | |
| | Around 5 sentences | 8 | 36% | |
| | At most 2 or 3 sentences | 3 | 14% | |
| | None | 7 | 32% | |

This questionnaire showed that 77% students want to use English well and 41% students want to speak English well. However, most (82%) students chose “to go to college” as the main reason for studying English. This implies that if I can show the better the speaking skills you get, the better score you can obtain, they might study English harder.

My usual lesson flow is (1) Warm-up Activities, (2) Textbook and (3) Speaking/Writing practice related to the textbook.

During the time when I did not have students do pair work because the anti-COVID precaution, I did “teacher-student” talk instead of the pair small talk to increase the amount of time for students to speak English. After the two weeks, I started the small talk activity in pairs for the first time. Also, I introduced to them Conversation Strategies, and a model dialog.

Small Talk

Talk with your partner about “Where do you want to go after the COVID situation is over?” using **Conversation Strategies**.

| Conversation Strategies | |
|-------------------------|--|
| Opener | Hi, (相手の名前) How <u>ya</u> <u>doin</u> ? I'm great! |
| How bout you? | 相手に話を振る。 |
| Closer | Nice talking with you. You, too. |
| Rejoinders | Oh, I see. Really? Sounds great! That's good! |

Example:

A: Hi, (partner's name). How ya doin? [OPENER]

B: I'm pretty good. [REJOINDER] How bout you?

A: I'm good. [REJOINDER] Where do you want to go after the COVID situation is over?

B: I want to go to _____.

A: Oh, you want to go to _____. [REPEATING]

That's nice. [REJOINDER] What do you want to do there? [FOLLOW-UP QUESTION]

B: I want to _____.

A: You _____, [REPEATING] _____, [REJOINDER]

B: How bout you? Where do you want to go after the COVID situation is over?

A: _____

.....

A: Nice talking with you. [CLOSER]

B: Yoo, too. [CLOSER]

The above is for the second term. The below is for the third term.

Small Talk Activity

Conversation Strategies (CS)

- Opener
Hi / Hello / How are you? / How are you doing? / How is it doing? etc.
- Rejoinder
Um... / Well... / Let me see /
- Closer
Anyways, I've got to go. - OK, see you. / Nice talking with you - You too.
- Shadowing
相手の言ったことを確認の意味で復唱する。

◆ Easy Self-Check

| | | |
|-------------------|-------|----------|
| ◇ Opener は使えたか | : 使えた | ・ 使えなかった |
| ◇ Rejoinder は使えたか | : 使えた | ・ 使えなかった |
| ◇ Closer は使えたか | : 使えた | ・ 使えなかった |
| ◇ Shadowing はできたか | : できた | ・ できなかった |
| ◇ 90秒以上会話が続いたか | : できた | ・ できなかった |
| ◇ 文で話げできたか | : できた | ・ できなかった |
| ◇ アイコンタクト | : できた | ・ できなかった |

The small talk activity has been one of the routines of my lesson.

Later, I introduced a rubric for the small talk activity so that the students were able to set their individual goals and to know what they were supposed to do. The first rubric

was too fixed for the students to speak freely. Soon I changed it into a brief one.

| Rubric for Small Talk | | Name _____ | | |
|-------------------------|---|--|---------------------------------|---------------------------------------|
| | 10 | 7 | 4 | 1 |
| Fluency 流暢さ | 2分以上会話を途切れず、内容も豊かに続けた。 | 2分以上の会話を時々沈黙はあるが適切な内容で続けた。 | 2分以上の会話を時々沈黙はあるが続けたが、内容が乏しい。 | 長く沈黙があった。 |
| Conversation Strategies | Opener Rejoinder Repeating Closer のすべてが使えた。 | Opener Rejoinder Closer が使えた。 | Opener Closer が使えた。 | Openerのみまたは Closerのみまたは なにも使えなかった。 |
| Accuracy 表現力 | 文を使って話げできた。 | | 単語のみで話をつづけた。 | |
| Delivery 表現能力 | 適切な声の大きさ アイコンタクト ができていた。 | | 適切な声の大きさ アイコンタクト が不十分だった。 | 適切な声の大きさ アイコンタクト がどちらもできていなかった。 |

Brief version

| Self-check (Small Talk) | |
|----------------------------|-------------------|
| Name _____ | |
| ◇Fluency(流暢さ) : | 5 · 4 · 3 · 2 · 1 |
| ◇Accuracy(文で話せたか) : | 5 · 4 · 3 · 2 · 1 |
| ◇Conversation Strategies : | 5 · 4 · 3 · 2 · 1 |
| ◇Delivery(アイコンタクト/声量) : | 5 · 4 · 3 · 2 · 1 |

As for the textbook and the houdout, I put a scaffold in my handouts. For example, I put some keywords before the pre-reading activity.

Before:

| | |
|------------------------------|---|
| <input type="checkbox"/> T/F | ◆First of all, guess true or false before reading part 2. |
| | 1. Ashura has survived to the present day because it is very hard. T/F |
| | 2. Ashura is light because there is nothing inside except a light wooden frame. T/F |
| | 3. Ashura was made by artists living near Kyoto and Nara T/F |

After:

| | |
|------------------------------|---|
| <input type="checkbox"/> T/F | ◆Match the underlined English words and Japanese ones. |
| | 1. Don't <u>judge</u> a person by appearance. |
| | 2. The <u>population</u> of Japan is decreasing. |
| | 3. Do you know the <u>rapid</u> growth of Dubai? ア 急激な イ 不公正な ウ 判断する エ 増加 オ 人口 |
| <input type="checkbox"/> T/F | ◆First of all, guess true or false before reading part 4. |
| | 1. We have been making unfair use of nature. T/F |
| | 2. We should judge our innovation by whether it is good for nature. T/F |
| | 3. Rapid increase of population makes our environment worse. T/F |

In addition, I eliminated the grammar and translation part from the handout or just had the students underline the sentences correspond to the Japanese.

Before:

Grammar and Translation

■ One of the reasons for their survival is that they are light and could be easily carried when there was an emergency.

After:

◆ Grammar Point: Underline the sentence which refers to this Japanese sentence.

「ほかのどの宇宙探査機も成しえなかったことを成し遂げたことになるだろう」

The other two goals were even more difficult. Itokawa is a small peanut-shaped asteroid only 535 meters long. Flying at the speed of 34 kilometers per second, Hayabusa would be trying to hit a piece of “dust” in space. This would be like hitting a one-millimeter target in Brazil from Japan. One of the scientists observed, “If Hayabusa achieves these goals, it will have done what no other spacecraft has ever done.”

In addition, I put slash (/) for students to read the passage easily.

Developing an autonomous navigation system / was another goal. / It takes a radio signal 16 minutes / to travel 300 million kilometers / between the Earth and Itokawa. / In an emergency, / Hayabusa could not wait for commands. / It had to judge the situation / and decide what to do on its own.

The other two goals were even more difficult. / Itokawa is a small peanut-shaped asteroid /

Also, in the vocabulary output activity, I change the way; from choosing the meaning of the words into filling in the blanks. This enabled students to read the textbook more and it helped them feel at ease.

Before:

Vocabulary Output

◆ Fill in the blanks with the word listed below. If necessary, change words to proper forms.

- I gave up all hope of _____.
- Carry him to the _____ room.
- My grandfather helped me _____ snow with a shovel.
- I am wondering how to _____ this gift.
- In large cities, in London _____, there is heavy smog.
- His sheets and clothes were _____ in sweat.

emergency / for instance / remove / soaked / survival / wrap

After:

◆ Vocabulary Output:

Fill in the blanks with the word listed below. If necessary, change words to proper forms.

Developing an autonomous navigation system was another goal. It (1 _____) a radio signal 16 minutes to (2 _____) 300 million kilometers between the Earth and Itokawa. In an emergency, Hayabusa could not wait for (3 _____). It had to judge the situation and decide what to do (4 _____) its own.

The other two goals were even more difficult. Itokawa is a small peanut-shaped asteroid only 535 meters long. Flying (5 _____) the speed of 34 kilometers per second, Hayabusa would be trying to

At the end of the second term, I implemented a timed conversation. Until that time, about half of the students had been wrote down about the topic, “what do you want to do in the future?” section by section for a timed conversation. But this time the conversation was, in fact, a memorization. The students practiced a conversation with their fixed reliable partner, and continue to talk without the script.

◆Speaking Assessment – Timed conversation : Answer the following questions.Ⓜ

Topic: Your ambitionⓂ

- ① What do you want to do in the future?Ⓜ
- ② Why?Ⓜ
- ③ What do you need to do to achieve it?Ⓜ
- ④ On a scale of 1 to 10, how confident are you?Ⓜ

Model Dialog: Ⓜ

| | |
|---|-------------------------------------|
| A : Hi, (partner's name). How ya doin? Ⓜ | B : I'm pretty good. How bout you?Ⓜ |
| A : I'm good. So, we will talk about our ambition today. What do you want to do in the future?Ⓜ | B : Well, I want to ...Ⓜ |
| Repeating[shadowing] ... RejoinderⓂ | B : Because...Ⓜ |
| ↓ Ⓜ | |
| A : Oh, you want to ... That's nice. Why?Ⓜ | |
| A : I see. What do you need to do to achieve it?Ⓜ | |

In the third term, I started some activities at the beginning of the lesson so that the students can feel relaxed to participate in the class and can get involved in the class more, but the main reason was to keep the students awake. I tried *Pictionary*(*Picture Drawing*), *Word Chain*(*しりとり*), *Telephone Game*(*伝言ゲーム*), and *What's this?* Also, I decided to minimize the time when I dealt with the textbook, I started *True Stories*, which is based on a simple skills integration approach.

6. Results:

- Overall

As is often the case with traditional-minded schools which have students prepare for going to prestigious universities, I have felt peer pressures that make the students tackle grammar questions and translation more. These pressures are also gradually imposed on students not only by English teachers but also other subject teachers.

- Questionnaire:

Due to the sudden close of the school, I did not have any chance to give the students a questionnaire which corresponds to the first one. Unfortunately, even an online survey did not work either.

I cannot see how the student mind has changed by my lesson, but I can easily imagine that the students' belief has been reinforced by exam-oriented

teachers around them, so that the students has thought of studying English as using the drill books which have the multiple choices of grammar questions.

- Activities at the beginning of the lesson:

Almost all the students were able to participate in the small talk activity, using Conversation Strategies. However, some students did not follow my instruction to change their pairs. They usually talked with certain partners, so recursive practice hardly ever occurred.

The rubric was totally new to them. Before the rubric was introduced, they just talked and done. However, after they paid attention to it, most students were able to talk considering the essential points such as Conversation Strategies.

In the third term, most students enjoyed “*What’s This?*” activity. Even they used only words, I was able to see them trying to speak English.

- Textbook/handout:

As I mentioned above, I revised my handouts several times for the students to use readily. However, they did not use English in sharing their answers with pairs or other chances to speak English. I felt difficulty having the students use English with the textbook. They tend to try to memorize the answers and they hardly negotiate the meanings or answers.

Also, most students get used to the lesson routine (flow), and know what they will do next. I think this is good in the respect of efficiency and autonomy, which means the students can automatically and autonomously proceed what they have to do. On the other hand, being used to what they do during the lesson, some students seem to be tired of it and be lazy—doing nothing and sleep.

In the third term, to get the students involved in the class more, I introduced “True Stories.” The goal of “True Story” was to have students retell the story with the pictures and to increase their speaking time and make recursive practices in class. However, one of the students, who was influential in the class said, “it is too easy for me to have motivation.” He could not retell the stories or even did not try. Besides he did not do anything when we used the usual textbook. Some students had too much pride and usually told only the reason they did not (want) do.

As for the slash reading and the output activity, I could not find any efficiency. Of course, the slash helped student understand the chunks of meaning, but they fundamentally did not have a habit of reading textbook.

The output activity sadly resulted in promoting their memorization. Effective output should occur in a new context.

In the meantime, thanks to eliminating the grammar explanation and translation, lessons proceed smoothly and the students seem to keep relatively active during the lesson.

As for the timed conversation as a post-reading activity, I am so poor at setting a topic that I could not give an appropriate topic to the students. However, half of the students were able to write several sentences on each questions section by section, and finally they were able to make a conversation with their own ideas.

Lastly, I will mention the alternative textbook, "*True Stories*." When I introduced it, the initial response of the students to it was welcoming. The interesting and fact-based context interested them. The flow of "*True Stories*" follows a three-part framework by Brown (2007), so the class proceeded smoothly. What I focused on best by using "*True Stories*" was having the students retell the stories with pictures. It was appropriate for most students to start using English, and they tried hard. Retelling with pictures was a good practice for the students to make longer sentences. However, some students did not do anything and one of them said, "This is easy for me to do and demotivates me." Unfortunately, the atmosphere deteriorated by their attitude.

7. What I learned:

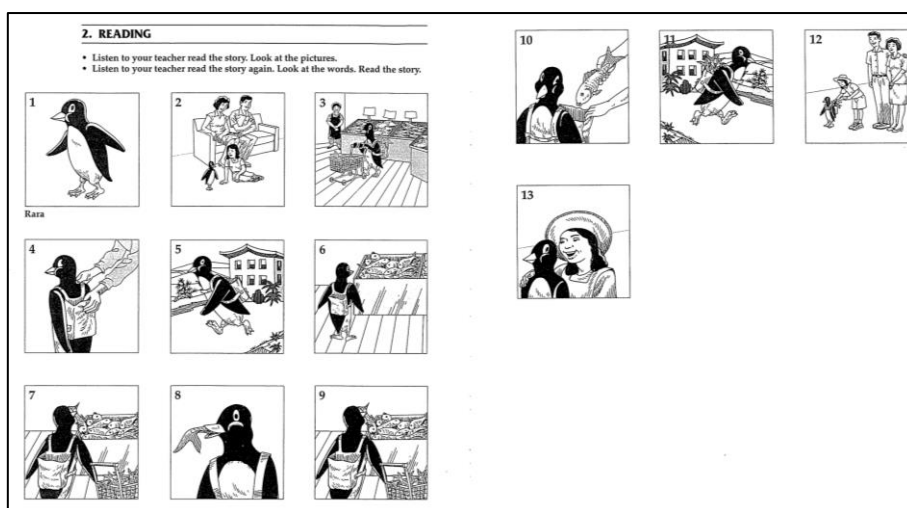
First, I should have properly shared what we would do in class with students including how to evaluate. I need to explain to the students the consistency of the activities in class and the evaluation. As 佐藤 (2022, p.72) cites the remark by Lee & VanPatten (2003), I should have kept in mind again that "Testing cannot be viewed as an isolated event; it must be an integral part of the teaching and learning enterprise (p.100)." Also, 佐藤 (2022, pp.44-67) introduces the syllabi some teachers made. Although sharing what the class will do with learners is a basic procedure as a teacher, it is embarrassing, but I could not do it appropriately. I was just told by a senior teacher that students were given 10 sentences two or one week before each exam, they memorize them, and they would be able to get at least 20 points for the exam. This makes the exam totally isolated. In addition, there was no speaking test before, and the students believed learning English or improving English was memorization and answering mechanical drills. For those who have such beliefs, I should have explained more about what I would like to contribute to them. Especially, I should have shown the students that Communicative Language Learning and the constant performance tests will improve students' communicative competence and enable them to deal with mock tests and

entrance examinations (佐藤, 2022, pp.108-110).

Second, an appropriate textbook is needed. This is what I cannot change by myself officially. However, the difficult textbook demotivated my students. This meant that they would not learn autonomously, but they waited for what they were given just to pass each paper test. Even after I started using *True Stories*, some students did not do anything.

Third, in such a circumstance I mentioned above, I am sure that getting students more involved in speaking activities will change their attitude toward learning English. To do this, I need to learn more about activities or approaches senior NUFS teachers have put into practice.

Lastly, I found that most of the students cannot use a sentence in speaking activities. In communication, only using words is better than not speaking. However, using a sentence is a great help in conveying what you want to say appropriately. I need to get them to use a sentence little by little through some scaffolds. Retelling activity with “*True Stories*” will be beneficial.



Students tell the story with their own word picture by picture.

8. Future issues:

I should have more passion for teaching English. It was difficult for me to motivate the students to participate learning, and the atmosphere of the class was often bad for learning. Even though they enjoyed the small talk and the activity at the beginning of the class, some students started sleeping just after it. I was at a loss how to conduct the class. Since September, I have been encouraged by NUFS classmates and learned a lot. I will learn their practices more and need to have more approaches, especially in motivating the learners. Through the preparation for this final presentation, I had an opportunity to read senior NUFS members' reports, and they are beneficial for me. They are also role models for my future learning and practices. Referring to those

reports and the related literatures, I will develop my teaching better next school year.

Data collection and analysis of them are also essential. Not only teacher observation but also objective data and comments from students are crucial to reports. I should keep in mind that it is necessary to learn and deal with them.

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Lesson Plan

(Crown Communication English 2, Lesson9 Section4 [second half])

| Time | Interaction | Activity and Procedure |
|------------------------|-----------------|---|
| 10 | S-S | Greeting, Attendance Small talk (3 pairs) with the simple rubric |
| 2 | S | Review the previous lesson Listening to the text |
| 9 (5) (2) (2) | T-S S S-S | Reading practice Repeating with teacher Whispering Shadowing |
| 4 (2) (2) | S S-S | Quick reading2 Timing the reading speed by themselves Having each other time the speed. |
| 4 (3) (1) | S T-S | Vocabulary Output 1. Answering questions 2. Confirming answers |
| 2 (1) (1) | S T-S | Summary 1. Answering questions 2. Confirming answers |
| 19 (3) (16) | S S-S | Timed Conversation 1. Answer questions(topic question) 2. Talk with partners on the topic |

Total time: 50 minutes

S-S: 30minutes

S: 13 minutes

T-S: 7 minutes

Pre-reading of Section4

◆Preparation: Match the underlined English words and Japanese ones.

1. Your future depends on what you do now.
2. An exploration of the jungle revealed many new animals.
3. I am going to take the risk and change to a smaller company.

ア 探査 イ 危険を冒す ウ ~次第

◆Guess true or false before reading section1.

1. The Hayabusa Project was so well planned that it did not have to depend on luck. T / F
2. In space exploration the first thing to think about is being safe. You must never take risks. T / F
3. Magellan was a leader of the first Age of Exploration. T / F

While-reading of Section4

◆Open your textbook to page 144-145 and read the section4 silently and check your answers. You may want to change them.

◆Play janken, winners A. Check your answers with your partners as follows.

Example: A: So, let's talk about Question No.1. Is this true or false?

B: I think it's true. How about you?

A: I think so, too. [I don't think so. I think it's false.]

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

A: I think it is...

◆Listen to the text once.

◆Confirm your answers with the teacher.

◆Vocabulary Input: Match the underlined English words and Japanese ones.

1. They use camels to travel across the desert.
2. I admitted that I was wrong.
3. As a result of her efforts, Patty passed the examination.
4. The company is working on a new product.
5. Can you throw a ball farther?
6. He set out on journey with his wife.
7. My parents went on a wonderful voyage to the Caribbean.
8. The parent birds left the nest in search of food.
9. I was about to call you.
10. Police have now concluded the death was a suicide.

ア 取り組む イ 航海 ウ より遠く エ ~に乗り出す オ 認める
カ 結果 キ まさに~するところだ ク 砂漠 ケ ~を探し求めて コ ~と結論付ける

◆Play janken, winners are A. Check your answers with your partner as follows. .

Example: A: So let's talk about Question No.1. What do you think _____ means?

B: I think it means _____. How about you?

A: I think so, too. [I don't think so. I think it means_____.]

[Hm, I wonder which is better. Let's put _____ for now.]

B: I see. Then how about No.2?

◆Confirm your answers with the teacher.

◆Play janken, winners say Japanese and losers translate into English. When you have finished, change the role.

◆Quick Reading1:

Read section4 silently and time your speed by yourself. () seconds

Read section4 aloud and have your partner time your speed. () seconds

◆Detailed Question:

1. What does Kawaguchi mean when he says, “If you want to see a long way, you have to build a high tower”?

2. What does Kawaguchi want to do next?

3. What does Kawaguchi say we must do to be leaders in the “New Age of Exploration”?

◆Play janken, winners are A. Check your answers with your partner as follows. .

Example: A: So, let’s talk about Question No.1. *Ask Q1*

B: I think_____. How about you?

A: I think so, too. [I don’t think so. I think_____.]

[Hm, I wonder which is better. Let’s put _____ for now.]

B: OK, let’s talk about Question No.2. *Ask Q2.*

◆Confirm your answers with the teacher.

◆Let's practice reading!

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

2nd time: read the passage per chunks in a soft voice by yourself.

The capsule with its soil samples / landed safely in the Australian desert / on June 13, 2010.

Kawaguchi says, / "Many people said / the Hayabusa Project was too ambitious / and that there were too many risks. / I knew it was true / and I have to admit / that the success of the project was the result of a lot of luck. / But we have always been ready / to set high goals and take risks. / If you want to see a long way, / you have to build a high tower.

"If we can get the necessary support, / we will soon be working on a new spacecraft / which will go 20 to 30 times farther than Hayabusa."

In the 15th and 16th centuries, / people like Magellan set out on voyages to the East / in search of gold and spice. / Now Kawaguchi believes / we are about to enter a "New Age of Exploration" into space / in search of new knowledge and resources.

Kawaguchi concludes: / "We'd like to be leaders in this new age. / Setting high goals means facing great difficulties. / We must be strong / and build good teamwork. / We must not get discouraged by trouble and failure. / Looking at Hayabusa's photo of the Earth, / I seem to hear its voice: / 'Never give up! / Forward into the future / with hope and confidence!'"

◆Let's practice reading!

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

2nd time: read the passage per chunks in a soft voice by yourself.

3rd time: shadowing; play janken, loser shadow your partner without the text. Please change the role in each paragraph.

4th time: overlap the textbook to the audio.

The capsule with its soil samples / landed safely in the Australian desert / on June 13, 2010.

Kawaguchi says, / "Many people said / the Hayabusa Project was too ambitious / and that there were too many risks. / I knew it was true / and I have to admit / that the success of the project was the result of a lot of luck. / But we have always been ready / to set high goals and take risks. / If you want to see a long way, / you have to build a high tower.

"If we can get the necessary support, / we will soon be working on a new spacecraft / which will go 20 to 30 times farther than Hayabusa."

In the 15th and 16th centuries, / people like Magellan set out on voyages to the East / in search of gold and spice. / Now Kawaguchi believes / we are about to enter a "New Age of Exploration" into space / in search of new knowledge and resources.

Kawaguchi concludes: / "We'd like to be leaders in this new age. / Setting high goals means facing great difficulties. / We must be strong / and build good teamwork. / We must not get discouraged by trouble and failure. / Looking at Hayabusa's photo of the Earth, / I seem to hear its voice: / 'Never give up! / Forward into the future / with hope and confidence!'"

◆Quick Reading2:

Read part 4 silently and time your speed by yourself. () seconds

Read part 4 aloud and have your partner time your speed. () seconds

◆Based on what you read, answer the following T/F questions.

1. The capsule Hayabusa released landed in the Australian desert. T / F
2. Kawaguchi doesn't think the Hayabusa Project was too ambitious. T / F
3. Kawaguchi thinks it will be long before we enter a "New Age of Exploration" into space. T / F
4. If we set high goals, we face great difficulties. T / F
5. Hayabusa's last photo of the Earth encourages us to go forward into the future with hope and confidence. T / F

- ◆ Play janken, winners A. Check your answers with your partners as follows.
 - Example: A: So, let's talk about Question No.1. Is this true or false?**
 - B: I think it's true. How about you?**
 - A: I think so, too. [I don't think so. I think it's false.]**
 - B: Then, how about No.2? Is this true or false?**
 - A: I think it is...**
- ◆ Confirm your answers with the teacher.

Post-reading of Section4

- ◆ Vocabulary Output:

Turn this handout over, and fill in the blanks with the word listed below. If necessary, change words to proper forms.

- ◆ Summary: Fill in the blanks.

Project Manager Kawaguchi Junichiro recognizes that the Hayabusa Project was very () and involved many risks. Nevertheless, he feels that it is necessary to set high goals and take (). He dreams of a new spacecraft which will go 20 or 30 times farther than Hayabusa.

Kawaguchi believes we are entering a "New Age of ()," similar to the 15th and 16th centuries when people like Magellan set out on () to the East.

Kawaguchi looks at Hayabusa's photo of the Earth and hears its voice saying, "Never give up! Forward into the future with hope and ()!"

◆Vocabulary Output:

The capsule with its soil samples landed safely in the Australian (1) on June 13, 2010.

Kawaguchi says, "Many people said the Hayabusa Project was too ambitious and that there were too many risks. I knew it was true and I have to (2) that the success of the project was the (3) of a lot of luck. But we have always been ready to set high goals and take risks. If you want to see a long way, you have to build a high tower.

"If we can get the necessary support, we will soon be working on a new spacecraft which will go 20 to 30 times (4) than Hayabusa."

In the 15th and 16th centuries, people like Magellan (5) out on (6) to the East in (7) of gold and spice. Now Kawaguchi believes we are (8) to enter a "New Age of Exploration" into space in search of new knowledge and resources.

Kawaguchi concludes: "We'd like to be leaders in this new age. Setting high goals means facing great difficulties. We must be strong and build good teamwork. We must not get (9) by trouble and failure. Looking at Hayabusa's photo of the Earth, I seem to hear its voice: 'Never give up! Forward into the future with hope and (10)!'"

**admit / about / discourage / confidence / farther
desert / search / result / set / voyage**

◆Play janken, winners are A. Check your answers with your partner as follows. .

Example: A: So, let's talk about No.1. I think it's _____. How about you?

B: I think so, too. [I don't think so. I think _____.]

[Hm, I wonder which is better. Let's put _____ for now.]

A: OK, let's talk about No.2. I think it's _____. How about you?

.....

◆Confirm your answers with the teacher.

◆Speaking Assessment – Timed conversation : Answer the following questions.

Topic: Your ambition

- ① What do you want to do in the future?
- ② Why?
- ③ What do you need to do to achieve it?
- ④ On a scale of 1 to 10, how confident are you?

Model Dialog:

| | |
|--|---|
| <p>A : Hi, (partner’s name). How ya doin?</p> <p>A : I’m good. So, we will talk about our ambition today. What do you want to do in the future?</p> <p style="text-align: center;"><i>Repeating[shadowing] Rejoinder</i></p> <p style="text-align: center;">↓ ↓</p> <p>A : Oh, you want to …. That’s nice. Why?</p> <p>A: I see. What do you need to do to achieve it?</p> <p>A: On a scale of 1 to 10, how confident are you?</p> <p>A: Well, thank you for sharing your idea.</p> <p>A : I want to ….</p> <p>A: Because ….</p> <p>A: Well, ….</p> <p>A: ….</p> <p>A : You, too.</p> | <p>B : I’m pretty good. How bout you?</p> <p>B : Well, I want to ….</p> <p>B : Because….</p> <p>B : Well, ….</p> <p>B: ….</p> <p>B: Then, what do you want to do in the future?</p> <p style="text-align: center;"><i>Rejoinder Repeating[shadowing]</i></p> <p style="text-align: center;">↓ ↓</p> <p>B : I see. You want to …. Why?</p> <p>B: OK, what do you need to do to achieve it?</p> <p>B: On a scale of 1 to 10, how confident are you?</p> <p>B: I see. Thank you for sharing your idea, too. Nice talking with you.</p> |
|--|---|

まとめの問題

The capsule with its soil samples landed safely in the Australian desert on June 13, 2010.

Kawaguchi says, “Many people said the Hayabusa Project was too ambitious and that there were too many risks. I knew (A) it was true and I have to admit that the success of the project was the result of a lot of luck. But we have always been ready to set high goals and take risks. If you want to see a long way, you have to build a high tower.

“If we can get the necessary support, (B) (on / will / working / we / soon / be) a new spacecraft which will go 20 to 30 times farther than Hayabusa.”

In the 15th and 16th centuries, people like Magellan set out on voyages to the East in search of gold and spice. Now Kawaguchi believes we are about to enter a “ (C) New Age of Exploration” into space in search of new knowledge and resources.

Kawaguchi ①(c): “We’d like to be leaders in this new age. Setting high goals means facing great difficulties. We must be strong and build good teamwork. (D) We must not get discouraged by trouble and failure. Looking at Hayabusa’s photo of the Earth, I seem to hear its voice: ‘Never give up! Forward into the future with hope and ②(c)!’”

① 次の英語もしくは日本語の意味の語を、①、②の () に入れなさい。最初の文字は与えられている。必要に応じて適当な形にすること。(2点×2)

① ～と述べて終える

② the belief that you have the ability to do things well

② 下線部 (A) が指す内容を日本語で説明しなさい。(3点)

③ 下線部 (B) が、次の日本語が表す意味になるように、() 内の語を並べかえなさい。(2点)
「私たちはすぐに、新しい宇宙探査機に取り組むだろう」

④ 次の文が下線部 (C) の説明になるように、次の a、b に適語を入れなさい。(2点×2)
新しい(a)や(b)を求めて宇宙を探索する新時代。

⑤ 下線部 (D) を日本語にしなさい。(3点)

⑥ 本文の内容について、次の問いの答えを完成させなさい。(2点×2)

① Where was the capsule found?

— It was found in the () ().

② What was the purpose of Magellan’s voyage?

— It was to search for () and ().