

Action Plan Monthly Report (Feb. 10th, 2007)

Level : First-year high school students

Class : ① 42 (advanced class formed by their academic record) ...Class A
② 34 (picked-up class of flat classes according to each term test) ...Class B
③ 25 (standard class according to each English I term test) ...Class C

Text : World Trek English Course I (Kirihara)

Report on Post-Activity (Writing)

- 1) After finishing the Lesson 9 “Photographer”, A and B classes of 74 students were assigned to write the forth writing as post-writing.
- 2) As for class C of 28 students, they were introduced writing activity as a post-reading for the first time.
 - More than half of the Class C students are to be reshuffled every term test on the bases of the academic records. As a consequence, it was very hard to introduce writing activity before let them accustomed to the way of this class.
 - On coming March 6th, my school is to implement the GTEK test for all of the students in the first and the second year students.
- 3) The title : Your Future Job
Lesson 9 is a topic related to the occupation. And let students remind how to compose writing.
- 4) Direction:
 - a. Following a basic structure of composing.
 - b. Write as much as possible
 - c. Evaluation is to be assigned by both its’ length & content, and neglect grammatical mistake.
- 5) Activity
 - Speaking Activity with pair.
 - Class A and B students did this activity after they wrote.
 - Class C students did this activity at the same time writing activity.
- 6) The result
 - a. **Following a basic structure of composing.**
Almost of all the students followed the direction.
 - b. **The length of writing:**
Many students who have written 4 times, (Class A & B) wrote much longer than the last time. Some went so far as the allocated space. On the other hand, approximately 10 % of the students didn’t hand in their writings.

c. Evaluation

Mark grades

A+, A, B & O.K.

the rate turned out to be as follows;

A+ & A **60%**

B+ & B **30 %**

O.K. **10%**

In view of the length and content, subjectively evaluated

Overview

① "Does corrective feedback improve learners' writing?"

The last time, I correct students' writing and comment in Japanese. Then let them rewrite. This time, most of the students write as many as possible as their homework. Some wrote as much as 60 lines, others repeated their main ideas.

② "Was the topic easy for students write?"

Some tried their best to come up the idea. And others found it difficult to think over their future.

③ "Were the communicative activity effective?"

Class A and B were introduced it after the writing. They enjoyed the conversation activity using their own writing materials.

To Class C, the communicative activity is used for introducing how to write their own ideas. With the help of this activity, I assume it might be easier to start writing in English.

④ "Did all the students take part in this writing activity?"

Unfortunately, no. About 10 % of the students were unwilling to do this post-writing activity. Some forgot to write. Some think it is difficult to write their own opinions or ideas in English. Those students usually do not voluntarily take part in those kinds of pair works or activities.

⑤ "What is to be improved?"

1. How to induce those reluctant students to write in English.
2. Introducing more communicative activities in writing.
3. Don't have students write in one time, but have them write after each part finishes.
4. There were few chances to do peer editing. One reason is that many students can write much longer, and there are little time to rewrite during the class.
5. After the fifth term test, short speech presentation is going to be held during the class.

My Future Job

1 Start Talking

① Practice the following conversation with your partner.

A: What would you like to be in the future?

B: I want to be a Cabin Attendant. (C.A.)

A: Why do you think so?

B: First, I like flying in the sky.

A: Yes.

B: Second, I like to see many people around the world.

A: Good! Any other reasons?

B: Lastly, I can go to see the world for free!

A: Wow!

② Now fill in blanks with your own idea.

A: What would you like to be in the future?

B: I want to be _____

A: Why do you think so?

B: First, _____ .

A: Yes.

B: Second, _____ .

A: Good! Any other reasons?

B: Lastly, _____

A: _____

③ Practice the conversation with your partner.

2. Talk Some More

Look at the conversation and listen

A: What do you do?

B: I'm a Cabin Attendant. (職種)

A: Oh, where do you work?

B: I work for Center Airline. (会社名)

A: Oh, really? Where's that?

B: My company is in Tokoname. Where do you work? (場所)

A: I work for Toyono Motor Cooperation. I sell cars. (会社名) (部門)

Now it's your turn.

A: What do you do?

B: I'm _____. (職種)

A: Oh, where do you work?

B: I work for _____. (会社名)

A: Oh, really? Where's that?

B: My company is in _____, Where do you work? (場所)

A: I work for _____, I _____ (会社名) (部門)

Post-Reading Assignment

Theme: What would you like to be in the future? Write about your future occupation.
テーマ「将来、どんな職業に就きたいですか？」

文の構成は、次のような形式をとって書いてください。

① 自分は、何になりたいか。はっきりと「〇〇〇」とかく。まだ未定である場合も、現時点の夢

でかまわないから、それについて書いてみよう。できるだけ具体性のあるものが書きやすいです。

② その理由を1つ~3つかいてみる

First,

Second,

Third,

③ まとめ So, 「それで」とか、Now「さて」とか、In the end「おしまいに」

Title:

Class No. Name

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