

スピーキング活動の例

例 1 スピーチ (準備型スピーチ、即興型スピーチ活動等)

The Icebreaker 1 (学年当初に実施、即興スピーチの導入)

OBJECTIVES

- Make a prepared ice-breaker speech (a three-minute **extemporaneous speech**) with confidence, good manners and an appropriate voice volume.
- Get familiar with an impromptu speech through a rehearsal.

LANGUAGE FOCUS N/A. Topics that are relevant to your daily life.

LESSON DESCRIPTION

In the first part of the class, 3 of you will make a prepared ice-breaker speech. You can decide a topic. And you can use a memo-note that includes the outline of your speech. Your ice-breaker speech will not be evaluated; however, everyone will give positive comments.

Then, you will get used to impromptu speeches through a rehearsal. Today's topics are excerpted from what you learned in your second-year English class(See below). I bet you are already familiar with them. Enjoy public speaking!

TIME FRAME

1. Prepared speech (15 minutes)
2. Impromptu speech (30 minutes)

EXAMPLE

10 topics for impromptu speeches rehearsal

- 20 controversial statements
- Money is more important than love.
- Ichiro is a better player than Matsui Hideki.
- Our high school students should not bring cell phones to school.
- Summer is better than winter.
- Spring is better than fall.

- Learning Japanese is more important than learning English.
- Rainy days are better than sunny days.
- Teachers should not give any homework during the summer vacation.
- English is the most important language in the world.

EVALUATION

N/A. NEITHER TEACHERS NOR STUDENTS WILL EVALUATE STUDENTS' PERFORMANCE SINCE TODAY'S CLASS IS THE VERY FIRST ONE. YOUR PRONUNCIATION AND GRAMMAR WILL BE CORRECTED, BUT WILL NOT BE INCLUDED IN TO YOUR EVALUATION.

EVALUATION

COMMENTS ON ICE BREAKER SPEECHES

YOU LISTENED TO _____'S SPEECH. PLEASE WRITE ANY POSITIVE COMMENTS IN ENGLISH.

YOU LISTENED TO _____'S SPEECH. PLEASE WRITE ANY POSITIVE COMMENTS IN ENGLISH.

YOU LISTENED TO _____'S SPEECH. PLEASE WRITE ANY POSITIVE COMMENTS IN ENGLISH.

*YOUR PRONUNCIATION AND GRAMMAR WILL BE CORRECTED, BUT WILL NOT BE INCLUDED IN TO YOUR EVALUATION.

Name ()

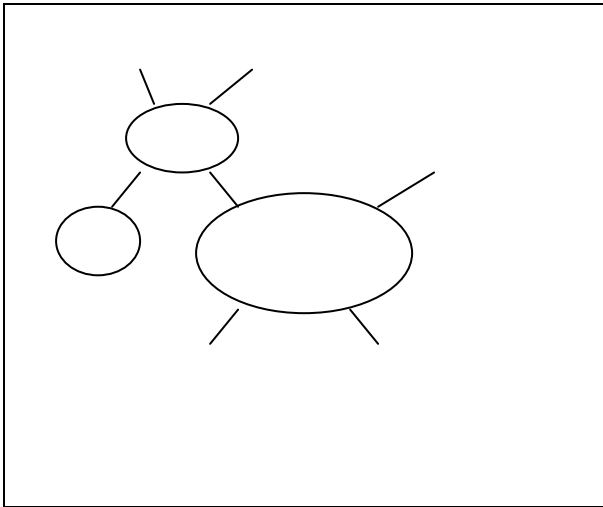
**参考：即興スピーチはかなり高度な活動なので、下のシートを使って短時間でフレイ
ンストーミングを行ってください。**

即興活動用の 参考ノート (CM4)

このノートを使って即興活動をしましょう。(原稿を書くためのものではない)

Title:

What to Say (何を話す?) How to Say (どんな表現を使う?)



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Satisfaction, Gratitude and Dissatisfaction

(既習の英語表現をスピーチに取り入れる、やや慣れてきた頃に実施)

OBJECTIVES

- Get familiar with example sentences
- Give a speech in which you express your feelings / opinions (= how you feel and think), and demonstrate it in front of the class
- Reach a group consensus through discussion

LANGUAGE FOCUS

Topics: relevant to your daily life.

Sentences: Satisfaction, Gratitude and Dissatisfaction

LESSON DESCRIPTION

Task1: You will get familiar with sentences to show your Satisfaction, Gratitude and Dissatisfaction.

Task2: You will prepare a two-minute speech titled "The person I want to show my gratitude to" or "What I am satisfied and/or

dissatisfied with our high school."

Task3: Each of you will give a speech in front of your classmates. Only your attitude will be evaluated by the teachers.

Task4: You will discuss which speaker performed the best.

TIME FRAME

Task1; 5 minutes

Task 2; 15 minutes

Task 3; 20 minutes

Task 4; 5 minutes

EVALUATION

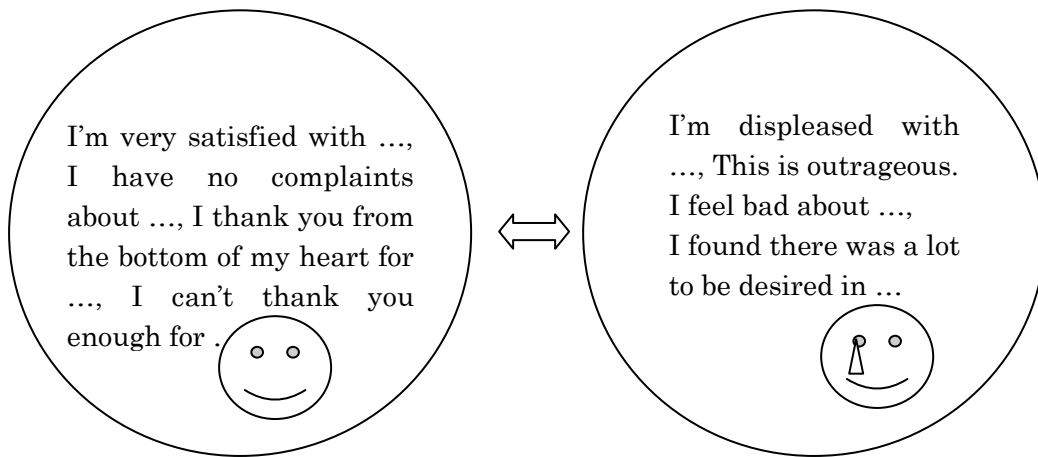
YOUR INVOLVEMENT: FREQUENCY OF YOUR SPEECH 0~5, YOUR ATTITUDE 0~5

NAME ()

FREQUENCY OF HIS/HER SPEECH	1	2	3	4	5
ATTITUDE	1	2	3	4	5

TASK 1:

SATISFACTION, GRATITUDE AND DISSATISFACTION



Our ALT will teach you 5 more example sentences.

(1)

(2)

(3)

(4)

(5)

Tell Me About You (慣れてきた頃に実施。評価項目をはっきり示す)

OBJECTIVES

- Make a prepared speech (a three-minute **extemporaneous speech**). Along with attitude, your speech should be accurate (Grammar and Pronunciation) and well-organized (Organization). Also, it should have Clarity of Main Points. Posture/ Gestures/ Eye Contact/ Facial Expressions will be emphasized as well.
- Make a 1-minute impromptu speech. Try to continue speaking.

LANGUAGE FOCUS

N/A. Topics that are relevant to your daily life.

LESSON DESCRIPTION

In the first part of the class, half of you (5 students) will make a prepared speech. You can decide a topic. And you can use a memo-note that includes the outline of your speech. Today, we will evaluate *Attitude, Grammar, Pronunciation, Clarity of Main Points, Posture/ Gestures/ Eye*

Contact/ Facial Expressions.

Then, you will give a 1-minute impromptu speech on the topics below. Don't be afraid of making mistakes. Today, no one will evaluate your speech, either. Try to keep speaking for a minute.

TIME FRAME (X 2 PERIODS)

1. Warming-up Activity (5 minutes)
2. Prepared Speech (30 minutes)
3. Table Topic Speeches (10 minutes)

EXAMPLE

10 topics for your impromptu speech

- Your Most Memorable Experience
- Your Favorite Music
- Your Favorite Movie

- Your Family
- Your Favorite Icecream Flavor
- Your Favorite Color
- Your Town
- Your Favorite Teacher

EVALUATION

EVALUATION FORM (FOR TEACHERS): FOR EXTEMPORANEOUS SPEECH

NAME () TITLE ()

ATTITUDE	1	2	3	4	5
PRONUNCIATION	1	2	3	4	5
GRAMMAR	1	2	3	4	5
CLARITY OF MAIN POINT	1	2	3	4	5
ORGANIZATION	1	2	3	4	5
POSTURE/ GESTURES/ EYE CONTACT/ FACIAL EXPRESSIONS	1	2	3	4	5

Agreement, Disagreement and Neutrality Part3

(スピーチのパフォーマンスに重点を置きたいとき)

OBJECTIVES

- Give a speech in which you express your feelings / opinions (= how you feel and think), and demonstrate it in front of the class

LANGUAGE FOCUS

Topics: relevant to your daily life.

Sentences: Agreement, Disagreement and Neutrality

LESSON DESCRIPTION

Task1: You will get familiar with how to give a good speech. Our ALT will show you a good and a bad example. Then, you will do the next 2 things.

(1) We will move to the gymnasium. Pay attention to only voice volume. You will practice giving a speech with as loud a voice as possible. (2) We will move to the gymnasium again. Pay

attention to your attitude/posture/eye contact.

Homework: You will prepare a three-minute speech about the following argument (See below).

Task2: Each of you will give a speech in front of your classmates. Your attitude/posture/eye contact/voice volume will be evaluated by the teachers.

TIME FRAME (2 PERIODS)

Task1; (1)45 minutes (1st period), (2)45 minutes (2nd period)

Task 2; 45 minutes (3rd period)

EVALUATION

ATTITUDE	1	2	3	4	5
POSTURE	1	2	3	4	5
EYE CONTACT	1	2	3	4	5
VOICE VOLUME	1	2	3	4	5

ARGUMENT :

省略

Make a Story

(創造力を重視したスピーチ)

OBJECTIVES

- Describe people, and make a story
- Demonstrate your story in front of the class, and judge which story is the best.

LANGUAGE FOCUS Topics: relevant to your daily life.

LESSON DESCRIPTION

Task1: You pair off. One of you is given a picture A, and the other a picture B. You cannot show your picture to your partner. Students with a picture A describe people in the picture without any gestures. Your partner listens carefully and draws a picture. When you finish it, every picture will be put on the blackboard.

Every student votes for the best picture. Then, you switch the role, and draw a picture.

Task2: Each pair makes a story about a picture A or a picture B (You choose A or B.)

Task3: Each pair reads a story in front of the class.

TIME FRAME (FRIDAY, SEPTEMBER 14, 2007)

Task1; 15 minutes

Task 2; 20 minutes

Task 3; 10 minutes

EVALUATION

N/A

MAKE A STORY

RULES

USE YOUR IMAGINATION

THE NAME OF OUR PAIR _____

STUDENTS _____ **&** _____

STORY

例2 スキット (生徒がオリジナルのスキットを作成する)

パターン①

【以下の4つのキーフレーズを使って2人組でオリジナルのスキットを創作して演じる。】

Can I take a rain check?	次の機会にしてくれない?
That's a matter of opinion.	それは見解の相違だよ。
It sounds fishy to me.	私にはうさんくさい気がする。
I have no choice.	選択の余地はない。

(キーフレーズはNHKラジオ:スピーキング入門からALTが選出した。)

パターン②

【次のスキットで提示した8つのキーフレーズ: この中の4つ以上を使う】

*What's the secret? *No time to explain. *What a windfall! *Sorry to bother you. *That's that. *It's not easy. *I can't thank you enough. *I never thought about it.

例3 CM Project (生徒がグループでオリジナルのCMを作成する)

ブレインストームをまず行う。

***Producing Commercials Policies** (いくつかのCMを見て、どんな効果をねらったものかを考える。下を参考に)

Appeal: Factual Appeal?

Emotional Appeal?

Techniques: Slogan? Testimonial? Repetition? Combination

どんなCMをつくるのかグループで考える。

***Refer to the following questions when you design your CM. Discuss them in a group.**

- (1)What is the product / service?
- (2)How does your commercial attract classmates' attention?
- (3)Does your commercial use emotional or factual appeal?
- (4)What technique/s does your commercial use? (slogan? Testimonial? Repetition? Or combination?)
- (5)How would you rate the overall effectiveness of your commercial on a scale of 1 – 5? (1 being the lowest score)

**CMを試聴する際の評価表。オーディエンスとなる生徒に配られる。
TV Commercials 採点票**

あなたの名前()

チーム名()				
1. わかりやすくきちんと英語を話していた	A	B	C	D
2. このCMはインパクトがあり、影響力がある	A	B	C	D
3. 伝えたいメッセージ性があり製品の説明になっている	A	B	C	D
4. このCMのおかげで製品の売上げが伸びそう	A	B	C	D

A:よくできている B:まあまあよくできている C:それほどでもない D:ほとんどできていない