

_____ State High School

Unit インゲンを育てよう

Term 3 2003

Speaking Task: Weather Report

Name: _____ Form Class: _____

Objectives

Students will learn expressions describing weather. They will be able to role-play giving a weather report.

Language

Temperature words, weather words, greetings, weather report expressions

Scenario

Reporters have been sent around the world to report on the current situation. The studio reporter gets in touch with the overseas reporters one by one to get the latest weather report.

Role play

Students form groups, one for each overseas city, and plan the report. One of them plays the overseas reporter, the others are people in the background. The teacher, will play the studio reporter. Then each group can perform the whole role play. This role play will be recorded on video

Sample dialogue

S: こんにちは。ワールドリポートです。

モスクワの.....さん、こんにちは。

O: こんにちは.....さん。

S: モスクワのてんきはとうですか？

O: モスクワは/きょうはくもりです。

S: あ、とうですか。なんとうですか？

O: 10 とうです。とうもさむいとう！

S: とうとうね。がんばってとうさい！/あとうとう！

じゃ、バンコクの.....さん、こんにちは。

Criteria

You will be marked on the following criteria for this task

	.1 (Listening)	.4 (speaking)	.5 (writing)
Level 1	1.1 Understands and responds to high frequency language where visual support is given.	1.4 Responds to high frequency, repetitive language, with short memorised utterances.	1.5 Can label items and write set phrases, and write a few words in text directly following a

			model.
Level 2	2.1 Understands a range of high frequency language where visual support is given, with key words used to assist in comprehension.	2.4 Makes requests and interacts using a familiar model.	2.5 writes phrases or short sentences based on a model, for a purpose.
Level 3	3.1 readily understands and responds to short simple utterances, and identifies main ideas	3.4 initiates and responds promptly to speech in familiar scenarios in rehearsed scenarios	3.5 writes a few linked sentences on familiar topics, incorporating katakana and kanji
Level 4	4.1 Students understand short, structured texts, and extract essential details in highly predictable texts.	4.4 Students take part in simply structured conversations including unrehearsed instances and describe actual events	4.5 Students manipulate known structures and linguistic features to generate original utterances
Level 5	5.1 Students understand known language in unfamiliar contexts and infer meanings of new language in familiar contexts.	5.4 Students convey information in texts with minimal support showing on familiar topics of interest to them	5.5 Students produce texts consisting of several ideas that may include some complex element such as connectors
Level 6	6.1 Students understand language in a context on familiar topics where the language used is literal and standard and infer meaning from lexical and grammatical associations as well as context.	6.4 Students manipulate known structures to make original and extended texts to express themselves.	6.5 Incorporate several ideas when writing, including colloquial expressions and a consideration of register

Progress Within Level	<p>E: Emerging progress: - With support, often shows signs of understanding of this skill or concept at this level</p> <p>D: Developing progress: - Regularly demonstrates this skill, concept or understanding at this level.</p> <p>C: Consolidating progress: - Independently, consistently and in a variety of contexts, demonstrates this skill, concept or understanding at this level.</p>
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Overall Level _____

Comments _____

Teacher's Signature _____ Date _____