

## Appendix A: Book Report Oral Presentation Guide

| Step | What the Speaker (Book Report Writer) Does   | What the Listeners Do (Examples)  |
|------|--|---|
| 1    | Gives a <b>summary</b> of the book.  | Take notes using graphic organizers, outlining, timelines, fill-in-tables, or other techniques.             |
| 2    | Replies to listeners' questions.   | Re-tell: "You said ( ). Is that right?"<br>Ask questions: 5Ws & H   |
| 3    | Give an oral <b>quiz</b> about the contents of the summary.  | Take the quiz. Listeners respond one-by-one in turn.  |
| 4    | Gives an <b>opinion</b> or reaction.   | Take notes using graphic organizers, outlining, timelines, fill-in-tables, or other techniques as in Step 1 |
| 5    | Replies listeners' questions.  | Re-tell: "You said ( ). Is that right?"<br>Ask questions: 5Ws & H   |
| 6    | Give an oral <b>quiz</b> about the contents of the opinion.  | Take the quiz. Listeners respond one-by-one in turn as in Step 2.   |
| 7    | Reads a short <b>quotation</b> from the book and explains why it is important, interesting, surprising, etc.   | Respond with comments or questions.   |
| 8    | Ask the listeners for comments and opinions about the topics or events in the book.  | Relate the contents to their personal life, compare the situation to their country, etc.                    |
| 9    | After member of the group has finished presenting, the students exchange journals, read their partners' book reports, and write comments.                                |   |
| 10   | Complete a self-evaluation questionnaire about their participation in the group discussion.  |   |
| 11   | <i>End of the semester.</i> Presents a computer slide show about one of the books.   | Fill out a feedback sheet evaluating the presentation.  |
| 12   | <i>End of the semester.</i> Prepare charts of their performance (reading rate, number of pages read, scores on the self-evaluation questionnaire, feedback results, etc. |   |

Appendix B: Sample Oral Book Report Script

| <b>Oral Book Report Script</b> |   |
|--------------------------------|---|
| 1                              | Here is my book. The title is ( ).  |
| 2                              | The author is ( ).  |
| 3                              | It was published by ( <i>publisher</i> ) in ( <i>place of publication</i> ) in ( <i>date</i> ).   |
| 4                              | The book is ( ) pages long. I have read: ( ) pages / all of the book.   |
| 5                              | The setting is ( <i>place and time</i> ).   |
| 6                              | The book is about ( <i>general topic</i> ).   |
| 7                              | The main characters/people are ( ). <i>Male or female? Age? Occupation? Personality?</i>  |
| 8                              | Now, here is my <b>summary</b> . I think there are ( 6 ) main events in this story. First, ( ).   |
| 9                              | Do you have any questions or comments?<br><i>Listeners ask: Who? What? Where? When? Why? How?</i><br><i>Listeners ask: "You said ( ). Is that right?"</i>   |
| 10                             | Now, here is a quiz on my summary ( )<br><br>[Ask three true-false, three multiple-choice, and four vocabulary questions. See the examples below.]<br><br><b>True or false:</b> I said Peter Rabbit was a famous baseball player.<br><b>Multiple choice:</b> Where did Peter Rabbit live?<br>(A) In an apartment (B) In a refrigerator (C) In the ground<br><b>Vocabulary:</b> What is a "cabbage"?<br>(A) Something to wear (B) Something to eat (C) Something to read |
| 11                             | Now, here is my <b>opinion</b> ( ).   |
| 12                             | Do you have any questions or comments about my opinion?<br><i>Listeners ask: Who? What? Where? When? Why? How?</i><br><i>Listeners ask: "You said ( ). Is that right?"</i>  |
| 13                             | Now, here is a quiz on my opinion. [Ask three true-false questions.]  |
| 14                             | Now, here is the <b>quotation</b> I pick out. It appears on page ( ). [Read your quotation.] I think this quotation is (interesting / surprising / important) because ( ). Do you have any questions or comments about this quotation?  |
| 15                             | How about you? What do you think of this book? If you were one of the people in the book, would you do something differently? ( <i>Fiction: If you could change the ending, how would you change it?</i> ) How does this story compare to your life and your country?   |
| 16                             | [Exchange notebooks, read your partner's summary, opinion and quotation, and then write your comments.]   |

Appendix C: Note-taking Worksheet a Book Report Summary (Fiction & Biography)

| Note-taking Worksheet for a Book Report Summary (Fiction & Biography) |                |                 |
|---|----------------|-----------------|
| Your name:  |                | Date:           |
| Speaker's name:   |                |                 |
| Book Title:   |                |                 |
| Author:   |                | Level: Pages:   |
| Publisher & Place:  |                | Date published: |
| Setting   |                |                 |
| Main people (characters)  | Name           | Detail          |
|   |                |                 |
|   |                |                 |
|   |                |                 |
|   |                |                 |
|   |                |                 |
| Main events   | What happened? |                 |
| 1   |                |                 |
| 2   |                |                 |
| 3   |                |                 |
| 4   |                |                 |
| 5   |                |                 |
| 6   |                |                 |
| 7   |                |                 |
| 8   |                |                 |
| Ending  |                |                 |

Appendix D: Note-taking Worksheet II (Most Nonfiction Books)

| <b>Note-taking Worksheet for a Book Report Summary (Most Nonfiction Books)</b>  |   |                    |
|---|---|--------------------|
| Your name:  | Date:   |                    |
| Speaker's name:   |   |                    |
| Book Title:   |   |                    |
| Author:   | Level:  | Pages:             |
| Publisher & Place:  |   | Date published:    |
| Genre (business, science, etc.):  |   | How many chapters? |
| Main<br>people  | Name  | Detail             |
|   |   |                    |
|   |   |                    |
|   |   |                    |
|   |   |                    |
| <p>In the space at the right, draw a graphic organizer showing the main points and some supporting details or examples.</p> | <p><i>(Example of a graphic organize)</i></p> <pre> graph TD     Topic[Topic] --- MP1((Main Point 1))     Topic --- MP2((Main Point 2))     Topic --- MP3((Main Point 3))     MP1 --- D1[Detail]     MP1 --- D2[Detail]     MP2 --- D3[Detail]     MP2 --- D4[Detail]     MP3 --- D5[Detail]     MP3 --- D6[Detail]     MP4((Main Point 4)) --- D7[Detail]     </pre> |                    |

Appendix E: Note-taking Worksheet for a Book Report Opinion Section

| <b>Note-taking Worksheet for a Book Report (Opinion Section)</b> |   |
|--|---|
| Your name:   | Date:   |
| Speaker's name:  |   |
| Book Title:  |   |
| Key Words  | Brief Explanation, Details, or Examples of the Key Word |
|  |   |
| Your comment:  |   |

Appendix F. Example of a Self-evaluation Score Sheet

| <b>Self-Evaluation Score Sheet (For Group Discussion)</b>  |  |           |
|--|--|-----------|
| Circle the letter that best describes your participation in your group discussion today. Use the following scale: 5 = very good 4 = good 3 = fair 2 = poor 1 = very poor |  |           |
| 1  | <b>Use of English:</b> I used English (not Japanese) as much as possible.  | 5 4 3 2 1 |
| 2  | <b>Voice:</b> I spoke clearly with good pronunciation and good intonation.   | 5 4 3 2 1 |
| 3  | <b>Body language:</b> I had good posture and good eye contact.   | 5 4 3 2 1 |
| 4  | <b>Contents (objective):</b> I stated my main points clearly. I gave details, examples, and reasons to support them.   | 5 4 3 2 1 |
| 5  | <b>Contents (personal):</b> I expressed my opinions and feelings. I talked about my personal experiences related to the topic.   | 5 4 3 2 1 |
| 6  | <b>Interaction:</b> I interacted with others students in my group. I used expressions such as these: "Could you repeat that, please?" "I have a question." "I see." "Oh, really?" "That's interesting." "How about you?" | 5 4 3 2 1 |

## Appendix G: Presentation Feedback Sheet (Slide Show)

| <b>Presentation Feedback Sheet (Slide Show)</b>   |   |           |
|---|---|-----------|
| Presenter:  | Date:   |           |
| Topic:  |   |           |
| Circle the letter that best describes your opinion of the presentation. Use the following scale: 5 = very good 4 = good 3 = fair 2 = poor 1 = very poor |   |           |
| 1   | The speaker spoke clearly.  | 5 4 3 2 1 |
| 2   | The speaker spoke with good volume.   | 5 4 3 2 1 |
| 3   | The speaker spoke at a good pace.   | 5 4 3 2 1 |
| 4   | The speaker stood up straight.  | 5 4 3 2 1 |
| 5   | The speaker had good eye contact.   | 5 4 3 2 1 |
| 6   | The slides were well designed (layout, color, etc.).                                    | 5 4 3 2 1 |
| 7   | The slides were easy to read (letters not too small, not too many sentences per slide). | 5 4 3 2 1 |
| 8   | The presentation was well organized.  | 5 4 3 2 1 |
| 9   | The amount of content was appropriate (not too much, not too little).                   | 5 4 3 2 1 |
| 10  | The presentation was easy to understand.  | 5 4 3 2 1 |
| 11  | The presentation was interesting.   | 5 4 3 2 1 |
| 12  | The speaker kept to the time limit.   |           |
| Comments:   |   |           |