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理想目標 This course follows on from English conversation 14 (第合語14) and like the previous course, also focuses upon improving the student's ability to engage in conversation and communicate in English, and help the student feel more confident about using the student's ability to engage in conversation and communicate in English, and help the student feel more confident about using the feeling they already know. The course uses role-plays and various scenarios that simulate a natural setting to use the language studied in the textbook. The textbook itself also covers reading and presentations. The sections on writing and listening practice, will be set as homework to allow the classroom focus to remain upon communication exercises. ###################################		М	_					
This course follows on from English conversation al. 4 (策急乱 A) and like the previous course, also focuses upon improving the student feel more confident about using the student feel more confident about using the tenglish they already know. The course uses role-plays and various scenarios that simulate a natural setting to use the language trible of the tendent of the student feel more confident about using the tendent feel with they already know. The course uses role-plays and various scenarios that simulate a natural setting to use the language trible of the student feel on writing and listening practice. The sections on writing and listening practice, and they are already to the student feel of writing and they are already to the student feel of writing and they are already to the student feel of Achievement (Vary Good) **BERRIAL TO A STATE		<u> </u>	石呵 汗	-,瀨川 直美,GRANT James,Snion Hel	gen			
課題的だ訓練レベルの目で ledal Level of Achievement (God Level of Achievement (God Level of Achievement (God Level of Achievement (God Achievement (Very Good)	student's English th studied in will be set	ability to e ley already the textbo t as homey	engage in o know. Thooks. The	conversation and communicate in Er e course uses role-plays and various textbook itself also covers reading a	nglish, and help s scenarios that nd presentations	the student feel simulate a natur s.The sections o	more confident about using the	
Ideal Level of Achievement (Very Good) Sometimes uses some un- Is able to use natural English in a variety of situations. Able to conversation on a range of the titude Sometimes uses some un- natural phrases or expressions in conversation on a range of topics both familiar and unfamiliar. Sometimes struggles to hold a conversation in English. Cannot instigate or maintain a conversation. Finds it a little conversation in English. Cannot instigate or maintain a conversation. Sometimes struggles to hold a conversation about unfamiliar and conversation about unfamiliar conversation about unfamiliar and then vocabulary is insufficient. Tries to apply new concepts and enew vocabulary while personting techniques to pressnation exercises. Actively participates in all activities and discussions with positive attitude. Makes appropriate contributions. Listerps attentively to others. Exercises throughout course. PAR ON Pize I ##FER ON PIXE Pize I P	ルーノリ	リック			T			
Is able to use natural English in a variety of situations. Able to instigate and to maintain a conversation on a range of conversation about unfamiliar. Strives to use English in the class as much as proficiency allows. Uses reference materials when in the class, but relies on when vocabulary is insufficiency allows. Uses reference materials when in the class, but relies on other working the presentation of when vocabulary is insufficiency. The presentation is presentation of the presentation of th				Ideal Level of Achievement	Standard Level		Unacceptable Level of	
Act all times tries to use English when in the class, but relies on solutions to the produce the language of the produce the language of the presentation exercises and presentation exercises. This course aims to improve the ability for students to engage in natural English Conversation activities and sassively rather than activity. Speak of the presentation exercises throughout course. Actively participates in all activities and discussions with a positive attitude. Makes appropriate contributions. Completes presentation exercises throughout course. Shows interest in activities and sassively rather than activity. Spends all title too long listening to chers instead of contributing. Attempts to others instead of contributing. Attempts to exercises throughout course. Shows interest in activities and participates in all activities and presentation exercises throughout course. Shows interest in activities and strictly spends all title too long listening to their stream of contributions. Completes presentation exercises. Shows interest in activities and stream activity. Spends all title too long listening to others instead of contributing. Attempts to exercises.	評価項目1 Communicative Ability / Attitude			a variety of situations. Able to instigate and to maintain a conversation on a range of topics both familiar and	natural phrases or expressions in conversation. Finds it a little difficult to instigate a conversation in English. Sometimes struggles to hold a conversation about unfamiliar			
PACTURELY participates in all activities and discussions with a positive attitude. Makes a popropriate contributions. Listens attentively to others: Complete presentation exercises throughout course. Spends a little too long listening to other sincted of contributing. Attempts to complete presentation exercises throughout course. Spends a little too long listening to other sincted of complete presentation exercises. Throughout course. Spends a little too long listening to other sincted of complete presentation exercises. The complete presentation exercises. This course aims to improve the ability for students to engage in natural English Conversation. The course uses a 6-skill approach (Listening, Reading, Writing, Viewing and Presenting) and focuses upon a range of common situations and provides the language necessary to navigate such situations, whilst using remote-learning for the first semester, and using role-playing, activities and discussions to build students confidence and allow ample practice. Interactions will be varied (pair work, group work, class discussions and individual presentations when in-class, use of Microsoft Forms and Quizzes, uploading of prepared speeches, use of online video resources during remote-learning period) and will be supported by the study of new vocabulary and grammar structures in the textbook. There are presentation exercises and inin-presentations included in each unit where possible, or replaced with similar activities using online video content during remote-learning period. Students are assessed through classroom activities (discussions, pair and group activities, as well as presentation exercises) or alternatively through Microsoft Forms, uploaded audior ecordings and participation in the remote-learning period [50%] and tests (mid-term and final) [50%] The first term will not feature a mid-term examination, but a review mini-test will be carried out remotely in lesson 8, which will replace the mid-term when determining grades. ###################################	評価項目2 Use of English in Class			class as much as proficiency allows. Uses reference materials when vocabulary is insufficient. Tries to apply new concepts and use new vocabulary while speaking. Applies new personting techniques to	when in the class, but relies on others to produce the language. Gives short answers. Occasionally uses Japanese in class without first trying to		English in the class. Doesn't speak during group or pair	
関連の連歩方 ・方法 This course aims to improve the ability for students to engage in natural English Conversation. The course uses a 6-skill approach (Listening, Reading, Writing, Viewing and Presenting) and focuses upon a range of common situations and provides the language necessary to navigate such situations, whilst using remote-learning for the first semester, and using role-playing, activities and discussions to build students confidence and allow ample practice. Interactions will be varied (pair work, group work, class discussions and individual presentations when in-class, use of Microsoft Forms and Quizzes, uploading of prepared speeches, use of online video resources during remote-learning period) and will be supported by the study of new vocabulary and grammar structures in the textbook. There are presentation exercises and mini-presentations included in each unit of the textbook. Reading and writing exercises will also be used in class to introduce or reinforce the concepts or specific situations. Short DVD viewing exercises followed by a set of comprehension-check questions are also included in each unit where possible, or replaced with similar activities using online video content during remote-learning period. Students are assessed through classroom activities (discussions, pair and group activities, as well as presentation exercises) or alternatively through Microsoft Forms, uploaded audio recordings and participation during the remote-learning period [50%] and tests (mid-term and final) [50%] The first term will not feature a mid-term examination, but a review mini-test will be carried out remotely in lesson 8, which will replace the mid-term when determining grades. Image: Propose We Admire. Ask for examples. Junit 7 - People We Admire. Ask for examples.	評価項目3 Class Participation			activities and discussions with a positive attitude. Makes appropriate contributions. Listens attentively to others. Completes presentation	participates, but sometimes passively rather than actively. Spends a little too long listening to others instead of contributing. Attempts to complete presentation		little or no bearing upon communicative activities. Make no attempt to participate in	
This course aims to improve the ability for students to engage in natural English Conversation. The course uses a 6-skill approach (Listening, Reading, Writing, Viewing and Presenting) and focuses upon a range of common situations and provides the language necessary to avoigate such situations, whilst using remote-learning for the first semester, and using role-playing, activities and discussions to build students confidence and allow ample practice. Interactions will be varied (pair work, group work, class discussions and individual presentations when in-class, use of Microsoft Forms and Quizzes, uploading of prepared speeches, use of online video resources during remote-learning period) and will be supported by the study of new vocabulary and grammar structures in the textbook. There are presentation exercises and mini-presentations included in each unit of the textbook. Reading and writing exercises will also be used in class to introduce or reinforce the concepts or specific situations. Short DVD viewing exercises followed by a set of comprehension-check questions are also included in each unit where possible, or replaced with similar activities using online video content during remote-learning period. Students are assessed through classroom activities (discussions, pair and group activities, as well as presentation exercises) or alternatively through Microsoft Forms, uploaded audio recordings and participation during the remote-learning period [50%] and tests (mid-term and final) [50%] The first term will not feature a mid-term examination, but a review mini-test will be carried out remotely in lesson 8, which will replace the mid-term examination, but a review mini-test will be carried out remotely in lesson 8, which will replace the mid-term when determining grades. Image:	学科の到	」達目標項	目との関	係				
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Unit 9 - Health Problems. Listening for key words. Understand language, practice conversation and			5週	Unit 9 - Health Problems. Listening for key words.		Understand language, practice conversation and		
			6週	Unit 9 - Health Problems. Listening	for key words.	Understand language, practice conversation and complete communicative Tasks.		

Review. Finish and review all pages from Units 7 - Understand language, practice conversation and complete communicative Tasks.

7週

	8週 Mi		lid-term review remote mini-test		Demonstrate understanding of language and grammar used in Unit 7 - Unit 9					
	4thQ	9週	Init 10 - Cities. Showing surprise. Past tense of e in questions. Rhetorical Questions.		Understand language, practice conversation and complete communicative Tasks.					
		10週	nit 10 - Cities. Showing surprise. Past tense of e in questions. Rhetorical Questions.		Understand language, practice conversation and complete communicative Tasks.					
		11週	nit 11 - Music. Identify opinion. Make/Respond invitations/suggestions. Body Language.		Understand language, practice conversation and complete communicative Tasks.					
		12週	nit 11 - Music. Identify opinion. Make/Respond o invitations/suggestions. Body Language.		Understand language, practice conversation and complete communicative Tasks.					
		13週	nit 12 - Travel Plans. Describing future plans. dit/Revise writing. Cultural Differences.		Understand language, practice conversation and complete communicative Tasks.					
		14週	nit 12 - Travel Plans. Describing future plans. dit/Revise writing. Cultural Differences.		Understand language, practice conversation and complete communicative Tasks.					
		15週	extbook Review, unit 7 - 12 practice exercises		In preperation for the terminal Exam, a review of units 7-12 will be prepared, sufficiently preparing students for the final examination					
		16週	erminal Examination		Demonstrate understanding of language and grammar used in Unit 7 - Unit 12					
評価割合										
			試験/Examination	教室活動/Classroom Activities		合計				
総合評価割合			50	50		100				
基礎的能力/Basic Ability			50	50		100				
専門的能力/Technical Ability			0	0		0				
分野横断的 Ability	的能力/Inte	erdisciplina	ry 0	0		0				