神価項目 Range	徳山	 I工業高等	専門学校	<b>E</b>	開講年度	令和06年度 (2	2024年度)	授	業科目	 英語特別演習	(英会話上級)
接触器・	科目基礎							,			
接換数性   Interchange, Book 2   接換数性   Interchange, Book 2   日本	科目番号		0143				科目区分			₹	
接動機 機形	授業形態		講義				単位の種別と単	位数	履修単位:	1	
控音を表現。	開設学科		機械電気	気工学科	1		対象学年				
意音 多いできまり、	開設期		後期				週時間数		2		
意音 多いできまり、	教科書/教	·材	Interch	nange, I	Book 2		•	har			
野連貫											
The purpose of this course is to get students speaking and listening to English as much as possible in class. Lessons focus on common, everyale English occupies, phrases, and conversations. The principal goal of this course is to give students as much time as possible to learn and use English in class.		<u> </u>	1000	. 32477 C	7 7 7 T						
開想的な記憶レベルの目安(CEFR A2) Has enough language to get by with sufficient vocabulary to express him/herself with some of the common to express him/herself with subdivided associated with more predictable strations.  Can keep going common to expect the common to ex			course is English v learn and	to get ocabula use En	students speary, phrases, glish in class	eaking and listeni and conversations.	ng to English as ns. The principal	much a goal of	s possible f this cours	in class. Lessor e is to give stud	ns focus on dents as much
計画	ルーブリ	ノック		-m-	1045 1 TUT 1		I#34444 1 2 7 1 1 2 1	5	7	1	
with sufficient vocabulary to express him/herself with some keyness him/herself with some keyness him/herself with some keyness him/herself with some keynes him/herself with some keynes him/herself with some him herself with hobbies and interests, work, travel, and current events.  Uses reasonably accurately a repertoire of frequently used froutines? and patterns droutines? and patterns predictable situations.  Uses reasonably accurately a repertoire of frequently used froutines? and patterns predictable situations.  Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in expression of the production.  Can install, especially in the production of the production of the production of the production.  Can install repertoire of wishing expressions, to a recommendation and lexical planning and repair is very evident, especially in the production are very evident.  Can install repertoire of wishing expressions, to a recommendation and lexical planning and repair is very evident, especially in the production.  Can install repertoire of wishing expression in the production of the production.  Piefigial Face-to-face conversa—toon on topics that are familiar or of personal part of what someone has said to confirm mutual understanding.  Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.  PF400到達目標項目との関係  With a manage very short, solded, mainly pre-package simple received when he/she is tolking but its rarely able to confirm mutual understanding.  Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.  PF400到達目標項目との関係  With a manage very short, solded, mainly pre-package simple received when he/she is tolking about to respond to simple statements. Can indicate when he/she is tolking about to respond to simple statements. Can indicate when he/she is tolking about themselves and to conversation going of he/her of which is managed to the point of which is ma						ベルの目安 (CEFR 		ベルの目	ョ安(CEFR	未到達レベルの	目安 (CEFR A1)
Uses reasonably accurately a repertoire of frequently used "routines" and patterns asso-ciated with more predictable situations.   Shows only limited control of repertoire of frequently used "routines" and patterns asso-ciated with more predictable situations.   Can keep going comprehensibly, even though pausing for grammatical and keep substitutions of the pausing for grammatical and longer stretches of free production.   Can intitate, maintain and close simple face-to-face   Can intitate, maintain and close simple statements, conversa-tou on topics that are familiar or of personal interest. Can indicate when he/she is following but is rarely able to interest can repeat be confirm mutual understanding, can link groups of words with every basic linear connected, linear sequence of points.   Can link groups of words with well become to repetition, repirasing and repair.	評価項目1 Range			wit exp hes on ho	th sufficient press him/he sitation and topics such bbies and in	with memorised phrases, groups of a few words and formulae in order to commu–nicate limited information in simple everyday		Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.			
Compreheinsibly, even though pausing for grammatical and lexical planning for grammatical and lexical planning for grammatical and lexical planning and repair is very evident, especially in longer stretches of free productions are very short utterances, even though subsets, false starts and numbers of many productions are very evident. The production of the producti	評価項目2	2 Accuracy		Usi rep "ro	es reasonable of froutines and so—ciated wi	Uses some simple structures correctly, but still systematically		structures and sentence patterns in a memorised			
Can initiate, maintain and close simple face-th-race scene conversa—tion on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.   Can link a series of shorter discrete simple elements into a connected, linear sequence of points.	評価項目3 Fluency				Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free		understood in utterances, ev pauses, false s	understood in very short utterances, even though pauses, false starts and		Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to	
部価項目5 Coherence discrete simple elements into a connected, linear sequence of points.    Call hilling topps of words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there in words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words with very basic linear connectors like "and" or "there words will learn the teacher, quizzes and testing.    Wish of the class work. Supplementary material will be able to each testing.	評価項目4 Interaction				simple face-to-face conversa—tion on topics that are familiar or of personal interest. Can repeat back part of what someone has said to		respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her		about persona interact in a si communicatio dependent on	Il details. Can imple way but n is totally repetition,	
型達目標 A 2 JABEE f 教育方法等 概要 Use of the textbook as well as conversation with other students and the teacher, quizzes and testing. 授業の進め方・方法 Generally the textbook and online resources will comprise a bulk of the class work. Supplementary material will be used at each teacher's discretion.  接業の属性・履修上の区分  「アクティブラーニング」 ICT 利用 」 遠隔授業対応 「実務経験のある教員による授  授業計画  【Class introduction: class methods, teacher's role and students' role, resources, e-learning and online study. "What is Critical Thinking?" Start Unit 1: "Good Memories" 「Students will praictice introducting themselves; exchanging personal information; remembering their childhood, and asking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  第 Unit 2: "Life in the City" 「Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  ### Unit 2: "Life in the City" 「Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  ### Unit 3: "Making Changes" 「Students will practice describing positive and negative features; making comparisons; talking about transportation genessors; talking about transportation and transportation problems; evaluating city services; and asking fand giving information.	評価項目5 Coherence				screte simple nnected, line	Isimple connectors like "and			Can link words or groups of words with very basic linear connectors like "and" or "then".		
型達目標 A 2 JABEE f 教育方法等 概要 Use of the textbook as well as conversation with other students and the teacher, quizzes and testing. 授業の進め方・方法 Generally the textbook and online resources will comprise a bulk of the class work. Supplementary material will be used at each teacher's discretion.  接業の属性・履修上の区分  「アクティブラーニング」 ICT 利用 」 遠隔授業対応 「実務経験のある教員による授  授業計画  【Class introduction: class methods, teacher's role and students' role, resources, e-learning and online study. "What is Critical Thinking?" Start Unit 1: "Good Memories" 「Students will praictice introducting themselves; exchanging personal information; remembering their childhood, and asking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  第 Unit 2: "Life in the City" 「Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  ### Unit 2: "Life in the City" 「Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  ### Unit 3: "Making Changes" 「Students will practice describing positive and negative features; making comparisons; talking about transportation genessors; talking about transportation and transportation problems; evaluating city services; and asking fand giving information.	学科の至	到達目標項	目との				1			•	
概要 Use of the textbook as well as conversation with other students and the teacher, quizzes and testing.  信託	到達目標										
概要 Use of the textbook as well as conversation with other students and the teacher, quizzes and testing.  信託	教育方法										
接業の進め方・方法 Generally the textbook and online resources will comprise a bulk of the class work. Supplementary material will be used at each teacher's discretion.  注意点 Homework (50%) + Class Activities and Quizzes (50%)  授業の属性・履修上の区分  「TCT 利用 」 遠隔授業対応 」 実務経験のある教員による授  授業計画  「関 授業内容 」 過ごとの到達目標 Students will praictice introducting themselves; and students' role, resources, e-learning and online study. "What is Critical Thinking?" Start Unit 1: "Good Memories" Students will praictice introducting themselves; acknaping personal information; remembering their childhood, and asking about someone else's childhood.  Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  Students will praictice introducting themselves; talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will practice describing positive and negative features; making comparisons; talking each giving information.		٠,١	lise of	the tev	thook as we	Il as conversation	with other stud	lents ar	nd the teac	her quizzes an	d testina
注意点 Homework (50%) + Class Activities and Quizzes (50%) 授業の属性・履修上の区分 □ アクティブラーニング □ ICT 利用 □ 遠隔授業対応 □ 実務経験のある教員による授 授業計画 □ 週 授業内容 □ 週ごとの到達目標 □ I週 □ 日本 □ □ 図 □ 図 □ 図 □ 図 □ 図 □ 図 □ 図 □ 図 □ 図		 カ方・方法	Genera	ally the	textbook an	d online resource					
授業の属性・履修上の区分  アクティブラーニング  ICT 利用  遠隔授業対応  遠隔授業対応  遠流との到達目標  Class introduction: class methods, teacher's role and students' role, resources, e-learning and online study. "What is Critical Thinking?" Start Unit 1: "Good Memories"  Unit 1: "Good Memories"  Will and Unit 2: "Life in the City"  Unit 2: "Life in the City"  Unit 2: "Life in the City"  Unit 3: "Making Changes"  Dia BRA SRA SRA SRA SRA SRA SRA SRA SRA SRA S	) 注音上		_				iizzoc /E00/\				
フィクティブラーニング			<u> </u>		070) + Class	ACTIVITIES AND AL	112263 (30%)				
授業計画    過数   授業内容   週ごとの到達目標   3   3   3   3   3   3   3   3   3							T			T	
週 授業内容   週ごとの到達目標   Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.   Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.   Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.   Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.   Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.   Students will practice describing positive and negative features; making comparisons; talking equive features; making comparisons; talking comparisons; t	□ アクテ	-ィフラーニ	ンク		ICT 利用		□ 遠隔授業対応	心		実務経験の	ある教員による授業
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and students' role, resources, e-learning and online study. "What is Critical Thinking?" Start Unit 1: "Good Memories"  Unit 2: "Life in the City"  Unit 2: "Life in the City"  Unit 3: "Making Changes"  talking about themselves, exchanging personal information; remembering their childhood.  Students will praictice introducting themselves; talking about themselves, exchanging personal information; remembering their childhood, and asking about someone else's childhood.  Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will practice describing positive and negative features; making comparisons; talking			週	授業内容							
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後期 3rdQ 3週 Unit 2: "Life in the City" Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking fand giving information.  Students will practice describing positive and negative features; making comparisons; talking			2週	Unit :	1: "Good Me			mselves, exchanging personal embering their childhood, and			
Students will learn the English necessary for talking about transportation and transportation problems; evaluating city services; and asking f and giving information.  Students will practice describing positive and negative features; making comparisons; talking			3週	Unit 2: "Life in the City"			Students will lea talking about tra problems; evalu		insportation and transportation ating city services; and asking for		
Students will practice describing positive and negative features; making comparisons; talking			4週	Unit 2	2: "Life in th		Students will learn the talking about transpor problems; evaluating of		rn the English n nsportation and ating city service	transportation	
about lifestyle changes; and expressing wishes.			5週	Unit 3	nit 3: "Making Changes"						arisons; talking

		6週	Unit 3: "Making C	hanges"		Students will practice describing positive and negative features; making comparisons; talking about lifestyle changes; and expressing wishes.			
		7週	Unit 4: "Have You	ı Ever Tried It?"		Students will talk about food, express likes and dislikes; describe a favorite snack; and give step-by-step instructions.			
		8週	Unit 4: "Have You	ı Ever Tried It?"		Students will talk about food, express likes and dislikes; describe a favorite snack; and give step-by-step instructions.			
		9週	Unit 5: "Hit The R	load"		Students will practice describing vacation plans; giving travel advice, and planning a vacation.			
		10週	Unit 5: "Hit The R	load"		Students will practice describing vacation plans; giving travel advice, and planning a vacation.			
4thQ		11週	Unit 6: "Sure! I'll	Do It"		Students will engage in making requests, agreeing to and refusing requests, complaining, apologizing, and giving excuses.			
		12週	Unit 6: "Sure! I'll	Do It"		Students will engage in making requests, agreeing to and refusing requests, complaining, apologizing, and giving excuses.			
		13週	Unit 7: "What Do	You Use This For		Students will describe technology, give instructions, and give suggestions.			
		14週	Unit 7: "What Do	You Use This For		Students will describe technology, give instructions, and give suggestions.			
		15週	Unit 8: "Time to 0	Celebrate!"		Students will practice describing holidays, festivals, customs, and special events.			
		16週	Review		Review Units 1-7.				
モデルコ	アカリ	キュラムの	学習内容と到達	目標					
分類		分野	学習内容	学習内容の到達目標	票		到達し	ノベル 授業週	
評価割合	ì								
	E	Exams	Homework	Mutual Evaluation (相 互評価)	Class Activities and Quizzes (授 業への取り組み ・小テスト)	TOEIC score	e-learning	合計	
総合評価割合		)	50	0	50	0	0	100	
基礎的能力		)	50	0	50	0	0	100	
専門的能力		)	0	0	0	0	0	0	
分野横断的能力		)	0	0	0	0 0		0	