科目基礎情報         一般 / 必修選択           授業形態         一般 / 必修選択           授業形態         単位の種別と単位数         屈修単位:1           開設学科         環境都市工学科         対象学生         5           開設期         前期         三時間数         2           数料書/数材         Susan Stempleski (2014) "Stretch 2A" First Edition - (Oxford University Press)         5           担当教員         岩崎 洋 -,GRANT James         2)建目標           This course 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 English they already know. The course uses role-plays and various scenarios that simulate a natural setting to use the language studied in the textbooks. The textbook itself also covers reading, writing and listening practice, much of which will be set as homework to allow the focus to remain upon communication exercises in class.           ルーブリック         埋想的な到達レベルの目安         素単的な到達レベルの目安           Idaal Level of Achievement (Very Good)         Strives to use natural English in a variety of situations. Able to isotigate and to maintain a conversation in English. Sometimes struggles to hold a conversation in English. Sometimes struggles to hold a conversation in the class, but relies on when vocabulary is insufficient. Tries to apply new concepts and unfamiliar.         Makes little effort to use natural English in the class. Sub apanese in class. Uneen to sub apanese in class. Uneen to sub apanese in class. Uneen to sub apanese in class. Mores tha activities.           Strives to use English in the class. Makes user and discus	木更潮	また しちょう わらう わらう わらう わらう わらう しんしょう しんしん しんしん しんしん しんしん しんしん しんしん しん	専門学様		018年度)	授業科目	英会話Ⅱ		
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Riskal Riskal Riska R	授業形態		授業		単位の種別と単				
新聞書が和 Suban Stempleski (2014) "Stretch 24" First Edition - (0xford University Press) 世語文 20 連目第 20 単目第 20 単目第 20 単 「ののののののののののののののののののののののののののののののののののの	開設学科		環境都市	5工学科	対象学年	5			
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This course focuses upon improving the student's ability to engage in conversation and communicate in English, and help the student's anatural scritting to use the language studied in the textbooks. The textbook text also covers reading, writing and listening and text and the textbooks and the textbook is and the student's also covers reading, writing and listening and text and the textbooks. The textbook is also the student's also the textbook is also the student's also covers reading. The textbook is also text also the student's also to allow the focus to remain uncommunication exercises in class. <i>ILI</i> - <i>J</i> /			岩崎 洋-	-,GRANT James					
Practice, much of which will be set as homework to allow the focus to remain upon communication exercises in class. ルーブリック									
Participation     Participatio     Participation     Participation     Participation     Parti	practice,	much of w	upon impl onfident al etting to u hich will b	roving the student's ability to engage bout using the English they already k se the language studied in the textb e set as homework to allow the focu	e in conversation mow. The cours ooks. The textb s to remain upo	n and communic se uses role-play ook itself also cc n communicatio	ate in English, and help the s and various scenarios that overs reading, writing and listening n exercises in class.		
Ideal Level of Achievement (Good)         Standard Level of Achievement (Good)         Use of Exploring Achievement (Fail) Achievement (Fail)           評価項目1 Communicative Ability / Attitude         Is able to use natural English onstigate and to maining to conversation on a range of topics both familiar and conversation about unfamiliar.         Standard Level of Achievement (Fail)         Makes little effort to use natural English. Canoni instigate or maintain a conversation.           評価項目2 Use of English in Class         Strives to use English in the glass as much as profilency allows. Uses reference materials when vocabulary is insufficient.         A all times tries to use English in the class. Doesn't outputs to support and docusions of thers to produce the language. Tries to apply new concepts and personation. Unsufficient to use personiting techniques to personiting techniques to exercises throughout course.         Seldom contributes or listens to complete presentation activities and participates, but atometime, to other integrish.         Seldom contributes or listens to complete presentation activities to dest resonated of common statutes and the textbook. There are personated to the set to the set to the complete presentation activities.         Seldom contributes or listens to complete to presentation activities to dest terms to any or the set to complete completentic set to the set to there are associated in terms the stoupe	ルーノリ	ノック							
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A tall times tries to use English in Class as much as proficiency allows. Uses reference materials when in the class, but refles on others to produce the language activities. Adving group or pair activities and personality uses allow ordshular yoth in the class, but sometimes of the synthesis of the synthesy	Communicative Ability /			a variety of situations. Able to instigate and to maintain a conversation on a range of topics both familiar and	natural phrases in conversation difficult to insti conversation in Sometimes stru conversation a	s or expressions 1. Finds it a little gate a 1 English. uggles to hold a	Makes little effort to use natural English. Cannot instigate or		
Prem項目3 Class Participation  Activity participates in an discussion appropriate contributions. Listen statentively to others. Completes presentation exercises throughout course. 学科の到達目標項目との関係  教育方法等  This course aims to improve the ability for students to engage in natural English Conversation. The course uses a 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 role- playing, activities and discussions to build students configure sentiation exercises.  Students and discussions to build students configure sentiation exercises.  Students are assessed through at tests of specific situations. Short DVD viewing exercises followed by a set of common situations activities (first semseter: mid-term and final) [50%] Eggs/mid=/students and also includes. Course outline. Introduce or reinforce the concepts or specific situations. Short DVD viewing exercises followed by a set of communicative activities, as well as presentation exercises followed by a set of commenencing and individual presentations) and group activities, as well as presentation exercises followed by a set of comprehension-check questions. Course Outline. Introduction exercises followed by a set of comprehension-check questions. Course Outline. Introduction Activity. Practice conversation and complete communicative Tasks. Isten for main ideas. Verbs and infinitives. Use Understand language, practice conversation and complete communicative Tasks. Isten for main ideas. Verbs and infinitives. Use Introduction Activity. Practice conversation and complete communicative Tasks. Isten for main ideas. Verbs and infinitives. Use Introduction Activity. Practice conversation and complete communicative Tasks. Isten for main ideas. Verbs and infinitives. Use Introduction Activity. Practice conversation and complete communicative Tasks. Isten for main ideas. Verbs and infinitives. Use Intro				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	At all times trie when in the cla others to produ Gives short ans Occasionally us class without fi	ass, but relies on uce the language swers. ses Japanese in irst trying to	Seldom makes any effort to use English in the class. Doesn't speak during group or pair		
教育方法等         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 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) and will be supported by the varied (pair work, group work, class discussions to huid a presentations) and will be supported by the varied (pair work, group work, class discussions to huid a presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations) and will be supported by the varied (pair work, group work, class discussions and individual presentations).				positive attitude. Makes appropriate contributions. Listens attentively to others. Completes presentation	participates, bu passively rathe Spends a little to others instea contributing. A complete prese	ut sometimes er than actively. too long listening ad of ttempts to	Seldom contributes or listens to others. Presence in class has little or no bearing upon communicative activities. Makes no attempt to participate in		
<ul> <li>構要</li> <li></li></ul>			目との関	底 【系					
授業の進め方・方法         Students are assessed through classroom activities (discussions, pair and group activities, as well as presentation exercises) [50%] and tests (First semester: mid-term and final) [50%]           注意点               授業計画         週         授業内容         週ごとの到達目標           授業の書いたいたいたいたいたいたいたいたいたいたいたいたいたいたいたいたいたいたいた		742	commo playing, varied ( study o present introduc	In situations and provides the language necessary to navigate such situations, whilst using role- activities and discussions to build students confidence and allow ample practice. Interactions will be pair work, group work, class discussions and individual presentations) and will be supported by the new vocabulary and grammar structures in the textbook. There are presentation exercises and mini- ations included in each unit of the textbook. Reading and writing exercises will also be used in class to be or reinforce the concepts or specific situations. Short DVD viewing exercises followed by a set of					
加速の2007 7月2       presentation exercises) [50%] and tests (First semester: mid-term and final) [50%]         注意点       注意点         授業計画       週 授業内容       週ごとの到達目標         1週       授業内容       Understand course objectives. Complete Essential Language         1週       Essential Language       Understand course objectives. Complete Introduction Activity. Practice essential language         2週       Unit 1 - Hobbies. listen for main ideas. Verbs and infinitives. Use gestures       Understand language, practice conversation and complete communicative Tasks.         3週       Unit 2 - Clothes and colors. Ask for opinions. listen for main ideas. Verbs and infinitives. Use gestures       Understand language, practice conversation and complete communicative Tasks.         100       Unit 2 - Clothes and colors. Ask for opinions. Make a T-Chart. Eye contact in presentations.       Understand language, practice conversation and complete communicative Tasks.         5週       Unit 3 - An Active Life. Predict Content. Repeat to show interest. Identify Cause and Effect.       Understand language, practice conversation and complete communicative Tasks.         6週       Mid-term examination       Demonstrate understanding of language and grammar used in Unit 1 - Unit 3         0010       Unit 4 - Getting Around. Form Indirect Questions. Understand language, practice conversation and complete communicative Tasks.	広味うなる	わた、大社		· · · · · · · · · · · · · · · · · · ·			roup activities, as well as		
授業計画			present	ation exercises) [50 $\%$ ] and tests (Fi	st semester: m	id-term and fina	I) [50%]		
週         授業内容         週ごとの到達目標           1週         授業内容         週ごとの到達目標           1週         Welcome Lesson. Introductions. Course Outline. Essential Language         Understand course objectives. Complete Introduction Activity. Practice essential language           2週         Unit 1 - Hobbies. listen for main ideas. Verbs and infinitives. Use gestures         Understand language, practice conversation and complete communicative Tasks.           3週         Unit 2 - Clothes and colors. Ask for opinions. Make a T-Chart. Eye contact in presentations.         Understand language, practice conversation and complete communicative Tasks.           5週         Unit 2 - Clothes and colors. Ask for opinions. Make a T-Chart. Eye contact in presentations.         Understand language, practice conversation and complete communicative Tasks.           6週         Unit 3 - An Active Life. Predict Content. Repeat to show interest. Identify Cause and Effect.         Understand language, practice conversation and complete communicative Tasks.           7週         Wnit 3 - An Active Life. Predict Content. Repeat to show interest. Identify Cause and Effect.         Understand language, practice conversation and complete communicative Tasks.           8週         Mid-term examination         Demonstrate understanding of language and grammar used in Unit 1 - Unit 3           9         Unit 4 - Getting Around. Form Indirect Questions.         Understand language, practice conversation and complete communicative Tasks.									
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grammar used in Unit 1 - Unit 3			7週	Unit 3 - An Active Life. Predict Content. Repeat to		Understand language, practice conversation and			
Unit 4 - Getting Around. Form Indirect Questions. Understand language, practice conversation and			8週	,					
		2ndQ	9週	Unit 4 - Getting Around. Form Indirect Questions. Make an outline. Ask Qs in presentation.		Understand language, practice conversation and complete communicative Tasks.			

10週	Init 4 - Getting Around. Form Indirect Questions. Iake an outline. Ask Qs in presentation.		Understand language, practice conversation and complete communicative Tasks.		
11週	nit 5 - Personality. Show surprise. Recognize key ords in text. Change focus in Presentation.		Understand language, practice conversation and complete communicative Tasks.		
12週	Unit 5 - Personality. Show surprise. words in text. Change focus in Pres		Understand language, practice conversation and complete communicative Tasks.		
13週	Unit 6 - Cooking. Listen and follow events. Use Imperatives and seque	order of ence Markers.	Understand language, practice conversation and complete communicative Tasks.		
14週	Unit 6 - Cooking. Listen and follow events. Use Imperatives and seque	order of nce Markers.	Understand language, practice conversation and complete communicative Tasks.		
15週	erminal examination		Demonstrate understanding of language and grammar used in Unit 4 - Unit 6		
16週	eturn tests, review Unit 1 - Unit 6		Understand how and why errors were made. Review previous units.		
評価割合					
	試験/Examination	教室活動/Class	sroom Activities	合計	
総合評価割合	50	50		100	
基礎的能力/Basic Ability	50	50		100	
專門的能力/Technical Ability	0	0		0	
分野横断的能力/Interdisciplina Ability	ry <sub>0</sub>	0		0	