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|---|--|--|---|--|-----|
| 鳥羽商船高等専門学校  |  | 開講年度   | 平成29年度 (2017年度)   | 授業科目   | 英会話 |
| 科目基礎情報  |  |  |   |  |     |
| 科目番号  | 1096   | 科目区分   | 一般 / 必修   |  |     |
| 授業形態  | 講義   | 単位の種別と単位数  | 学修単位: 1   |  |     |
| 開設学科  | 生産システム工学専攻   | 対象学年   | 専1  |  |     |
| 開設期   | 前期   | 週時間数   | 前期:2  |  |     |
| 教科書/教材  | Passport 2, Passport 2 workbook, 中学3年分の英語やりなおしワークシート   |  |   |  |     |
| 担当教員  | 鏡 ますみ, Woods David   |  |   |  |     |
| 到達目標  |  |  |   |  |     |
| <p>I think students can express a great deal if not most of what they want to say using the present simple, past simple, present continuous, past continuous, second conditional and future(both "will" and "be going to"). Therefore, my most important goal is that students understand these sentence forms and when they are used. I also expect to spend time correctly misconceptions that often appear among English speakers whose native language is Japanese. One example of this is the misunderstanding of the use of "was". Things like this need to be explained and reexplained so that that most important and most useful aspects of English are retained by students and can be enjoyably used with other English speakers.</p> <p>Furthermore, since many students travel abroad I plan to devote several lessons to real world situations such as ordering in a restaurant, shopping. These take English out of the textbook and into the real world. Hopefully students will see these as a fun break from the normal routine of class and will gain confidence in their ability to speak English. I also hope these lessons, and indeed the class as a whole, will give the students a sense that English is not just a school subject but something that you can be of value throughout their lives. Finally, after taking my class if students are able to visit a foreign country and use English confidently, then I would be very pleased.</p> |  |  |   |  |     |
| ルーブリック  |  |  |   |  |     |
|   | 理想的な到達レベルの目安   | 標準的な到達レベルの目安   | 未到達レベルの目安   |  |     |
| 評価項目1   | The ideal level of achievement would be that students are able to acquire enough English to visit a foreign country and confidently use English. Among other things this includes asking questions, answering them and being able to understand the answer they hear.  | A standard level of achievement would be that students are not able to convey everything they want to in English but most of it. Also, they should be able to understand what is said to them. | An unacceptable level of achievement would be that students cannot communicate in English sentences but fall back on gestures and single words. |  |     |
| 評価項目2   | A second evaluation point is whether students have mastered the six sentence forms referred to above. The ideal level would be that students can make statements as well as ask and answer questions smoothly and confidently with all six with a few minor mistakes.  | The standard level would be that students make occasional mistakes with these forms but their meaning is still clear to a native English speaker.  | An unacceptable level would be that the student is unable to make their meaning clear to native speaker and simply causes confusion.            |  |     |
| 評価項目3   | A third evaluation point is whether students are able to understand questions that start with auxiliary verbs. The ideal level would be that students can ask and answer these questions smoothly and with a few or no mistakes.   | The standard level would be that students can usually ask and answer these types of questions smoothly but with occasional mistakes.   | An unacceptable level would be that students do not understand the basic way to answer these questions.   |  |     |
| 学科の到達目標項目との関係   |  |  |   |  |     |
| 教育目標 C1 教育目標 C3   |  |  |   |  |     |
| 教育方法等   |  |  |   |  |     |
| 概要  | [Instructor: John Denys(Part-time Teaching Staff)]<br>This class involves learning the basic level of English conversation and some useful expressions to use while students are giving an English presentation. Students practice colloquial English using the textbook and some reference book.<br>I will check the students' expressions and presentations to make it more appropriate in the real world.   |  |   |  |     |
| 授業の進め方・方法   | Besides tests and reviewing homework together, I will ask students questions in English at random to encourage them to use what they've learned. As students make mistakes pertinent points will be explained as necessary.  |  |   |  |     |
| 注意点   | I will be giving frequent practice test so students realize their current English level and whether or not they need to put in more study time. During an of the classes any students who speak English freely will be encouraged and their mistakes will be gently corrected with a view to not souring them on trying to speak. Students are also strongly encouraged to ask questions about anything that is unclear.<br>Grading method:<br>Grades will be based on performance on tests quizzes and class participation. Students may earn extra points by actively using English at any time during the 15 lessons. In the past one student was such an enthusiastic speaker and volunteer when answering questions that she was able to earn enough points to move up one grade level. Conversely, students who act out will have points taken away. |  |   |  |     |
| 授業計画  |  |  |   |  |     |
|   |  | 週  | 授業内容  | 週ごとの到達目標   |     |
| 前期  | 1stQ   | 1週   | Orientation   | Students need to know the outline of this class and how to study in this class.                      |     |
|   |  | 2週   | Self-introductions  | Many students feel shy about speaking in front of others. This gives them a chance to overcome that. |     |
|   |  | 3週   | Self-introductions  | Many students feel shy about speaking in front of others. This gives them a chance to overcome that. |     |

|  |      |     |   |   |
|--|------|-----|---|---|
|  |      | 4週  | Introduction of what I feel                   | Study six most important sentence forms, present simple, present continuous, past simple, past continuous, future(will and be going to) and second conditional. |
|  |      | 5週  | Introduction of what I feel                   | Study six most important sentence forms, present simple, present continuous, past simple, past continuous, future(will and be going to) and second conditional. |
|  |      | 6週  | Practice question                             | Start with auxiliary verbs. Negative questions  |
|  |      | 7週  | Practice question                             | Start with auxiliary verbs. Negative questions  |
|  |      | 8週  | Examination                                   |   |
|  | 2ndQ | 9週  | Returning answer sheet and review             | when to use and not to use "was". Explanation of article  |
|  |      | 10週 | Practice test                                 | Discussion with each student about the strengths and weaknesses of their English.   |
|  |      | 11週 | Practice test                                 | Discussion with each student about the strengths and weaknesses of their English.   |
|  |      | 12週 | Review  | Review of any important points that students had difficulty with on the practice test.  |
|  |      | 13週 | Review  | Review of any important points that students had difficulty with on the practice test.  |
|  |      | 14週 | Real world practice-Ordering in a restaurant- | Using real menus brought from the US, students will be divided into groups and order, with me playing the part of the waiter.                                   |
|  |      | 15週 | Examination                                   |   |
|  |      | 16週 | Returning answer sheet                        |   |

### 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   | 到達レベル | 授業週 |
|-------|---------|-------------|---|-------|-----|
| 基礎的能力 | 人文・社会科学 | 英語運用能力の基礎固め | 平易な英語で書かれた文章を読み、その概要を把握し必要な情報を読み取ることができる。                 | 4     |     |
|       |         |             | 日常生活や身近な話題に関して、自分の意見や感想を整理し、100語程度のまとまりのある文章を英語で書くことができる。 | 4     |     |
|       |         |             | 母国以外の言語や文化を理解しようとする姿勢をもち、実際の場面で積極的にコミュニケーションを図ることができる。    | 4     |     |
|       |         |             | 毎分120語程度の速度で物語文や説明文などを読み、その概要を把握できる。                      | 4     |     |
|       |         |             | 自分や身近なこと及び自分の専門に関する情報や考えについて、200語程度の簡単な文章を書くことができる。       | 4     |     |

### 評価割合

|         | 試験 | 小テスト | 態度 | 相互評価 | ポートフォリオ | その他 | 合計  |
|---------|----|------|----|------|---------|-----|-----|
| 総合評価割合  | 50 | 30   | 20 | 0    | 0       | 0   | 100 |
| 基礎的能力   | 50 | 30   | 20 | 0    | 0       | 0   | 100 |
| 専門的能力   | 0  | 0    | 0  | 0    | 0       | 0   | 0   |
| 分野横断的能力 | 0  | 0    | 0  | 0    | 0       | 0   | 0   |