

舞鶴工業高等専門学校		開講年度	平成31年度 (2019年度)		授業科目	英会話Ⅱ A
科目基礎情報						
科目番号	0137		科目区分	一般 / 必修		
授業形態	授業		単位の種別と単位数	履修単位: 1		
開設学科	一般科目		対象学年	2		
開設期	前期		週時間数	2		
教科書/教材	“Breakthrough Two Plus: Success with English” (Student Book). Supplementary material can be added from the instructor`s own resources.					
担当教員	チャイタンニヤ バンダーレ,クロシュ テラニ,ダグラス ポランスキー					
到達目標						
1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood. 2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high. 3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high. 4. Students can make effective use of non-verbal technique such as gesture and eye contact. 5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。 6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。 7. 異文化の事象を自分たちの文化と関連付けて解釈できる。						
ルーブリック						
		Ideal Level of Achievement (Very Good)	Standard Level of Achievement (Good)	Unacceptable Level of Achievement (Fail)		
Evaluation 1		Students can make themselves understood at a high level of competency	Students can make themselves understood at an acceptable level of competency	Students cannot make themselves understood in English		
Evaluation 2		Students demonstrate a high level of English vocabulary	Students demonstrate an acceptable level of English vocabulary	Student`s use of English vocabulary is inadequate		
Evaluation 3		Grammar and sentence construction are exceptional	Students have a good grasp of English grammar and sentence construction	Knowledge of English grammar and sentence construction are inadequate		
Evaluation 4		Students use of non-verbal communication is excellent	Non-verbal communication is adequate	Non-spoken communication is less than desired		
Evaluation 5		それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを十分に認識している。	それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。	それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識していない。		
Evaluation 6		様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について十分に説明できる。	様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。	様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できない。		
Evaluation 7		異文化の事象を自分たちの文化と関連付けて十分に解釈できる。	異文化の事象を自分たちの文化と関連付けて解釈できる。	異文化の事象を自分たちの文化と関連付けて解釈できない。		
学科の到達目標項目との関係						
学習・教育到達度目標 (E)						
教育方法等						
概要	Students will learn English communication and culture using communicative activities. This course will mainly focus on building communicative competency through listening and pair work.					
授業の進め方・方法	The instructor will teach the target language using the four skills of listening, speaking, reading, and writing.					
注意点	【Evaluation】 This course will introduce learners to English conversation and communication. It should help students form their own ideas and opinions and interact with a native speaker. Evaluation will be based on the goals above. The mid-term test will be worth 35%, the final test 35%, and writing assignments 30%. 【Person to Contact】 Jonathan Kay Room: B-306 Extention: 8907 E-mail: jonathanアットマークmaizuru-ct.ac.jp (アットマークは@に変えること。)					
授業計画						
		週	授業内容	週ごとの到達目標		
前期	1stQ	1週	Unit One - Lifestyles (daily life around the world, everyday activities)	1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood. 2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high. 3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high. 4. Students can make effective use of non-verbal technique such as gesture and eye contact. 5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。 6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。 7. 異文化の事象を自分たちの文化と関連付けて解釈できる。		

		2週	Write about your typical day	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		3週	Unit Two - Leisure (things people do in their free time, sports and leisure)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		4週	Write a postcard to your friend about what you did on your last holiday	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		5週	Unit Three - Getting along (asking for things, responding, making requests)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>

		6週	Request a favor from a teacher or authority figure	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		7週	Mid-term test held in the regular class	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		8週	Unit Four - Interests (activities people enjoy, hobbies, leisure)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
	2ndQ	9週	Write about what you like to do in your free time (your hobbies)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>

		10週	Unit Five - Telling a story (relating past events, adjectives of emotion)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		11週	Write about a positive experience you remember and read it to a partner	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		12週	Unit Six - Celebrations (festivals and special events)	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		13週	Unit Six - Write about festivals and important cultural events in Japan	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>

		14週	Review 2 and end of semester test	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		15週	DVD viewing	<p>1. Students can put their knowledge of pronunciation and accent to practical use so that they can make themselves understood.</p> <p>2. Students can make effective use of new words at the high school level and technical terms they need for engineering education, as well as the vocabulary they learned in junior high.</p> <p>3. Students can make effective use of their knowledge of grammar and sentence construction at the high school level, as well as the knowledge they already learned in junior high.</p> <p>4. Students can make effective use of non-verbal technique such as gesture and eye contact.</p> <p>5. それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。</p> <p>6. 様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。</p> <p>7. 異文化の事象を自分たちの文化と関連付けて解釈できる。</p>
		16週		

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	英語運用の基礎となる知識	明瞭で聞き手に伝わるような発話ができるよう、英語の発音・アクセントの規則を習得して適切に運用できる。	3	
			中学で既習の語彙の定着を図り、高等学校学習指導要領に準じた新出語彙、及び専門教育に必要な英語専門用語を習得して適切な運用ができる。	3	
			中学で既習の文法や文構造に加え、高等学校学習指導要領に準じた文法や文構造を習得して適切に運用できる。	3	
		英語運用能力の基礎固め	実際の場面や目的に応じて、基本的なコミュニケーション方略(ジェスチャー、アイコンタクト)を適切に用いることができる。	3	
	工学基礎	グローバル化・異文化多文化理解	それぞれの国の文化や歴史に敬意を払い、その違いを受け入れる寛容さが必要であることを認識している。	3	
			様々な国の生活習慣や宗教的信条、価値観などの基本的な事項について説明できる。	3	
			異文化の事象を自分たちの文化と関連付けて解釈できる。	3	

評価割合

	試験	発表	相互評価	態度	ポートフォリオ	その他	合計
総合評価割合	70	0	0	0	30	0	100
基礎的能力	70	0	0	0	30	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