| | | 等專門学校 | 交 開講年度 平成29年度 (2 | 2017年度) | 授業科目 | 英会話 | | | | | |
|--------------------------------------|--|-----------------------------|--|---|---|---|--|--|--|--|--|
| 科目基礎 | 楚情報 | | | 1 | | | | | | | |
| 科目番号 | | 0206 | | 科目区分 | 一般 / 必修 | § | | | | | |
| 授業形態 | | 授業 | | 単位の種別と単位 | 立数 履修単位: | 2 | | | | | |
| 開設学科 | | 一般教 | 養 | 対象学年 | 2 | | | | | | |
| 開設期 | | 通年 | | 週時間数 | 2 | 2 | | | | | |
| 教科書/教 | 材 | | s for Success Listening and Speaking | Level 1 | | | | | | | |
| 担当教員 | | プロワ | ント クリストファー | | | | | | | | |
| 到達目標 | 票 | | | | | | | | | | |
| which ena is applied conversat | able stude to real lif tion fluene | ents to pra fe situation | evelop listening and speaking skills for actice using an open-ended lecture for ns. Composition and comprehension a | mat. Knowledge | e of English vocab | ulary, expressions and grammar | | | | | |
| ルーブリ | ノック | | | 1 | | | | | | | |
| | | | 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 | L | | Students are able to converse smoothly with one another and the native teacher. | Students can an or make a com words and spea group. | | Students cannot understand the majority of exercises and activities and cannot speak easily. | | | | | |
| 評価項目2 | 2 | | Students speak their opinions directly and utilize critical thinking skills in English. | Students can an majority of que attentively and clearly. | | Students remain passive, do not express themselves and cannot comprehend the lecture. | | | | | |
| 評価項目3 | 3 | | Students can take notes entirely in English and can present their ideas clearly and concisely. | Students can ta Japanese and g idea of the lecto details. | grasp the main | Students can take notes in Japanese and do not understand the majority of the lecture. | | | | | |
| 学科の平 |]達日標] | 項目との | 関係 | | | | | | | | |
| 教育方法 | | | νο του με μ | | | | | | | | |
| 概要 | | opport | cunities aid students in processing new | se focuses on listening and speaking skills for Basic English conversation. Critical thinking ties aid students in processing new information and the application of that knowledge is related to tuations through dialogue practice. Composition and comprehension activities are also utilized. | | | | | | | |
| 授業の進め | め方・方法 | 2. Gaii 3. Imp | velop listening skills and communicatic n confidence in speaking and listening prove communication skills in order to lage in cultural awareness and open-r | and perfect con smoothly engage | nposition writing ge in conversatior | and critical reading skills. Is with foreign people. | | | | | |
| 注意点 | | Studer Studer | nts will come to class prepared. nts using a cellphone in class equals o nts will not sleep in the class. nts will be enthusiastic and enjoy ther | | the first warning. | | | | | | |
| 授業計画 | <u>ق</u> | | | | | | | | | | |
| | | 週 | 授業内容 | | 週ごとの到達目標 | | | | | | |
| | | 1週 | Course and student introductions | | Note-taking skills, writing key words and main | | | | | | |
| | | | | | ideas | | | | | | |
| | | 2週 | Formal self-introduction to peers in setting; politeness | a professional | Job Hunting exercise; It's + adj. + infinite; asking for repetition / clarification | | | | | | |
| | | 3週 | Paced and timed reading diagnostic | 2 | Forms of present tense / review of past tenses | | | | | | |
| 前期 | 1stQ | <u>- / </u> 4週 | Reading skills: Previewing; main ide | | Distinguishing between words with similar | | | | | | |
| | | | | | meanings | | | | | | |
| | | 5週 | Vocabulary quiz, exercises to be an | | Vocabulary Word list review | | | | | | |
| | | 6週 | Cultural Identity vs. Ethnic Fashion | s | Purpose of international studies / communication | | | | | | |
| | | 7週 | International Advertising exercise | | Listening for main ideas and more nuanced details | | | | | | |
| | | 8週 | Mid-Term Exam | | | | | | | | |
| | | 9週 | The World's Most Visited Attraction comprehension | - | Understanding numbers and dates; discussion question How to convert large numbers or decimal | | | | | | |
| | | 10週 | Metric versus Non-Metric measuren | nents | numbers | | | | | | |
| | | 11週 | Village is More Global, Language is | More Vital | Modals, prepositions, discussion topics | | | | | | |
| | 2ndQ | 12週 | Sociology; Presentation on internat | ional tourism | Suffixes; Reduction of "be going to" into "gonna" | | | | | | |
| | | 13週 | Vocabulary Quiz; The Science of Sr Discussion and activity | | Making notes using a word web; synonyms | | | | | | |
| | | 14週 | Simple present for informal narrativ | - | Simple present-tense third person -s/-es; using the dictionary Relative clauses, Gerunds as subjects or objects / | | | | | | |
| | | 15週 | Sports in our lives Grammar activity | y | Relative clauses, Gerunds as subjects or objects / Infinitives | | | | | | |
| | | 15/5 | | | | | | | | | |
| | | 15週 16週 | Final Exam | | | | | | | | |
| | | | Final Exam Review of course expectations | | <u>Using an o</u> utline, | comprehension check | | | | | |
| | | 16週 1週 | Review of course expectations Cross-Cultural Research using Direct | | Conjunctions "an | • | | | | | |
| 後期 | 3rdQ | 16週 1週 2週 | Review of course expectations Cross-Cultural Research using Direc Speech | ct/Indirect | Conjunctions "an to vowels | d" and "but"; linking consonants | | | | | |
| 後期 | 3rdQ | 16週 1週 | Review of course expectations Cross-Cultural Research using Direct | ct/Indirect ies | Conjunctions "an to vowels Develop self-edit | d" and "but"; linking consonants | | | | | |

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|----------|-------|-------|---|---------------------------|---------------------|--|--|--|-----|---------|--------|--|
| | | 5週 | What's the Right Thing to Do; Philosophical morality. | | | | Identify references in a text (pronouns/nouns) | | | | | |
| | | 6週 | Listeni | ng for diffe | rent opir | nions; speech anal | Using eye contact, tone of voice and pauses | | | | | |
| | | 7週 | Vocabulary quiz; Verb-noun collocations; Content word stress | | | | | Predict development and anticipate ideas; active reading | | | | |
| | | 8週 | Mid-Term Exam | | | | | | | | | |
| | 4thQ | 9週 | Relationships between ideas, comparisons and contrasts, cause and effect, persuasion, etc. | | | | | Context clues (grammatical, semantic, organizational) to deduce meaning | | | | |
| | | 10週 | Presen | tation of in | formatio | on from lecture not | Distinguish between the presentation of fact and opinion | | | | | |
| | | 11週 | Vocabi about | ulary Quiz; an importa | Express nt issue | and justify an opir or personal experie | Give and seek constructive feedback through peer review | | | | | |
| | | 12週 | Reading skills: scanning; patterns of organization; Recognize accurate paraphrases of information Verb tense for generalizations and hedging from text | | | | | | | | mation | |
| | | 13週 | Paced reading: "Plagiarism Lines Blur" Reading skills: Expanding fixations; critical thinking | | | | | Use of agreement / counterargument and refutation; use of "should / shouldn't" | | | | |
| | | 14週 | dioms and expressions in cultures throughout the world | | | | | "So" and "Such" with adjectives; linking vowel sounds | | | | |
| | | 15週 | The Science of Fear; Psychology related to Identity | | | | | Emotional expression; Tell a personal story | | | | |
| | | 16週 | Final E | nal Exam | | | | | | | | |
| モデルニ | コアカリコ | キュラムの |)学習内 | 容と到達 | 目標 | | | | | | | |
| 分類 分 | | | | | | の到達目標 | | | | 到達レベル 打 | 受業週 | |
| 評価割合 | | | | | | | | | | | | |
| | | 試験 | | 小テスト | | ポートフォリオ | 発表 | ・取り組み | その他 | 合計 | | |
| 総合評価割合 | | 60 | | 10 | | 15 | 10 | | 5 | 100 | 100 | |
| 基礎的能力 | | 60 | | 10 | | 15 | 10 | | 5 | 100 | 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 | | |
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