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| モデルコア高専5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 開講年度 | 平成30年度 (2018年度)                                                                                                                                                                                | 授業科目                                                                                                                                                      | 専門英語                                                                                                                                            |
| 科目基礎情報                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 科目番号                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0088                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      | 科目区分                                                                                                                                                                                           | 専門 / コース必修                                                                                                                                                |                                                                                                                                                 |
| 授業形態                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 授業                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      | 単位の種別と単位数                                                                                                                                                                                      | 学修単位: 1                                                                                                                                                   |                                                                                                                                                 |
| 開設学科                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 商船学科                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      | 対象学年                                                                                                                                                                                           | 5                                                                                                                                                         |                                                                                                                                                 |
| 開設期                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 後期                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      | 週時間数                                                                                                                                                                                           | 1                                                                                                                                                         |                                                                                                                                                 |
| 教科書/教材                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Passport 1, Passport 1 Workbook, 中学3年分の英語やりなおしワークノート                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 担当教員                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 到達目標                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 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 and practice using them in a marine environment. 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. Furthermore, since many students travel abroad I plan to devote several lessons to real world situations such as ordering in a restaurant, shopping and working in marine environments. 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 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 ans 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 points 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 教育方法等                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                 |
| 概要                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This class involves learning the basic level of English conversation and some useful expressions while engaging in maritime environments. Students practice colloquial English using the textbook and some reference book. 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 learnd. 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                                                                                                                                                  |                                                                                                                                                 |
| 後期                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3rdQ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1週   | Self introductions                                                                                                                                                                             | Many students feel shy about speaking in front of others. This gives them a chance to overcome that.                                                      |                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2週   | Introduction of what I feel                                                                                                                                                                    | Study about the six most important sentence forms, present simple, present continuous, past simple, future( will and be going to) and second conditional. |                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3週   | Practice Questions                                                                                                                                                                             | Start with auxiliary verbs. Study negative questions.                                                                                                     |                                                                                                                                                 |

|  |      |     |                                                                       |                                                                                                                                                                                        |
|--|------|-----|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |      | 4週  | Review                                                                | Review of when to use and not to use "was".<br>Explanation of articles.                                                                                                                |
|  |      | 5週  | Practice test                                                         | Discussion with each student about the strengths and weaknesses of their English.                                                                                                      |
|  |      | 6週  | Review                                                                | Review of any important points that students had difficulty with on the practice test.                                                                                                 |
|  |      | 7週  | Real word 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.                                                          |
|  |      | 8週  | Examination                                                           |                                                                                                                                                                                        |
|  | 4thQ | 9週  | Returning answer sheets and discussion of current events in English 1 | Students will be asked their opinions on topics in the news and will learn how to back up their opinions with facts taken from various sources.                                        |
|  |      | 10週 | Public Speaking                                                       | Students will tell others about something that is important to them and will field questions.                                                                                          |
|  |      | 11週 | Practice test                                                         | Discussion with each students about the strength and weakness of their English.                                                                                                        |
|  |      | 12週 | Real world practice                                                   | Writing email in English and making restaurant and hotel reservation in English in simulated telephone conversation                                                                    |
|  |      | 13週 | Real world practice-shopping-                                         | Using pictures of items commonly bought by travelers, students will have to explain to a store clerk, played by me, their wants as well as asking about prices, colors, sizes and etc. |
|  |      | 14週 | Review for the examination                                            | Review with a view to getting students prepared for final test. Special attention will be paid to weaker students.                                                                     |
|  |      | 15週 | Examination                                                           |                                                                                                                                                                                        |
|  |      | 16週 | Returning answer sheets and discussion                                | Discussion with each student about the strengths and weaknesses of their English.                                                                                                      |

#### 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  | 80 | 0  | 0    | 0  | 0       | 20  | 100 |
| 基礎的能力   | 80 | 0  | 0    | 0  | 0       | 20  | 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   |