

学年	高校 1 年	教科	英語	科目	論理・表現 I	単位数	2
教科書名		Applause English Logic and Expression I (開隆堂)		副教材名	なし		
コース・クラス		中高一貫					

#### I. 目標

To improve students' presentation, writing and critical thinking skills

#### II. 授業のねらい

To improve students' presentation, writing and critical thinking skills through various activities.

#### III. 授業の進め方

At the beginning of the class, students will hand in their homework. The teacher will then address any issues that they noticed from the past homework. The class will then start with a 3-minute warm-up. Similar to the textbook, students will be asked to write one or two sentences to describe a picture. The class should be formulated so that the teacher is speaking as less as possible in order for the students to produce more. Each class should contain both solo and group work.

#### IV. 学習上の留意点

The teacher is responsible for delivering engaging, modern and interesting classes. They are also expected to return H/W in a timely manner and appropriately address any issues that the students may have. The teacher should also maintain an approachable but professional persona so that students know that they can make mistakes and learn in a safe environment.

Students should be ready and have all of their materials before the bell rings. Students should be aware that H/W is their responsibility and that the teacher will not chase them for it. Students should try their best as learning a language is not passive and they will not improve if they do not try.

#### V. 定期試験

実施しない

#### VI. 評価の方法

H/W: Students will be asked to start an English diary and be given prompts to complete it. When they have to work on class projects they will not be given H/W. The 'break time' sections of the textbook can also be used as H/W

Midterm: Students will complete a presentation in pairs

Final: Students will write a 500-word essay

VII. 授業計画

学期	月	単元・学習項目	評価方法	到達目標
一学期	4	L1 "My Hero" - talking about someone in past and present	提出物 課題 授業への取 り組み	Students will give a presentation on their 'hero'. First, students need to review the 5Ws. Students will follow Activity 1 (answer questions about their hero) and 2 (interview students about their hero) on p.18. They will then tell the class what they have learnt about their fellow classmates. They will then prepare and give presentations.
	5			
	6	Focus: L2 "Weather" future tenses & L3 "Tips When Travelling" auxiliary verbs		L2 Review / teach students how to talk about the weather. Then apply it to next week's weather forecast. They will then be put into pairs and given a simple weather map forecast of different countries and need to teach their partner about that country's weather. In the following two classes, students will be given a random location and weather. They need to write and present a small paragraph on what they plan to do relative to the weather. L3 In the next few lessons students will focus on L3 on following rules and giving advice. Teach students the different vocab (can, could, may, might, should, be able to, has to, have to). They are then given places and rules and have to match the place to the rules, for example, classroom and no phones, museum and no photos, and restaurant and no outside food. They then have to make their own rules for school. In the next lessons, students will talk about advice. They will warm up by matching advice to problems and then create their own problems and advice for fellow students.
		L4 'Never have I ever' and follow up questions using present perfect & L5 Passive tense		L4 Students will talk about whether they have done things or not. They turn statements into questions - speak to foreign people - Have you ever spoken to foreign people? - and will think of appropriate follow-up questions. They will then complete a worksheet with their partner where they ask have you ever questions and follow-up questions. In the end, they will introduce their partners' answers to the class. L5 and midterm students will give a short presentation on food with their partners using passive tense. They will be taught the appropriate way to give a presentation. First students will be shown a list of ingredients and dishes and need to

一学期	7			guess what dish matches the ingredients. Then they will have a list of common Japanese dishes and will write what ingredients are in the dishes and why it is good. This is also an opportunity to review flavours. They will be shown a short video on the history of their chosen food and have to answer questions. They will then have a chance to work on their presentations.
		Midterms and Presentations		Midterms/Presentations - Presentations should include: the origin, brief history, ingredients and why it is good.
	9	Comparatives L6 Guinness World Records & L7 Debate	提出物 課題 授業への取 り組み	L6 Students will read or watch videos about the Guinness World Records (GWR). They will then play a GWR quiz in teams. After that, there will be a worksheet with answers and missing parts of a question (p56). They will then do an A&B worksheet with their partners (if there's time). They will then make a small presentation on a world record that they would like to complete using the 5 Ws. L7 Review comparatives first. Create a fun quiz using comparisons. Teach students how to give a good debate using PEE (Point, Explanation, Evidence). Then have students debate with each other. Start off with food as a good opportunity to review earlier material.
	10	Gerunds and Infinitives L8 'Preparing for Disaster' & L9 'Useful Items'		L8 Go through different disasters, earthquakes, fires, tsunamis etc. Students will then work in pairs to complete a small worksheet on how to prepare for a typhoon (p.70) they will then be asked to design a poster or leaflet for foreigners living in Japan on what to do and present it to the class. L9 Students complete a worksheet where they match a product with the description (p.78). They then have conversation practice about the products using the script. They then do 'show and tell' with a product they like and why (a photo is also ok).
	11	L10 Participles, L11 Relative Pronouns & L12 Relative Adverbs		L10 Students will learn how to describe people and describe pictures. As a good warmup, students will be put into pairs where one will look at a picture and describe it and the other will draw it. They will complete pages 86 - 87. They will then be given a couple of different pictures to describe. L11 Students will design a product and present it to the class. They need to describe the different features of their product and they need to use persuasive language in their presentation. L12 Students will discuss different prefectures in Japan and their strengths and weaknesses using a worksheet. They will then be told that they are travel agents and need to pick a prefecture to 'sell'. They will be given time to come up with selling

	12			points. After that split the class in half. Half will be customers and the other half will be agents. The customers will walk around with a (fake) banknote and have conversations with the agents and need to pick which prefecture they like best and give that student the banknote. After a certain amount of time, the students swap. At the end of time, the student with the most banknotes wins!
		L13 Subjunctives		Explain the difference between cannot do and couldn't do. Students complete a worksheet where they write down things that they cannot/couldn't do. They then pick the point that they are most concerned about and why. They will then tell a partner who will write some advice for them. At the end students will tell the class their concerns and why and their partners' advice.
	1	L14 Conjunctions "The Best Place for the Holiday" & Debate	提出物 課題 授業への取 組み	Students review 'when' 'because' and 'if'. They then complete a worksheet using the p.111 basic activity. Students will then be given some places and have to list the advantages and disadvantages. Students will then work in groups to create and present an itinerary. There will then be a slightly harder debate class. Students should provide better reasons why they feel a certain way and provide evidence.
	2	Essay Writing & Final - 500-word essay		Hopefully, by this point, the teacher should have a good understanding of the common mistakes that students are making while writing through the diary homework. Review any serious issues and teach students the best way to write using various modern-day topics. The students will then be given a choice between 2/3 questions and will write an essay on that topic using PEE. Students will need to be taught to type their essays, formatting, including word count and the dangers of plagiarism.

※ シラバスの内容（時間や事項）については、理解度やその他の都合により変更することもあります。