

教科・科目	C1 Academic English 1
担当者	Hara Maria
評価割合(試験:試験外)	試験:5 試験外:5
年間を通じて教科で培う力	<p>鍛錬(知識・理解) Acquire the ability to understand not just grammar and its functions, but also use everyday English and slangs appropriate to the situation</p> <p>理知(論理) Acquire the ability to critically think and make decisions according to own's belief, correctly infer the meaning of a partner's speech</p> <p>探究・数智(創造) Acquire the ability to understand and respect others' opinions while holding your own through projects and exposure to others' culture (Around The World)</p>

月	回	単元(学習)目標	単元目的(到達状態)	学習内容	活動内容	評価方法・ポイント
4	7	<p>Starter Unit: Welcome!</p> <p>To develop foundational English communication skills through the acquisition of classroom language, numbers, and personal introductions.</p>	Students will demonstrate the ability to introduce themselves, comprehend and follow basic classroom instructions, and engage in simple question-and-answer exchanges utilizing essential vocabulary.	<p>①Acquire basic classroom language, numbers, colors, and simple greetings.</p> <p>②Use "be" verbs, subject pronouns, and imperatives to introduce oneself and interact in the classroom.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
5	7	<p>Unit 1: What is your family like?</p> <p>To enable students to describe family relationships and personal characteristics.</p>	Students will accurately use the verb "have" and possessive structures to discuss family members, physical features, and personality traits.	<p>①Learn vocabulary related to family and personal descriptions.</p> <p>②Use "have" and possessives to describe family relationships.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
6	11	<p>Unit 2: What's your day like?</p> <p>To facilitate discussion of daily routines and leisure activities using appropriate grammatical structures.</p>	Students will competently describe daily and weekly routines, incorporating the present simple tense and adverbs of frequency.	<p>①Acquire vocabulary for daily routines and leisure activities.</p> <p>②Apply the present simple tense and adverbs of frequency to describe schedules.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
7	8	<p>Unit 3: How do we learn?</p> <p>To articulate abilities and describe school subjects and environments using targeted language structures.</p>	Students will apply "can" for expressing ability, accurately employ object pronouns, and describe their school experiences.	<p>①Expand vocabulary for school subjects and facilities.</p> <p>②Use "can" for abilities and object pronouns in descriptions.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
9	95	<p>Unit 4: What do you like to eat?</p> <p>To develop students' ability to discuss food preferences and dietary habits using accurate language forms.</p>	Students will accurately distinguish between countable and uncountable nouns, use quantifiers such as "some" and "any" appropriately, and describe meals and favorite foods in both spoken and written formats..	<p>①Differentiate between countable and uncountable nouns.</p> <p>②Use quantifiers ("some," "any," "much," "many") to describe food preferences.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
10	12	<p>Unit 5: What's your style?</p> <p>To enable students to describe personal and cultural styles of dress using appropriate tense forms and descriptive language..</p>	Students will differentiate between the present simple and present continuous tenses when describing clothing and activities, and express opinions about fashion and personal style using relevant vocabulary.	<p>①Learn vocabulary related to clothing and fashion.</p> <p>②Distinguish between present simple and present continuous in descriptions.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
11	10	<p>Unit 6: How can we be athletic?</p> <p>To promote students' ability to compare athletic abilities and sports activities using comparative and superlative language structures.</p>	Students will construct comparative and superlative forms accurately and use them to make detailed comparisons regarding sports, physical activities, and athletic performance..	<p>①Use comparative and superlative forms to describe sports and physical abilities.</p> <p>②Acquire vocabulary for sports and athletic activities.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
12	9	<p>Unit 7: Why are animals important?</p> <p>To foster the ability to describe animals and their significance by narrating past events using appropriate past tense forms.</p>	Students will use the past simple tense of regular and irregular verbs accurately to recount facts and stories about animals, and will articulate the importance of animals in various contexts.	<p>①Use the past simple tense to recount events involving animals.</p> <p>②Discuss the significance of animals using descriptive vocabulary.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
1	5	<p>Unit 8: What did you find?</p> <p>To develop students' narrative skills in recounting past discoveries and personal experiences.</p>	Students will formulate and respond to wh-questions in the past simple tense and produce structured narratives that describe past findings and experiences.	<p>①Form and respond to past simple wh-questions.</p> <p>②Develop narrative skills to describe discoveries and past experiences.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
2	5	<p>Unit 9: What makes a great vacation?</p> <p>To cultivate students' ability to express future plans and aspirations regarding vacations and leisure activities.</p>	Students will employ future forms ("will," "be going to," and the present continuous for future arrangements) accurately to describe vacation plans, make predictions, and express intentions.	<p>①Use "will," "be going to," and present continuous to express future plans.</p> <p>②Learn vocabulary for vacations and outdoor activities.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>
3	3	<p>Unit 10: How do we celebrate special days?</p> <p>To explore cultural celebrations and describe traditions using appropriate tenses and vocabulary.</p>	Students will be able to describe traditional events and customs, using the past simple and present simple tenses accurately.	<p>①Describe cultural festivals and traditions using the past simple tense.</p> <p>②Compare and discuss different cultural practices.</p>	<p>•Lecture</p> <p>•Group Work</p> <p>•Presentation</p> <p>•Conversation Listening, Reading Comprehension, and Writing Activities</p> <p>•English Vocabulary Input and Output</p>	<p>•Quizzes</p> <p>•Assignment Submission</p> <p>•Reports</p> <p>•Presentations</p> <p>•Group Output Activities</p>