

教科・科目 担当者 評価割合(試験:試験外)		中3英語1・2 (アカデミック)								
		ティファニー ケビンローズ								
		試験:5 試験外:5								
		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							
		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							
年間を通じて教科で培う力		探求・叡智(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)							
		ここでの評価が、試験外評価と一致します								
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	12	<b>Unit 1: What inspires you?</b> • Able to understand texts about inspiring people • Able to conduct an interview • Able to describe people, use phrasal verbs, take notes and cause and effect	<b>【知識】</b> • Understand how to use different verb forms • <b>Understand how to use different verb forms</b>  <b>【技能】</b> • Students will gain reading and conversational skills • Able to write a letter to a magazine	<b>Simple past, past continuous with <i>when</i> and <i>while</i>:</b> <i>I walked~, I was riding a bike when~</i>  <b>Phrasal verbs:</b> <i>Take care, work on, bring down</i>  <i>Used to~</i>  • Interviewing someone and if a student agrees with speaker's opinion • Phrases to ask politely and casually: Can I ask you a few questions~?, Can you tell us...~?, One more thing • Reading a letter to a magazine • Reading an article about life in Freetown and have discussion	• Group work (planning an interview about a hero) • Interview speaking activity using past tense and phrasal verbs • Shadowing the interview dialogue • Reading out loud • Plan and write a letter to an editor	授業内 • Contribution to speaking • Finishing reading tasks • Writing questions				
5	18	<b>Unit 2: What is art?</b> • Understand present perfect tense with regular and irregular verbs • Able to talk about visual and performing arts • Able to use <i>already, just, still</i> and <i>yet</i> correctly • Able to communicate with the correct tenses given the situation • Able to communicate and work together for online research	<b>【知識】</b> • Using present perfect tense with regular and irregular verbs correctly • Understand how reviews are written differently from letters  <b>【技能】</b> • Able to ask questions and converse with present perfect tense • Able to describe pictures with new vocabulary • Able to write reviews about shows	<b>Present perfect with regular and irregular verbs:</b> <i>She has seen ~</i> <i>Have you ever~</i>  <i>Already, Just, Still, Yet</i>  • Identifying who the student agrees with in speaking about describing a picture • Using informal language with: <i>It makes me feel~, It seems a little~, It isn't supposed to~</i> • Using punctuations correctly • Inferring and noticing the way people speak • Recognize review writing format	• Planning and writing a review • Shadowing two dialogue with present perfect • Do online research for an artist profile • Reading out loud • Eiken support	授業内 • Contribution to speaking and group work • Finishing reading tasks • Writing questions • Presenting research				

6	19	<b>Unit 3: How do we communicate?</b> <ul style="list-style-type: none"> <li>Understand new words from context</li> <li>Able to write a listicle and giving advice</li> <li>Understand spoken English using phrases and connecting words</li> <li>Able to use and recognize gestures, facial expressions and body language to convey meaning</li> </ul>	<b>【知識】</b> <ul style="list-style-type: none"> <li>Understand present perfect tense questions</li> <li>Knowing useful phrases used to ask for something</li> <li>Understand how to use connecting words</li> </ul> <b>【技能】</b> <ul style="list-style-type: none"> <li>Understand how to write a listicle</li> <li>Understand how to ask for something using natural English</li> </ul>	<i>Can~, Could~, Will Be Able To~</i>  <b>Present Perfect:</b> <i>How long~, For/Since</i>  <ul style="list-style-type: none"> <li>Radio interview</li> <li>Identifying a speaker's problem and asking for what you need during speakingx</li> <li>Using language appropriate for requests: <i>I need~</i></li> <li>Recognizing everyday English: <i>Oh no!, Phew!, Sure thing</i></li> <li>Recognizing a listicle (list and article)</li> <li>Skimming a magazine article</li> </ul>	<ul style="list-style-type: none"> <li>Planning and write a listicle about something interesting</li> <li>Shadowing and asking for help speaking activity</li> <li>Create students' own conversation in pairs</li> <li>Reading out loud</li> <li>Discussing an article about languages (Around The World)</li> <li>Eiken support</li> </ul>	授業内	<ul style="list-style-type: none"> <li>Contribution to speaking</li> <li>Finishing reading tasks</li> <li>Writing questions</li> <li>Using present perfect correctly</li> <li>Using flashcards</li> </ul>					
7	10	<b>Unit 4: How can I stay healthy?</b> <ul style="list-style-type: none"> <li>Able to give advice to a friend</li> <li>Able to talk about health and fitness</li> <li>Able to think critically and conduct a survey</li> <li>Able to check own writing for mistakes</li> <li>Able to understand texts about exercise and staying healthy with related vocabulary</li> </ul>	<b>【知識】</b> <ul style="list-style-type: none"> <li>Understand how to use quantifiers and should, shouldn't, ought to in conversation</li> <li>Understand how checking own writing for mistakes is important</li> </ul> <b>【技能】</b> <ul style="list-style-type: none"> <li>Know how write a report and blog post</li> <li>Understand how to give advice verbally with correct intonation</li> <li>Be able to write own's opinions regarding health and exercise</li> </ul>	<b>Quantifiers:</b> <i>too long, enough chairs, old enough, much/many~</i>  <i>Should~, Shouldn't~, Ought to~</i>  <ul style="list-style-type: none"> <li>Guessing why someone is exhausted by listening to a conversation</li> <li>Using useful languages: <i>Make sure you~, ...you could just~</i></li> <li>Agree or disagree to an opinion by listening to an interview about health</li> <li>Think of another set of advice regarding health and read silly opinions</li> <li>Reading a post forum</li> <li>Learn how to do a survey, if a school should help become healthier</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs and think of an advice for few problems</li> <li>Plan a conversation with should, shouldn't, ought to</li> <li>Shadowing the dialogue</li> <li>Plan and write post on a forum</li> <li>Experimenting with a variety of vocabulary</li> <li>Vocabulary game</li> <li>Work in pairs to write a report about a school based on the survey and present it</li> <li>Eiken support</li> </ul>	授業内	<ul style="list-style-type: none"> <li>Contribution to speaking</li> <li>Finishing reading tasks</li> <li>Writing questions</li> <li>Game participation</li> </ul>					

9	12	<b>Unit 5: How can we save our planet?</b> •Able to infer meaning from another person •Able to make connections between own's life experience and others' •Able to listen for general idea •Understand texts about saving planet •Able to give opinion in a discussion •Critically think about Earth's problems •Understand reference words	<b>【知識】</b> •Able to listen to general idea and opinions from another speaker •Able to infer the meaning of opinion essays and speeches •Understand how to use first and second conditionals  <b>【技能】</b> •Able to do simple debate and give opinions with appropriate phrases •Able to write opinion essays	<b>First conditionals:</b> <i>If ~ then, Unless~, may, could, might</i>  <b>Second conditionals:</b> <i>If ~ we would, If we took~, What would happen~</i>  • Identifying what the speakers think about zoos in a conversation • Learn to give own opinion • Use phrases when debating: <i>I see your point, but~, Let's agree to disagree, Remember that~</i> • Read an opinion essay, its main idea and arguments • Read a journal and discuss Congo Basin's problems ( <i>Around The World</i> )	•Shadowing •Plan if a student agrees or disagrees with ideas stated •Work in groups to compare opinions and have conversation •Guessing what another student's ideas and opinions are •Write an opinion essay using related vocabulary and appropriate tone •Using reference words: <i>its, their, them, they</i> •Eiken support	授業内 •Contribution to speaking •Finishing reading tasks •Writing questions •Quizzes •Learn to...Understand how you learn Section (Shape It! 3 p.69)					
10	22	<b>Unit 6: How can inventions save our lives?</b> •Able to improve speaking naturally •Able to apply own's background knowledge to real life •Able to give and follow instructions •Understand texts about inventions •Able to use present and past passive in correct situations	<b>【知識】</b> •Understand English vocabulary used in inventions and when giving and following instructions •Understand how to use simple present and past passive  <b>【技能】</b> •Able to talk about making things and materials •Able to write a review of an invention •Able to use phrases learnt with correct tone •Understand how a presentation and its design help attract people's attention	<b>Simple present passive:</b> <i>The mixture <b>is cooked</b> in an oven, Different liquids <b>are added</b> to the paste</i>  <b>Simple past passive:</b> <i>A boomerang <b>was discovered</b> in Poland, Bagpies <b>weren't found</b> in Europe first</i>  • <b>Listening to a conversation about giving and following instructions</b> • <b>Using casual useful language for giving and following instructions: And there you have it!, Let me get this straight</b> • <b>Reading a review about glasses with common phrases: What I like about them~; However, I should point out that~</b> • <b>Technology project: Recognizing how pictures, bullet points in presentations convey information</b> • <b>Using student background knowledge</b>	•Shadowing •Students listen and discuss in pairs what the speaker makes •Plan and practice a conversation in pairs about how to do something: <i>cook food, make paper plane, play a sport</i> •Using present and past passive in conversation and writing •Plan and write a review of an amazing invention •Reading and recognizing a presentation •Work in groups and plan a presentation about problems people have in school or at home •Speaking games •Eiken support	授業内 •Contribution to speaking •Finishing reading tasks •Writing questions •Using critical thinking to answer questions					

11	13	<b>Unit 7: What do you celebrate?</b> <ul style="list-style-type: none"> <li>Understand texts about folktale, festivals and live music</li> <li>Able to use prefixes and suffixes independently</li> <li>Able to invite a friend for an activity</li> <li>Able to write an email with correct flow</li> </ul>	<b>【知識】</b> <ul style="list-style-type: none"> <li>Know festival related vocabulary</li> <li>Understand the concepts of present and past passive, irregular verbs and reported speeches</li> </ul> <b>【技能】</b> <ul style="list-style-type: none"> <li>Able to converse with present and past passive and reported speech</li> <li>Able to predict information before listening</li> <li>Able to recognize a blog from a review</li> </ul>	<b>Past perfect:</b> <i>They hadn't been together long. Had the parade already started?</i> <b>Regular and Irregular Verbs:</b> <i>walk, write ~</i> <b>Reported Speech:</b> <i>He said that the people were friendly, She said she had seen it</i> <ul style="list-style-type: none"> <li>Listening to a conversation about where a character is doing</li> <li>Using phrases to invite someone: <i>I'd love to, I'll be there at~</i></li> <li>Reading an email to a friend</li> <li>Reading a travel blog (<i>Around The World</i>)</li> <li>Prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Shadowing</li> <li>Students listen and discuss in pairs what the speaker thinks they're doing</li> <li>Plan and practice a conversation in pairs about inviting someone using <i>it kicks off at~, count me in, the more the merrier, etc.</i></li> <li>Plan and write an email about a ceremony using past perfect, reported speech and phrases</li> <li>Students discuss what they know about Chinese festivals from the blog</li> <li>Practice prefixes and suffixes</li> <li>Create a travel blog</li> <li>Eiken support</li> </ul>	授業内					
12 1	22	<b>Unit 8: What is education?</b> <ul style="list-style-type: none"> <li>Understand texts about dangerous journeys to school and school rules</li> <li>Able to explain and ask about rules</li> <li>Able to think, pause and speak naturally</li> <li>Able to talk about obligation, permission and prohibitions</li> <li>Able to personalize vocabulary and think about content</li> <li>Able to critique rules and make suggestions</li> </ul>	<b>【知識】</b> <ul style="list-style-type: none"> <li>Understand how to use <i>can/can't, must/have to/ need to</i></li> <li>Understand how someone is feeling without directly saying</li> <li>Able to understand different attitude and behaviors</li> <li>Understand closed questions, open questions and follow-up questions</li> </ul> <b>【技能】</b> <ul style="list-style-type: none"> <li>Able to design a school brochure</li> <li>Able to write a school report</li> <li>Able to use <i>can/can't, must/have to/ need to</i> in a conversation naturally</li> </ul>	<i>Can~, Can't~</i> <b>To Have To~, Must~, To Need To~</b> <b>Simple Past questions using 5W1H (what, who, when, where, why, how):</b> <i>How did~, Where did~, What did~</i> <ul style="list-style-type: none"> <li>Listening to a conversation explaining and asking about rules</li> <li>Exposure to phrases related to the topic: <i>Anything else I need to know?, Why's that?, etc/</i></li> <li>Reading an essay about good and bad things about school uniforms and its phrases: <i>In this essay, I outline~, On one hand~, Others argue that~</i></li> <li>Reading a school brochure and how to make decisions in a group</li> </ul>	<ul style="list-style-type: none"> <li>Shadowing</li> <li>Students listen and discuss in pairs what the speaker feels about an exchange program</li> <li>Plan and practice a conversation in pairs about inviting someone using <i>can/can't, be allowed to~, to have to~, to need to~, etc.</i></li> <li>Plan and write an essay with learnt grammar points and phrases</li> <li>Students read a sample brochure, plan and create own's brochure, and present it</li> <li>Students learn to ask for help when they don't understand (<i>Learn To Learn</i>, p.105)</li> <li>Eiken support</li> </ul>	授業内					

2	14	<p><b>Unit 9: Where would you go?</b></p> <ul style="list-style-type: none"><li>•Able to critically think about difficult questions</li><li>•Able to understand texts about vacations in the future</li><li>•Able to converse naturally about vacations with appropriate vocabulary and grammar</li><li>•Understand related vocabulary and contexts</li><li>•Able to write an email to a host family</li></ul>	<p><b>【知識】</b></p> <ul style="list-style-type: none"><li>•Understand how to use phrasal verbs, relative pronouns and present and future continuous tenses appropriately</li><li>•Recognize verb and noun collocations</li><li>•Understand semi-formal email format</li></ul> <p><b>【技能】</b></p> <ul style="list-style-type: none"><li>•Talk about different life outside of one's interests</li><li>•Talk about future plans</li><li>•Able to critically think and answer difficult questions with natural conversation</li></ul>	<p><b>Travel phrasal verbs:</b> <i>check in/out, look around, take off</i></p> <p><b>Relative pronouns and relative clauses:</b> <i>She's the type of person who likes to~, The girl whose dad is~</i></p> <p><b>Present and future continuous tense:</b> <i>I'm really looking forward to~, I will be reading~</i></p> <p><b>•Listening to a conversation about a future trip</b></p> <p><b>•Useful phrases:</b> <i>How long are you~?, We're going to try to~</i></p> <p><b>•Reading an email about an email to a host family</b></p> <p><b>•Using technology to practice English</b></p> <p><b>•Reading a webpage about Costa Rica in <i>Around The World</i></b></p>	<ul style="list-style-type: none"><li>•Shadowing</li><li>•Students listen and discuss in pairs what the speaker's plans are</li><li>•Plan and practice a conversation in pairs about visiting a place using present and future continuous tenses, relative pronouns, phrases and <i>be going to~</i></li><li>•Plan and write an email to a host family</li><li>•Students discuss about Costa Rica: why helping is important, how can one make a difference, etc</li><li>•Students make adjectives from nouns (<i>Learn To Learn</i>, p.115)</li><li>•Eiken support</li></ul>	<p><b>授業内</b></p> <ul style="list-style-type: none"><li>•Contribution to speaking</li><li>•Finishing reading tasks</li><li>•Writing questions</li><li>•Using critical thinking to answer questions</li><li>•Listening skills</li></ul>					
3		1・2年の総復習									