

第12回高大連携フォーラム

発信力を重視した英語コミュニケーション能力の 育成を目指した指導と評価

京都市立西京高等学校

國松 裕子

西京高等学校

◎ 特色

併設型 中高一貫校

→ 内進生 / 外進生

◎ 教育目標

未来社会を創造するグローバルリーダーの育成

→ 社会人力・3つのC

Communication・Collaboration・Challenge

◎ 専門学科

全員がエンタープライジング科

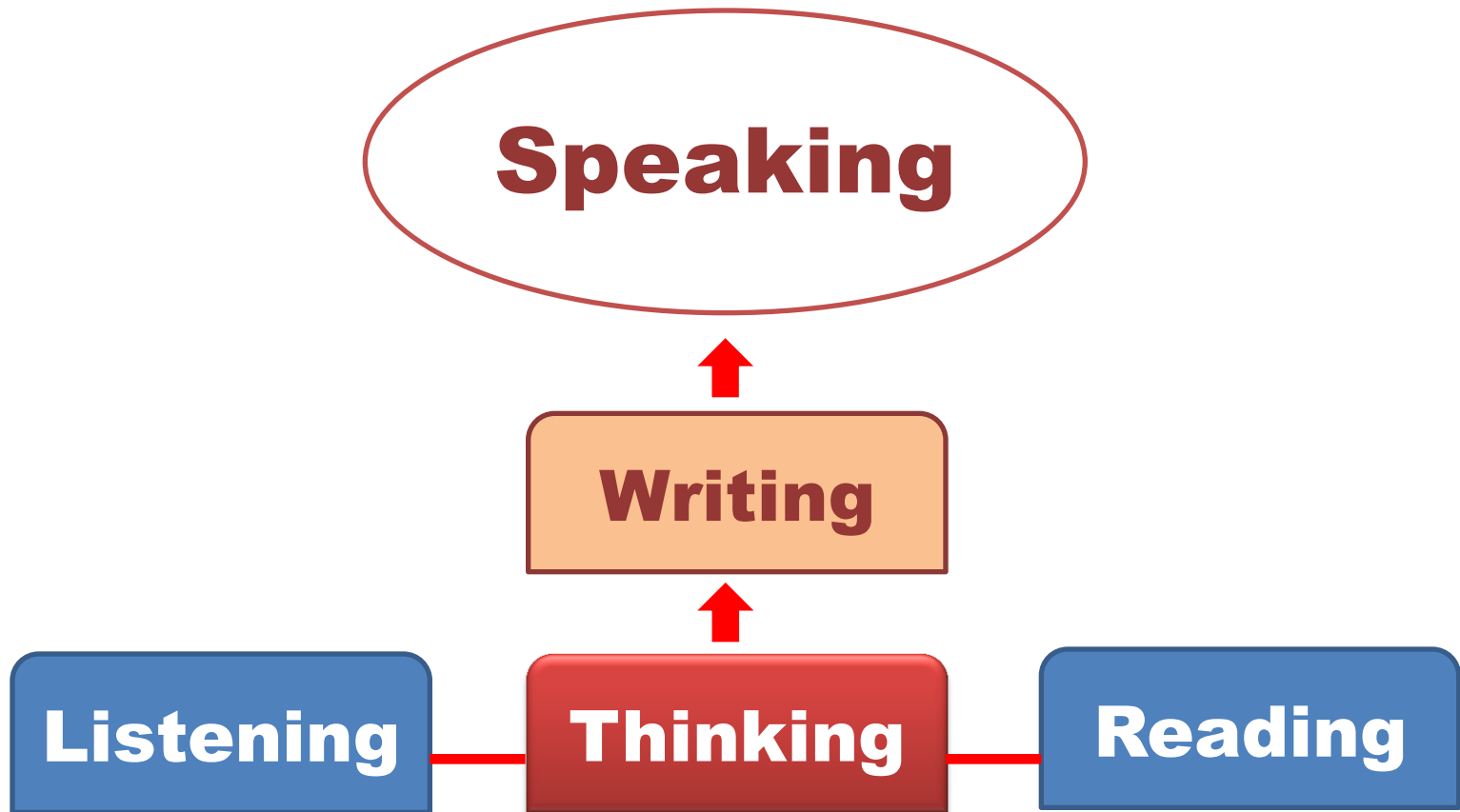
◎ 専門科目としての英語

EEC = Expressive English Competency

IEC* = Intensive English Competency

(*IEC I は「コミュニケーション英語 I」の代替科目)

EEC



EEC I

- 学年：1年生
- 単位数：2単位
- 教材：オリジナルテキスト
- 授業形態：
クラス2分割 / 2時間連続 / Team Teaching (JTE / ALT)

How to Speak



What to Speak

EEC I : How to Speak

Voice Training

イントロダクション

発音記号を学ぶ

発音・強勢・リズムを学ぶ



- Activities -

Sounds of English / Tongue Twisters / Facts

Show & Tell presentation / Interview with a teacher

Tongue Twisters - *Listen, repeat; Practice and present*

Listen and repeat after the teacher. Then, memorize one tongue twister at a time and come forward after each one and present the sentence to the teacher.

- 1. Soon the lazy musician sitting in the sun zoomed to the physician.*
- 2. Tomorrow is the third Thursday of this month.*
- 3. Lucky radio listeners listen to rare lyrics.*
- 4. After church the teacher watched Joy jump off the bridge.*
- 5. She sells sea shells by the sea shore.*
- 6. Friendly Frank flips fine flapjacks.*
- 7. Fat frogs flying past fast.*
- 8. Which witch wished which wicked wish?*
- 9. Very fine five lovers find vicious vipers.*
- 10. This brother thinks those thoughts.*



Show and Tell

Task: After practicing for 25 minutes, describe a photograph of a sightseeing trip you made by using the format below. You will just have one minute. In the 6th hour you will be interviewed by the teacher.

Format:

- 1. I am going to talk about _____ (+4)
- 2. This was taken _____ (+7)
- 3. I chose this picture because _____ (+5)
- 4. If you look carefully, you can see _____ (+3)
- 5. It is _____ (+8)
- 6. I remember the day, the time, and the occasion _____ (+1)
- 7. It was a _____ (+7)
- 8. On this sightseeing trip, we also _____
- 9. The most memorable thing was _____
- 10. Thank you for listening to my presentation _____

**初めての
発表**

EEC I : How to Speak

Situational Skit

状況に応じた会話表現を学ぶ
強勢・リズムを学ぶ

Public Speaking

スピーチを知る
強勢・リズムを学ぶ

Listen



Practice



Present

Situational Skit



Getting to know people (at the university cafeteria)

A: Hello. I am Please call me

B: Hi. I am Just call me

A: Have you been here long?

B: Yes, I am in my final year of graduate school. I am majoring in computer science.

A: Really? I just entered this April. I am majoring in environmental science.

B: Congratulations!

A: Thanks. I have just started and I am already so overwhelmed with the high standards here.

B: I can imagine. After all, this is the best university in the country. You'll be alright.

A: _____ (10 words)

B: _____ (10 words)

Introducing a friend (at a party)

A: Hello everyone. Meet my friend Tom who is visiting from New York.

Tom: Hello everyone.

Yuusuke: Hi Tom. Welcome to our year-end party.

Tom: Thanks. Yuki has been telling me about you. I'm looking forward to getting to know each one of you.

A: Tom, meet Yuusuke and Touma, both very good soccer players. And here is Tomoko, a very good 'karaoke' singer.

Tom: Really? I'm a terrible singer.

A: By the way everyone, Tom plays tennis really well.

Tomoko: That's perfect. Tom, you can teach me tennis, and I will teach you a Japanese song.

Tom: _____ (5 words)

A: _____ (5 words)

Public Speaking



Aung San Suu Kyi Speech - Freedom from Fear (1990)

Saints, it has been said, are the sinners who go on trying. So free men are the oppressed who go on trying and who in the process make themselves fit to bear the responsibilities and to uphold the disciplines which will maintain a free society. Among the basic freedoms to which men aspire that their lives might be full and unclamped, freedom from fear stands out as both a means and an end. A people who would build a nation in which strong, democratic institutions are firmly established as a guarantee against state-induced power must first learn to liberate their own minds from apathy and fear.

(106 words)

Translation:

聖人とは、試練を受け続ける罪人であると言われてきました。そして自由な人間とは試練を受けながら、自由な社会を維持する責任を負い、規律を守るよう、自らを変えていこうとする人々のことです。満ち足りた、拘束のない生活を送りたいと願っている人々が望むさまざまな基本的自由の中で、恐怖からの解放は手段であると共に、目標でもあります。国家が行使する権力に対抗する保証として、強い民主的制度がしっかり確立された国家を築こうとする国民は、まず自らの心を無気力と恐怖から解放しなければならないのです。

Cloze version

Saints, it has been _____, are the sinners who _____ on trying. So free _____ are the oppressed who _____ on trying and who _____ the process make themselves _____ to bear the responsibilities _____ to uphold the disciplines _____ will maintain a free _____. Among the basic freedoms _____ which men aspire that _____ lives might be full _____ unclamped, freedom from fear _____ out as both a _____ and an end. A _____ who would build a _____ in which strong, democratic _____ are firmly established as _____ guarantee against state-induced _____ must first learn to _____ their own minds from _____ and fear.

Memo Sheet

1. Chimpanzee

2. Gesters

3. Africa

4.

5.

6.

7.

8.

9.

10.

EEC I : What to Speak

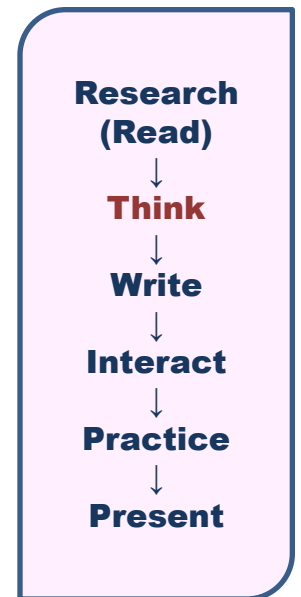
Slide Presentation

インターネットを使用した情報の集め方を学ぶ

調べたことを文章にまとめる

スライドの作り方を学ぶ

プレゼンテーションの方法を学ぶ



- Activities -

Research on the Internet / Summary

Email Correspondence / Making Slides / Presentation

Slide Presentation

1. Choose a topic from the National Geographic site.
2. Send a Japanese summary of the topic consisting of 10 sentences to the teacher
3. Send an English translation of the Japanese summary to the teacher

NATIONAL GEOGRAPHIC February 8, 2005

Kids News

Home

[Animals and Nature](#)

[History](#)

[People and Places](#)

[Space and Science](#)

[Wacky News](#)

Other Fun Kid Features

- Creature Features
- Cartoon Factory
- Games and More

Parents

Top Stories

Bear Mail

October 26, 2004 – For the first time ever, scientists are keeping in touch with a grizzly bear using e-mail. [GO >>](#)

Are Girls Smarter?

October 14, 2004 – Think girls learn faster than boys? You may be right, at least when it comes to young chimpanzees using tools. [GO >>](#)

Gray Wolves Come Back

October 06, 2004 – After being hunted nearly to extinction 70 years ago, the gray wolf population in the western United States is thriving. [GO >>](#)

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Slide Presentation – Your Thoughts

Format:

1. This topic interests me because _____ (+5)
2. Until now, I _____ (+7)
3. However, I have now learnt _____ (+5)
4. I also have come to know that _____ (+3)
5. It is remarkable that _____ (+8)
6. I would like to _____ (+6)
7. I would also like to _____ (+5)
8. _____ (10 words)
9. _____ (10 words)
10. Thank you for listening to my presentation _____ (+3)

EEC I : What to Speak

Debate Skit

ディベートの仕組みを知る

ディベートのフォーマット・表現を覚える



```
graph TD; Listen[Listen] --> Practice[Practice]; Practice --> Present[Present];
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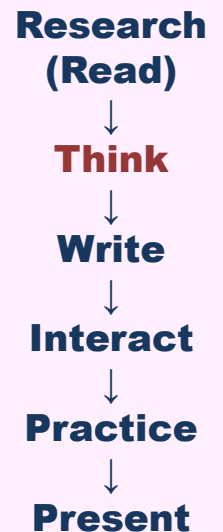
Listen
↓
Practice
↓
Present

Full Debate

情報の集め方を学ぶ

主張の立て方・論拠の示し方を学ぶ

説得力のある話し方を学ぶ



```
graph TD; Research["Research (Read)"] --> Think[Think]; Think --> Write[Write]; Write --> Interact[Interact]; Interact --> Practice[Practice]; Practice --> Present[Present];
```

Research (Read)
↓
Think
↓
Write
↓
Interact
↓
Practice
↓
Present

EEC I : What to Speak

Full Debate (cont'd)

- Activities -

Quiz / Research & 2 minute speech

Debate preparations / Debate

+ Interactive News Reporting

Ad lib Speech

EEC I のまとめ

自分の考えをon the spot で明確にかつ流暢に話す

語彙

Roles

Affirmative 1 (A1)

Affirmative 2 (A2)

Affirmative 3 (A3)

Negative 1 (N1)

Negative 2 (N2)

Negative (N3)

Judge

Debate Skit

N2 Speech

Thank you. Ladies and gentleman, today the affirmative team is proposing that Facebook is bad for us. We on the negative team strongly oppose this resolution. I will refute their two points.

The affirmatives talked about privacy. I have one response. First, this is not always true. For instance, according to Slashgear technology magazine on November 3, 2012, Facebook now offers a “virtual privacy education tour”. The tour teaches Facebook users about the importance of privacy, which should help increase our security. In addition, Mr. David Wall who is a professor at Durham University says that there is no evidence that most internet privacy crimes are directly connected to Facebook. Most victims of online crime are very careless, and would still have been victims even if they did not use Facebook. So, as long as we are careful, our privacy on Facebook is not a problem.

The affirmatives also talked about productivity. I have one response. First, this is not significant. For instance, according to a study by the Academy of Management published in April 2012, employees who were allowed to use Facebook during break times were, on average, 39% more productive than workers who were not allowed to use social networking sites. In addition, Mr. Brent Coker who is a professor at Melbourne University says that browsing Facebook during short breaks improves our concentration at work, and actually helps us to increase our productivity. Therefore if we only use Facebook for a short time at work, productivity is not a problem.

Well, I have refuted their two points. We have clearly shown again that Facebook is not bad for us. We beg to oppose.

Listen



Practice



Present

Full Debate

Format:

N2 Speech – Rebuttal

Thank you. Ladies and gentlemen, today the affirmative team is proposing that _____. We on the negative team strongly oppose this resolution.

I will refute the affirmative points.

The affirmatives talked about _____. I have one response. First, this is not *always* true. For instance, according to (cite evidence). In addition, Mr./Ms. _____ who _____ said that (cite evidence). Therefore, it is clear _____.

The affirmatives also talked about _____. I have one response. First, this is not *always* true. For instance, according to (cite evidence). In addition, Mr./Ms. _____ who _____ said that (cite evidence). Therefore, it is clear _____.

Well, I have refuted their two points. We have clearly shown again that (propose an anti-resolution). We beg to oppose.

Research
(Read)



Think



Write



Interact



Practice



Present

Ad lib Speech

1. Verbal fluency test – in 30 second segments to orally list:

words starting with the letter A

words starting with the letter C (not necessarily in this order)

words starting with the letter S

words about school life

2. Ad-lib speech of your thoughts for 2 minutes, non-stop, about your IEC I textbook, without a memo sheet. (40 points)

Format if necessary:

I am going to talk about the IEC I textbook.

1. It has ... chapters that are about...

2. Presently we are doing chapter ... , which is about ...

3. According to ... , ...

4. For example, ...

5. However, I think ...

6. The best chapter was ... , which dealt with ...

7. In this chapter, I learned that ...

8. I find this topic ... because...

9. As for the other topics, I remember such things as ... , ... , ... , and ...

10. Yet, I would have liked a chapter on ... because ...

11. Personally, I am interested in ... as I want to ...

12. I first became interested in ... when I was a ...

13. Probably, ... led me to this interest.

14. If things go well, ...

Well, I have talked about the IEC I textbook and a little bit about my interests. Thank you for listening.

評価について

Score Sheet

1. Show & Tell: _____ (40)
2. Interview: _____ (40)
3. Homework (Rhyming Words): _____ (50)
4. Situational Skits: _____ (80)
5. Homework (Reporting): _____ (20)
6. Public Speaking: _____ (160)

プレゼンテーション能力、情報収集能力、説得性、協調性などを総合的に評価する。

前期 (Voice Training, Situational Skits, Public Speaking, English summary, Email)

50%平常点 + 50%定期考査 = 100%

後期 (Report, Slide Presentation, Debate Skit, Full Debate Cycle, Ad lib Speech)

65%平常点 + 35%定期考査 = 100%

- 10段階評価: 1 2 3 4 5 6 7 8 9 10
 0~34, 35~39, 40~44, 45~54, 55~64, 65~74, 75~79, 80~84, 85~89, 90~100

EEC II

- 学年：2年生
- 単位数：3単位
- 教材：オリジナルテキスト
Uplift 英作文 (Z会)
Write to the Point (数研出版)
- 授業形態：
クラス2分割
2時間連続 TT (JTE / ALT) + 1時間 (JTE)

EEC II

Debate Cycle

論拠の示し方を学ぶ
説得力のある話し方

Writing Cycle

Fluency から Fluency + Accuracy へ

EEC II : Debate Cycle

Science & Technology

- Activities -

1. Teachers' Poster Presentation
2. Summary
3. Poster Presentation
4. Debate

+ Listening Practice

+ Interactive-Recitations

Lifestyle

- Activities -

1. Questionnaire
2. Report
3. Summary
4. Debate

+ Listening Practice

+ Interactive-Recitations

Lifestyles Questionnaire

Write your answers in the blanks.

Job category

1. If I had to choose now, I would like to be a () in the future.
2. Do you know anyone with this job? ()
3. The job I chose is: challenging / well paying / risky / exciting / secure / promising ()
4. The demerits of this job are: ()
5. What are the qualifications needed for this job? ()

Family life category

1. If I were to get married, I would like to do so at the age of ()
2. Why would you like to get married at this age? ()
3. I would like to marry someone who is (), (), and ()
4. If I were to have children, I would like to have () boy(s) and () girl(s).
5. I would like to live in the city / country. ()
6. What kind of hobbies will you have? ()
7. How will you spend the weekends? ()
8. How will you spend the extended holidays such as Golden-week? ()
9. What kind of a house will you live in? 10. Will you have pets?
()

Report

Describe in about 150 words any one lifestyle and send by email. Follow the given format.

Format:

Topic sentence:

First sentence

I have chosen to describe the lifestyle of a . . . because I would like to

Body sentences:

2nd and 3rd sentences

Describe the lifestyle with regard to working hours, pay, quality of life, and career till retirement.

Use some of these words to begin your sentences:

in addition, besides, first...second, moreover, furthermore

Critical sentences:

4th and 5th sentences

Describe the demerits of this lifestyle. Use these words to begin your sentences: *however, in spite of*

Conclusion:

6th sentence

In this way, I have been able to describe what a . . . 's lifestyle is like.

EEC II : Writing Cycle

- Activities -

1. Story Telling
2. Speaking & Dictation
3. Pair Practice
4. Vocabulary Quiz
5. Making Sentences

Speaking & Dictation

Repeat after the teacher the sentence given on the board. Next, without looking up, write the sentence in your book. Repeat this for all ten sentences.

1. _____

2. _____

3. _____

1. 大雨のために外出できませんでした。

The heavy rain prevented us from going out.

2. 明日、彼女に会ったら本当のことを彼女に話します。

I'll tell her the truth when I see her tomorrow.

3. 今朝私に会いに来た男性をあなたは知っていますか。

Do you know the man who came to see me this morning?

Vocabulary Quiz

Match column A with column B, and write your answers in the box below (10 points)

Column A	Column B
1. The government counted on	a. still made no difference
2. The make-up test	b. it is by no means lacking in human resources
3. Could I ask you to	c. only to find that it has made matters worse
4. At the flea market I was able to get rid of it	d. within easy walking distance from the meeting place
5. Israel built a wall to protect itself from the Palestinians	e. want to be independent of your parents
6. I can pick you up at the restaurant as it is	f. deal with during a listening test
7. Was it worthwhile to wait in line for two hours to get this	g. figure out this problem
8. You take after your sister in that you too	h. for a thousand yen
9. Though Japan is said to have few natural resources	i. America to begin the dialog with North Korea
10. The sudden sound of sirens is hard to	j. cute stuffed toy

Answer Box			
1:	3:	5:	7: 9.
2:	4:	6:	8: 10.

Vocabulary

count on _____	make no difference _____
make-up test _____	by no means easy _____
only to make matters worse _____	get rid of _____
within easy walking distance _____	pick up _____
worthwhile _____	independent of _____
take after _____	deal with _____
	stuffed toy _____

Hints: 頼る、当てにする ・追試・結局さらに悪いことには、歩ける範囲・やりがいのある・似る・違いがない、どちらでもよい・決して～ではない・処分する・迎えに行く、車で拾う・～から独立している・扱う、相手にする、対応する・ぬいぐるみのおもちゃ

Making Sentences

Read carefully the sentences. After each sentence, write your own sentence using the keywords. Try to follow the pattern given for each sentence. Have your sentences corrected by the teachers. Rewrite the corrected sentence again.

Purpose Clause

in order to

1. The city took some of his land in order to expand the road.
(市は道路を拡張するために彼の土地を取り上げた。)

Own sentence

Rewrite

2. The farmers in the mountains have put up barricades in order to prevent wild boars from entering.
(その山の農夫らは野生のイノシシが入らないようにバリケードを建てた。)

Own sentence

Rewrite

評価について

Report Card

Ad lib Speech (40 points) _____

1st Debate Cycle

1. English summary (30 points) _____
2. Poster Presentation (40 points) _____
3. Debate speech written (20 points) _____
4. Debate presentation (50 points) _____
5. Interactive Recitation Exercises-1 ($4 \times 5 = 20$ points) _____
6. Homework-1: (30 points) _____

Writing Cycles

1. Story Telling, Speaking Dictation, Pair Practice Total ($10 \times 5 = 50$ points) _____
2. Vocabulary Quiz Total ($10 \times 5 = 50$ points) _____
3. Making Sentences Total ($60 \times 3 = 180$ points) _____
4. Homework 3 (30 points) _____
5. Homework 4 (30 points) _____

● 10段階評価: 1 2 3 4 5 6 7 8 9 10
0~34 , 35~39, 40~44, 45~54, 55~64, 65~74, 75~79, 80~84, 85~89, 90~100

Poster Speech Evaluation Sheet

Name	Information (10)	Pronunciation (10)	Coherence (10)	Spontaneity (10)	Total (40)
1.					
2.					
3.					
4.					
5.					
6.					

Note: Mark for only the 10 best sentences out of the 15 sentences in the format.

10 for ten pieces of new information in sentence form

10 for no pronunciation mistakes (-1 for 1 mistake; exclude minor mistakes)

10 for coherence of information (-1 for information that is communicated poorly but understandable)

10 for overall spontaneity: poor (1), below average (2~3), average (4~5), above average (6~7), good (8), very good (9), Excellent (10)

IEC I

- 学年：1年生
- 単位数：5単位
- 主な教材：ELEMENT English Communication I（啓林館）
- 所要時間：1 lesson / 6h / 3 weeks（ELEMENT English Communication I）
- 内訳：
 - 1st hour: Introduction --- Jigsaw Reading
 - 2nd+ 3rd hour: Reading Comprehension Part 1+2
 - 4th+ 5th hour: Reading Comprehension Part 3+4
 - 6th hour: Story Retelling

※ IEC I = Integrated English Competency I は、「コミュニケーション英語 I」の代替科目

IEC I : Jigsaw Reading

■ 目的: 導入

■ 使用教材: 教科書巻末速読教材

(300語程度 / 各レッスンに関連したトピック)

■ 形態: グループワーク(4人一組)

■ 手順:

1. キーワード・語彙の導入 (教員 / PPT)
2. スクリプト配布 (教材を4分割したもの)
3. 担当パート決定
4. 黙読 (2分程度)
5. 音読
6. 正しい順番を考える
7. T/F Question (正答数をグループで競う)
8. ディスカッション

IEC I : Reading Comprehension

■ 手順:

1. Vocabulary Quiz

2. T/F Questions

Listening → Reading / Individual → Pair

3. 音読 : Shadowing, Chorus Reading etc...

※ 時間設定を長めにし, 読み込ませる

※ パートナーに「聞かせる」意識を持たせる

4. Comprehension Quiz in Pairs

5. Graphic Organizer (Key Words)

6. “Share Your Ideas”

IEC I : Story Retelling

■ 手順:

1. 使用プリント配布
(Evaluation Sheet・Reading Report・Summary Sheet)
2. 試験順番指示
3. Retelling Test (1分 - 1分15秒)
4. Q & A

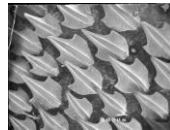
Lesson 7

Biomimetics

Describe what biomimetics is, introducing two of the following three examples. < Key Words >



burdock
catch on
hook-and-loop



new material
fine lines
resistance



noise
a kingfisher
resistance

★You don't have to use all the key words or you can use key words of your choice.

Class _____ Number _____ Name _____

	Excellent 4 points	Good 3 points	Fair 2 points	Needs Improvement 1 point
Information <i>information</i> <i>cohesion</i>	The speaker includes all major points and several details of the story s/he is retelling. Connections between events or ideas in the story are creative, clearly expressed and appropriate.	The speaker includes all major points and 1-2 details of the story s/he is retelling. Connections between events or ideas in the story are clearly expressed and appropriate.	The speaker includes all major points of the story s/he is retelling. Connections between events or ideas in the story are sometimes hard to figure out. More detail or better transitions are needed.	The speaker forgets major points of the story s/he is retelling. The story seems very disconnected and it is very difficult to figure out the story.
Clarity <i>voice</i> <i>pronunciation</i> <i>intonation</i> <i>rhythm</i>	The speaker makes almost no pronunciation errors and speaks with good intonation and rhythm. The speaker always speaks loudly, slowly and clearly and is easily understood all the time Enumeration of information	The speaker usually speaks loudly, slowly and clearly and is easily understood almost all the time. The speaker makes almost no pronunciation errors and speaks with appropriate intonation and rhythm mostly.	The speaker usually speaks loudly and clearly but sometimes speaks so fast or too slow that the listener has trouble understanding. Mispronunciations lead to occasional misunderstanding.	The speaker speaks too softly or mumbles and the listener often has trouble understanding. Frequent errors with a heavy non-native accent that make understanding difficult.
Attitude <i>eye contact</i> <i>spontaneity</i>	The speaker uses of direct eye contact with the listener, seldom looking at notes. The speaker shows high level of spontaneity about the topic or the activity during entire presentation	The speaker consistently uses direct eye contact with the listener, but still returns to notes. The speaker shows spontaneity about topic or the activity.	The speaker displays minimal eye contact with the listener while reading mostly from the notes. The speaker shows little spontaneity about the topic or the activity.	The speaker holds no eye contact with the listener, as entire report is read from notes. The speaker shows no spontaneity about the topic or the activity.

■ Finished “Re-telling” within 1 minute. : **1**

■ Answered the question in full sentences. : **1**

■ Gave your own idea(s). : **1**



<p>Your Score</p> <p style="text-align: right;">/15</p>
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