

B1/B2

Discussion-based

4-Skills English

Course Guide

2018



Discussion is an exchange of knowledge; an argument, an exchange of ignorance.

Robert Quillen

Name _____

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I. Introduction

1. What is the concept of the course? 授業のコンセプトはなんですか。

Communication involves all 4 language skills: reading, writing, speaking, and listening. A discussion-based course can develop all of these skills.

Discussion is something that you actively do and the key to having a good discussion is doing good preparation. The preparation involves reading, listening, and writing. If you discuss a topic multiple times you can develop your thinking and become comfortable with the language related to a topic. A timed written reaction is a fair way to evaluate how much you have developed your thinking about a topic and how well you know the language related to a topic.

コミュニケーションには読む、書く、話す、聞くの4種類の言語スキルが必要です。ディスカッションを用いたコミュニケーション授業はそれらすべてのスキルを磨くことを目的とします。

学生は実際にディスカッションを行います。良いディスカッションをするためには十分な準備が不可欠です。準備の際に、読む、聞く、書くことをします。一つのトピックについて何度かディスカッションするうちに、自分の考えを発展させることができ、そのトピックに関する単語や表現を楽に使えるようになります。限定時間内で書く感想文は、一つのトピックについて自分の考えをどれくらい発展させたか、そのトピックに関する言葉をどれくらい覚えているかを正しく評価するために有効な方法です。

2. What do students do in class? 学生は授業中に何をしますか。

The main activity involves students doing 15- to 20-minute discussions about a topic in groups of 3 or 4. Normally, students do three discussions. Following the discussions students individually write a reaction (exactly 15 minutes).

主要部分は学生達によるディスカッションです。3-4人のグループに分かれ与えられたトピックについて 15-20分話し合います。ディスカッションの回数は通常 3回です。ディスカッションに続き、学生たちは各自感想文を書きます。(15分間)

3. What are the 3 Steps of Discussion? ディスカッションの3つのステップはなんですか。

1. **Preparation Step:** students read an article or watch a video about a topic and complete a preparation worksheet.
2. **Discussion Step:** students do three discussions in groups of three or four people that are 15-20 minutes long.
3. **Reaction Step (15 minutes):** students write a reaction in English focusing on the discussion topic.

1. プレパレーションステップ：一つのトピックに関する記事を読む又はビデオを見る。プレパレーションワークシートに記入する。
2. ディスカッションステップ：3-4人のグループで15-20分のディスカッションを3回行う。
3. リアクションステップ (15分)：ディスカッションした内容を振り返り英語で感想を書く。

II. PREPARATION STEP

1. What do students do for the Preparation Step? プレパレーションステップ

For the preparation step you read an article in Japanese or English, or watch a video as input about a topic. The purpose of this input is to get you to think about the topic and to introduce some vocabulary related to the topic. In the case of an article, you are not expected to translate the article, and there will be no test about your understanding of it. Think of the input as a starting point for developing your thinking about a topic and evaluating your ability to discuss this topic in English.

プレパレーションステップでは、日本語または英語の記事を読むか動画を見てトピックに関する情報を得ます。情報を得る目的は、トピックについて考えトピックに関係した語彙を学ぶためです。記事を読む場合は自分で訳す必要はなく、どれくらい内容を理解しているかについてのテストもありません。情報を得ることとはトピックに関する自分の考えを深め、また、トピックについて英語でディスカッションする能力を自己評価するための出発点と考えて下さい。

After reading or watching the input, complete the preparation worksheet. You are encouraged to research the topic on your own to further develop your knowledge and thinking about the topic.

記事を読んだり動画をみて情報を得た後、プレパレーションワークシートを記入して下さい。自分自身で調べてトピックに関する自分の知識や考えをさらに発展させることを勧めます。

2. How do students complete the Preparation Worksheet?

プレパレーションワークシート の書き方

1. Discussion Questions ディスカッション用の質問

Question 1: write about your general impressions of the article you read or video you watched.
質問 1 には読んだ記事または観た動画の感想を書きます。

Questions 2 – 4: required questions identified by an asterisk(*).
(*)のついている質問 2~4 は必ず答えてください。

Blank space: select an additional question from those listed and write your answer.
空白のスペースは、ほかの質問の中から選び、答えてください。

2. Original Question オリジナルの質問

You should think of a question appropriate for this discussion and write the question in English and your answer to it. Other students will be answering your question so take that into consideration when making it. You should write your original question on the blackboard at the beginning of class.

ディスカッションにふさわしい質問を考え、その質問を英語で書き自分の答えも書きます。他の学生たちがあなたの質問に答えることを考慮して質問を作成して下さい。授業のはじめに自分のオリジナルの質問を黒板に書きます。


3. How is the Preparation Worksheet evaluated? プレパレーションワークシートの評価

At the start of class the teacher visually checks your preparation worksheet and stamps it with either a blue **OK** or red **X** stamp. Experience has shown that students who are prepared are capable of having a high level and interesting discussion in English. Students who are not prepared cannot discuss well which negatively affects the improvement of other students.

教師は講義のはじめにあなたのプレパレーションワークシートを目視でチェックし、**OK**又は**X**のスタンプを押します。準備のよく出来ている学生ほど有益でレベルの高い英語のディスカッションができることが分かっています。準備の出来ていない学生はディスカッションがうまく出来な
いばかりか、他の学生の実力向上も妨げてしまいます。

This is the circle for the **OK** or **X** stamp:



この  の中に **OK** または **X** のスタンプが押されます。

X Stamp Evaluation Xスタンプ評価

1. If an X stamp is placed in the circle the score is 0 (Unprepared).
Xスタンプが押してあるときは0点です。(準備不十分)
2. If an X stamp is placed in a place other than the circle the score will be 5 (Could Do Better) or 7 (Satisfactory).
○の外にXスタンプが押してあるときは5点又は7点です。

OK Stamp Evaluation OKスタンプ評価

An OK stamp in the circle indicates that all sections of the preparation worksheet have been completed. The teacher will later give it a score of 7 (Satisfactory), 8 (Fully Prepared) or 10 (Superior).

ワークシートの全セクションが完成しているとき、○の中に OK スタンプが押されます。教師は内容を確認の上、スコア7(可)、8(十分に準備済み)又は10(非常によく準備が出来ている)の評価をします。

Preparation	
Superior	10
Fully Prepared	8
Satisfactory	7
Could Do Better	5
Unprepared	0

About being absent 欠席について

If you were absent you can earn up to 8 points if you turn in a completed preparation worksheet immediately at the start of the next class for the discussion you missed.

欠席の場合は参加できなかったディスカッション用の完成したプレパレーションワークシートを次の講義のはじめに提出すれば8点を得ることができます。

III. DISCUSSION STEP

1. What do students do for the Discussion Step? ディスカッションステップ

1. Students are assigned to a group.
2. Students go to the location of their assigned group.
3. The members of the group select the leader for the discussion.
4. The leader starts the discussion.
5. All students participate about equally.

1. 教員がグループ分けをする。
2. 学生達は割り当てられたグループの場所へ移動する。
3. グループのメンバーの中からディスカッションリーダーを選ぶ。
4. リーダーがディスカッションを開始する。
5. 全員が均等に参加する。

2. How do students warmup for discussion? ディスカッションに向けたウォームアップ Oral Reading (2-3 minutes) 音読(2~3分)

Students warm up by reading their preparation worksheet out loud.

ウォームアップとして、全員が声を出して自分のプレパレーションワークシートを読みます。

3. What are the instructions for the 3 Discussions? 三回のディスカッションの指示

Discussion 1 (Practice):

1. Discuss all of the questions.
2. If time permits, talk about additional original questions.
◇ **You are permitted to read** your answers on the preparation worksheet.

ディスカッション 1 回目(練習):

1. すべての質問について話し合う。
2. 時間があれば、追加のオリジナル質問について話す。
◇ プレパレーションワークシートに書いた**自分の答えを読み上げてもかまいません。**

Discussion 2 (Practice Game) ディスカッション 2 回目 (練習試合):

1. Discuss the questions you are interested in as fully as possible.
2. Be sure to talk about your original questions.
◇ **You are permitted to refer** to your answers on the preparation worksheet.
◇ **You should not read** them.

ディスカッション 2 回目 (練習試合):

1. 自分に興味がある質問について可能な限り話し合う。
2. 自分が考えたオリジナル質問について必ず話す。
◇ プレパレーションワークシートに書いた**自分の答えを参考にしてもかまいません。**
◇ しかし、**答えを読み上げてはいけません。**

Discussion 3 (Game):

1. Discuss your original questions and the questions on the blackboard.
2. Discuss the questions you are interested in as fully as possible.
3. Following the final discussion you should complete the self-evaluation section on the preparation worksheet.
◇ **You should talk about the questions without using your preparation worksheet.**
◇ Ideally, this discussion will be 100% in English.

ディスカッション3回目(試合):

1. 自分が考えたオリジナル質問と黒板に書き出された質問について話す。
2. 興味のある質問について可能な限り話し合う。
3. 最後のディスカッションの後、プレパレーションワークシート用紙の自己評価枠に記入する。
 - ◇ 参加者は自分のプレパレーションワークシートを使わずに質問について話すようにしましょう
 - ◇ このディスカッションは100%英語で行うことが理想です。

Following Discussion 3, remain seated with your group and take out the reaction form that you picked up at the beginning of class.

3回目のディスカッション終了後、グループの自分の席にすわったまま、講義のはじめに受け取ったリアクション用紙を取り出します。

4. How is a student evaluated for their discussion participation?

The teacher observes students during the discussion activity. At the end of the activity students are required to complete the Self-evaluation Score form which has three major sections: Participation, Leadership, and Expression. The teacher compares their evaluation done during the discussions with what the student gave for their self-evaluation.

The student's self-evaluation is the score that becomes the basis for this evaluation. The general rule is that if a student participates normally in all 3 discussions they will achieve a score of 7.

Very Active means you expand the discussion and respond to the comments of others. An Active Leader is a person who gets other people to speak more. They create a discussion. Positive / Active Expression means that you physically communicate with a strong voice and make good eye contact so that other people listen attentively to you.

5. What is expected of the leader during a discussion?

ディスカッション中にリーダーに求められることは？

The leader:

1. Starts the discussion
2. Ensures that each person has an equal chance to speak
3. Ensures that each person can be heard
4. Advances the discussion
5. Talks to the teacher if there is a problem

リーダーはディスカッションを開始する。各メンバーが均等に話す機会を得られるようにする。各メンバーの意見が聞かれるようにする。ディスカッションを展開する。問題が発生した場合に教師と相談する。

6. What is expected of participants during a discussion?

ディスカッション中に参加者に求められることは？

Each participant, including the leader, is expected to:

1. Have a fully completed preparation worksheet
2. Treat each participant in a discussion with respect
3. Speak in a voice that other participants can hear
4. Listen attentively to others
5. Make comments and ask and answer follow-up questions

リーダーを含め各参加者は完成したプレパレーションワークシートを用意する。ディスカッションに参加する一人ひとり敬意をもって遇する。他の参加者によく聞こえるような声で話す。他の参加者の言うことをよく注意して聞く。コメントをしたりフォローアップの質問をする。

7. Discussion Self-evaluation

Following Discussion 3, you should complete the Self-evaluation Score form and write your total in the score box.

3回目のディスカッション 終了後すぐに自己評価ボックス内の自己評価スコアを選び○をしてください。

Discussion Self-evaluation Score		7	
<i>Participation</i>		<i>Leadership</i>	
Very Active 4	Active Leader 3	Positive / Active 3	
Normal 3	Normal 2	Normal 2	
Passive (late) 2	Passive 1	Negative / Passive 1	

IV. REACTION STEP

1. What do students do for the Reaction Step? リアクションステップ

The reaction form is used to write a reaction. When you pick up the reaction form you should immediately write your name and name card number.

リアクション用紙を使って感想を書きます。リアクション用紙を手にしたらすぐに名前とネームカード番号を書いて下さい。

You have exactly 15 minutes to write a reaction in English. A reaction should focus on the topic and content of the discussion and be logically organized and written in paragraph form. You should demonstrate your knowledge of vocabulary related to the topic and freely share your opinions, experiences and information regarding the topic.

英語で感想を書く制限時間は15分です。感想はディスカッションのトピックと内容に焦点を当てパラグラフ形式で理論的にまとめます。各自はトピックに関連する語彙の知識を示しながら、トピックに関する意見、経験、情報を自由に記述します。

2. What resources can you use when you write a reaction?

感想を書くときに使ってもよい資料は？

When writing a reaction you are allowed to use any resource you want. For example, you can use your preparation worksheet, dictionary, or cell phone. However, you should not copy directly from a resource.

感想を書くときにはどんな資料を使っても構いません。例えば、プレパレーションプリント、辞書、携帯電話などを使用できます。ただし、使用している資料から直接内容をコピーしてはいけません。

3. How is a reaction evaluated? 感想はどのように評価されるのか？

The teacher reads a reaction and scores it based on the quantity and quality of the content. The teacher is looking for a clear expression of your knowledge and thinking about the topic and your reaction to what other students said during the discussion time. The use of English that is specific to the topic will improve the evaluation.

教師は感想を読み内容の量と質に基づいて採点します。教師は本人の知識、考え、他の学生の発言に対する意見などが書かれているか確認をします。トピックに関連する重要な英語の語彙を使用すると評価に有利です。

4. What is the grading scale for a reaction? 感想の評価基準は？

The following grading scale is used for a reaction. 感想の評価基準は以下の通りです。

AA: 10 A: 9 B: 8 ~ 7 C: 6 D: 5 ~ 0

5. Will grammar usage and English usage affect your score?

文法および英語の使い方は評価に関係するのかわ?

Grammar mistakes are only important if they make it difficult for the teacher to understand your message. I suggest you use the simplest and most direct grammatical constructions. You are under time pressure so you should not be thinking about grammar mistakes while you are writing. Use grammar that you are comfortable with.

Using English that is directly related to the topic can contribute to your evaluation. There is always some vocabulary specific to a given topic and demonstrating that you can use that vocabulary will improve your evaluation. On the other hand, simply using specialized words without being sure of how they are used will hurt your evaluation.

文法的間違いは、それによって本人が言わんとしていることを教師が読み取ることが困難な場合に問題となります。単純かつ最も直接的な文法構造を使用することを勧めます。時間に制限がありますから文法の間違いはあまり心配せずに書きましょう。自分が使い慣れている文法を使いましょう。トピックに直接関係する英語を使用すると評価に有利です。与えられたトピックには必ず関連する重要な語彙があります。その語彙を使えることを示すと評価に有利です。一方、使い方をよく知らずにただ専門用語を書いているだけの場合は評価に不利となります。

6. What should you write in a reaction? 感想には何を書くか?

These are the kinds of things you should write in a reaction:

1. Your thinking, impressions, and opinions about the topic of the discussion
2. Your reaction to what classmates said during the discussion
3. Your experience
4. Some interesting information that you know
5. Comparing and contrasting two things

感想に書く事柄は以下のようなものがあります。

1. ディスカッションのトピックについて自分の考え、感想、意見
2. ディスカッション中に他の学生が発言した内容に対する自分の反応
3. 自分の経験
4. 自分が知っている興味深い情報
5. 二つの事柄の比較または対比

7. What will cause a bad evaluation? 低い評価になるのはどのような感想か?

These kinds of things will hurt your evaluation:

1. Not focusing on the topic of the discussion
2. Not clearly organizing your message
3. Not being able to properly follow the basic punctuation rules of English
4. Not following the directions about how to complete the form
5. Only repeating what you wrote in your preparation worksheet

以下のような場合は評価は低くなります。

1. ディスカッションのトピックに焦点を当てていない
2. 意見がきちんと整理されていない
3. 基本的な英語の句読法に従っていない
4. フォーム記入についての指示に従っていない
5. プレパレーションワークシートに書いたことをただ繰り返している

8. Hints for writing a reaction:

良い感想を書くためのヒント

1. Write down comments other students make during the discussion.
2. Make notes about what you think are the main points during the discussion.
3. Have your reaction planned in your mind before the reaction writing time.

1. ディスカッション中に他の学生が言ったことを書きとめる。
2. ディスカッション中に主要なポイントだと思ったことを書いておく。
3. 感想を書く時間が来る前に頭の中で内容を組み立てる。

At the end of the 15-minute reaction writing time the leader for each group collects the preparation worksheets and reactions of the members in their group and brings them to the teacher at the front of the class.

感想を書く時間(15分間)の終わりに、各グループのリーダーはプレパレーションワークシートと感想をメンバーから回収し教壇にいる教師のところに持っていきます。

9. What is the format for writing a reaction?

The reaction is written in a 5 paragraph essay format. The first paragraph introduces the topic and the final sentence of the paragraph is the thesis statement. The thesis statement introduces the three points that will be discussed in the reaction. The second, third, and fourth paragraphs are about the three points. Finally, the fifth paragraph is the conclusion.

Thesis Statement

Through today's discussion I developed my thinking about

- 1.
 - 2.
- and
- 3.

Body

Point 1

Point 2

Point 3

Conclusion (Final Reaction / Reflection)

10. Writing in English

What is an essay?

An essay has a controlling idea that is supported by specific ideas and details. It is made up of several paragraphs that are usually arranged in an introduction, a body, and a conclusion.

What is a thesis statement? 主題文

A thesis statement is the controlling idea of an essay. It focuses the attention of the audience on the specific points the essay will make.

What is a paragraph?

段落 (Paragraph) とは、密接に関係のある一まとまりの文のことをいいます。そしてその文はともにある主張(The main idea)を明確にしているのです。

段落の構造 (The structure of a paragraph)

良く書かれた段落は、確かな部分で構成されています。これらの部分を認識することによって、よりよい段落を書くことができるのだということを学びましょう。

第1節 主張 (The Main Idea)

段落はテーマについての主な考えを紹介し、明確にするための文のグループである。

よく書かれた段落の中の文は、ともに機能しながらある主張を明確にしていきます。この主張はしばしば単独の文で述べられます。例えば次の段落で、最初の文は主張を述べます。その他の文は読者がその考えを理解するのを助ける特定の情報を与えています。

段落を構成するために、一連の文は3つの要求を満たしていなければなりません。

- (1) 一つの話題についてだけ述べられていなければなりません。
- (2) 一つの主張についてだけ述べられていなければなりません。
- (3) すべての文が主張と直接つながっていなければなりません。

第2節 中心文 (The Topic Sentence)

トピックセンテンスは、一つの段落に一つの主張を述べるものです。

トピックセンテンスは、いつも、段落の最初におかれます。この位置で、読み手に直接この段落が何について書かれたものなのかを伝えます。

最初の文をトピックセンテンスにすれば、あなたは主張を確認する習慣が付き、主張を明確に述べることができるでしょう。

第3節 展開部の文 (Supporting Sentences)

段落における他の文は、トピックセンテンスにおける主張を支持する具体的な情報を与えます。

段落は、主な意見についてはっきりさせるために、十分な具体例を持っているべきです。大抵、効果的な段落構成のためには、最低でも3つの補助的な具体例が必要とされます。

第4節 まとめの文 (Concluding Sentence)

段落はまとめの文で終わります。

クリンチャー (The clincher)、またはコンクリューディングセンテンス (Concluding sentence) は段落に完結した感じを与えるために使われるでしょう。この文は主張を異なる言葉で言い換えたり、与えられた具体例を要約したり、特定の行動を示唆したりする場合があります。

「質問法 (The 5W-How? Question)」 (Who, What, When, Where, Why, How)

この方法は日本においても新聞記事を構成する方法として浸透している。書こうとする文章についてある程度の方向性が定まった段階で必要最低限の情報を網羅するための方法として効果的である。

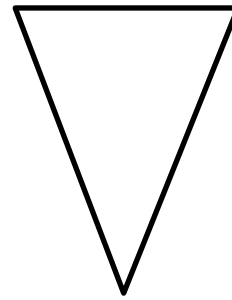
11. Example of an Outline of a 5 Paragraph Essay

Introduction

- A. Topic - Society has a serious pollution problem
- B. Types of Pollution

Thesis Statement

- Point 1: evaluate our attitude about pollution
- Point 2: understand causes of pollution
- Point 3: find solutions to reduce pollution



Body

Point 1: Attitudes about pollution

- A. positive attitude about solving pollution problems
 - 1. example - Germany disposing of garbage
- B. negative attitude about solving pollution problem
 - 1. example - illegal dumping of garbage in Japan
 - 2. example - illegal sending of garbage to Philippines

Point 2: Causes of Pollution

- A. Selfish behavior
 - 1. example - people throwing garbage on beaches
- B. Ignorant behavior
 - 1. example - pouring cooking oil down a sink

Point 3: Solving the Pollution Problem

- A. Requires understanding of the problem
 - 1. role of scientists getting information
- B. Requires education of people
- C. Example of relationship between information and education
 - 1. car exhaust reduction

Conclusion

- A. Relationship between human beings and earth
- B. Importance of people, governments, and private industry to work together to solve the pollution problem.

Pollution: A Worldwide Problem that must be Addressed Now

Pollution of the natural environment in which we live is a major problem in today's world. Water pollution, soil pollution, and air pollution can be found throughout the world. If we don't try to stop the spread of pollution the earth will be less and less able to support human life.

We need to evaluate our attitude about pollution, understand the causes of pollution, and find solutions to reduce pollution.

People have various attitudes about pollution. In some countries, most people understand that in order to have a good life they must protect the environment. For example, in Germany, when people incinerate garbage the smoke is filtered and the ash produced is packed and buried deeply. People know that smoke and ash include dioxins that can cause diseases. Unfortunately, some people are still indifferent to polluting. In Japan, there have been many cases of companies dumping dangerous garbage in places where it is illegal. There was even a company that sent dangerous garbage to the Philippines. This demonstrates an attitude where it is more important to save money than to keep the environment clean.

Almost all pollution is caused by the selfish behavior or ignorance of people. On almost any ocean beach you can find plastic bottles and bags in the sand. People want to enjoy the beach, but they don't think there is anything wrong with throwing their garbage on it. This is terribly selfish behavior. Recently, I watched a TV cooking program. In this program a housewife cooked a meal and then cleaned her dishes. I was shocked when I saw her pour cooking oil down her sink. I know that cooking oil pollutes the water so I wanted to stop her from doing it. Her ignorance shocked me.

To solve the pollution problem we must understand what its impact is on the environment and how we can prevent it from occurring. This requires an understanding of the environment and education of people. Scientists have a major role in understanding the impact of pollution on the environment. Scientific research supported by government and private industry can give us the information we need to talk about this problem. With proper scientific information about pollution people can be educated about how to prevent it. For example, it has been proved that car exhaust has a negative impact on the air we breathe, and also hurts buildings that are constantly exposed to it. To solve this problem companies are working to decrease the amount of pollutants in car exhaust, and people are being educated to drive less and to turn off their engines when they are idling for an extended time.

The earth is the only place where human beings can live, so it is our duty to keep it clean. It can be said that to save the earth is to save ourselves. There are some societies that already recognize this and they are good examples for us to follow. Solving the pollution problem requires that individual people, governments, and private industry have an anti-pollution attitude combined with the right information about what to do. This is one of the great challenges facing humanity today, which we must face with courage and responsibility.

V. ASSESSMENT

1. What factors determine a student's grade?

成績の評価項目は何ですか。

1. Total Preparation Worksheet points
2. Total Discussion points
3. Total Reaction points
4. Supplementary Activities
5. Final Homework
6. Attendance (In this course there is no test. Students receive points for every class. Therefore, each class a student misses means they will not receive the points for that class. It is typical that a student's grade drops one level for each absence.)

1. プレパレーションワークシートのトータルスコア
2. ディスカッションの参加
3. 感想の評価
4. Supplementary Activities
5. Final Homework
6. 出席率（このコースにはテストがありません。代わりに学生は各授業でスコアを取得します。従って、授業を欠席するたびにその授業に対するスコアを取りそびれることになります。通常、一回欠席するごとに成績が一段階下がるとして下さい。）

2. Grading Guidelines 成績のガイドライン

	Grade		
	AA-A	B	C
Total Points Preparation Worksheet + Discussion + Reaction + Supplementary Activities + Final Homework	約 90%～	約 70%～	約 50%
Attendance	欠席 0-1 回	欠席 1-2 回	3分の2以上に出席する。

3. What does the teacher do during class? 講義中教師は何をするのか？

1. Checks that students have a completed preparation worksheet for a discussion
 2. Determines the length of each discussion
 3. Observes individual students and discussions and evaluates the discussion participation
 4. Answers any question a student has about a topic or English
 5. Supervises the reaction writing time
1. 学生がディスカッションに使用する完全に準備されたプレパレーションワークシートを持っていることを確認する。
 2. ディスカッションのタイムキーパーをする。
 3. 各学生の様子およびディスカッションを観察する。ディスカッションの参加を評価する。
 4. 学生から出されるトピック又は英語に関する質問に答える。
 5. 感想を書く時間を管理する。

VI. Useful Expressions for Discussing a Topic

Asking someone for their opinion about a topic

(人にトピックについての意見を求める時)

1. *What do you think ...?*
2. *Do you believe ...?*
3. *Are you for or against ...?*
4. *What are the advantages and disadvantages of...?*

Giving your opinion about a topic

(トピックについて自分の意見を述べる時)

Expressing a strong opinion

(強い意見を述べる時)

5. *In my opinion, ...*
6. *In my view, ...*
7. *I definitely think ...*

Expressing your opinion with high certainty

(高い確信をもって意見を述べたい時)

8. *According to government data ...*
9. *There's no doubt that ...*
10. *The truth is ...*

Expressing your opinion with fair certainty

(ある程度の確信をもって意見を述べたい時)

11. *I guess that ...*
12. *I suppose ...*
13. *I believe ...*

Agreeing (同意する時)

Expressing complete agreement

(完全に同意する時)

14. *Exactly, ...*
15. *Precisely, ...*
16. *That's absolutely right.*

Expressing conditional agreement

(条件付きで同意する時)

17. *I'd agree with you if ...*
18. *I partially agree, but...*

Disagreeing (同意しない時)

Expressing complete disagreement

(まったく同意しない時)

19. *I don't agree.*
20. *I'm afraid I can't agree.*
21. *I disagree entirely.*

Disagreeing diplomatically

(遠回しに同意を避ける時)

22. *I'm not so sure about that.*
23. *I wonder whether that's the case.*
24. *Are you sure about that?*

Disagreeing in part (部分的に同意しない時)

25. *That's not necessarily true.*
26. *That's not exactly right.*
27. *That's only partially correct.*

Countering an argument (反論する時)

Countering directly (真っ向から反論する時)

28. *But ...*
29. *But if ...*
30. *However, ...*

Countering politely using agreement

(相手の意見を受け入れながら柔らかく反論する時)

31. *Yes, but ...*
32. *That may be true, but...*
33. *I understand, but ...*

Logical argument (論理的な論拠)

Questions using "if" (if を使って質問をする時)

34. *If ..., why ...?*
35. *What if ...?*
36. *What happens if ...?*

Strongly argued questions with "Why"

(Why を使って強気の質問をする時)

37. *Why do I have to ...?*
38. *Why should ...?*
39. *Why is it necessary ...?*

Asking for clarification

(具体的な説明を求める時)

40. *Can you be a bit more specific?*
41. *What's wrong with ...?*
42. *What do you mean by ...?*
43. *Could you explain that more?*
44. *Why do you say that?*
45. *Why not?*

VII. Examples of How to Answer a Question

Question: What do you **think** about **studying abroad**?

1. **I think** it's a great way to improve your language skills and to learn about another culture.
2. **Studying abroad** is a great way to improve language ability and to learn about another culture.
3. **There is perhaps no better way** to improve your language ability and to learn about another culture than studying abroad.
4. **I definitely think** studying abroad will have a future benefit in terms of developing language ability, meeting people from different countries, and experiencing another culture.
5. **I suppose** studying abroad has various benefits, **but** there are also various risks, which make me reluctant to want to do it.
6. **I'm not sure about this. On the one hand,** studying abroad seems very useful and exciting, **but on the other** I can also see some pretty large drawbacks. For example...
7. **I disagree with** the idea that everyone should think about studying abroad. Of course, **for some** people it might be a good idea, **but for many others** it could be an expensive waste of time and money.
8. **In my view,** it's unnecessary for most Japanese to study abroad. There are actually very few jobs where this kind of experience is required.
9. **In my opinion,** every student should be required to study abroad at least one semester. This is the way that Japan can be revitalized and adapt to globalization.
10. **I wonder whether** studying abroad costs too much. The average student can't really afford such an experience, even if it is useful.
11. **I believe** studying abroad would be an enriching experience. **In particular,** I would like to study at a high level research university.
12. **Since** the company I want to work for in the future requires new employees to be fluent in either English or Chinese, **I would like** to study abroad in either an English or Chinese speaking university.