

## Connections to Thinking in English

The CEFR-informed EAP Textbook Series B1 (A2+) to B1+

# Language Portfolio

言語ポートフォリオ

Your initial **CEFR** skill profile (dd/mm/yy):

	A1	A2	A2+	B1	B1+	B2	goal
Reading							<input type="checkbox"/> <input type="checkbox"/>
Listening							<input type="checkbox"/> <input type="checkbox"/>
Speaking							<input type="checkbox"/> <input type="checkbox"/>
Writing							<input type="checkbox"/> <input type="checkbox"/>



Your final **CEFR** skill profile (dd/mm/yy):

	A1	A2	A2+	B1	B1+	B2	goal
Reading							<input type="checkbox"/> <input type="checkbox"/>
Listening							<input type="checkbox"/> <input type="checkbox"/>
Speaking							<input type="checkbox"/> <input type="checkbox"/>
Writing							<input type="checkbox"/> <input type="checkbox"/>

Class (Day/Period):

ID/Name:

## STEP 1: Self-Assessment and Goal-Setting (自己評価と目標設定)

The following can-do check list is used for self-assessment as well as for setting the goals for the whole course and each chapter. Please double check ☒☒ the boxes on left [can-do] if you can do what each statement describes confidently with ease, or single check ☒ if you can do it under normal circumstances. If you want to improve this, you should double check ☒☒ (primary goal) or single check ☒ (secondary goal) the boxes on right [goal] depending on the priority of your goal. You can also describe your personal goals in “What should I do...” in more details. (それぞれの技能の現在の「できる度合い」(自信を持って楽に／普通の状況なら)と「目標の優先度」(一次目標／二次目標)をダブルチェックとシングルチェックで記し、また、個人的目標を具体的に「What should I do...」に記しましょう。\* U: Unit / T: Task / HW: Homework は各課タスクへのレファレンスを示しています。)

### READING

can-do

☐☐

B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] (\*not included as a main target goal)  
(時折ある未知語を文脈から類推したり、身近な話題であれば文の意味を推測したりできる)

☐☐

B2: Can understand articles concerned with familiar issues in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article]  
(身近な話題についての特定の視点から書かれた論述を理解することができる)

☐☐

B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading]  
(論旨と結論が明確に示されていれば、論述の流れを図式化してまとめることができる)

goal

☐☐

☐☐

☐☐

What should I do ...

### LISTENING

can-do

☐☐

B1: Can take notes as a list of key points following a straightforward conversation about the problems of familiar issues if speech is clear. [U1T1: Listening to Conversation]  
(明瞭に話されていれば、身近な事柄の問題についての簡単な会話の要点を箇条書きできる)

☐☐

B1: Can follow a talk on familiar issues, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk]  
(身近な事柄のテーマについて、簡潔で明確に話されていれば、発表の流れについていける)

☐☐

B1: Can generally follow the main points of discussion on familiar issues, if speech is clear. [U3T1: Listening to Discussion]  
(明瞭に話されていれば、大抵、身近な事柄に関する議論の要点の流れについていける)

goal

☐☐

☐☐

☐☐

What should I do ...

## SPEAKING

can-do

☐ ☐

B1: Can give a prepared straightforward presentation on familiar topics, which states some concerns and benefits of familiar issues. [U1T4/U2T1: Graphic Organizer Reproduction/Presentation]←  
(前もって準備すれば、身近な話題の事柄について、懸念や利益を含めた簡潔な発表ができる)

☐ ☐

B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering]  
(話の内容の理解を確認する質問を作ったり、質問に答えたりすることができる)

☐ ☐

B1: Can give or ask personal views and opinions in discussing merits and demerits of familiar issues and solutions to the problems. [U3T2ab: Group Discussion]  
(身近な事柄の利点や欠点、問題の解決策について、個人的見解や意見を述べたり、尋ねたりすることができる)

☐ ☐

B1: Can draw a graphic organizer to illustrate the line of argument in the issue of presentation and the main conclusion of argument. [U3T3a: Preparing Presentation in Group]  
(発表の論旨の流れと結論を図式化してまとめることができる)

☐ ☐

B1: Can give a prepared straightforward presentation on familiar topics, which states some positive and negative aspects of the familiar issues as well as solutions to overcome the negative points. [U3T3b: Presentation]  
(前もって準備すれば、身近な話題の事柄について、利点や欠点、欠点を直す解決策を含めた簡潔な発表ができる)

goal

☐ ☐

☐ ☐

☐ ☐

☐ ☐

☐ ☐

What should I do ...

## WRITING

can-do

☐ ☐

A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling]  
(限られた能力と経験の範囲で、短い文章から重要な語句や短い文を抜き出して、再生できる)

☐ ☐

B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary]  
(元の文章の言葉や文の流れを用いながら、短く簡単に文章を言い換えることができる)

☐ ☐

B2: Can write an essay which states some positive and negative aspects of familiar issues by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing]  
(身近な事柄の利点や欠点についての情報や議論を複数のソースから統合しながら論述できる)

☐ ☐

B2: Can write an essay which provides solutions on familiar issues, giving clear solutions to the problems of the familiar issue discussed in a group. [U3HW: Essay Writing]  
(グループでの議論に基づいて、身近な事柄の問題への明確な解決策を論述できる)

goal

☐ ☐

☐ ☐

☐ ☐

☐ ☐

What should I do ...

## STEP 2: Evaluating and Recording your Achievement and Setting Goals for the Next Chapter (到達度評価及び記録と次章目標設定)

First please write your learning history and learning plan in attaining the target goals. Then put some of your works done through your learning in the *dossier* (you can attach your products when available), which follows the can-do checklist of each chapter (Please refer to the assessment scales in the next page while you fill in the dossier). You can evaluate what you have achieved by checking ☐ on left of the following can-do checklist, and set new goals on right for the next chapter. You should reflect on your achievement writing “reflective comments”. (学習目標の達成にあたって、これまでの学習履歴を振り返り、学習計画を立てましょう。各章で学んだ記録をドシエーに残し（できればポートフォリオに添付してファイルしながら）、到達度チェックをしましょう。そして次の章の学習目標の設定をしましょう。＊ドシエーを記入する際には、次ページの評価尺度を参照してください。)

## Your Learning History and Learning Plan

<b>Learning Target</b> （学習目標）	
<b>Review of learning progress I have ever made toward my target</b> （目標達成にあたって、これまで学んで来たことの振り返り）	
<b>How much time can I devote each day/week to achieving my target?</b> （目標達成のために１日または１週間でどのくらいの時間を費やすことができるか？）	
<b>When shall I begin?</b> （いつ始めるか？）	<b>When do I plan to finish?</b> （いつ終わるか？）
<b>How do I intend to achieve my target?</b> （目標の達成をどのように目指すか？）	

### SPEAKING: Delivery Scale [DEL] (運用)

- [B2] Can produce stretches of language with a fairly even tempo; although you can be hesitant as you search for patterns and expressions, there are few noticeably long pauses.
- [B1] Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- [A2] Can make yourself understood in very short utterances, even though pauses, false starts and reformulation are very evident.

### SPEAKING: Organization Scale [ORG] (構成)

- [B2] Can give a clear prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
- [B1] Can give a prepared straightforward presentation on a familiar topic which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
- [A2] Can give a short, rehearsed presentation on a topic about your everyday life, briefly giving reasons and explanations for opinions, plans and actions.

### WRITING: Description Scale [DES] (描写)

- [B2] Can write clear, detailed descriptions of events and experiences indicating the relationship between ideas in clear connected text. / Can write clear, detailed descriptions on a variety of subjects related to a specific field of interest.
- [B1] Can write about experiences, describing feelings and reactions in simple connected text. / Can write straightforward, detailed descriptions on a range of familiar subjects.
- [A2] Can write very short, basic descriptions of events, past activities and personal experiences.

### WRITING: Argument Scale [ARG] (論述)

- [B2] Can write an essay that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. / Can evaluate different ideas or solutions to a problem. / Can write an essay which develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. / Can synthesize information and arguments from a number of sources.
- [B1] Can write short, simple essays on topics of interest. / Can summarize texts and give an opinion about accumulated factual information on familiar matters with some confidence. / Can write about familiar topics, comparing and contrasting different opinions.

**Unit 1** What is good about Social Networking?

can-do

goal

<input type="checkbox"/>	B1: Can take notes as a list of key points following a straightforward conversation about the problems of social networking, if speech is clear. [U1T1: Listening to Conversation] <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] <b>R</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can understand articles concerned with social networking in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article] <b>R</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading] <b>R</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on social networking, which states some concerns and positive aspects of social networking. [U1T4: Graphic Organizer Reproduction] <b>S</b>	<input type="checkbox"/>

Reflective comments [Unit 1]:

**Unit 2** What problems are there in using Social Networking?

can-do

goal

<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on social networking, which states some positive aspects of social networking. [U2T1: Graphic Organizer Presentation] <b>S</b> <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can follow a talk on social networking, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk] <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling] <b>W</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary] <b>W</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can write an essay which states some positive and negative aspects of social networking by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing] <b>W</b>	<input type="checkbox"/>

Reflective comments [Unit 2]:

### Unit 3 How can you overcome the problems of Social Networking?

can-do

goal

<input type="checkbox"/>	B1: Can <u>generally</u> follow the <u>main points</u> of discussion on social networking, if speech is <u>clear</u> . [U3T1: Listening to Discussion] <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give or ask <u>personal</u> views and opinions in <u>discussing merits and demerits</u> of social networking and <u>solutions to the problems</u> . [U3T2ab: Group Discussion] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can draw a <u>graphic organizer</u> to illustrate the <u>line of argument</u> in the issue of presentation and the <u>main conclusion</u> of argument. [U3T3a: Preparing Presentation in Group] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give a <u>prepared straightforward</u> presentation on social networking, which states some <u>positive and negative aspects</u> of social networking as well as <u>solutions to overcome negative points</u> . [U3T3b: Presentation] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can write an essay which provides <u>the best ways</u> to use social networking, giving <u>clear solutions to the problems</u> of social networking discussed in the group. [U3HW: Essay Writing] <b>W</b>	<input type="checkbox"/>

Reflective comments [Unit 3]:



What should I do next ...

## Dossier: Record of Your Work

## Chapter 1: Social Networking

As you finished each chapter, record the descriptions of your work in the dossier. This is used to show the proof of your language learning progress and the evidence of competency. (各章の学習記録を下のドシエーに記しましょう。これは言語学習の過程の証明となると同時に、能力の証拠となります。)

### Graphic organizer

Unit	Task	Page	Title	Date
1	HW	7		/
Description:				
Unit	Task	Page	Title	Date
3	3a	21		/
Description:				

### Reproduction/Presentation

Unit	Task	Page	Title	DEL	ORG	Date
1	4	6				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
2	1	9				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
3	3b	22				/
Description:						



### Essay Writing

Unit	Task	Page	Title	DES	ARG	Date
2	HW	13				/
Description:						
Unit	Task	Page	Title	DES	ARG	Date
3	HW	23				/
Description:						

### Other Works

Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				

Note:

**Unit 1** Is running good for your health?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can take notes as a list of key points following a straightforward conversation about the problems of health practices, if speech is clear. [U1T1: Listening to Conversation] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can understand articles concerned with health practices in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on health practices, which states some concerns and positive aspects of health practices. [U1T4: Graphic Organizer Reproduction] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 1]:

**Unit 2** What are problems with long-distance running?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on social networking, which states some positive aspects of health practices. [U2T1: Graphic Organizer Presentation] <b>S</b> <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can follow a talk on social networking, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can write an essay which states some positive and negative aspects of health practices by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 2]:

### Unit 3 What is a good way to do health practices?

can-do

☐

B1: Can generally follow the main points of discussion on health practices, if speech is clear. [U3T1: Listening to Discussion] **L**

☐

B1: Can give or ask personal views and opinions in discussing merits and demerits of health practices and solutions to the problems. [U3T2ab: Group Discussion] **S**

☐

B1: Can draw a graphic organizer to illustrate the line of argument in the issue of presentation and the main conclusion of argument. [U3T3a: Preparing Presentation in Group] **S**

☐

B1: Can give a prepared straightforward presentation on health practices, which states some positive and negative aspects of health practices as well as solutions to overcome negative points. [U3T3b: Presentation] **S**

☐

B2: Can write an essay which provides the best ways to do health practices, giving clear solutions to the problems of health practices discussed in the group. [U3HW: Essay Writing] **W**

goal

☐
☐
☐
☐
☐

Reflective comments [Unit 3]:



What should I do next ...

**Dossier: Record of Your Work****Chapter 2: Health Practices**

As you finished each chapter, record the descriptions of your work in the dossier. This is used to show the proof of your language learning progress and the evidence of competency. (各章の学習記録を下のドシエーに記しましょう。これは言語学習の過程の証明となると同時に、能力の証拠となります。)

**Graphic organizer**

Unit	Task	Page	Title	Date
1	HW	39		/
Description:				
Unit	Task	Page	Title	Date
3	3a	53		/
Description:				

**Reproduction/Presentation**

Unit	Task	Page	Title	DEL	ORG	Date
1	4	38				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
2	1	41				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
3	3b	54				/
Description:						

### Essay Writing

Unit	Task	Page	Title	DES	ARG	Date
2	HW	45				/
Description:						
Unit	Task	Page	Title	DES	ARG	Date
3	HW	55				/
Description:						

### Other Works

Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				

Note:

**Unit 1** How can you participate in charity activities?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can take notes as a list of key points following a straightforward conversation about the different ways of charity activities, if speech is clear. [U1T1: Listening to Conversation] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can understand articles concerned with charity activities in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on charity activities, which states some concerns and positive aspects of charity activities. [U1T4: Graphic Organizer Reproduction] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 1]:

**Unit 2** What are concerns with charity activities?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on charity activities, which states some alternative ways of charity activities. [U2T1: Graphic Organizer Presentation] <b>S</b> <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can follow a talk on charity activities, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can write an essay which states some positive and negative aspects of charity activities by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 2]:

### Unit 3 What is the best way to help people in need?

can-do

goal

<input type="checkbox"/>	B1: Can <u>generally</u> follow the <u>main points</u> of <u>discussion</u> on charity activities, if speech is <u>clear</u> . [U3T1: Listening to Discussion] <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give or ask <u>personal</u> views and opinions in <u>discussing merits and demerits</u> of charity activities and <u>solutions to the problems</u> . [U3T2ab: Group Discussion] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can draw a <u>graphic organizer</u> to illustrate the <u>line of argument</u> in the issue of presentation and the <u>main conclusion</u> of argument. [U3T3a: Preparing Presentation in Group] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give a <u>prepared straightforward</u> presentation on charity activities, which states some <u>positive and negative aspects</u> of charity activities as well as <u>solutions to overcome negative points</u> . [U3T3b: Presentation] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can write an essay which provides <u>the best ways</u> to do charity activities, giving <u>clear solutions to the problems</u> of charity activities <u>discussed in the group</u> . [U3HW: Essay Writing] <b>W</b>	<input type="checkbox"/>

Reflective comments [Unit 3]:



What should I do next ...

**Dossier: Record of Your Work****Chapter 3: Charity Activity**

As you finished each chapter, record the descriptions of your work in the dossier. This is used to show the proof of your language learning progress and the evidence of competency. (各章の学習記録を下のドシエーに記しましょう。これは言語学習の過程の証明となると同時に、能力の証拠となります。)

**Graphic organizer**

Unit	Task	Page	Title	Date
1	HW	71		/
Description:				
Unit	Task	Page	Title	Date
3	3a	85		/
Description:				

**Reproduction/Presentation**

Unit	Task	Page	Title	DEL	ORG	Date
1	4	70				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
2	1	73				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
3	3b	86				/
Description:						



**Essay Writing**

Unit	Task	Page	Title	DES	ARG	Date
2	HW	77				/
Description:						
Unit	Task	Page	Title	DES	ARG	Date
3	HW	87				/
Description:						

**Other Works**

Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				

Note:

**Unit 1** What is good about eco-tourism?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can take notes as a list of key points following a straightforward conversation about the problems on the environment, if speech is clear. [U1T1: Listening to Conversation] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can understand articles concerned with environmental issues in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on eco-tourism, which states some positive aspects of eco-tourism. [U1T4: Graphic Organizer Reproduction] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 1]:

**Unit 2** What are problems of tourism?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on environmental issues, which states some concerns related to environmental issues. [U2T1: Graphic Organizer Presentation] <b>S L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can follow a talk on environmental issues, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can write an essay which states some positive and negative aspects of environmental issues by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 2]:

### Unit 3 How can you make tourism more sustainable?

can-do

goal

<input type="checkbox"/>	B1: Can <u>generally</u> follow the <u>main points</u> of <u>discussion</u> on eco-tourism, if speech is <u>clear</u> . [U3T1: Listening to Discussion] <b>L</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give or ask <u>personal views and opinions</u> in <u>discussing merits and demerits</u> of tourism and <u>solutions to the problems</u> . [U3T2ab: Group Discussion] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can draw a <u>graphic organizer</u> to illustrate the <u>line of argument</u> in the issue of presentation and the <u>main conclusion</u> of argument. [U3T3a: Preparing Presentation in Group] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B1: Can give a <u>prepared straightforward</u> presentation on tourism, which states some <u>positive and negative aspects</u> of tourism as well as <u>solutions to overcome negative points</u> . [U3T3b: Presentation] <b>S</b>	<input type="checkbox"/>
<input type="checkbox"/>	B2: Can write an <u>essay</u> which provides <u>the best ways</u> to promote tourism, giving <u>clear solutions to the problems</u> of tourism <u>discussed in the group</u> . [U3HW: Essay Writing] <b>W</b>	<input type="checkbox"/>

Reflective comments [Unit 3]:



What should I do next ...

**Dossier: Record of Your Work****Chapter 4: Sustainable Environment**

As you finished each chapter, record the descriptions of your work in the dossier. This is used to show the proof of your language learning progress and the evidence of competency. (各章の学習記録を下のドシエーに記しましょう。これは言語学習の過程の証明となると同時に、能力の証拠となります。)

**Graphic organizer**

Unit	Task	Page	Title	Date
1	HW	103		/
Description:				
Unit	Task	Page	Title	Date
3	3a	117		/
Description:				

**Reproduction/Presentation**

Unit	Task	Page	Title	DEL	ORG	Date
1	4	102				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
2	1	105				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
3	3b	118				/
Description:						

### Essay Writing

Unit	Task	Page	Title	DES	ARG	Date
2	HW	109				/
Description:						
Unit	Task	Page	Title	DES	ARG	Date
3	HW	119				/
Description:						

### Other Works

Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				

Note:

**Unit 1** What are the benefits of lifelong learning?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can take notes as a list of key points following a straightforward conversation about the benefits of lifelong learning, if speech is clear. [U1T1: Listening to Conversation] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can understand articles concerned with lifelong learning in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading] <b>R</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on lifelong learning, which states some positive aspects of lifelong learning. [U1T4: Graphic Organizer Reproduction] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 1]:

**Unit 2** What are the difficulties of lifelong learning?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a prepared straightforward presentation on lifelong learning, which states some negative aspects of lifelong learning. [U2T1: Graphic Organizer Presentation] <b>S</b> <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can follow a talk on social networking, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can write an essay which states some positive and negative aspects of lifelong learning by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 2]:

### Unit 3 What is a good way to do lifelong learning?

can-do

goal

<input type="checkbox"/>	<input type="checkbox"/>	B1: Can <u>generally</u> follow the <u>main points</u> of <u>discussion</u> on lifelong learning, if speech is <u>clear</u> . [U3T1: Listening to Discussion] <b>L</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give or ask <u>personal</u> views and opinions in <u>discussing merits and demerits</u> of lifelong learning and <u>solutions to the problems</u> . [U3T2ab: Group Discussion] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can draw a <u>graphic organizer</u> to illustrate the <u>line of argument</u> in the issue of presentation and the <u>main conclusion</u> of argument. [U3T3a: Preparing Presentation in Group] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B1: Can give a <u>prepared straightforward</u> presentation on lifelong learning, which states some <u>positive and negative aspects</u> of lifelong learning as well as <u>solutions to overcome negative points</u> . [U3T3b: Presentation] <b>S</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	B2: Can write an essay which provides <u>the best ways</u> for lifelong learning, giving <u>clear solutions to the problems</u> of lifelong learning <u>discussed in the group</u> . [U3HW: Essay Writing] <b>W</b>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective comments [Unit 3]:



What should I do next ...

**Dossier: Record of Your Work****Chapter 5: Lifelong Learning**

As you finished each chapter, record the descriptions of your work in the dossier. This is used to show the proof of your language learning progress and the evidence of competency. (各章の学習記録を下のドシエーに記しましょう。これは言語学習の過程の証明となると同時に、能力の証拠となります。)

**Graphic organizer**

Unit	Task	Page	Title	Date
1	HW	137		/
Description:				
Unit	Task	Page	Title	Date
3	3a	151		/
Description:				

**Reproduction/Presentation**

Unit	Task	Page	Title	DEL	ORG	Date
1	4	136				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
2	1	139				/
Description:						
Unit	Task	Page	Title	DEL	ORG	Date
3	3b	152				/
Description:						



### Essay Writing

Unit	Task	Page	Title	DES	ARG	Date
2	HW	143				/
Description:						
Unit	Task	Page	Title	DES	ARG	Date
3	HW	153				/
Description:						

### Other Works

Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				
Unit	Task	Page	Title	Date
				/
Description:				

Note:

### STEP 3: My Next Language Learning Target (今後の学習目標)

Please use the following can-do check list again and set your next language learning target by reflecting what you have learned through the course. Please double check ☒☒ the boxes on left [can-do] if you can do it confidently with ease, or single check ☒ if you can do it under normal circumstances. If you cannot do it, you should double check ☒☒ (primary goal) or single check ☒ (secondary goal) the boxes on right [goal] depending on the priority of your goal. You can also describe your personal goals in “What should I do...” in more details. (授業で学んできたことを振り返り、それぞれの技能のコース終了時点での「できる度合い」(自信を持って楽に／普通の状況なら)と今後の学習における「目標の優先度」(一次目標／二次目標)を再度チェックし、個人的目標を具体的に「What should I do...」に記しましょう。)

#### READING

can-do

☐☐

B1: Can guess the meaning of occasional unknown words from the context and deduce sentence meaning, if the topic discussed is familiar. [U1T1: Guessing Words in Context] (\*not included as a main target goal)  
(時折ある未知語を文脈から類推したり、身近な話題であれば文の意味を推測したりできる)

☐☐

B2: Can understand articles concerned with familiar issues in which the writers adopt particular stances or viewpoints. [U1T2: Reading Article]  
(身近な話題についての特定の視点から書かれた論述を理解することができる)

☐☐

B1: Can draw a graphic organizer to illustrate the line of argument in the issue presented and the main conclusion of the article, if arguments and the conclusion are clearly signaled in the text. [U1T3/U1HW: Graphic Organizer Reading]  
(論旨と結論が明確に示されていれば、論述の流れを図式化してまとめることができる)

goal

☐☐

☐☐

☐☐

What should I do ...

#### LISTENING

can-do

☐☐

B1: Can take notes as a list of key points following a straightforward conversation about the problems of familiar issues if speech is clear. [U1T1: Listening to Conversation]  
(明瞭に話されていれば、身近な事柄の問題についての簡単な会話の要点を箇条書きできる)

☐☐

B1: Can follow a talk on familiar issues, if the subject matter is familiar and the presentation straightforward and clearly structured. [U2T2: Listening to Talk]  
(身近な事柄のテーマについて、簡潔で明確に話されていれば、発表の流れについていける)

☐☐

B1: Can generally follow the main points of discussion on familiar issues, if speech is clear. [U3T1: Listening to Discussion]  
(明瞭に話されていれば、大抵、身近な事柄に関する議論の要点の流れについていける)

goal

☐☐

☐☐

☐☐

What should I do ...

## SPEAKING

can-do

☐ ☐

B1: Can give a prepared straightforward presentation on familiar topics, which states some concerns and benefits of familiar issues. [U1T4/U2T1: Graphic Organizer Reproduction/Presentation]←  
(前もって準備すれば、身近な話題の事柄について、懸念や利益を含めた簡潔な発表ができる)

☐ ☐

B2: Can make questions to check if the content of the talk is well understood and give answers to the questions. [U2T3: Question Making and Answering]  
(話の内容の理解を確認する質問を作ったり、質問に答えたりすることができる)

☐ ☐

B1: Can give or ask personal views and opinions in discussing merits and demerits of familiar issues and solutions to the problems. [U3T2ab: Group Discussion]  
(身近な事柄の利点や欠点、問題の解決策について、個人的見解や意見を述べたり、尋ねたりすることができる)

☐ ☐

B1: Can draw a graphic organizer to illustrate the line of argument in the issue of presentation and the main conclusion of argument. [U3T3a: Preparing Presentation in Group]  
(発表の論旨の流れと結論を図式化してまとめることができる)

☐ ☐

B1: Can give a prepared straightforward presentation on familiar topics, which states some positive and negative aspects of the familiar issues as well as solutions to overcome the negative points. [U3T3b: Presentation]  
(前もって準備すれば、身近な話題の事柄について、利点や欠点、欠点を直す解決策を含めた簡潔な発表ができる)

goal

☐ ☐

☐ ☐

☐ ☐

☐ ☐

☐ ☐

What should I do ...

## WRITING

can-do

☐ ☐

A2: Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. [U2T4: Gap Filling]  
(限られた能力と経験の範囲で、短い文章から重要な語句や短い文を抜き出して、再生できる)

☐ ☐

B1: Can paraphrase short passages in a simple fashion, using the original text wording and ordering. [U2T4: Summary]  
(元の文章の言葉や文の流れを用いながら、短く簡単に文章を言い換えることができる)

☐ ☐

B2: Can write an essay which states some positive and negative aspects of familiar issues by synthesizing information and arguments from a number of sources. [U2HW: Essay Writing]  
(身近な事柄の利点や欠点についての情報や議論を複数のソースから統合しながら論述できる)

☐ ☐

B2: Can write an essay which provides solutions on familiar issues, giving clear solutions to the problems of the familiar issue discussed in a group. [U3HW: Essay Writing]  
(グループでの議論に基づいて、身近な事柄の問題への明確な解決策を論述できる)

goal

☐ ☐

☐ ☐

☐ ☐

☐ ☐

What should I do ...

# What Can You Do?

## Record Your Learning!

**CEFR: Common European Language Framework**  
ヨーロッパ言語共通参照枠

**A2: Waystage**

なじみのある伝達に必要な英語力

**B1: Threshold**

日常的な伝達に必要とされる英語力

**B2: Vantage**

社会人として仕事で必要となる英語力

**C1: Effective Operational Proficiency**

高度職業人・専門家として必要な英語力

