

## Section 13 English

### Article 1. OVERALL OBJECTIVE

To develop students' communicative competencies, such as accurately understanding and appropriately expressing and communicating information, thoughts, etc., as outlined below through the language activities of listening, reading, speaking and writing in English and integrated language activities which combine these skills.

- (1) To deepen students' understanding of English sounds, vocabulary, expressions, grammar and functions, and acquire the skill of using this knowledge appropriately in actual communication through listening, reading, speaking and writing in accordance with the purposes, scenes and situations.
- (2) To foster the ability to accurately understand the overview, main points, details, speaker or writer's intention, etc., about everyday and social topics in English, and appropriately convey and exchange information and ideas on these topics in accordance with the purposes, scenes and situations in which communication takes place.
- (3) To cultivate a willingness to communicate proactively and autonomously, deepening understanding of the culture behind English and considering the listener, reader, speaker or writer.

### Articles 2. SUBJECTS

#### I. COMPREHENSIVE ENGLISH I

##### 1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the five skill areas of listening, reading, speaking [interaction], speaking [production] and writing (hereafter referred to as the five skill areas) specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

##### (1) Listening

- a. Enable students to understand key information and grasp the speakers' intentions about everyday topics with the help of some scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the spoken English they listen to.
- b. Based on their purpose for listening, enable students to understand key

information, get an overview and grasp the main points of a talk about social topics with the help of some scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information and grasp the writer's intention about everyday topics with the help of some scaffolding activities around specific words, phrases, sentences and the amount of information in the text.
- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points of a piece of writing about social topics with the help of some scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences to orally exchange information, ideas, feelings, etc., in extended interactions about everyday topics with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences to orally exchange information, ideas, feelings, etc., in a logical manner through extended interactions about social topics, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences to orally communicate information, ideas, feelings, etc., in a logical manner about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences to orally communicate information, ideas, feelings, etc., in a logical manner about social topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a passage using a variety of words, phrases and sentences to communicate information, ideas, feelings, etc., in a logical manner

about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

- b. Based on something they have listened to or read, enable students to write a passage using a variety of words, phrases and sentences to communicate information, ideas, feelings, etc., in a logical manner about social topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

## 2. Contents

[Knowledge and skills]

### (1) Items related to the characteristics and rules of English

Develop and expand the items specified in Chapter 2, Section 8, Article 2., I. English Communication I (hereinafter referred to as English Communication I in this section) 2. (1) so that students can achieve each goal of the five skill areas.

[Abilities to think, make judgement and express themselves]

### (2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in English Communication I 2. (2) so that students can achieve each goal of the five skill areas.

### (3) Items related to language activities and language functions

#### (i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or through integrated skills activities.

##### a. Listening

(a) Activities in which students pick up necessary information and ascertain the speaker's intention in dialogues, broadcasts, etc., about everyday topics, in which the rate of speech has been appropriately controlled and key expressions and sentences have been paraphrased, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.

(b) Activities in which students pick up necessary information and grasp the outline and main points in dialogues, explanations, etc., about social topics, in which the rate of speech has been appropriately controlled and key expressions and sentences have been paraphrased, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have

listened to.

b. Reading

- (a) Activities in which students pick up necessary information and ascertain the writer's intention about everyday topics, in emails, leaflets, etc., in which key expressions and sentences have been paraphrased and they have listened to or read explanations about the background of the writing, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.
- (b) Activities in which students pick up necessary information and grasp the outline and main points about social topics in expository, argumentative texts, etc., in which key expressions and sentences have been paraphrased and they have listened to or read explanations about the background of the writing, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.

c. Speaking [Interaction]

- (a) Activities in which students speak spontaneously to orally exchange information, thoughts, feelings, etc., about everyday topics such as familiar events and family life, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present and write a passage, based on their spoken interactions.
- (b) Based on listening to or reading dialogues, explanations, etc., activities in which students orally exchange information, thoughts, feelings etc., with reasons and evidence about social topics, expressing their agreement or disagreement with a position, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present and write a passage about their own thoughts, etc., based on their spoken interactions.

d. Speaking [Production]

- (a) Activities in which students orally communicate information, thoughts, feelings, etc., with reasons and evidence, about everyday topics such as familiar events and family life, in situations where some preparation time is given and useful words, phrases, sentences and a model outline for the presentation have been provided, if necessary. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

(b) Based on listening to or reading dialogues, explanations, etc., activities in which students orally communicate information, thoughts, feelings, etc., with reasons and evidence about social topics, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been provided, if necessary. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

e. Writing

(a) Activities in which students write a paragraph with reasons and evidence to communicate information, thoughts, feelings, etc., about everyday topics such as familiar events and family life, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the writing have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(b) Based on listening to or reading dialogues, explanations, etc., activities in which students write a paragraph with reasons and evidence to communicate information, thoughts, feelings, etc., about social topics in situations where some preparation time is given and useful words, phrases, sentences and the model outlines of passages have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

The same considerations stated in Chapter 2, Section 8, Article 2., II. English Communication II (hereinafter referred to as English Communication II in this section) 3. should be applied.

## II. Comprehensive English II

### 1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the five skill areas specified below, and foster the competencies specified in Article 1. (3) through

this process, based on the specific characteristics of learning English.

(1) Listening

- a. Enable students to understand key information, become aware of how a talk develops and grasp the speakers' intentions about everyday topics, even with minimal scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the spoken English they listen to.
- b. Based on their purpose for listening, enable students to understand key information, get an overview and grasp the main points and details of a talk about social topics, even with minimal scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information, become aware of how a piece of writing develops and grasp the writer's intention about everyday topics, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.
- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points and details of a piece of writing about social topics, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed information, ideas, feelings, etc., in extended interactions about everyday topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed information, ideas, feelings, etc., in a logical manner about social topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally communicate

detailed information, ideas, feelings, etc., in a logical manner about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences to orally communicate detailed information, ideas, feelings, etc., in a logical manner about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed information, ideas, feelings, etc., in a logical manner about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed information, ideas, feelings, etc., in a logical manner about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

Develop and expand the items specified in English Communication I 2. (1) so that students can achieve each goal of the five skill areas.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in English Communication I 2. (2) so that students can achieve each goal of the five skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or through integrated skills activities.

- a. Language activities specified in Comprehension English I and English Communication I 2. (3) (i) that are necessary for consolidation of what they have studied in these subjects
- b. Listening
  - (a) Activities in which students pick up necessary information and ascertain how a talk develops and the speaker's intention in dialogues, speeches, etc., about everyday topics. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.
  - (b) Activities in which students pick up necessary information, grasp the outline, main points and details in dialogues, speeches, etc., about social topics. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.
- c. Reading
  - (a) Activities in which students pick up necessary information and ascertain how a piece of writing develops and the writer's intention in newspaper articles, advertisements, etc., about everyday topics. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.
  - (b) Activities in which students pick up necessary information and grasp the outline, main points and details in argumentative texts, reports, etc., about social topics. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.
- d. Speaking [Interaction]
  - (a) Activities in which students orally exchange detailed information, thoughts, feelings, etc., about everyday topics such as personal interests and school life. In addition, activities to present and write a passage, etc., based on their spoken interactions.
  - (b) Based on listening to or reading explanations, debates, etc., activities in which students orally exchange detailed information, thoughts, feelings etc., with reasons and evidence about social topics, expressing their agreement or disagreement with a position. In addition, activities to present and write a passage about their own thoughts, etc., based on their spoken interactions.
- e. Speaking [Production]
  - (a) Activities in which students orally communicate detailed information, thoughts, feelings, etc., with reasons and evidence, about everyday topics such as

personal interests and school life. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

- (b) Based on listening to or reading explanations, debates, etc., activities in which students orally communicate detailed information, thoughts, feelings, etc., with reasons and evidence about social topics. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

f. Writing

- (a) Activities in which students write several paragraphs with reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics such as personal interests and school life. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.
- (b) Based on listening to or reading explanations, debates, etc., activities in which students write several paragraphs with reasons and evidence to communicate detailed information, thoughts, feelings, etc., about social topics. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

The same considerations stated in English Communication II 3. should be applied.

### III. Comprehensive English III

#### 1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the five skill areas specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

##### (1) Listening

- a. Enable students to understand key information accurately, become aware of how a talk develops and grasp the speakers' intentions about everyday topics, even with minimal scaffolding activities around the rate of speech, specific words,

phrases, sentences and the amount of information in the spoken English they listen to.

- b. Based on their purpose for listening, enable students to understand key information, get an overview and grasp the main points and details of a talk about social topics, paying attention to the way the talk develops and gaining a wider perspective on the issues being discussed, even with minimal scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information accurately, become aware of how a piece of writing develops and grasp the writer's intention about everyday topics, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.
- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points and details of a piece of writing about social topics, paying attention to how the writing develops and gaining a wider perspective on the issue being discussed, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to orally exchange detailed information, ideas, feelings, etc., through extended interactions about everyday topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to orally exchange a broad range of detailed information, ideas, ways for solving problems, etc., logically through extended interactions about social topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to orally communicate a broad range of detailed information, ideas, feelings, etc., logically about

everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to orally communicate a broad range of detailed information, ideas, feelings, etc., logically about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to communicate a broad range of detailed information, ideas, feelings, etc., logically about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to communicate a broad range of detailed information, ideas, feelings, etc., logically about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

Develop and expand the items specified in Chapter 2, Section 8, Article 2., III. English Communication III (hereinafter referred to as English Communication III in this section) 2. (1) so that students can achieve each goal of the five skill areas.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in English Communication I 2. (2) so that students can achieve each goal of the five skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or

through integrated skills activities.

- a. Language activities specified in Comprehensive English I and II 2. (3) (i) that are necessary for consolidation of what they have studied in these subjects.
- b. Listening
  - (a) Activities in which students pick up necessary information, ascertain how a talk develops and the speaker's intention in interviews, news, etc., about everyday topics. In addition, activities where students ask and answer questions about what they have listened to, and exchange their opinions and impressions.
  - (b) Activities in which students pick up necessary information and grasp the outline, main points and details from various sources such as news, lectures, etc., about social topics, paying attention to how a talk develops while comparing and contrasting various viewpoints. In addition, activities where students ask and answer questions about what they have listened to, and exchange their opinions and impressions.
- c. Reading
  - (a) Activities in which students pick up necessary information, ascertain how a passage develops and infer the writer's intention, in newspaper articles, stories, etc., about everyday topics. In addition, activities where students ask and answer questions about what they have read, and exchange their opinions and impressions.
  - (b) Activities in which students pick up necessary information, grasp the outline, main points and details from various argumentative texts, documents, etc., about social topics in order to solve problems, paying attention to how a passage develops while comparing and contrasting various viewpoints. In addition, activities where students exchange ways of solving problems in speaking and writing about what they have read.
- d. Speaking [Interaction]
  - (a) Activities in which students orally exchange detailed information, thoughts, feelings, etc., about everyday topics such as life outside school and local communities and develop a conversation. In addition, activities to present and write a passage, based on their spoken interactions.
  - (b) Based on listening to or reading news, lectures, etc., activities in which students orally exchange detailed information, thoughts, ways for solving problems, etc., with clear reasons and evidence about social topics, while comparing and contrasting various sources of information. In addition, activities to present and

write a passage about their own thoughts, etc., based on their spoken interactions.

e. Speaking [Production]

- (a) Activities in which students compare and contrast various sources of information in order to orally communicate detailed information, thoughts, feelings, etc., with clear reasons and evidence about everyday topics such as life outside school and local communities. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.
- (b) Based on listening to or reading news, lectures, etc., activities in which students compare and contrast various sources of information in order to orally communicate detailed information, thoughts, feelings, etc., with clear reasons and evidence about social topics, clarifying their own point of view. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

f. Writing

- (a) Activities in which students compare and contrast various sources of information in order to write several paragraphs with clear reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics such as life outside school and local communities. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.
- (b) Based on listening to or reading various news, lectures, etc., activities in which students compare and contrast viewpoints in order to write several paragraphs to communicate detailed information, thoughts, feelings, etc., with clear reasons and evidence about social topics, clarifying their own point of view. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson Delivery

The same considerations stated in English Communication II 3. should be applied.

## IV. DEBATE AND DISCUSSION I

### 1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated manner through instruction that aims for realization of the goals set in the skill area of speaking [interaction] specified below, and foster the competencies specified in Article 1. (3) through this process, based on the characteristics of learning English.

(1) Speaking [Interaction]

- a. Based on appropriate use of relevant documents, enable students to use a variety of words, phrases and sentences to engage in logical, coherent discussions about everyday and social topics, taking a stand for or against a particular point of view, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a discussion.
- b. Based on appropriate use of relevant documents, enable students to orally exchange detailed information, thoughts, feelings, etc., in a logical manner about everyday and social topics, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a discussion.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

Handle the items specified in Chapter 2, Section 8, Article 2., IV. Logic and Expression I (hereinafter referred to as Logic and Expression I) 2. (1), in order to achieve the goal of speaking [interaction] in 1. of this subject.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Develop ability in the following items through setting concrete tasks which encourage students to develop their own thinking through organizing information and expressing their thoughts logically in accordance with the purposes, scenes and situations in which communication takes place.

- a. Exchanging information, thoughts, etc., about everyday and social topics, while organizing the contents to be communicated and clarifying the main points, the intention and the logical development of arguments through speaking and writing in English.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in speaking [interaction], or through

integrated skills activities.

a. Speaking [Interaction]

- (a) Based on something they have read in argumentative texts, an English document, etc., activities in which students hold debates about everyday and social topics to orally exchange detailed information, thoughts, etc., and to ask and rebut others' opinions, while demonstrating the advantage of their own opinions, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present or write a passage about their own thoughts, based on their spoken interactions.
- (b) Based on something they have listened to and read in speeches, lectures, English documents, etc., activities in which students discuss everyday and social topics to orally exchange detailed information, thoughts, etc., with appropriate reasons and evidence and to respond appropriately to others' opinions, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present or write a passage about their own thoughts, based on their discussions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

- (1) Give instruction mainly through language activities such as debates and discussions in order to improve students' ability to orally exchange information, thoughts, etc., which build on the communicative competencies they have developed so far.
- (2) Additionally, give appropriate instruction in making speeches and presentations, based on the contents of Logic and Expression I and Chapter 2, Section 8, Article 2., V. Logic and Expression II (hereinafter referred to as Logic and Expression II in this section).

## V. DEBATE AND DISCUSSION II

### 1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated manner through instruction that aims for realization of the goals set in the skill area of speaking [interaction] specified below, and foster the competencies specified in

Article 1. (3) through this process, based on the characteristics of learning English.

(1) Speaking [Interaction]

- a. Based on appropriate use of various relevant documents, enable students to use a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to engage in logical, coherent discussions about in a persuasive manner a social topic, taking a stand for or against a particular point of view, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a discussion.
- b. Based on appropriate use of various relevant documents, enable students to reach an agreement on ways for solving problems about a social topic, considering others' opinions and using a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to orally exchange detailed opinions, claims, etc., even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a discussion.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

The same considerations stated in Debate and Discussion I 2. (1) should be applied.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in Debate and Discussion I 2. (2) so that students can achieve the goal of speaking [interaction] in 1. of this subject.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in speaking [interaction], or through integrated skills activities.

- a. Those language activities specified in Debate and Discussion I 2. (3) (i) that are necessary for consolidation of what they have studied in this subject.

b. Speaking [Interaction]

- (a) Based on something they have read in various argumentative texts, English documents, etc., activities in which students hold a debate in a persuasive manner about a social topic while demonstrating the advantage of their own opinions about the topic effectively, asking and rebutting others' opinions

appropriately. In addition, activities to present or write a passage about their own thoughts, based on their spoken interactions.

(b) Based on something they have listened to and read in various speeches, lectures, English documents, etc., activities in which students discuss a social topic in a persuasive manner while comparing similarities and differences in their arguments and try to reach the best solution to it while considering others' opinions and exchanging detailed ideas with effective reasons and evidence. In addition, activities to present or write a passage about their own thoughts, based on their discussions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

### 3. Lesson delivery

- (1) The same considerations stated in Debate and Discussion I 3. (1) should be applied.
- (2) Additionally, give appropriate instruction in making speeches and presentations, based on the contents of Logic and Expression II and Chapter 2, Section 8, Article 2., VI. Logic and Expression III (hereinafter referred to as Logic and Expression III in this section).

## VI. ESSAY WRITING I

### 1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated manner through instruction that aims for realization of the goals set in the skill area of writing specified below, and foster the competencies specified in Article 1. (3) through this process, based on the characteristics of learning English.

#### (1) Writing

- a. Based on appropriate use of a relevant document, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences to communicate detailed information, thoughts, feelings, etc., in a logical manner about an everyday topic, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on appropriate use of a relevant document, enable students to write a detailed multi-paragraph passage in a logical manner about a social topic, using a variety of words, phrases and sentences to communicate opinions, claims, etc.,

if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

## 2. Contents

### [Knowledge and skills]

#### (1) Items related to the characteristics and rules of English

Handle the items specified in Logic and Expression I 2. (1) so that students can achieve the goal of writing in 1. of this subject.

### [Abilities to think, make judgment and express themselves]

#### (2) Items related to developing thinking through organizing information, self-expression and interaction

Develop ability in the following items through setting concrete tasks which encourage students to develop their own thinking through organizing information and expressing their thoughts logically in accordance with the purposes, scenes and situations in which communication takes place.

- a. Based on information and thoughts students have obtained through listening to and reading English, appropriately expressing information, thoughts, etc., in writing about everyday and social topics

#### (3) Items related to language activities and language functions

##### (i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in writing, or through integrated skills activities.

###### a. Writing

- (a) Based on something they have listened to and read in news, news articles, etc., activities in which students organize their arguments into several paragraphs with appropriate reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics, in situations where useful words, phrases, sentences and a model outline of the writing have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.

- (b) Based on something they have listened to and read in speeches, lectures, English documents, etc., activities in which students organize their arguments into several paragraphs of writing with appropriate reasons and evidence to communicate detailed opinions, claims, etc., about social topics, in situations where some preparation time is given, and useful words, phrases, sentences and

a model outline of the writing have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

### 3. Lesson Delivery

(1) Give comprehensive instruction mainly through language activities such as writing passages to improve students' ability to express information, thoughts, etc., which builds on the communicative competencies they have developed so far.

(2) Give instruction, based on the contents of Logic and Expression I and II.

## VII. ESSAY WRITING II

### 1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated manner through instruction that aims for realization of the goals set in the skill area of writing specified below, and foster the competencies specified in Article 1. (3) through this process, based on the characteristics of learning English.

#### (1) Writing

a. Based on appropriate use of various documents, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to communicate detailed information, thoughts, feelings, etc., in a logical, persuasive and attractive manner about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

b. Based on appropriate use of various documents, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences effectively in accordance with the purposes, scenes and situations to communicate a broad range of detailed opinions, claims, etc., in a logical, persuasive and attractive manner about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

### 2. Contents

#### [Knowledge and skills]

##### (1) Items related to the characteristics and rules of English

The same considerations stated in Debate and Discussion I 2. (1) should be applied.

[Abilities to think, make judgement and express themselves]

- (2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in Essay Writing I 2. (2) so that students can achieve the goal of writing in 1. of this subject.

- (3) Items related to language activities and language functions

- (i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in writing, or through integrated skills activities.

- a. Those language activities specified in Essay Writing I 2. (3) (i) that are necessary for consolidation of what students have learned in this subject.

b. Writing

- (a) Based on something they have listened to and read in various news, news articles, etc., activities in which students organize their arguments into several paragraphs with effective reasons and evidence to communicate detailed information, thoughts, feelings, etc., in a persuasive and attractive manner about everyday topics, while comparing and contrasting various sources of information. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.

- (b) Based on something they have listened to and read in various speeches, lectures, English document, etc., activities in which students organize their arguments into several paragraphs with effective reasons and evidence to communicate detailed opinions, claims, etc., in a persuasive and attractive manner about social topics, while comparing and contrasting various sources of information. In addition, activities where students read each other's writing, ask and answer questions, and exchange their own opinions and impressions.

- (ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

### 3. Lesson Delivery

- (1) The same considerations stated in Essay Writing I 3. (1) should be applied.  
(2) Give instruction, based on the contents of Logic and Expression II and III.

## REGARDING ENGLISH

1 In planning the syllabus, consideration should be given to the following points while taking care to ensure that instruction is linked to what was taught in elementary and lower secondary school.

- (1) Look over the unit as a whole and plan content and timing so as to plan which skills and competencies to focus on and how to foster deep, autonomous and interactive learning. In doing so, set specific tasks where students carry out activities with a clear awareness of purposes, scenes and situations, communicating their own views and ideas in the foreign language and applying their knowledge of English speech, vocabulary, expressions and grammar in the five skill areas (or the three skills areas in Debate and Discussion I, II, Essay Writing I and II as in 3.).
- (2) In principle, all students studying English should take the English Communication I and Debate and Discussion I courses.
- (3) In principle, Comprehension English II should be introduced after covering Comprehension English I or English Communication I, Debate and Discussion II after covering Debate and Discussion I, and Essay Writing II after covering Essay Writing I.
- (4) Properly set goals for each grade and subject in accordance with the various circumstances of the students while giving consideration not to overburden the students and aim for realization of the overall objective of English while following sufficient steps through the syllabus set by the school until their graduation.
- (5) Give instruction repeatedly and consolidate what students have studied such as words, phrases, sentence structure and grammar items when actually engaging in language activities in English such as exchanging one's own thoughts.
- (6) Lessons should generally be conducted in English, in order to give students more opportunities to use the language and to make the classroom a setting for genuine communication. At the same time, care should be taken to ensure that the English used is comprehensible to the students.
- (7) As described in Chapter 2, collaborate with Japanese language teachers to increase the effectiveness of instruction and make students aware of the differences and similarities between Japanese and English words and expressions, discourse structures and of the history, culture and customs that underlie these differences.
- (8) As described in Chapter 2, devise ways to ensure that the topics in the language

activities match the interests of the students, ensure links with what the students learned in other subjects such as Japanese language, Geography and History, and science, etc., and develop the abilities to solve problems by utilizing English.

- (9) Provide systematic and institutional adaptations to teaching and learning activities in accordance with the needs of students with disabilities, etc.
- (10) Collaborate with native speakers of English and local residents who are fluent in English to plan, develop and improve instruction.

2 Consideration should be given to the following items when teaching the contents of each subject.

- (1) Instruct the language materials specified in (1) of the contents section of each subject by giving students repeated exposure through communication in meaningful contexts. Avoid teaching that merely gets students to change English into Japanese, or Japanese into English. Note that, according to the developmental stages of the students, some items should be taught so that students understand them through listening and reading, and other items should be taught so that they can express themselves through speaking and writing.
- (2) Be aware that you can use phonetic notation to support the teaching of sounds, if necessary.
- (3) Devise ways to teach grammar items effectively by relating such items with the situation in which they are used and the contents students want to convey in order to utilize them in actual communication, taking into account the fact that grammar underpins communication and giving consideration so that instruction does not over-emphasize grammatical correctness and become centered on issues like explaining grammatical terminology and rules.
- (4) Use modern standard English. However, take into account the fact that various Englishes are widely used internationally as a means of communication.
- (5) When giving instruction on speaking and writing, take care to give examples of interactions, presentations, and passages in accordance with the purposes, scenes and situations and enable students to express their own thoughts by adapting the examples.
- (6) Enable students to utilize dictionaries effectively, based on the ways they learned in lower secondary school.
- (7) Use learning activities such as pair-work, group work, etc., in order to increase the opportunities for students to speak and to develop the abilities to cooperate

with others. In doing so, for students who have difficulties in communicating with other people, devise instruction contents and instruction methods in accordance with the characteristics of the individual student.

- (8) Effectively utilize audio-visual teaching materials, computers, information and communication networks and educational devices, etc., to further increase the motivation of the students, to streamline instruction and to further enhance the language activities, in accordance with the competencies that the students are to acquire, the circumstances of the students, the contents of the teaching materials, etc., by effectively introducing activities such as typing English sentences in order to enable students to become familiar with conveying information in English.
- (9) Enable students to learn proactively and autonomously through anticipating and reflecting upon lesson contents by clearly establishing the purposes, scenes and situations in which communication takes place, and clearly specifying the competencies that should be developed through the language activities when teaching each unit and lesson.

3 The following items should be taken into account regarding teaching materials.

- (1) Regarding teaching materials, clearly indicate the relationship between the goals for each of the five skill areas and the contents specified in 2. for each unity of contents and lessons such as units in each of the teaching materials and select the topics giving sufficient consideration to language use situations and the language functions, in order to comprehensively develop the competencies through language activities in each of the five skill areas and integrated language activities, which combine these skill areas. (2) Select suitable topics about everyday life, customs and manners, stories, geography, history, traditional culture and natural science, etc., of the people of the world, mainly focusing on people who use English and of Japanese people, in accordance with the developmental stages and interests of the students. In addition, give consideration to the following factors.
  - (i) Teaching materials useful for deepening the students' understanding of various ways of thinking, enriching their emotions while cultivating their ability to make sound judgements.
  - (ii) Teaching materials which help to develop an interest in, and a deeper understanding of, the culture of Japan and the underlying culture of the English language.
  - (iii) Teaching materials which raise students' awareness of themselves as Japanese citizens within an increasingly globalized society, deepen overall international

understanding and help to develop a spirit of international cooperation.

(iv) Teaching materials useful for deepening thoughts about human beings, society nature, etc.