





授業計画						
回	日付	ユニット	行動目標 (SBOs)	学習方略 (LS)	授業担当者	コアカリ/国試出題基準
1	9/7	A	Students will understand the syllabic nature of English and be able to recognize the number of syllables in these and other words: hygienist, patient, therapy, treatment, diagnosis, enamel, bacteria. Students will understand the concept 'portfolio'; they will have begun their medical English (ME) portfolio and they will be able to add documents to it; they will be able to send email to Mr Peters. They will have downloaded the document at this URL: <a href="mailto:dented.learnonline.ie/file.php/1/WG-09_Pre_Congress_Draft_June07d.doc">dented.learnonline.ie/file.php/1/WG-09_Pre_Congress_Draft_June07d.doc</a>	Speak to students cheerfully and with animation and enthusiasm. Information exchange; student-directed manipulation of PC; typing; large group lecture.	M Peters	
2	9/14	B, C, D, E	Students will be able to understand and appropriately respond to "good morning; what would you like me to do first?; there's a patient in the reception room; would you like to sit down?; have you ever had rheumatic fever; why do you prescribe an antibiotic?" Students will be able to self-assess their mastery of textbook Part 1. Students will be able to access and use the web pages Popjisho and Lifescience Dictionary Project.	Listen to text variations; repetition; produce an electronic or paper document describing their own learning activity (to be added to their portfolio.) Use PC to access websites.	M Peters	
3	9/21		Students will be able to understand and appropriately respond to "how much time should I take to do the oral prophylaxis?; most dental diseases can be prevented; what is the purpose of daily home care?; see you later." Students will be able to self-assess their mastery of textbook Part 2. Students will be able to access and use the web pages Popjisho and Lifescience Dictionary Project.	//	M Peters	
4	9/28	B, C, E	Students will be able to understand and appropriately respond to "what brand of toothbrush do you use?; how do you brush your teeth?; hold the hand mirror and watch me; I'll scale and polish the teeth to remove that calculus and stains; the other stain is hard." Students will be able to self-assess their mastery of textbook Part 3.	Listen to text variations; repetition; produce an electronic or paper document describing their own learning activity (to be added to their portfolio.)	M Peters	
5	10/5		Students will be able to understand and appropriately respond to "the cavity is deep, so we'd better use a local anesthetic; is that OK with you?; what is the chance of the pulp dying?; what happens when a tooth is infected?; sometimes my tooth is sensitive to cold; don't worry." Students will be able to self-assess their mastery of textbook Part 4.	//	M Peters	
6	10/12		Students will be able to understand and appropriately respond to "why do I have so many cavities?; is it possible to stop having new cavities?; it's absolutely necessary for you to visit your dentist twice a year" Students will be able to self-assess their mastery of textbook Part 5.	//	M Peters	
7	10/19		Students will be able to understand and appropriately respond to "how long have you been uncomfortable?; there's decay under a large filling; what is the pulp of the tooth?; can you feel anything?; does it hurt?; I'll treat the infection by putting medication in the tooth; I'll put in a temporary filling until your next appointment." Students will be able to self-assess their mastery of textbook Part 6.	//	M Peters	
8	10/26	B, C, D, E	Students will be able to understand and appropriately respond to "will my tooth change color?; the filling has decay under it; the decay is into the pulp of the tooth; the pulp is sometimes called the nerve; the pulp test will show me if the tooth is healthy; tell me if you feel uncomfortable and I'll stop; are you allergic to any medicines?" Students will be able to self-assess their mastery of textbook Part 7. Students will practice using the web pages Popjisho and Lifescience Dictionary Project.	Listen to text variations; repetition; produce an electronic or paper document describing their own learning activity (to be added to their portfolio.) Use PC to access websites.	M Peters	
9	11/2	B, C, E	Students will be able to understand and appropriately respond to "I can see that the gum is red and inflamed; when did you begin to have pain?; do you remember when this tooth was treated?; she will use the aspirator to remove the saliva from your mouth." Students will be able to self-assess their mastery of textbook Part 8.	Listen to text variations; repetition; produce an electronic or paper document describing their own learning activity (to be added to their portfolio.)	M Peters	
10	11/9	E	Students will be able to spell and pronounce correctly the words hobby, restoration, prescription, tap, bite, needle, vacuum, T-shirt, MacDonald's, wristwatch, and Xylocaine.	practice	M Peters	
11	11/16	B, C, E	Students will be able to understand and appropriately respond to "the patient is in the reception room; she has a toothache; she doesn't have an appointment; how are you today?; I haven't seen you for a long time; I have a tooth that's sensitive; the gum around it is swollen; I've taken aspirin and it doesn't help." Students will be able to self-assess their mastery of textbook Part 9.	Listen to text variations; repetition; produce an electronic or paper document describing their own learning activity (to be added to their portfolio.)	M Peters	
12	11/30		Students will be able to understand and appropriately respond to "the patient is in the reception room; she has a toothache; she doesn't have an appointment; how are you today?; I haven't seen you for a long time; I have a tooth that's sensitive; the gum around it is swollen; I've taken aspirin and it doesn't help." Students will be able to self-assess their mastery of textbook Part 10.	//	M Peters	
13	12/7		Students will be able to understand and appropriately respond to "what age group is best to remove third molars?; when do you extract teeth that are loose?; can you explain this technique more fully?; how do you determine the diagnosis of a strong tooth and a weak tooth? what if the prognosis is doubtful?" Students will be able to self-assess their mastery of textbook Part 11.	//	M Peters	
14	12/14		Students will be able to understand and appropriately respond to "a mobile tooth should be stabilized with a splint; how about hanging out together tonight?; do you have a fever?; I'll apply a topical anesthetic to the gum; are your lip and tongue numb?; you'll feel better in a few minutes." Students will be able to self-assess their mastery of textbook Part 12.	//	M Peters	
15	12/21	合 習 ふり 返り 総	Review Units 1-12	//	M Peters	