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| **開講学期** | **前期** | | **曜日・講時** | **金３・４** | | **時間割番号** | **0012456** |
| **科目分野** | 外国語教育科目群・英語・基盤英語 | | | | | | |
| **科目名** | 基盤英語　Basic English | | | | | | |
| **担当教員** | Trevor Mearns | | | | | | |
| **単位数** | **1** | **対象学生・年次** | | | **理工(情光)１年** | | |
| **授業の目的**  For students to build upon their English skills attained in the first year of university and to develop greater confidence and ability in conversational skills. By the end of this course students should expect to have made significant progress toward having:  ・ A more mature vocabulary for naturally expressing feelings, opinions, problems, activities and goals in the context of daily conversation.  ・ A stronger grasp of English grammar and different verb tenses including: tag questions, various conditional sentence structures, past continuous vs. past simple, present perfect tense, modal auxiliary verbs and how to accurately express events and plans in the future.  ・ Increased listening ability with various accents spoken at or near native speed.  ・ Better ability to structure cause and effect in storytelling  ・ Better overall cultural awareness and understanding of the core elements that make up different people’s perspective.  ・ Increased ability to hold a conversation in English concerning a variety of different topics concerning daily life and one’s culture. | | | | | | | |
| **授業の概要**  The course will focus largely on the development of conversational skill based on a variety of both every day and more specialized topics. The textbook used, English Firsthand 1, will start at an intermediate-beginner level and build off of skills established in the standard English curriculum of Japanese High School.  While all lessons will include time devoted exclusively to reading, writing and passive listening exercises, this will generally be a means of preparation for speaking activities. The majority of class time will be spent in pair and group work practicing functional conversation with each other as designated by the goals and particular focus of the given lesson. My own research shows that students respond well and show markedly more improvement in a learning environment where they are encouraged to interact and speak with each other in the target language. This type of “socially conducive” teaching style will be used throughout the course. Student participation i.e. making a sincere effort to use and improve speaking skills in class will therefore constitute a significant percentage of the final grade.  NOTE: all students will be expected to use the course syllabus as a resource to help them stay informed of the general structure of the course, lesson focus topics and homework to be given. So, please keep this printout with you through the course just as you will your textbook and any associated notes etc. | | | | | | | |
| **キーワード**  コミュニケーション、外国文化、現代英語 | | | | | | | |
| **到達目標**  The course will focus largely on the development of conversational skill based on a variety of both every day and more specialized topics. The textbook used, English Firsthand 2, will start at an intermediate level and build off of skills established in Year 1 English classes. Topics will therefore include a higher degree of grammatical understanding and expressive ability.  While some time may be given to reading, writing and passive listening exercises, this will generally be a means of preparation for speaking activities. The majority of class time will be spent in pair and group work practicing functional conversation with each other as designated by the goals and particular focus of the given lesson. My own research shows that students respond well and show markedly more improvement in a learning environment where they are encouraged to interact and speak with each other in the target language. This type of “socially conducive” teaching style will be used throughout the course. Student participation i.e. making a sincere effort to use and improve speaking skills in class will therefore constitute a significant percentage of the final grade.  NOTE: all students will be expected to use the course syllabus as a resource to help them stay informed of the general structure of the course, lesson focus topics and homework to be given. So, please keep this printout with you through the course just as you will your textbook and any associated notes etc. | | | | | | | |
| **授業の計画**   1. **Course Introduction/Getting To Know You::** Special emphasis on the grading structure for the course will be made including a clear expectation of how attendance, test scores and homework will factor in to students’ final grade for the class. Time will be designated to review the syllabus as a class to ensure students understand the expectations of the course and that they are clear what resources are available to them. It will be made clear that the syllabus contains all the relevant information they need concerning the course and that they can contact me via the instructor’s designated University email address should they have and questions and concerns.   Mention will be made that the course on the following week will focus on pages 15-18 of the textbook and that the focus of the course will be on greetings, discussing interests and hobbies and exchanging personal information.. Previewing this part of the textbook will be recommended in order to prepare for the class.  Time permitting we will practice self-introductions in class using partner exercises.   1. **Unit 1 - “It’s Nice To Meet You” :** The target content for the lesson will be hobbies and interests and exchanging information via the simple present in the 1st and 3rd person tense. We will begin by eliciting and drilling various vocabulary and grammar associated with personal information such as where you are from, what you do, what you like, your age and your interests. Listening and reading exercises will briefly precede partnered conversation work as a means to lay the ground work and establish examples of the general structure of such conversations. The core of the lesson will focus on pages 15 - 18 where students will practice the target content in both the 1st and 3rd person. Homework will be page 19, exercises 1 and 2. 2. **Unit 2 - Describing Appearance:** target content will consist of practicing describing people and the appearance of things. Grammar targets will be accurate use of to be vs to have e.g. “He is tall.” vs. “He has brown eyes.”. The core of the lesson will consist of practicing the vocabulary and grammar associated with describing a person’s appearance in both the 1st and 3rd person tense. The core content may be reviewed by students on pages 20, 23 -26. Homework will be page 27, exercises 1 and 2. 3. **Unit 3 – Daily Activities and Routines:** core content will consist of discussing and inquiring about one’s daily routine and the use of adverbs of frequency. Students will practice the target content in both the 1st and 3rd person tense. 4. **Unit 4 – Describing locations and relationships between objects:** inferring objects and identifying locations, prepositions used with “There” 5. **Unit 5 – Giving Directions:** following maps, asking for directions and combining prepositions with verbs of movement 6. **Unit 6 – Discussing the Past:** discussing past activities and life events, past tense irregular verbs 7. **Review of Units 1-6:** based on student performance points in need of further practice will be reviewed. A mid term quiz will also be given 8. **Unit 7 – Discussing Occupations:** describing and inquiring about different occupations, practice interviews, verbs and adjectives describing skills and talents 9. **Unit 8 – Discussing Entertainment:** discussing and making plans, practicing invitations and discussing reasons to either decline or accept 10. **Unit 9 – Discussing Future Plans and Activities:** practicing the future tense in regard to plans 11. **Unit 10 – Shopping:** drilling vocabulary and phrases associated with inquiring about products and buying them, practice of comparative tense and intensifiers 12. **Unit 11 – Describing Processes:** describing sequential steps such as cooking or making origami in order to develop the skills to logically express how to complete a process from beginning to end 13. **Unit 12 – Expressing Opinions:** drilling vocabulary and its associated nuance in order to accurately express one’s opinion of something 14. **Review of Units 7 -12:** based on student performance points in need of further practice will be reviewed. 15. **Final Evaluation and Presentation:** Students will take a final quiz and then give a brief presentation in English. | | | | | | | |
| **教科書**   |  | | --- | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 教科書 | ISBN | 9789880030598 | | | | | | 書名 | English Firsthand 1 | | | | | | 著者名 | Marc Helgensen, Steven Brown  John Wiltshier | 出版社 | Pearson Longman | 出版年 | 2009 | | 備考 |  | | | | | | | |  | | | | | | | | | |
| **参考書** | | | | | | | |
| **教科書・参考書に関する補足情報** | | | | | | | |
| **成績評価方法・基準**  Weekly class participation, attendance, homework 70%  Mid-term and Final Evaluations: 30% | | | | | | | |
| **再試験の有無** | | | | | | | |
| **受講者へのメッセージ**  I’m here to help you improve your English and have fun doing it. 宜しくお願い致します。 | | | | | | | |
| **自学自習(予習･復習)のアドバイス** | | | | | | | |
| **WEBページ** | | www.mcityenglish.com | | | | | |
| **連絡先**（Eメールアドレス，オフィスアワー） | | (学生用連絡先)  (メールアドレス) [info@mcityenglish.com](mailto:info@mcityenglish.com)  (オフィスアワー) Office hours by appointment only. | | | | | |
| **備考** | |  | | | | | |