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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.**   1. **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. Emphasis will be placed on describing one’s daily routine and inquiring about one’s partners. Here the use of “How often” will be drilled along with responses using adverbs of frequency.   **Students can prepare for this lesson be previewing pages 28 and 31 – 34.**  **Homework will be page 35, exercises 1 and 2.**   1. **Unit 4 – Describing locations and relationships between objects:** The main focus of the course will consist of describing objects and identifying locations as well as the use of prepositions used with “There”. The majority of work will include describing rooms and where and what items in the room are.   **Students can prepare for this lesson by previewing pages 36 and 39 – 42.**  **Homework will be page 43, exercises 1 and 2.**   1. **Unit 5 – Giving Directions:** core focus will be reading and following maps, asking for directions and combining prepositions with verbs of movement. Work in class will consist heavily of giving each other directions and asking either the location or way to get to a certain type of destination.   **Students can prepare for this lesson by previewing pages 44 and 47 – 50.**  **Homework will be page 51 exercises 1 and 2.**   1. **Unit 6 – Discussing the Past:** core content will focus on discussing past activities and life events and the use of past tense irregular verbs. Students will spend the majority of the lesson discussing their past and asking about their partner’s. Special emphasis will be placed on drilling irregular verbs in an effort to make them easier to recall and use in conversation.   **Students can prepare for this lesson by previewing pages 52 and 55 – 58.**  **Homework will be page 51 exercises 1 and 2.**   1. **Review of Units 1-6:** A general review of preceding units. Students will practice defining vocabulary words without using the words themselves, question and answer sessions based on their own personal experiences and following a framework designated by the content of the text book up to page 59.   Students interested in doing so may prepare for this lesson by previewing pages 60-63 in the textbook.  A brief mid-term quiz will also be given.   1. **Unit 7 – Discussing Occupations:** the main focus will be on describing and inquiring about different occupations, deciding on the best candidate for a job and descriptions of skills and talents unique to an individual. Students will also learn how to inquire about another person’s abilities.   **Students can prepare for this lesson by previewing pages 64 and 67 – 70.**  **Homework will be page 43, exercises 1 and 2.**   1. **Unit 8 – Discussing Entertainment:** core focus will be on discussing and making plans, practicing invitations and discussing reasons to either decline or accept. The theme of the lesson will be entertainment so a large amount of work in class will consist of drilling vocabulary and grammar focused on making suggestions, deciding on what type of entertainment to do and either accepting or declining invitations.   **Students can prepare for this lesson by previewing pages 72 and 75 – 78.**  **Homework will be page 79, exercises 1 and 2.**   1. **Unit 9 – Discussing Future Plans and Activities:** core focus will be practicing the future tense in regard to making plans. Students will spend the majority of time in class talking about each other’s futures (based on a mock palm reading exercise) and also their individual opinions of what they believe will happen in the future to such topics as technology, education, food, entertainment etc.   **Students can prepare for this lesson by previewing pages 80 and 83 – 86.**  **Homework will be page 87, exercises 1 and 2.**   1. **Unit 10 – Shopping:** core focus will be drilling vocabulary and phrases associated with inquiring about products and buying them and the grammar of the comparative tense and intensifiers.The majority of work in class will consist of practicing conversations related to shopping. That is asking about prices, colors and sizes as well as how to negotiate a lower price for something. Time will also be made for a more abstract question and answer session using information and hypothetical questions about shopping.   **Students can prepare for this lesson by previewing pages 88 and 91 – 94.**  **Homework will be page 95, exercises 1 and 2.**   1. **Unit 11 – Describing Processes:** main focus will be on 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. Students will focus on the specific differences between narrative and imperative speaking styles as well as how to isolate specific steps in a relatively complex task.   **Students can prepare for this lesson by previewing pages 96 and 99 – 102.**  **Homework will be page 79, exercises 1 and 2.**   1. **Unit 12 – Expressing Opinions:** core focus will be on drilling vocabulary and its associated nuance in order to accurately express one’s opinion of something. Students will learn to express their opinion as being either good, bad or neutral. The majority of class time will consist of a question and answer session wherein students will question each other about various topics including favorite things and then express their opinion about it. Emphasis will be made in regard to expressing opinions that may disagree in a way that comes across as polite if not mutual.   **Students can prepare for this lesson by previewing pages 104 and 107 – 110.**  **Homework will be page 111, exercises 1 and 2.**   1. **Review of Units 7 -12:** in a method similar to Lesson 8 in the course, lesson 15 will consist largely of review and practice of elements previously learned in the textbook. In this case, the focus will be on the second half of the textbook content (Units 7 -12). The flow of the lesson will consist of: a vocabulary game where students describe various vocabulary words to a partner without actually saying the word, (2) partnered exercises focusing on key grammar and discussion points from Units 7 – 12 and (3) a question and answer partner activity designed to elicit review of core content from the units to be reviewed.   **Students can prepare for this lesson by previewing pages 112 – 115.**  **No homework will be given for this lesson in order to allow students time to prepare for the final test to be given during Lesson 16.**   1. **Final Evaluation and Presentation:** The final lesson will consist of a final test the content of which will be based on that learned in the textbook for the class. The test will consist chiefly of reading and writing in order to gauge student comprehension in these areas. **The test will consist of 20 questions. 10 of the questions (50%) will be based on grammar and vocabulary. The remaining 10 questions (50%) will be based on reading comprehension. Each question will be worth 5% of the total score for the test for a combined maximum total of 100%.** | | | | | | | |
| **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%  The most important factors determining your final grade are participation and attendance. Naturally different student’s levels will vary so I will take this into account. Attendance, however is completely under your control so please do your very best to come to every class. Students who come within 20 minutes of the class starting will be considered late. Students who come after 20 minutes from the class starting will be considered absent.  NOTE: I understand we have busy lives and unforeseen things often happen that can make coming to class difficult or impossible. I try to be as understanding as possible of people’s schedules. So, if you know you are going to be late or absent or if you have an emergency preventing you from arriving to class on time or at all, let me know and I will be as flexible as I can. | | | | | | | |
| **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** | | https://emeraldcityenglish.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  (オフィスアワー) office hours by appointment only.  （電話番号）080-3926-2272 | | | | | |
| **実務経験**  **及びその内容** | | I have been a professional ESL teacher since early 2008. In that time I have worked with students from the ages of 1 to 86 and all different levels of ability. I enjoy working with people and helping them learn new things. I have chosen English Firsthand as the core textbook for this course because it is especially suited to developing daily conversational skills in a partnered and group work context. It also includes a variety of different topics, vocabulary and grammar structures which allow for a broadening of students’ general English ability. | | | | | |
| **備考** | |  | | | | | |