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| **開講学期** | **前期** | | **曜日・講時** | **月3・4** | | **時間割番号** | **0012608** |
| **科目分野** | 外国語教育科目群・英語・発信型英語 | | | | | | |
| **科目名** | 発信型英語　Communicative English | | | | | | |
| **担当教員** | Trevor Mearns | | | | | | |
| **単位数** | **2** | **対象学生・年次** | | | 医(栄)２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 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. | | | | | | | |
| **キーワード**  コミュニケーション、外国文化、現代英語、会話力 | | | | | | | |
| **到達目標**  The main goal of the class is to increase communicative ability in the English language namely in the area of daily communication. The majority of the time in class will therefore consist of group and partner work focused on specific topics and grammatical structures (as designated by the textbook content) in order for students to familiarize themselves with the process of discussing a large variety of subjects in spoken English. | | | | | | | |
| **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 12-18 of the textbook and that the focus of the course will be on relationships between people. 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.   1. **Unit 1 – Relationships: (pp 12 -18, HW p 19)** Focus on greetings, inferring situations and understanding topics. Verb tenses including present simple, present continuous, past simple and future will be drilled. Students can expect to spend a large percentage of class time working in pairs and small groups. Main production for the lesson will focus on pages 15/16 in order to personalize the class focus content and to give students ample time practicing the material.   Homework will be page 19 exercises 1 and 2.   1. **Unit 2 –Emotions (pp 20-26, HW page 27):** Students will focus on inferring feelings and identifying reasons along with sharing good and bad news. Grammar will focus on the use of conditional constructions. Students can prepare by previewing the pages listed in the class topic title paying particular attention to pages 24/25 wherein the majority of target vocabulary and grammar is contained.   Homework will be page 27, exercises 1 and 2.   1. **Unit 3 – Places and Travel (pp 29-34, HW 35):** Using travel as a theme, students will drill comparative and superlative sentence structures. Describing trips in the past tense will also be practiced.　The core task in this lesson will be focused on pages 31/32 where students will practice making recommendations for certain places in the area based on what their partner is looking to do (ex. Where is a good place to go out to eat? Etc.). Special emphasis should be placed on *comparing and designating the best* of whatever target location/purpose is being discussed.   Homework will be page 35, exercises 1 and 2.   1. **Unit 4 –Opinion Adjectives (pp 36 – 42, HW page 43)** Expressing personal opinions about something and practicing the ability to either agree or disagree with something as it is presented in varying situations. For example: “I love classical music. I think it’s the most beautiful type of music” followed by the partner responding with “Well, I see what you’re saying but I think it’s kind of boring/slow” etc. Grammar focus will include the use of “tag questions” i.e. …isn’t it? Aren’t you etc. in order to stimulate conversation. Emphasis will be placed on the ability to remain civil and polite in the face of differing opinions but still being able to accurately convey one’s feelings or opinion on something even if they disagree.   Students can prepare for this lesson by previewing pages 39 – 41 wherein the majority of target language is contained.  Homework will be page 43, exercises 1 and 2.   1. **Unit 5 –Problems and Reasons (pp 44 – 50, HW page 52 (Unit 6)):** focus will be on describing problems and their reasons. Grammar will focus on such conjunctions as “so” and “because” etc. Students will be expected to isolate and express a single cause for something in a coherent way. We will also focus on reasons and excuses for why things have happened. For example “I was late today because I missed the bus this morning/I missed the bus this morning so I was late today.” Further, we will drill the ability to politely refuse requests from our partner. For example “Can I borrow your cat?” “I’m sorry but I don’t think that’s a good idea. My cat doesn’t like being away from me” etc. Students can prepare for this lesson by previewing pages 47 – 50 wherein the majority of relevant grammar and vocabulary is contained.   Homework will be page 52, exercise 1.   1. **Unit 6 –Cultural Symbols and Traditions (pp 52 – 58, HW page 59):** Students will focus on describing and discussing cultural symbols and traditions both within their own and foreign cultures as well as reasons for their significance. Grammar will focus on relative pronouns and adjective clauses.. The majority of time in class will be spent discussing what various traditional and modern symbols in the students’ culture are and why they are significant via paired conversation. The goal is to be able to cultivate a perspective toward cultures that can isolate elements that make that represent their unique and significant nature.   Students can prepare for this lesson by completing the homework for lesson 6 and by previewing pages 55 – 58.  Homework will be page 59, exercises 1 and 2.   1. **Review of Units 1-6 (pp 60 -63:** 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.   1. **Unit 7 –Personal Experiences and Past Events:** focus will be on describing events in the past using time clauses such as “when”. Students will also practice inferring emotions and feelings based on the language used. Grammar will focus on the past tense of irregular verbs.   The goal of the lesson will be the ability to discuss one’s own past and to inquire about another’s. To this end, the core content of the lesson will consist of pages 67 – 70. Students are advised to preview these pages in preparation for the lesson.  Homework will be page 71, exercises 1 and 2.   1. **Unit 8 –Leisure Time Activities:** planning events and parties and the associated language of explaining tasks to be done and designating who will do them. Grammar will focus on modal auxiliary verbs such as “need to” and “must”.   The goal of the lesson will be to discuss plans and to coordinate in designating tasks. Emphasis will also be placed on understanding the relationships of different modal verbs and how the infer the relative importance of an action. Students can prepare for this lesson by previewing pages 75 – 77.  Homework will be page 79, exercises 1 and 2.   1. **Unit 9 –Personal Problems:** describing personal situations along with asking for, expressing and receiving advice. Grammar will focus on unreal conditional sentence structures using the modals “would” and “could”.   The main goal of the lesson will be the ability to politely ask for and receive advice as well as recognizing problems. Various phrases for giving advice as well as for asking for it will be practiced. Students can prepare for the lesson by previewing pages 82 – 85 in the text book.  Homework will be on page 87, exercises 1 and 2.   1. **Unit 10 –Telling Stories:** understanding and expressing a coherent sequence of events in order to tell a story or present an explanation. Grammar will focus on the simple past and past continuous verb tenses. A large amount of the lesson will focus on listening to stories and ordering events. Students will also focus on describing feelings based on their reaction to different situations in a story.   Students can prepare for this lesson by previewing pages 91 – 93. Homework will be page 95, exercises 1 and 2.   1. **Unit 11 – Agreeing and Disagreeing:** discussing world issues with further review of language to express agreement and disagreement along with varying levels of politeness and sensitivity to the listener in doing so. Grammar will focus on the present perfect.   The lesson will begin with an introduction of various world issues. The goal will then be to discuss various issues and politely either agree or disagree with them. Special emphasis will be placed on the different phrases designed to show disagreement without sounding rude or confrontational. Students can prepare for the lesson by previewing pages 96 and 98 – 101.  Homework will be page 103, exercises 1 and 2.   1. **Unit 12 –Dreams and Goals:** making, understanding and comparing goals along with identifying actions needed to attain said goals. Grammar will focus heavily on the future tense and situations that have not yet happened.   The goal of the lesson will be to discuss personal goals and dreams as well as things students may or may not want to try in the future. Students will practice giving answers varying from “No, definitely not”, to “Maybe in the future” to “Yes, definitely” etc. They will also practice giving reasons for their answers. Time will also be made to set long term goals and discuss them with a partner.  Students can prepare for this lesson by previewing pages 106 – 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 | 9789880030604 | | | | | | 書名 | English Firsthand 2 | | | | | | 著者名 | Marc Helgensen, Steven Brown  John Wiltshier | 出版社 | Pearson Longman | 出版年 | 2010 | | 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  (オフィスアワー) office hours by appointment only. | | | | | |
| **備考** | |  | | | | | |