

講義科目名称	English Communication I	副題	Brushing Up English Communication Skills I
英文科目名称	English Communication I		

開講期間	配当年	単位数	科目必選区分
前期	1・2	2単位	必修選択
担当教員			
スネイプ ニール / 未定			

英語コミュニケーション	講義
添付ファイル	

授業種類	実務経験のある教員等による授業科目
	<input type="checkbox"/> 実務経験のある教員による授業科目
	<input type="checkbox"/> 実務家を招へいして実施する授業科目
	実務経験・授業での活用、招へいする実務家等
	授業で使用する言語
	<input type="checkbox"/> 日本語
	<input checked="" type="checkbox"/> 英語
	<input type="checkbox"/> その他
	アクティブラーニング
	<input checked="" type="checkbox"/> アクティブラーニング要素を取り入れている

授業の内容 (概要) The class format is a flipped classroom format, in which students deeply understand the new learning content they have prepared at home through interactive or multidirectional discussions, such as discussions among students and discussions with teachers, while using assignment sheets. Students learn through conducting group discussions in class. [Classes with interactive or multi-directional discussions]

授業の目的 The purpose of this course is to discuss different topics in English. In addition, students will practice other skills such as listening, reading and writing.

到達目標 By brushing up English skills, students will be better prepared for the graduate school courses in English. In addition, through discussions among students and with faculty members, students will be able to practice their speaking and listening skills.

授業計画	第1回 Introduction The first week of the course will be Icebreakers and an overview of the course and the textbook.
	第2回 Live and Learn! <b>Listening:</b> for main ideas and details, stressed words, reductions, transitions and visualizing location <b>Speaking:</b> Asking for clarification, Using expressions of location, Describing map locations, Discussing personal views <b>Critical Thinking:</b> Analyzing and interpreting an image, Using a lecture introduction to predict content, Taking notes on a lecture: indentation, keywords, abbreviations, and symbols, Using a Venn diagram <b>Language Focus:</b> Using stress, Using reductions, Expressing location, Asking for clarification, Using <i>should</i> and <i>shouldn't</i> Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]
	第3回 Bright Lights, Big City <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, clues to relationships between people and visualizing directions <b>Speaking:</b> Expressing feelings, Starting and ending a phone conversation, Expressing frustration, Requesting and giving directions, Conducting research and giving a presentation <b>Critical Thinking:</b> Predicting questions speakers will ask, Taking notes on numbers and statistics, Using transitions as cues for note-taking <b>Language Focus:</b> Using stress, Using reductions, Using vocabulary, Expressing frustration, Starting and ending phone conversations, Requesting and giving directions Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]
	第4回 Money... Talks! <b>Listening:</b> Listening for main ideas and details, stressed words, reductions, and transitions, for numbers, expressions of advice <b>Speaking:</b> Suggesting and recommending, Discussing managing money, entrepreneurs, and abilities, Asking for, giving, and refusing advice, Conducting research and giving a presentation <b>Critical Thinking:</b> Taking notes on a lecture, Outlining a lecture, Taking notes on a process <b>Language Focus:</b> Using stress, Using <i>can</i> versus <i>can't</i> , Using <i>teens</i> versus <i>tens</i> , Suggesting and recommending Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]
	第5回 Nail That Job! <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, for a sequence of events, for specific information <b>Speaking:</b> Discussing jobs and careers, Apologizing and reconciling, Role-playing a job interview, Giving a short oral report, Conducting research and providing documentation <b>Critical Thinking:</b> Taking notes on cause and effect, Interpreting information in a table, Taking notes on statistics, Outlining a lecture, Speculating about hypothetical situations, Using a matrix diagram, Discussing the changing roles of women <b>Language Focus:</b> Using stress, Using reductions, Using sequencing, Agreeing and disagreeing Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]
	第6回 The Way We Live <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, for stress in two- and three-word verbs <b>Speaking:</b> Asking for help and favors, Discussing numbers and percentages, Comparing lifestyles in different countries, Conducting research and giving a presentation <b>Critical Thinking:</b> Interpreting a line graph, Taking notes on a lecture <b>Language Focus:</b> Using stress on phrasal verbs, Using reductions, numbers and percentages, Asking for help or a favor Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]
	第7回 World Village <b>Listening:</b> for main ideas and details, stressed words, reductions, transitions and taking notes <b>Speaking:</b> Identifying the pros and cons, Using verbal and nonverbal language, Surveying and interviewing, Speaking from an outline, Conducting research and giving a presentation <b>Critical Thinking:</b> Taking notes on similarities and differences, Comparing verbal and nonverbal language, Estimating the impact of tourism, Outlining a lecture <b>Language Focus:</b> Using intonation in questions and requests, Expressing the pros and cons Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]
	第8回 A Universal Language? <b>Listening:</b> for main ideas and details, stressed words, reductions, ransitions, lecture subtopics and checking <b>Speaking:</b> Giving praise and encouragement, Speaking from an outline, Expressing tentative opinions, Conducting research and giving a presentation <b>Critical Thinking:</b> Discussing body language and communication worldwide, Outlining a lecture, Using spelling quizzes, word games, and puzzles <b>Language Focus:</b> Using stress, reductions, statements with rising intonation, Giving encouragement and praise, Guessing: being tentative Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]
	第9回 Each to Their Own <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, taking notes and to a podcast interview <b>Speaking:</b> Expressing and reporting on likes and dislikes, Conducting research and giving a presentation, Giving an impromptu speech <b>Critical Thinking:</b> Planning a tour, Outlining the interview, Discussing options and reaching agreements <b>Language Focus:</b> Using stress, reductions, Expressing likes and dislikes, preferences Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]
	第10回 Pushing Boundaries <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, for expressions of surprise, for persuasive language <b>Speaking:</b> Signposting, from an outline, Giving a persuasive speech, Conducting research and giving a presentation <b>Critical Thinking:</b> Taking notes on specific information, Discussing applications of artificial intelligence and personal discoveries and achievements <b>Language Focus:</b> Using negative prefixes, Pronouncing <i>-ed</i> endings, Expressing interest or surprise, Using conditional sentences <i>-if</i> and <i>unless</i> Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]

	<p><b>第11回</b> Milestones and Occasions  <b>Listening:</b> for main ideas and details, stressed words, reductions, and transitions, Digressing and returning to the topic  <b>Speaking:</b> Speaking from an outline, Conducting research and giving a presentation about a celebration  <b>Critical Thinking:</b> Taking notes on wedding preferences, Outlining a lecture, Comparing different cultural celebrations  <b>Language Focus:</b> Using stress in compound phrases, Offering congratulations and sympathy, Comparing and contrasting  <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p><b>第12回</b> Further topics (1)  TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.  <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p><b>第13回</b> Further topics (2)  TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.  <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p><b>第14回</b> Further topics (3)  TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.  <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p><b>第15回</b> Review  Students have to summarize what they did in class and what they are particularly interested in in a report and present it. In addition, the content will be discussed in class.  <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
テキスト	<i>New Interactions Listening and Speaking 3</i> , McGraw Hill.
テキスト購入方法	Students are able to purchase the course book online at <a href="https://www.amazon.co.jp">https://www.amazon.co.jp</a>
参考文献	Students will be able to access any assignments through Google Classroom.
成績評価の方法	Homework assignments 100%
教員への連絡方法	email: <a href="mailto:nealsnape@mail.gpwu.ac.jp">nealsnape@mail.gpwu.ac.jp</a>
履修上の注意	Students are required to purchase the course book.
授業外学修情報（予習復習）	Pre-study: Read the planned parts of the text and references carefully in advance. Post-learning: Review and deepen your understanding of what you have learned in class.
学生へのメッセージ	Most of the classes given throughout the course are based on the course book. Where the book does not cover a particular topic, handouts will be provided to students.