

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

開講期間	配当年	単位数	科目必選区分
後期	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. Furthermore, by applying the concept to a wider range of language data while conducting group discussions, we will deepen our understanding of English topics. Students learn through conducting group discussions in class. Discussions are conducted among students and with teachers. [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 Rise to the Challenge!
	Listening: for stressed words, Comparing reduced and unreduced pronunciation, making predictions, Pragmatic understanding of a presentation, Recognizing tone of voice Speaking: Sharing perspectives on academic lecture styles, Using appropriate expressions to request and offer clarification, Discussing learning styles, Solving riddles and brainteasers, Giving a presentation on learning styles Critical Thinking: Using graphic organizers to brainstorm and predict presentation content, Predicting what a presenter will say next, Analyzing academic instruction, Discussing learning styles, Solving riddles and brainteasers Language Focus: Stressed words, Reductions, Requesting and offering clarification <u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u>
	第3回 Compete or Cooperate?
	Listening: for appropriate use of intonation in expressions used to ask for confirmation of understanding, stressed words, Outlining main ideas and supporting details in a lecture, Pragmatic understanding of a lecture Speaking: Challenging excuses with expressions used to ask for confirmation of understanding, Sharing observations on cooperation and competition, Identifying figurative language and creating metaphors, Asking for confirmation of understanding, Giving a presentation on an endangered species Critical Thinking: Using graphic organizers to brainstorm and predict lecture content, Constructing an outline of main ideas and supporting details, Classifying animals in a food pyramid, Discussing the pros and cons of exploration Language Focus: Asking for confirmation of understanding, Stressed words, Asking for confirmation to challenge excuses, Analogies, metaphors, similes, and personification <u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u>
	第4回 The Ties That Bind
	Listening: for stressed words, Comparing reduced and unreduced pronunciation of <i>h</i> , Listening for data and details refuting straw man arguments, Pragmatic understanding of a lecture, Reviewing an article about healthy family communication Speaking: Sharing perspectives on sibling and family relationships, Paraphrasing and making generalizations, Comparing family relationships in different cultures, Discussing the hallmarks of healthy family communication, Giving a presentation on good parenting skills Critical Thinking: Using a graphic organizer to compare assumptions, Predicting straw man arguments, Constructing arguments to refute assumptions using expressions of contrast, Expanding on healthy family communication Language Focus: Stressed words, Reductions: reduced <i>h</i> , Expressing contrast, Generalizing <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u>
第5回 Healthy Mind, Healthy Body	
Listening: for main ideas, expressions used to make analogies, Identifying intonation patterns in questions and requests, Outlining a presentation and answering comprehension questions, Identifying context clues, Taking notes on ailments, remedies, and effects Speaking: Sharing prior knowledge about the heart, Discussing flu epidemics, Reviewing symptoms and using expressions of opinion to reach a diagnosis and give medical advice, Discussing home remedies and debating their effectiveness, Giving a presentation an alternative or complementary form of medicine/ therapy Critical Thinking: Using a graphic organizer to record analogies, Using a graphic organizer to build background knowledge, Reviewing symptoms to diagnose an ailment, Discussing the qualities of medical professionals, Debating the effectiveness of home remedies Language Focus: Analogies, Intonation in questions and requests, Expressing opinions <u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u>	
第6回 Hi-Tech, Low-Tech, or No Tech?	
Listening: for phrasal verbs, stressed words, Taking notes on a field trip, Recalling and listening for numbers, Contrasting active and passive voice Speaking: Sharing perspectives on astrology and horoscopes, Sharing prior knowledge and views of space exploration, Debating the pros and cons of the privatization of space travel, Presenting a news report using the passive voice, Giving a presentation on a topic related to astronomy Critical Thinking: Researching to build background knowledge, Labeling diagrams, Selecting relevant notes to give a summary, Using transitions to express reason, purpose, and result, Analyzing the pros and cons of the privatization of space travel Language Focus: Stress on phrasal verbs, Stressed words, Pronouncing numbers, Expressing reason, purpose, and result, Distinguishing between active and passive voice <u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u>	
第7回 Dollars, Deeds, and Dreams	
Listening: Identifying appropriate expressions of agreement and disagreement, taking notes on pro and con arguments and Making inferences Speaking: Using expressions to disagree politely, Sharing prior knowledge about the World Bank, Agreeing and disagreeing with views about the World Bank, Brainstorming and presenting ways to invest money, Examining a case study to present development projects, Presenting a proposal for a development project requiring financial aid Critical Thinking: Evaluating the pros and cons of a development project, Formulating challenging questions, Analyzing the pros and cons of World Bank practices, Using a Venn diagram to compare banking schemes, Reaching a consensus on the best way to invest money, Analyzing data to propose development projects Language Focus: Agreeing and disagreeing <u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u>	
第8回 Standing Out From the Crowd	
Listening: for modifiers of comparatives and superlatives, stressed words, time expressions, Completing a timeline with chronological events, appropriate expressions and tone of voice to show likes and dislikes Speaking: Sharing views on people who have done remarkable feats, Presenting a biography using expressions of time, Sharing perspectives on cycling, Sharing views on why doping should be prohibited in sport, Collaborating to create and present a sports code of ethics, Discussing interests, Conducting a survey on people's opinions about remarkable people and presenting the findings Critical Thinking: Using a Venn diagram to compare remarkable feats, Putting events in chronological order, Labeling a diagram, Using expressions of reason, purpose, and result, Choosing appropriate ways to express likes and dislikes, pleasure and displeasure Language Focus: Modifying comparatives and superlatives, Stressed words, Expressing time and sequence, Expressions of <i>like</i> and <i>dislike</i> <u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u>	

	<p>第9回 Imagine, Create, Succeed</p> <p>Listening: for signal words and information, Making inferences, Recognizing and taking notes on divulged information, Identifying main ideas in a lecture, Taking notes on signal words</p> <p>Speaking: Sharing perspectives about art and creativity, Speculating on creative drive in the workplace, Interpreting and discussing modern art, Sharing ideas about motivation at work, school, and play, Brainstorming and presenting ways to become more creative, Giving a presentation on different types of corporate culture</p> <p>Critical Thinking: Using a Venn diagram to compare artists, Speculating on factors that influence creativity at work, Using creativity to solve puzzles, Analyzing images to speculate on corporate culture, Matching descriptions of art styles to images</p> <p>Language Focus: Recognizing when information is being divulged</p> <p><u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第10回 Social Behavior</p> <p>Listening: Identifying types of tag questions, stressed words, expressions introducing digressions and returns to the main topic, Recognizing digressions and their purpose in a lecture, Identifying and categorizing tag questions in a lecture, specific information in a lecture, Taking notes on an article about leadership</p> <p>Speaking: Sharing experiences about social groups, Reporting on digressions in a lecture, Sharing perspectives on group dynamics, Using tag questions in role-plays, Brainstorming and discussing leadership qualities, skills, and styles, Designing a questionnaire about the qualities of a successful leader and presenting the results</p> <p>Critical Thinking: Speculating about social behavior, Distinguishing between main points and digressions, Identifying and analyzing reasons for digressions, Analyzing group dynamics, Evaluating leadership skills and styles</p> <p>Language Focus: Tag questions, Stressed words, Grammar forms of tag questions</p> <p><u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第11回 It's a Crime!</p> <p>Listening: Identifying hopes and wishes, stressed words, Comparing reduced and unreduced pronunciation, Paraphrasing key points in a lecture, Making inferences, Paraphrasing wishes and hopes, Taking notes and answering idea-connection questions</p> <p>Speaking: Making wishes and expressing hopes and dreams, Reviewing cases and discussing if punishments fit their crimes, Sharing points of view on the issue of legal insanity, Discussing cases and reasons for guilt and innocence, Acting out a mock trial, Giving a presentation on cybercrime and its prevention</p> <p>Critical Thinking: Interpreting quotes about hopes and wishes, Speculating about free will and predetermination, Paraphrasing ideas of a lecture, Determining whether punishments fit their crimes, Debating details of a case to reach a verdict</p> <p>Language Focus: Expressing hopes, wishes, and desires, Stressed words, Reductions</p> <p><u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第12回 Further topics (1)</p> <p>TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.</p> <p><u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第13回 Further topics (2)</p> <p>TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.</p> <p><u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第14回 Further topics (3)</p> <p>TBA in class with students choosing a topic that they wish to include. Authentic materials will be used from the internet.</p> <p><u>Discussions are conducted among students and with instructors. [Classes with interactive or multi-directional discussions]</u></p>
	<p>第15回 Review</p> <p>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.</p> <p><u>Discussions are conducted among students and with teachers. [Classes with interactive or multi-directional discussions]</u></p>
テキスト	<i>New Interactions Listening and Speaking 4</i> , McGraw Hill.
テキスト購入方法	Students are able to purchase the course book online at https://www.amazon.co.jp
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: nealsnape@mail.gpwu.ac.jp
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.