

Course Title	TC English	Instructor(s)	Craig Yamamoto
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Class Style	Lecture	Office Hours	Will be given in class
Track	English Education	Mode of Instruction (Solo / Omnibus)	Solo
Credits	2	Allocated Year	Fall Semester, 2nd-year
Active Learning	3. Written Paraphrases and Summaries 4. Written Peer Review of Written Work 5. Pause for Reflection 6. Active Listening 7. Close Reading 7. Oral Paraphrases and Summaries	Compulsory or Elective	Compulsory
Course Overview	TC English is a four-skills course focussing on <i>Basic Interpersonal Communicative Skills</i> (BICS), or conversational proficiency (see references below). Students in the TC program must successfully take TC English 1 and TC English 2 in lieu of the Communicative English (CE) courses offered to those in other tracks. Depending on class size, courses may be streamed, but generally TC English courses are mixed level.		
Course Objectives	The ultimate objective of TC English courses is to prepare students for upper division courses at MIC. Students must achieve minimum scores on standardized exams from outside bodies to proceed to their junior year. By the end of this course, students will be able to: <ul style="list-style-type: none"> ask and talk about routines, express prohibition and obligation, ask and talk about feelings and reactions discuss advantages and disadvantages describe what was happening in the past announce news, close a conversation, tell personal stories, describe embarrassing moments ask about and describe past fashions ask where something is in a store, ask for a specific product, express opinions about style and fashion ask and talk about current fashions ask and talk about life experiences, check and clarify meaning, describe details of their experiences, ask and talk about a memorable experience compare human-made structures express disbelief, say that they don't know something, ask and talk about geographical features describe natural wonders in their country ask and talk about weekend plans, offer to take a message, leave a message. make requests, promises, and offers discuss ways to manage time effectively 		
Prerequisite	Receive a minimum of 450 TOEIC score		

No.	Theme	Learning outcomes	Contents	Homework
1	New ways of thinking	<ul style="list-style-type: none"> describe important inventions elicit ideas 	<u>Grammar</u> <ul style="list-style-type: none"> <i>So and such</i> The passive 	Xreading; Digital workbook Unit 01A/B
3		<ul style="list-style-type: none"> suggest solutions discuss how things have improved 	<u>Vocabulary</u> <ul style="list-style-type: none"> Positive and negative descriptions Verb and noun formation 	Xreading; Digital workbook Unit 01C/D
5		<ul style="list-style-type: none"> describe something they have invented 	Review; Unit Quiz 01	Xreading; Unit 01 Summary
6	Lessons in life	<ul style="list-style-type: none"> describe events in the past express worry 	<u>Grammar</u> <ul style="list-style-type: none"> Past perfect Third conditional 	Xreading; Digital workbook Unit 02A/B
8		<ul style="list-style-type: none"> reassure someone talk about how things might have been 	<u>Vocabulary</u> <ul style="list-style-type: none"> Prefixes: <i>mis-</i> / <i>dis-</i> / <i>re-</i> Expressions with <i>make</i> and <i>get</i> 	Xreading; Digital workbook Unit 02C/D
10		<ul style="list-style-type: none"> describe a memorable day 	Review; Unit Quiz 02	Xreading; Unit 02 Summary

No.	Theme	Learning outcomes	Contents	Homework
16	Can you explain it?	<ul style="list-style-type: none"> speculate about everyday situations express probability and improbability 	<u>Grammar</u> <ul style="list-style-type: none"> Past modals for speculating Embedded questions 	Xreading; Digital workbook Unit 03A/B
18		<ul style="list-style-type: none"> ask and speculate about historical events 	<u>Vocabulary</u> <ul style="list-style-type: none"> Suffixes: <i>-ful</i> and <i>-less</i> Word partners 	Xreading; Digital workbook Unit 03C/D
20		<ul style="list-style-type: none"> tell a story from their culture 	Review; Unit Quiz 03	Xreading; Unit 03 Summary
21	Perspectives	<ul style="list-style-type: none"> report what people say change and return to the topic 	<u>Grammar</u> <ul style="list-style-type: none"> Report statements Reported <i>yes / no</i> questions 	Xreading; Digital workbook Unit 04A/B
23		<ul style="list-style-type: none"> report what people ask discuss thoughts and values 	<u>Vocabulary</u> <ul style="list-style-type: none"> Three-word phrasal verbs verbs + prepositions 	Xreading; Digital workbook Unit 04C/D
25			Review; Unit Quiz 05	Xreading; Unit 05 Summary
26	The real world	<ul style="list-style-type: none"> talk about getting things done take time to think in an interview 	<u>Grammar</u> <ul style="list-style-type: none"> Causative <i>get</i> and <i>have</i> Future continuous vs. future with <i>will</i> 	Xreading; Digital workbook Unit 05A/B
28		<ul style="list-style-type: none"> close an interview ask and talk about future goals 	<u>Vocabulary</u> <ul style="list-style-type: none"> Word partners Setting goals 	Xreading; Digital workbook Unit 05C/D
30		<ul style="list-style-type: none"> discuss future careers 	Review; Unit Quiz 06	Xreading; Unit 06 Summary
	Final Exam	Unit 01~06 Exam; Student self-assessment		

Grading	<p>20% In-class assignments, class performance and discussion, fluency writing 30% Written and spoken assessment 30% Extensive reading (Xreading) and writing work (unit summaries) 20% Final exam</p> <p>Assessment will be based on performance expectations appropriate for each CEFR level. Task completion and timely submission are a given; simply completing work on time is no guarantee of a passing grade.</p> <p>NOTE: You must pass the final exam in order to pass the course.</p>
Textbooks	<p>For every unit, course objectives will be achieved through active learning strategies, including but not limited to:</p> <p>Think-pair-share, pair & group work, task-based activities Interactive lectures, videos, reading passages with note taking, journal writing Written and oral paraphrasing and summarizing Role play, facilitated or mediated discussions Project and/or presentation work</p>
References	<p>Four Corners (Cambridge) 2nd Edition - Textbook level 4B with digital pack ISBN: 9781009286619</p> <p>Additional activities and materials for expansion and review will be supplied by the instructor.</p>
NOTES	<p>Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction in Street, B. & Hornberger, N. H. (Eds.). Encyclopedia of Language and Education, 2nd Ed., Vol. 2: Literacy. (pp. 71-83). New York: Springer Science + Business Media LLC.</p> <p>Council of Europe. 2018. Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</p>