

Core Inventory

博士前期課程1年

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Core Inventoryとは？

- British CouncilとEAQUALSが共同で作成した
- CEFRの各段階で核 (core) となるような要素を示し、表にしたもの

	A1	A2	B1	B2	C1
Functions	Directions Describing habits and routines Giving personal information Greetings Telling the time Understanding and using numbers Understanding and using prices	Describing habits and routines Describing past experiences Describing people Describing places Describing things Obligation and necessity Requests Suggestions	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions; language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Critiquing and reviewing Describing experiences Describing feelings and emotions Describing hopes and plans Developing an argument Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Expressing agreement and disagreement Expressing opinions Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction	Conceding a point Critiquing and reviewing constructively Defending a point of view persuasively Developing an argument systematically Emphasizing a point, feeling, issue Expressing attitudes and feelings precisely Expressing certainty, probability, doubt Expressing opinions tentatively, hedging Expressing reaction, e.g. indifference Expressing shades of opinion and certainty Responding to counterarguments Speculating and hypothesising about causes, consequences etc. Synthesising, evaluating and glossing information
Grammar	Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very Common uncountable nouns I'd like Imperatives (+/!) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of 'to be' Past Simple Possessive adjectives Possessive s Prepositions: common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing/like/hate/love	Adjectives - comparative - use of than and definite article Adjectives - superlative - use of definite article Adverbial phrases of time, place and frequency - including word order Adverbs of frequency Articles - with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerund Going to Imperatives Modals - can/could Modals - have to Modals - should Past continuous Past simple Phrasal verbs - common Possessives - use of 's, 's' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/want/would like Wh questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/can't deduction Modals - might, may, will, probably Modals - should have/might have/etc Modals: must have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction	Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals - can't have, needn't have Modals of deduction and speculation Narrative tenses Passives Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past	Futures (revision) Inversion with negative adverbials Mixed conditionals in past, present and future Modals in the past Narrative tenses for experience, incl. passive Passive forms, all Phrasal verbs, especially splitting Wish/v only regrets
Discourse Markers	Connecting words, and, but, because	Linkers: sequential - past time	Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time	Connecting words expressing cause and effect, contrast etc. Discourse markers to structure formal speech Linkers: although in spite of, despite Linkers: sequential - past time - subsequently	Linking devices, logical markers Markers to structure and signpost formal and informal speech and writing
Vocabulary	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs - basic	Adjectives: personality, description, feelings Food and drink Things in the town, shops and shopping Travel and services	Collocation Colloquial language Things in the town, shops and services	Collocation Colloquial language	Approximating (vague language) Collocation Colloquial language Differentiated use of vocabulary Eliminating false friends Formal and informal registers Idomatic expressions
Topics	Family life Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Education Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Books and literature Education Film Leisure activities Media News, lifestyles and current affairs	Arts Books and literature Education Film Media News, lifestyles and current affairs	Arts Books and literature Film Media News, lifestyles and current affairs Scientific developments Technical and legal language

Core Inventory作成の目的

- 教師や学生のために、各レベルでどんな内容を学べばよいのか明確にすること
- 教育のためであり、テストの指標ではない

Core Inventory作成の過程

- CEFRのディスクリプター、CEFRに基づいた教科書やシラバスなどを分析
- 教師へのサーベイ

Core Inventory (配布資料参照)

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Exponents (配布資料参照)

B1

2 Functions/ notions

19 Describing places

- Cairo is the capital city of Egypt. It is on the banks of the River Nile. It has a population of more than 10 million people. Cairo has a rich history. The famous pyramids and the sphinx are located just outside the city.

20 Describing past experiences and storytelling

- Last year we went to Thailand for our holidays. We visited many interesting places. I went scuba-diving while my boyfriend went on an elephant ride. We also tried lots of different kinds of food. We had a great time.

21 Describing feelings, emotions, attitudes

- He felt a little nervous about the exam.
- I'm fed up with this British food.
- We should all use public transport as much as possible.
- I'm sorry to hear that.

29 Expressing opinions

- I think England will win the World Cup
- I don't think he is old enough to get married.
- In my opinion, it's too expensive.

31 Expressing agreement/ disagreement

- I think so too.
- You're right
- Exactly!
- Yes, I agree.
- I think you are absolutely right.
- So do/am I.
- Neither do I.

- Well, actually . . .
- Well not really.
- I'm sorry but I think you're wrong.
- I see what you mean but . . .

33 Talking about films and books

- *Meryl Streep was brilliant.*
- *It was difficult to follow.*
- *It was set in Chicago.*
- *It was about a woman who went around the world.*
- *If you like action movies you will like this one*
- *It had a happy ending.*
- *I think you should read this book.*
- *I liked this book because . . .*

39 Discourse Functions

40 Initiating and closing conversation

Initiating:

- Hi! My name's Paula. What's your name?
- Excuse me- can I talk to you for a minute?
- Excuse me, please. Have you got a minute?
- Excuse me, please. I wonder if you could help me.
- Let me introduce myself.
- Guess what!
- You will never believe what I saw yesterday

Closing:

- It's been nice talking to you. Bye.
- I'm sorry. I've got to go now.
- Must go – see you later.
- See you later. Take care.

41 Checking understanding

From speaker's point of view

- Is that clear?
- Do you follow me?
- Do you know what I mean?
- Do you understand?

From listeners point of view

- I'm sorry, did you say "..."?
- Is this what you are saying? . . .
- I'm not sure I understand. Are you saying that . . . ?
- Do you mean . . . ?

42 Managing interaction (interrupting, changing topic, resuming or continuing)

Interrupting

- Sorry, to interrupt you but . . .
- I have a question.
- Could I interrupt here?
- Do you mind if I say something?
- Could I just say something?
- Sorry, I just wanted to say . . .

Changing the topic

- Anyway . . .
- By the way, there's something else I wanted to tell you.

Resuming a conversation

- Anyway . . .
- Anyway, what was I saying?
- What were we talking about?
- To get back to what I was saying . . .

Continuing

- Anyway . . .
- So, as I was saying . . .
- Okay . . .

46 Discourse Markers

48 Linkers: sequential – past time (later)

- He finished the e-mail and then went out for a while.
- Later, he looked at it again, to see if he had missed anything important.
- After that, he changed the text a little.
- Finally he spellchecked it and sent it.

49 Connecting words expressing cause and effect, contrast etc.

- On the other hand, we could stay at home and watch television.
- However, this depends on the number of people you've invited.
- Therefore, it is cheaper to take the bus.

52 Markers to structure informal spoken discourse

- *Right.*
- *Really?*
- *Well, anyway . . .*
- *Oh I know.*
- *Yes, I suppose so.*
- *I know how you feel*
- *You know, I don't like her either.*

59 Questions

61 Wh-questions in the past

- Who did you see at the party?
- How long have you been studying English?
- Why did you get the tattoo?
- What happened then?
- What have you been doing since you left school?

62 Complex question tags

- He hasn't come home yet, has he?
- He built the house himself, didn't he?

Scenario (配布資料参照)

SCENARIO: ONLINE FORUM

B1

DOMAIN	CONTEXT	TASK	ACTIVITIES	TEXTS
Occupational/Personal	Setting Work/domestic Location home/office People online acquaintances	Reading online comments/conversation Contributing to online discussion Giving/responding to feedback	Participating in online discussion/debate Written production	Messageboard/blog posts
LEVEL	B1			
CAN DO*	<p>Can read columns/blogs and other entries in which someone takes a stand on a current topic or event and understand the overall meaning of the text.</p> <p>Can guess the meaning of single unknown words from the context plus deducing the meaning of expressions if the topic is familiar.</p> <p>Can understand, in private letters, those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.</p> <p>Can write simple connected texts on a range of topics within his/her field of interest and can express personal views and opinions.</p> <p>Can write personal messages to friends or acquaintances asking for or giving them news and narrating events.</p>			
CRITERIA*				
APPROPRIATENESS	Is aware of the salient politeness conventions and acts appropriately.			
COHERENCE	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.			
RANGE	Has enough language to get by, with sufficient vocabulary to express his/herself on topics such as hobbies and interests, work, travel, and current events.			
COMPREHENSION	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.			
ACCURACY	Can express the main point he/she wants to make coherently with reasonable precision. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.			
COMPETENCES	<p>STRATEGIC Identify unfamiliar words from the context on topics related to his/her field and interests. Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points. Infer more in a written discussion on a familiar topic. Ask someone to clarify or elaborate what he or she has just said. Correct slips and errors if he/she becomes conscious of them or if they have led to misunderstanding.</p> <p>PRAGMATIC Functional Establishing experiences and events Expressing opinions, language of agreeing and disagreeing Managing interaction Discourse Connecting words expressing cause and effect, contrast etc.</p> <p>LINGUISTIC Grammatical Comparatives and superlatives Conditionals, 1st and 2nd Modals - might, may, will Modals - should have, might have etc Range of verb forms (past, present and future) Reported speech</p> <p>Lexical Collocation and lexis related to familiar topics and interests</p>			

* From the CEFR portfolio or schools adapted descriptions might be used. Overview & Implementation: Howard Smith

SCENARIO IMPLEMENTATION

Activities were brainstormed in the order shown and assigned to a stage of the process. See below for suggestions on sequencing.

STAGE	COMPETENCES	STUDY CONTEXT	ACTIVITIES	MATERIALS/SOURCES
1	Lexis/grammar Strategy - identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom - pairs/individuals	Discourse analysis - identify core topic vocabulary and frequent grammar/ structures. Inference text structure.	Pages from online messageboard/ blog on subject of learner interest.
2	Grammar	Self study	Practice exercises on key grammatical structures	Grammar practice material
4	Describing experiences/events Grammar - range of verb forms, making verb forms	Classroom - self study	Grammar practice activities	Process writing - short descriptive text
4	Expressing opinion/agreeing/disagreeing	Classroom - groups	Interview discussion activity - short opinion followed by reaction	Realia (e.g. film/book/music etc)
4	Written interaction - managing interaction - ask for clarification - correct slips/errors	Classroom - whole class	Fast writing/note passing	
3	Identify unknown language from context - identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom	Reading comprehension - work on identifying main points, recognising opinion.	Texts from special interest magazines/websites Wordclouds
1	Lexis	Self study	Mind mapping topic lexis and collocations.	
2	Discourse - connecting expressions	Classroom - pairs/individuals	Review/practice basic discourse markers	Course book
3	Pragmatic - agreeing/disagreeing/politeness conventions Reading - understanding main ideas	Classroom	Analysis/discussion of conventions in online vs other discourse models	Article - "Netiquette"
5	All	Home/Self study	Participate in online discussion	
1	Lexis	Classroom	Use search engine to find appropriate/ message board	Computer search engine
5	All	Self study with teacher support	Prepare and deliver report/presentation on experiences with online discussion	
1	Lexis Strategy - identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom - whole class	Identify topic and key content from extracted lexis	Online texts Wordcloud clouds
5	All	Classroom	Simulation of online discussion - either on networked computers or pen/paper	Networked or stand alone computer - institutional website/ VLE

Possible teaching sequence, envisaged as extending over a number of lessons though could be compressed / reduced.

1 Introduction of topic - introducing message board/blog posting - identifying key lexis - finding appropriate sites - analysing discourse features - analysing language features

2 Lexis and grammar - working on lexis and structure

3 Reading skills - text comprehension work

4 Writing skills - writing accurately and fluently - managing interaction

5 Extension and report - extending language work into the real world and reporting back (note: activities labelled 5 above could be alternatives for an extension activity or could complement each other, perhaps being used at different stages of the teaching sequence)