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| Course Title | Communicative English 2 | Instructor(s) | Cathrine-Mette Mork |
| E-mail | cmork@sky.miyazaki-mic.ac.jp |
| Class Format | Lecture | Office Hours | Mondays from 13:00 (room 1-303) |
| Track | All tracks except TC | Mode of Instruction  (Solo / Omnibus) | Solo |
| Credits | 4 | Allocated Year | Every semester |
|  | | Compulsory or  Elective | Compulsory |
| Course Overview | Communicative English (CE) is a four-skills course focussing on *Basic Interpersonal Communicative Skills* (BICS), or conversational proficiency (see references below). The courses are offered every semester at different CEFR levels. | | |
| Course  Objectives | The ultimate objective of CE courses is to prepare students for upper division courses at MIC. Students must achieve minimum scores on standardized exams from outside bodies in order to proceed to their junior year. This typically requires successfully taking three CE courses. Specific targets in writing, grammar, reading, and spoken skills are outlined in the **Communicative English (CE) Schedule (scope and sequence) for each course/CEFR level.** By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook. | | |
| Prerequisites | Students must meet appropriate CEFR level as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L). | | |
| Assessment  Criteria | * **30%** in-class assignments, class performance & discussion; homework; fluency writing (12 x summaries) * **30%** Written & spoken assessment (6 x unit writing assignments 15%; 6 x video recordings 15%) * **20%** Extensive reading (Xreading.com – checked 4 times, at the end of each month – scores are CUMULATIVE) * **20%** Final exam   *Assessment will be based on performance expectations appropriate for each CEFR level. Task completion and timely submission are expected; simply completing work on time is no guarantee of a passing grade. NOTE: Students must pass the final exam to pass the course.* | | |
| Teaching  Methodology | For every unit, course objectives will be achieved through active learning strategies, including but not limited to:   * Think-pair-share, pair & group work * Interactive lectures, videos, reading passages with note taking * Task-based activities, Journal writing (summaries); Written and oral paraphrasing and summarizing * Role play, facilitated or mediated discussions; Project and/or presentation work | | |
| Textbooks | World Link Developing English Fluency (Cengage/ National Geographic) 4th Edition – Textbook 2b  Additional activities and materials for expansion and review will be supplied by the instructor. | | |
| References | 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. | | |
| Diploma Policy Objectives | Work completed in this course helps students achieve the following Diploma Policy objective(s):   1. Advanced thinking skills (comparison, analysis, synthesis, evaluation) based on critical thinking (critical & analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English 5. Proficiency in the use of information technology | | |
| NOTES | 1) Students are expected to have a charged mobile device or laptop in class to access the various platforms and sites that will be used in the course.  2) Automatic failure of the course will result from missing the equivalent of 10 classes. This includes late arrivals and early departures from class. Note that absence or tardiness will generally not be accepted as a valid excuse for incompletion or late submission of any task or assignment. Appropriate and timely communication by students to instructors is expected. | | |
| Schedule | **See below.** Homework for each class will include extensive reading, fluency writing (summaries) and text-based exercises. | | |

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| **No.** | **Theme** | **Vocabulary & Grammar** | **Listening & Speaking** | **Reading & Writing** |
| **1** | Course introduction. | Icebreakers, Information on syllabus, course rules and expectations, software. | | |
| **2** | Unit 7aCelebrations:  *Parties.* | Vocabulary for *Hosting a party.*  Agreeing with other people’s statements: *so, too, neither, and either.* | Listening: Talks about coming of age celebrations;  News report about a race.  Speaking:  Inviting someone to do something; accepting or refusing an invitation.  Pronunciation: Reduced *want to.* | Reading: *Get Ready to Get Messy.*    Making connections.    Writing about a holiday or festival. |
| **3** |
| **4** | Unit 7bCelebrations:  *Festivals and Holidays.* | Vocabulary for *Festivals and events.*  Time clauses with *before, after, when.* |
| **5** |
| **6** | Unit 8a Once upon a time:  *What’s the story about?* | Vocabulary for *Discussing stories.*  The past continuous: statements / questions. | Listening: Conversation about writing a story with crowdsourcing;  Story about Thunder and Lightning.  Speaking: Telling a story; showing interest and finding out what happened.  Pronunciation: Pausing. | Reading: *The Cinderella Story.*  Using parts of words to guess meaning.    Writing about a modern fairy tale. |
| **7** |
| **8** | Unit 8b Once upon a time:  *Modern Fairy Tales.* | Vocabulary for *Modern fairy tales.*  Adverbs of manner. |
| **9** |
| **10** | Unit 9a Work:  *Skills and Qualities* | Vocabulary for *Qualities needed for work.*  The present perfect. | Listening: Talks about different jobs;  Interview with a storyboard artist.  Speaking: Interviewing for a job.  Pronunciation: Reduced *for* in time expressions. | Reading: *Asher Jay: Creative Conservationist.*  Using word forms.  Writing about a formal email. |
| **11** |
| **12** | Unit 9b Work:  *Dream Jobs.* | Vocabulary for *Describing a job.*  The simple past and the present perfect. |
| **13** |
| **14** | Mid-course content | Information about final project or presentation, review of 1st half,  first half assessment, activities | | |
| **15** |
| **16** | Unit 10a: Stay in Touch: *On a Call.* | Vocabulary for *Using the phone.*  Asking for permission. | Listening: Phone call and video call conversations;  Conversations about phone etiquette.  Speaking: Using the phone.  Pronunciation: Stress with clarification. | Reading: *Have Smartphones Changed*  *Our Lives for Better or for Worse?*  Collocations.  Writing about informal messages. |
| **17** |
| **18** | Unit 10b: Stay in Touch: *Always connected.* | Vocabulary for *Phone etiquette.*  Verb + infinitive vs. verb + gerund. |
| **19** |
| **20** | Unit 11a Technology: *Then and Now.* | Vocabulary for *Describing devices.*  Using *used to.* | Listening: Lecture about bad technology predictions;  Interview about new technology to help blind people .  Speaking: Offering a counterargument.  Pronunciation: used to / use to. | Reading: *How Smart Is Your Home?*  Taking Notes; Discourse markers.  Writing about a robot. |
| **21** |
| **22** | Unit 11b Technology: *Making Life Better.* | Vocabulary for *Using appliances and devices.*  Comparisons with *as . . . as* |
| **23** |
| **24** | Unit 12a Travel:  *Before you go.* | Vocabulary for Preparing for travel.  Modal verbs of necessity. | Listening: Conversation about an upcoming trip;  Interview with Andrés Ruzo about travel experiences.  Speaking: Offering a counterargument.  Pronunciation: Reduced *have to* and *has to.* | Reading: *Going Solo Is the Way to Go!*  Closed and open questions.  Writing about a customer satisfaction survey. |
| **25** |
| **26** | Unit 12b Travel: *Adventures in traveling* | Vocabulary for *Travel Plans.*  Question form review. |
| **27** |
| **28** | Projects/ Presentations,  Extra activities, review. | Final work on project or presentation, review of 2nd half, second half assessment,  delivery of final project/presentation | | |
| **29** |
| **30** | Review. | Scope and sequence decided by individual instructors. | | |