

Course Title	Communicative English (CE)	Instructor(s)	Ellen Head
		E-mail	ehead@sky.miyazaki-mic.ac.jp
Class Format	Lecture	Office Hours	Monday, Tuesday, Wednesday 4.15-5.15 Other times by appointment. My office: 1-205
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 <i>Basic Interpersonal Communicative Skills</i> (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).		
Course Schedule	See CE Schedule (scope and sequence) for each course/CEFR level. Homework for each class will include extensive reading, fluency writing (journals) and text-based exercises.		
Assessment Criteria	<ul style="list-style-type: none"> • 30% In-class assignments, homework, class performance & discussion, fluency writing • 30% Written & spoken assessment • 20% Extensive reading • 20% Final exam <p><i>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 in order to pass the course.</i></p>		
Teaching Methodology	<p>For every unit, course objectives will be achieved through active learning strategies, including but not limited to:</p> <ul style="list-style-type: none"> • Think-pair-share, pair & group work • Interactive lectures, videos, reading passages with note taking • Task-based activities • Journal writing • 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) 4 th 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.). <i>Encyclopedia of Language and Education</i> , 2nd Ed., Vol. 2: Literacy. (pp. 71-83). New York: Springer Science + Business Media LLC.		
Diploma Policy Objectives	<p>Work completed in this course helps students achieve the following Diploma Policy objective(s):</p> <ol style="list-style-type: none"> 1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and 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 		

	<p>4. Advanced communicative proficiency in both Japanese and English</p> <p>5. Proficiency in the use of information technology</p>
NOTES	<p>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.</p> <p>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 incompleteness or late submission of any task or assignment. Appropriate and timely communication by students to instructors is expected.</p> <p>3) Please join the moodle for this class. You will be able to find “2023 Fall CE (Ellen)”. I will enroll you so please let me know if you need to be enrolled.</p> <p>4) Please join the World link site for this class. https://learn.eltnl.com/ You can join by registering with a code which is in the textbook. To join Ellen’s class you need to use an additional code, which is here: CNQWGAAB</p> <p>5) One of the important assignments for this class is to record your speaking. Be sure to submit the speaking recording punctually for each unit.</p> <p>6) There is a good range of levels in this class. Please use Ellen’s office hour if you want to get practice in Speaking or if you want help with grammar.</p>

Communicative English (CE) Schedule (Scope & Sequence) for CEFR A2.3 (CE3?)
World Link 3rd Edition Textbook 2b

No.	Theme	Vocabulary & Grammar	Listening & Speaking	Reading & Writing
1	Course introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.		
2	Unit 7 Celebrations:	Vocabulary for <i>Hosting a party</i> .	Listening: Talks about coming of age celebrations;	Reading: <i>Get Ready to Get Messy</i> .
3	<i>Parties</i> .	Agreeing with other people’s statements: <i>so, too, neither, and either</i> .	News report about a race.	Making connections.
4	Unit 7 Celebrations:	Vocabulary for <i>Festivals and events</i> .	Speaking: Inviting someone to do something; accepting or refusing an invitation.	Writing about a holiday or festival.
5	<i>Festivals and Holidays</i> .	Time clauses with <i>before, after, when</i> .	Pronunciation: Reduced <i>want to</i> .	
6	Unit 8 Once upon a time:	Vocabulary for <i>Discussing stories</i> .	Listening: Conversation about writing a story with crowdsourcing;	Reading: <i>The Cinderella Story</i> .
7	<i>What’s the story about?</i>	The past continuous: statements / questions.	Story about Thunder and Lightning.	Using parts of words to guess meaning.
8	Unit 8 Once upon a time:	Vocabulary for <i>Modern fairy tales</i> .	Speaking: Telling a story; showing interest and finding out what happened.	Writing about a modern fairy tale.
9	<i>Modern Fairy Tales</i> .	Adverbs of manner.	Pronunciation: Pausing.	
10	Unit 9 <i>Work: Skills and Qualities</i>	Vocabulary for <i>Qualities needed for work</i> .	Listening: Talks about different jobs; Interview with a storyboard artist.	Reading: <i>Asher Jay: Creative Conservationist</i> .
11		The present perfect.	Speaking: Interviewing for a job.	Using word forms.
12	Unit 9: <i>Work: Dream Jobs</i> .	Vocabulary for <i>Describing a job</i> .	Pronunciation: Reduced <i>for</i> in time expressions.	Writing about a formal email.
13		The simple past and the present perfect.		
14	Extra activities,	Scope and sequence decided by individual instructors.		
15	review, assessment.			
16	Unit 10: <i>Stay in Touch: On a Call</i> .	Vocabulary for <i>Using the phone</i> .	Listening: Phone call and video call conversations;	Reading: <i>Have Smartphones Changed</i>
17		Asking for permission.	Conversations about phone etiquette.	<i>Our Lives for Better or for Worse?</i>
18	Unit 10: <i>Stay in Touch: Always connected</i> .	Vocabulary for <i>Phone etiquette</i> .	Speaking: Using the phone.	Collocations.
19		Verb + infinitive vs. verb + gerund.		

			Pronunciation: Stress with clarification.	Writing about informal messages.
20	Unit 11 Technology:	Vocabulary for <i>Describing devices</i> .	Listening: Lecture about bad technology predictions; Interview about new technology to help blind people . Speaking: Offering a counterargument. Pronunciation: used to / use to.	Reading: <i>How Smart Is Your Home?</i> Taking Notes; Discourse markers. Writing about a robot.
21	<i>Then and Now.</i>	Using <i>used to</i> .		
22	Unit 11 Technology: <i>Making Life Better.</i>	Vocabulary for <i>Using appliances and devices</i> . Comparisons with <i>as . . . as</i>		
23				
24	Unit 12 Travel:	Vocabulary for Preparing for travel.	Listening: Conversation about an upcoming trip; Interview with Andrés Ruzo about travel experiences. Speaking: Offering a counterargument. Pronunciation: Reduced <i>have to</i> and <i>has to</i> .	Reading: <i>Going Solo Is the Way to Go!</i> Closed and open questions. Writing about a customer satisfaction survey.
25	<i>Before you go.</i>	Modal verbs of necessity.		
26	Unit 12 Travel: <i>Adventures in traveling</i>	Vocabulary for <i>Travel Plans</i> . Question form review.		
27				
28	Projects/ Presentations,	Scope and sequence decided by individual instructors.		
29	Extra activities, review.			
30	Review.	Scope and sequence decided by individual instructors.		