

<b>Course Title</b>	Communicative English (CE) 1(advanced)	<b>Instructor(s)</b>	Rebecca Schmidt
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<b>Class Format</b>	Lecture	<b>Office Hours</b>	TBA
<b>Track</b>	All tracks	<b>Mode of Instruction (Solo / Omnibus)</b>	Solo
<b>Credits</b>	4	<b>Allocated Year</b>	Spring
<b>Active Learning</b>	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	<b>Compulsory or Elective</b>	Compulsory
<b>Course Overview</b>	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.		
<b>Course Objectives</b>	The ultimate objective of CE courses is to prepare students for upper division courses at MIU. 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. By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook as well as any supplemental materials provided by individual professors.		
<b>Prerequisites</b>	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
<b>Assessment Criteria</b>	<p><i>Grades will be determined as follows:</i></p> <p><i>Online Homework 20%</i></p> <p><i>Communicative assignments 25%</i></p> <p><i>Xreading assignments 15%</i></p> <p><i>Quizzes and chapter assessments 20%</i></p> <p><i>Final Exam 20%</i></p>		
<b>Textbooks</b>	World Link Developing English Fluency (Cengage/ National Geographic) 4 <sup>th</sup> Edition – Textbook 3b Additional activities and materials for expansion and review will be supplied by the instructor.-		
<b>References</b>	<p>Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction in Street, B. &amp; 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.</p> <p>Council of Europe. 2018. <i>Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors</i>. Strasbourg, France: Council of Europe. <a href="https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989">https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</a></p>		
<b>NOTES</b>	<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>		
<b>Schedule</b>	<b>See below.</b> Homework for each class will include extensive reading, online work, and text-based exercises. At the end of each unit there will be a writing assignment, a speaking assignment, and a quiz.		

## Communicative English (CE) Schedule (Scope & Sequence)

### World Link 3<sup>rd</sup> Edition Textbook 3b (B1 level)

No.	Theme	Vocabulary & Grammar	Listening & Speaking	Reading & Writing
1	Course introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.		
2	Unit 7 Wellbeing: <i>How do you feel?</i>	Vocabulary for <i>Injuries, illnesses and treatment.</i> Expressions with <i>get</i> .	Listening: Talk by a ranger about wilderness safety; Conversation about symptoms  Speaking: Describing symptoms	Reading: <i>Modern Health Problems?</i> Writing: Write about a piece of advice
3				
4	Unit 7 Wellbeing: <i>Staying Healthy.</i>	Vocabulary for <i>Physical and mental health.</i> Reported speech: commands and requests.	Listening: Announcements about recreational activities; Report about parkour.  Speaking: Checking and confirming understanding; restating for clarity	Reading: <i>Adventures in Wonderland</i>  Writing: Write about a hobby
5				
6	Unit 8 What are you into?: <i>Leisure Time.</i>	Vocabulary for <i>Free-time activities.</i> Present perfect continuous vs present perfect.	Speaking: Introducing a topic and giving an overview of a talk.	Reading: <i>People of All Ages.</i>  Writing: Give advice and make an outline.
7				
8	Unit 8 What are you into?: <i>Daring activities.</i>	Vocabulary for <i>Preparing and embarking on a trip.</i> Present perfect continuous vs present perfect vs simple past.	Listening: Lecture about light pollution; Talk about online and offline life and social media	Reading: <i>People of All Ages.</i>  Writing: Give advice and make an outline.
9				
10	Unit 9 Society: <i>Urban Issues.</i>	Vocabulary for <i>Urban issues.</i> <i>too</i> and <i>enough</i> .	Listening: Lecture about light pollution; Talk about online and offline life and social media  Speaking: Introducing a topic and giving an overview of a talk.	Reading: <i>People of All Ages.</i>  Writing: Give advice and make an outline.
11				
12	Unit 9 Society: <i>Social Issues.</i>	Vocabulary for <i>Social issues.</i> Future real conditionals (type 1).	Listening: Lecture about light pollution; Talk about online and offline life and social media  Speaking: Introducing a topic and giving an overview of a talk.	Reading: <i>People of All Ages.</i>  Writing: Give advice and make an outline.
13				
14	Extra activities, review, assessment.	Scope and sequence decided by individual instructors.		
15				
16	Unit 10 Money: <i>Saving and Spending.</i>	Vocabulary for <i>Saving and Spending.</i> <i>Wish</i> statements	Listening: Lecture about whether money can buy happiness; Interview about how rich people use money.  Speaking: Apologizing.	Reading: <i>Money from Unusual Sources.</i>  Writing: Write a position /opinion essay .
17				
18	Unit 10 Money: <i>Striking it Rich</i>	Vocabulary for <i>Ways to use and spend money.</i> Negative modals	Listening: Talk about a social science study where people “found” wallets on the street; Podcast about the reliability of tech and apps.  Speaking: Giving Strong Advice.	Reading: <i>Little White Lies.</i>  Writing: Write a timed opinion essay.
19				
20	Unit 11 Trust: <i>Right and Wrong.</i>	Vocabulary for <i>Honesty, Right and Wrong.</i> Present unreal conditionals (type 2).	Listening: Talk about a social science study where people “found” wallets on the street; Podcast about the reliability of tech and apps.  Speaking: Giving Strong Advice.	Reading: <i>Little White Lies.</i>  Writing: Write a timed opinion essay.
21				
22	Unit 11 Trust: <i>Why would I lie?</i>	Vocabulary for <i>Truth and Lies.</i> Reported statements with <i>say</i> and <i>tell</i> .	Listening: Lecture about two unusual animals; Story about floating hospitals in Bangladesh.  Speaking: Saying you don't know / want to know something.	Reading: <i>A Tough Decision: Elevate or Relocate?</i>  Writing: Comment on a news story/ post
23				
24	Unit 12 Our World: <i>The Animal World.</i>	Vocabulary for <i>The environment and endangered animals.</i> Subject and object relative clauses.	Listening: Lecture about two unusual animals; Story about floating hospitals in Bangladesh.  Speaking: Saying you don't know / want to know something.	Reading: <i>A Tough Decision: Elevate or Relocate?</i>  Writing: Comment on a news story/ post
25				
26	Unit 12 Our World: <i>The Man-made World.</i>	Vocabulary for <i>Buildings and construction.</i> The passive with tenses.	Listening: Lecture about two unusual animals; Story about floating hospitals in Bangladesh.  Speaking: Saying you don't know / want to know something.	Reading: <i>A Tough Decision: Elevate or Relocate?</i>  Writing: Comment on a news story/ post
27				
28	Projects/ Presentations, Extra activities, review.	Scope and sequence decided by individual instructors.		
29				
30	Review.	Scope and sequence decided by individual instructors.		