

Course Title	Communicative English 1 (advanced)	Instructor(s)	All Language Faculty
		E-mail	TBA
Class Format	Lecture	Office Hours	TBA
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	every semester
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	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 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.		
Prerequisites	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
Assessment Criteria	<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>		
Textbooks	World Link Developing English Fluency (Cengage/ National Geographic) 4 th Edition – Textbook 3b Additional activities and materials for expansion and review will be supplied by the instructor.-		
References	<p>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.</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. https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</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>		
Schedule	See below. 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 3rd 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> .	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		Expressions with <i>get</i> .		
4		Vocabulary for <i>Physical and mental health</i> .		
5	Unit 7 Wellbeing: <i>Staying Healthy</i> .	Reported speech: commands and requests.		
6	Unit 8 What are you into?: <i>Leisure Time</i> .	Vocabulary for <i>Free-time activities</i> .	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
7		Present perfect continuous vs present perfect.		
8		Vocabulary for <i>Preparing and embarking on a trip</i> .		
9	Unit 8 What are you into?: <i>Daring activities</i> .	Present perfect continuous vs present perfect vs simple past.		
10	Unit 9 Society: <i>Urban Issues</i> .	Vocabulary for <i>Urban issues. too and 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		Vocabulary for <i>Social issues</i> .		
13	Unit 9 Society: <i>Social Issues</i> .	Future real conditionals (type 1).		
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> .	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		<i>Wish</i> statements		
18		Vocabulary for <i>Ways to use and spend money</i> .		
19	Unit 10 Money: <i>Striking it Rich</i>	Negative modals		
20	Unit 11 Trust: <i>Right and Wrong</i> .	Vocabulary for <i>Honesty, Right and Wrong</i> .	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		Present unreal conditionals (type 2).		
22		Vocabulary for <i>Truth and Lies</i> .		
23	Unit 11 Trust: <i>Why would I lie?</i>	Reported statements with <i>say</i> and <i>tell</i> .		
24	Unit 12 Our World: <i>The Animal World</i> .	Vocabulary for <i>The environment and endangered animals</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
25		Subject and object relative clauses.		
26		Vocabulary for <i>Buildings and construction</i> .		
27	Unit 12 Our World: <i>The Man-made World</i> .	The passive with tenses.		
28	Projects/ Presentations,	Scope and sequence decided by individual instructors.		
29	Extra activities, review.			
30	Review.	Scope and sequence decided by individual instructors.		