

<b>Course Title</b>	Communicative English 2	<b>Instructor(s)</b>	All Language Faculty	
		<b>E-mail</b>	Will be given in class	
<b>Class Style</b>	Lecture	<b>Office Hours</b>	Will be given in class	
<b>Track</b>	All tracks	<b>Mode of Instruction (Solo / Omnibus)</b>	Solo	
<b>Credits</b>	4	<b>Allocated Year</b>	Every semester	
<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 focusing on Cognitive Academic Language Proficiency (CALP), or academic 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 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. 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>Prerequisite</b>	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).			
<b>No.</b>	<b>Theme</b>	<b>Learning outcomes</b>	<b>Contents</b>	<b>Homework</b>
1	Education	<ul style="list-style-type: none"> <li>ask and talk about routines</li> <li>express prohibition and obligation</li> <li>ask and talk about feelings and reactions</li> <li>discuss advantages and disadvantages</li> </ul>	<u>Grammar</u> <ul style="list-style-type: none"> <li>Simple present vs. present continuous</li> <li>Zero conditional</li> </ul> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>School subjects</li> <li>Feelings and emotions</li> </ul>	Xreading; Digital workbook Unit 01A
2				Xreading; Digital workbook Unit 01B
3				Xreading; Digital workbook Unit 01C
4				Xreading; Digital workbook Unit 01D
5				Review; Unit Quiz 01
6	Personal Stories	<ul style="list-style-type: none"> <li>describe what was happening in the past</li> <li>announce news</li> <li>close a conversation</li> <li>tell personal stories</li> <li>describe embarrassing moments</li> </ul>	<u>Grammar</u> <ul style="list-style-type: none"> <li>Past continuous vs. simple past</li> <li>Participial adjectives</li> </ul> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>Sentence adverbs</li> <li>Verbs to describe reactions</li> </ul>	Xreading; Digital workbook Unit 02A
7				Xreading; Digital workbook Unit 02B
8				Xreading; Digital workbook Unit 02C
9				Xreading; Digital workbook Unit 02D

10			Review; Unit Quiz 02	Xreading; Unit 02 Summary
11	Style and Fashion	<ul style="list-style-type: none"> <li>ask about and describe past fashions</li> <li>ask where something is in a store</li> <li>ask for a specific product</li> <li>express opinions about style and fashion</li> <li>ask and talk about current fashions</li> </ul>	<u>Grammar</u> Used to Defining relative clauses  <u>Vocabulary</u> Fashion statements Clothing styles	Xreading; Digital workbook Unit 03A
12				Xreading; Digital workbook Unit 03B
13				Xreading; Digital workbook Unit 03C
14				Xreading; Digital workbook Unit 03D
15			Review; Unit Quiz 03	Xreading; Unit 03 Summary

No.	Theme	Learning outcomes	Contents	Homework
16	Life at home	<ul style="list-style-type: none"> <li>ask and answer questions about their home</li> <li>make and agree to requests</li> <li>talk about household chores</li> <li>describe a home</li> </ul>	<u>Grammar</u> <ul style="list-style-type: none"> <li>How many / much; quantifiers before nouns</li> <li>Separable two-word phrasal verbs</li> </ul> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>Things in a home</li> <li>Household chores</li> </ul>	Xreading; Digital workbook Unit 04A
17				Xreading; Digital workbook Unit 04B
18				Xreading; Digital workbook Unit 04C
19				Xreading; Digital workbook Unit 04D
20			Review; Unit Quiz 04	Xreading; Unit 04 Summary
21	Health	<ul style="list-style-type: none"> <li>give and follow instructions</li> <li>say how they feel</li> <li>wish someone well</li> <li>ask and talk about healthy habits</li> <li>discuss ways to manage stress</li> </ul>	<u>Grammar</u> <ul style="list-style-type: none"> <li>Imperatives; adverbs of manner</li> <li>How questions</li> </ul> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Healthy habits</li> </ul>	Xreading; Digital workbook Unit 05A
22				Xreading; Digital workbook Unit 05B
23				Xreading; Digital workbook Unit 05C
24				Xreading; Digital workbook Unit 05D
25			Review; Unit Quiz 05	Xreading; Unit 05 Summary
26	What's on TV?	<ul style="list-style-type: none"> <li>talk about types of TV shows they like</li> <li>agree and disagree with an opinion</li> <li>describe future plans</li> <li>give their opinions about popular TV shows</li> </ul>	<u>Grammar</u> Verb+infinitive or gerund Present continuous for future plans <u>Vocabulary</u> Types of TV shows Television	Xreading; Digital workbook Unit 06A
27				Xreading; Digital workbook Unit 06B
28				Xreading; Digital workbook Unit 06C
29				Xreading; Digital workbook Unit 06D
30			Review; Unit Quiz 06	Xreading; Unit 06 Summary
	Final Exam	Unit 01~06 Exam; Student self-assessment		
<b>Grading</b>		Grades will be determined as follows: Online Homework 20% Communicative assignments 25% Xreading assignments 15% Quizzes and chapter assessments 20% Final Exam 20%		

<b>Textbooks</b>	<p>Xreading online extensive reading site provided by MIU</p> <p>Four Corners 3A Second Edition with Digital Pack - Jack C. Richards and David Bohlke ISBN: 9781009286541</p>
<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>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3) Pace of the class will be determined by the overall level of the class and students' ability.</li> </ol>