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| Course Title | CE1-1 Communicative English | Instructor(s) | Craig Yamamoto |
| E-mail | cyamamoto@sky.miyazaki-mic.ac.jp |
| Class Format | Lecture | Office Hours | Tuesdays 14:15~17:15 |
| Track | All tracks except TC | Mode of Instruction  (Solo / Omnibus) | Solo |
| Credits | 4 | Allocated Year | Every semester |
| Active Learning | 4-1 Interactive Lectures  4-9 Group Work on Questions  4-10 Think-Pair/Group-Share | 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). | | |

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| Course Schedule | Communicative English (CE) Schedule (Scope & Sequence) for CE1 (CEFR A2.1 level) |

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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 7 City Life:  *My Neighborhood.* | Vocabulary for Places in a neighborhood | Listening: Conversation between people on their way to a place;  A tourism ad.  Listening for context.  Speaking: Asking for.  and giving directions  Pronunciation: Stress in compound nouns. | Reading: *Let’s Go on the Metro!*  Summarizing skills.  Writing about things to do and see in a city. |
| **3** |
| **4** | Unit 7 City Life:  *In the City.* | Vocabulary for *What’s your city like?* |
| **5** |
| **6** | Unit 8 All about you: *Sports.* | Vocabulary for *Sports and activities.* | Listening: A story about an interesting person;  Conversation about finding a room.  Listening for details.  Speaking: Inviting others to do something.  Pronunciation: Reduced *to* and *want to.* | Reading: *Life Style.*  Personalizing.  Writing a personal profile. |
| **7** |
| **8** | Unit 8 All about you: Personality. | Vocabulary for *Personality traits.* |
| **9** |
| **10** | Unit 9 Change: *Personal Habits.* | Vocabulary for *Good and bad habits.* | Listening: Lecture about to-do lists;  Radio interview about an important change.  Speaking: Making and responding to requests.  Pronunciation: Contracted *would.* | Reading: *From Hero to Zero.*  Understanding context; making predictions.  Writing about a plan for the future. |
| **11** |
| **12** | Unit 9 Change: *Breaking the Plastic Habit.* | Vocabulary for *Plastic problems.* |
| **13** |
| **14** | Extra activities,  review, assessment. | Scope and sequence decided by individual instructors. | | |
| **15** |
| **16** | Unit 10 Health:  *The Body.* | Vocabulary for *Our bodies.* | Listening: News report about staying healthy in space;  A relaxation exercise.  Listening for signposts.  Speaking: Talking.about health problems.  Pronunciation: Vowel length. | Reading: *Less Stress Before Your Next Big Test.*  Applying Understanding  Writing about a past. experience with stress. |
| **17** |
| **18** | Unit 10 Health:  *Stress.* | Vocabulary for *Stress.* |
| **19** |

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| **20** | Unit 11 Achievement: *Talented People.* | Vocabulary for *Abilities.* | Listening: Radio program about a famous artist;  Story about.a memorable experience.  Speaking: Talking on the phone.  Pronunciation: *Can / can’t, could / couldn’t.* | Reading: *A Brave Pilot.*  Testing comprehension.  Applying ideas.  Writing about a hope for the future. |
| **21** |
| **22** | Unit 11 Achievement: *Risk.* | Vocabulary for *Risk-takers.* |
| **23** |
| **24** | Unit 12 At the Movies: *What’s Playing.* | Vocabulary for *Types of movies.* | Listening: Conversation between two people choosing a movie to watch; Conversation between two people discussing new movies.  Listening for signposts;  Speaking: Talking on the phone. Pronunciation: Sentence stress. | Reading: *A Movie Remake.*  Discussing findings.  Writing a movie review. |
| **25** |
| **26** | Unit 12 At the Movies: *Movie Reviews.* | Vocabulary for *Review a movie.* |
| **27** |
| **28** | Projects/ Presentations,  Extra activities, review. | Scope and sequence decided by individual instructors. | | |
| **29** |
| **30** | Review. | Scope and sequence decided by individual instructors. | | |

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| Assessment  Criteria | * 30% In-class assignments, homework, class performance & discussion, fluency writing * 30% Written & spoken assessment * 20% Extensive reading * 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 in order 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 * 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 1b  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, 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 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. |