

# Green Book



Sugiyama Jogakuen University  
Communicative English Program  
*Student Handbook*

Communicative English  
Pre-Academic English  
2024 – 2025  
Academic Year R06



# Communicative English Program

[www.communicativeenglishprogram.com](http://www.communicativeenglishprogram.com)



Password: 2getherCEP



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# Communicative English Program (CEP)

## Welcome to the Sugiyama CEP

Your teachers here at Sugiyama are happy to have you in our program. In the first year of this program, you will learn a lot of English because you will have Communicative English (CE) five times a week. We hope it will be challenging for you! In the second year, you will have Pre-Academic English classes on Monday, Wednesday, and Friday. Your teachers believe that learning can be interesting and fun, and that **you** are the most important part of your education here. Your teachers will help you become a more independent learner. If you try hard this year, your English will become much, much better.

It is important that you are an active learner in these classes and try your best to use English only. In the CEP, you will have many opportunities to use English in pair and group work, and in discussion with your teachers.

Please read and remember the rules below for all of your CE classes. If you follow these rules, you and your classmates will have a fun and productive time in the CEP!

1. 授業には毎回きちんと遅れずに出席してください。3回遅刻すると、一回分の欠席となります。20分の遅刻は欠席とみなされます。
2. 授業には元気よく積極的に参加してください。一人一人が積極的になることで、学ぶことはより楽しくなるはずです。
3. 不正行為は絶対に許されません。次のページを見てください。
4. より有意義時間を過ごすために、授業中は英語で話しましょう。

There are only a few rules and following them will make your experience at Sugiyama much better!

The CEP International Teaching Team



## Code of Ethics 不正行為に関する警告

梶山女学園大学では、不正行為を非常に重大な問題として取り扱っています。仮に、不正行為があったことが大学当局に報告されると、その科目のみならず、その学期中に試験の行われた科目はすべて失格となります。従って、2年次では、1年次に修得できなかった科目を2年次の履修すべき科目に加えて履修していかなければならなくなり、ひいては4年間で卒業することが難しくなってきます。不正行為はそれほど重大な問題行為です。十分に理解しておいてください。

下にどのようなことが不正行為にあたるかを記しました。よく読んで十分に理解しておいて下さい。

1. 友達が宿題としてやってきた練習問題の答えを写して提出すること
2. 要約 (summary) や書評 (book report) など、友達の書いたものを写して提出すること
3. 本やインターネット【Wikipedia、Google 翻訳、ライン英語通訳を含む】などから丸写ししたものを提出すること
4. テスト(小テスト、中間テスト、学期末テスト等)で友達の答えを写すこと
5. 授業担当者から「持ち込み可」の許可が出ていないにもかかわらず、テスト中に本やノートを見ること

授業担当者から、「友達といっしょにやってもかまいません」と許可したもの以外は、基本的に「宿題」というものは自分の力でやらなくてははいけません。この点をよく理解してください。宿題についてわからないことがあれば、授業担当者に尋ねてください。

## Self-Plagiarism 自己盗用

自己盗用とは、複数の授業における課題で、もしくは複数の年度で、同じ制作物を繰り返して提出することを言います。内容が基本的に同じものを提出することも自己盗用です。提出された年次、授業や学位に関係なく、同じ制作物は自己盗用と見なされます。不明な点があれば、教員に問い合わせてください。<sup>1</sup>

<sup>1</sup>[http://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic\\_practice/IAD\\_good\\_practice\\_self\\_plagiarism.pdf](http://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic_practice/IAD_good_practice_self_plagiarism.pdf)

# Communicative English Program

## Code of Ethics

At Sugiyama Jogakuen University, cheating is considered an extremely serious offence. If the university authorities are informed that there has been cheating, the student concerned may be forbidden to sit the exam for that class, and possibly all other classes she is enrolled in that semester as well. This rule is severe. However, cheating is an extremely serious violation. Students in the CEP are expected to fully understand this.

Below are examples of cheating. Be sure to read and fully understand what they mean.

1. A student copies another student's homework answers.
2. When a student hands in a summary or book report that has been copied from another student, resource materials, or from the internet. For example, this includes using sources like Wikipedia, Google Translator, Line dictionary, AI, or YouTube.
3. If a student uses artificial intelligence (AI) without permission from their course teacher.
4. A student gets answers from another student on any homework, quizzes, mid-term tests, or final exams.
5. When a student uses notes or a smartphone during an exam without the instructor's permission.

All homework should be done on your own. There will be times when your instructor will tell you that it is all right to complete the homework with another student. If you are not sure about the assignment, ask your teacher. On the following page is the CEP Honesty Pledge, please read it and sign it if you agree to never cheat in the Communicative English Program.

## Self-plagiarism

Self-plagiarism is when you submit the same class work for more than one assignment in different classes or grades. It also happens when you hand in work that is basically the same. "It does not matter whether the work concerned is submitted in different years, for different courses or even for different degrees. If you are not sure, please ask your teacher."<sup>1</sup>

1

[http://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic\\_practice/IAD\\_good\\_practice\\_self\\_plagiarism.pdf](http://www.docs.hss.ed.ac.uk/iad/Undergraduate/Resources/Academic_practice/IAD_good_practice_self_plagiarism.pdf)

# Honesty Pledge

## *Active Learning*

An Active Learner is someone who is responsible for their own learning – this is part of university life.  
Active Learner とは、大学生活の中で自分の学びに責任が持てる人のことです。

As part of the CEP programme, you will have to write paragraphs, take quizzes, read many books and many other tasks. Cheating of any kind will be dealt with severely.  
CEP プログラムの中では、文章を書いたり、小テストを受けたり、たくさんの本を読んだりと様々な課題があります。  
カンニングなどの不正行為は厳しく罰せられます。

We know, as experienced teachers there are many, many ways of cheating.  
これまでたくさんの学生を教えてきた中で、様々な不正行為を見てきました。

**DO NOT DO IT** – we may not catch you immediately, but you will be caught eventually.  
決して行わないでください – すぐではなくても必ず発覚します。

At SJU, we trust you not to cheat in any way, so we ask you to sign this pledge.  
すべての不正行為は行われたいものとして、この誓約書にサインをしていただきます。

There are two copies – one is your copy to keep, the other will be collected by your teacher.  
2部作成していただきます。1部はあなたが保管し、もう1部は担当教員が保管します。

If you are caught cheating in any way, we will use this pledge as evidence that you understand the importance of honesty in the CEP and promise NOT to cheat.  
万が一不正行為が発覚した場合、あなたが CEP における誠実さの重要性を理解し、不正行為を行わないことを約束した証拠として、この誓約書を使用します。

However, we believe that no student wants to cheat, so the best way, NOT to get caught is to NOT cheat!  
カンニングをしたい学生はいません。不正行為を見つからないようにする最良の方法は、不正行為をしない事です。

Just work hard and try your best, and you will be fine! If you have ANY problems, please see one of your teachers, we have all gone through many years of university and have been teaching a long time – WE CAN HELP YOU, but we cannot help you if you do not tell us about a problem.  
自分自身でできる精一杯の事をしていれば大丈夫。わからない事があれば、ぜひ教員のところまで来てください。  
経験豊富な教員が喜んで手助けしますので、困ったときはいつでも声をかけてください！

Thank you – CEP Teachers

I understand that ANY form of cheating in ANY of my classes could result in a failing grade and will be dealt with accordingly.

私は、私が受けるすべてのクラスで不正行為を行った場合、失格となり、所定の処罰を受けることを理解しました。

Name \_\_\_\_\_

Student no. \_\_\_\_\_

Group \_\_\_\_\_

Date \_\_\_\_\_

# CE Grammar Syllabus

Text: Oxford English Grammar Course – Basic  
Your teacher will supply additional materials.

## Class Goals:

- To build an understanding of English grammar
- To improve your spoken and written grammar
- To apply the grammar you learn to other CEP courses

In this class, you will study grammar, but in a way that is probably new to you. Communicative Grammar is designed so that you review grammar at home and USE it in class through communicative and written activities.

## Course Overview

### **Homework**

Each week you will do your homework, which will consist of written and listening activities. You will need to check the answers yourself and bring your completed homework to class to be checked by your teacher.

### **Participation**

It is important that you attend every class to receive full points for participation. You will work with a partner or in small groups each week. It is essential to be an active learner and use English in class.

### **Review Quiz A and Quiz B**

Review quizzes will cover the grammar studied in the class. There will also be a speaking component that will test your ability to apply that grammar into daily conversation. Review quizzes will be performed both individually and in small groups in lessons 5, 10, and 15.

### **Final Review Activity**

The final review will cover the entire semester. It is recommended that you review the grammar you have studied extensively for this final review quiz.

### **Grade Breakdown**

Active Participation:	15%
Weekly Homework:	10%
Weekly Quizzes:	40%
Review Quiz A and Quiz B:	15%
Final Review Activity:	20%

*Course Coordinator: Debbie Broadby Room 424*

## Grammar Key 文法用語

### Grammatical Terms

Subject 主語

Object 目的語)

### Parts of Speech

Verb 動詞

Adverb 副詞

Noun 名詞

Adjective 形容詞

Pronoun 代名詞

Preposition 前置詞

Conjunction 接続詞

Article 冠詞

### Verbs

Simple Present 現在形

Present Progressive 現在進行形

Simple Past 過去形

Past Progressive 過去進行形

Future 未来形

Present Perfect 現在完了形

Present Perfect Progressive  
現在完了進行形

Past Perfect Progressive –

( 過去完了進行形 )

Past Perfect – ( 過去完了 )

### Other Grammatical Terms

Relative Clause - ( 関係詞節 )

Passive Voice - ( 受動態 )

Conditional - ( 条件文 )

True/Real – ( 直說法 )

Untrue/Unreal - ( 仮定法過去 )

Reported Speech – ( 間接話法 )

Gerund – ( 動名詞 )

Infinitive – ( 不定詞 )

Tense – ( 時制 )

*Note: For more information about English grammar in Japanese,*

*we recommend the following book:*

『コーパス活用ロングマン実用英文法辞典』ジェフリー・リーチ (著)、  
武田修一 (編集) ピアソン・エデュケーション

## Grammar Study Schedule: Spring Semester 2024

L.1 – Course Introduction	Section 6 – modal verbs – pages 73-92
L.2 – Quiz 1 Section 1 – be and have – pages 1-14	L.9 – Quiz 7 Section 7 – passives – pages 93-102
L.3 – Quiz 2 Section 2 – present tenses – pages 15-34	<b>L.10 – Review Quiz B</b>
L.4 – Quiz 3 Section 3 – talking about the future – pages 35-44	L.11 - Quiz 8 Section 8 – questions and negatives - pages 103-118
<b>L.5 May 8 – Review Quiz A</b>	L.12 – Quiz 9 Section 9 – infinitives and ~ing forms pages - 119-138
L.6 – Quiz 4 Section 4 – past tenses – pages 45-56	L.13 – Quiz 10 Section 10 – special structures with verbs – pages 139-150
L.7 – Quiz 5 Section 5 – perfect tenses – pages 57-72	L.14 – <b>Semester Revision</b>
L.8 – Quiz 6	L.15 – <b>Final Review Activity</b>

## Grammar Study Schedule: Fall Semester 2024

L.1 – Quiz 11  
Section 11 – articles: *a/an* and *the* – pages 151-166

L.2– Quiz 12  
Section 12 – determiners – pages 167-184

L.3– Quiz 13  
Section 13 – personal pronouns; possessives – pages 185-194

L.4– Quiz 14  
Section 14 – nouns – pages 195-208

L.5 - **Review Quiz A**

L.6– Quiz 15  
Section 15 – adjectives and adverbs – pages 209-220

L.7– Quiz 16  
Section 16 – comparison – pages 221-232

L.8 - – Quiz 17  
Section 17 – conjunctions – pages 233-242

L.9– Quiz 18  
Section 18 – if – pages 243-252

L.10 - – **Review Quiz B**

L.11 - – Quiz 19  
Section 19 – relative pronouns – pages 253-262

L.12 - – Quiz 20  
Section 20 – indirect speech – pages 263-272

L.13 - – Quiz 21  
Section 21 – preposition – pages 273-286

L.14 - – **Final Review Activity**

L.15 - – **Course Reflection Activity**

# CE Writing Syllabus

## Text:

*CE Writing Book: Beginnings*

## Class Goals:

- To build confidence in writing in English
- To increase writing speed and fluency in English
- To learn and practice prewriting
- To learn and practice writing different kinds of paragraphs

This writing course introduces the writing process, paragraph writing, and different ways to improve your writing speed and fluency.

## Class and Homework

**Prewriting** (For paragraph assignments and speed writing): You will try outlines, mind maps, listing and other forms of organizing your ideas in writing.

**Speed Writing** (Twice a week): You will write non-stop for ten minutes. The goal is to write quickly. You will do a speed writing in class and another one as homework. You will choose from a list of topics found on [communicativeenglishprogram.com](http://communicativeenglishprogram.com) site. After completing the speed writing, you will keep track of your progress in improving your writing speed by recording your word count in your textbook.

**Textbook Exercises:** These will help you practice new concepts such as how to write different parts of a paragraph.

**Paragraph Assignments:** You will type and revise your paragraphs to practice what you have learned in CE Writing and your other classes.

**Review Activities:** The purpose of the review activities is to confirm that you understand the key concepts you have studied in this course.

## Grades:

Active Participation	10%
Textbook Exercises	5%
Speed Writing	15%
Paragraph Assignments	50%
Review Activities	20%

*Course Coordinator: Sara Hanson-Lynn Room 403*



## CE Reading Syllabus

### Text

*Reading Explorer 1* by Nancy Douglas and David Bohike  
*Reading for Speed and Fluency 1* by Paul Nation, et al  
*Xreading One year membership card*

### Class Goals

To improve your reading speed and fluency  
To be able to apply reading strategies in English  
To understand challenging texts  
To develop a joy for reading

### Classwork and Homework

*Speed Reading:* Each week you will read passages from Reading for Speed and Fluency. Speed reading passages should be easy for you to read, and you will be able to read them quickly. Reading easier English is very useful for building your English skills because while you read, you will see a lot of vocabulary and grammar in context. Over time, this will help you naturally build the ability to use correct English. Record your scores at the back of this book.

*Intensive Reading:* Each week you will read passages from Reading Explorer 1. Intensive reading is when you read passages that are a little difficult for you. It can help build language awareness and introduce new vocabulary in context. The textbook exercises will be done for homework.

*Reading Strategies:* Each week, we will practice strategies such as scanning, predicting and making inferences. There will be mid-term and final reviews.

*Extensive Reading (ER):* Unlike Intensive Reading, with ER you will choose your own books from the GLL, the library or Xreading. You will read in class and outside. In Extensive Reading, you should read a lot of books, which are fun and easy to read. You will keep a Reading Record, write short book reports and discuss the books in class.

*Vocabulary:* There will be weekly quizzes that will help you test your knowledge of new words that we are focusing on. To do well on these tests it is important that you use the techniques you studied in CE Learner Training. The goal is to learn many aspects of the word. Record your scores in this book. The word list can be found at the back of this book.

### Grades

Active Participation	10%
Extensive Reading	25%
Vocabulary quizzes	30%
Mid-term review	15%
End of term review	20%

Course Coordinator: Jaime Morrish Room 303

## Extensive Reading (ER)

WHAT is Extensive Reading and WHY do we do it?

There are many reasons for doing Extensive Reading. Some of them are listed below.

1. It increases your reading speed.
2. It helps increase your vocabulary.
3. It shows you grammar and vocabulary in action.
4. Most importantly, it's fun.

*Speed:* You will see lots of words and phrases you already know in easy books. Therefore, you can recognize them increasingly faster. This is called 'automatic word recognition'. When you read A LOT, you will naturally begin to group or 'chunk' words together into 'meaning units'.

*Read the two examples below. Which way do you think is faster to read, reading single words or reading chunks?*

*Single words:*

A young woman went swimming at  
the beach last night.

*Chunks:*

A young woman went swimming at the beach last night.

*Vocabulary:* If you read a lot, then you will see the same words many times, and you will see them used in different ways. For example, GET: get on, get a coffee, get in line, get busy, get it.... You will learn to understand the different meanings of words.

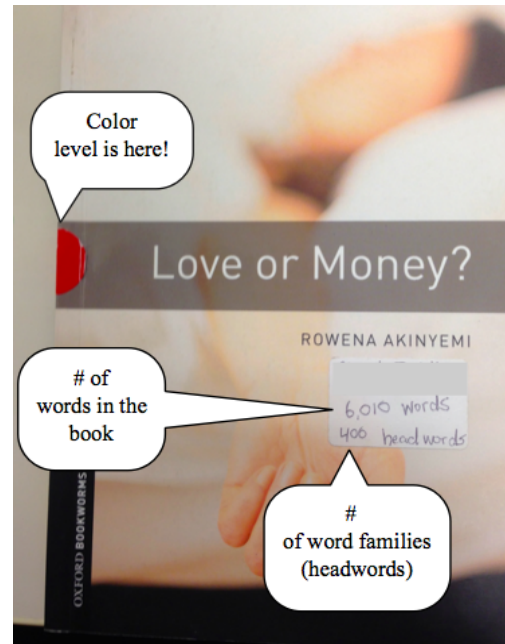
*Grammar:* Lastly, you will constantly be reading examples of correct grammar in context. This will help you use correct grammar when you speak and write because it will feel right after reading it so much!

## ER: Reading Levels

Different book publishers use different difficulty levels. At the Sugiyama library's graded reader section and in the GLL, books have colored stickers on the binding. The color shows the level of reading difficulty. On the cover is another white sticker. It has the number of words in the book and the number of headwords the book may have used.

### Choosing the Right Book in ER

Choosing the right book is very important in ER. The book must not have too many unknown words, be too long or in another way too difficult. You should know about 98% of the words. That means for every 100 words if you don't know the meaning of three or more words the book is probably too difficult.



It is important that you understand the story too because if you don't, it is not going to be fun. 1st year students can read Red level but to build up speed and confidence it might be better that you start at the Gold or Yellow level and read many easy books.

### Advancing to the Next Level

You need to read about 10-12 books in each level before you move up to the next level. However, some books are short so there is also a minimum word count that you need to have read before starting the next level.

Level	Color	Advancement
9	<b>Purple</b>	Read 10-12 books/250,000 words to advance to normal books
8	<b>Green</b>	Read 10-12 books/180,000 words to advance to Purple level
7	<b>White</b>	Read 10-12 books/120,000 words to advance to Green level
6	<b>Pink</b>	Read 10-12 books/90,000 words to advance to White level
5	<b>Dark Blue</b>	Read 10-12 books/70,000 words to advance to Pink level
4	<b>Light Blue</b>	Read 10-12 books/55,000 words to advance to Dark Blue level
3	<b>Orange</b>	Read 10-12 books/40,000 words to advance to Light Blue level
2	<b>Red</b>	Read 10-12 books/15,000 words to advance to Orange level
1	<b>Yellow</b>	None (you can start reading Red level if you want)
0	<b>Gold</b>	None (you can start reading Yellow level if you want)

## The Extensive Reading Process

1. Borrow a Graded Reader book from the library or the Global Language Lounge (GLL), or a digital copy from Xreading. Make sure the book is at **your level** or **easier**.
2. Read the book if it is interesting. Stop if it isn't and look for a new book. Ask your classmates and PAs for recommendations.
3. Once you finish reading, go to Xreading, and search for the book title and answer the quiz. The words will be added to your overall word count if you pass the quiz.
5. You will have opportunities to discuss certain books in class. Tell your classmates about the books you read. Was it good? Was it bad? Should they read it?

### Extensive Reading Grades and using Xreading

Your teacher will use Xreading to keep track of your reading progress. Below is a Quick Guide about the system and how to use it. You can find more information on how to use Xreading at this website.

<https://xreading.com/pages/helpcenter/tutorial>

Extensive Reading is 25% of your overall grade. To get that 25%, you will have to read 120,000 words in the spring term and 150,000 words in the Autumn/Winter term. This sounds like a lot which is why we encourage you to read a little bit, but often. DO NOT leave it until the last week of term, this will cause you more stress and make it far more difficult for yourself. The more you read, the more your English will improve and the higher your grade will be (up to 25%). If you only read around 70,000 words in the spring term, then you will only get 15% for extensive reading, if you read 100,000 words then you will get around 20% for extensive reading and so on.

# CE Learner Training Syllabus (Spring)

## Text

*Dictionary.com app* (also used in CE Reading)

*CE Learner Training*

## Class goals

To develop independent learning skills

To make positive working relationships with your peers and your teachers

To build depth and breadth of vocabulary knowledge

To learn to reflect effectively and improve motivation

## Classwork and Homework

This is a special class designed to help you become a better learner. You can't depend on your work in English classes or your teacher for all your English development. You have very little time in class and even less time with your teachers, so you need to be able to learn independently. The way that you study is very important to how quickly you learn. Your teachers want to help you learn English as quickly and successfully as you can, so you will work on learning effectively (効果的に) on your own. To learn independently, you must be able to ask questions and find answers to those questions on your own. It doesn't mean that you can't have help answering the questions, but to start, YOU must ask the questions, and YOU must search for the answers. You can find answers in books, libraries, and the internet. You can also ask your classmates, your teachers, and other people for information. Being independent means that you find the answers to your questions; it means that you think critically(注意深く) and are active in your learning. During this semester, you will learn to confidently ask questions, follow directions, use digital technologies, apply new learning strategies, manage your study time efficiently (効率よく), and many other things.

## Grades

Active Participation	15%
Independent Study	10%
Technology Tasks (Teams)	10%
Group projects:	15%
Mid-term exam	20%
Final Review Activity	20%

*Course Coordinator: Mike Stockwell Room 412*

# CE Projects Syllabus (Autumn)

## Text

*All materials will be provided by the teacher.*

## Class goals

- To develop digital literacy
- To use English in interesting and creative ways
- To know when to work independently or collaboratively
- To research a subject and present the findings in a creative manner

This is a project-based class. This course is designed to allow students creative freedom over how to find, shape and communicate information. Working independently and in groups, students will identify research subjects, conduct an investigation, and present their findings to the class and the wider year group in a manner of their own choosing. This course is the climax of your first year, putting everything you've learned together but using it to pursue something that is interesting and important to you personally.

## Grades

Grading will be based on:

### **Active Participation (10%)**

use of the target language in class with classmates and the teacher  
completion of classroom tasks asking and answering questions following classroom instructions supporting and collaborating with classmates  
contributing to a positive learning experience.

### **GLL Visits (10%)**

Participation in the English Lab activities in the GLL. Completion of Listening or Reading activity in the GLL.

### **Projects (80% Projects 1 & 2 = 20% each, Project 3 = 40%)**

Completion of all stages of production. Teamwork. Demonstration of applicable skills and techniques.

*Course Coordinator: Iain Maloney Room 312*

# CE Presentations Syllabus

## Text

*CE Presentations Book*

## Class Goals

- To increase group discussion skills in English
- To increase confidence when speaking and presenting in English
- To learn and practice presentation skills in English
- To develop basic information gathering skills
- To learn about new topics in English

In this course, you will develop your speaking skills in both discussions and presentations. Throughout the year, you will do several presentations on a variety of subjects. Each presentation will require research and a lot of discussion in class.

## Classwork and Homework

This class will focus on learning speaking skills for daily conversation and presentations. You will learn to be active members of the class and to prepare presentations in a professional manner. You will work on several presentations and discuss what you learned at the end of each unit.

This class will use all four essential language skills: speaking, reading, listening, and writing. Students will practice listening, researching, and presenting on different topics in English. After watching presentations, you will share their thoughts on the content. You will organize information and present it. All of the classes will be held in English.

## Grades

<b>Active Participation and Classwork</b>	<b>20%</b>
<b>Textbook Homework</b>	<b>10%</b>
<b>Presentations</b>	<b>70%</b>

*Course Coordinator: Iain Maloney Room 312*

## Welcome to Pre-Academic English

Welcome to Pre-Academic English! The teachers here at Sugiyama are pleased that you are continuing in the Communicative English Program. It will be a challenging and exciting year for you.

You will have three Pre-Academic English classes: Reading, Writing and Projects. Each class will have activities that are similar to classes from last year. For example, you will still do speed writing, Extensive Reading and give presentations. However, there will be new activities such as independent homework, for which you will choose the activities that you do. You will visit the Global Language Lounge on your own like you did last year. There is a nice combination of the old and the new!

Remember that when you decided to join Pre-Academic English, you agreed to make your English study a high priority. During this year be careful to keep enough space open on your schedule, so that you always have time to do your best on homework and class assignments.

Of course, you want your English to improve this year. The best way to see that happen is for you to be sure to organize your study time and to focus your energy on your weak areas. Doing this helps you learn efficiently and effectively— and *speeds up* your learning!

At the Pre-Academic level, communication should be in English throughout the class. This is your opportunity to immerse yourself in English. Your classmates are also going to be trying hard, so work together and help each other. Learning in Pre-Academic English, and all the CEP classes, is a team effort.

Once again, welcome to Pre-Academic English. Together we will have a great year of English!

The CEP International Teaching Team



# Pre-Academic English Projects Syllabus

## Text

*Handouts will be distributed in class.*

## Class goals

To improve your speaking skills in a variety of academic and nonacademic contexts

To develop your research skills

To raise awareness of social issues

In this class, we will study social issues such as race and identity, art and beauty, gender, education, and ethics. You will learn how to analyze texts and assess various sources of information. We will study each topic for about one month, concluding with an oral assessment (presentation, skit, debate monologue, conversation, or poster). Each oral assessment will be different, for you to develop different skills and to give you practice in a variety of genres. Class input will focus on both content and skills. For the Fall Semester, you will use the skills you have studied in a final research project, on a topic of your choice.

## Classwork and Homework

Group discussions based on short readings

In-class pair and group activities (in English)

Research and practice for oral assessments

## Grades

### Spring

Topic 1 – Gender	25%
Topic 2 – Ethics	25%
Topic 3 – Education	25%
Final Discussion	25%

### Autumn

Topic 4 – Race and Identity	25%
Topic 5 – Science and Technology	25%
Research & Poster Presentation	25%
Final Discussion	25%

*Course Coordinator: Jaime Morrish Room 303*

# Pre-Academic English Reading Syllabus

## Texts:

Reading Explorer 2 - Cengage Learning and English Central Subscription  
Reading – Speed Reading and Vocabulary Practice

This course will help you improve your reading skills and strategies. We will focus on building skills such as reading comprehension and reading speed together with vocabulary required for understanding academic texts in English. You are also required to do Extensive Reading in and outside of the classroom.

## Class Goals:

- To improve your reading fluency in English
- To develop your reading strategies
- To expand your vocabulary
- To practice your reading strategies through intensive reading
- To build and practice an extensive reading habit

## Classwork and Homework

**Intensive Reading:** Using *Reading Explorer 2* you will review reading strategies from CE Reading and practice summarizing. There will be a mid-term and final review activity to check your progress with intensive reading.

**Extensive Reading (Every week):** You will read books of your choice using graded readers that can be borrowed from the library or accessed from the virtual library XReading. Extensive Reading will help you build your reading fluency, as well as strengthen vocabulary and grammar. In order to track your progress, you will take a short quiz after each book you read.

**Vocabulary Quizzes:** There will be quizzes to help measure your vocabulary improvement. Vocabulary will come from the New General Service List of the most frequently used words in English.

## Grades:

- 30% Extensive Reading
- 20% Vocabulary Quizzes
- 30% Review Activities (Midterm and Final)
- 10% Homework
- 10% Active Participation

*Course Coordinator: Debbie Broadby Room 424*

# Pre-Academic English Writing Syllabus

## Texts

PROGRESSING: from paragraph to essay

## Class Goals

Students who participate in this course will do the following:

Increase writing fluency and speed through writing activities and free writing.

Increase grammatical accuracy in writing.

Identify the basic structure and purposes of academic essays.

Identify and increase appropriate academic vocabulary usage.

Write an academic style essay in English.

Students will continue to develop their writing skills first presented in Communicative English Writing. Instruction will focus on improving paragraph writing skills and how to compose short essays. Additionally, students will work on expanding their expression through reading and grammar exercises.

Becoming a better writer is like learning to play a sport or a musical instrument; the more you practice, the better you become!

## Classwork and Homework

- Free writing
- Mind Maps
- Vocabulary practice
- Writing Skills
- Outlines
- Peer Review
- Essays

## Grades

Active Participation	10%
Pre-Writing	10%
Peer Review	20%
Writing assignments	20%
Essay	30%
GLL Visits	10%

*Course Coordinator: Iain Maloney Room 312*

## Semester Reflection

Reflection is an important part of learning. In the Communicative English Program, you will do a lot of reflecting. A new way that you will reflect is through Reflection Journals. In this type of journal, you will answer several questions about each of your CEP classes and independent learning. These questions are below.

1. What has been particularly useful for you in this class? Why?
2. What has been difficult for you in this class? Why?

During the summer break, you will submit these reflection journals on-line, and they will be given to your course teachers. Each teacher will read the journals and respond to your class's comments.

The purpose of the Reflective Journal is also to give you the opportunity to think about your learning and for your teachers to hear your opinions about how you are doing in your classes. Read your Weekly Attendance Record and carefully think about your classes before writing your reflection journals. When you write your journals, please explain your opinion as clearly as you can. Students who can reflect well on their learning are able to find their own weaknesses and make the necessary improvements. Therefore, students who can, and make the effort to reflect will become better learners.

Reflection for question 2: *What has been difficult for you in this class?*

Weak example:

*Speed writing is difficult. I don't like it.*

Strong example:

*Speed writing is difficult. I don't like it because it's hard for me to concentrate for 10 minutes in English. Sometimes, I suddenly realize that I haven't been writing for a couple of minutes. I waste my time. My word count has not improved very much over the first semester. I need to find the right environment, so I can concentrate better.*

The weak example doesn't help the student understand what her problem is. Reflections should help you discover things about your learning.

To assess the online reflection, use the QR- below or go to:

<http://www.communicativeenglishprogram.com/reflections-ce-2023.html>



## CEP Typing Guidelines

In the CEP, we follow APA 7th edition formatting guidelines to prepare you for your graduation paper (with some small changes to save paper). Below are guidelines for both your paragraph, essay assignments, and reports in CE, Pre-A and AE Writing classes.

1. A4 paper
2. Type your group, name, and student number on the upper right side of the paper.
3. 12-point font size
4. Times New Roman style font
5. Title on the second line, centered. Write the Journal number or the paragraph draft number in parentheses after the title.
6. Indent the first line of your paragraph (“tab” button on your keyboard).
7. 2.0 spacing between lines
8. Left-align the paragraph.
9. Type the word count on the final line, left-aligned.

Look over the example of the Paragraph assignment homework in your workbook or go to the CEP website ➤ CE Writing ➤ CE Writing Resources: [www.communicativeenglishprogram.com](http://www.communicativeenglishprogram.com)

If you still don’t understand, please ask for help.

### IMPORTANT

Papers that do not follow these guidelines will be returned. Also, save all your typed CEP homework on your computer and on a USB data clip. Keep each draft of your paragraphs in a separate document, clearly labeled. You can also email it to yourself as an attachment for safe keeping.



## CEP Writing Correction Codes

#	singular / plural	I bought new pencil. <sup>#</sup>	I have a new pencil. / I bought new pencils.
WC	word choice	She is angry <u>to</u> me. <sup>WC</sup>	She is angry at me.
?	meaning is unclear	I watered the violin. <sup>?</sup>	I played the violin.
RW	try rewriting	I come here to, you see. <sup>RW</sup>	I came here to see you.
VT	verb tense	When I woke up, I turn off my alarm. <sup>VT</sup>	When I woke up, I turned off my alarm.
V	add something	I went <sup>V</sup> the library.	I went to the library.
^	spacing problem	I love SanFrancisco. <sup>^</sup>	I love San Francisco.
∪	combine a word or sentence	a news paper I like Reading. I like Projects. <sup>∪</sup>	a newspaper I like Reading and Projects.
∅	delete something	I often go <del>to</del> shopping. <sup>∅</sup>	I often go shopping.
O	capitalization problem	After the class, <u>We</u> went to the SAC.	After the class, we went to the SAC.
Sa	You started a word with (so, or, but, and).	<sup>Sa</sup> But, she really wanted to meet you.	She really wanted to meet you.
P	punctuation problem	Where is the SAC. <sup>P</sup>	Where is the SAC?
→	use the tab key to indent	→ Today is my birthday, so I went ...	Today is my birthday, so I went ...
WF	word form / word family	I'm very sleep. <sup>WF</sup> She like Grammar class. <sup>WF</sup>	I'm very sleepy. She likes Grammar class.
Sp	spelling	A new combini opened near the station. <sup>Sp</sup>	A new convenience store opened near the station.
W	wrap your sentence	I came to school early. <sup>W</sup> I studied for the Grammar quiz.	I came to school early. I studied for the Grammar quiz.
/	two problems	Yesterday, he <u>see</u> TV all day. <sup>WC/VT</sup>	Yesterday, he watched TV all day.
SVO	incomplete sentence	<u>The pizza with extra cheese.</u> <sup>SVO</sup>	I had the pizza with extra cheese.
Ro	run-on sentence	I love Extensive Reading, she loves it. <sup>Ro</sup>	I love Extensive Reading, and she loves it too.
So	spell the whole word out	Yesterday, I had <u>3</u> quizzes. <sup>So</sup>	I had three quizzes.

## Introduction to the Global Language Lounge

セルフ・アクセス・センターでの勉強方法は、何から何まで先生に教えてもらうのではなく、自分自身の力で積極的に学ぶことができるように考えられています。先生はただのガイド役で、毎週わずかな時間しか来室しません。言語を習得するためには、授業外でたくさん勉強し、できるだけ多くのことを学ぼうとチャレンジすることが必要です。セルフ・アクセスは、どのようにすれば自分で勉強できるようになれるかの、手助けをします。

センターでは、何をどう勉強するか、あなた自身で決めることができます。普通の授業では、先生が授業を進めます。あなたにとって、その授業のペースは早すぎるかも知れないし、遅すぎるかも知れません。でも、センターでは、自分自身のペースで勉強を進めることができます。一度だけ聴けば十分な教材もありますし、一度ではわからない教材もあります。一度でわからなければ、理解できるまで、何度も繰り返し聴くことができます。自分の勉強を自分自身でコントロールできるということはすばらしいことです。

センターにはたくさんの教材が用意されています。では、このたくさんの中から、どの教材を使って勉強すればよいのでしょうか？ それには、まず、おすすめのリスニングレベルを先生に聞くことです。センターの教材にはさまざまなレベルがあって、それらは色で分かれています。先生は、あなたがまず試してみるべき色を教えてください。同じレベルの教材をいくつか聞いてみて、そのレベルが自分に適しているかを判断してください。先生はその判断のためのアドバイスをしてくれます。自分のレベルが決まったら、その中からどの教材を選ぶかはあなたの自由です。それぞれのレベルの中であれば、ほとんどの教材はほぼ同じ難易度です。でも、教材の中で、黄色いシールがついているものは、他の同じ色の教材より少し難しくなっています。一般的な教材のほかにも、伝記、ミステリー、ビジネス英語、発音練習、環境問題などなど、様々な種類の教材がそろっています。いろいろな人が話す英語をより多く聞くようにするためにも、いろいろな種類の教材を選ぶようにしましょう。いつも同じ教材を選ばないようにしてください。

では、センターの使い方を説明します。セルフ・アクセス・センターには先生はいませんが、「PA」、Peer Advisor と呼ばれる人たちがいます。PA は、皆さんの手助けをしたいと思っている上級生たちで、彼女たち自身が優秀な言語学習者です。この PA がセルフ・アクセス・センターを管理し、皆さんの手助けをしてくれます。ですから、センターにいる間に質問があれば、彼女たちに何でも聞いてください！ でも、彼女たちは英語で皆さんの手助けをすることが仕事ですから、日本語では話しかけないようにしてください。

センターでは、Self-Access Record (セルフ・アクセス記録用紙) を PA の机の上にあるカゴの中に入れてください。次に、荷物棚に持ち物をすべて入れてください。机には自分の名札、グリーンのクリアファイル、辞書、筆箱だけを持って行ってください。必要な物を机に持っていったら、自分が使いたい教材を選ぶ必要があります。本棚の横に備え付けてあるレベル別のリストで、教材の選択肢を確認してください。いろんな種類があるので、自分が楽しんで勉強できるものを選びましょう。もし聞き始めて、選んだ教材が気に入らなかったら、途中でやめてもかまいません。別のものを選びましょう。リスニングは自分が楽しめるものにしてください。教材や機器の使い方がわからなければ、PA に聞きましょう。答えを記録するときは必ずクリアシートとホワイトボード用マーカーを使用してください。もし自分のシートとマーカーを忘れた場合は、PA から借りてください。教材には絶対に直接記入しないでください。



練習問題がいくつか終わったら、自分で答えを確認してください。教材の中には、本の後ろのほうに答えがついているものと、別冊のアンサーキーと呼ばれる解答書がついているものがあります。自分が選んだ教材のラベルを見てみてください。ラベルに、「アンサーキーは本棚にあります」と書いてある場合は、別冊のアンサーキーがキャビネットに入っています。それ以外の教材については、解答は本の巻末、あるいはケースの中に入っています。アンサーキーは、グループごとにキャビネットの中にしまっており、アンサーキーが見あたらないときは、周りを見回して、他に使っている人がいないかどうか確認してください。もしすでに使っている人がいる場合には、使い終わったら貸してくれるように頼みましょう。もしどこにも見つからない場合には、PA に申し出てください。**練習問題が終わったらアンサーキーを取りに来て、答え合わせをしましょう。問題を解く前からアンサーキーを独り占めにしないようにしてください。たくさん問題を間違えてしまった場合は、もう一度同じ教材をやってみる必要があります。**

センターでの学習の目標は、リスニングの力を身につけることです。リスニングが出来るようになるためには、時として、ひとつの教材を何度も何度も、くりかえして聴くことが必要です。同じ教材を何度でも聴くことができますが、70パーセント以上正解するまでは他の教材に進まないでください。問題の25パーセント以上を間違えた場合には、教材を十分理解できなかったということですから、もう一度聴きなおしてください。そうすることによってリスニングの力がつきます。いつも75パーセント以下しか理解できないときは、おそらくレベルが合っていないので、PA に相談して新しいレベルを選びなおしてください。また、ほとんどの問題で90パーセント以上を正解している場合にも、レベルを変えたほうがいいでしょう。皆さんは、問題の75~90パーセントを正解することを目標としてください。

アンサーキーは、答えをチェックしたらすぐに元の場所に戻してください。他の人が順番を待っているかもしれないので、使い終わったらすぐに戻すよう心がけてください。

聞き終わったら、自分の紫色の Self-Access Record に、今自分が聴いた教材名と練習問題の理解度を記入します。もし記入の仕方が分からない場合はセンター内にある記入例を参照するか、PA に質問してください。

最後に、教材をしまってください。ちゃんと片付けるようにしましょう。時には急いで本をケースに投げ込みたいと思うときもあるかもしれませんが、自分の後にセンターで教材を探すことになる他の生徒のことを考えて、いい加減にしまうことだけはしないでください。もし一人一人がきちんとすれば、センターはいつでも、必要な教材を簡単にみつかる、便利で魅力的な場所であってくれるはずです。

センターでの個人リスニング以外にも、教材を借り出して自宅で勉強することができます。センターには、リーディング、ライティング、ボキャブラリー、リスニング、そして文法能力を伸ばしてくれる英語の教本を備えています。また、英語の映画も借り出しが可能です。興味のあるものを見つけたら、PA に申し出て借り出しの手続きをするだけです。教材の探し方が分からないときも、PA に質問してください。

以上が、セルフ・アクセス・センターでできることです。最初の何週間かは、コミュニケーション・イングリッシュ・プログラムの多くの事柄と同じように、ややこしく感じるかも

しれません。助けが必要であれば、先生に相談しましょう。でもすぐに、何をどうすればよいのか、理解できるようになります。そして英語の上達になくてはならない自主学習のスキルも、上達し始めるはずです。頑張ってください。

## Global Language Lounge

This year you will have the opportunity to do independent listening in our Global Language Lounge (GLL) Annex in room 426. This activity is designed to help you learn and learn *how to learn* on your own. There are several purposes and goals for this assignment:

### Purposes

1. To study at your own level
2. To study at your own pace
3. To choose your own materials for learning

### Goals

1. To learn to work on your own
2. To take responsibility for your own learning
3. To gain confidence to study on your own throughout your life
4. To learn English!

### Peer Advisors in the Global Language Lounge

In the GLL, there will be Peer Advisors, PAs, there to help you. These are upper class students who know a lot about learning English and the GLL. The PA's job is to run the GLL in English. When they talk with you, they will speak in English, so you should use English, too. PAs can help you in many ways.

1. They can show you how to use the equipment in the GLL.
2. They can give you recommendations on materials.
3. They can explain how to use materials.
4. They can give you creative ideas on ways you can study.
5. They can give you advice on your CEP classes.

## What will you do in the Lounge?

In the Global Language Lounge (GLL), you are able to choose what you listen to. You can listen to the audio files on the iMac computers, watch English language-learning videos, practice your pronunciation, do language exercises on a computer or take part in English Lab. Listening materials in the GLL are divided by level, and each level has a special color. You will be given a recommended color level, but you need to test the level for yourself. During your first few visits, you should try several different materials from your recommended color and decide if the level is right for you. If you understand nearly everything, it's too easy. If you understand very little, it's too difficult. It is important that you should understand 75% to 90%. You must find the color for which you understand that amount (75% to 90%). After you decide on the best level for you, tell your Learner Training teacher and choose your listening material from that color each week.

Your experience at the GLL will include these steps.

Step 1. When you come to the GLL, you will put your GLL Record in the basket on the PA's desk. *You will also do this when you want to participate in English Lab as part of your GLL visits.*

Step 2. After you do that, you will put your belongings on the storage shelves and choose a station (場所) with a CD/MD player, DVD player or computer. You may take a dictionary, and your pencil case to your desk. You must bring your CEP name card. *Do not take anything else.*

Step 3. Then you will put your name card on top of your equipment so that the PA can see it. You must have a name card to attend the center.

Step 4. Next, you will choose the material you want to use that day. Select material *that* looks interesting to you from the bookcase. Refer to the list of materials on the side of the materials case to help you find something good for you. If you need help finding a material or using the equipment, ask the PA.

Step 5. Do your listening exercises and check your answers with an answer key. Some answer keys are in the material bags. Others are in a bookcase. The label on each bag tells you where to find the answer key.

Step 6. When the session is nearly over, the PA will mark your GLL Record to show that you attended and return it to you at your station. She will then flick the lights, so you know to stop working.

Step 7. Record your work on your purple GLL Record.

Step 8. When you have finished, put the materials in the bag correctly and return them to the *correct place.*

Step 9. Finally, write a short reflection on the topic that is put on the board each day.

On the next page are some guidelines on how to behave in the GLL. If you follow these, you will have a positive experience there. However, if you repeatedly break the rules, you will lose your privilege of attending the GLL and get a zero for your GLL homework. You can go to the center as often as you like, but you can only receive attendance credit twice in one week, so don't wait until the last minute and try to go many times in a hurry. Additionally, **you can receive credit for only one session in one day.**

## **Behavior in the Global Language Lounge**

1. Be on time. If you are late, you are welcome to use the center, but you will get a red stamp from the PA. Red stamps only receive 50% attendance credit.
2. Speak in English! When you talk to the PAs, use English. They want to use English with you.
3. You may only bring your name card, dictionary, and pencil case to your station. Leave everything else (including phones!) on the storage shelves.
4. Do not do other work in the GLL. ONLY do listening activities with the GLL materials. Do not use your own materials. If you are caught doing other work, you'll lose credit for that visit.
5. Be an Active Learner in the GLL.
6. Put the materials in the bag correctly. The book goes in the front of the bag and recordings go behind it. Make sure the bag is completely closed.
7. Put the bags back in the right place. Follow the numbers.
8. Follow the PAs instructions. They are in charge of the facility while you are in the GLL, so treat them with respect.

## **Join the Green Team 2024**

### What is the Green Team?

The mission of the Green Team is to give students in our department an opportunity to use their English skills outside of the classroom in a meaningful practical way. You will have a chance to learn and grow while providing a useful service to the community.

Each year we hold conferences at Sugiyama University and around Japan. To learn about what we do on the Green Team check this short video clip of the Green Team in action.



## **English Lab**

### **What is it?**

Free English conversation time with your classmates and seniors in the GLL. English Lab is a relaxed conversation. There are no teachers, only students. It is a great chance to ask advice from your seniors and make friends with students from other classes. You can also play games in English and other kinds of fun learning activities.

### **When?**

Check the schedule outside of the GLL for times.

### **English Lab Rules**

1. Come on time
2. English, German, French only
3. Have fun!

## **Join the English Lab Team!**

### **English Lab Supporter**

Everyone can volunteer as an English Lab Supporter. An English Lab Supporter promises to come to English Lab once a week at the same time. You will support the English Lab Leaders. Being an English Lab Supporter can help you advance to Pre-Academic English.

### **English Lab Leader**

After volunteering one semester as an English Lab Supporter, you can become an English Lab Leader. English Lab Leaders can train Supporters and lead English Lab sessions solo. If you are an English Lab Leader, it can help you become a PA in your third and fourth year.

Talk to Mike Stockwell in room 412 or a current English Lab volunteer if you are interested in volunteering as an English Lab Supporter or Leader.

## Active Learner Passport

In the Communicative English Program, you have an opportunity to show your enthusiasm for learning English with an *Active Learner Passport*. You'll be given a Passport from your Learner Training teacher. There are many kinds of English activities you can do, for example, English Lab, English Lunch, extra conversation recording, weekly GLL events and more. Let's look at a few of these activities that are new to you.

An extra opportunity for you to use your English is the Lab. English Lab is like a casual conversation club. Sugiyama students from second to fourth year host the conversations. There are many English Lab sessions held every week. During English Lab, you can talk about anything you choose *OR* you can talk about topics that your English Lab leader will give you. The purpose of English Lab is to help you build your speaking and listening skills. Students who often go to English Lab quickly build their confidence in speaking English. It's also a fun way to strengthen your English.

The schedule for English Lab will be posted outside the Global Language Lounge and on the CEP website. English Lab is available to all students within the School of Cross Cultural Communication, so you'll have a chance to make new friends. Check the schedule and find the times that are best for you and then come join the fun!

Another activity you can do is join English Lunch. Every Monday, Tuesday, and Thursday you can go to the **GLL** during lunch and talk in English with other students. It's a good chance to enjoy a relaxed conversation and make new friends.

These are just some of the extra opportunities you have to use and improve your English. If you have other English activities that you'd like to try (for example, playing English games or watching an English movie with friends in the GLL), please suggest ideas to a teacher, and he or she can approve it. Depending on the activity you choose, your Passport will be stamped by a teacher, a PA or an English Lab Leader.

As you already know, the Communicative English Program is competitive. Not all students can take CEP classes next year. The details of the promotion process will be explained later, but students' work recorded in their passport will be an important part of what teachers use to decide who can take second-year Per-Academic English classes. Passports will be collected near the end of the year. Do activities that seem fun to you, build your Passport and improve your English!

## CEP Tutoring

*CEP Tutoring is a service provided to all students who need a little extra help with their CEP studies. The service is provided by CEP Tutors who are upper-class students who have successfully passed CE and Pre-AE classes. They will help you by leading group tutoring sessions on class content you don't understand and will be able to answer any questions you have about your CEP classes and university life. What makes CEP Tutoring so special is that it is all in Japanese!*

Here are some of the benefits for you to use the GLL Tutors:

1. Improve academic performance: CEP Tutors can provide you with assistance that can help them improve their academic performance. Tutors can help you understand difficult concepts and homework.
2. Increase your confidence.
3. Access to additional resources: CEP Tutors often have access to a variety of resources that can help you.
4. Networking opportunities: CEP Tutors can also serve as mentors and provide valuable advice and guidance.

Overall, utilizing the CEP tutor system can provide you with many benefits that can help you succeed in the CEP.

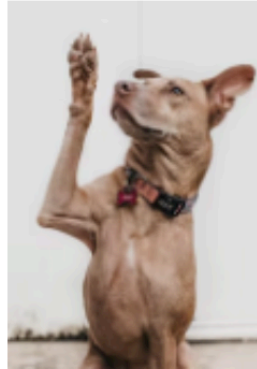
Check the GLL link on the [communicativeenglishprogram.com](http://communicativeenglishprogram.com) website for the schedule. These sessions are held at lunch.

## Contacting your Teachers

If you have questions or problems about your classes, and you can't find your teachers at school, send a message on Teams. All your teachers are eager to help you, so be active about getting their help! If you are absent, for a class, follow the steps below. If you miss a test or didn't hand in an assignment on time, contact your teacher immediately. *This is your responsibility.*

*Steps for finding information:*

- **Check TEAMS**
- **Ask a classmate**
- **Ask another classmate**
- **Contact your teacher.**
- **Follow the format from Learner Training. Check QR code to the side.**



### Name

Bob Jones

Brian Mcneill

Debbie Broadby

Donovan Clarke

Iain Malloney

Jaime Morrish

Mike Stockwell

Paul Rumme

Colin Skeates

Jason Walters

Nicola Hannah

Jason Emde

Mark Kulek

Matthew Philbrick

Jason Pestano

### Email SJU

jonescep@sugiyama-u.ac.jp

mcneill@sugiyama-u.ac.jp

dbroadby@sugiyama-u.ac.jp

d2006137@g.sugiyama-u.ac.jp

maloneyiain@sugiyama-u.ac.jp

morrishjam@sugiyama-u.ac.jp

stockwell@sugiyama-u.ac.jp

rumme@sugiyama-u.ac.jp

c2023147@sugiyama-u.ac.jp

j2023148@sugiyama-u.ac.jp

n2023149@sugiyama-u.ac.jp

jasonemde88@gmail.com

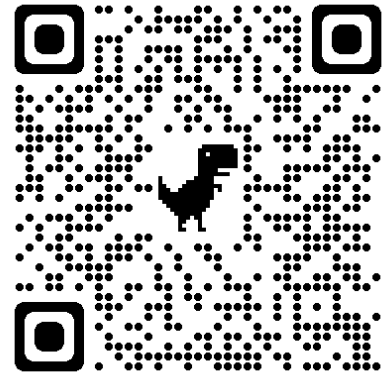
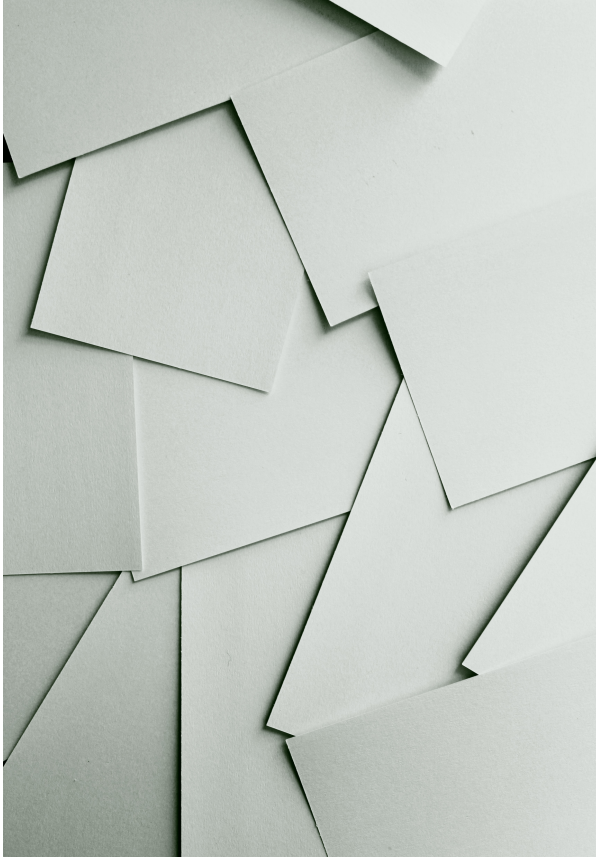
mkulek@hotmail.com

matthewphilbrick@gmail.com

jasonpestanoccep@sugiyama-u.ac.jp



## CEP Vocabulary Word Lists



<https://www.communicativeenglishprogram.com/cep-vocabulary.html>

For the updated word lists for your classes please access the links above.

