



## Course Syllabus

<b>University Name</b> Siam University
<b>Faculty / Major</b> Faculty of Liberal Arts / Western Languages

**Article 1: Course specification and general information**

<b>1. Course number and Course name</b> 114-101 English 1
<b>2. Credit (s)</b> 2 Credits (1-2-2)
<b>3. Degree and Course Type</b> <b>3.1 Degree</b> Bachelor Degree <b>3.2 Course Type (General Study / Core Course / Free Elective Course)</b> General Study
<b>4. Course Supervisor and Lecturers</b> <b>4.1 Course Supervisor</b> A. Kanchana Pinpromraj <b>4.2 Lecturers</b> Ajarn Kanchana Pinpromraj                      Office: 2-510, Ext. 181 MG Sudanund Watanasukhon                      Office: 19-906, Ext. 5153 Ajarn Atchasinnee Prommayon                      Office: 2-510, Ext. 181 Ajarn Parichart Suebsiriviriyakul                      Office: 2-510, Ext. 181 Ajarn Kongkiat Khunasathitchai                      Office: 2-501, Ext. 141 Ajarn Piyanud Treesattayanmune                      Office: 2-501, Ext. 141 Ajarn Wasamon Kuljirundhorn                      Office: 2-410, Ext. 180 Ajarn Lancaster Richard (the English Language Laboratory Center)
<b>5. Academic Year / Student Year</b> 1/2011
<b>6. Pre-requisites</b>

<b>None</b>
<b>7. Co-requisites</b> None
<b>8. Venue of Studying</b> Siam University
<b>9. Last Update</b> May 2,2011

### **Article 2: Objectives and Purposes**

<p><b>1. Objectives</b></p> <p>1.1 To practice student skills in listening, speaking, reading and writing basic English.</p> <p>1.2 To practice student skills in listening and speaking for daily communication such as comparisons, talking about places, cities, describing people, can or can't, weekend activities, future plan</p> <p>1.3 To practice correct pronunciation skills</p> <p>1.4 To practice student reading skills in sentence and paragraph level by using grammar and structure.</p> <p>1.5 To increase student skills in Dictionary usage.</p> <p>1.6 To practice student skills in writing the answers with correct grammar and structure.</p>
<p><b>2. Purposes</b></p> <p>2.1 To develop English Course in order to cope with National Education Policy.</p> <p>2.2 To prepare students in English communication for daily and professional usage.</p> <p>2.3 To develop student skills in intelligence, morality, interpersonal relationship, responsibility, analysis skill, and Information technology.</p>

### **Article 3: Descriptions and Operations**

<p><b>1. Course Description</b></p> <p>Study and practice additional English skills including listening, speaking, reading and writing. Explore native speakers] culture and expressions as well as problems and differences of English application influencing speaking skill by using both verbal and non-verbal languages. Practice basic readings consisting of reading for details and comprehension. Study relationship between main and supporting sentences. Practice reading passages and answering questions with grammatically correct sentences, words, and expressions.</p>			
<b>2. No of periods per semester</b>			
<b>Lecture</b>	<b>Extra Course</b>	<b>Training /Field work</b>	<b>Self-study</b>

45 hours	None		90 hours
<b>3. No of period/week for personal academic advising</b>			
3 hours /week			

#### **Article 4: Student Development**

### **1. Morality and Ethic**

#### **1.1 Morality and Ethic to develop**

- 1.1.1 To believe in Morality and Ethic
- 1.1.2 To act in good faith, respect to seniors.
- 1.1.3 To welcome and respect other comments from the lecturer and classmates.
- 1.1.4 Be disciplined and follow the rules such as be punctual in attending the class and in submitting the assignments, dress politely.
- 1.1.5 Be faithful to yourself and public, be moderate.

#### **1.2 Methods**

- 1.2.1 Intercommunication – encourage students in participate or comment in class
- 1.2.2 All the lecturers must be good examples for student by acting in good morality and ethic.

#### **1.3 Evaluations**

- 1.3.1 From class participation: by observing the dress code, manners in class.
- 1.3.2 From class attendant sheet : to check the attendance , assignments and participation with classmates

### **2. Knowledge**

#### **2.1 Knowledge from the Course**

- 2.1.1 Able to read and understand the Articles in English from internet or other printed matters.
- 2.1.2 Able to communication with the World in English in 4 skills of listening, speaking, reading and writing.
- 2.1.3 Able to use English in their daily life.
- 2.1.4 Able to communicate with good and correct grammar in both English and Thai in their assignments and presentations

#### **2.2 Methods**

- 2.2.1 Lecture and class participation
- 2.2.2 Self-study for more information by using information technology.

2.2.3 Do the exercises, practice in pronunciation from the Lab with recommendation from Lab Supervisor

### **2.3 Evaluations**

2.3.1 From the class attendance and class participation.

2.3.2 From class participation and homework.

2.3.3 Quiz, Mid-term examination and Final examination.

2.3.4 Individual assignment and presentation.

2.3.5 Group assignment and presentation.

## **3. Intellectual Skill**

### **3.1 Intellectual Skill to develop**

3.1.1 Ability to analysis and solve the problems, ability to answer the questions and make the presentations.

3.1.2 Ability to search for more information from library and internet.

3.1.3 Ability to think rationally, analysis and comment to questions and hypothesis which concerning with conversation and writing.

3.1.4 Ability to solve the problems based on the knowledge from 4 skills – listening, speaking, reading and writing.

### **3.2 Methods**

3.2.1 Two-ways communications and class participation – answer the questions, comment and debate.

3.2.2 Assignments

3.2.3 Assignment analysis.

3.2.4 Self-study.

### **3.3 Evaluations**

3.3.1 From class participation – both individual and group.

3.3.2 Group assignment and presentation.

3.3.3 Quiz, Mid-term examination, Final examination

3.3.4 Self-study presentation.

## **4. Interpersonal relationship and responsibility**

### **4.1 Interpersonal relationship and responsibility skill to develop**

4.1.1 Responsible for themselves and public in the assignments

4.1.2 Follow the majority and respect other people comments.

<p>4.1.3 Able to work with other people both in leader role and member role in the team.</p> <p>4.1.4 Be considerate in consumption of resource both in personal and public sake.</p> <p>4.1.5 Conduct a leading role with good personality, express their comments to classmates.</p>
<p><b>4.2 Methods</b></p> <p>4.2.1 Individual assignment and group assignment.</p> <p>4.2.2 Make the subject for group assignment and create the opportunity to make interpersonal relationship with others in brainstorming process.</p> <p>4.2.3 Group the student randomly in doing a group assignment.</p> <p>4.2.4 Allocate work and responsibility to group member.</p> <p>4.2.5 Assign proper Grammar homework</p> <p>4.2.6 Answer questions and do the presentation.</p>
<p><b>4.3 Evaluations</b></p> <p>4.3.1 From individual and group responsibility in assignments.</p> <p>4.3.2 From class participation by the lecturer and classmates.</p> <p>4.3.3 From member in the group in term of interpersonal relationship and responsibility.</p> <p>4.3.4 From proper resource consumption in doing assignments and homework.</p>
<p><b>5. Quantitative analysis, communication and information technology skill</b></p> <p><b>5.1 Quantitative analysis, communication and information technology skill to develop</b></p> <p>5.1.1 Able to use foreign language from Text book</p> <p>5.1.2 Able to use foreign language and Thai correctly in both conversation and comprehensive, able to analysis, communicate both in written and spoken and also able to choose proper mean of presentation.</p> <p>5.1.3 Able to use computer in presentation and data collection and able to access the information by using information technology efficiently</p> <p>5.1.4 Able to communicate both in written and spoken in many situations.</p>
<p><b>5.2 Methods</b></p> <p>5.2.1 Assign the assignments</p> <p>5.2.2 Assign homework which requires self-study to get information.</p> <p>5.2.3 Present with interesting Power Point</p> <p>5.2.4 Assign the assignments which require power point presentation.</p>
<p><b>5.3 Evaluations</b></p> <p>5.3.1 From homework and workbook</p> <p>5.3.2 From assignment and power point presentation.</p>

5.3.3 From data analysis skill which they choose to use in their assignments.

5.3.4 From their presentations.

### Article 5: Lesson Plan and Evaluations

1. Lesson Plan				
Week No.	Course Detail	No. of Period	Activities and teaching materials	Lecturers*
1	<p><b>- Introduction</b>  <b>- Course Outline</b>  <b>- Pre-Test</b>            (Both Thai and Foreign Teachers are the same.)</p>	3	<p>1. Teacher gives a welcome-speech.            2. Teacher distributes the course outline and lesson plan, then asks the students to read in pairs, and discuss the course outline, lesson plan and exercises through “My Lab” Program.            3. Each student asks a question related to the course, especially theory session, and then teacher answers the students’ questions.            4. Teacher asks 2-3 students To help summarizing the discussion.            5. Students do the pre-test questions individually.  <b>Materials:</b>            1. Handouts            2. Textbook /My Lab            3. CD recording            4. E-learning</p>	*Please see Article 4: Course Supervisor and Lecturers
2	<p><b><u>Unit 1 : Preview, Lesson 1 and 2</u></b>  <b>-Preview:</b> Why are you studying English? on page 2/Getting to know each other on page 3  <b>- Vocabulary:</b>            Positive adjectives  <b>- Language Practice: Lesson 1</b>            - Information questions with be            - Grammar reference on page 4  <b>Lesson2</b>            -Modification with adjectives            -Yes/No questions and short answer with be  <b>- Quiz</b></p>	3	<p><b>Preview:</b>            1. Have SS observe questionnaire and personal information form.            2. Have SS fill in the chart with their own information.            3. Have SS do the activities on page 3  <b>Vocabulary:</b>            1. T explains vocabulary in English and SS to discuss the meaning in pair and prepare to answer questions.            2. Have SS complete the activities - Student Book on page 6  <b>Language Practice:</b>            1. T explains the structure of information question with be./modification with adjectives            2. T explains the structure of information questions/Yes/No questions            3. T explains the meaning of Who, What, Where and How old./Explains differences of Yes/No questions            4. Questions and answers            5. Have SS complete the activities - Student Book on page4 and page 7 - Exercises in My Lab  <b>Materials:</b>            1. Handouts            2. Textbook /My Lab            3. CD recording</p>	

			4. E-learning	
	<p><b><u>Unit 1: Preview, Lesson 1 and 2</u></b>  <b>- Conversation Model:</b>  <b>Meet someone new</b> on page 4 / <b>Identify and describe people</b> on page 6</p>		<p><b>Conversation model:</b>  1. Have SS study and practice the patterns on page 4 and page 6  2. T focuses on the intonation  3. Have SS do the activities “Meet someone” on page 5 and “Identify and describe people on page 7.  <b>Materials:</b>  1. Handouts  2. Textbook  3. CD recording  4. E-learning</p>	
3	<p><b><u>Unit 1 (Cont.)Lesson 3,4 and Review</u></b>  <b>- Reading:</b> “Introduce someone to a group” on page 10  <b>- Writing:</b> Write a short description of classmate on page 12  <b>- Quiz</b></p>	3	<p><b>Reading:</b>  1. T asks a few SS to read the article to show their reading ability.  2. T asks SS to discuss in group about its main idea.  3. T asks SS opinions about introduction.  4. Have SS complete the activities  - Student Book on page 11,  - My Lab  <b>Writing:</b>  1. T asks SS to read Writing booster on page 142 and write a short description including the following information.  -First and last name  -Age  -Occupation  -Hometown  -Birthplace  <b>Materials:</b>  1. Handouts  2. Textbook /My Lab  3. CD recording  4. E-learning</p>	
	<p><b><u>Unit 1 (Cont)Lesson 3,4 and Review</u></b>  <b>- Vocabulary</b>  - Discuss countries and nationalities  <b>- Pronunciation:</b>  Practice word stress on page 8  <b>- Listening:</b> Person’s</p>		<p><b>Pronunciation:</b>  1. Have SS practice pronouncing sentence stress on page 8.  <b>Listening:</b>  1. Have SS focus attention on word stress  2. T explains that SS need to listen and complete the sentences they hear.  3. T plays the recording and have SS do the activity.  4.T then checks the answers on page 8.</p>	

	<p>nationality and occupation on page 8</p> <p><b>- Provide personal information</b> on page 9</p> <p><b>- Oral Review:</b> on page 13</p>		<p><b>Provide personal information:</b> Have SS do the activities “Provide personal information” on page 9</p> <p><b>Oral Review:</b> Have SS practice conversation on page 12 and 13</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	
4	<p><b><u>Unit 2 Preview, Lesson 1 and 2</u></b> <b>Preview: Going out on page 14 and 15</b></p> <p><b>- Vocabulary:</b> <b>Lesson 1</b> <i>Entertainment and cultural events on page 17</i> <b>Lesson 2</b> <i>Locations and directions on page 18</i></p> <p><b>- Language Practice:</b> <i>- Preposition of time and place on page 16</i> <i>- Grammar booster on page 125</i> <i>- Grammar practice on page 16</i></p> <p><b>- Quiz</b></p>	3	<p><b>Preview:</b></p> <ol style="list-style-type: none"> <li>1. Have SS study the online music store site.</li> <li>2. Have SS do exercises on page 15</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. T explains vocabulary in English and asks SS to discuss the meaning in pair and prepare to answer questions.</li> <li>2. Have SS complete the activities - Student Book on page 1 and page 18 - My Lab</li> </ol> <p><b>Language Practice:</b></p> <ol style="list-style-type: none"> <li>1. T explains the structure of preposition of time and place.</li> <li>2. T explains the usage of preposition of time and place.</li> <li>3. Questions and answers</li> <li>4. Have SS complete the activities - Student Book on page 16 - My Lab</li> </ol> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	
	<p><b><u>Unit 2 Preview, Lesson 1 and 2</u></b></p> <p><b>- Conversation model:</b> An invitation on page 16/<b>Asking for and getting directions</b> on page 18</p> <p><b>-Accept and decline an invitation</b> on page 17./<b>Express locations and give directions</b> on page 19</p>		<p><b>Conversation model:</b></p> <ol style="list-style-type: none"> <li>1. Have SS do the activities “An invitation” on page 16</li> <li>2. Have SS do the activities “ Asking for and getting directions” on page 18</li> </ol> <p><b>Accept and decline an invitation:</b> Have SS do pair work on page 17</p> <p><b>Express locations and give directions :</b> Have SS do the activities on page 19</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	



5	<p><b><u>Unit 2 (Cont.)</u></b> <b><u>Lesson3, 4 and Preview</u></b></p> <p>- <b>Reading:</b> “What are your musical tastes?” on page 22</p> <p>- <b>Writing:</b> About your tastes in music on page 24.</p> <p>- <b>Quiz</b></p>	3	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. T asks SS to find the supporting details.</li> <li>2. T asks SS to make personal comparisons</li> <li>3. T asks SS to discuss in group about the musical tastes.</li> <li>4. Have SS complete activities on page 23.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. T asks SS to do the writing about their music tastes on page 24.</li> </ol> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	
	<p><b><u>Unit 2 (Cont) Lesson 3,4 and Preview</u></b></p> <p>- <b>Listening:</b> The Kingston Culture fest on page20</p> <p>- <b>Make plans to see events</b> on page21</p> <p>-<b>Oral review</b> on page 25</p>		<p><b>Listening:</b></p> <ol style="list-style-type: none"> <li>1. Have SS focus attention on the Kinston Culture fest.</li> <li>2. T explains that SS need to listen and complete the boxes.</li> <li>3. T p lays the recording and have SS done the activity. Then, check the answers.</li> </ol> <p><b>Make plans to see events:</b></p> <ol style="list-style-type: none"> <li>1. Have SS do the activities “Kinston post”</li> <li>2. Have SS do pair work on page 21.</li> </ol> <p><b>Oral review:</b></p> <p>Have SS create conversations for two people. Then, practice it</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	
6	<p>TOEF L practice 1 (Listening &amp; Speaking)</p>	3	<p>1. Have SS be informed about the test.</p> <p>2. Have SS have an opportunity to do the structure part of the test</p> <p>3. T explains and checks the test.</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. LCD</li> <li>4. E-learning</li> </ol>	
	TOEFL practice 1		<p>1. Have SS familiarize themselves with the listening and speaking test.</p> <p>2. T explains and checks the test.</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	

7	<b>REVISION (UNIT 1-2)</b>			
8	<b>MIDTERM EXAMINATION (UNIT 1-2)</b>			
9	<p><b><u>Unit 3 Preview, Lesson 1 and 2</u></b>  <b>-Preview:</b>  <b>The Extended family</b>  on page 26 and 27</p> <p><b>-Vocabulary:</b>  <b>Lesson 1</b>  <b>Relationships and marital status</b> on page 28</p> <p><b>Lesson 2</b>  <b>Other family relationships</b> on page 30</p> <p><b>-Language Practice:</b>  -Simple present tense on page 28/ Grammar booster on page 126  - Information question on page 30/Grammar booster on page 127</p> <p><b>- Quiz</b></p>	3	<p><b>Preview:</b>  1. Have SS observe the photo album.  2. Have SS complete the exercises on page 27 independently</p> <p><b>Vocabulary:</b>  1. Have SS study vocabulary and use them to describe their family members.  2. T gives some examples.  3. Have SS do activities on page 30.</p> <p><b>Language Practice:</b>  1. Have SS study the patterns of present simple.  2. T explains the patterns of Affirmative, Negative and Question sentences.  3. Have SS do exercises on page 29 and 31.  4. T explains and checks the answers.  5. Have SS do exercises in My Lab</p> <p><b>Materials:</b>  1. Handouts  2. Textbook /My Lab  3. CD recording  4. E-learning</p>	
	<p><b><u>Unit 3 Preview, Lesson 1 and 2</u></b></p> <p><b>-Conversation Model: Good news about relationship</b> on page 29  <b>- Describing their families</b> on page 31</p>		<p><b>Conversation Model:</b>  1. Have SS do the activities “Report news about relationships” on page 29  2. Have SS do the activities “Describe extended families” on page 31</p> <p><b>Materials:</b>  1. Handouts  2. Textbook /My Lab  3. CD recording  4. E-learning</p>	
10	<p><b><u>Unit 3 (Cont.) Lesson 3 and 4, Review</u></b>  <b>- Reading: When adult Children come home</b> on page 34</p>	3	<p><b>Reading:</b>  1. T asks SS to look at the website and find the general information.  2. T asks SS to discuss the facts.  3. T asks SS to do exercises on page 3.</p>	

	<p>- <b>Review</b></p> <p>- <b>Writing:</b> Writing booster on page 143</p> <p>- <b>Quiz</b></p>	<p>4. Have SS complete activities on page 35</p> <p><b>Review:</b> Have SS do exercises B and C on page 36.</p> <p><b>Writing:</b> 1. T asks SS to do the writing about similarities and difference of their families on page 36. 2. Have SS do exercises in My Lab</p> <p><b>Materials:</b> 1. Handouts 2. Textbook /My Lab 3. LCD 4. E-learning</p>	
	<p><b><u>Unit 3(Cont.), Lesson 3, 4 and Review</u></b></p> <p>-<b>Compare people: Vocabulary</b> on page 32</p> <p>- <b>Listening comprehension</b> on page 32</p> <p>- <b>Pronunciation</b> on page 33</p> <p>- <b>Pair Work</b> on page 33</p> <p>- <b>Review</b> on page 36</p> <p>- <b>Oral review</b> on page 36</p>	<p><b>Vocabulary:</b> Have SS study and practice the vocabulary on page 32.</p> <p><b>Listening:</b> Have SS do the activities on page 32</p> <p><b>Pronunciation:</b> 1. T focuses the blending sound on page33. 2. Have SS practice the blended sounds in <u>does she</u> and <u>dose he</u> on page 33.</p> <p><b>Pair work:</b> Have SS do exercises to compare other people in their families on page 33.</p> <p><b>Review:</b> 1. Have SS do exercise A on page 36. 2. Have SS do Oral review activities on page 37</p> <p><b>Materials:</b> 1. Handouts 2. Textbook 3. CD recording 4. E-learning</p>	

11	<p><b><u>Unit 4 Preview Lesson 1 and Lesson 2</u></b>  <b>-Preview: Food and Restaurant</b> on page 38-39  <b>- Vocabulary:</b>  <i>Categories of food on page 40</i></p> <p><b>- Language Practice:</b>  <i>- There is and there are on page 40/  Definite article the on page 42</i>  <i>- Grammar booster on page 127/page 129</i></p> <p><b>- Quiz</b></p>	3	<p><b>Preview:</b>  <i>Have SS do activities on page 38-39</i></p> <p><b>Vocabulary:</b>  1. <i>T explains vocabulary in English and asks SS to discuss the meaning in pair and prepare to answer questions.</i>  2. <i>T asks SS about food category and have SS write them out.</i>  3. <i>Have SS complete activities</i>  - <i>Student Book on page 40</i>  - <i>My Lab</i></p> <p><b>Language Practice:</b>  1. <i>T explains the structure and usage of there is and there are./Definite article the</i>  2. <i>T explains the usage of countable and uncountable nouns./ Some and any</i>  3. <i>Have SS complete the activities</i>  - <i>Student Book on page 41 and page 43</i>  - <i>My Lab</i></p> <p><b>Materials:</b>  1. <i>Handouts</i>  2. <i>Textbook /My Lab</i>  3. <i>CD recording</i></p>	
	<p><b><u>Unit 4 Preview, Lesson 1 and Lesson 2</u></b></p> <p><b>-Conversation model:</b>  <b>A restaurant recommendation</b> on page 41/<b>Ordering dinner</b> on page 42  <b>- Ask for a restaurant recommendation:</b> on page 41  <b>- Pronunciation the</b> on page 43</p>		<p><b>Conversation model:</b></p> <ol style="list-style-type: none"> <li>1. Have SS do the activities “Ask for a restaurant recommendation” on page 41</li> <li>2. Have SS do the activities “Order from a menu” on page 43</li> </ol> <p><b>Pronunciation:</b></p> <ol style="list-style-type: none"> <li>1. T plays the recording to practice the intonation of <u>the</u>.</li> <li>2. Have SS repeat after the recording.</li> <li>3. Have SS make pairs and do activity. Make sure SS change roles so that they practice each part.</li> <li>4. T walks around the class as SS practice, correcting them as necessary.</li> </ol>	

12	<p><b><u>Unit 4 ( Cont)Lesson 3, Lesson 4 and Review</u></b></p> <p><b>-Vocabulary: Food and health on page46</b></p> <p><b>-Reading: “Get Smart” on page 46</b></p> <p><b>-Review: Exercises B,C and Don page 48</b></p> <p><b>-Writing: “Travel newsletter” on page 48</b></p> <p><b>-Writing booster on page 143</b></p>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1 . T asks SS to look at the food healthfulness and classify the meaning of food.</li> <li>2. T asks SS to discuss and understand the context.</li> <li>3 . T asks SS to do exercises on page 47.</li> <li>4. Have SS complete activities on page 47</li> </ol> <p><b>Review:</b></p> <p>Have SS do exercises B, C and D on page 48.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. T asks SS to do the writing about travel newsletter on page48.</li> <li>2.Have SS do exercises in My Lab</li> </ol> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook /My Lab</li> <li>3. LCD</li> <li>4. E-learning</li> </ol>	
	<p><b><u>Unit 4 ( Cont)Lesson 3, Lesson 4 and Review</u></b></p> <p><b>-Communicating with a waiter and waitress on page 44/Speak to a server and pay for a meal on page 45</b></p> <p><b>-Oral review on page 49</b></p>	<p><b>Listening and speaking:</b></p> <ol style="list-style-type: none"> <li>1.Have SS listen to the patterns</li> <li>2. Have SS practice speaking on the exercise of page 45</li> </ol> <p><b>Oral review:</b></p> <p>Have SS do activities on page 49</p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Handouts</li> <li>2. Textbook</li> <li>3. CD recording</li> <li>4. E-learning</li> </ol>	

13	<p><b><u>Unit5 Preview, Lesson 1 and Lesson 2</u></b></p> <p><b>-Preview:</b> Technology and you on page 50-51</p> <p><b>- Vocabulary:</b> <b>Electronics</b> on page53/ <b>Household appliances and machines</b> on page 54</p> <p><b>- Language Practice:</b> - Present continuous - Grammar booster on page 130</p> <p><b>- Quiz</b></p>	3	<p><b>Preview:</b> 1. Have SS discuss and do activities on page 50-51</p> <p><b>Vocabulary:</b> 1. T explains vocabulary in English and ask s SS to discuss the meaning in pair and prepare to answer questions. 2.- T asks SS about electronics and household appliances . -Have SS written them out. 3. Have SS complete activities - Student Book on page 55 - My Lab</p> <p><b>Language Practice:</b> 1. T explains the structure and usage of present continuous. 2. T explains the structure of verbs for present continuous. 3. Have SS complete the activities - Student Book on page 52 and 53 - My Lab</p> <p><b>Materials:</b> 1. Handouts 2. Textbook /My Lab 3. CD recording 4. E-learning</p>	
	<p><b><u>Unit 5 Preview, Lesson 1 and Lesson 2</u></b></p> <p><b>- Conversation model:</b> Suggesting a brand or a model on page 52/ <b>Expressing frustration and sympathy</b> on page 54</p> <p><b>-Pronunciation</b> on page 52</p>		<p><b>Conversation model:</b> 1. Have SS study and practice the conversation model on page 52.</p> <p><b>Pair work:</b> 1. Have SS do the activities “Suggest a brand or model” on page 53 2. Have SS do the activities “Expressing frustration and sympathy ” on page 55.</p> <p><b>Pronunciation:</b> 1. Have SS listen to the intonation. 2. Have SS imitate the intonation patterns.</p> <p><b>Materials:</b> 1. Handouts 2. Textbook 3. CD recording 4. E-learning</p>	
14	<p><b><u>Unit 5 (Cont.) Lesson 3, Lesson 4 and Review</u></b></p> <p><b>- Reading:</b> “Pro Musica” on page 56</p> <p><b>- Writing:</b> Writing</p>	3	<p><b>Reading:</b> 1. T asks a few SS to read the article to show their reading ability. 2. T asks SS to discuss in group about its main idea. 3. T asks SS to discuss the context. 4. Have SS complete the activities - Student Book on page 56 - My Lab</p>	

	<i>booster on page 144</i>  <b>-Review:</b> <b>Exercises B,C and D</b> <i>on page60</i>  <b>- Quiz</b>		<b>Writing:</b> 1. T asks SS to discuss the classification of the product. 2. Have SS read the information on page 144 and then write about product as instructed in exercise E on page 60.  <b>Materials:</b> 1. Handouts 2. Textbook /My Lab 3. CD recording 4. E-learning	
	<b>Unit 5(Cont)</b> <b>Lesson3, Lesson 4</b> <b>and Review</b>  <b>-Listening comprehension:</b> <b>Radio advertisement</b> on page 57/ <b>Listening for detail</b> on page 58 - <b>Describe features of product</b> on page 57 - <b>Oral review</b> on page 61		<b>Listening comprehension:</b> 1. Have SS describe and do activity C and D on page 57. 2. Have SS do the activities “Explain when things don’t work” on page58-59  <b>Oral review:</b> Have SS do the activities on page 61  <b>Materials:</b> 1. Handouts 2. Textbook 3. CD recording 4. E-learning	
15	<b>TOEFL PRACTICE 2 (Reading&amp; Writing)</b>			
16	<b>REVISION (Unit 3-5)</b>			
17	<b>FINAL EXAMINATION (UNIT 3-5)</b>			

Note:  = Thai Teachers

= Foreign Teachers

<b>2. Evaluation Plan</b>			
<b>Article</b>	<b>Evaluation Methods</b>	<b>Week No.</b>	<b>Ratio (%)</b>
2.1, 2.3, 3.1, 3.3	Quizzes	2-7,9-14	5%
1.1, 2.1,	Mid-term examination	8	30%

2.3, 3.1, 3.3			
1.1, 2.1, 2.3, 3.1, 3.3	Final examination	17	35%
1.3	Morality and Ethic	1-16	6%
2.3	Knowledge	1-16	6%
3.3	Intellectual skill	1-16	6%
4.3	Interpersonal relationship and responsibility skill	1-16	6%
5.3	Quantitative analysis, communication and information technology skill	1-16	6%

### Article 6: Teaching Materials

#### 1. Main Textbook

1. Saslow, J and Ascher A. (2011). Top Notch (2<sup>nd</sup> Ed ): Pearson Education ,Inc.
2. Saslow, J and Ascher A. (2011).. Workbook: (2<sup>nd</sup> Ed): Pearson Education, Inc.

#### 2. Recommended Textbook

1. DeDevitills, G., MarianaLand O'Malley.(1989)English Grammar for Communication .UK :Longman
2. Hashemi, L. and Murphy, R. (1995). English Grammar in Use: Supplementary Exercises. Great Britain: Cambridge University Press.
3. Kingston, A. (1994). Oxford Skills Development Series: Writing2. Hong Kong: Oxford University Press.
4. Mahnke, M.K. and Duffy, C.B.(1996).The Heinemann TOEFL Preparation Course (3<sup>rd</sup> edition).China: Heinemann.
5. Richards, J.C ((1997).New Interchange: Student Book 1UK: Cambridge University Press.
6. Swan, M. (1984).Basic English Usage. Hong Kong: Oxford University Press.

#### 3. References

##### Dictionaries

1. Gadsby, A. (2001). Longman Dictionary of Contemporary English. London: Longman Group Ltd.
2. Hornby, A.S. (2001).Oxford Advanced Learner's Dictionary. N Yorkshire: Oxford University Press.
3. Rundell, M. and Fox, G. (2002). Macmillan English Dictionary for Advanced Learners. Macmillan.

##### Web sites:

- On-line English Grammar : <http://www.edufind.com/english/grammar>
- Fundamental of English Grammar : <http://www.engl.niu.edu/dhardy/grammarbook/title.html>
- Guide to Grammar and Writing : <http://ccc.commnet.edu/grammar>
- Longman Web Dictionary : <http://www.longmanwebdict.com>



**Article 7: Course evaluation and development**

<p><b>1. Efficiency analysis by students</b></p> <p>All students have to evaluate the course in all aspects such as teaching style class activities extra activities and other activities which support this course</p>
<p><b>2. Evaluation by students</b></p> <p>By class observations and student interviews.</p>
<p><b>3. Teaching development</b></p> <p>3.1 By collecting student comments, lecturer self-analysis, problems, threats and problem solving solutions by the end of the semester for course development in the future.</p> <p>3.2 By doing class research to develop teaching technique.</p> <p>3.3 By developing and editing new course details to cope up with modern social.</p>
<p><b>4. Course examination reviews</b></p> <p>There is a committee for examination evaluation and proper mark allocation.</p>
<p><b>5. Review process and planning for course achievement</b></p> <p>5.1 Individual case study such as absence students, late coming students.</p> <p>5.2 Average grade of students to use as based in course and teaching development</p>