



## Course Syllabus

<b>University</b> Siam University
<b>Faculty / Department</b> Liberal Arts / Western Languages

### Article 1: General Information of Course Outline

<b>1. Course Code and Course Name</b> 114-202 English 4
<b>2. Credit (Lecture hour – Lab. Hour – Self Study)</b> 2 Credits (1-2-3)
<b>3. Academic Curriculum</b> <b>3.1 Curriculum name</b> Bachelor Degree <b>3.2 Type of Subject (Gen. Ed. / Core Course / Free Elective)</b> General Education
<b>4. Coordinated Lecturer and Lecturer</b> <b>4.1 Coordinated Lecturer</b> A. Sirikun Nookua <b>4.2 Lecturers</b> 1. A. Sirikun Nookua Office : 12-905 Ext : 229 2. A. Yanisa Taevajira Office : 2-310 Ext: 177 3. Dr. Monta Chaihiranwattana Office : 2-310 Ext: 177 4. A. Wasamon Kuljirundthorn Office : 2-410 Ext: 180 5. A. Nattha-on Natthakornsakul Office : 2-410 Ext: 180
<b>5. Semester / Year</b> 2/2554
<b>6. Pre-requisites</b> English 3
<b>7. Co-requisites</b> None

8. <b>Place of Study</b> Building 19
9. <b>Date of Lastest Course Specification Revised</b> October 1, 2011

### Article 2: Objectives and Purposes

<p><b>1. Subject Purpose</b></p> <p>Upon completion of the course, students should be able to:</p> <p>1.1 Use English to communicate in different situations via speaking and listening.</p> <p>1.2 Increase their knowledge of vocabulary by reading passages and articles on topics and identify main ideas.</p> <p>1.3 Appropriately use English structure at intermediate level.</p> <p>1.4 integrate their knowledge and skills for TOEFL</p>
<p><b>2. Objective of Subject Revision</b></p> <p>The revision aims at creating opportunities for students to work on their understandings, to engage with new information or interpretations in the ways that supplement or challenge their existing concepts or frameworks.</p>

### Article 3: Implementation and Procedures

<b>1. Course Description</b>			
The course aims at the highest level of communicative English learning. Study and practice more complicated English for listening, speaking, reading and writing skills such as talking on the phone, interview, telling stories and so on. Practice reading longer passages. Studying writing paragraph by focusing on correctness of grammar. Introduce the content related to the Standard English Test (TOEFL)			
<b>2. Periods Per Semester</b>			
<b>Lecture</b> 15	<b>Tuition</b> -	<b>Laboratory / Field trip / Training</b> 30	<b>Self Study</b> 45
<b>3. Period of Consultant per week</b>			
3 period / week		-	

## Article 4: Development of Learning Skills

### 1. Ethics

#### 1.1 Ethics Development

- 1.1.1 Punctuality
- 1.1.2 Responsibility
- 1.1.3 mutual respectability

#### 1.2 Teaching Method

- 1.2.1 nurturing /guidance
- 1.2.2 interactive approach
- 1.2.3 student-centered

#### 1.3 Evaluation Method

- 1.3.1 Observation
- 1.3.2 Recording

### 2. Knowledge Skill

#### 2.1 Expected Knowledge

- 2.1.1 Ability to use English structure at intermediate level
- 2.1.2 Knowledge of vocabularies by reading passages and articles on general topics
- 2.1.3 Ability to improve reading skills through appropriate reading techniques
- 2.1.4 Ability to write well-constructed sentences
- 2.1.5 Ability to use English to communicate in different situations via speaking and listening

#### 2.2 Teaching Method

- 2.2.1 Lecture
- 2.2.2 Direct method
- 2.2.3 Grammar translation method
- 2.2.4 Two-way communication
- 2.2.5 Pair and small group work

#### 2.3 Evaluation Method

- 2.3.1 Question and answer
- 2.3.2 Quiz
- 2.3.3 Midterm examination
- 2.3.4 Final examination
- 2.3.5 TOEFL

### 3. Wisdom Skill

#### 3.1 Required Intelligence Skill Development

- 3.1.1 Cognitive learning
- 3.1.2 Critical and creative thinking
- 3.1.3 Positive attitudes towards English language
- 3.1.4 Confidence in expressing themselves in English
- 3.1.5 Enthusiastic to study by themselves and for their own interests

#### 3.2 Teaching Method

- 3.2.1 task-based strategies
- 3.2.2 brainstorming
- 3.2.3 discussion
- 3.2.4 self-study

#### 3.3 Evaluation Method

- 3.3.1 observation
- 3.3.2 presentation
- 3.3.3 self assessment

### 4. Interpersonal and Responsibility Skill

#### 4.1 Required Interpersonal and Responsibility skill Development

- 4.1.1 Active participation
- 4.1.2 Positive interaction
- 4.1.3 Responsibility for assigned work
- 4.1.4 Communicative strategies

#### 4.2 Teaching Method

- 4.2.1 Discussion
- 4.2.2 Brainstorming
- 4.2.3 dynamic group

#### 4.3 Evaluation Method

- 4.3.1 role play
- 4.3.2 presentation
- 4.3.3 observation
- 4.3.4 peer evaluation

### 5. Mathematics Communication and IT Analysis Skill

#### 5.1 Mathematics Communication and IT Analysis skill Development

- 5.1.1 Ability to surf and search the internet for specific purposes.

- 5.1.2 Ability to analyze and differentiate of right from wrong
- 5.1.3 Being interested and able to use social network efficiently
- 5.1.4 Developing language skills via various media
- 5.1.5 Action knowledge : know how to use purposeful talk

## **5.2 Teaching Method**

- 5.2.1 guided discovery
- 5.2.2 demonstration
- 5.2.3 role play
- 5.2.4 discussion

## **5.3 Evaluation Method**

- 5.3.1 Assignment
- 5.3.2 Presentation
- 5.3.3 oral and written report

## Article 5: Lesson Plan and Evaluation

1. Lesson Plan				
Week No.	Content Description	Study period	Learning Activities and Teaching aids media	Lecturers
1	- Course introduction		<ul style="list-style-type: none"> <li>- Introduce the course outline</li> <li>- Introduce how to use "My Lab"</li> <li>- Introduce ELLIS Program</li> <li>- Introduce the preparation for TOEFL</li> </ul>	<ul style="list-style-type: none"> <li>1. Sirikun</li> <li>2. Dr.Monta</li> <li>3. Yanisa</li> <li>4. Wasamon</li> <li>5. Nattha-on</li> </ul>
2	<p><u>Unit 6:</u> Eating Well</p> <p><u>Preview</u> : Healthy Eating Pyramid</p> <p><u>Listening:</u> Talking about food choices</p> <p><u>Lesson1</u> : Talk about food passions</p> <p><u>Vocabulary:</u> Food</p>		<ul style="list-style-type: none"> <li>- Ask the class general information questions about food, eg: Is your diet healthy? Do you eat a lot healthy foods?</li> <li>- T points out the Glossary and plays the accompanied audio. After SS listen to the audio, have them find the words from the Glossary on the pyramid.</li> <li>- Have SS list the food they ate for breakfast, lunch, dinner and snacks and complete their own food pyramid to show how they ate and compare pyramid with a partner</li> <li>- Have SS read and listen to people talking about food choices</li> <li>- Ask SS to match phrases from the story with the phrases and sentences in ex.E on P.63</li> <li>- Have SS listen to ways of</li> </ul>	

<p>passions</p> <p><u>Grammar</u> : Use to / Used to</p> <p><u>Pronunciation</u> : Sound reduction : used to</p> <p><u>Lesson 2</u>:Make an excuse to decline food</p> <p><u>Vocabulary</u>: Excuses for not eating something</p> <p><u>Grammar</u> : Negative yes/ no questions; Why don't.....?</p> <p><u>Writing</u> : Make an</p>		<p>expressing food passions and circle the correct words to complete each statement in ex. B on P.64</p> <ul style="list-style-type: none"> <li>- T explains the example statements in the Grammar Box on P.64</li> <li>- Have SS do Grammar Practice on P.65</li> <li>- Have SS further study Grammar Booster and do extra exercises on P.130</li> <li>- Have SS listen and repeat the sentences</li> <li>- Have SS listen the phrases and do ex.B. on P.66</li> <li>- T introduces negative questions in the Grammar Box and asks SS to do Grammar Practice on P.67</li> <li>- Have SS further study Grammar Booster and do Extra Exercise on P.132</li> <li>- Have SS look at the photos on P.67</li> </ul>	
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	<p>excuse to decline to decline food</p> <p><b>Speaking</b> : Make an excuse to decline food</p>		<p>and use the vocabulary to write an excuse to decline each food</p> <ul style="list-style-type: none"> <li>- Have SS change the Conversation Model to role-play a dinner conversation. Offer foods. Make excuses to decline foods</li> </ul>	
3	<p><b>Lesson 3</b> : Discuss lifestyle changes</p> <p><b>Reading</b> : How Can It Be? Americans Gain Weight, While the French Stay Thin</p> <p><b>Speaking</b>: Lifestyle changes</p> <p><b>Lesson 4</b>: Describe local dishes</p> <p><b>Vocabulary</b> : Food descriptions</p> <p><b>Listening</b></p>		<ul style="list-style-type: none"> <li>- T introduces the topic by having SS discuss the question in pairs</li> <li>- Have SS read and listen to the article and scan the article for the underlined words and circle them</li> <li>- Have pairs study the words and determine their meanings in ex.A .on P.68</li> <li>- Have SS copy the chart and fill in the columns with reasons from the article why the French stay thin and Americans gain weight</li> <li>- Have SS complete the lifestyle self-assessment on P. 69 and ask them to discuss the questions</li> <li>- Have SS read and listen to the Vocabulary and use the Vocabulary to describe foods they know</li> <li>- Have SS listen to the descriptions</li> </ul>	



	<p>:Descriptions of foods from around the world</p> <p><b>Writing</b> : Describe local dishes</p> <p><b>Review</b></p>		<p>of foods from around the world and choose the Vocabulary the completes each description in ex A on P.70</p> <ul style="list-style-type: none"> <li>- Have SS choose three local dishes that they would recommend to a visitor to their country. Write notes about each.</li> <li>- Have SS do Review on P.72</li> </ul> <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1. Handout</li> <li>2. Textbook</li> <li>3. Cd recording</li> <li>4. Multimedia</li> <li>5. E-learning</li> </ol>	
4	<p><b>Unit 7</b> About Personality</p> <ul style="list-style-type: none"> <li>- <b>Pre-view</b></li> </ul> <p><b>Lesson 1:</b> Get to know what someone likes</p> <p><b>Grammar</b> : Gerunds and Infinitives as direct objects</p>	2	<ul style="list-style-type: none"> <li>- Get SS to examine the questionnaire and complete the questionnaire</li> <li>- Have SS compare answer in pairs.</li> <li>- Have SS read and listen to the conversation.</li> <li>- Ask SS to do exercise D , E and F on page 75</li> </ul> <ul style="list-style-type: none"> <li>- T. explain Gerunds and Infinitives as direct objects</li> </ul>	

	<p><b><u>Pronunciation:</u></b> Reduction of <u>to</u> in infinitives</p> <p><b><u>Listening:</u></b> Conversation about likes and dislikes</p> <p><b><u>Writing:</u></b> Get to know what someone likes</p> <p><b><u>Lesson 2: Cheer someone up</u></b></p> <p><b><u>Listening:</u></b> Conversation about someone trying to cheer a friend up. : Rhythm and intonation</p> <p><b><u>Grammar:</u></b> Gerunds as objects of prepositions</p>	<ul style="list-style-type: none"> <li>- Ask SS to do the exercise A and B on page 76.</li> <li>- Ask SS. do the exercise in Grammar Booster on page 133.</li> <li>- Have SS listen and repeat an unstressed <u>to</u> reduced to / tə/</li> <li>- Tell SS to practice reading the sentences to a partner</li> <li>- Ask SS to read and listen to a conversation about likes and dislikes.</li> <li>- Have SS repeat each line chorally.</li> <li>- Have SS to write their likes and dislikes in gerund form on the notepad in EX.A on page 77</li> <li>- Ask SS writes the conversation</li> <li>- Have SS. Predict what the conversation will be about, base on picture.</li> <li>- Ask what do you think they're talking about?</li> <li>- Have SS read and listen to the conversation.</li> <li>- Have SS repeat each line chorally.</li> <li>- T. explain Gerunds as objects of prepositions</li> <li>- Ask SS to read the "Be careful"</li> </ul>	
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	<p><u>Speaking</u>: Talking about yourself.</p> <p><u>Writing</u>: Cheer someone up</p> <p><u>Speaking</u> : Cheer someone up</p>	<p>note in the Grammar box.</p> <ul style="list-style-type: none"> <li>- Ask SS to do the exercise A on page 78 and do the exercise in Grammar Booster on page 133.</li> <li>- Ask SS complete the forms and share information in pairs and ask individual SS to share their answers with the class.</li> <li>- Ask SS to write the notepad about a list of things that they are tired of and write them as gerunds.</li> <li>- Have SS share what they're tired of</li> <li>- Ask SS to role-play cheering someone up</li> </ul>	
5	<p><u>Lesson 3</u>: Discuss personality and its origin</p> <p><u>Reading</u>: Personality: from Nature or Nurture?</p> <p><u>Speaking</u>: Discuss personality and its origin</p>	<ul style="list-style-type: none"> <li>- Ask SS to read the title and ask them to work in pairs to answer these questions: What is your definition of personality? What kind of personality do you have? Have SS read the article "Personality: from Nature or Nurture?"</li> <li>- Ask SS do the exercise A. on page 80.</li> <li>- Ask SS to complete the questionnaire and discuss the personality traits in pair.</li> </ul>	

	<p><u>Lesson 4</u> : Examine the impact of birth order</p> <p><u>Listening</u>: Listen for main ideas</p> <p><u>Review</u></p>		<ul style="list-style-type: none"> <li>- Have SS listen for main idea and listen for specific information.</li> <li>- Ask SS. do exercise A and B on page 82</li> <li>- Have SS do Review on P.84</li> </ul> <p><u>Material</u>:</p> <ol style="list-style-type: none"> <li>1. Handout</li> <li>2. Textbook</li> <li>3. Cd recording</li> <li>4. Multimedia</li> <li>5. E-learning</li> </ol>	
6	Review unit 6-7	2	<ul style="list-style-type: none"> <li>- Have ss. do the assessment test unit 6-7</li> <li>- Have ss. listen to the Sitcom and do exercise.</li> </ul> <p><u>Material</u>:</p> <ol style="list-style-type: none"> <li>1. Assessment test</li> <li>2. CD recording</li> </ol>	
7	Self-study	2	<ul style="list-style-type: none"> <li>- Have ss. study ELLIS Program Middle Mastery 3.0 Unit 1 (In the Kitchen) and Unit 2 (At the Supermarket</li> </ul> <p><u>Material</u>:</p> <ol style="list-style-type: none"> <li>1. ELLIS Program</li> </ol>	
8	<b>Mid-term Exam</b>			
9	<p><u>Unit 8</u> :The Arts</p> <p><u>Preview</u> :</p>		<ul style="list-style-type: none"> <li>- Write on the board “Art”</li> </ul>	

	<p>Art Exhibition</p> <p><u>Vocabulary</u></p> <p><u>Listening</u> : A conversation at an art show</p> <p><u>Lesson 1</u> : Recommend a museum</p> <p><u>Grammar</u> : The passive voice</p>	<ul style="list-style-type: none"> <li>- Have ss. work in group and brainstorm as many words connected to this topic as they can.</li> <li>- Have ss. spend a few minutes reading and examining the poster silently.</li> <li>- T checks comprehension by asking questions</li> <li>- Have ss. complete a survey about their favorite pieces of art in the chart.</li> <li>- Before listening, ask ss. to skim the labels on each kind of art.</li> <li>- After reading and listening once, T. asks them questions to check their comprehension</li> <li>- Have ss. listen again and repeat</li> <li>- T. plays the audio and check comprehension by asking questions</li> <li>- Have ss. match phrases from the story with the definitions in the exercise</li> <li>- Have ss. write other kinds of art on the board and discuss their preference</li> <li>- T. writes on the board the first two example sentences from the</li> </ul>	
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	<p><u>Listening</u> : Someone recommend a museum</p> <p><u>Lesson 2</u> Ask about and describe objects</p> <p><u>Listening</u></p> <p><u>Vocabulary</u></p>		<p>Grammar box on page 88 and compares the different attention of active &amp; passive voice.</p> <ul style="list-style-type: none"> <li>- Have ss. use their own ideas to write four sentences in the passive voice and read their sentences to a partner</li> <li>- Have ss. do exercise A and B on page 88</li> <li>- Have ss. further study Grammar Booster and do extra exercise on page 133</li> </ul> <ul style="list-style-type: none"> <li>- Have ss. read and listen the comprehension model</li> <li>- Have ss. repeat each line chorally. Focus on rising and falling intonation</li> </ul> <ul style="list-style-type: none"> <li>- T. tells ss. to look at the picture and say as much as they can about it.</li> <li>- Ask ss. to read and listen to the conversation model.</li> <li>- T. checks comprehension by asking questions</li> <li>- Have ss. repeat each line chorally. Make sure of their correct rising and falling intonation.</li> </ul> <ul style="list-style-type: none"> <li>- T. reviews the names of the materials and the objects with the</li> </ul>	
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	<p><u>Grammar</u> : The passive voice : questions</p>	<p>class.</p> <ul style="list-style-type: none"> <li>- Have ss. listen and repeat</li> <li>- Tell ss. to look at the materials in the Vocabulary and write a list of objects they have in their home.</li> <li>- Point out the form of <i>be</i> and the <i>past participle</i> in the information questions in the Grammar box on page 90</li> <li>- Further study Yes/No questions in Grammar Booster on page 135 and do extra exercise.</li> </ul>	
11	<p><u>Lesson 3</u> : Talk about artistic talent</p> <p><u>Reading</u></p> <p><u>Writing</u></p>	<ul style="list-style-type: none"> <li>- Have ss. look at the picture and discuss some questions with them.</li> <li>- Read the title of the article and explain vocabulary as needed.</li> <li>- After discussing the title, ask ss. to close their books and listen to the audio of the Reading and discuss the main idea</li> <li>- Tell ss. to read the choices for the <u>main idea</u> and make a checkmark to statement that is supported by the article.</li> <li>- Ask ss. to <u>identify supporting details</u> by finding the true information in the article</li> <li>- Ask ss. to <u>paraphrase</u> Edwards's theory.</li> </ul>	

	<p><b><u>Lesson 4</u></b> : Discuss your favorite artists</p> <p><b><u>Vocabulary</u></b> Passive participial phrases</p> <p><b><u>Listening</u></b> : The interviews</p> <p><b><u>Writing</u></b> : Discuss your favorite artists</p> <p><b><u>Review</u></b></p>	<ul style="list-style-type: none"> <li>- Have ss. listen and repeat the vocabularies</li> <li>- Have ss. create additional sentences of the expression in pairs.</li> <li>- Have ss. listen to the interviews and complete each statement with the name of the artist.</li> <li>- Ask ss. to listen again and write some of the details they hear about each artist.</li> <li>- T. writes the types of artists on the board and ask ss. to brainstorm examples of each type.</li> <li>- Ask ss. to work individually to complete the information on the notepad on page 95.</li> <li>- Review vocabulary by asking ss. to identify the kind of art each illustration represent.</li> <li>- Have ss. change the sentences to the passive voice.</li> <li>- Tell ss. to write a paragraph to identify the kind of art their favorite object is.</li> <li>- Have ss. do the assessment test unit 8</li> </ul> <p><b><u>Material</u></b> :</p> <ol style="list-style-type: none"> <li>1. Textbook</li> <li>2. Assessment test</li> </ol>	
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			<ul style="list-style-type: none"> <li>3. Handout</li> <li>4. CD recording</li> <li>5. Slides</li> </ul>	
11	<p><b>Unit 9</b></p> <p><u>Preview</u> : Living with Computers</p> <p><u>Vocabulary</u></p> <p><u>Listening</u> : A computer Problem</p> <p><u>Lesson 1</u> : Troubleshoot a problem</p> <p><u>Vocabulary</u> : Computer terms and commands</p> <p><u>Listening</u></p>	2	<ul style="list-style-type: none"> <li>- Give ss. a few minutes of silent to examine the website.</li> <li>- Discuss the topic, "What is a troubleshooter?"</li> <li>- Tell ss. to look at the words in the box then play the audio.</li> <li>- Explain key vocabulary as needed</li> <li>- Have ss. listen and repeat.</li> <li>- Ask ss. to look at the pictures and say as much as they can about them.</li> <li>- After ss. listen and read, check their comprehension by asking questions.</li> <li>- Have ss. do exercise E and F on page 99.</li> <li>- Have ss. read and listen to people troubleshoot a computer problem.</li> <li>- Ask ss. to look at the toolbar and read the computer commands.</li> <li>- Play the audio and have ss. listen and read.</li> <li>- Have ss. listen to the audio and check the computer command</li> </ul>	

	<p><u>Grammar</u> : The infinitive of purpose</p> <p><u>Lesson 2</u> : Recommend a better deal</p> <p><u>Grammar</u>: Comparison with as.....as</p> <p><u>Pronunciation</u> : Stress in as.....as phrases</p> <p><u>Speaking</u> :</p>		<p>each person needs.</p> <ul style="list-style-type: none"> <li>- Ask ss. to read the example sentences in the grammar box.</li> <li>- T. ask ss. question, “why are you taking this class?” and tell them to use a short answer with an infinitive</li> <li>- Have ss. do Grammar practice A, B, C on page 101</li> <li>- Have ss. further study Grammar Booster about expressing purpose with <i>in order to</i> and <i>for</i> and do exercise on page 135</li> </ul> <ul style="list-style-type: none"> <li>- Review the grammar points and their examples in the Grammar box on page 102.</li> <li>- Have ss. do Grammar practice A and B on page 102.</li> <li>- Have ss. further study Grammar Booster and do extra exercise on page 136.</li> </ul> <ul style="list-style-type: none"> <li>- Ask ss. to read and listen to the sentences, paying attention to the stress in <b>as.....as</b> phrases.</li> </ul> <ul style="list-style-type: none"> <li>- Ask ss. to use the magazine</li> </ul>	
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	Recommend a better deal		ratings to compare and recommend products then practice the conversation with their partner.	
12	<p><u>Lesson 3</u> : Describe how you use computers</p> <p><u>Vocabulary</u> : Internet activities</p> <p><u>Listening</u> : Descriptions of how people use the internet</p> <p><u>Lesson 4</u> : Discuss the impact of the Internet</p> <p><u>Reading</u></p>		<ul style="list-style-type: none"> <li>- Ask ss. to skim the internet activities in boldface type.</li> <li>- Have ss. listen and repeat then practice again with their books closed.</li> <li>- Tell ss. they will listen to four people describe how they use the internet.</li> <li>- T. plays the audio once and reviews the answer with the class.</li> <li>- Ask ss. to listen again and check the activities each person does on page 104.</li> <li>- Have ss. discuss the questions about the impact of the Internet in pairs and share their answers with the class.</li> <li>- Have ss. read and listen to the article.</li> <li>- Have ss. do extra reading comprehension questions.</li> </ul>	

	<p><u>Speaking</u> : The Internet has brought more benefits or more problems?</p> <p><u>Writing</u> : Advantage and disadvantage of the Internet</p> <p><u>Review</u></p>		<ul style="list-style-type: none"> <li>- Have ss. do exercise A and B on page 106.</li> <li>- Have ss. read aloud the four statements about how the Internet has impacted people's lives.</li> <li>- Ask ss. to work in pairs to discuss and list ideas.</li> <li>- Refer ss. to the article on page 106 for additional problems.</li> <li>- Draw the chart of computer benefits and problems then complete the chart with ss. responses.</li> <li>- Encourage ss. to write on their notepads any additional items that they hear about or think of advantage and disadvantage of the Internet.</li> <li>- Have ss. do the review A, B, C, D on page 108</li> <li>- Have ss. do the assessment test unit 9</li> </ul> <p><u>Materials</u> :</p> <ol style="list-style-type: none"> <li>1. Top Notch 2<sup>nd</sup> Edition</li> <li>2. Handout</li> <li>3. Power point</li> <li>4. Assessment test U9</li> <li>5. E-learning</li> </ol>	
13	Unit 10: Ethics and			

	<p><b>Values</b></p> <p><u>Preview</u>: Moral dilemmas</p> <p><u>Listening</u></p> <p><u>Lesson 1</u>: Discuss ethical choices</p> <p><u>Grammar</u>: The real and unreal conditional</p>		<ul style="list-style-type: none"> <li>- T. writes 'moral dilemma' on the board and asks ss. to infer its meaning from the context.</li> <li>- Have ss. work in pairs and discuss what people should do in the situations on page 110</li> <li>- Have ss. look at the photos then close their books and listen to the conversation.</li> <li>- Have ss. read and listen to the conversation again focusing on the five underlined phrase in the story and think about their meanings.</li> <li>- T. reads the first grammar point and the example sentence, gives example and rules of the real condition in the grammar box on page 112.</li> <li>- Ask ss. to read the explanation under 'The unreal conditional' and the example sentence and circle the verb in each clause.</li> <li>- Read the next grammar point together and do exercise A and B on page 112</li> <li>- Have ss. further study and do extra exercise from Grammar Booster on page 137.</li> </ul>	
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	<p><u>Listening</u> :</p> <p>Assimilation of /d/+/y/ in <u>would you</u></p> <p><u>Speaking</u></p> <p><u>Lesson 2</u> : Return someone else's property</p> <p><u>Listening</u></p> <p><u>Grammar</u> :</p> <p>Possessive pronouns/Whose</p>		<ul style="list-style-type: none"> <li>- Have ss. read and listen to the conversation and provide an emphatic response with 'absolutely'</li> <li>- Have ss. repeat each line chorally.</li> <li>- Ask ss. to notice how /d/+/y/ becomes /dz/</li> <li>- Ask pairs to choose a situation and role-play a conversation about an ethical choice and have they perform their role plays for the class.</li> <li>- Have ss. read and listen to the conversation and check comprehension by asking questions.</li> <li>- T. points out the phrases for acknowledging thanks and plays the accompanying audio.</li> <li>- Have ss. read the three lines in the Grammar box and the examples</li> <li>- T. reads the Be careful! Note to differentiate possessive adjectives and possessive pronouns.</li> <li>- Have ss. do exercise A and B on page 114-115 and further study and do extra exercise in Grammar Booster on page 138.</li> </ul>	
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	<u>Listening &amp; Speaking</u>		<ul style="list-style-type: none"> <li>- Have ss. listen to the conversation and change the Model to role play returning someone else's property.</li> </ul>	
14	<p><u>Lesson 3</u> : Express personal values</p> <p><u>Listening</u></p> <p><u>Writing</u> : Express personal values</p>		<ul style="list-style-type: none"> <li>- T. reviews the pictures and their captions on page 116 with class and provide vocabulary as needed.</li> <li>- Ask ss. to summarize each conversation after they listen with their books closed.</li> <li>- Ask ss. to open their books, listen again and complete as many statements as they can.</li> <li>- Ask ss. to read the quotations from the conversation and choose the correct definitions and review answers with the class.</li> <li>- Ask ss. to do the Values Self-Test.</li> <li>- Have ss. write answers for the given questions read them to class and explain their own opinions.</li> <li>- Have ss. read the headlines of the articles and give examples of</li> </ul>	

	<p><u>Lesson 4</u> : Discuss acts of kindness and honesty</p> <p><u>Reading</u></p> <p><u>Speaking</u> : Discuss acts of kindness and honesty</p> <p><u>Review</u></p>		<p><i>kindness</i> and <i>honesty</i>.</p> <ul style="list-style-type: none"> <li>- After ss. read the three articles, check comprehension by having them answer the questions in pairs and then review answers with the class.</li> <li>- Have ss. skim the pictures and situations.</li> <li>- Give ss. a few minutes to write their answers for the situations then discuss their response in group of three or four students.</li> <li>- Have ss. listen to the conversations.</li> <li>- Have ss. do exercise B, C and D on page 120.</li> <li>- Have ss. write three paragraphs about Matt's dilemma in the photo story on page 111.</li> <li>- Have ss. do the assessment test unit 10</li> </ul> <p><u>Material</u> :</p> <ol style="list-style-type: none"> <li>1. Handout</li> <li>2. Textbook</li> <li>3. CD recording</li> <li>4. Slides</li> <li>5. News</li> </ol>	
15	Self-study	2	<ul style="list-style-type: none"> <li>- Have ss. study ELLIS Program Middle Mastery 3.0 Unit 3 (At the</li> </ul>	



			Park) Unit 4 (With Friends) and Unit 5 (At School)  Material: 1. ELLIS Program	
16	TOEFL	2	- Have ss. take the standard English test (TOEFL)	
17	Final Exam			

2. Learning Evaluation Plan			
Learning Skill	Evaluation Method	Week of Evaluation	Evaluation Score (%)
2.1, 2.3, 3.1, 3.3, 5.1, 5.2, 5.3	Midterm examination - paper test - speaking	8	20% 10%
2.1, 2.3, 3.1, 3.3	Final examination - paper test - listening	17	25% 10%
1.1, 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3	Development skills - Attendance - Performance - Assignment - Quiz - Self-study program - TOEFL	1-15	10% 5% 5% 5% 5% 5%

### Article 6: Learning Resources

<p><b>1. Course Materials</b></p> <p>1.1 Joan Saslow &amp; Allen Ascher <u>Top Notch Book 2</u>. Pearson Education Inc.2001</p> <p>1.2 Supplementary sheets and worksheet</p> <p>1.3 Top Notch Teacher CD-ROM</p> <p>1.4 Top Notch Students CD-ROM</p>
<p><b>2. Important Textbooks and References</b></p> <p><b>Books</b></p>

- 1) DeDeviitiis, G., Mariani, L., and O'Malley, K. (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: Writing 2. Hong Kong: Oxford University Press.
- 4) Mahnke, M.K. and Duffy, C.B.(1996). The Heinemann TOEFL Preparation Course (3<sup>rd</sup> ed). China: Heinemann.
- 5) Nancy Gallagher. (2005) Delta's key to the Next Generation TOEFL Test Advanced Skill Practice for the iBT. Delta Publishing Commpany.USA.
- 6) Sribayak, V. and Soontornwipast, K. (1998) EL 070 English Course I. Bangkok: Thammasat University.
- 7) Swan, M. (1984). Basic English Usage. Hong Kong: Oxford University Press.
- 8) Swan, M. and Walter, C (2001). How English Works. China: Oxford University Press.

#### 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. Spain: Macmillan.
- 4) Maree Airle.et al (2007).Collins Cobuild Dictionary Thomson Corporation.

#### Web-sites:

- 1) Fundamental of English Grammar: :  
<http://www.engl.niu.edu//dhardy/grammarbook/title.html>
- 2) Guide to Grammar and Writing:  
<http://ccc.commnet.edu/grammar>
- 3) Learn English as a Second Language :  
<http://www.englishclub.com>
- 4) Longman Web Dictionary :  
<http://www.longmanwebdict.com>

- 5) On-line English Grammar :  
<http://www.edufind.com/englihs/grammar>
- 6) Webster Dictionary :  
<http://www.m-w.com>, <http://www.ted.com>

**3. Recommended Textbooks and Reference**

**Article 7: Course Evaluation and Development**

**1. Course Evaluation by Students**

Students evaluate the course and teaching efficiency & effectiveness via the University computer system.

**2. Teaching Evaluation**

The committees evaluate the teaching proficiency by observation and interviewing student representatives.

**3. Teaching Development**

- 1) Review and improve teaching strategies according to the evaluation
- 2) Do the progressive report regulated by ๔๓๓ every semester.
- 3) Provide the training on teaching strategies and action research for all teachers
- 4) Do the action research at least one subject/semester
- 5) Set up the department meeting to discuss about the problems and solutions.

**4. Subject verification of Student Achievement**

The committee verify students' achievement by random sampling the examination papers and appropriate grading at least 60% of all subjects.

**5. Revision and Development of Course Effectiveness**

- 1) Review the course effectiveness through students' evaluation, committee's evaluation and teachers' progressive reports.
- 2) Develop teaching effectiveness by adjusting strategies and contents to meet the criteria.
- 3) Submit the report of revision and course effectiveness to the department head.

<p>.....</p> <p>( )</p> <p>Instructors</p> <p>..... / ..... / .....</p>	<p>.....</p> <p>( )</p> <p>Head of Western Language Department</p> <p>..... / ..... / .....</p>	<p>.....</p> <p>( )</p> <p>Dean of Liberal Arts Faculty</p> <p>..... / ..... / .....</p>
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