

หลักสูตรรายวิชาภาษาอังกฤษ ปี 2558

วิชา ภาษาอังกฤษพื้นฐาน 4 รหัสวิชา อ30104 (Intermediate)

ชั้นมัธยมศึกษาปีที่ 4 ภาคเรียนที่ 1

4 คาบ/สัปดาห์/ภาคเรียน 2.0 หน่วยกิต

1. คำอธิบายรายวิชา

ศึกษา ชนิดของคำ วลี โครงสร้าง ไวยากรณ์ และความสัมพันธ์ของส่วนต่างๆ ของประโยค ที่ส่งผลต่อความหมายในประโยคนั้นๆ

ฝึกฝนทักษะการฟังขั้นต้นจากบทสนทนาสั้น ๆ เกี่ยวกับเรื่องในชีวิตประจำวัน รายการภาพยนตร์ โทรทัศน์ ประกาศ แจ้งข้อมูล คำสั่ง และคำแนะนำ พร้อมปฏิบัติตามได้อย่างถูกต้อง

ฝึกทักษะการพูดโต้ตอบ การสนทนาทางโทรศัพท์ การแสดงความคิดเห็นด้วยหรือไม่เห็นด้วยอย่างสุภาพ การแสดงความคิดเห็นเบื้องต้นจากข้อมูล หรือบทความ สภาพเหตุการณ์ปัจจุบัน หรือเหตุการณ์ที่อยู่ในความสนใจ บทความทางวิชาการทั้งอย่างเป็นทางการและไม่เป็นทางการ นำเสนอเกี่ยวกับเรื่องตนเอง ครอบครัว โรงเรียนหรือสังคมรอบตัว

ฝึกฝนทักษะและกลยุทธ์การอ่านเพื่อความเข้าใจ การอ่านจับใจความสำคัญ การอ่านสรุปความ สามารถเดาความหมายของคำศัพท์จากบริบทด้วยวิธีหลากหลาย เช่น ศึกษารากศัพท์ วิเคราะห์และแยกแยะลักษณะหน้าที่ของคำศัพท์นั้นๆ จากสื่อสิ่งพิมพ์ บทอ่านประเภทต่างๆ

ฝึกการเขียนตอบคำถาม ความเรียง ประเภทต่าง ๆ เช่น การบรรยาย พรรณนาฯลฯ ตลอดจนทักษะในการถอดความหรือปรับเปลี่ยนข้อความ รวมทั้งศึกษารูปแบบและเนื้อหาข้อสอบ Standardized Tests

2. ผลการเรียนรู้ที่คาดหวัง

1. ฟังบทสนทนาขนาดสั้นเกี่ยวกับเรื่องในชีวิตประจำวัน รายการภาพยนตร์ โทรทัศน์ ประกาศแจ้งข้อมูล คำสั่ง และคำแนะนำ พร้อมปฏิบัติตามได้อย่างถูกต้อง อย่างน้อย 150 คำ

2. พูดโต้ตอบ แสดงความคิดเห็นเบื้องต้น นำเสนอเกี่ยวกับเรื่องในชีวิตประจำวัน โรงเรียนหรือสังคมรอบตัว การสนทนาทางโทรศัพท์ การแสดงความคิดเห็นด้วยหรือไม่เห็นด้วยอย่างสุภาพ การแสดงความคิดเห็นจากข้อมูล หรือบทความ สภาพเหตุการณ์ปัจจุบัน หรือเหตุการณ์ที่อยู่ในความสนใจ บทความทางวิชาการทั้งอย่างเป็นทางการและไม่เป็นทางการ

3. อ่านและศึกษากลยุทธ์ในการทำความเข้าใจเพื่อจับใจความสำคัญ สรุปความจากคำสั่ง คำแนะนำ จากสื่อสิ่งพิมพ์ บทอ่านประเภทต่างๆ สามารถเดาความหมายของคำศัพท์โดยศึกษารากศัพท์ วิเคราะห์และแยกแยะลักษณะหน้าที่ของคำศัพท์นั้นๆ ในบริบทได้ รวมทั้งศึกษาแนวทางและเนื้อหาข้อสอบ Standardized Tests

4. วิเคราะห์โครงสร้างไวยากรณ์ ส่วนประกอบต่างๆ ของวลี ข้อความประโยค และความสัมพันธ์ของ ส่วนประกอบต่างๆ ที่ส่งผลต่อความหมายของวลี ข้อความในประโยคนั้นๆ เพื่อฝึกการเขียนย่อหน้าประเภทตอบ คำถาม หรือประเภทแสดงความคิดเห็นเกี่ยวกับเรื่องต่างๆ โดยใช้ภาษาที่ถูกต้องเหมาะสม อย่างน้อย 150 คำ ตลอดถึงทักษะในการถอดความหรือปรับเปลี่ยนข้อความ



Curriculum 2558

M4 T1: Foundation English 4 (E30104) (Intermediate)

Foundation English 4
Code: E30104 / (M4, 1st Semester)
4 periods per week/ semester 2 credits

1. Course Description

Practice in grammatical structures, analyzing and distinguishing elements of phrases and sentences as they affect meaning.

Study vocabulary used in academic writing, distinguishing between various functions of words. Practice advanced reading skills in areas of comprehension, summary, context clues, content, organization, style and punctuation, essay and paragraph structures and paraphrasing.

Practice basic listening from general tests consisting of short dialogues and lectures including use of informal speech and variations from formal written communication

Practice conversing at a basic level about daily life taken from different reading passages. Practice presenting in an academic topic in front of the public and also study the contents of Standardized Tests.

2. Expected Learning Outcomes

At the end of this course, students will be able to

1. Understand grammatical structures analyzing and distinguishing elements of phrases and sentences as they affect meaning, and be able to use multimedia resources for use in daily life, study and choosing data sources for research;

2. Able to write an opinion paragraph to answer the questions showing their opinions about different matters by using an appropriate and correct language, 150 words approximately, respond and give details to what they are familiar with both in and out of school, be able to express their ideas about their surroundings;

3. Understand a general short conversation (daily language and small talk), and also pronounce the significant sounds of the IPA (International Phonetic Alphabets);

4. Be able to express and discuss different topics learned both in and out of the classroom, make an academic report in front of the public and comprehend forms and contents of Standardized Tests for listening, speaking reading and writing.

Course Syllabus

Foundation English 4 (ENG30104)

1. Course Identification

Department:	Foreign Language Department
Subject:	Foundation English 4 (ENG30104)
Credit:	2
Time:	4 periods / week
Grade:	Grade 10 (M.4)
Semester:	1
Academic Year:	2015
Teachers:	Warubon Ponchai , Somchai Ponchai and Jamie Carroll

2. Course Description

Practice in grammatical structures, analyzing and distinguishing elements of phrases and sentences as they affect meanings.

Study vocabulary used in academic writing, distinguishing between various functions of words. Practice advanced reading skills in areas of comprehension, summary, context clues, content, organization, style and punctuation, essay and paragraph structures and paraphrasing.

Practice basic listening from general tests consisting of short dialogues and lectures including use of informal speech and variations from formal written communication

Practice conversing at a basic level about daily life taken from different reading passages. Practice presenting in an academic topic in front of the public and also study the contents of Standardized tests

3. Learning Objectives

At the end of this course, students will be able to

1. Understand a common short conversation (1-2 minutes) or a small talk on personal conversation, family, school, and environment.
2. Able to pronounce the significant sounds of the IPA (International Phonetic Alphabets).
3. Talk about the different topics on personal conversation, family, school, and environment
4. Able to master the dictionary usage skills and how to form vocabulary in context.
5. Able to guess the meaning of word by context clue.
6. Able to locate the main idea of the given 100-120 word-length passage or article.
7. Able to make basic structural sentences and write a narrative paragraph and a descriptive paragraph showing their opinions about different matters by using an appropriate and correct language, 50-80 words approximately, respond and give details to what they are familiar with preparing them to get familiar in expressing their ideas about their surroundings.

4. Course Content

Topical areas of study will include:

Language (Grammar)	Listening	Speaking	Reading (Communications)	Writing (Structure/ Paragraph/ Essay)
1. Nouns 2. Pronouns/ demonstrative pronouns 3. Relative pronouns 4. Indefinite pronouns 5. Adjectives 6. Main verbs (Action verbs, helping verbs, and linking verbs) 7. Transitive and intransitive verbs 8. Adverbs 9. Prepositions 10. Conjunctions and interjections 11. The subject 12. The Predicate 13. Predicate nominatives 14. Predicate adjectives 15. Verb-Tenses	1. Short conversation (Small Talks / General Topics) 2. Samples of IPA (International Phonetic Alphabet)	1. Practice pronouncing IPA (International Phonetic Alphabet) 2. Giving an opinion in academic topic and conversing at a basic level about daily life	1. Narration/ Description (reflecting on experiences) 2. Dictionary usage skills and forming vocabulary in context. 3. Guessing the meaning of word by context clue.	1. Combining Sentences /Sentences, and Paragraphs 1.1 Using compound elements 1.2 Using punctuation 1.3 Using correlative, conjunctions, subordinating conjunctions 1.4 Using adjectives and adverbs 1.5 Using prepositional phrases 2. Writing essay 2.1 Personal Reflection Writing (Narrative and Descriptive Essay) 2.2 Outlining 2.3 One-essay writing

5. Texts and Supplies (Optional)

Elements of Language sets used for this teaching plan

1. Hard Cover (HC) book for teacher (Chapter 1–4)
2. Grammar, Usage, and Mechanics (GUM)
3. Chapter Test (CT) / (Chapter 1–4)
4. Chapter Test in Standardized Test Format (CTSTF) / (Chapter 1–4)
5. Vocabulary Workshop Tests (VWT)
6. Sentences, Paragraphs, and Compositions (SPC: Worksheet 1- 16)
7. Combining Sentence (CS: Lesson 1-9)
8. Developmental Language Skills (DLS: Chapter 12-13)

6. Course Policies

6.1 Attend regularly. The importance of attending regularly cannot be overestimated. Please arrive at class on time and expect to remain until class is over. Your attendance and participation will figure into your final grade in the form of points assigned for in-class exercises. These exercises cannot be made up. If you arrive late and miss an in-class exercise, you will not be permitted to complete it. If you leave early and miss an in-class exercise, you will not be permitted to complete it (the mentioned will be accepted only if the students have a permission letter from the assigned authority.)

6.2 Come prepared. Please bring your textbooks or handouts with you to class. Have all assignments ready to turn in at the beginning of class on the day they are due.

6.3 Keep up if you miss class. It is your responsibility to keep up with assignments if you miss class. "I wasn't here last week" is never an acceptable excuse for coming to class unprepared. If you miss class, check the syllabus and contact the instructor or another student to collect your assignments.

6.4 Papers must be neatly typed or written. All assignments (including drafts) should be typed or neatly written.

6.5 Save your work. It is your responsibility to keep an extra copy of all assignments that you turn in.

6.6 Submit your work on time. (1) In-class exercises and drafts may not be submitted late. (2) Final versions of some papers may be submitted late, but for each week they are late, your grade will be reduced.

7. Student Behavior Statement

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated. At the instructor's discretion, a student causing problems may be asked to leave the class for the session.

8. Assessment and Assignment

Evaluation Procedures:

1. Both teachers

1.1 Midterm Test(Reading-Speaking-Writing-Developmental Language Skills) = 20 points

1.2 Final Test (Reading-Speaking-Writing-Developmental Language Skills) = 20 points

1.3 Class attendance + Participation(Submit the score after midterm test) = 10 points

(5+5)

Total 50 points

2. Native Teacher

2.1 Speaking (Submit the score after midterm test) = 10 points

2.2 Listening Activities

2.2.1 Academic Listening (Short conversation, note-taking) = 3 points
(Submit the score before midterm test)

2.2.2 Extensive Listening (General listening: listening for life) = 2 points
(Submit the score before midterm test)

2.2.3 Academic Listening (Short conversation, note-taking) = 3 points
(Submit the score after midterm test)

2.2.4 Extensive Listening (General listening: listening for life) = 2 points

Total 20 points

3. Thai Teacher

- 3.1 **Assignment** (In-class activities) (Submit the score after a midterm test) = 5 points
 - 3.2 **Writing Activities³**
 - 3.2.1 Personal Reflection Essay (Submit the score before a midterm test) = 5 points
 - 3.2.2 Personal Reflection Essay (Submit the score after a midterm test) = 5 points
 - 4. **Reading Activities**(Submit the score after midterm test) = 10 points
 - 5. **Developmental Language Skills** (Submit the score after midterm test)= 5 points
- Total 30 points**

Total scores = 100

Note for MIS score-submitting:

Score-submitting (100 total)		
<p>1. Both teachers Midterm = 20 Final = 20</p>	<p>2. Native-teacher 2.1 Before midterm (Listening 5), (Speaking 5) 2.2 After midterm (Listening 5), (Speaking 5), (Participation 5) = (25)</p>	<p>3. Thai teacher 3.1 Before midterm (Developmental Skills 5) (Reading Skills 5) (Writing Skills 5) 3.1 After midterm (Reading 5), (Developmental Skills 5), (Assignments 5), (Participation 5) = (35)</p>
<p>MIS scoring: (1) Before Midterm 25 (2) Midterm 20 (3) After midterm 25 (4) Participation 10 (5) Final 20</p>		

9. Assessment Criteria:

The final assessment is criterion-referenced. All the raw scores will be assessed as followings:

100 - 80 →	grade 4	64 – 60	→	grade 2
79 - 75 →	grade 3.5	59 – 55	→	grade 1.5
74 - 70 →	grade 3	54 – 50	→	grade 1
69 - 65 →	grade 2.5	49 – 0	→	grade 0

10. Midterm Examination Structure

(Integrated Test: Reading-Speaking-Writing-Language Usage) / 20 points

Mid-term Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p>Part One: Reading Comprehension -It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p>Passage One (3 points) -9 multiple choice questions on one reading passage--containing of ~200-250 words in length (Items 1-9)</p> <p>Passage Two (2 points) -It is two short-answer questions on one reading passage containing of ~200-250 words in length. (Items 10-11)</p>	<p>(1/3) for the 1st passage, and 1 point each for the 2nd passage. (5 points in total)</p>
<p>Part Two: Developmental Language Skill -To complete first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p>Sentence Completion (4 points) -There are 12 multiple choice questions and each question contains of ~ 20 - 50 words. One grammatical part of the sentence will be deleted. (Items 12-23)</p>	<p>(1/3) 4 points</p>
<p>Part Three: Error Identification -To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatical incorrect. (Items 24-33)</p>	<p>(1/2) 5 points</p>
<p>Part Four: Academic Writing (Personal Reflection Essay) -Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students are given three topics; they must choose only one of them and develop an essay on the topic of 200-250 words in length. (Items 34)</p>	<p>6 points</p>

11. Final Examination Structures

(Integrated Test: Reading-Writing-Language Usage) /20 points Final Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p>Part One: Reading Comprehension -It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p>Passage One (3 points) -9 multiple choice questions on one reading passage--containing of ~200-250 words in length (Items 1-9)</p> <p>Passage Two (2 points) -It is two short-answer questions on one reading passage containing of ~200-250 words in length. (Items 10-11)</p>	<p>(1/3) for the 1st passage, and 1 point each for the 2nd passage. (5 points in total)</p>
<p>Part Two: Developmental Language Skill -To complete first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p>Sentence Completion (4 points) -There are 12 multiple choice questions and each question contains of ~ 20 - 50 words. One grammatical part of the sentence will be deleted. (Items 12-23)</p>	<p>(1/3) 4 points</p>
<p>Part Three: Error Identification -To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatical incorrect. (Items 24-33)</p>	<p>(1/2) 5 points</p>
<p>Part Four: Academic Writing (Personal Reflection Essay) -Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students are given three topics; they must choose only one of them and develop an essay on the topic of 200-250 words in length. (Items 34)</p>	<p>6 points</p>

Remark: Writing Criteria for Midterm and Final Exam (6 points)

Organization: 1 point

Content (idea presentation): 3 points

Grammatical structure, punctuation: 2 points

12. Teaching Schedule: Foundation English 4 (ENG30104)
(First Semester: Academic Year 2014)
(Intermediate Level)

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
1	(1 st –4 th periods)	Course Orientation 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading	1. The students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities.	-Explanation -Discussion -Suggestion -Ask and Answer
1		Course Orientation 1. Introduction of the course: Mechanics of writing, IPA, Academic Presentation, Sharing opinions) 2. Individual/Group Assignments (listening-speaking tasks)	1. Sts understand the course outline/syllabus, ways to grade them, and teachers remind them about rules and regulations while studying; teachers provide them the overall details and the needed information they should recognize while studying. 2. Understand why they have to focus on listening and speaking tasks, what to do, and when they will have to present a given topic.	-Explanation -Discussion -Suggestion -Ask and Answer
2	(5 th – 8 th periods)	1. Reading Workshop (1) Personal Reflection: Sharing experiences (Narration) 1.1 Skimming and Scanning Techniques (1) -Main Idea and Specific Information (Reading Model) 1.2 Article “What’s in a Name?” (CTSTF: p1-2) (HC: p18) 2. Developmental Language Skills (1) -Nouns/Relative Pronouns (DLS: p7-8) (HC: p410) -SAS Curriculum Pathways (Optional)	1. Sts learn different reading styles like skimming and scanning which suit the text and one’s purpose of reading. Formulate and answer questions by scanning materials for specific information. Draw conclusion; make guesses and predictions based on their experiences and on the selection read. 2. Recognize that relative pronouns introduce a subordinate clause (<i>that, which, who, whom and whose</i>), and it cannot stand alone: be attached to a sentence.	3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.
2		3. Sentence, Paragraph and Composition (1) -Identifying sentence fragments (SPC: practice A and B, worksheet 1 and 2, p1-2) (HC: p341) -SAS Curriculum Pathways (Optional) 4. IPA Practice (1) International Phonetic Alphabet -definition, function -components: consonants, vowels, stress symbol (overview) -IPA vowels 1 e ɒ ʌ æ ə ʊ I get not cup cat away put hit	3. Identify sentence fragments and revise them to create complete sentences, and construct correct and complete sentences with proper punctuations in writing a narrative discourse. 4. Gain knowledge about IPA, what it is about, its function, how it started and have an overview of the vowel, consonant sounds and the stress symbol. Furthermore, they determine the point of articulation of each vowel whether it is it is close-mid front unrounded, open back unrounded vowel, open-mid back unrounded, near open front rounded, mid central, near close near back rounded, or near close near front unrounded vowel.	

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
3		<p>1. Developmental Language Skills (2) -Indefinite Pronouns (DLS: p9-10) (HC: p411-412) -SAS Curriculum Pathways (Optional)</p> <p>2. Combining Sentence (1) Using Compound Elements (SC: Lesson 1, p1-2)</p> <p>3. Academic Listening (1) -Short Dialogue (1: Tips and Tricks: Idiomatic Expressions and detail questions)</p>	<p>1. Sts recognize indefinite pronouns on the given sentences and use them properly in constructing sentences.</p> <p>2. Identify the roles of the compound elements in sentences. Combine words and phrases and sentences correctly by using the compound elements.</p> <p>3. Identify the literal representations of idioms through class discussions, drawings, and writing. Show an understanding of the metaphorical meanings of selected idioms by using them in sentences, and construct short dialogues using idiomatic expressions.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
3	(9 th – 12 th periods)	<p>4. Writing Workshop (1) Personal Reflection: Sharing Experiences 1.1 Introduction to Academic Writing) -Paragraph Organization -Essay Organization -Narrative Essay -Introduction to Narrative Essay Organization (Reflecting on experiences) (Writing Model) -Article: “Reaching the Heights” (Narration): (CT: p1-3, HC: p18)</p> <p>5. Speaking General topics</p>	<p>4. Deeply understand the parts and structure of good paragraphs and essays by recognizing and identifying topic sentences, supporting details, concluding sentences and by determining the unity, coherence and logical arrangements of the sentences. Effectively express thoughts and feelings by narrating their own personal experiences. Start exploring his or her own inner self and come to a self- realization or epiphany about his/her life.</p> <p>5. The students fully understand what they are speaking about, learn some tips that they need to do before, during and after the speaking tasks and decide for a topic within the given theme which suit their interests.</p>	
4	(13 th – 16 th periods)	<p>1. Reading Workshop (2) Personal Reflection: Sharing Experiences (Narration) 1.1 Skimming and Scanning Techniques (2) (Reading Model) 1.2 Article “An early draft of a student essay” (CTSTF: p3-5) (HC: p28)</p> <p>2. Developmental Language Skills (3) -Adjectives (DLS: p11-12) (HC: p412- 415) -SAS Curriculum Pathways (Optional)</p>	<p>1. Sts skim rapidly for major ideas and scan for specific information. Answer the questions about the reading passage correctly by improving sentence structure and word choice, rewriting some parts of it and by considering its organization and development.</p> <p>2. Become familiar with the rules that govern the use of adjectives and main verbs in well-written sentences. Develop basic skills in using adjectives and main verbs in sentences through various exercises.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
		<p>3. Extensive Listening (1) -Listening for pleasure (optional activity)</p>	<p>3. Recognize the tremendous knowledge gaining from listening to news, lectures or discussions, and accept it as parts of their grown-ups to be a well-rounded person.</p>	
4		<p>4. Sentence, Paragraph and Composition (2) -Revising Phrase fragments (SPC: practice A and B, worksheet 3 and 4, p3-4) (HC: p343)</p> <p>5. Writing Practice (1) - Narrative Essay (Start writing the First Draft of Personal Reflection: 200-250 words)</p> <p>6. IPA practice (2) -Phonetic Symbol 2 (The International Phonetic Alphabets: IPA) -IPA vowels 2: Long vowel sounds ī: u: ʒ: ɑ: ɔ: sea do bird car four</p>	<p>4. Understand a fragments, phrases and sentences and revise phrases by adding nouns, correct verbs and proper punctuations marks. In addition they should be able to do a presentation comparing and contrasting a given topic and share their opinions related to the topic.</p> <p>5. Understand the purposes of essay writing and start writing the first draft of Narrative Essay.</p> <p>6. Observe correct pronunciation of critical long vowel sounds. The students further pronounce the words with proper stress and intonation and learn to use the dictionary in checking the proper pronunciation of the vowels whether they are long vowels or not.</p>	
5	(17 th – 20 th periods)	<p>1. Developmental Language Skills (4) -Verbs A (Main and Helping Verbs) (DLS: p13-14 (HC: p417) -SAS Curriculum Pathways (Optional)</p> <p>2. Combining Sentence (2) -Using Semicolons (CS: lesson 2, p3-4) -SAS Curriculum Pathways (Optional)</p> <p>3. Academic Listening (2) -Short Dialogue 2 (Idiomatic Expressions)</p>	<p>1. Sts demonstrate correct usage of different verbs, including past and present tense verbs and helping verbs.</p> <p>2. Correctly recognize situations where semicolons are used in a written sentence. Determine where and under what situations semicolons should be used within various sentence situations</p> <p>3. Identify the idioms from the listening text, understand its meaning and construct short dialogue using these idioms. Explore and use the characteristics of different types of texts, aesthetic elements, and mechanics including text structure, figurative and descriptive language, spelling punctuation, and grammar to construct and convey meaning.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
5		<p>4. Writing Workshop (2) (Personal Reflection: Sharing Experiences) -Narrative Article: “Becoming a part of the Lake” (CT: p5-6, HC: p28)</p> <p>5. Speaking</p>	<p>4. Find out the problems in content, organization, style and grammar of the given essay, and write the first draft of their own personal reflection examining their inner selves and narrating their experiences.</p>	

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
		General topics	5. With some ideas they have gathered, the students present to the class the outline of their speaking and the importance of discussing this topic.	
6		1. Reading Workshop (3) 1.1 Guessing the meaning from context clues (1) 1.2 Narrative Article (general) 2. Developmental Language Skills (5) -Verbs B (Action verbs and Linking verbs) (DLS: p15-18) (HC: p418-421) 3. Extensive Listening (2) -Listening for pleasure (optional activity)	1. Sts completely understand the passage through context clues. 2. Understand that an action verb expresses either physical (something that a person, animal, or object can do) or mental (something the people or animals can do with their minds) activity. 3. Recognize the tremendous knowledge gaining from listening to news, lectures or discussions, and accept it as parts of their grown-ups to be a well-rounded person.	3Ms strategies (MMM): The students meet the language or content provided, manipulate it and make the newly learned language (or topics) their own.
6	(21 st - 24 th periods)	4. Sentence, Paragraph and Composition (3) -Revising subordinate clause fragments (SPC: practice A and B, worksheet 5 and 6, p5-6) (HC: p345) 5. Writing Practice (2) - Narrative Essay (the Second Draft of Personal Reflection: 200-250 words) 6. IPA practice (3) -Phonetic Symbols 3 (The International Phonetic Alphabets: IPA) (diphthongs 1) ɪə eɪ ʊə ɔɪ near say tour toy	4. Revise sentences, paragraphs and compositions by joining the subordinate with the independent clauses using proper conjunctions and punctuation marks. 5. Understand the teacher's feedback and start writing the second of the Narrative Essay. 6. Familiarize themselves with diphthongs and pronounce them properly. Read words and phrases with correct pronunciation, stress and intonation. Widen their understanding on the proper pronunciation of vowels and diphthongs using dictionaries.	
7	(25 th – 28 th periods)	1. Developmental Language Skills (6) -Transitive and Intransitive Verbs (DLS: p219-20) (HC: p421) 2. Combining Sentence (3) -Using Colons, Dashes, and Parentheses (CS: lesson 3, p5-6) -SAS Curriculum Pathways (Optional) 3. Academic Listening (3) -Short Dialogue 3 (Assumptions and Inferences)	1. Sts know the concepts of transitive and intransitive verbs, identify the adverbs on the given sentences, and connect sentences using correlative conjunctions properly. 2. Understand the importance of punctuation in writing and punctuate sentences correctly. Illustrate the need for punctuation in written language by relating it to pauses in spoken language. 3. Listen and answer the questions based on the listening texts.	3Ps strategies (PPP): Teacher uses a range of activities to present , practice and produce new language or content. This view could be said to be teaching-centered.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
7		<p>Writing Workshop (3)</p> <p>4. Writing Workshop 4.1 Narrative article (Writing Model) 4.2 Article (General)</p> <p>5. Speaking General topics</p>	<p>4. Learn the elements of narrative essay.</p> <p>5. The students present the development of their speaking tasks by presenting to the class the data they have gathered using different educational media like power point presentation, illustration, diagram, graph, pictures etc. The other groups give some opinions for them to improve their speaking tasks in order to have a better understanding of the topic.</p>	
8	(29 th – 32 nd periods)	<p>1. Reading Workshop (4) 1.1 Guessing the meaning from context clues (2) 1.2 Narrative Article (general)</p> <p>2. Developmental Language Skills (6) -Adverbs (DLS: p21-22) (HC: p422-424) -SAS Curriculum Pathways (Optional)</p> <p>3. Extensive Listening (3) -Listening for pleasure (optional activity)</p>	<p>1. Sts get main ideas based on the reading passage arrive at the meaning of the unfamiliar words through context clues and share ideas related to the topic read. Guess the meaning of idiomatic expression by noting keywords in expressions, context clues, collocations, clusters or related words, etc.</p> <p>2. Recognize that adverbs modify or describe a verb, an adjective, or another adverb.</p> <p>3. Are motivated to improve their listening skills by giving them chances to explore to a wide range of listening resources such as news from BBC or VOA.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
8		<p>4. Sentence, Paragraph and Composition (4) -Using subordinate clauses in sentences (SPC: practice A and B, worksheet 7 and 8, p7-8) (HC: p346)</p> <p>5. Writing Practice (3) (Continue finishing their Final Draft of Narrative Essay: 200-250 words)</p> <p>6. IPA practice (4) Phonetic Symbols 4 (The International Phonetic Alphabets: IPA) diphthongs 2</p> <p>əʊ eə aɪ aʊ go hair eye now</p>	<p>4. Deeply understand the difference between a phrase and a clause, identify the clauses in sentences, properly use independent clauses and construct complete sentences by adding independent clauses to the subordinate ones including proper punctuation marks.</p> <p>5. Edit the final draft of their composition following the corrections given.</p> <p>6. Familiarize themselves with more diphthongs and pronounce them properly. Read more words and phrases with correct pronunciation, stress and intonation. Widen their understanding on the proper pronunciation of vowels and diphthongs using dictionaries.</p>	

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
9	(33 rd – 36 th periods)	<p>1. Developmental Language Skills (7) (Prepositions) (DLS: p23-24) (HC: p426-427)</p> <p>2. Combining Sentence (4) -Using Correlative Conjunctions (CS: lesson 4, p7-8) -SAS Curriculum Pathways (Optional)</p> <p>3. Academic Listening (6) -Short Dialogues 4 (Problems and Dialogue Guessing)</p>	<p>1. Sts correctly use prepositions of location, movement, time and place in verbal and written form, and also become familiar with concept, correct usage and the rules that govern the use of prepositions, conjunctions and interjections in well-written sentences and develop basic skills in using them through practices in various writing situations.</p> <p>2. Understand and can use correlative conjunctions to connect words that come in pairs (when you use one, you usually use the other: both...and, not only...but also etc.).</p> <p>3. Listen to short dialogues and answer the questions in complete sentences depending on whatever opinion they gather.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
9		<p>4. Writing Workshop (4) Narrative Essay</p> <p>5. IPA practice (5) (Test) -IPA vowels/diphthongs -Giving Opinions</p>	<p>4. Study the writing model and then edit an article following guidelines concerning content, format and mechanics of writing. Revise their composition about their personal reflection based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Read a paragraph with vowels/diphthongs written in IPA with proper pronunciation, intonation and stress patterns, pausing and blending. Observe proper articulation while giving opinion to the problems presented which are related to the topic of their mini-seminar.</p>	
10	(37 th – 40 th periods)	<p>Midterm Exam (Reading + Writing + Developmental Language Skills (20 points))</p>	<p>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 90 minutes.</p>	
11	(41 st – 44 th periods)	<p>1. Reading Workshop (5) (Description) (Reading Model) 1.1 Introduction to Descriptive Article 1.2 Descriptive Article 1.3 One reading passage(s) taken from Standardized Tests</p> <p>2. Developmental Language Skills (8) (Conjunctions) (DLS: p25-26) (HC: p428-30) -SAS Curriculum Pathways</p>	<p>1. Sts identify how descriptive articles are organized and also identify words/phrases that show the aspects of descriptive articles in the texts.</p> <p>2. Know that coordinating conjunctions (and, but, for, nor, or, so, yet, for) are used to join words or word groups that are used in the same way, and understand that correlative conjunctions (neither...nor, either...or etc.) are pairs of conjunctions that join</p>	<p>3Ms strategies (MMM): The students meet the language or content provided, manipulate it and make the newly learned language (or topics) their own.</p>

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
		(Optional) 3. Extensive Listening (4) -Listening for pleasure (optional activity)	words or word groups that are used in the same way. 3. Know that it is necessary for them to find more knowledge from listening to news or any medias to improve their knowledge.	
11		4. Sentence, Paragraph and Composition (5) -Identifying and Revising fragments (SPC: practice A and B, worksheet 9 and 10, p9-10) (HC: p347) 5. IPA practice (6) Phonetic Symbols 5 (The International Phonetic Alphabets: IPA) Consonants 1 Unvoiced p t tʃ k pen tea chin kick Voiced b d dʒ g bad dog judge get	4. Are able to identify and revise fragments and can rearrange the provided passage. They also can link the fragment to an independent clause, or develop the fragment into a complete sentence. 5. Differentiate the voiced and unvoiced vowels, identify how they differ, read words and phrases properly, knowing the place and manner of articulation of every letter. Gain a deeper understanding on how to pronounce every word properly through listening and the use of dictionary.	
12	(45 th – 48 th periods)	1. Developmental Language Skills (9) -The subjects (Simple, Compound, and Complete Subjects) (DLS: p27-28) (HC: p439-48) 2. Combining Sentence (5) -Using Subordinating conjunctions (CS: lesson 5, p9-10) -SAS Curriculum Pathways (Optional) 3. Academic Listening (5) -Long Conversation and Talks 1	1. Sts understand that sentences consist of two basic parts: subjects and predicates. Know that the main word or word group that tells whom or what the sentence is about is called the simple subject, the complete subject is made up of all the words that tell whom or what the sentences is about, and the compound subjects consist of two or more subjects that are joined by a conjunctions and that have the same verb. 2. Understand that using subordinating conjunctions to combine sentences can help them express complex ideas, and when they use a subordinating conjunction, they create a subordinate clause. 3. Comprehend to the conversation listen to and answer the questions correctly, and listen for clues and links to show the speaker’s trend of thought, describe the speaker’s attitude towards the subject, arrive at conclusions regarding the attitude of the speaker toward his subject by noting clues and links to show the	3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
			speaker's stand and assumptions.	
12		<p>4. Writing Workshop (5) Descriptive Essay (Writing Model) 4.1 Introduction to Descriptive Essay 4.2 Article: "The Darkened Sky" (CT: p13-16, HC: p92)</p> <p>5. IPA practice (7) Phonetic Symbols 6 (The International Phonetic Alphabets: IPA) Consonants 2 Unvoiced f θ s ʃ food thin so shine Voiced v ð z ʒ very then zero leisure</p>	<p>4. Understand the guidelines, mechanics and format of writing a descriptive essay. Determine how the writer showed the descriptive aspects on the passage and write their own essay about a given topic indicating descriptive aspects.</p> <p>5. Differentiate the voiced and unvoiced vowels, identify how they differ, read words and phrases properly, knowing the place, and manner of articulation of every letter. Gain a deeper understanding on how to pronounce every word properly through listening and the use of dictionary.</p>	
13	(49 th – 52 nd periods)	<p>1. Reading Workshop (6) (Reading Model) Descriptive Article (General)</p> <p>2. Developmental Language Skills (11) -The Predicates (Simple and Complete predicates) (DLS: p29- 30) (HC: p438- 48) -SAS Curriculum Pathways (Optional)</p> <p>3. Extensive Listening (5) -Listening for pleasure (optional activity)</p>	<p>1. Sts determine the descriptive aspects of some issues addressed by the writer in the reading passage and respond to the questions pertaining to the text.</p> <p>2. Develop deep understanding of sentences by knowing the concept of predicate adjectives as describing words and by identifying them correctly in sentences. Furthermore, the students understand that participial phrases act as adjectives in sentences too, use them properly by combining sentences and placing proper punctuation marks.</p> <p>3. Are motivated that one of many ways to improve their listening skills is to listen to news or any informative resources as much as possible.</p>	3Ms strategies (MMM): The students meet the language or content provided, manipulate it and make the newly learned language (or topics) their own.
13		<p>4.Sentence, Paragraph and Composition (6) -Revising by correcting run-ons (SPC: practice A and B, worksheet 11 and 12, p11-12) (HC: p349)</p> <p>5. Writing Practice (4) - Descriptive Essay -(First draft of Descriptive Essay: 200 – 250 words)</p> <p>6. Speaking -Introduction to Presentation</p>	<p>4. Can use the method of revision indicated in parentheses to correct reach run-on sentence.</p> <p>5. Understand the guidelines, mechanics and format of writing a descriptive essay. Determine how the writer showed the description on the passage and start writing their own first draft of it.</p> <p>6. Introduce steps of presentation and skills required for making a presentation.</p>	

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
14	. (53 rd – 56 th periods)	<p>1. Developmental Language Skills (10) -Predicate nominatives (DLS: p31-32) (HC: p453-454) -SAS Curriculum Pathways (Optional)</p> <p>2. Combining Sentence (6) -Choosing how to combine 1 (SC: lesson 6, p. 11-12)</p> <p>3. Academic Listening (6) -Long Conversation and Talks 2</p>	<p>1. Sts know that predicate nominatives are one kind of complement; a predicate nominative is a word or word group that is in the predicate and that indicates the subject of refers to it. And they also recognize that a predicate nominative appears only in a sentence that has a linking verb.</p> <p>2. Combine sentences using various sentence structures by adding a word, a phrase or a clause at the beginning, middle or end of a given statement.</p> <p>3. Listen for clues and links to show the speaker’s trend of thought, describe the speaker’s attitude towards the subject, arrive at conclusions regarding the attitude of the speaker toward his subject by noting clues, and links to show the speaker’s stand and assumptions.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
14		<p>4. Writing Workshop (6) Descriptive Essay (Writing Model) Descriptive Article (General)</p> <p>5. Speaking Presentation Practice (1)</p>	<p>4. Revise an essay by checking the style, organization and grammar of the given text.</p> <p>5. Develop their presentation through practice and by giving opinions on how to improve it more.</p>	
15	. (57 th – 60 th periods)	<p>1. Reading Workshop (7) Descriptive Article (Reading Model) 1.1 Descriptive Article</p> <p>2. Developmental Language Skills (13) (Predicate adjectives) (DLS: p33-34) (HC: p454) -SAS Curriculum Pathways (Optional)</p> <p>3. Extensive Listening (6) -Listening for pleasure (optional activity)</p>	<p>1. Sts understand that the descriptive essay should catch the audience’s attention, that the body should appeal to the audience, provide support in each paragraph etc., and that the conclusion should convey key information or main points to the audience.</p> <p>2. Understand that a predicate adjective is an adjective that is in the predicate and that modifies the subject of a sentence or a clause. Like a predicate nominative, a predicate adjective complete the meaning of a linking verb.</p> <p>3. Like and enjoy listening to some provided extensive listening activities such as music, movies and things related.</p>	<p>3Ms strategies (MMM): The students meet the language or content provided, manipulate it and make the newly learned language (or topics) their own.</p>
15		<p>4. Sentence, Paragraph and Composition (7)</p>	<p>4. Recognize comma splices in which sentences are incorrectly</p>	

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
		<p>-Correcting fragments and run-on sentences (SPC: practice A and B, worksheet 13 and 14, p13-14) (HC: p350)</p> <p>5. Writing Practice (5) 5.1 Descriptive Essay 5.2 Continue finishing the Second draft of the Descriptive Essay: 200-250 words</p> <p>6. Speaking Presentation practice (2)</p>	<p>connected by a comma and so determine run-on sentences in which two sentences incorrectly run together with no punctuation or connectors. Demonstrate how to correct comma splices and run-on sentences by using coordinating conjunctions, subordinating conjunctions, conjunctive adverbs, semicolons, and periods, as appropriate.</p> <p>5. Study the teacher’s feedback and continue to finish their descriptive essay.</p> <p>6. Develop their presentation through practice and by giving opinions on how to improve it more.</p>	
16	(61 st – 64 th periods)	<p>1. Combining Sentence (7) -Combining notes in sentences (CS: lesson 7, p13-14)</p> <p>2. Academic Listening (7) -Long Conversation and Talks 3</p>	<p>1. Sts recognize that a sentence is a group of words that contains a subject and a verb and expresses a complete thought. And the sts make sure that each of their sentences meets each of these qualifications.</p> <p>2. Determine the claims, perspective, assumptions and the line of argumentation of the speaker, listen for important points signaled by pausing and a slow rate of speech and listen for clues to enable one to tune in to the topic discussed.</p>	3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.
16		<p>3. Writing Workshop (7) (Writing Model) Descriptive Article</p> <p>4. Speaking Group Presentation (1)</p>	<p>3. Understand more about the organization, styles and target audience of the descriptive essay.</p> <p>4. Present the topic they have developed and answer the questions raised by the other students and the teacher. Proper pronunciation, stress, intonation, pausing and blending will be observed while they talked and during the peer evaluation, other groups are asked to give some suggestions on how to develop more the presentation.</p>	
17	(65 th – 68 th periods)	<p>1. Reading Workshop (8) (Reading Model) Descriptive Article</p> <p>1.2 One reading passage (Cloze Test Format), taken from Standardized Tests</p> <p>2. Extensive Listening (7)</p>	<p>1. Sts evaluate and revise the content and organization of a descriptive essay, and become familiar with Cloze Test Format, increase their reading comprehension and predict words that belong to the blanks of the cloze passage.</p> <p>2. Recognize the significance of</p>	3Ms strategies (MMM): The students meet the language or content provided, manipulate it and make the newly learned language (or topics) their own.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
		-Listening for pleasure (optional activity)	improving their knowledge by exploring to many different kinds of listening resources such as news, songs, discussions, lectures and movies.	
17		<p>3. Sentence, Paragraph and Composition (8) -Revising fragments and run-on sentences (SPC: practice A and B, worksheet 15 and 16, p15-16) (HC: p351)</p> <p>4. Writing Practice (6) - Descriptive Essay (Final draft of the Descriptive Essay: 200-250 words)</p> <p>5. IPA practice (8) -Phonetic Symbols 7 (The International Phonetic Alphabets: IPA) Consonants 3</p> <p style="text-align: center;">m n ŋ h man not bring how</p> <p style="text-align: center;">l r w j love rain wind yes</p>	<p>3. Are able to revise the given sentence fragments and run-on sentences by adding, deleting, or moving words as necessary, and change the punctuation and capitalization wherever necessary.</p> <p>4. Write the final draft of their descriptive essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Read words, phrases, sentences or paragraphs properly by reading every letter with proper articulation. Furthermore, they read different materials with correct pronunciation through the help of IPA and the dictionary.3. Combine pair of sentences to form complex sentences by changing the second sentence into a subordinate clause and inserting it to the first sentence, by adding or deleting words and adding commas if necessary.</p>	
18	(69 th – 72 nd periods)	<p>1. Reading Workshop (9) (Reading Practice) 1.1 One reading passage, taken from any Standardized Tests 1.2 10 items of Error Identification 1.3 10 items of Sentence Completion</p> <p>2. Combining Sentence (8) -Using Adjectives and Adverbs (CS: lesson 8, p. 15-16) -SAS Curriculum Pathways (Optional)</p> <p>3. Academic Listening (8) -Short Conversation and Talks 4</p>	<p>1. Sts use structural, lexical and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse, in finding implications and in drawing inferences. Identify the sense and reference of words in reading texts for a better understanding of a selection. Correctly identify the errors on the given statements.</p> <p>2. Recognize that an adjective is a word used to modify a noun or a pronoun. An adverb is a word used to modify a verb, an adjective and another adverb be telling how, when, where or to what extent the action is taking place.</p> <p>3. Determine the claims, perspective, assumptions and the line of argumentation of the speaker, listen for important points signaled by pausing and a slow rate of speech and listen for clues to enable one to tune in to the topic discussed.</p>	3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome	Teaching Strategies
18		<p>4. Writing Workshop (8) (Writing Model) Descriptive Essay</p> <p>5. Speaking Group Presentation (2)</p>	<p>4. Study the writing model and use their learned knowledge to identify a problem of this essay containing problems in style, content, usage, and grammar.</p> <p>5. Present the topic they have developed and answer the questions raised by the other students and the teacher. Proper pronunciation, stress, intonation, pausing and blending will be observed while they talked and during the peer evaluation, other groups are asked to give some suggestions on how to develop more the presentation.</p>	
19	(73 rd – 76 th periods)	<p>1. Reading Workshop (10) 1.1 One reading passage, taken from Standardized Tests 1.2 Wrapping up all reading techniques taught 1.3 Reminding the students the final test structures</p> <p>2. Combining Sentence (9) -Using prepositional phrases (CS: lesson 9, p. 17-18) -SAS Curriculum Pathways (Optional)</p>	<p>1. Sts use structural, lexical and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse, in finding implications and in drawing inferences. Identify the sense and reference of words in reading texts for a better understanding of a selection</p> <p>2. Understand that prepositional phrases can help them combine sentences and make their writing more interesting and more powerful.</p>	<p>3Ps strategies (PPP): Teacher uses a range of activities to present, practice and produce new language or content. This view could be said to be teaching-centered.</p>
19		<p>3. Writing Workshop (9) -Wrapping up of all parts of writing processes (Sentences/Paragraphs and Essay Organization)</p> <p>4. Speaking: Test IPA: vowels and consonants</p>	<p>3. Review of writing techniques (organization of paragraph, essay and relevant matters—to all the lessons taken for the whole semester.)</p> <p>4. Read a paragraph written in IPA pronouncing every word correctly with proper stress, intonation, pausing and blending.</p>	
20	(77 th – 80 th periods)	<p>Final Examination (Reading + Writing + Developmental Language Skills) (20 points)</p>	<p>Based on the general standard test styles by using unseen passages, the paper test consists of reading, writing and grammar: 120 minutes.</p>	