



## Course Syllabus

### Foundation English 6 (ENG30106)

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#### 1. Course Identification

Department:	Foreign Language Department
Subject:	Foundation English 6 (ENG30106)
Credit:	2
Time:	4 periods / week
Grade:	Grade 11 (M5)
Semester:	1
Academic Year:	2015
Teacher:	Ms. Suporn Kongnok, Ms. Supattra Srisakote

#### 2. Course Description (Extended Skills)

Study grammatical structures with greater depth than was previously achieved.

Practice advanced listening skills by listening to academic lectures and longer dialogues on academic topics from various media such as television, radio, tapes, CDs, etc, and practice note-taking skills from listening to the lectures and dialogues.

Study word structures, analyze and identify the functions of language in contexts that are more complex in order to master reading skills and strategies to achieve comprehension using various media such as magazines, journals, pamphlets, manuals and literature.

Practice communicating ideas on topics of interest, give suggestions, exchange information, express attitudes towards the reading and the listening, and present viewpoints and information both in class and outside class.

Learn essay structures and practice writing essays of Cause and Effect and Problem-Solution.

Study the forms and contents of Standardized Tests, and practice mastering the tests to acquaint students with the tests' forms and contents.

#### 3. Performance Indicators

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

1. Listen to academic lectures and long dialogues on academic topics from various media such as television, radio, tapes, CDs etc.

2. Use speaking skills to respond to and express opinions on topics of interest, to give suggestions, to exchange information, to express attitudes towards the reading and the listening and to present viewpoints and information to the community.

3. Identify meanings of words by analyzing word structures and using context clues to accurately identify the main idea of the reading passages.

4. Specify advanced grammatical structures, use essay components to write compositions of Cause and Effect and Problem-Solution and possess skills to vary the use of vocabulary.

5. Achieve satisfactory Standardized test scores.

#### 4. Course Contents

##### Topical areas of study will include:

Grammar	Listening & Speaking	Reading	Writing
1. Part of speech (W2) 2. Tense (12 Tenses) (W3-5) 3. Active & Passive Voice (W6) 4. Subject-Verb Agreement (W7) 5. Phrases (W8) 6. Clauses (W9)	1. Orientation (W1) 2. Listen to short dialogues (W2) 3. Listen to longer dialogues (W3) 4. Listen to academic conversations (main idea to gist) (W4) 5. Listen to academic lectures (main ideas & details) (W5) 6. Listen to conversations & lectures (Note-Taking) (W6) 7. Express opinions & attitudes (suggestions/advice/recommendations) (w7-9)	I. Reading strategies 1. Speed Reading (W2-4) 2. Scanning (W2) 3. Skimming (W3-4) 3.1 Main Idea 3.2 Purpose 3.3 Target Audience 4. Reference (W5-6) 5. Cause & Effect (W7-9)	1. Note-Taking (W2-3) 2. Cause & Effect (W4-9)
	Midterm (W10)		Midterm (W10)
	8. Exchange information (Discussion) (W11-13) 8.1 Cause & Effect 8.2 Problem-Solution 9. Oral presentation (W14-18)	Midterm (W10)	3. Problem Solution (W11-16) 4. Writing Applications (W17-18)
Midterm (W10)			
7. Sentence Types 7.1 Simple Sentence (W11) 7.2 Compound Sentence (W12) 7.3 Complex Sentence (W13-14) 7.4 Compound & Complex (W15) 7.5 Parallel Structure (W16) 8. Error Identification (W-17-18)		6. Context Clues 6.1 Affixes (Prefixes) (W11) 6.2 Affixes (Suffixes) (W12) 6.3 Synonyms & Antonyms (W13) 7. Inference (W14)  II. Reading practice 8. Express Opinions & Attitudes (W15) 9. Problem Solution (W16-18) Wrap-up (W19)	

## 5. Learning Resources

### 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)
7. Combining Sentence (CS) (Lesson 1- 9)
8. Developmental Language Skills (DLS) (Chapter 14 and 15)
9. SAS Curriculum Pathways (Additional Resources)

## 6. Course Policies

**1. Attend regularly.** The importance of attending regularly cannot be overestimated. Please arrive at class on time and expect to remain until the 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 you have a permission letter from the assigned authority.)

**2. Come prepared.** Please bring your textbooks or handouts with you to class—fail to do so may affect to your score. Have all assignments ready to turn in at the beginning of class on the day they are due.

**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.

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

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

**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.



**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

**9. Test Guidelines****9.1 Midterm (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points.****Mid-term Examination Structure****Point: 20 Points****Time: 120 minutes****Date: -**

<b>Content</b>	<b>Type of Questions/ number and time frame</b>	<b>Points</b>
<p><b>Part One: Reading Comprehension</b> 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><b>Passage One (3 points)</b> -8 multiple choice questions on one reading passage--containing of ~250-300 words in length <b>(Items 1-6)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~250-350 words in length)<b>(Items 7-8)</b></p>	(1/4) for the 1 <sup>st</sup> passage, and 1 point each for the 2 <sup>nd</sup> passage. <b>(5 points)</b>
<p><b>Part Two: Grammar</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Section One: Grammar</b> -There are 8 items questions, and each question contains of~30-60 words, or one passage. Students are required to underline part of speech, choose the right answer, or write down the answer following the directions: <b>verbs, adverbs ,prepositions, conjunctions, subjects, and predicates(Items 9-16)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 17-24)</b></p>	(1/4) <b>4 points</b>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, tenses, phrases, causes, active and passive voice, subject-verb agreement and word-choice and so on.</p>	There are 10 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 25-34)</b>	(1/2) <b>5 points</b>
<p><b>Part Four: Academic Writing (Cause and Effect Essay)</b> Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	Students choose one of the three topics and compose a well-organized extended essay, 200-250 words in length. <b>(Items 35)</b>	<b>6 points</b>

## 9.2 Final Exam

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

## Final Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b> 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><b>Passage One (3 points)</b> -6 multiple choice questions on one reading passage--containing of ~250-300 words in length <b>(Items 1-6)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~250-350 words in length)<b>(Items 7-8)</b></p>	(1/2) for the 1 <sup>st</sup> passage, and 1 point each for the 2 <sup>nd</sup> passage. <b>(5 points)</b>
<p><b>Part Two: Grammar</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Section One: Grammar</b> -There are 8 items questions, and each question contains of~30-60 words, or one passage. Students write down the answer, or choose the right answer following the directions: <b>direct-indirect objects, predicates, sentence types: simple, compound, complex, compound-complex sentences. (Items 9-16)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 17-24)</b></p>	(1/4) <b>4 points</b>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like sentence types and word-choice and so on.</p>	There are 12 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 25-34)</b>	(1/2) <b>5 points</b>
<p><b>Part Four: Academic Writing (Problem-Solution Essay)</b> Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	Students choose one of the three topics provided and then compose a well-organized problem-solution essay, 200-250 words in length. <b>(Items 35)</b>	<b>6 points</b>

**Remark:****Writing Criteria for Midterm and Final Exam (6 points)****Organization 1 point****Content (idea presentation) 2 points****Grammatical structure, punctuation (3 points)**

**10. Teaching Schedule: Foundation English 6 (ENG30106)**  
**(First Semester: Academic Year 2011)**  
**(Intermediate Level)**

<b>W</b>	<b>Date/ Periods</b>	<b>Core-Contents</b>	<b>Purposes/In-week expected learning outcome</b>
<b>1</b>	18-22 May, 2015	<b>Course Orientation</b> 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.
<b>1</b>		<b>Course Orientation</b> 1. Introduction of the course 2. Group Assignments (Grouping for Mini-seminar in English: It is about 3 for each group.) - Why? How? When?	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. Are able to convey their information to the audience and know how to respond to the questions raised among their seminar.
<b>2</b>	25-29 May, 2015	<b>Grammar</b> . Part of speech (EOL pp.484-511)	1. Sts recognize the type of the parts of speech and know how to use them correctly.
<b>2</b>		<b>Reading</b> -Speed reading (Scanning)	1. Sts understand the purposes and technique of scanning. 2. Sts are able to answer detail questions using the technique of scanning. 3. Sts scan texts from various media such as newspapers, magazines, journals, pamphlets, textbooks and literature.
<b>2</b>		<b>Listening &amp; Speaking</b> -Listen to short dialogues	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of short dialogues to others.
<b>2</b>		<b>Writing</b> - Note- taking (Listen and write down the gist.)	1. Sts are able to understand and write the main ideas of listening exercises in various contexts.
<b>3</b>	1-5 June, 2015	<b>Grammar</b> -The present tense (4 Tenses)	1. Sts recognize the English present tenses (present simple, present continuous, present perfect and present perfect continuous) and know how to use them correctly.
<b>3</b>		<b>Reading</b> -Skimming	1. Sts understand the purposes and technique of skimming. 2. Sts are able to answer questions about main ideas, purposes and target audience using the technique of skimming. 3. Sts skim texts from various media such as newspapers, magazines, and pamphlets.
<b>3</b>		<b>Listening &amp; Speaking</b> Listen to longer dialogues	1. Sts are able to understand the gist of longer dialogues in various situations. 2. Sts are able to relate the gist of longer dialogues to others.
<b>3</b>		<b>Writing</b> Note-taking (Listen and write down the details.)	1. Sts are able to understand and write the details (answering questions 'What', 'Where', 'When', 'Why', and 'How') of listening exercises in various contexts.

4	8-12 June, 2015	<b>Grammar</b> -The past tense (4 Tenses)	1. Sts recognize the English past tenses (past simple, past continuous, past perfect and past perfect continuous) and know how to use them correctly.
4		<b>Reading</b> Skimming	1. Sts understand the purposes and technique of skimming. 2. Sts are able to answer questions about main ideas, purposes and target audience using the technique of skimming. 3. Sts skim texts from various academic texts such as journals, textbooks and literature.
4		<b>Listening &amp; Speaking</b> Listen to academic conversations (main ideas)	1. Sts understand the main ideas of academic conversations on various topics. 2. Sts are able to relate the main ideas of academic conversations to others.
4		<b>Writing</b> Cause and Effect Composition -What are the characteristics of Cause and Effect writing? -What are the cohesive devices in Cause and Effect writing? -Read examples of good Cause and Effect writings.	1. Sts are able to identify the characteristics of Cause and Effect writing. 2. Sts are able to identify the cohesive devices in Cause and Effect writing. 3. Sts recognize good Cause and Effect writings.
5	15-19 June, 2015	<b>Grammar</b> -The future tense (4 Tenses)	1. Sts recognize the English future tenses (future simple, future continuous, future perfect and future perfect continuous) and know how to use them correctly.
5		<b>Reading</b> Reference Words -Pronoun References	1. Sts understand pronoun references. 2. Sts are able to identify pronoun references and referents.
5		<b>Listening &amp; Speaking</b> . Listen to academic lectures (main ideas & details)	1. Sts understand the main ideas and details of academic lectures on various topics. 2. Sts are able to relate the main ideas and details of academic lectures to others.
5		<b>Writing</b> Cause and Effect Composition -What are the characteristics of Cause and Effect essay outline? -Write a Cause and Effect essay outline on topics provided in class.	1. Sts are able to identify the characteristics of Cause and Effect writing. 2. Sts are able to write a Cause and Effect essay outline on topics provided in class.
6	22-26 June, 2015	<b>Grammar</b> Active & Passive Voice -Structures and uses of the Active & Passive Voice	1. Sts understand the structures and uses of the Active & Passive Voice.
6		<b>Reading</b> Reference Words -General References -Indefinite References	1. Sts understand general references and indefinite references. 2. Sts are able to identify general references and indefinite references.



6		<p>Listening &amp; Speaking (Note-Taking)</p> <ul style="list-style-type: none"> <li>-Listen to conversations and lectures.</li> <li>-Take notes from the conversations and lectures.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sts understand the main ideas and details of conversations and lectures.</li> <li>2. Sts are able to take notes of the main ideas and details from conversations and lectures.</li> </ol>
6		<p>Writing Cause and Effect Composition</p> <ul style="list-style-type: none"> <li>-What are the characteristics of the introductory paragraph of a Cause and Effect essay?</li> <li>-Write an introductory paragraph for the Cause and Effect essay outline from Week 5.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sts are able to identify the characteristics of the introductory paragraph of a Cause and Effect essay.</li> <li>2. Sts are able to write an introductory paragraph for the Cause and Effect essay outline from Week 5.</li> </ol>
7		<p>Grammar Subject-Verb Agreement</p>	<ol style="list-style-type: none"> <li>1. Sts understand the concept of Subject-Verb Agreement.</li> <li>2. Sts use Subject-Verb Agreement correctly in their writing and speaking.</li> </ol>
7	29 June -3 July, 2015	<p>Reading Cause and Effect reading</p> <ul style="list-style-type: none"> <li>-Characteristics of Cause and Effect texts focusing on:               <ol style="list-style-type: none"> <li>1. the causes</li> <li>2. the effects</li> <li>3. the causes and the effects (chain reaction)</li> </ol> </li> <li>-Examples of Cause and Effect texts               <ol style="list-style-type: none"> <li>1. Focus (the cause, the effect or the chain reaction)</li> <li>2. Main idea</li> <li>3. Supporting details</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Sts understand the characteristics of Cause and Effect texts.</li> <li>2. Sts are able to recognize Cause and Effect texts and to identify the focus, the main idea and the supporting details of the sample texts.</li> </ol>
7		<p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>-Words and phrases for expressing opinions and attitudes.</li> <li>-Express opinions and attitudes (suggestions/advice/recommendations) on general topics based on information from various media such as television, radio, newspapers, magazines and pamphlets.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sts are able to express opinions and attitudes (suggestions/advice/recommendations) on general topics based on information from various media such as television, radio, newspapers, magazines and pamphlets.</li> </ol>
7		<p>Writing Cause and Effect Composition</p> <ul style="list-style-type: none"> <li>-What are the characteristics of the body paragraphs of a Cause and Effect essay?</li> <li>-Write body paragraphs for the Cause and Effect essay outline from Week 5.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sts are able to identify the characteristics of the body paragraphs of a Cause and Effect essay.</li> <li>2. Sts are able to write body paragraphs for the Cause and Effect essay outline from Week 5.</li> </ol>
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8		<b>Grammar</b> Phrases: 1.Participial phrase 2.Gerund phrase 3.Infinitive phrase	1.Sts understand the concepts of the Participial phrase, Gerund phrase and Infinitive phrase.
8	6-10 July, 2015	<b>Reading</b> Cause and Effect reading -Read Cause and Effect texts from various media such as newspapers, magazines, and pamphlets and identify the following: 1.Focus (the cause, the effect or the chain reaction) 2.Main idea 3.Supporting details	1.Sts understand and are able to identify the focus, main idea and supporting details of Cause and Effect texts from various media such as newspapers, magazines, and pamphlets.
8		<b>Listening &amp; Speaking</b> Express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources such as journals, textbooks and literature.	1.Sts are able to express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources such as journals, textbooks and literature.
8		<b>Writing</b> Cause and Effect Composition -What are the characteristics of the concluding paragraph of a Cause and Effect essay? -Write the concluding paragraph for the Cause and Effect essay outline from Week 5.	1. Sts are able to identify the characteristics of the concluding paragraph of a Cause and Effect essay. 2. Sts are able to write the concluding paragraph for the Cause and Effect essay outline from Week 5.
9		<b>Grammar</b> Clauses 1.Main clause 2.Subordinate clause 2.1Adverb clause 2.2Adjective clause 2.3Noun clause	1.Sts understand the concepts of the Main clause and Subordinate clause.
9	13-17 July, 2015	<b>Reading</b> Cause and Effect reading -Read Cause and Effect texts from various academic texts such as journals, textbooks, and literature and identify the following: 1.Focus (the cause, the effect or the chain reaction) 2.Main idea 3.Supporting details	1.Sts understand and are able to identify the focus, main idea and supporting details of Cause and Effect texts from various academic texts such as journals, textbooks, and literature.

9		<b>Listening &amp; Speaking</b> Express opinions and attitudes (suggestions/advice/recommendations) on Cause and Effect topics based on information from various sources.	1.Sts are able to express opinions and attitudes (suggestions/advice/recommendations) on Cause and Effect topics based on information from various sources.
9		<b>Writing</b> Cause & Effect -Revise and edit the Cause and Effect essays produced during Weeks 6-8.	1.Sts are able to revise and edit the Cause and Effect essays produced during Weeks 6-8.
10	<b>Midterm 20-24 July, 2015</b>		
11	27-31 July, 2015	<b>Grammar</b> Simple Sentence -Structure of simple sentences	1.Sts are able identify and use simple sentences.
11		<b>Reading</b> Context Clues: -Affixes (Prefixes)	1.Sts are able to guess meaning of difficult words using the knowledge of the English prefixes.
11		<b>Listening &amp; Speaking Exchange Information (Discussion)</b> -Words and phrases for exchanging information. -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature.	1.Sts are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature.
11		<b>Writing</b> Problem-Solution Composition -What are the characteristics of Problem-Solution writing? -What are the cohesive devices in Problem-Solution writing? -Read examples of good Problem-Solution writings.	1. Sts are able to identify the characteristics of Problem-Solution writing. 2. Sts are able to identify the cohesive devices in Problem-Solution writing. 3.Sts recognize good Problem-Solution writings.

12	3-7 August, 2015	<b>Grammar</b> Compound Sentence -Structure of compound sentences	1.Sts are able identify and use compound sentences.
12		<b>Reading</b> Context Clues -Affixes (Suffixes)	1.Sts are able to guess meanings and parts of speech of difficult words using the knowledge of the English suffixes.
12		<b>Listening &amp; Speaking</b> <b>Exchange Information</b> <b>(Discussion)</b> -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using Cause and Effect structure.	1.Sts are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using Cause and Effect structure.
12		<b>Writing</b> Problem-Solution Composition -What are the characteristics of Problem-Solution essay outline? -Write a Problem-Solution essay outline on topics provided in class.	1. Sts are able to identify the characteristics of Problem-Solution writing. 2. Sts are able to write a Problem-Solution essay outline on topics provided in class.
13	10-14 August, 2015	<b>Grammar</b> Complex Sentence -Structure of complex sentences	1.Sts are able identify and use complex sentences.
13		<b>Reading</b> Synonyms and Antonyms	1.Sts recognize synonyms and antonyms in reading passages.
13		<b>Listening &amp; Speaking</b> <b>Exchange Information</b> <b>(Discussion)</b> -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using Problem-Solution structure.	1.Sts are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using Problem-Solution structure.
13		<b>Writing</b> Problem-Solution Composition -What are the characteristics of the introductory paragraph of a Problem-Solution essay? -Write an introductory paragraph for the Problem-Solution essay outline from Week 12.	1. Sts are able to identify the characteristics of the introductory paragraph of a Problem-Solution essay. 2. Sts are able to write an introductory paragraph for the Problem-Solution essay outline from Week 12.

14	17-21 August, 2015	<b>Grammar</b> Complex Sentence -Structure of complex sentences -Types of subordinate sentences	1.Sts are able identify and use complex sentences. 2.Sts are able to identify the types of subordinate sentences in complex sentences.
14		<b>Reading</b> Inferences	1.Sts are able to draw inferences from reading texts.
14		<b>Listening &amp; Speaking</b> Oral presentation -Presentation components -Public speaking techniques -Presentation practice	1.Sts recognize the presentation components. 2.Sts understand the public speaking techniques. 3.Sts are able to give brief presentations on given topics.
14		<b>Writing</b> Cause and Effect Composition -What are the characteristics of the body paragraphs of a Problem-Solution essay? -Write body paragraphs for the Problem-Solution essay outline from Week 12.	1. Sts are able to identify the characteristics of the body paragraphs of a Problem-Solution essay. 2. Sts are able to write body paragraphs for the Problem-Solution essay outline from Week 12.
15	24-28 August, 2015	<b>Grammar</b> Compound-Complex Sentence -Structure of compound-complex sentences	1.Sts are able identify and use compound-complex sentences.
15		<b>Reading</b> - Differentiate facts from opinions. -Recognize opinions and biases in reading texts.	1.Sts are able to differentiate facts from opinions in reading passages. 2.Sts recognize opinions and biases in reading passages.
15		<b>Listening &amp; Speaking</b> Oral presentation: Group work (3 students per group) -Presentation topic selection -Presentation evaluation criteria	1.Sts provide presentation topics. 2.Sts search for information for their presentations.
15		<b>Writing</b> Problem-Solution Composition -What are the characteristics of the concluding paragraph of a Problem-Solution essay? -Write the concluding paragraph for the Problem-Solution essay outline from Week 12.	1. Sts are able to identify the characteristics of the concluding paragraph of a Problem-Solution essay. 2. Sts are able to write the concluding paragraph for the Problem-Solution essay outline from Week 12.

16	31 August – 4 September, 2015	<b>Grammar</b> Parallel Structure -Explain the parallel structure. -Give examples of parallel structure in English texts. -Exercises	1.Sts are able to identify the parallel structure in English texts.
16		<b>Reading</b> Problem-Solution reading -Characteristics of Problem-Solution texts -Examples of Problem-Solution texts 1.Main idea 2.Supporting details	1.Sts understand the characteristics of Problem-Solution texts. 2.Sts are able to recognize Problem-Solution texts and to identify the main idea and the supporting details of the sample texts.
16		<b>Listening &amp; Speaking</b> Oral presentation -Practice giving oral presentations from notes.	1.Sts are able to give oral presentations using notes they have collected.
16		<b>Writing</b> Problem-Solution -Revise and edit the Problem-Solution essays produced during Weeks 13-15.	1.Sts are able to revise and edit the Problem-Solution essays produced during Weeks 13-15.
17	7 - 11 September, 2015	<b>Grammar</b> Error Identification -Sample sentences and explanation -Exercises	1.Sts recognize errors in English usage. 2.Sts are able to identify errors in English sentences.
17		<b>Reading</b> Problem-Solution reading -Read Problem-Solution texts from various media such as newspapers, magazines, and pamphlets and identify the following: 1.Main idea 2.Supporting details	1.Sts understand and are able to identify the main idea and supporting details of Problem-Solution texts from various media such as newspapers, magazines, and pamphlets.
17		<b>Listening &amp; Speaking</b> Oral presentation -Oral presentations in groups (3-5 minutes per group)	1.Sts are able to give oral presentations in groups.
17		<b>Writing</b> Writing Applications: Cause and Effect essays -Write Cause and Effect essays based on given topics.	-Sts are able to write Cause and Effect essays based on given topics.

18	14-18 September, 2015	<b>Grammar</b> Error Identification -Exercises	1.Sts are able to identify errors in English sentences.
18		<b>Reading</b> Problem-Solution reading -Read Problem-Solution texts from various academic texts such as journals, textbooks, and literature and identify the following: 1.Main idea 3.Supporting details	1.Sts understand and are able to identify the main idea and supporting details of Problem-Solution texts from various academic texts such as journals, textbooks, and literature.
18		<b>Listening &amp; Speaking</b> Oral presentation -Oral presentations in groups (3-5 minutes per group)	1.Sts are able to give oral presentations in groups.
18		<b>Writing</b> Writing Application: Problem-Solution essays -Write Problem-Solution essays based on given topics.	1.Students are able to write Problem-Solution essays based on given topics.
19	21-25 September, 2015	<b>Grammar</b> Wrap-up	
19		<b>Reading</b> Wrap-up	
19		<b>Listening &amp; Speaking</b> Wrap-up	
19		<b>Writing</b> Wrap-up	
20	Final Examination (28 September – 2 October, 2015)		