



## Course Syllabus

<b>Department:</b>	Foreign Language
<b>Course:</b>	ENG 30205 Academic English II
<b>Level:</b>	Intermediate
<b>Credits:</b>	2.0
<b>Periods per week:</b>	4
<b>Grade :</b>	12 (M.6)
<b>Semester:</b>	1
<b>Academic Year:</b>	2015
<b>Teachers :</b>	Ms Kanchana Kaewchamrat Ms Pawittra Dangwilai Mr Jamie Carroll

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### Course description

1. Extensively develop students' writing skills on academic articles.  
Prepare students for writing essays on scholarship application and personal statement for scholarship application for prestige universities both in Thailand and abroad.
2. Develop students' reading strategies for comprehension, analysis of academic reports, and the author's purposes in writing articles on various types of technology by focusing on reading for general information as well as for pleasure.
3. Develop students' speaking, and listening skills for comprehension.
4. Develop students' ability to use English appropriately in a particular academic context given.
5. Develop students' note-taking skills.

6. Develop students' listening ability to comprehend both short and long conversations containing English idioms as well as to comprehend lectures in various fields.
7. Prepare students for oral presentations and deliveries of speeches as well as for them to be able to respond to interviews for university admission and scholarship applications more effectively.
8. Familiarize students with TOEFL-IBT and CU-TEP components/structures and content as well as develop their linguistic skills required in TOEFL-IBT and CU-TEP.

### **Expected learning outcomes**

After the completion of this course, students should be able to

1. write academic essays on scholarship application and personal statement for scholarship application for prestige universities both in Thailand and abroad with a minimum length of 300 words.
2. employ strategies for reading comprehension in an advanced level.
3. analyze information on academic reports more efficiently.
4. realize the author's purposes in writing articles on various types of technology.
5. select sources of information for extended self-study as well as for pleasure.
6. orally respond to conversations, express their opinions, and understand the interlocutor's conversations in an advanced level.
7. use English appropriately in a particular academic context given.
8. develop note-taking skills.
9. comprehend both short and long conversations containing English idioms as well as comprehend lectures in various fields to a substantial extent.
10. be prepared for oral presentations, delivering speeches, and responding to interviews for university admission and scholarship applications.
11. recognize components, objectives, and content of TOEFL-IBT and CU-TEP to a substantial extent.

**Teaching Schedule (M.6)**  
**First Semester: Academic Year 2015**

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
1		<ol style="list-style-type: none"> <li>1. Introducing the course: listening, reading, knowledge of writing.</li> <li>2. Learning strategies</li> <li>3. Grading System</li> </ol>	<ul style="list-style-type: none"> <li>- Sts understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities of reading listening and writing.</li> </ul>
1	18 – 22 May (1 <sup>st</sup> – 4 <sup>th</sup> periods)	<ol style="list-style-type: none"> <li>1. Introducing the course: speaking and writing practice.</li> <li>2. Introducing main learning activity: (a) mini-seminar about optional energy, (b) TOEFL speaking practice, (c) interview for scholarship.</li> <li>3. Group students in two for mini-seminar, stages and grading methods for mini-seminar.</li> <li>4. Introducing writing assignments.</li> <li>5. Learning strategies</li> <li>6. Grading System</li> </ol>	<ul style="list-style-type: none"> <li>- Sts understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities of speaking and writing.</li> </ul>
2	25–29 May (5 <sup>th</sup> – 8 <sup>th</sup> periods)	<p><b>Chapter 1 (Narration and Description)</b>  <b>1. Reading Practice 1</b> (Remembering People)  <b>Reading workshop:</b> <i>Passage: Strangers in Nowhere</i> (CTSTF: p1–2)</p> <p>2. Introduction to scholarship essay</p>	<p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>- Sts practise on guessing the meaning of key vocabulary in order to expand their vocabulary knowledge.</li> <li>- Sts apply the strategies taught in class in reading the given passage.</li> <li>- Sts are able to comprehend the reading passage given by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</li> </ul> <p><b>Writing Skill</b></p> <ul style="list-style-type: none"> <li>- Sts learn how to write a scholarship application essay and write it accurately.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
2		3. Identifying the main ideas of the listening text 4. Mini-seminar (1): each group of students orally presents their topic; audiences give comments / opinions of each topic.	<b>Listening and Speaking Skills</b> <ul style="list-style-type: none"> <li>- Sts distinguish between spoken sounds and write them following the dictation correctly.</li> <li>- Sts are able to listen for important points signaled by pausing and a slow rate of speech.</li> <li>- Sts are able to ask/answer questions based on the listening text given.</li> <li>- Sts are able to identify the main ideas of the listening text.</li> <li>- Sts are able to learn what a speech is and how to deliver a speech in an appropriate and fluent manner.</li> </ul>
3	1-5 June (9 <sup>th</sup> – 12 <sup>th</sup> periods)	<b>Chapter 1 (Narration and Description)</b> <b>1. Reading Practice 2 (Remembering People)</b> <b>Reading workshop:</b> Passage: <i>Louder Than Words</i> (CT: p3–6)  2. Practice on a listening text discussion or responses to the listening text given, oral summary of the listening text, focusing on phonetics/pronunciation of the words difficult to students	<b>Reading Skill</b> <ul style="list-style-type: none"> <li>-Sts practise on guessing the meaning of key vocabulary in order to expand their vocabulary knowledge.</li> <li>-Sts apply the strategies taught in class in reading the given passage.</li> <li>-Sts are able to comprehend the reading passage given by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</li> </ul> <b>Listening Skill</b> <ul style="list-style-type: none"> <li>-Sts distinguish between spoken sounds and write them following the dictation correctly.</li> <li>-Sts are able to listen for important points signaled by pausing and a slow rate of speech.</li> <li>-Sts are able to ask/answer questions based on the listening text given.</li> <li>-Sts are able to identify the main ideas of the listening text.</li> </ul>
3		3. 1st Draft of Scholarship Essay Writing (400 – 500 words) 4. Mini-seminar (2): orally present the rationales of the topics (1), audiences give	<b>Writing and Speaking Skills</b> <ul style="list-style-type: none"> <li>- Sts are able to learn what a seminar is and how to participate in a seminar in an appropriate and fluent manner.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
		comments or orally paraphrasing the rationales.	
4	8-12 June (13 <sup>th</sup> –16 <sup>th</sup> periods)	<p><b>Chapter 1 (Narration and Description)</b>  <b>1. Writing Workshop</b> (Harnessing Your Imagination) <i>Mrs. McCarthy’s Magic</i> (p7-8)</p> <p>2. Identifying the main ideas of the listening texts, discussion and responses to questions following the listening texts, listening practice on short conversations of general topics</p>	<p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>- Sts practise on guessing the meaning of key vocabulary in order to expand their vocabulary knowledge.</li> <li>- Sts apply the strategies taught in class in reading the given passage.</li> <li>- Sts are able to comprehend the reading passage given by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</li> </ul> <p><b>Listening Skill</b></p> <ul style="list-style-type: none"> <li>- Sts distinguish between spoken sounds and write them following the dictation correctly.</li> <li>- Sts are able to listen for important points signaled by pausing and a slow rate of speech.</li> <li>- Sts are able to ask/answer questions based on the listening text given.</li> <li>- Sts are able to identify the main ideas of the listening text</li> </ul>
4		<p>3. 2nd draft of Scholarship Essay Writing (400 – 500 words)</p> <p>4. Mini-seminar (3): orally present the rationales of the topics (2) audiences give comments or orally paraphrasing the rationales.</p>	<p><b>Writing and Speaking Skills</b></p> <p>Sts are able to write the 2nd draft of a scholarship application essay based on feedback from the teacher</p>
5	15– 19 June (17 <sup>th</sup> –20 <sup>th</sup> periods)	<p><b>Chapter 2 (Narration and Description)</b>  <b>1. Reading Practice 4</b> (Harnessing Your Imagination)  <b>Reading workshop:</b> <i>Passage: Aunt Lou</i> (<i>CTSTF: p9–10</i>)</p> <p>2. Listening practice on short conversations of academic topics, discussion and responses to questions following the listen , identifying the main ideas of the listening texts</p>	<p><b>Reading Skill</b></p> <p>Sts are able to make inferences and drawing conclusions of the reading and discuss questions in the reading and develop critical thinking skill.</p> <p><b>Listening Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to write the 2<sup>nd</sup> draft of a scholarship application essay based on</li> <li>Sts distinguish between spoken sounds and write them following the dictation correctly.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
			<ul style="list-style-type: none"> <li>- Sts are able to listen for important points signaled by pausing and a slow rate of speech.</li> <li>- Sts are able to ask/answer questions based on the listening text given.</li> <li>- Sts are able to identify the main ideas of the listening text.</li> </ul>
5		3. 3rd draft of Scholarship Essay Writing (400 – 500 words) 4. Mini-seminar (4): orally report the progress of the study (1)	<b>Writing and Speaking Skills</b> <ul style="list-style-type: none"> <li>- Sts are able to write the 3rd draft of a scholarship application essay based on feedback from the teacher.</li> </ul>
6	22– 26 June (21 <sup>st</sup> -24 <sup>th</sup> periods)	<b>Chapter 2 (Narration and Description)</b> <b>1. Reading Practice 4 (Harnessing Your Imagination)</b> <b>Reading workshop: Passage: Good Morning (CTSTF: p11–16)</b>  2. Listening practice on long conversations of general topics <ul style="list-style-type: none"> <li>- Discussion and responses to questions following the listening texts</li> <li>- Identifying the main ideas of the listening texts</li> </ul>	<b>Reading Skill</b> Sts are able to comprehend the reading passage given by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.  <b>Listening Skill</b> Sts are able to listen for important points signaled by pausing and a slow rate of speech. Sts are able to ask/answer questions based on the listening text given. Sts are able to identify the main ideas of the listening text.
6		3. The final draft of Scholarship Essay Writing (400 – 500 words)  4. Mini-seminar (5): orally report the progress of the study (2)	<b>Writing skill</b> <ul style="list-style-type: none"> <li>- Sts are able to revise their paragraphs for clarity.</li> <li>- Sts are able to revise their final draft of a scholarship application essay based on the feedback on content and organization of the essay, and linguistic features.</li> <li>- Peer reviews may be adopted in class during the revision process as appropriate.</li> </ul> <b>Speaking Skill</b> <ul style="list-style-type: none"> <li>- Sts learn how to orally report the progress of their study</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
7	29 June - 3 July (25 <sup>th</sup> -28 <sup>th</sup> periods)	<p><b>Chapter 2 (Narration and Description)</b>  <b>1. Reading Practice 6</b> (Harnessing Your Imagination)  <b>Reading workshop:</b> <i>Passage: The Color of Her Eyes (CTSTF: p17–18)</i></p> <p>2. Listening practice on long conversations of academic topics.  Discussion and responses to questions following the listening texts.  Identifying the main ideas of the listening texts</p>	<p><b>Reading Skill</b>  Sts are able to comprehend the comparing and contrasting genre by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</p> <p><b>Listening Skill</b>  Sts are able to listen for important points signaled by pausing and a slow rate of speech.  Sts are able to ask/answer questions on the long conversation given.  Sts are able to identify the main ideas of the long conversation.</p>
7		<p>3. Mini-seminar (6): final presentation (1): the teacher presents the rubrics for the presenters and the audiences before the presentation; after each presentation ,the teacher gives comments on it and correct the language using in pronunciation, vocabulary and sentence structure. (both presenters and audiences will be graded as part of mid-term test )</p>	<p><b>Speaking Skill</b>  - Sts develop oral presentation skill based on rubrics given beforehand and teachers' comment.</p>
8	6– 10 July (29 <sup>th</sup> -32 <sup>nd</sup> periods)	<p><b>Chapter 3 (Exposition)</b>  <b>1. Reading Practice 7</b> (Comparing and Contrasting Media)  <b>Reading Workshop:</b> Comparison-Contrast Article (CT: p19-20)</p> <p>2. Listening practice on academic lectures on science fields  Discussion and responses to questions following the listening texts  Identifying the main ideas of the listening texts  Give specific details required in the questions following the listening texts</p>	<p><b>Reading Skill</b>  - Sts are able to comprehend the casual relationship genre by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</p> <p><b>Listening Skill</b>  - Sts are able to listen for important points signaled by pausing and a slow rate of speech.  - Sts are able to ask/answer questions on lectures on science fields.  Sts are able to identify the main ideas of the lectures on science fields</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
8		3. Mini-seminar(7): final presentation (2) After each presentation ,the teacher gives comments on it and correct the language using in pronunciation, vocabulary and sentence structure. (both presenters and audiences will be graded as part of mid-term test )	<b>Speaking Skill</b> - Sts develop oral presentation skill based on rubrics given beforehand and teachers' comment.
9	13– 17 July (33 <sup>rd</sup> -36 <sup>th</sup> periods)	<p style="text-align: center;"><b>Chapter 3 (Exposition)</b></p> <p><b>1. Reading Practice 8</b> (Comparing and Contrasting Media) <b>Reading Workshop:</b> Comparison and Contrast Article: <i>Passage: News Coverage of the Great Flood of 1993</i> (CT: p21-22), (HC: p96)</p> <p><b>2. Listening</b> mid-term test</p>	<p><b>Reading Skill</b> - Sts are able to comprehend the casual relationship genre by using the reading skills/strategies such as 1) scanning for details and skimming for the main ideas; 2) making inferences and drawing conclusions of the reading; 3) discuss questions in the reading and develop critical thinking skill.</p> <p><b>Listening Skill</b> Mid-term test</p>
9		3. Mini-seminar(8): final presentation (3) After each presentation ,the teacher gives comments on it and correct the language using in pronunciation, vocabulary and sentence structure. (both presenters and audiences will be graded as part of mid-term test )	<b>Speaking Skill</b> Sts develop oral presentation skill based on rubrics given beforehand and teachers' comment
10	20 – 24 July (37 <sup>th</sup> – 40 <sup>th</sup> periods)	<b>Midterm</b> <b>(Reading + Writing + Grammar)</b> <b>20 marks</b>	
11	27–31 July (41 <sup>st</sup> –44 <sup>th</sup> periods)	<p style="text-align: center;"><b>Chapter 4 (Exposition)</b></p> <p><b>1. Reading Practice 9 (Analyzing Causal Relationships)</b> <b>Reading Workshop</b> (Causal Analysis) <i>Passage: Mass Extinction: Then and Now</i> (CTSTF: p23-24) (HC: p140)</p> <p><b>2. TOEFL listening</b> section Components and structure of the TOEFL listening section Tips and strategies for taking the TOEFL listening section</p>	<p><b>Reading Skill</b> - Sts are able to analyze the casual relationship genre</p> <p><b>Listening Skill</b> - Sts are familiar with the components and structure of the TOEFL listening section.</p>



W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
		3. Introduction to Cause and Effect essay.	<b>Writing Skill</b> - Sts Sts learn how to write a cause and effect essay application essay and write it accurately.
11		4. TOEFL speaking section (1) (a) Components and structure of the TOEFL speaking section (b) Tips and strategies for taking the TOEFL	<b>Speaking Skill</b> Sts should be familiar with components and structure of the TOEFL speaking section Sts should be able to learn tips and strategies for taking the TOEFL speaking section so that they can do well in the test.
12	3-7 August (45 <sup>th</sup> -48 <sup>th</sup> periods)	<p style="text-align: center;"><b>Chapter 4 (Exposition)</b></p> <p><b>1. Reading Practice 10</b> (Analyzing Causal Relationships)  <b>Reading Workshop</b> (Casual Analysis)  <i>Passage: The Effects of High-Protein, Low-Carbohydrate Diets: A Lose-Lose Propositions (CT: p25-28) (HC: p140)</i></p> <p>2. Practice on the TOEFL listening section            Types of questions following an TOEFL listening text            Listen for the main ideas            Listening for specific details            Practise note-taking following the given listening text</p>	<b>Reading Skill</b> 4. Sts use particular reading strategies in dealing analyzing Drama 5. Sts are familiar Drama  <b>Listening Skill</b> - Sts are familiar with the components and structure of the TOEFL listening section and able to listen for the main ideas, specific details and practice note-taking following the given listening text.
12		3. Practice on the TOEFL speaking section (2) (a) Types of questions (b) Tips and strategies for TOEFL speaking  4. 1st Draft of Cause and Effect essay	<b>Speaking Skill</b> - Sts learn tips and strategies for taking the TOEFL speaking section so that they can do well in the test.  <b>Writing Skill</b> - Sts are able to write the 1st draft of a Cause and Effect essay.

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
13	10 – 14 August (49 <sup>th</sup> -52 <sup>nd</sup> periods)	<p align="center"><b>Chapter 4 (Exposition)</b></p> <p><b>1. Reading Practice 11</b> (Analyzing Causal Relationships)  <b>Writing Workshop :</b> <i>Passage: Where Have All the Frogs Gone?</i> (P29-30)</p> <p>2. Practice on the TOEFL listening section  Types of questions following an TOEFL listening text  Listen for the main ideas  Listening for specific details  Practise note-taking following the given listening text</p>	<p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to analyze the casual relationship genre</li> </ul> <p><b>Listening Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are familiar with the components and structure of the TOEFL listening section and able to listen for the main ideas, specific details and practice note-taking following the given listening text.</li> </ul>
13		<p>3. Practice on the TOEFL speaking section (3)</p> <ul style="list-style-type: none"> <li>(a) Types of questions</li> <li>(b) Tips and strategies for TOEFL speaking</li> </ul>	<p><b>Speaking Skill</b></p> <ul style="list-style-type: none"> <li>- Sts learn tips and strategies for taking the TOEFL speaking section so that they can do well in the test</li> </ul>
14		<p align="center"><b>Chapter 5 (Exposition)</b></p> <p><b>1. Reading Practice 12</b> (Analyzing Drama)  <b>Reading Workshop</b> (Literary Analyzing of a Drama) <i>Passage: A Life on the Stage</i> (CTSTF: p31-33), (HC: p182)</p>	<p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to locate answers to the reading questions given.</li> <li>- Sts are able to reflect on the reading passages and accompanying questions given.</li> </ul>
14	17 – 21 August (53 <sup>rd</sup> -56 <sup>th</sup> periods)	<p>2. 2nd Draft of Cause and Effect Essay (500 – 750 words)</p> <p>3. Practice on the TOEFL speaking section (4): simulate TOEFL speaking test and analyze students' answers.</p>	<p><b>Speaking Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to understand the questions asked in the interviews and respond accurately and accordingly.</li> <li>- Sts are able to speak English in the interviews accurately and fluently.</li> <li>- Sts are able to use the content appropriate for a scholarship interview.</li> <li>- Sts are able to speak English in the interview with confidence.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
15	24 –28 August.	<p align="center"><b>Chapter 5 (Exposition)</b></p> <p><b>1. Reading Practice 13 (Analyzing Drama)</b> Reading Workshop (Literary Analysis of a Drama) <i>Passage: The Discontent of Jimmy Porter</i> (CT: p34-37)</p>	<p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to locate answers to the reading questions given.</li> <li>- Sts are able to reflect on the reading passages and accompanying questions given.</li> </ul>
15	(57 <sup>th</sup> –60 <sup>th</sup> periods)	<p>2. Interviews for scholarship (1): study then present how to prepare the interview for scholarship (possible aspect: contents, language usage, appearance and body language, what if the mind is gone blank, etc. )</p>	<p><b>Listening and Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Sts are able to understand the questions asked in the interviews and respond accurately and accordingly.</li> <li>- Sts are able to speak English in the interviews accurately and fluently.</li> <li>- Sts are able to use the content appropriate for a scholarship interview.</li> <li>- Sts are able to speak English in the accurate and fluent manner.</li> </ul>
16		<p align="center"><b>Chapter 5 (Exposition)</b></p> <p><b>1. Reading Practice 14 (Analyzing Drama) Writing Workshop</b> (Revising and Proofreading) <i>Passage: False Identity in The Importance of Being Earnest</i> (CP: p38-39) (HC: p196)</p>	<p><b>Reading Skill</b></p> <p>Sts are able to locate answers to the reading questions given. Sts are able to reflect on the reading passages and accompanying questions given.</p>
16	31 Aug – 4 Sept (61 <sup>st</sup> -64 <sup>th</sup> periods)	<p>2. 3rd Draft of Cause and Effect Essay (500 – 750 words)</p> <p>3. Interviews for scholarship (2): predict possible questions and give the best answers.</p> <p>4. 3<sup>rd</sup> Draft of Cause and Effect Essay (500 – 750 words)</p>	<p><b>Speaking Skill</b></p> <ul style="list-style-type: none"> <li>- Sts are able to understand the questions asked in the interviews and respond accurately and accordingly.</li> <li>- Sts are able to speak English in the interviews accurately and fluently.</li> <li>- Sts are able to use the content appropriate for a scholarship interview.</li> </ul> <p>Sts are able to speak English in the interview with confidence.</p> <p><b>Writing Skill</b></p> <p>Sts are able to write the final draft of their cause and effect essay.</p>
17	7 – 11 Sept (65 <sup>th</sup> –68 <sup>th</sup> periods)	<p><b>Chapter 6 Literary Analysis</b></p> <p><b>1. Reading Practice 15</b> (Researching Literary Subjects) <b>Reading Workshop</b> (Literary Research Article) <i>Passage showing on page 40-42</i> (CTSTF: p40-42) (HC: p232)</p>	<p><b>Reading Skill</b></p> <p>Sts are able to locate answers to the reading questions given. Sts are able to reflect on the reading passages and accompanying questions given.</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Expected Learning Outcomes
17		2. Interviews for scholarship (3): predict possible questions and give the best answers.	<b>Speaking Skills</b> - Sts are able to understand the questions asked in the interviews and respond accurately and accordingly. - Sts are able to speak English in the interviews accurately and fluently. - Sts are able to use the content appropriate for a scholarship interview. - Sts are able to speak English in the interview with confidence.
18		<b>Chapter 6 (Exposition)</b> <b>1. Reading Practice 16</b> (Researching Literary Subjects) Reading Workshop (Literary Research Article) <i>Passage: Nigerian History as Background in Things Fall Apart</i> (CT: p42-43), (HC: p232)	<b>Reading Skill</b> Sts are able to locate answers to the reading questions given. Sts are able to reflect on the reading passages and accompanying questions given.
18	14 – 18 Sept 2015 (69 <sup>th</sup> -72 <sup>nd</sup> periods)	2. Interviews for scholarship (4): simulate interview by the teacher (students will be graded as part of final test)	<b>Speaking Skills</b> - Sts are able to understand the questions asked in the interviews and respond accurately and accordingly. - Sts are able to speak English in the interviews accurately and fluently. - Sts are able to use the content appropriate for a scholarship interview. - Sts are able to speak English in the interview with confidence.
19	21 – 25 Sept 2015 (73 <sup>rd</sup> -76 <sup>th</sup> periods)	<b>Chapter 6 Literary Analysis</b> <b>1. Reading Practice 16</b> (Researching Literary Subjects) Reading Workshop (Literary Research Article) <i>Passage: Evil and Redemption on Brighton Rock</i> (CT: p47-48), (HC: p232) 2. Listening final test.	<b>Reading Skill</b> Sts prepare for the exam.
19		<b>3. Speaking Final Test:</b> simulate TOEFL speaking test (students will be graded as part of final test)	
20	28 Sept -2 Oct. 2015 (77 <sup>th</sup> -80 <sup>th</sup> periods)	<b>Final Examination</b> <b>(Reading + Writing + Grammar)</b> <b>20 marks</b>	

## Materials

### Elements of Language Sixth Course

1. Hard Cover book for teacher (HC) (Chapter 1 – 6)
2. Supplementary Document

### Evaluation:

1. Midterm (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. Final Examination (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. Class attendance + Participation through the class <sup>2</sup>	= 10 %
(5%:5%)	
4. Mini Seminar in English (Speaking) <sup>3</sup>	= 10 %
5. In-class Activities (Speaking Activities) <sup>3</sup>	= 5%
6. Writing Activities <sup>3</sup>	= 10 %
(5%:5%)	
7. Listening Activities <sup>4</sup>	= 10 %
(5%:5%)	
8. Reading Activities <sup>4</sup>	= 10 %
9. In-class Activities (Language Usage) <sup>4</sup>	= 5 %
Total	= <u>100 %</u>

#### 1. All teachers

2. All teachers (5 points from Thai teachers and another 5 from Native-speaking teacher)

3. For native-speaking teacher

4. For Thai teachers

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

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

**Class attendance + Participation in class. (10 points: 5 points from each teacher)**

Content	Evaluation Level				
	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Need Improve ment (1)
1. Class Attendance					
2. Submitting assigned tasks on time					
3. Activity Participation					
4. Responsibility					

**1. Midterm (Integrated Test: Reading-Writing-Grammar) /20 points.**

**Mid-term Examination Structure**

**Point: 20 Points**

**Time: 90 minutes**

**Date: -**

<b>Content</b>	<b>Type of Questions/ number and time frame</b>	<b>Points</b>
<p><b>Part One: Reading Comprehension</b> This section covers questions asking for various types of responses; i.e. naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple-choice and short-answer questions)</p>	<p><b>Passage One (2 points)</b> 6. 8 multiple choice questions on one reading passage containing ~ 250-350 words in length <b>(Items 1-8)</b></p> <p><b>Passage Two (2 points)</b> 7. 2 short-answer questions on one reading passage (seen or unseen passage), containing ~ 250-350 words in length) <b>(Items 9-10)</b></p>	<p>1/4 point for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(4 points)</b></p>
<p><b>Part Two: Filling in the blank</b> To complete a reading passage and sentences, students need to understand grammatical rules as well as vocabulary knowledge concerning the context given in order to make the reading passage and sentences complete and coherent.</p>	<p><b>Section One: Vocabulary in Context (2 points)</b> -This is a multiple-choice cloze test which vocabulary and grammatical parts of the reading passage will be deleted. The reading passage given contains about 200-300 words in length. <b>(Items 11-14)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 4 multiple-choice questions and each question contains ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 15-18)</b></p>	<p>(1/2) <b>4 points</b></p>
<p><b>Part Three: Error Identification</b> To solve these questions, students need to understand many different grammatical usages; e.g. parts of speech, subject verb agreement, and word-choice, etc.</p>	<p>There are 12 multiple choice questions, containing ~30 – 90 words in length, and each question contains one grammatical error. <b>(Items 19-30)</b></p>	<p>(1/2) <b>6 points</b></p>
<p><b>Part Four: Academic Writing (Scholarship Application Essay)</b> Suppose that students are applying for a scholarship, and they have to imagine what the ideal candidate who deserves the scholarship is like. They have to write an essay pretending that they are such a candidate.</p>	<p>Students should write a scholarship application essay on the topic given of 200-250 words in length. They need to support their arguments with clear evidence such as examples and statistical information, etc. <b>(Items 31)</b></p>	<p><b>6 points</b></p>

2. Final Examination (Integrated Test: Reading-Writing-Grammar)/ 20 points.

Final Examination Structure

Point: 20 Points

Time: 90 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b> This section covers questions asking for various types of responses; i.e. naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple-choice and short-answer questions)</p>	<p><b>Passage One (2 points)</b> 8. 8 multiple choice questions on one reading passage containing ~ 250-350 words in length <b>(Items 1-8)</b></p> <p><b>Passage Two (2 points)</b> 9. 2 short-answer questions on one reading passage (seen or unseen passage), containing ~ 250-350 words in length) <b>(Items 9-10)</b></p>	<p>1/4 point for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(4 points)</b></p>
<p><b>Part Two: Filling in the blank</b> To complete a reading passage and sentences, students need to understand grammatical rules as well as vocabulary knowledge concerning the context given in order to make the reading passage and sentences complete and coherent.</p>	<p><b>Section One: Vocabulary in Context (2 points)</b> -This is a multiple-choice cloze test which vocabulary and grammatical parts of the reading passage will be deleted. The reading passage given contains about 200-300 words in length. <b>(Items 11-14)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 4 multiple-choice questions and each question contains ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 15-18)</b></p>	<p>(1/2) <b>4 points</b></p>
<p><b>Part Three: Error Identification</b> To solve these questions, students need to understand many different grammatical usages; e.g. parts of speech, subject verb agreement, and word-choice, etc.</p>	<p>There are 12 multiple choice questions, containing ~30 – 90 words in length, and each question contains one grammatical error. <b>(Items 19-30)</b></p>	<p>(1/2) <b>6 points</b></p>
<p><b>Part Four: Academic Writing (Personal Statement for Scholarship Application)</b> Write a personal statement for scholarship application which best describes who you are and why you deserve a scholarship.</p>	<p>Students should write a personal statement for scholarship application of 200-250 words in length. They need to support their arguments with clear evidence such as examples and statistical information, etc. <b>(Items 31)</b></p>	<p><b>6 points</b></p>

**Remark:**  
**Writing Criteria for Midterm and Final Exam**

**Writing Rubrics/Grading Criteria**

<p><b>Writing (Short Answer)</b>  <b>(1 point each, 2 total)</b></p>	<p>1 point for complete and correct answer based on the reading passage given.  1/2 point for only one part of the correct information, but not complete answer.  0 point for incomplete and incorrect answer.</p>
<p><b>*Essay Writing</b></p>	<p><b>Task Description</b></p>
<p><b>6-5 points</b></p>	<p><b>An essay at this level largely accomplishes all of the following:</b>  -effectively addresses the topic and task  -is well organized and well developed, using clearly appropriate explanations, and/or details  -displays unity, progression, and coherence  -displays consistent facility in the use of language, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.</p>
<p><b>4 points</b></p>	<p><b>An essay at this level largely accomplishes all of the following:</b>  -addresses the topic and task well, though some points may not be fully elaborated.  -is generally well organized and well developed, using appropriate and sufficient explanations, and/or details.  -displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections.</p>
<p><b>3 points</b></p>	<p><b>An essay at this level is marked by one or more of the following:</b>  -addresses the topic and task using somewhat developed explanations.  -displays unity, progression, and coherence, though connection of ideas may be occasionally obscured.  -may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning.  -may display an accurate but limited range of syntactic structures and vocabulary.</p>
<p><b>2 points</b></p>	<p><b>An essay at this level may reveal one or more of the following weaknesses:</b>  -limited development in response to the topic and task.  -inadequate organization or connection of ideas.  -inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task.  -a noticeably inappropriate choice of words or words forms  -an accumulation of errors in sentence structure and/or usage.</p>
<p><b>1-0 point</b></p>	<p><b>An essay at this level</b> merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>