English 5					
Basio Course Information Course Number	02005031	Subject Category	CompulsorylG	1	
Cless Format Department Paried of Study	Lecture Computer Semanter 1	Credit Type and Number of Credits Student Category Classes per Week	1 Year 3		
Required Materials	1) Roberts, R. (2016), Naviga	te: 82 upper-intermediate ;	Oxford Up ELT.	1	
Instructor	21 Zemach, D. E. & Stafford-Yilmaz, L. (2008). Wilders or work: The essay (Vol. 1). Cambridge University Press. Miss Nichapat Thomanatana				
Course Objective This course enables students to accure from intermediate to upper-intermediate	and enhance English languag lievels,	ge skills in listening, spec	king, reading, and writing	1	
By the end of this course, students are able to do the following:					
<ul> <li>Li Scharter, Standard M., Standard M., Standard M., Sandard M., S</li></ul>					
<ul> <li>Guess the meaning of new words.</li> <li>Deal with problems on the phone.</li> <li>Start a conversation with a stranger.</li> <li>Rest a conversation with a stranger.</li> </ul>					
				]	
Evaluation/Pubrick Assessment 1: Talk about conversion in different or its res	Ideal Level of Achievement Nery Goodi Can fluently and	Standard Level of Achievement (Good) Can use English Jaco area to tak	Unacceptable Level of Achievement (Fall) Cannot use English language to talk about various topics at all.	-	
Assessment 1: Talk about conversation in different cultures, written communication, cultures and communities, housing and living television viewing habits, and news	Can fluently and appropriately use correct English language to talk about various topics.	about various topics with some errors in lineuistic aspects			
Assessment 2: Use different question boes present perfect tenses, articles, determiners and quantifiers, high- frequency verb collocations, reported speech, reporting verbs, and adjective	Can fully use structures learned in appropriate and correct contexts.	Can use English Innguage to talk about various topics with some entors in Innguistic avancts Can use some of the structures learned in sentences, but might have some incorrect uses of them.	Cannot use the new structures learned in appropriate and correct contexts at all.		
speech reporting verbs, and adjective Assessment 3: Understand articles, fluent speech complex sentences, and adjective suffixes.	Can correctly and appropriately use intermediate-level strategies in reading and writing in English	Can use some of intermediate-level strategies in reading and writing in English.	Cannot use any intermediate-level strategies in reading and writing in English at all,	1	
Assessment 4: Guess the meaning of	in reading and writing in English. Can fully understand the strategy of context clues and be able to guess the meaning of new words.		English at all. Cannot understand the strategy of context clues or guess the meaning of new words at all.	-	
	and be able to guess the meaning of new words.	Can understand the strategy of context clues but cannot fully use it to guess the meaning of new works	guess the meaning of new words at all		
Assessment 5: Deal with problems on the phone.	Can fluently and appropriately, solve several provided problems on the phone with the use of correct English sentences.	Can solve the provided problems on the phone with the use of some minor incorrect	Cannot use English sentences to to solve the provided problems on the phone at all	1	
Assessment 6: Start a conversation with a stranger.	correct English sentences. Can fluently create a			-	
with a stranger.	Can fluently create a conversation with the pattern and appropriate topics used for a stranger.	Can create a proper conversation with the pattern used for a stranger. However, some chosen topics could be improved	Cannot create a proper conversation for a stranger and/ or the chosen took covered in the conversation is inappropriate.		
Assessment 7: Retell a (news) story.	Can confidently and fluently speak English with natural intonation and be able to retell a (news) story from the text.	stranger, However, some chosen topics onald be improved Can speak English with natural intonation but some mistakes in netelling a inewal story coan be detected.	Cannot retell a inewsi story from the test, just read all provided information from the text,	1	
	able to retell a inewsi story from the text.	mistakes in retelling a inews) story ccan be detected.	the text,	-	
Assessment & Write an informal email. a description of data, and an opinion essay in a formal style.	writing, supported with reasons, and specific evidence and facts, as well	detected. Can write a developed writing. but vaguely supported with	presenting information and ideas, but not particularly original, developed or		
	es examples and specific details. Most sentences are well constructed and have varied structure and length	wasons evidence and facts as well as examples and details. Mogt sentences are	Can write some writing presenting information and idens, but not particularly original, developed or supported, to benefy includes reasons, exidence, facts, and examples. Most sentences sound survival recettive and difficult to understand.		
	Can write a welf-developed writing supported with reasons, and specific evidence and facts, as well as examples and specific desials. Most entences are well constructed and have writed structure and length with some mon lenguistic errors in grammar, mechanics punctuation and/or spelling.	beretablick what but supported with reasons evidence and facts, as well as examples and details. Most sentences are well constructed and have a similar structure and length understanding, with understanding.	repetitive and difficult to understand.		
		interfering with understanding.			
				1	
Gitte Global awareness and commu cooperate with others.	Relationship with Learning nicetion ability with language	e Cultoonee pen, English, Japanee	e, and Thai in order to	1	
GI40 Creativity to make a new value GI50 As an angineer, attitude to act society.	with fusing the knowledge with swareness of social	s from verious fields. roles and responsibili	ty to make a better	4	
ecclety. Teaching blathod				1 ]	
Cutlins:	This course enables student listening, speaking, reading, a levels, it provides students w	s to acquire and enhand ind writing from interme th an opportunity to ac	e English language skills in date to upper-intermediate ouire and practice all four	1	
	tanguage skills through a var media. Most of the tasks give and broaden learners' know support learners to collabor	This occurse enables students to accurse and entrone English the quage skills in borning, sceeking, medium, and writing time intermediate burg, upper-intermediate bords, if conclusing students with an opportunity to accurse and practical all four medium and the students with an opportunity of the students and the student students with the students and the students and the student teachers and the students and the students and the student teachers and the students and accurse to interview the student teachers and the students and accurse to interview the student teachers to obligate students of teachers and the students to the student teachers and the students teachers.			
Class Format	subort teamers to collaborative work in pars and groups to improve anguage skills and present them in both oral and written forms. Lecture, discussion and group presentation are mostly used in the class. The classroom activities mainly focus on onal and written communication			1	
Please Note :	The base on the descent	- The lesson can be changed according to appropriateness and learners'			
	maximize learners' languag - Late submission of any task	e accuisition. Iss will result in score de	duction.		
Course Plan Semester 1	Contents and Met	nod of Course	Costs	Related MCC	
	- Course syllabus explanation Unit 1: Communication	n -	<ul> <li>Understand the course details and overviews of the content in English 5.</li> <li>identify the grammar and worabulary related to making a conversation.</li> <li>- Can create short conversations and ask questions with different question types.</li> </ul>		
1st week	Unit 1: Communication 1.1 The rules of conversation - Vocabulary: conversation - Grammar: using different of - Video: vox poos 1	n uestion types	making a conversation, - Can create short conversations and ask		
			- identify and use the 'verbs - brenostion' structure in the the appropriate	18 1 8	
2nd week	Unit 1: Communication 12 The letter is dead long live the - Grammar: present perfect r - Vocabulary: written comm. - Pronunciation: auxiliary veri	interl. Imple and continuous inication	preposition structure in the the appropriate context,     Guess the meaning of		
		bs' have and been	<ul> <li>Guess the meaning of new words from the provided context.</li> <li>Identify and use the Verbs</li> </ul>	II-8 1 10 II-8 1 1	
3rd week	Unit 1: Communication 1.3 Vocabulary and skills develop - Vocabulary: verbs - prepor - Reading: puessing the mean	itent	<ul> <li>Identify and use the 'verbs preposition' structure in the the appropriate context, - Guass the meaning of new wonds from the provided context,         </li> </ul>		
	Heading guessing the mean Unit 1: Communication 14 Speaking and writing	ang of new words	new words from the provided context, - Make a conversation with	II-8 1 2	
4th week	1.4 Speaking and writing     - Vocabulary: dealing with pr     - Writing: an informal email g     15 Video Minority Ianguage in th	oblems on the phone Ving news	<ul> <li>Make a conversation with the use of expressions to deal with problems on the phone.</li> <li>Write an informal email giving news.</li> </ul>		
			giving news.	1.8 1 20	
5th week	Holday				
Oth week	Unit & Community 61 Crossing outpares - Grammar: articles		<ul> <li>Make sentences with the use of correct articles.</li> <li>Identify and use vocabulary related to</li> </ul>	1 3 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	- Grammar articles - Vocabulari cultures and communities - Video: vox poos		cultures and communities the appropriate context	I-8 1 3	
7th week	Unit 6: Community 62 Alone or together?		Use determiners and cuantifiers appropriately in the context,     identify and use unrahy decirations in the context in		
7th week	62 Alore or together) - Grammar: Using determiner - Vocabulary: housing and lit - Phonunciation: weak sound	s and quantifiers Ang Lot	auarmers appropriately in the context, - identify and use vocabulary related to housing and Wing in the appropriate context, - Pronounce the weak, sound of the word for correctly,	TE-D 4 10	
				1-8 1 12	
8th week	Unit 6: Community 6:2 Vocabulary and skills develop - Vocabulary: high-frequenci - Listening: understanding fil	rverb collocations and speech	<ul> <li>Identify and use high- frequency web collocations in the accorporate context.</li> <li>Understand fluen speech from the provided listening.</li> <li>Maise a discipue with the use of expressions to start a conversation with a stranger.</li> </ul>	II-8 1 14 II-8 1 17 VI-A 1 4	
	6.4 Speaking and writing. - Speaking: starting a conver	sation with a stranger	<ul> <li>Make a dialogue with the use of expressions to start a conversation with a stranger</li> </ul>	18-A 1 6	
9th week	Mictern exam		<ul> <li>Understand the dialogue and identify the main ideas and specific information,</li> <li>Use vocabulary and structures learned in appropriate and correct contexts.</li> </ul>	U-A 1 1 U-A 1 2	
			<ul> <li>Understand the texts and make inferences.</li> </ul>	16-A 1 6	
			- Understand the dialogue and identify the main ideas and specific information - Use vocabulary and		
1 Oth week	Mictern exam		and specific information. - Use vocabulary and structures learned in appropriate and correct contexts. - Understand the tests and make inferences.	18-A 1 2 18-A 1 6	
				I-8 1 1 I-8 1 8	
1 fith week	Midterm exam answer check	ing	<ul> <li>Discuss and explain the correct answers of the test.</li> </ul>	1-8 1 18 14-4 1 1 16-4 1 2 16-4 1 6	
	Unit 11: Media 11.1 Extreme steaming		- Make sentences using reported speech in the appropriate context.	-8 1 3 -8 1 4 -8 1 10	
12th week	Unit 11: Media 111 Envene straming - Grammar: reported speech - Vocabulary: television viewi - Video: vox pops	ing habits	<ul> <li>Make sentences using recorded screech in the appropriate context,</li> <li>Identify and use vocabulary related to television viewing habits in the appropriate context,</li> </ul>	E-B 1 15 E-A 1 2 E-C 3 6	
	Unit 11: Media		<ul> <li>Use reporting verbs to preste sentences correctly, - identify and use appropriate vocabulary when taiking about news,</li> <li>- Pronounce weak ediables (1/i and 1/e in reporting verbs correctly,</li> </ul>		
13th week	112 Positive news - Grammar' reporting verbs - Vocabulary' talking about r - Pronunciation' weak toflabl reporting verbs	esvs es/t/and/e/in	when talking about news, - Pronounce weak sollables /1/and /a / in reporting upbe committee	I-8 1 4 I-8 1 7 I-8 1 13	
			<ul> <li>Identify and use adjective</li> </ul>		
1 4th week	Unit 11: Media 113 Vocabulary and skills develo - Vocabulary: adjective suffs - Reading: understanding co	es mplex sentences	suffixes in the appropriate context, - Understand the complex sentences from the provided texts.	<u>8-8</u> 1 18 <u>8-8</u> 1 18 <u>8-6</u> 7 17 <u>8-6</u> 7 18	
15th week	Holday				
			- Retell a news story for-	I-8 1 18	
10th week	Unit 11: Media <u>114 Speaking and writing</u> - Speaking: reflecting a linew - Writing an opinion essay in 115 Video Why we ser robur	si story a formal stule	<ul> <li>Retell a news story from provided texts.</li> <li>Understand the structure and characteristics of colnion essay.</li> </ul>	G 7 17 G 7 18 G 7 19 G 7 19	
			<ul> <li>identify formal language used in essay writing.</li> </ul>	II-G 7 20 II-G 7 21 II-R 1 18	
17th week	Essar Writing Basics - What is an essay? Define a format, & understand the pu - Audence and topic lidentif choose a topic - Process	in essay, notice essay rposel ryour audience &	<ul> <li>Identify essay writing process.</li> <li>Write an outline for an opinion essay.</li> <li>Write a first draft of an opinion essay.</li> </ul>	N-A 1 5 N-B 2 3 N-B 2 4 N-B 2 4	
	choose a topic) - Process - First draft		write a tirst draft of an opinion essay.     Write an opinion essay.	E-R 1 19	
	Essay Writing Basics		<ul> <li>Write an opinion essay in formal style.</li> <li>Give comment and feedback on the essay.</li> <li>Write a 300-word-self- evaluation essay to describe wint they have learned and improved during the semester with appropriate supported details.</li> </ul>		
1.8th week	Essav Writing Basics - Write an opinion essay - Feedback - Self-assessment writing		where a duc-word-self- evaluation essay to describe what they have learned and improved therea the	EF 6 15	
			wiring the semester with appropriate supported details.	er 0 16	
19th week	Review		<ul> <li>Review all learned contents and provide opportunities the points which are undear to students.</li> </ul>	000 1 11 000 1 18 00 0 1	
			- Understand the dialogue	866 0 12 866 0 1 5 866 0 1 5	
			Understand the dialogue and identify the main ideas, and specific information, - Use vocatulary and structures learned in appropriate and correct constant. - Understand the tests and make inferences. - Express calinons about the provided topic in the form of a formal calinion erses.     .	1-8 1 10 1-8 1 10 1-8 1 16 1-8 1 18	
20th week	20th week Final exam		appropriate and correct contexts. - Understand the texts and make inferences.		
			<ul> <li>topress opinions about the provided topic in the form of a formal opinion essay.</li> </ul>	≣-8 1 20	
	Emmination	Presentation	New Column 1 days	Do not a	
Basic Ability Technical Ability Interdisciplinary Ability	20	20	a)	10 20	