# English 3

**Basic Course Information**

| | | | |
|---|---|---|---|
| **Course Code** | 1A2004 | **Subject Category** | Foreign Language |
| **Class Format** | Lecture | **Credit Type and Number of Credits** | 1 |
| **Department** | Intercultural | **Student Category** | Year 1 |
| **Period of Study** | Semester 1 | **Classes per Week** | 1 |

**Required Materials**

1) Nadapata Intermediate
Tsuruta, T. and Matsuda, T. Mathare E. and Walker, C. (2015). Nadapata Oxford Oxford University Press.

2) Hashoop Intermediate 5th edition
Tsuruta, T. and Matsuda, T. Mathare E. (2020) Hashoop Intermediate Students or book, 5th ed Oxford Oxford University Press.

3) New Hashoop: Upper Intermediate 5th edition
Tsuruta, T., Tsuru, Y. and Matsuda, P. (2019) Hashoop Upper Intermediate, 5th ed. Oxford Oxford University Press.

**Instructor**

| | |
|---|---|
| Mr. Yosuke Tsuruta | Mrs. Nanyuan Thammasiriwong |

**Course Objective**

Covering the 2nd year grade high school level, the course enables students to acquire and enhance English language skills in listening, speaking, reading, and writing from Intermediate to Upper Intermediate level if possible.

By the end of the course, students are able to:
1) Demonstrate understanding and exhibit necessary vocabulary and grammar for intermediate level of English.
2) Understand the main ideas and details of the texts and audio files, and express personal ideas.
3) Tell a story and talk about experiences, dreams, hobbies, events, and exhibitions, and briefly give reasons and explanations.
4) Understand and use the vocabulary and grammar in context.
5) Understand the main points of clear, standard speech on work, school, leisure, dreams, and travelling.
6) Understand the main points of texts on familiar matters regularly encountered in work, school, leisure.
7) Write simple connected texts on topics which are familiar or of personal interest.

| **Evaluation/Rubrics** | Meet Level of Achievement (Excellent) | Standard Level of Achievement (Good) | Unacceptable Level of Achievement (Fail) |
|---|---|---|---|
| Assessment 1: Demonstrating understanding and exhibiting necessary vocabulary and grammar for intermediate level of English. | 1) Identify vocabulary meaning and use it in sentences with correct sentence structures.<br><br>2) Use appropriate verb tenses and sentence structures in writing and speaking in English to and explain ideas and opinions. | 1) Identify vocabulary meaning but fully understand sentence structures.<br><br>2) Use some appropriate verb tenses and sentence structures in writing and speaking in English to and explain ideas and opinions. | 1) Identify vocabulary meaning but cannot use it in sentences with correct sentence structures.<br><br>2) Use incorrect verb tenses and sentence structures in writing and speaking in English to and explain ideas and opinions. |
| Assessment 2: Dealing with most situations likely to arise while travelling in an area where the language is spoken. | 1) Effectively talk to convey meaning and take the initiative in a conversation.<br><br>2) Able to appropriately talk and respond in a conversation with cultural awareness. | 1) Talk to convey meaning but have difficulty in taking the initiative in leading the conversation going.<br><br>2) Able to talk and respond in a conversation with cultural awareness. | 1) Cannot talk to convey meaning or have difficulty in taking the initiative in leading the conversation going.<br><br>2) Cannot talk and respond in a conversation with cultural awareness. |
| Assessment 3: Talking about and talk about experiences, dreams, hobbies, events, and ambitions, and briefly give reasons and explanations for opinions and plans. | 1) Understand and express personal ideas and opinions towards assigned topics effectively.<br><br>2) Effectively plan and prepare for 10-minute presentation with material supported.<br><br>3) Able to appropriately answer audiences' questions with supported evidence and reasons after presenting. | 1) Understand but have difficulty to express personal ideas and opinions towards assigned topics effectively.<br><br>2) Plan and prepare a 8-10 minute presentation with material supported.<br><br>3) Answer audiences' questions with supported evidence and reasons after presenting. | 1) Understand but cannot express personal ideas and opinions towards assigned topics effectively.<br><br>2) Plan and prepare 6-8 minute presentation with material supported.<br><br>3) Cannot answer audiences' questions appropriately after presenting. |
| Assessment 4: Understanding the main points of clear, standard speech on work, school leisure, dreams, and travelling. | 1) Identify main ideas and details of the audio files and video selected.<br><br>2) Effectively make notes of the messages heard. | 1) Identify most of the main ideas and details of the audio files and video selected.<br><br>2) Make inferences from the messages heard. | 1) Cannot identify most of the main ideas and details of the audio files and video selected.<br><br>2) Cannot make inferences from the messages heard. |
| Assessment 5: Understanding texts that contain mostly of high frequency everyday language. | 1) Identify main ideas and details of the texts selected.<br><br>2) Discuss in group to express personal ideas and opinions towards various topics. | 1) Identify most of the main ideas and details of the texts selected.<br><br>2) Discuss in group to express personal ideas and opinions. | 1) Cannot identify most of the main ideas and details.<br><br>2) Cannot express personal ideas and opinions towards various texts. |
| Assessment 6: Writing simple connected texts on topics which are familiar or of personal interest. | 1) Writes a 250-300 word self evaluation to describe what they have learned during the semester with clear supported details.<br><br>2) Use appropriate verb tenses and sentence structures in writing to explain ideas and opinions.<br><br>3) Use appropriate and correct word choices in writing. | 1) Writes a 200-250 word self evaluation to describe what they have learned and improved in the semester with some supported details.<br><br>2) Mostly use appropriate verb tenses and sentence structures in writing to explain ideas and opinions.<br><br>3) Mostly use correct word choices in writing. | 1) Cannot writes a 200-250 word self evaluation to describe what they have learned and improved in the semester without some supported details.<br><br>2) Partly use appropriate verb tenses and sentence structures in writing to explain ideas and opinions.<br><br>3) Partly use correct word choices in writing. |

**Assessment and Learning Outcomes**

**1)(2) Global expression and communication skills with languages, English, Japanese, and Thai in order to communicate with others.**

**4)(5) Creativity to make a new value with having the knowledge from various fields.**

**Please choose**

**Teaching Method**

**Outline**

Covering the 2nd year grade high school level the course enables students to acquire and enhance English language skills in listening, speaking, reading, and writing from Intermediate to Upper Intermediate level if possible. The course provides students with opportunities to practice and production of four language skills through a variety of topics related to their daily life and interests. In addition, they will learn how to express their ideas and opinions in English. Students will also compare the language knowledge acquired in both oral and written forms.

**Class Format**

Lecture, seminar, individual and group presentation, discussion, and self study

**Please Note 1**

1) Students are rotated to work in pairs and groups to complete the tasks.
2) The lesson can be changed according to capabilities and learned contents of students.
3) Learning activities might be changed or other tasks might be assigned to students according to circumstances.
4) Late submission of any tasks will result in score deduction.

**Course Plan**

| **Semester 1** | **Contents and Method of Course** | **Goals** | **Relevant SLOs** |
|---|---|---|---|
| 1st week | 1) Course syllabus explanation and discussion<br>2) Textbook explanation and reading<br>3) External reading selection | 1) Understand the course goals and course rules assigned for this semester.<br><br>2) Select that external reading. | ① ② ③ ④ ⑤ |
| 2nd week | Unit 0 Ice-breaker<br>Reading and listening: Coffee<br>Reading and listening: What things can't you live without? | 1) Understand the main ideas and details of the texts and audio files.<br><br>2) Identify vocabulary meaning in contexts.<br><br>3) Express personal ideas and opinions towards different exercise.<br><br>4) Work in group to mature for and to express opinions towards the selected topics. | ① ② ③ ④ ⑤<br>① ② ③ ④ ⑤<br>① ② ③ ④ ⑤<br>① ② ③ ④ ⑤ |
| 3rd week | Unit 2 What a story!<br>2.1 T. Trainer: forget that day<br>Reading: Talking about past experiences<br>Reading: A bad day at work<br>Grammar: Narrative forms | 1) Practice listening for main ideas and details<br><br>2) Practice reading for main ideas and details<br><br>3) Identify vocabulary meaning in contexts.<br><br>4) Understand and use grammar and vocabulary correctly.<br><br>5) Express personal feelings, ideas, and opinions towards the topics.<br><br>6) Work in group to discuss opinions towards the selected topics. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 4th week | Unit 2 What a story!<br>2.2 Interview<br>Vocabulary: ex, embarrass, claim, interview, mention, and forward<br>Listening and listening: Hoaxes<br>Grammar: Sequencing events: Time linkers | 1) Practice listening for main ideas and details<br><br>2) Practice reading for main ideas and details<br><br>3) Identify vocabulary meaning in contexts.<br><br>4) Understand and use grammar and vocabulary correctly.<br><br>5) Express personal feelings, ideas, and opinions towards hoaxes. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 5th week | Unit 2 What a story!<br>2.3 Reading and storytell development<br>Vocabulary: comment adverbs<br>Reading: Stories people tell as expert as they think<br>Grammar: References | 1) Practice listening for main ideas and details<br><br>2) Practice reading for main ideas and details<br><br>3) Identify vocabulary meaning in contexts.<br><br>4) Understand and use comment adverbs and reference words in a story correctly.<br><br>5) Work in group to discuss opinions towards the selected topics. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 6th week | Unit 3 Entertainment<br>3.1 Movie entertainment<br>Vocabulary: Movie genres<br>Listening: "Big Wolf and Andrew with to Thompkins Making movie | 1) Practice listening for main ideas and details<br><br>2) Practice reading for main ideas and details<br><br>3) Identify vocabulary meaning in contexts.<br><br>4) Understand and use grammar and vocabulary correctly.<br><br>5) Express personal feelings, ideas, and opinions towards different movies. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 7th week | Unit 3 Entertainment<br>3.2 Shopping and selling<br>Reading: Comparing and contrast as despite although, however, Comparing and recommending for, not<br>Reading: The best film of all time? | 1) Practice reading for main ideas and details<br><br>2) Identify vocabulary meaning in contexts.<br><br>3) Understand and use grammar and vocabulary correctly.<br><br>4) Work in group to discuss opinions towards the selected movies. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 8th week | Newspaper task explanation and discussion<br>Newspaper components handouts | 1) Understand newspaper structures and grading criteria.<br><br>2) Work in pairs to create the first draft of the Newspaper task. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 9th week | Midterm examination | Work on the Newspaper task according the guidelines and criteria given. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 10th week | Midterm examination feedback | Have and give feedback other students' newspaper pages based on the rubric given. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 11th week | Unit 5 Rights or wrongs<br>Everyday Dilemma<br>Vocabulary: Everyday dilemma<br>Grammar: Modal verbs<br>Listening: Dilemma, Dilemma, conclusion, consequence and contrast with this something and part/out of / respects/ way | 1) Practice listening for details<br><br>2) Express personal feelings, ideas, and opinions towards different situations given.<br><br>3) Understand and use grammar and vocabulary correctly to convey meanings. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 12th week | Unit 5 Caring and sharing<br>Vocabulary: Caring and similar meanings and different meanings<br>Listening: Problems in the conversation | 1) Practice listening for details<br><br>2) Identify vocabulary meaning in contexts.<br><br>3) Work in group to discuss opinions towards the selected issues. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 13th week | Unit 5 Caring and sharing<br>Vocabulary: Caring and similar meanings and different meanings<br>Listening: Dilemma in the conversation worksheet | 1) Practice listening for details<br><br>2) Identify vocabulary meaning in contexts.<br><br>3) Respond verbally and discuss opinions different hypothetic given. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 14th week | Unit 10 Beyond belief<br>Reading and speaking: My sole wedding<br>Vocabulary: Adjectives describing people complex, instructive, vampirise, radical, and elegant. | 1) Practice reading for main ideas and details<br><br>2) Identify vocabulary meaning in contexts.<br><br>3) Express personal feelings, ideas, and opinions towards the topics. Discussing travel in Japan. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 15th week | Unit 10 Beyond belief<br>Listening: The man who posted himself to Australia | 1) Practice listening for main ideas and details<br><br>2) Practice reading for main ideas and details<br><br>3) Identify vocabulary meaning in contexts.<br><br>4) Work in group to discuss opinions after listening to the text. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 16th week | External reading presentation | Demonstrate understanding and opinions through presenting the story they have read. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 17th week | External reading presentation | Demonstrate understanding and opinions through presenting the story they have read. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 18th week | Self assessment writing | Write a 250-300 word self evaluation essay to describe what they have learned and improved during the semester with clear supported details and reasons. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |
| 19th week | Review | Review of learned contents and provide concrete feedback and answer questions if any. | |
| 20th week | Final examination | 1) Use vocabulary and structures learned in contexts and correct contexts.<br><br>2) Understand the texts and audio files.<br><br>3) Write related opinion on selected topics in detail. | ① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④<br>① ② ③ ④ |

| | **Assessment** | **Rate** | **Assessment criteria** | **Rate** | **Points** | **Total** |
|---|---|---|---|---|---|---|
| Attendance | | | | | | |
| Assignment | | | | | | |
| Mid-term exam | | | | | | |
| Final exam | | | | | | |