



Mahidol Wittayanusorn School

Department	Foreign Language Department
Subject:	Foundation English I
Course Number:	E40101
Credit	2
Teaching Period	4 periods per week
Grade Level	10
Term	01
Academic Year	2009
Instructors:	Jane Kanjanaphoomin, John Ley, Niall MacLachlan, Dr. Don Persons

COURSE OBJECTIVES

This is an advanced level M4 English language course which focuses on the integration of the four English language skills.

Writing

- Construct simple, compound and complex sentences
- Correctly use punctuation including commas, colons, semi-colons and capitalization
- Minimize written errors including problems with countable/uncountable nouns, subject/verb agreement, singular/plural nouns and article usage.
- Paraphrase sentences and paragraphs from simplified academic texts.
- Summarize a simplified academic text without plagiarizing.
- Write well-developed, coherent, and unified paragraphs, essays supporting an opinion

Reading

- Use contextual and morphological clues to determine the meaning of unfamiliar vocabulary.
- Identify the main idea and supporting details in a text.
- Develop reading skills for different purposes such as skimming and scanning.

Listening

- Demonstrate good dictation skills with minimal errors.
- Demonstrate some comprehension of short conversations in natural idiomatic English
- Identify the main idea and supporting details in a simple academic lecture.
- Develop note taking skills

Speaking

- Demonstrate competence in an interview based on a simplified academic text.
- Use the International Phonetic Alphabet to determine the pronunciation of unfamiliar words.
- Produce the /θ/, /ð/ and /v/ sounds accurately.

Required Materials:

Academic Encounters: Life in Society. Bernard Seal. Cambridge University Press.

A4 lined writing paper.

Grading:

Assignments	40%
Behavior	10%
Midterm exam	20%
<u>Final exam</u>	<u>30%</u>
TOTAL	100%

SI	Date/ Periods	Content	Learning Outcomes	Materials
1	12 – 15 of May (1 st –4 th periods)	Introductions & compilation of Ss' biodata, strengths/weaknesses	Applying QA techniques to obtain relevant information in getting to know the person. Check language use	Blank papers
1		Syllabus and course objectives. Ground rules & class requirements	Demonstrate a familiarity with the course syllabus, including course content, requirements and evaluations. Understanding T's expectations	<i>Course Syllabus</i> handout
2	18– 22 of May (5 th –8 th periods)	Strategies for vocabulary; a vocabulary diary	Use contextual and morphological clues to guess the meaning of unfamiliar vocabulary; use a vocabulary diary to understand the correct usage of new vocabulary, including associated collocations Demonstrate an ability to repeat the new vocabulary in a different context	Supplementary reading material from any source, eg. newspaper, academic books Learner's dictionaries Quiz questions
2		Writing process; correction symbols. The two most common written errors	Describe and apply the writing process; demonstrate familiarity with common correction symbols	<i>Correction Symbols</i> handout & an essay sample
3	25 – 29 of May (9 th –12 th periods)	The International Phonetic Alphabet	Use the IPA to determine the pronunciation of words	<i>Reading the International Phonetic Alphabet</i> handout
3		Describing changes	Apply the given language patterns to describe changes mentioned both inside and outside the reading	<i>Academic Encounters</i> pp 4-9, "The Family Today"
4	1-5 of June (13 th –16 th periods)	Sentence structures; punctuation (comma, semi-colon, colon)	Construct simple, compound, and complex sentences; use commas for lists, compound sentences, and complex sentences; demonstrate the correct use of semi-colons and colons	<i>Punctuation</i> handout
4		Skimming, scanning and note taking	Show competency in skimming for main ideas./scan for specific details. Display knowledge of abbreviations and symbols to take notes on a lecture.	<i>Academic Encounters</i> pp 10-12, "Alternative Lifestyles".

		Dictation	Demonstrate good dictation skills with minimal errors.	Any suitable level authentic material
5	8 – 12 of June (17th –20th periods)	Paragraph structure; reasons and examples	Describe the structure of a paragraph; use long transitions (<i>The first reason is [that]</i>) to list reasons; use transitions to give examples, including <i>for example</i> and <i>such as</i> ; construct a paragraph listing reasons supported by specific examples	“Goldfish” cards; <i>Best Pet</i> outline
5		Predicting the content of a reading, defining terms, summarize verbally	Use the prediction pre-reading strategy to enhance comprehension of a text; use appropriate language to define key terms in a text.	<i>Academic Encounters</i> pp 17-18, “How We Learn to Behave”
6	15– 19 of June (21st -24th periods)	Listening to a lecture, note taking	Identify in a lecture the main idea and key supporting details	<i>Academic Listening Encounters</i> lecture 1: “How We Learn to Behave”
6		Outlining	Categorize information; organize information in an outline; use an outline to write a paragraph	<i>Outlining</i> handout
7	22-26 of June (25th –28th periods)	Paraphrase sentences and paragraphs from simplified text and academic text	Effectively identify the main points and important details from a text. Shows competency in producing synonyms, simplified words and varying sentence structures from the original text.	<i>Weaving it Together 4</i> ‘How to Paraphrase’ handout pp267-270 & <i>TOEFL ibt Cambridge</i> p54, 61 <i>Academic Encounters</i> pp 22-26, “The Importance of the Social Environment”
7		Listening to CUTEP short conversations	Demonstrate comprehension of short conversations in natural, idiomatic English.	CUTEP or TOEFL (paper-based) short dialogues
8	29 June– 3 of July (29th –32nd periods)	A written summary	Demonstrate an understanding on how to summarize; a step-by-step guideline with summary checklist. Follow a process to summarize a text without plagiarizing from it.	<i>Weaving it Together 4</i> “How to Summarize” handout pp271 -274 (<i>Weaving It Together 4</i>)
8		Interviewing skills I: responding to an academic text	Use appropriate language to define key terms in a text and give examples. Demonstrate competence in an interview based on a text, by using own words against regurgitating.	<i>Academic Encounters</i> pp 28-33, “The Influence of Culture”
9	6–10 of July (33rd –36th periods)	Interview skills II: TOEFL and IELTS	Demonstrate competency in a timed-interview, based on TOEFL independent speaking tasks and IELTS interview.	<i>TOEFL /IELTS preparation books</i>
9		Listening to a lecture Revisit “How to Summarize”	Demonstrate comprehension of a simple academic lecture. Identify in a lecture the main idea and key supporting details. Demonstrate an acceptable level of summarizing skill.	<i>Academic Listening Encounters</i> lecture 2: “Culture Shock”

10	13, 15 & 17 of July (37 th –40 th periods) * 20 – 24 July	MIDTERM EXAM S I <i>Mid term break (no class)</i>	<i>Students head home for 1 week</i>	
11	27–31 of July (41 st –44 th periods)	Skimming and scanning	Employ the skimming technique to determine the main idea of a text; employ the scanning technique to locate specific information in a text	<i>Academic Encounters</i> pp 38-48, “Crowds” and “Panic”
11		Narrative-style writing on a make-believe “Panic” story	Demonstrate competence in applying an acceptable amount of vocabulary learnt from the reading “Crowds” and “Panic” to write a 50 -80 word creative paragraph spontaneously in class w/in a time frame & email to T	Laptops (* <i>need to remind students to bring via email or class reminder</i>) T’s email address
12	3– 7 of Aug (45 th – 48 th periods)	Listing reasons, characteristics, factors, ways, and types; giving examples	Use appropriate language and collocations to list reasons, characteristics, factors, ways, and types; answer TOEFL independent task prompts by supporting an opinion with specific reasons and examples	<i>Academic Encounters</i> p 49, “Writing a Listing Paragraph; an assortment of TOEFL essay prompts
12		Describing an object	Use appropriate language to describe the parts and functions of objects	Objects to describe
13	10 – 14 of Aug (49 th –52 nd periods)	Writing a compare/contrast paragraph	Employ both linear (block) and zig-zag (point-by-point) organization to compare and contrast	<i>Academic Encounters</i> pp 54-59, “Bringing Up Boys and Girls”
13	(Aug 12 is Mother’s Day)	Compare/contrast	Analyze differences and similarities between two works of art and organize this information into a compare/contrast paragraph	<i>Two Buddhas</i> or any other materials
14	17 – 21 of Aug. (53 rd –56 th periods)	TOEFL iBT integrated writing task	Integrate information from a reading and a lecture into a written response, revisit note-taking, paraphrasing and summarizing skills	TOEFL iBT integrated task
14		Concessions and Contrast	Use appropriate language and organization to incorporate concessions into an argument	<i>Cats and Dogs</i> or any other materials
15	24–28 of Aug (57 th –60 th periods)	Writing a persuasive text	Apply concepts from a reading to a critical analysis of a story	<i>Academic Encounters</i> pp 60-65, “Fairy Tale Lessons for Girls”
15		CUTEF listening: Short conversations and longer conversations	Demonstrate comprehension of short dialogues in natural, idiomatic English; demonstrate comprehension of longer conversations	CUTEF or TOEFL longer conversations
16	31 Aug– 4 of Sept (61 st –64 th periods)	SQR3 reading method	Describe and apply the SQR3 reading method to increase recall and comprehension of a reading	<i>Academic Encounters</i> pp 86-89, “Inequality at Work”
16		SQR3; writing a summary	Apply the SQR3 reading method to increase recall and comprehension of a reading; identify the main idea and supporting points of a reading; summarize a reading	<i>Academic Encounters</i> pp 82-85, “It’s Not So Easy Being Male”

17	7 – 11 of Sept (65 th – 68 th periods)	Listing functions	Analyze a reading to determine the main idea and supporting points; use appropriate language and collocations to list functions of mass media	<i>Academic Encounters</i> pp 100-104, “The Role of Mass Media”
17		Listing factors	Analyze a reading to determine the main idea and supporting points; use appropriate language and collocations to list factors that determine whether an event is newsworthy	<i>Academic Encounters</i> pp 107-108, “What is Newsworthy?”
18	14 – 18 of Sept (69 th – 72 nd periods)	Listing techniques/methods/strategies	Analyze a reading to determine the main idea and supporting points; use appropriate language and collocations to list techniques/methods/strategies used in advertising	<i>Academic Encounters</i> pp 117-119, “Advertising in the Media”
18		Reading Critically	Employ critical analysis to distinguish correlation from a cause/effect relationship; employ group discussion to reach a consensus and answer short-answer questions on a reading	<i>Academic Encounters</i> pp 138-143, “Television and Children”; Jib Fowles, “The Bum Rap against Television Violence”
19	21 – 25 of Sept (73 rd – 76 th periods)	SQR3	Apply the SQR3 reading method to increase recall and comprehension of a reading	<i>Academic Encounters</i> pp 152-157, “Who Commits Crime?”
19		Writing about data in a table; expressions of quantity; IELTS Task 1 Interview skills	Know when to use <i>of</i> with expressions of quantity like <i>most/most of</i> ; analyze information in a table and organize a description of the information using appropriate expressions of quantity Anticipate questions and practice answers to prepare for an interview based on a reading	<i>Academic Encounters</i> p 167, “Who is in U.S. prisons?”; <i>IELTS Practice Tests Plus</i> p 127 Any level-appropriate reading
20	28, 30 Sept – 2 of Oct (77 th – 80 th) *3 – 18 Oct	FINALS <i>Semester 1 ends (no class)</i>		