



Lesson Plan

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|--|---|--|--|
| <p>Week 1 (30 May 07)</p> <p>Introduction & Pre-course Test</p> | <p>Introduction to the course</p> <ul style="list-style-type: none"> ▪ Course description ▪ Course objectives ▪ Learners' evaluation ▪ Assigning the project work <p>Getting to know each other</p> <ul style="list-style-type: none"> ▪ Self-introduction: talking about personal and career background <p>Pre-course Test (1 hour)</p> | <p>The students are expected to be able to</p> <ol style="list-style-type: none"> 1. read the course syllabus and orally answer questions about course description, course objective and learners' evaluation correctly; 2. introduce oneself orally to class colleagues; 3. Show their English proficiency by taking the Pre-course Test | <p>Exposure to language through</p> <ol style="list-style-type: none"> 1. reading the course syllabus and listening to the teacher's explanation; 2. introducing oneself; 3. taking the pre-course test. |
| <p>Week 2 (6 June 07)</p> <p>Unit 1: Dictionary Use</p> | <p>How to use English- English dictionary:</p> <ul style="list-style-type: none"> ▪ Parts of speech ▪ Word meaning ▪ Choosing the correct meaning of the target vocabulary | <p>The students are expected to be able to</p> <ol style="list-style-type: none"> 1. look up words in an English-English dictionary successfully; 2. recognize and identify parts of speech of words in a sentence correctly; 3. locate the correct meaning of a word in a sentence or a paragraph by using an English-English dictionary. | <p>Exposure to language through</p> <ol style="list-style-type: none"> 1. looking up words in a dictionary and choosing the correct form and meaning of the words; 2. doing assignments. |

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|--|--|--|---|
| Week 3 (13 June 07) Unit 2: Sentence Formation | Sentence formation: <ul style="list-style-type: none"> ▪ Subject ▪ Object/ Complement ▪ Modifiers Types of sentences <ul style="list-style-type: none"> ▪ Simple sentence ▪ Compound sentence ▪ Complex sentence | The students are expected to be able to <ol style="list-style-type: none"> 1. identify word functions in a sentence; 2. state correctly what type of each sentence in a paragraph is; 3. read and comprehend complicated sentences by answering questions correctly. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanation; 2. classifying types of sentences and answering questions; 3. reading sentences and answering questions. |
| Week 4 (20 June 07) Unit 2 (continued) | Sentence Transformation <ul style="list-style-type: none"> ▪ Changing clauses into phrases ▪ Passive voice | The students are expected to be able to <ol style="list-style-type: none"> 1. change adjective/ adverb clauses into adjective/ adverbial phrases; 2. change active into passive voice. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanation; 2. doing exercises. |
| Week 5 (27 June 07) Unit 3: Connecting Ideas | Cohesive conjunctions and discourse markers Discourse Markers: <ul style="list-style-type: none"> ▪ Cause and Effect ▪ Comparison and Contrast ▪ Addition ▪ Emphasis ▪ Sequence ▪ Restatement ▪ Examples ▪ Conclusion | The students are expected to be able to <ol style="list-style-type: none"> 1. identify the meanings and usage of different kinds of cohesive conjunctions and discourse Markers; 2. recognize role of sentences and role of discourse markers in a paragraph; and complete given tasks correctly; 3. write logical and cohesive passage by combining sentences using the correct conjunctions and discourse markers. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanations; 2. reading the passages; 3. doing exercises |

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|--|--|---|--|
| Week 6 (4 July 07) Unit 4: Reference Words | Different kinds of reference words: <ul style="list-style-type: none"> ▪ Pronouns and possessive adjectives ▪ Relative Pronouns ▪ Synonymous terms ▪ Arithmetic pronouns ▪ Sequence of two items ▪ Pro-clause ▪ Grammatical subject and object “it” | The students are expected to be able to <ol style="list-style-type: none"> 1. recognize and identify different types of reference words; 2. identify referents correctly. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher’s explanations; 2. teacher-students discussion; 3. reading passages and doing exercises in groups. |
| Week 7 (11 July 07) Unit 5: Context Clues | Types of context clues <ul style="list-style-type: none"> ▪ Similar words ▪ Explanations ▪ Contrasting words | The students are expected to be able to <ol style="list-style-type: none"> 1. Read passages and guess the meanings of unfamiliar words by using context clues: Similar words, explanations and contrasting words; 2. read passages and guess the meaning of unfamiliar words by using context clues. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher’s explanations; 2. group discussion; 3. group work and assignments |
| Week 8 (18 July 07) Unit 6: Skimming and Scanning | Reading for specific information: <ul style="list-style-type: none"> ▪ The purpose of scanning ▪ How to scan a passage. Reading for the main idea: <ul style="list-style-type: none"> ▪ Topic ▪ Main idea ▪ Supporting details: major & minor | The students are expected to be able to <ol style="list-style-type: none"> 1. state the purposes of scanning and know how to scan a text correctly; 2. scan a passage for specific information and answer the questions according to the passage correctly. 3. identify the topic noun of a paragraph; 4. find the main idea of a paragraph and of an article; | Exposure to language through <ol style="list-style-type: none"> 1. scanning a passage; 2. answering questions according to the passage. 3. listening to the teacher’s explanations; 4. reading passages and finding the main idea and supporting details in groups. |

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|---|---|--|--|
| Week 9 (25 July 07) Unit 7: Reading for Details | Paragraph outlines: <ul style="list-style-type: none"> ▪ The title ▪ The main idea and ▪ supporting details Making inferences from reading: <ul style="list-style-type: none"> ▪ Using clues to guess the writer's ideas ▪ 'Imply' and 'infer' | The students are expected to be able to <ol style="list-style-type: none"> 1. identify the major and minor details of a paragraph; 2. read a paragraph and write its outline showing the title, the main idea and the supporting details- major and minor. 3. look for clues in the passage and state what the writer implies; 4. make inferences in reading texts. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanations; 2. reading paragraphs in pairs; 3. discussing paragraph outlines in groups. 4. reading business news in groups and making inferences. |
| Week 9 (off-schedule) | MIDTERM EXAM | | |
| Week 10 (1 Aug. 07) Unit 8: Paragraph Writing | Structure of a paragraph <ul style="list-style-type: none"> ▪ Topic sentence ▪ Developing sentences ▪ Concluding sentence Structure of an essay <ul style="list-style-type: none"> ▪ Introduction ▪ Supporting paragraphs ▪ A summary paragraph | The students are expected to be able to <ol style="list-style-type: none"> 1. write a paragraph with a topic sentence, developing sentences and a concluding sentence; 2. write logical and cohesive paragraphs. | Exposure to language through <ol style="list-style-type: none"> 1. pair work: doing exercises on paragraph writing and writing a paragraph; 2. group work: writing discussion essay on business-related issues. |
| Week 11 (8 Aug. 07) Unit 9: Summarizing | Making a summary <ul style="list-style-type: none"> ▪ Organizing ideas in writing a summary ▪ Paraphrasing | The students are expected to be able to <ol style="list-style-type: none"> 1. read a passage and write a summary; 2. identify the author's main point. | Exposure to language through <ol style="list-style-type: none"> 1. reading and writing a summary in groups of 4-5 students; 2. group discussions; |

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|--|--|---|--|
| Week 12 (15 Aug. 07) Unit 10: Understanding A Research Abstract | The Main components of a research abstract: <ul style="list-style-type: none"> ▪ Logical sequences in abstracts ▪ Using discourse markers; ▪ Cohesive abstract | The students are expected to be able to <ol style="list-style-type: none"> 1. identify the main components of a research abstract; 2. answer questions correctly after reading a research or dissertation abstract. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanations; 2. pair work/ group work; 3. assignments. |
| Week 13 (22 Aug. 07) Unit 11: Oral Presentation | Oral presentation skills <ul style="list-style-type: none"> ▪ Different presentation approaches ▪ Planning presentations ▪ Handling discussions ▪ Useful language for presentations | The students are expected to be able to <ol style="list-style-type: none"> 1. make a professional presentation on subject specific matters; 2. make arguments and reflections verbally. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanations; 2. group work & individual presentation practice. |
| Week 14 (29 Aug. 07) Unit 12: Interpreting Graphics | Interpreting graphs and illustrations: <ul style="list-style-type: none"> ▪ Type of graphs and illustrations ▪ Useful words and phrases in describing a graph ▪ Interpreting graphs and making inferences | The students are expected to be able to <ol style="list-style-type: none"> 1. make inferences and answers questions correctly after reading different kinds of graphics; 2. make oral presentation about a subject-specific issue using graphs and charts. | Exposure to language through <ol style="list-style-type: none"> 1. listening to the teacher's explanations; 2. reading and interpreting graphs and charts in pairs. |

| Week Topic | Outlines | Behavioral objectives | Teaching methods / Activities |
|--|--|--|---|
| Week 15 (5 Sept. 07) Project Report & Oral Presentation 1 | Presentation of the project <ul style="list-style-type: none"> ▪ Individual presentations of students' project work using classroom facilities ▪ Discussion | The students are expected to be able to <ol style="list-style-type: none"> 1. use communication skills; 2. use visual aids appropriately; 3. present a small-scale research work to the audience clearly using public speaking skills; 4. initiate and handle a discussion during and after a presentation. | Exposure to language through <ol style="list-style-type: none"> 1. computer-aided presentations; 2. interactions between the presenter and the audience. |
| Week 16 (12 Sept. 07) Project Report & Oral Presentation 2 | Presentation of the project <ul style="list-style-type: none"> ▪ Individual presentations of students' project work using classroom facilities ▪ Discussion | The students are expected to be able to <ol style="list-style-type: none"> 1. use communication skills; 2. use visual aids appropriately; 3. present a small-scale research work to the audience clearly using public speaking skills; 4. initiate and handle a discussion during and after a presentation. | Exposure to language through <ol style="list-style-type: none"> 1. computer-aided presentations; 2. interactions between the presenter and the audience. |