



## Lesson Plan

Week	Outlines	Behavioral objectives	Teaching methods
Week 1/1 ( )	<b>Introduction to the course</b>	<b>Students should be able to</b> 1. have a clear understanding of the goals and expectations and capture the overall view of the course.	<ul style="list-style-type: none"><li>▪ Class activities</li><li>▪ Group work</li></ul>
Week 1/2 ( )	<b>Getting to know you</b>	<b>Students should be able to</b> 1. introduce themselves and get to know each other.	<ul style="list-style-type: none"><li>▪ Pair work</li><li>▪ Group work</li><li>▪ Class activities</li><li>▪ Games</li></ul>
Week 2/1 ( )	<b>Unit 1: Education</b> - Reading - Vocabulary	<b>Students should be able to</b> 1. read about home-schooling and discuss advantages and disadvantages. 2. select words which best fit in the sentences by using grammatical hints or context clues.	<ul style="list-style-type: none"><li>▪ Discussion</li><li>▪ Group work</li><li>▪ Pair work</li><li>▪ Individual work</li></ul>
Week 2/2 ( )	<b>Unit 1: Education</b> - Listening - Speaking	<b>Students should be able to</b> 1. listen to a conversation between two friends talking about their studies and complete the listening tasks. 2. role play two friends asking for and giving advices on studies.	<ul style="list-style-type: none"><li>▪ Pair work</li><li>▪ Role play</li><li>▪ Individual work</li></ul>
Week 3/1 ( )	<b>Unit 1: Education</b> - Language Focus	<b>Students should be able to</b> 1. use modal verbs to give and express possibility and advice.	<ul style="list-style-type: none"><li>▪ Pair work</li><li>▪ Games</li><li>▪ Class activities</li></ul>

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Week 3/2 ( )	<b>Unit 1: Education</b> - Writing	<b>Students should be able to</b> 1. write a paragraph on a topic relating to education and use signal words to give examples and add information.	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Discussion</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 4/1 ( )	<b>Unit 2: Global Warming</b> - Reading - Vocabulary	<b>Students should be able to</b> 1. read a text about global warming and answer the comprehension questions. 2. select words which best fit in the sentences by using grammatical hints or context clues.	<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Group work</li> <li>▪ Brainstorming</li> <li>▪ Individual work</li> </ul>
Week 4/2 ( )	<b>Unit 2: Global Warming</b> - Listening - Speaking	<b>Students should be able to</b> 1. listen to a dialogue and identify issues relating to global warming. 2. ask for and give opinions on global warming issues.	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Discussion</li> <li>▪ Pair work</li> <li>▪ Individual work</li> </ul>
Week 5/1 ( )	<b>Unit 2: Global Warming</b> - Language Focus	<b>Students should be able to</b> 1. use time clauses to tell when something happens.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 5/2 ( )	<b>Unit 2: Global Warming</b> - Writing	<b>Students should be able to</b> 1. write a paragraph giving opinions on how to conserve energy.	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 6/1 ( )	<b>Revision on Units 1 - 2</b>	<b>Students should be able to</b> 1. review the language taught in the previous two units.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 6/2 ( )	<b>Project work</b>	<b>Students should be able to</b> 1. create their own individual presentation.	<ul style="list-style-type: none"> <li>▪ Individual work</li> </ul>

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Week 7/1 ( )	<b>Project Presentation</b> (Oral presentation)	<b>Students should be able to</b> 1. present their own individual work.	▪ Individual work
Week 7/2 ( )	<b>Project Presentation</b> (Oral presentation)	<b>Students should be able to</b> 1. present their own individual work.	▪ Individual work
Week 8/1 ( )	<b>Unit 3: Women's Roles</b> - Reading - Vocabulary	<b>Students should be able to</b> 1. read a text about women's roles and answer the comprehension questions. 2. select words which best fit in the sentences by using grammatical hints or context clues.	▪ Class activities ▪ Discussion ▪ Group work ▪ Individual work
Week 8/2 ( )	<b>Unit 3: Women's Roles</b> - Listening - Speaking	<b>Students should be able to</b> 1. listen to a conversation between a reporter and a woman and complete the listening tasks. 2. express opinion, agreement and disagreement.	▪ Individual work ▪ Discussion ▪ Pair work ▪ Role play
Week 9/1 ( )	<b>Unit 3: Women's Roles</b> - Language Focus	<b>Students should be able to</b> 1. use first conditional sentences to describe possible plans.	▪ Games ▪ Pair work ▪ Group work
Week 9/2 ( )	<b>Unit 3: Women's Roles</b> - Writing	<b>Students should be able to</b> 1. write a paragraph giving opinions of the roles of women in the future.	▪ Brainstorming ▪ Individual work
Week 10/1 ( )	<b>Unit 4: Immigration and Movement</b> - Reading - Vocabulary	<b>Students should be able to</b> 1. read and locate specific details to answer comprehension questions about immigration in Thailand. 2. apply vocabulary from the reading text to use in other linguistic contexts.	▪ Pair work ▪ Group work ▪ Individual work ▪ Class activities

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Week 10/2 ( )	<b>Unit 4: Immigration and Movement</b> - Listening - Speaking	<b>Students should be able to</b> 1. listen to a short conversation and answer questions about immigration in Thailand. 2. discuss social problems in Thailand and suggest possible solutions to tackle the problems.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Class activity</li> <li>▪ Group work</li> <li>▪ Individual work</li> <li>▪ Role play</li> </ul>
Week 11/1 ( )	<b>Unit 4: Immigration and Movement</b> - Language Focus	<b>Students should be able to</b> 1. use second conditional sentences to talk about unlikely or impossible situations.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Games</li> </ul>
Week 11/2 ( )	<b>Unit 4: Immigration and Movement</b> - Writing	<b>Students should be able to</b> 1. write a paragraph describing a specific social problem in Thailand and suggest solutions.	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 12/1 ( )	<b>Unit 5: The World of Work</b> - Reading - Vocabulary	<b>Students should be able to</b> 1. read about career paths and answer the comprehension questions. 2. apply vocabulary from the reading text to use in other linguistic contexts.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Individual work</li> <li>▪ Class activities</li> </ul>
Week 12/2 ( )	<b>Unit 5: The World of Work</b> - Listening - Speaking	<b>Students should be able to</b> 1. listen to a job interview and complete the listening tasks. 2. talk about skills, personality and job preferences.	<ul style="list-style-type: none"> <li>▪ Individual work</li> <li>▪ Pair work</li> <li>▪ Group work</li> </ul>
Week 13/1 ( )	<b>Unit 5: The World of Work</b> - Language Focus	<b>Students should be able to</b> 1. use modal verbs to express ability, possibility, probability, advice, obligation and future intention.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Simulations</li> <li>▪ Games</li> <li>▪ Class activities</li> </ul>

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Week 13/2 ( )	<b>Unit 5: The World of Work</b> - Writing	<b>Students should be able to</b> 1. write a paragraph about a job they could do well and a job they could never do.	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Discussion</li> <li>▪ Individual work</li> </ul>
Week 14/1 ( )	<b>Revision on Units 3 - 5</b>	<b>Students should be able to</b> 1. review the language taught in the previous three units.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 14/2 ( )	<b>Speaking Practice</b>	<b>Students should be able to</b> 1. ask and answer questions expressing ideas on topics they have learned in the previous three units.	<ul style="list-style-type: none"> <li>▪ Pair work</li> <li>▪ Group work</li> <li>▪ Individual work</li> </ul>
Week 15/1 ( )	<b>Listening / Speaking Test</b>	<b>Students should be able to</b> 1. listen to a number of short texts and answer comprehension questions. 2. respond to questions about the unit topics.	<ul style="list-style-type: none"> <li>▪ Individual work</li> </ul>
Week 15/2 ( )	<b>Listening / Speaking Test</b>	<b>Students should be able to</b> 1. listen to a number of short texts and answer comprehension questions. 2. respond to questions about the unit topics.	<ul style="list-style-type: none"> <li>▪ Individual work</li> </ul>