**Lesson Plan: 050108: English for Sciences (Agricultures)**

**2nd Semester 2559 ( 9 January- 29 May, 2016)**

**Book:** Compilation focusing on 4 skills Instructor: ………………………………………………………………..

**Grading 100%**

1. Final Examination 35%
2. Mid-term 30%
3. Quiz 30 % (2 quiz, 6 in-class exercises)
4. Individual Writing 2.5% (Choose one from four topics)
5. Group Presentation 2.5 %

**Lesson Plan**

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| **Week/Date** | **Class \***  **(1 class is 1.5hours)** |  | **Activity** | **Remark/class’s focus** |
| 1   1. (Jan. 9-13) | 1-2 |  | * Self Introduction, Classroom agreement, course outline * Change the world one yard at a time p. 1-3 | Student download course book from KKU LI website |
| 2 (Jan 16-20**)** | 3-4 |  | -Language focus p.4 activities A, B, C, and Tag question explanation p. 4  -More about tag question p.4-6  Do exercises on p. 7-8 | Students do group works.  **Ex. P.7 is marked** |
| 3. (Jan 23-27)  \*Wed.25 Jan is University Foundation Day | 5-6 |  | -Fertilizers: the more the better? Changing idea. P. 9 activities A,B, C, Conversation and D.  - The dangers of chemical fertilizers p. 10-12 | **Ex. p. 12 is marked** |
| 4  (Jan 39,31-Feb. 3) | 7-8 |  | -Negative effects of chemical fertilizers. P.13-14-15  -Video Clip “Agricultural how to..”  **Quiz 1**: **Vocabulary Test p. 1-15** | **Ex. P.15 is marked**  **Quiz1: 20 points, focuses on:**  **-Tag questions** that are similar to the Exercise2 on page 7. (10 questions=5 points)  -**Vocabularies** from p.1-15 only words in bold are asked about, and they are common words not the agricultural terms. (10 words = 5 points)  -**Readings.** *The Danger of chemical fertilizers p.10, Negative effects of chemical fertilizers* p.14 (The first story is True False questions = 5 questions = 5 points, The second story is writing answer 5 questions = 5 points) |
| 5  (Feb. 13-17)  Mon. 13 Feb. is Makhabucha day, NO CLASS!! | 9-10 |  | - Sample writing 1,2 p. 16,17  A closer look at paragraph structure p. 18-  19  - Use supplementary slides on paragraph writing.   * P. 20 Developing paragraph introduction.   Choose one of the 4 topic and design the paragraph using mind map. In the class the students have to develop the introduction part of the selected topic. Full length paper of a half A4 page should be submitted on Feb. 29-Mar. 4 | (Designing of paragraph writing)  **-Assign individual writing (IW) to be submitted on Mar. 13-17**  - Assign self study about “**Finding main idea”** Students can download it from [www.li.kku.ac.th](http://www.li.kku.ac.th) |
| 6.  (Feb. 20-24) | 11-12 |  | -**The one straw revolution** p. 21-22  -Exercise p. 23-24 | **Ex. P 23 is marked** |
| 7  (Feb. 27,28- Mar 3) | 13-14 |  | -Language focus p. 25,  -Teaming with microbes p. 26, 27 | **Ex. P 27 is marked** Submit IW |
| 8 (Mar. 6-10) | Midterm |  | * **Midterm** | **Midterm Focuses on: - -**   * **Paraphrasing**: Read a sentence and find a correct paraphrased sentence; 4 choices   -**Vocabulary:** 10 words from the two readings p. 17, 21, 22.  - **Cause and effect.** Matching and linking causes to their effect using conjunctions on p. 25  **- Reading: Extracted** Passage, this can be any reading passage from p. 17-27. |
| 9. (Mar. 13-17) | 15-16 |  | * English for Presentation (PowerPoint) * Scripted Presentation (Student Demo) | **- *Students summit individual writing.***  **- Assign Group presentation:** *Techniques to plants, and animals reproductions, Amazing Farm, Agricultural Marketing (any topics the teacher deem interesting for AG. Students)* |
| 10 (Mar.20-24) | 17-18 |  | * Page 28: Dynamic Accumulators Activities A-D   Page 29: Passive Voice   * Page 30-32: Passive Voice (continue) |  |
| 11  (Mar. 27-31) | 19-20 |  |  |  |
| 12  (April 3-7)  \*6 Jakri Day No class | 21-22 |  | * **Page 33-34 :** Using past participle and progressive verb to clarify nouns. * **Page 35-36:** Symbiosis Relationship, Activities G, H, I | **P. 34 is marked** |
| 13  (April 10-14)  13-15 Songkran Holiday | 23-24 |  | * Songkran Fest. Holiday |  |
| 14  (April 17-21) | 25-26 |  | * **Quiz 2 April 21**   -Meat and Meat production p.37activities A, B. p. 38 data set B | **Quiz 2**: Vocabulary about symbiotic relationship. Describing symbiotic relationship |
| 15  (April 24-28) | 27-28 |  | * **P. 43-46 Producing Kobe Beef** * **Group Presentation** |  |
| 16  (May 1-5)  May 1(Mon.) = labor day and 5th Fri = Chatmongkol day. | 29-30 |  | * **Group Presentation** * Score cross check with the students   Final test review  Class summary, or make up class (if any) |  |
| 17 (May 9-22) |  |  | **Final** | Vocab. From p. 28 to the end of the chapter.  - passive voice  - 2 reading passages  (seen) |
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**Additional Information**

**1. Individual writing is on p. 19. St. choose one from below to write about.**

1. The future of agricultural works in Thailand

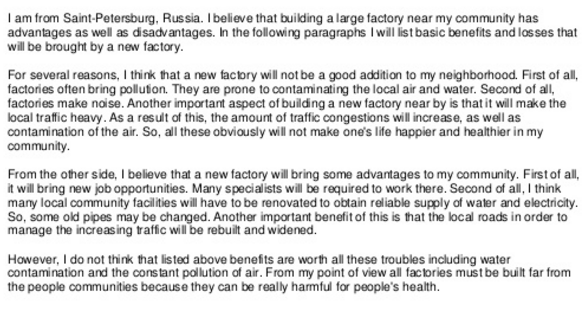
2. My agricultural hero

3. Agricultural show case in my hometown

4. Why did you decide to be an agricultural student

|  |  |
| --- | --- |
| **Writing Criteria (Score = 10 Points)**  As a completion of this task, the students have to submit:  1) a completed essay,  2) the essay’s mind map (teacher needs to check the mind map to see if the students are able to  include all the information listed in the map into their writing.  \*All works must be typed and the number of words must be included. | |
| **Grammar and language accuracy = 3** | 3= High level of accuracy , very few minor errors.  2=Some grammar errors but do not hinder  Understanding  1= A lot of errors with regard to grammar and language  use that makes it difficult to understand |
| **Paragraph Structure = 4** | 4=Clear paragraph format, with good introduction with  main idea of the story in it. Each supporting paragraph begins a main idea that related to the main idea of the topic, end the paragraph with a clear conclusion.  3= Clear paragraph format, but each supporting paragraph may not consist of key statement, fail to give enough relevant examples to make the idea of the paragraph complete.  2= Cannot give concise statement of the main idea in the introduction, the organization of idea in each paragraph is haphazard. Miss out most of the interesting points or examples to make the paragraph reliable.  1= Not conform to a paragraph writing. No main idea, everything is mixed here and there |
| **Content = 2** | 2=The students are able to include all the content ideas listed in their graphic design (mind map) of their paragraph into the essay. All similar or related contents are placed within the same paragraph.  1= Most of the ideas in the essay are not from the mind map. |
| **Length = 1** | 1= Proper length of around 150-200 word essay. |

An example of a 150-word essay



**2. There are 2 quiz, 10 % each**. Exercises from pages, 7, 12, 15, 23, 27, 34 are graded. The total

points is 10 %.

Note that the grading of the exercises on page 7, 12, 15, 23, 27, 34 can be made in class.

- On the classes with these exercises, the teachers must take about an hour of teaching then spare 30 minutes for the exercise.

- After having taught the content of the exercise, ask the students to tear out the exercise page you need for grading. Then have the students removed all their bags and no mobile is used while taking the exercise. After the desks are cleared (nothing on them except the exercise page and pencil or pen), let the student do the exercise. Student can talk and discuss the answers. After 30 minutes take the test papers. The teachers can have the students to do peer check of the answers the week after the test. During the answer checking, the teachers ask the students to clear the desk as they do on the test day.

**3. Group presentation (group of 4)** is about process or step of doing some agricultural activities.

For example, student may need to do research on how help a golden retriever to mate. Then the

team has to prepare their presentation about it. Please follow the criteria below for marking the presentation. Each Team must prepare a 5-7 minute presentation.

**The Criteria for Group Presentation (10 Points)**

**Language Accuracy** **= 3**

**Success in communication = 3** (eye contact, talk to people, participating with audiences, asking

questions and naturalness in presentation)

**Question and answer** **= 2** (Any team who asks the question to the presenters in that presentation day will get points. The teachers note down the number of questions each team asks on their team name list. Any team who asks up to 3 questions to any presenting teams in the presentation day will get 2 points.

**Media’s correction and beauty** **= 2**