**Lesson Plan (Level 4): American Jetstream (Unit 7-10)**

**Semester 1, 2019 (22 July – 8 November, 2019)**

Level Coordinators:

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**Grading 100% 31.5 Hours INSTRUCTOR: ………………………………………………………..**

1. Final Examination (KEPT) 32%
2. 2 Tests 26 % [Test 1 (Unit 7-9), Test 2 (Unit 10-11)]
3. 4 In-Class Assignments (ICA) 24 % [ 6% each]
4. Independent Learning project 15% [a group of 3-6; Movie project]
5. Attendance 3%

**Classroom policy**

- The class will regularly have tests and In-Class Assignments, there is ***no make-up test for absent students without an acceptable document for a sick-leave****.*

- Attendance score is checked based on the following criteria: ***15 min. arrival is late, 2 late arrivals equal 1 absence, 1 absence is 0.5 point deduction, 6 absences or 12 late arrivals get 0 points.***

- For late submission of the final project, deduct 1% for each day from the score Ss actually get. After that, late submissions will not be accepted.

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| **Week/Date** | **Class Meeting** | **Unit** | **Activity** | **Remark** | |
| **Week 1**  July 22-26 |  |  | **BOOK SELLING WEEK: NO CLASS** |  | |
| **Week 2**  July 29-Aug2  **No class on Monday, 29th: King Rama X’s birthday.** | **Class 1** | 7 | **Class Introduction, scoring, policies and agreement**  **Heroes and Villains**  **- Warm Up: (p.5)** (15 min)  - **Ex 4 (p.5): Vocabulary** (25 min)  **Homework:** Vocabulary in Workbook (p.5) | \* For homework in the workbook, T posts the answer key at the end of the week. No need to go over the exercise in class. | |
| **Class 2** | 7 | **- Assign ICA1: Paragraph Analysis** (20 min)  - **Paragraph analysis demonstration** (30 min)  \* The first 2 groups will be given some advice before their presentations while the rest of the class need to learn from the presenters. |  | |
| **Week 3**  Aug 5-9 | **Class 3** | 7 | **Lesson 1: What makes a bad guy?**  **- Grammar (p.7)** (30 min)  - **Ex. 1, 2 (p.7): Group work** (30 min)  **- Homework:** Grammar Ex.3-5 in Workbook (p.6)  - **Assign ICA2: Movie Scene** (20 min)  To be presented in class 7. | **ICA2 Movie Scene Role-play** (**6%)**  (a group of 3-5): activity’s details at the end of the lesson plan. | |
| **Class 4** | 7 | **ICA 1 Group 1: Paragraph Analysis …………** (20 min)  **Lesson 3: Unsung heroes and heroines.**  **- Warm up**: (15 min)(p.12)  - **Ex. 2 (p.12): Sentence scramble** (20 min)  - **Ex. 1 (p.13): Listening 1 (group work)** (20 min)  - **Ex. 3 (p.13): Pronunciation** (5 min) |  | |
| **Week/Date** | **Class Meeting** | **Unit** | **Activity** | **Remark** | |
| **Week 4**  Aug 12-16  **No class on**  **- Mon, 12th: Mother’s Day**  **- Thu, 15th: Wai Kru** | **Class 5** | 9 | **ICA 1 Group 2: Paragraph Analysis …………** (20 min)  **Lesson 1: The Call of the Wind**  **- Warm up: Ex. 1 (p.28)** (5 min)  **- Ex. 3**. **Reading (p.28)**  **Homework**: Review “Passive Voice” (Structure and usage) |  | |
| **Class**  **6** | 9 | **ICA 1 Group 3: Paragraph Analysis …………** (20 min)  **- Group talk:** Ss share info on “Passive Voice”.(10 min)  - **Ex.1-3 Grammar (p.29)** (30 min)  - **Remind Ss about ICA2 Roleplay.** |  | |
| **Week 5**  Aug 19-23 | **Class 7** |  | **ICA 2 Role-play** | **6%** | |
| **Class 8** | 9 | **ICA 1 Group 4: Paragraph Analysis …………** (20 min)  **Lesson 2: The Best Job in the World.**  **- Warm Up: Group discussion** (10 min)  **- Ex.1,2,3,4, 5 (p.30)** (30 min)  - **Extended pair activity\*** (20 min)  **Homework**: Assign each group to read 1 (Foodblessed, Refugee welcome, or United invitations) on page 25 to participate in an activity in the next meeting. |  | |
| **Week 6**  Aug 26-30 | **Class 9** | 8 | **ICA 1 Group 5: Paragraph Analysis …………** (20 min)  **- Warm Up: Group discussion** (20 min)  - **Reflective writing** (35 min)  - Each group writes a short paragraph to reflect on the |  | |
| **Class 10** | 9 | **ICA 1 Group 6: Paragraph Analysis …………** (20 min)  **Lesson 3: A Ticket to Mars**  **- Warm Up:** Group discussion (10 min)  - **Listening 1,**  **Ex. 1.** (10 min)  **- Reading (p. 34) (**30 min) Follow the steps  - **Group discussion:**  - **Listening 2 Ex.1 (p.34)** (10 min)  **- T provides Quiz 1 overview.** |  | |
| **Week 7**  Sep 2-6 | **Class 11** | 7-9 | **In-class Quiz 1. (70 min)**  \*Any meeting within this week. | **13 %** | |
| **Class**  **12** | 10 | **ICA 1 Group 7: Paragraph Analysis …………** (20 min)  **The Environment**  - **Ex 1 (p.37): Group discussion** (10 min)  - **Ex 2: Listening** (15 min)  **- Ex 4** (15 min)  **- Ex 5: Vocabulary** (20 min)  **- Assign ICA3: Environmental Pioneer** (10 min) |  | |
| **Week 8**  Sep 9-13 | **Class 13** | 10 | **ICA 1 Group 8: Paragraph Analysis …………** (20 min)  **- Warm up**: **Group discussion** (15 min)  - **Reading (p.42): Collection water from the air** (15 min)  **- Class discussion**  - **Grammar Ex 1-4 (p.43): Modifying adjectives\*** (30min)  - **Homework (p.40-41)**: Assign each group to read 1 story of “Environmental pioneers” and make a summary (who, what, where, why) for a jigsaw reading activity next class. | \*The objectives are to familiarize Ss with using adv to modify adj. and for them to be able to use different advs when talking about different grades. Cover the following words in class; **extraordinarily, extremely, completely, totally, absolutely, pretty, fairly, slightly, and a little.** | |
| **Class 14** | 10 | **ICA 1 Group \_\_\_ : Paragraph Analysis …………** (20 min)**-**  **Environmental Pioneers**  **Jigsaw reading** (20 min)  **Infographic summary** (30 min)\*  - For submission, Ss takes a photo (OR record a vdo explaining the ideas) of their work and share on the FB page. |  | |
| **Week 9**  Sep 16-20 | MIDTERM: NO CLASS | | | | |
| **Week 10**  Sep 23-27 | **Class 15** | 10 | **- T explained about IL Project and ICA 4 Reflective Essay.**  **- Homework:** Assign Ss to study “Zero, First, Second, and Third Conditionals” in pairs for jigsaw peer teaching next class. Ss can prepare some exercises or a handout for their friends. | |  |
| **Class 16** | 11 | **Unit 11 If clauses**  **- Group study: If clauses** (60 min)  **- Check-out activity** (15 min)  **Homework**: Conditionals in Workbook page 33-34. | |  |
| **Week 11**  Sep 30 - Oct 4 | **Class 17** | 10 | **ICA3: Environmental Pioneer**  นศ นำเสนอทีละกลุ่มตัวต่อตัวกับอ. เพื่อประเมินคะแนนในส่วนของ Grammar + pronunciation + presentation style. (กลุ่มละ 5 นำที)  - กิจกรรม Round robin activity. 6 min/round (+1 min feedback). นศ แปะโปสเตอร์ของตัวเองและจับกลุ่มใหม่กลุ่มละ 4 คน ประกอบด้วยสมำชิกจำกกลุ่มอื่นไม่ซ้ำกัน เมื่อเดินไปถึงโปสเตอร์ของ ตัวเอง เจ้ำของผลงำนต้องน นำเสนอข้อมูลทุกส่วน และเมื่อจบแต่ละ รอบ ต้องมีนศ 1 คนให้ feedback เพื่อนที่นำเสนอ | | **ICA 4 (6%)** |
| **Class 18** |  | **No class: Ss work on their IL project.**  - T provides Quiz 2 guideline in the FB group. | |  |
| **Week 12**  Oct 7 - 11 | **Class 19** | 10-11 | **- Reading activity for Quiz 2** | |  |
| **Class 20** |  | **No class: Ss work on their IL project.**  (Schedule a makeup class if needed.) | |  |
| **Week 13**  Oct 14-18  **No class on Mon, 14th: King Rama IX Memorial Day** | **Class 21** | 11 | **In-class Test 2: 70 min.**  (any class meeting within this week) | | **13%**  **3%** |
| **Class 22** |  | **No class** (Schedule a makeup class if needed.)  **Submit IL’s English lesson online.** | |
| **Week 14**  Oct 21-25  **No class on Wed, 23rd: Chulalongkorn Memorial Day** | **Class 23** |  | **Submit ICA 4: Reflective Writing. 250-300 words** (individual work) in T’s locker or email.  **No class** for L4 this week.  **Students work on their IL project.** | |  |
| **Class 24** |
| **Week 15**  Oct 28 - Nov 1 | **Class 25** |  | **- IL Presentation 2 meetings**  Ss present their IL *project* in class (2 class meetings)  and ask positive questions and give constructive feedback 2 meetings. | | **7 % + 5%** |
| **Class 26** |  |
| **Week 16**  Nov 4-8  **No class on Tue, 5th: Father’s Day** | **Class 27-28** |  | **\*\*\*Report the 68 % scores to the student \*\*\* Send a copy of their score in an email or post it in front of the office room.** | |  |
| **Week 17**  Nov 11 - 15 | FINAL TEST WEEK | | | | |
| \*\*\*\* *The dates of the class and the ICAs can be flexibly changed by the teachers.* | | | | | |

**Textbook:**

Harmer, J & Revell, J. (2017). *American Jetstream Upper-intermediate Student’s Book.* London: Helbling Languages.

**ICA 1 Paragraph Analysis (6%)**

**Objectives**:

* To familiarize Ss with ideas for successful paragraph writing.
* To involve Ss in scrutinizing the structure of a selected good or bad example of paragraph before writing an actual paragraph.
* To practice oral presentation skills.

**Activity**

This task is completed as a group (4-6 students depending on class size). Each group must find an example of a paragraph with 250-300 words (shorten if needed), analyze it, post it on FB group for the class to read by 6 pm. of the evening before the class time and analyze the paper in front of the class based on the designated date. Some questions to ask when analysing the paragraph.

* Does the passage have a good introduction?
* What are the things that make the introduction good? (Telling story, history, statistic, asking question, opposting fact...etc.)
* Does the introduction/the supporting paragraphs have a clear statement of main idea?
* Does the passage provide clear and relevant example of the idea?
* Is all the information well organized or coherent?
* Is there any part of the passage that is not comprehensible due to grammar error or sentence forming?

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| **Criteria for paragraph analysis: 12 Points (6%)** | | |
| Areas of grading | Score | Descriptions |
| **Posting** = 2 Points (by 6 pm. of the evening before the presentation) | 1= late  2= on time | - |
| **Presentation in class** = 2 Points | 1 = not all English  2 = all English | - |
| **Presentation Media** = 2 points | 1 = poorly design  2 = well design and complement the analysis |  |
| **Analyzing Ability** = 6 points | 1-2  3-4  5-6 | Missing out most of the important areas of analysis, Unable to convince the audience about the true values of the passage. Unable to provide correction to the problematic areas spotted in the text.  Being able to cover most of the primary areas of paragraph analysis, Being able to convince the audience about the true value of the passage, by noting on the good parts and the bad parts observed in the text, Yet unable to provide correction on the writing problem spotted in the passage.  Noting all aspects of the paragraph analysis, while being able to convince the audience whether the passage is a good or a bad paragraph and being able to provide corrections on the problematic areas of the passage. |

**Sample Paragraph (250 words)** for the Teachers: You may have your own example paragraph or use this to demonstrate what should be looked into when analyzing a paragraph.

*Parents are supposed to push you past your goals, or at least, that’s what I always believed. I was raised in the generation of “you can do anything if you put your mind to it.” My parents did not follow that philosophy, and they saw little value in a formal education. It was their lack of passion that led me to my educational goals.*

*From as far back as I can remember, I knew I didn’t want to follow in the footsteps of my parents, at least not when it came to work. My father had worked on the family farm all his life and my mother had been a housewife since graduation. They were both content with the simplicity of their lives and wanted the same for me. I remember my father telling me that college was “expensive and a waste of four years”. I knew however, that I wanted a career in the city that would be more challenging than simple farm life could provide. The only way to make that possible would be through formal education and a college degree.*

*While my parents may not understand the value of formal education, I know it is essential for my future. This has helped me immensely by making me realize that without strong parental support, I’m the only one who’s responsible for my own goals. In a way this has been the strongest source of motivation. And for that, I am forever grateful.*

Adapted from: <https://scholarshipowl.com/blog/apply-for-scholarships/write-great-250-word-essay/>

**Websites about paragraph writing and examples.**

<https://gudwriter.com/how-to-write-a-killer-300-word-essay-examples-and-outline/>

<https://scholarshipowl.com/blog/apply-for-scholarships/write-great-250-word-essay/>

**ICA 2 Role-play (6%)**

**Unit 7**: **ALTERNATIVE** **MOVIE SCENE**

**Objectives: students will be able**

* To create and practice a meaningful conversation.
* To use reported speech appropriately.
* To practice listening.
* To create a screenplay.

**Activity:**

* Students are divided into groups of 3-5.
* Students choose an existing scene from a movie and change it completely into their own version.
* Introduction to the scene must include 1) the name of the movie the scene is from and 2)short explanation of the original scene
* The scene must include conversations and 5 sentences of reported speech.
* Be creative!
* The scene should last 7-10 minutes.

**Language Focus:**  Reported Speech.

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| **Scoring Criteria for ICA 2: 12 Points**  **1 = unsatisfactory, 2 = somewhat accomplished, 3 = accomplished** | | | |
| **Presence of 5 correct reported speech sentences.**  - Demonstrate an ability to use reported speech correctly and appropriately. | **Fluency**  - Overall comprehension and clarity, the flow of the speech, pronunciation, volume, confidence. | **Language Accuracy**  - Very few language errors; vocabulary, style and register appropriate to the topic. | **Creativity and acting**  - Creativity can be gauged from how the students make their movie scenes interesting, fun, and participating for their audiences.  - Full participation from all group members. |
| **3** | **3** | **3** | **3** |

**IN-CLASS ASSIGNMENT 3 (6%)**

**Unit 10: Environmental Pioneer**

**Objectives: Student will be able to**

* Collaboratively brainstorm ideas with the group member(s) and study the topic in details.
* Learn global effects of waste and current waste management in their context.
* Produce a relevant supporting detail connecting reading materials to their opinions.
* Analyze personal behavior as a consumer in waste production.
* Think critically of how they, as an individual, can make a change to the situation.
* Practice language skills and presentation skills via poster presentation.

**Activity:**

* Group work of **4-6 students** depends on class size.
* Each group chooses **one invention or environmental pioneer that is related to their field or the topics below.**

1. Plastic bag 2. Plastic straw and cup 3. Food waste 4. Food and drink packaging (bottle and box)

5. Electronic waste 6. Chemical waste 7. Paper waste 8. Tin and aluminum cans

9. Water treatment 10. Soil treatment 11. Eco-friendly factory system

* Make **an infographic poste**r and make sure to **credit all sources** of materials being presented. **Do not use feature board or spend much money** at the printing shop. Ss can draw and use used papers or other materials for decoration.
* **Requirements:**
  + Explore **at least 3 sources of information** including books, research studies, online websites, FB pages, a knowledgeable person you interviewed etc.
  + Introduce general information of waste situation in Thailand i.e. average amount per day from your personal observation. Support the info with evidence.
  + Present environmental impacts ***mainly with images, graphics, and charts or statistics*.**
  + Present environmental pioneer or invention that you chose and provide precise information on:

1. WHY (the cause or the reason of the creation or action)
2. WHO or WHAT
3. HOW (how the invention works or a person does to help the environment)

* Give **practical suggestions** on how you, as a teenager living in Khon Kaen, can do. For example, if you suggest that it can be donated, give examples of where to donate.

**On your poster**, you don’t need to put all the information you have studied, but include ONLY essential information.

**Recommended reading materials:**

Facebook pages: 1)ลุงซาเล้งกับขยะที่หายไป, 2) สถาบันการจัดการบรรจุภัณฑ์และรีไซเคิลเพื่อสิ่งแวดล้อม, 3) Rereef

Articles: 1) Overview on waste management in Thailand <http://infofile.pcd.go.th/waste/AIT060509_sec4.pdf>

2) Waste management in Thailand <http://www.pcd.go.th/info_serv/waste_garbage.html>

3) Waste management <http://www.coe.or.th/coe-2/Download/Articles/ENV/CH9.pdf>

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| **Scoring criteria for ICA 4: 12 points (6%)** | | | |
| **Pronunciation**  **and grammar:** **2** | 1  A lot of mistakes that interrupt comprehension | 1.5  Some mistakes that interrupt comprehension | 2  Overall presentation is well understood. The speech slows smoothly. |
| **Presentation Style: 2**  tone of voice, use of gestures, and level of enthusiasm are convincing to audience. | 1  Few style features were used convincingly | 1.5  All style features were used, most convincingly | 2  All style features were used convincingly |
| **Poster Design: 2**  well-organized data and insightful connection of the materials. | 1  Lack of connection of the data gained from the study. | 1.5  Some of the data being presented seems irrelevant | 2  Data is organized logically and consistently, and it is presented beautifully. |
| **Content Reflection: 2**  Critical thinking in applying, and analyzing materials. | 1  Lack of critical thinking in analyzing materials.  Shallow suggestions were presented. | 1.5  Somewhat demonstrate critical thinking in analyzing materials.  Some suggestions were thoughtful. | 2  Demonstrate critical thinking in applying, and analyzing materials. Suggestions made were very thoughtful and somehow create an impact to the audience. |
| **Content: 3**  Cover the details provided in the instruction to meet the requirement. | 1  Some important details are missing or required more clarification. | 2  Almost meet the requirement; most of the details required are covered. | 3  All the details are clearly provided and successfully meet the requirement. |
| **Reference** | 0  No reference | 0.5  Missing reference for one/two sources | 1  References available for all sources |

**ICA 4 Reflective Writing (Individual)**

**Objectives: students will be able to**

* Practice writing a short essay with an organized structure.
* Explore another genre of academic writing.
* Practice critical thinking of how their personal experience connects to the course.

**Activity:**

* Write a reflective essay in a 3-paragraph structure (an introduction, body paragraph(s), and a summary).
* The paper must be typed with **the length of 300 - 400 words.**
* Provide **at least 2 clear examples** to support the idea of the text.
* Show thoughtful reflection and future implications on the main idea.

**In your essay**

1. Discuss only ONE topic based on your experience in this course i.e. teaching style, learning as a group, group members, your most/least favorite assignment, challenges in L4 etc.
2. Explain what you think, how it affects your experience or feelings and give at least 2 clear examples.
3. Explain how the experience can affect your learning and how it can be adapted or improved.

**Source for self-study on how to write a reflective essay.**

1. Academic skills by the University of Melbourne <https://youtu.be/SntBj0FIApw>
2. Writing a reflective journal by LoveYourPencil <https://youtu.be/WjLa2sJjla0>
3. Examples of reflective writing by UNSW Sydney <https://student.unsw.edu.au/examples-reflective-writing>

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| **Criteria for a reflective paragraph writing: 12 Points (4%)** | | | |
| **Areas of grading** | **1 point** | **2 points** | **3 points** |
| Paragraph Structures  (3 Points) | No clear division of the paragraph into the introduction, the body, and the conclusion or no main idea. The paragraph is a mixture of here and there due to the lack of organization and coherence. | Possessing a clear division of paragraph into the introduction, the body, and the conclusion. Main idea is not clear and needs revision. However, the paragraph’s contents are haphazard due to the lack of coherence, and insufficient clarification and examples. | Possessing a clear division of paragraph into the introduction, the body, and the conclusion.  Having clear and interesting introduction with clear statement of main idea, good coherent with sufficient examples of idea. |
| Language Use  (3 Points) | Containing many serious grammatical errors that makes it hard to read and understand the whole passage. There is a heavy translation of Thai statement that does not make sense in English. Containing most of the simple sentences. | Presenting a proportion of grammatical errors that does not lead to the difficulty of understanding, regular typos and spelling mistakes and word choice errors due to the attempt to use higher level vocabulary. | Few or no presentation of minor grammatical errors with frequent presentation of complex structures, word choices, and expressions. Free from errors resulted from Thai to English translation. |
|  | **1-2 points** | **3-4 points** | **5-6 points** |
| Personal Growth  (6 points) | Lack of examples or clear supporting details to what is being claimed or explained. | Some examples are provided without further explanation of how they’re related to the main idea or how they affect the writer's experience or feelings. | Convey strong evidence of reflection on the content with a personal responses related to the main idea. Also, S synthesizes current experience into future implications |

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| [**Sample outline for a reflective writing**](https://drive.google.com/open?id=1OuzN6Ud_IVJpOzmTsVXCSlYXtabzTidg)(Thai version is available online for Ss.)   1. Introduction: Set your theme and include your thesis statement (what are your answers to the questions in the prompt) in this paragraph. 2. Body paragraph: Support your claim by connecting with 2-3 examples from the readings with in-text citation. Show critical thinking and analysis by relating your claim with your opinion, experience, or evidence that are related to the statements you cite. 3. Conclusion: Wrap up by giving thoughtful suggestions (Don’t add new information in this section) or discuss effects or results of what you have claimed. 4. References (if any) |