



Course Syllabus

Location	Nakhon Pathom Rajabhat University		
Course Code	1500201	Credits	3(3-0-6)
Course Title	English for Intercultural Communication		
Curriculum	Bachelor	Type of Course	Core Subject
Course Coordinator	Ajarn Salinda Phopayak		
Lecturers	N/A		

Academic Year

Course Description

Listening to factual information about different cultural topics; talking about personal identification, local geography, weather, employment, food, festivals, and travel in different cultures and countries; reading texts related to cultural issues; writing reviews and giving opinions; and using grammar at lower B1 CEFR level

Course Objectives

Students will be able to

1. improve English listening, speaking, reading, and writing skills;
2. encourage their ability to communicate in English;
3. increase confidence in using English in different cultures;
4. realize the target culture and to raise their awareness of culture differences in related with Thai culture.

Teaching Schedule

Week	Content	Goals	Evaluation
1	<p>Course Orientation Unit 1 Cultures & customs - Vocabulary & Grammar - Words easily confused <i>- try on/ try, tale part/ take place, foreigners/strangers, and etc.</i> - Present Simple – Present Progressive <i>- Mr. Chin lives in China.</i> <i>- We are waiting to go down the Colorado River.</i> - Stative Verbs <i>- see, hear, smell, taste, notice, seem, look, and etc.</i> - Listening & Reading <i>- Listen to a radio interview with a professor of linguistics</i> <i>- Read a magazine article about “the Window of the World theme park”</i></p>	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - distinguish the difference in meaning of words easily confused; - use the Present Simple and Present Progressive appropriately; - differentiate between stative and non-stative verbs; - understand specific information in a radio interview; - skim the text to understand the gist and identify its purpose. 	<ul style="list-style-type: none"> - Complete the task with the correct answer.
2	<p>- Unit 1 Cultures & customs - Vocabulary & Grammar - American and British English Words <i>- rubbish/ trash, petrol/gas, mobile phone/ cell phone, and etc.</i> - Questions and question words <i>- who, what, which, how much, how many.</i> - Indirect questions <i>- Where is Abby Road?</i> <i>- Could you tell me where Abby Road is?</i> - Listening & Speaking <i>- Listen to the conversation between Rosie and Chelsea.</i> <i>- Making suggests and giving directions.</i></p>	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - differentiate between American English and British English words; - use question words and form direct and indirect questions appropriately; - understand the conversation and answer the correct questions; - give directions - talk about language learning. 	<ul style="list-style-type: none"> - Complete the task with the correct answer. - Create the dialogue and do the role play.

Week	Content	Goals	Evaluation
3	<p>- Unit 1 Cultures & customs</p> <p>- Vocabulary & Grammar</p> <ul style="list-style-type: none"> - Verbs + prepositions - <i>verbs + form, verbs + with, and verbs + to, for example, argue with, recover form, associate in, and etc.</i> - Part Simple - <i>I went to Blackpink's concert last Saturday.</i> - <i>Did you buy a newspaper this morning?</i> - Used to - Be/Get used to - <i>I am used to going to bed after midnight.</i> - <i>You will soon get used to getting up early in the morning</i> <p>- Listening & Reading</p> <ul style="list-style-type: none"> - <i>Listen to people talking in four different situations.</i> - <i>Read a magazine article about "what colors mean"</i> <p>- Writing</p> <ul style="list-style-type: none"> - <i>Write an email to response to a friend and expand on notes</i> 	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - use verbs+ prepositions; - use the Past Simple appropriately; - use used to, be used to, and get used to refer to habits; - understand the necessary information in a short-spoken text; - understand the details in a text; - write an email to response to a friend and expand on notes. 	<ul style="list-style-type: none"> - Complete the task with the correct answer. - Write an email to a friend with the information given.
4	<p>- Unit 2 People to admire</p> <p>** Speaking task 1 **</p> <p>- Vocabulary & Grammar</p> <ul style="list-style-type: none"> - Phrasal verbs with "on" and "off" - Past progressive - <i>Many people in England were hoping King Richard would return soon.</i> - Past simple vs. Past progressive - <i>The men were lining up to greet the Prince when Ivanhoe appeared on horseback</i> <p>- Reading & Writing</p> <ul style="list-style-type: none"> - <i>Read an extract from the novel Ivanhoe</i> - <i>Write a description of a person</i> 	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - use phrasal verbs with <i>on</i> and <i>off</i>; - use appropriate tenses to talk about past events and situations; - skim a text to understand the gist and identify its purpose; - write a description of the person you admire most. 	<p>Speaking I</p> <ul style="list-style-type: none"> - Complete the task with the correct answer.

Week	Content	Goals	Evaluation
	<p>- Listening & Speaking</p> <ul style="list-style-type: none"> - <i>Listen to the radio interview</i> - <i>Talk about heroes and heroic</i> 	<ul style="list-style-type: none"> - understand gist and specific information in an information conversation; - discussing different kinds of heroes and expressing opinion. 	<ul style="list-style-type: none"> - Create the dialogue and do the role play with situations given.
5	<p>- Unit 2 People to admire</p> <p>- Vocabulary & Grammar</p> <ul style="list-style-type: none"> - Collocations with “say” and “tell” - Relatives clause <ul style="list-style-type: none"> - <i>Defining relative clauses</i> - <i>Non-defining relative clauses</i> <ul style="list-style-type: none"> - <i>Diogenes, who lived in a tub, was only a poor philosopher.</i> <p>- Listening & Reading</p> <ul style="list-style-type: none"> - <i>Listen to the story about “Alexander the Great”</i> - <i>Read three short texts about everyday heroes</i> 	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - use collocations with “say” and “tell”; - use defining and non-defining relative clauses; - understand gist and specific information in an information conversation; - scan a text to locate specific information. 	<ul style="list-style-type: none"> - Complete the task with the correct answer.
6	<p>- Unit 2 People to admire</p> <p>- Vocabulary & Grammar</p> <ul style="list-style-type: none"> - Adjective formed from nouns - Nouns formed from adjectives - Adjectives – adverb of manner - Comparisons <ul style="list-style-type: none"> - <i>The train wasn’t moving very fast, but then it started going faster.</i> - <i>That was the most interesting moment of my entire life.</i> <p>- Listening & Speaking</p> <ul style="list-style-type: none"> - <i>Listen to the dialogue between two friends in a coffee shop</i> 	<p>At the end of the lessons students will be able to</p> <ul style="list-style-type: none"> - form nouns and adjectives by using appropriate suffixes; - use different forms of comparison; - understand gist and specific information in an information conversation; 	<ul style="list-style-type: none"> - Complete the task with the correct answer.

Week	Content	Goals	Evaluation
	<p>- <i>Tell a story using prompts</i></p> <p>- Writing - <i>Write an information letter including narrative</i></p>	<p>- speculating about the missing parts of a comic strip and narrating story;</p> <p>- write an informal letter including a narrative.</p>	<p>- Write a letter to a friend who lives in another place telling him/her about your incident.</p>
7	<p>- Unit 3 Everyday life</p> <p>- Vocabulary & Grammar</p> <p>- Lexical set (sports)</p> <p>- <i>water polo- ocean/lake</i></p> <p>- <i>soccer- field</i></p> <p>- Present Perfect Simple</p> <p>- <i>I've met lots of interesting people.</i></p> <p>- Present Perfect Progressive</p> <p>- <i>I've been windsurfing for three years.</i></p> <p>- Listening & Reading</p> <p>- <i>Listen to the dialogue about three girls decide to do on their trip</i></p> <p>- <i>Read four short texts about young people's spare-time activities</i></p>	<p>At the end of the lessons students will be able to</p> <p>- use words related to sports appropriately;</p> <p>- use the Present Perfect Simple and Present Perfect Progressive appropriately;</p> <p>- understand gist and specific information in an information conversation;</p> <p>- skim a text to understand the gist and identify its purpose.</p>	<p>- Complete the task with the correct answer.</p>
8	Midterm Exam	***NO CLASS***	
9	<p>- Unit 3 Everyday life</p> <p>** Speaking task 2 **</p> <p>- Vocabulary & Grammar</p> <p>- Strong adjectives</p> <p>- Expressions with make and do</p> <p>- Must- Have to – Need</p>	<p>At the end of the lessons students will be able to</p> <p>- use strong adjectives to describe nouns;</p> <p>- use expressions with make and do appropriately;</p> <p>- use must, have to, and need to express obligation, prohibition and absence of necessary;</p>	<p>Speaking II</p> <p>- Complete the task with the correct answer.</p>

Week	Content	Goals	Evaluation
	<p>- Had better – Would rather</p> <p>- Reading & Speaking <i>- Read a magazine article giving advice about job interviews</i></p> <p><i>- Speculating and making a decision (Choosing the most suitable applicant for a job)</i></p>	<p>- use would rather to make suggestions and had better to express preference;</p> <p>- scan a text to locate specific information;</p> <p>- speculate on a topic and make a decision.</p>	<p>- Create the dialogue and do the role play with situations given.</p>
10	<p>- Unit 3 Everyday life - Vocabulary & Grammar - Words easily confused</p> <p>- Nouns deriving from verbs</p> <p><i>- Expressing possibility (May, might, could)</i> <i>- Making deductions (Must, can't)</i></p> <p>- Listening & Writing <i>- Listen to a job interview</i></p> <p><i>- Write a letter of application</i></p>	<p>At the end of the lessons students will be able to</p> <p>- distinguish the difference in meaning of words easily confused;</p> <p>- from derivatives using suffixes;</p> <p>- use may, might, could, must and can't to express possibility and make deductions;</p> <p>- understand specific information in a job interview and answer the questions;</p> <p>- write a letter of application.</p>	<p>- Complete the task with the correct answer.</p>
11	<p>- Unit 4 Mother Nature - Vocabulary & Grammar <i>- Lexical set (geography features)</i></p> <p>- Futures tenses</p>	<p>At the end of the lessons students will be able to</p> <p>- use vocabulary relating to geographical features, units, of measurement and animal life accurately;</p> <p>- use the Future will, the Future going to, the Future Progressive and the Future Perfect appropriately;</p>	<p>- Complete the task with the correct answer.</p>

Week	Content	Goals	Evaluation
	<p>- Reading & Listening <i>- Read four advertisements about volunteering for the environment</i></p> <p><i>- Listen to the conversation between a student and his science teacher about global warming</i></p>	<p>- understand details in a text;</p> <p>- understand the main idea expressed by each speaker.</p>	
12	<p>- Unit 4 Mother Nature - Vocabulary & Grammar - Words easily confused <i>- raise/ rise, disturb/ interrupt, oil/ gas, and etc.</i></p> <p>- Conditional sentence (Type 1&2) <i>- If the temperature keeps rising, the polar ice caps will melt.</i> <i>- If you weren't so negative, you would be able to see all the advantages of global warming.</i></p> <p>- Listening & Speaking <i>- Listen to people talking in different situations</i></p> <p>- Discuss on topics are given <i>- What is the advantage of ecotourism?</i> <i>- What can individuals do to protect the environment?</i></p>	<p>At the end of the lessons students will be able to</p> <p>- distinguish the difference in meaning of words easily confused;</p> <p>- use Conditional Sentences Types 0, 1 and 2;</p> <p>- understand the necessary information in a short-spoken text;</p> <p>- discuss opinion and make decision.</p>	<p>- Complete the task with the correct answer.</p> <p>- Discuss on topics are given.</p>
13	<p>- Unit 4 Mother Nature ** Speaking task 3** - Vocabulary & Grammar - Lexical set (Units of Measurement) <i>- Length, weight, and capacity</i></p> <p>- Nouns- Article- Determiners</p>	<p>At the end of the lessons students will be able to</p> <p>- scan a text to locate specific information</p> <p>- use nouns, articles and determiners accurately;</p>	<p>- Complete the task with the correct answer.</p>

Week	Content	Goals	Evaluation
	<p>- Reading & Writing <i>- Read a magazine article about endangered species</i> <i>- Write an email to response your friend about an environment problem</i></p> <p>- Listening & Speaking <i>- Listen to four people talking about different aspects of life in the future.</i> <i>- Comparing photographs and discussing environmental problems and sources of energy</i></p>	<p>- skim a text to understand the gist; - write an informal email to respond to a friend and expand on notes</p> <p>- understand the main idea expressed by each speaker;</p> <p>- compare and contrast pictures and discuss environmental issues.</p>	- Discuss on topics are given.
14	Listening assessment	- Listen to specific details and answer the questions	Listening quiz
15	Activity performance	- Give presentation based on any of these options: 1) Presentation provided in class by the teacher 2) the Video projects assigned by the teachers for the students to participate	
16	Final Exam	***NO CLASS***	

Teaching Methods

Student-Centered Learning, Autonomous/Self-Directed Learning, and Task-based Instruction with an encouragement on student discussions, pair work, group work, oral presentations and additional assignments and supplementary worksheets, all done with an integration of multimedia and technology.

Teaching Materials

1. Required Textbook

H.Q. Mitchell, Marileni Malkogianni. (2012). **New Destinations Intermediate B1 a American edition student's book.** MM Publications.

Supplementary exercises will be provided in class.

2. Website Resources

<https://www.mmpublications.com>

Evaluation

1) Class attendance and participation	10%
2) Assignments	30%
- Vocabulary & grammar	(10%)
- Writing	(10%)
- Focused skill	(10%)
3) Quiz	25%
- Speaking assessment	(15%)
- Listening assessment	(10%)
4) Activity Performance	15%
5) Final exam	20%

Grading

Score range	Grade
0 – 49	E
50-54	D
55-59	D+
60-64	C
65-69	C+
70-74	B
75-79	B+
80-100	A

*** Important Notes ***

- Students are required to attend at least 80% of all classes.
- Absent due to any sicknesses will be acceptable only if medical certificate is shown.