

## 1. Course Description

Use of English in daily life on various topics with a focus on communicative skills especially listening and speaking. Encouraging independent learning and collaborative work. Exposure to English through authentic materials.

## 2. Course Objectives

1. To provide the students opportunities to improve their English practicing their four basic language skills, which are speaking, listening, reading and writing, and focusing on English used in everyday life.
2. To enhance the students' confidence in using English for communication.
3. To enhance the students' communication skills, social skills and thinking skills such as critical thinking, problem solving, and creative thinking.

## 3. Student-centered Teaching Methods

Language skills are learned from doing tasks and solving problems. Teachers provide language support and suggestions to help students complete the tasks. Pair work and group work are applied. The classroom atmosphere encourages collaborative learning. Lectures on specific language points are also provided.

## 4. Teaching Aids/Materials

1. Coursebook: Boonyuen, T. (2021). *01355101 English for Everyday Life*
2. A video projector, a computer and a smartphone or a tablet

## 5. Grading

Application of group-based grading criteria

## 6. Course Outline



### Unit 1 Making new friends

**Speaking:** Asking about personal information, asking follow-up questions, making small talk

**Listening:** Listening for details, making inferences

**Reading:** Reading for details, making inferences

**Writing:** Writing about yourself

**Vocabulary:** Talking about yourself

**Grammar:** Present simple with *be*



### Unit 2 What do you like doing in your free time?

**Speaking:** Talking about hobbies, talking about likes and dislikes, giving reasons, making small talk

**Listening:** Listening for details, making inferences

**Reading:** Reading for details, reading for gist

**Writing:** Analyzing pros and cons, giving opinion

**Vocabulary:** Talking about hobbies

**Grammar:** Present simple with *other verbs* (other than *be*)



### Unit 3 Let's go shopping

**Speaking:** Planning a birthday party, giving suggestions, shopping

**Listening:** Listening for details

**Reading:** Reading for details

**Writing:** Giving opinion, describing products

**Vocabulary:** Grocery and gifts

**Grammar:** There is/there are, is/am/are going to



### Unit 4 How was your trip?

**Speaking:** Talking about recent trips

**Listening:** Listening for details

**Reading:** Reading for details

**Writing:** Writing Facebook & Instagram posts

**Vocabulary:** Travel

**Grammar:** Past simple



### Unit 5 Caring for our body and mind

**Speaking:** Talking about health problems, giving advice, giving opinion

**Listening:** Listening for details, making inferences

**Reading:** Reading for details

**Writing:** Giving opinions, creating an infographic or information poster

**Vocabulary:** Health

**Grammar:** Modal verbs: *can* and *should*

## 7. Measures of Achievement

<b>1</b>	<b>Group Project</b> Writing <i>About Us</i>	<b>16 points</b>
<b>2</b>	<b>Speaking Activities</b> Speaking Activity I: Hobbies Speaking Activity II: Travel	<b>24 points</b>
<b>3</b>	<b>Participation</b> In-class assignments	<b>10 points</b>
<b>4</b>	<b>Interview</b> Giving responses to questions	<b>20 points</b>
<b>5</b>	<b>Reading &amp; Writing</b> Integrated Reading Writing Assignment	<b>10 points</b>
<b>6</b>	<b>Quiz</b> Grammar, Vocabulary & Speaking	<b>20 points</b>
<b>TOTAL</b>		<b>100 points</b>

Vector: [https://www.freepik.com/free-vector/clean-infographic-steps-banner\\_8159777.htm#page=4&query=circle&position=47](https://www.freepik.com/free-vector/clean-infographic-steps-banner_8159777.htm#page=4&query=circle&position=47)

## 8. Tentative Class schedule

No.	Weeks	Activities	Remarks
1	27 June - 1 July	<ul style="list-style-type: none"> <li>Course Introduction &amp; 1 (Activities 1-3)</li> <li>Unit 1 (Activities 1-3)</li> </ul>	
2	4 July - 8 July	<ul style="list-style-type: none"> <li>Unit 1 (Activities 4-7)</li> <li>Unit 1 (Activities 8-9)</li> </ul>	
3	11 July - 15 July	<ul style="list-style-type: none"> <li>Unit 1 (Activities 10-12)</li> <li>Unit 2 (Activities 1-5)</li> </ul>	<ul style="list-style-type: none"> <li>13 Jul Asalha Puja Day</li> <li>14 Jul The Buddhist Lent Day</li> <li>15 Jul Extra public holiday</li> </ul>
4	18 July - 22 July	<ul style="list-style-type: none"> <li>Speaking Activity I</li> <li>Speaking Activity I</li> </ul>	
5	25 July - 29 July	<ul style="list-style-type: none"> <li>Speaking Activity I</li> <li>Unit 2 (Activities 6-7)</li> </ul>	<ul style="list-style-type: none"> <li>28 Jul King Vajiralongkorn's Birthday</li> <li>29 Jul Extra public holiday</li> </ul>
6	1 Aug - 5 Aug	<ul style="list-style-type: none"> <li>Unit 2 (Activities 8-9)</li> <li>Unit 3 (Activities 1-2, 6)</li> </ul>	
7	8 Aug - 12 Aug	<ul style="list-style-type: none"> <li>Unit 3 (Activity 7)</li> <li>Unit 3 (Activities 8-9)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Group project</li> <li>12 Aug The Queen's Birthday</li> </ul>
8	13 Aug - 21 Aug	<b>NO MIDTERM EXAM FOR 01355101</b>	
9	22 Aug - 26 Aug	<ul style="list-style-type: none"> <li>Unit 3 (Activities 11 &amp; 13)</li> <li>Unit 4 (Activities 1-5)</li> </ul>	
10	29 Aug – 2 Sept	<ul style="list-style-type: none"> <li>Unit 4 (Activities 1-5)</li> <li>Speaking Activity II</li> </ul>	
11	5 Sept - 9 Sept	<ul style="list-style-type: none"> <li>Speaking Activity II</li> <li>Unit 4 (Activities 6-7)</li> </ul>	
12	12 Sept - 16 Sept	<ul style="list-style-type: none"> <li>Unit 4 (Activities 6-7)</li> <li>Unit 5 (Activities 1-6)</li> </ul>	

No.	Weeks	Activities	Remarks
13	19 Sept - 23 Sept	<ul style="list-style-type: none"> <li>Unit 5 (Activities 1-6)</li> <li>Unit 5 (Activities 7-9)</li> </ul>	
14	26 Sept - 30 Sept	<ul style="list-style-type: none"> <li>Unit 5 (Activities 7-9)</li> <li>Unit 5 (Activities 10-12)</li> </ul>	
15	3 Oct – 7 Oct	<ul style="list-style-type: none"> <li>Interview</li> <li>Interview</li> </ul>	
16	10 Oct – 14 Oct	<ul style="list-style-type: none"> <li>Interview</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Reading &amp; Writing Assignment</li> <li>KU Commencement Day</li> </ul>
17	17 Oct – 21 Oct	<ul style="list-style-type: none"> <li>Interview</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li><b>22 Oct Online Quiz 18.00-18.30</b></li> </ul>
18	24 Oct – 4 Nov	<b>NO FINAL EXAM FOR 01355101</b>	

**Remarks:**

- Subject to change at the instructor's discretion.
- Please follow the government and/or University's official announcement for further updates.

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# Project

Writing *About Us*

01355101 English for Everyday Life

**Description:** The students will make a blog on a topic that they are interested in such as gaming, health, shopping, fashions, DIY, cosmetics, travel, food, and nightlife. A blog usually consists of many sections and components. However, for this project, the students will only write and design an *About Us* section, which contains an introduction to the blog and information on the team members.

**Score:** 16 points

## Instructions:

1. Find team members

Work in groups of 4-5. All of you are team members of one blog or website.

2. Choose type of blog

Choose what type of blog you want to have. Some examples are gaming, health, shopping, fashions, DIY, cosmetics, travel, food, fitness & exercise, music, movies, sports and pets.

3. Write an introduction to the blog

Write 1 paragraph to introduce the blog to visitors. You may use the following questions to help you prepare the information.

- What is the blog about?
- What is the inspiration for creating this blog? (Why was it created? How was it started?)
- How is the blog important?
- What are its missions and aims?

4. Write an introduction of the team members

Write to introduce at least 3 members of the team. It is not necessary to tell the truth. You can make up information to make the profiles interesting and suitable for the blog.

5. Put all information together

Put all the information together to make the *About Us* section of your blog. You may use Microsoft Word, Adobe Illustrator, Adobe Photoshop or any programs you know to design the page. If you do not use a computer, you can do your writing and artwork by hand on a piece of paper.

6. Add other elements and features of a blog

Add other elements and features such as pictures, a menu or some icons to make the page look like a real online site and to make it attractive. It is recommended that you study the English blogs available on the Internet to see what *About us* sections look like.

**Caution:** As a responsible digital citizen, you are not supposed to use images or graphics without owners' permission. You have to ask for permission from the owner and give credit properly. It is suggested that you take the pictures yourself or use pictures from sites that offer free pictures such as <https://pixabay.com/th/>, <https://unsplash.com/>, <https://www.freepik.com/> and <https://gratisography.com/> and cite the source(s) you obtained the picture(s) from. See examples of photo attribution in Unit 4 Pages 45 and 47.

7. Send the work to your teacher

Save your work as a PDF or JPEG file and send it to your teacher or submit it in another way as directed by your teacher.

**Example:** You can look at Unit 1 Page 7 as an example. However, please be reminded that this example does not meet all the requirements of the assignment because it does not have a "blog introduction" and it still does not look like a real webpage with menu, icons and a beautiful, professional look and design.

**Grading criteria:**

Category	Guidelines	Points
Content	Students' work contains all the information required in this task (i.e. blog introduction & members' information). The information provided is adequate and interesting. The content is well-organized and flows.	6
Language & convention	Students write complete sentences that make sense, with very few grammatical errors. Students use accurate punctuation, capitalization and spelling.	5
Design	Use of graphics and fonts is effective. Images are clear and relevant. The project has excellent design and layout, giving it a professional look and feel. It is neat and pleasant to read.	4
Responsible digital citizenship	Proper credit is given to all images and work borrowed from other people.	1
<b>TOTAL</b>		<b>16</b>

**Description:** In this course, the students will get to practice speaking in different situations. However, two speaking activities (one in Unit 2 and one in Unit 4) will be graded.

**Score:** 24 Points

**List of speaking activities**

1. Talking about hobbies

- Individual work
- Unit 2 Activity 5
- 12 points

2. Talking about travelling

- Pair work
- Unit 4 Activity 5
- 12 points

**Grading criteria**

Category	Guidelines	Points
<b>Content</b>	All work requirements are met or exceeded.	<b>4</b>
<b>Fluency</b>	The speaker's pronunciation does not interfere with listeners' comprehension. The speaker uses proper speed, voice and tone (e.g. delivers the content in a conversational style, is not monotonous, has no frequent or long pauses or hesitations, and does not read from a script)	<b>4</b>
<b>Body language</b>	The speaker uses proper eye contact (with the camera or the interlocutor), facial expressions and gestures.	<b>4</b>
<b>TOTAL</b>		<b>12</b>



**Description:** During the course, the students will be assigned to complete tasks individually, in pairs, or in groups during class time. The teacher will select any activities (around 1-3 activities per unit) from Units 1-5 and let the students do within class time.

**Score:** 10 points

**List of assignments**

1. Any activities in Unit 1 - 2 points
2. Any activities in Unit 2 - 2 points
3. Any activities in Unit 3 - 2 points
4. Any activities in Unit 4 - 2 points
5. Any activities in Unit 5 - 2 points

**Grading criteria**

Category	Guidelines	Points
Punctuality	Work is submitted on time.	1
Completeness	All work requirements are met or exceeded.	1
TOTAL		2

**Description:** Students will be interviewed by their teacher **INDIVIDUALLY**. The teacher will ask the student eight factual questions which require short and simple answers (See the example questions in Table A) and then four sets of questions which require both short and simple answers and longer answers and give the student an opportunity to demonstrate her/his language and reasoning skills (See the example questions in Table B). Each student has around 6-7 minutes to do this activity.

**Score:** 20 points

## Example questions

**Table A**

1. What do you usually have for breakfast? (1 point)
2. Where do you live? (1 point)
3. What are your favorite phone apps? (1 point)
4. What applications are you using to study online this semester? (1 point)
5. What subjects are you studying this semester? (1 point)
6. What is your major? (1 point)
7. What are your favorite dishes/ TV series/ sports? (1 point)
8. How do you go/come to school? (1 point)
9. What do you do on Saturdays? (1 point)
10. What do you like doing in your free time? (1 point)
11. When is your birthday? (1 point)
12. What size T-shirt do you wear? (1 point)
13. What size shoes do you wear? (1 point)
14. How much do you usually spend each day? (1 point)
15. What are you going to do tomorrow morning/ this weekend? (1 point)
16. What is a tourist place you visited recently? (1 point)
17. Who do you usually talk to when you have problems? (1 point)
18. What do you do to take care of your health? (1 point)
19. What habits do you have that you think are bad for your health? (1 point)
20. What kind of exercise do you do? (1 point)
21. What time do you usually go to bed/ get up? (1 point)
22. How often do you brush your teeth? (1 point)
23. How many hours of sleep do you usually get? (1 point)
24. Do you use an alarm clock to wake up? (1 point)
25. When was the last time you were sick/ went to the dentist/ went to a hospital? (1 point)
26. What are you going to do after you finish your final exams? (1 point)
27. Can you ride a motorcycle/ cook/ speak Japanese? (1 point)
28. What should we eat to stay healthy? (1 point)

**Table B**

29. Who is your best friend? (1 point) Can you please talk about him/her a little? (2 points) or What do you like about him or her? (2 points)
30. Who is your idol? (1 point) Why do you admire/like him/her? (2 points)
31. Do you like studying in classrooms or online? (1 point) Why? (2 points)
32. What is your favorite hobby? (1 point) Why do you like it? (2 points)
33. Do you prefer shopping in stores or online? (1 point) Why do you prefer shopping in stores/online? (2 points)
34. What do you want to give to your best friend as a birthday gift? (1 point) Why do you want to give it to him/her? (2 points)
35. Do you prefer paying with cash or QR code scanning? (1 point) Why? (2 points)
36. Do you like wearing brand name clothes? Why do you like it?/ Why do you not like it? (2 points)
37. What tourist place do you want to visit the most? (1 point) Why do you want to go there? (2 points)
38. What problem worries you the most this semester? (1 point) How do you manage your feelings? (2 points)
39. Are you afraid of COVID-19? (1 point) What should people do to protect themselves from COVID-19? (2 points)
40. Do you consider yourself to be healthy? (1 point) Why do you think you are/ are not healthy? (2 points)
41. Do you think pets are good for your health? (1 point) Why? (2 points)

## Scoring criteria

Question colors	Points	Guidelines
<b>BLUE</b>	1	The student produces a response which answers the question.
<b>RED</b>	0.5	The student provides a very short response (like "I'm interested in it.") which poorly answers the question.
	1	The student provides 1 longer sentence that answers the question but insufficiently shows his/her language and reasoning skills.
	2	The student produces a response that both answers the question and sufficiently shows his/her language and reasoning skills. (around 2-3 sentences)

## Examples of questions arranged for asking one student.

Tables	Question Number	Questions	Points
Table A	Q. 4	What applications are you using to study online this semester?	1
	Q. 3	What do you do on Saturdays?	1
	Q. 13	What size shoes do you wear?	1
	Q.16	What is a tourist place you visited recently?	1
	Q. 19	What habits do you have that you think are bad for your health?	1
	Q.20	What kind of exercise do you do?	1
	Q. 23	How many hours of sleep do you usually get?	1
	Q. 27	Can you ride a motorcycle?	1
Table B	Q. 29	Who is your best friend? What do you like about him or her?	3
	Q.33	Do you prefer shopping in stores or online? Why do you prefer shopping in stores/online?	3
	Q. 35	Do you prefer paying with cash or QR code scanning? Why?	3
	Q. 39	Are you afraid of COVID-19? What should people do to protect themselves from COVID-19?	3
<b>TOTAL</b>			<b>20</b>

**Description:** In Week 16 (10 Oct – 14 Oct), students will be assigned to read an article in pairs and then write a paragraph of at least 150 words to answer the questions provided. The article and questions will be given to the students in Week 16. The students need to make sure to support their answer with an explanation, reasons, examples or evidence from the text. They must use their own words.

**Due date:** **Friday 14 October 2022**

**Score:** 10 points

**Scoring criteria**

<b>Category</b>	<b>Guidelines</b>	<b>Points</b>
<b>Content</b>	The students answer all questions. The ideas and arguments are presented cogently and persuasively. The supporting information such as explanation, reasons, examples or evidence is relevant, adequate and sound.	6
<b>Flow and connectivity</b>	The content is well-organized and flows. The sentences and ideas are well connected (probably with the use of transition words or sentences).	1
<b>Language &amp; convention</b>	The students use their own words. They write complete sentences that make sense and have very few grammatical errors. They use accurate punctuation, capitalization and spelling.	3
<b>TOTAL</b>		10

**Score:** 20 points

**Number of questions:** 20 questions

**Test type:** Multiple choice questions

**Platform:** Google Quiz Form

**Date:** **Saturday 22 October 2022**

**Time:** **18.00-18.30**

**Duration:** 11 minutes

**Vocabulary:**

- Unit 1: Any words or phrases from Pages 1-10
- Unit 2: Any words or phrases from Pages 13-21
- Unit 3: Any words or phrases from Pages 25-26, 32-36, 37 (Only activity 11) and 39-40 (Only Activity 13)
- Unit 4: Any words or phrases from Pages 43-57
- Unit 5: Any words or phrases from Pages 62-70 and 78-80

**Grammar:**

- Present simple be + other verbs (other than be)
- Is/am/are going to
- Past simple be + other verbs (other than be)
- Can/ Should

**Speaking:**

- Expressions from Units 1-5