



## Course Syllabus

**Location** Nakhon Pathom Rajabhat University

**Course Code** 1000012

**Credits**

3(3-0-6)

**Course Title** Upper-Intermediate English

**Curriculum** Bachelor Degree

**Type of Course** General Education (GE)

**Course Coordinators** Ajarn Dr. Natthira Puyagoon Zwick ([natthirapz@webmail.npru.ac.th](mailto:natthirapz@webmail.npru.ac.th), [natthira@webmail.npru.ac.th](mailto:natthira@webmail.npru.ac.th), [natthirapz@gmail.com](mailto:natthirapz@gmail.com)) and Assistant Professor Ronnakorn Thummachit ([ronathummachit@webmail.npru.ac.th](mailto:ronathummachit@webmail.npru.ac.th))

### Lecturers

Assistant Professor Ronnakorn Thummachit  
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Ajarn Dr. Natthira Puyagoon Zwick  
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**Academic Year** 1/2026 – Regular Course

### Course Description

Vocabulary, expression, and grammar in English for communication in multicultural society; listening, speaking, reading, and writing techniques for communication in international context: news from online social media, history, important events, festivals, entertainment media, social issues, and diverse culture; and technique for taking B1+ English examination

### Course Objectives

At the end of this course, students will be able to:

1. use a range of everyday vocabulary and grammar appropriately in both spoken and written communication in real-world contexts;

2. listen for key details and main ideas in spoken English in everyday and multicultural contexts efficiently;

3. speak clearly on conversational topics, expressing opinions and responding to others effectively;

4. read short texts and articles related to various global topics with accuracy; and

5. write coherent, grammatically accurate sentences and short paragraphs reflecting an understanding of everyday and formal English.

### Teaching Schedule

Week	Contents	Goals	Evaluations
1	<ul style="list-style-type: none"> <li>- Getting to Know</li> <li>- Setting Class Rules and Expectations</li> <li>- Course Orientation</li> <li>- Unit 7: Homelife</li> <li>- vocabulary: household chores</li> <li>- grammar: <i>present perfect with 'for' and 'since'</i></li> <li>- listening (video): sharing your life with cats</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to household chores</li> <li>- Be able to use <i>present perfect with 'for' and 'since'</i></li> <li>- Be able to watch and listen to a video about sharing your life with cats.</li> </ul>	<ul style="list-style-type: none"> <li>- class/group participation and discussion</li> <li>- pair/group work</li> <li>- students' tasks</li> </ul>
2	<ul style="list-style-type: none"> <li>- Unit 7: Homelife</li> <li>- text/article: the city that banned cars</li> <li>- discussion/conversation: telephone language</li> <li>- writing: a promotional flyer</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read text/articles about the city that banned cars</li> <li>- Be able to discuss telephone language briefly</li> <li>- Be able to write a promotional flyer</li> </ul>	<p><b>- Reading 10%:</b> Reading Tasks for "The City That Banned Cars" (<i>The student's book, Unit 7: Homelife, on page 68</i>)</p>
3	<ul style="list-style-type: none"> <li>- Unit 8: Technology</li> <li>- vocabulary: free-time activities</li> <li>- grammar: <i>-ing form and infinitive</i></li> <li>- listening (video): a computer-made musical</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to free-time activities</li> <li>- Be able to use <i>-ing form and infinitive</i></li> <li>- Be able to watch and listen to a video about a computer-made musical</li> </ul>	
4	<ul style="list-style-type: none"> <li>- Unit 8: Technology</li> <li>- text/article: Drone: toys or tools?</li> <li>- discussion/conversation: asking for and giving opinions</li> <li>- writing: a for-and-against essay</li> </ul> <p><b>** Speaking test **</b></p>	<ul style="list-style-type: none"> <li>- Be able to read text/articles about Drone: toys or tools?</li> <li>- Be able to ask for and give opinions briefly</li> <li>- Be able to write a for-and-against essay</li> </ul>	<p><b>- Speaking test (10%):</b> Asking for and Giving Opinions (<i>The student's book, Unit 8: Technology, on page 83</i>)</p>
5	<ul style="list-style-type: none"> <li>- Unit 9: Healthy lifestyles</li> <li>- vocabulary: food</li> <li>- grammar: <i>first conditional</i></li> <li>- listening (video): growing cities</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to food</li> <li>- Be able to use <i>first conditional</i></li> <li>- Be able to watch and listen to a video about growing cities</li> </ul>	

6	<ul style="list-style-type: none"> <li>- Unit 9: Healthy lifestyles</li> <li>- text/article: “Have you eaten enough? “</li> <li>- discussion/conversation: warning and promises</li> <li>- Writing Task 1: What Makes You Happy?</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read text/articles about “Have you eaten enough? “</li> <li>- Be able to discuss warnings and promises briefly</li> <li>- Be able to write about what makes you happy</li> </ul>	<p><b>- Writing Task 1 = 10%):</b> Writing assignment: ‘What Makes You Happy?’ (<i>The student’s book, Unit 9: Healthy Lifestyles, on page 91</i>)</p>
7	<ul style="list-style-type: none"> <li>- Unit 10: Money and shopping</li> <li>- vocabulary: money nouns</li> <li>- grammar: <i>indefinite pronouns</i></li> <li>- listening (video): second-hand markets</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to money nouns</li> <li>- Be able to use <i>indefinite pronouns</i></li> <li>- Be able to watch and listen to a video about second-hand markets</li> </ul>	
8	MID-TERM EXAM (NO CLASS)		
9	<ul style="list-style-type: none"> <li>- Unit 10: Money and shopping</li> <li>- text/articles: ‘Where there’s grass, there’s money’</li> <li>- discussion/conversation: shopping</li> <li>- writing a complaint email</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read texts/articles about ‘Where There’s Grass, There’s Money.’</li> <li>- Be able to talk about shopping briefly</li> <li>- Be able to write a complaint email</li> </ul>	
10	<ul style="list-style-type: none"> <li>- Unit 11: A global market</li> <li>- vocabulary: describing clothes</li> <li>- grammar: <i>used to</i></li> <li>- listening (video): how to work and travel full time</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to describing clothes</li> <li>- Be able to use ‘<i>used to</i>’</li> <li>- Be able to watch and listen to a video about how to work and travel full-time</li> </ul>	
11	<ul style="list-style-type: none"> <li>- Unit 11: A global market</li> <li>- text/article: other successful immigrants</li> <li>- discussion/conversation: asking for and giving permission</li> <li>- writing: a report</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read text/articles about other successful immigrants</li> <li>- Be able to ask for and give permission briefly</li> <li>- Be able to write a report</li> </ul>	
12	<ul style="list-style-type: none"> <li>- Unit 12: Entertain me!</li> <li>- vocabulary: music</li> <li>- grammar: <i>reported speech</i></li> <li>- listening (video): pottery challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to understand vocabulary related to music</li> <li>- Be able to use <i>reported speech</i></li> <li>- Be able to watch and listen to a video about the pottery challenge</li> </ul>	
13	<ul style="list-style-type: none"> <li>- Unit 12: Entertain me!</li> <li>- text/article: “Street Music”</li> <li>- discussion/conversation: giving instructions</li> <li>- writing: a review</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read the text/articles about “Street Music”</li> <li>- Be able to give brief instructions</li> <li>- Be able to write a review</li> </ul>	<p><b>- Writing Task 2 = 10%):</b> Writing assignment: Review of a Type of Entertainment (<i>The student’s book, Unit 12: Entertain Me!, on page 121</i>)</p>
14	<ul style="list-style-type: none"> <li>- Listening test</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to listen to specific details</li> <li>** Complete the sentences (10 items), and Multiple-Choice Test (10 items)</li> <li>** The questions are extracted from the PowerPoint track in the book.</li> </ul>	<p><b>- Listening test (10%)</b></p>

15	- Activity performance	- Be able to speak or give a presentation based on the Final Project assigned in class by the teacher.	- <b>Activity performance (20%)</b>
16	- Review Session Before the Final Exam	- Be able to reinforce essential vocabulary and grammar strategies, prepare for the final exam, address issues, enhance test-taking strategy, and boost confidence.	- Students' proficiency in vocabulary and grammar strategies will be enhanced through active participation, improved test-taking skills, and increased confidence in exam preparation.

### Teaching Methods

- Active Learning
- Student-centered Learning
- Task-Based Language Teaching (TBLT)
- Project-Based Learning (PBL)
- Blended Learning
- Formative Assessment and Continuous Feedback
- Differentiated Instruction

### Teaching Materials

#### 1. Required Textbook

Hughes, J., & Barber, D. (2023). *The Big Picture Pre-Intermediate (B1) - 2nd Ed - Student's book* (The Big Picture 2nd edition). Richmond Publishing. <https://www.moderna.com.br/didaticos/livro/the-big-picture-pre-intermediate-b1-2nd-ed-student-s-book>

- Supplementary exercises will be provided in class.

#### 2. Website Resource

<https://richmondelt.com/elt-catalog/adult-and-young-adult/the-big-picture-2nd-edition/>

### Teaching Activities/Tasks

Student-centered learning and task-based instruction are encouraged through student discussions, pair work, group work, oral presentations, additional assignments, and supplementary worksheets, all supported by multimedia and technology integration.

## Evaluation

<b>CLOs</b>	<b>Scoring (100%)</b>	<b>Skills Evaluation</b>
<b>CLOs 1 Apply vocabulary and grammar</b> <i>(B1 level) in sentences, discourses and standardized tests <u>correctly</u></i>	<b>30%</b>	<b>Final exam (20%), Class attendance and Participation (10%)</b>
<b>CLOs 2 Listen and identify specific information and express opinions</b> <i><u>appropriately</u></i>	<b>10%</b>	<b>Listening test (10%)</b>
<b>CLOs 3 Speak and produce speeches on specific information and events</b> <i><u>fluently</u></i>	<b>10%</b>	<b>Speaking test (10%)</b>
<b>CLOs 4 Read and identify the main idea and details in texts at the B1 level</b> <i><u>correctly</u></i>	<b>10%</b>	<b>Reading Assignment 10%</b>
<b>CLOs 5 Write an essay on specific information and events and review selected topics</b> <i><u>grammatically correct</u></i>	<b>20%</b>	<b>Writing Assignment (20%)</b>
<b>CLO6 Use English for communication in various contexts</b> <i><u>appropriately following 21<sup>st</sup>-century skills</u></i>	<b>20%</b>	<b>Activity Performance (20%)</b>

## Grading

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

## Assignments (30 marks)

**1. Reading Task: “The City That Banned Cars” (10 marks)** - (*The student’s book, Unit 7: Homelife, on page 68*) **(Optional)**

The reading tasks for “The City That Banned Cars” assess students’ ability to understand key details and develop skills in answering true/false and short-answer questions. Students are given five statements to determine if each is true or false, marking ‘T’ for True and ‘F’ for False. Task 2 involves answering five questions with complete sentences, exploring reasons for leaving the city, mayoral changes, impacts on local stores, views on public space, and demographics of new residents.

**2. Writing Task 1: What Makes You Happy? (10 Marks)** - (*The student’s book, Unit 9: Healthy Lifestyles, on page 91*) **(Optional)**

Writing Task 1 from Unit 9 of the student’s book focuses on improving writing skills by focusing on personal experiences and emotions in English. The task involves students writing a paragraph about a happy moment with a clear beginning, middle, and end. The assessment criteria include content relevance, adverb usage, grammar, clarity, and creativity. The rubric distributes marks evenly across these areas, totaling ten marks. The final version should be clear, easy to understand, and have a clear beginning, middle, and end.

**3. Writing Task 2: Review of a Type of Entertainment (10 Marks)** - (*The student’s book, Unit 12: Entertain Me!, on page 121*) **(Optional)**

This writing task aims to improve students’ descriptive writing skills and develop their ability to express opinions clearly and creatively. Students are asked to choose an entertainment experience and write a short review using extreme adjectives. The review should be coherent, clear, and free from grammatical errors. The assessment criteria include extreme adjectives, content organization, grammar and spelling accuracy, and overall impression. The rubric evaluates these aspects, contributing to a final score of 10 points. The task assesses students’ ability to express opinions through descriptive language.

\* Regarding the three optional assignments mentioned above—designed to enhance students’ understanding and aligned with the content covered in Units 7–12—instructors may either follow the assignments as outlined or create their own. Depending on their preference, instructors can allow students to complete the assignments individually, in pairs, or groups, with grading criteria determined by the instructor’s discretion.\*

**Speaking Assessment: Asking for and Giving Opinions (10 Marks)** - (*The student's book, Unit 8: Technology, on page 83*)

The Speaking Test focuses on developing students' ability to ask for and give opinions using functional language. It involves pairs of students working on technology-related and daily life topics to enhance their communication skills. The test includes a pair-work activity where students ask for and respond to each other's opinions on subjects like food, social media, fashion, movies, and travel. The assessment criteria focus on the correct use of functional language, providing clear and relevant opinions, engaging in discussions, and maintaining fluency and pronunciation. The rubric emphasizes these aspects to ensure fairness in scoring.

**Activity performance (20 marks)**

\* The activity format, which focuses on "speaking skills," depends on the instructors' consideration and decision regarding the topic and details and must relate to the content in units 7–12. The activity, designed to promote students' English and 21st-century skills, may include in-class presentations, video clips, role-play presentations, demonstrations, and more.\*