

**UNIVERSITY PROGRAM**

Level: Bachelor  
Program: Banking

Program code: BANK02

**COURSE SYLLABUS**

**Course name:**

<b>1. Course code</b>	ENG03A
<b>2. Number of credits</b>	
<b>3. Time distribution</b>	
- Theory	30 hours
- Exercise/Discuss	15 hours
- Practice	15 hours
- Internship	... hours
- Self-study	90 hours
<b>4. Lecturers</b>	
- Course Leader	M.A. Trần Thị Thu Thủy
- All lecturers	1. M.A. Ngô Tùng Anh 2. M.A. Trần Thị Thu Thủy 3. M.A. Phạm Thị Thanh Bình 4. M.A. Nguyễn Thị Hồng Minh
- Faculty/Division	Division of General English
<b>5. Pre-requisites</b>	
- Courses	English II
<b>6. Type</b>	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Optional compulsory
<b>7. Group</b>	<input checked="" type="checkbox"/> General education

	<input type="checkbox"/> Major education <input type="checkbox"/> Specialization education <input type="checkbox"/> Graduate
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### 8. Course Objective:

The English III course, along with the previous English II course, helps students achieve level 3 in the 6-level foreign language proficiency framework established by Circular 01/2014/TT-BGDĐT dated January 24, 2014, by the Ministry of Education and Training. This framework is designed to assess and improve students' English proficiency, providing a clear benchmark for their learning progress. Through this course, students have the opportunity to not only study and practice but also to develop all four key skills: Listening, Speaking, Reading, and Writing. In addition, students learn grammar and vocabulary through topics that are closely related to everyday life, such as Home and House, Education, Places in School, Jobs, Typical Days, and many other diverse themes. These topics are designed to reflect real-world situations, making learning more relevant and easier to apply. Furthermore, the course includes a wide range of varied exercises and activities that help students reinforce their knowledge. Through this course, students continue to develop and enhance essential skills beyond language proficiency, such as technological skills, information retrieval, teamwork, collaboration, and problem-solving abilities—skills that are crucial not only for academic success but also for future careers and everyday life.

### 9. Course Learning Outcomes:

#### a. After completing this course, students will be able to:

No	Course Learning Outcome	Cognitive	Psychomotor	Affective
CLO1	<b>Group work:</b> Form and maintain a group to exchange, discuss, and express personal viewpoints on everyday situations using the target language	Apply	Precision	Valueing
CLO2	<b>Listening comprehension:</b> Understand the main ideas and detailed information in monologues and dialogues on topics related to everyday life.	Apply	Precision	Valueing
CLO3	<b>Oral Communication:</b> Use a diverse and accurate range of vocabulary and grammatical structures, along with appropriate communication strategies, to describe pictures and discuss	Apply	Precision	Valueing

	everyday communication situations.			
CLO4	<b>Reading Comprehension:</b> Understand main ideas and specific details in texts or readings on familiar life topics.	Apply	Precision	Valueing
CLO5	<b>Written Communication:</b> Use vocabulary and grammatical structures flexibly and accurately, along with appropriate communication strategies, to write a short story or a letter on familiar topics.	Apply	Precision	Valueing

**b. Matrix of relationship between Course Learning Outcomes and Program Learning Outcomes**

CLO/ PLO	PLO3
CLO1	E3.1.2 E3.2.2 E3.3.2
CLO2	
CLO3	E3.4.2 E3.6.2
CLO4	
CLO5	E3.4.2 E3.5.2

**10. Assessment:**

This assessment measures the CLOs achievement of students.

Component	Activities	Method	Proportion (%)	Time	CLOs
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Process (40%)	A11 – Attendance		10%	1-16	
	A12 - Test 1	Project	15%	10	CLO1 CLO3
	A13 - Test 2	Speaking test	15%	14&15	CLO3
Final (60%)	A21 - Final exam		60%	According to Banking Academy's testing plan.	CLO2 CLO4 CLO5

## 11. Studying process

<b>Lecture 1</b>	<b>Contribution to CLOs: CLO1, CLO4, CLO5</b>
<b>Contents</b>	Content 1: Course introduction: introduction to the course, testing & assessment methods, teaching and learning approach Content 2: Project guidance: Grouping, detail requirements, submission, marking criteria Content 3: A diagnostic test
<b>Materials</b>	- Syllabus - Project guideline - Slides - Course book for English III - Link for a google form - based online test
<b>Teaching and learning activities</b>	- Class orientation activities: question and answer, group work - Introduction to the detailed course syllabus - Introduction to Test 1: The teacher provides guidance on how to complete the test and how it will be assessed - Take the online test individually
<b>Assessment</b>	- A diagnostic test - Q & A
<b>Lecture 2</b>	<b>Contribution to CLOs : CLO2, CLO4</b>
<b>Content</b>	<b>Unit 4: Home sweet home</b> - Vocabulary: Describing houses/ inside a house/ make or do - Grammar: Present Perfect with <i>for</i> and <i>since</i> - Listening: Matching - Reading: Gapped text
<b>Materials</b>	- Slides, Audio

	<ul style="list-style-type: none"> <li>- Coursebook E3</li> <li>- Present Perfect exercises (handouts)</li> <li>- Workbook for students</li> <li>- Listening: <a href="#">English Listening Practice   Describing your dream house   B1   B2</a></li> <li>- Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i>, Cambridge University Press</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce vocabulary related to describing houses, household objects, and the difference between make and do.</li> <li>- Present the Present Perfect with for and since through examples and guided explanations.</li> <li>- Guide students through reading strategies for gapped text comprehension.</li> <li>- Introduce listening strategies for identifying key details in descriptions of houses.</li> <li>- Play an audio recording (English Listening Practice   Describing Your Dream House   B1   B2) and guide students in recognizing key vocabulary and structures.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Ask students to describe their own homes using newly learned vocabulary (describing houses, inside a house, make or do).</li> <li>- Conduct pair and group discussions to compare different home descriptions and use target vocabulary in context.</li> <li>- Guide students through a matching activity for listening, helping them identify key details about home descriptions.</li> <li>- Have students work on a gapped text reading exercise, using context clues to fill in missing words.</li> <li>- Provide additional Present Perfect exercises (handouts) to reinforce the use of for and since in real-life contexts.</li> <li>- Facilitate peer feedback and discussion on their listening and reading responses to reinforce comprehension.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete <b>Present Perfect handouts</b> to practice <i>for</i> and <i>since</i>.</li> <li>- Write a short paragraph describing their dream house using at least five new vocabulary words and <b>the Present Perfect tense</b>.</li> <li>- Complete the exercises in the <b>Workbook</b>.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> </ul>

	- Evaluate listening and reading comprehension through in-class exercises.
<b>Lecture 3</b>	<b>Contribution to CLOs : CLO1, CLO3, CLO5</b>
<b>Content</b>	<b>Unit 4: Home sweet home (cont)</b> <ul style="list-style-type: none"> <li>- Grammar: Future forms: Present Continuous, be going to and will</li> <li>- Use of English: Adverbs</li> <li>- Writing: A blog entry</li> <li>- Speaking: Making suggestions</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Future form exercises (handouts)</li> <li>- Workbook for students</li> <li>- Speaking: <a href="#">How to make suggestions in English</a></li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>- Introduce future forms: Present Continuous, be going to, and will through examples and guided explanations.</li> <li>- Explain the use of adverbs in different contexts and their impact on sentence meaning.</li> <li>- Guide students through writing strategies for a blog entry, focusing on structure and coherence.</li> <li>- Introduce speaking strategies for making suggestions, including key phrases and appropriate tone.</li> <li>- Play an audio recording (How to Make Suggestions in English) and guide students in recognizing key expressions and structures.</li> </ul> <b>In-class activities:</b> <ul style="list-style-type: none"> <li>- Conduct exercises to practice future forms, comparing their different uses in real-life scenarios.</li> <li>- Engage students in pair and group discussions using adverbs in context.</li> <li>- Guide students through a listening activity on making suggestions, helping them identify key phrases.</li> <li>- Provide future form exercises (handouts) to reinforce correct usage.</li> <li>- Facilitate a writing task where students draft a short blog entry using future forms and adverbs.</li> <li>- Organize a role-play activity where students practice making and responding to suggestions in real-life situations.</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>- Complete future form exercises (handouts).</li> <li>- Write a short blog entry using future forms and adverbs.</li> <li>- Review key phrases for making suggestions in preparation for a speaking</li> </ul>

	<p>activity.</p> <ul style="list-style-type: none"> <li>- Complete related exercises in the Workbook.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts.</li> <li>- Evaluate blog entry writing for correct use of future forms and adverbs.</li> <li>- Assess speaking activity on making suggestions for fluency and accuracy.</li> </ul>
<b>Lecture 4</b>	<b>Contribution to CLOs : CLO1, CLO2, CLO3</b>
<b>Content</b>	<p>Content 1: Revise and reinforce grammar knowledge, and practice the four skills: Listening, Speaking, Reading, and Writing learned in Unit 4.</p> <p>Content 2: Check the completion of Unit 4 (Workbook) and discussion if any questions raised</p> <p>Content 3: Further Practice 1: Provide techniques for completing the Listening skills in the final test and taking Speaking skill in the mid-term test</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Workbook for students</li> <li>- Tips for Listening Part 4: <a href="https://www.youtube.com/watch?v=nZ61HSSdr8g">https://www.youtube.com/watch?v=nZ61HSSdr8g</a></li> <li>- Handouts for speaking situations</li> <li>- Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i>, Cambridge University Press</li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>-Addressing questions of students to complete Unit 4 in Workbook</li> <li>- Present techniques for Speaking and Listening</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Put questions on what students learned in Unit 4</li> <li>- Check their homework and explain some common mistakes</li> <li>- Ask, answer, discuss in pairs or groups, and work independently to complete review exercises in all four skills: Listening, Speaking, Reading, and Writing.</li> <li>- Provide students with video clips to learn about Speaking and Listening skills, ask them follow-up questions to check their understandings and let them practice in pairs and groups</li> </ul>

	<b>Homework:</b> <ul style="list-style-type: none"> <li>- Previewing vocabulary and grammar of Unit 5.</li> <li>- Complete the handouts for Listening and Speak skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion</li> </ul>
<b>Lecture 5</b>	<b>Contribution to CLOs : CLO2, CLO3, CLO5</b>
<b>Content</b>	<b>Unit 4: Home sweet home (cont)</b> <ul style="list-style-type: none"> <li>- Wordlist</li> <li>- Focus Review 4</li> </ul> <b>Unit 5: Time to learn</b> <ul style="list-style-type: none"> <li>- Vocabulary: Places in school/ education/ phrasal verbs/ collocations</li> <li>- Grammar: First Conditional</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- First Conditional (handouts)</li> <li>- Workbook for students</li> <li>- Writing: <a href="#">Cambridge B1 PET Writing Exam: Top tips for article writing!</a></li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). <i>Empower B1</i>. Cambridge.</li> </ul>
<b>Teaching and learning activities</b>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>- Review Unit 4 Wordlist and Focus Review 4 to reinforce vocabulary and grammar from previous lessons.</li> <li>- Introduce vocabulary related to places in school, education, phrasal verbs, and collocations through definitions, examples, and contextual usage.</li> <li>- Present the First Conditional with explanations, example sentences, and guided practice.</li> <li>- Guide students through writing strategies for an article, using Cambridge B1 PET Writing Exam: Top Tips for Article Writing!</li> <li>- Use slides and audio to support comprehension and provide listening practice.</li> </ul> <b>In-class activities:</b> <ul style="list-style-type: none"> <li>- Conduct a word association activity to reinforce new vocabulary.</li> <li>- Engage students in pair and group discussions about their school experiences using target vocabulary.</li> <li>- Provide handouts for First Conditional exercises and facilitate practice through sentence completion and transformation activities.</li> <li>- Play an audio activity to help students recognize First Conditional structures in context.</li> </ul>



	<ul style="list-style-type: none"> <li>- Organize a writing workshop, where students draft short articles based on B1 PET writing tips.</li> <li>- Facilitate peer feedback sessions on writing tasks to improve clarity and coherence.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete First Conditional exercises (handouts).</li> <li>- Write a short article following the B1 PET writing tips.</li> <li>- Review Unit 5 vocabulary and complete related workbook exercises.</li> </ul>
<b>Assessment</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> <li>- Assess participation in vocabulary and grammar activities.</li> </ul>
<b>Lecture 6</b>	<b>Contribution to CLOs : CLO2, CLO4</b>
<b>Content</b>	<p><b>Unit 5: Time to learn (cont)</b></p> <ul style="list-style-type: none"> <li>- Listening: True/False</li> <li>- Reading: Matching</li> <li>- Grammar: Defining relative clauses</li> <li>- Use of English: Future time and conditional clauses</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Relative clauses (handouts)</li> <li>- Workbook for students</li> <li>- Listening: <a href="#">Exam Skills: 4 tips for listening exams</a></li> <li>- Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i>, Cambridge University Press</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce listening strategies for True/False exercises using Exam Skills: 4 Tips for Listening Exams.</li> <li>- Guide students through reading strategies for Matching exercises, focusing on skimming, scanning, and identifying key ideas.</li> <li>- Present Defining Relative Clauses, explaining their structure, function, and common relative pronouns.</li> <li>- Introduce Future Time and Conditional Clauses, highlighting differences and appropriate usage.</li> <li>- Use slides and audio to reinforce comprehension and application of grammar and vocabulary.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Play a listening activity to practice True/False comprehension and discuss strategies for accuracy.</li> <li>- Provide a matching reading exercise, guiding students to identify key</li> </ul>

	<p>information and supporting details.</p> <ul style="list-style-type: none"> <li>- Conduct a grammar exercise where students complete sentences using Defining Relative Clauses.</li> <li>- Engage students in pair and group discussions, creating their own sentences with Future Time and Conditional Clauses.</li> <li>- Facilitate a peer review session where students exchange answers and discuss reasoning.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Listen to a short audio passage and write down True/False answers with explanations.</li> <li>- Review reading strategies and complete a Matching exercise.</li> <li>- Complete Relative Clauses exercises (handouts).</li> <li>- Practice Workbook exercises on Future Time and Conditional Clauses.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> <li>- Evaluate listening and reading comprehension through in-class activities.</li> <li>- Assess students' use of Defining Relative Clauses and Conditional Clauses in sentence-building exercises.</li> </ul>
<b>Lecture 7</b>	<b>Contribution to CLOs : CLO1, CLO3, CLO5</b>
<b>Content</b>	<p><b>Unit 5: Time to learn (cont)</b></p> <ul style="list-style-type: none"> <li>- Writing: An enquiry</li> <li>- Speaking: Giving an opinion/ agreeing and disagreeing</li> <li>- Wordlist</li> <li>- Focus Review 5</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Workbook for students</li> <li>- Speaking: <a href="#">How to agree or disagree in English</a></li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce writing strategies for composing an enquiry, focusing on formal structure, clarity, and key expressions.</li> <li>- Guide students through speaking strategies for giving opinions and expressing agreement/disagreement using How to Agree or Disagree in English.</li> <li>- Present key vocabulary from the wordlist, reinforcing pronunciation and usage.</li> <li>- Review Focus Review 5, summarizing key grammar and vocabulary points from Unit 5.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use slides and audio to provide examples and interactive practice.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Analyze a sample enquiry letter, identifying structure and key phrases. Have students draft their own enquiry letter, then exchange for peer review.</li> <li>- Conduct a speaking activity where students express opinions, agree, and disagree in discussions.</li> <li>- Role-play a formal and informal conversation using target speaking expressions.</li> <li>- Review Focus Review 5, having students complete related exercises in pairs or groups.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Write a formal enquiry letter, applying learned structure and expressions. Practice Workbook exercises related to agreeing, disagreeing, and expressing opinions.</li> <li>- Revise the wordlist and complete vocabulary exercises.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and writing task completion.</li> <li>- Evaluate students' participation in speaking activities, focusing on clarity and accuracy.</li> <li>- Assess students' use of key vocabulary and expressions in writing and speaking tasks.</li> </ul>
<b>Lecture 8</b>	<b>Contribution to CLOs : CLO4, CLO5</b>
<b>Content</b>	<p>Content 1: Revise and reinforce grammar knowledge, and practice the four skills: Listening, Speaking, Reading, and Writing learned in Unit 5.</p> <p>Content 2: Check the completion of Unit 5 (Workbook) and discussion if any questions raised</p> <p>Content 3: Further Practice 2: Provide techniques for completing Reading and Writing skills in the final test</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Workbook for students</li> <li>- Handouts for Reading and Writing skill</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). <i>Empower B1</i>. Cambridge.</li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Addressing questions of students to complete Unit 5 in Workbook</li> </ul>

	<ul style="list-style-type: none"> <li>- Present techniques for Reading and Writing skills</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Put questions on what students learned in Unit 5</li> <li>- Check their homework and explain some common mistakes</li> <li>- Ask, answer, discuss in pairs or groups, and work independently to complete review exercises in all four skills: Listening, Speaking, Reading, and Writing.</li> <li>- Provide students handouts to learn about Reading, and Writing skills, ask them follow-up questions to check their understandings and let them practice in pairs and groups</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Preview vocabulary and grammar of Unit 6.</li> <li>- Complete the handouts for Reading, and Writing skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> <li>- Evaluate students' listening and reading comprehension through in-class tasks.</li> <li>- Assess students' accuracy and creativity in using the Second Conditional in speaking and writing tasks.</li> </ul>
<b>Lecture 9</b>	<b>Contribution to CLOs : CLO2, CLO4</b>
<b>Content</b>	<p><b>Unit 6: Just the job</b></p> <ul style="list-style-type: none"> <li>- Vocabulary: Jobs/ collocations/ describing jobs/ phrasal verbs</li> <li>- Grammar: Second Conditional</li> <li>- Listening: Multiple choice</li> <li>- Reading: Multiple matching</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Second Conditional (handouts)</li> <li>- Workbook for students</li> <li>- Listening: <a href="#">Luyện nghe tiếng anh - English Listening Practice - Level B1 - Work and Career.</a></li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). <i>Empower B1</i>. Cambridge.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce vocabulary related to jobs, collocations, describing jobs, and phrasal verbs, using examples and context-based exercises.</li> <li>- Present the Second Conditional, explaining its structure and use in</li> </ul>

	<p>hypothetical situations.</p> <ul style="list-style-type: none"> <li>- Guide students through listening strategies for multiple-choice questions, using Luyện nghe tiếng Anh - English Listening Practice - Level B1 - Work and Career.</li> <li>- Teach reading strategies for multiple matching, helping students identify key ideas and connections in texts.</li> <li>- Use slides and audio to reinforce vocabulary, grammar, and skills.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Engage students in vocabulary exercises on jobs, collocations, and phrasal verbs.</li> <li>- Conduct pair and group discussions on hypothetical job situations using the Second Conditional (e.g., "If you could have any job, what would it be?").</li> <li>- Play the listening audio and have students answer multiple-choice questions, followed by discussion and feedback.</li> <li>- Assign a reading multiple matching task, guiding students to use scanning and skimming techniques.</li> <li>- Provide handouts for additional Second Conditional practice and have students create their own conditional sentences.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete Second Conditional handouts to reinforce grammar understanding.</li> <li>- Finish Workbook exercises related to vocabulary, listening, and reading.</li> <li>- Write a short paragraph using the Second Conditional to describe their ideal job.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> <li>- Evaluate students' listening and reading comprehension through in-class tasks.</li> <li>- Assess students' use of the Second Conditional in speaking and writing tasks.</li> </ul>
<b>Lecture 10</b>	<b>Contribution to CLOs : CLO5</b>
<b>Content</b>	<p><b>Unit 6: Just the job (cont)</b></p> <ul style="list-style-type: none"> <li>- Grammar: Modal verbs for obligation and permission</li> <li>- Use of English: Adjectives ending in -ed and -ing</li> <li>- Writing: A job application</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Adjectives ending in -ed and -ing (handouts)</li> <li>- Workbook for students</li> </ul>

	<ul style="list-style-type: none"> <li>- Grammar: <a href="#">Common Mistakes with English ADJECTIVES -ed and -ing endings</a></li> <li>- Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i>, Cambridge University Press</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce modal verbs for obligation and permission (must, have to, can, may, etc.) with workplace-related examples.</li> <li>- Explain adjectives ending in -ed and -ing, emphasizing their meanings and correct usage.</li> <li>- Guide students through writing a job application, focusing on structure, formal tone, and essential details.</li> <li>- Use slides and audio to reinforce grammar and vocabulary.</li> <li>- Highlight common mistakes with -ed and -ing adjectives to help students avoid errors.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Conduct grammar exercises on modal verbs in different workplace situations.</li> <li>- Engage students in a role-play activity where they practice using modal verbs in work-related scenarios.</li> <li>- Provide handouts and exercises on adjectives ending in -ed and -ing to reinforce understanding.</li> <li>- Assign a writing task where students draft a job application using correct grammar and vocabulary.</li> <li>- Facilitate peer review sessions where students give feedback on each other's job applications.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete Workbook exercises on modal verbs and adjectives.</li> <li>- Review common mistakes with -ed and -ing adjectives using the provided material.</li> <li>- Finalize and submit a revised job application incorporating feedback.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and handouts completion.</li> <li>- Assess the correct use of modal verbs and adjectives in writing.</li> <li>- Evaluate clarity, structure, and appropriateness of their job application.</li> </ul>
<b>Lecture 11</b>	<b>Contribution to CLOs : CLO2, CLO3, CLO5</b>
<b>Content</b>	<p><b>Unit 6: Just the job (cont)</b></p> <ul style="list-style-type: none"> <li>- Speaking: Asking for and giving advice</li> <li>- Word lists</li> <li>- Reading: Exam skills: <a href="#">Exam skills: 6 tips to help you with reading exams</a></li> <li>- Focus review 6</li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Workbook for students</li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Introduce key phrases for asking for and giving advice, focusing on polite and natural expressions.</li> <li>- Guide students through effective reading strategies for exams, using 6 tips to help with reading exams.</li> <li>- Provide word lists related to jobs and workplace communication to expand vocabulary.</li> <li>- Use slides and audio to support listening and speaking practice.</li> <li>- Review Focus Review 6, reinforcing key concepts from the unit.</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Conduct role-play exercises where students practice asking for and giving advice in different job-related scenarios.</li> <li>- Engage students in group discussions, applying new vocabulary and expressions.</li> <li>- Guide students through a reading practice task, applying exam tips to improve comprehension and efficiency.</li> <li>- Facilitate a peer teaching activity, where students explain key reading strategies to each other.</li> <li>- Review and discuss Focus Review 6, addressing any challenges or misunderstandings.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete Workbook exercises related to speaking and reading skills.</li> <li>- Prepare a short dialogue using target phrases for asking for and giving advice.</li> <li>- Review the 6 reading exam tips and apply them to a short reading passage.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Check students' workbook and reading task completion.</li> <li>- Evaluate fluency and accuracy in asking for and giving advice.</li> <li>- Assess comprehension and application of reading exam strategies.</li> </ul>
<b>Lecture 12</b>	<b>Contribution to CLOs: CLO2</b>
<b>Content</b>	<p>Content 1: Revise and reinforce grammar knowledge, and practice the four skills: Listening, Speaking, Reading, and Writing learned in Unit 6.</p> <p>Content 2: Check the completion of Unit 6 (Workbook) and discussion if any questions raised</p>

	<p>Content 3: Further Practice 3: Revise techniques for taking Listening section in the final test</p> <p>Content 4: Provide a google sheet-based trial test (in form of final test)</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Coursebook E3</li> <li>- Workbook for students</li> <li>- A google sheet-based test</li> <li>- Handouts for Listening practice</li> <li>- Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i>, Cambridge University Press</li> <li>- Peter M. and Amanda T. (2010). <i>Complete Pet</i>. Cambridge University Press.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Assess students' understandings about what they learnt in Unit 6</li> <li>- Check their completion of Unit 6 in Workbook and explain some mistakes</li> <li>- Explain the common mistakes of taking Listening test section</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Put questions on what students learned in Unit 6</li> <li>- Ask, answer, discuss in pairs or groups, and work independently to complete review exercises in all four skills: Listening, Speaking, Reading, and Writing in Unit 6 Workbook</li> <li>- Discuss on how to take Listening test well</li> <li>- Provide students with the Listening test online</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the handouts for Listening skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Scores on the online trial test</li> </ul>
<b>Lecture 13</b>	<b>Contribution to CLOs : CLO4, CLO5</b>
<b>Content</b>	<p>Content 1: Check the completion of handouts for Listening skills</p> <p>Content 2: Further Practice 4: Revise Reading and Writing skills in the final test</p> <p>Content 3: Provide a google sheet-based trial test (in form of final test)</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides and audio</li> </ul>



	<ul style="list-style-type: none"> <li>- Handouts for Reading and Writing skills</li> <li>- A google sheet-based test for Reading and Writing skills</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). <i>Empower B1</i>. Cambridge</li> <li>- Malcolm, M., &amp; Steve, T. (2019). <i>Destination B1 Grammar and Vocabulary with Answer Key</i>. Macmillan.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Check students' understandings on how to take for Reading and Writing test sections</li> <li>- Clarify the common problems</li> <li>- Check their homework completion and explain some mistakes</li> <li>- Let students take a trial test</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Put questions on what students learned about techniques of taking for Reading and Writing test sections</li> <li>- Ask students to hand in their homework for Listening</li> <li>- Discuss in peer groups and in class with teachers on how to take Reading and Writing test section effectively</li> <li>- Provide students with the Listening test</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the handouts for Reading and Writing skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Scores on the online trial test</li> </ul>
<b>Lecture 14</b>	<b>Contribution to CLOs : CLO3</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Speaking presentation in groups (The mid-term test 2)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Recorders</li> <li>- Slides</li> <li>- Handouts</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>- Mark students' work basing on the criteria provided from the Division</li> <li>- Record their presentation</li> </ul> <p><b>In-class activities:</b></p> <ul style="list-style-type: none"> <li>- Each group presents in 15 minutes (including 5 minutes for Q&amp;A) on their chosen topic for project</li> <li>- Use slides and handouts</li> </ul>

<b>Assessment</b>	- Scores on the group presentation with the use of rubrics (Appendix 3) Group presentation need to include: slides, visual aids, data, examples and handouts
<b>Lecture 15</b>	<b>Contribution to CLOs : CLO3</b>
<b>Content</b>	- Speaking presentation in groups (The mid-term test 2) (Cont)
<b>Materials</b>	- Recorders - Slides - Handouts
<b>Teaching and learning activities</b>	<b>Teaching:</b> - Mark students' work basing on the criteria provided from the Division - Record their presentation <b>In-class activities:</b> - Each group presents in 15 minutes (including 5 minutes for Q&A) on their chosen topic - Use slides and handouts
<b>Assessment</b>	- Scores on the group presentation with the use of rubrics (Appendix 3)
<b>Lecture 16</b>	<b>Contribution to CLOs : CLO1, CLO2, CLO3, CLO4, CLO5</b>
<b>Content</b>	- Revise the knowledge for Final test - Reflection of Projects and Presentation - Guidance of taking the Itest-based final test online
<b>Materials</b>	- Slides - Elliot, S and Thomas, A (2013), <i>Compact Preliminary for school</i> , Cambridge University Press - Peter M. and Amanda T. (2010). <i>Complete Pet</i> . Cambridge University Press.
<b>Teaching and learning activities</b>	<b>Teaching:</b> - Remind students of all techniques for taking final test - Give comments on all trial tests they did in class & clarify the common problems - Guide to take the Itest-based test - Question & answer <b>In-class activities:</b> - Put questions on what students learned about techniques of taking all parts in the final test

	<ul style="list-style-type: none"> <li>- Use slides to show their mistakes in tests and give them how to deal with these problems</li> <li>- Present on how to take the Itest-based test and note some mistakes when they take the test</li> <li>- Give feedback on what they get concerned</li> <li>- Ask students take notes, raise questions and answer</li> </ul>
<b>Assessment</b>	- Scores on their attendance, project and speaking presentation

## 12. Materials:

### a. Textbook:

[1] Coursebook:

Kay, S., Jones, W and Brayshaw, D. (2020). *Focus 2*. Pearson Press

### b. Other references:

[1] Elliot, S and Thomas, A. (2013), *Compact Preliminary for school*, Cambridge University Press

[2] Peter M. and Amanda T. (2010). *Complete Pet*. Cambridge University Press.

[3] Adrian, D., Craig, T., Herbert, P., Jeff, S., & Peter, L. (2018). *Empower B1*. Cambridge.

[4] Malcolm, M., & Steve, T. (2019). *Destination B1 Grammar and Vocabulary with Answer Key*. Macmillan.

[5] Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). *Cambridge English Empower Intermediate Student's Book: Intermediate*. Vietnam Education Publisher

## 13. Requirement:

Students have to:

- Fully and actively participate in class activities;
- Finish assignments from the lecturers;
- Complete assessment tests of the course.
- Follow regulations of the university.

## 14. Approval Date:

## 15. Approval:

<b>Dean of Faculty (responsible for the program)</b>	<b>Vice Dean of Faculty/Head of division</b>	<b>Module Leader</b>
<b>Assoc. Prof. Ph.D. Nguyễn Thùy Dương</b>	<b>M.A. Ngô Tùng Anh</b>	<b>M.A. Trần Thị Thu Thủy</b>

**Appendix 1**  
**ANALYTICAL RUBRICS**

**CLO1: Group work:** Form and maintain a group to exchange, discuss, and express personal viewpoints on everyday situations using the target language

**Group work rubrics**

<b>Performance level</b>	<b>(1)- Don't meet expectations (Fail)</b>	<b>(2)-Below expectations (Fail)</b>	<b>(3)- Marginally adequate (Fail)</b>	<b>(4)-Meets expectations (Pass)</b>	<b>(5)-Exceeds expectations (Pass)</b>
<b>Evaluation score</b>	<b>&lt;40%</b>	<b>40% - 54%</b>	<b>55% - 69%</b>	<b>70 - 84%</b>	<b>85% - 100%</b>
<b>Criteria</b>					
Setting team goals	There are no specific goals or none of the goals have been achieved	The goals have been set; however, some of them are not clearly defined. Only one or two goals have been completed.	The goals have been clearly defined. Some of the goals have been completed.	The goals are clearly defined and have been agreed upon within the team. The majority of the goals have been achieved.	All the goals are clearly defined, agreed upon, and successfully accomplished .
Planning the execution of tasks	The team work plan has not been developed yet	The work plan has been established, but it lacks specificity, detail, or is unreasonable in certain stages	The team work plan has been established, with some activities clearly defined, while others are unclear and overlapping	The team work plan has been clearly established. However, some activities are not entirely reasonable.	The team work plan has been clearly, specifically, and reasonably established
Roles & contributions of team members	All or most of the members are not participating	Some members participate in the team's activities, while others do not.	All members participate in the team's activities. However,	All members participate in the team's activities. The majority	All members participate in the team's activities actively and

	in the team's activities.		some members do not participate actively or responsibly	of members are active and responsible.	responsibly. Team members support each other to complete tasks with the highest efficiency.
Promoting a team-oriented work environment	<p>The following activities have not been carried out:</p> <ul style="list-style-type: none"> <li>• Showing respect and being constructive in communication.</li> <li>• Using a positive tone of voice and body language.</li> <li>• Motivating team members.</li> <li>• Actively supporting and sharing to resolve arising issues.</li> </ul>	<p>Perform one of the following activities:</p> <ul style="list-style-type: none"> <li>Showing respect and being constructive in communication.</li> <li>Using a positive tone of voice and body language.</li> <li>Motivating team members.</li> <li>Actively supporting and sharing to resolve arising issues.</li> </ul>	<p>Perform two of the following activities:</p> <ul style="list-style-type: none"> <li>• Showing respect and being constructive in communication.</li> <li>• Using a positive tone of voice and body language.</li> <li>• Motivating team members.</li> <li>• Actively supporting and sharing to resolve arising issues.</li> </ul>	<p>Perform three of the following activities:</p> <ul style="list-style-type: none"> <li>• Showing respect and being constructive in communication.</li> <li>• Using a positive tone of voice and body language.</li> <li>• Motivating team members.</li> <li>• Actively supporting and sharing to resolve arising issues.</li> </ul>	<p>Perform all of the following activities:</p> <ul style="list-style-type: none"> <li>• Showing respect and being constructive in communication.</li> <li>• Using a positive tone of voice and body language.</li> <li>• Motivating team members.</li> <li>• Actively supporting and sharing to resolve arising issues.</li> </ul>
Resolving conflicts	Not accepting alternative viewpoints/ideas/opinions.	Passively accepting alternative viewpoints/ideas/opinions.	Shifting focus to common ground, towards achievable tasks (avoiding	Identify and acknowledge the conflict, and implement some relatively	Resolve conflicts directly and constructively, helping to manage/address them to

			conflict)	effective conflict resolution solutions.	strengthen team cohesion and improve future effectiveness.
Select a reading passage that meets the requirements for word count, level, relevance to the topic, and includes accompanying practice exercises.	Select a reading passage that meets the requirements and design accompanying practice exercises.	Select two reading passages that meet the requirements and design accompanying practice exercises, using flexible simple sentences and 5% complex sentences in the summary.	Select three reading passages that meet the requirements and design accompanying practice exercises, using flexible simple sentences and 10% complex sentences in the summary.	Select four reading passages that meet the requirements and design accompanying practice exercises, using quality vocabulary and 30% complex sentences in the summary.	Select five reading passages that meet the requirements and design accompanying practice exercises, using quality vocabulary and 40% complex sentences in the summary.

**CLO2: Listening comprehension:** Understand the main ideas and detailed information in monologues and dialogues on topics related to everyday life

<b>Performance level</b>	<b>(1)- Don't meet expectation (Fail)</b>	<b>(2) – Below expectations (Fail)</b>	<b>(3) – Marginally adequate (Fail)</b>	<b>(4) – Meets expectations (Pass)</b>	<b>(5) – Exceeds expectations (Pass)</b>
<b>Evaluation score</b>	<b>&lt;40%</b>	<b>40% - 54%</b>	<b>55% - 69%</b>	<b>70% - 84%</b>	<b>85% - 100%</b>
<b>Criteria</b>					

Ability to understand the main information in short monologues or conversations on everyday topics.	Accurately understand 1-2 main pieces of information in short monologues or conversations on everyday topics.	Accurately understand 3 main pieces of information in short monologues or conversations on everyday topics.	Accurately understand 4 main pieces of information in short monologues or conversations on everyday topics.	Accurately understand 5 main pieces of information in short monologues or conversations on everyday topics.	Accurately understand 6 main pieces of information in short monologues or conversations on everyday topics.
Ability to understand detailed information in conversations on everyday topics.	Accurately understand 1-2 detailed pieces of information in conversations on everyday topics.	Accurately understand 3 detailed pieces of information in conversations on everyday topics.	Accurately understand 4 detailed pieces of information in conversations on everyday topics.	Accurately understand 5 details in conversations on everyday topics.	Accurately understand 6 detailed pieces of information in conversations on everyday topics.

**CLO3: Oral Communication:** Use a diverse and accurate range of vocabulary and grammatical structures, along with appropriate communication strategies, to describe pictures and discuss everyday communication situations

<b>Performance level</b>	<b>(1)- Don't meet expectation (Fail)</b>	<b>(2) – Below expectations (Fail)</b>	<b>(3) – Marginally adequate (Fail)</b>	<b>(4) – Meets expectations (Pass)</b>	<b>(5) – Exceeds expectations (Pass)</b>
<b>Evaluation score</b>	<b>&lt;40%</b>	<b>40% - 54%</b>	<b>55% - 69%</b>	<b>70 - 84%</b>	<b>85% - 100%</b>
<b>Criteria</b>					
Convey information	Unable to meet the requirements of the speaking task.	Conveys few of the required contents and lacks an appropriate communication strategy.	Conveys some of the required content with an appropriate communication strategy.	Conveys most of the required content with an appropriate communication strategy.	Conveys all required content clearly with an effective communication strategy.

Vocabulary, grammar, pronunciation, and intonation	Uses a few individual words or phrases. Pronunciation and intonation are unclear, causing confusion.	Uses basic vocabulary. However, there are some mistakes in vocabulary, grammar structure, and pronunciation.	Uses vocabulary and basic grammar structures relatively accurately. There are still some pronunciation errors	Uses accurate vocabulary and basic grammar structures. Pronunciation is clear.	Uses accurate vocabulary and basic grammar structures, along with some advanced vocabulary and grammar structures. Pronunciation and intonation are clear and appropriate.
Interaction	No interaction.	Very little interaction or very passive	There is interaction, but it is not effective and balanced in both question and answer.	The interaction is fairly balanced and effective in both question and answer.	Positive, balanced, and effective interaction in both question and answer.

**CLO4: Reading Comprehension:** Understand main ideas and specific details in texts or readings on familiar life topics.

Performance level	(1)- Don't meet expectation (Fail)	(2) – Below expectations (Fail)	(3) – Marginally adequate (Fail)	(4) – Meets expectations (Pass)	(5) – Exceeds expectations (Pass)
Evaluation score	<40%	40% - 54%	55% - 69%	70 - 84%	85% - 100%
Criteria					



Able to comprehend detailed information related to the author's opinions, attitudes, and other details in short readings on everyday topics.	Select the correct answer in the reading passage Part 4	Select two correct answers in the reading passage Part 4	Select three correct answers in the reading passage Part 4	Select four correct answers in the reading passage Part 4	Select five correct answers in the reading passage Part 4
Able to apply grammatical structures, phrases, and idiomatic expressions to fill in the blanks in short reading passages on familiar topics	Apply and correctly fill in 1-3 blanks in the reading passage.	Apply and correctly fill in 4-5 blanks in the reading passage.	Apply and correctly fill in 6-7 blanks in the reading passage.	Apply and correctly fill in 8 blanks in the reading passage.	Apply and correctly fill in 9-10 blanks in the reading passage.

**CLO5: Written Communication:** Use vocabulary and grammatical structures flexibly and accurately, along with appropriate communication strategies, to write a short story or a letter on familiar topics

Performance level	(1)- Don't meet expectation (Fail)	(2) – Below expectations (Fail)	(3) – Marginally adequate (Fail)	(4) – Meets expectations (Pass)	(5) – Exceeds expectations (Pass)
Assessment Score	<40%	40% - 54%	55% - 69%	70 - 84%	85% - 100%
Criteria					

Fully meet the requirements of the writing task strategically: provide complete and accurate responses to all given questions within 100-150 words. Essay structure and coherence. Vocabulary, grammatical structures, simple sentences, compound sentences, complex sentences, and compound-complex sentences.	Misunderstand the requirements and present irrelevant information in the writing.	Write a letter with the required word count (100-150 words), but fulfill only 1/3 or 2/3 of the task requirements, or include mostly irrelevant content. Use inappropriate communication strategies.	Write a letter with the required word count (100-150 words), fulfilling 2/3 of the task requirements. Use appropriate communication strategies.	Write a letter in the correct format with the required word count (100-150 words) and necessary content, though some minor details may be unclear. Use effective communication strategies.	Write a letter in the correct format, fulfilling all requirements for word count and content. Ensure clear and coherent information. Use effective communication strategies.
Ensure proper structure and coherence in writing.	Fail to understand letter/story writing structure.	Present letter/story content illogically, lacking coherence.	Organize letter/story with structure, using a limited number of linking words within sentences for cohesion.	Organize letter/story with clear structure, using a range of linking words accurately within sentences or between	Present letter/story logically, use cohesive devices proficiently, and structure paragraphs effectively and accurately.

				sentences for cohesion.	
Use vocabulary, grammar structures, simple sentences, compound sentences, complex sentences, and compound-complex sentences.	Make many vocabulary and grammatical structure errors.	Make many sentence structure errors, using mostly simple sentences in expression.	Use a reasonable range of vocabulary and simple grammatical structures.	Use an effective range of vocabulary and simple grammatical structures combined with compound and complex sentences.	Use vocabulary effectively and special grammatical structures, mastering the combination of simple, compound, complex, or compound-complex sentences.

## APPENDIX 2

### ENG03A PROJECT GUIDELINE

1<sup>st</sup> Mid-term test: A project-based test

Timing: During 10 sessions

Evaluation: Rubric provided (accounting for 15% of the total scoring)

Students are assigned to work in groups of 4-5. To start, each group chooses a debate-related topic (Topics: Eating style, Smoking, Means of transportation, Animals in zoo, Abortion, Violence, Online games, Tiktok.....). Each group member is responsible for searching ideas from different sources to have various views about the topic **to make conversation (4-5 minutes). In the conversation, their opinions need to be supported by their reasoning, examples, facts, or statistical data.**

- Voted group leaders are in charge of holding discussions, recording project progress and group members' participation in details and making a final report to their teacher. The degree of individual involvement in the task will therefore be marked by the teacher and group members.

The project package must be submitted by the 10<sup>th</sup> session, including:

- ☐ A group work schedule (task division, timeline)
- ☐ Meeting minutes
- ☐ A group work report\* (reasons for your grouping, outcome, efficiency, achievement, contribution of each member)
- ☐ Conversation video (4-5 minutes)
- ☐ A script

***Note: The group reports will include information on peer assessment of members' participation and require members' signatures for approval.***

**KEY DATES**

<b>TIMING</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>SESSION 1</b>	<ul style="list-style-type: none"><li>- Provide the project orientation</li></ul>	<ul style="list-style-type: none"><li>- Understand what they have to do with the project in detail and how they are assessed</li><li>- Set up their group</li><li>- Choose topics</li><li>- Brainstorm the suitable types of exercises.</li></ul>
<b>SESSION 2</b>	<ul style="list-style-type: none"><li>- Provide a guide or suggestions on topic development</li></ul>	<ul style="list-style-type: none"><li>- Ask the teacher for help relating to topic choice</li></ul>
<b>SESSION 3 – SESSION 9</b> (During 3 weeks)	<ul style="list-style-type: none"><li>- To be available to support students if any difficulties</li></ul>	<ul style="list-style-type: none"><li>- Work on their own schedule</li></ul>
<b>SESSION 10</b>	<ul style="list-style-type: none"><li>- Collect the final project packages from students</li></ul>	<ul style="list-style-type: none"><li>- Submit within due date</li><li>- Suffer from penalty if students are late</li></ul>