

**Assumption College**

## Curriculum Teacher’s Version

**Content Group: Foreign Languages**

**Subject Code: EN 20201 Subject: Supplemental English 1**

**Mathayom Suksa**: 1

**Semester**: 1 **Academic Year**: 2020

**Teacher’s Signature** Mr. Marc

**Head of Content Group’s Signature**....................................................................................



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**Subject Code: EN 20201 Subject: Supplemental English 1**

**Mathayom Suksa**: 1

**Semester**: 1 **Academic Year**: 2020

**Teacher’s Signature** Mr. Dominic

**Head of Content Group’s Signature**....................................................................................



**Assumption College**

## Curriculum Teacher’s Version

**Content Group: Foreign Languages**

**Subject Code: EN 20201 Subject: Supplemental English 1**

**Mathayom Suksa**: 1

**Semester**: 1 **Academic Year**: 2020

**Teacher’s Signature** Mr. Ans

**Head of Content Group’s Signature**....................................................................................

#### Teachers: Mr. Mark Mr. Dominic Mr Ans Classes: 1/1 + 1/5-1-8 2 Periods Per Week…………

Lesson Plan Analysis Supplemental English 1 EN20201

Learning Outcomes for M.1

1. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read*.*
2. Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration*.*
3. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news*/*incidents and issues of interest to society, and communicate the data continuously and appropriately*.*
4. Choose and use requests and give instructions, clarifications and explanations fluently*.*
5. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations*.*
6. Speak and write to present data themselves*/*experiences, news*/*incidents, matters and various issues of interest to society*.*
7. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers*.*
8. Explain*/*compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language*.*
9. Research*/*search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing*.*
10. Use language for communication in real situations*/*simulated situations in the classroom, school, community and society*.*

**COURSE DESCRIPTION**

**The Department of Foreign Languages Level of Students: M. 1**

**Subject Code: EN20201 Subject: Supplemental English**

**Number of Credit: 1 Time: 40 Periods**

Course Description

Study Supplemental English about different types of media, directions, requests, advices, explanations, fables, poems, sentences, statements, non-text information, news and information, activity scenarios, needs, help, opinions, routines, experiences, surrounding environment, language and culture, social manners, festivals, special days, traditions, cultures, similarities and differences of sentences, punctuations, word order, sentence structures, knowledge connection, information, facts, role play situations, basic tools, various knowledge and information from media and learning resources. Use language process, process for establishing knowledge and understanding, and attitudes, analytical process, practical process, work process, and process for establishing conceptualization to create communicative ability, thinking ability, problem-solving ability, life-skill ability, and ability to use technology with disciplines, diligence, efforts, love of being Thai, self-sufficiency, love of reading, and positive attitude toward language learning

## FSG’ Moral Values Desirables

Love of nation, religion and king Honesty and integrity

Self-discipline Avidity for learning

Observance of principles of Sufficiency Economy Philosophy in one*’*s way of life

Dedication and commitment to work Cherishing Thai-ness

Public-mindedness

Gentlemen of Assumption College

### Learning Standards and Indicators

**The Department of Foreign Languages Level of Students: M. 1**

**Subject Code: EN20201 Subject: English Reading and Writing 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators/Learning Outcomes** | **Key Word** | **Learners’ Key Competencies - Activities** | **21st-Century Skill/ Local Wisdom/Thai Wisdom/****Sufficiency Economy****Philosophy /School Focus** | **Desirables** |
| **1**. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read*.* | identify, justify, select, indicate, represent, name,formulate, explain | Learners’ Key Competencies communication capabilitythinking capability problem solving capabilitycapability in applying life skills and capability in technological applicationActivities5E Model / PPP / Explicit Teaching Model / CIPPA / CALLA / SIOP / CLT/ CBL / TBL /The Direct Method / Real-life scenarios / The Structural Approach / Cooperative Learning/ KWL-Plus / CIRC / Brainstorming / STAD/ Dramatization | Reading, Writing, Critical Thinking and Problem Solving, Creativity and Innovation, Cross-cultural Understanding, Collaboration, Teamwork and Leadership, Communications, Information, and Media Literacy, Computing and ICT Literacy,Career and Learning Skills,Compassion, Learning, Leadership | 1. Love of nation, religion and king
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Observance of principles of Sufficiency Economy Philosophy in one’s way of life
6. Dedication and commitment to work
7. Cherishing Thai- ness
8. Public-mindedness
9. Gentlemen of Assumption College
 |
| **2.** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration*.* | explainanalyze, identify, conclude, differentiate, select, separate, compare,contrast |
| **3.** Converse and write to exchange data about themselves and various matters around them, experiences, situations, news*/*incidents and issues of interest to society, and communicate the data continuously and appropriately*.* | identify, justify, analyze, give examples, illustrate |
| **4.** Choose and use requests and give instructions, clarifications and explanations fluently*.* | list, record, underline, state, define, arrange, name, tell, memorize,repeat, select, reproduce |
| **5.** Speak and write to express needs and offer, accept and refuse to give help in simulated or realsituations*.* | explain, discuss, provide, express,summarize, conclude |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6**. Speak and write to present data themselves*/*experiences, news*/*incidents, matters and various issues of interest to society*.* | classify, discuss, compare,conclude, summarize, show, explain | / Group discussion / Pair work / Peer Teaching / Mind Maps/ Group works |  |  |
| **7.** Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers*.* | express, classify, justify, discuss, analyze, compare, contrast, conclude, show,summarize, provide, categorize, critique, differentiate, debate |
| **8.** Explain*/*compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thailanguage*.* | search, record, summarize, express, present, show, relate |
| **9.** Research*/*search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speakingand writing*.* | use, employ, conduct, collect, analyze, summarize, conclude |
| **10.** Use language for communication in realsituations*/*simulated situations in the classroom, school, community and society*.* |  |  |  |  |

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| --- |
| **ICT and Media Used in the English Classroom Mathayom 1** |
| Semester 2 |
| **Lesson Plan** | **Topic** | **Website & Media** |
| **1** | Royal Rainmaking Project | <https://www.youtube.com/watch?v=gLdSbUdJFec> [https://www.youtube.com/watch?v=H61FaaI8R\_o](https://www.youtube.com/watch?v=gLdSbUdJFec) |
| **2** | Agricultural DevelopmentProjects | [http://www.chaipat.or.th/chaipat\_english/index.php?option=com\_content&view=article&id=4109&It](http://www.chaipat.or.th/chaipat_english/index.php?option=com_content&amp;view=article&amp;id=4109&amp;Itemid=283) [emid=283](http://www.chaipat.or.th/chaipat_english/index.php?option=com_content&amp;view=article&amp;id=4109&amp;Itemid=283) |
| **3** | Sufficiency Economy | <https://www.youtube.com/watch?v=SbrDS1YZLZM> |
| **4** | Nelson Mandela | [https://www.teachingenglish.org.uk/sites/teacheng/files/Student\_worksheets.pdf](http://tvslvslearningforum.org/pdf/Steve%20Jobs%20-%20Lessin%20Plan.pdf) [https://www.youtube.com/watch?v=2Yto4-Ft9dc.](http://tvslvslearningforum.org/pdf/Steve%20Jobs%20-%20Lessin%20Plan.pdf)[https://www.youtube.com/watch?v=FNSxCMIU09g](http://tvslvslearningforum.org/pdf/Steve%20Jobs%20-%20Lessin%20Plan.pdf) |
| **5** | Ed Sheeran | https://www.youtube.com/watch?v=\_dK2tDK9grQ https://[www.youtube.com/watch?v=3didmJn-NbI](http://www.youtube.com/watch?v=3didmJn-NbI) |
| **6** | Martin Luther King | https://[www.youtube.com/watch?v=mfzkkdFbSls.](http://www.youtube.com/watch?v=mfzkkdFbSls)<https://www.youtube.com/watch?v=43QTjFCPLt> <http://www.k12reader.com/civilrightsworksheets/GuessWhoHeroesofCivil_Rights.pdf> |
| **7** | Social Media | [https://www.youtube.com/results?search\_query=social+media+problems+for+](https://www.youtube.com/results?search_query=social%2Bmedia%2Bproblems%2Bfor%2B) |
| **8** | Electronic Gadgets | Student Book Get Ahead 1 Page 76 |
| **9** | Movie Review | <https://www.youtube.com/watch?v=PJvosb4UCLs> |
| **11** | Weather | <http://www.bbc.com/weather/1605651> |
| **12** | Places around the World | [Student Book Get Ahead 1 Page 74](http://www.onestopenglish.com/clil/secondary/english-across-the-curriculum/topic-based-listening-lessons/environ) |
| **13** | A great place to live | [Student Book Get Ahead 1 Page 50 and 52](http://www.freeclubweb.com/powerpoints/science/environment.html) |
| **14** | Transportation In Thailand | https://[www.youtube.com/watch?v=s1t80DyAT9I](http://www.youtube.com/watch?v=s1t80DyAT9I) |
| **15** | Vacation and Trips | [Student Book Get Ahead 1 Page 70](http://www.bbc.co.uk/worldservice/learningenglish/multimedia/london/unit1/listen1.shtml) |
| **16** | Dream Vacation | [Work book Page 47](http://www.breakingnewsenglish.com/1410/141002-travel-5.html) |
| **17** | Fables Tales and Morals | Book |
| **18** | The Gnat & The Bull | [https://www.youtube.com/watch?v=MeD2cZu\_h2Y](http://www.kidsworldfun.com/shortstoriesantandgrasshopper.php) |

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| **19** | The Ant and The Grasshopper | [http://www.kidsworldfun.com/shortstoriesantandgrasshopper.php](http://www.longlongtimeago.com/once-upon-a-time/fables/from-aesop/the-gnat-and-the-bull/) |

##### Learning Units

**Content Group: Foreign Languages Mathayom Suksa 1**

**Subject Code: EN20201** **Subject: Supplemental English 1**

**Credit(s): 1.0 Number of Hours: 40 hours**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Units** | **Hours** | **Learners’ Key Competencies** | **Teaching Materials** | **Evaluation** |
| **Learning Unit 1** - **Routine**Topic: Greetings and previous activities prior.Vocabulary: Times/days/months Conversation: Weekday routines Grammar: be; simple present Skills: | 7 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |
| **Learning Unit 2** - **Culture, Festival, Local Wisdom**Topic: Comparing cultures and festivals Events and holidays.Vocabulary: Conversation:Grammar: possessive adjectives Skills: | 7 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |
| **Learning Unit 3** - **Sport** Topic: On the weekend Vocabulary: Free time/sportsConversation: Free time activities Grammar: Simple present affirmative. Adverbs of frequencySkills: Reading, Fun Sports | 7 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |

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| **Learning Unit 4** - **Health**Topic: Daily self-improvement and beneficial habits for the youth.Vocabulary: Diet Conversation: Eating habitsGrammar: Simple present negative Skills: Writing practice about personal habits | 7 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |
| **Learning Unit 5 - Occupations** Topic: Reduce/Reuse/Recycle in the workforceVocabulary: Adjectives for jobs Conversation: Talking about different jobsGrammar: Adjectives for jobs Skills: Reading an unusual job | 6 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |
| **Learning Unit 6 - Adventure and travel**Topic: Unusual Destinations Vocabulary: Clothing for travel Conversation: How to pack for a trip Grammar: Prepositions of place Skills: Reading travel stories | 6 | 1. communication capability
2. thinking capability
3. problem solving capability
4. capability in applying life skills and
5. capability in technological application
 | * Textbook
* Presentation
* Dictionary
* Website
* Kahoot
* Socrative
 | * Quizzes*/*Test
* Oral evaluation
* Observation form
 |

**Assumption College Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 1 Period 1** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Royal Projects** |
| **Topic: Royal Rainmaking Project** |  | **Time: 1 Period** |

**Indicator 5:** Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

**Learning Objective: Reduce/Reuse/Recycle.** To communicate basic information and ideas on the Rainmaking Project.

**Knowledge:** The students will be able to discuss and talk about benefits to farmers, crops and communities.

**Skill:** The students will be able to relate, evaluate and provide examples

**Moral Value:** Avidity for learning

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and
* capability in technological application **Sub Concept/ Topic:** Weather **Activities:** PPP

##### Period 1

1. *Warm Up*

On the board, write Royal Rainmaking Project and then ask the class to try and explain its meaning. Based on their responses, compile a list of key words that illustrate their answers.

Provide any additional words and explanations whenever appropriate.

1. *Presentation*

[***https://www.youtube.com/watch?v=gLdSbUdJFec***](https://www.youtube.com/watch?v=gLdSbUdJFec)

***https:***[***//www.youtube.com/watch?v=H61FaaI8R\_o***](http://www.youtube.com/watch?v=H61FaaI8R_o)

Father of Royal Rainmaking.mp4 How does Royal Rainmaking work\_.mp4

Play video clip explaining the implications of the Royal Rainmaking Project. Have students interpret the information and present their ideas to the class.

1. *Practice*

In groups discuss and compile a mind - map of what they think Royal Rainmaking Project is while giving examples of how it’s relevant to people’s life in rural communities. Monitor answers and assist with responses. Students take turns to read and present mind maps and descriptions.

##### Period 2

1. *Production*

Individually, students produce a poster for their community that promotes any elements of Rainmaking and how useful it is for farmers and crops to grow year round.

1. *Assignment*

Students present their posters for 5 minutes in front of the class and others identify the most relevant information. Provide appropriate feedback and students vote for the top 3 posters.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher …………………. Head of Foreign Languages Department ………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 1 Period 2 Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M1 Learning Unit: Royal Projects Topic: Agricultural Development Projects Time: 1 Period Reduce/Reuse/Recycle**

**Indicator 9:** Research/search for, make records, summarize and express opinions about data related to other learning areas, and present them through speaking and writing.

**Knowledge:** Students will be able to arrange and label information

**Skill:** Students will be able to categorize and present relevant information

**Moral Value:** Avidity for learning

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and
* capability in technological application **Sub Concept/ Topic:** Weather **Activities:** CALLA

##### Period 1

1. *Preparation*

On the board write questions about farming. Such as, have you ever been to a farm? What did you see and do? Why is farming important in Thailand? What kind of food is being farmed in Thailand? What do you think about the future of farming in Thailand? Would you like to be a farmer?

Write the best responses on the board and highlight key vocabulary.

1. *Presentation*

Instruct students Ex-1 from the worksheet and have them read the farming system vocabulary and article. Match the correct items and definitions as a class and then have them look at the booklets illustrating the Royal Agriculture Projects around Thailand. [http://www.chaipat.or.th/chaipat\_english/index.php?option=com\_content&view=article&id=4109&Itemid=283](http://www.chaipat.or.th/chaipat_english/index.php?option=com_content&amp;view=article&amp;id=4109&amp;Itemid=283)

1. *Practice*

Ask random students to read out information about the projects and discuss what they know and understand about these particular places in Thailand. Students locate and match the main features of farming production on the worksheet. [http://www.chaipat.or.th/chaipat\_english/index.php?option=com\_content&view=article&id=4142&Itemid=290](http://www.chaipat.or.th/chaipat_english/index.php?option=com_content&amp;view=article&amp;id=4142&amp;Itemid=290)

##### Period 2

1. *Self Evaluation*

Students work in groups to check their answers by using the Royal Project booklets. Provide appropriate feedback when necessary.

1. *Expansion*

Distribute additional information and websites on Agricultural development. Students illustrate these processes through diagrams and graphs. Post their work on the M3 Facebook page.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | **□** CIPPA | **□**CALLA | **□** SIOP |
|  | **□** Others**………** |  |  |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | * Pair work
* Group work
 | * Peer Teaching
* Others**………**
 | **□**Mind Maps |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ……………… Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 2 Period 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Royal Projects** |
| **Topic: Sufficiency Economy** |  | **Time: 2 Periods** |

**Indicator 6:** Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

**Learning Objectives** To live a frugal life

**Knowledge:** The students will be able to discuss and present information on the Sufficiency Economy **Skill:** The students will be able to relay information and opinions through speaking and writing **Moral Value:** Love of Nation, Religion and King

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and
* capability in technological application

**Sub Concept/ Topic:** Daily, Weekly and Monthly Budgets.

##### Activities: PPP

**Period 1**

1. *Warm Up/ Lead in*

On the board, write Sufficiency Economy and then ask the class to try and explain its meaning. Based on their responses, compile a list of key words that illustrate their answers.

Provide any additional words and explanations whenever appropriate.

1. *Presentation*

On the board underline the key vocabulary items. On the board underline the key vocabulary items.

[*https://www.youtube.com/watch?v=SbrDS1YZLZM*](https://www.youtube.com/watch?v=SbrDS1YZLZM)

Play video clip explaining the implications of the Philosophy in Thai farming. Have students interpret the information and present their ideas to the class.

1. *Practice*

In groups discuss and compile a mind - map of what they think Sufficiency Economy is while giving examples of how it’s relevant to people’s life in both rural and urban communities. Monitor answers and assist with responses. Students take turns to read and present mind maps and descriptions.

##### Period 2

1. *Production*

Using all their information students have gathered, they evaluate the main reasons and objectives of the Sufficiency Economy.

Pair students off and get them to work out how much money they need daily, weekly and monthly for food, drink, transport and pleasure/leisure.

1. *Assignment*

Students research about their parents daily, weekly and monthly budgets.

Students have a greater understanding of their parents and household outgoings per week, month etc.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* Google Forms, Google Slides
* Kahoot!
* Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* + Checking the quizzes in the textbook
	+ Oral recitation of passages/answers
	+ Observation

##### Evaluation Tools:

* + Quizzes/Test
	+ Oral evaluation
	+ Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
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| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
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| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ………………. Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 3 Period 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Famous People** |
| **Topic: Nelson Mandela** |  | **Time: 2 Periods** |

**Indicator 2:** Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

##### Learning Objective:

**Knowledge:** The students will be able recall information from a large textual item

**Skill:** The students will be able to arrange and construct sentences using grammatical features

**Moral Value:** Gentlemen of Assumption College

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and
* capability in technological application

**Sub Concept/ Topic:** Human Rights

##### Activities: 5E

**Period 1**

1. *Engage*

Students watch the short video clip about Nelson Mandela. https://[www.youtube.com/watch?v=2Yto4-Ft9dc.](http://www.youtube.com/watch?v=2Yto4-Ft9dc)

Have students pay close attention to his lifeline. Repeat the video and introduce key vocabulary items. For example, prison, apartheid, ANC, equal rights, racism.

Put students into groups and distribute flash cards and sentences with the different words and sentences associated with the video and article on Nelson Mandela.

1. *Explore*

Get students to identify the correct vocabulary items.

Play the second video and add subtitles to the short presentation. https://[www.youtube.com/watch?v=FNSxCMIU09g](http://www.youtube.com/watch?v=FNSxCMIU09g)

1. *Explain*

Some words will be completely new to Thai students such as apartheid, racism, prison etc. Explain and go through difficult words and meanings.

##### Period 2

1. *Elaborate*

**https://**[**www.teachingenglish.org.uk/sites/teacheng/files/Student\_worksheets.pdf**](http://www.teachingenglish.org.uk/sites/teacheng/files/Student_worksheets.pdf)

In small groups present Ex – 2 and provide the information on the timeline paper slips.

Students must identify and put Nelson Mandela’s timeline in order. Check answers on the board.

1. *Evaluate*

Students work in groups to produce posters about Mandela’s life or a campaign poster against racism. Provide feedback and points accordingly.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
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|  |  |  |  |
| --- | --- | --- | --- |
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| **Teaching Method** | * CIPPA
* Others**………**
* CLT
 | **□**CALLA**□** CBL | * SIOP
* TBL
 |
|  | * The Direct Method
* The Structural Approach

**□**Others**………** |  | * Real**-**life scenarios
* Cooperative Learning
 |
| **Teaching Technique****Evaluation:** | * KWL-Plus
* STAD
* Pair work
* Group work
 | * CIRC
* Dramatization
* Peer Teaching
* Others**………**
 | * Brainstorming
* Group discussion

**□**Mind Maps |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

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| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
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| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

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* Review what students have learned again slowly
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
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| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

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| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
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| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher……………… Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 4 Periods 1/2 Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M1 Learning Unit: Famous People Topic: Ed Sheeran and Martin Luther King Time: 2 Periods**

**Indicator 9:** Research/search for, make records, summarize and express opinions about data related to other learning areas, and present them through speaking and writing.

**Learning Objective:** To be able to listen and sing a popular pop song in English and gain an understanding of human rights and racism.

**Knowledge:** The students will be able to read the lyrics and sing the song. Understand racism. **Skill:** The students will be able to sing the song in English. Understand Human Rights **Moral Value:** Public-mindedness

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and
* capability in technological application **Sub Concept/ Topic:** Singer Songwriters **Activities:** PPP

##### Period 1 Ed Sheeran

1. *Warm Up/ Lead in*

Play the song “Shape of You” by Ed Sheeran <https://www.youtube.com/watch?v=_dK2tDK9grQ>

Write Ed Sheeran on the white board. Elicit where Ed Sheeran is from? What is he famous for? Elicit the key words like pop star, famous singer, singer song writer, celebrity.

Students will probably have heard of the song “Shape of You” and some will already know some of the lyrics/words to this popular, recent song.

1. *Presentation*

*Play the short video about Ed Sheerans life* [*https://www.youtube.com/watch?v=3didmJn-NbI*](https://www.youtube.com/watch?v=3didmJn-NbI)

Ask students to take notes during the video. Put English subtitles on so they can read it and listen.

1. *Practice*

Play the song again and students listen and sing along to “Shape of You” Get students to work through the worksheet below.

##### https://en.islcollective.com/resources/printables/worksheets\_doc\_docx/shape\_of\_you\_song\_ed\_sheeran/el ementary-a1/96188

**Period 2 Martin Luther King**

1. **Lesson Introduction**

Play the video ‘Black History Month’. https:[//www.youtube.com/watch?v=mfzkkdFbSls.](http://www.youtube.com/watch?v=mfzkkdFbSls)

As a class, list key words and vocabulary on the board. Make a timeline with conjunction with the video.

##### Warm Up

On the board write the questions; who was Martin Luther King? What do did he do? Why do you think he was an important person? Discuss and write some answers on the board.

1. **Modeling of Concept** On the board write Law, Protest & Civil Rights. Students use dictionaries to find definitions and then write them in their notebooks.

Show the 2nd video to reinforce the Civil Rights Movement and the importance of Martin Luther King. https://[www.youtube.com/watch?v=43QTjFCPLtI](http://www.youtube.com/watch?v=43QTjFCPLtI)

##### Guided Practice

Distribute the handout. In small groups have students read and complete the exercises in pairs. Discuss answers as a class and write them on the board.

##### Independent Practice

Recall key words, ‘independence and human rights’. Review the meaning and point out definitions accordingly. Students should use their phone in order to match the statements and famous people in the activity. Website - <http://www.k12reader.com/civilrightsworksheets/GuessWhoHeroesofCivil_Rights.pdf>

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

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| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | * CLT
* The Direct Method
* The Structural Approach

**□**Others**………** | **□** CBL | * TBL
* Real**-**life scenarios
* Cooperative Learning
 |
| **Teaching Technique****Evaluation:** | * KWL-Plus
* STAD
* Pair work
* Group work
 | * CIRC
* Dramatization
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* Others**………**
 | * Brainstorming
* Group discussion

**□**Mind Maps |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
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| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

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* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
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**How to solve the problem**: Skill

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| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
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| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
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**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
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* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher………………….. Head of Foreign Languages Department ……………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 5 Periods 1/2 Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M1 Learning Unit: Entertainment**

**Topic: Social Media Time: 2 Periods**

**Indicator 9:** Research/ search for, make records, summarize and express opinions about the data related to other learning areas, and present them through speaking and writing.

##### Learning Objective:

**Knowledge:** The students will be able to read and comprehend text about social networking sites

**Skill:** The students will be able to skim and scan an article and comprehend.

**Moral Value:** Honesty and Integrity

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Smart Phones are making us dumber

**Activities:** SIOP

##### Period 1

1. **Preparation**

On the board write the following questions; How much time do you spend on social media sites?

What social media sites do you use? Why do you like these sites? Do you think these sites can be dangerous? Why or Why not? Write suitable answers on the board with regards to the target language.

##### Building Background

Using the PP slides, provide students examples and explanations of how to find the main idea and examples of how to summarize a text or article.

Direct students to the reading - Social Networking Sites’ S/B 37 Ex – 1&2 and ‘Cybercrime’ S/B 43. Students individually silent read the text and answer the five questions.

Play video on ‘Social Media Security’ and discuss as a class. [https://www.youtube.com/results?search\_query=social+media+problems+for+kids](https://www.youtube.com/results?search_query=social%2Bmedia%2Bproblems%2Bfor%2Bkids)

##### Comprehensible Input

In pairs, students review the main idea of the article and summarize each paragraph.

Each pair presents their answers to other pairs to clarify and confirm their understanding of the text.

##### Period 2

1. **Student Strategies for Success**

Students individually write a short text about whether social networking sites are good or bad. Provide additional examples and ideas from the reading when appropriate on the board.

##### Interactions

In groups, students create a mind map or feature board using their individual information. Each group must have several pro’s and con’s with a conclusive explanation of their decision.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

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| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
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|  | **□**Others**………** |  |  |
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|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
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| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
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| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
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##### Follow-Up

Teacher ……………… Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 6 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Entertainment** |
| **Topic: Electronic Gadgets** |  | **Time: 2 Periods** |

**Indicator 6:** Speak and write to present data about themselves/ experiences, news/incidents, matters, and various issues of interest to society.

##### Learning Objective:

**Knowledge:** The students will be able to differentiate between different forms of gadgets

**Skill:** The students will be able to speak about their own experiences with different devices.

**Moral Value:** Self-discipline

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Life in 2050

**Activities:** CALLA

##### Period 1

###### *Preparation*

Write “Electronic Gadgets” on the white board. Elicit what different types of electronic gadgets there are and also how many each student owns.

Do they use these gadgets on an hourly basis, daily or weekly basis.

Write all the different gadgets on the whiteboard and ask students to open their student books on Page 76

###### *Presentation*

Students open their student books on Page 76 Unit 12 “Into the future”. Play track 2:64 and pronounce the words as a class.

Play track 2:65. Students listen to a conversation about different types of gadgets.

Exercise 3 Page 76 students must write five sentences about the electronic gadgets in exercise 1. Use some of the phrases in the box to help.

##### Period 2

###### *Practice*

Page 77 Student book there is a fun Techno-Trivia quiz for students to try. Play Track 2:66. Listen and read the quiz. Answer the questions.

Ask students “How many hours do you………” Spend on your phone each day?

Watch Television each day? Listen to music each day?

###### *Self-Evaluation*

Ask students to create a weekly report on how much time they spend entertaining themselves on a daily and weekly basis. Do they feel this time is well spent? Do they think they spend too much time or not enough time using their electronic gadgets?

Students work out how many hours per day/week/month they spend glued to their phones or the TV

###### *Expansion*

Life in 2050. Page 81 Student book. Students brainstorm and share ideas about what life will be like and what technological advances could be mainstream in the year 2050.

### Teaching Materials

#### Textbook

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	+ Websites
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	+ Socrative

|  |  |  |  |
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 |
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* Group work
 | * CIRC
* Dramatization
* Peer Teaching
* Others**………**
 | * Brainstorming
* Group discussion

**□**Mind Maps |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ……………… Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 7 Periods 1/2 Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M. 1 Learning Unit: World/Environment Topic: Weather Time: 2 Periods**

**Indicator 6:** Speak and write to present data about themselves/ experiences, news/incidents, matters, and various issues of interest to society.

##### Learning Objective:

**Knowledge:** The students will describe the different types of weather and weather conditions.

**Skill:** The students will be able to identify and elicit different types of weather.

**Moral Value:** Gentlemen of Assumption College

**Learners’ Key Competencies** communication capability thinking capability

problem solving capability

capability in applying life skills and capability in technological application

**Sub Concept/ Topic:** Extreme weather

**Activities:** CIPPA

##### Period 1

###### *Activating prior knowledge*

With books closed put students into pairs and give them two minutes to write down as many words as possible about weather. Give them a further 2 minutes to write down the English months of the year. Have them write their words on the board and check that everyone understands. Ask individual students what types of weather they have experienced either in Thailand or on previous trips overseas/abroad.

###### *Seeking new knowledge*

Ask the students to open their books on page 32. Talk about the weather in exercise1. Play track 1:51 to help with pronouncing the weather words. Students listen and repeat.

Play track 1:52 and get students to listen to the weather forecast and fill in the missing weather conditions.

###### *Studying and understanding new knowledge; and integrating new knowledge with knowledge that is* already understood

Play a BBC weather video report <http://www.bbc.com/weather/>and discuss the different weather signs that they will see. Get students to look at the weather web on Page 32. Write sentences about the weather.

##### Period 2

###### *Sharing knowledge*

Play track 1:53. Listen to the speakers talk about their favorite month. Students may take notes along the way changing blue words to suit their own tastes and preferences.

###### *Conclusion and knowledge organization*

Ask 2 students to read the example conversation in exercise 1 page 33 SB. Students work in pairs to talk about their favorite months and weather conditions. Ask for volunteers to share what they learned from their partners. Students to stand at the front of class and perform the conversation.

###### *Showing Tasks and Knowledge Application*

“Show and tell” with students performing their own weather report in front of the class.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | **□** CIPPA | **□**CALLA | **□** SIOP |
|  | **□** Others**………** |  |  |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | * STAD
* Pair work
 | * Dramatization
* Peer Teaching
 | **□** Group discussion**□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* + Checking the quizzes in the textbook
	+ Oral recitation of passages/answers
	+ Observation

##### Evaluation Tools:

* + Quizzes/Test
	+ Oral evaluation
	+ Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher …………………………… Head of Foreign Languages Department ……………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 8 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Entertainment** |
| **Topic: Movie Review** |  | **Time: 2 Periods** |

**Indicator 4:** Choose and use requests and give instructions, clarifications and explanations fluently.

##### Learning Objective:

**Knowledge:** The students will be able to read, comprehend the main idea of large texts **Skill:** The students will be able to summarize and write complex sentences **Moral Value:** Dedication and commitment to work

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Survival Skills and how to survive on a desert island.

**Activities:** SIOP

##### Period 1

1. *Preparation*

On the board write the following questions; Have you seen the movie “Castaway”? What would you do to survive on a desert island? Have you ever been camping before in a remote area?

1. *Building Background*

Play the trailer for Castaway. Build the story about Tom Hanks flight home which ended with the plane crashing and him being stranded on a desert island.

*https:*[*//www.youtube.com/watch?v=PJvosb4UCLs*](http://www.youtube.com/watch?v=PJvosb4UCLs)

1. *Comprehensible Input*

In pairs, students review the main idea of the movie and discuss how they would survive

Each pair presents their answers to other pairs to clarify and confirm their understanding of the movie. For homework students have to watch the movie Castaway at home over the weekend.

Additional worksheets ON MY COMPUTER Castaway SENTENCE and WORD scramble. Castaway simple Past CROSSWORD

##### Period 2

1. *Student Strategies for Success*

Brainstorm students understanding of the movie and share thoughts and feelings with the other students in the class. Share ideas and reviews.

Students individually write a short text about the movie and rate it out of ten.

Provide additional examples and ideas from the reading when appropriate on the board.

1. *Interactions*

In groups, students create a mind map or feature board using their individual information. Each group must have several ideas and reviews about the movie and why it was good or bad.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher……………………………… Head of Foreign Languages Department …………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 9 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 2** |
| **Level of Students: M1** |  | **Learning Unit: Entertainment** |
| **Topic: Summative Review** |  | **Time: 2 Periods** |

**Indicator 4:** Choose and use requests and give instructions, clarifications and explanations fluently.

**Learning Objective:** Self Discipline. Preparation of Students knowledge pertaining to the Summative Exam.

**Knowledge:** The students will be able to read, comprehend the main idea of large texts.

**Skill:** The students will be able to summarize and write complex sentences.

**Moral Value:** Dedication and commitment to work

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Survival Skills and how to survive on a desert island.

**Activities:** SIOP

##### Period 1

1. *Preparation*

Question and Answer about relevant material through out the Student Book and Workbook.

1. *Building Background*

Students verbally quiz each other on related material.

1. *Comprehensible Input*

##### Period 2

1. *Student Strategies for Success*

Closed book quiz.

1. *Interactions*

Oral questions and answers between students pertaining to material represented on the Summative exam.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | * CLT
* The Direct Method
* The Structural Approach

**□**Others**………** | **□** CBL | * TBL
* Real**-**life scenarios
* Cooperative Learning
 |
| **Teaching Technique****Evaluation:** | * KWL-Plus
* STAD
* Pair work
* Group work
 | * CIRC
* Dramatization
* Peer Teaching
* Others**………**
 | * Brainstorming
* Group discussion

**□**Mind Maps |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ………………….. Head of Foreign Languages Department …………………………………



**Summative Exam**

**Subject: English Level: M/1**

**Academic Year: 2020**

**Semester: 1 Week 10**

**Periods: 1-2**

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 11 Periods 1-2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M. 1** |  | **Learning Unit: Geography** |
| **Topic: Places around the world.** |  | **Time: 2 Periods** |

**Indicator 9:** Research/search for, make records, summarize and express opinions about the data related to other learning areas, and presents them through speaking and writing.

**Learning Objective:**

**Knowledge:** Students Identify different continents, countries and cities around the world.

**Skill:** Students illustrate where different Oceans are and the continents.

**Moral Value:** Observance of Principles of Sufficiency Economy Philosophy in One’s Way of Life

**Learners’ Key Competencies** communication capability thinking capability

problem solving capability

capability in applying life skills and capability in technological application

**Sub Concept/ Topic:** Different types of weather and climates around the world.

**Activities:** CIPPA

##### Period 1

###### *Activating prior knowledge*

With books closed put students into groups of 3/4 and give them two minutes to write down as many words as possible about continents, countries and oceans. Have them write their words on the board and check that everyone understands. Ask individual students where they have visited around the world.

###### *Seeking new knowledge*

Ask the students to open their books on page 74. Play track 2.60 to help with pronouncing the continents and ocean words. Students listen and repeat. Read through the sentences in exercise 2 with the class. Students can circle the correct words for questions 1-7.

Play track 2.62 again and have students answer the questions in exercise 2. Play track 2.63 and listen to Tom’s dream trip/

Play track 2.63 again and ask students to complete the text with words in the box.

###### *Studying and understanding new knowledge; and integrating new knowledge with knowledge that is* already understood

Play track 2.61 and students listen and match the islands with the oceans. Students talk about different places around the world with a partner.

##### Period 2

###### *Sharing knowledge*

Play track 2.62. Students listen and read Shi-Han’s blog message on page 75

###### *Conclusion and knowledge organization*

Students to talk about a country they have previously visited or a city they have been to.

1. ***Showing Tasks and Knowledge Application*** Have the students write about their own dream trip. Where would they visit?

How long would they travel for and who with?

**Teaching Materials**

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
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|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* + Checking the quizzes in the textbook
	+ Oral recitation of passages/answers
	+ Observation

##### Evaluation Tools:

* + Quizzes/Test
	+ Oral evaluation
	+ Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher……………… Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 12 Periods 1/2 Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M. 1 Learning Unit: World/Environment Topic: A great place to live Time: 2 Periods**

**Indicator 10:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

##### Learning Objective:

**Knowledge:** Students to recognise different places in town

**Skill:** Students will be confident enough to describe where they live and different types of amenities.

**Moral Value:** Observance of Principles of Sufficiency Economy Philosophy in One’s Way of Life

**Learners’ Key Competencies** communication capability thinking capability

problem solving capability

capability in applying life skills and capability in technological application

**Sub Concept/ Topic:** Vocabulary Expansion/ Prepositions of Place

**Activities:** CIPPA

##### Period 1

###### *Activating prior knowledge*

With books closed put students into pairs and give them two minutes to write down as many words as possible about things you would find in a town or city. Have them write their words on the board and check that everyone understands. Play track 2:14. Students look at the pictures and repeat the words.

###### *Seeking new knowledge*

Ask the students to open their books on page 50. Elicit any extra words of places or amenities that you may find in a town or city. Play tracks 2:15 and 2:16. Students listen to a description of where Tina and Andy live and circle the correct words and true or false.

###### *Studying and understanding new knowledge; and integrating new knowledge with knowledge that is* already understood

Students listen to Track 2:17 and practice the conversation in pairs and then come to the front of the class to produce it.

##### Period 2

###### *Sharing knowledge*

Grammar on page 52 describing Prepositions of Place.

Students look at the map on Page 52 and listen to track 2:19 and circle the three places on the map. Check understanding with objects around the classroom. Next to, between, across from etc .

Students to give clear directions in English.

###### *Conclusion and knowledge organization*

Describe your town. Page 55. Students listen and read about Miami.

###### *Showing Tasks and Knowledge Application*

Finish the topic by having students write about their town/city and describe what their town has and why it is such a great place to visit.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

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| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* + Checking the quizzes in the textbook
	+ Oral recitation of passages/answers
	+ Observation

##### Evaluation Tools:

* + Quizzes/Test
	+ Oral evaluation
	+ Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ………………………. Head of Foreign Languages Department ……………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 13 Periods 1/2** |
| **Subject Code: EN 20201 Level of Students: M1****Topic: Transportation in Thailand** |  | **Subject: Supplemental English 1 Learning Unit: Transportation****Time: 2 Periods** |

**Indicator 5:** Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

##### Learning Objective:

**Knowledge:** The students will be able to understand and recall vocabulary related to transportation.

**Skill:** The students will be able to apply and restate information on transportation.

**Moral Value:** Dedication and commitment to work

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Travelling options in other countries

##### Activities: PPP

**Period 1**

1. **Warm Up/Lead in**

Play the short video clip about transportation around Bangkok, Thailand. Pause video at points to clarify comprehension and understanding.

Play the short video clip about transportation around Bangkok, Thailand. Pause video at points to clarify comprehension and understanding. <https://www.youtube.com/watch?v=s1t80DyAT9I>

Use flashcards to provide additional vocabulary and pronunciation practice.

###### *Presentation*

Repeat the video clip and pause at the points where the audience can see the different modes of transport types and systems. Get students to elicit transport types aloud after each item from the video.

Distribute the vocabulary handout with pictures of types of transportation around the world.

###### *Practice*

Students read through the list of items and match the descriptions from the website and handout. Students come to the board and match the descriptions.

[https://en.islcollective.com/resources/printables/worksheets\_doc\_docx/vocabulary\_matching\_worksheet trans](https://en.islcollective.com/resources/printables/worksheets_doc_docx/vocabulary_matching_worksheet__transport/transports-vocabulary-matching/3897) [port/transports-vocabulary-matching/3897](https://en.islcollective.com/resources/printables/worksheets_doc_docx/vocabulary_matching_worksheet__transport/transports-vocabulary-matching/3897)

##### Period 2

1. **Production**

In pairs, students complete the worksheet and decide which mode of transport is quicker, easier, cheaper and faster. Student’s present findings and personal reasoning to the class. https://en.islcollective.com/resources/printables/worksheets\_doc\_docx/comparing\_modes\_of\_public\_transport/com parison-comparative-adjectives/79554

##### Assignment

On the board, write the headings - 1Introduction 2Body 3Conclusion and write the following statement; What are the pros and cons of taking a/the……… to school? Individually, students provide examples and reasons for the type of transport. Students present work to the class. Students to do a 3 minute presentation on pros and cons for each mode of transport and what’s the most cost effective.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | **□** CIPPA | **□**CALLA | **□** SIOP |
|  | **□** Others**………** |  |  |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | * STAD
* Pair work
 | * Dramatization
* Peer Teaching
 | **□** Group discussion**□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ………………………. Head of Foreign Languages Department …………………………………

##### Assumption College Lesson Plan

**Semester: 1 Academic Year: 2020 Week: 14 Periods 1/2**

**Subject Code: EN 20201 Subject: Supplemental English 1**

**Level of Students: M1 Learning Unit: Transportation Topic: Vacation and Trips and Dream Vacation Time: 2Periods Indicator 5:** Speak and write to express needs and offer, accept and refuse to give help in simulated or real

situations.

##### Learning Objective:

**Knowledge:** The students will be able to explain where oceans, continents and countries are in the world.

**Skill:** The students will be able to discuss about their own vacations and future dream holidays.

**Moral Value:** Dedication and commitment to work

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Packing for a trip

##### Activities: PPP

**Period 1**

###### *Warm Up/ Lead-In*

With students books closed write vacation/holiday on the white board.

Elicit where students have visited on their recent holidays/vacations. Write them on the board.

Elicit what are the important things to pack/take with them when packing their suitcase. Write the various items on the white board and explain more difficult words.

###### *Presentation*

Students open their student books to page 70 Unit 11 “What a Trip”

Look at the pictures and pronounce the 12 vocabulary words relating to packing for a trip.

Students listen to tracks 2.52 for Vocabulary and 2.53 to listen to what Kayo is taking on his trip toTaiwan

###### *Practice*

Students listen to track 2.54 “Where are you going to go on vacation”

Students listen and read the conversation between Kento and Mika on page 71 Student Book.

Pair the students off and get them to practice and then produce the conversation in front of the class.

##### Period 2

###### *Production*

Student book page 74 “Continents and Oceans”

Students look at the map of the world, listen and repeat the words. Exercise 2 Read the sentences and circle the correct words.

Students open their work books on page 47 and complete the 3 exercises.

###### *Assignment*

Students have to write a plan for a “Dream Vacation” abroad after they finish school.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | * CIPPA
* Others**………**
 | **□**CALLA | **□** SIOP |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
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**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
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| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ……………………….. Head of Foreign Languages Department ………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 15 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Fables and Tales** |
| **Topic: Fables Tales and Morals** |  | **Time: 2 Periods** |

**Indicator 8:** Explain/ compare differences between the structures of sentences, texts, idioms, sayings, proverbs, and poems in foreign languages and Thai language.

##### Learning Objective:

**Knowledge:** Students will be able to understand and recall different morals associated with Fables.

**Skill:** Students will be able to list and recite morals from Fables & Tales.

**Moral Value:** Avidity for learning

**Learners’ Key Competencies** communication capability thinking capability

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

* problem solving capability
* capability in applying life skills
* capability in technological application **Sub Concept/ Topic:** Using a narrative **Activities: Explicit Teaching Model ET**

##### Period 1

###### *Warm up*

Students are asked if they know any old Thai Tales or Fables. Have students attempt to tell the stories. Write a few ‘morals of the story’ on the board. Thai examples – ‘The person who laughs last, laughs the loudest.’ ‘If you do something slowly, you will get the best out of it.’

###### *Introduction*

Get students to use phones or takes students to the library. Students click on the link and read 3 different Fables or Tales from the website. Handout the worksheet and read the instructions.

###### *Modeling and Explanation*

Students individually read selected Fables and Tales. Then, read to other students and tick the check list from Ex -1.

*Guided Practice*

Present and read the analysis questions from Ex-2. In pairs, students examine the stories narratives and the moral of the story. Walk around and check for comprehension and understanding of the story.

##### Period 2

###### *Independent Practice*

Students match the statements to the correct moral of the story on the sheet from Ex-3. Students write their own Fable or Tale by using their own ideas and the worksheet guideline. Encourage them to make it as funny or serious, modern or traditional as they wish.

###### *Review*

Students read out their individual Fables to the class. Provide feedback and assistance with the narrative and pronunciation.

###### *Activating Prior Knowledge*

In large groups, students explain, share and provide reasons for their narratives about the Fable they wrote. They write their reflections in their notebooks.

**Teaching Materials**

* + Textbook
	+ PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

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| --- | --- | --- | --- |
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|  | * CIPPA
* Others**………**
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| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | **□** KWL-Plus | **□** CIRC | **□** Brainstorming |
|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* + Checking the quizzes in the textbook
	+ Oral recitation of passages/answers
	+ Observation

##### Evaluation Tools:

* + Quizzes/Test
	+ Oral evaluation
	+ Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
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* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
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| M.1/7 |  |  |  |  |  |  |
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| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
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**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
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##### Follow-Up

Teacher ………………………. Head of Foreign Languages Department …………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 16 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Fables and Tales** |
| **Topic: The Gnat and The Bull** |  | **Time: 2 Periods** |

**Indicator 2:** Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

##### Learning Objective:

**Knowledge:** The students will be able to read and comprehend complex text **Skill:** The students will be able to use a graphic organiser and convey ideas **Moral Value:** Cherishing Thai-ness

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

##### Sub Concept/ Topic: Narratives Activities: 5E Model

**Period 1**

1. **Engage**

Play the video of ‘The Gnat and the Bull’. https:/[/www.youtube.com/watch?v=MeD2cZu\_h2Y](http://www.youtube.com/watch?v=MeD2cZu_h2Y) Pick random students to discuss the video and what happened.

##### Explore

Individually, students read the story from the handout Ex-1 and then in groups, students interpret their understanding of the reading. Then, students mix and match the vocabulary and definitions from Ex-2. <http://www.longlongtimeago.com/once-upon-a-time/fables/from-aesop/the-gnat-and-the-bull/>

##### Explain

Individually, students practice writing sentences using the vocabulary from Ex -3. For example, graze, buzz, disturb, inconvenient and solitude. Write examples and answers on the board and clarify the words uses and definitions.

##### Period 2

1. **Elaborate**

In groups, students interpret and simplify the moral of the Fable. Then, individually write their interpretations on the sheet. Random students read out their answers. Provide constructive and positive feedback with possible interpretations to the story. On the board write, ‘We are often of greater importance in our own eyes than in the eyes of our neighbor.’ Pick a few students to elaborate and explain the meaning to the statement and moral.

##### Evaluate

Students write their own moral dilemma in their notebooks and then post their statements on the M3 Facebook page. Other students post comments and responses.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

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| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
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|  | **□** Others**………** |  |  |
| **Teaching Method** | * CLT
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 | **□** CBL | * TBL
* Real**-**life scenarios
 |
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|  | **□** STAD | **□** Dramatization | **□** Group discussion |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
* Advise students to search further information on internet
* Spare some time to teach them individually or in group
* Give some more exercises / reports
* Assign students to do group work or pair work
* Let the encounter “Learning by Doing” process as much as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

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* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
* Give them more chance to use all skills in English while teaching.
* Let them criticize themselves the weak point in studying in that period and help them solve that problem.

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Moral Value

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
* Encourage them to have this moral value

##### Follow-Up

Teacher ………………………. Head of Foreign Languages Department ……………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 17 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Fables and Tales** |
| **Topic: The Ant the Grasshopper** |  | **Time: 2 Periods** |

**Indicator 8:** Explain**/**compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language**.**

##### Learning Objective:

**Knowledge:** The students will be able to read and comprehend complex text **Skill:** The students will be able to use a graphic organiser and convey ideas **Moral Value:** Cherishing Thai-ness

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** The importance of planning and thinking ahead

##### Activities: CIRC Period 1

###### *Warm up*

Show pictures of the grasshopper and the ant. Ask students, do you recognize these animals? As a class, discuss the actions and personality of both animals.

Concepts and ideas should include; Ants are hard-working and strong, grasshoppers are lazy.

###### *Introduction*

On the board write the following vocabulary and phrases; chirp, heart’s content, toil, store, plenty, distribute and benefits. Get students to translate and write the definitions of each item.

Provide students with the worksheet and story of the Ant and the Grasshopper. Students individually silent read the text. [*http://www.kidsworldfun.com/shortstoriesantandgrasshopper.php*](http://www.kidsworldfun.com/shortstoriesantandgrasshopper.php)

###### *Modeling and Explanation*

Read the text aloud and highlight the more complex vocabulary and point out the graphic organizer. Have students categorize the vocabulary into one of two columns.

Monitor and check for understand. Write answers on the board.

###### *Guided Practice*

In pairs, students asses and evaluate which animal they can identify with.

On the board write; “Are you a ? Why? Why not? Students write answers on the worksheet.

##### Period 2

###### *Independent Practice*

Individually, students write and explain – I am a because I . Have students write several examples of why they think this.

###### *Review*

Students debate the question: Which do you think is better, and why? Being an ant or a grasshopper? What is the moral of the story? Provide answers from the website page. <http://www.kidsworldfun.com/shortstories_antandgrasshopper.php>

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
	+ Dictionary
	+ Websites
	+ Google Forms, Google Slides
	+ Kahoot!
	+ Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:****Teaching Model** | **□** 5E Model | **□** PPP | **□** Explicit Teaching Model |
|  | **□** CIPPA | **□**CALLA | **□** SIOP |
|  | **□** Others**………** |  |  |
| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
|  | **□** The Direct Method |  | **□** Real**-**life scenarios |
|  | **□** The Structural Approach |  | **□** Cooperative Learning |
|  | **□**Others**………** |  |  |
| **Teaching Technique** | * KWL-Plus
* STAD
 | * CIRC
* Dramatization
 | * Brainstorming
* Group discussion
 |
|  | **□** Pair work | **□** Peer Teaching | **□**Mind Maps |
|  | **□** Group work | **□** Others**………** |  |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

* Checking the quizzes in the textbook
* Oral recitation of passages/answers
* Observation

##### Evaluation Tools:

* Quizzes/Test
* Oral evaluation
* Observation form

##### Post-Teaching Recommendation:

|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly
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* Spare some time to teach them individually or in group
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|  |  |  |  |
| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
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| M.1/5 |  |  |  |  |  |  |
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##### Follow-Up

Teacher ………………………. Head of Foreign Languages Department …………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 18 Periods 1/2** |
| **Subject Code: EN 20201** |  | **Subject: Supplemental English 1** |
| **Level of Students: M1** |  | **Learning Unit: Entertainment** |
| **Topic: Final Exam Review** |  | **Time: 2 Periods** |

**Indicator 4:** Choose and use requests and give instructions, clarifications and explanations fluently.

**Learning Objective:** Preparation of Students knowledge pertaining to the Final Exam.

**Knowledge:** The students will be able to read, comprehend the main idea of large texts.

**Skill:** The students will be able to summarize and write complex sentences.

**Moral Value:** Dedication and commitment to work

##### Learners’ Key Competencies

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills
* capability in technological application

**Sub Concept/ Topic:** Survival Skills and how to survive on a desert island.

**Activities:** SIOP

##### Period 1

1. *Preparation*

Question and Answer about relevant material through out the Student Book and Workbook.

1. *Building Background*

Students verbally quiz each other on related material for Final Exam.

1. *Comprehensible Input*

Students demonstrate their understanding through reading dialogue and comprehension.

##### Period 2

1. *Student Strategies for Success*

Closed book quiz.

1. *Interactions*

Oral questions and answers between students pertaining to material represented on the Summative exam.

### Teaching Materials

#### Textbook

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	+ Dictionary
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* Others**………**
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 |
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* Pair work
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| --- | --- | --- | --- |
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| Item 1 |  |  | Item 1 |  |  |
| KNOWLEDGE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
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| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
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##### Follow-Up

Teacher Head of Foreign Languages Department …………………………………………………

##### Assumption College Lesson Plan

|  |  |  |
| --- | --- | --- |
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| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

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| --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | % of students who didn’t pass |
| Item 1 |  |  | Item 1 |  |  |
| SKILL | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | M.1/8 |  |  |  |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
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| Item 1 |  |  | Item 1 |  |  |
| MORAL VALUE | M.1/1 |  |  |  |  |  |  |
| M.1/5 |  |  |  |  |  |  |
| M.1/6 |  |  |  |  |  |  |
| M.1/7 |  |  |  |  |  |  |
| M.1/8 |  |  |  |  |  |  |

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##### Follow-Up

Teacher ……………………………….. Head of Foreign Languages Department …………………………



## Assumption College

**Final Exam**

# Subject: English Level: M/1

Academic Year: 2020

Semester: 1 Periods: 1/2