

**Assumption College**

# Subject Code: EN 20203 Subject: Supplemental English 3

**Lower Secondary Level**

**Semester**: 1

**Curriculum Teacher’s Version**

**Content Group: Foreign Languages Mathayom Suksa**: 2

**Academic Year**: 2020

Teacher Dominic Head of Content Group: Ms. Lapassanun Juntarote



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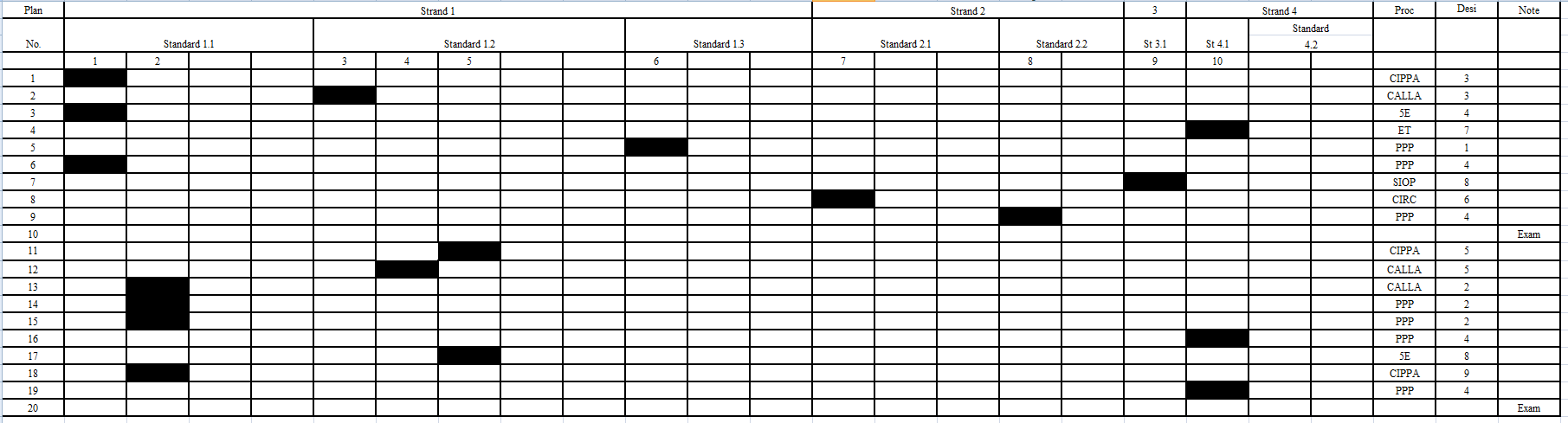
Teacher Ans Head of Content Group: Ms. Lapassanun Juntarote

## Lesson Analysis

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* Learning Standards and Indicators
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* Course Description
* Learning Outcomes
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* ICT and Media Used in the Classroom
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**Teachers:** Mr. Dominic & Ans **Rooms**: M2/1 – M2/9 **Periods**: 2 per week



### Lesson Plan Analysis Supplemental English 3 Code: EN20203

**Learning Standards and Indicators**

**The Department of Foreign Languages Level of Students: M. 2**

**Subject Code: EN20203 Subject: Supplementary English**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 capability  thinking capability problem solving capability  capability in applying life skills and capability in technological application  Activities  5E Model / PPP / Explicit Teaching Model / CIPPA / CALLA / SIOP / CLT/ CBL / TBL /  The Direct Method / Real-life scenarios / The Structural Approach / Cooperative Learning/ | 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 | explain  analyze, 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 real  situations. | explain, discuss, provide, express, summarize, conclude | KWL-Plus / CIRC / Brainstorming / STAD/ Dramatization  / Group discussion / Pair work / Peer Teaching / Mind Maps  / Group works |  |  |
| 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 |
| 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 Thai language. | 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 speaking and writing. | use, employ, conduct, collect, analyze, summarize, conclude |
| 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. 2 Subject Code: EN20203 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

**Learning Outcomes**

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*.*

**FSG’ Moral Values**

### Desirables

#### Love of nation, religion and king

* 1. Honesty and integrity
  2. Self-discipline
  3. Avidity for learning
  4. Observance of principles of Sufficiency Economy Philosophy in one*’*s way of life
  5. Dedication and commitment to work
  6. Cherishing Thai-ness
  7. Public-mindedness
  8. Gentlemen of Assumption College

ICT and Media Used in the Classroom Mathayom 2

Subject English

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | | | |
| Week | Period | Topic | Website/Media |
| 1 | 2 | Fun place/fun activities vocab |  |
| 2 | 2 | Free Time Likes & Dislikes |  |
| 3 | 2 | Simple Present / Verbs+ing |  |
| 4 | 2 | Vacation Plans | [*https://w*](http://www.youtube.com/watch?v=RlVktd53qdk)*ww.y*[*outube.com/watch?v*](http://www.youtube.com/watch?v=RlVktd53qdk)*=*[*RlVktd53qdk*](http://www.youtube.com/watch?v=RlVktd53qdk) |
|  |  |  | *https://app.box.com/s/ol97pmelj4ajv8wzjkb86lmcxg8qh3t3* |
| 5 | 2 | Music Festival | [*https://w*](http://www.youtube.com/watch?v=TrcQR5Nd2Ic)*ww.y*[*outube.com/watch?v*](http://www.youtube.com/watch?v=TrcQR5Nd2Ic)*=*[*TrcQR5Nd2Ic*](http://www.youtube.com/watch?v=TrcQR5Nd2Ic) |
|  |  |  | *https://app.box.com/s/w54ct9d85vul2ocozk13nvhbhxac5xod* |
| 6 | 2 | Present Con Future Meaning | https://[www.youtube.com/watch?v=5RYdMEDfRdU](http://www.youtube.com/watch?v=5RYdMEDfRdU) |
| 7 | 2 | Adventure Sports | [*https://w*](http://www.youtube.com/watch?v=0H1AnPiZnVc)*ww.y*[*outube.com/watch?v*](http://www.youtube.com/watch?v=0H1AnPiZnVc)*=*[*0H1AnPiZnVc*](http://www.youtube.com/watch?v=0H1AnPiZnVc) |
| 8 | 2 | Living Dangerously |  |
| 9 | 2 | Present Perfect / Ever | htt[ps://www](http://www.youtube.com/watch?v=AN2MukyEh6A).[youtube.com/watch?v=AN2MukyEh6A](http://www.youtube.com/watch?v=AN2MukyEh6A) |
| 11 | 2 | Food | https://app.box.com/s/shu2qxnatqhoqgtmef2g6pt46bm3luj2 |
| 12 | 2 | Preparing Food |  |
| 13 | 2 | Reuse Recycle Reduce | https://[www.youtube.com/watch?v=OasbYWF4\_S8](http://www.youtube.com/watch?v=OasbYWF4_S8) |
| 14 | 2 | In an Electronics Store | [*https://w*](http://www.youtube.com/watch?v=iIjJCMOhlp8)*ww.y*[*outube.com/watch?v*](http://www.youtube.com/watch?v=iIjJCMOhlp8)*=*[*iIjJCMOhlp8*](http://www.youtube.com/watch?v=iIjJCMOhlp8) |
| 15 | 2 | An Unusual Architect | [*https://w*](http://www.youtube.com/watch?v=q43uXdOKPD8)*ww.y*[*outube.com/watch?v*](http://www.youtube.com/watch?v=q43uXdOKPD8)*=*[*q43uXdOKPD8*](http://www.youtube.com/watch?v=q43uXdOKPD8) |
| 16 | 2 | Simple Present | [https://play.kahoot.it/#/k/75f5a080-2542-4faf-a48b-db4444c008d8](https://play.kahoot.it/%23/k/75f5a080-2542-4faf-a48b-db4444c008d8) |
| 17 | 2 | At the Train Station | <https://www.youtube.com/watch?v=dir5iH6gVnc> |
| 18 | 2 | A Trip to School | https://app.box.com/s/w5orqopnqcp1m0vp9zyjalcun8g8a0jn |
| 19 | 2 | Verbs of Movement | [www.eslgamesplus.com/action-verbs-memory-game-for-esl-learning](http://www.eslgamesplus.com/action-verbs-memory-game-for-esl-learning) |
|  |  |  | https://app.box.com/s/z7wtv2o6xdx8cw5u44asp47jb699n3ld |

##### Learning Units

**Content Group: Foreign Languages Mathayom Suksa 2**

**Subject Code: EN20203 Subject: Supplemental English 3**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Units** | **Hours** | **Learners’ Key Competencies** | **Teaching Materials** | **Evaluation** |
| **Learning Unit 1** - **Routine**  Topic:  Fun Activities and Fun Places Vocabula Discuss Free Time  Simple Present / Verbs +-ing Form | 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:  Vacation Plans Music Plans  Present Continuous /PC Future Meaning | 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:  Adventure Sports Living Dangerously Present Perfect / Ever | 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 4** - **Health**  Topic:  Food Preparing Food  ***\*Reuse Recycle Reduce (special)*** | 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:  In an Electric Store An Unusual Architect  Simple Present Passive | 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:  At the Train Station A Trip to School Verbs of Movement | 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 Learning Management Plan**

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 1 Period 1-2** |
| **Subject Code: EN 20203** |  | **Subject: Supplemental English 3** |
| **Level of Students: M. 2** |  | **Learning Unit: Routine** |
| **Topic: Fun Activities** |  | **Time: 2 Periods** |

**Indicator M.1.2** Possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions.

**Learning Objective:**

**Knowledge:** The students will learn vocabulary to chat about fun activities and places.

**Skill:** The students will be able to talk about fun activities and places.

**Moral Value:** Self Discipline

### 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

**Activities:** CIPPA

##### Period 1

1. *Activating prior knowledge*

Teacher and students engage in a question and answer session about weekend activities. Volunteers write these on the board.

1. *Seeking new knowledge*

Now it’s established which of these activities are fun and why? Encourage students to articulate reasons. *3.Studying and understanding new knowledge; and integrating new knowledge with knowledge that is already understood*

Students brainstorm why certain concepts are fun? How do they actually make us feel? Examples are explored.

##### Period 2

1. *Sharing knowledge*

Fun activities are further discussed with the text book on page 6 to give the discussion some direction. An audio file is used to model pronunciation of certain activities.

1. *Conclusion and knowledge organization*

Look at exercise 2 page 6. Have a question and answer session to establish what is true and what is false.

1. *Showing Tasks and Knowledge Application*

#### Have the students complete the vocabulary worksheet from the Teacher’s Resource Disk. Assign Workbook page 4 for homework

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**Teaching Materials**

* Textbook
* PowerPoint Presentation
* Dictionary
* Websites
* 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 | **□** 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester: 1 Academic Year: 2020 Week: 2 Period 3-4 Subject Code: EN 20203 Subject: Supplemental English 3**

**Level of Students: M. 2 Learning Unit: Routine**

**Topic: Free Time Conversation Practice Time: 2 Periods**

#### **Indicator 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.

**Learning Objective:**

**Knowledge:** The students will identify the vocabulary and question structures to discuss free time.

**Skill:** The students will be able to converse with each other about their free time activities.

**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:** What do you do in your free time?

**Activities:** CALLA

##### Period 1

1. *Preparation*

Teacher explains he’s about to do a mime and encourages the students to guess that he’s communicating about what he did last weekend.

1. *Presentation*

Teams are created. One student in each team does a mime for the rest to guess. Make sure ideas are articulated.

1. *Practice*

Students open text book page7 and listen to Emi and David talking about their free time. Play and pause the track again. Have the students repeat. Now have the students practice the conversation in pairs. Volunteers come to the front of the class.

##### Period 2

1. *Self Evaluation*

Ask students to write 3 sentences about what they do in their free time. Students work in pairs and take turns to read their partner sentences. Encourage them to help each other with grammar and pronunciation.

1. *Expansion*

Distribute the Get Ahead Unit 1 Communication Worksheet. Explain the contents. Create pairs. Students practice. Teacher intervenes only if needed. Students present in front of class only when everyone is done practicing*.*

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

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

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

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

|  |  |  |
| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 3 Period 1-2** |
| **Subject Code: EN 20203** |  | **Subject: Supplemental English 3** |
| **Level of Students: M. 2** |  | **Learning Unit: Routine** |
| **Topic:**Likes Dislikes Habits Routines |  | **Time: 2 Periods** |

#### **Indicator 1** Observe instructions in manuals for various types of work, clarifications ,explanations and descriptions heard and read

**Learning Objective:**

**Knowledge:** The students learn about the simple present/ verbs –ing form

**Skill:** The students will understand and be able to use the simple present in different situations.

**Moral Value:** Self Discipline

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept/ Topic: -**3rd person singular emphasis

**Activities:** 5E Model

### Period 1

#### Engage- Create a question and answer session about after school activities. Record the responses on the whiteboard. Play a memory game.

1. Explore- Have the students underline the verbs and explain the form of simple present. Read through the chart on page 8. Discuss word order in questions. Students complete exercise 2 with the correct word order. Teacher walks around and takes note of mistakes.
2. Explain-Without identifying who made mistakes they should be written up on the whiteboard. Try to have the students correct each others’ mistakes. Encourage note taking.

**Period 2**

1. Elaborate-Students read the chart in exercise 3. Point out that after verbs like hate and prefer we use the –ing form of the verb. Have the students read the examples and give different ones. Further practice is available on page 84.
2. Evaluate- Play track 1.10 whilst the students complete a conversation. Check answers. Students should practice the conversation in pairs. Distribute Unit 1 grammar handout from the teachers resource disk. Complete in exam format. Collect grade and return next period. Assign Workbook Pg. 5 for homework.

**Teaching Materials**

* + Textbook
  + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
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|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 4 **Period** 1/2 **Subject Code:** EN 20203 **Subject:** Supplemental English 3 **Level of Students:** M**.** 2 **Learning Unit:** Culture/Festival/Local Wisdom **Topic:** Thai Vacation Plans [pgs.16/97] **Time: 2 Periods**

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

**Learning Objective:**

**Knowledge:** The students will learn the vocabulary necessary to discuss vacation plans and activities.

**Skill:** The students can talk about vacation plans and activities.

**Moral Value:** Cherish Thai-ness

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept/ Topic:** Thai Vacation Activities

**Activities:** Explicit Teaching [<http://www.lawteched.com/explicit-teaching-model/>]

##### Period 1

1. *Lesson Introduction [ https:*[*//www.youtube.com/watch?v=RlVktd53qdk*](http://www.youtube.com/watch?v=RlVktd53qdk)*]*

Show this Thailand holiday video. Pose the question: ‘What do you think we are discussing today? The video should be self explanatory.

1. *Warm Up*

Ask individual students about various aspects of planning and going on vacation and build up a list of vocabulary on the whiteboard. Get the students to write down 5 things they would pack. Have a Q & A session about the items. Establish the most popular items and reasons for them. Play track 1.27 to listen to 3 people talk about vacation plans and have students answer exercise 2 questions.

1. *Modeling of Concept*

Students look at the pictures in exercise 1 while listening and repeating the vocabulary on track 1.26. Then they listen to 3 people talking about vacation plans on track 1.27.

##### Period 2

1. *Guided Practice*

In pairs students make notes on a vacation in Thailand that they are planning using the questions in exercise 2. These can be real or imaginary. Teacher monitors and helps as required.

1. *Independent Practice*

Alternatively, if students have photos of their Thai vacation on their mobile phones they could write about how they prepared for that vacation and what they did to be presented later to the class.

1. *Review*

The Vocabulary Builder on page 97 explores vocabulary and verbs associated with this topic. The Teachers’ Resource Disc has supplementary standard and challenging associated exercises.

The students’ Workbook has a matching exercise and reading comprehension that makes a worthwhile review.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* Kahoot!
* Socrative

##### Teaching Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Model** | * 5E Model * CIPPA | * PPP * CALLA | * Explicit Teaching Model * 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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
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| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 5 **Period** 1/2 **Subject Code:** EN 20203 **Subject:** Supplemental English 3 **Level of Students:** M**.** 2 **Learning Unit:** Culture/Festival/Local Wisdom **Topic:** Music Festival [pg.17] **Time: 2 Periods**

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

**Learning Objective:**

**Knowledge:** Music Festival Related Vocabulary & Concepts

**Skill:** The students can read about a musical festival. **Moral Value:** Love of Nation, Religion & King **Learners’ Key Competencies**

#### communication capability

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

**Sub Concept/ Topic:** Events in Thailand

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

##### Period 1

1. *Warm Up/Lead in https:*[*//www.youtube.com/watch?v=TrcQR5Nd2Ic*](http://www.youtube.com/watch?v=TrcQR5Nd2Ic)

Show a clip of the 2016 Songkran Music Festival. Pause and pose questions to the students to ensure comprehension. What can you see? What are the people doing? Do you sometimes go to music festivals?

1. *Presentation*

Point to the picture on page 17. Brainstorm what GREEN applies to. Play track 1.28 for the students to determine the music genre playing at the Fuji Rock Festival. Allow time for the students to read about the festival. Encourage them to help each other with the vocabulary. Phone dictionaries should be used for words like event and perform. Have a Q&A session to address the 5 questions in exercise 2. Play track 1.29 so the students can hear Emma & David talking about events in England and America.

1. *Practice*

Students work in pairs and talk about an event that happens in Bangkok using the questions in exercise 2 to generate content. Have volunteers present to the class.

##### Period 2

1. *Production*

In small groups, students plan a music festival for this summer. As a class, brainstorm all the things that need to be addressed: name, location, date, bands, duration, etc. Teacher monitors and helps when required. Groups present their festival to the class. The class votes for their favorite.

1. *Assignment*

The Unit 2 Writing Worksheet has more reading and writing practice. This begins with an email from Thomas who is on holiday in Pulau Langkawi, in Malaysia with his parents.

Distribute the handout and request that the students complete it for the next period.

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### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 6 **Period** 1/2 **Subject Code:** EN 20203 **Subject:** Supplemental English 3 **Level of Students:** M**.** 2 **Learning Unit:** Culture/Festival/Local Wisdom **Topic:** Grammar [pgs.14/85] **Time: 2 Periods**

#### **Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Learning Objective:**

**Knowledge:** Insight into the fact that the present continuous is used for talking about right now.

**Skill:** The students can use the present continuous tense.

**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:** Present Continuous/ Present Continuous Future Meaning

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

**Period 1** https://[www.youtube.com/watch?v=5RYdMEDfRdU](http://www.youtube.com/watch?v=5RYdMEDfRdU)

1. *Warm Up/Lead in*

Show the Simpsons video that includes the form required for the present continuous tense. Pose questions to consolidate comprehension. Have a student mime reading a book and ask the class: ‘What he is doing?’ Write on the board ‘He’s reading a book’. Repeat this miming activity a few times.

1. *Presentation*

Underline the verbs on the board and have the students discuss the form and when the present continuous is used. Read through the chart on pg.14 with the class and highlight the different structures for affirmative statements and questions.

1. *Practice*

Students complete exercise 2. To generate oral practice, request students to change affirmative statements into questions and vise versa. Now they study the examples in exercise 3. Elicit from the class that we are now using the present continuous to talk about the future. For exercise 4 questions are written about Ed and Tina’s plans. Have a Q&A session where students have to imagine the answers.

##### Period 2

1. *Production*

To complete exercise 5, the students listen to Ed and Tina on track 1.23 and write the actual answers to the questions in exercise 4. Have a Q&A session for speaking practice. In pairs the students now ask and answer questions about their plans for this weekend. Some students tell the class about their partner’s plans.

1. *Assignment*

For the remainder of the class have the students complete as many exercises as possible in the Grammar Builder on pg. 85 of the Get Ahead text book. Teacher should monitor the progress of individual students. The textbooks should be collected for marking. For homework, assign pg 9 of the Workbook where the topic is present continuous and present continuous with future meaning. There is practice in sentence completion, writing questions and short answers about a picture depicting a band, error correction and answering personal questions about the students’ activities now and in the future.

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### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
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| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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.
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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 7 **Period** 1/2

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

### Level of Students: M. 2 Learning Unit: Sport

**Topic:** Adventure Sports **[**pg.58] **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:** different adventure sports identification and description with superlative adjectives

**Skill:** The students can talk about adventure sports and are able to define them.

**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:** Superlative Adjectives

**Activities:** SIOP [<http://www.cal.org/siop/pdfs/figurative-language.pdf>]

##### Period 1

1. *Motivation https:*[*//www.youtube.com/watch?v=0H1AnPiZnVc*](http://www.youtube.com/watch?v=0H1AnPiZnVc)

The video -Extreme Sports Thailand Edition- will underline the availability of adventure sports in various parts of Thailand. With books closed, establish pairs and have the students write as many sports as possible in 2 minutes. Write them on the board checking for comprehension and pronunciation. Encourage the students to talk about the sports they have tried and would like to try, giving reasons.

1. *Presentation*

Students open their books and have a Q&A session with each other about the adventure sports. Teacher helps with the structure of questions: ‘Have you tried any of these sports?’ ‘Which would you like to try?’ ‘Why?’ etc. Elicit or teach: exciting, dangerous, difficult and scary. See what the students know about the various sports on pg. 58. Explain or show short clips or graphics of any that are unfamiliar.

1. *Practice*

To help with pronunciation play track 2.26 for the students to listen to and repeat the 8 adventure sports. Exercise 2 helps with further understanding by establishing where the various sports are carried out: water, air or land.

##### Period 2

1. *Review*

See what the students remember from the previous lesson. Read the questions in exercise 3 with the class. Ensure ‘experience’ is understood. Play track 2.27 for students to listen and determine what sports are mentioned and whether or not the three people enjoyed the experience.

1. *Wrap Up*

In pairs, have the students give their opinions about the various adventure sports. They use superlatives to order the sports in terms of excitement, danger, degree of difficulty and fright. See exercise 4.

1. *Homework*

Use exercise 1 to teach key vocabulary for each experience, e.g. plane, parachute and jump. In pairs, the students imagine they have tried one of the sports and write an account of their experience like the ones in exercise 3.

1. *Follow-Up Lesson*

Volunteers read their descriptions and the rest of the class guess the sports being described.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 8 **Period** 1/2

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

### Level of Students: M. 2 Learning Unit: Sport

**Topic:** Living Dangerously **[**pg.59] **Time: 2 Periods**

#### **Indicator 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.

**Learning Objective:**

**Knowledge:** What do some sports involve? The level of danger involved when participating in them.

**Skill:** The students can answer a quiz about adventure sports. **Moral Value:** Dedication & Commitment to Work **Learners’ Key Competencies**

#### communication capability

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

**Sub Concept/ Topic:** Adventure Sports Quiz

**Activities:** CIRC https://suciidedee.wordpress.com/2014/07/21/circ-method/

##### Period 1

1. *Presentation*

With the help of graphics or video clips ensure the students understand the implications of rock climbing, skydiving, climbing Everest, bungee jumping, deep sea diving and long distance kayaking.

1. *Team Practice*

Students in teams of 3 use their phones to research about the danger involved in the various sports. For example: Use Google to ask ‘What can go wrong when rock climbing?’

1. *Independent Practice*

To ensure each student has participated in the brainstorming, have them separately complete the quiz about adventure sports.

##### Period 2

1. *Peer Pre-Assessment*

Bring the groups together again but with different students this time. Encourage them to compare their answers and reach a consensus of opinion about what answers are correct.

1. *Additional Practice*

Bring the class back together and come up with a final consensus of opinion. Encourage the students to articulate the reasons for their opinions. Play track 2.29 for the students to check their answers.

1. *Testing & Team Recognition*

Establish what team has the most correct answers but praise those that may have most questions wrong. Point out that most of these sports are way out of everybody’s frame reference so mistaken judgments are inevitable. Write the following questions on the board.

* + Why do you think people enjoy doing dangerous things?
  + Do you enjoy living dangerously? Why? Why not?
  + Which of the things in the quiz would you most like to do? Why?

Allow students some time to think about the answers. Put them back into small groups to discuss the questions. Ask the groups to tell the class their ideas. Encourage as many students as possible to offer opinions.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 9 **Period** 1/2

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

### Level of Students: M. 2 Learning Unit: Sport

**Topic:** Grammar [pg60/92/104] **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:** Insight into the fact that the present perfect used so talk about experiences in our lives

**Skill:** The students can use the present perfect tense.

**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:** Present Perfect With Ever & Never

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

**Period 1** https://[www.youtube.com/watch?v=AN2MukyEh6A](http://www.youtube.com/watch?v=AN2MukyEh6A)

1. *Warm Up/Lead in*

Show the Lees English video that includes the form required for the present perfect tense. Pose questions to consolidate comprehension. Ask various students ‘Have you ever tried skydiving/kayaking/bungee-jumping? Write the question on the board and add the answers that the students give.

1. *Presentation*

Underline the verbs on the board and have the students discuss the form and when the present perfect is used. Read through the examples in exercise 1 making sure all are understood. Repeat that we form the present perfect with the present simple of have +past participle. Tell students that they need to know the irregular verbs on page 104.

1. *Practice*

Students complete exercise 2. Generate oral practice. Request students to change the affirmative statements into questions and pose them to their classmates. Establish what sport is depicted in exercise 3. Students scan the text to find out. Point out that we use the short form [‘ve ] in affirmative sentences and the full form [have] in questions and short answers. Students complete the text with the correct words and listen to track 2.30 to check their answers.

##### Period 2

1. *Production*

Read the sports in exercise 4 and check for comprehension. In pairs, students discuss the sports they have tried. If they haven’t tried any of these sports, they can talk about sports they have tried. Ask some students to tell the class about their partner, using the 3rd person form has/hasn’t correctly.

1. *Assignment*

For the remainder of the class have the students complete as many exercises as possible in the Grammar Builder on pg. 92 of the Get Ahead text book. Teacher should monitor the progress of individual students. The textbooks should be collected for marking. For homework, assign pg 37 of the Workbook where the topic is present perfect and present perfect with ‘ever’ and ‘never’. There is practice in sentence completion, writing questions and short answers about travel and personal achievements. The sport of free running is also discussed: specifically Sebastian Foucan.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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**………**

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| --- | --- | --- | --- |
| **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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester: 1 Academic Year: 2020 Week: 11 Period 1/2**

**Subject Code: EN 20203 Subject: Supplemental English 3**

**Level of Students: M. 2 Learning Unit: Health**

**Topic: Food (Pg. 44) 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:** Food Categorization & Description

#### **Skill:** The students will be able to talk about the food that they can eat.

**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

**Activities:** CIPPA

##### Period 1

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 food. Have them write their words on the board and check that everyone understands. Ask individual students what they usually have for breakfast and lunch.

1. *Seeking new knowledge*

Ask the students to open their books on page 44. Talk about the food in exercise1. Establish who does and doesn’t like them. Play track 2.02 to help with pronouncing the food words. Students listen and repeat. Read through the chart in exercise 2 with the class. Suggest the use of online dictionaries to check the meaning of protein, dairy and carbohydrates. Students complete the chart with food items from exercise 1.

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

Ensure everyone understand ‘hungry’. Play track 2.03. Students listen and write what the people have for lunch. Volunteers share their findings with the class.

##### Period 2

1. *Sharing knowledge*

Play track 2.03 again. Establish what other foods the speakers talk about. Weaker students may take notes along the way.

1. *Conclusion and knowledge organization*

Ask 2 students to read the example conversation in exercise 4. Point out the use of ‘a lot’ in affirmative sentences and ‘not much’ in negative sentences. Brainstorm more examples of food we eat a lot of and not much of. Students work in pairs to talk about the food items in exercise 1. Ask for volunteers to share what they learned from their partners.

1. *Showing Tasks and Knowledge Application*

#### Have the students complete the vocabulary handout from the Teacher’s Resource Disk.

**Teaching Materials**

* + Textbook
  + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 **□** 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

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

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

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester: 1 Academic Year: 2020 Week: 12 Period 1/2 Subject Code: EN 20203 Subject: Supplemental English 3**

**Level of Students: M. 2 Learning Unit: Health**

**Topic:** Preparing Food [pgs.48/90/100] **Time: 2 Periods**

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

**Learning Objective:**

**Knowledge:** Food & Process [different steps] Vocabulary

#### **Skill:** The students will be able to talk about preparing food.

**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:** Write a recipe.

**Activities:** CALLA

##### Period 1

1. *Preparation:* Teacher asks students what they had for dinner last night. He also asks who usually prepares the food at home. Ask students to raise their hands if they sometimes cook. Encourage oral elaboration.
2. *Presentation*

Establish who enjoys cooking and what utensils are required. Play a What’s Behind the Box game via PowerPoint slides. Tell students they are going to practice talking about preparing food. Pr-teach dressing. Go through the 8 steps in the recipe on page 48. Have the students close their books. Play track 2.10 to reinforce the recipe steps.

1. *Practice*

Ask students to choose 2 of the steps and memorize them. Ask : What’s the first step? Write the answer on the board. Continue eliciting each step in turn. See if, as a class, you can recreate the whole recipe on the board.

##### Period 2

1. *Self Evaluation*

Pre teach spicy. Play track 2.11 so the students can complete the recipe in exercise 2. The Grammar Builder on page 90 has an exercise on imperatives. Point out that the verbs in the recipe are imperatives. Ask the students to read the info on comparatives and to complete the exercise. Now have the students complete the Vocabulary Builder activity on page 100.

1. *Expansion*

Students work in pairs to write a recipe. Monitor and help where necessary. Ask pairs to read out the steps and ingredients. See if the other students can guess what the recipe is for. Vote for the nicest sounding recipe.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 | **□** 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

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| --- | --- | --- |
| **Semester: 1** | **Academic Year: 2020** | **Week: 13 Period 1/2** |
| **Subject Code: EN 20203** |  | **Subject: Supplemental English 3** |
| **Level of Students: M. 2** |  | **Learning Unit: Health** |
| **Topic:** Reuse Recycle Reduce |  | **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:** Vocabulary Related to Reuse Recycle Reduce **Skill:** The students will be able to read Reuse Recycle Reduce **Moral Value:** Honesty & Integrity

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept:** Write about what people can do to save the earth’s environment.

**Activities:** CALLA

##### Period 1

1. *Preparation*

Check prior knowledge of the concept of Reuse Recycle Reduce .

1. *Presentation*

Show the video <https://www.youtube.com/watch?v=OasbYWF4_S8>and pause frequently to check comprehension

1. *Practice*

Distribute handout What Can People Do to Save the Earth’s Environment. This will be beamed on the whiteboard for some students to complete during brainstorming. Page 2 is a listening activity that differentiates what aspects of this concept different people are talking about.

##### Period 2

1. *Self Evaluation*

Distribute the second handout called Recycling. This highlights materials recycled in the U.S. After completion have the students think about their everyday habits regarding rubbish.

1. *Expansion*

Students in pairs devise a poster for Earth Day. Pin the posters around the classroom and vote for the most creative and useful . <https://www.earthday.org/>

For homework ask students to research R R R in Thailand. Brainstorm the results in a future period.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 **□** 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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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* Review students’ prior knowledge
* Review what students have learned again slowly.
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* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**How to solve the problem**: Skill

* Encourage them to listen / speak / read / or write from other sources.
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

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

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

**Level of Students:** M**.** 2 **Learning Unit:** Occupations

#### **Topic:** In an Electronics Store [pg.67] **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:** Gadget Vocabulary & Concepts

#### **Skill:** The students can shop in an electronics store.

**Moral Value:** Honesty & Integrity

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept/ Topic:** Conversation Creation

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

##### Period 1

1. *Warm Up/Lead in https:/*[*/www.youtube.com/watch?v=iIjJCMOhlp8*](http://www.youtube.com/watch?v=iIjJCMOhlp8)

To engage the students show the above funny prank in an electronics store. Discuss with the students where we would go in Bangkok to buy a TV.

1. *Presentation*

Teach electronics store. Discuss what people look for in a TV. Draw the students’ attention to the picture depicting a sales clerk and 2 customers. Have the students articulate what they think is being said.

1. *Practice*

Students listen to track 2.44 to establish what kind of TV is sought after. Check that students understand great deal and refund the difference. Play the track again, pausing after each sentence for the students to repeat. Have them practice the conversation in pairs. Allow students time to read questions in exercise 2. Play track 2.45 for them to listen and answer the 5 questions.

##### Period 2

1. *Production*

Read through the conversation phrases in exercise 3 ensuring comprehension. Write on the board: Can I help you? Elicit the next line of the conversation and write this on the board. Continue like this to complete a model conversation. Students work in pairs to make their own conversations. Remove the model from the board if your students are strong. Ask volunteers to share with the class.

1. *Assignment*

Ask students to think about a high tech gadget they would like to buy. They should think about specifications. Allow them to research on their phones if need be. Have them work with a different partner to create another conversation with a focus on their own ideas and the information from their research. Ask some students if the sales clerk helped them find their required gadget.

Assign Workbook page 42 for homework.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
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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
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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**How to solve the problem**: Moral Value

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

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 15 **Period** 1/2

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

**Level of Students:** M**.** 2 **Learning Unit:** Occupations

#### **Topic:** An Unusual Architect [pg.75] **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:** Vocabulary: design, architect, material, unusual, steel, recyclable, ecological, waste etc.

**Skill:** The students can read about a famous architect.

**Moral Value:** Honesty & Integrity

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept/ Topic:** Describing Architecture

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

##### Period 1

1. *Warm Up/Lead in https:*[*//www.youtube.com/watch?v=q43uXdOKPD8*](http://www.youtube.com/watch?v=q43uXdOKPD8)

With books closed ask: Who designs buildings? Do you names of any architect? What things do architects think about when designing a building? Show the video of Shigery Ban talking about making shelters with paper. Pause occasionally to check comprehension.

1. *Presentation*

Build up a list on the board. Have students open their books. Ensure ‘unusual’ is understood. Have them brainstorm why they think this architect is unusual. A picture paints a thousand words so show some of Ban’s designs. Pre-teach steel, recyclable, ecological, waste, disaster, temporary and tent.

1. *Practice*

Play track 2.61 for the students to establish why Ban’s designs are different. Students read the article again to answer the questions in exercise 2

Allow students time to read the exercise 3 questions. Play track 2.62 for them to listen to Tim and Emma talking about their favorite architecture.

##### Period 2

1. *Production*

Student pairs think about their favorite piece of architecture and write sentences. Have them read their descriptions to the class. For weaker students brainstorm some ideas for famous pieces of architecture prior to setting this task

1. *Assignment*

On the board write: Why is Ban called and ecological architect? What are the advantages of paper houses when there is a natural disaster? Would you like to live in a house that’s made from paper? Why? Why not? Have students work in pairs to answer these questions. Have volunteers share with the class.

### Teaching Materials

#### Textbook

* + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

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* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

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* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
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* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

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

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
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**Follow-Up** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 16 **Period1/2 Subject Code:** EN 20203 **Subject:** Supplemental English 3 **Level of Students:** M**.** 2 **Learning Unit:** Occupations **Topic:** Grammar [pg72/94] **Time:** 2 Periods

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

**Learning Objective:**

**Knowledge:** Passive is used when the action of the verb is the most important information. Passive is also used if the doer is unknown. Is plus past participle is used.

**Skill:** The students can use the simple present passive tense.

**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:** Simple Present Passive

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

**Period 1** [https://play.kahoot.it/#/k/75f5a080-2542-4faf-a48b-db4444c008d8](https://play.kahoot.it/%23/k/75f5a080-2542-4faf-a48b-db4444c008d8)

1. *Warm Up/Lead in*

Play the Kahoot game that includes the target vocabulary. Record the results.

Then hold up a pen or a book and ask: What’s this? Can you describe it? What’s it made of? Elicit a description and write on the board: It’s made of plastic.

1. *Presentation*

Underline the verbs on the board and have the students discuss the form and when the simple present passive is used. Read through the examples in exercise 1 making sure all are understood. Repeat that we form the simple present passive with ‘is’ +past participle.

1. *Practice*

Read out the example question in exercise 2 and point out the word order. Students write the questions, then work in pairs to ask and answer the questions.

Volunteers share with the class.

##### Period 2

1. *Production*

Ask students to read the text in exercise 3 quickly, ignoring the gaps. Ask them to match a verb from text with each picture. Then ask them to complete the text with the correct passive verbs.

Remind them to think about whether the verbs are regular or irregular. Play track 2.54 for them to listen and check their answers.

1. *Assignment*

For the remainder of the class have the students complete as many exercises as possible in the Grammar Builder on pg. 94 of the Get Ahead text book. Teacher should monitor the progress of individual students. The textbooks should be collected for marking. If time allows, more practice is available via the Unit 11 Grammar Worksheet form the teachers’ resource disc. This could also be utilized for a quiz score.

For homework, assign pg 45 of the Workbook where the first topic is simple present passive versus active. There is also practice in converting active sentences to passive.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester: 1 Academic Year: 2020 Week: 17 Period 1/2 Subject Code: EN 20203 Subject: Supplemental English 3**

**Level of Students: M. 2 Learning Unit: Adventure & Travel Topic:**At the Train Station [pgs.41/89] **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:** Conversation- Asking For Information at the Train Station

**Skill:** The students can buy a train ticket. **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:** Conversation Creation

**Activities:** 5E Model

### Period 1

1. Engage- <https://www.youtube.com/watch?v=dir5iH6gVnc>Show this video that depicts some of the most dangerous train routes in the world. Pause periodically to check comprehension and for feedback.
2. Explore- Create a question and answer session about after train travel. Record the responses on the whiteboard. Use this activity to elicit buy a ticket, one way, round trip, leave, platform and late.
3. Explain-Try to have the students help each to understand the required vocabulary. Play track 1.72 to determine what platform Dan is waiting at [exercise 1]. Students now read the Grammar Builder, page 89 where simple present for timetables is explained. Ask them to find 2 examples in the exercise 1 conversation.

**Period 2**

1. Elaborate-Students are given a little time to read the questions in exercise 2. They now listen to 2 conversations at a train station on track 1.73 and answer the questions in their notebooks. Pause the audio as necessary to allow time for writing. Now study the conversation phrases in exercise 3. Point out that we use ‘Excuse me.’ to start a request in a polite way. Write ‘Can I please have a return ticket to Chiang Mai’ on the board. Together with the class build up a new conversation.
2. Evaluate- Students think about a journey they want to make, or some information they want about a train they are waiting for. Have them work in pairs to create another conversation with their own ideas. Teacher monitors and helps where necessary. Gently suggest any grammar mistakes like full stops and question marks being omitted.

Volunteers share their conversations with the class.

**Teaching Materials**

* + Textbook
  + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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**………**

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| --- | --- | --- | --- |
| **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:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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**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** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester: 1 Academic Year: 2020 Week: 18 Period 1/2 Subject Code: EN 20203 Subject: Supplemental English 3**

**Level of Students: M. 2 Learning Unit: Adventure/ Travel Topic: A Trip to School Time: 2 Periods**

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

**Learning Objective:**

**Knowledge:** The students will learn vocabulary to chat about a scary road to school.

**Skill:** The students will be able to read about a scary trip to school.

**Moral Value:** Assumption College Gentlemen

### Learners’ Key Competencies

#### communication capability

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

**Sub Concept/ Topic:** Creative Writing

**Activities:** CIPPA

##### Period 1

1. *Activating prior knowledge*

Teacher and students engage in a question and answer session about coming to school. Volunteers write some phrases on the board.

1. *Seeking new knowledge*

Point to the picture depicting parents, students and a ladder on page 43 and ask students to guess details of this trip to school.

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

Pre-teach journalist, km, cliffs, education and semester. Play track 1.76 whilst the students read the story in exercise 1. Focus question: How many students make the trip? [80] Students read the article again and ask each other the 5 questions in exercise 2 about this very unusual trip to school.

##### Period 2

1. *Sharing knowledge*

Check that the students understand left, right, block and bus stop. Have the them read through the 7 sentences in exercise 3. Play track 1.77 for them to determine what sentences are true or false. Now get them to discuss the logistics of Tom and Sara getting to school.

1. *Conclusion and knowledge organization*

Write some gapped sentences on the board and ask the students to complete them from memory. Play the track again for them to check. [I walk \_the school.(out) I \_left (turn). I walk 2 blocks and then I \_the road (cross). I walk \_the road to the bus stop (along). I get\_the bus and walk \_the park (off/through).

1. *Showing Tasks and Knowledge Application*

#### Have the students complete the writing worksheet from the Teacher’s Resource Disk. Assign Workbook page 27 for homework.

**Teaching Materials**

* + Textbook
  + PowerPoint Presentation
  + Dictionary
  + Websites
  + 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**………**

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| --- | --- | --- | --- |
| **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:

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

**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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

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

* Point out the importance of that qualification.
* Give them some incentives
* Give warning / suggestion / detention
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**Follow-Up** …………………………………………………...................................................................................

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Teacher …………………………………….

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

### Assumption College Learning Management Plan

**Semester**: 1 **Academic Year:** 2020 **Week:** 19 **Period** 1/2

**Subject Code:** EN 20203 **Subject:** Supplemental English 3

**Level of Students:** M**.** 2 **Learning Unit:** Adventure /Travel

**Topic:** Grammar [pg42/99/104] **Time:** 2 Periods

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

**Learning Objective:**

**Knowledge:** Verbs of Movement & Associated Adverbs

#### **Skill:** The students can use verbs of movement.

**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:** Describe Adventure Course

**Activities:** PPP https://seetefl.com/ppp-tefl-teaching-methodology/

##### Period 1

1. *Warm Up/Lead in* [*http://www.eslgamesplus.com/action-verbs-memory-game-for-esl-learning.*](http://www.eslgamesplus.com/action-verbs-memory-game-for-esl-learning)

Play the online game for max 5 minutes as it’s very simple.

Next, a student mimes walking and ask: What’s he doing? Another student mimes running. Ask the same question.

1. *Presentation*

Write walk and run on the board and explain that they are verbs of movement. Ask for a comparison. Refer students to the list of irregular verbs on page 104.

1. *Practice*

Go through the verbs to model and practice pronunciation. Write the past forms on the board. For exercise two, students circle the correct verbs. Play a miming game where they guess the verbs. The aim is to practice pronunciation. Use the pictures in exercise 3 to teach wall, net, cycle, bridge and finish line. Play track 1.75 so students can number the pictures. Play a 2nd time to check the answers. Point out the adverbs in the Grammar Builder on page 99 and encourage the students to use them in exercise 4.

##### Period 2

1. *Production*

For exercise 4 make sure the students understand first, next, then and finally. They work in pairs to describe the adventure course in exercise 3. Ask some students to describe it for the class.

1. *Assignment*

Students work in small groups to design their own adventure course and describe it to their classmates. Pictures can be used. Encourage the use of adverbs. If time allows, more practice is available via the Unit 6 Vocabulary Worksheet form the teachers’ resource disc. This could also be utilized for a quiz score.

For homework, assign exercise 1 on pg 27 of the Workbook.

### Teaching Materials

#### Textbook

* PowerPoint Presentation
* Dictionary
* Websites
* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.2/1 |  |  |  |  |  |  |
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|  | M.2/9 |  |  |  |  |  |  |

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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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| SKILL | M.2/1 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M2/9 |  |  |  |  |  |  |

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* 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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| M.2/6 |  |  |  |  |  |  |
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* Point out the importance of that qualification.
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**Follow-Up** …………………………………………………...................................................................................

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