

**Subject Code: EN 20204**

**Subject: Supplemental English 3**

**Lower Secondary Level**

**Semester**: 2

**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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**Academic Year**: 2020

Teacher Gus

Head of Content Group: Ms. Lapassanun Juntarote

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**Class M2/1-9 2 Periods: Week Lesson Plan Analysis (Term 2)**

**Teachers**

**Dominic & Gus EN20204**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strand 1 | | | | | | | | | | | | Strand 2 | | | | | 3 | Strand 4 | | | Proc | Desi | Note |
| WEEK | Standard 1.1 | | | | Standard 1.2 | | | | | Standard 1.3 | | | Standard 2.1 | | | Standard 2.2 | | St 3.1 | St 4.1 | Standard | |  |  |  |
| 4.2 | |
|  | 1 | 2 | 3 |  | 4 | 5 | 6 | 7 |  | 8 | 9 |  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIPPA | 6 |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CALLA | 1 |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5E | 5 |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ET | 8 |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 7 |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 4 |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SIOP | 9 |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIRC | 3 |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 9 |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Exams** |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Xmas** |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIPPA | 5 |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CALLA | 5 |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CALLA | 10 |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 2 |  |
| 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 9 |  |
| 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 5 |  |
| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5E | 8 |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIPPA | 10 |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIPPA | 10 |  |
| 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Exams** |

**Learning Standards and Indicators**

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

**Subject Code: EN20204 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.  2, Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.  3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.  4. 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.  5. 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.  6. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.  7. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.  8. Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.  9. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.  10. 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  11. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.  12. Participate in, give advice and organise language and cultural activities appropriately.  13. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.  14. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.  15. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.  16. Use language for communication in real situations/simulated situations in the classroom, school, community and society.  17. Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood. | 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/ KWL-Plus / CIRC / Brainstorming / STAD/ Dramatization / Group discussion / Pair work / Peer Teaching / Mind Maps / Group works | 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. Economy Philosophy in one’s way of life  7. Dedication and commitment to work  8. Cherishing Thai-ness  9. Public-mindedness  10. Gentlemen of Assumption College |
| explain  analyze, identify, conclude, differentiate, select, separate, compare, contrast |
| identify, justify, analyze, give examples, illustrate |
| list, record, underline, state, define, arrange, name, tell, memorize, repeat, select, reproduce |
| explain, discuss, provide, express, summarize, conclude  classify, discuss, compare,  conclude, summarize, show, explain  express, classify, justify, discuss, analyze, compare, contrast,  conclude, show, summarize, provide,  categorize, critique, differentiate, debate  search, record, summarize, express, present, show, relate  use, employ, conduct, collect, analyze, summarize, conclude |

**Course Description**

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

**Subject Code: EN20204 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. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.
3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.
4. 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.
5. 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.
6. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.
7. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.
8. Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.
9. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.
10. 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.
11. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.
12. Participate in, give advice and organise language and cultural activities appropriately.
13. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.
14. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.
15. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.
16. Use language for communication in real situations/simulated situations in the classroom, school, community and society.
17. Use foreign languages in conducting research, collecting, analysing and summarising

knowledge/variousdata from the media and different learning sources for further education and

livelihood

**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. 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

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| --- | --- | --- |
| ICT and Media Used in the English Classroom Mathayom 2 Teachers Dominic & Gus Semester 2 | | |
| Lesson  Plan | Topic | Website/Media |
| 1 | Royal Rainmaking Project |  |
| 2 | Chaipattana Aerator | <https://www.youtube.com/watch?v=98qjhozkLLs> |
| 3 | Sufficiency Economy | <https://www.youtube.com/watch?v=LfJG-9rlmrE> |
| 4 | Martin Luther King | https://[www.youtube.com/watch?v=mfzkkdFbSls](http://www.youtube.com/watch?v=mfzkkdFbSls) |
|  |  | <https://www.youtube.com/watch?v=43QTjFCPLtI> |
| 5 | Stephen Hawking | https://[www.youtube.com/watch?v=D6lFGJdwRyo](http://www.youtube.com/watch?v=D6lFGJdwRyo) |
|  |  | [https://play.kahoot.it/#/k/cbfe15c1-3064-4a44-83f4-af54ad0fbde1](https://play.kahoot.it/%23/k/cbfe15c1-3064-4a44-83f4-af54ad0fbde1) |
| 6 | Nelson Mandela | <https://www.youtube.com/watch?v=2f2k6iDFCL4> |
| 7 | TV Shows |  |
| 8 | Movies | <https://www.youtube.com/watch?v=SXA6ZDVlnQE> |
| 9 | Home Movies | https://[www.youtube.com/watch?v=L4UDTxYgiww](http://www.youtube.com/watch?v=L4UDTxYgiww) |
| 12 | Natural Disasters | <https://www.youtube.com/watch?v=6C3CJX1-d_8> |
| 13 | Man-made Disasters | <https://www.youtube.com/watch?v=WfGMYdalClU> |
| 14 | Geographical Features | [https://play.kahoot.it/#/k/a6cf5a5d-6b45-431c-8520-1c15b2067fa9 that depicts 15](https://play.kahoot.it/%23/k/a6cf5a5d-6b45-431c-8520-1c15b2067fa9%20that%20depicts%2015) |
|  |  | <https://www.youtube.com/watch?v=BsqKTJtK_vw> |
| 15 | Transportation in Thailand | https://[www.youtube.com/watch?v=tCegg8VWy\_8](http://www.youtube.com/watch?v=tCegg8VWy_8) |
| 16 | Transportation | https://[www.youtube.com/watch?v=FaLCQo8NJFA](http://www.youtube.com/watch?v=FaLCQo8NJFA) |
| 17 | Travel By Air | [https://play.kahoot.it/#/k/9587c42b-c5d0-4528-9e0e-6779539e34a0](https://play.kahoot.it/%23/k/9587c42b-c5d0-4528-9e0e-6779539e34a0) |
|  |  | <https://www.youtube.com/watch?v=GLAreFQ3G5k> |
| 18 | Who Is More Powerful? | <https://www.youtube.com/watch?v=0GGvRtuxglM> |
|  |  | [https://play.kahoot.it/#/k/673e4f15-1f74-4342-b7fc-25b1dfffea71](https://play.kahoot.it/%23/k/673e4f15-1f74-4342-b7fc-25b1dfffea71) |
|  |  | [https://play.kahoot.it/#/k/1a779080-665a-42d5-8de5-35a675e43873](https://play.kahoot.it/%23/k/1a779080-665a-42d5-8de5-35a675e43873) |

##### Learning Units

**Content Group: Foreign Languages Mathayom Suksa 2/ 2020**

**Subject Code: EN20204 Semester 2 Subject: Supplemental English 4**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Units** | **Hours** | **Learners’ Key Competencies** | **Teaching Materials** | **Evaluation** |
| **Learning Unit 1** - **Royal Project**  Topic:   1. –Royal Rainmaking Project 2. –Chaipattana Aerator 3. –Sufficiency Economy | 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** - **Famous People**  Topic s   1. –Martin Luther King 2. –Stephen Hawking 3. –Nelson Mandela | 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** - **Entertainment**  Topic:   1. – TV Shows 2. –Movies 3. –Home Videos | 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** - **World/Environment** Topics:   1. –Natural Disasters 2. –Man-made Disasters 3. –Geographical Features | 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 - Transportation**  Topics:   1. –Transportation in Thailand 2. –Transportation 3. –Travel by Air | 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 – Fables & Tales**  Topics:   1. –Who Is More Powerful 2. –The Golden Bird 3. – Echo & Narcissus | 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 |

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| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester:** 2  **Week:** 1 Periods 1/2 | | |
| **Subject Code:** EN 20204 |  | **Subject:** Supplemental English 4 |
| **Level of Students:** M. 2 |  | **Learning Unit 1:** Royal Project |
| **Topic:** Royal Rainmaking Project |  | **Time:** 1 Period |

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

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

**Learning Objective:**

**Knowledge:** The students will recall the Royal Rainmaking Project.

**Skill:** The students will be able to talk about the Royal Rainmaking Project

**Moral Value 6:** Economy Philosophy in one’s way of life

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Vocabulary Expansion Related to Royal Rainmaking Recollection and Discussion

**Activities:** CIPPA

##### Period 1

###### Activating prior knowledge

Distribute a copy of unit 7: Royal Project/ Rainmaking in My English Companion ***textbook*** to the students. Teacher and students brainstorm royal projects in general and then focus on the royal rainmaking project.

###### Seeking new knowledge

Have the students study the poster on page 68 and interpret the message. Have them work in pairs to complete the ***quiz*** that spills over onto page 69.

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

Go through the answers to the quiz as a class and have the students explain any grey areas as much as possible. When teacher speaks they get bored so minimize TTT. Beam the poster on the screen in front of the room and have volunteers come up and talk about the poster using information gleamed from the quiz.

###### Sharing knowledge

Now the students will read the text: Europe Recognizes Thailand’s Father of Royal Rainmaking on the next two pages. Have them underline any problematic vocabulary. Some of it is addressed at the end of pages 69 & 70 in the ***dictionary*** section. Cease the reading after every 2 paragraphs or so to chew on the content as a class. Again encourage the students to explain the concepts to each other.

###### Conclusion and knowledge organization

Have the students work in pairs. They should discuss how the patent for His Majesty King Bhumibol Adulyadej was registered by the European Patent Office. Have them complete the table of information on page 72 of the unit to consolidate their understanding. Have them peer correct their tables.

#### For ***homework*** ask the students to complete activity A on page 73 that addresses the sentence connectors: at first, then & later. Announce that this should be scanned and submitted via email before the next class.

**Teaching Materials**

Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

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

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

**Evaluation Tools:**

* Quizzes/Test
* 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 *…………………………………………………*

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|  | **Assumption College** |  |
| **Learning Management Plan**  **Academic Year: 2020**  **Semester 2 Week: 2 Periods 3/4** | | |
| **Subject Code: EN 20204** |  | **Subject: Supplemental English 4** |
| **Level of Students: M. 2** |  | **Learning Unit 1: Royal Project** |
| **Topic: Royal Projects** |  | **Time: 1 Period** |

#### **Indicator 16:** Use language for communication in real situations*/*simulated situations in the classroom, school, community and society*.*

**Learning Objective:**

**Knowledge:** The students will understand and recall a royal project.

**Skill:** The students will be able to talk about a royal project.

**Moral Value 1:** Love of nation, religion and king

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Chaipattana Aerator used for real situations in the classroom

**Activities:** CALLA

1. *Preparation*

Students take the Water Quiz on page 67 My English Companion ***Textbook***.. Quickly go through the vocabulary requesting that the students help each other with meanings and synonyms. Make sure they don’t cheat as the answers are upside down at the end of the page. Have the students ask each other the questions.

1. *Presentation*

Show the YouTube Chaipattana Aerator video at <https://www.youtube.com/watch?v=98qjhozkLLs>with subtitles. Show it a 2nd time without the subtitles pausing occasionally to consolidate comprehension.

1. *Practice*

Students quietly read Role Model for Thai Inventors. Again address problematic vocabulary and draw their attention to the ***dictionary*** items at the end of pages 68 & 69.

1. *Self Evaluation*

In pairs, have the students complete the mind map on page 70. Discourage them from looking at the text again. This is a good opportunity to evaluate focus and memorization. Beam the scanned mind map on the whiteboard and have 7 students enter the missing info.

1. *Expansion*

Based on the principles, the Royal Irrigation Dep. has studied, built and conducted research on nine models of aerators. Have the students complete the matching activity on page 71. The idea is to match aerator models with their descriptions. Propeller, apparatus, filter, bacteria, particles efficient and economical is some of the vocabulary that might prove problematic so go through these first. Allow the use of phone ***dictionaries.***

Should time permit take the sentence: ‘The people of Thailand respect their monarch who is always

concerned about them.’ and dissect it for its grammar components. Look at subject, predicate & kinds of clause: principle or dependant. This activity presents itself on pages 72 & 73. Should homework be desired activities B, C & D can be assigned.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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 *…………………………………………………*

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| --- | --- | --- |
| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester: 2** |  | **Week: 3 Periods 5/6** |
| **Subject Code:** EN 20204 |  | **Subject:** Supplemental English 4 |
| **Level of Students:** M. 2 |  | **Learning Unit 1:** Royal Project |
| **Topic:** Royal Project |  | **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 understand and recall sufficiency economy.

**Skill:** The students can talk about sufficiency economy.

**Moral Value 5:** 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

Capability in technological application

**Sub Concept/ Topic: -**Sufficiency Economy**,** Understanding Text, Pie Chart Interpretation

**Activities:** 5E Model

### Period 1

1. **Engage-** See how much the students already know about sufficiency economy. Pose questions with easy answers to do this in a deductive manner. They might be aware of the concept without knowing what it’s called. <https://www.youtube.com/watch?v=LfJG-9rlmrE> is a short video explaining exactly what sufficiency economy is. The narrator speaks slowly and there are subtitles. The graphics and sound effects should help to hold the attention of the students. Pause the video from time to time to consolidate comprehension.
2. **Explore-** Have the students read the adapted speech from page 78 of My English Companion ***Textbook***. Ask them to underline difficult vocabulary and to look for synonyms on their phone ***dictionaries***. Wait for everyone to finish prior to question time.
3. **Explain-**Now students say whether the statements in activity A are true or false. Have them annotate the page. Have volunteers give the answers and provide evidence from the speech. Example: Statement 1 is false and the evidence for this starts in paragraph 2 where there is an abundance of very positive comments about sufficiency economies.

**Period 2**

1. **Elaborate**-Briefly review the content of the last period. Have the students work in pairs and request that they read the text again to identify the paragraphs that highlight the 8 statements on page 81. Allow sufficient time and then have volunteers do a ***presentation***.
2. **Evaluate**- Go back to the pie-chart on page 77 and address the four issues to aid interpretation. Pose the question: What does the purchasing power of a nation reflect about its economy and people? Have the students jot down some ideas before they share with the class.

**Teaching Materials**

Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:**  **Teaching Model** | □5E Model | □ PPP | □ Explicit Teaching Model |
|  | * CIPPA * Others……… | □ CALLA | □ SIOP |
| **Teaching Method** | □ CLT | □ CBL | □ TBL |
|  | □ The Direct Method |  | □ Real**-**life scenarios |

* The Structural Approach □ Cooperative Learning
* Others………

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Technique** | □ KWL-Plus | □ CIRC | □ Brainstorming |
|  | * STAD * Pair work * Group work | * Dramatization * Peer Teaching * Others……… | * Group discussion * Mind Maps |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

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

**Evaluation Tools:**

* + Quizzes/Test
  + 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.
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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 |  |  |  |  |  |  |
| 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 …………………………………………………

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| **Assumption College**  **Learning Management Plan**  **Academic Year 2020** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Famous People |  | **Week:** 4 **Periods** 7/8 **Subject:** Supplemental English 4 **Learning Unit 1:** Famous People  **Time:** 2 Periods |

#### **Indicator 3:** Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read*.*

**Learning Objective:**

**Knowledge:** The students will understand and recall information about Martin Luther King.

**Skill:** The students will be able to talk about Martin Luther King.

**Moral Value 8 :** Cherish Thai-ness

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Martin Luther King in the context of human rights recollection and discussion

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

##### Period 1

###### Lesson Introduction https:[//www.youtube.com/watch?v=mfzkkdFbSls](http://www.youtube.com/watch?v=mfzkkdFbSls)

Show the video Black History Month. Pose the question: ‘What do you think we are discussing today? The video should be self explanatory.

###### Warm Up

Point to the picture and the title of the **text on page 37 Get Ahead 2**. Ask: Who was Martin Luther King? What do you know about him? Why was he important? Weaker students can answer in Thai.

###### Modeling of Concept

Pre teach law, protest, to march and civil rights. Play track 1.64 for the students to establish what MLK protested about. Answer the exercise 2 questions. To really drive home the message of equality show the short video [*https://www.youtube.com/watch?v=43QTjFCPLtI*](https://www.youtube.com/watch?v=43QTjFCPLtI) that was produced by Nike*.*

##### Period 2

###### Guided Practice

In pairs students make notes on what the learned from the last period. If need be show the Equality video again: it’s less than 2 minutes long.

###### Independent Practice

Pre teach independence and human rights. Ask students to read through the biography in exercise 3 ignoring the gaps. Have them listen to track 1:65 and fill in the missing info about Gandhi. Ask the students to write a question about Gandhi. Have them pose their questions to each other. Using phones have the students research about another famous person of their choice. Have volunteers **prepare a 1 minute speech** for the class.

###### Review

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

Presentation

Dictionary

Website

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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 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 …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Famous People | **Academic Year: 2020** | **Week: 5 Period 9/10** **Subject:** Supplemental English 4 **Learning Unit 2:** Famous People  **Time:** 1 Period |

#### **Indicator 11:** Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers

**Learning Objective:**

**Knowledge:** Students will understand and recall events in Stephen Hawkins life.

**Skill:** Students will be able to talk about Stephen Hawkins. **Moral Value 7:** Dedication & Commitment to Work **Learners’ Key Competencies**

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Stephen Hawkins in the context of hero definition and discussion

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

1. ***Warm Up/Lead in*** *https:*[*//www.youtube.com/watch?v=D6lFGJdwRyo*](http://www.youtube.com/watch?v=D6lFGJdwRyo)

Show the 2013 animation Stephen Hawking’s Ideas Made Simple, produced by the Guardian. Subtitles are available. Now play the Kahoot: [https://play.kahoot.it/#/k/cbfe15c1-3064-4a44-83f4-af54ad0fbde1](https://play.kahoot.it/%23/k/cbfe15c1-3064-4a44-83f4-af54ad0fbde1) that also addresses the bio of this great scientist.

###### Presentation

Get the ball rolling by means of a class discussion. Pose the questions (1) Define a hero! (2) Do all famous people deserve to the famous? (3) How do famous people use their fame? -*Phones might be needed here to do a little research*. (4) Can fame change a person? Write main ideas on whiteboard.

###### Practice

Everyone quietly reads Stephen Hawking’s story starting on page 91 My English Companion **textbook.** Allow use of phone **dictionaries** and draw attention to the dictionary item at the end of the page. Assign a paragraph to each group of 4 students who will come up with a question for the other groups from their allocated paragraph. This is speaking practice whilst checking reading comprehension.

###### Production

Working in pairs the students must read the article again and give each paragraph a title that reflects the main idea in a phrase. Example: Paragraph 1: Different Kinds of Heroes

###### Assignment

Now that students have some knowledge about Stephen Hawking and have an abundance of material, ask them to work alone or in pairs to create their own 10 question **Kahoot** on the topic. Motivate them by promising that the first one to be finished will be played in class and will get 10 bonus points.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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
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* 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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Head of Foreign Languages Department …………………………………………………

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| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester: 2**  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Famous People |  | **Week: 6 Periods 11/12 Subject:** Supplemental English 4 **Learning Unit 2:** Famous People  **Time:** 1 Period |

#### **Indicator 7**.Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning

**Learning Objective:**

**Knowledge:** The students will understand and recall information about Nelson Mandela.

**Skill:** The students will be able to talk about Nelson Mandela.

**Moral Value 4:** Avidity for learning

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Nelson Mandela in the context of understanding apartheid & equality

### Activities: PPP

###### Warm Up/Lead in

Establish what the students know about South Africa but specifically apartheid. Elicit some vocabulary that will be required to be understood to follow the video in the next step of the lesson.

###### Presentation

Show the <https://www.youtube.com/watch?v=2f2k6iDFCL4>video on apartheid. Some vocabulary might still present a problem so pause from time to time to check comprehension. The video is less than 2 minutes long but is a good overview of the subject. Distribute unit 8 of My English Companion **textbook**. Have the students work in pairs to study the content of the 2 signs on page 81that could be seen in Durban up to a few years ago. Establish (1) an understanding of apartheid, (2) who was affected (3) why this came about in the first place and (4) how it ended.

###### Practice

Students quietly read Mandela’s story and mission on the next couple of pages and answer the true/false questions on page84. The text addresses the hardship encountered by Mandela and his people and the extreme upper hand of the white South Africans.

###### Production

Students work in pairs and read Mandela’s interview again and choose the lines which best support the 8 statements in exercise B on page 85. This is very much in context as many of Mandela’s comments reflect his attitude toward children. When finished the data entry encourage the students to ask each other to read the match the relevant lines to the statements verbally.

###### Assignment

At this point of the lesson request that the students write a paragraph in their own words about Mandela. Copy and paste is rampant so inform them that points will not be deducted for grammar and spelling mistakes. Emphasize that the focus will be on content. Point out that prior research is important but then books should be closed and the internet switched off so that the final edit will not be plagiarized. Write some main points on the whiteboard:

-trial 1964

-release from prison 1990

- inauguration 1994 Request that the paragraph be finished for homework.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
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| **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

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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.

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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 |  |  |  |  |  |  |
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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.2/6 |  |  |  |  |  |  |
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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 …………………………………….

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| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Entertainment |  | **Week:** 7 **Periods** 13/14 **Subject:** Supplemental English 4 **Learning Unit 3:** Entertainment  **Time: 2 Periods** |

#### **Indicator 17**: Use foreign languages in conducting research, collecting, analysing and summarising knowledge*/*various data from the media and different learning sources for further education and livelihood*.*

**Learning Objective:**

**Knowledge:** Students will recall vocabulary related to TV shows. **Skill:** Students will be able to apply vocabulary related to TV shows. **Moral Value 9:** Public Mindedness

**Learners’ Key Competencies**

Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** TV show recollection, categorization and discussion

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

##### Period 1

###### Motivation

Ask individual students: What do you usually do in the evenings? Do you watch TV? What’s your favorite show? Why do you like it? Encourage them to express their opinions and ask other students if they agree*.*

###### Presentation

Point to the pictures on page 24 of Get Ahead 2 ***textbook***. Establish which of the TV shows the students enjoy. Have them ask each other questions to establish their preferences. Students say the words in English or Thai or point to the pictures in their books. Play track 1:42. Pause occasionally asking the students to repeat. Help with pronunciation.

###### Practice

Students choose 5 kinds of TV show in exercise 1 and write the name of a show for each one. They must remember what kind of show each one is, but shouldn’t write it down. Students close their books. Student pairs read the names of their shows to their partner. Their partner must say the kind of TV show each one is, getting a point for each correct answer. Students repeat the activity with another partner for extra practice. See who has the most points at the end.

##### Period 2

###### Review

See what the students can remember from the last period. Check that they understand often, sometimes and never. Play track 1:43. Students listen to Anna, David and Jenny chatting about TV shows and complete the chart in exercise 2 with adverbs of frequency. Point out the phrases in exercise 3. Ask: Which speakers use these phrases. Play the track again pausing for students to write down the phrases the speakers use. Write three emoticons on the board. . Students work in pairs to match the phrases to the correct emoticons. Have them write their finding on the board.

###### Wrap Up

Students write sentences about TV shows using the phrases in exercise 3: big fan of, don’t mind, can’t stand and crazy about. Time will probably run out so assign the completion of this task for homework.

###### 7. Follow-Up Lesson

Volunteers share their sentences from the previous period. Check that everyone understands the word ‘both’. Pairs discuss which shows they like/dislike. Have them share what they both like and what their partners likes but they don’t. Encourage the use of the phrases from exercise 3.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

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| **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

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
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**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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**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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| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Entertainment |  | **Week:** 8 **Periods** 15/16 **Subject:** Supplemental English 4 **Learning Unit 3:** Entertainment  **Time: 2 Periods** |

#### **Indicator14:** Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately

**Learning Objective:**

**Knowledge:** Students will understand and recall vocabulary related to movies.

**Skill:** Students will apply vocabulary related to movies.

**Moral Value 3:** Self Discipline

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Movies in the context of analysis discussion and stating opinions needing the use of suitable adjectives

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

##### Period 1

###### Presentation

On page 28 Get Ahead 2 ***textbook*** there are some movie posters. Tell the students they are going to play a memory game. Give them a few minutes to digest the names of the 8 movies. With books closed see who can remember the most movies. Show the trailer of the fun movie Crazy Love <https://www.youtube.com/watch?v=SXA6ZDVlnQE>to spark the students’ enthusiasm for this lesson on movies and ask them to guess the plot.

###### Team Practice

Students in teams of 3 use their phones for ***dictionary*** and to research the data of any two of the movies depicted in the posters in Exercise 1. Have them report back on movie details such as genre, stars within, setting, climax etc.

###### Independent Practice

Have everyone complete the sentences in Exercise 2 with the 5 adjectives pertaining to movies: entertaining, exciting, scary etc. Allow the use of dictionaries if there is any problematic vocabulary. Give some time for the students to decide whether or not they agree with the 6 statements. After an allotted time have volunteers do a ***presentation*** for the class.

##### Period 2

###### Peer Pre-Assessment

Form small groups. Encourage them to compare their opinions about the statements in Exercise 2 from the last period and to come up with what are the most commonly shared. Reasons for disagreements should also be explored.

###### 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. Now play track 1:51 for the students to listen to Kento, Joe and Sue talking about the movies they like.

###### Testing & Team Recognition

Write the following questions on the board.

* + What vocabulary is used to express different degrees of liking certain genres?
  + Is there a common thread within the 3 movie tastes of Kento, Sue & Joe?
  + Do you think being male or female might influence the kind of movies we like? 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

Presentation

Dictionary

Website

Kahoot

Socrative

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| **Teaching Procedures:**  **Teaching Model** | □ 5E Model | □ PPP | □ Explicit Teaching Model |
|  | * CIPPA * Others……… | □ CALLA | □ SIOP |
| **Teaching Method** | □ CLT | □ CBL | □ TBL |
|  | □ The Direct Method |  | □ Real**-**life scenarios |

* The Structural Approach □ Cooperative Learning
* Others………

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| **Teaching Technique** | □ KWL-Plus | □CIRC | □ Brainstorming |
|  | * STAD * Pair work * Group work | * Dramatization * Peer Teaching * Others……… | * Group discussion * Mind Maps |

**Evaluation:**

**Evaluation Method:**

-Checking the quizzes in the textbook

-Oral recitation of passages/answers

-Observation

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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.

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| 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.2/6 |  |  |  |  |  |  |
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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 …………………………………………………

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| **Assumption College**  **Learning Management Plan**  **Academic Year: 2020** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Superstar |  | **Week:** 9 **Periods 17/ 18 Subject:** Supplemental English **Learning Unit 3:** Entertainment  **Time:** 2 Periods |

#### **Indicator 4:** 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:** Students will understand and recall vocabulary related to home movies.

**Skill:** Students will apply vocabulary related to home movies.

**Moral Value 9:** Public Mindedness

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Home Movies and their domino effect that can result in fame

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

##### Period 1 https://[www.youtube.com/watch?v=L4UDTxYgiww](http://www.youtube.com/watch?v=L4UDTxYgiww)

###### Warm Up/Lead in

Ask who makes home videos. Elicit the skills and the considerations to be considered important.

###### Presentation

Show the ***video*** on how to make a home video. Play it with and without the subtitles. Encourage note taking and have a Q & A session after the screening

###### Practice

Phrases on page 93 of My English Companion ***textbook*** are examined to determine what they have in common: They are all possible elements of home video production. This can be followed by class discussion to determine what home videos actually are, how they can make us famous, and how the production of home movies and films differ. If anyone has made a home video have him share their experience.

##### Period 2

###### Production

Briefly review some ideas from the last period. Begin this lesson by by reading the Time Magazine article ‘Everyone’s A Star’ page 94. Draw attention to the ***dictionary*** items at the bottom of the pages. Allow the use of digital dictionaries. Encourage cooperative learning to address any vocabulary or concept issues. Go through the answers. Once everyone is finished, request the completion of Activity A, Page 95 which calls for the completion of sentences to consolidate comprehension of the article.

###### Assignment

Topic for Debate: There is the question of whether or not we are becoming a society that is over entertained and too easily bored. And, if everyone is making films, will there be an audience left to watch them?

Assign groups of four. Group members must agree or disagree with the question as a group. This will come about via a discussion. Have some students do a ***presentation***.. Four reasons why the group supports or refutes the arguments must be given. Encourage as many students as possible to participate.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

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| **Teaching Procedures:**  **Teaching Model** | **□** 5E Model |  PPP | **□** Explicit Teaching Model |
|  | **□** CIPPA | **□** CALLA | **□** SIOP |
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| **Teaching Method** | **□** CLT | **□** CBL | **□** TBL |
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* 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

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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 |  |  |  |  |  |  |
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| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

**How to solve the problem**: Knowledge

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 …………………………………………………

# Summative Exam

## Subject: English Code: EN20204

Level: M/2 Academic Year: 2020

Semester: 2

Week 10 Periods 19/20

**Christmas / New Year**

Week 11

**Assumption College**

**Learning Management Plan**

**Academic Year 2020**

**Semester:** 2  **Week:** 12 **Periods** 23/24

**Subject Code:** EN 20204 **Subject:** Supplemental English 4

**Level of Students:** M**.** 2 **Learning Unit 4:** World/ Environment

**Topic:** The Environment **Time:** 2 Periods

**Indicator 9:** Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

### Learning Objective:

#### **Knowledge:** Students will understand and recall vocabulary related to natural disasters.

**Skill:** Students will apply vocabulary related to natural disasters.

**Moral Value 5:** 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

Capability in technological application

**Sub Concept/ Topic:** Natural Disasters in perspective via brainstorming and discussion :

**Activities:** CIPPA

##### Period 1

###### Activating prior knowledge

Pose the questions: (1) How do we need to respect the power of nature? (2) How can we prepare for natural disasters?

###### Seeking new knowledge

Show the video: Angel of the Beach <https://www.youtube.com/watch?v=6C3CJX1-d_8>that sums up the story that the students are about to read on page 104 of My English Companion ***textbook.*** Have the students make some notes and write one question about the contents of the video to put to their peers. Spend a few minutes addressing the students’ questions.

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

Request the students to read Saved by a Geography Lesson from page 105. Draw their attention to the ***dictionary*** items highlighted in yellow. Allow the use of phone ***dictionaries***. Request that they read the story again for homework as it will be the focus of one more lesson.

##### Period 2

###### Sharing knowledge

Quickly brainstorm the content of the story read last period. Now have the students answer the 7 questions in Activity A on page 107. To facilitate the next activity have them underline the evidence in the text for each answer. Have the students ask and answer the questions.

###### Conclusion and knowledge organization

Draw the students’ attention to Activity B page 108 where 4 statements need to be put into context. Have volunteers ***present*** their findings with the remainder of the class. Now have them describe in small groups what would have happened if Tilly Smith didn’t have the information from her science class.

###### Showing Tasks and Knowledge Application

To highlight the relevance of material studied, have students come up with some examples of how what they have learned in classes might be useful in the real world.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

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

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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 |  |  |  |  |  |  |
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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.2/6 |  |  |  |  |  |  |
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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**

**Academic Year: 2020**

**Semester: 2 Week:** 13 Periods 25/26 **Subject Code:** EN 20204 **Subject:** Supplemental English 4

**Level of Students:** M. 2 **Learning Unit 4:** World/Environment **Topic:** World/Environment **Time: 2 Periods**

#### **Indicator 8:** Speak and write to summarise the main idea*/*theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests*.*

**Learning Objective:**

**Knowledge:** Students will understand and recall vocabulary related to manmade disasters.

**Skill:** The students will be able to apply vocabulary related to manmade disasters.

**Moral Value 5:** 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

Capability in technological application

**Sub Concept:** Manmade Disasters highlight mans’ relationship with the natural world.

**Activities:** CALLA

##### Period 1

###### Preparation

With books closed ask: are all disasters natural disasters? (No) Elicit or explain that some are manmade. Ask students to open their books. Ask: Which is the worst manmade disaster? Why? Students can answer by saying the words or pointing at the pictures on page 80 of Get Ahead 2 ***textbook***.

###### Presentation

<https://www.youtube.com/watch?v=WfGMYdalClU>is an animation created in Flash and After Effects looking at mans relationship with the natural world. Watching this will help the students gain an overview of what this lesson is all about. To ensure the students can pronounce the 6 different disasters depicted in Exercise 1 play track 2:71. Have them listen and repeat as a class and individually. Also check for comprehension encouraging peer help.

1. ***Practice***

Have a look at the headlines in Exercise 2. Teach the word ‘headline’. Read through them with the class and have the students help each other with comprehension. Encourage the use of dictionaries. Now play track 2:72 for the students to match the headlines to the stories in the news report. Pause the track after each speaker for the students to note down their answers. Play a 2nd time so they can check their answers.

[a4 b5 c2 d6 e3 f1] Have students verbalize the answers.

##### Period 2

###### Self Evaluation

Read the example news report in Exercise 3 with the class. Focus on the disasters in Exercise 1 and elicit or teach useful vocabulary to talk about each, e.g. pollution, chemical, dangerous, war, tank, planes, bomb, civilians, global warming, greenhouse gasses, ice, melt, deforestation, cut down etc. The students now pick a disaster from Exercise 1 and write a report. Three or four sentences will be more than enough. Have volunteers make a ***presentation***.

###### Expnsion

Students now work in pairs. Tell them that one of them is a journalist and the other is a witness to a disaster. They can use their writing from the previous activity if desired. Ask them to prepare a short interview.

Example questions: What happened? What did you see? How do you feel? Monitor and help while students are working. Pairs should practice their interviews and then perform them for the class.

### Teaching Materials

#### Textbook

* + Presentation
  + Dictionary
  + Website
  + 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 textboo

-Oral recitation of passages/answers

-Observation

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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 |  |  |  |  |  |  |
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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 |  |  |  |  |  |  |

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* 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 | | |
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| 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: 2 Academic Year: 2020 Week:** 14 Periods 27/28 **Subject Code:** EN 20204 **Subject:** Supplemental English 4

**Level of Students:** M. 2 **Learning Unit 4:** World/Environment **Topic:** World/Environment **Time:** 2 Periods

#### **Indicator 10:** 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:** Recall vocabulary related to geographical features.

**Skill:** The students will be able to apply vocabulary related to geographical features.

**Moral Value 10:**Gentlemen of Assumption College

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept:** Geographical Features exploration of the concept of Mother Nature

**Activities:** CALLA

##### Period 1

###### Preparation

Play the Kahoot game : [https://play.kahoot.it/#/k/a6cf5a5d-6b45-431c-8520-1c15b2067fa9 that depicts 15](https://play.kahoot.it/%23/k/a6cf5a5d-6b45-431c-8520-1c15b2067fa9%20that%20depicts%2015) different geographical features. This will highlight the vocabulary that the students are not familiar with.

###### Presentation

<https://www.youtube.com/watch?v=BsqKTJtK_vw>: explores landforms and bodies of water. This is a FreeSchool production from 2015 and is aimed at high school students. The video is over 9 minutes long so only show what’s beneficial to this lesson. Students open ***textbook*** Get Ahead 2 page 18. Elicit the significance of the title: Mother Nature.

Use the pictures to further apply the vocabulary required to discuss geographical features.

1. ***Practice***

Ask the students to share where and when they might have seen these geographical features. Encourage as many students as possible to contribute. Play track 1:30. Ensure everyone understands the vocabulary. Play the track a second time so the students can repeat the words as a class and then individually.

On the board draw a rough sketch of some trees. Ask: What is it? The first student to say ‘forest’ gets a point for his team. Now asks the students to come up and draw more features. Announce the winners. To make it more challenging make sure books are closed.

Play track 1:31. For Exercise 2 students listen and match the descriptions with the pictures in Exercise 1.

##### Period 2

###### Self Evaluation

Play track 1:31 to remind the students how to describe the 3 pictures in Exercise 1. Now ask them to pick one of the pictures and write down the description in their notebooks. Sit them in groups to compare notes and to practice verbalizing the descriptions. Beam the pictures on the screen and ask for volunteers to ***present*** with the class once they have had enough time to practice.

###### Expansion

Tell students they are going to describe a natural place to a partner. If they can’t think of a real place, they can imagine one. Ask them to think of as many details as they can. Student pairs take turns to describe their places to each other. They should say if it’s real or imaginary. If real, they should ideally explain why it’s important to them. Ask some students to present their partners’ places.

### Teaching Materials

#### Textbook

* + Presentation
  + Dictionary
  + Website
  + 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

-Oral evaluation

**Evaluation Tools:**

-Quizzes/Test

-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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* 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
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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.
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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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Head of Foreign Languages Department …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Transportation | **Academic Year: 2020** | **Week:** 15 **Periods** 29/30 **Subject:** Supplemental English 4 **Learning Unit:** Transportation  **Time: 2 Periods** |

#### **Indicator 5:** 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:** Students will understand and recall vocabulary related to transportation in Thailand.

**Skill:** Students will be able to apply the above vocabulary.

**Moral Value 2:** Honesty & Integrity

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Transportation in Thailand: an exchange of ideas and personal information

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

##### Period 1

1. ***Warm Up/Lead in*** *https:*[*//www.youtube.com/watch?v=tCegg8VWy\_8*](http://www.youtube.com/watch?v=tCegg8VWy_8)

Model the miming of a type of public transportation so the class can guess. Now have volunteers do the same. This is best done in teams as the students are extremely competitive. Announce the winners.

###### Presentation

Show the above video about transportation in Bangkok. Subtitles are available should the need arise. During the showing have students to jot down questions to ask their peers when the video is finished*.* Make sure most students get to ask a question.

###### Practice

Distribute a simple transportation vocabulary handout with pictures of types of transportation and the English vocabulary written next to it. Read through the list and have your students repeat the vocabulary.

Distribute a second short handout (I always distribute them separately as students get distracted if given too much information at once), this one with short phrases pertaining to travel next to pictures of people doing the action eg, “I went on the bus”, “I went in a taxi”, “I went in a plane” etc. M2 students are still saying “Yesterday I go home by taxi” so ask them to read the statements over and over for the next period.

**Period 2**

1. ***Production***

Beam lots of different types of public transport onto the whiteboard. Add some hilarious ones like the flying car from Harry Potter, a space ship and a flying carpet, for example. Now student 1 says how he went home yesterday. Student 2 says how student 1 went home and how he went home. Now it’s student 3’s turn. Keep this up until the entire class has had a go. This is also a test of memorization. Help where needed.

Hopefully the repetition will drive home that we say ‘Yesterday I went ……’ not ‘I go……’ 15

###### Assignment

Put students in pairs. Write Transportation in Thailand on the whiteboard. Write 120 words below the topic. Elicit examples of all public transport and write them in bullet form. Now explain that each pair of students must write about one mode of public transport. First they should write an introduction of what it is , where it’s available and who uses it. Then they must write the pros and cons of using this particular mode of transport. The final part of the paragraph should be suggestions as to how their mode of transport could be improved. Teacher circulates and offers assistance and extrinsic motivation where required. Needless to say the students work is collected at the end, marked and scored. To ensure this is productive, individual feedback should be given in a tardy fashion. Volunteers should be invited to share their writing with the class in the following period.

### Teaching Materials

#### Textbook

* + Presentation
  + Dictionary
  + Website
  + 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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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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**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 …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Transportation | **Academic Year: 2020** | **Week:** 16 **Periods 31 Subject:** Supplemental English 4 **Learning Unit 5:** Transportation  **Time: 1 Period** |

#### **Indicator 13:** Explain*/*compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language*.*

**Learning Objective:**

**Knowledge:** Students will understand and recall vocabulary related to transport.

**Skill:** Students will be able to apply vocabulary related to transport.

**Moral Value 9:** Public-mindedness

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Transportation analysis using appropriate adjectives

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

##### Period 1

1. ***Warm Up/Lead in*** *https:/*[*/www.youtube.com/watch?v=FaLCQo8NJFA*](http://www.youtube.com/watch?v=FaLCQo8NJFA)

Model the miming of a type of public transportation so the class can guess. Now have volunteers do the same. This is best done in teams as the students are extremely competitive. Announce the winners.

###### Presentation

Show the above animation about the history of transportation. The music alone is enough to keep them engaged. During the showing ask students to think of questions to ask their peers when the video is finished*.* Make sure most students get to ask a question.

Have the students share what kinds of transport they like, dislike and use. At the same time elicit adjectives to describe the various forms of transport: fast, slow, quiet etc.

Take the opportunity to address –ing adjectives: exciting, boring and relaxing.

###### Practice

Play track 1:66 for the students to listen and repeat as a class. Work down to individuals. Ensure it’s understood that ‘bike’ is an abbreviation of bicycle. Play track 1:67. Students listen and complete the chart in Exercise 2 page 38 Get Ahead 2 ***textbook***.

For the 2nd hearing have 3 students read the audio script.

###### Production

Write the following questions on the board:

1 When does Akira travel by car? 2 Where does Eve do by bus? 3 Why does Joe take the ferry to school? Have the students ask and answer the questions.

You might have to play the track again for those that were day dreaming.

###### Assignment

Ask 2 students to read out the example conversation in Exercise 3. Point out the use of ‘by’ with forms of transport. Students work in pairs. Encourage stronger students to talk about at least 3 forms of transport that they use, and to say which ones they like using.

Ask some students to ***present*** what they learned about their partners.

### Teaching Materials

#### Textbook

* + Presentation
  + Dictionary
  + Website
  + 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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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 | | |
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| MORAL VALUE | M.2/1 |  |  |  |  |  |  |
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| 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 …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Semester**: 2  **Subject Code:** EN 20204  **Level of Students:** M**.** 2  **Topic:** Transportation | **Academic Year: 2020** | **Week:** 16 **Period 32**  **Subject:** Supplemental English 4  **Learning Unit 5:**  **Time:** 1 Period |

#### **Indicator 6:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news and situations heard and read

**Learning Objective:**

**Knowledge:** Students will understand and recall vocabulary related to travel by air.

**Skill:** Students will apply the above vocabulary.

**Moral Value 5:** 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

Capability in technological application **Sub Concept/ Topic:** Travel by Air **Activities:** PPP

1. ***Warm Up/Lead in*** [https://play.kahoot.it/#/k/9587c42b-c5d0-4528-9e0e-6779539e34a0](https://play.kahoot.it/%23/k/9587c42b-c5d0-4528-9e0e-6779539e34a0)

Elicit what the students know about the Wright Brothers. Play the Kahoot to add to their knowledge.

1. ***Presentation*** [*https://www.youtube.com/watch?v=GLAreFQ3G5k*](https://www.youtube.com/watch?v=GLAreFQ3G5k)

Show the YouTube video: The History of Aviation Animation. This is an interesting look at the topic and hopefully will engage even the weakest English speakers.

###### Practice

Ask the students to read ‘A Turning Point In History’ on pg 112 of **My English Companion**. There are only 6 paragraphs so it should take about 10 minutes. Draw their attention to the **dictionary** items at the end of the page. Allow the use of phone **dictionaries**. Watch out for shysters playing computer games or navigating Facebook.

###### Production

Have some volunteers ask analytical questions to uncover the information required to complete the 5 analytical sentences at the end of pg. 113. Have a volunteer write some bullet pointed info on the whiteboard. Everyone now completes the 5 sentences in their notebooks. Allow about 7 minutes and discourage scribbling.

###### Assignment

Ask the students to complete these mind maps in their notebooks. On completion have a Q&A session to consolidate comprehension.



How Airplanes Changed the History of the World

#### The Wright

Brother’s Research

& Their Results

**Teaching Materials**

Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
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| **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
  + Oral evaluation

**Evaluation Tools:**

* + Quizzes/Test
  + 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.

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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.
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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.2/9 |  |  |  |  |  |  |

**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 …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Semester: 2** | **Academic Year: 2020** | **Week: 17 Period 33/34** |
| **Subject Code: EN 20204** |  | **Subject: Supplemental English 4** |
| **Level of Students: M. 2** |  | **Learning Unit 6: Fables & Tales** |
| **Topic:**Fables & Tales |  | **Time: 2 Periods** |

#### **Indicator 2:** Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading

**Learning Objective:**

**Knowledge:** The students understand and recall vocabulary related to a fable.

**Skill:** The students can apply the above vocabulary.

**Moral Value 8:** Public-mindedness

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** Fable: Who is more powerful? : Moral comparison to daily life

**Activities:** 5E Model

### Period 1

1. **Engage-** Pose the questions: What fables can you remember? Do you know the morals of any of the stories? Show The Sun & the Wind @ <https://www.youtube.com/watch?v=0GGvRtuxglM> followed by the Kahoot: [https://play.kahoot.it/#/k/673e4f15-1f74-4342-b7fc-25b1dfffea71.](https://play.kahoot.it/%23/k/673e4f15-1f74-4342-b7fc-25b1dfffea71) These address the story: Who is More Powerful? ***My English Companion*** page 123.
2. **Explore-** Draw the students’ attention to the matching activity on page 122. Allow the use of phones to research the morals of the four famous fables. Ask volunteers to expand on the morals by providing possible examples from their daily lives.
3. **Explain**-Ask for suggestions as to what is the moral of the fable Who Is More Powerful? Have the students read the fable, drawing their attention to the highlighted ***dictionary*** inserts. Time will probably run out so assign the 6 questions in Activity A on page 125 for homework.

**Period 2**

1. **Elaborate**- Elicit the answers to the Activity A questions assigned for homework. Ask for evidence from the text to substantiate each answer. Allow the students ask each other the questions.

10.**Evaluate**- [https://play.kahoot.it/#/k/1a779080-665a-42d5-8de5-35a675e43873](https://play.kahoot.it/%23/k/1a779080-665a-42d5-8de5-35a675e43873)

By playing the above ***Kahoot*** the students will be reminded of what The Hare & The Tortoise is all about. There are YouTube videos but don’t insult the intelligence of the students by showing them. Assign groups of four. They must assume the roles of narrator, the hare, the tortoise and the fox.

They must use their imagination to fill the gaps in the script on pages 126 & 127. Teacher moseys around offering assistance where required. Have volunteers ***present*** the role play for the class.

**Teaching Materials**

Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:**  **Teaching Model** | □5E Model | □ PPP | □ Explicit Teaching Model |
|  | * CIPPA * Others……… | □ CALLA | □ SIOP |
| **Teaching Method** | □ CLT | □ CBL | □ TBL |
|  | □ The Direct Method |  | □ Real**-**life scenarios |

* The Structural Approach □ Cooperative Learning
* Others………

|  |  |  |  |
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| **Teaching Technique** | □ KWL-Plus | □ CIRC | □ Brainstorming |
|  | * STAD * Pair wor * Group work | * Dramatization * Peer Teaching * Others……… | * Group discussion * Mind Maps |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

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

**Evaluation Tools:**

* + Quizzes/Test
  + Observation form

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##### 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 |  |  |  |  |  |  |
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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 |  |  |  |  |  |  |
| 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.
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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 …………………………………………………

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| **Assumption College**  **Learning Management Plan**  **Academic Year 2020** | | |
| **Semester: 2** |  | **Week:** 18 Period 35/36 |
| **Subject Code:** EN 20204 |  | **Subject:** Supplemental English 4 |
| **Level of Students:** M. 2 |  | **Learning Unit 6:** Fables/Tales |
| **Topic:** Thai Folk Tales |  | **Time**: 2 Periods |

#### **Indicator 12** : Participate in, give advice and organise language and cultural activities appropriately**.**

**Learning Objective:**

**Knowledge:** The students will recall vocabulary related to the Thai folk tale-The Golden Bird.

**Skill:** The students will be able to apply vocabulary related to a Thai folk tale.

**Moral Value 10:** -Assumption College Gentlemen

### Learners’ Key Competencies

#### Communication capability

Thinking capability

Problem solving capability

Capability in applying life skills

Capability in technological application

**Sub Concept/ Topic:** The Golden Bird in the context of symbolism and paraphrasing

**Activities:** CIPPA

##### Period 1

###### Activating prior knowledge

Teacher and students engage in a question and answer session about symbolism and specifically what the animals on page 127 of ***My English Companion*** symbolize.

###### Seeking new knowledge

Give the students 10 minutes on their phones to research for the answers to the questions on the same page about mythological creatures. Sometimes the internet offers too much info so teacher should walk around and help dissect the info where necessary. Have volunteers report to the class.

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

Ask the students to quietly read The Golden Bird on pages ***128& 129***. Politely interrupt them periodically to address any misunderstandings they might have about concepts and/or vocabulary. Draw their attention to to the fact that there are ***dictionary*** items at the end of each page. Allow the use of phones to access online ***dictionaries*** and thesaurus.

##### Period 2

###### Sharing knowledge

Have the students paraphrase The Golden Bird in their notebooks. Play easy listening music to ease the pain. Give a time limit and stick to it. Ask random students to share.

###### Conclusion and knowledge organization

Draw the students’ attention to the sequencing activity on page 130. Again suggest a time limit for completion. Scan the vocabulary to ensure comprehension. Have volunteers read the 15 sentences in sequence for the class.

###### Showing Tasks and Knowledge Application

Now in pairs the students should try to explain the 3 statements in Activity B page 131. Teacher will

#### probably need to help the weaker students. Once again have volunteers do a ***presentation***.

**Teaching Materials**

Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Procedures:**  **Teaching Model** | □5E Model | □ PPP | □ Explicit Teaching Model |
|  | * CIPPA * Others……… | □ CALLA | □ SIOP |
| **Teaching Method** | □ CLT | □ CBL | □ TBL |
|  | □ The Direct Method |  | □ Real**-**life scenarios |

* The Structural Approach □ Cooperative Learning
* Others………

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Technique** | □ KWL-Plus | □ CIRC | □ Brainstorming |
|  | * STAD * Pair wor * Group work | * Dramatization * Peer Teaching * Others……… | * Group discussion * Mind Maps |
| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

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

**Evaluation Tools:**

* + Quizzes/Test
  + 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 …………………………………………………

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| **Assumption College**  **Learning Management Plan** | | |
| **Academic Year: 2020**  **Semester :**2 **Week:** 19 Period 37/38 | | |
| **Subject Code:** EN 20204 |  | **Subject:** Supplemental English 3 |
| **Level of Students:** M. 2 |  | **Learning Unit 6:** Fables/Tales |
| **Topic:** Moral from Tales |  | **Time:** 2 Periods |

#### **Indicator 12** : Participate in, give advice and organise language and cultural activities appropriately**.**

**Learning Objective:**

**Knowledge:** The students will recall vocabulary related to the folk tale-Echo & Narcissus.

**Skill:** The students will be able to apply vocabulary related to a folk tale.

**Moral Value:** 10-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:** Echo & Narcissus & negative domino effects illustration

**Activities:** CIPPA

##### Period 1

###### Activating prior knowledge

Teacher and students engage in a question and answer session about world mythology.

###### Seeking new knowledge

Give the students 10 minutes on their phones to research for the answers to the questions on page 132 of ***My English Companion*** about world mythology. Sometimes the internet offers too much info so teacher should walk around and help dissect the info where necessary. Have the students ask and answer the 5 questions.

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

Ask the students to quietly read Echo and Narcissus on pages ***133-136***. Politely interrupt them periodically to address any misunderstandings they might have about concepts and/or vocabulary. Draw their attention to to the fact that there are ***dictionary*** items at the end of each page. Allow the use of phones to access online ***dictionaries*** and thesaurus.

##### Period 2

###### Sharing knowledge

Have the students paraphrase Echo & Narcissus in their notebooks. Play easy listening music to ease the pain. Give a time limit and stick to it. Ask random students to present.

###### Conclusion and knowledge organization

Draw the students’ attention to the reading comprehension questions on page 136. Again suggest a time limit for completion. Scan the vocabulary to ensure comprehension. Again have the students ask and answer the questions.

###### Showing Tasks and Knowledge Application

Now in pairs the students should take turns to warn each other about the 3 situations in the speaking activity. Teacher will probably need to help the weaker students. Once again have volunteers do a ***presentation***.

### Teaching Materials

#### Textbook

Presentation

Dictionary

Website

Kahoot

Socrative

|  |  |  |  |
| --- | --- | --- | --- |
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|  | * CIPPA * Others……… | □ CALLA | □ SIOP |
| **Teaching Method** | □ CLT | □ CBL | □ TBL |
|  | □ The Direct Method |  | □ Real**-**life scenarios |

* The Structural Approach □ Cooperative Learning
* Others………

|  |  |  |  |
| --- | --- | --- | --- |
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| **Evaluation:** |  |  |  |
| **Evaluation Method:** |  |  |  |

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

**Evaluation Tools:**

* + Quizzes/Test
  + 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 |  |  |  |  |  |  |

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* Give some more exercises / reports
* Assign students to do group work or pair work
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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 |  |  |  |  |  |  |

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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 |  |  |  |  |  |  |
| M.2/2 |  |  |  |  |  |  |
| M.2/6 |  |  |  |  |  |  |
| M.2/7 |  |  |  |  |  |  |
| M.2/8 |  |  |  |  |  |  |
|  | M.2/9 |  |  |  |  |  |  |

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**Follow-Up** …………………………………………………...................................................................................

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Teacher …………………………………….

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



**Assumption College**

**FINAL EXAM 2**

## Subject: English Code: EN20204

Level: M/2

Academic Year: 2020

Semester: 2

Week 20 Periods 39/40