**Learning Standards and Indicators**

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

**Subject Code: EN20221 Subject: Bell English 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators/Learning Outcomes** | **Key Word** | **Learners’ Key Competencies - Activities** | **21st-Century Skill/**  **Local Wisdom/Thai Wisdom/**  **Sufficiency Economy Philosophy /School Focus** | **Desirables** |
| **1.** Students will be able to recognize, label, and spell a range of countries, nationalities, and immediate family members, which they will be able to talk about with their peers. | learn, recognize, label, spell, know | 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. Dedication and commitment to work  7. Cherishing Thai-ness  8. Public-mindedness  9. Gentlemen of Assumption College |
| **2.** Students will be able to form and use the present simple to provide information on a chosen country, complete conversations, and talk about their daily routine. | use, ask, answer, provide, complete, produce, write, form, select, categorize, relate |
| **3.** Both verbally and in writing, students will be able to use the time and adverbs of frequency to describe their own or their friend’s daily routines. | write, say, arrange, form, describe, express |
| **4.** Students will be able to recognize when to use present simple or the present continuous to describe activities which they do repeatedly or at a particular time. | use, ask, answer, identify, contrast |
| **5.** Students will combine previously learned material on present simple, present continuous and daily routines to complete their writing project for Portfolio 1. | use, ask, answer, provide, complete, produce, write, form, select, categorize, relate, recognize, label, spell, express |
| **6**. Students will be able to recognize, spell, and pronounce specific job vocabulary while also being able to ask and answer questions based on given job descriptions. | spell, pronounce, match, ask, give, describe |
| **7.** Using a variety of review activities including presentations, projects, and posters, students will revise newly learned vocabulary and grammar for their upcoming exams. | use, ask, answer, provide, complete, produce, write, form, select, categorize, relate, recognize, label, spell, express, design |
| **8.** Students will be able to correctly use the genitive ‘s and s’ and be able to ask about the ownership of everyday items. | use, ask, answer |
| **9.** In the context of food, students will be able to label, spell, pronounce and categorize new vocabulary, while recognizing when to use some, any and no, according to whether the item is countable or uncountable. | label, spell, pronounce, classify, categorize, form, use |
| **10.** Using the context of a shopping trip, students will be able to say and write prices in words whilst using possessive adjectives and pronouns in a dialogue. | use, ask, answer, label, spell, pronounce, classify, categorize, form |
| **11.** Students will be able to label, spell and pronounce a range of sports vocabulary which they have ordered using verbs of emotion whilst also identifying whether they are collated with play, go or do. | label, spell, pronounce, identify, order, produce, give |
| **12.** Students will be able to pronounce, spell, and label parts of the body before using affirmative and negative imperatives to write a set of instructions. | pronounce, spell, label, follow, speak, give, write |
| **13.** Students will produce rules using imperatives or must/mustn’t and also create positive, negative, and question sentences using ‘going to’. | write, choose, produce, use |
| **14.** Students will combine previously learned material on prices, verbs of emotion+ gerunds, countable and uncountable nouns, and some, no, and any to complete their script writing project for Portfolio 2. | pronounce, spell, label, follow, speak, give, write, use, ask, answer, label, spell, pronounce, classify, categorize, form |
| **15.** Students will revisit countable and uncountable nouns and will be able to use them with correct plurality and use this knowledge to accurately select much, many, a lot of, a little or a few to complete gap fills. | differentiate, categorize, use, select |