**Learning Standards and Indicators**

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

**Subject Code: EN20222 Subject: Bell English 2**

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| **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 recognise and pronounce large numbers from one to a billion, then ask and answer questions using appropriate dimensions before finally using superlatives and comparatives to compare different objects and structures. | form, order, gather, answer, report, recognize, pronounce, compare | Learners’ Key Competencies communication capability thinking capability problem solving capability capability in applying life skills and capability in technological applicationActivities5E Model / PPP / Explicit Teaching Model / CIPPA / CALLA / SIOP / CLT/ CBL / TBL / The Direct Method / Real-life scenarios / The Structural Approach / Cooperative Learning/ KWL-Plus / CIRC / Brainstorming / STAD/ Dramatization / 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 king2. Honesty and integrity3. Self-discipline4. Avidity for learning5. Observance of principles of Sufficiency Economy Philosophy in one’s way of life6. Dedication and commitment to work7. Cherishing Thai-ness8. Public-mindedness9. Gentlemen of Assumption College |
| **2.** Students will be able to write sentences about different landmarks or people using comparatives and superlatives for short, long and irregular adjectives. | from, write, compare, use,, give |
| **3.** Students will be able to convert dates from the dd/mm/yyyy format to words and also use the correct past forms of the verb ‘to be’ and an assortment of common regular verbs in both written paragraphs and listening texts. | convert, form, correct, pronounce, spell, apply, complete, write, listen |
| **4.** Students will be able to spell and comprehend a set of common irregular verbs before using them to produce affirmative and negative past simple sentences, then writing a story using the correct past and infinitive forms. | spell, comprehend, collocate, comprehend, produce, determine, use, write |
| **5.** Students will be able to identify, spell, and pronounce a range of weather vocabulary before describing the activities they enjoy doing in each weather type, using both the adjective and verb forms of the lexical set. | spell, pronounce, identify, describe, do, use |
| **6.** Students will be able to contrast the past continuous and past simple and use while or when to describe two actions that occurred simultaneously in the past and to discriminate between the continuous and simple action. | use, contrast, correct, know |
| **7.** Students will be able to understand and use a set of prepositions of place and motion with past simple or continuous to describe a short journey or sequence of events. | use, interpret, describe, sequence |
| **8.** Students will be able to correctly use who, which or where according to the subject and be able to join two sentence clauses by adjusting the second clause as necessary to make a grammatically sound sentence. | list, use, know, define, complete, join, select, adjust |
| **9.** Using a variety of review activities including presentations, projects, and posters, students will revise newly learned vocabulary and grammar for their upcoming exams.. | list, use, know, define, complete, join, select, adjust, interpret, describe, sequence |
| **10.** Students will be able to identify, spell, and pronounce a lexical set of film genres whilst also being able to match the genres to their corresponding descriptions, and write their own plot descriptions using sentences clauses joined with who, which and where | spell, pronounce, match, categorize, describe, use |
| **11.** Students will be able to identify, spell, and pronounce a lexical set of places in town before planning an itinerary about places they would like to visit and talking about these future arrangements using the present continuous. | spell, pronounce, identify, describe, plan, ask, answer, talk, report |
| **12.** Students will be able to describe Thai meals by discussing their ingredients and how they’re cooked, then produce a restaurant menu and act in a group role-play using ‘like’ and ‘would like’ in their dialogues.  | describe, list, say, produce, use, complete |
| **13.** Students will understand and categorize a set of personality adjectives as positive or negative before using the zero conditional to describe behaviours that reflect certain personality traits. Students will also describe verbally and in writing the appearance of people using the correct form of ‘be like’ or ‘look like’. | understand, design, analyze, use, describe, reflect, correct |
| **14.** Students will use the present perfect with ever or never to describe their own and their classmates’ achievements after completing a group survey; they will also be able to determine whether to use the definite article with plural countries, mountains, rivers, seas and so on. | use, describe, determine, design, find out, ask, answer, report |
| **15**. Students will begin by learning a set of music genre vocabulary and categorising music clips before reviewing present perfect and past simple in the context of biographies; students will also use ‘will’ to produce predictions about the world in the future and then express their agreement/disagreement over teacher-provided predictions. | spell, pronounce, categorize, identify, use, express, agree, disagree, predict |
| **16.** Students will learn a lexical set of technology vocabulary and use it to both talk about events that may happen in the future and to complete first conditional sentences when provided with the first clause. | use, match, give, complete, provide, produce |
| **17.** Students will be able to spell, pronounce and identify a lexical set of wild animals before creating a conservation leaflet which uses the zero article, plural nouns, and so + adjective + that + to talk about endangered species. | spell, pronounce, identify, show, use, produce, give |