**Learning Standards and Indicators**

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

**Subject Code: EN20224 Subject: Bell English 4**

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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 describe their achievements using the present perfect tense with for and since, and order a series of events based on their relative times. | use, describe, achieve, sort, write, order, make | 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 use the present perfect simple and continuous tenses with for and since in appropriate situations, and complete gap-fills with a lexical set of phrasal verbs with look. | complete, distinguish, complete |
| **3.** Students will be able to use the used to and didn’t use to describe how their own and someone else’s appearance, dress sense, interests and routines have changed over time. | use, write, describe, |
| **4.** Students will be able to use a lexical set of verbs of action to describe a series of pictures or a video clip to tell a cohesive story, and complete gap-fills about general abilities and specific events in the past, using could and was / were. | spell, illustrate, use, describe |
| **5.** Students will be able to use the past simple and perfect tenses in the right order when telling stories or asking questions about multiple events in the past, and use a lexical set of collocations with lose to complete short texts appropriately. | comprehend, use, ask, answer, describe, complete |
| **6**. Students will be able to use the present simple passive, both with and without by + noun, to describe various processes, for example the development of a company, organization or product. | use, complete, describe, develop, organize, add, omit |
| **7.** Students will be able to create compound sentences by joining two sentence clauses (defining and non-defining) with who, whose, which and where. | use, complete, join, link, know |
| **8.** Students will be able to use will , won’t, may or might to make predictions about the environment with varying degrees of certainty, and use lexical sets of natural disasters and related adjectives to talk about the impact of humanity on the environment and on their own health. | use, predict, hypothesize, outline, describe, pronounce |
| **9.** Students will be able to use instant messaging slang and abbreviations for various social purposes, rewrite them in their formal forms, and develop a full dialogue of asking someone out on someone else’s behalf. | ask, make, respond, write, develop, involve, translate, spell, pronounce, distinguish |
| **10.** Students will be able to report a content of the dialogue they had produced previously using the figures of reported speech, convert direct speech into reported one and vice versa, identify grammatical errors in reported-speech texts, and produce three types of writing composition; an instant message conversation, a dialogue, and a sequenced paragraph of reported speech. | report, create, convert, format, produce, identify |
| **11.** Students will be able to understand and provide descriptions of people; categorize a set of adjectives based on what characteristic they refer to; and organize adjectives in descriptive sentences in the right order. | understand, spell, use, design, sort, rearrange, order |
| **12.** Students will be able to communicate effectively on the phone | answer, say, ask, speak, respond |
| **13.** Students will be able to design and respond to questionnaires that require the use of the second conditional to talk about hypothetical situations, and use a lexical set of –ed and –ing adjectives correctly in related sentences. | design, describe, ask, answer, survey, spell, illustrate |
| **14.**. Students will be able to make and respond to suggestions, and express their preferences about TV programmes; and use a lexical set of phrasal verbs with out, up and on to complete a gap-fill. | complete, make, respond, express |
| **15.** Students will be able to ask and answer questions with so am I , so do I, neither am I or neither do I; use a lexical set of clothes, accessories, styles and patterns to describe the way people dress; and complete written texts using a lexical set of adjectives with prepositions | complete, ask, answer, describe, match, complete |
| **16.** Students will be able to use must and have to in both the present and the past to describe current rules of a sport and illustrate how these have changed over time, and associate a lexical set of equipment, people, places and actions with their respective sports. | group, sort, refine, use, describe, design |