

**Assumption College**

Content Group: Foreign Languages

Subject Code: EN30103

Subject: English for Academic Achievement

Transition Year: Secondary 5

Semester: 1 Academic Year: 2019

Teacher (s) Ms. Thanchanok Vijitpracha

Ms. Punchita Jongsirinurak

Head of Content Group: Ms. Lapassanun Juntarote

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Miss Punchita Jongsirinurak, Miss Thanchanok Vijitpracha Class M. 5/1-10 2 Periods :Week | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson Plan Analysis (Fundamental) (Term 1) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plan | Strand 1 | | | | | | | | | | | | Strand 2 | | | | | 3 | Strand 4 | | | Proc | Desi | Note | |
| No. | 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 | 18 | 19 | 20 | 21 |  |  |  |
| 1 |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 2 |  |
| 2 |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 2 |  |
| 3 |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 2 |  |
| 4 |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 2 |  |
| 5 |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 8 |  |
| 6 |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 8 |  |
| 7 |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 9 |  |
| 8 |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 9 |  |
| 9 |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 6 |  |
| 10 |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 6 |  |
| 11 |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 6 |  |
| 12 |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 6 |  |
| 13 |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  | Cippa | 3 |  |
| 14 |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  | Cippa | 3 |  |
| 15 |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  | KWL | 7 |  |
| 16 |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  | KWL | 7 |  |
| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Holidays |
| 22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Holidays |
| 23 |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  | Explicit | 4 |  |
| 24 |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  | Explicit | 4 |  |
| 25 |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  | Explicit | 8 |  |
| 26 |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  | Explicit | 8 |  |
| 27 |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  | Explicit | 1 |  |
| 28 |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  | Explicit | 1 |  |
| 29 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  | Circ | 4 |  |
| 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  | Circ | 4 |  |
| 31 | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 3 |  |
| 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  | Circ | 3 |  |
| 33 |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Cippa | 5 |  |
| 34 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / | Cippa | 5 |  |
| 35 |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  | Cippa | 3 |  |
| 36 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  | Cippa | 3 |  |
| 37 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  | Cippa | 1 |  |
| 38 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  | Cippa | 1 |  |
| 39 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 40 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |

List

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**Learning Standards and Indicators**

**The Department of Foreign Languages Level of Students : M. 5**

**Subject Code : EN30103 Subject: English Academic for Achievement 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators/Learning Outcomes** | **Key Word** | **Learners’ Key Competencies - Activities** | **21st-Century Skill/**  **Local Wisdom/Thai Wisdom/**  **Sufficiency Economy Philosophy /School Focus** | **Desirables** |
| **1.** Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading. (1) | 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. Dedication and commitment to work  7. Cherishing Thai-ness  8. Public-mindedness  9. Gentlemen of Assumption College |
| **2.** 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. (2) | explain  analyze, identify, conclude, differentiate, select, separate, compare, contrast |
| **3.** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration. (3) | identify, justify, analyze, give examples, illustrate |
| **4.** 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. (4) | list, record, underline, state, define, arrange, name, tell, memorize, repeat, select, reproduce |
| **5.** Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers. (5) | explain, discuss, provide, express, summarize, conclude |
| **6**. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language. (6) | classify, discuss, compare,  conclude, summarize, show, explain |
| **7.** Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately. (7) | express, classify, justify, discuss, analyze, compare, contrast,  conclude, show, summarize, provide, categorize, critique, differentiate, debate |
| **8.** Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing. (8) | search, record, summarize, express, present, show, relate |
| **9.** 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. (9) | use, employ, conduct, collect, analyze, summarize, conclude |

**Course Description**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

**Learning Outcomes**

1. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.
2. 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.
3. 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.
4. 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.
5. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.
6. Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.
7. Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.
8. Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.
9. 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.

**Course Description**

**The Students will study and observe** Englishtexts, news, advertisements, poems, skits and non-text information. These include charts, graphs, acronyms, documentaries, fictions, tones of voice, social and cultural etiquettes, customs and traditions, festivals, language structures, idioms, aphorisms, poems, ways of lives, beliefs and cultures of native speakers and the data related to other learning areas. **They will do this by using learning skills in the 21st century,** which encourages the students to be able to have **reading, writing, critical thinking and problem solving skills.** Other skills include **creativity and innovation, cross-cultural understanding, collaboration, teamwork and leadership.** They also promote the students to have skills in terms of **communications, information, and media literacy, computing and ICT literacy, career and learning skills, compassion, learning, and leadership.** The learning skills will be used to make students possess **learners’ key competencies**, which are **thinking capability, problem solving capability, capability in applying life skills and capability in technological application**.This will be done **through the teaching and learning** focusing on promoting **Thai wisdom** with respect to the language and literature and religion and tradition. Teaching and learning also promotes students to live under the **Sufficiency Economy Philosophy.** Students will be provided with **desirable characteristics** such as **love of nation, religion and king, honesty and integrity and self-discipline**. Additional important characteristics are **avidity for learning, observance of principles of Sufficiency Economy Philosophy in one’s way of life, dedication and commitment to work, cherishing Thai-ness, public-mindedness and gentlemen of Assumption College**.

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Tools** |
| **1. Culture and Festival**  1. Reading Passages on Culture and Festival  2. Conversation on Culture and Festival  3. Grammar and Structure  4. Tradition Concerning Culture and Festival | **(8)**  2  2  2  2 | **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 work | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form |

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Tools** |
| **1. Culture and Festival**  1. Reading Passages on Culture and Festival  2. Conversation on Culture and Festival  3. Grammar and Structure  4. Tradition Concerning Culture and Festival | **(8)**  2  2  2  2 | **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 work | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form |

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Unit** | | **Time/Period** | | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** | |
| **2. Pollution**  1. Reading Passages on Pollution  2. Conversation on Pollution  3. Grammar and Structure  4. Tradition Concerning Pollution | **(8)**  2  2  2  2 | | **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 work | | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form | |

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

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| --- | --- | --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** | |
| **3. Health**  1. Reading Passages on Health  2. Conversation on Health  3. Grammar and Structure  4. Tradition Concerning Health | **(8)**  2  2  2  2 | **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 work | | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form | |

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

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| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** |
| **4. Rhetorical Language**  1. Reading Passages on Rhetorical Language  2. Conversation on Rhetorical Language  3. Grammar and Structure  4. Tradition Concerning Rhetorical Language | **(8)**  2  2  2  2 | **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 work | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form |

**Learning Unit**

**The Department of Foreign Languages Level of Students: M.5**

**Subject Code: EN30103 Subject: English Academic for Achievement 3**

**Number of Credit: 1 Time: 40 Periods**

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| --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** |
| **5. Biography**  1. Reading Passages on Biography  2. Conversation on Biography  3. Grammar and Structure  4. Tradition Concerning Biography | **(8)**  2  2  2  2 | **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 work | 1. Textbook 2. PowerPoint Presentation 3. Dictionary 4. Websites 5. Google Forms 6. Google Slides 7. YouTube 8. Videos 9. Supplementary Sheets 10. Newspapers 11. Magazines 12. Kahoot! 13. Socrative | 1. Quizzes 2. Tests 3. Oral evaluation 4. Exercises 5. Mind-map 6. Observation form |

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| --- | --- | --- | --- |
| List of ICT Used | | | |
| Level: Secondary 5 | | | |
| English Academic for Achievement 3 (EN30103) | | | |
| List of ICT Used | | | |
|  |  |  |  |
| Semester 1 | | | |
| Week | Period | Topic | ICT |
| 3 | 1-2 | Present tenses | PowerPoint |
| 4 | 1-2 | Past tenses | PowerPoint |
| 6 | 1 | Parts of speech | https://msu.edu/.../The%20Eight%20Parts%20of%20Speech-%20Final%20PP.ppt |
| 12 | 1 | Passive Voice | PowerPoint |
| 14 | 1-2 | Passive Voice in Questions | PowerPoint |
| 16 | 1-2 | Causative Use of have & get | PowerPoint |
| 18 | 1 | Error Identification | PowerPoint |
| 18 | 2 | Error Identification | PowerPoint |
| 19 | 1 | Error Identification | PowerPoint |
| 19 | 2 | Error Identification | PowerPoint |

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 1 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Social life and Tradition**

**Topic: Parts of speech Time: 1 Period**

**Indicator M.4-6 (2):** Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.

**Learning Objective**

**Knowledge:** Thestudents are able to understand what parts of speech are**.**

**Skill:** The students are able to use parts of speech correctly.

**Moral Value**: Honesty and integrity

**Learners’ Key Competencies**

🗹 communication capability

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

**Sub Concept/ Topic:** Rules and how to use parts of speech.

**Procedures: CIRC**

1. The teacher will spend the first part of class showing students what parts of speech are. Teacher reviews the lesson by asking some questions about Thai grammar before teaching parts of speech. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct parts of speech. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in parts of speech by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss what parts of speech are, how to use parts of speech, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus **🗹** CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 95 |  |  | 5 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 95 |  |  | 5 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

I realized that the amount of English I speak in lessons is really low, so I told the students today we would try speaking as much English as possible and to my surprise, it worked somehow.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 2 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Social life and Tradition**

**Topic: Non-finite verbs Time: 1 Period**

**Indicator M.4-6 (18):** Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing. (18)

**Learning Objective**

**Knowledge:** Thestudents are able to understand what non-finite verbs are**.**

**Skill:** The students are able to use non-finite verbs correctly.

**Moral Value**: Public mindedness

**Learners’ Key Competencies**

* communication capability
* thinking capability

🗹 problem solving capability

* capability in applying life skills and
* capability in technological application

**Sub Concept/ Topic:** Rules and how to use non-finite verbs

**Procedures: CIRC**

1. The teacher will spend the first part of class showing students what non-finite verbs are. Teacher reviews the lesson by asking some questions about Thai grammar before teaching non-finite verbs. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct non-finite verbs. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in non-finite verbs by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss what non-finite verbs are, how to use non-finite verbs, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus🗹 CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 95 |  |  | 5 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 100 |  |  | - |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 85 |  |  | 15 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 95 |  |  | 5 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 100 |  |  | - |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

Students were definitely involved and interested in what was going on but when the grammar was being explained, only some pupils seemed to communicate with me.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 3 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Social life and Tradition**

**Topic: Adjective order Time: 1 Period**

**Indicator M.4-6 (19):** Use language for communication in real situations/simulated situations in the classroom, school, community and society. (19)

**Learning Objective**

**Knowledge:** The students are able to understand the orders of adjective.

**Skill:** The students are able touse adjective order correctly.

**Moral Value:** Self-discipline

**Learners’ Key Competencies**

* communication capability
* thinking capability
* problem solving capability
* capability in applying life skills and

🗹 capability in technological application

**Sub Concept/ Topic:** Rules and how to use non-finite verbs

Procedure: **KWL-Plus**

1. The teacher will introduce the usage of adjective by asking and answering some questions and letting students answer in present tenses. **(Preparation)**

2. Next, the teacher will ask some students think of some adjectives.

**(Before Teaching)**

3. Use PowerPoint presentation to explain about adjectives and the orders. Show the students some pictures and have them use adjectives to describe the pictures shown. **(While Teaching)**

4. Have them discuss with their partner and do the exercise in workbook. **(After Teaching)**

5. After that, the last section will be used to review and complete the exercises in order to check student’s comprehension of the content, allowing them to create their own mind map about the topic they have learnt. **(Mapping)**

6. Allow students to summarize the lesson learnt. **(Summarizing)**

7. Quizzes are provided, as well as understanding questions, an extra activity may be conducted if there is time left. Students will do the exercise to check their understanding. The teacher will explain if the students cannot answer correctly or they have some skepticism. **(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** 🗹 KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 95 |  |  | 5 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 100 |  |  | - |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 85 |  |  | 15 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 95 |  |  | 5 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 100 |  |  | - |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

I think I had too much vocabulary to cover. Next time, I will start with the specific information on the back of the application.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 4 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Social life and Tradition**

**Topic: Conjunction Time: 1 Period**

**Indicator M.4-6 (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.

**Learning Objective**

**Knowledge:** The students are able to understand conjunction.

**Skill:** The students are able touse conjunctions.

**Moral Value:** Gentleman of Assumption College

**Learners’ Key Competencies**

* communication capability

🗹 thinking capability

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

**Sub Concept/ Topic:** Rules and how to use conjunction.

Procedure: **KWL-Plus**

1. The teacher will introduce the usage of conjunctions by asking some questions.

2. Next, the teacher will ask some students make some sentences with conjunctions.

**(Before Teaching)**

3. Use PowerPoint presentation to explain about conjunctions. Have them discuss and explain the meaning of conjunctions. **(While Teaching)**

4. Have them do the exercises on the supplementary sheet. **(After Teaching)**

5. After that, the last section will be used to review and complete the exercises in order to check student’s comprehension of the content, allowing them to create their own mind map about the structure they have learnt. **(Mapping)**

6. Allow students to summarize the lesson learnt. **(Summarizing)**

7. Exercises are provided, as well as understanding questions, an extra activity may be conducted if there is time left. Students will do the exercise to check their understanding. The teacher will explain if the students cannot answer correctly or they have some skepticism. **(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** 🗹 KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 95 |  |  | 5 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 100 |  |  | - |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 85 |  |  | 15 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 95 |  |  | 5 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 100 |  |  | - |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

Although the lesson went well and the pacing control had been improved, I felt there were areas that I need to do better in planning the lesson and make improvement.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 5 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Hobbies and leisure**

**Topic: Suffixes Time: 1 Period**

**Indicator M.4-6 (1):** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Learning Objective**

**Knowledge:** The students are able to understand suffixes.

**Skill:** The students are able touse suffixes.

**Moral Value:** Dedication and commitment to work

**Learners’ Key Competencies**

* communication capability
* thinking capability
* problem solving capability

🗹 capability in applying life skills and

* capability in technological application

**Sub Concept/ Topic:** Rules and how to use suffixes

Procedure: **KWL-Plus**

1. The teacher will introduce the usage of suffixes by asking and asking some questions.

2. Next, the teacher will ask some students think of some suffixes.

**(Before Teaching)**

3. Use PowerPoint presentation to explain about suffixes. Show the students the different common suffixes and some sample words with those suffixes. **(While Teaching)**

4. Have them complete the word using suffixes they have learnt. Have them do some extra exercises. **(After Teaching)**

5. After that, the last section will be used to review and complete the exercises in order to check student’s comprehension of the content, allowing them to create their own mind map about the suffixes they have learnt. **(Mapping)**

6. Allow students to summarize the lesson learnt. **(Summarizing)**

7. Exercises are provided, as well as understanding questions, an extra activity may be conducted if there is time left. Students will do the exercise to check their understanding. The teacher will explain if the students cannot answer correctly or they have some skepticism. **(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** 🗹 KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 80 |  |  | 20 |  |  |
| M.5/7 | 80 |  |  | 20 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 80 |  |  | 20 |  |  |

**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**

When I saw how students engaged themselves in a student-center classroom, I really want to make this happened in my own classrooms more than before.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 6 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Hobbies and leisure**

**Topic: Agreement of subjects and verbs Time: 1 Period**

**Indicator M.4-6 (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:** The students are able to understand the agreements of subjects and verbs.

**Skill:** The students are able tofill in the blanks with the most suitable words or phrases.

**Moral Value:** Self-discipline

**Learners’ Key Competencies**

🗹 communication capability

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

**Sub Concept/ Topic:** Rules and how to use Agreement of subjects and verbs

**Procedures: CIPPA Model**

1. The teacher will discuss the necessity of studying the agreements of subjects and verbs. **(Introduction)**
2. At the first stage, students and teacher may look at the sentences together, then let the students criticize the parts of speech and agreements of subjects and verbs in the sentence. After that, allow students to create sentences following the rules they have learnt. Random some students to present their sentences in front of the class. **(Activity – Stimulate students to create their own knowledge)**
3. After doing the exercises, the students are allowed to have their own time to do the exercise in the book, or let them work in pair to create some sentences. The students will follow this step and continue doing the exercise individually or in group. However, the teacher should ask them randomly to answer the questions item by item. If there are some students confused about the structure, the teacher will explain it. **(Analysis - Discussion)**
4. The students are stimulated to summarize the agreements of subjects and verbs used in each sentence. Then the teacher gives some suggestions if possible by PowerPoint presentation **(Summarization)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

🗹 CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 80 |  |  | 20 |  |  |
| M.5/7 | 80 |  |  | 20 |  |  |
| M.5/8 | 80 |  |  | 20 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 80 |  |  | 20 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 100 |  |  | - |  |  |
| M.5/3 | 95 |  |  | 5 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 100 |  |  | - |  |  |
| M.5/6 | 100 |  |  | - |  |  |
| M.5/7 | 100 |  |  | - |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 95 |  |  | 5 |  |  |

**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.5/1 | 95 |  |  | 5 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 80 |  |  | 20 |  |  |
| M.5/7 | 80 |  |  | 20 |  |  |
| M.5/8 | 70 |  |  | 30 |  |  |
| M.5/9 | 80 |  |  | 20 |  |  |
| M.5/10 | 80 |  |  | 20 |  |  |

**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**

Next time, I will use one or more essential questions to help students understand and explore the big ideas, themes, and generalizations underlying the content we are studying

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 7 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Hobbies and leisure**

**Topic: Tenses Time: 1 Period**

**Indicator M.4-6 (7):** Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

**Learning Objective**

**Knowledge:** Thestudents are able to understand what sentence structures of each tense are**.**

**Skill:** The students are able to use Tenses correctly.

**Moral Value**: Public-mindedness

**Learners’ Key Competencies**

* communication capability
* thinking capability

🗹 problem solving capability

* capability in applying life skills and
* capability in technological application

**Sub Concept/ Topic:** Rules and how to use Tenses correctly.

**Procedures: CIRC**

1. The teacher will spend the first part of class showing students what sentence structures of each tense are. Teacher reviews the lesson by asking some questions about Thai grammar before teaching sentence structures. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct sentence structures. In each tense. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in sentence structures by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss what sentence structures are, how to use sentence structures, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus🗹 CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 100 |  |  | - |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 90 |  |  | 10 |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 90 |  |  | 10 |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 90 |  |  | 10 |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

Student discourse is at the heart of my lesson. The voice of my students is evident throughout my lesson. They debrief and share insights about what they are learning—and why they are learning it.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 8 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Hobbies and leisure**

**Topic: Passive voice Time: 1 Period**

**Indicator M.4-6 (8):** 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:** The students are able to understand passive voice.

**Skill:** The students are able touse passive voice correctly.

**Moral Value**: Gentlemen of Assumption College

**Learners’ Key Competencies**

* communication capability
* thinking capability
* problem solving capability

🗹 capability in applying life skills and

* capability in technological application

**Sub Concept/ Topic:** Rules and how to use passive voice

**Procedure:** **Explicit Teaching Model**

1. Teacher reviews the lesson of last period. Then, teacher will introduce the structure of passive voice. **(Revision)**
2. The teacher will ask some important questions such as “What are passive voice?” then let the students answer and discuss in group. After that, teacher will explain the rules appearing in the book rule by rule with exercises to help increase their understanding.**(Teaching)**
3. Let students do the exercise after the teacher teaches rule, then students will be randomly chosen to answer the question. If students can give clear explanation, teacher will continue next question, but if not, the teacher should explain it clearly. After that, give time for students to do exercises by themselves. **(Practice under supervision)**
4. Random some students to answer each question with the correction, and tell the reason why they correct like that with the help and suggestion of the teacher. **(Giving correction)**
5. Teacher gives the assignment to students to do the exercises in class. **(Individual practice)**
6. Teacher gives some assignments to students to practice. **(Revision)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP 🗹 Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 100 |  |  | - |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 100 |  |  | - |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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.5/1 | 100 |  |  | - |  |  |
| M.5/2 | 90 |  |  | 10 |  |  |
| M.5/3 | 90 |  |  | 10 |  |  |
| M.5/4 | 100 |  |  | - |  |  |
| M.5/5 | 90 |  |  | 10 |  |  |
| M.5/6 | 90 |  |  | 10 |  |  |
| M.5/7 | 100 |  |  | - |  |  |
| M.5/8 | 90 |  |  | 10 |  |  |
| M.5/9 | 90 |  |  | 10 |  |  |
| M.5/10 | 90 |  |  | 10 |  |  |

**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**

I didn’t really believe that the expansion part of the lesson would be very important but I came to find out that it helped me as a teacher better assess what they learned.

Teacher Thanchanok Vijitpracha

Head of Foreign Languages Department Lapassanun J

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 9 Period 1-2**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: -**

**Topic: Summative Test Time: -**

**Summative Test**

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 10 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Sports and health**

**Topic: Passive voice Time: 1 Period**

**Indicator M.4-6 (10):** Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

**Learning Objective**

**Knowledge:** Thestudents are able to understand passive voice**.**

**Skill:** The students are able to use passive voice by creating some sentences.

**Moral Value**: Dedication and commitment to work

**Learners’ Key Competencies**

* communication capability
* thinking capability
* problem solving capability

🗹 capability in applying life skills and

* capability in technological application

**Sub Concept/ Topic:** Rules and how to use passive voice

**Procedures: CIRC**

1. The teacher will spend the first part of class showing students what passive voice is. Teacher reviews the lesson by asking some questions about Thai grammar before teaching sentence structures. **(Preparation)**
2. Next, the teacher will explain rules how to use passive voice. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in sentence structures by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss what passive voice is, how to use passive voice, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus🗹 CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
| M.5/4 |  |  |  |  |  |  |
| M.5/5 |  |  |  |  |  |  |
| M.5/6 |  |  |  |  |  |  |
| M.5/7 |  |  |  |  |  |  |
| M.5/8 |  |  |  |  |  |  |
| M.5/9 |  |  |  |  |  |  |
| M.5/10 |  |  |  |  |  |  |

**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.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
| M.5/4 |  |  |  |  |  |  |
| M.5/5 |  |  |  |  |  |  |
| M.5/6 |  |  |  |  |  |  |
| M.5/7 |  |  |  |  |  |  |
| M.5/8 |  |  |  |  |  |  |
| M.5/9 |  |  |  |  |  |  |
| M.5/10 |  |  |  |  |  |  |

**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.5/1 |  |  |  |  |  |  |
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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**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 11 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Sports and Health**

**Topic: Passive Voice**  **Time: 1 Period**

**Indicator M.4-6 (10):** Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

**Learning Objective**

**Knowledge:** Thestudents are able to understand passive voice**.**

**Skill:** The students are able to use passive voice by creating some sentences.

**Moral Value**: Dedication and commitment to work

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use passive voice

**Procedures: CIRC**

1. The teacher will spend the first part of class showing students what passive voice is. Teacher reviews the lesson by asking some questions about Thai grammar before teaching sentence structures. **(Preparation)**
2. Next, the teacher will explain rules how to use passive voice. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in sentence structures by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss what passive voice is, how to use passive voice, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion. **(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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**………………………..………………………………………………..…………………..…………………………..…………………………..……………..………………………………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 12 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Sports and Health**

**Topic: Causatives**  **Time: 1 Period**

**Strand 3:** Language and Relationship with Other Learning Areas

**Standard F3.1**: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

**Indicator M.4-6:** Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing. (18)

**Learning Objective**

**Knowledge:** The students are able to understand the causatives.

**Skill:** The students are able touse the causatives correctly.

**Moral Value:** Avidity for learning

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use causatives

**Activities:**

1. Teacher reviews the lesson of last period. Then, teacher will introduce the causatives. **(Revision)**
2. The teacher will ask some important questions such as “What are the causatives?” then let the students answer and discuss in group. After that, teacher will explain the rules appearing in the book rule by rule with exercises to help increase their understanding.**(Teaching)**
3. Let students do the exercise after the teacher teaches rule, then students will be randomly chosen to answer the question. If students can give clear explanation, teacher will continue next question, but if not, the teacher should explain it clearly. After that, give time for students to do exercises by themselves. **(Practice under supervision)**
4. Random some students to answer each question with the correction, and tell the reason why they correct like that with the help and suggestion of the teacher. **(Giving correction)**
5. Teacher gives the assignment to students to do the exercises in class. **(Individual practice)**
6. Teacher gives some assignments to students to practice. **(Revision)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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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 | | |
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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 | | |
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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**………………………..………………………………………………..…………………..…………………………..…………………………..……………..………………………………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 13 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: The world of work**

**Topic: Causatives Time: 1 Period**

**Strand 2:** Language and Culture

**Standard F2.1**: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

**Indicator M.4-6:** 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. (13)

**Learning Objective**

**Knowledge:** The students are able to understand the causatives.

**Skill:** The students are able touse the causatives correctly.

**Moral Value**: Public mindedness

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use causatives

**Activities:**

1. Teacher reviews the lesson of last period. Then, teacher will introduce the causatives. **(Revision)**
2. The teacher will ask some important questions such as “What are the causatives?” then let the students answer and discuss in group. After that, teacher will explain the rules appearing in the book rule by rule with exercises to help increase their understanding. **(Teaching)**
3. Let students do the exercise after the teacher teaches rule, then students will be randomly chosen to answer the question. If students can give clear explanation, teacher will continue next question, but if not, the teacher should explain it clearly. After that, give time for students to do exercises by themselves. **(Practice under supervision)**
4. Random some students to answer each question with the correction, and tell the reason why they correct like that with the help and suggestion of the teacher. **(Giving correction)**
5. Teacher gives the assignment to students to do the exercises in class. **(Individual practice)**
6. Teacher gives some assignments to students to practice. **(Revision)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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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 | | |
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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.
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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
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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**………………………..………………………………………………..………………..…………………………..…………………………..…………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 14 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: The world of work**

**Topic: Conditional sentence Time: 1 Period**

**Strand 2:** Language and Culture

**Standard F2.1**: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

**Indicator M.4-6:** Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers. (14)

**Learning Objective**

**Knowledge:** The students are able to understand the revision of the conditional sentence.

**Skill:** The students are able towrite the revision of the conditional sentence correctly.

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

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use conditional sentence

**Activities:**

1. Teacher reviews the lesson of last period. Then, teacher will introduce the structure of the revision of the conditional sentence construction. **(Revision)**
2. The teacher will ask some important questions such as “How to turn the following sentences using the condition?” then let the students answer and discuss in group. After that, teacher will explain the rules appearing in the book rule by rule with exercises to help increase their understanding. **(Teaching)**
3. Let students do the exercise after the teacher teaches rule, then students will be randomly chosen to answer the question. If students can give clear explanation, teacher will continue next question, but if not, the teacher should explain it clearly. After that, give time for students to do exercises by themselves. **(Practice under supervision)**
4. Random some students to answer each question with the correction, and tell the reason why they correct like that with the help and suggestion of the teacher. **(Giving correction)**
5. Teacher gives the assignment to students to do the exercises in class. **(Individual practice)**
6. Teacher gives some assignments to students to practice. **(Revision)**

**Teaching Materials**

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**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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**How to solve the problem**: Knowledge

* Review students’ prior knowledge
* Review what students have learned again slowly.
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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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* Encourage them to listen / speak / read / or write from other sources.
* Practice them to listen / speak / read / or write
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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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| M.5/10 |  |  |  |  |  |  |

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

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 15 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: The world of work**

**Topic: Wish and If only Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.3:** Ability to present data, information, concepts and views about various matters through speaking and writing

**Indicator M.4-6:** 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. (12)

**Learning Objective**

**Knowledge:** Thestudents are able to understand the wish and if only**.**

**Skill:** The students are able to use the causative use of wish and if only correctly.

**Moral Value**: Responsibility and honesty

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use wish and if only

**Activities:**

1. The teacher will spend the first part of class showing students the wish and if only. Teacher reviews the lesson by asking some questions about Thai grammar before teaching the wish and if only. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct wish and if only. Teacher will explain some more exercises that are extending students’ knowledge by using exercises provided in the book. Give time for students to fill in the causative use of have and get by themselves and teacher will walk around to give support help. **(Process of teaching)**
3. Finally, the students will form group and work together the rest of exercise. Let them share idea and give them time to discuss the causative use of have and get, how to use the causative use of have and get, and remember the rules to use them in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**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.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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**………………………..………………………………………………..…………………..………………………..…………………………..…………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 16 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: The world of work**

**Topic: Wish and hope Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.2**: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

**Indicator M.4-6:** 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. (8)

**Learning Objective**

**Knowledge:** The students are able to understand the structure of wish and hope.

**Skill:** The students are able touse the structure of wish and hope.

**Moral Value:** Honesty and integrity

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use wish and hope

**Activities:**

1. The teacher will discuss the necessity of studying the structure of wish and hope. **(Introduction)**
2. At the first stage, students and teacher may look at the structure of wish and hope together, then let the students criticize the sentence by figure out the subject and the main verb of the sentence. After that, allow students to change the sentences using the structure of wish and hope. **(Activity – Stimulate students to create their own knowledge)**
3. After doing the samples, the students are allowed to have their own time to do the exercise in the book, or let them work in pair to change the sentences using the structure of causatives. The students will follow this step and continue doing the exercise individually or in group. However, the teacher should ask them randomly to answer the questions item by item. **(Analysis - Discussion)**
4. The students are stimulated to summarize the usage of causatives. Then the teacher gives some suggestions if possible by PowerPoint presentation. **(Summarization)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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**………………………..………………………………………………..…………………..………………………..…………………………..…………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 17 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Literature and printed word**

**Topic: Error Identification Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.3**: Ability to present data, information, concepts and views about various matters through speaking and writing

**Indicator M.4-6:** Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society. (10)

**Learning Objective**

**Knowledge:** The students are able to understand all of the grammar.

**Skill:** The students are able touse the grammar to do error identification correctly.

**Moral Value:** Dedication and commitment to work

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use grammar in error identification

**Activities:**

1. The teacher will discuss the necessity of studying the grammar. **(Introduction)**
2. At the first stage, students and teacher may look at the structure of each sentence together, then let the students criticize the sentence by figure out the subject and the main verb of the sentence. After that, allow students to fine error in the sentences by using the structure of grammar. **(Activity – Stimulate students to create their own knowledge)**
3. After doing the samples, the students are allowed to have their own time to do the exercise in the book, or let them work in pair to find the error of the sentences using grammar. The students will follow this step and continue doing the exercise individually or in group. However, the teacher should ask them randomly to answer the questions item by item. **(Analysis - Discussion)**
4. The students are stimulated to summarize the usage of grammar. Then the teacher gives some suggestions if possible by PowerPoint presentation. **(Summarization)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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| M.5/10 |  |  |  |  |  |  |

**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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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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**………………………..………………………………………………..…………………..………………………..…………………………..…………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 18 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Literature and printed word**

**Topic: Error Identification Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.3**: Ability to present data, information, concepts and views about various matters through speaking and writing

**Indicator M.4-6:** Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests. (11)

**Learning Objective**

**Knowledge:** The students are able to understand the structures learnt from the previous classes.

**Skill:** The students are able touse the structures learnt from the previous classes.

**Moral Value:** Application of knowledge in daily lives

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use the structures learnt from the previous classes

**Activities:**

1. The teacher will discuss the structures learnt from the previous classes which are passive construction, causative use of have and get, phrases, parts of speech, parts of sentences, agreement of subjects and verbs and vocabulary. **(Introduction)**
2. At the first stage, students and teacher may look at the structures learnt from the previous classes together, then let the students look at each sentence. After that, allow students to change or fill in the sentences using the structures learnt from the previous classes. **(Activity – Stimulate students to create their own knowledge)**
3. After doing the samples, the students are allowed to have their own time to do the exercise in the book, or let them work in pair to change the sentences using the structures learnt from the previous classes. The students will follow this step and continue doing the exercise individually or in group. However, the teacher should ask them randomly to answer the questions item by item. **(Analysis - Discussion)**
4. The students are stimulated to summarize the structures learnt from the previous classes. Then the teacher gives some suggestions if possible by PowerPoint presentation. **(Summarization)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
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7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

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□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

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**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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
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* 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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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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 | | |
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| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
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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**………………………..………………………………………………..…………………..………………………..…………………………..…………

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 19 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Literature and printed word**

**Topic: Error Identification Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.3**: Ability to present data, information, concepts and views about various matters through speaking and writing

**Indicator M.4-6:** 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. (12)

**Learning Objective**

**Knowledge:** The students are able to understand various grammar points necessary for all examinations.

**Skill:** The students are able tofind false with the mistake in the sentence.

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

**Learners’ Key Competencies**

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

**Sub Concept/ Topic:** Rules and how to use various grammar points

**Activities:**

1. The teacher will discuss the necessity of studying Error Identification, explaining both old style and the new style of the exam. **(Introduction)**
2. At the first stage, students and teacher may look at the exam together, then let the students criticize the sentence by figure out the subject and the main verb of the sentence. After that, allow students find fault with the part that is not grammatically correct. Random some students to answer or express their opinion which, they think, is incorrect. If possible, let them give the opinion, why? **(Activity – Stimulate students to create their own knowledge)**
3. After doing the samples, the students are allowed to have their own time to do the exercise in the book, or let them work in pair to find the part of the sentence that is not correct. The students will follow this step and continue doing the exercise individually or in group. However, the teacher should ask them randomly to answer the questions item by item, and also ask them the grammar point used in the sentence. If there are some students confused about the grammar point, the teacher will explain it. **(Analysis - Discussion)**
4. The students are stimulated to summarize the grammar rules used in each sentence. Then the teacher gives some suggestions if possible by PowerPoint presentation **(Summarization)**

**Teaching Materials**

1. Textbook
2. PowerPoint Presentation
3. Dictionary
4. Websites
5. Google Forms, Google Slides
6. Kahoot
7. Socrative

**Teaching Procedures:**

**Teaching Model** □ 5E Model □ PPP □ Explicit Teaching Model

□ CIPPA □CALLA□ SIOP

□ Others………

**Teaching Method** □ CLT □ CBL □ TBL

□ The Direct Method □ Real-life scenarios

□ The Structural Approach □ Cooperative Learning

□Others………

**Teaching Technique** □ KWL-Plus□ CIRC □ Brainstorming

□ STAD □ Dramatization □ Group discussion

□ Pair work □ Peer Teaching □Mind Maps

□ Group work □ Others………

**Evaluation:**

**Evaluation Method:**

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

**Evaluation Tools:**

* Quizzes/Test
* Oral evaluation
* Observationform

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
| M.5/4 |  |  |  |  |  |  |
| M.5/5 |  |  |  |  |  |  |
| M.5/6 |  |  |  |  |  |  |
| M.5/7 |  |  |  |  |  |  |
| M.5/8 |  |  |  |  |  |  |
| M.5/9 |  |  |  |  |  |  |
| M.5/10 |  |  |  |  |  |  |

**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 |  |  |
| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
| M.5/4 |  |  |  |  |  |  |
| M.5/5 |  |  |  |  |  |  |
| M.5/6 |  |  |  |  |  |  |
| M.5/7 |  |  |  |  |  |  |
| M.5/8 |  |  |  |  |  |  |
| M.5/9 |  |  |  |  |  |  |
| M.5/10 |  |  |  |  |  |  |

**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 |  |  |
| KNOWLEDGE | M.5/1 |  |  |  |  |  |  |
| M.5/2 |  |  |  |  |  |  |
| M.5/3 |  |  |  |  |  |  |
| M.5/4 |  |  |  |  |  |  |
| M.5/5 |  |  |  |  |  |  |
| M.5/6 |  |  |  |  |  |  |
| M.5/7 |  |  |  |  |  |  |
| M.5/8 |  |  |  |  |  |  |
| M.5/9 |  |  |  |  |  |  |
| M.5/10 |  |  |  |  |  |  |

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

Teacher …………………………………….

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

**Assumption College**

**Lesson Plan**

**Semester: 1 Academic Year: 2019 Week: 20 Period 1**

**Subject Code: E 30103 Subject: Foundation English 4**

**Level of Students: M. 5 Learning Unit: Literature and printed word**

**Topic: Final Examination Time: 1 Period**

Final Examination