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**Assumption College**

**Curriculum Teacher’s Version**

**Content Group: Foreign Languages**

**Subject Code: EN30104**

**Subject: English Academic for Achievement 4**

**Mathayom Suksa: Secondary 5/6 - 10**

**Semester: 2 Academic Year: 2019**

**Teacher’s Signature : Thanchanok Vijitpracha**

**Head of Content Group’s Signature: Ms. Lapassanun Juntarote**

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| Miss Thanchanok Vijitpracha Class M. 5/1-10 1 Period :Week | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson Plan Analysis (Fundamental) (Term 2) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SIOP | 2 |  |
| 2 |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 2 |  |
| 3 |  |  |  |  | / | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PPP | 8 |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / | / | KWL | 9 |  |
| 5 |  |  |  |  |  |  | / | / |  |  |  |  |  |  |  |  |  |  |  |  |  | KWL | 7 |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  | KWL | 6 |  |
| 7 |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  | Cippa | 3 |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Holidays |
| 11 |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  | KWL | 4 |  |
| 12 |  |  |  |  |  |  |  |  |  |  | / | / |  |  |  |  |  |  |  |  |  | Explicit | 4 |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / | / |  |  |  |  | CALLA | 8 |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  |  |  |  |  |  |  | Explicit | 1 |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | / |  |  | Circ | 4 |  |
| 16 | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Circ | 3 |  |
| 17 |  |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Cippa | 5 |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  | / | / |  |  |  |  |  |  | Cippa | 1 |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exam |

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**Learning Standards and Indicators**

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

**Subject Code : EN30104 Subject: English Academic for Achievement 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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: EN30104 Subject: English Academic for Achievement 4**

**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 4 (EN30104) | | | |
| List of ICT Used | | | |
|  |  |  |  |
| Semester 2 | | | |
| Week | Period | Topic | ICT |
| 3 | 1-2 | Inversion | patsclassportfolio.yolasite.com/resources/**Inversion**.**ppt** |
| 4 | 1-2 | So & Such | eoienglishcorner.wikispaces.com/file/view/**so**-**such**+%26+practice.**ppt** |
| 5 | 1-2 | Wish & If only | egitim.erciyes.edu.tr/~arak/2...com/.../180\_gamze\_yasarbas\_if\_wish\_clauses.ppt |
| 6 | 1-2 | Present Subjunctive | PowerPoint |
| 15 | 1 | Sentence Completion | PowerPoint |
| 16 | 2 | Error Identification | PowerPoint, Kahoot |
| 17 | 1 | Error Identification | PowerPoint, Kahoot |

**Assumption College**

**Lesson Plan**

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

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Human and Animal**

**Topic: Conditional sentences Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.1**:Understanding of and capacity to interpret what has been heard and read

from various types of media, and ability to express opinions with proper reasoning

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

**Knowledge:** Thestudents are able to understand what conditional sentences are**.**

**Skill:** The students are able to use conditional sentences 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: Using condition sentences correctly.**

**Activities: (SIOP + Cooperative Learning + STAD)**

1. Students are shown clearly defined content objectives on the board. Ask them in which situations they are going to use conditional sentences. **(Preparation)**  
2.Concepts should be directly linked to students’ background experience. Ask students to work in **groups of 4** **with different levels of ability**. Give them as many sample sentences consisting of conditional structure as possible. Then discuss the pattern. (**Building Background**)

3.Use speech that is appropriate for students' language proficiency to talk about conditional structure. Have the students watch the videos in YouTube, and notice how to use conditional structure in sentences. (**Comprehensible Input** )

4.Use of a variety of question types, including those that promote higher level thinking skills. Give some more sentences for them to change the sentences with conditional structure. Provide ample opportunities for students to use learning strategies. (**Student Strategies for Success**)

5. Have them work in group again and let them change the sentences with conditional structure. Ample wait time for student-student interactions. Students share the answers. (**Interactions**)

6.Students work in the same teams. Accommodate students and keep them engaged for at least 90% of the lesson. (**Lesson Delivery**)

7.Ask each team what is the different structure of 3 kinds of conditional structure from their notice and the strategies learnt. Give hands-on materials or manipulatives for students to practice and give them more examples. **Provide activities for each team to apply content and language knowledge in the classroom and work cooperatively with teacher-provided worksheets and answer sheets**. **Have the STAD teams play games concerning** the structures learnt using **Kahoot!** (**Practice / Application**)

8.Handout assignment and explain. Students will have an activity that will require them to further practice the structures learnt. Review material and ask students if they have any questions. Assess them using **Kahoot!** to check if the students understand the concepts of the lesson. **In the assessment stage, each student individually takes a quiz.** **Then their scores are combined and compared to their own past averages and points. Each team will be awarded on the basis of the degree to which students meet or exceed their own earlier performance**. (**Review and Assessment**)

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**Lesson Plan**

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

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Human and Animal**

**Topic: Inversion of conditional sentences Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

**Indicator M.4-6 (3):** Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read. (3)

**Knowledge:** Thestudents are able to understand what inversion of conditional sentences is.

**Skill:** The students are able to use inversion of conditional sentences 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: Using inversion of conditional sentences correctly.**

**Activities: CIRC**

1. The teacher will spend the first part of class showing students what inversion of conditional sentences is. Teacher reviews the lesson by asking some questions about Thai grammar before teaching inversion of conditional sentences. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct inversion of conditional sentences. 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 inversion of conditional sentences 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 inversion of conditional sentences is, how to use inversion of conditional sentences, and remember the rules to use it in sentences. **(Group activity)**
4. Let students evaluate the peer’s work by giving points and also give the suggestion.

**(Evaluation)**

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**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 3 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Human and Animal**

**Topic: Inversion of conditional sentences 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 (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.

**Indicator: M.4-6 (6):** Choose and use requests and give instructions, clarifications and explanations fluently.

**Knowledge:** The students are able to understand inversion of negative adverbs.

**Skill:** The students are able touse inversion of negative adverbs.

**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: Using inversion of negative adverbs correctly.**

**Activities: (PPP)**

1. Start the lesson by showing students some sentences using the PowerPoint Presentation. Encourage them to get involved in the lesson and show interest. **(Warm Up / Lead-In)**
2. Present the aspect of language in a context that students are familiar with and explain the form of the language in a meaningful context. Explain to them what the inversion of negative adverbs is and where they are in the sample sentences. **(Presentation)**
3. Give students more sentences. Encourage them to find inversion of negative adverbs in each sentence. Students practice this construction through controlled activities such as worksheets or question and answer activities to check comprehension. Create a quiz in **Socrative** about the topic learnt. Show questions one-by-one as students answer with their mobile phones. After each question, discuss correct and incorrect answers. **(Practice)**
4. Create as many opportunities for students to practice and produce the construction more independently. Students use the language in context in an activity set up by the teacher who will be giving minimal assistance. Instruct students to go into Google drive and create a document. Students will then write 5 sentences with inversion structure of negative adverbs. Show students an exemplar of what is expected in the work. Finish the lesson by giving the students feedback on the activity, explain any mistakes and correct them. **(Production)**
5. Give students more exercises about the topic learnt. Students must write down and be ready to present/discuss with the class about their answers. Each student will present this during the next lesson. **(Assignment)**

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**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 4 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Human and Animal**

**Topic: So & such Time: 1 Period**

**Strand 4:** Language and Relationship with Community and the World

**Standard F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

**Indicator M.4-6**: 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. (20)

**Indicator M.4-6**: Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages. (21)

**Knowledge:** The students are able to understand so & such.

**Skill:** The students are able touse so & such.

**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: Using so & such correctly.**

**Activities: KWL-Plus**

1. The teacher will introduce the usage of so & such by asking and answering questions and answers using so & such. **(Preparation)**

2. Next, the teacher will ask some students think of some questions in so & such.

**(Before Teaching)**

3. Use PowerPoint presentation to explain about so & such. Have them explain the meaning of sentences using so & such and put the verbs in brackets into the so & such. **(While Teaching)**.

4. Have them complete the second sentence using so & such. Teacher emphasizes that the second sentence must have the same meaning as the sentence given. Further explanation, if needed, will be provided by the teacher. **(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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 5 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: The Art World**

**Topic: Wish & If only (The Past & Past Perfect Subjunctives) 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 (7):** Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations. (7)

**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.

**Knowledge:** The students are able to understand Wish & If only (The Past & Past Perfect Subjunctives).

**Skill:** The students are able touse Wish & If only (The Past & Past Perfect Subjunctives).

**Moral Value:** Cherishing Thai-ness

**Learners’ Key Competencies**

🞎 communication capability

🞎 thinking capability

🞎 problem solving capability

🞎 capability in applying life skills and

🞎 capability in technological application

**Sub Concept/ Topic: Using Wish & If only correctly.**

**Activities: KWL-Plus**

1. The teacher will introduce the usage of Wish & If only (The Past & Past Perfect Subjunctives) by asking and answering questions and answers using Wish & If only (The Past & Past Perfect Subjunctives). **(Preparation)**

2. Next, the teacher will ask some students think of some questions in Wish & If only (The Past & Past Perfect Subjunctives).

**(Before Teaching)**

3. Use PowerPoint presentation to explain about Wish & If only (The Past & Past Perfect Subjunctives). Have them explain the meaning of sentences using Wish & If only (The Past & Past Perfect Subjunctives) and put the verbs in brackets into the Wish & If only (The Past & Past Perfect Subjunctives). **(While Teaching)**.

4. Have them complete the second sentence using Wish & If only (The Past & Past Perfect Subjunctives). Teacher emphasizes that the second sentence must have the same meaning as the sentence given. Further explanation, if needed, will be provided by the teacher. **(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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 6 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: The Art World**

**Topic: Present subjunctives 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)

**Knowledge:** The students are able to understand present subjunctives.

**Skill:** The students are able touse present subjunctives.

**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: Using present subjunctives correctly.**

**Activities: KWL-Plus**

1. The teacher will introduce the usage of present subjunctives by asking and answering questions and answers using present subjunctives. **(Preparation)**

2. Next, the teacher will ask some students think of some questions in present subjunctives.

**(Before Teaching)**

3. Use PowerPoint presentation to explain about present subjunctives. Have them explain the meaning of sentences using present subjunctives and put the verbs in brackets into the present subjunctives. **(While Teaching)**.

4. Have them complete the second sentence using present subjunctives. Teacher emphasizes that the second sentence must have the same meaning as the sentence given. Further explanation, if needed, will be provided by the teacher. **(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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 7 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: The Art World**

**Topic: Error Identification 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** (9): Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.

**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:** 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: Find false with the mistake in the sentence.**

**Activities: CIPPA Model**

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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 8 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: The Art World**

**Topic: Examination Time: 1 Period**

**Summative Examination**

**Assumption College**

**Lesson Plan**

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

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: The Art World**

**Topic: Examination Time: 1 Period**

**Summative Examination**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 10 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Holidays Time: 1 Period**

**Christmas Holidays**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 11 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Reading Comprehension 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** (10): Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

**Knowledge:** The students are able to understand the purpose of the writer, interpret the unknown words in the passage, and understand the whole passage

**Skill:** The students are able toanswer the question concerning the passage 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: Answering the question concerning the passage correctly.**

**Activities: KWL-Plus**

1. The teacher will introduce the necessity of reading passages by telling students about the national examinations or examinations from famous university such as CU-TEP, TU-GET, CU-AT, SMART1 and many others, which provide a part for reading comprehension. **(Preparation)**

2. Next, the teacher will begin the reading passages by introducing a technique to do the exam by advising them to read the questions and try to catch the key works of each question**.(Before Reading)**

3. After that the teacher will allow students to read one paragraph at a time (by not using dictionary, and try to guess the meaning of unknown words from the prior knowledge they have studied in the beginning lessons of the book). The teacher will ask students randomly about What Where When Why in order to explore the understanding in reading passage of the students. **(While Reading)**.

4. The teacher will help with pronunciation, allowing them to practice their English speaking skills. After each paragraph, the teacher will help and encourage the students to summarize the main ideas in their own words. Further explanation, if needed, will be provided by the teacher. **(After Reading)**

5. After readings are finished, the last twenty minutes 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 passage they read. **(Mapping)**

6. Allow students to summarize the passage logically. **(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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 12 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Relative Clauses 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** (11): Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

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

**Moral Value**: Gentlemen of Assumption College

**Knowledge:** The students are able to understand relative clauses.

**Skill:** The students are able touse relative clauses 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: Using relative clauses correctly.**

**Activities: Explicit Teaching Model**

1. Teacher reviews the lesson of last period. Then, teacher will introduce relative clauses. **(Revision)**
2. The teacher will ask some important questions such as “What are relative clauses?” 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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 13 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Relative Clauses Time: 1 Period**

**Strand 2:** Language and Culture

**Standard F2.2:** Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

**Indicator M.4-6**: Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language. (16)

**Indicator M.4-6**: Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately. (17)

**Knowledge:** The students are able to understand the relative clauses.

**Skill:** The students are able touse the relative clauses 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: Using relative clauses correctly.**

**Activities: (CALLA)**

1. Engage students in the topic and identify objectives for the lesson. Find out what students already know about these kinds of essays and motivate them to learn more. **(Preparation)**
2. Present new information. Have students work in groups. Have them work together to reconstruct their sentences using relative clauses. **(Presentation)**
3. Once every team has finished, ask one student from each group to read out sentences using relative clauses to the rest of the class. Have them describe why they choose to rearrange their sentences that way. Review and share answers as a class. **(Practice)**
4. Question students so they will reflect on their own learning. **(Self-Evaluation)**
5. Make connections between the structure and their ways of writing. Have them write more sentences using relative clauses individually. **(Expansion)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 14 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Science World**

**Topic: Participial phrases Time: 1 Period**

**Strand 2:** Language and Culture

**Standard F 2.1**: 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** (13): 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.

**Knowledge:** The students are able to understand participial phrases.

**Skill:** The students are able towrite participial phrases 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: Using participial phrases correctly.**

**Activities: Explicit Teaching Model**

1. Teacher reviews the lesson of last period. Then, teacher will introduce the structure of participial phrases. **(Revision)**
2. The teacher will ask some important questions such as “How to turn the following sentences using participial phrases?” 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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 15 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

**Level of Students: M. 5 Learning Unit: Science World**

**Topic: Noun clauses Time: 1 Period**

**Strand 4:** Language and Relationship with Community and the World

**Standard F4.1:** Ability to use foreign languages in various situations in school, community and society

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

**Knowledge:** Thestudents are able to understand noun clauses**.**

**Skill:** The students are able to use noun clauses 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: Using noun clauses correctly.**

**Activities: CIRC**

1. The teacher will spend the first part of class showing students noun clauses. Teacher reviews the lesson by asking some questions about Thai grammar before teaching noun clauses. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct noun clauses. 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 noun clauses 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 noun clauses, how to use noun clauses, 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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 16 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Indirect speeches Time: 1 Period**

**Strand 1:** **Language for Communication**

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read **from various types of media, and ability to express opinions with proper reasoning**

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

**Knowledge:** Thestudents are able to understand indirect speeches**.**

**Skill:** The students are able to use indirect speeches 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: Using indirect speeches correctly.**

**Activities: CIRC**

1. The teacher will spend the first part of class showing students indirect speeches. Teacher reviews the lesson by asking some questions about Thai grammar before teaching indirect speeches. **(Preparation)**
2. Next, the teacher will explain rules to fill the sentences with correct indirect speeches. 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 indirect speeches 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 indirect speeches, how to use indirect speeches, 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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 17 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Error identification Time: 1 Period**

**Strand 1:** Language for Communication

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

**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.

**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:** Observance of principles of Sufficiency Economy Philosophy in one’s way of life

**Learners’ Key Competencies**

🞎 communication capability

🞎 thinking capability

🞎 problem solving capability

🞎 capability in applying life skills and

🞎 capability in technological application

**Sub Concept/ Topic: Finding false with the mistake in the sentence.**

**Activities: CIPPA Model**

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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 18 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

**Topic: Error identification Time: 1 Period**

**Strand 2:** Language and Culture

**Standard F 2.1**: 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** (14): Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.

**Indicator M.4-6 (15)**: Participate in, give advice and organise language and cultural activities appropriately.

**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: Finding false with the mistake in the sentence.**

**Activities: CIPPA Model**

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)**

**Assumption College**

**Lesson Plan**

**Semester: 2 Academic Year: 2019 Week: 19 Period 1**

**Subject Code: EN30104 Subject: Foundation English**

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

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

Final Examination