

**Assumption College**

Content Group: Foreign Languages

Subject Code: EN30229

Subject: English Skill Development 1

Transition Year: Secondary 6/1-8

Semester: 1

Academic Year: 2025

Teacher (s) Ms. Lapassanun Juntarote

Head of Content Group: Ms. Lapassanun Juntarote

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| Miss Lapassanun Juntarote Class M. 6/1-8 1 Period: Week | | | | | | | | | | | | | | | | | | |
| Learning Management Plan Analysis | | | | | | | | | | | | | | | | | | |
| Plan | Learning Outcomes | | | | | | | | | | | Proc | | Desi | | Note | |
| Period | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | |  | |  | |
| 1 |  |  |  | P |  |  |  |  |  |  | 5E | | 4 | |  | |
| 2 |  |  |  | P |  |  |  |  |  |  | PPP | | 3 | |  | |
| 3 |  |  |  |  | P |  |  |  |  |  | Explicit | | 6 | |  | |
| 4 |  |  |  |  | P |  |  |  |  |  | CIPPA | | 1 | |  | |
| 5 |  |  |  |  |  |  |  |  | P |  | KWL-Plus | | 7 | |  | |
| 6 | P |  |  |  |  |  |  |  |  |  | PPP & CIRC | | 2 | |  | |
| 7 |  |  |  |  |  |  | P |  |  |  | CIRC and Cooperative Learning | | 5 | |  | |
| 8 |  |  | P |  |  |  |  |  |  |  | SIOP | | 9 | |  | |
| 9 |  |  | P |  |  |  |  |  |  |  | CALLA | | 8 | |  | |
| 10 |  |  |  |  |  |  |  |  |  |  |  | |  | | Exam | |
| 11 |  | P |  |  |  |  |  |  |  |  | 5E | | 4 | |  | |
| 12 |  |  | P |  |  |  |  |  |  |  | Explicit | | 3 | |  | |
| 13 |  |  | P |  |  |  |  |  |  |  | Explicit | | 6 | |  | |
| 14 |  |  |  |  |  |  |  | P |  |  | CALLA | | 1 | |  | |
| 15 |  |  |  |  |  |  |  | P |  |  | PPP | | 7 | |  | |
| 16 |  |  |  |  |  | P |  |  |  |  | CIPPA | | 2 | |  | |
| 17 |  |  |  |  |  | P |  |  |  |  | CIPPA | | 5 | |  | |
| 18 |  |  |  |  |  |  |  |  |  | P | SIOP | | 9 | |  | |
| 19 |  |  |  |  |  |  |  |  |  |  |  | |  | | Exam | |
| 20 |  |  |  |  |  |  |  |  |  |  |  | |  | | Exam | |

**Learning Standards and Indicators**

**The Department of Foreign Languages Level of Students: M. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

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| --- | --- | --- | --- | --- |
| **Indicators/Learning outcomes** | **Key Word** | **Learners’ Key Competencies - Activities** | **21st-Century Skill/**  **Local Wisdom/Thai Wisdom/**  **Sufficiency Economy Philosophy /School Focus** | **Desirables** |
| 1. Analyze and interpret spoken and written texts to identify main ideas, comprehend relationships, and express opinions using logical reasoning and relevant examples. | Analyze, interpret, identify, comprehend, express, reason, provide examples | 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. Demonstrate understanding of language patterns, including vocabulary, grammar, and syntax, to enhance communication and problem-solving across different contexts. | Demonstrate, understand, patterns, vocabulary, grammar, syntax, communication, problem-solving |
| 3. Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage. | Expand, refine, vocabulary, roots, affixes, context, improve, usage |
| 4. Develop accuracy and fluency by identifying and correcting errors in grammar, sentence structure, and word usage in both written and spoken communication. | Develop, accuracy, fluency, identify, correct, errors, grammar, usage |
| 5. Integrate advanced sentence structures and cohesive devices to produce clear, organized, and contextually appropriate responses in writing and speaking. | Integrate, structures, cohesive, devices, organized, appropriate, responses |
| 6. Apply critical thinking and analytical skills to complete tasks such as sentence completion, error identification, and reading comprehension across various text types. | Apply, critical thinking, analytical, sentence completion, error identification, comprehension |
| 7. Enhance listening and reading comprehension by extracting relevant information, making inferences, and predicting outcomes based on context. | Enhance, listening, reading, extract, inferences, predict, context |
| 8. Communicate ideas effectively through accurate and sophisticated use of vocabulary, grammar, and language structures in diverse academic and real-life scenarios. | Communicate, ideas, accurate, sophisticated, vocabulary, grammar, scenarios |  |  |  |
| 9. Demonstrate the ability to construct, revise, and transform sentences and texts for clarity, precision, and stylistic sophistication. | Demonstrate, construct, revise, transform, clarity, precision, sophistication |  |  |  |
| 10. Utilize linguistic and cultural knowledge to interpret and produce texts that align with academic, social, and professional expectations. | Utilize, linguistic, cultural, interpret, produce, academic, social, professional |  |  |  |

**Course Description**

**The Department of Foreign Languages Level of Students: M. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Number of Credit: 0.5 Time: 20 Periods**

**Learning Outcomes**

1. Analyze and interpret spoken and written texts to identify main ideas, comprehend relationships, and express opinions using logical reasoning and relevant examples.

2. Demonstrate understanding of language patterns, including vocabulary, grammar, and syntax, to enhance communication and problem-solving across different contexts.

3. Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage.

4. Develop accuracy and fluency by identifying and correcting errors in grammar, sentence structure, and word usage in both written and spoken communication.

5. Integrate advanced sentence structures and cohesive devices to produce clear, organized, and contextually appropriate responses in writing and speaking.

6. Apply critical thinking and analytical skills to complete tasks such as sentence completion, error identification, and reading comprehension across various text types.

7. Enhance listening and reading comprehension by extracting relevant information, making inferences, and predicting outcomes based on context.

8. Communicate ideas effectively through accurate and sophisticated use of vocabulary, grammar, and language structures in diverse academic and real-life scenarios.

9. Demonstrate the ability to construct, revise, and transform sentences and texts for clarity, precision, and stylistic sophistication.

10. Utilize linguistic and cultural knowledge to interpret and produce texts that align with academic, social, and professional expectations.

**Course Description**

**Students will** analyze and interpret texts, identify main ideas, comprehend relationships, and express opinions with logical reasoning. Students will enhance their understanding of vocabulary, grammar, and syntax to improve communication and problem-solving. They will expand their vocabulary through word roots and contextual clues and develop accuracy and fluency by correcting errors and improving sentence structures.

Students will apply critical thinking to complete tasks such as sentence completion and reading comprehension. They will also enhance listening and reading skills to extract information, make inferences, and predict outcomes. Through effective use of advanced language structures, students will communicate ideas clearly and accurately in both academic and real-world contexts.

By the end of the course, students will construct and revise sentences and texts with clarity and sophistication, using linguistic and cultural knowledge to meet academic, social, and professional expectations.

Students will **achieve these outcomes through the development of 21st-century learning skills**, which emphasize **reading, writing, critical thinking, and problem-solving skills**. Other competencies include **creativity and innovation, cross-cultural understanding, collaboration, teamwork, and leadership**. They will also develop **communication, information, and media literacy, computing and ICT literacy, as well as career and lifelong learning skills**. These learning skills aim to equip students with **key competencies, including thinking capability, problem-solving capability, life skills application, and technological proficiency**.

The teaching and learning process will focus on promoting **Thai wisdom**, respecting language and literature, and understanding religion and tradition. It also encourages students to live according to the **Sufficiency Economy Philosophy**, fostering **desirable characteristics** such as **love of nation, religion, and king; honesty and integrity; and self-discipline. Students will further cultivate an avidity for learning, dedication to work, cherishing of Thai-ness, public-mindedness, and the attributes of gentlemen of Assumption College.**

**FSG’ Moral Values**

**Desirable Characteristics**

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

**Learning Unit**

**The Department of Foreign Languages Level of Students: M. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Number of Credit: 0.5 Time: 20 Periods**

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| --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Tools** |
| **1.**  **An Exploration of Word Families**   1. Understanding Word Families 2. Analyzing Context for Word Usage 3. Applying Word Families in Communication 4. Creating Sophisticated Written Expressions | **(4)**  1  1  1  1 | **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. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Number of Credit: 0.5 Time: 20 Periods**

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| **Learning Unit** | **Time/Period** | | **Learners’ Key Competencies - Activities** | | **Teaching Materials** | **Evaluation Method** |
| **2. Effective Use of Connective Devices**   1. Identifying Common Connective Devices 2. Analyzing the Function of Connectors 3. Integrating Connectors into Sentences 4. Enhancing Text Cohesion with Connectors | **(4)**  1  1  1  1 | **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. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Number of Credit: 0.5 Time: 20 Periods**

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| **Learning Unit** | | **Time/Period** | | **Learners’ Key Competencies - Activities** | | **Teaching Materials** | **Evaluation Method** |
| **3. The Role of Participial Phrases**   1. Recognizing Participial Phrases in Context 2. Understanding the Function of Participial Phrases 3. Incorporating Participial Phrases into Sentences 4. Refining Sentences with Participial Phrases | **(4)**  1  1  1  1 | | **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. 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Number of Credit: 0.5 Time: 20 Periods**

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| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** |
| **4.** **Sentence Sophistication**   1. Understanding Sentence Structures 2. Identifying Opportunities for Sophistication 3. Applying Advanced Sentence Techniques 4. Refining and Polishing Sentences | **(4)**  1  1  1  1 | **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. 6**

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**Number of Credit: 0.5 Time: 20 Periods**

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| --- | --- | --- | --- | --- |
| **Learning Unit** | **Time/Period** | **Learners’ Key Competencies - Activities** | **Teaching Materials** | **Evaluation Method** |
| **5. Techniques for Error Identification**   1. Recognizing Common Grammar Errors 2. Analyzing Sentence Structure for Mistakes 3. Applying Rules to Correct Errors 4. Practicing Error-Free Writing | **(4)**  1  1  1  1 | **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 |

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 1**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: An Exploration of Word Families**

**Topic: Phrases and Clauses Time: 1 Period**

**Indicator M.4-6 (4):** Develop accuracy and fluency by identifying and correcting errors in grammar, sentence structure, and word usage in both written and spoken communication.

**Learning Objective:**

**Knowledge:** The students will be able to distinguish between phrases and clauses.

**Process/Skill:** The students will be able to identify phrases, dependent clauses, and independent clauses

**Desirable Characteristics:**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: The structure of phrases, independent and dependent clauses**

**Activities: (5 E Learning Cycle Model)**

1. Students are asked several probing questions about what clauses have that phrases don’t and what they should look for first when they are trying to find out whether a group of words is a clause or a phrase. **(Engagement)**
2. Student-to-student interaction is encouraged by having them work in pairs. Observe and listen to the students as they interact.Have them do a warm-up activity from the document, preferably one that highlights the relationship between subject and predicate. Provide time for students to do the activity. **(Exploration)**
3. Students are encouraged to use their common experiences and data from the Engage and Explore lessons to develop explanations. Compare and contrast the **Thai and English wisdoms in terms of Languages**. Have them identify the differences of phrases, dependent clauses, and independent clauses. Provide time for students to compare their ideas with those of others and perhaps to revise their thinking. Students help their peers correct the wrong explanation as a whole class. **(Explanation)**
4. Students' attention on conceptual connections between new and former experiences is focused. Students are asked what they have learned. Help them draw reasonable conclusions from the evidence by letting them write examples of 5 clauses and 5 phrases. **(Elaboration)**
5. Students create a multimedia presentation on **Google Slides** showing their examples of clauses and phrases. Observe and record as students demonstrate their understanding of the concepts and performance of skills. Provide time for students to compare their ideas with those of others and perhaps to revise their thinking. Assess their understanding by interviewing them. Encourage students to assess their own progress. **(Evaluation)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

**☑** Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

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

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

**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 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
| M.6/6 |  |  |  |  |  |  |
| M.6/7 |  |  |  |  |  |  |
| M.6/8 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 2**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: An Exploration of Word Families**

**Topic: Simple, Compound and Complex Sentences Time: 1 Period**

**Indicator M.4-6 (4):** Develop accuracy and fluency by identifying and correcting errors in grammar, sentence structure, and word usage in both written and spoken communication.

**Learning Objective:**

**Knowledge:** The students will be able to identify simple, compound and complex sentences

**Process/Skill:** The students will be able toanswer the question concerning simple, compound and complex sentences.

**Desirable Characteristics:** 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: Identifying simple, compound and complex sentences**

**Activities: (PPP)**

1. Start the lesson by showing students a picture of a place. Talk about the picture using 3 sentences which are simple, compound and complex sentences, respectively. “I want to go to this place.” “I want to go there with my friends and I will take a lot of pictures there”. “I want to go there because it is very beautiful.” Show these 3 sentences using the PowerPoint Presentation. Use this link to go to the "Sentence Type" video on the **Shmoop website**: http://www.shmoop.com/video/sentence-types. 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. Contrast the **Thai and English wisdoms in terms of Languages**. Explain the differences of the three sentence structures of English and Thai languages. Tell students that the ideas about the simple sentences and compound sentences in Thai and English are not the same. Compare the similarity of the Thai and English languages in terms of complex sentences. **(Presentation)**
3. Students practice this construction through controlled activities such as worksheets or question and answer activities to check comprehension. Create a quiz in **Socrative** on simple, compound, and complex sentences. 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 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 a three paragraph, 15 sentence "how to" essay. They must choose a task they want to describe in detail. In this essay, they must use all three types of sentences. When finished writing, they should highlight the simple sentences in blue, the compound sentences in yellow, and the complex sentences in orange. Show students an exemplar of what is expected in this essay. 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. 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)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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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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| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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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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| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 3**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: An Exploration of Word Families**

**Topic: Participle Clauses Time: 1 Period**

**Indicator M.4-6 (5):** Integrate advanced sentence structures and cohesive devices to produce clear, organized, and contextually appropriate responses in writing and speaking.

**Learning Objective:**

**Knowledge:** The students will be able to change the given sentences into participle clauses.

**Process/Skill:** The students will be able towrite sentences using participle clauses correctly.

**Desirable Characteristics:** 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: Changing the given sentences into participle clauses**

**Activities: (Explicit Teaching Model)**

1. Review the lesson of last period. Then, introduce the way to change sentences into participle clauses. **(Revision)**
2. Ask some important questions such as “What are participle clauses?” then let the students answer and discuss in group. After that, 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 teaching rules. Then randomly choose students to answer the questions. If students can give clear explanation, continue to the next question, but if not, the teacher should explain it clearly. After that, provide time for students to do exercises by themselves. **(Practice under supervision)**
4. Random some students to answer each question and give the correction, and tell the reason why they correct each item like that with the help and suggestion of the teacher. **(Giving correction)**
5. Ask students to login to ‘Socrative’ and do the exercises provided by the teacher. **(Individual practice)**
6. Give some assignments to students to practice. **(Revision)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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:**

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| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
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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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| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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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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| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 4**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: An Exploration of Word Families**

**Topic: Absolute Phrases Time: 1 Period**

**Indicator M.4-6 (5):** Integrate advanced sentence structures and cohesive devices to produce clear, organized, and contextually appropriate responses in writing and speaking.

**Learning Objective:**

**Knowledge:** The students will be able to change the given sentences into absolute phrases.

**Process/Skill:** The students will be able towrite sentences using absolute phrases correctly.

**Desirable Characteristics:** 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: Changing the given sentences into absolute phrases**

**Activities: CIPPA**

1. Activate students’ prior knowledge by mentioning the last lesson about participle clauses. **(Activating prior knowledge)**
2. Encourage students to seek new knowledge by showing them 4 sentences: two containing participle clauses and two containing absolute phrases. Ask them to find and explain the similarities and differences of the two structures. Have their peers correct their thinking with the help of the teacher. **(Seeking new knowledge)**
3. Have them look at the worksheet and have them study the new knowledge. Let them integrate their new knowledge with the prior knowledge. Compare the new learning with methods that they already used and understand. **(Integrating knowledge)**
4. Have them do some more exercises by themselves. Then, have them exchange what they have learned by discussing in small groups of four. **(Sharing knowledge)**
5. Have them help one another conclude what they have learned and give the answer of the exercises in the book. **(Conclusion and knowledge organization)**
6. Have students share their answers to the class to check their understanding. **(Showing Tasks)**
7. Use the new knowledge to do more exercises in the worksheet and in the book. **(Knowledge application)**

**Teaching Materials**

**☑** Textbook

* PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

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| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem**: **Skill**

□ Encourage them to listen / speak / read / or write from other sources.

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
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| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 5**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Effective Use of Connective Devices**

**Topic: Inversion Time: 1 Period**

**Indicator M.4-6 (9):** Demonstrate the ability to construct, revise, and transform sentences and texts for clarity, precision, and stylistic sophistication.

**Learning Objective:**

**Knowledge:** The students will be able to transform sentences using the structure of inversion.  
**Process/Skill:** The students will be able to construct sentences using the structure of inversion accurately.

**Desirable Characteristics:** 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: The structure of inversion in English**

**Activities: KWL-Plus**

1. Introduce the topic of inversions by showing examples of sentences that start with negative adverbs (e.g., "Never have I seen such beauty"). Ask students if they have encountered similar sentences before and provide a K-W-L chart to each student. *(Preparation)*
2. Ask students to share what they already know about inversions in English. Write their responses in the "What I Know" (K) column. Encourage examples like "Hardly had I arrived when..." or "Not only does she sing, but she also dances." Discuss and add their inputs. *(Pre-teaching)*
3. Promote communication by allowing students to brainstorm in groups about what they want to learn regarding inversions. Add their questions to the "What I Want to Know" (W) column. Then, present rules and examples for forming inversions, focusing on structures with negative adverbs, conditional clauses without "if," and expressions of agreement like "So do I." Students summarize these rules in the "What I Learned" (L) column, revising it as necessary. *(While teaching)*
4. Guide students to categorize the rules in the L column. Mark information verified through practice or teacher feedback with a (+) and misconceptions with a (-). Discuss and clarify the corrected rules as a class. *(After teaching)*
5. Ask students to create a concept map, placing "Inversion Structures" at the center. Branch out categories such as "Negative Adverbs," "Conditional Clauses," and "Expressions of Agreement," with examples and rules for each category. *(Mind-Mapping)*
6. Have students use the concept map to write a summary of how and when to use inversion structures. Provide prompts like: "Hardly..." or "Not only..." to practice crafting sentences using inversions. *(Summarizing)*
7. Ask students how this activity helped them understand inversions better. Use Kahoot! to quiz them on completing sentences with inversions. Discuss correct and incorrect answers to reinforce the lesson. *(Evaluation)*

**Teaching Materials**

**☑** Textbook

* PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

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| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
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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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| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem**: **Skill**

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| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
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| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 6**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Effective Use of Connective Devices**

**Topic: Finding Main Idea Time: 1 Period**

**Indicator M.4-6 (1):** Identify the main idea, analyze the essence, take organized notes and express opinions from listening to lectures and reading articles, as well as provide justifications and examples for illustration **Learning Objective:**

**Knowledge:** The students will be able to identify the supporting details in the passage.  
**Process/Skill:** The students will be able to answer the questions concerning the supporting details correctly.

**Desirable Characteristics:** 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: Identifying the main idea of the passage**

**Activities: (PPP & CIRC)**

1. Explain the learning objectives. Introduce the topic of supporting details using a PowerPoint presentation. Ask students thought-provoking questions related to the topic and provide an example of a passage with highlighted supporting details. Encourage students to predict what the details in the passage might convey. *(Warm Up / Lead-In)*
2. Divide students into 4-member cooperative learning teams with heterogeneous abilities. Provide a handout with an informational text. Students first read the text silently, then take turns reading aloud with their group members, alternating paragraphs. Listeners follow along, helping correct errors and providing feedback. Highlight any difficult phrases in the text and use simpler synonyms or phrasal verbs to clarify their meaning. Students then create a symbolic or visual representation of one supporting detail. *(Presentation)*
3. Provide each group with a worksheet containing vocabulary tasks and comprehension questions. Students collaborate to look up difficult words, write definitions, and discuss the meaning of the text. Then, they answer comprehension questions related to supporting details and present their answers to the class. Finally, students solve true-false questions based on supporting details in the passage. *(Practice)*
4. Ask each group to summarize the passage by identifying its main idea and supporting details. Groups take turns retelling the content in their own words, focusing on how the supporting details support the main idea. Reflect as a class on what was learned, and collaboratively summarize the passage’s content. *(Production)*
5. Assign students to write a short paragraph summarizing the key supporting details of the passage and reflecting on how they connect to the main idea. *(Assignment)*

**Teaching Materials**

**☑** Textbook

* PowerPoint Presentation

🞎 Dictionary

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**Teaching Procedures:**

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**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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
| M.6/6 |  |  |  |  |  |  |
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| M.6/8 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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| M.6/4 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 7**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Effective Use of Connective Devices**

**Topic: Reading Comprehension Time: 1 Period**

**Indicator M.4-6 (7):** Enhance listening and reading comprehension by extracting relevant information, making inferences, and predicting outcomes based on context.

**Learning Objective:**

**Knowledge:** The students will be able to identify the tone and mood of the writer, interpret the unknown words in the passage, and summarize the writer's intention.  
**Process/Skill:** The students will be able to answer the questions concerning the tone and mood of the passage correctly.

**Desirable Characteristics:** 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: Answering the questions in the passage correctly**

**Activities: CIRC and Cooperative Learning**

1. Show students a short video clip or set of images conveying different emotions (e.g., happy, sad, suspenseful). Activate students' background knowledge by asking them to describe the tone and mood in the visuals. Have students work in pairs to list vocabulary words associated with emotions and moods. Then, have them predict how tone and mood are reflected in texts. *(Presentation)*
2. Form groups of 4 students heterogeneously and assign them to read a passage from the book. Ask them to skim and scan the text for key phrases that suggest the tone and mood. Groups should identify the text structure and discuss the writer’s intention. Each group prepares a brief presentation or summary to share with the class. *(Team practice)*
3. Let students work individually to write a short reflection on the tone and mood of the passage, supported by evidence from the text. Encourage them to state their own opinion about how the writer conveys these elements. *(Independent practice)*
4. Allow students to assess their peers’ reflections. Students work in pairs to provide constructive feedback, focusing on identifying strong evidence and correcting any misinterpretations of tone or mood. Higher-level students can help clarify misunderstandings for others, promoting collaborative learning. *(Peer pre-assessment)*
5. Provide each student with a new passage or poem. Have them read it individually to determine the tone and mood. Students then summarize their interpretation and identify key phrases supporting their conclusions. *(Additional practice)*
6. Promote 21st-century learning skills in digital literacy by encouraging students to use their smartphones to participate in an interactive Kahoot! quiz. The quiz assesses their understanding of tone, mood, and writer's intention. After the quiz, discuss answers to ensure clarity. *(Testing)*
7. Recognize team efforts by awarding points to groups based on the accuracy and improvement of their Kahoot! quiz scores compared to their past averages. Encourage positive reinforcement by highlighting specific team strengths and progress. *(Team Recognition)*

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

**☑** Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 8**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Effective Use of Connective Devices**

**Topic: Word Formation Time: 1 Period**

**Indicator M.4-6 (3**): Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage.

**Learning Objective:**

**Knowledge:** The students will be able to choose the correct formation of words.

**Process/Skill:** The students will be able toselect the formation of words correctly.

**Desirable Characteristics:** 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: Choosing the correct formation of words**

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

1. Students are shown clearly defined content objectives on the board. Ask them what the noun, verb, and adverb of the word are ‘broad’. Tell them that they will be discussing how to make new words from root words. **(Preparation)**  
2.Concepts should be directly linked to students’ background experience. Ask students to work in **groups of 4** **with different levels of ability**. Ask them about the suffixes they have known. Write those examples on the board. Have students write as many words ending with suffixes as possible. Then discuss the pattern. (**Building Background**)

3.Use speech that is appropriate for students' language proficiency to talk about root words and suffixes. Have the students watch the videos in YouTube, and list suffixes they have heard. (**Comprehensible Input** )

4.Use of a variety of question types, including those that promote higher level thinking skills. Give some more root words for them to fill in with the most suitable suffixes. Provide ample opportunities for students to use learning strategies. (**Student Strategies for Success**)

5. Have them work in group again and let them write the suffixes of the words prepared by the teacher. Ample wait time for student-student interactions. Students share the answers. The class talks about whether the word formation is correct. (**Interactions**)

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

7.Ask each team what the rule is of putting suffixes after the words from their notice and the strategies learnt. Give hands-on materials or manipulatives for students to practice and give them more examples of words with suffixes. **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** word formation using **Kahoot!!** (**Practice / Application**)

8.Handout assignment and explain. Students will have an activity that will require them to further practice the formation of words. 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**)

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

**☑** Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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| M.6/4 |  |  |  |  |  |  |
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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 | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 9**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: The Role of Participial Phrases**

**Topic: Word Choice Time: 1 Period**

**Indicator M.4-6 (3):** Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage.

**Learning Objective:**

**Knowledge:** The students will be able to choose the correct words.

**Process/Skill:** The students will be able to fill in the sentences given with the most suitable words.

**Desirable Characteristics:** 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: Choosing the correct words**

**Activities: (CALLA)**

1. Engage students in the topic by introducing homophones like "affect" and "effect" through visual aids or examples on a slide. Ask students to share what they know about these words and their usage. Motivate them to learn by explaining that understanding such words can prevent common mistakes in writing. Inform students that they will learn how to use these words correctly to complete sentences. (Preparation)
2. Present the concept by explaining the differences between "affect" (verb) and "effect" (noun). Provide clear examples, such as "The weather affects my mood" and "The effect of the storm was devastating." Use a short video or audio clip that contains these words. Then, pair students to discuss the sentences and identify which word fits in given contexts. Model how to choose the correct word by thinking aloud as you solve sample sentences. (Presentation)
3. Divide students into groups of four. Distribute a worksheet with sentences where they must choose between "affect" and "effect." Have students complete the worksheet collaboratively, encouraging them to explain their reasoning for each choice. Remind them to apply the learning strategy of considering context and grammatical roles to decide which word fits. (Practice)
4. Ask students to reflect on their own learning by writing short sentences using "affect" and "effect" and then reviewing their sentences to ensure correct usage. Encourage them to explain why they chose the specific word for each sentence. Have them share their reflections in small groups to discuss their learning process. (Self-Evaluation)
5. Make connections by showing how these words are often confused in real-life situations, such as in social media posts or professional emails. Explain their meanings in Thai for deeper understanding. Discuss how practicing these words can improve their writing skills. Highlight other commonly confused word pairs (e.g., "lie" and "lay") and guide students to apply the same strategy to master these words. (Expansion)

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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

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□Others………

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

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**Evaluation:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 10**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: The Role of Participial Phrases**

**Topic: Summative Test Time: 1 Period**

**Summative Examination**

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 11**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: The Role of Participial Phrases**

**Topic: Phrasal Verbs Time: 1 Period**

**Indicator M.4-6 (**2): Demonstrate understanding of language patterns, including vocabulary, grammar, and syntax, to enhance communication and problem-solving across different contexts.

**Learning Objective:**

**Knowledge:** The students will be able to identify and cite examples of phrasal verbs in songs.

**Process/Skill:** The students will be able tomatch phrasal verbs with their meanings.

**Desirable Characteristics:** 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: Identifying and matching phrasal verbs with their meanings**

**Activities: (5 E Learning Cycle Model)**

1. Let students listen to a song and underline the phrasal verbs appearing in the song. Once the students have found these phrasal verbs, ask the students to provide synonyms for the phrasal verbs. **(Engagement)**
2. Student-to-student interaction is encouraged by having them work in pairs. Observe and listen to the students as they interact.Tell the students a little bit about what you have done that teaching day:

**Example:** *I got up at seven this morning. After I had breakfast, I put together tonight's*[*lesson plan*](https://www.thoughtco.com/lesson-plan-format-1210494)*and came to school. I got into the bus at X square and got off at Y square....*

Ask students which of the verbs you used were phrasal verbs and ask them to repeat those verbs. At this point, ask them if they have taken a look under the heading 'get' in a dictionary. Ask them what they discovered. **(Exploration)**

1. Students are encouraged to use their common experiences and data from the Engage and Explore lessons to develop explanations. Explain that phrasal verbs are very important in English - especially for [native speakers](https://www.thoughtco.com/native-speaker-linguistics-1691421) of the language. Point out that it might not be important for them to be able to use a lot of phrasal verbs if they use their English with other non-native speakers. However, it is important that they have a passive knowledge of phrasal verbs, as they will need to understand more and more phrasal verbs as they become used to reading, listening, seeing and exploring authentic materials in English. **(Explanation)**
2. Students' attention on conceptual connections between new and former experiences is focused. Students are asked what they have learned. Write a list of common verbs that combine with prepositions to make [phrasal verbs](https://www.thoughtco.com/vocabulary-phrasal-verbs-1210338) such as take, get, make, put, bring, turn, be, and carry. Divide students into small groups of 3-4 each, ask students to choose three of the verbs from the list and then brainstorm to come up with as many phrasal verbs using each of the three verbs that they can. They should also write example sentences for each of the phrasal verbs. **(Elaboration)**
3. Students will create a multimedia presentation on **Google Slides** showing their examples of phrasal verbs and their example sentences. Observe and record as students demonstrate their understanding of the concepts and performance of skills. Provide time for students to compare their ideas with those of others and perhaps to revise their thinking. Assess their understanding by interviewing them. Encourage students to assess their own progress. **(Evaluation)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

**☑** Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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| M.6/4 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 12**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: The Role of Participial Phrases**

**Topic: Word Parts Time: 1 Period**

**Indicator M.4-6 (3):** Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage.

**Learning Objective:**

**Knowledge:** The students will be able to identify root words.

**Process/Skill:** The students will be able togive the meaning of the root words.

**Desirable Characteristics:** 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: Identifying and giving the definition of the root words given**

**Activities: (Explicit Teaching Model)**

1. Review the lesson of last period. Then, write the following word on the board: ANTIDISESTABLISHMENTARIANISM

Ask students if they recognize any word or word parts. Have them share the word parts that they see, and as they share, underline or circle those word parts. Example: Anti-dis-establish-ment-arian-ism

Explain that when you know what each of the word parts means, you can use those meanings as clues to figure out the meaning of the whole word.

Ask students if they have heard of any other words that use any of these word parts (prefixes or suffixes). Example: Anti → Antiperspirant. Explain that to perspire is to sweat so what might ANTIperspirant be used for? **(Revision)**

1. Have students study the lesson in the book. Introduce the root word column, the meaning column, and the example column. Students are encouraged to use their common experiences to compare and contrast the Thai and English wisdoms in terms of Languages. Have students work in small groups for 20 minutes to see how many additional examples they can generate using the roots provided. After 20 minutes, share examples. After that, explain the rules appearing in the book rule by rule with exercises to help increase their understanding. **(Teaching)**
2. Let students do exercises after teaching rules. Then, randomly choose students to answer questions. If students can give clear explanation, continue next question, but if not, the teacher should explain it clearly. After that, provide time for students to do exercises by themselves. **(Practice under supervision)**
3. Random some students to answer each question with the correction, and tell the reason why they correct it like that with the help and suggestion of the teacher. **(Giving correction)**
4. **Promote the 21st century learning skills in terms of digital literacy by encouraging students to use smartphones to play interactive quizzes.** Ask students to login in **‘Socrative’** and do the exercises provided by the teacher. **(Individual practice)**
5. Give some assignments to students to practice. **(Revision)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
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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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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| M.6/3 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 13**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Sentence Sophistication**

**Topic: Prefixes & Suffixes Time: 1 Period**

**Indicator M.4-6 (3):** Expand and refine vocabulary through the study and application of word roots, affixes, and contextual clues to improve language comprehension and usage.

**Learning Objective:**

**Knowledge:** The students will be able to identify the prefixes and suffixes in the words.

**Process/Skill:** The students will be able tochoose the correct prefixes and suffixes.

**Desirable Characteristics:** 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:** Identifying and choosing the correct prefixes and suffixes

**Activities: (Explicit Teaching Model)**

1. Have students recall previous knowledge about root words. Tell students that today, they will learn about prefixes and suffixes. Have students listen to the song ‘Prefixes and Suffixes’ and list the words with prefixes and suffixes appearing in the song. **(Revision)**
2. Explain to students the meaning of prefixes and suffixes. Have students study the lesson in the book. Introduce the prefix column, the suffix column, the meaning column, and the example column. Have students work in small groups for 20 minutes to see how many additional examples they can generate using the prefixes and suffixes provided. After 20 minutes, share examples. After that, explain the rules appearing in the book rule by rule with exercises to help increase their understanding. **(Teaching)**
3. Let students do exercises after teaching rules. Then, randomly choose students to answer questions. If students can give clear explanation, continue next question, but if not, the teacher should explain it clearly. After that, provide 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 it like that with the help and suggestion of the teacher. **(Giving correction)**
5. Ask students to login in **‘Socrative’** and do the exercises provided by the teacher. **(Individual practice)**
6. Give some assignments to students to practice. **(Revision)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

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🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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

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□ Group work □ Others………

**Evaluation:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
| M.6/6 |  |  |  |  |  |  |
| M.6/7 |  |  |  |  |  |  |
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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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
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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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 14**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Sentence Sophistication**

**Topic: Contextual Analysis Time: 1 Period**

**Indicator M.4-6 (8):**   Communicate ideas effectively through accurate and sophisticated use of vocabulary, grammar, and language structures in diverse academic and real-life scenarios.

**Learning Objective:**

**Knowledge:** The students will be able to identify the context clues.

**Process/Skill:** The students will be able touse context clues to define words’ definition.

**Desirable Characteristics:** 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: Identifying and using context clues to guess the meaning of the words**

**Activities: (CALLA)**

1. Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Tell students that in this lesson, they are going to learn to guess the meaning of the words from context clues. **(Preparation)**
2. Present new information. **Promote the 21st century learning skills in terms of communication by allowing students to communicate in English and work in pair.** Have students work in pairs and study the different types of context clues in the book. Explain the way use the different types of context clues to guess the meaning. Show them some examples. Discuss how the addition of information helped define the unknown word even though there was no definition. **(Presentation)**
3. Have students form groups of four. Distribute short stories. Direct students to highlight unknown words, and then use context clues to determine meaning. Have students underline or circle parts of text that helped them define the word. Circulate the room to assist and clarify. Pull small groups of students who need extra help. Review and share answers as a class. **(Practice)**
4. Question students so they will reflect on their own learning. Ask students to their own learning rather than wait for the teacher to assess them. Ask them if they can find the context clues and define the meaning of the words correctly. **(Self-Evaluation)**
5. Make connections between content and their ways of living. Ask students to find the lyrics to a favorite song and bring to class. Use context clues to infer meanings of unfamiliar words. Practice using context clues on sentences or short text used on standardized testing. **(Expansion)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

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□ Group work □ Others………

**Evaluation:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
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| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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| M.6/7 |  |  |  |  |  |  |
| M.6/8 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 15**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Sentence Sophistication**

**Topic: General Knowledge Time: 1 Period**

**Indicator M.4-6 (8):**   Communicate ideas effectively through accurate and sophisticated use of vocabulary, grammar, and language structures in diverse academic and real-life scenarios.

**Learning Objective:**

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

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

**Desirable Characteristics:** 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: Identifying the main idea of the passage**

**Activities: (PPP)**

1. Start the lesson by showing students some sentences with a blank to fill in with the most appropriate grammatical point. Encourage them to get involved in the lesson and show interest. **(Warm Up / Lead-In)**
2. Give them some more examples from the book. Present the aspect of language in a context that students are familiar with and explain the form of the language in a meaningful context. Point out and explain why each grammatical point is needed in each item. **(Presentation)**
3. **Promote the 21st century learning skills in terms of communication by allowing students to communicate in English and work in pair to** practice doing more items through controlled activities to check comprehension.

Ample wait time for student-student interactions. Students share the answers. The class talks about whether the answers are correct. Have them play a game using **Kahoot!!** Show questions one-by-one as students answer with their mobile phones. After each question, discuss correct and incorrect answers. **(Practice)**

1. Create as many opportunities for students to produce the construction more independently. Instruct students to go into **Google Forms** and create a test with 5 questions. All questions must consist of the answers with various grammatical points. Show students an exemplar of what they are going to do. Finish the lesson by giving the students feedback on the activity, explain any mistakes and correct them. **(Production)**
2. Give students more exercises about the topic. Have them do the exercise from **Socrative** provided by the teacher. **(Assignment)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

**☑** Google Forms, Google Slides

🞎 Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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:**

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| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 16**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Sentence Sophistication**

**Topic: Sentence Completion Time: 1 Period**

**Indicator M.4-6 (6):** Apply critical thinking and analytical skills to complete tasks such as sentence completion, error identification, and reading comprehension across various text types.

**Learning Objective:**

**Knowledge:** The students will be able to identify the sentence structure used in each sentence.

**Process/Skill:** The students will be able tochoose the most appropriate structure to fill in the sentences.

**Desirable Characteristics:** 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: Identifying the sentence structure**

**Activities: CIPPA**

1. Activate students’ prior knowledge by mentioning the lesson about phrases and clauses. Compare the structure of phrases and clauses of English and Thai languages. Show students what sentence structure in English is. **(Activating prior knowledge)**
2. Encourage students to seek new knowledge by showing them 10 sentences with different sentence structures. Use different colors to differentiate the distinct structures. Ask them to find and explain the differences of each structure. Have their peers correct their thinking with the help of the teacher. **(Seeking new knowledge)**
3. Have them look at the worksheet and have them study the new knowledge. Explain rules to fill the sentences with the sentence structure using colors. Let them integrate their new knowledge with the prior knowledge. Compare the new learning with methods that they already used and understand. **(Integrating knowledge)**
4. Have them do some more exercises in the book by themselves. Walk around and give support. Then, have them exchange what they have learned by discussing in small groups of four. **(Sharing knowledge)**
5. Have them help one another conclude what they have learned and give the answer of the exercises in the book. **(Conclusion and knowledge organization)**
6. Have students share their answers to the class to check their understanding. **(Showing Tasks)**
7. Form groups of 4 students heterogeneously. Use **Kahoot!!** to check if the students understand the lesson. **(Knowledge application)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

**☑** Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

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| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | 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.6/1 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 17**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Techniques for Error Identification**

**Topic: Sentence Completion Time: 1 Period**

**Indicator M.4-6 (6):** Apply critical thinking and analytical skills to complete tasks such as sentence completion, error identification, and reading comprehension across various text types.

**Learning Objective:**

**Knowledge:** The students will be able to identify the sentence structure used in each sentence.

**Process/Skill:** The students will be able tochoose the most appropriate structure to fill in the sentences.

**Desirable Characteristics:** 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: Identifying the main idea of the passage**

**Activities: CIPPA**

1. Activate students’ prior knowledge by mentioning the lesson about phrases and clauses. Compare the structure of phrases and clauses of English and Thai languages. Show students what sentence structure in English is. **(Activating prior knowledge)**
2. Encourage students to seek new knowledge by showing them 10 sentences with different sentence structures. Use different colors to differentiate the distinct structures. Ask them to find and explain the differences of each structure. Have their peers correct their thinking with the help of the teacher. **(Seeking new knowledge)**
3. Have them look at the worksheet and have them study the new knowledge. Explain rules to fill the sentences with the sentence structure using colors. Let them integrate their new knowledge with the prior knowledge. Compare the new learning with methods that they already used and understand. **(Integrating knowledge)**
4. Have them do some more exercises in the book by themselves. Walk around and give support. Then, have them exchange what they have learned by discussing in small groups of four. **(Sharing knowledge)**
5. Have them help one another conclude what they have learned and give the answer of the exercises in the book. **(Conclusion and knowledge organization)**
6. Have students share their answers to the class to check their understanding. **(Showing Tasks)**
7. Form groups of 4 students heterogeneously. Use Kahoot!! to check if the students understand the lesson. **(Knowledge application)**

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

**☑** Kahoot!, Quizizz or Quizlet, AC Online Classroom

🞎 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Evaluation | CLASS | % of students who passed | | | % of students who didn’t pass | | |
| Indicator | | | Indicator | | |
| 1 |  |  | 1 |  |  |
| KNOWLEDGE | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
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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 | | |
| 1 |  |  | 1 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
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**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 18**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Techniques for Error Identification**

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

**Indicator M.4-6 (10):** Utilize linguistic and cultural knowledge to interpret and produce texts that align with academic, social, and professional expectations.

**Learning Objective:**

**Knowledge:** The students will be able to identify the mistakes in sentences.

**Process/Skill:** The students will be able tocorrect the ungrammatical points in the sentences.

**Desirable Characteristics:** 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: Identifying the grammatical mistakes and correct them**

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

1. Students are shown clearly defined content objectives on the board. Tell them that they will be discussing how to identify the mistakes in sentences and correct them. Discuss the importance of correcting mistakes with students. Point out that information arrived out inductively is more likely to be retained over the long term.  **(Preparation)**  
2.Concepts should be directly linked to students’ background experience. Ask students to work in **groups of 4** **with different levels of ability**. Ask students to first find mistakes in the sample sentences containing the grammatical points that have been learnt from previous lessons. (**Building Background**)

3.Use speech that is appropriate for students' language proficiency to talk about the correction key. Ask students to first find mistakes in the short biography on the board using PowerPoint Presentation. Have them list as many mistakes as possible using the correction key. (**Comprehensible Input** )

4.Use of a variety of question types, including those that promote higher level thinking skills. Ask them what the strategies are used to find those mistakes. Provide ample opportunities for students to use learning strategies. (**Student Strategies for Success**)

5. **Promote the 21st century learning skills in terms of communication by allowing students to communicate in English and work in group** to find more mistakes from the items prepared by the teacher. Ample wait time for student-student interactions. Students share the answers. The class talks about whether answers are correct. (**Interactions**)

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

7.Ask each group to study the lesson in the book. Have them do the exercises and help one another find the mistakes in each sentence. **Have the STAD groups play games concerning** error identification using Kahoot!! (**Practice / Application**)

8.Require students to further practice to find mistakes in the sentences. Assess them using ‘Socrative’ to check if the students understand 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**)

**Teaching Materials**

**☑** Textbook

**☑** PowerPoint Presentation

🞎 Dictionary

🞎 Websites

🞎 Google Forms, Google Slides

**☑** Kahoot!, Quizizz or Quizlet, AC Online Classroom

**☑** 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:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Evaluation Method** | **Evaluation Tools** |
| Knowledge | Checking the quizzes in the textbook | Quizzes/Test |
| Process/Skill | Oral recitation of passages/answers | Oral evaluation |
| Desirable Characteristics | Observation | Observationform |

**Post-Teaching Recommendation:**

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

**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 |  |  |
| PROCESS/SKILL | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
| M.6/6 |  |  |  |  |  |  |
| M.6/7 |  |  |  |  |  |  |
| M.6/8 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**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 |  |  |
| DESIRABLE  CHARACTERISTICS | M.6/1 |  |  |  |  |  |  |
| M.6/2 |  |  |  |  |  |  |
| M.6/3 |  |  |  |  |  |  |
| M.6/4 |  |  |  |  |  |  |
| M.6/5 |  |  |  |  |  |  |
| M.6/6 |  |  |  |  |  |  |
| M.6/7 |  |  |  |  |  |  |
| M.6/8 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**How to solve the problem: Desirable Characteristics**

□ Point out the importance of that qualification.

□ Give them some incentives

□ Give warning / suggestion / detention

□ Encourage them to have this desirable characteristic

**Follow-Up**………………………..………………………………………………..……………………

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…………………………………..…………………………………..……………………………………

Teacher …………………………………….

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

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 19**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Techniques for Error Identification**

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

**Final Examination**

**Assumption College**

**Learning Management Plan**

**Semester: 1 Academic Year: 2025 Week: 20**

**Subject Code: EN30229 Subject: English Skill Development 1**

**Level of Students: M. 6 Learning Unit: Techniques for Error Identification**

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

**Final Examination**