



**แผนการจัดการเรียนรู้และประเมินผลการเรียนรู้ฉบับย่อ**  
**กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ**

<p><b>รายวิชา</b> ภาษาอังกฤษพื้นฐาน 1 (อ21101)</p> <p><b>จำนวน</b> 1.5 หน่วยกิต</p> <p><b>ชั้น</b> มัธยมศึกษาปีที่ 1</p> <p><b>ผู้สอน</b></p>	<p>Fundamental English 1 (ENG21101)</p> <p><b>เวลา</b> 60 ชั่วโมง</p> <p><b>ภาคเรียนที่ 1 ปีการศึกษา 2560</b></p>
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### 1. Course description (คำอธิบายรายวิชา)

ผู้เรียนจะได้ศึกษาโครงสร้างประโยคภาษาอังกฤษระดับพื้นฐาน และนำไปใช้ในการฝึกทักษะฟัง พูด อ่าน เขียน เพื่อการเรียนรู้การใช้ภาษาอังกฤษในชีวิตประจำวัน

ผู้เรียนจะได้ฝึกทักษะการฟังเพื่อความเข้าใจในระดับจับใจความสำคัญ (main idea) และหารายละเอียด (detail) จากบทสนทนา, บทฟังสั้นๆ ประมาณ 1 นาที และ

ผู้เรียนจะได้ฝึกทักษะการออกเสียง สระ พยัญชนะ voiced /voiceless sounds และ final sounds (-s, -es) ได้ถูกต้องตามหลักการอ่านโดยใช้สื่อที่หลากหลาย ฝึกทักษะการพูดแบบนำเสนอข้อมูล

(Oral presentation/ speech) ความยาวประมาณ 1 – 2 นาที และฝึกทักษะการพูดสนทนาโต้ตอบเพื่อแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง ออกคำสั่ง ขอร้องอย่างง่ายได้ โดยใช้ภาษาท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับวัยและระดับการเรียนรู้ในสถานการณ์ต่างๆ

ผู้เรียนจะได้ฝึกทักษะการอ่านเพื่อความเข้าใจในระดับหาหัวเรื่อง (topic) รายละเอียด (detail) และใจความสำคัญ (main idea) จากบทสนทนา บทอ่านสั้นๆ ประมาณ 80-100 คำ และจากสื่อที่ไม่ใช่ความเรียง (non-text information)

ผู้เรียนจะได้ฝึกทักษะการเขียนบรรยาย (Descriptive Writing) ระดับข้อความ และความเรียงสั้นๆ ประมาณ 80-100 คำ ในรูปแบบประโยคความเดียว (Simple Sentence) และประโยคความรวม (Compound Sentence: and, but) โดยใช้ Present simple tense

Learn basic structural sentences and apply in practicing language skills: listening, speaking, reading and writing in order to learn how to use English in daily life.

Practice listening comprehension for gist (main idea) and specific detail from short conversations, texts (1 minute).

Practice pronunciation of vowels, consonants (voiced /voiceless sounds) and final sounds

(-s, -es) concerning the principles of pronunciation. Practice oral presentation/ speech within 1 – 2 minutes length. Practice making short conversations in various situations by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers

Practice reading for main idea and detail from the reading dialogues, tales and short stories (80 – 100 words) and non-text information.

Practice writing 80-100 words essays (Descriptive writing) by using grammatical structures learnt.

## 2. Indicators (ตัวชี้วัด)

1. ผู้เรียนฟังคำสั่ง คำขอร้อง แล้วปฏิบัติตามได้ ฟังบทสนทนา บทฟังสั้นๆ ที่มีความยาวประมาณ 1 – 2 นาที ฟังเพื่อความเข้าใจแล้วสามารถจับใจความสำคัญ (main idea) และหารายละเอียด (detail) ได้

- Act in compliance with orders, requests, instructions and simple explanations heard.
- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).

2. ผู้เรียนสามารถออกเสียง สระ พยัญชนะ voiced /voiceless sounds และ final sounds (-s, -es) ได้ถูกต้องตามหลักการอ่าน (ต.1.1/2), (ต.2.2/1)

- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.

3. ผู้เรียนสามารถพูดขอร้อง ออกคำสั่ง ให้คำแนะนำ พูดแบบนำเสนอข้อมูล (Oral presentation/ Speech) ความยาวประมาณ 1– 2 นาที สามารถสนทนาโต้ตอบเพื่อแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง และในสถานการณ์ต่างๆ โดยใช้ภาษา ท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับวัยและระดับการเรียนรู้ (ต.1.1/1), (ต.1.1/4)

- Use requests and give instructions and clarifications according to the situations.
- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.
- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.

4. ผู้เรียนสามารถอ่านออกเสียงบทอ่านได้ถูกต้องตามหลักการอ่าน อ่านบทสนทนา บทอ่านสั้นๆที่มีความยาว 80- 100 คำ หรือสื่อที่ไม่ใช่ความเรียง (non-text information) แล้วสามารถหาหัวเรื่อง (topic) รายละเอียด (detail) และใจความสำคัญ (main idea) ได้ (ต.1.1/4), (ต.1.1/3)

- Accurately read aloud texts, tales and short poems by observing the principles of reading.
- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).
- Choose/specify the sentences and texts related to non-text information read.

5. ผู้เรียนสามารถเขียนบรรยาย (Descriptive Writing) ระดับความเรียงสั้นๆ ประมาณ 80-100 คำ ในรูปแบบประโยคความรวม (Compound sentence: and, but) โดยใช้ Present simple tense, (ต.1.1/4), (ต.1.3/1), (ต.1.3/3) และเขียนป้ายประกาศ กฎ กติกา

- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information.

### 3. Learning Target (โครงสร้างรายวิชาภาษาอังกฤษพื้นฐาน 1 (อ21101) ภาคเรียนที่1/2560)

Grammar	M1
	Semester 1
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	F/M
1.1.2 Proper/ Common	F/M
1.1.3 Abstract/ Concrete	F/M
1.1.4 Collective Compound	F/M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	F/M
1.2.2 Object Pronoun	
- Basic	F/M
1.2.3 Possessive Pronoun	F/M
1.2.4 Possessive Adjective	F/M
1.2.5 Reflexive Pronoun	F
1.2.6 Demonstrative	F/M
1.2.7 Interrogative	F
1.2.8 Indefinite	I
1.3 Verb	
1.3.1 Action Verb	F
1.3.2 Helping Verb (Auxiliary)	F
1.3.3 Modal Verb	I
1.3.5 Transitive Verb and Intransitive Verb	I
1.4 Adjective	
1.4.1 Adjective Order	I
1.4.2 Descriptive Adjective	I
1.4.4 Indefinite Adjective	I
1.4.5 Article	F
1.4.6 Number and Quantity	F/M

Grammar	M1
	Semester 1
1.5 Adverb	
1.5.1 Adverb of frequency	F
1.5.2 Adverb of time	I
1.5.3 Adverb of place	I
1.6 Conjunction	
1.6.1 Coordinating	I
1.7 Preposition	
1.7.1 Preposition of time	I
1.7.2 Preposition of place	I
2) Verb Tense	
2.1 Present Simple	F
3) Types of sentence	
3.1 Imperative	I
3.2 Statement/Declarative	F
3.3 Negative	F
3.4 Interrogative	F
4) Sentence Types	
4.1 Simple Sentence	F
4.2 Compound Sentence	I
5) Parts of a Sentence	
5.1 Subject	F
5.2 Predicate(Predicate Nominative, Predicate Adjective)	F
5.3 Direct Object & Indirect Object	I/F
6) Comparison	
6.1 Positive/ Negative Degree (as.....as)	I
7) Determiner	
7.1 A/An/The	F
7.2 This/That/These/Those	F
7.3 Some/ any	F
7.4 Many/ much	F

Listening	M1
	Semester 1
<b>1. Listening Strategies</b>	
1.1 Listening for gist and details	
1.1.1 Length	1 min
1.1.2 Text Type	two-way communication (conversation: general)
	one-way communication: announcement, advertisement, etc.
<b>2. Pronunciation (Listening)</b>	
2.1 Identifying sounds/stress/intonation	I/F
Speaking	M1
	Semester 1
<b>1. Conversation</b>	
1.1 Text Types	personal, general, social
1.1.1 in pair	1-2 mins
1.1.2. in group	1-2 mins
1.2 Oral presentation	1-2 mins
<b>2. Pronunciation (Speaking)</b>	
2.1 Phonetics	
2.1.1 Consonants: voiced, voiceless	I/F
2.1.2 Vowels	I/F
2.2 Phonology	
2.2.1 Intonation	I/F
2.2.2 Rising&falling	I/F
2.2.3 Pausing&linking	I/F
Reading	M1
	Semester 1
<b>1. Reading Techniques</b>	
1.1. Skimming (for main idea)	I
1.2. Scanning (for details)	I
<b>2. Text Types / Text Organization</b>	
2.1. Descriptive / Spatial order	/
Writing	M1
	Semester 1
1. Descriptive ( 80 – 100 words)	/

## 4. Teaching Schedule (แผนการสอนรายสัปดาห์รายวิชาภาษาอังกฤษพื้นฐาน 1 ภาคเรียนที่ 1/2560)

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
1	1 <sup>st</sup>	<b>Course Orientation &amp; Pretest</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations / Grading 5. Pretest	-Students understand the scope of the course syllabus, assessment; develop their own learning objectives and expectations for class activities.
1	2 <sup>nd</sup> – 3 <sup>rd</sup>	<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : Classroom language	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes). - Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.
2	4 <sup>th</sup> – 6 <sup>th</sup>	2. Conversation (In pair 1-2 minutes) Topic : Introducing yourself / Telling about classroom 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning (Descriptive type)</p> <p>Topic: Myself / School noticeboard</p>	<p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words)..</p>
3	7 <sup>th</sup> - 9 <sup>th</sup>	<p><b>Grammar</b></p> <p>1. Subject / Object Pronoun</p> <p>2. Reflexive Pronoun</p> <p>3. Article ( A/An/The)</p> <p><b>Writing</b></p> <p>1. Writing (Descriptive type)</p> <p>Topic: myself: an e-mail to a pen pal</p>	<p>- Students have an overview of grammar.</p> <p>- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information</p>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
4	10 <sup>th</sup> - 12 <sup>th</sup>	<p><b>Listening &amp; Speaking</b></p> <p>1. Listening for gist and details ( 1 min) Topic : My favourite</p> <p>2. Conversation (In pair 1-2 minutes) Topic : talking about your possessions, buying a souvenir</p> <p>3. Identifying sounds / stress / intonation</p> <p>4. Pronunciation ( Phonetics)</p>	<p>- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).</p> <p>- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.</p> <p>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</p> <p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>learnt and non-text information.</p>
5	13 <sup>th</sup> - 15 <sup>th</sup>	<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning (Descriptive type) Topic: Favourite character, My favourite things, my collection, Souvenir</p>	<p>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</p>



Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		<b>Grammar</b> 1. Demonstrative Pronoun ( This/That/These/Those) 2. Simple sentence 3. Positive/Negative degree	- Students have an overview of grammar.
6	16 <sup>th</sup> - 18 <sup>th</sup>	<b>Writing</b> 1. Writing (Descriptive type) Topic: my collection 1. Writing (Descriptive type) Topic: Souvenirs you can buy in Thailand <b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : Advertisement, types of houses	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures - Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).
7	19 <sup>th</sup> - 21 <sup>st</sup>	2. Conversation (In group 1-2 minutes) Topic : talking about different types of houses, describing your bedroom 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning (Descriptive type)</p> <p>Topic: Houses in England, My bedroom</p>	<ul style="list-style-type: none"> <li>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</li> <li>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</li> <li>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</li> </ul>
8	22 <sup>nd</sup> -24 <sup>th</sup>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Countable / Uncountable noun</li> <li>2. Proper / Common noun</li> <li>3. Abstract / Concrete noun</li> <li>4. Collective Compound noun</li> <li>5. Possessive Adjective</li> <li>6. Possessive Pronoun</li> <li>7. Indefinite Pronoun</li> <li>8. Adjective order</li> </ol>	<ul style="list-style-type: none"> <li>- Students have an overview of grammar.</li> </ul>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		9. Descriptive adjective 10. Indefinite Adjective	
9	25 <sup>th</sup> -27 <sup>th</sup>	11. Number and Quantity 12. Adverb of place 13. Preposition of place <b>Writing</b> 1. Writing (Descriptive type) Topic: Describing your house and bedroom.	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information
10	28 <sup>th</sup> -30 <sup>th</sup>	<b>Midterm Examination</b>	
11	31 <sup>st</sup> -33 <sup>rd</sup>	<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : Family, Famous person 2. Conversation (In group 1-2 minutes) Topic : talking about your family, talking about your daily routine 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes). - Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation. - Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
			<ul style="list-style-type: none"> <li>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</li> </ul>
12	34 <sup>th</sup> – 36 <sup>th</sup>	<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning (Descriptive type)</p> <p>Topic: Diary, Famous person</p> <p><b>Grammar</b></p> <p>1. Interrogative Pronoun</p> <p>2. Modal Verb</p>	<ul style="list-style-type: none"> <li>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</li> <li>- Students have an overview of grammar.</li> </ul>
13	37 <sup>th</sup> – 39 <sup>th</sup>	<p>3. Adverb of time</p> <p>4. Coordinating conjunction</p> <p>5. Preposition of time</p> <p>6. Present simple tense ( all types of sentences)</p> <p>7. Compound sentence</p> <p>8. Part of sentence (Subject, Predicate, Object)</p>	

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
14	40 <sup>th</sup> -42 <sup>nd</sup>	<p><b>Writing</b></p> <p>1. Writing (Descriptive type)</p> <p>Topic: Diary</p> <p><b>Listening &amp; Speaking</b></p> <p>1. Listening for gist and details ( 1 min)</p> <p>Topic : Creatures</p>	<p>- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information</p> <p>- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).</p>
15	43 <sup>nd</sup> -45 <sup>th</sup>	<p>2. Conversation (In group 1-2 minutes)</p> <p>Topic : talking about animals, a visit to the vet</p> <p>3. Identifying sounds / stress / intonation</p> <p>4. Pronunciation ( Phonetics)</p>	<p>- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.</p> <p>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</p> <p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
16	46 <sup>th</sup> -48 <sup>th</sup>	<b>Reading</b> 1. Skimming & Scanning (Descriptive type)  Topic: Creatures	- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).
17	49 <sup>th</sup> -51 <sup>st</sup>	<b>Grammar</b> 1. Action verb 2. Helping verb 3. Transitive verb and Intransitive verb 4. Adverb of frequency 5. Imperative	- Students have an overview of grammar.
18	52 <sup>nd</sup> -54 <sup>th</sup>	<b>Writing</b> 1. Writing (Descriptive type)  Topic: describing your pet  <b>Oral Presentation</b>	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information
19	55 <sup>th</sup> -57 <sup>th</sup>	<b>Post-test</b>  <b>Wrap-up session and assignments submission for collective scores</b>	
20	58 <sup>th</sup> -60 <sup>th</sup>	<b>Final Examination</b>	

## 5. Assessments (การประเมินผลการเรียนรู้)

1. Midterm (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
2. Final Examination (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
3. Assignments (Homework, Presentation)	= 20%
4. Speaking Tests	= 10%
5. Reading Quizzes	= 10%
6. Writing (Grammar)	= 10%
7. Listening Tests	= 10%
<b>Total</b>	<b>100%</b>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows;

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0



แผนการจัดการเรียนรู้และประเมินผลการเรียนรู้ฉบับย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา	ภาษาอังกฤษพื้นฐาน 2 (อ21102)	Fundamental English 2 (ENG 21102)
จำนวน	1.5 หน่วยกิต	เวลา 60 ชั่วโมง
ชั้น	มัธยมศึกษาปีที่ 1	ภาคเรียนที่ 2 ปีการศึกษา 2560
ผู้สอน		

### 1. Course Description (คำอธิบายรายวิชา)

ผู้เรียนจะได้ศึกษาโครงสร้างประโยคภาษาอังกฤษระดับพื้นฐาน และนำไปใช้ในการฝึกและพัฒนาทักษะ ฟัง พูด อ่านเขียน เพื่อการเรียนรู้การใช้ภาษาอังกฤษในชีวิตประจำวัน

ผู้เรียนจะได้ฝึกและพัฒนาทักษะการฟังเพื่อความเข้าใจในระดับจับใจความสำคัญ (main idea) และหา รายละเอียด (detail) จากบทสนทนา, บทฟังสั้นๆ ประมาณ 1-2 นาที

ผู้เรียนจะได้ฝึกและพัฒนาทักษะการออกเสียง สระ พยัญชนะ voiced /voiceless sounds และ final sound (-ed) ได้ถูกต้องตามหลักการอ่านโดยใช้สื่อที่หลากหลาย พัฒนาทักษะการพูดแบบนำเสนอข้อมูล (Oral presentation/ Speech) ความยาวประมาณ 1-2 นาที และพัฒนาทักษะการพูดสนทนาโต้ตอบเพื่อ แลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง และในสถานการณ์ต่างๆ โดยใช้ภาษาท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับ วัยและระดับการเรียนรู้

ผู้เรียนจะได้ฝึกและพัฒนาทักษะการอ่านเพื่อความเข้าใจในระดับหาหัวเรื่อง (topic) รายละเอียด (detail) และใจความสำคัญ (main idea) จากบทสนทนา บทอ่านสั้นๆ ประมาณ 80-100 คำ และจากสื่อที่ไม่ใช่ความเรียง (non-text information)

ผู้เรียนจะได้ฝึกและพัฒนาทักษะการเขียนบรรยาย (Descriptive Writing) ระดับความเรียงสั้นๆ ประมาณ 80-100 คำ และแนะนำการเขียนแบบพรรณนา ระดับความเรียงสั้นๆ ประมาณ 100-120 คำ ในรูปแบบ ประโยคความรวม (Compound Sentence: and, but) โดยใช้ Present simple tense, Present progressive, Past simple, Future tense (3 types) และ Sequence words และการเขียนกฎกติกา **เขียนป้ายประกาศ (non-text information)**

Learn basic structural sentences and develop in practicing language skills: listening, speaking, reading and writing in order to learn how to use English in daily life.

Develop listening comprehension for gist (main idea) and specific detail from short conversation, texts (1-2 minutes).

Develop pronunciation of vowels, consonants (voiced /voiceless sounds) and final sound (-ed). Develop oral presentation/ speech within 1-2 minutes length. Develop making short conversations in various situations by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.



Develop reading for main idea and detail from the reading dialogues, tales and short stories (80-100 words) and non-text information.

Develop descriptive writing for 80-100 words essays and introduce narrative writing for 100-120 words essays by using grammatical structures learnt and practice writing non-text information.

## 2. Indicators (ตัวชี้วัด)

1. ผู้เรียนฟังบทสนทนา, บทฟังสั้นๆ ที่มีความยาวประมาณ 1-2 นาที แล้วสามารถจับใจความสำคัญ (main idea) และหารายละเอียด (detail) ได้

- Act in compliance with orders requests, instructions and simple explanations heard and read.

- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories. (1-2 minutes)

2. ผู้เรียนสามารถออกเสียง สระ พยัญชนะ voiced /voiceless sounds และ final sound (-ed) ได้ถูกต้องตามหลักการอ่าน (ต.1.1/2), (ต.2.2/1)

- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sound (-ed) by observing the principles of pronunciation.

3. ผู้เรียนสามารถพูดขอเรื่อง ออกคำสั่ง ให้คำแนะนำ แบบนำเสนอข้อมูล (Oral presentation/ Speech) ความยาวประมาณ 1-2 นาที สามารถสนทนาโต้ตอบเพื่อแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง และในสถานการณ์ต่างๆ โดยใช้ภาษา ท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับวัยและระดับการเรียนรู้ (ต.1.1/1), (ต.1.1/4)

- Use requests and give instructions and clarifications according to the situations.

- Speak appropriately to express needs, ask for help and agree and refuse to give help in various situations.

- Appropriately ask for and give data and express opinions about what has been heard or read.

- Describe the festivals, important days, lifestyles and traditions of native speakers, experiences and the environment around them. by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.

4. ผู้เรียนอ่านอ่านออกเสียงบทอ่านได้ถูกต้องตามหลักการอ่าน บทสนทนา บทอ่านสั้นๆที่มีความยาว 80-100 คำ หรือสื่อที่ไม่ใช่ความเรียง (non-text information) แล้วสามารถหาหัวเรื่อง (topic) รายละเอียด (detail) และใจความสำคัญ (main idea) ได้ (ต.1.1/4), (ต.1.1/3)

- Accurately read aloud texts, tales and short poems by observing the principles of reading.

- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).

- Choose/specify the sentences and texts related to non-text information read.

- Act in compliance with orders, requests, instructions and simple explanations read.

5. ผู้เรียนสามารถเขียนบรรยาย (Descriptive Writing) ระดับความเรียงสั้นๆ ประมาณ 80-100 คำ และแนะนำการเขียนแบบพรรณนา ระดับความเรียงสั้นๆ ประมาณ 100-120 คำ ในรูปแบบประโยคความรวม (Compound sentence: and, but) โดยใช้ Present simple tense, Present progressive, Past simple, Future tense (3 types) และ Sequence words และการเขียนกฎกติกา (Regulations) ได้ (ต.1.1/4), (ต.1.3/1), (ต.1.3/3)

- Write descriptive writing for 80-100 words essays and introduce narrative writing for 100-120 words essays about festivals, important days, lifestyles and traditions, experiences and the environment around them by using grammatical structures.

### 3. Learning Target (โครงสร้างรายวิชาภาษาอังกฤษพื้นฐาน 1 (อ21102) ภาคเรียนที่ 2/2560)

Grammar	M1
	Semester 2
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	M
1.1.2 Proper/ Common	M
1.1.3 Abstract/ Concrete	M
1.1.4 Collective Compound	M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	M
1.2.2 Object Pronoun	
- Basic	M
1.2.3 Possessive Pronoun	M
1.2.4 Possessive Adjective	M
1.2.5 Reflexive Pronoun	M
1.2.6 Demonstrative	M
1.2.7 Interrogative	F/M
1.2.8 Indefinite	F
1.3 Verb	
1.3.1 Action Verb	F/M
1.3.2 Helping Verb (Auxiliary)	F/M
1.3.3 Modal Verb	F/M
1.3.4 Phrasal Verb	I

Grammar	M1
	Semester 2
1.3.5 Transitive Verb and Intransitive Verb	F
1.4 Adjective	
1.4.1 Adjective Order	F
1.4.2 Descriptive Adjective	F
1.4.3 Demonstrative Adjective	I
1.4.4 Indefinite Adjective	F
1.4.5 Article	F/M
1.4.6 Number and Quantity	F/M
1.5 Adverb	
1.5.1 Adverb of frequency	F
1.5.2 Adverb of time	F
1.5.3 Adverb of place	F
1.6 Conjunction	
1.6.1 Coordinating	I/F
1.7 Preposition	
1.7.1 Preposition of time	F
1.7.2 Preposition of place	F
2) Verb Tense	
2.1 Present Simple	M
2.2 Present Continuous	F
2.3 Past Simple	I/F
2.4 Future Simple	I/F
3) Types of sentence	
3.1 Imperative	F
3.2 Statement/Declarative	M
3.3 Negative	M
3.4 Interrogative	M
4) Sentence Types	
4.1 Simple Sentence	M
4.2 Compound Sentence	F
5) Parts of a Sentence	
5.1 Subject	F
5.2 Predicate(Predicate Nominative, Predicate Adjective)	F
5.3 Direct Object & Indirect Object	I/F

Grammar	M1
	Semester 2
6) Comparison	
6.1 Positive/ Negative Degree (as.....as)	F
7) Determiner	
7.1 A/An/The	F/M
7.2 This/That/These/Those	F/M
7.3 Some/ any	F/M
7.4 Many/ much	F/M

Listening	M1
	Semester 2
<b>1. Listening Strategies</b>	
1.1 Listening for gist and details	
1.1.1 Length	1 – 2 min
1.1.2 Text Type	two-way communication (conversation: general)
	one-way communication: announcement, advertisement, etc.
<b>2. Pronunciation (Listening)</b>	
2.1 Identifying sounds/stress/intonation	I/F

Speaking	M1
	Semester 2
<b>1. Conversation</b>	
1.1 Text Types	personal, general, social
1.1.1 in pair	1-2 mins
1.1.2. in group	1-2 mins
1.2 Oral presentation	1-2 mins
<b>2. Pronunciation (Speaking)</b>	
2.1 Phonetics	
2.1.1 Consonants: voiced, voiceless	F
2.1.2 Vowels	F
2.2 Phonology	
2.2.1 Intonation	F
2.2.2 Rising&falling	F
2.2.3 Pausing&linking	F

Reading	M1
	Semester 2
<b>1. Reading Techniques</b>	
1.1. Skimming (for main idea)	
1.2. Scanning (for details)	
1.3 Reference	
1.4 Writer's Purpose	
1.5 Summarizing and Outlining	
<b>2. Text Types / Text Organization</b>	
2.1. Descriptive / Spatial order	/

Writing	M1
	Semester 2
1. Descriptive ( 80 – 100 words)	/
2. Narrative (100 – 120 words)	/

## 4. Teaching Schedule (แผนการสอนรายสัปดาห์รายวิชาภาษาอังกฤษพื้นฐาน 2 ภาคเรียนที่ 2/2560)

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
1	1 <sup>st</sup>	<b>Course Orientation &amp; Pretest</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations / Grading 5. Pretest	-Students understand the scope of the course syllabus, assessment; develop their own learning objectives and expectations for class activities.
1		<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : weather	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).
		2. Conversation (In pair 1-2 minutes) Topic : talking about weather, activities, clothes 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.  - Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning, , reference ,Writer’s purpose &amp; Summarizing (Descriptive type)</p> <p>Topic: weather, fashion/clothes</p>	<p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</p>
3		<p><b>Grammar</b></p> <p>1. Subject / Object Pronoun</p> <p>2. Reflexive Pronoun</p> <p>3. Interrogative Pronoun</p> <p>4. Adverb of place</p> <p>5. Preposition of place</p>	<p>- Students have an overview of grammar.</p>
4		<p>6. Present Continuous (all types of sentences)</p> <p>7. Part of sentence (Subject, Predicate, Object)</p>	

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
5		<p><b>Writing</b></p> <p>1. Writing (Descriptive type)</p> <p>Topic: description of people's clothes</p> <p><b>Listening &amp; Speaking</b></p> <p>1. Listening for gist and details ( 1 min)</p> <p>Topic : Weekend activities</p>	<p>- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information</p> <p>- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).</p>
6		<p>2. Conversation (In pair 1-2 minutes)</p> <p>Topic : talking about your weekend</p> <p>3. Identifying sounds / stress / intonation</p> <p>4. Pronunciation ( Phonetics)</p> <p><b>Reading</b></p> <p>1. Skimming &amp; Scanning (Narrative type)</p> <p>Topic: Weekend</p>	<p>- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.</p> <p>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</p> <p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p>



Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
			- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).
7		<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Demonstrative Pronoun</li> <li>2. Action Verb</li> <li>3. Helping Verb</li> <li>4. Transitive Verb and intransitive Verb</li> <li>5. Past Simple (All types of sentences)</li> <li>6. Simple Sentence</li> <li>7. Parts of sentence ( Subject / Predicate / Object)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Writing (Narrative type)</li> </ol> <p>Topic: Weekend</p>	<p>- Students have an overview of grammar.</p> <p>- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information</p>
8		<p><b>Listening &amp; Speaking</b></p> <ol style="list-style-type: none"> <li>1. Listening for gist and details ( 1 min)</li> </ol> <p>Topic : Celebration</p>	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		<p>2. Conversation (In group 1-2 minutes)</p> <p>Topic : talking about festival and celebration</p> <p>3. Identifying sounds / stress / intonation</p> <p>4. Pronunciation ( Phonetics)</p> <p><b>Reading</b></p> <p>1. Skimming &amp; Scanning, , reference ,Writer’s purpose &amp; Summarizing (Narrative type)</p> <p>Topic: Festival and Celebration</p>	<p>- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.</p> <p>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</p> <p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p> <p>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</p>
9		<p><b>Grammar</b></p> <p>1. Countable / Uncountable noun</p> <p>2. Proper / Common noun</p> <p>3. Abstract / Concrete noun</p> <p>4. Collective Compound noun</p>	<p>- Students have an overview of grammar.</p>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		5. Possessive Adjective 6. Possessive Pronoun 7. Indefinite Pronoun 8. Number and Quantity 9. Adverb of time 10. Coordinating Conjunction 11. Preposition of time 12. Compound sentence  <b>Writing</b> 1. Writing (Narrative type) Topic: your last celebration	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information
10		<b>Midterm Examination</b>	
11	31 <sup>st</sup> -33 <sup>rd</sup>	<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : Shopping 2. Conversation (In group 1-2 minutes) Topic : Shopping 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes).

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
			<ul style="list-style-type: none"> <li>- Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.</li> <li>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes</li> <li>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</li> </ul>
12	34 <sup>th</sup> – 36 <sup>th</sup>	<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning, , reference ,Writer’s purpose &amp; Summarizing (Narrative type)</p> <p>Topic: Shopping, A visit to an art gallery</p> <p><b>Grammar</b></p> <p>1. Linking Verb (State Verb)</p> <p>2. Phrasal Verb</p>	<ul style="list-style-type: none"> <li>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</li> <li>- Students have an overview of grammar.</li> </ul>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
13	37 <sup>th</sup> – 39 <sup>th</sup>	3. Adjective Order 4. <b>Descriptive Adjective</b> 5. Article 6. Interjection 7. Positive / Negative degree	
14	40 <sup>th</sup> -42 <sup>nd</sup>	<b>Writing</b> 1. Writing (Narrative type) Topic: <b>Famous area in my country</b>	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information
15	43 <sup>nd</sup> -45 <sup>th</sup>	<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 1 min) Topic : Summer 2. Conversation (In group 1-2 minutes) Topic : plans for summer 3. Identifying sounds / stress / intonation 4. Pronunciation ( Phonetics)	- Specify the topic and main idea and answer questions from listening to dialogues, tales and short stories (1-2 minutes). - Pronounce vowel and consonant sounds (voiced /voiceless sounds) and final sounds (-s, -es) by observing the principles of pronunciation.

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
			<p>- Verbally describe themselves, their daily routines, experiences and the environment around them for about 1 – 2 minutes.</p> <p>- Appropriately ask for and give data and express opinions about what has been heard by using language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.</p>
16	46 <sup>th</sup> -48 <sup>th</sup>	<p><b>Reading</b></p> <p>1. Skimming &amp; Scanning, , reference ,Writer’s purpose &amp; Summarizing (Narrative type)</p> <p>Topic: Hotspot in the UK, How to stay safe at the beach</p>	<p>- Specify the topic and main idea and answer questions from reading dialogues, tales and short stories (80-100 words).</p>
17	49 <sup>th</sup> -51 <sup>st</sup>	<p><b>Grammar</b></p> <p>1. Relative Pronoun</p> <p>2. Demonstrative Adjective</p> <p>3. Adverb of frequency</p> <p>4. Future Simple ( All types of sentence)</p>	<p>- Students have an overview of grammar.</p>

Week	Period	Learning Target (Core-content)	Objective (Indicator / Learning outcome)
		5. Imperative  6. Parts of sentence (Subject / Predicate / Object)	
18	52 <sup>nd</sup> -54 <sup>th</sup>	<b>Writing</b> 1. Writing (Narrative type) Topic: <b>plans/intention for holiday</b>  <b>Oral Presentation</b>	- Write 80-100 words essays to describe themselves, their daily routines, experiences and the environment around them by using grammatical structures learnt and non-text information
19	55 <sup>th</sup> -57 <sup>th</sup>	<b>Post-test</b>  <b>Wrap-up session and assignments submission for collective scores</b>	
20	58 <sup>th</sup> -60 <sup>th</sup>	<b>Final Examination</b>	



แผนการจัดการเรียนรู้และประเมินผลการเรียนรู้ฉบับย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา ภาษาอังกฤษพื้นฐาน 3 (อ22101) Fundamental English 3 (ENG 22101)

จำนวน 1.5 หน่วยกิต เวลา 60 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 2 ภาคเรียนที่ 1 ปีการศึกษา 2560

ผู้สอน

1. Course Description (คำอธิบายรายวิชาภาษาอังกฤษพื้นฐาน อ 22101)

ฝึกและพัฒนาทักษะภาษาอังกฤษพื้นฐาน 4 ทักษะ

ฝึกและพัฒนาทักษะการฟังบทสนทนา บทความเรื่องสั้นแล้วบอกรายละเอียด ตอบคำถาม สรุปใจความสำคัญ

ฝึกและพัฒนาทักษะการพูดเกี่ยวกับชีวิตประจำวันของตนเอง และกิจกรรมในชีวิตประจำวัน เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษากับไทย

ฝึกและพัฒนาทักษะ การอ่านออกเสียง ประโยค ข้อความสั้นๆ บทสนทนา บทความเกี่ยวกับวันหยุด วันสำคัญ บุคคลสำคัญ ปัญหาสิ่งแวดล้อม บอกรายละเอียด (Detail) สรุปใจความสำคัญ (Main Idea) ฝึกและพัฒนาทักษะการเขียนประโยคและข้อความสั้นๆเกี่ยวกับชีวิตประจำวันของตนเอง ประสบการณ์และกิจกรรมต่างๆในชีวิตประจำวัน

ฝึกฝนและพัฒนาทักษะโครงสร้างของประโยค Simple Sentence/Adverb of frequency / Present Continuous/Compound Sentence: Connectors and sequences(and/but/so)/ Complex sentence (Conditional type I / Type II ) / Past Simple –used to / Future Tense / Past Continuous Tense/ Question Tag

เพื่อให้ผู้เรียนเห็นคุณค่าของการเรียนภาษาและนำความรู้ไปใช้ประโยชน์อย่างมีคุณธรรม จริยธรรมและค่านิยมที่เหมาะสม



### 1. Course Description Fundamental English 3 (ENG22101)

Practice and improve four Basic English skills:

Improve students' learning skills, short texts then tell about short details then answer the questions and find the main idea.

Improve students' speaking skills through conversation about daily routine and comparing the cultural similarities and differences between Thais and native speakers.

Improve students' pronunciation of various kinds of sentences, short messages, holidays, important days, famous people, environment problems and can tell the detail, the main idea. Practice and improve structural sentences and short messages about daily life, activities and experience.

Practice and improve structural sentences : Simple Sentence/Adverb of frequency / Present Continuous/Compound Sentence : Connectors and sequences (and/but/so) / Complex sentence (Conditional type I / Type II ) / Past Simple –used to / Future Tense / Past Continuous Tense/ Question Tag

Encourage learners to appreciate language learning and apply them with virtue, ethics and value appropriately.

## 2. ตัวชี้วัด (Indicators)

1. นักเรียนสามารถฟังบทสนทนา , บทฟังสั้นๆ ประมาณ 2-3 นาที และบอกใจความสำคัญของการฟังและตอบคำถามได้(ต.1.1 /4)  
Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea and answer questions(FL1.1 Gr. 8/4)
2. นักเรียนสามารถพูดสนทนาโต้ตอบแลกเปลี่ยนข้อมูลเกี่ยวกับตนเองและในสถานการณ์ต่างๆโดยใช้ภาษาท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับวัยและระดับการเรียนรู้(ต.1.1/1),(ต.1.1/4)  
Students are able to speak to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.(FL1.1 Gr. 8/1), (FL1.1 Gr. 8/4)
3. นักเรียนสามารถอ่านออกเสียงคำ (voiced /voiceless sounds, vowels/consonants/ final sound –s, es,) pronunciation /s/, /z/, /iz/ pronunciation /t/ , /d/,/id/ Intonation in question/Homophoneได้ถูกต้องตามหลักการออกเสียงโดยใช้สื่อที่หลากหลาย (ต.2.1/1),(ต.2.2 /1)  
Students are able to pronounce the words(voiced /voiceless sounds, vowels/ consonants/ final sound –s, es) pronunciation /s/,/z/,/iz/ Intonation in question Homophone correctly rules with various data from the media. (FL2.1 Gr. 8/1), (FL2.2 Gr. 8/1)
4. นักเรียนสามารถอ่านเพื่อความเข้าใจในระดับหาหัวเรื่อง (topic) รายละเอียด (detail)และใจความสำคัญ (main idea) จากบทอ่านสั้นๆ ประมาณ 80-100 คำ หรือสื่อที่ไม่ใช่ความเรียง( non-text information)  
Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
5. นักเรียนสามารถนักเรียนสามารถใช้โครงสร้างประโยคภาษาอังกฤษและนำไปใช้ในการฝึกทักษะฟัง พูด อ่าน เขียน เพื่อการเรียนรู้การใช้ภาษาอังกฤษในชีวิตประจำวันและนักเรียนสามารถเขียนข้อความ ความเรียงสั้นๆ ประมาณ 150 คำ ในรูปแบบประโยคความเดียว (Simple sentence) : Present Simple Tense Adverb of frequency / Present Continuous, ประโยคความรวม (Compound sentence) : Connectors and sequences (and/but/so) และประโยคความซ้อน Complex sentence (Conditional type I /Type II ) /Past Simple – used to/Future Tense/Past Continuous Tense/ Question Tag  
Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life and students are able to write short essay (150 words) in form of 1.Simple sentence) : Present Simple Tense /Adverb of frequency / Present Continuous 2.Compound sentence : Connectors and sequences (and/but/so) and Complex sentence (Conditional type I / Type II ) / Past Simple –used to / Future Tense / Past Continuous Tense/ Question Tag

## Learning Target: Grammar Lower&amp; Upper Secondary Level

Grammar	M2
	Semester 1
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	M
1.1.2 Proper/ Common	M
1.1.3 Abstract/ Concrete	M
1.1.4 Collective Compound	M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	M
1.2.2 Object Pronoun	
- Basic	M
1.2.3 Possessive Pronoun	M
1.2.4 Possessive Adjective	M
1.2.5 Reflexive Pronoun	M
1.2.6 Demonstrative	M
1.2.7 Interrogative	M
1.2.8 Indefinite	F
1.3 Verb	
1.3.1 Action Verb	M
1.3.2 Helping Verb (Auxiliary)	M
1.3.3 Modal Verb	M
1.3.4 Linking Verb (Stative Verb)	I
1.3.5 Finite/ Non-finite Verb	I
1.3.6 Phrasal Verb	F/M
1.3.7 Transitive Verb and Intransitive Verb	F
1.4 Adjective	
1.4.1 Adjective Order	M
1.4.2 Descriptive Adjective	M
1.4.3 Demonstrative Adjective	F
1.4.4 Interrogative Adjective	F
1.4.5 Indefinite Adjective	M
1.4.6 Article	F/M
1.4.7 Number and Quantity	F/M

Grammar	M2
	Semester 1
1.5 Adverb	
1.5.1 Adverb Modifying Verb	
1.5.1.1 Adverb of frequency	F/M
1.5.1.2 Adverb of manner	I
1.5.1.3 Adverb of time	M
1.5.1.4 Adverb of place	F/M
1.6 Conjunction	
1.6.1 Coordinating	I/F
1.7 Preposition	
1.7.1 Preposition of time	F/M
1.7.2 Preposition of place	F/M
1.7.3 Prepositional Phrase	I
1.8 Interjection	F
2) Verb Tense	
2.1 Present Simple	M
2.2 Present Continuous	M
2.3 Present Perfect	I
2.4 Past Simple	F/M
2.5 Past Continuous	I
2.6 Future Simple	F/M
3) Types of sentence	
3.1 Imperative	M
3.2 Statement/Declarative	M
3.3 Negative	M
3.4 Interrogative	M
4) Sentence Types	
4.1 Simple Sentence	M
4.2 Compound Sentence	M
5) Parts of a Sentence	
5.1 Subject	F/M
5.2 Predicate(Predicate Nominative, Predicate Adjective)	F/M
5.3 Direct Object & Indirect Object	F

Grammar	M2
	Semester 1
6) Comparison	
6.1 Positive/ Negative Degree (as.....as)	M
7) Determiner	
7.1 A/An/The	M
7.2 This/That/These/Those	M
7.3 Some/ any	M
7.4 Many/ much	M
7.5 A lot of/ lots of	F
7.6 Few/ a few	I
7.7 Little/ a little	I

## Learning Target: Listening

## Lower Secondary Level

Learning Target: Listening Lower Secondary Level		M.2
		1
1. Listening for gist(main idea)		
- Short conversation with 1-2 minutes Topic: festival/littering		M
-Short information within 2-3 minutes -Topic: E-waste/The advantages/Disadvantages of using Mobile phones/playing computer game		
2. Listening for detail		
-Short conversation within 2-3 minutes Topic: appearance/character/superheroes		F
-Conversation ,or talk lecture for about 2-3 minutes talk Topic: famous places/Holiday/sport/movie/TV		
Learning Target: Speaking Lower Secondary Level		
M2-- พูดสรุปข้อมูลรายบุคคล - appearance/ character / superheroes/ famous people/recycle **Pair-work : Agreement : so/ neither		F
**Mini-project : Group work : festival/ littering		M
Learning Targets: Reading Lower Secondary Level		
1. Reading for main idea , topic, detail (150-200 words) Teenage life, festival, superheroes, famous people, Global warming-Global changes (reading for information)		F
Learning Targets: Writing Lower Secondary Level		
1. <b>M2-</b> Narrative writing (about 120 words) ** effects of Global warming ** Mini project : festival		F
2. Compare Contrast writing (about 120 - 150 words) **advantage and disadvantage **A for – and – against article :The disadvantages of playing mobile phone and playing computer, **Mini project : Places in hometown		F

4. แผนการสอนรายสัปดาห์รายวิชาภาษาอังกฤษพื้นฐาน 3 ภาคเรียนที่ 1/2560  
(Teaching Schedule)

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
1	1	Syllabus Orientation - Introducing the course syllabus - Approaches and ways to learn - Books and materials - Pretest	Students understand the scope of the course syllabus, assessment, develop their own learning objectives and expectations for class activities.
1	2	<b>Revision I</b> <b>Noun</b> - Countable/ Uncountable noun - Proper noun/ Common noun - Abstract noun/ Concrete noun - Collective noun/ Compound noun <b>Pronoun</b> - Subject Pronoun - Object Pronoun - Possessive Pronoun - Reflexive Pronoun - Demonstrative Pronoun - Interrogative Pronoun - Indefinite Pronoun	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
1	3	<b>Revision II</b> <b>Verb</b> - Action verb - Helping Verb - Modal verb - Phrasal verb - Transitive verb - Intransitive verb	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
2	4	<b>Theme I : Enjoy your life</b> <b>Listening I</b> Listening for detail of ort information - appearance and character - chores	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea and answer questions

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
2-3	5-7	<b>Grammar I</b> 1. Present simple : (Affirmative, Negative, Question) 2. Adverbs of frequency : never, sometimes, often, usually, always 3. Imperative sentence 4. Simple sentence 5. Verb - Linking verb (Stative verb) - Finite verb/ Non-Finite verb 6. Adverb of manner 7. Adverb of time 8. Adverb of place	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
3	8	<b>Reading I</b> Reading for detail : Teenage Life in Britain <b>Reading II</b> Reading for detail : Fun days	Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
3	9	<b>Listening II</b> Making an appointment (Telephone with friend : Invitation ) <b>Speaking I</b> Making telephone call with friend. Pronunciation : /s/, /z/, /iz/	Students are able to speak to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.  Students are able to pronounce the words final sound –s, es) pronunciation /s/, /z/, /iz/



Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
4	10	<b>Writing I :</b> Descriptive writing Appearance/ Character of favorite film	Student are able to write short essay (150 words) in form of Simple sentence) : Present Simple Tense /Adverb of frequency
4	11-12	<b>Theme II : Celebration time</b> <b>Reading III</b> Reading for detail : Postcard : Special days <b>Reading IV</b> Reading for detail : Celebration : - Carnival / Loy Krathong <b>Reading V</b> - Trang festival	Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
5	13-14	<b>Grammar II</b> 1.Present Continuous : (Affirmative, Negative, Question 2.Present Simple & Present Continuous Tense 3.Consequence connectors (and/but/so)	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
5	15	<b>Listening III</b> Listening for detail: - full moon festival	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea and answer questions
6	16-18	<b>Writing I :</b> Mini-Project : Trang Festival (writing & poster)	Student are able to write short essay (150 words) in form of 1.Simple sentence) : Present Simple Tense /Adverb of frequency / Present Continuous

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
7	19-20	<b>Presentation :</b> - Trang festival with poster (Group work) - Pronunciation	- Students are able to speak to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level. -Students are able to pronounce the words(voiced /voiceless sounds, vowels/ consonants/ final sound –s, es) pronunciation /s/, /z/, /iz/ Intonation in question/ Homophone correctly rules with various data from the media.
7	21	<b>Theme III : Inspirational heroes</b> <b>Reading VI</b> Reading for detail :Superheroes <b>Reading VII</b> Reading for detail : Superman	Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
8	22-23	<b>Grammar III</b> 1.Past Simple : (Affirmative, Negative, Question) / Used to 2.Linking words: so, because, too, also	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
8	24	<b>Revision III</b> - Preposition of time - Preposition of place <b>Grammar IV</b> - Prepositional Phrase	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
9	25	<b>Listening IV</b> - listening for detail of short information within 2-3 minutes (superheroes) -listening for main idea (festival)	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea and answer questions
9	26-27	<b>Writing I</b> Short biography for an international magazine	Student are able to write short essay (150 words) in form of 1.Simple sentence) : Past Simple –used to /
10	28-30	<b>Midterm Examination</b>	
11	31-34	<b>Theme IV : Unexplained Mysteries</b> <b>Reading VIII</b> Reading for detail : Dreams <b>Reading IX</b> Reading for detail:The flyingDutchman <b>Reading X</b> Reading for gist (Go to the kitchen) Time expression : first, next, then , after that, finally	Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
12	35-36	<b>Listening V : Superstitions</b> <b>Speaking III :</b> Comparing The difference superstitions Narrating Past experience (Nightmare) Making suggestion Pronunciation /t/,/d/, /id/ Homophone	- Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea and answer questions - Students are able to speak to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
13	37-38	<b>Revision IV</b> <b>Determiner</b> - A/an/the - This/that/these/those - Some/any - Much/many - A lot of/lots of	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
13-14	39-42	<b>Grammar IV</b> 1.Past Continuous(Affirmative, Negative, Question 2. Past Simple & Past Continuous Tense/Time expressions to show sequence of events: first, then, After that, finally 3. Compound Sentence 4. Interjection	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
15	43-45	<b>Revision V</b> <b>Adjective</b> - Adjective order - Descriptive Adjective - Demonstrative Adjective - Interrogative Adjective - Indefinite Adjective	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life.
16-17	46-49	<b>Reading XI</b> Reading for detail : How can global warming affect the animals? <b>Reading XII</b> Reading for detail : Super volcanoes <b>Reading XIII</b> Reading for topic : Can we help? <b>Reading XIV :</b> Why we should recycle at home?	Students are able to read, choose the topic, main idea and main idea from short text with 200-250 words or non-text information
17-19	50-55	<b>Grammar V</b> 1. will/ won't 2. Conditional Type I / Type II 3. Question Tag	Student are able to write short essay (150 words) in form of Complex sentence (Conditional type I /Type II ) / Question Tag

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
19	56	<b>Speaking IV :</b> Making suggestions Making prediction Pronunciation : /'lʌ/ Intonation : falling tone / rising tone	Students are able to speak to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.
19	55-57	Wrap-up session and assignments submission for collective scores	
20	58-60	<b>Final Examination</b>	

### 5. แผนการประเมินผลการเรียนรู้ ภาคเรียนที่ 1/2560

1. Midterm ( Integrated : Reading – Speaking – Writing – Usage)	=20 %
2. Final Examination ( Integrated : Reading – Speaking – Writing – Usage)	=20%
3. Assignments (Homework, Presentation)	=20%
4. Speaking Tests	=10%
5. Reading Quiz	=10%
6. Writing Tests	=10%
7. Listening Tests	=10%
Total	=100%

#### Assessment Criteria :

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100-80	→	Grade 4	64-60	→	Grade 2
79-75	→	Grade 3.5	59-55	→	Grade 1.5
74-70	→	Grade 3	54-50	→	Grade 1
69-65		Grade 2.5	49-0		Grade 0

## 5. Assessments (การประเมินผลการเรียนรู้)

1. Midterm (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
2. Final Examination (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
3. Assignments (Homework, Presentation)	= 20%
4. Speaking Tests	= 10%
5. Reading Quizzes	= 10%
6. Writing (Grammar)	= 10%
7. Listening Tests	= 10%
<b>Total</b>	<b>100%</b>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows;

100 - 80 → grade 4	64 – 60 → grade 2
79 - 75 → grade 3.5	59 – 55 → grade 1.5
74 - 70 → grade 3	54 – 50 → grade 1
69 - 65 → grade 2.5	49 – 0 → grade 0



แผนการจัดการเรียนรู้และประเมินผลการเรียนรู้บ้อย  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา ภาษาอังกฤษพื้นฐาน 4 (อ22102) Fundamental English 4 (ENG 22102)

จำนวน 1.5 หน่วยกิต เวลา 60 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 2 ภาคเรียนที่ 2 ปีการศึกษา 2559

ผู้สอน

คำอธิบายรายวิชา  
ภาษาอังกฤษพื้นฐาน 4 (อ22102)

ฝึกและพัฒนาทักษะภาษาอังกฤษพื้นฐาน 4 ทักษะ

ฝึกและพัฒนาทักษะการฟังข้อความ บทสนทนาสั้นๆ ข่าวสาร บทอ่าน บทความ ประมาณ 2-3 นาที แล้วตอบคำถาม จับใจความสำคัญ(Main idea) ระบุรายละเอียด (Detail) และแสดงความคิดเห็นโดยการพูดและเขียน

ฝึกและพัฒนาทักษะการพูดสนทนาโต้ตอบเกี่ยวกับกิจกรรมและประสบการณ์ ถามและบอกทิศทาง สถานที่ท่องเที่ยว กิจกรรมวันหยุด การซื้อสินค้า การเปลี่ยนคืนสินค้า การขออนุญาต การตอบรับ ปฏิเสธ พูดบรรยายอาคาร พูดเปรียบเทียบวิธีการเดินทางและข้อมูลเกี่ยวกับจังหวัดภูมิลำเนาของตนเอง และของผู้อื่นพูดแสดงความคิดเห็นเกี่ยวกับสื่อเทคโนโลยี ความชอบเกี่ยวกับรายการทีวี แสดงความคิดเห็นคล้ายตามในกรณีเห็นด้วยและไม่เห็นด้วย แสดงบทบาทสมมุติเกี่ยวกับการแสดงความห่วงใยในสุขภาพของเพื่อน การจัดตารางนัดหมายกับเพื่อน นำเสนอข้อมูลจากการค้นคว้า (Group Work Project work presentation)

ฝึกและพัฒนาทักษะการอ่านเพื่อจับใจความสำคัญ(Main idea) ทารายละเอียด(Detail) จากบทสนทนา บทอ่าน บทความ ความยาวประมาณ 120 – 230 คำ สื่อที่ไม่ใช่ความเรียง(non-text information) เช่น ข้อมูลกราฟวงกลม (Pie chart)ป้ายประกาศเตือน (Warning signs)

ฝึกและพัฒนาทักษะการเขียนข้อความสั้นๆเกี่ยวกับกฎระเบียบของโรงเรียน บรรยายลักษณะของอาคารสถานที่สำคัญ (Landmark) เปรียบเทียบวิธีการเดินทาง เขียนข้อมูลจังหวัดภูมิลำเนาของตนเอง และเปรียบเทียบกับผู้อื่น เขียนบทความแสดงความคิดเห็น Pros and Consเกี่ยวกับสื่อเทคโนโลยีความชอบเกี่ยวกับรายการทีวี เหตุการณ์ที่อยู่ในความสนใจของสังคมเป็นความเรียงสั้นๆ จำนวน 100-120 คำ โดยใช้ประโยคความเดียว ความรวมและความซ้อน

ฝึกฝนและพัฒนาทักษะโครงสร้างของประโยค Present Perfect Tense / Agreement /Simple sentence ( Quantity / modal verb ) Complex sentence (Comparison form / Relative clause / adjective clause/ active voice/ passive voice)

เพื่อให้นักเรียนมีความรู้ทักษะการใช้สารสนเทศและเทคโนโลยีสารสนเทศได้อย่างมีประสิทธิภาพในระดับเดียวกันกับนักเรียนของโรงเรียนวิทยาศาสตร์ชั้นนำของนานาชาติ



## Course Description

### Fundamental English 4 (ENG22102)

#### Practice and improve four Basic English skills:

Improve students' skills from listening to short texts, short passages, dialogues, news, and articles (2-3 minutes in length) then answer the questions, find the main ideas, tell about supporting details and give opinions.

Improve students' speaking skill through conversations about activities and experiences, buying and exchanging the products, asking permission, describing the places and comparing the data concerned to their hometown and the others, giving the opinions ( pros and cons )about technology devices, T.V. programs, making arrangement and presenting group work role- play and project work.

Improve students' reading skill for finding main idea and supporting detail from texts, short passages, dialogues and non-text information (120-150 words)

Improve students' writing skill, using simple sentence, compound sentence and complex sentence in writing such as short passage about school's rules and regulations, describing important landmark, comparing and giving data about their hometown to the others, giving pros and cons about using technology devices, T.V. programs, and interesting social events in 100-120 words in length.

Practice and improve structural sentences : Present Perfect Tense / Agreement /Simple sentence ( Quantity / modal verb ) Complex sentence (Comparison form / Relative clause / adjective clause/ active voice/ passive voice)

Improve students' efficiently information technology.

## 2. ตัวชี้วัด (Indicators)

1. นักเรียนสามารถฟังบทสนทนา , บทฟังสั้นๆ ประมาณ 2-3 นาที และบอกใจความสำคัญ บอกรายละเอียดของการฟังและตอบคำถามได้ (ต.1.1 /4)  
Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions (FL1.1 Gr. 8/4)
2. นักเรียนสามารถพูดสนทนาโต้ตอบแลกเปลี่ยนข้อมูลเกี่ยวกับตนเองและในสถานการณ์ต่างๆโดยใช้ภาษาท่าทางและวัฒนธรรมได้อย่างเหมาะสมกับวัยและระดับการเรียนรู้(ต.1.1 /1), (ต.1.1 /4),  
Students can practice speaking to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.(FL1.1 Gr. 8/1), (FL1.1 Gr. 8/4)
3. นักเรียนสามารถอ่านออกเสียงคำ (voiced/voiceless sounds, vowels/ consonants/ final sound –s, es)Intonation : exclamation/linking soundได้ถูกต้องตามหลักการออกเสียงโดยใช้สื่อที่หลากหลาย(ต.2.1/1),(ต.2.2 /1)  
Students can practice pronunciation of words (voiced/voiceless sounds, vowels/ consonants/ final sound –s, es)Intonation : exclamation/linking sound appropriate to pronunciation rules with various data from the media.(FL2.1 Gr. 8/1), (FL2.2 Gr. 8/1)
4. นักเรียนสามารถอ่านเพื่อความเข้าใจในระดับหัวข้อเรื่อง (topic) รายละเอียด (detail)และใจความสำคัญ (main idea) จากบทอ่านสั้นๆ ประมาณ 200-250คำ หรือสื่อที่ไม่ใช่ความเรียง (non-text information)  
Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information(FL2.1Gr. 8/1), (FL2.2Gr. 8/1)
5. นักเรียนสามารถนักเรียนสามารถใช้โครงสร้างประโยคภาษาอังกฤษและนำไปใช้ในการฝึกทักษะฟัง พูด อ่าน เขียน เพื่อการเรียนรู้การใช้ภาษาอังกฤษในชีวิตประจำวันและนักเรียนสามารถเขียนข้อความความเรียงสั้นๆ (Descriptive Writing) ประมาณ 150 คำ ในรูปแบบประโยคความเดียว (Simple sentence) : ประโยค Present Perfect Tense / Agreement / Simple sentence ( Quantity / modal verb ) Complex sentence (Comparison form / Relative clause / adjective clause/ active voice/ passive voice) / A for – and – against article  
Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life and student can practice writing skills , short essay (150 words) in form of 1.Simple sentence):  
(Simple sentence) : ประโยค Present Perfect Tense / Agreement/ Simple sentence  
(Quantity / modal verb ) Complex sentence (Comparison form / Relative clause / adjective clause/ active voice/ passive voice) / A for – and – against article

**Learning Target: Grammar Semester II**  
**Lower& Upper Secondary Level**

Grammar	M2
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	M
1.1.2 Proper/ Common	M
1.1.3 Abstract/ Concrete	M
1.1.4 Collective Compound	M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	M
1.2.2 Object Pronoun	
- Basic	M
1.2.3 Possessive Pronoun	M
1.2.4 Possessive Adjective	M
1.2.5 Reflexive Pronoun	M
1.2.6 Demonstrative	M
1.2.7 Interrogative	M
1.2.8 Relative	I
1.2.9 Indefinite	F/M
1.3 Verb	
1.3.1 Action Verb	M
1.3.2 Helping Verb (Auxiliary)	M
1.3.3 Modal Verb	M
1.3.4 Linking Verb (Stative Verb)	F
1.3.5 Finite/ Non-finite Verb	F
1.3.6 Phrasal Verb	F/M
1.3.7 Transitive Verb and Intransitive Verb	F
<b>Grammar</b>	<b>M2</b>
1.4 Adjective	
1.4.1 Adjective Order	M

Grammar	M2
1.4.2 Descriptive Adjective	M
1.4.3 Demonstrative Adjective	F/M
1.4.4 Interrogative Adjective	M
1.4.5 Indefinite Adjective	M
1.4.6 Article	F/M
1.4.7 Number and Quantity	F/M
1.5 Adverb	
1.5.1 Adverb Modifying Verb	
1.5.1.1 Adverb of frequency	M
1.5.1.2 Adverb of manner	F
1.5.1.3 Adverb of time	M
1.5.1.4 Adverb of place	F/M
1.6 Conjunction	
1.6.1 Coordinating	F/M
1.7 Preposition	
1.7.1 Preposition of time	M
1.7.2 Preposition of place	M
1.7.3 Prepositional Phrase	F
1.8 Interjection	F
2) Verb Tense	
2.1 Present Simple	M
2.2 Present Continuous	M
2.3 Present Perfect	F
2.4 Past Simple	M
2.5 Past Continuous	F
2.6 Future Simple	M
3) Types of sentence	
3.1 Imperative	M
3.2 Statement/Declarative	M
3.3 Negative	M
3.4 Interrogative	M

Grammar	M2
4) Passive Voice	
4.1 Present Simple	I
4.2 Past Simple	I
5) Sentence Types	
5.1 Simple Sentence	M
5.2 Compound Sentence	M
5.3 Complex Sentence	I
6) Parts of a Sentence	
6.1 Subject	F/M
6.2 Predicate(Predicate Nominative, Predicate Adjective)	F/M
6.3 Direct Object & Indirect Object	F
7) Question Tags	
7.1 Present Simple	I
7.2 Past Simple	I
8) Clauses	
8.1 Dependence / Independence Clauses	I
8.2 Noun Clause	I
8.3 Adjective Clause/Relative Clause	I
8.4 Adverb Clause	I
9) Comparison	
9.1 Positive/ Negative Degree (as.....as)	M
9.2 Comparative Degree	I
9.3 Superlative Degree	I
10) Determiner	
10.1 a/an/the	M
10.2 this/that/these/those	M
10.3 some/any	M
10.4 many /much	M
10.5 a lot of / lots of	M
10.6 few / a few	F
10.7 little/ a little	F

Grammar	M2
11) Direct/Indirect Speech	
11.1 Present Simple	I
11.2 Past Simple	I
12) Conditionals	
12.1 Conditional Type I	I
12.2 Conditional Type II	I
12.3 Conditional Type III	I

## Learning Target

Learning Target: Listening Lower Secondary Level	M.2
1. Listening for gist(main idea)	
-Short information within 2-3 minutes -Topic: E-waste/The advantages/Disadvantages of using Mobile phones/playing computer game	M
2. Listening for detail	
-Conversation ,or talk lecture for about 2-3 minutes talk Topic: famous places/Holiday/sport/movie/TV	F
Learning Target: Speaking Lower Secondary Level	
M2-พูดสรุปข้อมูลรายบุคคล -Description( describe past activities, places, holiday)	F
-Mini-project : Group work Comparison of places in hometown Fact file of hometown	M
Learning Targets: Reading Lower Secondary Level	
1. Reading for main idea , topic, detail (150-200 words) (places, holiday,sport, computer use, TV program) reading for information)	F
Learning Targets: Writing Lower Secondary Level	
1. <b>M2-</b> Narrative writing (about 120 words) The effects of E-Waste around our environment	M
2. Compare Contrast writing (about 120 - 150 words) **advantage and disadvantage **A for – and – against article :The disadvantages of playing mobile phone and playing computer, **Mini project : Places in hometown	M

4. แผนการสอนรายสัปดาห์ รายวิชาภาษาอังกฤษพื้นฐาน 4 ภาคเรียนที่ 2/2550  
(Teaching schedule)

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
1	1	Syllabus Orientation - Introducing the course syllabus - Approaches and ways to learn - Books and materials	Students understand the scope of the course syllabus, assessment, develop their own learning objectives and expectations for class activities.
1	2	<b>Revision I</b> - Countable/ Uncountable - Proper/Common Noun - Abstract noun/Concrete noun - Collective Compound	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
1	3	<b>Theme I : Getting around your town</b> <b>Reading I</b> Reading for main idea : Postcard : Famous places <b>Reading II</b> Reading for detail :The INUIT	Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information
2	4	<b>Revision II</b> - Adjective order - Descriptive adjective - Demonstrative adjective - Interrogative adjective - Indefinite	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
2-3	5-7	<b>Grammar I</b> 1.adjective 2.order of adjective 2.as...as/ too-enough 3.comparative/ Superlative	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life



Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
3	8	<b>Listening I</b> Listening for gist- places <b>Listening II</b> Listening for gist - holidays	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions
3	9	<b>Revision III</b> - Preposition of time - Preposition of place - Prepositional phrase	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
4	10	<b>Speaking I</b> Describing places <b>Speaking II</b> Describing holidays Pronunciation :Exclamation	Students can practice speaking to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.
4	11	<b>Writing I :</b> Postcard : Your holiday	student can practice writing skills , short essay (150 words) in form of 1.Simple sentence): (Simple sentence) :
4	12	<b>Theme I : Healthy Life</b> <b>Reading III</b> Reading for detail : E-mail <b>Reading IV</b> Reading for main idea : Healthy Eating	Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
5	13	<b>Revision IV</b> Verb Tense - Present Simple - Present Continuous - Past Continuous	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
5	14-15	<b>Grammar II</b> 1.Present Perfect 2.Past Simple & Present Perfect <b>Grammar III</b> 3.Agreement : So/neither	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
6	16	<b>Listening III</b> Listening for main idea: Injuries <b>Listening IV</b> Listening for topic The accidental hero . Listening for detail (GRAIG'S TRAVEL BLOG)	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions
6	17-18	<b>Revision V</b> Types of sentences 1. Imperative 2. Statement/ Declarative 3. Negative 4. Interrogative 5. Question Tag 6. Present Simple 7. Past Simple	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
7	19	<b>Speaking III</b> Giving advice : Illness Pronunciation : Expressing concern	Students can practice speaking to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
7	20	<b>Revision VI</b> Parts of sentence - Predicate (Predicate, Nominative) - Predicate adjective - Direct Object / Indirect Object	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
7	21	<b>Theme III : Food &amp; Fashion</b> <b>Reading V</b> Reading for main idea : Construction <b>Reading VI</b> Reading for detail : Fashion goods enough to eat <b>Reading VII</b> Famous market in London	Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information
8	22-23	<b>Grammar IV</b> Determiner a/an-some-any-every/a lot of - Countable nouns - Uncountable nouns - there is/there are - (how) much, (how) many, a few, a little	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
8	24	<b>Listening V</b> Listening for main idea : Construction <b>Listening VI</b> Listening for main idea :Fashion Goods <b>Listening VII</b> Listening for main idea :Enough to eat	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions
9	25	<b>Revision VII</b> Adverb of frequency Adverb of manner Adverb of time Adverb of place	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
9	26	<b>Writing II :</b> Describing clothes <b>Writing III :</b> An email describing neighborhood	student can practice writing skills , short essay (150 words) in form of 1.Simple sentence): (Simple sentence)
9	27	<b>Speaking III</b> Ways to attract local people's attention to the problem of hunger <b>Speaking IV</b> Exchanging clothes Pronunciation : /□/,/□/	Students can practice speaking to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.
10	28-30	<b>Midterm Examination</b>	
11	31-32	<b>Theme IV : Modern Life</b> <b>Reading VIII</b> Reading for main idea : Addicts <b>Reading IX</b> Reading for detail : Wee Man <b>Reading X :</b> Reading for opinion Article <b>Reading XI :</b> Reading for information : Signs	Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information
11	33	<b>Revision VIII</b> Verb - Action Verb - Helping verb - Linking verb - Finite / Non Finite Verb - Phrasal verb - Transitive Verb/ Intransitive verb	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
12	34	<b>Grammar V</b> Modal verb (can, could, must, have to don't have to, should, shouldn't	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
12-13	35-37	<b>Grammar VI</b> - Complex sentence - Clauses -Dependence / Independence clause -Noun Clause -Adjective Clause - Relative Clause	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
13	38	<b>Listening VIII</b> Listening for ideas : Against & Favorite	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions
13-14	39-40	<b>Writing IV :</b> School rules <b>Writing V :</b> A-for-and-against article: playing computer <b>Writing VI :</b> TV series	student can practice writing skills , short essay (150 words) in form of 1.Simple sentence): (Simple sentence) : Simple sentence / Complex sentence / A for – and – against article
14-15	41-43	<b>Grammar VII</b> Conditional Sentence - Type o - Type I - Type II	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
15-16	44-46	Making Poster The effects of E-Waste around our environment	student can practice writing skills , short essay (150 words) in form of 1.Simple sentence): (Simple sentence) : Simple sentence / Complex sentence / A for – and – against article

Week	Period	Learning Target (Core-content)	Objective (Indicator/Learning outcome)
16	47-48	<b>Speaking V</b> : Presentation : The effects of E-Waste around our environment Pronunciation : Linking sound	Students can practice speaking to exchange data about themselves, various matters around them and various situations by using gestures and culture appropriate to their ages and learning level.
17	49	<b>Theme V : Entertainment</b> <b>Listening IX</b> Listening for main idea : Types of music <b>Listening X</b> Listening for main idea : TV magic	Students are able to listen to dialogues, short information for about 2-3- minutes and tell the main idea , the detail and answer questions
17	50	<b>Reading XII</b> Reading for main ideal : Film & songs	Students can practice reading skills Choose the topic, main idea and main idea from short text with 200-250 words or non-text information
17-18	51-54	<b>Grammar VIII</b> The passive <b>Grammar IX</b> Will/going to/ Present Continuous Tense(future use)	Student are able to use structural sentences, apply in practicing language skills : listening, speaking, reading and writing in order to learn how to use English in daily life
19	55-57	Wrap-up session and assignments submission for collective scores	
20	58-60	<b>Final Examination</b>	

### 5. แผนการประเมินผลการเรียนรู้ ภาคเรียนที่ 2/2559

1. Midterm ( Integrated : Reading – Speaking – Writing – Usage)	=20 %
2. Final Examination ( Integrated : Reading – Speaking – Writing – Usage)	=20%
3. Assignments (Homework, Presentation)	=20%
4. Speaking Tests	=10%
5. Reading Quiz	=10%
6. Writing Tests	=10%
7. Listening Tests	=10%
Total	=100%

#### Assessment Criteria :

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100-80	→	Grade 4	64-60	→	Grade 2
79-75	→	Grade 3.5	59-55	→	Grade 1.5
74-70	→	Grade 3	54-50	→	Grade 1
69-65	→	Grade 2.5	49-0	→	Grade 0



แผนการจัดการเรียนรู้วิชาภาษาอังกฤษฉบับย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา ภาษาอังกฤษพื้นฐาน 5 (อ23101) Fundamental English 5 (ENG 23101)

จำนวน 1.5 หน่วยกิต

เวลา 60 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 3

ภาคเรียนที่ 1 ปีการศึกษา 2560

ผู้สอน

### 1. Course description ( คำอธิบายรายวิชา)

ผู้เรียนได้ศึกษาโครงสร้างไวยากรณ์ของประโยคได้อย่างถูกต้องตามหลักไวยากรณ์

ผู้เรียนได้ฝึกทักษะการฟังเกี่ยวกับบทสนทนา บทความ เรื่องราวสั้น ๆ (Listening for gist) เกี่ยวกับข่าว สถานการณ์ เหตุการณ์ต่าง ๆ (listening for specific information) บทความทางวิชาการ (listening for detailed understanding) ประมาณ 3 นาที

ผู้เรียนได้ฝึกทักษะการสนทนาเกี่ยวกับเรื่องราว เหตุการณ์ในชีวิตประจำวัน พุดแสดงความคิดเห็นในเรื่องที่สนใจ และนำเสนอผลงานในเรื่องที่ศึกษาค้นคว้า ประสบการณ์ ของผู้เรียนได้อย่างสร้างสรรค์

ผู้เรียนได้ฝึกพัฒนาทักษะการอ่านเพื่อจับใจความสำคัญเปรียบเทียบและหารายละเอียดของเรื่องที่ย่านเกี่ยวกับข่าว สถานการณ์ บทความต่าง ๆ จากสื่อสิ่งพิมพ์ที่เป็นความเรียงและไม่เป็นความเรียง

ผู้เรียนได้ฝึกทักษะการเขียนเล่าเรื่องและเปรียบเทียบเรื่องราวประสบการณ์ส่วนตัว ความเรียงสั้น ประมาณ 120 - 150 คำ ในรูปแบบประโยคความเดียว ความรวมและความซ้อน อย่างสร้างสรรค์

Study in complicated grammatical structure with types of tense.

Practice listening for gist about conversations, articles and short stories, listening for specific information about news, situations and events as well as listening for detailed understanding about 3 minute-long academic article.

Practice conversational skill about daily life. Express opinion on interests and do presentation of students' case study and experience creatively.

Practice reading for gist, comparison and detailed information about news, situations and articles from text and non-text.

Practice writing 120-150 words essays ( Descriptive writing ,Compare-Contrast Writing ) by using grammatical structures learnt



## 2. Indicators (ตัวชี้วัด)

มฐ ต1.1 ม. 3/1 F1.1 M.3/1	ปฏิบัติตามคำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายที่ฟังและอ่าน Act in compliance with requests, instructions, clarifications and explanations heard and read.
มฐ ต1.1 ม. 3/2 F1.1 M.3/2	อ่านออกเสียงข้อความ ข่าว โฆษณา และบทร้อยกรองสั้นๆ ถูกต้องตามหลักการอ่าน Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.
มฐ ต1.1 ม. 3/4 F1.1 M.3/4	เลือก/ระบุหัวข้อเรื่อง ใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ Choose/specify the topic, main idea and supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.
มฐ ต1.2 ม. 3/2 F1.2 M.3/2	ใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง และคำอธิบายอย่างเหมาะสม Use requests appropriately and give instructions, clarifications and explanations.
มฐ ต1.2 ม. 3/3 F1.2 M.3/3	พูดและเขียนแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่างๆ อย่างเหมาะสม Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.
มฐ ต1.2 ม. 3/4 F1.2 M.3/4	พูดและเขียนเพื่อขอและให้ข้อมูล อธิบาย เปรียบเทียบ และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่านอย่างเหมาะสม Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.
มฐ ต1.3 ม. 3/1 F1.3 M.3/1	พูดและเขียนบรรยายเกี่ยวกับตนเองประสบการณ์ ข่าว/เหตุการณ์/เรื่อง/ประเด็นต่างๆ ที่อยู่ในความสนใจ ของสังคม Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

มฐ ต1.3 ม. 3/2	พูดและเขียนสรุปใจความสำคัญ/แก่นสาระ หัวข้อเรื่องพูดและเขียนบรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/ เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่อยู่ในความสนใจ ของสังคมที่ได้จากการวิเคราะห์เรื่อง/ข่าว/เหตุการณ์ /สถานการณ์ที่อยู่ในความสนใจของสังคม
F1.3 M.3/2	Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society.
มฐ ต1.3 ม. 3/3	พูดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรมประสบการณ์ และเหตุการณ์ พร้อมทั้งให้เหตุผลประกอบ
F1.3 M.3/3	Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications.
มฐ ต2.1 ม. 3/1	เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง เหมาะกับบุคคลและโอกาส ตามมารยาทสังคม และวัฒนธรรมของเจ้าของภาษา
F2.1 M.3/1	Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of native speakers.
มฐ ต3.1 ม. 3/1	ค้นคว้า รวบรวม และสรุปข้อมูล/ ข้อเท็จจริงที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้ และนำเสนอด้วยการพูดและการเขียน
F3.1 M.3/1	Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.
มฐ ต4.1 ม. 3/1	ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม
F4.1 M.3/1	Use language for communication in real situations/simulated situations in the classroom, school, community and society.
มฐ ต4.2 ม. 3/1	ใช้ภาษาต่างประเทศในการสืบค้น/ค้นคว้า รวบรวม และสรุปความรู้/ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆในการศึกษาต่อและประกอบอาชีพ
F4.2 M.3/1	Use foreign languages in conducting research, collecting and summarising knowledge and various data from the media and different learning sources for further education and livelihood.

## 3. Learning Target (โครงสร้างรายวิชา)

Learning Target: Grammar  
Lower& Upper Secondary Level

Grammar	M3
	1
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	M
1.1.2 Proper/ Common	M
1.1.3 Abstract/ Concrete	M
1.1.4 Collective Compound	M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	M
- Cluster	
1.2.2 Object Pronoun	
- Basic	M
- Cluster	
1.2.3 Possessive Pronoun	M
1.2.4 Possessive Adjective	M
1.2.5 Reflexive Pronoun	M
1.2.6 Demonstrative	M
1.2.7 Interrogative	M
1.2.8 Relative	I/F/M
1.2.9 Indefinite	F/M
1.3 Verb	
1.3.1 Action Verb	M
1.3.2 Helping Verb (Auxiliary)	M
1.3.3 Modal Verb	M
1.3.4 Linking Verb (Stative Verb)	M
1.3.5 Finite/ Non-finite Verb	F/M
1.3.6 Phrasal Verb	M
1.3.7 Transitive Verb and Intransitive Verb	F/M

Grammar	M3
	1
1.4 Adjective	
1.4.1 Adjective Order	M
1.4.2 Descriptive Adjective	M
1.4.3 Demonstrative Adjective	M
1.4.4 Interrogative Adjective	M
1.4.5 Indefinite Adjective	M
1.4.6 Article	M
1.4.7 Number and Quantity	F/M
1.5 Adverb	
1.5.1 Adverb Modifying Verb	
1.5.1.1 Adverb of frequency	M
1.5.1.2 Adverb of manner	F/M
1.5.1.3 Adverb of time	M
1.5.1.4 Adverb of place	M
1.5.2 Adverb Modifying Adjective	-
1.5.3 Adverb Modifying Other Adverb	-
1.6 Conjunction	
1.6.1 Coordinating	F/M
1.6.2 Correlative	-
1.6.3 Subordinating	-
1.7 Preposition	
1.7.1 Preposition of time	M
1.7.2 Preposition of place	M
1.7.3 Prepositional Phrase	F/M
1.8 Interjection	F/M
2) Verb Tense	
2.1 Present Simple	M
2.2 Present Continuous	M
2.3 Present Perfect	F/M
2.4 Present Perfect Continuous	I
2.5 Past Simple	M
2.6 Past Continuous	M
2.7 Past Perfect	I
2.8 Past Perfect Continuous	-

Grammar	M3
	1
2.9 Future Simple	M
2.10 Future Continuous	-
2.11 Future Perfect	-
2.12 Future Perfect Continuous	-
3) Types of sentence	
3.1 Imperative	M
3.2 Statement/Declarative	M
3.3 Negative	M
3.4 Interrogative	M
4) Passive Voice	
4.1 Present Simple	F
4.2 Past Simple	F
5) Sentence Types	
5.1 Simple Sentence	M
5.2 Compound Sentence	M
5.3 Complex Sentence	I/F
5.4 Compound – Complex Sentence	-
6) Parts of a Sentence	
6.1 Subject	M
6.2 Predicate(Predicate Nominative, Predicate Adjective)	M
6.3 Direct Object & Indirect Object	F/M
6.4 Objective Complement	-
7) Question Tags	
7.1 Present Simple	F
7.2 Past Simple	F
8) Phrases	
8.1 Prepositional	I
8.2 Gerund	I
8.3 Infinitive	I
8.4 Appositive	I
8.5 Participial	I
8.6 Absolute	I

Grammar	M3
	1
9) Clauses	
9.1 Dependence / Independence Clauses	I/F
9.2 Noun Clause	I/F
9.3 Adjective Clause/Relative Clause	I/F
9.4 Adverb Clause	I/F
10) Comparison	
10.1 Positive/ Negative Degree (as.....as)	M
10.2 Comparative Degree	F
10.3 Superlative Degree	F
12) Determiner	
12.1 A/An/The	M
12.2 This/That/These/Those	M
12.3 Some/ any	M
12.4 Many/ much	M
12.5 A lot of/ lots of	M
12.6 Number of/ amount of	I
12.7 Few/ a few	M
12.8 Little/ a little	M
12.9 A large number of	I
13) Causative	-
14) Direct-Indirect Speech	
14.1 Present Simple	F
14.2 Past Simple	F
15) Conditionals	
Type 0	F
Type I	F
Type II	F
Type III	I
16) Parallel Structure	-
17) Inversion	-

Writing	M3
	1
1.Descriptive ( 80-100 words)	-
2.Narrative ( 100-120 words)	M
3.Comparison/Contrast (120-150 words )	F

Listening	M3
	1
1. Listening for gist(main idea)	
1.1 Short conversation within 2-3 minutes Topic: The noise of New York, Our Experiences, I couldn't live without....., Life in the future	F
1.2 Long conversation (3-5 minutes) Topic: News about safe and sound, Environment, sport	
2. Listening for specific information (detail)	
2.1 Short conversation 2-3 minutes Topic : Amazing vacation	F
2.2 Long conversation (3-5 minutes) Topic: Successful people	-
3.Listening for specific information (detail)	
3.1 Short conversation 2-3 minutes Topic : Our Experiences	F
3.2 Long conversation (3-5 minutes) Topic: Successful people	-

Speaking	M3
	1
<b>Mini-project : Group work :</b>	
1. Buying a ticket	
2. Our Experiences	F
3. invite/accepting/refuse invitation	M
4. The new technology in the future	
5. Sound and easy	
6. Expressing sympathy	F
7. Expressing certainty/possibility	-
8. Offer present /Expressing thanks	-
9. Buying ticket at the cinema.	-

Reading	M3
	1
<p>1. Reading for main idea , topic detail (200-250 words)</p> <p>Famous places/ holiday, sport, the advantages and The disadvantages of playing mobile phone and playing computer, The media, E-waste/ movie / TV programme</p> <p>**Reading for information ( recycle campaign)</p>	F
<p>2. Reading for gist Skimming and scanning (200 - 250 words)</p> <ul style="list-style-type: none"> <li>- City life Country life</li> <li>- Our experience</li> <li>- Amazing vacation</li> </ul>	F
<p>3. Reading for gist and detail information Skimming, scanning (200 - 250 words)</p> <ul style="list-style-type: none"> <li>- The media</li> <li>- Life in the future</li> </ul>	F



## 4. Teaching Schedule (แผนการสอนรายสัปดาห์รายวิชาภาษาอังกฤษพื้นฐาน 5 ภาคเรียนที่ 1/2560 )

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
1.	(1-3 periods)	<b>Course orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations / grading	- Students understand the scope of the course syllabus, Assessment; develop their own learning objectives and expectations for class activities.
		<b>Reading</b> 1. Skimming & Scanning ( Narrative type) Topic 1. Myself 2. Our experiences	- Students practice reading skills by finding main idea, topic detail (200-250 words).
		<b>Listening &amp; Speaking</b> 1. Listening for gist and details ( 3minutes)	- Specify the topic and main idea and answer questions from listening to dialogues my life and short stories my life ( 3 minutes)  - Verbally describe themselves, their myself and my experiences around them for about 3 minutes

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
2.	(4-6 periods)	<b>Grammar</b> 1. Verb Tense 1.1 Present Simple 1.2 Present Continuous 2. Adjective 2.1 Adjective order 2.2 Descriptive Adjective	Students have an overview of grammar and do the exercise.
3.	(7-9 periods)	<b>Writing</b> Narrative writing (Topic : Myself 120-150 words)	Students can write about narrative writing correctly.
3.	(7-9 periods)	<b>Grammar :</b> 1. Clauses - Adjective Clause/Relative Clause - Adverb Claus	Students have an overview of grammar and do the exercise.
		<b>Reading for gist and detail information (200-250 words)</b> (Topic : City Life- Country Life)	Students understand and are able to identify the focus and details

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
4.	(10-12 periods)	<b>Grammar : Reinforce</b> <b>1. Dependence / Independence clause</b> <b>2. Comparison</b> 2.1 Positive Degree 2.2 Comparative Degree 2.3 Superlative Degree <b>3. Question Tag</b> 3.1 Present Simple 3.2 Past Simple	Students have an overview of grammar and do the exercise.
5.	(13-15 periods)	<b>- Listening and speaking</b> (Topic: Our Experiences /past event)	1. Students are able to understand the gist of short dialogues in various situations. 2. Students are able to relate the gist of dialogues to others.
		<b>-Writing : Narrative</b> <b>Our experience</b> (Topic : 120-150 words)	Students can write about narrating correctly.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
6.	(16-18 periods)	<b>-Grammar : Reinforce</b> 1. Adjective 1.1 Adjective Order 1.2 Descriptive Adjective 1.3 Demonstrative Adjective 1.4 Interrogative Adjective 1.5 Indefinite Adjective 1.6 Article 1.7 Number and Quantity 2. Verb Tense 2.1 Present Simple 2.2 Present Continuous 2.3 Past Simple 2.4 Past Continuous	Students have an overview of grammar and do the exercise.
7.	(19-21 periods)	<b>-Reading for gist Skimming and scanning (200-250 words)</b> (Topic : Amazing vacation)	Sts understand and are able to indentify the focus main idea, details.
7	(19-21 periods)	<b>-Writing :</b> <b>Comparison and contrast</b> (Topic : Amazing vacation 120-150 words)	Sts can write about compare and contrast correctly.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
8.	(22-24 periods)	<b>-Grammar : Reinforce</b> 1. Adverb 1.1 Adverb Modifying Verb 1.1.1 Adverb of frequency 1.1.2 Adverb of manner 1.1.3 Adverb of time 1.1.4 Adverb of place 2. Conjunction 2.1 Coordinating 3. Preposition 3.1 Preposition of time 3.2 Preposition of place 3.3 Prepositional Phrase 4. Verb Tense 4.1 Present Simple 4.2 Present Continuous 4.3 Present Perfect 4.4 Present Perfect Continuous 4.5 Past Simple 4.6 Past Continuous 4.7 Past Perfect 4.8 Future Simple	Sts have an overview of grammar and do the exercise.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
9.	(25-27 periods)	<b>-Grammar : Reinforce</b> 1. Types of sentence 1.1 Imperative 1.2 Statement/Declarative 1.3 Negative 1.4 Interrogative -Grammar on: 1. Present Perfect 2. Present Perfect Continuous	Ss have an overview of grammar and do the exercise.
10.	(28-30 periods)	<b>Midterm Examination</b> <b>(Reading + Writing + Grammar + Vocabulary+ Conversation)</b> <b>20 marks ( 90 minutes )</b>	
11.	(31-33 periods)	<b>-Reading for identification</b> <b>(200-250 words)</b> (Topic : Life in the future )	Sts understand and are able to identify the focus main idea, details.
		<b>-Grammar :Reinforce</b> <b>1.Passive Voice</b> 1.1 Present Simple 1.2 Past Simple	Sts recognize the passive voice and know how to use it correctly.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
12.	(34-36periods)	<b>-Grammar : Reinforce</b> <b>1. Sentence Types</b> 1.1 Simple Sentence 1.2 Compound Sentence 1.3 Complex Sentence	have an overview of grammar and do the exercise
13.	(37-39 periods)	<b>-Writing comparison and contrast (120- 150 words</b> (Topic : The new technology in the future)	Sts can write about compare and contrast correctly
		<b>- Listening and speaking (3-5 minutes)</b> (Topic : The new technology in the future)	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.
14.	(40-42periods)	<b>-Grammar on :</b> <b>1. Parts of sentence</b> 1.1 Subject 1.2 Direct object / Indirect object <b>2. interjection</b>	Sts have an overview of grammar and do the exercise
		<b>-Reading for gist Skimming and scanning (200-250 words)</b> (Topic : The media)	Sts understand and are able to indentify the focus main idea, details.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
15.	(43-45 periods)	<b>-Grammar : Reinforce</b> <b>1. Transitive Verb</b> And Intransitive Verb -Grammar on: 1. Future Continuous 2. Future Perfect 3. Future Perfect Continuous	Sts have an overview of grammar and do the exercise
		<b>-Writing</b> <b>comparison and contrast</b> <b>(120-150 words)</b> (Topic: The media)	Sts can write about compare and contrast correctly
16.	(46-48 periods)	<b>-Grammar : Reinforce</b> <b>1. Determiner</b> 1.1 A/ An / The 1.2 This / That / These / Those 1.3 Some/any 1.4 Many/much 1.5 A lot of / lots of 1.6 Number of /amount of 1.7 Few / a few 1.8 Little / a little 1.9. A large number of <b>2. Conditional</b> sentences (Type 0-III)	Sts have an overview of grammar and do the exercise



Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
17.	(49-51periods)	- <b>Reading for main ideas (200-250 words)</b> (Topic : The new technology in the future)	Sts understand and are able to identify the focus main idea, details.
		-- <b>Listening and speaking (3-5 minutes)</b> (Topic : The new technology in the future )	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.
18.	(52-54periods)	- <b>Writing comparison and contrast(120-150 words)</b> (Topic : The new technology in the future)	Sts can write about compare and contrast correctly
		- <b>Grammar on : Phrases</b> 1.Prepositional 2. Gerund 3. Infinitive 4. Appositive 5.Participial 6. Absolute	Sts have an overview of grammar and do the exercise
19.	(55-57periods)	- <b>Grammar on :</b> 1. Reviewing	Sts have an overview of grammar and do the exercise
20.	(58-60periods)	<b>Final Examination</b> <b>(Reading + Writing + Grammar + Vocabulary+ Conversation)</b> <b>20 marks ( 90 minutes )</b>	

### 5. (Assessments) การประเมินผลการเรียนรู้

1. Midterm (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
2. Final Examination (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
3. Assignments (Homework, Presentation)	= 20%
4. Speaking Tests	= 10%
5. Reading Quizzes	= 10%
6. Essays	= 10%
7. Listening Tests	= 10%
<b>Total</b>	<b>100%</b>

#### Assessment Criteria:

The final assessment is criterion-referenced. Row scores will be assessed as follows;

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

#### Writing Evaluation Criteria

1. Contents	2 Marks
2. Organization	1 Marks
3. Grammatical Structure	2 Marks

## 5.1 การประเมินการสอบกลางภาค (20 คะแนน)

กำหนดสอบกลางภาค ใช้เวลาในการสอบ 90 นาที

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
1. Vocabulary	- Myself - Our experience - City and Country life - Amazing vacation	Multiple choice	12 ข้อ	4
2. Grammar	1. Verb Tense 1.1 Present Simple 1.2 Present Continuous 2. Adjective 2.1 Adjective order 2.2 Descriptive Adjective 1. Clauses - Adjective Clause/Relative Clause - Adverb Claus <b>1. Dependence / Independence clause</b> <b>2. Comparison</b> 2.1 Positive Degree 2.2 Comparative Degree 2.3 Superlative Degree <b>3. Question Tag</b> 3.1 Present Simple 3.2 Past Simple	Multiple choice  Error Identification	10 ข้อ  5 ข้อ	5

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<p><b>1. Adjective</b></p> <p>1.1 Adjective Order</p> <p>1.2 Descriptive Adjective</p> <p>1.3 Demonstrative Adjective</p> <p>1.4 Interrogative Adjective</p> <p>1.5 Indefinite Adjective</p> <p>1.6 Article</p> <p>1.7 Number and Quantity</p> <p><b>2. Verb Tense</b></p> <p>2.1 Present Simple</p> <p>2.2 Present Continuous</p> <p>2.3 Past Simple</p> <p>2.4 Past Continuous</p>			

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<p><b>3. Adverb</b></p> <p>3.1 Adverb Modifying Verb</p> <p>3.1.1 Adverb of frequency</p> <p>3.1.2 Adverb of manner</p> <p>3.1.3 Adverb of time</p> <p>3.1.4 Adverb of place</p> <p><b>4. Conjunction</b></p> <p>4.1 Coordinating</p> <p><b>5. Preposition</b></p> <p>5.1 Preposition of time</p> <p>5.2 Preposition of place</p> <p>5.3 Prepositional Phrase</p> <p><b>6. Verb Tense</b></p> <p>6.1 Present Simple</p> <p>6.2 Present Continuous</p> <p>6.3 Present Perfect</p> <p>6.4 Present Perfect Continuous</p> <p>6.5 Past Simple</p> <p>6.6 Past Continuous</p> <p>6.7 Past Perfect</p> <p>6.8 Future Simple</p>			

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<b>7. Types of sentence</b> 7.1 Imperative 7.2 Statement/Declarative 7.3 Negative 7.4 Interrogative -Grammar on: 1. Present Perfect 2. Present Perfect Continuous			
3. Reading	Topic : Myself  Topic : Our experience  Topic : Amazing vacation  Topic : City life / Country life	Multiple choice	12 ข้อ	4
4. Writing	Topic : Myself Topic : Our experience Topic : Amazing vacation (Narrative writing ) Topic : City life / Country life (Comparison and contrast writing) ( 120 -150 words)	-	เลือกเขียน 1 เรื่อง	5
5. Conversation	Topic: Our experience  Topic :invite/accepting/refuse invitation	Multiple choice	6 ข้อ	2

## 5.2 การประเมินการสอบปลายภาค ( 20 คะแนน )

กำหนดสอบปลายภาค ใช้เวลาในการสอบ 90 นาที

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
1. Vocabulary	- Life in the future - The media - The new technology in the future	Multiple choice	12 ข้อ	4
2. Grammar	Passive Voice 1. Present Simple 2.Past Simple. Sentence Types 1.Simple Sentence 2. Compound Sentence 3. Complex Sentence Parts of sentence 1. Subject 2.Direct object / Indirect object Prepositional Phrases	Multiple choice Error Identification	10 ข้อ 5 ข้อ	5

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<p>-Transitive Verb And Intransitive Verb</p> <p>-Grammar on:</p> <p>1.Future Continuous</p> <p>2. Future Perfect</p> <p>3.Future Perfect Continuous</p> <p>- <b>Determiner</b></p> <p>1.A/ An / The</p> <p>2.This / That /</p> <p>3.These / Those</p> <p>4. Some/any</p> <p>5.Many/much</p> <p>6.A lot of / lots of</p> <p>7.Number of /amount of</p> <p>8. Few / a few</p> <p>9.Little / a little</p> <p>10.A large number of</p> <p>-<b>Conditional</b></p> <p>1.sentences (Type 0-III)</p> <p>-<b>Collective compound</b></p>			



ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
3. Reading	-Topic : Life in the future  - Topic: The media  - Topic : The new technology in the future	Multiple choice	12 ข้อ	4
4. Writing	- Topic : Life in the future  - Topic: The media  - Topic : The new technology in the future  (Comparison and contrast( 120 -150 words)		เลือกเขียน 1 เรื่อง	5
5. Conversation	Topic : Expressing sympathy	Multiple choice	6 ข้อ	2



แผนการจัดการเรียนรู้วิชาภาษาอังกฤษฉบับย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา	ภาษาอังกฤษพื้นฐาน 6 (อ 23102)	Fundamental English 6 (ENG 23102)
จำนวน	1.5 หน่วยกิต	เวลา 60 ชั่วโมง
ชั้น	มัธยมศึกษาปีที่ 3	ภาคเรียนที่ 2 ปีการศึกษา 2559
ผู้สอน	นางเพ็ญแข ชุมเชื้อ	

### 1. Course descriptions (คำอธิบายรายวิชา)

ศึกษาโครงสร้างประโยคที่ซับซ้อนได้อย่างถูกต้องตามหลักไวยากรณ์

พัฒนาทักษะการฟังเกี่ยวกับบทสนทนา บทความ เรื่องราวสั้น ๆ (listening for gist) เกี่ยวกับข่าว สถานการณ์ เหตุการณ์ต่าง ๆ (listening for specific information) บทความทางวิชาการ (listening for detailed understanding) ประมาณ 3-5 นาที

พัฒนาทักษะการสนทนาเกี่ยวกับเรื่องราว เหตุการณ์ในชีวิตประจำวัน พุดแสดงความคิดเห็นในเรื่องที่สนใจ และนำเสนอผลงานในเรื่องที่ศึกษาค้นคว้า ประสบการณ์ ของผู้เรียนได้อย่างสร้างสรรค์

พัฒนาทักษะการอ่านเพื่อจับใจความสำคัญ เปรียบเทียบและหารายละเอียดของเรื่องทีอ่านเกี่ยวกับข่าว สถานการณ์ บทความต่าง ๆ จากสื่อสิ่งพิมพ์ที่เป็นความเรียงและไม่เป็นความเรียง

ฝึกฝนและพัฒนาทักษะการเขียนเปรียบเทียบเรื่องราวประสบการณ์ส่วนตัว ความเรียงสั้น ๆ ประมาณ 120 - 150 คำ ในรูปแบบประโยคความเดียว ความรวมและความซ้อน อย่างสร้างสรรค์

Study in complicated grammatical structure.

Develop listening for gist about conversations, articles and short stories, listening for specific information about news, situations and events as well as listening for detailed understanding about 3 minute -long academic article.

Develop conversational skill about daily life. Express opinion on interests and do presentation of students' case study and experience creatively.

Develop reading for gist, comparison and detailed information about news, situations and articles from text and non-text.

Practice and develop compare-contrast writing about experience and essay with 120-150 words by using simple, compound and complex sentence creatively.

## 2. Indicators (ตัวชี้วัด)

มฐ ต1.1 ม. 3/1 ปฏิบัติตามคำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายที่ฟังและอ่าน

F1.1 M.3/1 Act in compliance with requests, instructions, clarifications and explanations heard and read.

มฐ ต1.1 ม. 3/2 อ่านออกเสียงข้อความ ข่าว โฆษณา และบทร้อยกรองสั้นๆ ถูกต้องตามหลักการอ่าน

F1.1 M.3/2 Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

มฐ ต1.1 ม. 3/3 ระบุและเขียนสื่อที่ไม่ใช่ความเรียง รูปแบบต่างๆ ให้สัมพันธ์กับประโยค และข้อความที่ฟังหรืออ่าน

F1.1 M.3/3 Specify and write various forms of non-text information related to sentences and texts heard or read.

มฐ ต1.1 ม. 3/4 เลือก/ระบุหัวข้อเรื่อง ใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ

F1.1 M.3/4 Choose/specify the topic, main idea and supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.

มฐ ต1.2 ม. 3/1 สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเอง เรื่องต่างๆ ใกล้ตัว สถานการณ์ ข่าว เรื่องที่อยู่ในความสนใจของสังคมและสื่อสารอย่างต่อเนื่องและเหมาะสม

F1.2 M.3/1 Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

มฐ ต1.2 ม. 3/2 ใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง และคำอธิบายอย่างเหมาะสม

F1.2 M.3/2 Use requests appropriately and give instructions, clarifications and explanations.

มฐ ต1.2 ม. 3/3 พูดและเขียนแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่างๆ อย่างเหมาะสม

F1.2 M.3/3 Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations.

มฐ ต1.2 ม. 3/4 พูดและเขียนเพื่อขอและให้ข้อมูล อธิบาย เปรียบเทียบ และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่านอย่างเหมาะสม

F1.2 M.3/4 Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

- มฐ ต1.2 ม. 3/5 พูดและเขียนบรรยายความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับเรื่องต่างๆ กิจกรรม ประสพการณ์ และข่าว/เหตุการณ์ พร้อมทั้งให้เหตุผลประกอบอย่างเหมาะสม
- F1.2 M.3/5 Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as provide justifications appropriately.
- มฐ ต1.3 ม. 3/1 พูดและเขียนบรรยายเกี่ยวกับตนเอง ประสพการณ์ ข่าว/เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่ อยู่ในความสนใจของสังคม
- F1.3 M.3/1 Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.
- มฐ ต1.3 ม. 3/2 พูดและเขียนสรุปใจความสำคัญ/แก่นสาระ หัวข้อเรื่องที่ได้จากการวิเคราะห์เรื่อง/ข่าว/เหตุการณ์/ สถานการณ์ที่อยู่ในความสนใจของสังคม
- F1.3 M.3/2 Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society.
- มฐ ต1.3 ม. 3/3 พูดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม ประสพการณ์ และเหตุการณ์ พร้อมทั้งให้ เหตุผลประกอบ
- F1.3 M.3/3 Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications.
- มฐ ต2.1 ม. 3/1 เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง เหมาะกับบุคคลและโอกาส ตามมารยาทสังคม และ วัฒนธรรมของเจ้าของภาษา
- F2.1 M.3/1 Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of native speakers.
- มฐ ต2.1 ม. 3/2 อธิบายเกี่ยวกับชีวิตความเป็นอยู่ ขนบธรรมเนียมและประเพณีของเจ้าของภาษา
- F2.1 M.3/2 Describe the lifestyles, customs and traditions of native speakers.
- มฐ ต2.1 ม. 3/3 เข้าร่วม/จัดกิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ
- F2.1 M.3/3 Participate in/organise language and cultural activities in accordance with their interests.
- มฐ ต2.2 ม. 3/1 เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างการออกเสียงประโยคชนิดต่างๆ และการลำดับคำตามโครงสร้างประโยคของภาษาต่างประเทศและภาษาไทย

- F2.2 M.3/1 Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.
- มฐ ต.2.2 ม. 3/2 เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษากับของไทย และนำไปใช้อย่างเหมาะสม
- F2.2 M.3/2 Compare and explain similarities and differences between the lifestyles and culture of native speakers and those of Thais, and apply them appropriately.
- มฐ ต.3.1 ม. 3/1 ค้นคว้า รวบรวม และสรุปข้อมูล/ ข้อเท็จจริงที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้ และนำเสนอด้วยการพูดและการเขียน
- F3.1 M.3/1 Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.
- มฐ ต.4.1 ม. 3/1 ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม
- F4.1 M.3/1 Use language for communication in real situations/simulated situations in the classroom, school, community and society.
- มฐ ต.4.2 ม. 3/1 ใช้ภาษาต่างประเทศในการสืบค้น/ค้นคว้า รวบรวม และสรุปความรู้/ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆในการศึกษาต่อและประกอบอาชีพ
- F4.2 M.3/1 Use foreign languages in conducting research, collecting and summarising knowledge and various data from the media and different learning sources for further education and livelihood.
- มฐ ต.4.2 ม. 3/2 เผยแพร่ /ประชาสัมพันธ์ ข้อมูล ข่าวสารของโรงเรียน ชุมชน และท้องถิ่น เป็นภาษาต่างประเทศ
- F4.2 M.3/2 Disseminate/convey to the public data and news about the school, community and the local area in foreign languages.

## 3. learning target (โครงสร้างรายวิชา)

Learning Target: Grammar  
Lower& Upper Secondary Level

Grammar	M3
	2
1) Part of speech	
1.1 Noun	
1.1.1 Countable/ Uncountable	M
1.1.2 Proper/ Common	M
1.1.3 Abstract/ Concrete	M
1.1.4 Collective Compound	I/F/M
1.2 Pronoun	
1.2.1 Subject Pronoun	
- Basic	M
- Cluster	
1.2.2 Object Pronoun	
- Basic	M
- Cluster	
1.2.3 Possessive Pronoun	M
1.2.4 Possessive Adjective	M
1.2.5 Reflexive Pronoun	M
1.2.6 Demonstrative	M
1.2.7 Interrogative	I
1.2.8 Relative	I/F/M
1.2.9 Indefinite	I/F/M
1.3 Verb	
1.3.1 Action Verb	M
1.3.2 Helping Verb (Auxiliary)	M
1.3.3 Modal Verb	M
1.3.4 Linking Verb (Stative Verb)	M
1.3.5 Finite/ Non-finite Verb	M
1.3.6 Phrasal Verb	M
1.3.7 Transitive Verb and Intransitive Verb	I/F/M

Grammar	M3
	2
1.4 Adjective	
1.4.1 Adjective Order	M
1.4.2 Descriptive Adjective	M
1.4.3 Demonstrative Adjective	M
1.4.4 Interrogative Adjective	M
1.4.5 Indefinite Adjective	M
1.4.6 Article	F/M
1.4.7 Number and Quantity	F/M
1.5 Adverb	
1.5.1 Adverb Modifying Verb	
1.5.1.1 Adverb of frequency	M
1.5.1.2 Adverb of manner	M
1.5.1.3 Adverb of time	M
1.5.1.4 Adverb of place	M
1.5.2 Adverb Modifying Adjective	-
1.5.3 Adverb Modifying Other Adverb	-
1.6 Conjunction	
1.6.1 Coordinating	F/M
1.6.2 Correlative	-
1.6.3 Subordinating	-
1.7 Preposition	
1.7.1 Preposition of time	M
1.7.2 Preposition of place	M
1.7.3 Prepositional Phrase	M
1.8 Interjection	
2) Verb Tense	
2.1 Present Simple	M
2.2 Present Continuous	M
2.3 Present Perfect	M
2.4 Present Perfect Continuous	F
2.5 Past Simple	M
2.6 Past Continuous	M

Grammar	M3
	2
2.7 Past Perfect	F
2.8 Past Perfect Continuous	I
2.9 Future Simple	M
2.10 Future Continuous	I
2.11 Future Perfect	I
2.12 Future Perfect Continuous	I
3) Types of sentence	
3.1 Imperative	M
3.2 Statement/Declarative	M
3.3 Negative	M
3.4 Interrogative	M
4) Passive Voice	
4.1 Present Simple	M
4.2 Past Simple	M
5) Sentence Types	
5.1 Simple Sentence	M
5.2 Compound Sentence	M
5.3 Complex Sentence	F
5.4 Compound – Complex Sentence	-
6) Parts of a Sentence	
6.1 Subject	I
6.2 Predicate(Predicate Nominative, Predicate Adjective)	
6.3 Direct Object & Indirect Object	I/F/M
6.4 Objective Complement	
7) Question Tags	
7.1 Present Simple	M
7.2 Past Simple	M
8) Phrases	
8.1 Prepositional	M
8.2 Gerund	
8.3 Infinitive	
8.4 Appositive	
8.5 Participial	
8.6 Absolute	



Grammar	M3
	2
9) Clauses	
9.1 Dependence / Independence Clauses	M
9.2 Noun Clause	
9.3 Adjective Clause/Relative Clause	
9.4 Adverb Clause	
10) Comparison	
10.1 Positive/ Negative Degree (as.....as)	M
10.2 Comparative Degree	M
10.3 Superlative Degree	M
12) Determiner	
12.1 A/An/The	M
12.2 This/That/These/Those	M
12.3 Some/ any	M
12.4 Many/ much	M
12.5 A lot of/ lots of	M
12.6 Number of/ amount of	F
12.7 Few/ a few	M
12.8 Little/ a little	M
12.9 A large number of	F
13) Causative	I
14) Direct-Indirect Speech	I
14.1 Present Simple	M
14.2 Past Simple	M
15) Conditionals	
Type 0	M
Type I	M
Type II	M
Type III	F
16) Parallel Structure	I
17) Inversion	

Writing	M3
	2
1.Descriptive ( 80-100 words)	
2.Narrative ( 100-120 words)	
3.Comparison/Contrast (120-150 words )	M

Listening	M3
	2
1. Listening for gist(main idea)	
1.1 Short conversation within 2-3 minutes Topic: The noise of New York, Our Experiences, I couldn't live without....., Life in the future	
1.2 Long conversation (3-5 minutes) Topic: News about safe and sound, Environment, Sport and leisure	F
2. Listening for specific information (detail)	
2.1 Short conversation 2-3 minutes Topic : Amazing vacation	
2.2 Long conversation (3-5 minutes) Topic: Successful people	F
3.Listening for specific information (detail)	
3.1 Short conversation 2-3 minutes Topic : Amazing vacation	
3.2 Long conversation (3-5 minutes) Topic: Successful people	

Speaking	M3
	2
<b>Mini-project : Group work :</b>	
1. Buying a ticket	
2. Our Experiences	
3. invite/accepting/refuse invitation	
4. The new technology in the future	
5. Sound and easy	
6. Expressing sympathy	
7. Expressing certainty/possibility	F
8. Offer present /Expressing thanks	F
9. Buying ticket at the cinema.	M

Reading	M3
	2
<p>1. Reading for main idea , topic detail (200-250 words)</p> <p>Famous places/ holiday, sport and leisure, the advantages and The disadvantages of playing mobile phone and playing computer, E-waste/ movie / TV programme</p> <p>**Reading for information ( recycle campaign)</p>	F
<p>2. Reading for gist Skimming and scanning (200 - 250 words)</p> <ul style="list-style-type: none"> <li>- City life Country life</li> <li>- Our experience</li> <li>- Festival</li> <li>- Food</li> <li>- Films</li> </ul>	F
<p>3. Reading for gist and detail information Skimming, scanning (200 - 250 words)</p> <ul style="list-style-type: none"> <li>- Robot</li> <li>- Life in the future</li> <li>- safe and sound</li> <li>- Successful people</li> </ul>	F
<p>4. Reading for identification (200-250 words)</p> <p>-environment</p>	F

## 4. Teaching Schedule (แผนการสอนรายสัปดาห์รายวิชาภาษาอังกฤษพื้นฐาน 6 ภาคเรียนที่ 2/2560 )

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
1.	(1-3 periods)	<b>-Course orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/ grading	-Sts understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities
		<b>- Reading for gist and detail information (200-250 words)</b> (Topic : News about safe and sound )	Sts understand and are able to identify the focus, details.
		<b>- Listening and speaking</b> (Topic: News about safe and sound 3-5 minutes)	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
2.	(4-6 periods)	<b>-Grammar</b> Direct – Indirect speech	Sts have an overview of grammar and do the exercise.
3.	(7-9 periods)	<b>-Writing</b> Comparison and contrast (Topic : News safe and sound 120-150 words)	Sts can write about compare and contrast correctly.
		<b>Grammar :</b> 1. Pronoun 1.1. Interrogative 1.2 Relative 1.3 Indefinite	Sts have an overview of grammar and do the exercise.
4.	(10-12 periods)	<b>Reading for gist and detail            information (200-250            words)</b> (Topic : Successful people )	Sts understand and are able to indentify the focus, details
		<b>Grammar : Reinforce</b> <b>1. Dependence /            Independence clause</b> <b>2. Comparison</b> 2.1 Positive Degree 2.2 Comparative Degree 2.3 Superlative Degree <b>3. Question Tag</b> 3.1 Present Simple 3.2 Past Simple	Sts have an overview of grammar and do the exercise.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
5.	(13-15 periods)	<p><b>- Listening and speaking</b> (Topic : Expressing certainty/ possibility) (Topic : offer present / Expressing thanks)</p>	<p>1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.</p>
		<p><b>-Writing :</b> <b>Comparison and contrast</b> (Topic : Successful person 120-150 words)</p>	<p>Sts can write about compare and contrast correctly.</p>
6.	(16-18 periods)	<p><b>-Grammar : Reinforce</b> 1. Adjective 1.1 Adjective Order 1.2 Descriptive Adjective 1.3 Demonstrative Adjective 1.4 Interrogative Adjective 1.5 Indefinite Adjective 1.6 Article 1.7 Number and Quantity</p>	<p>Sts have an overview of grammar and do the exercise.</p>
7.	(19-21 periods)	<p><b>-Reading for gist Skimming and scanning (200-250 words)</b> (Topic : Festival )</p>	<p>Sts understand and are able to indentify the focus main idea, details.</p>

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
7	(19-21 periods)	<b>-Writing :</b> <b>Comparison and contrast</b> (Topic : Festival 120-150 words)	Sts can write about compare and contrast correctly.
8.	(22-24 periods)	<b>-Grammar : Reinforce</b> 1. Adverb 1.1 Adverb Modifying Verb 1.1.1 Adverb of frequency 1.1.2 Adverb of manner 1.1.3 Adverb of time 1.1.4 Adverb of place 2. Conjunction 2.1 Coordinating 3. Preposition 3.1 Preposition of time 3.2 Preposition of place 3.3 Prepositional Phrase 4. Verb Tense 4.1 Present Simple 4.2 Present Continuous 4.3 Present Perfect 4.4 Present Perfect Continuous 4.5 Past Simple 4.6 Past Continuous 4.7 Past Perfect 4.8 Future Simple	Sts have an overview of grammar and do the exercise.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
9.	(25-27 periods)	<b>-Grammar : Reinforce</b> 1. Types of sentence 1.1 Imperative 1.2 Statement/Declarative 1.3 Negative 1.4 Interrogative -Grammar on: 1. Past Perfect Continuous	Sts have an overview of grammar and do the exercise.
10.	(28-30 periods)	<b>Midterm Examination</b> <b>(Reading + Writing + Grammar + Vocabulary+ Conversation))</b> <b>20 marks ( 90 minutes )</b>	
11.	(31-33 periods)	<b>-Reading for identification</b> <b>(200-250 words)</b> (Topic : Environment )	Sts understand and are able to identify the focus main idea, details.
		<b>-Grammar :Reinforce</b> <b>1.Passive Voice</b> 1.1 Present Simple 1.2 Past Simple	Sts recognize the passive voice and know how to use it correctly.
12.	(34-36 periods)	<b>-Grammar : Reinforce</b> <b>1. Sentence Types</b> 1.1 Simple Sentence 1.2 Compound Sentence 1.3 Complex Sentence	have an overview of grammar and do the exercise



Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
13.	(37-39 periods)	<b>-Writing comparison and contrast (120- 150 words</b> (Topic : Environment)	Sts can write about compare and contrast correctly
		<b>- Listening and speaking (3-5 minutes)</b> (Topic : Environment)	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.
14.	(40-42periods)	<b>-Grammar on :</b> <b>1. Parts of sentence</b> 1.1 Subject 1.2 Direct object / Indirect object <b>2. Prepositional Phrases</b>	Sts have an overview of grammar and do the exercise
		<b>-Reading for gist Skimming and scanning (200-250 words)</b> (Topic : Food)	Sts understand and are able to indentify the focus main idea, details.

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
15.	(43-45 periods)	<p><b>-Grammar : Reinforce</b></p> <p><b>1. Transitive Verb</b> And Intransitive Verb</p> <p>-Grammar on:</p> <ol style="list-style-type: none"> <li>1. Future Continuous</li> <li>2. Future Perfect</li> <li>3. Future Perfect Continuous</li> </ol>	<p>Sts have an overview of grammar and do the exercise</p>
		<p><b>-Writing</b></p> <p><b>comparison and contrast(120-150 words)</b> (Topic: Food)</p>	<p>Sts can write about compare and contrast correctly</p>
16.	(46-48 periods)	<p><b>-Grammar : Reinforce</b></p> <p><b>1. Determiner</b></p> <ol style="list-style-type: none"> <li>1.1 A/ An / The</li> <li>1.2 This / That / These / Those</li> <li>1.3 Some/any</li> <li>1.4 Many/much</li> <li>1.5 A lot of / lots of</li> <li>1.6 Number of /amount of</li> <li>1.7 Few / a few</li> <li>1.8 Little / a little</li> <li>1.9. A large number of</li> </ol> <p><b>2. Conditional sentences</b> (Type 0-III)</p>	<p>Sts have an overview of grammar and do the exercise</p>

Week	Periods	Learning Target Core-content	Objectives / In-week Learning outcome
17.	(49-51periods)	- <b>Reading for main ideas</b> <b>(200-250 words)</b> (Topic : Sports and leisure)	Sts understand and are able to identify the focus main idea, details.
		-- <b>Listening and speaking</b> <b>(3-5 minutes)</b> ( Topic : Sports and leisure) (Topic : Buy ticket at the cinema)	1. Sts are able to understand the gist of short dialogues in various situations. 2. Sts are able to relate the gist of dialogues to others.
18.	(52-54periods)	- <b>Writing</b> <b>comparison and</b> <b>contrast(120-150 words)</b> (Topic : Sports and leisure)	Sts can write about compare and contrast correctly
		- <b>Grammar on :</b> 1. Collective compound	Sts have an overview of grammar and do the exercise
19.	(55-57periods)	- <b>Grammar on :</b> 1. Parallel Structure 2. Causative 3. Reviewing	Sts have an overview of grammar and do the exercise
20.	(58-60 periods)	<b>Final Examination</b> <b>(Reading + Writing + Grammar + Vocabulary+ Conversation)</b> <b>20 marks ( 90 minutes )</b>	

## 5. Assessments (การประเมินผลการเรียนรู้)

1. Midterm (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
2. Final Examination (Integrated Test: Reading –Speaking-Writing-Usage)	= 20%
3. Assignments (Homework, Presentation)	= 20%
4. Speaking Tests	= 10%
5. Reading Quizzes	= 10%
6. Essays	= 10%
7. Listening Tests	= 10%
<b>Total</b>	<b>100%</b>

### Assessment Criteria:

The final assessment is criterion-referenced. Row scores will be assessed as follows;

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

### Writing Evaluation Criteria

1. Contents	2 Marks
2. Organization	1 Marks
3. Grammatical Structure	2 Marks

## 5.1 การประเมินการสอบกลางภาค (20 คะแนน)

กำหนดสอบกลางภาค ใช้เวลาในการสอบ 90 นาที

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
1. Vocabulary	- Safe and sound - Successful people - Festival	Multiple choice	12 ข้อ	4
2. Grammar	- Direct /Indirect speech - Pronoun 1.1. Interrogative 1.2 Relative 1.3 Indefinite -1. Dependence / Independence clause -2. Comparison 2.1 Positive Degree 2.2 Comparative Degree 2.3 Superlative Degree 3. Question Tag 3.1 Present Simple 3.2 Past Simple -1. Adjective 1.1 Adjective Order 1.2 Descriptive Adjective 1.3 Demonstrative Adjective 1.4 Interrogative Adjective 1.5 Indefinite Adjective 1.6 Article 1.7 Number and Quantity	Multiple choice Error Identification	10 ข้อ 5 ข้อ	5

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<p><b>-1. Adverb</b></p> <p>1.1 Adverb Modifying Verb</p> <p>1.1.1 Adverb of frequency</p> <p>1.1.2 Adverb of manner</p> <p>1.1.3 Adverb of time</p> <p>1.1.4 Adverb of place</p> <p><b>2. Conjunction</b></p> <p>2.1 Coordinating</p> <p><b>3. Preposition</b></p> <p>3.1 Preposition of time</p> <p>3.2 Preposition of place</p> <p>3.3 Prepositional Phrase</p> <p><b>4. Verb Tense</b></p> <p>4.1 Present Simple</p> <p>4.2 Present Continuous</p> <p>4.3 Present Perfect</p> <p>4.4 Present Perfect Continuous</p> <p>4.5 Past Simple</p> <p>4.6 Past Continuous</p> <p>4.7 Past Perfect</p> <p>4.8 Future Simple</p>			

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	-1. Types of sentence 1.1 Imperative 1.2 Statement/Declarative 1.3 Negative 1.4 Interrogative			
3. Reading	Topic : Safe and Sound  Topic : successful people  Topic : Festival	Multiple choice	12 ข้อ	4
4. Writing	Topic : Safe and Sound  Topic : successful people  Topic : Festival  Comparison and contrast  ( 120 -150 words)	-	เลือกเขียน 1 เรื่อง	5
5. Conversation	Topic : Expressing certainty/ possibility)  Topic : Offer present / Expressing thanks		6 ข้อ	2

## 5.2 การประเมินการสอบปลายภาค ( 20 คะแนน )

กำหนดสอบปลายภาค ใช้เวลาในการสอบ 90 นาที

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
1. Vocabulary	-environment - Food - Sports	Multiple choice	12 ข้อ	4
2. Grammar	-Passive Voice 1.1 Present Simple 1.2 Past Simple  -Sentence Types 1.1 Simple Sentence 1.2 Compound Sentence 1.3 Complex Sentence  -Parts of sentence 1.1 Subject 1.2 Direct object / Indirect object  -Prepositional Phrases  -1.Transitive Verb And Intransitive Verb	Multiple choice  Error Identification	10 ข้อ  5 ข้อ	5



ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
	<p><b>-Determiner</b></p> <p>1 A/ An / The</p> <p>2 This / That / These / Those</p> <p>3 Some/any</p> <p>4 Many/much</p> <p>5 A lot of / lots of</p> <p>6 Number of /amount of</p> <p>7 Few / a few</p> <p>8 Little / a little</p> <p>9. A large number of</p> <p><b>-Conditional sentences (Type 0-III)</b></p> <p><b>- Collective compound</b></p> <p><b>- Parallel Structure</b></p> <p><b>- Causative</b></p>			
3. Reading	<p><b>-Topic :Environment</b></p> <p><b>-Topic : Food</b></p> <p><b>-Topic : Sports</b></p>	Multiple choice	12 ข้อ	4

ตัวชี้วัด	เนื้อหา	ลักษณะข้อสอบ	จำนวน	คะแนน
4. Writing	-Topic :Environment -Topic : Food -Topic : Sports Comparison and contrast( 120 -150 words)		เลือกเขียน 1 เรื่อง	5
5. Conversation	Topic : Buying the ticket		6 ข้อ	2



**แผนการจัดการเรียนรู้ฉบับย่อ**  
**กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ**

รายวิชา วิชาภาษาอังกฤษพื้นฐาน 4

Foundation English 4 (ENG 30104)

จำนวน 2.0 หน่วยกิต

เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 4

ภาคเรียนที่ 1

ปีการศึกษา 2559

ผู้สอน

### 1. คำอธิบายรายวิชา (Course Description)

ศึกษารูปแบบชนิดของคำ โครงสร้างไวยากรณ์และความสัมพันธ์ของส่วนต่างๆ ของประโยคที่ส่งผลต่อความหมายในประโยค เนื้อหาบทสนทนาเกี่ยวกับเรื่องในชีวิตประจำวัน ประกาศแจ้งข้อมูล คำสั่ง คำแนะนำ การแสดงความคิดเห็นเบื้องต้นจากข้อมูล เหตุการณ์ที่อยู่ในความสนใจ บทความทางวิชาการทั้งอย่างเป็นทางการและไม่เป็นทางการ กลยุทธ์การอ่านเพื่อความเข้าใจ การอ่านจับใจความสำคัญ การอ่านสรุปความ การเดาความหมายของคำศัพท์จากบริบทด้วยวิธีที่หลากหลายจากสื่อสิ่งพิมพ์ บทอ่านที่หลากหลาย รูปแบบการเขียนย่อหน้าประเภทการบรรยายและพรรณนา

โดยใช้ทักษะกระบวนการ ฟังจับใจความ พูดโต้ตอบและแสดงความคิดเห็น อ่านสรุปความและเขียนบรรยาย เพื่อฝึกทักษะทางภาษาเพื่อพัฒนาทักษะการฟังแล้วจับใจความและสามารถปฏิบัติตามได้ พูดโต้ตอบแสดงความคิดเห็น และนำเสนอเกี่ยวกับเรื่องตนเอง ครอบครัว โรงเรียนหรือสังคมรอบตัว สามารถอ่านทำความเข้าใจเพื่อจับใจความสำคัญ สรุปความ เดาคความหมายของคำศัพท์ในบริบทได้ และเขียนย่อหน้า ความเรียงประเภทตอบคำถาม บรรยายและพรรณนา โดยใช้ภาษาที่ถูกต้องและเหมาะสมอย่างน้อย 150-250 คำ

Study parts of speech and grammatical structures that affect the meaning in the sentence. Practice conversations about daily life. Make announcements, commands, and suggestions. Give opinion, learn expression and about interesting issues write formal and informal academic articles. Reading comprehension strategies, reading for main idea, reading for summarize guessing the meaning from the context, clues, study the form of writing narrative and write descriptive paragraph and essays.

Practice learning skills: listening comprehension, giving opinions, reading for summarize and writing descriptive essays. Improve listening for the main idea and be able to response. Express opinions and present about ourselves family school or environment. Be able to understand the main idea and summarize the readings. Guess the unknown words by using context clues. Write paragraphs and essays by using appropriate and correct language, 150-250 words approximately.

## 2. ผลการเรียนรู้ที่คาดหวัง (Learning Outcome)

1. ฟังบทสนทนาขนาดสั้นเกี่ยวกับเรื่องในชีวิตประจำวัน ประกาศแจ้งข้อมูล คำสั่ง และคำแนะนำ ความยาว 1-3 นาที พร้อมปฏิบัติตามได้

Listen to short conversations about daily life, announcements, commands and suggestions, 1-3 minutes in length.

2. พูดโต้ตอบ แสดงความคิดเห็นเบื้องต้น นำเสนอเกี่ยวกับเรื่องในชีวิตประจำวัน โรงเรียนหรือสังคมรอบตัว การแสดงความคิดเห็นจากข้อมูล เหตุการณ์ที่อยู่ในความสนใจ บทความทางวิชาการทั้งอย่างเป็นทางการและไม่เป็นทางการ

Respond and express opinions about daily life, school or environment, information, interesting situations and write formal and informal academic articles.

3. อ่านและศึกษากลยุทธ์ในการทำความเข้าใจเพื่อจับใจความสำคัญ สรุปความ จากคำสั่ง คำแนะนำ จากสื่อสิ่งพิมพ์ บทความที่หลากหลาย ความยาว 200-250 คำ และสามารถเดาความหมายของคำศัพท์ในบริบทได้

Read and understand the main idea, summarize commend, suggestions form text, read various passages that are 200-250 words in length and be able to guess the meaning of the words from context clues.

4. วิเคราะห์ โครงสร้างไวยากรณ์ ชนิดของคำ ประโยค ข้อความ เพื่อฝึกการเขียนย่อหน้า และความเรียงประเภทตอบคำถาม บรรยายและพรรณนา โดยใช้ภาษาที่ถูกต้องและเหมาะสมอย่างน้อย 150-250 คำ

Understand grammatical structures and analyze parts of speech in sentences. Read passages in order to write a narrative and descriptive paragraphs and essays by using an appropriate and correct language, 150-200 words approximately

## 3. โครงสร้างรายวิชา (Learning Target)

Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
<b>Listening Skill</b>		
<b>1. Listening Strategies</b>		
1.1 Listening for gist and details		
1.1.1 Length	2-5 mins	
1.1.2 Text Type : - two-way communication (conversation: general) - one-way communication: announcement, advertisement, etc.		
1.2 Note-taking	✓	
1.3 Summarizing	-	
<b>2. Pronunciation (Listening)</b>		
2.1 Identifying sounds /stress / intonation	F / M	I = Introduction F = Familiarity M = Mastery
<b>Speaking Skill</b>		
<b>1. Conversation</b>		
Text Types : general, social, academic		
1.1 in pair	2-3 mins	
1.2 in group	2-3 mins	
<b>2. Oral presentation</b>	3-5 mins	
<b>3. Debate</b>	-	
<b>4. Group discussion</b>	3-5 mins	
<b>5. Interview</b>	3-5 mins	
<b>6. Pronunciation (Speaking)</b>		
<b>6.1 Phonetics</b>		
6.1.1 Consonants: voiced, voiceless	F / M	
6.1.2 Vowels	F / M	
<b>6.2 Phonology</b>		
6.2.1 Intonation	F / M	
6.2.2 Rising & Falling	F / M	
6.2.3 Pausing & Linking	F / M	

Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
<b>Reading Skill</b>		
<b>1. Reading Techniques</b>		
1.1 Skimming (for main idea)	F/M	
1.2 Scanning (for details)	F/M	
1.3 Reference	F/M	
1.4 Context clues	F	
1.5 Inference/ Implication	F	
1.6 Distinguishing fact and opinion	I	
1.7 Writer's purpose	F	
1.8 Tone / Mood / Attitude	-	
1.9 Summarizing and outlining	I	
1.10 Paraphrasing	I	
1.11 Quoting	I	
1.12 Note-taking	I	
1.13 Reflection	I	
<b>Text Types / Text Organization</b>		
1. Descriptive / Spatial order	✓	
2. Narrative / Chronological order	✓	
3. Expository		
3.1 Compare - Contrast	✓	
3.2 Cause - Effect	✓	
3.3 Problem - Solution	✓	
4. Argumentative	✓	
5. Persuasive	✓	
6. Research / Scientific abstract or equivalence	✓	
<b>Writing Skill</b>		
1. Descriptive (80-100 words)	-	
2. Narrative (100-120 words)	-	
3. Comparison/ Contrast (120-150 words)	-	
4. Reflection (150-200 words)	✓	
5. Opinion (200-250 words)	-	
6. Argumentative (200-250 words )	-	
7. Compare & Contrast (200-250 words )	-	

Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
8. Cause & Effect (200-250 words)	-	
9. Problem solution (200-250 words)	-	
10. Persuasive (300-350 words)	-	
11. Essay for University Admission (300-350 words)	-	
12. Compare-Contrast (300-350 words)	-	
13. Problem Solution (300-350 words)	-	
<b>Grammar</b>		
<b>1) Part of speech</b>		
<b>1.1 Noun</b>		
1.1.1 Countable / Uncountable	M	
1.1.2 Proper / Common	M	
1.1.3 Abstract / Concrete	M	
1.1.4 Collective / Compound	M	
<b>1.2 Pronoun</b>		
1.2.1 Subject Pronoun		
Basic	-	
Cluster	I	
1.2.2 Object Pronoun		
Basic	-	
Cluster	I	
1.2.3 Possessive Pronoun	M	
1.2.4 Possessive Adjective	M	
1.2.5 Reflexive Pronoun	M	
1.2.6 Demonstrative	M	
1.2.7 Interrogative	I / F / M	
1.2.8 Relative	F / M	
1.2.9 Indefinite	F / M	
<b>1.3 Verb</b>		
1.3.1 Action Verb	M	
1.3.2 Helping Verb (Auxiliary)	M	
1.3.3 Modal Verb	M	
1.3.4 Linking Verb (Stative Verb)	M	

Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
1.3.5 Finite/ Non-finite Verb	M	
1.3.6 Phrasal Verb	M	
1.3.7 Transitive Verb and Intransitive Verb	M	
<b>1.4 Adjective</b>		
1.4.1 Adjective Order	M	
1.4.2 Descriptive Adjective	M	
1.4.3 Demonstrative Adjective	M	
1.4.4 Interrogative Adjective	M	
1.4.5 Indefinite Adjective	M	
1.4.6 Article	M	
1.4.7 Number and Quantity	M	
<b>1.5 Adverb</b>		
1.5.1 Adverb Modifying Verb		
1.5.1.1 Adverb of frequency	M	
1.5.1.2 Adverb of manner	M	
1.5.1.3 Adverb of time	F / M	
1.5.1.4 Adverb of place	M	
1.5.2 Adverb Modifying Adjective	I	
1.5.3 Adverb Modifying Other Adverb	I	
<b>1.6 Conjunction</b>		
1.6.1 Coordinating	M	
1.6.2 Correlative	I	
1.6.3 Subordinating	I	
<b>1.7 Preposition</b>		
1.7.1 Preposition of time	M	
1.7.2 Preposition of place	M	
1.7.3 Prepositional Phrase	M	
<b>1.8 Interjection</b>	M	
<b>2. Verb Tense</b>		
2.1 Present Simple	M	
2.2 Present Continuous	M	
2.3 Present Perfect	M	
2.4 Present Perfect Continuous	F	



Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
2.5 Past Simple	M	
2.6 Past Continuous	M	
2.7 Past Perfect	F / M	
2.8 Past Perfect Continuous	I	
2.9 Future Simple	M	
2.10 Future Continuous	F	
2.11 Future Perfect	I	
2.12 Future Perfect Continuous	I	
<b>3) Types of sentence</b>		
3.1 Imperative	M	
3.2 Statement/ Declarative	M	
3.3 Negative	M	
3.4 Interrogative	M	
<b>4) Passive Voice</b>		
4.1 Present Simple	M	
4.2 Past Simple	M	
<b>5) Sentence Types</b>		
5.1 Simple Sentence	M	
5.2 Compound Sentence	M	
5.3 Complex Sentence	F / M	
5.4 Compound – Complex Sentence	I / F	
<b>6) Parts of a Sentence</b>		
6.1 Subject	M	
6.2 Predicate (Nominative, Adjective)	M	
6.3 Direct Object & Indirect Object	M	
6.4 Objective Complement	-	
<b>7) Question Tags</b>		
7.1 Present Simple	M	
7.2 Past Simple	M	
<b>8) Phrases</b>		
8.1 Prepositional	I / F	
8.2 Gerund	I / F	
8.3 Infinitive	I / F	
8.4 Appositive	I / F	

Learning Target	M 4	Remark
	1 <sup>st</sup> Semester	
8.5 Participial	I / F	
8.6 Absolute	I / F	
<b>9) Clauses</b>		
9.1 Dependence / Independence Clauses	F / M	
9.2 Noun Clause	F / M	
9.3 Adjective/ Relative Clause	F / M	
9.4 Adverb Clause	F / M	
<b>10) Comparison</b>		
10.1 Positive/ Negative Degree (as.....as)	M	
10.2 Comparative Degree	M	
10.3 Superlative Degree	M	
<b>11) Determiner</b>		
11.1 A / An / The	M	
11.2 This / That / These / Those	M	
11.3 Some / any	M	
11.4 Many / much	M	
11.5 A lot of / lots of	M	
11.6 Number of / amount of	M	
11.7 Few / a few	M	
11.8 Little/ a little	M	
11.9 A large number of	M	
<b>12) Causative</b>	-	
<b>13) Direct-Indirect Speech</b>		
13.1 Present Simple	M	
13.2 Past Simple	M	
<b>14) Conditionals</b>		
14.1 Type 0	M	
14.2 Type I	M	
14.3 Type II	M	
14.4 Type III	M	
<b>15) Parallel Structure</b>	I / F	
<b>16) Inversion</b>	-	

## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	<b>Course Orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading 5. Introduction of the course: Mechanics of writing, IPA, Academic Presentation, Sharing opinions) 6. Individual/Group Assignments (listening-speaking tasks)	1. The students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities. 2. Sts understand the course outline/syllabus, ways to grade them, and teachers remind them about rules and regulations while studying; teachers provide them the overall details and the needed information they should recognize while studying. 3. Understand why they have to focus on listening and speaking tasks, what to do, and when they will have to present a given topic.
2	(5 <sup>th</sup> – 8 <sup>th</sup> periods)	<b>1. Reading Workshop (1)</b> <b>Personal Reflection: Sharing experiences</b> <b>(Narration)</b> 1.1 Skimming and Scanning Techniques (1) -Main Idea and Specific Information <b>(Reading Model)</b> 1.2 Article “What’s in a Name?” (CTSTF: p1-2) (HC: p18)  <b>2. Developmental Language Skills (1)</b>	1. Sts learn different reading styles like skimming and scanning which suit the text and one’s purpose of reading. Formulate and answer questions by scanning materials for specific information. Draw conclusion; make guesses and predictions based on their experiences and on the selection read.  2. Recognize that relative pronouns introduce a

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p>-Nouns/Relative Pronouns (DLS: p7-8) (HC: p410)</p> <p>-SAS Curriculum Pathways (Optional)</p> <p><b>3. Sentence, Paragraph and Composition (1)</b></p> <p>-Identifying sentence fragments (SPC: practice A and B, worksheet 1 and 2, p1-2) (HC: p341)</p> <p>-SAS Curriculum Pathways (Optional)</p> <p><b>4. IPA Practice (1)</b></p> <p>International Phonetic Alphabet</p> <p>-definition, function</p> <p>-components: consonants, vowels, stress symbol (overview)</p> <p>-IPA vowels 1</p> <p><b>e ɒ ʌ æ ə ʊ ɪ</b></p> <p>get not cup cat away put hit</p>	<p>subordinate clause (<i>that, which, who, whom and whose</i>), and it cannot stand alone: be attached to a sentence.</p> <p>3. Identify sentence fragments and revise them to create complete sentences, and construct correct and complete sentences with proper punctuations in writing a narrative discourse.</p> <p>4. Gain knowledge about IPA, what it is about, its function, how it started and have an overview of the vowel, consonant sounds and the stress symbol. Furthermore, they determine the point of articulation of each vowel whether it is it is close-mid front unrounded, open back unrounded vowel, open-mid back unrounded, near open front rounded, mid central, near close near back rounded, or near close near front unrounded vowel.</p>
3	(9 <sup>th</sup> -12 <sup>th</sup> periods)	<p><b>1. Developmental Language Skills (2)</b></p> <p>-Indefinite Pronouns (DLS: p9-10) (HC: p411-412)</p> <p>-SAS Curriculum Pathways (Optional)</p> <p><b>2. Combining Sentence (1)</b></p> <p>Using Compound Elements</p>	<p>1. Sts recognize indefinite pronouns on the given sentences and use them properly in constructing sentences.</p> <p>2. Identify the roles of the compound elements in</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p>(SC: Lesson 1, p1-2)</p> <p><b>3. Academic Listening (1)</b> -Short Dialogue (1: Tips and Tricks: Idiomatic Expressions and detail questions)</p> <p><b>4. Writing Workshop (1)</b> <b>Personal Reflection: Sharing Experiences</b> <b>1.1 Introduction to Academic Writing)</b> -Paragraph Organization -Essay Organization -Narrative Essay -<b>Introduction</b> to Narrative Essay Organization (Reflecting on experiences) <b>(Writing Model)</b> -<b>Article:</b> “Reaching the Heights” <b>(Narration):</b> (CT: p1-3, HC: p18)</p> <p><b>5. Speaking</b> <b>General topics</b></p>	<p>sentences. Combine words and phrases and sentences correctly by using the compound elements.</p> <p>3. Identify the literal representations of idioms through class discussions, drawings, and writing. Show an understanding of the metaphorical meanings of selected idioms by using them in sentences, and construct short dialogues using idiomatic expressions.</p> <p>4. Deeply understand the parts and structure of good paragraphs and essays by recognizing and identifying topic sentences, supporting details, concluding sentences and by determining the unity, coherence and logical arrangements of the sentences. Effectively express thoughts and feelings by narrating their own personal experiences. Start exploring his or her own inner self and come to a self- realization or epiphany about his/her life.</p> <p>5. The students fully understand what they are speaking about, learn some tips that they need to do before, during and after the speaking tasks and decide</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
			for a topic within the given theme which suit their interests.
4	(13 <sup>th</sup> –16 <sup>th</sup> periods)	<p><b>1. Reading Workshop (2)</b>  <b>Personal Reflection: Sharing Experiences</b>  <b>(Narration)</b>            1.1 Skimming and Scanning Techniques (2)  <b>(Reading Model)</b>            1.2 Article “An early draft of a student essay” (CTSTF: p3-5) (HC: p28)</p> <p><b>2. Developmental Language Skills (3)</b>            -Adjectives (DLS: p11-12) (HC: p412-415)            -SAS Curriculum Pathways (Optional)</p> <p><b>3. Extensive Listening (1)</b>            -Listening for pleasure (optional activity)</p> <p><b>4. Sentence, Paragraph and Composition (2)</b>            -Revising Phrase fragments (SPC: practice A and B, worksheet 3 and 4, p3-4) (HC: p343)</p> <p><b>5. Writing Practice (1)</b></p>	<p>1. Sts skim rapidly for major ideas and scan for specific information. Answer the questions about the reading passage correctly by improving sentence structure and word choice, rewriting some parts of it and by considering its organization and development.</p> <p>2. Become familiar with the rules that govern the use of adjectives and main verbs in well-written sentences. Develop basic skills in using adjectives and main verbs in sentences through various exercises.</p> <p>3. Recognize the tremendous knowledge gaining from listening to news, lectures or discussions, and accept it as parts of their grown-ups to be a well-rounded person.</p> <p>4. Understand a fragments, phrases and sentences and revise phrases by adding nouns, correct verbs and proper punctuations marks. In addition they should be able to do a presentation comparing and contrasting a given topic and share their opinions related to the topic.</p> <p>5. Understand the purposes of</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p>- Narrative Essay (Start writing the First Draft of Personal Reflection: 200-250 words)</p> <p><b>6. IPA practice (2)</b></p> <p>-Phonetic Symbol 2 (The International Phonetic Alphabets: IPA)</p> <p>-IPA vowels 2: Long vowel sounds</p> <p><b>ɪ: u: ɜ: ɑ: ɔ:</b></p> <p>sea do bird car four</p>	<p>essay writing and start writing the first draft of Narrative Essay.</p> <p>6. Observe correct pronunciation of critical long vowel sounds. The students further pronounce the words with proper stress and intonation and learn to use the dictionary in checking the proper pronunciation of the vowels whether they are long vowels or not.</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
5	(17 <sup>th</sup> - 20 <sup>th</sup> periods)	<p><b>1. Developmental Language Skills (4)</b>            -Verbs A (Main and Helping Verbs)            (DLS: p13-14 (HC: p417)            -SAS Curriculum Pathways (Optional)</p> <p><b>2. Combining Sentence (2)</b>            -Using Semicolons            (CS: lesson 2, p3-4)            -SAS Curriculum Pathways (Optional)</p> <p><b>3. Academic Listening (2)</b>            -Short Dialogue 2 (Idiomatic Expressions)</p> <p><b>4. Writing Workshop (2)</b>  <b>(Personal Reflection: Sharing Experiences)</b>            -Narrative Article: “Becoming a part of the Lake”            (CT: p5-6, HC: p28)</p> <p><b>5. Speaking</b>  <b>General topics</b></p>	<p>1. Sts demonstrate correct usage of different verbs, including past and present tense verbs and helping verbs.</p> <p>2. Correctly recognize situations where semicolons are used in a written sentence. Determine where and under what situations semicolons should be used within various sentence situations</p> <p>3. Identify the idioms from the listening text, understand its meaning and construct short dialogue using these idioms. Explore and use the characteristics of different types of texts, aesthetic elements, and mechanics including text structure, figurative and descriptive language, spelling punctuation, and grammar to construct and convey meaning.</p> <p>4. Find out the problems in content, organization, style and grammar of the given essay, and write the first draft of their own personal reflection examining their inner selves and narrating their experiences.</p> <p>5. With some ideas they have gathered, the students present to the class the outline of their</p>



W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
			speaking and the importance of discussing this topic.
6	(21 <sup>st</sup> -24 <sup>th</sup> periods)	<p>1. Reading Workshop (3)</p> <p>1.1 Guessing the meaning from context clues (1)</p> <p>1.2 Narrative Article (general)</p> <p>2. Developmental Language Skills (5)</p> <p>-Verbs B (Action verbs and Linking verbs)</p> <p>(DLS: p15-18) (HC: p418-421)</p> <p>3. Extensive Listening (2)</p> <p>-Listening for pleasure (optional activity)</p> <p>4. Sentence, Paragraph and Composition (3)</p> <p>-Revising subordinate clause fragments</p> <p>(SPC: practice A and B, worksheet 5 and 6, p5-6) (HC: p345)</p> <p>5. Writing Practice (2)</p> <p>- Narrative Essay (the Second Draft of Personal Reflection: 200-250 words)</p>	<p>1. Sts completely understand the passage through context clues.</p> <p>2. Understand that an action verb expresses either physical (something that a person, animal, or object can do) or mental (something the people or animals can do with their minds) activity.</p> <p>3. Recognize the tremendous knowledge gaining from listening to news, lectures or discussions, and accept it as parts of their grown-ups to be a well-rounded person.</p> <p>4. Revise sentences, paragraphs and compositions by joining the subordinate with the independent clauses using proper conjunctions and punctuation marks.</p> <p>5. Understand the teacher's feedback and start writing the second of the Narrative Essay.</p> <p>6. Familiarize themselves with</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>6. IPA practice (3)</b> -Phonetic Symbols 3 (The International Phonetic Alphabets: IPA) (diphthongs 1)</p> <p><b>ɪə eɪ ʊə ɔɪ</b></p> <p>near      say      tour      toy</p>	<p>diphthongs and pronounce them properly. Read words and phrases with correct pronunciation, stress and intonation. Widen their understanding on the proper pronunciation of vowels and diphthongs using dictionaries.</p>
7	(25 <sup>th</sup> –28 <sup>th</sup> periods)	<p><b>1. Developmental Language Skills (6)</b> -Transitive and Intransitive Verbs (DLS: p219-20) (HC: p421)</p> <p><b>2. Combining Sentence (3)</b> -Using Colons, Dashes, and Parentheses (CS: lesson 3, p5-6) -SAS Curriculum Pathways (Optional)</p> <p><b>3. Academic Listening (3)</b> -Short Dialogue 3 (Assumptions and Inferences)</p> <p><b>Writing Workshop (3)</b></p> <p><b>4. Writing Workshop</b> 4.1 Narrative article (Writing Model) 4.2 Article (General)</p> <p><b>5. Speaking</b> <b>General topics</b></p>	<p>1. Sts know the concepts of transitive and intransitive verbs, identify the adverbs on the given sentences, and connect sentences using correlative conjunctions properly.</p> <p>2. Understand the importance of punctuation in writing and punctuate sentences correctly. Illustrate the need for punctuation in written language by relating it to pauses in spoken language.</p> <p>3. Listen and answer the questions based on the listening texts.</p> <p>4. Learn the elements of narrative essay.</p> <p>5. The students present the development of their speaking tasks by presenting to the class the data they have gathered using different educational media like power point presentation, illustration,</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
			<p>diagram, graph, pictures etc. The other groups give some opinions for them to improve their speaking tasks in order to have a better understanding of the topic.</p>
8	(29 <sup>th</sup> –32 <sup>nd</sup> periods)	<p><b>1. Reading Workshop (4)</b>  1.1 Guessing the meaning from context clues (2)  1.2 Narrative Article (general)</p> <p><b>2. Developmental Language Skills (6)</b>  -Adverbs  (DLS: p21-22) (HC: p422-424)  -SAS Curriculum Pathways (Optional)</p> <p><b>3. Extensive Listening (3)</b>  -Listening for pleasure (optional activity)</p> <p><b>4. Sentence, Paragraph and Composition (4)</b>  -Using subordinate clauses in sentences  (SPC: practice A and B, worksheet 7 and 8, p7-8) (HC: p346)</p>	<p>1. Sts get main ideas based on the reading passage arrive at the meaning of the unfamiliar words through context clues and share ideas related to the topic read. Guess the meaning of idiomatic expression by noting keywords in expressions, context clues, collocations, clusters or related words, etc.</p> <p>2. Recognize that adverbs modify or describe a verb, an adjective, or another adverb.</p> <p>3. Are motivated to improve their listening skills by giving them chances to explore to a wide range of listening resources such as news from BBC or VOA.</p> <p>4. Deeply understand the difference between a phrase and a clause, identify the clauses in sentences, properly use independent clauses and construct complete sentences by adding independent clauses to the subordinate ones including proper punctuation</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>5. Writing Practice (3)</b> (Continue finishing their Final Draft of Narrative Essay: 200-250 words)</p> <p><b>6. IPA practice (4)</b> Phonetic Symbols 4 (The International Phonetic Alphabets: IPA ) diphthongs 2</p> <p><b>əʊ eə aɪ aʊ</b> go      hair      eye      now</p>	<p>marks.</p> <p>5. Edit the final draft of their composition following the corrections given.</p> <p>6. Familiarize themselves with more diphthongs and pronounce them properly. Read more words and phrases with correct pronunciation, stress and intonation. Widen their understanding on the proper pronunciation of vowels and diphthongs using dictionaries.</p>
9	(33 <sup>rd</sup> –36 <sup>th</sup> periods)	<p><b>1. Developmental Language Skills (7)</b> (Prepositions) (DLS: p23-24) (HC: p426-427)</p> <p><b>2. Combining Sentence (4)</b> -Using Correlative Conjunctions (CS: lesson 4, p7-8) -SAS Curriculum Pathways (Optional)</p>	<p>1. Sts correctly use prepositions of location, movement, time and place in verbal and written form, and also become familiar with concept, correct usage and the rules that govern the use of prepositions, conjunctions and interjections in well-written sentences and develop basic skills in using them through practices in various writing situations.</p> <p>2. Understand and can use correlative conjunctions to connect words that come in pairs (when you use one, you usually use the other: both...and, not only...but also etc.).</p> <p>3. Listen to short dialogues and</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>3. Academic Listening (6)</b> -Short Dialogues 4 (Problems and Dialogue Guessing)</p> <p><b>4. Writing Workshop (4)</b> Narrative Essay</p> <p><b>5. IPA practice (5) (Test)</b> -IPA vowels/diphthongs -Giving Opinions</p>	<p>answer the questions in complete sentences depending on whatever opinion they gather.</p> <p>4. Study the writing model and then edit an article following guidelines concerning content, format and mechanics of writing. Revise their composition about their personal reflection based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Read a paragraph with vowels/diphthongs written in IPA with proper pronunciation, intonation and stress patterns, pausing and blending. Observe proper articulation while giving opinion to the problems presented which are related to the topic of their mini-seminar.</p>
10	(37 <sup>th</sup> -40 <sup>th</sup> periods)	<p><b>Midterm Exam</b> <b>(Reading + Writing + Developmental Language Skills (20 points)</b></p>	<p><b>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 90 minutes.</b></p>
11	(41 <sup>st</sup> - 44 <sup>th</sup> periods)	<p><b>1. Reading Workshop (5)</b> <b>(Description)</b> <b>(Reading Model)</b></p> <p>1.1 <b>Introduction to</b> Descriptive Article</p> <p>1.2 <b>Descriptive Article</b></p> <p>1.3 One reading passage(s) taken from Standardized Tests</p>	<p>1. Sts identify how descriptive articles are organized and also identify words/phrases that show the aspects of descriptive articles in the texts.</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>2. Developmental Language Skills (8)</b> (Conjunctions) (DLS: p25-26) (HC: p428-30) -SAS Curriculum Pathways (Optional)</p> <p><b>3. Extensive Listening (4)</b> -Listening for pleasure (optional activity)</p> <p><b>4. Sentence, Paragraph and Composition (5)</b> -Identifying and Revising fragments (SPC: practice A and B, worksheet 9 and 10, p9-10) (HC: p347)</p> <p><b>5. IPA practice (6)</b> Phonetic Symbols 5 (The International Phonetic Alphabets: IPA) Consonants 1 Unvoiced <b>p t tʃ k</b> pen tea chin kick Voiced <b>b d dʒ g</b> bad dog judge get</p>	<p>2. Know that coordinating conjunctions (and, but, for, nor, or, so, yet, for) are used to join words or word groups that are used in the same way, and understand that correlative conjunctions (neither...nor, either...or etc.) are pairs of conjunctions that join words or word groups that are used in the same way.</p> <p>3. Know that it is necessary for them to find more knowledge from listening to news or any medias to improve their knowledge.</p> <p>4. Are able to identify and revise fragments and can rearrange the provided passage. They also can link the fragment to an independent clause, or develop the fragment into a complete sentence.</p> <p>5. Differentiate the voiced and unvoiced vowels, identify how they differ, read words and phrases properly, knowing the place and manner of articulation of every letter. Gain a deeper understanding on how to pronounce every word properly through listening and the use of dictionary.</p>
12	(45 <sup>th</sup> – 48 <sup>th</sup> )	<b>1. Developmental Language Skills</b>	1. Sts understand that sentences

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
	periods)	<p><b>(9)</b></p> <p>-The subjects (Simple, Compound, and Complete Subjects) (DLS: p27-28) (HC: p439-48)</p> <p><b>2. Combining Sentence (5)</b></p> <p>-Using Subordinating conjunctions (CS: lesson 5, p9-10)</p> <p>-SAS Curriculum Pathways (Optional)</p> <p><b>3. Academic Listening (5)</b></p> <p>-Long Conversation and Talks 1</p> <p><b>4. Writing Workshop (5)</b></p>	<p>consist of two basic parts: subjects and predicates. Know that the main word or word group that tells whom or what the sentence is about is called the simple subject, the complete subject is made up of all the words that tell whom or what the sentences is about, and the compound subjects consist of two or more subjects that are joined by a conjunctions and that have the same verb.</p> <p>2. Understand that using subordinating conjunctions to combine sentences can help them express complex ideas, and when they use a subordinating conjunction, they create a subordinate clause.</p> <p>3. Comprehend to the conversation listen to and answer the questions correctly, and listen for clues and links to show the speaker's trend of thought, describe the speaker's attitude towards the subject, arrive at conclusions regarding the attitude of the speaker toward his subject by noting clues and links to show the speaker's stand and assumptions.</p> <p>4. Understand the guidelines, mechanics and format of writing</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>Descriptive Essay (Writing Model)</b></p> <p>4.1 Introduction to Descriptive Essay</p> <p>4.2 Article: “The Darkened Sky” (CT: p13-16, HC: p92)</p> <p><b>5. IPA practice (7)</b></p> <p>Phonetic Symbols 6 (The International Phonetic Alphabets: IPA)</p> <p>Consonants 2</p> <p>Unvoiced</p> <p><b>f θ s ʃ</b></p> <p>food thin so shine</p> <p>Voiced</p> <p><b>v ð z ʒ</b></p> <p>very then zero leisure</p>	<p>a descriptive essay. Determine how the writer showed the descriptive aspects on the passage and write their own essay about a given topic indicating descriptive aspects.</p> <p>5. Differentiate the voiced and unvoiced vowels, identify how they differ, read words and phrases properly, knowing the place, and manner of articulation of every letter. Gain a deeper understanding on how to pronounce every word properly through listening and the use of dictionary.</p>
13	(49 <sup>th</sup> – 52 <sup>nd</sup> periods)	<p><b>1. Reading Workshop (6) (Reading Model)</b></p> <p><b>Descriptive Article (General)</b></p> <p><b>2. Developmental Language Skills (11)</b></p> <p>-The Predicates (Simple and Complete predicates) (DLS: p29- 30) (HC: p438- 48)</p> <p>-SAS Curriculum Pathways (Optional)</p>	<p>1. Sts determine the descriptive aspects of some issues addressed by the writer in the reading passage and respond to the questions pertaining to the text.</p> <p>2. Develop deep understanding of sentences by knowing the concept of predicate adjectives as describing words and by identifying them correctly in sentences. Furthermore, the students understand that participial phrases act as adjectives in sentences too, use them properly by combining sentences and placing proper</p>



W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>3. Extensive Listening (5)</b> -Listening for pleasure (optional activity)</p> <p><b>4.Sentence, Paragraph and Composition (6)</b> -Revising by correcting run-ons (SPC: practice A and B, worksheet 11 and 12, p11-12) (HC: p349)</p> <p><b>5. Writing Practice (4)</b> - Descriptive Essay -(First draft of Descriptive Essay: 200 – 250 words)</p> <p><b>6. Speaking</b> -Introduction to Presentation</p>	<p>punctuation marks.</p> <p>3. Are motivated that one of many ways to improve their listening skills is to listen to news or any informative resources as much as possible.</p> <p>4. Can use the method of revision indicated in parentheses to correct reach run-on sentence.</p> <p>5. Understand the guidelines, mechanics and format of writing a descriptive essay. Determine how the writer showed the description on the passage and start writing their own first draft of it.</p> <p>6. Introduce steps of presentation and skills required for making a presentation.</p>
14	(53 <sup>rd</sup> – 56 <sup>th</sup> periods)	<p><b>1. Developmental Language Skills (10)</b> -Predicate nominatives (DLS: p31-32) (HC: p453-454) -SAS Curriculum Pathways (Optional)</p> <p><b>2. Combining Sentence (6)</b> -Choosing how to combine 1 (SC: lesson 6, p. 11-12)</p>	<p>1. Sts know that predicate nominatives are one kind of complement; a predicate nominative is a word or word group that is in the predicate and that indicates the subject of refers to it. And they also recognize that a predicate nominative appears only in a sentence that has a linking verb.</p> <p>2. Combine sentences using various sentence structures by adding a word, a phrase or a clause at the beginning, middle or end of a given statement.</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>3. Academic Listening (6)</b> -Long Conversation and Talks 2</p> <p><b>4. Writing Workshop (6)</b> Descriptive Essay (Writing Model) Descriptive Article (General)</p> <p><b>5. Speaking</b> Presentation Practice (1)</p>	<p>3. Listen for clues and links to show the speaker's trend of thought, describe the speaker's attitude towards the subject, arrive at conclusions regarding the attitude of the speaker toward his subject by noting clues, and links to show the speaker's stand and assumptions.</p> <p>4. Revise an essay by checking the style, organization and grammar of the given text.</p> <p>5. Develop their presentation through practice and by giving opinions on how to improve it more.</p>
15	(57 <sup>th</sup> – 60 <sup>th</sup> periods)	<p><b>1. Reading Workshop (7)</b> Descriptive Article (Reading Model) 1.1 Descriptive Article</p> <p><b>2. Developmental Language Skills (13)</b> (Predicate adjectives) (DLS: p33-34) (HC: p454) -SAS Curriculum Pathways (Optional)</p>	<p>1. Sts understand that the descriptive essay should catch the audience's attention, that the body should appeal to the audience, provide support in each paragraph etc., and that the conclusion should convey key information or main points to the audience.</p> <p>2. Understand that a predicate adjective is an adjective that is in the predicate and that modifies the subject of a sentence or a clause. Like a predicate nominative, a predicate adjective complete the meaning of a linking verb.</p> <p>3. Like and enjoy listening to</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>3. Extensive Listening (6)</b> -Listening for pleasure (optional activity)</p> <p><b>4. Sentence, Paragraph and Composition (7)</b> -Correcting fragments and run-on sentences (SPC: practice A and B, worksheet 13 and 14, p13-14) (HC: p350)</p> <p><b>5. Writing Practice (5)</b> 5.1 Descriptive Essay <b>5.2 Continue finishing the Second draft of the Descriptive Essay: 200-250 words</b></p> <p><b>6. Speaking</b> <b>Presentation practice (2)</b></p>	<p>some provided extensive listening activities such as music, movies and things related.</p> <p>4. Recognize comma splices in which sentences are incorrectly connected by a comma and so determine run-on sentences in which two sentences incorrectly run together with no punctuation or connectors. Demonstrate how to correct comma splices and run-on sentences by using coordinating conjunctions, subordinating conjunctions, conjunctive adverbs, semicolons, and periods, as appropriate.</p> <p>5. Study the teacher's feedback and continue to finish their descriptive essay.</p> <p>6. Develop their presentation through practice and by giving opinions on how to improve it more.</p>
16	(61 <sup>st</sup> – 64 <sup>th</sup> periods)	<p><b>1. Combining Sentence (7)</b> -Combining notes in sentences (CS: lesson 7, p13-14)</p> <p><b>2. Academic Listening (7)</b></p>	<p>1. Sts recognize that a sentence is a group of words that contains a subject and a verb and expresses a complete thought. And the sts make sure that each of their sentences meets each of these qualifications.</p> <p>2. Determine the claims, perspective, assumptions and</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p>-Long Conversation and Talks 3</p> <p><b>3. Writing Workshop (7)</b> (Writing Model) Descriptive Article</p> <p><b>4. Speaking</b> Group Presentation (1)</p>	<p>the line of argumentation of the speaker, listen for important points signaled by pausing and a slow rate of speech and listen for clues to enable one to tune in to the topic discussed.</p> <p>3. Understand more about the organization, styles and target audience of the descriptive essay.</p> <p>4. Present the topic they have developed and answer the questions raised by the other students and the teacher. Proper pronunciation, stress, intonation, pausing and blending will be observed while they talked and during the peer evaluation, other groups are asked to give some suggestions on how to develop more the presentation.</p>
17	(65 <sup>th</sup> – 68 <sup>th</sup> periods)	<p><b>1. Reading Workshop (8)</b> (Reading Model) Descriptive Article 1.2 One reading passage (Cloze Test Format), taken from Standardized Tests</p> <p><b>2. Extensive Listening (7)</b> -Listening for pleasure (optional activity)</p>	<p>1. Sts evaluate and revise the content and organization of a descriptive essay, and become familiar with Cloze Test Format, increase their reading comprehension and predict words that belong to the blanks of the cloze passage.</p> <p>2. Recognize the significance of improving their knowledge by exploring to many different kinds of listening resources such</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p><b>3. Sentence, Paragraph and Composition (8)</b> -Revising fragments and run-on sentences (SPC: practice A and B, worksheet 15 and 16, p15-16) (HC: p351)</p> <p><b>4. Writing Practice (6)</b> - <b>Descriptive Essay(Final draft of the Descriptive Essay: 200-250 words)</b></p> <p><b>5. IPA practice (8)</b> -Phonetic Symbols 7 (The International Phonetic Alphabets: IPA) Consonants 3</p> <p><b>m n ŋ h</b> man not bring how</p> <p><b>l r w j</b> love rain wind yes</p>	<p>as news, songs, discussions, lectures and movies.</p> <p>3. Are able to revise the given sentence fragments and run-on sentences by adding, deleting, or moving words as necessary, and change the punctuation and capitalization wherever necessary.</p> <p>4. Write the final draft of their descriptive essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Read words, phrases, sentences or paragraphs properly by reading every letter with proper articulation. Furthermore, they read different materials with correct pronunciation through the help of IPA and the dictionary.3. Combine pair of sentences to form complex sentences by changing the second sentence into a subordinate clause and inserting it to the first sentence, by adding or deleting words and adding commas if necessary.</p>
18	(69 <sup>th</sup> – 72 <sup>nd</sup> periods)	<p><b>1. Reading Workshop (9) (Reading Practice)</b></p> <p>1.1 One reading passage, taken from any Standardized Tests</p> <p>1.2 10 items of Error Identification</p>	<p>1. Sts use structural, lexical and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse, in finding</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
		<p>1.3 10 items of Sentence Completion</p> <p><b>2. Combining Sentence (8)</b> -Using Adjectives and Adverbs (CS: lesson 8, p. 15-16) -SAS Curriculum Pathways (Optional)</p> <p><b>3. Academic Listening (8)</b> -Short Conversation and Talks 4</p> <p><b>4. Writing Workshop (8)</b> (Writing Model) Descriptive Essay</p> <p><b>5. Speaking</b> Group Presentation (2)</p>	<p>implications and in drawing inferences. Identify the sense and reference of words in reading texts for a better understanding of a selection. Correctly identify the errors on the given statements.</p> <p>2. Recognize that an adjective is a word used to modify a noun or a pronoun. An adverb is a word used to modify a verb, an adjective and another adverb be telling how, when, where or to what extent the action is taking place.</p> <p>3. Determine the claims, perspective, assumptions and the line of argumentation of the speaker, listen for important points signaled by pausing and a slow rate of speech and listen for clues to enable one to tune in to the topic discussed.</p> <p>4. Study the writing model and use their learned knowledge to identify a problem of this essay containing problems in style, content, usage, and grammar.</p> <p>5. Present the topic they have developed and answer the questions raised by the other students and the teacher. Proper pronunciation, stress, intonation, pausing and blending will be observed while they talked and during</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
			the peer evaluation, other groups are asked to give some suggestions on how to develop more the presentation.
19	(73 <sup>rd</sup> – 76 <sup>th</sup> periods)	<p><b>1. Reading Workshop (10)</b></p> <p>1.1 One reading passage, taken from Standardized Tests</p> <p>1.2 Wrapping up all reading techniques taught</p> <p>1.3 Reminding the students the final test structures</p> <p><b>2. Combining Sentence (9)</b></p> <p>-Using prepositional phrases (CS: lesson 9, p. 17-18)</p> <p>-SAS Curriculum Pathways (Optional)</p> <p><b>3. Writing Workshop (9)</b></p> <p>-Wrapping up of all parts of writing processes (Sentences/Paragraphs and Essay Organization)</p> <p><b>4. Speaking: Test</b></p> <p>IPA: vowels and consonants</p>	<p>1. Sts use structural, lexical and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse, in finding implications and in drawing inferences. Identify the sense and reference of words in reading texts for a better understanding of a selection</p> <p>2. Understand that prepositional phrases can help them combine sentences and make their writing more interesting and more powerful.</p> <p>3. Review of writing techniques (organization of paragraph, essay and relevant matters—to all the lessons taken for the whole semester.)</p> <p>4. Read a paragraph written in IPA pronouncing every word correctly with proper stress, intonation, pausing and blending.</p>

W	Date / Periods	Core - Contents	Purposes / In-week expected learning outcome
20	(77 <sup>th</sup> – 80 <sup>th</sup> periods)	Final Examination (Reading + Writing + Developmental Language Skills) (20 points)	Based on the general standard test styles by using unseen passages, the paper test consists of reading, writing and grammar: 120 minutes.

Materials :

1. Elements of Language fourth Course
2. Any selected materials



## 5. การประเมินผลการเรียนรู้ (Assessment)

1. Midterm (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. Final Examination (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. Assignments	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quizzes	= 10 %
6. Essay	= 10 %
7. Listening Tests	= 10 %
Total	= <u>100 %</u>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 →	grade 4	64 - 60 →	grade 2
79 - 75 →	grade 3.5	59 - 55 →	grade 1.5
74 - 70 →	grade 3	54 - 50 →	grade 1
69 - 65 →	grade 2.5	49 - 0 →	grade 0

## **6. Course Policies**

### **6.1 Attend regularly**

The importance of attending regularly cannot be overestimated. Please arrive to class on time and remain until class is over. Your attendance and participation will appear in your final grade in the form of points assigned for in-class exercises. These exercises cannot be made up. If you arrive late and miss an in-class exercise, you will not be permitted to complete it. If you leave early and miss an in-class exercise, you will not be permitted to complete it (the mentioned will be accepted only if the students have a permission letter from the assigned authority.)

### **6.2 Come prepared**

Please bring your textbooks or handouts with you to class. Have all assignments ready to turn in at the beginning of the class on the day they are due.

### **6.3 Keep up if you miss class**

It is your responsibility to keep up with assignments if you miss class. “I wasn’t here last week” is never an acceptable excuse for coming to class unprepared. If you miss class, check the syllabus and contact the instructor or another student to collect your assignments.

### **6.4 Papers must be neatly typed or written**

All assignments (including drafts) should be typed or neatly written.

### **6.5 Save your work**

It is your responsibility to keep an extra copy of all assignments that you turn in.

### **6.6 Submit your work on time**

(1) In-class exercises and drafts may not be submitted late.

(2) Final versions of some papers may be submitted late, but for each week that they are late, your grade will be reduced.

## **7. Student Behavior Statement**

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated. At the instructor’s discretion, a student causing problems may be asked to leave the class for the session.

## 8. Midterm Examination Structure

(Integrated Test : Reading-Speaking-Writing-Language Usage) / 20 points

### Mid-term Examination Structure

Point : 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b></p> <p>-It is a Reading Pattern: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b></p> <p>-9 multiple choice questions on one reading passage--containing ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b></p> <p>-It is two short-answer questions on one reading passage containing ~200-250 words in length.<b>(Items 10-11)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points in total)</b></p>
<p><b>Part Two: Developmental Language Skill</b></p> <p>-To complete the first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding the topic sentence or the main idea.</p>	<p><b>Sentence Completion (5 points)</b></p> <p>-There are 20 multiple choice questions and each question contains ~ 20 - 50 words. One grammatical part of the sentence will be deleted. <b>(Items 12-31)</b></p>	<p>(1/4) <b>5 points</b></p>
<p><b>Part Three: Error Identification</b></p> <p>-To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatically incorrect. <b>(Items 32-41)</b></p>	<p>(1/2) <b>5 points</b></p>

Content	Type of Questions/ number and time frame	Points
<p><b>Part Four: Academic Writing (Narrative/Descriptive Essay)</b></p> <p>-Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students are given three topics; they must choose only one of them and develop an essay on the topic of 150-200 words in length. <b>(Items 42)</b></p>	<p><b>5 points</b></p>

## 9. Final Examination Structures

(Integrated Test: Reading-Writing-Language Usage) /20 points

### Final Examination Structure

Point : 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b></p> <p>-It is a Reading Pattern: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b></p> <p>-9 multiple choice questions on one reading passage--containing ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b></p> <p>-It is two short-answer questions on one reading passage containing ~200-250 words in length.<b>(Items 10-11)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points in total)</b></p>
<p><b>Part Two: Developmental Language Skill</b></p> <p>-To complete the first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Sentence Completion (5 points)</b></p> <p>-There are 20 multiple choice questions and each question contains ~ 20 - 50 words. One grammatical part of the sentence will be deleted. <b>(Items 12-31)</b></p>	<p>(1/4) <b>5 points</b></p>
<p><b>Part Three: Error Identification</b></p> <p>-To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject- verb agreement, and word choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatical incorrect. <b>(Items 32-41)</b></p>	<p>(1/2) <b>5 points</b></p>

Content	Type of Questions/ number and time frame	Points
<b>Part Four: Academic Writing (Narrative/ Descriptive Essay)</b> -Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.	Students are given three topics; they must choose only one of them and develop an essay on the topic of 200-250 words in length. <b>(Items 42)</b>	<b>5 points</b>

Remark : Writing Criteria for Midterm and Final Exam

#### Writing Rubrics/Grading Criteria

<b>Writing (Short Answer)</b> <b>(1 point each, 2 total)</b>	<b>1 point</b> for complete and correct answer based on the reading passage given.  <b>½ point</b> for only one part of the correct information, but not complete answer.  <b>0 point</b> for incomplete and incorrect answer.
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*Essay Writing	Task Description
<b>5 points</b>	<b>An essay at this level largely accomplishes all of the following :</b> - In-depth understanding : key concepts related to the question and the story are identified and fully defined; excellent use of literary techniques such as comparison and contrast - The student integrates personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response is rooted in the text and a clear understanding of the whole text, and its subtext(s), and makes connections to other texts. - Fully, relative to the topic - Literary style completely clear and effective, excellent grammar and

*Essay Writing	Task Description
	spelling. - Varied sentence structure, essay well developed and cohesive.
4 points	<b>An essay at this level largely accomplishes all of the following :</b> - Key concepts related to the question and the story are adequately identified and defined; average use of literary techniques to describe viewpoints - The student connects personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response refers to the text, conveys a sense of understanding of the text and partial understanding of its subtext. - Mostly relative to the topic without errors - Literary style partially clear and effective, good grammar & spelling - Sentence structure somewhat varied; essay well developed and cohesive
3 points	<b>An essay at this level is marked by one or more of the following :</b> - Key concepts are partially identified and defined; statement that viewpoints exist but little use of supporting details - The student explores personal feelings, experiences, hopes, fears, reflections or beliefs and makes a superficial or concrete connection to the text. - Partially relative with minor errors - Use of literary technique to convey main ideas but lacking clarity - Sentence structure lacks variety but essay mostly developed
2 points	<b>An essay at this level may reveal one or more of the following :</b> - Some concepts are identified but not defined; lack of reference to any viewpoints - The student retells or paraphrases the text or identifies devices in isolation making only a superficial reference to personal feelings or experiences. Or the student writes about personal feelings, etc., without connecting to or referring to the text. - Somewhat relative with significant errors. - Lacks use of literary technique. - Many errors in grammar and spelling.

*Essay Writing	Task Description
1 point	<p>An essay at this level may reveal one or more of the following :</p> <ul style="list-style-type: none"><li>- Complete lack of reference to the question and the story; irrelevant information; unsupported statements, incomplete details.</li><li>- The student response shows little or no interaction with or understanding of the text.</li><li>- Not relative to the topic at all.</li><li>- Irrelevant and/or erroneous information, main ideas unclear, illegible, grammar and spelling errors consistent throughout essay.</li></ul>





**แผนการจัดการเรียนรู้รายบับย่อ**  
**กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ**

รายวิชา วิชาภาษาอังกฤษพื้นฐาน 5

Foundation English 5 (ENG 30105)

จำนวน 2.0 หน่วยกิต

เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 4

ภาคเรียนที่ 2

ปีการศึกษา 2559

ผู้สอน

### 1. คำอธิบายรายวิชา (Course Description)

ศึกษาโครงสร้างทางไวยากรณ์ที่ซับซ้อนยิ่งขึ้น วิเคราะห์ แยกส่วนประกอบของประโยคความสัมพันธ์ที่ส่งผลต่อความหมายของวลี ประโยค และข้อความ กลยุทธ์การฟังจากบทสนทนาที่มีความยาวมากขึ้น เกี่ยวกับเรื่องราวทั่วไปในชีวิตประจำวัน เพลง ข่าว และสิ่งแวดล่อม ข้อความ คำศัพท์ในการพูดโต้ตอบ การแสดงความคิดเห็นเกี่ยวกับเรื่องราว จากบทอ่านเหตุการณ์ที่อยู่ในความสนใจ กลยุทธ์การอ่านเพื่อความเข้าใจ รายละเอียดสรุปใจความสำคัญ การตีความ การอนุมาน และการอ้างอิง รูปแบบการเขียนความเรียงประเภทแสดงความคิดเห็นเกี่ยวกับเหตุการณ์ทั่วไปและสิ่งแวดล่อม

โดยใช้ทักษะกระบวนการ ฟังจับใจความ พูดโต้ตอบและแสดงความคิดเห็น อ่านสรุปความและวิเคราะห์ และเขียนบรรยาย เพื่อฝึกทักษะทางภาษา

เพื่อพัฒนาทักษะการฟังแล้วจับใจความและสามารถปฏิบัติตามได้ พูดโต้ตอบ แสดงความคิดเห็น และนำเสนอเกี่ยวกับเรื่องราวทั่วไปในชีวิตประจำวัน เพลง ข่าว และสิ่งแวดล่อม สามารถอ่านทำความเข้าใจเพื่อจับใจความสำคัญ สรุปความ เดาความหมายของคำศัพท์ในบริบทได้ และเขียนความเรียง ประเภทแสดงความคิดเห็นเกี่ยวกับเหตุการณ์ทั่วไปและสิ่งแวดล่อม โดยใช้ภาษาที่ถูกต้องและเหมาะสมอย่างน้อย 200-250 คำ

Study more complex grammatical structures, analyze and distinguish elements of phrases and sentences as they affect meaning. Learn listening strategies from longer conversation about daily life, songs, news, environment, messages. Learn vocabulary for responses, opinions expression from passages. Learn reading strategies for details, main ideas, interpretations, inferences, references. Practice writing strategies for opinions, paragraphs and essays about different situations and environment.

Practice learning skills: listening comprehension responding and expressing idea; reading for summarizing, analyzing writing to give opinions.

Improve listening skills for comprehension, responses, opinions expressions, and present events in daily life. Listen to songs, news, environment. Reading skills for comprehension, summarizing, guessing meaning from context clues. Writing opinion essays about events and environment using accurate and appropriate language, 200-250 words.

## 2. ผลการเรียนรู้ที่คาดหวัง (Learning Outcome)

1. ฟัง ตอบคำถามและสรุปใจความสำคัญ จากบทสนทนาเกี่ยวกับเรื่องราวในชีวิตประจำวันที่มีความยาว 3-5 นาที

Listen to conversation about daily life, answer the questions and summarize main idea from daily life conversations about 3-5 minutes.

2. พูดโต้ตอบ แสดงความคิดเห็นเกี่ยวกับเรื่องราวจากบทอ่าน เหตุการณ์ที่อยู่ในความสนใจและนำเสนอ หรือแสดงความคิดเห็นได้

Speak and express opinions about the interesting passages and situations.

3. อ่านเพื่อความเข้าใจ รายละเอียด สรุปใจความสำคัญ การตีความ การอนุมาน การอ้างอิง ของเรื่องสั้น ข่าว บทความเกี่ยวกับเหตุการณ์ทั่วไปและสิ่งแวดล้อม

Read for comprehension, details, summary, interpretation, inferences, references from short stories, news, formal and informal article and environment.

4. ระบุโครงสร้างไวยากรณ์ที่ซับซ้อน ระบุองค์ประกอบของการเขียนเรียงความ และเขียนเรียงความเพื่อแสดงความคิดเห็น โดยใช้ภาษาที่ถูกต้องเหมาะสม อย่างน้อย 200 - 250 คำ

Employ advanced grammatical structures and essay components in order to write an opinion essay using accurate and appropriate language, 200-250 words.

## 3. โครงสร้างรายวิชา (Learning Target)

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
<b>Listening Skill</b>		
<b>1. Listening Strategies</b>		
1.1 Listening for gist and details		
1.1.1 Length	2-5 mins	
1.1.2 Text Type : - two-way communication (conversation: general) - one-way communication: announcement, advertisement, etc.		
1.2 Note-taking	✓	
1.3 Summarizing	✓	
<b>2. Pronunciation (Listening)</b>		
2.1 Identifying sounds /stress / intonation	F / M	I = Introduction F = Familiarity M = Mastery
<b>Speaking Skill</b>		
<b>1. Conversation</b>		
Text Types : general, social, academic		
1.1 in pair	2-3 mins	
1.2 in group	2-3 mins	
<b>2. Oral presentation</b>	3-5 mins	
<b>3. Debate</b>	-	
<b>4. Group discussion</b>	3-5 mins	
<b>5. Interview</b>	3-5 mins	
<b>6. Pronunciation (Speaking)</b>		
<b>6.1 Phonetics</b>		
6.1.1 Consonants: voiced, voiceless	F / M	
6.1.2 Vowels	F / M	
<b>6.2 Phonology</b>		
6.2.1 Intonation	F / M	

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
6.2.2 Rising & Falling	F / M	
6.2.3 Pausing & Linking	F / M	
<b>Reading Skill</b>		
<b>1. Reading Techniques</b>		
1.1 Skimming (for main idea)	F/M	
1.2 Scanning (for details)	F/M	
1.3 Reference	F/M	
1.4 Context clues	F	
1.5 Inference/ Implication	F	
1.6 Distinguishing fact and opinion	F	
1.7 Writer's purpose	F	
1.8 Tone / Mood / Attitude	-	
1.9 Summarizing and outlining	F	
1.10 Paraphrasing	F	
1.11 Quoting	F	
1.12 Note-taking	F	
1.13 Reflection	F	
<b>Text Types / Text Organization</b>		
1. Descriptive / Spatial order	✓	
2. Narrative / Chronological order	✓	
3. Expository		
3.1 Compare - Contrast	✓	
3.2 Cause - Effect	✓	
3.3 Problem - Solution	✓	
4. Argumentative	✓	
5. Persuasive	✓	
6. Research / Scientific abstract or equivalence	✓	
<b>Writing Skill</b>		
1. Descriptive (80-100 words)	-	
2. Narrative (100-120 words)	-	
3. Comparison/ Contrast (120-150 words)	-	
4. Reflection (150-200 words)		
5. Opinion (200-250 words)	✓	

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
6. Argumentative (200-250 words )	-	
7. Compare & Contrast (200-250 words )	-	
8. Cause & Effect (200-250 words)	-	
9. Problem solution (200-250 words)	-	
10. Persuasive (300-350 words)	-	
11. Essay for University Admission (300-350 words)	-	
12. Compare-Contrast (300-350 words)	-	
13. Problem Solution (300-350 words)	-	
<b>Grammar</b>		
<b>1) Part of speech</b>		
<b>1.1 Noun</b>		
1.1.1 Countable / Uncountable	M	
1.1.2 Proper / Common	M	
1.1.3 Abstract / Concrete	M	
1.1.4 Collective / Compound	M	
<b>1.2 Pronoun</b>		
1.2.1 Subject Pronoun		
Basic	-	
Cluster	F	
1.2.2 Object Pronoun		
Basic	-	
Cluster	F	
1.2.3 Possessive Pronoun	M	
1.2.4 Possessive Adjective	M	
1.2.5 Reflexive Pronoun	M	
1.2.6 Demonstrative	M	
1.2.7 Interrogative	I / F / M	
1.2.8 Relative	F / M	
1.2.9 Indefinite	F / M	
<b>1.3 Verb</b>		
1.3.1 Action Verb	M	
1.3.2 Helping Verb (Auxiliary)	M	
1.3.3 Modal Verb	M	

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
1.3.4 Linking Verb (Stative Verb)	M	
1.3.5 Finite/ Non-finite Verb	M	
1.3.6 Phrasal Verb	M	
1.3.7 Transitive Verb and Intransitive Verb	M	
<b>1.4 Adjective</b>		
1.4.1 Adjective Order	M	
1.4.2 Descriptive Adjective	M	
1.4.3 Demonstrative Adjective	M	
1.4.4 Interrogative Adjective	M	
1.4.5 Indefinite Adjective	M	
1.4.6 Article	M	
1.4.7 Number and Quantity	M	
<b>1.5 Adverb</b>		
1.5.1 Adverb Modifying Verb		
1.5.1.1 Adverb of frequency	M	
1.5.1.2 Adverb of manner	M	
1.5.1.3 Adverb of time	M	
1.5.1.4 Adverb of place	M	
1.5.2 Adverb Modifying Adjective	F / M	
1.5.3 Adverb Modifying Other Adverb	F / M	
<b>1.6 Conjunction</b>		
1.6.1 Coordinating	M	
1.6.2 Correlative	F / M	
1.6.3 Subordinating	F / M	
<b>1.7 Preposition</b>		
1.7.1 Preposition of time	M	
1.7.2 Preposition of place	M	
1.7.3 Prepositional Phrase	M	
<b>1.8 Interjection</b>	M	
<b>2. Verb Tense</b>		
2.1 Present Simple	M	
2.2 Present Continuous	M	
2.3 Present Perfect	M	
2.4 Present Perfect Continuous	F	

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
2.5 Past Simple	M	
2.6 Past Continuous	M	
2.7 Past Perfect	M	
2.8 Past Perfect Continuous	I	
2.9 Future Simple	M	
2.10 Future Continuous	F / M	
2.11 Future Perfect	I	
2.12 Future Perfect Continuous	I / F	
<b>3) Types of sentence</b>		
3.1 Imperative	M	
3.2 Statement/ Declarative	M	
3.3 Negative	M	
3.4 Interrogative	M	
<b>4) Passive Voice</b>		
4.1 Present Simple	M	
4.2 Past Simple	M	
<b>5) Sentence Types</b>		
5.1 Simple Sentence	M	
5.2 Compound Sentence	M	
5.3 Complex Sentence	F / M	
5.4 Compound – Complex Sentence	F / M	
<b>6) Parts of a Sentence</b>		
6.1 Subject	M	
6.2 Predicate (Nominative, Adjective)	M	
6.3 Direct Object & Indirect Object	M	
6.4 Objective Complement	-	
<b>7) Question Tags</b>		
7.1 Present Simple	M	
7.2 Past Simple	M	
<b>8) Phrases</b>		
8.1 Prepositional	F	
8.2 Gerund	F	
8.3 Infinitive	F	
8.4 Appositive	F	

Learning Target	M 4	Remark
	2 <sup>nd</sup> semester	
8.5 Participial	F	
8.6 Absolute	F	
<b>9) Clauses</b>		
9.1 Dependence / Independence Clauses	F / M	
9.2 Noun Clause	F / M	
9.3 Adjective/ Relative Clause	F / M	
9.4 Adverb Clause	F / M	
<b>10) Comparison</b>		
10.1 Positive/ Negative Degree (as.....as)	M	
10.2 Comparative Degree	M	
10.3 Superlative Degree	M	
<b>11) Determiner</b>		
11.1 A / An / The	M	
11.2 This / That / These / Those	M	
11.3 Some / any	M	
11.4 Many / much	M	
11.5 A lot of / lots of	M	
11.6 Number of / amount of	M	
11.7 Few / a few	M	
11.8 Little/ a little	M	
11.9 A large number of	M	
<b>12) Causative</b>	I / F	
<b>13) Direct-Indirect Speech</b>		
13.1 Present Simple	M	
13.2 Past Simple	M	
<b>14) Conditionals</b>		
14.1 Type 0	M	
14.2 Type I	M	
14.3 Type II	M	
14.4 Type III	M	
<b>15) Parallel Structure</b>	I / F	
<b>16) Inversion</b>	I / F	



## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	<b>Orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading	1. The students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities. 2. Students understand the course outline/syllabus, ways to grade them, and teachers remind them about rules and regulations while studying; teachers provide them the overall details and the needed information they should recognize while studying.
2	(5 <sup>th</sup> -8 <sup>th</sup> periods)	<b>Reading Workshop (1)</b> <b>Literary Analysis (1)</b> -Article 1: Fake Life or Fake Necklace? (CTSTF: chapter 5, p20-21, HC: p168)  <b>2.Grammar (1)</b> -Grammar reviewing (1) (what they have learned from the 1 <sup>st</sup> semester) <b>3.Sentence, Paragraph and Composition (1)</b> -Revising a paragraph and essay organization -Combining by inserting phrases (SPC: worksheet 21, p21-22, HC: p356)	1. Students study the organization of the Literary Analysis Essay, understand the main idea of the story, and find out the problems in content, organization, style and grammar of the given essay. 2. Students are able to recall what they have learned in the last semester. 3. The students recall the parts and structure of good paragraphs and essays by recognizing and identifying topic sentences, supporting details, concluding sentences and by determining the unity, coherence and logical arrangement of the sentences. Furthermore, they find out the problems in content, organization, style and grammar of the given paragraph and essay and revise them to have better

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>4.Creative Speaking(1)</b> -Sharing Your Ideas: What should we learn from a Short Story?</p>	<p>organization. 4. Students share and understand different cultures and traditions imbedded in the short stories through the author’s creativity, personal expression and artistic integrity.</p>
3	(9 <sup>th</sup> – 12 <sup>th</sup> periods)	<p><b>1.Grammar (2)</b> -Grammar reviewing (2) (what they have learned from the 1<sup>st</sup> semester)</p> <p><b>2.Combining Sentence (1)</b> -Using adjectives and adverbs (CS: lesson 8, p15-16)</p> <p><b>3.Listening (1)</b> -Dictation (2 short passages, 40 words each)</p> <p><b>4.Writing Workshop (1)</b> -Article 1: Literary Analysis (Shadow Evidence in “The Pit and the Pendulum”) (CT: chapter 5, p25-27, HC: p168)</p> <p><b>5.Creative Speaking(2)</b> -<b>Expressing Your Ideas:</b> What is your favorite story (from a novel, or a short story? Give reasons why?</p>	<p>1. Students are able to recall what they have learned in the last semester.</p> <p>2. Students understand the grammatical function of the adjectives and adverbs and can explain their functions when using the sentences.</p> <p>3. Students recognize the significance of improving their listening skill and can write down what they have learned correctly.</p> <p>4. Identify the author’s use of various literary elements in a given text, and explain how the use of these techniques makes the text more realistic and compelling.</p> <p>5. Engage in conversation with peers about literature particularly their favorite story or novel sharing the author’s technique in presenting the plot, the characters, the setting and the use of different figurative languages.</p>
4	(13 <sup>th</sup> – 16 <sup>th</sup> periods)	<p><b>1.Reading Workshop (2)</b> -Article 2: an early draft of a student essay (CTSTF: chapter 5, p22-24, HC: p178)</p>	<p>1. Students understand more about the structure of the analytical essay, comprehend the whole story the writer tries to communicate to the</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>2.Grammar (3)</b> -Prepositional Phrases A(Commonly used prepositions, Adjective) and B (Commonly used prepositions, Adverbs) (DLS: p41-44) (HC: p467-70)</p> <p><b>3.Sentence, Paragraph and Composition (2)</b> -Combining using compound subjects and verbs (SPC: worksheet 23, p23-24, HC: p357)</p> <p><b>4. 1<sup>st</sup> assignment: The first draft of the Literary Analysis Essay (350 – 400 words)</b></p> <p><b>5.Creative Speaking(3)</b> -Discussing: The most capturing scene from their famous movies)</p>	<p>readers, and learn the writer’s tone and emotional voice. They can also evaluate the writer’s overall purpose.</p> <p>2. Students understand the meaning of the phrase ‘Predicate Nominatives’ and can explain their relationships within its sentence.</p> <p>3. Choose the best way to combine sets of sentences using compound subjects and verbs.</p> <p>4. Write the first draft of their Literary Analysis Essay by carefully examining and evaluating a work or an aspect of a work of literature.</p> <p>5. Analyze and criticize scenes from famous movies by discussing their overall impression of the film while mentioning the movie’s title, director, and key actors.</p>
5	(17 <sup>th</sup> – 20 <sup>th</sup> periods)	<p><b>1.Grammar (4)</b> -The Participial and the participial phrase (DLS: p45-46) (HC: p472-474)</p> <p><b>2.Combining Sentence (2)</b> -Using prepositional phrases (CS: lesson 9, p17-18)</p>	<p>1. Besides understanding this focus language, the students can explain or compare the function of predicate nominatives and predicate adjective, and are able to underline these target languages appearing in any reading passage.</p> <p>2. Students expand their knowledge about using prepositions and prepositional phrases; moreover, they know that there are two kinds</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>3.Listening (2)</b> -Short conversation (TOEFL materials)</p> <p><b>4.Writing Workshop (2)</b> -Article 2: Revising and Proofreading (Caution and Recklessness in “Trap of Gold” (CT: chapter 5, p29-30, HC: p178)</p> <p><b>5.Creative Speaking(4)</b> -Sharing Your Ideas: What should we learn from Research Article?</p>	<p>of prepositions—single prepositions and compound prepositions. The point is that they can figure out its function when using in the sentence.</p> <p>3. Students are familiar with the Toefl listening materials and know the normal pattern of them.</p> <p>4. The students comprehend on the selection read and find out the problems in content, organization, style and grammar of the given paragraph and essay and revise them to have better organization.</p> <p>5. Sts understand the basic components of a well-written research article.</p>
6	(21 <sup>st</sup> – 24 <sup>th</sup> periods)	<p><b>1.Reading Workshop (3)</b> -Article 3: Research Article (CTSTF: chapter 6, p25-27, HC: 208)</p> <p><b>2.Grammar (5)</b> -The gerund and the gerund phrase(DLS: p47-48) (HC: p476-478)</p> <p><b>3.Sentence, Paragraph and</b></p>	<p>1. Students gain more knowledge the basic components of a well-written research article and through reading this article, they learn more about a particular topic that they are studying. They further understand that research article is designed to solve a particular existing problem so there is a much larger audience to support research that is likely to be profitable or solve problems of immediate concern.</p> <p>2. Students know there may have more than one object in the sentence, and each object work different functions.</p> <p>3. Sts recognize dependent and</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>Composition (3)</b> -Combining to create compound sentences (SPC: worksheet 25, p25-26, HC: 358)</p> <p><b>4. 2<sup>nd</sup> assignment: The second draft of the Literary Analysis Essay (350 – 400 words)</b></p> <p><b>5.Creative Speaking (5)</b> -<b>Discussing:</b> What should be the components of doing research? Do we need to concern about the social consequences in doing any research?</p>	<p>independent clauses, define the different types of sentence structures: simple, compound, complex, and compound-complex and join sentences together to create compound sentences using proper conjunctions, conjunctive adverbs and punctuation marks.</p> <p>4. Revise their Literary Analysis essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Sts discuss and understand certain aspects of research paper, following the prescribed essay format correctly, giving citations and references correctly as and when required.</p>
7	(25 <sup>th</sup> – 28 <sup>th</sup> periods)	<p><b>1.Grammar (6)</b> -The infinitive and the infinitive phrase (DLS: p49-50) (HC: p579-81)</p> <p><b>2.Combining Sentence (3)</b> -Using appositive phrases (CS: lesson 10 and 11, p19-21)</p> <p><b>3.Listening (3)</b> -Lecture (TOEFL materials)</p> <p><b>4.Writing Workshop (3)</b></p>	<p>1. Students can use direct and indirect object in the sentence appropriately—know that indirect object is a noun, pronoun or word group that often appears in sentences containing direct objects.</p> <p>2. Students know the functions of appositive phrases and can use it correctly—understand that an appositive phrase is a noun or a pronoun placed beside another noun or pronoun to identify or explain it.</p> <p>3. Students understand and can jot down the main ideas of the listening passage.</p> <p>4.Stswiden their ideas by analyzing</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p>-Article 3: Research Article (The Durian: A difficult delicacy) (CT: chapter 6, p31-33, HC: p208)</p> <p><b>5.Speaking(6)(Only one scene of the chosen film)</b></p> <p>-Testing: Critiquing a film (a pair work)</p> <p>(Group 1 – 3, 10 minutes each, 5 points)</p>	<p>research articles which investigates topics that have concrete findings or results.</p> <p>5. Sts use their critical thinking skills to develop a new vocabulary for discussing and critiquing films. They further develop evaluative and analytic skills by applying this new terminology to a scene in both classroom discussions and writing and they become more media literate by exploring how film texts are constructed and how camera angles and music impact a viewer's experience.</p>
8	(29 <sup>th</sup> – 32 <sup>nd</sup> periods)	<p><b>1.Reading Workshop (4)</b></p> <p>-Article 4: Research Paper (Three Points in Contact) (CTSTF: chapter 6, p28-30, HC: p218)</p> <p><b>2.Grammar (7)</b></p> <p>-The Appositive and the appositive phrase (DLS: p51-52) (HC: p483-485)</p> <p><b>3.Sentence, Paragraph and Composition (4)</b></p>	<p>1. Students recognize that the research paper's introduction should grab the reader's attention, include a thesis statement and identify the topic and suggest which aspects of the topic are covered, that its body should support a thesis statement and that its conclusion should restate the thesis, and leave the reader with an insight.</p> <p>2. Students understand that a prepositional phrase includes a preposition, the object of the preposition, and any modifiers of that object. They also understand that adjective phrase modifies a noun or a pronoun and adverb phrase modifies a verb, an adjective and adverb.</p> <p>3. Sts recognize dependent and</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p>-Combing to create complex sentences (SPC: worksheet 27, p27-28, HC: 360)</p> <p><b>4. 3<sup>rd</sup> assignment: The third draft of the Literary Analysis Essay (350 – 400 words)</b></p> <p><b>5.Creative Speaking(7)(Only one scene of the chosen film)</b></p> <p>-Testing: Critiquing a film(a pair work) (Group 3 – 6, 10 minutes each, 5 points)</p>	<p>independent clauses, define the different types of sentence structures: simple, compound, complex, and compound-complex and join sentences together to create complex sentences.</p> <p>4. Revise their Literary Analysis essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Sts use their critical thinking skills to develop a new vocabulary for discussing and critiquing films. They also synthesize what they have learned by outlining a scene of their own and presenting it to the class and they participate as knowledgeable, reflective, creative, and critical persons in respectful dialogue with one another during class discussions and while working in cooperative groups.</p>
9	(33 <sup>rd</sup> – 36 <sup>th</sup> periods)	<p><b>1.Grammar (8)</b></p> <p>-Grammar reviewing</p> <p><b>2.Combining Sentence (4)</b></p> <p>-Using participial phrases (CS: lesson 12, p22-23)</p>	<p>1. Students know that there are two kinds of participles, present participles (end in –ing) and past participles (end in –d or –ed) and know that a participial phrase consists of a participle and any modifiers or complements the participle has: the entire phrase is used as an adjective.</p> <p>2. Students gain more knowledge about using participial phrase and can combine each set of sentences by inserting a participial phrase.</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>3.Listening (4)</b> -Dictation (1 passage) -Lecture (1 article)</p> <p><b>4.Writing Workshop (4)</b> -Article 4: Revising and Proofreading (The Galveston Hurricane) (CT: chapter 6, p35-36, HC: 218)</p> <p><b>5.The final draft of the Literary Analysis Essay (350 – 400 words)</b></p> <p><b>6.Creative Speaking(8)(Only one scene of the chosen film)</b> -Testing: Critiquing a film(a pair work) (Group 7 – 9, 10 minutes each, 5 points)</p>	<p>3. Students know the significance of listening skill and can follow the lesson provided.</p> <p>4. Sts develop a wider perspective on how a good essay is written and edit an article following guidelines concerning content, style and grammar.</p> <p>5. Revise their Literary Analysis essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>6. Sts use their critical thinking skills to develop a new vocabulary for discussing and critiquing films.</p>
10	(37 <sup>th</sup> – 40 <sup>th</sup> periods)	<p><b>Midterm Exam</b> (Reading + Writing + Language Usage (20 points)</p>	<p><b>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 120 minutes.</b></p>
11	(41 <sup>st</sup> – 44 <sup>th</sup> periods)	<p><b>1.Reading Workshop (5)</b> -Article 5: Persuasive Article (It's not news to me) (CTSTF: chapter 7, p31-32, HC: p252)</p> <p><b>2.Grammar (9)</b></p>	<p>1. Students know that its introduction should grab the reader's attention, include necessary background information and provide a clear opinion statement, its body should support the opinion statement with adequate reasons and sufficient evidence, and that its conclusion should restate the writer's opinion in an effective conclusion etc.</p> <p>2. Students know that a gerund is a</p>



W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p>-The adjective clause (DLS: p47-48) (HC: p560-561)</p> <p><b>3.Sentence, Paragraph and Composition (5)</b></p> <p>-Revising sentences by combining (SPC: worksheet 29, p29-30, HC: p361)</p> <p><b>4.Creative Speaking(9)</b></p> <p><b>-Discussing (group work):</b> What is the best way to persuade other people or to make a good speech?</p>	<p>verb form that ends in -ing and that is used as a noun, and they also know that a gerund can be used as a subject, a predicate nominative, a direct object, an indirect object or an object of a preposition.</p> <p>3. Sts recognize dependent and independent clauses, define the different types of sentence structures: simple, compound, complex, and compound-complex and join sentences together to create compound and complex sentences using proper conjunctions, conjunctive adverbs and punctuation marks.</p> <p>4. Sts define the elements of persuasion, recognize the elements of personal credibility, develop methods to analyze other student's speeches, understand outlining main ideas and create a persuasive speech.</p>
12	(45 <sup>th</sup> – 48 <sup>th</sup> periods)	<p><b>1.Grammar (10)</b></p> <p>-The noun Clause (DLS: p49-50) (HC: p479-481)</p> <p><b>2.Combining Sentence (5)</b></p> <p>-Using infinitive phrases (CS: lesson 13, p24-25)</p>	<p>1. Students know that an infinitive is a verb that can be used as a noun, an adjective, or an adverb, and most infinitives begin with to, and also know that the entire infinitive phrase can be used as a noun, an adjective and an adverb.</p> <p>2. Students can combine two sentences by using infinitive and infinitive phrase.</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>3.Listening (5)</b> -A complete set of listening practice (short conversation, lecture: TOEFL materials)</p> <p><b>4.Writing Workshop (5)</b> -Article 5: Persuasive Newspaper (Saving the night sky) (CT: chapter 7, p37-39, HC: p252)</p> <p><b>5.Creative Speaking(10)</b> -<b>Sharing Your Ideas:</b> What should we do first before persuading people?</p>	<p>3. Students gain more listening skills from practicing and have their own ways to improve their listening skills.</p> <p>4. Differentiate a fact from opinion and use essential questions in order to discover persuasive techniques when reading the article.</p> <p>5.Sts recognize the specific features of the persuasive speech, apply what they have learned about effective persuasive speaking to both their dealings with others and their own life, analyze the type of audience to whom they are speaking, adapt their persuasive approach to match the makeup of their audience and understand and implement logical, emotional and personal appeals.</p>
13	(49 <sup>th</sup> – 52 <sup>nd</sup> periods)	<p><b>1.Reading Workshop (6)</b> -Article 6: Persuasive Essay (Don't wait until you graduate) (CTSTF: chapter 7, p33-35, HC: p263)</p> <p><b>2.Grammar (11)</b> -The adverb clause (DLS: p51-52) (HC: p565-566)</p> <p><b>3.Sentence, Paragraph and Composition (6)</b> -Revising sentences to create parallel structure (SPC: worksheet 33, p33-34, HC: p363)</p>	<p>1. Students understand the main idea of the article, learn its organization as a good guide to write their own essay, and can solve the problems that follow.</p> <p>2. Students understand that the appositive phrase usually follows the noun or pronoun it identifies or describes, acting as an adjective phrase.</p> <p>3. Sts understand that parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. Furthermore, they</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>4. 1<sup>st</sup> assignment: The first draft of the Persuasive Essay, 350 – 400 words)</b></p> <p><b>5.Creative Speaking(11)</b> -Methods: How can we deliver a good persuasive speech?</p>	<p>recognize faulty parallels in their writing, and balance them in a series using conjunctions.</p> <p>4. Construct their first draft of persuasive essay bringing attitudinal and/or behavioral change in the readers.</p> <p>5. Sts define the elements of persuasion, recognize the elements of personal credibility, develop methods to analyze other student’s speeches, understand outlining main ideas and create a persuasive speech.</p>
14	(53 <sup>rd</sup> – 56 <sup>th</sup> periods)	<p><b>1.Grammar (12)</b> -Sentence Structure A (Simple and Compound Sentences) (DLS: p53-54) (HC: p569-570)</p> <p><b>2.Combining Sentence (6)</b> -Using adjective clauses (CS: lesson 15, p28-29)</p> <p><b>3.Listening (6)</b> -A complete set of listening practice (short conversation, lecture: TOEFL materials)</p> <p><b>4.Writing Workshop (6)</b></p>	<p>1. Students understand that adjective clause is a subordinate clause that modifies (or describes) a noun or a pronoun. Recognize that the sentences containing adjective clause are a complex-sentence.</p> <p>2. Students deeply understand the structure of the sentence containing adjective clauses (complete-deduced clause), and can combine two simple sentences into one sentence by changing one sentence into adjective clause.</p> <p>3. Students are familiar with the listening test patterns of Toefl materials.</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p>-Article 6: Revising and Proofreading (The Benefits of Learning a Second Language (CT: chapter 7, p41-42, HC: p263)</p> <p><b>5.Creative Speaking(12)</b></p> <p>-Practice:A good example of delivering persuasive speech.</p>	<p>4. Sts develop a wider perspective on how a good essay is written and edit an article following guidelines concerning content, style and grammar.</p> <p>5. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of speaker’s coordination of talking and action) that would be necessary to influence or change someone’s mind or way of thinking about a topic.</p>
15	(57 <sup>th</sup> – 60 <sup>th</sup> periods)	<p><b>1.Reading Workshop (7)</b></p> <p>-Article 7: Persuasive Brochure (CTSTF: chapter 8, p36-37, HC: p296)</p> <p><b>2.Grammar (13)</b></p> <p>-Sentence Structure B (Complex and Compound-complex sentences) (DLS: p55-56) (HC: p571)</p> <p><b>3.Sentence, Paragraph and Composition (7)</b></p> <p>-Revising stringy sentences (SPC: worksheet 35, p35-36, HC: p364)</p> <p><b>4. 2<sup>nd</sup> assignment: The second</b></p>	<p>1. Students know the purposes of creating persuasive brochure, and know that there are four parts of persuasive brochure: the front panel, the inside spread, the middle panel, and the back panel, and each part has its own specific input. Students also remember to eliminate clichés and maintain a consistent verb tense.</p> <p>2. Students understand that an adverb clause is a subordinate clause that modifies (or describes) a verb, an adjective, an adverbs.</p> <p>3. Sts understand that stingy sentences are with too many clauses usually connected with and, but, so, and because, forming one very long sentence.</p> <p>4. Revise their Persuasive essay</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p>draft of the Persuasive Essay, 350 – 400 words)</p> <p><b>5.Creative Speaking(13)(an individual work)</b> (Summarizing and practicing before their real testing) -Delivering a persuasive speech</p>	<p>based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of speaker’s coordination of talking and action) that would be necessary to influence or change someone’s mind or way of thinking about a topic.</p>
16	(61 <sup>st</sup> – 64 <sup>th</sup> periods)	<p><b>1.Grammar (13)</b> -Subject-Verb Agreement A (Singular and Plural subjects) (DLS: p57-60) (HC: p578-583)</p> <p><b>2.Combining Sentence (7)</b> -Using noun clauses (CS: lesson 16, p30-31)</p> <p><b>3.Listening (7)</b> -Lecture (note-taking) (TOEFL materials)</p> <p><b>4.Writing Workshop (7)</b> -Article 7: Persuasive Brochure (CT: chapter 8, p43-45, HC: p296)</p>	<p>1. The students know that a noun clause is a subordinate clause that is used as a noun. They also know that a noun clause may be used as a subject, a predicate nominative, a direct object, an indirect object, or the object of a preposition (a noun clauses is used in all the same ways that nouns are used.)</p> <p>2. Students recognize that when they use a noun clause to combine sentences, they will usually need to introduce the clause with one of the following words (who, whom, what, which, when, where, why, how and that).</p> <p>3. Students are able to cope with the Toefl materials and are accustomed to the patterns of Toefl test.</p> <p>4. Analyze a persuasive brochure article determining its strong impact, how it stimulates curiosity and</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
		<p><b>5.Creative Speaking(14)(an individual work)(Testing 1, 5 points)</b>            -Delivering a persuasive speech, No. 1-6, 3-5 minutes each)</p>	<p>captures attention.</p> <p>5. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.</p>
17	(65 <sup>th</sup> – 68 <sup>th</sup> periods)	<p><b>1.Reading Workshop (8)</b>            -Article 8: Persuasive Brochure (CTSTF: chapter 8, p38-39, HC: p306)</p> <p><b>2.Grammar (14)</b>            - Subject-Verb Agreement C (Collective Nouns) and D (When the subject follows the verb) (DLS: p61-64) (HC: p584-586)</p>	<p>1. Students experience more the patterns of creating a persuasive brochure and can create their own.</p> <p>2. Students know that the structure of a sentence is determined by the number and types of clause it has. They realize that a simple sentence contains one independent clause and no subordinate clauses, and that a compound sentence contains two or more independent clauses and ob subordinate clauses.</p> <p>3. Gain a deeper understanding about proper sentence construction and revise wordy sentences by removing unnecessary words.</p> <p>4. Revise their Persuasive essay based on the corrections given and following the guidelines, format and mechanics of writing.</p> <p>5. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
			speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.
18	(69 <sup>th</sup> – 72 <sup>nd</sup> periods)	<p><b>1.Grammar (15)</b> -Pronoun-Antecedent A and B (DLS: 65-68) (HC: p593-596)</p> <p><b>2.Combining Sentence (8)</b> -Using conjunctive adverbs (CS: lesson 17-18, p32-33)</p> <p><b>3.Listening (8)</b> -A complete set of listening (TOEFL materials)</p>	<p>1. Students recognize that a complex sentence contains one independent clause and at least one subordinate clause, using subordinate conjunctions to connect sentence together.</p> <p>2. Students recognize that when joining sentence by using conjunctive adverbs, they need a semicolon before conjunctive adverbs and a comma after it.</p> <p>3. Students are able to deal with the test practices provided.</p>
		<p><b>4.Writing Workshop (8)</b> -Article 8: Revising and Proofreading (CT: chapter 8 , p47-48, HC: p306)</p> <p><b>5.Creative Speaking(16)(an individual work) (Testing 3, 5 points)</b> -Delivering a persuasive speech, No. 13 -18, 3-5 minutes each)</p>	<p>4. Follow the guidelines in revising and correcting the errors on the brochure presented by checking the problems in content, style and grammar.</p> <p>5. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.</p>
19	(73 <sup>rd</sup> – 76 <sup>th</sup> )	<p><b>1.Combining Sentence (9)</b> -Using gerund phrases (CS: lesson 18,</p>	<p>1. Students understand that a gerund is a verb form ending in -ing</p>

W	Date/ Periods	Core-Contents	Purposes / In-week expected learning outcome
	periods)	<p>p34-35)</p> <p><b>2.Listening (9)</b> -Finalize the listening activities</p> <p><b>3.Sentence, Paragraph and Composition (9)</b> -Varying sentence beginnings (SPC: worksheet 39, p39-40, HC: p367)</p> <p><b>4.Creative Speaking(17)</b> -Finalize the speaking activities</p>	<p>that is used a noun. It consists of a gerund and any modifiers and complements it may have, and the entire gerund phrase also acts as a noun.</p> <p>2. Students deeply understand the overall concepts of listening practice and the reasons why it is important for them to gain benefit from it.</p> <p>3. Write series of sentences with various beginnings using prepositional phrases, participial phrases, adverb clauses, and adjective clauses</p> <p>4. Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.</p>
20	(77 <sup>th</sup> – 80 <sup>th</sup> periods)	<p><b>Final Examination (Reading + Writing + Language Usage) (20 points)</b></p>	<p><b>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 120 minutes.</b></p>

**Materials :**

1. Elements of Language fourth Course
2. Any selected materials



## 5. การประเมินผลการเรียนรู้ (Assessment)

1. Midterm (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. Final Examination (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. Assignments	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quizzes	= 10 %
6. Essay	= 10 %
7. Listening Tests	= 10 %
Total	= <u>100 %</u>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 → grade 4	64 - 60 → grade 2
79 - 75 → grade 3.5	59 - 55 → grade 1.5
74 - 70 → grade 3	54 - 50 → grade 1
69 - 65 → grade 2.5	49 - 0 → grade 0

## **6. Course Policies**

### **6.1 Attend regularly**

The importance of attending regularly cannot be overestimated. Please arrive to class on time and remain until class is over. Your attendance and participation will appear in your final grade in the form of points assigned for in-class exercises. These exercises cannot be made up. If you arrive late and miss an in-class exercise, you will not be permitted to complete it. If you leave early and miss an in-class exercise, you will not be permitted to complete it (the mentioned will be accepted only if the students have a permission letter from the assigned authority.)

### **6.2 Come prepared**

Please bring your textbooks or handouts with you to class. Have all assignments ready to turn in at the beginning of the class on the day they are due.

### **6.3 Keep up if you miss class**

It is your responsibility to keep up with assignments if you miss class. “I wasn’t here last week” is never an acceptable excuse for coming to class unprepared. If you miss class, check the syllabus and contact the instructor or another student to collect your assignments.

### **6.4 Papers must be neatly typed or written**

All assignments (including drafts) should be typed or neatly written.

### **6.5 Save your work**

It is your responsibility to keep an extra copy of all assignments that you turn in.

### **6.6 Submit your work on time**

(1) In-class exercises and drafts may not be submitted late.

(2) Final versions of some papers may be submitted late, but for each week that they are late, your grade will be reduced.

## **7. Student Behavior Statement**

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated. At the instructor’s discretion, a student causing problems may be asked to leave the class for the session.

## 8. Midterm Examination Structure

(Integrated Test : Reading-Speaking-Writing-Language Usage) / 20 points

### Mid-term Examination Structure

Point : 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b></p> <p>-It is a Reading Pattern: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b></p> <p>-9 multiple choice questions on one reading passage--containing ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b></p> <p>-It is two short-answer questions on one reading passage containing ~200-250 words in length.<b>(Items 10-11)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points in total)</b></p>
<p><b>Part Two: Developmental Language Skill</b></p> <p>-To complete the first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding the topic sentence or the main idea.</p>	<p><b>Sentence Completion (5 points)</b></p> <p>-There are 20 multiple choice questions and each question contains ~ 20 - 50 words. One grammatical part of the sentence will be deleted. <b>(Items 12-31)</b></p>	<p>(1/4) <b>5 points</b></p>
<p><b>Part Three: Error Identification</b></p> <p>-To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatically incorrect. <b>(Items 32-41)</b></p>	<p>(1/2) <b>5 points</b></p>

Content	Type of Questions/ number and time frame	Points
<b>Part Four: Academic Writing (Narrative/Descriptive Essay)</b> -Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.	Students are given three topics; they must choose only one of them and develop an essay on the topic of 150-200 words in length. <b>(Items 42)</b>	<b>5 points</b>

### 9. Final Examination Structures

(Integrated Test: Reading-Writing-Language Usage) /20 points

#### Final Examination Structure

Point : 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<b>Part One: Reading Comprehension</b> -It is a Reading Pattern: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)	<b>Passage One (3 points)</b> -9 multiple choice questions on one reading passage--containing ~200-250 words in length <b>(Items 1-9)</b>  <b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage containing ~200-250 words in length. <b>(Items 10-11)</b>	(1/3) for the 1 <sup>st</sup> passage, and 1 point each for the 2 <sup>nd</sup> passage. <b>(5 points in total)</b>
<b>Part Two: Developmental Language Skill</b> -To complete the first part, the students need to understand the grammatical basic rules, and to complete the second section, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.	<b>Sentence Completion (5 points)</b> -There are 20 multiple choice questions and each question contains ~ 20 - 50 words. One grammatical part of the sentence will be deleted. <b>(Items 12-31)</b>	(1/4) <b>5 points</b>

Content	Type of Questions/ number and time frame	Points
<b>Part Three: Error Identification</b> -To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject- verb agreement, and word choice and so on.	There are 10 multiple choice questions, containing of ~ 15 – 40 words in length, and each question contains one grammatical incorrect. <b>(Items 32-41)</b>	(1/2) <b>5 points</b>
<b>Part Four: Academic Writing (Narrative/ Descriptive Essay)</b> -Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.	Students are given three topics; they must choose only one of them and develop an essay on the topic of 200-250 words in length. <b>(Items 42)</b>	<b>5 points</b>

Remark : Writing Criteria for Midterm and Final Exam

#### Writing Rubrics/Grading Criteria

<b>Writing (Short Answer)</b> <b>(1 point each, 2 total)</b>	<b>1 point</b> for complete and correct answer based on the reading passage given.  <b>½ point</b> for only one part of the correct information, but not complete answer.  <b>0 point</b> for incomplete and incorrect answer.
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*Essay Writing	Task Description
<b>5 points</b>	<b>An essay at this level largely accomplishes all of the following :</b> - In-depth understanding : key concepts related to the question and the story are identified and fully defined; excellent use of literary techniques such as comparison and contrast - The student integrates personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response is rooted in the text and a clear understanding of the whole text, and its subtext(s),

*Essay Writing	Task Description
	<p>and makes connections to other texts.</p> <ul style="list-style-type: none"> <li>- Fully, relative to the topic</li> <li>- Literary style completely clear and effective, excellent grammar and spelling.</li> <li>- Varied sentence structure, essay well developed and cohesive.</li> </ul>
4 points	<p><b>An essay at this level largely accomplishes all of the following :</b></p> <ul style="list-style-type: none"> <li>- Key concepts related to the question and the story are adequately identified and defined; average use of literary techniques to describe viewpoints</li> <li>- The student connects personal feelings, experiences, hopes, fears, reflections or beliefs with the text. The personal response refers to the text, conveys a sense of understanding of the text and partial understanding of its subtext.</li> <li>- Mostly relative to the topic without errors</li> <li>- Literary style partially clear and effective, good grammar &amp; spelling</li> <li>- Sentence structure somewhat varied; essay well developed and cohesive</li> </ul>
3 points	<p><b>An essay at this level is marked by one or more of the following :</b></p> <ul style="list-style-type: none"> <li>- Key concepts are partially identified and defined; statement that viewpoints exist but little use of supporting details</li> <li>- The student explores personal feelings, experiences, hopes, fears, reflections or beliefs and makes a superficial or concrete connection to the text.</li> <li>- Partially relative with minor errors</li> <li>- Use of literary technique to convey main ideas but lacking clarity</li> <li>- Sentence structure lacks variety but essay mostly developed</li> </ul>
2 points	<p><b>An essay at this level may reveal one or more of the following :</b></p> <ul style="list-style-type: none"> <li>- Some concepts are identified but not defined; lack of reference to any viewpoints</li> <li>- The student retells or paraphrases the text or identifies devices in isolation making only a superficial reference to personal feelings or experiences. Or the student writes about personal feelings, etc., without connecting to or referring to the text.</li> <li>- Somewhat relative with significant errors.</li> </ul>

*Essay Writing	Task Description
	<ul style="list-style-type: none"> <li>- Lacks use of literary technique.</li> <li>- Many errors in grammar and spelling.</li> </ul>
1 point	<p><b>An essay at this level may reveal one or more of the following :</b></p> <ul style="list-style-type: none"> <li>- Complete lack of reference to the question and the story; irrelevant information; unsupported statements, incomplete details.</li> <li>- The student response shows little or no interaction with or understanding of the text.</li> <li>- Not relative to the topic at all.</li> <li>- Irrelevant and/or erroneous information, main ideas unclear, illegible, grammar and spelling errors consistent throughout essay.</li> </ul>



## แผนการจัดการเรียนรู้รายย่อ

### กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชาภาษาอังกฤษพื้นฐาน 6 Fundamental English(อ30106)

จำนวน 2.0 หน่วยกิต เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 5 ภาคเรียนที่ 1 ปีการศึกษา 2559

ผู้สอน

#### 1. คำอธิบายรายวิชา(Course description)

##### คำอธิบายรายวิชา

ศึกษาโครงสร้างของคำ วิเคราะห์และแยกแยะหน้าที่ทางภาษาในบริบทที่ซับซ้อน และกลยุทธ์ทางการอ่านโดยใช้สื่อต่างๆ เช่น นิตยสาร วารสาร บทความทางวิชาการ แผ่นพับ คู่มือต่างๆ และ วรรณกรรม

ฝึกทักษะการฟังระดับสูงจากการฟังบทความในหัวข้อทั่วไปทั้งแบบสั้นและยาว จากสื่อประเภทต่างๆ เช่น สื่อโทรทัศน์ อินเทอร์เน็ต แผ่นซีดี ซีดีรอม และฝึกทักษะการจดบันทึก

ฝึกทักษะการสื่อสารในหัวข้อที่สนใจ การให้คำแนะนำ การแลกเปลี่ยนข้อมูล การแลกเปลี่ยนความคิดเห็น ต่อเรื่องที่อ่านและฟัง นำเสนอทัศนคติในรูปของข้อมูลได้ทั้งในห้องเรียนและนอกห้องเรียน

ศึกษาโครงสร้างของการเขียนเรียงความ ฝึกการเขียนเรียงบทความโต้แย้ง (Argumentative Essay) การเขียนเรียงความแบบเปรียบเทียบและขัดแย้ง (Compare-Contrast Essay)

พัฒนาความสามารถในการใช้คำที่มีหน้าที่ต่างๆ โครงสร้างประโยคภาษาอังกฤษในรูปแบบต่างๆ เพื่อให้ใช้ภาษาอย่างถูกต้อง เหมาะสม กับบริบททางวิชาการและอื่นๆ และฝึกการทำข้อสอบเพื่อให้คุ้นเคยกับข้อสอบรูปแบบต่างๆ

Study word structures, analyze and identify the functions of the language in contexts that are more complex in order to master reading skills. Apply reading strategies to acquire comprehension using various media such as magazines, journals, pamphlets, manuals and literature.

Practice various advanced listening materials in order to develop skills by listening to short and longer dialogues on general topics from various media such as television, Internet, CDs, etc, and practice note-taking skills from listening to short and long dialogues.

Practice communication at discourses level on topics of interest, such as giving, suggestions, exchanging information, expressing attitudes towards the reading and the listening, present viewpoints and information both inside and outside the class.

Study essay structures and practice writing argumentative and compare-contrast Essays.

Develop students' ability to use words functions and grammatical structures appropriately in a particular contexts and others.

Practice mastering the tests to be acquainted with different forms of tests.



## 2. ผลการเรียนรู้(Learning Outcomes)

1. นักเรียนเข้าใจบทความในหัวข้อทั่วไปแบบสั้นและยาว จากสื่อประเภทต่างๆ เช่น สื่อโทรทัศน์ อินเทอร์เน็ต แผ่นซีดี ซีดีรอม และฝึกทักษะการจดบันทึก

Understand short and long dialogues on general topics from various media such as television, Internet, CDs etc.

2. นักเรียนสามารถใช้กลยุทธ์ในการอ่านเพื่อทำความเข้าใจบทความ

Comprehend the reading passages by using various reading strategies.

3. นักเรียนสามารถสื่อสารในหัวข้อที่สนใจ ให้คำแนะนำ แลกเปลี่ยนข้อมูล แสดงความคิดเห็นต่อเรื่องที่อ่านและฟัง นำเสนอทัศนคติ และข้อมูลทั้งในห้องเรียนและนอกห้องเรียน

3. Express response to opinions on topics of interest including giving suggestions, exchange information and express attitudes towards reading and listening of their interests as well as present viewpoints and information both inside and outside class.

4. นักเรียนสามารถวิเคราะห์ และใช้คำที่มีหน้าที่ต่างๆ รวมทั้งประยุกต์ใช้โครงสร้างประโยคภาษาอังกฤษในรูปแบบต่างๆ เพื่อให้สามารถเขียนบทความได้ถูกต้องตามหลักการเขียนบทความแบบโต้แย้ง (Argumentative Essay) การเขียนเรียงความแบบเปรียบเทียบและขัดแย้ง (Compare-Contrast Essay)

Identify function of the language use and apply advanced grammatical structures, and use essay components to write compositions of argumentative and compare-contrast essay.

5. นักเรียนคุ้นเคยกับข้อสอบรูปแบบต่างๆ

Be familiar with different forms of tests.

## 3. โครงสร้างรายวิชา (Learning Targets)

Learning Targets	M.5		หมายเหตุ
	1		
<b>LISTENING SKILL</b>			
<b>1. Listening Strategies</b>			
1.1 Listening for gist and details			
1.1.1 Length	2-5 mins		
1.1.2 Text Type	two-way communication (conversation: general)		
	one-way communication: announcement, advertisement, etc.		
1.2 Note-taking	/		
1.3 Summarizing	/		
<b>2. Pronunciation (Listening)</b>			
2.1 Identifying sounds/stress/intonation	F/M		
<b>SPEAKING SKILL</b>			
<b>1. Conversation</b>			
Text Types	general, social, academic		
1.1 in pair	2-3 mins		
1.2 in group	2-3 mins		
2. Oral presentation	3-5 mins		
<b>3. Debate</b>	5-10 mins		

4. Group discussion	3-5 mins		
5. Interview	3-5 mins		
<b>6. Pronunciation (Speaking)</b>			
6.1 Phonetics			
Consonants: voiced, voiceless	F/M		
Vowels	F/M		
Intonation	F/M		
Rising & falling	F/M		
Pausing & linking	F/M		
<b>Reading Techniques</b>			
<b>READING SKILL</b>			
1. Skimming (for main idea)	F/M		
2. Scanning (for details)	F/M		
3. Reference	F/M		
4. Context clues	F		
5. Inference/ Implication	F		
6. Distinguishing fact and opinion	F		
7. Writer's purpose	F		
8. Tone/ Mood/Attitude	-		
9. Summarizing and outlining	F		
10. Paraphrasing	F		
11. Quoting	F		

12. Note-taking	M		
13. Reflection	F		
<b>Text Types / Text Organization</b>			
1. Descriptive / Spatial order	/		
2. Narrative / Chronological (time) order	/		
<b>3. Expository</b>			
3.1 Compare-Contrast	/		
3.2 Cause-Effect	/		
3.3 Problem-Solution	/		
4. Argumentative	/		
5. Persuasive	/		
6. Research/ Scientific abstract or equivalence	/		
<b>WRITING SKILL</b>			
1. Argumentative (200-250 words)	/		
2. Compare & Contrast (200-250 words )	/		
3. Cause & Effect (200-250 words)			
4. Problem Solution (200-250 words )			
<b>GRAMMAR</b>			
<b>1) Part of speech</b>			

<b>1.1 Noun</b>			
1.1.1 Countable / Uncountable	M		
1.1.2 Proper/ Common	M		
1.1.3 Abstract/ Concrete	M		
1.1.4 Collective / Compound	M		
<b>1.2 Pronoun</b>			
1.2.1 Subject Pronoun			
- Cluster	F/M		
1.2.2 Object Pronoun			
- Cluster	M		
1.2.3 Possessive Pronoun	M		
1.2.4 Possessive Adjective	M		
1.2.5 Reflexive Pronoun	M		
1.2.6 Demonstrative	M		
1.2.7 Interrogative	I/F/M		
1.2.8 Relative	F/M		
1.2.9 Indefinite	F/M		
<b>1.3 Verb</b>			
1.3.1 Action Verb	M		
1.3.2 Helping Verb (Auxiliary)	M		
1.3.3 Modal Verb	M		

1.3.4 Linking Verb (Stative Verb)	M		
1.3.5 Finite/ Non-finite Verb	M		
1.3.6 Phrasal Verb	M		
1.3.7 Transitive Verb and Intransitive Verb	M		
<b>1.4 Adjective</b>			
1.4.1 Adjective Order	M		
1.4.2 Descriptive Adjective	M		
1.4.3 Demonstrative Adjective	M		
1.4.4 Interrogative Adjective	M		
1.4.5 Indefinite Adjective	M		
1.4.6 Article	M		
1.4.7 Number and Quantity	M		
<b>1.5 Adverb</b>			
1.5.1 Adverb Modifying Verb	M		
1.5.1.1 Adverb of frequency	M		
1.5.1.2 Adverb of manner	M		
1.5.1.3 Adverb of time	M		
1.5.1.4 Adverb of place	M		
1.5.2 Adverb Modifying Adjective	M		
1.5.3 Adverb Modifying	M		

<b>1.6 Conjunction</b>			
1.6.1 Coordinating	M		
1.6.2 Correlative	M		
1.6.3 Subordinating	M		
<b>1.7 Preposition</b>			
1.7.1 Preposition of time	M		
1.7.2 Preposition of place	M		
1.7.3 Prepositional Phrase	M		
<b>1.8 Interjection</b>			
<b>2) Verb Tense</b>			
2.1 Present Simple	M		
2.2 Present Continuous	M		
2.3 Present Perfect	M		
2.4 Present Perfect Continuous	F		
2.5 Past Simple	M		
2.6 Past Continuous	M		
2.7 Past Perfect	M		
2.8 Past Perfect Continuous	I		
2.9 Future Simple	M		
2.10 Future Continuous	F/M		
2.11 Future Perfect	F		
2.12 Future Perfect Continuous	F/M		

<b>3) Types of sentence</b>			
3.1 Imperative	M		
3.2 Statement/ Declarative	M		
3.3 Negative	M		
3.4 Interrogative	M		
<b>4) Passive Voice</b>			
4.1 Present Simple	M		
4.2 Past Simple	M		
<b>5) Sentence Types</b>			
5.1 Simple Sentence	M		
5.2 Compound Sentence	M		
5.3 Complex Sentence	M		
5.4 Compound – Complex Sentence	M		
<b>6) Parts of a Sentence</b>			
6.1 Subject	M		
6.2 Predicate (Predicate Nominative, Predicate Adjective)	M		
6.3 Direct Object & Indirect Object	M		
6.4 Objective Complement	I		
<b>7) Question Tags</b>			
7.1 Present Simple	M		



7.2 Past Simple	M		
<b>8) Phrases</b>			
8.1 Prepositional	F/M		
8.2 Gerund	F/M		
8.3 Infinitive	F/M		
8.4 Appositive	F/M		
8.5 Participial	F/M		
8.6 Absolute	F/M		
<b>9) Clauses</b>			
9.1 Dependence / Independence Clauses	M		
9.2 Noun Clause	M		
9.3 Adjective Clause/Relative Clause	M		
9.4 Adverb Clause	M		
<b>10) Comparison</b>			
10.1 Positive/Negative Degree (as.....as) Degree	M		
10.2 Comparative	M		
10.3 Superlative Degree	M		
<b>11) Determiner</b>			
11.1 A/An/The	M		
11.2 This/That/These/Those	M		

11.3 Some/ any	M		
11.4 Many/ much	M		
11.5 A lot of/ lots of	M		
11.6 Number of/ amount of	M		
11.7 Few/ a few	M		
11.8 Little/ a little	M		
11.9 A large number of	M		
<b>12) Causative</b>	-		
<b>13) Direct-Indirect Speech</b>			
13.1 Present Simple	M		
13.2 Past Simple	M		
<b>14) Conditionals</b>			
Type 0	M		
Type I	M		
Type II	M		
Type III	M		
<b>15) Parallel Structure</b>	F/M		
<b>16) Inversion</b>	I/F		

## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

(First Semester: Academic Year 2016)

(Intermediate Level)

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
1	11-15 May	<b>Course Orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading	1. The students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities.
		<b>Course Orientation</b> 1. Introduction of the course 2. Group Assignments (Grouping for Mini-seminar in English: It is about 3 for each group.) - Why? How? When?	1. Sts understand the course outline/syllabus, ways to grade them, and teachers remind them about rules and regulations while studying; teachers provide them the overall details and the needed information they should recognize while studying. 2. Sts able to convey their information to the audience and know how to respond to the questions raised among their seminar.

2	18-22 May	<p>Grammar</p> <ul style="list-style-type: none"> <li>- Parts of speech</li> <li>1.Noun <ul style="list-style-type: none"> <li>1.1 Countable/</li> <li>Uncountable</li> <li>1.2 Proper/ Common</li> <li>1.3 Abstract/ Concrete</li> <li>1.4 Collective</li> </ul> </li> <li>Compound</li> <li>2. Pronoun <ul style="list-style-type: none"> <li>2.1 Subject Pronoun <ul style="list-style-type: none"> <li>- Cluster</li> </ul> </li> <li>2.2 Object Pronoun <ul style="list-style-type: none"> <li>- Cluster</li> </ul> </li> <li>2.3 Possessive Pronoun</li> <li>2.4 Possessive Adjective</li> <li>2.5 Reflexive Pronoun</li> <li>2.6 Demonstrative</li> <li>2.7 Interrogative</li> <li>2.8 Relative</li> <li>2.9 Indefinite</li> </ul> </li> </ul>	<p>1. Sts recognize the type of the parts of speech and know how to use them correctly.</p>
		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Speed reading (Scanning)</li> </ul>	<p>1. Sts understand the purposes and technique of scanning.</p> <p>2. Sts are able to answer detail questions using the technique of scanning.</p> <p>3. Sts scan texts from various media such as newspapers, magazines, journals, pamphlets, textbooks and literature.</p>
		<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>-Listening practice to identify information and main idea from conversations and answer the questions verbally.</li> </ul>	<p>1. Sts are able to understand the gist of short dialogues in various situations.</p> <p>2. Sts are able to relate the gist of short dialogues to others.</p>

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
2		<b>Writing</b> - Note- taking (Listen and write down the gist.)	Students are able to understand and write the main ideas of listening exercises in various contexts.
3	25-29 May	<b>Grammar</b> - Verb 1 Action Verb 2 Helping Verb (Auxiliary) 3 Modal Verb 4 Linking Verb (Stative Verb) 5 Finite/ Non-finite Verb 6 Phrasal Verb 7 Transitive Verb and Intransitive Verb	Students recognize the type of the parts of speech and know how to use them correctly.
		<b>Reading</b> -Skimming	1. Students understand the purposes and technique of skimming. 2. Students are able to answer questions about main ideas, purposes and target audience using the technique of skimming. 3. Students skim texts from various media such as newspapers, magazines, and pamphlets.
		<b>Listening &amp; Speaking</b> - Listening practice to identify information and main ideas from conversations and answer questions verbally.	1. Students are able to understand the gist of longer dialogues in various situations. 2. Students are able to relate the gist of longer dialogues to others.
		<b>Writing</b> Note-taking(Listen and write down the details.)	1. Students are able to understand and write the details (answering questions ‘What’, ‘Where’, ‘When’, ‘Why’, and ‘How’) often listening to conversations in various contexts.

4	1-5 June	<p><b>Grammar</b></p> <p>-Adjective</p> <p>1 Adjective Order</p> <p>2 Descriptive Adjective</p> <p>3 Demonstrative Adjective</p> <p>Interrogative Adjective</p> <p>5 Indefinite Adjective</p> <p>6 Article</p> <p>7 Number and Quantity</p> <p>1 Adverb Modifying Verb</p> <p>5.1.1 Adverb of frequency</p> <p>5.1.2 Adverb of manner</p> <p>5.1.3 Adverb of time</p> <p>5.1.4 Adverb of place</p> <p>5.2 Adverb Modifying Adjective</p> <p>5.3 Adverb Modifying Other Adverb</p>	<p>Students recognize the type of the parts of speech and know how to use them correctly.</p>
		<p><b>Reading</b></p> <p>- Differentiate facts from opinions.</p> <p>-Recognize opinions and biases in reading texts.</p>	<p>1. Students are able to differentiate facts from opinions in reading passages.</p> <p>2. Students recognize opinions and biases in reading passages.</p>

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
4		<b>Listening &amp; Speaking</b> Listen to academic conversations (main ideas)	1. Students understand the main ideas of academic conversations on various topics. 2. Students are able to relate the main ideas of academic conversations to others.
		<b>Writing</b> Argumentative composition (Opinion) -What are the characteristics of argumentative writings? -What are the cohesive devices in argumentative writings? -Read examples of good argumentative writings.	1. Students are able to identify the characteristics of argumentative writing. 2. Students are able to identify the cohesive devices in argumentative writing. 3. Students recognize good argumentative writings.
5	8-12 June	<b>Grammar</b> -Adverb  1 Adverb Modifying Verb 1.1 Adverb of frequency 1.2 Adverb of manner 1.3 Adverb of time 1.4 Adverb of place 1.5 Adverb Modifying Adjective 1.6 Adverb Modifying Other Adverb -Preposition 1 Preposition of time 2 Preposition of place 3 Prepositional Phrase - Interjection	Students recognize the type of the parts of speech and know how to use them correctly.

		<b>Reading</b> Reference Words -Pronoun References	1. Students understand pronoun references. 2. Students are able to identify pronoun references and referents.
		<b>Listening &amp; Speaking</b> Listen to academic topics (main ideas & details)	1. Students understand the main ideas and details of academic lectures on various topics. 2. Students are able to relate the main ideas and details of academic lectures to others.
5		<b>Writing</b> Argumentative (opinion) composition -What are the characteristics of argumentative essay outline? -Write an argumentative essay outline on topics provided in class.	1. Students are able to identify the characteristics of argumentative writing. 2. Students are able to write an argumentative essay outline on topics provided in class.
6	15-19 June	<b>Grammar</b> - Conjunction 1 Coordinating 2 Correlative 3 Subordinating - Interjection	1. Students recognize the type of the parts of speech and know how to use them correctly.
		<b>Reading</b> Reference Words -General References -Indefinite References	1. Students understand general references and indefinite references. 2. Students are able to identify general references and indefinite references.
		<b>Listening &amp; Speaking</b> (Note-Taking) -Listen to conversations and lectures. -Take notes from the conversations and lectures.	1. Students understand the main ideas and details of conversations and lectures. 2. Students are able to take notes of the main ideas and details from conversations and lectures.



		<p><b>Writing</b> Argumentative (opinion) Composition -What are the characteristics of the introductory paragraph of an argumentative essay? -Write an introductory paragraph for the argumentative essay outline from Week 5.</p>	<p>1. Students are able to identify the characteristics of the introductory paragraph of an argumentative essay. 2. Students are able to write an introductory paragraph for the argumentative essay outline from Week 5.</p>
7	22-26 June	<p><b>Grammar</b> -Present Tense (4 tenses) 1. Present Simple 2 Present Continuous 3 Present Perfect 4 Present Perfect Continuous</p>	<p>1. Students recognize the English present tense (present simple, present progressive, present perfect and present perfect progressive) and know how to use them correctly.</p>
		<p><b>Reading</b> argumentative reading -Characteristics of argumentative texts -Examples of argumentative texts 1. Focus (making argument) 2. Main idea 3. Supporting details 4. Context clues 5. Reference 6. Summarizing 7. Writer's purpose</p>	<p>1. Students understand the characteristics of argumentative texts. 2. Students are able to recognize argumentative texts and to identify the focus, the main idea and the supporting details of the sample texts.</p>
		<p><b>Listening &amp; Speaking</b> -Words and phrases for expressing opinions and attitudes. -Express opinions and</p>	<p>Students are able to express opinions and attitudes (suggestions/advice/recommendations) on general topics based on information from various media such as television, radio, newspapers, magazines and</p>

		attitudes (suggestions/advice/recommendations) on general topics based on information from various media such as television, radio, newspapers, magazines and pamphlets.	pamphlets.
7		<b>Writing</b> Argumentative composition -What are the characteristics of the body paragraphs of an argumentative essay? -Write body paragraphs for the argumentative essay outline from Week 5.	1. Students are able to identify the characteristics of the body paragraphs of an argumentative essay. 2. Students are able to write body paragraphs for the argumentative essay outline from Week 5.
8		<b>Grammar</b> Past Tense (4 Tenses) Past Simple 6 Past Continuous 7 Past Perfect 8 Past Perfect Continuous	Students recognize the English past tense (past simple, past progressive, past perfect and past perfect progressive) and know how to use them correctly.
	29 June-3 July	<b>Reading</b> Argumentativereading -Read argumentative texts from various media such as newspapers, magazines, and pamphlets and identify the following: 1. Focus (making argument) 2. Main idea 3. Supporting details 4. Context clues 5. Reference 6. Summarizing 7. Writer's purpose	Students understand and are able to identify the focus, main idea and supporting details of argumentative texts from various media such as newspapers, magazines, and pamphlets.

		<p><b>Listening &amp; Speaking</b></p> <p>Express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources such as journals, textbooks and literature.</p>	<p>Students are able to express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources such as journals, textbooks and literature.</p>
8		<p><b>Writing</b></p> <p>Argumentative composition</p> <p>-What are the characteristics of the concluding paragraph of a argumentative essay?</p> <p>-Write the concluding paragraph for the argumentative essay outline from Week 5.</p>	<p>1.Students are able to identify the characteristics of the concluding paragraph of an argumentative essay.</p> <p>2. Sts are able to write the concluding paragraph for the argumentative essay outline from Week 5.</p>
		<p><b>Grammar</b></p> <p>Future Tense (4 Tenses)</p> <p>8.Future Simple</p> <p>9.Future Continuous</p> <p>11. Future Perfect</p> <p>12 Future Perfect Continuous</p>	<p>Students recognize the English future tense (future simple, future progressive, future perfect and future perfect progressive) and know how to use them correctly.</p>
9	6-10 July	<p>Reading</p> <p>Argumentative reading</p> <p>-Read argumentative texts from various academic texts such as journals, textbooks, and literature and identify the following:</p> <ol style="list-style-type: none"> <li>1. Focus (making argument)</li> <li>2. Main idea</li> <li>3. Supporting details</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Summarizing</li> <li>7. Writer's purpose</li> </ol>	<p>Students understand and are able to identify the focus, main idea and supporting details of argumentative texts from various academic texts such as journals, textbooks, and literature.</p>

9		<b>Listening &amp; Speaking</b> Express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources.	Students are able to express opinions and attitudes (suggestions/advice/recommendations) on academic topics based on information from various sources.
		<b>Writing</b> Argumentative composition -Revise and edit the argumentative essays produced during Weeks 6-8.	Students are able to revise and edit the argumentative essays produced during Weeks 6-8.
10	<b>Midterm 13-17 July, 2015</b>		
11	20-24 July	<b>Grammar</b> Passive Voice 1 Present Simple 2 Past Simple	Students recognize the active or passive voice and know how to use them correctly.
		<b>Reading</b> -Affixes (Prefixes)	Students are able to guess meaning of difficult words using the knowledge of the English prefixes.
		<b>Listening &amp; Speaking Exchange Information (Discussion)</b> -Words and phrases for exchanging information. -Exchange information on general and academic topics based on information from various media such as television, radio,	Students are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature.

		newspapers, magazines, pamphlets, journals, textbooks and literature.	
11		<p><b>Writing</b></p> <p>Compare-contrast Composition</p> <p>-What are the characteristics of compare-contrast writing? -What are the cohesive devices in compare-contrast writing? -Read examples of good compare-contrast writings.</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of compare-contrast writing.</li> <li>2. Students are able to identify the cohesive devices in compare-contrast writing.</li> <li>3. Students recognize good compare-contrast writings.</li> </ol>
12	27-31 July	<p><b>Grammar</b></p> <p>Subject-verb agreement</p>	1. Students recognize the subject-verb agreement and know how to use them correctly.
		<p><b>Reading</b></p> <p>-Affixes (Suffixes)</p>	Students are able to guess meanings and parts of speech of difficult words using the knowledge of the English suffixes.
		<p><b>Listening &amp; Speaking</b></p> <p><b>Exchange Information (Discussion)</b></p> <p>-Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using compare-contrast structure.</p>	Students are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using compare-contrast structure.
		<p><b>Writing</b></p> <p>Compare-contrast composition</p> <p>-What are the characteristics of compare-contrast essay outline?</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of compare-contrast writing.</li> <li>2. Students are able to write a compare-contrast essay outline on topics provided in class.</li> </ol>

		-Write a compare-contrast essay outline on topics provided in class.	
13	3-7 August	<b>Grammar</b> Parts of a sentence: 1 Subject 2 Predicate(Predicate Nominative, Predicate Adjective) 3 Direct Object & Indirect Object 4 Objective Complement	Students are able identify and know how to use them correctly.
		<b>Reading</b>	Students recognize synonyms and antonyms in reading passages.
		Synonyms and Antonyms	
		<b>Listening &amp; Speaking</b> Exchange Information (Discussion) -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using compare-contrast structure.	Students are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using compare-contrast structure.
		<b>Writing</b> Compare-contrast Composition -What are the characteristics of the introductory paragraph of a Compare-	1. Sts are able to identify the characteristics of the introductory paragraph of a compare-contrast essay. 2. Sts are able to write an introductory paragraph for the compare-contrast essay outline from Week 12.

		<p>contrast essay?</p> <p>-Write an introductory paragraph for the compare-contrast essay outline from Week 12.</p>	
14	10-14 August	<p><b>Grammar</b></p> <p><b>Question Tag</b></p> <ol style="list-style-type: none"> <li>1. Present Simple</li> <li>2. Past Simple</li> </ol>	Students are able identify and know how to use them correctly.
		<p><b>Reading</b></p> <p>Compare-contrast reading</p> <p>-Read compare-contrast texts from various academic texts such as journals, textbooks, and literature and identify the following:</p> <ol style="list-style-type: none"> <li>1. Focus (contrastive analysis)</li> <li>2. Main idea</li> <li>3. Supporting details</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Summarizing</li> <li>7. Writer's purpose</li> </ol>	1.Students are able to draw inferences from reading texts.
		<p><b>Listening &amp; Speaking</b></p> <p>Exchange Information (Discussion)</p> <p>-Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines,</p>	<ol style="list-style-type: none"> <li>1.Students recognize the presentation components.</li> <li>2.Students understand the public speaking techniques.</li> <li>3.Students are able to give brief presentations on given topics.</li> </ol>

		pamphlets, journals, textbooks and literature using compare-contrast structure.	
14		<p><b>Writing</b></p> <p>Compare-contrast Composition</p> <p>-What are the characteristics of the body paragraphs of a Compare-contrast essay?</p> <p>-Write body paragraphs for the Compare-contrast essay outline from Week 12.</p>	<p>1. Students are able to identify the characteristics of the body paragraphs of a Problem-Solution essay.</p> <p>2. Students are able to write body paragraphs for the Problem-Solution essay outline from Week 12.</p>
15	17-21 August	<p><b>Grammar</b></p> <p>Parts of a sentence: Predicate (direct object, indirect object, objective complement)</p>	Students are able identify and know how to use them correctly.
15	17-21 August	<p><b>Reading</b></p> <p>Compare-contrast reading</p> <p>-Read compare-contrast texts from various academic texts such as journals, textbooks, and literature and identify the following:</p> <ol style="list-style-type: none"> <li>1. Focus (contrastive analysis)</li> <li>2. Main idea</li> <li>3. Supporting details</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Summarizing</li> <li>7. Writer's purpose</li> </ol>	<p>1. Students are able to differentiate facts from opinions in reading passages.</p> <p>2. Students recognize opinions and biases in reading passages.</p>



W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
15		<p><b>Listening &amp; Speaking</b> Exchange Information (Discussion) -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature using compare-contrast structure.</p>	<p>1.Students provide presentation topics. 2.Students search for information for their presentations.</p>
		<p><b>Writing</b> Compare-contrast composition -What are the characteristics of the concluding paragraph of a compare-contrast essay? -Write the concluding paragraph for the compare-contrast essay outline from Week 12.</p>	<p>1. Students are able to identify the characteristics of the concluding paragraph of a compare-contrast essay. 2. Students are able to write the concluding paragraph for the compare-contrast essay outline from Week 12.</p>

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
16	24-28 August	<b>Grammar</b> Parallel Structures -Explain the parallel structures. -Give examples of parallel structures in English texts. -Exercises	Students are able to identify the parallel structure in English texts.
		<b>Reading</b> Compare-contrast reading -Characteristics of compare-contrast texts -Examples of compare-contrast texts 1. Focus (contrastive analysis) 2. Main idea 3. Supporting details 4. Context clues 5. Reference 6. Summarizing 7. Writer's purpose	1.Students understand the characteristics of compare-contrast texts. 2.Students are able to recognize Problem-Solution texts and to identify the main idea and the supporting details of the sample texts.
		<b>Listening &amp; Speaking</b> Mini-seminar	Students are able to give oral presentations using notes they have collected.
		<b>Writing</b> Compare-contrast -Revise and edit the compare-contrast essays produced during Weeks 13-15.	Students are able to revise and edit the compare-contrast essays produced during Weeks 13-15.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
17	31 August-4 Septem ber	<b>Grammar</b> Error Identification -Sample sentences and explanation -Exercises	1.Students recognize errors in English usage. 2.Students are able to identify errors in English sentences.
		<b>Reading</b> Compare-contrast reading -Read compare-contrast texts from various media such as newspapers, magazines, and pamphlets and identify the following: 1. Focus (contrastive analysis) 2. Main idea 3. Supporting details 4. Context clues 5. Reference 6. Summarizing 7. Writer's purpose	Students understand and are able to identify the main idea and supporting details of compare-contrast texts from various media such as newspapers, magazines, and pamphlets.
		<b>Listening &amp; Speaking</b> Mini-seminar	Students are able to give oral presentations in groups.
		<b>Writing</b> Writing Applications: Compare-contrast essays -Write compare-contrast essays based on given topics.	-Students are able to write Cause and Effect essays based on given topics.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
18	7-11 Septem ber	<b>Grammar</b> Error Identification -Exercises	Students are able to identify errors in English sentences.
		<b>Reading</b> Compare-contrastreading -Read compare-contrast texts from various academic texts such as journals, textbooks, and literature and identify the following: 1. Focus (contrastive analysis) 2. Main idea 3. Supporting details 4. Context clues 5. Reference 6. Summarizing 7. Writer’s purpose	Students understand and are able to identify the main idea and supporting details of compare-contrast texts from various academic texts such as journals, textbooks, and literature.
		<b>Listening &amp; Speaking</b> Mini-seminar	Students are able to give oral presentations in groups.
		<b>Writing</b> Writing Application: Compare-contrast essays -Write compare-contrast essays based on given topics.	Students are able to write compare-contrast essays based on given topics.

W	Date/ Periods	Core-Contents	Purposes/In-week expected learning outcome
19	14-18 Sep.	<b>Grammar</b> Wrap-up - Comparison 1. Positive/ Negative Degree (as.....as) 2. Comparative Degree 3. Superlative Degree - Determiner 1. A/An/The 2. This/That/These/Those 3. Some/ any 4. Many/ much 5. A lot of/ lots of 6. Number of/ amount of 7. Few/ a few 8. Little/ a little 9. A large number of	-Students analyze advanced grammar on comparison, determiner and causative, and do the exercise.
		<b>Reading</b> Wrap-up	
		<b>Listening &amp; Speaking</b> Wrap-up	
		<b>Writing</b> Wrap-up	
20	Final Examination		

## aterials

### Elements of Language sets used for this teaching plan

1. Hard Cover (HC) book for teacher (Chapter 1– 4)
2. Grammar, Usage, and Mechanics (GUM)
3. Chapter Test (CT) / (Chapter 1 – 4)
4. Chapter Test in Standardized Test Format (CTSTF) / (Chapter 1 – 4)
5. Vocabulary Workshop Tests (VWT)
6. Sentences, Paragraphs, and Compositions (SPC)
7. Combining Sentence (CS) (Lesson 1- 9)
8. Developmental Language Skills (DLS) (Chapter 14 and 15)
9. SAS Curriculum Pathways (Additional Resources)

### 5. การประเมินผลการเรียนรู้(Assessments)

Both Teacher	
1. Midterm (Vocabulary-Grammar -Reading- Writing)	= 20 %
2. Final Examination (Vocabulary-Grammar -Reading- Writing)	= 20 %
3. Assignments (Homework, Presentation)	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quiz	= 10 %
6. Essay	= 10 %
7. Listening Test	= 10 %
<b>Total</b>	<b>100 %</b>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

## 5.1 Test Guidelines

## 5.1.1 Midterm (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points.

## Mid-term Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Conversation</b> Daily life conversation related to health and advertisement.</p>	<p><b>Passage One(2 points)</b> - There are 8 items questions, and each conversation contains of~40-80 words. <b>(Items 1-8)</b></p>	<p>(1/4) <b>2 points</b></p>
<p><b>Part Two: Reading Comprehension</b> It is a reading pattern and in-class reading patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, writer's purpose questions, questions, detail questions, unstated detail questions and summarizing questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b> - 9 multiple choice questions on one reading (unseen) passage-- containing of ~250-350 words in length <b>(Items 9-17)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading (unseen) passage, containing of ~200-300 words in length<b>(Items 18-19)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points)</b></p>
<p><b>Part Three: Language (Grammar)</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques.</p>	<p><b>Section One: Word usages (1 point)</b> -There are 4 items questions, and each question contains of~30-60 words. Students are required to use the right parts of speech. <b>(Items 20-23)</b></p> <p><b>Section Two: Sentence Completion: (1 point)</b> -There are 4 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence is deleted. <b>(Items 24-27)</b></p>	<p>(1/4) <b>2 points</b></p>

Content	Type of Questions/ number and time frame	Points
<p><b>Part Three: Error Identification</b></p> <p>To solve these questions, the students need to understand many different grammatical usages like parts of speech, subject-verb agreement, tenses, active and passive voice, word-order and word-choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one incorrect grammatical part. <b>(Items 28-37)</b></p>	<p>(1/2)</p> <p><b>5 points</b></p>
<p><b>Part Four: Academic Writing (Argumentative Essay: Opinion)</b></p> <p>Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students choose one of the three topics and compose a well-organized argumentative essay, 200-250 words in length. <b>(Items 38)</b></p>	<p><b>6 points</b></p>

## 5.2 Final Exam

### 5.2.1 Final (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points

#### Final Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Conversation</b></p> <p>Daily life conversation related to lifestyle and teenagers.</p>	<p><b>Passage One(2 points)</b></p> <p>- There are 8 items questions, and each conversation contains of~40-80 words. <b>(Items 1-8)</b></p>	<p>(1/4)</p> <p><b>2 points</b></p>
<p><b>Part Two: Reading Comprehension</b></p> <p>It is a reading pattern and in-class reading patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, writer's purpose questions, questions, detail questions, unstated detail questions and summarizing questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b></p> <p>- 9 multiple choice questions on one reading (unseen) passage– containing of ~250-350 words in length <b>(Items 9-17)</b></p> <p><b>Passage Two (2 points)</b></p> <p>-It is two short-answer questions on one reading (unseen) passage, containing of ~200-300 words in length)<b>(Items 18-19)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage.</p> <p><b>(5 points)</b></p>



Content	Type of Questions/ number and time frame	Points
<p><b>Part Three: Language (Grammar)</b> To complete the sentences, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques.</p>	<p><b>Section One: Word usages (1 point)</b> -There are 4 items questions, and each question contains of ~30-60 words. Students are required to use the right parts of speech. <b>(Items 20-23)</b></p> <p><b>Section Two: Sentence Completion: (1 point)</b> -There are 4 multiple choice questions and each question contains of ~ 30 – 60 words. One grammatical part of the sentence is deleted. <b>(Items 24-27)</b></p>	<p>(1/4) <b>2 points</b></p>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like parts of speech, subject-verb agreement, tenses, active and passive voice, word-order and word-choice and so on.</p>	<p>There are 10 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one incorrect grammatical part. <b>(Items 28-37)</b></p>	<p>(1/2) <b>5 points</b></p>
<p><b>Part Four: Academic Writing (Compare-Contrast Essay)</b> Reflect or support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students choose one of the three topics and compose a well-organized compare-contrast essay, 200-250 words in length. <b>(Items 38)</b></p>	<p><b>6 points</b></p>

**Remarks:**

**Writing Criteria for Midterm and Final Exam (6 points)**

Organization 1 point

Content (idea presentation) 2 points

Grammatical structure, punctuation (3 points)

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**แผนการจัดการเรียนรู้รายฉบับย่อ**  
**กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ**

รายวิชาภาษาอังกฤษวิชาการ 1(อ30204)      Academic English 1(ENG30204)

จำนวน 2.0 หน่วยกิต      เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 5      ภาคเรียนที่ 2      ปีการศึกษา 2559

ผู้สอน

### 1. คำอธิบายรายวิชา (Course Description)

ศึกษาคำศัพท์เฉพาะทาง จากบทความทางด้านวิทยาศาสตร์หรือบทความอื่นๆ เพื่อนำมาประยุกต์ใช้ในการพูดและการเขียนและเพื่อให้สามารถเข้าใจสิ่งที่ฟังและอ่าน

ศึกษารูปแบบการนำเสนอแบบปากเปล่าและการโต้วาที่เพื่อให้สามารถนำเสนอโครงการทางวิทยาศาสตร์และแสดงความคิดเห็นเกี่ยวกับประเด็นทางด้านสังคมและสิ่งแวดล้อม

พัฒนาทักษะการฟังเพื่อความเข้าใจจากหัวข้อต่างๆไป และบทบรรยายทางวิชาการ เพื่อให้มีทักษะการจดบันทึก(Note-taking)

พัฒนากลยุทธ์ทางการอ่านและทักษะการเขียนบทความทางวิชาการและศึกษาองค์ประกอบของการเขียนบทความประเภทเหตุและผล (Cause-Effect) ปัญหาและการแก้ปัญหา (Problem-Solution) และบทคัดย่อ (Abstract)

พัฒนาความสามารถในการใช้โครงสร้างประโยคภาษาอังกฤษในรูปแบบต่างๆ เพื่อให้ใช้ภาษาได้อย่างถูกต้องเหมาะสมกับบริบททางวิชาการและอื่นๆ

ฝึกการทำแบบทดสอบเพื่อให้คุ้นเคยกับแบบทดสอบรูปแบบต่างๆ

Study technical terms of scientific fields or other articles to obtain more vocabulary which is essential for applying in speaking and writing presentation and for understanding the listening and the reading contexts.

Study oral presentations and how to give science project presentations and study debating patterns to express ideas about social and environmental issues.

Develop students' listening comprehension skills from general topics and academic lectures for note-taking skills.

Develop students' reading strategies and writing skills on academic articles and study the elements of Cause-Effect, Problem-Solution and abstract.

Develop students' ability to use English structures appropriately in a particular academic context and others.

Practice mastering the tests to acquaint students with different forms of tests.

## 2. ผลการเรียนรู้ (Learning Outcomes)

1) นักเรียนสามารถใช้และประยุกต์ใช้คำศัพท์ประเภทต่างๆ ในการพูดและการเขียน และความเข้าใจด้านการอ่านและการฟังได้อย่างมีประสิทธิภาพ

Effectively use and apply various vocabulary for speaking, writing and understanding listening and reading in various contexts.

2) นักเรียนสามารถนำเสนอโครงการและโต้แย้ง ตามหัวข้อที่กำหนดได้อย่างมีประสิทธิภาพ

Proficiently present experimental projects and debate on specified topics.

3) นักเรียนเข้าใจในสิ่งที่ฟังทั้งบทความทางวิชาการและหัวข้อต่างๆ ทั้งแบบสั้นและแบบยาว รวมถึงสามารถจดบันทึกจากการฟัง

Efficiently comprehend short and long general topics and academic lectures and take note of the spoken texts.

4) นักเรียนเข้าใจเนื้อหาของบทอ่านต่างๆ ได้อย่างถูกต้อง โดยการวิเคราะห์โครงสร้างคำและการเดาความหมายจากบริบท

Accurately understand the meaning of reading passages by analyzing wordstructure and using context clues.

5) นักเรียนสามารถใช้โครงสร้างประโยครูปแบบต่างๆในระดับที่ซับซ้อนได้อย่างเหมาะสมและเขียนบทความตามองค์ประกอบได้อย่างถูกต้องตามหลักการเขียนบทความแบบเหตุและผล (Cause-Effect) ปัญหาและการแก้ปัญหา (Problem-Solution) และบทคัดย่อ (Abstract)

Appropriately use various sentence structures and specify advanced grammatical structures, use essay components to write composition of Cause-Effect, Problem-Solution and abstracts.

6) นักเรียนสามารถประยุกต์ใช้คำ วลี อนุประโยค และประโยค ในบริบททางวิชาการและอื่นๆ ได้อย่างเหมาะสม

Appropriately apply English words, phrases, clauses and sentences in a particular academic context and others.

## 3. โครงสร้างรายวิชา (Learning Target)

Learning Targets	M.5		หมายเหตุ
		2	
<b>LISTENING SKILL</b>			
<b>1. Listening Strategies</b>			
1.1 Listening for gist and details			
1.1.1 Length		2-5 mins	
1.1.2 Text Type	two-way communication (conversation: general)		
	one-way communication: announcement, advertisement, etc.		
1.2 Note-taking		/	
1.3 Summarizing		/	
<b>2. Pronunciation (Listening)</b>			
2.1 Identifying sounds/stress/intonation		F/M	
<b>SPEAKING SKILL</b>			
<b>1. Conversation</b>			
Text Types	general, social, academic		
1.1 in pair		2-3 mins	
1.2 in group		2-3 mins	
2. Oral presentation		3-5 mins	
<b>3. Debate</b>		5-10 mins	

4. Group discussion		3-5 mins	
5. Interview		3-5 mins	
<b>6. Pronunciation (Speaking)</b>			
6.1 Phonetics			
Consonants: voiced, voiceless		F/M	
Vowels		F/M	
Intonation		F/M	
Rising & falling		F/M	
Pausing & linking		F/M	
<b>Reading Techniques</b>			
<b>READING SKILL</b>			
1. Skimming (for main idea)		M	
2. Scanning (for details)		M	
3. Reference		F/M	
4. Context clues		F	
5. Inference/ Implication		F	
6. Distinguishing fact and opinion		M	
7. Writer's purpose		F	
8. Tone/ Mood/Attitude		I	
9. Summarizing and outlining		F	
10. Paraphrasing		F	
11. Quoting		M	

12. Note-taking		M	
13. Reflection		F	
<b>Text Types / Text Organization</b>			
1. Descriptive / Spatial order		/	
2. Narrative / Chronological (time) order		/	
<b>3. Expository</b>			
3.1 Compare-Contrast		/	
3.2 Cause-Effect		/	
3.3 Problem-Solution		/	
4. Argumentative		/	
5. Persuasive		/	
6. Research/ Scientific abstract or equivalence		/	
<b>WRITING SKILL</b>			
1. Argumentative (200-250 words)			
2. Compare & Contrast (200-250 words )			
3. Cause & Effect (200-250 words)		/	
4. Problem Solution (200-250 words )		/	
<b>GRAMMAR</b>			
<b>1) Part of speech</b>			

<b>1.1 Noun</b>			
1.1.1 Countable / Uncountable		M	
1.1.2 Proper/ Common		M	
1.1.3 Abstract/ Concrete		M	
1.1.4 Collective / Compound		M	
<b>1.2 Pronoun</b>			
1.2.1 Subject Pronoun			
- Cluster		M	
1.2.2 Object Pronoun			
- Cluster		M	
1.2.3 Possessive Pronoun		M	
1.2.4 Possessive Adjective		M	
1.2.5 Reflexive Pronoun		M	
1.2.6 Demonstrative		M	
1.2.7 Interrogative		I/F/M	
1.2.8 Relative		F/M	
1.2.9 Indefinite		M	
<b>1.3 Verb</b>			
1.3.1 Action Verb		M	
1.3.2 Helping Verb (Auxiliary)		M	
1.3.3 Modal Verb		M	

1.3.4 Linking Verb (Stative Verb)		M	
1.3.5 Finite/ Non-finite Verb		M	
1.3.6 Phrasal Verb		M	
1.3.7 Transitive Verb and Intransitive Verb		M	
<b>1.4 Adjective</b>			
1.4.1 Adjective Order		M	
1.4.2 Descriptive Adjective		M	
1.4.3 Demonstrative Adjective		M	
1.4.4 Interrogative Adjective		M	
1.4.5 Indefinite Adjective		M	
1.4.6 Article		M	
1.4.7 Number and Quantity		M	
<b>1.5 Adverb</b>			
1.5.1 Adverb Modifying Verb		M	
1.5.1.1 Adverb of frequency		M	
1.5.1.2 Adverb of manner		M	
1.5.1.3 Adverb of time		M	
1.5.1.4 Adverb of place		M	
1.5.2 Adverb Modifying Adjective		M	
1.5.3 Adverb Modifying		M	



<b>1.6 Conjunction</b>			
1.6.1 Coordinating		M	
1.6.2 Correlative		M	
1.6.3 Subordinating		M	
<b>1.7 Preposition</b>			
1.7.1 Preposition of time		M	
1.7.2 Preposition of place		M	
1.7.3 Prepositional Phrase		M	
<b>1.8 Interjection</b>			
<b>2) Verb Tense</b>			
2.1 Present Simple		M	
2.2 Present Continuous		M	
2.3 Present Perfect		M	
2.4 Present Perfect Continuous		F	
2.5 Past Simple		M	
2.6 Past Continuous		M	
2.7 Past Perfect		M	
2.8 Past Perfect Continuous		I	
2.9 Future Simple		M	
2.10 Future Continuous		M	
2.11 Future Perfect		F	
2.12 Future Perfect Continuous		F/M	

<b>3) Types of sentence</b>			
3.1 Imperative		M	
3.2 Statement/ Declarative		M	
3.3 Negative		M	
3.4 Interrogative		M	
<b>4) Passive Voice</b>			
4.1 Present Simple		M	
4.2 Past Simple		M	
<b>5) Sentence Types</b>			
5.1 Simple Sentence		M	
5.2 Compound Sentence		M	
5.3 Complex Sentence		M	
5.4 Compound – Complex Sentence		M	
<b>6) Parts of a Sentence</b>			
6.1 Subject		M	
6.2 Predicate (Predicate Nominative, Predicate Adjective)		M	
6.3 Direct Object & Indirect Object		M	
6.4 Objective Complement		F	
<b>7) Question Tags</b>			

7.1 Present Simple		M	
7.2 Past Simple		M	
<b>8) Phrases</b>			
8.1 Prepositional		M	
8.2 Gerund		M	
8.3 Infinitive		M	
8.4 Appositive		M	
8.5 Participial		M	
8.6 Absolute		M	
<b>9) Clauses</b>			
9.1 Dependence / Independence Clauses		M	
9.2 Noun Clause		M	
9.3 Adjective Clause/Relative Clause		M	
9.4 Adverb Clause		M	
<b>10) Comparison</b>			
10.1 Positive/Negative Degree (as.....as) Degree		M	
10.2 Comparative		M	
10.3 Superlative Degree		M	
<b>11) Determiner</b>			
11.1 A/An/The		M	

11.2 This/That/These/Those			
11.3 Some/ any		M	
11.4 Many/ much		M	
11.5 A lot of/ lots of		M	
11.6 Number of/ amount of		M	
11.7 Few/ a few		M	
11.8 Little/ a little		M	
11.9 A large number of		M	
<b>12) Causative</b>		F/M	
<b>13) Direct-Indirect Speech</b>			
13.1 Present Simple		M	
13.2 Past Simple		M	
<b>14) Conditionals</b>			
Type 0		M	
Type I		M	
Type II		M	
Type III		M	
<b>15) Parallel Structure</b>		M	
<b>16) Inversion</b>		F	

## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

Academic English 1 (ENG30204)  
(Second Semester: Academic Year 2016)  
(Intermediate Level)

W	Periods	Core-Contents	Purposes/In-week expected learning outcome
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	<b>Course Orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading	1. Students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities.
		<b>Course Orientation</b> 1. Introduction of the course 2. Group Assignments (Grouping for oral presentation and debating) - Why? How? When?	1. Students understand the course outline/syllabus, ways to grade them, and teachers remind them about rules and regulations while studying; teachers provide them the overall details and the needed information they should recognize while studying. 2. Students are able to convey their information to the audience and know how to respond to the questions raised among their presentations and debates.
2	(5 <sup>th</sup> – 8 <sup>th</sup> periods)	<b>Grammar</b> - Practice identifying errors and doing sentence completion practice on 1. Noun 1.1 Countable/ Uncountable 1.2 Proper/ Common 1.3 Abstract/ Concrete 1.4 Collective Compound 2. Pronoun 2.1 Subject Pronoun	Students learn the parts of speech and know how to use them correctly.

		<ul style="list-style-type: none"> <li>- Cluster</li> <li>2.2 Object Pronoun</li> <li>- Cluster</li> <li>2.3 Possessive Pronoun</li> <li>2.4 Possessive Adjective</li> <li>2.5 Reflexive Pronoun</li> <li>2.6 Demonstrative</li> <li>2.7 Interrogative</li> <li>2.8 Relative</li> </ul>	
		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading strategies:</li> <li>- Main idea, topic (Skimming)</li> <li>- Details (Scanning)</li> <li>- Context clues</li> <li>- Reference</li> <li>- Writer's purpose</li> <li>- Inference</li> <li>- Implication</li> <li>- Paraphrasing /Restatement</li> <li>- Tone of the passage</li> </ul>	1. Students understand and are able to identify the focus, main idea and details of Expository texts from various academic texts such as journals, textbooks, and literature.
		<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>-Listen to short dialogues</li> </ul>	<p>1. Students are able to understand the gist of short dialogues in various situations.</p> <p>2. Students are able to relate the gist of short dialogues to others.</p>
		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Note- taking (Listen and write down the gist.)</li> </ul>	1. Students are able to understand and write the main ideas of listening exercises in various contexts.
3	(9 <sup>th</sup> – 12 <sup>th</sup> periods)	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Reinforce error identification and sentence completion practice on Verb</li> <li>3.1 Action Verb</li> </ul>	Students learn the parts of speech and know how to use them correctly.

		<p>3.2 Helping Verb (Auxiliary)</p> <p>3.3 Modal Verb</p> <p>3.4 Linking Verb (Stative Verb)</p> <p>3.5 Finite/ Non-finite Verb</p> <p>3.6 Phrasal Verb</p> <p>3.7 Transitive Verb and Intransitive Verb</p>	
		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading strategies:</li> <li>- Main idea, topic (Skimming)</li> <li>- Details (Scanning)</li> <li>- Context clues</li> <li>- Reference</li> <li>- Writer's purpose</li> <li>- Inference</li> <li>- Implication</li> <li>- Paraphrasing /Restatement</li> <li>- Tone of the passage</li> </ul>	<p>1. Students understand and are able to identify the focus, main idea and details of Expository texts from various academic texts such as journals, textbooks, and literature.</p>
		<p><b>Listening &amp; Speaking</b></p> <p>Listen to longer dialogues</p>	<p>1. Students are able to understand the gist of longer dialogues in various situations.</p> <p>2. Students are able to relate the gist of longer dialogues to others.</p>
		<p><b>Writing</b></p> <p>Note-taking(Listen and write down the details.)</p>	<p>1. Students are able to understand and write the details (answering questions 'What', 'Where', 'When', 'Why', and 'How') of listening exercises in various contexts.</p>
4	(13 <sup>th</sup> – 16 <sup>th</sup> periods)	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Practice identifying errors and doing sentence completion practice on</li> </ul>	<p>Students learn the parts of speech and know how to use them correctly.</p>

	<p>Adjective</p> <p>4.1 Adjective Order</p> <p>4.2 Descriptive</p> <p>Adjective</p> <p>4.3 Demonstrative</p> <p>Adjective</p> <p>4.4 Interrogative</p> <p>Adjective</p> <p>4.5 Indefinite Adjective</p> <p>4.6 Article</p> <p>4.7 Number and</p> <p>Quantity</p> <p>5 Adverb</p> <p>5.1 Adverb Modifying</p> <p>Verb</p> <p>5.1.1 Adverb of frequency</p> <p>5.1.2 Adverb of manner</p> <p>5.1.3 Adverb of time</p> <p>5.1.4 Adverb of place</p> <p>5.2 Adverb Modifying Adjective</p> <p>5.3 Adverb Modifying Other Adverb</p>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading strategies:</li> <li>- Main idea, topic (Skimming)</li> <li>- Details (Scanning)</li> </ul>	<p>1. Students understand and are able to identify the focus, main idea and details of Expository texts from various academic texts such as journals, textbooks, and literature.</p>



		<ul style="list-style-type: none"> <li>- Context clues</li> <li>- Reference</li> <li>- Writer's purpose</li> <li>- Inference</li> <li>- Implication</li> <li>- Paraphrasing /Restatement</li> <li>- Tone of the passage</li> </ul>	
		<p><b>Listening &amp; Speaking</b></p> <p>Listen to academic conversations (main ideas, details and specific information)</p> <ul style="list-style-type: none"> <li>- Note-taking</li> </ul>	<ol style="list-style-type: none"> <li>1. Students understand the main ideas, details and specific information of academic conversations on various topics.</li> <li>2. Students are able to relate the main ideas, details and specific information of academic conversations to others.</li> <li>3. Students are able to take notes of the main ideas and details from conversations.</li> </ol>
		<p><b>Writing</b></p> <p>Expository Composition (Cause-Effect)</p> <ul style="list-style-type: none"> <li>-What are the characteristics of Expository (Cause-Effect) writings?</li> <li>-What are the cohesive devices in Cause-Effect writings?</li> <li>-Read examples of good Cause-Effect writings.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of expository (cause-effect) writing.</li> <li>2. Students are able to identify the cohesive devices in expository (cause-effect) writing.</li> <li>3. Students recognize good expository (cause-effect) writings.</li> </ol>
5	(17 <sup>th</sup> – 20 <sup>th</sup> periods)	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Reinforce error identification and sentence completion on</li> <li>6 Conjunction             <ul style="list-style-type: none"> <li>6.1 Coordinating</li> <li>6.2 Correlative</li> <li>6.3 Subordinating</li> </ul> </li> <li>7 Preposition             <ul style="list-style-type: none"> <li>7.1 Preposition of time</li> </ul> </li> </ul>	<p>Students learn the parts of speech and know how to use them correctly.</p>

		<p>7.2 Preposition of place 7.3 Prepositional Phrase 8 Interjection</p>	
		<p><b>Reading</b> Expository (Cause-Effect) reading -Characteristics of expository (cause-effect) texts -Examples of expository (cause-effect) texts 1. Focus (expressing cause-effect) 2. Main idea, topic (Skimming) 3. Details (Scanning) 4. Context clues 5. Reference 6. Writer's purpose 7. Inference 8. Implication 9. Paraphrasing /Restatement 10. Tone of the passage</p>	<p>1. Students understand the characteristics of Expository (Cause-Effect) texts. 2. Students are able to recognize Expository (Cause-Effect) texts and to identify the focus, the main idea and the details of the sample texts and so on.</p>
		<p><b>Listening &amp; Speaking</b> Listen to academic conversations (main ideas, details and specific information) - Note-taking</p>	<p>1. Students understand the main ideas, details and specific information of academic conversations on various topics. 2. Students are able to relate the main ideas, details and specific information of academic conversations to others. 3. Students are able to take notes of the main ideas and details from conversations.</p>
		<p><b>Writing</b> Expository (Cause-Effect) Composition -What are the characteristics</p>	<p>1. Students are able to identify the characteristics of expository (cause-effect) writing. 2. Students are able to write an expository (cause-</p>

		of expository (cause-effect) essay outline? -Write an expository (cause-effect) essay outline on topics provided in class.	effect) essay outline on topics provided in class.
6	(21 <sup>th</sup> – 24 <sup>th</sup> periods)	<b>Grammar</b> - Practise identifying errors and sentence completion 9 Verb Tense 9.1 Present Simple 9.2 Present Continuous 9.3 Present Perfect 9.4 Present Perfect Continuous 9.5 Past Simple 9.6 Past Continuous 9.7 Past Perfect 9.8 Past Perfect Continuous 9.9 Future Simple 9.10 Future Continuous 9.11 Future Perfect 9.12 Future Perfect Continuous	1. Students recognize the verb tenses and know how to use them correctly.
		<b>Reading</b> Expository (Cause-Effect) reading -Characteristics of expository (cause-effect) texts -Examples of expository (cause-effect) texts 1. Focus (expressing cause-effect) 2. Main idea, topic (Skimming)	1. Students understand the characteristics of Expository (Cause-Effect) texts. 2. Students are able to recognize Expository (Cause-Effect) texts and to identify the focus, the main idea and the details of the sample texts and so on.

		<p>3. Details (Scanning)</p> <p>4. Context clues</p> <p>5. Reference</p> <p>6. Writer's purpose</p> <p>7. Inference</p> <p>8. Implication</p> <p>9. Paraphrasing /Restatement</p> <p>10. Tone of the passage</p>	
		<p><b>Listening &amp; Speaking</b></p> <p>- Oral presentation structure</p>	<p>1. Students understand a well-organized structure of how to give oral presentations.</p> <p>2. Students recognize the useful discourses of how to give a well-organized oral presentation.</p> <p>3. Students organize their science project presentations and rehearse giving presentations.</p>
		<p><b>Writing</b></p> <p>Expository (Cause-Effect) Composition</p> <p>-What are the characteristics of the introductory paragraph of expository (cause-effect) essay?</p> <p>-Write an introductory paragraph for the expository (cause-effect) essay outline from Week 5.</p>	<p>1. Students are able to identify the characteristics of the introductory paragraph of an expository (cause-effect) essay.</p> <p>2. Students are able to write an introductory paragraph for the expository (cause-effect) essay outline from Week 5.</p>
7	(25 <sup>th</sup> – 28 <sup>th</sup> periods)	<p><b>Grammar</b></p> <p>- Reinforce error identification and sentence completion</p> <p>10. Types of sentence</p> <p>10.1 Imperative</p> <p>10.2 Statement/Declarative</p> <p>10.3 Negative</p> <p>10.4 Interrogative</p>	<p>1. Students recognize the type of sentences and know how to use it correctly.</p>

		<p><b>Reading</b> Expository (Cause-Effect) reading -Characteristics of expository (cause-effect) texts -Examples of expository (cause-effect) texts</p> <ol style="list-style-type: none"> <li>1. Focus (expressing cause-effect)</li> <li>2. Main idea, topic (Skimming)</li> <li>3. Details (Scanning)</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Writer's purpose</li> <li>7. Inference</li> <li>8. Implication</li> <li>9. Paraphrasing /Restatement</li> <li>10. Tone of the passage</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the characteristics of Expository (Cause-Effect) texts.</li> <li>2. Students are able to recognize Expository (Cause-Effect) texts and to identify the focus, the main idea and the details of the sample texts and so on.</li> </ol>
		<p><b>Listening &amp; Speaking</b> - Oral presentation structure</p>	<ol style="list-style-type: none"> <li>1. Students understand a well-organized structure of how to give oral presentations.</li> <li>2. Students recognize the useful discourses of how to give a well-organized oral presentation.</li> <li>3. Students organize their science project presentations and rehearse giving presentations.</li> </ol>
		<p><b>Writing</b> Expository (Cause-Effect) Composition -What are the characteristics of the body paragraphs of an expository (cause-effect) essay? -Write body paragraphs for the expository (cause-effect)</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of the body paragraphs of an expository (cause-effect) essay.</li> <li>2. Students are able to write body paragraphs for the expository (cause-effect) essay outline from Week 5.</li> </ol>

		essay outline from Week 5.	
8	(29 <sup>th</sup> – 32 <sup>nd</sup> periods)	<b>Grammar</b> - Practice identifying errors and sentence completion 11. Passive Voice 11.1 Present Simple 11.2 Past Simple	1. Students recognize the passive voice and know how to use it correctly.
		<b>Reading</b> Expository (Cause-Effect) reading -Characteristics of expository (cause-effect) texts -Examples of expository (cause-effect) texts 1. Focus (expressing cause-effect) 2. Main idea, topic (Skimming) 3. Details (Scanning) 4. Context clues 5. Reference 6. Writer’s purpose 7. Inference 8. Implication 9. Paraphrasing /Restatement 10. Tone of the passage	1. Students understand the characteristics of Expository (Cause-Effect) texts. 2. Students are able to recognize Expository (Cause-Effect) texts and to identify the focus, the main idea and the details of the sample texts and so on.
		<b>Listening &amp; Speaking</b> - Giving an oral presentation	1. Students present their science projects. 2. Students who are the audience are able to ask questions or respond to the presentations they listen to.
		<b>Writing</b> Expository (Cause-Effect) Composition -What are the characteristics	1. Students are able to identify the characteristics of the concluding paragraph of an expository (cause-effect) essay. 2. Students are able to write the concluding

		<p>of the concluding paragraph of an expository (cause-effect) essay?</p> <p>-Write the concluding paragraph for the expository (cause-effect) essay outline from Week 5.</p>	<p>paragraph for the expository (cause-effect) essay outline from Week 5.</p>
9	(33 <sup>rd</sup> – 36 <sup>th</sup> periods)	<p><b>Grammar</b></p> <p>- Reviewing all error identification and sentence completion.</p>	<p>- Students practice doing the error identification and completion tests.</p>
		<p><b>Reading</b></p> <p>Expository (Cause-Effect) reading</p> <p>-Characteristics of expository (cause-effect) texts</p> <p>-Examples of expository (cause-effect) texts</p> <ol style="list-style-type: none"> <li>1. Focus (expressing cause-effect)</li> <li>2. Main idea, topic (Skimming)</li> <li>3. Details (Scanning)</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Writer's purpose</li> <li>7. Inference</li> <li>8. Implication</li> <li>9. Paraphrasing /Restatement</li> <li>10. Tone of the passage</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the characteristics of Expository (Cause-Effect) texts.</li> <li>2. Students are able to recognize Expository (Cause-Effect) texts and to identify the focus, the main idea and the details of the sample texts and so on.</li> </ol>
		<p><b>Listening &amp; Speaking</b></p> <p>- Giving an oral presentation</p>	<ol style="list-style-type: none"> <li>1. Students present their science projects.</li> <li>2. Students who are the audience are able to ask questions or respond to the presentations they listen</li> </ol>

			to.
		<b>Writing</b> Expository (Cause-Effect) Composition -Revise and edit the expository (cause-effect) essays produced during Weeks 6-8.	1. Students are able to revise and edit the expository (cause-effect) essays produced during Weeks 6-8.
10	(37 <sup>th</sup> – 40 <sup>th</sup> periods)	<b>Midterm</b>	
11	(41 <sup>st</sup> – 44 <sup>th</sup> periods)	<b>Grammar</b> - Study test strategies for Standardized Test - Practice doing Standardized Test on 12. Sentence Types 12.1 Simple Sentence 12.2 Compound Sentence 12.3 Complex Sentence 12.4 Compound – Complex Sentence	1. Students recognize the sentence types and know how to use it correctly.
		<b>Reading</b> Expository (Problem-Solution) reading -Characteristics of expository (problem-solution) texts -Examples of expository (problem-solution) texts 1. Focus (expressing problem-solution) 2. Main idea, topic (Skimming)	1. Students understand the characteristics of Expository (Problem-Solution) texts. 2. Students are able to recognize Expository (Problem-Solution) texts and to identify the focus, the main idea and the details of the sample texts and so on.



	<p>3. Details (Scanning)  4. Context clues  5. Reference  6. Writer's purpose  7. Inference  8. Implication  9. Paraphrasing  /Restatement  10. Tone of the passage</p>	
	<p><b>Listening &amp; Speaking</b>  <b>Exchange Information</b>  <b>(Discussion)</b>  -Words and phrases for exchanging information.  -Exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature.</p>	<p>1. Students are able to exchange information on general and academic topics based on information from various media such as television, radio, newspapers, magazines, pamphlets, journals, textbooks and literature.</p>
	<p><b>Writing</b>  Expository (Problem-Solution) Composition  -What are the characteristics of expository (problem-solution) writing?  -What are the cohesive devices in expository (problem-solution) writing?  -Read examples of good expository (problem-solution) writings.  -What are the characteristics of expository (problem-solution) essay outline?</p>	<p>1. Students are able to identify the characteristics of expository (problem-solution) writing.  2. Students are able to identify the cohesive devices in expository (problem-solution) writing.  3. Students recognize good expository (problem-solution) writings.  4. Students are able to write an expository (problem-solution) essay outline on topics provided in class.</p>

		-Write an expository (problem-solution) essay outline on topics provided in class.	
12	(45 <sup>th</sup> – 48 <sup>th</sup> periods)	<p><b>Grammar</b></p> <p>- Practice doing standardized tests on</p> <p>13. Parts of a Sentence</p> <p>13.1 Subject</p> <p>13.2 Predicate(Predicate Nominative, Predicate Adjective)</p> <p>13.3 Direct Object &amp; Indirect Object</p> <p>13.4 Objective Complement</p>	1. Students recognize the parts of sentences and know how to use them correctly.
		<p><b>Reading</b></p> <p>Expository (Problem-Solution) reading</p> <p>-Characteristics of expository (problem-solution) texts</p> <p>-Examples of expository (problem-solution) texts</p> <p>1. Focus (expressing problem-solution)</p> <p>2. Main idea, topic (Skimming)</p> <p>3. Details (Scanning)</p> <p>4. Context clues</p> <p>5. Reference</p> <p>6. Writer’s purpose</p> <p>7. Inference</p> <p>8. Implication</p> <p>9. Paraphrasing</p>	<p>1. Students understand the characteristics of Expository (Problem-Solution) texts.</p> <p>2. Students are able to recognize Expository (Problem-Solution) texts and to identify the focus, the main idea and the details of the sample texts and so on.</p>

		/Restatement 10. Tone of the passage	
		<b>Listening &amp; Speaking</b> Listen to academic lectures (main ideas, details and specific information) - Note-taking	1. Students understand the main ideas, details and specific information of academic lectures on various topics. 2. Students are able to relate the main ideas, details and specific information of academic lectures to others. 3. Students are able to take notes of the main ideas and details from lectures.
		<b>Writing</b> Expository (Problem-Solution) Composition -What are the characteristics of the introductory paragraph of a expository (problem-solution) essay? -Write an introductory paragraph for the expository (problem-solution) essay outline from Week 11.	1. Students are able to identify the characteristics of the introductory paragraph of a expository (problem-solution) essay. 2. Students are able to write an introductory paragraph for the expository (problem-solution) essay outline from Week 11.
13	(49 <sup>th</sup> – 52 <sup>nd</sup> periods)	<b>Grammar</b> - Practise doing standardized tests on 14. Question Tags 14.1 Present Simple 14.2 Past Simple 15. Phrases 15.1 Prepositional 15.2 Gerund 15.3 Infinitive 15.4 Appositive 15.5 Participial 15.6 Absolute	1. Students recognize the question tags and phrases and know how to use them correctly.

		<p><b>Reading</b></p> <p>Expository (Problem-Solution) reading</p> <p>-Characteristics of expository (problem-solution) texts</p> <p>-Examples of expository (problem-solution) texts</p> <ol style="list-style-type: none"> <li>1. Focus (expressing problem-solution)</li> <li>2. Main idea, topic (Skimming)</li> <li>3. Details (Scanning)</li> <li>4. Context clues</li> <li>5. Reference</li> <li>6. Writer's purpose</li> <li>7. Inference</li> <li>8. Implication</li> <li>9. Paraphrasing /Restatement</li> <li>10. Tone of the passage</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the characteristics of Expository (Problem-Solution) texts.</li> <li>2. Students are able to recognize Expository (Problem-Solution) texts and to identify the focus, the main idea and the details of the sample texts and so on.</li> </ol>
		<p><b>Listening &amp; Speaking</b></p> <p>Listen to academic lectures (main ideas, details and specific information)</p> <p>- Note-taking</p>	<ol style="list-style-type: none"> <li>1. Students understand the main ideas, details and specific information of academic lectures on various topics.</li> <li>2. Students are able to relate the main ideas, details and specific information of academic lectures to others.</li> <li>3. Students are able to take notes of the main ideas and details from lectures.</li> </ol>
		<p><b>Writing</b></p> <p>Expository (Problem-Solution) Composition</p> <p>-What are the characteristics of the body paragraphs of an expository (problem-solution) essay?</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of the body paragraphs of an expository (problem-solution) essay.</li> <li>2. Students are able to write body paragraphs for the expository (problem-solution) essay outline from Week 11.</li> </ol>

		-Write body paragraphs for the expository (problem-solution) essay outline from Week 11.	
14	(53 <sup>rd</sup> – 56 <sup>th</sup> periods)	<b>Grammar</b> - Practice doing standardized tests on 16 Clauses 16.1 Dependence / Independence Clauses 16.2 Noun Clause 16.3 Adjective Clause/Relative Clause 16.4 Adverb Clause	1. Students recognize the clauses of contrast and know how to use them correctly.
		<b>Reading</b> Expository (Problem-Solution) reading -Characteristics of expository (problem-solution) texts -Examples of expository (problem-solution) texts 1. Focus (expressing problem-solution) 2. Main idea, topic (Skimming) 3. Details (Scanning) 4. Context clues 5. Reference 6. Writer's purpose 7. Inference 8. Implication 9. Paraphrasing /Restatement 10. Tone of the passage	1. Students understand the characteristics of Expository (Problem-Solution) texts. 2. Students are able to recognize Expository (Problem-Solution) texts and to identify the focus, the main idea and the details of the sample texts and so on.

		<p><b>Listening &amp; Speaking</b> Listen to academic lectures (main ideas, details and specific information) - Note-taking</p>	<ol style="list-style-type: none"> <li>1. Students understand the main ideas, details and specific information of academic lectures on various topics.</li> <li>2. Students are able to relate the main ideas, details and specific information of academic lectures to others.</li> <li>3. Students are able to take notes of the main ideas and details from lectures.</li> </ol>
		<p><b>Writing</b> Expository (Problem-Solution) Composition -What are the characteristics of the concluding paragraphs of an expository (problem-solution) essay? -Write concluding paragraphs for the expository (problem-solution) essay outline from Week 11.</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the characteristics of the concluding paragraphs of an expository (problem-solution) essay.</li> <li>2. Students are able to write concluding paragraphs for the expository (problem-solution) essay outline from Week 11.</li> </ol>
15	(57 <sup>th</sup> – 60 <sup>th</sup> periods)	<p><b>Grammar</b> - Practice doing standardized tests on</p> <ol style="list-style-type: none"> <li>17. Comparison       <ol style="list-style-type: none"> <li>17.1 Positive/ Negative Degree (as.....as)</li> <li>17.2 Comparative Degree</li> <li>17.3 Superlative Degree</li> </ol> </li> <li>18. Determiner       <ol style="list-style-type: none"> <li>18.1 A/An/The</li> <li>18.2 This/That/These/Those</li> <li>18.3 Some/ any</li> <li>18.4 Many/ much</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students recognize the comparison, determiner and causative and know how to use them correctly.</li> </ol>

		<p>18.5 A lot of/ lots of</p> <p>18.6 Number of/ amount of</p> <p>18.7 Few/ a few</p> <p>18.8 Little/ a little</p> <p>18.9 A large number of</p> <p>19. Causative</p>	
		<p><b>Reading</b></p> <p>Abstract: Scientific Research</p> <p>-Characteristics of scientific research abstracts</p> <p>-Examples of scientific research abstracts</p>	<p>1. Students understand the characteristics of scientific research abstracts.</p> <p>2. Students are able to recognize scientific research abstracts and to identify the introduction, the methods, the results and the discussion of the abstracts.</p>
		<p><b>Listening &amp; Speaking</b></p> <p>- Debate structure</p>	<p>1. Students listen to a good debate.</p> <p>2. Students understand the concept of debates.</p> <p>3. Students recognize the useful discourses of how to organize a debate.</p>
		<p><b>Writing</b></p> <p>Abstract: Scientific Research</p> <p>-What are the characteristics of scientific research abstract?</p> <p>-Write the scientific research abstract outline.</p>	<p>1. Students are able to identify the characteristics of the scientific research abstract.</p> <p>2. Students are able to write the scientific research abstract outline.</p>
16	(61 <sup>st</sup> – 64 <sup>th</sup> periods)	<p><b>Grammar</b></p> <p>- Study test strategies for standardized tests on</p> <p>20. Conditionals (Type 0, Type I, Type II, Type III)</p> <p>21. Inversion</p>	<p>1. Students recognize the conditionals and know how to use them correctly.</p>
		<p><b>Reading</b></p> <p>Abstract: Scientific Research</p>	<p>1. Students understand the characteristics of</p>

		-Characteristics of scientific research abstracts -Examples of scientific research abstracts	scientific research abstracts. 2. Students are able to recognize scientific research abstracts and to identify the introduction, the methods, the results and the discussion of the abstracts.
		<b>Listening &amp; Speaking</b> - Debate structure	1. Students understand the concept of debates. 2. Students recognize the useful discourses of how to organize a debate. 3. Students organize their debates and rehearse them in their group.
		<b>Writing</b> Abstract: Scientific Research -Write the scientific research abstract.	1. Students are able to write the scientific research abstract.
		<b>Grammar</b> - Practice doing standardized tests on 22. Direct-Indirect Speech 22.1 Present Simple 22.2 Past Simple 23. Parallel Structure	1. Students recognize the direct-indirect speech and Parallel structure and know how to use them correctly.
17	(65 <sup>th</sup> – 68 <sup>th</sup> periods)	<b>Reading</b> Abstract: Scientific Research -Characteristics of scientific research abstracts -Examples of scientific research abstracts	1. Students understand the characteristics of scientific research abstracts. 2. Students are able to recognize scientific research abstracts and to identify the introduction, the methods, the results and the discussion of the abstracts.
		<b>Listening &amp; Speaking</b> - Debate structure	1. Students construct their debates.
		<b>Writing</b> Abstract: Scientific Research (Proofreading & Editing) -Proofread and edit the	1. Students are able to proofread and edit the scientific research abstract.



		scientific research abstract.	
18	(69 <sup>th</sup> – 72 <sup>nd</sup> periods)	<b>Grammar</b> - Reviewing all grammar on standardized tests.	1. Students are able to do standardized tests.
		<b>Reading</b> Abstract: Scientific Research -Characteristics of scientific research abstracts -Examples of scientific research abstracts	1. Students understand the characteristics of scientific research abstracts. 2. Students are able to recognize scientific research abstracts and to identify the introduction, the methods, the results and the discussion of the abstracts.
		<b>Listening &amp; Speaking</b> - Debate structure	1. Students construct their debates.
		<b>Writing</b> Abstract: Scientific Research (Proofreading & Editing) -Proofread and edit the scientific research abstract.	1. Students are able to proofread and edit the scientific research abstract.
19	(73 <sup>rd</sup> – 76 <sup>th</sup> periods)	<b>Grammar</b> Wrap-up	
		<b>Reading</b> Wrap-up	
		<b>Listening &amp; Speaking</b> Wrap-up	
		<b>Writing</b> Wrap-up	
20	(77 <sup>th</sup> – 80 <sup>th</sup> periods)	<b>Final Examination</b>	

## Materials

### Elements of Language sets used for this teaching plan

1. Hard Cover (HC) book for teacher (Chapter 5– 8)
2. Grammar, Usage, and Mechanics (GUM)
3. Chapter Test (CT) / (Chapter 5 – 8)
4. Chapter Test in Standardized Test Format (CTSTF) / (Chapter 5 – 8)
5. Vocabulary Workshop Tests (VWT)
6. Sentences, Paragraphs, and Compositions (SPC)
7. Combining Sentence (CS)
8. Developmental Language Skills (DLS)

## 5. การประเมินผลการเรียนรู้ (Assessments)

Both Teacher	
1. Midterm (Vocabulary-Grammar -Reading- Writing)	= 20 %
2. Final Examination (Vocabulary-Grammar -Reading- Writing)	= 20 %
3. Assignments (Homework, Presentation)	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quiz	= 10 %
6. Essay	= 10 %
7. Listening Test	= 10 %
<b>Total</b>	<b>100 %</b>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

## 5.1 Test Guidelines

## 5.1.1 Midterm (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points.

## Mid-term Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b> It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b> -8 multiple choice questions on one reading passage--containing of ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~200-250 words in length)<b>(Items 10-11)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points)</b></p>
<p><b>Part Two: Developmental Language Skills</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Section One: Grammatical Structures</b> -There are 8 items questions, and each question contains of ~30-60 words. Follow the directions and choose the best answer. <b>(Items 12-19)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 20-27)</b></p>	<p>(1/4) <b>4 points</b></p>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	<p>There are 12 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 28-39)</b></p>	<p>(1/2) <b>5 points</b></p>

Content	Type of Questions/ number and time frame	Points
<b>Part Four: Academic Writing (Compare-contrast)</b> support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.	Students can choose to write a compare-contrast essay, depending on the topics provided: 200-250 words in length. <b>(Items 40)</b>	<b>6 points</b>

## 5.2 Final Exam

### 5.2.1 Final (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points

#### Final Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<b>Part One: Reading Comprehension</b> It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)	<b>Passage One (2 points)</b> -8 multiple choice questions on one reading passage--containing of ~200-250 words in length <b>(Items 1-9)</b>  <b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~200-250 words in length) <b>(Items 10-11)</b>	(1/3) for the 1 <sup>st</sup> passage, and 1 point each for the 2 <sup>nd</sup> passage. <b>(5 points)</b>
<b>Part Two: Developmental Language Skills</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.	<b>Section One: Grammatical Structures</b> -There are 8 items questions, and each question contains of ~30-60 words. Follow the directions and choose the best answer. <b>(Items 12-19)</b>  <b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 20-27)</b>	(1/4) <b>4 points</b>

Content	Type of Questions/ number and time frame	Points
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	<p>There are 12 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 28-39)</b></p>	<p>(1/2) <b>5 points</b></p>
<p><b>Part Four: Academic Writing (Giving Opinion)</b> support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students can choose to write a problem solution, depending on the topics provided: 200-250 words in length. <b>(Items 40)</b></p>	<p><b>6 points</b></p>

**Remark:**

**Writing Criteria for Midterm and Final Exam (6 points)**

Organization 1 point

Content (idea presentation) 2 points

Grammatical structure, punctuation (3 points)



แผนการจัดการเรียนรู้ฉบับย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา ภาษาอังกฤษวิชาการ 2

Academic English II (ENG 30205)

จำนวน 2.0 หน่วยกิต

เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 6

ภาคเรียนที่ 1

ปีการศึกษา 2559

ผู้สอน

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### 1. คำอธิบายรายวิชา (Course Description)

พัฒนาทักษะการฟังเนื้อหาด้านวิชาการจากบทสนทนา การบรรยายทางวิชาการ การโต้เถียง การกล่าวสุนทรพจน์ การสัมมนาเชิงวิชาการ แล้วระบุ บอกรายละเอียด ตอบคำถาม แยกแยะ สรุปใจความสำคัญ

ฝึกทักษะการพูดโต้ตอบในการสัมภาษณ์เพื่อสมัครเข้าศึกษาต่อหรือขอรับทุนการศึกษาได้ การพูดนำเสนอผลงานทางวิชาการ และการกล่าวสุนทรพจน์

พัฒนาทักษะการอ่านเพื่อความเข้าใจและสามารถวิจารณ์ คติวิเคราะห์ จากบทความทั่วไปและบทความทางวิชาการได้อย่างถูกต้อง

ฝึกวิเคราะห์โครงสร้างของประโยคที่ซับซ้อนเพื่อให้เกิดความเข้าใจความหมายอย่างแท้จริง และสามารถนำไปใช้ได้ถูกต้องและเหมาะสม

พัฒนาทักษะและฝึกฝนการเขียนเรียงความเชิงวิชาการ Persuasive Essay / Scholarship Essay

Develop academic listening skills from conversations, lectures, debates, speeches, as well as seminars in order to identify details, answer questions, differentiate and summarize the information from them.

Practice interviewing for undergraduate admissions or scholarship applications, making speeches, and giving academic presentations.

Develop reading comprehension skills so as to critique and analyze both general and academic articles correctly.

Practice analyzing the structures of complex sentences in order to understand their meanings and use them correctly and appropriately.

## 2. ผลการเรียนรู้ (Learning Outcome)

1. เพื่อให้นักเรียนสามารถเข้าใจ และสรุปความ จากการฟังการสนทนาทั่วไป การสนทนาทางวิชาการ การบรรยายทางวิชาการ

Understand and make a summary from general conversations, academic conversations, and lectures they listen to.

2. เพื่อให้นักเรียนสามารถพูดโต้ตอบในการสัมภาษณ์เพื่อสมัครเข้าศึกษาต่อหรือขอรับทุนการศึกษาและสามารถนำเสนอผลงานทางวิชาการได้

Respond to interviews for undergraduate admissions or scholarship applications, make speeches, and give academic presentations.

3. เพื่อให้นักเรียนสามารถอ่านและวิจารณ์บทความทั่วไปและบทความทางวิชาการได้

Read and critique general and academic articles.

4. เพื่อให้นักเรียนสามารถวิเคราะห์โครงสร้างของประโยคที่มีความซับซ้อนมากขึ้น และสามารถนำไปใช้ได้

Analyze the structures of complex sentences which are more complicated and be able to use them.

5. เพื่อให้นักเรียนสามารถเขียนเรียงความเชิงวิชาการความยาวประมาณ 300-350 คำ ได้

Write academic essays (persuasive and scholarship) with 300-350 words in length.

## 3. โครงสร้างรายวิชา (Learning Target)

Learning Target	M.6		หมายเหตุ
	1	2	
<b>LISTENING SKILL</b>			
<b>1. Listening Strategies</b>			
1.1 Listening for gist and details			
1.1.1 Length	2-5 mins	2-5 min	
1.1.2 Text Type	two-way communication (conversation: general)		
	one-way communication: announcement, advertisement, etc.		
1.2 Note-taking	/		
1.3 Summarizing	/		
<b>2. Pronunciation (Listening)</b>			
2.1 Identifying sounds/stress/intonation	F/M		
<b>SPEAKING SKILL</b>			
<b>1. Conversation</b>			
Text Types	general, social, academic		
1.1 in pair	2-3 mins	2-3 mins	
1.2 in group	2-3 mins	2-3 mins	
2. Oral presentation	3-5 mins	3-5 mins	
<b>3. Debate</b>	5-10 mins	5-10 mins	
4. Group discussion	3-5 mins	3-5 mins	
5. Interview	3-5 mins	3-5 mins	
<b>6. Pronunciation (Speaking)</b>			
6.1 Phonetics			
Consonants: voiced, voiceless	F/M	F/M	
Vowels	F/M	F/M	
Intonation	F/M	F/M	
Rising & falling	F/M	F/M	
Pausing & linking	F/M	F/M	



Learning Target	M.6		หมายเหตุ
	1	2	
<b>Reading Techniques</b>			
<b>READING SKILL</b>			
1. Skimming (for main idea)	M		
2. Scanning (for details)	M		
3. Reference	M		
4. Context clues	M		
5. Inference/ Implication	M		
6. Distinguishing fact and opinion	M		
7. Writer's purpose	M		
8. Tone/ Mood/Attitude	F		
9. Summarizing and outlining	M		
10. Paraphrasing	M		
<b>Text Types / Text Organization</b>			
1. Descriptive / Spatial order	/		
2. Narrative / Chronological (time) order	/		
<b>3. Expository</b>			
3.1 Compare-Contrast	/		
3.2 Cause-Effect	/		
3.3 Problem-Solution	/		
4. Argumentative	/		
5. Persuasive	/		
6. Research/ Scientific abstract or equivalence	/		
<b>WRITING SKILL</b>			
1.Persuasive (300-350 words )	/		
2. Essay for University Admission (300-350 words )	/		
3.Compare-Contrast (300-350 words)			
4.Problem Solution (300-350 words )			

Learning Target	M.6		หมายเหตุ
	1	2	
<b>GRAMMAR</b>			
<b>1) Part of speech</b>			
<b>1.1 Noun</b>			
1.1.1 Countable / Uncountable	M		
1.1.2 Proper/ Common	M		
1.1.3 Abstract/ Concrete	M		
1.1.4 Collective / Compound	M		
<b>1.2 Pronoun</b>			
1.2.1 Subject Pronoun			
- Cluster	M		
1.2.2 Object Pronoun			
- Cluster	M		
1.2.3 Possessive Pronoun	M		
1.2.4 Possessive Adjective	M		
1.2.5 Reflexive Pronoun	M		
1.2.6 Demonstrative	M		
1.2.7 Interrogative	M		
1.2.8 Relative	M		
1.2.9 Indefinite	M		
<b>1.3 Verb</b>			
1.3.1 Action Verb	M		
1.3.2 Helping Verb (Auxiliary)	M		
1.3.3 Modal Verb	M		
1.3.4 Linking Verb (Stative Verb)	M		
1.3.5 Finite/ Non-finite Verb	M		
1.3.6 Phrasal Verb	M		
1.3.7 Transitive Verb and Intransitive Verb	M		
<b>1.4 Adjective</b>			
1.4.1 Adjective Order	M		
1.4.2 Descriptive Adjective	M		
1.4.3 Demonstrative Adjective	M		
1.4.4 Interrogative Adjective	M		
1.4.5 Indefinite Adjective	M		

1.4.6 Article	M		
1.4.7 Number and Quantity	M		
<b>1.5 Adverb</b>			
1.5.1 Adverb Modifying Verb	M		
1.5.1.1 Adverb of frequency	M		
1.5.1.2 Adverb of manner	M		
1.5.1.3 Adverb of time	M		
1.5.1.4 Adverb of place	M		
1.5.2 Adverb Modifying Adjective	M		
1.5.3 Adverb Modifying	M		
<b>1.6 Conjunction</b>			
1.6.1 Coordinating	M		
1.6.2 Correlative	M		
1.6.3 Subordinating	M		
<b>1.7 Preposition</b>	M		
1.7.1 Preposition of time	M		
1.7.2 Preposition of place	M		
1.7.3 Prepositional Phrase	M		
<b>1.8 Interjection</b>	M		
<b>2) Verb Tense</b>			
2.1 Present Simple	M		
2.2 Present Continuous	M		
2.3 Present Perfect	M		
2.4 Present Perfect Continuous	M		
2.5 Past Simple	M		
2.6 Past Continuous	M		
2.7 Past Perfect	M		
2.8 Past Perfect Continuous	M		
2.9 Future Simple	M		
2.10 Future Continuous	M		
2.11 Future Perfect	M		
2.12 Future Perfect Continuous	M		
<b>3) Types of sentence</b>			
3.1 Imperative	M		
3.2 Statement/ Declarative	M		
3.3 Negative	M		
3.4 Interrogative	M		

<b>4) Passive Voice</b>			
4.1 Present Simple	M		
4.2 Past Simple	M		
<b>5) Sentence Types</b>			
5.1 Simple Sentence	M		
5.2 Compound Sentence	M		
5.3 Complex Sentence	M		
5.4 Compound – Complex Sentence	M		
<b>6) Parts of a Sentence</b>			
6.1 Subject	M		
6.2 Predicate (Predicate Nominative, Predicate Adjective)	M		
6.3 Direct Object & Indirect Object	M		
6.4 Objective Complement	M		
<b>7) Question Tags</b>			
7.1 Present Simple	M		
7.2 Past Simple	M		
<b>8) Phrases</b>			
9.1 Prepositional	M		
9.2 Gerund	M		
9.3 Infinitive	M		
9.4 Appositive	M		
9.5 Participial	M		
9.6 Absolute	M		
<b>10) Clauses</b>			
10.1 Dependence / Independence Clauses	M		
10.2 Noun Clause	M		
10.3 Adjective Clause/Relative Clause	M		
10.4 Adverb Clause	M		
<b>11) Comparison</b>			
11.1 Positive/Negative Degree (as.....as) Degree	M		
11.2 Comparative	M		

11.3 Superlative Degree	M		
<b>12) Determiner</b>			
12.1 A/An/The	M		
12.2 This/That/These/ Those	M		
12.3 Some/ any	M		
12.4 Many/ much	M		
12.5 A lot of/ lots of	M		
12.6 Number of/ amount of	M		
12.7 Few/ a few	M		
12.8 Little/ a little	M		
12.9 A large number of	M		
<b>13) Causative</b>	M		
<b>14) Direct-Indirect Speech</b>			
14.1 Present Simple	M		
14.2 Past Simple	M		
<b>15) Conditionals</b>			
Type 0	M		
Type I	M		
Type II	M		
Type III	M		
<b>16) Parallel Structure</b>	M		
<b>17) Inversion</b>	M		

## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	<p><b>1. Course Introduction</b></p> <ul style="list-style-type: none"> <li>- Course syllabus</li> <li>- Grading criteria</li> <li>- Learning Strategies</li> </ul> <p><b>2. Reading</b></p> <ul style="list-style-type: none"> <li>- Context clues practice on <i>Environment</i> topic from any selected reading materials (about 300 words in length).</li> </ul> <p><b>3- 4. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>-Listening practice to identify information and main idea from conversations and answer the questions verbally</li> <li>-Interviewing for a scholarship.</li> </ul>	<p>Sts understand the scope of the course syllabus, assessment, and set their own learning objectives to meet the learning requirements of the course.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise reading skills by finding main ideas, topics, details, unstated details, pronoun references, as well as making inferences.</li> <li>- Sts are able to increase vocabulary range in reading.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to identify information and answer questions asked by the teacher.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts are able to response the interview</li> </ul>
2	(5 <sup>th</sup> –8 <sup>th</sup> periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Context clues practice on <i>Environment</i> topic from any selected reading materials (about 300 words in length) (continue).</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise reading skill by finding main idea, topic, details, unstated details,</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>-Listening practice to identify information and main ideas from conversations and answer questions verbally.</li> <li>- Interviewing for a scholarship.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on article and parts of speech</li> </ul> <p>1.Noun</p> <ul style="list-style-type: none"> <li>1.1 Countable/ Uncountable</li> <li>1.2 Proper/ Common</li> <li>1.3 Abstract/ Concrete</li> <li>1.4 Collective Compound</li> </ul> <p>2. Pronoun</p> <ul style="list-style-type: none"> <li>2.1 Subject Pronoun <ul style="list-style-type: none"> <li>- Cluster</li> </ul> </li> <li>2.2 Object Pronoun <ul style="list-style-type: none"> <li>- Cluster</li> </ul> </li> <li>2.3 Possessive Pronoun</li> <li>2.4 Possessive Adjective</li> <li>2.5 Reflexive Pronoun</li> <li>2.6 Demonstrative</li> <li>2.7 Interrogative</li> <li>2.8 Relative</li> </ul> <p><b>4. Writing skill</b></p>	<p>pronoun and short phrase references.</p> <ul style="list-style-type: none"> <li>- Sts are able to increase vocabulary range in reading.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to identify information and answer questions asked by the teacher.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts are able to respond to the interview.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Sts have an overview of advanced grammar on nouns and pronouns, and do the exercise.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing the first draft of an essay.</li> <li>- Sts edit their peers' essay outside class.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<ul style="list-style-type: none"> <li>-Writing a persuasive essay</li> <li>- Introduction to a persuasive essay and its outline.</li> <li>- The first draft of persuasive essay.</li> <li>- Outside -class persuasive essay peer editing</li> </ul>	
3	(9 <sup>th</sup> – 12 <sup>th</sup> periods)	<p><b>1. Reading skill</b></p> <ul style="list-style-type: none"> <li>- Making inference practice from <i>Environment</i> from any selected reading materials (about 300 words in length).</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listening practice to a lecture on the <i>Environment</i> topic.</li> <li>- Interviewing for a scholarship</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on</li> <li>3. Verb <ul style="list-style-type: none"> <li>3.1 Action Verb</li> <li>3.2 Helping Verb (Auxiliary)</li> <li>3.3 Modal Verb</li> <li>3.4 Linking Verb (Stative Verb)</li> <li>3.5 Finite/ Non-finite Verb</li> <li>3.6 Phrasal Verb</li> <li>3.7 Transitive Verb and Intransitive Verb</li> </ul> </li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts make inference from the reading passage.</li> <li>- Sts identify the message unstated by the authors.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practice listening to a passage of <i>Environment</i> and discuss and answer questions raised by the teacher.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts have an overview of advanced grammar on verbs , and do the exercise.</li> </ul>
4	(13rd – 16th	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Skimming practice from a passage on</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Sts apply the skimming</li> </ul>



W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
	periods)	<p><i>Technology</i> topic from any selected reading materials (about 300 words in length).</p> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>-Listening practice from a debate and speech</li> <li>-Practise how to debate and make a speech on the assigned topics in different situations.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on</li> </ul> <p>4 Adjective</p> <ul style="list-style-type: none"> <li>4.1 Adjective Order</li> <li>4.2 Descriptive Adjective</li> <li>4.3 Demonstrative Adjective</li> <li>4.4 Interrogative Adjective</li> <li>4.5 Indefinite Adjective</li> <li>4.6 Article</li> <li>4.7 Number and Quantity</li> </ul> <p>5 Adverb</p> <ul style="list-style-type: none"> <li>5.1 Adverb Modifying Verb <ul style="list-style-type: none"> <li>5.1.1 Adverb of frequency</li> <li>5.1.2 Adverb of manner</li> </ul> </li> </ul>	<p>strategy taught in class in reading the given passage.</p> <ul style="list-style-type: none"> <li>-Sts are able to identify the topic and main idea of the reading passage.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts are able to answer the questions from the debate and speech.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practice role playing the dialogues on the assigned topics in different situations.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts have an overview of advanced grammar on adjective and adverb, and do the exercise.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts correct their second draft of persuasive essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		5.1.3 Adverb of time 5.1.4 Adverb of place 5.2 Adverb Modifying Adjective 5.3 Adverb Modifying Other Adverb <b>4. Writing</b> - Teacher's conference of the second draft of persuasive essay	
5	(17th – 20th periods)	<b>1. Reading</b> -Scanning practice on <i>Social Issue</i> topic from any selected reading materials (about 300 words in length).  <b>2. Listening and speaking</b> - Listening practice from a seminar.  <b>3. Grammar</b> - Advanced grammar on 6 Conjunction 6.1 Coordinating 6.2 Correlative 6.3 Subordinating 7 Preposition 7.1 Preposition of time 7.2 Preposition of place 7.3 Prepositional Phrase 8 Interjection	<b>Reading</b> - Sts apply the scanning strategy taught in the class to identify specific details in reading.  <b>Listening</b> -Sts practise listening to the seminar. -Sts practise note taking from listening.  <b>Grammar</b> - Sts have an overview of advanced grammar on conjunction, preposition , interjection and do the exercise.
6	(21st – 24th	<b>1. Reading</b> - Topic sentence practice on <i>Science</i> topic	<b>Reading</b> - Sts identify the topic

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
	periods)	<p>from any selected reading materials (about 300 words in length).</p> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listening practice from a conversation on related scientific issues.</li> <li>- Note taking skills</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on</li> </ul> <p>9 Verb Tense</p> <ul style="list-style-type: none"> <li>9.1 Present Simple</li> <li>9.2 Present Continuous</li> <li>9.3 Present Perfect</li> <li>9.4 Present Perfect Continuous</li> <li>9.5 Past Simple</li> <li>9.6 Past Continuous</li> <li>9.7 Past Perfect</li> <li>9.8 Past Perfect Continuous</li> <li>9.9 Future Simple</li> <li>9.10 Future Continuous</li> <li>9.11 Future Perfect</li> <li>9.12 Future Perfect Continuous</li> </ul>	<p>sentence of the reading passage.</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>-Sts practice listening to a conversation on related scientific issues.</li> <li>- Sts practise note taking from the conversation.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts have an overview of advanced grammar on verb tense, and do the exercise.</li> </ul>
7	(25 <sup>th</sup> -28 <sup>th</sup> periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Main idea sentence practice on <i>Language and Culture</i> topic from any selected reading materials (about 300 words in length).</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listening practice from a conversation on</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts find the main ideas of reading passage.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to a</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>a language and culture topic.</p> <ul style="list-style-type: none"> <li>- Summarizing the gist from the listening text orally.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on</li> </ul> <p>10. Types of sentence</p> <ul style="list-style-type: none"> <li>10.1 Imperative</li> <li>10.2 Statement/Declarative</li> <li>10.3 Negative</li> <li>10.4 Interrogative</li> </ul>	<p>conversation.</p> <ul style="list-style-type: none"> <li>- Sts practise summarizing the gist from the listening text orally.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Sts have an overview of advanced grammar on types of sentence, and do the exercise.</li> </ul>
8	(29 <sup>th</sup> -32 <sup>nd</sup> periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Reading for details practice on <i>Entertainment</i> topic from any selected reading materials (about 300 words in length).</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listening practice from a short lecture in the Science class.</li> <li>-Summarizing the gist from the listening text orally.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Advanced grammar on</li> </ul> <p>11. Passive Voice</p> <ul style="list-style-type: none"> <li>11.1 Present Simple</li> <li>11.2 Past Simple</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts respond to questions from the reading passage.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>-Sts practise listening to a short lecture in the Science class.</li> <li>- Sts practise summarizing the gist from the listening text orally.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Sts have an overview of advanced grammar on passive voice, and do the practice.</li> </ul> <p><b>Writing</b></p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<b>4. Writing</b> - Teacher's conference of the third draft of a persuasive essay	- Sts correct their third draft of a persuasive essay and submit all the drafts in a hardcopy to the teacher.
9	(33 <sup>rd</sup> -36 <sup>th</sup> periods)	<b>1. Reading</b> - Reading to detect unstated details on <i>Entertainment</i> topic from any selected reading materials (about 300 words in length). <b>2. Listening and Speaking</b> - Listening practice from a conversation on <i>Entertainment</i> topic. -Filling the gaps using vocabularies from the conversation. <b>3. Grammar</b> - Reviewing all grammars that students have practiced.	<b>Reading</b> -Sts respond to the questions from the reading passage. <b>Listening</b> - Sts practise listening to a conversation. <b>Grammar</b> Sts practise doing the grammars exercises.
10	(37 <sup>th</sup> -40 <sup>th</sup> periods)	<p style="text-align: center;"><b>Midterm</b> <b>(Reading + Writing + Grammar)</b> <b>20 marks</b></p>	
11	(41 <sup>st</sup> -44 <sup>th</sup> periods)	<b>1. Reading</b> - Reading approaches: top-down reading and bottom-up reading; <i>Environment</i> topic (about 300 words in length). <b>2. Listening and speaking skills</b> -Listening to an academic conference	<b>Reading</b> -Sts label types of reading in reading passages on <i>environment</i> topic. <b>Listening and Speaking</b> - Sts practice listening to an academic colloquium and answer questions as well as making comments.

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>3. Grammar</b></p> <p>-Advanced grammar on</p> <p>12. Sentence Types</p> <p>    12.1 Simple Sentence</p> <p>    12.2 Compound Sentence</p> <p>    12.3 Complex Sentence</p> <p>    12.4 Compound – Complex Sentence</p> <p><b>4. Writing</b></p> <p>- Transitional words and signposts in an essay writing</p>	<p><b>Grammar</b></p> <p>-Sts analyze advanced grammar on sentence types, and do the exercise.</p> <p><b>Writing</b></p> <p>- Sts practise connecting sentences using transitional words and signposts.</p>
12	(45 <sup>th</sup> –48 <sup>th</sup> periods)	<p><b>1. Reading</b></p> <p>- Recognizing conventional formats of a research article (about 300 words in length).</p> <p><b>2. Listening and Speaking</b></p> <p>-Listening to a research presentation in a conference.</p> <p>- Briefing the purposes, samples, research methodologies, results, recommendations and implications from a research presentation.</p> <p><b>3. Grammar</b></p> <p>- Advanced grammar on</p> <p>13. Parts of a Sentence</p> <p>    13.1 Subject</p> <p>    13.2 Predicate(Predicate Nominative,</p>	<p><b>Reading</b></p> <p>- Sts label formats of a research article provided.</p> <p><b>Listening and speaking Skill</b></p> <p>- Sts indicate the purposes, samples, research methodologies, results, recommendations and implications from the research presentation.</p> <p><b>Grammar</b></p> <p>-Sts analyze advanced grammar on parts of a sentence, and do the exercise.</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		Predicate Adjective) 13.3 Direct Object & Indirect Object 13.4 Objective Complement <b>4. Writing</b> - Introduction to a scholarship essay and its outline. - The first draft of scholarship essay. - Outside -class scholarship essay peer editing	<b>Writing</b> - Sts practise writing the first draft of scholarship essay.
13	(49 <sup>th</sup> –52 <sup>nd</sup> periods)	<b>1. Reading</b> - Inductive reading on <i>Technology</i> topic (about 300 words in length). <b>2. Listening and Speaking</b> - Listening to a research presentation in a conference. - Briefing the purposes, samples, research methodologies, results, recommendations and implications from a research presentation. <b>3. Grammar</b> - Advanced grammar on 14. Question Tags 14.1 Present Simple 14.2 Past Simple 15. Phrases 15.1 Prepositional 15.2 Gerund 15.3 Infinitive 15.4 Appositive 15.5 Participial	<b>Reading</b> - Sts practise doing inductive reading exercises. <b>Listening and Speaking</b> - Sts indicate the purposes, samples, research methodologies, results, recommendations and implications from a research presentation. <b>Grammar</b> -Sts analyze advanced grammar on question tags, phrases ,and do the exercise. <b>Writing</b> - Sts practise writing the second draft of scholarship essay.

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		15.6 Absolute <b>4. Writing</b> - The second draft of scholarship essay. - Outside -class scholarship essay peer editing.	
14	(53 <sup>rd</sup> – 56 <sup>th</sup> periods)	<b>1. Reading</b> - Inductive reading on <i>Social Issue</i> (about 300 words in length). <b>2. Listening and Speaking</b> - Listening to a panel discussion - Doing a role play of a panel discussion <b>3. Grammar</b> - Advanced grammar on 16 Clauses 16.1 Dependence / Independence Clauses 16.2 Noun Clause 16.3 Adjective Clause/Relative Clause 16.4 Adverb Clause <b>4. Writing</b> - Teacher's conference of the third draft of scholarship essay.	<b>Reading</b> - Sts practice doing inductive reading exercises. <b>Listening</b> - Sts identify main points from a panel discussion. <b>Grammar</b> Sts analyze advanced grammar on clauses ,and do the exercise. <b>Writing</b> - Sts correct their third draft scholarship essay and submit all the drafts in a hardcopy to the teacher.



W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
15	(57 <sup>th</sup> -60 <sup>th</sup> periods)	<p><b>1. Reading</b> - Deductive reading on <i>Science</i> topic (about 300 words in length).</p> <p><b>2. Listening and Speaking</b> - Listening to a panel discussion. (Continued.) - Doing a role play of a panel discussion. (Continued.)</p> <p><b>3. Grammar</b> - Advanced grammar on</p> <p>17. Comparison 17.1 Positive/ Negative Degree (as.....as) 17.2 Comparative Degree 17.3 Superlative Degree</p> <p>18. Determiner 18.1 A/An/The 18.2 This/That/These/Those 18.3 Some/ any 18.4 Many/ much 18.5 A lot of/ lots of 18.6 Number of/ amount of 18.7 Few/ a few 18.8 Little/ a little 18.9 A large number of</p> <p>19. Causative</p>	<p><b>Reading</b> -Sts practise doing deductive reading exercises.</p> <p><b>Listening</b> - Sts identify main points in a panel discussion.</p> <p><b>Grammar</b> - Sts analyze advanced grammar on comparison, determiner and causative, and do the exercise.</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
16	(61 <sup>st</sup> –64 <sup>th</sup> periods)	<p><b>1. Reading</b> - Deductive reading on <i>Science</i> topic (about 300 words in length).</p> <p><b>2. Listening and Speaking</b> - Listening to a speech over presiding ceremonies. - Doing a role play as a distinguished guest giving a speech to preside over ceremonies</p> <p><b>3. Grammar</b> - Advanced grammar on 20. Conditionals (Type 0, Type I, Type II, Type III) 21. Inversion</p>	<p><b>Reading</b> - Sts practise doing deductive reading exercises.</p> <p><b>Listening Skill</b> - Sts identify main points in the speech.</p> <p><b>Grammar</b> - Sts analyze advanced grammar on conditionals and inversion, and do the exercise.</p>
17	(65 <sup>th</sup> –68 <sup>th</sup> periods)	<p>1. Reading - Article review and critique (about 300 words in length)</p> <p>2. Listening and Speaking - Listening to a speech over presiding ceremonies (Continued) - Doing a role play as a distinguished guest giving a speech to preside over ceremonies (Continued)</p> <p>3. Grammar - Advanced grammar on 22. Direct-Indirect Speech 22.1 Present Simple 22.2 Past Simple 23. Parallel Structure</p>	<p>Reading - Sts practice reviewing and critiquing articles.</p> <p>Listening Skill - Sts identify main points in a panel discussion.</p> <p>Grammar - Sts analyze advanced grammar on direct-indirect speech and parallel structure, and do the exercise</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
18	(69 <sup>th</sup> -72 <sup>nd</sup> periods)	<p><b>1. Reading</b> - Articles review and critique (about 300 words in length) (Continued)</p> <p><b>2. Listening and speaking skills</b> - Listening to an interview for an entrance examination - Taking turn doing an interview for an entrance examination.</p> <p><b>3. Grammar</b> - Reviewing all grammars that students have practised</p>	<p><b>Reading Skill</b> - Sts practice reviewing and critiquing articles.</p> <p><b>Listening Skill</b> - Sts listen to an interview for an entrance examination and do a role play to simulate an interview in an entrance examination.</p> <p><b>Grammar</b> Sts practice doing the grammars exercises.</p>
19	(73 <sup>rd</sup> -76 <sup>th</sup> periods)	Wrap-up session and assignments submission for collective scores	Wrap-up session and assignments submission for collective scores
20	77 <sup>th</sup> -80 <sup>th</sup> periods)	Final Examination	Final Examination

### Materials

1. Elements of Language Sixth Course
2. Any selected materials

## 5. การประเมินผลการเรียนรู้ (Assessment)

1. Midterm (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. Final Examination (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. Assignments	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quizzes	= 10 %
6. Essay	= 10 %
7. Listening Tests	= 10 %
Total	= <u>100 %</u>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

## 1. Midterm (Integrated Test: Reading-Writing-Grammar) /20 points.

### Mid-term Examination Structure

Point: 20 Points

Time: 120 minutes

Content	Type of Questions/ number and time frame	Points
<p><b>Part 1 : Conversations</b></p> <p>Based on educational situations, academic interviews and lectures.</p>	<p><b>2 dialogues (8 items/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- Educational situations (1 dialogue)</li> <li>- An interview (1 dialogue)</li> </ul>	<p>1/4 point for each dialog</p> <p><b>(2 points)</b></p>
<p><b>Part 2 : Reading Comprehension</b></p> <p>This section covers both multiple choices questions, including main idea, stated details, unstated details, references (pronoun/short phrases), vocabulary items, and implied questions and short-answer questions.</p>	<p><b>Passage One (9 items/ 3 points)</b></p> <ul style="list-style-type: none"> <li>- 9 questions with multiple choices from a 400 - 450 word passage.</li> </ul> <p><b>Passage Two (2 questions/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- 2 short-answer questions on one reading passage (250 – 300 words)</li> </ul>	<p>1/3 point for the 1<sup>st</sup> passage and 1 point each for the 2<sup>nd</sup> passage.</p> <p><b>(5 points)</b></p>
<p><b>Part 3 : Vocabulary</b></p> <p>(Reading Passage : Vocabulary)</p> <p>Based on these topics: technology, science, environment, social issues, entertainment and language and</p>	<p><b>Cloze Test (4 items/ 2 points)</b></p> <p>This is a multiple-choice cloze test which vocabulary items of the reading passage will be deleted.</p>	<p>(1/2 point for each )</p> <p><b>2 points</b></p>
<p><b>Part 4 : Grammar</b></p> <p>This grammatical part consists of article, parts of speech, word order, word choices, subject-verb</p>	<p><b>Section One : Sentence Completion (4 items / 2 points)</b></p> <p>There are 4 multi choices questions.</p>	<p>(1/2 point for each )</p> <p><b>2 points</b></p> <p>(1/2 point for</p>

Content	Type of Questions/ number and time frame	Points
agreement, tense, passive-active voice, gerund – infinitive, finite-non-finite, causative, comparisons, parallel structures, phrases and clauses.	<p><b>Section Two : Error Identification</b></p> <p><b>(10 items/5 points)</b></p> <p>There are 10 multiple choice questions and each of which contains one grammatical error.</p>	<p>each )</p> <p><b>5 points</b></p>
<p><b>Part 5 : Academic Writing</b></p> <p><b>(Persuasive Essay or Argumentative Essay)</b></p>	<p>Students will be able to write a persuasive essay on the topic given of 300-350 words in length. They need to justify and persuade using clear evidence examples and statistical information.</p>	<p><b>4 points</b></p>

## 2. Final Examination (Integrated Test: Reading-Writing-Grammar) /20 points.

### Final Examination Structure

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part 1 : Conversation</b></p> <p>Based on educational situations, academic interviews and lectures.</p>	<p><b>2 dialogues (8 items/ 2 points)</b></p> <p>-An interview (1 dialogue)</p> <p>-A lecture (1 dialogue)</p>	<p>1/4 point for each dialog</p> <p><b>(2 points)</b></p>
<p><b>Part 2 : Critical Reading</b></p> <p>This section covers both multiple choices questions, including purpose of the passage, restatement, tone, attitude, paraphrase, inference, opinion, unstated details and insertion and short-answer questions.</p>	<p><b>Passage One (9 items/ 3 points)</b></p> <p>- 9 questions with multiple choices from a 400 - 450 word passage.</p> <p><b>Passage Two (2 questions/ 2 points)</b></p> <p>- 2 short-answer questions on one reading passage (250 – 300 words)</p>	<p>1/3 point for the 1<sup>st</sup> passage and 1 point each for the 2<sup>nd</sup> passage.</p> <p><b>(5 points)</b></p>
<p><b>Part 3 : Vocabulary</b></p> <p>(Reading Passage : Vocabulary)</p> <p>Based on these topics: technology, science, environment, social issues, entertainment and language and culture</p>	<p><b>Cloze Test (4 items/ 2 points)</b></p> <p>This is a multiple-choice cloze test which vocabularies of the reading passage will be deleted.</p>	<p>(1/2 point for each )</p> <p><b>2 points</b></p>

Content	Type of Questions/ number and time frame	Points
<p><b>Part 4 : Grammar</b></p> <p>This grammatical part consists of article, parts of speech, word order, word choices, subject-verb agreement, tense, passive-active voice, gerund – infinitive, finite-non-finite, causative, comparisons, parallel structures, phrases and clauses.</p>	<p><b>Section One : Sentence Completion (4 items / 2 points)</b></p> <p>There are 4 multi choices questions.</p> <p><b>Section Two : Error Identification (10 items/5 points)</b></p> <p>There are 10 multiple choice questions and each of which contains one grammatical error.</p>	<p>(1/2 point for each)</p> <p><b>2 points</b></p> <p>(1/2 point for each )</p> <p><b>5 points</b></p>
<p><b>Part 5 : Academic Writing (Scholarship Essay)</b></p>	<p>Students will be able to write a scholarship essay of 300-350 words in length. They need to justify and give reasons to make their essay enough effective to be granted for a scholarship.</p>	<p><b>4 points</b></p>

Remark:

Writing Criteria for Midterm and Final Exam

Writing Rubrics/Grading Criteria

<p><b>Writing (Short Answer)</b> <b>(1 point each, 2 total)</b></p>	<p>1 point for complete and correct answer based on the reading passage given.</p> <p>1/2 point for only one part of the correct information, but not complete answer.</p> <p>0 point for incomplete and incorrect answer.</p>
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*Essay Writing	Task Description
4 points	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>-effectively addresses the topic and task</li> <li>-is well organized and well developed, using clearly appropriate explanations, and/or details</li> <li>-displays unity, progression, and coherence</li> <li>-displays consistent facility in the use of language, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.</li> </ul>
3 points	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>-addresses the topic and task well, though some points may not be fully elaborated.</li> <li>-is generally well organized and well developed, using appropriate and sufficient explanations, and/or details.</li> <li>-displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections.</li> </ul>
2 points	<p><b>An essay at this level is marked by one or more of the following:</b></p> <ul style="list-style-type: none"> <li>-addresses the topic and task using somewhat developed explanations.</li> <li>-displays unity, progression, and coherence, though connection of ideas may be occasionally obscured.</li> <li>-may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning.</li> <li>-may display an accurate but limited range of syntactic structures and vocabulary.</li> </ul>

*Essay Writing	Task Description
1 point	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"><li>-limited development in response to the topic and task.</li><li>-inadequate organization or connection of ideas.</li><li>-inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task.</li><li>-a noticeably inappropriate choice of words or words forms</li><li>-an accumulation of errors in sentence structure and/or usage.</li><li>-copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</li></ul>



แผนการจัดการเรียนรู้รายย่อ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

รายวิชา ภาษาอังกฤษวิชาการ 3

Academic English III (ENG 30206)

จำนวน 2.0 หน่วยกิต

เวลา 80 ชั่วโมง

ชั้น มัธยมศึกษาปีที่ 6

ภาคเรียนที่ 2

ปีการศึกษา 2559

ผู้สอน

### 1. คำอธิบายรายวิชา (Course Description)

พัฒนาทักษะการฟังเนื้อหาทางวิชาการจากการสนทนา การบรรยายทางวิชาการ การโต้เถียง การกล่าวสุนทรพจน์ สัมมนาทางวิชาการ แล้ว ระบุ บอกรายละเอียด ตอบคำถาม แยกแยะ สรุปใจความสำคัญ วิเคราะห์วิจารณ์ และแสดงความคิดเห็น

ฝึกพูดโต้ตอบในการสัมภาษณ์ เพื่อสมัครเข้าศึกษาต่อ หรือ ขอรับทุน กล่าวสุนทรพจน์ และพูดนำเสนอผลงานทางวิชาการ ได้

พัฒนาทักษะการอ่านเพื่อความเข้าใจและสามารถวิจารณ์ คติวิเคราะห์บทความทั่วไปและบทความทางวิชาการได้อย่างถูกต้อง

ฝึกวิเคราะห์โครงสร้างของประโยคที่ซับซ้อนเพื่อให้เกิดความเข้าใจความหมายอย่างแท้จริง และสามารถนำไปใช้ได้ถูกต้องและเหมาะสม

ฝึกฝนและพัฒนาทักษะการเขียนความเรียงเชิงวิชาการ Compare-Contrast / Argumentative Essay

Develop academic listening skills from conversations, lectures, debates, speeches, as well as seminars in order to identify details, answer questions, differentiate and summarize the information, analyze, critique, and give opinions about them.

Practise interviewing for undergraduate admissions or scholarship applications, making speeches, and giving academic presentations.

Develop reading comprehension skills so as to critique and analyze both general and academic articles correctly.

Practise analyzing the structures of complex sentences in order to understand their meanings and use them correctly and appropriately.

Practise and develop academic writing skills on comparison/ contrast and problem-solution essays.

## 2. ผลการเรียนรู้ (Learning outcome)

1. เพื่อให้นักเรียนสามารถเข้าใจ และสรุปความ จากการฟังการสนทนาทั่วไป การสนทนาทางวิชาการ การบรรยายทางวิชาการ

Understand and make a summary from general conversations, academic conversations, and lectures they listen to.

2. เพื่อให้นักเรียนสามารถพูดโต้ตอบในการสัมภาษณ์เพื่อสมัครเข้าศึกษาต่อหรือขอรับทุนการศึกษาได้ กล่าวสุนทรพจน์ และสามารถนำเสนอผลงานทางวิชาการได้

Respond to interviews for undergraduate admissions or scholarship applications, make speeches, and give academic presentations.

3. เพื่อให้นักเรียนสามารถอ่านและวิจารณ์บทความทั่วไปและบทความทางวิชาการได้

Read and critique general and academic articles.

4. เพื่อให้นักเรียนสามารถวิเคราะห์โครงสร้างของประโยคที่มีความซับซ้อนมากขึ้น และสามารถนำไปใช้ได้

Analyze the structures of complex sentences which are more complicated and be able to use them.

5. เพื่อให้นักเรียนสามารถเขียนเรียงความเชิงวิชาการความยาวประมาณ 300-350 คำ ได้

Write academic essays (comparison/ contrast and problem-solution) with 300-350 words in length

## 3. โครงสร้างรายวิชา (Learning Target)

Learning Target	M.6		หมายเหตุ
	1	2	
<b>LISTENING SKILL</b>			
<b>1. Listening Strategies</b>			
1.1 Listening for gist and details			
1.1.1 Length		2-5 mins	
1.1.2 Text Type	two-way communication (conversation: general)		
	one-way communication: announcement, advertisement, etc.		
		Academic	
1.2 Note-taking		/	
1.3 Summarizing		/	
<b>2. Pronunciation (Listening)</b>			
2.1 Identifying sounds/stress/intonation		F/M	
<b>SPEAKING SKILL</b>			
<b>1. Conversation</b>			
Text Types	general, social, academic		
1.1 in pair		2-3 mins	
1.2 in group		2-3 mins	
2. Oral presentation		3-5 mins	
<b>3. Debate</b>		5-10 mins	
4. Group discussion		3-5 mins	
5. Interview		3-5 mins	
<b>6. Pronunciation (Speaking)</b>			
6.1 Phonetics			
Consonants: voiced, voiceless		F/M	
Vowels		F/M	
Intonation		F/M	
Rising & falling		F/M	
Pausing & linking		F/M	

Learning Target	M.6		หมายเหตุ
	1	2	
<b>Reading Techniques</b>			
<b>READING SKILL</b>			
1. Skimming (for main idea)		M	
2. Scanning (for details)		M	
3. Reference		M	
4. Context clues		M	
5. Inference/ Implication		M	
6. Distinguishing fact and opinion		M	
7. Writer's purpose		M	
8. Tone/ Mood/Attitude		F	
9. Summarizing and outlining		M	
10. Paraphrasing		M	
<b>Text Types / Text Organization</b>			
1. Descriptive / Spatial order		/	
2. Narrative / Chronological (time) order		/	
<b>3. Expository</b>			
3.1 Compare-Contrast		/	
3.2 Cause-Effect		/	
3.3 Problem-Solution		/	
4. Argumentative		/	
5. Persuasive		/	
6. Research/ Scientific abstract or equivalence		/	
<b>WRITING SKILL</b>			
1.Persuasive (300-350 words )			
2. Essay for University Admission (300-350 words )			
3.Compare-Contrast (300-350 words)		/	
4.Problem Solution (300-350 words )		/	

Learning Target	M.6		หมายเหตุ
	1	2	
<b>GRAMMAR</b>			
<b>1) Part of speech</b>			
<b>1.1 Noun</b>			
1.1.1 Countable / Uncountable		M	
1.1.2 Proper/ Common		M	
1.1.3 Abstract/ Concrete		M	
1.1.4 Collective / Compound		M	
<b>1.2 Pronoun</b>			
1.2.1 Subject Pronoun			
- Cluster		M	
1.2.2 Object Pronoun			
- Cluster		M	
1.2.3 Possessive Pronoun		M	
1.2.4 Possessive Adjective		M	
1.2.5 Reflexive Pronoun		M	
1.2.6 Demonstrative		M	
1.2.7 Interrogative		M	
1.2.8 Relative		M	
1.2.9 Indefinite		M	
<b>1.3 Verb</b>			
1.3.1 Action Verb		M	
1.3.2 Helping Verb (Auxiliary)		M	
1.3.3 Modal Verb		M	
1.3.4 Linking Verb (Stative Verb)		M	
1.3.5 Finite/ Non-finite Verb		M	
1.3.6 Phrasal Verb		M	
1.3.7 Transitive Verb and Intransitive Verb		M	
<b>1.4 Adjective</b>			
1.4.1 Adjective Order		M	
1.4.2 Descriptive Adjective		M	
1.4.3 Demonstrative Adjective		M	
1.4.4 Interrogative Adjective		M	
1.4.5 Indefinite Adjective		M	

1.4.6 Article		M	
1.4.7 Number and Quantity		M	
<b>1.5 Adverb</b>			
1.5.1 Adverb Modifying Verb		M	
1.5.1.1 Adverb of frequency		M	
1.5.1.2 Adverb of manner		M	
1.5.1.3 Adverb of time		M	
1.5.1.4 Adverb of place		M	
1.5.2 Adverb Modifying Adjective		M	
1.5.3 Adverb Modifying		M	
<b>1.6 Conjunction</b>			
1.6.1 Coordinating		M	
1.6.2 Correlative		M	
1.6.3 Subordinating		M	
<b>1.7 Preposition</b>			
1.7.1 Preposition of time		M	
1.7.2 Preposition of place		M	
1.7.3 Prepositional Phrase		M	
<b>1.8 Interjection</b>			
<b>2) Verb Tense</b>			
2.1 Present Simple		M	
2.2 Present Continuous		M	
2.3 Present Perfect		M	
2.4 Present Perfect Continuous		M	
2.5 Past Simple		M	
2.6 Past Continuous		M	
2.7 Past Perfect		M	
2.8 Past Perfect Continuous		M	
2.9 Future Simple		M	
2.10 Future Continuous		M	
2.11 Future Perfect		M	
2.12 Future Perfect Continuous		M	
<b>3) Types of sentence</b>			
3.1 Imperative		M	
3.2 Statement/ Declarative		M	
3.3 Negative		M	
3.4 Interrogative		M	



<b>4) Passive Voice</b>			
4.1 Present Simple		M	
4.2 Past Simple		M	
<b>5) Sentence Types</b>			
5.1 Simple Sentence		M	
5.2 Compound Sentence		M	
5.3 Complex Sentence		M	
5.4 Compound – Complex Sentence		M	
<b>6) Parts of a Sentence</b>			
6.1 Subject		M	
6.2 Predicate (Predicate Nominative, Predicate Adjective)		M	
6.3 Direct Object & Indirect Object		M	
6.4 Objective Complement		M	
<b>7) Question Tags</b>			
7.1 Present Simple		M	
7.2 Past Simple		M	
<b>8) Phrases</b>			
9.1 Prepositional		M	
9.2 Gerund		M	
9.3 Infinitive		M	
9.4 Appositive		M	
9.5 Participial		M	
9.6 Absolute		M	
<b>10) Clauses</b>			
10.1 Dependence / Independence Clauses		M	
10.2 Noun Clause		M	
10.3 Adjective Clause/Relative Clause		M	
10.4 Adverb Clause		M	
<b>11) Comparison</b>			
11.1 Positive/Negative Degree (as.....as) Degree		M	
11.2 Comparative		M	

11.3 Superlative Degree		M	
<b>12) Determiner</b>			
12.1 A/An/The		M	
12.2 This/That/These/ Those			
12.3 Some/ any		M	
12.4 Many/ much		M	
12.5 A lot of/ lots of		M	
12.6 Number of/ amount of		M	
12.7 Few/ a few		M	
12.8 Little/ a little		M	
12.9 A large number of		M	
<b>13) Causative</b>		M	
<b>14) Direct-Indirect Speech</b>			
14.1 Present Simple		M	
14.2 Past Simple		M	
<b>15) Conditionals</b>			
Type 0		M	
Type I		M	
Type II		M	
Type III		M	
<b>16) Parallel Structure</b>		M	
<b>17) Inversion</b>		M	

## 4. แผนการจัดการเรียนรู้ (Course Syllabus)

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	1. Course Introduction: <ul style="list-style-type: none"> <li>- Course syllabus</li> <li>- Grading criteria</li> <li>- Characteristics of good language learners</li> <li>- Learning strategies</li> </ul> 2. Pretest (Grammar/Reading) 3. Listening Review 4. Speaking Review	<ul style="list-style-type: none"> <li>- Teachers explain the course syllabus and grading criteria, as well as also discuss with students about a good language learner and learning strategies.</li> <li>- Students do pretests.</li> </ul>
2	(5 <sup>th</sup> – 8 <sup>th</sup> periods)	<b>1. Reading</b> <ul style="list-style-type: none"> <li>- Equip students with vocabulary in academic reports, articles, reading materials in the fields of science and technology.</li> <li>- Study reading strategies for a cloze test.</li> </ul> <b>2. Listening and Speaking</b> <ul style="list-style-type: none"> <li>- Listen to a conversation related to academic situations.</li> <li>- Elicit key points in a conversation.</li> <li>- Answer questions from a conversation.</li> </ul> <b>3. Grammar</b> <ul style="list-style-type: none"> <li>- Practise identifying errors and</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>- Sts familiarize with vocabulary in academic reports, articles, reading materials in the fields of science and technology.</li> <li>- Sts are able to do a cloze test using reading strategies they learned.</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>- Sts practise listening to a conversation related to academic situations, elicit key points, and answer questions from a conversation.</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>- Sts learn test strategies for error identification and sentence completion types and practise doing</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>doing sentence completion practice on</p> <p>1.Noun</p> <p>1.1 Countable/ Uncountable</p> <p>1.2 Proper/ Common</p> <p>1.3 Abstract/ Concrete</p> <p>1.4 Collective Compound</p> <p>2. Pronoun</p> <p>2.1 Subject Pronoun</p> <p>- Cluster</p> <p>2.2 Object Pronoun</p> <p>- Cluster</p> <p>2.3 Possessive Pronoun</p> <p>2.4 Possessive Adjective</p> <p>2.5 Reflexive Pronoun</p> <p>2.6 Demonstrative</p> <p>2.7 Interrogative</p> <p>2.8 Relative</p> <p><b>4. Writing</b></p> <p>- Review writing correction codes.</p> <p>-Introduce a comparison/contrast essay and its outlines, transitional words, sign posts, as well as outlines of the sample essay.</p>	<p>the tests.</p> <p><b>Writing</b></p> <p>- Sts recognize the writing correction codes</p> <p>- Sts familiarize with the pattern of a comparison/contrast essay, transitional words and signposts.</p> <p>- Sts practice doing exercises about the use of transitional words and signposts.</p>
3	(9th – 12th periods)	<p><b>1. Reading</b></p> <p>- Read an academic article on scientific and technological topics with comparison and contrast</p>	<p><b>Reading</b></p> <p>- Sts practise reading an academic article on scientific and technological topics with a comparison and contrast</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>pattern.</p> <ul style="list-style-type: none"> <li>- Identify cause and effect statements in a reading passage.</li> <li>- Practise doing a cloze exercise on the reading.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to an academic lecture on various topics</li> <li>- Identify a main idea and interpret information from the academic lecture.</li> <li>- Answer the questions from the academic lecture.</li> <li>- Speak about the academic lecture.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Reinforce error identification and sentence completion practice on</li> </ul> <p>3. Verb</p> <ul style="list-style-type: none"> <li>3.1 Action Verb</li> <li>3.2 Helping Verb (Auxiliary)</li> <li>3.3 Modal Verb</li> <li>3.4 Linking Verb (Stative Verb)</li> <li>3.5 Finite/ Non-finite Verb</li> <li>3.6 Phrasal Verb</li> <li>3.7 Transitive Verb and Intransitive Verb</li> </ul> <p><b>4. Writing</b></p>	<p>pattern.</p> <ul style="list-style-type: none"> <li>- Sts identify cause and effect statements in a reading passage.</li> <li>- Sts are able to apply reading strategies to do a cloze test.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to an academic lecture, identify a main idea, interpret information, and answer the questions from it.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts learn test strategies for error identification and sentence completion types and practise doing the tests.</li> <li>- Sts take the test. (10 points)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise brainstorming ideas and specific vocabulary used in a cause and effect essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<ul style="list-style-type: none"> <li>- Brainstorm ideas and specific vocabulary used in a comparison and contrast essay.</li> <li>- Outline a comparison/contrast essay.</li> </ul>	<ul style="list-style-type: none"> <li>-Sts practice outlining a comparison /contrast essay.</li> </ul>
4	(13rd – 16th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Skim and scan for information from an advertisement.</li> <li>- Read and answer the questions from an advertisement.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a debate.</li> <li>- Identify the main idea from the debate.</li> <li>- Ask and answer the questions from the debate.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Practise identifying errors and doing sentence completion practice on</li> </ul> <p>4 Adjective</p> <ul style="list-style-type: none"> <li>4.1 Adjective Order</li> <li>4.2 Descriptive Adjective</li> <li>4.3 Demonstrative Adjective</li> <li>4.4 Interrogative Adjective</li> <li>4.5 Indefinite Adjective</li> <li>4.6 Article</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Sts are able to answer the questions from the advertisement.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to a debate, identify the main idea, and answer the questions from it.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts learn test strategies for error identification and sentence completion types and practise doing the tests.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a comparison/contrast essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>4.7 Number and Quantity</p> <p>5 Adverb</p> <p>5.1 Adverb Modifying Verb</p> <p>5.1.1 Adverb of frequency</p> <p>5.1.2 Adverb of manner</p> <p>5.1.3 Adverb of time</p> <p>5.1.4 Adverb of place</p> <p>5.2 Adverb Modifying Adjective</p> <p>5.3 Adverb Modifying Other Adverb</p> <p><b>4. Writing</b></p> <p>- Learn how to write an introductory paragraph, a body paragraph, and a conclusion paragraph of a comparison/contrast essay.</p> <p>- Practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a comparison/contrast essay (1).</p>	
5	(17th –20th periods)	<p><b>1. Reading</b></p> <p>- Read an academic report on scientific and technological topics.</p> <p>- Identify the referents in the reading passage.</p> <p>- Do a cloze test practice on the reading passage.</p> <p>- Test on reading (Scientific and technological speech topics and</p>	<p><b>Reading</b></p> <p>- Sts practise reading an academic report on scientific and technological topics.</p> <p>- Sts identify the referents from the reading passage.</p> <p>- Sts are able to apply reading strategies to do a cloze test.</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>advertisements)</p> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a speech.</li> <li>- Outline for a speech.</li> <li>- Give a main idea of a speech.</li> <li>- Practise speaking a speech.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Reinforce error identification and sentence completion on</li> </ul> <p>6 Conjunction</p> <ul style="list-style-type: none"> <li>6.1 Coordinating</li> <li>6.2 Correlative</li> <li>6.3 Subordinating</li> </ul> <p>7 Preposition</p> <ul style="list-style-type: none"> <li>7.1 Preposition of time</li> <li>7.2 Preposition of place</li> <li>7.3 Prepositional Phrase</li> </ul> <p>8 Interjection</p> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a comparison/contrast essay (2).</li> </ul>	<ul style="list-style-type: none"> <li>- Sts do the reading test.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to a speech.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts do a speech using recycled language in a speech.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts learn test strategies for error identification and sentence completion types and practise doing the tests.</li> <li>- Sts take the test. (10 points)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a comparison/contrast essay.</li> </ul>
6	(21st –24th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Read for comprehension in academic reports or articles in scientific and technological topics.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise reading for comprehension in academic reports or articles in scientific and technological</li> </ul>



W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>- Interpret details of the reading passage logically.</p> <p><b>2. Listening and Speaking Skill</b></p> <p>- Listen to an academic seminar. - Give the information and details. - Manage the system of academic seminar.</p> <p><b>3. Grammar</b></p> <p>- Practise identifying errors and sentence completion</p> <p>9 Verb Tense</p> <p>9.1 Present Simple 9.2 Present Continuous 9.3 Present Perfect 9.4 Present Perfect Continuous 9.5 Past Simple 9.6 Past Continuous 9.7 Past Perfect 9.8 Past Perfect Continuous 9.9 Future Simple 9.10 Future Continuous 9.11 Future Perfect 9.12 Future Perfect Continuous</p>	<p>topics.</p> <p>- Sts interpret details found in the reading passages logically.</p> <p><b>Listening</b></p> <p>- Sts practise listening to an academic seminar. - Sts complete passages with information from listening texts.</p> <p><b>Speaking</b></p> <p>- Sts practise writing an academic seminar content outline.</p> <p><b>Grammar</b></p> <p>- Sts practise doing the error identification and sentence completion tests.</p> <p><b>Writing</b></p> <p>- Sts practise writing the first draft of a comparison/contrast essay.</p>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Practise writing the first draft of a comparison/contrast essay.</li> </ul>	
7	(25 <sup>th</sup> -28 <sup>th</sup> periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Read for comprehension in academic reports or articles in scientific and technological topics.</li> <li>- Detect unstated details in the reading passages.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to an academic conversation.</li> <li>- Specify and tell the details.</li> <li>- Answer the questions.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Reinforce error identification and sentence completion</li> <li>10. Types of sentence <ul style="list-style-type: none"> <li>10.1 Imperative</li> <li>10.2 Statement/Declarative</li> <li>10.3 Negative</li> <li>10.4 Interrogative</li> </ul> </li> </ul> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Do teacher-student writing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise reading for comprehension in academic reports or articles in scientific and technological topics.</li> <li>- Sts practise detecting unstated details found in reading passages.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to an academic conversation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise using expressions and phrases in a listening text to role play academic colloquium.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts learn test strategies for error and sentence completion test and practise doing the tests.</li> <li>- Sts take the test. (10 points)</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>conferences (individual, small group, or whole class).</p> <ul style="list-style-type: none"> <li>- Use the teacher's correction writing codes and feedback to write the second draft of a comparison /contrast essay.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing the second draft of a comparison/contrast using the correction writing codes and feedback given by the teacher.</li> </ul>
8	(29 <sup>th</sup> -32 <sup>nd</sup> periods)	<p><b>1. Reading skill</b></p> <ul style="list-style-type: none"> <li>- Read for comprehension in academic reports or articles in scientific and technological topics.</li> <li>- Make inference in reading passages.</li> <li>- Test on reading.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to academic lectures on various topics.</li> <li>- Digest and summarize the main detail.</li> <li>- Test.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Practise identifying errors and sentence completion</li> </ul> <p>11. Passive Voice</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise reading for comprehension in academic reports or articles in scientific and technological topics.</li> <li>- Sts practise making inference in reading passages.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to an academic lecture content in various types.</li> <li>- Sts complete passages with information from listening texts.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise postures, eye contact, gestures and voice inflection in academic lecture content.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing the error identification and sentence completion tests.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		11.1 Present Simple 11.2 Past Simple  <b>4. Writing</b> -Do teacher-student writing conferences (individual, small group, or whole class). - Use the teacher’s correction writing codes and feedback to write the final draft of a comparison/contrast essay.	<b>Writing</b> - Sts practise writing the final draft of a comparison/contrast using the correction writing codes and feedback given by the teacher.
9	(33rd -36th periods)	<b>1. Reading</b> - Read for comprehension in academic reports or articles in scientific and technological topics. - Answer questions from the reading passages.  <b>2. Listening and Speaking</b> - Listen to a debate. - Analyze, review, and give comments. - Practise for a debate.  <b>3. Grammar</b> - Reviewing all error identification and sentence completion.	<b>Reading</b> - Sts practise reading for comprehension in academic reports or articles. - Sts answer questions in the reading passages.  <b>Listening</b> - Sts practice listening to a debate. - Sts complete passages with information from listening texts.  <b>Speaking</b> - Sts practise for a debate.  <b>Grammar</b> - Students practise doing the error identification and completion tests.

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- <u>The final draft of comparison and contrast dues.</u></li> <li>- Review a comparison/contrast essay.</li> <li>- Preparation for midterm writing exam.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts recognize the pattern of comparison/contrast essay.</li> </ul>
10	(37 <sup>th</sup> –40 <sup>th</sup> periods)	<p style="text-align: center;"><b>Midterm</b> <b>(Conversation+ Reading + Writing</b> <b>+ Grammar)</b> <b>20 marks</b></p>	
11	(41 <sup>st</sup> –44 <sup>th</sup> periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Study and read research articles.</li> <li>- Introduce to parts of a research article.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Speak and present an academic project (portfolio).</li> <li>- Prepare the first draft for an academic project (portfolio).</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts familiarize with parts of a research article.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to a lecture on academic project and elicit key points from listening texts by answering questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing the first draft of</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Study test strategies for Standardized Test</li> <li>- Practise doing Standardized Test on</li> </ul> <p>12. Sentence Types</p> <ul style="list-style-type: none"> <li>12.1 Simple Sentence</li> <li>12.2 Compound Sentence</li> <li>12.3 Complex Sentence</li> <li>12.4 Compound – Complex Sentence</li> </ul> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Introduce to problem-solution essay and its outlines, transitional words, sign posts as well as its outlines of the sample essay.</li> </ul>	<p>script for an academic project.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts learn test strategies for Standardized Test and practice doing the test.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts familiarize with the patterns of problem-solution essay, transitional words and sign posts.</li> <li>- Sts practise doing exercises on the use of transitional words and sign posts.</li> </ul>
12	(45th-48th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Recognize authors' purposes in reading academic reports and research articles.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a speech.</li> <li>- Talk about the speech.</li> <li>- Give main idea of the speech.</li> <li>- Identify the purpose of the</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise finding authors' purposes in reading academic reports and research articles.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practice listening to a speech and elicit key points from listening texts by answering questions.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>speech.</p> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Practise doing standardized tests on</li> </ul> <p>13. Parts of a Sentence</p> <p>13.1 Subject</p> <p>13.2 Predicate(Predicate Nominative, Predicate Adjective)</p> <p>13.3 Direct Object &amp; Indirect Object</p> <p>13.4 Objective Complement</p> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Brainstorm ideas and specific vocabulary used in a problem-solution essay.</li> <li>- Outline a problem solution essay.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing a speech.</li> <li>- Sts deliver a speech on any topics.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing standardized tests.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise brainstorming ideas and specific vocabulary used in a problem-solution essay.</li> <li>-Sts practise outlining a problem-solution essay.</li> </ul>
13	(49th-52nd periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Recognize authors' attitudes in academic reports and research articles.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to an interview.</li> <li>- Speak and respond to the interview for admission.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise finding authors' attitudes in academic reports and research articles.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to the interview and elicit key points from listening texts by answering questions.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>- Give information and details. - Test.</p> <p><b>3. Grammar</b></p> <p>- Practise doing standardized tests on</p> <p>14. Question Tags     14.1 Present Simple     14.2 Past Simple</p> <p>15. Phrases     15.1 Prepositional     15.2 Gerund     15.3 Infinitive     15.4 Appositive     15.5 Participial     15.6 Absolute</p> <p><b>4. Writing</b></p> <p>- Learn how to write an introductory paragraph, a body paragraph, and a conclusion paragraph of a problem-solution essay.</p> <p>- Practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a problem-solution essay (1).</p>	<p><b>Speaking</b></p> <p>- Sts respond to the interview.</p> <p><b>Grammar</b></p> <p>- Sts practise doing standardized tests using t test strategies learnt.</p> <p><b>Writing</b></p> <p>- Sts practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a problem-solution essay.</p>



W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
14	(53rd–56th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Analyze and synthesize academic reports and articles.</li> <li>- Critique academic reports and articles.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a scholarship interview.</li> <li>- Speak and respond to the interview for scholarship application.</li> <li>- Fill details in each information box.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Practise doing standardized tests on</li> <li>16 Clauses <ul style="list-style-type: none"> <li>16.1 Dependence / Independence Clauses</li> <li>16.2 Noun Clause</li> <li>16.3 Adjective Clause/Relative Clause</li> <li>16.4 Adverb Clause</li> </ul> </li> </ul> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- Practise writing an introductory paragraph, a body paragraph, and a</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise analyzing and synthesizing academic reports and research articles.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practice listening to the interview for scholarship applications.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise answering the interviews.</li> <li>- Sts respond to the interviews for scholarship applications.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing standardized test.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing an introductory paragraph, a body paragraph, and a conclusion paragraph of a problem-solution essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		conclusion paragraph of a problem-solution essay (2).	
15	(57th –60th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Analyze and synthesize academic reports and articles.</li> <li>- Critique academic reports and articles.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a debate.</li> <li>- Orally critique each topic of the debate.</li> </ul> <p><b>3. Grammar</b></p> <p>Practise doing standardized tests on</p> <p>17. Comparison</p> <p>    17.1 Positive/ Negative Degree (as.....as)</p> <p>    17.2 Comparative Degree</p> <p>    17.3 Superlative Degree</p> <p>18. Determiner</p> <p>    18.1 A/An/The</p> <p>    18.2 This/That/These/Those</p> <p>    18.3 Some/ any</p> <p>    18.4 Many/ much</p> <p>    18.5 A lot of/ lots of</p> <p>    18.6 Number of/ amount of</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise analyzing and synthesizing academic reports and research articles.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to a debate.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise critiquing debate and speaking for debate.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing standardized tests.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing the first draft of a problem-solution essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		18.7 Few/ a few 18.8 Little/ a little 18.9 A large number of 19. Causative <b>4. Writing</b> - Practise writing the first draft of a problem-solution essay.	
16	(61st -64th periods)	<b>1. Reading</b> - Study literary devices used by playwrights.  <b>2. Listening and Speaking</b> - Listen to an academic project presentation. - Speak and present an academic project.  <b>3. Grammar</b> - Study test strategies for standardized tests on 20. Conditionals (Type 0, Type I, Type II, Type III) 21. Inversion  <b>4. Writing</b> - Do teacher-student writing	<b>Reading</b> - Sts practice identifying literary devices found in master pieces of literary works.  <b>Listening</b> - Sts practice listening to an academic project presentation.  <b>Speaking</b> - Sts practice critiquing, speaking, and giving an academic project presentation  <b>Grammar</b> - Students practice doing standardized tests.  <b>Writing</b> - Sts practise writing the second draft of a problem-solution using the correction writing codes and feedback given by the teacher.

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p>conferences (individual, small group, or whole class).</p> <ul style="list-style-type: none"> <li>- Use the teacher's correction writing codes and feedback to write the second draft of a problem-solution essay.</li> </ul>	
17	(65th–68th periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Identify settings, moods, tones, and moral embedded in contemporary literary works.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to a scholarship applicant interview.</li> <li>- Speak and respond to the interview for scholarship applications</li> <li>- Test</li> </ul> <p><b>3. Grammar</b></p> <p>Practise doing standardized tests on</p> <p>22. Direct-Indirect Speech</p> <p style="padding-left: 20px;">22.1 Present Simple</p> <p style="padding-left: 20px;">22.2 Past Simple</p> <p>23. Parallel Structure</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise identifying settings, moods, tones, and moral embedded in contemporary literary works.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practice listening to a scholarship applicant interview.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Sts practise interpreting texts and identifying key points in a scholarship applicant interview.</li> <li>- Sts respond to the questions in the interview for scholarship applications.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing standardized tests.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sts practise writing the final draft of a problem-solution using the correction writing codes and feedback given by the teacher.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>-Do teacher-student writing conferences (individual, small group, or whole class).</li> <li>- Use the teacher’s correction writing codes and feedback to write the final draft of a problem-solution essay.</li> </ul>	
18	(69th-72nd periods)	<p><b>1. Reading</b></p> <ul style="list-style-type: none"> <li>- Identify conflicts, climax, and resolution embedded in contemporary literary works.</li> <li>- Read and summarize information from graphs.</li> </ul> <p><b>2. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- Listen to an admission interview.</li> <li>- Practise interviewing.</li> <li>- Speak and interview individually.</li> </ul> <p><b>3. Grammar</b></p> <ul style="list-style-type: none"> <li>- Reviewing all grammar on standardized tests.</li> </ul> <p><b>4. Writing</b></p> <ul style="list-style-type: none"> <li>- <u>A final draft of problem-solution essay dues.</u></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sts practise identifying conflicts, climax, and resolution embedded in contemporary literary works.</li> <li>- Sts are able to summarize information from graphs.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Sts practise listening to the admission interview.</li> </ul> <p><b>Speaking Skill</b></p> <ul style="list-style-type: none"> <li>- Sts practise respond to the admission interview.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sts practise doing standardized tests.</li> </ul> <p><b>Writing Skill</b></p> <ul style="list-style-type: none"> <li>- Sts recognize the pattern of a problem-solution essay.</li> </ul>

W	Dates/ Periods	Core-contents	Objectives/In-week Learning Outcomes
		<ul style="list-style-type: none"> <li>- Review a problem-solution essay</li> <li>- Preparation for final writing exam.</li> </ul>	
19	(73rd–76th periods)	Preparation for Standardized Tests	
20	(77th-80th periods)	<p style="text-align: center;">Final Examination</p> <p style="text-align: center;">(Conversation+ Reading + Writing + Grammar)</p> <p style="text-align: center;">20 marks</p>	

### Materials

1. Any selected materials

## 5. การประเมินผลการเรียนรู้ (Assessment)

1. Midterm (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. Final Examination (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. Assignments	= 20 %
4. Speaking Tests	= 10 %
5. Reading Quizzes	= 10 %
6. Essay	= 10 %
7. Listening Tests	= 10 %
Total	= <u>100 %</u>

### Assessment Criteria:

The final assessment is criterion-referenced. Raw scores will be assessed as follows:

100 - 80 → grade 4	64 – 60 → grade 2
79 - 75 → grade 3.5	59 – 55 → grade 1.5
74 - 70 → grade 3	54 – 50 → grade 1
69 - 65 → grade 2.5	49 – 0 → grade 0

## 1. Midterm (Integrated Test: Reading-Writing-Grammar) /20 points.

## Mid-term Examination Structure

Point: 20 Points

Time: 120 minutes

Content	Type of Questions/ number and time frame	Points
<p><b>Part 1: Conversation</b></p> <p>Based on educational situations, academic interviews and lectures.</p>	<p><b>2 dialogues (8 items/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- Educational situations (1 dialogue)</li> <li>- A lecture (1 dialogue)</li> </ul>	<p>1/4 point for each dialog</p> <p><b>(2 points)</b></p>
<p><b>Part 2 : Reading Comprehension/Critical Reading</b></p> <p>This section covers both multiple choices questions included main idea, stated details, unstated details , references (pronoun/short phrases) , vocabulary items , implied questions , purpose of the passage, restatement , tone, attitude, paraphrase , inference, opinion, unstated details and intention and short-answer questions.</p>	<p><b>Passage One (9 items/ 3 points)</b></p> <ul style="list-style-type: none"> <li>- 9 questions with multiple choices from a 400 - 450 word passage.</li> </ul> <p><b>Passage Two (2questions/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- 2 short-answer questions on one reading passage (250 – 300 words)</li> </ul>	<p>1/3 point for the 1<sup>st</sup> passage and 1 point each for the 2<sup>nd</sup> passage.</p> <p><b>(5 points)</b></p>
<p><b>Part 3 : Vocabulary</b></p> <p>(Reading Passage : Vocabulary)</p> <p>Based on these topics: technology, science, environment, social issues, entertainment and graphic aids.</p>	<p><b>Cloze Test (4 items/ 2 points)</b></p> <p>This is a multiple-choice cloze test which vocabulary items of the reading passage will be deleted.</p>	<p>(1/2 point for each)</p> <p><b>2 points</b></p>



Content	Type of Questions/ number and time frame	Points
<p><b>Part 4 : Grammar</b></p> <p>This grammatical part consists of article, parts of speech, word order, word choices, subject-verb agreement, tense, passive-active voice, gerund – infinitive, finite-non-finite, causative, comparisons, parallel structures, phrases and clauses.</p>	<p><b>Section One : Sentence Completion (4 items / 2 points)</b></p> <p>There are 4 multi choices questions.</p> <p><b>Section Two : Error Identification (10 items/5 points)</b></p> <p>There are 10 multiple choice questions and each of which contains one grammatical error.</p>	<p>(1/2 point for each )</p> <p><b>2 points</b></p> <p>(1/2 point for each )</p> <p><b>5 points</b></p>
<p><b>Part 5 : Academic Writing (Compare-Contrast)</b></p>	<p>Students will be able to write a compare-contrast essay on the topic given of 300-350 words in length. They need to make differences and similarities which make their essay effectively.</p>	<p><b>4 points</b></p>

## 2. Final Examination (ENG 30206)

Point: 20 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p><b>Part 1 : Conversation</b></p> <p>Based on educational situations, academic interviews and lectures.</p>	<p><b>2 dialogues (8 items/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- Educational situations (1 dialogue)</li> <li>-An interview (1 dialogue)</li> </ul>	<p>1/4 point for each dialog</p> <p><b>(2 points)</b></p>
<p><b>Part 2 : Reading Comprehension/ Critical Reading</b></p> <p>This section covers both multiple choices questions included main idea, stated details, unstated details, references (pronoun/short phrases), vocabulary items, implied questions, purpose of the passage, restatement , tone, attitude, paraphrase and intention and short-answer questions.</p>	<p><b>Passage One (9 items/ 3 points)</b></p> <ul style="list-style-type: none"> <li>- 9 questions with multiple choices from a 400 - 450 word passage.</li> </ul> <p><b>Passage Two (2 questions/ 2 points)</b></p> <ul style="list-style-type: none"> <li>- 2 short-answer questions on one reading passage (250 – 300 words)</li> </ul>	<p>1/3 point for the 1<sup>st</sup> passage and 1 point each for the 2<sup>nd</sup> passage.</p> <p><b>(5 points)</b></p>
<p><b>Part 3 : Vocabulary</b></p> <p>(Reading Passage : Vocabulary)</p> <p>Based on these topics: technology, science, environment, social issues, entertainment and graphic aids.</p>	<p><b>Cloze Test (4 items/ 2 points)</b></p> <p>This is a multiple-choice cloze test which vocabulary items of the reading passage will be deleted.</p>	<p>(1/2 point for each )</p> <p><b>2 points</b></p>
<p><b>Part 4 : Grammar</b></p> <p>This grammatical part consists of</p>	<p><b>Section One : Sentence Completion (4 items / 2 points)</b></p>	<p>(1/2 point for each)</p>

Content	Type of Questions/ number and time frame	Points
article, parts of speech, word order, word choices, subject-verb agreement, tense, passive-active voice, gerund – infinitive, finite-non-finite, causative, comparisons, parallel structures, phrases and clauses.	<p>There are 4 multi choices questions.</p> <p><b>Section Two : Error Identification (10 items/5 points)</b></p> <p>There are 10 multiple choice questions and each of which contains one grammatical error.</p>	<p><b>2 points</b></p> <p>(1/2 point for each)</p> <p><b>5 points</b></p>
<b>Part 5 : Academic Writing (Problem Solution)</b>	Students will be able to write a problem solution essay on the topic given of 300-350 words in length. They need to propose a solution which makes their essay effectively.	<b>4 points</b>

Remark:

#### Writing Rubrics/Grading Criteria for Midterm and Final Exam

<p><b>Writing (Short Answer)</b></p> <p><b>(1 point each, 2 total)</b></p>	<p>1 point for complete and correct answer based on the reading passage given.</p> <p>1/2 point for only one part of the correct information, but not complete answer.</p> <p>0 point for incomplete and incorrect answer.</p>
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*Essay Writing	Task Description
4 points	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>-effectively addresses the topic and task</li> <li>-is well organized and well developed, using clearly appropriate explanations, and/or details</li> <li>-displays unity, progression, and coherence</li> <li>-displays consistent facility in the use of language, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.</li> </ul>
3 points	<p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>-addresses the topic and task well, though some points may not be fully elaborated.</li> <li>-is generally well organized and well developed, using appropriate and sufficient explanations, and/or details.</li> <li>-displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections.</li> </ul>
2 points	<p><b>An essay at this level is marked by one or more of the following:</b></p> <ul style="list-style-type: none"> <li>-addresses the topic and task using somewhat developed explanations.</li> <li>-displays unity, progression, and coherence, though connection of ideas may be occasionally obscured.</li> <li>-may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning.</li> <li>-may display an accurate but limited range of syntactic structures and vocabulary.</li> </ul>

*Essay Writing	Task Description
1 point	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"><li>-limited development in response to the topic and task.</li><li>-inadequate organization or connection of ideas.</li><li>-inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task.</li><li>-a noticeably inappropriate choice of words or words forms</li><li>-an accumulation of errors in sentence structure and/or usage.</li><li>-copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</li></ul>

# ภาคผนวก



### ประกาศกลุ่มโรงเรียนวิทยาศาสตร์ภูมิภาค

เรื่อง แต่งตั้งคณะกรรมการดำเนินการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้วิชาภาษาอังกฤษ ฉบับย่อ  
ชั้นมัธยมศึกษาปีที่ ๑ - ๖ กลุ่มโรงเรียนวิทยาศาสตร์ภูมิภาค ปีการศึกษา ๒๕๕๙

ด้วยโรงเรียนวิทยาศาสตร์ภูมิภาค ได้กำหนดให้โรงเรียนจุฬาภรณราชวิทยาลัย ทั้ง ๑๒ แห่งใช้หลักสูตร  
แผนการเรียน และวัดผลกลางภาค ปลายภาคร่วมกัน ดังนั้นเพื่อเป็นการยกระดับคุณภาพการศึกษาของกลุ่ม  
โรงเรียนวิทยาศาสตร์ภูมิภาคให้สูงขึ้น กลุ่มโรงเรียนวิทยาศาสตร์ภูมิภาค จึงมอบหมายให้ศูนย์พัฒนาการเรียนการ  
สอนภาษาอังกฤษ (โรงเรียนจุฬาภรณราชวิทยาลัย ตรัง) จัดประชุมเชิงปฏิบัติการปรับปรุงหลักสูตรและจัดทำแผน  
การเรียนรู้วิชาภาษาอังกฤษ ฉบับย่อ ชั้นมัธยมศึกษาปีที่ ๑ - ๖ ชั้น ระหว่างวันที่ ๑๗ - ๑๙ ตุลาคม ๒๕๕๙  
ณ โรงแรมเอเชีย แอร์พอร์ต จังหวัดปทุมธานี เพื่อให้การประชุมเชิงปฏิบัติการปรับปรุงหลักสูตรและจัดทำแผน  
การเรียนรู้ฯ ในครั้งนี้ ดำเนินการไปด้วยความเรียบร้อย บรรลุตามวัตถุประสงค์ที่กำหนดไว้ กลุ่มโรงเรียน  
วิทยาศาสตร์ภูมิภาค จึงแต่งตั้งคณะกรรมการดำเนินการดังนี้

#### ๑. วิทยากรผู้ทรงคุณวุฒิ

๑.๑ ดร. สุทัสสี สมุทรโคจร

๑.๒ ดร. อลันต์ คงไทย

จากคณะศิลปศาสตร์ มหาวิทยาลัยแม่ฟ้าหลวง

๒. คณะกรรมการอำนวยการ มีหน้าที่ ให้คำปรึกษา แนะนำแก่คณะกรรมการฝ่ายต่างๆ ให้ดำเนินงาน  
เป็นไปด้วยความเรียบร้อย ประกอบด้วย

๒.๑ นายพงษ์พิศภัค เก้าเอี้ยน ผอ.โรงเรียนจุฬาภรณราชวิทยาลัย ตรัง ประธานกรรมการ

๒.๒ นายสมทรง ฝั่งชลจิตร รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ นครศรีฯ กรรมการ

๒.๓ นายปฏิพล ดำรงค์ปัญญารอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ เชียงราย กรรมการ

๒.๔ นายวุฒิชัย สุขม่วง รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ พิษณุโลก กรรมการ

๒.๕ นายประกาศ อ่อนตาม รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ มุกดาหาร กรรมการ

๒.๖ นายประทีปแสง พลรักษา รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ เลย กรรมการ

๒.๗ นางสาวสมพิศ ผาดไธสง รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ บุรีรัมย์ กรรมการ

๒.๘ นางอรทัย ลำสัน รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ ลพบุรี กรรมการ

๒.๙ นางจิตินันท์ ศูนย์กลาง รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ ปทุมธานี กรรมการ

๒.๑๐ นายปรีชา ไพรินทร์ รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ ชลบุรี กรรมการ

๒.๑๑ นางทิพวรรณ ชังดิน รอง ผอ.ฝ่ายวิชาการ ร.ร.จุฬาภรณฯ สตูล กรรมการ

๒.๑๒ นางสาวคณิตา สุขเจริญ ครูปฏิบัติหน้าที่รอง ผอ.ฝ่ายวิชาการ ร.ร.จภ. เพชรบุรี กรรมการ

๒.๑๓ นางตรีชฎา ถาวรมาศ ครูโรงเรียนจุฬาภรณราชวิทยาลัย ตรัง กรรมการและเลขานุการ

### ๓. คณะกรรมการปรับปรุงหลักสูตรเพื่อจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต ประกอบด้วย

๓.๑ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต  
ชั้นมัธยมศึกษาปีที่ ๑ ประกอบด้วย

๓.๑.๑	นางสุพัตรา ศรีษะโคตร	ครู ร.ร.จุฬาภรณ์ฯ	ตรัง	กรรมการ
๓.๑.๒	นางสาวนวลสวาท จอมใจ	ครู ร.ร.จุฬาภรณ์ฯ	เชียงใหม่	กรรมการ
๓.๑.๓	นางประเทือง หิรัญศักดิ์	ครู ร.ร.จุฬาภรณ์ฯ	เชียงใหม่	กรรมการ
๓.๑.๔	นางวริณรา อินทภูริยะ	ครู ร.ร.จุฬาภรณ์ฯ	ชลบุรี	กรรมการ
๓.๑.๕	นางสาวปาริชาติณะดา เส้นสมเอียด	ครู ร.ร.จุฬาภรณ์ฯ	สตูล	กรรมการ
๓.๑.๖	นางมะลิวรรณ จงปัดนา	ครู ร.ร.จุฬาภรณ์ฯ	บุรีรัมย์	กรรมการ
๓.๑.๗	นางสาวลลิตา บุญเต็ม	ครู ร.ร.จุฬาภรณ์ฯ	ปทุมธานี	กรรมการ
๓.๑.๘	นางจารุวรรณ สุรัตน์	ครู ร.ร.จุฬาภรณ์ฯ	พิษณุโลก	กรรมการ
๓.๑.๙	นายอานนท์ เกตุเอี่ยม	ครู ร.ร.จุฬาภรณ์ฯ	เพชรบุรี	กรรมการ
๓.๑.๑๐	นางบงกช สุทธิประภา	ครู ร.ร.จุฬาภรณ์ฯ	มุกดาหาร	กรรมการ
๓.๑.๑๑	นายประจักษ์ ราชใส	ครู ร.ร.จุฬาภรณ์ฯ	เลย	กรรมการ
๓.๑.๑๒	นางศรีณา คงตะโก	ครู ร.ร.จุฬาภรณ์ฯ	ลพบุรี	กรรมการ
๓.๑.๑๓	นางสาวญาณิศา แดงงาม	ครู ร.ร.จุฬาภรณ์ฯ	นครศรีฯ	กรรมการ

๓.๒ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต  
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๓.๒.๑	นางสาววิชลิ บัวตา	ครู ร.ร.จุฬาภรณ์ฯ	ลพบุรี	กรรมการ
๓.๒.๒	นางเพ็ญภา รัตโนดม	ครู ร.ร.จุฬาภรณ์ฯ	สตูล	กรรมการ
๓.๒.๓	นางสาวพิมพ์พิชชา กลิ่นทองกลาง	ครู ร.ร.จุฬาภรณ์ฯ	ชลบุรี	กรรมการ
๓.๒.๔	นางกฤษณา จันทะคาด	ครู ร.ร.จุฬาภรณ์ฯ	เชียงใหม่	กรรมการ
๓.๒.๕	นางศุภธวีร์ ต้นอู่ย	ครู ร.ร.จุฬาภรณ์ฯ	นครศรีฯ	กรรมการ
๓.๒.๖	นางวรางคณา ชาติมนตรี	ครู ร.ร.จุฬาภรณ์ฯ	บุรีรัมย์	กรรมการ
๓.๒.๗	นางสาวรัชณี สิงหะนาม	ครู ร.ร.จุฬาภรณ์ฯ	ปทุมธานี	กรรมการ
๓.๒.๘	นางสาวธัญพร ไคร้วงศ์เรือน	ครู ร.ร.จุฬาภรณ์ฯ	พิษณุโลก	กรรมการ
๓.๒.๙	นางสาวบุญยวีร์ เจริญกิตติคุณกุล	ครู ร.ร.จุฬาภรณ์ฯ	เพชรบุรี	กรรมการ
๓.๒.๑๐	นางสาววรรณภา ไชยราช	ครู ร.ร.จุฬาภรณ์ฯ	มุกดาหาร	กรรมการ
๓.๒.๑๑	นางรัศมี กามล	ครู ร.ร.จุฬาภรณ์ฯ	เลย	กรรมการ
๓.๒.๑๒	นางอุษารัตน์ โสภารัตน์	ครู ร.ร.จุฬาภรณ์ฯ	ตรัง	กรรมการ

๓.๓ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต  
ชั้นมัธยมศึกษาปีที่ ๓ ประกอบด้วย

๓.๓.๑	นางเพ็ญแข ชุมเชื้อ	ครู ร.ร.จุฬาภรณ์ฯ	ตรัง	กรรมการ
๓.๓.๒	ว่าที่ร้อยตรีชรรคฤทธิ เกิดกระสินธุ์	ครู ร.ร.จุฬาภรณ์ฯ	เพชรบุรี	กรรมการ
๓.๓.๓	นางหทัยรัตน์ อินทร์จันทร์	ครู ร.ร.จุฬาภรณ์ฯ	เชียงใหม่	กรรมการ



๓.๓.๔ นางสาวสัณฐิตา ชินวงศ์	ครู ร.ร.จุฬารัตน์	นครศรีฯ	กรรมการ
๓.๓.๕ นางสาวสถาพร เกษพิบูล	ครู ร.ร.จุฬารัตน์	บุรีรัมย์	กรรมการ
๓.๓.๖ นางสาวปาณีน แห่งพุ่ม	ครู ร.ร.จุฬารัตน์	ปทุมธานี	กรรมการ
๓.๓.๗ นางชนุตตรี กาญจนศิริ	ครู ร.ร.จุฬารัตน์	พิษณุโลก	กรรมการ
๓.๓.๘ นางสาวสิริณ จำนรรจ์ศิริ	ครู ร.ร.จุฬารัตน์	มุกดาหาร	กรรมการ
๓.๓.๙ นางปิ่นนภรณ์ ปานสรวง	ครู ร.ร.จุฬารัตน์	ลพบุรี	กรรมการ
๓.๓.๑๐ นางสาวจรรย์มา อินทาราม	ครู ร.ร.จุฬารัตน์	เลย	กรรมการ
๓.๓.๑๑ นางสาวโสภิตา จันทร์ตอน	ครู ร.ร.จุฬารัตน์	สตูล	กรรมการ
๓.๓.๑๒ นางสาวดวงพร บาฬี	ครู ร.ร.จุฬารัตน์	ชลบุรี	กรรมการ

๓.๔ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต  
ชั้นมัธยมศึกษาปีที่ ๔ ประกอบด้วย

๓.๔.๑ นางศิริรัตน์ พรหมอินทร์	ครู ร.ร.จุฬารัตน์	พิษณุโลก	กรรมการ
๓.๔.๒ นายวสัน ปันผล	ครู ร.ร.จุฬารัตน์	ลพบุรี	กรรมการ
๓.๔.๓ นางเครือวัลย์ ศักดิ์แก้ว	ครู ร.ร.จุฬารัตน์	ตรัง	กรรมการ
๓.๔.๔ นางอรษา กมล	ครู ร.ร.จุฬารัตน์	ชลบุรี	กรรมการ
๓.๔.๕ นางสาวพรนัชชา มาตา	ครู ร.ร.จุฬารัตน์	เชียงราย	กรรมการ
๓.๔.๖ นางวรบุล พลไชย	ครู ร.ร.จุฬารัตน์	นครศรีฯ	กรรมการ
๓.๔.๗ นางสาวพัชรกนกฉัตร กระดานลาด	ครู ร.ร.จุฬารัตน์	ปทุมธานี	กรรมการ
๓.๔.๘ นางสาวสุรีพร โบราณมูล	ครู ร.ร.จุฬารัตน์	เพชรบุรี	กรรมการ
๓.๔.๙ นายภูริวัฒน์ เฉ็ดฉาย	ครู ร.ร.จุฬารัตน์	เพชรบุรี	กรรมการ
๓.๔.๑๐ นายคมสรรงค์ ศักดิ์พ่าย	ครู ร.ร.จุฬารัตน์	มุกดาหาร	กรรมการ
๓.๔.๑๑ นายพรรคกร วงจันทร์	ครู ร.ร.จุฬารัตน์	เลย	กรรมการ
๓.๔.๑๒ นางสาววิรัชพัชร บุตรจันทร์	ครู ร.ร.จุฬารัตน์	เลย	กรรมการ
๓.๔.๑๓ นางสาวชิต้า ไรมันชา	ครู ร.ร.จุฬารัตน์	สตูล	กรรมการ
๓.๔.๑๔ นางสาวปนรรฐพร ชวนรัมย์	ครู ร.ร.จุฬารัตน์	บุรีรัมย์	กรรมการ

๓.๕ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ บัณฑิต  
ชั้นมัธยมศึกษาปีที่ ๕ ประกอบด้วย

๓.๕.๑ นางสาวสุนันทา ไพรินทร์	ครู ร.ร.จุฬารัตน์	ชลบุรี	กรรมการ
๓.๕.๒ นางสุภรณ์ คงนก	ครู ร.ร.จุฬารัตน์	นครศรีฯ	กรรมการ
๓.๕.๓ นางสาวกรรณิกา แสงระวี	ครู ร.ร.จุฬารัตน์	นครศรีฯ	กรรมการ
๓.๕.๔ นางสุมาพร แทนมาก	ครู ร.ร.จุฬารัตน์	ตรัง	กรรมการ
๓.๕.๕ นางพัชรภรณ์ คุณาธรรักษ์ดี	ครู ร.ร.จุฬารัตน์	เชียงราย	กรรมการ
๓.๕.๖ นางสาวสมถวิล วงศ์ประนุท	ครู ร.ร.จุฬารัตน์	บุรีรัมย์	กรรมการ
๓.๕.๗ นางสาวอรพรรณ เปาอินทร์	ครู ร.ร.จุฬารัตน์	ปทุมธานี	กรรมการ
๓.๕.๘ ว่าที่ร้อยตรีธีระชัย ช่างบุญศรี	ครู ร.ร.จุฬารัตน์	พิษณุโลก	กรรมการ
๓.๕.๙ นางศิริพร คำสิงห์	ครู ร.ร.จุฬารัตน์	เพชรบุรี	กรรมการ
๓.๕.๑๐ นางสาววรรณวิศา ลีทอง	ครู ร.ร.จุฬารัตน์	มุกดาหาร	กรรมการ

๓.๕.๑๑ นายนิธิโรจน์ เรืองชนะวิชัย	ครู ร.ร.จุฬารณฯ ลพบุรี	กรรมการ
๓.๕.๑๒ นางสาววิมลมาลย์ แก้ววิมล	ครู ร.ร.จุฬารณฯ เลย	กรรมการ
๓.๕.๑๓ นางนพมาศ ไทยภักดี	ครู ร.ร.จุฬารณฯ เลย	กรรมการ
๓.๕.๑๔ นายเชิดศักดิ์ หยีหริ่ม	ครู ร.ร.จุฬารณฯ สตุล	กรรมการ

๓.๖ คณะกรรมการปรับปรุงหลักสูตรและจัดทำแผนการเรียนรู้อังกฤษ ๖ ปี  
 ชั้นมัธยมศึกษาปีที่ ๖ ประกอบด้วย

๓.๖.๑ นางเอมอร กุลบุญ	ครู ร.ร.จุฬารณฯ ตรัง	กรรมการ
๓.๖.๒ ดร.สุวิวัชร สมมาตย์	ครู ร.ร.จุฬารณฯ มุกดาหาร	กรรมการ
๓.๖.๓ นางศรีณัฏภรณ์ นาคา	ครู ร.ร.จุฬารณฯ ชลบุรี	กรรมการ
๓.๖.๔ นางสาวสร้อยทิพย์ แก้วหน่อ	ครู ร.ร.จุฬารณฯ เชียงราย	กรรมการ
๓.๖.๕ ดร.ชัตติยานันท์ โนนไธสง	ครู ร.ร.จุฬารณฯ บุรีรัมย์	กรรมการ
๓.๖.๖ นางสาววรรณพร สุวิเศษ	ครู ร.ร.จุฬารณฯ ปทุมธานี	กรรมการ
๓.๖.๗ นางสาวกรรณา จันทร์งาม	ครู ร.ร.จุฬารณฯ เพชรบุรี	กรรมการ
๓.๖.๘ นางสาวอรพรพรรณ สืบศักดิ์	ครู ร.ร.จุฬารณฯ ลพบุรี	กรรมการ
๓.๖.๙ นางเรณู นวลคำ	ครู ร.ร.จุฬารณฯ เลย	กรรมการ
๓.๖.๑๐ นายวิจิตร นิยมเดชา	ครู ร.ร.จุฬารณฯ สตุล	กรรมการ
๓.๖.๑๑ นางสาวอังคณา บุญทา	ครู ร.ร.จุฬารณฯ สตุล	กรรมการ
๓.๖.๑๒ นางปวีตรา แดงวิไล	ครู ร.ร.จุฬารณฯ นครศรีฯ	กรรมการ
๓.๖.๑๓ นางสาวกาญจนา แก้วจำรัส	ครู ร.ร.จุฬารณฯ นครศรีฯ	กรรมการ

๔. คณะกรรมการดำเนินงานและประสานงาน มีหน้าที่ อำนวยความสะดวกให้แก่ผู้ประชุม จัดเตรียมวัสดุอุปกรณ์ จัดทำเอกสารประกอบการประชุม รวบรวมผลการประชุม จัดทำเป็นรายงานเสนอกลุ่มโรงเรียน วิทยาศาสตร์ภูมิภาคหลังสิ้นสุดการประชุม ประกอบด้วย

๔.๑ นางตรีชฎา ถาวรมาศ	ครู ร.ร.จุฬารณฯ ตรัง	ประธานกรรมการ
๔.๒ นางวงษ์สุดา จิตรไมตรีเจริญ	ครู ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๓ นางสาวกุลิสรา พลเพชร	ครู ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๔ นายชานนท์ รอดศรี	ครู ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๕ นางสาวจิราภรณ์ ชูชนะ	พจน.ราชการ ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๖ นางสาวกรรณัฏิกา ชัยเพชร	เจ้าหน้าที่ ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๗ นางสาววศินี ว่องธวัชชัย	เจ้าหน้าที่ ร.ร.จุฬารณฯ ตรัง	กรรมการ
๔.๘ นางสาวกาญจนา ขุนเจริญ	ครู ร.ร.จุฬารณฯ ตรัง	กรรมการและเลขานุการ

ทั้งนี้ ให้ผู้ที่ได้รับการแต่งตั้งเป็นคณะกรรมการ ปฏิบัติหน้าที่ด้วยความวิริยะ อุตสาหะ ให้บังเกิดผลดีแก่  
ทางราชการต่อไป

ประกาศ ณ วันที่ ๖ ตุลาคม พ.ศ. ๒๕๕๙



(นายไพรัช วงศ์นาถกุล)  
ผู้อำนวยการโรงเรียนจุฬาภรณราชวิทยาลัย นครศรีธรรมราช  
ประธานกลุ่มโรงเรียนวิทยาศาสตร์ภูมิภาค