



English

Matthayom 1–3 (EP)

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I. Introduction

The Importance of English

The study of English equips students with the knowledge and tools to effectively communicate, participate, and thrive in the global community. With increasingly diminished cultural and physical boundaries facilitated by the Internet -- and more locally with the adoption of English as the official language of ASEAN -- speaking English has become more important than ever and absolutely essential for the viability, progress, and competitiveness of Thai society. Furthermore, it gives learners the ability to creatively convey all aspects of Thai culture and society to the rest of the world.

The Andrew Biggs Academy English Program Curriculum for Matthayom 1 to Matthayom 3 (Grade/Year 7 – 9) provides the framework to help our students achieve these lofty goals.

Principles Underlying Andrew Biggs Academy English Program

Andrew Biggs Academy Curriculum is based on the Thai Ministry of Education (The Basic Education Core Curriculum 2008). This curriculum recognizes the diversity that exists among students who study English within the English Program. It is based on the belief that all students can learn English and deserve the opportunity to do so.

Portions of this curriculum have also been taken from the Australian Education Curriculum, which is a brand new standardized curriculum adopted by Australia in 2015. Called the F-10 Curriculum, some aspects of it have been taken out of the English language syllabus and implemented here. In particular, this can be found in the Supplementary Curriculum in the reading section which we have adapted as Bookworm Project. This project aims to foster a love of English through reading, and learning inherently, which will have a flow-on aspect to the more academic parts of English language learning.

This curriculum is designed to help students build a solid foundation in English that will enable them to apply their knowledge and advance their learning successfully. Andrew Biggs Academy believes that students are learning most effectively when they are given an opportunity to take risks in a safe environment and then given opportunities to use the language in the context of everyday situations.

The Basic Education Core Curriculum aims to instill the following five key competencies among students: communication skills, thinking skills, problem-solving skills, life skills, and technological application skills.

CCC: Confidence, Creativity, Collaboration

Andrew Biggs Academy Curriculum stresses **Confidence**. Much of the problem with Thai students learning English lies in the rote learning system that has been in place for decades. Thai students are excellent at learning rules off by heart, but when it comes to using those rules in spoken English, they freeze. They don't feel confident enough to use the language. For this reason, our curriculum stresses relaxation and entertainment as a means of bolstering confidence. All fun activities, however, must have an underlying aspect or element of English language learning that is relevant to the curriculum.

Andrew Biggs Academy Curriculum stresses **Creativity**. Students are challenged to think for themselves; to create new concepts and ideas and even be prepared to justify them. This creativity is fostered within a positive learning environment. This also extends to analytical thinking, where students are not just given facts to learn off by heart. They must be able to evaluate and judge those facts so that can come to conclusions.

Andrew Biggs Academy Curriculum stresses **Collaboration**. This is the concept of team work, and working with others, to promote harmony and understanding. Students are taught that differing opinions are an essential part of any democratic and free society, and that we must learn to accept and tolerate opinions that are not the same as ours. This leads to a more harmonious, tolerant community, rather than fighting with those who do not hold the same beliefs.

Curriculum Overview

The Andrew Biggs Academy Curriculum, M1 – M3 (Grades 7 to 9) in English identifies the goals and objectives for each level and illustrates the knowledge and skills that students are expected to acquire, learn, demonstrate and apply in their class work, tests and in various activities to assess their achievements. The overall expectations describe the general knowledge and skills that students are expected to achieve at the end of each level.

The specific expectations describe the detailed knowledge and skills that students are expected to demonstrate at the end of each chapter.

Overall and specific expectations in English are organized into four (4) strands, which are the four major areas of knowledge and skills in the Foreign Language curriculum of Basic Core Curriculum (B.E. 2551) from the Thai Ministry of Education.

The program in Matthayom 1 to Matthayom 3 is specifically designed to ensure that students build a solid foundation in English. To support this learning process, teachers will, whenever possible integrate concepts from the four strands and apply them to real life situations.

The learning strands in the study of English are designed to facilitate students in gaining an understanding and acquiring skills and knowledge based on their highest potential. The learning strands are:

Strand 1: Language for Communication

Use of foreign languages in listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

Strand 2: Language and Culture

Use of foreign language in accordance with the culture of native speakers; relationships similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture, and appropriate application.

Strand 3: Language and Relationship with Other Learning Areas

Use of foreign languages to link knowledge with other learning areas, to seek knowledge and to broaden learners' world views.

Strand 4: Language and Relationship with Community and the World

Use of foreign languages in various situations in the classroom, in the community and in the global society, forming a basic tool for further education, livelihood and exchange of knowledge with the global society.

Ethics and Morality

This curriculum also focuses on proper ethics and morality for Thai students. This will be taught in the Supplementary part of the curriculum. Some of the topics include:

1. Fostering a love of country; pride in being Thai
2. Understanding the uniqueness of the Thai monarchy and fostering a love for the King
3. Understanding the importance of religion, or belief in a set of moral rules
4. Understanding the need for honesty
5. Gratitude towards parents and educators
6. The importance of education, and continuing to gain knowledge
7. The preservation of the Thai culture and customs
8. The meaning of a constitutional monarchy as well as a democracy
9. The importance of discipline and obeying the law
10. The importance of understanding oneself and loving oneself
11. Being an important member of society; selfless service for the common good

Personal Development

This curriculum ensures that students grow up with the correct set of social and moral values, instilled within them. Much is taught on giving respect to others, such as problem solving using rational argument rather than violence.

The Correct Attitude Towards English

This curriculum aims to teach students the following beliefs about learning English:

1. It's okay to make mistakes.

Making mistakes is an integral part of language learning. The fear, or shame, of making mistakes is not founded in any reality.

2. The more you practise, the better you become.

Getting good at a language is not just about learning word lists and rules about tenses. It is about using the language in a natural, enjoyable and constructive way.

3. We all improve together.

It is not just the top students who will improve. All students must get better at English. For this reason, ABA teachers are taught to identify students who appear to be at a lower level at the beginning of the school year. In this way, extra attention can be given to them to ensure they catch up with the rest.

For common understanding and to establish clarity with regards to Andrew Biggs Curriculum, various codes have been used for Learning Standards and Grade Level Indicators. Below are the codes used for this curriculum:

FL1.1, GLI M1/1	
FL	Subject Area of Foreign Language
1.1	Standard 1, Learning Area 1
GLI	Grade Level Indicators
M1	Year
1	Indicator Number

ENGLISH

M1

Core Curriculum for English, M1

Foreign Language Strands, Learning Standards, and Grade Level Indicators

Strand	Learning Standards		Grade Level Indicators (GLI)
1. Language for Communication	FL1.1	Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.	<ol style="list-style-type: none"> 1. Act in compliance with orders requests, instructions and simple explanations heard and read. 2. Accurately read aloud texts, tales and short poems by observing the principles of reading. 3. Choose/specify the sentences and texts related to non-text information read. 4. Specify the topic and main idea and answer questions from listening to and reading dialogues, tales and short stories.
	FL1.2	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.	<ol style="list-style-type: none"> 1. Converse to exchange data about themselves, various activities and situations in daily life. 2. Use requests and give instructions and clarifications according to the situation. 3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations. 4. Speak and write appropriately to ask for and give data and express opinions about what has been heard or read. 5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
	FL1.3	Ability to present data, information, concepts and views about various matters through speaking and writing.	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and the environment around them. 2. Speak/ write to summarise the main idea/theme identified from analysis of matters/incidents of interest to society. 3. Speak/write to express opinions about activities or various matters around them as well as provide brief justifications.
2. Language and Culture	FL2.1	Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.	<ol style="list-style-type: none"> 1. Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers. 2. Describe the festivals, important days, lifestyles and traditions of native speakers. 3. Participate in language and cultural activities in accordance with their interests.

Strand	Learning Standards		Grade Level Indicators (GLI)
	FL2.2	Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.	1. Tell differences and similarities between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with the structures of sentences in foreign languages and Thai language. 2. Compare similarities and differences between the festivals, celebrations, important days and lifestyles of native speakers and those of Thais.
3. Language and Relationship with Other Learning Areas	FL3.1	Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's worldview.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/ writing.
4. Language and Relationship with Community in the World	FL4.1	Ability to use foreign languages in various situations in school, community and society.	1. Use language for communication in real situations/ simulated situations in the classroom and in school.
	FL4.2	Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.	1. Use foreign languages in conducting research for knowledge/ various data from the media and different learning sources for further education and livelihood.

Course Description: English M1, Semester 1

Subject: Foreign Language	Course Number: ENG21101	Level: M1
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 1st

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

Speaking:

proper pronunciation practice, greetings, dialogue creation, oral reading and role plays;

Listening:

listening to real and recorded conversations;

Reading:

instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators (GLI):

FL1.1, GLI M1/1	FL1.1, GLI M1/2	FL1.1, GLI M1/3	FL1.1, GLI M1/4	
FL1.2, GLI M1/1	FL1.2, GLI M1/2	FL1.2, GLI M1/3	FL1.2, GLI M1/4	FL1.2, GLI/5
FL1.3, GLI M1/1		FL1.3, GLI M1/3		
FL2.2, GLI M1/1				
FL3.1, GLI M1/1				
FL4.1, GLI M1/1				

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI’s will be satisfied in both the core and supplemental curricula.

The following 7 Grade Level Indicators will be included in the Supplemental curriculum:

FL1.3, GLI M1/2		
FL2.1, GLI M1/1	FL2.1, GLI M1/2	FL2.1, GLI M1/3
FL2.2, GLI M2/2		
FL3.1, GLI M1/1		
FL4.2, GLI M1.2		

Total up to 20 Indicators

Course Syllabus: English M1, Semester 1

Level: Matthayom 1 Credit: 1.5 Period: 60 hours Semester: 1st Semester Instruction Time: 3 periods/week

Get Ahead 1, Introduction (5 Hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Around the World	Students will be able to locate major cities and countries on a map.	<ul style="list-style-type: none"> Elicit names of different countries and see if they can point to them on the map. Ask students to find the country on the map by asking: Where's Japan? Classwork: Activities 1, 2 and 3, SB p. 4. Teach the proper pronunciation. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
2	Cities/ Nationalities	Students will be able to identify cities and nationalities around the world.	<ul style="list-style-type: none"> Pair work: Activity 4, SB p. 4. Teach the different endings for nationalities: -n and -ese. Fun Finish: AB147 Countries and Nationalities Duck Shoot 		
3	Cities/ Nationalities (continued)	Students will be able to talk about where people come from and their nationality.	<ul style="list-style-type: none"> Teach new grammar structure: Where does he come from? He comes from China. He is Chinese. Fun Finish: AB146, Celebrity Nationalities Quiz 		
4	Cities/ Nationalities (continued)	Students will be able to identify different nationalities.	<ul style="list-style-type: none"> Classwork: Vocabulary Builder, SB p. 96. Play with students by naming name of a country and students write the nationality on the board. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
5	Review of Lesson's Concepts	Students will be able to recall all the names of countries and nationalities.	<ul style="list-style-type: none"> • Provide worksheets for students to test their understanding on this lesson. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
9	Demonstrative Pronouns	Students will be able to understand and use demonstrative pronouns.	<ul style="list-style-type: none">Teach demonstrative pronouns.Classwork: Activity 2, SB p. 8.		
10	Simple Present Be	Students will be able to understand the importance of a science report.	<ul style="list-style-type: none">Teach grammar structure, Activity 3, SB p. 8.Classwork: Activity 4, SB p. 8.Pair work: Activity 5, SB p. 8.Homework: Answer Workbook p. 5.		
11	Meeting people	Students will be able to make introductions and greetings, and ask follow-up questions.	<ul style="list-style-type: none">Classwork: Activity 1, SB p. 9.Pair work: Activity 2, SB p. 9AB003, Oh Really?		
12	Months of the Year	Students will be able to identify months and use ordinal numbers.	<ul style="list-style-type: none">Classwork: Activities 1-3, SB p. 10Pair work: Activity 4Fun Finish: AB229 Month Survivor		
13	Ordinal Numbers	Students will be able to use ordinal numbers.	<ul style="list-style-type: none">Teach ordinal numbers and why and when to use them (emphasize proper pronunciation).Teach the proper ways to read and write dates.Fun Finish: Set a timer and have Ss line-up according to their birthdays.		
14	A Personal Life	Students will be able read and write a personal profile.	<ul style="list-style-type: none">Classwork: Activities 1-3, SB p. 11.Pair work: Activity 4, SB p. 11.Homework: Workbook p. 7.		
15	UNIT TEST				

Get Ahead 1, Unit 2: Look at Me (10 Hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
16	Faces	Students will be able to describe faces.	<ul style="list-style-type: none"> AB071, Beautiful Face Classwork: Activities 1-3, SB p. 12. Pair work: Activity 4, SB p. 12. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
17	Describing People	Students will be able to describe people.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 13 Pair work: Activities 2 and 3, SB p. 13. Pronunciation, Activity 4, SB p. 13. 		
18	Describing Appearance Using To Have	Students will be able to describe people.	<ul style="list-style-type: none"> Teach Activity 1, SB p. 14 Classwork: Activities 2-4, SB p. 14. Pair work: Ss to describe themselves and their classmates to their partner. Homework: Have Ss cut out pictures of a celebrity in a magazine and describe the pictures in class. 		
19	Describing Appearance Using To Have		<ul style="list-style-type: none"> Ss to present homework assignment. Classwork: Workbook, p. 8. 		
20	Possessive Adjectives		<ul style="list-style-type: none"> Teach Possessive Adjectives, Activity 5, SB p. 14. Classwork: Activity 5, SB p. 14. Pair work: Activity 6, SB p. 14. Homework: Workbook p. 9. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
21	Asking to Borrow Things	Students will be able to ask to borrow things.	<ul style="list-style-type: none">• Classwork: Activities 1 and 3, SB p. 15.• Pair work: Activities 2 and 4, SB p. 15.• Class Activity: Role-play borrowing things.• Answer workbook p. 10.		
22	Family	Students will be able to talk about their family members.	<ul style="list-style-type: none">• Classwork: Activities 1 – 3, SB p. 6.• AB012, Family Trees		
23	Family (continued)		<ul style="list-style-type: none">• Continue AB012, Family Trees• Classwork: Workbook, exercise 1, SB 11.		
24	Reading Practice: Lalita's Family	Students will be able to write and describe about their family.	<ul style="list-style-type: none">• Pair work: Activity 4, SB p. 16.• Activity 1 and 3, SB p. 17. Read and listen to the audio in exercise 1, SB p. 17.• Classwork: Activity 2, SB p. 17.		
25	UNIT TEST				




Get Ahead 1, Unit 3: On the Weekend (9 Hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
26	Hobbies and Free Time	Students will be able to identify different free-time activities and ask yes or no questions using Do.	<ul style="list-style-type: none"> Elicit activities that can be done in free time. Target vocabulary: SB p. 18. Classwork: Activities 1-2, SB p. 18. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects 	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> • Teach structure: Do you...? • Pair work: Activities 3-4, SB p. 18. 	Assignments/ Homework: <ul style="list-style-type: none"> ■ Examining homework Test/Worksheet/ Unit test: <ul style="list-style-type: none"> ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.2, GLI M1/5 FL2.2, GLI M1/1 FL4.1, GLI M1/1
27	Hobbies and Free Time (continued)	Students will be able to talk about free time activities.	<ul style="list-style-type: none"> • Classwork: Activity 1, SB p. 19. • Pair work: Activities 2-3, SB p. 19. • Classwork: Activity 4, SB p. 19. 		
28	Simple Present Affirmative	Students will be able to make a simple present affirmative.	<ul style="list-style-type: none"> • Teach grammar structures for simple present affirmative, Activity 1, SB p. 20. • Classwork: Activity 2, SB p. 20. • Workbook exercise 1-2, p. 13. 		
29	Adverbs of Frequency	Students will be able to use the correct adverbs of frequency in a sentence.	<ul style="list-style-type: none"> • Teach adverbs of frequency, SB p. 20. • AB023, Come Upstairs • Classwork: Activity 4-5, SB p.20. • Homework: Workbook exercises 4-5, p. 13. 		
30	Conversation Practice: Discussing What To Do	Students will be able to discuss what activities to do on the weekend.	<ul style="list-style-type: none"> • Classwork: Activity 1 and 3, SB p. 21. • Pair work: 2 and 4, SB p. 21. • AB154, A Day in the Life • Homework: Answer workbook p. 14. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
30	Conversation Practice: Discussing What To Do	Students will be able to discuss what activities to do on the weekend.	<ul style="list-style-type: none"> Classwork: Activity 1 and 3, SB p. 21. Pair work: 2 and 4, SB p. 21. AB154, A Day in the Life Homework: Answer workbook p. 14. 		
31	Vocabulary 2: Sport	Students will be able to talk about sports.	<ul style="list-style-type: none"> Elicit different sports. Target vocabulary, Activity 1, SB p. 22. Pair work: Activity 4, SB p. 22. 		
32	Reading Practice: Fun Sports	Students will be able to understand context from the magazine article and identify key points, as well as learn which verbs are associated with different sports.	<ul style="list-style-type: none"> Activities 1-3, SB p. 23. Fun Finish: FF027, Play Do Go 		
33	Reading Practice: Fun Sports	Students will be able to talk about different sports activities and write short sentences about them.	<ul style="list-style-type: none"> Classwork: Activity 4, SB p. 23. AB091, Invent a Sport Homework: Workbook p. 15. 		
34	UNIT TEST				

Get Ahead 1, Unit 4: Time for School (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
35	School Subjects	Students will be able to identify different school subjects in English and discuss their preferences.	<ul style="list-style-type: none">Classwork: Activity 1, SB p. 24.AB172, My Favorite Subject.Classwork: Activity 3, SB p. 24Pair work: Activity 4, SB p. 24.	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework:  Examining homework Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL1.2, GLI M1/4 FL1.3, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
36	School Subjects (continued 1)	Students will be able to describe their school schedule.	<ul style="list-style-type: none">Classwork: Activity 1 and 3 SB p. 25.Pair work: Activity 2 and 4, SB p.		
37	School Subjects (continued 2)	Students will be able to describe their school schedule.	<ul style="list-style-type: none">Elicit and board useful questions about class schedules: Ex: What's your first class? What's your third period class? When is your lunch break? What time is your math class?Pair work: Have students make conversations using target language. Select a few pairs to demonstrate their conversation to the class.Homework: Workbook p. 16.		
38	Simple Present Negative and Yes/No Questions.	Students will be able to answer using simple present negative questions.	<ul style="list-style-type: none">Warmer: Do you like math? Do you play soccer after school? Do you get to school by bus?Teach simple past negative and questions, Activity 1, SB p. 26.Classwork: Activity 2, SB p. 26.		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
39	Simple present negative and yes/no questions (continued).		<ul style="list-style-type: none"> Classwork: Activity 3, SB p.26. Pair work: Activity 4, SB p. 26. Homework: Workbook p. 17. 		
40	Exchanging Opinions	Students will be able to express their opinion regarding school subjects as well as ask others about their opinions.	<ul style="list-style-type: none"> Warmer: Do you like English? What is your favorite subject in school? Why do you like Science? Classwork: Activity SB p. 27 and practice with a partner. Answer exercise 3, SB 27 by listening to the audio and complete the sentences with the word in the box. Classwork: Have Ss conduct a survey to determine the most popular and least popular school subjects. 		
41	Weekday Routine	Students will review the different ways to ask for and tell the time, as well as review the days of the week.	<ul style="list-style-type: none"> AB018, What's the Time Review students of the days of the week and explain a.m. (morning) and p.m. (afternoon). 		
42	Weekday Routine (continued)	Students will be able to describe their daily routine.	<ul style="list-style-type: none"> Classwork: Activity 1-3, SB p. 28 Answer exercise 2, SB p. 28 about Dan's weekly routine in exercise 1. Pair work: Activity 4, SB p. 28. Homework: Workbook p. 19. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
43	My Weekday Routine	Students will be able to write about their weekly routine.	<ul style="list-style-type: none"> Model your daily routine, and then have students write theirs. Pair work: Have Ss discuss their routines with their partner. Select a few to demonstrate for the class. Fun Finish: AB019, What Time Do You...? Classwork: 		
44	Review	Students will be able to conceptualize what they have learned through chapters 1-4.	Activities A-D, SB p. 30 – 31.		




Get Ahead 1, Unit 5: Put On Your Boots (8 Hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
45	Weather	Students will be able to identify different types of weather.	<ul style="list-style-type: none"> Warmer: Show students a weather app and discuss the current weather in your city and a few others. Classwork: Activity 1-3, SB p. 32. Teach the meaning of “weather forecast” Classwork: Activities 2-3, SB p. 32. Pair work: Activity 4, SB p. 32. 	<p>Classroom work:</p> <ul style="list-style-type: none"> ■ Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects <p>Assignments/ Homework:</p> <ul style="list-style-type: none"> ■ Examining homework <p>Test/Worksheet/Unit test:</p> <ul style="list-style-type: none"> ■ Worksheets, pop quizzes, chapter reviews, unit tests <p>Midterm and Final Exams</p>	<p>FL1.1, GLI M1/1</p> <p>FL1.1, GLI M1/2</p> <p>FL1.1, GLI M1/4</p> <p>FL1.2, GLI M1/5</p> <p>FL2.2, GLI M1/1</p> <p>FL4.1, GLI M1/1</p>

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
46	What's Your Favorite Month?	Students will be able to talk about their favorite month.	<ul style="list-style-type: none"> Warmer: Elicit hot and cold weather activities. Revise months of the year. Classwork: Activity 1 and 4, SB p. 33 Pair work: Activities 2-3, SB p. 33. 		
47	Present Continuous	Students will be able to use present continuous in spoken and written sentences.	<ul style="list-style-type: none"> Teach present continuous, Activity 1, SB p. 34. Teach/Review -ing structures, SB p. 88. 		
48	Present Continuous (continued)		<ul style="list-style-type: none"> Activities 2-4, SB p. 34. AB157, Zany What Are You Doing? Homework: Answer workbook p. 21. 		
49	Making Arrangements	Students will be able to make arrangements.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 35, Pair work: Activity 2, SB p. 35 Classwork: Activity 3, SB p. 35 Pair work: Activity 4, SB p. 35 AB060, What are you doing? 		
50	Clothes	Students will be able to identify different kinds of clothes.	<ul style="list-style-type: none"> Classwork: Activities 1-3, SB p. 36. Fun Finish: AB182. Use clothing vocab, e.g. Change places if you are wearing socks. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
51	Fashion and Style	Students will be able to talk about the kinds of clothes they like to wear.	<ul style="list-style-type: none"> Warmer: What are you wearing today? What do you usually wear on the weekend? What do you wear when you play basketball? Classwork: Activity 1-3, SB p. 37 Pair work: Activity 4, SB p. 37. Homework: Workbook p. 23. 		
52	UNIT TEST				

Get Ahead 1, Unit 5: Home Sweet Home (8 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
53	At Home	Students will be able to identify rooms in a house.	<ul style="list-style-type: none"> Warmer: Elicit meaning of idioms "home sweet home," "Home is where the heart is," etc. Teach meanings of house, apartment, and condominium. Classwork: Activities 1-3, SB p. 38 Pair work: Activity 4, SB p. 38 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework:  Examining homework Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
54	Locating Items at Home	Students will be able to identify rooms in a house.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 39. Pair work: Activities 2-3, SB p. 39. Classwork, Activity 4 SB p. 39. AB097, Which Room Are You In? Homework: Workbook p. 24. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
55	Preposition of place	Students will be able use preposition of place in conversation.	<ul style="list-style-type: none"> Classwork: Activities 1-2, SB p. 40 AB039, Where Are My Glasses? 		
56	There is/There are	Students will be able to use there is/there are correctly in conversation	<ul style="list-style-type: none"> Teach: There is/ there are, Activity 3, SB p. 3. Classwork: Activity 4, SB p. 40 AB129, What's in the Fridge? Homework: Workbook p. 25. 		
57	There is/There are	Students will be able to describe their school.	<ul style="list-style-type: none"> Classwork: Activity 1 and 3, SB p. 41. Pair work: Activity 2 and 4, SB p. 41 <p>58 In the Bedroom Students will be able to identify different objects inside the bedroom.</p> <ul style="list-style-type: none"> Classwork: Activities 1-2, SB p. 42. Pair work: Activity 3, SB p. 42 Homework: Workbook exercise 1, p. 27. 		
58	In the Bedroom	Students will be able to identify different objects inside the bedroom.	<ul style="list-style-type: none"> Classwork: Activities 1-2, SB p. 42. Pair work: Activity 3, SB p. 42 Homework: Workbook exercise 1, p. 27. 		
59	A Special Bedroom	Students will be able to extract key points from a magazine article as well as describe their bedroom.	<ul style="list-style-type: none"> Classwork: Activity 1-3, SB p. 43. Pair work: Have Ss describe their bedroom to a partner. Select a few to 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			demonstrate in front of the class. • Homework: Workbook p. 27.		
47	UNIT TEST				
		MID-TERM EXAMINATION			

Course Description: English M1, Semester 2

Subject: Foreign Language	Course Number: ENG21102	Level: M1
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 2nd

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

Speaking:

proper pronunciation practice, greetings, dialogue creation, oral reading and role plays;

Listening:

listening to real and recorded conversations;

Reading:

instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators:

FL1.1, GLI M1/1	FL1.1, GLI M1/2	FL1.1, GLI M1/3	FL1.1, GLI M1/4	FL1.2, GLI M1/5
FL1.2, GLI M1/1	FL1.2, GLI M1/2	FL1.2, GLI M1/3	FL1.2, GLI M1/4	
FL1.3, GLI M1/1	FL1.3, GLI M1/2	FL1.3, GLI M1/3		
FL2.2, GLI M1/1				
FL3.1, GLI M1/1				
FL4.1, GLI M1/1				

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI’s will be satisfied in both the core and supplemental curricula.

The following 6 Grade Level Indicators will be included in the Supplemental curriculum:

FL1.3, GLI M1/2		
FL2.1, GLI M1/1	FL2.1, GLI M1/2	FL2.1, GLI M1/3
FL3.1, GLI M1/1		
FL4.2, GLI M1/2		

Total up to 19 indicators

Course Syllabus: English M1, Semester 2

Level: Matthayom 1 Credit: 1.5 Period: 60 hours Semester: 2nd Semester Instruction Time: 3 periods/week




Get Ahead 1, Unit 7: Are You Hungry? (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Breakfast	Students will be able to identify and talk about different kinds of breakfast food.	<ul style="list-style-type: none"> Elicit breakfast foods. Target vocabulary, SB p. 44. Classwork: Activities 1-2, SB p. 44. Pair work: Activity 3, SB p. 44. Homework: Vocabulary Builder, SB p. 100 (Other Breakfast Food). 	Classroom work: ■ Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1
2	Breakfast (continued)		<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 45. Pair work: Activities 2-3, SB p. 45. Classwork: Activity 4, SB p. 45 Answer workbook, p. 28. 		FL1.1, GLI M1/2 FL1.1, GLI M1/3 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL1.2, GLI M1/3 FL1.2, GLI M1/5 FL1.3, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
3	Breakfast (continued)	Students will be able to talk what they eat for breakfast as well as describe flavors of food.	<ul style="list-style-type: none"> Have Ss write five sentences about what they like to eat for breakfast and ask for volunteers to share with the class. Teach sour, sweet, salty, spicy Elicit foods that belong in each category 		
4	Countable/ Uncountable Nouns	Students will be able to identify and use countable and uncountable nouns.	<ul style="list-style-type: none"> Teach countable and uncountable nouns, Activity 1, SB p. 46. Classwork: Activity 2, SB p. 46. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> FF103, 5 Things. (Categories: countable and uncountable nouns) 		
5	Countable/ Uncountable Nouns (continued)		<ul style="list-style-type: none"> Teach some and any, Activity 3, SB p. 46. Classwork: Activity 4, SB p. 46. Answer exercises 2-3, SB p. 90. 		
6	Countable/ Uncountable Nouns (continued)		<ul style="list-style-type: none"> Classwork: Grammar Builder, SB p. 90. Homework: Workbook, p. 29. 		
7	Ordering Food	Students will be able to understand information from a menu in a restaurant.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 47 Pair work: Activities 2-4, SB p. 47. 		
8	Ordering Food (continued)	Students will be able to order food in a restaurant.	<ul style="list-style-type: none"> AB211, Eating Out Role Play. Homework: Workbook p. 30. 		
9	Lunch and Dinner	Students will be able to identify and talk about different kinds of lunch and dinner foods.	<ul style="list-style-type: none"> Classwork: Activity 1-2, SB p. 48. Pair work: Activity 3, SB p.48. AB210, Yummy Homework: Workbook, p. 31. Homework: Encourage Ss to bring in take-out menus from neighborhood restaurants. 		
10	Take-out Food	Students will be able to identify and discuss the main points of a magazine article about take-out food.	<ul style="list-style-type: none"> Classwork: Activity 1-3, SB p. 49. Pair work: Activity 4, SB p. 49. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Lead a discussion about the menus brought in by the Ss. 		
11	UNIT TEST				

Get Ahead 1, Unit 8: A Great Place to Live (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
12	Places in town	Students will be able to identify common places in a city or town.	<ul style="list-style-type: none"> Classwork: Activities 1-3, SB p. 50. Pair work: Activity 4, SB p. 50. 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework:  Examining homework Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1
13	Neighborhoods	Students will be able to talk about the neighborhood where they live.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 51. Pair work: Activities 2-3, SB p. 51. Activity 4, SB p. 51. Homework: Workbook, p. 32. 		FL1.1, GLI M1/2 FL1.1, GLI M1/3 FL1.1, GLI M1/4 FL1.2, GLI M1/1
14	What's your neighborhood like?	Students will be able to describe their neighborhood.	<ul style="list-style-type: none"> Pair work: Have Ss describe their neighborhood to their partner. Ask for volunteers to share with the class and encourage questions. 		FL1.2, GLI M1/5 FL1.3, GLI M1/1 FL1.3, GLI M1/3
15	Imperatives	Students will be able to make and respond to commands.	<ul style="list-style-type: none"> Teach imperatives, Activity 1, SB p.52. Classwork: Activities 2- 3, SB p. 52. Fun Finish: AB201 Puppet On A String Homework: Workbook exercises 1-2, p. 33. 		FL2.2, GLI M1/1 FL2.2, GLI M1/2 FL4.1, GLI M1/1

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
16	More Prepositions of Place	Students will be able to use prepositions to describe where places are located	<ul style="list-style-type: none"> Teach prepositions of place, Grammar Builder, Activities 2-3, SB p. 91. Classwork: Activities 4-5, SB p. 52. FF: AB148, Where's My Phone? Homework: Workbook exercise 3, SB p. 33. 		
17	Giving Directions	Students will be able to give and ask directions.	<ul style="list-style-type: none"> Classwork: Activity 1-3, SB p. 53. Pair work: Activity 2-4, SB p. 53. Answer workbook, p. 34. ABAB036, How Do You Get To...? Homework: Answer grammar builder, exercise 3, SB p. 91. 		
18	Giving Directions (continued)	Students will be able to give and follow directions from a map.	<ul style="list-style-type: none"> AB037, Lost Farang 		
19	Stores	Students will be able to identify different kinds of stores and what they sell.	<ul style="list-style-type: none"> Classwork: Activities 1-4, SB p. 54 Pair work: Activity 5, SB p. 54. Homework: Workbook exercise 1, p. 35. 		
20	Describing Your Town	Students will be able to write something about their town.	<ul style="list-style-type: none"> Classwork Activities 1-5, SB p. 55. 		
21	Review	Students will be able to conceptualize what they have learned through chapters 5-8.	<ul style="list-style-type: none"> Ask students to answer SB, pp. 56-57 for their review test. 		




Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
22	UNIT TEST				

Get Ahead 1, Unit 9: Good Job! (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
23	Jobs	Students will be able to identify different kinds of jobs.	<ul style="list-style-type: none"> Elicit different occupations. Target vocabulary is Activity 1, SB p. 58. Classwork: Activities 2-3, SB p. 58 Classwork: Vocabulary Builder, SB p. 102. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/3 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL1.2, GLI M2/2 FL1.2, GLI M1/3
24	Jobs (Continued)	Students will be able to identify different kinds of jobs and make value judgments about them.	<ul style="list-style-type: none"> Classwork: Workbook, p. 36. AB058, Lifeswap Homework: Ask Ss to think about what they want to be when they are older and why. 		FL1.3, GLI M1/1 FL1.3, GLI M1/3 FL2.2, GLI M1/1
25	What Do You Want To Be When You're Older?	Students will be able to talk about their plans in the future.	<ul style="list-style-type: none"> Have Ss share their homework assignments Classwork: Activity 1, SB p. 59. Pair work: Activities 2-3, SB p. 59. Classwork: Activity 4, SB p. 59. 		FL4.1, GLI M1/1
26	Can / Can't	Students will be able to talk about their abilities.	<ul style="list-style-type: none"> Teach can/can't, Activity 1, SB p. 60. Classwork: Activities 2-4, SB p. 60. Pair work: Activity 5, SB p. 60. Fun Finish: AB198 Abilities Slap 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
27	Can / Can't (continued)	Students will be able to talk about abilities.	<ul style="list-style-type: none"> Classwork: Grammar Builder, SB p. 92. Fun Finish: AB191 Abilities Truth or Dare Homework: Workbook, p. 37. 		
28	Asking for a favor	Students will be able to ask favor.	<ul style="list-style-type: none"> Classwork: Activities 1-3, SB p. 61 Pair work: Activities 2-4, SB p. 61. 		
29	Asking for a favor (Continued)		<ul style="list-style-type: none"> Pair work: Role-plays for borrowing things. Have Ss perform their role plays for the class Homework: Answer workbook, p. 38. 		
30	Adjectives for jobs	Students will be able to use different adjectives to describe jobs.	<ul style="list-style-type: none"> Elicit adjectives that describe jobs: fun, interesting, or exiting. Target vocabulary is Activity 1, SB p. 62. Classwork: Activity 2, SB p. 39. Pair work: Activity 3, SB p. 62. AB096, Job Descriptions Homework: Workbook exercise 1, p. 39. 		
31	Adjectives for Jobs (continued)		<ul style="list-style-type: none"> Classwork: Activity 1-3, SB p. 63 Pair work: Activity 4, SB p. 63 Homework: Workbook exercises 2-4, p. 39. 		
32	UNIT TEST				

Get Ahead 1, Unit 10: They Made History (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
33	Verbs: Historic achievements	Students will be able to know and use verbs associated with historic achievements.	<ul style="list-style-type: none"> Classwork: Activity 1-3. FF307, Eureka! Homework: Workbook, p. 40. 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework:  Examining homework	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/3
34	Quiz	Students will be able to listen to a recording about historical achievements then answer a quiz.	<ul style="list-style-type: none"> Answer exercise 1, SB p. 65 Pair work: Activities 2-3. 		FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL1.3, GLI M1/1 FL1.3, GLI M1/3
35	Simple Past: Regular Verbs	Students will be able to recognize and use regular verbs in past simple tenses.	<ul style="list-style-type: none"> AB200, Past Tense Charades Teach how to form the simple past from of regular verbs, Activity 1, SB p. 66. Classwork: Activity 2, SB p. 66. AB230, Past Tense Verb Sorting 	Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL2.2, GLI M1/1 FL4.1, GLI M1/1
36	Simple Past: Irregular Verbs	Students will be able to recognize and use irregular verbs in past simple tenses.	<ul style="list-style-type: none"> Teach simple past tense of irregular verbs, Activity 4, SB p. 66. Classwork: Grammar Builder exercises 2-4, SB p.93. Classwork: Activity 5, SB p. 66. Pair work: Activity 6, SB p. 66 Homework: worksheet, p. 41. 		
37	Conversation Practice: Talking About Last Weekend	Students will be able to talk about their activities from the previous weekend.	<ul style="list-style-type: none"> Board: What did you do last weekend? Model 5 sentences. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> • Pair work: Have students write 5 sentences about the past weekend but from the perspective of a famous person (Doreamon, the Prime Minister, etc.) • Pair work: Activity 4, SB p. 67. • Homework: Workbook, p. 42. 		
38	Verbs: Life Events	Students will be able to use vocabulary associated with significant life events.	<ul style="list-style-type: none"> • Classwork: Activity 1-3, SB p. 68. • Pair work: Activity 4, SB p. 68. • Homework: FF061, Milestones 		
39	Vocabulary 2: Verbs: Life Events (continued)	Students will be able to write sentences about their family's life events.	<ul style="list-style-type: none"> • Classwork: FF061 Milestones. Have Ss share their milestones with the class. 		
40	Reading Practice: Wonderful Live	Students will be able to read and extract the main points of a short biography.	<ul style="list-style-type: none"> • Classwork: Activities 1-4, SB p. 69. • Pair work: Activity 5, SB p. 69. • Homework: Answer workbook exercises 2-4, p. 43. 		
41	UNIT TEST				


Get Ahead 1, Unit 11: What a Trip! (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
42	Packing for a Trip	Students will be able to use vocabulary associated with going on a trip.	<ul style="list-style-type: none"> Elicit vocabulary for items needed for a trip. Target vocab is Activity 1, SB p. 70. Classwork: Activities 2-3, SB p. 70. Pair work: Activity 4, SB p. 70. Homework: Workbook exercise 1, p. 44. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework 	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/3 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
43	Where Are You Going To Go On Vacation?	Students will be able to talk places they want to go on vacation.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 71. Pair work: Activities 2-3, SB p. 71. Classwork: Activity 4, SB p. 71. 	Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	
44	Making Travel Plans	Students will create a funny story about traveling.	<ul style="list-style-type: none"> AB248, Travel Story 		
45	To Be Going To	Students will be able to use "to be + going to" in order to make future plans.	<ul style="list-style-type: none"> Teach be going to, Activity 1, SB p. 72 Classwork: Activities 2-4, SB p. 72. Pair work: Activity 5, SB p. 72 		
46	Future Plans with Will and Be Going To	Students will be able to discuss future plans using two structures.	<ul style="list-style-type: none"> AB038 Surat Thani By Night 		
47	Invitations	Students will be able to offer invitations.	<ul style="list-style-type: none"> Classwork: Activity 1, SB p. 73. Pair work: Activities 2-4, SB p. 73. Answer workbook exercise 1-2, p. 46. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
48	Invitations (continued)	Students will be able to offer invitations in the context of real life situations.	<ul style="list-style-type: none"> Pair work: Create situations and let Ss role-play them. After 10 or 15 minutes of practice, have Ss perform for class. 		
49	Continents and Oceans	Students will be able to know and use names of the world's continents and oceans.	<ul style="list-style-type: none"> Classwork: Activities 1-3, SB p. 74. Pair work: Activity 4, SB p. 74. 		
50	The Peace Boat	Students will be able to read and write blog posts.	<ul style="list-style-type: none"> Classwork: Activity 1-4, SB p. 75 Pair work: Activity 5, SB p. 75. 		
51	Modes of Transportation	Students will be able to discuss best modes of travel in particular situations.	<ul style="list-style-type: none"> AB093, My Choice of Transport AB094, Transport Options 		
52	UNIT TEST				

Get Ahead 1, Unit 12: Into the Future (8 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
53	Electronic Gadgets	Students will be able to identify different electronic gadgets.	<ul style="list-style-type: none"> Elicit electronic gadgets. Target Vocabulary is Activity 1, SB p. 76. Lead a classroom discussion: Which of these gadgets do you have? Which do you use every day? Which is your favorite gadget? Classwork: Activities 2-3, SB p. 76. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework 	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/3 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL1.2, GLI M2/2 FL1.3, GLI M1/1 FL1.3, GLI M1/3

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> • Pair work: Activity 4, SB p. 76 • Homework: Workbook p. 48. 	Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL2.2, GLI M1/1 FL4.1, GLI M1/1 FL4.2, GLI M1/2
54	Quiz	Students will be able to listen to a recording about technology and answer a quiz.	<ul style="list-style-type: none"> • Classwork: Activity 1-3, SB p. 77. • Pair work: Activity 3, SB p. 77. 		
55	Future Forms: Will	Students will be able to use will in a sentence to predict the future.	Teach will, Activity 1, SB p. 78. Explain that we use 'will' to predict about the futures. <ul style="list-style-type: none"> • Activities 2-4, SB p. 78 • Pair work: Activity 5, SB p. 78 • Homework: Grammar Builder, SB p. 95. 		
56	Making Offers	Students will be able to make offers.	<ul style="list-style-type: none"> • Classwork: Activity 1 and 3, SB p. 79 • Pair work: 2-4, SB p. 79 • Homework: Workbook, p. 50. 		
57	Adjectives for Gadgets	Students will be able to use adjectives to describe gadgets.	<ul style="list-style-type: none"> • Elicit and board adjectives that can be used to describe gadgets. Target vocab is Activity 1, SB p. 80. • Classwork: Activity 2-3, SB p. 80. • Pair work: Activity 4, SB p. 80. • Homework: Workbook exercise 1, p. 51. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
58	Writing Practice: Life in 2050	Students will be able to describe and write about life in the future.	<ul style="list-style-type: none"> • Lead a discussion about what life will be like in 2050. • Classwork: Activities 1-3, SB p. 81. • Group work: Divide class into small groups and have them give a presentation on Thailand in 2050. Include topics like technology, transportation, economy, etc. 		
59	Review	Students will be able to conceptualize what they have learned through chapters 9-12.	<ul style="list-style-type: none"> • Classwork: SB, pp. 82-83. 		
24	UNIT TEST				

FINAL EXAMINATION

ENGLISH

M2

Core Curriculum for English, M2

Foreign Language Strands, Learning Standards and Grade Level Indicators

Strand	Learning Standards		Grade Level Indicators (GLI)
1. Language for Communication	FL1.1	Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.	<ol style="list-style-type: none"> 1. Act in compliance with requests, instructions, clarifications and simple explanations heard and read. 2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading. 3. Specify/write sentences and texts related to various forms of non-text information read. 4. Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration
	FL1.2	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.	<ol style="list-style-type: none"> 1. Converse appropriately to exchange data about themselves, various matters around them and various situations in daily life. 2. Use orders and give instructions, clarifications and explanations according to the situation. 3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations. 4. Speak and write appropriately to ask for and give data, describe and express opinions about what has been heard or read. 5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
	FL1.3	Ability to present data, information, concepts and views about various matters through speaking and writing.	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society. 2. Speak and write to summarise the main idea, theme and topic identified from analysis of matters/ news/ incidents of interest to society. 3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.
2. Language and Culture	FL2.1	Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.	<ol style="list-style-type: none"> 1. Use language, tone of voice, gestures and manners appropriate to various persons and occasions by observing social manners of native speakers. 2. Describe the festivals, important days, lifestyles and traditions of native speakers.

Strand	Learning Standards		Grade Level Indicators (GLI)
			3. Participate in language and cultural activities in accordance with their interests.
	FL2.2	Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.	1. Compare and explain similarities and differences between pronunciation of various kinds of sentences and word order in accordance with structures of sentences in foreign languages and Thai language. 2. Compare and explain similarities and difference between the lifestyles and culture of native speakers and those of Thais.
3. Language and Relationship with Other Learning Areas	FL3.1	Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's worldview.	1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.
4. Language and Relationship with Community in the World	FL4.1	Ability to use foreign languages in various situations in school, community and society.	1. Use language for communication in real situations/ simulated situations in the classroom, school and community.
	FL4.2	Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.	1. Use foreign languages in conducting research, collecting and summarizing knowledge/ various data from the media and different learning sources for further education and livelihood. 2. Disseminate/convey to the public data and news about the school in foreign languages.

Course Description: English M2, Semester 1

Subject: Foreign Language	Course Number: ENG21101	Level: M2
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 1st

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

Speaking:

proper pronunciation practice, greetings, dialogue creation, oral reading and role plays;

Listening:

listening to real and recorded conversations;

Reading:

instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators (GLI):

FL1.1, GLI M2/1	FL1.1, GLI M2/2	FL1.1, GLI M2/3	FL1.1, GLI M2/4	
FL1.2, GLI M2/1	FL1.2, GLI M2/2	FL1.2, GLI M2/3	FL1.2, GLI M2/4	FL1.2, GLI M2/5
FL1.3, GLI M2/1	FL1.3, GLI M2/2	FL1.3, GLI M2/3		
FL2.1, GLI M2/1				
FL2.2, GLI M2/1	FL2.2, GLI M2/2	FL3.1, GLI M2/1		
FL4.1, GLI M2/1				

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI’s will be satisfied in both the core and supplemental curricula.

The following 3 Grade Level Indicators will be included in the Supplemental curriculum:

FL2.1, GLI M2/2	FL2.1, GLI M2/3
FL4.2, GLI M2/4	

Total up to 21 Indicators

Course Syllabus: English M2, Semester 1

Level: Matthayom 2 Credit: 1.5 Period: 60 hours Semester: 1st Semester Instruction Time: 3 periods/week

Get Ahead 2: Introduction (3 Hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Around the world	Students will be able to locate countries and capital cities on the map.	<ul style="list-style-type: none"> Elicit names of different countries and their capital cities. Show student a map. Ask students to find the country on the map by asking: Where's China? Do activities 1-3, p. 4. Review nationalities: AB168, Nationalities 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M1/1 FL1.1, GLI M1/2 FL1.1, GLI M1/4 FL1.2, GLI M1/1 FL2.2, GLI M1/1 FL4.1, GLI M1/1
2	Numbers	Students will be able say large numbers in the context of distances between cities.	<ul style="list-style-type: none"> Warmer: Review numbers. Write increasingly large numbers on the board and see who can say them. Make it a game. Classwork: Activities 3-6, p. 4 Pair work: Activity 7, p.7, and then have pairs share with the class. 		
3	Review of Lesson's Concepts	Students will be able to review all the names of countries, nationalities and numbers.	<ul style="list-style-type: none"> Classwork: Vocabulary Builder exercise 1, SB p. 96. Provide worksheets for students to test their understanding on this lesson. 		

Get Ahead 2: Unit 1: This is Fun! (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Vocabulary 1: Fun Activities/ Adverbs of Frequency	Students will be able to identify different fun hobbies and activities.	<ul style="list-style-type: none"> Warmer: Lead a discussion about fun activities: What do you do in your free time? What activities do you like to do? Do you think playing basketball is fun? Elicit other free time activities using Activity 1, p. 6 as target vocabulary. Review Adverbs of Frequency: AB203, Come Upstairs. Classwork: Activity 2, p. 6. Pair work: Activity 3, p. 6. 	<p>Classroom work:</p> <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects <p>Assignments/ Homework:</p> <ul style="list-style-type: none"> Examining homework <p>Test/Worksheet/Unit test:</p> <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests <p>Midterm and Final Exams</p>	FL1.1, GLI M2/1 FL1.1, GLI M2/4 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL1.2, GLI M2/5 FL2.2, GLI M2/1 FL4.1, GLI M2/1
5	Fun Activities/ Adverbs of Frequency (continued)	Students will be able make sentences about fun activities using adverbs of frequency.	<ul style="list-style-type: none"> AB155, How Often? Classwork: Workbook p. 4. 		
6	Conversation practice: What do you do in your free time?	Students will be able to discuss the activities they do in their free time.	<ul style="list-style-type: none"> Classwork: Activity 1, p. 7 Pair work: Activity 2, p. 4. Practice pronunciation in exercises 3, p. 7. 		
7	Simple Present	Students will be able to use the simple present in a sentence.	<ul style="list-style-type: none"> Review the simple present tense using Activity 1, p. 8. Classwork: Activity 2, p. 7. AB287, I Love the Simple Past 		
8	Gerunds	Students will be able to use gerunds in a sentence.	<ul style="list-style-type: none"> Review how to use gerunds using Activity 3, p. 8. 		

Focus Smart Science 1, Unit 8: Atmosphere and Weather (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Classwork: Activity 4, p. 8. For more practice, assign Grammar Builder exercise 3, SB p. 84. Homework: Workbook, p. 5. 		
9	Discussing likes and dislikes	Students will be able to talk activities, their likes and dislikes.	<ul style="list-style-type: none"> Classwork: Activity 1, p. 9, then practice the conversation with a partner. Classwork: Activity 2, p. 9. Pair work: Activity 3, P. 9. Homework: Workbook exercises 1-2, SB p. 6. 		
10	Discussing likes and dislikes (continued)		<ul style="list-style-type: none"> Classwork: Workbook exercises 3-4, p. 6. FF107, Room 101 		
11	Fun Places		<ul style="list-style-type: none"> Warmer: Discuss fun places to go in your city. Target vocabulary is Activity 1, p. 10. Classwork: Activities 2-3, p. 10. Pair work: Activity 4, p. 10. Homework: Bring in class examples of brochures. 		
12	Writing a Brochure	Students will be able to read and understand key points and information in a brochure, and then create their own.	<ul style="list-style-type: none"> Warmer: Explain the word "brochure" and show students examples of brochures in class. Classwork: Activity 1, 11. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Pair work: Have Ss write a brochure for a local park or attraction. Present in class. 		
13	UNIT TEST				

Get Ahead 2, Unit 2: Out and About (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Pair work: Have Ss write a brochure for a local park or attraction. Present in class. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M2/1 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL1.3, GLI M2/1 FL1.3, GLI M2/2 FL1.3, GLI M2/3 FL2.2, GLI M2/1 FL2.2, GLI M2/2 FL4.1, GLI M2/1
14	Types of Music	Students will be able to identify and talk about different kinds of music.	<ul style="list-style-type: none"> Warmer: Lead a discussion about the kinds of music they know and like. Elicit types of music using Activity 1, p. 12 as the target vocabulary. Classwork: Activities 2-5, p. 12. Pair work: Activity 5, p. 12. 		
15	Music (Continued)	Students will use song lyrics to understand English metaphors.	<ul style="list-style-type: none"> FF089, Music Quiz (group activity) Teach the meaning of metaphors and give examples FF003, Missing Lyrics (class activity) 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
16	What Are You Doing Right Now?	Students will be able to talk the activity they are doing now.	<ul style="list-style-type: none"> Classwork: Activity 1-2, p. 13 and practice the conversation with a partner. Practice pronunciation in Activity 4, p. 13. 		
17	Present Continuous	Students will be able to make and use sentences with the present continuous tense.	<ul style="list-style-type: none"> Teach/review the present continuous using Activity 1, p. 14. Classwork: Activity 2, p. 14. For more practice, assign Grammar Builder exercises 1-2, p. 85. AB157, Zany What Are You Doing?, or Present Continuous Charades. Homework: Workbook exercises 1-2, p. 9. 		
18	Present Continuous with Future Meaning	Students will be able to talk about actions or situations in the future while using the present continuous tense.	<ul style="list-style-type: none"> Teach the use of the present continuous tense to talk about the future when action or situation is part of a: plan, an arrangement or intention. Use Activity 3, p.14. Classwork: Activities 3-4, p. 14. Pair work: Activity 6, p. 14. For more practice, assign Grammar Builder exercises 3-4, p. 85. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
19	Making Arrangements	Students will be able to make arrangements using the present continuous tense.	<ul style="list-style-type: none"> Classwork: Activity 1, p. 15 and have Ss practice the conversation in pairs. Classwork: Activity 2, p. 15. Pair work: Activity 3, p. 15. Homework: Workbook exercises 1-2, p. 10. 		
20	Vacation Plans	Students will be able to talk about their vacation plans.	<ul style="list-style-type: none"> Warmer: Lead a discussion about where Ss like to go on vacation. Classwork: Activities 1-3, p. 16. Pair work: Activity 4, p. 16. 		
21	Tourist Destinations	Students will work in pairs to find information about holiday destinations and present to class.	<ul style="list-style-type: none"> AB254, Travel Program. Work in small groups of 3 or 4. Let Ss choose their destination. 		
22	A Music Festival	Students will be able to read, understand, and extract key ideas from a magazine article.	<ul style="list-style-type: none"> Classwork: Activity 1-3, p. 17. Pair work: Activity 4, p. 17. Homework: Workbook, p. 11. 		
23	UNIT TEST				

Get Ahead 2, Unit 3: Mother Nature (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
24	Mother Nature	Students will be able to describe geographical features.	<ul style="list-style-type: none"> Warmer: Lead a discussion about some of the geographical features of Thailand (e.g. highest mountain, biggest island, etc.). Classwork: Activity 1 is target vocab. P. 18. Classwork: Activity 2 p. 18. Pair work: Activity 3, p.18. Homework: Workbook, p. 12. 	<p>Classroom work:</p> <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects <p>Assignments/ Homework:</p> <ul style="list-style-type: none"> Examining homework <p>Test/Worksheet/Unit test:</p> <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests <p>Midterm and Final Exams</p>	<p>FL1.1, GLI M2/1</p> <p>FL1.2, GLI M2/1</p> <p>FL1.2, GLI M2/4</p> <p>FL1.2, GLI M2/5</p> <p>FL1.3, GLI M2/2</p> <p>FL1.3, GLI M2/3</p> <p>FL2.2, GLI M2/1</p> <p>FL4.1, GLI M2/1</p> <p>FL4.2, GLI M2/1</p>
25	Quiz	Students will use listening skills to be able to answer questions about nature.	<ul style="list-style-type: none"> Classwork: Activity 1, p. 19 and have Ss complete quiz in pairs. Classwork: Activity 2, p. 19. Pair work: Activity 3, p. 19. 		
26	Comparative and Superlative Adjectives	Students will be able to use comparative and superlative adjectives in a sentence to compare two or more things.	<ul style="list-style-type: none"> Teach comparatives and superlatives, using Activity 1, p. 20. Classwork: Activities 2-4, SB p. 20. Pair work: Activity 5, p. 20. For more practice, use Grammar Builder, p. 86. 		
27	Comparative and Superlative Adjectives (continued)		<ul style="list-style-type: none"> AB021, Comparatively Speaking AB022, Superlatively Speaking 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
28	Agreeing and Disagreeing	Students will be able to express agreement or disagreement in the context of animals.	<ul style="list-style-type: none"> Classwork: Activity 1-2, p. 21. Pair work: Activity 3, p. 21. Homework: Workbook p. 14. 		
29	Agreeing and Disagreeing	Students will agree and disagree on various topics and provide justification.	<ul style="list-style-type: none"> AB014, I Disagree 		
30	Animals	Students will be able to identify different kinds of animals.	<ul style="list-style-type: none"> Elicit different kinds of animals. Target vocabulary is Activity 1, p. 22. Use Activity 2 for pronunciation practice. Classwork: Activities 3-4, p. 22. Pair work: Activities 5-6, p. 22 		
31	National Parks	Students will be able to read, understand, and extract key points from a brochure, then write about a national park in Thailand.	<ul style="list-style-type: none"> Classwork: Activities 1-3, p. 23. Pair work: Activity 4, p. 23. 		
32	UNIT TEST				

Get Ahead 2, Unit 4: TV and Movies (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
33	TV Shows and Genres	Students will be able to identify different TV genres and talk about their favorite shows.	<ul style="list-style-type: none"> Warmer: Lead a discussion about what Ss like to watch, or conduct a survey about the favorite programs of the class, and then elicit TV genres. Target Vocabulary is Activity 1, p. 24. Classwork: Activities 2-4, p. 24. Pair work: Activity 5, p. 24 Homework: Workbook exercise 1, p. 24. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests 	FL1.1, GLI M2/1 FL1.1, GLI M2/4 FL1.2, GLI M2/4 FL1.2, GLI M2/5 FL1.3, GLI M2/1 FL1.3, GLI M2/3 FL3.1, GLI M2/1 FL4.1, GLI M2/1 FL4.2, GLI M2/1
34	TV Shows and Genres (continued)	Students will be able to use language associated with television shows as they create and act out their own show.	<ul style="list-style-type: none"> AB170, What's on TV 	Midterm and Final Exams	
35	What Did You Watch Last Night?	Students will be able to talk about what they watched last night.	<ul style="list-style-type: none"> Classwork: Activities 1-2, p. 25, then pair work. Classwork: Activity 3, p. 25 		
36	Simple past	Students will be able to change regular verbs into past simple form of the verbs.	<ul style="list-style-type: none"> Teach/review simple past using Activity 1, p. 26. Classwork: Activities 2-4, p. 26. Pair work: Activity 5, p. 26. For more practice, assign Grammar Builder exercise 1, p. 87. 		


Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
37	Simple past (continued)	Students will be able to talk about important events in their life using the simple past.	<ul style="list-style-type: none"> AB069, The Biggest Thing 		
38	Expressing Disbelief	Students will be able to use phrases in conversations expressing surprise or disbelief.	<ul style="list-style-type: none"> Classwork: Activities 1-2, p. 27. Pair work: Activity 3, p. 27. Homework: Workbook, p. 18. 		
39	Movies and Movie Genres	Students will be able identify movie genres and give opinions about them.	<ul style="list-style-type: none"> Warmer: Lead a discussion about movies: What is your favorite movie? Why do you like action movies? Why don't you like drama? Elicit genres using Activity 1, p. 28 as target vocab. Classwork: Activities 2-3, p. 28. Pair work: Activity 4, p. 28. 		
40	Thai Movies and Movie Genres (continued)	Students will talk about popular Thai movies and their genres.	<ul style="list-style-type: none"> AB043 Thai Movies Are the Greatest 		
41	Movie Reviews	Students will be able to read and understand a movie review.	<ul style="list-style-type: none"> Classwork: Activities 1-4, p. 29 		
42	Writing A Movie Review	Students will be able to write a movie review.	<ul style="list-style-type: none"> Pair work: provide framework then have pairs write a short movie review. Post around the class and have Ss vote. Homework: p. 30 – 31 for review of unit test 		
43	UNIT TEST				

Get Ahead 2, Unit 5: Happy Endings? (8 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
44	Feelings	Students will be able to describe feelings.	<ul style="list-style-type: none"> Elicit and board words that describe feelings. Target vocabulary is Activity 1, p. 32. Classwork: Activity 2, p. 32. Pair work: Activity 3, p. 32. AB026, Facial Expression Charades 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework 	FL1.1, GLI M2/1 FL1.1, GLI M2/2 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL1.2, GLI M2/5 FL2.1, GLI M2/1 FL4.1, GLI M2/1
45	What Happened to You?	Students will be able to express their feelings in real life situations.	<ul style="list-style-type: none"> Classwork: Activity 1-2, p. 33. Pair work: Activity 2, p. 33. Classwork: Activity 3 for pronunciation, p. 33. AB027, Feelings 	Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	
46	Emotions	Students will learn new vocabulary to express their emotions	<ul style="list-style-type: none"> AB029, When Do You Feel Hysterical? 		
47	Could / Couldn't	Students will be able to use could and couldn't in a sentence.	<ul style="list-style-type: none"> Teach/review simple past using Activity 1, p. 26. Classwork: Activities 2-4, p. 26. Pair work: Activity 5, p. 26. For more practice, assign Grammar Builder exercise 1, p. 87. 		
48	Expressing Sympathy	Students will be able to appropriately express sympathy in conversations.	<ul style="list-style-type: none"> Classwork: Activities 1-2, p. 35 Pair work: Activity 3, p. 35. AB028, Don't Worry 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
49	Prepositions of Movement	Students will be able to use prepositions of movement in conversations.	<ul style="list-style-type: none"> Classwork: Target vocab is Activity 1, p. 36. Classwork: Activities 2-3, p. 36. Pair work: Activity 4, p. 36. Homework: Workbook exercise 1, p. 23. 		
50	Reading Practice: Martin Luther King	Students will be able to read, understand, and identify key points in a biography, then write a biography about an important person from Thailand.	<ul style="list-style-type: none"> Classwork: Activity 1-3, p. 37. Pair work: Activity 4, p. 37. Homework: Workbook exercises 2-4, SB p. 23. 		
50	Reading Practice: Martin Luther King	Students will be able to read, understand, and identify key points in a biography, then write a biography about an important person from Thailand.	<ul style="list-style-type: none"> Classwork: Activity 1-3, p. 37. Pair work: Activity 4, p. 37. Homework: Workbook exercises 2-4, SB p. 23. 		
51	UNIT TEST				

Get Ahead 2, Unit 6: Travel Tales (6 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
52	Transportation	Students will be able to identify different means of transportation.	<ul style="list-style-type: none"> Elicit modes of transport. Target vocabulary is Activity 1, p. 38. Classwork: Activity 2, p. 38 Pair work: Activity 3, p. 38. 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects	FL1.1, GLI M2/1 FL1.1, GLI M2/2 FL1.1, GLI M2/3 FL1.2, GLI M2/1 FL1.2, GLI M2/4

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Homework: Answer workbook, p. 24. 	Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.2, GLI M2/5 FL1.3, GLI M2/1 FL1.3, GLI M2/2 FL3.1, GL M2/1 FL4.1, GLI M2/1
53	How Do You Get to School?	Students will be able to talk how they get to and from school.	<ul style="list-style-type: none"> Classwork: Activity 1-2, including pair work, p. 39. Make a new conversation by changing the blue words in exercise 1 and practice with a partner. Classwork: Practice correct pronunciation in Activity 3, p. 39. 		
54	Past Continuous	Students will be able understand when to use the past continuous verb tense.	<ul style="list-style-type: none"> Teach the past continuous using Activity 1, p. 40. Activities 2-4, p. 40. Pair work: Activity 5, p. 40. For more practice, assign Grammar Builder exercises 1-2, p. 89. 		
55	At the Train Station	Students will be able to make inquiries and purchase train tickets.	<ul style="list-style-type: none"> Activities 1-3, p. 41, and practice with partner. Pair work: Have Ss role-play conversations at a train station. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
56	Verbs of Movement	Students will be able to identify and use different verbs of movement.	<ul style="list-style-type: none"> • Teach verbs of movement using Activity 1, p. 42 as target vocab. • Activities 2-3, p. 42. • Pair work: Activity 4, p. 42. • Explain ordinal numbers and when do you use it: first, second, third, fourth, fifth and etc. 		
57	A Trip to School	Students will be able to read, understand, and identify key points in a magazine article.	<ul style="list-style-type: none"> • Lead a discussion about transport to school, ex: How do you get to school? What time do you go to school? How far is your school from your house? What are the means of transportation in your place to go to school? • Activity 1-3, p. 43. • Pair work: Activity 4, p. 43. 		
58	UNIT TEST				
59	Customs and Traditions	Students will be able to explain Thai traditions to foreigners.	<ul style="list-style-type: none"> • FF049, Customs and Traditions 		
60	Mid-term Review				

MID-TERM EXAMINATION

Course Description: English M2, Semester 2

Subject: Foreign Language	Course Number: ENG22101	Level: M2
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 2nd

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

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instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators (GLI):

FL1.1, GLI M2/1	FL1.1, GLI M2/2	FL1.1, GLI M2/3	FL1.1, GLI M2/4	FL1.2, GLI M2/5
FL1.2, GLI M2/1	FL1.2, GLI M2/2	FL1.2, GLI M2/3	FL1.2, GLI M2/4	
FL1.3, GLI M2/1	FL1.3, GLI M2/2	FL1.3, GLI M2/3		
FL2.1, GLI M2/1	FL2.1, GLI M2/2			
FL2.2, GLI M2/1	FL2.2, GLI M2/2			
FL3.1, GLI M2/1				

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI’s will be satisfied in both the core and supplemental curricula.

The following 2 Grade Level Indicators will be included in the Supplemental curriculum:

FL2.1, GLI M2/3
 FL4.2, GLI M2/2

Total up to 21 Indicators

Course Syllabus: English M2, Semester 2

Level: Matthayom 2 Credit: 1.5 Period: 60 hours Semester: 2nd Semester Instruction Time: 3 periods/week

Get Ahead 2, Unit 7: What's Cooking? (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Vocabulary 1: Food	Students will be able to identify different kinds of food.	<ul style="list-style-type: none"> Warmer: Lead a discussion on foods: What food do you like? Where do you buy food? Do you eat meat? What do you like to drink? Do you cook? Who cooks in your house? Elicit and board different foods. Activity 1, p. 44 is target vocabulary. Teach meanings of protein, dairy, carbohydrates, fruit/vegetable. Pair work: Have Ss categorize foods on the board into food groups. Compare answers. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M2/1 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL1.2, GLI M2/5 FL1.3, GLI M2/3 FL1.3, GLI M2/2 FL2.1, GL M2/2 FL4.1, GLI M2/1
2	Vocabulary 1: Food (continued)	Students will know how to classify food.	<ul style="list-style-type: none"> Activity 3, p. 44. Pair work, Activity 4. Classwork: Answer workbook, p. 28. 		
3	Quiz	Students will listen to a recording then answer questions about nutrition.	<ul style="list-style-type: none"> Activity 1-2, p. 45 Pair work: Activity 3, p. 45. 		
4	Grammar: Countable and Uncountable Nouns	Students will be able to identify countable nouns from uncountable nouns.	<ul style="list-style-type: none"> Review countable and uncountable nouns. Pair work: Board examples of food and let Ss classify. Compare answers. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Activities 1-2, p. 46. For more practice, assign Grammar Builder exercise 1, SB p. 90. 		
5	Grammar 1: Countable and Uncountable Nouns (continued)	Students will be able to talk how they get to and from school.	<ul style="list-style-type: none"> Teach some/any and how much/how many using Activity 3, p. 46. Activities 4-6, p. 46. Pair work: Activity 7, p. 46. For more practice assign Grammar Builder exercise 2, p. 90. Homework: Answer workbook exercises 1-2, SB p. 29. 		
6	In a Grocery Store	Students will be able to use phrases associated with buying things in a grocery store.	<ul style="list-style-type: none"> Activities 1, 3-4 p. 47 Activity 2: pronunciation practice, p. 47. Pair work: Activity 5, p. 47 		
7	Vocabulary 2: Preparing Food	Students will be able to know how to read recipes and different ways to prepare food.	<ul style="list-style-type: none"> Demonstrate making a fruit salad (or similar), using verbs in Activity 1, p. 48. Activities 1-2, p. 48. Pair work: Activity 3, p. 48. 		
8	Reading practice: Healthy Eating	Students will be able to talk about healthy eating and a balanced diet.	<ul style="list-style-type: none"> Elicit examples of ways to maintain a healthy lifestyle. Activities 1-3, p. 49. Homework: Answer workbook exercises 2-4, p. 31. 		
9	UNIT TEST				

Get Ahead 2, Unit 8: At Home (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
11	Vocabulary 1: Housework	Students will be able to use vocabulary associated with household chores.	<ul style="list-style-type: none"> Lead a discussion about household chores: What chores do you do at home? How do you help around the house? What do you have to do to help at home? Target vocab is Activity 1, p. 50. Activity 2, p. 50. Pair work: Activity 3, p. 50. Fun Finish: Play Housework Charades (washing the dishes, making the bed, etc.). 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests 	FL1.1, GLI M2/1 FL1.1, GLI M2/3 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL1.2, GLI M2/5 FL1.3, GLI M2/1 FL1.3, GLI M2/3 FL2.1, GLI M2/1 FL2.1, GLI M2/3 FL3.1, GL M2/1 FL4.1, GLI M2/1
12	Conversation practice: Do you wash the dishes?	Students will be able to talk what chores they do at home.	<ul style="list-style-type: none"> Activity 1, p. 51 Pair work: Activity 2, p. 51. Activity 3: pronunciation practice, p. 51. 	Midterm and Final Exams	
13	Have To/Can't For Rules	Students will be able to use have / can't in sentences.	<ul style="list-style-type: none"> Teach using Activity 1, p. 52. Activities 2-4, p. 52. For more practice, assign Grammar Builder exercises 1-2, p. 91. 		
14	Have to/Can't For Rules (continued)	Students will be able to use have to/ can't/must to express obligations.	<ul style="list-style-type: none"> AB194 You Must But You Don't Have To. 		
15	Conversation practice: Giving Advice	Students will be able to use should and shouldn't when giving advice.	<ul style="list-style-type: none"> Activities 1-2, p. 53. Pair work: Activity 3, p. 53. 		
16	Giving Advice (Continued)	Students will be able to give advice.	<ul style="list-style-type: none"> Teach other structures for giving advice: If I were you; You 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<p>ought to, I recommend, I suggest, etc.</p> <ul style="list-style-type: none"> Pair work: Prepare some topics in advance, then have Ss work in pairs to come up with 5 or 6 pieces of advice using the target language. Ss can then take turns giving advice to the class. 		
17	Do, Have, Make	Students will be able to know when to use do, have and make when talking about activities.	<ul style="list-style-type: none"> Teach do, have and make using Activity 1, p. 54 as target vocab. Activities 2-3, p. 54. Pair work: Activity 3, p. 54. Homework: Answer workbook exercise 1, p. 35. 		
18	Writing practice: A Description of a Bedroom	Students will be able to read, understand, and extract key points of an article, then write a description about their bedroom.	<ul style="list-style-type: none"> Activity 1-3, p. 55. Activity 4: My Dream Bedroom, p. 91. Have Ss read or post around the room and vote. 		
19	Review	Students will be able to conceptualize what they have learned through chapters 1-4.	<ul style="list-style-type: none"> Classwork: p. 56 - 57 for their review test. 		
20	UNIT TEST				

Get Ahead 2, Unit 9: Danger! (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
21	Vocabulary 1: Adventure Sports	Students will be able to talk about different adventure sports and use superlatives to describe them.	<ul style="list-style-type: none"> Elicit and board some extreme/ adventure sports. Lead a discussion about what makes them "extreme." Activities 2-3, p. 58 Pair work, Activity 4, p. 58. Classroom work: Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests 	FL1.1, GLI M2/1 FL1.1, GLI M2/2 FL1.1, GLI M2/3 FL1.2, GLI M2/1 FL1.2, GLI M2/4 FL2.1, GLI M2/1 FL2.1, GLI M2/3 FL3.1, GL M2/1 FL4.1, GLI M2/1
22	Adventure Sports (continued)	Students will learn about new extreme sports then act them out in class.	<ul style="list-style-type: none"> AB092, Extreme Sports 	Midterm and Final Exams	
23	Quiz: Living Dangerously	Students will listen to a short recording and then take a quiz to check their understanding.	<ul style="list-style-type: none"> Activities 1-4, p. 59. 		
24	Present Perfect with Ever/Never	Students will be able to understand and use the present perfect tense in every day situations.	<ul style="list-style-type: none"> Teach the present perfect tense with every/ never using Activity 1, p. 60. Activities 2-3, p. 60. Pair work: Activity 4, p. 60. For more practice, assign Grammar Builder exercise 1-3, SB p. 92-93. Homework: Answer workbook exercises 1-2, p. 37. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
25	Present Perfect with Ever/Never (continued)		<ul style="list-style-type: none"> • AB044, Experiences • Fun Finish: Have Ss compose 5 or 6 funny or whacky yes/no questions using Have you ever...? Then mix and mingle with the rest of the class. Share interesting answers. • Homework: Answer workbook exercises 3-4, p. 37. 		
26	Talking About Experiences	Students will be able to talk about their experiences in the past.	<ul style="list-style-type: none"> • Activity 1, p. 61 • Activity 2: practice pronunciation, p. 61. • Pair work: Activities 3-5, p. 61 		
27	Talking about Experiences (continued)	Students will have some fun practicing the present perfect tense.	<ul style="list-style-type: none"> • AB045, Present Perfect Shenanigans. 		
28	Antonyms	Students will be able to know and understand adjectives and their opposite form.	<ul style="list-style-type: none"> • Activity 1 is target vocab. p. 62. • Activities 2-3, p. 62. • Pair work: Activity 4, p. 62 		
29	Reading and writing About Extreme Sports	Students will be able to read, understand and extract key points from a travel brochure about extreme sports, then write a description of an extreme sport in Thailand.	<ul style="list-style-type: none"> • Activities 1-3, p. 63. • Pair work, Activity 5, p. 63. • Have a few Ss read their report to the class and post the others around the class. Do an informal survey to see which one is most exciting or extreme. 		
29	UNIT TEST				

Get Ahead 2, Unit 10: High Tech (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
31	High Technology	Students will be able to describe high tech gadgets and what they are used for.	<ul style="list-style-type: none"> Elicit gadgets that students use. Target vocab is Activity 1, p. 64. Lead a discussion about the advantages and disadvantages of high technology and ask Ss to speculate what life would be without them. Activities 2-3, p. 64. Pair work: Activity 4, p. 64. Homework: Answer workbook, p. 40. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M2/1 FL1.1, GLI M2/4 FL1.2, GLI M2/1 FL1.3, GLI M2/1 FL1.3, GLI M2/3 FL2.1, GLI M2/3 FL3.1, GL M2/1 FL4.1, GLI M2/1
32	Conversation practice: Is it new?	Students will be able to talk about gadgets and what they are used for.	<ul style="list-style-type: none"> Activity 1, p. 65. Activity 2, for pronunciation practice, p. 65. Pair work: Activity 3, p. 65. Fun Finish: in small groups, have Ss "invent" a gadget that will solve an every day dilemma or make life easier. Have Ss present to the class. 		
33	Using Will to Make Predictions	Students will be able to use will in a sentence to predict events in the future.	<ul style="list-style-type: none"> Teach making predictions using will using Activity 1, p. 66. Pair work: Activity 2, p. 66. For more practice, assign Grammar Builder exercise 1, SB p. 93. Homework: Answer workbook exercise 1, p. 41. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
34	Using Will in Conditional Sentences (continued)	Students will be able to use the first conditional in a sentence.	<ul style="list-style-type: none"> • Teach the first conditional using Activity 3, p. 66. • Activities 4-5, p. 66. • Pair work: Activity 6, p. 66. • For more practice, assign Grammar Builder exercises 2-3, SB p. 93. 		
35	Conversation practice: In an Electronic Store	Students will listen to a recording and extract key ideas.	<ul style="list-style-type: none"> • Activity 1, p. 67, followed by pair work. • Activity 2, p. 67. • Pair work: Activity 3, p. 67. 		
36	Phrasal Verbs	Students will be able to understand and use phrasal verbs in a sentence.	<ul style="list-style-type: none"> • Teach phrasal verbs using Activity 1, p. 68. • Activities 2-3, p. 68. • Pair work: Activity 4, p. 68. • Homework: Answer workbook exercise 1, SB p. 43. 		
37	Reading practice: A Charity Brochure	Students will be able to read, understand and extract key ideas from a brochure.	<ul style="list-style-type: none"> • Activities 1-5, p. 69 • Pair work: Activity 6, p. 69 • Pair work: Have Ss think of a charity project for the class and share ideas. 		
38	UNIT TEST				
39	Story Telling	Students will have fun using picture prompts to create and tell a story.	<ul style="list-style-type: none"> • AB070, Sci Fi Fairytale Dominoes 		

Get Ahead 2, Unit 11: Material World (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
40	Materials	Students will be able to understand and identify what things are made of.	<ul style="list-style-type: none"> Elicit materials used to make things. Target vocabulary is Activity 1, p. 70. Activities 2-4, p. 70. Pair work: Activity 5, p. 70. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects 	FL1.1, GLI M2/1 FL1.1, GLI M2/2 FL1.2, GLI M2/1 FL1.3, GLI M2/1 FL1.3, GLI M2/2
41	Materials	Students will describe every day objects to their classmates.	<ul style="list-style-type: none"> Review lessons on materials things. FF024: Product Profiles Answer workbook, p. 44. 	Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests 	FL1.3, GLI M2/3 FL3.1, GL M2/1 FL4.1, GLI M2/1
42	Quiz	Students will be able to listen to a recording about recycling then identify key points by answering a quiz.	<ul style="list-style-type: none"> Lead a discussion about recycling. What kinds of things do Ss recycle? What could they do more of? Activity 1, p. 71 followed by pair work. Activity 2, p. 71. Pair work: Activity 3. 	Midterm and Final Exams	
43	Simple Present Passive	Students will be able to understand and use the passive voice in the simple present tense.	<ul style="list-style-type: none"> Teach the passive voice using Activity 1, p. 72. Activity 2, p. 72, followed by pair work. Activity 3, p. 72 Pair work: Activity 4, p. 72 		
44	Simple Present Passive (continued)	Students will understand the passive form in simple present.	<ul style="list-style-type: none"> Review passive voice in simple present. Classwork: Grammar Builder, p 94. Workbook, p. 45. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
45	Describing a Lost Object	Students will be able describe something that is lost.	<ul style="list-style-type: none"> • Lead a discussion about losing things: Have you lost something important? How did you feel when you lost something? How do you look for something you lost? • Activity 1, p. 73. • Activity 2, pronunciation practice, p. 73. • Activities 2-4, p. 73. • Pair work: Activity 5, p. 73. • Homework: Answer workbook, p. 46. 		
46	Parts of a Building	Students will identify parts of a building.	<ul style="list-style-type: none"> • Elicit vocabulary by writing on the board parts of the building. Target vocab is Activity 1, p. 74. • Activities 2-3, p. 74. • Pair work: Activity 4, p. 74. • Homework: Answer workbook exercise 1, SB p. 47. 		
47	Reading Practice: An Unusual Architect	Students will be able to read, understand, and extract key ideas from a magazine article, then describe their favorite building or piece of architecture.	<ul style="list-style-type: none"> • Activity 1-3, p. 75 • Pair work: Activity 4. Have Ss share their favorite piece of architecture to the class. • Answer workbook exercises, 2-4, p. 47. 		
48	Unit Test				

Get Ahead 2, Unit 12: Disaster! (12 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
49	Natural Disasters	Students will be able to identify and talk about different natural disasters.	<ul style="list-style-type: none"> Elicit natural disasters. Target language is Activity 1, p. 76. Lead a discussion about kinds of natural disasters possible in Thailand and have Ss share any stories about their experiences. Activities 2-3, p. 76. Pair work: Activity 4, p. 76. Homework: In pairs, have Ss research a particular recent disaster and have them prepare a report for class (lesson 51) 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M2/1 FL2.1, GLI M2/1 FL2.2, GLI M2/1 FL2.2, GLI M2/2 FL3.1, GL M2/1 FL4.1, GLI M2/1 FL4.2, GLI M2/1
50	Did You See the News?	Students will be able to talk about natural disasters reported on the news.	<ul style="list-style-type: none"> Activity 1, followed by pair work, p. 77. Activity 2, followed by pair work, p. 77. Activity 3 for pronunciation practice, p. 77. 		
51	Natural Disasters	Students will be able to report on recent natural disasters.	<ul style="list-style-type: none"> Ss to report on their natural disaster. Allow a few minutes practice time. 		
52	Will, May and Might for Probability	Students will be able to use modals to discuss degrees of probability.	<ul style="list-style-type: none"> Teach probability using Activity 1, p. 78. Activities 2-4, p. 78. For more practice, assign Grammar Builder exercises 1-3, SB p. 95. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
52	Will, May and Might for Probability	Students will be able to use modals to discuss degrees of probability.	<ul style="list-style-type: none"> • Teach probability using Activity 1, p. 78. • Activities 2-4, p. 78. • For more practice, assign Grammar Builder exercises 1-3, SB p. 95. 		
53	Will, May and Might for Probability (continued)	Students will be able to use modals to discuss degrees of probability, then make their own predictions about the future.	<ul style="list-style-type: none"> • Pair work: Activities 5-6, p. 78. Have Ss read their predictions to the class and take quick surveys to see what the class agrees will most likely happen. 		
54	Talking About the Future	Students will be able to talk about the future in the context of environmental issues.	<ul style="list-style-type: none"> • Lead a discussion about conservation and the environment. • Activity 1, p. 79, followed by pair work, p. 79. • Activity 2, p. 79. • Pair work: Activity 3, p. 79. 		
55	Man-made Disasters	Students will be able to identify and discuss man-made disasters.	<ul style="list-style-type: none"> • Elicit man-made disasters. Target vocab is Activity 1, p. 80. • Lead a discussion about the differences between natural disasters and man-made disasters. • Activity 2, p. 80. 		
56	Man-made Disasters (continued)	Students will be able to prepare and read a short news report about a man-made disaster	<ul style="list-style-type: none"> • Pair work: Activity 3, p. 80. Encourage Ss to ask questions. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
57	A Charity Poster	Students will be able to read, understand, and identify key information on a poster.	<ul style="list-style-type: none"> Activities 1-4, p. 81 		
58	A Charity Poster (continued)	Students will be able to create and explain a poster.	<ul style="list-style-type: none"> Pair work: Activity 5, p. 81. Hang the posters around the room and have Ss stand next to them to answer questions. 		
59	Review	Students will be able to conceptualize what they have learned through chapters 9-12.	<ul style="list-style-type: none"> Ask students to answer SB pp. 82-83 for their review test. 		
60	UNIT TEST				
FINAL EXAMINATION					

ENGLISH

M3

Core Curriculum for English M3

Foreign Language Strands, Learning Standards, and Grade Level Indicators

Strand	Learning Standards		Grade Level Indicators (GLI)
1. Language for Communication	FL1.1	Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.	<ol style="list-style-type: none"> 1. Act in compliance with requests, instructions, clarifications and explanations heard and read. 2. Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading. 3. Specify/write sentences and texts related to various forms of non-text information read related to sentences and paragraphs heard and read. 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.
	FL1.2	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.	<ol style="list-style-type: none"> 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. 2. Use requests appropriately and give instructions, clarifications and explanations. 3. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately. 4. Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read. 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.
	FL1.3	Ability to present data, information, concepts and views about various matters through speaking and writing.	<ol style="list-style-type: none"> 1. Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society. 2. Speak and write to summarise the main idea, theme and topic identified from analysis of matters/news/ incidents of interest to society. 3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.
			<ol style="list-style-type: none"> 3. Speak and write to express opinions about activities or various matters around them and experiences, as well as provide brief justifications.

Strand	Learning Standards		Grade Level Indicators (GLI)
2. Language and Culture	FL2.1	Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.	<ol style="list-style-type: none"> 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. 2. Describe the lifestyles, customs and traditions of native speakers 3. Participate in/organize language and cultural activities in accordance with their interests.
	FL2.2	Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.	<ol style="list-style-type: none"> 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. 2. Compare and explain similarities and differences between the lifestyles and culture of native speakers and those of Thais, and apply them appropriately.
3. Language and Relationship with Other Learning Areas	FL3.1	Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's worldview.	<ol style="list-style-type: none"> 1. Search for, collect and summarise the data/facts related to other learning areas from learning sources, and present them through speaking/writing.
4. Language and Relationship with Community in the World	FL4.1	Ability to use foreign languages in various situations in school, community and society.	<ol style="list-style-type: none"> 1. Use language for communication in real situations/ simulated situations in the classroom, school, community and community.
	FL4.2	Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.	<ol style="list-style-type: none"> 1. Use foreign languages in conducting research, collecting and summarizing knowledge/ various data from the media and different learning sources for further education and livelihood. 2. Disseminate/convey to the public data and news about the school, the community and the local area in foreign languages.

Course Description: English M3, Semester 1

Subject: Foreign Language	Course Number: ENG23101	Level: M3
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 1st

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

Speaking:

proper pronunciation practice, greetings, dialogue creation, oral reading and role plays;

Listening:

listening to real and recorded conversations;

Reading:

instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators (GLI):

FL1.1, GLI M3/1	FL1.1, GLI M3/2	FL1.1, GLI M3/3	FL1.1, GLI M3/4	
FL1.2, GLI M3/1	FL1.2, GLI M3/2	FL1.2, GLI M3/3	FL1.2, GLI M3/4	FL1.2, GLI M3/5
FL1.3, GLI M3/1	FL1.3, GLI M3/2	FL1.3, GLI M3/3		
FL2.1, GLI M3/1	FL2.1, GLI M3/2	FL2.1, GLI M3/3		
FL3.1, GLI M3/1				
FL4.1, GLI M3/1				
FL4.2, GLI M3/1	FL4.2, GLI M3/2			

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI’s will be satisfied in both the core and supplemental curricula.

The following 1 Grade Level Indicator will be included in the Supplemental curriculum:

FL2.2, GLI M3/2

Total up to 21 Indicators

Course Syllabus: English M3, Semester 1

Level: Matthayom 3 Credit: 1.5 Period: 60 hours Semester: 1st Semester Instruction Time: 3 periods/week

Get Ahead 3: Introduction (3 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Around the World	Students will be able to research and organize data on Thailand then write about the origins of the Thai flag.	<ul style="list-style-type: none"> Activities 1-3, p. 4 Pair work: Activities 4-5, p. 4. Compare and share "factfiles" and summaries about the origins of the Thai flag. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.1, GLI M3/3 FL1.1, GLI M3/4 FL1.2, GLI M3/4 FL1.3, GLI M3/2 FL2.1, GLI M2/2 FL3.1, GLI M3/1 FL4.2, GLI M3/1
2	Talking About Thailand	Students will be able to talk about different aspects of Thailand and its culture using a mind map.	<ul style="list-style-type: none"> AB053, Thailand Mind Map. Teach concept of mind-mapping and assist with structure. Group work: Divide Ss into small groups of 4 or 5 to collaborate on the mind-mapping project. 		
3	Talking About Thailand		<ul style="list-style-type: none"> AB053, Thailand Mind Map. Group presentations. Conduct a vote on the best. 		

Get Ahead 3: Introduction (3 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
4	Clothing	Students will be able to talk about clothing and fashion and what they like to wear.	<ul style="list-style-type: none"> Elicit clothing and accessories. Target vocab is Activity 1, p. 6. Activities 2-3, p. 6 Pair work: Activity 4, p. 6. Homework: Workbook, p. 4. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects 	FL1.1, GLI M3/1 FL1.2, GLI M3/1 FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL1.3, GLI M3/3 FL2.1, GLI M3/1

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
5	Shopping for Clothes	Students will be able to talk about shopping for clothing.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 7 Activity 3 for pronunciation practice, p. 7 	Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL2.2, GLI M3/1 FL3.1, GLI M3/1 FL4.1, GLI M3/1
6	Simple Present and Present Continuous	Students will be able to make sentences in a simple present form.	<ul style="list-style-type: none"> Teach/review the simple present and present continuous tenses using Activity 1, p. 8. Activities 2-3, followed by pair work, p. 8. Teach question tags using Activity 4, p. 8. Activity 5, followed by pair work, p. 8. For more practice, assign Grammar Builder exercises 1-2, SB p.84. 		
7	Shopping for Clothes	Students will be able to have a conversation about shopping for clothes.	<ul style="list-style-type: none"> Lead a discussion about shopping and different places to shop: markets, malls, etc. Activities 1-2, followed by pair work. Activity 3 for pronunciation, p. 7. Pair work: Have Ss workout a shopping role-play and act it out in class. Homework: Workbook, p. 6. 		
8	Negative Prefixes	Students will be able to make words negative by adding prefixes.	<ul style="list-style-type: none"> Teach negative prefixes using Activity 1, p. 10 as target vocabulary. Activities 2-3, p. 10. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> • Pair work: Activity 4, p. 10. • For more practice, assign Workbook, Activity 1, p. 7. 		
9	Personality and Appearance	Students will be able to understand the importance of first impressions, then make judgments by looking at photographs.	<ul style="list-style-type: none"> • Elicit the meaning of first impressions and lead a discussion about their importance. • Activities 1-3, p. 11. • Pair work: Activity 4, p. 11. 		
10	Personality and Appearance (continued)	Students will be able to compare themselves with classmates as well as give physical descriptions.	<ul style="list-style-type: none"> • AB020, Compare Yourself. • AB033, Wallflowers 		
11	UNIT TEST				

Get Ahead 3, Unit 2: Characters (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
12	Describing Personality	Students will be able to describe their personality.	<ul style="list-style-type: none"> • Elicit adjectives for personality. Target vocabulary is Activity 1, p. 14. • Activity 2, p. 12. • Pair work: Activity 3, p. 12. 	<p>Classroom work:</p> <ul style="list-style-type: none"> ■ Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects <p>Assignments/ Homework:</p> <ul style="list-style-type: none"> ■ Examining homework <p>Test/Worksheet/Unit test:</p> <ul style="list-style-type: none"> ■ Worksheets, pop quizzes, chapter reviews, unit tests <p>Midterm and Final Exams</p>	<p>FL1.1, GLI M3/1</p> <p>FL1.2, GLI M3/1</p> <p>FL1.2, GLI M3/4</p> <p>FL1.2, GLI M3/5</p> <p>FL3.1, GLI M3/1</p> <p>FL4.1, GLI M3/1</p>

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
13	What's He Like?	Students will be able to describe the personality of other people.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 13. Activity 3 for pronunciation practice. 		
14	Comparative and Superlative Adjectives	Students will be able to use comparative and superlative adjectives when comparing people.	<ul style="list-style-type: none"> Teach comparative and superlative adjectives using Activity 1, p. 14. Activity 2, followed by pair work, p. 14. For more practice, Grammar Builder exercise 1, p. 85. Homework: Workbook, p. 8. 		
15	Too.../Not... Enough	Students will be able to use too, not or enough in a sentence.	<ul style="list-style-type: none"> Teach too.../not... enough using Activity 3, p. 14. Activities 4-5, p. 14. Pair work: Activity 6, p. 14. Homework, Workbook, p. 9. 		
16	Giving Opinions		<ul style="list-style-type: none"> Activities 1-4, p. 15. Homework: Answer workbook, p. 10. 		
17	Giving Opinions (continued)		<ul style="list-style-type: none"> AB015, Because Because AB014, I Disagree 		
18	Compound Adjectives	Students will be able to know how to form and use compound adjectives.	<ul style="list-style-type: none"> Teach compound adjectives. Target vocabulary is Activity 1, p. 16. Activities 2-4, p. 16. Pair work, Activity 5, p. 16. Homework: Workbook exercise 1, p. 11. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
19	Organ Transplants	Students will be able to read, understand, and identify key points from a magazine article.	<ul style="list-style-type: none"> Activities 1-3, p. 17. Pair work: Activity 4, p. 17. Answer workbook exercises 2-3, p. 11. 		
20	UNIT TEST				

Get Ahead 3, Unit 3: Places (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
21	Town and Countryside	Students will be able to identify places in town and countryside.	<ul style="list-style-type: none"> Teach vocabulary for town and countryside, Activity 1, p. 18. Activities 2-3, p. 18. Pair work: Activity 4, p. 18. Homework: Workbook p. 12. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.2, GLI M3/2 FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL1.3, GLI M3/3 FL3.1, GLI M3/1 FL4.1, GLI M3/1
22	Where Do You Live?	Students will be able to describe where he or she lives.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 19. Activity 3, for pronunciation and writing practice, p. 19. Pair work: Use dialogue in Activity 1 and have Ss describe where they live. 		
23	Simple Present and Past Continuous	Students will be able to use simple past and past continuous in a sentence.	<ul style="list-style-type: none"> Teach simple past and past continuous using Activities 1-2, p. 20. For more practice, assign Grammar Builder exercise 1, p. 86. Homework: Workbook exercise 1-2, p. 13. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
24	Adverbs	Students will be able to identify and use adverbs in a sentence.	<ul style="list-style-type: none"> • Teach adverbs using the chart on p. 86. • Activities 3-4, p. 20. • Fun Finish: AB156, Sloooooowly • Homework: Workbook exercises 3-4, SB p. 13. 		
25	Describing Your Own Vacatio	Students will be able to describe their vacation	<ul style="list-style-type: none"> • Activity 1, followed by pair work, p. 21. • Activity 2, p. 21. • Pair work: Activity 3, p. 21. Monitor for interesting/funny conversations and have Ss share with the class. • Homework: Answer workbook, p. 14. 		
26	Extreme Adjectives	Students will be able to know some extreme adjectives.	<ul style="list-style-type: none"> • Elicit or teach extreme adjectives, using Activity 1 for target vocabulary, p. 22. • Activities 2-3, p. 22. • Pair work: Activity 4, p. 22. • Homework, Workbook, p. 14. 		
27	Adverbs and Extreme Adjectives	Students create and tell stories using adverbs and extreme adjectives.	<ul style="list-style-type: none"> • AB070 Sci-Fi Fairytale Dominoes. Review structure of story telling (setting, plot, conflict, resolution etc.) 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
28	Life Changes	Students will be able to read, understand, and identify key points from a magazine article, then write a short essay about where they live.	<ul style="list-style-type: none"> Activities 1-4, p. 23. Pair work: Activity 5, p. 23. Homework: Answer workbook, p. 15. 		
29	UNIT TEST				

Get Ahead 3, Unit 4: Being Human (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
30	Illnesses and Injuries	Students will be able to identify different illnesses, symptoms, and injuries.	<ul style="list-style-type: none"> Elicit different types of illnesses and injuries. See who has an interesting story to tell or relate one of your own. Target vocabulary is Activity 1, p. 24. Activity 2, p. 24. Pair work: Activity 3, p. 24. Homework: Workbook, p. 16. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.2, GLI M3/1 FL1.3, GLI M3/1 FL2.1, GLI M3/1 FL3.1, GLI M3/1 FL4.1, GLI M3/1 FL4.2, GLI M3/1 FL4.2, GLI M3/2
31	What's Wrong??	Students will be able to discuss illness and injuries.	<ul style="list-style-type: none"> Activities 1-2, followed by pronunciation practice, p. 25. Activity 3 for pronunciation practice, p. 25. Pair work: Activity 3, p. 25. 		
32	Modal Verbs	Students will be able to identify modal verbs.	<ul style="list-style-type: none"> Teach modal verbs using Activity 1, p. 26. Activities 2-3 p. 26 		


Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> For more practice, assign Grammar Builder exercises 1-2, SB p. 87. Homework: Workbook exercises 1-2, p. 17. 		
33	Modal Verbs		<ul style="list-style-type: none"> AB194, You Must But You Don't Have to 		
34	Giving Advice	Students will be able to give advice using various structures.	<ul style="list-style-type: none"> AB047 Why Don't You? 		
35	At the Doctor's Office	Students will be able to discuss symptoms with their doctor.	<ul style="list-style-type: none"> Activity 1 followed by pair work, p. 27. Activity 2, p. 27 Pair work, Activity 3, p. 27. 		
36			<ul style="list-style-type: none"> AB059 Doctors and Nurses 		
37	Diet and Health	Students will be able to talk about diet and health.	<ul style="list-style-type: none"> Teach vocabulary associated with health and diet, using Activity 1, p. 28. Activities 2-3, p. 28. Pair work: Activity 4, p. 28. 		
38	A Lifestyle Report	Students will do a listening exercise then write about their own lifestyle.	<ul style="list-style-type: none"> Activities 1-5, p. 29. Have Ss share their reports with their report with the class or post around the room and take a vote. 		
39	Review	Students will be able to conceptualize what they have learned through chapters 1-4.	<ul style="list-style-type: none"> Ask students to answer SB p. 30 – 31 for their review test. 		
40	UNIT TEST				

Get Ahead 3, Unit 5: Friends Together (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
41	Friendship	Students will be able to describe activities with friends.	<ul style="list-style-type: none"> • Teach verbal phrases associated with friendship. Target vocabulary is Activity 1, p. 32. • Activity 2, p. 32. • Pair work: Activity 3, p. 32. • Homework: Workbook, p. 20. 	Classroom work: <ul style="list-style-type: none"> ■ Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> ■ Examining homework 	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.1, GLI M3/3 FL1.1, GLI M3/4 FL1.2, GLI M3/1 FL1.3, GLI M3/1
42	"Problem Page"	Students will be able to tell their problems.	<ul style="list-style-type: none"> • Activities 1-2, p. 33. • Pair work: Activity 3, p. 33 • Activity 4, p. 33 • Pair work, Activity 5, p. 33. 	Test/Worksheet/Unit test: <ul style="list-style-type: none"> ■ Worksheets, pop quizzes, chapter reviews, unit tests 	FL2.1, GLI M3/1 FL2.1, GLI M3/2 FL3.1, GLI M3/1
43	Asking for Advice	Students will be able to ask for and give advice about personal problems.	<ul style="list-style-type: none"> • AB197, Agony Aunt 	Midterm and Final Exams	FL4.1, GLI M3/1 FL4.2, GLI M3/1 FL4.2, GLI M3/2
44	Present Perfect and Simple Past	Students will be able to ask for and give advice about personal problems.	<ul style="list-style-type: none"> • Teach present perfect and simple past using Activity 1, p. 34. • For more Apractice, assign Grammar Builder, p. 88. • Activity 2, p. 34. • Homework: Workbook exercises 1-2, SB p. 21. 		
45	Present Perfect with For and Since	Students will be able to use for and since to construct sentences in the present perfect tense.	<ul style="list-style-type: none"> • Teach present perfect with for and since using Activity 3, p. 34. • Activity 4, followed by pair work. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
46	Getting to Know People	Students will be able to use phrases when meeting new people.	<ul style="list-style-type: none"> • Activity 1, p. 3 followed by pair work. • Activities 2, p. 35. • Pair work: Activity 3, p. 35. • Homework: Workbook, p. 22. 		
47	Compound Nouns	Students will be able to form and use compound nouns.	<ul style="list-style-type: none"> • Teach compound nouns. Activity 1 is target vocabulary, p. 36. • Activity 2, p. 36 • Activity 3 for pronunciation practice, p. 36. • Activity 4, p. 36 • Homework: Workbook exercise 1, SB p. 23. 		
48	Social Networks	Students will be able to read, understand, and identify key points in a magazine article about social networking.	<ul style="list-style-type: none"> • Activities 1-3, p. 37. • Pair work: Activity 4, p. 37. • Home work: Workbook exercises 2-4, p. 23. 		
49	UNIT TEST				

Get Ahead 3, Unit 6: *Right or Wrong?* (6 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
12	Crime	Students will be able to know vocabulary associated with crime.	<ul style="list-style-type: none"> • Elicit different types of crime using Activity 1, p. 38 as target vocabulary. • Activities 2-3, p. 38 • Pair work, Activity 4, p. 38. • Homework: Workbook, p. 24. 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects	FL1.1, GLI M3/1 FL1.2, GLI M3/1 FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL2.1, GLI M3/3 L4.1, GLI M3/1

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
51	Crime (Continued)		<ul style="list-style-type: none"> AB243 Crime Taboo 	Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	
52	Quiz	Students will listen to a short recording on crime and extract key points to answer a quiz.	<ul style="list-style-type: none"> Activities 1-3, p. 39. Pair work, Activity 4, p. 39. 		
53	Alibis	Students will interrogate suspects to solve a crime.	<ul style="list-style-type: none"> AB242 Alibi 		
54	Reporting A Crime	Students will be able to talk about reporting a crime to the police.	<ul style="list-style-type: none"> Activity 1, followed by pair work, p. 41. Activity 2, p. 41. Pair work: Activity 3, p. 41. Activity 4 for pronunciation practice, p. 41. Homework: Answer workbook, p. 26. 		
55	Past Perfect (Continued)	Students will be able make adjectives by adding suffixes to nouns.	<ul style="list-style-type: none"> Activities: Grammar Builder, SB p. 89, and Workbook, p. 25. 		
56	Adjective Endings (Continued)		<ul style="list-style-type: none"> Pair work: Activity 5, p. 42. Activity: Workbook, p. 27. 		
57	Cybercrime	Students will be able to read, understand, and identify key points in a magazine article about cybercrime.	<ul style="list-style-type: none"> Activities 1-3, p. 43. Pair work: Activity 4, p. 43. 		
58	Cybercrime (Continued)	Students will discuss and debate whether certain punishments fit a crime.	<ul style="list-style-type: none"> Group work: Activity 5, p. 43. Have groups present their conclusions to the class. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
59	Review				
60	UNIT TEST				
MID-TERM EXAMINATION					

Course Description: English M3, Semester 2

Subject: Foreign Language	Course Number: ENG23201	Level: M3
Period: 60 hours/semester	Academic Credit: 1.5	Semester: 2nd

This course provides students with the opportunity to speak, listen, read and write. This course will also help students to increase their comprehension and ability to derive context from reading as well as identify key ideas and points from different types of texts and conversations. Through interactive daily activities, this course will also provide students a great opportunity to develop the four skills needed for language production:

Speaking:

Proper pronunciation practice, greetings, dialogue creation, oral reading and role plays;

Listening:

Listening to real and recorded conversations;

Reading:

Instructions, grammar drills, vocabulary, short stories, and various kinds of texts;

Writing:

Fill in the blank sheets, sentences that describe a feeling, sight or experience, reports, dialogues, journal and blog entries, and short stories.

Grade Level Indicators (GLI):

FL1.1, GLI M3/1	FL1.1, GLI M3/2	FL1.1, GLI M3/3	FL1.1, GLI M3/4	
FL1.2, GLI M3/1	FL1.2, GLI M3/2	FL1.2, GLI M3/3	FL1.2, GLI M3/4	FL1.2, GLI M3/5
FL1.3, GLI M3/1	FL1.3, GLI M3/2	FL1.3, GLI M3/3		
FL2.1, GLI M3/1	FL2.1, GLI M3/2			
FL3.1, GLI M3/1				
FL4.1, GLI M3/1	FL4.1, GLI M3/2			
FL4.2, GLI M3/1	FL4.2, GLI M3/2			

Some Learning Standards and GLIs within them – “Language and Culture,” for example -- naturally lend themselves to the expanded framework, activities, and teaching methodology of the supplemental curriculum and have been included there. At times, GLI's will be satisfied in both the core and supplemental curricula.

The following 5 Grade Level Indicators will be included in the Supplemental curriculum:

FL2.1, GLI M3/1	FL2.1, GLI M3/2	FL2.1, GLI M3/3
FL3.1, GLI M3/1		
FL4.2, GLI M3/1		

Total up to 24 Indicators

Course Syllabus: English M3, Semester 2

Level: Matthayom 3 Credit: 1.5 Period: 60 hours Semester: 2nd Semester Instruction Time: 3 periods/week

Get Ahead 3, Unit 7: Get to Work! (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
1	Jobs	Students will be able to identify and discuss different kinds of jobs.	<ul style="list-style-type: none"> Elicit different types of jobs. Target vocabulary is Activity 1, p. 44. Pair work: Activity 2, p. 44. Activity 3, p. 44. Pair work: Activity 4, p. 44. Pair Work: Activity 4: 20 Questions, p. 44 Answer workbook, p. 28. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.2, GLI M3/1 FL1.2, GLI M3/3 FL3.1, GLI M3/1 FL4.1, GLI M3/1 FL4.2, GLI M3/2
2	What Would Be Your Ideal Job?	Students will be able to talk their "dream" job.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 45. Activity 3 for pronunciation practice, p. 45. Activity: Try It Out, p. 45. Homework: Have Ss write a short paragraph about their ideal job, including the advantages and disadvantages. 		
3		Students will be able to make value judgments about different professions then write about and present their ideal job.	<ul style="list-style-type: none"> Have Ss present their homework assignment to the class. AB008, The Good and the Bad. 		
4	So/Such	Students will be able to make sentences using so and such to mean very.	<ul style="list-style-type: none"> Teach so/such using Activity 1, p. 46 Explain the correct usage of so / such in a sentence. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
			<ul style="list-style-type: none"> Activity 2, SB p. 46. For more practice, Grammar Builder 1, p.90. Homework: Workbook exercise 1, SB p. 29. 		
5	Not as...as	Students will be able to use not as/as in a sentence to make comparisons.	<ul style="list-style-type: none"> Teach the structure: not as... as Using Activity 3, p. 46. Activity 4, p. 46. Pair Work: Activity 5. Answer workbook exercises 2-4, p. 29. 		
6	Comparing and Contrasting	Students will be able read, understand and identify key points in a dialogue about comparing and contrasting.	<ul style="list-style-type: none"> Activity 1, SB p. 47 followed by pair work. Activity 2, p 47. Answer workbook, p. 30. 		
7		Students will be use grammar structures to compare and contrast two ideas.	<ul style="list-style-type: none"> Pair work: Activity 3. Expand this activity to include presentations to the class. Use AB014, I Disagree, to encourage participation. 		
8	Verbs and adjectives + prepositions	Students will be able to make sentences with verbs and adjectives + prepositions.	<ul style="list-style-type: none"> Teach verbs and adjectives + prepositions. Target vocabulary is Activity 1, p. 48. Activity 2, p. 48 Pair work: Activity 3, p. 48. Homework: Workbook, p. 31. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
9	The Perfect Job	Students will be able to read, understand, and identify key points from a magazine article about the perfect job.	<ul style="list-style-type: none"> Activities 1-4, p. 49. Group Work: Activity 5. Post jobs around the room to see which job most Ss would apply for. 		
10	UNIT TEST				

Get Ahead 3, Unit 8: *Fragile Earth* (12 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
11	Environmental Problems	Environmental Problems Students will be able to describe identify different environmental problems.	<ul style="list-style-type: none"> Teach environmental problems, using Activity 1 as target vocabulary, p. 50. Lead a discussion about local issues. Activities 2-4, p. 50. Group work: Activity 5, p. 50. Using Ss ideas, lead a group discussion about the causes and effects.	Classroom work: ■ Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.1, GLI M3/4 FL1.2, GLI M3/1 FL1.2, GLI M3/3 FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL1.3, GLI M3/3 FL3.1, GLI M3/1 FL4.1, GLI M3/1
12	What Could We Do To Help?	Students will be able to talk about how they can help improve the environment.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 51. Activity 3 is for pronunciation practice, p. 51. Group work: Have Ss discuss and debate what can be done individually to help the environment. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
13	Future Plans and Predictions: Will / Be GoingTo	Students will be able to use will or be going to to talk about future plans and predictions.	<ul style="list-style-type: none"> • Teach will/be going to using Activity 1, p. 52. • Activities 2-4, p. 52. • Pair work: Activity 4, p. 52. • For more practice, Grammar Builder exercises 1-2, p. 91. 		
14			<ul style="list-style-type: none"> • AB265 John Armpit Is Coming to Town. Modify for relevance. 		
15	Making Arrangements	Students will learn words and phrases associated with making arrangements.	<ul style="list-style-type: none"> • Listen to the conversation in exercise 1, SB p. 53 and practice with a partner. • Answer exercise 2, SB p. 53 and listen to the conversation. • Teach conversation phrases: Do you have any plans for the weekend? I'm going to make some posters. Let's all meet at my house. What time do you want to meet? I'll call you later. I'll wait to hear from you. • Make a new conversation from the conversation phrases and practice with a friend. • Homework: Answer workbook, p. 34. 		
16			<ul style="list-style-type: none"> • AB049, Blind Date 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
17	Adjectives Ending in -ing and -ed.	Students will be able to know use adjectives ending in -ing and -ed to make sentences.	<ul style="list-style-type: none"> Teach the grammar structures using Activity 1, p. 54. Activities 2-4, p. 54. Activity: Workbook exercise 1, p. 35. 		
18	A Campaign Brochure	Students will be able to read, understand, and identify key points in a campaign brochure, then write their own.	<ul style="list-style-type: none"> Activities 1-3, SB p. 55. Group Work: Activity 4. Write a campaign brochure. Homework: Workbook exercises 2-4, p. 35. 		
19		Students will practice their presentation and public speaking skills.	<ul style="list-style-type: none"> Activity 4, p. 55, continued. Have Ss present their campaign posters. Display around the room. 		
20	Review	Students will be able to conceptualize what they have learned through chapters 1-4.	<ul style="list-style-type: none"> Activity: p. 56 - 57. 		
21	UNIT TEST				




Get Ahead 3, Unit 8: *Fragile Earth* (12 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
22	Money	Students will be able to know and use vocabulary associated with money.	<ul style="list-style-type: none"> Teach money. Target vocabulary is Activity 1, p. 58. Activity 2, p. 58. Pair Work: Activity 3, p. 58. Homework: Workbook, p. 36. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects 	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.1, GLI M3/4 FL1.2, GLI M3/1 FL1.2, GLI M3/3

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
23	Quiz	Students will be able to read, understand, and select key points from a recording about money, then answer a quiz about money.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 59. Pair work: Activity 3 p. 59. 	Assignments/ Homework: ■ Examining homework Test/Worksheet/Unit test: ■ Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL1.3, GLI M3/3 FL3.1, GLI M3/1 FL4.1, GLI M3/1
24	Second Conditional	Students will be able to understand second conditionals and how to use them.	<ul style="list-style-type: none"> Teach the second conditional using Activity 1, p. 60. Activities 2-4, p. 60. Pairwork, Activity 5, p. 60. For more practice, Grammar Builder, p. 92. 		
25		Students will be able to use the second conditional to talk about hypothetical situations.	<ul style="list-style-type: none"> AB247, If...I Would... Homework: Workbook, p. 37. 		
26	Talking About Imaginary Situations	Students will be able to talk about imaginary situations.	<ul style="list-style-type: none"> Activity 1, followed by pair work, p. 61. Activity 2 for pronunciation practice, p. 61. Activity 3, p. 61. Pair work: Activity 4, p. 61. Homework: Workbook, p. 38. 		
27	Money: Phrasal Verbs	Students will be able to know and use phrasal verbs use when talking about money.	<ul style="list-style-type: none"> Activity 1 is target vocabulary, p. 62. Activities 2-3, p. 62. Pair work: Activity 4, p. 62. Answer exercise 2, SB p. 62. Homework: Workbook exercise 1, SB p. 39. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
28	The Cost of Living	Students will be able to read, understand, and identify key points from a magazine article about the cost of living.	<ul style="list-style-type: none"> Activities 1-3, p. 63. Pair work: Activity 4, p. 63. 		
29	UNIT TEST				

Get Ahead 3, Unit 5: On the Menu (10 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
30	Typical Dishes	Students will be able to identify different dishes from other countries.	<ul style="list-style-type: none"> Elicit typical dishes they know from other countries. Target vocabulary is in Activities 1-2, p. 64. Activity 3, p. 64. Pair work: Activity 4, p. 64. Vote for the most appetizing. Homework: Workbook, p. 40. 	Classroom work:  Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework:  Examining homework	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.1, GLI M3/4 FL1.2, GLI M3/1 FL1.2, GLI M3/3 FL1.3, GLI M3/1 FL1.3, GLI M3/2
31	I Love Korean Food	Students will be able to talk about world foods.	<ul style="list-style-type: none"> Activity 1 and 3, p. 65. Pair work: Activity 4, p. 65. Activity 2 is for intonation practice 	Test/Worksheet/Unit test:  Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.3, GLI M3/3 FL3.1, GLI M3/1 FL4.1, GLI M3/1
32	The Passive Voice	Students will be able to understand passive and use the passive voice.	<ul style="list-style-type: none"> Teach/review the passive voice using Activity 1, p. 66. Activities 2-3, p. 66. Pair work: Activity 5, p. 66. For more practice, Grammar Builder exercises 1-2, p.93. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
33	In a Restaurant	Students will be able to know some helpful phrases to use in restaurants.	<ul style="list-style-type: none"> Activity 1, followed by pair work, p. 67. Activity 2, p. 67. Pair work: Activity 3, p. 67. Answer workbook, p. 42. 		
34	Discussing Foods	Students will be able to talk about their favorite foods and make comparisons with other world foods.	<ul style="list-style-type: none"> AB064, Eating in Thailand Alternate Activity: Create restaurant role-plays and dialogues and act out in class. 		
35	Quantities	Students will be able to know and use quantity classifiers.	<ul style="list-style-type: none"> Target Vocabulary is Activity 1, p. 68. Activity 2, p. 68. Pair work: Activity 3, p. 68. 		
36			<ul style="list-style-type: none"> Activity: Workbook, p. 43. AB130, Containers 		
37	A Big Appetite	Students will be able to read, understand, and identify key points in a magazine article about special diets, then design and write a healthy diet.	<ul style="list-style-type: none"> Activities 1-3, p. 69. Pair work: Activity 4. Share ideas and vote. 		
38	UNIT TEST				

Get Ahead 3, Unit 11: Invention (9 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
39	Mechanisms	Students will be able to know key parts of machinery.	<ul style="list-style-type: none"> Target vocabulary is Activity 1, p. 70. Activity 2, p. 70. Pair work: Activity 3, p. 70. Homework: Workbook, p. 44. 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests Midterm and Final Exams	FL1.1, GLI M3/1 FL1.1, GLI M3/3 FL1.1, GLI M3/4 FL1.2, GLI M3/1 FL1.2, GLI M3/2 FL2.2, GLI M3/1 FL3.1, GLI M3/1 FL4.1, GLI M3/1
40	Quiz	Students will listen to recording and select key points, then answer a quiz about inventions.	<ul style="list-style-type: none"> Activities 1-2, p. 71 Pairwork: Activity 3, p. 71. FF057, Eureka! Home work: Divide Ss into small groups and have them think of a simple invention to solve everyday problems. (due lesson 48) 		
41	Relative Clauses	Students will be able to use relative clauses to describe something.	<ul style="list-style-type: none"> Teach relative clauses, using Activity 1, p. 72. Activities 2-4, p. 72. Pair work: Activity 5, p. 72. Explain the grammar structure of a relative clause in exercise 1, SB p. 72. Answer exercise 2, SB p. 72 and complete the sentences. Answer grammar builder, SB p. 95. 		
42			<ul style="list-style-type: none"> For more practice: Grammar Builder, p. 94. Workbook, p. 45. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
43	Explaining How Things Work	Students will be able to ask for solutions to problems.	<ul style="list-style-type: none"> • Activity 1, followed by pair work, p. 73. • Activity 2 is pronunciation practice, p. 73. • Activity 3, p. 73. • Pair work: Activity 4, p. 73. • Homework: Workbook, p. 46. 		
44	Materials	Students will be able to identify different kinds of materials and things made from them.	<ul style="list-style-type: none"> • Target vocabulary is Activity 1, p. 74. • Activity 3, p. 74. • Pair work: Activities 3-4, p. 74. • FF024, Product Profiles. 		
45	Unusual Inventions	Students will read, understand, and identify key points from a website about unusual inventions.	<ul style="list-style-type: none"> • Activities 2-3, p 75. 		
46	Inventions	Students will practice presentation and public speaking skills.	<ul style="list-style-type: none"> • Groups will present inventions from homework assigned during lesson 42. Have a competition. 		
47	UNIT TEST				

Get Ahead 3, Unit 12: Communicate (11 hours)

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
48	The Internet	Students will be able to discuss ways of using the Internet for communication.	<ul style="list-style-type: none"> Target vocabulary is Activity 1, p. 76. Activities 2-3, p. 76. Pair work: Activity 4, p. 76. Home work: "There's an App for That" Teach what this phrase means and how we use it. Then divide into groups and have Ss create an app that hasn't been thought of yet. (Due lesson 58.) 	Classroom work: <ul style="list-style-type: none"> Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects Assignments/ Homework: <ul style="list-style-type: none"> Examining homework Test/Worksheet/Unit test: <ul style="list-style-type: none"> Worksheets, pop quizzes, chapter reviews, unit tests 	FL1.1, GLI M3/1 FL1.1, GLI M3/2 FL1.2, GLI M3/1 FL1.2, GLI M3/2 FL1.3, GLI M3/1 FL1.3, GLI M3/2 FL1.3, GLI M3/3 FL4.1, GLI M3/1 FL4.2, GLI M3/1
49	Do You Need Help With That?	Students will be able to ask for and offer help.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 77. Activity 3 is pronunciation practice, p. 77. 	Midterm and Final Exams	
50	Reported Speech	Students will be able to understand reported speech and use it in conversations.	<ul style="list-style-type: none"> Teach/review reported speech using Activity 1, p. 78. Activities 2-3, p. 78. Pair work: Activity 4, p. 78. 		
51			<ul style="list-style-type: none"> For more practice, Grammar Builder exercise 1, p. 95. Activity: Workbook, p. 49. 		
52	Reporting Conversations	Students will be able to report conversations to others.	<ul style="list-style-type: none"> Activities 1-2, followed by pair work, p. 79 Pair work: Activity 3, p. 79. Homework: Workbook, p. 50. 		

Lesson 1 hour lesson	Topic	Objectives	Activities	Overall Assessment/ Evaluation	Strand/Grade Level Indicators/
53	Speech Verbs	Students will be able to identify different speech verbs to be used in daily situations.	<ul style="list-style-type: none"> Teach speech verbs using Activity 1, p. 80. Activity 2, p. 80. Pair work: Activity 3, p. 80. Homework: Workbook exercise 1, p. 51. 		
54	E-mails	Students will read, understand and identify key points in an email, then write their own emails.	<ul style="list-style-type: none"> Activities 1-3, p. 81. Pair work: Activities 4-5, p. 80 		
55	E-mails	Students will practice more email writing.	<ul style="list-style-type: none"> Pair work: Create some interesting and funny topics. Have Ss draw from a hat, then, in pairs, write an email. Share and compete, 		
56	Apps	Students will practice presentation and public speaking skills.	<ul style="list-style-type: none"> Groups will present inventions from homework assigned during lesson 50. Have a competition. 		
57	Review	Students will be able to conceptualize what they have learned through chapters 9-12.	<ul style="list-style-type: none"> Ask students to answer SB pp. 82-83 for their review test. 		
58	UNIT TEST				

FINAL EXAMINATION

III. Assessment and Evaluation of Students' Achievement

Overall Assessment

The primary goal of assessment and evaluation is determine whether or not the prescribed learning standards have been achieved. Information is gathered to help teachers determine students' strengths and weaknesses in learning English. The overall assessment also helps teachers to create instructional approaches to motivate students and in assessing the overall effectiveness of classroom practices.

Assessment or evaluation is the method of gathering information from learning sources including assignments, projects, classroom participation and tests that correctly depict the student performance. Overall assessment refers to the quality of judging student performance based on the criteria set for each level. Students will receive feedback from teachers at the end of each semester in the form of a letter. Areas of assessment include:

Classroom work:

- Asking questions; monitoring; assessing projects, tasks and assignments, and other in-class projects

Assignments/Homework:

- Examining homework

Test/Worksheet/Unit test:

- Worksheets, pop quizzes, chapter reviews, unit tests

Mid-term and Final Examinations

Criteria for Grading System

Semester 1:

Test/Quizzes/Unit Test	Seatwork/ Homework	Participation	Midterm Exam	Total (Summative 1)
10	10	5	20	45

Semester 2:

Test/Quizzes/ Unit Test	Seatwork/ Homework	Participation	Final Exam	Total (Summative 2)
15	10	5	30	55

Final Grade is computed by adding Summative 1 (Semester 1) and Summative II (Semester 2)

Summative I	Summative 2	Final Grade
45	55	100

IV. Supplementary Curriculum for English

This Andrew Biggs Academy supplementary curriculum is based on ABA's unique and proven methodology of inspiring creativity, facilitating collaboration, and building confidence in our students. We achieve this by creating a learning environment where students feel safe taking risks when applying new concepts.

We believe the key to learning English within this framework is to challenge and engage students with practical skills activities that can be applied within the context of real-life scenarios and situations. In other words, in our classrooms students will learn not just by listening and memorizing, but also by doing.

The foundation of the supplemental program is a personal reading program, innovative and fun ways to build and use new vocabulary, and an abundance of conversation activities. The supplemental program will also be used as the platform for various extra-curricular activities including an annual theatre production, spelling bee, and debates. However, our program is designed to be fluid and flexible, with our teachers taking the lead in assessing the areas in greatest need of study by taking into account a variety of factors including:

1. Student progress
2. Areas within the Core Curriculum that require review or further instruction
3. Filling coursework gaps between the Thai and EP English programs
4. Additional areas of instruction not included in the Core Curriculum

The Supplemental Curriculum for M1-3 English will be two hours per week for a total of 40 hours per semester. This breaks down to two periods per week.

One period per week will be devoted to "ReV", or Reading and Vocabulary. The second period can be determined by the teacher based on the needs and desires of the students.

ReV PROJECT (Reading & Vocabulary)

The ReV project aims to create a love of English through reading. At the same time, students learn vocabulary which they will use in their lessons.

1. VOCABULARY

Students learn 20 words a week. They receive 20 words at the beginning of each ReV period. The teacher goes through this vocabulary to ensure students have a thorough understanding of the words. This vocabulary is directly related to the unit that is being taught in the Core curriculum, so there is an element of relevancy to the words. This is the responsibility of the teacher to keep the words meaningful and relevant. Thus, the teacher must prepare the word list and present it at the beginning of the ReV class. Students have one week to learn the words and place each word in a sentence. Or, students can use the words in a role play to be performed in front of the class. They can also tell a story, or even sing a song using the words as lyrics. This is up to the discretion of the teacher.

2. BOOKWORM

Bookworm aims to foster a love of reading. For the last half of the ReV period, students will sit quietly and read. Each student chooses a book from the Bookworm Library and reads it. The student may take the book home to continue to read. Students must read a total of four books per semester, and they will receive a grade for this. Students will naturally gravitate to the easiest books at first (from the readers and abridged versions of classic books), but this is fine and is to be encouraged. For books 2, 3 and 4, however, the teacher must ensure the student chooses a book of a higher level of difficulty when compared to the previous book. ABA provides the books for this project. Teachers are responsible for the collection and lending of books.

SPECIAL PROJECTS

The second period per week is devoted to a project or activity that requires English immersion, and co-operation between students, or a competition. This could be a mock spelling bee (in preparation for the annual Spelling Bee), or preparation for inter-school competition. For the 2016 school year, an emphasis will be placed on Debating. Teachers are asked to explain the set-up of debates. Towards the end of the school year, in second semester, there will be a debate held between students and teachers, and students and Andrew Biggs, to be presented in front of the school.

Other projects that can be undertaken are small plays and skits, or impromptu performances. Students can create a Facebook page or website about their activities, not unlike an online newspaper. Students can make a movie about the school, or about anything they think is relevant. This period aims to foster imagination and creation within the sphere of English.

V. Reference Books

Get Ahead Student Book, M.1
Get Ahead Workbook, M.1

Get Ahead Student Book, M.2
Get Ahead Workbook, M.2

Get Ahead Student Book, M.3
Get Ahead Workbook, M.3

