



**SAMSEN WITTAYALAI SCHOOL
ENGLISH PROGRAM**

COURSE OUTLINE

Subject: English (*EN21101*)

Course Classification: Foundation Additional

Learning Period: 3 Periods/Week

Credit Unit: 1.5

Grade Level: Mattayomsuksa 1 (*Grade 7*)

Semester 1 Academic Year 2022

Learning Area: Languages

Samsenwittayalai School English Program

Teacher: Paul O'Mara

I. COURSE DESCRIPTION

The aim of this course is to improve the core abilities of the student's English skills in writing, reading, speaking and listening. The course will focus on encouraging and developing the student's ability to use English in their daily lives. All the stages of the course will be set at the student's individual skill level, which will allow the student to progress comfortably at a pace that will suit everyone. Set at pre-intermediate level this course will be suitable for all students, and can be adjusted dependent on the student's prior skills.

By presenting the lessons in an appropriate manner and order, the course students will learn to strengthen their confidence in expressing ideas, opinions and emotions. Projects and presentations will allow the student to gain confidence as both an individual and when working in a group. Evaluations will be done at each stage via various assessment methods, which will follow the curriculum as laid out. Practical language skills will be used to help students understand how English is used in various situations.

By applying the knowledge learnt and skills developed students will be able to use English with confidence. By the end of the course, they will be able to communicate English effectively with native English speakers. Being able to use English in an effective style, will enhance their understanding of this global language for use in future academic institutions and in real-life situations.

II. INDICATORS / LEARNING OUTCOMES

1. Learners' reading, analytical thinking and writing skills meet the criteria prescribed by the respective educational institutions.
2. Learners' desirable characteristics meet the criteria prescribed by the respective educational institutions.
3. F1.1.1 Act in compliance with orders requests, instructions and simple explanations heard and read.

- 3 F1.1.2 Accurately read aloud texts, advertisements and short poems by observing the principles of reading.
- 4 F1.1.3 Choose/specify the sentences and texts related to non-text information read.
- 5 F1.1.4 Specify the topic and main idea and answer questions from listening to and reading dialogues, tales and short stories.
- 6 F1.2.1 Converse to exchange data about themselves, various activities and situations in daily life.
- 7 F1.2.2 Use requests and give instructions and clarifications according to the situation.
- 8 F1.2.3 Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations.
- 9 F1.2.4 Speak and write appropriately to ask for and give data and express opinions about what has been heard or read.
- 10 F1.3.1 Speak and write to describe themselves, their daily routines, experiences and the environment around them.
- 11 F1.3.3 Speak/write to express opinions about activities or various matters around them as well as provide brief justifications.
- 12 F2.1.1 Use language, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers.
- 13 F2.2.1 Tell the differences and similarities between pronunciation of various kinds of punctuation marks and word order in accordance with the structures of sentences in foreign language and Thai language.
- 14 F2.2.2 Compare similarities and differences between the festivals, celebrations, important days and lifestyles of native speakers and those of Thais.
- 15 F3.1.1 Search for, collect and summarize the data/facts related to other learning areas from learning resources, and present them through speaking/writing.
- 16 F4.2.1 Use foreign languages in conducting research for knowledge/various data from media and different learning sources for further education and livelihood.

III. TENTATIVE COURSE OUTLINE

Week	Topics / Contents	Indicators	Period(s)
1	Introductions – course outline - pre tests	F1.1.1	3
2	Are you? Can you? Do you? Did you? – The perfect date?	F1.2.1	3
3	The remake project – Practical English	F1.1.2 F1.1.3	3
4	Where’s my passport? That’s me in the picture!	F1.1.2 F1.2.4	3
5	One ark October evening – Revise & test	F1.1.3 F1.1.4 F1.3.1	3
6	Trip-A-side – Put it in your calendar!	F1.1.4 F1.2.4 F2.2.1	3
7	Word games – Practical English	F1.1.3 F1.1.4	3

8	Presentations & Revision	F1.1.2 F1.2.3 F1.2.4	3
9	Mid term exams		
10	Who does what? – In your basket	F1.2.1 F1.3.1 F1.3.3 F2.1.1	3
11	Great Weekend – Revise & test	F1.1.4 F2.1.1	3
12	I want it now – Twelve lost wallets	F1.2.2 F1.2.4	3
13	How much is enough? – Practical English	F1.1.4 F1.2.3 F1.3.1	3
14	Think positive or negative – I’ll always love you	F1.1.4 F2.1.1 F2.2.2	3
15	The meaning of dreaming -Revise & test	F1.3.1	3
16	First day nerves – Happiness is.....	F1.2.1 F2.1.1 F2.2.1	3
17	Could you pass the test? – Practical English Project – presentations Revision	F1.1.2 F1.1.4 F1.2.3 F1.2.4 F2.1.1 F2.2.1	3
18	End of semester final exam		

IV. Teaching Methods and Management0

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|---|--|--|
| <input type="checkbox"/> Experiment | <input checked="" type="checkbox"/> Lecture/Discussion | <input checked="" type="checkbox"/> Group work |
| <input checked="" type="checkbox"/> Individual work | <input checked="" type="checkbox"/> Game | <input type="checkbox"/> Song |
| <input checked="" type="checkbox"/> Self-learning | <input checked="" type="checkbox"/> Demonstration | <input checked="" type="checkbox"/> Role play |
| <input checked="" type="checkbox"/> Project | <input checked="" type="checkbox"/> Experience | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Local Wisdom based | <input checked="" type="checkbox"/> Others | |

V. Teaching Materials/ Supplements

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Handouts | <input checked="" type="checkbox"/> Worksheets | <input checked="" type="checkbox"/> Teacher’s text book |
| <input type="checkbox"/> Graphs/ Diagrams | <input type="checkbox"/> Maps | <input checked="" type="checkbox"/> Pictures |
| <input type="checkbox"/> Samples/ Models | <input checked="" type="checkbox"/> Exercise s | |
| <input checked="" type="checkbox"/> Commercial Text Book: English File | | |

DVD/VCD

Websites: Kahoot, google classroom

Others

VI. ASSESSMENT AND EVALUATION

Indicator Score from SGS	Formative I				Midterm	Formative II						Final
	1	2	3	4		10	11	12	13	14	15	
Total score	5	5	5	5	15	10	10	5	5	5	10	20
1. Learners' reading, analytical thinking						10						
2. Learners' desirable characteristics							10					
3. F1.1.1				1	1							
4. F1.1.2			5									
5. F1.1.3				1	2					1		3
6. F1.1.4				2	3					2		4
7. F1.2.4					1							
8. F1.2.5								3				1
9. F1.3.1	5				2							
10. F1.3.3								2				2
11. F2.1.2									2			1
12. F2.1.3											2	
13. F2.2.1				1	5				3	2	5	7
14. F2.2.2					1							
15. F3.1.1		5										2
16. F4.1.1											3	
Total	20				15	45						20

VII. ASSIGNMENT

Item	Percentage
Formative 1	20
Presentation	5
Homework	5
Classwork	5
Module test	5
Mid-term Examination	15
Formative 2	45
Desirable Characteristics	10
Learner's Key Competencies	10
Module test	5
Presentation	5
Project	5
Classwork/homework	10
Final Examination	20
Total	100