

## COURSE OUTLINE

COURSE NUMBER:	Eng 23201
COURSE TITLE:	Listening and Speaking 5
CREDIT:	0.5
STUDENT LEVEL:	Matthayom 3/1 - 9
SEMESTER:	1
ACADEMIC YEAR:	2016-2017
TEACHER'S NAME:	Mr. Rollie S. Caccam
MARK (FORMATIVE & SUMMATIVE):	80:20

### LEARNING OBJECTIVES:

At the end of the course, the students should be able to perform at least 50% accuracy of the following objectives:

1. Introduce themselves using basic information like name, address, age and preferences.
2. Ask about emotions and feelings;
3. Relate these feelings in the subjects they study;
4. Act out common illnesses;
5. Describe the things they can't do when sick;
6. Identify singular and plural nouns;
7. Use nouns in present progressive form;
8. Classify domestic and wild animals;
9. Spell different immediate and extended family; and
10. Give varied house chores done by different family members.

Eng 23201 Listening and Speaking 5  
Semester 1 Academic Year 2016-2017

Unit	Language Content / Language Skill	Number of Hours	Evaluation	T a s k / Assignment
1	<p>“GETTING TO KNOW EACH OTHER”</p> <p><u>Basic Information</u> <i>name, nickname, age, address, birthday, class, school, book, movie, food, phone number, email address</i></p> <p><u>Asking about and giving personal information</u> <i>Where do you study? I study at .... How can I call you? My nickname’s .... What do you prefer, Italian or Chinese food?</i></p>	2	<p>Checking students’ ability to introduce themselves</p> <p>Checking students’ ability to ask and give personal information</p>	<p>Question and Answer</p> <p>Speaking pairs</p>
2	<p>“WHAT A FEELING!”</p> <p><u>Emotions</u> <i>happy, sad, angry, hungry, excited, amazed, thirsty, bored, tired, scared</i></p> <p><u>Subjects in school</u> <i>English, Math, Science, P.E, Music, Arts, Health, Social Studies, Thai, Chinese, Japanese, French</i></p> <p><u>Structure Combination</u> <i>I feel bored when I study English. I feel tired in P.E. I feel scared when I study Math.</i></p>	3	<p>Checking students’ ability to express their feelings</p> <p>Observing students’ ability to relate their feelings to the different subjects they study in school</p>	<p>How Do You Feel Game</p> <p>P i c t u r e s Identification</p> <p>Matching type: emotions &amp; subjects</p> <p>Conversation</p>
3	<p>“YOU CAN</p> <p><u>Illnesses</u> <i>headache, sore throat, broken leg, toothache, headache, stomach ache bruise, blister, cold</i></p>	3	<p>Checking students’ ability to identify common illnesses</p> <p>Observing students’ ability to express the things they are unable</p>	<p>Group Work</p> <p>P i c t u r e Identification</p>

	<p><a href="#">Expressing inability to do things due to sicknesses</a>  <i>I can't walk properly because I have a broken leg.</i>  <i>I can't breathe well because I have a cold.</i>  <i>I can't think properly because of my headache.</i></p>		to do because of common sicknesses	Matching Type Worksheet
	MIDTERM	1		
4	<p>“WHAT HUMANS DO, ANIMALS DO BETTER”</p> <p><a href="#">Animals</a>  <i>tiger, birds, cat, dog, dolphin, monkeys, pigs, elephants, rabbit, snake, bears</i></p> <p><a href="#">Subject Verb Agreement</a>  <b>singular + is</b>  <b>plural + are</b></p> <p><a href="#">present progressive tense of verbs</a>  <b>VERB + ing</b>  <i>look – looking</i>  <i>dance – dancing</i>  <i>eat – eating</i></p> <p><a href="#">Sentence Structure</a>  <i>The cat is cooking.</i>  <i>The elephants are walking.</i>  <i>The tiger is looking.</i></p>	3	<p>Observing students' ability to classify domestic from wild animals</p> <p>Checking students' correct usage of subject verb agreement + the progressive tense of VERBS</p> <p>Observing students' ability to create a sentence basing from a picture</p>	<p>Classifying Animals worksheet</p> <p>Grammar Wall</p> <p>Picture Identification</p>
5	<p>“JUST DO IT”</p> <p><a href="#">House Chores</a>  <i>washes the dishes, sweeps the floor, scrubs the toilet, cooks food, sets the table, waters the plants, irons the uniform, cleans the car, does the laundry, throws the garbage</i></p> <p><a href="#">Family Member: Immediate VS Extended</a>  <i>husband, wife, son, daughter, cousin, aunt, uncle, sibling, niece,</i></p>	3	<p>Checking students' ability to enumerate the chores they do at home</p> <p>Observing students' ability to classify</p>	<p>Oral Recitation</p> <p>Family tree worksheet</p>

	<i>nephew</i> <u>Question &amp; Answer</u> <i>What does your aunt do at home?</i> <i>She cooks food.</i> <i>What does your father do at home?</i> <i>He cleans the car.</i> <i>What does your cousin do at home?</i> <i>She scrubs the toilet.</i>		<i>immediate vs extended family members</i>  Checking students' ability to assign a suitable house chore for a particular family member	Conversation
FINAL		1		

ลงชื่อ .....

(Mr. Rollie S. Caccam)

ครูผู้สอน

ความเห็นของหัวหน้ากลุ่มสาระ.....

ลงชื่อ .....

(นางนงนุช จงถาวรสถิตย์)

ความเห็นของวิชาการ.....

ลงชื่อที่ ร.ต.

(วิศิษฐ์ พชรวโรทัย)

ความเห็นของผู้อำนวยการ

เห็นชอบ

ไม่เห็นชอบ

ลงชื่อ .....

(นายไพยม จันทร์น้อย)

ผู้อำนวยการโรงเรียนศรีบุญยานนท์

