

Strisuksa School (Sallabus and Lesson Plan) E.P Department (Program)

Course Syllabus

Subject: English Code: E20255 Matthayomsuksa: 3 Semester: 1 Year 2025

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| Week | Date | Learning Unit**/Topics** | Total Period | Marks | Assessment/ Assignment | Notice |
| 1-2 |  | Why We Need To Communicate | 8 | 5 | Vocabulary, Listening, Speaking, Reading and Writing Tests |  |
| 3-4 |  | The Socratic Method | 8 | 5 |
| 5-6 |  | Organization of Paragraph | 8 | 5 |
| 7-8 |  | Can You “Comprehend” | 8 | 5 |
| 9 |  | Writing a Topic Sentences (Simple Past and Past Continuous) | 4 | 10 |  |  |
| **10** |  | **Midterm** | **1** | **20** | **Writing Test** |  |
| 11-12 |  | Free Solo (Review from the Video) Suffix -ment | 8 | 5 | Vocabulary, Listening, Speaking, Reading and Writing Tests |  |
| 13-14 |  | Fear is Fun, For Some (base words and affixes) | 8 | 5 |  |
| 15 |  | Adjective Clause | 4 | 5 |  |
| 16 |  | STEAM Careers (Prefixes in-, im, and un-) | 4 | 5 |  |
| 17 |  | Traditional Passage | 4 | 5 |  |
| 18-19 |  | Simple Past and Present Perfect | 8 | **5** |  |
| 20 |  | **Finals** | **1** | **20** | **Writing Test** |  |

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| **Learning Unit 1:** Reading 1 | **Group Size:** 30-40 | **Class:** Mathayom3 |
| **Topic:** Communications | **Time:** 60 minutes |
| **Skill Focus:** Writing skill, Reading skill, Listening skill, Speaking Skills |
| **Lesson Objectives:** By the end of the lesson the;* students will be able to identify the main idea and details in a text about why need communication is important.
* students will be able to give examples about the main idea and details of the text.
* students will be able to understand the context of the passage about why we need to communicate.
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| **Materials:** Book and PowerPoint presentation |
| **Step** | **Interaction** | **Teaching-Learning Activities Strategies** | **Time** |
| **E****N****G****A****G****E** | Teacher and students | * **Question:** What do you think are some reasons why people need to communicate?
* Allow students to share their thoughts and discuss in small groups.
 | 10 mins |
| **S****T****U****D****Y** | Teacher and students | **Introduction to Communication** * Use a to list different types of communications (e.g. school, neighborhood, online).
* Show a YouTube video explaining the importance of communication.

**Main Idea vs. Details** * Define main idea as the central point of a text and details as supporting information.
* Provide examples of main ideas and details in a text about communication.

**Reading Activity** * Distribute a reading passage about why we need to communicate.
* Ask students to read the passage and underline the main idea and details.
* Use annotations for students to write and draw on the passage.
 | 20 mins |
| **A****C****T****I****V****A****T****E** | Students | * **Question:** What is the main idea of the passage?
	+ A) Communication help people feel connected
	+ B) Communication can only be found in schools
	+ C) Communication is not important
	+ **Explanation:** The correct answer is A, as the passage discusses how communication help people feel connected and supported.
* **Question:** List one detail from the passage that supports the main idea.
	+ A) People communicate and work together
	+ B) Communication has no impact on individuals
	+ C) Communication is only for socializing
	+ **Explanation:** The correct answer is A, as the passage mentions how people in communities work together to achieve common goals.
 | 10 mins |
| **C****L****O****S****U****R****E** | Students and Teacher  | Review the lesson by asking students to summarize.**Homework:*** Go and discuss the advantages and disadvantages of communication and it’s important
 | 10 mins |

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| **Learning Unit 2:** Reading 2 | **Group Size:** 30-40 | **Class:** Mathayom3 |
| **Topic:** Energy | **Time:** 60 minutes |
| **Skill Focus:** Writing skill, Reading skill, Listening skill, Speaking Skills |
| **Lesson Objectives:** By the end of the lesson the;* students will be able to identify the main idea and details in a text about Energy.
* students will be able to give examples about the main idea and details of the text.
* students will be able to understand the context of the passage about Energy.
 |
| **Materials:** Book and PowerPoint presentation |
| **Step** | **Interaction** | **Teaching-Learning Activities Strategies** | **Time** |
| **E****N****G****A****G****E** | Teacher and students | * Ask students to brainstorm what they think makes energy. This will help gauge their prior knowledge and set the stage for the lesson.
 | 10 mins |
| **S****T****U****D****Y** | Teacher and students | **Introduction to Energy** * Define what energy is and why it is important.
* Show a YouTube video showcasing Energy.
* Discuss the main element of Energy.

**Reading Comprehension** * Read an excerpt from "Energy power of the future" together as a class.
* Use annotations to highlight key points and encourage student participation.
* Ask students to list the main idea and supporting details of the text.
 | 20 mins |
| **A****C****T****I****V****A****T****E** | Students | * Launch a on the main idea and details of the text.

**Question:** What is the main idea of Energy to the world"?* + A) Energy to the world is designed for maximum efficiency
	+ B) Energy to the world prioritize the well-being of their residents and makes work easier
	+ C) Energy to the world focus on economic growth at all costs
	+ D) Happy cities are designed to be aesthetically pleasing
	+ **Explanation:** The correct answer is B. Energy to the world prioritize the well-being of their residents by incorporating elements such as green spaces, community centers, and pedestrian-friendly streets.
* Conduct a to gather students' opinions on what makes Energy very important.
 | 10 mins |
| **C****L****O****S****U****R****E** | Students and Teacher  | Review the lesson by asking students to summarize.**Homework:*** Students lists the main idea and details of their own choice of passage.
 | 10 mins |

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| **Learning Unit:** 3 Reading 3 | **Group Size:** 30-40 | **Class:** Mathayom3 |
| **Topic:** Transportation | **Time:** 60 minutes |
| **Skill Focus:** Writing skill, Reading skill, Listening skill, Speaking Skills |
| **Lesson Objectives:** By the end of the lesson the;* students will be able to know the important of transportation
* students will be able to organize effectively about how it works
 |
| **Materials:** Book and PowerPoint presentation |
| **Step** | **Interaction** | **Teaching-Learning Activities Strategies** | **Time** |
| **E****N****G****A****G****E** | Teacher and students | * Begin by asking students to list what they already know about transportation. This will help gauge their prior knowledge and understanding of the topic.
 | 10 mins |
| **S****T****U****D****Y** | Teacher and students | **Introduction to transportation*** Use a to visually explain the importance of transportation.
* Show a YouTube video demonstrating the how transportation is helpful in our daily lives.

**Identifying various types of transportations*** Discuss the air transportation, water transportation, road transportation,
* Provide examples and have students identify them.

 * Teach students how to use these various transportations.
* Have students practice how we use them.

**Organizin** discuss how to improve them.Have students work in pairs to discuss the value and uses of transportation | 20 mins |
| **A****C****T****I****V****A****T****E** | Students | **Group discussion*** Use the tool to assess students' understanding of the various transportations.
 | 10 mins |
| **C****L****O****S****U****R****E** | Students and Teacher  | Review the lesson by asking students to summarize.**Homework:**Ask students to discuss their favorite way of transportation and why. | 10 mins |

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| **Learning Unit 4:** Reading 4 | **Group Size:** 30-40 | **Class:** Mathayom3 |
| **Topic:** Art | **Time:** 60 minutes |
| **Skill Focus:** Writing skill, Reading skill, Listening skill, Speaking Skills |
| **Lesson Objectives:** By the end of the lesson the;* students will be able to identify the important and beauty of Art.
* students will be able to list examples of Art work.
* students will be able to describe and know the meaning of Art.
 |
| **Materials:** Book and PowerPoint presentation, YouTube |
| **Step** | **Interaction** | **Teaching-Learning Activities Strategies** | **Time** |
| **E****N****G****A****G****E** | Teacher and students | * Ask students to brainstorm about what they know about Art and how important it’s to them.
 | 10 mins |
| **S****T****U****D****Y** | Teacher and students | **Introduction to Art*** Define Art and give few examples.
* Read and provide clarity about Art.

**Practice Exercises** * Use a to write down base words.
* Ask students to practice drawing his or her friend sitting high in on top of the tree.
* Have students share their examples with the class.

**Interactive Quiz** * Allow student debate their work.
* Example question: Separate them into two groups, and ask who has the best Art work and let each group state why they think their work is the best?

**YouTube Video** * Show a short video about an Art work how it started and how it ended.
 | 20 mins |
| **A****C****T****I****V****A****T****E** | Students | * **Quiz Question:**

Why do people do Art?* **Explanation:** By personal expression and therapeutic release to communication, culture preservation, and even for the inherent enjoyment and aesthetic beauty it offer.
 | 10 mins |
| **C****L****O****S****U****R****E** | Students and Teacher  | Review the lesson by asking students to summarize.**Homework:**Ask students to go and discuss the advantages and disadvantages while doing art work. . | 10 mins |