

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. | | | | |
| **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 |