

# Course syllabus

Subject : English

Year : 4

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 8	How much time have we got?	<ul style="list-style-type: none"> <li>• Expressing quantity</li> <li>• Airport vocabulary</li> <li>• Correct usage of 'some' and 'any'</li> <li>• Correct usage of 'how many' and 'how much'</li> </ul> <p>Different ways of pronouncing 'ed' endings and passed simple verbs.</p>	F 1.1 Grade 4	4. Answer questions from listening to and reading sentences, dialogues and simple tales.	<ul style="list-style-type: none"> <li>• Students will be able to identify airport words.</li> <li>• Students will be able to complete sentences with the correct expression of quantity.</li> </ul> <p>Students will learn some expressions of quantity.</p>
Unit 9	Something new to watch	<ul style="list-style-type: none"> <li>* Audio-visual vocabulary</li> <li>* Infinitive of purpose</li> <li>* Use to + the base form</li> <li>* How often...?</li> <li>* Adverbs of frequency</li> </ul> <p>Words ending in 'er and 'or'.</p>	F1.1 Grade 4	F1.1 1. Act in compliance with orders, requests and simple instructions heard or read. 2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read	<ul style="list-style-type: none"> <li>* Students will be able to identify words for audio-visual equipment.</li> <li>* Complete sentences with the correct infinitive of purpose.</li> <li>* Ask and answer questions about favorite TV shows.</li> <li>* Read and understand a TV guide.</li> <li>* Ask and answer questions with how often and adverbs of frequency.</li> </ul> <p>Identify words ending with <i>er</i> and <i>or</i> and match the sound to specific words.</p>
			F1.2 Grade 4	F1.2 Speak to express their own feelings about various matters around them and various activities by following the models heard.	

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 10	I've printed my homework	<ul style="list-style-type: none"> <li>* Computer vocabulary</li> <li>* Present perfect: affirmative</li> <li>* Present perfect: questions, answers and negatives</li> <li>'ur' and 'ir' spellings</li> </ul>	<p>F1.1 Grade</p> <p>F4.1 Grade 4</p>	<p>F1.1</p> <ol style="list-style-type: none"> <li>1. Act in compliance with orders, requests and simple instructions heard or read.</li> <li>2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.</li> <li>3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read</li> <li>4. 4. Answer questions from listening to and reading sentences, dialogues and simple tales.</li> </ol> <p>F4.1</p> <p>Listen and speak in situations in the classroom and in school.</p>	<ul style="list-style-type: none"> <li>* Students are able to identify words for talking about computers.</li> <li>* Complete sentences with the correct form of the present perfect (affirmative).</li> <li>* Ask and answer questions about what you use a computer for.</li> <li>* Read and understand online instructions on how to send an email. Identify words with <i>ur</i> and <i>ir</i> and match the sound to specific words.</li> </ul>
Unit 11	Have you ever been.....?	<ul style="list-style-type: none"> <li>* Places vocabulary</li> <li>* Present perfect: ever</li> <li>* Present perfect: never</li> <li>'ea' and 'e' spellings</li> </ul>	<p>F1.3 Grade 4</p> <p>F4.1 Grade 4</p>	<p>F1.3</p> <ol style="list-style-type: none"> <li>1. Speak/write to give data about themselves and matters around them.</li> <li>2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to identify words for places.</li> <li>* Ask and answer present perfect questions with ever and never.</li> <li>* Read and understand an account of an expedition.</li> </ul>

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
				3. Speak to express simple opinions about matters around them.  F4.1  Listen and speak in situations in the classroom and in school.	Identify words with <i>ea</i> and <i>e</i> and match the sound to specific words.
Unit 12	What's the matter?	* Illness vocabulary * Should / shouldn't * Could / couldn't 'le' and 'al' endings	F1.2 Grade 4  F4.1 Grade 4	F1.3  1. Speak/write in an exchange in interpersonal communication.  2. Use orders, requests and simple requests for permission.  3. Speak/write to express their own needs and to ask for help in simple situations.  4. Speak/write to ask for and give data about themselves, their friends and families.  F4.1  Listen and speak in situations in the classroom and in school.	* Students should be able to identify words for illness. * Give advice using should and shouldn't when someone is ill. * Ask and answer questions using could and couldn't. * Read and understand an information leaflet. * Describe what you do to be healthy * Connect sentences using because and so. Identify words ending with <i>le</i> and <i>al</i> and match the sound to specific words.
Midterm Semester 2					

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 13	Can you help me?	<ul style="list-style-type: none"> <li>* Smoothies vocabulary</li> <li>* Object pronouns</li> <li>* Relative pronouns 'el' and 'il' endings</li> </ul>	<p>F1.3 Grade 4</p> <p>F4.1 Grade 4</p>	<p>F1.3</p> <ol style="list-style-type: none"> <li>1. Speak/write to give data about themselves and matters around them.</li> <li>2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.</li> <li>3. Speak to express simple opinions about matters around them.</li> </ol> <p>F4.1</p> <p>Listen and speak in situations in the classroom and in school.</p>	<ul style="list-style-type: none"> <li>* Students should be able to identify words for making smoothies.</li> <li>* Use object pronouns in questions and sentences.</li> <li>* Use relative pronouns</li> <li>* Ask and answer questions about people's jobs.</li> <li>* Read and understand two factual accounts about young heroes. Identify words ending with <i>el</i> and <i>il</i> and match the sound to specific words.</li> </ul>
Unit 14	We were fishing	<ul style="list-style-type: none"> <li>* Family vocabulary</li> <li>* Past continuous</li> <li>* Dates 'tion' and 'shion' endings</li> </ul>	<p>F1.1 Grade 4</p> <p>F4.1 Grade 4</p>	<p>F1.1</p> <ol style="list-style-type: none"> <li>1. Act in compliance with orders, requests and simple instructions heard or read.</li> <li>2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.</li> <li>3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to identify words for making smoothies.</li> <li>* Use past continuous in questions, sentences, and short answers.</li> <li>* Say and write dates.</li> <li>* Read and understand a narrative poem.</li> <li>* Able to talk about memories. Identify words ending with <i>tion</i> and</li> </ul>

				<p>4. 4. Answer questions from listening to and reading sentences, dialogues and simple tales.</p> <p>F4.1</p> <p>Listen and speak in situations in the classroom and in school.</p>	<p><i>shion</i> and match the sound to specific words.</p>
Unit 15	Good news, bad news	<ul style="list-style-type: none"> <li>* Jobs vocabulary</li> <li>* Past simple and past continuous</li> <li>* Grammar homophones: there/ they're / their</li> <li>* Vocabulary homophones</li> </ul>	<p>F1.2 Grade 6</p> <p>F4.1 Grade 4</p>	<p>F1.2</p> <ol style="list-style-type: none"> <li>1. Speak/write in an exchange in interpersonal communication.</li> <li>2. Use orders, requests and simple requests for permission.</li> <li>3. Speak/write to express their own needs and to ask for help in simple situations.</li> <li>4. Speak/write to ask for and give data about themselves, their friends and families.</li> </ol> <p>F4.1</p> <p>Listen and speak in situations in the classroom and in school.</p>	<ul style="list-style-type: none"> <li>* Students should be able to identify words for talking about jobs.</li> <li>* Use past simple and past continuous in questions, sentences, and short answers.</li> <li>* Use homophones in a sentence.</li> <li>* Read and understand a traditional story.</li> <li>* Able to talk about your wishes. Identify some homophones.</li> </ul>
<b>Final Exam Semester 2</b>					
<b>Total Score for Semester 2</b>					

## Course syllabus

Subject : Mathematics

Year : 4

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 8	Fractions (1)	<ul style="list-style-type: none"> <li>* Mixed numbers</li> <li>* Improper fractions hundredths</li> <li>* Improper fractions and mixed numbers</li> <li>* Comparing and ordering fractions</li> <li>* Fractions of a set</li> <li>* Chapter 8 Review</li> </ul>	M 1.1 Grade 4	1. Write and read Hindu-Arabic and Thai numerals and written forms showing cardinal numbers, 0, fractions, and one-place decimals.  2. Compare and arrange sequence of cardinal numbers and 0, fractions, and one-place decimals.	<ul style="list-style-type: none"> <li>* Students should be able to identify the different types of fractions.</li> <li>* Identify which fraction is more or less by comparing numerators and denominators.</li> <li>* Students will be able to express parts of a group of things in fractions.</li> <li>* Students will deepen their understanding of fractions in the review.</li> </ul>
Unit 9	Addition and Subtraction of Fractions	<ul style="list-style-type: none"> <li>• Adding Fractions</li> <li>• Subtracting Fractions</li> <li>• Word problems</li> <li>Chapter 9 Review</li> </ul>	M 1.2 Grade 4		

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 10	Decimals (1)	<ul style="list-style-type: none"> <li>• Understanding Tenths</li> <li>• Understanding Hundredths</li> <li>• Understanding Thousandths</li> <li>• Comparing and ordering Decimals</li> <li>• Rounding decimals</li> </ul> Fractions and Decimal	MA2.1 Grade 4  MA2.2 Grade 4	MA1. 1. Write and read Hindu-Arabic and Thai numerals and written forms showing cardinal numbers, 0, fractions, and one-place decimals.  2. Compare and arrange sequence of cardinal numbers and 0, fractions, and one-place decimals.	<ul style="list-style-type: none"> <li>* Students should be able to recognize one place decimals (tenths), second place decimals, (Hundredths) and third place decimals (thousandths).</li> <li>* Express fractions as a decimal.</li> <li>* Identify which decimal is more or less by comparing them.</li> <li>* Round off decimals to the nearest whole number.</li> </ul>
Unit 11	Decimals (2)	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Word problems</li> <li>• Multiplication</li> <li>• Division</li> <li>• Estimation of Decimals</li> </ul> Word problems	MA1.2 Grade 4  Ma6.1 Grade 4	MA1.2 1. Add, subtract and mix addition, subtraction, multiplication, and division of cardinal numbers and 0, as well as be aware of validity of the answers.  2. Analyze and show method of finding answers to problems and mix-problems of cardinal numbers and 0, as well as be aware of validity of the answers, and be able to construct problems.  3. Add and subtract fractions with same denominator.	<ul style="list-style-type: none"> <li>* Students should be able to add decimals, subtract and write them in the vertical form, multiply and write the product as a decimal and divide.</li> <li>* Read and solve word problems using the four operations of subtract, add, multiply and divide.</li> </ul> Estimate decimals by rounding them off to the nearest whole number, tenth, hundredth and thousandth.

# Course syllabus

Subject : Science

Year : 4

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 13	Three states of matter	* Properties of solids, liquids and gases * Air pressure and liquid pressure	SC3.1 Grade 4	1. Experiment and explain properties of solids, liquids and gases. Categorise substances into groups by using their state or other student-prescribed criteria prescribed.  3. Experiment and explain separation of materials through sifting, precipitation, filtering, sublimation and evaporation.  Explore and categorise various substances used in daily life by using their properties and utilization for useful purposes as criteria.	* Students should be able to compare solids, liquids and gases in terms of shape, volume and ease to flow. * Students should be able to explain air pressure and liquid pressure.
Unit 14	Air	* Properties of air * Composition of air	SC3.1 Grade 4	1. Experiment and explain properties of various kinds of materials concerning elasticity, hardness, toughness, heat conductivity and density. 2. Search for data and discuss application of materials	* Students should be able to describe the properties of air. * Students should understand that the atmosphere has different properties at different elevations.
Unit 15	Water	* Properties of water * Water. water, everywhere * Quality of water	SC3.1 Grade 4	1. Experiment and explain properties of various kinds of materials concerning elasticity, hardness, toughness, heat conductivity and density. 2. Search for data and discuss application of materials	* Students should be able to describe the properties of water. * Students will recognize that water covers majority of the Earth's surface  Students will be able to explain what quality of water means.



Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
<b>Midterm Semester 2</b>					
Unit 16	Forces	<ul style="list-style-type: none"> <li>* Forces and moving objects</li> <li>* Describing the motion of an object</li> <li>* Measuring the motion of an object</li> <li>* Representing motion on a graph</li> <li>* Forces               <ul style="list-style-type: none"> <li>Magnetic force</li> </ul> </li> </ul>	SC4.1 Grade 4  SC4.2 Grade 4	SC4.1 1. Experiment and explain effects of forces acting on objects. Experiment the falling of objects on the Earth's surface and explain the Earth's attractive forces for the objects.  SC4.2 1. Experiment and explain frictional forces and apply the knowledge gained for useful purposes.	<ul style="list-style-type: none"> <li>* Students will be able to understand that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line.</li> <li>* Students will know that the motion of an object can be described by its position, direction of motion and speed.</li> <li>* Students will understand that that a magnet can exert a force and move objects.               <ul style="list-style-type: none"> <li>Students will understand the forces of attraction between magnets and magnetic materials.</li> </ul> </li> </ul>

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 17	Forms and uses of energy	<ul style="list-style-type: none"> <li>* Light energy</li> <li>* Heat energy</li> <li>* Sound energy</li> <li>* Electrical energy</li> <li>* Kinetic energy</li> <li>Potential energy</li> </ul>	SC5.1 Grade 4	SC5.1 1. Experiment and explain motion of light from its source. 2. Experiment and explain reflection of light on objects. Experiment and classify objects based on visual characteristics from sources of light.	<ul style="list-style-type: none"> <li>* Students will be able to identify light energy and its uses.</li> <li>* Students will be able to identify heat energy and its uses.</li> <li>* Students will be able to identify sound energy and its uses.</li> <li>* Students will be able to identify electrical energy and its uses.</li> <li>Students will be able to identify the different forms of potential energy and their uses.</li> </ul>
Final Exam Semester 2					

## Course syllabus

Subject : **Social Studies**

Year : **4**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 3	Economics	<ul style="list-style-type: none"> <li>♦ Money in economy</li> <li>♦ Consumer's rights.</li> <li>♦ Goods and services.</li> <li>♦ Sufficiency economy</li> </ul>	<p>So 3.1 Grade 4 1-3</p> <p>So 3.2 Grade 4 1-2</p>	<p>1. Specify the factors affecting choice in buying goods and services.</p> <p>2. Tell the fundamental rights as consumers and protect their own interests as consumers.</p> <p>3. Explain the principles of Sufficiency Economy and apply them in their own daily lives.</p> <p>1. Explain economic relationships of people in the community</p> <p>2. Explain basic functions of money</p>	<ul style="list-style-type: none"> <li>♦ Students will be able to identify economic keywords.</li> <li>♦ Students will be able to differentiate between goods and services, as well as making an appropriate choice.</li> <li>♦ Students will learn what the Sufficiency Economy is. it can be supported.</li> </ul>
<b>Midterm Semester 2</b>					

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 5	Geography	<ul style="list-style-type: none"> <li>♦ Locating places in our province.</li> <li>♦ Learning about our environment.</li> <li>♦ Changes and conservation of natural resources in the province.</li> </ul>	<p>So 5.1 Grade 4 1-3</p> <p>So 5.2 Grade 4 1-5</p>	<p>1. Use maps and photographs; specify important physical characteristics of their own province.</p> <p>2. Specify sources of resources and various things in their own province by using maps.</p> <p>3. Use maps to explain relationships of various things in the province.</p> <p>1. Compare environmental changes in the community from the past to the present. 2. Explain dependence on the environment and natural resources in meeting basic needs and livelihood of human beings.</p> <p>3. Explain about pollution and origin of pollution caused by man.</p> <p>4. Explain differences between urban and rural areas.</p> <p>5. Be aware of the environmental changes in the community.</p>	<ul style="list-style-type: none"> <li>♦ Students will be able to identify keywords of geography.</li> <li>♦ Students will be able to locate places by learning how to read a map.</li> <li>♦ Students will be able to differentiate between natural and man-made environment, as well as learn about how the environment changes and what can be done to protect it.</li> </ul>

**Final Exam Semester 2**

# Course syllabus

Subject : **Phonics**

Year : **4**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
1	endings –it and –ad endings–ism –ft Final blend –nk, -ld, -nt beginnings gl- pr- sn-  beginning blends tr, pl, sl	hit , had Buddhism, craft bank, gold, plant  prize, snap, glance trap, please, slim	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	<ul style="list-style-type: none"> <li>- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher’s model.</li> <li>- Students should be able to place high frequency vocabulary in lists based on their phonic sounds.</li> <li>- Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher’s model.</li> <li>- Students should be able to confidently articulate the sounds.</li> </ul>
2	Sound of J  Sound of CH  Sound of SH	jar bridge danger  children bench  shop, action, brush	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	<ul style="list-style-type: none"> <li>- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher’s model.</li> <li>- Students should be able to place high frequency vocabulary in lists based on their phonic sounds.</li> <li>- Students should be</li> </ul>

					able to attempt to spell or read less common words that they do not know, by listening to the teacher's model. - Students should be able to confidently articulate the sounds.
3	Initial blends sm sp and sk  final blends –sk, -sp  final blends –st final blends -ot Initial blends sw scr and squ Initial blends str, spr, spl	small, space, sketch  crisp desk past shot swap screen, square straight spring split	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model. - Students should be able to place high frequency vocabulary in lists based on their phonic sounds. - Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model. - Students should be able to confidently articulate the sounds.
4	unvoiced TH  voiced Th  final sound –an final sound –en final sound –l and –ug final sound lth, x, cks,ks	thick north  this father  fan when bug still	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model. - Students should be able to place high

		health, six, socks hooks			frequency vocabulary in lists based on their phonic sounds. - Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model. - Students should be able to confidently articulate the sounds.
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# Course syllabus

Subject : **Health**

Year : **4**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
5	Healthy lifestyle	<ul style="list-style-type: none"> <li>- Healthy growth</li> <li>- Food</li> <li>- Exercise</li> <li>- Relax</li> <li>- Emotions</li> </ul> <p>Prevent harming your health</p>	H4.1 Grade 4	<ol style="list-style-type: none"> <li>1. Explain relationship between the environment and health.</li> <li>2. Explain states of emotions and feelings affecting health.</li> <li>3. Analyse data on labels of food and health products to make consumption choices.</li> <li>4. Test and improve physical capacities from the results of physical fitness testing.</li> </ol>	<ul style="list-style-type: none"> <li>- Students will be able to understand how to lead a healthy lifestyle through a balanced diet and exercise.</li> <li>-The students will also be able to identify and explain the importance of rest and how this effects our emotions. They will also understand that we need to control our reactions and emotions that maybe will be harmful to ourselves and/or others.</li> </ul>
6	Safety	<ul style="list-style-type: none"> <li>- Senses</li> <li>- Safety in exercise</li> <li>- Safety in streets</li> <li>- Crossing the road</li> </ul>	H5.1 Grade 4	<ol style="list-style-type: none"> <li>1. Explain the importance of the use of medicines and proper methods for using medicines.</li> <li>2. Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.</li> <li>3. Analyse the damage of cigarette smoking and alcoholic drinks on health and analyse methods of protection</li> </ol>	<ul style="list-style-type: none"> <li>- Students will be able identify dangers through our five senses.</li> <li>-They will understand the importance of wearing proper clothing, how to keep warm up and that they should not eat too much food before exercising.</li> </ul>



					-students will understand the importance of following road safety such as crossing the road and wearing the correct equipment to protect yourself in case of an accident.
7	First aid	<ul style="list-style-type: none"> <li>- Fainting</li> <li>- bleeding</li> <li>- Burns</li> </ul>	H5.1 Grade 4	2. Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.	<p>- The students will be able to recognize why people may faint and how we can prevent this from happening in the future.</p> <p>-Students will learn what to do if someone has a minor wound or a person is losing a lot of blood.</p> <p>-They will be able to assist and treat someone if they have a small superficial burn.</p>

# Course syllabus

Subject : Japanese

Year : 4

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
1	<u>Lesson2:</u>  Classroom	<ul style="list-style-type: none"> <li>• Question forms.</li>   <li>• Affirmative and negative forms.</li>           <li>• Hiragana 46 letters and sounds.</li> </ul>		-Asking and answering about classroom items and personal belongings.  -Question word: nan(what) Kore wa nan desuka? =What is this?  -Particle:mo(also) -Possessive pronoun: no(~'s)  -Negative forms:jyanai(not) Kore wa hon jyanai desu. = This is not a book.  Reading and writing hiragana letters:ま (ma)み(mi) む(mu) め(me) も(mo) や(ya)ゆ(yu) よ(yo) Review linesあと は	Understands and uses classroom items in simple sentences.  Understands question forms, affirmative and negative sentences.    Identifies and recognizes Japanese hiragana letters and sounds.
<b>Midterm semester 2</b>					
2	<u>Lesson2:</u> Classroom          <u>Lesson3:</u> School	<ul style="list-style-type: none"> <li>• Question forms</li>           <li>• Locations</li> </ul>		-Question word: dore (Which one?) -Demonstrative pronouns: kore(this), sore(that), are(that one over there)  -Kore wa ___desuka, ___desuka? = Is this ___or___?	Understands the use of question words and pronouns.  Understands and uses affirmative and negative sentences.

		<ul style="list-style-type: none"> <li>Hiragana letters and words.</li> </ul> <p>Exam revision</p>	<p>-Demonstrative pronouns:  koko(here)  soko(there)  asoko(over there)</p> <p>-Question word:doko  (where)</p> <p>Hiragana writing:  ら(ra)り (ri) る(ru) れ(re) ろ(ro)  わ (wa)を (wo) ん(n)</p>	<p>Understands and makes simple sentences about locations.</p> <p>Reads and understands hiragana characters and words.</p>
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**Final Exam Semester 2**

# Course syllabus

Subject : **Chinese**

Year : **4**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 12	Career	<ul style="list-style-type: none"> <li>- Review: family members</li> <li>- New Words: career</li> <li>- Sentence patterns My dad is a doctor. My mom is a teacher. I am a student. ... ..</li> <li>- Passage</li> <li>- New characters</li> </ul>		<ol style="list-style-type: none"> <li>1. Introduce the standard pronunciation, meaning of the new words to students.</li> <li>2. Illustrate the new sentence patterns to students.</li> <li>3. Encourage students to write down their family member's career by using new sentence patterns.</li> <li>4. Lead the students to read and translate the passage.</li> <li>5. Let students do a presentation on introducing their family members career.</li> <li>6. Demonstrate to students how to write the new characters orderly and nicely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can read and understand the meaning of the new words correctly.</li> <li>2. Students can use the new sentence pattern to make their own sentences.</li> <li>3. Students can read and understand the passage from textbook.</li> <li>4. Students can present and introduce information about their family members careers.</li> <li>5. Students can write down the new characters orderly and nicely.</li> </ol>
Unit 13	How old are you?	<ul style="list-style-type: none"> <li>- Review: Number 1-100</li> <li>- New Words: Sentence patterns How many people are there in your family? My family has ... ..people. How old is your... ..? My ... .. i s ... .. years' old.</li> <li>- Dialogue</li> <li>- New characters</li> </ul>		<ol style="list-style-type: none"> <li>1. Review the numbers with students.</li> <li>2. Introduce the standard pronunciation, meaning of the new words to students.</li> <li>3. Illustrate the new sentence patterns to students.</li> <li>4. Encourage students to write down the information of their family members' number and age by using new sentence patterns.</li> <li>5. Lead the students to read and translate the dialogue from textbook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can count from 1 to 10 without any problems.</li> <li>2. Students can read and understand the meaning of the new words correctly.</li> <li>3. Students can use the new sentence pattern to make their own sentences.</li> <li>4. Students can read</li> </ol>

				<p>6. Let students to make dialogue on asking and answering, “How many people are there in your family?” ”How old is your... ..?”.</p> <p>7. Demonstrate to students how to write the new characters orderly and nicely.</p>	<p>and understand the dialogue from textbook without problem.</p> <p>5. Students can present and introduce information about their family members personal information (like age etc.)</p> <p>6. Students can write down the new characters orderly and nicely.</p>
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Midterm Semester 2

Unit 14	Where is your home?	<ul style="list-style-type: none"> <li>- New Words:</li> <li>- Sentence patterns Where is your home? My home is in ... .. Where is the capital city of China / Thailand? It is in ... ..</li> <li>- Dialogue</li> <li>- New characters</li> </ul>		<ol style="list-style-type: none"> <li>1. Introduce the standard pronunciation, meaning of the new words to students.</li> <li>2. Illustrate the new sentence patterns to students.</li> <li>3. Encourage students to write down the address of their home and the capital city of Thailand and China.</li> <li>4. Lead the students to read and translate the dialogue from textbook.</li> <li>5. Let students to point out where is Shanghai, Beijing, Chiangmai and Bangkok on map.</li> <li>6. Let students to make dialogue on asking and answering “Where is your home?””Where is the capital city of China / Thailand?”</li> <li>7. Demonstrate to students how to write the new characters orderly and nicely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can read and understand the meaning of the new words correctly.</li> <li>2. Students can use the new sentence pattern to make sentences by their own.</li> <li>3. Students can read and understand the dialogue from textbook without problem.</li> <li>4. Students know the location of four cities from China and Thailand.</li> <li>5. Students can present and introduce information about cities in China and Thailand.</li> <li>6. Students can write down the new characters orderly and nicely.</li> </ol>
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Unit 15	Do you have brothers or sisters & Review	<ul style="list-style-type: none"> <li>- New Words:</li> <li>- Sentence patterns</li> <li>Do you have brothers or sisters?</li> <li>I have... ...</li> <li>I don't have... ...</li> <li>- Dialogue</li> <li>- New characters</li> <li>- All words and sentence patterns learned in 2<sup>nd</sup> semester</li> </ul>		<ol style="list-style-type: none"> <li>1. Introduce the standard pronunciation, meaning of the new words to students.</li> <li>2. Illustrate the new sentence patterns to students.</li> <li>3. Lead the students to read and translate the dialogue from textbook.</li> <li>4. Let students to make dialogue on asking and answering, "Do you have any brothers or sisters?" in Chinese.</li> <li>5. Encourage students to make a introduction on their family in detail.</li> <li>6. Demonstrate to students how to write the new characters orderly and nicely.</li> <li>7. Review all the words and sentence patterns learned in 2<sup>nd</sup> semester.</li> <li>8. Clarify questions about final exam.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can read and understand the meaning of the new words correctly.</li> <li>2. Students can use the new sentence pattern to make sentences by their own.</li> <li>3. Students can read and understand the dialogue from textbook without problem.</li> <li>4. Students can make dialogue on asking and answering, "Do you have any brothers or sisters" in Chinese.</li> <li>5. Students can present and introduce information about their family members personal information (like age etc.)</li> <li>6. Students can write down the new characters orderly and nicely.</li> <li>7. Students know how to prepare for their final exam.</li> </ol>
Final Exam Semester 2					

