

## Course syllabus

Subject : English

Year : 2

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 13	Look at all the animals!	Farm animals: cow, goat, horse, sheep, donkey, goose Adjectives: loud, quiet, fast, slow (comparatives) Grammar - Comparative adjectives to describe animals (bigger/ smaller/ taller/ shorter than) Phonics - Log vowels (ee) Reading - An information letter Listening - Identifying animals by their feelings (nervous, hungry, friendly) Speaking - Answering questions about the listening exercise and using comparatives to describe animals Writing - Using and to connect two independent sentences	F1.1 Grade 2 - 2-4 F1.2 Grade 2 - 1, 4 F1.3 Grade 2 - 1	2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading. 3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard. 4. Answer questions from listening to sentences, dialogues or simple tales with illustrations. 1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard. 4. Speak to ask for and give simple data about themselves by following the models heard. 1. Speak to give data about themselves and matters around them.	* Students should be able to use comparative adjectives (bigger/smaller, taller/shorter) to describe different types of animals. * Students should be able to use comparative adjectives correctly (verbally or written) when presented with two objects. * Students should be able to recall and identify feelings from Unit 2 (nervous, hungry, thirsty, hot, and scared).
Unit 14	Look at the photos!	Memories: kind naughty, wet, dry, fridge, photo Tidying up: tidy, untidy, floor, rubbish, dirty Grammar - Simple past tense I/He/She was/wasn't... You/They were/weren't... Phonics - Short and long vowels (adding magic e) Reading - An informational article	F1.1 Grade 2 - 3-4 F1.2 Grade 2 - 1, 4 F1.3 Grade 2 - 1 F4.1 Grade 2 - 1	3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard 4. Answer questions from listening to sentences, dialogues or simple tales with illustrations. 1. Speak in an exchange with short and simple words in interpersonal communication by following the	* Students will be introduced to and begin using the simple past tense of <i>am/am not, is/isn't</i> and <i>are/aren't</i> when speaking or writing about things that have already happened. * Students should be able to identify when a story is

		<p>Listening - Identifying people by their feelings and appearance</p> <p>Speaking - Using the simple past tense (He/She was..., They were...)</p> <p>Writing - Using and/or to talk about two things</p>		<p>models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>told in the past tense based on the words was/wasn't and were/weren't.</p> <p>* Students should be able to ask and answer simple questions using was and were.</p>
Unit 15	Well done!	<p>People: man, men, woman, women, child, children</p> <p>Ordinal numbers: finish line, first(1<sup>st</sup>), second (2<sup>nd</sup>), third (3<sup>rd</sup>), fourth (4<sup>th</sup>)</p> <p>Grammar - Simple past tense There were some/weren't any ..., and irregular plurals</p> <p>Phonics - ng and nk ending sounds</p> <p>Reading - A fairytale</p> <p>Listening - Identifying actions and emotions from the fairytale</p> <p>Speaking - Using present continuous tense to ask and answer questions/Identifying feelings and opposites</p> <p>Writing - Irregular plurals and rules (ies or s)</p>	<p>F1.1 Grade 2 - 2-4</p> <p>F1.2 Grade 2 - 1-2</p> <p>F1.3 Grade 2 - 1</p> <p>F3.1 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>2. Use orders and simple requests by following the models heard.</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Tell the terms related to other learning areas.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>*Students should become more adept at using was/wasn't, were/weren't when talking in the past tense.</p> <p>* Students should be able to use <i>weren't any and were some</i> to ask and answer questions about numbers of people or things.</p> <p>* Students should be able to use ordinal numbers to describe the results of a race or an order.</p>
Final exam covering Units 13-15					

## Course syllabus

Subject : Mathematics

Year : 2

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 14	Fractions	Understanding fractions, More fractions, Comparing and ordering fractions, Addition and subtraction of like fractions	M1.1 Grade 2 – 1 M1.2 Grade 2 – 2 M6.1 Grade 2 – 1-6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students should be able to count total parts of a given objects and write the correct fraction of a shaded part.</p> <p>* Students should be able to read fractions correctly (1/6 = one sixth).</p> <p>* Students should be able to look at a figure and determine the fraction that is represented by a shaded or unshaded area.</p> <p>* Students should be able to compare and order fractions based on size.</p> <p>* Students should be able to perform addition and subtraction of fractions with similar denominators.</p>

Unit 15	Time	Reading and writing time, Learning a.m. and p.m., Time taken in hours and minutes,	<p>M1.1 Grade 2 - 1</p> <p>M2.1 Grade 2 - 5</p> <p>M4.1 Grade 2 - 1</p> <p>M6.1 Grade 2 - 1,6</p> <p>F3.1 Grade 2 - 1</p>	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>5. Tell the time on a clock dial (period of 5 minutes).</p> <p>1. Tell the numbers and relations in patterns of numbers that increases by 5s, 10s and 100s , and decreases by 2s, 10s and 100s.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>6. Attain ability for creative thinking.</p> <p>1. Tell the terms related to other learning areas.</p>	<p>* Students should know what hands of the clock tell us hours and minutes.</p> <p>* Students should know that the numbers on the face of the clock represent five minute increments.</p> <p>* Students should know how to read and write the time with hours and minutes.</p> <p>* Students should know when a.m. and p.m. start and end to tell the time through the day.</p> <p>* Students should be able to use addition and subtraction to determine the time.</p>
Unit 16	Picture Graphs	Reading picture graphs with scales	<p>M1.1 Grade 2 - 1</p> <p>M1.2 Grade 2 - 2</p> <p>M6.1 Grade 2 - 1- 6</p>	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p>	<p>* Students should be able to look at a picture graph of information and do the following:</p> <ul style="list-style-type: none"> <li>- Determine what the graph shows.</li> <li>- Use addition, subtraction, division and multiplication to solve questions about the graph.</li> </ul>

				<p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	
Unit 17	Volume	Getting to know volume (comparative and superlative adverbs), Measuring in litres (ℓ), Addition and subtraction of volumes, Multiplication and division of volumes	<p>M1.1 Grade 2 - 1</p> <p>M1.2 Grade 2 - 2</p> <p>M2.1 Grade 2 - 3</p> <p>M2.2 Grade 2 - 1</p> <p>M6.1 Grade 2 - 1-6</p>	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>3. Tell volume and capacity in litres, and compare volume and capacity.</p> <p>1. Solve problems involving measurement of length, weight, volume and money.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students should be able to identify greater/less/equal volume based on pictures given.</p> <p>* Students should be able to use addition, subtraction, division, and multiplication of litres to answer word problems.</p>
Final exam covering units 14-17					

## Course syllabus

Subject : **Science**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 13	Forces	Using force (pushing/pulling) to make things move, Applying force to change objects	Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> <li>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</li> <li>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</li> <li>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to demonstrate pushing and pulling to exert force on an object.</li> <li>* Students should know that force can make objects move and stop.</li> <li>* Students should know that when a certain force is applied to an object, it can change the shape of the object.</li> </ul>
Unit 14	Tools help us	Tools needed to do specific jobs, Parts of a tool	Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> <li>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</li> <li>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</li> <li>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should know and be able to identify different tools needed for different jobs.</li> <li>* Students should be able to identify the different parts needed to make tools.</li> </ul>
Unit 15	Electricity	Sources of electricity (batteries), Simple circuits needed to make things work	Sc5.1 Grade 2 - 1-2 Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> <li>1. Experiment and explain that electricity is a form of energy.</li> <li>2. Explore and cite examples of electric appliances at home that can transform electrical energy into other forms of energy.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should know that batteries are a source of electricity.</li> <li>* Students should be</li> </ul>

				<p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p> <p>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</p> <p>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</p>	<p>able to identify objects that need batteries and electricity to work.</p> <p>* Students should know that batteries can come in many different sizes.</p> <p>* Students should know what is needed to make a simple circuit.</p> <p>* Students should be able to identify objects that need electrical circuits to work.</p>
Unit 16	Magnets	Objects that are attracted to magnets and objects that are not attracted to magnets, Uses of magnets	<p>Sc4.1 Grade 2 - 1-2</p> <p>Sc8.1 Grade 2 - 1-3</p>	<p>1. Experiment and explain forces originating from a magnet.</p> <p>2. Explain application of magnets for useful purposes.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p> <p>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</p> <p>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</p>	<p>* Students should be able to draw and label a magnet.</p> <p>* Students should be able to identify objects that are attracted to or not attracted to a magnet.</p> <p>* Students should be able to identify objects that use magnets in everyday life.</p>
Final exam covering units 13-16					

## Course syllabus

Subject : **Social Studies**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 3	Economics	Occupations: Industry, Services, Farming, and Trade	So3.1 Grade 2 - 1	1. Specify the resources utilised for producing goods and services used in daily life.	<ul style="list-style-type: none"> <li>* Students should be able to identify different occupations and categorize them.</li> <li>* Students should be able to describe what the different categories of occupations are.</li> </ul>
Unit 3	Economics	Income and Expenses, Family Income, and Saving money What is income? What are expenses? How can we save money? Needs vs. Wants	So3.1 Grade 2 - 2-4	<ul style="list-style-type: none"> <li>2. Tell the sources of their own income and expenditure and those of their families.</li> <li>3. Keep records of their own income and expenditure.</li> <li>4. Conclude about the benefits of spending appropriate to income available and those of saving.</li> </ul>	<ul style="list-style-type: none"> <li>* Students should know the difference between income, expenses, and savings.</li> <li>* Students should know how occupations earn their income (selling, helping, making etc.).</li> <li>* Students should be able to identify things we spend money on (needs and wants).</li> <li>* Students should be able to describe ways and places to save money.</li> <li>* Students should be able to describe what borrowing is.</li> </ul>



Unit 3	Economics	Buying and selling, Buyers and sellers Evolution of buying and selling goods and services, Producers and consumers	So3.2 Grade 2 - 1-2	1. Explain exchanges of goods and services by various methods. 2. Tell relationship between buyers and sellers.	* Students should be able to describe the difference between buying and selling. * Students should be able to describe the evolution of buying and selling. * Students should be able to identify a buyer and a seller. * Students should be able to differentiate between buying a good or a service. * Students should be able to describe what a producer is and what a consumer is.
Unit 3	Economics	Resources: What is needed to make everyday items	So5.2 Grade 2 - 2	2. Distinguish and cost- effectively use depleting and non-depleting natural resources.	* Students should be able to identify what a resource is. * Students will be able to identify objects that are reusable and describe the benefits of reusable items.
Final exam covering Unit 3					

## Course syllabus

Subject : **Health**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 7	Food	Healthy eating habits and foods that help us grow, give us energy, and protect us from illness	H4.1 Grade 2 - 1-2, 4	1. Tell characteristics of having good health. 2. Choose to take nutritious food. 4. Explain symptoms and methods of protection from possible illnesses and injuries.	* Students should be able to identify foods that contribute to good health by helping us grow, giving us energy, and protecting us from illness.  * Students should be able to identify foods that should be avoided in large quantities. * Students should know and be able to speak about the importance of clean food.
Unit 8	Accidents and Prevention	Types of accidents and results (property or bodily harm)	H3.2 Grade 2 - 2 H4.1 Grade 2 - 4-5 H5.1 Grade 2 - 1	2. Observe rules, regulations and agreements in games played in teams. 4. Explain symptoms and methods of protection from possible illnesses and injuries. 5. Follow advice when they have symptoms of illnesses and injuries. 1. Conduct themselves for protection from possible accidents in water and on land.	* Students should be able to recognize what an accident is and how they can occur. * Students should know and be able to discuss the difference between bodily harm and property damage. * Students should be able to discuss possible ways to avoid accidents.
Final quiz covering units 7-8					

# Course syllabus

Subject : **Phonics**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
	Revise page 3, phonic alphabet and chants. What are consonants and vowels?	What are consonants and vowels?	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should 1. Revise the Phonic alphabet and chant + actions “A action, B book, C colour ..... Z zero” 2. Revise semester 1 syllabus.
4	Lesson 4 in the book Long vowels with magic ‘e’	Long vowels with magic ‘e’	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the magic ‘e’ phonic convention; be able to sound out focus words containing them and correctly spell the focus words “chase wave late sale hide fire broke nose cute mule”.
11	lesson 11 in the book ‘oo’ – long and short sounds	‘oo’ – long and short sounds	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound and spelling short and long ‘oo’; be able to sound out focus words containing them and correctly spell the focus words “wood good took wool book roof food noon root boot”.
3	lesson 12 in the book ‘ar’ and ‘or’	‘ar’ and ‘or’	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of ‘ar’ and ‘or’; be able to sound out focus words containing them and correctly spell the focus words “car far star hard park or for short more store”.
13	lesson 13 in the book ‘ch’ and ‘sh’	‘ch’ and ‘sh’	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
14	lesson 14 in the book ‘ew’ and ‘ow’	‘ew’ and ‘ow’	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing	Students should know the sounds of ‘ew’ and ‘ow’; be able to sound out focus words containing them and correctly spell the focus words “new threw grew

				principles of reading.	flew drew down how now clown flower”.
16	Lesson 16 in the book Voiced and unvoiced ‘th’ sounds	Voiced and unvoiced ‘th’ sounds	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of voiced and unvoiced ‘th’; be able to sound out focus words containing them and correctly spell the focus words ”these those they thank think thing tooth teeth both cloth”.
	Revision week for Phonics exam	All of the above	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
	Phonics Exams (revision week for other subjects)				
Final Exam Semester 2					

## Course syllabus

Subject : **Chinese**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 8	Initials and introduction (part 1) - Initials “g”, “k”, “h” - The combination of “g,k,h” and vowels with tones - New words  - Introduction: “Hello! I am... ..” - New characters - Chinese song  Where is my friend?	- Initials “g”, “k”, “h” - The combination of “g,k,h” and vowels with tones - New words  - Introduction: “Hello! I am... ..” - New characters - Chinese song  Where is my friend?		1. Demonstrate the standard pronunciation of initials “g”, “k”, “h” to students. 2. Review and illustrate the spelling rules of Chinese pinyin to students. 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Show students how to introduce themselves in Chinese. 5. Demonstrate to students how to write new characters stroke by stroke. 6. Teach students how to sing “Where is my friend?” in Chinese.	1. Students can recognize and pronounce the initials “g”, “k”, “h” correctly. 2. Students can master the spelling rules of Chinese Pinyin. 3. Students can pronounce all combinations of “g, k, h” and vowels with tones correctly.  4. Students can introduce themselves to each other properly. 5. Students can write down the new characters orderly and nicely. 6. Students master the pronunciation, meaning and writing order of the new characters. 7. Students can sing “Where is my friend?” in Chinese to family and friends.
Unit 9 Initials and introduction(2)	- Initials and introduction(part 2) - Initials “j”, “q”, “x” - The combination of “j, q, x” and vowels with tones - New words  - Introduction: What is your name? My name is ... .. What is his/her name? His/her name  - New characters	- Initials “j”, “q”, “x” - The combination of “j, q, x” and vowels with tones - New words  - Introduction: What is your name? My name is ... .. What is his/her name? His/her name is ... .. - New characters		1. Demonstrate the standard pronunciation of initials “j”, “q”, “x” to students. 2. Engage students in practicing pronouncing the combination of “j, q, x” and vowels with tones 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Show students how to ask and answer “What is your name?” in Chinese.	1. Students can recognize and pronounce the initials “j”, “q”, “x” correctly. 2. Students can pronounce all combinations of “j, q, x” and vowels with tones correctly. 3. Students can master the pronunciation, meaning and writing order of the new characters. 4. Students can ask and answer “What is your name?” “My name is ... ..” in Chinese.  5. Students can write down the new characters orderly and nicely.

	<p>is ... ..</p> <ul style="list-style-type: none"> <li>- New characters</li> </ul>			<p>5. Demonstrate to students how to write the new characters stroke by stroke.</p>	
Unit 10	<ul style="list-style-type: none"> <li>- Initials and introduction (part 3)</li> <li>- Initials “zh,” “ch,” “sh,” “r”</li> <li>- The combination of “zh, ch, sh, r” and vowels with tones</li> <li>- New words</li> <li>- Introduction: “Are you ... ..?” “Yes.” or “No.”</li> <li>- New characters</li> </ul>	<ul style="list-style-type: none"> <li>- Initials “zh,” “ch,” “sh,” “r”</li> <li>- The combination of “zh, ch, sh, r” and vowels with tones</li> <li>- New words</li> <li>- Introduction: “Are you ... ..?” “Yes.” or “No.”</li> <li>- New characters</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate the standard pronunciation of initials “zh,” “ch,” “sh,” “r” to students.</li> <li>2. Engage students in practicing pronouncing the combination of “zh, ch, sh, r” and vowels with tones.</li> <li>3. Illustrate the pronunciation, meaning and writing order of the new words to students.</li> <li>4. Show students how to inquire “Are you... ..?” and answer “Yes” or “No” in Chinese.</li> <li>5. Demonstrate to students how to write the new characters stroke by stroke.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce the initials “zh,” “ch,” “sh,” “r” correctly.</li> <li>2. Students can pronounce all combinations of “zh, ch, sh, r” and vowels with tones correctly.</li> <li>3. Students can master the pronunciation, meaning and writing order of the new characters.</li> <li>4. Students can enquire “Are you ... ..?” and answer “Yes” or “No” in Chinese.</li> <li>5. Students can write down the new characters orderly and nicely.</li> </ol>
Unit 11	<ul style="list-style-type: none"> <li>- Initials and introduction (part 4)</li> <li>- Initials “z,” “c,” “s”</li> <li>- The combination of “z, c, s” with vowels and tones</li> <li>- New words</li> <li>- Introduction: “What is your family name?” (In respectful way)</li> <li>- New characters</li> </ul>	<ul style="list-style-type: none"> <li>- Initials “z,” “c,” “s”</li> <li>- The combination of “z, c, s” with vowels and tones</li> <li>- New words</li> <li>- Introduction: “What is your family name?” (In respectful way)</li> <li>- New characters</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate the standard pronunciation of initials “z,” “c,” “s” to students.</li> <li>2. Engage students in practicing pronouncing the combination of “z, c, s” and vowels with tones.</li> <li>3. Illustrate the pronunciation, meaning and writing order of the</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce the initials “z,” “c,” “s” correctly.</li> <li>2. Students can pronounce all combinations of “z,” “c,” “s” and vowels with tones correctly.</li> <li>3. Students master the pronunciation, meaning and writing order of the new characters.</li> <li>4. Students can inquire people’s family name respectfully and properly.</li> <li>5. Students can write down the new</li> </ol>

	<p>family name?" (In respectful way) My family name is... .. - New characters</p>	<p>is... .. - New characters</p>		<p>new words to students. 4. Demonstrate to students how to inquire people's family name with respectful expressions. 5. Demonstrate to students how to write the new characters stroke by stroke.</p>	<p>characters orderly and nicely.</p>
Unit 12	<ul style="list-style-type: none"> <li>- Review</li> <li>- All the initials and vowels learned</li> <li>- The combination of selected initials and vowels with tones</li> <li>- Introduction: I am ... .. What is your name? My name is ... .. What is your family name? My family name is ... .. Are you ... ..? Yes./ No/</li> <li>- New characters</li> <li>- Clarification of the final exam</li> </ul>	<ul style="list-style-type: none"> <li>- All the initials and vowels learned</li> <li>- The combination of selected initials and vowels with tones</li> <li>- Introduction: I am ... .. What is your name? My name is ... .. What is your family name? My family name is ... .. Are you ... ..? Yes./ No/</li> <li>- New characters</li> <li>- Clarification of the final exam</li> </ul>		<ol style="list-style-type: none"> <li>1. Review all the initials and vowels learned</li> <li>2. Engage students in practicing pronouncing the selected combination of initials and vowels with tones.</li> <li>3. Help students to remember the introduction by making dialogues with each other..</li> <li>4. Illustrate the pronunciation, meaning and writing order of the new characters to students.</li> <li>5. Clarify the questions about final exams.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce all the initials, vowels and their combinations with tones correctly.</li> <li>2. Students can make dialogue on introduce themselves to each other properly.</li> <li>3. Students master the pronunciation, meaning and writing order of the new characters.</li> <li>4. Students know how to prepare for their final exam.</li> </ol>
Final Exam Semester 2					