

Assessments

Overview



1 - Assessments are a critical part of both the sales process and the academic journey the learner will take at Modulo.

They help us showcase the professionalism and friendliness of our teachers, and the recommendations they make help the students decide on the learning objectives of the courses they take.

Many learners do not have clear objectives when they visit the school for the first time. Having a professional, experienced teacher recommend a personalized course in line with their strengths and weaknesses is of great value to them.

These pre-tests allow us to make recommendations on the proper course of action, the needed number of lessons, the best book series and the appropriate level to study: all are important elements of a successful learning experience.

While assessments are free for the potential customers, they still require some of their time. Assessments are also their first contact with our teaching team, so it's doubly important to take them seriously and professionally.

Atmosphere

Welcome

2.1 - Creating a warm and welcoming atmosphere is key to a successful assessment. It increases the chances of closing the sales and helps the learner relax and open up; high levels of stress could lead to an inaccurate assessment of the learner's level:

- We need to be friendly, but not a friend.
- We need to be charming, but not flirty.
- It's a benefit to be jolly and goofy, but not a clown.
- We need to provide only positive feedback while not giving insincere flattery.
- We don't want to teach any material or correct any mistakes (unless specifically asked to do so).

2.2 - When possible, it's preferable to go and greet the student at the front together with the language advisor. It is more welcoming than simply waiting for the student in the room; it should feel more like a casual meeting than an actual test. Think of it as if you were inviting a new friend to a conversation in your living room. Guide them to the room, invite them to take a seat and introduce yourself and where you're from.

At this stage, make sure to use language as short and simple as possible:

- "Hello. How are you?" **at the front.**
- "Please have a seat." **once in the room.**
- "My name is ____ . I'm from ____ . Where are you from?" **once you're sitting down.**

These simple sentences should already give you the first hints of your student's level! Here are examples of replies to the first question, "How are you?":

- "Am 26 years old" <<< **Probably indicates an early A1 student.**
- "I'm fine, and you? Excited!" <<< **Anywhere between A2 and B1+.**
- "I'm doing ok but, honestly, I'm a bit nervous" <<< **Possibly a B2 or better student.**

Warm-up

Getting started

3 - It's recommended to start by trying to alleviate the pressure some students may feel by explaining the process and giving an estimate of its duration. An A1/A1+ student will be done in about 15 minutes but a B2 student could take 30+ minutes easily.

3.1 - Example for an intermediate/upper-intermediate student:

First, we will start with a conversation. Speaking only. It isn't a serious test, so try and speak naturally and don't worry about the result. Please try and use long sentences when possible.
At the end, a bit of writing. We will have a short vocabulary and grammar test.
Remember, there is no high score or low score, only your score. If you know the answer, that's good. If you don't know the answer, that's good, too, we'll teach you later!

3.2 - Example for a false beginner/elementary student:

First, conversation. Speaking only. It's not serious, so please relax. Please use long sentences if you can.
After, writing. A short vocabulary and grammar test.
Don't worry about a high score or a low score. If you know the answer, that's good. If you don't know, that's good, too. We can teach you!

Speaking test

Categories



4 - It's time to start asking questions! Remember, it shouldn't feel like an interrogation, but rather like a conversation. When choosing your questions and listening to the answers, we look for the following information:

4.1 - Fluency

- How natural does the speaker sound?
- Flowing or stuttering speech?
- Slow or fast rate of speech?
- Lots of hesitations?

4.2 - Grammar and Tenses

- Sound or broken structures?
- Full sentences or a jumble of words?
- The correct tense in the correct situation?
- Missing articles or wrong prepositions?

4.3 - Vocabulary & Comprehension

- Good vocabulary range and depth?
- Quick recollection of vocabulary?
- Struggling with expressions and idioms?
- Understands only with careful enunciation?

4.4 - Pronunciation

- Would a non-teacher understand?
- Problem with phonics or too strong an accent?

Note: Pronunciation has little impact on the final level.

Important

Please remember an assessment is more of an art than a science. The wide range of possible questions, and the even wider range of possible answers, makes it impossible to classify each student in a particular level in a definitive manner. An A2 student, for example, could very well know some things from the B1 level, while having forgotten some A1 level language elements.



Speaking Test

Topics to explore

5 - Some topics are universal and need to be explored systematically, while others will be decided by the flow of the conversation. It is the assessor's role to steer the student in the right direction when needed.

5.1 - Universal topics:

*Where are you from? Where do you live?
What do you do in your free time?
Can you tell me about your family?*

*What do you do? What school do you go to?
What do you like to eat? Can you cook?
Do you like to travel? Where?*

5.2 - Other topics:

Anything related to the student's learning goals:

Why do you want to study a language? How (how often) do you plan on using it? Who do you need to speak to?

Questions about their learning preferences and what they perceive as challenges:

What's difficult when learning this language? Do you use it now? Would you like to write or only to speak?

Speaking Test

Exploring a topic

6 - One topic at a time, the assessor needs to explore each topic with the learner while evaluating the relevant language skills at the same time. How long this takes usually varies according to the student's level, knowledge and interest in the topic.

6.1 - Exploration example: "Where do you live?"

Where do you live?

I live in Bangkok. Near the Huai-Khwang MRT station.

Do you live in a house, a condo, a townhouse?

My family has a house in Bang Kapi but I stay in a condo with my sister on weekdays.

Where do you live?

...

Where is your home?

My house in Bang Kapi.

How many people in your house?

Have 5 people in my house.

Obviously, the learner on the left is of a much higher level than the one on the right.

Notice that the information itself is irrelevant in that case; exploration stops when we feel we have reached the student's limit, not after a certain set of questions.

We also need to adjust the questions to the learner by rephrasing questions that were not understood and by simplifying the language we use, our enunciation and our rate of speech as needed. Please abstain from making corrections of the mistakes made.

Speaking Test

Language points



7 - Some elements of the language, notably grammar and tenses, will sometimes need to be integrated as part of your questions.

Experience with the CEFR levels is essential at this point so as to have a good idea of what should be known at each level.

7.1 - Examples with tenses using the universal topics:

Present perfect (late A2, B1) with **Occupation**

What do you do? I'm an engineer. I work for PTT.

How long have you worked there? I've worked there about 1 year.

Past simple, irregular verbs (A1) with **Free time**

What did you do last weekend? I go to cinema with my friend.

Future (Any level) with an open, **general question**.

What are your plans for tonight? Maybe I'll go home and sleep.

7.2 - Examples with other language elements, and follow up questions adapted to each level:

Conditionals (B1+ and up) with **Travel**

If you could go anywhere in the world, where would you go? Mount Fuji, Japan. Why?

Preferences (A1+ and up) with **Free time**

Do you prefer watching movies at home or at the cinema? Home. Why? You don't like popcorn?

Comparatives with the student's language knowledge. (Easy grammar but difficult answer).

Do you think writing is harder than speaking? When writing, I have more time, so it's easier for me.

Speaking Test

CEFR Expectations

8 - A challenging aspect of assessments is to accurately match each category performance to each level. Here again, experience is the best indicator but here are a few overall pointers.

8.1 - By now, you should have a good idea of the level of your student. Note it in the level section of the Assessment report as a range covering two half-levels :

Examples:

A2/A2+

B1+/B2

A0/A1

A1+ - Very limited fluency. Basic interactions. Mostly uses present simple. Comprehension is difficult outside of familiar topics because of vocabulary limitations. Superficial knowledge of grammar. Often incomplete or broken structures. Pronunciation can be problematic and confidence is sometimes low.

B1 - Some fluency and somewhat effective communication though grammatical and structural mistakes remain numerous. Most common topics have been covered and vocabulary range is good. Vocabulary depth is still an issue. Widely-used tenses start to be used regularly but less common ones are still hurdles. While the B1 student effectively speaks English, it's not always pretty. Pronunciation is usually easy to understand.

B2 - Students at this level already know more than they have left to learn. They start to exhibit strong fluency, especially on topics of interest. Their vocabulary range is great unless covering a technical topic and they show good depth. B2 learners also start integrating natural language and expressions. Most grammar has been studied at this point, but not mastered. Only fairly uncommon tenses remain a challenge at this level.



Written Test

Overview

1 - The writing test is not really one, but rather a multiple-choice questionnaire used to test a student's grammar and vocabulary. It is recommended to have the student answer 20 questions for a statistically meaningful result. Keep in mind that randomly choosing answers still yields an average score of 25% when judging the student's knowledge of the language.

Written Test

Giving the test



2.1 - Let's consider two different types of students:

Student #1

35-year-old professional. He hasn't studied the language for a long time and had a pretty low level as a student. He has had a lot of practice with some English-speaking friends.

Highly fluent but not very accurate. Vocabulary and fluency of a B1+. Grammar/structures at A2.

Student #2

18-year-old university student. Top of her class in English with solid grammar and vocabulary but has no experience using the language outside of the classroom. A bit shy, too.

Speaks in sound but simple, short sentences like a B1 student. Knows grammar used by B2 students.

The level of the test given to the student should match the closest estimation from the speaking test, with a preference for the highest level when in doubt; it's important to make sure the lessons are enough of a challenge. On the other hand, we have to be careful not to make the content too difficult either.

Student #1 should take test the A2 test to confirm he has the pre-requisites necessary to tackle level B1. While this student would probably study at the B1 level in any case, a low A2 score may indicate a need for a quick review of key A2 language points.

Student #2 could probably take the B2 test to confirm how much she knows at that level. A low score could justify studying at the B1+ level first to build up fluency, while a high score would probably mean that this student will improve quickly if given a chance to practice her knowledge of the language.

2.2 - Reading the scores

- 30%** The student has no practical knowledge of the language at this level. Should study a lower level.
- 60%** The student knows some language at this level, but still has a lot to learn. Probably a good choice.
- 90%** Most of the language is known. Studying at a higher level is recommended.

Written Test

Wrapping up

3 - Typically, experienced assessors will start writing comments in the Assessment report as the student is taking the test. The test generally takes about 5 minutes to complete, but there is no time limit where they have to put the pen down. It's also possible to start grading the test as the student still takes it!

Once the test is done and graded, invite the student to return to the reception desk with you. The sales staff will take over. Share your comments with them and make a recommendation on the materials, level, etc.

If the assessor doesn't have time to complete the notes, they can be completed at a later time, after sharing the comments with the language advisor.



English Annex

Present simple verb to-be
Present simple +/-/?
Subject pronouns
Possessives
Singular v plural
Adverbs of frequency
Prepositions of time
Prepositions of place
Describing Personality

Where are you from? Are you from Bangkok?
What food do you like? Do you like ____?
What does he do? Who are they?
What is your job? Where is your brother? What is his name?
How many children do you have?
How often do you go to the cinema?
What time do you get up? When is your birthday?
Where are you? Where is your office?
Who is your best friend? Why do you like her? What's she like?

Object pronouns
Past simple
Countables/Uncountables
Present progressive
Preferences
Articles
Getting around
Future simple
Advice with 'if'
Comparatives

Do you live with them? Who do you live with?
What did you do this morning? What time did you wake up?
How many children do you have? Would you like some water?
What are you do this evening? Where are you living these days?
Would you rather live in BKK or Phuket? Which do you prefer?
When was the last time you had a vacation?
How do you get to work? How did you get to Chiang Mai?
What are you doing tomorrow? Where will you have lunch?
What should I do, if I go to Phuket?
How is your hometown different from Bangkok?

Gerunds
Present perfect for experience
Present perfect with since/for
Superlatives
Past progressive
Used to/Would
Passive
First/Real Conditionals
Suggestions
Modals of Obligation

What do you enjoy doing in your free time?
Have you ever been to Japan? What have you always enjoyed?
How long have you been a teacher?
Which country is hottest? Which is the best place you've been?
What were you doing before you came here today?
Where did you used to work? What would you do there?
Where was the movie made? Who was that book written by?
What will you do if it rains this afternoon?
Can you suggest a place to travel in Thailand?
What are the rules for visitors to a temple?

Second/Unreal Conditionals
Reporting Speech
Phrasal verbs
Indefinite pronouns
Present perfect progressive
Modals of probability
Third Conditionals
Mixed Conditionals
Past perfect

If you could travel anywhere in the world, where would you go?
What did your friend tell you about our school?
Do you have to put up with a lot of stress from work?
Did you meet anyone nice when you went to Japan?
How long have you been living in Bangna?
Will you definitely go on vacation this year?
If you had known about traffic, would you have taken the BTS?
What would you be, had you not become a doctor?
Had you lived there for long? Had you ever been there before?

Past perfect progressive

Passive voice for common tenses
Future perfect

How long had you been living in your apartment before you moved into your condo?
How many countries do you think you will have visited by the time you are 60 years old?

Chinese Annex

数词: 表示时间、年龄、钱数

常用量词: 用在数词后 (个)

用在“这/那/几”后

副词: 不、没、很、太、都

肯定句 (是、有)

否定句 (不是、没有)

疑问句: 疑问否定

疑问词

数词: 表示顺序、重量

时间副词: 先、后、才、一直、马上、总是

常用量词: 用在数词后 (些、次)

用在“每”后

副词: 别、非常、最、一起、正在、已经、就、也、还、真、再

连词: 因为...所以...、虽然...但是...

介词: 从、对、比、向、离

疑问句: 正反疑问句 (...不...)

特殊句型: “是.....的”句、比较句

数词: 表示重量、长度、概数

常用量词: 用在数词后 (种/条/双/角/分)

其他 (一会儿/一点儿)

副词: 一定、必须、更、越、特别、极、几乎
一共、只、先、后、才、一直、其实、终于、当然、又、经常)

连词: 不但...而且...、先...然后...、

如果...、一边...一边...

介词: 为、为了、除了、把、被、关于

疑问句: 选择疑问句 (...或者/还是...)

动作的状态:

“在.....呢”表示动作正在进行

“正在”表示动作正在进行

“了”“过”表示动作已经完成

“要.....了”表示动作(变化)将要发生

“着”表示动作(状态)的

特殊句型: “把”字句、被动句、连动句、

你叫什么? 你多大了? 现在几点了? 你什么时候回家?

这个多少钱? 你家有几口人? 今天星期几?

那是谁? 这些书怎么样? 这个包是你的吗? 你去学校做什么?

中国菜好吃吗? 你和妈妈都在泰国吗? 泰国天气热吗?

你的妈妈是泰国人吗? 你有哥哥吗?

你是泰国人吗? 你有中国朋友吗?

你是学生吗? 你会说汉语吗? 今天会下雨吗? 妈妈在做什么呢?

你是哪国人? 你在哪儿工作? 今天几号? 你想喝茶吗? 我能坐这儿吗?

泰国的西瓜多少钱一斤? 你起床后喜欢先做什么?

你学中文多长时间了? 你下午准备做什么?

你每天几点起床? 你喜欢什么运动? 这是谁的杯子? 你认识成龙吗? 你

怎么知道我是中国人?

你觉得什么时候去旅游最好? 你都听懂了吗? 你做饭做得怎么样?

你去过中国吗? 还想去吗?

你为什么没吃早饭? 你为什么想学中文? 你觉得中文怎么样?

你家离公司远吗? 你能告诉我怎么去电影院吗? 你的生日快要到了吗?

生日你准备做什么? 你要不要喝茶? 你下个星期去不去买东西?

你是什么时候开始学中文的?

你大概有多少个包? 妈妈大概有多高?

曼谷比清迈热吧? 清迈的公园有曼谷的多吗? 泰国的季节跟中国一样

吗? 你是怎么来的? 你一会去哪儿?

你对中国历史感兴趣吗? 你将来打算去中国工作吗? 你愿意在中国生活吗? 听说泰国婚礼很有意思, 是吗?

如果你有一千万, 你会做什么?

大学毕业以后, 你都去过什么地方? 你一次也没去过吗? 你已经工作了?

你一看就知道我是哪里人吗?

京剧你喜欢吗? 你跟妈妈商量好学中文了吗? 除了学中文以外, 你还在学什么? 妈妈在外面坐着呢吗?

中国是越学越难还是越学越容易?

你房间的墙上挂着什么? 你能教我怎么系安全带吗? 你被小偷偷过吗?

你听得懂北京话吗? 你一天记得住几个生词?

你们公司的业务是什么? 你是哪儿冷就去哪儿的人吗?

你能告诉我怎么办签证吗?

你有感动得不知道说什么好的时候吗?

泰国宴会上有什么规矩?

French Annex

Verbe être (présent de l'indicatif)
Présent de l'indicatif +/-/?
Pronoms personnels sujets
Adjectifs possessifs
Singular vs pluriel
Adverbes de fréquence
Prépositions de temps
Prépositions de lieu
Décrire une personne

Est-ce que tu es de Bangkok? De quelle ville es-tu?
Qu'est-ce que tu aimes manger? Est-ce que tu aimes ____?
Qu'est-ce qu'il fait? Où est-ce qu'ils travaillent?
Quel est son travail? Où habite votre soeur? Leurs enfants sont grands?
Avez-vous des enfants? As-tu des frères et soeurs?
Tu vas souvent au cinéma? Vous allez parfois à la mer?
Vous vous levez à quelle heure? C'est quand ton anniversaire?
Tu vas où à l'école? Vous travaillez où?
Comment s'appelle votre meilleur ami? Pouvez-vous le/la décrire? Pourquoi est-ce que vous l'aimez bien?

Pronoms objets
Passé composé
Quantité
Présent progressif / Passé récent
Préférences
Pronom y
Futur proche
Conseils avec si
Comparaisons
Futur simple

Vous habitez avec eux? Est-ce que tu vas souvent chez lui?
Tu as fait quoi ce matin? Tu t'es levé(e) à quelle heure?
Vous en buvez? Tu en as combien?
Il est en train d'attendre? Vous venez de rentrer de France?
Tu préfères nager ou faire du vélo? Quel est ton groupe préféré?
Vous y allez comment? Tu y es déjà allé(e)?
Tu vas aller où ce week-end? Vous allez faire quoi?
Si je vais à Phuket, qu'est-ce que je dois visiter?
Quelle est la différence entre ta ville d'origine et Bangkok?
Quand tu iras en France, qu'est-ce que tu visiteras?

Gérondif
Imparfait
Depuis / Il y a
Superlatif
Avant de / Après + infinitif passé
Used to/Would
Passive
First/Real Conditionals
Suggestions
Modals of Obligation

Vous écoutez la radio en conduisant? Que fais-tu en mangeant?
Quand vous étiez jeune, où habitiez-vous? Que faisiez-vous?
Tu as commencé il y a longtemps? Vous travaillez depuis quand?
Quel est le plus bel endroit? Quel est le meilleur moment pour y aller?
Que faisais-tu avant d'être (métier)? Que feras-tu après avoir fini...?
Where did you used to work? What would you do there?
Where was the movie made? Who was that book written by?
What will you do if it rains this afternoon?
Can you suggest a place to travel in Thailand?
What are the rules for visitors to a temple?

Second/Unreal Conditionals
Reporting Speech
Phrasal verbs
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Present perfect progressive
Modals of probability
Third Conditionals
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Past perfect

If you could travel anywhere in the world, where would you go?
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Do you have to put up with a lot of stress from work?
Did you meet anyone nice when you went to Japan?
How long have you been living in Bangna?
Will you definitely go on vacation this year?
If you had known about traffic, would you have taken the BTS?
What would you be, had you not become a doctor?
Had you lived there for long? Had you ever been there before?

Past perfect progressive
Passive voice for common tenses
Future perfect

How long had you been living in your apartment before you moved into your condo?
How many countries do you think you will have visited by the time you are 60 years old?

ประโยค

ประโยคบอกเล่า (ความเดียว)
ประโยคปฏิเสธ: ไม่ ไม่ใช่ ...ไม่ได้
ประโยคคำถาม: ไหม 7WH-Q หรือ

ชนิดของคำ

คำนามและคำกริยาที่ใช้บ่อย
คำสรรพนาม: บุรุษ- นิยม- (นี้ นั้น โน่น)
คำบุพบท: ของ ใน ที่ บน
คำสันธาน: กับ และ แต่ ก็ ก็เลย หรือ เช่น
คำลักษณนาม: บอกชนิดอย่างง่ายที่ใช้บ่อยๆ

ประโยค

ประโยคความเดียว ๒-๓ ส่วน
ประโยคคำถาม: ...ไหม... หรือยัง โดย/ด้วยอะไร
ประโยคขอร้อง: ขอ... ได้ไหม/หน่อย

ชนิดของคำ

คำสรรพนาม: วิภาค- (ต่าง บ้าง กัน)
คำกริยานุเคราะห์: (ไม่)ควร (ไม่)ต้อง อาจจะ เคย
คำบุพบท: ข้างใน (ข้าง)นอก บน ล่าง
คำสันธาน: ถ้า จึง ตอน... พอ...ก็ ก่อน... หลัง...
คำลักษณนาม: บอกหมวดหมู่

ประโยค

ประโยคความรวมและประโยคอ้างอิงอย่างง่าย
ประโยคคำสั่ง: ไม่ให้... ห้าม อย่า
ประโยคขอร้อง: กรุณา (ได้) โปรด

ชนิดของคำ

คำสรรพนาม: อนิยม- (ใครๆ อะไรๆ ที่ไหนๆ)
คำกริยานุเคราะห์: (ไม่)จำเป็นต้อง (ไม่)น่าจะ
คำบุพบท: (ข้าง)หน้า (ข้าง)หลัง (ข้าง)ใต้ เหนือ
คำสันธาน: ถึง...ก็ ไม่...ก็ ไม่เช่นนั้น เพราะฉะนั้น
คำลักษณนาม: บอกจำนวนและมาตรา

ประโยค

ประโยคกรรมวาจก: ถูก... โดน... ได้รับ...
ประโยคความซ้อน: ผู้ ที่ ซึ่ง อัน

ชนิดของคำ

คำสรรพนาม: ประพันธ- (ผู้ ที่ ซึ่ง อัน)
คำกริยานุเคราะห์: (ไม่)มักจะ ...ช่วย(ไม่)ได้
คำบุพบท: แต่ แห่ง ณ สำหรับ เพื่อ
คำสันธาน: เหตุเพราะ กว่า...ก็ แม้ว่า ย่อม...
คำอุทาน: อ้อ อ้าว ว้าว ว้าย โอโฮ
ระดับภาษา: คำสุภาพ คำราชาศัพท์ (เครื่องใช้)

ประโยค

ประโยคความซ้อน: วิเศษณ- (อย่าง ที่ จน ตาม)
ประโยคความซ้อนซับซ้อน: วิเศษณานุประโยค

ชนิดของคำ

คำกริยานุเคราะห์: ละนะ สิ หรือ ...ไว้
คำบุพบท: กับ (อาการร่วม) ต่อ (ความเกี่ยวข้อง)
ศัพท์แสงและคำสร้อย: ปัง ขอบอก ชะงั้น ได้อีก
คำทับศัพท์และศัพท์บัญญัติ
ระดับภาษา: คำราชาศัพท์ (กริยาและสรรพนาม)

สวัสดิ์คะ ฉันชื่อ _____ คุณชื่ออะไรคะ
ฉันไม่ใช่คนจีน ฉันอ่านภาษาจีนไม่ได้ คุณอ่านภาษาไทยได้ไหม
คุณหัวไหม ชอบกินอาหารไทยหรือญี่ปุ่น ทำไมไม่ชอบอาหารไทย

วันนี้คุณทำอะไร เรียนภาษาไทยเสร็จแล้วจะไปไหน
คุณมาจากประเทศไหน ที่นั่น-ที่โน่นหนาวไหม คุณมาทำอะไรอยู่ที่นี่
คอนโดของคุณอยู่ที่ไหน แล้วบริษัทของคุณล่ะ
เวลาว่างคุณกับเพื่อนชอบทำอะไร ทำไมไม่ชอบ _____
คุณมีเพื่อนร่วมงานคนไทยกี่คน มีคนต่างชาติหลายคนไหม

คุณคิดว่าเชียงใหม่และภูเก็ตเหมือนกันไหม ต่างกันอย่างไร
เคยไปเที่ยวภูเก็ตหรือยัง ถ้าไม่ไปโดยเครื่องบิน จะไปยังไง
ช่วยบอกเกี่ยวกับบ้านเกิดของคุณหน่อย ขอสั้นๆ ได้ไหม

ช่วงวันหยุดยาว คุณและครอบครัวชอบไปไหนกันบ้าง
คุณและครอบครัวไปทานข้าวนอกบ้านบ้างไหม ปกติไปที่ไหน
คุณเคยไปเที่ยวยุโรปไหม เคยไปประเทศไหนบ้าง
ถ้าอยากไปเที่ยวประเทศ _____ ควรไปช่วงไหน ต้องเตรียมอะไรบ้าง
ครอบครัวของคุณเคยมาเที่ยวที่นี่ไหม พวกเขาชอบอะไรที่นี่บ้าง

มีใครเคยบอกคุณเกี่ยวกับวัฒนธรรมไทยไหม คุณได้ยินอะไรมาบ้าง
ถ้าจะไปวัดในประเทศไทยต้องแต่งตัวอย่างไรจึงจะเหมาะสม
แล้วตอนไปดูหนังในโรงหนังที่ไทยล่ะ ควรทำตัวอย่างไร

ที่เมืองไทยอะไรๆ ก็ถูก ที่ไหนๆ ก็ปลอดภัย คุณเห็นด้วยไหม
ถ้ามาเที่ยวเมืองไทยจำเป็นต้องขอวีซ่าไหม ขอล่วงหน้านานเท่าไร
ในประเทศ _____ มีอะไรน่าสนใจ ทางเหนือมีอะไร แล้วทางใต้ล่ะ
ส่วนใหญ่คนในประเทศคุณเดินทางด้วยวิธีไหน
ถ้าจะเดินทางไปเมือง _____ สะดวกไหม ใช้เวลาประมาณเท่าไร

หากคุณถูกลอตเตอรี่รางวัลที่ ๑ คุณจะอย่างไรกับเงินก้อนนั้น
ใครคือผู้ที่คุณจะนึกถึงเป็นคนแรกหลังได้รับรางวัลลอตเตอรี่

คุณจะมีเงินให้กับใครไหม ใครคือผู้ที่โชคติดคนนั้น
คุณเชื่อเรื่องบาปบุญหรือไม่ คุณมักจะทำบุญในลักษณะใด
คุณคิดว่าคนไทยนิยมไปวัดทำบุญเพื่ออะไร
พวงมาลัยมีไว้สำหรับใคร เพื่ออะไร
คำพูดติดปากเวลาตกใจของคุณคืออะไร
หากกล่าววาจานั้นกับผู้ใหญ่เหมาะสมหรือไม่ ท่านจะรู้สึกอย่างไร

เหตุการณ์อะไรทำให้คุณดีใจอย่างที่ไม่เคยเป็นมาก่อน
หากคุณตื่นเต้นจนเก็บอาการไว้ไม่ไหว คุณมีวิธีควบคุมอารมณ์
อย่างไรบ้าง
ตัวอย่างประโยค: เธอคงเก็บดอกไม้ฉันไว้สินะ
ตัวอย่างประโยค: ฉันได้ยินกับหว่าเขาขึ้นเรื่องต่อศาล
ตัวอย่างประโยค: ขอบอกเลยคนนั้นหล่อได้อีก แต่ไม่รู้เป็นแก๊งป่า



Japanese Annex

Present simple verb to-be
Present simple +/-/?
Subject pronouns
Possessives
Singular v plural
Adverbs of frequency
Prepositions of time
Prepositions of place
Describing Personality

Where are you from? Are you from Bangkok?
What food do you like? Do you like ____?
What does he do? Who are they?
What is your job? Where is your brother? What is his name?
How many children do you have?
How often do you go to the cinema?
What time do you get up? When is your birthday?
Where are you? Where is your office?
Who is your best friend? Why do you like her? What's she like?

Object pronouns
Past simple
Countables/Uncountables
Present progressive
Preferences
Articles
Getting around
Future simple
Advice with 'if'
Comparatives

Do you live with them? Who do you live with?
What did you do this morning? What time did you wake up?
How many children do you have? Would you like some water?
What are you doing this evening? Where are you living these days?
Would you rather live in BKK or Phuket? Which do you prefer?
When was the last time you had a vacation?
How do you get to work? How did you get to Chiang Mai?
What are you doing tomorrow? Where will you have lunch?
What should I do, if I go to Phuket?
How is your hometown different from Bangkok?

Gerunds
Present perfect for experience
Present perfect with since/for
Superlatives
Past progressive
Used to/Would
Passive
First/Real Conditionals
Suggestions
Modals of Obligation

What do you enjoy doing in your free time?
Have you ever been to Japan? What have you always enjoyed?
How long have you been a teacher?
Which country is hottest? Which is the best place you've been?
What were you doing before you came here today?
Where did you used to work? What would you do there?
Where was the movie made? Who was that book written by?
What will you do if it rains this afternoon?
Can you suggest a place to travel in Thailand?
What are the rules for visitors to a temple?

Second/Unreal Conditionals
Reporting Speech
Phrasal verbs
Indefinite pronouns
Present perfect progressive
Modals of probability
Third Conditionals
Mixed Conditionals
Past perfect

If you could travel anywhere in the world, where would you go?
What did your friend tell you about our school?
Do you have to put up with a lot of stress from work?
Did you meet anyone nice when you went to Japan?
How long have you been living in Bangna?
Will you definitely go on vacation this year?
If you had known about traffic, would you have taken the BTS?
What would you be, had you not become a doctor?
Had you lived there for long? Had you ever been there before?

Past perfect progressive

Passive voice for common tenses
Future perfect

How long had you been living in your apartment before you moved into your condo?
How many countries do you think you will have visited by the time you are 60 years old?

Topic : ☐ General ☐ Business ☐ Academic ☐ Other: _____

Skills : Speaking o-----o Listening o-----o

Writing o-----o Reading o-----o

Language : Grammar o-----o Other: _____

Vocabulary o-----o Other: _____

Current use: _____

Future use: _____

Other: _____

Fluency: _____

None	Basic	Poor	Weak	Decent	Passable	Solid	Great	Excellent	Mastery
------	-------	------	------	--------	----------	-------	-------	-----------	---------

Grammar: _____

None	Basic	Limited	Low	Passable	Solid	Strong	Great	Excellent	Natural	Native
------	-------	---------	-----	----------	-------	--------	-------	-----------	---------	--------

Vocabulary: _____

Basic	Limited	Partial	OK	Nice	Good	Wide	Great	Excellent	Exceptional
-------	---------	---------	----	------	------	------	-------	-----------	-------------

Comprehension: _____

None	Limited	Partial	OK	Decent	Good	High	Great	Near-perfect	Perfect
------	---------	---------	----	--------	------	------	-------	--------------	---------

Tenses: _____

Basic	Simple	Partial	Strong	Advanced	Teacher
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Pronunciation: _____

Poor	Inadequate	OK	Good	Great	Native
------	------------	----	------	-------	--------

A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1	C1+	C2	C2+
01 C	11 B	21 C	31 A	41 C	51 C	61 B	71 B	81 A	91 A	101 B	111 A
02 B	12 A	22 A	32 C	42 C	52 B	62 B	72 B	82 B	92 B	102 D	112 D
03 D	13 B	23 C	33 C	43 D	53 C	63 C	73 B	83 A	93 B	103 C	113 C
04 C	14 C	24 A	34 D	44 B	54 A	64 C	74 A	84 D	94 D	104 C	114 D
05 B	15 D	25 D	35 B	45 A	55 D	65 D	75 C	85 C	95 B	105 C	115 D
06 D	16 A	26 B	36 A	46 D	56 A	66 A	76 A	86 C	96 A	106 A	116 A
07 B	17 A	27 D	37 A	47 A	57 C	67 D	77 A	87 C	97 B	107 C	117 D
08 A	18 C	28 B	38 A	48 B	58 C	68 C	78 D	88 A	98 B	108 D	118 B
09 A	19 D	29 A	39 B	49 C	59 B	69 A	79 A	89 B	99 C	109 C	119 C
10 C	20 A	30 C	40 A	50 D	60 A	70 D	80 D	90 B	100 D	110 B	120 A

Recommendations and requests: _____

Level: _____ Materials: _____

Student Report

Detailed notes

4 - The detailed notes left by the assessor are essential to a great start to the learner's learning experience with Modulo. They must be detailed enough to provide the teaching team with enough information to adequately prepare the first few lessons, and at the same time avoid too specific details.

4.1 - Aside from assessing the student level and skills, it's also very important to assess the student's objectives. At the top of the form, there's a section where we can customize these objectives. This includes:

1. Topic: What is the "flavor" of the lessons? "Other" could be medicine, interview, etc.
2. Skills: How much of these skills does the student want to practice? To the RIGHT is a heavy emphasis while to the LEFT means less of an emphasis.
3. Language: Which parts of the language does the student want to explore? Some student's are keen on grammar while other love vocabulary. "Other" could be formality, pronunciation, etc.

4.2 - Here is a non-exhaustive list of examples of notes you may encounter in student files. Regularly reading assessments from experienced teachers is a great way to learn more, especially for students you know.

Fluency - examples

A1 : Very limited fluency. Almost a true A0 beginner. 2-3 words at a time. Very slow ROS.

A2 : Uneven fluency, limited to common topics. Choppy rate of speech. Uses 1-word answers if possible.

B1 : Bursts of fluency on familiar topics. Lots of useful set phrases. Flow could be a bit more natural.

B2 : Fluent student despite minor grammatical accuracy issues. Communicates effectively on most topics.

Grammar - examples

A1 : Some basic grammar knowledge and understanding of basic structure. Needs lots of work.

B1 : Strong foundations but accuracy remains a bit low. Knows but often forgets articles/prepositions.

B2 : Great knowledge of grammar, overall. Most elements are there but need refinement and practice.

Vocabulary - examples

A1 : Decent A1 range, but a bit rusty. Needs to expand before moving on to A2.

B1 : Can discuss good selection of topics but recollection sometimes a bit slow. Regular practice will help.

B2 : Great range and solid depth allow for detailed descriptions of people/situations. Almost C1.

Comprehension - examples

A0 : Comprehension is limited to flashcard vocabulary recognition. Doesn't understand simple sentences.

B1 : Strong comprehension overall, if speaking slowly. Difficult at full natural speed. Lacks practice.

C1 : Near-perfect comprehension on most topics discussed. Student requested to work on slang/idioms.

Tenses - examples

A0 : No knowledge of tenses. Uses the simplest form of the verb in all occasions, if any verb at all.

A1 : Understands the basic A1 tenses but doesn't use them regularly. Present continuous needs review.

B1 : Most common tenses are understood and used rather well, despite problem with interrogatives.

Pronunciation - examples

A1 : A bit hard to understand. Struggles with cluster consonants.

A2 : Could be a bit more natural, but overall OK.

B1 : Good, no issues.

4.3 - The last, general section is used for noting special requests, concerns, objectives, comments from the student, etc. as needed, as well as the recommended structure/duration of the course if it applies.

Student Report

Recommendations

6.1 - Feedback on the assessment results can be given to either the student (usually starting at B1) or the language advisor in charge of this customer.

Just like for any kind of feedback, choosing your words carefully is important. We want to be encouraging and motivating, so highlighting what the student already knows and can already do is the best way to go.

Of course, we also need to talk about issues with the student's language skills, but we will discuss them as learning objectives and goals to achieve instead, including both Modulo and the student in the effort.

He speaks really slowly.

We need to work together on fluency.

Her pronunciation is terrible.

Regular practice with us will help pronunciation.

Fluency is high but accuracy is poor.

With lots of corrections, accuracy will improve.

6.2 - Next come the assignment of the materials. Other than the level, the assessor needs to take into consideration the age, objectives, requests and even personality of the learner.

Please refer to your Materials training module if a review of our materials is needed.

6.3 - Special cases sometimes require special solutions.

Assigning a review: If you feel like a level is too easy for a particular learner, but think they still miss a few important language elements from that level, you can assign a quick review of some key concepts at the beginning of the course. This only applies to rather extreme cases, as usually the review will be done as key language is recycled at the higher level.

Multiple materials: Some students have multiple objectives, either by choice or necessity.

Student 1 : Needs IELTS 6.0 but is only B1. A course focusing on general English for the 1st half, then on test preparation for the second could be a good recommendation.

Student 2 : Wants to study general conversation but also needs help with emails for work. Assigning an email workshop on top of English Unlimited would be a great recommendation.

Student's materials: Some learners, primary and secondary students in particular, will bring their own materials. That is no problem at all, but Modulo will need to either acquire a copy of the book if available, or make copies of the student's so the teachers can prepare the lessons properly.



General

FAQ

Q: How many lessons should I sign up for?

A: Keep in the mind, the more lessons we sell, the more lessons there are to teach, the more work we have for the teachers, so everyone ends up making more money. It's best to recommend a full-course for any series chosen by the assessor (i.e. 60 for EU, 40 for LG).

Q: Should I study solo or in a group?

A: From both an education and business point of view, studying solo is the best option. From the education perspective, the student gets 100% of the teacher's attention, with which they are able to make specific corrections and talk about personally relevant topics.

Q: Will you be my teacher?

A: It's common for a fast bond to be made between the student and the assessor... that's what we aim for. However, it's almost impossible for one student to study with a single teacher. Instead, we use teaching teams (about 3 teachers). We all communicate with each other and keep notes, so your progress is always understood by everyone. No worries.

Q: Can I study with my friends?

A: Firstly, they must be warned that different levels study at different speeds, so, for example, something easy for B1 will be more difficult for A2, or vice versa. If everyone is at the same level, everyone can happily study together. But if the levels vary, we must warn of difficulty for the low-level or boredom for the high-level.

Q: How long is class? / How often should I study?

A: Each lesson is 50 minutes, usually in a block of one or two. The standard answer is usually "twice a week for two hours". Some are eager and want to study five days a week, but this doesn't give them the opportunity to absorb and use what they have just learned, which is why "twice a week for two hours" is enough time to learn something new and have time actually practice it.

Q: Do you give homework?

A: We usually respond with the question, "Do you want homework?" We recommend homework, not because it's a punishment, but to enable students to practice what they've learned in class. It can be easy or difficult, but it entirely depends on them. If they do it, great; if they don't, no problem.

Q: Can I learn X in X number of lessons? / Can I bring in material from outside?

A: "You can study anything you want, anytime you want." Students shouldn't be limited to what's in the book. If they want to learn something specific, they can bring materials to the class or ask specific questions (i.e. articles, email, schoolwork). We pride ourselves in being able to cater lessons to every student, sometimes with only one-minute preparation.

Q: What book are we going to use?

A: Having already talked about the needs of the student, the assessor would have already selected a book series (considering age, level, maturity, career, or focus). If asked this question, it's beneficial to actually show them the book, going through the content and making the book feel relevant to the student. The assessment alone should impress and motivate them enough to sign up, but showing them the book make increase this motivation.

Q: How's my English?

A: We only want to give positive feedback, so for a B1 student or even an A1 student, we should encourage them of their ability – "Of course you can speak English. I understand you! We need to improve... and..., but you I understand you well." Often, a student will pinpoint their own weakness. Again, offer encouragement.