

บรรณานุกรม

ภาษาไทย

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ภาคผนวก

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ภาคผนวก ก

แผนการสอนโดยวิธีให้นักเรียนเรียนด้วยตนเอง



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Lesson Plan Unit I

Subject Reading Comprehension
 Class M.S. 5
 No. of Students 36
 Date May 25, 1983
 Time 10.20-11.10
 Content "The Unpaid Piper of Hamling" in Improve Your Reading Book II p.1
 Assumption Students already know the structure of simple past tense and some words like to worry, to follow, to learn, colourful, and truth.
 Aids Textbooks, Students' Worksheets, Learning Sheets, Vocabulary and Grammar Guidelines, Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions 2. recognize and correctly used learned vocabulary: <u>to complain</u> , <u>to endanger</u> , <u>promise(1)</u> in answering questions. 3. understand and correctly use learned expression: as ..as.	(1+2) T.Class, Do you know the word "poem"? T.That's right. It's a very special kind of writing with rhythm and rhyme and the language used are very beautiful. T. Today, we're going to read a poem before you read it, study your own sheets. Read carefully the vocabulary and grammar guidelines.	S. Yes, it's a kind of writing.(some may answer in Thai) S. listen to the teacher S. read their sheets quickly and silently.	1.Complete the comprehension exercise and number the sentences in the correct order to tell the story. 2.Complete the sentences by using the learned vocabulary. 3.Combine each set of the sentences into one sentence using "as ...as"

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(3+4+5) (T. hands out vocabulary guideline) <u>Vocabulary Guideline</u> <u>Complain (v)</u> = to express feeling of annoyance, pain, unhappiness, etc. <u>Ex.</u> Somchai always comes to school late. He behaves badly and speaks impolitely. Moreover, he likes to make loud noises in class. <u>So, all the students complain to the teacher about his bad behaviour.</u> <u>Ex.</u> Somsak went to the party yesterday. He found that the drinks weren't enough and the entertainment was boring. <u>So, he complained to me about the party that it would be much better if he didn't join it.</u> <u>Endanger (n)</u> = to cause danger to <u>Ex.</u> Somchai drives very fast and he always breaks the traffic rules. Many boys and girls were knocked down by his car. <u>So, everyone says that his bad driving really endangers the children's lives.</u></p>	<p>S. study the vocabulary guideline.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Promise (n)</u> = a statement that we will do or won't do a certain thing.</p> <p><u>Ex.</u> Sompong always failed in his examination. <u>This year he works very hard and makes a promise to his father that he won't fail in his examination again.</u></p> <p><u>To take someone's place</u> = to be instead of</p> <p><u>Ex.</u> There were many people waiting outside while Suda was calling. <u>So, when she went out, I suddenly took her place at the telephone.</u></p> <p><u>Ex.</u> Somporn is a Sales Manager. He gets a high Salary and a special bonus at every end of the year. Now, he is planning to further his study abroad. <u>So, I would like to take his place as the Sales Manager when he is away.</u></p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Have you finished reading all the learned vocabulary? (T. hands out grammar guidelines)</p> <p>T. Now, read your sheets again carefully. Try to understand by yourselves the grammar guideline.</p> <p><u>Grammar Guideline</u> <u>"asas" Usage</u> <u>Read this sentences below.</u></p> <p>He is as <u>tall</u> as I am. Jane is as <u>talkative</u> as John. I jumped as <u>high</u> as he did. She is as <u>beautiful</u> as Ampa He is as <u>good</u> at English as I am.</p> <p>She walks as <u>fast</u> as I do. She sings as <u>sweetly</u> as Vimol does. I run as <u>quickly</u> as he does She can speak English as <u>well</u> as her sister can.</p> <p>We use "as...as" when we want to com-</p>	<p>S. Yes, we've finished.</p> <p>S.read and study their sheets.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>pare between two things in order to show equality. The structures can be</p> <p style="padding-left: 40px;">-as + adj + as</p> <p style="padding-left: 40px;">-as + adv + as</p> <p>(6+7)</p> <p>T. This time I want all of you to read the whole poem quickly and silently by yourselves. Try to understand the poem as much as possible. Then, complete the following exercises for me, class.</p> <p style="padding-left: 40px;">1. The Unpaid Piper of Hamling</p> <p style="padding-left: 40px;">The men of Hamling, and their wives, <u>Complained to the Chairman about the traffic</u></p> <p style="padding-left: 40px;">That daily endangered their children's lives.</p> <p style="padding-left: 40px;">They told the Chairman to his worried face,</p> <p style="padding-left: 40px;">That if nothing was done, they'd choose A new chairman <u>to take his place,</u></p>	<p>S. listen to the teacher and try to finish the following exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>A Scotsman said that for two gold bars He would play on his pipes, and as if by Magic, empty the roads of lorries and cars. The Chairman agreed, and shortly, the road was clear. But the Chairman laughed When the piper came for what he was owed. At this, the Scotsman played a new note On his pipes, and children followed him, Dancing and holding his colourful coat. <u>The town was as quiet as if it slept.</u> It had learned the hard way the simple truth: That a promise made should be a promise kept</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>I Vocabulary Exercise</u></p> <p><u>Choose one of the following words to complete the sentences below.</u></p> <p>promise endangered fellow pipe worry complained learned traffic colourful truth</p> <p>1. Sometimes _____ signs are knocked down by careless drivers.</p> <p>2. They _____ about the meeting yesterday.</p> <p>3. You won't _____ about your final exam, will you?</p> <p>4. I made a _____ to see him last Sunday.</p> <p>5. His bad driving _____ pedestrians.</p> <p>6. You go first and I will _____ you.</p> <p>7. There's no _____ in what she said.</p> <p>8. I bought a new _____ for my grandfather's birthday.</p> <p>9. We have _____ English for several years.</p> <p>10. He leads a very _____ life.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II <u>Combine each set of the following sentences into one sentence using "as.....as".</u></p> <p>1. Somsri is happy. Somchai is happy too. _____.</p> <p>2. She looks careful. He looks careful too. _____.</p> <p>3. Malee speaks English well. Vanida speaks English well. _____.</p> <p>4. Smith walked slowly. Mary walked slowly too. _____.</p> <p>5. I have sixty baht. She has sixty baht. _____.</p> <p>III <u>Comprehension Exercises.</u> <u>Complete the exercise below by ticking either the true or false box.</u></p> <p style="text-align: right;">T F</p> <p>1. The men and their wives complained about the Chairman.</p> <p>2. The Chairman complained about the traffic.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>3. The traffic daily endangered the children's lives.</p> <p>4. The people would replace the Chairman.</p> <p>5. The Chairman wanted two gold bars.</p> <p>6. The roads were empty when the piper played on his pipe.</p> <p>7. The Scotsman didn't want payment for his work.</p> <p>8. The children followed the piper when he played a new note.</p> <p>9. The Scotsman played again and the cars returned.</p> <p>10. The piper didn't get what he was promised.</p> <p><u>Read the poem carefully and number the sentences below in the correct order to tell the story.</u></p> <p>__ The piper played on his pipe.</p> <p>__ The roads had no children left.</p> <p>__ The Chairman Promised to pay.</p> <p>__ The townspeople complained.</p> <p>__ The roads were empty.</p> <p>__ The Chairman laughed and refused.</p> <p>__ The piper came to collect his fee.</p>	<p>T</p> <p>F</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u> </u> The roads were full of traffic.</p> <p><u> </u> The roads were dangerous.</p> <p><u> </u> The townspeople offered to solve the problem.</p> <p><u> </u> Hamling had a problem with vehicles.</p> <p><u> </u> The children followed him.</p> <p><u> </u> The piper played a children's tune</p>		

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Lesson Plan Unit II

Subject Reading Comprehension
 Class M.S. 5
 No. of Students 36
 Date June 21, 1983
 Time 10.20-11.10
 Content "William Lehmann;Writer" in Improve Your Reading Book II p,6
 Assumption Students already know some words like usual, natural, experience, poem,
 and remember and they also know the basic structure of past tense and
 present perfect tense.
 Aids Textbooks, Students' Worksheets, Learning Sheets, Vocabulary and Grammar
 Guidelines, Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. find the main idea and important details of a passage 2. answer the comprehension questions 3. recognize and correctly use learned vocabulary: <u>bright</u> , <u>imagine</u> , <u>satisfy</u> ,	(1+2) T. Have you ever read or write a description about someone or something? Do you think it is difficult to make a clear picture about what you are writing? T. Let's learn by reading our lesson about " William Lehmann : Writer". First of all, look at your sheet and	S. respond to the teacher's questions. S. read their own sheets study the words and sentence examples,	1. Write down the main idea of each paragraph. 2. Do the comprehension exercise. 3. Complete the sentences with the appropriate words from the list.

Objectives	Procedure		Evaluation
	Teacher	Student	
<u>competition, and, opportunity</u> 4. write a short description of the reading passage the students have read.	study all the vocabulary by yourself. (3+4+5) (T. hands out vocabulary guideline) <u>Vocabulary Guideline</u> <u>Bright(adg.)</u> = clever <u>Ex.</u> Somsak is so <u>bright</u> that he is always at the top of his class. <u>Ex.</u> Somsak is an unusually <u>bright</u> boy; he is good at every subject and he got 100% for his final examination. <u>Satisfy(v.)</u> = to make someone feel pleased by giving him what he wants. <u>Ex.</u> He always complaining; nothing <u>satisfies</u> him. <u>Ex.</u> I am not <u>satisfied</u> with your school attendance. <u>Imagine(v.)</u> = to form in your mind an idea of something. <u>Ex.</u> Can you <u>imagine</u> life without electricity? <u>Ex.</u> The cartoonist not only tells a story but he also tries to show how he		4. Write a short description about William Lehmann.

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>imagines</u> his surroundings.</p> <p><u>Opportunity (n)</u> = a suitable chance or time to do something</p> <p><u>Ex.</u> Mary will be here tonight, so it will be a good <u>opportunity</u> to ask her about the picnic arrangements.</p> <p><u>Ex.</u> I am glad to have an <u>opportunity</u> to meet you.</p> <p><u>Competition (n)</u> = contest</p> <p><u>Ex.</u> At the Olympic games our representatives were in <u>competition</u> with the best swimmers from all parts of the world.</p> <p><u>Ex.</u> We were in <u>competition</u> with each other for top marks.</p> <p><u>Ex.</u> All the boys in our class will be in <u>competition</u> for the boxing cup.</p> <p>T. Have you finished reading your sheet?</p> <p>T. Now, class, let's go on your lesson. (T. hands out learning sheets)</p>	<p>S. Yes, we have.</p> <p>S. listen to the teacher.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Read your sheets carefully. Try to understand by yourselves.</p> <p><u>Grammar Guideline</u> <u>Usage of "to enjoy"</u> <u>Read these sentences</u></p> <p>She <u>enjoys listening</u> to the music, He <u>enjoys playing</u> football. He's a good writer, He <u>enjoys playing</u> with words. etc.</p> <p><u>Note</u> v."to enjoy" must be followed only by the verb in ing-form, It is never followed by an infinitive. Other verbs followed by the ing-form are: to keep, to finish, to avoid, to regret etc.</p> <p>T. You've learned some difficult words in the passage. Right now, read the passage in your text quickly and silently.</p> <p>2. William Lehmann : Writer Mr. Jenkins (his English teacher) William Lehmann? Yes, I remember William. I knew he was an unusually bright boy from the moment he entered the school. Writing</p>	<p>S. read and study their sheets.</p> <p>S. read the whole passage by themselves.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>came as naturally to him as walking. He enjoyed playing with words, in the same way that others boys play with a football. He wrote stories whenever he had opportunity: stories the most of us couldn't hope to write, with the experience of a person two or three times his age. He wrote some quite striking poems, too-though I won't say I understood all of them!</p> <p>Michael Conran (a school-friend) I've known William for as long as I can remember. We went right through school together; indeed, we often found ourselves in a sort of friendly competition with each other. William always beat me in English examinations, of course; but I was generally better than he was in subjects like history. Williams was never satisfied to stick to the facts. He preferred to imagine how things might have been. I was never in much doubt that William was going to be a writer. The only question</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>was whether he would write short stories or poetry.</p> <p>Mrs. J. Lehmann (his mother) When he was young, William was always writing. He wrote in bed; he wrote while the rest of us were watching television, in the half darkness; he would even write at the breakfast table if I let him. He was a very quiet boy. Even now I'm not sure that I know my son very well, if I didn't read his stories!</p> <p>(8+9)</p> <p>T. After you've finished your reading, write down in your own words the main idea of each paragraph.</p> <p>T. What we are going to do next is to write something concerning what you have just read.</p> <p>T. Suppose you were William Lehmann's brother. Write a description about William.</p> <p>(T. hands out students worksheets)</p>	<p>S. write down their answers.</p> <p>S. listen to the teacher.</p> <p>S. think what to write about then organize a good description.</p>	



Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Class, I see you understand our lesson quite well. Anyway please do the following exercises for me.</p> <p>I. <u>Vocabulary Exercise</u></p> <p><u>Complete these sentences with the appropriate words from the list</u></p> <p>opportunity poems satisfied imagine experience bright competition</p> <p>1. A ___ boy learns quickly. 2. I had no ___ to discuss the problem with her. 3. Soontornpoo wrote many _____. 4. My father is never ___ because he always wants me to get 100 % on tests. 5. She likes to ___ herself becoming famous as an actress. 6. The World Cup Soccer ___ was held in Spain in 1982. 7. Old people have a lot of ___ and they can help us with advice.</p>	<p>S. complete their assignments.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Comprehension Exercise</u></p> <p><u>Choose the best answers.</u></p> <p>1. I know he was an unusually bright boy (line 1-2) means:</p> <p>a. He was abnormal.</p> <p>b. He was very clever.</p> <p>c. He was more active than other boys.</p> <p>d. He was a strange boy.</p> <p>2. Writing came as naturally to him as walking. This means:</p> <p>a. It was clear that he was going to be a writer</p> <p>b. He enjoyed playing with words.</p> <p>c. He was a great person.</p> <p>d. Writing was a natural talent of William's</p> <p>3. Mr. Jones said that</p> <p>a. he didn't always understand William's poem.</p> <p>b. William used his imagination a lot.</p> <p>c. he understood William through his poems.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>d. his only question was whether William would write stories or poetry.</p> <p>4. William was never satisfied to stick to the facts (line 11) means:</p> <p>a. He was never happy in writing short stories.</p> <p>b. He was unhappy in writing poem.</p> <p>c. He didn't like subjects like history.</p> <p>d. He always changed the truth a little.</p> <p>5. William's stories were surprising because:</p> <p>a. his writing style was so colorful for a boy of his age.</p> <p>b. they were about some experiences that most people never thought of.</p> <p>c. they were about some experiences of a person two or three times his age.</p> <p>d. they were of a sort that most people hoped to write.</p> <p>6. What sort of competition did William and Conran have with each other?</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>a. making friends</p> <p>b. school examinations</p> <p>c. writing novels</p> <p>d. writing poems</p> <p>7. Mrs. Lehmann :</p> <p>a. thought that her son would be a famous writer.</p> <p>b. remembered when William was young.</p> <p>c. understood her son and his works very well.</p> <p>d. said that William wrote in bed, at the breakfast table and in the half darkness.</p> <p>8. "Whenever he had the opportunity" (line 4) means:</p> <p>a. William wrote stories whenever he had to do something else.</p> <p>b. William wrote stories whenever he wanted to do so.</p> <p>c. William wrote stories whenever he had the chance.</p> <p>d. William wrote stories when he had to do it.</p>		

Lesson Plan Unit III

Subject Reading Comprehension
 Class M.S. 5
 No. of students 36
 Date June 8, 1983
 Time 10.20-11.10
 Content "Wind Power" in Improve Your Reading Book II p.11
 Aids Textbooks, Students, Worksheets, Learning Sheets, Vocabulary and Grammar Guidelines, Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions. 2. recognize and correctly use learned vocabulary: <u>immediately</u> , <u>direction</u> , <u>proof</u> , and <u>roar</u> . 3. find the main idea of the passage. 4. use appropriately the two prepositions: before and after.	(1+2) T. Class, before you start reading passage III, let's begin with some difficult vocabulary. (T. hands out vocabulary guideline to the students.) (3+4+5) T. Study these words carefully by yourselves. Read the sentence examples for each word and try to get the meaning of the learned vocabulary	S. listen to the teacher. S. try to read by themselves.	1. Complete the comprehension exercise. 2. Choose the appropriate words to complete the sentences. 3. Write down the main idea of the passage. 4. Complete the passage by adding "before" or "after"

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Vocabulary Guideline</u></p> <p><u>Immediately</u> (adv) = suddenly, at once</p> <p><u>Ex</u> He <u>immediately</u> stopped the car before knocking down the cyclist.</p> <p><u>Ex</u> He is so ill that we must <u>immediately</u> send him to a doctor.</p> <p><u>Direction</u> (n) = the point towards which a person or thing faces.</p> <p><u>Ex</u> When the police arrived, the crowd went away in all <u>directions</u>.</p> <p><u>Ex</u> Tom went off in one <u>direction</u> and Henry in another direction.</p> <p><u>Proof</u> (n) = a way of showing that something is true</p> <p><u>Ex</u> The <u>proof</u> that the man stole my watch is that I saw him take it.</p> <p><u>Ex</u> Dick's black eyes was <u>proof</u> that he had been fighting.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Expect (v)</u> = to look forward to</p> <p><u>Ex</u> We are <u>expecting</u> a letter from her.</p> <p><u>Roar (v)</u> == to make a loud, deep sound.</p> <p><u>Ex</u> The aeroplane engine started up with a deafening <u>roar</u>.</p> <p><u>Ex</u> The engine <u>roared</u> when he tried the starter switch for the last time.</p> <p>T. Have you finished reading all the learned vocabulary? (T, hands out the students' learning sheets)</p> <p>T. Now, look at the grammar guideline, please. Study the sheet by yourselves.</p> <p><u>Grammar Guideline</u></p> <p><u>The Use of "too ... to"</u></p> <p>Too = an adverb of excess (จำนวนที่มากกว่า) with negative sense.</p> <p><u>Ex</u> This soup is very hot; I can't drink it. = This soup is too hot (for me) to drink</p> <p><u>Ex</u> The dress is very old; I can't wear it any longer. = The dress is too old (for me) to wear any longer.</p>	<p>S. Yes, we have.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Note</u> 1) Too come before an adjective.</p> <p>2) The pattern we can use for this expression are</p> <ul style="list-style-type: none"> - too + adj + infinitive - too + adj + for + noun + infinitive <p>3) We use "too ... to " when we want to give emphasis on the adjective.</p> <p><u>The Use of "before" and "after"</u></p> <p>"Before" as preposition means earlier than:</p> <p><u>Ex</u> They will be back <u>before</u> nine (any time up to nine)</p> <p><u>Ex</u> The boy brushes the teeth <u>before</u> going to bed.</p> <p>"After" as preposition means later than:</p> <p><u>Ex</u> They will be back <u>after</u> ten o'clock. (any time after 10)</p> <p><u>Ex</u> <u>After</u> he woke up in the morning, he took a bath, dressed himself and went to work as usual.</p> <p><u>Note</u> 1) "Before" and "After" come in front of time.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>2)"Before" is used in front of the verb in ing-form but "After" can be used in front of a clause.</p> <p>Before เป็นคำบุรพบทที่ใช้เกี่ยวกับเวลาหมายถึงเวลาใดก็ได้ก่อนถึงเวลาที่พูดถึง</p> <p>After เป็นคำบุรพบทที่ใช้เกี่ยวกับเวลาหมายถึงเวลาอะไรก็ได้หลังจากเวลาที่พูดถึง</p> <p>T. You have already learned some difficult words and expression used in the passage. Right now read the passage by yourself trying to get the main idea and important details of the passage.</p> <p>3 Wind Power</p> <p>This is a true story. Rex White knows too many seamen's stories to want to add to them. Besides, this happened on land. It happened in Lytham, a town on the River Ribble, near to the place where the river flows into the Irish Sea. The shape of the trees along the Lytham beach road is proof</p>	<p>S.read the whole passage quickly and silently.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>of the great strength of the wind which comes in off the sea. It blows hard across the grass, the car-parks and the open road beside the river, and there is nothing to stop it.</p> <p>Rex White was a ship's pilot. It was his job to guide ship up the river, between banks of sand, into the port of Preston. Mr.White lived in a village some kilometres from the coast, so he had to drive to Lytham and leave his car in one of the car-parks beside the river. Then he used to row out to the pilot boat, and wait the particular ship that it was his duty to guide.</p> <p>Early one morning, Mr. White returned to Lytham from a night on duty, to find that he could not start his car. He had driven from his village the evening before, and had had left his car in the car-park as usual. He had rowed out to the pilot boat, and gone on board the S.S. Kilkenny, which was on her way from Ireland. Then, in the early hours of the following morning, he had returned</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>to Lytham in the pilot boat, expecting to drive home to a cup of hot chocolate and warm bed. But no matter what he did, he could not get the engine to start.</p> <p>It was a cold and windy night; there was no one about, and there was no garage open to which he could turn for help. He was just about to give up, and spend the rest of the night on the back seat of the car, when he had a bright idea. He pushed the car round so that it was facing in the direction of the wind, opened all four doors, pushed it along a short way, and then jumped in. The doord acts like sails, and in no time the wind had taken him right out of the car-park, and away down the beach road. When he tried the starter-switch once more, the engine roared to life immediately. All he had to do then was to stop the car and shut the doors.</p> <p>He went to bed later than usual, but he did not go without his cup of hot chocolate. Mr.White was not a seaman for nothing.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9) T. After you have finished your reading, write down the main idea of the passage in complete sentences about 100 words.</p> <p>(T. hands out students' worksheets)</p> <p>T. I see you understand this passage. Please do the following exercises for me.</p> <p>I. <u>Vocabulary Exercise</u></p> <p><u>Choose one of the following words to complete the sentences below.</u></p> <p>car-park, pilot, expect, rowed, garage, immediately, proof, direction.</p> <p>1. A ___ controls a ship or an aeroplane.</p> <p>2. A ___ is a place for parking a car.</p> <p>3. The police ___ followed the thief who walked down the stairs and out of the shop.</p> <p>4. I ___ that the weather will be fine tomorrow.</p> <p>5. We can have a car repaired at a ___.</p> <p>6. The police tried hard to find a ___ that this woman was the real murder.</p>	<p>S. write down the main idea of the passage using their own words.</p> <p>S. complete the comprehension exercise and the exercises concerning about the vocabulary and preposition they have learned.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>7. He had ___ the boat against the wind for two hours.</p> <p>8. The quickest ___ to the Town Hall is through the park.</p> <p><u>II Complete the following passage by adding "before" or "after"</u></p> <p>One day after Rex White finished work, he went to the car-park as usual. ___ he tried several times to start the car, he realised that there was something wrong with the engine. Mr.White was a clever man and ___ long he had an idea. ___ he had turned the car round, he opened the doors. The wind blew the car along and ___ he had gone very far, the car started. Mr. White arrived home not long ___ his usual time. ___ he went to bed, he had a cup of hot chocolate.</p> <p><u>III Comprehension Exercise</u></p> <p><u>Choose the correct reason for each of the following statements and complete the table.</u></p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p style="text-align: center;"><u>Reason</u></p> <p>1,Mr.White knows a lot about the sea.</p> <p>2.He guides the ship into the port.</p> <p>3,He had to use his car to go home.</p> <p>4,One day he couldn't start his car.</p> <p>5,He turned the car round and opened the doors,</p> <p>6,The car moved.</p> <p>7.It was lucky that Mr,White was a pilot.</p> <p><u>Choose the reason from these</u></p> <p>-he lived outside the town.</p> <p>-then the doors would act like sails.</p> <p>-he works with ships everyday.</p> <p>-the strong wind blew it forwards.</p> <p>-he knew how to make the car act like a boat</p> <p>-he is a pilot.</p> <p>-there was something wrong with the engine.</p>	Because	

Lesson Plan Unit IV

Subject Reading Comprehension
 Class M.S.5
 No. of Student 36
 Date June 15, 1983
 Time 10.20 - 11.10
 Content "The Garden Hotel" in Improve Your Reading Book II p. 18
 Assumption Students already know the structure of the simple present and simple future tense.
 Aids Text Books, Student Worksheets, Learning Sheets, Vocabulary Guideline, Dictionary.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions. 2. recognize and correctly use learned vocabulary: <u>comfortable</u> , <u>convenient</u> , <u>efficient</u> , <u>international</u> , <u>surround</u> , <u>variety</u> , <u>ruin</u> , <u>arrange</u> . 3. combine sentences using the semi-colon (;).	(1+2) T. Class, let's begin with some difficult words in the reading passage IV before you start reading it. (T, hands out vocabulary guideline to students) (3+4+5) T. Read carefully the following words in your sheets. Study by yourselves how each word is used in the sentences. <u>Vocabulary Guideline</u> <u>Comfortable (adj)</u> = having or providing contentment.	S. listen to the teacher, S. read their sheets individually.	1. Do the comprehension exercise. 2. Complete the sentences by using the appropriate words. 3. Punctuate the sentences with commas (,) or semi colons (;). 4. Join the sentences by using "or",

Objectives	Procedure		Evaluation
	Teacher	Student	
4. combine sentences using coordinative conjunction "or"	<p><u>Ex.</u> The express busses are air-conditioned and always on time. They provide a very <u>comfortable</u> service.</p> <p><u>Convenient</u> (adj) = suited to one's needs.</p> <p><u>Ex.</u> We must arrange a <u>convenient</u> time and place for the meeting.</p> <p><u>Ex.</u> A paper clip is very <u>convenient</u> for holding papers together.</p> <p><u>Efficient</u> (adj) = able to do things well.</p> <p><u>Ex.</u> She works very fast and completes her duty well; besides, she is good at typing, shorthand, and correspondence. So, she is really an <u>efficient</u> secretary.</p> <p><u>International</u> (adj) = having to do with many nations.</p> <p><u>Ex.</u> Donmuang is one of the important <u>inter-national</u> airports in the world.</p> <p><u>Famous</u> (adj) = very well known.</p> <p><u>Ex.</u> Pan Anderson was a <u>famous</u> author whose fairy tales are loved by children everywhere.</p> <p><u>Surround</u> (v) = to enclose or shut in something on all sides.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Ex.</u> There are trees all around the area. In fact, my house is <u>surrounded</u> with trees.</p> <p><u>Variety (n)</u> = many different types or kinds of.</p> <p><u>Ex.</u> Somsak stocks a great <u>variety</u> of toys and books in his shop.</p> <p><u>Ex.</u> We asked for more <u>variety</u> in our food.</p> <p><u>Ruin (v)</u> = to spoil or to destroy something completely.</p> <p><u>Ex.</u> The heavy storm will <u>ruin</u> the growing wheat crops.</p> <p><u>Ex.</u> you will <u>ruin</u> yourself if you continue to be so foolish.</p> <p><u>Arrange (v)</u> = to place something or to put things in proper order.</p> <p><u>Ex.</u> She is <u>arranging</u> the books on the shelves.</p> <p><u>Ex.</u> She is good at <u>arranging</u> flowers,</p> <p>(T. hands out students' learning sheets)</p> <p>T. Now, look at some grammatical points in your sheets. Try to study by yourselves.</p>	<p>S.read their own sheets.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Grammar Guideline</u></p> <p>Combining sentences by using the <u>semi-colon (;)</u>.</p> <p>The semi-colon (;) is used between independent clause not join by a coordinative conjunction (and, or, but, nor, so,..etc). We don't use a comma for this purpose because it is not strong enough to separate two independent clauses</p> <p><u>Ex.</u> The rain continued to fall; the river rose higher and higher (=The rain continued to fall, and the river rose higher and higher.)</p> <p><u>Ex.</u> We wanted to give him a big welcome; we arranged a grand dinner party. (=We wanted to give him a big welcome, so we arranged a grand dinner party.)</p> <p><u>Note:</u> We use the semi-colon whenever we want to combine two sentences together without using any conjunction. On the other hand, if we combine two sentences by using any coordinating conjunctions (and, or, for, but, yet,..etc)a comma is needed.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Combining sentences by using conjunction "or".</u></p> <p>"or" = a connective (the idea expressed is alternative/choice).</p> <p><u>Read the following examples.</u></p> <p>-Is it sweet or sour ?</p> <p>-Is it white,gray, or black ?</p> <p>-I don't know whether you want to play tennis or football.</p> <p>-Is he at his house or at his office ?</p> <p>-You must study hard, or you will fail</p> <p>-Make haste, or you'll be late.</p> <p><u>Note:</u> "or" is used whenever we want to join words, phrases, or clauses, showing which alternative would be chosen.</p> <p>"or" ใช้เชื่อม words,phrases, clauses, ที่บอกการเลือกอย่างใดอย่างหนึ่ง</p> <p>(6+7) T. You have already learned some difficult words and focus points in this passage. Right now, read the passage carefully by yourselves. Try to get the main idea and important details of the passage.</p>	<p>S.read the whole passage quickly and silently.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>4 The Garden Hotel</p> <p>When you are next in Nanoko be sure to stay at the Garden Hotel. Whether you come on business or on holiday, you will find everything as comfortable and as convenient as you would expect in a first-class international hotel.</p> <p>Every bedroom has its own private bathroom, telephone, wall-to-wall carpeting and colourful, modern materials and furniture in the local style.</p> <p>In the Mitsu Restaurant, you can choose your meals from as wide a variety of dishes, both Eastern and European, as you find anywhere in the country. In the Beach Bar, you can drink with your family and friends in air-conditioned comfort, to the music of internationally known artists. Or you can take your drink outside into the beautiful garden that gives the hotel its name, or to the tables that surround the swimming pool. Throughout the hotel, you will find the service is both friendly and efficient.</p> <p>By day, the pool is alive with the holiday spirit and the happy shouting of children and by night; soft lights and music make it the perfect place for a party, or simply for an after-dinner drink and conversation.</p> <p>The Garden Hotel has its own private mini-bus service. Give us a ring and we will arrange to collect you at the airport or in the city centre. Every day a bus leaves</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>the hotel for day trips up into the hills to see the ruin city of Morote, or the villages and temples of the hill people; or along the coast to the seaside towns and wonderful beaches of Cape St. Germain,</p> <p>If you prefer, we can arrange for you to visit the Wainiri Islands that lie just off the coast. Here you can swim and sun-bathe in private and in peace; or you can fish for one of the many varieties of sea-life for which the Wainiris are justly famous.</p> <p>The Garden Hotel is right on the beach, only five minutes from Nanoko's modern shopping centre. Here you will find all that money can buy, at prices you can afford. GARDEN HOTEL, BEACH AVENUE, NANOKO, P.R.T. TEL: 46-0438.</p> <p>(8+9) T. After you've finished your reading, do the following exercises for me. (T. hands out students' worksheets)</p> <p><u>I Vocabulary Exercise</u></p> <p><u>Choose one of the following words to complete the sentences below.</u></p> <p>ruined, arrange, variety, famous, international, stays, modern, convenient</p>	<p>S. finish the exercise individually.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>1. Our city: Bangkok is also a _____ city.</p> <p>2. Will it be _____ for you to start working tomorrow?</p> <p>3. British Airways is an _____ airline.</p> <p>4. We want more _____ in our food.</p> <p>5. We will have a party. Can you _____ the table?</p> <p>6. When he _____ at home, he spends his time reading novels.</p> <p>7. She always designs dresses from recent magazines. Her clothes are _____.</p> <p>8. Ayuthaya is full of buildings which were _____ by the Burmese.</p> <p><u>II Punctuate the following sentences with commas(,) or semi-colons(;) whenever necessary.</u></p> <p>1. The man told me when the bus would leave and where it would take me.</p> <p>2. She didn't know the word so I explained it to her.</p> <p>3. Farmers can't grow rice because of the flood many come to Bangkok to look for jobs.</p> <p>4. Men are born to be weak and strong.</p> <p>5. I went to Suree's house but I didn't see her there.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>III Join each of the following pairs of sentences using "or".</u></p> <p>1. I will have to speak slowly. Frank won't understand me.</p> <p>_____.</p> <p>2. She will have to work faster. She won't finish in time.</p> <p>_____.</p> <p>3. Do not touch the fire. You will burn yourself.</p> <p>_____.</p> <p>4. You must study hard. You will fail in the exam.</p> <p>_____.</p> <p>5. I shall start for school now. I may be late.</p> <p>_____.</p> <p><u>IV Comprehension Exercise</u></p> <p><u>Complete the following table with the correct subject. You will have to use some subjects more than once. Choose from the following</u></p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>The bedrooms, The Garden Hotel, Nanoko, The staff, Cape St. Germain, Tourists and Business men, The Wainiris, The Beach Bar, The Mitsu Restaurant</p> <p>Subject</p> <p>_____ will find both comfortable and convenience.</p> <p>_____ all have telephones, bathrooms, and carpets.</p> <p>_____ offers Eastern and European dishes.</p> <p>_____ is air-conditioned.</p> <p>_____ give friendly and efficient service.</p> <p>_____ has very good beaches.</p> <p>_____ is a competitive shopping area.</p>		

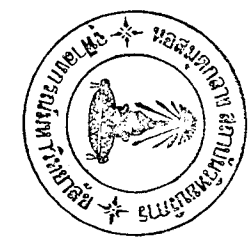
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Lesson Plan Unit V

Subject Reading Comprehension
 Class M.S. 5
 No. of Students 36
 Date June 22, 1983
 Time 10.20-11.10
 Content "Story Line" in Improve your Reading, Book II p.24
 Assumption Students already know some words like village, country, roar, traffic etc. and they also know the basic structure of Present Simple, Past, and Past Perfect Tense.
 Aids Textbooks, Students' Worksheets, Learning Sheets, Vocabulary Guidelines Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions. 2. recognize and correctly use learned vocabulary: <u>coast</u> , <u>halfway</u> , <u>knock down</u> , <u>pass through</u> , <u>trade</u> , <u>familiar</u> .	(1+2) T. Class, before you start reading this passage, look at your sheet and study all the vocabulary by yourself. (3+4+5) (T. hands out vocabulary guideline)	S. read their own sheets, study the words and sentences given as examples.	1. Complete the comprehension exercise. 2. Choose the correct words to complete the sentences. 3. Change the sentences into the passive voice.

Objectives	Procedure		Evaluation
	Teacher	Student	
<p>3. understand and to identify the structure of the Passive Voice</p>	<p><u>Vocabulary Guideline</u></p> <p><u>Coast (n)</u> = the land along the edge of the sea</p> <p><u>Ex.</u> When the ship reached the coast, the passengers were quickly landed from the ship.</p> <p><u>Ex.</u> There are several islands off the coast.</p> <p><u>Halfway (adj)</u> = midway between two points</p> <p><u>Ex.</u> The rain falls while I am walking halfway from my house to school.</p> <p><u>Knock down</u> = strike to the ground.</p> <p><u>Ex.</u> The taxi driver drove so quickly that his car knocked down the man standing at the side of the street.</p> <p><u>Pass through</u> = move towards.</p> <p><u>Ex.</u> The road was too narrow for cars to pass through.</p> <p><u>Ex.</u> That fat man can't pass through this small door.</p>		



Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Trade (n)</u> = buying, selling or exchanging goods.</p> <p><u>Ex.</u> Mr. Somsak buys and sells books. He's in the book trade.</p> <p><u>Ex.</u> Thailand carries on a big trade with America in rice.</p> <p><u>Familiar (adj)</u> = knowing something or someone well.</p> <p><u>Ex.</u> That man always tells lies. Nobody believes in him. So, don't be too familiar with him.</p> <p><u>Ex.</u> I was angry with Joe because Joe loved my girl friend and he tried to make himself much too familiar with her.</p> <p>(T. hands out learning sheets)</p> <p>T. Now, read your sheets carefully. Pay attention to the "Passive Voice" and how to change a sentence from active to passive form.</p> <p><u>Grammar Guideline</u></p> <p><u>Passive Voice</u></p>	<p>S. read and study their sheets.</p>	

Objectives	Procedure		Evaluation												
	Teacher	Student													
	<p>There are two voices in English. They are the active and passive voices. A verb is in the active voice when its subject is the doer of the action as in "Jimmy's father gave him a car." as contrasted with the passive voice in "Jimmy was given a car by his father."</p> <p><u>Read the following sentences.</u></p> <table border="0"> <tr> <td style="text-align: center;"><u>Active</u></td> <td style="text-align: center;"><u>Passive</u></td> </tr> <tr> <td>I do it.</td> <td>It is done by me.</td> </tr> <tr> <td>She wrote a book.</td> <td>A book was written by her.</td> </tr> <tr> <td>We are eating lunch.</td> <td>Lunch is being eaten by us.</td> </tr> <tr> <td>I have finished several exercises.</td> <td>Several exercises have been finished by me before.</td> </tr> <tr> <td>She will do it.</td> <td>It will be done by her.</td> </tr> </table> <p><u>Verb Construction</u></p>	<u>Active</u>	<u>Passive</u>	I do it.	It is done by me.	She wrote a book.	A book was written by her.	We are eating lunch.	Lunch is being eaten by us.	I have finished several exercises.	Several exercises have been finished by me before.	She will do it.	It will be done by her.		
<u>Active</u>	<u>Passive</u>														
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She wrote a book.	A book was written by her.														
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She will do it.	It will be done by her.														

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p style="text-align: center;"><u>Active</u></p> <p>Subject + Verb Action + Object receiver</p> <p>She write a book.</p> <p>Shakespeare wrote Macbeth.</p> <p style="text-align: center;"><u>Passive</u></p> <p>Object receiver+ form of "be"+p.p.+by+Subject</p> <p>A book was written by her.</p> <p>Macbeth was written by Shakespeare.</p> <p><u>Remember :</u></p> <p>When a sentence is changed from the Active to the Passive Voice:-</p> <ol style="list-style-type: none"> 1.The object in the Active becomes the subject in the Passive. <p>Aree opens the door. => The door is opened by Aree.</p> <ol style="list-style-type: none"> 2.The form of the verb is changed by using the same tense of the verb to be in the active sentence together with the past participle of the verb. 		

Objectives	Procedure		Evaluation
	Teacher	Student.	
	<p><u>Tense/Verb form</u> <u>Active Voice</u> <u>Passive Voice</u></p> <p>simple present teaches is taught</p> <p>present continuous is teaching is being taught</p> <p>simple past taught was taught</p> <p>past continuous was teaching was being taught</p> <p>present perfect has taught has been taught</p> <p>past perfect had taught had been taught</p> <p>future will teach will be teach</p> <p>3.The subject in the Active becomes the object of the word by. When the subject is a word like people, they, everyone, no one, or someone, it can be left out.</p> <p>People speak English in most countries. => English is spoken in most countries.</p> <p>No one has ever liked him. => He has never been liked.</p> <p>4.Verbs which do not take an object can not be used in the Passive. We use the passive voice when we wish to pay more attention to what happened to someone or something than to what someone or something did and also to avoid using "I" too often.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>V. to remember</u></p> <p>The verb "remember" may be followed by either Ving or to + V. but they had different meanings.</p> <p>a. My sister remembered to send me a birthday card. (My birthday was last week. My sister remembered it was my birthday. She sent me a card.)</p> <p>b. My sister remembered sending me a birthday card. (My birthday was last week. She sent me a card, I didn't receive it. My sister said she knew that she mailed the card.)</p> <p>(6+7) You have learned by yourself the vocabulary and grammar guideline. Right now, read "passage 5" in your book page 24. Try to get the main ideas and important details in this passage.</p> <p><u>5 Story Line</u></p> <p>Right Up Your Street by William Lehmann The village of Langshott is halfway along the old coach road from London to the</p>	<p>S. read the whole passage quickly and silently.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>South Coast. Young Henry Buckle was there when a car passed through the village for the first time, in the early 1900s. Later, as the owner of what had been his father's general store, he remembers selling ice-creams and soft drinks to families that passed through the village in cars and coaches on their way to the seaside.</p> <p>But the traffic did not only bring trade to the village: it also brought noise and danger. As the years passed, the peace of what had been a quiet country village was broken by roaring engines; Farmer Dodd's gates were left open by day-trippers enjoying a picnic in his fields; and trees that had been familiar friends were cut down so that the road through the village could be made wider and safer.</p> <p>Safer, that is, for the cars and heavy lorries that thundered past within a few metres of Henry Buckle's general store.</p> <p>But it was not safer for Henry's son</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Gerald and the other children of the village; and it was not safer for the old cottages that were shaken from their chimneys to their floors by every lorry that passed. Nor was it safer for Henry himself; as the old man moved, more slowly now, from his store to the pub and to the butcher's shop of his friend George Carter, just across the street.</p> <p>The street had been where the life of the village was lived, where games were played, work was done and long conversations were held. Now it cut the village in two and brought not life but death. Henry was knocked down and killed one night by a passing car. A great character, part of old Langshott, had died.</p> <p>But Henry had not been buried long before his son Gerald, George Carter and others, had dressed as gasmen, and dug up the</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>road, causing the traffic to follow another road right round the village, instead of through it.</p> <p>Right Up Your Street is the story of men who, when they are pushed too far, act quickly to defend a way of life that most of us have let go for good.</p> <p>'Village life is described with a loving, and truthful pen' - Morning Mail</p> <p>'A book that puts the car on trail' - Evening Post</p> <p>(8+9)</p> <p>T. Have you finished your reading?</p> <p>T. To check whether you understand what you've learned, please finish the vocabulary exercise, the exercise about the passive voice and the comprehension exercise for me, class.</p> <p>(T. hands out students' worksheets)</p> <p>I <u>Vocabulary Exercise</u></p>	<p>S. Yes, we have.</p> <p>S. do the exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Choose the correct word or words from the following words.</u></p> <p>remember, traffic, pass-through, safer, trade, knocked down, halfway.</p> <p>1. Before you reach the town you have to _____ a tunnel.</p> <p>2. She was _____ by a taxi on the way to the office.</p> <p>3. _____ has improved since the roads were built</p> <p>4. The bus stops _____ for refreshments.</p> <p>5. She came to school late because the _____ was very heavy.</p> <p>6. The road became wider but not _____ for the village people.</p> <p>7. The most important thing to _____ is that all food must be well cooked.</p> <p>II <u>Change the following sentences into the passive voice.</u></p> <p>1. The servant will clean the window tomorrow.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>2. Someone has stolen my books. _____.</p> <p>3. Students are doing a lot of work. _____.</p> <p>4. I saw them yesterday. _____.</p> <p>5. They close the library at eight o'clock every night. _____.</p> <p>III <u>Comprehension Exercise</u> <u>Tick either True or False for each of the</u> <u>the following statement.</u></p> <p>T F</p> <p>Longshott is on the South Coast. Henry Buckle arrived when he was thirty. He sold ice-cream and soft drinks. The traffic brought noise and danger. Henry was killed by a robber. His son tried to stop the traffic by digging the roads.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Number the sentences in the correct order.</u></p> <ul style="list-style-type: none"> - Henry Buckle owned the general store. - Henry Buckle moved slowly as time went by. - The traffic brought trade but also noise and danger. - The traffic cut the village in two. - Henry Buckle first came to the village in about 1900. - The road destroyed the peaceful atmosphere of the village. - Gerald Buckle dug up the road to keep the cars out. - Henry Buckle was knocked down and killed by a car. 		

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Lesson Plan Unit 6

Subject Reading Comprehension
 No. of Student 36
 Class M.S. 5
 Date July 6, 2527
 Time 10.20 - 11.10
 Content "Exchange of Letters" in Improve Your Reading Book II p. 29
 Assumption Students already know the structure of present simple and past simple tense and they also know some words like opportunity, holiday, famous, direction, and country-side.
 Aids Textbooks, Students' Worksheets, Vocabulary Guidelines, Dictionary.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1 answer the comprehension questions. 2 recognize and correctly use learned vocabulary: <u>interest</u> , <u>exchange</u> , <u>express</u> , <u>spend</u> , <u>practice</u> , <u>charming</u> . 3 understand and identify the structure of conditional sentences. 4 use appropriately the expression "to be interested in", "to look forward to".	(1+2) T. Class, today we will read lesson 6 about "Exchange of Letters". You will read two letters this hour. The first letter is written by Jean-Baptiste Foucault. Another is a reply to his letter. (3+4+5) T. Before we go on to details, read and study all the vocabulary in your sheet. (T.hands out vocabulary guideline)	S: Listen to the teacher. S: Study by themselves looking at vocabulary guideline.	1. Complete the comprehension exercises according to the passage. 2. Choose the appropriate words to complete the sentences. 3. Give the correct form of the verb in conditional sentences. 4. Complete the sentences using learned expression: to be interested in, to look forward to.

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Vocabulary Guideline</u></p> <p><u>Exchange (v)</u> = to give one thing and get another in its.</p> <p><u>Ex</u> I bought my father a new black hat. But he doesn't like it. He finally went to the hat shop and asked the salesgirl to <u>exchange</u> it for a brown one.</p> <p><u>Express (v)</u> = make known, shown (by words, looks, actions).</p> <p><u>Ex</u> If you want people to understand you, you must <u>express</u> your idea clearly in simple words or sometimes by performing movements.</p> <p><u>Ex</u> Small children often <u>express</u> anger by shouting and crying.</p> <p><u>Practise (v)</u> = to do something over and over again in order to become good at it.</p> <p><u>Ex</u> Suda didn't know how to drive but her father said he would buy her a new car after she had finished her schooling. So, she <u>practised</u> driving for two hours every day and hope that she could drive to work next month.</p> <p><u>Spend (v)</u> = to pass the time.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Ex</u> Our family will go to Pattaya this weekend. My sister plans to go fishing there but I plan to <u>spend</u> my holiday swimming and sun-bathing.</p> <p><u>Charming</u> (adj) = pretty, lovely, pleasing to look at.</p> <p><u>Ex</u> Nipa is a very nice girl. Her eyes are big and her hair is long and shiny. Besides, she smiles sweetly and greets warmly anyone she has met. Everyone who sees her will say that she's really <u>charming</u>.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(T. hands out learning sheets)</p> <p>T. Class we are going to study about some grammar point in this passage. Read carefully your own sheet. Study how to produce conditional sentences, "to be interested in" and to look forward to " usage.</p>	<p>S. Follow what the teacher assigns them to do.</p>	

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Objectives	Procedure		Evaluation						
	Teacher	Student							
	<p><u>Grammar Guideline</u></p> <p><u>Conditional Sentences (Type I)</u></p> <p><u>Study the following sentences.</u></p> <p>-You will get full marks if you make no mistake.</p> <p>-They will miss the bus if they don't hurry.</p> <p>-She will fail if she doesn't study.</p> <p>-If it is fine, I shall go to the seaside.</p> <p>-If you call him, he will come.</p> <p>-If it rains, they will get wet.</p> <p>If there's no rain, my flower will die.</p> <p><u>Generalization of sentence structure</u></p> <table border="0"> <tr> <td style="text-align: center;"><u>Type I</u></td> <td style="text-align: center;"><u>If-Clause</u></td> <td style="text-align: center;"><u>Main Clause</u></td> </tr> <tr> <td style="text-align: center;">If</td> <td style="text-align: center;">+ Present Simple</td> <td style="text-align: center;">will, shall, can, may + Verb.</td> </tr> </table> <p>Conditionals usually contain the word "If". A condition is something on which an action depends. In general, a conditional sentence is made up of two clauses: an if-clause preceded by if and a main clause. The</p>	<u>Type I</u>	<u>If-Clause</u>	<u>Main Clause</u>	If	+ Present Simple	will, shall, can, may + Verb.		
<u>Type I</u>	<u>If-Clause</u>	<u>Main Clause</u>							
If	+ Present Simple	will, shall, can, may + Verb.							

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>conditional sentences presented above are called future-possible because it expresses a situation which may or may not take place in the future.</p> <p>Note: 1) We can use the Imperative in the main clause:</p> <ul style="list-style-type: none"> -Come if you can. -If you don't understand, ask. -Don't read too much if your eyes hurt. <p>2) We can use the Simple Present in the main clause if the condition is about about a habitual action:</p> <ul style="list-style-type: none"> -If you heat water to its boiling point, it gradually turn into steam. -If students work hard and use their brains, they pass their exams. -If I work, I don't want to be disturbed. <p>(All of these are general statements that are always true)</p> <p><u>"To be interested in" usage</u></p> <p><u>Study the following statements.</u></p>		

Objectives	Procedure		Evaluation					
	Teacher	Student						
	<p>-I am interested in that book. -She is interested in English. -We are interested in this lesson. -He said he was interested in old buildings. -He is interested in collecting stamps. -They are interested in fox-hunting. -She is interested in reading novels. -I am interested in skiing. etc.</p> <p><u>Generalization of Sentences Structure</u></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Subject</td> <td style="border-right: 1px solid black; padding: 5px;">V. to be</td> <td style="border-right: 1px solid black; padding: 5px;">Interested</td> <td style="border-right: 1px solid black; padding: 5px;">in</td> <td style="padding: 5px;">Noun or V+ing</td> </tr> </table> <p><u>"To Look Forward To" Usage</u></p> <p><u>Read these sentences.</u></p> <p>-Are you looking forward to hearing English every day ? -I am looking forward to seeing you. -I shall be very happy and look forward with pleasure to meeting you.</p> <p>" to look forward to" must be followed only by the verb in ing-form. It is never followed by a to - verb.</p>	Subject	V. to be	Interested	in	Noun or V+ing		
Subject	V. to be	Interested	in	Noun or V+ing				

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Class, review yourselves again for any words, phrases and grammar points in you learning sheets.</p> <p>(6+7)</p> <p>T. Class, start your reading right now. Read carefully the two letters. After that, you have some exercises to do.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p style="text-align: center;">6 Exchange of Letters</p> <p>Dear Mr. Harrington,</p> <p>I saw your name on a list of teachers of French who wish to spend their holidays in France this summer. I am a teacher of English in Saint-Simon, a charming little village in the Loire valley, just south of Saumur. I should very much like to spend some time in England, because it is many years since I had an opportunity to practise my English. Perhaps we could exchange houses for three weeks in late July of early August.</p> <p>I have heard a lot about Cumbria and the Lake District. I have been keen to spend a holiday in Cumbria ever since I first saw pictures of the fox-hunting, and read about the fine hunting dogs that you have in your part of the country. I am very interested in fox-hunting and I take my dogs out hunting in the local forest whenever I can.</p> <p>I shall tell you more about Saint-Simon and the surrounding countryside when and if you express interest in my plan. I look forward to hearing from you.</p> <p style="text-align: center;">Yours sincerely, JEAN-BAPTISTE FOUCAULT.</p>		

Objectives	Procedure		
	Teacher	Student	Evaluation
	<p>Dear M. Foucault,</p> <p>I was very interested to receive your letter of 3rd March. You are right in thinking that I should like to spend some time in France. I am sure my French is as rusty as your English!</p> <p>You are also right in thinking that Cumbria is famous for its foxes and its hunting dogs; but there are many other things for which Cumbria is famous. Barrow, for example, is famous for its ship-building industry; I live just across the road from the docks where ships from Ireland and elsewhere load and unload. In fact, on days when the Irish Sea is not under a blanket of fog, I can see the hills of Northern Ireland in one direction, as clearly as I can see the Cumbrian hills in the other.</p> <p>In short, I am afraid Barrow might not have been what you had in mind when you thought about a holiday in Cumbria. Instead of being able to offer you the dog and the fox, I can only offer you the fog and the docks.</p> <p style="text-align: center;">Yours sincerely, ROBERT HARRINGTON</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9) T. Now, I think you're ready to complete your exercises. Do the following exercises for me.</p> <p><u>I. Vocabulary Exercise</u> Choose the most suitable word from the table to complete the sentences.</p> <p>beaches load offer interest direction express spend</p> <p>1. I hope to ____ my holiday in Phuket where I enjoy swimming.</p> <p>2. He likes to ____ and to exchange his opinions in public.</p> <p>3. I want to go to the post office, but I'm afraid I am not walking in the right ____.</p> <p>4. Scientists are ____ in Chimpanzees because they are probably man's nearest intellectual neighbors.</p> <p>5. They hired a van to ____ the refrigerator to their new house.</p> <p>6. If people are in trouble, good friends always ____ to help.</p> <p>7. There are many beautiful ____ along the coast of Thailand.</p>	<p>S. Students finish the exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Complete the sentences with the form of the verb in parenthesis that will make them possible conditions.</u></p> <p>1. If you (wait) _____ a moment, I'll (come) _____ with you.</p> <p>2. People (become) _____ tan if they (lie) _____ in the sun.</p> <p>3. If you (not know) _____ the meaning of a word, you may use a dictionary.</p> <p>4. If you (start) _____ work now, you'll (finish) _____ before lunch.</p> <p>5. Somporn (not come) _____ if it (rain) _____.</p> <p>6. _____ (not eat) too much fruit if you (have) _____ stomach ache.</p> <p>7. Your English (not improve) _____ if you (not practise) _____ everyday.</p> <p><u>Choose the best answer to fill the spaces in the sentences below.</u></p> <p>1. I usually _____ a lot of time learning English. (spend, saves, pay, passed)</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>2. My little niece isn't a bird but she ____ she were a bird so that she could fly up to the sky. (thinks, wishes, likes, hopes)</p> <p>3. She is very much ____ in music. (interesting, interest, interested, interests)</p> <p>4. I really look forward to ____ him again. (to see, seeing, in seeing, to seeing)</p> <p>5. Our new English teacher is very interested ____ poems. (to read, reading, in reading, to reading)</p> <p><u>Comprehension Exercise</u> Complete the following table of information from the passage.</p> <p><u>The First Letter</u></p> <p>From _____ Nationality _____</p> <p>To _____ Nationality _____</p> <p>Date Sent _____</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>The Second Letter.</p> <p>From _____ Nationality _____</p> <p>To _____ Nationality _____</p> <p>Date Sent _____</p> <p>Read the passage and then complete the following table by writing the correct subject in Column A.</p> <p>Choose from these : The Irish sea, The Loine Valley, Saint-Simon, Cumbria, Barrow.</p> <p>A</p> <p>_____ is famous for fox-hunting.</p> <p>_____ is famous for its ship-building industry.</p> <p>_____ is south of a town called Saumur.</p> <p>_____ is on the sea coast.</p> <p>_____ is not a country-side but a city.</p> <p>_____ is a village.</p> <p>_____ is sometime very foggy.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Now tick either True or False for each of the following statements.</p> <p>T F</p> <p>Mr. Foucult was a teacher of English.</p> <p>Mr. Harrington was interested in fox-hunting.</p> <p>Mr. Harrington's name was on a list of French teachers.</p> <p>The Irish sea is in England.</p> <p>Mr. Foucult offered to exchange house with Mr. Harrington for three weeks.</p> <p>Mr. Harrington is sure that his French is not better than Mr. Foucult's English.</p> <p>Mr. Foucult had some dogs.</p> <p>Mr. Harrington thinks fog and docks have so much to offer the holiday as dogs and foxes.</p>		

ภาคผนวก ข.

แผนการสอนโดยวิธีให้เพื่อนช่วยสอน



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan Unit I

Subject Reading Comprehension
 Class M.S. 5
 No. of students 36
 Date May 25, 1983
 Time 9.30 - 10.20
 Content "The Unpaid Piper of Hamling" in Improve your Reading Book II P.1
 Assumption: Students already know the structure of simple past tense and some words like to worry, to follow, to learn, colourful, and truth.
 Aids: Textbooks, Students' Worksheets, Learning Sheets, Vocabulary and Grammar Guideline, Dictionary.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions. 2. recognize and correctly use learned vocabulary: <u>to complain</u> , <u>to endanger</u> , <u>promise</u> (K) in answering questions 3. understand and correctly use learned expressions: as.....as..	(T. hands out vocabulary guideline and grammar guideline to tutors) T. let's start with the vocabulary guideline. Study each word and read carefully all the sentences given as examples. (3+4+5) <u>Vocabulary Guideline</u> <u>Complain (v)</u> = to express feeling of annoyance, pain, unhappiness, etc. Ex Somchai always comes to school late. He behaves badly and speaks impolitely. Moreove, he likes to make loud noises in class. <u>So, all the students complain to the teacher about his bad behaviou</u> . Ex Somsak went to the party yesterday. He found that the drinks weren't enough and the entertainment was boring.	S.student tutors read the following sheets.	1. Complete the comprehension exercise and number the sentences in the correct order to tell the story. 2. Complete the sentences by using the learned vocabulary. 3. Combine each set of the sentences into one sentences using "as....as".

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>So, he complained to me about the party that it would be much better if he didn't join it.</u></p> <p><u>Endanger (N) = to cause danger to</u></p> <p><u>Ex Somchai drives very fast and he always breks the traffic rules. Many boys and grils were knocked down by his car. So, everyone says that his bad driving really endangers the children's lives.</u></p> <p><u>Promise (N) = a statement that we will do or won't do a certain thing.</u></p> <p><u>Ex Sompong always failed in his examination. This year he works very hard and makes a promise to his father that he won't fail in his examination again.</u></p> <p><u>To take someone's place = to be instead.</u></p> <p><u>Ex There were many people wating outside while Suda was calling. So, when she went out, I suddenly took her place at the telephone.</u></p> <p><u>Ex Somporn is a Sales Manager. He gets a high salary and a special bonus at every end of the year. Now, he is planning to further his study abroad. So, I would like to take his place as the Sales Manager when he is away.</u></p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Is there any word you don't understand?</p> <p>T. Now, let's go on to the grammar guideline. Read your sheets again. Try to study how and when "as...as" is used in a sentence. Ask me <u>if</u> you have any questions.</p> <p><u>Grammar Guideline</u> <u>"As.....As" Usage</u></p> <p><u>Read these sentences below.</u></p> <p>He is as <u>tall</u> as I am. Jane is as <u>talkative</u> as John. I jumped as <u>high</u> as he did. She is as <u>beautiful</u> as Ampa. He is as <u>good</u> at English as I am</p> <p>She walks as <u>fast</u> as I do. She sings as <u>sweetly</u> as Vimol does. I ran as <u>quickly</u> as he does. She can speak English as <u>well</u> as his sister can.</p> <p>we use "as....as" when we want to compare between two things in order to show equality. The structures can be:</p> <ul style="list-style-type: none"> - as + adj + as - as + ady + as. 	<p>S. Tutors answer to the teacher</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(T. divides students into 5 groups)</p> <p>T. Before we read for comprehension, let's have a look at some difficult words or grammatical points in this passage.</p> <p>T. Discuss in your group. Ask you tutors whenever you want any explanation.</p> <p>(6+7)</p> <p>T. I think you have finished your discussion. For the rest of time, read the whole passage and discuss it with your tutors until everyone understands the passage clearly.</p> <p><u>I. The Unpaid Piper of Hamling</u></p> <p>The men of Hamling, and their wives, <u>Complained to the Chairman about the traffic.</u> That daily endangered their children's lives. They told the Chairman to his worried face, That if nothing was done, they'd choose A new chairman to <u>take his place.</u> A Scotsman said that for two gold bars He'd play on his pipes, and as if by Magic, empty the roads of lorries and cars.</p> <p>The Chairman agreed, and shortly, the road Was clear. But the Chairman laughed. When the piper came for what he was owed. At this, the Scotsman played a new note On his pipes, and children followed him, Dancing and holding his colourful coat.</p> <p><u>The town was as quiet as if it slept.</u> It had learned the hard way the simple truth: That a promise made should be a promise kept.</p>	<p>S. study about vocabulary and grammar.</p> <p>Tutors conduct tutoring session and tue other.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9) (T. hands out students' worksheets)</p> <p>T. After you have finished your reading, do the following exercises for me, please.</p> <p><u>I. Vocabulary Exercise</u> <u>Choose one of the following words to complete the sentences below.</u></p> <p>promise, endangered, follow, pipe, worry complained learned traffic colourful truth.</p> <ol style="list-style-type: none"> 1. Sometimes _____ signs are knocked down by careless drivers. 2. They _____ about the meeting yesterday. 3. You won't _____ about you final exam, will you? 4. I made a _____ to see him last Sunday. 5. His bad driving _____ pedestrians. 6. You go first and I will _____ you. 7. There's no _____ in what she said. 8. I bought a new _____ for my grand father's birthday. 9. We have _____ English for several years. 10. He leads a very _____ life. 	<p>S. complete the excrcises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Combine each set of the following sentences in to one sentence, using "as.....as"</u></p> <p>1. Somsri is happy. Somchai is happy too. _____</p> <p>2. She looks careful. He looks careful too. _____</p> <p>3. Malee speaks English well. Vanida speaks English well. _____</p> <p>4. Smith walked slowly. Mary walked slowly too. _____</p> <p>5. I have sixty baht. She has sixty baht. _____</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>III. <u>Comprehension Exercises.</u></p> <p><u>Complete the exercise below by ticking either the true or false box.</u></p> <p style="text-align: right;"><u>T</u> <u>F</u></p> <ol style="list-style-type: none"> 1. The men and their wives complained about the chairman. 2. The chairman complained about the traffic. 3. The traffic daily endangered the children's lives. 4. The people would replace the chairman. 5. The chairman wanted two gold bars. 6. The roads were empty when the piper played on his pipe. 7. The Scotsman didn't want payment for his work. 8. The children followed the piper when he played a new nete. 9. The Scotsman played again and the cars returned. 10. The piper din't get what he was promised. <p><u>Read the poem carefully and number the sentences below in the correct order to tell the story</u></p> <p>The piper played on his pipe. The roads had no children left. The chairman promised to pay. The towns people complained. The roads were empty. The chairman laughed and refused.</p>		



Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>The piper came to collect his fee. The roads were full of traffic. The roads were dangerous The towns people offered to solves the problem. Hamling had a problem with vehicles. The children followed him. The piper played a children's tune.</p>		

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Lesson Plan Unit II

Subject Reading comprehension
 Class M.S. 5
 No. of Students 36
 Date June 21, 1983
 Time 9.30 - 10.20
 Content "William Lehmann: Writer" in Improve your Reading Book II P.6
 Assumption Students already know some words like usual, natural, experience, poems, and remember and they already know the basic structure of past tense and present perfect tense.
 Aids Textbooks, Students' Worksheets, learning sheets, Vocabulary Guidelines, Dictionary.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. find the main idea and important details of a passage. 2. answer the comprehension questions. 3. recognize and <u>correctly</u> use learned vocabulary: <u>bright</u> , <u>imagine</u> , <u>satisfy</u> , <u>competition</u> , and <u>apportunity</u> . 4. write a short description of the reading passage the students have read.	(1+2) (T. teaches students tutors and hands out the vocabulary sheets) T. First, let's see some vocabulary in this passage. Read you sheets <u>correctly</u> and ask me questions if you have any problems. (3+4+5) <u>Vocabulary guideline</u> <u>Bright</u> (adj) = clever <u>Ex</u> Somsak is so <u>bright</u> that he is always at the top of his class. <u>Ex</u> Somsak is unusually <u>bright</u> boy; he is good at every subject and he got 100% for his final examination. <u>Satisfy</u> (v) = to make someone feel pleased by giving him what he wants <u>Ex</u> I am not satisfied with your school attendance.	S. Tutors look at the vocabulary sheets.	1. Write down the main idea of each paragraph. 2. Do the comprehension exercise. 3. Complete the sentenese with the appropriate words from the list 4. Write a short description about William Lehmann.

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Imagine (v)</u> = to form in your mind an idea of something.</p> <p><u>Ex</u> - Can you <u>imagine</u> life without electricity?</p> <p><u>Ex</u> - The cartoonist not only tells a story but he also tries to show how he <u>imagines</u> his surroundings.</p> <p><u>Opportunity (N)</u> = a suitable chance or time to do something.</p> <p><u>Ex</u> - Mary will be here tonight, so it will be a good <u>opportunity</u> to ask her about the picnic arrangements</p> <p><u>Ex</u> - I am glad to have an opportunity to meet you.</p> <p><u>Competition(N)</u> = a contest</p> <p><u>Ex</u> - At the Olympic games our representatives were in <u>competition</u> with the best swimmers from all parts of the world.</p> <p><u>Ex</u> - We were <u>in competition</u> with each other for top marks.</p> <p><u>Ex</u> - All the boys in our class will be <u>in competition</u> for the boxing cup.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Is there any question about your vocabulary?</p> <p>T. Now let's go on to a focus point in this reading passage.</p> <p>(T. hands out learning sheets)</p> <p>T. Read your sheets and pay attention to the verb that comes right after V. "to enjoy".</p> <p>Grammar Guideline</p> <p>Usage of "to enjoy"</p> <p><u>Read these sentences.</u></p> <p>She <u>enjoys listening</u> to the music.</p> <p>He <u>enjoys playing</u> football.</p> <p>He's a good writer. He <u>enjoys playing</u> with words. etc.</p> <p>:Note: V. "to enjoy" must be followed only by the verb in ing- form. It is never followed by an infinitive. Other verbs followed by the ing-form are: to keep, to finish, to avoid, to regret etc.</p> <p>(T. divides students into 5 groups)</p> <p>T. Class, Today we will read passage 2 about S. listen to the teacher "William Lehmann: Writer. Before we go on to details, let's talk about vocabulary first.</p>	<p>S. Student tutors respond to the question.</p> <p>S. tutors study their own sheets.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Now, study together in your groups. Discuss with your tutors and your friends if you have any questions.</p> <p>(6+7)</p> <p>T. Class, lets' start our reading now. Read the passage quickly. Study together and make sure that everybody in your group understands clearly the passage.</p> <p><u>2. William Lehmann : Writer</u> Mr. Jenkins (his English teacher) William Lehmann? Yes, I remember William. I knew he was an unusually bright boy from the moment he entered the school. Writing came as naturally to him as walking. We enjoyed playing with words, in the same way that other boys play with a football. He wrote stories whenever he had the opportunity: stories that most of us couldn't hope to write, with the experience of a person two or three times his age. He wrote some quite striking poems, too-though I won't say I understood all of them!</p> <p>Michael Conran (a school-friend) I've known William for as long as I can remember. We went right through school together; indeed, we often found ourselves in a sort of friendly competition with each other. William always beat me in English examinations, of course; but I was</p>	<p>S. discuss in their groups and tutors conduct the tutoring session.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>generally better than he was in subjects like history. William was never satisfied to stick to the facts. He preferred to imagine how things might have been. I was never in much doubt that William was going to be a writer. The only question was whether he would write short stories or poetry.</p> <p>Mrs. J. Lehmann (his mother) When he was young, William was always writing. He <u>wrote</u> in bed; he wrote while the rest of us were watching television, in the half darkness; he would even write at the breakfast table if I let him. He was a very quiet boy. Even now I'm not sure that I'd know my son very well, if I didn't read his stories!</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9)</p> <p>T. Now, write down in your own words telling what the main idea of each paragraph is.</p> <p>T. Have you finished it?</p> <p>T. O.K please exchange your paper with the other groups so that every one can read all the answer</p> <p>T. Listen to your assignment again for each group.</p> <p>T. Suppose you were William Lehmann's brother. Write a description about William.</p> <p>(T. hands out students'worksheets)</p> <p>T. I see you understand the passage. Right now, do these exercises for me.</p> <p><u>I. Vocabulary Exercise</u> <u>Complete the sentences with the appropriate words from the box.</u></p> <p>opportunity poems satisfied imagine experience bright competition</p> <ol style="list-style-type: none"> 1. A _____ boy learns quickly. 2. I had no _____ to discuss the problem with her. 3. Soontornpoo wrote many _____. 4. My teacher is never _____, because he always wants me to get 100% on tests. 5. She likes to _____ herself becoming famous as an actress. 	<p>S. write down their answers.</p> <p>S. Yes, we have.</p> <p>S. exchange their works among groups.</p> <p>S. listen to the teacher</p> <p>S. discuss what to write. Then write a short description as assigned.</p> <p>S. complete the vocabulary and the comprehension exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>6. The World Cup Soccer _____ was held in Spain in 1982.</p> <p>7. Old people have a lot of _____ and they can help us with advice.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Comprehension Exercise</u></p> <p><u>Choose the best answer</u></p> <p>1. "I knew he was an unusually bright boy" (line 1-2) means.</p> <ol style="list-style-type: none"> He was abnormal He was very clever He was more active than other boys. He was a strange boy <p>2. "Writing came as naturally to him as walking" This means</p> <ol style="list-style-type: none"> It was clear that he was going to be a writer. He enjoyed playing with words. He was a quiet person. Writing was a natural talent of William's. <p>3. Mr. Jenkins said that</p> <ol style="list-style-type: none"> he didn't understand William's poem. William used his imagination a lot he understood William through his poems. his only question was whether William would write stories or poetry. <p>4. William was never satisfied to stick to the facts (line 11) means.</p> <ol style="list-style-type: none"> He was never happy in writing short stories. He was unhappy in writing poems. He didn't like subjects like history. He always changed the truth a little. <p>5. William's stories were surprising because:</p> <ol style="list-style-type: none"> his writing style was so colorful for a boy of his age. they were about some experiences that most people never thought of. they were about some experiences of a person two or three times his age. they were of a sort that most people hoped to write. 		

Objective	Procedure		Evaluation
	Teacher	Student	
<p>6. What sort of competition did William and Conran have with each other?</p> <ol style="list-style-type: none"> making friends school examinations writing novels writing poems <p>7. Mrs. Lehmann:</p> <ol style="list-style-type: none"> thought that her son would be a famous writer. remembered when William was young understood her son and his works very well. said that William wrote in bed, at the breakfast table and in half darkness. <p>8. "Whenever he had the opportunity" (line4) means.</p> <ol style="list-style-type: none"> William wrote stories whenever he had to do something else William wrote stories whenever he wanted to do so. William wrote stories whenever he had the chance William wrote stories when he had to do it. 			

Lesson Plan Unit III

Subject Reading Comprehension
 Class M.S. 5
 No. of students 36
 Date June 8, 1983
 Time 9.30 - 10.20
 Content: "Wind power" in Improve Your Reading Book II page 11
 Assumption: Students already know the structure of past simple and past perfect tense
 Aids: Textbooks, Students' worksheets, Learning Sheets, vocabulary guideline, Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions 2. recognize and correctly use learned vocabulary: <u>immediately</u> , <u>direction</u> , <u>proof</u> , <u>expect</u> and <u>roar</u> 3. write sentences using <u>too</u> to 4. use appropriately the two prepositions: before, after	(1+2) (T. hands out vocabulary guideline to student tutors) T. Read the following sheet quickly. Try to understand the meaning of each word and the way it is used in the sentences (3+4+5) <u>Vocabulary guideline</u> <u>Immediately</u> (adv) = suddenly, at once Ex He <u>immediately</u> stopped the car before knocking down the cyclist Ex He is so ill that we must <u>immediately</u> send him to a doctor. <u>Direction</u> (N) = the point towards which a person or thing faces Ex When the police arrived, the crowd went away in all <u>directions</u> . Ex Tom went off in one <u>direction</u> and Harry in another <u>direction</u> .	S. Tutors look at their own sheets.	1. Complete the comprehension exercise. 2. Choose the appropriate words to complete the sentences. 3. Write down the main idea of the passage. 4. Complete the passage by adding "before" or "after"

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Proof (N)</u> = a way of showing that something is true</p> <p><u>Ex</u> The <u>proof</u> that the man stole my watch is that I saw him take it.</p> <p><u>Ex</u> Dick's black eyes was <u>proof</u> that he had been fighting.</p> <p><u>Expect (V)</u> = to look forward to</p> <p><u>Ex</u> - We are <u>expecting</u> a letter from her.</p> <p><u>Ex</u> - I <u>expect</u> you to be on time.</p> <p><u>Roar (V)</u> = to make a loud deep sound.</p> <p><u>Ex</u> The engine <u>roared</u> when he tried the starter switch for the last time.</p> <p><u>Ex</u> The aeroplane engine started up with a deafening <u>roar</u>.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Is there any word you don't understand?</p> <p>T. Now, let's go on to your grammar guideline for your reading passage 3.</p> <p><u>Grammar Guideline</u></p> <p><u>The Use of "too — to"</u></p> <p>Too = an adverb of excess (จำนวนที่มากกว่า) with negative sense</p> <p><u>Ex</u> This soup is <u>very</u> hot; I can't drink it. = This soup is too hot (for me) to <u>drink</u></p> <p><u>Ex</u> The dress is very old; I can't wear it any longer. = The dress is too old (for me) to wear any longer.</p> <p><u>Note</u> 1. Too comes before an adjective. 2. The patterns we can use for this expression are: - too+adj+infinitive - too+adj+for+noun+infinitive - too+adj+for+noun+infinitive 3. We use "to ___ to" when we want to give emphasis on the adjective.</p> <p><u>The Use of "before" and "after".</u></p> <p>"Before" as preposition means earlier than:</p> <p><u>ex</u> They will be back before nine, (any time up to nine.)</p> <p><u>ex</u> The boy brushes the teeth before going to bed.</p>	<p>S. respond to the question.</p> <p>S. listen to the teacher</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>"After" as preposition means later than: <u>Ex</u> They will be back after ten o'clock. (anytime after 10)</p> <p><u>Ex</u> After he woke up in the morning, he took a bath, dressed himself and went to work as usual.</p> <p><u>Note</u> 1. "Before" and "After" come in front of time. 2. "Before" is used in front of the verb in ing-form but "After" can be used in front of a clause.</p> <p>Before เป็นคำบุรพทที่ใช้เกี่ยวกับเวลา หมายถึง เวลาใด ๆ ก็ได้ก่อนถึงเวลาที่พูดถึง</p> <p>After เป็นคำบุรพทที่ใช้เกี่ยวกับเวลา หมายถึง เวลาใด ๆ ก็ได้หลังจากเวลาที่พูดถึง</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(T. divides students into 5 groups)</p> <p>T. Class, listen to me carefully.</p> <p>T. First of all, we are going to study vocabulary and some grammatical points in this reading passage.</p> <p>T. Discuss with your friends and ask your tutors for any word or structure you still don't understand.</p> <p>(6+7)</p> <p>T. Now, read the whole passage quickly and silently. Make sure you all understand it.</p> <p><u>3. Wind Power</u></p> <p>This is a true story. Rex White knows too many seamen's stories to want to add to them. Besides, this happened on land. It happened in Lytham, a town on the River Ribble, near to the place where the river flows into the Irish Sea. The shape of the trees along the Lytham beach road is proof of the great strength of the wind which comes in off the sea. It blows</p> <p>hard across the grass, the car-parks the open road beside the river, and there is nothing to stop it.</p> <p>Rex White was a ship's pilot. It was his job to guide ships up the river, between banks of sand, into the port of Preston. Mr. White lived in a village some kilometres from the coast, so he had to drive to Lytham and leave his car in one of the car-parks beside the river. Then he used to row out to the pilot boat, and await the particular ship that it was his duty to guide.</p>	<p>S. listen to the teacher.</p> <p>S. Student tutors conduct tutoring session in each group.</p> <p>S. read the passage and discuss together the reading content.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Early one morning, Mr. White returned to Lytham from a night on duty, to find that he could not start his car. He had driven from his village the evening before, and had left his car in the car-park as usual. He had rowed out to the pilot boat, and gone on board the S.S. Kilkenny, which was on her way from Ireland. Then, in the early hours of the following morning, he had returned to Lytham in the pilot boat, expecting to drive home to a cup of hot chocolate and a warm bed. But no matter what he did, he could not get the engine to start.</p> <p>It was a cold and windy night; there was no one about, and there was no garage open to which he could turn for help. He was just about to give up, and spend the rest of the night on the back seat of the car, when he had a bright idea. He pushed the car round so that it was facing in the direction of the wind, opened all four doors, pushed it along a short way, and then jumped in. The doors acted like sails, and in no time the wind had taken him right out of the car-park, and away down the beach road. When he tried the starter-switch once more, the engine roared to life immediately. All he had to do then was to stop the car and shut the doors.</p> <p>We went to bed later than usual but he did not go without his cup of hot chocolate. Mr. White was not a seaman for nothing.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9)</p> <p>T. After you have finished your reading, each group should write down the main idea and important details of the story you've read. (about 100 words)</p> <p>(T. hands out students' worksheets)</p> <p>T. I think you understand what you've learned. Anyway please do the following exercises for me.</p> <p>I. <u>Vocabulary Exercise</u> <u>Choose one of the following words to complete the sentences below.</u></p> <p>car-park pilot expect rowed garage immediately proof direction</p> <ol style="list-style-type: none"> 1. A _____ controls a ship or an aeroplane. 2. A _____ is the place for parking a car. 3. The police _____ followed the thief who sneaked down the stairs and out of the shop. 4. I _____ that the weather will be fine tomorrow. 5. We can have a car repaired at a _____. 6. The police tried hard to find a _____ to show that this woman was the real murder. 7. He had _____ the boat against the wind for two hours. 8. The quickest _____ to the town Hall is through the park. 	<p>S. help each other to write down their answer using their own words.</p> <p>S. in each group help each other to complete the exercise.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Complete the following passage by adding "before" or "after"</u></p> <p>One day after Rex White finished work, he went to the car park as usual. _____ he tried several times to start the car, he realised that there was something wrong with the engine. Mr. White was a clever man and _____ long he had an idea. _____ he had turned the car round, he opened the doors. The wind blew the car along and _____ he had gone very far, the car started. Mr. White arrived home not long _____ his usual time. _____ he went to bed he had a cup of hot chocolate.</p>		

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Objectives	Procedure		Evaluation			
	Teacher	Student				
	<p>III. <u>Comprehension Exercise</u></p> <p><u>Choose the correct reason for each of the following statements and complete the table</u></p> <table border="1"> <tr> <td> <ol style="list-style-type: none"> 1. Mr. White knows a lot about the sea 2. He guides the ships into the port. 3. He had to use his car to go home 4. One day he couldn't start his car 5. He turned the car round and opened the door. 6. The car moved. 7. It was lucky that Mr. White was a pilot </td> <td style="text-align: center; vertical-align: middle;">because</td> <td style="text-align: center; vertical-align: middle;">Reason</td> </tr> </table> <p><u>Choose the reason from these</u></p> <p>he lived outside the town then the doors would act like sails he works with ships every day the strong wind blew it forwards he knew how to make the car act like a boat he is a pilot there was something wrong with the engine.</p>	<ol style="list-style-type: none"> 1. Mr. White knows a lot about the sea 2. He guides the ships into the port. 3. He had to use his car to go home 4. One day he couldn't start his car 5. He turned the car round and opened the door. 6. The car moved. 7. It was lucky that Mr. White was a pilot 	because	Reason		
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Lesson Plan Unit IV

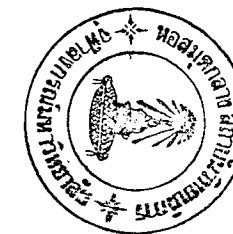
Subject Reading Comprehension
 Class M.S. 5
 No. of students 36
 Date June 15, 1983
 Time 9.30 - 10.20
 Content "The Garden Hotel" in Improve Your Reading Book II p.18
 Assumption Students already know the structure of the simple present and simple future tense
 Aids Text books, Students Worksheets, Learning Sheets, Vocabulary Guideline, Dictionary

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. do the comprehension exercise. 2. complete the sentences by using the appropriate words. 3. punctuate the sentences with commas(,) or semi-colons(:) 4. Join the sentences by using "or".	(1+2) (T. hands out vocabulary guideline to student tutors) T. Read all the vocabulary in your sheet. Pay attention to the meaning and the way each word is used in sentences. (3+4+5) <u>Vocabulary Guideline</u> <u>Comfortable (adj)</u> = having or providing contentment <u>Ex</u> The express buses are air conditioned and always on time; they provide a very comfortable service <u>Convenient (adj)</u> = suited to one's needs <u>Ex</u> We must arrange a convenient time and place for the meeting <u>Ex</u> A paper clip is very convenient for holding papers together.	S. Student tutors study the vocabulary guideline.	1. Do the comprehension exercise. 2. Complete the sentences by using the appropriate words. 3. Punctuate the sentences with commas(,) or semi-colons (;) 4. Join the sentences by using "or".

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Efficient (adj)</u> = able to do things well</p> <p><u>Ex</u> She works very fast and completes her duty well, besides, she's good at typing, shorthand, and correspondence. So, she is really an efficient secretary.</p> <p><u>International (adj)</u> = having to do with many nations</p> <p><u>Ex</u> Donmuang is one of the important international airports in the world.</p> <p><u>Famous (adj)</u> = very well known</p> <p><u>Ex</u> Han Anderson was a famous author whose fairy tales are loved by children everywhere.</p> <p><u>Surround (v)</u> = to enclose or shut in something on all sides</p> <p><u>Ex</u> There are trees all around the area. Infact, my house is surrounded with trees.</p> <p><u>Variety (n)</u> = many different types or kinds of</p> <p><u>Ex</u> Somsak stocks a great variety of toys and books in his shop.</p> <p><u>Ex</u> We asked for more variety in our food.</p> <p><u>Ruin (v)</u> = to spoil or to destroy something completely.</p> <p><u>Ex</u> The heavy storm will ruin the growing wheat crops.</p> <p><u>Ex</u> You will ruin yourself if you continue to be so foolish.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Arrange (v)</u> = to place something or to put things in proper order.</p> <p><u>Ex</u> She is arranging the books on the shelves.</p> <p><u>Ex</u> She is good at arranging flowers.</p> <p>(T. hands out students' learning sheets as the following)</p> <p><u>Grammar guideline</u></p> <p><u>Combining sentences by using the semi-colon (;).</u></p> <p>The semi-colon (;) is used between independent clauses not joined by a coordinative conjunction (and, but, or, so, for etc.). We do not use a comma for this purpose because it is not strong enough to separate two independent clauses.</p> <p><u>Ex</u> The rain continued to fall; the river rose higher, and higher.</p> <p>(=The rain continued to fall, and the river rose higher.)</p> <p><u>Ex</u> We wanted to give him a big welcome; we arranged a grand dinner party.</p> <p>(=We wanted to give him a big welcome, so we arranged a grand dinner party.)</p> <p><u>Note</u></p> <p>We use the semi-colon whenever we want to combine two sentences together without using any conjunction. On the other hand, if we combine two sentences by using any coordinating conjunction (and, or, but, nor, so, yet.), a comma is needed.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Combining sentences by using conjunction "or"</u></p> <p>"or" = a connective (the idea expressed is alternative/choice.)</p> <p><u>Read the following examples</u></p> <ul style="list-style-type: none"> - Is it sweet or sour? - Is it white, gray, or black? - I don't know whether you want to play tennis or to play football. - Is he at his house or at his office? - You must study hard, or you will fail. - Make haste, or you'll be late <p><u>Note:</u> "or" is used whenever we want to join words, phrases, or clauses showing which alternatives would be chosen. (or ใช้เชื่อม words, phrases, clauses ที่บอกการเลือกอย่างใดอย่างหนึ่ง)</p> <p>T. Is there any word or grammatical points that you don't understand?</p> <p>T.Review all of your learning sheets again and ask me if you have any questions.</p> <p>T. Now, you are ready to teach your friends. Make sure that they can recognize all the learned vocabulary and some grammar points in this passage.</p>	<p>S. Tutors respond to the question</p> <p>S.Tutors look at the learning sheets.</p> <p>S. Tutors listen to the teacher.</p>	



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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(T.divides students into 5 groups)</p> <p>T.Class listen to me carefully.</p> <p>T.First of all, let's study about some vocabulary and grammar points in this reading passage.</p> <p>T.Discuss with your friends and ask your tutors for anything you don't understand</p> <p>→(6+7)</p> <p>T.Now, open your book page 18. Read the whole passage quickly. Try to help each other and make sure that everyone in your groups understand the passage.</p> <p>4. The Garden Hotel</p> <p>When you are next in Nanoko Be sure to stay at the Garden Hotel. Whether you come on business or on holiday, you will everything as comfortable and as convenient as you would expect in a first-class international hotel.</p> <p>Every bedroom has its own private bathroom, telephone, wall-to-wall carpeting and colourful, modern materials and furniture in the local style.</p> <p>In the Mitsu Restaurant, you can choose your meals from as wide a variety of dishes, both Eastern and European, as you will find anywhere in the country. In the Beach Bar, you can drink with your family and friends in air-conditioned comfort, to the music of</p>	<p>S. listen to the teacher</p> <p>S.Student tutors conduct tutoring session in each group.</p> <p>S. read the passage and discuss it together about reading content.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>internationally known artists. Or you can take your drink outside into the beautiful garden that gives the hotel its name, or to the tables that surround the swimming pool. Throughout the hotel, you will find the service is both friendly and efficient.</p> <p>By day, the pool is alive with the holiday spirit and the happy shouting of children; and by night; soft lights and music make it the perfect place for a party, or simply for an after-dinner drink and conversation.</p> <p>The Garden Hotel has its own private mini-bus service. Give us a ring and we will arrange to collect you at the airport or in the city centre. Every day a bus leaves the hotel for day trips up into the hills to see the ruined city of Morote, or the villages and temples of the hill people; or along the coast to the seaside towns and wonderful beaches of Cape St Germain.</p> <p>If you prefer, we can arrange for you to visit the Wainiri Islands that lie just off the coast. Here you can swim and sun-bathe in private and in peace; or you can fish for one of the many varieties of sea-life for which the Wainiris are justly famous.</p> <p>The Garden Hotel is right on the beach, only five minutes from Nanoko's modern shopping centre. Here you will find all that money can buy, at prices you can afford.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9) (T.hands out students' worksheets)</p> <p>T. After you've finished your reading, do the following excrcises for me, please.</p> <p>I. <u>Vocabulary Exericise</u></p> <p><u>Choose one of the following words to complete the sentences below</u></p> <p>ruined, arrange, variety, famous international, stays, modern, convenient</p> <ol style="list-style-type: none"> 1. Our city: Bangkok is also a ____ city. 2. Will it be ____ for you to start work tomorrow? 3. British Airways is an ____ airline. 4. We want more ____ in our food. 5. We will have a party. Can you ____ the table? 6. When he ____ at home, he spends his time reading novels. 7. She always designs dresses from recent magazines. Her clothes are ____. 8. Ayuthaya is full of buildings which were ____ by the Burmese. 	<p>S.in each group complete the excrcises together.</p>	

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Punctuate the following sentences with comma (,) or semi-colon (;) whenever necessary</u></p> <ol style="list-style-type: none"> 1. The man told me when the bus would leave and where it would take me. 2. She didn't know the word so I explained it to her. 3. Farmers can't grow rice because of the flood many come to Bangkok to look for jobs. 4. Men are born to be weak and strong. 5. I went to Suree's house but I did not see her there. <p>III. <u>Join each of the following pairs of sentences, using "or"</u></p> <ol style="list-style-type: none"> 1. I will have to speak slowly. Frank won't understand me. 2. She will have to work faster. She won't finish in time. 3. Do not touch the fire. You will burn yourself. 4. You must study hard. You will fail in the exam. 5. I shall start for school now. I may be late. 		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>IV. <u>Comprehension Exercise</u></p> <p><u>Complete the following table with the correct subject.</u></p> <p><u>You will have to use some subjects more than once choose from the following</u></p> <p>The bedroom, The Garden Hotel, Nanoko, Cape St. Germain, Tourists and Business man, The Mitsu Restaurant, The Beach Bar, The staff The Wainiris.</p> <p><u>Subject</u></p> <p>_____ will find both comfort and convenience</p> <p>_____ all have telephones, bathrooms, and carpets offers Eastern and European dishes.</p> <p>_____ is air-conditioned.</p> <p>_____ give friendly and efficient service</p> <p>_____ has very good beaches</p> <p>_____ is famed for its sea-life</p> <p>_____ is a competitive shopping area.</p>		

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Lesson Plan Unit V

Subject Reading Comprehension
 Class M.S. 5
 No. of students 36
 Date June 22, 1983
 Time 9.30 - 10.20
 Content: "Story Line" in Improve your Reading, Book II p.24
 Assumption: Students already know some words like village, country, roar, traffic, etc. and they also know the basic structure of Present Simple, Past, and Past Perfect Tense.
 Aids Text Books, Students' Worksheets, Learning Sheets Vocabulary Guidelines, Dictionary.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to (1+2) 1. answer the comprehension questions. 2. recognize and correctly use learned vocabulary: <u>coast</u> , <u>halfway</u> , <u>knock down</u> , <u>pass through</u> , <u>trade</u> , <u>familiar</u> . 3. understand and to identify the structure of the Passive Voice	(T. hands out the vocabulary guideline and teach the student tutors) T. First of all, look at your sheet. Read carefully all the sentence examples using some difficult words in this passage. You can ask me questions if you have any problems. <u>Vocabulary Guideline</u> <u>Coast (n)</u> = the land along the edge of the sea Ex When the ship reached the <u>coast</u> , the passenger were quickly landed from the ship. Ex There are several islands off the <u>coast</u> . <u>Halfway (adj)</u> = midway between two points. Ex The rain falls while I am walking <u>halfway</u> from my house to school.	S. Tutors read and study their vocabulary sheets.	1. Complete the comprehension exercise. 2. Choose the correct words to complete the sentences 3. Change the sentences into the passive voice.

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Knock down</u> = strike to the ground</p> <p><u>Ex</u> The taxi driver drove so quickly that his car <u>knocked down</u> the man standing at the side of a street.</p> <p><u>Pass through</u> = move towards</p> <p><u>Ex</u> The road was too narrow for cars to <u>pass through</u></p> <p><u>Ex</u> That fat man can't <u>pass through</u> this small door.</p> <p><u>Trade (n)</u> = buying, selling or exchanging goods</p> <p><u>Ex</u> Mr. Somsak buys and sells books. He's in the book <u>trade</u>.</p> <p><u>Ex</u> Thailand <u>carries on</u> a big <u>trade</u> with America in rice.</p> <p><u>Familiar (adj)</u> = knowing something or someone well</p> <p><u>Ex</u> That man always tells lies. Nobody believes in him. So, don't be too <u>familiar</u> with him.</p> <p><u>Ex</u> I was angry with Joe because Joe loved my girl friend and he tried to make himself much too <u>familiar</u> with her.</p> <p>T. Is there any word you don't understand?</p> <p>T. Next step, let's study about some grammar points in this reading passage.</p> <p>(T. hands out the students' learning sheets)</p> <p><u>Grammar Guideline</u> <u>Passive Voice</u></p>	<p>S. Tutors respond to the question.</p> <p>S. Tutors read their sheets carefully.</p>	

Objectives	Procedure		Evaluation												
	Teacher	Student													
	<p>There are two voices in English. They are the active and passive voices. A verb is in the active voice when its subject is the doer of the action as in "Jimmy's father gave him a car." as contrasted with the passive voice in "Jimmy was given a car by his father."</p> <p><u>Read the following sentences.</u></p> <table border="0"> <tr> <td style="text-align: center;"><u>Active</u></td> <td style="text-align: center;"><u>Passive</u></td> </tr> <tr> <td>I do it.</td> <td>It is done by me.</td> </tr> <tr> <td>She wrote a book.</td> <td>A book was written by her.</td> </tr> <tr> <td>We are eating lunch.</td> <td>Lunch is being eaten by us.</td> </tr> <tr> <td>I have finished several exercises.</td> <td>Several exercises have been finished by me before.</td> </tr> <tr> <td>She will do it.</td> <td>It will be done by her.</td> </tr> </table> <p><u>Verb Construction</u></p>	<u>Active</u>	<u>Passive</u>	I do it.	It is done by me.	She wrote a book.	A book was written by her.	We are eating lunch.	Lunch is being eaten by us.	I have finished several exercises.	Several exercises have been finished by me before.	She will do it.	It will be done by her.		
<u>Active</u>	<u>Passive</u>														
I do it.	It is done by me.														
She wrote a book.	A book was written by her.														
We are eating lunch.	Lunch is being eaten by us.														
I have finished several exercises.	Several exercises have been finished by me before.														
She will do it.	It will be done by her.														

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p style="text-align: center;"><u>Active</u></p> <p>Subject + Verb Action + Object receiver</p> <p>She write a book.</p> <p>Shakespeare wrote Macbeth.</p> <p style="text-align: center;"><u>Passive</u></p> <p>Object receiver+ form of "be"+p.p.+by+Subject</p> <p>A book was written by her.</p> <p>Macbeth was written by Shakespeare.</p> <p><u>Remember :</u></p> <p>When a sentence is changed from the Active to the Passive Voice:-</p> <p>1.The object in the Active becomes the subject in the Passive.</p> <p>Aree opens the door. => The door is opened by Aree.</p> <p>2.The form of the verb is changed by using the same tense of the verb to be in the active sentence together with the past participle of the verb.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Tense/Verb form</u> <u>Active Voice</u> <u>Passive Voice</u></p> <p>simple present teaches is taught</p> <p>present continuous is teaching is being taught</p> <p>simple past taught was taught</p> <p>past continuous was teaching was being taught</p> <p>present perfect has taught has been taught</p> <p>past perfect had taught had been taught</p> <p>future will teach will be teach</p> <p>3. The subject in the Active becomes the object of the word by. When the subject is a word like people, they, everyone, no one, or someone, it can be left out.</p> <p>People speak English in most countries. => English is spoken in most countries.</p> <p>No one has ever liked him. => He has never been liked.</p> <p>4. Verbs which do not take an object can not be used in the Passive. We use the passive voice when we wish to pay more attention to what happened to someone or something than to what someone or something did and also to avoid using "I" too often.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>V. to remember</u></p> <p>The verb "remember" may be followed by either Ving or to + V. but they had different meanings.</p> <p>a. My sister remembered to send me a birthday card. (My birthday was last week. My sister remembered it was my birthday. She sent me a card.)</p> <p>b. My sister remembered sending me a birthday card. (My birthday was last week. She sent me a card, I didn't receive it. My sister said she knew that she mailed the card.)</p> <p>(T. divided students into 5 groups)</p> <p>T. Class, today we will read passage 5 which is about "Story Line". First of all, let's look at the vocabulary and some grammatical points in this passage.</p>	<p>S. listen to the teacher.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Now, study together in your group. discuss with your friends especially your tutor. Ask your tutor for any word or structure you don't understand.</p> <p>(6+7) T. Now, read the whole passage quickly. Discuss it together to make everybody understand clearly the passage.</p> <p><u>5 Story Line</u></p> <p>Right Up Your Street by William Lehmann The village of Langshott is halfway along the old coach road from London to the</p>	<p>S. Student tutors conduct tutoring session.</p> <p>S.read and discuss in groups.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>South Coast. Young Henry Buckle was there when a car passed through the village for the first time, in the early 1900s. Later, as the owner of what had been his father's general store, he remembers selling ice-creams and soft drinks to families that passed through the village in cars and coaches on their way to the seaside.</p> <p>But the traffic did not only bring trade to the village: it also brought noise and danger. As the years passed, the peace of what had been a quiet country village was broken by roaring engines; Farmer Dodd's gates were left open by day-trippers enjoying a picnic in his fields; and trees that had been familiar friends were cut down so that the road through the village could be made wider and safer.</p> <p>Safer, that is, for the cars and heavy lorries that thundered past within a few metres of Henry Buckle's general store.</p> <p>But it was not safer for Henry's son</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Gerald and the other children of the village; and it was not safer for the old cottages that were shaken from their chimneys to their floors by every lorry that passed. Nor was it safer for Henry himself; as the old man moved, more slowly now, from his store to the pub and to the butcher's shop of his friend George Carter, just across the street.</p> <p>The street had been where the life of the village was lived, where games were played, work was done and long conversations were held. Now it cut the village in two and brought not life but death. Henry was knocked down and killed one night by a passing car. A great character, part of old Langshott, had died.</p> <p>But Henry had not been buried long before his son Gerald, George Carter and others, had dressed as gasmen, and dug up the</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>road, causing the traffic to follow another road right round the village, instead of through it.</p> <p>Right Up Your Street is the story of men who, when they are pushed too far, act quickly to defend a way of life that most of us have let go for good.</p> <p>'Village life is described with a loving, and truthful pen' - Morning Mail</p> <p>'A book that puts the car on trail' - Evening Post (6+9)</p> <p>T. To check whether you understand what you've learned, please finish the vocabulary exercise, the exercise about the passive voice and the comprehension exercise for me, class. (T. hands out students' worksheets)</p> <p><u>I Vocabulary Exercise</u></p>	<p>S. do the exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>2. Someone has stolen my books.</p> <p>_____.</p> <p>3. Students are doing a lot of work.</p> <p>_____.</p> <p>4. I saw them yesterday.</p> <p>_____.</p> <p>5. They close the library at eight o'clock every night.</p> <p>_____.</p> <p><u>III Comprehension Exercise</u></p> <p><u>Tick either True or False for each of the following statement.</u></p> <p>T F</p> <p>Longshott is on the South Coast.</p> <p>Henry Buckle arrived when he was thirty.</p> <p>He sold ice-cream and soft drinks.</p> <p>The traffic brought noise and danger.</p> <p>Henry was killed by a robber.</p> <p>His son tried to stop the traffic by digging the roads.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Choose the correct word or words from the following words.</u></p> <p>remember, traffic, pass-through, safer, trade, knocked down, halfway.</p> <p>1. Before you reach the town you have to a tunnel.</p> <p>2. She was ____ by a taxi on the way to the office.</p> <p>3. ____ has improved since the roads were built</p> <p>4. The bus stops ____ for refreshments.</p> <p>5. She came to school late because the ____ was very heavy.</p> <p>6. The road became wider but not ____ for the village people.</p> <p>7. The most important thing to ____ is that all food must be well cooked.</p> <p><u>II Change the following sentences into the passive voice.</u></p> <p>1. The servant will clean the window tomorrow.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Number the sentences in the correct order.</p> <ul style="list-style-type: none"> -Henry Buckle owned the general store. -Henry Buckle moved slowly as time went by. -The traffic brought trade but also noise and danger. -The traffic cut the village in two. -Henry Buckle first came to the village in about 1900. -The road destroyed the peaceful atmosphere of the village. -Gerald Buckle dug up the road to keep the cars out. -Henry Buckle was knocked down and killed by a car. 		

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Lesson Plan Unit 6

Subject Reading Comprehension
 No. of Students 36
 Class M.S. 5
 Date July 6, 1984
 Time 9.30 - 10.20
 Content "Exchange of Letters "in Improve Your Reading Book II p.29
 Assumption Students already know the structure of present simple and past simple tense and they also know some words like opportunity holiday, famous, direction, and countryside
 Aids Textbooks, students' Worksheets, Vocabulary Guidelines, Direction.

Objectives	Procedure		Evaluation
	Teacher	Student	
Students must be able to 1. answer the comprehension questions 2. recognize and correctly use learned vocabulary: <u>interest</u> , <u>exchange</u> , <u>express</u> , <u>spend</u> , <u>practice</u> , <u>charming</u> 3. understand and identify the structure of conditional sentences. 4. use appropriately the expression "to be interested in", "to look forward, to"	(T. hands out the vocabulary guideline and teaches student tutors) (1+2) T. Class, we are going to learn lesson 6 which is about "Exchanges of letters." We have to finish reading two letters this hour. The first letter is Jean-Baptiste Foucault's letter; the other is a reply to his letter. (3+4+5) T. First of all, let's read and study the vocabulary guideline together.	Tutors listen to the teacher	1. Complete the comprehension exercises according to the passage. 2. Choose the appropriate words to complete the sentences 3. give the correct form of the verb in conditional sentences 4. complete the sentences using learned expressions: to be interested in, to look forward to

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>Vocabulary Guideline</u></p> <p><u>Exchange (v)</u> = to give one thing and get another in its.</p> <p><u>Ex</u> I bought my father a new black hat. But he doesn't like it. He finally went to the hat shop and asked the salesgirl to <u>exchange</u> it for a brown one.</p> <p><u>Express (v)</u> = make known, shown (by words, looks, actions).</p> <p><u>Ex</u> If you want people to understand you, you must <u>express</u> your idea clearly in simple words or sometimes by performing movements.</p> <p><u>Ex</u> Small children often <u>express</u> anger by shouting and crying.</p> <p><u>Practise (v)</u> = to do something over and over again in order to become good at it.</p> <p><u>Ex</u> Suda didn't know how to drive but her father said he would buy her a new car after she had finished her schooling. So, she <u>practised</u> <u>driving</u> for two hours every day and hope that she could drive to work next month.</p> <p><u>Spend (v)</u> = to pass the time.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Ex Our family will go to Pattaya this weekend. My sister plans to go fishing there but I plan to <u>spend</u> my holiday swimming and sun-bathing.</p> <p><u>Charming</u> (adj) = pretty, lovely, pleasing to look at.</p> <p>Ex Nipa is a very nice girl. Her eyes are big and her hair is long and shinny. Besides, she smiles sweetly and greets warmly anyone she has met. Everyone who sees her will say that she's really <u>charming</u>.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>T. Is there any word you don't understand?</p> <p>If you have time, review the lesson again before teaching your tutees. You can ask me questions if you have any problems.</p> <p>(T. hands out learning sheets)</p> <p>T. Next step, read and study carefully your grammar guideline especially about "Conditional Sentences" (Type I).</p>	<p>S. Tutors respond to the teacher.</p> <p>S. Tutors study their learning sheets.</p>	

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Objectives	Procedure		Evaluation						
	Teacher	Student							
	<p><u>Grammar Guideline</u></p> <p><u>Conditional Sentences (Type I)</u></p> <p><u>Study the following sentences.</u></p> <p>-You will get full marks if you make no mistake.</p> <p>-They will miss the bus if they don't hurry.</p> <p>-She will fail if she doesn't study.</p> <p>-If it is fine, I shall go to the seaside.</p> <p>-If you call him, he will come.</p> <p>-If it rains, they will get wet.</p> <p>If there's no rain, my flower will die.</p> <p><u>Generalization of sentence structure</u></p> <table border="1"> <thead> <tr> <th>Type I</th> <th>If-Clause</th> <th>Main Clause</th> </tr> </thead> <tbody> <tr> <td>If</td> <td>+ Present Simple</td> <td>will, shall, can, may + Verb.</td> </tr> </tbody> </table> <p>Conditionals usually contain the word "If". A condition is something on which an action depends. In general, a conditional sentence is made up of two clauses: an if-clause preceded by if and a main clause. The</p>	Type I	If-Clause	Main Clause	If	+ Present Simple	will, shall, can, may + Verb.		
Type I	If-Clause	Main Clause							
If	+ Present Simple	will, shall, can, may + Verb.							

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>conditional sentences presented above are called future-possible because it expresses a situation which may or may not take place in the future.</p> <p>Note: 1) We can use the Imperative in the main clause:</p> <ul style="list-style-type: none"> -Come if you can. -If you don't understand, ask. -Don't read too much if your eyes hurt. <p>2) We can use the Simple Present in the main clause if the condition is about about a habitual action:</p> <ul style="list-style-type: none"> -If you heat water to its boiling point, it gradually turn into steam. -If students work hard and use their brains, they pass their exams. -If I work, I don't want to be disturbed. <p>(All of these are general statements that are always true)</p> <p><u>"To be interested in" usage</u></p> <p><u>Study the following statements.</u></p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>-I am interested in that book. -She is interested in English. -We are interested in this lesson. -He said he was interested in old buildings. -He is interested in collecting stamps. -They are interested in fox-hunting. -She is interested in reading novels. -I am interested in skiing. etc.</p> <p><u>Generalization of Sentences Structure</u></p> <p style="text-align: center;">Subject V. to be Interested in Noun or V+ing</p> <p><u>"To Look Forward To" Usage</u></p> <p><u>Read these sentences.</u></p> <p>-Are you looking forward to hearing English every day ? -I am looking forward to seeing you. -I shall be very happy and look forward with pleasure to meeting you.</p> <p>" to look forward to" must be followed only by the verb in ing-form. It is never followed by a to + verb.</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(6+7)</p> <p>(T. divides students into 5 groups.)</p> <p>T. Class, before we go on reading passage 6, let's have a look at some vocabulary and grammar points in this passage.</p> <p>T. Discuss with your tutors and make sure that you have learned some difficult words and conditional sentences (type 1), "to be interested in" and "to look forward to" Usage. etc.</p> <p>T. Class, we will start reading now. Read carefully the whole passage and discuss it with your tutors until everyone understands clearly the passage: After that, you have some exercises to do together.</p>	<p>S. listen to the teacher.</p> <p>S. Tutors conduct tutoring session as they're guided by the teacher.</p> <p>S. Read the passage and discuss it with their tutors.</p>	

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Objectives	Procedure		Evaluation
	Teacher	Student	
	<p style="text-align: center;">6 Exchange of Letters</p> <p>Dear Mr. Harrington,</p> <p>I saw your name on a list of teachers of French who wish to spend their holidays in France this summer. I am a teacher of English in Saint-Simon, a charming little village in the loire valley, just south of Saumur. I should very much like to spend some time in England, because it is many years since I had an opportunity to practise my English. Perhaps we could exchange houses for three weeks in late July of early August.</p> <p>I have heard a lot about Cumbria and the Lake District. I have been keen to spend a holiday in Cumbria ever since I first saw pictures of the fox-hunting, and read about the fine hunting dogs that you have in your part of the country. I am very interested in fox-hunting and I take my dogs out hunting in the local forest whenever I can.</p> <p>I shall tell you more about Saint-Simon and the surrounding countryside when and if you express interest in my plan. I look forward to hearing from you.</p> <p style="text-align: center;">Yours sincerely, JEAN-BAPTISTE FOUCAULT.</p>		



Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>Dear M. Foucault,</p> <p>I was very interested to receive your letter of 3rd March. You are right in thinking that I should like to spend some time in France. I am sure my French is as rusty as your English!</p> <p>You are also right in thinking that Cumbria is famous for its foxes and its hunting dogs; but there are many other things for which Cumbria is famous. Barrow, for example, is famous for its ship-building industry; I live just across the road from the docks where ships from Ireland and elsewhere load and unload. In fact, on days when the Irish Sea is not under a blanket of fog, I can see the hills of Northern Ireland in one direction, as clearly as I can see the Cumbrian hills in the other.</p> <p>In short, I am afraid Barrow might not have been what you had in mind when you thought about a holiday in Cumbria. Instead of being able to offer you the dog and the fox, I can only offer you the fog and the docks.</p> <p>Yours sincerely,</p> <p>ROBERT HARRINGTON</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>(8+9) T. Now, I think you're ready to complete your exercises. Do the following exercises for me.</p> <p>I. <u>Vocabulary Exercise</u> <u>Choose the most suitable word from the table to complete the sentences.</u></p> <p>beaches load offer interest direction express spend</p> <p>1. I hope to ____ my holiday in Phuket where I enjoy swimming.</p> <p>2. He likes to ____ and to exchange his opinions in public.</p> <p>3. I want to go to the post office, but I'm afraid I am not walking in the right ____.</p> <p>4. Scientists are ____ in Chimpanzees because they are probably man's nearest intellectual neighbors.</p> <p>5. They hired a van to ____ the refrigerator to their new house.</p> <p>6. If people are in trouble, good friends always ____ to help.</p> <p>7. There are many beautiful ____ along the coast of Thailand.</p>	<p>S. Students finish the exercises.</p>	

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>II. <u>Complete the sentences with the form of the verb in parenthesis that will make them possible conditions.</u></p> <p>1. If you (wait) _____ a moment, I'll (come) _____ with you.</p> <p>2. People (become) _____ tan if they (lie) _____ in the sun.</p> <p>3. If you (not know) _____ the meaning of a word, you may use a dictionary.</p> <p>4. If you (start) _____ work now, you'll (finish) _____ before lunch.</p> <p>5. Somporn (not come) _____ if it (rain) _____.</p> <p>6. _____ (not eat) too much fruit if you (have) _____ stomach ache.</p> <p>7. Your English (not improve) _____ if you (not practise) _____ everyday.</p> <p><u>Choose the best answer to fill the spaces in the sentences below.</u></p> <p>1. I usually _____ a lot of time learning English. (spend, saves, pay, passed)</p>		

Objectives	Procedure		Evaluation
	Teacher	Student	
	<p>2. My little niece isn't a bird but she ____ she were a bird so that she could fly up to the sky. (thinks, wishes, likes, hopes)</p> <p>3. She is very much ____ in music. (interesting, interest, interested, interests)</p> <p>4. I really look forward to ____ him again. (to see, seeing, in seeing, to seeing)</p> <p>5. Our new English teacher is very interested ____ poems. (to read, reading, in reading, to reading)</p> <p><u>Comprehension Exercise</u> Complete the following table of information from the passage.</p> <p><u>The First Letter</u></p> <p>From _____ Nationality _____</p> <p>To _____ Nationality _____</p> <p>Date Sent _____</p>		

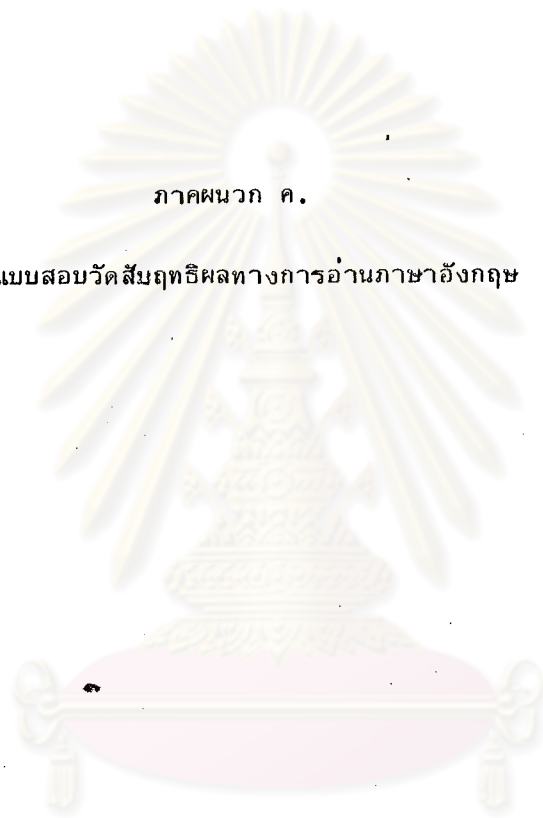
Objectives	Procedure		Evaluation
	Teacher	Student	
	<p><u>The Second Letter.</u></p> <p>From _____ Nationality _____</p> <p>To _____ Nationality _____</p> <p>Date Sent _____</p> <p><u>Read the passage and then complete the following table by writing the correct subject in Column A.</u></p> <p>Choose from these : The Irish sea, The Loine Valley, Saint-Simon, Cumbria, Barrow.</p> <p>A</p> <p>_____ is famous for fox-hunting.</p> <p>_____ is famous for its ship-building industry.</p> <p>_____ is south of a town called Saumur.</p> <p>_____ is on the sea coast.</p> <p>_____ is not a country-side but a city.</p> <p>_____ is a village.</p> <p>_____ is sometime very foggy.</p>		

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Objectives	Procedure		Evaluation																										
	Teacher	Student																											
	<p>Now tick either True or False for each of the following statements.</p> <table border="1"> <thead> <tr> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Mr. Foucult was a teacher of English.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Harrington was interested in fox-hunting.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Harrington's name was on a list of French teachers.</td> </tr> <tr> <td></td> <td></td> <td>The Irish sea is in England.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Foucult offered to exchange house with Mr. Harrington for three weeks.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Harrington is sure that his French is not better than Mr. Foucult's English.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Foucult had some dogs.</td> </tr> <tr> <td></td> <td></td> <td>Mr. Harrington thinks fog and docks have so much to offer the holiday as dogs and foxes.</td> </tr> </tbody> </table>		T	F			Mr. Foucult was a teacher of English.			Mr. Harrington was interested in fox-hunting.			Mr. Harrington's name was on a list of French teachers.			The Irish sea is in England.			Mr. Foucult offered to exchange house with Mr. Harrington for three weeks.			Mr. Harrington is sure that his French is not better than Mr. Foucult's English.			Mr. Foucult had some dogs.			Mr. Harrington thinks fog and docks have so much to offer the holiday as dogs and foxes.	
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ภาคผนวก ค.

แบบสอบวัดสัมฤทธิ์ผลทางการอ่านภาษาอังกฤษ



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบวัดสัมฤทธิ์ผลในการอ่านเพื่อความเข้าใจภาษาอังกฤษ (ระดับชั้นมัธยมศึกษาปีที่ 5)

คำสั่งและคำชี้แจง

แบบสอบมี 6 หน้า

แบบสอบชุดนี้ประกอบด้วยบทอ่าน 5 เรื่อง จำนวน 35 ข้อ

ทำแบบสอบทุกข้อลงในแบบสอบที่แจกให้

เวลาที่ใช้ในการทำแบบสอบ 1 ชั่วโมง 30 นาที

I. Read the passage carefully and answer the following questions by circling either (a), (b), (c), or (d).

For a long time books were written by hand. They were rare and expensive, and only the wealthy could afford to have them, and few could read them. Even great knights and nobles could read. However they spent almost of their time in fighting and hunting, and they had little time in which to learn. So it came about that monks who lived a quiet and peaceful life became learned man. Books were written, copied, in the monasteries, and kept there. So, the monasteries became not only schools, but the libraries of the country.

Vocabulary

nobles = people of high rank

monasteries = buildings where monks live

1. A long time ago.....were used as libraries.

- a. quiet places
- b. monasteries
- c. the rich men's houses
- d. the knights' houses

2. Apart from being expensive, books were.....

- a. very important
- b. sufficient in quantity
- c. few in numbers
- d. big and quite heavy

3. Who were considered as the first scholars?
- the monks
 - the wealthy
 - the hunters
 - the great knights and nobles
4. The main topic for this passage is.....
- libraries
 - books
 - schools
 - nobles
5. The passage finally implies that.....
- hand written books flooded the market
 - only the rich had time to read books
 - only knights and nobles could read and write
 - monasteries were good places to study

II. Read this dialogue and circle the best answer to the following questions.

- Opal : Hello, Pat, How nice to see you again!
- Pat : It's nice to see you too!
- Opal : How's your wife? Didn't she come with you?
- Pat : Porn caught a cold last week. Doctor says she'll have to stay in bed until Monday.
- Opal : Oh, Is she feeling better now?
- Pat : Yes, thank you. How about you, good flight?
- Opal : Not too good, I'm afraid. The airline service is not comfortable.
- Pat : Here, let me take your things.
- Opal : Thanks.

6. Where does this conversation probably take place?
- at a hospital
 - at a railway station
 - at a bus station
 - at an airport

7. What has happened to Pat's wife?

- a) She didn't come to see Opal because she went to see a doctor.
- b) She has a cold.
- c) She's at home waiting for Pat and Opal.
- d) She's very busy working as usual.

8. Where is Porn now?

- a) at the office
- b) on her way to work
- c) away on vocation
- d) home in bed

9. One of these following statements is false. What is it?

- a) Pat is welcoming his friend.
- b) Opal has just come back from a trip.
- c) Pat wants to help Opal to carry his bags.
- d) Opal really enjoyed his trip.



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III. Read the passage and fill in each blank with an appropriate word from the following words. Write the word in the space provided.

- ideas practice pass forget mark
- study like memorize learn remember
- recognize underline

Many students fail in their examinations because they do not know how to read. When you read something you don't have to..... 10.....it. Look for the important.....11....in what you are reading. Use a pencil to put a12.....under the most important sentences. To help you.....13..... them it is a good idea to copy out the most important sentences onto a piece of paper. This will help you..... 14.....reading quickly. Look for the important sentences in each paragraph and15.....the sentences which are not important. You will soon.....16.....to read quickly and this will help you17.....your examination.

- 10..... 14.....
- 11..... 15.....
- 12..... 16.....
- 13..... 17.....

IV. Read the passage and choose either (a), (b), (c) or (d) as the best answer to fill in the space provided.

Everyone enjoys stories. Stories are fun.....18listen to and fun to tell. They.....19.....be about any subject. The more.....20.....and exciting your stories are, the.....21.....your freinds will enjoy them. Sometimes you tell a story about something that.....22.....happened to you. This kind of.....23.....is called a true story. In a true story you may tell about.....24.....day you were lost, how you25.....your pet, or about some other exciting or funny adventure.

- 18) a. for
b. to
c. of
d. by
- 19) a. should
b. might
c. can
d. would
- 20) a. boring
b. surprising
c. changing
d. interesting
- 21) a. more
b. most.
c. better
d. best
- 22) a. usually
b. really
c. generally
d. suddenly
- 23) a. thing
b. something
c. story
d. history
- 24) a. the
b. a
c. this
d. some
- 25) a. took
b. brought
c. got
d. hold

Read this letter

Stockholm
Sweden
April 20, 1984

The Director,
Pembroke College,
Pembroke Road,
London, W.8.

Dear Sir/Madam:

I am going to London in summer to improve my English. Please send me an application form for your English courses. A friend of mind (also Swedish) studied at Pembroke College last year. He enjoyed it very much.

I am twenty - two years old. I have studied English for eight years. I know English grammar quite well.

Do you have any special courses in technical English? I am an engineering student, and I would like to improve my knowledge of technical language.

Please send me details about accommodations and fees.

Yours faithfully.
Carl Lindstrom.



ภาคผนวก ง

รายละเอียดของการคำนวณ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

I. การวิเคราะห์ผลของการวิจัย

ผลการทดสอบความเข้าใจในการอ่านของนักเรียนกลุ่มทดลอง

คนที่	คะแนน	คนที่	คะแนน
1	32	19	28
2	31	20	26
3	31	21	25
4	31	22	25
5	31	23	25
6	31	24	23
7	30	25	23
8	28	26	21
9	28	27	21
10	28	28	21
11	27	29	21
12	25	30	21
13	25	31	19
14	24	32	18
15	31	33	18
16	29	34	17
17	29	35	16
18	28	36	14

หมายเหตุ นักเรียนกลุ่มเก่งคือ นักเรียนคนที่ 1-14

นักเรียนกลุ่มอ่อนคือ นักเรียนคนที่ 15-36

ผลการทดสอบความเข้าใจในการอ่านของนักเรียนกลุ่มควบคุม

คนที่	คะแนน	คนที่	คะแนน
1	30	19	26
2	30	20	24
3	30	21	24
4	30	22	24
5	29	23	24
6	29	24	23
7	28	25	22
8	27	26	22
9	27	27	21
10	25	28	21
11	25	29	19
12	25	30	18
13	25	31	17
14	26	32	17
15	29	33	17
16	29	34	15
17	28	35	15
18	29	36	12

หมายเหตุ

นักเรียนกลุ่ม เก่งคือ นักเรียนคนที่ 1-14

นักเรียนกลุ่มอ่อนคือ นักเรียนคนที่ 15-36

I.1 สูตรที่ใช้ในการวิเคราะห์ ความแตกต่างระหว่างมัธยัม เลขคณิตของคะแนนกลุ่มทดลองและกลุ่มควบคุมจากการทดสอบความเข้าใจในการอ่าน สามารถทดสอบได้จากค่า t จากสูตร ดังนี้

$$\text{สูตร } t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2 - N(\bar{X}_1^2 + \bar{X}_2^2)}{N(N-1)}}$$

I.2 ผลของการทดสอบ

I.2.1 หากค่า t ความแตกต่างระหว่างมัธยัม เลขคณิตของกลุ่มทดลองและกลุ่มควบคุม

$$\begin{aligned} \text{แทนค่า} &= \frac{25.03 - 23.61}{\sqrt{\frac{23411 + 20980 - 36(626.50 + 557.43)}{36 \times 35}}} \\ &= 1.20 \end{aligned}$$

ค่า t จากตารางที่ขึ้นของความเป็นอิสระ $2n-2 = 70$ ณ ระดับความมีนัยสำคัญ 0.05 เป็น 1.96 ซึ่งสูงกว่าค่า t จากการคำนวณ

I.2.2 หากค่า t ความแตกต่างระหว่างมัธยัม เลขคณิตของคะแนนจากการทดสอบของนักเรียนกลุ่ม เก่งกลุ่มทดลองและกลุ่มควบคุม

$$\begin{aligned} \text{แทนค่า} &= \frac{28.71 - 26.86}{\sqrt{\frac{10280 + 11636 - 14(824.26 + 721.46)}{14 \times 13}}} \\ &= 1.50 \end{aligned}$$

ค่า t จากตารางที่ขึ้นของความเป็นอิสระ $2n-2 = 26$ ณ ระดับความมีนัยสำคัญ 0.05 เป็น 2.06 ซึ่งสูงกว่าค่า t จากการคำนวณ

I.2.3 ทาค่า t ความแตกต่างระหว่างมัธยฐาน เลขคณิตของคะแนนจากการทดสอบของ
นักเรียนกลุ่มอ่อนของกลุ่มทดลองและกลุ่มควบคุม

$$\begin{aligned} \text{แทนค่า} &= \frac{22.68 - 21.55}{\sqrt{\frac{11775 + 10700 - 22(514.38 + 464.40)}{22 \times 21}}} \\ &= 0.79 \end{aligned}$$

ค่า t จากตารางที่ขึ้นของความเป็นอิสระ $2n - 2 = 42$ ณ ระดับความ
มีนัยสำคัญ 0.05 เป็น 2.02 ซึ่งสูงกว่าค่า t จากการคำนวณ

ค่า t ที่คำนวณได้จากคะแนนทดสอบของนักเรียนทั้งหมด ของนักเรียนกลุ่มเก่ง
และกลุ่มอ่อน น้อยกว่าค่า t จากตาราง ณ ระดับความมีนัยสำคัญ 0.05 จึงสรุปได้ว่า ผลต่าง
ระหว่างมัธยฐาน เลขคณิตของทั้งกลุ่มทดลองและกลุ่มควบคุม นักเรียนกลุ่มเก่งของกลุ่มทดลองและกลุ่ม
ควบคุม นักเรียนกลุ่มอ่อนของกลุ่มทดลองและกลุ่มควบคุมไม่แตกต่างกัน ณ ระดับความมีนัยสำคัญ
0.05

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II. การวิเคราะห์คุณภาพของแบบทดสอบ

II.1 สูตรที่ใช้ในการวิเคราะห์คุณภาพของแบบทดสอบและผลในการคำนวณ

II.1.1 สถิติที่ใช้ในการวิเคราะห์แบบสอบเป็นรายข้อ

$$\text{อำนาจจำแนก (D)} = \frac{R_U - R_L}{f}$$

เมื่อ D = อำนาจจำแนก

R_U = จำนวนคน ในกลุ่มสูงที่ตอบข้อสอบแต่ละข้อถูก

R_L = จำนวนคน ในกลุ่มต่ำที่ตอบข้อสอบแต่ละข้อถูก

f = จำนวนคนในแต่ละกลุ่มซึ่งต้องมีจำนวนเท่ากัน

$$\text{ระดับความยาก (P)} = \frac{R_U + R_L}{2f}$$

เมื่อ P = ระดับความยาก

R_U = จำนวนคน ในกลุ่มสูงที่ตอบข้อสอบแต่ละข้อถูก

R_L = จำนวนคน ในกลุ่มต่ำที่ตอบข้อสอบแต่ละข้อถูก

f = จำนวนคน ในแต่ละกลุ่มซึ่งต้องมีจำนวนเท่ากัน

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จุฬาลงกรณ์มหาวิทยาลัย

ระดับความยากและอำนาจจำแนกของแบบทดสอบความเข้าใจในการอ่านเป็นรายข้อ

ข้อที่	ระดับความยาก	อำนาจจำแนก	ข้อที่	ระดับความยาก	อำนาจจำแนก
1	0.67	0.4	19	0.36	0.5
2	0.20	0.21	20	0.69	0.23
3	0.38	0.47	21	0.21	0.23
4	0.51	0.45	22	0.27	0.21
5	0.5	0.28	23	0.30	0.21
6	0.77	0.30	24	0.47	0.28
7	0.77	0.21	25	0.35	0.38
8	0.79	0.23	26	0.77	0.21
9	0.34	0.30	27	0.80	0.21
10	0.2	0.26	28	0.79	0.24
11	0.2	0.31	29	0.75	0.35
12	0.21	0.23	30	0.52	0.33
13	0.61	0.21	31	0.32	0.21
14	0.24	0.23	32	0.47	0.38
15	0.20	0.31	33	0.80	0.31
16	0.32	0.35	34	0.65	0.35
17	0.79	0.23	35	0.80	0.31
18	0.20	0.21			

ค่า p และ q ของแบบสอบถามวัดความเข้าใจในการอ่านเป็นรายข้อ

ข้อที่	p	q	pq	ข้อที่	p	q	pq
1	0.67	0.33	0.22	19	0.36	0.64	.23
2	0.20	0.80	.16	20	0.69	0.31	.21
3	0.38	0.62	.23	21	0.21	0.79	.16
4	0.51	0.49	.24	22	0.27	0.73	.19
5	0.5	0.5	.25	23	0.29	0.71	.20
6	0.77	0.23	.17	24	0.47	0.53	.24
7	0.77	0.23	.17	25	0.35	0.65	.22
8	0.78	0.22	.17	26	0.77	0.23	.17
9	0.34	0.66	.22	27	0.79	0.21	.16
10	0.20	0.80	.16	28	0.78	0.22	.17
11	0.20	0.80	.16	29	0.75	0.25	.18
12	0.21	0.79	.16	30	0.52	0.48	.24
13	0.60	0.40	.24	31	0.32	0.68	.21
14	0.23	0.77	.17	32	0.47	0.53	.24
15	0.20	0.80	.16	33	0.79	0.21	.16
16	0.32	0.68	.21	34	0.65	0.35	.22
17	0.78	0.22	.17	35	0.79	0.21	.16
18	0.20	0.80	.16				

II.1.2 การคำนวณหาค่าความเที่ยงของแบบทดสอบ จากสูตร

$$K-R_{20}: \lambda_{xy} = \frac{n}{n-1} \left\{ \frac{1-E_{pq}}{S_x^2} \right\}$$

เมื่อ λ_{xy} = สัมประสิทธิ์แห่งความเที่ยง

n = จำนวนข้อสอบ ในแบบทดสอบ

p = สัดส่วนของคนที่ตอบข้อสอบได้ถูกต้อง

q = สัดส่วนของคนที่ไม่ตอบแต่ละข้อผิด ($q = 1-p$)

pq = ความแปรปรวนของคะแนนแต่ละข้อ

S_x^2 = ความแปรปรวนของคะแนนของผู้ถูกทดสอบทั้งหมด

แทนค่า

n = 35

E_{pq} = 6.62

S_x^2 = 34.56

$$\lambda_{xy} = \frac{35}{35-1} \left\{ \frac{1-6.62}{34.56} \right\}$$

ความเที่ยงของแบบสอบชุดนี้ = 0.83



ภาคผนวก จ.

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

รายนามผู้ทรงคุณวุฒิตรวจแผนการสอน

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Mrs. Ramiah Thamavitdaya	อาจารย์คณะมนุษยศาสตร์ มหาวิทยาลัยกรุงเทพ
Mr. Daniel Walter	อาจารย์คณะมนุษยศาสตร์ มหาวิทยาลัยกรุงเทพ
อาจารย์ปาริฉัตร อมรพันธ์	หัวหน้าหมวดวิชาภาษาต่างประเทศ โรงเรียนราชดำริ
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รายนามผู้ทรงคุณวุฒิตรวจแบบสอบ

อาจารย์ วาสนา ไกรวิทยา	อาจารย์คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
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จุฬาลงกรณ์มหาวิทยาลัย

ประวัติการศึกษา

นางสาว เพ็ญสุข ภูตะกูล เกิดวันที่ 13 มกราคม 2503 ที่ กรุงเทพมหานคร
สำเร็จการศึกษาปริญญาตรีอักษรศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ เกียรตินิยมอันดับ 2
จากคณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อปีการศึกษา 2525 และในปีเดียวกันได้เข้า
ศึกษาต่อที่ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ปัจจุบัน
ดำรงตำแหน่งอาจารย์ประจำคณะมนุษยศาสตร์ มหาวิทยาลัยกรุงเทพ



ศูนย์วิทยทรัพยากร
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Chulalinet



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