

## บรรณานุกรม

### ภาษาไทย

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เขียนของนักศึกษา ในระดับถายโอน สื่อสารและวิจารณ์ถยาน ของนักศึกษา

ระดับประกาศนียบัตรวิชาการศึกษาชั้นสูง ปีที่หนึ่ง." วิทยานิพนธ์ศิลปศาสตรมหาบัณฑิต มหาวิทยาลัยเกษตรศาสตร์, 2521.

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ภาคผนวก ก

จุดประสงค์ของหลักสูตรวิชาภาษาอังกฤษ 513

## ภาษาอังกฤษ

## จุดประสงค์

1. ใ้มีพัฒนาการในก้นความรู้และความสามารถในการใช้ภาษาอังกฤษ เพื่อสื่อสารอย่างถูกต้อง และ เหมาะสมตามกาลเทศะ
2. เพื่อฝึกทักษะการฟัง พูด อ่านและเขียน ให้ใช้ประโยชน์ได้ในชีวิตประจำวัน ในงานอาชีพและการศึกษาในระดับที่สูงขึ้น ตามวัยและศักยภาพของผู้เรียน
3. ใ้มีพัฒนาการในการอ่าน และการฟัง เพื่อค้นคว้าหาความรู้เพิ่มเติม อยู่เสมอและ เพื่อพัฒนาความรู้สึกนึกคิด
4. เพื่อส่งเสริมความเข้าใจในวัฒนธรรมของชนชาติเจ้าของภาษาอันจะนำไปสู่ความเข้าใจอันดีระหว่างกัน

## คำอธิบายรายวิชา

อ.513 ภาษาอังกฤษ 3

4 คาบ/สัปดาห์/ภาค 2 หน่วยการเรียนรู้

## จุดประสงค์

เมื่อนักเรียนเรียนรายวิชานี้จะปฏิบัติพฤติกรรมภาษาดังต่อไปนี้ได้

1. ฟังข้อความและบทสนทนา ซึ่งมีความยาวพอประมาณแล้วสรุปใจความสำคัญของเรื่องที่ฟังได้
2. ฟัง เรื่องสั้นๆแล้วถาม-ตอบเกี่ยวกับเรื่องที่ฟังได้
3. สนทนาโต้ตอบ เรื่องราวที่เกี่ยวกับชีวิตประจำวันได้
4. สนทนาโต้ตอบ เรื่องราวที่อยู่ในความสนใจของนักเรียนได้
5. ถาม-ตอบ เกี่ยวกับข้อความหรือเนื้อเรื่องที่อ่านได้
6. เล่าเรื่องง่ายๆ สั้นๆ โดยใช้ศัพท์สำนวนที่เหมาะสมกับระดับชั้นได้
7. อ่านออกเสียงประโยคและข้อความโดยใช้ stress, intonation, accent, rhythm เพื่อการสื่อสารได้
8. อ่านเรื่องสั้นๆแล้วจับใจความหรือแสดงความคิดเห็นได้
9. จับใจความสำคัญและแสดงความคิดเห็นเกี่ยวกับโฆษณา, ประกาศ, ฉลาก และคำแนะนำในการใช้สินค้าได้

10. อ่านหนังสือพิมพ์หรือนิตยสารแล้ว เล่า เรื่องที่สนใจให้เพื่อนฟังได้
11. เขียนประโยคและข้อความสั้นๆตามแนวความคิดของตนเองได้
12. เขียนข้อความตามคำบอกได้
13. เขียนประโยคโดยใช้โครงสร้างที่ซับซ้อนได้
14. เขียนเรื่องจากภาพและจกหมายส่วนตัวตามแนวที่กำหนดให้โดยใช้ภาษา  
และเครื่องหมายวรรคตอนที่ถูกคอง เหมาะสมได้
15. เมื่อกำหนดเรื่องมาให้ส่วนหนึ่ง นักเขียนแต่ง เรื่องค่อจนจบโดยใช้  
ความคิดของตนเองได้
16. เก็บบทสนทนาจากภาพประกอบหรือ เหตุการณ์ที่กำหนดให้ได้
17. ใช้พจนานุกรมอังกฤษ-อังกฤษ ที่เหมาะสมกับระดับชั้นได้
18. จัดหรือ เชารวมกิจกรรมซึ่ง เกี่ยวกับชีวิตความเป็นอยู่และวัฒนธรรมของ  
เจ้าของภาษาได้อย่าง เหมาะสม

ภาคผนวก ข

รายชื่อ ผู้ทรงคุณวุฒิที่ตรวจแผนการสอนและแบบสอบ

รายชื่อผู้ทรงคุณวุฒิ

รายชื่อผู้ทรงคุณวุฒิตรวจสอบ

Mr Steve G. Alameida

รองศาสตราจารย์ ดร.กาญจนา ปราบพาล

รองศาสตราจารย์ วาสนา โกวิทยา.

อาจารย์พิทักษ์ นิลนพคุณ

อาจารย์ลออ นิว เกลิ่ง

แห่งสถาบันสอนภาษา เอเชีย

แห่งสถาบันภาษา จุฬาฯ

แห่งคณะครุศาสตร์ จุฬาฯ

แห่งหน่วยศึกษานิเทศก์ กรมสามัญศึกษา

หัวหน้าหมวดวิชาภาษาอังกฤษ

โรงเรียนยานนา เวศวิทยาคม

รายชื่อผู้ทรงคุณวุฒิตรวจแผนการสอน

Mr Steve G. Alameida

ผู้ช่วยศาสตราจารย์สุวรรณา สงวนเรือง

อาจารย์พิทักษ์ นิลนพคุณ

อาจารย์ลออ นิว เกลิ่ง

แห่งสถาบันสอนภาษา เอเชีย

แห่งสถาบันภาษา จุฬาฯ

แห่งหน่วยศึกษานิเทศก์ กรมสามัญศึกษา

หัวหน้าหมวดวิชาภาษาอังกฤษ

โรงเรียนยานนา เวศวิทยาคม

อาจารย์นันทนา พิชัยพัฒน์โสภณ

แห่งโรงเรียนยานนา เวศวิทยาคม

ภาคผนวก ค

แผนการรสอนทักษะทั้งสี่



LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 5 June 1985  
 Time Period 1  
 Content Personal Details (Lesson 1 - 2)  
 Aids Tape ,pictures,charts  
 Assumption Vocabulary : Full of life,intelligent,  
 emergency.  
 Structure : Present simple tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective.</p> <p>- Students must be able to ask answer the questions after listening to the story.</p> <p>topic :Personal Details (lesson 1, page 1 - 2)</p> <p>2. Enabling Objective.</p> <p>2.2 Students are able to tell the meaning of the following word: tough, fracture correctly.</p> <p>2.2 Students are able to ask and answer the following wh-questions: what, how, where.</p>	<p>( 1 + 2 )</p> <p>T : Hello, class. Do you know me ?</p> <p>What is my name ?</p> <p>Surname ?</p> <p>Job ?</p> <p>Look at my hair, what color is it ?</p> <p>Good. Now I want to know some of you. What's your name ?</p> <p>Surname ?</p> <p>Today we'll learn from the topic : listening about the personal details from lesson 1, page 1 - 2</p> <p>( 3 )</p> <p>T : Open the book page 1 - 2. Skim all the story.</p> <p>Tell me which word you know the meaning.</p> <p>What are their meaning ?</p>	<p>SS : Yes.</p> <p>Miss Supaporn.</p> <p>Sukchuen.</p> <p>Teacher.</p> <p>Black.</p> <p>SS : (.....)</p> <p>(.....)</p> <p>SS : Skim all the story.</p> <p>Full of life, intelligent, emergency.</p> <p>Full of life means <i>เต็ม, ฉลาด</i></p> <p>Intelligent means <i>ฉลาด, มีไหวพริบ</i></p>	<p>Ask and answer the questions after listening to the story topic : Personal Details (lesson 1 page 1 - 2 )</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Look at this chart (Shows a chart )</p> <p>A : At what time does your class begin ?</p> <p>B : At ten o'clock.</p> <p>A : When do you usually go out with your friends ?</p> <p>B : I usually go out on Saturday night.</p> <p>T : Can you tell me what tense it is ?</p> <p>What is the pattern ?</p> <p>When will we use this tense ?</p> <p>( 4 + 5 )</p> <p>T : Look at Michael's picture.</p> <p>Michael is a tough young man. Do you know the meaning of this word ?</p> <p>John is not a tough man. Do you see John's picture ?</p> <p>Notice all the pictures shown here. A tough man is the one who has been physically and mentally hardened by experiences. Michael spent most of his time working outdoors. He is an engineer and his work is hard. He takes charge of the mining company. That's why he looks tough.</p> <p>T : Do you know Tavee Amphonmaha, the boxer ?</p> <p>He is a tough man, too. He is able to endure hardship.</p> <p>Now, do you know the meaning of this word ?</p> <p>What is its meaning ?</p> <p>Now look at Kate's picture. She has a fracture on her arm. She fell down from the chair and broke her arm.</p>	<p>SS : Emergency means ฉุกเฉิน</p> <p>SS : Present simple tense.</p> <p>Subj.+ v(present)</p> <p>When the action happens at present or habitual actions.</p> <p>(Students look at Michael's picture.)</p> <p>SS : No.</p> <p>Yes.</p> <p>SS : Yes.</p> <p>Yes. บ๊อง</p>	





LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 6 June 1985  
 Time Period 2  
 Content Diary Notes  
 Aids Charts, textbook  
 Assumption Vocabulary : library  
 Structure : Past simple tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask questions and answer from listening comprehension</p> <p>Topic : diary notes.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of the following word : cafeteria correctly.</p> <p>2.2 Students are able to ask and answer the following wh-questions: what, when, why and at what time.</p>	<p>( 1 + 2 )</p> <p>T : When did you get up this morning ?</p> <p>Do you usually get up at this time ?</p> <p>When did you go to bed ?</p> <p>Do you usually go to bed at this time ?</p> <p>Today, we'll listen to the diary notes.</p> <p>( 3 )</p> <p>T : What did you do yesterday afternoon ?</p> <p>( T. writes the sentence " I played football " on the board )</p> <p>T: Do you know what I did yesterday ?</p> <p>I went to the library. ( T. writes on the board. )</p> <p>T : Do you know the meaning of library ?</p> <p>Can you tell me the pattern of this sentence ?</p> <p>When is this tense used ?</p>	<p>SS : At 6 o'clock.</p> <p>Yes.</p> <p>At 10 p.m.</p> <p>Yes.</p> <p>SS : I played football.</p> <p>No.</p> <p>SS :</p> <p>Subj. + v.2</p> <p>1. For the action completed in the past at a known time .</p> <p>2. For an action which took place in the</p>	<p>1. Answer the questions orally.</p> <p>2. Ask and answer about your last week diary.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>T : Where did Fred have his lunch ?</p> <p>Do you know the meaning of this word ?</p> <p>You may have ever heard this name before.Right ?</p> <p>You may hear the name "cafeteria" ans "restaurant"</p> <p>They are the places where you can have your meal.</p> <p>Do you know the differences between these two words?</p> <p>When you eat put and you enter a restaurant you will see that there are many waiters/ waitresses.</p> <p>Look at this picture.You'll see the waiter is waiting for the order.But in the cafeteria you have to serve yourself.For ex. the cafeteria in this school, are there any waiters/waitresses?</p> <p>What do you do when you want to buy food ?</p> <p>T : Is there a waiter to carry the food to your table ?</p> <p>table ?</p> <p>How do you get the food .</p> <p>Now,do you know the meaning of a cafeteria ?</p> <p>( 6 )</p> <p>T : Work in groups of 4. Take notes while listening.</p> <p>Now listen to Fred's information.Fred is Michael's younger brother,He lives with parents in the north of England. This is his diary.</p>	<p>SS : Past.</p> <p>SS : In the cafeteria.</p> <p>No.</p> <p>Yes.</p> <p>No.</p> <p>No.</p> <p>Go to the counter and buy the food.</p> <p>No.</p> <p>Go and bring it yourself.</p> <p>Yes.</p> <p>SS : Work in groups of 4,listen and take notes.</p>	
	<p>10.00 a.m. Get up.</p> <p>10.15 Have breakfast,toast andmarmalade(no eggs and bacon)</p> <p>11.00 Go to the park. Buy a pen in Smith's</p>		

Objective	Procedure.		Evaluation				
	Teacher	Students					
	<p>12.45 Meet Mary and Jane, give the pen to Mary (she likes it.)</p> <p>1.30 Have sandwiches and coffee in a cafeteria (no money for a real meal)</p> <p>2.00 Visit Jane's aunt (always gives her some money)</p> <p>3.00 Go to the cinema (Gone With The Wind)</p> <p>7.00 Leave the cinema, go home to study.</p> <p>7.20 Talk to his sister.</p> <p>8.00 Eat a big supper.</p> <p>8.30 Watch television (The Longest Day)</p> <p>11.45 Film finished.</p> <p>12.00 Go to bed, headache, take an aspirin.</p>						
	<p>( 7 )</p> <p>T : Look at ex.5. page 5, each group tries to get all the information required from that examples by asking the information from your friends.</p> <p>T : Ask questions from the given answers.</p> <p>What.....? He had toast and marmalade.</p> <p>Where ...? In Smith's.</p> <p>Why.....? They hadn't enough money for a real meal.</p> <p>At what time....? At seven o'clock.</p> <p>Why.....? Because he had a headache.</p>	<p>SS : Work in groups. Try to complete the exercise with information from note taking after listening to the story.</p> <p>SS : Ask questions from the given statement</p>					
	<p>( 8 )</p> <p>T : Look at this table .</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">morning</td> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Afternoon</td> </tr> <tr> <td style="border-bottom: 1px solid black;"> </td> <td style="border-bottom: 1px solid black;"> </td> </tr> </table>	morning	Afternoon			<p>SS : Copy the table.</p>	
morning	Afternoon						
	T : Answer my questions orally.						

Objective.	Procedure		Evaluation
	Teacher	Students	
	<p>1. What did Fred do during the morning ?</p> <p>2. What did Fred do during the afternoon ?</p> <p>( 9 )</p> <p>T : Work in pairs,each of you ask and answer about your last week diary. Then complete the table with your last week diary.</p>	<p>SS : Get up,had breakfast,met Tom and played football.</p> <p>Walked to the shop,bought a pen,met Mary and Jane ,gave the pen to Mary, had sandwiches and coffee in a cafeteria,visited Jane's aunt,went to the cinema,went home to study ,talked to his sister,ate a big supper,watched T.V. went to bed.</p> <p>SS : Work in pairs,asking and answering about last week diary and complete the table.</p>	



LISTENING SKILL

Class 4.5  
 No. of students 40  
 Date 7 June 1985  
 Time Period 3  
 Content Directions  
 Aids Maps, sheet, textbook  
 Assumption Vocabulary : turn left, turn right, go straight on/ahead  
 Structure.: Imperative sentence

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask and answer after listening comprehension, topic: Directions.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to use the following words : T- junction, roundabout and intersection in the sentences correctly.</p> <p>2.2 Students are able to ask and answer the following questions :</p>	<p>( 1 + 2 )</p> <p>T : (.....) where is your house ?</p> <p>Where is this soi ? Is it far from here ?</p> <p>How can we go there ? Can you walk ?</p> <p>Which side of the road is your house situated?</p> <p>Today, we'll listen to the directions and you do the activity after listening.</p> <p>( 3 )</p> <p>T : (.....) come here ..</p> <p>Now go straight ahead. Stop. Turn left, then turn right.</p> <p>Now go back to your seat.</p> <p>(T. writes the sentence " Go straight ahead " on the board)</p>	<p>SS : On Satupradit Rd.</p> <p>No. It's near here.</p> <p>Yes, walk along the road then turn left.</p> <p>The right side.</p> <p>( A student walks to the front of the class</p> <p>( A student walks straight ahead, stops, turns left and turns right. Then walks back to his seat )</p>	<p>Ask and answer the questions after listening to the story, topic : Directions.</p>

Objective	Procedure.		Evaluation.
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>(T. shows a map)</p> <p>T : Look at this map.What can you see ?</p> <p>Where is our school ?</p> <p>There is a T-juncture here before the school.</p> <p>How many T-junctures are there in this map ?</p> <p>Here is a roundabout ( T.points at the roundabout )</p> <p>Do you know any roundabout near here ?</p> <p>What else can you see ?</p> <p>Yes, the intersection.</p> <p>How many intersections are there in this map ?</p> <p>T : I'll ask you some questions . Look at this map.</p> <p>Can you tell me how to get to the Institute of Technology and Vocational Training Bangkok Campus?</p> <p>T : Could you tell me the way to Sri Pra Ya ?</p> <p>: When you want to ask about the direction,you use these statements: Could you tell me how to get to.....? Could you tell me the way to.....?</p> <p>( T. writes these sentences on the board.)</p>	<p>SS : Road,house etc.</p> <p>It's there..</p> <p>Four..</p> <p>The 22nd July roundabout.</p> <p>A cross-road..</p> <p>Two.</p> <p>SS : Go straight ahead,turn right at the T-juncture. The Institute of Technology and Vocational Training Bangkok Campus is on the left. Go straight ahead,turn left at the T-juncture,go straight ahead,turn right at the third T-juncture.</p>	

Objective	Procedura		Evaluation														
	Teacher	Students															
	<p>( 6 + 7 )</p> <p>T : Now look at the map on page 7. Draw the line following the given directions and answer the question at the end.</p> <p>"Kate had got a strange message left on the desk in her flat. She was surprided but she decided to follow the directions. It was written like this : From your flat go along Bishop Avenue, turn right at the second intersection, go along Wexford Rd., turn right again when you reach the third intersection, go straight ahead, then turn left at the intersection, go straight ahead, pass the intersection..</p> <p>Where are you now ? That's right.</p> <p>( 8 )</p> <p>T : Look at this table. Work in pairs.</p> <table border="0"> <thead> <tr> <th>Place</th> <th>Road</th> </tr> </thead> <tbody> <tr> <td>The park.</td> <td>_____</td> </tr> <tr> <td>Cinema</td> <td>_____</td> </tr> <tr> <td>Hospital</td> <td>_____</td> </tr> <tr> <td>Post office</td> <td>_____</td> </tr> <tr> <td>Library</td> <td>_____</td> </tr> <tr> <td>Church</td> <td>_____</td> </tr> </tbody> </table> <p>T : Look at the map on page 7 and complete the roads in the table. From the map on page 7, answer the following questions orally. "You are standing outside the post office. You ask a man the way. He says :....."</p>	Place	Road	The park.	_____	Cinema	_____	Hospital	_____	Post office	_____	Library	_____	Church	_____	<p>SS : At the post office.</p> <p>SS : Work in pairs.</p> <p>SS : Bishop Avenue</p> <p>Wexford Rd.</p> <p>Wexford Rd.</p> <p>Lemon St.</p> <p>Lemon St.</p> <p>London Rd.</p>	
Place	Road																
The park.	_____																
Cinema	_____																
Hospital	_____																
Post office	_____																
Library	_____																
Church	_____																

Evaluation	Procedures		Objective
	Teacher	Students	
	<p>1. "Go straight on, turn left at the intersection and take the second turning on the right " Where are you now ?</p> <p>2. " Go straight on, turn right at the third intersection and take the second turning on the left" Where are you now ?</p> <p>3. " Take the first turning on the right, then take the first turning on the left" Where are you going ?</p> <p>( 9 )</p> <p>T : Work in pairs, imagine you are a tourist. Students A have the questions given. Students B tell the directions. Take turns in asking and answering.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">A</div> <div style="border: 1px solid black; padding: 2px 10px;">B</div> </div> <p>Ask the way to - the post office → Tell the directions.</p> <ul style="list-style-type: none"> <li>- the way to the market</li> <li>- the way to the flat.</li> </ul> <p>T : Use these words : Turn right, turn left, walk pass, walk along, walk up, walk down, in front of you, on your left</p> <p>T : on your right.</p> <p>Use these expressions : Excuse me, can you help me ? How do I get to..... ? or Could you tell me the way to....., please ?</p> <p>Yes, of course. take a number 30 or 73 or .... bus to .....</p> <p>..... Rd.</p> <p>( T. asks some students to interact with their partners in front of the class. )</p>	<p>SS : At the library.</p> <p>At the park.</p> <p>To the cinema.</p> <p>Work in pairs, asking and answering the directions.</p> <p>SS : Some students interact with their friends in front of the class.</p>	



LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 10 June 1985  
 Time Period 4  
 Content The interview, lesson 2, page 9  
 Aids Pieces of advertisement from newspaper, pictures, chart, tape  
 Assumption Vocabulary : profession, attractive  
 Structure : present perfect tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask and answer the questions from listening comprehension. Topic : the interview, lesson 2 page 9.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of the following words carpet, take charge of, laboratory correctly.</p> <p>2.2 Students are able to answer the</p>	<p>(1 + 2 )</p> <p>T : Look at this advertisement (T. shows a piece of ad.)</p> <p>What is this ?</p> <p>That's right. It's written " A rapidly expanding and well known company requires staff members to serve our - expanding business.</p> <p>1. Sales Engineer, position</p> <p>Education : bachelor's degree in Mechanical Engineering</p> <p>Experience : At least 1 - 2 years</p> <p>T : If you are interested in the job. What will you do?</p> <p>What would you do after writing the application letter ?</p> <p>Today, we'll listen to Michael's experience when he had an interview at a company.</p>	<p>SS : It's an advertisement.</p> <p>SS : Write the application letter.</p> <p>Have an interview.</p>	<p>1. Ask and answer about details of the company.</p> <p>2. Complete the following table of information.</p> <p>Topics: Address of the company, type of job, place of work, name of the receptionist, on the floor, on the wall.</p>

Objective.	Procedura.		Evaluation
	Teacher	Students	
	<p>( 3 )</p> <p>T.shows a picture.</p> <p>T : Do you think she is attractive ?</p> <p>What is she doing ?</p> <p>What is her profession ?</p> <p>Have you ever worked as a typist ?</p> <p>( T. writes the sentence on the board )</p> <p>T : Do you know what tense it is ?</p> <p>Can you tell me the pattern ?</p> <p>When do you use this tense ?</p> <p>T : Can you give me some examples of this tense ?</p>	<p>SS : Yes.</p> <p>Typing.</p> <p>Typist.</p> <p>No.</p> <p>SS : Present perfect tense.</p> <p>Subj.+v.to have +v.3</p> <p>1. For the action which happened in an indefinite time,where the action is more important than the time.</p> <p>2.For an action began in the past and not yet finished.</p> <p>3. With"just"to express a recently completed action.</p> <p>4. With"for"and "since" to show a period of time extending into the present.</p> <p>5. For action which occured in the past but repeated in the future.</p> <p>The Smiths have lived in this House all their lives.</p> <p>The children have just come home from school.</p> <p>He has worked as an engineer for 10 years.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>T : Look at this picture.</p> <p>What do you see from this picture ?</p> <p>Yes, what is this ? (T. points at the carpet )</p> <p>Do you know what is it called in English ?</p> <p>It's called "carpet". It's made of wool and synthetic fibres used for covering floor or stairs.</p> <p>Can you tell me the meaning of this word in Thai?</p> <p>Who teaches you chemistry ?</p> <p>So he/she takes charge of his/her class on chemistry.</p> <p>Do you learn science ?</p> <p>Do you learn in this room ?</p> <p>Where do you learn ?</p> <p>You learn in the laboratory. You can't learn science or chemistry in this room because there are no tools for your experiment. Who takes charge of the laboratory laboratory ?</p> <p>Do you know the meaning of "take charge of" ?</p> <p>What is the meaning of "laboratory" ?</p> <p>( 6 + 7 )</p> <p>T : Work in groups of 5. Take notes while listening to the story. Now listening to the story, page 9 and the conversation on page 12. (T. turns on the tape)</p> <p>T : Listen to these questions and answer orally whether they they are true or false.</p> <ol style="list-style-type: none"> <li>1. Michael does not know much about the company.</li> <li>2. Michael used to work in a laboratory as an engineer.</li> <li>3. Michael is not sure whether he can do the job because</li> </ol>	<p>SS : It's a room.</p> <p>No.</p> <p>S3 : WIM</p> <p>Ajan.....</p> <p>Yes.</p> <p>No.</p> <p>At the first building.</p> <p>Ajan.....</p> <p>To have responsibility on.</p> <p>Room for scientific experiments.</p> <p>( Listen to the tape)</p> <p>True.</p> <p>True.</p>	

Objective	Procedura		Evaluation
	Teacher	Students	
	<p>2. Michael used to work in a laboratory as an engineer.</p> <p>3. Michael is not sure whether he can do the job because he is young.</p> <p>4. Michael will not accept the job if the laboratory is not in London.</p> <p>5. Penny is the receptionist in the company.</p> <p>6. Penny lives in London and she likes Michael very much.</p> <p>( T. asks the students to tell the reasons why each statement is true or false )</p> <p>T : Work in pairs and find out the reasons.</p> <p>( 8 )</p> <p>T : Work in groups of 4, ask and answer about the details of the company.</p> <p>T : Answer these questions.</p> <ol style="list-style-type: none"> <li>1. What is the name of the company ?</li> <li>2. What is the adress of the company ?</li> <li>3. What is the type of job ?</li> <li>4. Where is the place of work ?</li> <li>5. What is the name of the receptionist ?</li> <li>6. What is the position in the office ?</li> <li>7. How big is the company ?</li> <li>8. What is on the floor ?</li> <li>9. What is on the wall ?</li> </ol> <p>T : Now complete the following table of information about the story,</p>	<p>SS : True.</p> <p>False</p> <p>False.</p> <p>False.</p> <p>True.</p> <p>SS : Work in pairs to find out the reasons.</p> <p>SS : Work in groups of 4, ask and answer about the details of the company. Answer the questions.</p> <p>SS : Complete the information table.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>The company</u></p> <p>Address of the company : _____</p> <p>Type of job : _____</p> <p>Place of work : _____</p> <p>Name of the receptionist : _____</p> <p><u>The office</u></p> <p>Position : _____</p> <p>Size : _____</p> <p>On the floor : _____</p> <p>On the wall : _____</p> <p>(8)</p> <p>T: Write a summary of the story, page 12 by completing the passage on ex.11 and page 16.</p>	<p>SS : Write the summary of the story by completing the passage ex.11page 16.</p>	

LISTENING SKILL

Class	M.5
No. of students	40
Date	12 June 1985
Time	Period 5
Content	Education and Career
Aids	Chart, sheet
Assumption	Vocabulary : diplomat, scholar scholarship Structure : future tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to answer and give reasons from listening comprehension</p> <p>Topic: education and Career.</p> <p>2. Enabling Objective.</p> <p>2,1 Students are able to tell the meaning of the following word: qualification correctly</p> <p>2,2 Students are able to tell the pattern of present perfect tense : subj. + v. to have +v3 for (number of years) and write a sentence in this pattern correctly.</p>	<p>( 1 + 2 )</p> <p>T : Do you know what kind of our school is ?</p> <p>Yes. How many levels are there in this school ?</p> <p>What will you do after finishing M.6 ?</p> <p>It means you want to continue your study in the higher level, right ?</p> <p>What branch do you want to study in ?</p> <p>Today, we'll learn about education and careers.</p> <p>Listen to the story and answer the following questions.</p> <p>( 3 )</p> <p>T : Look at the words in this chart.</p> <p>Do you know the meaning of these words ?</p> <p>Tell me the meaning of the words you know.</p> <p>T : Can you write some sentences using these words ?</p> <p>What will you do if you get a scholarship ?</p> <p>(T. writes on the board)</p> <p>T : I will go aboard.</p>	<p>SS : Secondary school.</p> <p>Six.</p> <p>Enter the university.</p> <p>Yes.</p> <p>Architecture.</p> <p>SS : Look at the chart.</p> <p>Yes.</p> <p>Diplomat means an official who is assigned to a foreign country.</p> <p>Scholarship means grant of financial aid awarded to a student.</p> <p>I want to be a diplomat in the future.</p> <p>I would like to get a scholarship.</p> <p>I will go aboard.</p>	<p>1. Fill in the blanks with the words : qualification, diplomat, scholarship.</p> <p>2. Answer and give reasons to this topic : which choice should Nina choose ? Why ?</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : What tense is this ?</p> <p>Can you tell me the pattern ?</p> <p>Will you write some sentences in this pattern on the board ?</p> <p>T : When will we use future tense ?</p> <p>( 4 + 5 )</p> <p>T : Look at these words.(T. shows a chart )</p> <p>Do you know the meaning of the word qualification ?</p> <p>If you pass your entrance exam. You are qualified to study in the university. You will get a qualification for the job.</p> <p>Will you get a qualification after M.6 ?</p> <p>Now do you know the meaning of qualification ?</p> <p>T : Look at these sentences : Nina has just done extremely well in her exam. Nina has also been an active member of the English club.</p> <p>Do you know what tense they are ?</p> <p>It's present perfect tense. It's used to show that the action is continually done from the past to the present. For example I have worked as a teacher for ten years. It shows that all ten years my profession is teacher.</p> <p>Can you tell me the pattern ?</p>	<p>SS : Future.</p> <p>Will/shall + infinitive without to.</p> <p>SS : I will enter the university.</p> <p>I will study hard before the examination</p> <p>I will go to Chiang Mai next month.</p> <p>For a simple statement of future fact.</p> <p>To express opinion, assumption, beliefs, hopes about the future.</p> <p>SS : No.</p> <p>Yes.</p> <p>Yes. ไปถึงมหาวิทยาลัย</p> <p>SS : NO.</p> <p>Subj. + v.to have + v.3</p>	

Objective	Procedure		Evaluation
	Teacher	Students:	
	<p>T : Can you write a sentence in this pattern ? Subj. + v.to have + v.3 for (number of years )</p> <p>Listen to the story. Topic : education and careers then answer the following questions.</p> <p>( 6 + 7 )</p> <p>T : Work in groups of 4,listen to the story and take notes.</p> <p>June,</p> <p>Nina Duprez is a Mauritian girl 18 years old, the daughter of a police in Port Louis, the capital of the island of Mauritius in the Indian Ocean. Since its independence, Mauritius has realized the need for educated personnel in all areas of public life and sees itself as a rapidly developing nation.</p> <p>Nina has been studying science subjects at the secondary school in Port Louis and this summer has just done extremely well in her exam. Nina is faced with other possible choices. Her father would like her to continue her study at the university of Port Louis, while her teachers have suggested to her that she could do a very good job as a teacher. Nina has also been an active member of the English club at the local British council and the British council has suggested that she ought to apply for a scholarship to London University.</p> <p>T : Answer these questions.</p> <p>1. Does Nina decide to be a teacher ?</p> <p>2. Does she beleive her father ?</p>	<p>SS : I have studied English for ten years.</p> <p>Work in groups of 4,listen and take notes.</p> <p>SS : No.</p> <p>I don't know.</p>	

Objective	Procedure		Evaluation
	Teacher	Students.	
	<p>( 8 )</p> <p>T : Fill in the blanks with the words : diplomat, scholarship, qualification.</p> <p>1. Nina applied for the..... to London University.</p> <p>2. She engaged a ..... who wanted her to help in his career.</p> <p>3. If she gets her ... from the university, she will do a very good job as a teacher.</p> <p>T : Work in groups of 4 - 5, and give reasons to this topic : which choice should Nina choose ?</p> <p>( T. walks around the classroom and gives advice )</p> <p>( 9 )</p> <p>T : Write a short note to Nina telling her what you think she should do in the future and give her the reasons.</p>	<p>SS : Scholarship.</p> <p>Diplomat.</p> <p>Qualification.</p> <p>SS : Work in groups of 4 - 5 and discuss to find out the answers.</p> <p>SS : Write a short note to Nina .</p>	

LISTENING SKILL

Class M.5  
 No.of students 40  
 Date 13 June 1985  
 Time Period 6  
 Content The Intended Profession  
 Aids Handbook, chart  
 Assumption Vocabulary :graduate,offer  
 Structure :conditional type 1  
 (probable condition )

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to answer the questions and discuss from the topic given after listening to the story the intended profession.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of the word discipline correctly.</p> <p>2.2 Students are able to tell the form of conditional sentences type 3(impossible condition : if had +v.3, would + infinitive without to and write sentences by using the pattern correctly.</p>	<p>( 1 + 2 )</p> <p>T : (T.asks some students)</p> <p>What would you like to be in the future ?</p> <p>So you should study in the faculty of education.</p> <p>What would you like to be in the future ?</p> <p>So you should study in the college of engineering.</p> <p>Today, we'll learn from the topic "The Intended Profession "</p> <p>Before you can work as a teacher or an engineer, you must you must choose the branch of learning you would like to work in the future.</p> <p>( 3 )</p> <p>T : Look at these words : graduate,offer,discipline, specialist.</p> <p>Do you know the meaning of these words ?</p> <p>Tell me which word you know its meaning .</p>	<p>SS : Teacher.</p> <p>Engineer</p> <p>SS : Yes/no/ some.</p> <p>SS : Graduate,means to receive an academic</p>	<p>Discuss this topic : what would you do if you want to become an interpretater/ engineer/teacher/doctor.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( T. writes on the board : If you don't do the homework, you will be punished. )</p> <p>T : Look at this sentence.</p> <p>Do you know what kind of sentence it is ?</p> <p>Can you tell me when we will use this form ?</p> <p>Tell me the form.</p> <p>Can you write the sentence in this form ?</p> <p>( 4 + 5 )</p> <p>T : Now look at this book (T. shows a book )</p> <p>If you are a student here,you must know the discipline as the disciplines of dressing;you must wear a uniform of the school. The disciplines of behavior for examples you must not make loud noises or disobey teachers.</p> <p>Disciplines are punishment given to train or to correct</p> <p>So when you break the disciplines,you'll be punished.</p> <p>Do you know the meaning now ?</p> <p>Good.</p> <p>T : Now look at this sentence " If he lived in London he would have gone to Oxford University. "</p> <p>Do you know what type of sentence it is ?</p>	<p>SS : diploma or degree signifying the completion of a course of study.</p> <p>Offer means to express one's willingness or readiness.</p> <p>SS : Yes,it's conditional sentence.</p> <p>It's used here for a future action which is quite possible or will probably take place.</p> <p>If will/shall + infinitive without to</p> <p>If he works hard,he'll pass the examination.</p> <p>SS : Yes. It means १३</p> <p>I don't know.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : It's an impossible sentence. It's the conditional sentence type 3. You've learned type I already. This sentence will be used for the action that will not occur because you didn't do that action.</p> <p>Can you tell me the pattern ?</p> <p>Can you write a sentence in this pattern ? ( 6 + 7 )</p> <p>T : Work in groups of 5 - 6 .</p> <p>Listen to the story and take notes while listening.</p> <p>It would be interesting to know how many young people go to university without any clear idea of what they are going to do afterwards. It is not hard to see how difficult it is for a student to select the course most suited to his interests and ability. Because the great variety of courses offered. If a student goes to university to get a wide experience of life, to get more ideas and to learn to think for himself, he will succeed. Since school often has its time tables and disciplines. If the students have longer time to decide in what subject they want to take their degree , in the future they will not look back and say " I should like to have been a doctor. If I hadn't taken a degree in Modern Languages, I shouldn't have ended up as an interpreter, but it's too late now. I couldn't go back and begin all over again, even if I had the chance.</p>	<p>SS : If + subj. + had + v.3 + subj. + would have + v.3</p> <p>SS : If he had known the result he would have studied hard.</p> <p>SS : Work in groups of 5 - 6</p> <p>Listen to the story and take notes.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Exchange your notes with your friends from other groups and add what you don't have in your notes.</p> <p>T : Answer these questions.</p> <p>1. Are there many courses in the university ?</p> <p>2. Will students succeed after studying in the university?</p> <p>3. Is it important for a student to decide what subject they want to take degree in ?</p> <p>4. Is it dangerous if the specialists are ignorant of anything outside their own subject ?</p> <p>( 8 )</p> <p>T : Work in groups of 4 - 6. Discuss this topic : what would you do if you want to become an interpretater/engineer/teacher/doctor ?</p> <p>T : Some of you come in front of the classroom and report the discussion.</p> <p>( 9 )</p> <p>T : Write a short passage for your homework, telling what would you do if you want to become an interpretater/engineer/teacher/doctor ?</p>	<p>SS : Exchange their notes with their friends and add more details in their notes.</p> <p>SS : Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes .</p> <p>SS : Work in groups of 4 - 6.</p> <p>Discussing the topic given.</p> <p>SS: Write a short passage on what they would do if they want to become an interpretater/engineer/teacher/doctor from their discussion.</p>	

LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 14 June 1985  
 Time Period 7  
 Content The Advertisement about Job.  
 Aids Pictures,charts,pieces of adverts  
 advertisement  
 Assumption Vocabulary : enclose,urgent,essent  
 essential,resume

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to select the main points from listening topic : The Advertisement about Job.</p> <p>2. Enabling Objective</p> <p>- Students are able to tell the meaning of the following words : importer, efficient correctly.</p>	<p>( 1 + 2 )</p> <p>T : Does anyone of you have any kind of job after class ?</p> <p>No one has a job;your occupation is a student,right ?</p> <p>But after your studying ,you have to do some kinds of jobs.</p> <p>What would you like to be ?</p> <p>You want to be an engineer. If you have graduated from the college of engineering,you will look for a job as an engineer.</p> <p>Where can you know about job advertisements ?</p> <p>T : That's right. You can find it from the newspaper.</p> <p>Today,we'll learn from the topic advertisemnet about jobs. You must select the main points from listening to the advertisement.</p> <p>( 3 )</p> <p>T : Look at this vocabulary : enclose,urgent,essential,</p>	<p>SS : No.</p> <p>Yes.</p> <p>SS : Engineer/mechanic.</p> <p>From newspaper.</p>	<p>Fill in the information form,use the information from the advertisement being listened to,for the following topics : name of the company or institue, require,age, qualification, experience(at least),salary, address to write to.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : resume, import. Do you know the meaning of these words?</p> <p>Write some sentences using these words, please.</p> <p>( T. checks the meanings of these words.)</p> <p>T : Tell me the meanings of urgent, enclose, essential and resume in Thai ?</p> <p>( 4 + 5 )</p> <p>T : Look at these pieces of advertisement.</p> <p>An importer requires a female secretary.</p> <p>T : Do you know the meaning of importer ?</p> <p>An importer is the one who brings in (goods ) from foreign country for commercial purposes.</p> <p>What kind of goods do most importers import?</p> <p>Can you tell me the meaning in Thai ?</p> <p>The applicant must be efficient at Thai and English typing. It means the applicant must be able to type in both Thai and English at the minimum rate at least.</p> <p>A secretary must be efficient in typing.</p> <p>An engineer must be efficient in computation.</p> <p>A guide must be efficient in speaking a foreign language.</p> <p>Do you know the meaning of efficient ?</p> <p>After listening to the advertisement, fill in the form</p>	<p>SS : Yes.</p> <p>SS : I enclosed my photograph with the letter to my friend.</p> <p>He has an urgent business to do.</p> <p>That information is not essential for her to make decision.</p> <p>She is writing her resume for the company she is applying to.</p> <p>SS : เรซูเม่, ส่ง, สำคัญ,</p> <p>SS : No.</p> <p>Cosmetics, machine, medicine etc.</p> <p>SS : ใช้งานได้</p> <p>SS : Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : given about the main topics. ( 6 + 7 )</p> <p>T : Work in groups, each takes responsibility in taking notes from one of the advertisements.</p>	<p>SS : Work in groups and take notes while listening to the advertisements.</p>	
	<p>Director of Engineering Laboratory</p> <p>An engineer is needed to take charge of a laboratory. Good qualification and some practical experience are necessary. Over 30.</p> <p>Apply to the Manager ,Cornwall House, Leeds Road, London ,W 6</p>		
	<p>T : The second advertisement is from the Bangkok Post.</p>		
	<p>Italhai Engineering Co. Ltd.</p> <p>Urgenly requires 3 mechanical engineers. Qualification : Experience 2 - 3 years in air conditioning but not essential.</p> <p>Please apply in person with resume at : Italhai Engineering Co.,Ltd. 2 Soi Soonvijai 3, New petchburi ,Bangkok Tel.3 4 -6005</p>		
	<p>T : The 3rd advertisement.</p>		
	<p>Secretary</p> <p>An importer requires a female secretary with about 2 years of secretarial experiences.</p> <p>Applicant of at least 22 years old, must be efficient at Thai and English typing.</p> <p>Send details resume, enclosing a recent photo, and state your required salary to : Ienso Co.,Ltd. I449 Sukhumvit Rd. Bkk 10110</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Can you write your notes on the board ?</p> <p>What are the main point of these topics ?</p> <div style="border: 1px solid black; padding: 5px;"> <p>1. Name of the company : _____</p> <p>2. Require : _____</p> <p>3. Sex : _____</p> <p>4. Age : _____</p> <p>5. Experience : _____</p> <p>6. Address : _____</p> </div> <p>( 8 )</p> <p>T : Fill in the information form,use the information from the advertisement.</p> <p>Work with your partners,select the details from your notes and fill in the following grid.</p>	<p>SS : The representatives of each group write the notes on the board.</p> <p>Nelson &amp; Martin Ltd.</p> <p>Director of engineer lab.</p> <p>Male</p> <p>Over 30</p> <p>Some</p> <p>Cornwall House,Leeds Rd. London,W 6</p> <p>2nd ad.</p> <p>Italhai Engineering Co,Ltd.</p> <p>3 Mechanic engineers.</p> <p>Male</p> <p>2 -3 years.</p> <p>2 soi Soonvijai 3,New Petchaburi BKK</p> <p>3rd ad.</p> <p>Lenso Co,Ltd.</p> <p>Secreatry</p> <p>Female</p> <p>2 years</p> <p>I449 Sukhumvit ,BKK IOIIO</p> <p>SS : Work with their partners,fill the information in the grid.</p>	

Objective	Procedure				Evaluation
	Teacher		Students		
	Name of the company	address to write to	require	age	
	1.				
	2.				
	3.				

( 9 )

T : Ask your partner about the jobs he/she wants to apply for . Use the topics from the table.Then write a few lines about the informatin of the company you want to apply for.

SS : Work in pairs,asking and answering about the details of the jobs. Write a few lines about the information of the company.

LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 17 June 1985  
 Time Period 8  
 Content Kate Begins to Worry, lesson 3, page 18  
 Aids Pictures, charts, tape, textbook.  
 Assumption Vocabulary : worry  
 Structure : If clause type 1

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask and answer the questions after listening to the story "Kate Begins to Worry" lesson 3, page 18 and the conversation on page 20</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning and use the word rush out in the sentence correctly.</p> <p>2.2 Students are able to use the statement : subj. + must in the sentence correctly.</p>	<p>( 1 + 2 )</p> <p>T : (T. points to the pictures on page 20)</p> <p>Look at Kate and John. What are they doing ?</p> <p>How is John ?</p> <p>How is Kate ?</p> <p>Yes. She is worried because she is going to have an examination.</p> <p>Are you worried before the examination?</p> <p>Today, we'll listen to Kate's story and the conversation between John and Kate from lesson 3, page 18.</p> <p>( 3 )</p> <p>T : What did you tell me about Kate ?</p> <p>That's right, she looks worried.</p> <p>Tell me something that you are worried about.</p> <p>Yes, will you be worried if you have a test today ?</p> <p>If you lose your money, will you be worried ?</p> <p>Can you write a sentence by using conditional sentence type 1 and the vocabulary " worry" ?</p> <p>( 4 + 5 )</p> <p>T : Look at this picture. It is burning. How about the people in this picture ?</p>	<p>SS : They are talking on telephone.</p> <p>He looks sleepy.</p> <p>She looks worried.</p> <p>SS : Yes.</p> <p>SS : She looks worried.</p> <p>I am worried about my examination.</p> <p>Yes.</p> <p>Yes.</p> <p>I'll be worried if I fail the examination.</p> <p>SS : They are running away from the fire.</p>	<p>Ask and answer the story after listening to the story "Kate Begins to Worry" (lesson 3, page 18) and the conversation on page 20.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Yes, they are running away from the fire.</p> <p>What will you do if there is a fire in this room ?</p> <p>Sure, if there is a fire in this room, I'll rush out of this room.</p> <p>Will you rush out of this room, if you see your favorite actor/actress outside ?</p> <p>So, it means that you must like that actor/actress very much.</p> <p>Do you know the meaning of " rush out " now ?</p> <p>Can you write a sentence using this word ?</p>	<p>SS : I'll go out quickly.</p> <p>Yes.</p> <p>SS : Yes, go out quickly.</p> <p>My father rushed out of the house because he got up late.</p>	
	<p>T : Look at this dialogue.</p> <p>A : My car has been stolen.</p> <p>B : It must be that man I saw him near your car yesterday.</p> <p>A : How do you know ?</p> <p>B : I am sure. It must not be someone else.</p>		
	<p>T : Notice B's statement. B is sure about his idea so he uses " must " in his statement.</p> <p>Can you write one sentence using "must" ?</p> <p>( T. writes on the board. )</p> <p>There's a lot of cloud in the sky. It must rain today.</p> <p>T : Then I'll turn on the tape, listen to the story : Kate begins to worry. Then do the exercise.</p> <p>( 6 + 7 )</p> <p>( T. turns on the tape . The story "Kate begins to worry " and the conversation, page 18 and 20 )</p>	<p>SS : It must rain today, there's a lot of cloud in the sky.</p>	



Objective	Procedura		Evaluation
	Teacher	Students	
	<p>T : Don't forget to take notes.</p> <p>Summary of the story.</p> <p>T : Rearrange these sentences into chronological order.</p> <p>a. Penny went out to meet Michael.</p> <p>b. Kate was worried.</p> <p>c. The pencil fell from the table and rolled under the couch.</p> <p>d. She was going to cry.</p> <p>e. She could not reach it because her arm was painful.</p> <p>f. Kate was alone in the flat.</p> <p>g. She phoned John Hill.</p> <p>h. She was preparing for the examination.</p> <p>T : Read the answer orally.</p> <p>Now listen to the conversation, page 20 and do the following exercise. Fill in the form after listening to the conversation.</p> <p>Name of the caller : _____</p> <p>Name of the speaker : _____</p> <p>Time : _____</p> <p>Topic of the conversation : _____</p> <p>Details : _____</p> <p>_____</p> <p>Suggestion : _____</p> <p>( 8 )</p> <p>T : Work in groups of 4, ask and answer about the story.</p>	<p>Students listen to the story and take notes.</p> <p>SS : Work in pairs, rearrange these sentence in chronological order : a, f, b, h, c, e, d, and g.</p> <p>Read these sentences orally.</p> <p>SS : Listen to the conversation and fill in the form given.</p> <p>Kate</p> <p>John</p> <p>7.30 a.m.</p> <p>Worrying about the examination.</p> <p>Kate is worried that she might fail the examination and her parents may want her to go back to Canada.</p> <p>Don't have party before the examination.</p> <p>SS : Work in groups of 4, ask and answer about the story.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I. Who got up first ?</p> <p>2. What had she already done when the alarm rang ?</p> <p>3. Why wasn't there any coffee when Penny went into the kitchen ?</p> <p>4. Why weren't any eggs ?</p> <p>5. Why was Penny in a hurry ?</p> <p>6. Why was Kate worried ?</p> <p>7. Is Kate a good student ?</p> <p>8. Was Kate going out today ?</p> <p>9. What was the first thing Kate did after Penny had left ?</p> <p>10. What did she do next ?</p> <p>II. Why was her arm beginning to hurt ?</p> <p>12. Who did she decide to phone ?</p> <p>Questions for conversation page 20.</p> <p>1. What time it it ?</p> <p>2. What may happen if Kate fails ?</p> <p>3. Who spoke to John Hill about Kate ?</p> <p>4. What is John Hill going to lend Kate ?</p> <p>5. Where will he leave them. ?</p> <p>6. Which is nearer to Kate's flat, John's house or the university ?</p> <p>7. Who's coming to Kate's flat in the evening ?</p> <p>( 9 )</p> <p>T : Write a summary telling the story of Kate's morning in the flat from the ex.10 page 25, use the following</p>	<p>SS : Kate.</p> <p>She had taken a bath.</p> <p>Kate had drunk it all.</p> <p>Kate'd eaten them all.</p> <p>She had to meet Michael.</p> <p>She would have an examination.</p> <p>No.</p> <p>No.</p> <p>She sharpened the pencil.</p> <p>She wrote the date on the first page.</p> <p>She got down on her hands.</p> <p>John.</p> <p>SS : 7.30 a.m.</p> <p>Her parents may want her to go back to Canada.</p> <p>Her teacher.</p> <p>Books.</p> <p>At his room in the university.</p> <p>The university.</p> <p>Her friends.</p>	



Objective	Procedures		Evaluation
	Teacher	Students	
	<p>T : words in your passage : got up, breakfast, worried, coffee, cold, hot, pencil, on the floor, began to cry, remembered John Hill, encourage her, told her to, told her not to, books, invited.</p>	<p>SS : Write the summary telling the story of Kate's morning in the flat.</p>	

LISTENING SKILL

Class M.5  
 No. of students 40  
 Date 19 June 1985  
 Time Period 9  
 Content Sport News  
 Aids Pictures, news items, information forms.  
 Assumption Students have some knowledge in the following sports : football, basketball, tennis, boxing.

Objective	Procedure		Evaluation
	Teacher	Students	
1. Terminal Objective - Students must be able to select the main points , ask and answer the questions after listening to the sports news. 2. Enabling Objective 2.1 Students are able to tell what the main points of sports news are. 2.2 Students are able to ask and answer by using the wh-questions : what, why, when, who, how many	( 1 + 2 ) T. shows a picture. T : Class look at this picture. What are they doing ? Who is Pele ? That's right. So I suppose you like football. What kind of sports do you like ? That's a kind of sport, too. Today, we'll listen to the sports news. Have you ever listened to sports news ? ( 3 ) T : You should have heard these names : football, basketball, tennis, rugby, boxing. Which one has eleven players ? Which one has fifteen players ? Where are Thaiboxing matches held in Bangkok ? ( 4 + 5 ) T : What do you want to know when you listen to the sport news ? T : For example : the football match , what do you want to know ? That's right. What else do we want to know ? Goal. Do you know how they call the score " zero" in the match ?	SS : Look at the picture. They are playing football. A famous footballer. No I don't like it. I like ..... Yes. SS : Yes. Football. Rugby football. At Lumpini or Rachadamnoen Stadium. What team or person is the winner ? The scores. The winning team. No.	- Fill in the form, using the details you hear from the news. - Ask and answer about these topics : name of sports, winning team, total scores, stadium's name, scores made by Hudson, scores made by O'Connell, scores made by Pete.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : It's called "nil". And if the two teams get the same score. It's called a draw. If you listen to the boxing news, what do you want to know ?</p> <p>How many sides are there ?</p> <p>What else do we want to know ?</p> <p>Yes, we want to know whether they win by a "knock-out" or by scores.</p> <p>Now, find out what the main points in each news are, and take notes.</p> <p>( 6 + 7 )</p> <p>T : Work in groups of 5. Listen and take notes.</p>	<p>SS : Who is the winner.</p> <p>Two, the red and the blue.</p> <p>How they win the game.</p>	
	<p>WOLVES BEATEN AGAIN.</p> <p>Wolves were beaten three goals to nil at Highbury today, the third game they have lost in a row. Two of the goals were scored by O'Connell the third by Hudson. In the first half Wolves were given several chances by United but did not succeed in scoring. In the second half, a good opening was made by O'Connell who scored the first goal of the match for United, the second was scored by Hudson, fit at last after his illness. Then Wilkins, the most dangerous player on the Wolves side, was sent off by the referee because he kicked Hudson in the face. Wolves were now in real trouble and yet another goal was put in by O'Connell. Nice one, Pete. But a sad day for Wolves.</p>		
	<p>T : Look at the questions on the board. Try to answer them and ask for more information from your friends.</p>	<p>SS : Work in pairs, asking and answering the questions, then take turns.</p>	



LISTENING SKILL

Class M.5  
 No. of students 40  
 Date June 1985  
 Time Period 10  
 Content Michael Waits In Vain, lesson 4  
 Aids Chart, pictures, textbook  
 Assumption Vocabulary : ambulance  
 Structure : indirect speech

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask and answer the questions after listening to the conversation between Kate and Michael. Lesson 4, page 30 - 31. Topic: Michael Waits In Vain</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to use the following statements : so do I, neither do I, but I do, to show agreement / disagreement with other speakers.</p> <p>2.2 Students are able to answer the following wh-questions : Why, who, where and the yes-no questions.</p>	<p>( 1 + 2 )</p> <p>T : Look at the picture of Michael and Kate. How is Michael ?</p> <p>Yes. From his facial expression ,you'll know that he is hurt. He cut himself when he helped Kate mending the handle of her oven.</p> <p>How is Kate ?</p> <p>Yes. She's annoyed because she had a fracture on her arm and it was painful.</p> <p>Do you know why Michael was at Kate's flat on that day?</p> <p>( 3 )</p> <p>T : Michael cut himself and he complained about his finger. Kate was annoyed at that time so she told him whether he wanted to call an ambulance.</p> <p>Do you know this word ?</p> <p>What is an ambulance ?</p> <p>Good.</p> <p>(T. points at a student. )</p> <p>T : Can you tell me what your friend told me ?</p> <p>Tell me in full sentence begin with they said....</p>	<p>SS : He is hurt.</p> <p>SS : She looks annoyed.</p> <p>He went to meet Penny.</p> <p>SS : Yes.</p> <p>Special car to carry sick people to hospital.</p> <p>SS : An ambulance is a special car to carry sick people to the hospital.</p>	<p>- Answer the questions page 31.</p> <p>- Say if they agree or disagree with statement by using the following statements: so do I, neither do I, but I do.</p>

Objective	Procedure		Evaluation																		
	Teacher	Students																			
	<p>T : Do you know what this sentence is ?</p> <p>Yes, it's direct speech.</p> <p>Write two sentences in indirect speech.</p> <p>Use the clues from ex.5 page 32.</p> <table border="1" data-bbox="459 404 1048 589"> <tr> <td>Penny</td> <td>said that</td> <td>go speak</td> </tr> <tr> <td>She</td> <td>told him</td> <td>see agree</td> </tr> <tr> <td></td> <td></td> <td>have tell</td> </tr> <tr> <td></td> <td></td> <td>enjoy eat</td> </tr> </table> <p>( T. corrects any mistakes. )</p> <p>( 4 + 5 )</p> <p>T : Look at the dialogues. ( T. shows a chart )</p> <table border="1" data-bbox="452 728 965 987"> <tr> <td>A : I don't like sport at all.</td> </tr> <tr> <td>B : Neither do I.</td> </tr> <tr> <td>A : I think it's silly.</td> </tr> <tr> <td>B : So do I .</td> </tr> <tr> <td>A : Particularly football.</td> </tr> <tr> <td>B : .....</td> </tr> </table> <p>T : Look at the first statement. What kind of sentence is it ?</p> <p>What is the statement used to show disagreement.</p> <p>I think it's silly . What kind of sentence is it ?</p> <p>What is the statement used to show agreement ?</p> <p>So what will the last statement be ?</p> <p>If you disagree with this statement what can you say ?</p> <p>For the statement A : I don't like sport at all. You</p>	Penny	said that	go speak	She	told him	see agree			have tell			enjoy eat	A : I don't like sport at all.	B : Neither do I.	A : I think it's silly.	B : So do I .	A : Particularly football.	B : .....	<p>SS : They said the ambulance was a special car to carry sick people to the hospital</p> <p>Indirect speech.</p> <p>SS : Penny told him to see her in the morning</p> <p>SS : Negative.</p> <p>Neither do I.</p> <p>Statement.</p> <p>So do I.</p> <p>So do I.</p> <p>I don't know.</p>	
Penny	said that	go speak																			
She	told him	see agree																			
		have tell																			
		enjoy eat																			
A : I don't like sport at all.																					
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A : I think it's silly.																					
B : So do I .																					
A : Particularly football.																					
B : .....																					



Objective	Procedure.		Evaluation
	Teacher	Students	

T : disagree so you say "But I don't "

B : "I think it's silly". You disagree so you say "But I don't " And for the statement "Particularly football. What will you say if you disagree ?

Good. Then listen to Michael's story. He had waited for Penny but he didn't meet her. That's why the title is " Michael Waited in Vain "

T : Sit in groups of 5, take notes from listening. Complete the following exercise by ticking either the true or false box.

SS : But I don't.

SS : Work in groups of 5, take notes while listening to the story.

	T	F
1. Kate called the ambulance.		
2. Michael met Penny at her flat.		
3. Michael cut herself.		
4. Kate slept well last night.		
5. Michael will start his new job next month.		
6. If Kate fails her examination her parents will not send her money.		
7. Penny told Kate that she would not go back to have dinner.		

( T. checks the answers.)

( 8 )

T : Now answer the questions on page 31. Work with your partners.

T : These are the questions.

1. Why does Kate want to go to bed early ?

2. Was Michael's finger badly cut ?

3. Is Kate going to watch T.V. with Mrs. Miller ?

SS : Work in pairs asking and answering from the questions.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. Why doesn't Kate want any beer ?</p> <p>5. Where is Michael going to start his new job ?</p> <p>6. Are Kate's friend rich ?</p> <p>7. Who has Penny got to go out with ?</p> <p>8. Is the important visitor French ?</p> <p>9. What is he doing in France ?</p> <p>T : I'll ask each of you each question.</p> <p>( T. asks each question )</p> <p>( 9 )</p> <p>T : Interact with your friends.. Students A say something</p> <p>students B say if they agree or disagree with that statement.</p> <p>A : I like..... Do you ?</p> <p>B : Agree/disagree. Give reasons.</p>	<p>Students answer the questions orally.</p> <p>SS : Interact with their friends, showing the agreement and disagreement.</p>	

READING SKILL

Class N.5  
 No. of students 40  
 Date 27 June 1985  
 Time Period 1  
 Content An unwilling Worker, lesson 4, page 28  
 Aids Screw, chart, textbook, pictures  
 Assumption Vocabulary : break, receive  
 Structure : past continuous tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask questions and respond from the story : An Unwilling Worker, lesson 4 page 28.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of the following words : rusty, unwilling correctly.</p> <p>2.2 Students are able to ask questions and respond the following wh-questions: what, where, when, why, how.</p>	<p>( 1 + 2 )</p> <p>T : Class can you remember Michael Anderson ?</p> <p>Who is he ?</p> <p>Yes, he is Penny's friend. Does he often visit Penny?</p> <p>He always visits Penny but today he doesn't meet her. He meets only Kate.</p> <p>We'll read about his story today.</p> <p>( 3 )</p> <p>T : Look at this chart.</p> <p>1. Michael/go/Penny's flat.</p> <p>2. Kate/cook</p> <p>3. Michael/mend/the door/Kate/cook</p> <p>T : Write some sentences using past simple tense &amp; past cont. Use these outlines in your sentences.</p> <p>Write a sentence using the word "receive"</p> <p>Can you tell me the meaning of receive ?</p>	<p>SS : Yes.</p> <p>He is Penny's friend.</p> <p>Yes.</p> <p>SS : Copy the chart in their books.</p> <p>Michael went to Penny's flat.</p> <p>Kate was cooking.</p> <p>Michael was mending the door of the oven while Kate was cooking.</p> <p>SS : I received a letter this morning.</p>	<p>Ask questions and respond after reading the story : An Unwilling Worker, lesson 4 page 28.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Yes, it means to get or to take (something ) into one's hand, write a sentence using the word " break".</p> <p>Can you tell me the meaning of "break" ?</p> <p>It means to separate by force or to reduce into pieces.</p> <p>( 4 + 5 )</p> <p>(T. shows a screw )</p> <p>T : Look at this screw. Is it new ?</p> <p>T : It's not new. It's old and rusty. Old nails and screws are always become rusty especially when you leave them outside in the open air. They will become rusty sooner .You'll know that they become rusty when their color changes to reddish brown.</p> <p>It's caused from oxidation.</p> <p>T : Can you tell me the meaning of rusty in Thai ?</p> <p>Do you think that we should have a test today?</p> <p>You are unwilling to have a test, aren't you ?</p> <p>Are you willing to have a test ?</p> <p>T : O.K. I won't have a test today.</p> <p>Can you tell me the meaning of unwilling ?</p> <p>When you are unwilling it means that you don't have a cheerful readiness to do that</p> <p>d. ed.</p> <p>(b)</p> <p>T : Work in groups of 4. Read the story on page 28 silently and each group writes questions from the story.</p>	<p>SS : Kate broke her arm.</p> <p>SS : unknown</p> <p>Students look at the screw.</p> <p>SS : No.</p> <p>SS : unknown</p> <p>No.</p> <p>No.</p> <p>No.</p>	

Objective	Procedure:		Evaluation						
	Teacher	Students							
	<p>( 7 )</p> <p>T : Look at the following summary of the story. Column A outlines the actions, column B gives the reasons for those actions. Match the correct reasons and rearrange them in chronological order.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Column A</th> <th style="width: 50%;">Column B</th> </tr> </thead> <tbody> <tr> <td>The work was hard</td> <td>her broken arm was painful</td> </tr> <tr> <td>Michael was annoyed.</td> <td>Michael bent the old handle.</td> </tr> </tbody> </table>		Column A	Column B	The work was hard	her broken arm was painful	Michael was annoyed.	Michael bent the old handle.	
Column A	Column B								
The work was hard	her broken arm was painful								
Michael was annoyed.	Michael bent the old handle.								
	<p>( 8 )</p> <p>T : Every group takes turn in asking questions and answering.</p>		(Students take turn in asking and answering from the story.						
	<p>( 9 )</p> <p>T : Work in groups of 3, practice a read and look up activity.</p> <p>Write a conversation about mending chairs, Mark Birk is very efficient but soon gets annoyed. His wife, Sally, is very unhappy. Peter, a young man, is not helping and is making funny comments.</p> <p>Mark : Hold this. Where are the new screws ? Don't get in the way. I need a hammer. It's tight. It isn't my fault. Ouch. It's slipped. etc.</p> <p>Sally : I want to sit down. My legs hurt . When will you finish? Have you finished ? I am hungry etc..</p>								

Objective.	Procedure		Evaluation
	Teacher	Students	
	<p>Peter : The screwdriver's slipped. Mark. You cut your hand.</p> <p>Do you want me to call an ambulance ?</p> <p>Are you breaking the chair, Mark ?</p> <p>Aren't you clever ? etc.</p>		

READING SKILL

Class M.5  
 No. of students 40  
 Date 28 June 1985  
 Time Period 2  
 Content Old Friends Meet, lesson 5, page 37  
 Aids Menu, chart, textbook  
 Assumption Vocabulary : menu  
 Structure : present perfect tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask questions and respond after reading the story : Old Friend Meet, lesson 5 page 37</p> <p>2. Enabling Objective</p> <p>2. - Students are able to tell the meaning of the following word : bachelor correctly.</p> <p>2.2 Students are able to tell the pattern of present perfect cont. and write the sentence in this pattern correctly.</p>	<p>( 1 + 2 )</p> <p>T : Look at the picture on page 38.</p> <p>What can you see from this pictures ?</p> <p>Yes, who are they ?</p> <p>Do you know the name of the other man ?</p> <p>His name is Jack. He is Michael's old friend.</p> <p>They came from the same school and university.</p> <p>What are they doing in this picture ?</p> <p>That's right. They met unexpectedly in the street.</p> <p>Today, we'll read about their conversation. Then do the exercise.</p> <p>( 3 )</p> <p>T : When Michael met Jack, they wanted to talk to each other so they went to a restaurant.</p> <p>Have you ever had a meal in a restaurant ?</p> <p>(T. writes on the board )</p>	<p>SS Two men.</p> <p>One is Michael.</p> <p>No.</p> <p>SS : Michael and Jack are greeting each other</p> <p>SS : Yes/no.</p>	<p>Take turn in asking questions and responding after reading the story : Old Friend Meet, lesson 5 page 37</p>

Objective	Procedure.		Evaluation
	Teacher	Students	
	<p>T : Who has never seen a menu before ? Look at the example on page 43. Here is one but it's not a real one. (T.shows a menu )</p> <p>T : Look at the sentences on the board.</p> <p>What tense are they ?</p> <p>Can you tell me the pattern ?</p> <p>When will we use this tense ?</p> <p>T : Can you write some sentence using this pattern ?</p> <p>( 4 + 5 )</p> <p>T : Look at the chart.</p>	<p>SS : Present perfect tense.</p> <p>V.go have + v.3</p> <p>For the action occurs at the unknown time in the past and not yet finished or just to express a recently completed action : with for or since to show a period of time extending into present.</p> <p>I have studied English for 5 years.</p> <p>I have just read that books.</p> <p>SS : Look at the chart.</p>	
	<p>A : What are you ? B : I'm a student.</p> <p>A : Where do you study ? B : At London University.</p> <p>A : How long have you been studying there ?</p> <p>B : About three years.</p>	<p>SS : Copy the chart.</p>	
	<p>T : Look at the underlined sentence.</p> <p>Do you know what tense is it ?</p> <p>It's present perfect continuous. We use this tense for the actions that occur in the past and are still continuing. We always use this tense with the verbs that shows the actions that take time : live, study etc.</p> <p>Can you tell me the pattern ?</p>	<p>SS : I don't know.</p> <p>SS : V. to have + v. to be + v. (ing)</p>	



Objective	Procedure:		Evaluation
	Teacher	Students	
	<p>T : Look at ex.4 page 41. Work with your partners and complete the exercise. Some of you write the sentences on the board.</p> <p>(T. corrects any mistakes )</p> <p>T : Is Michael married ?</p> <p>He is unmarried. His status is single or you may say that he is a bachelor. A bachelor is one who is unmarried.</p> <p>Are you a bachelor ?</p> <p>Is Ajan..... a bachelor ?</p> <p>Do you know the meaning of this word ?</p> <p>T : Work in groups of 8. Each group reads the whole story silently and after reading ,writes some questions for the first part of the story.</p> <p>The second group writes questions for the conversation "IN the Restaurant ".</p> <p>The third group writes questions for the conversation on page 38.</p> <p>he fourth group writes questions for the conversation</p>	<p>Students work with thiar partners,completing exercise.</p> <p>SS : Kate has been living in England since last September.</p> <p>Jack has been travelling all over Europe for the last two years.</p> <p>Michael has been working in the lo laboratory for one week.</p> <p>What have you been doing since you come back,Michael ?</p> <p>We have waited in the restaurant for half an hour now.</p> <p>SS : No.</p> <p>Yes.</p> <p>No.</p> <p>Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : on page 39.</p> <p>The fifth group answers the questions on page 38-39.</p> <p>( 6 )</p> <p>T : Now do the work. Read the story silently.</p> <p>( 7 )</p> <p>T : Look at the chart. Tick the box for either true or false for each of the following statements.</p> <ol style="list-style-type: none"> <li>1. Michael met Jack Evans while he was walking along the street.</li> <li>2. Jack Evans is a salesman ,he works with the film company.</li> <li>3. Michael likes travelling aboard.</li> <li>4. Michael and Jack came from the same school but different university.</li> <li>5. Jack has just got married.</li> <li>6. Michael and Jack went to a restaurant near by.</li> <li>7. The waiter gave them menu and bring the food immediately.</li> <li>8. Michael ordered toast beef,soup and vegetable.</li> <li>9. Jack ordered a steak..</li> </ol> <p>T : Work in pairs and complete the true/false table.</p> <p>( T. checks the answers orally )</p> <p>T : Give me reasons from the passage. to show why a statement is true or false.</p> <p>( 8 )</p> <p>T : Each group asks and responds the questions.</p> <p>The 1st group asks the other groups. One mark for</p>	<p>SS : Do the activity.</p> <p>SS : Read the story silently.</p> <p>SS : Work in pairs and complete the true/false table.</p> <p>SS : Give the reasons.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : one question. The 2nd group takes turn when the 1st group has finished asking.</p> <p>The last group writes the answers of the questions from page 37-39 on the board.</p> <p>( 9 )</p> <p>T : Open your books page 43. Work in groups of 3, practice a role play. Act as a waiter, Sally and Mark. Use the dialogue as example. Use the patterns below the dialogue in your conversation. Change any details necessary.</p>	<p>SS : The representatives of the 5th group write the answers of the questions from page 37-39 on the board,</p> <p>SS : Practice a role play : situation in a restaurant.</p>	

READING SKILL

Class M.5  
 No. of students 40  
 Date 1 July 1985  
 Time Period 3  
 Content Food and Drink  
 Aids Strip story, textbook, sheet  
 Assumption Vocabulary : bacon

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to select the main ideas and discuss after reading the story : Food and Drink.</p> <p>2. Snabbling Objective</p> <p>2.1 Students are able to write sentence on the main ideas from the passage they read.</p> <p>2.2 Students are able to tell the reasons from the following questions : 1. Why do the people of West Germany are the world's greatest beer drinkers ?</p> <p>2. Why do the Chinese eat the least sugar ?</p> <p>3. Why do the people of Sri Lanka eat the least meat ?</p> <p>4. Why do the French drink the most champagne ?</p>	<p>( 1 + 2 )</p> <p>T : What do you usually have for breakfast ?</p> <p>What do you usually have for breakfast ?</p> <p>Soma may have..... and some may have..... for breakfast.</p> <p>For me I don't have a real breakfast. I have only a cup of coffee or a glass of milk .</p> <p>What kind of drink do you have during breakfast.</p> <p>Today, wa'll read for the topic : Food and Drink.</p> <p>( 3 )</p> <p>T : What do most Thais have for breakfast ?</p> <p>What do the English have for their traditional breakfast ?</p> <p>They have bacon and eggs for their breakfast.</p> <p>What is bacon ?</p> <p>It's salted and smoked meat from the back and side of a hog.</p>	<p>SS : (.....)</p> <p>(.....)</p> <p>SS : (.....)</p> <p>SS : (.....)</p>	<p>Select the main ideas and discuss the following topics :</p> <p>1. Why do the people of West Germany are the world's greatest beer drinkers ?</p> <p>2. Why do the Chinese eat the least sugar ?</p> <p>3. Why do the people of Sri Lanka eat the least meat ?</p> <p>4. Why do the French drink the most champagne ?</p> <p>after reading the story : Food and Drink.</p>

Objective	Procedura		Evaluation
	Teacher	Students	
	<p>T : Have you ever had bacon for your breakfast ? ( 4 + 5 )</p> <p>T : Look at the passage on page 37.</p> <p>T : What is the passage about ?</p> <p>Good.</p> <p>When you read try to find out what the main topic of the passage is. Each good passage has only one main idea. So when you read, read the whole passage quickly and catch the most important idea that the writer tries to tell us.</p> <p>From this passage the main idea is "Michael met an old friend "</p> <p>T : I'll give you some pieces of the story about food and drink. You have to rearrange them into a story. ( 6 )</p> <p>T : Work in groups of 10. (T. distributes pieces of the story )</p>	<p>SS : Yes/No.</p> <p>SS : Open their books on page 37, and read the passage quickly. Michael met an old friend.</p> <p>SS : Work in groups of 10, rearrange the sentences into a story.</p>	
	<p style="text-align: center;"><b>WORLD RECORD</b></p> <p>The traditional English breakfast is bacon and eggs, but the West Germans eat more eggs per person than the English. The people of West Germany are also the world's greatest beer drinkers.</p> <p>The Italian drink more wine than the French. The people of Sweden hold the world record for coffee drinking, but it is the Irish who drinks the most tea-</p>		

Objective	Procedure:		Evaluation
	Teacher	Students	
	<p>even more than the British .</p> <p>The Irish also consume the most calories—an average of 3,470 per person per day. They grow not too. The British spend a lot of time at the dentist because they are the greatest sweet eaters in the world.</p> <p>The Chinese eat the least sugar. The greatest meat eaters in the world are the Uruguayans, while the people of Sri-Lanka eat the least meat. And the French eat the most cheese and drink the most champagne.</p>		
	<p>( 7 )</p> <p>T : Answer my questions.</p> <p>1. What is the first paragraph about?</p> <p>2. What is the second paragraph about ?</p> <p>3. What is the third paragraph about ?</p> <p>4. What is the fourth paragraph about ?</p> <p>T : Can you read the whole passage, please. ?</p>	<p>SS : The nation which eat the most eggs and drink the most beer.</p> <p>The nation which drinks the most wine coffee and tea.</p> <p>The nation which eats the most and the least sugar.</p> <p>The nation which eats the most meat, cheese and drink the most champagne, eat the least meat.</p> <p>SS : Read the whole passage together.</p>	
	<p>( 8 )</p> <p>T : Work in groups of 10. Find the main idea of the story. and discuss from the following questions :</p> <p>1. Why are the people of West Germany the world's greatest drinkers ?</p>	<p>S3 : Work in groups of 10. Find the main idea of the story and discuss from the given questions.</p>	

Objective	Procedure				Evaluation
	Teacher		Students		
	<p>2. Why do the Chinese eat the least sugar ?</p> <p>3. Why do the people of Sri-Lanka eat the least meat ?</p> <p>4. Why do the French drink the most champagne ?</p> <p>T. The first group works on the first question.</p> <p>The second group works on the second question.</p> <p>The third group works on the third question.</p> <p>The fourth group works on the fourth question.</p> <p>When you finish your discussion and find out the reasons the representatives of each group report the result of the discussion in front of the classroom.</p> <p>( 9 )</p> <p>(T. distributes sheets. )</p> <p>T : Now work in pairs. Interview your partners from the given topic : Which drink do you like ?</p> <p>Tick in the blank of the topic that your friends respond. Then take turns in asking and responding.</p>		<p>SS : Report the reasons of each question in front of the class.</p> <p>SS : Work in pairs, asking and responding from the topic which drinks do you like ?</p>		
	I like	a lot	a-little	not at all	
	<u>Hot drink</u> -coffee -tea -chocolate <u>Soft drink</u> -orange squash -cola drinks -lemonade				

Objective	Procedure				Evaluation
	Teacher			Students	
	<u>Alcoholic drinks</u> -beer -whisky -wine				
	T. tells the students to stand up and do the activity.			Students stand up and do the activity.	



READING SKILL

Class M.5  
 No. of students 40  
 Date 3 July 1985  
 Time Period 4  
 Content News from the Newspaper  
 Aids Newspaper  
 Assumption Students have already known how to select the main ideas from the news.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to select the main ideas and retell the news to their friends from the following topics: No Jeans For Students, Students Plan Buy Thai Drive, Prem To Go Home To Lay First Stone Of "his" Bridge, Film Fest Begins in their own words.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to write the main ideas after reading.</p> <p>2.2 Students are able to rewrite the news in their own words.</p>	<p>( 1 + 2 )</p> <p>T : (T. Shows a newspaper )</p> <p>What is this ?</p> <p>Have you ever read an English newspaper ?</p> <p>Today, we'll read a newspaper together. You have to select the main ideas and express your opinions after reading.</p> <p>( 3 )</p> <p>T : You have learned how to pick up the main ideas from sport news, right ?</p> <p>Which points are we interested in ?</p> <p>That's right.</p> <p>For other news what do we want to know ?</p> <p>Yes. That's the main point of the news.</p> <p>Main points of the news are always written in a special style, but they are not completely</p>	<p>SS : Newspaper.</p> <p>Yes/No.</p> <p>Yes.</p> <p>Kinds of sports and who is the winner.</p> <p>What is the news about ?</p>	<p>Select the main ideas and retell the news to your friends after reading news from the following topics: No Jeans For Students, Film Fest begins, Students Plan "Buy Thai" Drive, Prem To Go Home To Lay First Stone Of "His" Bridge.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : written. So you should rewrite the points in your own words.</p> <p>( 4 + 5 )</p> <p>T : Look at this news topic.</p> <p>85 Killed in Sri Lanka.</p> <p>T : Do you know what the news is about ?</p> <p>Is it a full sentence ?</p> <p>What would a full sentence of this topic be ?</p> <p>How many people are killed ?</p> <p>Do you know the cause of the death ?</p> <p>The cause was from the attack between soldiers and the Tamil rebels. What should the main idea be ?</p> <p>Can it be : the attack between soldiers and the Tamil rebels caused 85 people to die in Sri Lanka?</p> <p>I'll give you some pieces of news. Work in groups of 10. Select the main ideas from the news.</p> <p>( 6 )</p> <p>T : Distribute sheets to students.</p> <p>1st news</p> <p>No Jeans For Students</p> <p>Teachers at Manson Secondary School are not allow students in jeans to come into the classroom. The headmaster explained his reasons to our reporters. "Jeans ?" the headmaster explained, " were first worn by American cowboys worked hard and their work was dirty and difficult. Jeans were strong and lasted a long time.</p>	<p>SS : Yes.</p> <p>No.</p> <p>I don't know.</p> <p>85</p> <p>No.</p> <p>SS : Yes.</p> <p>SS : Work in groups of 10. Read the news and select the main ideas.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Now things are different. , said the headmaster, " Young men and women don't work hard. The work isn't dirty or difficult. They don't need to wear jeans. Jeans are worn only by popstars, drug takers and drop outs people who don't want to work. A students in jeans doesn't want to work hard. "</p>		
	<p>2nd news</p> <p>Students Plan "Buy Thai" Drive</p> <p>University students are to step up thier campaign against Japanese consumer goods as well as beginning a "Buy Thai" drive.</p> <p>Students' congress of Thailand secretary general Chatchai Atkharamanee, who is also vice president of the Thammasat University Students' Union and students from 11 universities will jion the campaign.</p> <p>He said the campaign consist of : A four-day seminar that will start tomorrow at Chulalongkorn University to discuss Thailand's trade deficit with other countries and ways to encourage Thai people to buy more local products.</p> <p>- An exhibition by Ramkhamhaeng University during December 10 - 12 to promote Thai goods.</p>		
	<p>3rd news</p> <p>Prem To Go Home To Lay First Stone Of "His" Bridge</p> <p>Prime Minister Prem Tinsulanon will come to his native province of Songkhla again this weekend and many groups of provincial residents plan to give the Prime</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Minister a warm welcome at Hat Tai airport when he arrives there at about 5.15 p.m. on Saturday.</p> <p>Prime Minister Prem, the beloved "Pa" of Songkhla people, is expected to preside over a ceremony on Sunday to lay the foundation stone at the site of the construction of a bridge, which will be named after him - "Tinsulanon Bridge" linking highway 407 to highway 4083</p>		
	<p>4th news</p> <p>Film Fest Begins</p> <p>Actresses in traditional costumes met reporters and photographers in a preview yesterday of the 29th Asia - Pacific Film Festival which is being held in Bangkok.</p> <p>The festival organisers said 150 actors and actresses from nine countries will be presented at a seven - hour ceremony on Saturday. A total of 32 films are to be screened at the festival, which has returned to Bangkok for the first time since 1977.</p> <p>T : Look up the vocabulary in the dictionary.</p>		
	<p>(7)</p> <p>T : Each group answers my questions.</p> <p>1. Who does not allow the students to wear jeans ?</p> <p>2. Why ?</p> <p>3. Who plans to step up a campaign against Japanese consumer goods ?</p>	<p>SS : Teachers at Hanson Secondary School.</p> <p>Because jeans are worn only for popstars drug takers and drop outs people.</p> <p>University students in Thailand.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. Why ?</p> <p>5. Where will Prime Minister go ?</p> <p>6. Why ?</p> <p>7. Where will the film festival take place ?</p> <p>8. Why ?</p> <p>( 8 )</p> <p>T : The representatives of each group write the main ideas of the news on the board. Work in groups of 4. Rewrite the news in your own words.</p> <p>( 9 )</p> <p>T : Look at these dialogues.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A : Have you heard the news ?</p> <p>B : No.</p> <p>A : There's been a terrible air crash.</p> <p>B : Oh. That's sounds awful. Where was it ?</p> <p>A : A town called Banford.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A : Have you heard about the Prime Minister ?</p> <p>B : No.</p> <p>A : He's going to Songkhla.</p> <p>B : Oh. That's sounds interesting. Why ?</p> <p>A : To lay the stone at the construction of the bridge.</p> </div> <p>T : Work in pairs, one is A and the other is B. Practice</p>	<p>SS : To encourage Thai people to buy more local products.</p> <p>To Songkhla.</p> <p>To lay the foundation stone at the site of the construction of a bridge.</p> <p>Bangkok.</p> <p>To award the actors and actresses from nine countries.</p> <p>SS : Write main ideas on the board. Rewrite the news in their own words.</p> <p>SS : Work in pairs, do the activity " read and look up ".</p>	
	<p>saying the sentences, don't look at the written paper while speaking.</p>		

READING SKILL

Class M.5  
 No. of students 40  
 Date 4 July 1985  
 Time Period 5  
 Content Buying Clothes, lesson 6  
 Aids Chart, textbook  
 Assumption Students have already known about the department stores.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to ask questions and respond after reading comprehension the story : Buying Clothes.</p> <p>- Students must be able to select the significant details from the story.</p>	<p>( 1 + 2 )</p> <p>T : Who buys clothes for you ?</p> <p>Did you use to buy clothes yourself ?</p> <p>Where will you go when you want to buy clothes ?</p> <p>Today, we'll read the story from lesson 6.</p> <p>topic : Buying Clothes.</p>	<p>SS : My mother.</p> <p>Yes.</p> <p>To the department store.</p>	<p>Work in pair, ask questions and respond from the story.</p> <p>Then complete the information table with the significant details from the story.</p>
<p>2. Enabling Objective</p> <p>2.1 Students are able to tell the form of indirect speech and use this form in the sentences correctly.</p> <p>2.2 Students are able to ask wh-questions and respond from the following wh-questions : What, where, when, why, how.</p>	<p>( 3 )</p> <p>T : Do you know any department stores ?</p> <p>Can you give me their names ?</p> <p>What is a department store ?</p> <p>Yes, it's a large shop with several kinds of goods separated in sections.</p> <p>What can you buy from a department store ?</p> <p>( 4 + 5 )</p> <p>T : Look at these dialogues.</p> <p>Manager : There isn't any paper in the drawer.</p> <p>Ist secretary : There may be some in my desk.</p> <p>Manager : What did she say ?</p>	<p>SS : Yes.</p> <p>(.....)</p> <p>SS : Clothes, shoes, etc.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2nd secretary : <u>She said there might be some in her desk.</u></p> <p>Son : I can't buy any records.I haven't got enough money.</p> <p>Father : What did he say ?</p> <p>Mother : <u>He said he couldn't buy any records.</u> He hadn't got enough money.</p>		
	<p>T : Look at these sentences.</p> <p>1. She said there might be some in her desk.</p> <p>2. He said he couldn't buy any records.</p> <p>T : Do you know what kind of sentences they are ?</p> <p>They are reported speech or indirect speech.</p> <p>Indirect speech is used when written or spoken words are repeated to somebody else.</p> <p>Look at the exercise 1,2 page 46. Write some sentences in indirect speech.</p> <p>( 6 )</p> <p>T : Work in pairs,read the given passage and supply the missing words for the story.</p>	<p>SS : I don't know.</p> <p>SS : Penny said she would not take the red dress.</p> <p>Penny thought she would not buy an expensive coat.</p> <p>Work in pairs,read the given passage and supply the missing words for the story.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Penny is very careful when she buys clothes. She does not earn very much and clothes are expensive. This morning she decided to go to the shops. ....had saved forty pounds and she .....she might buy a coat as ....as a dress. Kate said she.....seen some pretty dresses on sale ...a large department store near the ..... Penny said she would go there .....</p> <p>She went upstairs to the woman's..... department on the first floor. On..... side of the floor there were..... of dresses. Behind the counter,on..... other side of the floor there ....shelves of sweaters and blouses. The .... department was in the middle. Penny .... not stop to look at the..... She walked straight to the dresses. ...was easy to choose one..... the end,she decided to try.... of them on.</p> <p>One had a ..... neck and long sleeves. Another had... rows of big buttons down the .... and two enormous pockets. The next..... had an ugly zipper down the .... but Penny thought she could change..... The prettiest one was a simple..... dress made of a mixture of cotton and terylene, but it was too.....</p> <p>Penny had to wait to try..... dresses on. The store was full.... customers. But soon it was her..... When she tried them on,she ..... the red one suited her best..... asked the girl to shorten it.... the shop. The girl said Penny ..... do that herself,she said it..... not be difficult So Penny said ....would take it. It cost twelve..... Then Penny went to look at the coats,though she knew she would....</p>		



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>have enough money for anything expensive.</p> <p>.... was easier to choose a coat ..... to choose a dress.</p> <p>Penny could..... look at the cheap coats. But ..... was lucky. There was a woolen ..... on sale for only twenty-five ..... and it fitted her perfectly. So she had three pounds left. She was ... to buy a sweater, but they were all too expensive. In the end she bought two pairs of tights and a nice scarf. She had to hurry, She was going to meet Kate in a restaurant near the hospital.</p> <p>( T. distributes sheet and walks around the classroom while the students are working)</p> <p>( 7 )</p> <p>T : Open your book page 45. Compare your passage with the passage in the book, and correct your mistakes.</p> <p>( 8 )</p> <p>T : Work in pairs, ask questions and respond from the story Then complete the information table with the significant details from the story.</p>	<p>SS : Open their books page 45. Compare their passages and the passage from the book and correct the mistakes.</p> <p>SS : Work in pairs ask questions and respond after reading the story. Then complete the information table with the significant details from the story.</p>	
	<p><u>The department store</u></p> <p>First floor : _____</p> <p>On the right side : _____</p> <p>On the left side : _____</p> <p>In the middle : _____</p> <p><u>Penny</u></p> <p>Amount of money : _____</p> <p>Intention : _____</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Things she bought</u></p> <p>1. <u>Dress</u></p> <p>Price : _____</p> <p>Color : _____</p> <p>2. <u>Coat</u></p> <p>Material : _____</p> <p>Price : _____</p>		
	<p>(T. asks some students to complete the table on the board )</p> <p>( 9 )</p> <p>T : Draw a picture of a department store in your imagination.</p> <p>Answer the questions at the end of the story ,page 46 for your homework.</p>	<p>SS : Copy the table and complete the table with the details from the story.</p> <p>( Some students write their answers on the board )</p> <p>SS : Draw a picture of a department store in their imagination and answer the questions,page 46 for their homework</p>	

READING SKILL

Class M.5  
 No. of students 40  
 Date 10 July 1985  
 Time Period 6  
 Content Shops  
 Aids Charts, sheet  
 Assumption Vocabulary : oversea

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to write questions from reading comprehension the story : Shops</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to answer the following wh-questions : what, where</p> <p>2.2 Students are able to compare the differences between Thai culture and British culture from the following topics : shopping time, habit of quequeing.</p>	<p>( 1 + 2 )</p> <p>T : Do you usually go shopping ? How often ? Where do you do your shopping ? We do our shopping at a shop or a department store. What is a department store ?</p> <p>That's right. Today, we'll read about the shops in Britain.</p> <p>( 3 )</p> <p>T : We have an over sea student here. She is an A.F.S. student. Have you ever seen her ? Do you know the meaning of over sea ? Good. When you go shopping ,you'll see several over sea goods. What are they ? When do you usually go shopping ?</p> <p>( 4 + 5 )</p> <p>T : When are most department stores closed in Thailand ? How many hours do they usually open for ? Most shops in Britain open at 9 a.m. and close at 5 or 5.30 p.m. So they give their services for about 8 or 8</p>	<p>SS : Yes./no Once a week/month. At the shop/department store.</p> <p>A large shop with several kinds of goods.</p> <p>Yes. Yes.</p> <p>Cosmetics, machine, medicine etc. On weekends.</p> <p>At 8 p.m. 10 hours.</p>	<p>Take turn in asking questions and answering after reading the story.</p> <p>Questions :</p> <ol style="list-style-type: none"> <li>1. What are the differences between British shops and Thai shops ?</li> <li>2. From the sentences "when you go into one of these shops...you wish to buy into this" This refers to....</li> <li>3. What do we call anyone who tries to take things from the shops without paying?</li> <li>4. How do the owners of the shops do with those people ?</li> <li>5. Many people from over sea are astonished at the British habit of quequeing. Do you agree ? Give reasons.</li> </ol>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T ; and a half hour a day.</p> <p>Who does more shopping. Thais or British ?</p> <p>In Britain small shops usually close at lunch time.</p> <p>Do small shops in Thailand close at lunch time ?</p> <p>Most shops in Britain close on Sunday.</p> <p>Are most shops in Thailand closed on Sunday ?</p> <p>In Britain when you are waiting to be served in a shop you have to wait your turn.</p> <p>Do you usually wait for your turn ?</p> <p>In Thailand most people forget about the habit of quequeing..</p> <p>( 6 )</p> <p>T : I'll give you a sheet . Work in groups of IO. Read the whole passage and write questions from the passage.</p> <p>T : Work with your friends,read the passage silently and write questions from the following passage.</p>	<p>SS : Thais.</p> <p>No.</p> <p>SS : No.</p> <p>Sometimes.</p> <p>SS : Work in groups of IO. Read the passage silently and write questions.</p>	
	<p style="text-align: center;">SHOPS</p> <p>Most shops in Britain open at 9 p.m. and close at 5 or 5.30 p.m. Small shops usually close for an hour at lunchtime . On one or two day a week - usually Thursday and or Friday - some large shops stay open until about 8 p.m. for late night shopping.</p> <p>Many shops are closed in the afternoon on one day a week. The day is usually Wednesday or Thursday and it is a different day in different towns. When is early closing day in the town where you are staying ?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Nearly all shops are closed on Sundays. Newspaper shops are open in the morning, and sell sweets and cigarettes as well. But there are legal restrictions on selling many things on Sunday.</p> <p>In general oversea visitors don't have much difficulty knowing where to buy things. Most shops sell the things that you would expect them to. One problem is stamps. In Britain you can buy these at post offices.</p> <p>Many large food shops ( Super Markets ) are self service . When you go into one of these shops you take a basket and you put the things you wish into this. You queue up at the cash desk and pay for everything just before you leave.</p> <p>If anyone payed to take things from the shop without paying they are almost certain to be caught. Most shops have store detectives who have the job of catching shoplifters. Shoplifting is considered a serious crime by the police, and the courts.</p> <p>When you are waiting to be served in a shop it is important to wait your turn not to be served before people who arrived before you. Many people from oversea are astonished at the British habit of quequeing.</p>		
	<p>T : Use dictionary to help you with the words you don't know the meaning.</p> <p>( 7 )</p> <p>T : Look at this table. Tick whether the statements are true or false.</p>	<p>SS : Do the exrecise.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		T F	
	1. Most shops in Britain close during lunchtime		
	2. On Sunday shops in Britain are allowed to sell everything.		
	3. Oversea visitors have difficulty knowing where to buy things.		
	4. Food shops are self-service.		
	5. It is easy to take things from a shop without paying.		
	6. When you are waiting to be served you should try to be the first.		
	7. British people enjoy shopping all day.		
	T : Work in groups and give reasons why the statements are true or false. ( 8 )		
	T : Now you have finished writing the questions. The first group will have the first chance to ask questions. Take turn in asking questions and answering. Don't ask the questions you friends have just asked		
		SS : Work in groups ,find the reasons to support the answers.	
		SS : Take turn in asking questions and answering after reading the story.	
		1 . What are the differences between British shops and Thai shops ?	
		2. From the sentences " When you go into one of these shops... you wish to buy into <u>this</u> ." This refers to ....	
		3. What do we call anyone who tries to take things from the shop without paying ?	
		4. How do the owners of the shops do with	

Objective	Procedure		Evaluation						
	Teacher	Students							
	<p>( 9 )</p> <p>T : Compare the similarities and differences between the British shops and Thai shops by filling in the table.</p> <table border="1" data-bbox="436 516 1162 959"> <thead> <tr> <th data-bbox="436 516 790 959">British shops and Thai shops</th> <th data-bbox="790 516 981 959">Similarities</th> <th data-bbox="981 516 1162 959">Differences</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 516 790 959"></td> <td data-bbox="790 516 981 959"></td> <td data-bbox="981 516 1162 959"></td> </tr> </tbody> </table>	British shops and Thai shops	Similarities	Differences				<p>those people ?</p> <p>5. Many people from oversea are astonished at the habit of quequeing. Do you agree ? Give reasons.</p> <p>SS : Fill in the table with the similarities and differences between the British shops and Thai shops.</p>	
British shops and Thai shops	Similarities	Differences							

READING SKILL

Class M.5  
 No. of students 40  
 Date 11 July 1985  
 Time Period 7  
 Content Mary Will Marry For Love, p.48  
 Aids Sheet, textbook, chart.  
 Assumption Structure : indirect speech

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to discuss and find out the reasons for the given statements after reading the conversation "Mary Will Marry For Love " ,page 48</p>	<p>( 1 + 2 )</p> <p>T : Do you have a boyfriend/girlfriend ?</p> <p>I don't think that you'll think of getting married now. You are too tyoung to think of such things. Your duty now is to study.</p> <p>Our topic today is "Mary Will Marry For Love" page 48.</p>	<p>SS : Yes/no</p>	<p>The representative of each group reports the result of the discussion in front of the class after they have read the conversation : "Mary Will Marry For Love"</p>
<p>2. Enabling Objective</p> <p>2.1 Students are able to tell the form of tag-questions and rewrite sentence in this form correctly.</p> <p>2.2 Students are able to ask questions and answer the following wh-questions : what, why, how</p>	<p>( 3 )</p> <p>T : Look at the chart.</p> <p>A : I may go to the theatre next Saturday.</p> <p>B : I'm sorry. I couldn't hear what she said.</p> <p>C : She said she might go to the theatre next Saturday.</p> <p>T : Look at C's statement.</p> <p>What kind of sentence is it ?</p> <p>Can you tell me the pattern ?</p> <p>When will we use this pattern ?</p>	<p>SS : Indirect speech.</p> <p>Subj. + v. (that) + clause</p> <p>To report the statement.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Can you give me some examples using this pattern ?</p> <p>( 4 + 5 )</p> <p>T : Look at this dialogue.</p> <p>Jake : Hey, you've got a new car.</p> <p><u>You don't know how to drive it, do you ?</u></p> <p>Daisy : Of course, I know how to drive it.</p> <p><u>You want a lift to the station, don't you ?</u></p> <p>Jake : Er.... well. Oh look, there's a bus.</p> <p>Daisy : Come on. There's no need to be nervous. Jump in.</p> <p>T : Look at the underlined sentences.</p> <p>Do you know what kind of sentences they are ?</p> <p>That's right. They are tag-questions. The first sentence is negative, so its tail is do you.</p> <p>The second sentence is affirmative, so its tail is don't you .</p> <p>Notice the verbs used in the tag.</p> <p>T : What kind of verbs are used in tag -question ?</p> <p>Notice the short form of the negative tag and pronoun used in place of subject.</p> <p>T : Rewrite these sentences in the form of tag- questions.</p> <p>1. Penny is very careful when she buys clothes.</p> <p>2. She doesn't earn very much .</p> <p>3. The store was full of customers.</p>	<p>SS : He said he would not go to the theatre with her.</p> <p>She said she might fail her examination.</p> <p>SS : Tag -.question.</p> <p>Helping verb.</p> <p>SS : Penny is very careful when she buys clothes, isn't she ?</p> <p>She doesn't earn very much, does she ?</p> <p>The store was full of customers, wasn't it?</p>	

Objective	Procedure		Evaluation												
	Teacher	Students													
	<p>( 6 )</p> <p>T : Work in groups of 6. Discuss from the following sentences, state whether you agree or disagree with these sentences.</p> <p>T : Look at this chart.</p>														
	<table border="1"> <tr> <td>Agree</td> <td>disagree</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Mary should leave Britian and live with Bob in Australia.</td> </tr> <tr> <td></td> <td></td> <td>Bob should live in Britain and find a job there.</td> </tr> <tr> <td></td> <td></td> <td>Mary wants to marry Bob because he is rich.</td> </tr> </table>	Agree	disagree				Mary should leave Britian and live with Bob in Australia.			Bob should live in Britain and find a job there.			Mary wants to marry Bob because he is rich.	<p>SS : Copy the chart in their books.</p> <p>reason</p>	
Agree	disagree														
		Mary should leave Britian and live with Bob in Australia.													
		Bob should live in Britain and find a job there.													
		Mary wants to marry Bob because he is rich.													
	<p>T : Tick whether you agree or disagree with the statements. Then give reasons to support your opinions. You have to read the conversation : Mary Will Marry For Love first then do the discussion.</p>		<p>SS : Read the conversation : Mary Will Marry For Love, then tick whether they agree or disagree with those statements. The students discuss to give reasons to support their ideas.</p>												
	<p>( 7 )</p> <p>T : Look at this chart.</p> <p>Match these sentences.</p> <table border="1"> <tr> <td> <p>A.</p> <p>Mary Wells is British</p> <p>Mary doesn't want to leave Britain</p> <p>Bob doesn't want to stay in Britain.</p> <p>Bob wants to stay in Australia.</p> <p>There will be a party at Penny's flat..</p> </td> <td> <p>B.</p> <p>Becuase she is the only child.</p> <p>Becuase he doesn't like the weater there.</p> <p>She will marry Bob, an Australian writer.</p> <p>Six people will join them.</p> </td> </tr> </table>		<p>A.</p> <p>Mary Wells is British</p> <p>Mary doesn't want to leave Britain</p> <p>Bob doesn't want to stay in Britain.</p> <p>Bob wants to stay in Australia.</p> <p>There will be a party at Penny's flat..</p>	<p>B.</p> <p>Becuase she is the only child.</p> <p>Becuase he doesn't like the weater there.</p> <p>She will marry Bob, an Australian writer.</p> <p>Six people will join them.</p>											
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Objective	Procedure		Evaluation
	Teacher	Students	
		Because he can earn a lot of money there.	
	<p>T : Work in pairs. Matching the sentences in column A and B. SS : Do the exercise.</p> <p>( 8 )</p> <p>T : The representative of each groups report the result of the discussion in front of the class.</p> <p>( 9 )</p> <p>T : Work in groups of 4, what do you think makes a successful marriage ? Look at the following list and decide which you think is the most important to the least important for a married couple to share.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>- Same nationality</li> <li>- Same religion</li> <li>- Same class/ money background</li> <li>- Same interest</li> <li>- Same educational background</li> <li>- Same age</li> </ul> </div> <p>T : Now get into groups and discuss the order of your lists.</p> <p>As a group put the list in order from 1 - 6. Compare the order you have with your friends from other groups.</p>		<p>SS : Students report the result of the discussion in front of the class.</p> <p>Work in groups of 4. Discuss which details from the list will come first, second etc. Compare the order with the other groups.</p>

READING SKILL

Class N.5  
 No. of students 40  
 Date 12 July 1985  
 Time Period 8  
 Content Fortune Telling  
 Aids Chart, sheet  
 Assumption Vocabulary : names of the zodiac signs.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to rewrite the passage in their own words after reading from the topic : Fortune Telling</p> <p>2. Enabling Objective</p> <p>Students are able to use English dictionary for the words they don't know the meanings.</p>	<p>( 1 + 2 )</p> <p>T : Look at this chart.</p> <p>It's a diagram of the hand lines.</p> <p>Can you read palms ?</p> <p>There are two ways of fortune telling, firstly is reading palms. There are some lines that can tell you about your life, such as : live lines, life line, head line, and bracelets. Secondly is studying astrology concerning the time that person was born.</p> <p>Today, we'll read the description of the characteristics associated with the zodiac signs from the topic : Fortune Telling.</p> <p>( 3 )</p> <p>T : How many zodiac signs are there ?</p> <p>What are they ?</p>	<p>SS : Look at the chart.</p> <p>Yes/no</p> <p>SS : Twelve.</p> <p>Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius.</p>	<p>Ask questions and retell the story in your own words after reading the description of the characteristics associated with the zodiac signs from the topic : Fortune Telling.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Did you use to have a fortune teller tell you about your fortune ?</p> <p>A teacher ,here, he read my palms and told me that I would be famous in the future.( T. writes this sentence on the board.)</p> <p>Look at this sentence " He told me that I would be famous in the future. "</p> <p>Do you know what kind of sentence it is ?</p> <p>Pattern ?</p> <p>(T. asks some students to show their palms )</p> <p>T : Now I'll read your palms.</p> <p>1st student : You'll have a very long life.</p> <p>2nd student : You have many bracelets, you are very lucky..</p> <p>3rd student : Your health line is broken,your health is not so good.</p> <p>T : Now tell your friends what I told you.</p> <p>( 4 + 5 )</p> <p>T : Work in groups of 3 - 4. I'll give each group a piece of the description of the characteristics associated with the zodiac signs. After reading,you</p>	<p>SS : Capricorn, Aquarius, Pieces, ( Students may answer in Thai )</p> <p>SS : Yes/no.</p> <p>SS : Indirect speech. Subj. +v. (that) + clause</p> <p>SS : 1st student : She said I would have a very life. 2nd student : She said I was very lucky 3rd student : She said my health was not so good.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : have to retell the descriptions in your own words and tell your friends from other groups. Each group should have known all the descriptions given.</p> <p>T : Look up the words that you don't know the meanings from an English - English dictionary.</p> <p>( 6 )</p> <p>T : Here are the twelve pieces of descriptions, taken from the magazine , they are the descriptions of the characteristics associated with the zodiac signs. Read and rewrite the passage you've got in your own words.</p>	<p>SS : Read the descriptions and rewrite the passage in their own words.</p>	
	<p>Aries (March 21 - April 20 )</p> <p>Capable of great courage and determined to be successful. Not at all shy. Speaks directly what he or she thinks and is not worried about other people's opinion. Good at organizing but is usually too busy to care for his/her friends. Prefers sports to activities such as reading. Enjoys winning.</p>		
	<p>Taurus (April 21 - May 21)</p> <p>Is patient and doesn't give up easily on problems. Prefers quietness to the crowd. Enjoys money and power. Sometimes chooses friends for profit as well as pleasure. Must control dangerous temper.</p>		
	<p>Gemini ( May 21 - June 21 )</p> <p>Thoughtful and intelligent but can sometimes act without thinking. Is the first to see latest film. Is interested in many different things. Dresses very carefully.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	and spend money quite freely. Prefers mind games to sports.		
	Cancer ( June 22 - July 23 ) Seems weak but has great strength very sensitive. Saves money and enjoys life in the home.Sometimes very shy and only has a fewclose friends.Helps those friends readily with kind,likes children and could be a good teacher.		
	Leo ( July 24 - August 23 ) Very self - confident and knows,he or she is the best . Very popular and has a lot of friends who admires him /her.Willing to give things or money if it seems useful to do so. A good organizer and leader.		
	Virgo ( August 24 - September 23 ) Quiet and reserved but likes to help others as much as possible. Very careful with money.Keep his/her room and house tidy.Prefers to work more than going out in the evening with friends.. Likes classical music and going out to the theatre.		
	Libra ( September 24 - October 23 ) A good listener but also a good story teller.. Dresses very carefully. Likes to work alone rather than in a group. Rather careless about money. Has many special interests and will happily stay up all night at a party.		
	Scorpio ( October 24 - November 22 ) Is good at overing up emotion. In fact is a mixture of complete opposites at one moment,enjoying food		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>and drinks and at the next thinking about spiritual ideas. Likes to have his/her own way.</p>		
	<p>Sagittarius ( November 23 - December 21 )</p> <p>Always believes in the good nature of other people and enjoys life a lot. Always truthful. Likes travelling and is happy to go anywhere at any time . Always says what he/she thinks about people.</p>		
	<p>Capricorn ( December 22 - January 20 )</p> <p>A very practical person who dislikes too much imaginative conversation. Does not do things which he/she shows to be bad for him/her, would be a good teacher . Likes simple food. Saves money quite carefully for the future. Has few but good friends.</p>		
	<p>Aquarius ( January 2 - February 9 )</p> <p>Acts in very unexpected way. People do not understand his/her sometimes strange behavior. Likes parties and is never lonely. Not very good at controlling money. Laughs a lot and is always telling a joke.</p>		
	<p>Pisces ( February 20 - March 20 )</p> <p>Does not talk much, has quiet personality. Worries a lot and finds it very difficult to make up his/her mind about things. Likes the idea of being famous. Very polite, loves water sports and sea food.</p>		
	<p>T . gives each group one piece of descriptions .</p> <p>T : Look up the words that you don't know the meanings from the dictionary.</p> <p>Try to rewrite the passage in your own words.</p>	<p>SS: Work in groups of 3 - 4, rewrite the passage in their own words.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 7 )</p> <p>T : Answer my questions.</p> <p>1. Man from which zodiac is very careful about money?</p> <p>2. Man from which zodiac is a good teacher ?</p> <p>3. Man from which zodiac is intelligent ?</p> <p>4. Man from which zodiac is always truthful ?</p> <p>5. Man from which zodiac likes the idea of being famous?</p>	<p>SS : Students from each group answer the questions concerning to the passage they have read.</p>	
	<p>( 8 )</p> <p>T : Walk around the classroom and ask your friends about the charactersitics of people from other zodiac signs.Retells the descriptions in your own words.</p>	<p>Students walk around the classroom , ask questions and retell the descriptions in their own words.</p>	
	<p>( 9 )</p> <p>T : Survey the others' star signs, personal characteristics and so on. Compare the students who have the same star signs.</p>	<p>SS: Find the others' star signs and compare the characteristics.Then discuss the similarities and differences.</p>	

READING SKILL

Class M.5  
 No.of students 40  
 Date 15 July 1985  
 Time Period 9  
 Content A Car For Sale : lesson 7, page 53  
 Aids Textbook, newspaper , sheet, chart  
 Assumption Vocabualry : afford  
 Structure : Indirect speech(statement

Objective	Procedure		Evaluation
	Teacher	Students	
1. Terminal Objective - Students must be able to follow the instructions for a reading comprehension from the story : A Car For Sale, lesson 7 page 53	( 1 + 2 ) T : (T. shows a newspaper) Look at this advertisement. This advertisement is written like this: For Sale 1983 Daihatsu Mini Van 850 c.c.(yellow) air conditioner, 9000 k.m. Excellent condition ₪ 98,000 392-0870 Surakarn/252-1191 Patamavadee.		Write down the names of the people who did the actions.
2. Enabling Objective 2.1 Students are able to tell the pattern of indirect speech (question) and use this pattern in the sentence correctly. 2.2 Students are able to ask questions and respond by using the following wh- questions: what, who, when, where, why.	T : What is it about ? Yes, it's an advertisement of a car for sale. What make of car is it ? Price ? Today we'll read the topic : A Car For Sale, lesson 7 ( 3 ) T : The price of the car from the advertisement is 98,000. Is it cheap or expensive ?	SS : A car for sale. Daihatsu. ₪ 98,000 SS (.....)	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Can you buy it ?</p> <p>You can't afford it because it is expensive for you.</p> <p>Now that you are students, you can't earn your living.</p> <p>What is the meaning of afford ?</p> <p>T : Look at this sentence.(T. writes on the board)</p> <p><u>He said he had seen it at a garage.</u></p> <p>What kind of sentence is it ?</p> <p>When will we use this sentence ?</p> <p>( 4 + 5 )</p> <p>T : Look at this chart.</p> <p>A : I want to sell a motobike.</p> <p>B : What make is it ?</p> <p>A : What did you say ?</p> <p>B : <u>I asked you what make it was ?</u></p> <p>A : It's a Triumph.</p> <p>T : Look at the underlined statement. What kind of sentence is it</p> <p>What kind of sentence is it ?</p> <p>Yes. It's an indirect speech. It's the reported speech of a question,so the conjunction is what.</p> <p>T : Look at this chart.</p> <p>A : Do you live in London ?</p> <p>B : What did you say ?</p> <p>A : <u>I asked you if you lived in London.</u></p> <p>T : From the underlined sentence. What is the conjunction of the two clauses.</p> <p>T : Yes,we use <u>if</u> for reporting the yes/no question.</p>	<p>SS : No</p> <p>SS :</p> <p>SS : Indirect speech.</p> <p>To retell what others had said.</p> <p>SS : Indirect speech.</p> <p>SS : If.</p>	



Objective	Procedure		Evaluation										
	Teacher	Students											
	( 8 ) T : Look at this chart. Write down the names of the people who go with the following sentences.	SS : Copy the chart down in their books.											
	1. Needs a car	Name of person/people											
	2. Went to a garage and showrooms all over London.												
	3. Phoned Michael to tell about a good second-hand car.												
	4. Said it was a sport car.												
	5. Went to Barnet underground station.												
	6. Went on holiday with Kate.												
	T : Work with your partners.	SS : Work in pairs and complete the chart.											
	( 9 ) T : Do a problem solving activity.	SS : Work in groups of 4.											
	<table border="1"> <thead> <tr> <th>For</th> <th>Against</th> </tr> </thead> <tbody> <tr> <td>Small car - save petrol</td> <td>- not save enough</td> </tr> <tr> <td>- small size</td> <td>- danger from big lorries/ trucks</td> </tr> <tr> <td>- traffic jams</td> <td>- not suitable for executives</td> </tr> <tr> <td>- cheap</td> <td>- not comfortable</td> </tr> </tbody> </table>	For	Against	Small car - save petrol	- not save enough	- small size	- danger from big lorries/ trucks	- traffic jams	- not suitable for executives	- cheap	- not comfortable		
For	Against												
Small car - save petrol	- not save enough												
- small size	- danger from big lorries/ trucks												
- traffic jams	- not suitable for executives												
- cheap	- not comfortable												
	T : Work in groups of 4, discuss from the topic : If you want to buy a car, which is better, a small car or a big car. Add more details as you like. Write down your decision in your books.	SS : Work in groups of 4, discussing from the topic: which is better a small car or a big car ? .Write down your decision in your books.											

READING SKILL

Class. M-5  
 No. of students 40  
 Date 17 July 1985  
 Time Peried 10  
 Content Michael Gets the Car He Wants,  
 lesson 7, page 55  
 Aids Chart, textbook  
 Assumption Students have already known about  
 Michael's story.  
 Vocabulary : Windscreen-wipers,  
 sparewheel

Objective.	Procedure		Evaluation.
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to select significant details after reading the conversation :                      Michael Gets the Car He Wants, page 55.</p>	<p>( 1 + 2 )</p> <p>T : Look at the picture on page 56. What is Michael doing?                      Why does he look at that car ?                      Yes, he wants to buy a car.                      Today, we'll read about his conversation with the salesman who wants to sell the car.</p>	<p>SS : He is looking at the car.                      He wants to buy it.</p>	<p>Complete the information table with the significant details after reading the conversation: Michael Gets the Car He Wants, lesson 7. page 55 from the following topics : Make, price, size, kind, space inside, condition, color, furniture,</p>
<p>2. Enabling Objective</p> <p>Students are able to ask questions and answer from the following wh-questions : What, where, how much, what kind, why</p>	<p>( 3 )</p> <p>T : What did Michael do before he came to that garage ?</p> <p>Did he find any interesting cars ?                      How did he know about this garage ?                      Did Michael have enough money to buy a car ?                      Who came to the garage with him ?                      (T. shows a chart of a car.)</p> <p>T : Look at this chart. Where are the windscreen-wipers ?</p>	<p>SS : He looked for the car advertisement.                      No.                      His friend, Jack told him.                      Yes.                      Penny.                      In front of the windshield.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : That's right.</p> <p>Where is the spare wheel?</p> <p>How many spare wheel does a car have ?</p> <p>( 4 + 5 )</p> <p>T : Look at this table.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The car</p> <p>Make : _____</p> <p>Price : _____</p> <p style="padding-left: 20px;">-cash : _____</p> <p>Size : _____</p> <p>Kind : _____</p> <p>Space in side : _____</p> <p>Color : _____</p> <p>Condition : _____</p> <p>Furniture : _____</p> </div> <p>T : When you read the passage, try to select the main details from the following topics : make, price, size, kind, space inside, color, condition, furniture, you may add any details as you like.</p> <p>T : What make of car is very expensive ?</p> <p>( 6 )</p> <p>T : Read the conversation topic : Michael Gets the Car He Wants ,page 55-56 silently and select the significant details from the following topics : make, price, size, kind, space inside, color, condition, furniture,</p>	<p>S3 : It's always at the back of the car.</p> <p>Usually one.</p> <p>Copy the table in their books.</p> <p>SS : Benz, B.M.W. etc.</p> <p>SS : Read the story silently and select the significant details from the following topics : make, price, size, kind, space inside, color, condition, furniture.</p>	

Objective	Proca.		Evaluation
	Teacher	Students	
	<p>( 7 )</p> <p>T : Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. How many owners does the car have ?</li> <li>2. Does Michael like it ?</li> <li>3. Does Penny like it ?</li> <li>4. Is it too expensive for Michael ?</li> <li>5. Do you think that Michael will buy it ?</li> </ol> <p>( 8 )</p> <p>T : Work in pairs. Complete the information table with the significant details from the story.</p> <p>( 9 )</p> <p>T : Work in apirs. Students A acts as a salesman ,students B act as a customer.</p> <p>You want to buy something: radio, record-player, tape-recorder, bicycle or small motorbike.</p> <p>T : Use these statements in your dialogue.</p> <hr/> <p>Customer : How much ..... ?</p> <p>          What make ..... ?</p> <p>          I can't afford ..... ?</p> <p>          How old ..... ?</p> <p>          Isn't it a little old-fashioned ?</p> <hr/> <p>Salesman : It's a bargain.</p> <p>          It's really worth ....</p> <p>          It's in excellent condition</p> <p>          Perhaps you'd like to...</p> <p>          You never find a better....</p> <p>          It's a marvellous opportunity</p>	<p>SS : One.</p> <p>      Yes.</p> <p>      Yes.</p> <p>      No.</p> <p>      Yes.</p> <p>SS : Work in pairs. Complete the infor information table with the significa details from the story.</p> <p>Work in apirs, practice a Read-And- Look-Up activity.</p>	
	<p>T : Write down the dialogue you compose in your books.</p>		<p>SS : Write down the dialogue in their books</p>



SPEAKING SKILL

Class M.5  
 No. of students 40  
 Date 24 July 1985  
 Time Period 1  
 Content Speaking About Personal Details  
 Aids Chart, sheets  
 Assumption Vocabulary : favorite, hobby, occupation

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>- Students must be able to converse about their personal details.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of the following words : status, ambition in life correctly.</p> <p>2.2 Students are able to ask and answer the wh-questions: what, where, when, who, how.</p>	<p>( 1 + 2 )</p> <p>T : Do you know me ?</p> <p>Why do you know me .?</p> <p>Where do I live ?</p> <p>You want to know more about me ,right ?</p> <p>Today, we'll talk about personal details.</p> <p>( 3 )</p> <p>T : My occupation is teacher. What is yours ?</p> <p>What's your father's occupation ?</p> <p>What do you usually do in your free time ?</p> <p>What do we call things that we do during our free time ?</p> <p>What's your favorite hobby ?</p> <p>What about yours ?</p> <p>( 4 + 5 )</p> <p>T : (T. distributes sheets)</p> <p>Look at the information form.</p>	<p>SS : Yes.</p> <p>You are my teacher.</p> <p>I don't know.</p> <p>Yes.</p> <p>SS : Students.</p> <p>Businessman.</p> <p>Listening to the music.</p> <p>SS : Hobby.</p> <p>Collecting stamps.</p> <p>Reading.</p>	<p>- Ask questions and answer about your personal details from the following topics: name, age, status, job or occupation, place of work, hobby, favorite subject at school, ambition in life, favorite actor/actress/ singer/food, happiest moment.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The information form</p> <p>Name : _____</p> <p>Age : _____</p> <p>Status : _____</p> <p>Job or occupation : _____</p> <p>Place of work : _____</p> <p>Hobby : _____</p> <p>Ambition in life : _____</p> <p>Favorite actor/actress/singer : _____</p> <p>Favorite food : _____</p> <p>Happiest moment : _____</p>		
	<p>T : I'll ask you some questions to check whether you understand these topics or not.</p> <p>Look at this topic : Status. How can you fill it ?</p> <p>(T. points at a student) Are you married ?</p> <p>You are unmarried so your status is single.</p> <p>You fill in this space (T. points at that space)</p> <p>Is your mother married ?</p> <p>Your mother is married, so her status is married.</p> <p>Or you may say that her social position is married.</p> <p>Now do you know the meaning of this word ?</p> <p>What do you want to be in the future ?</p> <p>What do you want to be in the future ?</p> <p>You fill in the words " doctor and engineer " for this topic : Ambition in life.</p> <p>What is your ambition in life ?</p> <p>You have a strong desire to be a famous singer</p>	<p>SS : No</p> <p>SS : Yes</p> <p>SS : Yes .</p> <p>A doctor.</p> <p>An engineer.</p> <p>SS : A famous singer.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : in the future, right ?</p> <p>Do you know the meaning of the words " ambition in life"</p> <p>T : Now that you have strong desire to be a doctor or an engineer or a famous singer in the future.</p> <p>So you have to work hard.</p> <p>T : Now sit in pairs, asking and answering from these topics.</p> <p>Take turn in asking and answering by using the statements from the sheet.</p>	<p>SS : Yes.</p> <p>Yes</p>	
	<p>Name : What's your name/what's your name, please ?</p> <p>Tell me your name, please. What's your name/surname ?</p> <p>Job : What'd you do ? What's your job?/ What do you do for a living ?</p> <p>Place of work : Where do you work ?</p> <p>Age : How old are you ? / Age ?</p> <p>Place of birth : Where were you born ?</p> <p>Personal information : Are you married ?</p> <p>(Brit) Have you got a girlfriend/boyfriend ?</p> <p>(Aser) Do you have a girlfriend / boyfriend ?</p> <p>Where do you live ?</p>		
	<p>( 6 + 7 )</p> <p>T : Ask and answer about your personal details.</p> <p>( T. asks some students to practice the conversation by asking the questions. )</p> <p>T : Now ask your friends about his/ her hobby.</p>	<p>SS : Work in pairs asking and answering about their personal details. Then take turn in asking and answering the questions.</p> <p>SS : What do you usually do in your spare</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Ask your friend who her/his favorite singer is.</p> <p>T : Good.</p> <p>( 8 )</p> <p>T : (T. tells some students to interact with their friends in front of thre classroom )</p> <p>Each of you asks and asnwers about your personal details.Students A is the interviewer and student B answers the questions</p> <p>( 9 )</p> <p>T : Look at exercise I4 ,page I6. Ccompose a dialogue between the general manager and the applicant for that job. Use tha patterns on page I6.</p>	<p>SS : time ?</p> <p>A : Who is your favorite singer ?</p> <p>B : Michael Jackson.</p> <p>SS : Role play in front of the classroom.</p> <p>SS : Compose a dialogue based on the information on page I6.</p>	

SPEAKING SKILL

Class M.5  
 No. of students 40  
 Date 26 July 1985  
 Time Period 2  
 Content Routines  
 Aids Pictures, sheets, word cards  
 Assumption Structure : present perfect tense

Objective	Procedure		Evaluation
	Teacher	Students	
1. Terminal Objective - Students must be able to express their feelings and feelings and tell what they do in their everyday routines	( 1 + 2 ) T : When did you get up this morning ? What did you do after that ? What else ? Then after having breakfast what did you do ? That's all about your yesterday morning routines, right?	SS : At 6 o'clock. Took a bath. Had breakfast. Went to school Yes.	Interact with your friends in front of the class. Situation : in the cafeteria.
2. Enabling Objective 2.1 Students are able to tell the meaning of the following words : dull, routine correctly.	( 3 ) T : Look at the passage (T. distributes sheets) It's Friday David and Paul are in the school cafeteria. They've just finished lunch. Look at the sentence " They've just finished lunch" What tense is it ? When will we use this tense ?	SS : Present perfect tense . For the action occurs in the past and continues to present. For the action which has just finished.	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>T. shows word cards : dull ,routine.</p> <p>T : Do you know these words?</p> <p>Look at the face of the boy sitting on the right, what does he feel ?</p> <p>Is he happy ?</p> <p>Is he cheerful ?</p> <p>Can you guess how he feels ?</p> <p>Yes. He is bored. He said " I'm bored" His life is dull or boring. He doesn't have any interesting things in life.</p> <p>Do you know the meaning of dull now ?</p> <p>What do you usually do everyday ?</p> <p>That are your daily routines. Your daily routines are things that you have to do every day eg : get up in the morning, go to school, learn, help your mother with the houseworks.</p> <p>Do you know the meaning of routine now ?</p> <p>( 6 + 7 )</p> <p>T : Look at this sheet. Situation is in the school cafeteria. David and Paul are talking. David thinks his life is dull.</p> <p>Work in pairs. Students, A are David, students B are Paul. Practice a read and look up activity.</p> <p>(T. tells the students to show their feelings while they speak )</p>	<p>SS : No.</p> <p>I don't know.</p> <p>No.</p> <p>No.</p> <p>Bored.</p> <p>SS : Yes.</p> <p>Go to school, learn, play with friends , go back home, do homework.</p> <p>SS : Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Students A will have the conversation on the part of David. Students B will have the conversation on the part of Paul.</p>	<p>SS : Work in pairs. Practice a read and look up activity. Each student will have separated piece of dialogue. Students A have David's part. Student B have Paul's part.</p>	
	<p>Dialogue</p> <p>David : I'm bored.</p> <p>Paul : Why ?</p> <p>David : Nothing interesting ever happens to me .</p> <p>Paul : What do you mean ?</p> <p>David : Well, every day's exactly the same .</p> <p>Paul : What do you do every day ?</p> <p>David : I get up, go to school, go home , do my home work and go to bed.</p> <p>Paul : What do you do after your homework ?</p> <p>David : Sometimes I watch TV. Sometimes I read cartoons.</p> <p>Paul : What do you do at the weekend ?</p> <p>David : Sometimes I go swimming .Sometimes I play football.</p> <p>Paul : What do you want to do ?</p> <p>David : I want adventure,excitement,interesting things.</p>		
	<p>T.monitors the class while the students are doing the activity,gives advices and corrects any mistakes )</p> <p>( 8 )</p> <p>T : Interact with your friends in front of the class.</p> <p>(T. tells some students to interact the roles in front of the class. )</p>	<p>SS : Role play in front of the class.</p>	

Objective	Procedure			Evaluation
	Teacher		Students	
	<p>T : You can change somethings in the dialogue as you like. ( 9 )</p> <p>T : Ask your friends how does he/she spend his/her freetime ? Think about the past few days. Use the sentences from this form .</p>			
	<p>Have you.....recently ?</p> <p>1. been to the cinema or theatre</p> <p>2. watched TV</p> <p>3. read a book</p> <p>4. bought new clothes</p> <p>5. visited some friends' home</p> <p>6. done anything else interesting</p> <p>7. drank milk for breakfast</p>	<p>Yes</p>	<p>No</p>	<p>( If yes )</p> <p>What did you see ? When ?</p> <p>What did you watch ?</p> <p>What was it about ?</p> <p>What color is the clothes ?</p> <p>Who ? when ?</p> <p>What did you do ?</p> <p>How often ? What else do you drink ?</p>
	<p>T : Work in pairs. Ask your partners from the given questions. Take turn in asking and answering.</p>			<p>SS : Ask and answering from the given questions.</p>



SPEAKING SKILL

Class	M.5
No. of students	40
Date	26 July 1985
Time	Period 3
Content	Directions
Aids	Chart, map, sheet
Assumption	Vocabulary : toilet, gymnasium

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>1.1 Students must be able to give directions of how to get some places : supermarket, cinema, bank, car park, post office, hospital.</p> <p>1.2 Students must be able to use the following phrases : go straight ahead, turn left, turn right, walk along, pass in telling the directions correctly.</p> <p>1.3 Students must be able to use the following adverbials : along the road, to the end, at the end of the passage, in front of you, on the wall in telling the directions correctly.</p> <p>1.4 Students must be able to use</p>	<p>( 1 + 2 )</p> <p>T : Look at this chart(T.shows a chart )</p> <p>Do you know what this is ?</p> <p>Yes, it's a map. It's Sam's school map.</p> <p>Sam is telling a new boy at school how to get from his classroom to the notice board on the ground floor.</p> <p>Today we'll talk about telling the directions.</p> <p>( 3 )</p> <p>T : Look at this map (T. points at the map) Where is here ?</p> <p>Where are the toilets in our school ?</p> <p>What's its meaning in Thai ?</p> <p>Where is the gymnasium in our school ?</p> <p>What do you do at the gymnasium ?</p> <p>What do we call a gymnasium in Thai ?</p> <p>( 4 + 5 )</p>	<p>SS : Map.</p> <p>SS : Toilet.</p> <p>Downstairs, on the second floor, the fourth floor and on the fifth floor.</p> <p>SS :</p> <p>SS : On the third floor of the first building.</p> <p>Practise sports.</p> <p>SS :</p>	<p>Interact with your friends in front of the class, take turns in asking and giving the directions from different maps.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>the maps to show the way to somewhere eg : to the cinema, supermarket, post office, car park, hospital, bank</p> <p>2. Enabling Objective</p> <p>- Students are able to pronounce the following words : turn right, walk along the corridor, walk straight on, turn left, stairs, floor, passage, general office correctly.</p>	<p>T : Look at these words : turn right, walk along the corridor, walk straight on, turn left, stairs, floor, passage, General office ( T . pronounces these words )</p> <p>Repeat these words after me ?</p> <p>Look at the map, Sam is telling a new boy at school how to get from his classroom to the notice board on the ground floor.</p> <p>T : One of you acts as Sam and the other acts as a new boy. (T. gives a piece of paper to the student who acts as Sam ) Now you Sam, tell your friend the directions to the notice board. Look at the map while you listen to the directions.</p> <p>( T. uses physical actions in telling the meaning )</p> <p>T : Do you know how to tell the directions ?</p>	<p>SS : Repeat the words after the teacher.</p> <p>Students walk to the front of the class</p> <p>One acts as Sam and the other acts as a new boy.</p> <p>S : When you leave our classroom , turn right, walk along the corridor. You will pass a green door marked " toilet" walk straight on. When you come to the end, turn left there will be a flight of stairs in front of you. Go down one floor. That's the ground floor. Turn left, walk straight ahead On you right in the play ground. On your left is the General office. Pass the General office. Turn left a at the end of the passage . The notice board is straight in front of you on the wall.</p> <p>( The student who acts as a new boy follows the directions physically )</p> <p>SS : Yes.</p>	

Objective	Procedura		Evaluation
	Teacher	Students	
	<p>( 6 )</p> <p>T : Work in pairs(T distributes sheets )</p> <p>Students A get the sheet A,students B get the sheet B</p> <p>Sheet A : There are three places : the supermarket,the bank, and the cinema . You'll have different maps.</p> <p>T : Don't look at your friends' map. Students A ask for the directions to....</p> <ol style="list-style-type: none"> <li>1. The cinema</li> <li>2. The bank</li> <li>3. The supermarket</li> </ol> <p>Students B ask for the directions to.....</p> <p>T : Now begin the activity.</p>	<p>SS : Work in pairs asking and giving the directions to the cinema,bank, supermarket,car park, post office and the hospital</p>	
	<p>( 7 )</p> <p>T : Students A tell me where is the car park ?</p> <p>Where is the hospital ?</p> <p>Where is the post office ?</p> <p>Students B tell me these directions.</p> <p>The way to the bank.</p>	<p>SS : Go along the road,turn left at the third turning,the car park is on your left.</p> <p>SS : Go along the road,turn right at the second turning ,go straight ahead, the hospital is on your left.</p> <p>SS : Go along the road,turn right at the first turning,go straight ahead, the post office is on your left.</p> <p>SS : Go along the road,pass the second turning,the bank is on your right.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : The way to the cinema.</p> <p>T : The way to the supermarket .</p> <p>( 8 )</p> <p>T : Interact with your friends.Students A and students B take turns in asking and giving directions.</p> <p>( 9 )</p> <p>T : Draw a map of this neighbourhood.</p> <p>Work in pairs,take turn in asking and telling where the places are in the neighbourhood.</p> <p>Students A</p> <ol style="list-style-type: none"> <li>1. Excuse me. I'm looking for the director's room.</li> <li>2. Where is the toilet please ?</li> <li>3. Is there a post office near here ?</li> </ol> <p>Students B</p> <ol style="list-style-type: none"> <li>1. Excuse me,please,where is the library ?</li> <li>2. Excuse me. I'm looking for the cafeteria.</li> <li>3. Is there a bank near here ?</li> </ol>	<p>SS : Go along the road.turn right at the second turning,the cinema is on your right.</p> <p>SS : Go along the road,pass the third turning the supermarket is on the right.</p> <p>SS : Interact with your friends.Take turns in asking and giving the directions.</p> <p>SS : Draw a map of the neighbourhood.</p> <p>Take turn in asking and giving directions.</p>	

SPEAKING SKILL

Class. M.5  
 No. of students 40  
 Date 29 July 1985  
 Time Period 4  
 Content Interview  
 Aids Sheet  
 Assumption Wh- questions : how long, when, what

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to act with appropriate roles in spoken interaction ; situation : Job Interview;</p> <p>2. Enabling Objective</p> <p>Students are able to ask and respond for the information they need by using wh- questions : what, how etc.. and yes-no question Do. + subj + v. ....? Helping v.+ subj + v.....?</p>	<p>( 1 + 2 )</p> <p>T : Can you remember Michael Anderson ?</p> <p>What did he do in lesson 2 ?</p> <p>Yes, before getting a job, you must have an interview.</p> <p>Today, we'll converse in the topic : Interview.</p> <p>( 3 )</p> <p>T : Look at these sentences.</p> <p>I have been learning English <u>for 5 years.</u></p> <p>II live on <u>Satupradit Rd.</u></p> <p>I <u>listen to music</u> in my free time.</p> <p>T : How can you write questions for these statements ?</p> <p>What does the first sentence ask for ?</p> <p>How can you write question for it ?</p> <p>What does the second sentence ask for ?</p> <p>How can you write questions for it ?</p> <p>What does the third sentence ask for ?</p> <p>How can you write question for it ?</p>	<p>SS : Yes.</p> <p>He had an interview for a big company.</p> <p>SS : Time.</p> <p><u>How long</u> have you been learning English ?</p> <p>Place.</p> <p><u>Where</u> do you live ?</p> <p><u>Action.</u></p> <p>What do you do in your free time ?</p>	<p>Interact with your friends in front of the class; situation : Job Interview.</p> <p>The interviewer acts as a manager of a big restaurant. The interviewee acts as an applicant for a job as a waiter/waitress in that resaturant.</p>



Objective	Procedura		Evaluation
	Teacher	Students	
	<p>T : Students A act as an applicant for the work in a restaurant, try to make your future manager satisfy with your response, till he/she accepts you for his/her work.</p>		
	<p style="text-align: center;">A</p> <p>You want a job as a waiter in this restaurant, a friend, who already works here, told you that someone was leaving, so now you have to come to see the manager about it. You're 25 years old. You came from Ubon. You have come to Bangkok to improve your English, you're studying English at A.U.A. every morning. You need a job to help you pay your rent etc.</p> <p>You've just finished your degree in economics at Khen Kaen University. You haven't had a job before, but you need to help your father sometimes in his restaurant at Ubon.</p>		
	<p style="text-align: center;">B</p> <p>You are the manager of a large restaurant. One of the waiters has decided to leave suddently, and you need a new one. Ask questions to help you fill in the form.</p> <p>Application for employment</p> <p>Name : _____ Family name : _____</p> <p>Address : _____</p> <p>Age : _____ Nationality : _____</p> <p>Reason for application : _____</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	Educational qualification : _____ Previous experience : _____ Length of intended stay in Bangkok : _____ How did the applicant hear of job ? : _____		
	( 8 ) T : Interact with your friends in front of the class. Situation : Interview for a Job . The interviewer acts as a manager of a large restaurant. The interviewee acts as an applicant for a job in a restaurant. ( T. tells some students to practice a role play in front of the class. )	S : Interact with their friends in front of the class. Situation : Interview for a Job.	
	( 9 ) T : Fill in the application form from your personal details. Complete the conversation from page I7 for your homework.	SS : Fill in the application form from their personal details and complete the conversation from page I7 for their homework.	



SPEAKING SKILL

Class	M.5
No. of students	40
Date	31 July 1985
Time	Period 5
Content	Intended Profession
Aids	Sheet, cards
Assumption	Asking and responding with wh-questions/yes-no questions.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to interview their partners and find out which job would fit them best.</p> <p>2. Enabling Objective</p> <p>Students are able to pronounce names of the following jobs : electronics, technicians, automobile repairment, dairy worker, sales staff, social workers, nurses, laboratory technicians, chemists, designers, photographer, reporter, librarians, air hostress, teacher, tourist, guides, waiters, salesman, lawyers correctly.</p>	<p>( 1 + 2 )</p> <p>T : What's Michael 's job?</p> <p>What does he do ?</p> <p>What's Penny's job ?</p> <p>What does she do ?</p> <p>Michael's job deals with the test of things in a laboratory. It's scientific. Penny's job deals with words, she has to write and read. It's literary.</p> <p>Today we'll converse about the topic : Intended Profession.</p> <p>( 3 )</p> <p>T : If you want to know what your friends like or dislike to do. How can you ask them ?</p> <p>Yes, if you want to know what sort of work you fit into. What can you ask ?</p>	<p>SS : He's an engineer.</p> <p>He works in the laboratory.</p> <p>She is a secretary.</p> <p>She types letters and prepares timetables.</p> <p>SS : Do you like.....? or What do you like/dislike ?</p> <p>SS : What sort of work do I fit into ?</p>	<p>Simulate the roles as job advisors and advisees.</p> <p>Situation : In a Career Center.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>(T. distributes sheets )</p> <p>T : These are the job families, the sort of jobs they are :</p> <p><b>Practical</b> : These jobs deal with the use of machines, tools and other types of equipment in practical activities eg: electronics, technicians, automobile repairment.</p> <p><b>Nature</b> : These jobs deal with the looking of animals and plants eg : dairy workers, sales staff in a pet shop.</p> <p><b>Social</b> : These jobs deal with helping people to solve their problems eg : social workers, nurses,</p> <p><b>Scientific</b> : These jobs deal with the understanding of "How" and "Why" of things and the discovery of new facts eg : laboratory technicians,</p> <p><b>Artistic</b> : These jobs deal with creative work eg : industrial design, designer, photographer, musicians.</p> <p><b>Literary</b> : These jobs deal with the use of a lot of words; you have to write and read a lot eg : teacher, reporters, librarian.</p> <p><b>Service</b> : These jobs deal with giving a service of some kind to the public eg : air hostess, tourist guides, waiters and waitresses .</p>	<p>SS : What sort of job would be best for me ?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Persuasive : These jobs deal with meeting people to sell. eg : salesman, lawyers.</p> <p>T : Read these jobs definitions. Students A ask questions to help making decisions about which career students B fit into. Use a dictionary to help you with the words you don't know the meaning. ( T. pronounces names of jobs )</p> <p>( 6 + 7 )</p> <p>T : Work in pairs. Take turn in asking questions and responding. Try to find out which job your friend fits into.</p> <p>Use these expressions to help you.</p> <p>Do you like ..... ?</p> <p>Do you mind ..... ?</p>	<p>SS : Read the jobs definitions and repeat names of the jobs after the teacher.</p> <p>SS : Work in pairs. take turn in asking questions and responding.</p> <p>reading</p> <p>working outdoors.</p> <p>meeting people</p> <p>driving</p> <p>working with children</p> <p>telling people what to do.</p> <p>talking</p> <p>travelling</p> <p>looking for people</p> <p>working at night.</p> <p>wearing uniform</p> <p>working long hours</p> <p>working on your own</p> <p>working in an office</p> <p>getting low salary</p>	

Objective	Procedure		Evaluation												
	Teacher	Students													
	<p style="text-align: center;">Dialogue</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">A</p> <p>What sort of job would be best for me ?</p> </td> <td style="width: 5%; text-align: center; vertical-align: middle;">→</td> <td style="width: 45%; vertical-align: top; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">B</p> <p>Answer my questions and I'll tell you what kind of job you're the right person for.</p> </td> </tr> <tr> <td style="vertical-align: top; border: 1px solid black; padding: 5px;"> <p>O.K. Go ahead</p> </td> <td style="text-align: center; vertical-align: middle;">←</td> <td style="vertical-align: top; border: 1px solid black; padding: 5px;"> <p>Do you mind.....?</p> <p>Do you like.....?</p> </td> </tr> <tr> <td style="vertical-align: top; border: 1px solid black; padding: 5px;"> <p>Respond yes/no</p> </td> <td style="text-align: center; vertical-align: middle;">←</td> <td style="vertical-align: top; border: 1px solid black; padding: 5px;"> <p>You are the right person for the jobs deal with..... such as.....</p> </td> </tr> <tr> <td style="vertical-align: top; border: 1px solid black; padding: 5px;"> <p>That's a good idea. Thank you, Bye, bye.</p> </td> <td style="text-align: center; vertical-align: middle;">→</td> <td></td> </tr> </table> <p>(T. walks around the class, gives advices and monitors while the students do activity )</p> <p>( 3 )</p> <p>T : Arrange the class as a career center. Some of you work as the job advisors. Sit in the office and give advice to the people coming here</p> <p>(4) Simulate the roles as job advisors and advisees.</p> <p>T : Complete the dialogue.</p>		<p style="text-align: center;">A</p> <p>What sort of job would be best for me ?</p>	→	<p style="text-align: center;">B</p> <p>Answer my questions and I'll tell you what kind of job you're the right person for.</p>	<p>O.K. Go ahead</p>	←	<p>Do you mind.....?</p> <p>Do you like.....?</p>	<p>Respond yes/no</p>	←	<p>You are the right person for the jobs deal with..... such as.....</p>	<p>That's a good idea. Thank you, Bye, bye.</p>	→		<p>SS : Students simulate the roles : Job advisor, advisees. Situation : In Career Service Center. Read and complete the dialogue.</p>
<p style="text-align: center;">A</p> <p>What sort of job would be best for me ?</p>	→	<p style="text-align: center;">B</p> <p>Answer my questions and I'll tell you what kind of job you're the right person for.</p>													
<p>O.K. Go ahead</p>	←	<p>Do you mind.....?</p> <p>Do you like.....?</p>													
<p>Respond yes/no</p>	←	<p>You are the right person for the jobs deal with..... such as.....</p>													
<p>That's a good idea. Thank you, Bye, bye.</p>	→														
	<p>Tom : I have a job that I think you will like.</p> <p>Jim : Does the person work inside ?</p> <p>Tom : .....</p> <p>Jim : Good I like working inside. Does the job pay well ?</p> <p>Tom : .....</p> <p>Jim : Good. I like making lots of money.</p>														

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Jim : Good. I like making lots of money. Does he repair things ?</p> <p>Tom : .....</p> <p>Jim : Oh I like repairing things. Does he work at a desk ?</p> <p>Tom : .....</p> <p>Jim : Good I like working at a desk. It's more comfortable. Does he work with people ?</p> <p>Tom : .....</p> <p>Jim : Good . I like the job. What is it ?</p> <p>Tom : .....</p>		

**SPEAKING SKILL**

Class	M.5
No. of students	40
Date	1 August 1985
Time	Period 6
Content	Satisfying/ Unsatisfying Jobs
Aids	Sheets, chart
Assumption	Names of jobs

Objective	Procedure			Evaluation																																						
	Teacher	Students																																								
<p>1. Terminal Objective</p> <p>1.1 Students must be able to discuss from the topic : Satisfying/ Unsatisfying Jobs.</p> <p>1.2 Students must be able to express their disagreement by using these expressions : I don't agree at all, That may be so.</p> <p>1.3 Students must be able to compare and contrast types of jobs eg : boring, interesting, well -paid, useful , hard work in their discussion</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to tell the meaning of these expressions : I don't agree at all, That may</p>	<p>( 1 + 2 )</p> <p>( T. distributes sheets )</p> <p>T : Look at the sheets. Tick the following questions concerning the sort of jobs or work that you would like</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">I would like a job in which the person</td> <td style="width: 15%;">The kind of job I would like</td> <td style="width: 15%;">dislike</td> </tr> <tr> <td>1. works outside</td> <td></td> <td></td> </tr> <tr> <td>2. works inside</td> <td></td> <td></td> </tr> <tr> <td>3. works during the day</td> <td></td> <td></td> </tr> <tr> <td>4. works at night</td> <td></td> <td></td> </tr> <tr> <td>5. sells things</td> <td></td> <td></td> </tr> <tr> <td>6. makes things</td> <td></td> <td></td> </tr> <tr> <td>7. repairs things</td> <td></td> <td></td> </tr> <tr> <td>8. drives</td> <td></td> <td></td> </tr> <tr> <td>9. helps people</td> <td></td> <td></td> </tr> <tr> <td>10. works in an office</td> <td></td> <td></td> </tr> <tr> <td>11. works in a store</td> <td></td> <td></td> </tr> <tr> <td>12. works in a factory</td> <td></td> <td></td> </tr> </table>	I would like a job in which the person	The kind of job I would like	dislike	1. works outside			2. works inside			3. works during the day			4. works at night			5. sells things			6. makes things			7. repairs things			8. drives			9. helps people			10. works in an office			11. works in a store			12. works in a factory			<p>SS : Tick in the questionnaire.</p>	<p>The representative of each group reports the result of the discussion ,topic : Satisfying/ Unsatisfying Jobs in front of the classroom.</p>
I would like a job in which the person	The kind of job I would like	dislike																																								
1. works outside																																										
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12. works in a factory																																										

Objective	Procedure		Evaluation
	Teacher	Students	
<p>be so, would rather ..... than correctly</p> <p>2.2 Students are able to use would rather ... than in the sentence correctly.</p>	<p>13. stands up most of the day</p> <p>14. sits at a desk</p> <p>15. works alone</p> <p>16. works with other people</p> <p>T: There are several kinds of jobs. Some are satisfying and some are unsatisfying jobs. From the questionnaire, we'll see what kinds of jobs are satisfying or unsatisfying and this is the topic of the discussion for today.</p> <p>( 3 )</p> <p>T : Tell me the names of jobs that require work outside.</p> <p>T : Names of the jobs that work at night.</p> <p>Names of jobs that help people.</p> <p>Names of jobs that require repairing things.</p> <p>Names of jobs that require sitting at desks.</p> <p>Name of jobs that require working alone.</p> <p>( 4 + 5 )</p> <p>T : Look at the dialogue (T. Shows a chart )</p> <p>Ann: Teaching's very good profession, Joe.</p> <p>Joe: But so is medicine. Ann.I'd much rather be a doctor. than a teacher.</p> <p>Ann: I don't agree at all. A teacher educates the future citizens of our society .She helps to shape society.</p>	<p>SS : Laborers, journalists, road repairers, farmers, guides, civil engineers, bus drivers, taxi drivers, surveyors,</p> <p>SS : Guards, singers, musicians, waiters/ waitresses.</p> <p>SS : Social workers, nurses, doctors,</p> <p>SS : Mechanics, electronics, technicians Accountants, clerks, typists, bank clerks.</p> <p>SS : Chemists, laboratory technicians.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Joe : That may be so, but a doctor treats sick people. He cures them and helps to prevent illness. Many people wouldn't be alive today if it weren't for the skills of doctors.</p>	<p>SS : Read the dialogue. Use a dictionary to help them with words they do not know the meaning.</p>	
	<p>T : Ann and Joe conversed about two jobs, teacher and a doctor. Ann disagreed with Joe that being a doctor is better than a teacher so she said "I don't agree at all"</p> <p>Can you tell me the meaning of this expression ?</p> <p>She said "That may be so" to show that she partly disagreed. Do you know the meaning of this expression?</p> <p>Joe said "I'd rather be a doctor than a teacher"</p> <p>He used " would rather....than...." to show that he wanted to be a doctor more than a teacher. Do you know the meaning ?</p> <p>Notice the verb that comes after would rather.</p> <p>What kind of verb is it ?</p> <p>Can you write a sentence using would rather ?</p> <p>( 6 + 7 )</p> <p>T : Work in groups of 4. Discuss from the topic : Satisfying/ Unsatisfying jobs and give reasons. Why?</p> <p>Here are the details that might help you.</p> <p>The work is.....</p> <p>1. interesting.</p> <p>2. boring.</p>	<p>SS : ฉันไม่เห็นด้วย</p> <p>SS : อาจจะเห็นตรงกัน</p> <p>SS : อาจจะ....มากกว่า</p> <p>SS : Infinitive without to .</p> <p>I would rather go to Chiang Mai than Songkhla.</p> <p>SS : Work in groups of 4. Discuss from the topic : Satisfying /Unsatisfying jobs. Give reasons why those jobs are satisfying or unsatisfying.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. well paid.</p> <p>4. useful.</p> <p>5. hard work.</p> <p>( T. gives advice while the students do the activity )</p> <p>( 8 )</p> <p>T : The representative of each group reports the result of the discussion in front of the classroom.</p> <p>( 9 )</p> <p>T : Let's play a game "Celebrities " I'll think of a name of a famous person, actor, actress, singer, etc. you should ask questions to find out who I am.</p> <p>Use these questions : Is this person famous for singing?</p> <p>Is this person a man ?</p> <p>Is he old ?</p> <p>Would I see him on T.V ?</p> <p>etc.</p>	<p>SS : The representative of each group reports the result of the discussion in front of the classroom.</p> <p>SS : Ask questions to find out who the teacher is.</p>	

SPEAKING SKILL

Class M.5  
 No. of students 40  
 Date 2 August 1985  
 Time Period 7  
 Content Discussion of the News from the Newspaper  
 Aids Sheets, chart, newspaper  
 Assumption Students have already known where the main points of the news are

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to express their opinion in a discussion of the news from the</p>	<p>( 1 + 2 )</p> <p>T : Look at this chart.</p> <p>A : Good heavens, listen. The princess is going to marry a fottballer.</p> <p>B : She isn't ,is she ? I don't beleive it.</p>	<p>SS : Read the chart..</p> <p>I don't know.</p> <p>No.</p>	<p>The representative of each group reports the result of the discussion from the following questions :</p> <p>If \$ 10,000 was dropped in the street of Bangkok, do you think the owner would ever see the money again ? Why ?</p> <p>What would you do if you found \$ 10,000 ? in front of the classroom.</p>
<p>2. Enabling Objective</p> <p>Students are able to tell the meaning of the following words : robber, passer-by correctly.</p>	<p>T : Can you guess.B's feelings ?</p> <p>Does B beleive A ?</p> <p>B is surprised to hear that news,and B doesn't beleive it.</p> <p>When we read news, some topics might be very surprising that we don't beleive them.</p> <p>Today,we'll discuss news from the newspaper.</p> <p>( 3 )</p> <p>T : Look at the newspaper.</p> <p>When we read each piece of news,where is the main point of that news ?</p> <p>Yes,the headlines of the news are the main points</p>	<p>SS : On the headlines.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : of that news.</p> <p>For this page ,what are the headlines ?</p> <p>That's right.</p> <p>( 4 + 5 )</p> <p>T : Now look at this piece of news.</p> <p>BELIEVE IT OR NOT</p> <p>Berne, Sept. 18</p> <p>A <u>bank robber</u> dropped \$ 10,000. A <u>passer-by</u> picked up the money and returned every dollar to the bank.</p> <p>In an advertisement today in Berne's office, the bank thanked local citizens for their "politeness and honesty ".</p> <p>T : Look at the underlined words.</p> <p>Do you know the meaning of these words ?</p> <p>A robber is the one who breaks the law severely.</p> <p>For this sentence the robber means the one who uses guns or other weapons to force the bank to give him money. He does not withdraw the money in an ordinary way.</p> <p>T : Do you know the meaning of robber now ?</p> <p>Next, the word passer-by. A passer-by is the one who passes that place. In this news passer-by is the one who is walking in front or near the bank at that time.</p> <p>Do you know the meaning of passer-by now ?</p> <p>( 6 + 7 )</p> <p>T : If \$ 10,000 was dropped in the streets of Bangkok, do you think the owner would ever see the money again ? Why ? What would you do if you found \$ 10,000 ?</p>	<p>SS : (..... )</p> <p>SS : Read the news.</p> <p>SS : No.</p> <p>SS : Yes, ( )</p> <p>SS : Yes, ( )</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Work in groups of 6, discuss from the given questions. ( T.walks around the class, gives advice ) ( 8 )</p> <p>T : The representative of each group reports the result of the discussion in front of the classroom.  ( 9 )</p> <p>T : Work in pairs. Choose one of the topics below .write the conversation you think took place.</p> <ol style="list-style-type: none"> <li>1. You are the taxi driver. A passer-by found the black bag in your car and gave it to you what did you say to each other ?</li> <li>2. You are the driver who found the balck bag in your taxi. You took it to the police station. What did you say to the police ?</li> <li>3. You are the owner of that black bag. You are very angry because you have just known you lost it. What did you tell your husband ? What did he say to you ?</li> <li>4. You have recovered your bag at the police station. You wanted to thank the police. Write the conversation you had with them.</li> </ol>	<p>SS : Work in groups of 6, discuss from the given questions.</p> <p>SS : The representative of each group report reports the result of the discussion in front of the classroom.</p> <p>SS : Work in pairs. Choose one of the given topics and write a conversation.</p>	

SPEAKING SKILL

Class	M.5
No. of students	40
Date	5 August 1985
Time	Period 8
Content	Examination and Party
Aids	Chart, cards
Assumption	If clause type I

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to make an invitation to a party and refuse the invitation with a friend on the telephone.</p> <p>Greeting : Hello, Hi, Is (name) there ? Can I talk to (name) please ?/Sure, Yes, (name) speaking, speaking.</p> <p>Invitation : Can you come to...?</p> <p>Informal : How about going..</p> <p>Refuse : Thanks, but....</p> <p>I'm sorry but....</p> <p>I'd love to but...</p>	<p>( 1 + 2 )</p> <p>T : When will you have your final examination ?</p> <p>Will you work hard before the exam. ?</p> <p>Will you have a party before the exam. ?</p> <p>Do you think that one who enjoys going to the party will pass the exam. ?</p> <p>Today we'll talk about examinations and parties.</p> <p>( 3 )</p> <p>T : Look at this sentence.</p> <p>If you worry about the exam, you may fail.</p> <p>What kind of sentence is it ?</p> <p>Write a sentence in if clause.</p> <p>Kate not work she not pass</p>	<p>SS : September.</p> <p>Yes.</p> <p>No.</p> <p>No.</p> <p>SS : If clause type I, possible conditioning.</p> <p>If Kate does not work she will not pass the exam.</p>	<p>Interact with your friends in front of the class, situation : talking on telephone, inviting a friend to a party before the examination.</p>
<p>2. Enabling Objective</p> <p>Students are able to pronounce the following expressions : Hi, Hello, Is (name) there ? Can I talk to (name), please ? Sure/Yes</p>	<p>( 4 + 5 )</p> <p>T : What will you greet your friend on a call ?</p> <p>Yes, you can say in several ways (T. pronounces these expressions )</p>	<p>SS : Hello.</p> <p>Repeat the expressions after the teacher.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>but you'll have an examination on Monday morning. Tell your friend about. excuse. Say sorry and good bye.</p> <p>T : Work in pairs. The students who take the first role try to make your friend agree and go to your party. The students who take the second role try to make your friend understand your problem. Use <u>if clause</u> in your dialogue.</p> <p>You</p> <p>Say who you are</p> <p>Ask if your friend is free on Saturday night</p> <p>Invite your friend to a party at your house.</p> <p>Try to change your friend's mind.</p> <p>Accept and respond to the excuse. Say good bye and say that you'll ring sometimes next week.</p>	<p>Your partner</p> <p>Answer the phone and say your name</p> <p>Greet your friend Say you are busy and explain the reason.</p> <p>Refuse the invitation with thanks and make an excuse.</p> <p>Refuse again.</p> <p>Say good bye.</p>	
		<p>SS : Work in pairs. Simulate a conversation or telephone inviting a friend to a party before the examination.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 8 )</p> <p>T : Interact with your friends in front of the class.</p> <p>Situation : Talking on telephone, inviting your to a party before the examination.</p> <p>( 9 )</p> <p>T : Write down the dialogue in your exercise books.</p>	<p>SS : Interact a role play in front of the class.</p> <p>SS : Write down the dialogue in their books</p>	





**SPEAKING SKILL**

Class	M.5
No. of students	40
Date	7 August 1985
Time	Period 9
Content	Sports
Aids	Chart, sheets
Assumption	How the sports are played

Objective	Procedure		Evaluation																																																															
	Teacher	Students																																																																
<p>1. Terminal Objective</p> <p>Students must be able to ask questions and respond from the questionnaire and discuss from the topic : Why do you think people take part in sports ?</p> <p>2. Enabling Objective</p> <p>Students are able to ask questions and respond about sports by using yes-no questions Da. + subj.+v.....? Wh-question : Why + helping v. + subj. + v.....?correctly.</p>	<p>( 1 + 2 )</p> <p>T : Do you practice any sports in your free time ?</p> <p>Can you tell me what they are ?</p> <p>Can you play them very well ?</p> <p>Have you ever watched a football match on T.V. ?</p> <p>Today we'll talk on the topic sports..</p> <p>( 3 )</p> <p>T : Look at this table.</p> <table border="1"> <thead> <tr> <th>Sport</th> <th>team</th> <th>individual</th> <th>ball game</th> <th>Winter game</th> <th>chiefly men</th> <th>chiefly women</th> </tr> </thead> <tbody> <tr> <td>skating</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>football</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>golf</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>running</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>tennis</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>rugby</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>football</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>riding</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sport	team	individual	ball game	Winter game	chiefly men	chiefly women	skating							football							golf							running							tennis							rugby							football							riding							<p>SS : Yes/no</p> <p>Football, table-tennis, swimming.</p> <p>Yes/no.</p> <p>Yes/no.</p>	<p>The representative of each group reports the order of popularity of sports in Thailand and the result of the discussion in front of the classroom.</p>
Sport	team	individual	ball game	Winter game	chiefly men	chiefly women																																																												
skating																																																																		
football																																																																		
golf																																																																		
running																																																																		
tennis																																																																		
rugby																																																																		
football																																																																		
riding																																																																		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Tick whether the sports are played under team, individual, ball game, winter sport, chiefly men or chiefly women.</p> <p>SS : Students tick in the grid.</p> <p>T : Skating is an individual, winter sport.</p> <p>Football is team , ball game .</p> <p>Golf is individual,ball game.</p> <p>Running is individual.</p> <p>Tennis is individual,ball game.</p> <p>Rugby football is team,ball game,chiefly men.</p> <p>Riding is individual.</p> <p>( 4 + 5 )</p> <p>T : When you want to ask someone's opinion towards sports, how can you ask him/her ?</p> <p>SS : I don't know.</p> <p>You can ask him/her from the following topics.</p> <p>Do you take part in sports ?</p> <p>Do you go to see a sport being played ?</p> <p>Have you ever attended sports events ?</p> <p>Do you watch sports on television or listen to them on the radio ?</p> <p>Why do you think people take part in sports ?</p> <p>( 6 + 7 )</p> <p>( T. distributes sheets and reads the questionnaire aloud. )</p>		
	<p>Sport and You</p> <p>How important is sport to you ?</p> <p>Do you take part in a sport ? : every day <input type="checkbox"/></p> <p>once a week <input type="checkbox"/> once a month <input type="checkbox"/> less than once a month <input type="checkbox"/></p> <p>never <input type="checkbox"/></p> <p>Do you go to see a sport being played ? : at least</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>once a week <input type="checkbox"/> once a month <input type="checkbox"/> less than once a month <input type="checkbox"/></p> <p>never <input type="checkbox"/></p> <p>Do you watch sport on television or listen to it on the radio ? : every day <input type="checkbox"/> once a week <input type="checkbox"/> once a month <input type="checkbox"/></p> <p>never <input type="checkbox"/></p>		
	<p>Put the following sports in order of popularity in your country and add any that have been left out : football, tennis, golf, motor - racing, cricket, riding, baseball, badminton, skiing</p> <p>I..... 2 ..... 3 ..... 4 .. ..... 5 .....</p> <p>6.....7..... 8 ..... 9.....10 .....</p> <p>Why do you think people take part in sports ? Put the following reasons in order of importance :</p> <p>To be a success and win medals for themselves ;</p> <p>To bring fame to their country ;</p> <p>To make money ;</p> <p>To keep healthy ;</p> <p>To enjoy physical exercise ;</p> <p>To beat other people ;</p> <p>To develop their own character ;</p> <p>To be part of a team working together ;</p> <p>To meet other people ;</p> <p>Anything else.</p>		
	<p>T : Work in pairs, students A are interviewers, ask questions from the questionnaire. Students B are interviewees, respond to the questions from the questionnaire. Take turns in asking and responding. Then discuss the topic: Why do</p>	<p>SS : Work in pairs, ask questions from the questionnaire and respond to the questions. Then take turns in asking and responding.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : you take part in sports ?            ( T. gives advice and walks around the classroom while the students do the activity )            ( 8 )</p> <p>T : The representative of each group reports the order of popularity of sports in Thailand and the result of the discussion in front of the classroom.            ( 9 )</p> <p>T : Write the players for each sport.            A person who plays football is a footballer.            A person who plays tennis is a tennis player.            A person who skis is a .....            A person who plays table tennis is a.....            A person who ..... is a.....</p>	<p>SS : Discuss from the topic : Why do you think people take part in sports.</p> <p>SS : The representative of each group reports the order of popularity of sports in front of the classroom.</p> <p>SS : Complete the table with the players for each sport .</p>	

SPEAKING SKILL

Class M.5  
 No. of students 40  
 Date 8 August 1985  
 Time Period 10  
 Content Story Telling  
 Aids Cards  
 Assumption Ability in comprehending others' stories

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective                      Students must be able to tell a story orally.</p> <p>2. Enabling Objective                      Students are able to write sentences in past tense pattern : Subj. + v.2</p>	<p>( 1 + 2 )</p> <p>T : Have you ever lied in your life ?</p> <p>Who has never lied in your life ?</p> <p>I don't think that there will be anyone who never lies in his life. Do you think so ?</p> <p>Today, we'll learn from the topic : Story Telling and you have to judge whether the story is true or a lie.</p> <p>T : Listen to my story.</p> <p>On New Year's day I went to a national park at Karnchanaburi. I climbed up the hills. On the way back, while I was climbing down, I looked down the valley. It was so steep that I was afraid. I couldn't climb down any more . I sat on the ladders. My legs lost their strength . I couldn't hold the string and climb down untill my friends encouraged me. Then I began climbing down again. I made up my mind that I would not climb up that hills again.</p>	<p>SS : Yes.</p> <p>None.</p> <p>Yes.</p>	<p>The representative of each group comes in front of the classroom and tells the story.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Now you have listened to all the story. Do you think it's the truth or a lie ?</p> <p>It's the truth.</p> <p>You should try to judge whether the story is the truth or a lie.</p> <p>( 4 + 5 )</p> <p>T : When you prepare a story, if you lie try to make your story as reliable as you can. While you are preparing your story don't make so much noise or else the students from other groups will hear your story and know whether it is the truth or a lie. After finishing your story write the word " truth" or "lie" in the cards and put the cards in the envelopes. Give the envelopes to me before you begin the story.</p> <p>T : What tense is your story in ?</p> <p>Pattern ?</p> <p>That's right. Because you tell the story that happens in the pa t .</p> <p>( 6 + 7 )</p> <p>T : Work in groups of 6. Prepare a two-minute story which is the truth or a lie. Write the word "truth" or "lie" in the cards, put the cards in the envelopes and hand them to me.</p> <p>( T. walks around the calssroom and gives advice )</p>	<p>SS : (.....)</p> <p>SS : Past tense.</p> <p>Subj + v2</p> <p>SS : Work in groups of 6. Prepare a two-minute story which is the truth or a lie. Write the word "truth" or "lie" in the cards. Put the cards in the envelopes and ahnd them to the teache</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 8 )</p> <p>T : The representative of each group comes in front of the classroom and tells the story.</p> <p>( 9 )</p> <p>T : Look at this picture.</p> <p>(T. tells a short story from the picture, then divides the class into teams )</p> <p>T : Each team asks questions about the picture you have seen .The members of the team must answer correctly for 2 points. An incorrect answer gives the other team a chance to win 1 point.</p>	<p>SS : Listen to the story and decide whether they are the truth or a lie.</p> <p>SS : Look at the picture.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 16 August 1985  
 Time Period 1  
 Content Describing from Pictures  
 Aids Picture, sheet, chart  
 Assumption Vocabulary : tall, short, fat, strong, straight  
 Structure : Present simple tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must able to write short passage describing people.</p>	<p>( 1 + 2 )</p> <p>T : Look at this picture. (T. shows a picture)</p> <p>What does this man look like ?</p> <p>Yes, he is tall and thin.</p> <p>How about this girl ?</p>	<p>SS : He is tall and thin.</p> <p>SS : She is fat.</p>	<p>Complete the following passages.</p> <p>One is for the girl and the other is for the man. Then compare the paragraphs to the paragraph you wrote.</p>
<p>2. Enabling Objective</p> <p>2.1 Students are able to write sentences by the following patterns : Subj. + look + adj, Subj + v. to be + adj                      eg. : This man looks thin.                      He is thin.</p> <p>2.2 Students are able to write sentences by using the following patterns : Subj. + look + adj + and + adj, Subj. + v. to be + adj + and + adj</p>	<p>( 3 )</p> <p>T : (.....) point at a student who is tall and thin.                      (.....), point at a student who wears long hair.                      (.....) ,point at a student who has straight short hair.</p> <p>T : <u>Who has curly hair</u>, raise up your hand.                      What tense is this sentence ?                      Pattern ?</p>	<p>S : Points at a student.</p> <p>S : Points at a student.</p> <p>S : Points at a student.</p> <p>SS : Raise up their hands.</p> <p>Present simple tense.                      Subj. + v (present )</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
<p>eg.: He looks thin and tall.</p> <p>He is thin and tall.</p> <p>2.3 The students are able to write sentences by using the following patterns : Subj.+v. to have +adj.(type) + adj(length)+ adj.(color) hair.</p> <p>eg : He has short dark hair</p>	<p>( 4 + 5 )</p> <p>T : (T. shows a chart)</p> <p>This man <u>looks</u> thin. This man looks tall.</p> <p>This man <u>looks</u> thin and tall. This man <u>is</u> thin and tall</p> <p>He <u>has</u> short dark hair. She <u>has</u> straight long fair hair.</p> <p>He <u>looks</u> dangerous/friendly ?</p> <p>T : Look at the first two sentences.</p> <p>What part of speech are <u>thin</u> and <u>tall</u> ?</p> <p>Which verb is in front of an adjective ?</p> <p>Look at the fourth sentence ?</p> <p>Which verb comes after v.to be and look.</p> <p>If you want to describe someone's hair,use v.to have + adj(quality) + adj(shape) + adj.(color).</p> <p>Look at this man's picture.Write a sentence describing him .</p> <p>Good.</p> <p>When you want to write a description,think of these questions.</p> <p>What does the man( or girl) look like ?</p> <p>Is his/her hair long or short ?</p> <p>What does his/her nose look like ?</p> <p>Has he/she got a large or shall mouth ?</p> <p>What color are his/her eyes ?</p> <p>Does he/she look strong ?</p> <p>Does he/she look dangerous or friendly ?</p> <p>How tall is he/she ?</p>	<p>SS : Adjective.</p> <p>Look</p> <p>SS : This man looks short and fat.</p> <p>He has short dark hair.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 6 + 7 )</p> <p>T : Complete these paragraphs.Paragraph one is for the man, paragraph two is for the girl. Use the given words in your paragraphs.</p> <hr/> <p>Paragrap I</p> <p>This.....looks.....and.....is.....and.....has..... eyes with.....eye row,and.....hair.....nose is..... His.....are also.....has.....mouth ..... is wearing .....</p> <p>Paragrap II</p> <p>The wanted..... is of m dium height;and rather..... has .....and....eyes with eyebrows.....nose is .....and.....,and.....lips.....has a .....smile with.....teeth.....looks.....and is wearing..... and.....</p> <p>Use these word: tall,fat, dark, strong, long, wide, thin, straight, short, slim, blonde, light, weak, narrow, friendly, dangerous, pretty, good-looking,(man), curly, thick, crooked, plain, unattractive, jeans, jacket, tee-shirt, shirt, slight smm slight smile, warm smile, harmless, unfriendly</p> <hr/> <p>T : Use these words in the paragraphs you write.</p> <p>( 8 )</p> <p>T. distributes sheet )</p> <p>T : Look at the pictures,write two paragraphs describing the man and the girl.</p>	<p>SS : Write two paragraphs one describing the man and the other describing the girl.</p> <p>Write two paragraph describing the</p>	

Objective	Procedure.		Evaluation
	Teacher	Students	
	<p>( 9 )</p> <p>T : Work in groups of 10. Choose the pictures of a famous person and write description. Make a plan first. Write the name of the person. Ask your friends from other groups to guess who that person is.</p>	<p>SS : pictures of a man and a girl.</p> <p>SS : Write a description of a famous person and ask their friends who that person is.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 19 August 1985  
 Time Period 2  
 Content Describing a Place  
 Aids Chart, picture  
 Assumption Adverbial of place : on the right,  
 on the left, in the middle, opposite,  
 in front of.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to write a short passage describing a place.</p>	<p>( 1 + 2 )</p> <p>T. shows a picture.</p> <p>T : What can you see from this picture ?</p> <p>Good. Today we'll learn about describing a place.</p>	<p>SS : It's a picture of a house. We can see some trees, a boy and a dog.</p>	<p>Write a description of this room from the given picture.</p>
<p>2. Enabling Objective</p> <p>2.1 Students are able to link paragraphs in the passage together by using the same words.</p> <p>2.2 Students are able to write sentences in present simple tense : Subj. + v(present)</p>	<p>( 3 )</p> <p>T : Look at this picture.</p> <p>T : Where is the table ?</p> <p>Where is the bed ?</p> <p>Where is the bookshelf ?</p> <p>T : Where is the mat ?</p>	<p>SS : It's on the top left hand corner of the room .</p> <p>It's in the middle of the room.</p> <p>It's on the top right hand corner of the room.</p> <p>It's in front of the bed.</p>	

Objective	Procedure.		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>T : Look at this paragraph.( T. shows a chart)</p>		
	<p>I love trees and flowers. Their colors are beautiful.</p> <p>I feel happy when I see trees and flowers.</p> <p>My room has two windows on one wall. On the right in a corner is a table. To the left of the table.....</p>		
	<p>T : Notice that this paragraph has no links. A good paragraph should have some words that link each paragraph together. From the given passage ,the first paragraph is about trees and flowers,but the second paragraph is about my room. These two paragraph don't have a connecting idea.</p> <p>T : Now look at this paragraph..</p>		
	<p>I have a lovely room. I can see the garden from the windows.. I love trees and flowers.. Their colors are beautiful.</p> <p>My room has two windows on one wall.. Under one window there is.....</p>		
	<p>T : Look at these two paragraphs.. What words are used to link these two paragraphs together?</p> <p>(6 + 7 )</p> <p>T : Look at John's room and write a description of it.</p> <p>Remember the linking paragraphs.(Shows a picture)</p> <p>(T. walks around the calssroom and gives advices)</p> <p>T : Use this pattern to help you. Change anything you like.</p>	<p>SS : Room.</p> <p>(3tudents write a description of John's room.</p>	
	<p>My room is small and comfortable..... do not share it with..2..... . I arrange the pictures and..3...</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>furniture differently every few months....4...month, my bed is against.....5....wall opposite the door, and..6.... is a mat in front....7.... the bed . On the right, ..8... is a small bookshelf in....9... far corner of the room,..10.. an armchair in the near.....11. To the left of the..2.. under the window, there is.....3.. table and a chair.Ny picutres are on the wall opposite the window.</p>		
	<p>( 8 )</p> <p>T : (T. distributes pictures)</p> <p>Write a description of this room.</p> <p>( T. asks some students to write their passage on the board.)</p> <p>T : Correct any mistakes from these passages.</p>	<p>SS : Write a description of the room from the picture. Then correct the m.stak</p>	
	<p>( 9 )</p> <p>T : For your homework , write a description of your own room at home,like this : First ,write a short paragraph like the first one about John's room.</p> <p>Next,describe the things in your room.</p>	<p>SS : Write a description of their rooms for their homework.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 26 August 1985  
 Time Period 3  
 Content Hobbies  
 Aids Chart, sheet  
 Assumption Adverbs of frequency: sometimes, usually, often, always, never, rarely

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to write a paragraph about the activities in one's spare time.</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to write the answers from the wh-questions and Yes-no questions.</p> <p>2.2 Students are able to write sentences in present simple tense using adverbs of frequency: sometimes, often, usually, always, never, rarely.</p>	<p>( 1 + 2 )</p> <p>T : Do you know what English people do in their spare time ?</p> <p>They usually go to the cinema/visit friends/ watch TV/ go for a walk/watch football/ or read a newspaper.</p> <p>What do you usually do in your spare time ?</p> <p>( 3 )</p> <p>T : Look at this chart(T. shows a chart )</p> <p>0 ————— 100                      never rarely sometimes often usually always</p> <p>T : These adverbs of frequency show the level of frequency the action is done .</p> <p>What tense do we use with these adverbs of frequency ?</p> <p>Can you write a sentence using one of these</p>	<p>SS : I don't know.</p> <p>SS : Play football/play the guitar/read a book/listen to the music etc.</p> <p>SS : Present simple tense.</p>	<p>Write a description of your friends. Think of things to write about him/her.</p>

Objective	Procedure		Evaluation																														
	Teacher	Students																															
	<p>T : Adverbs ? ( 4 + 5 ) (T. distributes sheet)</p> <p>T : Look at the sheet. When you want to write about things someone often does in the spare time. You should list what he has done in the table like this one. Write down the answer in your books.</p>	<p>SS : I never do my homework at school.</p> <p>SS : List what they have done in their spare time.</p>																															
	<table border="1"> <tr> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>On Sunday evenings</td> <td></td> <td></td> </tr> <tr> <td>    sometimes</td> <td></td> <td></td> </tr> <tr> <td>    often</td> <td></td> <td></td> </tr> <tr> <td>On Sunday mornings</td> <td></td> <td></td> </tr> <tr> <td>    always</td> <td></td> <td></td> </tr> <tr> <td>    rarely</td> <td></td> <td></td> </tr> <tr> <td>On weekday evenings</td> <td></td> <td></td> </tr> <tr> <td>    always</td> <td></td> <td></td> </tr> <tr> <td>    never</td> <td></td> <td></td> </tr> </table>		1	2	On Sunday evenings			sometimes			often			On Sunday mornings			always			rarely			On weekday evenings			always			never				
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	<p>T : What do you do on Saturday evenings ?</p> <ul style="list-style-type: none"> <li>- I sometimes go to the cinema.</li> <li>- I often go to a party</li> <li>- Do you ever go to a party on weekday evenings ?</li> <li>- Do you ever play football in winter ?</li> <li>- Do you go skiing in the summer ?</li> </ul> <p>(6)</p> <p>T : Ask your friends about what they have done in their spare time and make notes of their answer. Then write</p>	<p>SS : Write down the answers in their books by using the adverbs of frequency in their answers.</p>																															



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : eight true sentences about one of your friends. Remember "s" on the verbs. For example :He/she(name) sometimes visits friends on Sunday mornings.</p> <p>( 7 )</p> <p>T : When does Santi go swimming ?</p> <p>How often does (name) listen to the music ?</p> <p>Does (name) play tennis on Sunday mornings ?</p> <p>( 8 )</p> <p>T : Write a description of one of your friends. Think of things to write about him/her. Use this pattern to help you,change anything you like .</p> <p>In the summer ..... sometimes..... She/He rarely.....television but he/she sometimes listens to...  ..... In the winter she..... goes skating. She/He never ..... swimming . It's too cold. She/He often stays.....and read a..... On Saturday evenings she/he..... She/He never ..... at home. On Sunday mornings she/he sometimes..... with her brothers. On weekday evenings she/he reads a book or sometimes she/he.....</p> <p>( 9 )</p> <p>T : Let's play a game. Work in pairs. Each pair write a description of an activity and let your friends guess what activity it is. For example : I play with a ball. I have a racket. There are two players. What game is it?</p>	<p>SS : Ask questions about their friends' activities in their spare time ,make notes and write eight statements about one of their friends.</p> <p>SS : He usually goes swimming on Sunday evenings.  Every day in the evening.  No. She always plays tennis on Saturday evenings.</p> <p>SS : Write a description of one of their friends following the given pattern.</p> <p>SS : Work in pairs,write a description of an activity and guess.  Tennis.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 28 August 1985  
 Time Period 4  
 Content Describing Pictures(Page 28)  
 Aids Pictures, chart  
 Assumption Vocabulary : Kneel,handle,annoy  
 Structure : Passive voice

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to write short passages from picture on page 28</p> <p>2. Enabling Objective</p> <p>2.1 Students are able to combine sentences by using <u>because</u></p> <p>2.2 Students are able to write sentences and short passages by using past simple and past continuous tense.</p>	<p>( 1 + 2 )</p> <p>T : Class ,look at the picture (The picture of Michael and Kate)</p> <p>How is Kate ?</p> <p>How is Michael ?</p> <p>Yes. Today we'll learn about describing the picture.</p> <p>( 3 )</p> <p>T : Class,can you tell me the meaning of kneel ?</p> <p>Can you show me how to do the action ?</p> <p>What is the meaning of handle ?</p> <p>Can you show me a kind of handle ?</p> <p>Do you know the meaning of annoy ?</p> <p>How can we use the word"annoy" ?</p>	<p>SS : She has a fracture on her arm. He looks annoyed.</p> <p>SS : <del>knish</del></p> <p>( A student practices the action )</p> <p>SS :</p> <p>( Students point to the handle of the window)</p> <p>SS : <del>Inse</del></p> <p>SS : I the subject does the action,use it in the form of passive: V. to be + v3 ( Subj. +v.to be + v.3)</p>	<p>Write a description of the picture on page 28.</p>

Objective	Procedure		Evaluation												
	Teacher	Students													
	<p>T : Can you tell me the pattern of passive voice ?</p> <p>T : (..... ) write a sentence in this pattern on the board, please .</p> <p>( 4 + 5 )</p> <p>T : Look at the chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Column A</td> <td style="width: 10%; text-align: center;">because</td> <td style="width: 40%; text-align: center;">Column B</td> </tr> <tr> <td>Michael was annoyed</td> <td></td> <td>he cut himself</td> </tr> <tr> <td>Kate was annoyed</td> <td></td> <td>Michael bent the old handle</td> </tr> <tr> <td>Michael didn't meet Penny.</td> <td></td> <td>She was not at home .</td> </tr> </table> <p>T : What is the relationship between these two columns ?</p> <p>Why was Michael annoyed ?</p> <p>Why was Kate annoyed ?</p> <p>What is the question "why" asked for ?</p> <p>The column B is.....</p> <p>Yes, column B is reason of column A.</p> <p>When column B is reason so column A must be the cause of that reason.</p> <p>Now write sentences with this pattern.</p> <p>( T. asks some students to write some sentences on the board)</p> <p>T : Write some sentences using <u>because</u>, on the board .</p>	Column A	because	Column B	Michael was annoyed		he cut himself	Kate was annoyed		Michael bent the old handle	Michael didn't meet Penny.		She was not at home .	<p>SS : When the subject is not the doer of the action but acts as object of the verb or the person doing the action is unknown or the action it self seems more important than the person who does it.</p> <p>SS : He is taken to the hospital.</p> <p>SS : Look at the chart.</p> <p>SS : I don't know.</p> <p>Because he cut himself.</p> <p>Because Michael bent the old handle.</p> <p>Reason.</p> <p>Reason.</p> <p>SS : Write sentences in their books.</p>	
Column A	because	Column B													
Michael was annoyed		he cut himself													
Kate was annoyed		Michael bent the old handle													
Michael didn't meet Penny.		She was not at home .													

Objective	Procedures		Evaluation						
	Teacher	Students							
	<p>T : Why is she angry ? Why is Michael annoyed ?</p> <p>T : Now look at these sentences.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Column A</td> <td style="width: 50%; text-align: center;">Column B</td> </tr> <tr> <td style="text-align: center;">Michael/mend/the handle</td> <td style="text-align: center;">Kate/cook/ the dinner</td> </tr> <tr> <td style="text-align: center;">Michael/wait/at the flat</td> <td style="text-align: center;">Penny/work/at the office</td> </tr> </table> <p>T : You can't combine these sentences by using <u>because</u>, because they are not cause and reason/effect. One action is happening while the other continues, so you have to use "while" or " as" to combine them and use past continuous tense. Use this pattern : was/were +v. (ing) . Now write the sentences in this pattern.</p> <p>T : We correct the mistakes together.</p> <p>( 6 )</p> <p>T : Look at the picture on page 28. Write a description of this picture by using past simple tense and past continuous tense.</p> <p>T : Use these patterns as a guide for your writing. Work with your partners, asking and answering about these questions orally.</p> <ol style="list-style-type: none"> <li>1. What do you see in this picture ?</li> <li>2. What are Kate and Michael doing ?</li> </ol>	Column A	Column B	Michael/mend/the handle	Kate/cook/ the dinner	Michael/wait/at the flat	Penny/work/at the office	<p>SS : She is angry because he arrive late Michael is annoyed because Kate is in his way.</p> <p>SS : Michael was mending the handle while Kate was cooking. Michael was waiting at the flat while Penny was working at the office.</p> <p>SS : Work with their partners asking and answering about the questions.</p>	
Column A	Column B								
Michael/mend/the handle	Kate/cook/ the dinner								
Michael/wait/at the flat	Penny/work/at the office								

Procedure

Teacher	Students
<p>T : 3. Why does Michael do that work ?</p> <p>4. Is it easy ? Why ?</p> <p>5. How are Kate and Michael ? Why ?</p> <p>T : When you finish asking and answering about the questions, write the whole passage in your books.</p>	<p>SS : Write the answer for the questions and combine them into passage.</p> <p>Michael and Kate were in the kitchen.</p> <p>Michael was kneeling beside the oven.</p> <p>He was mending the oven and Kate was going to put the potatoes on the stove. Kate had problem about her oven because the handle of the oven was broken. She asked Michael to mend it. It was made of a very hard iron.</p> <p>Michael was annoyed because he cut himself.</p> <p>Kate was annoyed too, because Michael bent the old handle.</p>
<p>( 8 )</p> <p>T : Some of you write the whole story on the board.</p> <p>The rest corrects the mistakes.</p>	<p>SS : Some of the students write the whole story on the board, the rest corrects the mistake</p>
<p>( 9 )</p> <p>T : (T. distributes some pictures. ) Work in groups of 4. Write a description from the given pictures.</p>	<p>SS : Write a description from the given picture</p>

WRITING SKILL

Class N.5  
 No. of students 40  
 Date 29 August 1985  
 Time Period 5  
 Content Letter Writing  
 Aids Sheet, chart  
 Assumption Personal Description

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to write a letter.</p>	<p>( 1 + 2 )</p> <p>T : Who has a pen - friend ?</p> <p>Where can you get the adress of your pen-friend ?</p> <p>Yes, from newspapers or magazines.</p> <p>Today, we'lll learn about writing letter to a pen-friend.</p>	<p>SS : Raise up their hands.</p> <p>From newspapers.</p>	<p>Write a letter to a pen-friend</p> <p>Think of name, age, nationality, interest of your pen-friend.</p>
<p>2. Enabling Objective</p> <p>Students are able to write the form of personal letter.</p>	<p>( 3 )</p> <p>T : What topics do we use to describe someone ?</p> <p>That's right.</p> <p>T : No describe him. (T. points to a student)</p>	<p>SS : Age, height, color of hair, eyes, build.</p> <p>SS : He is a boy of 17, he is tall and thin. He has short black hair.</p>	
	<p>( 4 + 5 )</p> <p>T : When you'll write a letter to a pen-friend, you'd tell him/her about your description, these are some rules for good letters (T. distributes sheets)</p> <p>I. <u>The address</u> : This is in the top right hand corner of the letter. First, write the house number, then the</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>street name. After this, write the town under the street.</p> <p>For a letter to a person in another country, write your country too.</p> <p>2. <u>The date</u> : Under the address.</p> <p>3. <u>Start</u> : Start with "dear " on the left, about two lines under the date. After "dear", write the name and a comma. For a friend, use the first name. For a business letter use the surname : Dear Mr Brown or Dear Sir, or Dear Madam.</p> <p>4. <u>The first sentence</u> : Start a few spaces in, like the first sentence of a new paragraph. Always start with a capital letter.</p> <p>5. <u>End</u> : For business letters with "Dear Sir " or " Dear Madam" use " Yours faithfully" and your full name under it. For a business letter with "Dear Mr Brown ", use "Yours sincerely" and your full name. For friends use "Yours sincerely" without first name under it. Letters to very close friends or to relatives can end with "Yours" or "Love" or "Affectionally" and your first name with a pen, even if you type the letter itself.</p> <p>T : Here is a plan for a letter ( T. shows a chart)</p> <p>Compare it with the one you wrote.</p>	<p>SS : Write a form of the letter from the instructions.</p> <p>SS : Compare the form of the letter to the ones they wrote and correct mistakes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Number-street</p> <p>Town(country)</p> <p>Date.</p> <p>First name, Surname, Dear..... Sir, Madam,</p> <p>Start.....</p> <p>End.....</p> <p>Love, Yours, Yours sincerely, Your faithfully, First name(Write in pen),</p>		
	<p>T : There are 3 parts in the letter.</p> <p>Part 1 : Topic sentence/important facts.</p> <p>Part 2 : More important facts.</p> <p>Part 3 : Request reported.</p> <p>( 6 + 7 )</p> <p>T : This is a letter from Sally Green. Sally wants a pen-friend. Reply her letter and tell her that you would like to be her pen-friend.</p> <p>20 Minto St, Edinburge, Scotland 8th August,1985</p>	<p>SS : Write a letter replying the letter from Sally.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Dear.....,</p> <p>Would you like to be my pen-friend ? I am fifteen years old and 1.58 m tall, with red hair and blue eyes. I live in Edinburgh with my parents and two older sisters.</p> <p>I am a secondary school student. I go to school every day from 9 a.m. to 3.30 p.m. First we have lessons. Then we have a lunch break for one and a half hours. After this we either have more lesson or games.</p> <p>I hope you will write to me and tell me about yourself.</p> <p style="text-align: right;">Your sincerely.</p>		
	<p>T : (T. gives advice while the students are working )</p> <p>Use this form to help you replying to Sally.</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p> <p>Dear Sally .</p> <p>Yes, I would like to be your penpal. I am..... years old and .....m.tall with hair and ....eyes.I live in..... with .....</p> <p>I like.....and.....I also love..... and I ....for .... hours every..... I .....</p> <p>Please write to me again.</p> <p style="text-align: right;">Yours,</p> <p style="text-align: center;">.....</p>		

(3)

T : Write a letter to a pen-friend. Think of name, nationality.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : age, interest of your pen-friend.</p> <p>( 9 )</p> <p>T : For your homework. Finish the letter on page 36.</p>	<p>SS : Write a letter to a pen-friend.</p> <p>SS : Write a letter from Kate to her parents on page 36.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 4 + 5 )</p> <p>T : Look at these expressions.</p> <p>What do you think I should do ?</p> <p>Should I.....?</p> <p>Do you think I should .....?</p> <p>Could you advise me what to do ?</p> <p>If you were me, what would you do ?</p> <p>T : These are the expressions using in asking for suggestions/advice. Notice the verb in this sentence " If you were me"</p> <p>Do you know what kind of sentence it is ?</p> <p>Yes, it's unreal conditioning, so we use " were" in place of "was ". Write a sentence in if clause.</p> <p>T : If you want to answer these expressions, what will you say ?</p> <p>We use these expressions in answering :</p> <ul style="list-style-type: none"> <li>- In my opinion. You should.....</li> <li>- I would advise you to.....</li> <li>- I suggest that you (v. infinitive)</li> <li>- All I can suggest is that you (v. infinitive) The best.</li> <li>- If I were you, I would.....</li> <li>- You could.....</li> </ul> <p>T : Notice the verb comes after " I suggest that " , you have to use the infinitive w/o to in the clause.</p> <p>eg : I suggest that: Subj. + v. (infinitive w/o to)</p>	<p>SS : If Clause</p> <p>If I were you , I would not do that.</p> <p>SS : I don't know.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : Write a sentence using " go to Chiengmai by train ."</p> <p>Begin your sentence with : I suggest that.....</p> <p>( 6 + 7 )</p> <p>T : Work in pairs. Read the letter asking for advices.</p> <p>Then write a letter replying to this letter by completing the given letter.</p>	<p>SS : I suggest that you go te Ehiengmai.</p> <p>SS : Work in pairs.Read the letter asking for advice then write a letter replying to the letter by completing the given letter.</p>	
	<p>Dear Helpful,</p> <p>I'm a seven-year old girl who wears very thick glasses. I've just moved to this new school 2 weeks ago. I know no one here. I'm rather hard at making friend with other people. I have to walk back home alone and every day I'll meet some boys who laugh at me and say foolish things. I don't know what to do. They told me not to tell anyone. I have no friends to support me too. What can I do ?</p> <p>Miserable.</p>		
	<p>T : Complete the following letter.</p> <p>Dear miserable,</p> <p>This is a common situation,you are now..... school,and can't..... friends to support you. If you tell the teacher,things could get worse. But you can..... your classmates. .... I suggest..... you talk..... some of your classmates about the bullies. If they know they will stop.If I.....,I.....get a lot of friends on your side.</p>	<p>SS : Complete the letter.</p> <p>Dear miserable,</p> <p>This is a common situation . You are now a student in school,and cant make friends to support you.If you tell the teacher,things could get worse.But you can tell your classmates . Therefor I suggest that you talk to some of your classmates about the bullies. If they know about this,they will stop. If I were you, I would get a lot of friends on your side.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(T. walks around the classroom and gives advice.T.and students correct the mistakes. )</p> <p>( 8 )</p> <p>(T. distributes sheet )</p> <p>T : Work in groups of 4. Read the letters and write suggestions.</p>	<p>(SS. corrects the mistakes )</p> <p>SS : Work in groups of 4. Read the letters and write suggestions.</p>	
	<p>I</p> <p>Dear Helpful,</p> <p>My husband and I have been married for about one year, and we still cannot decide how often we should visit our parents. Can you advise us what to do ? My husband's parents and mine live about a half an hour away from us.</p>		
	<p>2.</p> <p>Dear Helpful,</p> <p>I work very hard in my job and have little time for pleasure. I go out with a girl sometimes. Her parents are friendly with my parents. Recently I discovered That they think I should marry her. I don't want to marry her, but I don't want to make her unhappy. Have you any suggestions ?</p> <p>Worried..</p>		
	<p>3</p> <p>Dear Helpful..</p> <p>This is my problem. Have you suggestions ? A few months ago.I met a nice boy. He usually sees me once a week, but yesterday he told me that he had another girlfriend. Nevertheless, he still wants to see me every week. But I can't decide. If you were me, what would you do ?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 9 )</p> <p>T : For your homework. Write a short letter to the " Helpful " asking advice for your problems.</p>	<p>SS : Write a letter to the "Helpful" asking advice for their problems.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 2 September 1985  
 Time Period 7  
 Content Story Writing From Pictures  
 Aids Textbook, chart  
 Assumption Indirect speech

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1 Terminal Objective</p> <p>Students must be able to write a story from the pictures on page 26 - 27.</p> <p>2.. Enabling Objective</p> <p>Students are able to write sentences in past tense:Subj. + v2 and past perfect tense : Subj. + had + v3</p>	<p>( 1 + 2 )</p> <p>T : Look at the pictures on page 26 - 27.</p> <p>Do you know this story ?</p> <p>This is the story from a movie. John went to see.</p> <p>We'll write a story from these pictures today.</p> <p>( 3 )</p> <p>T : Look at this chart.</p> <p>Peter : I'll leave for Molumbo tomorrow.</p> <p>Mary : Write to me.</p> <p>T : Write sentences in indirect speech from these sentences.</p> <p>( 4 + 5 )</p> <p>T : Look at this chert.</p> <p>After Peter had left the university, he had a job in Africa.</p> <p>T : Do you know what tense it is ?</p>	<p>SS : No.</p> <p>SS : Peter told his girlfriend that he would leave for Molumbo the next day. She told him to write to her.</p> <p>SS : No.</p>	<p>Write the story on the board</p> <p>(Story from the pictures on page 26 - 27 )</p>





Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T : It's the past perfect tense. We'll use the past perfect tense for the action that happens before another action in the past.</p> <p>Write a sentence in the past perfect tense.</p> <p>I/have/a drink after I/have/my dinner.</p> <p>( 6 + 7 )</p> <p>T : Look at the pictures on page 26 - 27. Work in pairs. Write a story from these pictures. Begin : When the hero, Peter Orwell, left university he began to look for a job. He saw an advertisement for a job in Africa so.....( His girlfriend's name is Mary, the engineer's name is Mr Foster, and the nurse's name is Gloria.)</p> <p>(T. walks around the classroom and gives advice )</p> <p>( 8 )</p> <p>T : Write the story on the board. The rest corrects mistakes.</p>	<p>SS : I had a drink after I had had my dinner.</p> <p>SS : Write a story from the pictures on page 26 - 27.</p> <p>When the hero, Peter Orwell, left university he began to look for a job. He saw an advertisement for a job in Africa so he applied for it. He had got a job in Molumbo. Before he left, his girlfriend had told him to write to her often. He had to work hard. Africa was not a pleasant place. At first he wrote to her every week but after the accident he had met a pretty nurse " Gloria " in the hospital, so he began to change. He stopped writing to her. Mary was worried so much that she came to Africa. She met him while he was holding Gloria in his arms. Mary was so angry that she shot both of them and then shot herself.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(T. and students correct the mistakes)</p> <p>( 9 )</p> <p>T : For your homework write a story of about 100 words from a movie you have seen.</p>	<p>SS : Some students write the story on the board and correct the mistakes.</p> <p>SS : Write a story of about 100 words from a movie they have seen.</p>	

WRITING SKILL

Class. M.5  
 No.of students. 40  
 Date 4 September 1985  
 Time. Period 8  
 Content Letter of Application  
 Aids Job advertisement, chart, sheet  
 Assumption Students have already known how to read a job advertisement

Objective	Procedure		Evaluation
	Teacher	Students	
1. Terminal Objective Students must be able to write a letter applying for a job.	( 1 + 2 ) T : Look at this newspaper. What's this news about ? Yes, when you want to apply for a job you have to look from job advertisements in the newspaper. Today, we'll write a letter applying for a job.	SS : Job advertisement:.	Work in pairs, write a letter of application from the job advertisements.
2. Enabling Objective 2.1 Students are able to write the form of a business letter. 2.2 Students are able to write about their personal details from the following topics : qualification, past/present job(s), name, age, educational background.	( 3 ) T : From the job advertisement, where can you know the required position ? What else does a job advertisement tell us ? Good. ( 4 + 5 ) T : Do you know what kind of letter is used in applying for a job ? We'll use a business letter. Here's the form.	SS : From the headlines. The required qualification, salary, whom to write to.  SS : I don't know.	

Objective.	Procedure		Evaluation
	Teacher	Students	
	<p style="text-align: right;">Address</p> <p style="text-align: right;">Date</p> <p style="text-align: center;">I - 4 lines</p> <p>Address of the company</p> <p style="text-align: center;">I line</p> <p>Dear Sir :</p> <p style="text-align: center;">I line</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">Yours very truly, signature.</p>		
	<p>Greeting : Dear Madam, Dear Sir, Dear Sirs, Dear Mr/Mrs/ Miss</p> <p>Ending : Yours very truly/Very truly yours.</p> <p>There are some endings for the letters : I look forward to hearing from you.</p> <p>If you require any details, I will be glad to give them.</p>		
	<p>T : When you write a letter of application for a job, you should include the information that the employer needs:</p> <ul style="list-style-type: none"> <li>- what job you want.</li> <li>- qualification for this job.</li> <li>- past or present job(s)</li> <li>- personal details.</li> <li>- name of one or two people who can recommend you.</li> <li>- name of school.</li> <li>- education</li> </ul> <p>T : Write all these details in your books.</p>		

SS : Write a short paragraph about their

Objective

Procedure

Teacher

Students

Evaluation

( 6 + 7 )

T : Work in groups of 4. Rewrite these letters of application.

SS : Persona details.

SS : Work in groups of 4. Rewrite the letters of application.

10 Hunter's Close  
Bradford  
18 February 1984

The Matron  
St. Bride's Hospital  
Newton Abbot  
Devon

Dear Mrs Crantham,

I would like to apply for a student nurse training job to start in August 1984 .

I am seventeen years old and am studying for my final exams in biology, chemistry, and geography.

I would be grateful if you could send me information and application forms.

Your faithfully,  
Jane Walke

2

Dear Mrs Crantham

My name is Jane Walke, and I want to become a nurse.

I am seventeen years old and go to

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Kingsmead Comprehensive school.. Please send me some form</p> <p style="text-align: right;">Yours sincerely Jane Walke</p>		
	<p>3</p> <p>Dear Matron</p> <p>I am interested in working in a hospital with sick people. I always watch hospital programmes on TV. My mother is a nurse and I would like to become one as well.</p> <p style="text-align: right;">Yours Jane</p>		
	<p>(T. walks around the classroom and gives advice)</p> <p>( 8 )</p> <p>(T. distributes sheet )</p>		
	<p style="text-align: center;"><u>Job Advertisement</u></p> <p>Capenter's Apprentice</p> <p>Applications are invited for apprenticeships in carpentry.</p> <p>Applicants should be between 16 - 24 and interested in woodwork</p> <p>Apply : Registra</p> <p style="text-align: center;">Middle Polytechnic</p> <p style="text-align: center;">98 Wigan Street</p> <p style="text-align: center;">London SW2</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><b>Secretary</b></p> <p><b>Top Salary</b></p> <p>American shipping company in Knightsbridge seeks a secretary with shorthand, to assist the UK Area Manager and Sale Manager. This is a super job for a competent, lively person with secretarial experience.</p> <p>Apply : Mrs D.J. Shaw, Personnel officer</p>		
	<p><b>Young and Attractive Waitresses m/f</b></p> <p>required for new restaurant in Kensington.</p> <p>Excellent wages and conditios.</p> <p>Write to the manager the Round Table I4 Pack st. Kensington.</p>		
	<p><b>T : Work in pairs, write a letter of application from these job advertisements.</b></p> <p><b>( 9 )</b></p> <p><b>T : For your homework write two job advertisements.</b></p>	<p><b>SS : Work in pairs, write a letter of application form the job advertisements.</b></p> <p><b>SS : Write two job advertisements for their homework..</b></p>	

WRITING SKILL

Class M-5  
 No. of students 40  
 Date 5 September 1985  
 Time Period 9  
 Content Fortune Telling  
 Aids Sheets  
 Assumption Name of the zodiac signs  
 Structure :Future tense

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective                      Students must be able to write a prediction on fortune telling.</p> <p>2. Enabling Objective                      Students are able to combine sentences by using : subj.+v+ but + subj. + v.</p>	<p>( 1 + 2 )</p> <p>T : Look at these signs. What are they ?</p> <p>You've learned about the characteristics of the people in each zodiac sign.</p> <p>Today we'll write a paragraph,fortelling the fortune.</p> <p>( 3 )</p> <p>T : How many zodiac signs are there ?</p> <p>What are they ?</p> <p>When we fortell our fortune. what tense do we use ?</p> <p>Pattara ?</p> <p>( 4 + 5 )</p> <p>T : Look at the paragraph.</p> <p>Capricorn : Your month will be mixed.The first three days will be lucky days.The last days will be unlucky. Don't do important things on the unlucky days. Your family or a stranger may cause difficulty in the middle of the month.</p>	<p>SS : Zodiac signs.</p> <p>SS : Twelve.</p> <p>Capricorn/Aquarius/ Pisces/ Aries/                      Taurus/ Gemini/Cancer/Leo/Virgo/                      Libra/ Scorpio/ Sagittarius</p> <p>Future tense.</p> <p>Will/shall + v(infinitive without to</p>	<p>Every group shares the written predictions and makes a column on fortune telling.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Be patient with your family, but don't trust a stranger with brown eyes.</p> <p>T : Notice the plan of the paragraph.</p> <p>Sentence 1.-Statement of differences.</p> <p>Sentence 2.-Two sentences stating the two different things.</p> <p>Sentence 3 -Further comment about this point.</p> <p>Sentence 4 -Statement of another differences.</p> <p>Sentence 6 -One sentence stating the two different things, joined by <u>but</u>.</p> <p>: Look at these example of sentence construction and write a sentence using <u>but</u>.</p> <p><u>Showing differences</u> : Edinburgh has an old town and new town.</p> <p>1. The old town is rather dark, with narrow streets and tall gray building, The new town has bright open squares and lovely scene.</p> <p>2. Using but :</p> <p>Edinburgh has two main points. They are very different. The two town is rather dark, with narrow streets and tall gray building, but the new town has bright open squares and lovely scene.</p> <p>T : These are some more ideas.</p>	<p>SS : Bangkok is a beautiful city, but the increasing number of population causes dirtiness.</p>	
	<p>Lucky or unlucky days : eg. the first four days, the last five, the middle twelve, every Thursday, the second week etc.</p> <p><u>People</u>: You'll have a quarrel, someone will need your</p>		

Objective	Pracedure.		Evaluation
	Teacher	Students	
	<p>help, don't tell anyone a secret, people will smile at you, but don't trust them, an old friend will give you good advice, but you must make your own decision, you will help someone, don't ask your best friend for advice, you will have many invitations, you will have a surprise visitor from another country .</p> <p><u>Money</u>: Don't spend too usch, a stranger will offer you some, but don't be too eager for it, you may lose some, someone will borrow money from you, a partner will cause ifficulty, don't be ungenerous, but don't be feelish either.</p> <p><u>Work, love, family</u> : You can work well, you may find a new love, you will have some problems at work, but don't worry about them, work will take a lot of your time, but the end of the month will be better, your family will be angry with you, but you must be patient, someone will hurt you, but don't punished them. you will be very lucky in love this month.</p>		
	<p>( 6 + 7 )</p> <p>T : Work in twelve groups according to your zodiac sign. Write a fortuna telling of people from another zodiac signs for next month. Each group writes only one prediction for the next zodiac sign. (T. walks around the classroom and give advice)</p> <p>( 8 )</p> <p>T : Every group shares the written predictions and makes a column on fortune telling.</p> <p>( 9 )</p> <p>T : Write a few sentences showing your opinion whether you agree or disagree with the predictions.</p>	<p>SS : Work in twelve groups according to their zodiac signs. Write a fortune telling of people from the next zodiac sign to theirs. Each group writes only one prediction for the next month.</p> <p>SS : Every group shares the predictions and makes a column on fortune telling.</p> <p>SS : Write a few sentences showing their opinion whether they agree/disagree with the predictions.</p>	

WRITING SKILL

Class M.5  
 No. of students 40  
 Date 6 September 1985  
 Time Period 10  
 Content Describing Pictures (Page 28 )  
 Aids Pictures, chart  
 Assumption Vocabulary : Kneel, handle, annoy  
 Structure : Passive voice

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to write short passage from picture (Active Context English Book Two page 28 )</p>	<p>( 1 + 2 )</p> <p>↑ : Class, look at this picture. (T. shows a picture)</p> <p>It's the picture of Michael and Kate. Look at Kate.</p> <p>How is she ?</p> <p>How is Michael ?</p> <p>Yes, to day we'll learn about describing the picture.</p>	<p>SS : She has a fracture on her arm.</p> <p>He looks annoyed.</p>	<p>Write short passage in past simple tense ans past continuous tense from the picture on page 28. Use the conjunction <u>because</u> in combining sentences.</p>
<p>2. Enabling Objective</p> <p>2.1 Students are able to combine sentences by using <u>because</u></p> <p>2.2 Students are able to write sentences and short passage by using past simple and past continuous tense.</p>	<p>( 3 )</p> <p>↑ : Can you tell me the meaning of kneel ?</p> <p>Can you show me how to do the action ?</p> <p>(. Asks a student to practice the action )</p> <p>↑ : What is the meaning of handle ?</p> <p>Can you show me any kinds . . handle ?</p> <p>What is the meaning of <u>annoy</u> ?</p> <p>How can we use the word "annoy" ?</p>	<p>SS : To rest on the bent knees .</p> <p>( A student practices the action)</p> <p>SS : Part of an object which is intended to be grasped by the hand.</p> <p>( Students point to the handle of the window.)</p> <p>SS : To be irritated.</p> <p>If the subject does the action, use it in the form : V. to be + v.3</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Column A</p> <p>Michael/mend/the handle.</p> <p>Michael/wait/ at the flat</p>	<p>Column B</p> <p>Kate/cook/ the dinner</p> <p>Penny/work/at the office</p>	
	<p>T : You can't combine these sentences by using <u>because</u>, because they are not cause and effect. One action is happening while the other continues, so you use "while" or "as" to combine them, and use past continuous tense.</p> <p>Pattern : Subj. +was/were +v.ing</p> <p>Now write the sentences by this form.</p> <p>( T. corrects any mistakes )</p> <p>( 6 )</p> <p>T : Look at the picture on page 28. Write a description of this picture in past simple tense and past continuous tense.</p> <p>Use these questions as a guide for your writing.</p> <ol style="list-style-type: none"> <li>1. What do you see in this picture ?</li> <li>2. What were Kate and Michael doing ?</li> <li>3. Why did Michael do that work ?</li> <li>4. Was it easy? Why ?</li> <li>5. What did Kate and Michael feel ?</li> <li>6. Why ?</li> </ol>	<p>SS : Michael was mending the handle while Kate was cooking.</p> <p>Michael was waiting at the flat while Penny was working at the office.</p> <p>SS : Write the answers for the questions and combine them into passage.</p> <p>Michael and Kate were in the kitchen.</p> <p>Michael was kneeling beside the oven and Kate was going to put the potatoes on the stove. Kate had problem about her oven because the handle of the oven was broken. She asked Michael to mend it. It was a hard work because the oven was made of a very hard iron. Michael was annoyed because he cut himself. Kate was annoyed too, because Michael bent the old</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>( 7 )</p> <p>( T. asks some students to write the answers on the board. T. and students correct the mistakes )</p> <p>( 8 )</p> <p>( T. asks some students to write the passage on the board )</p> <p>T : We'll correct the mistakes together )</p> <p>( 9 )</p> <p>T. asks some students to retell the summary of the story in front of the classroom.</p>	<p>handle.</p> <p>(Students correct the mistakes from the answers on the board )</p> <p>SS : Write their passage on the board.</p> <p>SS : Correct their own mistakes.</p> <p>SS : Retell the summary of the story in front of the calssroom.</p>	

ภาคผนวก ง

แบบสอบที่เป็นเครื่องมือในการวิจัย

แบบสอบชุดที่ 1

## LISTENING SKILL I

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่งจงฟัง เรื่อง ต่อไปนี้และ เก็บข้อความลงในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ ( 10 คะแนน)

Dear Paolo,

Thank you very much for offering to meet me at the airport. That will make my trip much easier. My flight, number 306, will arrive at 10.36 a.m. on Sunday, June 20th.

I'm worried that you won't recognize me at the airport. Therefore I'm sending you a picture, and I'm going to describe myself to you. I'm 21 years old. I'm five feet six inches tall, and I'm rather slender. I've straight short brown hair and brown eyes. I'm going to wear gray slacks and a dark green blouse on the plane. I'll have a red suitcase with me.

I'm very happy that I'm finally going to see Italy, and I'm looking forward to meeting you and your family.

Your cousin,

Barbara.

- |  |
|--|
| 1. Name of the receiver : _____                            |
| 2. What's the relationship between the two persons : _____ |
| 3. The writer will travel by the flight number : _____     |
| 4. Arrival time : _____                                    |
| 5. Arrival date : _____                                    |



6. Arrival place : \_\_\_\_\_

7. The writer will carry : \_\_\_\_\_

8. Age of the writer : \_\_\_\_\_

9. Color of her hair : \_\_\_\_\_

10. Color of her dress : \_\_\_\_\_

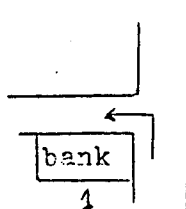
- |                 |                                    |
|-----------------|------------------------------------|
| a. Paul         | l. cousins                         |
| b. Polo         | m. Husband & wife                  |
| c. Paolo        | n. Brother & sister                |
| d. 305          | o. blue suitcase                   |
| e. 306          | p. red suitcase                    |
| f. Italy        | q. Sunday, June 28th               |
| g. Hungary      | r. Sunday June, 20th               |
| h. 10.36 a.m.   | s. straight long brown hair        |
| i. 10.26 a.m.   | t. straight short brown hair       |
| j. 21 years old | u. gray slacks, light green blouse |
| k. 20 years old | v. gray slacks, dark green blouse  |

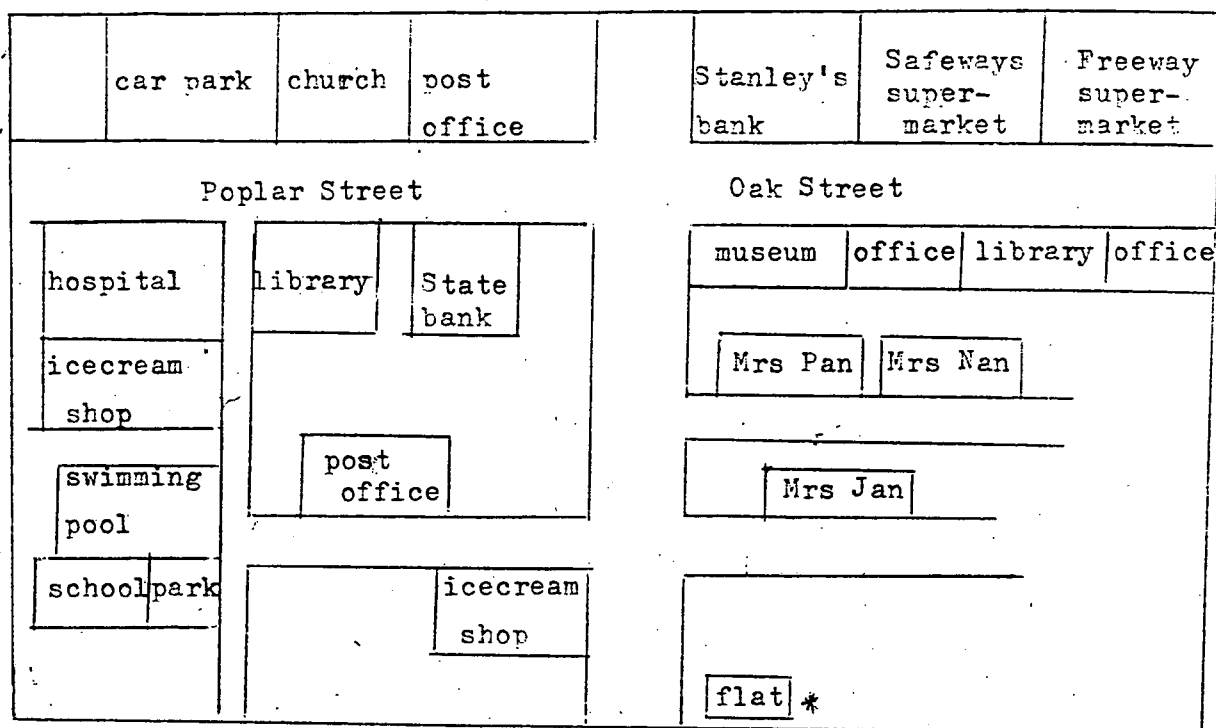
PART II คำสั่ง จงเขียนเส้นทางที่ไคบินและใส่เลขหมายสถานที่ ที่ไปตามลำดับ

( 10 คะแนน )

ตัวอย่าง

Go straight ahead and turn left at the bank.





Now listen, from your flat, turn right and go along Wexford Road. Go to the Stanley's bank first, then go to the Safeway supermarket. Stop at the office near the museum. Spend an hour do some reading in the library near the State bank. Before going back, buy some stamps at the post office opposite the icecream shop. Don't forget to pick up the children at the park near the school. Take them to the swimming pool, then have some icecream at the icecream shop nearby. Stop at Mrs Nan's house for a cup of coffee and take Judy to Mrs Jan's.

PART III คำสั่ง จงฟังประกาศข่าวเกี่ยวกับงานต่อไปนี้ และเติมข้อความในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ ( 10 คะแนน )

Boutique Assistant

Do you like people ? Do you like clothes ? Do you speak Spanish, French and German ? Are you between 21 and 37 ?

If your answer is "yes" to these questions. Write to Ms Marianne Weston at the Euroboutique, Lancaster Local Airport, Lancaster.

Name of the shop :	_____ 1 _____
Require :	_____ 2 _____
Age :	_____ 3 _____
Qualification :	_____ 4 _____ 5 _____
Languages required :	_____ 6 _____ 7 _____ 8 _____
Whom to write to :	_____ 9 _____
Address to write to :	_____ 10 _____

- |                    |                             |
|--------------------|-----------------------------|
| a. English         | i. Spanish                  |
| b. French          | j. like people              |
| c. German          | k. like cloth.              |
| d. Japanese        | l. like travel              |
| e. Chaiyo boutique | m. like clothes             |
| f. Euroboutique    | n. Mearow Boutique          |
| g. 28 - 31         | o. Ms Miriam Heston         |
| h. 21 - 37         | p. Ms Marianne Weston       |
|                    | q. boutique accountant      |
|                    | r. boutique assistant       |
|                    | s. Manchester Local Airport |
|                    | t. Lancaster Local Airport  |
|                    | u. Winchester Local Airport |

## WRITING SKILL I

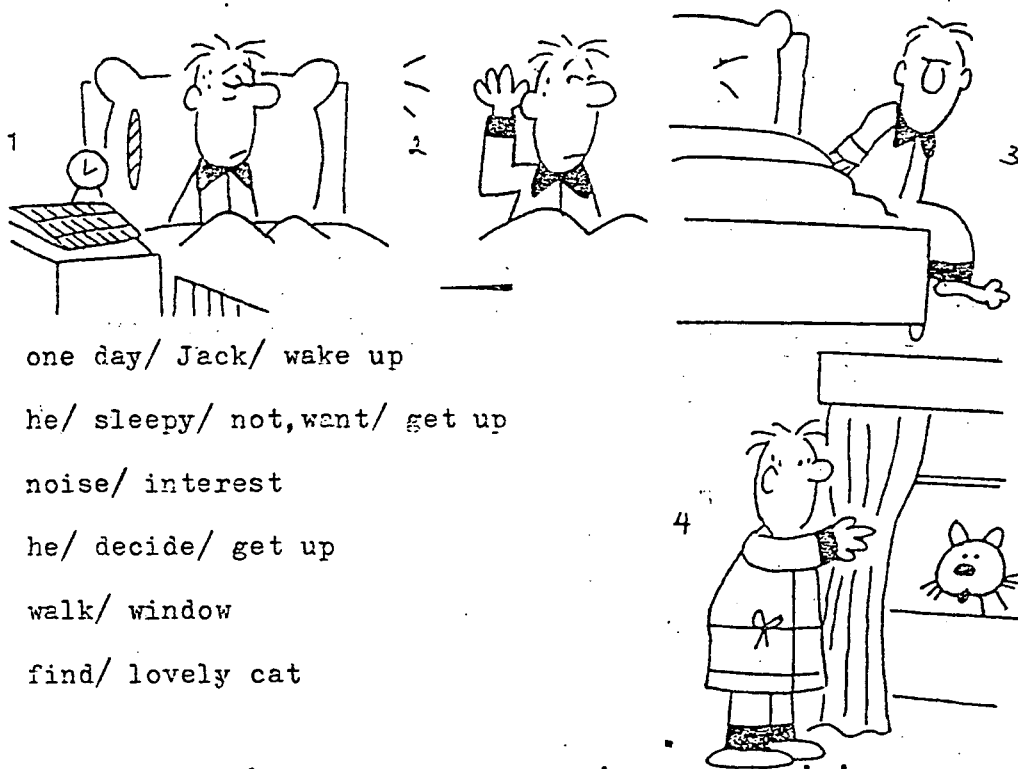
Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงดูภาพต่อไปนี้และเขียนข้อความบรรยายภาพ โดยใส่คำที่กำหนดให้  
 แต่ง เป็นประโยคให้ตรงกับเหตุการณ์ในภาพ เขียนในกระดาษคำตอบ ( 30 คะแนน)



one day/ Jack/ wake up  
 he/ sleepy/ not, want/ get up  
 noise/ interest  
 he/ decide/ get up  
 walk/ window  
 find/ lovely cat

PART II คำสั่ง จงเขียนจดหมายเชิญเพื่อน โดยสมมติว่าท่านเป็น Noi ไซซอมูล  
 จากจดหมายเพื่อนที่เขียนตอบมาเป็นตัวอย่าง ( 30 คะแนน)

Dear Noi,

Thanks a lot for inviting me to go with you and Dang on  
 your travel to Chiangmai. I would like to come but I have a fracture  
 on my arm and must rest it for a month. Have a good time.

Yours truly,  
 (your name)

## SPEAKING SKILL I

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART-I คำสั่งให้นักเรียนสรุปและพูดบรรยายภาพ โดยตอบคำถามที่ครูดถาม  
( 20 คะแนน)

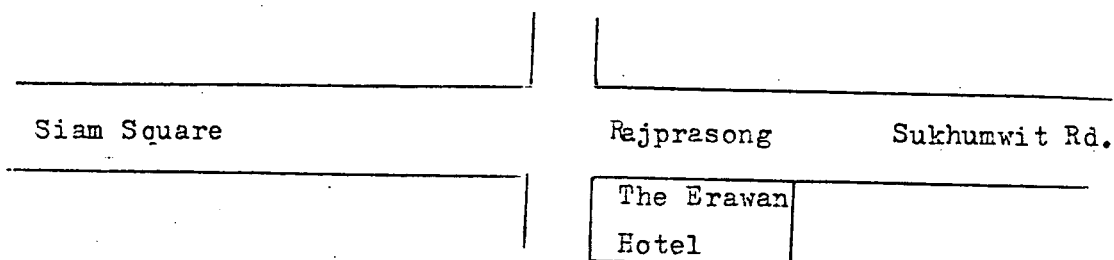


1. What does the girl holding the umbrella look like ?
2. What is the color of her hair ?
3. What does her friend look like ?
4. How does she feel ?
5. What are they doing ?

PART II คำสั่งให้นักเรียนตอบคำถามต่อไปนี้ ( 20 คะแนน)

1. Someone asks you who is your English teacher. You tell her/him your teacher's name, but she/he still does not know. He/She asks "What is your teacher like ?"  
What will you answer ?

2. You are walking in front of the Erawan Hotel at Rajprasong. Someone asks you the direction to Siam Square. How can you tell him or her ?



3. You are sitting for an interview at a big company. You applied for a job as a typist, the manager asked " Why do you want to work in this company ? "

How can you answer him ?

4. Do you think that being a teacher is a good job ?

Tell the reasons.

5. The phone rings, you hear the voice " Hello. May I speak to (your name) ? "

What will you answer ?

PART III คำสั่ง ให้นักเรียนตอบคำถามต่อไปนี้ ( 20 คะแนน)

1. What 's your father's job ?
2. When do you usually go to bed ?
3. How long have you studied here ?
4. How many hours do you sleep every night ?
5. What is your happiest moment ?



## แบบทดสอบที่ 2

## READING SKILL I

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงอ่านเรื่องต่อไปนี้และเลือกคำที่กำหนดให้เติมลงในช่องว่าง  
เขียนคำตอบในกระดาษคำตอบ ( 15 คะแนน)

a	is	I	in	with	not
an	be	she	to	under	house
the	was	they	for	before	morning
that	were	me	up	always	evening
what	did	her	at	time	girl

I asked my daughter why she came home late last night. She 1 me that she was out dancing 2 some friends. She didn't notice the 3. I told her that she woke 4 up when she came in. When 5 looked at my watch and found 6 it was two o'clock in the 7 that was too late for a 8. She said that after the dancing 9 and her friends went to William's 10 for a cup of coffee. They 11 there for an hour or so 12 did not notice the time. She 13 very sorry. I told her not 14 do that again. She must always 15 sure to arrive home before midnight. I told her that she was still under twenty - one and had to obey her parents who knew what was best for her.

PART II คำสั่ง จงอ่านข่าวต่อไปนี้และเติมข้อความลงในแบบฟอร์มที่กำหนดให้  
เขียนคำตอบในกระดาษคำตอบ ( 5 คะแนน )

A parade of about one hundred and fifty boats will arrive at Seaview Harbor on Saturday for the annual Festival of the sea. The boats will start to arrive at 2 p.m. The Seaview City Band will be on hand to greet them. Music will continue until dark . On Sunday events starts at 1.30 with another parade. Twenty - five steam ships will arrive at the time, follow by fifty smaller boats at 3.00. At 8.00 p.m. several local rock group will present a concert at the harbor.

1. What kind of parade joins in the Festival ? \_\_\_\_\_
2. How often is this Festival held ? \_\_\_\_\_
3. Where will this Festival take place ? \_\_\_\_\_
4. How many days will this Festival celebrate ? \_\_\_\_\_
5. Programs on Sunday : \_\_\_\_\_

PART II คำสั่ง จงทำตามคำสั่งต่อไปนี้ โดยเขียนคำตอบลงในกระดาษคำตอบหลังจาก  
ที่นักเรียนได้อ่านข้อความข้างบน ( 10 คะแนน )

1. เรื่องที่ได้อ่านเป็นเรื่องเกี่ยวกับอะไร
2. จงเขียนประโยคใจความสำคัญของข้อความที่อ่าน

I. Being a bus driver is a hard life. A bus driver must answer questions while guiding a bus through heavy traffic. All day long the bus driver has to answer the same questions and ask passengers to step to the rear of the bus. In spite of thoughtless passengers who cause delay, he is expected to follow his schedule.



A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

2. The lion is called the king of the beasts. Lions are found living wild in the grass lands of Africa. They hunt smaller animals and feed on them. There are no wild lions in Europe but there are captive lions in European zoos.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

3. Coffee does not normally have any bad effects. It can have had effects, however, if it is drunk in a large quantities. It always has a stimulation effects on the central nervous system.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

4. Intelligence is the ability to learn . Almost every creature that has ever lived, from the ancient bird dodo to a human baby, has some intelligence because it has some ability to learn.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

5. One reason for keeping a diary is that it is an excellent way to remember the details of your life. A year from now or five or ten - you will recall little of what you're doing now.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

## WRITING SKILL II

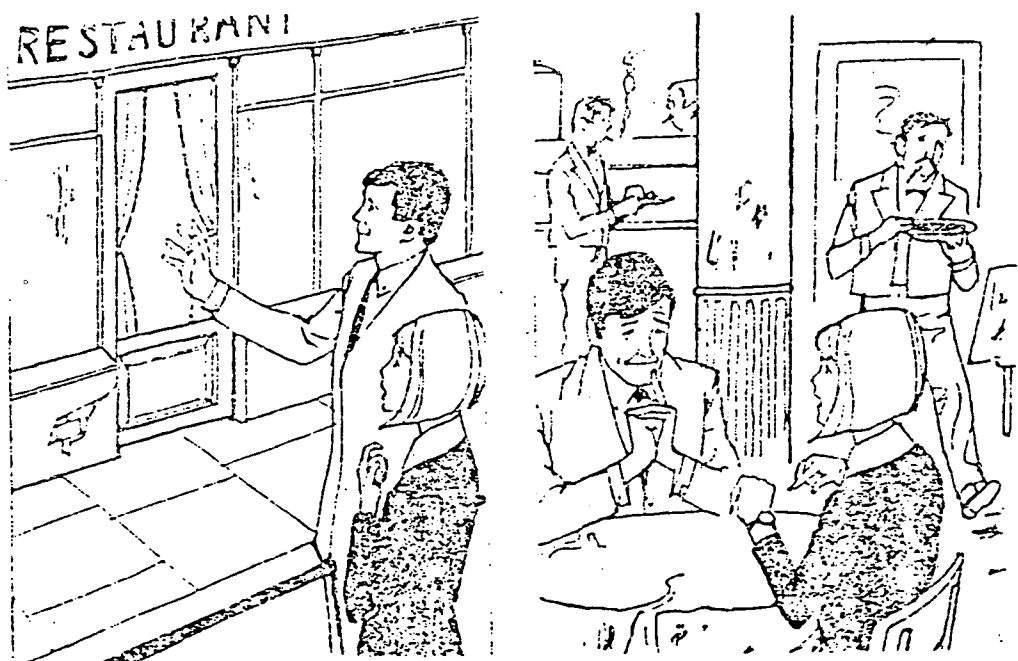
Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงดูภาพต่อไปนี้และเขียนข้อความบรรยายภาพ โดยใช้คำที่กำหนดให้  
 แต่ง เป็นประโยคให้ตรงกับเหตุการณ์ในภาพ เขียนคำตอบในกระดาษคำตอบ(30 คะแนน)



1. Julies/Jim, her boyfriend/outside/restaurant
2. Jim/tell her/ good restaurant
3. They/ in, restaurant/ an hour
4. They/ be/ not, serve
5. waiter/ not, pay attention
6. Julies/ angry

PART II คำสั่ง จงเขียนจดหมายตอบจดหมายเชิญของเพื่อน โดยใส่ช้อมูลจาก  
จดหมายที่กำหนดให้ ( 30 คะแนน)

Dear ( your name ),

We are having a party next Saturday at Witaya's house. We would like you to come to Witaya's house at about 6.00 p.m. I have invited twenty people and I hope we will have a good time.

Please let me know if you can join us.

Love,

Wipa

## SPEAKING SKILL II

Course : English 5I3

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง ให้นักเรียนดูรูปและพูดบรรยายภาพ โดยตอบคำถามที่ครุฑถาม  
( 20 คะแนน)



1. What are the man and the girl doing ?
2. What is on the tree ?
3. What is the girl like ?
4. What does the man look like ?
5. What is the boy doing ?

PART II คำสั่ง ให้นักเรียนตอบคำถามต่อไปนี้

1. It's 6 o' clock now. It's time for your dinner. Your mother says "Well dinner is almost ready now. I'm getting hungry."

You : "....."

2. You met your old friend while walking at the Siam Square. What will you say to him/her ?

3. You want to buy a shirt. You go to the department store.

A girl asks you "May I help you?"

You "....."

The girl ".What size,miss/sir?"

You "....."

PART III คำสั่งให้นักเรียนตอบคำถามต่อไปนี้ ( 20 คะแนน)

- I. What is your mother's job ?
2. What do you usually do after class ?
3. Who is the tallest person in your class ?
4. What's your favorite food ?
5. What do you do for your hobbies ?

## แบบสอบชุดที่ 3

## SPEAKING SKILL III

Course : English 513

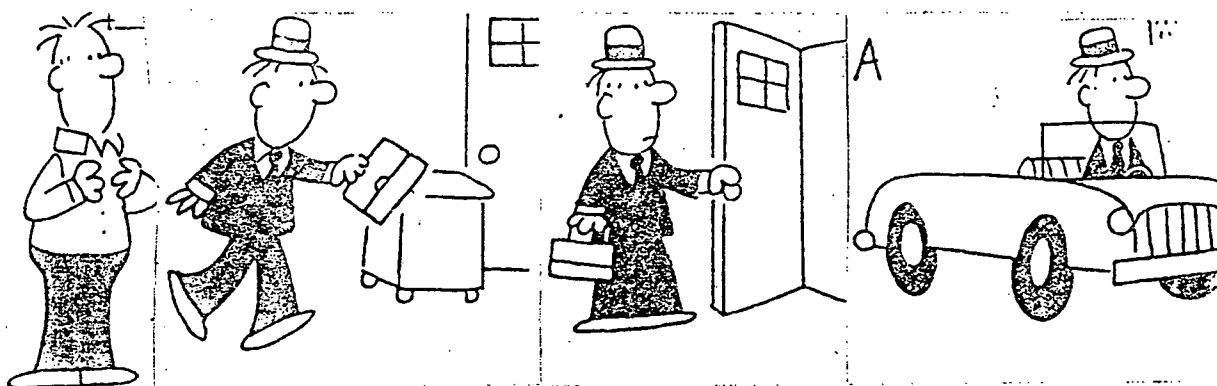
Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง ให้นักเรียนสรุปและพจนนอธิบายภาพโดยตอบคำถามที่ครุถาม

( 20 คะแนน)



1. What does this man look like ?
2. What is he doing ?
3. How does he dress ?
4. How does he go to work ?
5. What do you think his job is ? Why ?

PART II คำสั่ง ให้นักเรียนตอบคำถามต่อไปนี้ ( 20 คะแนน)

1. You are going to have an interview. You enter the room, a manager is smiling to you. What will you say ?
2. You met an attractive girl yesterday. You are going to tell your friend how beautiful she is .  
You begin with " She has a long dark hair....."

3. Your friend is going to have a party tomorrow. You don't want to go because you will have an examination next week.

How can you tell your friend ?

4. Most of your friends want to be engineers or doctors.

What do you want to be in the future ? Why ?

5. Being a bus driver is a hard life. Do you agree with this sentence ? Give reasons.

PART III คำสั่ง ให้นักเรียนตอบคำถามต่อไปนี้ ( 20 คะแนน)

1. How many persons are there in your family ?

2. Who is your favorite actor ?

3. What do you usually do after class ?

4. Which subject do you like best ?

5. What other languages can you speak ?

## LISTENING SKILL II

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงฟัง เรื่องต่อไปนี้และ เก็บข้อความลงในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ ( 10 คะแนน)

Let me tell you about some people. They are two families, the Pertersons and the Ortizes. First of all there is Linda Perterson. She is the owner and manager of the Book Rack Bookstore in the Mckinley Shopping Center.

May be you have seen her. She is in her late thirties. She is five feet eleven. She is slender and has a dark complexion. Her husband is a computer programmer. They are about the same age, in their late thirties. He is probably only a year or so older than Linda. But they don't look alike at all. He is six feet eight. He has a fair complexion, blond hair and blue eyes. They both like skiing, though.

Their daughter's name is Cindy. She is twelve years old, and she is in secondary school. She looks a lot like her father. She is five feet two. She has fair complexion, blond hair and blue eyes. Like her parents, Cindy likes skiing.

1. Linda's occupation is : \_\_\_\_\_
2. Her height is : \_\_\_\_\_
3. Her complexion is : \_\_\_\_\_
4. Her husband's occupation is : \_\_\_\_\_
5. His height is : \_\_\_\_\_



6. His eyes's color is : \_\_\_\_\_
7. His age is : \_\_\_\_\_
8. Her daughter's name is : \_\_\_\_\_
9. Her eyes' color is : \_\_\_\_\_
10. Their hobby is : \_\_\_\_\_

a. fair

b. brown

c. blue

d. gray

e. dark

f. 5 feet 6

g. 6 feet 11

h. 5 feet 11

i. 6 feet 8

j. manager

k. office clerk

l. housewife

m. Cindy

n. Cathy

o. fishing

p. skiing

q. computer programmer

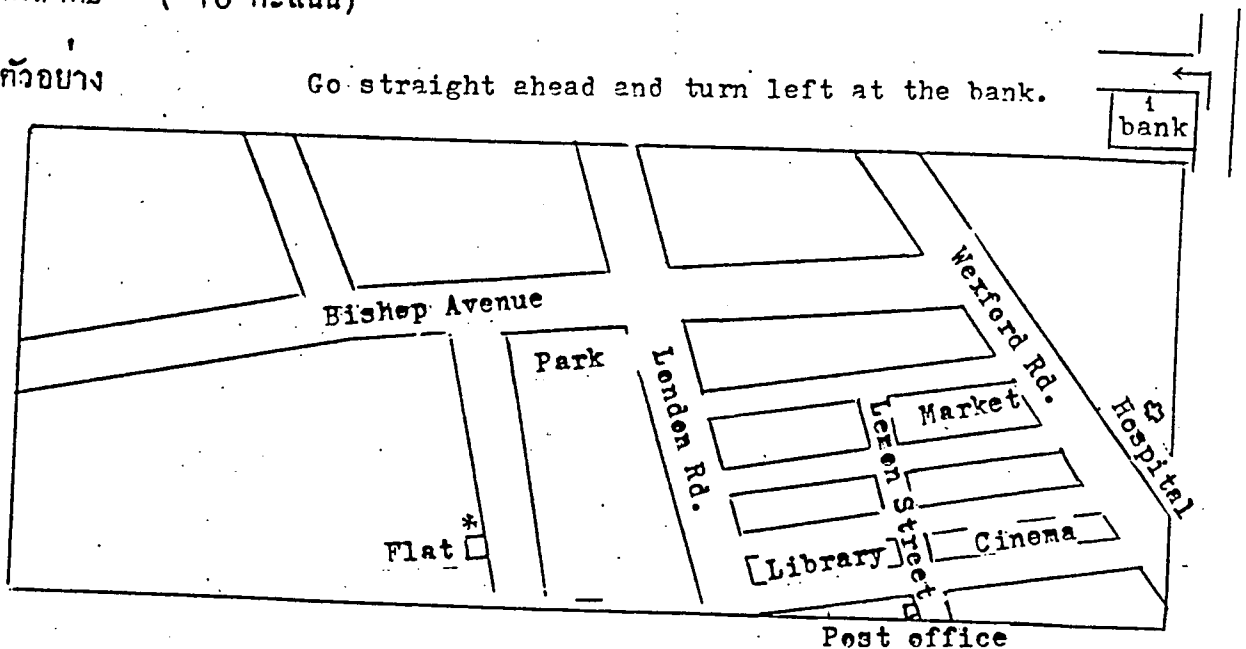
r. the same age as Linda

s. a year or two older

PART II คำสั่ง จง เขียนลูกศรตามเส้นทางที่ไต่บีนและใส่ เลขหมายสถานที่ ที่ไป  
ตามลำดับ ( 10 คะแนน)

ตัวอย่าง

Go straight ahead and turn left at the bank.



From your flat go straight ahead, turn right at Bishop Avenue, pass the cross road, turn right again at Wexford Rd. Go straight ahead, stop at the hospital. Then go back, take the first turning on the left. Stop at the library at Lemon St., then go straight on, turn right at the third crossroad. Stop at the market, before going back to the flat, stop at the park for the last place.

PART III คำสั่ง จงฟังประกาศข่าวต่อไปนี้และเติมข้อความในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ (10 คะแนน)

THE KING IS DEAD : August 16th 1977

Twenty - five years after his first record, Elvis Presley, the King of Rock and Roll, is dead. All over the world his fans are crying today. They can't believe he is really dead. Thousands of them are standing in front of his beautiful home, Graceland, Memphis.

From his first record to his last Elvis was larger than life. He sold millions of records, made dozens of films and broke thousands of hearts. No one else could sing like him and no one else will.

1. This news is about the death of : \_\_\_\_\_
2. His job is : \_\_\_\_\_
3. He is famous as : \_\_\_\_\_
4. His first record was in the year : \_\_\_\_\_
5. His fans are crying because : \_\_\_\_\_
6. Number of his fans in front of his house : \_\_\_\_\_
7. His house is at : \_\_\_\_\_
8. Number of his records sold : \_\_\_\_\_
9. Number of his films : \_\_\_\_\_

10. He is great because : \_\_\_\_\_

- |                  |                                  |
|------------------|----------------------------------|
| a. actor         | k. 1952                          |
| b. singer        | l. 1977                          |
| c. The King      | m. Graceland                     |
| d. Elvis Presley | n. U.S.A.                        |
| e. thousands     | o. Iceland                       |
| f. millions      | p. His handsomeness              |
| g. billions      | q. he was handsome               |
| h. dozens        | r. they are sorry                |
| i. hundreds      | s. no one can sing like him      |
| j. 1970          | t. they don't believe he is dead |
|                  | u. The King of Rock and Roll     |

## READING SKILL II

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงอ่านเรื่องต่อไปนี้และเลือกคำที่กำหนดให้เติมลงในช่องว่าง  
เขียนคำตอบในกระดาษคำตอบ ( 15 คะแนน)

a	some	first	to	for	public
the	few	most	with	is	special
no	low	several	from	be	school
one	high	thousands	before	has	cities
two	second	there	after	have	often

American children usually begin school at the age of five or six. "Kindergarten" is the first year of school for most children. After kindergarten there are twelve more "grades" one grade for each year of school.

\_\_\_1\_\_\_ students go to public schools. The \_\_\_2\_\_\_ schools are usually large enough to \_\_\_3\_\_\_ different teachers for every grade. In \_\_\_4\_\_\_ small town; however, there may be \_\_\_5\_\_\_ teacher for different grades. In junior \_\_\_6\_\_\_ schools and high schools there are \_\_\_7\_\_\_ different teachers for each subject.

Large \_\_\_8\_\_\_ have many high schools with several \_\_\_9\_\_\_ students in each school. The students \_\_\_10\_\_\_ live far from their schools and \_\_\_11\_\_\_ to take public transportation to school. If \_\_\_12\_\_\_ school district is large and there \_\_\_13\_\_\_ no public transportation, there are usually \_\_\_14\_\_\_ buses to take students to and \_\_\_15\_\_\_ school.

Not every child complete high school, but by law all children must attend school until the age of sixteen.

PART II คำสั่ง จงอ่านข่าวต่อไปนี้และเติมข้อความลงในแบบฟอร์มที่กำหนดให้  
เขียนคำตอบในกระดาษคำตอบ ( 5 คะแนน )

Julia Ridge started Sunday night about 10.30 p.m., and finished more than twenty hours later, swimming around Manhattan Island - twice.

She finished about 7.30 last night. Julia Ridge was once better known as an actress, in the musical Oh: Calcutta. She left the stage to start training for her first long - distance swim, The English Channel. That one took her 17 hours, 45 minutes. Miss Ridge says swimming around Manhattan takes more than endurance. It takes a lot of techniques.

1. This news is about : \_\_\_\_\_
2. Julia was once had her job as : \_\_\_\_\_
3. The starting time : \_\_\_\_\_
4. The starting date : \_\_\_\_\_
5. Number of hours are used : \_\_\_\_\_
6. Place of this swimming : \_\_\_\_\_
7. The finishing time : \_\_\_\_\_
8. Her first long - distance swim was at : \_\_\_\_\_

PART III คำสั่ง จงทำตามคำสั่งต่อไปนี้ โดยเขียนคำตอบลงในกระดาษคำตอบ  
หลังจากที่นักเรียนได้อ่านข้อความข้างต้น

1. ขอความถี่ที่ได้อ่านเป็นเรื่องเกี่ยวกับอะไร
2. จงเขียนประโยคใจความสำคัญของข้อความที่อ่าน

( 10 คะแนน )

I When you want to learn something, you have different ways of keeping the information. The method you choose will depend on such factors as how much information you need and how often you'll need it.

A. This about is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

2. Charlie Chaplin, who died in 1977 at the age of 88, was one of the most famous stars in the history of the cinema. He was certainly the most funny actor of the cinema. His first films were in the age of silent films. He wrote and directed nearly all his films and composed the music of all his sound pictures.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

3. Benz's first car is now a museum in Munich. It has one seat and three wheels. There is one small wheel at the front and two large wheels behind the driver's seat.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

4. Deserts are very dry regions. They have very little rainfall. Few plants live there. Some specialized animals do. Some deserts have a surface of sand. The sand often forms dunes. These are made by the wind others have stones or rocks.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

5. The atom is a system. It consists of protons and neutrons. The electrons move around the central nucleus.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_



## แบบสอบครั้งที่ 4

## WRITING SKILL III

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงดูภาพต่อไปนี้และเขียนข้อความบรรยายภาพ โดยใช้คำที่กำหนดให้ เป็นประโยคโททรกับเหตุการณ์ในภาพ เขียนในกระดาษคำตอบ (30 คะแนน)



park/yesterday/old lady/feed/pigeon.

two men/sit/park bench/talk

young man/look/flowers

when/suddenly/begin/rain

two men/get up/stand/tree

old woman/newspaper/her head/and/young man/put up/umbrella.



PART II คำสั่ง จงเขียนจดหมายถึงเพื่อนทางจดหมายตามชื่อและที่อยู่ใหม่  
 ในประกาศนี้ นักเรียนพยายามให้ข้อมูลส่วนตัวของนักเรียนใหม่มากที่สุดโดยควรวาง  
 จากหัวข้อที่มีในประกาศ ( 30 คะแนน เลือกเขียนเพียงหนึ่งฉบับ )

PENFRIEND AROUND THE WORLD : International Correspondance Service,

P.O.Box 117 Ryde - Isle of Wight

England PO 33 3HF

Accept applications from people of all ages. All applicants must  
 send a stamped address or return postage with their application.

Will oversea readers sending in request  
 for a penfriend please print their names  
 and addresses clearly.

Name : Steven Connell

Address : Sheldon Park, 21 Holemead Road, Mt Garrett, Queensland,  
 Australia.

Age : 18

Interest : football, modern music and reading

or

Name : Christine Lam

Address : 413 Block 12, Cheung Cha Hean, Kowloon, Hongkong.

Age : 17

Interest : stamps and travelling

## LISTENING SKILL III

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำสั่ง จงฟัง เรื่องต่อไปนี้และ เติมข้อความลงในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ (10 คะแนน)

Dear Tom,

I am sorry I called when you were out. This is how to reach the bungalow by your car. Drive out of town along Factory Road and watch for a main crossroads with traffic lights after about 5 km. The turning to the left is marked with a sign to Charlton. When you have made this turn, you will be on the third street, which leads directly to Pine Bay, you should then drive for about 130 km. and pass through Charlton and Middleton before looking for the Pine Bay sign. On the last turning of the road before Pine Bay, you will see a large school on the right - hand side and you will find a right - turning soon after this building. There are other turnings off the main road but this is the quickest and most direct way.

Love,

Jim

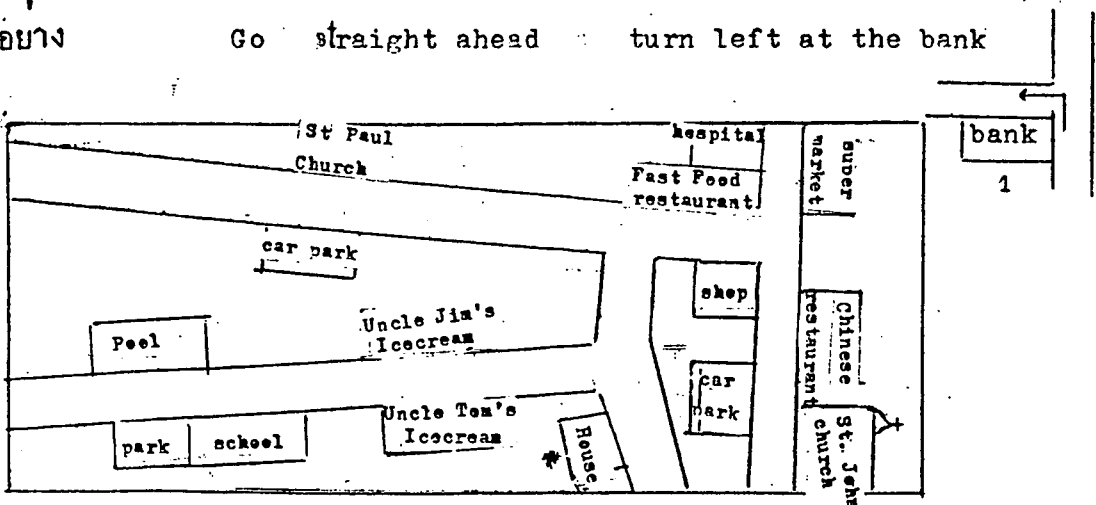
1. What's the relationship between the two persons : \_\_\_\_\_
2. Name of the receiver : \_\_\_\_\_
3. The receiver will travel by : \_\_\_\_\_
4. The starting point is : \_\_\_\_\_
5. The place he wants to go is : \_\_\_\_\_

6. The first turning is .....far from the traffic lights.
7. The distance from the third street to Pine Bay is about : \_\_\_\_\_
8. The school is on the right side at : \_\_\_\_\_
9. If you want to go directly you should take : \_\_\_\_\_
10. The number of towns you will pass : \_\_\_\_\_

- |             |              |                                 |
|-------------|--------------|---------------------------------|
| a. John     | h. Middleton | o. 2                            |
| b. Tool     | i. 3 km.     | p. friends                      |
| c. Tom      | j. 6 km.     | q. husband & wife               |
| d. car      | k. 5 km.     | r. Factory road                 |
| e. cab      | l. 120 km.   | s. The first turning            |
| f. Charlton | m. 130 km.   | t. the right turning            |
| g. Pine Bay | n. 3         | u. the third street             |
|             |              | v. the last turning of the road |
|             |              | w. traffic lights               |

PART II คำสั่ง จงเขียนลูกศรตามเส้นทางที่ไคบินและใส่เลขหมายเลขสถานที่ที่ไปตามลำดับ ( 10 คะแนน)

ตัวอย่าง Go straight ahead turn left at the bank



It was the busiest day, I had to go to the shop in the morning before going to the hospital to visit my sister. At noon I stopped to have lunch at the Chinese restaurant. In the afternoon I had to go to the hospital again. On the way back I parked my car at the car park, crossed the road to the St. Paul's church to talk with Father Gene. Then I did some shopping at the supermarket. In the evening I picked up the children at the park near the school, took them to the uncle Tom's icecream shop before arriving home.

PART III คำสั่ง จงพิเคราะห์ข้อความต่อไปนี้ และเติมข้อความในแบบฟอร์มที่กำหนดให้ โดยเลือกคำตอบจากตัวเลือกที่กำหนดให้ เขียนคำตอบในกระดาษคำตอบ ( 10 คะแนน )

Two of the greatest runners in the world are two British men, Steve Ovett and Sebastian Coe. Both of them are middle distance runners and prefer the 800 metres, the 1,500 metres and the mile. Both of them have broken many world records. Sebastian Coe brought the record for the 800 metres down to 1 minute 42 and the 1,500 metres down to 3 minutes 32 seconds; however, Ovett equalled Coe's record.

1. Names of the greatest runners : \_\_\_\_\_
2. Their nationality : \_\_\_\_\_
3. The distance of these two runners : \_\_\_\_\_
4. They prefer the distance of : \_\_\_\_\_ metres and \_\_\_\_\_ metres.
5. They brought the world record for : \_\_\_\_\_ metres down to \_\_\_\_\_ minutes \_\_\_\_\_ seconds. And for the \_\_\_\_\_ metres down to \_\_\_\_\_

\_\_\_\_\_ minutes \_\_\_\_\_ seconds.

- |                    |               |                         |
|--------------------|---------------|-------------------------|
| a. Steve Ovette    | f. American   | k. 1,000 metres         |
| b. Jimmy O'Connell | g. Canadian   | l. 1,500 metres         |
| c. Sebastian Coe   | h. middle     | m. 1 minute 42 seconds  |
| d. Pete Coe        | i. long       | n. 1 minute 45 seconds  |
| e. British         | j. 800 metres | o. 1 minute 52 seconds  |
|                    |               | p. 3 minutes 42 seconds |
|                    |               | q. 3 minutes 32 seconds |



## READING SKILL III

Course : English 513

Class : M.5

Time : 50 minutes

30 marks

PART I คำดัง จงอ่านเรื่องต่อไปนี้และเลือกคำตอบจากตัวเลือกที่กำหนดให้  
เติมลงในช่องว่าง เขียนคำตอบในกระดาษคำตอบ ( 15 คะแนน)

I	is	can	pushing	there	beach
she	was	ran	pulled	that	waves
It	were	walked	sink	larger	wave
They	did	jumped	sinking	too	people
The	did not	pushed	remember	higher	mother

A childhood remembrance can be so strong that it stays with one for the end of his life. When I was seven, my mother took me to the beach. 1 was happy to walk along the 2. This time I tried jumping the 3, as I saw older people do. 4 did not know that the tide 5 coming in. The waves were getting 6. Suddenly a wave came. It was 7 high for me to jump. It 8 me over and I found myself 9 in it. Luckily, the next big 10 pushed me toward the shore. I 11 remember how much I was surprised 12 see my mother who can't swim. 13 walked toward me in the water. 14 did not know what happened after 15. When I opened my eyes, the first thing I saw and I still see it today - was my mother's wet dress. It told me how much she loved me and how badly I frightened her.

PART II คำสั่ง จงอ่านข่าวต่อไปนี้และเติมข้อความลงในแบบฟอร์มที่กำหนดให้  
เขียนคำตอบในกระดาษคำตอบ ( 5 คะแนน )

Sainbury's

Sainbury is a chain of food stores, mostly in the south of England. It now has 247 shops, supermarkets and garages and 37,000 employees. It started as a family firm in 1869 but became a public company in 1973.

The reason why many people do their weekly shopping at Sainbury's is the quality and the price. As well as the usual things that you buy in any food shop. Sainbury 's offer 1700 "own labels" lines, this means they have a Sainbury label and are often cheaper than the other companies.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Sainbury is : _____</li> <li>2. The place where Sainbury is at : _____</li> <li>3. The Sainbury label means : _____</li> <li>4. Number of the shops at that area : _____</li> <li>5. Sainbury started as a family firm in the year : _____</li> </ol> |
|---|

PART II คำสั่ง จงทำตามคำสั่งต่อไปนี้ โดยเขียนคำตอบลงในกระดาษคำตอบ  
หลังจากที่นักเรียนได้อ่านข้อความข้างต้น ( 10 คะแนน )

1. ขอความถี่ที่ได้อ่านเป็นเรื่องเกี่ยวกับอะไร
2. จงเขียนประโยคใจความสำคัญของข้อความที่อ่าน

I. A cancer is a continuous growth in the body which doesn't follow the normal growth pattern. The cells forming the cancer spread through the body to parts which may be far from the parts

where the cancer began. Unless it is removed or destroyed, the cancer can lead to the death of the persons.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

2. There was a time when most people in the United States believed that the tomato was a poisonous food. In the 1820s, a farmer realized the value of the tomato and wanted to make it popular. Unfortunately, people were afraid to try it. They were convinced that it was poisonous.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

3. English is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of the world's mail is written in English, and more than 60 percent of the world's radio programs are in English. Clearly English is an international language.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

4. Roger has a new job. He is very happy with it. He can come and go as he pleases. He drives a company car to and from work. He meets many interesting people as he travels throughout the country. His company pays his hotel and food bills when he is away from home. Above all the pay is good.

A. This paragraph is about : \_\_\_\_\_

B. Topic sentence : \_\_\_\_\_

5. A man was found dead in a hotel bedroom at 4 p.m. one Saturday afternoon. Four people were near the scene of the crime about this time.



- A. This paragraph is about : \_\_\_\_\_
- B. Topic sentence : \_\_\_\_\_

ภาคผนวก จ

ตัวอย่างการวิเคราะห์ข้อมูล

## 1. การคำนวณทางสถิติ

ตารางแสดงคะแนนที่ปรากฏทดสอบ

นักเรียนคนที่	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	18	23	324	529	414
2	17	26	289	676	442
3	21.5	19	462.25	361	408.5
4	10	22	100	484	220
5	24	19	576	361	456
6	7.5	13	56.25	169	97.5
7	9	12	81	144	108
8	15	14	225	196	210
9	26	26	676	676	676
10	14.5	17	210.25	289	246.5
11	10.5	13	110.25	169	136.5
12	17.5	24	306.25	576	420
13	12	11	144	121	132
14	15	24	225	576	360
15	14	24	196	576	336
16	18	23	324	529	414
17	24.5	18	600.25	324	441
18	20.5	25	420.25	625	512.5
19	17.5	20	306.25	400	350
20	13.5	23	182.25	529	310.5
21	14.5	16	210.25	256	232
22	12	19	144	361	228
23	13.5	18	182.25	324	243
24	15	16	225	256	240
25	21.5	24	462.25	576	516
26	20	25	400	625	500
27	10	9	100	81	90
28	18	13	324	169	234
29	25	24	625	576	600
30	18.5	27	342.25	729	499.5
31	26.5	24	462.25	576	526
32	11	20	121	400	220
33	27	21	729	441	567
34	19	23	361	529	437
35	23.5	18	552.25	324	423
36	9.5	16	90.25	256	152
37	17.5	24	306.25	576	420
38	8.5	21	72.25	441	178.5
39	9	20	81	400	180
40	15.5	17	240.25	289	263.5
	$\Sigma X = 655.5$	$\Sigma Y = 791$	$\Sigma X^2 = 11844.75$	$\Sigma Y^2 = 16495$	$\Sigma XY = 13430.5$

1.1 การคำนวณค่าเฉลี่ยเลขคณิต ( $\bar{x}$ ) ของคะแนน  $x$  โดยใช้สูตรดังนี้

$$\begin{aligned} \text{สูตร} \quad \bar{x} &= \frac{\sum fx}{N} \\ &= \frac{655.5}{40} \\ \bar{x} &= 16.3875 \end{aligned}$$

1.2 การคำนวณค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.) ของคะแนน  $x$  โดยใช้สูตรดังนี้

$$\begin{aligned} \text{สูตร} \quad \text{S.D.} &= \sqrt{\frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)}} \\ &= \sqrt{\frac{40(11844.75) - (655.5)^2}{40(40-1)}} \\ &= \sqrt{\frac{473790 - 429680.25}{1560}} \\ &= \sqrt{\frac{44109.75}{1560}} \\ &= \sqrt{28.27548077} \\ \text{S.D.} &= 5.317469395 \end{aligned}$$

1.3 การคำนวณค่าสัมประสิทธิ์สหสัมพันธ์จากผลคูณของคะแนนแบบเพียร์สัน โดยใช้สูตร

$$\begin{aligned} r_{xy} &= \frac{N\sum xy - \sum x\sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} \\ &= \frac{(40 \times 13430.5) - (655.5 \times 791)}{\sqrt{[(40 \times 11844.75) - (655.5)^2][(40 \times 16495) - (791)^2]}} \\ &= \frac{537220 - 518500.5}{\sqrt{(473790 - 429680.25)(659800 - 625681)}} \\ &= \frac{187195}{(44109.75 \times 34119)} \\ &= \frac{187195}{\sqrt{1504980560}} = \frac{187195}{38794.07893} \end{aligned}$$

$$r_{xy} = .4825349774$$

#### 1.4 การทดสอบความมีนัยสำคัญของ $r_{xy}$ โดยใช้สูตรดังนี้

$$\begin{aligned}
 \text{สูตร } t &= \frac{r_{xy}}{\sqrt{1 - r_{xy}^2}} \cdot \sqrt{N - 2} \\
 &= \frac{.483}{\sqrt{1 - (.483)^2}} \cdot \sqrt{40 - 2} \\
 &= \frac{.483}{\sqrt{1 - .233289}} \cdot \sqrt{38} \\
 &= \frac{.483}{\sqrt{.766711}} \cdot 6.164414003 \\
 &= \frac{2.977411963}{.875620351} \\
 t &= 3.400345778
 \end{aligned}$$

ค่า  $t$  จากตารางที่ชั้นของความ เป็นอิสระ 38 ที่ระดับนัยสำคัญ .01 เป็น 2.7132 ซึ่งน้อยกว่าค่า  $t$  จากการคำนวณ จึงสรุปได้ว่า ค่าสัมประสิทธิ์สหสัมพันธ์ที่คำนวณไ้มีนัยสำคัญทางสถิติที่ระดับ .01

## 2. การวิเคราะห์หาค่าคุณภาพของแบบสอบถาม

### 2.1 การคำนวณหาระดับความยาก ( $P$ ) และค่าอ่านาจำแนก ( $r$ ) ของแบบสอบถามโดยใช้สูตรดังนี้

$$\text{สูตร } P = \frac{P_H + P_L}{N_H + N_L} \qquad r = \frac{P_H - P_L}{N_H \text{ or } N_L}$$

$P$  แทน ระดับความยาก

$P_H$  แทน จำนวนคนที่ตอบถูกในกลุ่มคะแนนสูง

$P_L$  แทน จำนวนคนที่ตอบถูกในกลุ่มคะแนนต่ำ

$N_H$  แทน จำนวนคนทั้งหมดในกลุ่มคะแนนสูง

$N_L$  แทน จำนวนคนทั้งหมดในกลุ่มคะแนนต่ำ

$r$  แทน ค่าอ่านาจำแนก

ผลจากการคำนวณปรากฏดังในตารางต่อไปนี้

ระดับความยากและค่าอำนาจจำแนกของแบบสอบทักษะการฟัง ทั้ง 3 ฉบับ เป็นรายข้อ

ข้อที่	แบบสอบทักษะการฟัง ฉบับที่ 1		แบบสอบทักษะการฟัง ฉบับที่ 2		แบบสอบทักษะการฟัง ฉบับที่ 3	
	P	r	P	r	P	r
1	.59	.40	.72	.45	.31	.73
2	.21	.20	.57	.52	.74	.39
3	.70	.23	.61	.52	.55	.59
4	.42	.21	.58	.64	.63	.66
5	.38	.20	.53	.78	.40	.41
6	.66	.38	.55	.40	.57	.54
7	.45	.42	.35	.47	.74	.42
8	.78	.33	.78	.26	.42	.52
9	.40	.71	.77	.47	.24	.71
10	.40	.61	.60	.69	.31	.23
11	.38	.38	.79	.33	.73	.39
12	.38	.57	.78	.44	.75	.24
13	.51	.38	.50	.71	.77	.25
14	.38	.66	.57	.61	.69	.66
15	.35	.61	.48	.78	.53	.47
16	.38	.28	.52	.68	.60	.44
17	.33	.47	.29	.59	.69	.48
18	.35	.42	.23	.21	.53	.43
19	.28	.20	.27	.54	.63	.48
20	.21	.33	.36	.49	.60	.42
21	.45	.61	.35	.24	.73	.32
22	.42	.28	.65	.68	.79	.25
23	.26	.42	.23	.33	.77	.27
24	.78	.20	.29	.35	.33	.72
25	.69	.33	.40	.56	.77	.27
26	.42	.57	.41	.40	.71	.31
27	.71	.47	.47	.52	.67	.41
28	.76	.38	.44	.53	.65	.38
29	.71	.47	.26	.28	.41	.44
30	.57	.47	.51	.58	.23	.66

ระกั้ความยากและค่าอำนาจจำแนกของ แบบสอบทักษะการอ่านทั้ง 3 ฃมปี เป็นรายข้อ

ข้อที่	แบบสอบทักษะการอ่าน ฃมปีที่ 1		แบบสอบทักษะการอ่าน ฃมปีที่ 2		แบบสอบทักษะการอ่าน ฃมปีที่ 3	
	P	r	P	r	P	r
1	.51	.23	.28	.72	.76	.38
2	.50	.57	.25	.51	.63	.52
3	.22	.41	.50	.53	.54	.70
4	.48	.59	.30	.64	.52	.68
5	.48	.67	.41	.53	.43	.39
6	.41	.33	.70	.27	.57	.76
7	.43	.36	.31	.52	.43	.47
8	.52	.44	.26	.54	.31	.44
9	.23	.26	.39	.38	.39	.39
10	.31	.50	.68	.27	.50	.64
11	.42	.61	.26	.71	.40	.52
12	.71	.52	.63	.21	.34	.39
13	.72	.31	.65	.35	.43	.63
14	.45	.54	.60	.51	.63	.31
15	.73	.25	.70	.36	.35	.52
16	.64	.31	.50	.51	.33	.38
17	.61	.33	.52	.33	.71	.42
18	.72	.21	.56	.33	.61	.28
19	.65	.35	.71	.38	.75	.39
20	.41	.62	.73	.25	.73	.42
21	.51	.50	.23	.62	.72	.42
22	.31	.45	.51	.52	.64	.30
23	.45	.43	.41	.55	.35	.61
24	.50	.31	.48	.36	.50	.42
25	.21	.63	.33	.42	.28	.39
26	.33	.31	.32	.44	.52	.47
27	.33	.31	.33	.42	.53	.52
28	.50	.31	.42	.28	.31	.72
29	.33	.35	.33	.52	.30	.52
30	.35	.42	.57	.47	.58	.57

## ประวัติผู้เขียน

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