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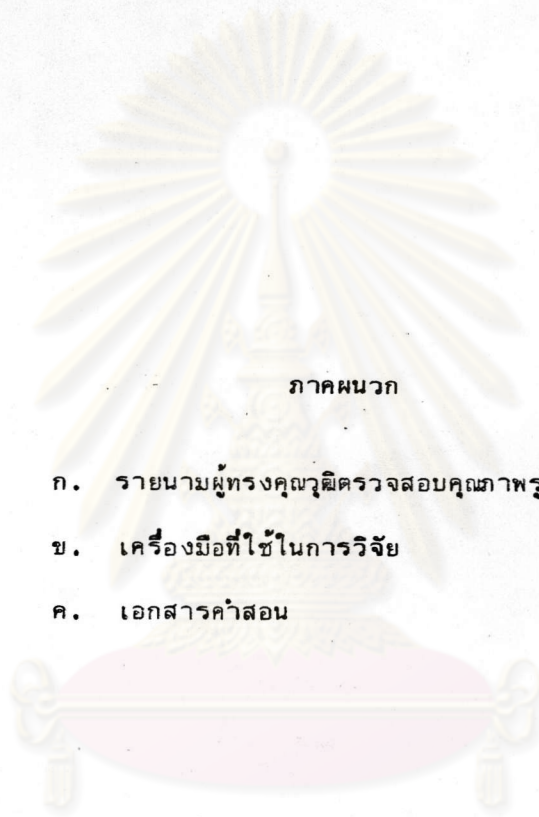
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ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก

- ก. รายงานผู้ทรงคุณวุฒิตรวจสอบคุณภาพรูปแบบการสอน
- ข. เครื่องมือที่ใช้ในการวิจัย
- ค. เอกสารคำสอน

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิตรวจสอบรูปแบบการสอน

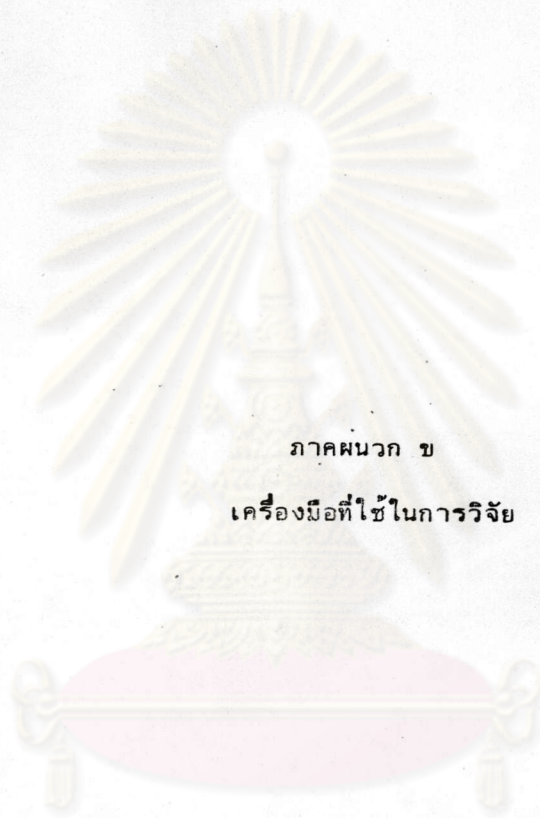
รูปแบบการสอน

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9. Mr. Steve Alameida สถาบันสอนภาษา เอ.ยู.เอ
10. Mr. William Page คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์

มหาวิทยาลัยจางครุม
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข
เครื่องมือที่ใช้ในการวิจัย

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แบบประเมิน

รูปแบบการสอนการเขียนภาษาอังกฤษ

สำหรับนักศึกษาไทยระดับอุดมศึกษา

โปรดกาเครื่องหมายใดหมายเลขที่แสดงน้ำหนักความคิดเห็นของท่าน

5 = มาก, 4 = ค่อนข้างมาก, 3 = ปานกลาง, 2 = ค่อนข้างน้อย, 1 = น้อย

	5	4	3	2	1
1 ความเหมาะสมของข้อมูลพื้นฐานที่นำมาใช้ในการพัฒนารูปแบบการสอน					
2 ความเหมาะสมของทฤษฎีและแนวความคิดที่ใช้เป็นพื้นฐานในการพัฒนารูปแบบการสอน					
3 ความเหมาะสมของการจัดองค์ประกอบของรูปแบบการสอน					
4 ความสอดคล้องขององค์ประกอบต่างๆ ของรูปแบบการสอน					
5 ความเหมาะสมของแนวความคิดที่พัฒนาขึ้นใช้ในรูปแบบการสอน (ความรู้ ≠ กระบวนการเขียน)					
6 ความเหมาะสมของจุดมุ่งหมายของวิชา					
7 ความสอดคล้องของผู้เรียน และวิธีสอน					
8 ความสอดคล้องของวิธีสอน และจุดมุ่งหมายของวิชา					
9 ความสอดคล้องของวิธีสอน และ เนื้อหาวิชา					
10 ความสอดคล้องของ เนื้อหาวิชา และ เวลาเรียน					
11 ความเหมาะสมของการประเมินผล					

ความคิดเห็น และ/หรือ ข้อเสนอแนะ



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แบบประเมินเอกสารคำสอน

โปรดกาเครื่องหมายใดหมายเลขที่แสดงน้ำหนักความคิดเห็นของท่าน

1 = น้อย 2 = ค่อนข้างน้อย 3 = ปานกลาง 4 = ค่อนข้างมาก 5 = มาก

1. เนื้อหา

1.1 ความสอดคล้องของเนื้อหากับวัตถุประสงค์ของวิชา

1.2 ความเหมาะสมของเนื้อหากับระดับนักศึกษา

1.3 ความถูกต้องของเนื้อหา

1.4 ความเหมาะสมของการจัดลำดับเนื้อหา

1.5 ความเหมาะสมของการนำเสนอเนื้อหาในบทเรียน

1	2	3	4	5

ความคิดเห็นอื่น :

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

2. การสอน

- 2.1 ความเหมาะสมของขั้นตอนการสอน
- 2.2 ความเหมาะสมของเวลาที่ใช้
- 2.3 ความเหมาะสมของกิจกรรมสำหรับนักศึกษา
- 2.4 ความเหมาะสมของแบบฝึกหัด
- 2.5 ความชัดเจนของคำอธิบายสำหรับผู้สอน
- 2.6 ความชัดเจนของคำสอนสำหรับผู้เรียน

1	2	3	4	5

ความคิดเห็นอื่น ๆ :

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่ 2 ความคิดเห็นเกี่ยวกับวิชา อ.231

โปรดกาเครื่องหมายหน้าคำตอบที่ตรงกับความคิดเห็นของท่าน

1. ท่านคิดว่าสิ่งที่ท่านได้เรียนในวิชานี้ (เนื้อหาวิชา) สอดคล้องกับความต้องการของท่านอย่างไร
 - ก. มาก
 - ข. ค่อนข้างมาก
 - ค. ปานกลาง
 - ง. ค่อนข้างน้อย
 - จ. น้อย
2. ท่านมีความรู้สึกอย่างไรต่อการเรียนการสอนวิชานี้
 - ก. ชอบมาก
 - ข. ค่อนข้างชอบ
 - ค. เฉย ๆ
 - ง. ไม่ค่อยชอบ
 - จ. ไม่ชอบเลย
3. ท่านมีความรู้สึกอย่างไรต่ออาจารย์ผู้สอนวิชานี้
 - ก. ชอบมาก
 - ข. ค่อนข้างชอบ
 - ค. เฉย ๆ
 - ง. ไม่ค่อยชอบ
 - จ. ไม่ชอบเลย
4. ท่านคิดว่าความสามารถในการเขียนภาษาอังกฤษของท่านเป็นอย่างไร เมื่อเรียนจบวิชานี้
 - ก. ดีขึ้นกว่าเดิมมาก
 - ข. ดีขึ้นค่อนข้างมาก
 - ค. ดีขึ้นเล็กน้อย
 - ง. เท่าเดิม

แบบสอบถามความคิดเห็น เกี่ยวกับการเรียนการสอนวิชา อ.231

ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม

โปรดกาเครื่องหมายหน้าคำตอบที่ท่านต้องการ หรือ เขียนคำตอบลงในช่องว่าง

1. เพศ _____ หญิง _____ ชาย _____
 อายุ _____ ปี เป็นนักศึกษาฐานะปี _____ คณะ _____ วิชาเอก _____
2. วิชาภาษาอังกฤษที่เคยเรียนมาแล้ว (เมื่อจบมัธยมศึกษา ทั้งในและนอก มธ.)

3. วิชาภาษาอังกฤษที่กำลังเรียน (ทั้งในและนอก มธ.)

4. ประสบการณ์เกี่ยวกับภาษาอังกฤษ (เช่น เคยเรียนต่างประเทศ เคยเรียนโรงเรียน
 นานาชาติ มีบิดา/มารดา เป็นผู้ใช้ภาษาอังกฤษ เป็นต้น)

5. ท่าน เข้าเรียนวิชานี้
 - ก. ทุกครั้ง (100)
 - ข. บ่อยครั้ง (80-90)
 - ค. ปานกลาง (79-60)
 - ง. ไม่ค่อยเรียน (59-40)
 - จ. เข้าเรียนน้อยมาก (39-20)
6. ท่าน เลือกวิชานี้เพราะ
 - ก. เป็นวิชาบังคับ
 - ข. เห็นว่าเป็นประโยชน์ต่อการศึกษา
 - ค. เห็นว่าเป็นประโยชน์ต่อการประกอบอาชีพในอนาคต
 - ง. อื่น ๆ คือ _____

โปรดประเมินความสามารถของตนเองตามหัวข้อต่อไปนี้ โดยกาเครื่องหมายได้หมายเลขที่แสดง
น้ำหนักดังนี้

5 = มาก 4 = ค่อนข้างมาก 3 = ปานกลาง 2 = ค่อนข้างน้อย 1 = น้อย

1. ความแตกต่างของกระบวนการเขียนที่ท่านใช้ใ
การเขียน ก่อนเรียนและหลังเรียน
2. การพัฒนาด้านวิธีคิดหาข้อมูลที่น่าสนใจเขียน
3. การพัฒนาด้านการใช้ภาษาอังกฤษ

5	4	3	2	1

โปรดเขียนคำตอบลงในช่องว่าง

1. สิ่งที่ท่านชอบที่สุดในการเรียนวิชานี้

2. สิ่งที่ท่านไม่ชอบที่สุดในการเรียนวิชานี้

3. ความคิดเห็นอื่น ๆ /ข้อเสนอแนะ

ขอขอบคุณในความร่วมมือ

ESL COMPOSITION PROFILE

STUDENT

DATE

TOPIC

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE		READER	COMMENTS	




ภาคผนวก ค

เอกสารคำสอน

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

<u>Unit</u>	<u>Type of Writing</u>	<u>Pattern of Development</u>	<u>Topics</u>
1	Describing an event	Chronological Order	(1) My Childhood (2) The Day I Received Bad News
2	Describing a place	Spatial Order	(1) A Favorite Place (2) An Ideal Place to Live
3	Describing a thing	Giving Details	(1) An Article For Sale (2) What I Want to Buy/Order
4	Describing a process	Analytical Order	(1) How to Get An A (2) How to Cook My Favorite Dish
5	Comparing things	Comparison-contrast	(1) Living in Bangkok and Living Upcountry (2) High School Students and University Students
6	Explaining an idea	Exemplification	(1) Adapting to Another Country (2) Advantages of Being a University Student

- | | | | |
|-------|---------------------|--------------|---|
| 7 | Giving reasons | Cause-Effect | (1) Save Our Forests
(2) A Mixed Marriage |
| <hr/> | | | |
| 8 | Expressing opinions | Mixed Order | (1) The Influence of TV
(2) Thailand as a Newly Industrialized Country |
| <hr/> | | | |



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

DESCRIBING AN EVENT

OBJECTIVES

The students are expected to

1. describe an event in writing
2. organize details in chronological order
3. use linking words indicating time order
4. understand the kernel sentence structure
5. know the meaning and usage of some verbs of feeling which are difficult for Thai students

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment they are to do; that is, to describe an event that occurred during their childhood.]

TOPIC 1 : My Childhood

CONTEXT : Most of us still remember what happened when we were young. For some, it's a sweet memory; for others, it may not have been so pleasant. If you wanted to relate your impressions of your childhood, what would you tell?

ASSIGNMENT : You are to write to one of your friends telling him/her about an event that you experienced in your childhood.

STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

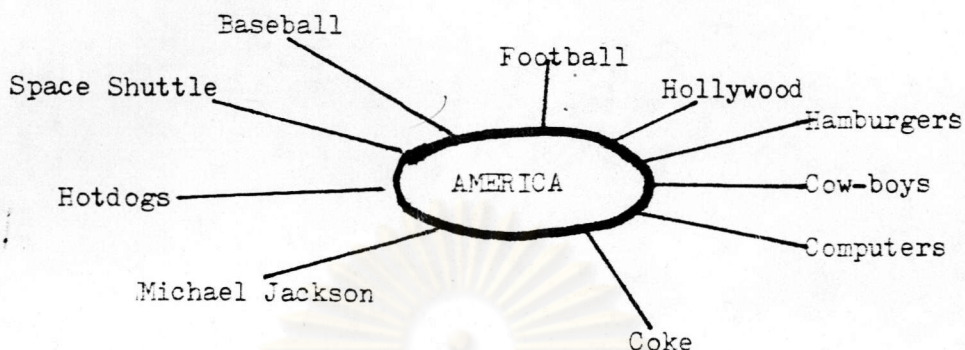
[Teacher gives the following instruction.]

Instruction :

The first stage in the writing process is called brainstorming. Brainstorming involves thinking of as many ideas as you can without worrying about such things as organization or grammar. The purpose of brainstorming is to help free your thoughts, break down mental blocks (the feeling you get when you don't know what to write about), and open your mind to other possible ways of looking at things.

Example:

Suppose the subject we are going to write about is "America." We can think of several things concerning America as in the example below.



[The whole class does Activity 1. Teacher encourages the students to think of as many ideas as they can, and writes the ideas on the blackboard.]

Activity 1

Try to think of as many things as you can about your childhood.

Topic : Childhood

Information :

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

2.1 Instruction : Shaping Information

Now you have a list of ideas or information, but there are too many ideas to put down in your writing. So you have to select some details

to make it do more focused, organized work. Study the following example to see how the information is organized.

Example:

Topic : America

Information :	Football	Hollywood	Hamburgers
	Cowboys	Computers	Coke
	Michael Jackson	Hotdogs	Space Shuttle
	Baseball	Liberty	Texas

From the above list we can select the information which belong to the same group; that is, things that are typical of America.

Football	Coke	Baseball
Hamburgers	Hotdogs	

And the organized plan for this subject is as follows:

TOPIC	FOCUS	INFORMATION
America	Things that are typical of America	Football Hamburgers Coke Hotdogs Baseball

[The whole class does Activity 2. Teacher guides the group to focus their ideas and select the ideas in Activity 1 which are related to the focus. Teacher writes down the focus and selected ideas on the blackboard.]

Activity 2

Organize your list on "Childhood."

Topic : Childhood

Focus : _____

Information :

[Teacher gives the following instruction.]

2.2 Instruction : Pattern of Development (Chronological Order)

In this unit you are assigned to write to your friend. The purpose of your writing is to tell about an event. When we tell a story, we usually arrange details according to the sequence of events, which is called chronological order. Read the following story which is an event reported by an overseas student in London to her friend at home. Discuss how she organized her story.

I must tell you about a car accident I saw yesterday right in the centre of London. It wasn't serious. It just seemed so British, I think. It was about 10:30 in the morning. I was just standing near the lions in Trafalgar Square. I was minding my own business, and enjoying the sun. All of a sudden a car stalled in the middle of the road. Then another car came round the corner and crashed right into the first, while the driver tried to start the car again. Then, of course, the two drivers got out. The middle-aged one looked very upset, but not angry. They began to check the damage to their cars, and to exchange information. In the meantime an enormous traffic jam formed behind them. But, unbelievable as it may seem, no one tooted his horn. The British are so calm! In the end the two drivers shook hands, got into their cars and drove away. The traffic jam slowly cleared up.

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Paragraph Outline

Statement of where and when the incident took place; including the focus of the story.



I must tell you about a car accident I saw yesterday right in the centre of London. It wasn't serious. It just seemed so British, I think.

Description of situation leading up to the incident.



It was about 10.30 in the morning. I was just standing near the lions in Trafalgar Square. I was minding my own business, and enjoying the sun.

Narration of events in the order in which they occurred, showing how the events were caused



All of a sudden a car stalled in the middle of the road.

Then another car came round the corner and crashed right into the first, while the driver tried to start the car again.

Then, of course, the two drivers got out. The middle-aged one looked very upset, but not angry. They began to check the damage to their cars, and to exchange information.

In the meantime an enormous traffic jam formed behind them. But, unbelievable as it may seem, no one tooted his horn. The British are so calm!



In the end the two drivers shook hands, got into their cars and drove away. The traffic jam slowly cleared up.

[The whole class does Activity 3. Teacher guides the class in arranging the events in logical order.]

Activity 3

From your list in Activity 2, make a plan for your writing.

Topic : Childhood

Audience : A Friend

Purpose of Writing : Describing an event

Focus : _____

Order of Information :

3. Language Learning (30 minutes)

3.1 Linking Devices

[Using the previous example, Teacher tells the class to discuss how the writer connects each event.]

I was minding my own business,
and enjoying the sun.



All of a sudden a car
stalled in the middle
of the road.

"All of a sudden" introduces an event that occurs without warning.

All of a sudden a car stalled in the middle of the road.



Then another car came around the corner, and crashed right into the
first, while the driver tried to start the car again.



Then, of course, the two drivers got out.

"Then" introduces an event that occurs "after" another event.

"While" introduces an event that occurs "at the same time as" another event.

They began to check the damage
to their cars, and to exchange
information.



In the meantime an enormous
traffic jam formed behind
them.

"In the meantime" introduces an event that occurs "in the time between the start and end" of another event.

Event 1



Event 2



Event 3



Event 4



In the end the two drivers shook hands, got into their cars and drove away. The traffic jam slowly cleared up.

"In the end" introduces "the last of a number of" events.

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[The whole class does the following exercise; then Teacher gives the answer.]

Exercise

Use one of the linking words you have learned in the above instruction to connect these sentences.

CONNECTORS

then	in the meantime	all of a sudden
while	in the end	

- | | |
|---|---|
| 1. Jeff opened the door very quietly | a. the father hurried to fetch a doctor |
| 2. The mother cooked some soup for the sick child | b. the fire alarm rang |
| 3. The doorbell rang | c. she was bathing the baby |
| 4. I lost my wallet in the street and looked everywhere for it | d. I reported the loss to the police |
| 5. We were having a history lesson | e. he tiptoed into the room |
| 6. At 11 pm. they met in the cellar to share out the stolen money | f. the door burst open and the police rushed in |

[Teacher gives the following instruction.]

3.2 Instruction : Vocabulary

The following words are often used in telling a story. Study their meaning and usage.

1. interest

(1) verb + object + in = ทำให้อินใจ

I want to interest him in the plan so that he will join me.

(2) to be interested in = สนใจ

Korean firms are interested in making investments in Thailand.

(3) interesting = น่าสนใจ

interested = สนใจ

That is an interesting idea.

The interested group asked for the next exhibition.

(4) interest = ความสนใจ

I have no interest in politics.

He is showing an interest in music.

2. excite

(1) verb + object = ทำให้ตื่นเต้น

The story excited the boy very much.

(2) to be excited = ตื่นเต้น

She was very excited when she knew she became "Miss Universe."

4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Kernel Sentence Structure and do the exercises as homework. The answer will be provided at the beginning of the next period.]

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Instruction : Kernel Sentence Structure

A sentence has two main elements:

SUBJECT + PREDICATE (Verb + Complement)

This structure is the core of a sentence. If we have additional information, we can add it through modifiers. Study the following sentences.

(1) The child sucked his thumb.
S PRED

(2) The lonely child sucked his thumb persistently.
MOD MOD

(3) One out of every four American women in the work force can actually expect poverty in her old age.

Exercise : Sentence Structure

Write out the kernel or core of each sentence.

Example: George Washington, the first president of the United States, loved peanut soup.

Kernel : George Washington loved peanut soup.

1. Abraham Lincoln, an extremely persistent man, won the presidency in 1860 after eight election losses in a row.

Kernel : _____

2. Wyoming and Utah have the lowest proportion of single-parent families of all the states in the union.

Kernel : _____

3. According to Volume Feeding magazine, the most popular main dish among Americans is fried chicken.

Kernel : _____

4. In 1893 J. Frank Duryea built the first successful gasoline-engine motor vehicle in America.

Kernel : _____

5. The purpose of the research effort was the identification of "success factors" in effective schools.

Kernel : _____

Exercise : Editing

Correct the underlined errors and add the correct word or punctuation in the place of " ^ ".

A Dream I Remember

Last night I had the interest dream. There was many different colors, and everything looked beautifully. For instance ^ the sky is clear blue, and ^ grass was bright green. I see and knew many people from my childhood in that dream. We walked together and talk as we remembered our pasts. I heard loud music, and I didn't see which the music came ^ . I finally found ^ piano player near ^ rainbow. I feel sorry when I woke up from that dream.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises and also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Teacher asks the class to elect their leader in order to lead the group in doing Activity 4. Teacher lets the class write on their own.]

Activity 4

From Activity 3 in Stage 1 : Prewriting, you made a plan for your writing. Now it's time to write, using the plan and the knowledge you have learned in Stage 1.

STAGE 3 : REWRITING (35-45 minutes)

[After the class finishes their writing, Teacher convinces them that the writing they have just finished is not the final product; it needs to be polished before presenting it to the reader. Thus, REWRITING is another essential step in the writing process. When rewriting, the writer makes changes in both content and language.

The whole class does Activity 5. Teacher helps them in discussion.]

Activity 5

Read the draft you have done in Activity 4, and answer the following questions.

1. Is the focus clear enough?
2. Is there any statement telling what the story is about?
3. Are the details of the event organized in the order in which they occurred?
4. Is there any point which is not clear? And what should be added?

[The whole class does Activity 6 with the group leader leading the class. Teacher also helps in the revision.]

Activity 6

Now revise your draft according to the comment you have done in Activity 5. Also rewrite the sentences and correct the grammatical errors you detect in your draft.

The final draft is what you will get after the revision. It is a polished product.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2. While the students are doing their work, Teacher give advice to each student individually.]

TOPIC 2 : The Day I Received Bad News

TASK : You are to write a short story telling about the day you received bad news. This story will be sent to the Student Weekly, an English magazine for students, for a competition in English writing.

PROCESS :

Stage 1 Make a plan for your story. (First, think of as many related details as you can. Then shape them into appropriate order.)

Stage 2 Write your first draft, using the plan you made in Stage 1.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange the drafts they have written in Period 3 with their peers. Then each student comments on the draft. Teacher tells them to consider both the content and the language of the writing. After finishing, the students give the papers back to their writers.]

2. Stage 3 : Rewriting (60 minutes)

[Each student revises his work according to the reader's comments. In the meantime, Teacher gives advice to individual students. When finishing, the students hand in the final drafts to Teacher for evaluation.]

UNIT 2

DESCRIBING A PLACE

OBJECTIVES

The students are expected to :

1. describe a place in writing
2. organize details according to spatial order
3. use linking words indicating place relations
4. understand the structure of relative clauses
5. know the meaning and usage of some descriptive words

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment: describing a favorite place.]

TOPIC 1 : A Favorite Place

CONTEXT : If you could go anywhere in the world right now, where would you go? There are doubtless several places where you might feel extremely contented, comfortable, stimulated, or free. How would you describe one of them?

ASSIGNMENT : Suppose you are preparing a brochure for tourists who want to visit Thailand. Write about an interesting place in order to encourage them to come and see it.

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STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[Teacher gives the following instruction.]

Instruction

Before you write, try to get ideas by thinking about your readers. Choose a place that will interest them. Think about these questions : What do your readers want to know? What do you want to say?

Perhaps you need to answer the following questions for your readers. Use the questions to find ideas.

Where is it?

Who goes there?

What do people do there? What happens there?

When do people go there?

What does it look like?

What are your feelings about the place? Your opinions?

Your attitudes?

[Teacher divides the class into small groups of 5 students. Each group does Activity 1.]

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Activity 1 : Generating Ideas

Choose the place you want to describe to the tourists. Then think of as many ideas as you can about the place. Use the questions in the instruction as your guide.

Place : _____

Information :

2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

2.1 Instruction : Shaping Information

When we write a description, we have to decide on which aspects to include or ignore. That is, we have to decide on our point of view. This depends on the purpose of our writing. Study the following description and discuss how the writer organized the details.

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Oxford is an exceptionally old university town, on the River Thames, about 60 miles from London. Unlike modern university towns, where you usually find the university on the edge of the town, or on its own campus, Oxford's centre is the university. In the centre you can also find interesting old pubs and paved passages. There are a lot of churches, and one or two really large and interesting buildings, such as the Ashmolean Museum, the 'round library', the Bodleian and the Radcliffe camera. As you leave the centre and go towards the outskirts of Oxford you can see industrial estates and car factory in one direction; and in another, attractive suburbs. There is, in fact, quite a lot of industry in Oxford.

In the description of Oxford, the purpose of the writing is to inform the readers about the factual details of the town. The writer decided to focus his writing on Oxford as an old university town; therefore, the selected details are :

- A. In the centre there are :
 - (1) old pubs and paved passages
 - (2) churches and large and interesting buildings
- B. In the outskirts there are :
 - (1) industrial estates and car factory
 - (2) attractive suburbs

[Each group does Activity 2.]

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Activity 2

From the list in Activity 1 make a decision on the focus of your writing, then select the related details.

Place : _____

Audience : Tourist

Purpose of Writing : To encourage the readers to visit the place

Selected Details :

[Teacher gives the following instruction.]

2.2 Instruction : Pattern of Development (Spatial Order)

In writing a description of place we have to show the relation of one place or feature to another. So we arrange details according to the spatial relationships. Discuss the organization of the description of Oxford.

จุฬาลงกรณ์มหาวิทยาลัย

General setting and
the statement of focus

Oxford is an exceptionally old university town, on the River Thames, about 60 miles from London.

Features described beginning
from the central point
and proceeding outward

Unlike modern university towns, Oxford's centre is the university. In the centre you can also find interesting old pubs and paved passages. There are a lot of churches, and one or two really large and interesting buildings.

As you leave and go towards the outskirts of Oxford you can see industrial estates and car factory in one direction; and in another, attractive suburbs.

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[Each group does Activity 3.]

Activity 3 : Organizing Information

Make a plan of your description, using the list in Activity 2.

Place : _____

Audience : Tourists

Purpose of Writing : To encourage them to visit the place

Statement of Focus : _____

Order of Information :

3. Language Learning

[Teacher gives the following instruction.]

3.1 Instruction : Linking Devices

When we organize our details according to spatial order, we need to use linking words to indicate the relationship of one place to another. For example :

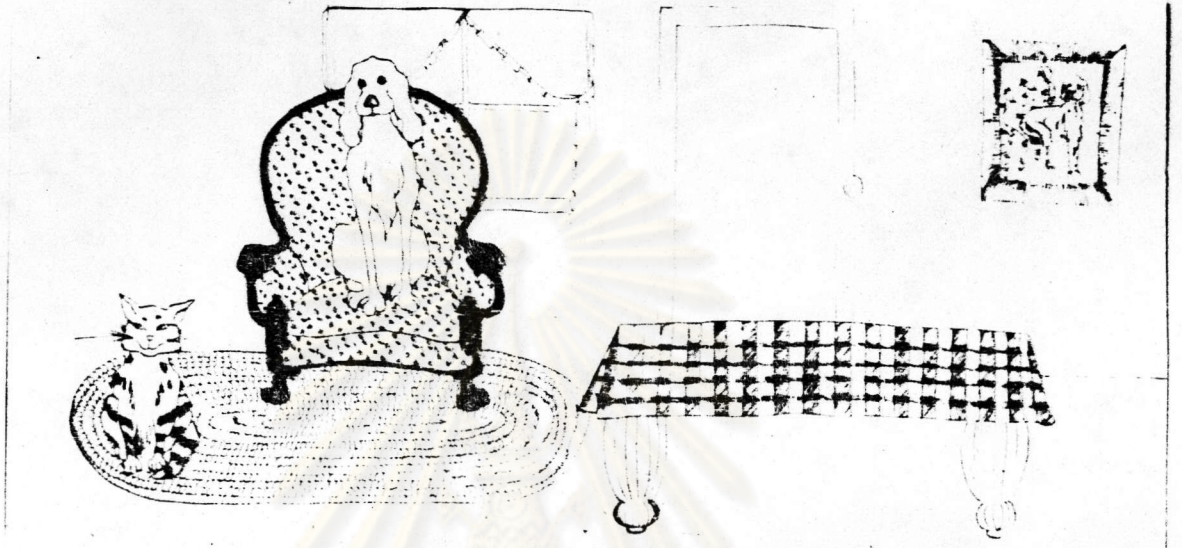
Place Relations	Sentences
Surrounding	<ul style="list-style-type: none"> - The house <u>is set among by rolling hills.</u> <u>is surrounded by</u> - <u>All around</u> (there) are rolling hills.
Near	<ul style="list-style-type: none"> - <u>In the distance</u> (there) is a church. - <u>A little way of</u> is a church.
On each side	<ul style="list-style-type: none"> - To the <u>left</u> of the house, there is a tree. <u>right</u> - <u>Near</u> the house there is a tree. <u>Next to</u> <u>In front of</u> <u>To the rear of</u> <u>Beyond</u>
Up Down	<ul style="list-style-type: none"> - <u>On the hillside</u> there is a tree. - <u>In the valley</u> there is a village. - <u>At the top of the cliff</u> there is a firehouse. - <u>Below the house</u> there is a stream.

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[The whole class does the following exercise.]

Exercise

Look at the picture below and describe where everything is in relation to the dog. Fill in the blanks with the connectors given in the box.



around, near, next to, beside, in front of, behind, by, at the right, at the left, under

- _____ . the dog is a window.
- _____ . the dog's chair is a rug.
- _____ . the dog is a chair.
- _____ . the dog is a door.
- _____ . the dog is a table.
- _____ . the dog is a cat.



3.2 Vocabulary

[Teacher divides the class into 3 groups. Then each group does each description in the exercise. After finishing, each group presents the answer to the class. Teacher gives the answers of each description.]

Exercise

Read the following descriptions of places and list the words used in describing each place.

Description 1

The Central City Hotel is the largest and the best hotel in Central City. Because all the movie stars and politicians stay at the Central City Hotel, the hotel's parking lot is always filled with large and expensive cars. People who stay at the hotel like it because they can play tennis on the roof, or they can take walks through the many green trees in the park on one side of the hotel. When they want to go inside, there is a doorman to open the building's big brass doors for them. In front of the brass doors, there are white steps and a red carpet. The first floor is made out of gray bricks. The rest of the hotel is made out of shiny steel and glass.

The words describing the Central City Hotel are : _____,
_____.

Description 2

The cottage is delightful - it's in a small village in the middle of rich rolling countryside. There's an apple orchard at the back, and a small garden at the front which runs down to a small stream and a wooden bridge. All around, there are gentle hills, cornfields and meadows. It really is beautiful and peaceful.

The words describing the cottage are : _____, _____,
_____.

Description 3

My home is an old but comfortable building near the downtown area in the capital of my country. It is centrally located near my school, the bus lines, several parks, and a museum. The people in the neighborhood are friendly and cooperative. There is very little crime, pollution, or danger there, and children are often found playing on the less-traveled streets. There are small markets and shops within walking distance and larger department stores and a shopping center less than ten blocks away.

The words describing "My home" are : _____, _____.

4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Relative Clauses and do the following exercises. The answers will be given later in the next class period.]

Instruction : Relative Clause

When two sentences have a common noun, the second sentence may be used to modify the noun in the first sentences. The modifying sentence is turned into a relative clause and placed after the noun it modifies.

Example :

(1) The tourists can go to the bank.

(2) The bank is on Main Street.

The tourists can go to the bank which is on Main Street.

(1) The person wrote that book.

(2) The person had some wild ideas.

The person who wrote that book had some wild ideas.

(1) You can see the Kabuki theatre.

(2) Men play all the women's parts in the Kabuki theatre.

You can see the Kabuki theatre where men play all the women's parts.

Exercise : Sentence-Combining

Combine the sentences in each set into a single sentence with at least one relative clause.

1. Success encourages the repetition of old behavior.
Success is not merely as good a teacher as failure.

2. The buffalo almost died out.
The buffalo once roamed the great plains.

3. The Taj Mahal is one of the most beautiful buildings in the world.
The Taj Mahal immortalizes the love of the emperor Shah Jahan for his favorite wife.

4. The first typewriter was invented in 1714 by Henry Mill.
The first typewriter was not very practical.
Henry Mill lived in England.

5. Bushido is the traditional code of honor of the samurai.
Bushido is based on the principle of simplicity.
Bushido is based on the principle of honesty.
Bushido is based on the principle of courage.
Bushido is based on the principle of justice.

Exercise : Editing

Correct the underlined errors and add the correct word(s) or punctuation in the place of " ^ ".

My favorite place is ^ isolated beach on my country's coast. It is about ten kilometers far from ^ picturesque little town which usually I am stopping to pick ^ supplies and get informations about conditions at ^ beach. Between ^ town and the beach are a thin dirt highway ^ has a lots of curve and steep hill. To drive as fast that we can be able to go in our old jeep is danger, but we laugh and shouting most of ^ way. The occasional cow or wild animal who we come across it just look ^ us as if we were crazy and then nervously jump out of our path.

PERIOD 2 (90 minutes)Language Review (15 minutes)

[Teacher gives answers of the exercises and discusses some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Each group, who did Activities 1-2-3, does Activity 4.]

Activity 4

Using the plan you wrote in Activity 3, write a description of a place which you want to encourage tourists to visit.

STAGE 3 : REWRITING (35-45 minutes)

[Each group exchanges drafts; and then does Activity 5.]

Activity 5

Make comments on the description you have received, using the following questions as your guide.

1. Is there a statement telling the focus of the description?
2. Is there any detail which does not support the focus?
3. Is the description clear enough for the reader to get the picture of the place? If not, what should be added?
4. After reading the paper, does the reader want to visit the place? If not, why?

[When getting the paper back, each group does Activity 6.]

Activity 6

Read your own draft and

- (1) revise the content as recommended by the reader's comments in Activity 5
- (2) revise the sentences to make them exact and clear
- (3) correct the grammatical errors

When you finish the revision, present your final draft to the class.

[The whole class discusses each description presented. Teacher guides the discussion with questions concerning content, organization and language.]

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2. While the students are doing their work, Teacher gives advice to individual students.]

TOPIC : An Ideal Place to Live

TASK : You are to write to an English journal expressing your ideas concerning an ideal place to live. Use your imagination freely and try to give a clear picture to the readers.

PROCESS :

Stage 1 Make a plan of what you are going to write about. Be sure to focus your description and carefully select the supporting details.

Stage 2 Write your first draft. Don't forget to connect ideas with linking devices.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts done in Period 3 with their peers. Then each makes comments concerning the content, the organization, and the language.]

2. Stage 3 : Rewriting (60 minutes)

[Each student revises his writing according to the reader's comment. In the meantime, Teacher gives advice to the students individually. When finishing, the students hand in their final drafts to Teacher for evaluation.]



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จุฬาลงกรณ์มหาวิทยาลัย

DESCRIBING A THING

OBJECTIVES

The students are expected to :

1. describe an object in writing
2. organize details of the description
3. use linking words to add information
4. understand the structure of modifiers
5. know the meaning and usage of some descriptive words

TEACHINGPERIOD 1 (90 minutes)

Teacher informs the students about the assignment—writing a description of an article for sale.

TOPIC : An Article for Sale

CONTEXT : Our country is about to become a NIC (Newly Industrialized Country), and so trading with foreign countries is necessary. When you want to sell your product to foreign customers, you have to give them a detailed description of the product. What would you tell them?

ASSIGNMENT: You are to prepare a description of a product to be presented in a company's catalog.

STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[Teacher gives the following instruction.]

Instruction

When you describe something, you are usually trying to give your reader an exact and detailed impression of something in your experience. So you are to think of different aspects of the object. Study the following description of a portable radio.

The 'Harmony' from Japan costs £ 260. It is the largest model which weighs 7 kg. It also has the best reception and sound quality.

The given information is :

Name of model	: Harmony
Country of origin	: Japan
Price	: £ 260
Size	: large
Weight	: 7 kg.
Reception	: best
Sound quality	: best

[Teacher divides the class into 2 groups. Each group does Activity 1.]

Activity 1

First decide which product you will write about. Then think about the details that will help the customers to picture it.

Article : _____

Details :

2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

Instruction : Pattern of Development (Giving Details)

In a description we give lots of details. The details must be organized somehow. Read the following description and discuss how the details are organized.

My Favorite Car

The Trans Am is my favorite car for many reasons. First of all, this car is the most beautiful car of all because it is shinier and more colorful than the others. It looks better than other cars because it has a picture on the hood—a Phoenix. Not only that, the Trans Am is faster than most other cars. It is also the best car for winning a race. In addition, the Trans Am is one of the strongest American cars. It is less dangerous than other cars because it has harder metal on the outside and its engine is the most powerful of all. To conclude, there are many cars on the road, but the best one of all is the Pontiac Trans Am.

Article/Object : Car

Name of Model : Pontiac Trans Am

A. Beautiful Appearance

(1) shinier

(2) more colorful

(3) picture on the hood

B. Fast Speed

C. Strong Car

(1) hard metal

(2) powerful engine

You will see **that** the details are grouped under 3 headings :

(1) Beautiful appearance (2) Fast speed (3) Strong Car

[Each group does Activity 2.]

Activity 2 : Organizing Information

Make a plan of your description by dividing the details (in Activity 1) into groups.

Article : _____

Audience : customers

Purpose of writing : To present facts

Details :

3. Language Learning (30 minutes)

[Teacher gives the following instruction.]

3.1 Instruction : Linking Devices

When you write about several items, you need to connect them in some way. Connectors of addition are used when listing items or connecting the same idea. Such connectors are :

and, in addition, what is more, on top of that,
furthermore, moreover, not only that, besides that,
also

Study how the writer connects his ideas in the description of "My Favorite Car."

APPEARANCE

First of all, this car is the most beautiful car of all because it is shinier and more colorful than the others. It looks better than other cars because it has a picture on the hood—a Phoenix.

SPEED

Not only that, the Trans Am is faster than most other cars. It is also the best car for winning a race.

STRENGTH

In addition, the Trans Am is one of the strongest American cars. It is less dangerous than other cars because it has harder metal on the outside and its engine is the most powerful of all.

[The whole class does the exercise on linking devices. Teacher gives the answers.]

Exercise

Fill in each blank with a connector of addition.

- There are different things in my classroom. The furniture in this room is comfortable. The desks and chairs are near one another. _____, there are many pictures on the wall. I like the map of the world because it is beautiful. _____, the windows in my classroom are big _____ clean. There are pretty curtains on them. I am in class every day, thus, I like to look at the things in my classroom.

2. Generally speaking, English is a difficult language for me to learn. For example, vocabulary is a problem. Sometimes several words like "thin," "slender," "skinny," or "slim" have almost the same meaning. How can you tell which word to use? Pronunciation is hard, _____.
- My tongue will not make sounds such as "th," "g," and "k." _____, writing presents a whole group of different obstacles: grammar, word order, and spelling. These are only some of the difficulties I have with this language.

[Teacher gives the following instruction.]

3.2 Instruction : Vocabulary

When you describe objects, you need language in the following categories :

Measurements (eg., width/height/length/depth/area/volume/weight/

Shape (geometric—e.g. triangular, oval
informally-expressed—e.g. egg-shaped)

Color (pure—e.g. yellow, purple
combinations—e.g. red-dy-brown
gradations—e.g. lightish-green, off-white)

Texture of surfaces (e.g., smooth, ridged, bumpy)

Pattern and decoration (e.g., floral, striped, criss-crossed)

Material (e.g., wooden, brass, denim)

Physical properties (e.g., transparent, hard, brittle)

Position (part—e.g., bottom, end, upper-edge
relational position—e.g., on, by, near, inside)

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[The whole class does the following exercise together. Teacher gives the answers.]

Description 1

The fresh new leaf that I hold in my hand I have just picked from a nearby oak tree. The edges of the underside of the leaf prick my palm. They are jagged edges that curve in tight, symmetrical swoops to short, stiff points, like tiny needles or delicate cat claws. Veins lead back from each of the points to the center stem of the leaf. When I hold the leaf up against the sky by the end of the stem, I can see that the shape of the leaf is like the shape of the tree from which it came, the stem like the trunk of the tree, the veins its branches. When I turn the leaf over, it becomes a little boat. The veins are the ribs of the boat, the stem an inverted keel. The leaf is not dark green and brittle, like the old growth on the tree, nor have caterpillars crawled over it, leaving holes. It is a bright, avocado color, unspoiled in any way, a light and pliant little boat such as a child might play with on a pond. It smells faintly like an acorn.

Descriptive Words :

leaf : _____

 edge : _____

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Description 2

The antique clock I recently purchased for my living room is appealing to me primarily because of its simplicity and age. It has a plain oak case and a large, easy-to-read face. It has black, hand-painted Roman numerals, and its brass hands are also handmade. Protecting the face of the clock is a simple glass cover that is opened once a week when the clock must be wound. A plain, unencased pendulum of brass, fastened to a short piece of wood, swings from beneath the face of the clock. From a distance, the clock appears to be in perfect shape, but when I approach it closely, I can see that time has worn away some of its original appearance. The hands are bent a little out of shape, the white of the face is cracked, and the black numerals are chipped in several places. The old clock was once a school clock, and as I watch the slow swinging of its pendulum and listen to its regular ticktock, I can imagine how it must have lulled the pupils of some country school to sleep a century ago.

Descriptive Words

Clock : _____

- The clock has (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____
 (6) _____

hands : _____

pendulum: _____

4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Modifiers and then do the following exercise. The answers will be given later in the next class period.]

Instruction : Modifiers

When we describe an object, we have to inform the reader of the details of the thing. In writing, we use words that modify key words. We can modify words in several ways.

1. Adjectives

an aggressive team

a little problem

the polished wooden desk

old-fashioned blackberry pie

a well-organized and well-stocked shop

2. Adverbs

I tiptoed quietly into the room.

The theater was consistently rated the number one show in the early years of television.

3. Phrases

Johnson, a skilled tailor, made most of his own clothes.

George Washington, the first president of the United States, loved peanut soup.

The workers at the Community Food Bank gather a rich variety of surplus and unsalable food.

My sister, discouraged by the long hours and low pay, finally quit her job.

Standing on the roof of my apartment building, I watched the sun rising through the clouds.

4. Clauses

An older person who tries to act and dress like a teenager is often an object of ridicule or pity.

Television's most overwhelming characteristic, which makes it the greatest shared popular experience in the world, is the size of its audience.

Exercise

Underline the modifier in each sentence and draw an arrow pointing to the word it modifies.

1. One cup of chocolate ice cream equals 300 calories.
2. John F. Kennedy, a graduate of several speed-reading courses, could read almost 2000 words a minute.
3. The most common name within the boundaries of France is Martin.
4. In 1981 the number of foreign tourists in the United States exceeded the number of American tourists in foreign countries for the first time in the memory of record-keepers in the travel industry.
5. Oxygen, which is colorless, tasteless, and odorless, is the chief life-supporting element of all plant life.

Exercise : Editing

Correct the underlined errors and add the correct word(s) or punctuation in the place of " ^ ."

A most strike feature about Van Gogh's famous painting "The Bridge at Arles" are the sense ^ calm it project. ^ light-blue sky behind a bridge is clear ^ the nearby trees is straight and unmoving, and the man in a horse-draw cart are leisure crossing the bridge. Even the women scrub clothes in the stream beneath a bridge seem ^ be working contentedly. The half-sinking boat in the foreground invite the mind as well. ^ the eye to a peace submersion in the gentle rippling water. The colors in a painting is notice, too, and contribute to the calm of the whole.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises and also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Each group does Activity 3.]

Activity 3

With the plan you already have, write the description of the thing you want to sell.

STAGE 3 : REWRITING (35-45 minutes)

[The two groups exchange their drafts written in Activity 3. Then each group comment on the draft as suggested in Activity 4.]

Activity 4

Read the draft you have received and comment on the following points:

1. Does the writer give enough details for the reader to know what the product is? If not, what else do you want to know?
2. Are the presented details organized in an appropriate order? If not, which point is not well organized?
3. After reading the description, what is the impression you get of the product?

[When getting the paper back each group does Activity 5.]

Activity 5

Read your draft and

- (1) revise the content as recommended by your reader
- (2) revise the sentences
- (3) correct the grammatical errors

Then, give your final draft to the teacher.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2. While the students are working, Teacher gives advice individually to the students.]

TOPIC 2 : What I Want to Buy/Order

Task : You are to write to your aunt-in-law who is an English woman living in London. You want to ask her to buy you a particular thing; so you are to give her the description of that object as clearly as possible.

PROCESS :

Stage 1 Choose the object you are going to write about. Then make a plan of how you are going to organize your writing.

Stage 2 Write your draft following the plan in Stage 1.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts done in Period 3 with their classmates. Then each comments on his peer's writing.]

2. Stage 3 : Rewriting (60 minutes)

[After they get their writing back, the students do the revision while Teacher gives advice to individual students. After finishing, the students hand in their final drafts to Teacher for evaluation.]



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UNIT 4

DESCRIBING A PROCESS

OBJECTIVES

The students are expected to

1. describe a process in writing
2. organize details according to chronological or analytical order
3. use linking words signaling the steps in a process
4. understand the structure of verb modifiers
5. know the meaning and usage of words and expressions concerning studying

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment—describing a process of how to get an A.]

TOPIC : How to Get an A

CONTEXT : To get good grades is what most students want. It is not easy since it requires some effort. How people get an A in a course of study is quite interesting. If we know the strategy, will it be possible to get good grades too?

ASSIGNMENT: You have found what good students do in order to get an A in a course. So you want to tell other students about your finding by writing to the Student Weekly, which is an English magazine for students.

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STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[Teacher asks the students who have ever received an A in any course, and then groups them together as informants. Later, Teacher assigns the other students to interview these informants about what they did to get an A. After that, the interviewers do Activity 1.]

Activity 1

Make a list of the information which you got from the interview.

List of Information

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

Instruction : Pattern of Development (Analysis)

There are two ways of describing a process. One emphasizes the chronological steps and the other focuses on the principles or the analysis of the process.

[Teacher tells the students to read the examples provided in the sheet; then the class discusses how the writers organized their ideas.]

1. Chronological Steps

How to Braid Hair

It is not difficult to braid hair. First, brush the hair until it becomes smooth. Second, separate it into three sections. Then, take the first section in your right hand and the third section in your left hand. After that, put the first section over the second. Next, place the third section between the first and second. Then, repeat the action until most of the hair is braided. Finally, tie the remaining hair with a band.

How to braid hair.

- Step 1 : Brush the hair until it becomes smooth.
- Step 2 : Separate the hair into three sections.
- Step 3 : Take the first section in your right hand and the third section in your left hand.
- Step 4 : Place the third section between the first and second.
- Step 5 : Repeat the action until most of the hair is braided.
- Step 6 : Tie the remaining hair with a band.

2. Analysis

How to Learn English

In order to learn English it is important to do three things. First, students must study very seriously without wasting time. Indeed, good English students are hard workers. Second, language learners should speak English carefully. In other words, they had better not become lazy by speaking their native language. Third, students of English ought to read many different books. Reading is good for vocabulary and is useful for improving comprehension. It is difficult to learn a language; accordingly, a person can learn English very fast by doing these things.

To learn English students must do three things.

1. Students must study very seriously without wasting time.
 - 1.1 Good English students are hard workers.
2. Language learners should speak English carefully.
 - 2.1 They had better not be lazy by speaking their native languages.
3. Students of English ought to read many different books.
 - 3.1 Reading is good for vocabulary and is useful for improving comprehension.

From the two examples, we can see that if we want the reader to learn how to do something, we should present the information in chronological steps, which she can follow step by step. But if we want to inform the reader how something is done without giving exact or complete steps, we will present an analysis of the process.

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[Teacher divides the class into 2 groups. Group 1 uses chronological order; Group 2 analytical order. Each group does Activity 2.]

Activity 2 Organizing Information

Look at the information you got from the interview, decide how you will present it to the reader: chronological steps or analysis. Then organize the information into an appropriate sequence.

Topic : How to get an A

Audience : Students

Information :

3. Language Learning (30 minutes)

[Using the previous two examples, Teacher asks the students to point out how the writers connected the ideas.]

3.1 Instruction : Linking Devices

When we describe the process step by step, we usually signal each step with words indicating the sequence, like first, second, third, next, after that, finally. Study the examples.

Example 1

How to Braid Hair

Statement indicating
what is going to be
done

It is not difficult to braid hair.

First , brush the hair until it
becomes smooth.

Second , separate it into three
sections.

Then , take the first section in
your right hand and the third section
in your left hand.

After that , put the first section
over the second.

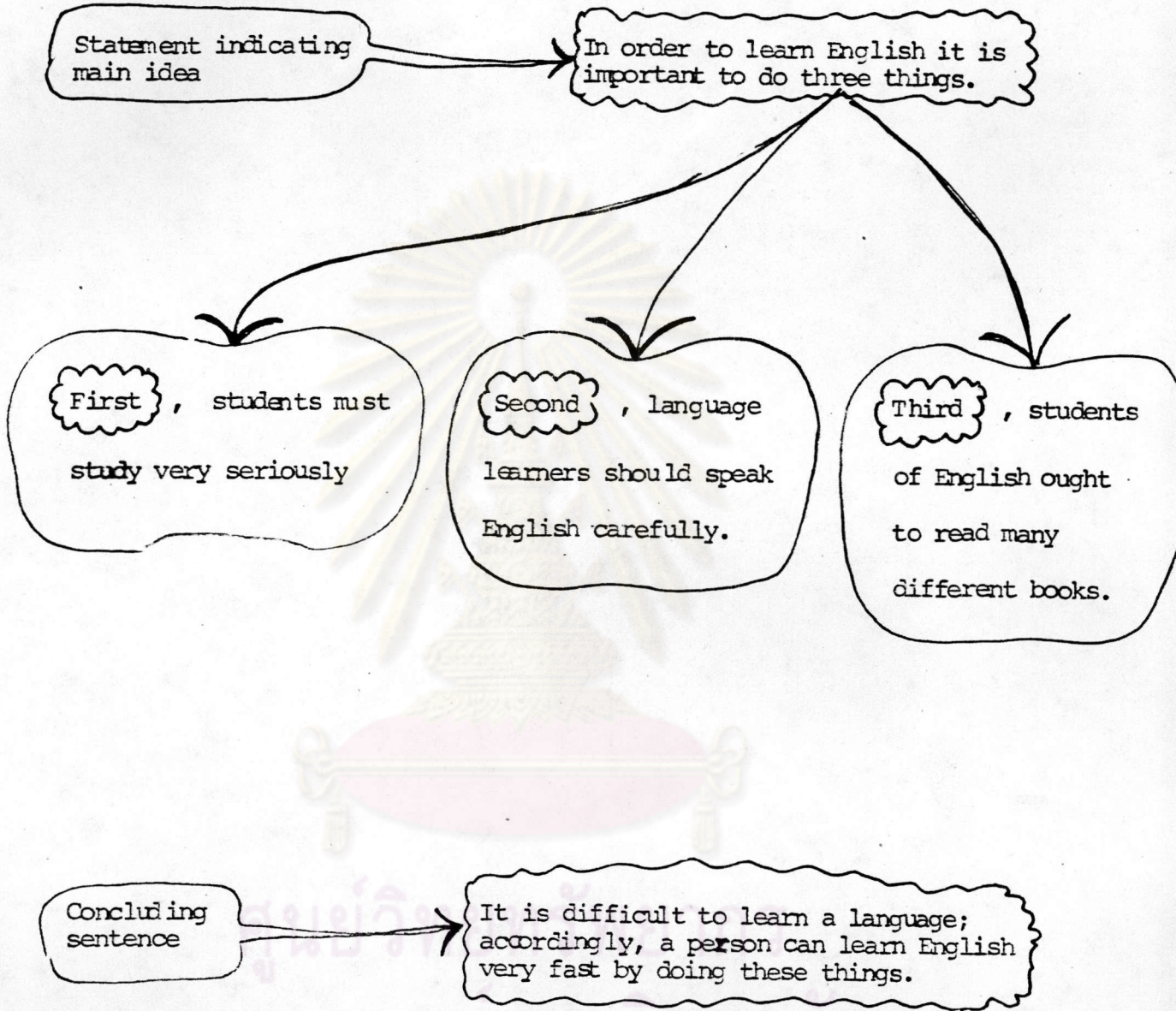
Next , place the third section
between the first and second.

Then , repeat the action until
most of the hair is braided.

Finally , tie the remaining hair
with a band.

Example 2

How to learn English



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[Group 1 does Exercise 1 and Group 2 does Exercise 2.]

Exercise

Fill in each blank with an appropriate linking word.

1.

first, finally, then, next, after that

When you follow these directions, it is easy to find my house. _____, take the subway three stops and get out at West 4th Street. _____, cross the tracks and get on the next D train to Kings Highway, which is seven more stations. _____, go upstairs and head for the bus stop which is right outside the station. _____ ride the No.7 bus until Sheephead Bay and get off there. Start to walk north for three blocks and turn left. _____, continue left for one block until the traffic light, where you will see my house. Call me if you get lost!

2.

finally, second, next, after that, first

To get the most out of his textbooks, a student should follow several steps very carefully. _____, he should make a preliminary survey of each book to get a general idea of what the book contains. _____, he should read for deeper understanding and formulate questions as he reads. _____, he should make notes of the major points of each chapter. _____, he should test himself to be sure that he can answer questions likely to be raised in class in class and in examinations. _____, he should review his notes and reread any parts of the book that are unclear to him.

[Teacher gives the following instruction.]

3.2 Instruction : Vocabulary

1. Modals

When we tell someone to do something, we use modals to add meanings. Study the modals used in the following context.

MODALS IN CONTEXT

Advice: Pedro has many problems and Pierre gives him advice.



[The whole class does the following exercise. Teacher gives the answers.]

Exercise

Fill in each blank with an appropriate modal.

must, have to, should, ought to, had better, can

The Students' Problem

Students _____ avoid problems in the United States if they are careful. First, they _____ check all of their papers with immigration, and they _____ not wait a long time before they do that. Furthermore, they _____ renew their passports; otherwise, they will have difficulties when their passports expire. Next, foreign students _____ study hard; i.e., they _____ not be lazy. In other words, they _____ try to do their best in school. Finally, people from other countries _____ respect American laws. They _____ not to do anything illegal in this country. In conclusion, it is easy for foreign students to have a good life in the United States if they are not careless.

[Teacher gives the following instruction.]

2. Words about studying

(1) Study vs Learn

Both "study" and "learn" mean "เรียน" but they cannot be used interchangeably. Study the meaning in each context in the following examples.

Examples:

Somchai studies hard in order to get a scholarship.

He is studying the present Thai economy because he is going to give a speech on "Thailand as a NIC".

Many politicians used to study at Thammasat University.

My brother studied late last night.

The baby is learning to swim.

She is learning to be a dancer.

You should learn this list of words by tomorrow.

His mother learned of her son's success in the newspapers.

(2) Expressions

- I want to take a course in Business Administration so that I can manage my own business more efficiently. (เรียนวิชา)
- The teacher told us to attend class regularly. (เข้าเรียน)
- Somsri decided to major in Psychology. (เรียนวิชาเอก)
- He failed the English composition class because he often cut class. (ไม่เข้าเรียน)
- Finally, he dropped the course. (ถอนวิชาเรียน)

4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Verb Modifiers and then do the following exercises. The answers will be given in the next class period.]

Instruction : Verb Modifiers

When we want to tell how an action was done, we add a word or words to modify the verb.

1. Adverbs

Read it carefully and try to get the main point.

You should gradually pour milk into the mixture.

2. Phrases

He dropped his wallet in a careless manner.

The scientist illustrated his lecture with slides.

He checked the stock market reports to see if his stocks had gone up.

The students stand near the window to do deep-breathing exercises.

He sat there staring at the wall.

Depressed by the news, she took a tranquilizer to quiet her nerves.

3. Clauses

She was reading a book while the dinner was cooking. (time)

We live where the road crosses the river. (place)

He was crying because he failed the exam. (cause)

We will stay home if it rains. (condition)

Exercise : Verb Modifiers

Underline the verb modifiers in the following passage and discuss the effectiveness of each modifier.

THE SECRET TECHNIQUE : THE PENCIL

A technique that has never failed any student over the past twenty years is the simple, humble pencil technique. The technique is this: Whenever working to learn, always study with a pencil in hand. For example, if you are taking notes on a textbook chapter, stop after reading several paragraphs and very briefly, in your own words, write the key points made by the author. If, after reading several paragraphs, no words come to you, then you have no other recourse than to go back and read the passage again. This time, read with determination and concentration, to make sure that you learn the key points. The secret: activity promotes, almost ensures, concentration. The pencil provides the activity!

Exercise : Sentence Combining

Rewrite the following paragraph by combining sentences. Use appropriate connectors and correct pronoun references.

We can divide the actual cooking into three stages. The three stages take about an hour and a quarter. Chop the onion finely. Cook the onion and the meat in the skillet until the meat is browned. The meat should be loosened into small pieces. Add the beans and the tomato soup. Let the mixture boil over low heat for about ten minutes. The final step takes the longest. In the cup, mix the things. The things are two tablespoons of chili power, a tablespoon of flour, a teaspoon of salt, and three tablespoons of water. The mixture resembles a smooth paste. Stir the mixture into the mixture in the skillet. Turn the heat down very low. Let the chili just simmer for forty-five minutes. You will have to stir the chili frequently to keep the chili from burning.

Exercise : Editing

Correct the underlined words and add the correct word or punctuation in the place of " ^ ".

I think I discover three rule for make friends in ^ foreign country. My first rule is that you ^ say the opposite ^ what I really feel. For example ^ when you first arrived I was tired and uncomfortable ^ but I realize that when peoples asked you how I was getting along, he really only wanted to hear how excite I was and how pleasant everything are. When acquaintances smiled and asked you how I liked the food, he really wanted me to tell him the lie ^ I loved hamburgers. And when they past me on the street and asked, "How are you?" the last thing he wanted is for me to tell them I have a headache. So my guideline became: Say ^ opposite of what I mean.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises and explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Group 1 and Group 2 do Activity 3.]

Activity 3

Using the plan you made in Activity 2, write a paragraph telling how to get an A. Your purpose is to present the information to other students who read the Student Weekly.

STAGE 3 : REWRITING (35-45 minutes)

[Group 1 and Group 2 exchange their drafts. Then each group does Activity 4.]

Activity 4

Make comments on the following points.

(For the paper describing a process step by step)

After reading the paper, can you do the activity by following the mentioned steps? If not, which step is not clear? And what should be added?

(For the paper presenting an analysis of a process)

- . Is there a statement telling you the focus of the writing?
- . Does each detail logically support the focus of the writing?
If not, which one? And why not?
- . In each point, did the writer present enough information?
If not, which one? And what should be added?

[After getting their drafts back, each group does Activity 5.]

Activity 5

Revise the content of your draft according to the comments of your reader. Then revise the sentences and correct the errors found in your writing.

Hand the final draft to the teacher.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2; while Teacher gives advice individually.]

TOPIC 2 : How to Cook My Favorite Dish

TASK : You are to write to your penfriend about your favorite dish. Tell him/her the process of cooking the dish so that he/she can do it himself/herself. Therefore, your explanation must be clear enough for your reader who is a foreigner.

PROCESS :

Stage 1 Choose the dish which you like best and which you know how to cook well. Make a plan for your description.

Stage 2 Write your draft. Don't forget to use linking devices to signal the steps in the process.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts, then each comments on the draft he has received. Teacher tells the students to put emphasis on the content-- whether the process is clear to them. After finishing their comments, the students give the drafts and the comments back to the writers.]

2. Revising (60 minutes)

[Each student revises his work according to the reader's comments. In the meantime, Teacher gives advice individually. After that, the final drafts are presented to Teacher for evaluation.]

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COMPARING THINGS

OBJECTIVES

The students are expected to :

1. write the comparison of two things
2. organize details of the objects compared
3. use linking words indicating similarities and differences
4. understand the structures of comparisons
5. know the meaning and usage of some words to be used in the topic "Life Style."

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment - to write about the two life styles: living in Bangkok and living in the country.]

TOPIC : Living in Bangkok and Living Upcountry.

CONTEXT : It can be assumed that people living in different places have different life styles. But, in fact, some may recognize the similarities of life in different places.

ASSIGNMENT : You are to write to your American cousin telling him/her about life in Bangkok and life in upcountry.

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STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[The whole class does Activity 1 while Teacher helps encourage their thinking.]

Activity 1

Think of all the possible differences and similarities between life in Bangkok and life in upcountry.

Similarities

_____	_____
_____	_____
_____	_____
_____	_____

Differences

_____	_____
_____	_____
_____	_____
_____	_____

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2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

Instruction : Pattern of Development (Comparison - Contrast)

When we compare two things, we can make our description clear by discussing the things they have in common and the things which they do not share. The "similarities", the things in common, will express "comparison." The "differences," the things not in common, will express "contrast."

There are two models for a comparison-contrast paragraph. An item-by-item comparison focuses on the things being compared and contrasted; a point-by-point comparison focuses on the features of each of the two things.

[Teacher tells the students to study the two examples and discuss on how the writers organized their writing.]

Example 1 : Item-by-Item Comparison

Memo

To : J.M. Brown, Student Housing Office
 From : Philip Patterson
 Re : Available student accommodation

(1) The Varsity and Towers were checked this morning (August 27) and compared regarding age, rent, facilities, etc. (2) The two apartments are quite different. (3) The Varsity is new and therefore clean and in excellent condition. (4) The rent is \$300 per month. (5) Facilities include a pool, sauna, party room, laundry room, and access to golf and tennis. (6) Neither children nor pets are allowed so the building is quiet. (7) The Towers, on the other hand, is fifteen years

old. (8) As a result, it is getting run-down although it is very clean. (9) The rent is lower than the rent at The Varsity: \$200 compared with \$300. (10) There are fewer facilities at The Towers, just a laundry room and party room. (11) Unlike The Varsity, The Towers allows children and pets; as a result, the building is noisier. (12) I believe both buildings are suitable for our students; budget and tolerance of noise would be determining factors in apartment selection.

Its outline is as follows :

Focus : The two apartments, Varsity and Towers, are quite different.

I. The Varsity

A. Age-condition : new and in excellent condition

B. Rent : \$300 per month

C. Facilities : several

D. Children and Pets : not allowed; quiet

II. The Towers

A. Age-condition : 15 years old, getting run-down but clean

B. Rent : \$200

C. Facilities : fewer

D. Children and Pets : allowed noisier

Example 2 : Point-by-Point Comparison

Memo

To : J.L. Brown, Student Housing Office

From : Philip Patterson

Re : Available Student Accommodation

(1) The Varsity and Towers were checked this morning (August 27) and compared regarding age, rent, facilities, etc. (2) The two apartments are quite different. (3) The

Varsity is new and therefore clean and in excellent condition; The Towers, on the other hand, is fifteen years old and starting to get run-down, although it, too, is very clean.

(4) The rent at The Varsity is higher than the rent at The Towers: \$300 compared with \$200. (5) While The Varsity has many facilities (a pool, sauna, party room, laundry room, access to tennis and golf), The Towers has only a laundry room and party room. (6) The two apartments also differ regarding children and pets. (7) The Varsity doesn't allow them and The Towers does. (8) As a result, The Varsity is quieter than The Towers. (9) I believe both buildings are suitable for our students; budget and tolerance of noise would be determining factors in apartment selection.

Its outline :

Focus : The two apartments, The Varsity and The Towers, are quite different.

A. Age-condition

1. The Varsity : new and in excellent condition
2. The Towers : 15 years old, getting run-down but clean

B. Rent

1. The Varsity : \$300
2. The Towers : \$200

C. Facilities

1. The Varsity : many
2. The Towers : few

D. Children and Pets

1. The Varsity : not allowed → quieter
2. The Towers : allowed → noisier

[Divide the class into 2 groups. Both do Activity 2; Group 1 uses the item-by-item comparison while Group 2 uses the point-by-point comparison.]

Activity 2

From the list of similarities and differences you have made in Activity 1, make a decision on the focus of your writing—what you want to emphasize about the two life styles: similarities or differences. Choose the pattern of development: item-by-item or point-by-point before you make a plan.

Topic : Living in Bangkok or Living upcountry

Audience : American cousin

Focus : _____

Order of Information :

3. Language Learning (30 minutes)

[Teacher tells the students to discuss on the linking devices used in the two examples.]

3.1 Instructions : Linking Devices

Study how the writer connects his ideas.

Example 1

Statements introducing that the paragraph will contrast the two apartments.

The Varsity and Towers were checked this morning (August 27) and compared regarding age, rent, facilities etc. The two apartments are quite different.

Comparison

I. The Varsity

The Varsity is new and therefore clean and in excellent condition. The rent is \$300 per month. Facilities include a pool, sauna, party room, laundry room, and access to golf and tennis. Neither children nor pets are allowed so the building is quiet.

II. The Towers

The Towers, on the other hand, is fifteen years old. As a result, it is getting run-down although it is very clean. The rent is lower than the rent at The Varsity: \$200 compared with \$300. There are fewer facilities at The Towers, just a laundry room and party room. Unlike The Varsity, The Towers allows children and pets; as a result, the building is noisier.

Statement of conclusion

I believe both buildings are suitable for our students; budget and tolerance of noise would be determining factors in apartment selection.

Example 2

Statements of introduction
and focus of the paragraph



The Varsity and Towers were checked this morning (August 27) and compared regarding age, rent, facilities, etc. The two apartments are quite different.

Comparison

- A. Age-condition
- B. Rent
- C. Facilities
- D. Children and Pets



The Varsity is new and therefore clean and in excellent condition; The Towers, on the other hand, is fifteen years old and starting to get run-down, although it, too is very clean. The rent at The Varsity is higher than the rent at The Towers: \$300 compared with \$200. While The Varsity has many facilities (a pool, sauna, party room, laundry, room, access to tennis and golf), The Towers has only a laundry room and party room. The two apartments also differ regarding children and pets. The Varsity doesn't allow them and The Towers does. As a result, The Varsity is quieter than The Towers.

Statement of conclusion



I believe both buildings are suitable for our students, budget and tolerance of noise would be determining factors in apartment selection.

[The whole class does the following exercise. Then Teacher gives answers.]

Exercise

Fill in each blank with an appropriate linking word or words.

Linking Words

however, though, whereas, while, but
also, moreover

It is often difficult to draw conclusions about the various ways in which people spend their leisure time in different countries.

_____, there are several similarities in leisure patterns between Japan and Australia. For example, most Japanese and Australian enjoy spending their weekends and holidays on the beach, travelling there by car or by train. Hiking, climbing and fishing are _____ popular in both countries, _____ camping seems to be more popular in Australia than in Japan. Most people in Japan and Australia, _____, like traveling about and touring foreign countries.

_____ many Australians enjoy drinking beer in their favorite club, most Japanese like to frequent their favorite coffee bar to taste different brands of coffee. Moreover, _____ the average Australian likes to entertain guests for barbecue parties in his house, the average Japanese prefers to entertain guests in restaurants. The games played in the two countries _____ differ. Baseball and wrestling are the most popular sports in Japan, _____ cricket and bowls are the most popular games in Australia.

[Teacher gives the following instruction.]

3.2 Instruction : Vocabulary

1. Live vs Stay

My grandfather lived until he was 80. [be alive]

I live in Bangkok. [have a home]

The old couple live quietly. [spend one's life in a certain way]

On Sundays we stay at home. [remain in a place]

I stayed with my aunt when I was in London.

2. Like vs Prefer vs Would rather vs Rather than

Most Japanese like touring in foreign countries.

Children like milk.

I prefer coffee to tea.

She prefers staying single to marrying someone she doesn't love.

I can come today but I would rather come tomorrow.

Tom would rather go swimming than staying home.

Shall we go for a walk rather than watch television?

3. Living vs Life

People have different ways of living.

She quite enjoyed her living in Thailand.

Most people in this city earn their living by working in a car factory.

Is there any life on the moon?

Many people lost their lives in the storm.

We lead a quiet life in the country.

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4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Structures of Comparison and do the following exercises. The answers will be given in the next class period.]

Instruction : Structures of Comparison

When we compare things, we need to know the constructions indicating comparison. The following table is a review of such constructions.

Sameness (Equality)	Difference (Inferiority)	Difference (Superiority)
(noun)	(noun)	(noun)
the same <u>size</u> as	isn't the same <u>size</u> as (adj.)	isn't the same <u>size</u> as (adj.)
similar to	isn't as <u>tall</u> as (adv.)	isn't as <u>small/slow</u> as <u>adj./noun</u>
like (adj./adv.)	doesn't go as <u>quickly</u> (adj./noun)	more (intelligent/ money) than
as <u>tall/quickly</u> as	less <u>intelligent/money</u> than (noun)	(noun) better <u>results</u> than
	fewer <u>dollars</u> than (noun)	
	worse <u>results</u> than	

Comparisons in context :

The Eiffel Tower is not the same height as the Empire State Building.

French is similar to Spanish.

Identical twins look alike.

He looks like his father.

My country is different from your country.

Rich people have more money than poor people.

Exercise : Comparison

Identify the comparison in the following passage.

Different Seasons on Two Coasts

There are similarities and differences between the seasonal changes in different American cities. For example, winter is colder on the East Coast, and there is more snow than on the West Coast. In fact, Portland, a northwestern city, has less snow and a warmer temperature than northeastern Philadelphia although Portland is further north. Conversely, Philadelphia is more humid and hotter than Portland in the summer, but the days are sunnier. Portland is less uncomfortable, yet it is rainier and cloudier than Philadelphia during the summer. In addition, autumn and spring are more beautiful in Philadelphia than in Portland because the colors of the leaves and flowers change more drastically, and the weather remains more moderate. Portland's changes are less noticeable during these seasons, and the colors are less dramatic. While I like autumn and spring better in Philadelphia than in Portland, summer and winter are much milder and more comfortable in Portland.

Exercise : Sentence Combining

Revise the following paragraph by combining sentences.

It is difficult for Japanese to get used to American food. They like salt and soy sauce. Americans like sweet and fatty foods. Japanese like rice. Americans like bread and potatoes. Japanese eat fish. Americans eat a lot of beef. Japanese cook fresh food. Americans often cook canned and frozen food.

Exercise : Editing

Correct the underlined errors and add correct word(s) or punctuation in the place of " ^ ".

Where the national character is concerned, Germany and the United States are like in some aspects. Both Germans and his American counterparts value the hard work and the monetary rewards it brings. Another similarity is that Germans ^ like Americans, are stereotyped as be rather distant and cool ^ but in reality ^ people in both countries are generally friend and helpful. But speaking as a German in ^ United States, I have to say that the differences about the two nationalities are more marked as the similarities. One of the most notable difference is that Germans are always concerned to doing things in a best way, and they like to advise each other when they know a better way to do something. Americans ^ in contrast ^ have such ^ strong sense of individual that they may become angrily if someone offers advice they have not asked for it.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises, also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Group 1 and Group 2 do Activity 3.]

Activity 3

With the plan you have made in Activity 2, write a paragraph explaining your ideas about life in Bangkok and life in upcountry.

STAGE 3 : REWRITING (35-45 minutes)

[The two groups exchange their drafts and then each group do Activity 4. Teacher also helps in discussion.]

Activity 4

Read the draft you have received and comment on the following points.

- Is there any statement introducing what the writer is going to write about and what the focus of the writing is?
- Are the details well organized?
 - what should be left out?
 - what should be added?
- Does the writing need a statement concluding the whole paragraph?
- Are the ideas connected by appropriate connectors?

[When they get their drafts back, the two groups do Activity 5. Teacher also helps in the revision.]

Activity 5

Revise the content of your draft according to the reader's comment. Also revise the sentences and correct all grammatical errors.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2; while Teacher gives advice to individual students.]

TOPIC : High School Students - University Students

TASK : You are going to write to your American pen friend telling him/her about the differences and/or the similarities between high school students and university students in Thailand.

PROCESS

Stage 1 : Think of as many similarities and/or differences as you can about being a high school student and a university student. Then make a plan after you have chosen your focus and selected the related details.

Stage 2 : Write your draft following the plan you made in Stage 1.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts written in Period 3 with their classmates. Then each student reads and comments on the content and the organization of the writing--whether there is a focus of the writing; whether the details logically support the focus, whether the details are well-organized, and whether the ideas are smoothly connected. The comments should also cover sentence structure and grammatical errors. When the students finish their comments, they give the papers back to their writers.]

2. Stage 3 : Rewriting (60 minutes)

[Each student revises his work according to the reader's comments. In the meantime, Teacher gives help individually. After finishing, the students hand in their revised papers to Teacher for evaluation.]



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UNIT 6

EXPLAINING AN IDEA

OBJECTIVES

The students are expected to :

1. explain an idea in writing by using illustration
2. support the main idea with an example or examples
3. use linking words signaling examples
4. use reference words
5. know the meaning and usage of some words used on the topic of adapting to another country

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment in which they are to explain the adaptations of a foreigner who is going to live in our country.]

TOPIC : Adapting to Another Country

COMMENT : To live in another country is not easy since a person has to face many new things which are completely different from the things in his country. Therefore, it is helpful for him to know in advance some of the ways in which he will have to adapt.

ASSIGNMENT : Suppose you received a letter like the following from a foreign friend who is coming to visit you. How would you answer?

Dear

As the time draws nearer for me to visit you and your family in Thailand, I feel more and more excited, but I have to admit that I'm little nervous too. I'm sure that life there is quite different in many respects from life here. I do want to get along well on my visit, and I don't want to embarrass anyone, including myself, by doing or saying the wrong thing. Before I come, please write and tell me what to expect and how to adapt to Thai customs and behavior.

Love,

Mary



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STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[The whole class does Activity 1 with Teacher encouraging their thinking.]

Activity 1

Think up a long list of specific things a westerner must do differently when visiting Thailand.

A List of Adaptations

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Organizing Information (40 minutes)

[Teacher gives the following instruction.]

Instruction : Pattern of Development (Exemplification or Illustration)

When we present our ideas to the reader, examples can give clarity to the ideas. Look at the difference in the two following sentences.

1. There are many interesting places to visit in New York.
2. The Empire State Building, the United Nations, the Statue of Liberty, and the World Trade Center, for example, are interesting places to visit in New York.

In the first sentence the reader does not know what the writer means by the words "interesting places." But the second gives a clear picture for the reader as it presents examples of interesting places.

[Teacher tells the students to read the given examples and discuss how the writers organized their writing.]

Example 1

In Los Angeles many types of people ride the bus. For example, last week I was going to school on the bus in the middle of the afternoon. The ride took an hour and a half, and three different people sat next to me. The first one was an old lady with her hair dyed blue. She talked every minute. She asked questions, but did not listen to the answers. She said that she rides the bus so that she can talk to people. She does not go anywhere. She just rides and talks. The second was a man in a gray business suit and red tennis shoes. He read a magazine and look at the ceiling of the bus. The last one was a very fat man wearing a bright blue robe. He had a piece of notebook paper pinned to the robe. On the paper was the word church. He did not say anything, but he hummed softly during the whole trip.

The outline of the above is :

Topic : Los Angeles

Focus/Main Idea : In Los Angeles many types of people ride the bus.

Examples : Three different people on the bus I took last week.

A. An old lady who got on the bus only to talk.

B. A man who read a magazine and looked at the ceiling of the bus.

C. A fat man who hummed during the whole trip.

Also, several examples can be given to make the idea clear. Study the following example.

Example 2

The New England states have many beautiful qualities for all seasons. For example, there are great numbers of mountains and hills, but no volcanoes. Lots of snow covers the mountains in winter, and people ski there, while in the summer there are many campers. In addition, many lakes are located in New England, and they are not terribly polluted. The Atlantic Ocean is along the coast, and there are a lot of fish and some other sea creatures. Besides water, there are numerous trees in this part of the United States, and some beautiful flowers. In fall, the trees have different colors, but in winter, there aren't any leaves on the branches and only a few flowers. It is always fun to visit the northeastern part of the United States.



Its outline is as follows :

Topic : New England

Focus/Main Idea : The New England states have many beautiful qualities for all seasons.

Examples : A. Mountains and hills
B. Lakes and oceans
C. Trees and flowers

Conclusion : It is always fun to visit the northeastern part of the United States.

[The whole class does Activity 2 with Teacher's guide.]

Activity 2

In Activity 1 you brainstormed the adaptations a foreigner has to make when visiting Thailand. At this stage try to think what you want to focus on in telling your foreign friend. Then select the ideas from your list in Activity 1 which support your main idea.

Topic : Adapting to Another Country

Audience : A foreign friend

Focus/Main Idea : _____

Example :

3. Language Learning (30 minutes)

[Teacher gives the following instruction.]

3.1 Instruction : Linking Devices

Words which signal examples are :

for example, for instance, such as, one example of
this is, is an example of, e.g.

Examples :

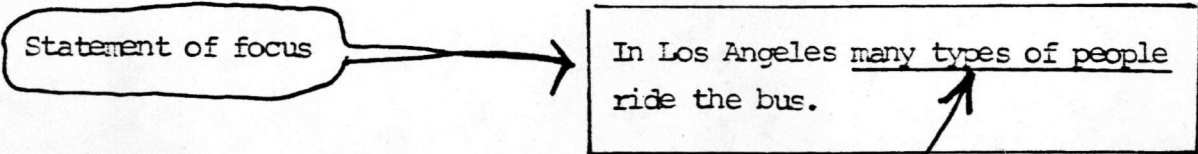
1. There are many interesting places to visit in New York such as the Empire State Building, the United Nations, the World Trade Center, and the Status of Liberty.
2. There are different restaurants in Seattle. For example, there are fast food places, family restaurants, and ethnic restaurants.
3. That store only sells expensive cars. For instance, they have Porches, Mercedes, Jaguars, and Rolls Royces, but they do not have used Volkswagens.

[Using the examples studied earlier, Teacher has the whole class discuss how the writers use linking devices in their writings.]

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Example 1



For example, last week I was going to school on the bus in the middle of the afternoon. The ride took an hour and a half, and three different people sat next to me. The first one was an old lady with her hair dyed blue. She talked every minute.
The second was a man in a gray business suit and red tennis shoes.
The last one was a very fat man wearing a bright blue robe.

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Example 2

Statement of focus

The New England states have many beautiful qualities for all seasons.

Examples of beautiful qualities in New England.

- A. Mountains and hills
- B. Lakes and ocean
- C. Trees and flowers

For example,

there are great

numbers of mountains and hill, but

no volcanoes.

In addition,

many lakes are located in New England,

and they are not terribly polluted.

The Atlantic Ocean is along the coast,

.....

Besides water,

there are numerous trees in this part of

the United States, and some beautiful

flowers.

Statement of conclusion

It is always fun to visit the northeastern part of the United States.

[The whole class does the following exercise. Teacher gives the answers.]

Exercise

Fill in each blank with an appropriate linking word or words.

LINKING WORDS

for example, for instance, such as, e.g.
also, in addition, furthermore, moreover, besides
that, not only that

Passage 1

My grandmother is able to do many kinds of things. _____,
she can cook food that always tastes wonderful. She is _____
able to bake delicious cakes, cookies, and cupcakes. _____,
my grandmother could always make beautiful clothes because she can sew
very well. _____, she knits lovely, warm sweaters.
_____, this special woman can play balalaika and piano
beautifully. She was always able to sing sweetly, and she still can.
People who can do different things well are very lucky and talented.

Passage 2

New York City has many qualities to remember. _____,
the buildings look very tall and narrow in Manhattan. Sometimes the sky
seems gray and other times it appears clear. _____, in the
streets of New York the cars sound noisy, but the musician's music
sounds beautiful. _____, the food in the different restaurants
smells delightful and everything tastes delicious. People are interested
in New York because it is an exciting city. It feels wonderful to visit
there. I use all my senses when I think about New York.



[Teacher gives the following instruction.]

3.2 Instruction : Vocabulary

When we write about what a foreigner expects when visiting our country, we probably use the following words.

Group 1

. belief = ความเชื่อ

It's a belief in Britain that walking under a ladder is unlucky.

He has no great belief in astrology.

. superstition = ความเชื่อในสิ่งที่ไม่มีความหมาย เช่น เชื่อโชคลาง

In ancient Egypt there were many superstitions about cats.

. custom = ประเพณีที่ปฏิบัติกันในสังคม

Social customs vary greatly from country to country.

It's a Thai custom to pay respect to older people.

. tradition = ประเพณีที่ถือปฏิบัติสืบต่อกันมาแต่โบราณ

It is a tradition that women get married in long white dresses.

It is a tradition in that family for the eldest son to enter the army.

Group 2

. adapt = to change so as to be suitable for new needs, different conditions, etc.

We adapted to the cold weather in Europe.

He adapted an old car engine to drive his boat.

. adjust = to change slightly in order to make suitable for a particular job or new conditions

He adjusted quickly to the heat of the country.

I must adjust my watch, it's slow.

4. Language Review (Home Assignment)

[Teacher assigns the students to study the instruction on Reference Words and do the exercises outside of class. The answers will be provided in the next class period.]

Instruction : Reference Words

Repeating the same word over and over, unless it is done for a particular dramatic effect or unless there simply is no other alternative, is a sign of immature writing. There are at least three ways of solving the problem.

1. Use another word that has the same meaning.
2. Use a pronoun instead of the noun.
3. Change the sentence structure so that the word appears only once (for example, by combining two sentences so that the word appears only once instead of twice).

Study the reference words in the following example.

The New England states have many beautiful qualities for all seasons. For example, there are great numbers of mountains and hills, but no volcanoes. Lots of snow covers the mountains in winter, and people ski there while in the summer there are many campers. In addition, many lakes are located in New England, and they are not terribly polluted. The Atlantic Ocean is along the coast, and there are a lot of fish and some other sea creatures. Besides water, there are numerous trees in this part of the United States, and some beautiful flowers. In fall, the trees have different colors, but in winter, there aren't any leaves on the branches and only a few flowers. It is always fun to visit the northeastern part of the United States.

Exercise : Reference Words

Rewrite the paragraph so that the words money and spend occur only half as many times and so that other words are not repeated.

If a rich man gave me a lot of money, I would spend the money on several things. First, I would spend the money on traveling. I would spend about ten percent of the money to buy tickets for a round-the-world trip. I would spend another ten percent of the money to stay in the best hotels. In the hotel I would spend the money freely to have room service for every little thing. I would spend the money to use the sauna. I would spend the money to have my hair shampooed and cut. I wouldn't want to spend all the money, of course, because I would like to invest some of the money in a business so I would have some more money to spend later on.

Exercise : Editing

Correct the underlined words and add an appropriate word or words in the place of " ^ ".

You must adapt ^ our customs concerning be a guest, because all my relatives and friends will expect you to visit their. It is not too much different between the behaviors of a guest in your country and in my, but let me give you some advices. They will help you enjoy your staying. First, always take a gift your hostess: candy, flowers, ^ wine are the most appropriate present. Second, never insist to help in the kitchen like you make in your country; your hostess would be offended. Besides this, just relaxing and do whatever you feel like to do, I'm sure you have good time.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises; also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Teacher divides the class into small groups of 3-5 students. Each group does Activity 3.]

Activity 3

With the plan already prepared, write to your foreign friend explaining your ideas about the adaptations s/he is to make when living in Thailand.

STAGE 3 : REWRITING (35-45 minutes)

[When the class finishes Activity 3, Teacher presents each paper on the screen. The whole class does Activity 4.]

Activity 4

Read the draft and answer the following questions.

1. What is the focus of the paragraph?
2. Is there a statement of focus?
3. Is there any irrelevant sentence?
4. Do the examples presented help clarify the focus of the paragraph?

[Each group does Activity 5. Teacher gives them help in revision.]

Activity 5

Read your draft and

1. revise the content according to the comment done in Activity 4.
2. revise the sentences.
3. correct the grammatical errors.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2 while Teacher gives advice to individual students.]

TOPIC : An Advantage or Advantages of Being a University Student.

TASK : You think that studying in a university is advantageous in present Thai society. Support this idea with an example or examples from your experience as a university student. This writing is to be presented in the International Students' Journal.

PROCESS :

Stage 1 Think of the details that logically support your focus. Then make a plan by organizing those selected details in an appropriate sequence.

Stage 2 Write your draft. Also, connect ideas with appropriate connectors.

PERIOD 4 (90 minutes)

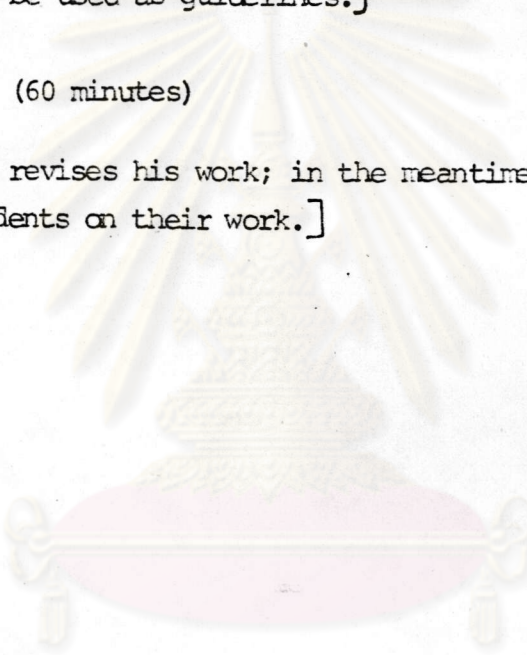
WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange papers and then each student comments on his peer's work. Teacher warns them to focus their comments on the content of the writing; that is, the students must pay attention to whether the writing clearly communicates the point(s) to them. Questions in Activity 4 can be used as guidelines.]

2. Revising (60 minutes)

[Each student revises his work; in the meantime, Teacher advises individual students on their work.]



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UNIT 7

GIVING REASONS

OBJECTIVES

The students are expected to

1. explain an idea in writing by giving reasons
2. support the main idea with reasons
3. use linking words to indicate causal relationships
4. understand the abridgement of clauses of cause and result
5. know the meaning and usage of some words to be used in the topic "Save Our Forests"

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment - to explain why we have to save our forests.]

TOPIC : Save Our Forests

CONTEXT : In the old days, Thailand used to be well-known for her tropical forests. But today the forest area has been drastically diminished. This causes lots of bad effects. Now it's time we, the Thai people, help save our forests.

ASSIGNMENT: You are promoting the idea of forest conservation, so you are to write a passage expressing your opinion. It will be presented in a leaflet produced by the World Wildlife Fund.

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STAGE 1 : PREWRITING

1. Gathering Information (30 minutes)

[First, Teacher gives instruction about getting information through reading. Then the whole class reads the provided advertisement. After that, Teacher asks them what they got from the reading passage, also leads a discussion on each point in order to help them generate their ideas about forest conservation. After the discussion, the whole class does Activity 1.]

Instruction :

When we don't have any ideas about a topic, reading can help us find information to be presented in writing. Here is an advertisement sponsored by the World Wildlife Fund (WWF). Read it and try to get ideas from it.

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Reading Passage :



Photograph supplied by K. Lee Lim, Apo Photo Agency, Singapore

A green earth or a dry desert?

There may still be time to choose.

FOR MILLIONS OF YEARS, the tropical rain forests of South East Asia, South America, and Africa have been the earth's natural chemical laboratories, botanic gardens and zoos.

Today we are destroying them at such a rate that within 25 years only fragments will remain of the vast forests of Malaysia and Indonesia.

Because they grow mostly in poor tropical soil, relying upon a natural cycle between trees and animals for nourishment and replenishment, the forests cannot be replaced.

When the trees are felled, soil erosion begins and within a few years, the whole area that was once forest becomes wasteland.

We shall have lost for ever the earth's greatest treasure house of plants and animals, perhaps our most valuable natural resource for the future. And it is happening in areas where poverty already verges upon starvation. It is perhaps the world's most urgent conservation problem. The destruction is happening through ignorance, short-sightedness and ever increasing

consumer demand. But it can be stopped if enough of us show enough concern.


How you can help.

In 1980 WWF and other international conservation bodies published the World Conservation Strategy. It is a programme for developing the world's natural resources without destroying them.

You can become part of a world movement which will see this plan become reality.

Join the World Wildlife Fund now. We need your voice and your financial support. Get in touch with your local WWF office for membership details or send your contribution direct to World Wildlife Fund at the address below. It may be the most important letter you'll ever write.

WWF INTERNATIONAL
MEMBERSHIP SECRETARY,
WORLD CONSERVATION CENTRE,
1196 GLAND, SWITZERLAND.

WWF  FOR WORLD CONSERVATION

Advertisement prepared & published by Ogilvy & Mather

Glossary

tropical rain forest	=	ป่าในเขตร้อนชื้น
botanic	=	เกี่ยวกับพืช
fragment	=	เศษ, ชิ้นเล็ก ๆ
rely upon	=	ขึ้นอยู่กับ
a natural cycle	=	วัฏจักรธรรมชาติ
nourishment	=	อาหาร
replenishment	=	การเพิ่มเติม
soil erosion	=	การพังทลายของดิน
wasteland	=	ที่ดินที่ไร้ประโยชน์
the earth's greatest treasure house of plants and animals	=	forest
natural resource	=	แหล่งทรัพยากรธรรมชาติ
verge on	=	เกือบจะเป็น
starvation	=	ความอดอยาก
conservation	=	การอนุรักษ์
destruction	=	การทำลาย
ignorance	=	ความไม่รู้
short-sightedness	=	สายตาสั้น
consumer demand	=	ความต้องการของผู้บริโภค
financial support	=	เงินสนับสนุน
contribution	=	การบริจาค

Make a list of information which you can get from this advertisement. The following questions can be used as a guide.

1. Where are the tropical rain forests?
2. What is the difference between the forests in the old days and today?
3. What happens when trees are cut down?
4. Why do we regard forests as our most valuable natural resource?
5. Why do people destroy forests?
6. How can we stop the destruction?

Besides listing the information gained from reading, discuss on why we should save our forests. Try to think of the benefits of forests and what will happen if the forest become wasteland.

Activity 1

List the information gained from the reading passage and the discussion.

Topic : Save Our Forests

Information :

2. Organizing Information (30 minutes)

[Teacher gives the following instruction.]

Instruction : Pattern of Development (Cause-Effect)

In writing, cause and effect is a form of argument, because the writer has to give evidence proving that the relationship between the events is a causal one. We are concerned about causes whenever we try to understand why something happens. We are concerned about results, effects, consequences, when we want to know the outcome of something.

Examples :

CAUSES	→	EFFECT/RESULT
Joking	→	Laughter
Rain	→	Plant Growth
Hunger	→	Eating
Poisonous fumes from motor vehicles	→	Air pollution
Relaxation in divorce law	→	A rise in the divorce rate

[Teacher tells the students to study the following examples and discuss on how the writers organized the causes or effects.]

Example 1

Why I Came to the West Coast

There are different reasons that I left home to come to the West Coast. One reason for leaving was because I like to travel. Hence, by coming here, I was able to see many new places. However, that wasn't cause enough for me to move. Another reason I came here was for a change, i.e., I wanted to have new experiences and a different routine. The third reason I took a trip out West was to visit friends. Many of my good friends from home are living here. I am happy that I came west though I still miss many things about the East Coast.

EFFECT : I left home to come to the West Coast.

CAUSE : A. I like to travel.

1. By coming here, I was able to see many new places.
2. However, that wasn't cause enough for me to move.

B. I came here for a change.

1. I wanted to have new experiences and a different routine.

C. I wanted to visit friends.

1. Many of my good friends from home were living here.

Statement of focus : There are different reasons that I left home to come to the West Coast.

Statement of conclusion : I am happy that I came west though I still miss many things about the East Coast.

Example 2

The blizzard last March disrupted many people's lives. Thousands of households were without power for hours and, in some cases, days. Children could not get to their schools, and adults either could not get to their jobs or could not get home from their jobs. Motorists were stranded on snow-blocked roads and highways, and the motels in a three-state area were filled to capacity. It took road crews and power company crews three weeks to undo what the three-day blizzard had done.

CAUSE : The bizzard last March

- EFFECTS :
- A. Households were without power.
 - B. Children could not get to their schools.
 - C. Adults either could not get to their jobs or could not get home from their jobs.
 - D. Motorists were stranded on snow-blocked roads.
 - E. Motels were filled to capacity.

Statement of focus : The blizzard last March disrupted many people's lives.

Statement of conclusion : It took road crews and power company crews three weeks to undo what the three-day blizzard had done.

[The whole class does Activity 2 with Teacher giving some help.]

Activity 2

Make a plan for expressing your ideas on why we should save forests.

Statement(s) presenting the issue

Statement of Focus

Order of Information

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3. Language Learning (30 minutes)

[Teacher gives the following instruction.]

3.1 Intruccion : Linking Devices

Here are words that connect causes and effects.

CAUSE

EFFECT

In past centuries, little was known about birth control or disease prevention

; as a result,
; consequently
; therefore,
; because of this,
; so

families had lots of children, many of whom died in infancy.

CAUSE

EFFECT

Because
As
Since

little was known about birth control or disease prevention,

families had lots of children, many of whom died in infancy.

EFFECT

CAUSE

In past centuries families had lots of children, but many of them died in infancy,

since
because
as

little was known about birth control or disease prevention.

CAUSE

EFFECT

In past centuries,

because of

ignorance about birth control and disease prevention,

families had lots of children, many of whom died in infancy.

CAUSE

EFFECT

In past centuries,
ignorance about birth
control and disease
prevention

was responsible for
contributed to
resulted in
led to

large families and high
infant mortality.

EFFECT

CAUSE

In past centuries,
large families and
high infant mortality

resulted from
were due to
were a result of
were a consequence
of

ignorance about
birth control and
disease prevention.

[The whole class does the following exercise; then Teacher gives answers.]

Exercise

Compare the sentences below. Which is better, a or b? Think about both the meaning and the grammar.

1. a. The bank took the apartment building away from the owner because did not pay the bills.
b. The bank took the apartment building away from the owner because he did not pay the bills.
2. a. Because of it was hot, I was wearing my bathing suit and watching television.
b. Because of the heat, I was wearing my bathing suit and watching television.
3. a. I opened the door dressed in my bathing suit, so I thought my friend had come to visit me.
b. I thought my friend had come to visit me, so I opened the door dressed in my bathing suit.

4. a. Because of the electricity, the ice in the refrigerator had melted and leaked all over the floor.
b. Because the electricity was off, the ice in the refrigerator had melted and leaked all over the floor.
5. a. My friend had tried to call me, but my phone was not working because the electricians had unplugged it.
b. My friend had tried to call me, but my phone was not working. Because the electricians had unplugged it.
6. a. I looked in the phone book, but it was too late at night because I wanted to call a plumber.
b. I looked in the phone book because I wanted to call a plumber, but it was too late at night.
7. a. The plumber and the electrician looked very surprised because I was very embarrassed because I let them come in and went to the bathroom because I decided to go jogging because they were working in the apartment.
b. The plumber and the electrician looked surprised, and I was very embarrassed. I let them come in and went to the bathroom to change my clothes. I decided to go jogging while they were working in the apartment.
8. a. At nine o'clock I heard another knock at the door. It was my friend.
b. At nine o'clock I heard another knock at the door. Therefore, it was my friend.

[Teacher gives the following instruction .]

3.2 Instruction : Vocabulary

Group 1

- forest = a heavy growth of trees and other plants, usually covering a large area of land (ป่า)
The forests stretch for miles and miles.
- jungle = a dense and tangled mass of tropical vegetation, usually consisting of vines, ferns, low bushes, and young trees.
(ป่าดิบ, ป่าดงดิบ)
They cut a path through the jungle.

woods = (often plural) area of land covered with growing trees
(not so extensive as a forest) (ป่าโปร่ง)

Little Red Riding Hood went for a walk in the woods.

national park = อุทยานแห่งชาติ

Khao Yai is one of Thailand's attractive national parks.

Group 2

reserve (v) = to store, keep back for a later occasion (สงวน)

Reserve your strength for the climb.

= to keep for the special use of, or for a special purpose. (จอง)

The first three rows of the hall are reserved for special guests.

reserve (n) = something that is being or has been stored for later use; a reserve of food

conserve (v) = to keep from change, loss, or destruction (อนุรักษ์)

She conserved fruits by making them into jam.

conserve (n) = a mixture of two or more fruits stewed in sugar

Tom likes the conserve cooked by his mother.

conservation (n) = a preserving or protecting from loss, harm, or waste, especially the preserving or protecting of natural resources, such as forests, rivers, and wildlife

They strongly support the conservation of forests.

preserve (v) = to keep safe from loss, harm, or danger; make lasting

They tried to preserve that old house.

The people in this village preserve food by smoking.

The students preserve freedom of speech.

preserve (n) = fruit that has been boiled with sugar and stored in airtight containers to keep it from spoiling or fermenting; jam

John spreads preserves on his bread.

preservation (n) = act of preserving

The preservation of food should be taught to housewives.

= condition of something preserved

The old paintings are in an excellent state of preservation.

protect (v) = to keep safe from danger, enemies or against attack (ป้องกัน)

The children should be well protected from the cold.

A football player wears a helmet to protect his head.

protection (n) = the act of protecting or the state of being protected

The Prime Minister travels under the protection of a number of soldiers.

4. Language Review (Home Assignment)

[Teacher tells the students to study the instruction on Abridgement of Clauses of Cause or Result, then do the exercises. In the next class the answers will be provided.]

Instruction : Abridgement of Clauses of Cause or Result

Some clauses of cause can be reduced into shorter construction. Study the following examples.

Example : Clause of cause

Because Mr. Black was extremely timid person, he did not try to advance himself professionally.

➔ Because of his extreme timidity, Mr. Black did not try to advance himself professionally.

➔ Being extremely timid, Mr. Black did not try to advance himself professionally.

➔ Extremely timid, Mr. Black did not try to advance himself professionally.

Example : Clause of Result

Mr. Black was a timid person, so he did not try to advance himself professionally.

➔ Mr. Black was too timid to try to advance himself professionally.

Exercise : Abridgement of Clauses of Cause or Result

Combine each pair of sentences and then reduce each sentence using the abridgement of clauses of cause or result.

1. They were impressed by the young man's qualifications.
They offered him a good job with their firm.
-

2. The boxer had been defeated three times in a row.
The boxer decided to give up fighting.
-

3. They found no one at home.
They left a note saying they had called.
-

4. The boy was strongly influenced by his young friends.
The boy dropped out of school for a while.
-

5. She didn't know that her husband had already contributed.
She gave a large sum of money to the Red Cross.
-

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Exercise : Editing

Correct the underlined word(s) and add the correct word(s) or punctuation in the place of " ^ ".

PROBLEMS RESULTING FROM THE SUCCESS
OF AMERICA'S NATIONAL PARKS

The overwhelming popular of the America's national parks has led to numerous unexpected results. Wanted to preserve and protect ^ particular beautifully natural spots, ^ government set them spart so that visitors could enjoy them in ^ careful controlled environment. But such many people have flocked to this famous areas in annually-increased numbers that they have become victims of their own succeed. Now shelters, sovenir shops, lodges, restaurants, laundromats, ^ post offices have been constructing in the parks to provide for the visitors' needs.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives the answers of the exercises and also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Teacher divides the class into small groups of 3-5 students. Each group does Activity 3.]

Activity 3

With the plan you already have, write a paragraph explaining why we should save forests.

STAGE 3 : REWRITING (35-45 minutes)

[When the class finishes writing the draft, each group presents the paper. The whole class, with the Teacher's help, does Activity 4.]

Activity 4

Points for the reader's comment :

- Does the sentence clearly state the focus of the writing?
- Do the details logically support the focus or the main idea?
If not, which one? and why?
- Are the details organized in a logical order?
If not, which one? and why?
- Is there any sentence concluding the whole writing?

[Then, each group does Activity 5.]

Activity 5

Revise the content of your draft according to the reader's comments.
Also revise the sentences and correct all grammatical errors.

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PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then each student works on Stage 1 and Stage 2 while Teacher gives advice to individual students.]

TOPIC : A Mixed Marriage

TASK : Recently your Japanese pen friend wrote to you about the conflict in her family since her brother married an American woman. She asked you what you thought about a mixed marriage. What should you write to her?

PROCESS :

Stage 1 : Think of as many ideas as you can about a mixed marriage. Then decide on the focus of your writing and select the related ideas. Make a plan for your writing.

Stage 2 : Write your first draft, following the plan already prepared in Stage 1.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts done in Period 3. Then each reads the draft he has received and comments on its content, organization, and language. After finishing, the students return the papers to their writers.]

2. Stage 3 : Rewriting (60 minutes)

[Each student rewrites his work according to the reader's comment. Teacher gives advice to individual students. After finishing, each student hands in his polished product to the Teacher for evaluation.]

UNIT 8

EXPRESSING OPINIONS

OBJECTIVES

The students are expected to :

1. express their opinions in writing
2. organize supporting details using mixed order
3. use appropriate linking words for connecting ideas
4. revise sentence structures
5. know the meaning and usage of some words to be used in the topic "The Influence of TV"

TEACHING

PERIOD 1 (90 minutes)

[Teacher informs the students about the assignment - writing their ideas about the influence of TV.]

TOPIC : The Influence of TV

CONTEXT : TV or television has become one of the necessary things in our lives. It has great influence on the lives of people today. And people have various ideas about TV. What do you think?

ASSIGNMENT: You have a strong opinion about TV and you want to express your ideas to the public. So you write to the Bangkok Post, an English-language newspaper.

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STAGE 1 : PREWRITING

1. Gathering Information (20 minutes)

[The whole class does Activity 1 while Teacher encourages them in generating ideas.]

Activity 1

Discuss what you think about the Influence of TV. Make a list of your ideas.

LIST OF IDEAS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

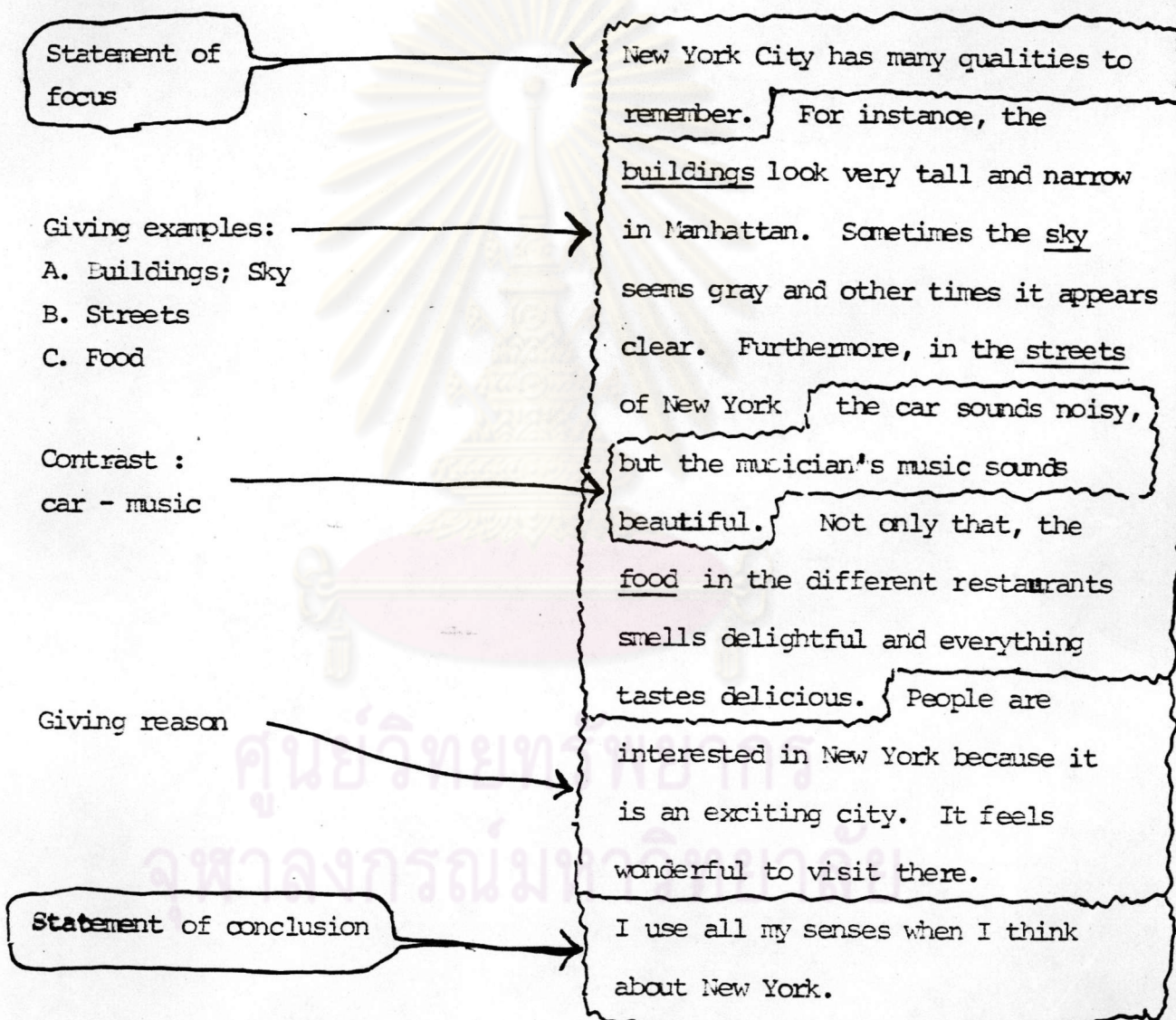
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2. Organizing Information (40 minutes)

[Teacher tells the students to read the examples provided below and discuss how the writers organized their ideas.]

Instruction : Pattern of Development (Mixed Order)

Example 1



Example 2

Statement of focus

Giving examples :

- A. Plants
- B. Animals
- C. Things

Comparison

Examples

Contrast

Statement of conclusion

It is interesting to see that different countries have similar ideas about good and bad luck. For instance, in Japan you will have good luck if you find a four leaf clover. Similarly, this plant will bring good luck in other countries of Asia, North and South America, and Europe. On the other hand, black animals such as crows and cats are bad luck in many countries. However; if you have rabbits' feet and horses' shoes, you will be lucky. Finally, you will have many years of bad luck in most countries if you break a mirror. Furthermore, if you want good luck, you will not walk under a ladder.

Some people believe in superstitions, other people do not, nevertheless, the same ideas can be found around the world.

3. Language Learning (30 minutes)

[Teacher tells the students to discuss how the writers use linking word(s) to connect ideas in the given examples.]

3.1 Instructions : Linking Devices

Example 1

<p>exemplification</p> <p>addition</p> <p>contrast</p> <p>addition</p> <p>cause</p> <p>time</p>	<p>New York City has <u>many qualittites</u> to remember. <u>For instance,</u> the <u>buildings</u> look very tall and narrow in Manhattan. Sometimes the <u>sky</u> seems gray and other times it appears clear. <u>Furthermore,</u> in the <u>streets</u> of New York the car sounds noisy, <u>but</u> the musician's music sound beautiful. <u>Not only that,</u> the food in the different restaurants smells delightful and everything tastes delicious. People are <u>interested</u> in New York <u>because</u> it is an exciting city. It feels wonderful to visit there. I <u>use</u> all my senses <u>when</u> I think about New York.</p>
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Example 2

It is interesting to see that different countries have similar ideas about good and bad luck. For instance, in Japan you will have good luck if you find a four leaf clover. Similarly, this plant will bring good luck in other countries of Asia, North and South America, and Europe. On the other hand, black animals such as crows and cats are bad luck in many countries. However, if you have rabbits' feet and horses' shoes, you will be lucky. Finally, you will have many years of bad luck in most countries if you break a mirror. Furthermore, if you want good luck, you will not walk under a ladder. Some people believe in superstitions, other people do not; nevertheless, the same ideas can be found around the world.

exemplification
comparison
addition
exemplification
contrast
listing
addition
contrast

3.2 Instruction : Vocabulary

The following are some words and expressions to be used when talking about TV.

- TV set = เครื่องโทรทัศน์
Mothers don't want their children growing up around TV sets.
- educational programs = รายการเกี่ยวกับการศึกษา
TV offers educational programs to all levels of views age and interest.
- commercials = โฆษณาสินค้า
TV commercials keep people informed of products and special sales.

- TV character = นักแสดงโทรทัศน์
A child jumped off a roof in order to fly like his favorite TV character.
- watch TV = ดูรายการโทรทัศน์
Watching TV is a passive occupation.
- watcher; viewer = ผู้ดู
Watchers don't have to move; they just sit and stare.
The networks should give the viewers what they want.
- newscaster = ผู้รายงานข่าว
Dan Rather of the CBS Nightly News is the finest newscaster on TV.

4. Language Review (Home Assignment)

[Teacher assigns the students to do the exercises as homework. There will be a discussion on this work next period.]

Exercise : Sentence Revising

Revise the following sentences.

1. My country is an industrialized country. The United States is an industrialized country, too.

2. I have developed a feeling of independence over the past five years. I am proud of it. But I no longer feel very close to my family. I miss that feeling.

3. It is better that you not marry that woman.

4. It was impossible for me to be there. If I hadn't taken the GRE exam, I would have gone there.

5. I always hoped I could be a university student. After eight years of hoping, my dream came true.

Exercise : Editing

Correct the underlined errors and add the appropriate word(s) or punctuation in the place of " ^ ".

No one in these times believe that today's world is ^ kind of environment what we want our child to grow up. After centuries of fail to get along ^ we are facing each other on the brink of nuclear disaster. Our leaders try to resolve world problems very hard ^ but they made all the wrong things. Now ^ is time for we, the little people ^ to take a hand. We are ^ last hope of the world.

PERIOD 2 (90 minutes)

Language Review (15 minutes)

[Teacher gives answers of the exercises and also explains some difficult points.]

STAGE 2 : DRAFTING (30-40 minutes)

[Teacher divides the class into small groups of 3-4 students. Then each group does Activity 3.]

Activity 3

With the plan you have done in Activity 2, write a paragraph expressing your ideas on TV influence. Don't forget to connect the ideas with appropriate linking devices.

STAGE 3 : REWRITING (35-45 minutes)

[Each group does Activity 4. Teacher guides the discussion.]

Activity 4

Read your draft done in Activity 3; then consider whether the details clearly support the main idea or the focus of the writing.

[When the class finishes commenting on the draft, Teacher tells them to work on revising it, Activity 5. Teacher helps them in revision.]

Activity 5

1. Revise your draft according to the discussion in Activity 4.
2. Revise the sentences.
3. Correct all grammatical errors.

PERIOD 3 (90 minutes)

WRITE ON YOUR OWN (1)

[Teacher informs the students about the assignment. Then the students work on Stage 1 and Stage 2 while Teacher gives advice to individual students.]

TOPIC : Thailand - A Newly Industrialized Country

TASK : You have some ideas about our country becoming a NIC, and you want to express them to other people. So you write to the editor of The Nation, hoping that your letter will be published in the newspaper.

PROCESS

Stage 1 Think of various ideas concerning Thailand as a NIC. Then choose your focus and make a plan for your writing.

Stage 2 Write down your ideas following the prepared plan in Stage 1.

PERIOD 4 (90 minutes)

WRITE ON YOUR OWN (2)

1. Making Comments (30 minutes)

[Students exchange their drafts written in Period 3. Then each reads and comments on his peer's paper. Teacher tells them to emphasize the clarity of the content.]

2. Revising (60 minutes)

[After getting his paper back, each student revises his work. In the meantime, Teacher gives advice to individual students. When finishing, the students hand in the revised writing to Teacher for evaluation.]

จุฬาลงกรณ์มหาวิทยาลัย



ประวัติผู้เขียน

พิมพันธุ์ เวสสะโกศล เกิดวันที่ 21 สิงหาคม พ.ศ. 2494 อำเภอพระนครศรีอยุธยา จังหวัดกรุงเทพมหานคร เข้ารับการศึกษา ณ โรงเรียนราชินี ถนนนพรัตนราชจินตมัยยมศึกษาตอนปลายในปี พ.ศ. 2512 พ.ศ. 2515 จบการศึกษาระดับปริญญาตรีสาขาวิชาภาษาศาสตร์ คณะศิลปศาสตร์ เกียรตินิยมดีมากจากมหาวิทยาลัยธรรมศาสตร์ พ.ศ. 2518 ปริญญาโท สาขาวิชาการสอนภาษาต่างประเทศ (Foreign Language Education) จาก The University of Texas at Austin ประเทศสหรัฐอเมริกา พ.ศ. 2524 ประกาศนียบัตร Teaching English as Specific Purposes จาก University of Aston in Birmingham ประเทศสหราชอาณาจักร

รับราชการตำแหน่งอาจารย์สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ตั้งแต่ พ.ศ. 2516 จนถึงปัจจุบันดำรงตำแหน่งรองศาสตราจารย์ ระดับ 8

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย