

บรรณานุกรม



ภาษาไทย

หนังสือ

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ภาคผนวก

ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก.

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิทยพัชร์พยากร
จุฬาลงกรณ์มหาวิทยาลัย

รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิตรวจแผนการสอน

1. อาจารย์นิภา จันทเนตร อาจารย์สอนภาษาอังกฤษ โรงเรียนยุพราชวิทยาลัย
2. อาจารย์พิพูน เกตุแก้ว อาจารย์สอนภาษาอังกฤษ โรงเรียนยุพราชวิทยาลัย
3. อาจารย์ปิยะนุช คล้ายอ่วม อาจารย์สอนภาษาอังกฤษ โรงเรียนสตรีวิทยา
4. อาจารย์สมศักดิ์ นาวาบุทท ศึกษานิเทศก์ เขตการศึกษา 8
5. Mr. Albert Lisec ผู้เชี่ยวชาญการสอนภาษาอังกฤษ วิทยาลัยครูเชียงใหม่

รายนามผู้ทรงคุณวุฒิตรวจแบบสอบวัดทัศนคติในการเรียนภาษาอังกฤษ

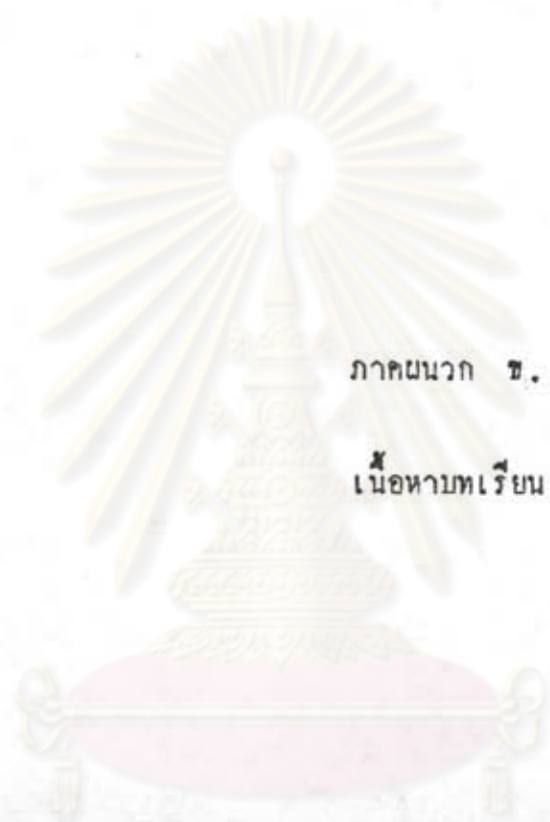
1. ศาสตราจารย์ ดร. อัจฉรา วงศ์โสธร อาจารย์สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย
2. รองศาสตราจารย์ ดร. ชุมพร ยงกิตติกุล อาจารย์คณะครูศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
3. อาจารย์นิภา จันทเนตร อาจารย์สอนภาษาอังกฤษ โรงเรียนยุพราชวิทยาลัย
4. อาจารย์ปิยะนุช คล้ายอ่วม อาจารย์สอนภาษาอังกฤษ โรงเรียนสตรีวิทยา
5. อาจารย์สมศักดิ์ นาวาบุทท ศึกษานิเทศก์ เขตการศึกษา 8

รายนามผู้ทรงคุณวุฒิที่ตรวจแบบสอบถามสัมฤทธิ์ผลในการเรียนภาษาอังกฤษ

1. รองศาสตราจารย์วาสนา โกวิทยา อาจารย์คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์นิภา จันทเนตร อาจารย์สอนภาษาอังกฤษ โรงเรียนบุพราชวิทยาลัย
3. อาจารย์ปิยะนุช คล้ายอ่วม อาจารย์สอนภาษาอังกฤษ โรงเรียนสตรีวิทยา
4. อาจารย์สมศักดิ์ นาวาบุทศ ศึกษาานิเทศก์ เขตการศึกษา 8
5. Mr. Albert Lisec ผู้เชี่ยวชาญการสอนภาษาอังกฤษ วิทยาลัยครูเชียงใหม่

รายนามผู้ทรงคุณวุฒิที่ตรวจบทเรียน

1. อาจารย์สะอาก ศศิธรามาศ ศึกษาานิเทศก์ เขตการศึกษา 8
2. อาจารย์ชูศรี รัตโนภาส หัวหน้าหมวดวิชาภาษาต่างประเทศ โรงเรียนกาวิละวิทยาลัย
3. อาจารย์ระเบียบ ศรีพิพัฒน์ อาจารย์สอนภาษาอังกฤษ โรงเรียนกาวิละวิทยาลัย
4. อาจารย์พิพูน เกตุแก้ว อาจารย์สอนภาษาอังกฤษ โรงเรียนบุพราชวิทยาลัย



ภาคผนวก ข.

เนื้อหาบทเรียน

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson 1

"Making an introduction"

<p>1. Greet people</p>	<p>A : Hello, _____. Nice to see you. How are you? B : All right, thanks. And you? A : Just fine, thanks,</p>
<p>2. Introduce people</p>	<p>A : <u> B </u> , this is <u> C </u> . <u> B </u> this is a good friend of mine, <u> C </u> . <u> B </u> I'd like you to meet <u> C </u> . <u> B </u> , may I introduce you to <u> C </u> . B : Glad to meet you. I'am happy to meet you, <u> C </u> . It's a pleasure to meet you. It's nice to meet you. How do you do, <u> C </u> . C : Nice to meet you, too. It's my pleasure, How do you do,</p>
<p>3. Ask and answer polite questions,</p>	<p>Where do you come from? What do you do? How long have you been here? Where do you work? ect.</p>

4. End a conversation politely.

B : It was nice meeting you, C ,

See you later.

C : Yes, I'll look forward to it.

First Impact

by Peter Watcyn-Jones

p. 45



ศูนย์วิทยทรัพยากร
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Lesson 2

"Making an invitation"

Robert and Margaret are high school classmates. Robert wants to get to know Margaret better, so he invites her to go to the movies. She doesn't want to go out with him alone, so she refuses the invitation politely.

Robert : Would you like to go to the movies tonight?

Margaret : I'd like to, but I already have other plans.

Robert : What about tomorrow night?

Margaret : Tomorrow night I'm going out with a group of friends. Why don't you come with us?

Robert : I was hoping that we could go out alone.

Margaret : I know, but I really enjoy being with my friends. We always have a good time together, and Paul tells very good jokes,

Robert : How boring. I don't like going out in groups, I'd rather talk just to you.

Margaret : Well, I'm sure someone else would be delighted to go out with you alone.

Robert : Probably, but I'd rather see the movie with you.

Margaret : I'm sorry, but as I said, I already have other plans. Would you excuse me? I have to go now.

Robert : Yes, of course. I'll see you later.

Margaret : O.K. Good-bye.

Lesson 3

"Thanking/Accepting thanks"

- Linda : Oh, hi, welcome back! Have a nice trip?
- Janet : Oh, it was fantastic! Fresh air and sunshine every day.
We were really lucky with the weather.
- Linda : Come on in. I've got the coffeepot on.
- Janet : Thanks, but I've got a ton of laundry to do. I just
stopped by with this - it's for you.
- Linda : Oh, thank you! It's beautiful! I don't have any plants
like this. But you shouldn't have.
- Janet : Well, Jim and I just wanted to show you how much we
appreciated your looking after the house and watering
the plants while we were away.
- Linda : Well, what are friends for? By the way, I tried to buy
you those towels you wanted on sale, but they only had
these really ugly ones left. Sorry.
- Janet : Oh, that's OK. Thanks for trying.
- Linda : You're welcome.

Speaking Naturally

by Bruce Tillitte & Mary Newton Bruder

P.36

Lesson 4

"Apologizing/Accepting apologies"

I' M S O R R Y

(John Denver)

It's cold here in the city.

It always seems that way.

And I've been 1. _____ about you almost every day.

Thinking about the good times.

Thinking about the rain.

Thinking about how bad it feels 2. _____ again.

I'm sorry for the way things are in China.

I'm sorry things ain't what they 3. _____ to be.

But more than anything else

I'm sorry for 4. _____.

'Cause you're not here with me.

Our friends all ask about you

And I say you're doing 5. _____,

And I expect to hear from you almost anytime.

But they all know I'm 6. _____.

And I can't sleep at night.

They 7. _____ know I'm dying down deep inside.

I'm sorry for all the 8. _____ I told you.

I'm sorry for all the things I didn't say.

But more than anything else,
 I'm sorry for myself
 And I can't 9. _____ you went away.

Hmmmmmmmm.....

I'm sorry if I took some things for granted
 I'm sorry for the chains I put on you
 But more than anything else
 I'm sorry for myself
 For living 10. _____ you

Hmmmmmmmm.....

From English Song Book



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Lesson 5

"Family members & Relationship"

- Jenny : Hi, Karen. Are you coming for dinner Thursday night?
It's my turn to cook, and I'm planning to make a salad.
- Karen : You're cooking? I don't know if I should trust you.
- Jenny : My parents do. I've learned a lot about cooking, and some things I make are really pretty good.
- Karen : Do you make dinner often?
- Jenny : Every Thursday. You see, my mom went back to work full time, so all household chores are divided among the five of us.
- Karen : Stevie cooks too?
- Jenny : He sure does, and pretty well too. His turn's Monday. My mom cooks on Tuesday, and my dad on Wednesday.
- Karen : Who does the dishes?
- Jenny : Everybody who isn't cooking that day.
- Karen : And who does the grocery shopping?
- Jenny : Usually my mom and I. We do the major shopping on Saturday, and Amy runs to the local stores for small items during the week.
- Karen : You sure have it down to a system.
- Jenny : It's only fair. We're all equally busy-my parents with work and us kids with school and homework.

Adapted from Life in the USA.

by R. Jordania

Lesson 6

"Love & Dating"

<p>DEAR ANN LANDERS,</p> <p>I'm an 18-year-old girl, a freshman at the state university.</p> <p>Lou and I went steady the last two years of high school. We were really in love. We went everywhere and did everything together. Lou was the most important thing in my life. He felt the same about me.</p> <p>Our folks decided it would be best if we went to different colleges. They said we should date others, that we weren't being fair to ourselves.</p>	<p>We had to do it their way or forget about college and go to work. So off we went in different directions, agreeing to write letters, speak on the phone once a week (for five minutes) and date others.</p> <p>I think our parents were cruel to do this to us. We were so happy, and now we are both miserable. Say some- thing, please.</p> <p>Miserable girl.</p>
--	---

Adapted from ' Reply requested
by Richard Yorkey

Lesson 7

"Wedding"

THE WEDDING

- Julia Rogers

You by my side, that's how I see us
I close my eyes and I can see us
We're on our way to say I do-oo
My secret dreams have all come true-oo
I see the church, I see the people
Your folks and mine happy and smiling
And I can hear sweet voices singing "Ave Maria"
Oh my love, my love, this can really be
That someday you'll walk down the aisle with me
Let it be, make it be that I'm the one for you
I'd be yours, all yours, now and forever
I see us now, your hand in my hand
This is the hour, this is the moment
And I can hear sweet voices singing
"Ave Maria, Ave Maria, Ave Maria"

From English Song Book

Lesson 8

"House"

Asking questions about a house or a flat

When you want some information about a house or a flat, you can ask questions like these :

Question	Answer
Do you live in a house or a flat?	I live in (a flat).
Where is it?	It's in (Station Road).
How many rooms are there? has it got?	There are (three rooms altogether) It's got -a living-room, a kitchen and a bedroom).
Is there a bathroom? Has it got a toilet? central heating? a garage? a garden?	Yes, there is. No, there isn't. it has. it hasn't
Is it modern? big? near the shops?	Yes, it is. it's very (big) it's quite (modern).
	No, it isn't not really.

Question	Answer
What's the rent? How much is	It's (twenty pounds a week).
Is there anything else you can tell me about it?	Yes. (There's a lovely view of the park from my bedroom window.) No, I don't think so.

First Impact

by Peter Watcyn-Jones

P.63

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Lesson 9

"Valentine 's Day"



"A Valentine Love Letter"

Dear _____,
(name of a friend)

I am sending you the key to my heart. I chose you because you are my _____ friend. Whenever I think of you, I think of _____ and _____. Seeing you puts a _____ on my face.
(adjective) (plural noun) (plural noun) (sing. noun)

This key is very _____. You cannot find one like it in a _____. So keep it in a safe _____.
(adjective) (sing. noun) (sing. noun)

If you ever feel _____, just remember : With this you will always have my _____.
(adjective) (sing, noun)

Your _____
(sing, noun)

(your own name)

Material from English Teacher Training
From American Peace Corps Volunteer



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จุฬาลงกรณ์มหาวิทยาลัย



Lesson 10

"Halloween "



It is Wednesday morning. Mrs. Bello is in the kitchen when the telephone rings.

"Hello "

"Mrs. Bello?"

"Yes, this is Mrs. Bello."

"Good morning, Mrs. Bello. This is Ann's mother, Mrs. Wynn. Did Maria tell you about the Halloween party on Saturday night at our home? We hope that Maria can come."

"How are you, Mrs. Wynn? Yes, Ann invited Maria to the party, but I am not sure that she will go. I wonder if she isn't too young to go to evening parties with boys."

"The children are all the same age. They like evening parties. They like to feel grown-up, just as we grown-ups like to feel young."

"I know, but I wonder if it is good for them."

"Well, this is a special party. Halloween comes only once a year, and is a time for fun. Please let Maria come. The other children like her very much."

"Thank you, I'll talk it over with my husband. I'll call you at home this evening."

"Good I'll wait to hear from you. Goodbye, Mrs. Bello."

Family Life in the U.S.A.

by Gladys Alesi & Dora Pantell

P.32-33



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จุฬาลงกรณ์มหาวิทยาลัย

Lesson 11

"Christmas"

THE NIGHT SANTA GOT STUCK IN THE CHIMNEY

That year we spent Christmas with Uncle Percy, my father's rich brother. He lived in a big house in a lonely part of Vermont. We had started out early on Christmas Eve, but it was very late by the time we caught sight of Uncle Percy's house.

My wife and I and the three children climbed out of the car. Suddenly my little girl Jane shouted, "Look, Daddy and Mommy I can see Santa Claus on the roof "

We looked up to where Jane was pointing. Neither of us saw anything, of course. My wife and I smiled over our five-year-old's head, and we all went inside. Soon we had put the children to bed and Uncle Percy had brought out all the toys he had bought for them. He couldn't wait to show us everything; the furniture and floor were covered with games, dolls, cars, trains and books. Then we heard a noise. It was Jane.

"Daddy, Daddy. I can hear Santa Claus on the roof "

"Go back to bed, Jane, or Santa won't come,"

Jane went back to bed, and we began wrapping Uncle Percy's presents. "Oh, Uncle Percy, all of these must have been terribly expensive," my wife said.

"Oh, the price isn't important. None of my relatives make me as happy as you do. Each of your children is special to me."

Just then I remembered I had forgotten to put the car in the garage. I went out. Just as I was closing the garage door, I heard a terrible scream. I rushed inside. Uncle Percy was in front of the fireplace. Something was hanging from the chimney...no somebody was stuck in the chimney. We got him out and put him on the rug.

"Is he still breathing? He's not dead, is he?"

"No, just a little shocked. I think we have Jane's Santa Claus," said Uncle Percy.

New Horizons in English 5

by John A. Upsher, ed.

P.39

ศูนย์วิทยทรัพยากร
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Lesson 12

"Birthday"



- Pranee : Hello, Henry. You're late as usual.
- Henry : I was held up in a traffic jam.
- Suda : What will you have to drink, Henry? We have iced tea, hot coffee, and lemonade.
- Henry : I think I'll have iced tea with a slice of lemon.
- Suda : With or without sugar?
- Henry : Without.
- Suda : Here you are, Henry. And how about more lemonade, Pranee?
- Pranee : Yes, thank you,
- Suda : Fine. I'll have the same.
- Henry : And now, I wish to propose a toast to our fair hostess, miss Suda Duangdara. Congratulations on your birthday, Suda. May you live to be a hundred years old.

Pranee : And may all your birthdays be happy and gay.

Suda : Thank you.

Cicero 5

A Learner's Expression English Course

by Dr. Pinyo Satorn

Sawat Suwanaksorn

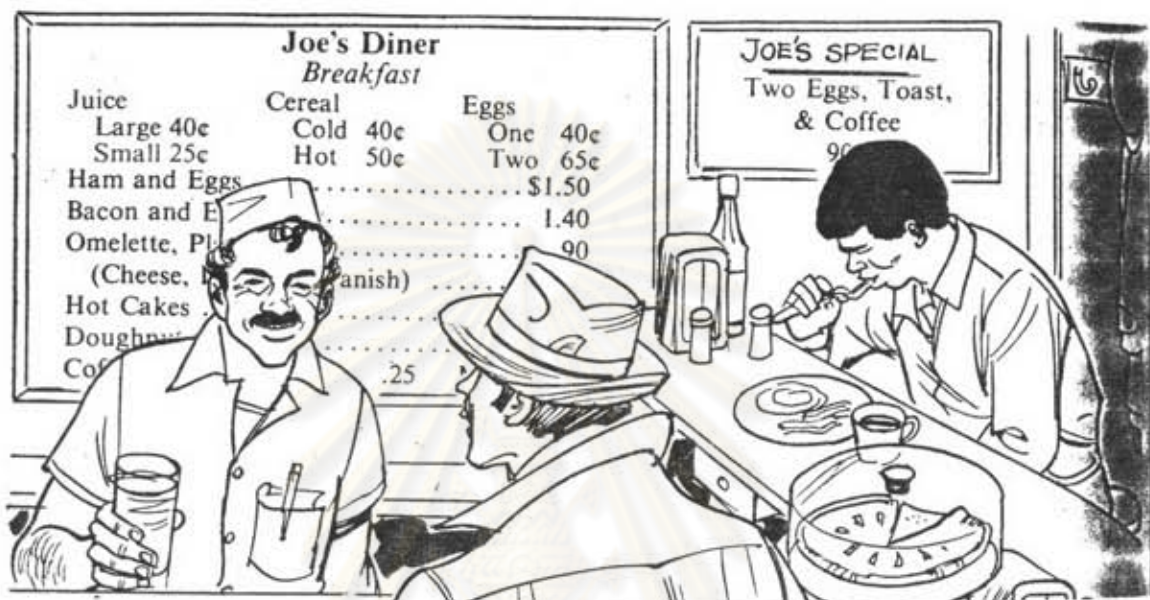
P.1-2



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Lesson 13

"Meals"



CUSTOMER 1 Hi, Joe.

JOE Good morning, Mr. Baker.

CUSTOMER 1 Brrr, it's cold.

I think I'll have a bowl of hot cereal, some
toast and coffee.

JOE Oatmeal?

CUSTOMER 1 Fine.

JOE Yes, Sir?

CUSTOMER 2 I'd like ham and eggs, please.

JOE How do you want your eggs?

CUSTOMER 2 Fried...No, scrambled this morning.

JOE Juice?

CUSTOMER 2 Yes, please.

A small orange juice and coffee now.

Welcome to English 5

by Willard D. Sheeler

P.62



ศูนย์วิทยทรัพยากร
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Lesson 14

Places to eat

Julia and Jim are in a pub. They are standing at the bar. In English pubs, you always have to go to the bar to get your drink. Nobody will ask you what you want if you sit down at a table first. Jim has just paid for their drinks.

BARMAN : And here's your change, sir.

JIM : Thank you.

JULIA : Can we sit down somewhere, Jim? I don't like standing here.

JIM : All right. Look There's a table over there. Come on.

JULIA : (sitting down) This is much more comfortable. I think women look terrible standing at the bar.

JIM : Really? I don't think so. Anyway, cheers

JULIA : Cheers.

JIM : Would you like a cigarette?

JULIA : No thanks. I've decided to give up smoking.

JIM : Really? Why?

JULIA : Well...it's just that I think if you don't enjoy doing something any more you should stop doing it.

JIM : I see, You mean you don't enjoy smoking any more?

JULIA : That's right. You should give it up, too. It's bad for your health.

Kernel Book II

by Robert O'Neill

P.121

Lesson 15

"Ordering a meal"

Ordering at a restaurant is usually formal as you don't know the waitress/waiter.

1. Waitress/Waiter

- a. May I help you?
- b. Would you care for a drink before dinner?
- c. May I take your order?
- d. How would you like your meat? (rare, medium, or well-done.)
- e. Potatoes? Vegetable? Salad Dressing?
- f. Anything to drink?
- g. Is everything all right here?
- h. Will there be anything else?

2. Customer

- a. We haven't decided what we want yet.
- b. We're ready to order now. I'd like.....
- c. Excuse me please, could we/I have some more.....?
- d. Is tea/coffee/dessert included with the dinner?
- e. May I have the bill please?

Now practise this conversation. You can use any of the items on the menu or you can suggest other kinds of food. Make sure that you know whether an item is countable or uncountable.

Waiter : Good evening, sir.

Mr.Smith : Good evening. May I have the menu, please?

Waiter : Certainly, sir. Here you are.

Mr.Smith : Now, my dear. What would you like? Would you like some soup?

Mrs.Smith : No, I think I'll start with some _____. Then I think I'll have some _____. For dessert, I'd like some _____.

Mr.Smith : Waiter! I'd like to order now.

Waiter : Certainly, sir. What would you like?

Mr.Smith : My wife would like some _____ and some _____. Then she would like some _____. I'll start with some _____. Then I'll have some _____ and some _____.

Waiter : Certainly, sir.

Active English for Thailand 5

by D.H. Howe

P.60

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Lesson 16

"Manners at table"

Peter. Tom and Susan have all gone to a very expensive restaurant. They've just finished eating.

SUSAN : I must say your roast beef looked even better than my steak. I think I would have ordered that if I'd known.

TOM : Do you mean you didn't like the steak?

SUSAN : Oh, no. Just the opposite. I enjoyed my meal very much.

PETER : Well, I'm glad you both did because I'm going to pay. Waiter!

TOM : Don't be silly, Peter! We can't let you do that.

SUSAN : No, we can't. I mean, we'd never have come to such an expensive place if you'd told us that earlier.

PETER : No, let me pay. I insist.

WAITER : Yes, sir. Did you call?

PETER : Yes, the bill please.

WAITER : Er...do you want the bill separate or all, together?

PETER : All together, of course

WAITER : Very well, sir. I'll be right back.

Kernel b II

by Robert o'Neill

P.150

Lesson 17

"Superstition"

ZODIAC

Aquarius January 21–Feb 20  The weather will play an important part in your plans.	Gemini May 21–June 20  You will find some cash – then lose it.	Libra September 21–Oct 20  Watch out for the postman – and a nasty shock.	Taurus April 21–May 20  Your plans will be upset by family problems.
Pisces February 21–March 20  Nothing will go right for you today.	Cancer June 21–July 20  You will go on an important trip today.	Scorpio October 21–Nov 20  A four-footed friend may surprise you today.	Virgo August 21–Sept 20  Red is your lucky colour today.
Aries March 21–April 20  You will have a good day at school today.	Leo July 21–August 20  A friend may let you down today.	Sagittarius November 21–Dec 20  You may be in a fix, but a stranger will help you out.	Capricorn December 21–Jan 20  Look out – you may lose a friend.

What to do

Look at the horoscope.

Suppose that everyone's horoscope came true. Can you work out each person's birth sign?

Write your answer like this: *Kamala's birth sign is Taurus.*

1. Kamala wanted to go to the school disco, but her mum would not let her go.
2. Julie went to London to see about a new job.
3. Paul was picked for the rugby team, but the match was washed out by a thunder storm,
4. Tina got a red racing bike for her birthday.
5. Pete's car broke down, but a woman stopped and helped him to fix it.
6. David found 50p. but then he dropped it and it rolled down a grid.

7. Joey lost her cat.
8. John got 10/10 for his apple pie in cookery.
9. Harry fell off a ladder and hurt his leg. The ladder fell on the greenhouse and smashed ten windows.
10. Winston could not play chess. His partner did not turn up.
11. Joan found out that her dog was going to have pups.
12. Jane got a gas bill for £63.37 in the post.

Material from English Teacher Training

From Chiangmai Teacher College



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Lesson 18

"Education"

Mrs. Cox teaches English in a large high school located in the inner area of a big city on the West Coast. Ever since she was a young girl, Mrs. Cox had wanted to become a teacher. She has taught eight years now and hasn't changed her mind.

After she graduated from high school, Mrs. Cox went on to college. Four years later, she received her bachelor's degree (B.A.) in English and her teaching certificate. Then she was qualified to teach in the secondary schools of her state. In the summers, Mrs. Cox takes more classes. Someday she hopes to get a master's degree (M.A.). With an M.A., she will receive a higher salary.

The school day at Mrs. Cox's high school, like that in many high schools in the United States, is divided into six periods of one hour each. Mrs. Cox must teach five of these six periods. During her "free" period, which for her is from 2 to 3 P.M., Mrs. Cox must meet with parents, order supplies, make out examinations, check assignments, and take care of many other things. In short, her "free" period isn't really free at all. Mrs. Cox works steadily from the time she arrives at school in the morning until the time she leaves for home late in the afternoon.

English For Today


Book Three : The way we live.

by William R. Slager.

Lesson 19

"Recreation"

- Roger : What do you do in your spare time?
- Barry : Oh, nothing special. I read...watch TV...go to the movies.
- Roger : Don't you have any hobbies, like stamp collecting or things like that?
- Barry : No, I don't have any hobbies. How about you?
- Roger : I have just one-photography. It's expensive, but it's a lot of fun.



Dialogs for Every Day Use

by Julia M. Dobson

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Lesson 20

"Hotel"

Arthur often travels abroad. This is a typical conversation at the reception desk in a hotel.

RECEPTIONIST : Good evening, sir.

ARTHUR : Good evening. My name's Tigers. I believe you have a room reserved for me.

RECEPTIONST : Just a moment, Mr.Tigers. Let's see...Tigers... yes, Mr. Tigers, Room 204.
Would you fill in this form, please?

ARTHUR : Certainly. Er...I can't find my pen and there isn't one on the desk.

RECEPTIONST : Isn't there? How strange.

ARTHUR : Perhaps someone walked off with it. Could you lend me yours?

RECEPTIONST : Of course. Here you are. How long do you intend to stay, Mr.Tigers?

ARTHUR : I'm not sure. It all depends. But I'm probably going to leave on Thursday.

RECEPTIONST : On Thursday. I see. Would you tell us as soon as you know?

ARTHUR : Yes, of course. Where shall I put the number of my passport?

RECEPTIONST : Just at the bottom. That's right. Thank you.

ARTHUR : Oh, would you wake me up at 7 tomorrow?

RECEPTIONST : At 7. Certainly. Porter! Take Mr.Tigers' suitcase to his room. Just follow the porter, Mr.Tigers.

ARTHUR : Thank you. Good bye.

RECEPTIONST : Good bye. Oh! Mr.Tigers. My pen!

ARTHUR : Your pen?

RECEPTIONST : Yes. I lent it to you a moment ago. You remember?

ARTHUR : Oh yes, of course you did. I put in my pocket by mistake. Here you are. I'm very sorry.

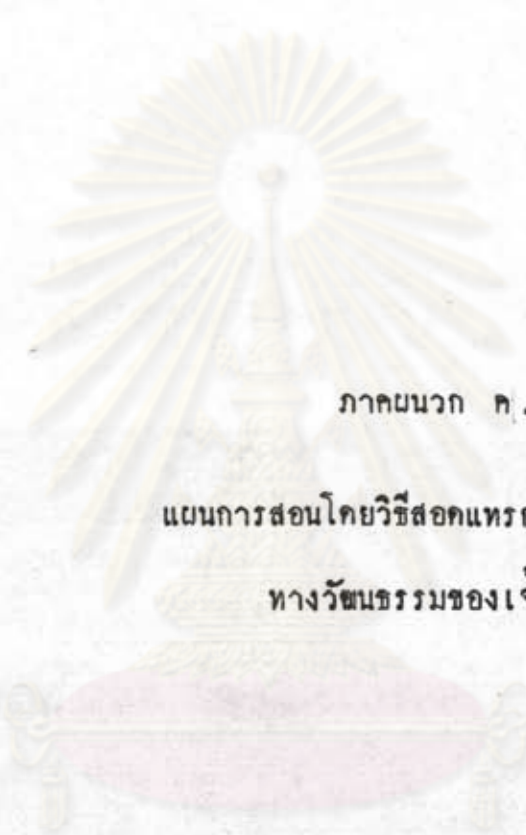
RECEPTIONST : That's quite all right.

Kernel Book II

by Robert o'Neill

P.60

ศูนย์วิทยทรัพยากร
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ภาคผนวก ก .

แผนการสอนโดยวิธีสอศแทรกเนื้อหาและกิจกรรม

ทางวัฒนธรรมของเจ้าของภาษา

ศูนย์วิทยพัทยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 1

Class M. 5
No. of Students 34
Date February 23, 1987
Time 9.20 - 10.10
Content Making an introduction
Teaching Aids picture/puppets/sheet
Assumption Structure : I'd like to introduce myself.
 It's nice to meet you.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to introduce somebody to another person.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the word 'look forward to.'</p>	<p><u>Presentation</u> (show a picture of a man)</p> <p>- Do you know the man in this picture?</p> <p>- Let me introduce you this man. His name is Brian Heidel. He is from America.</p> <p>- What have I just done about this man?</p> <p>- Right. Today we are going to make some introductions. Can you introduce yourself to me, _____?</p> <p>- When _____ introduces himself to us what should we say?</p> <p>- Good. Now I'd like all of you to introduce yourself to your friend. So please stand up. Walk around the classroom. Shake hands with your friend and say your name. You have to look at your friend's eyes while</p>	<p>No, I don't</p> <p>You've just introduced him to us.</p> <p>- Yes, I'd like to introduce myself. My name is _____.</p> <p>- I'm glad to meet you. It's nice to meet you. Pleased to meet you.</p> <p>- Yes. (warm-up activity.) (Every student walks around the classroom. Shake hand</p>	<p>1. Ss will play the roles as assigned to make an introduction in groups of 3 people.</p> <p>2. Ss will show they can use non-verbal, gesture, such as eye-contact, pace while talking.</p> <p>3. Ss will choose the correct answer for the question concerning the topic learned.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Ss will be able to use the sentence 'It was nice meeting you.'</p> <p>2.3 Ss will be able to make a formal and informal introduction.</p> <p>2.4 Ss will be able to use eye contact and hand shaking when being introduced.</p> <p>2.5 Ss will be able to ask and answer questions appropriately after being introduced.</p>	<p>introducing yourself. And stand a little close to each other. And the person you introduce yourself to will response like, 'I'm glad to meet you' or 'It's nice to meet you' Do you understand? Please do what I say.</p> <p>- O.K. Now please sit down. We are going to learn the new vocabulary. (show the picture again)</p> <p>- This is my friend, Brian. He will visit Chiang Mai next month and I'm looking forward to seeing him.</p> <p>- Are you thinking about your summer vacation?</p> <p>- The students are thinking about the summer vacation. They are looking forward to it. Now look at these sentences and repeat after me. (write on the board)</p> <p>I look <u>forward to seeing</u> my friend. The students are <u>looking forward to</u> their summer vacation.</p> <p>- What does it mean?</p> <p>- Good. What part of speech is it?</p> <p>- How about its pattern?</p>	<p>with each other. Use eye contact while introducing one's self and the other one will response like 'It's nice to meet you)</p> <p>Yes, I am.</p> <p>(repeat after the teacher)</p> <p>- Thinking about something in the future.</p> <p>- It's a verb.</p> <p>- Look forward to + gerund or noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>It was nice meeting you.</u></p> <p>- When do you say 'It is nice to meet you'?</p> <p>- Right. And before you say goodbye to that person you should say 'It was nice meeting you.' Repeat after me please.</p> <p>(Write on the board)</p> <p>It's nice to meet you.</p> <p>It was nice meeting you.</p> <p>- Now, tell me again when to use the first sentence.</p> <p>- When do you use 'It was nice meeting you'?</p> <p>- Good. Take note.</p> <p>- Now Look at these two puppets. This is Miss Jenny Brown and this is Mr. Tom Longer. They don't know each other so I'll introduce Tom to Jenny. Listen to the dialogue.</p> <p>- Jenny, This is Tom Longer. And this is Jenny Brown.</p> <p>Jenny : Hi. Glad to meet you.</p> <p>Tom : Glad to meet you, too. Where are you from?</p>	<p>- When I am introduced to somebody.</p> <p>(repeat after the teacher)</p> <p>- When being introduced to someone.</p> <p>- Before saying goodbye to the person we are introduced to.</p> <p>(take note)</p> <p>(listen to the dialogue)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Jenny : America, And you? Tom : I come from Canada. Jenny : It was nice meeting you, Tom. Se you later. Tom : Yes, I'll look forward to it.</p> <ul style="list-style-type: none"> - Where do you think this dialogue took place? - What did I do to both of them? - Formal or informal? - How do you know? <p>- And what did Tom and Jenny do after being introduced?</p> <p>- Right. There are some questions you should not ask a stranger such as : How old are you? How much money do you make? And when you make an introduction you have to introduce a man to a woman and a young person to an old one. Take note. (hand out the sheets)</p> <ul style="list-style-type: none"> - Look at the sheet. This is the pattern of making an introduction. Repeat after me line by line. - Now, look at only the first line of each group. I will be A. This half of the class will be B. and the other half will be C. O.K. let's read our line. 	<ul style="list-style-type: none"> - At a party. - You introduced Tom to Jenny. - Informal - You didn't use Mr. and Miss and they didn't say 'How do you do.' - They asked and answered some questions. <p>(Take note)</p> <p>(repeat after the teacher)</p> <p>(group activity)</p> <p>(read the line of the dialog in the pattern.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <ul style="list-style-type: none"> - Look at the pattern on the sheet again and work in group of three people as A, B and C. Try to use another line on the sheet - When you finish your introduction. Please do it again. This time take turn the role and try to make both formal and informal introductions. 	<p>(group work activity) (role play)</p>	

ศูนย์วิทยพัชร์พยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 2

Class M. 5
No. of Students 34
Date February 24, 1987
Time 11.10 - 12.00
Content Making an invitation
Teaching Aids charts/sheet/realia
Assumption Vocabulary : invite, refuse, accept
 Structure : what about, how about

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u> 1.1 Ss will be able to make an invitation. 1.2 Ss will be able to accept and refuse an invitation appropriately.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to use the pattern : 'd rather.</p>	<p><u>Presentation</u> - There will be a farewell party for the M. 6 students next month. Are you invited to come? - Will you come? - _____, why won't you come to the party? - Today we are going to make some invitations in English. But first of all, let's review what you have learned about making invitations. (put the chart on the board) - Please complete these sentences with the words : accept, refuse, invite. 1. I'd like to _____ you to the farewell party. 2. If you say yes, it means you _____ the invitation. 3. If you say no, it means you _____ the invitation.</p>	<p>- Yes, I am - Yes, I will. No, I won't. (give reason why not) (complete the sentences)</p>	<p>1. Ss will play the roles as assigned to make an invitation in pairs. 2. Ss will choose the correct answer for the question concerning the topic learned.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Ss will be able to make an invitation stating the time and place clearly.</p> <p>2.3 Ss will be able to accept an invitation appropriately.</p> <p>2.4 Ss will be able to refuse an invitation and give the reason politely.</p>	<p>(check)</p> <ul style="list-style-type: none"> - Now, can anybody make a sentence using 'how about and 'what about'? - Good. Now, let's begin our lesson <u>'d rather</u>. - _____, do you want to clean the room now? - What do you want to do, then? - _____, doesn't want to clean the room. He <u>'d rather (Verb) instead.</u> (show 2 books) - This book is interesting but this one is more interesting. I <u>'d rather</u> read this book because it's more interesting. (write on the board) - Class look at these sentences and repeat after me. I <u>'d rather</u> read that book. He <u>'d rather</u> go fishing. He doesn't want to clean the room. - What's the full word of ''d'? - Would - What does it mean? - What about the pattern? - Take note. 	<p>(volunteer to make some sentences using 'what about and 'how about.'</p> <ul style="list-style-type: none"> - No, I don't. - I want to _____. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - would, could, should - อาจจะ----(มากกว่า) - Subject + 'd rather + infinitive without to. <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(hand out the sheets)</p> <ul style="list-style-type: none"> - Listen to me and read along with me silently. - Who makes an invitation? - Does Margaret accept or refuse the invitation? - What is her reason to refuse the invitation? - Is she polite to refuse the invitation like that? - Politeness is very important whether you accept or refuse the invitation. So Margaret is polite to say 'I'd like to, but _____' and she states the reason why she can't accept Robert's invitation. Actually, you can make an invitation by speaking or writing a card like this. <p>(show an invitation card)</p> <p>For a formal invitation card you'll see the letters R.S.V.P. on the lower left corner. This is French for "Reply, if you please." You should accept or refuse either by telephone or in writing as soon as possible when you receive the card.</p> <ul style="list-style-type: none"> - Do you understand? - Please take note. <p>(put the chart on the board)</p>	<p>(listen to the teacher and read along silently)</p> <ul style="list-style-type: none"> - Robert. - refuse. - She says that she has other plans to do. - Yes, she is. <p>- Yes.</p> <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">You are invited to a "Farewell Party"</p> <p>For : M. 6 students</p> <p>Given by : The school committee</p> <p>Date : March 6, 1987</p> <p>Time : 10.30 A.M.</p> <p>Place : The School Hall</p> <p>R.S.V.P.</p> </div> <p>- This is an example of an invitation card. Can anybody invite your friends to this party?</p> <p>- Good. That's a group invitation.</p> <p>- O.K. Let's take a look at these two dialogues and repeat.</p> <p>1. Tom : How about a movie tonight? Jane : Yes, I'd love to. Thank you. But when exactly? Tom : At 7:30 in front of the cinema. Jane : O.K. See you then</p> <p>2. Tom : Would you like to go dancing with me on Friday?</p>	<p>(volunteer to invite his/her friends to the party)</p> <p>- I'd like to invite everybody to the Farewell Party for M. 6 students on March the 6th.</p> <p>(repeat)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Jane : Oh, I'd love to but I'd rather do my report. Tom : How about another night? Jane : Let's say after I finish my report. O.K.? Tom : That's fine.</p> <p><u>Practice</u></p> <ul style="list-style-type: none"> - Let's practise the dialogue no. 1 and no. 2. - This side of the class act as Tom, and the other side as Jane. - Now, _____ and _____, come in front of the class. - You act as Jim and you as Ann. - When you talk to each other, you should look to each other's eyes, stand a little close to each other and use a pleasant tone to each other. <p><u>Evaluation:</u></p> <p>(choose as many pairs as possible to do a role play by giving them a situation)</p> <p>a) You want to invite a friend to go to the movies with you. Be specific about the day, the time, and the movie. If your friend accepts, show that you're pleased. If your friend refuses, show that you understand.</p>	<p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>b) A friend is inviting you to go to the movies. Either accept or refuse the invitation, but try to be as polite as possible.</p> <p>Now, we're going to choose the correct and appropriate answer from the following situation. You are invited to go to a concert today and you don't feel well at that time.</p> <p>You :</p> <p>a) accept and do not turn up at the concert. b) say you never go to a concert. c) thank the person and politely refuse, giving an excuse. d) accept and do not enjoy the concert at all. (correct the answer and discuss why C. is the correct answer.)</p> <p><u>Transfer</u></p> <p>- Look at the dialogue between Robert and Magaret on the sheet again. Do the role play. This time Magaret accept the invitation. You have to change the words in the dialogue.</p> <p>- Now prepare yourselves to role play in pair. Choose whether you accept or refuse the invitation. If you accept, ask the inviter to state the time and the place clearly. If you refuse, you have to state reasons.</p>	<p>(choose the correct and appropriate answer)</p> <p>(role play) (pair work activity) (pair work activity)</p>	

Lesson Plan 3

Class M. 5
No. of Students 34
Date February 26, 1987
Time 13.50 - 14.40
Content Thanking/Accepting Thanks
Teaching Aids chart/sheet/some candy
Assumption Vocabulary : look after, fantastic
welcome, laundry

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to thank someone and accept thanks appropriately.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the word appreciate. 2.2 Ss will be able to thank someone appropriately by</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - What do you say when somebody gives you something. - Right. (give some candy to a student) - You're welcome. - Today, we are going to practise saying thanks and accepting thanks to somebody. First of all, let's review some vocabulary. Complete these sentences with the words : look after, fantastic, welcome, laundry. (write on the board) 1. Paul's parents died 5 years ago. Now he has to _____ himself. 2. I have a lot of clothes to wash. I'll do the _____ tonight. 3. It is a wonderful island to visit. Believe me, it's really _____. 	<ul style="list-style-type: none"> - Thank you. (say 'thank you') (complete sentences) 	<ol style="list-style-type: none"> 1. Ss will play the roles under the given situations saying thanks and accepting thanks. 2. SS will complete the dialogues.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>using the words or phrases given like : thanks, thank you etc.</p> <p>2.3 Ss will be able to accept thanks appropriately by using the phrases given like : you're welcome, It was my pleasure etc.</p> <p>2.4 Ss will be able to tell when and how to thank somebody.</p>	<p>4. _____ home! Everybody missed you while you were absent. (check)</p> <p><u>appreciate</u></p> <p>- My brother loves music. He always appreciates listening to the music. _____, do you love music? _____, also appreciates the music.</p> <p>- Look at these sentences and repeat. (write on the board)</p> <p>I <u>appreciate</u> what she has done for me. The students <u>appreciate</u> what their teacher helped them.</p> <p>- Can anyone tell me the meaning of 'appreciate'?</p> <p>- What part of speech is it?</p> <p>- O.K. Take note. (hand out the sheet)</p> <p>- Listen to me and read along with me silently.</p> <p>- Who says thanks?</p> <p>- What does Linda say thanks for?</p> <p>- Why does Janet give her the plants?</p>	<p>Yes, I do</p> <p>(repeat)</p> <p>- ขอบคุณ, ประทับใจ - verb (take note)</p> <p>(listen to the teacher and read along silently)</p> <p>- Both Linda and Janet. - For the plants Janet gives her. - To thank Linda for looking after the house and watering the plants.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>other side of the paper and put it in the box in front of the class.</p> <p>I'll give this box to you after this period.</p> <ul style="list-style-type: none"> - Now, look at the sheet again. - What do you say when you want to thank somebody? (write what the students say on the board) - Good. We also can say 'I appreciate what you've done for me.' - And what do you say when somebody thank you? (help the students if they don't know what to say) - O.K. Now, look at these dialogues and repeat after me. (write on the board) <p><u>Dialogue 1</u> Ann : Thank you very much for the roses you gave me. John : You're welcome.</p> <p><u>Dialogue 2</u> Ann : I really appreciate what you have given me. John : It was my pleasure.</p>	<ul style="list-style-type: none"> - Thank you. - Thank you very much. - Thanks a lot. - It was very kind of you. - You're welcome. - Don't mention it. - That's quite all right. - It's O.K. - It was my pleasure. (repeat after the teacher) 	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - So when do people say thanks? - For whatelse to say thanks? (help Ss by giving some examples) - How can we thank somebody? - Good. Now let's write a line to thank somebody you'd like to thank to in this class room for what he/she has done for you. (give each student a piece of paper) - You can begin with 'Thank you for _____.' - When you finish please write the person's name on the 	<ul style="list-style-type: none"> - When someone gives them something. When someone does something for them. (expected answers) - for an offer of help - for a compliment and a wish of success - when asked about their health - for an invitation - when leaving a party - for services such as in a hotel or at the restaurant (can answer in Thai) - by saying thanks on the phone or by ourselves - by giving something as a gift - by writing a thank you note. (write a thank-you note) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Let's practise dialogue 1. The girls are Ann and the boys are John. - _____ and _____ play the roles as Ann and John in front of the class. - Now, dialogue 2. This side of the class are John, and the other side are Ann. - _____ and _____ act as John and Ann in front of the class. <p><u>Evaluation</u> (choose as many pairs as possible to present the dialogue by giving them a situation)</p> <p><u>Situation 1</u> A thanks B for giving him/her a birthday gift.</p> <p><u>Situation 2</u> A thank B for an invitation to dinner at B's house.</p> <p>Now, complete these dialogues.</p> <p><u>Dialogue 1</u> Nancy : That's a nice shirt. Ronda : _____</p> <p><u>Dialogue 2</u> David : Good luck on your exam. Sally : _____</p> <p><u>Dialogue 3</u> Shirly : Congratulations! You are the winner. Pat : _____</p>	<p>(group work activity)</p> <p>(pair work activity)</p> <p>(group work activity)</p> <p>(pair work activity)</p> <p>-</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(complete the dialogue)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- This is a diagram of a dialogue (show the chart on the board)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A : offers to help.</p> <p>B : accepts help and thanks A.</p> <p>A : accepts thanks.</p> </div> <p>- This is an example</p> <p>A : May I help you to lift the table?</p> <p>B : Oh, that's very kind of you. Thank you.</p> <p>A : You're welcome.</p> <p>- I'd like you to work in pairs.</p> <p>Play a role as A and B.</p>	<p>(role play) (pair work activity)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 4

Class M. 5
No. of Students 34
Date February 27, 1987
Time 10.20 - 11.00
Content Apologizing/Accepting apologies
Teaching Aids chart/sheet/tape-record player
Assumption vocabulary : alone, lie, used to, expect

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to apologize and accept apologies appropriately.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to complete the song they hear. 2.2 Ss will be able to pronounce and tell the</p>	<p><u>Presentation</u> - What do you say when you are late for class? - Right. Today we are going to learn more how and when to say 'sorry' and how to accept it. First, let's review some vocabulary. (show a chart on the board) - Complete these sentences with the words given.</p> <p>alone, lies, used to, expect</p> <p>1. I _____ swim in that river when I was young. 2. Don't tell me _____, that is not a good habit. 3. We don't know where she is now but we _____ to hear from her soon. 4. Nobody's here. I'm _____ in this house.</p> <p>(check)</p>	<p>- I'm sorry. I'm late.</p> <p>(complete the sentences)</p>	<p>1. Ss play the roles under the given situations apologizing and accepting apologies.</p> <p>2. Ss rearrange dialogues correctly according to the situations given.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>meaning of the words : take-for-granted, apologize.</p> <p>2.3 Ss will be able to apologize by using the given pattern : "I'm (very, terribly, extremely) sorry for doing something; Please for give me; I (do) apologize.</p> <p>2.4 Ss will be able to accept apologies by using the given pattern like : That's O.K., It's all right, Forget about it, It doesn't matter</p>	<p><u>apologize</u></p> <ul style="list-style-type: none"> - Yesterday I broke my friend's vase so I apologized her. - Class repeat, "apologize." (write on the board) I <u>apologized</u> her for breaking her vase yesterday. Sunee <u>apologizes</u> me for being late. - Look at these two sentences and repeat after me. - What does 'apologize' mean? - What part of speech is it? - Yes. And the noun of this word is 'apology.' We can say 'Please accept my apology' instead of saying 'I apologize.' (write on the board) Please accept my apology. - Take note. <p><u>take something for granted</u></p> <p>(show 2 pictures of a man and a woman)</p> <ul style="list-style-type: none"> - Look at these pictures. This is Sayan and this is Malee. Malee loves Sayan very much but Sayan doesn't care about her. He always takes her love for granted. Malee likes to give Sayan a lot of cookies but Sayan doesn't tell her that he likes her cookies. He always takes them for granted. (write on the board) 	<p>(repeat the word after the teacher)</p> <p>(repeat after the teacher)</p> <p>- ขอโทษ, ขออภัย</p> <p>- It's a verb.</p> <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Sayan <u>takes</u> her love <u>for granted</u>. He always <u>takes</u> what she gives him <u>for granted</u>. - Repeat after me, please. - Can anyone tell me the meaning of 'take something for granted'? - Take note. (hand out the sheet) - Listen to the tape record player and complete the song you hear. I play it twice. - Now, let's check it together. (help students for correcting) - How does the singer feel? - Sorry for what? - What does he often say in the song? - What else can you say when you do something wrong? - And what do you say when someone say sorry to you? - This is a chart of some expressions you can use for apologizing and accepting apologies. Read after me, please. (show the chart on the board) 	<ul style="list-style-type: none"> (repeat after the teacher) - ไม่เห็นค่า, ไม่ซาบซึ้ง (take note) (complete the song they hear) (check and correct their exercise) - sorry - for what he did to his girl friend. - I'm sorry - I'm very sorry. - It doesn't matter . Never mind. etc. (read after the teacher) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	Apologizing	Accepting apologies	
	<p>Sorry ! I'm (very, extremely, terribly) sorry. I (do) apologize Please forgive me I beg your pardon.</p>	<p>It's all right. That's O.K. It doesn't matter. No problem. I forgive you. Forget it.</p>	
	<p>- When do we say 'I'm sorry.'? - Sometimes we say 'sorry' just to be polite. The words 'I'm sorry' do not always show an apology. We can use them to express sympathy, as 'I'm sorry to tell you that you fail the test.' We can use the words 'I'm sorry' and 'excuse me' in many situations such as when you cough, burp, sneeze, hiccup or yawn. Take note. (use gesture to show the meaning of the words the students don't know) - Now, face your partner and take turn to say 'sorry' as you are coughing, burping, sneezing, hiccuping or yawning. - Good. Now, let's go on our lesson. - Apologizing for something that is not very serious,</p>		<p>- When we do something bad.</p> <p>(take note)</p> <p>(role play)</p> <p>(pair work activity)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>you can say:</p> <p>Sorry (about that).</p> <p>So sorry.</p> <p>I'm sorry.</p> <p>But for something that is very serious, you should say:</p> <p>I'm (very/extremely/terribly) sorry.</p> <p>Please forgive me for _____.</p> <p>I (do) apologize for _____.</p> <p>- Look at these two dialogues. (write on the board)</p> <p><u>Dialogue 1</u></p> <p>A : So sorry for saying that yesterday.</p> <p>B : That's O.K.</p> <p><u>Dialogue 2</u></p> <p>A : Please forgive me for telling you a lie.</p> <p>B : I forgive you but don't do it again.</p> <p>- Please repeat the dialogues after me.</p> <p>- Which dialogue do you think it is more serious?</p> <p>- Why?</p> <p>- Good.</p> <p><u>Practice</u></p> <p>- I'll divide you into 2 groups. This side of the class act as A and the other side act as B.</p> <p>- _____ and _____ come in front of the class</p>	<p>(repeat after the teacher)</p> <p>- dialogue 2.</p> <p>- B says 'don't do it again.'</p> <p>(group work activity)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>and act as A and B in dialogue?</p> <p>- _____ and _____ come in front of the class and act as A and B in dialogue 2.</p> <p><u>Evaluation</u> (choose as many pairs as possible to do a role play by giving them a situation)</p> <p><u>Situation 1</u> You see someone who looks like a friend. You go up and begin talking. When she turns around, you see it isn't who you thought it was.</p> <p><u>Situation 2</u> You forget to return your friend's book. And you can't find it. Now, let's rearrange dialogs correctly according to the situations given.</p> <p><u>Situation 1</u> Two people bump into each other while getting off a bus. (2 lines)</p>	<p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Situation 2</u></p> <p>Two people are talking on the telephone. (6 lines)</p> <ol style="list-style-type: none"> 1. Oh, forget it. 2. What for? 3. No need to apologize. These buses are always coming to a sudden stop. I understand. 4. OK .OK. Enough is enough. I accept your apologies. 5. June, I really want to apologize to you. 6. Oh, excuse me. I'm sorry. That was clumsy of me. 7. I can't. It was a terrible thing to say. Please forgive me. 8. I'm really sorry about what I said to you the other night. <p><u>Transfer</u></p> <p>- Prepare yourselves to role play in pair. Choose the expression shown on the chart and the situation like : being late, hurting someone's feelings, being impolite etc.</p> <p>Don't forget to use your gesture and the tone that is suitable for the situation.</p>	<p>(pair work activity)</p>	

Lesson Plan 5

Class : M. 5

No.of Students : 34

Date : March 2, 1987

Time : 9.20 - 10.10

Content : Family members and relationship

Teaching Aids : chart/sheet/video cassette

Assumption : Vocabulary : trust, grocery, items, equally

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to converse about their family.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the words: 'chores' and 'system'. 2.2 Ss will be able to answer the questions about the reading passage. 2.3 Ss will be able to ask and answer about their families.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Who can cook? - _____, can't you cook? - Who cooks in your family? - And what do you do in your family? <p>- So you have something to take care in your family. Today we are going to learn about what we do in our family. First of all, let's review some vocabulary. (stick the chart on the board)</p> <ul style="list-style-type: none"> - Complete these sentences with the words given. <hr/> <p>trust, grocery, items, equally</p> <ol style="list-style-type: none"> 1. My mother asked me to buy some sugar at the _____. 2. You can _____ him. He is a good boy. 3. Mary buys some _____ at the local stores. 	<p>(raise his/her hand)</p> <ul style="list-style-type: none"> - No, I can't - My mother, My sister etc. - clean the house, wash clothes, wash dishes etc. <p>(complete the sentences)</p>	<ol style="list-style-type: none"> 1. Ss will ask and answer about heir family. 2. Ss will compare the roles of the members in American family to Thai family.

Objective	Procedure		Evaluation
	Teacher	Students	
2.4 Ss will be able to compare the roles of the members in American family to Thai family	4. We are _____ good at English.		
	<p>(check)</p> <p><u>chore</u></p> <ul style="list-style-type: none"> - Who washes the dishes at home? - Washing the dish is a household <u>chore</u>. - Everybody helps to do the <u>chores</u> in their house. - Look at these sentences and repeat after me. (write on the board) Cleaning the house is a kind of <u>chores</u>. - The girls like to do the household <u>chores</u>. - Can you tell me what it means? - Yes, it a routine work especially housework. - What part of speech is it? - O.K. Take note. <p><u>System</u></p> <ul style="list-style-type: none"> - Who cleans our classroom? - Everybody at the same time? - So we have a good system to look after our classroom. Right? (write on the board) Repeat. Everybody helps to clean the class is a good <u>system</u>. - It's a <u>system</u> to work together. - Can you tell me what it means? - Is it a verb? <p>(hand out the sheet)</p>	<p>(raise their hand)</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - งานบ้าน - a noun (take note) - everybody - No. Eight persons a day. - Yes (repeat after the teacher) - ระบบ - No. It's a noun. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Listen to me and read along with me silently. - Who cooks in Karen's family? - How? - Who cooks on Wednesday? - Who does the dishes? - Why do they have to help one another with the household chores? <p>In many American families both husband and wife work. Usually, the wife stops working when the first baby arrives. When the children are old enough to go to school and take care of themselves, the mother often goes back to work to help support the family.</p> <p>When this happens, every member of the family is expected to share in the household chores such as cleaning, cooking and shopping.</p> <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. - This group read Jenny's lines, and this group read Karen's lines - Now, read in pair with your partner. - _____ and _____ you read the dialogue as Jenny and Karen. 	<p>(read the passage along with the teacher silently)</p> <ul style="list-style-type: none"> - Everybody. - They take turn. - Karen's dad. - Everybody who isn't cooking that day. - Because the parents have to work and the children have to study. Everyone is busy. <p>(read the dialogue in group)</p> <p>(read the dialogue in pair)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - I'll show you a movie about American family for a few minutes. Take a notice about the members in the family. Who are they and what are their roles? - O.K. Now, I'd like you to work in groups of 3 people comparing the roles of each member in American family to those in Thai family or your family. Write down on the blank sheet saying what the role of the father is and also the mother, daughter and son. <p><u>Transfer</u></p> <p>(choose as many groups as possible to present their ideas about American and Thai families the roles of the members and their relationship)</p> <ul style="list-style-type: none"> - Now, I'd like to call some of you to tell the class about your family. <p>(choose some students to tell the class about their family in front of the class)</p>	<p>(watch a video film about American family)</p> <p>(group work activity)</p> <p>(present the group's ideas)</p> <p>(individual work)</p>	

Lesson Plan 6

Class : M. 5

No. of Students : 34

Date : March 3, 1987

Time : 11.10 - 12.00

Content : Love & Dating

Teaching Aids : pictures/sheet/chart

Assumption : Vocabulary : folks, direction, cruel, miserable

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to express their opinions about the love and dating.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the words 'freshman' and 'go steady'. 2.2 Ss will be able to answer the questions about the reading passage. 2.3 Ss will be able to express their opinion in the group about love and dating</p>	<p><u>Presentation</u> (show a picture of a young couple)</p> <ul style="list-style-type: none"> - Look at this picture. Who do you think they are? - It's a young man and his girl friend. - _____, do you have a girl friend? - Who has a boy friend or a girl friend? - Today, we're going to learn about love and dating. <p>First, let's review some vocabulary. (stick a chart on the board)</p> <ul style="list-style-type: none"> - Complete these sentences with the following words : folks, directions, curel and miserable. <hr/> <p>1. The strager lost his way. He didn't know the _____ at all.</p> <p>2. Tom is _____ to me. He has not written any letter to me for years.</p>	<ul style="list-style-type: none"> - Lovers, boyfriend and girl-friend, friends. - yes or no. <p>(complete the sentences)</p>	<ol style="list-style-type: none"> 1. Ss will discuss on the topic of love and dating. 2. Ss will express their idea in the group. 3. Ss will choose the correct answer for the given situation.

Objective	Procedure		Evaluation
	Teacher	Students	
2.4 Ss will be able to make a date.	<p>3. Suda felt _____ because her boy friend broke her heart.</p> <p>4. Our _____ don't allow us to go out at night.</p> <hr/> <p>(check)</p> <p><u>freshman</u></p> <p>(show a picture of a freshman)</p> <ul style="list-style-type: none"> - Look at this picture. Who do you think she is? - Right. Do you think she is the first year, second year, third year or the fourth year student. - How do you know? - Good. She is the first year student. She is a freshman. <p>Repeat after me, please.</p> <p>(write on the board)</p> <p>She is a freshman of Chiang Mai University.</p> <p>Suda became a freshman of our university.</p> <ul style="list-style-type: none"> - Can you tell me what it means? - What part of speech is it? <p><u>go steady</u></p> <p>(show the picture of a young couple)</p> <ul style="list-style-type: none"> - Who are they? - Right. This is Tom Penn and his girl friend. They are going steady. 	<ul style="list-style-type: none"> - a university student. - the first year student. - She wears white socks. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - the first year university student. - a noun. - a man and his girl friend. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>Tom and Ann <u>go steady</u> as boy friend and girl friend. Jim and May <u>went steady</u> last year.</p> <ul style="list-style-type: none"> - Read after me, please. - Can you tell me what the words 'go steady' mean? - Right. What part of speech is it? <p>(hand out the sheet)</p> <ul style="list-style-type: none"> - I'll read this letter and you read along with me silently. O.K.? - Who writes this letter? - What is she? - Do you know who Ann Landers is? - Well, she is a columnist in a newspaper. She answers the readers' letters like Siranee. - What is the girl's problem? - Is she pleased with that? - In America, it is common for boys and girls to go out together. That's the way they get to know someone they are interested in. When a boy asks a girl to go out, we call it is a date. There are other kinds of dates: the blind date is a date a friend make for someone so the person hasn't met his partner until the day he/she 	<p>(read after the teacher)</p> <ul style="list-style-type: none"> - boy and girl who go out together as boy friend and girl friend. - a verb. - Yes. <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - a 18-year-old girl. - a freshman. - No, I don't. - Her parents want her to be away from her boy friend. - No, she isn't. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>goes out with his/her friend and the double-dating means two couples go out together.</p> <ul style="list-style-type: none"> - Can any one make a date? - You just invite your friend out to see a movie or something. - _____, ask a girl out. - So _____ can make a date. - Usually a boy ask a girl out for a date but now a girl can also ask a boy out just to get to know someone. So find your partner and ask him or her out for a date. <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, read the letter again. Think how the girl feels and if you were Ann Landers what you would answer her. Do you agree with her parents or not? <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Work in group of 4 people and discuss about the situation in the letter and give a reply for that letter. <p><u>Transfer</u></p> <p>(choose as many groups as possible to present their reply to the letter in front of the class)</p> <ul style="list-style-type: none"> - Now, we're going to choose the correct and appropriate answer from the following situation. <p>A young man likes a girl he sees at school or at work. He :</p>	<ul style="list-style-type: none"> - Would you like to go to the movies with me? <p>(pair work activity)</p> <p>(group work activity)</p> <p>(group work activity)</p> <p>(choose the correct and appropriate answer)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>a) asks her out quite openly.</p> <p>b) does nothing for fear of causing her offence.</p> <p>c) calls at her home to ask her parents' permission to take her out.</p> <p>d) plans to make a secret appointment with her.</p> <p>(correct the answer and discuss why a. is the most acceptable answer here)</p>		

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Lesson Plan 7

Class : M. 5

Nb.of Students : 34

Date : March 5, 1987

Time : 13.50 - 14.40

Content : The wedding

Teaching Aids : pictures/tape recorder


Assumption : Vocabulary : nervous, honeymoon

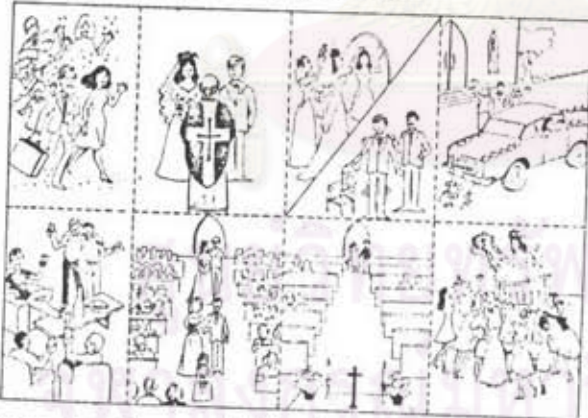
Structure : see s.o. do/hear s.o. do

see s.o. doing/hear s.o. doing

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to arrange what they hear in order correctly.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss will be able to pronounce and tell the words : aisle, bachelor. 2.2 Ss will be able to use the English dictionary for the words they don't know. 2.3 Ss. will be able to demonstrate the wedding party 2.4 Ss. will be able to look some vocabulary up in the English</p>	<p><u>Presentation</u> (show a picture of a wedding ceremony)</p> <ul style="list-style-type: none"> - This is a picture of a wedding ceremony. Have you ever been to the wedding ceremony? - Today we are going to learn about the wedding, American style. - Let's review some vocabulary. - Can any one make a sentence using the word nervous or honeymoon? - Good. Now, complete these sentences. (write on the board) Look! I hear someone _____ up stairs. (walk, walking) I saw that man _____ the street from the other side. (cross, crossing) (correct) 	<ul style="list-style-type: none"> - yes or no - I'm nervous about the test. After getting married, they went to Phuket for their honeymoon. <p>(complete the sentences)</p>	<p>Ss will arrange. What they hear in order.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>aisle</u></p> <p>(show a picture of a church)</p> <ul style="list-style-type: none"> - What is it? - Have you ever been to the church? - Inside the church there will be an aisle between two rows of the seats. <p>(write on the board)</p> <p>The wedding party walks down the <u>aisle</u>.</p> <p>The <u>aisle</u> of this church is narrow.</p> <ul style="list-style-type: none"> - Look at these two sentences and read after me, please. - Can you tell me what it means? - What part of speech is it? <p><u>bachelor</u></p> <p>(show a picture of a man)</p> <ul style="list-style-type: none"> - Do you know this man? - Who is he? - Right. Is he married? - He is still single. He is a bachelor. - Repeat after me. <p>He is a <u>bachelor</u>.</p> <p>A <u>bachelor</u> is an unmarried man.</p> <ul style="list-style-type: none"> - What does it mean? - What part of speech is it? 	<ul style="list-style-type: none"> - a church. - yes or no. <p>(read after the teacher)</p> <ul style="list-style-type: none"> - the main path of a church - noun <ul style="list-style-type: none"> - Yes. - Noppol Komanrachoorn. - No, he isn't. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - Unmarried man, a single man. - noun 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(show a chart of a wedding party on the board)</p>  <p>Find these in the picture and identify them: ring, bridesmaids, minister, groom, bouquet, best man, veil, flower girl, bride, the wedding party.</p> <ul style="list-style-type: none"> - Look at this picture I'd like you to identify the wedding party member with the words given below. Use your dictionary to find the meaning of each word. - In America when a man decides to get married, he would inform the woman's parents by himself. He has to prepare two rings, a diamond one for their engagement and a gold one for their wedding ceremony in the church. The minister will run the ceremony in the church. After the wedding ceremony, the bride will throw her bouquet to the single young ladies. It is 		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>believed that the girl who can take the bouquet will be the next one to get married. And as the bride and the groom are going to leave for their honeymoon the guests will throw rice to them to keep the evil away from their life. Now, some of your friends will show you the wedding ceremony in the church.</p> <p><u>Practice</u> (hand out the pictures of a wedding ceremony)</p> <p>Put these pictures in the proper order, according to the descriptions.</p>  <p>1. Bachelor party: The groom's friends say "goodbye" the night before. 2. Getting ready for the wedding: they are very nervous. 3. People come to the church. 4. The wedding party walks down the aisle. 5. The wedding service: "I do." 6. The reception and throwing of the bouquet. 7. The bride and groom say goodbye - everyone throws rice, or confetti. 8. The bride and groom leave on their honeymoon.</p>	<p>(prepared students demonstrate the wedding ceremony in the church in front of the class.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- O.K. I read 8 sentences and you match each sentence with the picture. Understnad? (read the sentences)</p> <p>(walk around the classroom and help the students to arrange the picture correctly).</p> <p>Evaluation (hand out the song which is not in order)</p> <p>- This is a song, a wedding song.</p> <p>- The lines are not in order. I'd like you to rearrange this song in order according to the tape recorder you listen to. (turn on the tape recorder)</p> <p>Transfer (ask some students to write the lines of the song on the board)</p>	<p>- Yes.</p> <p>(match the pictures with the sentences they hear)</p> <p>(rearrange the song in order according to the tape recorder)</p> <p>(write the song they rearrange in order correctly on the board)</p>	

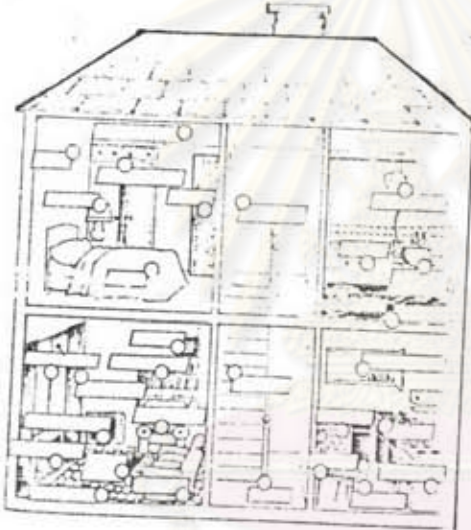
Lesson Plan 8

Class : M. 5
 No. of Students : 34
 Date : March 6, 1987
 Time : 10.20 - 11.10
 Content : House
 Teaching Aids : pictures
 Assumption : Vocabulary : rooms in the house

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>1. Terminal Objective</u> Ss will be able to ask and answer about the house.</p> <p><u>2. Enabling Objective</u> 2.1 Ss will be able to pronounce and tell the meaning of the words: central heating, fridge, wardrobe. 2.2 Ss will be able to describe the size and the position of the rooms in the house. 2.3 Ss will be able to identify the furniture using in the house.</p>	<p><u>Presentation</u> (show a picture of a house)</p> <ul style="list-style-type: none"> - Is it a beautiful house? - How many stairs has it got? - How many stairs has your house got, _____ ? - Today we're going to learn about British house. - First, let's review some vocabulary. <p>(show the pictures of some rooms in the house)</p> <ul style="list-style-type: none"> - What do you call this room? - How about this room? - This one? - And this? <p><u>Central heating</u></p> <ul style="list-style-type: none"> - Do you think it is warmer or colder in Britain than in Thailand? - In Thailand when it is hot, what can we do? 	<ul style="list-style-type: none"> - Yes, it is. - Two stairs. - only one, two <ul style="list-style-type: none"> - a kitchen. - a bed room. - a living-room. - a toilet, a bath room. <ul style="list-style-type: none"> - colder - use an electric fan or an air-condition. 	<ol style="list-style-type: none"> 1. Ss will describe the s the position and othe things about their ho 2. Ss will ask and answe about the house.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- In Britain when it is cold, they use the central heating. Repeat after me 'central heating'. (write on the board)</p> <p>We use the <u>central heating</u> to warm the house. We don't need any <u>central heating</u> here, in Thailand.</p> <p>- Do you know what the 'central heating' mean?</p> <p>- Yes, it is the main one which used for the whole house.</p> <p><u>fridge</u> (show a picture of a refrigerator)</p> <p>- Do you know what it is in English?</p> <p>- Yes or we can call it in short a fridge. Repeat after me. (write on the board)</p> <p>We have a <u>fridge</u> to keep our food. The <u>fridge</u> keeps the water cold.</p> <p>- So what is the fridge?</p> <p>- What part of speech is it?</p> <p><u>wardrobe</u> (show a picture of a wardrobe)</p> <p>- This is a wardrobe.</p> <p>- What do we use it for? (write on the board)</p> <p>- Look at these sentences and repeat after me. We hang clothes in the <u>wardrobe</u>. My <u>wardrobe</u> is in the bedroom.</p>	<p>(repeat after the teacher)</p> <p>เครื่องทำความร้อน</p> <p>a refrigerator. (repeat after the teacher)</p> <p>refrigerator ตู้เย็น a noun.</p> <p>to hang clothes in the wardrobe.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Can you tell me what it means? - What part of speech is it? (show a picture of a British house) - Look at this picture. It's a British house. Can you guess how many rooms this house has got? - Good. There are four rooms altogether. - a living room, a kitchen and 2 bedrooms. - Is it big? - Is it modern? - How much do you think is the rent? - Maybe . I don't know. - Where do you think the bedrooms are? - And the kitchen? <p>* In Britain and also in America the radiator or the central heating is needed in the house because of the cold weather. Some family don't live in a house. They live in a flat or an apartment especially in a big city where the area is limited. When you enter the British house, you don't need to take off your shoes like the way we do in Thailand. Still, you should keep your shoes clean before entering the British house. *</p> <p>(hand out the task)</p> <ul style="list-style-type: none"> - This is the British house. I'd like you to work in pair. Help each other to write the names of the things in the box on the drawing task. 	<ul style="list-style-type: none"> - บ้าน - a noun. - 5 rooms. - Yes, it is. - No, it is not. - 3,000 baht a month. - Upstairs. - Downstairs. 	

Objective	Procedure		Evaluation
	Teacher	Students	
			

- armchair
- bath
- bed
- bookcase
- carpet
- ceiling
- chair
- coffee table
- cooker
- cupboard
- curtains
- door
- floor
- fridge
- hall
- lamp
- landing
- radiator
- radio
- shower
- sink
- sofa
- stairs
- table
- television
- toilet
- wall
- wardrobe
- washbasin
- window

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(hand out the sheets)</p> <ul style="list-style-type: none"> - Look at the diagram on the sheet. It's a dialogue between 2 persons. Who do you think they are? - Good. Somebody is looking for a house and he is asking the owner or a house agency for some information. <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. This side of the class read the questions and the other side read the answer. Read only the first line in each box. - Now, read the dialogue with your partner. One reads the questions and the other reads the answers. - _____ and _____ read the dialogue in front of the class. <p><u>Evaluation</u></p> <p>(show a chart on the board)</p> <ul style="list-style-type: none"> - This is a description of a British house. I'd like you to work in pair describe a Thai house, in other words; your house. 	<ul style="list-style-type: none"> - a house agency and a customer. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(pair work activity)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation									
	Teacher	Students										
	<p>British way of life</p> <table border="1"> <tr> <td>Bedroom (position)</td> <td>usually upstairs in a house but all rooms are on one floor in a flat.</td> <td></td> </tr> <tr> <td>Bedroom (furniture)</td> <td>a bed to sleep OR a wardrobe for hanging clothes</td> <td></td> </tr> <tr> <td>Sitting room (position)</td> <td>usually downstairs in a house but all rooms are on one floor in a flat.</td> <td></td> </tr> </table> <p><u>Transfer</u> (choose as many students as possible to describe their house, position, size, rooms etc in front of the class) - If you want to know more about you friend's house, you can ask him/her any question.</p>	Bedroom (position)	usually upstairs in a house but all rooms are on one floor in a flat.		Bedroom (furniture)	a bed to sleep OR a wardrobe for hanging clothes		Sitting room (position)	usually downstairs in a house but all rooms are on one floor in a flat.		<p>Thai way of life</p> <p>(describe their house in front of the class) (ask and answer about the house)</p>	
Bedroom (position)	usually upstairs in a house but all rooms are on one floor in a flat.											
Bedroom (furniture)	a bed to sleep OR a wardrobe for hanging clothes											
Sitting room (position)	usually downstairs in a house but all rooms are on one floor in a flat.											

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Lesson Plan 9

Class : M. 5

No. of Students : 34

Date : March 16, 1987

Time : 9.20 - 10.10

Content : Valentine's Day

Teaching Aids : a valentine card/sheet

Assumption : Vocabulary : plural noun/singular noun

Structure : adjective + noun

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to complete the letter with the guided words.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to use the linking verbs with adjective : feel, seem, look. 2.2 Ss will be able to use the gerund as a subject of the sentence. 2.3 Ss will be able to complete sentences using the guided words.</p>	<p><u>Presentation</u> (show a valentine card)</p> <ul style="list-style-type: none"> - Do you know what it is? - Good. When do people send a valentine card? - So today we are going to learn something about Valentine's Day. <p>First of all, let's review some vocabulary and structure</p> <ul style="list-style-type: none"> - Tell me some singular nouns. - O.K. Put them in sentences. - Good. Now, tell me some plural nouns. - Put them in sentences. 	<ul style="list-style-type: none"> - a valentine card. - on Valentine's Day. - a book, a cat, a pen, a girl sugar, water etc. - I read a book. - I bought some sugar yesterday. - men, dogs, houses, cards etc. - We love mangoes. - She likes reading books. 	<ol style="list-style-type: none"> 1. Ss will complete the sentence using the guided words. 2. Ss will complete the letter using the guided words.

Objective	Procedure		Evaluation
	Teacher	Students	
2.4 Ss will be able to write a simple valentine card.	<ul style="list-style-type: none"> - Now, make some sentences using adjective. <p><u>Linking Verbs</u> : feel, seem, look</p> <ul style="list-style-type: none"> - Usually we use adjective with verb to be. Right? - There is a group of words called 'Linking verbs' that we can also use with adjective. - Look at these sentences. <p>(write on the board)</p> <p>We <u>feel</u> happy, we smile. I don't <u>feel</u> well, I need a rest. Suda <u>seems</u> upset. She is too tired. They <u>seem</u> hungry, don't they? Tom <u>looks</u> unhappy today. The teacher <u>looked</u> angry yesterday.</p> <p>Now, read after me.</p> <ul style="list-style-type: none"> - Can you tell me the meaning of the words feel, seem look? - Tell me the pattern of using the linking verbs. - Give me some examples of using them. <p><u>Gerund as subject</u></p> <ul style="list-style-type: none"> - _____, do you like swimming? - Swimming is a good exercise. 	<ul style="list-style-type: none"> - They have a good son. We are diligent students. - Yes. <p>(read after the teacher)</p> <ul style="list-style-type: none"> - รู้สึก, เหมือนว่า, ดู - Subject + linking verbs + adjective. (make some sentences using the linking verbs) - yes, no 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Is jogging a good exercise? - _____ , do you love reading? <p>Reading makes me sleepy. (write on the board)</p> <p><u>Reading</u> makes me sleepy. <u>Eating</u> too much makes us fat. <u>Driving</u> too fast is dangerous.</p> <ul style="list-style-type: none"> - Now, repeat these sentences after me. - What do we call reading, eating and driving? - Are they the verbs in these sentences? - Yes, they are the subjects of the sentences. - Can anyone give me some examples of using the gerund as a subject? <p>(distribute each student a small blank card)</p> <ul style="list-style-type: none"> - I'd like you to write a valentine's card to your friend in this classroom using the patterns learned like this: <u>gerund</u> you makes me feel <u>adj.</u> - Then write the name of your friend on the other side of the card. You don't need to sign your name just write : your secret pal or something like that. Put the card in the box and I'll give it to all of you at the end of this period. Understand? - Now, can anyone tell me about the Valentine's Day? If not, let me tell you about it. 	<ul style="list-style-type: none"> - Yes, it is. - yes, no. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - gerund - No, they are noun. <p>(make some sentences using gerund as a subject)</p> <p>(completes the sentences making a valentine card)</p> <ul style="list-style-type: none"> - Yes. 	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>St. Valentine's Day is on February the fourteenth. People make or buy valentine cards to send to their friends and family. It, is a day to express love and friendship but it is not a religious holiday.</p> <p><u>Practice</u></p> <p>- I'd like you to complete these sentences with the guided words such as : You are my _____ student. (adjective) Which word can you use to complete this sentence?</p> <p>- Good. You can work in pair complete these sentences. Complete these sentences.</p> <p>1. This book is _____ . Don't put it on _____ . (adj.) (sing.noun)</p> <p>2. Do you feel _____ ? Seeing you here makes me feel _____ . (adj.)</p> <p>3. I need a _____ friend. Having a friend like that makes me think of _____ . (adj.) (plural noun)</p> <p>(walk around the classroom and help the students if they have any problem)</p> <p><u>Evaluation</u> (distribute the sheets)</p> <p>- Here is a valentine love letter. I like you to work individually to complete this letter using the guided words.</p>	<p>- good, bad, best, smart etc.</p> <p>(pair work activity)</p> <p>(individual work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u> (choose as many students as possible to read their letters in front of the class)</p>	<p>(present their letters in front of the class)</p>	

ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 10

Class : M. 5

No. of Students : 34

Date : March 17, 1987

Time : 11.10 - 12.00

Content : Halloween

Teaching Aids : picture/sheet/chart

Assumption : Vocabulary : special, permission, allow

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to persuade someone to make a permission</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to tell the meaning of the words : grown-up, persuade, Halloween, party. 2.2 Ss will be able to ask and answer : the questions according to the reading passage. 2.3 Ss will be able to use the words : let, allow for asking for a</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Do you want to go to Chonburi this summer? - If you want to go to Chonburi, will your parents let you go? - If not, you have to say something to make them let you go. So today we're going to learn how to get someone to do what we want. - Let's review some vocabulary first. (write on the board) - Complete the sentences with the words given. Today is a _____ day for David. He asked his mother for a _____ to his girl friend's party and she _____ him to go. permission, allow, special (check) <p><u>grown-up</u> (show a picture of a man)</p>	<ul style="list-style-type: none"> - Yes, I do - yes, no, I don't know. <p>(complete the sentences)</p>	<p>Ss will do a role play persuading someone to make a permission.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>permission.</p> <p>2.4 Ss will be able to participate the Halloween activities.</p>	<ul style="list-style-type: none"> - Do you think how old he is? - He is about 27, I think. Is he a young man? - No, he is not a young man. He is a grown-up person. - Repeat after me 'grown-up' (write on the board) The children are waiting to be <u>grown-up</u> people. We are old enough to be <u>grown-up</u>. - Look at these sentences and repeat after me. - What does the word 'grown-up' mean? - What part of speech is it? - It can also be a noun like. The grown-up are pleased with their success. <p><u>persuade</u></p> <ul style="list-style-type: none"> - I want to go shopping but my friend doesn't want to so I have to persuade her to go. - Do you want to clean the classroom today? - C'mon our class is quite dirty we have to clean it today. I'm trying to persuade you to clean the classroom. (write on the board) - Look at these sentences and repeat after me. The teacher tried to <u>persuade</u> the students to clean the class. She <u>persuades</u> me to buy her bag. 	<ul style="list-style-type: none"> - 25, 27, 30 years old. - No, he is not. <p>(repeat after the teacher)</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - เป็นผู้ใหญ่ - an adjective <p>- No, I don't.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does 'persuade' mean? - What part of speech is it? <p><u>Halloween party</u></p> <ul style="list-style-type: none"> - Have you ever been to a birthday party? - Has anyone been to the Halloween party? <p>(write on the board)</p> <p>Read these sentences after me :</p> <p>The <u>Halloween party</u> is on October the thirtieth. It's a party for teenagers and adult.</p> <p>They have a fancy costume in the <u>Halloween party</u>.</p> <ul style="list-style-type: none"> - So what is the Halloween party? - When is it? <p>Halloween is not really a holiday. It is a day for fun. In America, children dress up in funny clothes and ask for sweets on Halloween by saying 'Trick or treat'. If you don't want trick, you should prepare some fruit, candy or pennies and say 'treat' to the children. Teenagers love the Halloween party in which they wear costume and play games like 'bobbing for apples':</p> <p>(explain in Thai if the students don't understand)</p> <p>(ask the students to wear the costumes and masks for the costume contest and show their jack - o' - lantern which is a group work assignment)</p> <p>(distribute the sheets)</p>	<ul style="list-style-type: none"> - ชักชวน - a verb <ul style="list-style-type: none"> - yes, no - no <p>(read after the teacher)</p> <ul style="list-style-type: none"> - เป็นงานสังสรรค์ฮาโลวีน - On October the 31st. <p>(costume and jack - o' - lantern contests)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - This is the conversation between Mrs. Bello and Mrs. Wynn. I read it aloud and please read along with me silently. - Who is calling? - What does she tell Mrs. Bello? - What does Mrs. Bello answer? - Does Mrs. Wynn. try to persuade Mrs. Bello? - How? - So when you try to persuade someone to make a permission, It's polite to say - please let _____ or we hope that _____ and give some reasons why you want to persuade him/her. Or you can say : please allow me to _____ , may I have your permission to _____ . (show a chart on the board) Look at this dialogue and repeat after me. 	<p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Mrs. Wynn. - She tells Mrs. Bello that she would like to have Maria, Mrs. Bello's daughter, to the Halloween party at her house. - She will talk it over with her husband about it. - Yes, she does. - She persuades Mrs. Bello to let Maria come to the party. <p>(repeat after the teacher)</p>	
	<p>Jane : Mother, may I go <u>dancing</u> tonight?</p> <p>Mother : With whom?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Jane : My <u>classmates</u>.</p> <p>Mother : I wonder if your father will let you go.</p> <p>Jane : Oh, come on, I won't be late. Please <u>allow me to go</u>.</p> <p>Mother : Let me talk it over with your father.</p>		
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. - This group act as Jane and the other group as mother. - _____ and _____ please take the roles as Jane and mother. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Now, change the underlined words to anything else like: go shopping, go swimming and my classmates to Mary, Bob, and allow to let etc. <p>I'd like you to work in pair playing the roles.</p> <p><u>Transfer</u></p> <p>(choose as many pairs as possible to do a role play by giving them a situation)</p> <p><u>Situation 1.</u> You want to go out during your English class. Ask your American teacher for a permission.</p> <p><u>Situation 2.</u> You want to borrow your English friend's motorcycle. Ask him/her for a permission.</p>	<p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p>	

Lesson Plan 11

Class M.5
No. of Students 34
Date March 19, 1987
Time 13.50-14.40
Content Christmas
Teaching Aids Pictures/chart
Assumption Vocabulary : caught sight, wrap, scream, chimney

Objective	Procedure		Evaluation
	Teacher	Students	
1. <u>Terminal Objective</u> Ss. will be able to rearrange the sentences in order according to the reading passage. 2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words: get stuck, breathe. 2.2 Ss. will be able to use the pattern. must have+V ₃ 2.3 Ss. will be	<u>Presentation</u> (show a picture of Santa Claus) - Do you know who he is? - When will you see Santa Claus? - Today we are going to read about a Santa Claus and after reading, we will have some activities to do. - First, let's review some vocabulary. - Match the vocabulary on the left with the meaning on the right.	- Santa Claus. - On Christmas Day. (match the vocabulary with the meaning)	1. Ss. will answer the questions correctly according to the passage learned. 2. Ss. will rearrange the sentences in order correctly according to the passage learned.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>able to answer the questions according to the passage learned.</p> <p>2.4 Ss.will be able to participate the Christmas activity</p>	<p><u>Vocabulary</u></p> <p>scream</p> <p>wrap</p> <p>caught sight</p> <p>chimney</p> <p>terribly</p> <p>(check)</p> <p><u>get stuck</u></p> <p>(show a picture of a chimney)</p> <p>- This is a chimney, There is a man in this chimney, He can't move because he gets stuck in the chimney</p> <p>(write on the board)</p> <p>- Look at these sentences and repeat after me.</p> <p>The man <u>got stuck</u> in a chimney.</p> <p>John can't run because his foot <u>gets stuck</u> in a water pipe.</p> <p>- What does 'get stuck' mean?</p> <p>- What part of speech is it?</p> <p>We can use the word 'stuck' with verb to be like : He was stuck in the chimney. Please take note.</p>	<p><u>Meaning</u></p> <p>saw</p> <p>a loud cry</p> <p>tall tube for taking smoke away</p> <p>very</p> <p>cover something with paper</p> <p>(repeat after the teacher)</p> <p>- stuck (not to be able to move)</p> <p>- a verb.</p> <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>breathe</u> (show a picture of a man)</p> <ul style="list-style-type: none"> - Is this man alive or dead? - How do you know? - He is still alive because he is still breathing. <p>(show a gesture of breathing)</p> <ul style="list-style-type: none"> - I am alive because I am breathing <p>(write on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me. Everybody is breathing to be alive. He is going to die. He can't breathe well - Can you tell me what 'breathe' means? - What part of speech is it? <p><u>Must have + V₃</u></p> <ul style="list-style-type: none"> - _____, you look sleepy today. You must have stayed up late last night. Right? - I can't find my notebook. I must have forgot it at home. - _____, your case is very beautiful. It must have been very expensive, I think. <p>(write on the board)</p>	<ul style="list-style-type: none"> - He is alive. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ทาน่า - a verb - Yes. <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Repeat after me.</p> <p>The ground is wet. It <u>must have</u> rained last night.</p> <p>Mark is very late. He <u>must have</u> lost his way.</p> <ul style="list-style-type: none"> - When we say 'must have + V₃' which tense they refers to? - When do we use them? - Tell me the pattern of them? - Make some sentences using 'must' have + V₃. I'll give you the guided sentence. <p>I heard someone walking upstairs last night. He.... (a thief)</p> <p>He can't open the door. He.....(key at home) (distribute the sheets)</p> <ul style="list-style-type: none"> - I'll read the passage aloud and you read along with me silently - Who saw Santa Claus? - Did her parents believe her? - Was the man in the chimney Santa Claus? - Who do you think he was? - Where did it happen? - How did it happen? 	<ul style="list-style-type: none"> - past simple - เมื่อภาคประธานเหตุการณ์ในอดีตว่าเป็นจริงตามที่คิดไว้ - subject + must have + V₃ - He must have been a thief. - He must have forgot his key at home. <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Jane. - No, they didn't - No, he wasn't. - A thief. - Uncle Percy's house in Vermont. - A man was stuck in the chimney. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- When did it happen? <u>Christmas</u></p> <p>- Can anyone tell me about Christmas? If not, I'd like to tell you something about it. Christmas is December 25. The night before that is called Christmas Eve. On Christmas Day Christian celebrate the birth of Jesus Christ. During the Christmas season, people send Christmas cards to their relatives and friends. They sing Christmas carols. They decorate their homes with colorful lights and symbols of Christmas. Some children believe the presents are brought on the night before Christmas to them by Santa Claus. (Santa Claus-prepared student-is shown up and he gives some candy to the students and say 'Marry Christmas')</p> <p><u>Practice</u></p> <p>- Now, read the passage again.</p> <p>- Tell me which sentence comes first.</p> <p>1. I can hear Santa Claus on the roof. I can see Santa Claus on the roof.</p> <p>2. Uncle Percy bought a lot of things. Uncle Percy brought out all the toys for the children.</p>	<p>- On Christmas Eve.</p> <p>(enjoy themselves with Santa Claus)</p> <p>(read the passage again)</p> <p>- I can see Santa Claus on the roof</p> <p>- Uncle Percy bought a lot of things.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>- I'd like you to work in group of 3 people and help one another to rearrange these sentences in order correctly according to the passage learned. (show a chart on the board)</p> <p>These are sentences.</p> <ol style="list-style-type: none"> 1. Jane's father went out to put the car in the garage. 2. Jane's parents began wrapping Uncle Percy's presents. 3. We saw Uncle Percy's house. 4. Jane heard Santa Claus on the roof 5. Jane saw Santa Claus on the roof. 6. Jane's father heard a terrible scream. 7. Uncle Percy had bought the toys for the children. 8. They got somebody out of the chimney. 9. The children were put to bed. 	<p>(group work activity) (rearrangement)</p>	
	<p><u>Transfer</u></p> <p>(choose some groups to read their sentences and ask other students wether or not they have the same order)</p>	<p>(read the sentences aloud)</p>	

Lesson Plan 12

Class M.5
No. of Students 34
Date March 20, 1987
Time 10.20-11.10
Content Birthday
Teaching Aids pictures/charts/sheet/a small cake
Assumption Vocabulary : as usual, be held up/slice of, congratulations, gay, bless

Objective	Procedure		Evaluation
	Teacher	Students	
1. <u>Terminal Objective</u> Ss. will be able to bless someone on birthday and other occasions.	<u>Presentation</u> (show a picture of a birthday party) - What party do you think it is in this picture? - How do you know?	- A birthday party. - There is a birthday cake with candles.	Ss. will play the roles as assigned to make a blessing on birthday, New Year's Day and Christmas' Day
2. <u>Enabling Objective</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words: propose, toast. 2.2 Ss. will be able to use the pattern: May _____ to bless someone.	- Very good. This is a picture of a birthday party. Today we're going to learn how to bless people on birthday and other occasions like New Year Day, and Christmas Day First, I'd like to review some vocabulary. (stick a chart on the board) - Please complete these sentences with the words given as usual, be held up, a slice of, congratulations, gay, bless 1. Henry was late because he was _____ in a traffic jam.	(complete sentences with the words given)	

Objective	Procedure		Evaluation
	Teacher	Students	
2.3 Ss. will be able to use the phrases : Happy birthday, Happy New Year, Merry Christmas, appropriately.	<p>2. They _____ me on my birthday every year.</p> <p>3. The students were talkative _____.</p> <p>4. _____. You are the winner.</p> <p>5. I'd like to have _____ bread, please.</p> <p>6. They feel so _____ that sing all day. (check)</p>		
2.4 Ss. will be able to response when someone blesses them on any occasion appropriately.	<p><u>propose</u></p> <p>- The weather is so hot. I'd like to propose the school to buy the electric fans for every classroom.</p> <p>- _____, can you swim?</p> <p>- I'd like to propose you to learn how to swim. It's very useful. (write on the board)</p>	- No, I can't.	
2.5 Ss. will be able to participate a birthday party activity.	<p>Look at these sentences and repeat.</p> <p>The teacher <u>proposes</u> to buy some electric fans.</p> <p>John <u>proposed</u> a new project to his boss yesterday.</p> <p>- Can you tell me the meaning of 'to propose'?</p> <p>- Right? What part of speech is it?</p> <p><u>toast</u></p> <p>(show a picture of toast)</p> <p>- What is this?</p> <p>- Yes. Grilled bread. But toast has another meaning.</p> <p>When you wish someone happiness and you take a drink for that person, we say 'Give a toast to him.</p>	<p>(repeat after the teacher)</p> <p>- เสนอ (suggest)</p> <p>- a verb.</p> <p>- slices of bread.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>Repeat after me, please,</p> <p>Robert proposed a <u>toast</u> to Bethe on her birthday.</p> <p>Everybody gives a <u>toast</u> to the boss on his success.</p> <p>- What does the word 'toast' mean?</p> <p>- What part of speech is it?</p> <p><u>May</u> (blessing)</p> <p>- What do you say when you want to go out during the class period.</p> <p>- Yes. In this case, 'May' is used as to ask for a permission politely. But when I want to bless my friend on her birthday I will say. May you be happy and gay. This is not a question but it's a blessing.</p> <p>(write on the board)</p> <p>- Look at these sentences and repeat after me.</p> <p><u>May</u> you be happy and gay.</p> <p><u>May</u> you have happiness.</p> <p><u>May</u> you find happiness all year</p> <p>- Can you tell me what 'may' means in these sentences?</p> <p>- Good. How about the pattern?</p> <p>- Can anyone give me some examples of using 'May' in blessings?</p> <p>(distribute the sheets)</p>	<p>(repeat after the teacher)</p> <p>- คือเป็นเกียรติให้แก, คือขอพรแก่</p> <p>- a noun</p> <p>- May I go out?</p> <p>(repeat after the teacher)</p> <p>- ขอไป</p> <p>- May + subject + verb infinitive.</p> <p>- (volunteer to make some sentences using 'May' in blessings)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Look at the dialogue. I'll read it aloud and I'd like you to read it along with me silently. - Now, answer my questions. - Whose birthday is it? - Who comes late? - What does Henry bless Suda? - What does Pranee bless Suda? - What else you can say on birthdays? - Yes. And you can also say 'Many happy returns.' Birthdays. are important in the U.S.A. especially when one is seventeen years old. Birthdays in the America are celebrated by gifts from family and friends, happy birthday cards, and by a birthday party. The birthday cake is very important, It will be brought into the room with lighted candles on it. There is one candle for each year of the person's life. Before blowing out the candles with one breath, he or she must make a silent wish. If all the candles are blown out in one breath, the wish will come true. (can speak in Thai if the students don't understand) - O.K. supposing today is Suchart's birthday so we will give him a birthday cake and sing him a birthday song. 	<p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Suda's birthday - Henry. - May you live to be a hundred years old. - May all your birthdays be happy and gay. - Happy Birthday. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - _____ and _____ take the roles as Suda and Henry in dialogue 1. - _____ and _____ take the roles as Suda and Henry in dialogue 2. <p><u>Evaluation</u> (chosse as many pairs as possible to do a role play by giving them a situation)</p> <p><u>Situation 1</u> You meet a friend on the street on New Year's Day. Greet your friend and bless him/her.</p> <p><u>Situation 2</u> - You give a birthday gift to your friend. Bless him/her</p> <p><u>Transfer</u> (stick a chart on the board)</p> <ul style="list-style-type: none"> - This is a dialogue between A and B. A comes to B's birthday party. <p>A : <u>Happy Birthday</u> B. <u>May you have happiness and success all the year.</u></p> <p>B : Thank you, A. Would you like to have a drink?</p> <p>A : <u>Iced tea</u>, please. Every body, I wish to propose a toast to B. <u>Many happy returns.</u></p> <p>B : Thanks to everybody.</p> <ul style="list-style-type: none"> - Now do the role play as A and B. with your partner and then try to change the underlined phrases using the vocabulary and pattern learned. 	<p>(pair work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p>	

Lesson Plan 13

Class M,5
 No. of Students 34
 Date March 23, 1987
 Time 9,20-10,10
 Content "Meals"
 Teaching Aids pictures/tape cassette player/realia
 Assumption Vocabulary : toast, orange juice, ham

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to listen to a dialogue about food and to answer questions about it correctly.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words : cereal, oat meal, scrambled egg, 2.2 Ss. will be able to answer the questions correctly according to the dialogue they listen to.</p>	<p><u>Presentation</u> (show a picture of breakfast) - Does this food look good? - Which meal do you think it is, breakfast, lunch or dinner? - How do you know? - Good. Today we're going to learn about American breakfast. First, let's review some vocabulary - I have some pictures of food. I'd like you to tell what you call this food (show pictures of toast, orange juice and ham) - Now, let's learn about new food. <u>cereal</u> (show a small box of cereal)</p>	<p>- Yes, it does. - Breakfast. - Because they have bread and butter and coffee. (tell the name of each food the teacher show)</p>	<p>Ss. will answer the questions correctly according to dialogue they hear.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Do you know what it is?</p> <p>- This is called 'cereal'. It is for breakfast eaten with sugar and milk. We can make it hot or cold</p> <p>- Do you want to see what it like? (show some cereal on a blank sheet and pass it to the students) (write on the board)</p> <p>- Please repeat these sentences after me. They have <u>cereal</u> for breakfast in Britain and America. <u>Cereal</u> is made from rice.</p> <p>- So can you tell me what we call it in Thai? <u>Oatmeal</u></p> <p>- Oatmeal is also eaten for breakfast. It is some kind of flour made from oat. (write on the board)</p> <p>- Repeat these sentence after me please. American have <u>oatmeal</u> for breakfast. We don't eat oatmeal here in Thailand.</p> <p>- What do you call it in Thai? <u>scrambled eggs</u> (show a picture of fried egg)</p> <p>- What do you call this?</p> <p>- Right. Now, look at this picture. (show a picture fo scrambled egg)</p>	<p>- No, I don't</p> <p>- Yes, I do.</p> <p>(repeat after the teacher)</p> <p>- อาหารฝรั่งอาหารเช้าข้าว</p> <p>(repeat after the teacher)</p> <p>- แป้งข้าวโอ๊ต</p> <p>- Fried egg.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Do you know what it is called? - We call it 'scrambled egg' (write on the board) - Repeat after me please <u>Scrambled egg</u> is eaten for breakfast in America and Britain They mix eggs together and stirred as they are cooked in butter and call them '<u>scrambled eggs</u>.' - What do you call scrambled eggs in Thai? There are 3 important meals in America like there are here in Thailand. They are breakfast, lunch and dinner. The most important meal is dinner because it is the time everyone in the family sit down together. Breakfast and lunch are light meals. They may have just bread, butter and coffee for breakfast and a sandwich and a soft drink for lunch. And for dinner, they usually have meat, vegetables and potatoes. (show a box of cereal, milk and sugar on the table) - I'd like to have a volunteer to show how to prepare cereal for breakfast. Please come in front of the class and show how to prepare cereal for breakfast. I have an instruction here on this sheet. Instruction : Put cereal in a bowl. Then pour some milk in it. If you like hot cereal you should 	<ul style="list-style-type: none"> - No, I don't. (repeat after the teacher) - เอน (vounteer to prepare cereal for breakfast, read the instruction and follow it then show it to other students) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>warm the milk first and then put some sugar as much as you like to make it sweet. Stir the milk, sugar and cereal.</p> <p>- Does anyone want to taste it?</p> <p><u>Practice</u></p> <p>- Now, listen to the dialogue from the tape cassette player. I'll play it twice after that I'll ask you some questions about it</p> <p>Tape script dialogue 1</p> <p>CUSTOMER 1 Hi, Joe.</p> <p>JOE Good morning, Mr. Baker.</p> <p>CUSTOMER 1 Brrr, it's cold.</p> <p>I think I'll have a bowl of hot cereal, some toast and coffee.</p> <p>JOE Oatmeal?</p> <p>CUSTOMER 1 Fine.</p> <p>- When does the dialogue happen?</p> <p>- Who wants to have breakfast?</p> <p>- What does he order?</p> <p>- How's the weather?</p> <p>(help students by replaying the dialogue if they can't answer the questions correctly)</p>	<p>(taste the cereal)</p> <p>(listening activity)</p> <p>(listen to the tape cassette player)</p> <p>- In the morning.</p> <p>- Mr. Baker.</p> <p>- A bowl of hot cereal, some toast and coffee and oat meal?</p> <p>- It's cold.</p>	<p>✓</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>- Now, listen to the second dialogue.. I'll play it twice. Try to find out what they are talking about.</p> <p>Tape script dialogue 2</p> <p>JOE Yes, sir?</p> <p>CUSTOMER 2 I'd like ham and eggs, please,</p> <p>JOE How do you want your eggs?</p> <p>CUSTOMER 2 Fried...No, scrambled this morning.</p> <p>JOE Juice?</p> <p>CUSTOMER 2 Yes, please.</p> <p> A small orange juice and coffee now.</p> <p>(ask some questions about the dialogue)</p> <ol style="list-style-type: none"> 1. What would the customer like to have? 2. What kind of eggs would he like to have? 3. What does he order for a drink? 	<p>(listen to the dialogue from the tape cassette player)</p>	

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จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 14

Class : M.5

No.of Students : 34

Date : March 24, 1987

Time : 11.10 - 12.00

Content : Place to eat

Teaching Aids : chart / sheets / realia

Assumption : Vocabulary : change, terrible, give up, decide
Structure : Verb + gerund

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to express their opinions about something.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words:pub, cheers. 2.2 Ss. will be able to use the expressions : Really?; I don't think so; I see when talking to their friend.</p>	<p><u>Presentation</u></p> <p>- Do you think students should go to the disco theque ?</p> <p>- I think they shouldn't. It's bad for their health. Well, today we are going to learn about how to express our opinions about something.</p> <p>- First, let's review some vocabulary. (stick a chart on the board)</p> <p>- Complete the sentences with the words given.</p>	<p>- yes, no</p>	<p>Ss. will do the role play under the given situation expressing their opinions about something.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss will be able to show their understanding about place; to eat by using action.</p> <p>2.4 Ss will be able to answer the question according to the dialogue learned.</p>	<p>a change; terrible, give up, dicide</p> <ol style="list-style-type: none"> 1. I'm angry at that _____ noise. 2. We _____ to buy a new car. 3. He _____ drinking beer. 4. The shopkeeper gives me _____ before I leave <p>(check)</p> <p>- Now, tell me some verbs followed by gerund in sentences.</p> <p><u>pub</u></p> <p>- Where do Thai people go when they want to drink some beer with their friends'</p> <p>- Good. But in Britain, people will go to the place called "pub" (write on the board)</p> <p>- Now, repeat after me. A <u>pub</u> is a kind of a large drink bar. You have to self-service in the <u>pub</u></p> <p>- So can you tell me what the "pub" means? There are some other kinds of places you can go for eating and drinking such as: <u>a restaurant</u> where you have a waiter or waitress to give you a service; a cafeteria where you have to stand</p>	<p>- I like fishing. Stop shouting at me. We enjoy being with them etc.</p> <p>- To a coffee shop. To a restaurant. etc.</p> <p>(repeat after the teacher)</p> <p>- ร้านเครื่องดื่มที่ต้องบริการตนเอง</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>in line choosing and buying food and eat there.</p> <ul style="list-style-type: none"> - Let's play a charade game I have 3 pieces of paper here You pick out one of them and make an action without words to show your friends where you are, in a pub, a restaurant or a cafeteria. Do you understand' <p>_____</p> <p><u>cheers</u> (show a beer mug)</p> <ul style="list-style-type: none"> - This is a glass for beer. In Britain and America there is a custom of saying 'cheers' to each other before drinking. They do like this: (raise a beer mug and say 'cheers') <p>(write on the board)</p> <p>Look at these sentences and repeat after me.</p> <p>They say 'cheers' to each other before drinking beer or wine.</p> <p>They say 'cheers' only one time, the first time to drink and not repeat it later.</p> <ul style="list-style-type: none"> - Can you tell me what it means? 	<ul style="list-style-type: none"> - Yes. (play charade game) <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - เพื่อสุขภาพของคุณ (To your good health) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Really'</u></p> <ul style="list-style-type: none"> - _____, do you like learning English? - Really? Why? <p>Really' is an expression to show that you are listening to what someone is saying and sometimes you think the person should give a reason why saying that. (write on the board)</p> <p>Now, repeat after me.</p> <p>A : I love driving fast. B : Really? Why? A : It's exciting.</p> <ul style="list-style-type: none"> - Do you think what the word really? means? <p><u>I don't think so.</u></p> <ul style="list-style-type: none"> - _____, do you think English is easy or difficult to learn. - Really? I don't think so. - _____, do you think money is important. - Really? But I don't think so. - When you want to show that you don't agree with someone you can say "I don't think so" (write on the board) 	<ul style="list-style-type: none"> - Yes, I do. (give reason why) <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - จริง ๆ ะ - (answer) - (answer) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Repeat the dialogue after me.</p> <p>A : Manop is a good student. B : Really? I don't think so. A : That house looks beautiful. B : Really? I don't think so.</p> <p>- What does I don't think so mean? - If you agree with someone you can say 'I think so'</p> <p><u>I see.</u> _____, do you think English is important? - Really? Why? - I see. - We say "I see" to show that we understand what someone is saying. (write on the board)</p> <p>Repeat the dialogue after me.</p> <p>A : This book is interesting. B : Really? Why? A : It says how to rich. B : I see. (distribute the sheets)</p>	<p>(repeat after the teacher)</p> <p>- ฉันไม่เห็นด้วย. ฉันไม่คิดเช่นนั้น - Yes, it is. (give a reason why)</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Read along with me silently while I'm reading aloud. - Where are they? - What do they say to each other before drinking? - Does Jim agree with Julia when she say she thinks that women looks terrible stand at the bar? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, let's practice the dialogue on the board again. This side of the class are A and the other side are B. - _____ and _____ come in front the class and choose one dialogue to play the roles. <p><u>Evaluation</u> (choose as many pair as possible to do the role play in front of the class by giving them a situation)</p> <p><u>Situation 1</u> Your friend says he/she doesn't like English. You asks him/her to give a reason why not and tell him/her that you don't think so.</p> <p><u>Situation 2</u> Your friend says that Chiang Mai is not a pleasant town to live anymore. Ask him/her to give a reason why not and tell him/her that you don't think so.</p>	<p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - in a pub. - Cheers. - No, he doesn't <p>(group work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <ul style="list-style-type: none"> - Now look at the dialogue on the sheet again and work in pair with you partner. One takes the Julia's role and the other takes Jim's. You can shorten the dialogue if you want. 	<p>(role play) (pair work activity)</p>	

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Lesson Plan 15

Class M.5
No.of Students 34
Date March 26, 1987
Time 13.50-14.40
Content ordering a meal
Teaching Aids pictures/charts
Assumption vocabulary : salad dressing, steak, bill, dessert.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u></p> <p>1.1 Ss. will be able to order food.</p> <p>1.2 Ss. will be able to take food order</p> <p>2. <u>Enabling Objectives</u></p> <p>2.1 Ss. will be able to pronounce and tell the meaning of the words : rare, medium, well-done.</p> <p>2.2 Ss. will be able to ask for an order using the patterns:</p>	<p><u>Presentation</u></p> <p>(show a picture of a restaurant)</p> <p>- What's this?</p> <p>- In a restaurant you' ll se some waiters and waitress serve your drinks and foods. Today we're going to learn how to order and take an order in a restaurant.</p> <p>- First, let's review some vocabulary.</p> <p>- Complete these sentences with the words given.</p> <div style="border: 1px solid black; padding: 5px;"> <p>salad dressing, steak, bill, dessert.</p> <p>1. After having a meal in a restaurant, the customer asks the waiter for _____ to pay.</p> <p>2. I'd like to have some _____ to eat with these vegetables.</p> <p>3. For _____, I'd like to have some ice-cream.</p> <p>4. The _____ here is popular. The meat is from Hury kaew Farm.</p> </div> <p align="center">(check)</p>	<p>- It's a restaurant.</p> <p align="center">(complete the sentences)</p>	<p>1. Ss. will play the role under the given situation ordering and taking order.</p> <p>2. Ss. will complete the dialogue about ordering a meal.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
<p>- Would you care for _____?</p> <p>- May I take your order?</p> <p>2.3 Ss. will be able to order food using the pattern: I'd like to order</p> <p>2.4 Ss. will be able to order food from soup, main dish and dessert.</p>	<p><u>rare, medium, well-done.</u></p> <p>- Do you like to eat Nua Nam Tok?</p> <p>- I like to eat Nua Nam Tok and when I eat it, I like to have it medium cooked but my brother likes to have it rare. So my Nua Nam Tok is cooked about 5 minutes but my brother's is about 3 minutes. If you cook Nua Nam Tok for about 10 minutes, it is well-done</p> <p>(write on the board)</p> <p><u>Rare</u> meat is cooked for a few minutes. I like to have my meat <u>medium</u> cooked not too rare or too <u>well-done</u>.</p> <p>- Can you guess the meaning of rare, medium and well-done?</p> <p><u>Would you care for _____?</u></p> <p>- If you want some thing to drink in a restaurant what do you do?</p> <p>- Who will take your order?</p> <p>- Right. A waiter will ask you would you care for a drink?</p> <p>(write on the board)</p> <p>- These are some examples of how the waiter asks you to order a drink. Please repeat these sentences after me.</p> <p><u>Would you care for</u> a cup of coffee?</p> <p><u>Would you care for</u> a drink?</p>	<p>- Yes, no.</p> <p>- rare ค่อนข้างดิบ</p> <p>medium ดิบ ๆ ลุก ๆ</p> <p>well-done ลุก</p> <p>- Order it.</p> <p>- A waiter or a waitress.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Would you care for some thing to drink?</u></p> <ul style="list-style-type: none"> - Is it polite to ask like this? - What does it mean? - Yes, and you can use this pattern with you friends or you guests if they'd like something to drink. <p><u>May I take your order?</u></p> <ul style="list-style-type: none"> - What does the waiter ask you if he thinks you will order something to eat? - Good. Or he may say : 'May I take your order?' Is it easy to say that? Is it polite to say that? (write on the board) Now,repeat May I take your order? - What does it mean? <p><u>I'd like to order now.</u></p> <ul style="list-style-type: none"> - And when you want to order something what you can say? - Good or you you can say. I'd like to order now and tell the waiter what you'd like to have. (write on the board) Repeat after me, please - <u>I'd like to order now.</u> 	<ul style="list-style-type: none"> - Yes, it is. - ครับครับเรื่องดื่มไหมครับ <ul style="list-style-type: none"> - What would you like to have? Are you ready to order? <ul style="list-style-type: none"> - Yes, it is. - Yes, it is. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - เมขอรับคำสั่งอาหารได้ไหมครับ <ul style="list-style-type: none"> - I'd like to have _____? <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does it mean? (distribute the sheets) - There are more expressions you can use on this sheet I read each sentence and you repeat. (explain when and how to use each expression) In America, usually they will begin their meal with a bowl of soup, then a main dish like beef steak or something like that and then dessert like fruit, ice-cream or a piece of cake. They may drink coffee with or without brandy after their meal and drink wine before the meal as they like. - So if you order a meal what should you begin with? - Then what? - And then? <p>Look at this dialogue as an example and read after me.</p> <ol style="list-style-type: none"> 1. Waiter : May I take your order, sir? Customer : We haven't decided what we want yet. 2. Waiter : What would you like to have, sir? Customer : I'd like to have beef steak. Waiter : How would you like your meat? Customer : Well-done, please, <p><u>Practice.</u></p>	<ul style="list-style-type: none"> - เมตตองการสั่งอาหารครับ <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - A bowl of soup. - Steak or fried-rice. - Dessert or a cup of coffee. <p>(read after the teacher)</p>	

Objective	Procedure		Evaluation										
	Teacher	Students											
	<p>- I'll divide you into two groups. This group act as the waiter and the other side as the customer.</p> <p>- _____ and _____ please come in front of the class and take the roles as the waiter and the customer.</p> <p><u>Evaluation</u> (choose as many pairs as possible to do the role play in front of the class by giving them a situation) <u>situation</u> you and your friend go to a restaurant, ordering food. A waiter or a waitress will take your order.</p> <p>Now, look at the sheet. There is a dialogue between a waiter and Mr. and Mrs. Smith. Complete their dialogue.</p> <p><u>Transfer</u> (show a chart of a menu on the board)</p> <table border="1" data-bbox="357 1111 1038 1321"> <thead> <tr> <th colspan="2">THE MENU</th> </tr> </thead> <tbody> <tr> <td>Fried Fish</td> <td>Fresh fruit</td> </tr> <tr> <td>Fried rice</td> <td>Ice cream</td> </tr> <tr> <td>Tomato soup</td> <td>Cake</td> </tr> <tr> <td>Beef Steak</td> <td></td> </tr> </tbody> </table> <p>- I'd like you to work in pair taking the roles as a waiter/waitress and a customer. Take an order and order the food from the menu on the chart and then take turn the role.</p> <p>Don't forget that you should order from the beginning, soup then a main dish and then dessert.</p>	THE MENU		Fried Fish	Fresh fruit	Fried rice	Ice cream	Tomato soup	Cake	Beef Steak		<p>(group work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(group work activity)</p> <p>(complete the dialogue)</p> <p>(role play)</p> <p>(pair work activity)</p>	
THE MENU													
Fried Fish	Fresh fruit												
Fried rice	Ice cream												
Tomato soup	Cake												
Beef Steak													

Lesson Plan 16

Class H. 5
No. of Students 34
Date March 27, 1987
Time 10.20-11.10
Content Manners at table
Teaching Aids a chart, pictures, realia
Assumption Vocabulary: opposite, silly, insist, separate, delicious

Objective	Procedure		Evaluation
	Teacher	Students	
1. <u>Terminal Objective</u> Ss. will be able to express their satisfaction with food and to offer to pay.	<u>Presentation</u> go - _____ do you often to ^v out for a meal with your friend? - _____ And who usually pays for the meal? - Today we're going to learn how to offer to pay for others after the meal and how to be polite at table.	-Yes, I do. -My friend and I do.	Ss. will role play under the given situation
2. <u>Enabling Objectives.</u> 2.1 Ss. will be able to use the conditioned pattern type III. If+past perfect, would have+V ₃ 2.2 Ss. will be able to express their satisfaction with their food.	-First, let's review some vocabulary. (Stick a chart on the board) . Complete these sentences with words given.	(Complete the sentences	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss. will be able to offer to pay for a meal.</p> <p>2.4 Ss. will be able to demonstrate how to use knife and fork in eating.</p>	<p>opposite, silly, insist, separate, delicious</p> <p>1. Don is..... He drives his motorcycle 90 kilometres per hour.</p> <p>2. It is not easy to go shopping in group of 10 people. Let's.....the group and go in a smaller group.</p> <p>3. I refuse to go out with him but he still.....on inviting me.</p> <p>4. The bank is on the.....side of our school.</p> <p>5. This cake is..... I love it.</p>		
	<p>(Check)</p> <p><u>If+past perfect, would have+V3</u></p> <p>-....., did you go to the night bazaar last night?</p> <p>-If you had gone there, you would have met me. I went there with my friends. But you didn't go there, so you didn't meet me.</p>	<p>-No, I didn't.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-.....,did you get grade 4 in English last term?</p> <p>- Well, if you had studied hard enough, you would have got grade 4 in English. But you didn't study hard enough, so you didn't get a better grade.</p> <p>(write on the board)</p> <p>-Now, read these sentences after me.</p> <p>If Suda studied hard last term, she would have got good grade. But she did not study hard enough so she didn't get good grade.</p> <p>If we had had a car, we would have lent it to you. But we didn't have it so you had no car to go to the party last night.</p> <p>-We call these sentences the conditioned sentences.</p> <p>Which tense do you think we use them for?</p> <p>-Right we use them for the events in the past.</p>	<p>No, I didn't.</p> <p>(read after the teacher)</p> <p>-past tense</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-When I say 'If you had gone there last night you would have met me.',</p> <p>-Did you go there last night?</p> <p>-Did you meet me last night?</p> <p>-We use this pattern with the event in the past in the opposite way.</p> <p>-Can you tell me the pattern of these conditioned sentences.</p> <p>-Now, use the conditioned sentence with this event. We got up late. We were not on time.</p> <p>Mary didn't go to the party, John didn't invite her to.</p> <p>-O.K. You can say 'Mary would have gone to the party if John had invited her to.' Understand?</p>	<p>No, I didn't.</p> <p>No, I didn't.</p> <p>-(If+Subject+past perfect), (Subject+would have+V₃)</p> <p>-If we hadn't got up late, we would have been on time.</p> <p>-If John had invited Mary, she would have gone to the party.</p> <p>-Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Expressing satisfaction with the food</u></p> <p>(Show a picture of beef steak)</p> <p>-What is this?</p> <p>-Does it look good?</p> <p>-Right. It is delicious. I like it a lot.</p> <p>(Show a picture of ice-cream)</p> <p>-Do you like ice-cream?</p> <p>-Umm, I enjoy having some ice-cream.</p> <p>-Then you feel pleased with the food you eat you can show it by saying 'I like it'; 'I enjoy it' or 'It's delicious. (Write on the board)</p> <p>-Repeat these sentences after me.</p> <p>I like my meal.</p> <p>I enjoy my meal.</p> <p>It's delicious.</p>	<p>-Beef steak</p> <p>-Yes, it does.</p> <p>-Yes, I do.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Offering to pay</u></p> <p>-If you invite someone to dinner and you want to pay, what would you say?</p> <p>-Right. You can either say 'I'm going to pay'; 'Let me pay'; or 'Let it on me.' (Write on the board)</p> <p>-Now, repeat the sentences after me.</p> <p style="padding-left: 40px;">I'm going to pay.</p> <p style="padding-left: 40px;">Let me pay.</p> <p style="padding-left: 40px;">Let it on me.</p> <p>In America when friends go out to eat together, everybody usually pays for his own food. This is called 'Going Dutch.' But if you invite someone to eat out with you, you are expected to pay for the meal. And at table, if you order American food like beef steak you have to use the fork ^{and} knife. There is a difference between American and European people in using the knife and fork. The European keeps the knife in the right hand, the fork in the left. He uses both hands in eating.</p>	<p>-I'll pay for it.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The American may use the knife cut the meat into pieces with his right hand then put the knife down and change the fork to his right hand and use it in eating.</p> <p>(demonstrate how to use the knife and fork in American and European style)</p> <p>-Now, can anyone show your friends how to use knife and fork in eating</p> <p>(distribute the sheets)</p> <p>-Read the dialogue silently. Try to find out what they say to show that they enjoy the meal and to offer to pay.</p> <p>-What does Susan say to show that she likes her meal?</p> <p>-What does Peter say to offer to pay for the meal?</p> <p><u>Practice</u></p> <p>-Read the dialogue together in groups.</p> <p>Group 1 are Susan, group 2 are Tom and group 3 are</p>	<p>(Volunteer to demonstrate how to use knife and fork)</p> <p>(read the dialogue silently)</p> <p>-I enjoyed my meal very much.</p> <p>-I'm going to pay.</p> <p>Let me pay. I insist.</p> <p>(group work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I'll be a waiter.</p> <p>-Work in group of 4 people taking each role in the dialogue.</p> <p><u>Evaluation</u></p> <p>(Choose as many groups as possible to do the role play by giving them a situation,</p> <p><u>Situation 1</u> You invite your friend to eat out with you. Your friend try to help you to pay but you insist on paying by yourself.</p> <p><u>Situation 2</u> Your friend shows that he/she likes the food he/she has. You are glad to know that and offer to pay because you just received extra money from working.</p> <p><u>Transfer</u></p> <p>-Now, change the role. You can change your name in the dialogue, change the food or the sentences that show you like the food. Work in group of four people. Take turn to use the knife and fork while sitting at the table, too.</p>	<p>(role play)</p> <p>(group work activity)</p>	

Lesson Plan 17

Class M.5
No. of Students 34
Date March 30, 1987
Time 9.20-10.10
Content Superstitions
Teaching Aids a rose/chart/pictures/horoscope
Assumption Vocabulary : sign, nasty, a fix, smash, cash, upset

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to express their opinions about superstitions.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words : superstition, zodiac, horoscope. 2.2 Ss. will be able to tell the American and Thai superstitions.</p>	<p><u>Presentation</u> (show a rose)</p> <ul style="list-style-type: none"> - Do you know what it is? - Do you believe that this rose can tell you whether or not your love will come true? I'll show you how. <p>(pull each petal out of the rose while saying 'love' 'not love' for each petal)</p> <ul style="list-style-type: none"> - Ah, the last petal is love so my love will come true. - If you believe that the petals of the rose can tell you about your love, that means you believe in superstitions. Today we're going to learn about superstitions. First, let's review some vocabulary. <p>(stick a chart on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and complete them with the words given. 	<ul style="list-style-type: none"> - A rose. <p>(look at the teacher pulling each petal out of the rose)</p> <p>(complete the sentences)</p>	<ol style="list-style-type: none"> 1. Ss. will match the situation with the horoscope. 2. Ss. will express their opinions about superstitions.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss. will be able to tell under which sign of zodiac they were born.</p> <p>2.4 Ss. will be able to read the horoscope and express their opinions about them.</p>	<p>sign, nasty a fix, smashed, cash, upset</p> <ol style="list-style-type: none"> 1. Mary has a diffecult time. She is in _____. 2. I heard bad news from my friend. It was a _____ news. 3. Uthai made me _____ yesterday. I was really with him, 4. John kicked a ball very hard and it _____ the glass windows. 5. There is a _____ in front of the building saying "Keep Clean." 6. Peter is happy because he has got some _____ today. <p>(check)</p> <p><u>Superstitions</u></p> <ul style="list-style-type: none"> - _____, which number you like the best? - Is it your lucky number? - My lucky number is 9 most Thai people believe that no. 9 is a lucky number because it has the same pronunciation like "ก้าว" that means progress. This is an example of superstitions. <p>(write on the board)</p> <ul style="list-style-type: none"> - look at these sentences and repeat after me. <p>If you believe in good and bad luck, you believe in <u>superstitions</u>.</p> <p>The people who believe in <u>superstitons</u> do not have</p>	<p>(answer the teacher)</p> <ul style="list-style-type: none"> - Yes, it is. <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>their hair cut on Wednesday.</p> <ul style="list-style-type: none"> - Can you tell me the meaning of 'superstition?' - What part of speech is it? <p>In America, most people learn about superstitions when they are children from their parents or their friends. As they get older, they may not believe in superstitions anymore. These are some examples of American superstitions :</p> <p>If you want good luck you should touch a piece of wood, or cross your fingers. (a wooden cross is the sign of christ, so it is lucky to make that sign)</p> <p>If you break a mirror you will have 7 years bad luck. (this idea started about 150 years ago when glass became very expensive)</p> <ul style="list-style-type: none"> - Do you know what is an unlucky number for American and British people? - Yes. They believe that on Friday the thirteenth is the bad luck day. - Now, tell me about some Thai superstitions, 	<ul style="list-style-type: none"> - มร.ศอ.ศอ.ศอ. - a noun. <p>No.13.</p> <ul style="list-style-type: none"> - ศอ.ศอ.ศอ. - ศอ.ศอ.ศอ. - ศอ.ศอ.ศอ. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Taurus : April 21-May 20 Gemini : May 21-June 20 Cancer : June 21-July 20 Leo : July 21-August 20 Virgo : August 21-Sept.20 Libra : September 21-Oct 20 Scorpio : October 21-Nov.20 Sagittarius : November 21-Dec.20 Capricorn : December 21-Jan.20</p> <p>- My birthday was on November the third so I was born under the sign of Scorpio. - When were you born, _____? - So you were born under the sign of _____. (distribute the sheets) - Look at the sheet. You'll see the zodiac and the horoscope. I'd like you to make a cross (x) which sign of the zodiac you were born under. - Now, read the horoscope of the Aquarian. Who was born under this sign. - Do you believe the horoscope?</p> <p><u>Practice</u> - Read the horoscope of each sign then ask your partner what his/her horoscope says and ask if he/she believes it or not.</p>	<p>- ราศีพฤษภ - ราศีเมษ - ราศีกรกฎ - ราศีสิงห์ - ราศีกันย์ - ราศีตุลย์ - ราศีพิจิก - ราศีธนู - ราศีมกร</p> <p>(answer the teacher)</p> <p>(make a cross in the box of their sign of the zodiac)</p> <p>(raise hand)</p> <p>- Yes, no.</p> <p>(individual and pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u> (choose as many students as possible to tell the class about their opinions about horoscopes)</p> <p>- Now, look at the sheet again. There are 12 situations below the horoscope. I'd like you to read all the situations and match them with the horoscope of each person's birth sign.</p> <p><u>Transfer</u></p> <p>- Now, I'd like you to move around the classroom asking your friend under which sign of the zodiac he/she was born and what his/her horoscope says. And ask your friend if he/she believe it or not. And I'll ask some of you to tell the class about your friend's opinions.</p>	<p>(individual activity)</p> <p>(match the horoscope with the situations given)</p> <p>(pair work activity)</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 18

Class : M. 5

No. of Students : 34

Date : March 31, 1987

Time : 11.10 - 12.00

Content : Education

Teaching Aids : pictures/chart/sheets

Assumption : Vocabulary : located, periods
certofocate, supplies, assignment

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to complete the passage learned.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell meaning of the words : graduate, bachelor's degree, master's degree, qualified. 2.2 Ss will be able to answer the questions according to the passage learned correctly.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Are you a high school student? - Yes, you are high school students and I am a high school teacher. Today we are going to learn about an American high school teacher. - First of all, let's review some vocabulary. (stick a chart on the board) - Complete each sentence with the words given. <p>located, perious, certificate, supplies, assignment.</p> <ol style="list-style-type: none"> 1. We study seven _____ a day. 2. The teacher gives _____ to us everyday. 3. Our school is _____ on the super high way. 4. After the training, we receive the _____ in teaching English. 5. There are a lot of _____ in this room. 	<p>- Yes, I am.</p> <p>(complete the sentences)</p>	<ol style="list-style-type: none"> 1. Ss will complete the passage correctly according to the passage learned. 2. Ss will choose the corre answer for the given situation

Objective	Procedure		Evaluation
	Teacher	Students	
2.3 Ss will be able to tell the atmosphere in American classroom.	<p>(check)</p> <p><u>graduate</u></p> <ul style="list-style-type: none"> - When will you finish your study in this school? - So you will graduate next year. <p>(write on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me. <p>We will <u>graduate</u> after studying here for 6 years.</p> <p>After studying in the university for 4 years, he <u>graduated</u> in 1986.</p> <ul style="list-style-type: none"> - What does it mean? - What part of speech is it? <p><u>bachelor's degree</u></p> <p>(show a picture of a graduate)</p> <ul style="list-style-type: none"> - Where do you think she graduated from? - Right. She graduated from Chulalongkorn university after studying there for 4 years. She received the bachelor's degree. <p>(write on the board)</p> <p>Manee received her bachelor's degree in history from C.M.U.</p> <p>Studying in a university for 4-6 years and you will get a bachelor's degree.</p> <ul style="list-style-type: none"> - What does the words ' bachelor's degree ' mean? 	<ul style="list-style-type: none"> - Next year. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - จบการศึกษา - a verb. <ul style="list-style-type: none"> - From a university. <ul style="list-style-type: none"> - ปริญญาตรี 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>master's degree</u></p> <ul style="list-style-type: none"> - If you go on your study after receiving a bachelor's degree for 2-5 years, you will receive a master's degree. <p>(write on the board)</p> <p>Linda received her master's degree from C.U. in 1983.</p> <p>Somchai wants to get a master's degree after graduating from C.M.U.</p> <ul style="list-style-type: none"> - What is the meaning of 'master's degree'? - What part of speech are 'bachelor's and master's degree'? <p><u>qualified</u></p> <p>(show a picture of a secretary)</p> <ul style="list-style-type: none"> - What is this woman? - Yes. She is a good secretary. She is qualified to work in a big company. <p>(write on the board)</p> <p>Sunee is a good secretary. She can type very quickly so she is <u>qualified</u> to work in that big company.</p> <p>Somboon could swim very well so he was <u>qualified</u> to be a life-guard of that swimming pool.</p> <ul style="list-style-type: none"> - What does <u>qualified</u> mean? - What part of speech is it? - Is it used as active or passive voice? <p>(distribute the sheet)</p>	<ul style="list-style-type: none"> - ปริญญาโท - nouns - She's a secretary. - มีคุณภาพ - a verb 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - I'll read the passage aloud and you read along with me silently. - Where does Mrs. Cox teach? - How long has she taught English? - Does she like being a teacher? - How many periods does she teach a day? - What does she do in her 'free' period? <p>American Education is like Thai education in some ways. They study 12 years in primary school and secondary school. That means they have 12 grades in schools. After graduating from high school, they may continue their study in a college or a university and get a bachelor's degree after 4-6 years according to what they choose to study. (show some picture of the public school in America)</p> <p>These pictures show you that, the students in public schools don't wear uniform. They can wear whatever they want, informal style like the way you dress today. Do you like it?</p> <p>If you like to learn in American style, you must be more active. You must ask and answer questions with self-confidence. Don't be so shy. Can you do that?</p>	<p>(read the passage along with the teacher silently)</p> <ul style="list-style-type: none"> - In a large high school. - For eight years. - Yes, she does. - Five periods a day. - She meets with parents, orders supplies, makes out examinations, checks assignments, and takes care of many other things. (dress in informal style, no uniform in this period) <ul style="list-style-type: none"> - Yes, I do. - No, I don't. <p>- yes, no</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>c) asks the teacher to repeat or explain it. d) waits until the end of the lesson to ask the teacher what he said. (correct the answer and discuss why c is the correct answer)</p> <p><u>Transfer</u> (distribute the worksheets) - Now, read the passage and try to complete it correctly by yourself.</p>		
	<p>Mrs. Cox has _____ English for eight years in a _____ high school. After _____ from high school, Mrs. Cox went on to _____ and 4 years later she received her bachelor's _____ in English. Mrs. Cox _____ five periods a day. In her free periods, she _____ meet with parents, order supplies and do many other things. It seems she has no _____ period at all.</p>	(complete the passage individually)	

Lesson Plan 19

Class M.5
No. of Students 34
Date April 2, 1987
Time 13.50-14.40
Content Recreation
Teaching Aids pictures/chart/sheets/tape recorder
Assumption Vocabulary : spare time; collect. Structure : What is your favorite_____?

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to converse about their pastimes</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the word : pastime. 2.2 Ss. will be able to use the pattern : What do you do in your spare time? 2.3 Ss. will be able to ask and answer about</p>	<p><u>Presentation</u> (show a picture of a girl reading a book)</p> <p>- What is she doing? - Yes. She likes reading books in her free time. - I like playing basketball when I'm free. _____, what do you like to do in your freetime. Today we going to learn about what we like to do in our free time. First, let's review some vocabulary. Can anyone make a sentence with the word : spare time or collect. (correct) - And who can make a question using. "what is your favorite_____?. pattern?</p>	<p>- She's reading. - I like_____ . (volunteer to make sentences with words given) - What is your favorite sport? food? music? hobby?</p>	<p>1. Ss. will tell other students what they like to do in their spare time. 2. Ss. will ask and answer questions about their pastimes.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>their pastimes.</p> <p>2.4 Ss. will be able to tell the recreation in America and in Thailand.</p>	<p><u>pastime</u></p> <ul style="list-style-type: none"> - I like playing basketball in my free time. - Playing basketball is my favorite pastime. (write on the board) <p>Repeat these sentences after me.</p> <p>Playing football is a popular <u>pastime</u> for the Thai boys.</p> <p>They love music. Listening to the music is their favorite <u>pastime</u>.</p> <ul style="list-style-type: none"> - What does the word 'pastime' mean? - What part of speech is it? <p>What do you do in your spare time? (show a picture of a man, jogging)</p> <ul style="list-style-type: none"> - What is he doing - He jogs 'in his spare time. (write on the board) <p>- Read these sentences after me.</p> <p><u>What do you do in your spare time?</u> I' go shopping. <u>What does she do in her spare time?</u> She watches T.V.</p> <p>(show a picture of a boy riding a bike)</p> <ul style="list-style-type: none"> - look at this picture. What is he doing? - What does he do in his spare time? <p>(show the picture of a man jogging)</p> <ul style="list-style-type: none"> - What does he do in his spare time? 	<p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - hobby, what we do in our free time. สันทนาการ, งานอดิเรก - a noun. - He is jogging. - He is riding a bicycle. - He rides a bicycle in his spare time. 	

Objective	Procedure		Evaluation															
	Teacher	Students																
	<p>- _____, what do you do in your spare time?</p> <p>- Tell me the pattern of this sentence.</p> <p>(show some pictures of recreation in America)</p> <p>- These are some examples of how Americans use their spare time.</p> <ul style="list-style-type: none"> - Playing sports - Dancing and playing some games - Parties and picnics. - Playing and Listening to the music etc. <p>- Now tell me what the Thai people like to do in their spare time.</p> <p>(show a chart of American recreation on the board)</p> <p>- Fill out the blank about the sports, music, hobbies and games Thai people like to do in their free time.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>America</th> <th>Thailand</th> </tr> </thead> <tbody> <tr> <td><u>Sport</u></td> <td>tennis, swimming, football, cricket, rugby, table-tennis, badminton, squash, netball, basketball</td> <td></td> </tr> <tr> <td><u>Music</u></td> <td>piano, guitar, violin, clarinet, drums, trumpet, pop music, classical music, folk music</td> <td></td> </tr> <tr> <td><u>Hobbies</u></td> <td>Stamp, coin collecting, model-making, carpentry, sewing and dressmaking - knitting.</td> <td></td> </tr> <tr> <td><u>Games</u></td> <td>Chess, cards, board-games.</td> <td></td> </tr> </tbody> </table>		America	Thailand	<u>Sport</u>	tennis, swimming, football, cricket, rugby, table-tennis, badminton, squash, netball, basketball		<u>Music</u>	piano, guitar, violin, clarinet, drums, trumpet, pop music, classical music, folk music		<u>Hobbies</u>	Stamp, coin collecting, model-making, carpentry, sewing and dressmaking - knitting.		<u>Games</u>	Chess, cards, board-games.		<p>- He jogs in his spare time.</p> <p>- What/do /subject/do/in one's does spare time?</p> <p>(look at the pictures and take note)</p>	
	America	Thailand																
<u>Sport</u>	tennis, swimming, football, cricket, rugby, table-tennis, badminton, squash, netball, basketball																	
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Objective	Procedure		Evaluation																																																
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	<p>(distribute the sheet)</p> <ul style="list-style-type: none"> - This is the dialogue between Roger and Barry. They are talking about their pastime. Now, listen to the tape recorder. - What does Barry like to do in his spare time? - How about Roger? <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'd like to divide you into two groups. Group 1 take Roger's part and group 2 take Barry's part. - Now, _____ and _____ please come in front of the class and read as Roger and Barry. <p><u>Evaluation</u></p> <p>(distribute the activity sheet)</p> <table border="1" data-bbox="544 1013 1151 1373"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">ME</th> <th colspan="3">My friends</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Name</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sex</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">FAVOURITE</td> </tr> <tr> <td>Hobby</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sport</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>T.V. Program</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Film</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Subject</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ME	My friends			1	2	3	Name					Sex					FAVOURITE					Hobby					Sport					T.V. Program					Film					Subject					<p>(listen to the tape recorder)</p> <ul style="list-style-type: none"> - He reads, watch T.V. and go to the movies. - He take photography. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(individual and pair work activity)</p>	
	ME			My friends																																															
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Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- I'd like you complete the form : your name, sex, what kind of sport, hobby T.V. programme, film etc. you like to do in your spare time. After finishing you to ask 3 other students about their pastimes using the patterns : What do you do in your sparetime?</p> <p>- What is your favorite _____?</p> <p><u>Transfer</u> (choose as many students as possible to tell the class about their own and their friends' pastimes)</p>	<p>(individual work activity)</p>	

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Lesson Plan 20

Class : M. 5

No. of Students : 34

Date : April 3, 1987

Time : 10.20 - 11.10

Content : Hotel

Teaching Aids : chart

Assumption : Vocabulary : passport, intend, nationality, religion, occupation

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u></p> <p>1.1 Ss will be able to check in at a hotel.</p> <p>1.2 Ss will be able to fill in a registration form.</p> <p>2. <u>Enabling Objectives</u></p> <p>2.1 Ss will be able to pronounce and tell the meaning of the words: reserve, porter.</p> <p>2.2 Ss will be able to ask about price, room, and any other services from the hotel receptionist.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - _____, have you ever stayed in a hotel? - Who has ever stayed in a hotel? - Today we're going to learn about a hotel. - First, let's review some vocabulary. (stick a chart on the board) - Complete these sentences with the words given. <p>passport, intend, nationality, religion, occupation</p> <ol style="list-style-type: none"> 1. How long do you _____ to stay here? 2. What is your _____? Are you a teacher? 3. I'm a Canadian. What's your _____? 4. His _____ is Buddhism. 5. I can't leave without my _____. <p>(check)</p>	<p>- No, I have not.</p> <p>(complete sentences with the words given)</p>	<ol style="list-style-type: none"> 1. Ss will make a reservation for a room in a hotel. 2. Ss will fill in a registration form.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss will be able to answer some questions as a receptionists.</p> <p>2.4 Ss will be able to fill in a hotel form about themselves.</p> <p>2.5 Ss will be able to tell how to tip in a hotel.</p>	<p><u>reserve</u></p> <ul style="list-style-type: none"> - There are a lot of people at Sangtawan theatre. If you want to see a film there you have to reserve a ticket. (write on the board) Repeat after me. Dang <u>reserves</u> 2 tickets for his favorite singer's concert. The room is <u>reserved</u> for you. - What does the word 'reserve' mean? - What part of speech is it? <p><u>porter</u></p> <ul style="list-style-type: none"> - If you stay in a hotel, you'll see a man called "porter". - Who knows what the porter does? - The porter is a person who show you the room you stay and carries your luggage for you. (distribute the sheets) - I'll read the dialogue aloud and you read along with me silently. - Who is going to stay in the hotel? - How long will he stay? - What does he has to do if he wants to stay in a hotel? - What does the porter do? 	<p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - จอง - a verb <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Mr. Tigers. - He isn't sure. - He has to fill in the form of the hotel. - Take Mr. Tigers and his suitcase to his room. 	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>In America, when you stay at a hotel you are expected to tip a porter and any other other persons who serve you such as a waiter of the hotel restaurant. Usually you tip the porter 35 cents for each bag he carries for you. But for small service, you may not give any tip to any one. So if you have 2 suitcases, how much are expected to give the porter a tip.</p> <p>In every hotel, there will be a form for you to fill in. You have to fill in it the information about yourself such as : your name, age, nationality, religion, address, occupation etc.</p> <p>(distribute the worksheets)</p>	<p>- 70 cents.</p>	

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Objective	Procedure		Evaluation																									
	Teacher	Students																										
	<p>- This is a diagram of a dialogue between the receptionist and the customer. Just listen to me while I read through it.</p> <p>Mr. Smith writes and speaks to the receptionist.</p> <p>Receptionist</p> <table border="1"> <tr> <td>Good morning / Evening / Afternoon</td> <td>Sir / Madam</td> </tr> <tr> <td>Can I help you?</td> <td></td> </tr> <tr> <td>What do I do for you?</td> <td></td> </tr> <tr> <td>Can I be of assistance?</td> <td></td> </tr> </table> <p>Mr. Smith</p> <table border="1"> <tr> <td>I'd like to</td> <td>afternoon</td> <td>book a room</td> </tr> </table> <p>Receptionist</p> <table border="1"> <tr> <td>Sir / Madam</td> <td>Do you want a double or single?</td> <td>Do you require a double or single?</td> </tr> </table> <p>Mr. Smith</p> <table border="1"> <tr> <td>Oh I need a double room because I'm staying with my wife and my children. Can you help me?</td> </tr> <tr> <td>How much does it cost? Is it expensive? What's the cost please?</td> </tr> </table> <p>Receptionist</p> <table border="1"> <tr> <td>A double room is 150 inclusive of tax</td> <td>A single room is 200 exclusive</td> <td>500</td> <td>600</td> </tr> </table> <p>Mr. Smith</p> <table border="1"> <tr> <td>My allowance is 600 per night</td> <td>I'll get a single room</td> </tr> </table> <p>Receptionist</p> <table border="1"> <tr> <td>Sir / Madam</td> <td>Our single room is 150</td> <td>book for today</td> </tr> </table>	Good morning / Evening / Afternoon	Sir / Madam	Can I help you?		What do I do for you?		Can I be of assistance?		I'd like to	afternoon	book a room	Sir / Madam	Do you want a double or single?	Do you require a double or single?	Oh I need a double room because I'm staying with my wife and my children. Can you help me?	How much does it cost? Is it expensive? What's the cost please?	A double room is 150 inclusive of tax	A single room is 200 exclusive	500	600	My allowance is 600 per night	I'll get a single room	Sir / Madam	Our single room is 150	book for today	<p>(listen to the teacher)</p>	
Good morning / Evening / Afternoon	Sir / Madam																											
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Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does the customer want? - What does the receptionist ask him? - What does the customer want to know? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, the boys read as a customer and the girls as a receptionist. Read only the first line of each box. - _____, _____ please come in front of the class and take the roles as a customer and a receptionist. <p><u>Evaluation</u></p> <p>(choose as many pairs as possible to do the role play as a customer and a receptionist in front of the class)</p> <ul style="list-style-type: none"> - Now we're going to fill in a hotel form. You write down the information about yourself except passport number. I'll choose the ones which are correct and clean enough to show on the bulletin board after this period. 	<ul style="list-style-type: none"> - He wants to reserve a room. - She asks him about the room he wants. - He wants to know about the price of the room. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(fill in the registration form)</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	

SUNSHINE HOTEL - REGISTRATION FORM

NAME _____

AGE _____

Date of Birth _____

Country of Birth _____

N ationality _____

Religion _____

Home address _____

Occupation _____

T elephone number _____

Passport number _____

Date of arrival _____

Date of departure _____

◆ 0 ◆ 0 ◆

Transfer

- Work with your partner. One is the customer, the other is the receptionist. Then take turn. You can choose any sentence in each box. Don't forget to tip the porter when he takes you to your room.

(pair work activity)



ภาคผนวก ง.

แผนการสอนโดยวิธีไม่สอศแทรกเนื้อหาและกิจกรรม
ทางวัฒนธรรมของเจ้าของภาษา

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 1

Class M. 5
No. of Students 34
Date February 23, 1987
Time 13.00 - 13.50
Content Making an introduction
Teaching Aids picture/puppets/sheet
Assumption Structure : I'd like to introduce myself.
 It's nice to meet you.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to introduce somebody to another person.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss will be able to pronounce and tell the meaning of the word 'look forward to.' 2.2 Ss will be able to use the sentence 'It was</p>	<p><u>Presentation</u> (show a picture of a man)</p> <p>- Do you know the man in this picture?</p> <p>- Let me introduce you this man. His name is Brian Heidel. He is from America.</p> <p>- What have I just done about this man?</p> <p>- Right. Today we are going to make some introductions. Can you introduce yourself to me, _____?</p> <p>- When _____ introduces himself to us what should we say?</p> <p>- Good. Now I'd like all of you to introduce yourself to your partner. So face your partner and introduce yourself to him or her. And your partner will say 'Glad to meet you.' and when you are finished, please</p>	<p>- No, I don't</p> <p>- You've just introduced him to us.</p> <p>- Yes. I'd like to introduce myself. My name is _____.</p> <p>- I'm glad to meet you. It's nice to meet you. Pleased to meet you.</p> <p>- Yes. (introduce themselves to each other)</p>	<p>1. Ss will play the roles as assigned to make an introduction in groups of 3 people.</p> <p>2. Ss will complete the dialogue concerning the topic learned.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>nice meeting you.'</p> <p>2.3 Ss will be able to make a formal and informal introduction.</p> <p>2.4 Ss will be able to ask and answer questions appropriately after being introduced.</p>	<p>take turn and let your partner introduces himself or herself to you and you response him or her. O.K.?</p> <p>- Now, we're going to learn the new vocabulary. (show the picture again)</p> <p>- This is my friend, Brian. He will visit Chiang Mai next month and I'm looking forward to seeing him.</p> <p>- Are you thinking about your summer vacation?</p> <p>- The students are thinking about the summer vacation. They are looking forward to it. Now look at these sentences and repeat after me. (write on the board)</p> <p>I look <u>forward to seeing</u> my friend. The students are <u>looking forward to their</u> summer vacation.</p> <p>- What does it mean?</p> <p>- Good. What part of speech is it?</p> <p>- How about its pattern?</p> <p><u>It was nice meeting you</u></p> <p>- When do you say 'It is nice to meet you'?</p> <p>- Right. And before you say goodbye to that person you should say 'It was nice meeting you.' Repeat after me please.</p>	<p>- Yes, I am.</p> <p>(repeat after the teacher)</p> <p>- Thinking about something in the future.</p> <p>- It's a verb.</p> <p>- Look forward to + gerund or noun.</p> <p>- When I am introduced to somebody.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>It's nice to meet you.</p> <p>It was nice meeting you.</p> <p>- Now, tell me again when to use the first sentence.</p> <p>- When do you use 'It was nice meeting you'?</p> <p>- Good. Take note.</p> <p>- Now look at these two puppets. This is Miss Jenny Brown and this is Mr. Tom Longer. They don't know each other so I'll introduce Tom to Jenny. Listen to the dialogue.</p> <p>- Jenny. This is Tom Longan. And this is Jenny Brown. Jenny : Hi. Glad to meet you. Tom : Glad to meet you, too. Where are you from? Jenny : America. And you? Tom : I come from Canada. Jenny : It was nice meeting you, Tom. See you later. Tom . : Yes, I'll look forward to it.</p> <p>- Where do you think this dialogue took place?</p> <p>- What did I do to both of them?</p> <p>- Formal or informal?</p> <p>- How do you know?</p>	<p>- When being introduced to someone.</p> <p>- Before saying goodbye to the person we are introduced to. (Take note)</p> <p>(listen to the dialog)</p> <p>- At a party.</p> <p>- You introduced Tom to Jenny.</p> <p>- Informal.</p> <p>- You didn't use Mr. and Miss and they didn't say 'How do you do.'</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - And what did Tom and Jenny do after being introduced? - Right. You should ask some questions about them as you will see some examples on the sheet. (hand out the sheets) - Look at the sheet. This is the pattern of making an introduction. Repeat after me line by line. - Now, look at only the first line of each group. I will be A. This half of the class will be B. and the other half will be C. O.K. let's read our line. <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, I'd like to divide you into three groups. This part are A. This part are B. and here are C. Read the first line of each pattern. - Now, _____, _____ and _____ please come in front of the class. You take the role as A. you as B. and you as C. And don't forget to ask and answer polite questions as are shown on the sheet. 	<ul style="list-style-type: none"> - They asked and answered some questions. <p>(repeat after the teacher)</p> <p>(group activity) (read the line of the dialog in the pattern)</p> <p>(role play) (group work activity)</p>	

Objective

Procedure

Evaluation

Teacher

Students

Evaluation

(choose as many groups as possible to do a role play by giving them a situation)

1. You introduce your AFS friend to your teacher.
2. You introduce your friend to your American friend.

Now, complete the dialogue below.

Judy : Maggy, I'd like you to meet my cousin,
Steve Shawn.
Steve, this is Maggy Lords.

Maggy : _____ .

Steve : _____ , too.

_____ ?

Maggy : No, I'm from New Zealand.

_____ ?

Steve : Yes, I'm study in the School of Law here.

Transfer

- Look at the pattern on the sheet again and work in

group of three people as A, B and C. Try to use another line on the sheet.

- When you finish your introduction. Please take turn the role and try to make both formal and informal introductions.

(group work activity)

(role play)

Lesson Plan 2

Class M. 5
No. of Students 34
Date February 24, 1987
Time 9.20 - 10.10
Content Making an invitation
Teaching Aids Chart/sheet/realia
Assumption vocabulary : invite, refuse, accept
structure : what about, how about

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u></p> <p>1.1 Ss will be able to make an invitation.</p> <p>1.2 Ss will be able to accept and refuse an invitation appropriately.</p> <p>2. <u>Enabling Objectives</u></p> <p>2.1 Ss. will be able to use the pattern : 'd rather</p>	<p><u>Presentation</u></p> <p>- There will be a farewell party for the M. 6 students next month at the School Hall. Are you invited to come?</p> <p>- Will you come?</p> <p>- _____, why won't you come to the party?</p> <p>Today we are going to make some invitations in English. But first of all, let's review what you have learned about making invitations. (put the chart on the board)</p> <p>- Please complete these sentences with the words : accept, refuse, invite</p> <p>1. I'd like to _____ you to the farewell party.</p> <p>2. If you say yes, it means you _____ the invitation.</p> <p>3. If you say no, it means you _____ the invitation.</p>	<p>- Yes, I am.</p> <p>- Yes, I will. No, I won't. (give the reason why)</p> <p>(complete the sentences)</p>	<p>1. Ss will play the roles as assigned to make an invitation, accept and refuse the invitation in pairs.</p> <p>2. Ss will complete the dialogue concerning the topic learned.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Ss will be able to make an invitation stating the time and place clearly.</p> <p>2.3 Ss will be able to accept an invitation.</p> <p>2.4 Ss will be able to refuse an invitation and give the reason politely.</p>	<p>(check)</p> <p>- Now, can anybody make a sentence using 'how about' and 'what about'?</p> <p>- Good. Now, let's begin our lesson.</p> <p><u>'d rather</u></p> <p>- _____, do you want to clean the room now?</p> <p>- What do you want to do, then?</p> <p>- _____, doesn't want to clean the room. He <u>'d rather (verb) instead.</u></p> <p>(show 2 books)</p> <p>- This book is interesting but this one is more interesting. <u>I'd rather</u> read this book because it's more interesting (write on the board)</p> <p>- Class look at these sentences and repeat after me. <u>I'd rather</u> read that book. He <u>'d rather</u> go fishing. He doesn't want to clean the room.</p> <p>- What's the full word of 'd'?</p> <p>- would</p> <p>- What does it mean?</p> <p>- What about the pattern?</p> <p>- Good. Take note.</p>	<p>(volunteer to make some sentences using 'what about' and 'how about')</p> <p>- No, I don't.</p> <p>- I want to _____.</p> <p>(repeat after the teacher)</p> <p>- would, could, should</p> <p>- อาจจะ---(มากกว่า)</p> <p>- Subject + 'd rather + infinitive without to.</p> <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(hand out the sheets)</p> <ul style="list-style-type: none"> - Listen to me and read along with me silently. - Who makes an invitation? - Does Margaret accept or refuse the invitation? - What is her reason to refuse the invitation? - Is she polite to refuse the invitation like that? - Politeness is very important whether you accept or refuse the invitation. So Margaret is polite to say 'I'd like to, but _____' and she states the reason why she can't accept Robert's invitation. - Look at these two dialogues and repeat. <ol style="list-style-type: none"> 1. Tom : How about a movie tonight? Jane : Yes, I'd love to. Thank you. But when exactly? Tom : At 7.30 in front of the cinema. Jane : O.K. See you then. 2. Tom : Would you like to go dancing with me on Friday? Jane : Oh, I'd love to but I'd rather do my report? Tom : How about another night? Jane : Let's say after I finish my report. O.K.? Tom : That's fine. 	<p>(listen to the teacher and read along silently)</p> <ul style="list-style-type: none"> - Robert - refuse - She says that she has other plans to do. - Yes, she is. <p>(repeat)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Let's practise the dialogue no. 1 and no. 2. - This side of the class act as Tom, and the other side as Jane. - Now, _____ and _____, come in front of the class. - You act as Jim and you as Ann. <p><u>Evaluation</u></p> <p>(choose as many pairs as possible to do a role play by giving them a situation)</p> <p>a) You want to invite a friend to go to the movies with you. Be specific about the day, the time, and the movie. If your friend accepts, show that you're pleased. If your friend refuses, show that you understand.</p> <p>b) A friend is inviting you to go to the movies. Either accept or refuse the invitation, but try to be as polite as possible.</p> <p>Now, please complete the dialogue in your exercise book</p>	<p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(complete the dialogue)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>A: _____ playing tennis tomorrow?</p> <p>B: _____ but I'm free on Sunday.</p> <p>A: That's fine with me. _____ ?</p> <p>B: How about 7 o'clock in the morning?</p> <p>A: O.K. I'll pick you up.</p> <p>B: _____. See you then.</p> <p><u>Transfer</u></p> <p>- Look at the dialogue between Robert and Margaret on the sheet again. Do the role play. This time Margaret accept the invitation. You have to change the words in the dialogue.</p> <p>- Now prepare yourselves to role play in pair. Choose whether you accept or refuse the invitation. If you accept, ask the inviter to state the time and the place clearly. If you refuse, you have to state reasons.</p>	<p>(role play)</p> <p>(pair work activity)</p> <p>(pair work activity)</p>	

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Lesson Plan 3

Class M. 5
No. of Students 34
Date February 26, 1987
Time 8.30 - 9.20
Content Thanking/Accepting thanks
Teaching Aids chart/sheet/some candy
Assumption Vocabulary : look after, fantastic
welcome, laundry

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to thank someone and accept thanks appropriately.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the word 'appreciate.' 2.2 Ss will be able to thank someone</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - What do you say when somebody gives you something? - Right. (give some candy to a student) - You're welcome. - Today, we are going to practise saying thanks and accepting thanks to someone. First of all, let's review some vocabulary. Complete these sentences with the words : look after, fantastic, welcome, laundry. (write on the board) 1. Paul's parents died 5 years ago. Now he has to _____ himself. 2. I have a lot of clothes to wash. I'll do the _____ tonight. 3. It is a wonderful island to visit. Believe me, It's really _____. 	<ul style="list-style-type: none"> - Thank you. (say 'thank you') 	<ul style="list-style-type: none"> 1. Ss will play the roles under the given situations saying thanks and accepting thanks. 2. Ss will complete the dialogues.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>appropriately by using the words or phrases given</p> <p>2.3 Ss will be able to accept thank appropriately by using the phrases given.</p>	<p>4. _____ home! Everybody missed you while you were absent.</p> <p>(check)</p> <p><u>appreciate</u></p> <p>- My brother loves music. He always appreciates listening to the music.</p> <p>_____, do you love music?</p> <p>_____, also appreciates the music.</p> <p>- Look at these sentences and repeat.</p> <p>(write on the board)</p> <p>I <u>appreciate</u> what she has done for me.</p> <p>The students <u>appreciate</u> what their teacher helps them.</p> <p>- Can anyone tell me the meaning of 'appreciate'?</p> <p>- What part of speech is it?</p> <p>- O.K. Take note.</p> <p>(hand out the sheet)</p> <p>- Listen to me and read along with me silently.</p> <p>- Who says thanks?</p> <p>- What does Linda say thanks for?</p> <p>- Why does Janet give her the plants?</p>	<p>- Yes, I do.</p> <p>- ขอบคุณ, ประทับใจ</p> <p>- verb</p> <p>(take note)</p> <p>(listen to the teacher and read along silently)</p> <p>- Both Linda and Janet.</p> <p>- For the plants Janet gives her.</p> <p>- To thank Linda for looking after the house and watering the plants.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- So when do people say thanks?</p> <p>- Now, look at the sheet again</p> <p>- What do you say when you want to thank somebody? (write what the students say on the board)</p> <p>- Good. We also can say 'I appreciate what you've done for me?</p> <p>- And what do you say when somebody thank you? (help the students if they don't know what to say)</p> <p>- O.K. Now, look at these dialogues and repeat after me. (write on the board)</p> <p><u>Dialogue 1</u> Ann : Thank you very much for the roses you gave me. John : You're welcome.</p> <p><u>Dialogue 2</u> Ann : I really appreciate what you have given me. John : It was my pleasure.</p>	<p>- When someone gives them something.</p> <p>- When someone does something for them.</p> <p>- Thank you.</p> <p>- Thank you very much.</p> <p>- Thanks a lot.</p> <p>- It was very kind of you.</p> <p>- You're welcome.</p> <p>- Don't mention it.</p> <p>- That's quite all right.</p> <p>- It's O.K.</p> <p>- It was my pleasure. (take note) (repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Let's practise dialogue 1. The girls are Ann and the boys are John. - _____ and _____ play the roles as Ann and John in front of the class. - Now, dialogue 2. This side of the class are John, and the other side are Ann. - _____ and _____ act as John and Ann in front of the class. <p><u>Evaluation</u> (choose as many pairs as possible to present the dialogue by giving them a situation)</p> <p><u>Situation 1</u> A thanks B for giving him/her a birthday gift.</p> <p><u>Situation 2</u> A thank B for an invitation to dinner at B's house.</p> <p>Now, complete these dialogues.</p> <p><u>Dialogue 1</u> Nancy : That's a nice shirt. Ronda : _____</p> <p><u>Dialogue 2</u> David : Good luck on your exam. Sally : _____</p> <p><u>Dialogue 3</u> Shirly : Congratulations! You are the winner. Pat : _____</p>	<p>(group work activity)</p> <p>(pair work activity)</p> <p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(complete the dialogue)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- This is a diagram of a dialogue (show the chart on the board)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A : offers to help.</p> <p>B : accepts help and thanks A.</p> <p>A : accepts thanks.</p> </div> <p>- This is an example</p> <p>A : May I help you to lift the table?</p> <p>B : Oh, that's very kind of you. Thank you.</p> <p>A : You're welcome.</p> <p>- I'd like you to work in pairs.</p> <p>Play a role as A and B.</p>	<p>(role play) (pair work activity)</p>	

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Lesson Plan 4

Class M. 5
No. of Students 34
Date February 27, 1987.
Time 13.50 - 14.40
Content Apologizing/Accepting apologies
Teaching Aids chart/sheet/tape-record player
Assumption vocabulary : alone, lie, used to, expect

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to apologize and accept apologies appropriately.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to complete the song they hear. 2.2 Ss will be able to pronounce and tell the</p>	<p><u>Presentation</u> - What do you say when you are late for class? - Right. Today we are going to learn more how and when to say 'sorry' and how to accept it. First, let's review some vocabulary. (show a chart on the board) - Complete these sentences with the words given.</p>	<p>- I'm sorry. I'm late. (complete the sentences)</p>	<p>1. Ss play the roles under the given situations apologizing and accepting apologies. 2. Ss rearrange dialogues correctly according to the situations given.</p>
	<p>alone, lies, used to, expect 1. I _____ swim in that river when I was young. 2. Don't tell me _____, that is not a good habit. 3. We don't know where she is now but we _____ to hear from her soon. 4. Nobody's here. I'm _____ in this house.</p>		
	<p>(check)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>Meaning of the words : take-for-granted, apologize.</p> <p>2.3 Ss will be able to apologize by using the given pattern : "I'm (very, terribly, extremely) sorry for doing something; Please for give me; I (do) apologize.</p> <p>2.4 Ss will be able to accept apologies by using the given pattern like : That's O.K., It's all right, Forget about it, It doesn't matter.</p>	<p><u>apologize</u></p> <ul style="list-style-type: none"> - Yesterday I broke my friend's vase so I apologized her. - Class repeat, "apologize." (write on the board) I <u>apologized</u> her for breaking her vase yesterday. Sunee <u>apologizes</u> me for being late. - Look at these two sentences and repeat after me. - What does 'apologize' mean? - What part of speech is it? - Yes. And the noun of this word is 'apology.' We can say 'Please accept my apology' instead of saying 'I apologize.' (write on the board) Please accept my apology. - Take note. <p><u>take something for granted</u> (show 2 pictures of a man and a woman)</p> <ul style="list-style-type: none"> - Look at these pictures. This is Sayan and this is Malee. Malee loves Sayan very much but Sayan doesn't care about her. He always takes her love for granted. Malee likes to give Sayan a lot of cookies but Sayan doesn't tell her that he likes her cookies. He always takes them for granted. (write on the board) 	<p>(repeat the word after the teacher)</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ขอโทษ, ขออภัย - It's a verb. <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Sayan <u>takes</u> her love <u>for granted</u>. He always <u>takes</u> what she gives him <u>for granted</u>. - Repeat after me, please. - Can anyone tell me the meaning of 'take something for granted'? - Take note. (hand out the sheet) - Listen to the tape record player and complete the song you hear. I play it twice. - Now, let's check it together. (help students for correcting) - How does the singer feel? - Sorry for what? - What does he often say in the song? - What else can you say when you do something wrong? - And what do you say when someone say sorry to you? - This is a chart of some expressions you can use for apologizing and accepting apologies. Read after me, please. (show the chart on the board) 	<ul style="list-style-type: none"> (repeat after the teacher) - ไม่เห็นค่า, ไม่ซาบซึ้ง (take note) (complete the song they hear) (check and correct their exercise) - sorry - for what he did to his girl friend. - I'm sorry. - I'm very sorry. - It doesn't matter. Never mind. etc. (read after the teacher) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	Apologizing	Accepting apologies	
	<p>Sorry !</p> <p>I'm (very, extremely, terribly) sorry.</p> <p>I (do) apologize</p> <p>Please forgive me</p> <p>I beg your pardon.</p>	<p>It's all right.</p> <p>That's O.K.</p> <p>It doesn't matter.</p> <p>No problem.</p> <p>I forgive you.</p> <p>Forget it.</p>	
	<p>- Apologizing for something that is not very serious, you can say:</p> <p>Sorry (about that).</p> <p>So sorry.</p> <p>I'm sorry.</p> <p>But for something that is very serious, you should say:</p> <p>I'm (very/extremely/terribly) sorry.</p> <p>Please forgive me for _____.</p> <p>I (do) apologize for _____.</p> <p>- Look at these two dialogues.</p> <p>(write on the board)</p> <p><u>Dialogue 1</u></p> <p>A : So sorry for saying that yesterday.</p> <p>B : That's O.K.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Dialogue 2</u></p> <p>A : Please forgive me for telling you a lie. B : I forgive you but don't do it again.</p> <p>- Please repeat the dialogues after me.</p> <p>- Which dialogue do you think is more serious?</p> <p>- Why?</p> <p>- Good.</p> <p><u>Practice</u></p> <p>- I'll divide you into 2 groups. This side of the class act as A and the other side act as B.</p> <p>- _____ and _____ come in front of the class and act as A and B in dialogue?</p> <p>- _____ and _____ come in front of the class and act as A and B in dialogue 2.</p> <p><u>Evaluation</u></p> <p>(choose as many pairs as possible to do a role play by giving them a situation)</p> <p><u>Situation 1</u></p> <p>You see someone who looks like a friend. You go up and begin talking. When she turns around, you see it isn't who you thought it was.</p> <p><u>Situation 2</u></p> <p>You forget to return your friend's book. And you can't find it.</p>	<p>(repeat after the teacher)</p> <p>- dialogue 2.</p> <p>- B says 'don't do it again.'</p> <p>(group work activity)</p> <p>(pair work activity)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Now, let's rearrange dialogs correctly according to the situations given.</p> <p><u>Situation 1</u></p> <p>Two people bump into each other while getting off a bus. (2 lines)</p> <p><u>Situation 2</u></p> <p>Two people are talking on the telephone. (6 lines)</p> <ol style="list-style-type: none"> 1. Oh, forget it. 2. What for? 3. No need to apologize. These buses are always coming to a sudden stop. I understand. 4. OK .OK. Enough is enough. I accept your apologies. 5. June, I really want to apologize to you. 6. Oh; excuse me. I'm sorry. That was clumsy of me. 7. I can't. It was a terrible thing to say. Please forgive me. 8. I'm really sorry about what I said to you the other night. <p><u>Transfer</u></p> <p>- Prepare yourselves to role play in pair. Choose the expression shown on the chart and the situation like : being late, hurting someone's feelings, being impolite etc.</p>	<p>(pair work activity)</p>	

Lesson Plan 5

Class : M. 5

No. of Students : 34

Date : March 2, 1987

Time : 13.00 - 13.50

Content : Family members and relationship

Teaching Aids : chart/sheet/questionnaire

Assumption : Vocabulary : trust, grocery, items, equally

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to converse about their family.</p> <p>2. <u>Enabling Objectives.</u> 2.1 Ss will be able to pronounce and tell the meaning of the words 'chores' and system'. 2.2 Ss will be able to answer the questions about the reading passage. 2.3 Ss will be able to ask and answer about their families.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Who can cook? - _____, can't you cook? - Who cooks in your family? - And what do you do in your family? <p>- So you have something to take care in your family. Today we are going to learn about what we do in our family. First of all, let's review some vocabulary. (stick the chart on the board)</p> <ul style="list-style-type: none"> - Complete these sentences with the words given. <p>trust, grocery, items, equally</p> <ol style="list-style-type: none"> 1. My mother asked me to buy some sugar at the _____. 2. You can _____ him. He is a good boy. 3. Mary buys some _____ at the local stores. 	<p>(raise his/her hand)</p> <ul style="list-style-type: none"> - No, I can't. - My mother, My sister etc. - Clean the house, wash clothes, wash dishes etc. <p>(complete the sentences)</p>	<p>Ss will ask and answer about their family.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. We are ____ good at English.</p> <p>(check)</p> <p><u>chore</u></p> <ul style="list-style-type: none"> - Who washes the dishes at home? Washing the dish is a household <u>chore</u>. - Everybody helps to do the <u>chores</u> in their house. - Look at these sentences and repeat after me. (write on the board) Cleaning the house is a kind of <u>chores</u>. The girls like to do the household <u>chores</u>. - Can you tell me what it means? - Yes, it a routine work especially housework. - What part of speech is it? - O.K. Take note. <p><u>System</u></p> <ul style="list-style-type: none"> - Who cleans our classroom? - Everybody at the same time? - So we have a good system to look after our classroom. Right? (write on the board) Repeat. Everybody helps to clean the class is a good <u>system</u>. It's a <u>system</u> to work together. - Can you tell me what it means? - Is it a verb? <p>(hand out the sheet)</p>	<p>(raise their hand)</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - งานบ้าน - a noun (take note) - everybody - No. Eight persons a day. - Yes. (repeat after the teacher) - ระบบ - No. It's a noun. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Listen to me and read along with me silently.</p> <ul style="list-style-type: none"> - Who cooks in Karen's family? - How? - Who cooks on Wednesday? - Who does the dishes? - Why do they have to help one another with the household chores? <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. - This group read Jenny's lines, and the other one read Karen's lines. - Now, read in pair with your partner. - _____ and _____ come in front of the class and read the dialogue as Jenny and Karen. <p><u>Evaluation</u> (hand out the questionnaire)</p>	<p>(read the passage along with the teacher silently)</p> <ul style="list-style-type: none"> - Everybody. - They take turn. - Karen's dad, - Everybody who isn't cooking that day. - Because the parents have to work and the children have to study. Everyone is busy. <p>(read the dialogue in group)</p>	

Objective	Procedure		Evaluation																																																								
	Teacher	Students																																																									
	<p style="text-align: center;">Questionnaire</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">In your family who</th> <th style="width: 15%;">1st person</th> <th style="width: 15%;">2nd person</th> <th style="width: 15%;">3rd person</th> </tr> </thead> <tbody> <tr><td>cleans the car</td><td></td><td></td><td></td></tr> <tr><td>paints and decorates</td><td></td><td></td><td></td></tr> <tr><td>washes up</td><td></td><td></td><td></td></tr> <tr><td>reads to the children</td><td></td><td></td><td></td></tr> <tr><td>pays the bills</td><td></td><td></td><td></td></tr> <tr><td>does the shopping</td><td></td><td></td><td></td></tr> <tr><td>cooks dinner</td><td></td><td></td><td></td></tr> <tr><td>chooses the furniture</td><td></td><td></td><td></td></tr> <tr><td>looks after the garden</td><td></td><td></td><td></td></tr> <tr><td>pours the wine</td><td></td><td></td><td></td></tr> <tr><td>prepares the vegetables</td><td></td><td></td><td></td></tr> <tr><td>mends the clothes</td><td></td><td></td><td></td></tr> <tr><td>washes the clothes</td><td></td><td></td><td></td></tr> </tbody> </table> <p>- I'd like you to work in group of 3 people and take turn to ask and answer about your friend's family and write the answer in the questionnaire such as the first question 'Who cleans the car in your family?' if your friend say 'My brother' then you write the answer in the 1st person volume and ask the next person. Understand?</p> <p><u>Transfer</u> (choose as many students as possible to present the information about their friends' families in the questionnaire)</p> <p>- Now, I'll call some of you to tell the class about your family.</p>	In your family who	1st person	2nd person	3rd person	cleans the car				paints and decorates				washes up				reads to the children				pays the bills				does the shopping				cooks dinner				chooses the furniture				looks after the garden				pours the wine				prepares the vegetables				mends the clothes				washes the clothes				<p>- Yes. (group work activity)</p> <p>(individual work activity)</p>	
In your family who	1st person	2nd person	3rd person																																																								
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Lesson Plan 6

Class : M. 5

No. of Students : 34

Date : March 3, 1987

Time : 9.20 - 10.10

Content : Love & Dating

Teaching Aids : pictures/sheet/chart

Assumption : Vocabulary : folks, directions, cruel, miserable

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>1. Terminal Objective</u> Ss will be able to express their opinions about the love and dating.</p> <p><u>2. Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell the meaning of the words 'freshman' and 'go steady'. 2.2 Ss will be able to answer the questions about the reading passage. 2.3 Ss will be able to express their opinion in the group about love and dating in both oral and</p>	<p><u>Presentation</u> (Show-a picture of a young couple)</p> <ul style="list-style-type: none"> - Look at this picture. Who do you think they are? - It's a young man and his girl friend. - _____, do you have a girl friend? - Who has a boy friend or a girl friend? - Today, we're going to learn about love and dating. First, let's review some vocabulary. (stick a chart on the board) - Complete these sentences with the following words : folks, directions, cruel and miserable. <hr/> <p>1. The stranger lost his way. He didn't know the _____ at all.</p> <p>2. Tom is _____ to me. He has not written any letter to me for years.</p>	<ul style="list-style-type: none"> - Lovers, boy friend and girl friend, friends. - yes or no. <p align="center">(complete the sentences)</p>	<p>1. Ss will discuss on the topic of love and dating.</p> <p>2. Ss will express their idea in group.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
written forms.	<p>3. Suda felt _____ because her boy friend broke her heart.</p> <p>4. Our _____ don't allow us to go out at night.</p> <p>(check)</p> <p><u>freshman</u></p> <p>(show a picture of a freshman)</p> <ul style="list-style-type: none"> - Look at this picture. Who do you think she is? - Right. Do you think she is the first year, second year, third year or the fourth year student. - How do you know? - Good. She is the first year student. She is a freshman. <p>Repeat after me, please</p> <p>(write on the board)</p> <p>She is a freshman of Chiang Mai University.</p> <p>Suda became a freshman of our university.</p> <ul style="list-style-type: none"> - Can you tell me what it means? - What part of speech is it? <p><u>go steady</u></p> <p>(show the picture of a young couple)</p> <ul style="list-style-type: none"> - Who are they? - Right. This is Tom Penn and his girl friend. They are going steady. 	<ul style="list-style-type: none"> - a university student. - the first year student. - She wears white socks. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - the first year university student. - a noun. - a man and his girl friend. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>Tom and Ann <u>go steady</u> as boy friend and girl friend. Jim and May <u>went steady</u> last year.</p> <ul style="list-style-type: none"> - Read after me, please. - Can you tell me what the words 'go steady' mean? - Right. What part of speech is it? <p>(hand out the sheet)</p> <ul style="list-style-type: none"> - I'll read this letter and you read along with me silently. O.K.? - Who writes this letter? - What is she? - Do you know who Ann Landers is? - Well, she is a columnist in a newspaper. She answers the readers' letters like Siranee. - What is the girl's problem? - Is she pleased with that? - Why did they agree to do what their parents wanted them to? - What does she want Ann Landers to do? 	<p>(read after the teacher)</p> <ul style="list-style-type: none"> - boy and girl who go out together as boy friend and girl friend. - a verb. - Yes. <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - a 18-year-old girl. - a freshman. - No, I don't. - Her parents want her to be away from her boy friend. - No, she isn't. - If not, they had to work for themselves. - To give her a reply. 	

Lesson Plan 7

Class : M. 5

No. of Students : 34

Date : March 5, 1987

Time : 8.30 - 9.20

Content : The wedding

Teaching Aids : pictures/tape recorder


Assumption : Vocabulary : nervous, honeymoon

Structure : see s.o. do/hear s.o. do

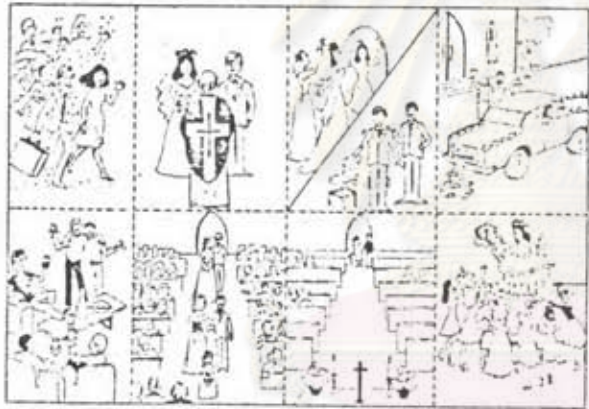
see s.o. doing/hear s.o. doing

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to arrange what they hear in order correctly.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss will be able to pronounce and tell the words : aisle, bachelor. 2.2 Ss will be able to use the English dictionary for the word they don't know.</p>	<p><u>Presentation</u> (show a picture of a wedding ceremony)</p> <ul style="list-style-type: none"> - This is a picture of a wedding ceremony. Have you ever been to the wedding ceremony? - Today we are going to learn about the wedding, American style. - Let's review some vocabulary. - Can any one make a sentence using the word nervous or honeymoon? - Good. Now, complete these sentences. (write on the board) Look! I hear someone _____ up stairs. (walk, walking) I saw that man _____ the street from the other side. (cross, crossing) (correct) 	<ul style="list-style-type: none"> - yes or no - I'm nervous about the test. After getting married, they went to Phuket for their honeymoon. (complete the sentences) 	<p>Ss will arrange. What hear in order.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>aisle</u> (show a picture of a church)</p> <ul style="list-style-type: none"> - What is it? - Have you ever been to the church? - Inside the church there will be an aisle between two rows of the seats. <p>(write on the board) The wedding party walks down the <u>aisle</u>. The <u>aisle</u> of this church is narrow.</p> <ul style="list-style-type: none"> - Look at these two sentences and read after me, please. - Can you tell me what it means? - What part of speech is it? <p><u>bachelor</u> (show a picture of a man)</p> <ul style="list-style-type: none"> - Do you know this man? - Who is he? - Right. Is he married? - He is still single. He is a bachelor. - Repeat after me. He is a <u>bachelor</u>. - A <u>bachelor</u> is an unmarried man. - What does it mean? - What part of speech is it? 	<ul style="list-style-type: none"> - a church. - yes or no. <p>(read after the teacher)</p> <ul style="list-style-type: none"> - the main path of a church. - noun <ul style="list-style-type: none"> - Yes. - Noppol Komanrachoon. - No, he isn't. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - Unmarried man, a single man. - noun 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(show a chart of a wedding party on the board)</p>  <p>Find these in the picture and identify them: ring, bridesmaid, minister, groom, best man, veil, flower girl, bride, the wedding party.</p> <p>- Look at this picture I'd like you to identify the wedding party member with the words given below. Use your dictionary to find the meaning of each word.</p>		

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p data-bbox="485 428 1081 494"><u>Practice</u> (hand out the pictures of a wedding ceremony)</p> <p data-bbox="570 562 989 582">Put these pictures in the proper order, according to the descriptions.</p> 		
	<ol data-bbox="478 1085 1244 1347" style="list-style-type: none"> 1. Bachelor party: The groom's friends say "goodbye" the night before. 2. Getting ready for the wedding: they are very nervous. 3. People come to the church. 4. The wedding party walks down the aisle. 5. The wedding service: "I do." 6. The reception and throwing of the bouquet. 7. The bride and groom say goodbye - everyone throws rice, or confetti. 8. The bride and groom leave on their honeymoon. 		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- O.K. I read 8 sentences and you match each sentence with the picture. Understad? (read the sentences)</p> <p>(walk around the classroom and help the students to arrange the picture correctly).</p> <p><u>Evaluation</u> (hand out the song which is not in order)</p> <p>- This is a song, a wedding song.</p> <p>- The lines are not in order. I'd like you to rearrange this song in order according to the tape recorder you listen to. (turn on the tape recorder)</p> <p><u>Transfer</u> (ask some students to write the lines of the song on the board)</p>	<p>- Yes.</p> <p>(match the pictures with the sentences they hear)</p> <p>(rearrange the song in order according to the tape recorder)</p> <p>(write the song they rearrange in order correctly on the board)</p>	

Lesson Plan 8

Class : M. 5

No. of Students : 34

Date : March 6, 1987

Time : 13.50 - 14.40


Content : House

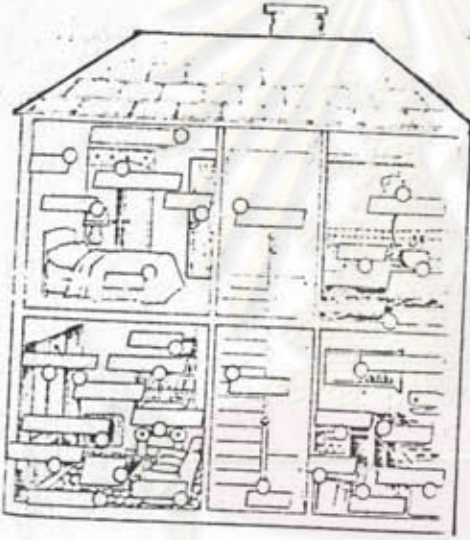
Teaching Aids : pictures

Assumption : Vocabulary : rooms in the house

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>1. Terminal Objective</u> Ss will be able to ask and answer about the house</p> <p><u>2. Enabling Objective</u> 2.1 Ss will be able to pronounce and tell the meaning of the words: central heating, fridge, wardrobe.</p> <p>2.2 Ss will be able to identify the furniture using in the house.</p>	<p><u>Presentation</u> (show a picture of a house)</p> <ul style="list-style-type: none"> - Is it a beautiful house? - How many stairs has it got? - How many stairs has your house got, _____ ? - Today we're going to learn about British house. - First, let's review some vocabulary. <p>(show the pictures of some rooms in the house)</p> <ul style="list-style-type: none"> - What do you call this room? - How about this room? - This one? - And this? <p><u>Central heating</u></p> <ul style="list-style-type: none"> - Do you think it is warmer or colder in Britain than in Thailand? - In Thailand when it is hot, what can we do? 	<ul style="list-style-type: none"> - Yes, it is. - Two stairs. - only one, two <ul style="list-style-type: none"> - a kitchen. - a bed room. - a living-room. - a toilet, a bath room. <ul style="list-style-type: none"> - colder <ul style="list-style-type: none"> - use an electric fan or an air-condition. 	<ol style="list-style-type: none"> 1. Ss will describe the position and other things about their house. 2. Ss will ask and answer about the house.

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - In Britain when it is cold, they use the central heating. Repeat after me 'central heating'. (write on the board) We use the <u>central heating</u> to warm the house. We don't need any <u>central heating</u> here, in Thailand. - Do you know what the 'central heating' mean? - Yes, it is the main one which used for the whole house. <u>fridge</u> (show a picture of a refrigerator) - Do you know what it is in English? - Yes or we can call it in short a fridge. Repeat after me. (write on the board) We have a <u>fridge</u> to keep our food. The <u>fridge</u> keeps the water cold. - So what is the fridge? - What part of speech is it? <u>wardrobe</u> (show a picture of a wardrobe) - This is a wardrobe. - What do we use it for? (write on the board) - Look at these sentences and repeat after me. We hang clothes in the <u>wardrobe</u>. My <u>wardrobe</u> is in the bedroom. 	<ul style="list-style-type: none"> (repeat after the teacher) เครื่องทำความร้อน a refrigerator. (repeat after the teacher) refrigerator ตู้เย็น a noun. to hang clothes in the wardrobe. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Can you tell me what it means? - What part of speech is it? (show a picture of a British house) - Look at this picture. It's a British house. Can you guess how many rooms this house has got? - Good. There are four rooms altogether. - a living room, a kitchen and 2 bedrooms. - Is it big? - Is it modern? - How much do you think is the rent? - Maybe . I don't know. - Where do you think the bedrooms are? - And the kitchen? <p>(hand out the task)</p> <ul style="list-style-type: none"> - This is the British house. I'd like you to work in pairs. Help each other to write the names of the things in the box on the drawing task. 	<ul style="list-style-type: none"> - ชื่อคำ - a noun. - 5 rooms. - Yes, it is. - No, it is not. - 3,000 baht a month. - Upstairs. - Downstairs. 	

Objective	Procedure		Evaluation
	Teacher	Students	
			
	<ul style="list-style-type: none"> armchair bath bed bookcase carpet ceiling chair coffee table cooker cupboard curtains door floor fridge hall lamp landing radiator radio shower sink sofa stairs table television toilet wall wardrobe washbasin window 		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(hand out the sheets)</p> <ul style="list-style-type: none"> - Look at the diagram on the sheet. It's a dialogue between 2 persons. Who do you think they are? - Good. Somebody is looking for a house and he is asking the owner or a house agency for some information. <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. This side of the class read the questions and the other side read the answer. Read only the first line in each box. - Now, read the dialogue with your partner. One reads the questions and the other reads the answers. - _____ and _____ read the dialogue in front of the class. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Use the questions and answers in the diagram as the examples to ask and answer about your own house. Work in pair. One student asks for information, the other one answers. <p><u>Transfer</u></p> <p>(choose as many students as possible to describe their house in front of the class and let the other students ask any question they want to know about their friend's house).</p>	<ul style="list-style-type: none"> - a house agency and a customer. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(pair work activity)</p> <p>(pair work activity)</p> <p>(describe, ask and answer about the house)</p>	

Lesson Plan 9

Class : M. 5

No. of Students : 34

Date : March 16, 1987

Time : 13.00 - 13.50

Content : Valentine's Day

Teaching Aids : a valentine card/sheet

Assumption : Vocabulary : plural noun/singular noun

Structure : adjective + noun

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to complete the letter with the guided words.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to use the linking verbs with adjective : feel, seem, look. 2.2 Ss will be able to use the gerund as a subject of the sentence. 2.3 Ss will be able to complete sentences using the guided words.</p>	<p><u>Presentation</u> (show a valentine card)</p> <ul style="list-style-type: none"> - Do you know what it is? - Good. When do people send a valentine card? - So today we are going to learn something about Valentine's Day. <p>First of all, let's review some vocabulary and structure</p> <ul style="list-style-type: none"> - Tell me some singular nouns. - O.K. Put them in sentences. - Good. Now, tell me some plural nouns. - Put them in sentences. 	<ul style="list-style-type: none"> - a valentine card. - on Valentine's Day. - a book, a cat, a pen, a girl sugar, water etc. - I read a book. - I bought some sugar yesterday. - men, dogs, houses, cards etc. - We love mangoes. - She likes reading books. 	<p>1. Ss will complete the sentence using the guided words.</p> <p>2. Ss will complete the letter using the guided words.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Now, make some sentences using adjective. <p><u>Linking Verbs</u> : feel, seem, look</p> <ul style="list-style-type: none"> - Usually we use adjective with verb to be. Right? - There is a group of words called 'Linking verbs' that we can also use with adjective. - Look at these sentences. <p>(write on the board)</p> <p>We <u>feel</u> happy, we smile. I don't <u>feel</u> well, I need a rest. Suda <u>seems</u> upset. She is too tired. They <u>seem</u> hungry, don't they? Tom <u>looks</u> unhappy today. The teacher <u>looked</u> angry yesterday.</p> <p>Now, read after me.</p> <ul style="list-style-type: none"> - Can you tell me the meaning of the words feel, seem look? - Tell me the pattern of using the linking verbs. - Give me some examples of using them. <p><u>Gerund as subject</u></p> <ul style="list-style-type: none"> - _____, do you like swimming? - Swimming is a good exercise. 	<ul style="list-style-type: none"> - They have a good son. We are diligent students. - Yes. <p>(read after the teacher)</p> <ul style="list-style-type: none"> - รู้สึก, ดูเหมือนว่า, ดู - Subject + linking verbs + adjective. (make some sentences using the linking verbs) - yes, no 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Is jogging a good exercise? - _____, do you love reading? <p>Reading makes me sleepy. (write on the board)</p> <p><u>Reading</u> makes me sleepy. <u>Eating</u> too much makes us fat. <u>Driving</u> too fast is dangerous.</p> <ul style="list-style-type: none"> - Now, repeat these sentences after me. - What do we call reading, eating and driving? - Are they the verbs in these sentences? - Yes, they are the subjects of the sentences. - Can anyone give me some examples of using the gerund as a subject? 	<ul style="list-style-type: none"> - Yes, it is. - yes, no. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - gerund - No, they are noun. <p>(make some sentences using gerund as a subject)</p>	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - I'd like you to complete these sentences with the guided words such as : You are my _____ student. (adjective) Which word can you use to complete this sentence? - Good. You can work in pair complete these sentences. Complete these sentences. <p>1. This book is _____ . Don't put it on _____ . (adj.) (sing.noun)</p> <p>2. Do you feel _____ ? Seeing you here makes me (adj.) feel _____ . (adj.)</p> <p>3. I need a _____ friend. Having a friend like (adj.) that makes me think of _____ . (plural noun)</p>	<ul style="list-style-type: none"> - good, bad, best, smart etc. <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(walk around the classroom and help the students if they have any problem)</p> <p><u>Evaluation</u> (choose as many students as possible to read their letters in front of the class) (stick a chart on the board) Let's complete these sentences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>We feel _____ so we go to the concert. _____ to the adj. gerund concert makes us look _____ like _____ (adj.) (singular noun)</p> </div> <p><u>Transfer</u> (distribute the sheets) - Here is a valentine love letter. I like you to work individually to complete this letter using the guided words.</p>	<p>(present their letters in front of the class) (complete the sentences) (group work activity)</p> <p>(individual work activity)</p>	

Lesson Plan 10

Class : M. 5

No. of Students : 34

Date : March 17, 1987

Time : 11.10 - 12.00

Content : Halloween

Teaching Aids : picture/sheet/chart

Assumption : Vocabulary : special, permission, allow

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to persuade someone to make a permission</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to tell the meaning of the words : grown-up, persuade, Halloween, party. 2.2 Ss will be able to ask and answer : the questions according to the reading passage. 2.3 Ss will be able to use the words : let, allow for asking for a</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Do you want to go to Chonburi this summer? - If you want to go to Chonburi, will your parents let you go? - If not, you have to say something to make them let you go. So today we're going to learn how to get someone to do what we want. - Let's review some vocabulary first. (write on the board) - Complete the sentences with the words given. Today is a _____ day for David. He asked his mother for a _____ to his girl friend's party and she _____ him to go. permission, allow, special (check) <u>grown-up</u> (show a picture of a man) 	<ul style="list-style-type: none"> - Yes, I do - yes, no, I don't know. <p>(complete the sentences)</p>	<p>Ss will do a role play persuading someone to make a permission.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
permission.	<ul style="list-style-type: none"> - Do you think how old he is? - He is about 27, I think. Is he a young man? - No, he is not a young man. He is a grown-up person. - Repeat after me 'grown-up' (write on the board) <p>The children are waiting to be <u>grown-up</u> people. We are old enough to be <u>grown-up</u>.</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me. - What does the word 'grown-up' mean? - What part of speech is it? - It can also be a noun like. <p>The grown-up are pleased with their success.</p> <p><u>persuade</u></p> <ul style="list-style-type: none"> - I want to go shopping but my friend doesn't want to so I have to persuade her to go. - Do you want to clean the classroom today? - C'mon our class is quite dirty we have to clean it today. I'm trying to persuade you to clean the classroom. (write on the board) - Look at these sentences and repeat after me. <p>The teacher tried to <u>persuade</u> the students to clean the class. She <u>persuades</u> me to buy her bag.</p>	<ul style="list-style-type: none"> - 25, 27, 30 years old. - No, he is not. <p>(repeat after the teacher)</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - เป็นผู้ใหญ่ - an adjective <p>- No, I don't.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does 'persuade' mean? - What part of speech is it? <p><u>Halloween party</u></p> <ul style="list-style-type: none"> - Have you ever been to a birthday party? - Has anyone been to the Halloween party? (write on the board) <p>Read these sentences after me :</p> <p>The <u>Halloween party</u> is on October the thirtieth. It's a party for teenagers and adult.</p> <p>They have a fancy costume in the <u>Halloween party</u>.</p> <ul style="list-style-type: none"> - So what is the Halloween party? - When is it? (distribute the sheets) 	<ul style="list-style-type: none"> - ชักชวน - a verb - yes, no - no (read after the teacher) - เป็นงานสังสรรค์กับฮาโลวีน - On October the 31st. 	
	<ul style="list-style-type: none"> - This is the conversation between Mrs. Bello and Mrs. Wynn. I read it aloud and please read along with me silently. - Who is calling? - What does she tell Mrs. Bello? - What does Mrs. Bello answer? - Does Mrs. Wynn. try to persuade Mrs. Bello? - How? 	<ul style="list-style-type: none"> (read along with the teacher silently) - Mrs. Wynn. - She tells Mrs. Bello that she would like to have Maria, Mrs. Bello's daughter, to the Halloween party at her house. - She will talk it over with her husband about it. - Yes, she does. - She persuades Mrs. Bello to let Maria come to the party. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- So when you try to persuade someone to make a permission, It's polite to say - please let _____ or we hope that _____ and give some reasons why you want to persuade him/her. Or you can say : please allow me to _____ , may I have your permission to _____ . (show a chart on the board) Look at this dialogue and repeat after me.</p>		
	<p>Jane : Mother, may I go <u>dancing</u> tonight? Mother : With whom?</p>	(repeat after the teacher)	
	<p>Jane : My <u>classmates</u>. Mother : I wonder if your father will let you go. Jane : Oh, come on, I won't be late. Please <u>allow</u> me to go. Mother : Let me talk it over with your father.</p>		
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - I'll divide you into two groups. - This group act as Jane and the other group as mother. - _____ and _____ please take the roles as Jane and mother. 	(group work activity) (pair work activity)	
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Now, change the underlined words to anything else like: go shopping, go swimming and my classmates to Mary, Bob, and allow to let etc. I'd like you to work in pair playing the roles. 	(role play) (pair work activity)	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u> (choose as many pairs as possible to do a role play by giving them a situation) <u>Situation 1.</u> You want to go out during your English class. Ask your American teacher for a permission. <u>Situation 2.</u> You want to borrow your English friend's motorcycle. Ask him/her for a permission.</p>	<p>(role play) (pair work activity)</p>	

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Lesson Plan 11

Class M.5

Nb.of Students 34

Date March 19, 1987

Time 8.30-9.20

Content Christmas

Teaching Aids pictures/chart

Assurption Vocabulary : caught sight, wrap, scream, chimney

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to rearrange the sentences in order according to the reading passage.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words: get stuck, breathe. 2.2 Ss. will be able to use the pattern. must have+V₃ 2.3 Ss. will be</p>	<p><u>Presentation</u> (show a picture of Santa Claus)</p> <ul style="list-style-type: none"> - Do you know who he is? - When will you see Santa Claus? - Today we are going to read about a Santa Claus and after reading, we will have some activities to do. - First, let's review some vocabulary. <p>- Match the vocabulary on the left with the meaning on the right.</p>	<ul style="list-style-type: none"> - Santa Claus. - On Christmas Day. <p>(match the vocabulary with the meaning)</p>	<ol style="list-style-type: none"> 1. Ss. will answer the questions correctly according to the passage learned. 2. Ss. will rearrange the sentences in order correctly according to the passage learned.

Objective	Procedure		Evaluation
	Teacher	Students	
able to answer the questions according to the passage learned.	<p><u>Vocabulary</u></p> <p>scream</p> <p>wrap</p> <p>caught sight</p> <p>chimney</p> <p>terribly</p> <p>(check)</p> <p><u>get stuck</u></p> <p>(show a picture of a chimney)</p> <p>- This is a chimney. There is a man in this chimney. He can't move because he gets stuck in the chimney (write on the board)</p> <p>- Look at these sentences and repeat after me.</p> <p>The man <u>got stuck</u> in a chimney.</p> <p>John can't run because his foot <u>gets stuck</u> in a water pipe.</p> <p>- What does 'get stuck' mean?</p> <p>- What part of speech is it?</p> <p>We can use the word 'stuck' with verb to be like : He was stuck in the chimney. Please take note.</p>	<p><u>Meaning</u></p> <p>saw</p> <p>a loud cry</p> <p>tall tube for taking smoke away</p> <p>very</p> <p>cover something with paper</p> <p>(repeat after the teacher)</p> <p>- ติด (not to be able to move)</p> <p>- a verb.</p> <p>(take note)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>breathe</u> (show a picture of a man)</p> <ul style="list-style-type: none"> - Is this man alive or dead? - How do you know? - He is still alive because he is still breathing. <p>(show a gesture of breathing)</p> <ul style="list-style-type: none"> - I am alive because I am breathing <p>(write on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me. <p>Everybody is breathing to be alive. He is going to die. He can't breathe well</p> <ul style="list-style-type: none"> - Can you tell me what 'breathe' means? - What part of speech is it? <p><u>Must have + V₃</u></p> <ul style="list-style-type: none"> - _____, you look sleepy today. You must have stayed up late last night. Right? - I can't find my notebook. I must have forgot it at home. - _____, your case is very beautiful. It must have been very expensive, I think. <p>(write on the board)</p>	<ul style="list-style-type: none"> - He is alive. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - พวบล่า - a verb - Yes. <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Repeat after me.</p> <p>The ground is wet. It <u>must have</u> rained last night.</p> <p>Mark is very late. He <u>must have</u> lost his way.</p> <ul style="list-style-type: none"> - When we say 'must have +V₃' which tense they refers to? - When do we use them? - Tell me the pattern of them? - Make some sentences using 'must' have + V₃. I'll give you the guided sentence. <p>I heard someone walking upstairs last night. He.... (a thief)</p> <p>He can't open the door. He.....(key at home) (distribute the sheets)</p> <ul style="list-style-type: none"> - I'll read the passage aloud and you read along with me silently - Who saw Santa Claus? - Did her parents believe her? - Was the man in the chimney Santa Claus? - Who do you think he was: - Where did it happen? - How did it happen? 	<ul style="list-style-type: none"> - past simple - เมื่อพูดถึงเหตุการณ์ในอดีตว่าเป็นจริงตามที่คิดไว้ - subject + must have + V₃ - He must have been a thief. - He must have forgot his key at home. <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Jane. - No, they didn't - No, he wasn't. - A thief. - Uncle Percy's house in Vermont. - A man was stuck in the chimney. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - When did it happen? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, read the passage again. - Tell me which sentence comes first. <ol style="list-style-type: none"> 1. I can hear Santa Claus on the roof. I can see Santa Claus on the roof. 2. Uncle Percy bought a lot of things. Uncle Percy brought out all the toys for the children. 	<ul style="list-style-type: none"> - On Christmas Eve. <p>(read the passage again)</p> <ul style="list-style-type: none"> - I can see Santa Claus on the roof - Uncle Percy bought a lot of things. 	
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - I'd like you to work in group of 3 people and help one another to rearrange these sentences in order correctly according to the passage learned. (show a chart on the board) These are sentences, <ol style="list-style-type: none"> 1. Jane's father went out to put the car in the garage. 2. Jane's parents began wrapping Uncle Percy's presents. 3. We saw Uncle Percy's house. 4. Jane heard Santa Claus on the roof 5. Jane saw Santa Claus on the roof. 6. Jane's father heard a terrible scream. 7. Uncle Percy had bought the toys for the children. 8. They got somebody out of the chimney. 9. The children were put to bed. 	<p>(group work activity) (rearrangement)</p>	
	<p><u>Transfer</u></p> <p>(choose some groups to read their sentences and ask other students whether or not they have the same order)</p>	<p>(read the sentences aloud)</p>	

Lesson Plan 12

Class M.5
No. of Students 34
Date March 20, 1987
Time 13.50-14.50
Content Birthday
Teaching Aids pictures/charts/sheet
Assumption Vocabulary ; as usual, be held up/slice of, congratulations, gay, bless

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to bless someone on birthday and other occasions.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words: propose, toast. 2.2 Ss. will be able to use the pattern: May _____ to bless someone.</p>	<p><u>Presentation</u> (show a picture of a birthday party)</p> <p>- What party do you think it is in this picture? - How do you know?</p> <p>- Very good. This is a picture of a birthday party. To day we're going to learn how to bless people on birthday and other occasions like New Year Day, and Christmas Day First, I'd like to review some vocabulary. (stick a chart on the board)</p> <p>- Please complete these sentences with the words given</p> <div style="border: 1px solid black; padding: 5px;"> <p>as usual, be held up, a slice of, congratulations, gay, bless</p> <p>1. Henry was late because he was _____ in a traffic jam.</p> </div>	<p>- A birthday party. - There is a birthday cake with candles.</p> <p>(complete sentences with the words given)</p>	<p>Ss. will play the roles assigned to make a bless on birthday, New Year's Day and Christmas' Day</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss. will be able to use the phrases : Happy birthday, Happy New Year, Merry Christmas, appropriately.</p> <p>2.4 Ss. will be able to response when someone blesses them on any occasion appropriately.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>2. They _____ me on my birthday every year. 3. The students were talkative _____. 4. _____. You are the winner. 5. I'd like to have _____ bread, please. 6. They feel so _____ that sing all day.</p> </div> <p>(check)</p> <p><u>propose</u></p> <ul style="list-style-type: none"> - The weather is so hot. I'd like to propose the school to buy the electric fans for every classroom. - _____, can you swim? - I'd like to propose you to learn how to swim. It's very useful. <p>(write on the board)</p> <p>Look at these sentences and repeat.</p> <p>The teacher <u>proposes</u> to buy some electric fans. John <u>proposed</u> a new project to his boss yesterday.</p> <ul style="list-style-type: none"> - Can you tell me the meaning of 'to propose'? - Right? What part of speech is it? <p><u>toast</u></p> <p>(show a picture of toast)</p> <ul style="list-style-type: none"> - What is this? - Yes. Grilled bread. But toast has another meaning. When you wish someone happiness and you take a drink for that person, we say 'Give a toast to him.' 	<p>- No, I can't.</p> <p>(repeat after the teacher)</p> <p>- เสนอ (suggest) - a verb.</p> <p>- slices of bread.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(write on the board)</p> <p>Repeat after me, please,</p> <p>Robert proposed a <u>toast</u> to Bethe on her birthday.</p> <p>Everybody gives a <u>toast</u> to the boss on his success.</p> <ul style="list-style-type: none"> - What does the word 'toast' mean? - What part of speech is it? <p><u>May</u> (blessing)</p> <ul style="list-style-type: none"> - What do you say when you want to go out during the class period. - Yes. In this case, 'May' is used as to ask for a permission politely. But when I want to bless my friend on her birthday I will say. May you be happy and gay. This is not a question but it's a blessing. <p>(write on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me, <p><u>May</u> you be happy and gay.</p> <p><u>May</u> you have happiness.</p> <p><u>May</u> you find happiness all year</p> <ul style="list-style-type: none"> - Can you tell me what 'may' means in these sentences? - Good. How about the pattern? - Can anyone give me some examples of using 'May' in blessings? <p>(distribute the sheets)</p>	<p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - เป็นคำกริยาวิเศษณ์, คำกริยา - a noun <p>May I go out?</p> <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ขอให้ - May + subject + verb infinitive. - (volunteer to make some sentences using 'May' in blessings) 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Look at the dialogue. I'll read it aloud and I'd like you to read it along with me silently. - Now, answer my questions. - Whose birthday is it? - Who comes late? - What does Henry bless Suda? - What does Pranee bless Suda? - What else you can say on birthdays? - Yes. And you can also say 'Many happy returns.' - And do you know what we say on Christmas Day? - And Happy New Year? - When your friend says Happy New Year or Merry Christmas to you, what do you reply? - You should say 'The same to you.' Repeat the phrase after me and take note. <p><u>Practice</u> (stick a chart on the board)</p> <ul style="list-style-type: none"> - Look at these two dialogues and repeat after me. <p>Henry : Happy Birthday, Suda. May you be happy and gay.</p> <p>Suda : Thank you, Henry.</p>	<p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Suda's birthday - Henry. - May you live to be a hundred years old. - May all your birthdays be happy and gay. - Happy Birthday. - Merry Christmas. - Happy New Year. <p>(repeat after the teacher) (take note)</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- _____ and _____ take the roles as Suda and Henry in dialogue.</p> <p>- _____ and _____ take the roles as Suda and Henry in dialogue.</p> <p><u>Evaluation</u> (choose as many pairs as possible to do a role play by giving them a situation)</p> <p><u>Situation 1</u> You meet a friend on the street on New Year's Day. Greet your friend and bless him/her.</p> <p><u>Situation 2</u> - You give a birthday gift to your friend. Bless him/her</p> <p><u>Transfer</u> (stick a chart on the board)</p> <p>- This is a dialogue between A and B. A comes to B's birthday party. A : <u>Happy Birthday B.</u> <u>May you have happiness and success all the year.</u> B : Thank you, A. Would you like to have a drink? A : <u>Iced tea, please.</u> Every body, I wish to propose a toast to B. <u>Many happy returns.</u> B : Thanks to everybody.</p> <p>- Now do the role play as A and B. with your partner and then try to change the underlined phrases using</p>	<p>(pair work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p>	

Lesson Plan 13

Class M.5
No.of Students 34
Date March 23, 1987
Time 13.00-13.50
Content "Meals"
Teaching Aids pictures/tape cassette player
Assumption Vocabulary : toast, orange juice. ham

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss.will be able to listen to a dialogue about food and to answer questions about it correctly.</p> <p>2. <u>Enabling Objective</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words : cereal, oat meal, scrambled egg, 2.2 Ss.will be able to answer the questions correctly according to the dialogue they listen to.</p>	<p><u>Presentation</u> (show a picture of breakfast) - Does this food look good? - Which meal do you think it is, breakfast, lunch or dinner? - How do you know? - Good. Today we're going to learn about American breakfast. First, let's review some vocabulary - I have some pictures of food, I'd like you to tell what you call this food (show pictures of toast, orange juice and ham) - Now, let's learn about new food. <u>cereal</u> (show a small box of cereal)</p>	<p>- Yes, it does. - Breakfast. - Because they have bread and butter and coffee. (tell the name of each food the teacher show)</p>	<p>Ss. will answer the questions correctly according to the dialogue they hear.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Do you know what it is? - This is called 'cereal'. It is for breakfast eaten with sugar and milk. We can make it hot or cold - Do you want to see what it like? (show some cereal on a blank sheet and pass it to the students) (write on the board) - Please repeat these sentences after me. They have <u>cereal</u> for breakfast in Britain and America. <u>Cereal</u> is made from rice. - So can you tell me what we call it in Thai? <p><u>Oatmeal</u></p> <ul style="list-style-type: none"> - Oatmeal is also eaten for breakfast. It is some kind of flour made from oat. (write on the board) - Repeat these sentence after me please. American have <u>oatmeal</u> for breakfast. We don't eat oatmeal here in Thailand. - What do you call it in Thai? <u>scrambled eggs</u> (show a picture of fried egg) - What do you call this? - Right. Now, look at this picture. (show a picture fo scrambled egg) 	<ul style="list-style-type: none"> - No, I don't - Yes, I do, (repeat after the teacher) - อาหารที่ทำจากเมล็ดข้าว (repeat after the teacher) - แป้งข้าวโอ๊ต - Fried egg. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Do you know what it is called? - We call it 'scrambled egg) <p>(write on the board)</p> <ul style="list-style-type: none"> - Repeat after me please <p><u>Scrambled egg</u> is eaten for breakfast in America and Britain</p> <p style="padding-left: 40px;">They mix eggs together and stirred as they are cooked in butter and call them '<u>scrambled eggs.</u>'</p> <ul style="list-style-type: none"> - What do you call scrambled eggs in Thai? 	<ul style="list-style-type: none"> - No, I don't. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ไข่ดาว 	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, listen to the dialogue from the tape cassette player. I'll play it twice after that I'll ask you some questions about it <p>Tape script dialogue 1</p> <p>CUSTOMER 1 Hi, Joe.</p> <p>JOE Good morning, Mr. Baker.</p> <p>CUSTOMER 1 Brrr, it's cold.</p> <p style="padding-left: 40px;">I think I'll have a bowl of hot cereal, some toast and coffee.</p> <p>JOE Oatmeal?</p> <p>CUSTOMER 1 Fine.</p> <ul style="list-style-type: none"> - When does the dialogue happen? - Who wants to have breakfast? - What does he order? - How's the weather? <p>(help students by replaying the dialogue if they can't answer the questions correctly)</p>	<p>(listening activity)</p> <p>(listen to the tape cassette player)</p> <ul style="list-style-type: none"> - In the morning. - Mr. Baker. - A bowl of hot cereal, some toast and coffee and oat meal? - It's cold. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Evaluation</u>		
	<p>- Now, listen to the second dialogue, I'll play it twice. Try to find out what they are talking about.</p> <p>Tape script dialogue 2</p> <p>JOE Yes, sir?</p> <p>CUSTOMER 2 I'd like ham and eggs, please,</p> <p>JOE How do you want your eggs?</p> <p>CUSTOMER 2 Fried...No, scrambled this morning.</p> <p>JOE Juice?</p> <p>CUSTOMER 2 Yes, please. A small orange juice and coffee now.</p>	(listen to the dialogue from the tape cassette player)	
	<p>(ask some questions about the dialogue)</p> <ol style="list-style-type: none"> 1. What would the customer like to have? 2. What kind of eggs would he like to have? 3. What does he order for a drink? 		

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Lesson Plan 14

Class : M.5

No. of Students : 34

Date : March 24, 1987

Time : (9.20 - 10.10)

Content : Place to eat

Teaching Aids : chart / sheets / realia

Assumption : Vocabulary : change, terrible, give up, decide
Structure : Verb + gerund

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to express their opinions about something.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words: pub, cheers. 2.2 Ss. will be able to use the expressions : Really?; I don't think so; I see when talking to their friend.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Do you think students should go to the disco theque ? - I think they shouldn't. It's bad for their health. Well, today we are going to learn about how to express our opinions about something. - First, let's review some vocabulary. (stick a chart on the board) - Complete the sentences with the words given. 	<ul style="list-style-type: none"> - yes, no 	<p>Ss. will do the role play under the given situation expressing their opinions about something.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
2. Ss will be able to answer the question according to the dialogue learned.	<p>a change; terrible, give up, decide</p> <ol style="list-style-type: none"> 1. I'm angry at that _____ noise. 2. We _____ to buy a new car. 3. He _____ drinking beer. 4. The shopkeeper gives me _____ before I leave <p>(check)</p> <ul style="list-style-type: none"> - Now, tell me some verbs followed by gerund in sentences 	<ul style="list-style-type: none"> - I like fishing. Stop shouting at me. We enjoy being with them etc. 	
	<p><u>pub</u></p> <ul style="list-style-type: none"> - Where do Thai people go when they want to drink some beer with their friends' - Good. But in Britain, people will go to the place called "pub" (write on the board) - Now, repeat after me. <p>A <u>pub</u> is a kind of a large drink bar. You have to self-service in the <u>pub</u></p> <ul style="list-style-type: none"> - So can you tell me what the "pub" means? 	<ul style="list-style-type: none"> - To a coffee shop. To a restaurant. etc. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ร้านเครื่องดื่มที่ให้บริการตนเอง 	
	<p><u>cheers</u> (show a beer mug)</p> <ul style="list-style-type: none"> - This is a glass for beer. In Britain and America there is a custom of saying 'cheers' to each other before drinking. They do like this: (raise a beer mug and say 'cheers') <p>(write on the board)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Look at these sentences and repeat after me.</p> <p>They say 'cheers' to each other before drinking beer or wine.</p> <p>They say 'cheers' only one time, the first time to drink and not repeat it later.</p> <p>- Can you tell me what it means?</p>	<p>(repeat after the teacher)</p> <p>- สุขภาพดี (To your good health)</p>	
	<p><u>Really'</u></p> <p>- _____, do you like learning English?</p> <p>- Really? Why?</p> <p>Really' is an expression to show that you are listening to what someone is saying and sometimes you think the person should give a reason why saying that.</p> <p>(write on the board)</p> <p>Now, repeat after me.</p> <p>A : I love driving fast.</p> <p>B : Really? Why?</p> <p>A : It's exciting.</p> <p>- Do you think what the word really? means?</p> <p><u>I don't think so.</u></p> <p>- _____, do you think English is easy or difficult to learn.</p> <p>- Really? I don't think so.</p> <p>- _____, do you think money is important,</p> <p>- Really? But I don't think so.</p> <p>- When you want to show that you don't agree with someone you can say "I don't think so"</p> <p>(write on the board)</p>	<p>- Yes, I do.</p> <p>(give reason why)</p> <p>(repeat after the teacher)</p> <p>- ใช่</p> <p>- (answer)</p> <p>- (answer)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Repeat the dialogue after me.</p> <p>A : Manop is a good student. B : Really? I don't think so. A : That house looks beautiful. B : Really? I don't think so.</p> <p>- What does I don't think so mean? - If you agree with someone you can say 'I think so'</p> <p><u>I see.</u> _____, do you think English is important?</p> <p>- Really? Why? - I see. - We say "I see" to show that we understand what someone is saying. (write on the board)</p> <p>Repeat the dialogue after me.</p> <p>A : This book is interesting. B : Really? Why? A : It says how to rich. B : I see. (distribute the sheets)</p>	<p>(repeat after the teacher)</p> <p>- ยังไม่เห็นด้วย. ยังไม่คิดเช่นนั้น</p> <p>- Yes, it is. (give a reason why)</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Read along with me silently while I'm reading aloud. - Where are they? - What do they say to each other before drinking? - Does Jim agree with Julia when she say she thinks that women looks terrible stand at the bar? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, let's practice the dialogue on the board again. This side of the class are A and the other side are B. - _____ and _____ come in front the class and choose one dialogue to play the roles. <p><u>Evaluation</u></p> <p>(choose as many pair as possible to do the role play in front of the class by giving them a situation)</p> <p><u>Situation 1</u> Your friend says he/she doesn't like English. You asks him/her to give a reason why not and tell him/her that you don't think so.</p> <p><u>Situation 2</u> Your friend says that Chiang Mai is not a pleasant town to live anymore. Ask him/her to give a reason why not and tell him/her that you don't think so.</p>	<p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - in a pub. - Cheers. - No, he doesn't <p>(group work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>- Now look at the dialogue on the sheet again and work in pair with you partner. One takes the Julia's role and the other takes Jim's. You can shorten the dialogue if you want.</p>	<p>(role play)</p> <p>(pair work activity)</p>	

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Lesson Plan 15.

Class M.5
No. of Students 34
Date March 26, 1987
Time 8.30-9.20
Content Ordering a meal
Teaching Aids picture/charts
Assumption vocabulary : salad dressing, steak, bill, dessert.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u></p> <p>1.1 Ss. will be able to order food.</p> <p>1.2 Ss. will be able to take food order</p> <p>2. <u>Enabling Objectives</u></p> <p>2.1 Ss. will be able to pronounce and tell the meaning of the words : rare, medium, well-done.</p> <p>2.2 Ss. will be able to ask for an order using the patterns:</p>	<p><u>Presentation</u> (show a picture of a restaurant)</p> <p>- What's this?</p> <p>- In a restaurant you' ll se some waiters and waitress serve your drinks and foods. Today we're going to learn how to order and take an order in a restaurant.</p> <p>- First, let's review some vocabulary.</p> <p>- Complete these sentences with the words given.</p> <div style="border: 1px solid black; padding: 5px;"> <p>salad dressing, steak, bill, dessert.</p> <p>1. After having a meal in a restaurant, the customer asks the waiter for _____ to pay.</p> <p>2. I'd like to have some _____ to eat with these vegetables.</p> <p>3. For _____, I'd like to have some ice-cream.</p> <p>4. The _____ here is popular. The meat is from Hury kaew Farm.</p> </div> <p align="center">(check)</p>	<p>- It's a restaurant.</p> <p align="center">(complete the sentences)</p>	<p>1. Ss. will play the role under the given situation ordering and taking order.</p> <p>2. Ss. will complete the dialogue about ordering a meal.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- Would you care for _____?</p> <p>- May I take your order?</p> <p>2.3 Ss. will be able to order food using the pattern: I'd like to order</p>	<p><u>rare, medium, well-done.</u></p> <p>- Do you like to eat Nua Nam Tok?</p> <p>- I like to eat Nua Nam Tok and when I eat it, I like to have it medium cooked but my brother likes to have it rare. So my Nua Nam Tok is cooked about 5 minutes but my brother's is about 3 minutes. If you cook Nua Nam Tok for about 10 minutes, it is well-done</p> <p>(write on the board)</p> <p><u>Rare</u> meat is cooked for a few minutes. I like to have my meat <u>medium</u> cooked not too rare or too <u>well-done</u>.</p> <p>- Can you guess the meaning of rare, medium and well-done?</p> <p><u>Would you care for _____?</u></p> <p>- If you want some thing to drink in a restaurant what do you do?</p> <p>- Who will take your order?</p> <p>- Right. A waiter will ask you would you care for a drink?</p> <p>(write on the board)</p> <p>- These are some examples of how the waiter asks you to order a drink. Please repeat these sentences after me.</p> <p><u>Would you care for a cup of coffee?</u></p> <p><u>Would you care for a drink?</u></p>	<p>- Yes, no.</p> <p>- rare ค่อนข้างดิบ</p> <p>medium ดิบ ๆ สุก ๆ</p> <p>well-done สุก</p> <p>- Order it.</p> <p>- A waiter or a waitress.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Would you care for some thing to drink?</u></p> <ul style="list-style-type: none"> - Is it polite to ask like this? - What does it mean? - Yes, and you can use this pattern with you friends or you guests if they'd like something to drink. <p><u>May I take your order?</u></p> <ul style="list-style-type: none"> - What does the waiter ask you if he thinks you will order something to eat? - Good. Or he may say : 'May I take your order?' Is it easy to say that? Is it polite to say that? (write on the board) Now,repeat May I take your order? - What does it mean? <p><u>I'd like to order now.</u></p> <ul style="list-style-type: none"> - And when you want to order something what you can say? - Good or you you can say. I'd like to order now and tell the waiter what you'd like to have. (write on the board) Repeat after me, please - <u>I'd like to order now.</u> 	<ul style="list-style-type: none"> - Yes, it is. - ครับคุณครูครับ <ul style="list-style-type: none"> - What would you like to have? Are you ready to order? <ul style="list-style-type: none"> - Yes, it is. - Yes, it is. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - ผมขอรับสั่งอาหารได้ไหมครับ <ul style="list-style-type: none"> - I'd like to have _____? <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does it mean? (distribute the sheets) - There are more expressions you can use on this sheet I read each sentence and you repeat. (explain when and how to use each expression) <p>Look at this dialogue as an example and read after me.</p> <p>1. Waiter : May I take your order, sir? Customer : We haven't decided what we want yet.</p> <p>2. Waiter : What would you like to have, sir? Customer : I'd like to have beef steak. Waiter : How would you like you meat? Customer : Well-done, please,</p> <p><u>Practice.</u></p>	<ul style="list-style-type: none"> - เมค็องการสั่งอาหารครับ <p>(repeat after the teacher)</p> <p>(read after the teacher)</p>	

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Objective	Procedure		Evaluation										
	Teacher	Students											
	<p>- I'll divide you into two groups. This group act as the waiter and the other side as the customer.</p> <p>- _____ and _____ please come in front of the class and take the roles as the waiter and the customer.</p> <p><u>Evaluation</u> (choose as many pairs as possible to do the role play in front of the class by giving them a situation)</p> <p><u>situation</u> you and your friend go to a restaurant, ordering food. A waiter or a waitress will take your order.</p> <p>Now, look at the sheet. There is a dialogue between a waiter and Mr. and Mrs. Smith. Complete their dialogue.</p> <p><u>Transfer</u> (show a chart of a menu on the board)</p> <table border="1" data-bbox="353 1136 1038 1342"> <thead> <tr> <th colspan="2">THE MENU</th> </tr> </thead> <tbody> <tr> <td>Fried Fish</td> <td>Fresh fruit</td> </tr> <tr> <td>Fried rice</td> <td>Ice cream</td> </tr> <tr> <td>Tomato soup</td> <td>Cake</td> </tr> <tr> <td>Beef Steak</td> <td></td> </tr> </tbody> </table> <p>- I'd like you to work in pair taking the roles as a waiter/waitress and a customer. Take an order and order the food from the menu on the chart and then take turn the role.</p> <p>Don't forget that you should order from the begining,</p>	THE MENU		Fried Fish	Fresh fruit	Fried rice	Ice cream	Tomato soup	Cake	Beef Steak		<p>(group work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(group work activity)</p> <p>(complete the dialogue)</p> <p>(role play)</p> <p>(pair work activity)</p>	
THE MENU													
Fried Fish	Fresh fruit												
Fried rice	Ice cream												
Tomato soup	Cake												
Beef Steak													

Lesson Plan 16

Class M. 5
No. of Students 34
Date March 27, 1987
Time 13.50-14.40
Content Manners at table
Teaching Aids a chart/pictures
Assumption Vocabulary: opposite, silly, insist, separate, delicious.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to express their satisfaction with food and to offer to pay.</p> <p>2. <u>Enabling Objectives.</u> 2.1 Ss. will be able to use the conditioned pattern type III. If+past perfect, would have+V₃ 2.2 Ss. will be able to express their satisfaction with their food.</p>	<p><u>Presentation</u> go</p> <p>- ____ do you often to ^vout for a meal with your friend? - ____ And who usually pays for the meal? - Today we're going to learn how to offer to pay for others after the meal and how to be polite at table. -First, let's review some vocabulary. (Stick a chart on the board) Complete these sentences with words given.</p>	<p>-Yes, I do. -My friend and I do. (Complete the sentences)</p>	<p>Ss. will role play under the given situation</p>

Objective	Procedure		Evaluation
	Teacher	Students	
2.3 Ss. will be able to offer to pay for a meal.	<p>opposite, silly, insist, separate, delicious</p> <p>1. Don is..... He drives his motorcycle 90 kilometres per hour.</p> <p>2. It is not easy to go shopping in group of 10 people. Let's.....the group and go in a smaller group.</p> <p>3. I refuse to go out with him but he still.....on inviting me.</p> <p>4. The bank is on the.....side of our school.</p> <p>5. This cake is..... I love it.</p>		
	<p>(Check)</p> <p><u>If+past perfect, would have+V₃</u></p> <p>-....., did you go to the night bazaar last night?</p> <p>-If you had gone there, you would have met me. I went there with my friends. But you didn't go there, so you didn't meet me.</p>	-No, I didn't.	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-----, did you get grade 4 in English last term?</p> <p>-Well, if you had studied hard enough, you would have got grade 4 in English. But you didn't study hard enough, so you didn't get a better grade.</p> <p>(write on the board)</p> <p>-Now, read these sentences after me.</p> <p>If Suda studied hard last term, she would have got good grade. But she did not study hard enough so she didn't get good grade.</p> <p>If we had had a car, we would have lent it to you. But we didn't have it so you had no car to go to the party last night.</p> <p>-We call these sentences the conditioned sentences. Which tense do you think we use them for?</p> <p>-Right we use them for the events in the past.</p>	<p>No, I didn't.</p> <p>(read after the teacher)</p> <p>-past tense</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-When I say 'If you had gone there last night you would have met me.',</p> <p>-Did you go there <u>last night</u>?</p> <p>-Did you meet me last night?</p> <p>-We use this pattern with the event in the past in the opposite way.</p> <p>-Can you tell me the pattern of these conditioned sentences.</p> <p>-Now, use the conditioned sentence with this event. We got up late. We were not on time.</p> <p>Mary didn't go to the party, John didn't invite her to.</p> <p>-O.K. You can say 'Mary would have gone to the party if John had invited her to.' Understand?</p>	<p>No, I didn't.</p> <p>No, I didn't.</p> <p>-(If+Subject+past perfect), (Subject+would have+V₃)</p> <p>-If we hadn't got up late, we would have been on time.</p> <p>-If John had invited Mary, she would have gone to the party.</p> <p>-Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Expressing satisfaction with the food</u></p> <p>(Show a picture of beef steak)</p> <p>-What is this?</p> <p>-Does it look good?</p> <p>-Right. It is delicious. I like it a lot.</p> <p>(Show a picture of ice-cream)</p> <p>-Do you like ice-cream?</p> <p>-Umm, I enjoy having some ice-cream.</p> <p>-When you feel pleased with the food you eat you can show it by saying 'I like it'; 'I enjoy it' or 'It's delicious. (Write on the board)</p> <p>-Repeat these sentences after me.</p> <p>I like my meal.</p> <p>I enjoy my meal.</p> <p>It's delicious.</p>	<p>-Beef steak</p> <p>-Yes, it does.</p> <p>-Yes, I do.</p> <p>(repeat after the teacher)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Offering to pay</u></p> <p>-If you invite someone to dinner and you want to pay, what would you say?</p> <p>-Right. You can either say 'I'm going to pay'; 'Let me pay'; or 'Let it on me.' (Write on the board)</p> <p>-Now, repeat the sentences after me.</p> <p style="padding-left: 40px;">I'm going to pay.</p> <p style="padding-left: 40px;">Let me pay.</p> <p style="padding-left: 40px;">Let it on me.</p>	<p>-I'll pay for it.</p> <p>(repeat after the teacher)</p>	
	<p>(distribute the sheets)</p> <p>-Read the dialogue silently. Try to find out what they say to show that they enjoy the meal and to offer to pay.</p> <p>-What does Susan say to show that she likes her meal?</p> <p>-What does Peter say to offer to pay for the meal?</p> <p><u>Practice</u></p> <p>-Read the dialogue together in groups.</p> <p>Group 1 are Susan, group 2 are Tom and group 3 are</p>	<p>(read the dialogue silently)</p> <p>-I enjoyed my meal very much.</p> <p>-I'm going to pay.</p> <p>Let me pay. I insist.</p> <p>(group work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I'll be a waiter.</p> <p>-Work in group of 4 people taking each role in the dialogue.</p> <p><u>Evaluation</u></p> <p>(Choose as many groups as possible to do the role play by giving them a situation,</p> <p><u>Situation 1</u> You invite your friend to eat out with you. Your friend try to help you to pay but you insist on paying by yourself.</p> <p><u>Situation 2</u> Your friend shows that he/she likes the food he/she has. You are glad to know that and offer to pay because you just received extra money from working.</p> <p><u>Transfer</u></p> <p>-Now, change the role. You can change your name in the dialogue, change the food or the sentences that show you like the food. Work in group of four people. Take turn to use the knife and fork while sitting at the table, too.</p>	<p>(role play)</p> <p>(group work activity)</p>	

Lesson Plan 17

Class M.5
No. of Students 34
Date March 30, 1987
Time 13.00-13.50
Content Superstitions
Teaching Aids a rose/chart/pictures/horoscope
Assumption . Vocabulary : sign, nasty, a fix, smash, cash, upset

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to express their opinions about superstitions.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the words : superstitions, zodiac, horoscope. 2.2 Ss. will be able to tell under which sign of zodiac they were born. 2.3 Ss. will be able to read the horoscope and express their opinions about them.</p>	<p><u>Presentation</u> (show a rose)</p> <p>- Do you know what it is? - Do you believe that this rose can tell you whether or not your love will come true? I'll show you how. (pull each petal out of the rose while saying 'love' 'not love' for each petal)</p> <p>- Ah, the last petal is love so my love will come true. - If you believe that the petals of the rose can tell you about your love, that means you believe in superstitions. Today we're going to learn about superstitions. First, let's review some vocabulary. (stick a chart on the board)</p> <p>- Look at these sentences and complete them with the words given.</p>	<p>- A rose.</p> <p>(look at the teacher pulling each petal out of the rose)</p> <p>(complete the sentences)</p>	<p>1. Ss. will match the situation with the horoscope. 2. Ss. will express their opinions about superstitions.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss. will be able to tell under which sign of zodiac they were born.</p> <p>2.4 Ss. will be able to read the horoscope and express their opinions about them.</p>	<p>sign, nasty a fix, smashed, cash, upset</p> <ol style="list-style-type: none"> Mary has a diffecult time. She is in_____. I heard bad news from my friend. It was a _____ news. Uthai made me _____ yesterday. I was really with him, John kicked a ball very hard and it _____ the glass windows. There is a _____ in front of the building saying "Keep Clean." Peter is happy because he has got some _____ today. <p>(check)</p> <p><u>Superstitions</u></p> <ul style="list-style-type: none"> _____ , which number you like the best? Is it your lucky number? My lucky number is 9 most Thai people believe that no. 9 is a lucky number because it has the same pronounciation like "ก้าว" that means progress. This is an example of superstitions. <p>(write on the board)</p> <ul style="list-style-type: none"> look at these sentences and repeat after me. <p>If you believe in good and bad luck, you believe in <u>superstitions</u>.</p> <p>The people who believe in <u>superstitons</u> do not have their hair cut on Wednesday.</p> <ul style="list-style-type: none"> Can you tell me the meaning of 'superstition?' What part of speech is it? 	<p>(answer the teacher)</p> <ul style="list-style-type: none"> Yes, it is. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> การเชื่อโชคลาง a noun. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>zodiac</u> (show the signs of zodiac from a newspaper)</p> <ul style="list-style-type: none"> - What is this? - Right. In English we call it 'zodiac'. (write on the board) <p>There are twelve signs of the <u>zodiac</u>.</p> <p>The <u>zodiac</u> is the part of the sky through which the sun and stars travel during a year</p> <p><u>horoscope</u> (show a horoscope from a Thai newspaper)</p> <ul style="list-style-type: none"> - This is a horoscope. I read it for you and you tell me. What do you call it in Thai. (read a horoscope from the Thai newspaper) - So what is it? - Right. (write on the board) - Repeat after me, please. My <u>horoscope</u> says I will be lucky today. I believe in superstitions so I believe in <u>horoscope</u>. These are twelve signs of the zodiac. Can you tell me what they are called in Thai? <p>Aquarius : January 21-Feb.20 Pisces : February 21-March 20 Aries : March 21-April 20</p>	<ul style="list-style-type: none"> - ๕๓๓๓๓ - การทำนายโดยกะตารม๕๓๓๓๓ (repeat after the teacher) - ราศีกุมภ์ - ราศีมกร - ราศีเมษ 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Taurus : April 21-May 20</p> <p>Gemini : May 21-June 20</p> <p>Cancer : June 21-July 20</p> <p>Leo : July 21-August 20</p> <p>Virgo : August 21-Sept.20</p> <p>Libra : September 21-Oct 20</p> <p>Scorpio : October 21-Nov.20</p> <p>Sagittarius : November 21-Dec.20</p> <p>Capricorn : December 21-Jan.20</p> <p>- My birthday was on November the third so I was born under the sign of Scorpio.</p> <p>- When were you born, _____?</p> <p>- So you were born under the sign of _____.</p> <p>(distribute the sheets)</p> <p>- Look at the sheet. You'll see the zodiac and the horoscope. I'd like you to make a cross (x) which sign of the zodiac you were born under.</p> <p>- Now, read the horoscope of the Aquarian. Who was born under this sign,</p> <p>- Do you believe the horoscope?</p> <p><u>Practice</u></p> <p>- Read the horoscope of each sign then ask your partner what his/her horoscope says and ask if he/she believes it or not.</p>	<p>- ราศีพฤษภ</p> <p>- ราศีเมถุน</p> <p>- ราศีกรกฎ</p> <p>- ราศีสิงห์</p> <p>- ราศีกันย์</p> <p>- ราศีตุลย์</p> <p>- ราศีพิจิก</p> <p>- ราศีธนู</p> <p>- ราศีเมษ</p> <p>(answer the teacher)</p> <p>(make a cross in the box of their sign of the zodiac)</p> <p>(raise hand)</p> <p>- Yes, no.</p> <p>(individual and pair work activity)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u> (choose as many students as possible to tell the class about their opinions about horoscopes)</p> <p>- Now, look at the sheet again. There are 12 situations below the horoscope. I'd like you to read all the situations and match them with the horoscope of each person's birth sign.</p> <p><u>Transfer</u></p> <p>- Now, I'd like you to move around the classroom asking your friend under which sign of the zodiac he/she was born and what his/her horoscope says. And ask your friend if he/she believe it or not. And I'll ask some of you to tell the class about your friend's opinions.</p>	<p>(individual activity)</p> <p>(match the horoscope with the situations given)</p> <p>(pair work activity)</p>	

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Lesson Plan 18

Class : M. 5

No. of Students : 34

Date : March 31, 1987

Time : 9.20 - 10.10

Content : Education

Teaching Aids : pictures/chart/sheets

Assumption : Vocabulary : located, periods
certofocate, supplies, assignment

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss will be able to complete the passage learned.</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss will be able to pronounce and tell meaning of the words : graduate, bachelor's degree, master's degree, qualified. 2.2 Ss will be able to answer the questions according to the passage learned correctly.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - Are you a high school student? - Yes, you are high school students and I am a high school teacher. Today we are going to learn about an American high school teacher. - First of all, let's review some vocabulary. (stick a chart on the board) - Complete each sentence with the words given. <p>located, perious, certificate, supplies, assignment.</p> <ol style="list-style-type: none"> 1. We study seven _____ a day. 2. The teacher gives _____ to us everyday. 3. Our school is _____ on the super high way. 4. After the training, we receive the _____ in teaching English. 5. There are a lot of _____ in this room. 	<p>- Yes, I am.</p> <p>(complete the sentences)</p>	<ol style="list-style-type: none"> 1. Ss will complete the passage correctly according to the passage learned. 2. Ss will choose the correct answer for the given situation

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(check)</p> <p><u>graduate</u></p> <ul style="list-style-type: none"> - When will you finish your study in this school? - So you will graduate next year. <p>(write on the board)</p> <ul style="list-style-type: none"> - Look at these sentences and repeat after me. <p>We will <u>graduate</u> after studying here for 6 years. After studying in the university for 4 years, he <u>graduated</u> in 1986.</p> <ul style="list-style-type: none"> - What does it mean? - What part of speech is it? <p><u>bachelor's degree</u></p> <p>(show a picture of a graduate)</p> <ul style="list-style-type: none"> - Where do you think she graduated from? - Right. She graduated from Chulalongkorn university after studying there for 4 years. She received the bachelor's degree. <p>(write on the board)</p> <p>Manee received her bachelor's degree in history from C.M.U. Studying in a university for 4-6 years and you will get a bachelor's degree.</p> <ul style="list-style-type: none"> - What does the words 'bachelor's degree' mean? 	<ul style="list-style-type: none"> - Next year. <p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - จบการศึกษา - a verb. <ul style="list-style-type: none"> - From a university. <ul style="list-style-type: none"> -ปริญญาตรี 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>master's degree</u></p> <ul style="list-style-type: none"> - If you go on your study after receiving a bachelor's degree for 2-5 years, you will receive a master's degree. <p>(write on the board)</p> <p>Linda received her master's degree from C.U. in 1983.</p> <p>Samchai wants to get a master's degree after graduating from C.M.U.</p> <ul style="list-style-type: none"> - What is the meaning of 'master's degree'? - What part of speech are 'bachelor's and master's degree'? <p><u>qualified</u></p> <p>(show a picture of a secretary)</p> <ul style="list-style-type: none"> - What is this woman? - Yes. She is a good secretary. She is qualified to work in a big company. <p>(write on the board)</p> <p>Sunee is a good secretary. She can type very quickly so she is <u>qualified</u> to work in that big company.</p> <p>Somboon could swim very well so he was <u>qualified</u> to be a life-guard of that swimming pool.</p> <ul style="list-style-type: none"> - What does <u>qualified</u> mean? - What part of speech is it? - Is it used as active or passive voice? <p>(distribute the sheet)</p>	<ul style="list-style-type: none"> - ปริญญาโท - nouns - She's a secretary. - มีคุณภาพ - a verb 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - I'll read the passage aloud and you read along with me silently. - Where does Mrs. Cox teach? - How long has she taught English? - Does she like being a teacher? - How many periods does she teach a day? - What does she do in her 'free' period? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Look at these sentences and work in pair. Help each other to complete these sentences according to the passage you read. <ol style="list-style-type: none"> 1. Mrs. Cox went on the college after graduating from _____ school. 2. She will receive a higher salary if she gets a master's _____. 3. There are _____ periods in her school. <ul style="list-style-type: none"> - O.K. _____, please read sentence one. _____, read sentence two and _____, read sentence three. <p><u>Evaluation</u></p> <p>(distribute the worksheets)</p> <ul style="list-style-type: none"> - Now, read the passage and try to complete it correctly by yourself. 	<p>(read the passage along with the teacher silently)</p> <ul style="list-style-type: none"> - In a large high school. - For eight years. - Yes, she does. - Five periods a day. - She meets with parents, orders supplies, makes out examinations, checks assignments, and takes care of many other things. <p>(pair work activity) (complete the sentences)</p> <p>(read each sentence individually)</p> <p>(complete the passage individually)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Mrs. Cox has _____ English for eight years in a _____ high school. After _____ from high school, Mrs. Cox went on to _____ and 4 years later she received her bachelor's _____ in English. Mrs. Cox _____ five periods a day. In her free periods, she _____ meet with parents, order supplies and do many other things. It seems she has no _____ period at all.</p>		
	<p><u>Transfer</u> (choose some students to write each sentence of the passage completed on the board) - Everybody, please read the passage on the board and help your friends to correct it if there is any mistake.</p>	<p>(write each sentence on the board individually) (help one another to check the completed passage on the board)</p>	

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Lesson Plan 19

Class M.5
No. of Students 34
Date April 2, 1987
Time 8.30-9.20
Content Recreation
Teaching Aids pictures/chart/sheets/tape recorder
Assumption Vocabulary : spare time, collect, Structure : What is your favorite _____?

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u> Ss. will be able to converse about their pastimes</p> <p>2. <u>Enabling Objectives</u> 2.1 Ss. will be able to pronounce and tell the meaning of the word : pastime. 2.2 Ss. will be able to use the pattern : What do you do in your spare time? 2.3 Ss. will be able to ask and answer about</p>	<p><u>Presentation</u> (show a picture of a girl reading a book)</p> <ul style="list-style-type: none"> - What is she doing? - Yes. She likes reading books in her free time. - I like playing basketball when I'm free. <p>_____, what do you like to do in your freetime.</p> <p>Today we going to learn about what we like to do in our free time. First, let's review some vocabulary. Can anyone make a sentence with the word : spare time or collect. (correct)</p> <ul style="list-style-type: none"> - And who can make a question using. "what is your favorite _____?. pattern? 	<ul style="list-style-type: none"> - She's reading. - I like _____. <p>(volunteer to make sentences with words given)</p> <ul style="list-style-type: none"> - What is your favorite sport? food? music? hobby? 	<ul style="list-style-type: none"> 1. Ss. will tell other students what they like to do in their spare time. 2. Ss. will ask and answer questions about their pastimes.

Objective	Procedure		Evaluation
	Teacher	Students	
their pastimes.	<p><u>pastime</u></p> <ul style="list-style-type: none"> - I like playing basketball in my free time. - Playing basketball is my favorite pastime. <p>(write on the board)</p> <p>Repeat these sentences after me.</p> <p>Playing football is a popular <u>pastime</u> for the Thai boys.</p> <p>They love music. Listening to the music is their favorite <u>pastime</u>.</p> <ul style="list-style-type: none"> - What does the word 'pastime' mean? - What part of speech is it? <p>What do you do in your spare time?</p> <p>(show a picture of a man, jogging)</p> <ul style="list-style-type: none"> - What is he doing - He jogs 'in his spare time. <p>(write on the board)</p> <ul style="list-style-type: none"> - Read these sentences after me. <p><u>What do you do in your spare time?</u> I' go shopping.</p> <p><u>What does she do in her spare time?</u> She watches T.V</p> <p>(show a picture of a boy riding a bike)</p> <ul style="list-style-type: none"> - look at this picture. What is he doing? - What does he do in his spare time? <p>(show the picture of a man jogging)</p> <ul style="list-style-type: none"> - What does he do in his spare time? 	<p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - hobby, what we do in our free time. กิจกรรม, งานอดิเรก - a noun. - He is jogging. - He is riding a bicycle. - He rides a bicycle in his spare time. 	

Objective	Procedure		Evaluation																																																
	Teacher	Students																																																	
	<p>(distribute the sheet)</p> <ul style="list-style-type: none"> - This is the dialogue between Roger and Barry. They are talking about their pastime. Now, listen to the tape recorder. - What does Barry like to do in his spare time? - How about Roger? <p><u>Practice</u></p> <ul style="list-style-type: none"> - I'd like to divide you into two groups. Group 1 take Roger's part and group 2 take Barry's part. - Now, _____ and _____ please come in front of the class and read as Roger and Barry. <p><u>Evaluation</u></p> <p>(distribute the activity sheet)</p> <table border="1" data-bbox="555 1074 1172 1436"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">ME</th> <th colspan="3">My Friends</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Name</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sex</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">FAVOURITE</td> </tr> <tr> <td>Hobby</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sport</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TV Program</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Film</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Subject</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ME	My Friends			1	2	3	Name					Sex					FAVOURITE					Hobby					Sport					TV Program					Film					Subject					<p>(listen to the tape recorder)</p> <ul style="list-style-type: none"> - He reads, watch T.V. and go to the movies. - He take photography. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(individual and pair work activity)</p>	
	ME			My Friends																																															
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Objective

Procedure

Evaluation

Teacher

Students

- I'd like you complete the form : your name, sex, what kind of sport, hobby T.V. programme, film etc. you like to do in your spare time. After finishing you to ask 3 other students about their pastimes using the patterns : What do you do in your sparetime?
What is your favorite _____?

Transfer

(choose as many students as possible to tell the class about their own and their friends' pastimes)

(individual work activity)

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Lesson Plan 20

Class : M. 5

No. of Students : 34

Date : April 3, 1987

Time : ภาค 2 13.50 - 14.40

Content : Hotel

Teaching Aids : chart

Assumption : Vocabulary : passport, intend, nationality, religion, occupation

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objectives</u></p> <p>1.1 Ss will be able to check in at a hotel.</p> <p>1.2 Ss will be able to fill in a registration form.</p> <p>2. <u>Enabling Objectives</u></p> <p>2.1 Ss will be able to pronounce and tell the meaning of the words: reserve, porter.</p> <p>2.2 Ss will be able to ask about price, room, and any other services from the hotel receptionist.</p>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> - _____, have you ever stayed in a hotel? - Who has ever stayed in a hotel? - Today we're going to learn about a hotel. - First, let's review some vocabulary. (stick a chart on the board) - Complete these sentences with the words given. <p>passport, intend, nationality, religion, occupation</p> <ol style="list-style-type: none"> 1. How long do you _____ to stay here? 2. What is your _____? Are you a teacher? 3. I'm a Canadian. What's your _____? 4. His _____ is Buddhism. 5. I can't leave without my _____. <p>(check)</p>	<ul style="list-style-type: none"> - No, I have not. <p>(complete sentences with the words given)</p>	<ol style="list-style-type: none"> 1. Ss will make a reservation for a room in a hotel. 2. Ss will fill in a registration' form.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.3 Ss will be able to answer some questions as a receptionists.</p> <p>2.4 Ss will be able to fill in a hotel form about themselves.</p>	<p><u>reserve</u></p> <ul style="list-style-type: none"> - There are a lot of people at Sangtawan theatre. If you want to see a film there you have to reserve a ticket. (write on the board) Repeat after me. Dang <u>reserves</u> 2 tickets for his favorite singer's concert. The room is <u>reserved</u> for you. - What does the word 'reserve' mean? - What part of speech is it? <p><u>porter</u></p> <ul style="list-style-type: none"> - If you stay in a hotel, you'll see a man called "porter". - Who knows what the porter does? - The porter is a person who show you the room you stay and carries your luggage for you. (distribute the sheets) - I'll read the dialogue aloud and you read along with me silently. - Who is going to stay in the hotel? - How long will he stay? - What does he has to do if he wants to stay in a hotel? - What does the porter do? 	<p>(repeat after the teacher)</p> <ul style="list-style-type: none"> - จอง - a verb <p>(read along with the teacher silently)</p> <ul style="list-style-type: none"> - Mr. Tigers. - He isn't sure. - He has to fill in the form of the hotel. - Take Mr. Tigers and his suitcase to his room. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - What does the customer want? - What does the receptionist ask him? - What does the customer want to know? <p><u>Practice</u></p> <ul style="list-style-type: none"> - Now, the boys read as a customer and the girls as a receptionist. Read only the first line of each box. - _____, _____ please come in front of the class and take the roles as a customer and a receptionist. <p><u>Evaluation</u></p> <p>(choose as many pairs as possible to do the role play as a customer and a receptionist in front of the class)</p> <ul style="list-style-type: none"> - Now we're going to fill in a hotel form. You write down the information about yourself except passport number. I'll choose the ones which are correct and clean enough to show on the bulletin board after this period. 	<ul style="list-style-type: none"> - He wants to reserve a room. - She asks him about the room he wants. - He wants to know about the price of the room. <p>(group work activity)</p> <p>(pair work activity)</p> <p>(role play)</p> <p>(pair work activity)</p> <p>(fill in the registration form)</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	

SUNSHINE HOTEL - REGISTRATION FORM

NAME _____

AGE _____

Date of birth _____

Country of Birth _____

N ationality _____

Religion _____

Home address _____

Occupation _____

T elephone number _____

Passport number _____

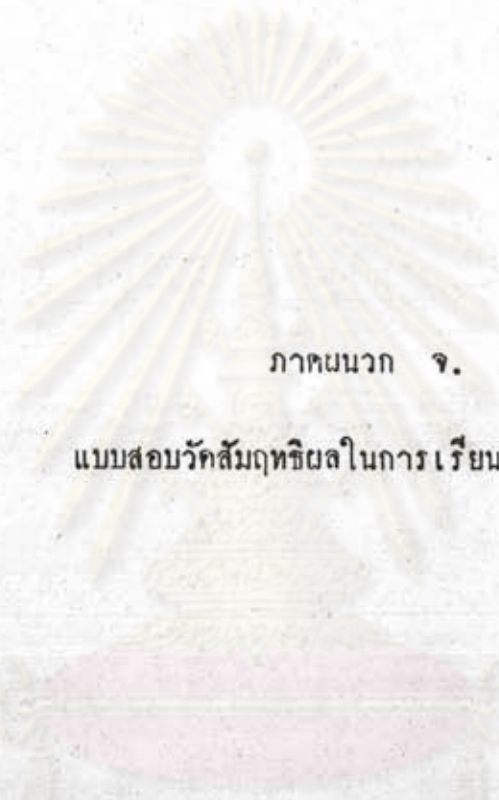
Date of arrival _____

Date of departure _____

◆ 0 ◆ 0 ◆

Transfer

- Work with your partner. One is the customer, the other is the receptionist. Then take turn. You can choose any sentence in each box. (pair work activity)



ภาคผนวก จ.

แบบสอบวัดสัมฤทธิ์ผลในการเรียนภาษาอังกฤษ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

I. LISTENING TEST

PART A

Directions : In this part of the test, you'll hear four short dialogues. Each dialogue will be heard twice. Then choose the best answer from the four choices given. Record your answer on the answer sheet.

Dialogue I

- | | |
|------------------|---------------------|
| 1. a) At home. | b) At a restaurant. |
| c) At school. | d) At the hospital. |
| 2. a) Fried rice | b) Potato Soup. |
| c) Beef Steak | d) Tomato Soup. |
| 3. a) Rare. | b) Medium. |
| c) Well done. | d) Whatever. |
| 4. a) Water. | b) Coke |
| c) Coffee. | d) Cake. |

Dialogue II

- | | |
|--------------------------|-----------------------|
| 5. a) 1 man and 1 woman. | b) 2 men and 1 woman. |
| c) 1 man and 2 women | d) 2 men and 2 women. |
| 6. a) Fred. | b) Weaver. |
| c) Alice. | d) Ted. |

Dialogue III

- | | |
|----------------------|---------------------------------------|
| 7. a) Last November. | b) Last summer. |
| c) Last week. | d) Last month. |
| 8. a) In September. | b) In November. |
| c) In December. | d) Either in November or
December. |

17. _____
 a) How lucky the two of you are! b) Who is going to be you husband.
 c) Congratulations, I'm happy for you. d) How interesting!
18. _____
 a) I like it very much. b) I have coffee every morning.
 c) I like it without cream. d) I like coffee brake.
19. _____
 a) At eight, please. b) When I am full.
 c) When I had a small dinner the night d) When I want it.
 before.
20. _____
 a) I prefer going by bus. b) That would be great!
 c) We'd better take the bus number 2. d) By bus.
21. _____
 a) Never mind, I'll say goodbye b) It doesn't matter.
 c) I'll give her your respect. d) It's a pity you have missed it.

II. SPEAKING TEST

Directions : Choose the best answer or response for each of the following situations, and make a cross (X) under the letter you choose on the answer sheet. Be tactful and polite.

(All responses must be polite ones.)

1. Pretend that you are Jack. You meet your friend, John Smith and his mother in the street. You have never seen his mother before. Complete the following dialogue.

John : Mother, this is Jack Wong. Jack, this is my mother.

Jack : _____

Mrs. Smith : _____

(a) Jack : How do you do, Mrs. Smith?

Mrs. Smith : How do you do, Jack?

(b) Jack : Hello, mother.

Mrs. Smith : Hello, Jack.

(c) Jack : Pleased to meet me, Mrs. Smith.

Mrs. Smith : Pleased to meet you too, Jack.

(d) Jack : How do you do, Mrs. Smith?

Mrs. Smith : I'm unwell.

2. Your friend says to you : I'm sorry to give you all this trouble.

You reply : _____

(a) It's no trouble at all, really.

(b) Don't mention.

(c) I don't mind.

(d) You don't have to say sorry.

3. You are carrying a heavy bag. Your friend offers to help you.

What do you say in order to accept his offer?

(a) Can I help you?

(b) Thank you. That's very kind of you.

(c) Help! Help! My bag is very heavy.

(d) You are my good friend.

4. Complete the following dialogue between two friends.

X : How would you like to come dancing?

Y : It's nice of you to ask, but I'm not in the mood for it this evening

X : Oh, come on. It should be fun.

Y : _____

(a) Forget it.

(b) No, really, I've promised myself an early night.

(c) Oh, what a pity.

(d) Yes, please.

5. You are Y. Choose your response to X's greeting.

X : Merry Christmas.

Y : _____

- (a) The same Christmas to you.
- (b) Once more, please.
- (c) Not at all.
- (d) The same to you.

6. Somebody walks clumsily in the street and bumps into you. He says :

Oh, I'm sorry.

You reply : _____

- (a) Oh, I'm worried.
- (b) Don't say sorry.
- (c) That's all right.
- (d) Excuse me.

7. You are going to Japan. Somebody says to you : I hope you have a happy journey. You reply : _____

- (a) I'm sure I have.
- (b) I'm sure I will.
- (c) Thanks. The same to you.
- (d) Thanks. I'm sure I will.

8. Your friend invites you to dinner. When you stop eating, your friend says to you : You must have more mashed potato. What's your response?

- (a) No, thank you. I've had too much already.
- (b) No, I mustn't.
- (c) Can I have some more mashed potato, please?
- (d) I don't eat. Thank you.

9. You go into a restaurant and sit down. What does the waiter say when he comes up to you?

- (a) I'm here, Sir.
- (b) Are you waiting for me, Sir?
- (c) Coffee, please.
- (d) Have you decided on something, Sir?

10. Which one is the most appropriate response from Y when X says :

Do you feel like going to the pictures?

- (a) No, I'm not feeling.
- (b) Well, I'd rather go for a walk, if you don't mind.
- (c) No, I don't feel.
- (d) No, I'm afraid I can't like going.

11. You meet a friend in the street. He says : How is your family?

You reply : _____

- (a) They are good, thank you.
- (b) Don't mention it.
- (c) They are fine, thanks.
- (d) I have five members in my family.

12. You receive a phone call from your friend who invites you to dinner.

You don't like him very much. So you try to find an excuse for not going. What do you say to him?

- (a) Oh, very well, but I shouldn't go.
- (b) I can't. I am afraid I really can't afford the time.
- (c) Yes, thank you.
- (d) Would you like to go with me?

13. In a party Mary and Susan are talking. Complete the dialogue.

Mary : Who's that woman wearing a red dress?

Susan : That's Sylvia Cheung.

Mary : What does she do?

Susan : _____

- (a) She's my mother's good friend.
- (b) She's very responsible clerk.
- (c) She's a secretary.
- (d) She's doing will.
14. Somebody says to you : What a lovely hat you are wearing.
- You reply : _____
- (a) Glad you like it.
- (b) Never mind about it.
- (c) Not too bad.
- (d) Yes, I am.
15. In a party, you find your friend not feeling well. You go near her and ask her : _____
- (a) How is it going?
- (b) How are you looking?
- (c) How does it feel?
- (d) Are you all right?
16. You have invited a friend, when you have recently met, to a party. He says he is worried because he doesn't know anyone at the party. You say : _____
- (a) So what?
- (b) Don't go, then.
- (c) I don't think that's so important. At least you know me.
- (d) I really can't see what relevance that has at the moment, I'm afraid.
17. You and a close friend are chatting about liesure activities. Your favorite pastime is fishing. What would you say?
- (a) Well. I'm very keen on fishing.
- (b) I find fishing quite fascinating.
- (c) I don't know what activity I love to do.
- (d) People choose their own activities for their free time.

18. You are talking to a close friend in the canteen. He asks you about your plans for a holiday this year. What would you reply?
- (a) I'm thinking of going to Pattaya.
 - (b) It's my intention to go to Pattaya.
 - (c) Why don't you take me to Pattaya?
 - (d) I can think of nothing.

III. READING TEST

PART A

Directions : Choose the alternative that most closely restates the original sentence.

1. Mark hasn't touched a book since the semester began.
 - a. Mark hasn't gone to the library.
 - b. Mark hasn't begun the semester.
 - c. Mark hasn't studied at all this semester.
 - d. Mark hasn't bought any book.
2. How about joining us for dinner?
 - a. How was your dinner?
 - b. Please have dinner with us.
 - c. We had dinner together.
 - d. Will there be four of us for dinner?
3. I understand that Susan has broken her engagement to Walter, but she doesn't seem at all upset about it.
 - a. Walter is sorry about his engagement to Susan.
 - b. Susan has decided not to marry Walter.
 - c. Susan is upset that Walter broke their engagement.
 - d. Susan and Walter regret their marriage.
4. Jeff's family was happy when he married Nancy.
 - a. Jeff and Nancy are happily married.
 - b. Jeff's happy that he married Nancy.

- c. Nancy's family likes Jeff.
 - d. Jeff's family approved of his marrying Nancy.
5. Thank you for inviting us, but I don't believe that we will be able to make it.
- a. We made the invitation.
 - b. We could not go to the party.
 - c. We were not invited to the party.
 - d. We did not believe them.
6. It's hard to believe that Bill is a sophomore at Memphis State University.
- a. Bill is studying more this year.
 - b. Bill is in his second year of college.
 - c. Bill made a statement about the university.
 - d. Bill is in his fourth year of college.
7. Mr. Johnson wants his nephew to go into business with him because he doesn't have a son of his own.
- a. Mr. Johnson and his son are going into business together.
 - b. Mr. Johnson's son and his nephew are in business together.
 - c. Mr. Johnson's nephew owns a business.
 - d. Mr. Johnson hopes that he and his nephew will go into business together.
8. Apartments near the University are very expensive, but we decided to rent one anyway, thinking that we would save money on gas.
- a. Gas is not included in the rent for apartment near the University.
 - b. We did not rent an apartment near the University because they are so expensive.
 - c. Because we saved our money we were able to rent an apartment near the University.
 - d. Despite the expense, we rented an apartment near the University.
9. Their new apartment was no more comfortable than the first one had been.
- a. The first apartment was more comfortable.

- b. The new apartment was more comfortable.
 - c. Neither the first apartment nor the new one was comfortable.
 - d. Both apartments were very comfortable.
10. We ordered an egg salad sandwich, but the waitress brought us tuna fish instead.
- a. We wanted a sandwich.
 - b. We wanted a tuna dinner.
 - c. We wanted fish.
 - d. We wanted a salad.

PART B

Directions : Read the following passage and choose the best alternative for each item below.

When Frank Brown's uncle died, Frank became the owner of the Majestic Restaurant on Boundary Road. Instead of going there to introduce himself to the staff, he decided to go as an ordinary customer, just to see how things were run.

"Um. This must be it!" Frank paused for a moment outside the clean 5 modern-looking restaurant that was now his, then went inside. He was met by the head waiter. Frank was shown to a table, where he sat down and examined the menu. It certainly looked good!

The food was wonderful and throughout the meal the head waiter paid a lot of attention to Frank. Then it was time to pay the bill. Frank 10 searched through all his pockets but his wallet was missing.

"I'm very sorry," said Frank. "I seem to have left my wallet at home." The head waiter's smile vanished. "What?", he said angrily. "Do you know how much your bill is? 20!"

"It's all right," Frank answered confidently. "I'm the new owner of-15 this restaurant."

"If you're the owner, then I'm Marlon Brando!" answered the waiter.

"That wine you had has gone to your head. If you don't have any money, you'll have to work to pay your bill." The head waiter seized Frank's arm and pulled him into the kitchen where a big pile of dishes stood by the sink. "All right, 20 get these done and I'll think about letting you go home tonight."

Two hours later Frank was still hard at work. Suddenly he heard the head waiter's voice. "Hey! You can't to in there. Come back here. "The door of the kitchen burst open and Frank's brother walked in.

"What on earth are you doing, washing dishes?" asked his brother. 25
"I've been looking everywhere for you."

"Just tell the waiter who I am, will you?" Frank said, His brother reached into his jacket pocket and took out the lawyer's letter.

"I'm very sorry, sir. Please forgive me,"the head waiter begged.
"It's quite all right," answered Frank. "I've seen how you really treat 30 your customers. Therefore, I've decided to give you a new job!" The smile returned to the waiter's face.

"You can start at once, "Frank said. "The sink's over there. "

11. The words "searched through" (line 10-11) mean _____.

- a) looked up
- b) looked down
- c) tried to find
- d) turned out

12. The word "vanished" (line 13) means _____.

- a) came
- b) showed
- c) brightened
- d) disappeared

13. Frank owned the restaurant because _____.

- a) he bought it
- b) he was chosen by the staff

- c) his uncle left it to him
d) his brother gave it to him
14. Frank went to the restaurant for the first time in order to _____.
- a) introduce himself to the staff
b) taste different kinds of good food
c) test whether he could eat free of charge
d) see whether the restaurant was run properly
15. The head waiter _____.
- a) helped Frank to search for his wallet
b) called Frank's brother to the restaurant
c) knew Frank and served him a wonderful meal
d) was helpful to Frank until it was time to pay
16. "If you're the owner then I'm Marlon Brando!" (line 17). This sentence tells us indirectly that _____.
- a) the speaker believed Frank
b) the speaker is Marlon Brando
c) the speaker thought Frank was lying
d) the speaker thinks Frank is Marlon Brando
17. When Frank could not pay the bill for his food, _____.
- a) he asked to get money from home
b) he wanted to leave without paying
c) he wanted to wash the dishes instead
d) he said that the restaurant belonged to him
18. The head waiter said he would consider letting Frank go home if _____.
- a) Frank washed all the dishes
b) Frank paid all the money
c) Frank could prove that he was really the owner
d) Frank promised to ask his brother to pay for him

19. When Frank said, "I've decided to give you a new job! (line 31), _____.
- the head waiter thought he would be given a better job
 - the head waiter thought he would not be allowed to work again
 - Frank thought the head waiter treated the customers very well
 - Frank thought his brother should become the new owner of the restaurant
20. According to the passage, _____.
- the staff had never met their new owner before
 - Frank did not like to work with the head waiter
 - Frank wanted to know how the waiter washed the dishes
 - the head waiter wanted to wash the dishes instead of Frank

IV. WRITING TEST

PART A : Direction : Complete the passage with the given words

GREETING CARD

Many people enjoy sending and receiving greeting cards for a birthday, Valentine's Day, Christmas, or other important days. The belief is very old. This.....¹.....were made in England in the 1600s, and the first Christmas card².....in London in 1843, Birthday cards soon become popular too.

Today, you can buy greeting cards for³.....including Thankings, Thanksgiving, Halloween, Mother's Day, and Father's Day. Special cards can be sent to friends.....⁴.....from school, getting married, or leaving on a trip, Wishing them good luck. Other cards welcome a new baby. Thank someone for a gift.....⁵.....the hope that someone who is sick will be better soon.

The early greeting cards⁶.....on a single piece of paper. The modern card.....⁷.....in half. It may have a beautiful picture or brightly colored design on the front and a thoughtful or amusing⁸.....inside.

1. a. first Valentine printed cards
b. Valentine printed first cards
c. printed first Valentine cards
d. first printed Valenting cards
2. a. was made
b. is made
c. was making
d. is making
3. a. another occasion
b. another time
c. other occasion
d. other times
4. a. who are finishing
b. who are graduating
c. who you know
d. who you met
5. a. and impress
b. and impressing
c. or express
d. or expressing
6. a. are printed
b. are publshed
c. were printed
d. were publshed
7. a. was usually folded
b. usually was folded
c. is usually folded
d. usually is folded
8. a. mess
b. words
c. sentences
d. message

PART B : Directions : Complete the passage with the given words. (In the answer sheet)

from	really	lives
of	the	belived
into	that	safest
after	and	life

BLACK CATS

The superstition about the evil that can come your way when a black cat crosses your path goes back to the Middle Ages. It was 9 that black cats were the companions of witches 10 7 years of service, the cats themselves changed 11 withes, or edvils. How could anyone be sure 12 the black cat coming toward him was not 13 a witch or Satan, planning some devilry? The 14 thing to do, of course, was to

avoid 15 cat. The popular saying "A cat has nine 16 " came from the cat's ability to remain unhurt 17 many dangerous falls. The cat's soft padded feet 18 flexible spine protect him when he falls.

PART C Direction : Complete the dialogued in the following situations.

(In the answer sheet)

19. At the hotel

Man : _____ ?

Hotel clerk : No, but we could let you have a double room.

20. On New Year's Day

David : _____

Tom : Thank you. The same to you.

21. Talking about family

Mr. Donald : _____ ?

Mr. Brown : Yes, I've one boy and two girls.

22. At the restuarant

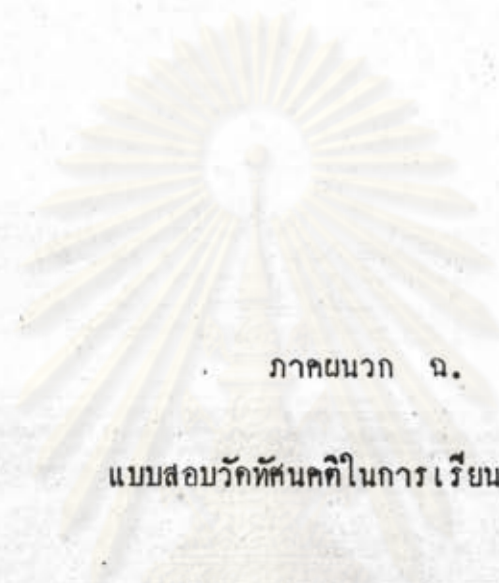
Waiter : _____ ?

Mr. White : Yes, I'll have the American breakfast.

23. Just after winning a tennis match

Johnson : _____ !

McEnroe : Thanks.



ภาคผนวก ฉ.

แบบสอบวัดทัศนคติในการเรียนภาษาอังกฤษ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบวัดทัศนคติ

ชื่อ นามสกุล เพศ ชั้น

คำชี้แจง

แบบสอบถามชุดนี้ประกอบด้วยข้อความที่เป็นความคิดเห็นเกี่ยวกับภาษาอังกฤษ แต่ละข้อมีคำตอบให้เลือก 5 ข้อ คือ เห็นด้วยอย่างยิ่ง เห็นด้วย ไม่แน่ใจ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง เมื่อนักเรียนอ่านแต่ละข้อแล้ว ให้นักเรียนเขียนเครื่องหมาย / ในช่องคำตอบที่ตรงกับความคิดเห็นของนักเรียน

ตัวอย่าง

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. นักเรียนชอบเรียนวิชาภาษาอังกฤษมาก		✓			

แต่ละข้อไม่มีคำตอบที่ผิดหรือถูก เพราะเป็นความคิดเห็นส่วนตัวของนักเรียน คำตอบ ของนักเรียนถือเป็นความลับเฉพาะ เพื่อนำไปใช้ในการวิจัยทางวิชาการเท่านั้น ไม่มีผลเกี่ยวข้องกับผลการเรียนหรือคะแนนสอบของนักเรียนแก่ประการใด ขอให้ นักเรียนตอบตามความรู้สึกที่แท้จริงของนักเรียนและตอบให้ครบทุกข้อ

ขอขอบคุณในความร่วมมือ

ข้อความ	เมื่ช่วยอย่างแข็ง	เมื่ช่วย	ไม่สนใจ	ไม่เมตตา	ไม่เมตตาอย่างยิ่ง
1. นักเรียนกระตือรือร้นที่จะพูดภาษาอังกฤษกับชาวต่างประเทศ					
2. นักเรียนรู้สึกอึดอัดที่ต้องพูดคุยด้วยภาษาอังกฤษ					
3. การเรียนภาษาอังกฤษทำให้นักเรียนต้องการแสดงความรู้สึก หรือความคิดเห็น เช่นเดียวกับชนชาติที่พูดภาษาอังกฤษ ชอบแสดงออก					
4. นักเรียนไม่ชอบการเรียนภาษาอังกฤษ					
5. การเรียนภาษาอังกฤษ ช่วยให้นักเรียนเข้าใจวัฒนธรรมของชนชาติที่พูดภาษาอังกฤษ					
6. การเรียนภาษาอังกฤษเป็นเหตุให้เสียเอกลักษณ์ของความเป็นไทย					
7. นักเรียนไม่ชอบอ่านหนังสือภาษาอังกฤษอื่น ๆ นอกเหนือจากตำราเรียน					

ข้อความ	ไม่เคยอย่างยิ่ง	ไม่ค่อย	ไม่แน่ใจ	ไม่เท่าไร	ไม่เท่าไรอย่างยิ่ง
8. การเรียนภาษาอังกฤษทำให้นักเรียนต้องการใช้ชีวิตอย่างอิสระ เช่นเดียวกับชนชาติที่พูดภาษาอังกฤษทั้งหลาย					
9. ชนชาติที่พูดภาษาอังกฤษน่าจะหันมาเรียนภาษาไทยมากกว่าที่จะให้ไทยเป็นฝ่ายเรียนภาษาอังกฤษ					
10. นักเรียนต้องการมีเพื่อนชาวต่างประเทศที่พูดภาษาอังกฤษ					
11. การเรียนภาษาอังกฤษช่วยให้นักเรียนสามารถค้นคว้าหาความรู้จากต่างประเทศได้ดีขึ้น					
12. การเรียนภาษาอังกฤษทำให้นักเรียนรู้สึกว่าชนชาติที่พูดภาษาอังกฤษเป็นคนที่ไม่น่าคบหาสมาคม					
13. นักเรียนที่เก่งภาษาอังกฤษมักจะทำคะแนนวิชาอื่น ๆ ได้ดีไปด้วย					
14. นักเรียนไม่ชอบเป็นนักเรียนในโครงการแลกเปลี่ยนไปศึกษาในประเทศที่ใช้ภาษาอังกฤษ					

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
15. การรู้ภาษาอังกฤษทำให้บุคคลมีโอกาสมากขึ้นในการหางาน					
16. นักเรียนอยากเรียนภาษาต่างประเทศอื่น ๆ แทนภาษาอังกฤษ					
17. ภาษาอังกฤษช่วยให้นักเรียนเข้าใจเนื้อหาวิชาอื่น ๆ ได้ดีขึ้น					
18. ชนชาติที่พูดภาษาอังกฤษได้ทำประโยชน์ให้กับชาวไทยเป็นอย่างมาก					
19. คนที่มีการศึกษาคือ ไม่จำเป็นต้องเป็นคนที่มีความรู้ภาษาอังกฤษ					
20. เมื่อสำเร็จการศึกษาแล้ว ภาษาอังกฤษจะเป็นประโยชน์ในการประกอบอาชีพของนักเรียน					
21. การบ้านภาษาอังกฤษมีมากเกินไป					
22. นักเรียนไม่จำเป็นต้องทบทวนบทเรียนภาษาอังกฤษ					

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
23. นักเรียนทุกคนควรมหาโอกาสเรียนภาษาอังกฤษ					
24. ชั่วโมงภาษาอังกฤษเป็นชั่วโมงที่น่าเบื่อที่สุด					
25. ทางบ้านสนับสนุนให้นักเรียนเรียนภาษาอังกฤษ					
26. นักเรียนต้องการมีส่วนร่วมในกิจกรรมภาษาอังกฤษในชั้นเรียน					
27. มีวิชาอื่นอีกมากในโรงเรียนที่สำคัญกว่าวิชาภาษาอังกฤษ					
28. นักเรียนรู้สึกกังวลถ้าต้องขาดเรียนวิชาภาษาอังกฤษ					
29. การเรียนวิชาภาษาอังกฤษเป็นการสิ้นเปลืองเวลา					
30. วิชาภาษาอังกฤษเป็นวิชาที่นักเรียนชอบน้อยที่สุด					

ข้อความ	คงเคย เรียน	เคย เรียน	ใจ ไม่ เต็ม	เคย เรียน ไม่ เต็ม	คง เคย เรียน ไม่ เต็ม
31. นักเรียนมีความตั้งใจที่จะเรียนภาษาอังกฤษให้ดีที่สุด					
32. ควรจัดสอนภาษาอังกฤษแก่ผู้ที่สนใจภาษาอังกฤษเท่านั้น					
33. การใช้เวลาร่วม เข้าร่วมกิจกรรม เสริมหลักสูตรการเรียนภาษาอังกฤษ เป็นการใช้เวลาที่คุ้มค่า					
34. นักเรียนต้องการเรียนภาษาอังกฤษนอกชั้นเรียนเพิ่มเติม					
35. การเรียนภาษาอังกฤษยิ่งเรียนก็ยิ่งยากขึ้น					
36. นักเรียนรู้สึกกังวลถ้าสอบวิชาภาษาอังกฤษได้คะแนนน้อย					

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่สนใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
37. ทางโรงเรียนควรลดชั่วโมงการเรียนภาษาอังกฤษให้น้อยลงกว่าที่เป็นอยู่ในปัจจุบัน					
38. เมื่อเรียนภาษาอังกฤษจบหลักสูตรมัธยมศึกษาแล้ว นักเรียนไม่ต้องการเรียนภาษาอังกฤษในระดับสูงขึ้นไปอีก					

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ซ.

รายละเอียดวิธีคำนวณ

ศูนย์วิจัยทรัพยากร
จพาลงกรณ์มหาวิทาลัย

วิธีคำนวณตารางที่ 1 การเลือกตัวอย่างประชากร

คำขวัญมณฑลคณิศ ส่วนเบี่ยงเบนมาตรฐาน ค่าความแปรปรวน และอัตรา

ส่วนวิฤติ

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนนดิบ (x_i)	($x - \bar{x}$) ²	คนที่	คะแนนดิบ (x_i)	($x - \bar{x}$) ²
1	70	98.21	1	71	144.70
2	69	79.39	2	70	121.64
3	69	79.39	3	69	100.58
4	67	47.75	4	67	64.46
5	66	34.93	5	66	49.41
6	66	34.93	6	66	49.41
7	65	24.11	7	66	49.41
8	64	15.29	8	66	49.41
9	64	15.29	9	64	25.29
10	64	15.29	10	64	25.29
11	64	15.29	11	62	9.18
12	63	8.47	12	61	4.11
13	63	8.47	13	61	4.11
14	63	8.47	14	61	4.11
15	63	8.47	15	60	1.06
16	62	3.65	16	60	1.06
17	61	0.83	17	60	1.06
18	61	0.83	18	60	1.06
19	61	0.83	19	60	1.06
20	61	0.83	20	60	1.06

ตารางที่ 1 (ต่อ)

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนนดิบ (x_i)	$(x - \bar{x})^2$	คนที่	คะแนนดิบ (x_i)	$(x - \bar{x})^2$
21	59	1.19	21	58	0.94
22	59	1.19	22	58	0.94
23	58	4.37	23	57	3.88
24	57	9.55	24	56	8.83
25	57	9.55	25	55	15.77
26	57	9.55	26	52	48.59
27	57	9.55	27	51	68.53
28	56	16.73	28	51	68.53
29	55	25.91	29	51	68.53
30	51	82.63	30	51	68.53
31	50	101.81	31	50	80.47
32	49	122.99	32	48	120.36
33	49	122.99	33	47	143.30
34	43	292.07	34	46	168.24
รวม	2043	1310.80	รวม	2005	1572.91

$$\begin{aligned} \bar{x}_1 &= \frac{\sum x}{N} \\ &= \frac{2043}{34} \\ &= 60.09 \end{aligned}$$

$$\begin{aligned} \bar{x}_2 &= \frac{\sum x}{N} \\ &= \frac{2005}{34} \\ &= 58.97 \end{aligned}$$

$$\begin{aligned}
 s_1 &= \sqrt{\frac{\sum(x-\bar{x})^2}{N}} \\
 &= \frac{1310.80}{34} \\
 &= 38.55 \\
 &= 6.21
 \end{aligned}$$

$$\begin{aligned}
 s_2 &= \sqrt{\frac{\sum(x-\bar{x})^2}{N}} \\
 &= \frac{1572.91}{34} \\
 &= 46.26 \\
 &= 6.80
 \end{aligned}$$

ทดสอบความแปรปรวน

สูตร $F = \frac{s_{x_1}^2}{s_{x_2}^2} ; s_{x_1}^2 > s_{x_2}^2$

$$s_{x_1}^2 = 38.55$$

$$s_{x_2}^2 = 46.26$$

$$df_1 = n_1 - 1 = 33$$

$$df_2 = n_2 - 1 = 33$$

สมมติฐาน $H_0 : \sigma_1^2 = \sigma_2^2$

$$F = \frac{46.26}{38.55} = 1.2$$

หาค่า F จากตาราง ที่ $\alpha = 0.05$ ได้ค่า $F = 1.78$

เปรียบเทียบค่า F ที่คำนวณได้กับค่า F จากตาราง พบว่า

F คำนวณได้ $<$ F ตาราง

\therefore ยอมรับ H_0 แสดงว่า ความแปรปรวนของคะแนนวิชาภาษาอังกฤษ

(อ.513) ของประชากรทั้งสองกลุ่มเท่ากัน คือ $\sigma_1^2 = \sigma_2^2$

เปรียบเทียบมัธยฐานเลขคณิตของคะแนนสัมฤทธิ์ผล (อ.513)

$$\text{ตั้งสมมติฐาน } H_0 : \mu_1 = \mu_2 .$$

$$\bar{x}_1 = 60.09$$

$$\bar{x}_2 = 58.97$$

$$s_1 = 6.21$$

$$s_2 = 6.80$$

$$s_1^2 = 38.55$$

$$s_2^2 = 46.26$$

สูตร เนื่องจาก $s_1^2 = s_2^2$ ดังนั้น ใช้สูตร

$$\begin{aligned} t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{60.09 - 58.97}{\sqrt{\frac{(34-1)38.55 + (34-1)46.26}{34+34-2} \left(\frac{1}{34} + \frac{1}{34} \right)}} \\ &= \frac{1.12}{\sqrt{\frac{1272.15 + 1526.58}{66} \left(\frac{2}{34} \right)}} \\ &= \frac{1.12}{1.58} \\ &= 0.71 \end{aligned}$$

หาค่า t จากตาราง ที่ $\alpha = 0.05$; $df = n_1 + n_2 - 2 = 66$; $t = 1.67$

$\therefore t$ คำนวณได้ $<$ t จากตาราง

ยอมรับ H_0 แสดงว่า ค่ามัธยฐานเลขคณิตของคะแนนวิชาภาษาอังกฤษ (อ.513) ของประชากรตัวอย่างทั้งสองกลุ่มไม่แตกต่างกัน

วิธีคำนวณตารางที่ 2 สัมฤทธิ์ผลของกลุ่มทดลองและกลุ่มควบคุม

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนน (x_i)	$(x - \bar{x})^2$	คนที่	คะแนน (x_i)	$(x - \bar{x})^2$
1	52	49	1	56	247.6
2	52	49	2	55	217.13
3	52	49	3	52	137.18
4	50	25	4	52	137.18
5	50	25	5	50	94.78
6	50	25	6	48	59.83
7	50	25	7	48	59.83
8	50	25	8	47	45.36
9	50	25	9	46	32.89
10	49	16	10	46	32.89
11	48	9	11	42	3.01
12	47	4	12	42	3.01
13	47	4	13	42	3.01
14	46	1	14	41	0.54
15	46	1	15	41	0.54
16	46	1	16	40	0.70
17	46	1	17	40	0.70
18	46	1	18	40	0.70
19	46	1	19	40	0.70
20	46	1	20	39	1.60
21	45	0	21	39	1.60

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนน (x_i)	$(x - \bar{x})^2$	คนที่	คะแนน (x_i)	$(x - \bar{x})^2$
22	45	0	22	39	1.60
23	45	0	23	37	10.66
24	44	1	24	36	18.19
25	44	1	25	35	27.72
26	42	9	26	33	52.78
27	42	9	27	33	52.78
28	41	16	28	33	52.78
29	40	25	29	32	68.31
30	36	81	30	32	68.31
31	36	81	31	31	85.83
32	35	100	32	30	105.36
33	34	121	33	26	203.48
34	32	169	34	26	203.48
รวม	1530	950	รวม	1369	2031.98

$$\begin{aligned}
 \bar{x}_1 &= \frac{\sum x}{n_1} \\
 &= \frac{1543}{34} \\
 &= 45
 \end{aligned}$$

$$\begin{aligned}
 \bar{x}_2 &= \frac{\sum x}{n_2} \\
 &= \frac{1369}{34} \\
 &= 40.26
 \end{aligned}$$

$$\begin{aligned}
 s_1 &= \sqrt{\frac{\sum(x-\bar{x})^2}{N}} \\
 &= \frac{950}{34} \\
 &= 27.94 \\
 &= 5.29
 \end{aligned}$$

$$\begin{aligned}
 s_2 &= \sqrt{\frac{\sum(x-\bar{x})^2}{N}} \\
 &= \frac{2031.98}{34} \\
 &= 59.76 \\
 &= 7.73
 \end{aligned}$$

เปรียบเทียบมัธยฐานเลขคณิตของคะแนนสัมฤทธิ์ผลการเรียนภาษาอังกฤษของตัวอย่าง
ประชากรทั้งสองกลุ่ม

$$\text{ตั้งสมมติฐาน } H_0 : \mu_1 = \mu_2$$

\bar{x}_1	=	45	\bar{x}_2	=	40.26
s_1	=	5.29	s_2	=	7.73
s_1^2	=	27.94	s_2^2	=	59.76
1			2		

ทดสอบค่าที (t - test)

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{45 - 40.26}{\sqrt{\frac{(34-1)27.94 + (34-1)59.76}{34+34-2} \left(\frac{1}{34} + \frac{1}{34} \right)}} \\
 &= \frac{4.74}{\sqrt{\frac{922.02 + 1972.08}{66} \left(\frac{2}{34} \right)}} \\
 &= \frac{4.74}{1.61} \\
 &= 2.94
 \end{aligned}$$

หาค่า t ในตารางที่ $\infty = 0.05$, $df = 34 + 34 - 2 = 66$
ซึ่ง $t = 1.67$

$\therefore t$ คำนวณได้ $>$ t ในตาราง

\therefore ปฏิเสธ H_0 แสดงว่า สัมฤทธิผลของนักเรียนกลุ่มทดลองที่เรียนโดย
การสอดแทรกเนื้อหาและกิจกรรมทางวัฒนธรรมของเจ้าของภาษาสูงกว่าสัมฤทธิผลของ
นักเรียนกลุ่มควบคุมที่เรียนโดยไม่มีการสอดแทรกเนื้อหาและกิจกรรมทางวัฒนธรรมของ
เจ้าของภาษา อย่างมีนัยสำคัญที่ระดับ 0.05



ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิธีคำนวณตารางที่ 3 ทิศนคติของนักเรียนกลุ่มทดลอง ก่อนและหลังการทดลอง

ก่อนการทดลอง			หลังการทดลอง		
คนที่	คะแนน (x_1)	$(x - \bar{x})^2$	คนที่	คะแนน (x_2)	$(x - \bar{x})^2$
1	158	414.12	1	181	914.17
2	157	374.42	2	176	636.82
3	157	374.42	3	175	587.35
4	157	374.42	4	173	494.41
5	154	267.32	5	172	450.94
6	149	128.82	6	170	370.00
7	148	107.12	7	170	370.00
8	147	87.42	8	166	232.11
9	146	69.72	9	165	202.64
10	145	54.02	10	163	149.70
11	143	28.62	11	163	149.70
12	143	28.62	12	161	104.76
13	142	18.92	13	160	85.29
14	142	18.92	14	152	1.53
15	142	18.92	15	152	1.53
16	142	18.92	16	152	1.53
17	142	18.92	17	151	0.56
18	139	1.82	18	150	0.59
19	138	0.12	19	149	3.11
20	138	0.12	20	144	45.76
21	137	0.42	21	144	45.76

ก่อนการทดลอง			หลังการทดลอง		
คนที่	คะแนน (x_i)	$(x - \bar{x})^2$	คนที่	คะแนน (x_i)	$(x - \bar{x})^2$
22	136	2.72	22	144	45.76
23	134	13.32	23	144	45.76
24	133	21.62	24	144	45.76
25	133	21.62	25	134	281.06
26	133	21.62	26	134	281.06
27	131	44.09	27	134	281.06
28	130	58.37	28	134	281.06
29	129	74.65	29	134	281.06
30	124	186.05	30	129	473.70
31	122	244.61	31	129	473.70
32	116	468.29	32	127	465.76
33	101	1342.49	33	126	613.29
34	92	2083.00	34	124	716.35
รวม	4680	6988.57	รวม	5126	9135.64

หลังการทดลอง

$$\begin{aligned}\bar{x}_1 &= \frac{\sum x}{N} \\ &= \frac{5126}{34} \\ &= 150.76\end{aligned}$$

ก่อนการทดลอง

$$\begin{aligned}\bar{x}_2 &= \frac{\sum x}{N} \\ &= \frac{4680}{34} \\ &= 137.65\end{aligned}$$

$$\begin{aligned}
 s_1 &= \sqrt{\frac{\sum(x - \bar{x})^2}{N}} \\
 &= \sqrt{\frac{9133.64}{34}} \\
 &= \sqrt{268.64} \\
 &= 16.39
 \end{aligned}$$

$$\begin{aligned}
 s_2 &= \sqrt{\frac{\sum(x - \bar{x})^2}{N}} \\
 &= \sqrt{\frac{6980.57}{34}} \\
 &= \sqrt{205.55} \\
 &= 14.34
 \end{aligned}$$

เปรียบเทียบมัธยฐานและสถิติ ของคะแนนทัศนคติต่อการเรียนภาษาอังกฤษของตัวอย่าง ประชากรกลุ่มทดลอง

	ตั้งสมมติฐาน	H_0	:	μ_1	=	μ_2	
\bar{x}_1	=	150.76		\bar{x}_2	=	137.65	
s_1	=	16.39		s_2	=	14.34	
s_1^2	=	268.64		s_2^2	=	205.55	

ทดสอบค่าที (t - test)

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{150.76 - 137.65}{\sqrt{\frac{(34-1)268.64 + (34-1)205.55}{34+34-2} \left(\frac{1}{34} + \frac{1}{34} \right)}} \\
 &= \frac{13.11}{\sqrt{\frac{8865.12+6783.15}{66} \left(\frac{2}{34} \right)}} \\
 &= \frac{13.11}{3.73} \\
 &= 3.51
 \end{aligned}$$

หาค่า t ในตาราง $\infty = 0.05$; $df = 34 + 34 - 2 = 66$

$$\text{ซึ่ง } t = 1.67$$

t คำนวณได้ $>$ t ในตาราง

ปฏิเสธ H_0 แสดงว่าคะแนนทัศนคติของนักเรียนกลุ่มทดลองที่เรียน
โดยการสอดแทรกเนื้อหาและกิจกรรมทางวัฒนธรรมของเจ้าของภาษา สูงขึ้นกว่าเดิม
หลังการทดลอง อย่างมีนัยสำคัญที่ระดับ 0.05



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

การวิเคราะห์หาคุณภาพของแบบทดสอบ

1. สถิติที่ใช้วิเคราะห์แบบทดสอบ

1.1 ค่าความยากง่าย

$$\text{ใช้สูตร } P = \frac{R_u + R_l}{2f}$$

P แทน ค่าความยากง่าย

R_u แทน จำนวนคนในกลุ่มสูงที่ตอบข้อสอบแต่ละข้อถูก

R_l แทน จำนวนคนในกลุ่มต่ำที่ตอบข้อสอบแต่ละข้อถูก

f แทน จำนวนนักเรียนในแต่ละกลุ่ม

ตัวอย่างการคำนวณ จำนวนนักเรียนทั้งหมด 100 คน

$$R_u = 17$$

$$R_l = 5$$

$$f = 33$$

$$\text{แทนค่า } P = \frac{17 + 5}{2(34)}$$

$$= \frac{22}{68}$$

$$= 0.32$$

1.2 อำนาจจำแนก

$$\text{ใช้สูตร } D = \frac{R_u - R_l}{f}$$

ตัวอย่างการคำนวณ จำนวนนักเรียนทั้งหมด 100 คน

$$D = \frac{17 - 5}{34}$$

$$= \frac{12}{34}$$

$$= 0.35$$

ตารางแสดง ค่าความยากง่ายและค่าอำนาจจำแนกเป็นรายชื่อของแบบ
ทดสอบทักษะการฟัง (Listening Test)

ข้อที่	ค่าระดับความยาก (P)	ค่าอำนาจจำแนก (D)
1	0.55	0.66
2	0.65	0.30
3	0.57	0.55
4	0.53	0.55
5	0.67	0.35
6	0.22	0.45
7	0.70	0.22
8	0.77	0.22
9	0.33	0.23
10	0.57	0.48
11	0.44	0.27
12	0.38	0.25
13	0.42	0.48
14	0.55	0.29
15	0.46	0.48
16	0.80	0.22
17	0.77	0.37
18	0.62	0.37
19	0.37	0.24
20	0.20	0.32
21	0.37	0.29

ตารางแสดง ค่าความยากง่ายและค่าอำนาจจำแนกเป็นรายข้อของแบบ
ทดสอบทักษะการพูด (Speaking Test)

ข้อที่	ค่าระดับความยาก (P)	ค่าอำนาจจำแนก (D)
1	0.59	0.66
2	0.74	0.51
3	0.45	0.33
4	0.55	0.51
5	0.25	0.29
6	0.40	0.59
7	0.40	0.52
8	0.57	0.36
9	0.22	0.45
10	0.48	0.44
11	0.50	0.52
12	0.47	0.55
13	0.57	0.65
14	0.33	0.48
15	0.31	0.33
16	0.46	0.48
17	0.40	0.29
18	0.45	0.20

ตารางแสดง ค่าความยากง่ายและค่าอำนาจจำแนกเป็นรายข้อของแบบ
ทดสอบทักษะการอ่าน (Reading Test)

ข้อที่	ค่าระดับความยาก (P)	ค่าอำนาจจำแนก (D)
1	0.42	0.25
2	0.37	0.64
3	0.33	0.66
4	0.46	0.72
5	0.37	0.66
6	0.38	0.77
7	0.25	0.51
8	0.31	0.62
9	0.64	0.62
10	0.61	0.55
11	0.44	0.59
12	0.31	0.55
13	0.42	0.71
14	0.25	0.51
15	0.37	0.42
16	0.28	0.34
17	0.26	0.33
18	0.42	0.50
19	0.25	0.51
20	0.46	0.28

ตารางแสดง ค่าความยากง่ายและค่าอำนาจจำแนกเป็นรายข้อของแบบ
ทดสอบการเขียน (Writing Test)

ข้อที่	ค่าระดับความยาก (P)	ค่าอำนาจจำแนก (D)
1	0.37	0.44
2	0.44	0.52
3	0.37	0.28
4	0.40	0.74
5	0.27	0.29
6	0.40	0.59
7	0.40	0.66
8	0.40	0.51
9	0.25	0.51
10	0.28	0.47
11	0.33	0.62
12	0.48	0.74
13	0.25	0.51
14	0.25	0.44
15	0.38	0.56
16	0.27	0.32
17	0.50	0.45
18	0.46	0.51
19	0.32	0.42
20	0.21	0.35
21	0.24	0.35
22	0.42	0.44
23	0.33	0.49

2. การคำนวณหาค่าความเที่ยงของแบบทดสอบ

2.1 แบบทดสอบทักษะการฟัง การพูด การอ่าน และการเขียน

$$\text{ใช้สูตร K-R}_{20} : r_{xx} = \frac{n}{n-1} \left[1 - \frac{\sum pq}{s_x^2} \right]$$

r_{xx}	แทน	สัมประสิทธิ์แห่งความเที่ยง
n	แทน	จำนวนข้อสอบในแบบทดสอบ
p	แทน	สัดส่วนของคนที่ยกข้อสอบได้ถูกต้อง
q	แทน	สัดส่วนของคนที่ยกข้อสอบแต่ละข้อผิด
$\sum pq$	แทน	ความแปรปรวนของคะแนนแต่ละข้อ
s_x^2	แทน	ความแปรปรวนของคะแนนของผู้รับการทดสอบทั้งหมด

แทนค่า แบบทดสอบทักษะการฟัง (Listening Test)

$$n = 21$$

$$\sum pq = 8.7552$$

$$s_x^2 = \frac{\sum x^2}{N} - \left(\frac{\sum x}{N} \right)^2$$

$$= \frac{37365}{100} - (18.10)^2$$

$$= 373.65 - 327.61$$

$$= 46.09$$

$$\begin{aligned}
 r_{xx} &= \frac{21}{21 - 1} \left[1 - \frac{8.7552}{46.04} \right] \\
 &= \frac{21}{20} \left[1 - 0.1901 \right] \\
 &= (1.05)(0.80984)
 \end{aligned}$$

ความเที่ยงของแบบทดสอบ = 0.85

แทนค่าแบบทดสอบทักษะการพูด (Speaking Test)

$$\begin{aligned}
 n &= 18 \\
 pq &= 9.687 \\
 s_x^2 &= \frac{30189}{100} - (15.96)^2 \\
 &= 301.89 - 254.7216 \\
 &= 47.165
 \end{aligned}$$

$$\begin{aligned}
 r_{xx} &= \frac{18}{18 - 1} \left[1 - \frac{9.687}{47.165} \right] \\
 &= (1.05)(0.7946)
 \end{aligned}$$

ความเที่ยงของแบบทดสอบ = 0.83

แทนค่าแบบทดสอบทักษะการอ่าน (Reading Test)

$$\begin{aligned}
 n &= 20 \\
 pq &= 6.21720 \\
 s_x^2 &= \frac{15778}{100} - \left(\frac{1138}{100} \right)^2 \\
 &= 157.78 - (11.38)^2 \\
 &= 28.2756
 \end{aligned}$$

$$\begin{aligned}
 r_{xx} &= \frac{20}{20 - 1} \left[1 - \frac{6.21720}{28.2756} \right] \\
 &= \frac{20}{19} (1 - 0.2198832) \\
 &= (1.05)(0.78012)
 \end{aligned}$$

ความเที่ยงของแบบทดสอบ = 0.82



แทนค่าแบบทดสอบทักษะการเขียน (Writing Test)

$$n = 23$$

$$pq = 5.4903$$

$$s_x^2 = \frac{17273}{100} - (12.510)^2$$

$$= 172.73 - 156.5001$$

$$= 22.729$$

$$r_{xx} = \frac{23}{23 - 1} \left[1 - \frac{5.4903}{22.729} \right]$$

$$= \frac{23}{22} [1 - 0.24155]$$

$$= (1.045)(0.7584)$$

ความเที่ยงของแบบทดสอบ = 0.79

2.2 แบบทดสอบทัศนคติ

$$\text{ใช้สูตร } K - R_{20} : \alpha = \frac{n}{n - 1} \left[1 - \frac{\sum s_i^2}{s_x^2} \right]$$

α	แทน	สัมประสิทธิ์แห่งความเที่ยง
n	แทน	จำนวนข้อสอบในแต่ละแบบทดสอบ
s_i^2	แทน	ความแปรปรวนของคะแนนแต่ละข้อ
s_x^2	แทน	ความแปรปรวนของคะแนนของผู้รับการ ทดสอบทั้งหมด

แทนค่า $n = 38$

$$\sum s_i^2 = 35.545$$

$$s_x^2 = \frac{\sum x^2}{N} - \left(\frac{\sum x}{N} \right)^2$$

$$= \frac{1963138}{100} - \left(\frac{13930}{100} \right)^2$$

$$= 19631.38 - 19404.49$$

$$= 226.89$$

$$\alpha = \frac{38}{38 - 1} \left[1 - \frac{35.545}{226.89} \right]$$

$$= \frac{38}{37} (1 - 0.1567)$$

$$= (1.02702)(0.8933)$$

ความเที่ยงของแบบทดสอบ = 0.86

ประวัติผู้เขียน

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ภาษาอังกฤษ โรงเรียนกาวิละวิทยาลัย จังหวัดเชียงใหม่



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