

รายการอ้างอิง

ภาษาไทย

- กฤษณา แยมยังยืน. "ความสามารถในการใช้ภาษาอังกฤษในการปฏิบัติงานของ
ผู้สำเร็จการศึกษาจากสถาบันเทคโนโลยี-สังคม ตามการรับรู้ของตนเอง
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หมายเลข 4 สถาบันไทยคดีศึกษา มหาวิทยาลัยธรรมศาสตร์
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ภาคผนวก

- ก. รายชื่อบุคคลผู้ทรงคุณวุฒิ
- ข. แผนการสอน
- ค. แบบทดสอบความสามารถในการเขียน

ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิตรวจแผนการสอน

1. ผู้ช่วยศาสตราจารย์ สวัสดิ์ วุฒิศะโร สถาบันภาษา
จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์ สุดา ไบรัมย์ หมวดวิชาภาษาอังกฤษ
หน่วยศึกษานิเทศก์
กรมสามัญศึกษา
3. อาจารย์ ผกา ดวงศิริ หมวดวิชาภาษาอังกฤษ
โรงเรียนเบญจมราชาลัย
จังหวัดนนทบุรี
4. อาจารย์ รัตนา เล็กพุก หมวดวิชาภาษาอังกฤษ
โรงเรียนสุรศักดิ์มนตรี
5. Mr. Michael Robert Cabtree ภาควิชาภาษาอังกฤษ
คณะอักษรศาสตร์
จุฬาลงกรณ์มหาวิทยาลัย

ภาคผนวก ข

แผนการสอน



LESSON PLAN

CLASS : group 1 - SELF GROUP

NO. OF STUDENTS : 60

DATE : W 24 May 1995

TIME : 1.40 - 3.20 p.m.

LESSON : 1

THEME : To visit Bangkok

FORM : Narrative

MATERIALS : labels, maps, handouts

BACKGROUND

Vocab. : general, expressway, victory, marble

Structure : Restricted relative clause

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal objective</u> Students should be able to write a story narrating a trip that took a few days in Bangkok.	Period I (1:40 - 2:30 p.m.) <u>Presentation</u> (Greeting) Did you have friends coming from overseas? Why did they come to Bangkok? How long did they spend their vacation? Today we'll learn how to write a story narrating a trip that took a few days in Bangkok. Before doing that, let's review some vocabulary. (Hands out review sheets)	(Greeting) Yes, we did. To visit places of interest. Two or three days.	Students write a story narrating a trip that took a few days in Bangkok.
<u>Enabling objective</u> Students should be able to use the following vocabulary and	Look at Section I, Puzzles. Read the information both across and down, and fill in each block with the answer. I'll give you 5 minutes to work on it. (After 5 minutes)		

Obj.	Procedure		Eva.
	Teacher	Student	
structure correctly : Vocab.- ordinary junction monument specific pier emerald Structure- Non- restricted relative clause	<p>(Asks the students to read and spell the answers)</p> <p>Let's review some structure.</p> <p>Look at Section II. Correct the relative pronoun and punctuation mark. I'll give you 3 minutes to work on it.</p> <p>(After 3 minutes)</p> <p>Look at No.1. Which relative pronoun is incorrect?</p> <p>Why don't you use this word?</p> <p>Which one should you use?</p> <p>Why do you use this word?</p> <p>Look at No.2. Which relative pronoun is incorrect?</p> <p>Why don't you use this word?</p> <p>Which one should you use?</p> <p>Why do you use this word?</p>	<p>(Read & spell)</p> <p>'where'.</p> <p>Although 'where' is used to modify a noun of place, it's followed by a subject in the subordinate clause.</p> <p>'which'.</p> <p>It's used to modify a common noun and it can be followed by the verb 'to be'.</p> <p>'when'.</p> <p>Because 'when' is used to modify a noun of time.</p> <p>'which'.</p> <p>It's used to modify a common noun and it can be followed by the helping verb 'have'.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Look at the two items. Which punctuation mark should you delete? Why don't you need it?</p> <p>Now, let's study some new vocab. (Hands out studying guidelines)</p> <p>Look at Section I. Guess the meaning and part of speech of the following words.</p> <p>Look at No.1-</p> <p style="text-align: center;"><u>ordinary</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean? What part of speech is it? How do you know that? (Shows a picture of an ordinary bus)</p> <p>What kind of bus is this?</p> <p>Look at No.2-</p> <p style="text-align: center;"><u>junction</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean? What part of speech is it? How do you know that?</p> <p>(Draws a picture of a junction on the board)</p> <p>What is this?</p>	<p>The comma.</p> <p>Because we can't separate the information after the common noun.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>ธรรมดา(ไม่ปรับอากาศ)</p> <p>Adjective.</p> <p>It modifies a noun.</p> <p>It's an ordinary bus.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>ทางแยก</p> <p>Noun.</p> <p>It's modified by an article.</p> <p>It's a junction.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Look at No.3-</p> <p style="text-align: center;"><u>Monument</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that? (Shows a picture of another monument)</p> <p>What is this?</p> <p>Look at No.4-</p> <p style="text-align: center;"><u>specific</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that?</p> <p>If in the afternoon you go to the Marble Temple, what kind of trip do you take?</p> <p>Look at No.5-</p> <p style="text-align: center;"><u>pier</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that? (Shows a picture of another pier)</p> <p>What do you call this place?</p>	<p>(Repeat)</p> <p>(Guess)</p> <p>อนุเสาวรีย์</p> <p>Noun.</p> <p>It's the name of a place.</p> <p>It's a monument.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>ที่เฉพาะเจาะจง</p> <p>Adjective.</p> <p>It modifies a noun.</p> <p>A specific trip.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>ท่า(น้ำ)</p> <p>Noun.</p> <p>It's a kind of place.</p> <p>It's a pier.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Look at No.6- <u>emerald</u> Repeat after me. (Reads the example) What does it mean? What part of speech is it? How do you know that?</p> <p>(Shows a picture of the Emerald Buddha) What is this? Those are the new words you should know before writing a story.</p> <p>Now, let's study a new structure. (Stick a sentence labeled No.1 on the board) 1) McClean came from South Africa when is known as the land of gold.</p> <p>Do you want to change the relative pronoun in this sentence? Why don't you use 'when'?</p> <p>What about 'which'?</p>	<p>(Repeat) (Guess) မျက်စိ Noun. It's modified by an article.</p> <p>It's the Emerald Buddha.</p> <p>Yes, we can change 'when' into 'which' 'when' is used to modify a noun of time. 'which' is used to modify a noun generally and can be followed by the verb 'to be'.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>(Stick a sentence labeled No.2 on the board)</p> <p>2) McClean came from South Africa, ^{which} when is known as the land of gold.</p> <p>What kind of noun 'South Africa' is?</p> <p>Which punctuation mark should you add after the noun?</p> <p>Would you summarize the rule?</p> <p>Look at Section II in the studying guidelines. Correct the relative pronoun and punctuation mark. I'll give you 3 min. to work on it. (After 3 minutes)</p> <p>(Asks the students to read their sentences)</p> <p>(Gives feedback to the students' answers)</p> <p>Those are the vocab. and structure you have to use in writing today.</p> <p><u>Practice</u></p> <p>(Hands out a map of Bangkok, which is modified)</p> <p>(Asks where the important points are)</p>	<p>It's a proper noun.</p> <p>A comma.</p> <p>We can separate the noun modified by the relative clause with a comma if the noun is a proper noun.</p> <p>(Read the answers)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>The following is the tape recording narrating a short trip in Bangkok that my overseas friends made. You'll hear the tape three times. The first time, the speed is fairly slow. The second time, it's moderately fast. And the last time, it's fairly fast.</p> <p>Now, look at the first paragraph on your worksheet. Write as much as possible. Are you ready?</p> <p>(Plays the recorder for the first time)</p> <p>(Monitors the students)</p> <p>Are you ready?</p> <p>(Plays the recorder for the second time)</p> <p>(After the second play)</p> <p>You can bring some reading techniques to help your listening.</p> <p>Are you ready?</p> <p>(Plays the recorder for the last time)</p> <p>(After the last play)</p> <p>You can consult your friend.</p> <p>(Asks some students to write the first paragraph on the board)</p>	<p>Yes.</p> <p>(Listen & take notes)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>(Write their sentences)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>(Students' suggested first paragraph)</p> <p>1) On the first of January my friend and I arrived from south africa. 2) We stayed at the Amari Airport Hotel. 3) For the moment we spent tuesday in Bangkok.</p>		
	<p>(Teacher's example of revision & correction)</p> <p>1) On the ^{fourth} first of January, my friend and I arrived from ^{which is known as the land of Gold} south africa. 2) We stayed at the Amari Airport Hotel. 3) For the moment, we spent ^{2 days} tuesday in Bangkok. ^{where there are a lot of temples}</p>		
	<p>Now, we're going to make our story sound more interesting.</p> <p>Look at sentence No.1. What would you like to change?</p> <p>Which punctuation mark should you add?</p> <p>What else do you want to change?</p> <p>Do you want to add some information after 'South Africa'?</p> <p>Which punctuation mark do you use to set off the proper noun?</p> <p>Look at sentence No.2. Do you think it is O.K.?</p> <p>Do you want to add some information after the hotel's name?</p>	<p>'first' is changed into 'fourth'.</p> <p>A comma after 'January'.</p> <p>'south africa' should be capitalized.</p> <p>Yes, we can add 'which is known as the land of gold' after it.</p> <p>A comma.</p> <p>Yes.</p> <p>Yes, we can add 'which is opposite to Don Muang Airport' after it.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Which punctuation mark do you use to set off the proper noun?</p> <p>Look at sentence No.3. What do you want to change?</p> <p>What else do you want to add?</p> <p>Everybody, would you read the corrected paragraph on the board.</p> <p>Look at the second paragraph on your worksheet. Are you ready?</p> <p>(Plays the recorder for the first time)</p> <p>(Monitors the students)</p> <p>Are you ready?</p> <p>(Plays the recorder for the second time)</p> <p>(After the second play)</p> <p>You can bring some reading techniques to help your listening.</p> <p>Are you ready?</p> <p>(Plays the recorder for the last time)</p> <p>(After the last play)</p> <p>Divide the whole class into groups. The members in each group will discuss among themselves and help each other to write the second paragraph.</p> <p>(After a while)</p> <p>(Provides a white plain poster to each group)</p>	<p>A comma.</p> <p>'tuesday' is changed into 'two days'.</p> <p>A comma after 'moment'.</p> <p>(Read the corrected paragraph)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>(Do the group activity)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Would you help your group to write the second paragraph on the poster? After that, attach each poster on the board.</p> <p>(Numbers the posters from 1-3 and gives rewards)</p> <p>Everybody, would you read the poster that wins the first prize?</p> <p><u>Evaluation</u></p> <p>Everybody, get back to your seat and look at the last paragraph on your worksheet.</p> <p>Are you ready?</p> <p>(Plays the tape recorder 3 times)</p> <p>(After playing the recorder)</p> <p>I'll give you 10 more minutes to complete the last paragraph.</p> <p>(After 10 minutes)</p> <p>It's time for you to submit your first draft.</p> <p><u>Period II (2:30 - 3:20 p.m.)</u></p> <p><u>Revision</u></p> <p>(Returns the first drafts)</p> <p>For whom is this story written?</p> <p>Why do you want them to read a story narrating a trip that took a few days in Bangkok?</p>	<p>(Do as to be told)</p> <p>(Read the poster)</p> <p>(Do as to be told)</p> <p>Yes.</p> <p>(Listen & take notes)</p> <p>(Submit the first draft)</p> <p>Our overseas friends.</p> <p>Because they've planned to visit Bangkok in a few days.</p>	

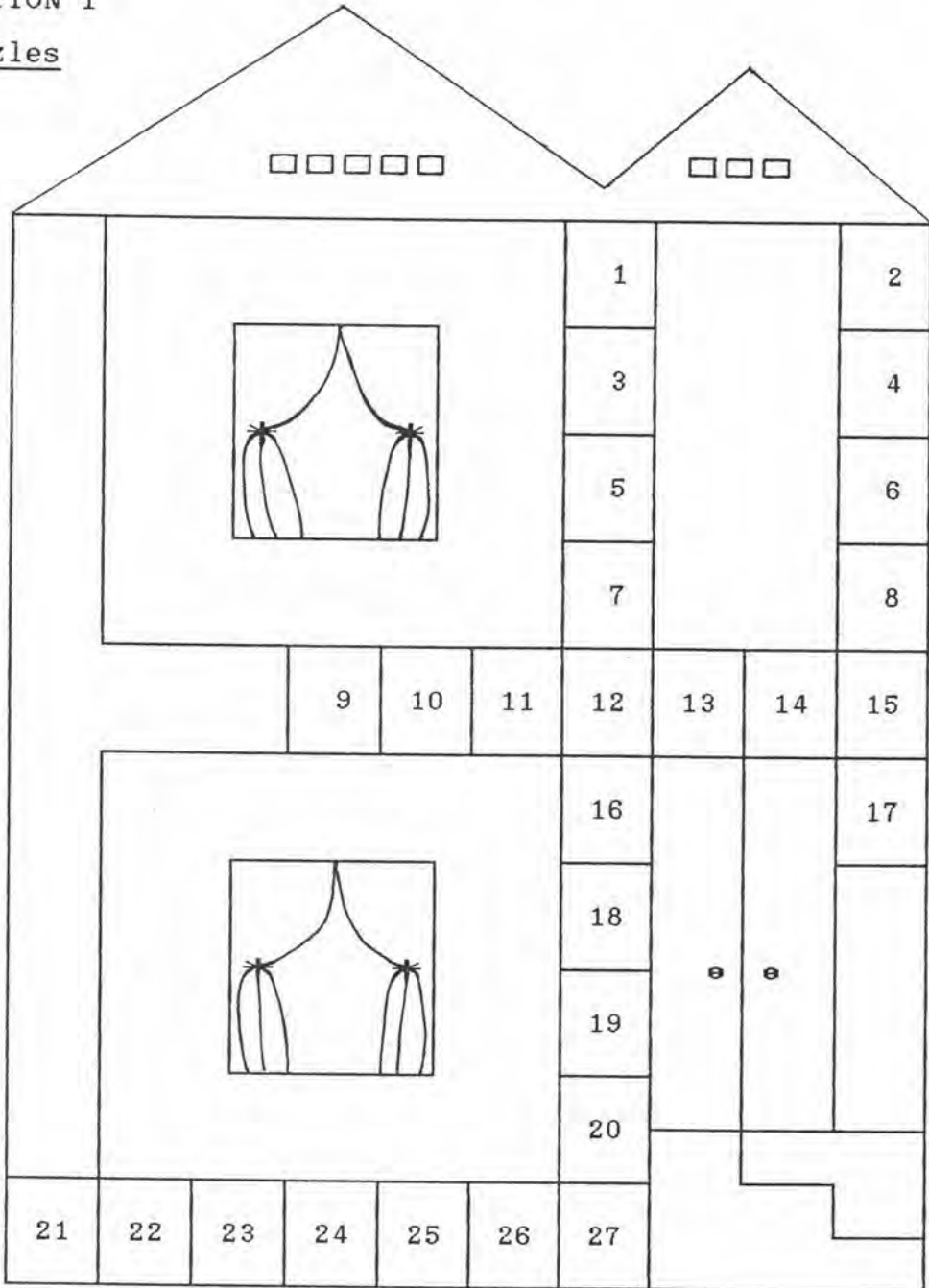
Obj.	Procedure		Eva.
	Teacher	Student	
	<p>What will you do if you want to review your first draft?</p> <p>What else will you be careful about?</p> <div data-bbox="165 734 612 842" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>For group I - SELF GROUP</p> </div> <p>(Returns the students' first drafts)</p> <p>You don't have points for the first draft because there are still some mistakes on it. You have to revise and correct the draft in order to have a better grade.</p> <p>Now, I want you to reread your writing and try to improve it as much as possible.</p> <p>Use a pencil to mark or correct any errors. After that, rewrite a final draft on a new sheet of paper.</p> <p>Do not consult your friends. I'll give you 20 minutes to work on it by yourself.</p> <p>(After 20 minutes)</p> <p>It's time for you to submit your final draft.</p>	<p>We'll consider the reader and the purpose of writing.</p> <p>The components of writing.</p> <p>(Revise & correct)</p> <p>(Rewrite a final draft)</p> <p>(Submit the final draft)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<div data-bbox="167 504 618 616" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For group II - PEER GROUP</p> </div> <p>(Gives the students' first drafts to their friends)</p> <p>Your friend doesn't have points for the first draft, since there are still some mistakes on it.</p> <p>This draft needs to be revised and corrected for a better grade.</p> <p>Now, I want you to reread your friend's writing and try to improve it as much as possible.</p> <p>Use a pencil to mark or correct any errors. After that, return the revised draft to the owner. When you get the draft back from your friend, rewrite a final draft on a new sheet of paper.</p> <p>I'll give you 20 minutes to work on it with your friend.</p> <p>(After 20 minutes)</p> <p>It's time for you to submit a final draft.</p> <p>Everybody, time's over.</p> <p>See you later.</p> <p>bye-bye.</p>	<p>(Revise & correct)</p> <p>(Rewrite a final draft)</p> <p>(Hand in the final draft)</p> <p>See you next time.</p> <p>Bye.</p>	

LESSON 1

REVIEW SHEET

SECTION I
Puzzles



Across 9. Not special, local or particular.

21. Triumph or success.

Down 1. Major road for fast travel.

2. The meaning in Thai is 'soft stone'.

SECTION II

Correct the relative pronoun and punctuation mark.

Example

We ate lunch at a seafood restaurant, ^{which} ~~what~~ is the most famous in Bangkok.

1. An elevated road is an upper road, where is built over a lower road.

2. We went to see a show, when lasted for two hours.

STUDYING GUIDELINES

SECTION I

Guess the meaning and part of speech of the following words.

1. ordinary

The No. 69 bus is an ordinary bus, but the No. 9 bus is an air-conditioned bus.

Meaning : _____ Part of speech : _____

2. junction

A junction is a place where roads meet.

Meaning : _____ Part of speech : _____

3. monument

The Victory Monument lies at the center of Bangkok.

Meaning : _____ Part of speech : _____

4. specific

Would you mind giving us some details about that specific trip.

Meaning : _____ Part of speech : _____

5. pier

The tourists go down
the ship by way of pier.

Meaning : _____ Part of speech : _____

6. emerald

An emerald is a bright-green precious stone.

Meaning : _____ Part of speech : _____

SECTION II

Correct the relative pronoun and punctuation mark.

Example

McClellan came from South Africa, ^{which} ~~when~~ is known as the land of gold.

1. We stayed at the Amari Airport Hotel what is opposite to Don Muang Airport.

2. The bus went down the expressway near the Victory Monument how is around the heart of Bangkok.

WORKSHEET

Listen to the tape recording for 3 times and then fill in each gap as quickly as possible.

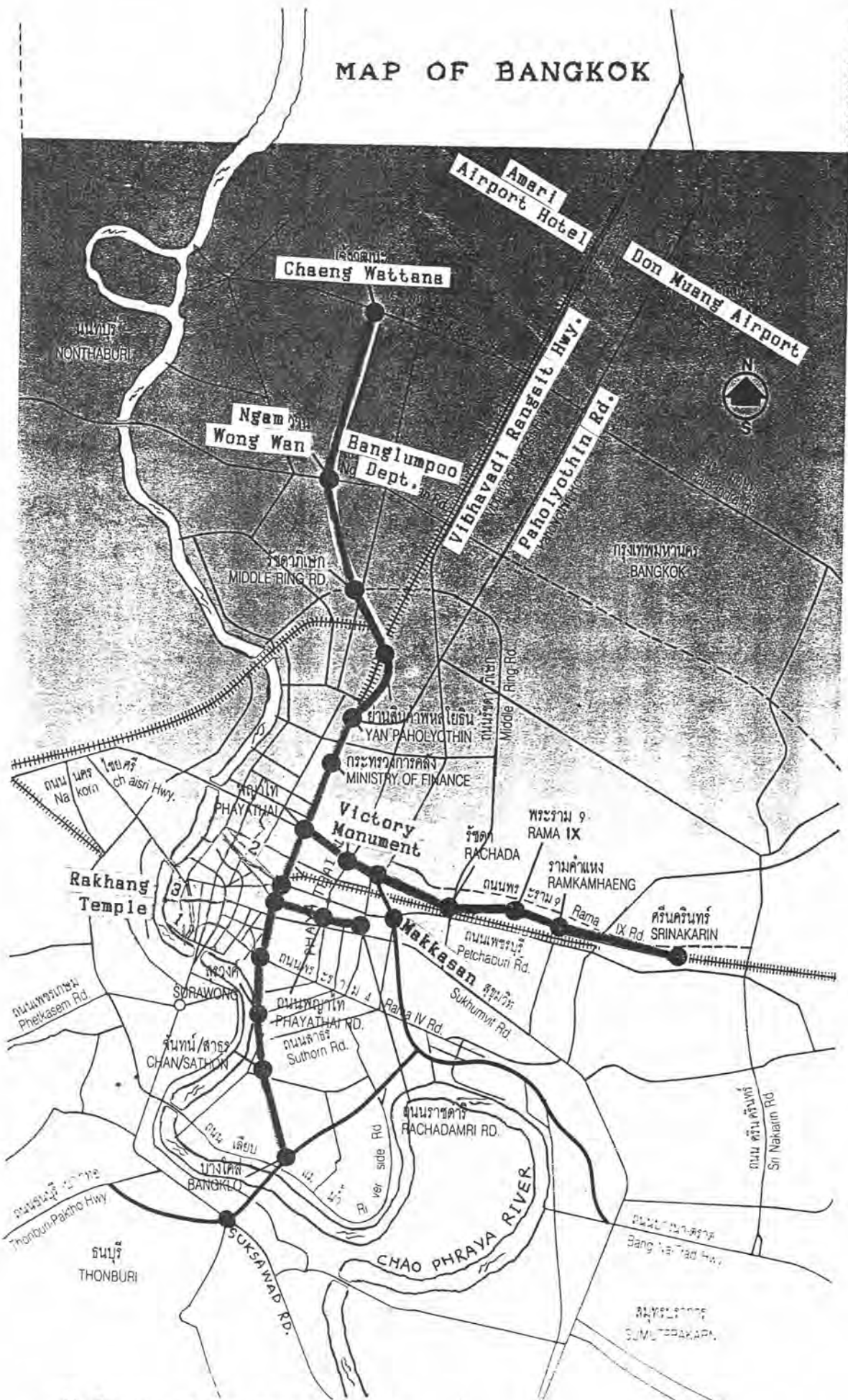
To Visit Bangkok

On the _____ of _____, my friend and I came from _____ . We stayed at the Amari _____ Hotel. For that moment, we spent _____ in Bangkok.

_____ we started a _____ tour from our hotel. _____, we took an _____ bus No.29 northwards, and took an _____ bus No.24 _____ along Paholyothin Road. The bus _____ on Ngam Wong Wan Road and _____ at the expressway _____. The bus _____ near Banglumpoo Department Store and _____ near the _____. _____ we took another bus _____. The bus _____ Phayathai Road, _____ on Petchaburi Road, and _____ at the expressway _____. The bus _____ near Makkasan _____ Station and _____ near the Chao Phraya River. We _____ a seafood _____ on Suksawad Road. _____ we went shopping and _____ at Mahboonkrong Center. After that we _____ to our hotel.

_____ we began a _____ trip. _____ we _____ the end of Chaeng Wattana Road by motortricycle. _____ we _____ a taxiboat along the Choa Pra Ya River to Tha Chang Pier. _____ we _____ the temple of the _____ Buddha. _____ we _____ the _____ Temple. _____, we _____ on Sukhumvit Road.

MAP OF BANGKOK



- 1) Temple of the Emerald Buddha
- 2) Marble Temple
- 3) Tha Chang Pier

COMPLETE SCRIPT

Listen to the tape recording for 3 times and then fill in each gap as quickly as possible.

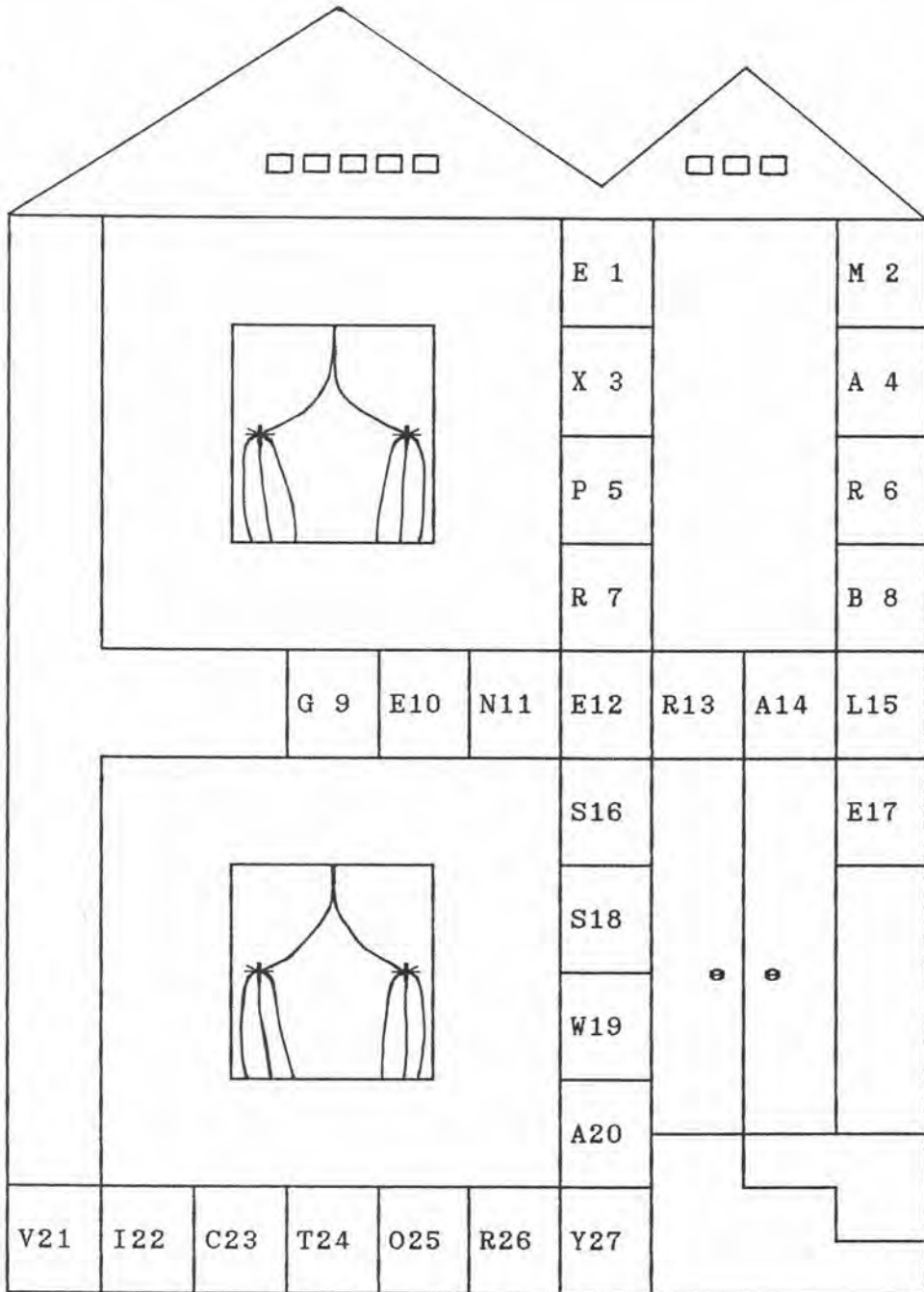
To Visit Bangkok

On the fourth of January, my friend and I came from South Africa. We stayed at the Amari Airport Hotel. For that moment, we spent two days in Bangkok.

On the first day, we started a general tour from our hotel. In the morning, we took an ordinary bus No.29 northwards, and took an air-conditioned bus No.24 southwards along Paholyothin Road. The bus turned right on Ngam Wong Wan Road and turned left at the expressway junction. The bus went up the expressway near Banglumpoo Department Store and went down near the Victory Monument. Then we took another bus No.140. The bus went along Phayathai Road, turned left on Petchaburi Road, and turned right at the expressway junction. The bus went up there near Makkasan Railway Station and went down near the Chao Phraya River. We ate lunch at a seafood restaurant on Suksawad Road. On the way back in the afternoon, we went shopping and saw a movie at Mahboonkrong Center. After that we got back to our hotel.

On the second day, we began a specific trip. In the morning, we arrived at the end of Chaeng Wattana Road by motortricycle. Next we took a taxiboat along the Choa Pra Ya River to Tha Chang Pier. Later we visited the temple of the Emerald Buddha. In the afternoon, we visited the Marble Temple. And at night, we went to see a show on Sukhumvit Road.

REVIEW MANUAL



LESSON PLAN

CLASS : Group 2 - PEER GROUP

No. of Students : 60

DATE : Th 1 June 1995

TIME : 1.40 - 3.20 p.m.

LESSON : 2

THEME : Chakri Maha Prasat

FORM : Descriptive

MATERIALS : picture, labels, handouts

BACKGROUND

Vocab. : hall, wing, guest, main, royal

Structure : (together) with

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal objective</u> Students should be able to write a passage describing the most impressive building.	Period I (1:40 - 2:30 p.m.) <u>Presentation</u> (Greeting) Where did you go last weekend? Which building impressed you the most? Today we'll learn how to write a passage describing the most impressive building. Before doing that, let's review some vocabulary. (Hands out review sheets)	(Greeting) Grand Palace. Chakri Maha Prasat	Students write a passage describing the most impressive building.
<u>Enabling objective</u> Students should be able to use the following vocabulary	Look at Section I. Fill in each blank with a suitable word. I'll give you 5 minutes to work on it. (After 3 minutes) (Asks the students to read and spell the answers) Let's review some structure.	(Do as to be told) (Read & spell)	

Obj.	Procedure		Eva.
	Teacher	Student	
and structure correctly : Vocab. - ash urn throne respect Structure- Adverb of place + Verb + Subject	<p>Look at Section II. Shorten each sentence by removing an adverb. I'll give you one minute to work on it.</p> <p>(After 1 minute)</p> <p>What did you do with No.1 and No.2?</p> <p>When you delete that word, is the meaning of the whole sentence still O.K.?</p> <p>Now, let's study some new vocab. (Hands out study guidelines)</p> <p>Section I. Guess the meaning and part of speech of the following words.</p> <p>Look at No.1-</p> <p style="text-align: center;"><u>ash</u></p> <p>Repeat after me. (Reads the example)</p> <p>What does it mean? What part of speech is it? How do you know that?</p> <p>After burning, what kind of products are left in the stove?</p> <p>Look at No.2-</p> <p style="text-align: center;"><u>urn</u></p> <p>Repeat after me. (Reads the example)</p>	<p>(Do as to be told)</p> <p>We delete 'together'.</p> <p>Yes.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>शुभ्र शुभ्र</p> <p>Noun.</p> <p>'of cigarette' modifies the word.</p> <p>The ashes.</p> <p>(Repeat)</p> <p>(Guess)</p>	



Obj.	Procedure		Eva.
	Teacher	Student	
	<p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that?</p> <p>Where do some people keep the bones of their dead elder relatives?</p> <p>Look at No.3-</p> <p style="text-align: center;"><u>throne</u></p> <p>Repeat after me.</p> <p>(Reads the example)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that?</p> <p>Where does the King sit during a state ceremony?</p> <p>Look at No.4-</p> <p style="text-align: center;"><u>respect</u></p> <p>Repeat after me.</p> <p>(Reads the example)</p> <p>What does it mean?</p> <p>What part of speech is it?</p> <p>How do you know that?</p> <p>What kind of things are Buddha images?</p> <p>Those are the new words you should know before writing a passage.</p>	<p>โถง</p> <p>Noun.</p> <p>It's modified by 'a small golden'.</p> <p>In a small silver urn.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>บัลลังก์</p> <p>Noun.</p> <p>The plural noun ends with -s.</p> <p>On a throne.</p> <p>(Repeat)</p> <p>(Guess)</p> <p>การเคารพ</p> <p>Noun.</p> <p>It's an object following the verb 'pay'.</p> <p>Things of respect.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Would you summarize the rule?</p> <p>Look at Section II in the guidelines. Rearrange the segments of each sentence.</p> <p>I'll give you 1 minute to work on it. (After 1 minute)</p> <p>(Asks the students to read the new sentences)</p> <p>Those are the vocab. and structure you have to use in writing today.</p> <p><u>Practice</u></p> <p>(Shows a picture of Chakri Maha Prasat)</p> <p>How many parts are there in this building?</p> <p>What should we call the major part?</p> <p>What about the other wings?</p> <p>Which part should we describe first?</p> <p>What comes next?</p> <p>How many floors are there in this building?</p>	<p>If the arrangements of a sentence are 'Subject', 'Verb', and 'Adverb of place', we can change 'Adverb' to the front followed by 'Verb' and 'Subject'.</p> <p>(Read the new arrangements)</p> <p>Three.</p> <p>The Central Hall.</p> <p>The East Wing and the West Wing.</p> <p>The Central Hall.</p> <p>The East Wing and the West Wing.</p> <p>Three.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>What are they?</p> <p>How should we arrange the description of the floors?</p> <p>What do you think is on the top floor?</p> <p>What about on the first floor?</p> <p>What about on the ground floor?</p> <p>(Hands out worksheets)</p> <p>Look at Paragraph 1 on the worksheet.</p> <p>Fill in each blank with a suitable word or phrase, choose the best item in the parentheses and arrange the sentences into a paragraph.</p> <p>(Asks some students to help make the first paragraph on the board)</p>	<p>The top floor, the first floor, and the ground floor.</p> <p>1. The top floor. 2. The first floor. 3. The ground floor.</p> <p>Valuable things.</p> <p>A hall.</p> <p>An office.</p>	
	<p>(Students' suggested first paragraph)</p> <p>1) Large pictures of the King and the Queen hang on the walls of the reception hall. 2) At the Central Hall, the top floor has golden urns together with the ashes of the dead kings of the Chakri Dynasty. 3) In the Main Hall there is a throne together with a white umbrella. 4) On the first floor are a large reception hall and the Main Hall. 5) On the ground floor is the office of the royal guards.</p>		

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>(Teacher's example of revision & correction)</p> <p>1) ³ [^{3.1} <small>(small)</small> Large pictures of the King and the Queen ^{3.3}] ^{3.2} hang ^(big) on the walls of the reception hall.] ¹ 2) At the Central Hall, ^{of Chakri Maha Prasat} the top floor has golden urns together with the ashes of the dead kings of the Chakri Dynasty. ⁴ 3) In the Main Hall, there is a throne together with a white umbrella. ² 4) On the first floor are a large reception hall and the Main Hall. 5) On the ground floor is the office of the royal guards.</p>		
	<p>Now we are going to make the passage sound more interesting.</p> <p>Which sentence should come first?</p> <p>At the Central Hall of what?</p> <p>Do you want to delete something from this sentence?</p> <p>Which one comes next?</p> <p>Is everything O.K. for this sentence?</p> <p>Which one comes next?</p> <p>How should we rearrange the segments of this sentence?</p> <p>Which one comes next?</p> <p>What should we add after 'Hall'?</p> <p>What else do you want to change?</p> <p>Which one comes last?</p> <p>Is this sentence O.K.?</p> <p>Everybody, would you read the whole paragraph together?</p> <p>Next, let's make pairs.</p>	<p>Sentence No.2.</p> <p>'of Chakri Maha Prasat'.</p> <p>'together'.</p> <p>Sentence No.4.</p> <p>Yes.</p> <p>Sentence No.1.</p> <p>'Adverb of place',</p> <p>'Verb', and 'Subject'.</p> <p>Sentence No.3.</p> <p>A comma.</p> <p>'together' is deleted.</p> <p>Sentence No.5.</p> <p>Yes.</p> <p>(Read the revised paragraph on the board)</p> <p>(Make pairs)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Look at the worksheet again and follow the same instructions for paragraph 2 with your partner. (Walks around to give help) (After a while) (Exchanges the writing of each pair with another pair)</p> <p>Revise the second paragraph of another pair. (Returns it to the original pair)</p> <p>Read the corrected draft and rewrite a final draft for paragraph 2 as pair work. (Walks around to give feedback)</p> <p><u>Evaluation</u></p> <p>Now, get back to your seat to work on your own. Look at the context of paragraph 3 on your worksheet again. I'll give you 10 minutes to work on it. (After 10 minutes)</p> <p>It's time for you to submit your first draft.</p> <p>Period II (2:30 - 3:20 p.m.)</p> <p><u>Revision</u> (Returns the first drafts)</p> <p>Who's going to read this passage?</p>	<p>(Do as to be told)</p> <p>(Do as to be told)</p> <p>(Submit the first draft)</p> <p>Friends overseas.</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<p>Why do you want to write a passage describing the most impressive building to your friends?</p> <p>What will you do if you want to review your first draft?</p> <p>What else will you be careful about?</p>	<p>Because they have never come to Bangkok, where there are a lot of temples.</p> <p>We'll consider the reader and the purpose of writing.</p> <p>The components of writing.</p>	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>For Group I - SELF GROUP</p> </div>		
	<p>(Returns the students' first drafts)</p> <p>You don't have points for the first draft because there are still some mistakes on it. You have to revise and correct the draft in order to have a better grade.</p> <p>Now, I want you to reread your writing and try to improve it as much as possible.</p> <p>Use a pencil to mark or correct any errors. After that, rewrite a final draft on a new sheet of paper.</p> <p>Do not consult your friends. I'll give you 20 minutes to work on it by yourself.</p> <p>(After 20 minutes)</p> <p>It's time for you to submit your final draft.</p>	<p>(Revise & correct)</p> <p>(Rewrite a final draft)</p> <p>(Submit the final draft)</p>	

Obj.	Procedure		Eva.
	Teacher	Student	
	<div data-bbox="163 468 612 577" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For Group II - PEER GROUP</p> </div> <p>(Gives the students' first drafts to their friends)</p> <p>Your friend doesn't have points for the first draft, since there are still some mistakes on it.</p> <p>This draft needs to be revised and corrected for a better grade.</p> <p>Now, I want you to reread your friend's writing and try to improve it as much as possible.</p> <p>Use a pencil to mark or correct any errors. After that, return the revised draft to the owner. When you get the draft back from your friend, rewrite a final draft on a new sheet of paper.</p> <p>I'll give you 20 minutes to work on it with your friend.</p> <p>(After 20 minutes)</p> <p>It's time for you to submit a final draft.</p> <p>Everybody, time's over.</p> <p>See you later.</p> <p>bye-bye.</p>	<p>(Revise & correct)</p> <p>(Rewrite a final draft)</p> <p>(Hand in the final draft)</p> <p>See you next time.</p> <p>Bye.</p>	

LESSON 2

REVIEW SHEET

SECTION I

Fill in each blank with a suitable word.

1. 'MBK' is a famous concert h_____ on the seventh floor of Mahboonkrong Center.
2. What do we call the long part of an airplane, marked by an arrow?



It's called a w_____.

3. The Smiths are our g_____ for the dinner party tonight.
4. What's the m_____ idea in this paragraph?
5. Her R_____ Highness Princess Chulabhorn has founded the AIDS Research Institute.

SECTION II

Shorten each sentence by removing an adverb.

Example

This is a throne ~~together~~ with a white umbrella in this hall.

1. The top floor has golden urns together with the ashes of the dead kings.
2. A picture of King Rama V together with the queen hangs on the wall of the reception room.

STUDYING GUIDELINES

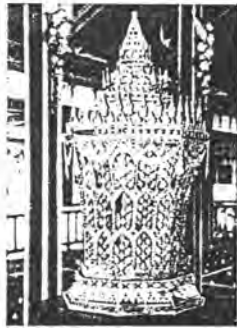
SECTION I

Guess the meaning and part of speech of the following words.

1. ash

Don't let the stove ashes spill on the floor.

Meaning : ----- Part of speech : -----

2. urn

The ashes of a dead king are kept in a small golden urn.

Meaning : ----- Part of speech : -----

3. throne

There are 2 thrones in Amarin Throne Hall.

Meaning : ----- Part of speech : -----

4. respect

The girl is paying respect to the visitors.

Meaning : ----- Part of speech : -----

SECTION II

Rearrange the segments of each sentence.

Example

[^(small) Pictures of the King and the Queen]³ hang² [^(big) on the wall]¹].

1. A picture of King Rama V hangs on a wall.
2. Pictures of Queen Rambhai hang on a wall.



WORKSHEET

Fill in each blank with a suitable word or phrase, choose the best item in the parentheses, and arrange the sentences into a paragraph.

Paragraph 1

1. Large _____ of the King and the _____ hang on the walls (of, in, at) the reception _____.
2. At the Central _____, the top floor has golden _____ together with the _____ of the dead kings (from, of, in) the Chakri Dynasty.
3. (on, at, in) the Main Hall there is a _____ together with a white umbrella.
4. On _____ are a large reception hall (and, with, of) the Main Hall.
5. On _____ is the office of the _____ guards.

Paragraph 2

1. A large picture (of, by, from) King Rama V together with the _____ and five _____ princes _____ on a _____ in this room.
2. _____ is a sitting-room.
3. _____ is used as a reception room (to, for, of) royal _____.
4. In the East _____ the things of _____ are kept (in, at, on) the top floor.

Paragraph 3

1. A library is _____.
2. _____ is the Queen's personal _____ room.
3. _____ contains golden _____ together with the bones of the _____ queens.
4. Pictures of King _____ VII and _____ hang on a wall (for, of, in) this room.

TEACHER'S WORKSHEET

Paragraph 1

2. At the Central Hall, the top floor has golden urns with the ashes of the dead kings of the Chakri Dynasty.

4. On the first floor are a large reception hall and the Main Hall.

1. On the walls of the reception hall hang large pictures of the King and the Queen.

3. In the Main Hall, there is a throne with a white umbrella.

5. On the ground floor is the office of the royal guards.

Paragraph 2

4. In the East Wing, the things of respect are kept on the top floor.

3. The first floor is used as a reception room for royal guests.

1. On a wall in this room hangs a large picture of King Rama V with the queen and five royal princes.

2. The ground floor is a sitting-room.

Paragraph 3

3. In the West Wing, the top floor contains golden urns with the bones of the dead queens.

2. The first floor is the Queen's personal reception room.

4. On a wall in this room hang pictures of King Rama VII and Queen Rambhai.

1. A library is on the ground floor.

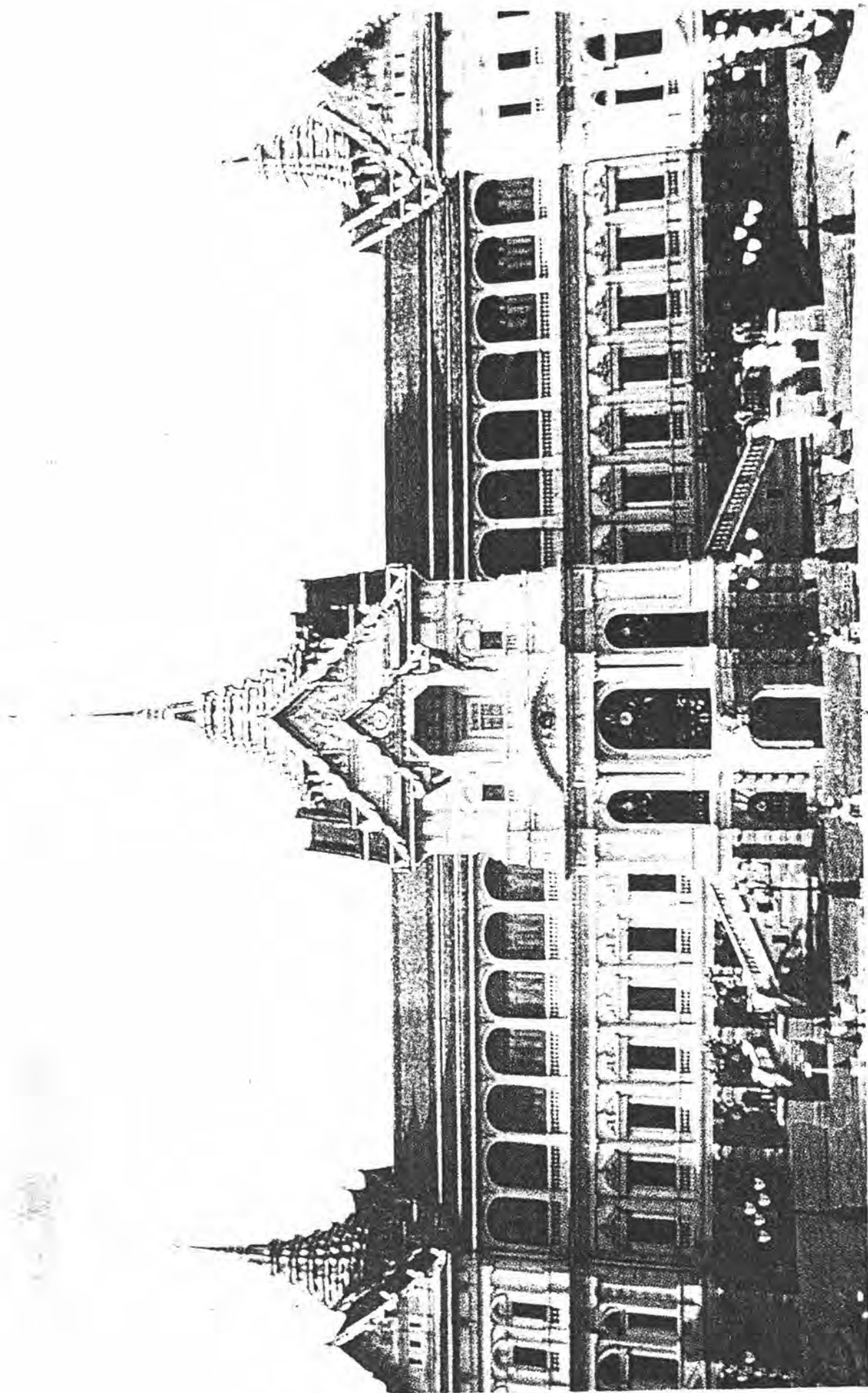
COMPLETE SCRIPT

Chakri Maha Prasat

At the Central Hall of Chakri Maha Prasat, the top floor has golden urns with the ashes of the dead kings of the Chakri Dynasty. On the first floor are a large reception hall and the Main Hall. On the walls of the reception hall hang large pictures of the King and the Queen. In the Main Hall, there is a throne with a white umbrella. On the ground floor is the office of the royal guards.

In the East Wing, the things of respect are kept on the top floor. The first floor is used as a reception room for royal guests. On a wall in this room hangs a large picture of King Rama V with the queen and five royal princes. The ground floor is a sitting-room.

In the West Wing, the top floor contains golden urns with the bones of the dead queens. The first floor is the Queen's personal reception room. On a wall in this room hang pictures of King Rama VII and Queen Rambhai. A library is on the ground floor.



พระที่นั่งจักรีมหาปราสาท

ภาคผนวก ค

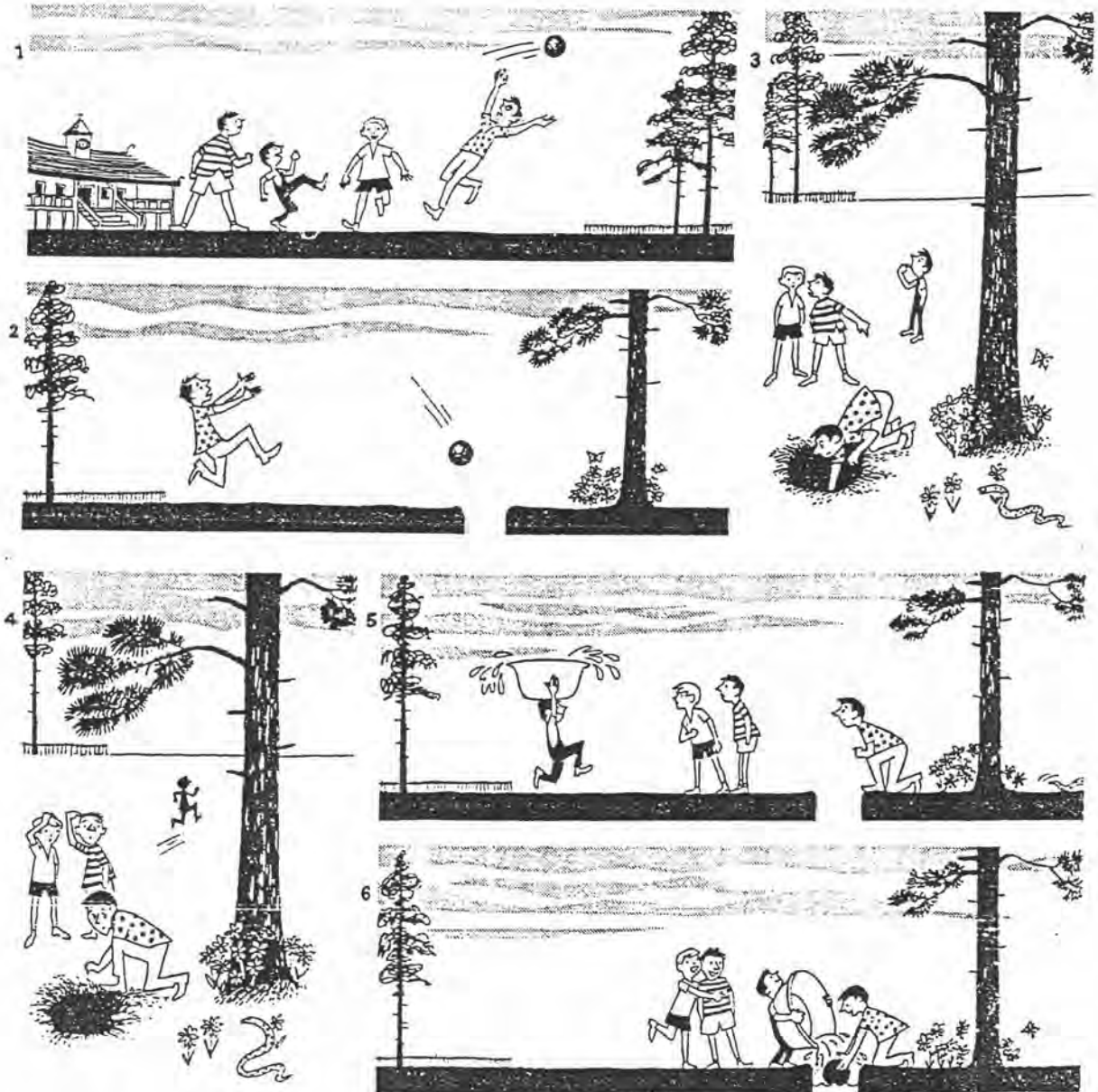
แบบทดสอบความสามารถในการเขียน

WRITING ABILITY TEST

Part 1 : Narrative test

(100 points)

Write a passage narrating a story from a series of six pictures given and consisting of 100-150 words. (50 minutes)



Part 2 : Descriptive test

(100 points)

Write a passage describing this sound lab room and consisting of 100 - 150 words. (50 minutes)



ประวัติผู้เขียน

นายวีรุฬห์เกียรติ์ คงกลาง เกิดวันที่ 4 มกราคม พ.ศ. 2507 ที่ กรุงเทพมหานคร สำเร็จการศึกษาจากโรงเรียนบดินทรเดชา (สิงห์ สิงหเสนี) เมื่อ พ.ศ. 2524 และได้รับปริญญาศิลปศาสตรบัณฑิต (เกียรตินิยม) สาขาภาษาอังกฤษ จากมหาวิทยาลัยรามคำแหง เมื่อ พ.ศ. 2528 ต่อจากนั้น ได้รับประกาศนียบัตร Certificate of Proficiency จากสมาคมนักเรียนเก่าสหรัฐอเมริกา (AUA) เมื่อ พ.ศ. 2529 และได้รับประกาศนียบัตรวิชาชีพมัคคุเทศก์ จากการท่องเที่ยวแห่งประเทศไทย ร่วมกับคณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2533 ได้รับอนุปริญญาทางการแปลภาษาไทยและภาษาอังกฤษจากคณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2534 และเข้าศึกษาต่อระดับปริญญาโทบัณฑิต เมื่อปีการศึกษา 2535