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ภาคผนวก

ภาคผนวก ก

แผนการสอนวิชาภาษาอังกฤษ 4 (Paragraph Writing) จำนวน 9 แผน

Lesson Plan (Unit 1)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "Dining Places in Thailand"
Assumption Students have already learned the followings :
 - Vocabulary : main, to carpet, to decorate, price, ready-made, spaghetti, spicy, sance, dessert, lack, budget, choice
 - Sturcture : passive voice, comparison, how to make an outline.
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheets of Vocabulary List, Dictionary, Chart, Pictures

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to write a summary of the passage about "Dining Places in Thailand" from reading [or listening to] the passage	<u>Presentation</u> Have you ever dined out ? Can you name the places ? Do you know how many kinds of dining places there are in Thailand ?	Yes, sometimes. S. ₁ Khum - luang S. ₂ Bau No.	Summarize the paragraph about "Dining Places in Thailand" by writing out sentences from the rest of the outline that the students make.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning and the part of speech of the vocabularies in the Sheet of Vocabulary List like <u>category</u>, <u>locate</u>, <u>luxurious</u>, <u>moderate</u>, etc.</p> <p>2. Students must be able to write out sentences from the notes that have been taken.</p>	<p>Today we will read about [or listen to] dining places in Thailand and you have to summarize what you read [or listen]</p> <p>(T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] The passage, here is the list of words that will help you understand what you are going to read [or listen]</p> <p>Look at part A. You will see only a list of words. Let's revise the meanings of these words.</p> <p>In number 1, what is the meaning of "main" in Thai ?</p> <p>Can you find other words in English having the same meaning?</p> <p>Good.</p> <p>Do you know "spaghetti"?</p> <p>What does it look like?</p>	<p>หลัก, ไทย ๆ</p> <p>big, basic, important</p> <p>It's a kind of food.</p> <p>It's like noodles.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>What about "sauce", its meaning in Thai?</p> <p>And "spicy", what does it mean?</p> <p>If we combine the words into a compound word like "Thai spaghetti with spicy fish sauce", can you guess its meaning? This kind of food is eaten with many kinds of vegetables.</p> <p>Right.</p> <p>(T.asks the meanings , part of speech of all words in part A, and asks their synonyms in English, if possible, in the same way)</p> <p>Now, let's revise some structures that you have learned.</p> <p>(T.writes this sentence on the board.</p> <p>"The tree is planted".) Is "the tree" the subject or the object of the verb "plant"?</p> <p>Right. Is "planted" V₂ or V₃?</p> <p>Is the sentence called active or</p>	<p>น้ำจิ้ม, น้ำราดหน้า</p> <p>เผ็ด</p> <p>ขนมจีนน้ำยา</p> <p>The object of the verb V₃</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>passive voice? Good. (T.shows a chart of sentences on the board.)</p> <div data-bbox="621 608 1134 785" style="border: 1px solid black; padding: 5px;"><p>John is 5 feet tall. Jim is 6 feet tall. Joe is 7 feet tall.</p></div> <p>If we want to compare the height of these three persons, how can we write the sentences of superlative degree from the information?</p> <p>Good. What is the superlative degree of "big", "small", "beautiful and "exciting"?</p> <p>Right. When do you use "most" for the superlative degree?</p> <p>Good.</p>	<p>Passive voice</p> <p>John is the shortest boy. Joe is the tallest boy.</p> <p>biggest, smallest, most beautiful, most exciting</p> <p>When the word includes 3 syllables up</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, you will learn some new words which are helpful for reading [or listening to] the passage. Look at part B in the Sheet of Vocabulary List. In number 1 "category"</p> <p>(T.reads the two examples.) What does it mean in Thai?</p> <p>Can you find other words having the same meaning?</p> <p>Right. What is the part of speech of "category"?</p> <p>How can you know it is noun?</p> <p>Yes.</p> <p>(T.teaches all the words in part B in the same way ; ask the meanings, synonyms, and parts of speech of the words.)</p> <p>Now, I think you' re ready to learn about " Dining Places in Thailand", aren't you?</p>	<p>ชนิด, ประเภท</p> <p>kind</p> <p>noun</p> <p>It can be plural.</p> <p>(S.s tell the meanings, synonyms, and parts of speech of the words in part B.)</p> <p>Yes.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.hands out the Sheet of Reading Passage for the reading group.) (Note : only the first part of the Reading passage will be handed out and taught) For the first time of reading [or listening to] the passage, you must be able to answer these questions :</p> <ol style="list-style-type: none"> 1. How many kinds of dining places are there in Thailand? 2. What is the first kind of dining places? I give you a minute for reading the passage, so you have to read quickly and take notes of the answers for the only two questions. <p>[For the listening group, Ss listen to the passage from a tape recorder.]</p> <p>Let's answer the questions.</p>	<p>(S.s take notes of the answers while reading. [or listening]) (S.s finish reading [or listening to] the passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>How many kinds of dining places are there in Thailand? Yes. What is the first kind?</p> <p>Good. From the passage you read [or listen], you can see a transitional word signaling order, that is, "First" to show the first kind of dining places. So can you guess the other two transitional words?</p> <p>Very good. The transitional words are very helpful because they cause you alert that you have to face another kind of dining places.</p> <p>Before we find the details of the first kind of dining places, can you tell me which kind of paragraph is it - descriptive, narrative, or expository one? How do you know?</p>	<p>Three kinds The most expensive restaurants.</p> <p>Second, and Third</p> <p>Descriptive paragraph Because this paragraph is about the description</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good.</p> <p>Now, let's go into details of the first kind of dining places in Thailand.</p> <p>(T.shows the chart of main points about each kind of dining places on the board.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. location 2. characteristics of the place 3. kind of food 4. service </div> <p>(T.also shows a picture of the first kind of dining places in Thailand - the most expensive restaurant - on the board.</p> <p>Please divide into 3 groups. I give each group 2 minutes to read and find the details of the first kind by taking a short note about</p>	<p>or features of dining places.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>each main point. [For the listening group, Ss will listen to the details of the first kind two times from the tape recorder.]</p> <p>Now, each group, please send someone to write the 4 main points that are taken notes.</p>	<p>(S.s take notes of the main points while reading [or listening])</p> <p>(Group 1 writes their note-taking on the board :</p> <ul style="list-style-type: none"> - in business centers - airconditioned, carpeted, well decorated - serve all kinds of food - waited on by those who wear uniforms) <p>(Group 2 writes their note-taking on the board :</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
		<ul style="list-style-type: none"> - the restaurants are located in business centers - are airconditioned, carpeted, and luxuriously decorated - they serve all kinds of food. - waited on by those who wear uniforms) <p>(Group 3 writes their note-taking on the board :</p> <ul style="list-style-type: none"> - located in business centers - are airconditioned, carpeted, and luxuriously decorated - they serve all kinds of food - their customers are waited on by those who wear uniforms) 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Let's look at the note-taking of each group. Which list is the best?</p> <p>Why?</p> <p>Good. To take notes while reading [or listening to] the passage, you should write a precise note in order to save time for further reading [or listen to] So it is better to take notes as phrases than to take notes as sentences. (T.asks Ss. to hand in the sheets of Reading passage about the first kind of dining places)</p> <p>Now, let's write out sentences from the notes that are taken. I give each group 5 minutes to</p>	<p>The Group 1's note-taking list is the best. Because all of the notes taken are in the same kind, i.e. they are phrases. But the list of group 2 and 3 are both sentences and phrases.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>write out sentences from the outline of the first kind of dining places.</p> <p>(T.writes the introductory sentence on the board : "The first kind of dining places is the most expensive restaurants.")</p> <p>Each group has to send someone to write a sentence from the first main point, i.e.</p> <p>- in business centers</p> <p>Now, look at the sentences on the board. If we have to add a sentence to the introductory</p>	<p>(Group 1 writes the followings on the board: "They are in business centers.")</p> <p>(Group 2 and 3 write the followings on the board: "The most expensive restaurants are in business centers.")</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>sentence, which one will you choose? Why</p> <p>(T.asks each group to write out sentences from the other three main points :</p> <ul style="list-style-type: none"> - air-conditioned, carpeted, well decorated - serve all kinds, of food. - waited on by those who wear uniforms) - air-conditioned, carpeted, well decorated 	<p>The sentence of group 1 is better because "The most expensive restaurants" has been been written once. If it is written again, it has to be changed into pronoun.</p> <p>(Group 1 writes the followings on the board: "They are air-conditioned, carpeted, well</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>The three sentences are correct. Why are they so?</p> <p>Yes, Why is "verb to be" used in each sentence?</p>	<p>decorated.") (Group 2 writes the followings on the board: "The places are air-conditioned, carpeted, well decorated,") (Group 3 writes the followings on the board: "These places are air-conditioned, carpeted, well decorated,")</p> <p>Because each sentence includes subject and verb.</p> <p>Because each word of the phrase "air-conditioned, carpeted, well decorated" is V_3, so it requires verb to be for the structure of passive voice.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Right. Or you may add the words like "<u>besides</u>", "<u>moreover</u>" at the beginning of the sentence to signal more details. For example, (T.writes on the board : "<u>Besides</u>, they serve all kinds of food.")</p> <p>Next, each group has to send someone to write a sentence from the fourth detail, i.e.</p> <p>- waited on by those who wear uniforms.</p>	<p>(Group 1 writes the followings on the board: "The customers are waited on by those who wear uniforms.")</p> <p>(Group 2 writes the followings on the board: "They are waited on by those who wear uniforms")</p> <p>(Group 3 writes the followings on the board: "It is waited on by those who wear uniforms")</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Look at the subject of each sentence. Which one is the right subject according to the passage? Of course.</p> <p>So you have to recall the right subject according to the passage before adding it.</p> <p><u>Practice</u> (T.hands out the second part of the Reading Passage.)</p> <p>Now, read [or listen to] the second kind of dining places in Thailand. Please take short notes while reading [or listening] in order to find the 4 main points as in the chart on the board :</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. location 2. characteristics of the place 3. kind of food 4. service </div>	<p>"The customers"</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.asks S.s to hand in the sheets of Reading Passage.)</p> <p>(T.lets each S.write out sentences from the best 4 main points on the board with the introductory sentence on the board :"</p> <p>"The second kind of kining places is moderate food shops."</p> <p>Then check the correct sentences together on the board.)</p>	<p>(Here are the 4 main points of note-taking chosen as the best and written on the board :</p> <ul style="list-style-type: none"> - found everywhere - clean and kept cool by electric fans - serve all kinds of food - waited on by waiters who are neatly dressed) 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u> (T.hands out the third part of the Reading passage.) Now, read [or listen to] the third kind of kining places in Thailand. Please take short notes while reading [or listening] in order to find the 4 main points as in the chart on the board.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. location 2. characteristics of the place 3. kind of food 4. service </div> <p>(T.asks S.s to hand in the sheets of Reading Passage.) (T.lets each S.write out sentences from the notes he/she takes with the introductory sentence on the board : "The third kind of dining places is mobile food stands and howkers."</p>		
		(S.s hand in the work	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u> Now, what do you think about eating out? Is it good to eat out?</p> <p>Good. I think some of you would like to comment on the topic, so please work in group. Then list the advantages and the disadvantages of eating out. If any group can list more than the others, it will be the winner.</p>	<p>within the limited time 10 minutes)</p> <p>S.₁ Yes, because we can taste the delicious food in new places.</p> <p>S.₂ But I think if we dine out everyday, we will waste a lot of money.</p>	

Vocabulary List (Unit 1)

A Vocabulary that you have learned :

1. main
2. to carpet
3. to decorate
4. to wait [waited]
5. uniform
6. Throughout
7. price
8. ready - made
9. spaghetti
10. spicy
11. sauce
12. dessert
13. wooden
14. despite
15. lack
16. budget
17. choice [pl. choices]
18. customer

B New vocabulary that you should learn :

1. category = a division or class
e.g. - There are two categories of television set : colour and black - white ones.
- A lion is a category of forest animals.

2. locate = show the position of
e.g. - His hometown is located in Chiangmai.
- Can you locate your school from this map?
3. luxurious = loving the state of life in which one has
and use things that please the senses
(good food, clothes, comfort, beautiful
surroundings)
e.g. - This room is the most luxurious one of
the hotel.
- Tonight we stay luxuriously in the first-
class hotel.
4. moderate = not extreme, midway (in opinions, habits)
e.g. - His height is moderate ; about 160
centimeters.
- Her house is not too big or too small :
it has moderate size.
5. average = of the usual or ordinary standard
e.g. - What is the average height of Thai women?
- How much is the average income per year
of each Thai citizen?
6. offer = put forward (a thing, suggestion, etc.)
e.g. - He offered to help me.
- We offered him 500,000 baht for the house.

7. neat = tidy, or done carefully
e.g. - Her dress is very neat.
- Whenever we go to a party, we dress ourselves neatly.
8. mobile = in the state of moving or being able to move.
e.g. - This car is mobile quickly because its engine power is high.
- If you push the ball, it will be mobile ; it cannot stand still.
9. hawker = the one who go from street to street, house to house, with goods for sale
e.g. - The hawker of cookies walks past my house every day.
- There are many hawkers selling many kinds of food in front of Lumpini Park.
10. stool = seat without a back, usually for one person
e.g. - How much is this dressing table with a stool?
- This stool is imported from Italy.
11. heel = back part of the human foot
e.g. - You look taller when you put on the shoes

with high heels.

- I have never put on the shoes with short heels

Reading [Listening] Passage

(Unit 1: Descriptive)

Dining places in any Thai city fall into three main categories. First, there are the most expensive restaurants which are normally located in business centers. These places are air-conditioned, carpeted, and luxuriously decorated. They serve all kinds of international dishes that any diner can imagine : Thai ,Chinese, Japanese, American, Mexican, and Italian, to name a few. Besides, their customers are waited on by those who wear uniforms. Second, there are moderate food shops that serve average diners. These places are found everywhere throughout the city. They are usually clean and kept cool by electric fans, and they serve all kinds of Thai dishes that are offered at any most expensive restaurant but at a much lower price. Their customers are waited on by waiters or waitresses who are neatly dressed. Third, there are mobile food stands and hawkers that serve ready-made dishes : Chinese noodle, Thai spaghetti everywhere, especially in the marketplace. There are no services. At the best, there are four or five wooden stools for the customers. The diners usually stand or sit on their heels and enjoy their food. Despite a lack of service, these eating places are quite popular among common people because their food is the cheapest of all. In any Thai city you can always match your budget with your food choices and the services that you expect and enjoy your meal.

Lesson Plan (Unit 2)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "A Spacewoman"
Assumption Students have already learned
 - Vocabulary : college housewife, serious, hurry, to train, to accept, to choose, to look like, to grow, to weigh
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheet of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to write a summary of the passage about "A Spacewoman" from reading [or listening to] the passage	<u>Presentation</u> What will you be when you grow up? What about spaceman? Do you want to be a spaceman? (T.hands out the Sheets of Vocabulary List)	S. ₁ Doctor S. ₂ Policeman S. ₃ Engineer (Students get the sheets.)	Summarize the paragraph about "A Spacewoman" by writing out sentences from the rest of the outline they make.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning and the part of speech of vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to use <u>also</u>, V.to be + adj correctly</p>	<p>In part B, look at the word "space" in number 1 and its examples, what does "space" mean? So what does a "spaceman" mean? Good. If you are female, you must be a Good. To be a spaceman or a spacewoman what qualities should he or she have? Yes. What else? O.K. Today we will learn about the qualities of a woman who is a spacewoman. Then you have to write a summary of the passage you read [or listen] Before reading [or listening to] the passage, please look at part A in the Sheet of Vocabulary List, let's revise the meanings of these</p>	<p>อวกาศ มนุษย์อวกาศ I want to be a spaceman. spacewoman S. 1 tall S. 2 strong</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>words.</p> <p>What does "grow" mean in Thai? Good. What about "professor"? (T.asks the meanings of all the listed words in Thai, and asks their synonyms in English, if possible.</p> <p>Now, look at part B, in number 2 "excellent" (T.reads the two examples) What does it mean in Thai? What part of speech is "excellent"? How can you know it is an adjective? Good. (T.teaches all the words in part B in the same way ; ask the meanings in Thai, synonyms, if possible, and parts of speech of the words.)</p>	<p>ปลูก, เจริญเติบโต ศาสตราจารย์</p> <p>ดีมาก, ยอดเยี่ยม</p> <p>adjective</p> <p>It modifies nouns.</p> <p>(S.s tell the meanings, synonyms, and parts of</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, before reading [or listening to] the passage, let's learn the usage of <u>and</u>, <u>also</u>, <u>adjective with verb to be</u>.</p> <p>(T.writes these sentences on the board :</p> <p>1. - Tina walks quickly. - Tina reads quickly.)</p> <p>How can we combine or relate the two sentences together?</p> <p>Good. Try it please on the board.</p> <p>Right. If we don't use "and", we can use "also" like this.</p> <p>(T.writes the sentences on the board :</p> <p>- Tina walks quickly. - She <u>also</u> reads quickly.</p> <p>2. -Tina is a teacher.</p>	<p>speech of the words in part B.)</p> <p>We use "and" as a connector.</p> <p>(S.writes on the board: Tina walks <u>and</u> reads quickly.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Tina is a sportswoman.) How can we use "also" with the two sentences?</p> <p>Good. How can we generalize the rule of using "also"?</p> <p>Very good. So if you want to relate the two sentences together, you can use "and", or "also". (T.points to a student and asks the question.) How tall are you? Please answer with a long answer. Is the word "tall" verb or adjective? You have to use verb to be with the adjective "tall". It's not right. you have to put</p>	<p>(S.writes on the board : Tina is a teacher. She is <u>also</u> a sportswoman.)</p> <p>"Also" is used before general verb except verb to be.</p> <p>I tall 5 feet.*</p> <p>Adjective</p> <p>I am tall 5 feet.*</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>the answer about height before the adjective "tall."</p> <p>Right. So be careful before writing a sentence, you have to be sure if the word is a verb or an adjective. If it's an adjective, you should not forget to add verb to be in the sentence as the above example.</p> <p>Now, you will read [or listen to] the passage about "A Spacewoman" Before reading [or listening to] the passage, please look at the questions about the main points of the spacewoman, on the board. (T.shows a chart of the questions:</p> <ol style="list-style-type: none"> 1. What is Sally? 2. Is she single or married? 3. If married, with whom? 4. Where does she work? 5. What is the name of the space shuttle carrying her into space?) 	<p>I am 5 feet tall.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.hands out the Sheets of Reading Passage.)</p> <p>I give you five minutes to read the passage and take short notes as the answers of the questions. [For the listening group, S.s listen to the passage from a tape recorder.]</p> <p>O.K. you've already learned the main points about the spacewoman.</p> <p>Now, you will read [or listen to] the passage again. At this time, you have to find the details about the spacewoman.</p> <p>(T.shows the chart on the board:)</p>	<p>(S.s take short notes while reading [or listening])</p>	

Objectives	Procedure		Evaluation																
	Teacher	Students																	
	<table border="1"> <thead> <tr> <th colspan="2">Sally's description</th> </tr> </thead> <tbody> <tr> <td>height</td> <td>_____ meters</td> </tr> <tr> <td>weight</td> <td>_____ kg.</td> </tr> <tr> <td>characteristics</td> <td>serious fun</td> </tr> <tr> <td>place of growing up</td> <td>_____</td> </tr> <tr> <td>father's career</td> <td>_____</td> </tr> <tr> <td>mother's career</td> <td>_____</td> </tr> <tr> <td>one of</td> <td>_____ women who applies for the astronaut training programme</td> </tr> </tbody> </table> <p>I give you five minutes to read the passage again and try to fill the details in the blanks by taking notes on your sheet.</p>	Sally's description		height	_____ meters	weight	_____ kg.	characteristics	serious fun	place of growing up	_____	father's career	_____	mother's career	_____	one of	_____ women who applies for the astronaut training programme		
Sally's description																			
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father's career	_____																		
mother's career	_____																		
one of	_____ women who applies for the astronaut training programme																		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>[For the listening group, S.s listen to the passage from the tape recorder again.]</p> <p>Now, you have also learned the details about the spacewoman.</p> <p><u>Practice</u> Let's write out sentences from some of Sally's description. What about Sally's height? How can you write it out as a sentence? Can you find another word for "height" What part of speech is "tall"? So you have to use "tall" with verb..... Very good. Please say it out as a sentence? Very good. What about her father's career?</p>	<p>(S.s take short notes while reading [or listening])</p> <p>1.6 meters</p> <p>"tall" adjective</p> <p>to be</p> <p>Sally is 1.6 meters tall</p> <p>Professor at a college.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>How can you write it out as a sentence?</p> <p>Good.</p> <p><u>Evaluation</u> Now, you have to write out sentences from the notes you have taken.</p> <p>Moreover, the sentences you write have to be arranged in a good order to form a well-ordered paragraph with the usage of "<u>and</u>", or "<u>also</u>". You can also add some more details if you want.</p> <p>I give you 15 minutes to finish this work.</p>	<p>Her father is a professor at a college.</p> <p>(S.s write out sentences from the notes they have taken, then arrange the sentences to be a well-ordered paragraph</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Do you want to be spacewomen or spacemen like Sally?</p> <p>Is it easy to be a spacewoman?</p> <p>Yes, she is very lucky.</p> <p>However, she is also a good student before she can get the chance. So if you want to get a better chance you have to</p> <p>Of course. See you next time.</p>	<p>S. 1 Yes, because I like travelling in the space. It is very exciting to float in the space.</p> <p>No. Sally is one of thousand women who can get the chance.</p> <p>be a good student.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 2)A. Vocabulary that you have learned :

1. (Sally Ride)
2. grow [grew, grown]
3. (Los Angeles)
4. professor
5. college
6. housewife
7. both....and....
8. look like
9. weigh
10. successful
11. serious
12. hurry
13. accept
14. married
15. (Challenger)

B. New vocabulary that you should learn :

1. space = the limitless expanse in which
everything exists
- e.g. - "Apollo" is sent into the space and
landed on the moon.
- Would you like to float in the space
like a spaceman?

2. excellent = very good
e.g. - Mary got an excellent grade in this exam.
- Jim is an excellent football player.
3. fit = suitable, right, or good enough, of the right shape or size
e.g. - Her body strength is fit for the race.
- The man is not fit for the position.
4. intelligent = having the power of understanding or learning something easily.
e.g. - Tony is very intelligent, he can pass every course with good grades.
- Mary is not only beautiful but also intelligent.
5. confident = Showing the belief in oneself
e.g. - Children allowed to play freely are usually self-confident
- You have to train yourself to be confident before the public.
6. humour = amusement
e.g. - Lore-tok is a Thai movie star who is famous for his sense of humour

- Sense of humour helps man's tension relax.
7. get on = make progress ; agree, live in a friendly way.
- e.g.
- He is sure to get on in life.
 - It is hard to get on with a stranger.
8. apply for = ask to be given for (a position)
- e.g.
- There are 20 applicants applying for a secretary position.
 - She wrote a letter to apply for the position.
9. astronaut = person who travels in a space vehicle
- e.g.
- Who is the first astronaut walking on the moon?
 - An astronaut has to work in a space shuttle with the condition of weightlessness.
10. shuttle = vehicle
- e.g.
- "Apollo is a space shuttle of America
 - Would you like to be carried in a space shuttle?

Reading [Listening] Passage (Unit 2 : Descriptive)

Sally Ride is America's first spacewoman. She grew up in Los Angeles, California. Her father is a professor at a college, and her mother is a housewife. She is both an excellent student and tennis player. She looks like a sportswoman. She is 1.6 meters tall, weighs 52 kilos, and is very fit. When she was still a student, she became a very successful tennis player. People who know her say that she is intelligent and confident. She also thinks deeply about things, but she is not always serious. She is fun and enjoys humour, but she is in a hurry to get on to more important things. She is one of 1,000 women and 7,000 men who apply for the astronaut training programme. She is also one of 35 women who are accepted to the start of the programme. She is married during her training with an astronaut. When Nasa decides to put a woman into space by the space shuttle "Challenger", she is, therefore, chosen as American first spacewoman.

Lesson Plan (Unit 3)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "Singapore's Bird Park"
Assumption - interesting, industrial, area, lake, beside, cage
 - comparison
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheets of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to make a summary of the passage about "Singapore's Bird Park" from reading [or listening to] the passage.	<u>Introduction</u> Have you ever visited the open zoo at Khaow-Khew in Chonburi? So you've to visit the bird park there, don't you?	(Some say yes) Yes. There's a large cage I think it's one of the largest bird parks in the world.	Summarize the paragraph about "Singapore's Bird Park" by writing out sentences from the rest of the outline they make.
<u>Enabling Objectives</u> 1. Students must be	Is there anyone know in what country there is a bird park, and		

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>able to tell the meaning and the part of speech of the vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to combine sentences, reduce the combined sentence, replace <u>which+have</u> with <u>with</u></p>	<p>the bird park is another one of the largest one in the world? O.K. Today we will learn where the bird park of the foreign country is, and its interesting information.</p> <p>Then you have to make a summary of the passage you read [or listen] (T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] the passage, here is the list of words that will help you understand what you are going to read [or listen]</p> <p>Look at part A. You will see only a list of words. Let's revise the meanings of these words.</p> <p>In number 1, can you guess the meaning of "interesting"?</p> <p>Good. And what is its part of speech?</p>	<p>No.</p> <p>น่าสนใจ Noun</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.asks the meanings, part of speech, of the rest of words in part A.)</p> <p>Now, look at part B in number 1, can you guess the meaning "include"?</p> <p>What is its part of speech?</p> <p>Good. How can you know that "include" is verb?</p> <p>Good.</p> <p>(T.teaches all the words in part B in the same way ; ask the meanings, the part of speech, synonyms in English, if possible, of the words.)</p> <p>Now, you will learn about "Singapore's Bird Park" from the Reading [or Listening] Passage, please take notes or make an outline while reading [or</p>	<p>รวมทั้ง, มี</p> <p>Verb</p> <p>It shows the action of subject.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>listening]</p> <p>(T.hands out the Sheets of Reading group.)</p> <p>Before reading [or listening to] the passage, look at these questions on the board.</p> <p>(T.shows this chart on the board:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - Where is the bird park? - Is the bird park one of the largest bird park in the world? - Are the birds allowed to fly freely? - Where do the birds come from? - Is there only a park in the bird park? - If you don't want to walk in the park, what will you do to see the birds? </div> <p>You've finished learning the story. Let's answer the questions</p>	<p>(S.s read [or listen to] the passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Where is the bird park? - Is the bird park one of the largest bird park? - Are the birds allowed to fly freely? - Where do the birds come from? - Is there only a park in the bird park? - If you don't want to walk in the park, what will you do to see the birds? <p>Very good.</p> <p>(T.shows another chart on the board :</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1.What kind of area is Jurong called?</p> </div>	<p>In Jurong</p> <p>Yes.</p> <p>No, they are kept in the large cages.</p> <p>Many different parts of the world.</p> <p>No, there are also a large lake and a restaurant.</p> <p>Take the bus.</p> <p>(Each student takes notes of all the answers)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>2. How far is the bird park from the centre of the city?</p> <p>3. How can we go there?</p> <p>4. What kinds of birds are there in the bird park?</p> <p>5. Where is the restaurant of the bird park?</p> <p>6. What is the best time to visit the park?</p> <p>7. How long does it take to see all the birds?</p> <p>These questions are the details, so some of you cannot answer. I think you should read [or listen to] the passage again and try to find the answers.</p>	<p>(S.s read [or listen to] the passage again, and while they are reading [or listening to] the passage, they are taking notes of the answers)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, please come and write the short answers of the questions on the board.</p> <p>Very good. So you get all of the information about Singapore's bird park, but I think you should read [or listen to] the passage for the last time so that you can arrange all of the information in the same order as the original</p>	<p>(S.s write the answers of the seven questions on the board :</p> <ol style="list-style-type: none"> 1. Industrial area 2. 12 kilometres 3. By bus or by taxi 4. Penguins, parrots, eagles, astrickes, and many kinds of birds. 5. Near the lake 6. In the early morning or late afternoon. 7. Two hours) 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>and you can also add some necessary details to the information you have.</p> <p>(T.asks the reading group to hand in the Sheet of Reading Passage.)</p> <p><u>Practice</u> (T.writes these sentences on the board :</p> <p>1.-One of the largest transportation bus station of Thailand is Mor-chit. - Mor-chit is near a park. - The park is called Jatujark Park.)</p> <p>How can we combine these 3 sentences together?</p>	<p>(S.s read [or listen to] the passage again, and try to arrange the order of the information, and add some necessary details.)</p> <p>(S.s hand in the Sheets)</p> <p>We use "which" as a connector.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Try it please on the board.</p> <p>Good. However, we can make the combined sentence shorter by cutting one of the two "which" with its verb to be. Who will try making it shorter?</p> <p>Very good.</p>	<p>(S. ₁ writes the combined sentence on the board : - One of the largest transportation bus station of Thailand is Mor-chit <u>which</u> is near a park <u>which</u> is called Jatujark Park.</p> <p>(S. ₂ makes the sentence shorter by cutting off "which is" on the board: - One of the largest transportation bus station of Thailand is Mor-chit <u>which</u> is near a park <u>which</u> is called Jatujark Park.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.writes these sentences on the board :</p> <p>2. - One of the largest clothes market of Thailand is Pahurat. - Pahurat is near a flower market. - The flower market is called Pak-klong-talad.)</p> <p>Who will try combining. These 3 sentences, and making the combined one shorter, too.</p> <p>Very good. (T.writes these sentences on the board :</p>	<p>(S.₃ writes the combined and shortened sentence on the board :</p> <p>- One of the largest clothes market of Thailand is Pahurat <u>which</u> is near a flower market called Pak-klong-talad.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>3.- I have a house. - The house has 3 bedrooms.) Who can combine both sentences?</p> <p>Good. However, the combined sentence can be shortened by using "with" instead of "which has" Who will try it?</p> <p>Very good. Try another one, please. (T.writes these sentences on the board :</p> <p>4. - He lives in an apartment. - The apartment has 4 storeys)</p>	<p>(S.₄ writes the combined sentence on the board : - I have a house <u>which</u> has 3 bedroom.</p> <p>(S.₅ writes the shortened sentence on the board : - I have a house <u>with</u> 3 bedrooms.)</p> <p>(S.₆ writes the combined sentence on the board : - He lives in an apartment <u>with</u> 4 storeys)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good.</p> <p><u>Evaluation</u> Now write sentences from the notes you have taken. I give you 20 minutes for writing. Try to combine the sentences you write by using "which", or "with", too.</p> <p><u>Transfer</u> Do you want to visit Singapore's bird park?</p> <p>It's a good idea. Thank you for your attention.</p>	<p>(S.s write sentences from their notes.)</p> <p>Yes, but it costs a lot of money to travel aboard. I think I'd better visit Dusit Zoo because I can see other animals, and it costs a little money.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 3)

A. Vocabulary that you have learned :

1. interesting
2. industrial
3. area
4. (Jurong)
5. hundred
6. eagle
7. lake
8. beside
9. cage
10. cool

B. New vocabulary that you should learn :

1. include = contain, or to have as part of the whole
 e.g. - This atlas contains fifty maps, including six of North America.

- There are ten of us in the house, including four servants.

2. ostrich = large, fast - running bird, unable to fly
 e.g. - Have you ever seen an ostrich at Dusit Zoo?

- The ostrich is so big that someone may sit on its back.



3. It takes = The consumption of time
- e.g. - It takes me two hours to go to school.
- How long does it take you to finish
your homework?

Reading [Listening] Passage (Unit 3 : Descriptive)

One of the most interesting places to visit in Singapore is the bird park. It's located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometres from the centre of the city, and it's easy to get there by bus or by taxi.

It's one of the largest bird parks in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There's a large lake in the park, with a restaurant beside it, and there's also a very large cage which you can walk inside to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park, or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

Lesson Plan (Unit 4)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "No More Drinking Coke"
Assumption - health, simple, grade, body, shark, complete, to discover, to disappear, to advise, not...either
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheet of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to make a summary of the passage about "No More Drinking Coke" from reading [or listening to] the passage. <u>Enabling Objectives</u> 1. Students must be able to tell the	<u>Introduction</u> Do all of you like to drink Coke? How long have you drunk it? There is a person drinking Coke a lot, now he stops drinking it because of some reasons. Today we will learn about the reasons from the reading [or listening] passage and you have to make a summary of	(Some say yes) S. ₁ Five years. S. ₂ Ten years. S. ₃ Three years.	Summarize the paragraph about "No More Drinking Coke" by writing out sentences from the rest of the outline they make.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>meaning of the vocabularies in the Sheet of Vocabularies List.</p> <p>2. Students must be able to use <u>because</u>, and <u>to infinitive verb</u> after finite verbs correctly.</p>	<p>it. (T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] the passage, look at part A, let's revise the words. In number 1, what does "health" mean? What is its part of speech? (T.asks the meanings, part of speech the rest of words in part A.)</p> <p>Now, look at part B in number 1, can you guess the meaning of "biologist"? Good. And what is its part of speech? How can you know "biologist" is noun?</p> <p>Good. (T.teaches all the words in part B in the same way ; ask the</p>	<p>สุขภาพ Noun</p> <p>นักชีววิทยา Noun</p> <p>It is used with an article, and it functions as subject.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>meanings, the part of speech, synonyms in English, if possible, of the words.)</p> <p>Now, you will learn about "No More Drinking Coke" from the Reading [or listening] Passage, please take notes or make an outline while reading [or listening] Before reading [or listening to] the passage, look at these questions on the board.</p> <p>(T.shows this chart on the board :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - Why does the writer never drink Coke again? - How many experiments did the writer make? - What was the purpose of the first experiment? - What was the purpose of the second experiment? </div> <p>(T.hands out the Sheets of</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Reading Passage for the reading group, and lets S.s read the passage for 3 minutes.) [For the listening group, S.s listen to the passage from a tape recorder.]</p> <p>You've finished learning the story. Let's answer the questions.</p> <ul style="list-style-type: none"> - Why does the writer never drink Coke again? - How many experiments did the writer make? - What was the purpose of the first experiment? - What was the purpose of the second experiment? <p>Good.</p> <p>(T.shows another chart on the board :</p>	<p>(S.s read [or listen to] the passage)</p> <p>Bad for the health</p> <p>Two</p> <p>To measure the pH.</p> <p>To see the effects of pH in Coke.</p> <p>(Each student takes notes of all the answer)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. With whom did the writer work to measure the pH? 2. What was pH? 3. How much pH is there in Coke? 4. What did the writer do to see the effects of pH in Coke? 5. How long did it take to see the effect? 6. What was the effect? </div> <p>These questions are the details, so some of you cannot answer them. I think you should read [or listen to] the passage again and try to find the answers.</p>	<p>(S.s read [or listen to] the passage again, and while they are reading [or listening to] the passage, they are taking notes of the answers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, please come and write the short answers of the questions on the board.</p> <p>Very good. So you get all of the information of this passage but I think you should read [or listen to] the passage for the last time, and at this time you have to arrange all of the answers as the same order as the original, and add some necessary details to your answers.</p>	<p>(S.s write the answers of the six questions on the board :</p> <ol style="list-style-type: none"> 1. With biologists 2. The grade of acidity 3. 3.2 4. Put a shark's tooth in a glass of Coke. 5. 7 days 6. The shark's tooth disappeared. <p>(S.s read [or listen to] the passage again, and</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.asks the reading group it hand in the Sheet of Reading Passage.)</p> <p><u>Practice</u> (T.writes these sentences on the board :</p> <p>1. - John was lazy. - John failed the exam.)</p> <p>How can we combine both of the sentences? Can we use "and" as a connector?</p> <p>Why?</p> <p>Very good. Please combine them.</p> <p>Right. (T.writes this sentence a the board :</p> <p>2. Mary is sick because she goes</p>	<p>add some necessary details.)</p> <p>(S.s hand in the Sheets)</p> <p>Yes, but I think we'd better use "because". Because the two sentences are the sentences of cause and effect.</p> <p>John failed the exam because he was lazy.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>to see a doctor.) Is the sentence correct?</p> <p>Very good. The sentence after "because" must tell the cause, right? (T.writes these sentences on the board :</p> <p>3. Jim comes see his friend at the post office. 4. Noi goes buy a pen at the store 5. His father wants to see him this evening.) Which sentence is grammatically correct? Good. Please correct the other two sentences.</p>	<p>Yes, grammatically correct, but it has an unusual meaning. You should write "Mary goes to see a doctor because she is sick".</p> <p>Of course.</p> <p>The fifth sentence.</p> <p>- Jim comes to see his friend at the post office.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. If there are 2 verbs in any sentence, what will we do?</p> <p>Very good.</p> <p><u>Evaluation</u> Now write sentences from the notes you have taken. I give you 20 minutes for writing.</p> <p><u>Transfer</u> After listening to this passage, do you continue drinking Coke?</p> <p>I think clean and pure water is more useful to your health.</p>	<p>- Noi goes to buy a pen at the store.</p> <p>The main or finite verb is changed according to tense, and the other one must be added with "to".</p> <p>(S.s write sentences from their notes.)</p> <p>S.₁ No, I want to be alive a little longer. S.₂ Yes, but I reduce drinking it. S.₃ yes, and we can save our money, too.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>So let's save our money by reducing or stopping drinking the drinks that are not useful to our health, shall we? See you next time.</p>	<p>Thank you, teacher.</p>	

Vocabulary List (Unit 4)

A. Vocabulary that you have learned

1. health
2. to discover
3. grade
4. to find [found, found]
5. extremely
6. to decide
7. shark
8. to disappear
9. to advise
10. not...either

B. New vocabulary that you should learn :

1. biologist = scientist of life, animals, and plants
 e.g. - His uncle is a biologist who spends his time on new plants.
 - A biologist is interested in the life cycles of animals and plants.
2. experiment = test carried out carefully in order to study what happens and gain new knowledge.
 e.g. - Some people learn by experiment and others learn by experience.

- They make an experiment about the reaction of the dog towards strangers.
3. measure = find the quantity, degree, size
- e.g.
- I am measuring the length of this room.
 - She has the dressmaker measure her size for her new blouse.
4. acid = with the properties of strong, sour liquid [acidity (N)]
- e.g.
- Lemon juice is so acid that it can dissolve fat.
 - She does not like the food because it includes acid mixture which can harm her stomach.
5. examine = look at carefully in order to learn about
- e.g.
- The rice quality must be examined before exporting.
 - Students are examined on their knowledge before passing the course.
6. effect = result ; outcome
- e.g.
- Scientists study the effects of the

chemicals on human.

- Punishment does not seem to have much effect on him.

7. just

= only

e.g.

- He has just one eye.
- We just smiled when we saw her.

8. dissolve

= become liquid as the result of being taken into a liquid.

e.g.

- The sugar is dissolved in the water.
- My mother dissolved some salt in the

9. stomach

= bag-like part of the body into which food passes to be digested.

e.g.

- Yesterday she had a stomach-ache.
- He is never fat because his stomach does not work well.

10. intestine

= lower part of the food canal below the stomach

e.g.

- There are two kinds of intestine in our body ; small and large intestines
- The food we eat will be sent to the stomach and then to the intestines for body's use.

Reading [Listening] Passage (Unit 4 : Expository :Reason)

I never drink Coke because it is really bad for your health. I discovered this when I worked with some biologists last summer ; we did two simple experiments. In the first, we measured the pH (that is, the grade of acidity) of the Coke. We found that Coke has a pH of 3.2 . That is extremely acid., and so it is bad for your body. In the second experiment, we decided to examine the effects of high acidity in Coke. We put a shark's tooth in a glass of Coke. In just seven days, the tooth had completely disappeared ; the Coke had dissolved it. If the Coke can do that to a tooth, what can it do to human teeth or to a human stomach or intestine? For these reasons, I never drink Coke, and I advise my friends not to drink it either.

Lesson Plan (Unit 5)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "How to Make a Cat Door"
Assumption - standard, necessary, ruler, pet, square, size, bottom, corner, to follow, to mark, to permit, to keep in mind.
 - passive voice
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheets of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to make a summary of the passage about "How to Make a Cat Door" from reading [or listening to] the passage. <u>Enabling Objectives</u> 1. Students must be	<u>Introduction</u> Is there a cat in your house. Does it like to go out of the house at night? Now, your cat can go into your house all the time, if you build a cat door for it. Today we will	Yes. Sometimes, and it can't go into the house because we've closed the door.	Summarize the paragraph about "How to Make a Cat Door" by writing out sentences from the rest of the outline they make.

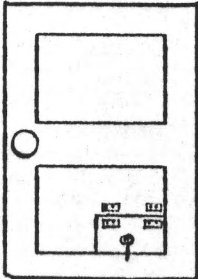
Objectives	Procedure		Evaluation
	Teacher	Students	
<p>able to tell the meaning of the vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to write out sentences from the outline.</p>	<p>learn how to build a cat door from a reading.[or listening] passage, then you have to make a summary of it.</p> <p>(T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] the passage, look at part A, let's revise the words. In number 1, what does "standard" mean? And what is its part of speech? (T.asks the meanings, the part of speech, of the rest of words in part A.)</p> <p>Now, look at part B, in number 1. Can you guess the meaning of "construct"?</p> <p>Good. And what is its part of speech?</p> <p>Good. How can you know "construct" is verb?</p> <p>Good.</p>	<p>มาตรฐาน Noun</p> <p>สร้าง Verb</p> <p>It can be inflected according to tense.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.teaches all the words in part B in the same way ; ask the meanings the part of speech, synonyms in English, if possible, of the words Now, you will learn about "How to Make a Cat Door" from the Reading [or listening] Passage, please take notes or make an outline while reading [or listening] Before reading [or listening to] the passage, look at these questions on the board :</p> <p>(T.shows this chart on the board:)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>-How many steps of directions are there? - What are they?</p> </div> <p>(T.hands out the Sheets of Reading Passage for the reading group.) I give you 3 minutes to read the passage and take notes of the answers while reading.</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>[For the listening group, Ss listen to a tape-recorder]</p> <p>Now, you've finished learning the story. Let's answer the questions.</p> <p>-How many steps of directions?</p> <p>-What are they?</p> <p>Very good.</p> <p>(T.shows another chart on the board :</p> <p>1. What are the tools and materials used for building a</p>	<p>(S.s read [or listen to] the passage)</p> <p>Six steps.</p> <p>First, get tools and materials.</p> <p>Second, select a door.</p> <p>Third, mark a square.</p> <p>Fourth, use the drill to make a hole.</p> <p>Fifth, remove the square cut after sawing.</p> <p>Sixth, fasten the hook and eye.</p> <p>(Each student takes notes of all the answers</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>cat door?</p> <ol style="list-style-type: none"> 2. What door should you select for building a cat door? 3. What size of square will you mark? 4. Where will you mark the square? 5. How big is the hole made by the drill? 6. Is the square cut the own away? If not, what will you do to it? 7. Where do you fasten the hook and eye?) <p>These questions are the details, so some of you cannot answer them. I think you should read [or listen to] the passage again and try to find the answers.</p>	<p>(S.s read [or listen to] the passage again, and while they are reading [or listening to] the passage, they are taking notes of the answers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, please come and write the short answers of the questions on the board.</p>	<p>(S.s write the answers of the seven questions on the board :</p> <ol style="list-style-type: none"> 1. A pencil, a ruler, a drill, a saw, a hook and eye, a screwdriver, two small hinges. 2. The kitchen door. 3. Almost the same size of the cat. 4. In the lower middle of the door. 5. Big enough to insert the saw. 6. No, fasten the hinges to it and restick it to the door. 7. At the bottom of the square and to the door beneath.) 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. To help you see clearly what the complete cat door looks like, who can draw the picture for us.</p> <p>Thank you very much. So you can see the complete cat door, and you get all of the information of directions. However, I think you should read [or listen to] the passage for the last time so that you can add some necessary details to your answers.</p>	<p>(A student draws the picture of a cat door in the board)</p>  <p>(S.s read [or listen to] the passage again.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.asks the reading group to hand in the Sheet of Reading Passage.)</p> <p><u>Practice</u> (T.write the introductory sentence on the board : To make a cat door, you should follow these steps, First,... Who writes the first step?</p> <p>Can anyone tell me what the things are called? Yes. So, how can we add the words to the sentences.</p>	<p>(S.s hand in the Sheets)</p> <p>(S₁ writes this sentence next. to "First" : First, you should acquire a pencil, a ruler, a drill, a saw, a hook and eye, a screwdriver, two small hinges)</p> <p>Tools and materials</p> <p>(S₂ adds the words "tools and details" to the</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>The added sentence need some words like "such as" "for example" or even "that are" before "a pencil" to show examples of the tools and materials.</p> <p><u>Evaluation</u> Now write sentences from the rest of your notes I give you 20 minutes for writing.</p> <p><u>Transfer</u> Can you make a cat door after</p>	<p>sentence on the board : First, you should acquire tools and materials : a pencil, a ruler, a drill, a saw, a hook and eye, a screwdriver, two small hinges.</p> <p>(S.s take notes of the correct sentence with the words showing examples.)</p> <p>(S.s write sentences from their notes.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>knowing the steps?</p> <p>Most foreigners, especially Americans, are the ones who can sacrifice time, money for their beloved pets like cats, dogs.</p> <p>Yes, let's give love to pets. See you next time.</p>	<p>I'm not sure, I think it's easier to let the cat sleep outside the house.</p> <p>Some Thais, too. They love cats, or dogs, as much as their children.</p> <p>Thank you , teacher.</p>	

Vocabulary List (Unit 5)A. Vocabulary that you have learned :

1. standard
2. to follow
3. necessary
4. material
5. ruler
6. pet
7. to mark
8. square
9. size
10. lower
11. bottom
12. to keep in mind
13. upper
14. corner
15. complete
16. to permit

B. New vocabulary that you should learn

1. construct = make ; build ; arrange ; put or fit
together
- e.g.
- The villagers are constructing the road to the village.
 - To construct a building is not easy.

2. directions = information or instructions ; about what to do, how to do something, where to go, etc.

- e.g.
- He gave me full directions how to reach his house.
 - Can you give me directions how to put the parts of this radio set together?

3. acquire = get (by one's own efforts or behaviour)

- e.g.
- you must work hard to acquire a good knowledge of a foreign language.
 - He has acquired a reputation for honesty.

4. tool = an instrument used in doing work, especially one used with the hand, as a saw, hammer, plane, chisel, screw - driver.

- e.g.
- A saw is a tool for a carpenter.
 - A dentist needs medical tools for pulling off the teeth.

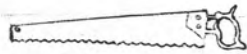


5. drill = a tool, instrument or machine for making holes through hard substances (wood, stone, rock, metal, etc.)

e.g.

- The man used a drill to make a hole on the wall.
- He brings a drill for making a hole in a piece of wood.

6. saw

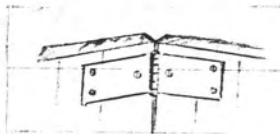


- = a tool for cutting, made of a thin, steel blade with sharp teeth on the edge.

e.g.

- A carpenter uses a saw for cutting a piece of wood.
- The teeth of this saw are not sharp.

7. hinge [pl.hinges]

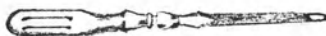


- = a joint (usually metal) on which a gate, door, lid, etc. may turn or swing.

e.g.

- The hinge is so old that it makes a noise in opening the door.
- George put the oil to the hinge to reduce the noise of opening the window.

8. screwdriver



- = tool used for turning a round bar of metal with a spiral groove, which fastens together pieces of metal or wood more firmly than a nail does.

- e.g. - He used a screwdriver for turning a screw.
- The tip of a screwdriver is made of steel.
9. select = choose ; pick out the most suitable
- e.g. - This school is selected as an excellent school of activity.
- I help my friend select the pattern of her new dress.
10. sacrifice = give something for a good purpose
- e.g. - He sacrificed his life to save his drowning child.
- John sacrificed his life for his country.
11. operation = working ; action ; the way in which a thing works.
- e.g. - Start your operation now, please.
- The engineer is controlling the workers' operation of building.
12. approximate = almost the same as ; very near
- e.g. - The approximate area of England is 50,000 square miles ; the exact area is 50,939 square miles.

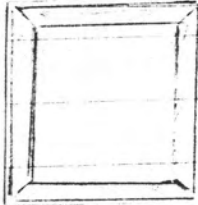
- What is the approximate size of your husband's trousers?

13. above = higher than ; over

e.g. - The aeroplane was above the cloud.

- She puts the clock above the door.

14. frame = a border of wood or other material as a picture frame, the frame of a door, window.



e.g.

- This photograph frame is modern, it can be bought at the departmentstore.

- The frames of windows are made of wood.

15. usable = capable of being used ; fit to be used.

e.g.

- Although this machine is very old, it is still usable.

- This radio is not usable, it needs repairing.

16. apply = put into use

e.g.

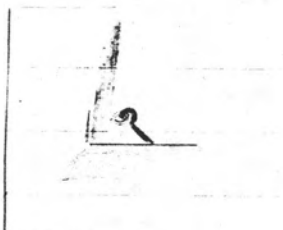
- The amount of money is applied for the benefit of the poor.

- English nouns require "s" in the

plural, but this rule does not always
apply

17. insert = place, fit or push in
e.g. - He inserted a key in the lock for opening the door.
- The newspaper sender inserts the newspaper under the door every morning.
18. remove = take off, move from one place to another.
e.g. - He helped to remove her coat.
- Please remove the cloth from the table.
19. fasten = fix firmly
e.g. - Please help me fasten up a box.
- The boy fastened the poster to the door.
20. reattach = stick or fasten again
e.g. - After painting the wall, he reattached the poster to the wall.
- My friend reattached the picture to door of the closet.

21. hook and eye = two pieces of metal one of which is like curved material, the other of which is like a loop, used together for locking something as a door, window.



- When you want to lock the opened windows, you have to put the hooks into the eyes.
- The carpenter is sticking a hook and eye to the window.

22. beneath = below ; under ; in a lower place.

e.g.

- Her book falls beneath the chair.
- He holds the book beneath his arm.

Reading [Listening] Passage (Unit 5 : Expository - Process)

To construct a simple cat door in a standard door of your house, you need only follow these directions. First, you should acquire the necessary tools and materials, which are a pencil, a ruler, a drill, a saw, two small hinges, a hook and eye, and screwdriver. Second, select a door, such as your kitchen door, that can be sacrificed for your pet. Begin your operation with your pencil and ruler, marking a square the approximate size of your cat in the lower - middle of the door just above its hard bottom frame. Next, keeping in mind that the square to be cut out must be usable for the cat door, carefully apply the drill to an upper corner of the square, making a hole large enough to insert the saw. After, the sawing is complete, remove the square out from the door, fasten the hinges to it at the top, and reattach it to the door. Then fasten the hook and eye at the bottom of the square and to the door beneath to permit the cat door to be locked if necessary. Your cat door is complete. Now call your cat.

Lesson Plan (Unit 6)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "Raising Children : American VS Saudi Arabian"
Assumption difference, to be responsible for, to treat, to expect, to earn money, most
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheets of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to write a summary of the passage about "Raising Children : American VS Saudi Arabian" from reading [or listening to] the passage.	<u>Presentation</u> Do you think your parents love you? Do Thai parents love their children more than Chinese parents do? You're right. Parents' love does not depend upon the race, but the way parent's love is shown depends upon the race. Today you will learn the differences between the way American parents bring up	Yes, very much. I don't think so.	Summarize the paragraph about "Raising Children : American VS Saudi Arabian" by writing out sentences from the notes that have been taken.
<u>Enabling Objectives</u> 1. Students must be			

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>able to tell the meaning and the part of speech of the vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to use <u>unlike</u>, <u>whereas</u> correctly</p>	<p>their children and the way Saudi Arabian parents do from the reading [or listening to] the passage, then you have to write a summary of the passage. So can you tell me which kind of the paragraph explaining the differences-descriptive, narrative or expository paragraph? Yes. Why is the paragraph not descriptive one?</p> <p>What idea is the paragraph? Very good. So it is an expository paragraph. (T.hands out sheets of Vocabulary List.) Before reading [or listening to] the passage, here is the list of words that will help you</p>	<p>Expository paragraph</p> <p>Because it does not describe the features of a man, an animal, or a place, but it explains some idea. The idea of difference.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>understand what you are going to read [or listen].</p> <p>Look at part A. You will see only a list of words. Let's revise the meaning of "to be responsible for" in Thai?</p> <p>Can you find other words in English having the same meaning?</p> <p>Good. What part of speech is it? How can you know?</p> <p>Good. Please give me an example of its usage.</p> <p>(T.asks the meaning, part of speech of the rest of vocabularies in part A in the same way.)</p> <p>Now, you will learn some new words which are helpful for reading [or listening to] the passage.</p>	<p>รับผิดชอบ</p> <p>to take care of, to be in charge of</p> <p>verb</p> <p>Because "to be responsible for" must be placed after subject.</p> <p>My mother is responsible for cooking.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Look at part B in the Sheet of Vocabulary List.</p> <p>In number 1 "raise"</p> <p>(T.reads the two examples)</p> <p>What does it mean in Thai?</p> <p>Can you find other words having the same meaning with "raise"?</p> <p>Good.</p> <p>What is its part of speech?</p> <p>How can you know it is verb?</p> <p>Very good.</p> <p>(T.teaches all the words in part B in the same way ; ask the meanings synonyms, if possible, and parts of speech of the words.)</p>	<p>เลี้ยงดู</p> <p>bring up</p> <p>verb</p> <p>It is in the position of verb - that is - after subject. Besides, it can be inflected according to tense - here is present tense.</p> <p>(S.s tell the meanings, synonyms, and parts of speech of the words in part B.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Let's revise combining sentences. (T.shows this chart on the board :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mary enjoys playing tennis. John enjoys playing tennis.</p> </div> <p>)</p> <p>Let's try combining these two sentences.</p> <p>Good. If we want to add the word like "both" to the combined sentence, where can we add it?</p> <p>Very good. (T.shows another chart on the board :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mary is diligent. John is lazy.</p> </div> <p>)</p> <p>Let's try combining these two sentences.</p>	<p>Mary <u>and</u> John enjoy playing tennis.</p> <p><u>Both</u> Mary <u>and</u> John enjoy playing tennis.</p> <p>Mary is diligent, <u>but</u> John is lazy.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Can you give another example of using "moreover"?</p> <p>Good . Now, you will learn the passage about "Raising Children : American VS Saudi Arabian" Please take notes while reading [or listening to] the passage. (T.hands out the Sheets of Reading Passage for the reading group.) [For the listening group, S.s listen to the passage from a tape recorder.]</p> <p>Here are the questions that you must try to answer after finishing reading [or listening to] the passage. (T.shows the chart of questions on the board :</p> <p>1. Is the way American parents raise their children the same as the way Saudi Arabian parents</p>	<p>She is beautiful. Moreover, she is intelligent.</p>	

Objectives	Procedure		Evaluation									
	Teacher	Students										
	<p>raise their children? 2. In the US or in Saudi Arabia, do parents have separate roles in raising their children?) Let's answer the two questions. As for the first question, what is your answer : yes or no? Good. As for the second question, what is your answer : in the US or in Saudi Arabia? Good. (T.shows another chart on the board.)</p> <p style="text-align: center;">Checking Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>US</th> <th>Saudi Arabia</th> </tr> </thead> <tbody> <tr> <td>1. Parents treat their children like adults.</td> <td></td> <td></td> </tr> <tr> <td>2. Father's responsibility to earn enough money to support the family.</td> <td></td> <td></td> </tr> </tbody> </table>		US	Saudi Arabia	1. Parents treat their children like adults.			2. Father's responsibility to earn enough money to support the family.			<p>No.</p> <p>In Saudi Arabia</p>	
	US	Saudi Arabia										
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2. Father's responsibility to earn enough money to support the family.												

Objectives	Procedure		Evaluation				
	Teacher	Students					
		<table border="1"> <thead> <tr> <th>US</th> <th>Saudi Arabia</th> </tr> </thead> <tbody> <tr> <td> 3. Parents teach the children, play with them, and discipline them equally. 4. Father's duty to make all family decisions. 5. Parents expect children to become both responsible and independent at a very young age. 6. Mother's responsibility to take care of children everyday 7. Parents expect to provide for all of the children's needs until the children become adults. </td> <td></td> </tr> </tbody> </table>	US	Saudi Arabia	3. Parents teach the children, play with them, and discipline them equally. 4. Father's duty to make all family decisions. 5. Parents expect children to become both responsible and independent at a very young age. 6. Mother's responsibility to take care of children everyday 7. Parents expect to provide for all of the children's needs until the children become adults.		
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	<p>I give you another 2 minutes to read the passage and check the answers.</p> <p>[For the listening group, S.s</p>						

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>relisten to the passage from the tape recorder.]</p> <p>Now, all of you get the points of raising children of US's and of Saudi Arabia's.</p> <p>T.shows another chart on the board</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>1. Malee has dark brown eyes, short curly hair, and a beautiful tan. <u>Unlike</u> Malee, Preeya has black eyes, long straight hair, and a much lighter complexion.</p> <p>2. Malee is fond of shorts, jeans, and sweatshirts, <u>whereas</u> Preeya is in neatly pressed dresses, skirts, and blouses.</p> </div> <p>From the chart, we can see the way of writing the sentences of comparison.</p>	<p>(S.s hand in the sheets of Reading Passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>If we want to show a contrast between two persons on things, we can use the words "<u>unlike</u>" or "<u>whereas</u>".</p> <p>Can you see the different usage of the two words?</p> <p>Very good.</p> <p>Let's try this one.</p> <p>(T.writes the sentences on the board :</p> <ul style="list-style-type: none"> - Malee is active, talkative and outgoing. - Preeya is passive, calm, and shy) <p>Please compare the two persons by using "<u>whereas</u>"</p> <p>Good, Now, try it again by using "<u>unlike</u>"</p>	<p>"<u>Unlike</u>" is followed by word or phrase, "<u>whereas</u>" is followed by sentence.</p> <p>Malee is active, talkative, and outgoing, <u>whereas</u> Preeya is passive calm, and shy.</p> <p>Malee is active, talkative</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good.</p> <p><u>Practice</u> Let's turn to the answers of the checking chart again. No.1, what is the answer? No.2, what is the answer? What about No.3? What about No.4? No.5? No.6? And No.7? Good. Look at No.1, Can you make a comparison of raising children between US and Saudi Arabian's parents by using "<u>unlike</u>"?</p>	<p>and outgoing, <u>Unlike</u> Malee, Preeya is passive, and shy.</p> <p>US Saudi Arabia US Saudi Arabia US Saudi Arabia Saudi Arabia</p> <p>US's parents treat their children like adults. <u>Unlike</u> US's parents, Saudi Arabian's parents</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Let's try again by using "<u>whereas</u>".</p> <p>Very good. Now try making other comparisons using those listed in the chart.</p> <p><u>Evaluation</u> Now I would like you to make the summary about the passage. You can use the checking Chart as your guide for your writing. The sentences must be well organized to form a well-ordered paragraph</p>	<p>treat their children like young children.</p> <p>US's parents treat their children like adults <u>whereas</u> Saudi Arabian's parents treat their children like young children.</p> <p>(S.s work silently.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u> Which kind of raising children do you prefer?</p> <p>Why?</p> <p>I think so. See you next time.</p>	<p>It's difficult to make a decision.</p> <p>Americans' raising children helps children responsible for themselves, whereas Saudi Arabians' one helps children feel better because the children do not worry about earning money.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 6)

A. Vocabulary that you have learned :

1. difference [differences]
2. (Saudi Arabia)
3. to be responsible for
4. to treat
5. to expect
6. to earn money
7. most. (adj)
8. to make decision

B. New vocabulary that you should learn :

1. raise = grow ; bring up
 e.g. - My family raises hens.
 - His aunt raises him because his parents are dead.

2. equal = of the same size, number, degree, quality, etc.
 e.g. = All men are not equal in ability.
 - We divided an apple into two equal parts.

3. discipline = control the mind and character in order to produce obedience and orderly behaviour

- e.g. - Parents should discipline their children since the children are young.
- Teachers like to discipline students to be good students.
4. adult = a grow-up person ; one who is no longer a child.
- e.g. - What will you be—a doctor, a teacher, a lawyer, or so on, when you are an adult?
- A child will become an adult, when he grows up.
5. independent = not controlled by other persons or things
- e.g. - If you earn a good salary, you can be independent of your parents.
- If you have a car, you are independent of buses and taxis.
6. teenager = the one who is about 13 to 19 years old
- e.g. - Teenagers like to dress fashionably.
- Parents should give extra love, understanding to their children who are teenagers.

7. at least = at smallest in size, amount,
importance, etc.
- e.g. - You should read at least one new book
every month.
- You should at least say that you are
sorry when you make a mistake.
8. financial = having to do with the management of
money affairs.
- e.g. - New York is a financial center.
- Tony is in financial difficulties.
9. in contrast = The act of comparing things with
others in such a way that the
differences are seen.
- e.g. - I like a cat. In contrast, my younger
sister like a dog.
- She is rich. In contrast, he is poor.
10. role = a part played in real life ; the part
played by an actor.
- e.g. - My brother has an important role in
managing the service of the hotel.
- Parents have an important role for
bringing up children.

11. provide = supply ; produce for use
e.g. - My mother provides food for my family
- Mike provides his son with money.
12. guidance = guiding ; leadership
e.g. - Please give me some guidance for
being a good tennis player.
- Students should follow teachers'
guidance in order to be good students

Reading [Listening] Passage (Unit 6 : Expository - Comparison)

There are many differences between the way American parents raise their children and the way parents raise children in Saudi Arabia. In the U.S., fathers and mothers are equally responsible for raising their children. Both parents teach the children, play with them, and discipline them equally. Moreover, U.S. parents treat their children like adults and expect them to become both responsible and independent at a very young age. Many children of seven or eight have outside jobs to earn money, and most U.S. teenagers have at least part-time jobs that make them financially independent. In contrast, in my country, Saudi Arabia, parents have separate roles in raising their children, and they expect to provide for all of their children's needs until the children become adults. For example, it is the father's responsibility to earn enough money to support his family completely, and it is also his duty to make all family decisions. The mother, however, is responsible for the everyday care of the children, and she is also expected to give the children her love and guidance in all things.

Lesson Plan (Unit 7)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "Sonya's Vacation"
Assumption -shark, turtle, dolphin, swimming pool, diving suit, back, exciting, several, tourist, to see, to wear, to ride, to be shaped like
 -past tense
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheet of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to make a summary of the passage about "Australia's Marine Park" from reading [or listening to] the passage.	<u>Introduction</u> Where did you go on the last holiday, and what did you do there? You've enjoyed it very much, I think. Today you will read [or listen to] the passage of a woman	S. ₁ -I went to Hua-Hin. I swam, rode bicycle. S. ₂ -I climbed Khaow-wang in Petchaburi.	Summarize the paragraph about "Australia's Marine Park" by writing out sentences from the rest of the outline they make.
<u>Enabling Objectives</u> 1. Students must be			

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>able to tell the meaning and part of speech of the vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to write not sentences from the notes that have been taken.</p>	<p>who spent her holiday in Australia then you have to make a summary of it ; where she visited, what she saw (T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] the passage, look at part A . Let's revise the words.</p> <p>In number 3, what does "turtle" mean ?</p> <p>And what is its part of speech? (T.asks the meanings, part of speech of the rest of words in part A.)</p> <p>Now, look at part B.</p> <p>In number 1, can you guess the meaning of "marine" ?</p> <p>And what is its part of speech? How can you know that "marine" is adjective?</p> <p>Good.</p> <p>(T.teaches all the words in part B in the same way ; ask the</p>	<p>107 Noun</p> <p>7212 Adjective</p> <p>It modifies noun.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>meanings, the part of speech, synonyms in English, if possible, of the words.)</p> <p>Now you will learn about "Sonya's Vacation" from the Reading [or Listening] Passage, please take notes or make an outline while reading [or listening]</p> <p>(T.hands out the Sheets of Reading Passage for the reading group.)</p> <p>Before reading [or listening to] the passage, look at these questions on the board.</p> <p>(T.shows this chart on the board:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>-What was the marine park Sonya visited called?</p> <p>-What did she do there?</p> </div> <p>)</p> <p>You've finished learning the stroy Let's answer the questions.</p>	<p>(S.s read [or listen to] the passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>-What was the marine park that Sonya visited called ?</p> <p>-What did she do there?</p> <p>Good.</p> <p>(T.shows another chart on the board :</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1.Was the marine park small?</p> <p>2.What did she do at the Oceanarium?</p> <p>3.What was the most exciting thing at the Oceanarium?</p> <p>4.Where did she watch the performing sea animals, and</p> </div>	<p>Sea World</p> <p>S. ₁ Watched water-ski show.</p> <p>S. ₂ Had lunch</p> <p>S. ₃ Went to the Oceanarium.</p> <p>S. ₄ Watched the performing sea animals.</p> <p>(Each student hands notes of all the answers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>what did she see?</p> <p>5. When and where did she have lunch?</p> <p>6. What did the restaurant look like?</p> <p>7. Where was the water-ski show held?</p> <p>These questions are the details, so some of you cannot answer them. I think you should read [or listen to] the passage again and try to find the answers.</p> <p>Now, please come and write the short answers of the questions on the board.</p>	<p>(S.s read [or listen to] the passage again, and while they are reading [or listening to] the passage, they are taking notes of the answers.)</p> <p>(S.s write the answers of the seven questions on the board :)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. So you get all of the information about Sonya's holiday, but I think you should read [or listen to] the passage for the last time so that you can arrange all of the answers and add some more details to your answers.</p>	<ol style="list-style-type: none"> 1. No, Australia's largest one. 2. Watched all kinds of sea fish. 3. Watching a man feed the sharks. 4. At an outdoor swimming pool, saw two girls ; rode a whale and a big turtle. 5. In a restaurant at the park. 6. Like a ship. 7. On a lake. <p>(S.s read [or listen to] the passage again.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.asks the reading group to hand in the Sheet of Reading Passage after finishing reading.)</p> <p><u>Practice</u> Now. Let's write sentences from the answers you take notes. Who comes and writes a sentence next to the sentences on the board : (T.writes the introductory sentence on the board : Last Sunday Sonya spent her holiday in Australia. She visited a marine park.</p> <p>Can we combine the last two sentences ? Good. Try it.</p>	<p>(S.s hand in the Sheets)</p> <p>(S.₁ writes next to T's sentence this sentence: The park was called Sea World.)</p> <p>Yes, by using "which" (S.₂ changes the last sentence into this one: Which was called Sea World.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good, but how can we shorten it?</p> <p>Right. You've learned it?</p> <p>Next.</p> <p>There are two words that should be corrected. Where?</p> <p>Good. How can we correct them?</p> <p>Very good. Don't forget that this event happened, so the verbs must be past tense. And if some sentences can be combined, you should do them. You may use "<u>where</u>" to replace something. What does "<u>where</u>" replace?</p> <p>Can you give an example?</p>	<p>Yes, by cutting off "which was"</p> <p>Yes. (S.₄ writes this on the board : ---The park is Australia's largest marine park.)</p> <p>"The park" and "is"</p> <p>"The park" is changed into the pronoun "it", and "is" into "was".</p> <p>The place</p> <p>S.₅ This is the house <u>where</u> Jack lives.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Here, what does "<u>where</u>" replace?</p> <p>Yes. Moreover, you may use the words like "<u>before</u>" or "<u>after</u>" as in this sentence "Before going to school, she takes a bath." Or "Before she goes to school, she takes a bath."</p> <p><u>Evaluation</u> Now, I want each of you to write out sentences from the answers that you have arranged. I give you 20 minutes. If you finish, please hand it in.</p> <p><u>Transfer</u> Now. I want to know if you have a chance to spend your holiday at the marine park, whom will you go with?</p>	<p>Replace "the house"</p> <p>(S.s write out the sentences from the notes they have taken and arranged.)</p> <p>S. _a My mother</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Do you know in Thailand there's a place like the Oceanarium but the place is smaller?</p> <p>Good. If you're free, you may go there for relaxation. You will see many kinds of sea fish.</p> <p>See you next time.</p>	<p>S.7 My friend</p> <p>In a building of Kasetsart University.</p> <p>It sounds interesting.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 7)

A Vocabulary that you have learned :

1. (Australia)
2. (Sea World)
3. turtle
4. shark
5. exciting
6. to wear [wore]
7. diving suit
8. outdoor
9. swimming pool
10. killer
11. dolphin
12. sea lion
13. to ride [rode]
14. back
15. several
16. to be shaped like
17. water-ski

B New vocabulary that you should learn :

1. marine = of, found in, formed or produced by
the sea.
e.g. - If you dive in this area of the sea,
you will see beautiful marine plants.

- The place keeping sea animals is called marine park.
2. oceanarium = a large pond or tank with glass sides in which sea animals are kept.
- e.g. - Is there an oceanarium in Thailand?
- Children enjoyed the shows of sea animals in the oceanarium.
3. sort = a kind ; a class ; a group of persons or things which are alike.
- e.g. - Dance music is the sort I like best.
- He's the sort of man who always acts politely.
4. huge = very large
- e.g. - An elephant is a huge animal.
- He lives in a huge house.
5. tropical = occuring in, or characteristic of the tropics.
- e.g. - Durian is a tropical fruit.
- Thailand is a tropical country.
6. feed = give food
- e.g. - Have the pigs been fed yet?
- The baby can't feed itself yet.

7. special = of a particular kind
e.g. - I will do it as a special favour.
- Phonetics is his special subject.
8. performing = (of animals) trained to do tricks
before an audience.
e.g. - The police brought the performing
dog to find out the thief.
- In the southern part of Thailand,
there are many performing monkeys
for picking coconuts.
9. whale = a kind of the largest sea animals,
valued for its oil.
e.g. - Have you ever seen a whale ?
- A whale lives in a sea.
10. be held = be shown
e.g. - This festival will be held for
5 days.
- The exhibition is held on the second
floor of this building.

Reading [Listening] Passage (Unit 7 : Narrative)

Sonya enjoyed her holiday in Australia. Last Sunday she visited a marine park called Sea World. It was Australia's largest marine park. The first thing she saw was the Oceanarium where she could watch all sorts of sea fish and animals under water. There were huge turtles, sharks and beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then she watched the performing sea animals. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions. One of the girls in the show rode around the pool on the back of a whale, and another girl rode under water on the back of a big turtle. After the show she had lunch. There were several big restaurants at the park and she had lunch in a restaurant that was shaped like a ship. Then she watched wonderful water-ski show which was held on a lake. Her holiday at the marine park was very wonderful.

Lesson Plan (Unit 8)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "An Accident"
Assumption - police station, soon, without, kind, light, to turn, to pass, to break, to arrive, to travel, to explain, to agree with, to knock...off
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheet of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to write a summary of the passage about "An Accident" from reading [or listening to] the passage. <u>Enabling Objectives</u> 1. Student must be able to tell the	<u>Presentation</u> Have you ever seen an accident? If you were the one who saw an accident, there's somebody knocked down, what would you do?	Yes, a motorcycle crashed the back of a car yesterday, but everybody is safe. S. ₁ : I would call the Police and send the man to hospital.	Summarize the paragraph about "An Accident" by writing out sentences from the rest of the outline they make.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>meaning of the vocabularies and part of speech in the Sheet of Vocabulary List</p> <p>2. Students must be able to write out sentences from the notes that have been taken.</p>	<p>Good. You're a good boy.</p> <p>Today we will read [or listen to] the passage of a good boy seeing an accident. You have to make a summary of what he saw, and what he did.</p> <p>(T.hands out sheets of Vocabulary List.)</p> <p>Before reading [or listening to] the passage, look at part A, let's revise the words.</p> <p>In number 1, what does "accident" mean?</p> <p>And what is its part of speech?</p> <p>(T.asks the meanings part of speech of the rest of words in part A)</p> <p>Now, look at part B in number 1, can you guess the meaning of "sudden"?</p> <p>Good. And what is its part of speech?</p> <p>What about "suddenly", what is its</p>	<p></p> <p>อุบัติเหตุ Noun</p> <p>ทันทีทันใด Adjective</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>part of speech? Good. How can you know "suddenly" is adverb?</p> <p>Good. (T.teaches all the words in part B in the same way ; ask the meanings, part of speech, synonyms in English, if possible, of the words.)</p> <p>Now, you will learn about "An Accident" from the Reading [or listening] Passage, please take notes or make an outline while reading [or listening]</p> <p>Before reading [or listening to] the passage, look at these questions on the board.</p> <p>(T.shows this chart on the board:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> - Who was knocked by the car? - Did she die after the knocking? </div>	<p>Adverb</p> <p>It modifies the whole sentence.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Was the girl taken to hospital by the car?</p> <p>(T.hands out the Sheets of Reading Passage for the reading group.)</p> <p>You've finished learning the story Let's answer the questions.</p> <p>- Who was knocked by the car? - Did she die after the knocking?</p> <p>- Was the girl taken to hospital by the car?</p> <p>Very good.</p> <p>(T.shows another chart on the board :</p> <p>1. Where did the accident</p>	<p>(S.s take notes of the answers while reading [or listening to] the passage.)</p> <p>A girl on a bicycle. No, only her leg hurt a lot.</p> <p>No, by an ambulance. (Each student takes notes of all the answers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>happen?</p> <ol style="list-style-type: none"> 2. Whom did the writer ask to call an ambulance? 3. Why did the writer not move the injured girl? 4. What did the policeman want to know about the accident? <p>These questions are the details, so some of you cannot answer them. I think you should read [or listen to] the passage again and try to find the answers.</p> <p>Now, please come and write the short answers of the questions on the board.</p>	<p>(S.s take notes of the answers while rereading [or relistening to] the passage.)</p> <p>(S.s write the answers of the four questions on the board:</p> <ol style="list-style-type: none"> 1. At corner of a road. 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. So you get all of the information about the accident, but I think you should read [or listen to] the passage again so that you can arrange and add some necessary details to your answers.</p> <p>(T.asks the reading group to hand in the Sheet of Reading Passage.)</p> <p><u>Practice</u> Let's write out sentences from the answers. If we were the man, what</p>	<ol style="list-style-type: none"> 2. A passing car 3. Because he did not know how much she injured. 4. The way the car went away, the kind and color of the car.) <p>(S.s read [or listen to] the passage again, and try to arrange the order of the answers, and add some necessary details.)</p> <p>(S.s hand in the Sheets)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>could we tell the accident? (T.writes the introductory sentences on the board : I saw an accident while I was walking to school yesterday morning. A girl on a bicycle was knocked...) (T.stops writing and asks Ss to go on writing.) Who helps me tell the story ? Please use your information you have taken notes.</p> <p>Right, next.</p> <p>The verb of the sentence must be changed.</p>	<p>(S.₁ writes this on the board next to the last word "knocked" ...by a car in a corner of a road.) (S.₂ writes this on the board : ...The car does not stop.) (S.₃ changes "does" into "did" on the board.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>O.K. All of you have to remember that all main verbs in the story must be past tense because the story or the accident happened.</p> <p>Next.</p> <p>Next. Please use some connectors to make the story have time order. You've learned them, haven't you?</p> <p>O.K. You can use "then", "next", or "after that" to show the following event.</p> <p><u>Evaluation</u> Now write sentences to tell the</p>	<p>(S.₄ writes this on the board : ...The girl's leg hurt a lot.)</p> <p>Yes. (S.₅ writes this on the board : ...<u>Then</u> I stopped a passing car and asked the driver to call an ambulance.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>rest of the accident by using the answers you have taken notes during reading [or listening]. I give you 20 minutes for writing.</p> <p><u>Transfer</u> How can we prevent an accident, especially from the car crash?</p> <p>Good. See you later.</p>	<p>(S.s write sentence from their notes.)</p> <p>We have to be careful, either we're pedestrians or drivers.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 8)

A Vocabulary that you have learned :

1. accident
2. corner
3. to turn
4. to knock...off
5. police station
6. ambulance
7. to need
8. seriously
9. to agree with
10. policeman
11. to arrive
12. to explain
13. without
14. light
15. to break [broke, broken]

B. New vocabulary that you should learn :

1. sudden = happening quickly or unexpectedly
- e.g. - I saw a sudden event this morning.
- While he was crossing the road, suddenly there was a car running fast and knocking him down.

2. pale = (of a person's face) having little colour ; bloodless
- e.g. - The boy is sick. His face is pale.
- Her face looked pale because she has just seen a ghost.
3. injure = hurt ; damage
- e.g. - My brother was injured during the football match.
- Have you ever seen an injured man?
4. fault = responsibility for being wrong
- e.g. - It is your own fault if you have hurt yourself.
- That is my fault. I am so sorry.

Reading [Listening] Passage (Unit 8 : Narrative)

I was walking to school yesterday morning when I saw an accident. A car suddenly turned a corner in front of a girl on a bicycle and knocked her off it. The car didn't stop. I ran up to the girl and asked if she was all right. She looked very pale and said that her leg hurt a lot. I stopped a passing car and asked the driver to go to the police station at the end of the street and tell them that an ambulance was needed. I didn't move the girl because I didn't know how seriously injured she was. She told me that the accident wasn't her fault, and I agreed with her. A policeman soon arrived with an ambulance. The policeman asked me if I had seen the accident and I told him that I had seen everything. He wanted to know which way the car had been travelling and I explained that the driver had turned quickly without looking. The policeman also asked me if I had seen what the make of the car was and what colour it was. I told him that it was a blue Toyota and that its back light was broken.

Lesson Plan (Unit 9)

Subject Paragraph Writing
Class Second year students
No. of Students 36
Time 08.15 - 09.30
Content "Lost Things"
Assumption store, another, handbag, floor, for a while, phone call, address, telephone number, to receive, to pick
Aids Sheets of Reading Passage [this kind of sheets is not handed out to the group supplemented by listening to the passage before writing], Sheets of Vocabulary List, Dictionary of Current English Usage.

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to make a summary of the passage about "Lost Things" from reading [or listening to] the passage.	<u>Presentation</u> Have you ever lost something ? How did you lose it ? I think you have to find it, if you try it again.	Yes, I lost my textbook I think I must place it somewhere, but I could not find it. Thank you.	Summarize the passage about "Lost Things" by writing out sentences from the rest of the notes S.s take.
<u>Enabling Objectives</u> 1. Students must be able to tell the meanings, part of	Today, we will learn the story of a woman who lost her things from the reading [or listening] passage then you have to summarize the		

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>speech of the vocabularies in the Sheet of Vocabulary List.</p> <p>2. Students must be able to write out sentences from the notes that have been taken.</p>	<p>event. (T.hands out the Sheets of Vocabulary List.)</p> <p>Look at part A. Let's revise the meanings of these words.</p> <p>In number 2, what is the meaning of store ?</p> <p>Good.</p> <p>(T.asks the meanings, part of speech of the words in part A. in the same way.)</p> <p>Now, you will learn some more new words. Look at the word in number 3, "lose"</p> <p>(T.reads the two examples.)</p> <p>What does it mean in Thai?</p> <p>What part of speech is it?</p> <p>You can also see the verb forms in the past simple one and in the past participle one.</p> <p>They are pronounced the same :</p> <p>[lɔst] Please pronounce it.</p> <p>Good.</p>	<p>คำกริยา Verb</p> <p>[lɔst]</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.teaches the other two words in the same way.)</p> <p>Now, you will learn about "Lost Things" from the Reading [or Listening] Passage, please take notes or make an outline while reading [or listening].</p> <p>Before reading [or listening to] the passage, please look at the questions covering the main points on the board.</p> <p>(T.shows the hart on the board :</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. What did Mrs.Carter lose? 2. Where did she lose it ? 3. To whom did she talk while she was eating? 4. Did the manager telephone to Mrs.Carter to receive the bag? 5. What happened next? 6. Why could it happen so? </div>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T.explains the questions to Ss) I give you 5 minutes to read and take notes. [For the listening group, S.s listen to the passage from a tape recorder] Let's answer the questions :</p> <ul style="list-style-type: none"> - What did Mrs Carter lose ? - Where did she lose it? - To whom did she talk while she was eating? - Did the manager telephone to Mrs.Carter to receive the bag? - What happened next? - Why could it happen so? <p>Good.</p>	<ul style="list-style-type: none"> - Her handbag - In a store, on the floor while eating - A woman - No, somebody, but not the manager. - Many things in her house were stolen. - Because the thief got the door key from her handbag. <p>(Each student takes notes of all the answers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>I think you should read [or listen to] the passage again so that you can add some more details to your notes, and arrange them as the same order as the original.</p> <p>(T.asks the reading group to hand in the Reading Passage after finishing reading.)</p> <p>T.shows two charts on the board :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>(A)</p> <p>Suree got up at five o'clock She went to market. She cooked breakfast for her family. She took a bath and dressed herself Before she went to work, she had had breakfast.</p> </div>	<p>(S.s read [or listen to] the passage again, and try to add some more details.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(B)</p> <p>Suree got up at five o'clock. <u>Then</u> she went to market. <u>After that</u>, she cooked breakfast for her family. <u>Next</u>, she took a bath and dressed herself. Before she went to work, she had had breakfast.</p> <p>Which paragraph sound smooter? Why is it so?</p> <p>Good. So if you want to make you paragraph showing time sequence or order, you have to use those connectors.</p> <p><u>Practice</u> (T.writes the introductory sentence on the board : One day Mrs.Carter went shopping in a big store. After buying,...)</p>	<p>Paragraph B Because there are connectors like, "<u>then</u>", "<u>after that</u>", "<u>next</u>".</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Please help me to write further.</p> <p>You have to change the capital letter of "She" into a small one as "she" because it does not start the sentence.</p> <p>But there's still another mistake. Who can find it?</p> <p>Right. Don't forget it. All finite verbs in the narrative story must be past tense, and don't forget to use the connectors showing time order.</p> <p><u>Evaluation</u> Now write sentences from the notes you have taken. I give you 20</p>	<p>(S.₁ writes this on the board. She have something to eat in another part of the store.)</p> <p>(S.₁ corrects the mistake on the board.)</p> <p>We have to change "have" into "had".</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>minutes for writing.</p> <p><u>Transfer</u> How do you think about the case of Mrs.Carter?</p> <p>Yes, so keep your handbags, or bags with you all the time, when you are in the place with a lot of people.</p> <p>See you next time.</p>	<p>(S.s write sentences from their notes.)</p> <p>I think she's careless when she put her handbag on the floor in the public.</p> <p>Thank you, teacher.</p>	

Vocabulary List (Unit 9)

A Vocabulary that you have learned :

1. (Mrs. Carter)
2. store
3. another
4. handbag
5. for a while
6. floor
7. to pick
8. to receive
9. phone call
10. to lose [lost, lost]
11. manager
12. address
13. telephone number

B New vocabulary that you should learn :

1. fall = come down from a higher place;
drop down from.
e.g. - The book fell from the table to
the floor.
- The leaves fall in autumn.
2. lose = have no longer; have taken away
from one , fail to keep in sight
e.g. - I have lost my purse.

3. steal

e.g.

- Mary cannot find her bag lost in the supermarket's toilet.
- = take something which belongs to another
- I have not found my stolen car.
- Someone has stolen my watch.
- My diamond ring was stolen from the safe yesterday.

Reading [Listening] Passage (Unit 9 : Narrative)

One day Mrs.Carter went shopping in a big store. After buying, she went to another part of the store to have something to eat. She sat at a table with another woman and put her handbag on the floor by her chair. She had the other woman talked for a while and then the woman got up to go. As that woman got up, her handbag fell on to the floor, but she picked it up and went away. Mrs.Carter finished eating and put her hand down to get her handbag, but it was not there. She looked everywhere, but she could not find it. Next morning she received a phone call from a man who said he was the manager of the store and he asked her to get her lost bag. When she went to the store, the manager said that he did not telephone to her. Mrs.Carter went home quickly, but it was too late because many things in her house were stolen. The thief got her address, telephone number, and the door-key from her handbag.

ภาคผนวก ข

รายชื่อหนังสือที่ได้นำเนื้อเรื่อง (passage) มาใช้ในงานวิจัย

รายชื่อหนังสือที่ได้นำเนื้อเรื่อง (passage) มาใช้ในงานวิจัย

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ภาคผนวก ค

เกณฑ์การตรวจเรียงความแบบ ESL COMPOSITION PROFILE

ของ H.L. JACOBS

		เกณฑ์การตรวจเรียงความแบบ ESL	
	ระดับ (level)	เกณฑ์ (criteria)	
เนื้อหา (content)	27-30	ดีมากถึงดีเยี่ยม (very good to excellent) : รอบรู้, มีแก่นสาร, ขยายใจความสำคัญได้อย่างสมบูรณ์ สัมพันธ์กับหัวข้อเรื่องที่กำหนดให้	
	22-26	ปานกลางถึงดี (average to good) : มีความรู้พอประมาณ, มีแก่นสารเพียงพอ, ขยายใจความสำคัญ ได้ในวงจำกัด ส่วนใหญ่สัมพันธ์กับหัวข้อเรื่องแต่ขาดรายละเอียด	
	17-21	อ่อนถึงใช้ได้ (poor to fair) : มีความรู้เกี่ยวกับเรื่องที่เขียนจำกัด, มีแก่นสารน้อย, การขยายความเกี่ยวกับหัวข้อเรื่องไม่เพียงพอ	
	13-16	อ่อนมาก (very poor) : ไม่ได้แสดงความรู้เกี่ยวกับเรื่องที่เขียนเลย, ไม่มีแก่นสาร, ไม่ตรงประเด็น, หรือไม่เพียงพอแก่การประเมิน	
การเรียงเรียง เรื่องราว (organiza- tion)	18-20	ดีมากถึงดีเยี่ยม (very good to excellent) : การแสดงออกคล่องแคล่ว, แสดงความคิดชัดเจนหรือมีสิ่งสนับสนุน กระตือรือร้นชัดเจน, เรียบเรียงเรื่องราวดี, ลำดับความสมเหตุ สมผล, มีการเชื่อมแน่น	
	14-17	ปานกลางถึงดี (average to good) : ค่อนข้างกระท่อนกระแท่น, การเรียงเรียงเรื่องหลวม แต่ยังคงมี ประเด็นสำคัญ, ข้อความสนับสนุนใจความสำคัญมีน้อย, การลำดับ- ความยังสมเหตุสมผล แต่ไม่สมบูรณ์	
	10-13	อ่อนถึงใช้ได้ (poor to fair) : ไม่คล่องแคล่ว, ความคิดสับสนหรือไม่ต่อเนื่อง, ขาดการขยายความและเรียงลำดับอย่างสมเหตุสมผล	
	7-9	อ่อนมาก (very poor) : ไม่สื่อสารเลย, ไม่มีการเรียงเรียงเรื่องราว, หรือไม่เพียงพอ แก่การประเมิน	

คำศัพท์ (vocabu- lary)	18-20	ดีมากถึงดีเยี่ยม (very good to excellent) : มีความรอบรู้เกี่ยวกับชีวิตและพฤติกรรมสังคมอย่างกว้างขวาง, เลือกใช้ถ้อยคำสำนวนอย่างมีประสิทธิภาพ, รอบรู้รูปแบบของคำ, ใช้คำศัพท์ได้เหมาะสม
	14-17	ปานกลางถึงดี (average to good) : มีความรู้เกี่ยวกับชีวิตและพฤติกรรมของสังคมพอประมาณ, การ เลือกใช้ถ้อยคำสำนวนผิดบ้างเป็นครั้งคราว แต่ไม่ถึงกับทำให้ ไม่เข้าใจความหมาย
	10-13	อ่อนถึงใช้ได้ (poor to fair) : มีความรู้เกี่ยวกับชีวิตและพฤติกรรมสังคมในวงจำกัด, การเลือกใช้ ถ้อยคำสำนวนผิดบ่อย, ความหมายสับสนและคลุมเครือ
	7-9	อ่อนมาก (very poor) : เป็นการแปลอย่างเห็นได้ชัด, มีความรู้ในเรื่องศัพท์และสำนวน ภาษาอังกฤษน้อย, หรือไม่เพียงพอแก่การประเมิน
	การใช้ภาษา (language use)	22-25
18-21		ปานกลางถึงดี (average to good) : ใช้โครงสร้างง่าย ๆ แต่มีประสิทธิภาพ, มีข้อผิดพลาดหลายแห่ง ในเรื่อง argument, tense, number, word order/ function, articles, pronouns และ prepositions
11-17		อ่อนถึงใช้ได้ (poor to fair) : มีปัญหาทั้งในโครงสร้างที่ง่ายและซับซ้อน, มีข้อผิดพลาดบ่อย เรื่อง negation, argument, tense, number, word order/function, articles, pronouns, prepositions และ/หรือ fragments, run-out และ deletion, ความหมาย สับสนและคลุมเครือ
5-10		อ่อนมาก (very poor) : ไม่รู้กฎการสร้างประโยค, มีที่ผิดมากมาย, ไม่สื่อสาร, หรือ ไม่เพียงพอแก่การประเมิน

กลไกทางภาษา
(mechanics)

- 5 ดีมากถึงดีเยี่ยม (very good to excellent) :
แสดงให้ เห็นว่ารู้กฎเกณฑ์ดี, มีที่ผิดเล็กน้อยในเรื่องการสะกดคำ,
เครื่องหมายวรรคตอน, การใช้อักษรตัวใหญ่และการย่อหน้า
- 4 ปานกลางถึงดี (average to good) :
ผิดเป็นบางครั้งบางคราวในเรื่องการสะกดคำ, เครื่องหมาย
วรรคตอน, การใช้อักษรตัวใหญ่และการย่อหน้า, แต่ไม่ทำให้
ความหมายคลุมเครือ
- 3 อ่อนถึงใช้ได้ (poor to fair) :
ผิดบ่อยในเรื่องการสะกดคำ, เครื่องหมายวรรคตอน, การใช้
อักษรตัวใหญ่ และการย่อหน้า, ลายมือไม่ดี, ความหมายสับสน
หรือคลุมเครือ
- 2 อ่อนมาก (very poor) :
ไม่รู้กฎเกณฑ์, ผิดมากในเรื่องการสะกดคำ, เครื่องหมาย
วรรคตอน, การใช้อักษรตัวใหญ่ และการย่อหน้า, ลายมืออ่าน
ไม่ออก, หรือไม่เพียงพอแก่การประเมิน
-

ภาคผนวก ง
การคำนวณค่าทางสถิติ

ตารางที่ 3 แสดงคะแนน และค่ามัธยฐานเลขคณิต (\bar{X}) ของคะแนนการสอบวิชาภาษาอังกฤษ 3 ภาคต้น ปีการศึกษา 2533 ของนักศึกษาชั้นปีที่ 2 คณะบัญชี มหาวิทยาลัยหอการค้าไทย ที่เป็นกลุ่มตัวอย่างประชากร 2 กลุ่ม (จากคะแนนเต็ม 100 คะแนน)

คนที่	คะแนนภาษาอังกฤษ 3	
	กลุ่ม 5 (กลุ่มฟัง)	กลุ่ม 7 (กลุ่มอ่าน)
1	83	82
2	82	81
3	80	81
4	80	81
5	80	80
6	78	80
7	77	79
8	76	78
9	74	76
10	73	75
11	70	72
12	70	70
13	68	69
14	68	67
15	68	67
16	67	66
17	67	65
18	67	64
19	66	62
20	65	62
21	63	62
22	63	62

ตารางที่ 3 (ต่อ)

คนที่	กลุ่ม 5 (กลุ่มฟัง)	กลุ่ม 7 (กลุ่มอ่าน)
24	60	60
25	59	59
26	58	59
27	55	58
28	54	57
29	52	56
30	52	53
31	51	52
32	50	50
33	50	50
34	50	50
35	50	50
36	50	50
\bar{X}	64.92	65.14

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่มฟัง และกลุ่มอ่าน

$$\text{จากสูตร} \quad S.D. = \sqrt{\frac{NEX^2 - (EX)^2}{N(N-1)}}$$

$$\text{กลุ่มฟัง} \quad S.D. = \sqrt{\frac{(36 \times 155681) - (2337)^2}{36(36-1)}}$$

$$= \sqrt{\frac{5604516 - 5461569}{1260}}$$

$$= \sqrt{\frac{142947}{1260}}$$

$$= \sqrt{113,45}$$

$$= 10,65$$

$$\text{กลุ่มอ่าน S.D.} = \sqrt{\frac{(36 \times 156733) - (2345)^2}{36(36 - 1)}}$$

$$= \sqrt{\frac{5642388 - 5499025}{1260}}$$

$$= \sqrt{\frac{143363}{1260}}$$

$$= \sqrt{113,78}$$

$$= 10,67$$

ทดสอบความแปรปรวนของตัวอย่างประชากรระหว่างกลุ่มฟัง และกลุ่มอ่าน

$$\text{จากสูตร} \quad F = \frac{s_1^2}{s_2^2}$$

$$\text{กลุ่มฟังและกลุ่มอ่าน} \quad F = \frac{(10,65)^2}{(10,67)^2}$$

$$= \frac{113,42}{113,85}$$

$$= 1,00$$

ทดสอบความแตกต่างระหว่างค่ามัธยฐานเลขคณิตของกลุ่มนั่ง และกลุ่มอ่าน

จากสูตร

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{(N_1 + N_2) - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{64.92 - 65.14}{\sqrt{\frac{155681 + 156733}{(36 + 36) - 2} \left(\frac{1}{36} + \frac{1}{36} \right)}} \\
 &= \frac{-0.22}{\sqrt{\frac{312414}{70} \times \frac{2}{36}}} \\
 &= \frac{-0.22}{\sqrt{\frac{624828}{2520}}} \\
 &= \frac{-0.22}{\sqrt{247.95}} \\
 &= \frac{-0.22}{15.75} \\
 &= -0.01
 \end{aligned}$$

ตารางที่ 4 แสดงค่ามัธยเลขคณิต (\bar{X}) ของคะแนนการเขียนเรียงความ 9 ชั้นของนักศึกษา
แต่ละคนในกลุ่มฟิ่งที่ได้รับจากผู้วิจัย (จากคะแนนเต็ม 100 คะแนน)

คนที่	กลุ่มฟิ่ง									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้วิจัย) ชั้นที่									
	1	2	3	4	5	6	7	8	9	
1	75	74	73	78	76	75	80	82	86	77.67
2	68	64	68	63	65	68	66	73	72	67.44
3	81	74	79	72	78	77	81	83	81	78.44
4	88	77	76	83	82	86	82	83	88	82.78
5	69	65	69	64	62	65	76	82	81	70.33
6	75	76	71	75	75	79	70	78	79	75.33
7	74	76	74	77	74	80	86	85	84	78.89
8	76	75	76	81	83	79	85	83	87	80.56
9	82	79	81	89	81	82	81	89	90	83.78
10	78	87	84	87	78	79	82	84	87	82.89
11	76	80	78	79	78	79	73	85	83	79.00
12	77	75	78	80	79	78	87	89	83	80.67
13	64	62	66	63	66	64	68	74	70	66.33
14	74	76	77	75	84	80	82	83	85	79.56
15	74	76	74	81	83	83	81	88	86	80.67
16	74	71	77	76	82	81	87	80	89	80.11
17	72	78	79	72	72	80	86	89	84	79.11
18	78	75	79	73	79	83	80	86	86	79.89
19	70	70	70	71	73	70	72	73	73	71.33
20	80	81	83	82	82	84	88	85	88	83.67
21	70	78	79	81	80	80	88	81	80	79.67

ตารางที่ 4 (ต่อ)

คนที่	กลุ่มฟิ่ง									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้วิจัย) ชั้นที่									
	1	2	3	4	5	6	7	8	9	
22	74	75	76	74	77	78	78	79	78	76.56
23	75	76	74	74	79	74	79	80	79	76.67
24	77	79	85	86	81	83	81	85	88	82.78
25	74	75	74	72	79	80	85	88	87	79.33
26	81	80	79	80	77	79	80	83	82	80.11
27	78	79	78	83	80	81	80	80	85	80.44
28	70	72	74	79	82	78	80	83	85	78.11
29	76	80	80	81	85	84	83	86	86	82.33
30	79	78	80	81	83	81	82	84	85	81.44
31	76	73	79	79	76	81	80	79	81	78.22
32	72	72	75	72	75	73	75	71	79	73.78
33	79	76	75	78	79	81	80	82	84	79.33
34	79	80	80	86	85	74	76	82	87	81.00
35	76	78	77	75	80	74	83	78	82	78.11
36	67	71	69	70	68	62	68	70	74	68.78

ตารางที่ 5 แสดงค่ามัธยผลเลขคณิต (\bar{X}) ของคะแนนการเขียนเรียงความ 9 ชิ้นของนักศึกษา
แต่ละคนในกลุ่มฟังที่ได้รับจากผู้ช่วยวิจัย (จากคะแนนเต็ม 100 คะแนน)

คนที่	กลุ่มฟัง									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้ช่วยวิจัย) ชิ้นที่									
	1	2	3	4	5	6	7	8	9	
1	73	75	74	78	79	76	81	80	85	77.89
2	64	65	68	66	71	70	68	70	73	68.33
3	75	80	79	78	77	79	82	83	83	79.56
4	79	79	82	83	82	85	84	83	87	82.67
5	68	66	69	65	63	66	75	83	82	70.78
6	72	75	74	75	74	78	73	78	78	75.22
7	74	75	75	76	75	79	84	87	86	79.00
8	74	77	76	82	82	81	83	85	86	80.67
9	80	81	80	88	81	84	83	87	89	83.67
10	78	86	85	87	79	77	83	85	85	82.78
11	78	79	79	80	79	78	77	83	86	79.89
12	76	76	79	78	81	78	86	89	84	80.78
13	62	61	67	64	65	65	68	76	71	66.56
14	73	74	78	75	83	81	81	80	83	78.67
15	74	77	73	80	80	83	83	87	86	80.33
16	72	73	75	76	80	82	86	85	88	79.67
17	71	77	81	72	70	81	85	88	85	78.89
18	75	74	78	73	78	81	81	84	85	78.78
19	71	72	72	72	72	71	73	74	73	72.22
20	82	82	81	83	82	83	87	86	90	84.00
21	73	76	78	82	80	82	85	84	80	80.00

ตารางที่ 5 (ต่อ)

คนที่	กลุ่มฟัง									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้ช่วยวิจัย) ชั้นที่									
	1	2	3	4	5	6	7	8	9	
22	74	77	75	74	77	78	79	81	79	77.11
23	77	75	74	75	78	76	79	80	79	77.00
24	76	78	86	86	83	84	82	84	87	82.89
25	74	75	73	72	77	79	86	86	88	78.89
26	80	80	81	80	78	80	81	82	83	80.56
27	79	78	79	81	81	81	80	80	84	80.33
28	71	71	76	79	80	80	78	84	86	78.33
29	75	80	78	81	84	86	84	87	88	82.56
30	78	78	79	80	83	81	82	85	85	81.22
31	77	75	80	81	75	80	80	80	82	78.89
32	72	73	76	75	75	74	76	73	78	74.67
33	80	76	76	78	79	81	81	83	86	80.00
34	74	80	81	84	87	73	77	80	85	80.44
35	75	77	78	75	80	75	82	79	83	78.22
36	68	72	70	70	69	63	68	71	75	69.56

ตารางที่ 6 แสดงค่ามัธยฐานเลขคณิต (\bar{X}) ของคะแนนการเขียนเรียงความ 9 ชิ้นของนักศึกษา
แต่ละคนในกลุ่มอ่านที่ได้รับจากผู้วิจัย (จากคะแนนเต็ม 100 คะแนน)

คนที่	กลุ่มอ่าน									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้วิจัย) ชิ้นที่									
	1	2	3	4	5	6	7	8	9	
1	75	75	76	79	80	78	81	81	85	78.89
2	76	78	79	78	79	81	82	82	84	79.89
3	72	74	75	76	81	81	86	85	85	79.44
4	81	81	80	87	85	85	86	87	89	84.56
5	69	67	70	69	74	76	79	82	83	74.33
6	73	75	75	79	82	80	82	84	85	79.44
7	82	82	81	84	83	85	86	87	89	84.33
8	76	77	76	81	83	84	82	85	88	81.33
9	80	82	83	85	85	86	87	88	88	84.89
10	79	82	86	85	83	83	84	85	87	83.78
11	71	68	73	72	76	79	81	80	80	75.56
12	72	73	73	75	74	78	79	80	81	76.11
13	77	79	79	81	81	79	80	81	82	79.89
14	74	75	78	81	80	82	84	84	86	80.44
15	81	80	80	82	83	84	85	86	88	83.22
16	74	75	75	78	80	82	81	83	84	79.11
17	76	81	80	83	84	83	83	84	86	82.22
18	81	82	80	83	83	85	86	85	87	83.56
19	74	77	79	79	81	82	83	84	85	80.44
20	82	80	81	83	80	83	85	87	87	83.11
21	80	79	81	82	81	83	84	86	88	82.67

ตารางที่ 6 (ต่อ)

คนที่	กลุ่มอ่าน									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้วิจัย) ชั้นที่									
	1	2	3	4	5	6	7	8	9	
22	76	80	80	82	81	83	83	85	87	81.89
23	74	79	79	81	80	82	85	86	87	81.44
24	80	80	82	83	82	84	86	86	89	83.56
25	71	74	78	80	81	82	81	82	83	79.11
26	84	85	82	84	85	86	87	88	88	85.44
27	80	81	82	84	86	86	86	87	88	84.44
28	77	79	79	80	81	80	82	83	84	80.56
29	80	79	81	80	84	83	85	84	87	82.56
30	81	80	79	81	83	83	85	86	85	82.56
31	78	79	80	80	81	82	84	85	85	81.56
32	81	80	80	81	83	82	83	84	86	82.11
33	78	81	82	81	80	84	85	87	88	82.89
34	80	82	81	81	84	84	86	87	87	83.55
35	77	78	79	81	80	83	85	84	85	81.33
36	81	81	83	80	83	86	84	87	89	83.78

ตารางที่ 7 แสดงค่ามัธยผลขคณิต (\bar{X}) ของคะแนนการเขียนเรียงความ 9 ชิ้นของนักศึกษา
แต่ละคนในกลุ่มอ่านที่ได้รับจากผู้ช่วยวิจัย (จากคะแนนเต็ม 100 คะแนน)

คนที่	กลุ่มอ่าน									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้ช่วยวิจัย) ชิ้นที่									
	1	2	3	4	5	6	7	8	9	
1	76	75	77	79	79	80	81	80	84	78.94
2	75	78	80	78	79	82	81	83	85	80.11
3	71	73	75	76	80	79	84	83	84	78.33
4	81	79	79	84	85	87	86	86	88	83.89
5	70	69	71	71	75	77	77	80	82	74.67
6	72	76	77	80	80	83	82	84	84	79.78
7	82	83	83	85	85	85	87	88	89	85.22
8	79	79	78	82	84	84	85	87	87	82.78
9	82	82	84	84	85	86	87	86	89	85.00
10	81	82	85	86	84	84	85	85	87	84.33
11	70	69	73	74	75	79	82	83	83	76.44
12	72	72	70	74	73	77	78	80	80	75.11
13	75	80	79	81	82	79	81	83	82	80.22
14	73	74	77	82	81	80	83	84	85	79.89
15	80	80	82	83	84	85	85	87	88	83.78
16	72	75	74	79	81	80	80	82	84	78.56
17	79	80	80	82	83	81	85	86	88	82.67
18	80	81	79	82	84	84	85	84	89	83.11
19	75	76	79	80	81	82	81	83	83	80.00
20	81	80	81	82	80	84	83	85	88	82.67
21	79	80	80	81	83	82	84	84	86	82.11

ตารางที่ 7 (ต่อ)

คนที่	กลุ่มอ่าน									\bar{X}
	คะแนนการเขียนเรียงความ (จากผู้ช่วยวิจัย) ชั้นที่									
	1	2	3	4	5	6	7	8	9	
22	75	79	80	80	82	81	81	84	86	80.89
23	76	80	80	82	83	83	84	85	87	82.22
24	80	81	82	82	81	84	84	86	88	83.11
25	72	75	79	81	80	81	82	84	86	80.00
26	85	84	83	85	86	87	88	89	89	86.22
27	81	81	83	84	85	86	87	87	89	84.78
28	79	78	79	79	80	82	81	83	83	80.44
29	80	80	81	80	83	83	83	85	87	82.44
30	81	79	79	80	80	81	84	85	86	81.89
31	80	79	80	81	83	82	84	86	86	82.33
32	81	79	81	83	82	82	83	84	85	82.22
33	79	80	80	80	81	81	83	82	84	81.11
34	81	81	82	83	84	85	85	86	88	83.89
35	75	79	79	80	81	80	81	82	82	79.89
36	82	83	83	85	84	82	86	88	89	84.67

ตารางที่ 8 แสดงคะแนนเฉลี่ยของค่ามัธยฐานเลขคณิต (\bar{X}) ของคะแนนการเขียนเรียงความ 9 ชิ้น
ของนักศึกษาแต่ละคนที่ได้รับจากผู้วิจัยและผู้ช่วยวิจัย (จากคะแนนเต็ม 100 คะแนน)

คนที่	กลุ่มฟัง			กลุ่มอ่าน		
	คะแนนเฉลี่ยของค่า \bar{X}			คะแนนเฉลี่ยของค่า \bar{X}		
	จากผู้วิจัย	จากผู้ช่วยวิจัย	ที่ได้รับ	จากผู้วิจัย	จากผู้ช่วยวิจัย	ที่ได้รับ
1	77.67	77.89	77.78	78.89	78.94	78.92
2	67.44	68.33	67.89	79.89	80.11	80.00
3	78.44	79.56	79.00	79.44	78.33	78.89
4	82.78	82.67	82.73	84.56	83.89	84.23
5	70.33	70.78	70.55	74.33	74.67	74.50
6	75.33	75.22	75.28	79.44	79.78	79.61
7	78.89	79.00	78.95	84.33	85.22	84.78
8	80.56	80.67	80.62	81.33	82.78	82.06
9	83.78	83.67	83.73	84.89	85.00	84.95
10	82.89	82.78	82.84	83.78	84.33	84.06
11	79.00	79.89	79.45	75.56	76.44	76.00
12	80.67	80.78	80.73	76.11	75.11	75.61
13	66.33	66.56	66.45	79.89	80.22	80.06
14	79.56	78.67	79.12	80.44	79.89	80.17
15	80.67	80.33	80.50	83.22	83.78	83.50
16	80.11	79.67	79.89	79.11	78.56	78.84
17	79.11	78.89	79.00	82.22	82.67	82.45
18	79.89	78.78	79.34	83.56	83.11	83.34
19	71.33	72.22	71.78	80.44	80.00	80.22
20	83.67	84.00	83.84	83.11	82.67	82.89
21	79.67	80.00	79.84	82.67	82.11	82.39

ตารางที่ 8 (ต่อ)

คนที่	กลุ่มฟัง			กลุ่มอ่าน		
	คะแนนเฉลี่ยของค่า \bar{X}			คะแนนเฉลี่ยของค่า \bar{X}		
	จากผู้วิจัย	จากผู้ช่วยวิจัย	ที่ได้รับ	จากผู้วิจัย	จากผู้ช่วยวิจัย	ที่ได้รับ
22	76.56	77.11	78.64	81.89	80.89	81.39
23	76.67	77.00	76.84	81.44	82.22	81.83
24	82.78	82.89	82.84	83.56	83.11	83.34
25	79.33	78.89	79.11	79.11	80.00	79.56
26	80.11	80.56	80.34	85.44	86.22	85.83
27	80.44	80.33	80.39	84.44	84.78	84.61
28	78.11	78.33	78.22	80.56	80.44	80.50
29	82.33	82.56	82.45	82.56	82.44	82.50
30	81.44	81.22	81.33	82.56	81.89	82.23
31	78.22	78.89	78.45	81.56	82.33	81.95
32	73.78	74.67	74.23	82.11	82.22	82.17
33	79.33	80.00	79.67	82.89	81.11	82.00
34	81.00	80.44	80.72	83.55	83.89	83.72
35	78.11	78.22	78.17	81.33	79.89	80.61
36	68.78	69.56	69.17	83.78	84.67	84.23
		รวม	78.28			81.50

การคำนวณส่วนเบี่ยงเบนมาตรฐานของกลุ่มฟิ่งและกลุ่มอ่าน

$$\text{จากสูตร} \quad S.D. = \sqrt{\frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-1)}}$$

$$\text{กลุ่มฟิ่ง} \quad S.D. = \sqrt{\frac{(36 \times 221254.13) - (2818.08)^2}{36(36-1)}}$$

$$= \sqrt{\frac{7965148.68 - 7941574.89}{1260}}$$

$$= \sqrt{\frac{23573.79}{1260}}$$

$$= \sqrt{18.71}$$

$$= 4.33$$

$$\text{กลุ่มอ่าน} \quad S.D. = \sqrt{\frac{(36 \times 239357.30) - (2933.94)^2}{36(36-1)}}$$

$$= \sqrt{\frac{8616862.80 - 8608003.92}{1260}}$$

$$= \sqrt{\frac{8858.88}{1260}}$$

$$= \sqrt{7.03}$$

$$= 2.65$$

การทดสอบความแตกต่างระหว่างค่ามัธยฐานเลขคณิต ของกลุ่มฟัง และกลุ่มอ่าน

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{(N_1 + N_2) \cdot 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{78,28 - 81,50}{\sqrt{\frac{221254,13 + 239357,30}{(36 + 36) \cdot 2} \times \left(\frac{1}{36} + \frac{1}{36} \right)}} \\
 &= \frac{-3,22}{\sqrt{\frac{460611,43}{70} \times \frac{2}{36}}} \\
 &= \frac{-3,22}{\sqrt{\frac{921222,86}{2520}}} \\
 &= \frac{-3,22}{\sqrt{365,56}} \\
 &= \frac{-3,22}{19,12} \\
 &= -0,17
 \end{aligned}$$

ภาคผนวก จ
รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิ

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ประวัติผู้วิจัย

นางสาววรรณิ์ สิริสุขะ เกิดวันที่ 24 สิงหาคม พ.ศ. 2501 ที่กรุงเทพมหานคร
สำเร็จการศึกษา ศิลปศาสตรบัณฑิต (เกียรตินิยม) จากคณะวิทยาศาสตร์และอักษรศาสตร์
มหาวิทยาลัยเกษตรศาสตร์ เมื่อปีการศึกษา 2523 ปัจจุบันเป็นอาจารย์ภาควิชาภาษาอังกฤษ
คณะมนุษยศาสตร์ มหาวิทยาลัยหอการค้าไทย