

บรรณานุกรม

ภาษาไทยหนังสือ

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ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิ ชื่อโรงเรียน และมหาวิทยาลัยที่ให้ความร่วมมือ



รายนามผู้ทรงคุณวุฒิ

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2. อาจารย์ สายพิน เพียรรัตน์พิมล โรงเรียนสามเสนวิทยาลัย
3. อาจารย์ บุษบา พิณสุโสภณ คณะมนุษยศาสตร์ มหาวิทยาลัยหอการค้าไทย
4. อาจารย์ Synthia Sinsup โรงเรียนเซนต์จอร์จ

รายชื่อโรงเรียนและมหาวิทยาลัยที่ให้ความร่วมมือ

โรงเรียนสามเสนวิทยาลัย
มหาวิทยาลัยหอการค้าไทย

ภาคผนวก ข

หนังสือขอความร่วมมือในการวิจัย

ที่ ทม 0309/5979

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

27 มิถุนายน 2532

เรื่อง ขอความร่วมมือในการวิจัย

เรียน อธิบดีกรมสามัญศึกษา

เนื่องด้วย นางสาว วิชชุดา สุธีสร์ นิสิตชั้นปริญญาโท บัณฑิต ภาควิชามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษของผู้เรียนในระดับต้น และของผู้เรียนในระดับสูงที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวงษ์ เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตจำเป็นต้องเก็บรวบรวมข้อมูลต่าง ๆ ที่เกี่ยวข้องโดยการขอเข้าทดลองสอนในโรงเรียนสามเสนวิทยาลัย เป็นเวลา 1 ภาค โดยทดลองสอนในภาคต้น ปีการศึกษา 2532 นี้

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ นางสาว วิชชุดา สุธีสร์ ได้เก็บรวบรวมข้อมูลดังกล่าว และหากจะกรุณามีหนังสือแจ้งไปยัง โรงเรียนสามเสนวิทยาลัย ให้ความอนุเคราะห์แก่นิสิตผู้นี้ ก็จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรากัย

(ศาสตราจารย์ ดร. ถาวร วัชรากัย)

คณบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 2150895-9

ที่ ศธ ๐๘๐๖/๐๕๓๙๓

กองการมัธยมศึกษา กรมสามัญศึกษา

กระทรวงศึกษาธิการ กทม. 1๐3๐๐

8 สิงหาคม 2532

เรื่อง ขอความร่วมมือในการทำวิจัย

เรียน ผู้อำนวยการโรงเรียนสามเสนวิทยาลัย

ด้วย นางสาว วิชชุดา สุธีสร นิสิตปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย กำลังดำเนินการวิจัยเรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 และของนักศึกษาชั้นปีที่ 1 ที่ได้รับการตรวจงานเขียนด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะโดยอ้อม" ในการนี้ นิสิตมีความประสงค์จะขอความร่วมมือจากนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 1 ห้องเรียน โดยการทดลองสอนเป็นเวลา 1 ภาคเรียน ในภาคต้น ปีการศึกษา 2532 เพื่อเป็นข้อมูลประกอบการทำวิจัย

กองการมัธยมศึกษาพิจารณาแล้ว เห็นว่าการทำวิจัยดังกล่าว จะเป็นประโยชน์ในการเรียนภาษาอังกฤษของนักเรียน สมควรให้การสนับสนุน

จึงเรียนมาเพื่อขอความอนุเคราะห์ และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

ธานี สมบูรณ์บรรณะ

(นายธานี สมบูรณ์บรรณะ)

หัวหน้าฝ่ายบริหารโรงเรียน 1 รักษาการในตำแหน่ง

ผู้ช่วยผู้อำนวยการกองการมัธยมศึกษา ปฏิบัติราชการแทน

ผู้อำนวยการกองการมัธยมศึกษา

ฝ่ายมาตรฐานโรงเรียน

โทร. 2828466

ที่ ทม ๐3๐9/6353

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

7 กรกฎาคม 2532

เรื่อง ขอความร่วมมือในการวิจัย

เรียน คณะศึกษาศาสตร์ มหาวิทยาลัยหอการค้าไทย

เนื่องด้วย นางสาว วิษชุดา สุธีสร์ นิสิตชั้นปริญญาโทบัณฑิต ภาควิชำมัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษ ของผู้เรียนในระดับต้นและของผู้เรียนในระดับสูงที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวงษ์ เป็นอาจารย์ที่ปรึกษา ในการนี้จึงจำเป็นต้องเก็บรวบรวมข้อมูลต่าง ๆ ที่เกี่ยวข้องโดยการขอเข้าทดลองในคณะศึกษาศาสตร์ เป็นเวลา 1 ภาค โดยทดลองสอนในภาคต้น ปีการศึกษา 2532 นี้

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน ได้โปรดพิจารณาอนุญาตให้ นางสาว วิษชุดา สุธีสร์ ได้เข้าทดลองสอนดังกล่าว เพื่อประโยชน์ทางวิชาการ จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรภักย์

(ศาสตราจารย์ ดร. ถาวร วัชรภักย์)

คณะบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 215๐895-9

ที่ ทม ๐319/6591

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

20 กรกฎาคม 2532

เรื่อง ขอความร่วมมือในการวิจัย
เรียน หัวหน้าหน่วยศึกษานิเทศก์ กรมสามัญศึกษา

เนื่องด้วย นางสาว วิชชุดา สุชีสร นิสิตชั้นปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษ ของนักเรียนในระดับต้นและของผู้เรียนในระดับสูง ที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวงษ์ เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตขอเรียนเชิญผู้หมิ่นนามข้างท้ายนี้ เป็นผู้ทรงคุณวุฒิตรวจแผนการสอนที่นิสิตสร้างขึ้น

อาจารย์ พัทธ์ นิลนพคุณ

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ผู้หมิ่นนามดังกล่าวข้างต้นเป็นผู้ทรงคุณวุฒิ ตรวจสอบเครื่องมือวิจัยที่นิสิตสร้างขึ้น เพื่อประโยชน์ทางวิชาการ จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรภักย์

(ศาสตราจารย์ ดร. ถาวร วัชรภักย์)

คณบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 2150895-9 ต่อ 3530

ท กม ๑3๑9/6592

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

2๑ กรกฎาคม 2532

เรื่อง ขอความร่วมมือในการวิจัย
เรียน ผู้อำนวยการโรงเรียนสามเสนวิทยาลัย

เนื่องด้วย นางสาว วิชชุดา สุธีสร นิสิตชั้นปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษ ของนักเรียนในระดับต้นและของผู้เรียนในระดับสูงที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวงศ์ เป็นอาจารย์ที่ปรึกษา ในการนี้ขอสืบค้นขอเรียนเชิญผู้ที่มีนามข้างท้ายนี้เป็นผู้ทรงคุณวุฒิตรวจแผนการสอนที่ผลิตสร้างขึ้น

อาจารย์ สายพิน เพ็ชรรัตเพ็ญผล

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน ได้โปรดพิจารณาอนุญาตให้ผู้มีนามดังกล่าวข้างต้นเป็นผู้ทรงคุณวุฒิ ตรวจสอบเครื่องมือวิจัยที่ผลิตสร้างขึ้น เพื่อประโยชน์ทางวิชาการ จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรวิทย์

(ศาสตราจารย์ ดร. ถาวร วัชรวิทย์)

คณบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 215๑895-9 ต่อ 353๑

ที่ ทม 0309/6633

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

21 กรกฎาคม 2532

เรื่อง ขอความร่วมมือในการวิจัย

เรียน อาจารย์ใหญ่โรงเรียนเซนต์จอร์จ

เนื่องด้วย นางสาว วิชชุดา สิริสร นิสิตชั้นปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษ ของนักเรียนในระดับต้นและของผู้เรียนในระดับสูงที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวัฒน์ เป็นอาจารย์ที่ปรึกษา ในการนิสิตขอเรียนเชิญผู้พินิจข้างท้ายนี้ เป็นผู้ทรงคุณวุฒิตรวจแผนการสอนที่นิสิตสร้างขึ้น

Ms. Synthia Sinsup

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ผู้มีนามดังกล่าวข้างต้นเป็นผู้ทรงคุณวุฒิ ตรวจสอบเครื่องมือวิจัยที่นิสิตสร้างขึ้น เพื่อประโยชน์ทางวิชาการ จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรภักย์

(ศาสตราจารย์ ดร. ถาวร วัชรภักย์)

คณบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 2150895-9 ต่อ 3530

ที่ ทม ๑3๑9/6593

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 1033๑

20 กรกฎาคม 2532

เรื่อง ขอความร่วมมือในการวิจัย

เรียน คณะบดีคณะมนุษยศาสตร์ มหาวิทยาลัยหอการค้าไทย

เนื่องด้วย นางสาว วิชชุดา สุธีสร นิสิตชั้นปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์ เรื่อง "การเปรียบเทียบความสามารถในการเขียนเรียงความภาษาอังกฤษของนักเรียนในระดับต้นและของผู้เรียนในระดับสูง ที่ได้รับการตรวจงานเขียนโดยครู ด้วยวิธีชี้แนะโดยตรงและวิธีชี้แนะทางอ้อม" โดยมี อาจารย์ สุจิตรา สวัสดิวัฒน์ เป็นอาจารย์ที่ปรึกษา ในการนี้ผลิตขอเรียนเชิญผู้มีนามข้างท้ายนี้เป็นผู้ทรงคุณวุฒิตรวจแผนการสอน

อาจารย์ บุษบา พิณฑุโสภณ

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ผู้มีนามดังกล่าวข้างต้นเป็นผู้ทรงคุณวุฒิ ตรวจสอบเครื่องมือวิจัยที่ผลิตสร้างขึ้น เพื่อประโยชน์ทางวิชาการ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

ถาวร วัชรภักย์

(ศาสตราจารย์ ดร. ถาวร วัชรภักย์)

คณะบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 215๑895-9 ต่อ 353๑

ภาคผนวก ค

การคำนวณค่าทางสถิติ

ตารางที่ 3 แสดงคะแนนและค่ามัธยัมเลขคณิตของคะแนนการสอบวิชาภาษาอังกฤษหลัก ของนักเรียนชั้นมัธยมศึกษาปีที่ 3/9 (A_1 B_1) ในชั้นมัธยมศึกษาปีที่ 2 ภาคปลาย ปีการศึกษา 2531 และของคะแนนสอบคัดเลือกเข้าศึกษาต่อในมหาวิทยาลัย หอการค้าไทย วิชาภาษาอังกฤษ ของนักศึกษาชั้นปีที่ 1 กลุ่ม 1 (A_2 B_2)

คนที่	กลุ่ม A_1	กลุ่ม B_1	กลุ่ม A_2	กลุ่ม B_2
1	81	81	36	35
2	77	77	34	34
3	76	76	33	34
4	75	75	33	32
5	75	75	32	32
6	74	73	30	31
7	73	73	30	30
8	72	73	30	29
9	72	71	29	29
10	70	71	29	29
11	70	70	28	29
12	70	68	28	27
13	68	68	27	27
14	67	67	26	26
15	65	66	26	26
16	65	64	25	26
17	64	64	24	24
18	63	64	24	23
19	63	62	23	23
20	61	61	22	22
21	59	60	22	22
22	59	59	21	21

ตารางที่ 3 (ต่อ)

คนที่	กลุ่ม A ₁	กลุ่ม B ₁	กลุ่ม A ₂	กลุ่ม B ₂
23	58	58	20	20
24	58	55	19	19
25	50	53	16	18
\bar{X}	67.4	67.36	26.68	26.72

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม A₁

$$\begin{aligned}
 \text{จากสูตร S.D.} &= \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N-1)}} \\
 \text{S.D.}_{A_1} &= \sqrt{\frac{(25 \times 114897) - 2839225}{25 \times 24}} \\
 &= \sqrt{\frac{33200}{600}} \\
 &= \sqrt{55.3} \\
 &= 7.43
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม B₁

$$\begin{aligned}
 \text{S.D.}_{B_1} &= \sqrt{\frac{(25 \times 114710) - 2835856}{25 \times 24}} \\
 &= \sqrt{\frac{31894}{600}} \\
 &= \sqrt{53.1} \\
 &= 7.29
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม A₂

$$\begin{aligned}
 \text{S.D. } A_2 &= \sqrt{\frac{(25 \times 18417) - 444889}{25 \times 24}} \\
 &= \sqrt{\frac{15536}{600}} \\
 &= \sqrt{25.89} \\
 &= 5.08
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม B₂

$$\begin{aligned}
 \text{S.D. } B_2 &= \sqrt{\frac{(25 \times 18424) - 446224}{25 \times 24}} \\
 &= \sqrt{\frac{14376}{600}} \\
 &= \sqrt{23.96} \\
 &= 4.8
 \end{aligned}$$

ทดสอบความแปรปรวนของตัวอย่างประชากรระหว่างกลุ่ม A₁ กับ B₁

$$\begin{aligned}
 \text{จากสูตร } F &= \frac{S_1^2}{S_2^2} \\
 F_{(A_1, B_1)} &= \frac{7.43^2}{7.29^2} \\
 &= 1.03
 \end{aligned}$$

ทดสอบความแปรปรวนของตัวอย่างประชากรระหว่างกลุ่ม A₂ กับ B₂

$$\begin{aligned}
 F_{(A_2, B_2)} &= \frac{5.08^2}{4.8^2} \\
 &= 1.12
 \end{aligned}$$

ตารางที่ 4 แสดงมัธยัมเลขคณิตของคะแนนความสามารถในการเขียนของงานเขียน 10 ชิ้น
ของผู้เรียนแต่ละคนในกลุ่ม A_1 B_1 , A_2 B_2 .

คนที่	กลุ่ม A_1	กลุ่ม B_1	กลุ่ม A_2	กลุ่ม B_2
1	91.2	95.4	97.6	94.3
2	90.1	89.6	96.7	89.6
3	91	91	95.4	90.6
4	90.9	92.6	94.9	90.8
5	94.6	92	95.9	91.5
6	94	86	90.4	93.2
7	95.6	88.5	92	89.8
8	95.2	93.6	92.1	90.5
9	93.8	87.4	93.6	86.7
10	93.7	90.6	95.7	87.3
11	89	89.5	94.8	91.1
12	82.6	85	91.9	89.9
13	90.6	81.1	91.2	90.1
14	91.9	89.2	90.3	88.5
15	90.4	88.4	90.8	87.2
16	90.9	89	92.4	90
17	91.7	82.3	90.9	89.2
18	90.1	81.2	89.7	90.7
19	91.8	86.1	91.5	88.4
20	87.6	91.1	90.9	88.9
21	90.8	84.3	91	88.9
22	90.3	87.6	87.4	90.4
23	90.8	83	88	83.6
24	80.4	76.2	85.1	80.3
25	78.9	73	80.4	76.8

ตารางที่ 5 แสดงมัธยเลขคณิต (\bar{X}) ของแต่ละกลุ่ม

กลุ่ม	A ₁	B ₁	A ₂	B ₂
\bar{X}	90.3	86.95	91.62	88.71

การคำนวณหาส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม A₁

$$\begin{aligned}
 \text{จากสูตร S.D.} &= \sqrt{\frac{N\sum X^2 - (\sum X)^2}{N(N-1)}} \\
 \text{S.D.}_{A_1} &= \sqrt{\frac{(25 \times 204338.8) - (2257.9)^2}{25 \times 24}} \\
 &= \sqrt{\frac{5108470 - 5098112.4}{600}} \\
 &= \sqrt{\frac{10357.59}{600}} \\
 &= \sqrt{17.26} \\
 &= 4.15
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม B₁

$$\begin{aligned}
 \text{S.D.}_{B_1} &= \sqrt{\frac{(25 \times 189733.6) - (2173.7)^2}{600}} \\
 &= \sqrt{\frac{18368.31}{600}} \\
 &= \sqrt{30.61} \\
 &= 5.53
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม A₂

$$\begin{aligned}
 S.D._{A_2} &= \sqrt{\frac{(25 \times 210219.12) - (2290.6)^2}{25 \times 24}} \\
 &= \sqrt{\frac{5255478 - 5246848.36}{600}} \\
 &= \sqrt{\frac{8629.64}{600}} \\
 &= \sqrt{14.38} \\
 &= 3.79
 \end{aligned}$$

การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนกลุ่ม B₂

$$\begin{aligned}
 S.D._{B_2} &= \sqrt{\frac{(25 \times 197171.49) - (2217.8)^2}{25 \times 24}} \\
 &= \sqrt{\frac{4929287.25 - 4918636.84}{600}} \\
 &= \sqrt{\frac{10650.41}{600}} \\
 &= \sqrt{17.75} \\
 &= 4.21
 \end{aligned}$$

ทดสอบความแตกต่างระหว่างค่ามัธยัมเลขคณิตของกลุ่ม A_1 และ B_1

จากสูตร

$$\begin{aligned}
 t &= \frac{\bar{X}_{A_1} - \bar{X}_{B_1}}{\sqrt{\frac{\sum X^2_{A_1} + \sum X^2_{B_1}}{(N_{A_1} + N_{B_2}) - 2} \left(\frac{1}{N_{A_1}} + \frac{1}{N_{A_2}} \right)}} \\
 &= \frac{90.3 - 86.95}{\sqrt{\frac{204338.8 + 189733.6}{48} \times \left(\frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{3.35}{\sqrt{\frac{394072.4}{48} \times \frac{2}{25}}} \\
 &= \frac{3.35}{\sqrt{656.78}} \\
 &= \frac{3.35}{25.62} \\
 &= 0.13
 \end{aligned}$$

ทดสอบความแตกต่างระหว่างค่ามัธยฐานเลขคณิตของกลุ่ม A₂ และ B₂

$$\begin{aligned}t &= \frac{91.62 - 88.71}{\sqrt{\frac{210219.12 + 197171.49}{48} \times \left(\frac{1}{25} + \frac{1}{25}\right)}} \\&= \frac{2.91}{\sqrt{\frac{407390.6}{48} \times \frac{2}{25}}} \\&= \frac{2.91}{\sqrt{678.98}} \\&= \frac{2.91}{26} \\&= 0.11\end{aligned}$$

ภาคผนวก ง

ชุดสัญลักษณ์ที่ใช้ในการตรวจงานเขียนด้วยวิธีขึ้นแฉะ โดยตรง
และตัวอย่างในการตรวจงานเขียนด้วยวิธีขึ้นแฉะ โดยตรง และวิธีขึ้นแฉะทางอ้อม



ชุดสัญลักษณ์ที่ใช้ในการตรวจงานเขียนด้วยวิธีนี้แนะโดยตรง

SYMBOLS	MISTAKES	CORRECTION
Agr.No.= Agree- ment of Number.	I have a lot of ^{Agr.No.} <u>works</u> to finish.	I have a lot of work to finish.
Agr.SV.= Agree- ment of Subject and Verb	In some ^{Agr.No.} <u>area</u> , there was only one doctor.	In some areas, there was only one doctor.
Agr.SV.= Agree- ment of Subject and Verb	She ^{Agr.SV.} <u>have</u> four dogs.	She has four dogs.
Art.= Article	There ^{Agr.Sv.} <u>is</u> a few people in the coffee shop.	There are a few people in the coffee shop.
Art.= Article	He is ^{Art.} <u>the</u> doctor.	He is a doctor.
Art.= Article	He can play ^{Art.} <u>the</u> basket- ball.	He can play basket-ball.
Art.= Article	Pattani is ^{Art.} <u>^</u> big province.	Pattani is a big province.
Art.= Article	There is ^{Art.} <u>a</u> egg in a bowl.	There is an egg in a bowl.
Adj.= Adjective	He is a ^{Adj.} <u>cleverly</u> boy.	He is a clever boy.
Adv.= Adverb	This cake is very ^{Adv.} <u>sweetly</u> .	This cake is very sweet.
Adv.= Adverb	Jane can sing very ^{Adv.} <u>good</u> .	Jane can sing very well.
Adv.= Adverb	That old man walked ^{Adv.} <u>slow</u> .	That old man walked slowly.
Cap.= Capital letter	Japan was defeated in Cap. Cap. <u>world war II</u> .	Japan was defeated in World War II.
C.= Comma	I like cookie ^{c.} <u>^</u> cake ^{c.} <u>^</u> and icecream.	I like cookie, cake, and icecream.

SYMBOLS	MISTAKES	CORRECTION
	<p style="text-align: center;">C.</p> <p>When I was young <u> </u> I went abroad every year.</p>	<p>When I was young, I went abroad every year.</p>
Comp.= Comparison	<p style="text-align: center;">Comp.</p> <p>I am as strong <u> </u> my brother.</p>	<p>I am as strong as my brother.</p>
	<p style="text-align: center;">Comp.</p> <p>He likes Phuket <u> </u> than Bangkok.</p>	<p>He likes Phuket more than Bangkok.</p>
DM.= Dangling Modifier	<p style="text-align: center;">DM.</p> <p><u>Walking along the beach,</u> <u>a sandal was found by</u> <u>Mary.</u></p>	<p>Walking along the beach, Mary found a sandal.</p>
	<p style="text-align: center;">DM.</p> <p><u>To enjoy surfing, the</u> <u>waves must be high.</u></p>	<p>To enjoy surfing, you need high waves.</p>
Fr.= Fragment	<p style="text-align: center;">Fr.</p> <p><u>When I was eight years</u> <u>old.</u> I wanted to be a teacher.</p>	<p>When ^{repeat} (I) was eight years old, (I) wanted to be a teacher.</p>
	<p style="text-align: center;">Fr.</p> <p><u>There are many new</u> <u>subjects.</u> That I have never studied before.</p>	<p>There are many new subjects that I have never studied before.</p>
LC.= Lower Case Letter.	<p>I didn't like to study LC. <u>Science.</u></p>	<p>I didn't like to study science.</p>
	<p>John is studying in a LC. <u>University.</u></p>	<p>John is studying in a university.</p>
MM.= Misplaced Modifier.	<p>A jeep ran over the soldier that had ^{MM.}<u>muddy tires.</u></p>	<p>A jeep that had muddy tires ran over the soldier.</p>

SYMBOLS	MISTAKES	CORRECTION
Par.= Parallel Structure	I am used to getting up early and ^{Par.} <u>have</u> breakfast at six.	I am used to getting up early and having breakfast at six.
Poss.= Possessive Form	It's name is Bob.	Its name is Bob.
Possessive Form	The police are doing ^{Poss.} <u>his</u> work.	The police are doing their work.
Prep.= Preposition.	Many patients died ^{Prep.} <u>during</u> the way to the doctor.	Many patients died on the way to the doctor.
Ref.= Reference of Pronouns	She always lacks ^{Prep.} <u>of</u> money.	She always lacks money.
Ref.= Reference of Pronouns	Because my cats are lovely, I love ^{Ref.} <u>it</u> very much.	Because my cats are lovely, I love them very much.
Rep.= Repetition	The pond in the campus adds much beauty to the ^{Rep.} <u>campus</u>	The pond in the campus adds much beauty to it.
RO.= Run-on sentence.	When I was in ^{R.O.} <u>M.S1 my school was far from my house if I returned home late my mother would wait for me until I returned.</u>	When I was in M.S1, my school was far from my house. If I returned home late, my mother would wait for me until I returned.
Sp.= Spelling	I wanted to be a ^{Sp.} <u>sciencetist</u> . He lived on ^{Sp.} <u>fruet</u> only.	I wanted to be a scientist. He lived on fruit only.

SYMBOLS	MISTAKES	CORRECTION
Spk.= Spoken Form	^{Spk.} I <u>didn't</u> hate school any more.	I did not hate school any more.
	^{Spk.} There' <u>re</u> many things to do.	There are many things to do.
TS.= Tense Shift	^{TS.} I <u>have bought</u> this bicycle when I was ten.	I bought this bicycle when I was ten.
	^{TS.} She told me that I <u>must</u> work hard.	She told me that I had to work hard.
Trans.= Transitional Adverbs.	^{Trans.} We must hurry ^ We will miss the bus.	We must hurry. Otherwise we will miss the bus.
	^{Trans.} I had tried as hard as I could.	I had tried as hard as I could.
	^{Trans.} ^ I failed to finish my work in time.	However I failed to finish my work in time.
V.= Voice	^{V.} The accident <u>was happened</u> a while ago.	The accident happened a while ago.
	^{V.} My teacher <u>was interesting</u> in all her students.	My teacher was interested in all her students.
Vf.= Verb Form	^{Vf.} I must <u>to go</u> to school now. ^{Vf.} I have never <u>knew</u> her before.	I must go to school now. I have never known her before.

SYMBOLS	MISTAKES	CORRECTION
WO. = Word Order	<p style="text-align: right;">WO.</p> My father asked me <u>what</u> was his name. <p style="text-align: right;">WO.</p> It takes <u>from here to</u> <u>school about ten</u> <u>minutes.</u>	My father asked me what his name was. It takes about ten minutes from here to school.
WW. = Wrong Word	<p style="text-align: right;">WW.</p> I have <u>learned</u> English for 8 years. This made me feel <p style="text-align: right;">WW.</p> <u>enjoyable.</u>	I have studied English for 8 years. This made me feel happy.

ตัวอย่างในการตรวจงานเขียนด้วยวิธีที่แนะนำโดยตรง

Sp.
 My duaghter, Jane, never dreamed of reciving a letter from a
 Poss. WW.
 girl of his own age in Holland. Last year, we were travelling cross
 TS.
 the channel and Jane puts a piece of paper with her name and address
 Prep. Sp. Rep.
 on it in a bottle. Jane threwed the bottle into the sea. Jane never
 thought of it again, but ten months later, she received a letter from
 Cap. Agr.NO. Adv. Tran.
 a girl in holland. Both girl write to each other regular now. ^ They
 Vf. WO.
 have decide to use the post-office. Letters will cost a more little
 but they will certainly travel faster.

ตัวอย่างในการตรวจงานเขียนด้วยวิธีที่แนะนำทางอ้อม

My duaghter, Jane, never dreamed of receiving ^ letter from a
 girl of his own age in Holland. Last year, we were travelling cross
 the channel and Jane puts a piece of paper with her name and address
 on it in a bottle. Jane threwed the bottle into the sea. Jane never
 thought of it again, but ten months later, she received a letter from
 a girl in holland. Both girl write to each other regular now. ^ They
 have decide to use the post-office. Letters will cost a more little _
 but they will certainly travel faster.

ตัวอย่างงานเขียนของผู้เรียนที่ได้รับการตรวจงานเขียนด้วยวิธีนี้และโดยตรง

My Favourite Sport.

สุวิธยา จงสุมทร A

My favourite sport is fishing. I always go to fish on Sunday morning. While I'm fishing, I'm in the boat. I spend all day for fishing but I don't catch anything after fishing for hours. However I don't worry about it. I think I am less lucky than fishermen which can catch only boots and rubbish. I go back home with no fish in my bag. My friends say that "Fishing is a waste of time." They say that because I don't receive anything from fishing. But he doesn't pay attention to it. In fact he isn't really interested in fish but he is interested in sitting in the boat and doing nothing.

ตัวอย่างการแก้ไขงานเขียนของผู้เรียนที่ได้รับการตรวจงานเขียนด้วยวิธีนี้และโดยตรง

Correction: My Favourite Sport.

สุวิธยา จงสุมทร A.

My favourite sport is fishing. I always go to fish on Sunday morning. While I'm fishing, I'm in a boat. I spend all day to fishing but I don't catch anything after fishing for hours. However I don't worry about it. I think I am less lucky than fishermen who can catch only boots and rubbish. I go back home with no fish in my bag. My friend said that "Fishing is a waste of time." They said that because I didn't receive anything from fishing. But I didn't pay attention about it. In fact I am not really interested in fishing but I'm interested in sitting in the boat and doing nothing.

ตัวอย่างงานเขียนของผู้เรียนที่ได้รับการตรวจงานเขียนด้วยวิธีชี้แนะทางอ้อม

สายหนึ่ง ลิมพิภาติ B

My Favourite Sport

My favourite sport is fishing. I always go to fish on Sunday for hour and I catch nothing. I don't worry about it about it. Some fishermen are unlucky because they catch old boots and rubbish. I'm less lucky than them, I catch nothing. I go home with an empty bag. My friends says that "It's a waste of time." because I catch nothing. But he doesn't realize one important thing. I'm interested in sitting in a boat and doing nothing not fishing.

ตัวอย่างการแก้ไขงานเขียนของผู้เรียนที่ได้รับการตรวจงานเขียนด้วยวิธีชี้แนะทางอ้อม

สายหนึ่ง ลิมพิภาติ B

Correction

My favourite Sport.

My favourite sport is fishing. I always go to fish on Sunday for hours but I catch nothing. I don't worry about it. Some fishermen are unlucky because they catch old boots and rubbish. I'm less lucky than them. I catch nothing. I go home with an empty bag. My friends say that "It's a waste of time." because I catch nothing. But they don't realize one important thing. I'm interested in sitting in a boat and doing nothing not fishing.

ภาคผนวก จ

แผนการสอนวิชาทักษะเขียน I (อ.๑61) จำนวน 10 แผน
แผนการสอนวิชาทักษะเขียน (English I HM 1103) จำนวน 10 แผน

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date : 29 May 89


Time: 11.50-12.40

Content: Unit 1 Lesson 1 General Information

Aids: word cards, charts, Note Fan Club member forms

Assumption: name, surname, address, date of birth, place of birth, age, class, school

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to fill out forms and give general information about people correctly.</p> <p><u>Enabling Objective</u> The students will be able to fill out forms and correctly give the</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Do you know the Note Fan Club? Suppose you want to be a member of this fan club. What should you do? Yes, you have to apply. What do you do to apply? What do you do after that? Yes, you have to fill out the form. What will you write in the form? Very good. Now let's look at this</p>	<p>Good afternoon. Yes, I do. สมัครเป็นสมาชิก เขียนไปขอใบสมัคร กรอกแบบฟอร์มสมัครสมาชิก name, address, age, etc.</p>	<p>The students use general information about themselves to fill out the member forms of the Note Fan Club.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>following personal information: name, surname, date of birth, place of birth, age, address, class and school correctly.</p>	<p><u>REVISION</u> chart.</p> <div style="border: 1px solid black; padding: 10px;">  <p style="text-align: center;"><u>NOTE FAN CLUB</u></p> <p style="text-align: center;">date:</p> <p>Name:</p> <p>Surname:</p> <p>Date of birth:</p> <p>Place of birth:</p> <p>Age:</p> <p>Address:</p> <p>Class:</p> <p>School:</p> </div> <p>What does "Class" mean? What does "School" mean? Do you want to be a member of this</p>	<p>ระดับชั้นที่เรียน โรงเรียนที่เรียนอยู่</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>fan club?</p> <p>Today we're going to study how to fill out the form to apply for being Note Fan Club members.</p> <p><u>PRESENTATION</u> (Write <u>Unit 1 Lesson 1 General Information</u>)</p> <p>Look at the chart. I'm going to fill out the form. Do you see the word "Name"?</p> <p>I'm going to write my name. Notice the way I write my name.</p> <p>(Stick <u>WICHUDA</u> and <u>Wichuda</u> at "Name")</p> <p>(Point to the two name cards)</p> <p>What is the difference between these two name cards?</p>	<p>Yes, I do.</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>All the letters in the first card are block capital letters but only the first letter in the second card is capitalized.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Stick <u>SUTHISORN</u> and <u>Suthisorn</u> at "Surname") (Point to them) What is the difference between these two surname cards? What form of letters are they? How many ways can you write your name and surname? What are they?</p> <p>(Stick <u>First name</u> on "Name") What can be used instead of "Name"? (Stick <u>Given name</u> on "First name") What else can be used instead of "Name"? Some application forms may use "first name" or "given name" instead of "name".</p>	<p>(the same answer) Printed form.</p> <p>2 ways. Printed in block capitals or printed with only the first letter capitalized.</p> <p>First name.</p> <p>Given name.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Stick <u>Last name</u> on "Surname")</p> <p>What can be used instead of "Surname"?</p> <p>(Stick <u>Family name</u> on "Last name")</p> <p>What else can be used instead of "Surname"?</p> <p>When you see the word "last name" or "family name", what will you write?</p> <p>(Stick Name <u>WICHUDA SUTHISORN</u>)</p> <p>If there is only the word "Name" on the form, what will you write?</p> <p>(Amer.)</p> <p>(Stick <u>December 6, 1964</u> at "Date of Birth")</p> <p>When you write a date, what comes first?</p> <p>What come next?</p> <p>What style is this American or British?</p> <p>(Brit.)</p> <p>(Stick <u>6th December, 1964</u>)</p> <p>This is another way to write a date in</p>	<p>Last name.</p> <p>Family name.</p> <p>Surname.</p> <p>name and surname.</p> <p>the month.</p> <p>the date, a comma, and the year.</p> <p>American.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>British English.</p> <p>What is the difference between American and British English style of writing dates?</p> <p>(Stick <u>Phuket</u> at "place of birth")</p> <p>When you fill out "Place of birth", what will you write?</p> <p>(Stick <u>Kent, England</u> at "Place of birth")</p> <p>Why did I write "England"?</p> <p>That's right. This fan club is in Thailand and I was born in Thailand, so I don't have to write the country but if I had been born in a foreign country,</p>	<p>In American English, the month comes before the date but in British English the date comes before the month.</p> <p>The name of a province.</p> <p>Because it's a foreign country.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>I would have had to write the country name.</p> <p>(Stick <u>25</u> at "Age")</p> <p>Twenty five is my age. What form is it-a letter form or a number form?</p> <p>(Stick <u>358 SukhothaiRd., Dusit, Bangkok 10300</u> at "Address")</p> <p>Look at my address, what comes first?</p> <p>What comes next?</p> <p>What comes after the road?</p> <p>What follows that?</p> <p>What comes last?</p> <p>Why do the road, the amphur, and the province begin with capital letters?</p> <p>Look at "Rd." What does it stand for?</p>	<p>a number form.</p> <p>The number of your house.</p> <p>The road.</p> <p>The amphur.</p> <p>The province.</p> <p>The post-code.</p> <p>Because they are proper nouns.</p> <p>a road.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What kind of letter is "R"?</p> <p>The short form of "road" must begin with a capital letter. What are between the road, the amphur and the province?</p> <p>Don't forget to write commas between them.</p> <p>Now I've finished it. Do you understand how to fill information in a form?</p>	<p>a capital letter.</p> <p>commas.</p> <p>Yes, I do.</p>	
<u>PRACTICE</u>	<p>Open your book to page 1. Look at Jitra Sooksun's information. Try to fill out her student card by using the information given.</p> <p>(Let some students read their answers)</p> <p>I think you can fill out the form by yourself. Am I right?</p>	<p>(Do their work)</p> <p>Yes, you are.</p>	
<u>EVALUATION</u>	<p>Do you want to be a Note Fan Club member?</p> <p>O.K. I'll give you the Note Fan Club member</p>	<p>Yes, I do.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>forms. Then you fill out the form with your own information. Is it clear?</p> <p>(Give the forms to the students)</p> <p>(Collect the students' work)</p>	<p>Yes, it is.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 23 June 89

Time: 12.30-13.45

Content: Unit 1 Lesson 2 Physical Appearance



Aids: Transparencies, pictures

Assumption: Hair: short/long, black/brown/blond/grey/white

Eyes: big/small, black/brown/blue/green

Body: thin/slim/fat


Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to describe people's physical appearance correctly.</p> <p><u>Enabling Objective</u> The students will be able to use these words correctly:</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Look at S1 and S2. Look at their height, hair, eyes, shape and skin colour. Are they the same or different? People look different. No one in this class looks the same. Is that right? If you want to describe someone,</p>	<p>Good afternoon. They are different. Yes, it is.</p>	<p>The students describe physical appearance of people in the pictures they have brought with them.</p>



Objectives	Procedure		Evaluation
	Teacher	Students	
<p>Hair:</p> <p>a. straight/wavy/curly</p> <p>b. to be parted in the middle, to be parted on the left/right.</p> <p>c. a pigtail, a fringe a ponytail, a bun</p> <p>Face:</p> <p>-round, square, oval.</p> <p>Eyes:</p> <p>-Chinese eyes.</p> <p>Skin:</p> <p>a. a mole, a pimple, a scar, a birth-</p>	<p>what will you speak about?</p> <p><u>REVISION</u></p> <p>Today we're going to study how to describe people's physical appearance.</p> <p>(Write "Lesson 1 Physical Appearance")</p> <p>(HAIR: short/long)</p> <p>(Show) </p> <p>Describe his hair length.</p> <p>(Show) </p> <p>Describe her hair.</p>	<p>height, hair, eyes, etc.</p> <p>He has short hair.</p> <p>Her hair is long. She has long hair..</p>	






- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p>mark, freckles.</p> <p>b. dark/fair complexion.</p> <p>Body:</p> <p>-skinny, well-built, plump, chubby.</p>	<p><u>(HAIR:black/brown/blond/grey/white)</u></p> <p>Do all people in this world have the same hair colour?</p> <p>Give me some examples of hair colour.</p> <p>That's right.</p> <p>(Show a picture of a girl with blond hair) Describe her hair.</p> <p>I have short hair. My hair is black.</p> <p>I have short black hair. Describe her hair again.</p> <p>Describe Sl's hair.</p>	<p>No, they haven't.</p> <p>black, brown, grey, white, blond.</p> <p>Her hair is blond.</p> <p>She has blond hair.</p> <p>She has long blond hair.</p> <p>She has long black hair.</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRESENTATION</u>	<p>(HAIR: straight/wavy/curly)</p> <p>(Write "straight" on the transparency and read)</p> <p>Look at my hair. It is straight. I have straight hair. What does straight hair mean?</p> <p>Describe S2's hair.</p> <p>I have short straight black hair.</p> <p>Describe S2's hair again.</p> <p>(Write "wavy" and read)</p> <p>Look at S3's hair. It is wavy. What does wavy hair mean?</p> <p>Describe her hair.</p> <p>(Write "curly" and read)</p>	<p>(take notes and read)</p> <p>ผมตรง</p> <p>He has straight hair.</p> <p>His hair is straight.</p> <p>He has short straight black hair. (take notes)</p> <p>(take notes and read)</p> <p>ผมเป็นคลื่น</p> <p>She has long wavy black hair. (take notes)</p> <p>(take notes)</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show)</p>  <p>This man in this picture has curly hair.</p> <p>What does curly hair mean?</p> <p>Describe his hair.</p> <p><u>(HAIR: to be parted in the middle/on the left/on the right)</u></p> <p>(Write "to be parted in the middle" on the transparency and read)</p> <p>Look at S1. Her hair is parted in the middle. What does "to be parted in the middle" mean?</p> <p>(Point to another student). Describe his hair.</p>	<p>ผมหยิก</p> <p>He has short curly brown hair. (take notes)</p> <p>(read and take notes)</p> <p>ผมเสกกลาง</p> <p>His hair is parted in the middle. (take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Write "to be parted on the left/right" and read)</p> <p>Look at S2. Her hair is parted on the left. Look at S3. His hair is parted on the right. What does "to be parted on the left/right" mean?</p> <p>Describe this picture.</p>  <p>Describe this picture.</p> 	<p>(read and take notes)</p> <p>ผมเนสกข้างซ้าย/ขวา His hair is parted on the left.</p> <p>His hair is parted on the right." (take notes)</p>	

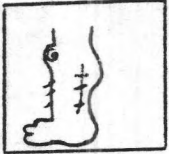
- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(HAIR: a pigtail/a fringe/a ponytail/a bun)</p> <p>(Show)</p>  <p>(Point to a pigtail) She has one pigtail.</p> <p>(Write "a pigtail" and read) What does a pigtail mean? Describe S1's hair.</p> <p>(Point to the same picture) This is a fringe. This girl wears her hair in a fringe.</p> <p>(Write "a fringe" and read) What does a fringe mean? Describe S2's hair.</p>	<p>(read and take notes)</p> <p>ਅਮਰਗੰਜ</p> <p>She has 2 pigtails.</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>ਅੰਮ੍ਰਿਤ</p> <p>She wears her hair in a fringe.</p> <p>(take notes)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Show)</p>  <p>This man has a square face.</p> <p>(Write "a square face" and read)</p> <p>What does it mean?</p> <p>Describe S2's face.</p> <p>(Show)</p>  <p>This girl has an oval face.</p> <p>(Write "an oval face" and read)</p> <p>What does it mean?</p> <p>Describe S3's face.</p>	<p>(read and take notes)</p> <p>หน้าเหลี่ยม</p> <p>His face is square.</p> <p>He has a square face.</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>หน้ารูปไข่</p> <p>Her face is oval. She has an oval face. (take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p><u>(EYES: big/small/Chinese eyes. black/brown/blue/green eyes)</u></p> <p>(Show)</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p>Look at these two men.</p> <p>Who has big eyes?</p> <p>What about the second man?</p> </div> </div> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p>The second man has small eyes or he has Chinese eyes.</p> <p>(Write "Chinese eyes" and read)</p> <p>What does Chinese eyes mean?</p> <p>Describe S1's eyes.</p> <p>Give me some eye colours.</p> <p>Describe the size and colour of the first man's eyes.</p> <p>Describe the second man eyes.</p> </div> </div>	<p>The first man.</p> <p>He has small eyes.</p> <p>(read and take notes)</p> <p>ตาเล็กแบบคนจีน</p> <p>She has Chinese eyes.</p> <p>black, brown, blue, green.</p> <p>He has big blue eyes.</p> <p>He has black Chinese eyes.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(SKIN: a mole, freckles, a pimple, a birthmark, a scar)</p> <p>- a mole:</p> <p>(Show)</p>  <p>She has a mole on her forehead. What does a mole mean? (Write "a mole" and read) (Write "She has a mole on her forehead")</p> <p>Look at S1. Does he have a mole? Where is it?</p> <p>- freckles:</p> <p>(Show)</p>  <p>He has some freckles on his cheeks. What does freckles mean? (Write "freckles" and "He has some freckles on his cheeks" and read)</p>	<p>ไม</p> <p>(read and take notes)</p> <p>(take notes)</p> <p>Yes, he has.</p> <p>It's on his neck.</p> <p>กระที่ผิวหนัง</p> <p>(read and take notes)</p>	


- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show a picture of an old woman with freckles on her skin) Describe this picture.</p> <p>- a pimple: Teenagers usually have pimples on their cheeks. When you have pimples, you can use Clearasil. What does a pimple mean? (Write "a pimple" and "Jin has some pimples on his chest" and read). S1 Make a sentence. Use the word pimple.</p> <p>- a birthmark: Look at my arm. I have a birthmark on my left arm. What does a birthmark mean? (Write "a birthmark" and "She has a</p>	<p>This old woman has some freckles on her skin.</p> <p>ສິ່ງ</p> <p>(read and take notes) Sometimes I have pimples on my back.</p> <p>ນ່ງ</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>birthmark on her left arm" and read)</p> <p>S1 Do you have a birthmark?</p> <p>- a scar:</p> <p>(Show)</p> <p>There is a scar on a man's calf.</p> <p>What is a scar?</p> <p>Do you have a scar S2?</p>  <p>(Write "a scar" and let S2 write the example for his friends)</p> <p>(SKIN: fair/dark complexion)</p> <p>(Write "a fair complexion" and read)</p> <p>(Point to S1) She has a fair complexion)</p>	<p>(read and take notes)</p> <p>Yes, I have one on my belly.</p> <p>ဟက်ဂျီ</p> <p>Yes, I have 2 scars. The first one is on my hand, and the second is on my leg.</p> <p>(read and take notes)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Point to S2) His complexion is fair. What does it mean? (Write "a dark complexion" and read) A dark complexion and a fair complexion are opposites. What does a dark complexion mean? (Show a picture of a Chinese girl) Describe her complexion.</p> <p>(Show a picture of an Indian man) What about him?</p> <p><u>(BODY: skinny/thin/slim/well-built/ plump/chubby/fat)</u> (Show a picture of a skinny man and a thin man) Between these two men who is the thinner?</p>	<p>ผิวขาว (read and take notes)</p> <p>ผิวคล้ำ She has a fair complexion. His complexion is dark. (take notes)</p> <p>The first man.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>The first man is skinny and the second man is thin.</p> <p>(Write "skinny", "thin" and read)</p> <p>What do "skinny" and "thin" mean?</p> <p>(Show a picture)</p> <p>What is different between these two girls?</p> <p>(Write "Jane is thin. Joy is thinner than Jane. She is skinny")</p> <p>(Point to S1) Look at S1. She is a slim.</p> <p>(Point to S2) Look at S2. He is well-built.</p> <p>What does "slim" mean?</p> <p>What does "well-built" mean?</p> <p>(Write "slim" and "well-built" and read)</p> <p>How is Sapan Serakul's shape?</p> <p>How is Suntisuk Promsiri's shape?</p>	<p>(take notes and read)</p> <p>หอมหนังสือที่มกราคม, นอม</p> <p>The girl with short hair is thin but the girl with long hair is skinny.</p> <p>(read and take notes)</p> <p>รูปร่างผมบาง, หุ่นนางผม</p> <p>รูปร่างคึกคัก</p> <p>(read and take notes)</p> <p>She is slim. (take-</p> <p>He is well built. notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show a picture of 3 persons. The first one is plump. The second one is chubby. And the third one is fat)</p> <p>(Point to the first man in the picture) For a person like this we use "plump".</p> <p>(Point to the second man) We use "chubby" for a person like this. And for the last one he is fat.</p> <p>Who is the fattest of all?</p> <p>Between the first man and the second man, who is the fatter?</p> <p>What does "plump" mean?</p> <p>What does "chubby" mean?</p> <p>What does "fat" mean?</p> <p>How is Jumjim Khemlek's shape?</p> <p>How is Kong NUVO's shape?</p>	<p>The last man.</p> <p>The second man.</p> <p>ท้วม</p> <p>ค่อนข้างอ้วน, เจ้าเนื้อ</p> <p>อ้วน</p> <p>He is fat.</p> <p>He is plump.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>How is Shusri Mesomon's shape?</p> <p>Now all of you know all the words used in describing people's physical appearance.</p> <p>Is that right?</p> <p>(Show)</p> <p><u>PRACTICE</u></p>  <p>Let's describe this man physical appearance.</p> <p>First name him.</p> <p>How about his hair?</p> <p>How is his face?</p> <p>Describe his eyes.</p> <p>(Do this until finishes)</p> <p>(The whole passage will be)</p> <p>This man is called Maxiam. He has long wavy brown hair. It is parted on the right.</p>	<p>She is chubby.</p> <p>(take notes)</p> <p>Yes, it is.</p> <p>Maxiam.</p> <p>He has long wavy brown hair.</p> <p>His face is square.</p> <p>He has big black eyes.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>He has a square face with big black eyes. There are some freckles and a scar on his cheek. On his neck there is a mole. He also has a birthmark on his left shoulder and some pimples on his chest. His complexion is dark. He is well-built.</p> <p>Read this passage together.</p> <p>Now describe a picture you have brought with you as much as possible. When you finish, give me your work and the picture.</p>	<p>(read)</p> <p>(Do their work)</p>	



DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date : 8 June 89

Time: 2.30-3.20


Content: Unit 1 Lesson 3 More Information about People

Aids: word cards, charts

Assumption: Identity card, Mr. Mrs. Miss, first/middle/last name, surname, family name, sex-male/female, single, married, number of children, office, nationality, occupation

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>The students will be able to fill out forms and describe more information about people correctly.</p> <p><u>Enabling Objective</u></p> <p>The students will be able to use these words correctly:</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class. Can you remember that we've just studied about how to fill out a form? What do you write in the form? Today we're going to study more about this. There will be something different from our first lesson.</p> <p>What is the UN or the United Nations? Suppose you are people from many countries and your careers are also</p>	<p>Good afternoon.</p> <p>Yes, I can.</p> <p>General information.</p> <p>องค์การสหประชาชาติ</p>	<p>Suppose the students are foreigners. Each one fills in the form with his information.</p> <p>Each student describes his friend by using his friend's</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>marital status, citizenship, religion, Buddhism, Buddhist, Christianity, Chris- tian, Islam, Muslim.</p> <p><u>REVISION</u></p>	<p>different. You were selected from your countries to attend a meeting at the UN. You have to fill out your identity cards to let the others know who you are. Is that clear?</p> <p>What is an identity card?</p> <p>What is the short form of "identity card?"</p> <p>What information will you have to write in your ID card?</p> <p>Now look at Mr. Joseph A. Jones's identity card.</p> <p>(Write "Unit 1 Lesson 3 More Information about People" and put a chart on the board. All the words are covered with a piece of paper except the word "Identity Card".)</p>	<p>Yes, it is.</p> <p>บัตรประจำตัว</p> <p>ID card.</p> <p>(answer)</p>	<p>information.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
	<div data-bbox="616 462 1265 1077" data-label="Form"> <p style="text-align: center;">IDENTITY CARD</p>  <p>Title ----- Sex ----- Marital Status ----- First name ----- No. of children ----- Middle name ----- Nationality ----- Last name ----- (country of ----- (Family name or ----- Citizenship ----- Surname) ----- Religion ----- Date of birth ----- Occupation ----- Age ----- Office -----</p> </div> <p>This is Mr. Joseph A. Jones's identity card. (Uncover the word <u>title</u> on the chart). Do you know this word?</p>		

คำนำหน้าชื่อ

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>What do you fill in for Title: When do you use "Mr."? (Write <u>Mrs. Elisa E. Brown</u> and <u>Miss Susan F. Kean</u>)</p> <p>What is the difference between these two persons?</p> <p>What are Mrs. and Miss in Thai? (Write <u>Ms. Elisa E. Brown</u> and <u>Ms. Susan F. Kean</u>)</p> <p>Can you guess what <u>Ms.</u> is? How can we use <u>Ms.</u>?</p> <p>Guess why some women use Ms. as their title.</p>	<p>Mr. ใช้นำหน้าผู้ชายอายุเกิน 15 ปี</p> <p>Elisa E. Brown แต่ง งานแล้ว Susan F. Kean เป็นโสด นาง, นางสาว</p> <p>It's a title. We can use Ms. with both a married girl and a single girl. They don't want others to know whether they are married or single.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>That's right. It was first used in America. At that time women wanted to be equal with men. A man doesn't change his title when he gets married and a women doesn't want to change her title, either. Therefore, Ms. is used.</p> <p>(Uncover the line <u>Name Mr. Joseph A. Jones</u>).</p> <p>If there is only the word "Name", what will you write?</p> <p>(Stick <u>Name Mr. Joseph Janes</u>).</p> <p>Can we write his name without a middle name?</p> <p>(Stick <u>Name Mr. Jones</u>).</p> <p>Can we write only title and surname?</p> <p>(Stick <u>Name Mr. Joseph</u>).</p> <p>Can we write only title and first name?</p> <p>(Let students summarize how to write a name)</p>	<p>(take note)</p> <p>Titlt, name, middle name and surname.</p> <p>Yes, we can.</p> <p>Yes, we can .</p> <p>No, we can't.</p> <p>(Summarize how to write a name)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Uncover all words from "first name" to "sex").</p> <p>Now, let's fill Mr. Joseph A. Jones' ID card. What is his first name?</p> <p>What is his middle name?</p> <p>In what form is the middle name?</p> <p>Often the middle name is the name of that person's grandparents or parents.</p> <p>What is his last name?</p> <p>He was born on April 6, 1960.</p> <p>What is his date of birth?</p> <p>How old is he?</p> <p>What is his sex; male or female?</p> <p>(Stick all the answers on the chart).</p> <p>(Uncover the word <u>Marital Status</u> and read)</p> <p>Spell it, please.</p> <p>Mr. Jones is a married man, Mrs. Jones is</p>	<p>Joseph</p> <p>A.</p> <p>Initial form.</p> <p>(take note)</p> <p>Jones.</p> <p>April 6, 1960.</p> <p>29 years old.</p> <p>male.</p> <p>(read)</p> <p>(spell)</p>	

PRESENTATION

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>his wife. He has 2 children. So, his <u>marital status is married.</u></p> <p>Miss Susan F. Kean hasn't married yet. She lives alone by herself. So, her <u>marital status is single.</u></p> <p>What does <u>marital status</u> mean?</p> <p>What do <u>married</u> and <u>single</u> mean?</p> <p>(Write "marital status"</p> <ol style="list-style-type: none"> 1. married สมรส Mr. Jones's marital status is married. 2. single โสด Miss Kean's marital status is single.) <p>What is Mr. Jones's marital status?</p> <p>(Stick the answer).</p> <p>(Uncover the word <u>Number of children</u>)</p> <p>Mr. Jones has 2 children. What do you write for "number of children"? (Stick</p>	<p>.</p> <p>สถานภาพสมรส สมรส, โสด</p> <p>married</p> <p>2</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>the answer).</p> <p>(Uncover the word <u>Nationality</u>). Point to S1). What is your nationality?</p> <p>Why do you say your nationality is Thai?</p> <p>Kong NUVO was born in U.S.A. What is his nationality?</p> <p>Mr. Jones was born in Canada. What is his nationality?</p> <p>(Stick the answer)</p> <p>(Uncover the word <u>Country of citizenship</u> and read)</p> <p>All of us were born in Thailand. We live in Thailand. Our <u>country of citizenship</u> is Thailand.</p> <p>What does "<u>country of citizenship</u>" mean?</p> <p>It can be said that we are <u>citizens</u> of Thailand. What does "citizen" mean?</p>	<p>Thai</p> <p>I was born in Thailand.</p> <p>American</p> <p>Canadian</p> <p>(read)</p> <p>สัญชาติ</p> <p>พลเมือง</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Mr. Jones was born in Canana. He lives and works in Canada. He is a citizen of Canada. What is his <u>country of citizenship</u>?</p> <p>(Stick the answer)</p> <p>(Write country of citizenship = สัญชาติ e.g. Mr. Jones' country of citizenship is Canada. citizen = พลเมือง e.g. Mr. Jones is a citizen of Canada).</p> <p>(Uncover the word <u>Religion</u> and read)</p> <p>There are three main <u>religions</u> in the world: <u>Buddhism, Christianity and Islam</u>. What does "religion" mean?</p> <p>A person who practices <u>Buddhism</u> is a <u>Buddhist</u>. What does "a <u>Buddhist</u>" mean?</p> <p>Four members of NUVO Band believe in <u>Christianity</u>. They are <u>Christians</u>. What do "<u>Christianity</u>" and "<u>Christian</u>" mean?</p>	<p>Canada</p> <p>(take note)</p> <p>(read)</p> <p>ศาสนา</p> <p>พุทธศาสนิกชน</p> <p>ศาสนาคริสต์ คริสตชน</p>	

Objectives	Procedure		Evaluation												
	Teacher	Students													
	<p>Most people in the South of Thailand believe in Islam. They are Muslims.</p> <p>What do <u>Islam</u> and <u>Muslim</u> mean?</p> <p>(Write</p> <p>religion</p> <table> <tr> <td>- Buddhism</td> <td>พุทธศาสนา</td> </tr> <tr> <td>Buddhist</td> <td>พุทธศาสนิกชน</td> </tr> <tr> <td>- Christianity</td> <td>ศาสนาคริสต์</td> </tr> <tr> <td>Christian</td> <td>คริสตชน</td> </tr> <tr> <td>- Islam</td> <td>ศาสนาอิสลาม</td> </tr> <tr> <td>Muslim</td> <td>ชาวมุสลิม)</td> </tr> </table> <p>e.g. Kanda is a <u>Buddhist</u> because she believes in <u>Buddhism</u>.</p> <p>Mr. Jones goes to church every Sunday.</p> <p>What do you fill in for <u>Religion</u>?</p> <p>(Uncover the word <u>Occupation</u> and read).</p> <p>Do you know Jintara Sukpat?</p> <p>What is her <u>occupation</u>?</p>	- Buddhism	พุทธศาสนา	Buddhist	พุทธศาสนิกชน	- Christianity	ศาสนาคริสต์	Christian	คริสตชน	- Islam	ศาสนาอิสลาม	Muslim	ชาวมุสลิม)	<p>ศาสนาอิสลาม ชาวมุสลิม</p> <p>(take note)</p> <p>Christianity</p> <p>(read)</p> <p>Yes, I do.</p> <p>An actress.</p>	
- Buddhism	พุทธศาสนา														
Buddhist	พุทธศาสนิกชน														
- Christianity	ศาสนาคริสต์														
Christian	คริสตชน														
- Islam	ศาสนาอิสลาม														
Muslim	ชาวมุสลิม)														

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Do you know Sapan Serakhun?</p> <p>What is her <u>occupation</u>?</p> <p>Sl. What is your father's <u>occupation</u>?</p> <p>What does "an <u>occupation</u>" mean?</p> <p>Mr. Jones earns his living by being a dentist. What do you fill for Occupation? (Uncover the word <u>Office</u>)</p> <p>What does "office" mean?</p> <p>Mr. Jones works in Guys Hospital.</p> <p>What do you fill for his Office?</p> <p>We've just finished filling in Mr. Jones's ID card. Do you know how to fill in the ID card?</p> <p><u>EVALUATION</u> Suppose you are people from different countries. You are going to attend a meeting at the United Nations. First of all, you have to fill in your identity</p>	<p>Yes, I do.</p> <p>A model.</p> <p>An architect.</p> <p>อาชีพ</p> <p>A dentist.</p> <p>ที่ทำงาน</p> <p>Guys Hospital.</p> <p>Yes, I do.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>cards to let the others know who you are. I'll give you some information and identity cards. Use the information to fill in your ID card. Is that clear? (Give the students information and ID cards) (When the students finish their work collect only the information)</p> <p>Have you finished filling in your ID cards? Exchange your ID card with your friends. Now you have your friend's ID card. Suppose you are the UN Officers. You have to write about each attendant using the information in the ID card. Before you write, let's look at the example on page 9 in your book. Read the example and tell me whether the passage covers all the information given in Mr. Jones's ID card on page 7.</p>	<p>Yes, it is. (Do their work)</p> <p>Yes, I have.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Do you understand how to write about people personal information?</p> <p>O.K. let's do your work.</p> <p>(When the students finish their work, collect all the ID cards and information written in the passages).</p>	<p>Yes, I do.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 12 June 89

Time: 11.50-12.40

Content: Unit 2 Lesson 1 Hobbies

Aids: word cards, photograph

Assumption: hobby, magazine, coin, free time, to collect, postcard

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to describe hobbies.</p> <p><u>Enabling Objective</u> The students will be able to pronounce, spell, tell the meanings and use all these words correctly:</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class.</p> <p>What do you do when you have free time or after work?</p> <p>What do you call the things you do in your free time? (Ask some students about their hobbies) (List the hobbies given by the students on the board).</p>	<p>Good afternoon.</p> <p>(answer)</p> <p>งานอดิเรก hobby</p>	<p>The students describe their own hobbies.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>PRESENTATION</u>	<p>- a post card, a magazine.</p> <p>What can you get from a post card?</p> <p>Can you get beautiful pictures from magazines?</p> <p>What kind of magazine can I get pictures of actors, actresses and singers from?</p> <p>Spell these two words.</p> <p>Now, I would like to give you some new words.</p>	<p>a beautiful picture.</p> <p>Yes.</p> <p>Magazines about 'stars' such as You and Me, Starpics, etc.</p> <p>(Spell)</p>	
	<p>- collection.</p> <p>I like ceramic dolls. I collect them as my hobby. I have a nice <u>collection</u> of ceramic dolls. My friend collects foreign coins as a hobby. She has a good <u>collection</u> of foreign couns. What does to collect mean?</p>	<p>สะสม</p>	

Objectives	Procedures		Evaluation
	Teacher	Students	
	<p>What does a <u>collection</u> mean?</p> <p>Sl. Do you have any <u>collections</u>?</p> <p>(Put up the card, write the meaning and example).</p> <p>Sl. collects toy guns as his hobby and he has a good <u>collection</u> of them.</p> <p>What part of speech is to collect?</p> <p>What part of speech is a <u>collection</u>?</p> <p>Let the students read the card and the samples).</p> <p><u>photograph/to take photographs/photography</u> (Show "<u>photograph</u>" and read.)</p> <p>Spell it, please.</p> <p>(Show some photographs)</p> <p>Look at this. This is a photograph of the NUVO Band's. This is Thongchai's <u>photograph</u></p>	<p>สิ่งที่สะสมไว้</p> <p>Yes, I have a collection of toy guns.</p> <p>(take note)</p> <p>It's a verb.</p> <p>It's a noun.</p> <p>(read)</p> <p>(read)</p> <p>(spell)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>and this is my <u>photograph</u>.</p> <p>What is a photograph?</p> <p>Do you have any <u>photographs</u>?</p> <p>(Show "<u>to take photographs</u>" and read).</p> <p>Spell it, please.</p> <p>James likes to keep photographs and he often <u>take photographs</u>. Yesterday I bought a camera because I want <u>to take photographs</u>.</p> <p>What does <u>to take photographs</u> mean?</p> <p>(Show <u>photography</u> and read).</p> <p>Spell it, please.</p> <p>James likes to keep photographs. He often takes photographs. <u>Photography</u> is his hobby.</p> <p>Jeffry earns his living by taking photographs. His work is <u>photography</u>.</p>	<p>ภาพถ่าย</p> <p>Yes, I have some photographs of _____</p> <p>(repeat)</p> <p>(spell)</p> <p>ถ่ายภาพ</p> <p>(read)</p> <p>(spell)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>What does <u>photography</u> mean? Whose hobby is <u>photography</u>? What kind of photographs do you like to take?</p> <p>(Put up the cards, write the meanings and examples). S1 has a lot of <u>photographs</u>. He likes to <u>take photographs</u> of flowers and animals. His hobby is <u>photography</u>. - a <u>scrap-book</u>. (Show a word card and read) Spell it, please. (Show a scrap-book) This is a <u>scrap-book</u>. A <u>scrap-book</u> is an empty book for keeping pictures.</p>	<p>การถ่ายภาพ (answer)</p> <p>I like to take photographs of flowers and animals.</p> <p>(read) (spell)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>What does it mean? (Stick a card, write the meaning and examples).</p> <p>Justin has a big <u>scrap-book</u>. He keeps many interesting pictures in it.</p> <p>Dan has many beautiful pictures in his <u>scrap-books</u>.</p> <p>What part of speech is it?</p> <p>Sl. Do you have a scrap-book?</p> <p>What do you keep in it?</p> <p>Open you book to page 14. Look at No.1.</p> <p>Study each picture and its description.</p> <p>Read it, please.</p> <p>Look at the first paragraph. Which sentence tells what Anisa's hobby is?</p> <p>What are the other sentences about?</p>	<p>สมุดสะสมภาพ</p> <p>(take note)</p> <p>It's a noun.</p> <p>Yes, I do.</p> <p>I keep pictures of cars.</p> <p>(read)</p> <p>The first sentence.</p> <p>What she does in her hobby.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Look at the second paragraph. Which sentence tell, what Malinee's hobby is? What are the above sentences about?</p> <p>Look at the third, the fifth and the last paragraph. Which sentences tell what Cathy's, Karoon's and Udom's hobbies are? What are the above sentences about?</p> <p>Look at the fourth paragraph. Is there any sentence which tells Ken's hobby? After reading the whole passage, do you know what Ken's hobby is?</p> <p>How many ways are used in describing a hobby?</p> <p>Look at the first paragraph. This is the first way. Which sentence tells what one's</p>	<p>The last sentence. What she does in her hobby.</p> <p>The last sentence. What they do as hobbies.</p> <p>No, there isn't.</p> <p>Yes, it is collecting pictures.</p> <p>There are three ways.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>hobby is?</p> <p>What do the other sentences do?</p> <p>What is the second way?</p> <p>Look at the fourth paragraph. This is the third way to tell about one's hobby.</p> <p>What is it?</p> <p>How do you know what the hobby is?</p> <p>That's right. In this way the writer only describes what the person does in his free time.</p>	<p>The first sentence.</p> <p>They describe what one does as a hobby.</p> <p>The last sentence tells what the hobby is. The above sentences describe what one does as a hobby.</p> <p>No sentence tells what the hobby is.</p> <p>By reading all the whole passage.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>EVALUATION</u>	<p>Now can you describe one's hobby?</p> <p>I only know you who you are and what you look like and I want to know you better than this. Would you please write about your hobby? Write as much as you can.</p> <p>(collect the students' books)</p>	<p>Yes, I can.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 19 June 89

Time: 11.50-12.40

Content: Writing to Communicate Unit II Lesson 2 Interests

Aids: word cards, charts, cassette tape

Assumption: to interest, to be interested in, interesting, an interest, a concept, love/like to + V, listen to + N.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u> The students will be able to describe people's interests correctly.</p> <p><u>Enabling objective</u> The students will be able to use these words correctly—opera, classical music, pop</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class. I like to read books. I love to listen to the radio. I like to go to the beach because I like to swim in the sea. What do you like to do?</p> <p>Do people have the same interests? What does "interest" mean? Today we're going to study how to describe people's interests.</p>	<p>Good afternoon.</p> <p>I like to _____ I like to _____</p> <p>No, they don't. ความสนใจ</p>	<p>The students work in pairs and interview each other about their family members' interests. Then each student describes the other one's family members by using</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>music.</p> <p><u>REVISION</u></p>	<p>(Write <u>Unit II Lesson 2 Interests</u>)</p> <p>First of all, I would like to review some words.</p> <p>- to interest.</p> <p>Can a movie interest you?</p> <p>Why do you say that?</p> <p>What can interest you?</p> <p>What does "to interest" mean?</p> <p>Can you spell it?</p> <p>- to be interested in.</p> <p>What are you interested in?</p> <p>S1. What is your close friend interested in?</p> <p>What does "to be interested in" mean?</p>	<p>(take note)</p> <p>Yes, it can.</p> <p>I go to see one every week.</p> <p>Cooking can interest me</p> <p>ทำให้สนใจ (spell)</p> <p>I'm interested in _____</p> <p>She is interested in _____</p> <p>สนใจใน</p>	<p>the information he received.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- interesting.</p> <p>Do you think English is interesting?</p> <p>What subject you think is interesting?</p> <p>What does "interesting" mean?</p> <p>- an interest.</p> <p>S1. What is your interest?</p> <p>What is your father's interest?</p> <p>Do all members in your family have the same interests?</p> <p>- a concert/like to/love to.</p> <p>Please give me some examples of concerts.</p> <p>Do you like to go to see concerts?</p>	<p>Yes, I do. No I don't.</p> <p>I think _____ is interesting.</p> <p>น่าสนใจ</p> <p>My interest is _____</p> <p>My father's interest is _____.</p> <p>No, they don't.</p> <p>Asanee and Vasan's concert, concert M, Virus NUVO's concert, etc.</p> <p>Yes, I do.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>PRESENTATION</u></p>	<p>Do you love to go to see concerts? What is the difference between like to and love to?</p> <p>That's right. Now, I would like to introduce some new words to you.</p> <p>1. <u>opera</u> (Show a card and read) Spell it, please. Have you every heard this word? An <u>opera</u> is a great show or a drama. In <u>Opera</u>, music is used to express the characters' feelings and words. When a character wants to say something, he sings a song. Do you understand?</p>	<p>Yes, I do.</p> <p>Love to means like very much.</p> <p>(read) (spell) Yes, I have.</p> <p>Yes, I do.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Can you guess what <u>opera</u> means?</p> <p>Have you every seen an <u>opera</u>?</p> <p>Give me some examples.</p> <p>(Put up a word, write its meaning and some examples)</p> <p>My father's interest is going to see <u>operas</u>.</p> <p>An <u>opera</u> is a great drama in which music is used to express the actors' feelings.</p> <p>What part of speech is it?</p> <p>2. <u>classical music</u></p> <p>(Show a word and read)</p> <p>Spell it, please.</p> <p>(Turn on a tape cassette). Listen to this song carefully. It's piece of <u>classical music</u>.</p> <p>What does <u>classical</u> music mean?</p>	<p>...อุปรากร</p> <p>No, I haven't. Yes, I have.</p> <p>Hamlet, Samkok.</p> <p>(take note)</p> <p>It's a noun.</p> <p>(read)</p> <p>(spell)</p> <p>(listen)</p> <p>ดนตรีคลาสสิก</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>3. <u>pop music</u> (Show a word and read) Spell it, please. (Turn on a cassette tape). Listen carefully. It's <u>pop music</u>. What does it mean? S1. Which do you prefer <u>classical music</u> or <u>pop music</u>? How about you S2? S3. Are you interested in <u>pop music</u>? (Put up these two words, write meanings and some examples). S1 prefers <u>pop</u> to <u>classical music</u> but S2 likes <u>classical music</u> more than <u>pop music</u>. <u>Classical music</u> is used in opera. What parts of speech are these two words? Open your book to page 17. Read "the</p>	<p>(read) (spell) คนตรีป๊อป I prefer pop. I prefer classical music. Yes, I am. (take note) They are nouns.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Adamson Family".</p> <p>What is this story about?</p> <p>Let's study how to describe these people's interest. What did this story begin with?</p> <p>What came after that?</p> <p>Who was the first one written about?</p> <p>Who came next?</p> <p>Who came last?</p> <p>Why should the father came first?</p> <p>If you write your own family members'</p>	<p>(read)</p> <p>It's about the interests of the Adamson family members.</p> <p>The number of people in family.</p> <p>The interest of each person.</p> <p>The father.</p> <p>The mother.</p> <p>The youngest member of the family.</p> <p>It's polite to write about the oldest one first.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>interests, where will you write about yourself?</p> <p>That's right. Did the writer give some examples of what each one does for his interest?</p> <p>Give me some examples.</p> <p>If you are a writer, do you think you should write examples of what a person does for his interest?</p> <p>Let's summarize how to describe a family's</p>	<p>The last part or the last sentence of the paragraph.</p> <p>Yes, he did.</p> <p>Bob likes classical music. "He often goes to concerts and operas"</p> <p>Burt loves sports. "He likes to play football and tennis".</p> <p>Yes, I do.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>interests.</p> <p>Who will be the first person you write about?</p> <p>Who will be the last one you write about?</p> <p>If you write about your own family, where will you write about yourself?</p> <p>Are the examples of what one does for one's interest written?</p> <p><u>PRACTICE</u> Suppose, Si is a very important person in Thailand, all of us are a person from Sakulthai magazine. We're going to interview him by using these questions.</p> <p>(Stick a chart)</p>	<p>The oldest one in the family.</p> <p>The youngest one.</p> <p>The last part.</p> <p>Yes, they are.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<ol style="list-style-type: none"> 1. How many people are there in your family? 2. What is your father's interest? 3. What does he do for his interest? 4. What is your mother interested in? 5. How do you know that she likes this? 6. What is your wife's/husband's interest? 7. What do your children think are interesting? 8. What does your brother love to do? 9. What does your sister like to do? 10. How do you know that? 11. What do you think is interesting? <p>(Let the student read this chart)</p> <p>Look at No.6 and No.7. If the person you interview is single, don't use these questions. Support Sl is a very important</p>	<p>(read)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>person. He is married. We're going to interview him about his family's interests. After that we'll write about it in our magazine.</p> <p>(Ask S1 all these questions. When he answers, write down his answers on the board. Then use all the answers to make a short passage with the help of the students).</p> <p>(The whole passage will be like this:)</p> <p>"There are seven people in Mr. _____'s family. They all have different interests. His father's interest is boxing. He has never missed boxing-match. His mother is interested in golf. She goes to the golf course every Sunday. His wife's interest</p>	<p>(Help the teacher write a passage)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>is cooking. She always cooks for her family . He has only one son who thinks video games are the only interesting^{things} in the world. He has a sister who likes to go shopping. About himself, he thinks that listening to classical music is interesting".</p> <p><u>EVALUATION</u> Class, I want you to work in pairs - A and B. A, suppose yourself to be any person you like and B is an interviewer from a magazine. B asks A these questions from the chart. When you finish your work, exchange roles. After that both of you will have information about each other. Write a short passage for your magazine. Try to make it interesting.</p>		

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 22 June 89

Time: 2.30-3.20

Content: Writing to Communicate Unit III Lesson 1 Appointments

Aids: word cards, chart, tape cassette

Assumption: appointment, activities, secretary, manager

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write an everyday appointment correctly.</p> <p><u>Enbling Objective</u> The students will be able to use these words correctly: director, company,</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class.</p> <p>What do you do in a day?</p> <p>Do you have a lot of things to do in one day?</p> <p>What will you do to help you remember all those things?</p> <p>Yes, very good. When you make notes, do you write in full sentences?</p> <p>That's right. You have the right idea about it. Today, we will study how to make notes when we have so many</p>	<p>Good afternoon.</p> <p>(answer)</p> <p>Yes, I do.</p> <p>จดบันทึก, make note</p> <p>No, I write in short sentences.</p>	<p>The students will listen to the NUVO Band activities of July 30, 1989. Then they will write schedules of this band.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
schedule, reception, foundation	things to do in a day. (Write <u>Unit III Lesson 1 Appointments</u>) Let's revise some words. <u>REVISION</u> - an appointment. Do you have an appointment today? Who has a lot of appointments in almost every day? What does "an appointment" mean? Spell it, please. - an activity. What are your activities today? S1 Do you have a lot of activities today? What are they? How will you feel after doing so many activities today?	(take notes) Yes, I have a dinner appointment with my family. A businessman. กวนนัดหมาย, นัดหมาย (spell) (answer) Yes, I do. (answer) I will be tired.	

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>PRESENTATION</u>	What does "activity" mean? Spell it, please. - a manager/a secretary. What do you call a person who manages an office? (Show a picture of a secretary) Guess this woman's job. What does "a manager" mean? What does "a secretary" mean? Spell the word manager and secretary.	กิจกรรมที่ทำ (spell) a manager. a secretary. ผู้จัดการ เลขานุการ (spell)	
	Let's study some new words. 1. <u>a director</u> (Show a word card and read) Spell it, please. Do you know the word 'to direct'?	(read) (spell) Yes, I do. <u>ดูแล</u> <u>จัดการ</u>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Yes, that's right. A <u>director</u> is a person who directs an office or an organization.</p> <p>(name) is our school <u>director</u>.</p> <p>What does a <u>director</u> mean?</p> <p>Let's make sentences using "a <u>director</u>".</p> <p>(Stick a card and write the meaning and examples given by the students)</p> <p>What part of speech is it?</p> <p>2. <u>company</u>.</p> <p>(Show a card and read)</p> <p>Spell it, please.</p> <p>C.P. is a <u>company</u> that sells food such as</p>	<p>ผู้อำนวยการ</p> <p>(name) is a director of our school.</p> <p>Mr. Jones has an appointment with the director of ABC.</p> <p>It's a noun. (take note)</p> <p>(read)</p> <p>(spell)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>chicken, chicken balls, chicken sausages, eggs etc. Diethalm and Sahapatanapibool are <u>companies</u> that sell goods used in a house, such as toothpaste, soap, powder, etc.</p> <p>What does a <u>company</u> mean? (Stick the card, write the meaning and examples)</p> <p>C.P. is a <u>company</u> that sells food. Mr. Black is talking to the manager of the Benson <u>Company</u>.</p> <p>(Stick 'Co.' over the word 'Company' of the second sentence)</p> <p>What is the short form of company? Name some companies that sell shampoo.</p>	<p>บริษัท</p> <p>(take note)</p> <p>Co. (name companies)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>3. <u>a schedule</u> (Show a card and read) Spell it, please. (Show a chart) Look at this. It is my <u>schedule</u> for today's activities. What does a <u>schedule</u> mean? (Stick a card, write the meaning and examples) A <u>schedule</u> of the day's activities helps you remember what you have to do today. A student has a <u>schedule</u> of studying for the week. What part of speech is it?</p> <p>4. <u>a reception.</u> (Show a card and read) Spell it, please.</p>	<p>(read) (spell)</p> <p>๓๗๗๗๗๗๗๗</p> <p>(take note) It's a noun.</p> <p>(read) (spell)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>A <u>reception</u> is a large formal party such as a wedding <u>reception</u>. If a very important person from another country, such as the President of Nepal, visits our country, our government will hold a <u>reception</u>.</p> <p>What does "a <u>reception</u>" mean? (Stick the card, write the meaning and examples).</p> <p>There will be a wedding <u>reception</u> at the Sheraton at 18.30. A <u>reception</u> is a large formal party.</p> <p>What part of speech is it?</p> <p>5. <u>a foundation</u> (Show a card and read) Spell it, please. Do you know มวลนิตินิสาຍใจไทย?</p>	<p>งานเลี้ยงต้อนรับแบบเป็นทางการ</p> <p>(take notes)</p> <p>It's a noun.</p> <p>(read)</p> <p>(spell)</p> <p>Yes, I do.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Saijaithai is a foundation.</p> <p>Do you know มูลนิธิว่ามาจากคัมภีร์?</p> <p>It's also a <u>foundation</u>.</p> <p>What does a <u>foundation</u> mean?</p> <p>(Stick a card, write the meaning and examples)</p> <p>Saijaithai is a <u>foundation</u> founded to help soldiers. Mrs. Jones has a lunch appointment with the chairman of the Sosa <u>Foundation</u>.</p> <p>What part of speech is it?</p> <p>Open your book to page 21. Read Mr. Paul Williams's work and his schedule.</p> <p>Do ex. II Answer the following questions. (Ask the questions)</p>	<p>Yes, I do.</p> <p>มูลนิธิ</p> <p>(take notes)</p> <p>It's a noun.</p> <p>(read)</p> <p>(answer)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Look at Mr. Williams's schedule for today. (Time)</p> <p>What are on the left side?</p> <p>Are the time and the activity on the same line?</p> <p>When you write a schedule, write the time on the left side and write it on the same line as the activity.</p> <p>(Stick a chart with all information covered, a clock with moveable hands.)</p>	<p>The times.</p> <p>Yes, they are.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	

" How to Write Time "

	A		B	
	1 01.00	→	1 1.00 a.m	
	2 06.00	→	2 6.00 a.m	
	3 12.00	→	3 12.00 a.m	
	4 13.00	→	4 1.00 p.m	
	5 18.00	→	5 6.00 p.m	
	6 24.00	→	6 12.00 p.m	

(Move the clock's arms to 01.00)
 This is one o'clock in the morning.

Objectives	Procedure		Evaluation
	Teachers	Students	
	(Uncover the first line in column A) How can we write this time?	01.00	
	(Uncover the first line of column B) What is another way to write one o'clock in the morning?	1.00 am.	
	What do we call this time in Thai?	ตี 1, 1 นาฬิกาของวันใหม่	
	(Do the second line the same as the first line)	(answer)	
	(Do the third line the same as the first two lines)	(answer)	
	(Move the clock's hands to 13.00) This is one o'clock in the afternoon.		
	(Uncover the fourth line in column A) How can we write this time?	13.00	
	(Uncover the fourth line in column B) What is another way to write this time?	1.00 pm.	
	(Do the fifth and the sixth line the same		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>way)</p> <p>How many ways are used to write the time?</p> <p>How many hours are there in the first way of telling time?</p> <p>What about the second way?</p> <p>What is the difference between am. and pm.</p> <p>(No subject)</p> <p>Look at Mr. Williams's schedule again. Look at each activity. Is there a subject for each line?</p> <p>When you write the schedule, you don't have to write the subject of each activity.</p>	<p>(answer)</p> <p>2 ways.</p> <p>24.</p> <p>12.</p> <p>Am. is used with 1 to 12 in the morning; pm. is used with 1 to 12 in the afternoon and night.</p> <p>No, there isn't.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Short and meaningful)</p> <p>Was each activity written in a short sentence or a long sentence?</p> <p>Is it meaningful or meaningless?</p> <p>When you write a schedule, make it short but meaningful.</p> <p>(Capital letter)</p> <p>Look at the initial letter of each word.</p> <p>What kind of letter is it?</p> <p>What kinds of words do not begin with a capital letter?</p> <p>When you write a schedule, begin each word with a capital letter except determiners (noun markers) and prepositions.</p>	<p>It was written in short sentence.</p> <p>It's meaningful.</p> <p>It's a capital letter.</p> <p>Determiners (noun marker) and preposition.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Somethings written in short form)</p> <p>Look at the first activity. What is the full form of Co.?</p> <p>Look at the third activity. What is the Narai?</p> <p>What is the Maneeya?</p> <p>When you write a schedule, do you have to write everythings in the full form?</p> <p>What is the short form of company?</p> <p>What is the short form of the Narai Hotel?</p> <p>What is the short form of the Maneeya restaurant?</p> <p><u>PRACTICE</u> Now turn to page 22.</p> <p>This is some information about Mrs. Wilawan. Read it, please.</p> <p>Let's make Mrs. Wilawan's schedule for today.</p>	<p>Company.</p> <p>A hotel.</p> <p>A restaurant.</p> <p>No, I don't.</p> <p>Co.</p> <p>the Narai.</p> <p>the Maneeya.</p> <p>(read)</p> <p>(help the teacher make a</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Write 'Mrs. Wilawan's Schedule' on the board)</p> <p>What day is it?</p> <p>(Write on the board)</p> <p>What date is it?</p> <p>(Write on the board)</p> <p>What is her first activity?</p> <p>(Write)</p> <p>Now I want you to work in pairs and finish this exercise. I'll choose some of you to write on the board after that.</p> <p>(The whole schedule will be like this).</p>	<p>schedule)</p> <p>Thursday.</p> <p>July 10, 1980.</p> <p>See Mrs. Shan.</p> <p>(Do their work in pairs)</p> <p>(Some write the answers on the board)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p style="text-align: center;"><u>Mrs. Wilawan's Schedule</u> Thursday, July 10, 1980</p> <p>8.30: See Mrs. Shan. 9.00: See Three Designers of Her School 10.30: Appointment with Hairdresser. 11.30: Lunch with the Chairman of the SOSA Foundation. 13.00: Lecture at Her School. 15.00: Fashion Show at the Oriental. 19.00: Wedding Party at the Erawan.</p>		
<u>EVALUATION</u>	<p>Suppose you and your friends are in Chieng-mai. You want to have a chance to meet the NUVO Band. You ask the secretary of Grammy Entertainment about NUVO's schedule for today. Here is what she told you. Listen to the tape carefully. Each of you have to</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>write the NUVO Band's schedule. I'll let you listen to the tape 3 times. The first time listen to the whole story. The second time, write the time and take notes. The last time, write the activities. Is that clear?</p> <p><u>The NUVO Band's Activities in _____, 1989</u></p> <p>The NUVO Band is very popular. There are a lot of activities for the members everyday. Today is _____, 1989. At 8.00, they practice songs till late in the morning. At 11.00, they have an appointment with the chairman of GRAMMY. They have lunch at 12.30. After that they take a rest. At 14.00 they have an interview with Dichan Magazine. Two hours later, they fly to Chiangmai to give a concert. The concert</p>	<p>Yes, it is.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>begins at 19.40 in the Chiangmai indoor stadium.</p> <p>(The schedule will be like this).</p> <p style="text-align: center;"><u>The NUVO Band's Schedule</u> July 30, 1989</p> <p>8.00: Practice songs.</p> <p>11.00: Appointment with the Chairman of GRAMMY.</p> <p>12.30: Lunch. Rest.</p> <p>14.00: Have an interview with Dichan Magazine.</p> <p>16.00: Fly to Chiengmai.</p> <p>19.40: Play virus NUVO concert at Chiengmai Indoor Statium.</p>	<p>(Listen to the tape and do their work)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	(When the students finish their work, collect their work).		

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 29 June 89

Time: 2.30-3.20

Content: Unit 3 Lesson 2 Taking Messages

Aids: word cards, tape cassette, information scripts and memos

Assumption: message, export, discuss

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to take messages in memos correctly. The students will be able to write a short passage using information from a memo.</p> <p><u>Enabling Objective</u> The students will be able to use these</p>	<p><u>INTRODUCTION</u> Good afternoon, Class. Suppose, there is a telephone call from your father but he is not at home and there are some message for him, what will you do? Suppose you are a secretary and there is a telephone call for your boss who is not at the office, what will you do? Are taking a note for your father and taking a note for your boss the same?</p>	<p>Good afternoon. จด บันทึกเอาไว้ take note Write him a note. No, they aren't.</p>	<p>The students will take messages in memos. The student will write a short passages using information from a memo.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>words and expressions in taking messages correctly.</p> <p>1. memo, memorandum</p> <p>2. matter</p> <p>3. to take a message</p> <p>4. the message was taken by</p> <p><u>REVISION</u></p>	<p>Which one should be formal?</p> <p>Which one is informal?</p> <p>Which one should you write on a form?</p> <p>Today we're going to study how to take a message or take a note for somebody.</p> <p>(Write Unit III Lesson 2 Taking Messages)</p> <p>Let's revise some words.</p> <p>- a message.</p> <p>Suppose you have something to tell your friend and you phone her but she is not at home, what will you do?</p>	<p>Taking a note for the boss.</p> <p>Taking a note for my father.</p> <p>Taking note for the boss.</p> <p>(take note)</p> <p>ฝากข่าวไว้ ที่งัยมูลไว้</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What is ข่าวสาร or ข้อมูล in English? Spell it, please.</p> <p>- export. What is the chief export of Thailand? What is the opposite of export? What do an export and an import mean? Can you spell them?</p> <p>-- discuss. If you work in a group and you have some problems, what will you do?</p> <p>What does "to discuss" mean? Spell it, please.</p> <p><u>PRESENTATION</u> Let's study some new words.</p>	<p>a message (spell)</p> <p>Rice is. import สินค้าออก สินค้าเข้า (spell)</p> <p>We will discuss the problems. พูดคุย, ปรึกษาหารือ (spell)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>1. memo = memorandum (Show a card and read) Spell it, please. A secretary writes a message for her boss in a memo. (Show an office memo). This is an office memo. What does a memo mean? A memo is a short form of memorandum. (Show a card, read, and let students spell) (Stick cards, write the meaning and examples)</p> <p>A memo is used to take a message. A secretary writes note in a memorandum.</p> <p>What part of speech is it?</p>	<p>(read) (spell)</p> <p>บันทึกข้อความ</p> <p>(read and spell)</p> <p>(take notes)</p> <p>It's a noun.</p>	

Objectives	Procedure		Evaluation
	Teacher	students	
	<p>2. a matter. (Show a card and read) Spell it, please. A matter is any subject which you give attention to. Mr. A phones Mr. B because he wants to discuss an export matter. What does "a matter" mean? (Stick a card, write the meaning and examples)</p> <p>I have an important matter to talk to you about. What's the matter with you?</p> <p>What part of speech is it?</p>	<p>(read) (spell)</p> <p>เรื่องราว</p> <p>(take notes) It's a noun.</p>	
	<p>3. to take a message. (Show a card and read)</p>	<p>(read)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Spell it, please.</p> <p>A secretary writes a message in an office memo.</p> <p>What does "to take a message" mean? (Stick a card, write the meaning and examples)</p> <p>Taking message is part of a secretary's job. Dad! I took a telephone message for you in the memo.</p> <p>What part of speech is it?</p> <p>4. the message was taken by + person. (Show a card and read)</p> <p>Spell it, please.</p> <p>Julie took a message or the message was taken by Julie mean the same thing. What does "the message was taken by" mean?</p>	<p>(spell)</p> <p>จดบันทึกข้อความ</p> <p>(take notes)</p> <p>It's a verb.</p> <p>(read)</p> <p>(spell)</p> <p>ข้อความนี้บันทึก/จดโดย _____</p>	

- Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick a card, write the meaning and examples).</p> <p>The message was taken by Julie means Julie took the message.</p> <p>Open your book to page 25. Read the passage.</p> <p>Who phoned Mr. Brown?</p> <p>When did he phone Mr. Brown?</p> <p>What was the message?</p> <p>Who took the message?</p> <p>Look at the office memo.</p> <p>(Point to 'From') Whose name is written here?</p>	<p>(take notes)</p> <p>(read)</p> <p>Mr. Jones.</p> <p>At 10.30 on Wednesday, Aug. 20, 1980.</p> <p>He could not come to the meeting on Mon., Aug. 25, 1980.</p> <p>Julie did.</p> <p>The one who made the telephone call.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Point to 'to') Whose name is written here?</p> <p>(Point to 'time') What time is written here?</p> <p>(Point to 'date') What date is it?</p> <p>(Point to 'message') Is it in a short sentences or a full sentences? Is it meaningful?</p> <p>What does the sentence begin with?</p> <p>Is the subject written in each sentence?</p> <p>Look at the initial letter of 'can'.</p> <p>What kind of letter is it?</p> <p>When you write or take a message, make it short and meaningful. No subject is used so begin the sentence with a helping verb or a verb. The initial letter of the first word should be a capital letter.</p> <p>(Point to 'taken by')</p>	<p>The one who was called.</p> <p>The time of the call.</p> <p>The date of the call.</p> <p>Short sentences. Yes, it is..</p> <p>A verb or a helping verb.</p> <p>No, it isn't.</p> <p>A capital letter.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRACTICE</u>	<p>Whose name is written here?</p> <p>Can you understand all these?</p> <p>Now, listen to the tape. After that we'll write an office memo together.</p> <p>(Turn on the tape)</p> <p>"Today is Friday, June 30, 1989. It is now 10.30 in the morning. Mr. Jackson is going to call Mr. Bush. Miss Jacky Gibson is Mr. Bush's secretary.</p> <p>Jackson: Hallo. This is Mr. Jackson. May I speak to Mr. Bush?</p> <p>Jacky : Oh! I'm sorry. He is in meeting.</p> <p>Jackson: Can I leave a message?</p> <p>Jacky : Yes, of course.</p>	<p>The name of the person who answers the phone or who takes the message.</p> <p>Yes, I can.</p> <p>(listen)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Jackson: Please tell him that I'll come to see him to talk about some export matters on Monday, July 2, 1989. Is that clear?</p> <p>Jacky : Yes, Sir.</p> <p>Jackson: Thank you. Good bye.</p> <p>Jacky : Good Bye.</p> <p>(Write the office memo with the help of the students)</p> <p>(Evaluation 1)</p> <p>(Let the students work in pairs, A and B. Give each pair a script and a memo. A makes a phone call using the message in the script. B answers the call. A wants to leave a message for C and B takes a message in a memo. A and B take turns. Give each pair</p>	<p>(Help the teacher write the office memo)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>a new script and memo. (Collect the script and the memos)</p> <p>Suppose there is no office memo but you have to take a message. What will you do?</p> <p>That's right. You can take a message by writing in a short passage.</p> <p>Turn your book to page 25. The office memo was written in a short passage. Study the passage.</p> <p>Which tense was used in this passage?</p> <p>Turn to page 26. Study this office memo.</p> <p>Let's fill in the blanks.</p> <p>Look at office memo B. I want you to work in pairs. Help each other to complete this passage.</p>	<p>(Do their work)</p> <p>Write it on a piece of paper.</p> <p>(study)</p> <p>Past tense.</p> <p>(Fill in the blanks with the help of the teacher)</p> <p>(Do their work)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Choose some students at random to read the passage)</p> <p>(Evaluation 2)</p> <p>(Give the students the memos which were done by the class in Evaluation 1 but make sure they don't get their own work.</p> <p>Class, suppose you have no memo and you have to take a message. So you write it in a short passage. Is that right?</p> <p>You're just got your friend's memo. I want you to write it in a passage. Can you do that?</p> <p>Let's begin your work.</p>	<p>(Check their own work)</p> <p>Yes, it is.</p> <p>Yes, I can.</p> <p>(Do their work)</p>	



DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date: 3 July 89

Time: 11.30-12.40

Content: Unit 4 Lesson 1 Letters

Aids: word cards, chart, information cards

Assumption: Signature, penfriends (pen-pals), It's very nice, I'd like you to ...

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write personal letters correctly.</p> <p><u>Enabling Objective</u> 1. The students will be able to name these parts of the letter correctly: Heading, Salutation, Body, Complimentary</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Do you have any friends or relatives who live far away from you? What will you do when you miss them very much? Which is the cheapest way of all? If you have a friend who speaks only English or you have a penfriend,</p>	<p>Good afternoon. Yes, I have. I'll go to see them. I'll phone them. I'll write them letters. Writing letters.</p>	<p>The students write letters to their friends using the information given.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>Closing, Signature.</p> <p>2. The students will be able to use all items of each part of a letter correctly.</p> <p>3. The students will be able to use these expressions correctly.</p> <p>- I am very pleased.</p> <p>- to be looking forward to + V-ing/n.</p>	<p>what language will you use in a letter?</p> <p>Why do you use English?</p> <p>Do you know how to write a letter in English?</p> <p>Today we'll study how to write a letter in English.</p> <p>(Write <u>Unit IV Lesson 1 Letters</u>)</p> <p>Let's revise some words.</p> <p><u>REVISION</u></p> <p>- a signature.</p> <p>(Call students 1) Please write your signature on the board.</p> <p>What is <u>ลายเซ็น</u> in English?</p> <p>Spell it, please.</p>	<p>English.</p> <p>It's the international language.</p> <p>No, I don't.</p> <p>(take note)</p> <p>(Do)</p> <p>A signature.</p> <p>(spell)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- penfriend (pen-pal)</p> <p>What do you call a friend in a foreign country whom you know by letters?</p> <p>How do you spell it?</p> <p>What is the other word for "penfriend"?</p> <p>Spell it, please.</p> <p>- It's very nice.</p> <p>When will you say 'It's very nice'?</p> <p>Suppose you meet your friend whom you haven't met for a very long time. What will you say?</p> <p>What does this expression mean?</p> <p>- I'd like you to _____</p> <p>Listen carefully. Which sentence is more formal "I want you to do this" or "I'd like you to do this"?</p> <p>What does this expression mean?</p>	<p>a penfriend.</p> <p>(spell)</p> <p>a penpal.</p> <p>(spell)</p> <p>เมื่อเราพอใจในสิ่งใดสิ่งหนึ่ง</p> <p>It's very nice to see you.</p> <p>ช่างเป็นการดีอะไรเช่นนี้ เป็นการดีมาก</p> <p>I'd like you to do this.</p> <p>ฉันอยากจะให้คุณ _____</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>PRESENTATION</u></p> <p>What does 'd stand for?</p> <p>Let's study the lay-out of a letter.</p> <p>1. <u>The lay-out of a letter.</u></p> <p>Open your book to page 28.</p> <p>Look at the lay-out of a letter. The first part is a <u>heading</u>. What is the heading of a Thai letter?</p> <p>Look at the letter on page 29. What did Margaret write for the heading?</p> <p>That's right. The writer writes his address and the date in the heading.</p> <p>The second part is the <u>Salutation</u>.</p> <p>What is it in Thai?</p> <p>Can you give some examples?</p> <p>Look at the bottom left corner of the page.</p>	<p>would</p> <p>ที่อยู่ของผู้เขียนและวันที่</p> <p>Her address and the date.</p> <p>คำขึ้นต้นจดหมาย</p> <p>เรียน คุณ __, __ เพื่อนรัก, ฯลฯ</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What are the examples of salutations?</p> <p>The third part is the <u>body</u>. What do we call it in Thai?</p> <p>Look at a letter on page 29. How many paragraph are there in the body?</p> <p>When will you use an indentation?</p> <p>That's right. When you write the body of a letter and you have many paragraphs, use an indentation for each paragraph.</p> <p>The fourth part is the <u>complimentary closing</u>. What is this in Thai called?</p> <p>Give me some examples.</p> <p>Look at the bottom right corner of the page. What are examples of complimentary closings</p>	<p>(give the examples)</p> <p>เนื้อเรื่องของจดหมาย ตัวอย่าง</p> <p>There are three paragraphs. When I begin a new paragraph.</p> <p>คำลงท้ายจดหมาย ด้วยความเคารพอย่างสูง รักและ คิดถึง ฯลฯ</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>in English letters?</p> <p>What follows the complimentary closing?</p> <p>When you write a business letter, the complimentary closings which you can use are Yours sincerely, and Sincerely yours.</p> <p>If you write a letter to your friend, you can use 'With love". Which complimentary closings are used in formal letters?</p> <p>Which one can be used in informal letters?</p> <p>Look at the last part. It's a <u>signature</u>.</p> <p>Whose signature is it?</p> <p>That's right.</p> <p>Now, closes your books.</p> <p>What is the body of a letter?</p>	<p>(tell the examples)</p> <p>a comma.</p> <p>Yours sincerely, and</p> <p>Sincerely yours.</p> <p>With love,</p> <p>The writer's.</p> <p>เนื้อความของจดหมาย</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What do you write in this part?</p> <p>Very good. What do you write in the heading?</p> <p>What do you write in the Salutation?</p> <p>What kind of mark follows the salutation?</p> <p>What are formal complimentary closings?</p> <p>When you write a letter to a penfriend, which complimentary closing will you use?</p> <p>Let's study some expressions.</p> <p>1. <u>I'm pleased.</u></p> <p>(Show a card and read)</p> <p>I haven't met my friend for a long time.</p> <p>So <u>I'm very pleased</u> to meet her again.</p> <p>What does <u>I'm pleased</u> mean?</p> <p>Suppose you can get an A in this course, what will you say?</p>	<p>The information that I want to tell the reader.</p> <p>My address and the date.</p> <p>Dear + the reader's name.</p> <p>The comma.</p> <p>(Tell.)</p> <p>With love,</p> <p>(read)</p> <p>ฉันดีใจมาก ฉันยินดีมาก</p> <p>I'm very pleased that</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Suppose your friend is the winner in มาตามนัด game show, what will you say to him?</p> <p>(Stick the card, write the meaning and examples)</p> <p>I'm very pleased that I got A in English I'm very pleased that you are the winner.</p> <p>2. <u>to be looking forward to + V. ing/n.</u> One of my close friends is studying abroad now. I miss her very much. <u>I'm looking forward to</u> seeing her again. I'm waiting to see her. What does <u>to be looking forward to</u> mean?</p> <p>Suppose you like. Billy Organ very much. He is going to give a concert next Saturday</p>	<p>I got an A in this course.</p> <p>I'm very pleased that you're the winner.</p> <p>รอคอยที่จะ _____ ตั้งใจคอยที่จะ _____</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>and you want to see it very much. What will you say?</p> <p>(Stick the card, write the meaning and examples)</p> <p>ex. <u>I'm looking forward to seeing his concert.</u></p> <p>(Point to seeing) What form is it in? Don't forget that to be looking forward to must be followed by V + ing.</p> <p>(Write another example)</p> <p>ex. <u>I'm looking forward to his letter.</u></p> <p>(Point to 'his letter') What part of speech is it?</p>	<p>I'm looking forward to seeing his concert.</p> <p>(take note)</p> <p>verb + ing.</p> <p>(take note)</p> <p>It's a noun.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What else can follow "to be looking forward to"?</p> <p>S1 Can you make a sentence using "to be looking forward to"?</p> <p>S2 " ----- "</p> <p>Open you book to page 29. Let's study this letter.</p> <p>Who wrote this letter?</p> <p>Who did she write to?</p> <p>Look at the heading. Whose address is that?</p> <p>What did Margaret tell Dara?</p>	<p>A noun.</p> <p>I'm looking forward to my holiday.</p> <p>I'm looking forward to going to Joy's party.</p> <p>(study)</p> <p>Margaret did.</p> <p>Dara.</p> <p>Margaret's.</p> <p>She was going to Bangkok with her parents and she hoped to see Dara and her family.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Very good. Turn to page 30. This is a letter from Dara to Margaret. It's not complete. Let's fill in the blanks using the words given.</p>		
<u>PRACTICE</u>	<p>Listen to me carefully. I'm going to tell you a story.</p> <p>Three days ago, my cat gave birth to four kittens. Oh! They are very lovely. Two of them are white. One of them is also white but it has some black spots on it. The last one is black with a gold spot on its forehead. I want to tell my friend, Noi, to come and see them this weekend. My mother will cook spaghetti with meat balls and bake a chocolate cake for us.</p>	(Fill in the blanks with the help of the teacher)	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>EVALUATION</u>	<p>(Give each student an information card. Tell him to write to his friend by using the information given on the card) (An example of information card)</p> <div style="border: 1px solid black; padding: 5px;"> <p>I haven't heard from you/How are you?/Last week/Hong Kong/a computer game for me/go to your house/on <u>(day)</u> /fun/play together.</p> </div> <p>(Another example)</p> <div style="border: 1px solid black; padding: 5px;"> <p>yesterday evening/went to see a concert/ The Bananarama/M.88 Super Jam/a lot of teenagers/fun and exciting/the concert finished/traffic jam/arrived home/ 10.00 p.m.</p> </div>	(Do their work)	

DAILY LESSON PLAN

Class: M.3

Date: 10 July 89

Content: Unit 4 Lesson 2 Informal Letters: Letters of Congratulations

Assumption: The lay-out of a letter, wedding day, new born child

Number of Students: 50

Time: 11.50-12.40

Aids: word cards, charts

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write informal letters to congratulate other people correctly.</p> <p><u>Enabling Objective</u> The students will be able to use these words and expressions correctly:</p>	<p><u>INTRODUCTION</u> Good afternoon, class. If your friend passed the AFS examination, what will you say to her? If your sister graduates her studies from a university, what will you do? That's right. Today we'll study how to write a letter or a card to tell someone that we're happy for his success/happiness. That is we'll study Unit 4 Lesson 2: Informal Letters.</p>	<p>Good afternoon. ยินดีด้วย ดีใจด้วยนะ แสดงความยินดี</p>	<p>Teacher give 5 situations. The student choose only 2 situations and write 2 letters of congratulations.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
1. to graduate graduation. 2. to be engaged engagement. 3. wedding anniversary 4. to congratulate sb. on + n congratulations on + n. Congratulations! 5. I wish you + n., Best wishes on _____ 6. on the occasion of.	(Write Unit 4 Lesson 2 Informal Letters: Letters of Congratulation) <u>REVISION</u> Let's revise some words. - a wedding day. Who are the most important persons at a wedding? What does "a wedding day" mean? - a new born child. Which one is a new born child - a two-month-old baby or a two-day-old baby? What does "a new born child" mean?	(take notes) The bride and the bridegroom. วันแต่งงาน A two-day-old baby. เด็กแรกเกิด	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- the lay-out of a letter.</p> <p>How many parts are there in the lay-out of a letter?</p> <p>What are they?</p> <p>Open your book to page 32. Look at those 2 informal letters. Which part is left out?</p> <p>You can see that in an informal letter, it is not necessary to write the heading.</p>	<p>There are 5 parts.</p> <p>(answer)</p> <p>The heading.</p>	
<u>PRESENTATION</u>	<p>Let's study some new words.</p> <p>1. <u>to graduate/graduation</u></p> <p>(Show a card and read) to graduate.</p> <p>Spell it, please.</p> <p>When you finish M.6, that means you <u>graduate</u> from this school. When I get a degree from Chula, that means I <u>graduate</u> from Chula.</p> <p>What does <u>to graduate</u> mean?</p>	<p>(read)</p> <p>(spell)</p> <p>จบการศึกษา</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Stick a card, write the meaning and examples)</p> <p>Nida <u>graduated</u> from high school at the age of 16 and <u>graduated</u> from a university when she was only 20.</p> <p>What part of speech is it?</p> <p>(Show a card and read) <u>graduation</u> Spell it, please.</p> <p>(Show a picture) This is my picture on <u>graduation</u> day.</p> <p>What does <u>graduation</u> mean?</p> <p>(Stick a card, write the meaning and example)</p> <p>Everybody is happy on his <u>graduation</u> day.</p>	<p>(take note)</p> <p>It's a verb.</p> <p>(read)</p> <p>(spell)</p> <p>การสำเร็จการศึกษา</p> <p>(take note)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What part of speech is it?</p> <p>2. <u>to be engaged/engagement</u> (Show a card and read) to be engaged Spell it, please. Mary <u>was engaged to</u> Jim for three months before their wedding. Elis is going <u>to be engaged to</u> John next week. What does <u>to be engaged</u> mean? (Stick a card, write the meaning and example).</p> <p>My friend <u>was engaged to</u> her boyfriend and she got a beautiful diamond ring.</p> <p>What part of speech is it?</p> <p>(Show a card and read) <u>engagement</u> Spell it, please.</p>	<p>It's a noun.</p> <p>(read) (spell)</p> <p>หมั้น</p> <p>(take note)</p> <p>It's a verb.</p> <p>(read) (spell)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>They planned to marry three months after their <u>engagement</u>.</p> <p>What does an <u>engagement</u> mean? (Stick a card, write the meaning and example)</p> <p>They planned to marry after their <u>engagement</u>.</p> <p>What part of speech is it?</p> <p>3. <u>wedding anniversary</u> (Show a card and read) Spell it, please.</p> <p>John and Mary were married on Aug. 24, 1989. Aug. 24, 1990 will be their <u>wedding anniversary</u>. Aug. 24, 1991 will be their <u>wedding anniversary</u>. What does it mean?</p> <p>Do your parents hold a party for their</p>	<p>การหมั้นหมาย</p> <p>(take note)</p> <p>It's a noun.</p> <p>(read)</p> <p>(spell)</p> <p>วันครบรอบแต่งงาน</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p><u>wedding anniversary?</u></p> <p>(Stick a card, write the meaning and example)</p> <p>John gave Mary a diamond ring on their <u>wedding anniversary.</u></p> <p>4. <u>to congratulate sb on + n.</u> <u>congratulations on + n.</u> <u>Congratulations!</u></p> <p>(Show a card and read) to congratulate sb. on + n. Spell it, please.</p> <p>When I know that my friend can get a good job, I <u>congratulate</u> him <u>on</u> his success. I <u>congratulated</u> my friend <u>on</u> her wedding day. When my brother has a new born child,</p>	<p>Yes, they do. No, they don't.</p> <p>(take note)</p> <p>(read) (spell)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>I <u>congratulate</u> him <u>on</u> the birth of his son. What does <u>to congratulate</u> mean? (Stick a card, write the meaning and examples)</p> <p>When my friend gets a good job, I <u>congratulate</u> him <u>on</u> his success. I <u>congratulated</u> Jane <u>on</u> her engagement.</p> <p>What part of speech is it? Which preposition is used with 'to congratulate'?</p> <p>What part of speech is the word following 'on'?</p> <p>S1 When your sister graduates from a university, what will you do?</p> <p>(Show <u>Congratulations on + n!</u> and read)</p>	<p>แสดงความยินดีกับ</p> <p>(take note)</p> <p>It's a verb.</p> <p>on.</p> <p>It's a noun.</p> <p>I'll congratulate her on her graduation.</p> <p>(read)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>My friend was married to a doctor. I said to her "<u>Congratulations on your wedding!</u>".</p> <p>What did I do?</p> <p>Yes, that's right. Another way to congratulate other people is to say "Congratulations on + n!".</p> <p>(Stick a card and write an example)</p> <p><u>Congratulations on your wedding!</u></p> <p>Which letter comes after the word congratulation?</p> <p>Which mark come after this expression?</p> <p>Don't forget to use 's' after the word congratulation and '!' mark after this expression. S1 What will you say when your friend was the winner of มาตามนัด?</p>	<p>แสดงความยินดีกับเพื่อน</p> <p>(take note)</p> <p>A <u>s</u> letter.</p> <p>Exclamation mark.</p> <p>Congratulations on your success!</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>S1 What will you say to your parents if today is their wedding anniversary.</p> <p>What will you say to your aunt if she is engaged to her boyfriend?</p> <p>(Show <u>Congratulations!</u> and read)</p> <p>If you want to congratulate on other person in a shorter way, please use 'Congratulations!'.</p> <p>(Stick a card and write an example)</p> <p>When Jo got A in Math, I said <u>'Congratulations!'</u>.</p> <p>Which letter comes after the word congratulation?</p> <p>Which mark comes after this expression?</p>	<p>Congratulations on your wedding anniversary!</p> <p>Congratulations on your engagement!</p> <p>(read)</p> <p>(take note)</p> <p>'s'</p> <p>An exclamation mark.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>5. <u>I wish you + n/Best wishes on + n</u> (Show <u>I wish you + n</u> and read) Suppose today is your birthday. <u>I wish you</u> happy birthday. My friend has got a new job. <u>I wish her</u> success in her future career. What does <u>I wish you + n</u> mean?</p> <p>(Show <u>Best wishes on + n</u> and read) John sent his <u>best wishes</u> on your birthday. Bob said to Tina "<u>Best wishes</u> on your engagement". He wanted her to be happy. What does <u>best wishes</u> mean? (Stick these two cards, write the meanings and examples)</p> <p><u>I wish you</u> happy birthday. John also sent his <u>best wishes</u> on your birthday.</p>	<p>(read)</p> <p>ฉันปรารถนาให้คุณ _____</p> <p>(read)</p> <p>ด้วยความปรารถนาดี</p> <p>(take note)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What part of speech is birthday? Don't forget that 'I wish you' should be followed by noun. Please make a sentence using 'I wish you'. Look at the second sentence. Which preposition is used with 'best wishes'? What should follow 'best wishes'? Give me a sentence using 'best wishes'.</p> <p>6. <u>on the occasion of</u> (Show a card and read) <u>Occasion</u> is a time when something special happens. For example "Congratulations <u>on the occasion of</u> your wedding anniversary!". "I sent my best wishes <u>on the occasion of</u> your engagement". What does <u>on the occasion of</u> mean?</p>	<p>It's a noun.</p> <p>I wish you happiness.</p> <p>on.</p> <p>A noun.</p> <p>Best wishes on your wedding day.</p> <p>(read)</p> <p>เนื่องในโอกาส</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Stick a card, write the meaning and examples)</p> <p>Congratulations <u>on the occasion of</u> your graduation.</p> <p>Best wishes <u>on the occasion of</u> your engagement.</p> <p>Listen carefully. Which one is more polite, 'Congratulations on your graduation' or 'Congratulations on the occasion of your graduation'?</p> <p>That's right. Use 'on the occasion of' when you want to say something formally.</p> <p>On what occasions do we congratulate other people?</p>	<p>(take note)</p> <p>The last one.</p> <p>A baby is born, graduation, success, engagement, wedding, wedding anniversary.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Very good. Let's study some examples of letters of congratulations. (Give the student a sheet of examples of letters of congratulations)</p> <p style="text-align: center;"><u>Letter of Congratulations</u></p> <p>ex.1</p> <p>Dear Pam,</p> <p style="padding-left: 40px;">I would like to say 'Congratulations!' on your graduation. I wish you success in your future career.</p> <p style="text-align: right;">Sincerely yours, Poom.</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>ex.2</p> <p>Dear Judy,</p> <p style="padding-left: 40px;">Congratulations! It's great news about you and Timmy.</p> <p style="padding-left: 40px;">Best wishes from me on your engagement.</p> <p style="padding-left: 80px;">Yours sincerely,</p> <p style="padding-left: 100px;">Ann</p>		
	<p>ex.3</p> <p>Dear Debbie and Fred,</p> <p style="padding-left: 40px;">Let me congratulate both of you on the occasion of your wedding. I wish you both happiness forever.</p> <p style="padding-left: 80px;">With love,</p> <p style="padding-left: 100px;">Kethy and Pete</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>ex.4</p> <p>Dear Elisa and Ken,</p> <p>I've just heard that you have a baby. What a wonderful thing it is! Congratulations on the occasion of a new born child! Jeff also sends his best wishes.</p> <p>Yours affectionately,</p> <p>Pim</p> <p>ex.5</p> <p>Dear Mom and Dad,</p> <p>Congratulations on the occasion of your wedding anniversary! We wish you happiness always.</p> <p>Yours affectionately,</p> <p>Amy and Abby</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Let the students read these examples)</p> <p>Look at the first example. In what occasion is this letter used? (Do like this till finished)</p> <p>Look at each example. What did the writer do at the beginning of each letter?</p> <p>What did he do after that?</p> <p>Very good. When you write a letter of congratulations, don't forget to congratulate the reader and send your best wishes to him.</p> <p><u>PRACTICE</u> I want you to work in groups of four. Each group writes one kind of letter of congratulations.</p>	<p>(read)</p> <p>Graduation. (answer)</p> <p>The writer congratulated the reader. He wished the reader happiness, success, etc.</p> <p>(Do their work in groups)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>EVALUATION</u>	(Randomly choose some groups to write their work on the board. Help the students check their work)		
	(Stick a chart)		
	<u>Choose 2 situations and write 2 letters of congratulations</u> 1. Your friend has won first prize in the English Speaking Contest. 2. Your aunt has just given birth to a child. 3. Your cousin has just married. 4. Your relative has just been engaged. 5. Your grandparents have lived together for 50 years.		
	I want you to choose a situations from these and write 2 letters of congratulations.		

DAILY LESSON PLAN

Class: M.3

Number of Students: 50

Date : 13 July 89

Time: 2.30-3.20

Content: Unit 4 Lesson 2 Informal Letters: Letters of Invitation/acceptance and refusal

Aids: ward cards, charts

Assumption: invite/invitation, I would like to/I want to, to have a good time, fun, to be looking forward to + V. ing, How to say thank you, It's very nice/kind/sweet of you

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write informal letters: letters of invitation/acceptance and refusal correctly.</p> <p><u>Enabling Objective</u> The students will be</p>	<p><u>INTRODUCTION</u> Good afternoon, class. S1 Where's your hometown? Is there any thing interesting in your hometown? If you want your friend to come to your house and see those interesting things, what will you do?</p>	<p>Good afternoon. (answer) Yes, such as _____ I will invite him to my house.</p>	<p>The students will write letters of invitation and letters of acceptance or refusal.</p>



Objectives	Procedure		Evaluation
	Teacher	Students	
<p>able to use these words correctly.</p> <ol style="list-style-type: none"> 1. to accept/ acceptance 2. to refuse/ refusal 3. to spend the <ul style="list-style-type: none"> -holiday at -summer -weekend -vacation <p><u>REVISION</u></p>	<p>That's right. If you want your friends to join your birthday party, what will you do?</p> <p>What does "to invite" mean?</p> <p>What is the noun form of this verb?</p> <p>What does it mean?</p> <p>Spell it, please.</p> <p>Do you know how to write a letter to invite somebody?</p> <p>Today, we'll study how to write a letter of invitation.</p> <p>(Write Unit 4 Lesson 2 Informal Letters of Invitation)</p> <p>Let's revise some words.</p>	<p>I'll invite them to my party.</p> <p>เชื้อเชิญ</p> <p>invitation.</p> <p>การเชื้อเชิญ</p> <p>(spell)</p> <p>No, I don't.</p> <p>(take note)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- I would like to/I want to. Listen carefully. Which sentence is more polite, 'I want you to come with me' or 'I would like you to come with me'?</p> <p>That's right.</p> <p>- to have a good time. When you go to the beach with your friends, do you have a good time or do you have a bad time? What does 'to have a good time' mean?</p> <p>- fun. Do you think it is fun or not to see a concert? What does 'fun' mean?</p>	<p>I would like you to come with me.</p> <p>I have a good time. มีความสุข สนุกสนาน</p> <p>I think it is fun. สนุก</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- to be looking forward to + v.ing/n. Where will you plan to go this summer? Are you looking forward to going there? What does "to be looking forward to" mean? Suppose there will be Billy's free concert this weekend. You wait for it because you want to see it very much. What will you say?</p>	<p>I plan to go to Cha-Um. Yes, I am. รอคอย ตั้งใจคอยที่จะ _____ I'm looking forward to Billy's concert.</p>	
<u>PRESENTATION</u>	<p>Let's study some new words.</p> <p>1. <u>to accept/acceptance</u> (Show a card and read) <u>to accept</u> Spell it, please. Suppose your friend invites you to her party and you can go. Therefore, you <u>accept</u> her invitation. What does <u>to accept</u> mean? After you accept her party, you write a letter of <u>acceptance</u> to tell her that</p>	<p>(read) (spell) ตอบรับ</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>you can come. What does <u>acceptance</u> mean? (Show a card and read) (Stick cards, write the meanings and example)</p> <p>I <u>accept</u> to join Pan's party; so I write a letter of <u>acceptance</u> to her.</p> <p>2. <u>to refuse/refusal</u> (Show to refuse and read) I can't join Pan's party because I'm too busy. Therefore, I <u>refuse</u> to go. What does <u>refuse</u> mean? After I thought that I couldn't join her party, I write a letter of <u>refusal</u> to tell her that I can't come. What does <u>refusal</u> mean? (Show a card and read)</p>	<p>การยอมรับ (read)</p> <p>(take note)</p> <p>(read)</p> <p>ปฏิเสธ</p> <p>การคอมปฏิเสธ (read)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Stick cards, write the meanings and example)</p> <p>I <u>refuse</u> to join her party; so I write a letter of <u>refusal</u> to her.</p> <p>3. <u>to spend</u> (Show a card and read)</p> <p>Bob said to Mary "If you're free this weekend, let's <u>spend</u> our holiday at Pattaya". My friend and I plan to <u>spend</u> our summer vacation in Phuket.</p> <p>What does "<u>to spend in/at</u>" mean? (Stick a card, write the meaning and example)</p> <p>Tim invited Pam to <u>spend</u> her weekend <u>at</u> holiday summer vacation his house in Phuket.</p>	<p>(take note)</p> <p>(read)</p> <p>ใช้เวลามาก <u>ที่</u></p> <p>(take note)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>S1 What is your plan for this summer?</p> <p>Yesterday I received a letter from my friend, Puk. Do you want to know what she wrote to me? (Stick a chart and let the students read it)</p> <hr/> <p>Dear Poom,</p> <p>I would like to invite you to the fancy mask party at Vipavadee Ballroom, Central Plaza on Sunday, July 16, 1989. The party will be from 18.30 till midnight.</p> <p>Don't forget to dress as strangely as possible and wear a mask too. All our classmates will come. We shall have a good time together. I'm looking forward to seeing you.</p> <p style="text-align: right;">With love, Puk</p>	<p>I plan to spend the summer in Chiang Rai.</p> <p>Yes, I do. (read)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Why did she write to me?</p> <p>There're 4 parts in this letter. Which part tells the purpose of the letter?</p> <p>Which part tells the reader about the place, the date and time?</p> <p>So when you write a letter of invitation, what will you write about first?</p> <p>Which part tells the reader what he has to do and what he should do if he accepts the invitation?</p> <p>Which part tells the reader that if he accepts the invitation, he will be happy?</p> <p>Which part tells the reader that the writer really wants him to accept the invitation?</p> <p>Let's make a conclusion.</p>	<p>She wanted to invite you to the fancy mask party.</p> <p>The first part.</p> <p>The first part.</p> <p>The purpose of writing, place, date and time.</p> <p>The second part.</p> <p>The third part.</p> <p>The fourth part.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>When you write a letter of invitation what will you write about? (Stick all the answers on the board) (Tell the students to take note)</p> <p>There're many ways to tell your purpose of writing. What is the first way? (Point to 1st sentence) (Stick 'What about going to _____ with me?")</p> <p>What is the second way? (Stick 'Would you like to _____?")</p>	<ol style="list-style-type: none"> 1. The purpose of writing, place, date and time. 2. What the reader has to do. 3. Tell him that he will be happy. 4. Tell him that the writer really wants him to accept the invitation. <p>I would like to invite you to _____</p> <p>What about going to _____ with me.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What should the first sentence be about? What will you write?</p> <p>(Do like this till finished) (The whole letter will be like this)</p>	<p>The purpose of our writing. I would like to invite you to visit me in Surat. (Help their teacher)</p>	
	<p>Dear Peter,</p> <p>I would like to invite you to visit me in Surathani. I'll go back to my house on Oct. 15, 89. Would you like to come with me?</p> <p>There are a lot of interesting places and things in my country. I'll take you to visit them. Please come and spend your holiday at my house. I'm looking forward to your coming.</p> <p>Sincerely yours, Danai</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What is the third way? Give me some examples using the second and the third expression.</p> <p>Very good.</p> <p>There're many ways to tell the reader that he will be happy if he accepts the invitation. (Point to 'We shall have a good time together')</p> <p>What is the first way? (Stick 'We will be happy'.)</p> <p>What is the second way? (Stick 'There should be a lot of fun'.)</p> <p>What is the third way?</p>	<p>(answer) (take note)</p> <p>What about going to the party with me? Would you like to join the party?</p> <p>(answer) (take note)</p> <p>(answer) (take note)</p> <p>(answer) (take note)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Let the student chooses a friend's name)</p> <p>Do you know how to write a letter of invitation?</p> <p>I want you to write a letter of invitation to any friends that you choose. Invite her/him to a party or to your home.</p>	<p>Yes, I can.</p> <p>(Do their work)</p>	
<u>EVALUATION</u>	<p>When you get a letter of invitation and you want to go, what kind of lette will you write?</p> <p>Puk invited me to the fancy mask party and I accept her invitation. This is my letter of acceptance.</p> <p>(Stick a chart)</p>	<p>A letter of acceptance.</p>	
<u>PRESENTATION</u>			

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<u>Letter of Acceptance</u>		
	<p>Dear Puk,</p> <p>Thank you very much for your invitation. It's very nice of you to invite me to the party. I would like to come. It will be nice to see you and our classmates again.</p> <p style="text-align: center;">Your sincerely, Poom</p>		
	<p>Read it, please.</p> <p>There're four points that you have to write in letter of acceptance.</p> <p>Which point is for saying "Thank you"?</p> <p>Which point tells the reader that the writer appreciates his invitation?</p> <p>Which point tells that the writer will accept the invitation?</p>	<p>(read)</p> <p>The first point.</p> <p>The second point.</p> <p>The third point.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Which point was written to close the letter?</p> <p>Suppose I can't join this party. I have to refuse Puk's invitation. What kind of letter should I write?</p> <p>This is my letter of refusal. (Stick a chart)</p> <p style="text-align: center;"><u>Letter of Refusal</u></p> <p>Dear Puk,</p> <p style="padding-left: 40px;">Thanks a lot for your invitation. It's very kind of you to invite me to the party. I really want to come but I can't because I have to attend my father's birthday party that night. I hope that all of you have a good time.</p> <p style="text-align: right;">With lots of love, Poom</p>	<p>The fourth point.</p> <p>A letter of refusal.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Read it, please.</p> <p>There're four points that you have to write in a letter of refusal.</p> <p>What is the first point?</p> <p>What is the second point?</p> <p>What is the third point?</p> <p>Which point tells the reason for the refusal?</p> <p>What is the fourth point? (Write all the answers).</p> <p>Do these two kinds of letters have the same points?</p> <p>Only which point is different?</p> <p>How is it different?</p>	<p>(read)</p> <p>To say thank you.</p> <p>To show the writer's appreciation for the invitation.</p> <p>To show the writer's refusal.</p> <p>The third point.</p> <p>To close the letter.</p> <p>Yes, they do.</p> <p>The third point. In the letter of acceptance, the writer accepts the invitation but in letter of refusal, the writer</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Very good.</p> <p>There are many ways to say thank you in the first point.</p> <p>(Stick these sentences one by one:</p> <p>'Thank you very much for your invitation'</p> <p>'Thanks a lot for your invitation'</p> <p>'Many thanks for your invitation'.</p> <p>There're many ways to show your appreciation for the invitation.</p> <p>(Stick 'It's very nice of you to _____')</p> <p style="padding-left: 40px;">kind</p> <p style="padding-left: 40px;">sweet</p> <p>There're many ways to show your acceptance and refusal.</p>	<p>says no and tells the reason.</p>	

- Objectives	Procedure		Evaluation -								
	Teacher	Students									
	<p>(Stick: Acceptance - I would like/love to come.</p> <p>Refusal - I really want to come.</p> <p>- I really want to come. but I can't because ____.</p> <p>- I really want to come. but I'm sorry to say I can't because ____.</p> <p>There're many ways to close your letter. (Stick a chart)</p>										
	<table border="0"> <tr> <td><u>Letter of acceptance</u></td> <td><u>Letter of refusal</u></td> </tr> <tr> <td>I hope that we'll happy together.</td> <td>I hope that you will be happy together.</td> </tr> <tr> <td>I hope to see you and our friends there.</td> <td>I hope that you will have a good time there.</td> </tr> <tr> <td>I'm looking forward to it.</td> <td></td> </tr> </table>	<u>Letter of acceptance</u>	<u>Letter of refusal</u>	I hope that we'll happy together.	I hope that you will be happy together.	I hope to see you and our friends there.	I hope that you will have a good time there.	I'm looking forward to it.			
<u>Letter of acceptance</u>	<u>Letter of refusal</u>										
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I'm looking forward to it.											

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>EVALUATION</u>	<p>Can you write a letter of acceptance and refusal?</p> <p>At the beginning of this class, you wrote a letter of invitation to one of your friend in this class. I want you to give him/her that letter.</p> <p>Now, all of you have letters of invitation. After reading it, write a letter to the one who invites you. If you can come, write a letter of acceptance. If you can't come, write a letter of refusal.</p> <p>Is that clear?</p> <p>Now, let's work.</p>	<p>Yes, I can.</p> <p>(Give letters to their friends)</p> <p>Yes, it is.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students

Date : 23 June 89

Content: Lesson 1 Physical Appearance

Assumption: Hair: short/long, black/brown/blond/grey/white

Eyes: big/small, black/brown/blue/green

Body: thin/slim/fat



Number of Students: 50

Time: 12.30-13.45

Aids: Transparencies, pictures


Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to describe people's physical appearance correctly.</p> <p><u>Enabling Objective</u> The students will be able to use these words correctly:</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class.</p> <p>Look at S1 and S2. Look at their height, hair, eyes, shape and skin colour. Are they the same or different?</p> <p>People look different. No one in this class looks the same.</p> <p>Is that right?</p> <p>If you want to describe someone,</p>	<p>Good afternoon.</p> <p>They are different.</p> <p>Yes, it is.</p>	<p>The students describe physical appearance of people in the pictures they have brought with them.</p>






Objectives	Procedure		Evaluation
	Teacher	Students	
<p>Hair:</p> <p>a. straight/wavy/curly</p> <p>b. to be parted in the middle, to be parted on the left/right.</p> <p>c. a pigtail, a fringe a ponytail, a bun</p> <p>Face:</p> <p>-round, square, oval.</p> <p>Eyes:</p> <p>-Chinese eyes.</p> <p>Skin:</p> <p>a. a mole, a pimple, a scar, a birth-</p>	<p>what will you speak about?</p> <p>Today we're going to study how to describe people's physical appearance.</p> <p>(Write "Lesson 1 Physical Appearance")</p> <p><u>REVISION</u></p> <p>(HAIR: short/long)</p> <p>(Show) </p> <p>Describe his hair length.</p> <p>(Show) </p> <p>Describe her hair.</p>	<p>height, hair, eyes, etc.</p> <p>He has short hair.</p> <p>Her hair is long.</p> <p>She has long hair..</p>	



- Objectives	Procedure		Evaluation --
	Teacher	Students	
<p>mark, freckles.</p> <p>b. dark/fair complexion.</p> <p>Body:</p> <p>-skinny, well-built, plump, chubby.</p>	<p><u>(HAIR:black/brown/blond/grey/white)</u></p> <p>Do all pelples in this world have the same hair colour?</p> <p>Give me some examples of hair colour.</p> <p>That's right.</p> <p>(Show a picture of a girl with blond hair) Describe her hair.</p> <p>I have short hair. My hair is black.</p> <p>I have short black hair. Describe her hair again.</p> <p>Describe S1's hair.</p>	<p>No, they haven't.</p> <p>black, brown, grey, white, blond.</p> <p>Her hair is blond.</p> <p>She has blond hair.</p> <p>She has long blond hair.</p> <p>She has long black hair.</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRESENTATION</u>	<p>(HAIR: straight/wavy/curly)</p> <p>(Write "straight" on the transparency and read)</p> <p>Look at my hair. It is straight. I have straight hair. What does straight hair mean?</p> <p>Describe S2's hair.</p> <p>I have short straight black hair.</p> <p>Describe S2's hair again.</p> <p>(Write "wavy" and read)</p> <p>Look at S3's hair. It is wavy. What does wavy hair mean?</p> <p>Describe her hair.</p> <p>(Write "curly" and read)</p>	<p>(take notes and read)</p> <p>ผมตรง</p> <p>He has straight hair.</p> <p>His hair is straight.</p> <p>He has short straight black hair. (take notes)</p> <p>(take notes and read)</p> <p>ผมเป็นคลื่น</p> <p>She has long wavy black hair. (take notes)</p> <p>(take notes)</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show)</p>  <p>This man in this picture has curly hair.</p> <p>What does curly hair mean?</p> <p>Describe his hair.</p> <p><u>(HAIR: to be parted in the middle/on the left/on the right)</u></p> <p>(Write "to be parted in the middle" on the transparency and read)</p> <p>Look at S1. Her hair is parted in the middle. What does "to be parted in the middle" mean?</p> <p>(Point to another student). Describe his hair.</p>	<p>ผมทึบ</p> <p>He has short curly brown hair. (take notes)</p> <p>(read and take notes)</p> <p>ผมแสกกลาง</p> <p>His hair is parted in the middle. (take notes)</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Write "to be parted on the left/right" and read)</p> <p>Look at S2. Her hair is parted on the left. Look at S3. His hair is parted on the right. What does "to be parted on the left/right" mean?</p> <p>Describe this picture.</p>  <p>Describe this picture.</p> 	<p>(read and take notes)</p> <p>ผมแสกข้างซ้าย/ขวา His hair is parted on the left.</p> <p>His hair is parted on the right. (take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(HAIR: a pigtail/a fringe/a ponytail/a bun)</p> <p>(Show)</p>  <p>(Point to a pigtail) She has one pigtail.</p> <p>(Write "a pigtail" and read)</p> <p>What does a pigtail mean? Describe S1's hair.</p> <p>(Point to the same picture)</p> <p>This is a fringe. This girl wears her hair in a fringe.</p> <p>(Write "a fringe" and read)</p> <p>What does a fringe mean? Describe S2's hair.</p>	<p>(read and take notes)</p> <p>ผมทรงเปีย</p> <p>She has 2 pigtails.</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>ผมม้า</p> <p>She wears her hair in a fringe.</p> <p>(take notes)</p>	

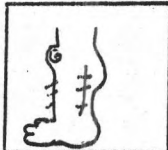
- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show)</p>  <p>This hair style is called a ponytail.</p> <p>(Write "a ponytail" and read)</p> <p>What does it mean?</p> <p>Describe the hair style, length and colour.</p> <p><u>(FACE: round, square, oval)</u></p> <p>(Show)</p>  <p>This man has a round face.</p> <p>(Write "a round face" and read)</p> <p>What does it mean?</p> <p>Describe Sl's face.</p>	<p>(read and take notes)</p> <p>ผมหางม้า</p> <p>She has a long blond ponytail. (take notes)</p> <p>(read and take notes)</p> <p>หน้ากลม</p> <p>His face is round.</p> <p>He has a round face.</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show)</p>  <p>This man has a square face.</p> <p>(Write "a square face" and read)</p> <p>What does it mean?</p> <p>Describe S2's face.</p> <p>(Show)</p>  <p>This girl has an oval face.</p> <p>(Write "an oval face" and read)</p> <p>What does it mean?</p> <p>Describe S3's face.</p>	<p>(read and take notes)</p> <p>หน้าเหลี่ยม</p> <p>His face is square.</p> <p>He has a square face.</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>หน้ารูปไข่</p> <p>Her face is oval. She has an oval face. (take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p><u>(EYES: big/small/Chinese eyes. black/brown/blue/green eyes)</u></p> <p>(Show)</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p>Look at these two men.</p> <p>Who has big eyes?</p> <p>What about the second man?</p> </div> </div> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p>The second man has small eyes or he has Chinese eyes.</p> <p>(Write "Chinese eyes" and read)</p> <p>What does Chinese eyes mean?</p> <p>Describe Sl's eyes.</p> <p>Give me some eye colours.</p> <p>Describe the size and colour of the first man's eyes.</p> <p>Describe the second man eyes.</p> </div> </div>	<p>The first man.</p> <p>He has small eyes.</p> <p>(read and take notes)</p> <p>ตาเล็กแบบคนจีน</p> <p>She has Chinese eyes.</p> <p>black, brown, blue, green.</p> <p>He has big blue eyes.</p> <p>He has black Chinese eyes.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(SKIN: a mole, freckles, a pimple, a birthmark, a scar)</p> <p>- a mole:</p> <p>(Show)</p>  <p>She has a mole on her forehead. What does a mole mean? (Write "a mole" and read) (Write "She has a mole on her forehead")</p> <p>Look at S1. Does he have a mole? Where is it?</p> <p>- freckles:</p> <p>(Show)</p>  <p>He has some freckles on his cheeks. What does freckles mean? (Write "freckles" and "He has some freckles on his cheeks" and read)</p>	<p>ไฟ</p> <p>(read and take notes) (take notes) Yes, he has. It's on his neck.</p> <p>กระที่ผิวหน้ง</p> <p>(read and take notes)</p>	


- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show a picture of an old woman with freckles on her skin) Describe this picture.</p> <p>- a pimple: Teenagers usually have pimples on their cheeks. When you have pimples, you can use Clearasil. What does a pimple mean? (Write "a pimple" and "Jin has some pimples on his chest" and read) S1 Make a sentence. Use the word pimple.</p> <p>- a birthmark: Look at my arm. I have a birthmark on my left arm. What does a birthmark mean? (Write "a birthmark" and "She has a</p>	<p>This old woman has some freckles on her skin.</p> <p>ลิว</p> <p>(read and take notes) Sometimes I have pimples on my back.</p> <p>ปวน</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>birthmark on her left arm" and read)</p> <p>S1 Do you have a birthmark?</p> <p>- a scar:</p> <p>(Show)</p> <p>There is a scar on a man's calf.</p> <p>What is a scar?</p> <p>Do you have a scar S2?</p>  <p>(Write "a scar" and let S2 write the example for his friends)</p> <p>(SKIN: fair/dark complexion)</p> <p>(Write "a fair complexion" and read)</p> <p>(Point to S1) She has a fair complexion)</p>	<p>(read and take notes)</p> <p>Yes, I have one on my belly.</p> <p>แผลเป็น</p> <p>Yes, I have 2 scars. The first one is on my hand, and the second is on my leg.</p> <p>(read and take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Point to S2) His complexion is fair. What does it mean? (Write "a dark complexion" and read) A dark complexion and a fair complexion are opposites. What does a dark complexion mean? (Show a picture of a Chinese girl) Describe her complexion.</p> <p>(Show a picture of an Indian man) What about him?</p> <p><u>(BODY: skinny/thin/slim/well-built/ plump/chubby/fat)</u> (Show a picture of a skinny man and a thin man) Between these two men who is the thinner?</p>	<p>ผิวขาว (read and take notes)</p> <p>ผิวคล้ำ She has a fair complexion. His complexion is dark. (take notes)</p> <p>The first man.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>The first man is skinny and the second man is thin.</p> <p>(Write "skinny", "thin" and read)</p> <p>What do "skinny" and "thin" mean?</p> <p>(Show a picture)</p> <p>What is different between these two girls?</p> <p>(Write "Jane is thin. Joy is thinner than Jane. She is skinny")</p> <p>(Point to S1) Look at S1. She is a slim.</p> <p>(Point to S2) Look at S2. He is well-built.</p> <p>What does "slim" mean?</p> <p>What does "well-built" mean?</p> <p>(Write "slim" and "well-built" and read)</p> <p>How is Sapan Serakul's shape?</p> <p>How is Suntisuk Promsiri's shape?</p>	<p>(take notes and read)</p> <p>พอมหนึ่งหุ้มกระดูก, พอม</p> <p>The girl with short hair is thin but the girl with long hair is skinny.</p> <p>(read and take notes)</p> <p>รูปร่างแบบบาง, หุ่นนางแบบ</p> <p>รูปร่างคึกคักส่วน</p> <p>(read and take notes)</p> <p>She is slim. (take-</p> <p>He is well built. notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Show a picture of 3 persons. The first one is plump. The second one is chubby. And the third one is fat)</p> <p>(Point to the first man in the picture)</p> <p>For a person like this we use "plump".</p> <p>(Point to the second man)</p> <p>We use "chubby" for a person like this.</p> <p>And for the last one he is fat.</p> <p>Who is the fattest of all?</p> <p>Between the first man and the second man, who is the fatter?</p> <p>What does "plump" mean?</p> <p>What does "chubby" mean?</p> <p>What does "fat" mean?</p> <p>How is Jumjim Khemlek's shape?</p> <p>How is Kong NUVO's shape?</p>	<p>The last man.</p> <p>The second man.</p> <p>ท้วม</p> <p>ค่อนข้างอ้วน, เจ้าเนื้อ</p> <p>อ้วน</p> <p>He is fat.</p> <p>He is plump.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>How is Shusri Mesomon's shape?</p> <p>Now all of you know all the words used in describing people's physical appearance.</p> <p>Is that right?</p> <p>(Show)</p> <p>PRACTICE</p>  <p>Let's describe this man physical appearance.</p> <p>First, name him.</p> <p>How about his hair?</p> <p>How is his face?</p> <p>Describe his eyes.</p> <p>(Do this until finishes)</p> <p>(The whole passage will be)</p> <p>This man is called Maxiam. He has long wavy brown hair. It is parted on the right.</p>	<p>She is chubby.</p> <p>(take notes)</p> <p>Yes, it is.</p> <p>Maxiam.</p> <p>He has long wavy brown hair.</p> <p>His face is square.</p> <p>He has big black eyes.</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>He has a square face with big black eyes. There are some freckles and a scar on his cheek. On his neck there is a mole. He also has a birthmark on his left shoulder and some pimples on his chest. His complexion is dark. He is well-built.</p> <p>Read this passage together.</p> <p>Now describe a picture you have brought with you as much as possible. When you finish, give me your work and the picture.</p>	<p>(read)</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students

Number of Students: 50

Date : 30 June 89

Time:

Content: Lesson 2 Song: Greatest Love of All

Aids: transparencies, work sheets

Assumption: pride, to search for, to depend on, shadow, to fall, to succeed, so, therefore, either..or

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to tell the meaning of the song correctly.</p> <p><u>Enabling Objective</u> The students will be able to use these words or phrases correctly: -to lead the way.</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Do you think that love is important for you? Why? Between whom can love occur? Which one do you think is the greatest love of all?</p>	<p>Good afternoon. Yes, I do. It makes me happy. We are not lonely. etc. Parents and child, friend and friend, etc. (answer)</p>	<p>The students write a passage to tell the meaning of the song.</p>

Objectives	Procedure		Evaluation
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<p>-to look up to. -to fulfill. -dignity. -to achieve. -to be under someone.</p> <p><u>REVISION</u></p>	<p>All of you are right. It depends on your own reason. There is a person who thinks differently from you about love.</p> <p>Let's listen to him. (Let's the students hear the song; "Greatest Love of All")</p> <p>Can you guess what we are going to study today?</p> <p>That's right. (Write "Lesson 2 Song: Greatest Love of All")</p> <p>Let's revise some words.</p> <p>- <u>pride</u> Suppose you can get A's in all</p>	<p>(listen to the song)</p> <p>The song: Greatest Love of All.</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
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	<p>subjects. Do you have <u>pride</u> in yourself?</p> <p>What does <u>pride</u> mean?</p> <p>What is another word of <u>pride</u>?</p> <p>- <u>to search for</u></p> <p>If you lose your purse, will you <u>search for</u> it?</p> <p>What does <u>to search for</u> mean?</p> <p>If you lose your pen, what will you do?</p> <p>- <u>to depend on</u></p> <p>When you have to solve your problem, will you <u>depend on</u> yourself or <u>depend on</u> others?</p> <p>That's a good idea.</p> <p>- <u>shadow</u></p> <p>Do you have a <u>shadow</u>?</p> <p>Who has no <u>shadow</u>?</p>	<p>Yes, I do.</p> <p>ความภาคภูมิใจ</p> <p>satisfaction.</p> <p>Yes, I will.</p> <p>ค้นหา</p> <p>I'll search for it.</p> <p>I'll depend on myself.</p> <p>Yes, I do.</p> <p>A ghost.</p>	

- Objectives	Procedure		Evaluation -
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	<p>- <u>to fail/to succeed</u> What is the opposite word of <u>to fail</u>? What is the noun of <u>to fail</u>? What is the noun of <u>to succeed</u>?</p> <p>- <u>so/therefore</u> Suppose we have to link two sentences together. The first sentence shows cause and the second one shows effect. Which transitional word will you use? Give me an example.</p> <p>That's right.</p> <p>- <u>either..or</u> If there are two things A and B and we can take two, we say "We can take both A and B". Right?</p>	<p>to succeed. failure. success.</p> <p>So or therefore. It's raining, so I can't go out.</p> <p>Yes.</p>	

- Objectives	Procedure		Evaluation -
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<u>PRESENTATION</u>	<p>If we can take only one of the two, what do we say?</p> <p>That's right.</p> <p>Let's study some new words.</p> <p>1. <u>to lead the way</u> (of life) (Write "to lead the way (of life)")</p> <p>What does <u>to lead</u> mean?</p> <p>What does <u>the way of life</u> mean?</p> <p>I try to depend on myself and <u>lead my way of life</u>.</p> <p>What does <u>to lead my way of life</u> mean?</p> <p>That's right.</p> <p>(Write "We should teach our children to depend on themselves and <u>lead their ways of life</u>".</p>	<p>We can take either A or B.</p> <p>(read and take note)</p> <p>นำ วิถีชีวิต</p> <p>ดำเนินชีวิตไปตามวิถีทางของตนเอง</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
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	<p>2. <u>to look up to</u> (Write "to look up to" and read) As a daughter or son you <u>look up to</u> your parents. As a students you <u>look up to</u> your teacher. As first year students you <u>look up to</u> your seniors. What does <u>to look up to</u> mean? (Write "Everybody searched for a hero <u>to look up to</u>") Give me your example. That's right.</p> <p>3. <u>to fulfill</u> (Write "to fulfill" and read) Someone wants a lot of money <u>to fulfill</u></p>	<p>(read and take notes)</p> <p>เคารพนับถือ, respect.</p> <p>(take notes)</p> <p>Miss K looks up to her boss.</p> <p>(read and take notes)</p>	

- Objectives	Procedure		Evaluation -
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	<p>one's need. Someone wants a lot of love to <u>fulfill</u> one's hunger.</p> <p>What does <u>to fulfill</u> mean?</p> <p>(Write "I found no one who <u>fulfilled</u> my need")</p> <p>4. <u>dignity</u></p> <p>(Write "dignity" and read)</p> <p>An important person usually have <u>dignity</u>. He has the quality of being worth of respect. <u>Dignity</u> is a sense that one has of one's own importance. What does <u>dignity</u> mean?</p> <p>That's right.</p> <p>(Write "Whatever happened, nothing could take away his <u>dignity</u>")</p>	<p>ทำให้ (ความต้องการ) เต็ม</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>ความภาคภูมิใจ, ความสง่า</p> <p>(read and take notes)</p>	

- Objectives	Procedure		Evaluation -
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	<p>5. <u>to achieve</u> (Write "to achieve" and read) If you don't work, you will <u>achieve</u> nothing. You have a goal in your life. You work for it. Finally you will <u>achieve</u> it. What does <u>to achieve</u> mean? (Write "It is easy to achieve love for oneself")</p> <p>6. <u>to be under someone</u> (Write "to be under someone" and read) If you <u>are under someone</u>, you have to do everythings he wants you to. You can't be yourself. You have to follow him. You are under his control. What does <u>to be under someone</u> mean? <u>To be under someone</u> means the same as</p>	<p>(read and take notes)</p> <p>ทำให้สำเร็จ</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>อยู่ภายใต้อำนาจของ</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p><u>to walk in someone's shadows.</u> What does "to walk in someone's shadows" mean?</p> <p>(Write "He decided not <u>to walk in anyone's shadows</u> means he decided not <u>to be under anyone</u>")</p> <p>Give me one example.</p> <p>Very good.</p> <p>(Teacher hands out a song sheet to each student. In a song there are many blanks. The teacher lets the students listen to the song twice and the students fill in the blanks).</p> <p><u>Greatest Love of All</u></p> <p>*I believe that children are our future. Teach them well and let them <u>lead</u> the way</p>	<p>อยู่ภายใต้อำนาจของ</p> <p>(read and take notes)</p> <p>George is always under Biff. He walks in Biff's shadow.</p>	

- Objectives	Procedure		Evaluation -
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	<p>show them all the beauty they possess inside. Give them a sense of <u>pride</u> to make it easier. Let the children's laughter remind us how we used to be.</p> <p>Everybody's <u>searching</u> for a hero. People need someone to look up to. I've never found anyone who <u>fulfilled</u> my needs. A lonely place to be and so I learned to depend on me.</p> <p>**I decided long ago never to walk in anyone's <u>shadows</u>. If I fail, if I succeed, at least I lived as I believed.</p> <p>No matter what they take from me, they can't take away my <u>dignity</u>.</p> <p>Because the greatest love of all is happening to me. I've found the greatest love of all inside of me. The greatest love of all is</p>		

- Objectives	Procedure		Evaluation -
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	<p>easy to <u>achieve</u>. Learning to love yourself, it is the greatest love of all.</p> <p>(The teacher checks the words the students fill in the blanks)</p> <p>What is the main theme of this song?</p> <p>What is the greatest love of all in the singer's idea?</p> <p>That's right.</p> <p>I'm going to ask you some questions.</p> <ol style="list-style-type: none"> 1. What does the singer believe about children? 2. What should we do to the children? 	<p>One should learn to love, respect and depend on oneself.</p> <p>The love of oneself.</p> <p>She believes that children are our future.</p> <p>We should teach them to lead their ways of life.</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>3. What else?</p> <p>4. Is it true that everybody is searching for a hero?</p> <p>5. Why does he do like that?</p> <p>6. Did the singer use to do like that?</p> <p>7. Did she found anyone?</p> <p>8. So what did she learn to do?</p> <p>9. What did the singer decide not to do?</p> <p>10. Is she ready for failure and success?</p> <p>11. Is there anything that can take away her dignity?</p> <p>12. Why?</p>	<p>We should give them sense of pride.</p> <p>Yes, it is.</p> <p>He needs someone to look up to.</p> <p>Yes, she did.</p> <p>No, she didn't.</p> <p>She learned to depend on herself.</p> <p>She decided not to be under anyone.</p> <p>Yes, she is.</p> <p>No, there isn't.</p> <p>Because she has greatest love of all.</p>	

- Objectives	Procedure		Evaluation -
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<u>PRACTICE</u>	<p>13. What is her greatest love?</p> <p>Do you think that respect and love of yourself is important?</p> <p>It means you agree with her idea, doesn't it.</p> <p>I think you understand this song, don't you?</p> <p>Lets write a passage about this song by following these questions.</p> <p><u>Question</u></p> <ol style="list-style-type: none"> 1. What does the singer believe about children? 2. What should we do to the children? 3. Is it true that everybody is searching for a hero? 4. Why does he do like that? 5. Did the singer use to do like that? 6. Did she find anyone? 	<p>It is the love of herself.</p> <p>Yes, I do.</p> <p>Yes, it does.</p> <p>Yes, I do.</p>	

- Objectives -	Procedure		Evaluation -
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	<p>7. So what did she learn to do?</p> <p>8. What did the singer decide not to do?</p> <p>9. Is she ready for failure and success?</p> <p>10. Is there anything that can take away her dignity?</p> <p>11. Why?</p> <p>12. What is her greatest love?</p> <p>(The teacher lets the students answer each question. When they answer, the teacher writes the answers on the board and links them together to make a passage. The whole passage will be)</p> <p>The singer believes that children are our future. Therefore, we should teach them a sense of pride to depend on themselves and to lead their own ways of life. It is</p>	<p>(answer each question and help the teacher write the whole passage)</p>	

- Objectives	Procedure		Evaluation -
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<p><u>EVALUATION</u></p>	<p>true that everybody searches for a hero to look up to. The singer used to do that but she found no one. So she learned to depend on herself and decide not to be under anyone. She is ready for either failure or success. Whatever happens, nothing can take away her dignity. That is because she has greatest love of all - the love of herself.</p> <p>(Let the students read the passage and then erase it) Do you understand how to write a passage about this song?</p> <p>I would like you to write a passage about this song by using these questions as guidance.</p>	<p>Yes, I do.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students

Number of Students: 50

Date: 7 July 89

Time: 12.30-13.45

Content: Lesson 3 Picture: At the Beach.

Aids: 50 copies of the picture, transparencies used for presenting words and phrases

Assumption: sunny, scene, raft, to act, to drown, a lifeguard


- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>Terminal Objective</u> The students can describe the picture correctly.</p> <p><u>Enabling Objective</u> The students can use these words and phrases correctly: a large number, a great many, dive</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Yesterday I went to A.U.A. There is a writing competition. It is very interesting and I think it is not hard for you. Each competitor has to write a composition describing a certain picture. Here is a picture. I will give each of you one. (Hand out the pictures to the students) What you have to do is</p>	<p>Good afternoon</p> <p>(Look at the picture)</p>	<p>Suppose students apply for writing competition held by A.U.A. The students describe the picture given as much as possible.</p>



- Objectives	Procedure		Evaluation -
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<p>into, to rescue, to make a film, soundly, to sit in the sun.</p> <p><u>REVISION</u></p>	<p>to describe this picture as completely as possible. So, today we will study how to describe picture) (Write "Lesson 3 Picture: At the Beach") First of all I would like to revise you some words.</p> <p>- <u>sunny</u> What will you do on a sunny day?</p> <p>What does "a sunny day" mean?</p> <p>- <u>a raft</u> Look at the picture. What is the first group of people on? What does "a raft" mean?</p>	<p>I will go to the beach. I will do the washing, etc. วันที่มีแดดจ้า</p> <p>They are on the raft. แพ</p>	

- Objectives	Procedure		Evaluation -
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	<p>- <u>an actor/an actress/to act</u> Can you guess who are those people near the beach.</p> <p>What are they doing? What do "an actor, an actress and to act" mean?</p> <p>- <u>to drown</u> Look at one actress in the sea. What happens to her? What does "to drown" mean?</p> <p>- <u>a lifeguard</u> What is a lifeguard doing? What is a "lifeguard" mean?</p>	<p>They are actors and actresses.</p> <p>They are acting.</p> <p>นักแสดงชายหญิง, แสดงหนัง</p> <p>She is drowning. จมน้ำ</p> <p>He is running to help her. ผู้คอยช่วยชีวิตคนจมน้ำ</p>	

- Objectives	Procedure		Evaluation -
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<p><u>PRESENTATION</u></p>	<p>- <u>scene</u> What is a part of a film in which there is a single action happening? What does "a scene" mean?</p> <p>Let's study some new words.</p> <p>1. <u>a large number = a great many</u> (Write "a large number, a great many" and read) (Write "There are <u>a large number of</u> people at the beach") What does "a large number" mean? What kind of noun follows it? (Write "<u>A great many of</u> people are on the raft") What does "a great many" mean? What kind of noun follows it?</p>	<p>a scene. ฉาก</p> <p>(read and take notes)</p> <p>(take notes)</p> <p>many plural noun.</p> <p>(take notes)</p> <p>many plural noun.</p>	

- Objectives	Procedure		Evaluation -
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	<p>Give me an example.</p> <p>2. <u>to dive into</u> Look at this picture.</p>  <p>This man is diving into the water. What does "to dive into" mean? (Write "to dive into". A man is <u>diving into</u> the water.) Give me an example.</p> <p>3. <u>to rescue</u> Look at the picture I gave you. What is a lifeguard doing? Yes, the lifeguard is running to <u>rescue</u> her. <u>to rescue</u> means to help from danger. What does "to rescue" mean? (Write "to rescue". A lifeguard is running</p>	<p>There are a large number of students today.</p> <p>(look)</p> <p>กระโดดพุ่งทลาลงไปในน้ำ</p> <p>(read and take notes)</p> <p>I can't dive into the water.</p> <p>(look)</p> <p>He is helping the actress.</p> <p>ช่วยให้พ้นจากอันตราย</p>	

- Objectives	Procedure		Evaluation -
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	<p>to <u>rescue</u> the actress.) Give me an example.</p> <p>4. <u>to make a film</u> (Write "to make a film" and read) Look at the group of actors and actresses. They are making a film. What does "to make a film" mean? (Write "A group of actors and actresses near the beach are <u>making a film</u>".)</p> <p>5. <u>soundly</u> (Write "soundly" and read) Look at the man with a hat. He is sleeping <u>soundly</u>. It means that he is sleeping deeply and peacefully. What does <u>soundly</u> mean? (Write "He is sleeping <u>soundly</u>".)</p>	<p>(read and take notes) I rescued a dog yesterday.</p> <p>(read and take notes)</p> <p>ถ่ายภาพยนตร์</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>(หลับ) สนิท</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
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	<p>Give me an example.</p> <p>6. <u>to sit in the sun</u> (Write "to sit in the sun" and read) Look at the fat man on the beach. He is <u>sitting in the sun</u> or he is doing the sun bathing. What is <u>to sit in the sun</u> mean? (Write "A fat man <u>is sitting in the sun</u> on a deck chair".)</p> <p>Now, I think you understand all these words. Is that right?</p> <p><u>PRACTICE</u> Let's describe the whole picture by answering these questions. (The teacher asks each question)</p> <p><u>Questions</u></p> <p>1. How is the weather today?</p>	<p>Last night I slept soundly.</p> <p>(read and take notes)</p> <p>สบายดี</p> <p>(take notes)</p> <p>Yes, it is.</p> <p>(answer)</p> <p>It's sunny today.</p>	



- Objectives	Procedure		Evaluation -
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	<p>2. Are there a large number of people at the beach?</p> <p>3. Are there a great many of people in the sea?</p> <p>4. What are they on?</p> <p>5. What are two men doing?</p> <p>6. What are three swimmers doing?</p> <p>7. Who is a group of people near the beach?</p> <p>8. What are they doing?</p> <p>9. What happens to an actress in this scene?</p> <p>10. Who is running to rescue her?</p> <p>11. What do the two men on the beach have?</p> <p>12. What are they doing?</p> <p>13. What are the others waiting for?</p> <p>14. What is a man with a hat doing on the</p>	<p>Yes, there are.</p> <p>Yes, there are.</p> <p>They are on a raft.</p> <p>They are diving into the sea.</p> <p>They are swimming directly to the raft.</p> <p>They are actors.</p> <p>They are acting.</p> <p>She is drowning.</p> <p>A lifeguard.</p> <p>A big camera.</p> <p>They are making a film.</p> <p>Their scenes.</p>	

- Objectives	Procedure		Evaluation -
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	<p>beach?</p> <p>15. What is a boy with a spade doing?</p> <p>16. What is a fat man doing?</p> <p>17. What does he wear?</p> <p>18. What is he reading?</p> <p>19. Who are behind him?</p> <p>20. What are they doing?</p> <p>21. What is going to fall on him?</p> <p>Let's make a passage by using all your answers.</p> <p>(The whole passage will be like this)</p>	<p>He is sleeping soundly.</p> <p>He is covering him with sand.</p> <p>He is sitting in the sun.</p> <p>He wears sun-glasses and a hat.</p> <p>He is reading a newspaper.</p> <p>Three kids.</p> <p>They are playing with a ball.</p> <p>A ball.</p> <p>(Help teacher write until finish)</p>	

- Objectives	Procedure		Evaluation -
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	<p>It is sunny today. Therefore, there are a large number of people at the beach. They have different activities. In the sea, a great many of people are on the raft. Two of them are diving into the sea while three swimmers are swimming directly to it.</p> <p>Near the beach, there is a group of actors. They are acting. In this scene, the actress is drowning and a lifeguard is running to rescue her. Two men on the beach have a big camera. They are making a film. The others are waiting for their scenes.</p> <p>On the beach, a man with a hat on his head is sleeping soundly. A boy with a spade is covering him with sand. Not far from him, a fat man is sitting in the sun. He wears sun-glasses and a hat. He is reading a</p>		

- Objectives	Procedure		Evaluation -
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<u>EVALUATION</u>	<p>newspaper. Behind him, three kids are playing with ball. Unluckily, the ball is going to fall on him.</p> <p>(The teacher lets the students read the whole story and then erase it)</p> <p>You can see how to describe this picture. I would like you to describe this picture by yourselves as completely as possible. After that, I will send your work to the writing competition at A.U.A. May be one of you will get the first prize.</p>	<p>(read)</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students of UTCC

Number of students: 50

Date : 21 July 89

Time: 12.30-13.45

Content: Lesson 4 My Favourite Sport

Aids: transparencies for presenting new words and some necessary structures, pictures, tape recorder

Assumption: favourite, to worry, unlucky, boots, less, realize, fishing, to fish, hour, empty, important

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write a story "My favourite sport" after listening to the story twice.</p> <p><u>Enabling Objective</u> The students will be able to use these words and structures</p>	<p><u>INTRODUCTION</u> Good afternoon, class. What kind of sport can you play? What is your favourite sport? People like different kinds of sport. I've heard a story of a man who liked a very strange kind of sport. Do you want to listen to his story? O.K. Today we will listen to his story and after that I will let you</p>	<p>Good afternoon. I can play tennis, basket ball, etc. Skiing, swimming, etc. Yes, I do.</p>	<p>The students write the whole story from memory after listening to it twice.</p>

- Objectives	Procedure		Evaluation -
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<p>correctly: instead of + V.ing, rubbish, even, to spend + (time), It's a waste of time, to be interested in + V.ing/n.</p> <p><u>REVISION</u></p>	<p>write about him. Is that a good idea? First of all, I would like to revise you some words. (Show a chart)</p> <p><u>Fill in each blank with a suitable word:</u></p> <p>-(to) fish -favourite -unlucky -fish -hours -boots -fishing -to worry -more -empty -realize -important</p> <p>1. Some (unlucky) fishermen cannot catch any (fish) but they catch old (boots). 2. My (favourite) sport is (fishing). I often (fish) for (hours).</p>	<p>Yes, it is.</p>	

- Objectives	Procedure		Evaluation -
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	<p>3. I am (more) unlucky because I catch nothing, but this does not (worry) me.</p> <p>4. I always comes home with an (empty) bag.</p> <p>5. I (realize) that exercise is (important) for health.</p>		
	<p>What is a suitable word for the first blank? What is for the second blank? (Do like this until finish)</p> <p><u>PRESENTATION</u> Let's study some new words.</p> <p>1. <u>instead of + V.ing</u> (Write <u>instead of</u> and read)</p> <p>Today is Monday, John should go to school but he is still in bed. His mother says "You should go to school <u>instead of</u> lying here in bed".</p>	<p>unlucky. fish. (Do like this till finish)</p> <p>(read and take notes)</p>	

Objectives	Procedure		Evaluation -
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	<p>Jack is complaining that he has a lot of work to do. Joe says "You should begin your work right now <u>instead of</u> complaining about it. What does <u>instead of</u> mean?</p> <p>That's right.</p> <p>(Write "Some unlucky fishermen catch old boots <u>instead of</u> catching fish".)</p> <p>What kind of word that follows <u>instead of</u>?</p> <p>Can you give me an example?</p> <p>2. <u>rubbish</u></p> <p>(Write <u>rubbish</u> and read)</p> <p>(Show a picture of <u>rubbish</u>)</p> <p>Look at this picture. It is <u>rubbish</u>.</p> <p>What does <u>rubbish</u> mean?</p> <p>(Write "Some unlucky fishermen catch old boots and <u>rubbish</u> instead of catching fish".)</p>	<p>แทนที่จะ</p> <p>(take notes)</p> <p>V.ing.</p> <p>In class students should study instead of sleeping.</p> <p>(read and take notes)</p> <p>ขยะ</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Give me an example.</p> <p>3. <u>even</u> (Write <u>even</u> and read) Some unlucky fishermen catch only old boots and rubbish instead of fish. John is more unlucky. He can catch nothing <u>even</u> old boots or rubbish. What does <u>even</u> mean? (Write "John went fishing but he can catch nothing <u>even</u> old boots or rubbish".) Give me an example.</p> <p>4. <u>to spend + time</u> (Write <u>to spend + time</u> and read) John always <u>spends the whole Saturday morning</u> fishing.</p>	<p>There is a lot of rubbish near my house.</p> <p>(read and take notes)</p> <p>แม้แต่</p> <p>(take notes)</p> <p>He can do nothing even eating by himself.</p> <p>(read and take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What does <u>to spend + time</u> mean?</p> <p>Good.</p> <p>(Write "John <u>spends the whole mornig</u> <u>fishing</u>".)</p> <p>Give me one example.</p> <p>Very good.</p> <p>5. <u>It's a waste of time</u> If you spend a lot of time doing something but you get nothing from it. You should stop doing that because <u>it's a waste of time</u>.</p> <p>What does <u>it's a waste of time</u> mean?</p> <p>That's right.</p> <p>(Write "His friend told him to stop fishing because it was a waste of time".)</p>	<p>ใช้เวลา (ไปในการทำ_____)</p> <p>(take notes)</p> <p>I spend 2 hours doing my work.</p> <p>เสียเวลาเปล่า</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>You've just studied all the new words. Now let's listen to a story of a man who likes a very strange sport.</p> <p>(Turn on a tape recorder and let the students listen to the whole story)</p> <p style="text-align: center;">My favourite sport</p> <p>Fishing is my favourite sport. I often fish for hours without catching anything, but this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am more unlucky. I never catch anything - not even old boots. After having spent whole morning on the river, I always go home with an empty bag. "You must give up fishing!" my friends say. "It's a waste of time". But they don't</p>	<p>(listen to the whole story)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>realize one important thing. I'm not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!</p> <p>You've just listened to this man's story. Let's check whether you understand it or not.</p> <p>Now, answer these questions.</p> <ol style="list-style-type: none"> 1. What is this man's favourite sport? 2. Does he catch anything after fishing for hours? 3. Does it worry him? 4. What do unlucky fishermen catch? 5. Is he more unlucky or less unlucky than those fishermen? 6. Why? 	<p>Fishing.</p> <p>No, he doesn't.</p> <p>No, it doesn't.</p> <p>Old boots or rubbish.</p> <p>He is more unlucky.</p> <p>He catches nothing.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>7. Does he go home with some fish or no fish?</p> <p>8. What did his friends tell him?</p> <p>9. Why did they say that?</p> <p>10. What is the important thing that his friends do not know?</p> <p>11. What is he only interested in?</p> <p>I think you understand this story. Is that right? I'll let you listen to this story again. (Turn on the tape recorder) (Write all the above questions on the board)</p>	<p>He goes home with no fish.</p> <p>They told him to give up fishing.</p> <p>Because it was a waste of time.</p> <p>He is not really interested in fishing.</p> <p>He is only interested in sitting in a boat and doing nothing at all.</p> <p>Yes, it is.</p> <p>(Listen again)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRACTICE</u>	<p>Let's write the whole story by using all these questions as guidance.</p> <p>Name this man.</p> <p>What is John's favourite sport? (Write "Fishing is John's favourite sport".)</p> <p>Does he catch anything after fishing for hours? (Write "He does not catch anything after fishing for hours".)</p> <p>(Do like this until finished)</p>	<p>John.</p> <p>Fishing is. (Help the teacher)</p> <p>No, he doesn't. (Help the teacher)</p> <p>(Do like this until finished)</p>	
<u>EVALUATION</u>	<p>(Let the students read the story then erase it. After that let them write the story again by using questions on the board as guidance)</p>	<p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date : 28 July 89

Time: 12.30-13.45

Content: Lesson 5 Letter to a Penfriends

Aids: transparencies, a chart of penfriends

Assumption: a lay out of a letter and envelope, nickname, first year students, a Faculty of Humanities, University of Thai Chamber of Commerce, major, hobby, South East Asia, Indo-Chinese peninsula

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write letters to penfriends correctly.</p> <p><u>Enabling Objective</u> The students will be able to use the following word and</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Have you ever heard the word 'penfriend' or penpal? What does it mean? That's right. Where can you find a penfriend?</p>	<p>Good afternoon. Yes, I have. A friend from a foreign country whom we know only by letters. From many kinds of magazines.</p>	<p>Each student writes a letter to a penfriend chosen from the chart.</p>

- Objectives	Procedure		Evaluation -
	Teacher	Students	
structure correctly - humid, I am looking forward to + V.ing.	Have you ever written to a penfriend? (Show them a chart of penfriends) Look at this. You can see a lot of boys and girls here. I chose them from magazines. They come from many countries in the world. Would you like to know them better? Let's write to them. Today we'll study how to write a letter to a penfriend. (Write <u>Lesson 5 Letter to a penfriend</u>) <u>REVISION</u> First of all I would like to revise you something which is necessary for this lesson.	No, I haven't. Yes, I have. Yes, I would. (take notes)	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- lay-out of a letter.</p> <p>(Show)</p> <p>This is a lay-out of a letter. How many parts are there in the letter? What is the first part? What do we write here?</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What is the second part?</p> <p>What do we write here?</p> <p>Which punctuation follows the name?</p> <p>What is the third part?</p> <p>What do we write here?</p> <p>What is an indentation?</p> <p>How many indentations there usually be in a body of a letter?</p> <p>When will you use an indentation?</p> <p>That's right.</p> <p>What is the fourth part?</p> <p>What are the examples of the complimentary closing in the letter in English?</p>	<p>the date.</p> <p>the salutation.</p> <p>Dear and the name of the receiver.</p> <p>the comma.</p> <p>the body.</p> <p>the detail of the letter.</p> <p>ย่อหน้า</p> <p>about three.</p> <p>When we begin a new paragraph.</p> <p>the complimentary closing.</p> <p>Yours sincerely, Sincerely yours, With love, Yours</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>When you write a letter to your friend, which one will you use?</p> <p>Which punctuation follows the words? What is the last part of the letter? Whose signature is it? Very good.</p> <p>(Show</p> <div data-bbox="572 960 957 1232" data-label="Image"> <p>The diagram shows a rectangular envelope. The top flap is folded down and has three horizontal lines above the word 'THAILAND'. In the top right corner of the envelope, there is a square postage stamp with a floral design. The bottom flap is also folded down and has three horizontal lines above the word 'U.S.A'.</p> </div> <p>)</p> <p>How many parts are there in the envelope? What do we write in the first part?</p>	<p>affectionately.</p> <p>With love, and Yours affectionately. a comma. the signature. the writer's.</p> <p>two parts. the writer's address.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What about the second part?</p> <p>When you write a letter to your friend who is in Thailand, do you have to write the name of the country?</p> <p>If your friend is in a foreign country, do you have to write your country's name and your friend's country's name?</p> <p>That's right.</p> <p>- nickname: My nickname is Poom. S1 What is your nickname? What does nickname mean?</p> <p>- the first year student: Dang has studied in the university for three years. He is now the third year student. This is the first year of you in the</p>	<p>the receiver's address.</p> <p>No, I haven't.</p> <p>Yes, I have.</p> <p>Noy, etc. ชื่อเล่น</p>	


- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>university. What kind of students are you?</p> <p>Good.</p> <p>- a Faculty of Humanities: What is the name of your faculty in English? Can you spell it?</p> <p>- University of Thai Chamber of Commerce: What is the name of your university in English?</p> <p>S1 Write it on the board.</p> <p>- major: My major is 'Teaching English as a Foreign Language'. What is your major?</p>	<p>We are the first year students.</p> <p>a Faculty of Humanities. (spell)</p> <p>University of Thai Chamber of Commerce. (write)</p> <p>Japanese, English, French, etc.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- hobby: What is a hobby? What is your hobby?</p> <p>- South East Asia: In which continent is our country? Which part of Asia?</p> <p>- Indo-Chinese peninsula: On which peninsula is our country?</p> <p><u>PRESENTATION</u> Let's study a new word and a structure.</p> <p>1. humid: The weather in Thailand is hot and <u>humid</u>. It rained this morning and now it's <u>humid</u>. The <u>humid</u> air contains a lot of water. What does <u>humid</u> mean?</p>	<p>A hobby is something we do in free time. drawing pictures, reading, etc.</p> <p>It's in Asia. The south east Asia.</p> <p>The Indo-Chinese peninsula.</p>	

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- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Write <u>humid</u> and read and write "The weather in Thailand is hot and <u>humid</u>".) Give me an example.</p> <p>2. I am looking forward to: (Write "<u>I am looking forward to</u>" and read) My close friend is now studying abroad. I miss her very much. <u>I'm looking forward to</u> seeing her again. What does <u>I am looking forward to</u> mean? Suppose you like Billy Ogan very much. He is going to give a concert next Saturday, you want to see it. What will you say?</p> <p>(Write "<u>I'm looking forward to</u> seeing the concert. <u>I am looking forward to</u> hearing from you. <u>I'm looking forward to</u> your</p>	<p>(read and take notes) It is hot and humid in Malaysia.</p> <p>(read and write)</p> <p>ฉันรอคอยที่จะ _____</p> <p>I'm looking forward to seeing the concert.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>letter".)</p> <p>Look at the first two examples.</p> <p>What are <u>seeing</u> and <u>hearing</u>?</p> <p>Look at the last example.</p> <p>What part of speech is <u>your letter</u>?</p> <p>What can follow <u>I'm looking forward to</u>?</p> <p>S1 Give me an example.</p> <p>S2 Give me an example.</p> <p>Very good.</p> <p><u>PRACTICE</u> Let's try to write a letter together. (Point to the chart of penfriends)</p> <p>Let's choose one.</p>	<p>(take notes)</p> <p>V.+ ing.</p> <p>It's a noun.</p> <p>V.ing or noun.</p> <p>I'm looking forward to my holiday.</p> <p>I'm looking forward to going to Joy's party.</p> <p>We choose Mary Jean.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<div data-bbox="465 528 1046 1082" style="border: 1px solid black; padding: 5px;">  <p>Name: Mary Jean. Birthday: 17 Feb. 1970. Age: 19.</p> <p>Address: P.O. Box 2028 Auburn AL 36831, U.S.A.</p> <p>Education: St. Teresa College. Hobby: Collecting actors' photoes. Favourite sport: Windsurfing.</p> <hr/> <p>From "Sixteen" magazine.</p> </div> <p>O.K. We are going to write a letter to Mary Jean. What will we write first? Tell me the address.</p> <p>What date is it today?</p>	<p>an address and a date. 358 Sukhothai Rd., Dusit, Bangkok 10300, THAILAND. (tell the teacher)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What will we write next?</p> <p>In the body of a letter, first you have to introduce yourself, tell her your name, nickname, birthday and age.</p> <p>(Write as students tell)</p> <p>Then tell her about your education.</p> <p>(Do like this till finished)</p> <p>(The whole letter will be like this)</p>	<p>Dear Mary,</p> <p>My name is Nida Isara, Nid is my nickname. I was born on December 6, 1971. Now I am 18 years old.</p> <p>I am the first year student. etc.</p> <p>(Do like this till finished)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p style="text-align: center;">358 Sukhothai Rd. Dusit, Bangkok 10300 THAILAND</p> <p style="text-align: center;">2 July 89</p> <p>Dear Mary,</p> <p>My name is Nida Isara. Nid is ny nick-name. I was born on December 6, 1971. Now I am 18 years old. I am the first year student of a faculty of Humanities at the University of Thai Chamber of Commerce. My major is English. Whenever I have free time, I like to read or do the gardening. About sport, swimming is my favourite.</p> <p>I live in Thailand. Have you ever heard about my country? It is in south east Asia on Indo-Chinese peninsula. It's shape is like an axe. It is rather hot and humid here. I will tell you about my country later.</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>You may wonder how I got to know about you. I found you in column "Penfriend" in "Sixteen". I felt that you were interesting. I would like to know you better. I hope we can be good friends.</p> <p>I am looking forward to hearing from you.</p> <p style="text-align: center;">With love, Nida Isra.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Nida Isara 358 Sukhothai Rd. Dusit, Bangkok 10300 <u>THAILAND</u></p> <div style="text-align: right; margin-right: 20px;">  </div> <p style="text-align: center;">To: Mary Jean P.O. Box 2028 AUBURN, AL. 36831 <u>U.S.A.</u></p> </div>		

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date :

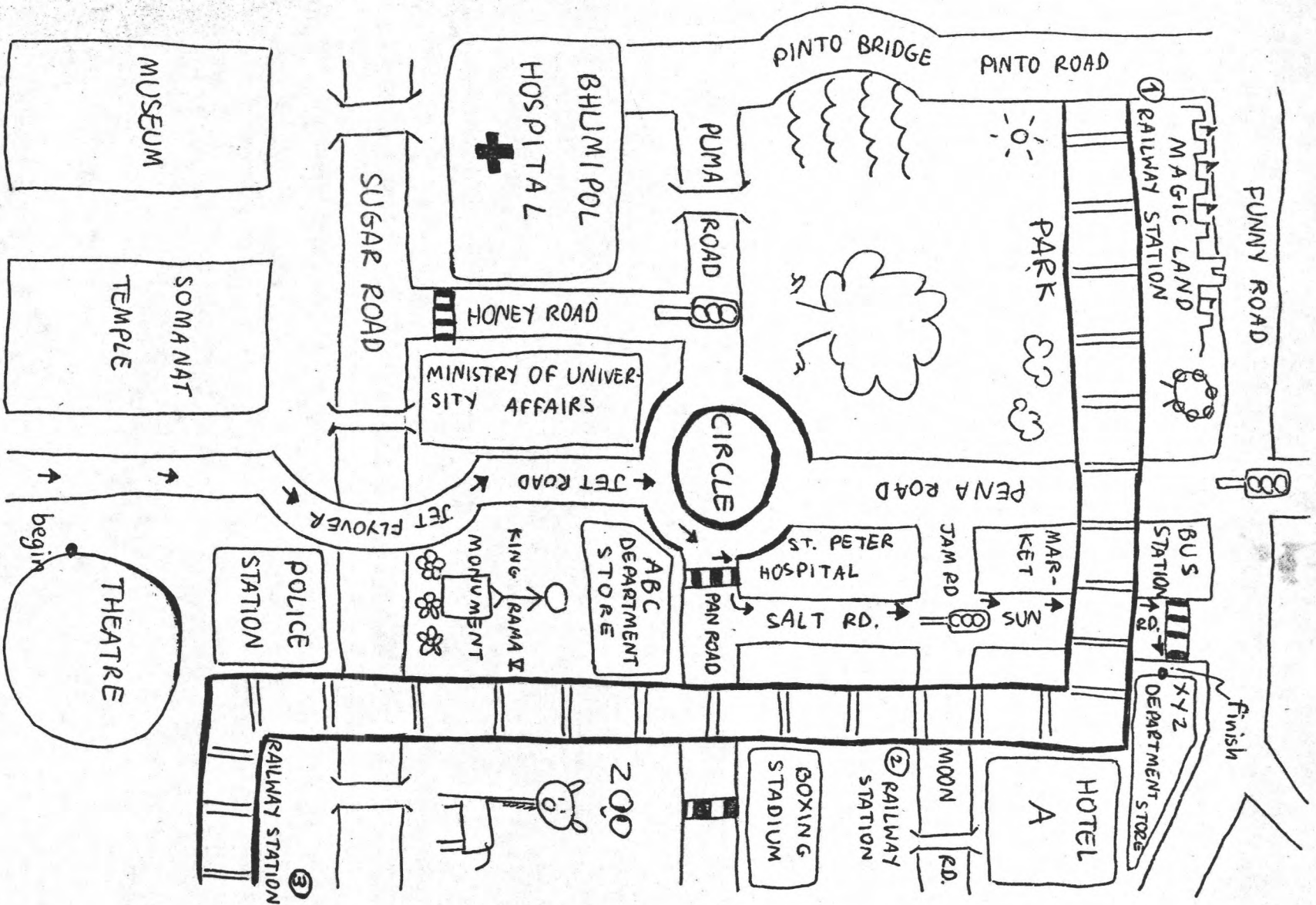
Time: 12.30-13.45

Content: Lesson 6 Giving Direction

Aids: transparencies, 50 instruction cards

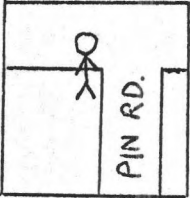
Assumption: traffic light, railroad, bridge, corner, monument, zebra crossing, to turn left/right, to walk along, to walk across

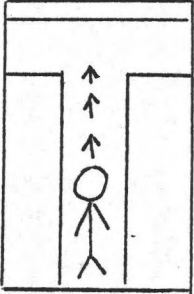
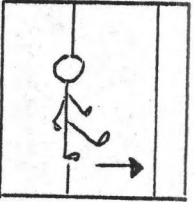
- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>Terminal Objective</u> The students will be able to give direction correctly.	<u>INTRODUCTION</u> Good afternoon, class. There are a large number of foreigners travelling in our country nowadays, aren't there? If there is a foreigner asking you how to go to Dusit zoo, what will you do?	Good afternoon. Yes, there are. I'll run away. I'll pretend that I can't understand English, etc. (negative answer).	The teacher gives each student an instruction card. The students describe how to go to the place which was written in the instruction card.
<u>Enabling Objective</u> The students will be able to use these words correctly: flyover, overhead crossing, junction,			

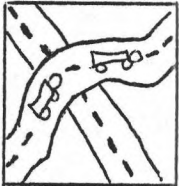
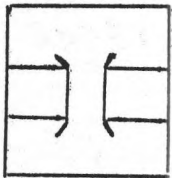



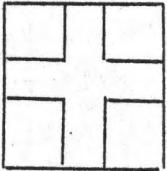
- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p>cross-road (intersec- tion), circle, boxing stadium, Ministry of University Affairs.</p> <p><u>REVISION</u></p>	<p>Why do you do like that?</p> <p>Do you want to be able to give direction in English?</p> <p>How about studying how to give direction in English now? (Write "Lesson 6 Giving Direction")</p> <p>First of all I would like to revise you some words.</p> <p>- traffic light: (Show a picture) What is it? Spell it, please. (Write 'traffic light' on the board)</p> <p>- railroad: (Show a picture) What is it? Can you spell it?</p>	<p>I can't tell them in English.</p> <p>Yes, I do.</p> <p>Yes, let's. (take notes)</p> <p>It's a traffic light. (spell)</p> <p>It's a railroad. (spell)</p>	

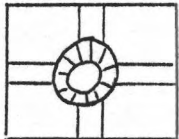


- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Write on the board)</p> <p>- bridge: (Show a picture) What do you call it? S1 Write 'a bridge' on the board.</p> <p>- corner: (Show ) Where is the man? S1 Write the word 'corner' on the board.</p> <p>- monument: (Show a picture) What is it? How do you spell 'monument'? (Write on the board)</p>	<p>It's a bridge. (write)</p> <p>He is at the corner of Pin road. (write)</p> <p>It's the monument of King Rama V. (spell)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- to walk along:</p> <p>(Show )</p>	<p>What is this man doing? S1 Write 'to walk along' on the board.</p>	<p>He is walking along the road. (write)</p>
	<p>- to walk across:</p> <p>(Show )</p> <p>(Write on the board)</p>	<p>What is he doing? How do you spell 'to walk across'?</p>	<p>He is walking across the road. (spell)</p>
<u>PRESENTATION</u>	Let's study some new words:		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>1. flyover:</p> <p>(Show ) This is a <u>flyover</u>.</p> <p>A <u>flyover</u> is a road which is high. It is one kind of bridge which is only for vehicles. What is a <u>flyover</u>?</p> <p>(Write <u>flyover</u> and read then write "Drive along jet road until you meet the flyover".)</p> <p>2. overhead crossing:</p> <p>(Show ) This is an <u>overhead crossing</u>. It is a bridge for pedestrians only.</p> <p>What is an <u>overhead crossing</u>?</p> <p>(Write <u>overhead crossing</u> and read)</p> <p>(Write "Dang is crossing the <u>overhead crossing</u>")</p>	<p>สะพานลอยสำหรับรถ</p> <p>(read and take notes)</p> <p>สะพานลอยสำหรับคนข้าม</p> <p>(read and take notes)</p> <p>(take notes)</p>	


- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>3. junction:</p> <p>(Show ) This is a picture of two <u>junctions</u>. What does <u>junction</u> mean?</p> <p>(Write <u>junction</u> and read)</p> <p>(Write "walk along Honey road until you reach the <u>junction</u>".)</p> <p>4. cross-road (intersection):</p> <p>(Show ) This is a <u>cross-road</u> or an <u>intersection</u>. What does <u>cross-road</u> or <u>intersection</u> mean?</p> <p>(Write <u>cross-road</u> = <u>intersection</u> and read)</p> <p>(Write "When you reach the <u>intersection</u>, turn left".)</p>	<p>จุดที่ถนนหลายสายมาบรรจบกัน</p> <p>(read and take notes)</p> <p>(take notes)</p> <p>สี่แยก</p> <p>(read and take notes)</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>5. circle:</p> <p>(Show ) This is a <u>circle</u>. What does a <u>circle</u> mean?</p> <p>(Write <u>circle</u> and read)</p> <p>(Write "When you see the <u>circle</u>, go round the <u>circle</u> to Pena road".)</p> <p>6. boxing stadium:</p> <p>(Write <u>boxing stadium</u> and read)</p> <p>A <u>boxing stadium</u> is a place where the boxers box. What does a <u>boxing stadium</u> mean?</p> <p>(Write "Walk along Pan road until you reach the first zebra crossing. The <u>boxing stadium</u> will be on your left".)</p> <p>7. Ministry of University Affairs:</p> <p>(Write <u>Ministry of University Affairs</u> and</p>	<p>วงเวียน</p> <p>(read and take notes)</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>สนามมวย</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>read)</p> <p>Do you know the Ministry of Education? The Ministry of Education controls schools and the <u>Ministry of University Affairs</u> controls universities. What does <u>Ministry of University Affairs</u> mean? (Write "<u>The Ministry of University Affairs</u> is on Honey road".)</p> <p>Now you understand all these words. Is that right? Let's look at this chart. (Show the chart)</p> <p><u>PRACTICE</u> Suppose we are at the theatre. A foreigner asks us how to go to XYZ department store. He has a car. Let's tell him. What does he have to do first? What does he do when he reaches the Jet</p>	<p>(read and take notes) Yes, I do.</p> <p>ทบวงมหาวิทยาลัย</p> <p>(take notes)</p> <p>Yes, it is.</p> <p>Drive along Jet road.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>flyover? (Write "First you drive along Jet road. When you reach the Jet flyover, drive across it".) What will he do when he reaches the circle? What will he do when he reach the corner of Pan road? (Write "When you reach the circle, go round it to Pan road. At the corner of the road, turn left to Salt road".) (Do like this till finished) (The whole passage will be like this)</p>	<p>Drive across it. (Help the teacher to write) Go round the circle to Pan road. Turn left to Salt road. (Help the teacher) (Do like this till finished)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>First you drive along Jet road. When you reach the Jet flyover, drive cross it. When you reach the circle, go round it to Pan road. At the corner of the road, turn left to Salt road. Drive along Salt road till you see the cross-road. Drive across it to Sun road. When you see the railroad, cross it. Go on for a few minutes, you will reach the zebra crossing. The XYZ department store will be on your right.</p> <p>Can you give direction like this? Good.</p> <p>(The teacher gives each student an instruction card. The card will tell the student where he is in the chart when he meets a foreigner and where the foreigner wants to go. For example.)</p>	<p>Yes, I can.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<div data-bbox="472 525 1160 740" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Now you are at the market when a foreigner asks you how to go to Somanat temple. Please tell him. </p> </div> <p>Now all of you have cards. I would like you to write a passage to tell the direction. Can you do that? Very good. Let's do your work.</p>	<p>Yes, I can.</p> <p>(Do their work)</p>	

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date :

Time: 12.30-13.45

Content: Lesson 7 Picture - In the Park

Aids: transparencies, 50 pictures, 50 question cards

Assumption: Structure-Past simple tense, Past continuous tense, Vocabulary-hide and seek, seeker, statue, a branch of a tree, slip

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objective</u> The students will be able to write a story from seven pictures completely and correctly.	<u>INTRODUCTION</u> Good afternoon, class. Have you ever gone to a park? Why do you go to the park? What will most children do when they go to the park?	Good afternoon. Yes, I have. To jog, to walk, etc. They will play together.	The students write the story from seven pictures.
<u>Enabling Objective</u> The students will be able to use these structures and words	That's right. Most children like playing together. It brings them happiness. But sometimes it brings		

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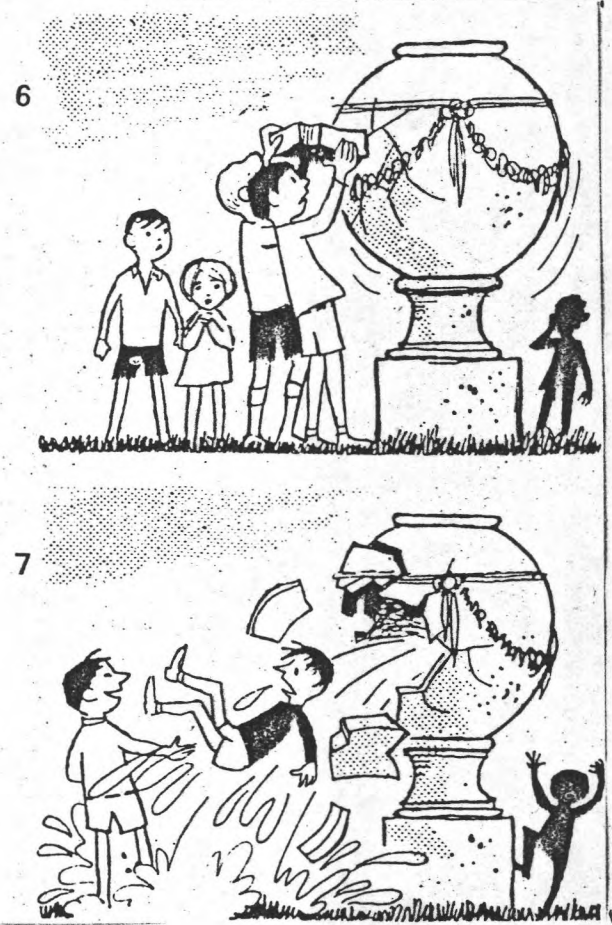
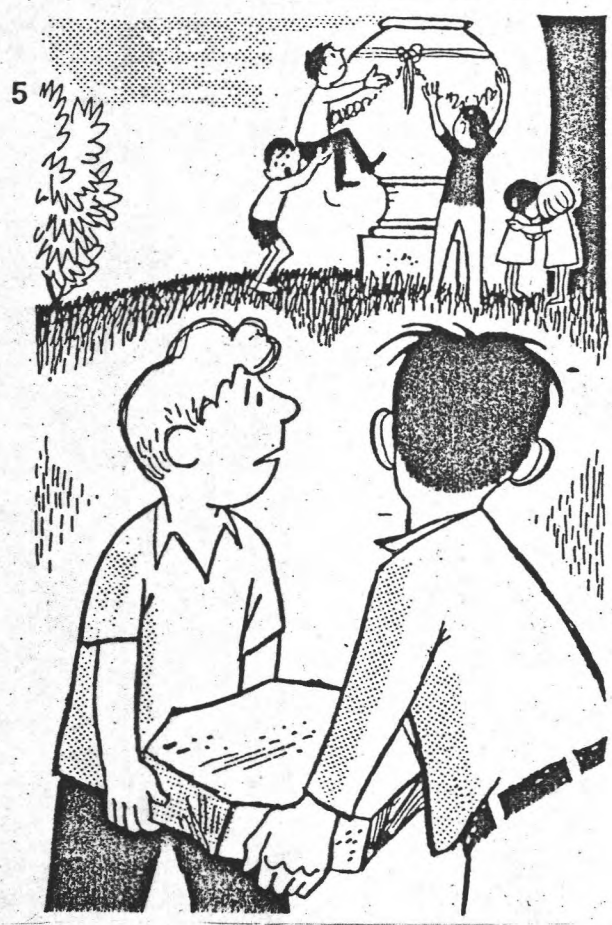
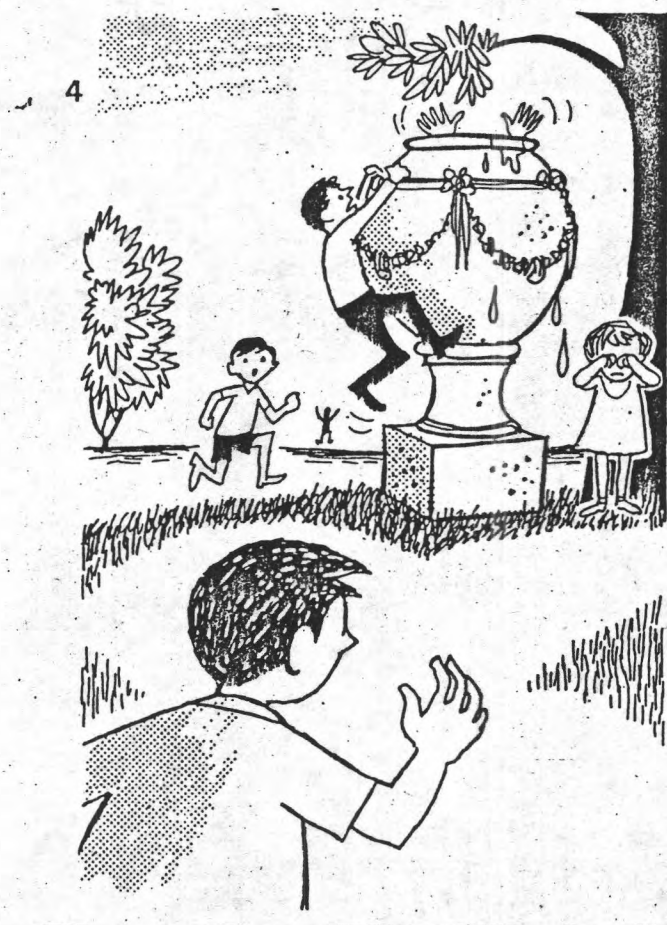


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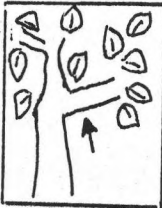
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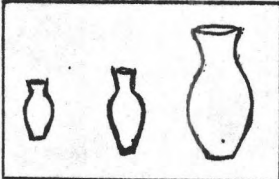


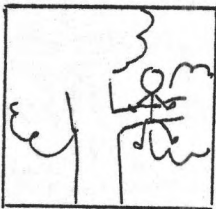

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>correctly.</p> <p><u>structure</u> - How adj. + subj. + V. to be!</p> <p><u>words</u> - huge, to stand, crack, tumble out.</p> <p><u>REVISION</u></p>	<p>them trouble. I'll show you pictures and you tell me what the trouble of these children is.</p> <p>(Show 7 pictures which are not in order to the children)</p> <p>Let's put them in order.</p> <p>What is their trouble?</p> <p>That's right.</p> <p>Before we write the story about these pictures. Let's revise some structures and words used in this story.</p> <p>- Past simple tense: When do we use past simple tense?</p>	<p>(put them in order)</p> <p>One child falls into a big vase and cannot get out of it.</p> <p>When an even happened</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What is the verb form of this tense? Give me an example.</p> <p>- Past continuous tense: When do we use past continuous tense?</p> <p>What is the verb form of this tense? Give me an example.</p> <p>Why do we use these two tenses in describing these pictures?</p> <p>- hide and seek, seeker: Have you ever played hide and seek when you were children? (Point to picture one)</p>	<p>in the past. V2. Yesterday I went to Pattaya.</p> <p>When an event was happening in the past. was/were + V.ing. I was sleeping at this time yesterday.</p> <p>Because we tell a story which happened in the past.</p> <p>Yes, I have.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What are these children playing?</p> <p>(Point to a boy who closes his eyes and counts) Who is he?</p> <p>- statue: (Point to a statue in picture 1) What is it? Can you spell it?</p> <p>- a branch of a tree: (Show ) This is a picture of a tree. (Point to a branch of a tree. What is it?</p> <p>- slip: When you step on a banana skin, what will happen to you?</p>	<p>They are playing hide and seek.</p> <p>He is a seeker.</p> <p>It's a statue. (spell)</p> <p>It is a branch of a tree.</p> <p>We will slip.</p>	

- Objectives	Procedure		Evaluation -
	Teaching	Students	
<u>PRESENTATION</u>	<p>Let's study a new structure and some words.</p> <p>1. <u>How + adj. + subj. + v. to be!</u></p> <p>Suppose you see a very beautiful girl and you want to say that she is beautiful. You can say "How beautiful she is!"</p> <p>(Write "How beautiful she is!")</p> <p>When you see a very fat man and you want to say that he is fat. You can say "How fat that man is!"</p> <p>(Write "How fat that man is!")</p> <p>What parts of speech are 'beautiful' and 'fat'?</p> <p>What are 'she' and 'that man' in these two sentences?</p> <p>What is 'is'? What follows each statement?</p>	<p>They are adjectives.</p> <p>They are subjects.</p> <p>It's verb to be.</p> <p>Exclamation mark.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>What is the structure of these two statements?</p> <p>Jim is unlucky because he slips from a tree and falls into a vase. What can you say about him?</p> <p>2. <u>huge</u> (Write <u>huge</u> and read)</p> <p>(Show ) The first vase is big. The second vase is very big. The third vase is very very big. It is <u>huge</u>.</p> <p>What does <u>huge</u> mean? That's right.</p> <p>(Write "There is a <u>huge</u> vase under a tree".)</p>	<p>How + adj. + subj. + V. to be! (take notes)</p> <p>How unlucky Jim is!</p> <p>(read and take notes)</p> <p>ใหญ่มาก</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Give me an example.</p> <p>3. <u>to stand</u> (Write <u>to stand</u> and read)</p> <p>(Show ) This branch of a tree is big. It can <u>stand</u> the boy's weight.</p> <p>(Show ) This branch of a tree is not big. It cannot <u>stand</u> the boy's weight.</p> <p>What does <u>to stand</u> mean? (Write "The branch of a tree was not big enough. It could not <u>stand</u> Jim's weight".)</p>	<p>That status is huge.</p> <p>(read and take notes)</p> <p>ด้านทาน, ทานเอาไว้ได้</p> <p>(take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>4. <u>crack</u> (Write <u>crack</u> and read) If you pour hot water into a glass, it will <u>crack</u>. A girl hits the egg shell and it <u>cracks</u>. What does <u>crack</u> mean? That's right. (Write "The boys hit the vase and it cracked".) Give me an example.</p> <p>5. <u>tumble out</u> (Write 'tumble out' and read) Look at the last picture. The boy was <u>tumbling out</u> of the broken vase. To <u>tumble</u> means to fall or roll over suddenly, helplessly, or in disorder. What does to</p>	<p>(read and take notes)</p> <p>แตกข้าว</p> <p>(take notes) A car ran into a wall. A wall cracked.</p> <p>(read and notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>tumble mean? (Write "Jim was tumbling out of the broken vase with water".) Give me an example.</p> <p>You can understand and use all these words, can't you?</p> <p><u>PRACTICE</u> I would like to divide you into 7 groups. There are seven persons in each group. Only one group has 8 persons. Each group will be named 1, 2, 3, 4, 5, 6 and 7.</p> <p>There are seven tables in our class. They will be named A, B, C, D, E, F and G. I will place 7 copies of picture 1 on table A, place 7 copies of picture 2 on table B, place 7 copies of picture 3 on table C and so on.</p>	<p>หกคะเมน, ตีลังกา</p> <p>(take notes)</p> <p>Yesterday I stepped on a banana skin and tumbled.</p> <p>Yes, I can.</p> <p>(Do as the teacher told)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Group 1 sits at table A and describe the first picture.</p> <p>Group 2 sits at table B and describe the second picture.</p> <p>Group 7 sits at table G and describe the seventh picture.</p> <p>Five minutes later.</p> <p>Group 1 moves to table B and describe the second picture.</p> <p>Group 2 moves to table C and describe the third picture.</p> <p>Group 7 moves to table A and describe the first picture.</p>		



- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>You have to move on like this until you finish describing every picture. Each picture has seven copies of questions for guidance. In each group I want you to help one another when you do your work.</p> <p>When you finish describing every pictures, each of you will have seven paragraphs. Then you use them to make a good story.</p> <p>Do you understand what I want you to do? Let's begin your work.</p> <p>Picture 1 Questions:</p> <ol style="list-style-type: none"> 1. How was the weather in the afternoon? 2. How many children were there in the park? 3. How many boys and girls were there? 4. What were they playing? 5. What did one boy play as? 	<p>Yes, I do. (Do their work)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>6. What did he do?</p> <p>7. Where was he?</p> <p>8. What were the other children doing?</p> <p>Picture 2 Questions:</p> <p>1. What were these three children doing?</p> <p>2. What was the first child doing?</p> <p>3. What was the second child doing?</p> <p>4. What was Jim - the third child doing?</p> <p>5. Where was Jim now?</p> <p>6. Did he notice that there was a very huge vase under the branch?</p> <p>Picture 3 Questions:</p> <p>1. Was the branch which Jim was on old?</p> <p>2. Could it stand his weight?</p> <p>3. What happened to that branch of a tree?</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>4. What did Jim slip from?</p> <p>5. Where did Jim fall into?</p> <p>Picture 4 Questions:</p> <ol style="list-style-type: none"> 1. How did Jim feel? 2. What did he do as loudly as possible? 3. Did anybody hear his voice? 4. Did his friends rushed to him? 5. What did they found? 6. Who tried to climb the vase to help him? 7. Was one of the girls frightened? 8. What did she do? <p>Picture 5 Questions:</p> <ol style="list-style-type: none"> 1. Who passed by while these children were trying to help Jim? 2. Did they tried to help Jim when they knew the problems? 3. What were they carrying? 		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Picture 6 Questions:</p> <ol style="list-style-type: none"> 1. How did the two big boys do to help Jim? 2. What did these two boys do again and again until the vase cracked? <p>Picture 7 Questions"</p> <ol style="list-style-type: none"> 1. What happened to the vase? 2. How did Jim get out of the vase? 3. How did the other children feel? <p>The whole story will be like this:</p> <p>The weather was fine in the afternoon. There were five children playing in the park. Two of them were girls and three of them were boys. They were playing hide and seek. One boy played as a seeker. He closed his eyes and counted one to ten near a huge statue. The other</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>children were running away from him to hide.</p> <p>These three children were looking for places to hide. The first child was hiding behind a bush. The second one was running to another place. The third one was climbing a tree. He was Jim, he was now on a branch of tree. He did not notice that there was a huge vase under the branch.</p> <p>How unlucky Jim was! The branch which he was on was old. It could not stand his weight. It was broken. So Jim slipped from the three branch and fell into a huge vase.</p> <p>Jim was very frightened. He shouted for help as loudly as possible. The other children heard his voice. They rushed to him and found that he was in the huge vase. The seeker tried to climb the vase to help Jim. One of</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>the girls was so frightened that she cried.</p> <p>While these children were trying to help Jim, there were two big boys passed by. When they knew the trouble, they tried to help. Now they were carrying a big stone.</p> <p>These two boys used the big stone to break the vase. They hit the vase with the big stone again and again until the vase cracked.</p> <p>Suddenly the vase was broken. The boy was tumbling out of the broken vase with water. The other children were happy.</p>		

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date :

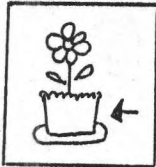
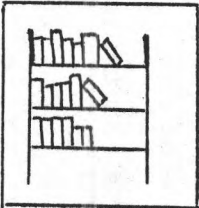
Time: 12.30-13.45

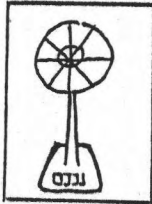
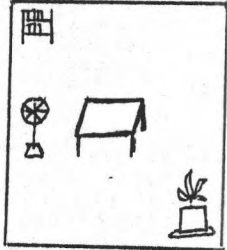
Content: Lesson 8 My own room

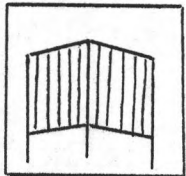
Aids: transparencies, pictures, chart


Assumption: a flowerpot, a bookshelf, a whiteboard, an electric fan, in the middle of, at the right/left side of, at the top/bottom, right/left corner of

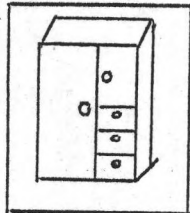
Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to describe their own rooms correctly, and completely.</p> <p><u>Enabling Objective</u> The students will be able to use these words correctly:</p>	<p><u>INTRODUCTION</u></p> <p>Good afternoon, class. Where are we now? Look around the room. Are there many things in this room? Where is the picture of our king? Where is the air-conditioner? What we are doing is describing a room. Today we'll learn how to</p>	<p>Good afternoon. We are in a room. Yes, there are. On the wall over the white board. It is near the windows.</p>	<p>Each student draws a picture of his room and write a description of it. Each student exchanges his room description with his partner. The partner reads the description</p>

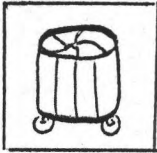
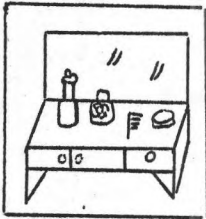
Objectives	Procedure		Evaluation
	Teacher	Students	
<p>a bamboo screen, a cloth rack, a cassette tape rack, a wardrobe, a bookcase, a stool, a dressing table.</p>	<p>describe a room. After that I will let you describe your own room. Do you want to do it? <u>REVISION</u> Let's revise some words.</p> <p>- a flowerpot: (Show ) What is it? S1 Write this on a board.</p> <p>- a bookshelf: (Show ) What is it? Write this word on the board.</p>	<p>Yes, I do.</p> <p>It's a flowerpot. (write)</p> <p>It's a bookshelf. (write)</p>	<p>carefully and uses it to draw a picture of the room. Then each student hands his room description and picture to the teacher.</p>

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- a whiteboard: (Point to the whiteboard in the class) What is it? Spell it, please.</p> <p>- an electric fan: (Show ) What is it? Do you have an electric fan in your room? Spell it, please.</p> <p>- in the middle of, at the right/left side of, at the top/bottom, right/left corner of: (Show ) This is a picture of a room. Where is the table?</p>	<p>It's a whiteboard. (spell)</p> <p>It's an electric fan. Yes, I have one. (spell)</p> <p>It is in the middle of the room.</p>	

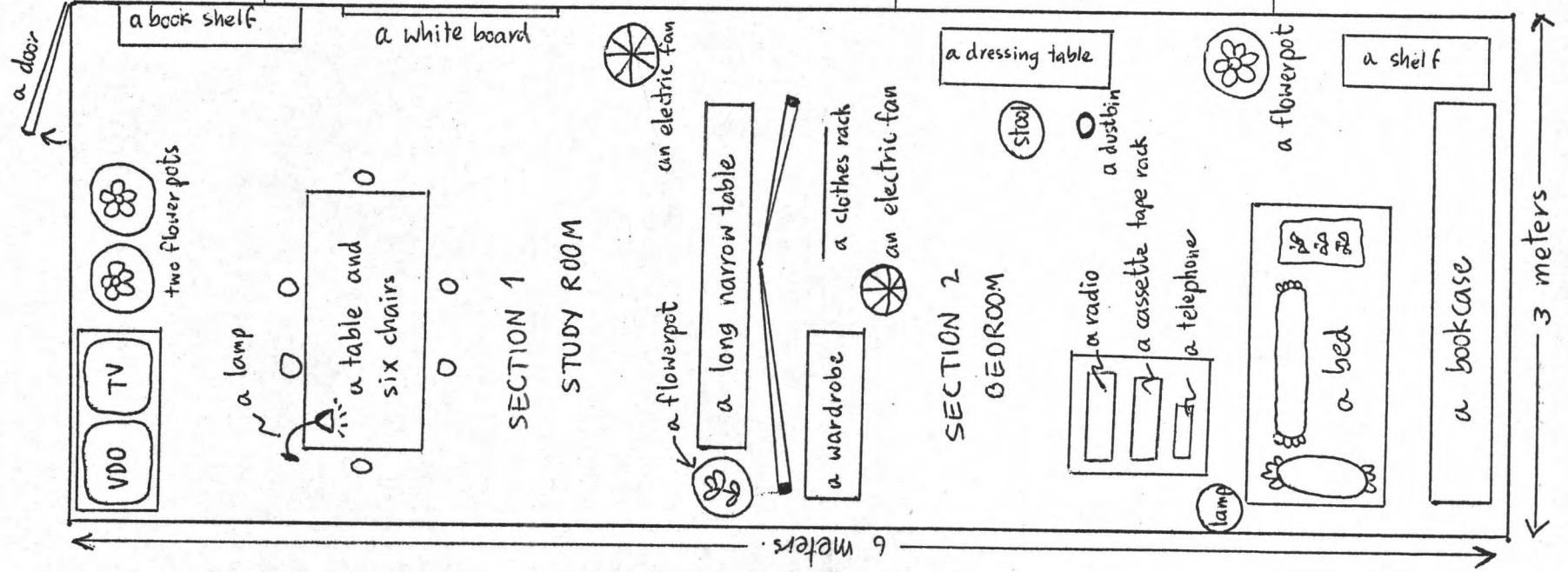
- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Where is the electric fan?</p> <p>Which is at the top left corner of this room?</p> <p>What about the flowerpot?</p> <p>Very good.</p> <p>Let's study some new words.</p> <p>1. <u>a bamboo screen</u></p> <p>(Show ) This is a <u>screen</u>.</p> <p>A <u>screen</u> is a frame used as a movable wall for dividing room.</p> <p>What does a <u>screen</u> mean?</p> <p>This screen is made of bamboo. It is a bamboo screen. What does a <u>bamboo screen</u> mean?</p>	<p>It is at the left side of the room.</p> <p>A bookshelf is.</p> <p>It is at the bottom right corner of the room.</p> <p>ม่านกันห้อง</p> <p>ม่านไม้ไผ่กันห้อง</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>(Write "My room is divided into two sections by a <u>bamboo screen</u>".)</p> <p>2. <u>a clothes rack</u> (Write <u>a clothes rack</u> and read) (Show ) This is <u>a clothes rack</u> What does it mean? (Write "There is <u>a clothes rack</u> in my room".)</p> <p>3. <u>a cassette tape rack</u> (Write <u>a cassette tape rack</u> and read) (Show a picture) This is <u>a cassette tape rack</u>. What does it mean? (Write "<u>A cassette tape rack</u> is placed next to the radio".)</p>	<p>(take notes)</p> <p>(read and take notes)</p> <p>ไม้พาดผ้า</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>ชั้นวางเทปคาสเซต</p> <p>(take notes)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>4. <u>a wardrobe</u> (Write <u>a wardrobe</u> and read) (Show ) This is <u>a wardrobe</u>. We hangs up clothes in a <u>wardrobe</u>. What does it mean?</p> <p>(Write "<u>A wardrobe</u> is at the top left corner of my bedroom".)</p> <p>5. <u>a bookcase</u> (Write <u>a bookcase</u> and read) (Show a picture) This is a <u>bookcase</u>. A <u>bookcase</u> is a piece of furniture consisting of shelves to hold books. What is a book- case? (Write "Along the bottom of the bed room,</p>	<p>(read and take a notes)</p> <p>ตู้เสื้อผ้า</p> <p>(take notes)</p> <p>(read and take notes)</p> <p>ตู้หนังสือ</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>there is a huge <u>bookcase</u>".)</p> <p>6. <u>a stool</u> (Write <u>a stool</u> and read) (Show ) This is <u>a stool</u>. What is <u>a stool</u>?</p> <p>7. <u>a dressing table</u> (Write <u>a dressing table</u> and read) (Show ) This is <u>a dressing table</u>. What does it mean? (Write "<u>A dressing table</u> is at the right side of the room. In front of it there is a <u>stool</u>".)</p>	<p>(take notes)</p> <p>(read and take notes)</p> <p>มีากลม</p> <p>(read and take notes)</p> <p>โต๊ะเครื่องแป้ง</p> <p>(take notes)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>I think you understand all these words. Is that right? Let's look at a picture of my room. (Show a picture by using OHP)</p>	<p>Yes, it is.</p>	



- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRACTICE</u>	<p>Let's have a look at my room.</p> <p>How wide is it?</p> <p>How long is it?</p> <p>(Write "My room is 3 meters wide and 6 meters long".)</p> <p>How many sections is it divided into?</p> <p>(Write "It is divided into two sections".)</p> <p>What is the first section?</p> <p>(Write "The first one is a study room".)</p> <p>What is the second section used as?</p> <p>(Write "... and the other one is used as a bedroom".)</p> <p>(The whole passage will be like this)</p>	<p>It's 3 meters wide.</p> <p>It's 6 meters long.</p> <p>(Help the teacher)</p> <p>Two sections.</p> <p>(Help the teacher)</p> <p>It is a study room.</p> <p>(Help the teacher)</p> <p>It is used as a bed room.</p> <p>(Help the teacher)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p style="text-align: center;"><u>My own room</u></p> <p>Let's have a look at my room. It is 3 meters wide and 6 meters long and is divided into two sections. The first one is a study room and the other one is used as a bedroom. These two sections are separated by a bamboo screen. I will talk about the study room first.</p> <p>There are many things in my study section. Let's start from a door which is at the top right corner of the room. Near a door along the right side of the room, there is a bookshelf. Next there is a whiteboard on the wall. Under a whiteboard stands one electric fan. Along the bottom of this section there are a long narrow table and a flowerpot which is at the bottom left corner. In the middle of the room I place a very big table and six red chairs. Near the top left corner of the table stands an electric lamp. At the top left corner of the room,</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>there is a table which has a video player and a television set on. Next to this table I lay two flowerpots. Now, I am at the door again. Let's walk across this section to the other one.</p> <p>Let's start at the bamboo screen. I am at the right side of it. The thing which is in front of me is a dressing table. In front of it is a stool and near the stool is a dustbin. Next to the dressing table and along the right wall I lay a flowerpot. At the bottom right corner I place a shelf. Along the bottom of the bedroom there is a huge bookcase which is full of many kinds of books. In front of the bookcase I lay my bed. Next to the bed stand a lamp and a small table which has a radio, a cassette tape rack and a telephone on. At the top left corner, there is a wardrobe. Next to the wardrobe I lay a clothes rack. Between these two things there is an</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>electric fan. Behind these things there is a bamboo screen which separates my room into two sections. Now, I am at the starting point again. Let's walk across the study section and go out of my room. I will show you another room.</p> <p>Do you understand how to describe your own room?</p> <p>Let's describe your own room. First draw your room picture. Then describe it. When you finish the description, exchange it to your friend. Read your friend's room description carefully. Then draw the room picture. If the writing is not clear, ask the owner. When you finish all of these, hand me your work with two room pictures: the one drawn by yourself and the other one drawn by your partner. Is that clear?</p> <p>Let's do your work.</p>	<p>Yes, I do.</p> <p>Yes, it is.</p> <p>(Do the work)</p>	

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date :

Time: 12.30-13.45

Content: Lesson 9 News from newspapers

Aids: transparencies, 50 copies of two articles from different newspapers describing the same event. (25 copies for each article). (These texts are approximately the same length and take the same amount of time to read.)

Assumption: a car crash, blood pressure, relative

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to report the car accident which they have read.</p> <p><u>Enabling Objective</u> The students will be able to use these</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Have you ever read a newspaper? Is the same news from different newspapers exactly the same? If you want to know about one thing as completely as possible, what will you do?</p>	<p>Good afternoon. Yes, I have. No, it is not. Read many newspapers.</p>	<p>Each student writes about the car accident which he has read from the article of a newspapers.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>words correctly: vitim, unconscious, wreck, injury.</p> <p><u>REVISION</u></p>	<p>That's right. Today we will report a piece of news about a car accident by using 2 kinds of newspapers. Is it interesting?</p> <p>Let's revise some words before.</p> <p>- relative: What do you call a person who belongs to the same family as you? Spell it, please.</p> <p>- car crash: What do you call an accident in which moving cars run into each other?</p> <p>- blood pressure: Have you ever gone to see a doctor? What does he want to check when he</p>	<p>Yes, it is.</p> <p>a relative. (spell)</p> <p>a car crash.</p> <p>Yes, I have.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<u>PRESENTATION</u>	puts his fingers on your wrist? (Show an action)	He wants to check my blood pressure.	
	<p>Let's study some new words.</p> <p>1. victim: (Write the word and read)</p> <p>When there is a car crash, there usually be one or more victims. A victim in a car accident is a person who suffers harm or pain. What does a victim mean? (Write "She did not believe her eyes that her father was a <u>victim</u>".)</p> <p>2. unconscious: (Write <u>unconscious</u> and read)</p> <p>Mr. Morgan hit his head in the car crash and was <u>unconscious</u> for hours. The boxer was knocked out and he lay <u>unconsciously</u> on the</p>	<p>(read and take notes)</p> <p>ผู้ได้รับอุบัติเหตุ. ผู้เคราะห์ร้าย</p> <p>(take notes)</p> <p>(read and take notes)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>floor. What does <u>unconscious</u> mean? (Write "Mr. Morgan was lying <u>unconscious</u>".)</p> <p>3. <u>injury</u>: (Write <u>injury</u> and read) An <u>injury</u> is damage or harm done to a person's body. For example, the earthquake caused many deaths and severe <u>injuries</u>. What does an <u>injury</u> mean? (Write "Mr. Morgan has many injuries after a car crash".)</p> <p>4. <u>wreck</u>: (Write <u>wreck</u> and read) To <u>wreck</u> means to break or to destroy completely. What does to <u>wreck</u> mean?</p>	<p>สลับ ไม่ได้สติ (take notes)</p> <p>(read and take notes)</p> <p>การบาดเจ็บ (take notes)</p> <p>(read and take notes)</p> <p>ทำให้แตกหัก เสียหายยับเยิน</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>PRACTICE</u></p>	<p>(Write "Mr. Morgan's new Talbot car was completely <u>wrecked</u>".)</p> <p>You understand all these words, don't you?</p> <p>I'll give each of you an article about Mr. Morgan's car accident. Some of you may get articles from newspaper As. While some may get ones from newspaper Bs. It doesn't matter.</p> <p>I'll give you three minutes to read the article.</p> <p>I'll give each of you a question card about the news you've read. Try to answer the questions as much as possible. You may find that you can't answer some questions because you have not enough information. It doesn't</p>	<p>(take notes)</p> <p>Yes, I do.</p> <p>(receive articles from the teacher)</p> <p>(read their own articles)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>EVALUATION</u></p>	<p>matter. Are there any questions that you can't answer? I want you to work in pair - the one who gets article A and the one who gets article B. Discuss together the questions that you can't answer. Student who gets article A may find the answers you wants in article B. Student who gets article B may find the answers you wants in article A. Can you answer all the questions? Very good. Use all the answers you get to report Mr. Morgan's accident. First of all give all the articles A and B back to me.</p>	<p>(answer the questions) Yes, there are. (work in pair) Yes, I can. (Give articles A and B back to the teacher and do their work)</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p><u>NEWSPAPER:ARTICLE A</u></p> <p>Daughter's Voice 'saved my life'</p> <p>Accident victim Walter Morgan believes that the sound of his daughter's voice saved his life. Mr. Morgan of Alvescot Road, Carterton, was lying unconscious with many injuries after a car crash when his daughter, ambulance driver Mrs. Maxine Tabberer, arrived on the scene.</p> <p>Maxine works at Witney ambulance station. She was called to the accident at RAF Brize Norton. Mr. Morgan, 63, said she called out 'Dad' to me. I thought I had been having a bad dream and she was waking me up.</p> <p>"I'm sure that it hadn't been for the sound of her voice, I would not have woken up and would not be</p>		



- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>here today".</p> <p>"I was cold and my blood pressure was very low. I think her voice brought me back and her presence made me free from fear. She was wonderful".</p> <p>Mr. Morgan was given oxygen and taken to the John Radcliffe Hospital, Oxford, in Maxine's ambulance. He spent a week in hospital being treated for a broken leg, broken arm and three broken ribs.</p> <p>The accident with a Land Rover happened as he was returning to work at RAF Brize Norton where he is a senior storekeeper. Mr. Morgan who acts as the eyes' for his wife Madge who is blind, is now recovering at home.</p> <p>His daughter Maxine, who lives in Queens Road,</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Carterton, said: "It was a great shock when I arrived at the scene of the accident and saw my father lying there".</p> <p>"He was in a pretty bad way. He didn't come round until I started talking to him, and he was in a state of shock".</p> <p><u>NEWSPAPER: ARTICLE B</u></p> <p>It's me, Dad!</p> <p>A brave young ambulance driver didn't know she was on the way to save the life of someone very dear.</p> <p>For when Maxine Tabberer arrived in an ambulance at the scene of an accident, she found that the unconscious victim was her own father.</p> <p>Maxine, of Queens Road, Carterton, was completely</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>shocked...but she knew she had to pull herself together and do her job.</p> <p>And it was 28-year-old Maxine's gentle voice calling out to her dad that brought him back to life.</p> <p>Voice</p> <p>"It was wonderful," said 63-year-old Mr. Walter Morgan of Alvescot Road, Carterton. If it hadn't been for hearing my daughter's voice, I probably wouldn't be there today," he said.</p> <p>Mr. Morgan had broken an arm, a leg and three ribs in a car crash with a Land Rover. He was on his way back to work at lunchtime, to RAF Brize Norton where he is a senior storekeeper, when the accident happened. His new Talbot car and the Land Rover were completely wrecked, but the other driver was, luckily, unhurt.</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>Maxine, who has worked as an ambulance driver in Witney for nearly a year, was out on a call when a radio message asked her to go to Norton for a traffic accident.</p> <p>"When we were nearly there, another message came, saying something about a close relative. But I didn't think that it could be mine," she said.</p> <p>"It was a terrible shocked to see my father lying there.</p> <p>"I quickly went to help him. I think it was a comfort to him that I was there".</p> <p style="text-align: center;"><u>QUESTIONS</u></p> <p>A. - When did the accident happen? - Where did it happen?</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<ul style="list-style-type: none"> - What kind of accident was it? - What kind of cars were the two cars? - Which car was the victim's? - How were the two cars? <p>B.</p> <ul style="list-style-type: none"> - Who was the accident victim? - Did he have any injuries? - How was the other driver? - How old was the victim? - Where did he live? - Where did he work? - What was he in the office? <p>C.</p> <ul style="list-style-type: none"> - Did an ambulance come to the accident scene? - Who was the ambulance driver? - How old was she? - Where did she work? 		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<ul style="list-style-type: none"> - How long did she work as an ambulance driver? - What did she find when she arrived at the scene of an accident? - How did she feel? <p>D.</p> <ul style="list-style-type: none"> - How was Mr. Morgan when his daughter arrived? - What did she do to bring her father back to life? - Did it work? <p>E.</p> <ul style="list-style-type: none"> - Which hospital was Mr. Morgan taken to? - How was he taken to the hospital? - How was he hurt? - How long did he spend in the hospital? <p>F.</p> <ul style="list-style-type: none"> - How was he now? - How did he say about his daughter's voice? 		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>The whole passage will be like this.</p> <p style="text-align: center;"><u>A CAR ACCIDENT</u></p> <p>There was an accident early in the afternoon. A man was on his way back to work at lunchtime. The accident happened at RAF Brize Norton. It was a car crash between a Land Rover and a Talbot. The Talbot was the victim's car. These two cars were completely wrecked.</p> <p>The accident victim was Mr. Walter Morgan. He had many injuries but the other driver was luckily unhurt. The victim was 63 years old. He lived on Alvescot road in Carterton. He worked at RAF Brize Norton where he was a senior storekeeper.</p> <p>Then an ambulance came to the accident scene, Mrs. Maxine Tabberer was the driver. She was 28 years old. She worked at Witney Ambulance Station in Witney for</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>nearly one year. When she arrived at the scene of the accident, she found that the victim was her father. She was shocked.</p> <p>Mr. Morgan was lying unconsciously when his daughter arrived. She called him again and again to bring him back to life and it worked.</p> <p>He was taken to the John Radcliffe Hospital in Oxford in his daughter's ambulance. He had a broken leg, broken arm and three broken ribs. He spent a week in hospital.</p> <p>He was quite well now. He said that he nearly died at that time but his daughter's voice could bring him back to life. It was wonderful.</p>		

DAILY LESSON PLAN

Class: First year students

Number of students: 50

Date :

Time: 12.30-13.45

Content: Lesson 10: General Information - Interview

Aids: transparencies, 50 copies of question card

Assumption: hometown, soft drink, special ability, favourite

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u> The students will be able to write a passage about personal general information correctly.</p> <p><u>Enabling Objective</u> The students will be able to use this word and this structure correctly: close</p>	<p><u>INTRODUCTION</u> Good afternoon, class. Have you ever read an interview of a singer, a star, or etc. in any magazine? What kind of questions were used in the interview? Would you like to know how to interview a person? Our today lesson will be about this.</p>	<p>Good afternoon. Yes, I have. Questions about that person personal general information. Yes, I would.</p>	<p>The teacher lets the students work in pair. Each one uses a question card as guidance in interviewing each other. After they get all the answers, they have to write passages about their</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>friend, If+ past simple, would + inf. without to.</p>	<p><u>REVISION</u></p> <p>First I would like to revise you some words.</p> <p>- hometown:</p> <p>S1 Where is your hometown?</p> <p>What does a <u>hometown</u> mean?</p> <p>How do you spell it?</p> <p>- soft drink:</p> <p>Give me some examples of soft drink.</p> <p>What is a soft drink?</p> <p>That's right. S1 What kind of soft drink do you like?</p> <p>How do you spell <u>soft drink</u>?</p>	<p>Rajaburi is my hometown.</p> <p>จังหวัดที่เกิดและอาศัยอยู่ (spell)</p> <p>Coke, lemonade, orange juice, etc.</p> <p>It is a cold, non-alcoholic drink.</p> <p>I like Mello. (spell)</p>	<p>partners' personal general information.</p>

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>- special ability: I can do the first aid and nursing care. It is my special ability. What is your special ability S1? What about you S2? Spell the word <u>special ability</u>.</p> <p>- favourite: S1 Do you have your favourite singer? S2 What is your favourite food? S3 Who is your favourite star? How do you spell <u>favourite</u> in British English style? What about American style?</p> <p><u>PRESENTATION</u> Let's study a new word.</p>	<p>I can sing Thai classical song. I can cook Japanese food. (spell)</p> <p>Yes, I have. Pongpat is. I love Pizza. Oraphan is.</p> <p>f-a-v-o-u-r-i-t-e f-a-v-o-r-i-t-e</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>1. close friend: (Write <u>close friend</u> and read)</p> <p>A close friend is a friend that you love most. You can rely on her. When you have a trouble she will be ready to help you. You understand her and she understands you.</p> <p>What does a close friend mean?</p> <p>S1 Do you have any close friends?</p> <p>Who is she/he?</p> <p>(Write "I have one <u>close friend</u>. Her name is Ple".)</p> <p>Let's study a structure:</p> <p>1. If + past simple tense, would + inf. without to.</p> <p>What am I doing now?</p> <p>If I <u>had</u> no class, I <u>would go</u> to the canteen</p>	<p>(read and take notes)</p> <p>เพื่อนสนิท</p> <p>Yes, I have one.</p> <p>She is <u>(name)</u>.</p> <p>(take notes)</p> <p>You are teaching.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>and have Somtom. Does my wish come true? Dang is very poor. He thinks "If I <u>were</u> rich, I <u>would travel</u> around the world. He makes a wish now. Can it come true? (Write: "If I <u>had</u> no class, I <u>would have</u> Somtom". "If I <u>were</u> rich, I <u>would travel</u> around the world".) Look at these two sentences. What kind of if clauses are they? Can each one come true? Look at the verb in 'if clause'. In what tense is it? Look at the verb in 'main clause'. In what form is it? If you want to make a wish now, in what</p>	<p>No, it doesn't. No, it can't. (take notes) If clauses in the present time. No, it can't. Past simple tense. would + inf. without to.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>form will you use?</p> <p>Give me some examples.</p> <p>You can understand all the words and this structure, can't you?</p> <p>Suppose you have a chance to interview your new friend, what will you ask him/her?</p> <p>That's right. Today you will have a chance to do it. All of you are freshmen. You are new to one another. I would like you to know your friends better. I will let you interview your friends.</p>	<p>If + past simple tense, would + inf. without to.</p> <p>If I were free now, I would go to the movie.</p> <p>Yes, I can.</p> <p>name, nickname, hometown, close friend, favourite food, etc.</p>	

- Objectives	Procedure		Evaluation -
	Teacher	Students	
<p><u>PRACTICE</u></p> <p><u>EVALUATION</u></p>	<p>I will give you a question card. Use it as a guidance when you interview your friend. I'll show you an example. I want a volunteer. Please come here in front of the class. I would like to interview you.</p> <p>(Give question cards to students)</p> <p>(S1 comes out)</p> <p>Thank you S1.</p> <p>(Interview S1)</p> <p>(Write a passage about S1)</p> <p>Now it's your turn to interview your friend. Please work in pair. Student A interviews student B. Then student B interviews student A. After that write a passage about the one you have interviewed.</p>	<p>(Get the question cards and read silently)</p> <p>(S1 answers)</p> <p>(Help the teacher)</p> <p>(Do their work)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Question card:</p> <ol style="list-style-type: none"> 1. What is your name and nickname? 2. When were you born? 3. Where is your hometown? 4. From which school did you graduate? 5. What is your major subject when you study here? 6. What do you like to do in your free time? 7. What kind of book do you like to read? 8. What kind of music do you like? 9. What is your favourite sport? 10. Who is your favourite star? 11. Who is your favourite singer/band? 12. What kind of food and soft drink do you like? 13. What is your special ability? 14. Who is your close friend? 15. What is your bad habit? 16. Where do you like to go if you have free time? 		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>17. What kind of man/woman do you like?</p> <p>18. What would you do if you had 10 million bahts?</p> <p>19. What is your plan for the future?</p> <p style="text-align: center;">S1's personal general information</p> <p>This is Suchada Suksri's general information. Pim is her nickname. She was born on 17 September 1970 in Lumpoon which is her hometown. She graduated from Lumpoon Vittayakom. Now she is studying at a Faculty of Humanities, in a University of Thai Chamber of Commerce. Her major is English.</p> <p>When she has free time, she likes to go to see a movie. A book she likes to read should be about Romance. She loves Pop and Rock music. Swimming is her favourite sport. Her favourite star is Chatchai who is also her favourite singer. The food that she loves most is Somtom</p>		

- Objectives	Procedure		Evaluation -
	Teacher	Students	
	<p>and sticky rice, which can go along very well with Coke.</p> <p>About her special ability she can dance Thai classical dance. She has one close friend who is now studying in Bangkok University. About her bad habit, she said that she was quick-tempered. Whenever she has free time which is long enough, she likes to go to the beach. The kind of man she likes should be gentle and wise. If she had 10 million bahts, she would give half of it to her parents and keep the left for herself. About her future plan, she wants to be an air hostess.</p>		



ประวัติผู้วิจัย

นางสาว วิษชุดา สุชีสร จบการศึกษาระดับปริญญาตรี จากคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ปีการศึกษา 2529 และเข้ารับการศึกษาระดับปริญญาโท ในสาขาวิชาการสอนภาษาอังกฤษ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ในปี 2530