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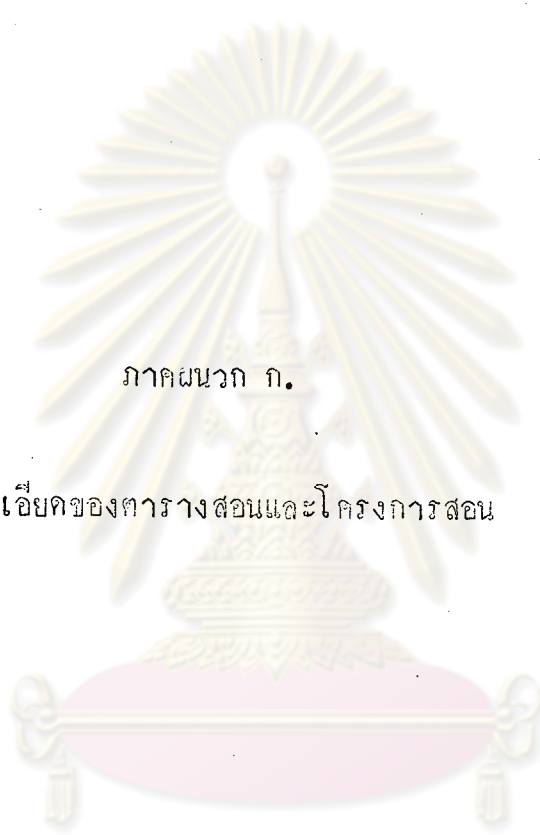
ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย





ภาคผนวก ก.

รายละเอียดของตารางสอนและโครงการสอน

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ตารางที่ 5 ตารางเรียนวิชาภาษาอังกฤษของกลุ่มควบคุมและกลุ่มทดลอง

วัน	เวลา	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	13:00-14:00	14:00-15:00	15:00-16:00
จันทร์ที่ 10 มกราคม 2520			ทดลองใช้ศูนย์การ- เรียนกับกลุ่มทดลอง					
อังคารที่ 11 มกราคม 2520				กลุ่มทดลอง				
				เรื่อง Possessive				
พุธที่ 12 มกราคม 2520		กลุ่มควบคุม						
		เรื่อง Possessive						
ศุกร์ที่ 14 มกราคม 2520				กลุ่มทดลอง				
				เรื่อง Past Simple T.				
จันทร์ที่ 17 มกราคม 2520			กลุ่มควบคุม					
			เรื่อง Past simple T.					
อังคารที่ 18 มกราคม 2520				กลุ่มทดลอง				
				เรื่อง Present Perfect T.				
พุธที่ 19 มกราคม 2520		กลุ่มควบคุม						
		เรื่อง Present perfect T.						
พฤหัสบดีที่ 20 มกราคม 2520							กลุ่มทดลอง	
							เรื่อง Active&Passive V.	
จันทร์ที่ 24 มกราคม 2520			กลุ่มควบคุม					
			เรื่อง Active&Passive V.					
อังคารที่ 25 มกราคม 2520					ทดสอบ			
					ครั้งแรก			
อังคารที่ 1 กุมภาพันธ์ 2520					ทดสอบ			
					ครั้งที่			

## โครงการสอน

- Subject : Grammar
- Class : First Year Students of the Lower Certificate of Education Level.
- Number of Students 28
- Average Age 17
- Date Wednesday 12 January, 1977
- Time 8:30 - 10:00 a.m.
- General Purpose To integrate the 4 communication skills.
- Listening
  - Speaking
  - Reading
  - Writing
- Specific Purpose To teach the usage of
- Possessive Adjectives
  - Possessive Pronouns
  - Possessive in the form of " 's"
  - Possessive in the form of "of"
- Assumption The students have already learned the following structures :
1. This/That/These/Those + verb to be + complement
  2. Subject pronoun+verb to be + complement
  3. to have

Aids :                   Real objects  
                          Pictures  
                          Gestures  
                          Substitution tables

Activities :

Teacher's Activities

Asking questions

Showing real objects, pictures, writing on the  
blackboard

Students' Participation

Asking and answering questions

Repeating

Writing

Evaluation

Exercises



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Teacher	Students
<u>Possessive Adjective :</u>	
<u>Attention Pointer and Examples :</u>	
(The teacher shows a book.)	
I have a book. This is my book.	
(The teacher writes, "This is my book" on the board.)	
Does everybody have a book?	Yes, everyone does.
Everybody holds the book and repeats after me.	
This is my book.	This is my book.
(The teacher points to each student's book and says the following sentence to each student.)	
You have a book. This is your book.	
(The teacher writes, "This is your book" on the board.)	
Is this your book?	No, it isn't.
Is this my book?	Yes, it is.
Is this my book or your book?	It is your book.
(The teacher asks students individually.)	
Is this my book or your book?	It is my book. (It is your book.)
(The teacher points to a student's book and says to the class.)	

Teacher	Students
She has a book. This is her book.	
(The teacher writes "This is her book" on the board.)	
Is it your book?	No, it isn't.
Is it my book?	No, it isn't.
Whose book is this?	
(The teacher writes the question on the board.)	
It is her book. Repeat.	It is her book.
Is it my book or her book?	It is her book.
Whose book is this?	It is her book.
(The teacher picks up a student's book, and says to the class.)	
He has a book. This is his book.	
(The teacher writes "This is his book" on the board.)	
Is this my book?	No, it isn't.
Is this her book?	No, it isn't.
Is this his book?	Yes, it is.
Whose book is this?	It is his book.
Is this his book or her book?	It is his book.
(The teacher shows a picture.)	
This is Martin. This is his wife.	

Teacher	Students
They have a car. This is their car.	
(The teacher writes "This is their car" on the board.)	
Is it your car?	No, it isn't.
Is it my car?	No, it isn't.
Is it your car or their car?	It's their car.
Whose car is this?	It's their car.
(The teacher shows a timetable.)	
We have a timetable. This is our timetable.	
(The teacher writes, "It's our timetable" on the board.)	
Whose timetable is this?	It's our timetable.
We have a library.	
(The teacher points to the library.)	
Whose library is that?	It's our library.
We have a language laboratory.	
(The teacher points to the language laboratory.)	
Whose language laboratory is that?	It's our language laboratory.
(The teacher shows a picture.)	
This is a shirt. It has a collar.	
It has four buttons. It has two	

Teacher	Students
sleeves. It has one pocket.	
This is its collar.	
(The teacher writes, "This is its collar " on the board.)	
What is this? (The teacher points to a button.)	It is its button.
What are these? (The teacher points to the sleeves.)	They are its sleeves.
What is this? (The teacher points to the pocket.)	It is its pocket.
(The teacher points to a button.)	
This is a button.	
What is its colour?	Its colour is red.(It is red.)
(The teacher points to the collar.)	
This is a collar.	
What is its colour?	Its colour is blue.(It is blue.)
(The teacher points to the pocket.)	
This is a pocket.	
What is its colour?	Its colour is white.(It is white.)
<u>Generalization</u> :	
This is his book. Who has the book?	He has the book.
This is their car. Who has the car?	Martin and his wife have the car.



Teacher	Students
<p>When he has a book, we say "It's his book."</p>	
<p>When Martin and his wife have a car, we say "It's their car."</p>	
<p>When you have a car, what will you say?</p>	<p>It's my car.</p>
<p>When she has a car, what will you say?</p>	<p>It's her car.</p>
<p>When they have a house, what will you say?</p>	<p>It's their house.</p>
<p>When he has a book, what will you say?</p>	<p>It's his book.</p>
<p>What kind of word comes after "my, your, his, her, our, their and its"?</p>	<p>They are nouns.</p>
<p>What part of speech are these words?</p>	<p>They are adjectives.</p>
<p>We call "my, your, his, her, our, their and its" <u>Possessive Adjectives</u>.</p>	
<p>These words always come before nouns.</p>	

Teacher	Students
<p><u>Practice</u> : (The teacher shows the substitution table.)</p>	
This is   my   book.	
It is   your   car.	
his   house.	
These are   her   books.	
They are   their   cars.	
our   houses.	
<p>Repeat after me.</p>	
This is my book.	This is my book.
This is our car.	This is our car.
These are her books.	These are her books.
They are his houses.	They are his houses.
etc.	
<p><u>Pattern Practice</u> :</p>	
Whose pen is this?	It's her pen.
Is this my pen?	No, it isn't.
Whose pen is this?	It's his pen.
Where is my pen?	It's on the table.
Whose table is this?	It's our table.

Teacher	Students
<u>Possessive Pronoun</u>	
<u>Attention Pointer :</u>	
(The teacher shows a book.)	
This is my book. The book is mine.	
(The teacher shows a book.)	
This is her book. The book is hers.	
(The teacher writes the sentences	
on the blackboard.)	
(The teacher shows the books.)	
My book is red. Hers is yellow.	
<u>Examples :</u>	
(The teacher shows a book.)	
This is his book. The book is his.	
The book is his. Repeat.	The book is his.
(The teacher writes "The book is	
his" on the board.)	
(The teacher picks up a student's	
book and says to the student.)	
This is your book. This book is	
yours.	
This book is yours. Repeat.	
(The teacher writes "This book is	
yours" on the board.)	This book is yours.

Teacher	Students
<p>Your book is blue. His is red. Repeat.</p>	<p>Your book is blue. His is red.</p>
<p>(The teacher shows a picture.)</p>	
<p>This is their car. The car is theirs.</p>	
<p>The car is theirs. Repeat.</p>	<p>The car is theirs.</p>
<p>(The teacher writes "The car is theirs" on the board.)</p>	
<p>Their car is white. Yours is brown. Repeat.</p>	<p>Their car is white. Yours is brown.</p>
<p>(The teacher points to the library.)</p>	
<p>That is our library. That library is ours.</p>	
<p>That library is ours. Repeat.</p>	<p>That library is ours.</p>
<p>(The teacher writes "That library is ours" on the board.)</p>	
<p><u>Generalization</u> :</p>	
<p>1. This is my book.</p>	
<p>2. The book is mine.</p>	
<p>Does "mine" in the second sentence mean the same as "my book" in the first sentence?</p>	<p>Yes, it does.</p>

Teacher	Students
<p>1. This is her book.</p> <p>2. The book is hers.</p>	
<p>Does "hers" in the second sentence mean the same as "her book" in the first sentence?</p>	<p>Yes, it does.</p>
<p>What part of speech are "my book" and "her book"?</p>	<p>They are noun-phrases.</p>
<p>We use "mine" and "hers" in place of the noun-phrases, "my book" and "her book."</p>	
<p>What do we call the words that we use in place of nouns or noun-phrases?</p>	<p>Pronouns.</p>
<p>So we call "mine, yours, his, hers, ours, theirs," <u>Possessive Pronouns</u>.</p>	
<p>Is there a noun after a possessive pronoun?</p>	<p>No, there isn't.</p>
<p><u>Practice</u> :</p> <p>(The teacher shows the substitution table.)</p> <p>I read the first sentence. Then you read the second.</p> <p>Example : I read "This is your book" you read "This book is yours."</p>	

Teacher	Students
This is your book. This book is yours. my  mine. his  his. her  hers. their  theirs. our  ours.	
This is your book. This is my book. ect.	This book is yours. This book is mine. etc.
(The teacher shows another substitution table.)	
My  yours Your  mine His car is red. But hers is blue. Her  his Their  ours Our  theirs	
Repeat after me.	
My car is red. But yours is blue. Your car is red. But mine is blue. His car is red. But hers is blue. Her car is red. But his is blue. Their car is red. But ours is blue. Our car is red. But theirs is blue.	My car is red. But yours is blue. Your car is red. But mine is blue. His car is red. But hers is blue. Her car is red. But his is blue. Their car is red. But ours is blue. Our car is red. But theirs is blue.

Teacher	Students
(The teacher shows another substitution table.)	
My       heavier     theirs.	
His       lighter     yours.	
Her   shoes are   bigger   than   ours.	
Our   boots   smaller   hers.	
Your     broader   his.	
Their     narrower   mine.	
<p>I say a sentence with the noun "shoes".          You say another sentence with the noun "boots", for example, I say "My shoes are heavier than theirs." You say "My boots are heavier than theirs."</p>	
My shoes are heavier than theirs.	My boots are heavier than theirs.
His shoes are lighter than yours.	His boots are lighter than yours.
Her shoes are bigger than ours.	Her boots are bigger than ours.
etc.	etc.
<u>Pattern Practice</u> :	
(The teacher shows two books.)	
Is this my book or his?	It's his.
Is this his book or mine?	It's yours.
Is this his book or hers?	It's hers.

Teacher	Students
(The teacher shows a picture.)	
Is this our car or theirs?	It's theirs.
(The teacher shows a timetable.)	
Is this their timetable or ours?	It's ours.
(The teacher shows the books.)	
My book is red. Hers is green.	
His is white.	
What about yours?	
Yours is blue.	Yours is blue.
Your pen is brown. What about mine?	
Mine is green.	
My car is red. What about yours?	Mine is _____.
Your pen is blue. What about his?	His is _____.
His pen is green. What about hers?	Hers is _____.
(The teacher shows a picture.)	
Is this your house?	No, it isn't.
Is it hers?	No, it isn't.
Whose house is it?	It's his. (The man in the
	picture.)
Is yours or his bigger?	His is bigger than mine.
Is yours or his newer?	Mine is newer.



Teacher	Students
<p><u>Evaluation</u> :</p> <p>Fill in the blanks with appropriate possessive adjectives or possessive pronouns :</p> <ol style="list-style-type: none"> <li>1. Think about your eyes. Mine are brown. What colour are _____ ?</li> <li>2. I have a skirt. It is _____ skirt.</li> <li>3. May I borrow _____ money.</li> <li>4. She gave me _____ money because she has some.</li> <li>5. I can't wear her shoes because _____ are bigger than mine.</li> <li>6. Please lend me a shoelace because _____ is broken.</li> <li>7. Martin and his wife have a house. It is _____.</li> <li>8. I have a blouse. _____ colour is red.</li> <li>9. American planes are faster than _____ but our horses are faster than _____.</li> </ol>	<p>(Do the exercise in the exercise book.)</p>

Teacher	Students
<u>Possessive in the Form of "...'s"</u>	
<u>Attention Pointer :</u>	
(The teacher points to things belonging to the students.)	
That's Vichai, and that's his book.	
It's Vichai's book.	
(The teacher writes "It's Vichai's book" on the board.)	
That's Kanya, and that's her book.	
It's Kanya's book.	
(The teacher writes "It's Kanya's book", on the blackboard.)	
<u>Examples :</u>	
Is this Vichai's book?	Yes, it is.
Is this Kanya's book?	No, it isn't
(The teacher shows Vichai's book.)	
Whose book is this?	
It's Vichai's book. Repeat.	It's Vichai's book.
(The teacher shows a picture.)	
This is a monkey. This is its tail.	
It's the monkey's tail.	
(The teacher writes "It's the monkey's tail" on the board.)	

Teacher	Students
Whose tail is this?	It's the monkey's tail.
(The teacher shows a picture.)	
This is a rabbit. This is its tail.	
It's the rabbit's tail.	
(The teacher writes "It's the rabbit's tail" on the board.)	
Whose tail is this?	It's the rabbit's tail.
The rabbit's tail is short.	
The monkey's tail is long.	
Whose tail is longer?	
The monkey's tail is longer than the rabbit's tail. Repeat.	The monkey's tail is longer than the rabbit's tail.
Whose tail is shorter?	
The rabbit's tail is shorter than the monkey's tail. Repeat.	The rabbit's tail is shorter than the monkey's tail.
(The teacher shows a picture.)	
This is a man. We don't know his name. This is his house.	
It's the man's house.	
(The teacher writes "It's the man's house" on the blackboard.)	
Whose house is this?	It's the man's house.
The man's house is painted green.	The man's house is painted green.
Repeat.	

Teacher	Students
<p>(The teacher shows a picture.)</p> <p>They are boys. This is their school.</p> <p>It's the school for boys.</p> <p>It's the boys' school.</p>	
<p>(The teacher writes "It's the boys' school" on the blackboard.)</p> <p>Whose school is this?</p>	<p>It's the boys' school.</p>
<p>(The teacher shows a picture.)</p> <p>This is a teacher. These are his books.</p> <p>They are the teacher's books.</p>	
<p>(The teacher writes "They are the teacher's books" on the blackboard.)</p> <p>Whose books are these?</p>	<p>They're the teacher's books.</p>
<p>(The teacher points to the students in the picture.)</p> <p>These are students. This is their timetable.</p> <p>It's the students' timetable."</p>	
<p>(The teacher writes the sentence on the blackboard.)</p> <p>Whose timetable is this?</p> <p>Look at these books.</p>	
<p>(The teacher points to the books in the picture.)</p>	<p>It's the students' timetable.</p>

Teacher	Students
<p>These are the students' books.</p> <p>(The teacher writes "These are the the students' books" on the blackboard.)</p>	
<p>Whose books are these?</p>	<p>They are the students' books.</p>
<p><u>Generalization</u> :</p>	
<p>This is Kanya's book.</p>	
<p>Who has the book?</p>	<p>Kanya has the book.</p>
<p>This is the man's house.</p>	
<p>Who has the house?</p>	<p>The man has the house.</p>
<p>This is the monkey's tail</p>	
<p>Who has the tail?</p>	<p>The monkey has the tail.</p>
<p>Where do we put "s" in the sentences?</p>	<p>After Kanya, the man and the monkey.</p>
<p>Are they men and animals?</p>	<p>Yes, they are.</p>
<p>Do we put "s" after things?</p>	<p>No, we don't.</p>
<p>We put "s" after the name of people, men or animals to show that they possess or have something.</p>	
<p>The monkey's tail is long.</p>	
<p>Which is long, the monkey or the tail?</p>	<p>The tail is long.</p>
<p>The man's house is green.</p>	
<p>Which is green, the man or the house?</p>	<p>The house is green.</p>



Teacher

Students

Now look at the two sentences.

These are the students' books.

This is the boys' school.

When the name ends with "s"

do we put "'s"?

No, we don't.

What do we put?

We put only "'" after the name.

Practice :

(The teacher shows the following substitution tables.) Practice with your friend.

Questions :

		needle			
	Alison's	books			Jillian's?
Is that	Tim's	keys	or is it		Martin's?
Are these	Susan's	scissors	are they		Tim's?
	Martin's	cup			Sandy's?
	Liz's	milk			Peter's?
		slacks			

Teacher	Students
<p>Answers :</p> <p>Alison's.</p> <p>Tim's.</p> <p>Susan's.</p> <p>It's Martin's.</p> <p>They're Jillian's.</p> <p>Liz's.</p> <p>Sandy's.</p> <p>Peter's.</p>	
<p><u>Pattern Practice :</u></p> <p>Is this Manu's book?</p> <p>Whose book is this?</p> <p>Whose shoes are bigger, Manu's shoes or Suda's shoes?</p> <p>Is this Suda's book or Kanya's book?</p> <p>Do boys go to the boys' school or the girls' school?</p> <p>What about the girls?</p>	<p>No, it isn't.</p> <p>It's Kanya's book.</p> <p>Manu's shoes are bigger.</p> <p>It's Kanya's book.</p> <p>Boys go to the boys' school.</p> <p>Girls go to the girls' school.</p>
<p><u>Possessive in the Form of "of"</u></p> <p><u>Attention Pointer :</u></p> <p>(The teacher shows a picture.)</p> <p>Look at the boy's leg.</p> <p>Is it broken?</p>	<p>Yes, it is.</p>

Teacher	Students
<p>The boy's leg is broken.</p> <p>(The teacher shows a picture.)</p> <p>Look at the leg of the chair.</p> <p>Is it broken?</p> <p>The leg of the chair is broken.</p> <p>(The teacher writes "The leg of the chair is broken" on the blackboard.)</p> <p>What is broken?</p>	<p>Yes, it is.</p> <p>The leg of the chair is broken.</p>
<p><u>Examples :</u></p> <p>(The teacher shows a picture.)</p> <p>What is this?</p> <p>(The teacher shows another picture.)</p> <p>Now look at this picture.</p> <p>This is the foot of the stairs.</p> <p>The foot of the stairs is painted red.</p> <p>(The teacher writes "The foot of the stairs is painted red" on the blackboard.)</p> <p>What is painted red?</p> <p>(The teacher shows two pictures.)</p> <p>Look at this picture.</p>	<p>It's a man's foot.</p> <p>The foot of the stairs is painted red.</p>



Teacher	Students
<p>What is this?</p>	<p>It's a dog's tail.</p>
<p>Now look at this picture.</p>	
<p>This is the tail of a helicopter.</p>	
<p>The tail of a helicopter is green.</p>	
<p>(The teacher writes "The tail of a helicopter is green" on the blackboard.)</p>	
<p>What is green?</p>	<p>The tail of a helicopter is green.</p>
<p>(The teacher shows two pictures.)</p>	
<p>Look at this picture.</p>	
<p>What is this?</p>	<p>It's a butterfly's wing.</p>
<p>Now look at this picture.</p>	
<p>This is the wing of a plane.</p>	
<p>The wing of a plane is big.</p>	
<p>(The teacher writes "The wing of a plane is big" on the blackboard.)</p>	
<p>What is big?</p>	<p>The wing of a plane is big.</p>
<p><u>Generalization</u> :</p>	
<p>The leg of the table is broken.</p>	
<p>What is broken, the leg or the table?</p>	<p>The leg is broken.</p>
<p>The tail of a helicopter is green.</p>	
<p>What is green, the tail or the helicopter?</p>	<p>The tail is green.</p>

Teacher	Students
The leg of the chair is broken.	
What is broken, the leg or the chair?	The leg is broken.
The foot of the stairs is painted red.	
What is painted red, the foot or the stairs?	The foot is painted red.
Where is "of" in the sentences?	Between "the leg" and "the chair!" Between "the foot" and "the stairs!" Between "the tail" and "a helicopter"
We can say that "of" is between the two noun groups.	
Look at the following noun groups.	
1. A leg of the chair.	
2. The girl's leg.	
What do we use to show possession with "men and animals"?	We use "'s" with men and animals.
Do we use "'s" with "things"?	No, we don't.
What do we use with "things"?	We use "of" with things.
<u>Practice :</u>	
(The teacher shows pictures.)	
Look at the pictures and answer the questions by using the key words	

Teacher	Students
under the pictures.	
1. What are big?	<u>The fingers of the glove</u> are big.
2. What is small?	<u>The eye of a needle</u> is very small.
3. What are red?	<u>The ears of the pan</u> are red.
4. What are blue?	<u>The hands of the clock</u> are blue.
5. What are green?	<u>The branches of a tree</u> are green.
6. What is thick?	<u>The cover of the book</u> is thick.
7. What is broken?	<u>The front wheel of the bicycle</u> is broken.
8. What is short?	<u>The leg of the desk</u> is short.
(The noun groups are shown on the pictures.)	
<u>Pattern Practice :</u>	
Open your textbooks on page 90.	
Tell me what you see in the pictures on page 90.	
Picture No.1 What do you see?	I see a dog's tail.
Picture No 1 What do you see?	I see a girl's leg.
Picture No 5 What do you see?	I see the wings of a plane.
Picture No 8 What do you see?	I see the fingers of the gloves.
Picture No 7 What do you see?	I see the <b>cover of the book.</b>
Picture No 6 What do you see?	I see the branches of the tree.
Picture No 6 What do you see?	I see a flower of the tree.

Teacher	Students
Picture No 5 What do you see?	I see a tail of a plane.
Picture No 6 What do you see? etc.	I see the lens of the camera etc.
<u>Evaluation :</u>	
<u>Put "s", " ' " or "of" where necessary.</u>	The students do the exercise in their exercise books.
1. The arm ____ the chair is not strong.	
2. Martin ____ photograph is very clear.	
3. He puts the book on the top ____ the cupboard.	
4. The girl ____ legs are beautiful.	
5. This is the boys ____ school.	
6. What is the colour ____ your car?	
7. This is the doctors ____ room. You can't go in.	
8. My sister ____ dresses are pretty.	
9. Don't forget to close the cap ____ the bottle.	
10. The taste ____ the lemon is very sour.	

Subject	Grammar
Class	First year students of the Lower Certificate of Education Level of Petchaburi Teachers College.
Nuber of Students	28
Average Age	17
Date	Monday 17 January, 1977
Time	9:30 - 11:00 a.m.
General Purpose	To integrate the 4 communication skills. Listening Speaking Reading Writing
Specific Purpose	To teach the Past Simple Tense in the following topics. The Pronunciation of the Verbs Added by "ed". The Past Forms of Regular and Irregular Verbs. Yes/No Questions, Wh-Questions and the Negatives of the Past Simple Tense.
Assumption	The students have already known the following structures. Present Simple Tense Present Continuous Tense
Aids	Pictures. Word cards. Substitution tables. Gestures.

## Activities :

- Teacher's activities : Asking questions.  
: Showing pictures, Word cards, substitution tables.  
: Writing on the board.

- Students' activities : Answering questions.  
: Repeating.  
: Arranging the word cards.  
: Writing on the blackboard and in the exercise books.

- Evaluation : An exercise.



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Teacher	Students
<p><u>The Pronunciation of the Verbs Added</u> by "ed."</p>	
<p><u>Attention Pointer.</u> (The teacher writes /t/, /d/ and /ɪd/ on the board, says the following three words, while pointing at /t/, /d/, /ɪd/ respectively.)</p>	
<p>Notice the final sound of each word. looked    cleaned    wanted</p>	
<p>(The teacher writes the three words on the board.)</p>	
<p>Read the words after me.</p> <p>looked cleaned wanted</p>	<p>looked cleaned wanted</p>
<p><u>Examples.</u> (The teacher shows the word chart.) Says the words in each column one after another.)</p>	<p>(The students just listen, do not repeat.)</p>
<p>looked    cleaned    lifted helped    played    handed pushed    dreamed    needed stopped    lived    landed worked    enjoyed    visited</p>	

Teacher	Students
<p><u>Generalization</u></p>	
<p>How can we pronounce the "ed" sound at the end of the verbs?</p>	/t/, /d/ and /id/
<p>- Look at the first column, what do we pronounce the "ed" sound at the end of the verbs?</p>	/t/
<p>What are the last sounds of the verbs before we add "ed"?</p>	/k, p, f, k/
<p>They are voiceless sounds. When the verbs end with voiceless sounds, we pronounce the "ed" sound as /t/.</p>	
<p>- Look at the second column, what do we pronounce the "ed" sound at the end of the verbs?</p>	/d/
<p>What are the last sounds of the verbs before we add "ed"?</p>	/n, t, m, v, d/
<p>They are voiced sounds including vowels.</p>	
<p>When the verbs end with voiced sounds, we pronounce the "ed" as /d/.</p>	



Teacher	Students
<p>- Look at the third column, what do we pronounce the "ed" sound at the end of the verbs?</p>	
<p>What are the last sounds of the verbs before we add "ed"?</p>	/id/
<p>When the verbs end with /t/ or /d/, we pronounce the "ed" sound as /id/.</p>	/t, d/
<p><u>Practice.</u></p>	
<p>If I say the verbs in column I you say "one".</p>	(The students answer together.)
<p>If I say the verbs in column II you say "two".</p>	
<p>If I say the verbs in column III you say "three".</p>	
<p><b>Example :</b> looked "one"  played "two"  needed  helped  lived  stopped handed  lived worked  etc.</p>	<p>three.  one.  two.  one, three  two, one</p>

Teacher	Students
<p>Say the verbs in column I after me.</p> <p>looked etc.</p>	<p>(The students repeat after the teacher.)</p> <p>looked etc.</p>
<p>Say the verbs in column II after me.</p> <p>cleaned etc.</p>	<p>cleaned etc.</p>
<p>Say the verbs in column III after me.</p> <p>lifted etc.</p>	<p>lifted etc.</p>
<p><u>Pattern Practice :</u></p>	
<p>(The teacher shows the sentence cards.)</p>	
<p>Repeat after me.</p>	
<p>He worked in Bangkok last year.</p>	<p>He worked in Bangkok last year.</p>
<p>He played football yesterday.</p>	<p>He played football yesterday.</p>
<p>He handed his homework this morning.</p>	<p>He handed his homework this morning.</p>
<p><u>The Past Forms of Regular and</u></p>	
<p><u>Irregular Verbs.</u></p>	
<p><u>Past Forms of the "Verb to be"</u></p>	
<p><u>Attention Pointer :</u></p>	
<p>(The teacher shows pictures.)</p>	
<p>This is Martin. What is he?</p>	<p>He is a teacher.</p>
<p>He is a teacher now.</p>	
<p>Two years ago, he was a student.</p>	

Teacher	Students
<p><u>Examples :</u></p> <p>(The teacher shows pictures.)</p> <p>Where are the students now?</p> <p>In the morning, they were in the language laboratory.</p> <p>(The teacher shows another two pictures.)</p> <p>Where is she now?</p> <p>Yesterday she was at home.</p>	<p>They are in the classroom.</p> <p>She is at the seaside.</p>
<p><u>Generalization.</u></p> <p>-- Now Martin is a teacher.</p> <p>Two years ago he was a student.</p> <p>We use "is" in the present times.</p> <p>What form of "verb to be" do we use in the past time?</p> <p>They are in the classroom now.</p> <p>They were in the language lab. in the morning.</p> <p>We use "are" in the present time.</p> <p>What do we use in the past time?</p> <p>When things happened in the past we use "past tense".</p>	<p>was</p> <p>were</p>

Teacher	Students																					
<p><u>Practice :</u></p> <p>Repeat after me.</p> <table border="1" data-bbox="135 498 333 936"> <tr> <td>He</td> <td></td> <td></td> </tr> <tr> <td>She</td> <td>was</td> <td></td> </tr> <tr> <td>It</td> <td></td> <td></td> </tr> <tr> <td>I</td> <td></td> <td>sleepy last night.</td> </tr> <tr> <td>They</td> <td></td> <td></td> </tr> <tr> <td>We</td> <td>were</td> <td></td> </tr> <tr> <td>You</td> <td></td> <td></td> </tr> </table> <p>(The teacher shows the substitution table.)</p>	He			She	was		It			I		sleepy last night.	They			We	were		You			<p>He was sleepy last night.</p> <p>She was sleepy last night.</p> <p>etc.</p>
He																						
She	was																					
It																						
I		sleepy last night.																				
They																						
We	were																					
You																						
<p><u>Past Forms of Regular Verbs :</u></p> <p><u>Attention Pointer :</u></p> <p>(The teacher shows a picture.)</p> <p>What is Martin doing now?</p> <p>Everyday he arrives at school at 7:00.</p> <p>This morning he arrived at school at 7:30.</p>	<p>He's teaching English now.</p>																					
<p><u>Examples :</u></p> <p>(The teacher uses sentence cards.)</p> <p>• Everyday he talks with his friends.</p>	<p>Everyday he talks with his friends.</p>																					

Teacher	Students
<p>This morning he talked with the headmaster.</p>	<p>This morning he talked with the headmaster.</p>
<p>-Everyday he works in his room.</p>	<p>Everyday he works in his room.</p>
<p>This morning he worked in the library.</p>	<p>This morning he worked in the library.</p>
<p>-Now Malee lives in Petchaburi.</p>	<p>Now Malee lives in Petchaburi.</p>
<p>Last year she lived in Bangkok.</p>	<p>Last year she lived in Bangkok.</p>
<p>- Now Sunee studies at the Teachers Training College.</p>	
<p>Two years ago she studied in a secondary school.</p>	
<p><u>Generalization.</u></p>	
<p>When things happen everyday or happen now, what tense do we use?</p>	<p>Present Simple Tense.</p>
<p>When things happened in the past, such as in the morning, last year, last night, yesterday etc., we use "the Past Simple Tense".</p>	
<p>- Everyday he talks with his friends.</p>	
<p>This morning he talked with the headmaster.</p>	
<p>We use "talk" in the Present Simple Tense.</p>	

Teacher	Students
<p>What form of verb <b>do</b> we use in the Past Simple Tense?</p>	<p>"talked"</p>
<p>- Now Malee lives in Petchburi. Last year she lived in Bangkok. We use "live" in the Present Tense.</p>	
<p>How do we change "live" so that they show past tense.</p>	<p>live + ed</p>
<p>What are the past form of "arrive" "live" "work" "study" "talk"?</p>	<p>arrived, lived, worked, studied, talked.</p>
<p>We add "ed" to the verbs such as arrive, live, work, study, talk, when the actions happened in the past.</p>	
<p>We call then the regular verb forms.</p>	
<p><u>Practice :</u></p>	
<p>(The teacher uses word cards.)</p>	
<p>He studies everyday. Repeat. Substitute the word in the sentence by using the words given.</p>	<p>He studies everyday.</p>
<p><b>For example :</b></p>	
<p>She studies everyday. Repeat. yesterday</p>	<p>She studies everyday. She studied yesterday.</p>
<p>They</p>	<p>They studied yesterday.</p>

Teacher	Students
talk	They talked yesterday.
last night	They talked last night.
work here	They worked here last night.
now	They work here now.
last year	They worked here last year.
She	She worked here last year.
stay	She stayed here last year.
<u>Past Forms of Irregular Verbs.</u>	
<u>Attention Pointer</u>	
(The teacher uses sentence cards.)	
Everyday he goes to school.	
Yesterday he went to the movie.	
<u>Examples:</u>	
(The teacher uses sentence cards.)	
Everyday he sells books at the shop.	Everyday he sells books at the shop.
Last week he sold an English book.	Last week he sold an English book.
Everyday they drink a cup of coffee.	Everyday they drink a cup of coffee.
Yesterday they drank a cup of tea.	Yesterday they drank a cup of tea.
Everyday she brings a book to school.	Everyday she brings a book to school.
Two days ago she brought a book to the library.	Two days ago she brought a book to the library.
Everyday you come home early.	Everyday you come home early.

Teacher	Students
Last night you came home late.	Last night you came home late.
<u>Generalization :</u>	
What is the pattern of the past forms of regular verbs?	Verb+ed is the pattern of the past forms of regular verbs.
The past forms of irregular verbs are not "verb+ed".	
Tell me the irregular verbs, you know.	sell, drink, bring, come ↓ ↓ ↓ ↓ sold, drank, brought, came
<u>Practice :</u>	
(The teacher uses word cards.)	
They go to school everyday.	They go to school everyday.
Substitute the word in the sentence by using the words given. For example: yesterday.	
They went to school yesterday.	They went to school yesterday.
She	She went to school yesterday.
come home	She came home yesterday.
We	We came home yesterday.
study English	We studied English yesterday.
last night.	We studied English last night.
now	We study English now.
<u>Pattern Practice :</u>	
Do you go to school everyday?	Yes, I do.



Teacher	Students
What about yesterday?	I went to school yesterday.
Do you do your homework every night?	Yes, I do.
What about last night? (The teacher points to a student.)	I did my homework last night.
What about you?	I did my homework last night.
Do you clean your house every week?	Yes, I do.
What about 2 weeks ago?	I cleaned my house two weeks ago.
Do you have your hair cut every month?	Yes, I do.
What about last month?	I had my hair cut last month.
<u>Yes/No Questions and the Negatives</u>	
<u>of the Past Simple Tense:</u>	
<u>Attention Pointer :</u>	
(The teacher shows a picture.)	
Martin goes to school everyday.	
Does Martin go to school everyday?	Yes, he does.
(The teacher uses sentence cards.)	
Martin went to school yesterday.	
Did Martin go to school yesterday?	
Yes, he did.	
Did Martin go to the cinema yesterday?	
No, he didn't.	

Teacher	Students
<p>Martin didn't go to the cinema yesterday.</p>	
<p><u>Examples :</u></p>	
<p>(The teacher uses sentence cards.)</p>	
<p>He arrived at school at 7:00. this morning.</p>	<p>He arrived at school at 7:00. this morning.</p>
<p>Did he arrive at school at 7:00 this morning?</p>	<p>Did he arrive at school at 7:00 this morning?</p>
<p>Yes, he did.</p>	<p>Yes, he did.</p>
<p>Did he arrive at school at 8:00 this morning?</p>	<p>Did he arrive at school at 8:00 this morning?</p>
<p>No, he didn't.</p>	<p>No, he didn't.</p>
<p>He didn't arrive at school at 8:00 this morning.</p>	<p>He didn't arrive at school at 8:00 this morning.</p>
<p>- They drank a cup of tea yesterday.</p>	<p>They drank a cup of tea yesterday.</p>
<p>Did they drink a cup of tea yesterday?</p>	<p>Did they drink a cup of tea yesterday?</p>
<p>Yes, they did.</p>	<p>Yes, they did.</p>
<p>Did they drink a cup of coffee yesterday?</p>	<p>Did they drink a cup of coffee yesterday?</p>
<p>No, they didn't.</p>	<p>No, they didn't.</p>
<p>They didn't drink a cup of coffee yesterday.</p>	<p>They didn't drink a cup of coffee yesterday.</p>

Teacher	Students
<p><u>Generalization :</u></p> <p>- Did they drink a cup of tea yesterday?</p> <p>What is the helping verb in the sentence?</p> <p>What is the main verb in the sentence?</p> <p>The main verb is in the present form.</p> <p>- He didn't drink a cup of coffee yesterday.</p> <p>What kind of sentence is it?</p> <p>Where do we put "not" in the sentence?</p> <p>What is the main verb of the sentence?</p>	<p>"Did" is the helping verb.</p> <p>"Drink" is the main verb.</p> <p>It is a negative sentence.</p> <p>After the helping verb "did"</p> <p>"Drink" is the main verb.</p>
<p><u>Yes/No Questions and Negatives of "was" and "were".</u></p> <p><u>Attention Pointer:</u></p> <p>(The teacher shows pictures.)</p> <p>He was sleepy last night.</p> <p>Was he sleepy last night?</p> <p>Yes, he was.</p>	

Teacher	Students
<p>Was he happy last night?</p> <p>No, he wasn't.</p> <p>He wasn't happy last night.</p>	
<p><u>Examples:</u></p> <p>(The teacher shows pictures and word cards.)</p> <p>They were at school yesterday.</p> <p>Were they at school yesterday?</p> <p>Yes, they were.</p> <p>Were they at the cinema yesterday?</p> <p>No, they weren't.</p> <p>They weren't at the cinema yesterday.</p>	<p>They were at school yesterday.</p> <p>Were they at school yesterday?</p> <p>Yes, they were.</p> <p>Were they at the cinema yesterday?</p> <p>No, they weren't.</p> <p>They weren't at the cinema yesterday.</p>
<p><u>Generalization :</u></p> <p>- Was he sleepy last night?</p> <p>Do we use the helping verb "did" in the sentence?</p> <p>How do we change the sentence into question?</p> <p>We put "was" or "were" in front of the sentence.</p> <p>- He wasn't happy last night.</p> <p>In the negative sentence where do we put "not" in the sentence?</p>	<p>No, we don't.</p> <p>By changing the position of "was" or "were".</p> <p>After "was" or "were".</p>

Teacher	Students
<u>Practice:</u>	
(The teacher shows the substitution table.)	
Repeat after me.	
they	Did they go to school yesterday?
Did   she   go to school yesterday?	Yes, they did.
we   buy a car last year?	Did she buy a car last year?
you	No, she didn't.
Yes,   they   did.	Did we go to school yesterday?
she	Yes, we did.
No,   we   didn't.	Did you go to school yesterday?
I	Yes, I did.
	Did they buy a car last year?
Did they go to school yesterday?	No, they didn't.
Yes,	(Answer the questions listed by the teacher.)
Did she buy a car last night? No,	Yes, they did.
etc.	No, she didn't.
Divide the class into two groups, one group asks questions, the other answers the questions negatively and with full sentence.	

Teacher	Students
<p><u>Wh- Questions of the Past Simple Tense:</u></p> <p><u>Attention Pointer:</u></p> <p>(The teacher uses word cards.)</p> <p>He was <u>at the cinema</u> yesterday.</p> <p><u>Where</u> was he yesterday?</p> <p>He worked <u>in the library</u> yesterday.</p> <p><u>Where</u> did he work yesterday?</p> <p><u>Examples :</u></p> <p>(The teacher uses word cards.)</p> <p><u>Martin</u> lived in Bangkok last year?</p> <p><u>Who</u> lived in Bangkok last year?</p> <p>Martin lived <u>in Bangkok</u> last year.</p> <p><u>Where</u> did Martin live last year?</p> <p>Martin lived in Bangkok <u>last year</u>.</p> <p><u>When</u> did Martin live in Bangkok?</p> <p><u>Mary</u> brought a book with her.</p>	<p>G1 Did they go to school yesterday?</p> <p>G2 No, they didn't go to school yesterday.</p> <p>G1 Did we buy a car last year?</p> <p>G2 No, we didn't buy a car last year.</p> <p>etc.</p> <p>คุณยวิทย์ รัพยากร จุฬาลงกรณ์มหาวิทยาลัย</p> <p>Who lived in Bangkok last year?</p> <p>Where did Martin live last year?</p> <p>When did Martin live in Bangkok?</p>

Teacher	Students
<u>Who</u> brought a book with her?	Who brought a book with her?
Mary brought <u>a book</u> with her.	
<u>What</u> did Mary bring with her?	What did Mary bring with her?
<u>Generalization</u> :	
- Where was he yesterday?	
What is the helping verb in the sentence?	"Was" is the helping verb.
Where is "was" in the question?	Before the subject and after "where"
- When did Martin live in Bangkok?	
What is the main verb in the sentence?	"Live" is the main verb.
After the helping verb "did" the main verb is always in the present form.	
Where is "did" in the question?	Before the subject, after "when".
- Who lived in Bangkok last year?	
What is the subject of the sentence?	"Who" is the subject.
Is there any "helping verb" in the sentence?	No, there isn't.
We use "was" "were" or "did" as the helping verbs in the wh-questions of the Past Simple Tense.	

Teacher	Students
<p><u>Practice:</u></p> <p>(The teacher uses word cards and a pocket board.)</p> <p>Martin lived in Bangkok last year.</p> <p>Who</p> <p>When</p> <p>Where</p> <p>Mary brought a book with her.</p> <p>Who</p> <p>What</p>	<p>(Students go to the blackboard and arrange the word cards to make the questions.)</p> <p>Who live in Bangkok last year?</p> <p>When did Martin live in Bangkok?</p> <p>Where did Martin live last year?</p> <p>Who brought a book with her?</p> <p>What did Mary bring with her?</p>
<p><u>Pattern Practice:</u></p> <p>(The teacher asks the students the following questions.)</p> <p>- Did you go to the cinema?</p> <p>When did you go to the cinema?</p> <p>Did you go to the cinema?</p> <p>Where were you?</p> <p>Who didn't go to the cinema last night?</p> <p>(Sunee), who didn't go to the cinema last night?</p> <p>- Did you study English yesterday?</p> <p>What did you study yesterday?</p>	<p>Yes, I did.</p> <p>I went to the cinema last night.</p> <p>No, I didn't.</p> <p>I was <u>at home</u>.</p> <p>I didn't go to the cinema last night.</p> <p>_____ didn't go to the cinema last night.</p> <p>No, we didn't.</p> <p>I studied _____.</p>



Teacher	Students
<p>Who didn't study <u>Math</u> yesterday?            (Malee) Who didn't study Math            yesterday?</p>	<p>I didn't study <u>Math</u> yesterday.            _____ didn't study Math yesterday.</p>

Evaluation :

Change the verbs in the brackets to the correct verb forms:

1. Maxwell (smoke) \_\_\_\_\_ but he doesn't now.
2. Did John (play) \_\_\_\_\_ tennis yesterday?
3. Where did you (live) \_\_\_\_\_ last year?
4. Tom (study) \_\_\_\_\_ English ten years ago.
5. My mother (make) \_\_\_\_\_ a cake last night.
6. They did not (break) \_\_\_\_\_ the window.
7. Peter (like) \_\_\_\_\_ Carol, but he doesn't now.
8. I (be) \_\_\_\_\_ angry when I saw that man.
9. They (be) \_\_\_\_\_ very polite when I last visited them.
10. \_\_\_\_\_ (be) you there last night?

ศูนย์วิทยบริการ  
 จุฬาลงกรณ์มหาวิทยาลัย

- Subject : Grammar
- Class : First year students of the Lower Certificate of Education Level of Petchburi Teachers College.
- Number of Students: 28
- Average Age : 17
- Date : Wednesday 19 January, 1977
- Time : 8:30 - 11:00 a.m.
- : To integrate the 4 communication skills.
- Listening
  - Speaking
  - Reading
  - Writing
- Specific Purpose : To teach the Present Perfect Tense in the following topics
- Present Perfect with No Expression of Time.
  - The Questions and Negatives in the Present Perfect Tense.
  - Present Perfect with "ever" and "never"
  - Present Perfect with "since" and "for"
- Assumption : The students have already known the following structures.
- Past Simple Tense
  - Present Simple Tense
  - to be going to
  - Present Continuous Tense

Aids : Pictures  
: Word cards  
: Substitution tables :  
: Gestures.

### Activities

#### Teacher's Activities

: Asking questions.  
; Showing pictures, word cards, Substitution tables.

#### Students' Activities

: Answering questions  
: Repeating.  
: Arranging the word cards.  
: Writing on the blackboard and in the exercise books

Evaluation : An exercise.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Teacher	Students
<p><u>Present Perfect with No Expression of Time.</u></p>	
<p><u>Meaning of Present Perfect Sentences.</u></p>	
<p><u>Attention Pointer :</u></p>	
<p>(The teacher uses gestures.)</p>	
<p>I'm going to open the book.</p>	
<p>I'm opening it.</p>	
<p>I have opened it.</p>	
<p><u>Examples :</u></p>	
<p>(The teacher shows pictures)</p>	
<p>She is going to do her homework.</p>	
<p>She is doing her homework.</p>	
<p>She has done her homework.</p>	<p>She has done her homework.</p>
<p>(The teacher writes the present</p>	
<p>perfect sentence on the blackboard)</p>	
<p>(The Teacher shows pictures.)</p>	
<p>- He is going to eat the food.</p>	
<p>He is eating the food.</p>	
<p>He has eaten the food.</p>	<p>He has eaten the food.</p>
<p>(The teacher writes the present</p>	
<p>perfect sentence on the blackboard.)</p>	
<p>(The teacher shows pictures.)</p>	

Teacher	Students
They are going to play football.	
They are playing football.	
They have played football.	They have played football.
(The teacher writes the present perfect sentence on the blackboard.)	
(The teacher shows a sentence card.)	
He has eaten the food.	
Did he eat the food?	Yes, he did.
When did he eat the food?	I don't know.
(The teacher shows a sentence card.)	
They have played football.	
Did they play football?	Yes, they did.
When did they play football?	I don't know.
(The teacher shows a sentence card.)	
They played football yesterday.	
When did they play football?	They played football yesterday.
(The teachers shows a sentence card.)	
He ate the food in the morning.	
When did he eat the food?	He ate the food in the morning.
<u>Generalization</u> :	
He has eaten the food.	
Is he eating now?	No, he isn't.
Did he finish eating the food?	Yes, he did.

Teacher	Students
I have opened the book.	
Am I opening it now?	No, you aren't.
Did I open <b>the</b> book?	Yes, you did. .
<p>When the action is finished or completed in the past and we still see the result of the action at the present time, we use the Present Perfect Tense.</p>	
<p>Do we use the past time expression such as, last ____, yesterday, ____ ago, in the present perfect sentences?</p>	No, we don't.
<p>What are the verbs that follow have/has?</p>	Opened, done, eaten, played.
<p>We call them the Past Participle Verb Forms.</p>	
<p>What is the pattern of the Present Perfect Tense sentences?</p>	S+have/has+past participle.
<p><u>Practice</u> :</p> <p>(The teacher shows the substitution table.)</p>	

Teacher	Students
<p>Repeat after me.</p> <p>I</p> <p>You have</p> <p>They lost today.</p> <p>We found a book this week.</p> <p>He</p> <p>She has</p> <p>It</p>	<p>I have found a book today.</p> <p>You have lost a book this week.</p> <p>They have found a book today.</p> <p>We have lost a book this week.</p> <p>He has lost a book today.</p> <p>She has found a book this week.</p> <p>It has found a book today.</p>
<p><u>The Questions and Negatives in the</u></p>	
<p><u>Present Perfect Tense.</u></p>	
<p><u>Attention Pointer :</u></p>	
<p>(The teacher uses sentence cards.)</p>	
<p>She lost a book.</p>	
<p>Did she lost a book? Yes, she did.</p>	
<p>She has lost a book.</p>	
<p>Has she lost a book? Yes, she has.</p>	
<p>Has she lost a pen? No, she hasn't.</p>	
<p>She hasn't lost a pen.</p>	
<p><u>Examples :</u></p>	
<p>(The teacher uses word cards.)</p>	
<p>They have found a book.</p>	
<p>Have they found a book?</p>	
<p>Yes, they have.</p>	

Teacher	Students																
<p>Have they found a pen?</p> <p>No, they haven't.</p> <p>They haven't found a pen.</p>																	
<p><u>Generalization.</u></p>																	
<p>Has she lost a book?</p>																	
<p>Have they found a book?</p>																	
<p>How do they make a yes/No question in the Present Perfect Tense?</p>	<p>They change the place of "has" or "have" to the front of the sentences.</p>																
<p>She hasn't lost a pen.</p>																	
<p>They haven't found a pen.</p>																	
<p>Where did we put "not" in the negative sentences?</p>	<p>After "have" or "has".</p>																
<p><u>Practice :</u></p>																	
<p>(The teacher shows the substitution table.)</p>																	
<p>Repeat after me.</p>																	
<table border="1"> <tr> <td></td> <td>she</td> <td></td> <td></td> </tr> <tr> <td>Has</td> <td>he</td> <td></td> <td>today?</td> </tr> <tr> <td></td> <td>it</td> <td>found anything</td> <td>this week?</td> </tr> </table>		she			Has	he		today?		it	found anything	this week?	<p>Has she found anything today?</p> <p>Has he found anything this week?</p> <p>Has it found anything today?</p> <p>Have I found anything this week?</p>				
	she																
Has	he		today?														
	it	found anything	this week?														
<table border="1"> <tr> <td></td> <td>I</td> <td></td> <td></td> </tr> <tr> <td></td> <td>you</td> <td></td> <td></td> </tr> <tr> <td>Have</td> <td>they</td> <td></td> <td></td> </tr> <tr> <td></td> <td>we</td> <td></td> <td></td> </tr> </table>		I				you			Have	they				we			<p>Have you found anything today?</p> <p>Have they found anything this week?</p> <p>Have we found anything today?</p>
	I																
	you																
Have	they																
	we																



Teacher	Students																					
(The teacher shows the substitution table.) Repeat after me.																						
<table border="1"> <tr> <td data-bbox="96 500 230 562">Yes/No</td> <td data-bbox="230 500 326 562">she</td> <td data-bbox="326 500 734 562"></td> </tr> <tr> <td></td> <td data-bbox="230 562 326 623">he</td> <td data-bbox="326 562 734 623">has/hasn't</td> </tr> <tr> <td></td> <td data-bbox="230 623 326 684">it</td> <td data-bbox="326 623 734 684"></td> </tr> <tr> <td></td> <td data-bbox="230 684 326 746">I</td> <td data-bbox="326 684 734 746"></td> </tr> <tr> <td></td> <td data-bbox="230 746 326 807">you</td> <td data-bbox="326 746 734 807">have/haven't.</td> </tr> <tr> <td></td> <td data-bbox="230 807 326 868">they</td> <td data-bbox="326 807 734 868"></td> </tr> <tr> <td></td> <td data-bbox="230 868 326 930">we</td> <td data-bbox="326 868 734 930"></td> </tr> </table>	Yes/No	she			he	has/hasn't		it			I			you	have/haven't.		they			we		Yes, she has.
Yes/No	she																					
	he	has/hasn't																				
	it																					
	I																					
	you	have/haven't.																				
	they																					
	we																					
	No, she hasn't.																					
	etc.																					
	(Answer the questions.)																					
Has she found anything today? Yes.	Yes, she has.																					
Has he found anything this week? No.	No, he hasn't.																					
etc.	etc.																					
(Divides the students into two groups. One group asks the questions, the other answers negatively. The teacher says the negative sentences first.)																						
She hasn't found anything today.	Has she found anything today?																					
etc.	No, she hasn't found anything today.																					
	etc.																					

Teacher	Students
<u>Wh-Questions of the Present Perfect</u>	
<u>Tense:</u>	
<u>Attention Pointer :</u>	
(The teacher uses word cards.)	
She has lost a book.	
Who has lost a book?	
<u>She</u> has lost a book.	She has lost a book.
What has she lost?	
She has lost <u>a</u> book.	She has lost a book.
<u>Examples :</u>	
They have found a book.	
What have they done?	
They have <u>found</u> a book.	They have found a book.
Who has found a book?	
<u>They</u> have found a book.	They have found a book.
<u>Generalization :</u>	
When "who" is the subject of the sentence, what is the pattern of the question?	Who+has/have+past participle?
What is the pattern of the question, beginning with "what"?	What+has/have+subject+past participle?

Teacher	Students
<p><u>Practice :</u></p> <p>(The teacher uses word cards.)</p> <p>He has been to Chiangmai.</p> <p>Make two questions with "who" "where".</p> <p>She has put on a <b>hat</b>.</p> <p>Make two questions with "who" "what".</p> <p>They have opened the window.</p> <p>Make two questions with "who" "what".</p> <p>- We have studied English.</p> <p>Make two questions with "who" "what".</p> <p>They have built a house in Bangkok.</p> <p>Make three question with "who" "where" "what".</p>	<p>(Go to the board and arrange the word cards to make a question, according to the cues given by the teacher.)</p>
<p><u>Pattern Practice :</u></p> <p>Open your textbooks on page 184</p> <p>Picture No. 2.</p> <p>What has Martin dropped?</p> <p>Picture No. 3.</p> <p>Has he dropped his glass?</p>	<p>(The students write the answers on the blackboard.)</p> <p>He has dropped his book.</p> <p>Yes, he has.</p>

Teacher	Students
<p>Has she dropped her glass?</p>	<p>No, she hasn't.</p>
<p>Picture No. 4</p> <p>What has she lost?</p>	<p>She has lost her shoe.</p>
<p>Picture No. 5</p> <p>Has she opened the door?</p> <p>Who has opened the door?</p>	<p>No, she hasn't.</p> <p>He has opened the door.</p>
<p>Picture No. 6</p> <p>Who has put on the hat?</p>	<p>She has put on the hat.</p>
<p>Picture No. 7</p> <p>What has he opened.</p>	<p>He has opened the box.</p>
<p><u>Present Perfect with "ever" and</u></p>	
<p><u>"never"</u></p>	
<p><u>Attention Pointer.</u></p>	
<p>(The teacher shows a picture with</p>	
<p>the sentence beneath it.)</p>	<p>The students read the question.</p>
<p>Have you ever seen snow?</p>	<p>Have you ever seen snow?</p>
<p>No, I have never seen snow.</p>	
<p><u>Examples :</u></p>	
<p>Have you <b>ever</b> seen the King?</p>	<p>Have you ever seen the King?</p>
<p>Yes, I have.</p>	
<p>Have you ever visited Bangkok?</p>	<p>Have you ever visited Bangkok?</p>
<p>Yes, I have.</p>	

Teacher

Students

Have you ever seen Prapathom Chedee? Have you ever seen Prapathom Chedee?

No, I have never seen it.

Have you ever seen a tiger?

Have you ever seen a tiger?

No, I have never seen it.

Generalization :

Is "ever" in the question or the negative sentences?

"Ever" is in the question sentence.

What about "never"?

"Never" is in the negative sentence.

Where is "ever" in the sentence?

Before the past participle.

No, I have never seen it.

Where is "never" in the sentence?

Before the past participle.

Practice :

(The teacher shows the substitution.)

Repeat after me.

	they	studied in America?	Have they studied in America?
Have	you	ever written to your parents?	etc.
Has	she	spoken to that man?	
		seen this movie?	
		been to Chiangmai?	

Teacher	Students
<p>Repeat after me.</p> <p>They have studied in America.</p> <p>I never written to your parents.</p> <p>She has spoken to that man. seen this movie. been to Chiengmai.</p>	<p>They have never studied in America. etc.</p>
<p><u>Pattern Practice :</u></p> <p>(The teacher asks the students the following questions.)</p> <p>Have you ever studied in America?</p> <p>Have you ever seen a ghost?</p> <p>Have you ever taught English?</p> <p>Have you ever been to Chiengmai?</p>	<p>(The students answer the questions.)</p>
<p><u>Present Perfect with "since" and "for".</u></p> <p><u>Attention Pointer:</u></p> <p>(The teacher shows pictures.)</p> <p>It started raining at 7:00.</p> <p>It is still raining now.</p> <p>It has rained since 7 o'clock.</p> <p>It has rained for _____ hours.</p>	
<p><u>Examples :</u></p> <p>Smith became a teacher at this college in 1970.</p>	

Teacher	Students
<p>He is still teaching at this college.</p>	
<p>(The teacher shows sentence cards.)</p>	
<p>He has been a teacher since 1970.</p>	<p>He has been a teacher since 1970.</p>
<p>He has been a teacher for 6 years.</p>	<p>He has been a teacher for 6 years.</p>
<p>- Malee began to work in the library two months ago.</p>	
<p>She still works in the library.</p>	
<p>(The teacher shows sentence cards.)</p>	
<p>She has worked in the library since November.</p>	<p>She has worked in the library since November.</p>
<p>She has worked in the library for 2 months.</p>	<p>She has worked the library for 2 months.</p>
<p><u>Generalization.</u></p>	
<p>- He has lived here since January.</p>	
<p>Does he live here now?</p>	<p>Yes, he does.</p>
<p>When did he first come here?</p>	<p>He first came here in January.</p>
<p>- It has rained for 2 hours.</p>	
<p>Is it raining now?</p>	<p>Yes, it is.</p>
<p>When did it start to rain?</p>	<p>It started to rain 2 hours ago.</p>
<p>When an action took place in the past and continues to now, what tense do we use?</p>	<p>Present Perfect Tense with "since" or "for."</p>

Teacher	Students
<p>- What follows "for"?</p> <p>"For" is followed by the period of time, such as 2 hours, 6 years, 2 months, etc.</p>	<p>2 hours, 6 years, 2 months.</p>
<p>- What follows "since"?</p> <p>"Since" is followed by the point of time, such as 7 o'clock, 1970, November, when he was 10 years old, etc.</p>	<p>7 o'clock, 1970, November.</p>

Practice :

(The teacher shows the substitution table.) Repeat faster me.

	been to the library	Sunday.	I haven't been to the
I haven't	had any coffee	since last month.	library since
	seen my boyfriend	breakfast. I was in this town.	Sunday.  etc.
	lived here	two years.	She has lived here
She has	know me	for a week.	for two years.
	worked	ten days.	etc.
	had these shoes		





Teacher

Students

Pattern Practice :

Do you live in Petchburi?

Yes, I do.

I have lived in Petchburi for  
7 years.

What about you?

I have lived in Petchburi for  
\_\_\_\_\_ years.

I have studied English since I was  
in M.S. 1.

What about you?

I have studied English since \_\_\_\_\_.

Evaluation :

Fill in the blanks by using the words given:

1. My brother (swim, has swum) in the river.
2. I (have been, was) to Chiangmai.
3. They (have stayed, stayed) at this hotel two weeks ago.
4. Tony (played, has played) tennis two hours ago.
5. He has lived in Bangkok (since, for) 1972.
6. George has stayed in a hospital (since, for) two weeks.
7. Have you (ever, never) studied in America?
8. I have (ever, never) seen the King.
9. Sanan (came, has come) to this town a year ago.
10. He (has been, is) a business man for one year.

- Subject : Grammar.
- Class : First Year students of the Lower Certificate of Education Level of Petchburi Teachers College
- Number of Students : 28
- Average Age : 17
- Data : Monday 24 January, 1977.
- Time : 9:30 - 11:00 a.m.
- General Purpose : To integrate the 4 communication skills.
- Listening
  - Speaking
  - Reading
  - Writing
- Specific Purpose : To teach the Active and Passive Voices in the following topics.
1. Active and Passive Voice of the Present Simple Tense.
  2. Active and Passive Voice of the Past Simple Tense.
  3. Passive Voice in Interrogative and Negative forms.
- Assumption : The students have already known the following structures.
- Present Simple Tense.
  - Past Simple Tense.
  - Past Participle Verb Forms.
  - How many.

- Aids
- : Pictures
  - : Word Cards.
  - : Substitution tables.
  - : Gestures.

### Activities

#### Teacher's Activities

- : Asking questions.
- : Showing pictures, word cards, substitution tables.
- : Writing on the board.

#### Students' Activities

- : Answering questions.
- : Repeating.
- : Arranging the word cards.
- : Writing on the blackboard and the exercise books.

- Evaluation
- : An exercise.

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Teacher	Students
<u>Active and Passive of the Present</u>	
<u>Simple Tense :</u>	
<u>Attention Pointer :</u>	
(The teacher asks questions and puts the active and passive sentences on the blackboard.)	
What language do we speak in Thailand?	We speak Thai in Thailand.
We speak Thai in Thailand.	
Or we can say that;	
. Thai is spoken (by us) in Thailand.	
What do we eat in Thailand everyday?	We eat rice in Thailand everyday.
We eat rice in Thailand.	
Or we can say that;	
Rice is eaten (by us) in Thailand.	
<u>Examples :</u>	
(The teacher asks questions by using pictures if suitable.)	
What do we play with a racquet?	We play tennis with a racquet.
We play tennis with a racquet.	
Tennis is played with a racquet.	
What language do they speak in America.	They speak English in America.

## Teacher

## Students

They speak English in America.

English is spoken (by them) in America.

What do we use for writing?

We use pens for writing.

Pens are used (by us) for writing.

What do we kill in our house

at night?

We kill mosquitoes at night.

Mosquitoes are killed (by us)

at night.

What does he cook everyday?

He cooks fish everyday.

Fish is cooked everyday.

What do we wear outside the house?

We wear shoes outside the house.

Shoes are worn outside the house.

(The teacher puts all the active

and passive sentences on the

blackboard.)

Generalization :

"We speak Thai in Thailand."

We use pens for writing.

We kill mosquitoes at night.

He cooks fish everyday.

We wear shoes outside the house.

Teacher	Students
<p>What is the object of the sentence? We call this kind of sentence "active voice".</p>	<p>"Thai" is the object of the sentence.</p>
<p>What is the pattern of the active voice sentences?</p>	<p>S + V + O</p>
<p>"Thai is spoken in Thailand".</p>	
<p>What is the subject of the sentence? We call this kind of sentence "passive voice".</p>	<p>"Thai" is the subject of the sentence.</p>
<p>In "passive voice", we put the object of the verb in the position of the subject.</p>	
<p>Do the two sentences "active and passive voices" have the same meaning?</p>	<p>Yes, they do.</p>
<p>How do we change the active voice to the passive voice sentence?</p>	<p>By changing the position of the subject.</p>
<p>What is the pattern of the passive sentences?</p>	<p>Object used as subject+is/are+past participle+ Subject used (by + as ) object</p>

Teacher	Students
<p><u>Practice :</u></p>	
<p>(The teacher divides the students into two groups, one says the active voice sentences, the other group says the passive voice sentences.)</p>	
<p>1. They play tennis with a racquet.</p>	<p>Tennis is played (by them) with a racquet.</p>
<p>2. They speak English in America.</p>	<p>English is spoken (by them) in America.</p>
<p>3. We eat rice in Thailand.</p>	<p>Rice is eaten (by us) in Thailand.</p>
<p>4. We use pens for writing.</p>	<p>Pens are used (by us) for writing.</p>
<p>5. We kill mosquitoes in our house.</p>	<p>Mosquitoes are killed (by us) in our house.</p>
<p>6. He cooks fish everyday.</p>	<p>Fish is cooked (by him) everyday.</p>
<p>7. We wear shoes outside the house.</p>	<p>Shoes are worn (by us) outside the house.</p>
<p>8. They clean the house everyweek.</p>	<p>The house is cleaned (by them) every week.</p>
<p><u>Pattern Practice :</u></p>	
<p>(The teacher shows pictures.)</p>	
<p>1. What games are played with these things? : a ball, a shuttlecock, a bat, a racquet.</p>	<p>Football is played with a ball. Badminton is played with a shuttlecock.</p>

Teacher	Students
<p>2. What food is packed in these containers? tins, bottles, plastic bags, boxes.</p> <p>3. What languages are spoken in these countries? Australia, China, Japan, Thailand.</p>	<p>Pingpong is played with a bat.</p> <p>Tennis is played with a racquet.</p> <p>Tin fruit is packed in tins.</p> <p>Medicine is packed in bottles.</p> <p>Salt is packed in plastic bags.</p> <p>Detergent is packed in boxes.</p> <p>English is spoken in Australia.</p> <p>Chinese is spoken in China.</p> <p>Japanese is spoken in Japan.</p> <p>Thai is spoken in Thailand.</p>
<p><u>Active and Passive of the Past Simple</u></p>	
<p><u>Tense.</u></p>	
<p><u>Attention Pointer :</u></p>	
<p>(The teacher shows sentence cards.)</p>	
<p>Rice is eaten (by him) everyday.</p>	
<p>Rice was eaten (by him) yesterday.</p>	
<p>(The teacher uses the sentence chart.)</p>	
<p><u>Examples :</u></p>	
<p>- They built the house last year.</p>	
<p>The house was built (by them)</p>	
<p>last year.</p>	<p>The house was built last year.</p>
<p>- Somebody broke the window last</p>	
<p>night.</p>	



Teacher	Students
<p>The window was broken (by somebody) last night.</p>	<p>The window was broken last night.</p>
<p>- They wrote the book in 1976.</p>	
<p>The book was written (by them) in 1976.</p>	<p>The book was written in 1976.</p>
<p>- We killed many mosquitoes last night.</p>	
<p>Many mosquitoes were killed (by us) last night.</p>	<p>Many mosquitoes were killed last night.</p>
<p><u>Generalization :</u></p>	
<p>Rice is eaten by him everyday.</p>	
<p>What tense is this sentence?</p>	<p>Present simple tense.</p>
<p>What kind of sentence is it?</p>	<p>Passive voice.</p>
<p>Rice was eaten by him yesterday.</p>	
<p>What tense is this sentence?</p>	<p>Past simple tense.</p>
<p>What kind of sentence is it?</p>	<p>Passive voice.</p>
<p>Tell me the pattern of the passive voice of the Past Simple Tense.</p>	<p>Object used as</p>
	<p>Subject+was/were+past participle+ Subject used (by + as ) object</p>

Teacher	Subjects												
<p><u>Practice :</u></p> <p>(The teacher divides the students into two groups, one says the active voice sentences, the other says the passive voice sentences.)</p> <ol style="list-style-type: none"> <li>1. They built the house last year.</li> <li>2. The man killed the pig.</li> <li>3. Sanan cut the trees.</li> <li>4. He studied French 2 years ago.</li> <li>5. We sold the car last year.</li> </ol>	<ol style="list-style-type: none"> <li>1. The house was built (by them) last year.</li> <li>2. The pig was killed (by the man).</li> <li>3. The trees were cut (by Sanan).</li> <li>4. French was studied (by him) 2 years ago.</li> <li>5. The car was sold (by us) last year.</li> </ol>												
<p><u>Pattern Practice :</u></p> <p>(The teacher shows the chart.)</p> <table border="1" data-bbox="68 1328 712 1594"> <thead> <tr> <th data-bbox="68 1328 267 1389">ROAD ACCIDENTS</th> <th colspan="2" data-bbox="267 1328 712 1389">MAY/JUNE</th> </tr> <tr> <td></td> <th data-bbox="267 1389 474 1451">MAY</th> <th data-bbox="474 1389 712 1451">JUNE</th> </tr> </thead> <tbody> <tr> <td data-bbox="68 1451 267 1512">Killed</td> <td data-bbox="267 1451 474 1512">1(2)</td> <td data-bbox="474 1451 712 1512">0(1)</td> </tr> <tr> <td data-bbox="68 1512 267 1573">Injured</td> <td data-bbox="267 1512 474 1573">3(6)</td> <td data-bbox="474 1512 712 1573">4(2)</td> </tr> </tbody> </table> <p>Last year's totals are shown in brackets.</p> <p>This is the chart showing the number of people killed in the road</p>	ROAD ACCIDENTS	MAY/JUNE			MAY	JUNE	Killed	1(2)	0(1)	Injured	3(6)	4(2)	
ROAD ACCIDENTS	MAY/JUNE												
	MAY	JUNE											
Killed	1(2)	0(1)											
Injured	3(6)	4(2)											

Teacher	Students
accidents in May and June of this year and last year.	
How many people were killed in May?	One person was killed in May.
How many people were injured in June?	Four people were injured in June.
How many people were killed in June last year?	One person was killed in June last year.
<u>Passive Voice in Interrogative and</u>	
<u>Negative Forms:</u>	
<u>Attention Pointer.</u>	
(The teacher shows a picture and sentence cards.)	
What was pushed by an elephant?	
The tree was pushed by an elephant?	
Was the tree pushed by a tractor?	
No, it wasn't pushed by a tractor.	
<u>Examples :</u>	
(The teacher uses word cards and makes interrogative and negative sentences by changing or substituting the word cards in the sentences.)	

Teacher	Students
<p>1. Rice is eaten by Thais in Thailand.</p> <p>Is rice eaten by Thais?</p> <p>Yes, it is.</p> <p>Is rice eaten by Americans?</p> <p>No, it isn't eaten by Americans.</p> <p>What is eaten by Thais?</p> <p>Rice is eaten by Thais.</p>	<p>Rice is eaten by Thais in Thailand.</p> <p>Is rice eaten by Thai?</p> <p>Yes, it is.</p> <p>Is rice eaten by Americans?</p> <p>No, it isn't eaten by Americans.</p> <p>What is eaten by Thais?</p> <p>Rice is eaten by Thais.</p>
<p>2. English was spoken by us yesterday.</p> <p>Was English spoken by us yesterday?</p> <p>Yes, it was.</p> <p>Was French spoken yesterday?</p> <p>No, French wasn't spoken yesterday.</p> <p>What was spoken yesterday.</p>	<p>English was spoken by us yesterday.</p> <p>Was English spoken by us yesterday?</p> <p>Yes, it was.</p> <p>Was French spoken yesterday?</p> <p>No, French wasn't spoken yesterday.</p> <p>English was spoken yesterday.</p>
<p><u>Generalization :</u></p>	
<p>The tree was pushed by a tractor.</p> <p>Was the tree pushed by a tractor?</p> <p>Where is "was" in the yes/no questions?</p> <p>- To form a question in passive voice we change "verb to be" to the place</p> <p>in front of the subject.</p>	<p>In front of the subject.</p>

Teacher	Students
<u>Practice :</u>	
(The teacher uses the sentence chart.)	
Change the sentence into Yes/No questions :	(The students make Yes/No questions by repeating after the teacher and writing on the blackboard after that.)
1. Tennis is played with a racquet.	Is tennis played with a racquet?
2. English is spoken in America.	Is English spoken in America?
3. Rice is eaten (by Thais.)	Is rice eaten (by Thais)?
4. Shoes are worn (by us) outside the house.	Are shoes worn (by us) outside the house?
5. Salt is packed in plastic bags.	Is salt packed in plastic bags?
6. The house was built last year.	Was the house built last year?
7. Our car was sold last year.	Was our car sold last year?
8. The songs were sung at Mary's birthday.	Were the songs sung at Mary's birthday?
9. The book was written by Thomas Hardy in 1878.	Was the book written by Thomas Hardy in 1878?
<u>Pattern Practice :</u>	
Is English spoken in Australia?	Yes, it is.
Is English spoken in Japan?	No, it isn't.
What language is spoken in Japan?	Japanese is spoken in Japan.
Is English spoken in France?	No, it isn't.

Teacher	Students
What language is spoken in France? (The teacher shows pictures.)	French is spoken in France.
Are airplanes made in Thailand?	No, they aren't.
Where are they made? (The teacher shows pictures.)	They are made in America.
What happened to the fish?	It was eaten.
Was the bread cut?	Yes, it was.
What happened to the electric bulb?	It was broken.
<u>Evaluation :</u>	
Change the following sentences into passive voices:	
1. People wear smart clothes.	
2. We put some salt in the soup.	
3. I saw a tiger.	
4. She took a lot of photographs.	
5. Farmers grow rice in July.	
6. He eats fish everyday.	
7. She always wears glasses.	
8. We saw some monkeys at the zoo.	
9. We speak Thai.	
10. He bought a birthday cake.	



ภาคผนวก ข.

แบบสอบ

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แบบสอบวัดผลสัมฤทธิ์การเรียนวิชาภาษาอังกฤษ เรื่อง Possessive, Past Simple Tense, Present Perfect Tense และ Active and Passive Voices.

Time : 40 minutes.

Choose the best answer and mark a, b, c or d on your answer sheet.

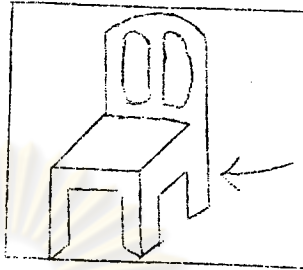
1. \_\_\_\_\_ is pretty.
  - a. Mary dress
  - b. Mary's dress
  - c. Mary's dresses
  - d. Dress of Mary
  
2. \_\_\_\_\_ are small.
  - a. Elephant eye
  - b. Elephant's eye
  - c. Elephants' eyes
  - d. Eyes of elephant
  
3. These are \_\_\_\_\_.
  - a. Malee books
  - b. Malee's books
  - c. Malees' books
  - d. books of Malee
  
4. She hit \_\_\_\_\_.
  - a. the cat head
  - b. the cats' head
  - c. the cat's head
  - d. the cat of head



5. "What is this?"

"It is a \_\_\_\_\_."

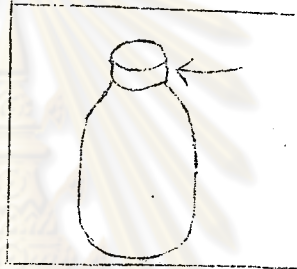
- a. chair leg
- b. leg chair
- c. chair's leg
- d. leg of the chair



6. "What is this?"

"It is the \_\_\_\_\_."

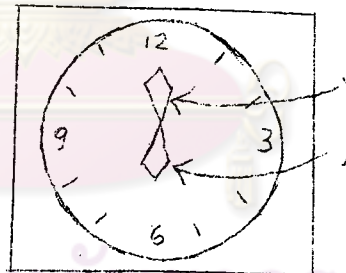
- a. bottle cap
- b. bottle's cap
- c. cap's bottle
- d. cap of the bottle



7. "What are these?"

"They are the \_\_\_\_\_."

- a. clock hands
- b. clock's hands
- c. clocks' hand
- d. hands of the clock



8. "What is \_\_\_\_\_?"

"It is a small one."

- a. the size hat
- b. the hat's size
- c. the hats' size
- d. the size of the hat

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9. "What is \_\_\_\_\_?"

"It is painted green."

- a. the house colour
- b. the house's colour
- c. the houses' colour
- d. the colour of the house

10. "Whose books are these?"

"They are \_\_\_\_\_ books."

- a. John
- b. John's
- c. he
- d. him

11. "Is ~~this~~ your watch?"

"No, it isn't. It's \_\_\_\_\_."

- a. their
- b. my
- c. his
- d. us

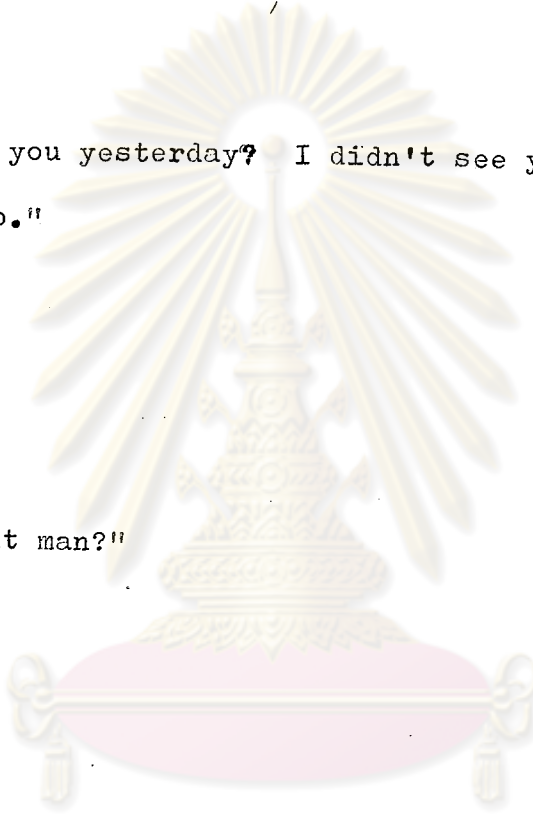
12. This chart isn't mine. It is \_\_\_\_\_.

- a. your
- b. their
- c. hers
- d. him

13. I forgot my book. May I borrow \_\_\_\_\_.

- a. yours
- b. mine
- c. me
- d. him

14. My friend and I have a bicycle. It is \_\_\_\_\_.
- a. theirs
  - b. ours
  - c. yours
  - d. his
15. We love our nation. They love \_\_\_\_\_.
- a. ours
  - b. your
  - c. hers
  - d. theirs
16. "What did you \_\_\_\_\_ when you were a student?"
- "Badminton."
- a. play
  - b. plays
  - c. played
  - d. playing
17. Mary \_\_\_\_\_ to help him, but he didn't want her to.
- a. plan
  - b. plans
  - c. planned
  - d. planning
18. John didn't \_\_\_\_\_ his sister.
- a. like
  - b. likes
  - c. liked
  - d. liking

19. "Did you \_\_\_\_\_ the bus to school?"  
"Yes, I did."  
a. take  
b. takes  
c. took  
d. taken
20. "Where \_\_\_\_\_ you yesterday? I didn't see you here."  
"I was at the zoo."  
a. was  
b. were  
c. did  
d. are
21. "Who \_\_\_\_\_ that man?"  
"John did."  
a. hit  
b. hits  
c. hitting  
d. has hit
22. My brother \_\_\_\_\_ the window last night.  
a. break  
b. broke  
c. broken  
d. breaking
23. She \_\_\_\_\_ here last night.  
a. isn't  
b. didn't  
c. wasn't  
d. weren't
- 
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24. The "ed" in loved is the same sound as "ed" in \_\_\_\_\_.
- a. wanted
  - b. needed
  - c. liked
  - d. lived
25. The "ed" in handed is the same sound as "ed" in \_\_\_\_\_.
- a. wanted
  - b. wished
  - c. helped
  - d. lived
26. The "ed" in looked is the same sound as "ed" in \_\_\_\_\_.
- a. wounded
  - b. needed
  - c. lived
  - d. helped
27. They \_\_\_\_\_ Pali thousand years ago.
- a. speak
  - b. spoke
  - c. spoken
  - d. speaking
28. Nancy worked in Bangkok two years ago, but she \_\_\_\_\_ in Petchburi now.
- a. work
  - b. works
  - c. had worked
  - d. was working

29. Yesterday he was at home, but now he \_\_\_\_\_ at school.
- is
  - was
  - were
  - did
30. They sang beautiful songs \_\_\_\_\_.
- now
  - tonight
  - last night
  - every night
31. He \_\_\_\_\_ the window. The wind is blowing in now.
- opens
  - has opened
  - had opened
  - have opened
32. Mary and I \_\_\_\_\_ the books.
- loses
  - am losing
  - has lost
  - have lost
33. You \_\_\_\_\_ a suitcase.
- forgets
  - forgotten
  - has forgotten
  - have forgotten

34. "Have you \_\_\_\_\_ snow?"

"Yes."

- a. ever see
- b. ever seen
- c. never seen
- d. never see

35. Some people have \_\_\_\_\_ danced.

- a. never
- b. ever
- c. even
- d. no

36. Pinyo has cleaned the house \_\_\_\_\_ 6:00.

- a. since
- b. for
- c. ever
- d. never

37. She \_\_\_\_\_ a nurse at Chulalongkorn Hospital for 3 years.

- a. is
- b. was
- c. has been
- d. had been

38. It \_\_\_\_\_ since morning.

- a. rains
- b. rained
- c. has rained
- d. have rained

39. My father has worked here since \_\_\_\_\_.
- a. 1970
  - b. 20 years
  - c. 1 year
  - d. 2 months ago
40. "How long have you been here?"
- "For \_\_\_\_\_."
- a. 1970
  - b. last year
  - c. three years
  - d. two years ago
41. Samarn \_\_\_\_\_ to this town a year ago. He has been a businessman since then.
- a. come
  - b. came
  - c. has come
  - d. have come
42. He began to study German \_\_\_\_\_.
- a. last month
  - b. since June
  - c. for two months
  - d. for June
43. Jim has fallen in love with carol \_\_\_\_\_ he first saw her.
- a. since
  - b. for
  - c. from
  - d. when



44. Udom dropped his book \_\_\_\_\_ he stopped to talk with Ladda.
- since
  - for
  - from
  - when
45. "How long have you studied English?"  
"\_\_\_\_\_."
- Since then
  - For two months
  - Since 2 months
  - 2 months ago
46. Which sentence is active voice?
- We speak Thai in Thailand.
  - English is spoken **all over** the world
  - Languages are spoken by people
  - Rice is grown in Thailand.
47. Which sentence is passive voice?
- He built a house .
  - A house was built.
  - His house is small.
  - He has built a house.
48. Those shoes are \_\_\_\_\_ of leather.
- make
  - makes
  - made
  - making

49. The Happy Birthday song \_\_\_\_\_ at Tom's Birthday Party at 8:00 o'clock last night.
- sang
  - sings
  - is sung
  - was sung
50. Football \_\_\_\_\_ with a ball.
- is played
  - has played
  - is playing
  - was playing
51. This book is \_\_\_\_\_ at the shop.
- sell
  - sold
  - sells
  - selling
52. "Who \_\_\_\_\_ that tree?"
- "Tom."
- cut
  - cutting
  - is cut
  - was cut
53. "Who \_\_\_\_\_ in the war?"
- "Many people."
- kills
  - killed
  - kill
  - was killed

54. The Passive voice of "He. sees a tiger." is \_\_\_\_\_.
- He is seen
  - A tiger is seen
  - He saw a tiger
  - A tiger sees him
55. "Where was the car \_\_\_\_\_?"  
"Near the Post Office."
- steals
  - stole
  - stolen
  - stealing
56. "\_\_\_\_\_ those trees pushed by an elephant?"  
"Yes."
- Did
  - Has
  - Were
  - Do
57. "\_\_\_\_\_ the bird shot by a hunter?"  
"Sorry, I don't know."
- was
  - has
  - did
  - does

58. I can't buy bananas from that shop. They were all \_\_\_\_\_.

- a. sell
- b. sold
- c. sells
- d. selling

59. Milk \_\_\_\_\_ after the meal.

- a. drinks
- b. drank
- c. was drunk
- d. has drunk

60. What happened to the picture?

- a. It tore.
- b. It tears.
- c. It was torn.
- d. It is tearing.



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ค.

รายละเอียดของการคำนวณ

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ตารางเปรียบเทียบหาความแตกต่างของคะแนนเฉลี่ยจากการสอบครั้งแรกของกลุ่มควบคุม  
และกลุ่มทดลอง

คนที่	กลุ่มควบคุม	กลุ่มทดลอง	d	d <sup>2</sup>
1	52	49	3	9
2	37	47	-10	100
3	54	52	2	4
4	51	51	0	0
5	49	54	-5	25
6	49	45	4	16
7	51	48	3	9
8	55	47	8	64
9	35	47	-12	144
10	38	41	-3	9
11	48	41	7	49
12	47	43	4	16
13	47	28	19	361
14	52	31	21	441
15	46	19	27	729
16	35	44	-9	81
17	31	41	-10	100
18	46	34	12	144
19	34	37	-3	9
20	51	41	10	100
21	29	41	-12	144
22	49	33	16	256
23	43	41	2	4
24	28	40	-12	144
25	33	35	-2	4
26	42	37	5	25
27	28	34	-6	36
28	32	28	4	16
$\bar{X}_1=42.57$			63	3039
$\bar{Y}_1=40.32$				

$$\bar{d} = \frac{\sum d}{N} = \frac{63}{28} = 2.25$$

$$\begin{aligned} \text{s.D.}_d &= \sqrt{\frac{\sum d^2}{N} - \left(\frac{\sum d}{N}\right)^2} \\ &= \sqrt{\frac{3039}{28} - \frac{63}{28}^2} \\ &= \sqrt{108.53 - 5.06} \\ &= \sqrt{103.47} \\ &= 10.17 \end{aligned}$$

$$\begin{aligned} \sigma_{\bar{d}} &= \frac{\text{s.D.}_d}{\sqrt{N-1}} \\ &= \frac{10.17}{\sqrt{27}} \\ &= 1.95 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{d}}{\sigma_{\bar{d}}} \\ &= \frac{2.25}{1.95} \\ &= 1.15 \end{aligned}$$

ชั้นแห่งความเป็นอิสระ (Degree of Freedom) =  $N - 1 = 28 - 1 = 27$

ระดับความมีนัยสำคัญ .05 df 27 มีค่า  $\pm 2.05$  ค่า  $t$  ที่คำนวณได้ = 1.15

ซึ่งน้อยกว่า 2.05 ดังนั้นคะแนนเฉลี่ยของทั้ง 2 กลุ่ม แตกต่างกันอย่างไม่มีนัยสำคัญที่ระดับ .05

จึงสรุปได้ว่าคะแนนเฉลี่ยที่ได้จากการทดสอบครั้งแรกของทั้ง 2 กลุ่มไม่แตกต่างกัน

ตาราง เปรียบเทียบหาความแตกต่างของคะแนนเฉลี่ยจากการสอบครั้งหลังของทั้ง 2 กลุ่ม

อันดับ	กลุ่มควบคุม	กลุ่มทดลอง	d	d <sup>2</sup>
1	52	56	-4	16
2	38	55	-17	289
3	59	58	1	1
4	51	46	5	25
5	51	57	-6	36
6	54	47	7	49
7	42	49	-7	49
8	51	51	0	0
9	35	41	-6	36
10	42	43	-1	1
11	45	47	-2	4
12	42	46	-4	16
13	43	25	18	324
14	49	33	16	256
15	47	22	25	625
16	46	40	6	36
17	37	42	-5	25
18	52	34	18	324
19	40	37	3	9
20	52	40	12	144
21	36	40	-4	16
22	47	37	10	100
23	44	49	-5	25
24	24	40	-16	256
25	36	39	-3	9
26	35	28	7	49
27	26	31	-5	25
28	37	29	8	64
$\bar{X}_2=43.32$ $\bar{Y}_2=41.5$			51	2809



$$\bar{d} = \frac{\sum d}{N} = \frac{51}{28} = 1.82$$

$$\begin{aligned} \text{S.D.}_d &= \sqrt{\frac{\sum d^2}{N} - \left(\frac{\sum d}{N}\right)^2} \\ &= \sqrt{\frac{2809}{28} - \left(\frac{51}{28}\right)^2} \\ &= \sqrt{100.32 - 3.31} \\ &= 9.84 \end{aligned}$$

$$\begin{aligned} \sigma_{\bar{d}} &= \frac{\text{S.D.}_d}{\sqrt{N - 1}} \\ &= \frac{9.84}{\sqrt{27}} \\ &= 1.89 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{d}}{\sigma_{\bar{d}}} \\ &= \frac{1.82}{1.89} \\ &= 0.96 \end{aligned}$$

ชั้นแห่งความเป็นอิสระ = 27

ที่ระดับความมีนัยสำคัญ .05 df 27 มีค่า  $\pm 2.05$  ค่า  $t$  ที่คำนวณได้ = 0.96 ซึ่งน้อยกว่า 2.05 ดังนั้นคะแนนเฉลี่ยของทั้ง 2 กลุ่ม จึงต่างกันอย่างไม่มีนัยสำคัญที่ระดับ .05 จึงสรุปได้ว่าคะแนนเฉลี่ยที่ได้จากการทดสอบครั้งที่สองของทั้ง 2 กลุ่มไม่แตกต่างกัน

ตารางเปรียบเทียบหาความแตกต่างของการสอบครั้งที่ 1 และครั้งที่ 2 ของกลุ่มควบคุม

คนที่	สอบครั้งที่ 1	สอบครั้งที่ 2	d	d <sup>2</sup>
1	52	52	0	0
2	37	38	-1	1
3	54	59	-5	25
4	51	51	0	0
5	49	51	-2	4
6	49	54	-5	25
7	51	42	9	81
8	55	51	4	16
9	35	35	0	0
10	38	42	-4	16
11	48	45	3	9
12	47	42	5	25
13	47	43	4	16
14	52	49	3	9
15	46	47	-1	1
16	35	46	-11	121
17	31	37	-6	36
18	46	52	-6	36
19	34	40	-6	36
20	51	52	-1	1
21	29	36	-7	49
22	49	47	2	4
23	43	44	-1	1
24	28	24	4	16
25	33	36	-3	9
26	42	35	7	49
27	28	26	2	4
28	32	37	-5	25
	$\bar{x}_1 = 42.57$ 1192	$\bar{x}_2 = 43.32$ 1213	-21	615

$$\bar{d} = \frac{\sum d}{N} = -\frac{21}{28} = -0.75$$

$$\begin{aligned} \text{S.D.}_d &= \sqrt{\frac{\sum d^2}{N} - \left(\frac{\sum d}{N}\right)^2} \\ &= \sqrt{\frac{615}{28} - (-0.75)^2} \\ &= \sqrt{21.96 - 0.56} = \sqrt{21.4} \\ &= 4.62 \end{aligned}$$

$$\begin{aligned} \sigma_{\bar{d}} &= \frac{\text{S.D.}_d}{\sqrt{N-1}} \\ &= \frac{4.62}{\sqrt{28-1}} = \frac{4.62}{5.19} \\ &= 0.89 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{d}}{\sigma_{\bar{d}}} \\ &= \frac{-0.75}{0.89} \\ &= -0.84 \end{aligned}$$

$$df = 27$$

ที่ระดับ .05, df 27 มีค่า  $\pm 2.05$

t ที่คำนวณได้  $0.84 < 2.05$

คะแนนเฉลี่ยของการสอบทั้ง 2 ครั้งของกลุ่มควบคุมแตกต่างกันอย่างไม่มีนัยสำคัญ

ที่ระดับ .05

จึงสรุปได้ว่าคะแนนที่ได้จากการสอบทั้ง 2 ครั้ง ของกลุ่มควบคุมไม่แตกต่างกัน

ตารางเปรียบเทียบหาความแตกต่างของการสอบครั้งที่ 1 และครั้งที่ 2 ของกลุ่มทดลอง

คนที่	สอบครั้งที่ 1	สอบครั้งที่ 2	d	d <sup>2</sup>
1	49	56	-7	49
2	47	55	-8	64
3	52	58	-6	36
4	51	46	5	25
5	54	57	-3	9
6	45	47	-2	4
7	48	49	-1	1
8	47	51	-4	16
9	47	41	6	36
10	41	43	-2	4
11	41	47	-6	36
12	43	46	-3	9
13	28	25	3	9
14	31	33	-2	4
15	19	22	-3	9
16	44	40	4	16
17	41	42	-1	1
18	34	34	0	0
19	37	37	0	0
20	41	40	1	1
21	41	40	1	1
22	33	37	-4	16
23	41	49	-8	64
24	40	40	0	0
25	35	39	-4	16
26	37	28	9	81
27	34	31	3	9
28	28	29	-1	1
	$\bar{y}_1=40.32$ 1129	$\bar{y}_2=41.5$ 1162	-33	517

$$\bar{d} = \frac{\sum d}{N} = -\frac{33}{28} = -1.17$$

$$\begin{aligned} \text{S.D.}_d &= \sqrt{\frac{\sum d^2}{N} - \left(\frac{\sum d}{N}\right)^2} \\ &= \sqrt{\frac{517}{28} - (-1.17)^2} \\ &= \sqrt{18.46 - 1.36} \\ &= \sqrt{17.1} = 4.13 \end{aligned}$$

$$\begin{aligned} \sigma_{\bar{d}} &= \frac{\text{S.D.}_d}{\sqrt{N-1}} \\ &= \frac{4.1}{\sqrt{27}} = \frac{4.13}{5.19} \\ &= 0.79 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{d}}{\sigma_{\bar{d}}} \\ &= -\frac{1.17}{.79} \\ &= -1.48 \end{aligned}$$

$$df = 27$$

ที่ระดับ .05, df 27 มีค่า =  $\pm 2.05$

t ที่คำนวณได้  $1.48 < 2.05$

คะแนนเฉลี่ยของการสอบทั้ง 2 ครั้งของกลุ่มทดลองแตกต่างกันอย่างไม่มีนัยสำคัญ

ที่ระดับ .05

ดังนั้นคะแนนเฉลี่ยที่ได้จากการสอบทั้ง 2 ครั้งของกลุ่มทดลองไม่แตกต่างกัน

ตารางแสดงการหาค่าความเชื่อถือโคของแบบสอบถามก่อนการปรับปรุง

x	f	fx	fx <sup>2</sup>
73	1	73	5329
71	2	142	10082
69	1	69	4761
66	2	132	8712
65	1	65	4225
63	1	63	3969
62	1	62	3844
61	1	61	3721
60	1	60	3600
58	2	116	6728
57	1	57	3249
56	2	112	6272
55	3	165	9075
52	1	52	2704
51	2	102	5202
48	2	96	4608
47	2	94	4418
46	4	184	8464
45	5	225	10125
44	1	44	1936
42	1	42	1764
40	3	120	4800
38	1	38	1444
32	1	32	1024
30	1	30	900
29	1	29	841
25	1	25	625
24	1	24	576
21	2	42	882
20	1	20	400
18	1	18	324
N=50			$\sum fx = 2394$
			$\sum fx^2 = 124604$

$$\begin{aligned}
 \bar{x} &= \frac{\sum fx}{N} \\
 &= \frac{2394}{50} \\
 &= 47.88 \\
 \sigma^2_t &= \frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)} \\
 &= \frac{50(124604) - (2394)^2}{50(50-1)} \\
 &= \frac{6,230,200 - 5,731,236}{2450} \\
 &= 203.65877 \\
 r_{tt} &= \frac{80(203.66) - 47.88(80 - 47.88)}{203.66(80 - 1)} \\
 &= \frac{16292.8 - 1537.9}{16089.14} \\
 &= .9170222 \\
 &= .92
 \end{aligned}$$

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ตารางแสดงการหาค่าความเชื่อถือใจของแบบสอบถามที่ได้ปรับปรุงแล้ว

x	f	fx	fx <sup>2</sup>
55	1	55	3025
54	2	108	5832
52	3	156	8112
51	4	204	10404
49	4	196	9604
48	2	96	4608
47	5	235	11045
46	2	92	4232
45	1	45	2025
44	1	44	1936
43	2	86	3698
42	1	42	1764
41	6	246	10086
40	1	40	1600
38	1	38	1444
37	3	111	4107
35	3	105	3675
34	3	102	3468
33	2	66	2178
32	1	32	1024
31	2	62	1922
29	1	29	841
28	4	112	3136
19	1	19	361
$N=56 \quad \Sigma fx=2321 \quad \Sigma fx^2=100127$			



$$\begin{aligned}
 \bar{X} &= \frac{\sum fx}{N} \\
 &= \frac{2321}{56} \\
 &= 41.45 \\
 \sigma^2_t &= \frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)} \\
 &= \frac{56(100127 - (2321)^2)}{56(56-1)} \\
 &= \frac{5607112 - 5387041}{3080} \\
 &= \frac{220071}{3080} \\
 &= 71.45 \\
 r_{tt} &= \frac{n \sigma^2_t - M(n-M)}{\sigma^2_t (n-1)} \\
 &= \frac{60(71.45) - 41.45(60-41.45)}{71.45(60-1)} \\
 &= \frac{4287 - (41.45 \times 18.55)}{71.45 \times 59} \\
 &= \frac{4287 - 768.9}{4215.55} \\
 &= \frac{3518.1}{4215.55} \\
 &= .83
 \end{aligned}$$

## ตารางแสดงค่าความยากง่ายและค่าอำนาจจำแนกของข้อสอบ

ข้อที่	ความยากง่าย	อำนาจจำแนก	ข้อที่	ความยากง่าย	อำนาจจำแนก
1	78.57	.42	31	46.42	.50
2	46.42	.35	32	64.28	.57
3	67.85	.50	33	67.85	.35
4	67.85	.64	34	64.28	.57
5	53.57	.64	35	46.42	.35
6	46.42	.50	36	67.85	.64
7	42.85	.71	37	75.00	.35
8	42.85	.28	38	67.85	.50
9	53.57	.21	39	67.85	.50
10	71.42	.57	40	53.57	.64
11	53.57	.35	41	53.57	.21
12	64.28	.71	42	42.85	.57
13	46.42	.50	43	50.00	.42
14	71.42	.42	44	60.71	.50
15	57.14	.85	45	60.71	.50
16	71.42	.57	46	50.00	.42
17	60.71	.35	47	53.57	.64
18	75.00	.50	48	42.85	.57
19	64.28	.42	49	46.42	.35
20	60.71	.50	50	35.71	.42
21	71.42	.57	51	46.42	.35
22	71.42	.42	52	64.28	.57
23	53.57	.35	53	64.28	.57
24	46.42	.50	54	47.14	.85
25	60.71	.35	55	53.57	.64
26	39.28	.50	56	60.71	.64
27	60.71	.50	57	57.14	.57
28	71.42	.28	58	57.14	.42
29	78.57	.42	59	39.28	.35
30	75.00	.50	60	60.71	.64

## ประวัติการศึกษา



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