



## บรรณานุกรม

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ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก

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แผนการสอนโดยใช้การทำแผนผังสรุปโยง เรื่องที่อ่านและ  
โดยใช้การอภิปราย

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



(Story map)

Lesson Plan 1 (แบบแผน-WR)

Class : M.S. 3  
Number of Students : 40  
Content : "Telling Lies" in Wordland Book I, Unit 2, p.7  
Aids : Card, Work sheet, Chart  
Assumption : Students already knew the structure of the present tense and some words like brave, honest, sorrow

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map to summarize what the passage is about.</p>	<p>Presentation</p> <p>- Have you ever stolen some money from your mother?</p> <p>- Suppose you stole your mother's money and she asked if you took it.</p>	<p>- Yes, /No.</p> <p>- No.</p>	<p>1. Students draw a map of the story after reading the passage.</p> <p>2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students must be able to pronounce and tell the meaning of tell lies, courage, greed pretend, shame.</p>	<p>- Will you tell her the truth?</p> <p>- Why?</p> <p>- Today we will read an interesting passage but first of all let's learn some new words.</p>	<p>- กล่าวคำโทษ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
2. Students must be able to use the pattern of Verb + ing as "a subject."	<p><u>tell lies.</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen "tell lies" "tell lies"</li> <li>- Now repeat after me "tell lies"</li> <li>- Please spell it.</li> <li>- Most children will not accept that they stole some money from their mothers. They are afraid that their mothers will punish them so they <u>tell lies.</u></li> <li>- I have twenty baht in my pocket. My friend asks me how much money I have. If I answer him I have five baht, I <u>tell a lie.</u></li> <li>- You did not do your homework. If I ask you about it and you say you did it, you <u>tell a lie.</u></li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- &lt;listen&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "tell lies" mean?</li> <li>- What part of speech is it?</li> </ul> <p><u>Courage</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- &lt;Pronounce it twice&gt;</li> <li>- Now repeat after me "courage".</li> <li>- Spell it please</li> <li>- If you tell your mother the truth that you stole her money, it shows that you have <u>courage</u>. You are not afraid that she will punish you.</li> <li>- Tom always asks the teacher when he doesn't understand what she says. Students should have the</li> </ul>	<ul style="list-style-type: none"> <li>- พูดโกหก, พูดเท็จ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell it&gt;</li> <li>- &lt;listen&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>courage</u> to ask the teacher when they don't understand the lesson.</p> <ul style="list-style-type: none"> <li>- My father showed great <u>courage</u> when he saved my sister from the burning house.</li> <li>- What does "courage" mean?</li> <li>- What part of speech is it? Why?</li> <li>- Is it a countable or uncountable noun?</li> </ul> <p><u>Greed</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen. &lt;Pronounce the word twice&gt;</li> <li>- Now repeat after me "greed"</li> <li>- Spell it, please.</li> </ul>	<ul style="list-style-type: none"> <li>- ความกล้า</li> <li>- It's a noun, because it can come after "the"</li> <li>- It's an uncountable noun.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- People who are rich but they want to be richer. We say that they have <u>greed</u>.</li> <li>- Because of <u>greed</u> the dog let the small piece of meat fall from his mouth, because he wanted a bigger piece.</li> <li>- If you have <u>greed</u>, you will never have enough things.</li> <li>- What does "greed" mean?</li> <li>- What part of speech is it? Why?</li> <li>- Is it countable or uncountable.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- ความโลภ</li> <li>- It's a noun, because It's the object of "have"</li> <li>- It's uncountable.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Pretend</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen. &lt;Pronounce the word twice&gt;</li> <li>- Now repeat after me "pretend".</li> <li>- Spell it, please</li> <li>- Dang doesn't want to go to school so he <u>pretends</u> to be ill.</li> <li>- Students are talking but when they hear the sound of walking, they <u>pretend</u> to read books.</li> <li>- I saw Dang at the shopping centre yesterday. I knew that he saw me but he <u>pretended</u> not to see me.</li> <li>- What does "pretend" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- &lt;listen&gt;</li> <li>- กลังทำ</li> <li>- It's a verb.</li> </ul>	



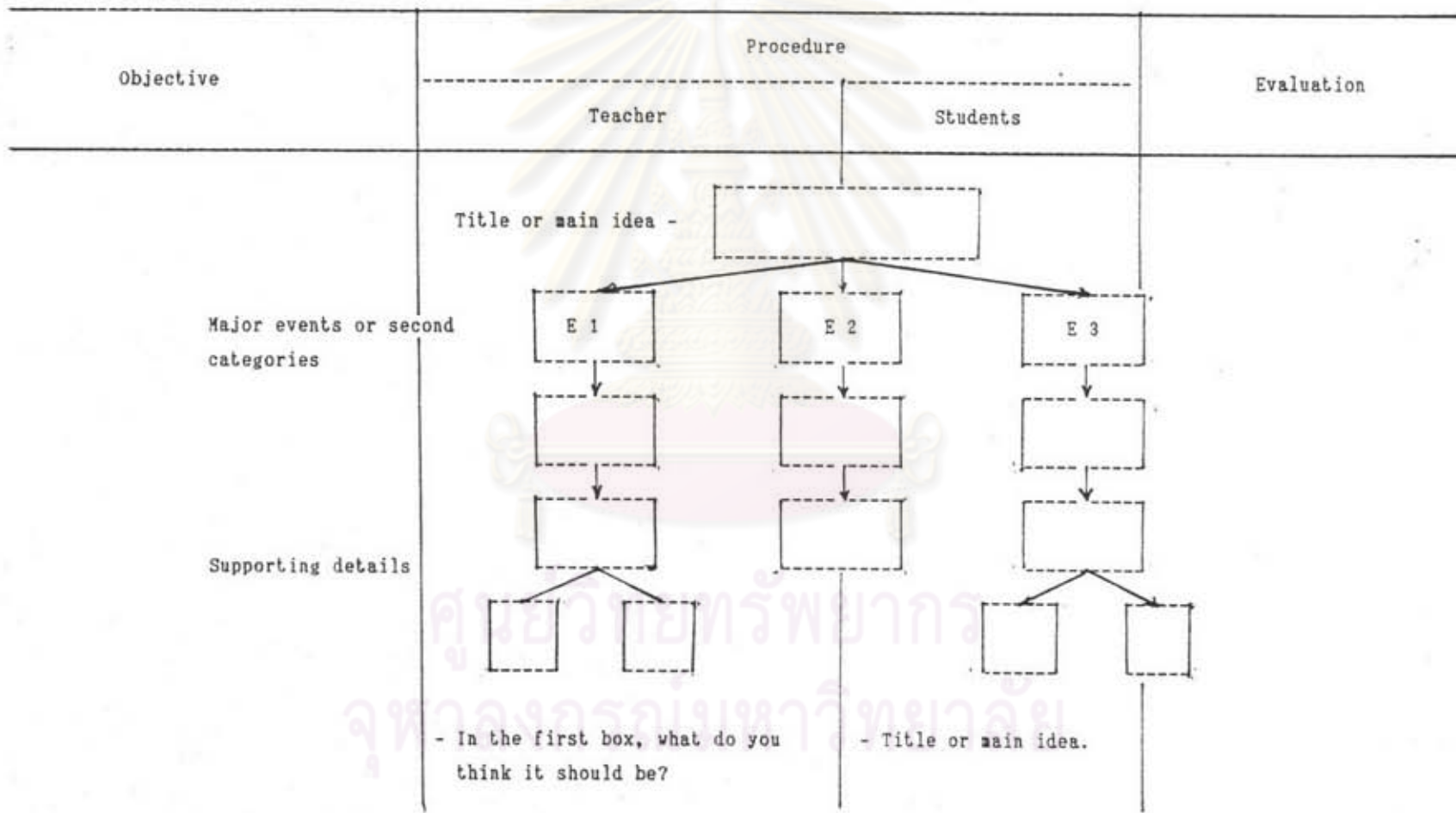
Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Shame.</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen, &lt;Pronounce the word twice&gt;</li> <li>- Now repeat after me "shame"</li> <li>- Spell it, please.</li> <li>- You feel shame, if people know that you stole some money.</li> <li>- Girls who have no <u>shame</u> can wear strange clothes, such as jeans with holes arround them.</li> <li>- He has no <u>shame</u> to tell his girl-friend that he fails in the examination.</li> <li>- What does "shame" mean?</li> <li>- What part of speech is it? Why?</li> <li>- Is it countable?</li> <li>- Class, what am I doing?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- &lt;listen&gt;</li> <li>- ความอาย</li> <li>- It's a noun because it's the object.</li> <li>- No, it's uncountable.</li> <li>- Walking</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Yes, walking makes me strong.</li> <li>- &lt;pretend to sleep&gt;.</li> <li>What am I doing now?</li> <li>- Right, sleeping is good for my health.</li> <li>&lt;stick the chart&gt;</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p><u>Sleeping</u> is good for my health.  <u>Walking</u> makes me strong.  <u>Stealing</u> is bad.</p> </div> <ul style="list-style-type: none"> <li>- Class, read these sentences.</li> <li>- Are the underlined words verbs in these sentences?</li> <li>- Which words are verbs?</li> <li>- Yes, then what are the underlined words.</li> <li>- What's the form of them?</li> </ul>	<ul style="list-style-type: none"> <li>- Sleeping</li> <li>- &lt;read&gt;</li> <li>- No.</li> <li>- Is, and make.</li> <li>- Subject.</li> <li>- Verb + ing.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- That's right. "Verb + ing" can be used as a subject. Now, three of you come out and write 3 sentences using "Verb + ing" as the subject.</p> <p><u>Practice</u></p> <p>- After you finish reading today's passage, you have to summarize the story by making a map. To make a map, there are three things you must do while reading.</p> <ol style="list-style-type: none"> <li>1. Find the title or main idea of the passage. You have to read the whole passage quickly and try to say what the passage is about.</li> </ol>	<p>- (write 3 sentences)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. Find the major events or second categories. In this step you have to read the passage carefully</p> <p>3. Find the supporting details.</p> <p>- Class, can you tell me the three steps?</p> <p>- What are they?</p> <p>- Good, when you finish the three steps you will have a diagram or story map like this. &lt;Show the general form of a diagram&gt;</p>	<p>- Yes.</p> <p>- &lt;tell the three steps&gt;</p> <p>- &lt;Look and draw the diagram&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right, you write the title or main idea in this box. What are the three boxes for?</li> <li>- That's right. (write E1,2,3 in the boxes) There may be a few major events in a passage.</li> <li>- And what about the other boxes?</li> <li>- Good. Now, can you draw a map from the story you are going to read?</li> <li>- (Distribute the reading sheet)</li> <li>- OK, now we are going to do the first step. What's the first step?</li> <li>- Right. Class, work in groups of five. Each group has to read the passage quickly and try to conclude what the passage is about.</li> <li>- Stop. Class, what's the passage about?</li> </ul>	<ul style="list-style-type: none"> <li>- Major events or second categories.</li>   <li>- Supporting details.</li> <li>- Yes.</li>   <li>- Find the title or main idea.</li>   <li>- Telling lies.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- That's right. So the main idea is "Telling lies" &lt;Write it in the box&gt;</p> <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Telling lies</p> </div> <p>- We draw a map according to the types of text structures, such as Narrative, Comparative Classification and Cause and effect. &lt;Explain each of them&gt;</p> <p>- From this passage which type do you think it is?</p> <p>- That's right. &lt;Show the skeleton map on the overhead projector&gt;</p>	<p>- &lt;Look and write&gt;</p> <p>- Cause and effect.</p> <p>- &lt;Look and draw.&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Main idea <span style="float: right;">Telling lies</span></p> <pre> graph TD     A[Telling lies] --&gt; B[Fear]     A --&gt; C[ ]     B --&gt; D[ ]     C --&gt; E[ ]     D --&gt; F[bad habit]     E --&gt; F     F --&gt; G[ ]   </pre> <p>Cause -</p> <p>Example -</p> <p>Result -</p> <p>How to solve - the problem</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What will we do in the second step?</li> <li>- Good. In this story, major events are the causes. &lt;write "Cause" beside the map&gt; And one cause of telling lies is given in the box.</li> <li>- And what is the third step?</li> <li>- Good. From this story the details are examples, the result, and how to solve the problem. &lt;Write them beside the map&gt;</li> <li>- This is a skeleton map of this story. Now, work in pairs. Each pair has to read the passage carefully and complete the map</li> <li>- &lt;Have the students show their story maps on the chalkboard, and correct them&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Find the major events.</li>   <li>- Find the details.</li> <li>- &lt;Look and write&gt;</li>   <li>- &lt;do the pair work&gt;</li>   <li>- &lt;draw the story maps on the chalkboard, add or change information to their individual</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>&lt;Distribute the reading comprehension test&gt;</p> <p>- Class, please do the reading comprehension test. Choose the best answer and make it on the answer sheet. Please finish it in ten minutes.</p> <p><u>Transfer</u></p> <p>- &lt;Ask the students to return the reading sheet.</p> <p>- Class, please look at your story map and rewrite the story in your notebook.</p>	<p>- &lt;do the test&gt;</p> <p>- &lt;rewrite the story&gt;</p>	

Lesson Plan 2 (ลำดับเหตุการณ์)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from Objective English and Revision  
 for L.C.L., page 38  
 Aids : Reading sheet, card, overhead projector.  
 Assumption : Students already knew the structure of past tense  
 and some words like company, factory, garage.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the major events and details of the story.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of the new words.</p>	<p><u>Presentation</u></p> <p>- Does anyone have some work to do after school? What is it?</p> <p>- What do you want to be after you finish studying?</p> <p>- Do you want to be rich?</p> <p>- If you want to be rich, you have to work hard. Today we will read about how a man became rich. But first of all look at the new words.</p>	<p>- Yes, No.</p> <p>- &lt;answer&gt;</p> <p>- &lt;answer&gt;</p> <p>- Yes.</p>	<p>1. Students draw a map after reading the passage.</p> <p>2. Students do the comprehension test.</p>

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
2. Students are able to use the pattern of used to + V1	<p><u>Experience</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen "experience" "experience"</li> <li>- Now repeat after me "experience"</li> <li>- Spell it, please.</li> <li>- Experience means knowledge or skill that you have by doing and seeing things. For example, Dang has worked in a bakery for three years. Now she can make many kinds of cake or bread because she has much <u>experience</u> in this work.</li> <li>- My first trip to Japan was an exciting <u>experience</u>.</li> <li>- The car accident was a bad <u>experience</u>. for Somsri.</li> <li>- What does "experience" mean?</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- &lt;repeat&gt;</li> <li>- &lt;Spell&gt;</li> <li>- ความชำนาญ, ประสบการณ์</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- What part of speech is it? Why?</p> <p><u>Repair</u> &lt;Show the card&gt;</p> <p>- Listen &lt;Pronounce the word twice&gt;</p> <p>- Now, repeat after me "repair"</p> <p>- Spell it, please.</p> <p>- If you make things that do not work work again, it means that you <u>repair</u> them. For example, the television does not work. It has no sound and picture. You must ask the technician to <u>repair</u> it.</p> <p>- Somboon works in the radio shop. He can repair his radio when it doesn't work.</p>	<p>- It's a noun because it's after "a, an" and adjective.</p> <p>- &lt;Listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;Spell&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- The workmen are repairing the broken water pipe.</li> <li>- What does "repair" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Employ</u></p> <p>(Show the card)</p> <ul style="list-style-type: none"> <li>- Listen (Pronounce the word twice)</li> <li>- Now, repeat after me "employ"</li> <li>- Spell it, please.</li> <li>- When you <u>employ</u> someone it means you ask him to work for you and he will get some money for his work.</li> <li>- Last year the car factory had only ten workers but this year it became a large factory. It has to <u>employ</u> more workers.</li> </ul>	<ul style="list-style-type: none"> <li>- ซ่อม, แก้</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Daw is <u>employed</u> as my father's secretary.</li> <li>- My brother <u>employed</u> six men to work in the garden.</li> <li>- What does "employ" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Success</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;Pronounce the word twice&gt;</li> <li>- Now, repeat after me "success".</li> <li>- Spell it, please.</li> <li>- Success means you get what you want. For example you want to be a football player for your school team, so you practise everyday. Then you get the <u>success</u>. One day you become one of the school team.</li> </ul>	<ul style="list-style-type: none"> <li>- จ้างคนทำงาน</li> <li>- It's a verb.</li>   <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Arisum can sing very well, and he had great <u>success</u> with his second cassette.</li> <li>- I try to find a job, but I don't get the <u>success</u>.</li> <li>- What does "success" mean?</li> <li>- What part of speech is it? Why?</li> </ul> <p style="text-align: center;"><u>Used to - infinitive</u></p> <ul style="list-style-type: none"> <li>- When I was a student, I <u>used to</u> study at Wat Pa and I <u>used to</u> play basketball for the school team. Now I don't study at Wat Pa and I don't play basketball.</li> <li>- My father <u>used to</u> smoke cigarettes when he was sixty years old. Now he is very old and he doesn't smoke cigarettes.</li> </ul> <p>&lt;Stick the chart&gt;</p>	<ul style="list-style-type: none"> <li>- คำคุณศัพท์</li> <li>- It's a noun because it's after "the"</li> </ul>	



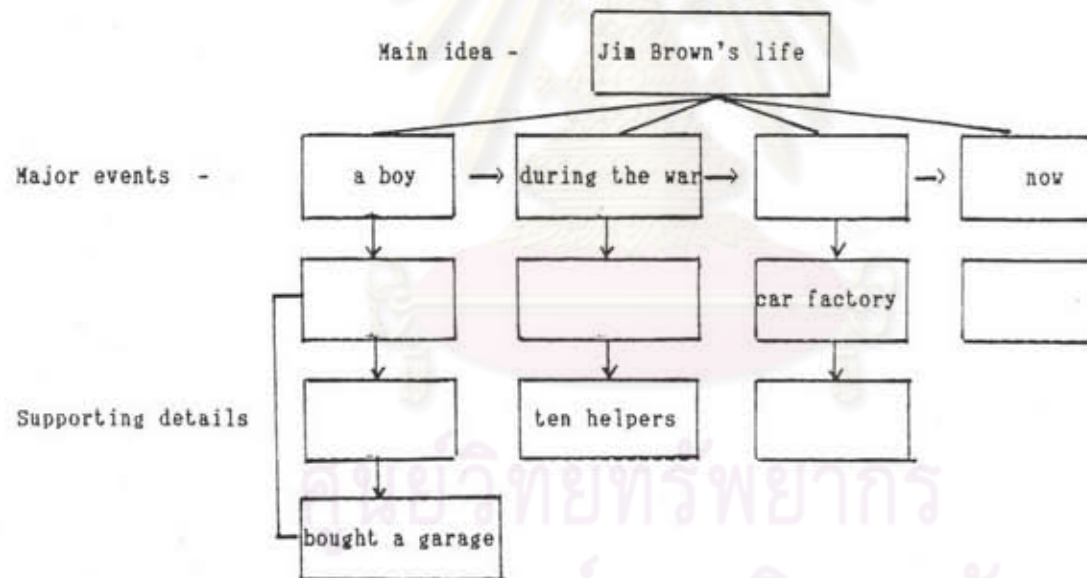
Objective	Procedure		Evaluation
	Teacher	Students	
	My father  I	used to  smoke cigarettes.  play basketball.	
	<ul style="list-style-type: none"> <li>- Class, read these sentences.</li> <li>- What does "used to" mean?</li> <li>- What form is it?</li> <li>- Right, they are infinitives.</li> <li>- Now look at this sentence. &lt;write on the chalkboard&gt; &lt;Sue drank coffee, but she doesn't now.</li> <li>- We can rewrite it by using "used to"</li> <li>- Class, what's the right sentence?</li> <li>- Very good. Now three of you rewrite these sentences.</li> <li>1. Suda loved my brother, but she doesn't now.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- ใช้</li> <li>- กริยาช่องหนึ่ง</li> <li>- Sue <u>used to</u> drink</li> <li>- &lt;rewrite on the chalkboard&gt;.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. Jane was a teacher, but she isn't now.</p> <p>3. Noi played golf, but now she doesn't.</p> <p><u>Practice</u></p> <p>- Class, can you remember the last lesson ?</p> <p>How many steps are there for making a story map?</p> <p>- What's the first step?</p> <p>&lt;Distribute the reading sheet.&gt;</p> <p>- Right. Now we are going to do the first step. Please read this passage quickly and try to conclude what the passage is about.</p> <p>- Class, What's the passage about?</p> <p>- Right, but what about him?</p> <p>For example, is it about his work?</p>	<p>- Yes.</p> <p>- Three steps.</p> <p>- Find the title or main idea.</p> <p>- &lt;read silently&gt;</p> <p>- Jim Brown.</p> <p>- It's about his life.</p>	

Objective.	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Good, so what's the main idea of this passage?</li> <li>- What kind of the text structure, comparative, classification or narrative?</li> <li>- That's right. Now look at the diagram of this story. &lt;Show a cloze story map an the overhead projector.&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Jim Brown's life.'</li> <li>- Narrative.</li> <li>- Look and draw the map.</li> </ul>	

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Objective	Procedure		Evaluation
	Teacher	Students	



มหาวิทยาลัยศรีนครินทรวิโรฒ  
จุฬาลงกรณ์มหาวิทยาลัย



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Can you guess what the four boxes under the main idea are for?</li> <li>- Yes. &lt;write "major events beside the boxes"&gt; There is only one major event that you have to find from the passage.</li> <li>- What are the others boxes for?</li> <li>- Good. &lt;write "supporting details" beside the boxes&gt;</li> <li>- There are five details that you have to find.</li> <li>- Now, you have to read the passage carefully and find the major event and details of each major event.</li> <li>- &lt;Devide students into groups of four.&gt;</li> <li>- &lt;Have some groups show their story maps on the chalkboard, change, or add any ideas according to the class's opinion&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, the major events.</li> <li>- Supporting details.</li> <li>- &lt;do the group work&gt;</li> <li>- &lt;write the story map on the chalkboard, add or change information to their individual maps.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u>            &lt;Distribute the reading test&gt;            - I'll give you ten minutes for this test. Please choose the best answer then mark on the answer sheet.</p> <p><u>Transfer</u>            &lt;Have some students retell the story in front of the class.&gt;</p>	<p>- &lt;do the test&gt;</p> <p>- &lt;retell the story&gt;</p>	

ศูนย์วิทยทรัพยากร  
 จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 3 (ลำดับเหตุการณ์)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from "Salmon" Reading for Concept, page 68  
 page 38  
 Aids : Reading sheet, card, real things, picture.  
 Assumption : Students already knew the structure of present tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the relationship of events from the passage.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of trip, float, fresh water, and stream.</p>	<p><u>Presentation</u></p> <p>- Class, who can swim? Please show your hands.</p> <p>- Where do you usually swim, in the river, in the sea or in the swimming pool?</p> <p>- Is it different swimming in the sea and in the river? Why?</p> <p>- Today we will read a story about one kind of fish.</p> <p>- Now, look at the new words.</p>	<p>- &lt;show their hands&gt;</p> <p>- &lt;answer&gt;</p> <p>- &lt;give reasons&gt;</p>	<p>1. Students draw a story map after reading the passage.</p> <p>2. Students do the comprehension test.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the structure of while + continuous tense.</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>Trip</u>            &lt;Show the card&gt;            - Class, listen.            &lt;prounounce the word twice&gt;            - Now, repeat after me "trip"            - Spell it, please.            - If you go to Bangsaen by car or by bus at the weekend, we say that you take <u>a trip</u> to Bangsaen.            - John and Mary went on a boat trip down the Chao Praya River.            - They are taking a trip to America this summer.            - We will make a day trip to Ayutthaya by boat next week.            - What does "trip" mean?            - What part of speech is it?</p>	<p>- &lt;listen&gt;            - &lt;repeat&gt;            - &lt;spell&gt;            - การเดินทาง            - It's a noun.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Float</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;prounounce the word twice&gt;</li> <li>- Repeat after me "float"</li> <li>- Spell it.</li> </ul> <p>&lt;Put a piece of paper into the glass of water&gt; Look, the piece of paper <u>floats</u> on water.</p> <ul style="list-style-type: none"> <li>- &lt;Put a ring into the glass&gt; Now look, the ring is at the bottom of the glass. If doesn't <u>float</u>.</li> <li>- He puts his small boat into the water and it <u>floats</u>.</li> <li>- A paper box always <u>floats</u> on water.</li> <li>- What does "float" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul> <ul style="list-style-type: none"> <li>- กอมน้ำ</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Fresh water.</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now, repeat after me "fresh water"</li> <li>- Spell it.</li> <li>- &lt;Show a glass of water&gt; What's in this glass?</li> <li>- Right. It's fresh water. It isn't sea water. Water in the river is <u>fresh water</u>, but water in the sea is sea water.</li> <li>- We drink <u>fresh water</u> when we feel thirsty.</li> <li>- Gold fish live in <u>fresh water</u> but dolphins live in sea water.</li> <li>- What does "fresh water" mean?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- Water.</li> <li>- น้ำจืด</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Stream</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- &lt;Show a picture&gt; What's this?</li> <li>- Yes, it's a small river. We call it a <u>stream</u>.</li> <li>- It always has <u>streams</u> after a heavy rain.</li> <li>- Children like to swim and play in the <u>stream</u>.</li> <li>- Small fish like to live in the stream.</li> <li>- What does "stream" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- It's a river.</li> <li>- คำสาร, คำท้อ</li> <li>- It's a noun.</li> </ul>	

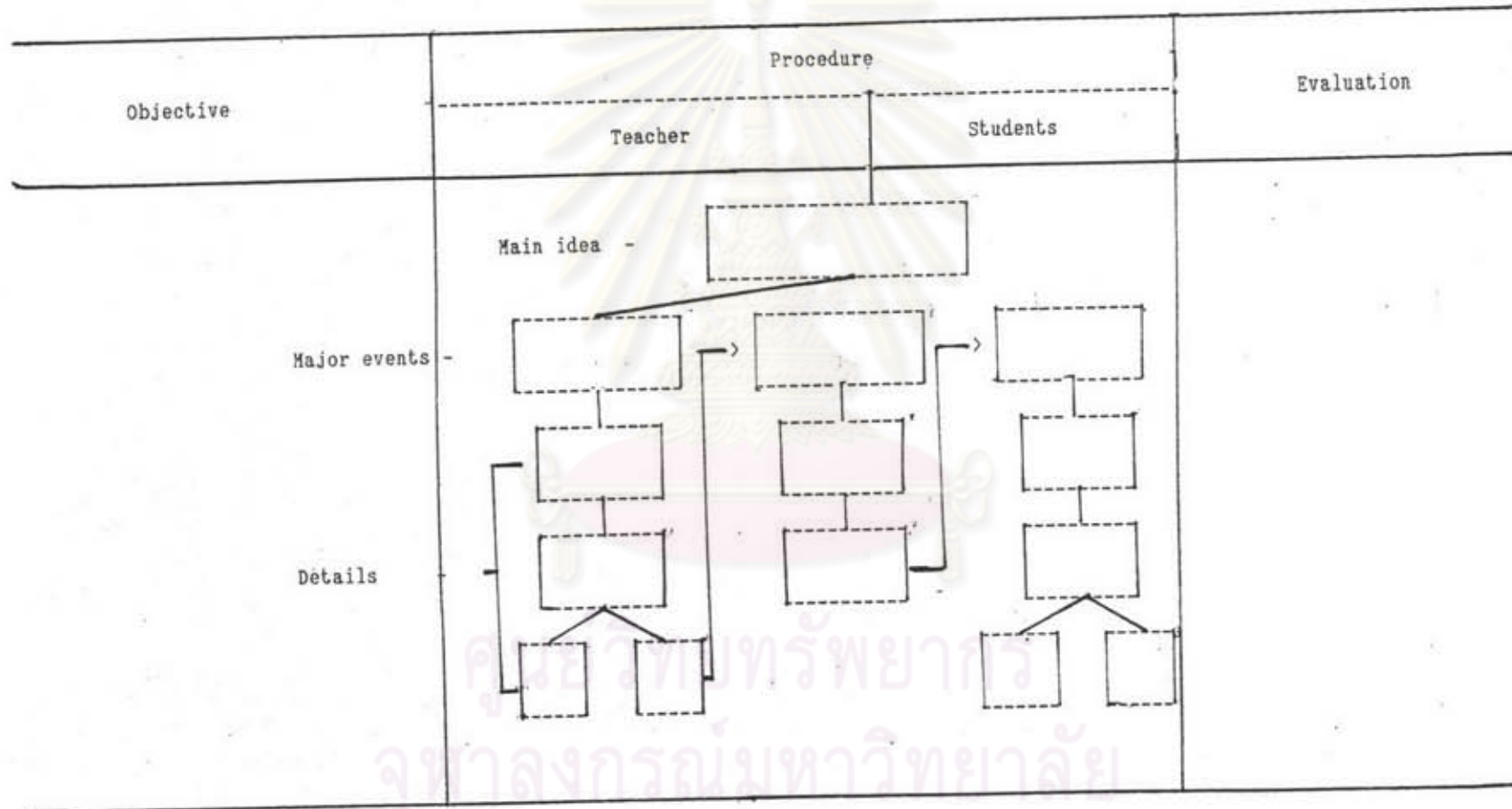
Objective	Procedure		Evaluation
	Teacher	Students	
	While + continuous tense.		
	They swim far away while they are growing.		
	<p>&lt;stick the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read this sentence.</li> <li>- This sentence comes from two sentences.</li> <li>- Can you break them?</li> <li>- Good. We use "while" to combine them.</li> <li>What tenses are the two sentences?</li> <li>- Right. Now look at this sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- They swim far away.</li> <li>- They are growing.</li> <li>- Present simple and present continuous.</li> </ul>	
	He saw a snake <u>while</u> he was walking to school.		
	<ul style="list-style-type: none"> <li>- Can you break it into two sentences?</li> </ul>	<ul style="list-style-type: none"> <li>- He saw a snake.</li> <li>He was walking to school.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Good. Can you tell me the tenses of these sentences ?</li> <li>- Right. Tell me how to use "while" in a sentence , please.</li> <li>- Good. What is the tense of the clause behind "while"</li> <li>- Yes, if the main clause is Present simple the clause behind "while" will be Present continuous but if it is Past simple the following clause will be Past continuous.</li> <li>- Now look at this sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Past simple and past continuous.</li> <li>- "While" is used to combine sentences.</li> <li>- Continuous tense.</li> </ul>	
	<p>While he was walking home, he saw a snake.</p>		
	<ul style="list-style-type: none"> <li>- Where is "while" in this sentence?</li> <li>- Right. We can place "while" at the beginning of a sentence, too.</li> </ul>	<ul style="list-style-type: none"> <li>- At the beginning.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now combine these sentences using "while"</p> <ol style="list-style-type: none"> <li>1. They usually do their work.               <ul style="list-style-type: none"> <li>- The sun is shining.</li> </ul> </li> <li>2. He was crossing the bridge.               <ul style="list-style-type: none"> <li>- He dropped something.</li> </ul> </li> <li>3. You phoned.               <ul style="list-style-type: none"> <li>- We were having dinner.</li> </ul> </li> <li>4. I often see her.               <ul style="list-style-type: none"> <li>- I am walking to school</li> </ul> </li> </ol> <p>- Four of you, please do write the sentences on the chalkboard.</p> <p style="text-align: center;"><u>Practice.</u></p> <ul style="list-style-type: none"> <li>- Class, can you remember the last lesson?</li> <li>- What was the story about?</li> <li>- What kind of text structure was it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;write the sentences on the chalkboard&gt;</li> <li>- &lt;answer&gt;</li> <li>- Jim's life.</li> <li>- Narrative.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right, &lt;istribute the reading sheet&gt;</li> <li>- Class, please read this passage quickly and tell me what kind of text structure it is?</li> <li>- Ok, what kind of text structure is this passage, narrative, comparative, classification, or cause and effect? Why?</li> <li>- Good, can you remember the diagram of narrative text story from the last period?</li> <li>- &lt;Show the diagram on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read silently&gt;</li> <li>- Narrative because it tells a story about salmon.</li> <li>- &lt;answer&gt;</li> <li>- &lt;look and draw&gt;</li> </ul>	





Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- There are three steps for making a map. What are they?</li> <li>- That's right, first you have to read in order to find the main idea and after that you need to find the major events and the details. &lt;write "main idea", major events" and "details" beside the diagram&gt;</li> <li>- The map of this passage has the same diagram as the one from the last period. So today I will not help you. You have to read the passage and draw a story map in groups of five &lt;Divide them in groups of five&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Find the main idea, major events, and details.</li> <li>- &lt;do the group work&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- &lt;Have some groups show their story maps on the chalkboard, change or add any ideas according to the class's opinions&gt;</p> <p><u>Evaluation</u> &lt;Distribute the reading test&gt;</p> <p>- I'll give you ten minutes for this test. Please choose the best answer then mark on the answer sheet.</p> <p><u>Transfer</u></p> <p>- &lt;Have the students do the strip story&gt; Class, I'll divide you into groups of five. Each group has to arrange sentences on pieces of paper to make a story about Salmon.</p>	<p>- &lt;draw the story maps on the chalkboard, add or change information to their individual</p> <p>- &lt;do the test&gt;</p> <p>- &lt;do the activity&gt;</p>	

Lesson Plan 4 (ลำดับเหตุการณ์)

Class : M.S. 3  
 Number of Students : 40  
 Content : "Fish on the mountain" Reading for Concepts, page 58  
 Aids : Reading sheet, card, real things.  
 Assumption : Students already know the structure of past tense, present perfect tense and some words like, shape, earth, bone

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to draw a map concluding the events from the passage.	<u>Presentation</u> - Has anyone of you ever climbed up a mountain? - What did you find on the mountain? - Did you find seashells or fish bones? - Do you know how they got there?	- Yes/No. - <answer> - Yes/No.	1. Students draw a story map after reading the passage 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of some new words.	- Today we will read a passage about seashells and fish bones on mountains. - Now let's learn some new words.		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to recognize and correctly use the structure of Passive Voice.</p> <p>3. Students are able to tell the meaning of the words which are referred to.</p>	<p><u>cover</u> &lt;Show the card&gt;</p> <p>- Class, listen. &lt;pronounce the word twice&gt;</p> <p>- Now, repeat.</p> <p>- Spell it, please.</p> <p>- Look, I <u>cover</u> my head with a red cloth.</p> <p>- In winter , snow will <u>cover</u> all mountains in Japan.</p> <p>- The painter will <u>cover</u> the floor with newspaper before they start painting the ceiling.</p> <p>- What does "cover" mean in Thai?</p> <p>- What part of speech is it?</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- ครอบคลุม</p> <p>- It's a verb.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>press</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen. &lt;pronounce the word twice&gt;</li> <li>- Now, repeat.</li> <li>- Spell it, please.</li> <li>- What's this? &lt;Show a tape player&gt;</li> <li>- There is a cassette in it. It's Thongchai's cassette. Do you want to listen to his song?</li> <li>- What shall I do to turn it on?</li> <li>- Yes, I have to <u>press</u> the play button.</li> <li>- &lt;put a book on a desk&gt; Look, I'm <u>pressing</u> a book with my hand.</li> <li>- Before you <u>press</u> the light switch make sure that your hand is dry.</li> <li>- What does "press" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A tape player.</li> <li>- Yes.</li> <li>- กด play.</li> <li>- กด, บีบ</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Passive Voice</u></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">He kills a snake.</div> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, look at this sentence, read it.</li> <li>- What's the subject?</li> <li>- Right, what's the Object?</li> <li>- Good, what tense is it?</li> <li>- We can rewrite this sentence by putting the object at the beginning of the sentence.</li> </ul> <p>&lt;Stick up the card&gt;</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">A snake is killed by him.</div> <ul style="list-style-type: none"> <li>- Read it, please.</li> <li>- Does " a snake" do the action "kill"?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- He.</li> <li>- A snake.</li> <li>- Present Tense.</li> <li>- &lt;read&gt;</li> <li>- No.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Which is the doer?</li> <li>- Do the two sentences have the same meaning.</li> <li>- Now, look at how to change the first sentence to the second one.</li> <li>- First, what do we put at the beginning of the new sentence?</li> <li>- Second, what do we do with the verb.</li> <li>- Yes, we change the verb to Verb to + V3., and where do we put the subject of the first sentence "He"?</li> <li>- Yes, so we get "by him" at the end of sentence.</li> <li>- We call the new sentence "Passive Voice".</li> <li>- Now look at this sentence. &lt;Stick the up card&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Him.</li> <li>- Yes.</li> <li>- Object of the first sentence.</li> <li>- "is killed"</li> <li>- After "by" and change it to "him"</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>He killed a snake.</p> <ul style="list-style-type: none"> <li>- What tense is it?</li> <li>- Right, class change it into passive voice.</li> <li>- First, what will we do?</li> <li>- Yes, place the Object at the beginning, then what?</li> <li>- So what will we get?</li> <li>- Good, because this sentence is past simple. What's the last step?</li> <li>- Miss B write it on the chalkboard, please.</li> <li>- Now look at the last sentence.</li> </ul> <p>He can kill a snake.</p>	<ul style="list-style-type: none"> <li>- Past Simple.</li> <li>- Place " a snake" at the beginning.</li> <li>- Change the verb to verb to be + V3</li> <li>- "was killed"</li> <li>- Put "by him at the end"</li> <li>- &lt;write it on the chalkboard&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What tense is it?</li> <li>- Mr. A make the passive form of this sentence.</li> <li>- &lt;Correct the sentence and explain&gt;</li> </ul> <p style="text-align: center;"><u>Practice</u></p> <ul style="list-style-type: none"> <li>- As I told you before today you will read a passage about seashells and fish bones. Can you guess what the passage will tell you about the seashells and fish bones?</li> <li>- What text structure do you think the passage is?</li> </ul> <p>&lt;Distribute the reading sheet&gt; Now read the passage in groups of five, conclude the main idea and text structure.</p>	<ul style="list-style-type: none"> <li>- Present Simple.</li> <li>- &lt;write in on the chalkboard&gt;</li> <li>- &lt;predict the story&gt;</li> <li>- &lt;answer&gt;</li> <li>- &lt;read silently&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What is the main idea of this passage? &lt;Ask each group, then have the students choose the best conclusion&gt;</li> <li>- What text structure is this passage? &lt;Ask each group, if the answer is wrong, guide them with questions&gt;</li> <li>- Now read this passage again and conclude the sequence of events to make a story map. Please do it in pairs.</li> <li>- &lt;Have some pairs present their story maps, add or change information&gt;</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>&lt;Distribute the reading test&gt;</li> <li>- Please do this test within ten minutes.</li> </ul>	<ul style="list-style-type: none"> <li>-&lt;present the conclusion&gt;</li> <li>- Narrative.</li> <li>- do the pair work.</li> <li>- &lt;present the story map, correct their individual maps&gt;</li> <li>- &lt;do the test&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u>            (Have the student rewrite the story)            - Class, please write a short paragraph of how the seashells become fossils. Try to use your own words.</p>	<p>- (write a short paragraph)</p>	

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 จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 5 (จันทน์บุรีระเทศ)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from "Accident at Home", Effective Comprehension,  
 page 48 - 49  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students already knew the structure of passive voice and  
 meaning of some words like, liquid, reach, medicine.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the classification of information from the passage.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of new words, serious, common, strike.</p>	<p><u>Presentation</u></p> <p>- Did anyone use to watch a program called "Sam Phas Thee Hok"?</p> <p>- What was this program about?</p> <p>- Yes, this program teaches people not to be careless in doing things in their daily lives. Accidents may happen any minute so we must be careful.</p> <p>- Can you tell me about accidents that often happen to people.</p>	<p>- (show hands)</p> <p>- Accident.</p> <p>- (name the accidents)</p>	<p>1. Students draw a story map.</p> <p>2. Students do the comprehension test.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use "although" in the sentence correctly.</p> <p>3. Students are able to tell the meaning of words which they refer to.</p>	<p>- Today we will read a passage about accidents that always happen to children.</p> <p>- Now, let's learn some new words.</p> <p style="text-align: center;"><u>Serious</u></p> <p>&lt;show the card&gt;</p> <p>- Class, listen. &lt;pronounce the word twice&gt;</p> <p>- Now repeat after me.</p> <p>- Spell it, please.</p> <p>- Somchai had a <u>serious</u> accident yesterday. Now he is in the I.C.U. room in a hospital.</p> <p>- Srisuda told me a <u>serious</u> story. Someone stole a daimond ring from her handbag.</p> <p>- He has a serious illness. I don't think he can live very long.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "serious" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Common</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat after me.</li> <li>- Spell it, please,</li> <li>- &lt;Show a picture&gt;</li> </ul> <p>What's in this picture?</p> <ul style="list-style-type: none"> <li>- Yes, it's an apple. Everyone knows it. You all often eat it and see it at the market.</li> <li>- Apples are a <u>common</u> fruit for Thai people now. They are not a strange fruit.</li> </ul>	<ul style="list-style-type: none"> <li>- หนัก, ง่าย</li> <li>- It's an adjective.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- An apple</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- It's a <u>common</u> habit for Thai people to say "Pai Nai Ma "when they meet each other, but it's strange for foreigners.</li> <li>- Accidents are quite <u>common</u> on this highway.</li> <li>- What does "common" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Strike.</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat after me.</li> <li>- Spell it, please.</li> <li>- &lt;Show a box of matches&gt; What's this?</li> <li>- Yes. &lt;strike a match&gt; Now, I'm <u>striking</u> a match.</li> </ul>	<ul style="list-style-type: none"> <li>- ชวนคน, เกิดขึ้นเสมอ ๆ</li> <li>- It's an adjective.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- It's a box of matches.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right. We use "but" to combine sentences that have contrasted meanings.</li> <li>- You've learned how to combine sentences with "but" already. So what's the combined sentence?</li> <li>- Right. &lt;Stick up the card&gt;</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>He is rich, <u>but</u> he is unhappy.</p> </div> <ul style="list-style-type: none"> <li>- Today we will learn to use a new word that can combine sentences that have contrasted meaning like "but" &lt;Stick up the card&gt;</li> </ul> <hr style="border-top: 1px dashed black;"/> <p>Although he is rich, he is unhappy.</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>- Read this sentence after me.</li> </ul>	<ul style="list-style-type: none"> <li>- He is rich, but he is unhappy.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- The two sentences have the same meaning. What does "although" mean?</li> <li>- Good. Now look at this sentence. &lt;stick up the card&gt;</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>My car is old, but it runs well.</p> </div> <ul style="list-style-type: none"> <li>- Can you change this sentence so that you use "although" instead of "but"?</li> <li>- Good. &lt;stick up the cards&gt;</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>Although my car is old, it runs well My car runs well although it is old.</p> </div> <ul style="list-style-type: none"> <li>- Look at the second sentence. Where's "although"?</li> </ul>	<ul style="list-style-type: none"> <li>- แม้ว่า, ถึงแม้ว่า</li> </ul> <ul style="list-style-type: none"> <li>- Yes.</li> <li>- Although my car is old, it runs well.</li> </ul> <ul style="list-style-type: none"> <li>- In the middle of the sentence.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- OK. Can you tell me how to use "although"?</li> <li>- Where can we place it?</li> <li>- Right. Now three of you use "although" instead of "but" in the following sentences.               <ol style="list-style-type: none"> <li>1. He worked hard, but he failed.</li> <li>2. She is poor, but she is happy.</li> <li>3. It's expensive, but I'll buy it</li> </ol> </li> </ul> <p style="text-align: center;"><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, how many kinds of text structure have you read?</li> <li>- What are they?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, to combine sentences that have contrast meaning.</li> <li>- At the beginning or in the middle of a sentence.</li> <li>- &lt;Write on the chalkboard&gt;</li> </ul> <ul style="list-style-type: none"> <li>- Two</li> <li>- Cause and effect and</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Good, &lt; distribute the reading sheet &gt;</li> <li>Class, please read this passage in groups of five and try to find out what the passage is about and what kind of text structure it is.</li> <li>&lt; Devide the students into groups of five &gt;</li> <li>- Class, what's this passage about?</li> <li>- According to the passage where do accidents happen?</li> <li>- So what's the main idea of this passage?</li> <li>- Class, what kind of text structure is it, the comparative or classification? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Narrative.</li> <li>- &lt; do the group work &gt;</li> <li>- Accidents</li> <li>- At home.</li> <li>- Accidents at home.</li> <li>- Classification &lt; give reason &gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Yes, because there are two main topics that are classified to explain the main idea "Accident at home"</li> <li>- Now look at the general diagram of the classification map. &lt;Show it on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;look and draw&gt;</li> </ul>	
Major events -	<pre> graph TD     A[Main idea] --- B[ ]     A --- C[ ]     A --- D[ ]     B --- E[ ]     B --- F[ ]     C --- G[ ]     C --- H[ ]     </pre>		
Details			

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What's the first box for?</li> <li>- Right, &lt;write "main idea" beside the box&gt; What are the boxes under the main idea for?</li> <li>- &lt;write "Major events" beside the boxes&gt;</li> <li>- The major events in a classification map are the main topics that explain the main idea, for example, the main idea is "The Ants' family" The main topics that explain it may be "queen ant", "workers" and "male ants"</li> </ul> <div style="text-align: center; margin-top: 20px;"> <pre> graph TD     A[Ants' family] --- B[queen ant]     A --- C[workers]     A --- D[male ants] </pre> </div>	<ul style="list-style-type: none"> <li>- Main idea.</li> <li>- Major events</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- So when you read the classification passage, you must try to find the main topics that are classified.</li> <li>- Now look at the general diagram again. What are the other boxes for?</li> <li>- Good. Now look at this diagram. &lt;show the diagram on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Details.</li> <li>- &lt;look and draw&gt;</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<pre> graph TD     A[Accidents at home] --&gt; B[Common accidents]     A --&gt; C[ ]     B --&gt; D[ ]     B --&gt; E[ ]     C --&gt; F[knife]     C --&gt; G[ ]     C --&gt; H[ ]     D --&gt; I[ ]     D --&gt; J[ ]     E --&gt; K[ ]     E --&gt; L[ ] </pre>		
	<p>- This is the cloze map of today's passage. There are two main topics that are classified. You have to fill in one main topic and seven details to make a complete map.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Now, work in pairs. Each pair has to read the passage carefully and find the information to complete the map.</li> <li>- &lt;Have some students show their story map on the chalkboard, add or change information&gt;</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test in ten minutes</li> </ul> <p>Choose the best answer then mark on the answer sheet.</p> <p style="text-align: center;"><u>Transfer</u></p> <p>&lt;Have the students do a role play about accidents at home&gt;</p>	<ul style="list-style-type: none"> <li>- &lt;do the pair work&gt;</li> <li>- &lt;draw the story map on the chalkboard, add or change information to their individual maps&gt;</li> <li>- &lt;do the test&gt;</li> <li>- &lt;do the role play&gt;</li> </ul>	

Lesson Plan 6 (จำแนกประเภท)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from Objective English and Revision  
 for L.C.E., page 11  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students already knew the structure of present tense  
 and some words like enemy, cell, collect.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the main idea, major events, and details of the classification passage.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of new words; suck, male, hollow, protect.</p>	<p><u>Presentation</u></p> <p>- Class, what's this?                      (Show a picture)</p> <p>- Where do bees living?</p> <p>- Yes, in a hive. What do you think bees do in the hive?</p> <p>- Today we will read a passage about bees.</p> <p>- Now let's learn some new words.</p>	<p>- Bees.</p> <p>- ในรังผึ้ง</p> <p>- (give answers)</p>	<p>1. Students draw a story map.</p> <p>2. Students do the comprehension test.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of, each + noun, each of + noun, correctly.</p> <p>3. Students are able to tell the meaning of words which are referred to.</p>	<p><u>Suck</u>            &lt;Show the card&gt;            - Class, listen.            &lt;pronounce the word twice&gt;            - Repeat after me, please.            - Now, spell it.            - &lt;put a straw in to a bottle of Pepsi&gt;            - Class, look! I'm <u>sucking</u> Pepsi from a bottle.            - The babies usually <u>suck</u> milk from a bottle.            - Bees like to <u>suck</u> sweet fluid from flowers.            - What does "suck" mean?            - What part of speech is it?</p>	<p>- &lt;listen&gt;            - &lt;repeat&gt;            - &lt;spell&gt;            - <u> suck </u>            - It's a verb.</p>	

จุฬาลงกรณ์มหาวิทยาลัย



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Male</u></p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- &lt;Show a picture&gt; What's this?</li> <li>- Right. He is a man so he is a <u>male</u>. He can't give birth to a baby. Animals that can't have babies are <u>males</u>.</li> <li>- A hen can have babies, but a cock can't because it is the <u>male</u>.</li> <li>- A cow can give milk to its baby, but an ox doesn't have milk because it is the <u>male</u>.</li> <li>- What does "male" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A man</li>   <li>- เพศชาย, ตัวผู้</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Hollow</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now, repeat after me.</li> <li>- Spell it, please.</li> <li>- &lt;fold a piece of paper&gt; Look, it's <u>hollow</u>. I can put my hand through it because it's empty.</li> <li>- &lt;put a small thing into a tin, close the lid, and shake it&gt; This tin is <u>hollow</u>. We can put things in it until it's full. When it's full, it isn't <u>hollow</u>.</li> <li>- A drum is hollow so it can give a loud noise.</li> <li>- What does "hollow" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- กวาง, เป็นกวาง</li> <li>- It's an adjective.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Protect</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat, please.</li> <li>- Now spell it.</li> <li>- An umbrella can <u>protect</u> you from the rain or sunlight.</li> <li>- A good way to protect yourselves from being hit by the cars is to cross the road where there is a traffic light.</li> <li>- Thick coats will protect you from the <u>cold</u>.</li> <li>- What does "protect" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- นั้งกัน</li> <li>- It's a verb.</li> </ul>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Each + noun..</u>            Each + noun ....            Each one of the + noun ...            Each of the + noun .....</p>		
		<p>a) Each student has a book.            b) Each one of the students has a book.            c) Each of the students has a book.</p>	
	<p>&lt;Stick up the chart&gt;            - Class, read these sentences.            - These three sentences have the same meaning. Can you tell me the differences among them? Please look at the underlined words.            - Right, and what's the differences between sentence b) and c)?            - Yes, we can omit "one" in sentence c).</p>	<p>- &lt;read&gt;            - Sentence a) has singular noun, but b) c) have plural nouns.            - b) is "Each one of the" but c) is "Each of the"</p>	

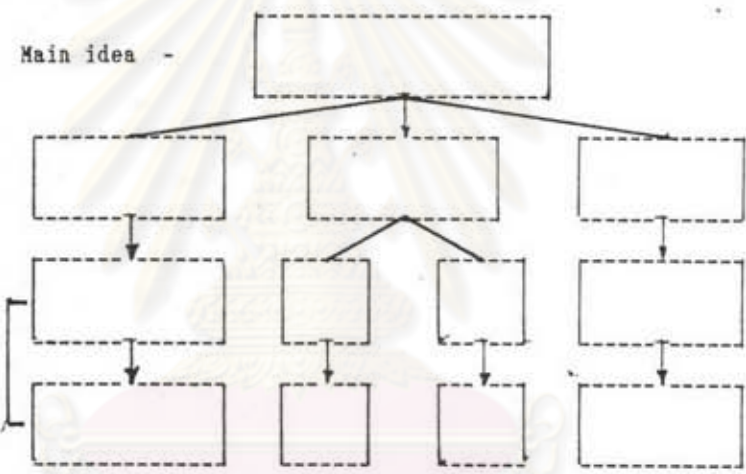
Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What are the verbs of these sentences?</li> <li>- Good, they all have the same verb. Is "has" the verb for singular or plural nouns?</li> <li>- Yes, can you tell me the pattern of these sentences?</li> <li>- Now we will practise writing sentences using Each, Each of the, Each one of the, from the words given.</li> </ul>	<ul style="list-style-type: none"> <li>- "has"</li> <li>- It's a verb for singular nouns.</li> <li>- a) Each + noun &lt;singular&gt; + verb.</li> <li>- b) Each one of the + noun &lt;plural&gt; + verb &lt;singular&gt;</li> <li>- c) Each of the + noun &lt;plural&gt; + verb &lt;singular&gt;</li> <li>- Each boy likes playing football.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1) Boy, like, playing football.</p> <ul style="list-style-type: none"> <li>- Class, use "Each" in the first sentence.</li> <li>- Good, and use Each of the, and Each one of the, in the second and the third sentences.</li> <li>- Now three of you for number 2</li> </ul> <p>2) Woman, go to see her mother.</p> <p style="text-align: center;"><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, can you remember the last lesson?</li> <li>- What was the story about?</li> <li>- What kind of text structure was it?</li> <li>- Right, &lt; distribute the reading sheet &gt; Class, please read this passage quickly and tell me what kind of text structure it is?</li> </ul>	<ul style="list-style-type: none"> <li>- Each of the boys likes playing football.</li> <li>- Each one of the boys likes playing football.</li> <li>- &lt; write them on the chalkboard &gt;</li> <li>- &lt; answer &gt;</li> <li>- Accidents at home.</li> <li>- Classification</li> <li>- &lt; read silently &gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Class, what kind of text structure is this passage? Why?</li> <li>- Can you remember the diagram for a classification text story?</li> <li>- &lt;Show the diagram on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Classification because it classifies bees into three types.</li> <li>- &lt;answer&gt;</li> <li>- &lt;look and draw&gt;</li> </ul>	

ศูนย์วิทยทรัพยากร  
 จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Main idea - </p>		
	<p>- Can you tell me the three steps for making a map?</p>	<p>- Find the main idea, the major events and then the details.</p>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good, first you have to read to find the main idea and after that for the major events and the details.</p> <p>&lt;write "main idea" "major events" and "details" beside the diagram&gt;</p> <p>- Making a map for this passage is easier than the one from the last period. So today I'll not help you. You have to read the passage and draw a story map in groups of five.</p> <p>&lt;Divide them in groups of five&gt;</p> <p>- &lt;Have some groups show their story maps on the chalkboard, change or add any ideas according to the class's opinions&gt;</p>	<p>- &lt;do the group work&gt;</p> <p>- &lt;draw the story maps on the chalkboard, add or change information to their individual maps&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Class, what does "they" (line 13) refer to?</p> <p><u>Evaluation</u> (Distribute the reading test)</p> <p>- Please finish this test within ten minutes. Choose the best answers then mark them on the answer sheet.</p> <p><u>Transfer</u> (Have the students talk about bees in at least five sentences. How do they like or dislike bees? Why?)</p>	<p>- The workers.</p> <p>- (do the test)</p> <p>- (talk about bees)</p>	



Lesson Plan 7 (การเปรียบเทียบ)

Class : M.S. 3  
 Number of Students : 40  
 Content : - "A Thread 100 Miles Long" Reading for Concepts page 40  
 Reading sheet, card, real things.  
 Assumption : Students already knew the structure of to be + made of,  
 and some words like grain, cloth, shape.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map comparing information from the passage.</p>	<p><u>Presentation</u></p> <p>- Class, what's this?                      (point to his shirt)</p> <p>- And these?                      (point to his trousers?)</p> <p>- What do we call both of them?</p>	<p>- The shirt</p> <p>- Trousers.</p> <p>- Clothes.</p>	<p>1. Students draw the story map.</p> <p>2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students are able to tell the meaning of some new words; heat liquid, hole thread.</p>	<p>- Right, Do you think clothes are important to our lives?</p> <p>- Why?</p> <p>- What do tailors or dress makers use to make clothes?</p>	<p>- Yes.</p> <p>- (give reasons)</p> <p>- Cloth.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of to be + made from, correctly.</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p>- Good. Today we will read an interesting passage about cloth.</p> <p>- Now, look at the new words.</p> <p><u>heat</u> &lt;Show the card&gt;</p> <p>- Listen &lt;pronounce the word twice&gt;</p> <p>- Now repeat.</p> <p>- Spell it, please.</p> <p>- &lt;strike the match&gt;</p> <p>Look, what's this?</p> <p>- Right, fire gives <u>heat</u>. If we touch it, we will feel hot. The <u>heat</u> from fire makes us feel hot.</p> <p>- The <u>heat</u> from the sun makes the snow melt.</p> <p>- In winter we like to sit on the yard because the <u>heat</u> from the sun makes us warm.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- Fire.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "heat" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>liquid</u></p> <p style="text-align: center;">(show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- (show the glass of water) What's in the glass?</li> <li>- Yes, water is a <u>liquid</u>. Oil, beer, and milk are liquids, too. Wood, iron, and stone are not liquids because they are hard.</li> <li>- <u>Liquid</u> can flow freely like water.</li> <li>- He is sick. He can't eat food. He needs to drink a lot of <u>liquids</u>.</li> <li>- What does "liquid" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- ความร้อน</li> <li>- It's a noun.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- Water.</li> </ul> <ul style="list-style-type: none"> <li>- ของเหลว</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>shole</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat, please.</li> <li>- Spell it.</li> <li>- &lt;show a piece of paper&gt; What's this?</li> <li>- I'm going to make a <u>hole</u> in it. Look there is a <u>hole</u>. It's a big <u>hole</u>.</li> <li>- There is a <u>hole</u> in my sock. I think a rat made it.</li> <li>- The boy tried to catch a crab but he couldn't. It ran into a <u>hole</u>.</li> <li>- What does "hole" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A piece of paper.</li> <li>- 1</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>thread</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- &lt;Show a reel of thread&gt; This is <u>thread</u>. We use thread to make clothes.</li> <li>- I need some strong thread to sew my button.</li> <li>- My mother tried to pull the <u>thread</u> through the hole in the needle.</li> <li>- What does "thread" mean?</li> <li>- What part of speech is it?</li> </ul> <p>to be + made from</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>The table is made of wood.</p> </div>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- เส้นด้าย</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation									
	Teacher	Students										
	<p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, look at this sentence. You have learnt this pattern before, haven't you?</li> <li>- Read it please.</li> <li>- A, write a sentence using "to be + made of"</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Wine</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">grapes</td> </tr> <tr> <td style="padding: 2px;">Bread</td> <td style="padding: 2px;">is made from</td> <td style="padding: 2px;">wheat</td> </tr> <tr> <td style="padding: 2px;">Cloth</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">thread</td> </tr> </table> <p>&lt;stick up the chart&gt;</p> <ul style="list-style-type: none"> <li>- Class, look at these sentences. This is the new pattern.</li> <li>- Please read these sentences.</li> <li>- When you eat bread, can you see wheat in the bread?</li> </ul>	Wine		grapes	Bread	is made from	wheat	Cloth		thread	<ul style="list-style-type: none"> <li>- Yes.</li> <li>- &lt;read&gt;</li> <li>- &lt;write a sentence on the chalkboard&gt;</li> </ul>	
Wine		grapes										
Bread	is made from	wheat										
Cloth		thread										

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- When you drink wine, you can't find grapes in it, either. But wine is made from grapes.</li> <li>- &lt;show a ring&gt; What's this ring made of?</li> <li>- Right, can you see the gold?</li> <li>- Good, we can see the materials that objects are made of but we can see materials that objects are made from.</li> <li>- Now look at these exercises. Make sentences using "to be made of" or "to be made from"               <ol style="list-style-type: none"> <li>1. bottles, glass</li> <li>2. this sauce, tomatoes</li> <li>3. my ruler, plastic</li> <li>4. ice cream, milk and sugar</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Gold.</li> <li>- Yes.</li> <li>- &lt;do the exercise&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, what kind of text structure story did you read in last period?</li> <li>- Good. &lt; distribute the reading sheet &gt; Class, please read this passage in groups of five and try to conclude what the passage is about and what kind of text structure it is. &lt; Divide the students into groups of five &gt;</li> <li>- Class, what's the passage about?</li> <li>- Right, but what does it say about cloth?</li> <li>- What kind of text structure is it, the narrative or comparative?</li> <li>- How do you know? What does the passage compare?</li> </ul>	<ul style="list-style-type: none"> <li>- Classification text story.</li> <li>- &lt; do the group work &gt;</li> <li>- Cloth.</li> <li>- How to make cloth.</li> <li>- Comparative.</li> <li>- It compares how to make cloth long ago with how to make cloth today.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now look at the general diagram of the comparative map. &lt;Show it on the overhead projector&gt;</p> <p>Main idea</p> <pre> graph TD     MI[Main idea] --&gt; ME1[Major events]     MI --&gt; ME2[Major events]     ME1 --&gt; D1_1[Details]     ME1 --&gt; D1_2[Details]     ME2 --&gt; D2_1[Details]     ME2 --&gt; D2_2[Details]   </pre> <p>Major events -</p> <p>Details -</p>	<p>- &lt;look at draw&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Class, how many columns are the boxes in?</li> <li>- Yes, making a comparative map we divide the events into two columns. What are the two boxes under the main idea for?</li> <li>- &lt;write it beside the diagram&gt; The major events in a comparative text story are the topics that are compared. For example, if you want to compare the body with a machine, the major events are "Body" and "Machine"</li> <li>- What are the other boxes for?</li> <li>- Right, &lt;write it beside the diagram&gt;, the events or materials that explain the major events are details.</li> </ul>	<ul style="list-style-type: none"> <li>- Two.</li> <li>- Major events.</li> <li>- Details.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Now look at the map of this passage. &lt;use the diagram that has just been shown &gt;</li> <li>- Class, what's the main idea of this passage?</li> <li>- &lt;write it in the box&gt; What are the topics that the passage compares?</li> <li>- Good, &lt;write them in the major events boxes&gt; Can you find the details that explain the major events?</li> <li>- Good, work in pairs. Each pair has to read the passage carefully and find the information to make a complete map.</li> <li>- &lt;Have some students show their story map on the chalkboard, add</li> </ul>	<ul style="list-style-type: none"> <li>- How to make cloth.</li> <li>- Long ago and Today.</li> <li>- Yes.</li> <li>- &lt;do the pair work&gt;</li> <li>- &lt;draw the story map on the chalkboard, add or</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>or change the information according to the class's opinion</p> <ul style="list-style-type: none"> <li>- Class, look at the passage again. What does "these" (line 9) refer to?</li> </ul> <p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test within ten minutes. Choose the best answers then mark them on the answer sheet.</li> </ul> <p><u>Transfer</u></p> <p>&lt;Have the students rewrite the story&gt;</p> <ul style="list-style-type: none"> <li>- Class, look at your story map and write a short comparative paragraph of how to make cloth.</li> </ul>	<p>change information to their individual maps&gt;</p> <ul style="list-style-type: none"> <li>- Marbles.</li> </ul> <p>- &lt;do the test&gt;</p> <p>- &lt;write a short comparative paragraph&gt;</p>	

Lesson Plan 8 (การเปรียบเทียบ)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from "The biggest animal in the world"  
 "English Today" page 65  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students have already known the structure of present tense  
 and past tense and some words like; blood, coat, blanket.

Objective	Procedure		
	Teacher	Students	Evaluation
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map comparing information from the passage.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to tell the meaning of some new words; breathe, surface, alive, agree.</p>	<p><u>Presentation</u></p> <p>- Class, look at this (show a picture) What's this?</p> <p>- Right. There are many kinds of whales. In this picture, do you know what kind it is?</p> <p>- It's a Blue Whale. Where does the Blue Whale live?</p> <p>- Yes. Do you think the Blue Whale is a fish?</p> <p>- Are you sure?</p>	<p>- It's a whale.</p> <p>- No.</p> <p>- In the sea.</p> <p>- Yes.</p>	<p>1. Students draw the story map.</p> <p>2. Students do the comprehension test.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use recognize and correctly use the pattern of "unless" and "if... not".</p> <p>3. Students are able to tell the meaning of the words which are referred to.</p>	<p>- OK. You can get the answer from the passage which we will read today.</p> <p>- Now, let's learn the new words.</p> <p><u>breathe.</u></p> <p>&lt;show the card&gt;</p> <p>- Listen &lt;pronounce the word twice&gt;</p> <p>- Now repeat.</p> <p>- Spell it , please.</p> <p>- Class, what am I doing? &lt;brathe in and breathe out&gt;</p> <p>- Yes, I'm breathing. I breathe air through my nose then <u>breathe</u> it out.</p> <p>- We have to breathe deeply before we dive into the water.</p> <p>- While Dang was smoking, everybody near him breathed in the smoke from his cigarette.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- หายใจเข้า - aan</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "breathe" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>surface</u></p> <p style="text-align: center;">(show the class)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- What's this? (show a glass of water)</li> <li>- (put a small piece of paper in it)</li> </ul> <p style="text-align: center;">Look, a piece of paper is on the <u>surface</u> of the water.</p> <ul style="list-style-type: none"> <li>- Now, look (put a coin in it) The coin isn't on the <u>surface</u>. It's at the bottom.</li> <li>- The fish comes to the <u>surface</u> of the water to breathe.</li> <li>- What does "surface" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- ทาน้ำ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> <li>- A glass of water.</li> </ul> <ul style="list-style-type: none"> <li>- พื้นน้ำ</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>alive</u> &lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Now, spell it, please.</li> <li>- If you can breathe air into your lung, you are <u>alive</u>. Whenever you can't breathe, you are dead.</li> <li>- People are <u>alive</u> because they are still breathing. When they stop breathing they die.</li> <li>- The fish is still alive, although it was caught an hour ago.</li> <li>- What does "alive" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- มีชีวิตอยู่</li> <li>- It's an adjective.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>agree</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Oh, Mr. <u>A</u> you have a very beautiful watch. I'd like to have it. I'll give you two thousand baht for it. Do you <u>agree</u>?</li> <li>- If you <u>agree</u> to sell it, meet me after class.</li> <li>- My friend and I are going to Kau Samet next week. I asked Sunee to go with us and she <u>agreed</u>. She said she liked Samet.</li> <li>- What does "agree" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ตกลง, อธิษฐาน, เห็นด้วย</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Unless ; if....not</u></p> <p>You will fail <u>if</u> you <u>don't</u> work harder.</p> <p>&lt;Stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class read this sentence.</li> <li>- We can rewrite this sentence by using "unless"</li> </ul> <p>You will fail <u>unless</u> you work harder.</p> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read this sentence after me.</li> <li>- The two sentences have the same meaning. So "unless" means "if.... not" What does "unless" mean in Thai?</li> <li>- Now look at this sentence. &lt;stick up the card&gt;</li> </ul>	<p>- &lt;read&gt;</p> <p>- &lt;read&gt;</p> <p>- ถ้า ....ไม่, เว้นแต่ว่า, นอกจากว่า</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>He won't come if you don't ask him to.</p> <ul style="list-style-type: none"> <li>- Class, rewrite this sentence using "unless"</li> <li>- Good, now three of you rewrite these sentences on the chalkboard.               <ol style="list-style-type: none"> <li>1. We shall stop at his house if we are not late.</li> <li>2. I shan't come if I don't get an invitation.</li> <li>3. You will succeed if you don't play too much.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- He won't come unless you ask him to.</li> <li>- &lt;write on the chalkboard&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p style="text-align: center;"><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, can you remember the last lesson?</li> <li>- What was that story about?</li> <li>- What kind of text structure was it?</li> <li>- Right, &lt;distribute the reading sheet&gt;</li> <li>- Class, please read this passage quickly and tell me what kind of text structure it is?</li> <li>- OK, what kind of text structure is this passage?</li> <li>- How do you know? What does the passage compare?</li> <li>- Yes, it is a comparative text story. Can you remember the diagram of comparative text story?</li> <li>- &lt;Show the diagram on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Yes.</li> <li>- How to make cloth.</li> <li>- Comparative text story.</li> <li>- &lt;read silently&gt;</li> <li>- Comparative.</li> <li>- It compares the Blue Whales with fish.</li> <li>- &lt;answer&gt;</li> <li>- &lt;look and draw&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Main ideas</p> <p>Major events</p> <p>Details</p> <p>- What are the major events for the comparative map? Can you remember?</p>	<p>- The topics that are compared.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right, so you have to read and try to find the topics that are compared in the passage. After that what will you do next?</li> <li>- Good, you have to read carefully, this time. Then relate the details to the topics, but first of all what you have to do before finding the topics and details is....</li> <li>- Right, now, you have to read the passage and draw a story map in groups of five. &lt;Divide them into groups of five&gt;</li> <li>- &lt;Have some groups show their story maps on the chalkboard, change or add any ideas according to the class's opinions&gt;</li> <li>- Class, look at the passage again. What does the word "This" line 7 refer to?</li> </ul>	<ul style="list-style-type: none"> <li>- Find the details.</li> <li>- Find the main idea.</li> <li>- &lt;do the group work&gt;</li> <li>- &lt;draw the story maps on the chalkboard, add or change information to their individual maps.</li> <li>- A thick coat of fat.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does the phrase "baby fish start life in these eggs" line 9-10 mean?</li> <li>- Now do the test.</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test within ten minutes. Choose the best answers and mark them on the answer sheet.</li> </ul> <p style="text-align: center;"><u>Transfer</u></p> <ul style="list-style-type: none"> <li>- &lt;Have the students retell the story in front of the class&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Baby fish are born in eggs.</li> </ul> <p style="text-align: center;">- &lt;do the test&gt;</p> <ul style="list-style-type: none"> <li>- retell the story.</li> </ul>	

Lesson Plan 9 (การเปรียบเทียบ)

Class : M.S. 3  
 Number of Students : 40  
 Content : "The rain dance" Reading for Concepts, page 45  
 Aids : Reading sheet, card, real things.  
 Assumption : Students've already known the structure of present and past tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to draw a map comparing information from the passage.	<u>Presentation</u> - How many seasons are there in Thailand? - Good, which one do you like best? - Do you like the rain? - Why? - Do you think people can make the rain fall? - Right, today we will read a passage about rain. - Now, let's learn the new words.	- Three. - <answer> - Yes/No. - <give reasons> - Yes.	1. Students draw the story map. 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to tell the meaning of the new words; spread, drops, melt.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of " make + obj + v1"</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>spread</u> &lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Now spell it.</li> <li>- If you make things like news or fire go from place to place, you <u>spread</u> it.</li> <li>- The fire <u>spreads</u> from the factory to the houses.</li> <li>- He spreads the seeds on the lawn.</li> <li>- John won the lottery and he kept it a secret. He didn't want to <u>spread</u> the news.</li> <li>- What does "spread" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- แพร่, กระจาย, ทั่ว</li> <li>- It's a verb.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>melt</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Now spell it, please.</li> <li>- If something like ice change into liquid, we say that it <u>melts</u>.</li> <li>- &lt;show a glass of ice&gt; Class, what's in the glass?</li> <li>- Yes, now look, ice is changing into water. It's <u>melting</u>.</li> <li>- The butter can <u>melt</u> in the sun.</li> <li>- A candle melts because of the heat from the flame.</li> <li>- What does "melt" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ice.</li> <li>- ละลาย, หลอม</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>drop</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice.</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Now, look at the glass of ice again. There are things around the glass.</li> <li>- They are <u>drops</u> of water. Some <u>drops</u> are falling down on the floor.</li> <li>- <u>Drops</u> of water fell on my head when I walked past that building.</li> <li>- Many drops of rain becomes a river.</li> <li>- What does "drop" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- หยดน้ำ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>make + obj + v1</u> &lt;Stick up the chart&gt; ———&gt;</p> <ul style="list-style-type: none"> <li>- Class read these three sentences.</li> <li>- What part of speech are the words "makes" and "work" in the first sentence?</li> <li>- Good, now look at the underlined verbs in each sentence. Are they the past forms?</li> <li>- What form are they?</li> <li>- Yes, they are infinitive forms.</li> <li>- Verbs that come after "make" will be infinitive forms.</li> <li>- Are the words after "make" subjects or objects? &lt;point to the column three&gt;</li> </ul>	<div style="border: 1px dashed black; padding: 5px;"> <p>My father makes us <u>work</u> hard. His words made her <u>cry</u>. I make him <u>read</u> the book.</p> </div> <ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- They are verbs.</li> <li>- No.</li> <li>- กริยาช่องที่ 1</li> <li>- Objects.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right, can you write the pattern of "make"?</li> <li>- Now, look at this sentence.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The baby is <u>crying</u>. Who <u>made</u> the baby-----?</p> </div> <ul style="list-style-type: none"> <li>- What's the suitable word for the blank?</li> <li>- That's right.</li> <li>- Now, class fill in the blanks of these sentences.</li> <li>- My son <u>eats</u> too much. How can I <u>make</u> him---- less?</li> <li>- She never <u>stops</u> talking. Can anyone <u>make</u> her--- speaking?</li> <li>- He <u>left</u> the room in a hurry. What <u>made</u> him --- in a hurry?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, make + obj + vi &lt;infinitive&gt;</li> <li>- cry.</li> <li>- &lt;do the exercise&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, what kind of story map did you draw last period?</li> <li>- Can you remember the diagram of a comparative story map?</li> <li>- &lt;Have one student draw the diagram then ask another one to explain how to make a map.&gt;</li> <li>- Class, do you know what kind of story map we will make today &lt;Distribute the reading sheet.&gt;</li> <li>- Now, read this passage quickly in groups of five and tell me what kind of story map we will make for this passage. &lt;Divide the students in groups of five&gt;</li> <li>- What kind of story map is it for this passage? &lt;Ask each group, guide it with questions&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative story map.</li> <li>- &lt;answer&gt;</li> <li>- &lt;draw the diagram&gt;</li> <li>- No.</li> <li>- &lt;read this groups&gt;</li> <li>- Comparative story map.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does the passage compare?</li> <li>- Which paragraph do you find the comparison?</li> <li>- Now, you have to read the passage again and draw a story map. Please work in pairs.</li> <li>- &lt;Have each pair show the story map, change or add information according to the opinion of the class&gt;</li> <li>- Class, look at the passage again. What does the word "them" line 5 refer to?</li> </ul>	<ul style="list-style-type: none"> <li>- How people made rain fall in the past and how they do it today.</li> <li>- &lt;answer&gt;</li> <li>- &lt;do the pair work&gt;</li> <li>- &lt;draw the story map, change or add information to their individual maps&gt;</li> <li>- People/Indians.</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <p>- Please do the test within ten minutes. Choose the best answers then mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>- &lt;Divide the students into two groups. Have them do a role play of how to make rain fall in the past and today.</p>	<p>- &lt;do the test&gt;</p> <p>- &lt;do the role play&gt;</p>	

Lesson Plan 10 (การอ่านเรื่องเล่า)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from Practice in Comprehension, page 17  
 Aids : Reading sheet, card, chart.  
 Assumption : Students've already known the structure of past tense and some words like; return, invite, greet.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the order of events from the passage.</p>	<p><u>Presentation</u></p> <p>- Have you ever been to a party?                      - What kind of party did you go?                      A birthday party?                      - Have you been to a New Year's party?                      - How did you feel at the party?                      Why?</p>	<p>- Yes/No.                      - &lt;answer&gt;                      - &lt;answer&gt;</p>	<p>1. Students draw a story map after reading the passage.                      2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of the new words; pay attention to, host, offer, immediately.</p>	<p>- Today we will read a passage about a strange event at a party.                      - Now, let's look at the new words.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the structure of Past Continuous + when + Past Simple.</p> <p>3. Students are able to tell the meaning of the words that they are referred to.</p>	<p><u>host</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen, &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If you want to have a party on your birthday, you ask your friends to the party. You are the <u>host</u> of the party because it's your party.</li> <li>- The <u>host</u> of the party is a person who holds the party and invites some guests to his party.</li> <li>- The <u>host</u> always says something in front of the guests, when the party begins.</li> <li>- What does "holt" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- เจ้าภาพ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Offer</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- You can not find the pen which your father gave you on your birthday. You lost it in your classroom and you wanted to get it back. So you <u>offer</u> a 100 baht prize for anyone who finds it and brings it back to you.</li> <li>- You cut yourself on the finger. You can't do your homework, but your sister <u>offers</u> to help you.</li> <li>- I met Sunee at the party. When the party was over, I <u>offered</u> to go with her to the bus stop.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "offer" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>immediately</u></p> <p>(show the card)</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If you do your work at once without delay, we say that you do it <u>immediately</u>.</li> <li>- You are doing your arithmetic exercise. If you want to get the answer <u>immediately</u>, use a calculator. It's quicker.</li> <li>- If your house catches fire, you must call the fire station <u>immediately</u>.</li> <li>- What does "immediately" mean in Thai?</li> </ul>	<ul style="list-style-type: none"> <li>- ใ้, เ้</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul> <ul style="list-style-type: none"> <li>- อ่างวดแ้ว, ันทันใจ</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What part of speech is it?</li> <li style="padding-left: 40px;"><u>pay attention to</u></li> <li style="padding-left: 40px;">(show the card)</li> <li>- Listen (pronounce the card twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- You like football very much so you <u>pay attention</u> to it. You read books about how to be a good football player and watch football matches on T.V.</li> <li>- Most students at the back of the class do not <u>pay attention</u> to what the teacher is saying. They are talking.</li> <li>- Dang got A in English because he <u>paid attention</u> to it both in class and at home.</li> </ul>	<ul style="list-style-type: none"> <li>- It's an adverb.</li> <li style="padding-left: 40px;">- (listen)</li> <li style="padding-left: 40px;">- (repeat)</li> <li style="padding-left: 40px;">- (spell)</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "pay attention to" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p><u>Past Continuous + when + Pas Simple</u> &lt;Stick up the chart&gt;</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>Suda was doing her homework when I arrived at school.</p> </div> <ul style="list-style-type: none"> <li>- Class, read this sentence.</li> <li>- This sentence comes from two sentences. Can you tell me what they are?</li> <li>- Good, what tenses are they?</li> <li>- Where is "when" in this sentence?</li> <li>- Yes, when we combine two events in the past with "when", we usually place "when" in front of the Past Simple.</li> <li>- Now look at this sentence. &lt;stick up the chart&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- ให้ความสนใจ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- Suda was doing her homework</li> <li>- I arrived at school.</li> <li>- Past Continuous and Past Simple.</li> <li>- In front of the Past Simple</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p style="border: 1px dashed black; padding: 5px; display: inline-block;">When I arrived at home, Suda was doing her homework.</p> <ul style="list-style-type: none"> <li>- The two sentences have the same meaning, but where is "when"</li> <li>- Yes, we can place "when" at the beginning but it's still in front of the Past simple.</li> <li>- Class, look at these sentences.               <ul style="list-style-type: none"> <li>- Someone knocked at the door.</li> <li>- He was taking a bath.</li> </ul> </li> <li>- What would the sentence be like if we combined them with "when".</li> </ul>	<ul style="list-style-type: none"> <li>- At the beginning of the sentence.</li> <li>- He was taking a bath when someone knocked at the door.</li> <li>or When someone knocked at the door, he was taking a bath.</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now two of you, combine these sentences.</p> <ol style="list-style-type: none"> <li>Dang arrived home. <ul style="list-style-type: none"> <li>His sister was watching TV.</li> </ul> </li> <li>I reached school this morning. <ul style="list-style-type: none"> <li>They were doing their homework.</li> </ul> </li> </ol> <p><u>Practice</u></p> <p>- Class, at the beginning of the period I told you that today we will read about a strange event at a party. Can you remember?</p> <p>- Can you guess what kind of text structure it is?</p> <p>- OK, to make sure please read this passage quickly and tell me what kind of text structure it is. &lt;Distribute the reading sheet&gt;</p>	<p>- &lt;combine the sentences on the chalkboard&gt;</p> <p>- Yes.</p> <p>- &lt;answer&gt;</p> <p>- &lt;read silently&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What kind of text structure is this passage) &lt;Ask and guide them with questions if the answer is wrong&gt;</li> <li>- Why do you think it is a narrative text story?</li> <li>- Yes, because it tells about events that happened in the story. Can you draw a diagram of the narrative story map? &lt;Ask some students to draw it&gt;</li> <li>- Now, look at the diagram &lt;show it on the overhead projector&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative.</li> <li>- เพราะเป็นการเล่าเรื่องราวเกิดอะไรขึ้นในงานข่าว</li> <li>- &lt;draw a diagram&gt;</li> <li>- &lt;look and draw&gt;</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- To make a story map what will we do first?</li> <li>- Right. &lt;write "Main idea"&gt; What's the next step?</li> </ul>	<ul style="list-style-type: none"> <li>- Find the main idea.</li> <li>- Find the major events.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- But in this kind of text structure we must find the characters. &lt;Write "Characters"&gt;</li> <li>- Then what will we do next?</li> <li>- Details are the sequence of events that happens to the characters. So you have to relate the important events from the beginning to the end.</li> <li>- Now, look at the passage. What do you think the main idea of this passage is? &lt;Have them show ideas then choose the one that most of them accept&gt;</li> <li>- Who's the character?</li> <li>- Now, do the group work. Read the passage then draw a complete story</li> </ul>	<ul style="list-style-type: none"> <li>- Find the details.</li> <li>- &lt;show the ideas&gt;</li> <li>- John.</li> <li>- &lt;do the group work&gt;</li> </ul>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>map. &lt;Divide the students into groups of five&gt;</p> <p>- &lt;Have some groups show their story maps, change or add information&gt;</p> <p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <p>- Please do the test within ten minutes. Choose the best answers then mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>- Class, please use your map to summarize the story in five lines.</p>	<p>- &lt;draw the story map, correct their individual maps&gt;</p> <p>- &lt;do the test&gt;</p> <p>- &lt;summarize the story in a notebook&gt;</p>	

Lesson Plan 11 (การบรรยายเรื่อง)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from Practice in Comprehension page, 61  
 Aids : Reading sheet, card.  
 Assumption : Students already knew the structure of possessive pronoun and some words like; rooster, immediately, steal.

Objective	Procedure		Evaluation
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map showing the order of events from the passage.</p>	<p><u>Presentation</u></p> <p>- Have you ever read or watched cartoons about the fox?                      - Can you tell me about it briefly?                      Mr A.                      - Thank you, Mr.A.</p>	<p>- Yes, /No.                      - &lt;tell the story&gt;</p>	<p>1. Students draw a map after reading the passage.                      2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of excellent, flatter, trick, victim.</p>	<p>- Do you like the fox?                      - Why?                      - Today we will read a story about a fox.                      - Now, let's learn some new words.</p>	<p>- Yes / No                      - &lt;give reasons&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of Indirect Question with wonder if....</p> <p>3. Students are able to tell the meaning of words that are referred to.</p>	<p><u>excellent</u> (show the word)</p> <p>- Class, listen (pronounce the word twice)</p> <p>- Now repeat.</p> <p>- Spell it, please.</p> <p>- Thai people know Piyaphong because he is an <u>excellent</u> football player.</p> <p>- Did you watch "Boon Chu5"? It's an <u>excellent</u> film. Everyone likes it.</p> <p>- Thongchai Macintai is <u>excellent</u> both at acting and singing.</p> <p>- What does "excellent" mean in Thai"</p> <p>- What part of speech is it?</p>	<p>- (listen)</p> <p>- (repeat)</p> <p>- (spell)</p> <p>- เก่งมาก, ดีมาก</p> <p>- It's an adjective.</p>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>flattered</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If the teacher says that you're a good student, you will feel <u>flattered</u> to hear that.</li> <li>- Mother was <u>flattered</u> to hear the the teacher said many good things about her son.</li> <li>- I was <u>flattered</u> by the invitation to speak at the party.</li> <li>- What does "flattered" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p><u>trick</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ก้มใจ, ดีใจ</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- The boy shouted for help. The people came to help him but there wasn't anything wrong. The boy <u>tricked</u> them.</li> <li>- She is a rich woman. Her friend wanted some money from her. He <u>tricked</u> her and got the money.</li> <li>- He <u>tricked</u> her into marrying him by pretending that he was rich.</li> <li>- What does "trick" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>victim</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- There was a big flood in Surat Thani. A lot of people were died. They were the <u>victims</u> of the flood.</li> </ul>	<ul style="list-style-type: none"> <li>- หลอกหลวง, ทำอุบาย</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- There is a car accident in the street. The ambulance is taking the <u>victims</u> of the accident to hospital.</li> <li>- He is the <u>victia</u> of his brother's anger.</li> <li>- What does "victim" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>wonder if.</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>He wonders something. "Is she a rich woman"?</p> </div> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read these sentences after me.</li> <li>- If I wonder about something it means I want to know about it.</li> <li>- Now look at the two sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- เหยื่อ, ผู้ประสบภัย</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What kind of sentence is the second sentence?</p> <p>- Is it "wh_" question?</p> <p>- We can make a new sentence from the two sentences. &lt;stick up the card&gt;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>He <u>wonders</u> if she is a rich woman</p> </div> <p>- Read this sentence.</p> <p>- What happens in this sentence?</p> <p>- Now, look at these sentences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I <u>wondered</u> something. "Does she work hard?"</p> </div> <p>- What's the tense of the first and the second sentence?</p>	<p>- No, it's "yes" or "no" question.</p> <p>- &lt;read&gt;</p> <p>- 1. เพิ่ม if หลัง wonders</p> <p>2. เปลี่ยนประโยคคำถามเป็นบอกเล่า</p> <p>- Past tense and present tense.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- If we rewrite them to make a sentence, it will be like this:-</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I wondered <u>if</u> she worked <u>hard</u>.</p> </div> <p>- Read it, please.</p> <p>- What happens in this sentence?</p> <p>- What's the tense?</p> <p>- What kind of sentences before are combine them?</p> <p>- Now, rewrite these sentences beginning with the given words.</p> <p>1. "Have you a brother and a sister?" &lt;I wonder&gt;</p> <p>- Class, please do it. What's the answer?</p>	<p>- &lt;read&gt;</p> <p>- 1. เติม if หลัง wondered</p> <p>2. เปลี่ยนประโยคคำถามเป็นประโยคบอกเล่า</p> <p>3. เปลี่ยน tense ของ กิษา ให้เหมือนกับ tense ของ กิษาคำแรก</p> <p>- ประโยคบอกเล่ากับ ประโยคคำถามที่ขึ้นต้นด้วยกิษาช่วย</p> <p>- I wonder if you have a brother and a sister</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good, now three of you do these sentences.</p> <p>2. "do they speak English?" &lt;He wondered&gt;</p> <p>3. "Is the boy happy with his new school?" &lt;My father wondered&gt;</p> <p>4. "Does he know the truth?" &lt;I wonder&gt;</p> <p><u>Practice.</u></p> <p>- Class, what kind of story map did you draw last period?</p> <p>- Can you draw a diagram of a narrative story map? &lt;Have one student draw the diagram&gt;</p> <p>- Can you explain how to make this story map? &lt;Have some students explain it to the class&gt;</p>	<p>- &lt;write them on the chalkboard&gt;</p> <p>- Narrative.</p> <p>- &lt;answer&gt;</p> <p>- &lt;draw the diagram&gt;</p> <p>- &lt;answer&gt;</p> <p>- &lt;explain how to make a narrative story map&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- &lt;Distribute the reading sheet&gt; Now, read this passage quickly and tell me what kind of text structure it is.</li> <li>- What kind of text structure is this passage? &lt;Ask and guide them with questions if the answer is wrong.</li> <li>- Why do you think it is a narrative text story?</li> <li>- Now read this passage again and find out the main idea. Please do it in groups of five. &lt;Divide them into groups of five&gt;</li> <li>- What's the main idea of this passage? &lt;Ask each group to answer and then choose the one that most of them accept&gt;</li> <li>- Now, do the pair work. Read the passage again then draw a story map</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read silently&gt;</li> <li>- Narrative.</li> <li>- &lt;give reasons&gt;</li> <li>- &lt;do the group work&gt;</li> <li>- &lt;show the main idea of each group&gt;</li> <li>- &lt;do the pair work&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- &lt;Have some pairs show their story maps, change or add information&gt;</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test within ten minutes.</li> </ul> <p style="text-align: center;"><u>Transfer</u></p> <p>&lt;Have the students do the strip story&gt;</p> <ul style="list-style-type: none"> <li>- &lt;Divide the students into groups of five&gt;</li> <li>- Class, please arrange the given sentences to make a story about the fox.</li> <li>- &lt;Have each group read the story&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;draw the story map, correct their individual maps.&gt;</li> </ul> <ul style="list-style-type: none"> <li>- &lt;do the test&gt;</li> </ul> <ul style="list-style-type: none"> <li>- &lt;do the activity&gt;</li> <li>- &lt;read their story&gt;</li> </ul>	

จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 12 (การบรรยายเรื่อง)

Class : M.S. 3  
 Number of Students : 40  
 Content : Adapted from Practice in Comprehension page, 48  
 Aids : Reading sheet, card.  
 Assumption : Students have already known the structure of past tense and some words like cover, branch, hard

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to draw a map concluding the events from the passage.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of the new words.</p>	<p><u>Presentation</u></p> <p>- Has anyone ever been to a zoo?                      - Please tell me the name of an animal which you like best.                      - Do you know the giraffe?                      - What's the giraffe like?                      - Do you know why giraffes have long necks?                      - Today we will read a passage about giraffes.                      - Now, let's learn the new words.</p>	<p>- &lt;show their hands&gt;                      - &lt;tell an animal's name&gt;                      - &lt;answer&gt;                      - &lt;answer&gt;                      - &lt;answer&gt;</p>	<p>1. Students draw a story map after reading the passage                      2. Students do the comprehension test.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to recognize and correctly use of to be + able to</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>feed on</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Class, listen (pronounce the word twice.</li> <li>- Now repeat.</li> <li>- Spell it.</li> <li>- Tigers and lions like to eat meat as their food. We can say that tigers and lions <u>feed on</u> meat.</li> <li>- Some people <u>feed on</u> vegetables and fruit, because they don't eat meat. They take vegetables and fruit as their food.</li> <li>- Cows feed on grass. They don't eat meat.</li> <li>- What does "feed on" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> <li>- กินเป็นอาหาร</li> <li>- It's a verb.</li> </ul>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Climate</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Climate is the condition of weather in a place.</li> <li>- The <u>climate</u> of countries in the equator area is hot and wet but the <u>climate</u> in the antarctic area is very cold.</li> <li>- China has colder <u>climate</u> than Thailand.</li> <li>- Hot <u>climate</u> is good for many kinds of fruit in Asia.</li> <li>- What does "climate" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- สภาพภูมิอากาศ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>disappear</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it.</li> <li>- While I was walking home at night, I saw a girl under a tree. When I walked nearer, she <u>disappeared</u>. She was not there any longer. She must have been a ghost.</li> <li>- When the sun <u>disappears</u> from the sky, the night begins.</li> <li>- The book <u>disappeared</u> from the shelf two days ago. I don't know who took it.</li> <li>- What does "disappear" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- หายไป</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>adapt</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- To adapt is to change for a new use or situation. For example, I <u>adapt</u> a wooden box to make a bird house.</li> <li>- When you go to a new country, like America, you must <u>adapt</u> yourself to new weather and customs.</li> <li>- Suporn came back from America because she did not like the food and the weather there. She couldn't <u>adapt</u> herself to that country.</li> <li>- What does "adapt" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ปรับ, ดัดแปลง</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>environment</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Environment is everything around us. Classrooms, friends , roads, buildings, forests, ... this is the environment.</li> <li>- Giraffes can live because they adapted themselves to the <u>environment</u>.</li> <li>- There is a program called " Pha see khram" an channel 7. It's about the <u>environment</u>.</li> <li>- What does "environment" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- สิ่งแวดล้อม</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>to be + able to</u></p> <p>A giraffe <u>can</u> find food in tall trees.</p> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read this sentence.</li> <li>- Look at the word "can". We can rewrite this sentence by using</li> </ul> <p><u>to be - able to</u></p> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Look at this sentence.</li> </ul> <p>A giraffe <u>is able to</u> find food in tall trees.</p>	<p>- &lt;read&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Read it, please.</li> <li>- We can use "to be able to" in place of "can"</li> <li>- Now look at this sentence. &lt;stick up the card&gt;</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>He could speak German when he was ten.</p> </div> <ul style="list-style-type: none"> <li>- Class, what tense is this sentence?</li> <li>- Good, rewrite it please.</li> <li>- However, we can't use "to be able to" in place of "can" or "could" if it is a sentence for asking permission, like this:-</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- Past tense.</li> <li>- He was able to speak German when he was ten.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Could I borrow your bicycle? Can</p> </div> <p>&lt;stick up the card&gt; Now, two of you rewrite these sentences on the chalkboard.</p> <ol style="list-style-type: none"> <li>1. Bees can find food quickly.</li> <li>2. When he was younger, he could play golf very well.</li> </ol> <p style="text-align: center;"><u>Practice</u></p> <p>- I told you at the beginning of the period that today you will read a passage about giraffes. Can you guess what text structure it is?</p>	<p>- &lt;rewrite them on the chalkboard&gt;</p> <p>- &lt;answer&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What do you think it is to do with giraffes?</li> <li>- To check if your ideas are right or wrong, please read this passage in groups of five. &lt;Distribute the reading sheet&gt;</li> <li>- What text structure is this passage? &lt;Ask each group, if the answer is wrong, guide them with questions&gt;</li> <li>- What does the passage tell us about giraffes? &lt;Ask each group, then have students choose the best conclusion&gt;</li> <li>- Class, can you remember the diagram of a narrative story map?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;show ideas&gt;</li> <li>&lt;read silently&gt;</li> <li>- Narrative.</li> <li>- &lt;show the conclusion and choose the best one&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, read this passage again in pairs. Then use the important information to make a story map.</p> <p>- &lt;Have some pairs present their story map, add or change information&gt;</p> <p><u>Evaluation</u> &lt;Distribute the reading test&gt;</p> <p>- Please do this test within ten minutes.</p> <p><u>Transfer</u> &lt;Have the students make at least five sentences about giraffes using any ideas they like.&gt;</p>	<p>- &lt;do the pair work&gt;</p> <p>- &lt;present the story map, correct their individual maps&gt;</p> <p>- &lt;do the test&gt;</p> <p>- &lt;write about giraffes&gt;</p>	





แผนการสอนโดยใช้การอภิปราย

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

(Discussion)

Lesson Plan 1

Class : M.S. 3  
Number of Students : 40  
Content : "Telling Lies" in Wordland Book I, Unit 2, page 7  
Aids : Card, Work sheet, Chart.  
Assumption : Students already knew the structure of the present tense and some words like brave, honest, sorrow

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to discuss and summarize what the passage is about.</p>	<p><u>Presentation</u></p> <p>- Have you ever stolen some money from your mother?</p> <p>- Suppose you stole your mother's money and she asked if you took it.</p> <p>- Will you tell her the truth?</p>	<p>- Yes./No.</p> <p>- No.</p>	<p>1. Students discuss the story after reading the passage.</p> <p>2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students must be able to pronounce and tell the meaning of tell lies, courage, greed pretend, shame.</p>	<p>- Why?</p> <p>- Today we will read an interesting passage but first of all let's learn some new words.</p>	<p>- กล้ากล้าโทษ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
2. Students must be able to use the pattern of Verb + ing as "a subject."	<p><u>tell lies.</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen "tell lies" "tell lies"</li> <li>- Now repeat after me "tell lies"</li> <li>- Please spell it.</li> <li>- Most children will not accept that they stole some money from their mothers. They are afraid that their mothers will punish them so they <u>tell lies.</u></li> <li>- I have twenty baht in my pocket. My friend asks me how much money I have. If I answer him I have five baht, I <u>tell a lie.</u></li> <li>- You did not do your homework. If I ask you about it and you say you did it, you <u>tell a lie.</u></li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- &lt;listen&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "tell lies" mean?</li> <li>- What part of speech is it?</li> </ul> <p><u>Courage</u> &lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- &lt;Pronounce it twice&gt;</li> <li>- Now repeat after me "courage".</li> <li>- Spell it please</li> <li>- If you tell your mother the truth that you stole her money, it shows that you have <u>courage</u>. You are not afraid that she will punish you.</li> <li>- Tom always asks the teacher when he doesn't understand what she says. Students should have the</li> </ul>	<ul style="list-style-type: none"> <li>- พูดโกหก, พูดเท็จ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell it&gt;</li> <li>- &lt;listen&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>courage</u> to ask the teacher when they don't understand the lesson.</p> <p>- My father showed <u>great courage</u> when he saved my sister from the burning house.</p> <p>- What does "courage" mean?</p> <p>- What part of speech is it? Why?</p> <p>- Is it a countable or uncountable noun?</p> <p><u>Greed</u>            &lt;Show the card&gt;            - Listen. &lt;Pronounce the word twice&gt;            - Now repeat after me "greed"            - Spell it, please.</p>	<p>- ความกล้า</p> <p>- It's a noun, because it can come after "the"</p> <p>- It's an uncountable noun.</p> <p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- People who are rich but they want to be richer. We say that they have <u>greed</u>.</li> <li>- Because of <u>greed</u> the dog let the small piece of meat fall from his mouth, because he wanted a bigger piece.</li> <li>- If you have <u>greed</u>, you will never have enough things.</li> <li>- What does "greed" mean?</li> <li>- What part of speech is it? Why?</li> <li>- Is it countable or uncountable.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- ความโลภ</li> <li>- It's a noun, because it's the object of "have"</li> <li>- It's uncountable.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Pretend</u>            &lt;Show the card&gt;            - Listen. &lt;Pronounce the word twice&gt;            - Now repeat after me "pretend".            - Spell it, please            - Dang doesn't want to go to school so he <u>pretends</u> to be ill.            - Students are talking but when they hear the sound of walking, they <u>pretend</u> to read books.            - I saw Dang at the shopping centre yesterday. I knew that he saw me but he <u>pretended</u> not to see me.            - What does "pretend" mean?            - What part of speech is it?</p>	<p>- &lt;listen&gt;            - &lt;repeat&gt;            - &lt;spell&gt;            - &lt;listen&gt;            - แกล้งทำ            - It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Shame.</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen, &lt;Pronounce the word twice&gt;</li> <li>- Now repeat after me "shame"</li> <li>- Spell it, please.</li> <li>- You feel stame, if people know that you stole some money.</li> <li>- Girls who have no <u>shame</u> can wear strange clothes, such as jeans with holes arround them.</li> <li>- He has no <u>shame</u> to tell his girl-friend that he fails in the examination.</li> <li>- What does "shame" mean?</li> <li>- What part of speech is it? Why?</li> <li>- Is it countable?</li> <li>- Class, what am I doing?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- &lt;listen&gt;</li> <li>- ความอาย</li> <li>- It's a noun because it's the object.</li> <li>- No, it's uncountable.</li> <li>- Walking</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Yes, walking makes me strong.</li> <li>- &lt;pretend to sleep&gt;.</li> <li>What am I doing now?</li> <li>- Right, sleeping is good for my health.</li> <li>&lt;stick the chart&gt;</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p><u>Sleeping</u> is good for my health.  <u>Walking</u> makes me strong.  <u>Stealing</u> is bad.</p> </div> <ul style="list-style-type: none"> <li>- Class, read these sentences.</li> <li>- Are the underlined words verbs in these sentences?</li> <li>- Which words are verbs?</li> <li>- Yes, then what are the underlined words.</li> <li>- What's the form of them?</li> </ul>	<ul style="list-style-type: none"> <li>- Sleeping</li> <li>- &lt;read&gt;</li> <li>- No.</li> <li>- Is, and make.</li> <li>- Subject.</li> <li>- Verb + ing.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- That's right. "Verb + ing" can be used as a subject. Now, three of you come out and write 3 sentences using "Verb + ing" as the subject.</p> <p><u>Practice.</u> &lt;Distribute the reading sheet&gt;</p> <p>- Class, work in groups of five. Each group has to read the passage quickly. Try to move your eyes quickly over the words then discuss what the passage is about.</p> <p>- Class, what's the passage about? &lt;Have each group show the results of their discussion&gt;</p>	<p>- &lt;write 3 sentences&gt;</p> <p>- &lt;do the group work&gt;</p> <p>- &lt;answer&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Class, which do you think is the best conclusion? Why? (Have them discuss and choose the conclusion that everyone accepts)</p> <p>- Now, I want you to do some pair work. Each pair has to read the passage carefully and discuss the answers to these questions.</p> <ol style="list-style-type: none"> <li>1. Why does a child lie?</li> <li>2. Why does a fruit-seller lie?</li> <li>3. Why do some people pretend to be rich?</li> <li>4. What do lies bring us in the end?</li> <li>5. What does "He" in line 4 refer to?</li> </ol>	<p>- (answer and give reason)</p> <p>- do the pair work.</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- &lt;Have the representatives of each pair present the results of their discussion, then correct their answers.&gt;</p> <p><u>Evaluation</u> &lt;Distribute the reading comprehension test to the students&gt;</p> <p>- Now do the reading test. Choose the best answer and mark it on the answer sheet.</p> <p><u>Transfer</u> - Class, please rewrite the story briefly. Try to use your own words</p>	<p>- &lt;present the results of discussion, discuss if they don't accept the answer&gt;</p> <p>- &lt;do the test&gt;</p> <p>- &lt;rewrite the story&gt;</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 2

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from Objective English and Revision  
 for L.C.L., page 38  
 Aids : Reading sheet, card, overhead projector.  
 Assumption : Students already knew the structure of past tense  
 and some words like company, factory, garage.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to discuss and show their opinions about the story.	<u>Presentation</u> - Does anyone have some work to do after school? What is it? - What do you want to be after you finish studying? - Do you want to be rich?	- Yes, No. - <answer> - <answer> - Yes.	1. Students discuss the story after reading the passage. 2. Students do the comprehension test.

Objective	Procedure		Evaluation
	Teacher	Students	
2. Students are able to use the pattern of used to + V1	<p><u>Experience</u> (Show the card)</p> <ul style="list-style-type: none"> <li>- Class, listen "experience" "experience"</li> <li>- Now repeat after me "experience"</li> <li>- Spell it, please.</li> <li>- Experience means knowledge or skill that you have by doing and seeing things. For example, Dang has worked in a bakery for three years. Now she can make many kinds of cake or bread because she has much <u>experience</u> in this work.</li> <li>- My first trip to Japan was an exciting <u>experience</u>.</li> <li>- The car accident was a bad <u>experience</u>. for Somsri.</li> <li>- What does "experience" mean?</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- &lt;repeat&gt;</li> <li>- &lt;Spell&gt;</li> <li>- ความชำนาญ, ประสบการณ์</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- What part of speech is it? Why?</p> <p><u>Repair</u> &lt;Show the card&gt;</p> <p>- Listen &lt;Pronounce the word twice&gt;</p> <p>- Now, repeat after me "repair"</p> <p>- Spell it, please.</p> <p>- If you make things that do not work work again, it means that you <u>repair</u> them. For example, the television does not work. It has no sound and picture. You must ask the technician to <u>repair</u> it.</p> <p>- Somboon works in the radio shop. He can repair his radio when it doesn't work.</p>	<p>- It's a noun because it's after "a, an" and adjective.</p> <p>- &lt;Listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;Spell&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- The workmen are repairing the broken water pipe.</li> <li>- What does "repair" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Employ</u></p> <p style="text-align: center;">&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;Pronounce the word twice&gt;</li> <li>- Now, repeat after me "employ"</li> <li>- Spell it, please.</li> <li>- When you <u>employ</u> someone it means you ask him to work for you and he will get some money for his work.</li> <li>- Last year the car factory had only ten workers but this year it became a large factory. It has to <u>employ</u> more workers.</li> </ul>	<ul style="list-style-type: none"> <li>- ซ่อม, แก้</li> <li>- It's a verb.</li>   <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Daw is <u>employed</u> as my father's secretary.</li> <li>- My brother <u>employed</u> six men to work in the garden.</li> <li>- What does "employ" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Success</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;Pronounce the word twice&gt;</li> <li>- Now, repeat after me "success".</li> <li>- Spell it, please.</li> <li>- Success means you get what you want. For example you want to be a football player for your school team, so you practise everyday. Then you get the <u>success</u>. One day you become one of the school team.</li> </ul>	<ul style="list-style-type: none"> <li>- จ้างคนทำงาน</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Arisum can sing very well, and he had great <u>success</u> with his second cassette.</li> <li>- I try to find a job, but I don't get the <u>success</u>.</li> <li>- What does "success" mean?</li> <li>- What part of speech is it? Why?</li> </ul> <p style="text-align: center;"><u>Used to - infinitive</u></p> <ul style="list-style-type: none"> <li>- When I was a student, I <u>used to</u> study at Wat Pa and I <u>used to</u> play basketball for the school team. Now I don't study at Wat Pa and I don't play basketball.</li> <li>- My father <u>used to</u> smoke cigarettes when he was sixty years old. Now he is very old and he doesn't smoke cigarettes.</li> </ul> <p>&lt;Stick the chart&gt;</p>	<ul style="list-style-type: none"> <li>- คำว่าสำเร็จ</li> <li>- It's a noun because it's after "the"</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>My father</p> <p>I</p>	<p>used to</p> <p>smoke cigarettes.</p> <p>play basketball.</p>	
	<ul style="list-style-type: none"> <li>- Class, read these sentences.</li> <li>- What does "used to" mean?</li> <li>- What form is it?</li> <li>- Right, they are infinitives.</li> <li>- Now look at this sentence. (write on the chalkboard)</li> <li>&lt;Sue drank coffee, but she doesn't now.</li> <li>- We can rewrite it by using "used to"</li> <li>- Class, what's the right sentence?</li> <li>- Very good. Now three of you rewrite these sentences.</li> <li>1. Suda loved my brother, but she doesn't now.</li> </ul>	<ul style="list-style-type: none"> <li>- (read)</li> <li>- ใช้</li> <li>- กริยาช่องหนึ่ง</li> <li>- Sue <u>used to</u> drink</li> <li>- (rewrite on the chalkboard).</li> </ul>	





Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, do the pair work. Each pair has to read the passage carefully and discuss the answers of these questions.</p> <ol style="list-style-type: none"> <li>1. To whom did Jim tell his story?</li> <li>2. What did Jim do when he was a boy?</li> <li>3. How did he come to own a small garage?</li> <li>4. What was Jim after the war?</li> <li>5. Why did Jim employ more people?</li> <li>6. What did Jim feel while he was telling his story?</li> </ol> <p>- &lt;Have some students answer the questions, correct them&gt;</p> <p>- Class, what kind of a man do you think? Why? Please discuss in groups of five.</p> <p>- &lt;Have each group show the result of discussion&gt;</p>	<p>- &lt;do the pair work&gt;</p> <p>- &lt;answer questions&gt;</p> <p>- &lt;discuss in groups&gt;</p> <p>- &lt;Show the result of discussion&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>&lt;Distribute the reading comprehension test to the students&gt;</p> <p>- Now do the reading test. Choose the best answers and mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>- &lt;Have the students retell Jim's story in front of the class.&gt;</p>	<p>- &lt;do the test&gt;</p> <p>- &lt;retell the story&gt;</p>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 3

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from "Salmon" Reading for Concept, page 68  
 page 38.  
 Aids : Reading sheet, card, real things, picture.  
 Assumption : Students already knew the structure of present tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students are able to discuss the major events of the story.	<u>Presentation</u> - Class, who can swim? Please show your hands. - Where do you usually swim, in the river, in the sea or in the swimming pool? - Is it defferent swimming in the sea and in the river? Why?	- <show their hands> - <answer> - <give reasons>	1. Students discuss the story reading the passage 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of trip, float, fresh water, and stream.	- Today we will read a story about one kind of fish. - Now, look at the new words.		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the structure of while + continuous tense.</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>Trip</u>            (Show the card)            - Class, listen.            (pronounce the word twice)            - Now, repeat after me "trip"            - Spell it, please.            - If you go to Bangsaen by car or by bus at the weekend, we say that you take <u>a trip</u> to Bangsaen.            - John and Mary went on a boat trip down the Chao Praya River.            - They are taking a trip to America this summer.            - We will make a day trip to Ayutthaya by boat next week.            - What does "trip" mean?            - What part of speech is it?</p>	<p>- (listen)            - (repeat)            - (spell)            - การเดินทาง            - It's a noun.</p>	





Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Fresh water.</u> (Show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now, repeat after me "fresh water"</li> <li>- Spell it.</li> <li>- (Show a glass of water) What's in this glass?</li> <li>- Right. It's fresh water. It isn't sea water. Water in the river is <u>fresh water</u>, but water in the sea is sea water.</li> <li>- We drink <u>fresh water</u> when we feel thirsty.</li> <li>- Gold fish live in <u>fresh water</u> but dolphins live in sea water.</li> <li>- What does "fresh water" mean?</li> </ul>	<ul style="list-style-type: none"> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> <li>- Water.</li> <li>- น้ำจืด</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Stream</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- &lt;Show a picture&gt; What's this?</li> <li>- Yes, it's a small river. We call it a <u>stream</u>.</li> <li>- It always has <u>streams</u> after a heavy rain.</li> <li>- Children like to swim and play in the <u>stream</u>.</li> <li>- Small fish like to live in the stream.</li> <li>- What does "stream" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- It's a river.</li> <li>- ลำธาร, ลำห้วย</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	While + continuous tense.		
	They swim far away while they are growing.		
	<p>&lt;stick the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read this sentence.</li> <li>- This sentence comes from two sentences.</li> <li>- Can you break them?</li> <li>- Good. We use "while" to combine them.</li> </ul> <p>What tenses are the two sentences?</p> <ul style="list-style-type: none"> <li>- Right. Now look at this sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- They swim far away.</li> <li>- They are growing.</li> <li>- Present simple and present continuous.</li> </ul>	
	He saw a snake <u>while</u> he was walking to school.		
	<ul style="list-style-type: none"> <li>- Can you break it into two sentences?</li> </ul>	<ul style="list-style-type: none"> <li>- He saw a snake.</li> <li>He was walking to school.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Good. Can you tell me the tenses of these sentences ?</li> <li>- Right. Tell me how to use "while" in a sentence , please.</li> <li>- Good. What is the tense of the clause behind "while"</li> <li>- Yes, if the main clause is Present simple the clause behind "while" will be Present continuous but if it is Past simple the following clause will be Past continuous.</li> <li>- Now look at this sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Past simple and past continuous.</li> <li>- "While" is used to combine sentences.</li> <li>- Continuous tense.</li> </ul>	
	<p>While he was walking home, he saw a snake.</p>		
	<ul style="list-style-type: none"> <li>- Where is "while" in this sentence?</li> <li>- Right. We can place "while" at the beginning of a sentence, too.</li> </ul>	<ul style="list-style-type: none"> <li>- At the beginning.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now combine these sentences using "while"</p> <ol style="list-style-type: none"> <li>1. They usually do their work. - The sun is shining.</li> <li>2. He was crossing the bridge. - He dropped something.</li> <li>3. You phoned. - We were having dinner.</li> <li>4. I often see her. I am walking to school</li> </ol> <p>- Four of you, please write the sentences on the chalkboard.</p> <p><u>Practice</u> &lt;Distribute the reading sheet&gt;</p> <p>- Class, please read this passage quickly and try to find out what it is about . Please finish it in three minutes.</p>	<p>- &lt;write the sentences on the chalkboard&gt;</p> <p>- &lt;read sitently&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Class, what's this passage about? &lt;Have them discuss&gt;</li> <li>- Now, do the pair work. Each pair has to read the passage carefully and discuss the answers to these questions.               <ol style="list-style-type: none"> <li>1. What do salmon do after they are born?</li> <li>2. What do they do when they grow up?</li> <li>3. Before they die, what do they do?</li> <li>4. What does "home again" &lt;line 10&gt; mean?</li> </ol> </li> <li>- &lt;Have some students answer the questions, correct them&gt;</li> <li>- Class, do you think salmon are strange fish? Why?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;discuss&gt;</li> <li>- &lt;do the pair work&gt;</li> <li>- &lt;answer questions&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Have you ever read about another strange fish?            What is it? Please discuss them in your group. &lt;Divide students into groups of five&gt;</p> <p>- &lt;Have each group present the results of their discussion&gt;</p> <p><u>Evaluation</u>            &lt;Distribute the reading comprehension test to the students&gt;</p> <p>- Now do the reading test. Choose the best answers and mark them on the answer sheet.</p>	<p>- &lt;discuss in the group&gt;</p> <p>- &lt;present the result of discussion&gt;</p> <p>- &lt;do the test&gt;</p>	

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 จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>- &lt;Have the students do the strip story&gt;</p> <p>Class; I'll divide you into groups of five. Each group has to arrange sentences on pieces of paper to make a story about salmon.</p> <p>- &lt;Have each group read the story.&gt;</p>	<p>- &lt;do the strip story&gt;</p> <p>- &lt;read their story&gt;</p>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 4

Class : M.S. 3  
 Number of Student : 40  
 Content : "Fish on the mountain "Reading for Concepts, page 58  
 Aids : Reading sheet, card, real things.  
 Assumption : Students already knew the structure of past tense, present perfect tense and some words like, shape, earth, bone.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to predict and discuss the story.	<u>Presentation</u> - Has anyone of you ever climbed up a mountain? - What did you find on the mountain? - Did you find seashells or fish bones? - Do you know how they got there?	- Yes/No. - (answer) - Yes/No.	1. Students discuss the story after reading the passage 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of some new words.	- Today we will read a passage about seashells and fish bones on the mountains. - Now let's learn some new words.		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to recognize and correctly use the structure of Passive Voice.</p> <p>3. Students are able to tell the meaning of the words which are referred to.</p>	<p><u>cover</u></p> <p>&lt;Show the card&gt;</p> <p>- Class, listen. &lt;pronounce the word twice&gt;</p> <p>- Now, repeat.</p> <p>- Spell it, please.</p> <p>- Look, I <u>cover</u> my head with a red cloth.</p> <p>- In winter , snow will <u>cover</u> all mountains in Japan.</p> <p>- The painter will <u>cover</u> the floor with newspaper before they start painting the ceiling.</p> <p>- What does "cover" mean in Thai?</p> <p>- What part of speech is it?</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- ครอบคลุม</p> <p>- It's a verb.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>press</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen. &lt;pronounce the word twice&gt;</li> <li>- Now, repeat.</li> <li>- Spell it, please.</li> <li>- What's this? &lt;Show a tape player&gt;</li> <li>- There is a cassette in it. It's Thongchai's cassette. Do you want to listen to his song?</li> <li>- What shall I do to turn it on?</li> <li>- Yes, I have to <u>press</u> the play button.</li> <li>- &lt;put a book on a desk&gt; Look, I'm <u>pressing</u> a book with my hand.</li> <li>- Before you <u>press</u> the light switch make sure that your hand is dry.</li> <li>- What does "press" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A tape player.</li> <li>- Yes.</li> <li>- กด play.</li> <li>- กด, บีบ</li> <li>- It's a verb.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Which is the doer?</li> <li>- Do the two sentences have the same meaning.</li> <li>- Now, look at how to change the first sentence to the second one.</li> <li>- First, what do we put at the beginning of the new sentence?</li> <li>- Second, what do we do with the verb.</li> <li>- Yes, we change the verb to Verb to + V3., and where do we put the subject of the first sentence "He"?</li> <li>- Yes, so we get "by him" at the end of sentence.</li> <li>- We call the new sentence "Passive Voice".</li> <li>- Now look at this sentence. &lt;Stick the up card&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Him.</li> <li>- Yes.</li> <li>- Object of the first sentence.</li> <li>- "is killed"</li> <li>- After "by" and change it to "him"</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p style="border: 1px solid black; padding: 5px; display: inline-block;">He killed a snake.</p> <ul style="list-style-type: none"> <li>- What tense is it?</li> <li>- Right, class change it into passive voice.</li> <li>- First, what will we do?</li> <li>- Yes, place the Object at the beginning, then what?</li> <li>- So what will we get?</li> <li>- Good, because this sentence is past simple. What's the last step?</li> <li>- Miss B write it on the chalkboard, please.</li> <li>- Now look at the last sentence.</li> </ul> <p style="border: 1px solid black; padding: 5px; display: inline-block;">He can kill a snake.</p>	<ul style="list-style-type: none"> <li>- Past Simple.</li> <li>- Place " a snake" at the beginning.</li> <li>- Change the verb to verb to be + V3</li> <li>- "was killed"</li> <li>- Put "by him at the end"</li> <li>- (write it on the chalkboard)</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What tense is it?</li> <li>- Mr. A make the passive from of this sentence.</li> <li>- &lt;Correct the sentence and explain&gt;</li> </ul> <p style="text-align: center;"><u>Practice</u></p> <ul style="list-style-type: none"> <li>- Class, at the beginning of the period, I told you that today we will read a passage about sea-shells and fish bones on the mountains. Do you think what the passage will tell you about them?</li> <li>- &lt;Distribute the reading sheet&gt;</li> </ul> <p>Class, please read this passage and tell me what the passage explains about the seashells and the fish bones.</p>	<ul style="list-style-type: none"> <li>- Present Simple.</li> <li>- &lt;write in on the chalkboard&gt;</li> <li>- &lt;predict the story&gt;</li> <li>- &lt;read silently&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Class, what does the passage tell us about the seashells and the fish bones?</p> <p>&lt;Have the class draw a conclusion&gt;</p> <p>- Now read the passage again then discuss the following questions in pairs.</p> <ol style="list-style-type: none"> <li>1. Why is it surprising to find the seashells on mountaintops</li> <li>2. How did the seashells get on the mountaintops?</li> <li>3. Why did the seashells and fish bones turn into stone ?</li> <li>4. What is a fossil?</li> <li>5. What does the word "there" line 4 refer to?</li> </ol>	<p>- &lt;discuss&gt;</p> <p>- &lt;discuss in pair&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- &lt;Have some students answer these questions..If their answers are wrong, ask the class to discuss them&gt;</li> <li>- Class, do you think animals or plants that have self body can become the fossils? Why? Please discuss in groups of five.</li> <li>- &lt;Have each group present the results of their discussion&gt;</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test within ten minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;answer the questions&gt;</li> <li>- &lt;discuss in the group&gt;</li> <li>- &lt;present the results of discussion&gt;</li> </ul> <ul style="list-style-type: none"> <li>- &lt;do the test&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>&lt;Have the students rewrite the story&gt;</p> <p>- Class, please write a short paragraph of how the seashells become fossils. Try to use your own words.</p>	<p>- &lt;write a short paragraph&gt;</p>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 5

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from "Accident at Home", Effective Comprehension, page 48-49  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students already knew the structure of passive voice and meaning of some words like, liquid, reach, medicine.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to discuss and classify the major events and the details of the story.</p>	<p><u>Presentation</u></p> <p>- Did anyone use to watch a program called "Sam Phas Thee Hok"?</p> <p>- What was this program about?</p> <p>- Yes, this program teaches people not to be careless in doing things in daily lives.</p>	<p>- &lt;show hands&gt;</p> <p>- Accident.</p>	<p>1. Students discuss the story.</p> <p>2. Students do the comprehension test.</p>
<p><u>Enabling Objective</u></p> <p>1. Students are able to pronounce and tell the meaning of new words, serious, common, strike.</p>	<p>Accidents may happen any minute so we must be careful.</p> <p>- Can you tell me about accidents that often happen to people.</p>	<p>- &lt;name the accidents&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use "although" in the sentence correctly.</p> <p>3. Students are able to tell the meaning of words which they refer to.</p>	<p>- Today we will read a passage about accidents that always happen to children.</p> <p>- Now, let's learn some new words.</p> <p style="text-align: center;"><u>Serious</u></p> <p>&lt;show the card&gt;</p> <p>- Class, listen. &lt;pronounce the word twice&gt;</p> <p>- Now repeat after me.</p> <p>- Spell it, please.</p> <p>- Somchai had a <u>serious</u> accident yesterday. Now he is in the I.C.U. room in a hospital.</p> <p>- Srisuda told me a <u>serious</u> story. Someone stole a daimond ring from her handbag.</p> <p>- He has a serious illness. I don't think he can live very long.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "serious" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Common</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat after me.</li> <li>- Spell it, please.</li> <li>- &lt;Show a picture&gt;</li> </ul> <p>What's in this picture?</p> <ul style="list-style-type: none"> <li>- Yes, it's an apple. Everyone knows it. You all often eat it and see it at the market.</li> <li>- Apples are a <u>common</u> fruit for Thai people now. They are not a strange fruit.</li> </ul>	<ul style="list-style-type: none"> <li>- จริงจัง, ร้ายแรง</li> <li>- It's an adjective.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- An apple</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- It's a <u>common</u> habit for Thai people to say "Pai Nai Ma "when they meet each other, but it's strange for foreigners.</li> <li>- Accidents are quite <u>common</u> on this highway.</li> <li>- What does "common" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Strike.</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat after me.</li> <li>- Spell it, please.</li> <li>- &lt;Show a box of matches&gt; What's this?</li> <li>- Yes. &lt;strike a match&gt; Now, I'm <u>striking</u> a match.</li> </ul>	<ul style="list-style-type: none"> <li>- ชธรรมดา, เกิดขึ้นเสมอ ๆ</li> <li>- It's an adjective.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- It's a box of matches.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- A clock <u>strikes</u> twelve times when it is twelve o'clock.</li> <li>- The car goes down the hill and strike a tree.</li> <li>- What does "strike" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>Although, but</u></p> <ul style="list-style-type: none"> <li>- Look at the two sentences. (stick the cards on the chalkboard)</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>He is rich.</p> <hr style="border: 0; border-top: 1px dashed black;"/> <p>He is unhappy.</p> </div> <ul style="list-style-type: none"> <li>- If we want to combine these sentences, which word will we use?</li> <li>- Yes. Why?</li> </ul>	<ul style="list-style-type: none"> <li>- จุดนี้คือไฟ, คือ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- But</li> <li>- ประโยคแสดงความขัดแย้งกัน</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- The two sentences have the same meaning. What does "although" mean?</p> <p>- Good. Now look at this sentence. &lt;stick up the card&gt;</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>My car is old, but it runs well.</p> </div> <p>- Can you change this sentence so that you use "although" instead of "but"?</p> <p>- Good. &lt;stick up the cards&gt;</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>Although my car is old, it runs well My car runs well although it is old.</p> </div> <p>- Look at the second sentence. Where's "although"?</p>	<p>- แม้ว่า, ถึงแม้ว่า</p> <p>- Yes.</p> <p>- Although my car is old, it runs well.</p> <p>- In the middle of the sentence.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- OK. Can you tell me how to use "although"?</li> <li>- Where can we place it?</li> <li>- Right. Now three of you use "although" in stead of "but" in the following sentences.               <ol style="list-style-type: none"> <li>1. He worked hard, but he failed.</li> <li>2. She is poor, but she is happy.</li> <li>3. It's expensive, but I'll buy it</li> </ol> </li> </ul> <p style="text-align: center;"><u>Practice</u></p> <p>&lt;Distribute the reading sheet&gt;</p> <ul style="list-style-type: none"> <li>- Class, please read this passage quickly and try to find out what it is about.</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, to combine sentences that have contrasted meaning.</li> <li>- At the beginning or in the middle of a sentence.</li> <li>- &lt;Write on the chalkboard&gt;</li> </ul> <ul style="list-style-type: none"> <li>- &lt;read silently&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What's the passage about? &lt;Have the students discuss and choose the conclusion that most of them accept&gt;</li> <li>- Now do the group work &lt;Divide students into groups of five&gt; Each group has to read the passage carefully and discuss the answers of these questions               <ol style="list-style-type: none"> <li>1. According to the passage, what are the two main accidents?</li> <li>2. What kind of accidents are with fire and hot liquid?</li> <li>3. What are the causes of accidents with fire?</li> <li>4. What kind of accidents happen with medicine and electricity?</li> <li>5. Why do children have accidents with medicine?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- &lt; discuss&gt;</li> <li>- &lt;discuss in group&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- &lt;Have each group show the results of discussion on the chalkboard, correct them&gt;</li> <li>- Class, which accident do you think is more dangerous, electricity or medicine? Why? Please, discuss in pairs.</li> <li>- &lt;have some students answer and give reasons&gt;</li> </ul> <p style="text-align: center;"><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test in ten minutes. Choose the best answer then mark on the answer sheet.</li> </ul> <p style="text-align: center;"><u>Transfer</u></p> <p>&lt;Have the students do a role play about accidents at home&gt;</p>	<ul style="list-style-type: none"> <li>- &lt;Write the answers on the chalkboard&gt;</li> <li>-</li> <li>- &lt;do the pair work&gt;</li> <li>- &lt;answer and give reasons&gt;</li> <li>-</li> <li>- &lt;do the test&gt;</li> <li>- &lt;do the role play&gt;</li> </ul>	

Lesson Plan 6

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from Objective English and Revision for L.C.E., page 11  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students already knew the structure of present tense and some words like enemy, call, collect.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to discuss the main idea and important details of the story.	<u>Presentation</u> - Class, what's this? <Show a picture> - Where do bees livie ? - Yes, in the hive. What do you think bees do in the hive?.	- Bees. - ในรังผึ้ง - <give answers>	1. Students discuss the story. 2. Students do the comprehension test.
<u>Enabling objective</u> 1. Students are able to pronounce and tell the meaning of new words words, suck, male, hiollow, protect.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of, each + noun, each of + noun, correctly.</p> <p>3. Students are able to tell the meaning of words which are referred to.</p>	<p><u>Suck</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen.</li> <li>&lt;pronounce the word twice&gt;</li> <li>- Repeat after me, please.</li> <li>- Now, spell it.</li> <li>- &lt;put a straw in to a bottle of Pepsi&gt;</li> <li>- Class, look! I'm <u>sucking</u> Pepsi from a bottle.</li> <li>- The babies usually <u>suck</u> milk from a bottle.</li> <li>- Bees like to <u>suck</u> sweet fluid from flowers.</li> <li>- What does "suck" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- สด</li> <li>- It's a verb.</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Male</u></p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- &lt;Show a picture&gt; What's this?</li> <li>- Right. He is a man so he is a <u>male</u>. He can't give birth to a baby. Animals that can't have babies are <u>males</u>.</li> <li>- A hen can have babies, but a cock can't because it is the <u>male</u>.</li> <li>- A cow can give milk to its baby, but an ox doesn't have milk because it is the male.</li> <li>- What does "male" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A man</li> <li>- เพศชาย, คำคุณศัพท์</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Protect</u>            &lt;Show the card&gt;            - Listen &lt;pronounce the word twice&gt;            - Repeat, please.            - Now spell it.            - An umbrella can <u>protect</u> you from the rain or sunlight.            - A good way to protect yourselves from being hit by the cars is to cross the road where there is a traffic light.            - Thick coats will protect you from the <u>cold</u>.            - What does "protect" mean?            - What part of speech is it?</p>	<p>- &lt;listen&gt;            - &lt;repeat&gt;            - &lt;spell&gt;              - บังกัน            - It's a verb.</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Each + noun..</u>            Each + noun ....            Each one of the + noun ...            Each of the + noun .....</p>		
	<p>a) <u>Each</u> student has a book.            b) <u>Each</u> one of the students has a book.            c) <u>Each</u> of the students has a book.</p>		
	<p>&lt;Stick up the chart&gt;            - Class, read these sentences.            - These three sentences have the same meaning. Can you tell me the differences among them? Please look at the underlined words.            - Right, and what's the differences between sentence b) and c)?            - Yes, we can omit "one" in sentence c).</p>	<p>- &lt;read&gt;            - Sentence a) has singular noun, but b) c) have plural nouns.            - b) is "Each one of the" but c) is "Each of the"</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What are the verbs of these sentences?</li> <li>- Good, they all have the same verb. Is "has" the verb for singular or plural nouns?</li> <li>- Yes, can you tell me the pattern of these sentences?</li>   <li>- Now we will practise writing sentences using Each, Each of the, Each one of the, from the words given.</li> </ul>	<ul style="list-style-type: none"> <li>- "has"</li> <li>- It's a verb for singular nouns.</li>   <li>- a) Each + noun(singular) + verb.</li> <li>b) Each one of the+noun (plural) + verb (singular)</li> <li>c) Each of the + noun (plural) + verb (singular)</li> <li>- Each boy likes playing football.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1) Boy, like, playing football.</p> <ul style="list-style-type: none"> <li>- Class, use "Each" in the first sentence.</li> <li>- Good, and use Each of the, and Each one of the, in the second and the third sentences.</li> <li>- Now three of you for number 2</li> </ul> <p>2) Woman, go to see her mother.</p> <p style="text-align: center;"><u>Practice</u></p> <p>&lt;Distribute the reading sheet&gt;</p> <ul style="list-style-type: none"> <li>- Class, please read this passage quickly and try to find out what it is about.</li> <li>- What's the passage about? &lt;Have the students discuss and choose the conclusion that most of them accept&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- Each of the boys likes playing football.</li> <li>- Each one of the boys likes playing football.</li> <li>- &lt;write them on the chalkboard&gt;</li> <li>- &lt;read silently&gt;</li> <li>- &lt;discuss&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, do the pair work. Each pair has to read the passage carefully then discuss the answer to these questions.</p> <ol style="list-style-type: none"> <li>1. How many kinds of bees are there in the hive?</li> <li>2. What does the queen bee do for the hive?</li> <li>3. What are the drones?</li> <li>4. What kind of bees are most of the members in the hive?</li> <li>5. What does the word "they" &lt;line 13&gt; refer to?</li> </ol> <p>- &lt;Have some students answer the questions, correct them&gt;</p> <p>- Class, have you ever read about another kind of animal that lives in a social group like bees?</p>	<p>- &lt;do the pair work&gt;</p> <p>- &lt;answer questions&gt;</p> <p>- &lt;discuss in groups&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What is it? How do they live in a group? Please discuss in your group. &lt;Divide students into groups of five&gt;</p> <p>- &lt;Have each group show the results of their discussion&gt;</p> <p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <p>- Please finish this test within ten minutes. Choose the best answers then mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>&lt;Have the students talk about bees in at least five sentences. How do they like or dislike bees? Why?&gt;</p>	<p>- &lt;show the result of discussion&gt;</p> <p>- &lt;do the test&gt;</p> <p>- &lt;talk about bees&gt;</p>	

Lesson Plan 7

Class : M.S. 3  
 Number of Student : 40  
 Content : "A Thread 100 Miles Long" Reading for Concepts , page 40.  
 Reading sheet, card, real things.  
 Assumption : Students already knew the structure of to be + made of,  
 and some words like grain, cloth, shape.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to discuss the main idea and the comparative information of the story.	<u>Presentation</u> - Class, what's this? <point to his shirt> - And these? <point to his trousers?> - What do we call both of them? - Right, Do you think clothes are important to our lives? - Why? - What do tailors or dress makers use to make clothes?	- The shirt - Trousers. - Clothes. - Yes. - <give reasons> - Cloth.	1. Students discuss the story. 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to tell the meaning of some new words, heat liquid, hole thread.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of to be + made from, correctly.</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p>- Good. Today we will read an interesting passage about cloth.</p> <p>- Now, look at the new words.</p> <p style="text-align: center;"><u>heat</u></p> <p>&lt;Show the card&gt;</p> <p>- Listen &lt;pronounce the word twice&gt;</p> <p>- Now repeat.</p> <p>- Spell it, please.</p> <p>- &lt;strike the match&gt;</p> <p>Look, what's this?</p> <p>- Right, fire gives <u>heat</u>. If we touch it, we will feel hot. The <u>heat</u> from fire makes us feel hot.</p> <p>- The <u>heat</u> from the sun makes the snow melt.</p> <p>- In winter we like to sit on the yard because the <u>heat</u> from the sun makes us warm.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- Fire.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "heat" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>liquid</u></p> <p style="text-align: center;">(show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Repeat, please.</li> <li>- Spell it.</li> <li>- (show the glass of water) What's in the glass?</li> <li>- Yes, water is a <u>liquid</u>. Oil, beer, and milk are liquids, too. Wood, iron, and stone are not liquids because they are hard.</li> <li>- <u>Liquid</u> can flow freely like water.</li> <li>- He is sick. He can't eat food. He needs to drink a lot of <u>liquids</u>.</li> <li>- What does "liquid" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- ความร้อน</li> <li>- It's a noun.</li> </ul> <ul style="list-style-type: none"> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> <li>- Water.</li> </ul> <ul style="list-style-type: none"> <li>- ของเหลว</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>shole</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat, please.</li> <li>- Spell it.</li> <li>- &lt;show a piece of paper&gt; What's this?</li> <li>- I'm going to make a <u>hole</u> in it. Look there is a <u>hole</u>. It's a big <u>hole</u>.</li> <li>- There is a <u>hole</u> in my sock. I think a rat made it.</li> <li>- The boy tried to catch a crab but he couldn't. It ran into a <u>hole</u>.</li> <li>- What does "hole" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A piece of paper.</li> <li>- ?</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>thread</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- &lt;Show a reel of thread&gt; This is <u>thread</u>. We use thread to make clothes.</li> <li>- I need some strong thread to sew my button.</li> <li>- My mother tried to pull the <u>thread</u> through the hole in the needle.</li> <li>- What does "thread" mean?</li> <li>- What part of speech is it?</li> </ul> <p>to be + made from</p> <div style="border: 1px dashed black; padding: 2px;"> <p>The table is made of wood.</p> </div>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- เส้นด้าย</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- When you drink wine, you can't find grapes in it, either. But wine is made from grapes.</li> <li>- &lt;show a ring&gt; What's this ring made of?</li> <li>- Right, can you see the gold?</li> <li>- Good, we can see the materials that objects are made of but we can see materials that objects are made from.</li> <li>- Now look at these exercises. Make sentences using "to be made of" or "to be made from"               <ol style="list-style-type: none"> <li>1. bottles, glass</li> <li>2. this sauce, tomatoes</li> <li>3. my ruler, plastic</li> <li>4. ice cream, milk and sugar</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Gold.</li> <li>- Yes.</li> <li>- &lt;do the exercise&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>&lt;Distribute the reading sheet&gt;</p> <ul style="list-style-type: none"> <li>- Class, please read this passage quickly and try to find out what it is about.</li> <li>- What's the passage about? Have the students discuss and then choose the conclusion that most of them accept?</li> <li>- Now, do the pair work. Each pair has to read the passage carefully then discuss the answers of these questions.</li> </ul> <ol style="list-style-type: none"> <li>1. What did people in the past use to make cloth?</li> <li>2. How did people in the past make cloth?</li> <li>3. What is today's cloth made from?</li> </ol>	<ul style="list-style-type: none"> <li>- read silently.</li> <li>- &lt;discuss&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. Explain how to make today's cloth.</p> <p>5. What are the differences between making cloth in the past and making cloth today?</p> <p>- &lt;Have some students answer the questions, correct them&gt;</p> <p>- Class, do you know what silk is? what is it made from? Please explain how to make it briefly.&lt;Have them discuss in groups then let them show the results of their discussion&gt;</p> <p><u>Evaluation</u> &lt;Distribute the reading test&gt;</p> <p>- Please do this test within ten minutes. Choose the best answers then mark them on the answer sheet.</p>	<p>- &lt;answer questions&gt;</p> <p>- &lt;do the test&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Transfer</u> <Have the students draw the diagrams of how to make cloth, then present them to the class>	- <draw the diagrams>	

ศูนย์วิทยทรัพยากร  
 จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 8

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from "The biggest animal in the world"  
 "English Today" page 65  
 Aids : Reading sheet, card, picture, real things.  
 Assumption : Students have already know the structure of present and past tense and some words like; blood, coat, blanket.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal objective</u></p> <p>1. Students must be able to discuss and summarize the information in each paragraph.</p> <p><u>Enabling Objective</u></p> <p>1. Students are able to tell the meaning of some new words, breathe, surface, alive, agree.</p>	<p><u>Presentation</u></p> <p>- Class, look at this &lt;show a picture&gt; What's this?</p> <p>- Right. There are many kinds of whales. In this picture, do you know what kind it is?</p> <p>- It's a Blue Whale. Where does the Blue Whale live?</p> <p>- Yes. Do you think the Blue Whale is a fish?</p> <p>- Are you sure?</p>	<p>- It's a whale.</p> <p>- No.</p> <p>- In the sea.</p> <p>- Yes.</p>	<p>1. Students discuss the story.</p> <p>2. Students do the comprehension test.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use recognize and correctly use the pattern of " unless" and "if___ not".</p> <p>3. Students are able to tell the meaning of the words which are referred to.</p>	<p>- OK. You can get the answer from the passage which we will read today.</p> <p>- Now, let's learn the new words.</p> <p><u>breathe.</u></p> <p>&lt;show the card&gt;</p> <p>- Listen &lt;pronounce the word twice&gt;</p> <p>- Now repeat.</p> <p>- Spell it , please.</p> <p>- Class, what am I doing? &lt;brathe in and breathe out&gt;</p> <p>- Yes, I'm breathing. I breathe air through my nose then <u>breathe</u> it out.</p> <p>- We have to breathe deeply before we dive into the water.</p> <p>- While Dang was smoking, everybody near him breathed in the smoke from his cigarette.</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- ท้าใจเข้า - ออก</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "breathe" mean?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>surface</u></p> <p style="text-align: center;">&lt;show the class&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- What's this? &lt;show a glass of water&gt;</li> <li>- &lt;put a small piece of paper in it&gt;</li> </ul> <p>Look, a piece of paper is on the <u>surface</u> of the water.</p> <ul style="list-style-type: none"> <li>- Now, look &lt;put a coin in it&gt; The coin isn't on the <u>surface</u>. It's at the bottom.</li> <li>- The fish comes to the <u>surface</u> of the water to breathe.</li> <li>- What does "surface" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- ทาน้ำ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- A glass of water.</li> </ul> <ul style="list-style-type: none"> <li>- ผิวน้ำ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>alive</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Now, spell it, please.</li> <li>- If you can breathe air into your lung, you are <u>alive</u>. Whenever you can't breathe, you are dead.</li> <li>- People are <u>alive</u> because they are still breathing. When they stop breathing they die.</li> <li>- The fish is still alive, although it was caught an hour ago.</li> <li>- What does "alive" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- มีชีวิตอยู่</li> <li>- It's an adjective.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>agree</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Oh, Mr. <u>A</u> you have a very beautiful watch. I'd like to have it. I'll give you two thousand baht for it.</li> <li>Do you <u>agree</u>?</li> <li>If you <u>agree</u> to sell it, meet me after class.</li> <li>- My friend and I are going to Kau Samet next week. I asked Sunee to go with us and she <u>agreed</u>. She said she liked Samet.</li> <li>- What does "agree" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ตกใจ, ยินยอม, เห็นด้วย</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Unless ; if....not</u></p> <p>You will fail <u>if</u> you <u>don't</u> work harder.</p> <p>&lt;Stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class read this sentence.</li> <li>- We can rewrite this sentence by using "unless"</li> </ul> <p>You will fail <u>unless</u> you work harder.</p> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read this sentence after me.</li> <li>- The two sentences have the same meaning</li> <li>- So "unless" means "if.... not" What does "unless" mean in Thai?</li> <li>- Now look at this sentence. &lt;stick up the card&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- &lt;read&gt;</li> <li>- ถ้า ....ไม่, เว้นแต่ว่า.</li> <li>- นอกจากนี้</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;">           He won't come if you don't ask him to.         </div> <ul style="list-style-type: none"> <li>- Class, rewrite this sentence using "unless"</li> <li>- Good, now three of you rewrite these sentences on the chalkboard.               <ol style="list-style-type: none"> <li>1. We shall stop at his house if we are not late.</li> <li>2. I shan't come if I don't get an invitation.</li> <li>3. You will succeed if you don't play too much.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- He won't come unless you ask him to.</li> <li>- (write on the chalkboard)</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>&lt;Distribute the reading sheet&gt;</p> <ul style="list-style-type: none"> <li>- Class, please read this passage quickly and try to find out what the passage is about?</li> <li>- What's this passage about? &lt;Have the students discuss, guide them with questions, and choose the conclusion that everyone accepts&gt;</li> <li>- Now, we will read the passage again but this time we will read in groups of five. Each group has to read the passage carefully and discuss the following questions.</li> </ul> <ol style="list-style-type: none"> <li>1. What does the first paragraph tell us?</li> <li>2. What does "it" &lt;line 2&gt; refer to?</li> <li>3. What does the second paragraph tell us?</li> </ol>	<ul style="list-style-type: none"> <li>- &lt;read silently&gt;</li> <li>- &lt;discuss&gt;</li> <li>- &lt;discuss in groups&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. What does "This" in line 7 refer to?</p> <p>5. What is the third paragraph about?</p> <p>6. What does the phrase "baby fish start life in these eggs" line 9-10 mean?</p> <p>- &lt;Have each group show the results of their discussion and have the class discuss the right answers&gt;</p> <p><u>Evaluation</u> &lt;Distribute the reading test&gt;</p> <p>- Please do this test within ten minutes. Choose the best answers and mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>- &lt;Have the students retell the story in front of the class&gt;</p>	<p>- &lt;show the results of discussion and discuss for the right answers&gt;</p> <p>- &lt;do the test&gt;</p> <p>- &lt;retell the story&gt;</p>	

Lesson Plan 9

Class : M.S. 3  
 Number of Student : 40  
 Content : "The rain dance" Reading for Concepts, page 45  
 Aids : Reading sheet, card, real things.  
 Assumption : Students've already know the structure of present and past tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to discuss and conclude the information in each passage.	<u>Presentation</u> - How many seasons are there in Thailand? - Good, which one do you like best? - Do you like the rain? - Why? - Do you think people can make the rain fall? - Right, today we will read a passage about rain. - Now, let's learn the new words.	- Three. - <answer> - Yes/No. - <give seasons> - Yes.	1. Students discuss the story. 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to discuss and summarize the information in each paragraph.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of "make + obj + v1"</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>spread</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Now spell it.</li> <li>- If you make things like news or fire go from place to place, you <u>spread</u> it.</li> <li>- The fire <u>spreads</u> from the factory to the houses.</li> <li>- He spreads the seeds on the lawn.</li> <li>- John won the lottery and he kept it a secret. He didn't want to <u>spread</u> the news.</li> <li>- What does "spread" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- แพร่, กระจาย, ทั่ว</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>melt</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Class, listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Now spell it, please.</li> <li>- If something like ice change into liquid, we say that it <u>melts</u>.</li> <li>- (show a glass of ice) Class, what's in the glass?</li> <li>- Yes, now look, ice is changing into water. It's <u>melting</u>.</li> <li>- The butter can <u>melt</u> in the sun.</li> <li>- A candle melts because of the heat from the flame.</li> <li>- What does "melt" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> <li>- ice.</li> <li>- ลาก, หลอม</li> <li>- It's a verb.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>drop</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice.</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Now, look at the glass of ice again. There are things around the glass.</li> <li>- They are <u>drops</u> of water. Some <u>drops</u> are falling down on the floor.</li> <li>- <u>Drops</u> of water fell on my head when I walked past that building.</li> <li>- Many drops of rain becomes a river.</li> <li>- What does "drop" mean?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- หยดน้ำ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>make + obj + v1</u>            &lt;Stick up the chart&gt; ———&gt;</p> <ul style="list-style-type: none"> <li>- Class read these three sentences.</li> <li>- What part of speech are the words "makes" and "work" in the first sentence?</li> <li>- Good, now look at the underlined verbs in each sentence. Are they the past forms?</li> <li>- What form are they?</li> <li>- Yes, they are infinitive forms.</li> <li>- Verbs that come after "make" will be infinitive forms.</li> <li>- Are the words after "make" subjects or objects? &lt;point to the column three&gt;</li> </ul>	<div style="border: 1px dashed black; padding: 5px;"> <p>My father    <u>m</u>akes    us    <u>w</u>ork hard.            His words    <u>m</u>ade    her    <u>c</u>ry.            I            <u>m</u>ake    him    <u>r</u>ead the book.</p> </div> <ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- They are verbs.</li> <li>- No.</li> <li>- กิริยาช่องที่ 1</li> <li>- Objects.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Right, can you write the pattern of "make"?</li> <li>- Now, look at this sentence.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The baby is <u>crying</u>. Who <del>made</del> the baby_____?</p> </div> <ul style="list-style-type: none"> <li>- What's the suitable word for the blank?</li> <li>- That's right.</li> <li>- Now, class fill in the blanks of these sentences.</li> <li>- My son <u>eats</u> too much. How can I <u>make</u> him_____ less?</li> <li>- She never <u>stops</u> talking. Can anyone <u>make</u> her_____ speaking?</li> <li>- He <u>left</u> the room in a hurry. What <u>made</u> him _____ in a hurry?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, make + obj + v1 &lt;infinitive&gt;</li> <li>- cry.</li> <li>- &lt;do the exercise&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>&lt;Distribute the reading sheet&gt;</p> <p>- Class, please read this passage quickly in groups of five. Then discuss what it is about. Please finish it in five minutes.</p> <p>- What is this passage about?</p> <p>&lt;Ask each group. Guide it with questions until the class gets the conclusion&gt;</p> <p>- Class, now please read the first paragraph silently.</p> <p>- What does this paragraph tell us? &lt;Have them discuss&gt;</p>	<p>- &lt;read and discuss&gt;</p> <p>- &lt;answer and discuss&gt;</p> <p>- &lt;read silently&gt;</p> <p>- The Indians danced with snakes because they thought it would bring rain.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Why did the Indians dance with snakes?</li> <li>- Now read the second paragraph.</li> <li>- What does this paragraph tell us? &lt;Have them discuss&gt;</li> <li>- When will the rain fall?</li> <li>- What does "them" line 8 refer to?</li> <li>- Now, read the whole passage again. Then you will have to do the test.</li> </ul>	<ul style="list-style-type: none"> <li>- Because the Indians would tell the snake to ask the gods to make the rain fall.</li> <li>- &lt;read silently&gt;</li> <li>- Today people make rain fall by spreading dry ice on the clouds.</li> <li>- Only when clouds are big and full of water.</li> <li>- People /Indains.</li> <li>- &lt;read silently&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <p>- Please do this test within ten minutes. Choose the best answers then mark them on the answer sheet.</p> <p><u>Transfer</u></p> <p>- &lt;Divide the students into two groups. Have them do a role play of how to make rain fall in the past and today&gt;</p>	<p>- &lt;do the test&gt;</p> <p>- &lt;do the role play&gt;</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 10

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from Practice in Comprehension, page 17  
 Aids : Reading sheet, card, chart.  
 Assumption : Students've already known the structure of past tense and some words like, return, invite, greet.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to discuss the main idea and details of the story.	<u>Presentation</u> - Have you ever been to a party? - What kind of party did you to? A birthday party? Have you been to a Happy New year's party ?	- Yes/No. - <answer>	1. Students discuss the story after reading the passage. 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of the new words, pay attention to, host, offer, immediately.	- How did you feel at the party? Why? - Today we will read a passage about a strange event at a party. - Now, let's look at the new words.	- <answer>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the structure of Past Continuous + when + Past Simple.</p> <p>3. Students are able to tell the meaning of the words that they are referred to.</p>	<p><u>host</u></p> <p>&lt;Show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen, &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If you want to have a party on your birthday, you ask your friends to the party. You are the <u>host</u> of the party because it's your party.</li> <li>- The <u>host</u> of the party is a person who holds the party and invites some guests to his party.</li> <li>- The <u>host</u> always says something in front of the guests, when the party begins.</li> <li>- What does "holt" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- เจ้าภาพ</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Offer</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- You can not find the pen which your father gave you on your birthday. You lost it in your classroom and you wanted to get it back. So you <u>offer</u> a 100 baht prize for anyone who finds it and brings it back to you.</li> <li>- You cut yourself on the finger. You can't do your homework, but your sister <u>offers</u> to help you.</li> <li>- I met Sunee at the party. When the party was over, I <u>offered</u> to go with her to the bus stop.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "offer" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>immediately</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If you do your work at once without delay, we say that you do it <u>immediately</u>.</li> <li>- You are doing your arithmetic exercise. If you want to get the answer <u>immediately</u>, use a calculator. It's quicker.</li> <li>- If your house catches fire, you must call the fire station <u>immediately</u>.</li> <li>- What does "immediately" mean in Thai?</li> </ul>	<ul style="list-style-type: none"> <li>- ใ้, เสนา</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul> <ul style="list-style-type: none"> <li>- อย่างรวดเร็ว, ทันทีทันใด</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What part of speech is it?</li> <li style="padding-left: 40px;"><u>pay attention to</u> (show the card)</li> <li>- Listen (pronounce the card twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- You like football very much so you <u>pay attention to</u> it. You read books about how to be a good football player and watch football matches on T.V.</li> <li>- Most students at the back of the class do not <u>pay attention to</u> what the teacher is saying. They are talking.</li> <li>- Dang got A in English because he <u>paid attention to</u> it both in class and at home.</li> </ul>	<ul style="list-style-type: none"> <li>- It's an adverb.</li> <li>- (listen)</li> <li>- (repeat)</li> <li>- (spell)</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What does "pay attention to" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p><u>Past Continuous + when + Pas Simple</u></p> <p>&lt;Stick up the chart&gt;</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>Suda was doing her homework when I arrived at school.</p> </div> <ul style="list-style-type: none"> <li>- Class, read this sentence.</li> <li>- This sentence comes from two sentences. Can you tell me what they are?</li> <li>- Good, what tenses are they?</li> <li>- Where is "when" in this sentence?</li> <li>- Yes, when we combine two events in the past with "when", we usually place "when" in front of the Past Simple.</li> <li>- Now look at this sentence. &lt;stick up the chart&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- ให้ความสำคัญ</li> <li>- It's a verb.</li> </ul> <ul style="list-style-type: none"> <li>- &lt;read&gt;</li> <li>- Suda was doing her homework</li> <li>- I arrived at school.</li> <li>- Past Continuous and Past Simple.</li> <li>- In front of the Past Simple</li> </ul>	





Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, read this passage again but this time you have to read in pairs. Each pair has to read the passage carefully and discuss the following questions.</p> <ol style="list-style-type: none"> <li>1. What happened to John when he went to the party in his old clothes?</li> <li>2. How many times did John go to the party?</li> <li>3. Why did John ask his coat to eat the food.</li> <li>4. What did the other guests do when they saw John put his coat in the food?</li> <li>5. What does the word "you" line 10 refer to?</li> </ol> <p>- &lt;Have some students answer the questions, correct them&gt;</p>	<p>- &lt;answer question&gt;</p>	





Lesson Plan 11

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from Practice in Comprehension page, 61  
 Aids : Reading sheet, card.  
 Assumption : Students already knew the structure of possessive pronoun and some words like rooster, immediately, steal.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to predict and discuss the story.	<u>Presentation</u> - Have you ever read or watched cartoons about the fox? - Can you tell me about it briefly? Mr A. - Thank you, Mr.A. - Do you like the fox? - Why? - Today we will read a story about a fox. - Now, let's learn some new words.	- Yes,/No. - <tell the story> - Yes,/No. - <give reasons>	1. Students discuss the story after reading the passage. 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of excellent, flatter, trick, victim.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to use the pattern of Indirect Question with wonder if....</p> <p>3. Students are able to tell the meaning of words that are referred to.</p>	<p><u>excellent</u> &lt;show the word&gt;</p> <p>- Class, listen &lt;pronounce the word twice&gt;</p> <p>- Now repeat.</p> <p>- Spell it, please.</p> <p>- Thai people know Piyaphong because he is an <u>excellent</u> football player.</p> <p>- Did you watch "Boon Chu5"? It's an <u>excellent</u> film. Everyone likes it.</p> <p>- Thongchai Macintai is <u>excellent</u> both at acting and singing.</p> <p>- What does "excellent" mean in Thai"</p> <p>- What part of speech is it?</p>	<p>- &lt;listen&gt;</p> <p>- &lt;repeat&gt;</p> <p>- &lt;spell&gt;</p> <p>- เก่งมาก, ดีมาก</p> <p>- It's an adjective.</p>	

จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>flattered</u> &lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- If the teacher says that you're a good student, you will feel <u>flattered</u> to hear that.</li> <li>- Mother was <u>flattered</u> to hear the the teacher said many good things about her son.</li> <li>- I was <u>flattered</u> by the invitation to speak at the party.</li> <li>- What does "flattered" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p><u>trick</u> &lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- กุมภาพันธ์, มีนาคม</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- The boy shouted for help. The people came to help him but there wasn't anything wrong. The boy <u>tricked</u> them.</li> <li>- She is a rich woman. Her friend wanted some money from her. He <u>tricked</u> her and got the money.</li> <li>- He <u>tricked</u> her into marrying him by pretending that he was rich.</li> <li>- What does "trick" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>victim</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- There was a big flood in Surat Thani. A lot of people were died. They were the <u>victims</u> of the flood.</li> </ul>	<ul style="list-style-type: none"> <li>- หลอก, ทำงู</li> <li>- It's a verb.</li> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- There is a car accident in the street. The ambulance is taking the <u>victims</u> of the accident to hospital.</li> <li>- He is the <u>victim</u> of his brother's anger.</li> <li>- What does "victim" mean in Thai?</li> <li>- What part of speech is it?</li> </ul> <p style="text-align: center;"><u>wonder if.</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>He wonders something. "Is she a rich woman"?</p> </div> <p>&lt;stick up the card&gt;</p> <ul style="list-style-type: none"> <li>- Class, read these sentences after me.</li> <li>- If I wonder about something it means I want to know about it.</li> <li>- Now look at the two sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- เหยื่อ, ผู้ประสบภัย</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What kind of sentence is the second sentence?</p> <p>- Is it "wh_" question?</p> <p>- We can make a new sentence from the two sentences. (stick up the card)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>He <u>wonders</u> if she is a rich woman</p> </div> <p>- Read this sentence.</p> <p>- What happens in this sentence?</p> <p>- Now, look at these sentences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I <u>wondered</u> something. "<u>Does</u> she work hard?"</p> </div> <p>- What's the tense of the first and the second sentence?</p>	<p>- No, it's "yes" or "no" question.</p> <p>- (read)</p> <p>- 1. เพิ่ม if หลัง wonders 2. เปลี่ยนประโยคคำถามเป็นบอกเล่า</p> <p>- Past tense and present tense.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- If we rewrite them to make a sentence, it will be like this:-</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I wondered <u>if</u> she <u>worked</u> hard.</p> </div> <p>- Read it, please.</p> <p>- What happens in this sentence?</p> <p>- What's the tense?</p> <p>- What kind of sentences before are combine them?</p> <p>- Now, rewrite these sentences beginning with the given words.</p> <p>1. "Have you a brother and a sister?" &lt;I wonder&gt;</p> <p>- Class, please do it. What's the answer?</p>	<p>- &lt;read&gt;</p> <p>- 1. เติม if หลัง wondered</p> <p>2. เปลี่ยนประโยคคำถามเป็นประโยคบอกเล่า</p> <p>3. เปลี่ยน tense ของ กริยา ให้เหมือนกับ tense ของ กริยาคำนำท</p> <p>- ประโยคบอกเล่ากับ ประโยคคำถามที่ขึ้นต้นด้วยกริยาช่วย</p> <p>- I wonder if you have a brother and a sister</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good, now three of you do these sentences.</p> <p>2. "do they speak English?" &lt;He wondered&gt;</p> <p>3. "Is the boy happy with his new school?" &lt;My father wondered&gt;</p> <p>4. "Does he know the truth?" &lt;I wonder&gt;</p> <p><u>Practice</u></p> <p>- Now you will read a passage about a fox. Do you think the fox in this passage will be a clever or a foolish animal? Why?</p> <p>- There are two characters in this story. One is the fox. Can you guess what the other animal is? And what will happen in this story? &lt;Have the students predict the story&gt;</p>	<p>- &lt;write them on the chalkboard&gt;</p> <p>- &lt;show their ideas&gt;</p> <p>- &lt;discuss&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- &lt;Distribute the reading sheet&gt; To check your ideas, please read the passage quickly then find out what happens in the story? Please read in groups of five.</p> <p>- What happens in this story? &lt;Ask each group to show the conclusions.&gt;</p> <p>- Now read this passage again, and try to discuss these following questions. Please do it in pairs.</p> <ol style="list-style-type: none"> <li>1. Why did the hungry fox ask the rooster to sing?</li> <li>2. What did the people say when they saw the fox carrying the rooster in his mouth?</li> <li>3. What did the rooster ask the fox to do?</li> <li>4. What happened when the fox began to say something?</li> </ol>	<p>- &lt;do group work&gt;</p> <p>- &lt;show their conclusions&gt;</p> <p>- &lt;discuss the questions in pairs.&gt;</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>5. What does the word "this" line 4 refer to?</p> <ul style="list-style-type: none"> <li>- &lt;Have some students answer these questions. If their answers are wrong, ask the class to discuss them&gt;</li> <li>- Class, what do you think this story teaches you? Why?</li> <li>- Please discuss in groups of five</li> <li>- &lt;Have each group present the results of their discussion&gt;</li> </ul> <p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <ul style="list-style-type: none"> <li>- Please do this test within ten minutes.</li> </ul> <p><u>Transfer</u></p> <p>&lt;Have the students do the strip story&gt;</p>	<ul style="list-style-type: none"> <li>- &lt;answer the questions&gt;</li> <li>- &lt;discuss in the group&gt;</li> <li>- &lt;present the results of discussion&gt;</li> <li>- &lt;do the test&gt;</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- &lt;Divide the students into groups of five&gt;</li> <li>Class, please arrange the given sentences to make a story about the fox.</li> <li>- &lt;Have each group read the story&gt;</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;do the activity&gt;</li> <li>- &lt;read the story&gt;</li> </ul>	

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Lesson Plan 12

Class : M.S. 3  
 Number of Student : 40  
 Content : Adapted from Practice in Comprehension page, 48  
 Aids : Reading sheet, card.  
 Assumption : Students have already known the structure of past tense and some words like cover, branch, hard.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> 1. Students must be able to predict and discuss the story.	<u>Presentation</u> - Has anyone ever been to the zoo? - Please tell me the name of an animal which you like best. - Do you know the giraffe? - What's the giraffe like? - Do you know why giraffes have long necks? - Today we will read a passage about giraffes. - Now, let's learn the new words.	- <show their hands> - <tell an animal's name> - <answer> - <answer> - <answer>	1. Students discuss the story after reading the passage 2. Students do the comprehension test.
<u>Enabling Objective</u> 1. Students are able to pronounce and tell the meaning of the new words.			

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students are able to recognize and correctly use of to be + able to</p> <p>3. Students are able to tell the meaning of the words that are referred to.</p>	<p><u>feed on</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Class, listen (pronounce the word twice.</li> <li>- Now repeat.</li> <li>- Spell it.</li> <li>- Tigers and lions like to eat meat as their food. We can say that tigers and lions <u>feed on</u> meat.</li> <li>- Some people <u>feed on</u> vegetables and fruit, because they don't eat meat. They take vegetables and fruit as their food.</li> <li>- Cows feed on grass. They don't eat meat.</li> <li>- What does "feed on" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- กินเนื้ออาหาร</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Climate</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Climate is the condition of weather in a place.</li> <li>- The <u>climate</u> of countries in the equator area is hot and wet but the <u>climate</u> in the antarctic area is very cold.</li> <li>- China has colder <u>climate</u> than Thailand.</li> <li>- Hot <u>climate</u> is good for many kinds of fruit in Asia.</li> <li>- What does "climate" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- สภาพอากาศ</li> <li>- It's a noun.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>disappear</u> &lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it.</li> <li>- While I was walking home at night, I saw a girl under a tree. When I walked nearer, she <u>disappeared</u>. She was not there any longer. She must have been a ghost.</li> <li>- When the sun <u>disappears</u> from the sky, the night begins.</li> <li>- The book <u>disappeared</u> from the shelf two days ago. I don't know who took it.</li> <li>- What does "disappear" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- หายไป</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>adapt</u> (show the card)</p> <ul style="list-style-type: none"> <li>- Listen (pronounce the word twice)</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- To adapt is to change for a new use or situation. For example, I <u>adapt</u> a wooden box to make a bird house.</li> <li>- When you go to a new country, like America, you must <u>adapt</u> yourself to new weather and customs.</li> <li>- Suporn came back from America because she did not like the food and the weather there. She couldn't <u>adapt</u> herself to that country.</li> <li>- What does "adapt" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- ปรับ, คุ้นเคย</li> <li>- It's a verb.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Student's	
	<p><u>environment</u></p> <p>&lt;show the card&gt;</p> <ul style="list-style-type: none"> <li>- Listen &lt;pronounce the word twice&gt;</li> <li>- Now repeat.</li> <li>- Spell it, please.</li> <li>- Environment is everything around us. Classrooms, friends , roads, buildings, forests, ... this is the environment.</li> <li>- Giraffes can live because they adapted themselves to the <u>environment</u>.</li> <li>- There is a program called " Pha see khram" an channel 7. It's about the <u>environment</u>.</li> <li>- What does "environment" mean in Thai?</li> <li>- What part of speech is it?</li> </ul>	<ul style="list-style-type: none"> <li>- &lt;listen&gt;</li> <li>- &lt;repeat&gt;</li> <li>- &lt;spell&gt;</li> <li>- สิ่งแวดล้อม</li> <li>- It's a noun.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>to be + able to</u></p> <p>A giraffe <u>can</u> find food in tall trees.</p> <p>&lt;stick up the card&gt;</p> <p>- Class, read this sentence.</p> <p>- Look at the word "can". We can rewrite this sentence by using</p> <p><u>to be - able to</u></p> <p>&lt;stick up the card&gt;</p> <p>- Look at this sentence.</p> <p>A giraffe <u>is able to</u> find food in tall trees.</p>	<p>- &lt;read&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>&lt;stick up the card&gt;            - Read it, please.            - We can use "to be able to" in place of "can"            - Now look at this sentence. &lt;stick up the card&gt;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>He could speak German when he was ten.</p> </div> <p>- Class, what tense is this sentence?            - Good, rewrite it please.</p> <p>- However, we can't use "to be able to" in place of "can" or "could" if it is a sentence for asking permission, like this:-</p>	<p>- &lt;read&gt;</p> <p>- Past tense.            - He was able to speak German when he was ten.</p>	



Objective	Procedure		Evaluation				
	Teacher	Students					
	<table border="1"> <tr> <td>Could</td> <td>I borrow your bicycle?</td> </tr> <tr> <td>Can</td> <td></td> </tr> </table> <p>&lt;stick up the card&gt;            Now, two of you rewrite these sentence on the chalkboard.            1. Bees can find food quickly.            2. When he was younger, he could play golf very well.</p> <p><u>Practice</u></p> <p>- Now you are going to read a passage about giraffes.            What do you think the passage will tell you about giraffes?            - To check your predictions, please read this passage in groups of</p>	Could	I borrow your bicycle?	Can		<p>- &lt;rewrite them on the chalkboard&gt;</p> <p>- &lt;predict the story&gt;</p> <p>- &lt;read silently&gt;</p>	
Could	I borrow your bicycle?						
Can							

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>five, discuss it, and tell me what happened to giraffes?            (Distribute the reading sheet)</p> <p>- What' happened to giraffes?            (Ask each group to show their conclusion, then have the class conclude it again)</p> <p>- Now, read this passage again in pairs. Each pair has to discuss the following questions after reading it.</p> <ol style="list-style-type: none"> <li>1. What did many animals eat long ago?</li> <li>2. Why was there no more grass for the animal to eat?</li> <li>3. What happened to the animals that couldn't find food to eat?</li> </ol>	<p>(show their conclusion of the story)</p> <p>(discuss in pairs)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. What did the giraffes eat after the period of no rain?</p> <p>5. What does the word "there" line 2 refer to?</p> <p>- &lt;Have some students answer these questions. If their answers are wrong, ask the class to discuss them</p> <p>- Class, what have you learned from this passage? Please discuss in groups of five.</p> <p>- &lt;Have each group present the results of their discussion&gt;</p> <p><u>Evaluation</u></p> <p>&lt;Distribute the reading test&gt;</p> <p>- Please do this test within ten minutes.</p>	<p>- &lt;answer the questions&gt;</p> <p>- &lt;discuss in groups&gt;</p> <p>- &lt;present the results of discussion&gt;</p> <p>- &lt;do the test&gt;</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u>            &lt;Have the students make at least five sentences about giraffes using any ideas they like</p>	<p>- &lt;talk about giraffes in front of the class&gt;</p>	

ศูนย์วิทยทรัพยากร  
 จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข

แบบสอบวัดสัมฤทธิ์ผลในการอ่านเพื่อความเข้าใจภาษาอังกฤษ

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



Why do people tell lies ? One reason is fear. A child breaks a glass. He is afraid that his mother will punish him. So he tells a lie. He says the cat broke it . People need courage to tell the truth. A liar is a coward. He is not brave. He hides behind a lie. But not  
 5 all lying comes from fear. Many people tell lies from greed, to get money. A fruit-seller lies about his fruit. He says his mangoes are sweet but in fact they are not. He gets more money for them by lying. Some people pretend to be rich, because foolish people respect rich people.

Lying is a very bad habit . It may be useful for a time. But  
 10 in the end it brings shame and sorrow . No one trusts a liar. No one wants to be his friend.

Be brave , be honest , and tell no lies.

Choose the best answer.

1. The word " punish " (line 2) means .....

- |         |        |
|---------|--------|
| a. see  | c. hit |
| b. hate | d. ask |

2. The phrase " hides behind a lie" (line 4) means .....

- a. likes a lie
- b. tells a lie
- c. doesn't come out
- d. says directly

3. What is the passage mainly about ?
- a. A liar who is coward.
  - b. How to stop lying.
  - c. A fruit-seller who is greed.
  - d. The reasons of telling lies.
4. The word "them" (line 7) refers to .....
- a. rich people
  - b. foolish people
  - c. the mangoes
  - d. the customers
5. What happens to a liar in the end ?
- a. He becomes brave.
  - b. No one knows him.
  - c. His friends don't believe him.
  - d. His friends make him sorry.
6. When you tell no lies, you are .....
- a. honest
  - b. foolish
  - c. rich
  - d. useful
7. From the passage, lying .....
- a. makes people be a coward.
  - b. comes from fear and greed.
  - c. brings happiness to a liar.
  - d. needs courage.

Last Saturday morning Jim Brown was telling me about his experience as a young man. Jim is now the director of a very large car company. As a boy he used to work in a small garage. It was his job to repair cars. It was a hard work for a boy but he never felt  
 5 tire. He used to work twelve hours a day. He saved money for years and bought a small garage of his own. During the war he made spare parts for aeroplanes. At that time he had only ten helpers.

By the end of the war, the garage had become a large car factory which employed one thousand people. Jim smiled when he  
 10 remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their son's toy car.

Choose the best answer.

1. The word "me" (line 1) refers to .....
 

a. Jim's wife	c. Jim's son
b. the director	d. the narrator
2. The word "as" (line 2) means .....
 

a. when	c. like
b. since	d. because
3. What kind of family did Jim come from?
 

a. rich	c. poor
b. lazy	d. weak

4. During the war what did Jim make?
- a. Spare parts for bicycles.
  - b. Spare parts for cars.
  - c. Spare parts for aeroplanes.
  - d. Spare parts for trucks.
5. How did Jim feel when he thought about his success ?
- a. proud
  - b. indifferent
  - c. uneasy
  - d. unhappy
6. The phrase " his hard early years" means .....
- a. his life in the future.
  - b. his work in a car company.
  - c. hard times during the war.
  - d. hard life in the past.
7. What is the story about ?
- a. Jim's family
  - b. Jim's life.
  - c. Jim's wife.
  - d. Jim's failure.

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

One of the strangest tales of the sea is the story of the salmon. Salmon are not born in the sea at all. They are born in small streams.

As soon as they are born, they start a long trip downstream, to the river that flows into the ocean. In the ocean, they eat and play. They swim far and far away while they are growing. Once they are fully grown, they swim back to fresh water to lay their eggs.

No one knows how they find the ways back through the ocean, to the rivers, and sometimes even to the little streams where they were born. But they do.

Home again, they find a good place to lay their eggs. Then they start laying their eggs. After doing their last duty, they are thin and tired. They float downstream to die.

Choose the best answer.

1. The word "once" (line 7) means .....

- a. when
- b. where
- c. then
- d. first

2. Where do the salmon lay their eggs?

- a. in the small stream
- b. in the river
- c. in the ocean
- d. a and b



3. What do salmon do in the ocean?
- a. play, eat, swim
  - b. lay eggs, eat, swim , play
  - c. born, swim, play, lay eggs
  - d. born, lay eggs, die
4. Salmon start a long trip as soon as they are born because they want.....
- a. to go down streams
  - b. to play in the rivers
  - c. to go to the ocean
  - d. to swim far away
5. "But they do" (line 11) means .....
- a. swim into the river.
  - b. born in the small stream.
  - c. find their ways back
  - d. lay their eggs.
6. The phrase "doing their last duty" (line 13) means .....
- a. lay their eggs
  - b. float downstream
  - c. find a good place
  - d. go back to a place of birth
7. This passage tells us .....
- a. about where the salmon are born.
  - b. how salmon get to their home.
  - c. about the wonderful life of salmon.
  - d. how salmon lay their eggs.

It is no surprise to find seashells in the sand. Most seashells are found near the sea. But some seashells have been found on high mountaintops. That is a funny place for seashells. How did they get there ?

5           The earth did not look the way it does today. Once the sea covered more of the land. Then mountains pushed up. They pushed up through the water. Land from the bottom of the sea became mountaintops. seashells and fish bones were pushed up, too. They were far away from sea water. They were left high and dry.

10           The seashells and fish bones were covered with soft mud and sand. The mud became hard. It turned to stone. The shapes of the shell and bones were pressed into the stone. These stones are called fossils

Fossils have been found all over our country. Have you ever found one ?

Choose the best answer.

1. The sentence "... a funny place for seashells" (line 3)

means...

- a. Seashells are funny things of the earth.
  - b. Seashells have the strange shapes.
  - c. Seashells change its shape.
  - d. It is strange to find seashells there.
2. The word " there " (line 4) refers to .....

- a. sand
- b. sea
- c. mountaintops
- d. funny place

3. What happened to the seashells and the fish bones?
- They were left under the water.
  - They covered more of the land.
  - They were left far from the water.
  - They were found in the sand.
4. The word " they " ( line 6 ) refers to .....
- mountains
  - fossils
  - seashells and fish bones
  - stones
5. The word " pressed " ( line 12 ) means .....
- pushed
  - threw
  - pulled
  - ran
6. Fossils are .....
- seashells , fish bones
  - mud
  - sand
  - stones
7. The passage says that .....
- fish began to live in the trees.
  - seashells turned into fish bones.
  - fossils can be found everywhere.
  - fossils are strange things on the earth.

Many thousands of children have serious accidents in their homes. The most common accidents are with fire and hot liquids. Small children often reach up and touch pots of boiling water or fat on the stove. The pots fall over and the hot liquid falls on the children and burns them. Some children like to play with fire. They enjoy striking matches or throwing things on a fire to make it burn brightly. If a fire gets too big, it gets out of control. When a child strikes a match, the flame soon burns near his fingers. Then he drops the match on the floor. Many houses catch fire in this way. Although fire and hot liquids cause most accidents at home, many children cut themselves with knives. Others are shocked by electric currents. Some children have to go to hospital because they thought a box of medicine was a box of sweets.

There is only one good way to prevent accidents at home :  
Do not touch anything that is dangerous.

Choose the best answer

1. The phrase "out of control" (line 7) means .....
  - a. easy to blow
  - b. impossible to stop
  - c. under one's power
  - d. difficult to watch
2. What do children often do with lighted matches?
  - a. Make them burn brighter
  - b. Throw the matches on a fire
  - c. Throw them on the floor
  - d. Set fire to their clothes

3. The word "others " (line 11) refers to .....
- a. children
  - b. accidents
  - c. knives
  - d. clothes
4. Which one of the following is the cause of other accidents at home ?
- a. Playing with electricity
  - b. Eating too many sweets
  - c. Sick children playing with things
  - d. Playing tricks on other children
5. The word "prevent" (line 14) means .....
- a. cure
  - b. catch
  - c. stop
  - d. remedy
6. What is the best way to prevent accidents at home?
- a. Wear clothes that do not burn easily
  - b. Don't keep knives and medicine in the house
  - c. Turn off the electricity supply
  - d. Don't touch anything that is unsafe
7. The best title of this passage should be.....
- a. The Common Accidents
  - b. Accidents at Home
  - c. Fire and Hot Liquids
  - d. How to Prevent Accident



Have you seen bees sucking the nectar or sticky fluid from flowers? Bees live in a large family. Each family has a hive to live in. A beehive is made up of cells or rooms.

There are three types of bees in a hive. The queen is the  
5 head of the family. Her chief work is to lay eggs. The drones are the males in the beehive. They are very lazy and do not work. There are about two to three thousand drones in each hive. The workers do all the work of the hive. They build their home on trees or in the hollow of trees. They fly out to the fields,  
10 forests and gardens to collect nectar. They also bring water to the hive. They protect the hive from their enemies. They feed their queen bee and look after her young ones. There are about thirty to forty thousand worker bees in each hive. All these bees live and work together.

Choose the best answer.

1. A bee flies from one flower to another in order to .....
  - a. make honey.
  - b. smell the flowers.
  - c. collect nectar.
  - d. collect flowers.

2. What does the passage say about the drones?
- a. They bring water to the hive.
  - b. They produce honey.
  - c. They are always free.
  - d. They fight with the other bees.
3. The word "protect" (line 11) means .....
- a. cure
  - b. stop
  - c. guard
  - d. repair
4. The phrase "the hollow of trees" (line 9) means the ..... of the tree.
- a. root
  - b. branch
  - c. stem
  - d. inside
5. The word "ones" (line 12) refers to .....
- a. workers
  - b. baby bees
  - c. young queens
  - d. drones
6. According to the passage , bees are divided by .....
- a. the food they eat
  - b. the work they do
  - c. the color of their wings
  - d. the hive they build
7. The passage is mainly about .....
- a. the work of the worker bees.
  - b. social insects.
  - c. the family of bees.
  - d. types of bees.

Long ago , people had to wear what they could find. They had no cloth. Would you wear coal or milk or grain ? No ? Are you sure ? Ways have been found to use these things for clothes. Milk or coal or grain may be put with other things and  
 5 cooked. The heat turns these things into a liquid. The liquid runs out through little holes. Now, it becomes long threads . The threads are fine and strong . Cloth is made from the threads.

Today , cloth can even be made from glass. First the glass is shaped into marbles. These are made very hot in a machine.  
 10 The machine has many little holes. The marbles are pushed through the holes. Glass from the marbles comes out in long threads. One glass marble can make a thread almost 100 miles long !

Can you name some things made from glass thread ?

Choose the best answer.

1. The phrase " these things " (line 3) refers to .....
  - a. glass, thread, cloth
  - b. liquid, glass, cloth
  - c. coal, milk, grain
  - d. coal, milk, grain, other things
2. The word " liquid" (line 5) means .....
  - a. hard things
  - b. things like water
  - c. soft things
  - d. small things

3. According to the story, today threads are.....
- Long and strong
  - Thin and fine
  - Long and thin
  - Fine and hard
4. The phrase " is shaped into" (line 9) means .....
- to be cut by heat
  - to be changed the form
  - to become bigger
  - to become soft
5. What is this story mainly about ?
- How to make clothes
  - How to change coal, milk and grain to be threads
  - Different things have been used to make cloth
  - The almost 100 miles long thread
6. From the story ,the differences between the past and today are.....
- threads , materials, heat
  - machine, heat, marbles
  - machine, materials, heat
  - machine, materials, threads
7. The story suggests, but doesn't say directly that .....
- Glass thread can be made to make many things.
  - Animals have to wear clothes made of grass.
  - No one can make threads that are long.
  - In the past people did not wear anything.



A Blue Whale lives in the sea and has a tail like the tail of a fish. However, it is not a fish. Fish breathe water but Blue Whales breathe air. They can stay under water for about an hour but then they have to come to the surface to breathe.

- 5        There are two other ways in which the Blue Whale is different from a fish. First, its blood is warm but a fish has cold blood. The Blue Whale has a thick coat of fat under its skin. This acts as a blanket to keep it warm.

10        Secondly, fish lay eggs and the baby fish start life in these eggs. Baby Blue Whales are born alive. They can weigh up to 10,000 kilograms at birth. For about six months, the baby Blue Whale feeds on its mother's milk.

15        In 1937, eight countries agreed not to kill so many whales, but too many whales are still being killed every year and unless this stops one day there may be no more whales.

Choose the best answer.

1. The word "surface" (line 4) means .....
  - a. outside
  - b. air
  - c. top
  - d. land
2. The Blue Whale has warm blood because .....
  - a. it has a thick skin
  - b. a blanket keeps it warm
  - c. it has a lot of fat
  - d. it always swims up to blow out air and water.



3. The word "it" (line 8) refers to .....
- the blood
  - the Blue Whale
  - a thick coat of fat
  - the skin
4. The sentence " Baby Blue Whales are born alive." (line 10) means...
- Baby Blue Whales are safe when they are born.
  - Baby Blue Whales can swim as soon as they are born.
  - Baby Blue Whales start the life in eggs.
  - Mother Blue Whales protect their babies from other animals
5. There are ..... ways which a Blue Whale is different from a fish.
- |          |         |
|----------|---------|
| a. two   | c. four |
| b. three | d. five |
6. The passage suggests but does not say directly that .....
- The Blue Whale is the strongest animal in the world.
  - Blue Whale's body can be used to make something useful
  - The number of Blue Whales becomes less.
  - More countries stop killing whales now.
7. What is the passage mainly about ?
- The differences between a Blue Whale and a fish.
  - Blue Whales are going to disappear from the sea.
  - The Blue Whale is a warm blood animal.
  - How baby Blue Whales are born.

The land was dry. The Indians looked at the sky. There were no clouds. "We must have rain." the Indians said. So they danced a rain dance. They thought this would bring rain. They danced with snakes. Then they let the snakes go. "Go back into the ground,"  
 5 "they said to the snakes. "Tell the gods to make the rain come."  
 Then they went back home and prepared for the big rain.

Can people make rain fall ? Sometimes . But a rain dance will not bring rain. Today , to make rain, people go up in airplanes. They take dry ice with them. They spread the dry ice  
 10 on the clouds. This is called seeding the clouds. Drops of water in the clouds become ice. The ice melts and makes big rain drops.

Seeding clouds does not always make the rain fall. Rain falls only if the clouds are big and full of water.

Choose the best answer.

1. The word " this " (line 3) refers to .....
  - a. looking at the sky
  - b. dancing with snakes
  - c. letting the snakes go
  - d. Having no clouds in the sky.
2. " But a rain dance will not bring rain." (line 7) means today.....
  - a. there are no Indian gods.
  - b. Indian gods don't like dancing .
  - c. Indians change their thought.
  - d. people are more clever.

3. When will the rain fall ?
- When Indains dance with snakes.
  - If the clouds are big and full of water.
  - If there are no clouds in the sky.
  - When the snakes tell the gods.
4. The word " melt" (line 11) means .....
- become water
  - become smaller
  - be colder
  - get heat
5. According to the passage, the gods are .....
- in the sky
  - under the ground
  - fond of dancing
  - the snakes'king
6. We can conclude from the passage that.....
- People learn more about how to make rain.
  - Dry ice helps snakes talk to the gods,
  - Seeding clouds always makes the rain fall.
  - Snakes are Indains'gods.
7. The best title of this passage should be .....
- The Rain Dance
  - The Needs of Rain
  - The Indains' Belief
  - Making Rain Fall

One day John went to a big party. He was wearing old clothes when he arrived, so nobody paid attention to him or even gave him a seat at the table. Then John went home, put on his best clothes, and then returned to the party. The host immediately rose and went to greet him. He took him to the best table, gave him a very good seat, and offered him the best dishes.

John put his coat in the food and said, " Eat , coat !"

The other guests were very astonished and said, "What are you doing ?

John answered, " I thought you had invited my coat to dinner. When I was dressed in my old clothes, nobody looked at me; nobody offered me food or drink. Then I went home and came back wearing these clothes, and you gave me the best food and drink. So you must have offered these things to my clothes, not to me"

Choose the best answer

1. When John first arrived at the party, the host .....
  - a. did not welcome him
  - b. gave him the best food
  - c. gave him nothing except a seat
  - d. told him to change his clothes
2. The clause "nobody paid attention to him " (line 2) means nobody .....
  - a. spoke to him
  - b. was surprised
  - c. liked his clothes
  - d. wanted him to come



3. The word " offered " (line 6) means .....
- a. showed
  - b. put
  - c. gave
  - d. moved
4. John put his coat in the food because he .....
- a. did not like to eat the food
  - b. wanted his coat to eat the food
  - c. wanted to take the food home instead
  - d. felt his clothes had been noticed, not himself
5. The word "you" (line 13) refers to.....
- a. the servant
  - b. the host
  - c. the guest
  - d. the coat
6. The passage suggests , but does not says directly,that .....
- a. John was happy with the host
  - b. John was angry with the host
  - c. the other guests liked what John did
  - d. the host was good at welcoming guests
7. The best title for this passage should be .....
- a. A Very Good Host
  - b. John's Old Clothes
  - c. How People Enjoy Parties
  - d. What People Think of Clothes



One fine day a clever fox was very hungry. He addressed a rooster " Many people said your father was an excellent singer. I was just wondering if you can sing just as well as your father."

The rooster was flattered to hear this . He closed his eyes  
5 and opened his mouth to begin singing. Immediately, the fox seized the rooster in his teeth and rushed away with his victim . When the people saw this they shouted out " Quick ! That fox is stealing our rooster

Then, to trick the fox, the rooster said " Don't you  
10 understand what they're saying ? You should tell them quickly that I am yours, and not theirs." So the fox said "He's not yours. He's mine . The moment he opened his mouth to speak the rooster flew up into a tree. The fox was angry because the rooster was safe out of reach. He could have eaten that rooster if only he  
15 hadn't been tricked into opening his mouth.

Choose the best answer

1. The word " addressed " (line 1) means .....
 

a. looked for	c. looked at
b. came near	d. talked to
  
2. The phrase " was out of reach " (line 14) means was .....
  - a. too tired to fly
  - b. not close enough to get
  - c. too small to catch
  - d. not good enough to eat

3. The word " yours " (line 11) refers to .....
  - a. the people's
  - b. the rooster's
  - c. the fox's
  - d. the fox and the rooster's
4. The fox asked the rooster to sing because he wanted to .....
  - a. catch the rooster
  - b. listen to the rooster's song
  - c. be friends with the rooster
  - d. compare the voice of the rooster with that of his father
5. The rooster asked the fox to tell the people that the rooster was his because he wanted to .....
  - a. sing for the people
  - b. make the fox open his mouth
  - c. save the fox from the people
  - d. go with the fox and sing for him
6. The passage suggests , but does not say directly , that at the end of the story .....
  - a. the people no longer owned the rooster
  - b. the rooster was cleverer than the fox
  - c. the fox was cleverer than the rooster
  - d. the people saved the fox from the rooster
7. The passage teaches us that it is .....
  - a. not wise to eat roosters
  - b. better to fly into a tree
  - c. better not to sing too much
  - d. not wise to listen to sweet words

Long ago in a place somewhere in North Africa, trees and grass covered the land. Many animals made their homes there and fed on grass and leaves from trees. Slowly the climate began to change. There was no rain for a long time. Grass began to disappear.

5 All the animals began to feed on the leaves from trees. Then leaves on the lower branches of the trees became hard to find. Many animals which couldn't reach the taller branches died, but there were some animals which were lucky. This was because their necks were a bit longer than the neck of other animals .

10 These animals went on eating and living. They had babies, most of which were born with necks as long as - or even longer than - their parents' necks. Soon the leaves on the middle branches of the trees became hard to find. The animals with longer necks were still able to live . We call them giraffes . The giraffes  
15 were able to live because they were able to adapt as the environment changed.

Choose the best answer

1. The word " adapt" (line 15) means .....

- |           |         |
|-----------|---------|
| a. change | c. go   |
| b. move   | d. live |

2. The sentence " Grass began to disappear ." ( line 4) means .....

- giraffes didn't like grass
- there was no water for grass
- grass started to become rare
- grass was not good for giraffes

3. The word "This" (line 8) refers to the reason why .....
- many animals died
  - some animals were still alive
  - the leaves were still on the trees
  - some animals couldn't reach the taller branches
4. This passage tells you about how the giraffes .....
- lived on grass
  - changed the places they lived
  - were able to stay alive
  - liked the taller branches of trees
5. According to the passage , when it was difficult to find food, giraffes ate .....
- grass
  - leaves on tall trees
  - grass and leaves of short trees
  - branches of trees
6. The passage says that .....
- animals can change like men
  - animals can change with the environment
  - most animals had long necks at one time
  - animals can live better in cold climate
7. The best title of this passage should be .....
- The Death of Animals
  - Grass and Leaves of Trees
  - A Long Period of No Rain
  - The Advantages of Animals' Adaptation





ภาคผนวก ค

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



รายนามผู้ทรงคุณวุฒิตรวจแผนการสอน

อาจารย์ดวงใจ สิงห์โตทอง	อาจารย์สอนภาษาอังกฤษโรงเรียน นนทบุรีวิทยา กรุงเทพฯ
อาจารย์ประสิทธิ์ ศิลามุตร	อาจารย์สอนภาษาอังกฤษโรงเรียน สายน้ำผึ้ง กรุงเทพฯ
อาจารย์ลัดดา สุขทิพ	อาจารย์สอนภาษาอังกฤษโรงเรียน สันติราษฎร์วิทยาลัย กรุงเทพฯ
อาจารย์สาลิน สีละศาสตร์	อาจารย์สอนภาษาอังกฤษโรงเรียน บ้านสวนจันทน์อนุสรณ์ ชลบุรี
Mr. Tim Ashwell	วิทยากรประจำศูนย์ ERIC โรงเรียนชลกันยานุกูล ชลบุรี

รายนามผู้ทรงคุณวุฒิตรวจแบบสอบ

อาจารย์ดวงใจ สิงห์โตทอง	อาจารย์สอนภาษาอังกฤษโรงเรียน นนทบุรีวิทยา กรุงเทพฯ
นางสุนันทา รัตน์วิเศษณ์	ศึกษานิเทศก์เขตการศึกษา 12
อาจารย์สุนันทา พากเพียร	อาจารย์สอนภาษาอังกฤษโรงเรียน ชลราษฎร์อารุง ชลบุรี
อาจารย์สุเบดา ปาทาน	อาจารย์สอนภาษาอังกฤษโรงเรียน ชนะสงครามวิทยา ฉะเชิงเทรา
อาจารย์สุวิทย์ ช่อตรง	อาจารย์สอนภาษาอังกฤษโรงเรียน พนัสพิทยาคาร ชลบุรี



ภาคผนวก ง  
รายละเอียดการคำนวณ

ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ตารางที่ 7 ตารางแสดงคะแนนวิชาภาษาอังกฤษหลัก 4(๒๐14) ของนักเรียน  
ห้องเรียนที่ได้สุ่มให้เป็นกลุ่มตัวอย่างประชากร

ห้องที่ 1 เลขที่	คะแนน (100)	ห้องที่ 1 เลขที่	คะแนน (100)
1	60	21	71
2	75	22	57
3	57	23	67
4	52	24	64
5	62	25	53
6	47	26	55
7	62	27	52
8	66	28	58
9	57	29	51
10	50	30	81
11	67	31	70
12	54	32	74
13	63	33	62
14	40	34	54
15	67	35	61
16	58	36	51
17	57	37	81
18	74	38	62
19	62	39	64
20	47	40	63

ตารางที่ 7-1 ตารางแสดงคะแนนวิชาภาษาอังกฤษหลัก 4(๑๐14) ของนักเรียน  
ห้องเรียนที่ได้สุ่มให้เป็นกลุ่มตัวอย่างประชากร

ห้องที่ 2 เลขที่	คะแนน (100)	ห้องที่ 2 เลขที่	คะแนน (100)
1	54	21	50
2	61	22	74
3	72	23	51
4	70	24	67
5	52	25	62
6	55	26	43
7	54	27	66
8	66	28	66
9	55	29	70
10	61	30	70
11	66	31	87
12	63	32	54
13	65	33	52
14	60	34	62
15	52	35	72
16	61	36	60
17	77	37	85
18	67	38	55
19	72	39	71
20	66	40	47

ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

รายละเอียดการคำนวณ

1. หาค่ามัธยฐานเลขคณิตของคะแนนของนักเรียนในห้องเรียนที่หนึ่ง

$$\begin{aligned} \text{สูตร } \bar{X} &= \frac{\sum X}{N} \\ \sum X &= 2437 \\ N &= 40 \\ \text{แทนค่า } \bar{X} &= \frac{2437}{40} \\ &= 60.92 \end{aligned}$$

2. หาค่าความเบี่ยงเบนมาตรฐานของคะแนน

$$\begin{aligned} \text{สูตร } S_x &= \sqrt{\frac{\sum (X - \bar{X})^2}{N}} \\ \sum (X - \bar{X})^2 &= (60 - 60.92)^2 + (75 - 60.92)^2 + \dots + (63 - 60.92)^2 \\ &= 2979.08 \\ \text{แทนค่า } S_x &= \sqrt{\frac{2979.08}{40}} \\ &= \sqrt{74.48} \\ &= 8.63 \end{aligned}$$

3. หาค่ามัธยฐานเลขคณิตของคะแนนของนักเรียนในห้องเรียนที่สอง

$$\begin{aligned} \text{สูตร } \bar{X} &= \frac{\sum X}{N} \\ \sum X &= 2515 \\ N &= 40 \\ \text{แทนค่า } \bar{X} &= \frac{2515}{40} \\ &= 62.87 \end{aligned}$$



## 4. หาค่าความเบี่ยงเบนมาตรฐานของคะแนน

$$\text{สูตร } S_x = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

$$\begin{aligned} \sum (X - \bar{X})^2 &= (54 - 62.87)^2 + (61 - 62.87)^2 + \dots + (47 - 62.87)^2 \\ &= 3632.84 \end{aligned}$$

$$\begin{aligned} \text{แทนค่า } S_x &= \sqrt{\frac{3632.84}{40}} \\ &= \sqrt{90.821} \\ &= 9.53 \end{aligned}$$

## 5. ทดสอบความแตกต่างของค่ามัธยฐานเลขคณิตของคะแนนวิชาภาษาอังกฤษหลัก 4

$$\begin{aligned} \text{สูตร } t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\ \text{แทนค่า } t &= \frac{62.87 - 60.92}{\sqrt{\frac{(40 - 1)(90.82) + (40 - 1)(74.48)}{40 + 40 - 2} \left[ \frac{1}{40} + \frac{1}{40} \right]}} \\ &= \frac{1.95}{\sqrt{\frac{3541.98 + 2904.72}{78} (0.05)}} \\ &= \frac{1.95}{\sqrt{4.1325}} \\ &= \frac{1.95}{2.03} \\ t &= 0.960 \end{aligned}$$

ค่า  $t$  จากตารางที่ขึ้นของความเป็นอิสระ 78 ที่ระดับความมีนัยสำคัญ .05 มีค่าเท่ากับ 1.98 ซึ่งมากกว่าค่า  $t$  จากการคำนวณ ดังนั้นคะแนนสอบวิชาภาษาอังกฤษหลัก 4 ของนักเรียนทั้งสองห้องจึงไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

6. ทดสอบความแปรปรวนของคะแนนของทั้งสองห้องเรียน

$$\text{สูตร } F = \frac{S_1^2}{S_2^2} \quad \text{เมื่อ } S_1^2 > S_2^2$$

$$\begin{aligned} \text{แทนค่า } F &= \frac{(9.53)^2}{(8.63)^2} \\ &= \frac{90.82}{74.48} \\ F &= 1.22 \end{aligned}$$

แต่ค่า  $F$  จากตารางที่ระดับนัยสำคัญ .05 ชั้นแห่งความเป็นอิสระ (40,40) มีค่าเป็น 1.69 ค่า  $F=1.22 < 1.69$  ดังนั้นค่า  $F$  ที่คำนวณได้จึงไม่มีนัยสำคัญ ที่ระดับ .05 จึงสรุปได้ว่าความแปรปรวนของกลุ่มตัวอย่างประชากรทั้งสองไม่แตกต่างกันอย่างมีนัยสำคัญที่ระดับ .05

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ตารางที่ 8 ตารางแสดงการวิเคราะห์ระดับความยาก(P) และอำนาจจำแนก(D) ของแบบสอบ  
วัดผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษฉบับทดลองใช้ครั้งที่ 1

ข้อที่	R <sub>u</sub>	R <sub>L</sub>	P	D	ข้อที่	R <sub>u</sub>	R <sub>L</sub>	P	D
<u>บทอ่านที่ 1</u>					<u>บทอ่านที่ 3</u>				
1	7	2	0.32	0.36	1	13	13	0.92	0
2	11	4	0.54	0.50	2	2	2	0.14	0
3	14	11	0.89	0.21	3	2	0	0.07	0.14
4	12	1	0.46	0.78	4	12	2	0.50	0.71
5	7	0	0.25	0.50	5	12	2	0.50	0.71
6	13	8	0.75	0.36	6	9	4	0.46	0.36
7	4	1	0.18	0.21	7	8	0	0.28	0.57
8	11	2	0.46	0.64	8	7	1	0.28	0.43
9	8	1	0.32	0.50	9	5	0	0.17	0.36
10	12	1	0.46	0.78	10	7	4	0.39	0.21
<u>บทอ่านที่ 2</u>					<u>บทอ่านที่ 4</u>				
1	10	1	0.45	0.75	1	11	7	0.64	0.28
2	11	2	0.54	0.75	2	4	1	0.18	0.21
3	10	4	0.58	0.50	3	13	9	0.78	0.28
4	4	2	0.25	0.17	4	14	5	0.68	0.64
5	5	3	0.33	0.17	5	6	4	0.36	0.14
6	10	2	0.50	0.67	6	11	4	0.54	0.50
7	12	6	0.75	0.50	7	7	4	0.39	0.21
8	9	2	0.45	0.58	8	10	3	0.46	0.50
9	4	2	0.25	0.16	9	14	6	0.60	0.78
10	3	0	0.12	0.25	10	8	3	0.39	0.36

ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D	ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D
<u>บทอ่านที่ 5</u>					<u>บทอ่านที่ 7</u>				
1	6	5	0.46	0.80	1	8	1	0.32	0.50
2	9	4	0.54	0.42	2	9	3	0.43	0.43
3	9	6	0.62	0.25	3	5	1	0.21	0.28
4	5	1	0.25	0.33	4	9	5	0.50	0.28
5	7	2	0.38	0.42	5	10	1	0.39	0.64
6	8	2	0.42	0.50	6	12	11	0.82	0.07
7	7	3	0.42	0.33	7	1	0	0.03	0.07
8	8	0	0.33	0.67	8	6	1	0.25	0.36
9	9	4	0.54	0.42	9	3	1	0.14	0.14
10	10	4	0.58	0.50	10	8	7	0.53	0.07
<u>บทอ่านที่ 6</u>					<u>บทอ่านที่ 8</u>				
1	10	7	0.71	0.25	1	14	11	0.89	0.21
2	8	4	0.50	0.33	2	13	3	0.59	0.71
3	4	2	0.25	0.16	3	9	4	0.46	0.36
4	12	11	0.95	0.08	4	2	1	0.11	0.07
5	10	7	0.71	0.25	5	1	1	0.07	0
6	10	4	0.58	0.50	6	2	3	0.18	0.07
7	10	6	0.66	0.33	7	13	5	0.64	0.57
8	8	3	0.45	0.42	8	13	2	0.53	0.79
9	3	2	0.21	0.08	9	12	6	0.64	0.43
10	9	4	0.54	0.42	10	12	2	0.50	0.71



ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D	ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D
<u>บทอ่านที่ 9</u>					<u>บทอ่านที่ 11</u>				
1	10	2	0.46	0.62	1	7	3	0.36	0.29
2	7	1	0.31	0.46	2	12	5	0.60	0.50
3	12	1	0.50	0.85	3	14	5	0.68	0.64
4	1	1	0.07	0.0	4	12	4	0.57	0.57
5	13	5	0.69	0.62	5	9	1	0.36	0.57
6	12	3	0.57	0.69	6	7	1	0.29	0.43
7	4	0	0.15	0.31	7	8	4	0.43	0.29
8	9	4	0.50	0.38	8	12	3	0.53	0.64
9	11	2	0.50	0.69	9	10	3	0.46	0.50
10	11	4	0.57	0.54	10	14	6	0.71	0.57
<u>บทอ่านที่ 10</u>					<u>บทอ่านที่ 12</u>				
1	7	1	0.28	0.43	1	14	11	0.89	0.21
2	6	3	0.32	0.21	2	4	2	0.21	0.14
3	3	1	0.14	0.14	3	13	4	0.60	0.64
4	8	2	0.36	0.43	4	4	0	0.14	0.28
5	3	0	0.11	0.21	5	6	3	0.32	0.21
6	7	1	0.28	0.43	6	8	2	0.35	0.42
7	13	5	0.64	0.57	7	9	2	0.39	0.50
8	9	0	0.32	0.64	8	13	5	0.64	0.57
9	12	2	0.50	0.71	9	5	4	0.32	0.07
10	10	5	0.53	0.36	10	8	6	0.05	0.14



ตารางที่ 9. ตารางแสดงการวิเคราะห์ระดับความยาก(P) และอำนาจจำแนก(D) ของแบบสอบ  
วัดผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจภาษาอังกฤษ ฉบับทดลองใช้ครั้งที่ 2

ข้อที่	R <sub>u</sub>	R <sub>L</sub>	P	D	ข้อที่	R <sub>u</sub>	R <sub>L</sub>	P	D
<u>บทอ่านที่ 1</u>									
1	7	0	0.25	0.50	7	13	8	0.75	0.36
2	9	2	0.39	0.50	<u>บทอ่านที่ 4</u>				
3	12	1	0.46	0.78	1	7	4	0.39	0.21
4	13	9	0.78	0.28	2	8	0	0.33	0.67
5	10	3	0.46	0.50	3	12	4	0.57	0.57
6	8	3	0.39	0.36	4	14	3	0.60	0.78
7	6	3	0.32	0.21	5	7	4	0.39	0.21
<u>บทอ่านที่ 2</u>					6	11	4	0.54	0.50
1	10	2	0.43	0.57	7	6	1	0.26	0.36
2	11	4	0.54	0.50	<u>บทอ่านที่ 5</u>				
3	7	4	0.39	0.21	1	13	3	0.59	0.71
4	10	3	0.46	0.50	2	12	6	0.64	0.43
5	12	2	0.50	0.71	3	8	3	0.39	0.35
6	8	3	0.39	0.36	4	9	5	0.50	0.28
7	13	9	0.78	0.28	5	9	3	0.43	0.43
<u>บทอ่านที่ 3</u>					6	13	2	0.53	0.79
1	11	7	0.64	0.28	7	14	6	0.71	0.57
2	9	4	0.46	0.36	<u>บทอ่านที่ 6</u>				
3	13	5	0.64	0.57	1	12	4	0.57	0.57
4	12	6	0.64	0.42	2	9	5	0.50	0.28
5	13	8	0.75	0.36	3	10	1	0.39	0.78
6	6	3	0.32	0.21	4	11	7	0.64	0.21

ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D	ชื่อที่	R <sub>u</sub>	R <sub>L</sub>	P	D
<u>บทอ่านที่ 6</u>									
5	6	1	0.25	0.36	5	8	2	0.35	0.42
6	6	3	0.32	0.64	6	12	3	0.53	0.64
7	9	5	0.50	0.28	7	14	6	0.71	0.57
<u>บทอ่านที่ 7</u>					<u>บทอ่านที่ 10</u>				
1	8	1	0.32	0.50	1	8	3	0.39	0.36
2	7	4	0.39	0.21	2	7	1	0.29	0.43
3	10	3	0.46	0.50	3	13	5	0.64	0.57
4	13	3	0.59	0.71	4	9	2	0.39	0.50
5	5	1	0.21	0.28	5	11	5	0.57	0.43
6	6	3	0.32	0.21	6	13	4	0.60	0.64
7	10	7	0.60	0.21	7	12	5	0.60	0.50
<u>บทอ่านที่ 8</u>					<u>บทอ่านที่ 11</u>				
1	14	5	0.68	0.64	1	13	3	0.59	0.71
2	9	3	0.43	0.43	2	11	2	0.46	0.64
3	6	1	0.25	0.36	3	10	3	0.46	0.50
4	12	6	0.64	0.43	4	8	2	0.35	0.42
5	9	4	0.46	0.36	5	9	5	0.50	0.28
6	13	5	0.64	0.57	6	13	5	0.64	0.57
7	13	3	0.59	0.71	7	12	8	0.71	0.29
<u>บทอ่านที่ 9</u>					<u>บทอ่านที่ 12</u>				
1	12	5	0.60	0.50	1	8	3	0.39	0.36
2	9	1	0.36	0.57	2	14	5	0.67	0.64
3	14	7	0.75	0.50	3	8	3	0.39	0.36
4	12	4	0.57	0.57	4	8	2	0.36	0.43

ข้อที่	$R_u$	$R_L$	P	D
บทอ่านที่ 12				
5	12	4	0.57	0.57
6	6	3	0.32	0.21
7	10	4	0.50	0.42

### ตัวอย่างการคำนวณ

การวิเคราะห์ระดับความยาก (P) และอำนาจจำแนก (D) ของข้อ 1 ในแบบสอบฉบับทดลองใช้ครั้งที่ 1

หาระดับความยาก

สูตร 
$$P = \frac{R_u + R_L}{2f}$$

$$R_u = 7$$

$$R_L = 2$$

$$f = 14$$

แทนค่า 
$$P = \frac{7 + 2}{28}$$

$$= 0.32$$

หาค่าอำนาจจําแนก

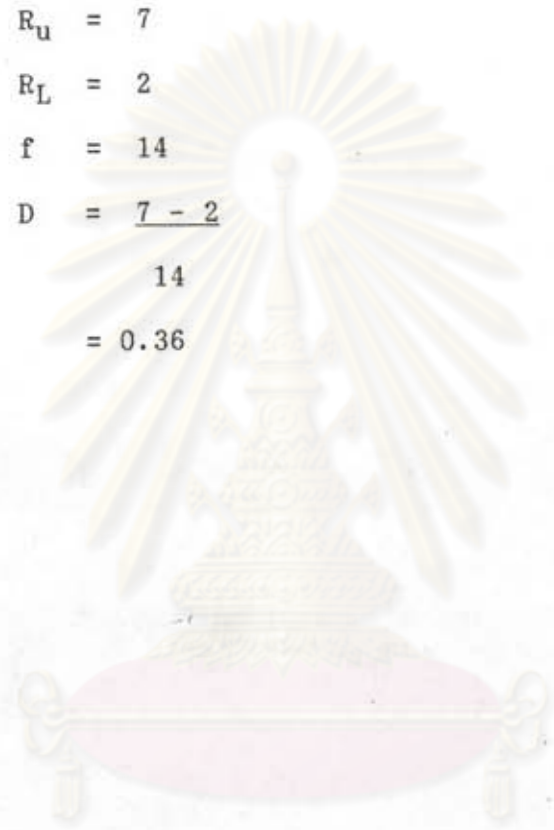
สูตร  $D = \frac{R_u - R_L}{f}$

$R_u = 7$

$R_L = 2$

$f = 14$

แทนค่า  $D = \frac{7 - 2}{14}$   
 $= 0.36$



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ตารางที่ 11 ตารางแสดงค่า  $p$  และ  $q$  ของแบบสอบวัดผลสัมฤทธิ์ในการอ่านเพื่อความเข้าใจ  
ภาษาอังกฤษ ฉบับทดลองครั้งที่ 2

ข้อที่	$p$	$q$	$pq$	ข้อที่	$p$	$q$	$pq$
<u>บทอ่านที่ 1</u>							
1	0.28	0.72	0.20	7	0.70	0.30	0.21
2	0.40	0.60	0.24	<u>บทอ่านที่ 4</u>			
3	0.50	0.50	0.25	1	0.40	0.60	0.24
4	0.77	0.23	0.18	2	0.35	0.65	0.23
5	0.45	0.55	0.25	3	0.53	0.45	0.25
6	0.40	0.60	0.24	4	0.57	0.43	0.25
7	0.35	0.67	0.23	5	0.37	0.63	0.23
<u>บทอ่านที่ 2</u>				6	0.55	0.45	0.25
1	0.45	0.55	0.25	7	0.30	0.70	0.21
2	0.52	0.48	0.25	<u>บทอ่านที่ 5</u>			
3	0.35	0.65	0.23	1	0.57	0.43	0.25
4	0.40	0.60	0.24	2	0.70	0.30	0.21
5	0.52	0.48	0.25	3	0.40	0.60	0.24
6	0.45	0.55	0.25	4	0.50	0.50	0.25
7	0.77	0.23	0.18	5	0.42	0.58	0.24
<u>บทอ่านที่ 3</u>				6	0.52	0.48	0.23
1	0.65	0.35	0.23	7	0.70	0.30	0.21
2	0.47	0.53	0.25	<u>บทอ่านที่ 6</u>			
3	0.63	0.37	0.23	1	0.52	0.48	0.23
4	0.67	0.33	0.22	2	0.47	0.53	0.25
5	0.77	0.23	0.18	3	0.40	0.60	0.24
6	0.35	0.65	0.23	4	0.62	0.38	0.24



ชื่อที่	p	q	pq	ชื่อที่	p	q	pq
<u>บทอ่านที่ 6</u>				<u>บทอ่านที่ 9</u>			
5	0.30	0.70	0.21	1	0.57	0.43	0.25
6	0.35	0.65	0.23	2	0.35	0.65	0.23
7	0.52	0.48	0.23	3	0.77	0.23	0.18
<u>บทอ่านที่ 7</u>				4	0.52	0.48	0.25
1	0.35	0.65	0.23	5	0.37	0.63	0.23
2	0.40	0.60	0.24	6	0.52	0.48	0.25
3	0.40	0.60	0.24	7	0.70	0.30	0.21
4	0.52	0.48	0.25	<u>บทอ่านที่ 10</u>			
5	0.22	0.78	0.17	1	0.37	0.63	0.23
6	0.30	0.70	0.21	2	0.30	0.70	0.21
7	0.55	0.45	0.25	3	0.55	0.45	0.25
<u>บทอ่านที่ 8</u>				4	0.40	0.60	0.24
1	0.65	0.35	0.23	5	0.50	0.50	0.25
2	0.40	0.60	0.24	6	0.57	0.43	0.25
3	0.25	0.75	0.19	7	0.62	0.38	0.24
4	0.57	0.43	0.25	<u>บทอ่านที่ 11</u>			
5	0.45	0.55	0.25	1	0.57	0.43	0.25
6	0.60	0.40	0.24	2	0.40	0.60	0.24
7	0.52	0.48	0.25	3	0.42	0.58	0.24

ชื่อที่	p	q	pq
<b>บทอ่านที่ 11</b>			
4	0.35	0.65	0.23
5	0.45	0.55	0.25
6	0.62	0.38	0.24
7	0.70	0.30	0.21
<b>บทอ่านที่ 12</b>			
1	0.32	0.68	0.22
2	0.60	0.40	0.24
3	0.35	0.65	0.23
4	0.35	0.65	0.23
5	0.55	0.45	0.25
6	0.27	0.73	0.19
7	0.45	0.55	0.25

$$\Sigma pq = 19.49$$

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### ตัวอย่างการคำนวณ

การวิเคราะห์หาค่าความเที่ยงของแบบสอบ

ค่ามัชฌิมเลขคณิต ( $\bar{X}$ )

$$\text{สูตร } \bar{X} = \frac{\sum x}{N}$$

$$\sum x = 1643$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า } \bar{X} &= \frac{1643}{40} \\ &= 41.08 \end{aligned}$$

ส่วนเบี่ยงเบนมาตรฐาน ( $S_x$ )

$$\text{สูตร } S_x = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

$$\sum x^2 = 83262$$

$$\sum x = 1643$$

$$\begin{aligned} \text{แทนค่า } S_x &= \sqrt{\frac{83262}{40} - \left(\frac{1643}{40}\right)^2} \\ &= \sqrt{2081.55 - 1687.15} \\ &= \sqrt{394.39} \\ &= 19.86 \end{aligned}$$

ค่าความเที่ยง ( $r_{xx}$ )

สูตร K - R 20 :  $r_{xx} = \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S_x^2} \right]$

$$\sum pq = 19.49$$

$$S_x^2 = 349.42$$

แทนค่า

$$r_{xx} = \frac{84}{83} \left[ 1 - \frac{19.49}{394.42} \right]$$

$$= 1.01 \times 0.95$$

$$= 0.96$$

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## ตารางที่ 12

ตารางแสดงคะแนนผลสัมฤทธิ์ในการอ่านภาษาอังกฤษ ของ  
นักเรียนกลุ่มที่เรียน ด้วยการทาแผนผังสรุปโยงเรื่องที่อ่าน

เลขที่	คะแนน (เฉลี่ย)	เลขที่	คะแนน (เฉลี่ย)
1	3.91	21	3.25
2	3.2	22	3.36
3	3.75	23	3.36
4	3.09	24	4.25
5	2.75	25	3.9
6	4.09	26	4.5
7	3.66	27	3.75
8	3.55	28	3.36
9	3	29	3.75
10	3.36	30	3.83
11	3.5	31	4
12	4.16	32	3.90
13	3.72	33	3.25
14	3	34	4.5
15	3.16	35	2.9
16	3.44	36	2.81
17	3.54	37	3.83
18	2.75	38	3.5
19	3.08	39	3.91
20	3.58	40	3.5

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ตารางที่ 13

ตารางแสดงคะแนนผลสัมฤทธิ์ในการอ่านภาษาอังกฤษ ของ  
นักเรียนกลุ่มที่เรียน ด้วยการอภิปราย

เลขที่	คะแนน (เฉลี่ย)	เลขที่	คะแนน (เฉลี่ย)
1	3.25	21	4.08
2	4	22	2.66
3	3	23	2.08
4	2.33	24	2.83
5	3.36	25	2.75
6	3.09	26	2.75
7	4.16	27	2.18
8	2	28	3.83
9	1.83	29	2.72
10	3.08	30	2.91
11	3.25	31	3.41
12	3.66	32	2.25
13	3.25	33	3
14	2.83	34	2.58
15	2.50	35	2.50
16	3.08	36	3.58
17	1.81	37	3.33
18	2.41	38	3.25
19	3.58	39	2.81
20	2.58	40	1.91

ศูนย์วิทยทรัพยากร  
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รายละเอียดการคำนวณ

1. การคำนวณหาค่ามัธยฐานเลขคณิต ของคะแนนในกลุ่มทดลองที่เรียน ด้วยการหาแผนผังสรุบบางเรื่องที่ย่าน

$$\text{สูตร } \bar{X} = \frac{\Sigma X}{N}$$

$$\Sigma X = 141.2$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า } \bar{X} &= \frac{141.2}{40} \\ &= 3.53 \end{aligned}$$

2. การคำนวณหาค่ามัธยฐานเลขคณิต ของคะแนนในกลุ่มควบคุม ที่เรียนด้วยการอภิปราย

$$\text{สูตร } \bar{X} = \frac{\Sigma X}{N}$$

$$\Sigma X = 116.79$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า } \bar{X} &= \frac{116.79}{40} \\ &= 2.92 \end{aligned}$$

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3. การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานของคะแนนในกลุ่มทดลอง

$$\text{สูตร } S_x = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$$

$$\begin{aligned} \text{แทนค่า } S_x &= \sqrt{\frac{8.1744}{40}} \\ &= 0.45 \end{aligned}$$

4. การคำนวณหาค่าส่วนเบี่ยงเบนมาตรฐานในกลุ่มควบคุม

$$\text{สูตร } S_x = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$$

$$\begin{aligned} \text{แทนค่า } S_x &= \sqrt{\frac{14.7983}{40}} \\ &= 0.608 \end{aligned}$$

5. การทดสอบความมีนัยสำคัญของความแตกต่าง ของคะแนนผลสัมฤทธิ์ ในการอ่านภาษาอังกฤษของกลุ่มตัวอย่างประชากรทั้งสองกลุ่ม

$$\begin{aligned} \text{สูตร } t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\ &= \frac{3.53 - 2.92}{\sqrt{\frac{(40-1)(0.45) + (40-1)(0.608)}{40+40-2} \left[ \frac{1}{40} + \frac{1}{40} \right]}} \\ &= \frac{0.61}{\sqrt{\frac{14.43 + 7.8 (.05)}{78}}} \\ &= \frac{0.61}{\sqrt{0.01425}} \end{aligned}$$

$$= \frac{0.61}{0.11937}$$

$$t = 5.11$$

ค่า  $t$  จากตารางเมื่อทดสอบทางเดียว ที่ระดับความมีนัยสำคัญ .01 มีค่าเท่ากับ 2.39 ซึ่งต่ำกว่าค่า  $t$  จากการคำนวณ ดังนั้นคะแนนผลสัมฤทธิ์ในการอ่านภาษาอังกฤษของนักเรียนกลุ่มที่เรียนด้วยการทำแผนผังสรุปโยงเรื่องจึงสูงกว่ากลุ่มที่เรียนด้วยการอภิปรายอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

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ภาคผนวก จ

รายชื่อหนังสือและแบบเรียนที่นำมาใช้ในการทำแผนการสอน  
และแบบสอบ

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ศูนย์วิทยทรัพยากร  
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ประวัติผู้เขียน

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จากคณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ บางแสน เมื่อ พ.ศ. 2526 เข้าศึกษาต่อ  
ระดับปริญญาโท ในคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2531 ปัจจุบันเป็นอาจารย์  
สอนวิชาภาษาอังกฤษที่โรงเรียนพานทอง จังหวัดชลบุรี



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย