

รายการอ้างอิง



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ภาคผนวก ก

รายชื่อผู้ทรงคุณวุฒิตรวจแผนการสอน

1. อาจารย์ ดร. จันทรทรวงกลด คชเสนี  
อาจารย์ประจำภาควิชาสารัตถศึกษา  
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์ ดร. วิสุทธิ์ศรี จันทรประเสริฐ  
ผู้อำนวยการสถาบันภาษา  
มหาวิทยาลัยกรุงเทพ
3. อาจารย์ศักดิ์สิทธิ์ แสงบุญ  
อาจารย์ประจำสำนักภาษา  
สถาบันพัฒนาบริหารศาสตร์





ภาคผนวก ข

ตัวอย่างแผนการสอน

แผนการสอนการเขียนแบบปรอท

Class : Second year students  
 No. of students : 40  
 Time : 9 - 10  
 Content : Contrast and comparison  
 Aids : pictures, things, charts, supplementary sheets, and transparencies  
 Assumption : Students have already learned : Comparative and superlative degree forms, context clues of contrast and comparison; but, however, while, whereas, like, similarly, both...and..., in contrast, though, etc. and concept about main idea, major and minor details

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> Students must be able to write a contrast and	<u>Presentation</u> Class, look at two pieces of chalk. Compare them, class.	(Look at two pieces of chalk.) White chalk is shorter than pink.	Students write a contrast and comparison.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>comparison paragraph. (The Whole Approach)</p> <p><u>Enabling objective</u></p> <p>Students must be able to use the following structures :</p> <p>on the contrary, nevertheless,</p> <p>similar to,</p> <p>on the other hand</p>	<p>Compare these two erasers, class.</p> <p>Class, today we will learn how to write a contrast and comparison paragraph. Before learning that, we should review some structures.</p> <p>(Give a supplementary sheet 1 to class.)</p>	<p>The first one is bigger than the second one.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Supplementary Sheet 1</p> <p>Context clues</p> <p>Comparison</p> <p>-like</p> <p>-similarly</p>	<p>Contrast</p> <p>-unlike</p> <p>-in contrast</p> <p>-though</p> <p>-conversely</p>	
	<p><u>Direction</u> : Combine these sentences by using the following context clues.</p> <p>1. a) Sam is very clever and careful. b) Donald is very dull and careless.</p> <p>2. a) My uncle, Joans, is a kind doctor. b) Your aunt, Susie, is a kind doctor.</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, look at the supplementary sheet 1 and read it silently.</p> <p>Class, do the exercise.</p> <p>(Call S_ to write the answers on the board.)</p> <p>(Correct the grammar, punctuation and spelling.)</p> <p>(Give a supplementary sheet 2 to class.)</p>	<p>(Look at the supplementary sheet 1 and read it silently.)</p> <p>(Do the exercise.)</p> <p>(Write the answers on the board.)</p>	
	<p>Supplementary Sheet 2</p> <p>a contrast and comparison paragraph</p> <p>Both a toad and a frog belong to the same class, amphibian; on the</p>		



Objectives	Procedure		Evaluation
	Teacher	Students	
		<p>contrary, they also have the differences. First of all, the toad is an amphibian with a head and trunk but no neck or tail. It's a vertebrate, and belongs to the group of tailless, jumping amphibians. Its mouth is large and its tongue, being attached near the front, can be extended to capture insects. There are special muscles which rotate the eyeballs so that the animal can see in all directions. Toads grow up in water. Nevertheless, unlike frogs, they spend most of their lives on land. Toads are found in most parts of the world. Some toads stay near ponds and streams; others live in fields. Toads are similar to frogs but have shorter legs and are generally clumsier or less coordinated. Toads have rough warts on their skin. Just behind the eyes, there are usually some bumps filled with a poisonous liquid. Some toads also have this poison in bumps on their legs and body. A toad releases the poison when it is attached. Toads have broader flatter bodies</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, look at the supplementary sheet 2 and read it silently.</p> <p>(Give 5 minutes to class to read a contrast and comparison paragraph.)</p> <p>Do you finish reading, class?</p> <p>Class, can you see the word "on the contrary" in the paragraph?</p> <p>Why do we use "on the contrary"?</p> <p>Class, underline the word "on the contrary" and then look at the transparency.</p>	<p>(Look at the supplementary sheet 2 and read it silently.)</p> <p>Yes.</p> <p>Yes.</p> <p>We use it to emphasize the difference between one person or thing and another.</p> <p>(Underline the word "on the contrary" and then look at the transparency.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	(Show the transparency.)	<p>-The face of the giant panda is also different from the face of the red panda. The giant panda has a white face with black patches around each eye; on the contrary, the red panda has a pale face with a rusty-red streak that curves downward from each eye.</p> <p>-The fox lives on small animals and wild fruits. On the contrary, the wolf lives on large hoofed mammals, sometimes small rodents and berries.</p>	
	<p>Class, read the sentences silently.</p> <p>Class, do you see any punctuations?</p> <p>S, explain how to use them.</p>	<p>(Read the sentences silently.)</p> <p>Yes.</p> <p>S,; We use a comma after "on the contrary". If "on the contrary"</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. S<sub>2</sub>, write the patterns of "on the contrary" on the board.</p> <p>(Ask S<sub>1</sub> to make sentences using "on the contrary" on the board.)</p> <p>(Correct grammar, punctuation and spelling of S<sub>1</sub>' sentences.)</p> <p>Now, class, look at the word "nevertheless" and then underline it.</p> <p>Why do we use "nevertheless", class?</p>	<p>are between the clauses, we use a semi-colon (;) in front of "on the contrary" and a comma after it.</p> <p>S<sub>2</sub>: Sentence. On the contrary, sentence.</p> <p>Clause; on the contrary, clause.</p> <p>(S<sub>1</sub> make sentences using "on the contrary" on the board.)</p> <p>(Look at the word "nevertheless" and then underline it.)</p> <p>We use it to show contrast of two</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, look at the transparency. (Show the transparency.)</p>	<p>things. (Look at the transparency.)</p>	
	<p>-He is very diligent; nevertheless, he is careless. -This paragraph is very difficult to understand. Nevertheless, Smith can do the exercise.</p>		
	<p>Class, read the sentences silently. S<sub>3</sub>, write the patterns of "nevertheless" on the board. S<sub>4</sub>, explain how to use punctuations.</p>	<p>(Read the sentences silently.) S<sub>3</sub>: Clause; nevertheless, clause. Sentence. Nevertheless, sentence. S<sub>4</sub>: We use a comma after "nevertheless". If "nevertheless" are</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good.</p> <p>(Ask S<sub>1</sub> to make sentences using "nevertheless" on the board.)</p> <p>(Correct grammar, punctuation and spelling of S<sub>1</sub>' sentences.)</p> <p>Class, look at the word "similar to" and then underline it.</p> <p>Class, look at the transparency.</p> <p>(Show the transparency.)</p>	<p>between en the clauses, we use a semi-colon (;) in front of "nevertheless" and a comma after it.</p> <p>(S<sub>1</sub> make sentences using "nevertheless" on the board.)</p> <p>(Look at the word "similar to" and then underline it.)</p> <p>(Look at the transparency.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>-A wagon is similar to a cart which is used to carry goods.</p> <p>-Hares are similar to rabbits in that they are the hare family.</p>	<p>(Read the sentences silently.)</p> <p>We use it to compare two things.</p> <p>We use noun or pronoun.</p>	
	<p>Class, read the sentences silently.</p> <p>Why do we use "similar to"?</p> <p>Good. What part of speech should we use after "similar to"?</p> <p>Good.</p> <p>(Ask S<sub>u</sub> to make sentences using "similar to" on the board.)</p> <p>(Correct grammar, punctuation and spelling of S<sub>u</sub>' sentences.)</p>	<p>(S<sub>u</sub> make sentences using "similar to" on the board.)</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, look at the word "on the other hand" and then underline it.</p> <p>Class, look at the transparency. (Show the transparency.)</p>	<p>(Look at the word "on the other hand" and then underline it.)</p> <p>(Look at the transparency.)</p>	
	<p>-The face of the giant panda is also different from the face of the red panda. The giant panda has a white face with black patches around each eye; on the other hand, the red panda has a pale face with a rusty-red streak that curves downward from each eye.</p> <p>-The fox lives on small animals and wild fruits. On the other hand, the wolf lives on large hoofed mammals, sometimes small rodents and berries.</p>		
	Class, read the sentences silently.	(Read the sentences silently.)	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Why do we use "on the other hand" ?</p> <p>Class, do you see any punctuations?</p> <p>S<sub>4</sub>, explain how to use them.</p> <p>Very good. S<sub>5</sub>, write the patterns of "on the other hand" on the board.</p> <p>(Ask S<sub>6</sub> to make sentences using "on</p>	<p>We use it to emphasize the difference between one person or thing and another.</p> <p>Yes.</p> <p>S<sub>4</sub>: We use a comma after "on the other hand". If "on the other hand" are between the clauses, we use a semi-colon (;) in front of "on the other hand" and a comma after it.</p> <p>S<sub>5</sub>: Sentence. On the other hand, sentence.</p> <p>Clause; on the other hand, clause.</p> <p>(S<sub>6</sub> make sentences using "on the other</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>the other hand" on the board.                      (Correct grammar, punctuation and spelling of S' sentences.)                      Now, class, read the supplementary sheet 2 again.                      Class, listen to me carefully.                      If you read it carefully, you will find that this paragraph is different from the paragraph that we learned yesterday. In this paragraph the writer writes all the main points about the other. This is another method. We call it "the whole</p>	<p>hand" on the board.)                      (Read the supplementary sheet 2 again.)                      (Listen to the teacher carefully.)</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>approach contrast and comparison".</p> <p>Do you have any questions, class?</p> <p>(If students have some questions, explain vocab and structures for them.)</p> <p><u>Practice</u></p> <p>Class, look at the pictures and a chart on the board.</p> <p>(Stick the pictures and a chart of a fox and a wolf on the board.)</p>	<p>Yes./No.</p> <p>(Look at the pictures and a chart on the board.)</p>	

Objectives	Procedure			Evaluation
	Teacher		Students	
	FOX	WOLF		
CLASS	mammal	mammal		
HABITAT	almost all continents	almost all continents		
SIZE	small	large		
WEIGHT	under 7 kg.	18-80 kg.		
BODY STRUCTURE	slender body with a long bushy tail, large pointed ears and a pointed snout	muscular body with a long tail, large head, short ears		
COLOR	reddish brown	white, gray, brown or black		
FUR	thick, soft fur	rough, untidy fur		
SOCIAL BEHAVIOR	live and hunt alone	live and hunt in packs		

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>FOOD</p> <p>RESEMBLANCE TO OTHER ANIMALS</p>	<p>FOX</p> <p>small animals and wild fruits</p> <p>dog</p>	<p>WOLF</p> <p>large hoofed mammals, sometimes small rodents and berries</p> <p>dog</p>	
	<p>Class, look at the board and listen to me carefully.                      (Point to a picture of fox.)                      This is a fox.                      (Point to a picture of a wolf.)</p> <p>(Look at the board and listen to the teacher carefully.)</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>This is a wolf. (Repeat the sentences.)</p> <p>This is a fox. That's a wolf.</p> <p>Class, what should be a main idea of this paragraph?</p> <p>Now, class, write all the information about fox.</p>	<p>A fox and a wolf belong to the same class, mammal; on the contrary, they also have the differences.</p> <p>(Foxes are found in almost all continents. They are small and weigh under 7 kg. Unlike wolf, fox has a slender body with a long bushy tail, large pointed ears and a pointed snout. It has reddish brown in colors and its fur is thick and soft. Foxes live and</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, if you finish writing about fox. Now, write about wolf.</p>	<p>hunt alone. They live on small animals and wild fruits. Besides that, they look like dog.)</p> <p>(Like foxes, wolves are found in almost all continents. They are large and weigh about 18-80 kg. On the other hand, wolf has a muscular body with a long tail, large head and short ears. Wolf is different from fox in colors. It is white, grey, brown or black and its fur is rough and untidy. Wolves live and hunt in packs. They live on large hoofed mammals, sometimes small</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, I would like you to rearrange the sentences and the idea with your group.</p> <p>(Devide class into groups and give a transparency to each group.)</p> <p>Class, write a contrast and comparison paragraph about fox and wolf on the transparency.</p> <p>Class, before presenting your paragraph, what should you have when you write a paragraph?</p>	<p>rodents and berries. A wolf is similar to a fox in that they look like dogs.)</p> <p>(Write a contrast and comparison paragraph about fox and wolf on the transparency.)</p> <p>We have a main idea, major and minor details.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>If you finish your paragraph, rearrange the sentences. Is there a unity in your paragraph? Do you focus on contrast and comparison? Do you choose the words that show contrast and comparison?</p> <p><u>Evaluation</u></p> <p>(Call each group to show his paragraph and correct grammar, punctuation and spelling together as well as help each group rewrite and explain the errors.)</p>	<p>(Each group shows his paragraph, correct grammar, punctuation and spelling with teacher.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u>            Class, I want you to write a new contrast and comparison paragraph about two things ; for example, schools, universities, theatres, temples. or department stores and submit it to me tomorrow.</p>	<p>(Write a new contrast and comparison paragraph about two things and submit it to the teacher tomorrow.)</p>	

## แผนการสอนการเขียนแบบเห็นโครงสร้างข้อความ

- Class : Second year students
- No. of students : 40
- Time : 9 - 10
- Content : Contrast and comparison
- Aids : pictures, things, charts, supplementary sheets, and transparencies
- Assumption : Students have already learned : Comparative and superlative degree forms, context clues of contrast and comparison; but, however, while, whereas, like, similarly, both...and..., in contrast, though, etc. and concept about main idea, major and minor details

Objectives	Procedure		Evaluation
	Teacher	Students	
<u>Terminal objective</u> Students must be able to write a contrast and	<u>Presentation</u> Class, look at two pieces of chalk. Compare them, class.	(Look at two pieces of chalk.) White chalk is shorter than pink.	Students write a contrast and comparison.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>comparison paragraph. (The Whole Approach)</p> <p><u>Enabling objective</u></p> <p>Students must be able to use the following structures :</p> <p>on the contrary, nevertheless, similar to, on the other hand</p>	<p>Compare these two erasers, class.</p> <p>Class, today we will learn how to write a contrast and comparison paragraph. Before learning that, we should review some structures. (Give a supplementary sheet 1 to class.)</p>	<p>The first one is bigger than the second one.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Supplementary Sheet 1</p> <p>Context clues</p> <p>Comparison</p> <p>-like</p> <p>-similarly</p>	<p>Contrast</p> <p>-unlike</p> <p>-in contrast</p> <p>-though</p> <p>-conversely</p>	
	<p><u>Direction</u> : Combine these sentences by using the following context clues.</p> <p>1. a) Sam is very clever and careful. b) Donald is very dull and careless.</p> <p>2. a) My uncle, Joans, is a kind doctor. b) Your aunt, Susie, is a kind doctor.</p>		



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, look at the supplementary sheet 1 and read it silently.</p> <p>Class, do the exercise.</p> <p>(Call S<sub>s</sub> to write the answers on the board.)</p> <p>(Correct the grammar, punctuation and spelling.)</p> <p>(Give a supplementary sheet 2 to class.)</p>	<p>(Look at the supplementary sheet 1 and read it silently.)</p> <p>(Do the exercise.)</p> <p>(Write the answers on the board.)</p>	
	<p>Supplementary Sheet 2</p> <p>a contrast and comparison paragraph</p> <p>Both a toad and a frog belong to the same class, amphibian; on the</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
		<p>contrary, they also have the differences. First of all, the toad is an amphibian with a head and trunk but no neck or tail. It's a vertebrate, and belongs to the group of tailless, jumping amphibians. Its mouth is large and its tongue, being attached near the front, can be extended to capture insects. There are special muscles which rotate the eyeballs so that the animal can see in all directions. Toads grow up in water. Nevertheless, unlike frogs, they spend most of their lives on land. Toads are found in most parts of the world. Some toads stay near ponds and streams; others live in fields. Toads are similar to frogs but have shorter legs and are generally clumsier or less coordinated. Toads have rough warts on their skin. Just behind the eyes, there are usually some bumps filled with a poisonous liquid. Some toads also have this poison in bumps on their legs and body. A toad releases the poison when it is attached. Toads have broader flatter bodies</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
		<p>and darker, drier skin than frogs do. Female toads lay eggs in long, jelly-like strings and usually spread the eggs over plants in the water. On the other hand, the frog is a small, tailless amphibian with bulging eyes. Amphibians spend part of their lives in water and part on land. Most frogs live in water. A frog is usually greenish in color but maybe brown or almost black. It has a sticky tongue attached to the front part of the mouth. Therefore, the frog flips its tongue out rapidly to capture its prey. It has a narrow body and its skin is very smooth. The back legs are long and the front legs are short. Its long, powerful hind legs enable a frog to leap distances far greater than the length on a level surface. They also use their large hind legs for swimming. They have webbed toes on their hind feet. A frog will usually leap away quickly when disturbed. Most frogs have thin, moist skin. Frogs lay several thousand clustered masses of eggs at one time.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, look at the supplementary sheet 2 and read it silently.</p> <p>(Give 5 minutes to class to read a contrast and comparison paragraph.)</p> <p>Do you finish reading, class?</p> <p>Class, can you see the word "on the contrary" in the paragraph?</p> <p>Why do we use "on the contrary"?</p> <p>Class, underline the word "on the contrary" and then look at the transparency.</p>	<p>(Look at the supplementary sheet 2 and read it silently.)</p> <p>Yes.</p> <p>Yes.</p> <p>We use it to emphasize the difference between one person or thing and another.</p> <p>(Underline the word "on the contrary" and then look at the transparency.)</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the transparency.)</p>	<p>-The face of the giant panda is also different from the face of the red panda. The giant panda has a white face with black patches around each eye; on the contrary, the red panda has a pale face with a rusty-red streak that curves downward from each eye.</p> <p>-The fox lives on small animals and wild fruits. On the contrary, the wolf lives on large hoofed mammals, sometimes small rodents and berries.</p>	
	<p>Class, read the sentences silently.</p> <p>Class, do you see any punctuations?</p> <p>S, explain how to use them.</p>	<p>(Read the sentences silently.)</p> <p>Yes.</p> <p>S; We use a comma after "on the contrary". If "on the contrary"</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good. S<sub>2</sub>, write the patterns of "on the contrary" on the board.</p> <p>(Ask S<sub>2</sub> to make sentences using "on the contrary" on the board.)</p> <p>(Correct grammar, punctuation and spelling of S<sub>2</sub>' sentences.)</p> <p>Now, class, look at the word "nevertheless" and then underline it.</p> <p>Why do we use "nevertheless", class?</p>	<p>are between the clauses, we use a semi-colon (;) in front of "on the contrary" and a comma after it.</p> <p>S<sub>2</sub>: Sentence. On the contrary, sentence.</p> <p>Clause; on the contrary, clause.</p> <p>(S<sub>2</sub> make sentences using "on the contrary" on the board.)</p> <p>(Look at the word "nevertheless" and then underline it.)</p> <p>We use it to show contrast of two</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, look at the transparency. (Show the transparency.)</p>	<p>things. (Look at the transparency.)</p>	
	<p>-He is very diligent; nevertheless, he is careless. -This paragraph is very difficult to understand. Nevertheless, Smith can do the exercise.</p>		
	<p>Class, read the sentences silently. S<sub>3</sub>, write the patterns of "nevertheless" on the board. S<sub>4</sub>, explain how to use punctuations.</p>	<p>(Read the sentences silently.) S<sub>3</sub>: Clause; nevertheless, clause. Sentence. Nevertheless, sentence. S<sub>4</sub>: We use a comma after "nevertheless". If "nevertheless" are</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good.</p> <p>(Ask S<sub>2</sub> to make sentences using "nevertheless" on the board.)</p> <p>(Correct grammar, punctuation and spelling of S<sub>2</sub>' sentences.)</p> <p>Class, look at the word "similar to" and then underline it.</p> <p>Class, look at the transparency.</p> <p>(Show the transparency.)</p>	<p>between on the clauses, we use a semi-colon (;) in front of "nevertheless" and a comma after it.</p> <p>S<sub>2</sub> make sentences using "nevertheless" on the board.)</p> <p>(Look at the word "similar to" and then underline it.)</p> <p>(Look at the transparency.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
		<div style="border: 1px solid black; padding: 5px;"> <p>-A wagon is similar to a cart which is used to carry goods.            -Hares are similar to rabbits in that they are the hare family.</p> </div>	
	<p>Class, read the sentences silently.            Why do we use "similar to"?            Good. What part of speech should we use after "similar to"?            Good.</p> <p>(Ask S<sub>u</sub> to make sentences using "similar to" on the board.)            (Correct grammar, punctuation and spelling of S<sub>u</sub>' sentences.)</p>	<p>(Read the sentences silently.)            We use it to compare two things.            We use noun or pronoun.</p> <p>(S<sub>u</sub> make sentences using "similar to" on the board.)</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, look at the word "on the other hand" and then underline it.</p> <p>Class, look at the transparency. (Show the transparency.)</p>	<p>(Look at the word "on the other hand" and then underline it.)</p> <p>(Look at the transparency.)</p>	
	<div style="border: 1px solid black; padding: 10px;"> <p>-The face of the giant panda is also different from the face of the red panda. The giant panda has a white face with black patches around each eye; on the other hand, the red panda has a pale face with a rusty-red streak that curves downward from each eye.</p> <p>-The fox lives on small animals and wild fruits. On the other hand, the wolf lives on large hoofed mammals, sometimes small rodents and berries.</p> </div>		
	Class, read the sentences silently.	(Read the sentences silently.)	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Why do we use "on the other hand" ?</p> <p>Class, do you see any punctuations?</p> <p>S<sub>4</sub>, explain how to use them.</p> <p>Very good. S<sub>5</sub>, write the patterns of "on the other hand" on the board.</p> <p>(Ask S<sub>6</sub> to make sentences using "on</p>	<p>We use it to emphasize the difference between one person or thing and another.</p> <p>Yes.</p> <p>S<sub>4</sub>: We use a comma after "on the other hand". If "on the other hand" are between the clauses, we use a semi-colon (;) in front of "on the other hand" and a comma after it.</p> <p>S<sub>5</sub>: Sentence. On the other hand, sentence.</p> <p>Clause; on the other hand, clause.</p> <p>(S<sub>6</sub> make sentences using "on the other</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>the other hand" on the board.            (Correct grammar, punctuation and spelling of S' sentences.)            Now, class, read the supplementary sheet 2 again.)            (Show the transparency of the diagram of the paragraph.)            Class, what should be the main idea for this paragraph?            (Write the main idea on the diagram.)            What are the main points that the writer wants to tell you?            How does the writer compare or con-</p>	<p>hand" on the board.)            (Read the supplementary sheet 2 again.)            The first sentence.            Similarities and differences of toads and frogs.            He writes all the information of frog</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Very good.</p> <p>(Write the items on the transparency.)</p> <p>Which sentence does the writer tell about the kind of toad?</p> <p>(Write the sentence "It's a vertebrate and belongs to the group of tailless, jumping amphibians" on the transparency.)</p> <p>Which sentence does the writer tell about the class of toad?</p> <p>(Write the sentence "The toad is an amphibian with a head and trunk but no</p>	<p>of toads and frogs.</p> <p>It's a vertebrate, and belongs to the group of tailless, jumping amphibian.</p> <p>The toad is an amphibian with a head and trunk but no neck.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>neck " on the transparency.)</p> <p>Which sentence does the writer tell about the body structure of toad?</p> <p>What else?</p> <p>(Write the sentences "Its mouth is large and its tongue, being attached near the front, can be extended to capture insects" and "There are special muscles which rotate the eye-</p>	<p>Its mouth is large and its tongue, being attached near the front, can be extended to capture insects.</p> <p>There are special muscles which rotate the eyeballs so that the animal can see in all directions. Toads have broader flatter bodies.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>balls so that the animals can see in all directions. Toads have broader flatter bodies" on the transparency.)</p> <p>Which sentence does the writer tell about the skin of toad?</p> <p>(Write the sentence "Toads have rough warts on their skin" on the transparency.)</p> <p>Which words does the writer tell about the tail of toad?</p> <p>(Underline "-" on the transparency.)</p> <p>Which sentence does the writer tell about the legs of toad?</p>	<p>Toads have rough warts on their skin.</p> <p>No tail.</p> <p>Toads have shorter legs.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the sentence "Toads have shorter legs" on the transparency.)</p> <p>Which word does the writer tell about the color of toad?</p> <p>(Write the word "dark" on the transparency.)</p> <p>Which sentence does the writer tell about the movement of toad?</p> <p>(Write the sentence "Toads are generally clumsier or less coordinated" on the transparency.)</p> <p>Which sentence does the writer tell about the self-defence of toad?</p>	<p>Dark.</p> <p>Toads are generally clumsier or less coordinated.</p> <p>Just behind the eyes, there are usually some bumps filled with a poisonous</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the sentences "Just behind the eyes, there are usually some bumps filled with a poisonous liquid. Some toads also have this poison in bumps on their legs and body. A toad releases the poison when it is attacked.")</p> <p>Which sentence does the writer tell about the habitat of toad?</p>	<p>liquid. Some toads also have this poison in bumps on their legs and body. A toad releases the poison when it is attacked.</p> <p>Toads spend most of their lives on land. Toads are found in most parts of</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <p>(Write the sentences "Toads spend most of their lives on land. Toads are found in most parts of the world. Some toads stay near ponds and streams; others live in fields" on the transparency.)</p> <p>Which sentence does the writer tell about the reproduction of toad?</p> <p>(Write the sentence "Female toads lay eggs in long, jelly-like strings and</p>	<p>Students</p> <p>the world. Some toads stay near ponds and streams; others live in fields.</p> <p>Female toads lay eggs in long, jelly-like strings and usually spread the eggs over plants in the water.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>usually spread the eggs over plants in the water" on the transparency.)</p> <p>Now, class, we finish summarizing about toad. Next, we write a diagram of frog. Class, listen to me carefully. Which sentence does the writer tell about the kind of frog?</p> <p>(Write the sentence "Frog is a vertebrate and belongs to the group of tailless" on the transparency.)</p> <p>Which sentence does the writer tell about the class of frog?</p> <p>(Write the sentence "The frog is a</p>	<p>(Listen to the teacher carefully.)</p> <p>Frog is a vertebrate and belongs to the group of tailless.</p> <p>The frog is a small amphibian with bulging eyes.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>small amphibian with bulging eyes" on the transparency.)</p> <p>Which sentence does the writer tell about the body structure of frog?</p> <p>(Write the sentences "Frog has a flat head and its body has no neck. It has a sticky tongue attached to the front part of the mouth. The frog flips its tongue out rapidly to capture its prey.")</p>	<p>Frog has a flat head and its body has no neck. It has a sticky tongue attached to the front part of the mouth. The frog flips its tongue out rapidly to capture its prey. It has a narrow body.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>prey. It has a narrow body" on the transparency.)</p> <p>Which sentence does the writer tell about the skin of frog?</p> <p>(Write the sentence "Its skin is very smooth, thin and moist" on the transparency.)</p> <p>Which word does the writer tell about the tail of frog?</p> <p>( Write the word "tailless" on the transparency.)</p> <p>Which sentence does the writer tell about the legs of frog?</p>	<p>Its skin is very smooth, thin and moist.</p> <p>Tailless.</p> <p>The back legs are long and the front legs are short.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the sentence "The back legs are long and the front legs are short" on the transparency.)</p> <p>Which sentence does the writer tell about the color of frog?</p> <p>(Write the sentence "A frog is usually greenish in color but may be brown or almost black" on the transparency.)</p> <p>Which sentence does the writer tell about the movement of frog?</p>	<p>A frog is usually greenish in color but may be brown or almost black.</p> <p>Its long, powerful hind legs enable a frog to leap distances far greater than the length of its body. Many frogs can leap 20 times their body length on a level surface. They also</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <p>(Write the sentence "Its long, powerful hind legs enable a frog to leap distances far greater than the length of its body. Many frogs can leap 20 times their body length on a level surface. They also use their large hind legs for swimming" on the transparency.)</p> <p>Which sentence does the writer tell about the self-defence of frog?</p> <p>(Write the sentence "A frog will usually leap away quickly when</p>	<p>Students</p> <p>use their arge hind legs for swimming.</p> <p>A frog will usually leap away quickly when disturbed.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>disturbed" on the transparency.)</p> <p>Which sentence does the writer tell about the habitat of frog?</p> <p>(Write the sentence "Most frogs live in water" on the transparency.)</p> <p>Which sentence does the writer tell about the reproduction of frog?</p> <p>(Write the sentence "Frogs lay several thousand clustered masses of eggs at one time" on the transparency.)</p> <p>Now, class, look at the diagram.</p>	<p>Most frogs live in water.</p> <p>Frogs lay several thousand clustered masses of eggs at one time.</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Main idea: Both toad and frog belong to the same class, amphibian; on the contrary, they also have the differences.</p>		
		TOAD	
	KIND	<p>It is a vertebrate and belongs to the group of tailless, jumping amphibian.</p>	
	CLASS	<p>The toad is an amphibian with a head and trunk but no neck.</p>	
	BODY STRUCTURE	<p>Its mouth is large and its tongue, being attached near the front, can be extended to capture insects. There are special muscles which rotate the eyeballs so that the animals can see in all directions.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
		TOAD	
SKIN		Toads have broader flatter bodies.	
TAIL		Toads have rough warts on their skin.	
LEGS		-	
COLOR		Toads have shorter legs.	
MOVEMENT		Dark	
SELF-DEFENCE		Toads are generally clumsier or less coordinated. Just behind the eyes, there are usually some bumps filled with a poisonous liquid. Some toads also have this poison in bumps on their legs and body. A toad releases the poison when it is attacked.	
HABITAT***		Toads spend most of their lives on land. Toads are	



Objectives	Procedure		Evaluation
	Teacher	Students	
		TOAD	
	REPRODUCTION	<p>found in most parts of the world. Some toads stay near ponds and streams; others live in fields.</p> <p>Female toads lay eggs in long, jelly-like strings and usually spread the eggs over plants in the water.</p>	
		FROG	
	KIND	Frog is a vertebrate and belongs to the group of	

Objectives	Procedure		Evaluation
	Teacher	Students	
		FROG	
<p>CLASS</p> <p>BODY STRUCTURE</p> <p>SKIN</p> <p>TAIL</p> <p>LEGS</p> <p>COLOR</p>		<p>tailless.</p> <p>The frog is a small amphibian with bulging eyes.</p> <p>Frog has a flat head and its body has no neck. It has a sticky tongue attached to the front part of the mouth. The frog flips its tongue out rapidly to capture its prey. It has a narrow body.</p> <p>Its skin is very smooth, thin and moist.</p> <p>Tailless</p> <p>The back legs are long and the front legs are short</p> <p>A frog is usually greenish in color but may be brown or almost black.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
		FROG	
MOVEMENT		<p>Its long, powerful hind legs enable a frog to leap distances far greater than the length of its body.</p> <p>Many frogs can leap 20 times their body length on a level surface. They also use their large hind legs for swimming.</p> <p>A frog will usually leap away quickly when disturbed.</p> <p>Most frogs live in water.</p> <p>Frogs lay several thousand clustered masses of eggs at one time.</p>	
SELF-DEFENCE			
HABITAT ***			
REPRODUCTION			



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, listen to me carefully.</p> <p>If there are really differences, we will use some context clues to emphasize the sentence.</p> <p>Class, can you tell me what the context clues are?</p> <p>Good. Look at the diagram I put a star at the back of the item that really shows the differences of the two animals.</p> <p>Class, in this paragraph, the writer writes all the main points about one of the subjects at first. Then, he</p>	<p>(Listen to the teacher carefully.)</p> <p>On the contrary, nevertheless, on the other hand.</p> <p>(Look at the diagram.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>writes all the main points about the other. This is another method.</p> <p>What do we call this method?</p> <p>Good. You must be careful to use context clues to make a good paragraph.</p> <p><u>Practice</u></p> <p>Now, class, look at the pictures and a chart on the board.</p> <p>(Stick the pictures and a chart of a fox and a wolf on the board.)</p>	<p>The whole approach contrast and comparison.</p> <p>(Look at the pictures and a chart on the board.)</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
		FOX	WOLF
FOOD	small animals and wild fruits	large hoofed mammals, sometimes small rodents and berries	
RESEMBLANCE TO OTHER ANIMALS	dog	dog	
	<p>Class, look at the board and listen to me carefully.  (Point to a picture of fox.)  This is a fox.  (Point to a picture of wolf.)</p>		<p>(Look at the board and listen to the teacher carefully.)</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>This is a wolf. (Repeat the sentences.)</p> <p>This is a fox. That's a wolf.</p> <p>Class, what should be a main idea of this paragraph?</p> <p>Now, class, look at the chart and see all the information and tell me which one is really difference.</p> <p>(Write "***" three red stars at the back of the "size" on the transparency.)</p> <p>Which one is really similarity?</p>	<p>Both a fox and a wolf belong to the same class, mammal; on the other hand, they also have the differences.</p> <p>(Look at the chart and see all the information and tell the teacher "size" is really difference.)</p> <p>Class, habitat, and resemblance to</p>	



Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(Write "***" three green stars at the back of "class", "habitat" and "resemblance to other animals" on the transparency.)</p> <p>Don't forget to use some context clues in these sentences.</p> <p>Now, class, write all the information about fox.</p>	<p>other animals.</p> <p>(Like wolves, foxes are found in almost all continents. They are small and weigh under 7 kg. Fox has a slender body with a long bushy tail, large pointed ears and a pointed snout. It has reddish brown in colors and its</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Class, if you finish writing about fox. Now, write about wolf.</p>	<p>fur is thick and soft. Foxes live and hunt alone. They live on small animals and wild fruits. Foxes also look like dog.)</p> <p>(Wolves are found in almost all continents. On the contrary, wolves are large and they weigh about 18-80 kg. Wolf has a muscular body with a long tail, large head and short ears. Wolf differs from fox in colors. It is white, grey, brown, or black. Its fur is rough and untidy. Conversely, wolves live and hunt in packs. They live on</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Now, class, I would like you to rearrange the sentences and the idea with your group.</p> <p>(Devide class into groups and give a transparency to each group.)</p> <p>Class, write a contrast and comparison paragraph about fox and wolf on the transparency.</p> <p>If you finish your paragraph, check it yourselves. Is there a unity in your</p>	<p>large hoofed mammals, sometimes small rodents and berries. A wolf is similar to a fox in that they look like dogs.)</p> <p>(Write a contrast and comparison paragraph about fox and wolf on the transparency.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>paragraph? Do you focus on contrast and comparison? Do you choose the words that show contrast and comparison?</p> <p><u>Evaluation</u></p> <p>(Call G<sub>1</sub>, G<sub>2</sub> and G<sub>3</sub> to show paragraphs on the overhead projector and then correct grammar, punctuation and spelling.)</p> <p><u>Transfer</u></p> <p>Class, I would like you to write a new contrast and comparison paragraph about two things; for example, schools,</p>	<p>(G<sub>1</sub>, G<sub>2</sub> and G<sub>3</sub> show paragraphs on the overhead projector and then correct grammar, punctuation and spelling from teacher's instruction.)</p> <p>(Write a new contrast and comparison paragraph about two things and submit it to the teacher tomorrow.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	universities, theatres, temples or department stores and submit it to me tomorrow.		





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### ประวัติผู้เขียน

นายสุเมธ ลอศรีสกุลไชย เกิดวันที่ 10 มิถุนายน 2513 ที่โรงพยาบาลจุฬาลงกรณ์ กรุงเทพมหานคร สำเร็จการศึกษาระดับมัธยมศึกษาที่ โรงเรียนปทุมคงคา และสำเร็จการศึกษาปริญญาครุศาสตรบัณฑิต สาขามัธยมศึกษา วิชาเอก (คู่) ภาษาอังกฤษ และ ภาษาฝรั่งเศส จาก จุฬาลงกรณ์มหาวิทยาลัย เมื่อปีการศึกษา 2534 และในปีการศึกษา 2535 เข้าศึกษาต่อในระดับปริญญาครุศาสตรมหาบัณฑิต ภาควิชามัธยมศึกษา สาขาการสอนภาษาอังกฤษ เป็นอาจารย์พิเศษ สถาบันภาษา มหาวิทยาลัยกรุงเทพ ตั้งแต่ปีการศึกษา 2535 จนถึง ภาควิชาศึกษาศาสตร์ ปีการศึกษา 2538 ปัจจุบันทำงานเป็นอาจารย์พิเศษ คณะมนุษยศาสตร์ มหาวิทยาลัยกรุงเทพ