



รายการอ้างอิง

ภาษาไทย

- กมลทิพย์ เสวตมาลย์. ระดับความสามารถด้านการฟังภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนต้น. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2530.
- จรรยา มโนรส. สมรรถวิสัยในการใช้ภาษาอังกฤษด้านการฟังเพื่อการสื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ท้องที่การศึกษา 3 ในกรุงเทพมหานคร. วิทยานิพนธ์ปริญญาโทบริหารศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์, 2527.
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ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข

หนังสือขอความร่วมมือ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ที่ ทม 0309/11357

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
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13 มิถุนายน 2533

เรื่อง ขอความร่วมมือในการวิจัย

เรียน อธิบดีกรมสามัญศึกษา กระทรวงศึกษาธิการ

- สิ่งที่ส่งมาด้วย 1. โครงร่างวิทยานิพนธ์
2. แบบทดสอบการฟังและแผนการสอน

เนื่องด้วย นายชาญณรงค์ อินทรประเสริฐ นิสิตชั้นปริญญาโท บัณฑิต ภาควิชา
มัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "การเปรียบเทียบผล
สัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทางการฟังเพื่อความเข้าใจของนักเรียนชั้นมัธยม
ศึกษาปีที่ 5 โดยใช้วิธีการสอนแบบแบ่งกลุ่มตามสังกัดสัมฤทธิ์ผลทางการเรียนกับการสอนทั้ง
ชั้น" โดยมี รองศาสตราจารย์ สุภัทรา อักษรานุเคราะห์ เป็นอาจารย์ที่ปรึกษา ในการนี้
นิสิตจำเป็นต้องเก็บรวบรวมข้อมูลต่าง ๆ ที่เกี่ยวข้องโดยการนำแบบทดสอบมาทดลองใช้
กับนักเรียนชั้นมัธยมศึกษาปีที่ 5 ของโรงเรียนอุดรพิทยานุกูล จังหวัดอุดรธานี จำนวน
50 คน โดยเริ่มตั้งแต่เดือนกรกฎาคม - กันยายน 2533

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้
นายชาญณรงค์ อินทรประเสริฐ ได้เก็บรวบรวมข้อมูลดังกล่าว เพื่อประโยชน์ทางวิชาการ
และขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(ศาสตราจารย์ ดร.ถาวร วัชรากิจ)

คณบดีบัณฑิตวิทยาลัย

แผนกมาตรฐานการศึกษา

โทร. 2150895-9 ต่อ 3530



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Daily Lesson Plan 1

Class	M, 5
No. of students	30
Date	July 6, 1990
Time	50 minutes
Content	Making a drink
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: a banana egg nog, a milk shake, a blender to chop, to crack, to whip, to taste smashing Sturcture : Would you like? I'd love

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension :</p> <p>Topic : Making a drink</p>	<p><u>Presentation</u></p> <p>Class, what's the weather like today?</p> <p>Yes. I think so. When it's very hot, how do feel.</p> <p>Good, When you feel thirsty, would you like something to drink?</p>	<p>- It's hot.</p> <p>- It's very hot.</p> <p>- Yes,</p> <p>I'd like some orange juice.</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words:</p>	<p>Yeah. Class, if someone asks you "Would you like something to drink? or Would you like a drink"?, you can respond by using "I'd love ...O.K.?"</p> <p>Class, would you like a drink?</p>	<p>some coke.</p> <p>some pepsi.</p> <p>- Oh! I'd love some orange juice.</p> <p>some coke.</p> <p>some pepsi.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
2.3 Students are able to extract information from the dialogue.	<p>blender to beat or mix the four stuff together. It tastes very good or we can say it tastes smashing. Oh! I forget. Before we put a banana in a blender, we must chop it first, and we have to crack an egg, too.</p> <p>(Teacher shows the word cards</p> <p>"blender"</p> <p>"whip"</p> <p>"smashing"</p> <p>"chop"</p> <p>"crack"</p> <p>to the class one by one)</p> <p>Class, repeat after me.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Blender - Whip - Smashing - Chop - Crack <p>(Teacher repeats all the sentences in order to illustrate the meaning of each word. Teacher also uses a picture of a blender to illustrate the meaning and acts out "whip, chop and crack" so that students can catch on the meaning easier)</p> <p><u>Practice</u></p> <p>At this stage, teacher gives the</p>	<ul style="list-style-type: none"> - Blender - Whip - Smashing - Chop - Crack <p>Students study their work-</p>	
	to the students before listening to the	sheets carefully. If they've	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>dialogue and teacher should make sure that all of the students understand what they are supposed to do.</p> <p>Teacher plays the tape "Making a drink".</p> <p>Teacher plays the tape "Making a drink" again.</p>	<p>got any questions, take them up with their teacher.</p> <p>Students do nothing, but listen carefully.</p> <p>Students try to complete their worksheets while listening to the tape.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their discussion. After this, they are to do the quiz individually.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "Making a drink".</p> <p>At this stage, teacher may play the tape again once, twice or even more if it's necessary</p>	<p><u>Control Group</u></p> <p>Students try to work on their own to complete their worksheets. They must get ready to do the quiz straight away when they've done with the completion part.</p> <p><u>Treatment Group</u></p> <p>After the discussion, the students are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are supposed to do the quiz individually as soon as they've finished the worksheets.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Class, I'd like you to prepare for some cooking. You are supposed to list out the things needed first and then write the process of doing that thing. You should be able to demonstrate to the class, too.</p>	<p><u>Treatment Group</u></p> <p>Each group chooses what to do and help one another within the group list out the things needed and write the process so as to demonstrate to the class.</p> <p><u>Control Group</u></p> <p>Students form their own groups. They are to work in groups of six and do as the Treatment Groups do.</p>	

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Making a drink

Talking about processes

Tapescript

Fern : Hello, Steve. How nice to see you. Come in.

Steve : Hello Fern.

Fern : You look awfully hot.

Steve : Oh, I am.

Fern : Would you like a drink?

Steve : Oh, I'd love a drink. What have you got?

Fern : Well anything you like, you tell me.

Steve : Mm. What I'd really like is a banana egg nog.

Fern : A banana egg nog! What's this?

Steve : It's just like a milk shake.

Fern : OK. You tell me what to do and I'll try and make it for you.

Steve : All you need is a banana, some milk (Mm) an egg and some suger.

Fern : I've got all of those.

Steve : Have you got a blender?'

Fern : Yes, I've got a blender too.

Steve : That's fine then.

Fern : OK. What do I do first?

Steve : Now you chop the banana into the blender.

Fern : Mm-mm. There you are.

Steve : Add in half a pint of milk.

Fern : half a pint ... OK.

Steve : That's about it. Now crack the egg into that.

Fern : Yes. That looks all right. Funny actually.

Steve : And then you just put in two small spoons of sugar.

Fern : One, two.

Steve : There you are. Just whip that up.

Fern : Right ... Mm, got a nice head on it!

Steve : That looks good.

Fern : I'll pour it out for you. How about that?

Steve : That tastes smashing.

(Jacqueline St Clair Stokes, 1984)



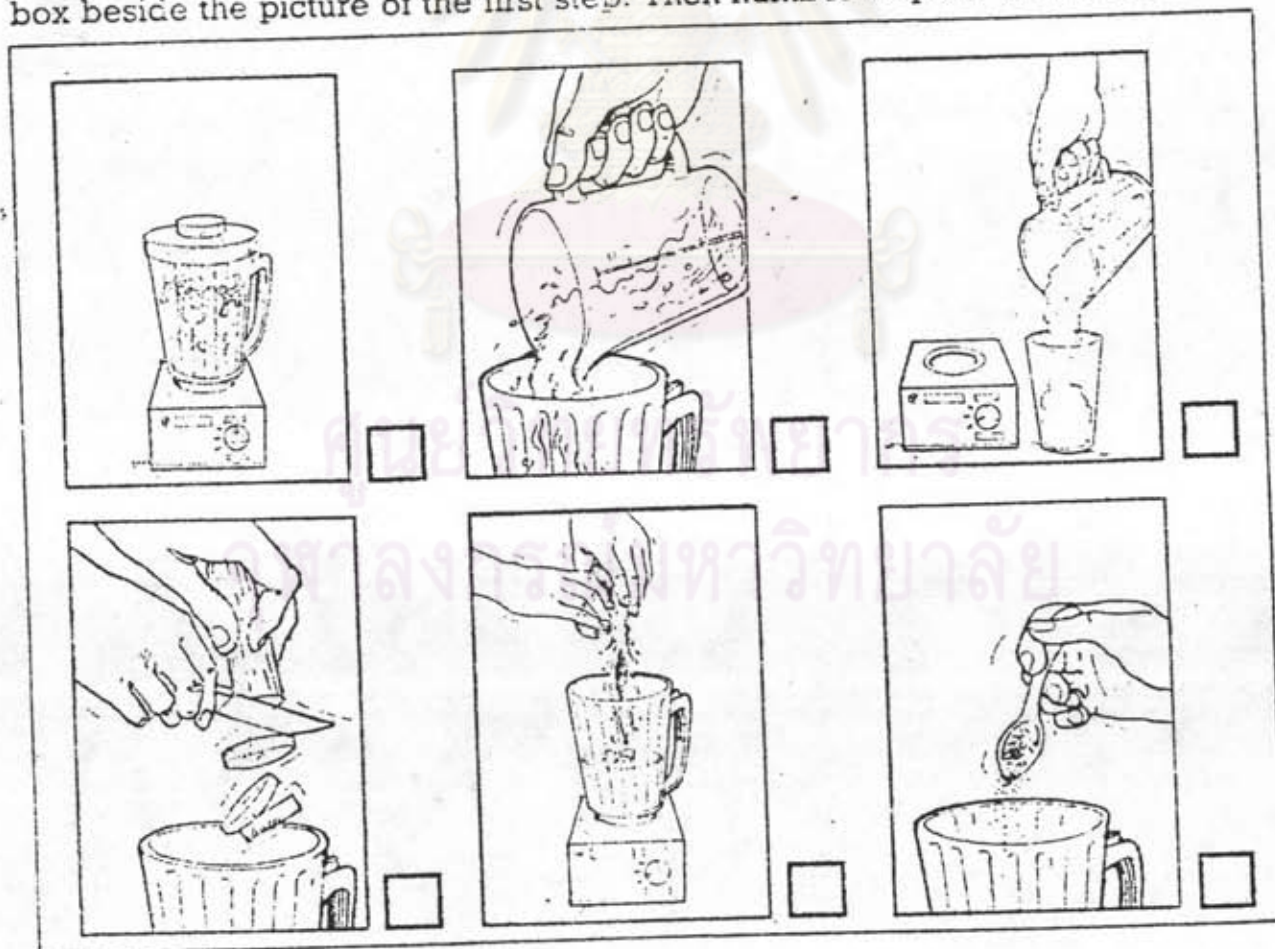
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Making a drink

Circle the ingredients used in making the drink.

<i>Cream</i>	<i>Egg</i>	<i>Water</i>
<i>Milk</i>	<i>Orange juice</i>	<i>Ice cubes</i>
<i>Butter</i>	<i>Banana</i>	<i>Sugar</i>

Look at the pictures showing the six steps for making the drink. Put 1 in the box beside the picture of the first step. Then number steps 2—6 in sequence.

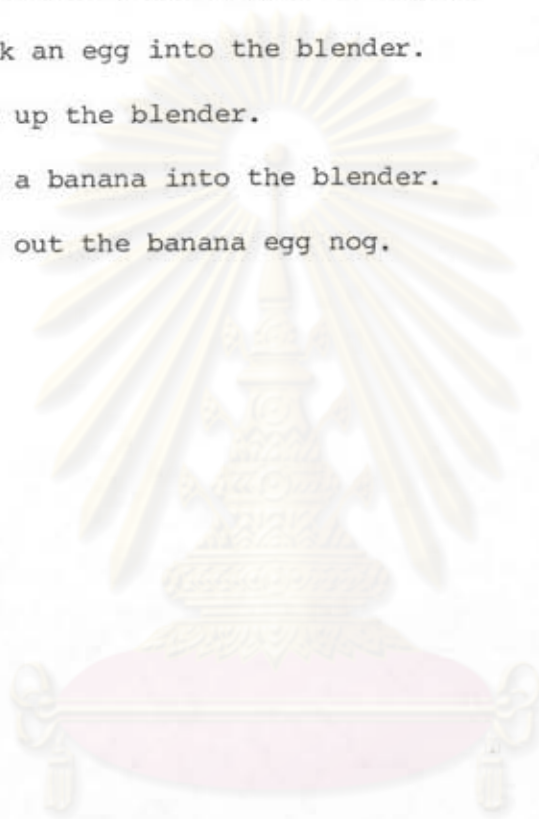


QUIZ

MAKING A DRINK

Put the following statements in the correct order:

- a. Add in half a pint of milk.
- b. Put in two small spoons of sugar.
- c. Crack an egg into the blender.
- d. Whip up the blender.
- e. Chop a banana into the blender.
- f. Pour out the banana egg nog.



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Daily Lesson Plan 2

Class	M,5
No.of students	30
Date	July 9, 1990
Time	50 minutes
Content	Invitation
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: awful, fiancé Structure : - I'm awfully sorry, but - What about tomorrow? - Can you come tomorrow?

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Invitation.</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words:</p> <ul style="list-style-type: none"> - awful - fiancé 	<p><u>Presentation</u></p> <p>Class, do you like durian?</p> <p>(Teacher points to one of the students who say "No")</p> <p>Why don't you like durian?</p> <p>Yes. The smell of durian is bad.</p> <p>In other words, you can say, the smell of durian is awful.</p> <p>(Teacher shows a word card "awful" to the class)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Awful 	<ul style="list-style-type: none"> - Yes, I do. - No, I don't - The smell is bad. - Awful 	<p>Comprehension</p> <p>Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Students are able to use the following expressions appropriately.</p> <p>- I'm carefully sorry, but ...</p> <p>- What about tomorrow?</p> <p>Can you come tomorrow?</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>- Again, please.</p> <p>Can you tell me the meaning or "awful" in Thai?</p> <p>Right.</p> <p>(Teacher shows a picture of a young man and a young lady)</p> <p>Class, look at these two people in this picture. Can you guess how they relate to each other?</p> <p>That's right. But do you think they've got married yet?</p> <p>I don't think they've got married, either, but they are soon. Look at the lady, what can you see on her finger?</p>	<p>- Awful</p> <p>- เลว, ไมดี</p> <p>- They are lovers.</p> <p>- They love each other.</p> <p>- No, they haven't.</p> <p>- A ring,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Yes, The man gave the ring to her as an engagement ring. We call the man a fiancé of the lady.</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Fiancé - Again, please, <p>Then teacher shows the word card to the class)</p> <p>(Teacher puts a short dialogue on the board)</p> <p>A : Mary, would you like to go to the movies with me tonight?</p> <p>B : <u>I'm awfully sorry</u>, but I I have to finish my homework</p>	<ul style="list-style-type: none"> - Fiancé - Fiancé 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>A : What about tomorrow night? Can you come tomorrow night?</p> <p>B : <u>Great, I can.</u> I</p> <p>Class, please look at the underlined expressions carefully.</p> <p>Can you tell me when we say number I?</p> <p>Yes. We use it when we decline or refuse an invitation of someone.</p> <p>What about number II? When do we use number II?</p> <p>Yes. That's right.</p> <p>Class, I'll divide you into two parts. This part reads A's and this part</p>	<p>- ใช้เมื่อปฏิเสธคำเชิญ</p> <p>เมื่อต้องการนัดใหม่</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>B's. And then take turn.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives the worksheets to the students and makes sure that the students have no problems with their worksheets. If they have, teacher clears up.</p> <p>Teacher plays the tape "Invitation"</p> <p>Teacher plays the tape "Invitation" again.</p>	<p>(Students read the dialogue and take turn)</p> <p>Students study the worksheets carefully before listening to the dialogue.</p> <p>Students do nothing but listen carefully.</p> <p>Students try to complete their worksheets while listening to the dialogue.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for the discussion. After this, they are supposed to get ready for the quiz individually.</p> <p><u>Control Group</u></p> <p>Students try to work on their own to complete their worksheets. They must get ready for the quiz straight away.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "Inviation"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I would like you to write a short dialogue inviting someone to do something and then the invitation is declined. You are to make another appointment someother time, Present</p>	<p><u>Treatment Group</u></p> <p>After the discùssion, the students are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Work in group and try to write an invitation as the instruction and then present their work to the class.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>your work to the class,</p>	<p><u>Control Group</u></p> <p>Form their own groups of five and try to write an invitation as the instruction and then present their work to the class,</p>	

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TAPESCRIPT

The telephone rings. Alison answers it.

Jeremy : Hello, Is that Alison?

Alison : Yes. Who is it?

Jeremy : It's me, Jeremy.

Alison : Jeremy?

Jeremy : Yes, you know, Jeremy Trend, from the office stores.

Alison : Oh, that Jeremy. Well, what do you want?

Jeremy : Well, would you like to come to the cinema with me tonight?

Alison : Oh, I'm awfully sorry, Peter, but

Jeremy : Jeremy.

Alison : Oh, yes, Jeremy. Well, I'm washing my hair at the moment.
Actually the water's dripping into the phone.

Jeremy : Well, would you like to come after that?

Alison : Oh, I'm sorry. I'm waiting for a phone call from my boss.
I've got to do some extra work for him this evening, so I
haven't time to go out,

Jeremy : What about tomorrow, then? Can you come tomorrow?

Alison : Well, I usually take my mother to the theatre on Wednesdays.

Jeremy : Well, I don't suppose, perhaps, Friday?

Alison : Oh, Peter'er Jeremy, I'm very sorry. I always go to the
country fro the weekend on Friday evenings with Tommy Roberts,
you know, the office manager's son.

Jeremy : Thomas Roberts! That idiot! Why do you to out with him?
He's awful.

Alison : Well, actually, Jeremy, he's my fiancé!

Jeremy : Oh.

INVITATION

* WORKSHEET

Matching:

Alison's activities



NOW

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

play tennis

go to the theatre

wait for a call

go to the country

go swimming

washing her hair

QUIZ
INVITATION

TRUE OR FALSE

- 1. Alison knows more than one Jeremy.
- 2. Jeremy may be calling from his office.
- 3. Alison is mistaken when she takes Jeremy as Peter.
- 4. Alison seems to be busy every day.
- 5. Alison does not like Jeremy.
- 6. Jeremy really wants to go out with Alison.
- 7. Jeremy does not like Tommy Roberts.
- 8. Alison and Peter are going to get married soon.
- 9. Today, the day Jeremy's calling, is Wednesday.
- 10. Finally Jeremy and Alison decide to go out together.



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Daily Lesson Plan 3

Class M.5
No.of students 30
Date July 11, 1990
Time 50 minutes
Content A Tea Party
Aids Word cards, cassette tape worksheets, picture
Assumption Vocabulary: - hold on,

- have a cold

Structure : - I wonder if you could come to tea tomorrow afternoon.

- Give my love to: George.

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension</p> <p>: Topic : A Tea Party</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the following:</p> <ul style="list-style-type: none"> - hold on - have a cold 	<p><u>Presentation</u></p> <p>Class, have you ever been to a party?</p> <p>Very good. Did someone invite you to go to the party or did you just go by yourself?</p> <p>Yes. What did he/she say when inviting you?</p> <p>That doesn't matter.</p> <p>When you want to invite someone to a party or to do something in an informal way, you should use this</p>	<ul style="list-style-type: none"> - Yes. - A birthday party. - A farewell party. - A housewarming party. - Someone invited me to go <p>(Students keep quiet)</p>	<p>- Comprehension Questions. (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Students are able to use the following expressions appropriately:</p> <p>- I wonder if you could come to tea tomorrow afternoon?</p> <p>- Give my love to George.</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>expression. For example, you want to invite a friend to a birthday party.</p> <p>"I wonder if you could come to my birthday party tomorrow evening?"</p> <p>(Teacher writes the sentence on the board)</p>		

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Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, read the sentence altogether.</p> <p>O.K., Class, if you want to invite a friend to a welcome party, how would you say?</p> <p>Very good. And if you want to invite a friend to a farewell party on Saturday afternoon, how'd you say?</p> <p>Good.</p> <p>Well, it's considered polite to ask how someone is doing when you meet your friend. In the same way, when you're saying goodbye to your friend, you'd better convey your regards to someone you know.</p>	<p>- (Students read the sentence once or twice)</p> <p>- I wonder if you could come to a welcome party tomorrow evening?</p> <p>- I wonder if you could come to to farewell party on Saturday afternoon?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>A simple way to say this is just start a sentence with</p> <p>"Give my love to ... (name)"</p> <p>In Thai asฝากความคิดถึง...(ชื่อ)</p> <p>For example, Mary is a friend of yours, and Jack is, too. You meet Jack, but not Mary. Before you say goodbye to Jack, what shouldn't you forget to say?</p> <p>Very good.</p> <p>When you have a telephone conversation and someone else is wanted on the phone, a polite way to tell someone to wait is "Please hold on a moment"</p>	<p>- Give my love to Mary.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Hold on. - Again, please. <p>Can you tell me the meaning of "Hold on" in Thai?</p> <p>Right.</p> <p>Next, do you feel the weather change, particularly the rainy season?</p> <p>If you walk in the rain, you may have a cold.</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - A cold. <p>When you have a cold, you should take a medicine for it. Do you know any medicine for the cold?</p>	<ul style="list-style-type: none"> - Hold on. - Hold on. - Yes, คอย - A cold - Yes, Tiffy, CPM. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Today you are going to listen to a Tea Party.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, Teacher gives the work-sheets to the students and makes sure that they understand what they are supposed to do with their work-sheets. If they have any problems, teacher clears up.</p> <p>Teacher plays the tape "A Tea Party"</p> <p>Teacher plays the tape "A Tea Party" again.</p>	<p>Students study the work-sheets cardfully, before listening to the dialogue.</p> <p>Students do nothing but listen carefully.</p> <p>Students try to complete their worksheets while listening to the dialogue.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their discussion. After this, they are supposed to get ready for the quiz which follows individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets and must get ready to do the quiz straight away.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives students of both groups the quiz about "A Tea Party."</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>(Teacher gives a situation to the class and then students are to work out a dialogue to invite friends to a party on the phone)</p>	<p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students do the quiz individually as soon as they've done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students work in group as the instructions given and present their work to the class.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, what you are going to work in group is to look at the card I just gave to you ... Please make an invitation on the phone and present your work to the class.</p> <p>The Card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>A birthday party At your house on Saturday evening : start around 6.00 p.m.</p> </div>	<p><u>Control Group</u></p> <p>Students are to work in groups of five and work as the instructions given and then present their work to the class.</p>	

A TEA PARTY:

The telephone rings at Mrs.Smith's house. Mary Smith, her daughter, answers it.

Mary : Hello. St.Albans 51766.

Mrs.Trotter : Hello, Mary. It's Auntie Peggy here. Is your mother in?

Mary : Yes, she's in the kitchen.

Mrs.Trotter : Can I speak to her, please?

Mary : Yes. hold on a moment, please, and I'll call her.

Mummy, you're wanted on the phone. It's Auntie Peggy.

Mrs.Smith : Thank you. Hello, Peggy. How are you?

Trotter : Very well, thank you. How are you?

Smith : All right, thanks. I've got a bit of cold, but it's nothing much.

Trotter : Well, I hope it'll soon be quite better. I wonder if you could come to tea tomorrow afternoon?

Smith : I'd love to.

Trotter : Good. Come about four o'clock and bring Mary with you. I haven't seen her for a long time.

Smith : All right. We'll see you about four tomorrow, then. Thank you very much.

Trotter : Bye-bye, then. Oh, and give my love to George.

Smith : Thank you. I will. Bye-bye.

(Michael Knight and Bea Woolrich, 1974),

A TEA PARTY *WORKSHEET

Which picture is going to be held at Ms. Trotter's?



QUIZ

A TEA PARTY

TRUE OR FALSE

- 1. 51766 is Mrs.Smith's telephone number.
- 2. Mary's mother is still in bed.
- 3. Mrs.Smith is seriously ill.
- 4. Mrs.Trotter would like Mrs.Smith to go to a tea party at her friend's.
- 5. Mrs.Trotter has not seen Mary for a long time.
- 6. Mrs.Smith accepted the invitation.
- 7. Mrs.Smith is going to the tea party alone.
- 8. The tea party will take place tomorrow afternoon.
- 9. There will be at least three people at the party.
- 10. George may be Mrs.Trotter's husband.



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Daily Lesson Plan 4

Class	M.5
No.of students	30
Date	July 17, 1990
Time	50 minutes
Content	Shopping in an open-air market
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - mushroom - melon - a vegetable stall - garlic - awful Structure: - How much ...? - That's?

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Shopping in an open-air market.</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the following words:</p> <p>- mushroom</p>	<p><u>Presentation</u></p> <p>Class, do you go to the market in the morning?</p> <p>For those who say "yes", what do you buy at the market?</p> <p>(Teacher shows the picture of some mushrooms, garlic and melons to the students)</p> <p>Class, look at this picture. What are these in Thai?</p> <p>Yes. In English we call "mushroom"</p> <p>(Teacher shows the word card "mushroom" to the class)</p>	<p>- Yes.</p> <p>- No.</p> <p>- Some meat, fish and vegetables.</p> <p>- เห็ด</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - melon - garlic - a vegetable stall - awful <p>2.2 Students are able to use the following expressions to ask and answer about prices.</p> <ul style="list-style-type: none"> - How much is ...? are ...? - That's <p>2.3 Students are able to extract</p>	<p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Mushroom - Again, please <p>(Teacher shows a picture of garlic to the class)</p> <p>This is garlic. Class, repeat after me.</p> <ul style="list-style-type: none"> - Garlic - Again, please <p>(Teacher shows a picture of melons to the class)</p> <p>These are melons. Class repeat after me.</p> <ul style="list-style-type: none"> - Melons - Again, please 	<ul style="list-style-type: none"> - Mushroom - Mushroom - Garlic - Garlic - Melons - Melons 	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>the information from the dialogue.</p>	<p>Class, when you go to the market and you buy some vegetables, where do they put the vegetables?</p> <p>Where else?</p> <p>Right. But we don't call a counter. We call it a vegetable stall.</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - A vegetable stall - Again, please <p>Very good. Here in your hometown, how do they sell vegetables?</p> <p>For example, I want to buy some melons.</p>	<ul style="list-style-type: none"> - On the ground. - On the table. - On the counter. - A vegetable stall - A vegetable stall - By kilo. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How much is a kilo of melons?</p> <p>Oh! very cheap.</p> <p>(Teacher points to one of the students' notebook)</p> <p>How much is your notebook?</p> <p>Oh! It's expensive.</p> <p>(Teacher points to one of the student's watch)</p> <p>How much is your watch?</p> <p>Very good.</p> <p>Class, do you know durian?</p> <p>Do you like durian?</p> <p>Those who say "no", why don't you</p>	<p>- That's 5 baht.</p> <p>- That's 10 baht.</p> <p>- Yes.</p> <p>- It's 850 baht.</p> <p>- Yes.</p> <p>- Yes.</p> <p>- No.</p> <p>- It's has a bad smell.</p>	

like it?

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Right. In other words, it has an awful smell.</p> <p>Yes. Durian has an awful smell.</p> <p>Now, repeat after me.</p> <p>- Awful</p> <p>- Again, please</p> <p>If something is awful, is it good or not good?</p> <p>Right.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, Teacher gives the worksheets to the students and makes sure that every student understands</p>	<p>- Awful</p> <p>- Awful</p> <p>- Not good.</p> <p>Students study their worksheets carefully before listening to the dialogue.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>everything about the worksheets. If they've got any questions, teacher clears up.</p> <p>Teacher plays the tape "Shopping in an open-air market"</p> <p>Teacher plays the tape "Shopping in an open-air market" again.</p>	<p>Students do nothing but listen carefully.</p> <p>This time, students try to complete their worksheets while listening to the dialogue.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and also discuss among their teammates. They are given some five minutes more for the discussion before</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the students of both groups the quiz about "Shopping in an open-air market"</p>	<p>they get ready to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students must work on their own to complete the worksheets and get ready for the quiz as soon as they've done with the completion part.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>At this stage, teacher plays the tape again once or twice or even more if it's necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like to write a short dialogue about doing some shopping. You have to do your shopping at the morning market. You should write a shopping list and buy at least four things. Then present your work to the class.</p>	<p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students plan to do their shopping by writing a shopping list and write a dialogue among their group.</p> <p><u>Control Group</u></p> <p>Students can work either in pairs or groups of five. Then plan a shopping list and write a dialogue.</p> <p>- Present their work to the class.</p>	

LISTENING

Shopping in an open-air market

Fill in the prices of the fruit and vegetables.



Calculate the cost of the shopping on the list.

SHOPPING LIST	
1/2 lb tomatoes
1 doz. eggs
1 melon
1 pineapple
Total	£

TAPESCRIPT

Shopping in an open-air market

Asking for information

Stallholder: Morning madam, what can I get for you?

Customer : Oh, morning. Mushrooms please, have you any mushrooms?

Stallholder: Yes, the mushrooms are behind the melons.

Customer : Oh yes I see. Could I have half a pound, please?

Stallholder: Half a pound of mushrooms.

Customer : How much is that?

Stallholder: That's 52p, please.

Customer : Thank you. Now the melons. How much are those melons?

Stallholder: They're 1.50, actually.

Customer : 1.50! No, thanks, too expensive.

Stallholder: Too expensive?

Customer : I see you've got eggs here. I've never seen eggs on a vegetable stall before.

Customer : How much?

Stallholder: 78p, a dozen.

Customer : 78p. Yes, I'll have a dozen thanks.

Stallholder: Right, dozen eggs.

Customer : Have you got any tomatoes?

Stallholder: Er... they're on the right behind the apples. Can you see them there?

Customer : Oh yes. How much are they?

Stallholder: 50 p apound.

Customer : Ah-huh. I'll have a pound thanks.

And what's in that basket up there?

Stallholder: Oh that's garlic.

Customer : Oh, no thank you, no. My husband won't touch it.

Stallholder: Doesn't like it?

Customer : No, awful.

Stallholder: Oh, we have it in our cooking all the time.

Customer : Look. I'll have a lime please, I think. How much are they?

Stallholder: Right. 20p each today.

Customer : Yes please, I will have one.

Stallholder: 20p each. That's one lime.

Customer : That's all thanks.

Stallholder: Right, let's see. Fifty-two, twenty-eight, fifty that's 2 exactly.

Customer : Fine. thank you. Here you are.

Stallholder: Right, thanks very much. See you again then.

Customer : Thank you, bye.

Stallholder: Bye.

ศูนย์วิทยุทรัพยากร
(Jacqueline St Clair Stokes, 1984)
จุฬาลงกรณ์มหาวิทยาลัย

QUIZ

SHOPPING IN AN OPEN-AIR MARKET

Put a tick (/) in front of what the customer wants to buy:

- Mushrooms
- Melons
- Eggs
- Tomatoes
- Cabbages
- Garlic
- Limes
- Pineapples
- Strawberris
- Apples



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Daily Lesson Plan 5

Class	M.5
No.of students	30
Date	July 19, 1990
Time	50 minutes
Content	Some advice for telephone users
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabluary: - code - receiver - dial - ringing tone - engaged tone - unobtainable - securely - coinbox

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Some advice for telephone users</p>	<p><u>Presentation</u></p> <p>Class, our world today is very convenient particularly means of communication. One of which is telephone.</p> <p>(Teacher shows the class the telephone with its receiver)</p> <p>Class, look at this. What's this?</p>	<p>- It's a telephone.</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 students are able to tell the meaning of the following words:</p> <p>- code</p>	<p>Have you ever used a telephone?</p> <p>O.K. No problem. I know that you know this thing. (Teacher lifts the receiver) This is a receiver.</p> <p>Class, repeat after me</p>	<p>- Yes, I have.</p> <p>- No, I haven't.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - receiver - dial - ringing tone - engaged tone - unobtainable - securely - coinbox <p>2.2 Students are able to extract the information from the instructions.</p>	<ul style="list-style-type: none"> - Receiver - Again, please <p>(Teacher dials a telephone)</p> <p>Class, look. I'm dialling a telephone.</p> <ul style="list-style-type: none"> - Dial - Again, please <p>What's the meaning of "dial" in Thai?</p> <p>Good.</p> <p>(Teacher writes down a telephone number with a code on the board. Say (02)2770584</p> <p>Class, look at these numbers.</p>	<ul style="list-style-type: none"> - Receiver - Receiver - Dial - Dial - หมุน 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What's the telephone number?</p> <p>Right. Do you know where this number is?</p> <p>How do you know?</p> <p>Right. What about in your hometown? How many figures are there?</p> <p>Very good. Look at 02 in the brackets.</p> <p>It's a code for Bangkok. If you want to call someone in Bangkok, you must dial the code (02) first before you dial your telephone number.</p> <p>Class, repeat after me.</p>	<p>- 2770584</p> <p>- In Bangkok</p> <p>- Because there are seven figures.</p> <p>- There are six figures.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Code</p> <p>- Again, please.</p> <p>What's the code for your hometown?</p> <p>Very good. If you want to call someone in your hometown, do you have to dial the code.</p> <p>Right.</p> <p>Now. You are calling your friend, if you hear a ringing tone (burr-burr), you can talk. If you hear repeated single notes, it's an engaged tone. That means the telephone is not free.</p> <p>When you dial a telephone number, you hear a steady note. It means that</p>	<p>- Code</p> <p>- Code</p> <p>- (042)</p> <p>- No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the number is unobtainable or the number can't be found.</p> <p>(Teacher shows the sounds of the telephone to get the students through to the sounds above and then puts "unobtainable" on the board)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Unobatinable - Again, please <p>Yes. Class, if we can't find something we want, we can say that it's unobtainable. Do you understand? Like a telephone number 123456, this number is unobtainable because there is not</p>	<ul style="list-style-type: none"> - Unobatinable - Unobtainable 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>this number as a telephone number.</p> <p>Every time, after you finish the call, you should hang up the receiver securely, (Teacher demonstrates how to hang up the receiver securely)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Securely - Again, please <p>In big cities, there are public telephone which are on the sidewalks. It's for everybody and we have to put a coin into a slot before using it. In other words, we call it "a coinbox". (Teacher puts "coinbox" on the board)</p>	<ul style="list-style-type: none"> - Securely - Securely 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, repeat after me</p> <ul style="list-style-type: none"> - Coinbox - Again, please <p>Do you know how to call in Thai?</p> <p>Are there any coinboxes in your hometown?</p> <p>What colors are they?</p> <p>Very good.</p> <p>Today, you are going to listen to the instructions on how to use a telephone.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the instructions, teacher gives the</p>	<ul style="list-style-type: none"> - Coinbox - Coinbox <p>- Yes, โทรศัพท์สาธารณะ</p> <p>- Yes, there are.</p> <p>- Some are red, some are blue.</p> <p>Students study the worksheets carefully, before listening to</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>worksheets to the students and makes sure that every student understands about the worksheets. If they have any questions, teacher clears up.</p> <p>Teacher plays the tape "Some advice for telephone users"</p> <p>Teacher plays the tape again.</p>	<p>instructions.</p> <p>Students do nothing, but listen to the instructions carefully.</p> <p>Students try to complete their worksheets while listening to the instructions.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "Some advice for telephone users"</p>	<p>given some five more minutes for the discussion. After this, they are supposed to get ready for the quiz and do individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets individually and they must get ready for the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are to do the quiz individually.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape again once or twice or even more if it's necessary at this stage.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to write a set of instructions about something. You may write an instruction on how to use a dictionary, how to unscrew a coke or whatever.</p>	<p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students work among their teammates on an instruction and then present their work to the class.</p> <p><u>Control Group</u></p> <p>Work in group of six and choose to write a set of instructions as suggested by the teacher or think of their own. Then present their work to the class.</p>	

TAPESCRIPPT

Some advice for telephone users:

When you make a call

1. First check the code, if any, and the number. (If you are in Britain but outside London and want to call London, the code is 01)
2. Lift the receiver and listen for the dialling tone. (a continuous purring tone)
3. Dial carefully. Allow the dial to return freely to the start.
4. Then wait for another tone:
 - a. Ringing tone, (burr-burr) : your number is being called.
 - b. Engaged tone (repeated single note) : try again after a few minutes.
 - c. Number unobtainable (steady note) : replace receiver, check the code and/or the number, and then dial again. If still unobtainable, dial 100 for the operator.

After dialling a call, you may have to wait up to 15 seconds before you hear a tone. During this time, the equipment will connect your call. Press button telephones take longer to connect.

At the end of the call, replace the receiver securely, because the timing of calls stops when the caller hangs up.

telephone, answer quickly, giving your name, The name

when you pick up the phone,

coinbox

(public telephone). The pips will stop when the caller puts in his money. The caller cannot hear you until then, so wait before you speak.

(Elizabeth B. Pryse, 1981)



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Some advice for telephone users

*WORKSHEET

When you make a call,

a if any.

b

c Listen for the dialling tone

d

e Wait for another tone

(burr-burr): the number is being called.

Engaged tone (repeated single tone): _____

Number unobtainable (_____): replace receiver.

QUIZ.

SOME ADVICE FOR TELEPHONE USERS

Complete the sentences in column A by using the statements in column B

A	B
..... 1. When you make a call...	a. listen for the dialling tone
..... 2. The code of London is ..	b. dial 100 for the operator
..... 3. Lift the receiver and...	c. take longer to connect
..... 4. Allow the dial	d. when the caller puts in his
..... 5. If the number is unobtainable	money e. first check the code
..... 6. You may have to wait up	f. replace the receiver securely
..... 7. Press-button telephones	g. when the caller hangs up h. to return freely to the start
..... 8. At the end of the call,	i. before you hear a tone
..... 9. The timing of calls stops	j. is 01
..... 10. The pips will stop	

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Daily Lesson Plan 6

Class	M.5
No.of students	30
Date	July 23, 1990
Time	50 minutes
Content	Lost and Late
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - a housewarming party - get lost - quite a while - for a while Structure: Past simple VS Present perfect Expression: I'm sorry I'm so late. Never mind. Oh! That's too bad. What happened?

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>1. Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Lost and Late</p>	<p><u>Presentation</u></p> <p>Good morning, class.</p> <p>I'm fine, thanks. And you?</p> <p>Class, where do people live?</p> <p>Right. People live in a house.</p> <p>(Teacher shows a picture of a new house to the class)</p>	<p>Good morning. How are you?</p> <p>We're Fine, thank you.</p> <p>(Student are asked to be seated)</p> <p>- They live in a house.</p>	<p>Comprehension Questions (Quiz)</p>
<p><u>2. Enbaling Objective</u></p> <p>2.1 Students are able to tell the meaning of the each word as follows:</p>	<p>Class, look at this picture. Is this a new house or an old house?</p> <p>Uh-huh! It's a new house. My family is moving to live in this new house. What do you think we will have when we live in our new house?</p>	<p>- A new house.</p> <p>- A party.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- a housewarming party</p> <p>- get lost</p> <p>- quite a while</p> <p>- for a while</p> <p>2.2 Students are able to complete the worksheet after listening to "Lost and Late"</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>Very good. What do we call this party in English?</p> <p>No, not exactly. In Thai, please.</p> <p>Right In English we call "a housewarming party"</p> <p>(Teacher shows the word card "Housewarming" to the class)</p> <p>Class, repeat after me</p> <p>- Housewarming</p> <p>- a housewarming party</p> <p>Have you ever had a housewarming party?</p> <p>(Teacher points to one of the students)</p>	<p>- A new house party.</p> <p>- บุญขึ้นบ้านใหม่</p> <p>- Housewarming</p> <p>- A husewarming party</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
2.4 Students are able to answer a sociocultural question.	<p>Have you ever had a housewarming party?</p> <p>When did you have it?</p> <p>At that time was your house old or new?</p> <p>What about now, is it still new?</p> <p>Thank you.</p> <p>Class, Have you ever been in Bangkok?</p> <p>Good. Most of you have been to Bangkok.</p> <p>Is Bangkok busy?</p>	<p>- Yes, I have. (One of the students answers.)</p> <p>- Five years ago.</p> <p>- New</p> <p>- No, it's old.</p> <p>- You're welcome.</p> <p>- yes.</p> <p>- Yes. Very busy.</p> <p>- There are many cars and buildings too.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Right. I first went to Bangkok in 1981. I didn't know Bangkok at all. I wanted to go to Sanarm Luang, but when I got off the bus, I found that I was at Chatujak Park. What happened to me?</p> <p>Very good. But do you know "หลงทาง" in English?</p> <p>Never mind. I'll tell you. (Teacher shows the word card "Get Lost" to the class)</p> <p>Class, repeat after me.</p> <p>- Get lost</p> <p>- Again, please</p> <p>Now you know what "Get lost" means.</p>	<p>- หลงทาง</p> <p>- No.</p> <p>- Get lost</p> <p>- Get lost</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Again, what happened to me when I went to Bangkok in 1981?</p> <p>Listen, what happened to me?</p> <p>Uh-huh.</p> <p>Now we are going to see another two words which seem confusing. Look at these two sentences carefully and then tell me if there is any difference.</p> <p>O.K.?</p> <p>1. I looked for a new shirt quite a while, so I felt a bit tired.</p> <p>2. I stood at the bus-stop for a while and the bus came, so I got here earlier than I thought.</p>	<p>- You get lost.</p> <p>- You got lost.</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Is there a different between "quite a while" and "for a while"?</p> <p>Good. Which one is longer?</p> <p>That's right. If I say, "It takes me quite a while to find your house", I mean, "It takes me some fifteen or twenty minutes to find your house."</p> <p>If someone wants to see me, but I'm a bit busy, so I'd better say, "Please wait for a while" I mean, "Please wait and I'll see you in a few minutes"</p> <p>Tell me the meanings of "quite a while" and "for a while" in Thai</p> <p>"Quite a while"</p>	<p>- Yes, there is.</p> <p>- Quite a while</p> <p>- นานพอสมควร</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>and "For a while"</p> <p>Very good.</p> <p>Class, if you have an appointment with your friend at 9.30, but you got to the appointment at 9.50, what should you say to your friend?</p> <p>Your friend might or might not get angry with you, what do expect your friend to respond to your coming late?</p> <p>Good. But what else? Something begins with "N"</p> <p>Right. When someone is late for</p>	<p>- ลักประเดี๋ยว</p> <p>- I'm sorry I'm very late.</p> <p>- O.K.</p> <p>- All right.</p> <p>- Oh. "Never mind"</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>something and he says "sorry", you can respond by saying "Never mind"</p> <p>Well, today we are going to listen to a dialogue.</p> <p>"Lost and Late"</p> <p>Ken is going to a houswarming party. He is now talking to Helen, the owner of the house.</p> <p><u>Practice</u></p> <p>(After this, teacher gives worksheets to students. Teacher makes sure that everyone understands what they are supposed to do with the worksheets. Moreover, students have to</p>	<p>Students study the worksheets given to them and make sure that they understand everything.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>understand everything on the worksheets. If any questions or problems, teacher helps.)</p> <p>Teacher plays the tape "Lost and Late" without stopping at the first time.</p> <p>The second time, teacher plays tape again.</p> <p>For both groups, teacher can play tape once or twice more if students want.</p>	<p>Students listen to the dialogue "Lost and Late" carefully and do nothing for the first time.</p> <p>This time students try to complete their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students complete their worksheets and discuss with their teammates before they are given a quiz about the comprehension.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives a quiz concerning comprehension of the dialogue "Lost and Late" to both groups.</p> <p>Teacher plays tape "Lost and Late" again at this stage once or twice or even more if necessary.</p>	<p><u>Control Group</u></p> <p>Students complete their worksheets individually and get ready to do the quiz that follows at the next stage.</p> <p><u>Treatment Group</u></p> <p>Students are given a few more minutes to discuss and help one another within the team with the completion of their worksheet. After that, they are supposed to do the quiz individually.</p> <p><u>Control Group:</u></p> <p>Students are supposed to go</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Now class, I'd like to work in group again and write a short dialogue by using situation given:</p> <p>The situation:</p> <p>"You are going to your friend's house and you are to meet each other at 10.30, but you get there at 10.30."</p> <p>You should ask for an apology and tell the reason why you are late.</p>	<p>on with the quiz individually as soon as they have done with the first part of their worksheets.</p> <p><u>Treatment Group</u></p> <p>Work in group and use the situation given.</p> <p><u>Control Group</u></p> <p>Work in pairs Choose their own partners.</p> <p>- Both groups present their dialogue to the class by acting out.</p>	

TAPESCRIPT

Lost and Late

Ken is going to a housewarming party. He is now talking to Helen, the owner of the house.

Ken : Well, I guess I've finally found the right house.

Helen : Yes, you certainly have, Come on in.

Ken : I'm sorry I'm so late. I got lost.

Helen : Oh, that's too bad! What happened?

Ken : I thought you'd moved to East Blackrock Road, not West Blackrock. It took me quite a while to find you.

Helen : I thought Tom gave you directions.

Ken : He did, but I'd forgotten to bring them with me, and I'd forgotten your new telephone number, too.

Helen : What did you do?

Ken : After I'd driven around for a while, I stopped to ask directions.

Helen : Where did you stop?

Ken : At a gasoline station. They finally set me straight, and here I am. I'm really sorry.

Helen : Never mind. The party's just getting started. We're having drinks now. We haven't eaten yet.

Ken : I hope you didn't wait for me.

Helen : I'm not going to serve dinner in a few minutes yet. You have plenty of time for a drink.

Ken : That sounds good.

Helen : Come in, come in. There are a lot of people here. You don't know all of them, and I want you to know them.

(Eugene J. Hall, 1982)

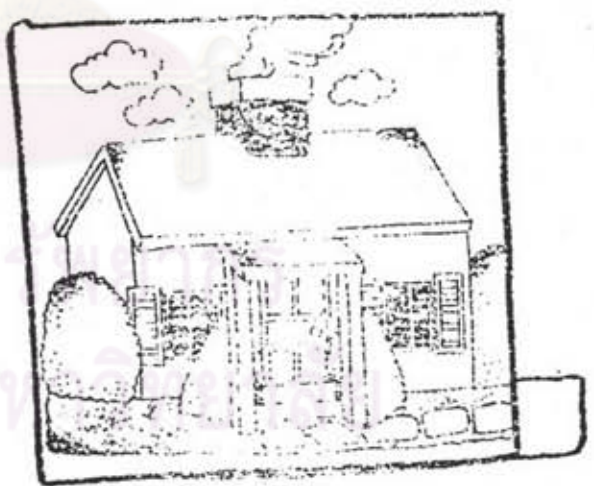
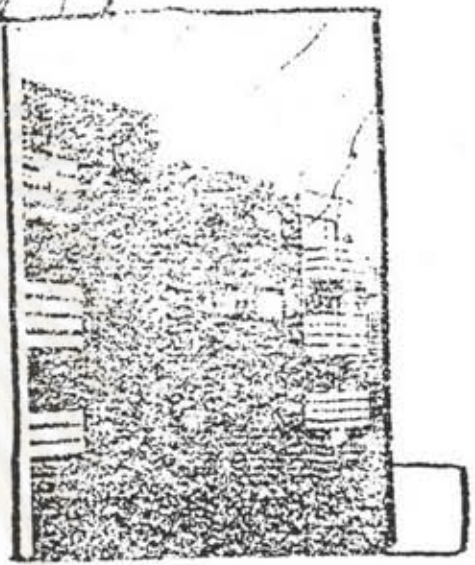


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LOST and LATE

WORKSHEET

Which picture is Ken going to?



QUIZ

LOST AND LATE

Complete the sentences in column A by using the statements in B

- | A | B |
|---|---|
| 1. Ken is going to | a. at a gasoline station |
| 2. He is talking to ... | b. Helen had moved |
| 3. Helen is | c. to find Helen's house |
| 4. Ken finally ... | d. the owner of the house |
| 5. Ken thought | e. serve dinner in a few minutes |
| 6. Ken didn't | f. a housewarming party |
| 7. Ken stopped to ask
directions | g. at the party |
| 8. It took Ken quite while
..... | h. remember Helen's telephone
number |
| 9. Helen is not going to ... | i. Helen |
| 10. There are a lot of people
..... | j. got to the house. |

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Daily Lesson Plan 7

Class	M.5
No. of students	30
Date	July 25, 1990
Time	50 minutes
Content	Have you switched it on?
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - complicated - cartridge - by mistake - go ahead - suppose

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Have you switched it on?</p>	<p><u>Presentation</u></p> <p>(Teacher shows a picture of a xerox machine)</p> <p>Class, please look at this picture.</p> <p>Do you know what it is?</p> <p>Very good. Another word for it is a photocopier. Do you know how to use a photocopier or a xerox machine.</p>	<p>- A xerox machine.</p> <p>- No, I don't</p> <p>- Because it's difficult.</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words:</p> <p>- complicated</p>	<p>Why not?</p> <p>Yes. It's difficult. In other words, we can say it's complicated.</p> <p>(Teacher shows a word card "complicated" to the class)</p> <p>Class, repeat after me.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - cartridge - by mistake - go ahead - suppose <p>2.2 Students are able to extract information from the dialogue.</p>	<ul style="list-style-type: none"> - complicated - Again, please <p>I don't know how to use a xerox machine either because it's complicated.</p> <p>(Teacher shows the picture of a xerox machine to the class again.)</p> <p>Class, please look at this picture again.</p> <p>(Teacher points to the cartridge)</p> <p>Do you see this part of the machine? We call it a cartridge. We put some paper in it.</p> <p>(Teacher shows a word card "cartridge" to the class)</p> <p>Class, repeat after me.</p>	<ul style="list-style-type: none"> - Complicated - Complicated <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Cartridge</p> <p>- Again, please.</p> <p>Good. Can you tell me the meaning of "cartridge" in Thai?</p> <p>That's right.</p> <p>(Teacher wants to switch off the lights of the back of the room, but he switches off those of the front of the room)</p> <p>Class, is it dark in the room?</p> <p>O.K. I'll turn off the lights of the back?</p> <p>(Teacher performs)</p> <p>Oh! I'm sorry. I did it by mistake. I don't now.</p>	<p>- Cartridge</p> <p>- Cartridge</p> <p>- Yes. ที่ใส่กระดาดในเครื่องถ่ายเอกสาร</p> <p>- No.</p> <p>- Wow!</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher says the sentence again and emphasizes the words "by mistake")</p> <p>Class, when someone does something wrong without knowing that, we say he/she does it by mistake.</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - By mistake - Again, please. <p>Can you tell me the meaning of "by mistake" in Thai?</p> <p>Very good.</p> <p>Class, I suppose we should have a small party before the end of September. Is it good?</p>	<ul style="list-style-type: none"> - By mistake - By mistake - ทำผิดโดยไม่ทราบ, โดยไม่ได้ตั้งใจ - Yes. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>And I suppose we should share some money too.</p> <p>(Teacher shows the word card "suppose" to the class)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Suppose - Again, please <p>What's the meaning of "suppose" in Thai?</p> <p>Another word in English?</p> <p>Yes. We can say, I suppose or I think.</p> <p>Class, if you want to eat lunch with your friends because it's your</p>	<ul style="list-style-type: none"> - Suppose - Suppose - คิด - Think 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>lunch time and your teacher is still talking with your friends, how would you ask them to join your lunch?</p> <p>Good. And you friends don't feel hungry and you can eat without them.</p> <p>Your friends would say "O.K.Go ahead"</p> <p>When we say, "Go ahead", it means that you can do something without having to wait. O.K.?</p> <p>Class, today, you are going to listen to a dialogue about how to use a photocopier.</p>	<p>- Excuse me, please have lunch now.</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives the worksheets to the students and makes sure that the students have no problem about their worksheets. Teacher clears up if they've got any problems.</p> <p>Teahcer plays the tape "Have you switched it on?"</p> <p>Teacher plays the tape again.</p>	<p>Students study their worksheets carefully before listening to the dialogue.</p> <p>Students do nothing but listen carefully.</p> <p>Students try to complete their worksheet while listening to the dialouge.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their discussion. After this, they are supposed to get ready for the quiz.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets by themselves and get ready for the quiz straight away.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "Have you swiched it on?"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to write a process to describe how to operate something like a tape recorder. You write a process from the start to the end of the process.</p>	<p><u>Treatment Group</u></p> <p>After the discussion, Students are to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz as soon as they have done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Work in group and write a process as assigned to them.</p> <p><u>Control Group</u></p> <p>Work in groups of six and do the same as what's been assigned to the Treatment Group.</p>	

TAPESCRIPT

Talking about processes

Have you switched it on?

It's Clare's first day in a new job. Anita is showing her how to use the photocopier.

Anita : Have you worked a machine like this before?

Clare : Not this kind exactly, no, I haven't but in my last office there was one like it.

Anita : Well, it's not complicated. The normal cartridge for paper goes in here on the left-hand side. You see? Notice that I'm making sure that it's fixed in tightly. If it's not tight the paper doesn't go in properly and the machine gets blocked. Now have you got the letter?

Clare : Yes, I've put it on the glass under the cover.

Anita : Right. Switch the machine on, then. Actually, we usually leave it on all day, but I supposed someone's switched it off by mistake.

Clare : Oh dear, it's not working. The red light hasn't come on.

Anita : That's funny. Is it plugged in?

Clare : Oh no, it isn't O.K. I've plugged it in. Now it's on.

Anita : Yes, but it's not ready yet. When it's ready the WAIT signal light goes off and a green READY one comes on. Now, have you set the counter for the right number of copies?

Clare : Yes, I have. I've set it for ten.

Anita : And notice I've set it for automatic copying. We don't normally use the MANUAL button.

Clare : Ah, it's ready now. The green light's on. Can I start it
now?

Anita : Yes. Go ahead.

(W.S. Fowler, John Pidcock and Robin Rycroft, 1983)



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What's the dialogue about ?







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10cpm



QUIZS

HAVE YOU SWITCHED IT ON?

Put the following statements in the correct order according to the tape:

- a. Switch on the machine.
- b. Start it.
- c. The WAIT signal light goes off.
- d. Put a document on the glass under the cover.
- e. Set the counter for the right number of copies.
- f. Plug in the photocopier.
- g. The green READY signal light comes on.



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Daily Lesson Plan 8

Class	M.5
No.of students	30
Date	July 27, 1990
Time	50 minutes
Content	No Smoking
Aids	Word cards, cassette tape, worksheet, picture
Assumption	Vocabulary: be on a diet give up Structure : A: Shall we ...? B: Yes, let's What's the matter with you? Present Perfect

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions according to the dialogue</p> <p>Topic : No Smoking</p>	<p><u>Presentation</u></p> <p>Class, who's absent today?</p> <p>Why?</p> <p>Oh. I'm sorry to hear that.</p> <p>Is she seriously sick?</p> <p>Well, class, when you want to ask someone, "what happened?"</p>	<p>- Miss A</p> <p>- She's sick.</p> <p>- No.</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the following phrases:</p> <p>be on a diet</p> <p>give up</p>	<p>You can use, "What's the matter with ...?"</p> <p>(Teacher writes the sentences on the board)</p> <p>Yes. When you want to persuade someone to do something, you start your sentence with, "Shall we ...?" For</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2.2 Students are able to use the following expressions appropriately</p> <p>A: shall we ...?</p> <p>B: Yes, let's ...</p> <p>What's the matter with you?</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>example. If you feel hungry and you want your friends to eat with you, you say, "Shall we go to eat now?" and your friends agree to do so, the response should be, "Yes, let's go."</p> <p>(Teacher writes the two sentences on the board)</p> <p>Teacher shows a picture of a very fat woman to the class.</p> <p>Class, look at this picture.</p> <p>Do you think this woman is strong or weak?</p> <p>Yes, What's the matter with her?</p>	<p>Weak.</p> <p>- She's very fat.</p> <p>- She's too fat.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you tell me what "be on a diet" means?</p> <p>Right. In English?</p> <p>Very good.</p> <p>Well, does anyone in your class smoke cigarettes?</p> <p>Good. Do you think smoking a cigarette is good or bad?</p> <p>I think so.</p> <p>When I was a university students, I smoked a lot. But I have given up smoking for 6 years now.</p> <p>Do I still smoke or stop smoking?</p> <p>Right. I stop smoking because it's bad for my health.</p>	<p>- ลดอาหาร, ควบคุมการกินอาหาร</p> <p>- Eat less or to control one's habit of eating.</p> <p>- No.</p> <p>- It's bad.</p> <p>- You stop smoking.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher shows the card "give up" to the class)</p> <p>Class, repeat after me. "Give up!"</p> <p>Again, please.</p> <p>From the sentence I've just shown, you, can you guess what "give up" means?</p> <p>Very good.</p> <p>Today we are going to listen to the dialogue "No Smoking"</p> <p>Are you ready?</p> <p><u>Practice</u></p> <p>At this stage, Teacher gives students the worksheets. Teacher makes</p>	<p>- Give up.</p> <p>- Give up.</p> <p>- หยุด, เลิก</p> <p>- Yes.</p> <p>Students study the worksheets carefully before</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>sure that students understand what they are supposed to do. If any questions or problems, Teacher helps.</p> <p>Teacher plays the dialogue "No Smoking" once.</p> <p>Teacher plays the dialogue "No Smoking" again.</p>	<p>listening to the dialogue, and make sure that they understand what they are supposed to do.</p> <p>Students listen carefully and do nothing.</p> <p>Students try to complete their worksheet</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given five minutes or more for their discussion. After this, they should get ready to do the</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives students of both groups the quiz about "No Smoking"</p> <p>Teacher plays the tape again at this stage, once or twice or even more if necessary.</p>	<p>quiz that follows individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets individually and get ready to do the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are supposed to do the quiz individually just after they have done with their completion.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>O.K.Class, I'd like you to do some written reaction about smoking. You may say smoking is good or not good. It depends on your group's opinion.</p> <p>(Control Group : I'd like you to work in group of five)</p>	<p><u>Treatment Group</u></p> <p>Students do the written reaction in their group.</p> <p><u>Control Group</u></p> <p>Students work in group of five and form their own group.</p> <p>- Both groups present their work to the class.</p>	

TAPESCRIPT

No Smoking (Giving reasons/excuses)

Diane : Shall we go to lunch now?

Laurie : Yes, let's go . I've finished these letters.

Diane : Where do you want to go?

Laurie : Oh, the coffee shop downstairs is all right. I only want a sandwich. I really mustn't eat too much.

Diane : You must be on a diet.

Laurie : No, I just want to be a little careful. But I have to ask you something.

Diane : What is it?

Laurie : Are you going to smoke?

Diane : You know I always have a cigarette after lunch.

Laurie : Then I won't sit with you. I'm sorry, but I just won't

Diane : What's the matter with you? Oh, you must have given up smoking! Is that it.

Laurie : Yes, I haven't had a cigarette for three days, not since Monday.

Diane : Well, good for you! I should give up smoking too, I guess. I know it's really bad for my health.

Laurie : There's only one way to give it up, and that's just stop.

Diane : All right, why not now? I won't smoke another cigarette.

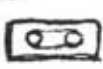
Laurie : That's the way. Shall we go now?

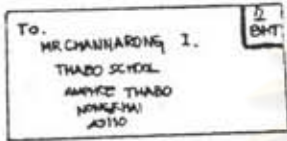
Diane : Yes, let's. But I hope that there aren't going to be a lot of people smoking in the coffee shop.

Laurie : We mustn't sit near the smokers. That's all.

(Eugene J.Hall, 1982)

NO SMOKING

Which of the followings aren't mentioned in the  ?

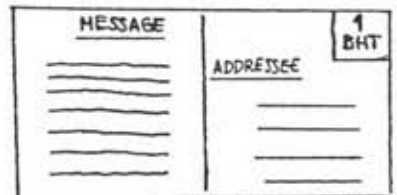












QUIZ

NO SMOKING

TRUE OR FALSE

- 1. Diane and Laurie have already had lunch.
- 2. They are now talking about their work.
- 3. Laurie is on a diet.
- 4. Diane always smokes a cigarette after lunch.
- 5. Laurie used to smoke cigarettes.
- 6. Diane knows that smoking is bad for her health.
- 7. The only way to give up smoking is to stop.
- 8. At the moment, Diane and Laurie are in a restaurant.
- 9. Diane finally decides not to smoke another cigarette.
- 10. According to the conversation, people should stop smoking.



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Daily Lesson Plan 9

Class	M.5
No.of students	30
Date	July 30, 1990
Time	50 minutes
Content	Arranging a business meeting
Aids	word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: boss conference go over secretary
Structure	Could I speak to, please? What can I do for you?

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension</p> <p>Topic : Arranging a business meeting</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of followings:</p> <ul style="list-style-type: none"> - boss - conference 	<p><u>Presentation</u></p> <p>Class, have you ever used a telephone?</p> <p>In Thai, when you ask to speak to somebody, what would say?</p> <p>Right. In English, we'd say, "Could I speak to ... please?"</p> <p>(Teacher sticks a sentence card on the board)</p> <p>And when you offer to help somebody. You have many ways to say, but one of those is "What can I do for you?"</p>	<p>- Yes.</p> <p>- ขอพูดสายกับคุณ</p>	<p>Comprehension Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- secretary</p> <p>- go over</p> <p>2.2 Students are able to use the following expressions appropriately.</p> <p>- Could I speak to ... please?</p> <p>- What can I do for you?</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>(Teacher sticks a sentence card on the board)</p> <p>Please listen to this example carefully.</p> <p>A: Hello. Is that Siam Company?</p> <p>B: Yes, sir Siam Company. What can I do for you?</p> <p>A: Yes, please. Could I speak to Mr. Smith?</p> <p>B: Yes, Please wait for a moment.</p> <p>(Teacher sticks the example on the board)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, in an office, do you know who will receive a telephone call if there is one?</p> <p>(Teacher shows a picture of a lady receiving a telephone to the class)</p> <p>Yes, That's right. Do you know how to call that lady in English?</p> <p>Right. A secretary helps with many office work. Can you give me, examples of what a secretary is supposed to do?</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me.</p>	<p>- a lady in front of the manager's room.</p> <p>- A secretary</p> <p>- Typing letters</p> <p>- Taking telephone messages etc.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>"Secretary"</p> <p>Again, please.</p> <p>A person who a secretary works for is a boss.</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me. "Boss"</p> <p>Again, please.</p> <p>Very good. Can you tell me what "Boss" means in Thai?</p> <p>Right.</p> <p>Now, listen to this sentence.</p> <p>Many international conferences have been held in Geneva.</p>	<p>- Secretary</p> <p>- Secretary</p> <p>- Boss</p> <p>- Boss</p> <p>- หัวหน้า</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me. "Conference"</p> <p>Again, please.</p> <p>Yes, A conference is a meeting for discussion or exchange of views.</p> <p>Listen to another example.</p> <p>In 1984, I participated in a conference on Teaching English to Thai Secondary Students held by the Peace Corps Office, Bangkok.</p> <p>Can you tell me the meaning of "conference" in Thai?</p> <p>Very good.</p>	<p>- Conference</p> <p>- Conference</p> <p>การประชุมเพื่อแลกเปลี่ยนความคิดเห็น</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class , when you want to look at or examine something again or you want to make sure of it, you can say that you go over it.</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me. "Go over"</p> <p>"Over"</p> <p>From the sentence I've just spoken, can you tell me what it means?</p> <p>Teacher makes sure again all the expressions and vocabulary are clearly understood before proceeding to the next stage.</p>	<p>- Go over</p> <p>- Over</p> <p>Yes. It means to look at something again or examine again.</p> <p>Students go over the expressions and vocabulary.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>At this stage, Teacher gives students the worksheets. Teacher makes sure that the students understand what they are supposed to do with their worksheets. If they've got any questions, teacher helps.</p> <p>Teacher plays the tape "Arranging a business meeting" once.</p> <p>Teacher plays the tape "Arranging a business meeting" again.</p>	<p>Students study their worksheets carefully before listening to the dialogue, and make sure that they clearly understand everything on their worksheets.</p> <p>Students do nothing but listen to the dialogue carefully.</p> <p>This time, students try to complete their worksheet while listening to the the dialogue.</p> <p><u>Treatment Group</u></p> <p>Student try to complete their worksheets and discuss with</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p>their teammates. They are given five minutes or more for their discussion. After this, they should get ready to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students try to work on their own to complete their worksheets. They must also get ready to do the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually.</p>	
	<p><u>Evaluation</u></p> <p>Teacher gives students of both groups the quiz about "Arranging a Business meeting"</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape again at this stage, once or twice or even more if necessary.</p> <p><u>Transfer:</u></p> <p>Well, class, as you've just listened to the dialogue about arranging a business meeting, I'd like you to make up a meeting and write a dialogue-say where and when to meet.</p> <p>O.K.?</p>	<p><u>Control Group</u></p> <p>Students are supposed to do the quiz individually as soon as they have done with their work-sheets.</p> <p><u>Treatment Group</u></p> <p>Work among themselves again on what they've just been assigned to do.</p> <p><u>Control Group</u></p> <p>Work in group of four on the dialogue about arranging to meet.</p> <p>- Both groups are to present their work to the class.</p>	

TAPESCRIPT

Arranging a business meeting

- Mr.Martin's secretary : Hello. Could I Speak to Mr.Seshimo's secretary please?
- Mr.Shshimo's secretary : Yes it is ...It's Mr.Seshimo's secretary speaking.
- MrM.'s secretary : Oh hello, This is Martin Services in London.
- Mr.S.'s secretary : What can I do for you?
- Mr.M.'s secretary : Oh hello. Well my boss Mr.Martin is coming out to Tokyo in the first week of December and I wanted to check that you knew he was coming.
- Mr.S.'s secretary : I did already know about it.
- Mr.M.'s secretary : Oh good.
- Mr.S.'s secretary : Er, he's coming for the conference.
- Mr.M.'s secretary : That's right yes, he's coming up for the conference ... and he would really like to take up Mr.Seshimo's offer ... to visit the factory.
- Mr.S.'s secretary : Uh-huh. When would it ... suit you? The conference will be running from Tuesday to Thursday.
- Mr.M.'s secretary : Yes that's right. Tuesday to Thursday. Either the Monday or the Friday would be good. Which would be better for Mr.Seshimo do you think?
- Mr.S.'s secretary : As far as he's concerned the Monday will be fine.
- Mr.M.'s secretary : The Monday? Oh, that's lovely. That's Monday, Monday the second of December. Right? Monday the second of December then. At what time.

- Mr.S.'s secretary : Ten o'clock in the morning will be fine.
- Mr.M.'s secretary : Oh great. Right. Ten o'clock in the morning on December the second. Now where should Mr.Martin meet Mr.Seshimo?
- Mr.S.'s secretary : I was just wondering if he could meet Mr.Seshimo in my office and travel out er to the factory er together.
- Mr.M.'s secretary : Oh I see. Your office is in the centre of Tokyo, is it?
- Mr.S.'s secretary : Yes.
- Mr.M.'s secretary : Yes it must be. Right. Well. Let me Just go over the address that's a hundred ... Ote ... machi.
- Mr.S.'s secretary : Yes, that's right.
- Mr.M.'s secretary : Is that correct?
- Mr.S.'s secretary : Yes. One hundred Otemachi.
- Mr.S.'s secretary : Otemachi? Could you spell that please?
- Mr.S.'s secretary : Yes. Erm. O-T-E-M-A-C-H-I
- Mr.M.'s secretary : Uh-huh one hundred Otemachi. Uh-huh great. At ten o'clock on Monday the second of December. Is the correct?
- Mr.S.'s secretary : Yes. That's right.
- Mr.M.'s secretary : Fine. I'll tell Mr.Martin. Thank you very much for your help.
- Mr.S.'s secretary : Thank you very much. Bye bye.
- Mr.M.'s secretary : Thank you. Bye.

(Jacqueline St Clair Stokes, 1984)

Arranging a business meeting

Fill in the missing information.

MARTIN SERVICES

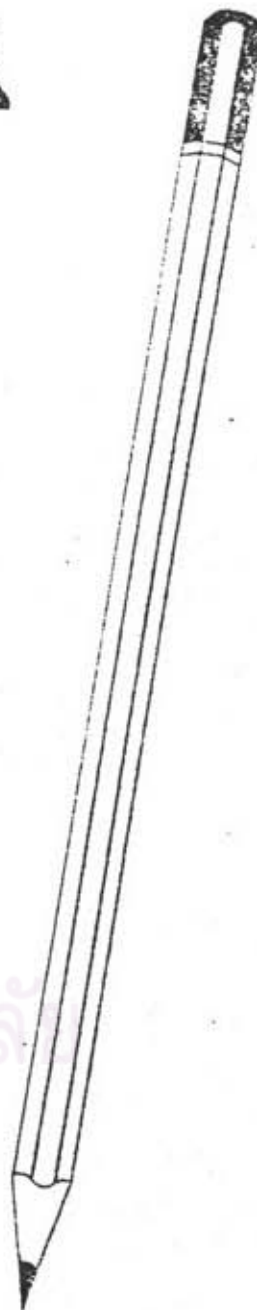
MEMO

To Mr. Martin Date Nov. 1st

Called Mr. Seshimo's office
(Japan) today. Mr. Seshimo
will meet you on _____,
_____ at _____.

Wants to meet in central
Tokyo office, address
_____, _____

Alison 11.30 a.m.



QUIZ

ARRANGING A BUSINESS MEETING

TRUE OF FALSE

- 1. Mr.Martin's secretary wants to speak to Mr.Seshimo.
- 2. Mr.Martin's office is not in Tokyo.
- 3. Mr.Seshimo invited Mr.Martin to visit the factory.
- 4. the conference will last for two days.
- 5. Mr.Martin will be visiting the factory on Friday.
- 6. The factory is in the centre of Tokyo.
- 7. The address of Mr.Seshimo's office is 100 Otemachi.
- 8. Mr.Martin and Mr.Seshimo are going to meet each other at the factory straight away.
- 9. Mr.Seshimo's secretary does not know there's going to be a conference.
- 10. Both Mr.Bartin and Mr.Seshimo may be businessmen.

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Daily Lesson Plan 10

Class	M.5
No.of students	30
Date	August 1, 1990
Time	50 minutes
Content	Nepal
Aids	word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - located - extend - a constitutional monarchy - foreign currency - temperate Structure: - Present Simple

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Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Presentation</u>		
<p>1. <u>Terminal Objective</u></p> <p>Students must be able today? to answer the question according to the descriptive passage about "Nepal"</p>	<p>Hello class. How are you all</p> <p>Fine, thanks. Please sit down.</p> <p>Well, class. Do you know what is the highest Mount in world?</p> <p>No. Not in Thailand, but in the world.</p>	<p>Very well. Thank you. And how are you?</p> <p>(Student sit down)</p> <p>- Doi Indhanond</p> <p>- Mt.Everest.</p>	<p>Comprehension Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the following words:</p> <p>- located</p> <p>- extend</p> <p>- a constitutional monarchy</p>	<p>Very good. The there any people living in Mt.Everest?</p> <p>No, there aren't any people living in the Mt. but near it there are people living there.</p> <p>Can you tell me what countries are near Mt.Everest?</p>	<p>- I don't think so.</p> <p>- India</p> <p>- Tibet</p> <p>- Nepal</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- foreign currency</p> <p>- temperate</p> <p>2.2 Students are able to complete the worksheet after listening to "Nepal"</p> <p>2.3 Students are able to extract the information from the passage they listen to.</p> <p>2.4 Students are able to answer a sociocultural question.</p>	<p>Very good. Today we are going to listen to a passage about Nepal. Before listening to it, there are a few! vocabulary that you should know.</p> <p>(Teacher shows a picture of Nepal to the class)</p> <p>Class, this is Nepal. Do you like it?</p> <p>Listen</p> <p>Nepal is <u>located</u> between Tibet and India.</p> <p>Laos is located between Thailand and Vietnam.</p> <p>(Teacher writes the two sentences on the board)</p>	<p>- Yes, I do.</p> <p>- No, I don't</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Right.</p> <p>After this, Teacher sticks "a constitutional monarchy" on the board.</p> <p>Class, repeat after me. "Monarchy"</p> <p>Again, please.</p> <p>"Constitutional"</p> <p>Again, please.</p> <p>"A constitutional monarchy"</p> <p>Very good. O.K. Look at this word "monarchy"</p> <p>In the past, Thailand was governed by a monarch. We didn't have Prime Minister as the head of the government.</p> <p>In other words, our country was ruled by a king. So what does "monarch" mean?</p>	<p>- Monarchy</p> <p>- Monarchy</p> <p>- Constitutional</p> <p>- Constitutional</p> <p>- A constitutional monarchy</p> <p>- A king.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Right.</p> <p>King Rama VII gave a constitution to Thai people in 1932 or B.E.2475</p> <p>I'm sure everybody can tell me what "constitution" means.</p> <p>Good. So what does "a constitutional monarchy" mean?</p> <p>Right. A constitutional monarchy means that the country is governed or ruled by a King according to the constitution.</p> <p>Class, if you have a chance to go to Japan, can you use Thai money to buy things there?</p>	<p>- Yes, รัฐธรรมนูญ</p> <p>- การปกครองโดยกษัตริย์ โดยอยู่ภายใต้รัฐธรรมนูญ</p> <p>- No,</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Do you know why?</p> <p>Right. We can't use Thai money to buy things in Japan because Thai money is a foreign currency. But when we are in Thailand, Thai money is not a foreign currency. Yen or Japanese money is a foreign currency in our country.</p> <p>(Teacher shows a word card "foreign currency" to the class)</p> <p>Look at this. Repeat after me.</p> <p>"Currency"</p> <p>Again, please.</p> <p>"foreign"</p> <p>"Foreign currency"</p>	<p>- Because Japanese people use Yen.</p> <p>- Currency</p> <p>- Currency</p> <p>- foreign</p> <p>- foreign currency</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What does "foreign currency" mean?</p> <p>In Thai?</p> <p>Talking about the climate or weather. What's the climate of our country? Hot or Cold?</p> <p>And what about the climate of Alaska?</p> <p>What about Saudi Arabia?</p> <p>What about in Nepal?</p> <p>Well, in Nepal it's temperate.</p> <p>(Teacher shows a word card "temperate" to the class)</p> <p>Class, repeat after me.</p> <p>"Temperate"</p>	<p>- Money of other countries</p> <p>- เงินตราต่างประเทศ</p> <p>- It's hot.</p> <p>- It's very cold.</p> <p>- It's very hot.</p> <p>- I don't know.</p> <p>- Temperate.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Again, please.</p> <p>Can you guess the meaning of "temperate"?</p> <p>Well, if we say the climate of one place is temperate, it means that it's not very cold or very hot.</p> <p>What's the meaning of "temperate"?</p> <p>Very good.</p> <p><u>Practice</u></p> <p>After this, Teacher gives students the worksheets. Teacher makes sure that every student understands what they are supposed to do with the worksheets. If students happen to</p>	<p>- Temperate.</p> <p>- No,</p> <p>- อากาศที่ไม่ร้อนหรือหนาวมาก</p> <p>Students study the worksheets given to them and make sure that they understand everything.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>have any questions or problems, teacher helps.</p> <p>Teacher plays the tape "Nepal"</p> <p>Teacher plays the tape "Nepal" again.</p> <p>Teacher may play the tape "Nepal" once or twice more.</p>	<p>Students listen carefully.</p> <p>Students try to complete their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given five more minutes for their discussion among their group. After this, they should get ready to do the quiz that follows individually.</p>	

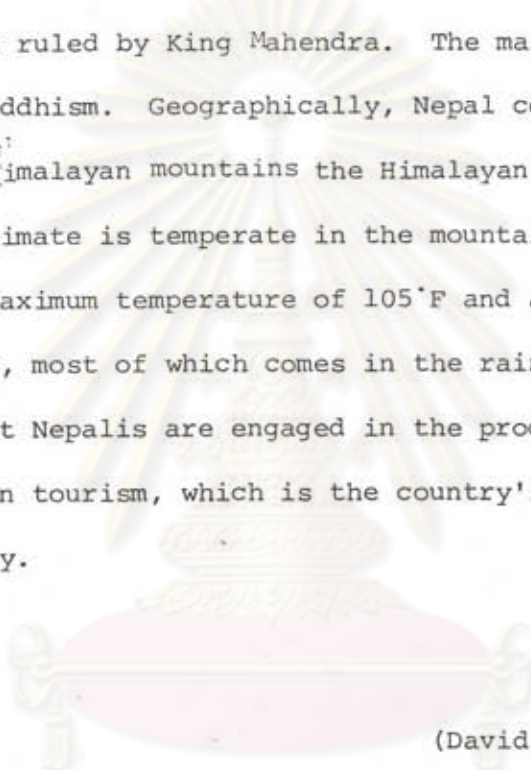
Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the students of both groups the quiz about "Nepal"</p> <p>Teacher plays the tape again at this stage once or twice or even more if necessary.</p>	<p><u>Control Group</u></p> <p>Students try to complete their worksheets individually and get ready to do the quiz when they have done with the completion.</p> <p><u>Treatment Group</u></p> <p>After their five minutes' discussion, they are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are supposed to do the quiz individually after they have finished their completion.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Teacher asks students of both groups to describe a place.</p>	<p><u>Treatment Group</u></p> <p>Students choose one place to describe for their group. They are to describe a place as a long as ten sentences.</p> <p><u>Control Group</u></p> <p>Students are to work in groups of five and describe a place as long as ten sentences students form their own groups.</p> <p>- Both groups are supposed to write the description along with the picture and then stick them on the board as their group's work.</p>	

TAPESCRIPT

Nepal

Nepal is a small country located between Tibet and India. It extends 500 miles from east to west and 100 miles from north to south and has a total area of 54,362 square miles. It has a population of 11.3 million, most of whom are Mongol or Aryan. Nepal is a constitutional monarchy and is ruled by King Mahendra. The main religions are Hinduism and Buddhism. Geographically, Nepal consists of three distinct regions: the Himalayan mountains, the Himalayan foothills, and the Terai plains. The climate is temperate in the mountains and tropical in the plains with a maximum temperature of 105°F and average rainfall of 60 inches per year, most of which comes in the rainy season from June to September. Most Nepalis are engaged in the production of rice, their main food, or in tourism, which is the country's principal source of foreign currency.



(David Peaty, 1986)

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Nepal

* WORKSHEET

country? Nepal country?

People:
 King:

Maximum Temperature:

°F

Average Rainfall:

inches per

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QUIZ:

NEPAL

Fill in the blanks by using the words given:

located religions regions total temperate tourism
 tropical small ruled population

- 1. Nepal is a country.
- 2. It's between India and Tibet.
- 3. It has a area of 53,362 square miles.
- 4. It has a of 11.3 million.
- 5. It is by King Mahendra.
- 6. The main are Hinduism and Buddhism.
- 7. The Terai plains is one of the three distinct, .
- 8. The climate is in the mountains.
- 9. The climate is in the plains.
- 10. is the country's principal source of foreign currency.

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Daily Lesson Plan 11

Class	M.5
No.of students	30
Date	August 3, 1990
Time	50 minutes
Content	Deciding where to eat
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary : - fabulous - abroad - eat out - look forward to
	Structure: Have you got time to?

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic: Deciding where to eat.</p>	<p><u>Presentation</u></p> <p>Class, have you ever been to Phuket?</p> <p>How was it?</p> <p>Yes, I think so. It was fabulous.</p> <p>(Teacher shows a word card to students)</p>	<p>- Yes, I have.</p> <p>- It was great.</p> <p>- It was wonderful.</p>	<p>Comprehensions</p> <p>Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the followings.</p> <p>- fabulous</p>	<p>Class, repeat after me "Fabulous"</p> <p>Again, please.</p> <p>Yes. You said Phuket was wonderful. We can also say that it was fabulous.</p>	<p>- Fabulous.</p> <p>- Fabulous.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- abroad</p> <p>- eat out</p> <p>- look forward to</p> <p>2.2 Students are able to use the following expression appropriately.</p> <p>- Have you got time to ...?</p> <p>2.3 Students are able to extract the information from the dialogue.</p>	<p>Can you tell me what "fabulous" means in Thai?</p> <p>Right.</p> <p>Class, do you know Japan?</p> <p>France?</p> <p>Italy?</p> <p>Have you ever been to those countries?</p> <p>That's all right. Please listen to me carefully.</p> <p>In 1987, I had an opportunity to go to Japan. In other words, I had an opportunity to go abroad in 1987.</p> <p>(Teacher says the two sentences again)</p>	<p>- ดีมาก, วิเศษ</p> <p>- Yes.</p> <p>- Yes.</p> <p>- Yes.</p> <p>- No, never.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher shows a word card to the students)</p> <p>Class, repeat after me. "Abroad"</p> <p>Again, please</p> <p>From the example, guess what's the meaning of "abroad".</p> <p>Very good.</p> <p>When I was in Japan, I stayed with a Japanese family. We always ate dinner at home, but sometimes we ate out.</p> <p>(Teacher writes the sentences on the board)</p> <p>Look at the sentences carefully and</p> <p>then tell me what "eat out" means.</p>	<p>- Abroad.</p> <p>- Abroad.</p> <p>- ต่างประเทศ</p> <p>- ทานข้าวนอกบ้าน</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>That's right.</p> <p>Again, when I was in Japan, I got homesick. When I knew I was leaving for Thailand on November 28, I looked forward to the day.</p> <p>or</p> <p>When I was in Japan, I missed my family and my friends. I always looked forward to seeing them again when I came back to Thailand.</p> <p>From the examples I've just given, do you think I felt happy or sad to come back to Thailand?</p>	<p>- You felt happy.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Right. Now look at this expression "look forward to"</p> <p>"Look forward to" means "Wait for something with happiness"</p> <p>Yesterday, my friend asked me to play badminton with him, but he wasn't sure if I was free or not.</p> <p>How would he ask me?</p> <p>Right, but not exactly. Please try again.</p> <p>Yes. We have a very similar way to ask. We say.</p> <p>"Have you got time to play badminton with me?"</p>	<p>- Do you want to play badminton with me?</p> <p>- Are you free to play badminton with me?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>When we are not sure if someone will be free to do something or not, we usually start a question with "Have you got time to ...?"</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives the worksheets to the students and makes sure that every student understands everything about the worksheets. If they happen to have any question, teacher helps.</p> <p>Teacher plays the tape "Deciding where to eat."</p>	<p>Students study the worksheets carefully, before listening to the dialogue.</p> <p>Students do nothing, but listen carefully.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape "Deciding where to eat" again.</p>	<p>Students try to complete their worksheets while listening to the dialogue.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given five minutes more for their discussion. After this, they are supposed to get ready for the following quiz individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their wroksheets by themselves.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives students of both groups the quiz about "Deciding where to eat"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to write a dialogue, a short dialogue by choosing one of the following topics and you are to decide when and then to meet.</p>	<p>They must get ready for the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Work among their group by choosing the topic given.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> - Deciding what to do at this coming weekend. - Deciding where to hold a small party. - Deciding where to play badminton. - Deciding where to go swimming. 	<p><u>Control Group</u></p> <p>Work in pair and choose the topic for their dialogue.</p> <p>Present their work to the class of both groups.</p>	

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TAPESCRIPT

Deciding where to eat

Making Arrangements

Helen : Hello Robin. How are you?

Robin : Hello Helen. What are you doing in town?

Helen : Oh, I've just come back from a fabulous holiday.

Robin : Oh yes, you've been abroad, haven't you?

Helen : Yes (Japan?) yes oh it was great. And you?

Robin : Well I'm not doing very much. I'm just doing a bit of shopping, really.

Helen : Mm. Have you got time to have lunch?

Robin : Well I think so yes. Oh wait a minute, not today.

Helen : Tomorrow?

Robin : Tomorrow would be fine, yes.

Helen : Right. Where shall we go?

Robin : Well have you any suggestions? I don't know the town very well for ... eating out.

Helen : Well there's a salad bar in George Street that's rather good.

Robin : In George Street. (Mm-mm) Yes.

Helen : Opposite the ABC cinema.

Robin : Well they have one hot dish and you can have soup and a roll for about 50p.

Robin : That sounds good (Mm-mm) yes. And what sort of salads?

Helen : Oh a mixture for about a pound. Erm it's on the first floor.

Robin : So let me get this right. Where is it in George Street?

Helen : It's above the bookshop, on the first floor, opposite the ABC cinema.

Robin : Opposite the ABC (Mm-mm) first floor (Hm-mm) above a
bookshop.

Helen : Yes. (Fine) Right. OK.

Robin : And erm where shall we meet?

Helen : Oh I should think upstairs wouldn't you?

Robin : What time?

Helen : Erm, half past twelve suit you,

Robin : Yes, that'll be fine.

Helen : Good, look forward to seeing you. Bye.

Robin : OK. See you tomorrow. Bye.






(Jacqueline St. Clair Stokes, 1984)



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Deciding where to eat

Where did Robin and Helen arrange to meet? Put a tick in the box beside the correct photograph.

 <p>Buccaneer Inns FOOD BAR Hot and Cold MEALS & SNACKS at Competitive Prices QUICK SERVICE</p>	 <p>QUEENS LANE COFFEE HOUSE OPEN 8:30AM - 5:30PM WEEKDAYS 9:30AM - 5:30PM SUNDAY</p> <p>Coffee Tea Cold Drinks Sandwiches Hot Toasted Sandwiches Steakwiches (with bread or rolls) Cold Salads Assorted Cakes also take-away</p>																																	
 <p>TURL BAR SNACK TURL ST →</p> <table border="1"> <tbody> <tr><td>Soup Roll</td><td>55</td></tr> <tr><td>Fatc - French</td><td>1.00</td></tr> <tr><td>Breaky</td><td>1.35</td></tr> <tr><td>Fatc - Salad</td><td>1.35</td></tr> <tr><td>Assorted Salads</td><td>FROM 1.00</td></tr> <tr><td>Filled Jackets</td><td>FROM 1.15</td></tr> <tr><td>Hot Fork Fishes</td><td>FROM 1.20</td></tr> <tr><td>Quiche & Salad</td><td>1.35</td></tr> <tr><td>Pizza & Salad</td><td>1.75</td></tr> <tr><td>Chips</td><td>1.75</td></tr> <tr><td>Scampi - Chips</td><td>2.30</td></tr> <tr><td>Sausage Beans</td><td>1.65</td></tr> <tr><td>Chips</td><td>1.50</td></tr> <tr><td>Curry - Rice</td><td>1.50</td></tr> <tr><td>Ploughman's Lunch</td><td>1.25</td></tr> <tr><td>Sweets From</td><td>60</td></tr> </tbody> </table>	Soup Roll	55	Fatc - French	1.00	Breaky	1.35	Fatc - Salad	1.35	Assorted Salads	FROM 1.00	Filled Jackets	FROM 1.15	Hot Fork Fishes	FROM 1.20	Quiche & Salad	1.35	Pizza & Salad	1.75	Chips	1.75	Scampi - Chips	2.30	Sausage Beans	1.65	Chips	1.50	Curry - Rice	1.50	Ploughman's Lunch	1.25	Sweets From	60	 <p>DARWINS SALAD BAR</p> <p>COFFEE TEA SOUP CAKES SALADS LUNCHES</p>	 <p>HILLTOP RESTAURANT</p> <p>Today's Steaks with Mashed Potatoes & Soup 2.00</p> <p>Beef & Potato 1.50</p> <p>Choice of Steaks with Mashed Potatoes & Soup 2.50</p> <p>Seafood 2.50</p> <p>Vegetarian 2.50</p> <p>Family Giltz 2.00</p>
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QUIZ

DECIDING WHERE TO EAT

TRUE OR FALSE

- 1. The two speakers are husband and wife.
- 2. Helen has just come back from her holiday.
- 3. Helen did not like Japan.
- 4. Robin would like Helen to eat lunch with him.
- 5. They will eat out together as soon as they finish their conversation.
- 6. Robin does not know the town very well.
- 7. Helen suggests a salad bar in George Street.
- 8. They decide to take Helen's suggestion.
- 9. They do not fix the time to meet each other.
- 10. The two persons have not seen each other for many years.

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Daily Lesson Plan 12

Class	M.5
No.of students	30
Date	August 6, 1990
Time	50 minutes
Content	Describing Someone
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - bloke - moustache - beard - compartment

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Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>1. Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension</p> <p>Topic : Describing someone</p>	<p><u>Presentation</u></p> <p>Good Morning, class.</p> <p>Very well, thanks and you?</p> <p>Teacher sticks pictures of men with moustache and beard)</p> <p>Class, look at these two pictures.</p> <p>First look at this one.</p> <p>(Teacher points to the picture of a tall man with moustache)</p>	<p>- Good morning. How are you?</p> <p>We're fine, thank you.</p> <p>- (Look at the picture carefully)</p>	<p>- Comprehension Questions (Quiz)</p>
<p><u>2. Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the followings:</p>	<p>Class, Is the man in this picture short or tall?</p> <p>Yes, I think so.</p> <p>He's a tall man. In other words, we can say he's a tall bloke.</p>	<p>- He's tall.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - bloke - moustache - beard - compartment <p>2.2 Students are able to extract information from the dialogue .</p>	<p>(Teacher sticks a word card "bloke" on the board)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Bloke - Again, please. <p>Good. "Bloke" is a slang for a man. Am I short or tall?</p> <p>So, how can you describe me?</p> <p>Other words?</p> <p>Very good.</p> <p>Now, look at this picture again.</p> <p>(Teacher points to the moustache)</p> <p>Class, look at the black hair above</p>	<ul style="list-style-type: none"> - Bloke - Bloke - Short - You are short. - You are a short man. - You are a short bloke. 	
	<p>his upper lip. Do you know to call it in-</p>	<p>- Yes. ทนวด</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Thai?</p> <p>What about English?</p> <p>That's all right. This is called "moustache"</p> <p>(Teacher sticks the word card "moustache" on the board)</p> <p>Class, repeat after me.</p> <p>- Moustache</p> <p>- Again, please</p> <p>Good</p> <p>(Teacher points to the picture of a man with a beard.</p> <p>Class, look at this man. Look at his face. Can you see the balck hair around his face?</p>	<p>- I don't know.</p> <p>- Moustache</p> <p>- Moustache</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What is it called in Thai?</p> <p>Do you know how to call in English?</p> <p>We call it "beard"</p> <p>(Teacher sticks the word card "beard" on the board)</p> <p>Class, repeat after me.</p> <p>- Beard</p> <p>- Again, please</p> <p>Yes. Class, Now look at me. What do I have?</p> <p>Do I have a beard?</p> <p>(Teacher puts a picture of the train on the board)</p>	<p>- Beard</p> <p>- No.</p> <p>- Beard</p> <p>- Beard</p> <p>- Moustache</p> <p>- No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Class, Look at this picture.</p> <p>What's it?</p> <p>Right. It's a train.</p> <p>(Teacher points to a compartment in a picture)</p> <p>Class, look at this. Do you know what it's called in Thai?</p> <p>Right. But in English, we call it "a compartment"</p> <p>(Teacher sticks the word card "compartment" on the board)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Compartment - Again, please. 	<p>- It's a train.</p> <p>- Yes. ตู้รถไฟ</p> <p>- Compartment</p> <p>- Compartment</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Very good.</p> <p>Yes. Class, today you are going to listen to the dialogues about describing someone.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives the worksheets to the students and makes sure that every student understands everything about the worksheets. If they happen to have any questions, teacher clears up.</p>	<p>Students study the worksheets carefully before listening to the dialogue.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape "Describing someone."</p> <p>Teacher plays the tape "Describing someone" again.</p>	<p>Students do nothing, but listen carefully.</p> <p>This time, the students just try to complete their worksheets while listening to the dialogue.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given five minutes more for their discuss. After this they are supposed to get ready for the quiz which follows individually.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives students the quiz to both groups. The quiz is about "Describing someone"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to choose</p>	<p><u>Control group</u></p> <p>Students try to complete their worksheets by themselves. They are to take the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After the discussion, the students are supposed to do quiz individually.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they have done with the worksheet completion.</p> <p><u>Treatment Group</u></p> <p>Work among their group and</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>one of your teammates and describe what he or she is like. You are to describe his or her appearance about five or six sentences.</p>	<p>choose one of the teammates to describe.</p> <p><u>Control Group</u></p> <p>Form a group of five and choose one of the group members to describe.</p>	

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TAPESCRIPIT

Describing someone

In a train compartment

Helen : Cor this coffee's hot! Yours is the white one, isn't it?

Bart : That's right. The one with the sugar in it.

Helen : That's it. There you are. (Ah) You'll never guess who I've just seen.

Bart : Who'd you see?

Helen : Steve.

Bart : Steve? (Yes) Steve with the blond hair?

Helen : No. No. Steve with the dark, curly hair. You know, he's a tall bloke.

Bart : Oh yeah the tall ... does he have a moustache?

Helen : Yes he does, yes.

Bart : And does he still have his beard?

Helen : No, no, not any more. No, just a moustache. Do you remember him?

Bart : I think I do.

Helen : He always wears sweaters with shirts underneath.

Bart : That's right. And he ... does he wear glasses at all?

Helen : Yes, that's right when he's reading. Yes he does.

Bart : Oh yes, oh ... that's right he works in the library.

Helen : Yeah, that's right, in the library, yeah.

Bart : Oh well we should go say hello to him.

Helen : Yeah, he's just two compartments down there.

Describing someone

Put a tick in the box beside the photograph of Steve.



QUIZ

DESCRIBING SOMEONE

Put a tick (/) in front of the statements which describe STEVE:

- 1. He has blond hair.
- 2. He has dark hair.
- 3. He has curly hair.
- 4. He is a tall man.
- 5. He wears beard.
- 6. He always wears glasses.
- 7. He has a moustache.
- 8. He wears a sweater with shirts underneath.
- 9. He smokes a pipe.
- 10. He is bald.



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Daily Lesson Plan 13

Class	M.5
No.of students	30
Date	August 8, 1990
Time	50 minutes
Content	Finding a garage
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - a garage - a specialist garage - a level crossing - traffic lights Structure: - Do you know where I can find a garage, please?

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic: Finding a garage.</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 students are able to tell the meaning fo each word as follows.</p> <ul style="list-style-type: none"> - a garage - a level crossing 	<p>Good morning, class. How are you?</p> <p>Very well, thanks, Please sit down.</p> <p><u>Presentation</u></p> <p>Class, suppose you're going somewhere, say the post-office. Yes. You are going to the post-office, but you don't know the place, How would you ask a person where the post-office?</p> <p>Yes, that's right. But that's just one way and we have another more polite way to ask. We start the question with; Do you know...?</p> <p>Look at this sentence.</p> <p>(Teacher stick a sentence card on the board)</p>	<p>We are fine, thank you and you?</p> <p>(Students sit down)</p> <p>- Where is the post-office?</p>	<p>Comprehension</p> <p>Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- a specialist</p> <p>- traffic lights</p> <p>-</p> <p>2.2 Students are able to complete the worksheet after listening to "Finding a garage"</p> <p>2.3 Students are able to extract the information from the dialogue</p> <p>2.4 Students are able to use the question (request) beginning with;</p>	<p>"Do you know where the post-office is?"</p> <p>Please pay close attention to the position of "is" when compared to your question.</p> <p>O.K. I'd like you to ask a person where the police-station.</p> <p>Very good.</p> <p>Now you are driving a car, Honda Civic, in a city and something is wrong with your brakes. You must go to a garage. How would you ask?</p> <p>(Teacher shows a word card to the class)</p>	<p>- Do you know where the police-station is?</p> <p>- Do you know where the garage is?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>Do you know whereis? appropriately.</p>	<p>Class, repeat after me. "Garage" Again, please. A garage is a place where you get your car fixed. Can you tell me the meaning of "Garage" in Thai? Very good. In this case, your car is very expensive, Honda Civic, you don't go to any garage, but you need a specialist garage. (Teacher show a word card to the class)</p>	<p>- Garage - Garage - Yes. ตู้รถ</p>	
	<p>Class, repeat after me. "Specialist" "A specialist garage"</p>	<p>- Specialist - A specialist garage</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>A specialist garage is a garage that is for a certain make of car.</p> <p>So, what is a specialist garage?</p> <p>Right.</p> <p>Teacher sticks a chart with traffic lights and a level crossing)</p> <p>Class, look at this chart</p> <p>(Teacher points to a level crossing.</p> <p>Class, what is this?</p> <p>And what's this?</p> <p>Very good. This place where the road and the railroad meet or in other words, a place where the road</p>	<p>- ตู้ซ่อมรถเฉพาะประเภทหรือยี่ห้อ</p> <p>- It's road.</p> <p>- It's a railroad.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>goes over the railroad is called, a level crossing.</p> <p>(Teacher shows a word card to the class)</p> <p>Class, read, please.</p> <p>Again, please.</p> <p>And now look at this junction.</p> <p>What can you see?</p> <p>Yes. We call them "traffic lights"</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me. "Traffic lights.</p> <p>Again, please.</p>	<p>- A level crossing</p> <p>- A level crossing</p> <p>- ไฟจราจร</p> <p>- Traffic lights</p> <p>- Traffic lights</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>How many colours are there?</p> <p>What are they?</p> <p>Very good.</p> <p>Class, today we are going to listen to a dialogue "Finding a garage?"</p> <p><u>Practice</u></p> <p>After this, teacher gives students the worksheets. Teacher makes sure that every student understands what they are supposed to do with their worksheets. If they happen to have any questions or problems, teacher helps.</p>	<p>- Three.</p> <p>- Red Green and Amber</p> <p>Students study the worksheets given to them and make sure that they understand everything.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape "Finding a garage"</p> <p>Teacher plays the tape "Finding a garage" again once or twice.</p> <p>Teacher may play the tape "Finding a garage" once or twice more.</p>	<ul style="list-style-type: none"> - Students listen carefully and do nothing. - Students try to complete their worksheets. <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given five more minutes for the discussion among the group. After this, they should get ready to do the quiz individually.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the students of both group the quiz about "Finding a garage".</p>	<p><u>Control Group</u></p> <p>Students try to complete their worksheets individually and get ready to do the quiz as soon as they have done with their completion.</p> <p><u>Treatment Group</u></p> <p>After their discussion, they are supposed to do the quiz individually.</p> <p><u>Control Group.</u></p> <p>Students are supposed to do the quiz individually as soon as they've finished their completion.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>(Teacher sticks a map of a made-up city and on the map, there are many place like the post-office, the bank the bar, the hotel, the restaurant)</p> <p>Well, class, I'd like you to look at the map on the board and choose one place to go. Then you write a short dialogue asking directions for the place.</p>	<p><u>Treatment Group</u></p> <p>Each group chooses one of the places in the map to write a dialogue asking directions to the place.</p> <p><u>Control Group</u></p> <p>From a group of six to work on this dialogue. Choose one place to write a dialogue asking directions to the place.</p> <p>- Present their work to the class.</p>	

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TAPESCRIPT

Finding a garage

Asking for information (Asking directions)

Driver stops a passer-by in the street

Driver : Excuse me.

Passer-by : Yes?

Driver : Do you know where I can find a garage please?

Passer-by : You want a garage?

Driver : Yes, please.

Passer-by : Oh, I think there's one just ... you'll find a garage just up the road. Erm do you want petrol?

Driver : No. There is something wrong with my brakes.

Passer-by : Oh got something wrong with the brakes. Well you really need a specialist garage. What kind of car is it?

Driver : Alfa Romeo.

Passer-by : Oh nice! But I don't think you'll find an Alfa Romeo garage anywhere near here ...

Driver : Oh ... Do you know where Lime Street is?

Passer-by : Lime Street? Oh yes you want to be the other side fo the railwat ...

Driver : Yes I think so.

Passer-by : Do you know how to get there?

Ah well you need to turn round here and go back to the traffic lingshts and then to right at the traffic lights and you go down that road until you come to a level crossing.

Driver : What's that?

Passer-by : A level crossing? It's where the road goes over the railway.

Driver : Oh I see. Yeah thanks.

Passer-by : Just a cross the level crossing there's a right turning. Now that's Lime Street. And you go down that street and ... there's some garages down there on the left. I think it's that one. Are you sure you've got that?

Driver : No I'm sorry I didn't understand. Just after the level crossing you tell me.... ?

Passer-by : Yes, look. You go back towards the lights from here and you turn right at the traffic lights, then you go down that road until you come to the level crossing. Go over the level crossing. Take the first right after the level crossing and that's Lime Street. And the garage, I think it's the Alfa Romeo garage, is down there on the left.

Driver : On the left? Thank you very much sir.

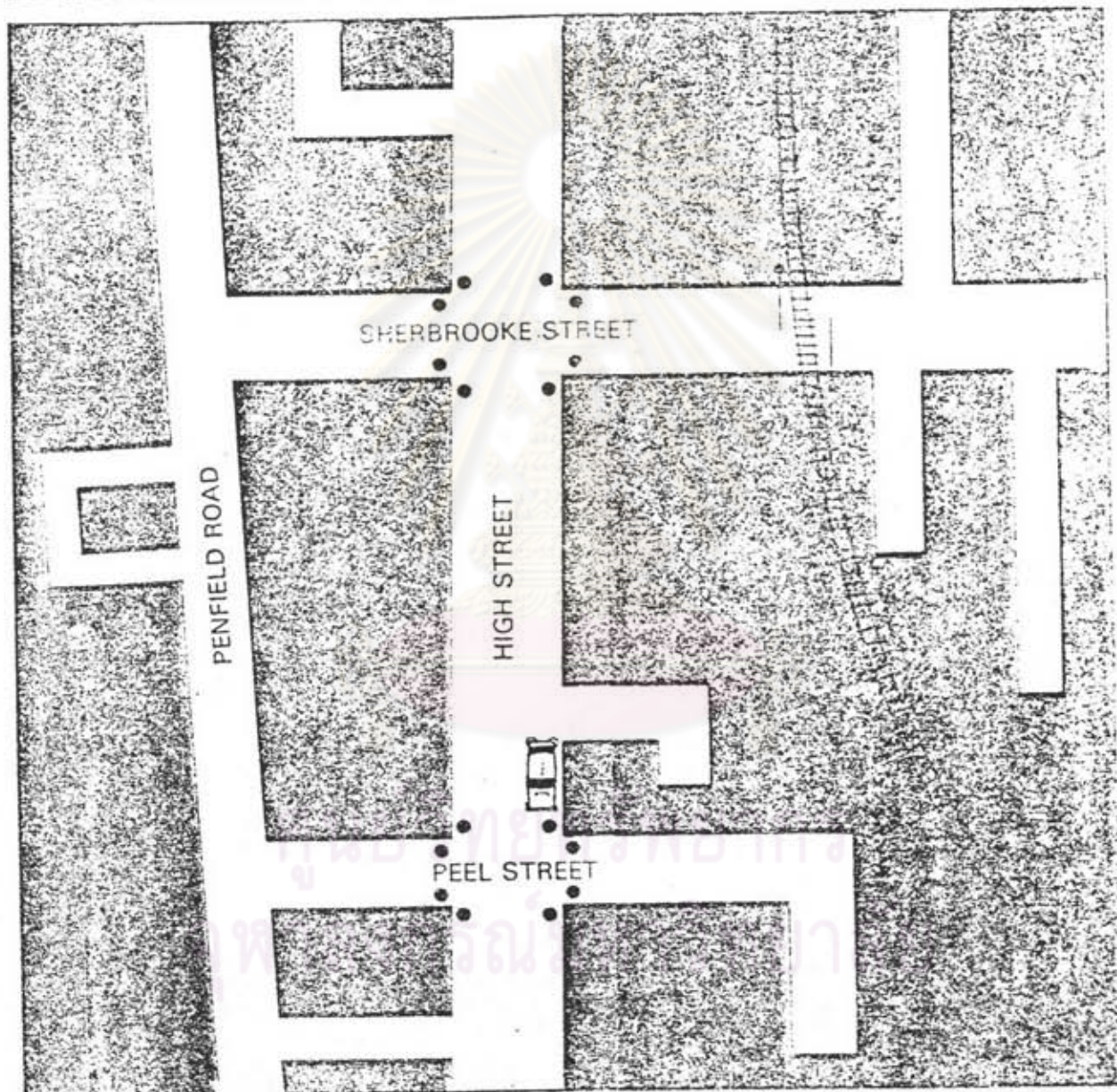
Passer-by : OK. Take it easy with those brakes!

(Jacqueline St Clair Stokes, 1984)

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Finding a garage

Label Lime Street and mark the position of the garage with a cross.



QUIZ

FINDING A GARAGE

TRUE OF FALSE

- 1. The driver wants to go to a garage.
- 2. The passer-by does not know where the garage is.
- 3. The driver needs some petrol.
- 4. There is something wrong with the driver's car.
- 5. His car is Alfa Romeo.
- 6. The driver does not know the town very well.
- 7. The garage needed is on Lime Street.
- 8. A level crossing is a place where two roads meet.
- 9. The passer-by is very helpful.
- 10. The driver understands the directions clearly.



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Daily Lesson Plan 14

Class	M.5
No.of students	30
Date	August 14, 1990
Time	50 minutes
Content	Pie charts
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - demonstrate - nationality - majority - holiday-makers

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic: Pie Charts</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words:</p> <ul style="list-style-type: none"> - demonstrate - nationality 	<p><u>Presentation</u></p> <p>(Teacher puts a picture of pie charts on the board)</p> <p>Class, look at this, do you know what it is called?</p> <p>Right. But we call it "a bar chart" in English.</p> <p>This example demonstrates the number of holiday-makers coming to Thailand each year.</p> <p>(Teacher says the sentences above again)</p> <p>(Teacher shows a word card to the class)</p>	<p>- กราฟวงกลม</p>	<p>Comprehension Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- majority</p> <p>- holiday-makers</p> <p>2.2 Students are able to extract the information from the passage.</p>	<p>Class, repeat after me.</p> <p>- Demonstrate</p> <p>- Again, please</p> <p>Can you tell me what's the meaning of the word in Thai?</p> <p>- English?</p> <p>Very good. (Teacher shows another word card) Next, repeat after me.</p> <p>- Holiday-makers</p> <p>- Again, please</p> <p>Yes. Holiday-makers are people who spend their holidays somewhere like in our country. Look at the chart again.</p>	<p>- Demonstrate</p> <p>- Demonstrate</p> <p>- แสดง</p> <p>- Show</p> <p>- Holiday-makers</p> <p>- Holiday-makers</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Look at this. Holiday-makers from the U.S. visit Thailand more than any other country. So we can say that the majority of holiday-makers in Thailand are Americans.</p> <p>(Teacher says the example above again)</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Majority - Again, please <p>Right. From the example, can you tell me what "majority" means in Thai?</p>	<ul style="list-style-type: none"> - Majority - Majority - ส่วนมาก 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Yes, that's right.</p> <p>Listen, I was born in Thailand. My nationality is Thai.</p> <p>Nguyen was born in Vietnam. His nationality is Vietnamese.</p> <p>Peter was born in U.S. His nationality is American. (Teacher has the class repeat "Nationality")</p> <p>And what about you? Where were you born?</p> <p>What's your nationality?</p> <p>What's the meaning of "nationality" in Thai?</p> <p>very good.</p>	<p>- Nationality</p> <p>- I was born is Thailand.</p> <p>- My nationality is Thai.</p> <p>- สัญชาติ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>O.K. today. you are going to listen to the passage about the pie charts I'm going to give you.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the passage, teacher gives the worksheets to the students and makes sure that the students have no problems with their worksheets. Teacher clears up if they have.</p> <p>Teacher plays the tape "Pie Charts"</p> <p>Teacher plays the tape "Pie Charts" again.</p>	<p>Students study the worksheets carefully, before listening to the passage.</p> <p>Students do nothing but listen to the passage carefully.</p> <p>Students try to complete their worksheets while listening to the passage.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their discussion. After this, they are supposed to get ready for the quiz.</p> <p><u>Control Group</u></p> <p>Students try to work on their own to complete their worksheets and they must get ready to do the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After their discussion,</p>	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "Pie</p>	<p>students are supposed to do the</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Charts"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer:</u></p> <p>Teacher gives the following information and then students are to write bar charts to demonstrate the relationship of parts and the whole.</p> <p>The information is as follows:</p> <p>Please write bar charts to show how the Jacksons, a family of three, spend their yearly income.</p>	<p>quiz individually.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they're done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Use the information given to write bar charts.</p> <p><u>Control Group</u></p> <p>Form their own groups of three and help one another write bar charts by using the information given.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	Clothing and Allowance	15%	
	Housing and Utilities	30%	
	Transportation	15%	
	Savings	10%	
	Food	25%	
	Miscellaneous	5%	
	Total	100%	

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TAPESCRIPIT

Pie charts

Pie charts demonstrate the relationship between parts and the whole. We can see comparisons in percentages between the different nationalities of tourists visiting Western Europe, North America and Australia and Japan. The total covered by the whole of pie 1 is 131 million visiting Western Europe, of which we can see that 80 per cent came from Western European countries; 7 per cent came from North America; 11 per cent from 'other' areas not specifically named, and 2 per cent came from Australia and Japan.

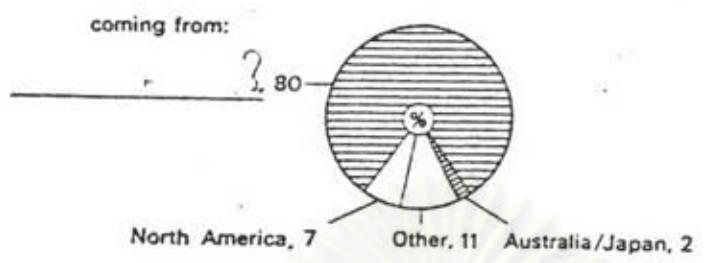
In pie 2 most tourists were other North Americans obviously taking holidays in their own country, to the extent that they made up 75 per cent of tourists in that area. Western Europeans visiting North America made up 8 per cent and Australians and Japanese 4 per cent. There was also 13 per cent from other unnamed countries.

In pie 3 the 2 million tourists in Australia and Japan were almost equally divided between the Australians and Japanese themselves at 26 per cent and the North Americans who also made up 26 per cent with people from other unnamed countries a further 26 per cent. Western Europeans, constituted 22 per cent of tourists to these areas. What is apparent from these three charts is that the majority of holiday-makers is Western Europe and North America came from the same areas but in Australia and Japan the tourists appear to be more or less equally divided between local people, those from North America, those from Western Europe and those from other countries.

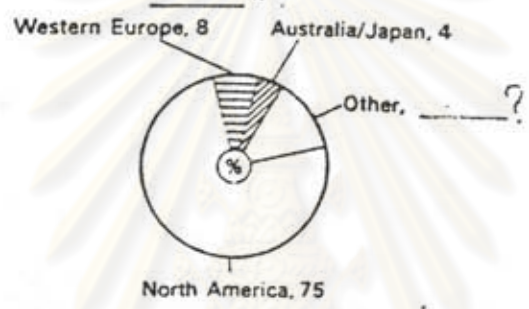
(Elizabeth B. Pryse, 1981)

PIE CHARTS

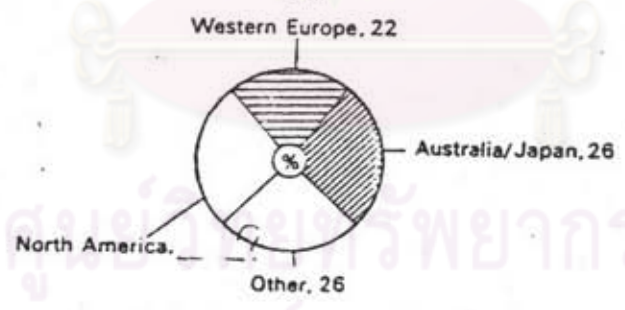
1 Western Europe
1977 total: 131 m



2 North America
m ?



3
2 m

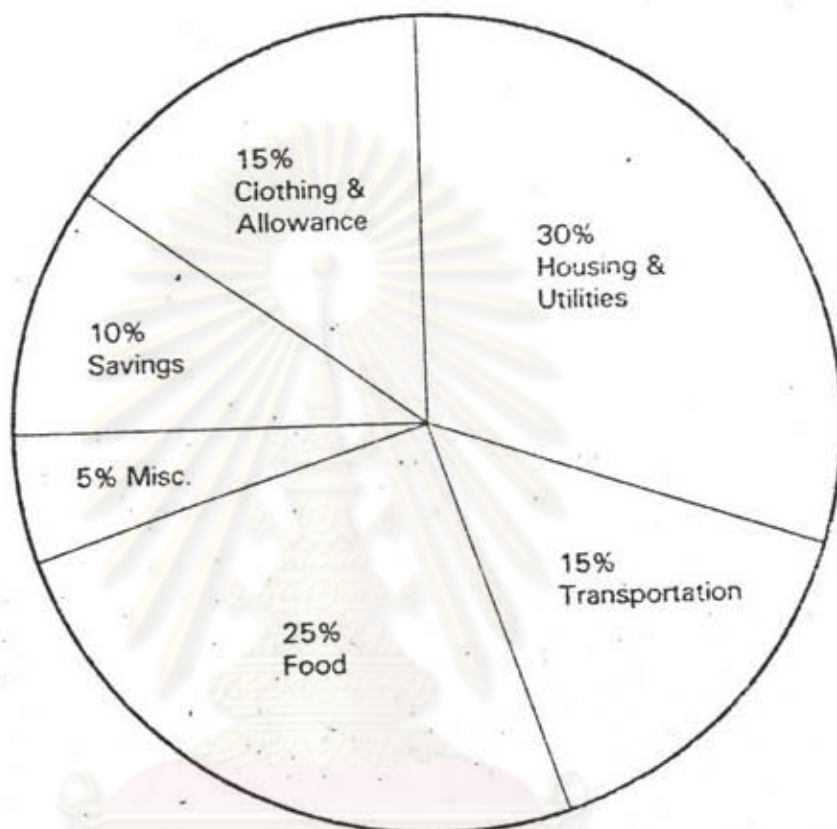


PIE CHARTS comparing the numbers of tourists of different nationalities visiting Western Europe, North America and Australia and Japan in _____ ?

Activity

Reading a circle graph

A circle graph shows the relationship of parts to a whole. You can divide a circle into sections. Then you can compare one section with another. You can also compare one section with the whole circle. Look at the budget circle below.



It shows how the Jacksons, a family of three, spend their yearly income. The questions that follow are about the Jacksons' budget circle. Choose the letter that correctly answers each question.

- How much of the Jacksons' budget goes toward housing and utilities?
 - 10%
 - 20%
 - 30%
 - 40%
- How much do they spend on savings?
 - 10%
 - 20%
 - 30%
 - 5%
- Which two sections make up a little more than half of the Jacksons' budget?
 - Savings and Food
 - Food and Transportation
 - Miscellaneous (Misc.) and Food
 - Housing & Utilities and Food
- Which section is the smallest part of the budget?
 - Transportation
 - Miscellaneous (Misc.)
 - Food
 - Clothing & Allowances
- If the Jacksons' budget got too tight, which of these items could they eliminate?
 - Housing & Utilities
 - Food
 - Transportation
 - Savings

QUIZ

PIE CHARTS

TRUE OF FALSE

- 1. Pie charts demonstrate the relationship between parts and the whole.
- 2. The comparisons between the different nationalities of tourists are presented in numbers.
- 3. The total of 131 million tourists visited western Europe.
- 4. North Americans liked taking holidays in other countries.
- 5. More tourists from Western Europe visited North America than those from Australia.
- 6. Three fourths of the tourists visiting North America were North Americans
- 7. The total of 31 million tourists visiting North America were from Western Europe.
- 8. In 1977, there were more tourists from Japan than from Australia.
- 9. From the three charts, there were four major parts of tourists.
- 10. We can conclude that more tourists from Western Europe like, 'travelling abroad than those from North America.

Daily Lesson Plan 15

Class	M.5
No.of students	30
Date	August 16, 1990
Time	50 minutes
Content	Bar charts
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary: - vertical - horizontal - represent - approximate - monetary

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : Bar Charts</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words</p> <ul style="list-style-type: none"> - vertical - horizontal 	<p><u>Presentation</u></p> <p>(Teacher puts a sample of bar charts on the board)</p> <p>Class, do you know what you see on the board?</p> <p>Yes. We can call it "bar chart" in English.</p> <p>(Teacher points at the vertical line)</p> <p>Now, look at this line. It's a vertical line. (Teacher shows a word card to the class)</p> <p>Repeat after me</p> <ul style="list-style-type: none"> - Vertical 	<ul style="list-style-type: none"> - Yes. กราฟแท่ง - vertical 	<p>Comprehension Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Good. Look at this block. It represents male and this one represents female.</p> <p>(Teacher says the sentences above again)</p> <p>(Teacher shows a word card to the class)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Represent - Again, please <p>Class, how many students are there in your school?</p> <p>Good. You are not sure how many students there are, but you just told</p>	<ul style="list-style-type: none"> - Represent - Represent - About 4,500 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>me an approximate number of students. The exact number of students might be 4,562.</p> <p>(Teacher says the sentences above again and show a word card to the class)</p> <p>Now, repeat after me.</p> <ul style="list-style-type: none"> - Approximate - Again, please <p>From the example, what is the opposite of "approximate"?</p> <p>Very good.</p> <p>Like the income of our nation, we don't know the exact monetary value, but we only use the approximate value.</p>	<ul style="list-style-type: none"> - Approximate - Approximate - exact 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher shows a word card to the class)</p> <ul style="list-style-type: none"> - Monetary - Again, please. <p>Yes. Monetary is about money.</p> <p>O.K. Class, today, you are going to listen to the passage about the bar charts as you will see in your worksheets.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the passage, teacher gives the worksheets to the students and makes sure that the students have no problems.</p>	<ul style="list-style-type: none"> - Monetary - Monetary <p>- Students study their worksheets carefully before listening to the passage.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>with their worksheets. Teacher clears up if they have.</p> <p>Teacher plays the tape "Bar charts"</p> <p>Teacher plays the tape "Bar charts" again</p>	<ul style="list-style-type: none"> - Students do nothing but listen to the passage carefully. - Students try to complete their worksheets while listening to the passage. <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for the discussion. After this, they are supposed to get ready for the quiz.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both gorups about "Bar Charts"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p>	<p><u>Control group</u></p> <p>Students try to complete their worksheets by themselves and they must get ready for the quiz straight away.</p> <p><u>Treatment Group</u></p> <p>After their discussion, the students are to do the quiz individaully.</p> <p><u>Control Group</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Teacher gives each group a sample of bar charts and then each group are to discuss what they see in the charts among their teammates.</p>	<p><u>Treatment Group</u></p> <p>Students are to describe the bar charts given to them by discussing among their teammates.</p> <p><u>Control Group</u></p> <p>Students are to work in groups of six and then they have to describe the bar charts given to them by discussing among their group.</p>	

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TAPESCRIPT

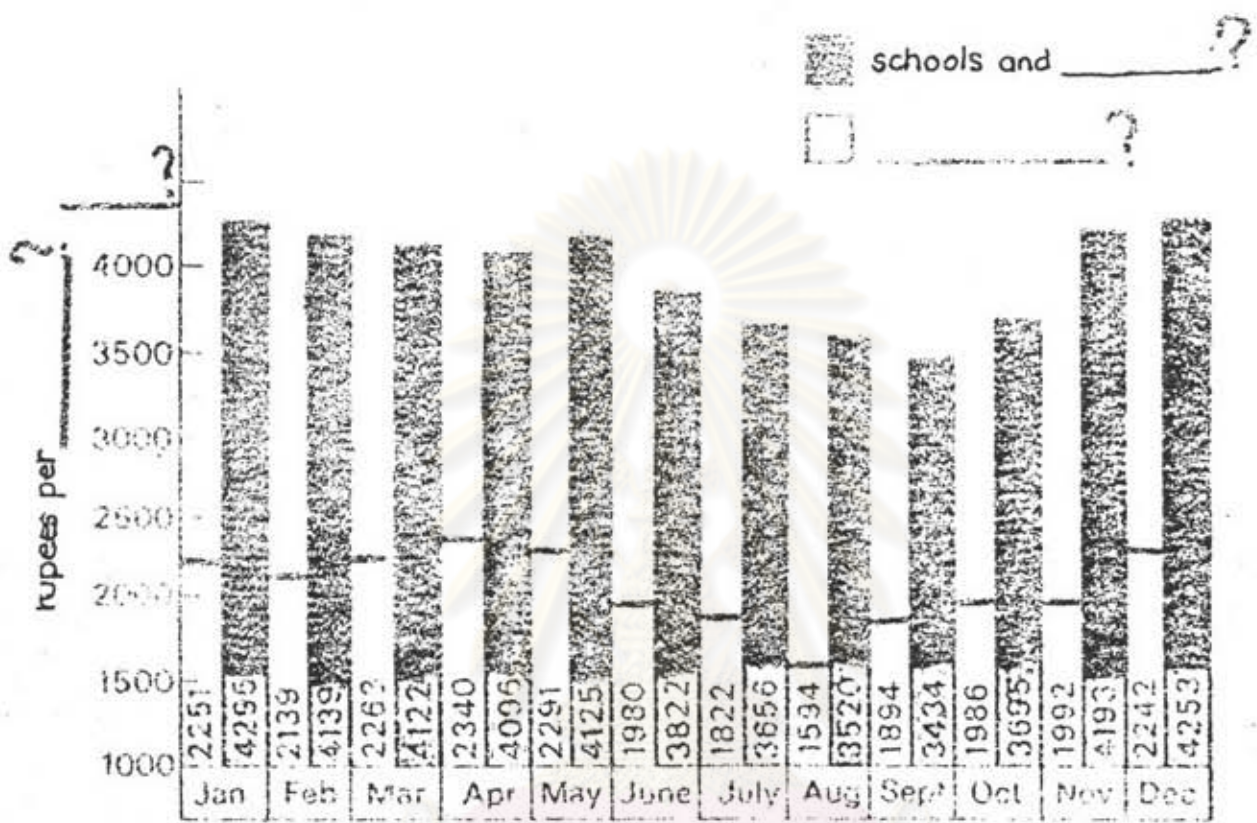
Bar charts

The value of charts lies in their immediate and compact presentation of statistics in bold eye-catching form. The bar chart is the clearest form of chart and is most useful for showing percentages and comparative totals and for making comparisons of statistics over a defined period of time. Vertical bars of different colours or different distinctive markings rise from a broad horizontal time scale of the measure, against the vertical scale of quantity, volume or amount.

Looking at the bar charts we can see that the top of each 'bar' levels up to a money figure (in hundreds of rupees) on the left hand vertical. The two distinctive shadings for the bars clearly show the figures for the two sales outlets, bookshops on the one hand and schools and colleges on the other. Note that the key in the top right-hand corner explains what the shading of the bars represents. We can see that the highest sales for schools and colleges were achieved in January with December running very closely behind. The highest sales for bookshops were in April with May and December very close behind. The poorest month for bookshops was August and for schools and colleges, September. This is a very clear bar chart as it gives us the exact numbers of books sold in each category as well as the approximate monetary value of the sales.

(Elizabeth B. Pryse, 1981)

BAR CHARTS



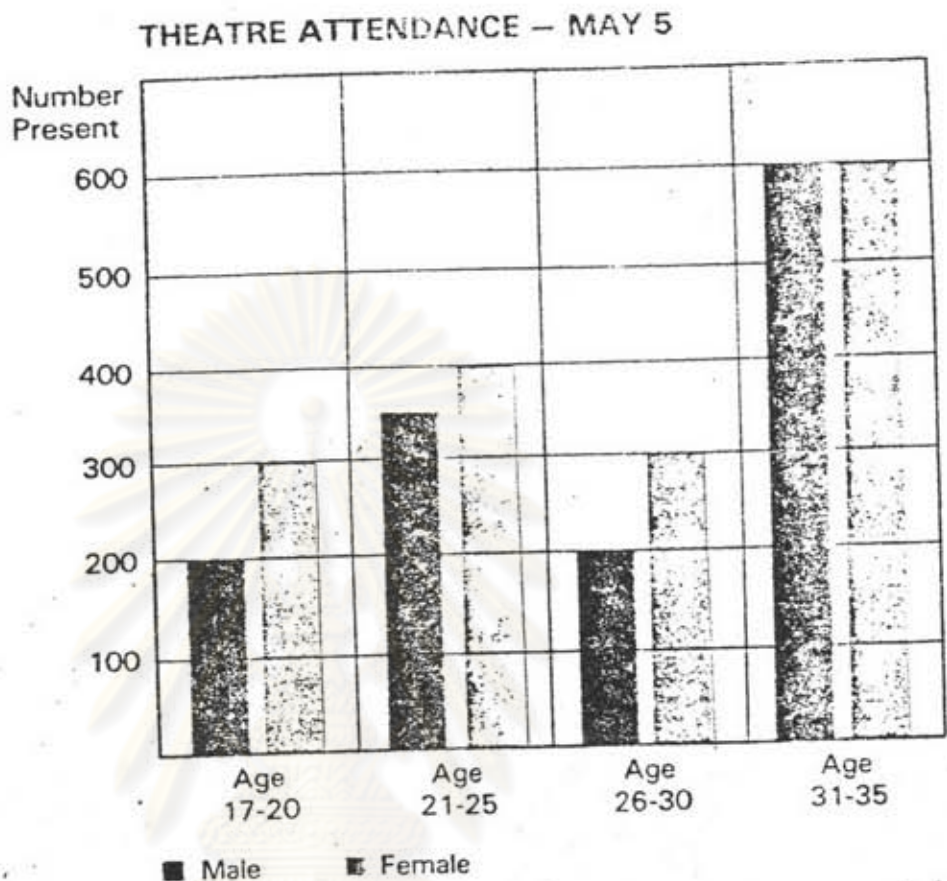
VERTICAL BAR CHART showing sales of books

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Activity

Reading a bar graph

Another type of graph is the bar graph. Here is an example of a bar graph.



Use the graph to answer these questions.

1. How many females between 17 and 20 attended the theatre on May 5? _____
2. How many males between 17 and 20? _____
3. Which age group had the highest attendance on May 5? _____
4. What was the total attendance for the 26 to 30 age group? _____
5. Which age group, including male and female, had more than 500 present? _____
6. Which groups had the same overall attendance on May 5? _____
7. What was the total attendance for the 17-20 age group on May 5? _____
8. On May 5, did more males or more females attend the theatre? _____

QUIZ

BAR CHARTS

Complete the sentences in column A with the statements in column B

- | A | B |
|--|--|
| 1. The key in the top right-hand corner explains ... | a. a broad horizontal time scale |
| 2. The bar chart is ... | b. bookshops and schools and colleges. |
| 3. ... is the most useful for showing percentages. | c. are in January |
| 4. Vertical bars rise from ... | d. the clearest form of chart |
| 5. The vertical scale shows ... | e. it gives us the exact number of books sold in each category |
| 6. The vertical bar chart shows ... | f. quantity or amount |
| 7. The two sales outlets are | g. are in April |
| 8. The highest sales for schools and colleges ... | h. what the shading of the bars represents |
| 9. The highest sales for bookshops ... | i. monthly sales of books |
| 10. This bar chart is very clear as ... | j. the bar chart |

Daily Lesson Plan 16

Class	M.5
No.of students	30
Date	August, 21, 1990
Time	50 minutes
Content	London
Aids	Word cards, cassette tape, worksheets, picture
Assupmtion	Vocabulary: - capital - the administrative capl ql - the House of Parliament - boutique

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic: London</p> <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the followings:</p> <ul style="list-style-type: none"> - captial - the administrative capital 	<p><u>Presentation</u></p> <p>(Teacher sticks a picture of London on the board)</p> <p>Class, look at this picture. Can you tell me what city is this picture?</p> <p>No.</p> <p>No.</p> <p>No. This city is somewhere near Paris.</p> <p>Yes. That's right. This is a picture of London. London is a big</p>	<p>- Bangkok</p> <p>- Paris</p> <p>- Tokyo</p> <p>- London</p>	<p>Comprehension Questions (Quiz)</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- the House of Parliament</p> <p>- boutique</p> <p>2.2 Students are able to extract the information from the description of London</p>	<p>city in England. It's the capital of England.</p> <p>(Teacher puts the card "captial" on the board)</p> <p>Class, repeat after me</p> <p>- Capital</p> <p>- Again, please</p> <p>Can you tell me the meaning of capital in Thai?</p> <p>Yes. What's the capital of Thailand?</p> <p>The capital city is the most important in the country.</p> <p>There are many important places in the capital city.</p>	<p>- Capital</p> <p>- Captial</p> <p>- เมืองหลวง</p> <p>- Bangkok</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>By the way, do you know "พระที่นั่งอนันตสมาคม"?</p> <p>What's its importance?</p> <p>Yes. In English we call it "the House of Parliament".</p> <p>Class, repeat after me</p> <ul style="list-style-type: none"> - Parliament - Again, please <p>Good. The House of Parliament is ตึกรัฐสภา in Thai.</p> <p>(Teacher puts the word card "Parliament" on the board)</p> <p>The capital city is also the place where the government is located. So</p>	<ul style="list-style-type: none"> - Yes. - ตึกรัฐสภา - Parliament - Parliament 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>we can call in the administrative capital.</p> <p>class, repeat after me.</p> <ul style="list-style-type: none"> - Administrative - Again, please <p>Yes. In Thai, we say บริหาร for administrative.</p> <p>(Teacher shows pictures of fashionable clothes)</p> <p>O.K. Class, look at these pictures.</p> <p>Do you like these clothes?</p> <p>These clothes are very fashionable.</p> <p>Do you think they are cheap or expensive?</p>	<ul style="list-style-type: none"> - Administrative - Administrative <p>- Yes. Very much.</p> <p>- expensive.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice</u></p> <p>At this stage, before listening to the description of London, teacher gives the worksheets to the students and makes sure that every student understands everything about the worksheets. If they have any questions, teacher clears up.</p> <p>Teacher plays the tape "London"</p> <p>Teacher plays the tape "London" again.</p>	<p>Students study their worksheets carefully before listening to the description of the capital of England, London.</p> <p>Students do nothing, but listen carefully.</p> <p>Students try to complete their worksheets while listening to the description of London.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their discussion. After this, they are supposed to do the quiz that follows individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets by themselves. They must get ready for the quiz straight away.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "London"</p> <p>At this stage, teacher can play the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to describe your village or your hometown or even the capital of our country. O.K. You can work in group and then present you work orally to the class.</p>	<p><u>Treatment Group</u></p> <p>After the discussion, they are to do the quiz individually.</p> <p><u>Control Group</u></p> <p>They are to do the quiz individually as soon as they have done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>Students work in their own group and choose one place to describe and present their work to the class.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Control Group</u></p> <p>Students form their own groups of five and choose one place to describe.</p> <p>- Present their work to the class.</p>	

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TAPESCRIPT

Describing places:

London is the capital of England. It is the administrative capital of the United Kingdom, too. There are some large parks in London. Some of them are in the centre. There are some cinemas and theatres in London. Some of them are in the West End. There are some famous buildings in London, for example, the Houses of Parliament, Westminster Abbey, and Buckingham Palace. Some of them are open to the public. There are some very famous shops in London, too, for example, Harrods, Fortnum and Mason, and Jaeger. They are expensive. There are a lot of boutiques in London. Some of them are in King's Road, and some of them are in Carnaby Street.

A lot of tourists come to London every year. Some come for the shops, some come to the cinemas and theatres, some come for the famous historic buildings, but they all like London's large parks and they are free.

(W.S. Fowler, 1979)

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LONDON

Choose the places you hear
from the tape

Big Ben _____

_____ Westminster Abbey

Harrods _____

_____ Central Plaza

Jaeger _____

Thames _____

QUIZ

LONDON

TRUE OR FALSE

- 1. London is the capital of the United Kingdom.
- 2. Large parks are all in the centre of London.
- 3. Big Ben is one of the famous buildings in London.
- 4. Every famous building is always open for the public.
- 5. Besides famous building, there are also some famous shops.
- 6. Harrods is one of the famous shops in London.
- 7. From the tape, we know nothing about Fortnum and Mason.
- 8. There are many boutiques in London.
- 9. We can find some boutiques if we go to King's Road.
- 10. All tourists come to London to do their shopping.

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Daily Lesson Plan 17

Class M.5
No.of students 30
Date August 23, 1990
Time 50 minutes
Content Better or Worse
Aids Word cards, cassette tape, worksheets, picture
Assumption Vocabulary: - woolen
- attractive
- try on
- afford

Structure : What kind of do you want?

Comparative degree.

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic: Better or Worse</p>	<p><u>Presentation</u></p> <p>Class, what's the weather like today?</p> <p>I think so. What about winter?</p> <p>What's the weather like in winter?</p> <p>That's right. It's cold in winter.</p> <p>What do people usually wear in winter?</p>	<p>- It's warm.</p> <p>- It's hot.</p> <p>- It's cold in winter.</p> <p>- They wear thick clothes like sweater.</p>	
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of the following:</p>	<p>Yes. They usually wear sweaters</p> <p>Do you know what kind of materials are sweaters made of?</p> <p>Yes, but please look at this word. (Teacher sticks the word card "woolen" on the board)</p>	<p>- Cotton</p> <p>- Wool</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - woolen - attractive - try on - afford <p>2.2 Students are able to use the following structures appropriately</p> <ul style="list-style-type: none"> - What kind of., do you want? - Comparative degree <p>2.3 Students are able to extract the information form the dialogue.</p>	<p>Class , repeat after me</p> <ul style="list-style-type: none"> - Woolen - Again, please. <p>We call something that is made of wool "woolen".</p> <p>For example. A sweater is made of wool. It is a woolen sweater.</p> <p>A scarf is made of wool. It is a woolen scarf.</p> <p>(Teacher writes the two examples above on the board, and then sticks a picture of a girl with a sweater)</p> <p>Is a woolen sweater beautiful?</p> <p>Is this girl beautiful?</p>	<ul style="list-style-type: none"> - Woolen - Woolen <p>(Students take a close look at the examples again)</p> <ul style="list-style-type: none"> - Yes. It's very beautiful. - Yes, she is. 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Yes. The sweater is beautiful and the girl, too.</p> <p>When people see the sweater, they want to look at it and get it, too, and the girl is beautiful. In other words, we can say that the sweater and the girl are attractive.</p> <p>(Teacher puts the word card "attractive" on the board)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Attractive - Again, please. <p>Can you tell me the meaning of "attractive" in Thai?</p>	<ul style="list-style-type: none"> - Attractive - Attractive - สวย, ดึงดูดใจ 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Yes. That's right.</p> <p>Do you want to have a woolen sweater to wear in winter?</p> <p>Uh-huh. If you want to have one, please buy it. When you buy a sweater, you have to try it on to see if it suits you or not. Every time, people buy things like shoes, sweaters or hats, they have to try on first.</p> <p>(Teacher puts "Try on" on the board)</p> <p>Class, repeat after me.</p> <p>- Try on</p> <p>- Again, please.</p>	<p>- Yes, I do.</p> <p>- Try on</p> <p>- Try on</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher says the examples above again)</p> <p>Can you tell me the meaning of "Try on" in Thai?</p> <p>That's right. If it's not very expensive, you can afford to buy one. For example, you want to buy a new sweater, it will cost you 500 baht, but you have only 400 baht. Can you buy a sweater?</p> <p>We can say that you cannot afford to buy a new sweater because it's too expensive for you.</p>	<p>- Yes. ลองสวมใส่</p> <p>- No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Teacher puts "Afford" on the board)</p> <p>Class, repeat after me.</p> <ul style="list-style-type: none"> - Afford - Again, please. <p>Very good</p> <p>Can you tell me the meaning of "Afford" in Thai?</p> <p>Right.</p> <p>(Teacher sticks another picture with a cotton sweater or shirt on the board)</p> <p>Class, look at these two sweaters.</p> <p>Which one do you like better?</p>	<ul style="list-style-type: none"> - Afford - Afford <p>- มีเงินพอที่จะซื้อได้</p> <p>- The one on the right.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>What was it made of?</p> <p>What about this one? What was it made of?</p> <p>Good. Which one is more beautiful?</p> <p>Which one is cheaper?</p> <p>Which one is heavier?</p> <p>Very good.</p> <p>Class, today you are going to listen to a dialogue about sweaters.</p> <p>Ready?</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives worksheets to the students and makes</p>	<p>- Wool</p> <p>- Cotton</p> <p>- The woelen one.</p> <p>- The cotton one.</p> <p>0 The woolen one.</p> <p>- Yes.</p> <p>Students study their worksheets carefully, before listening to the dialogue.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>sure that every student understands everything about the worksheets. If they have any questions, Teacher clears up.</p> <p>Teacher plays the tape "Better or Worse"</p> <p>Teacher plays the tape "Better or Worse" again.</p>	<p>Students do nothing, but listen carefully.</p> <p>Students try to complete their worksheets while listening to the dialogue.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for their</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the students of both groups the quiz about "Better or Worse"</p> <p>At this stage, teacher plays the tape again once or twice or even more if necessary.</p>	<p>discussion. After this, they are supposed to get ready for the quiz and do it individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets by themselves. They are to do the quiz as soon as they have done with their worksheets.</p> <p><u>Treatment Group</u></p> <p>After the discussion, students are supposed to do the quiz individually</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer</u></p> <p>Class, I'd like you to choose one thing to describe. You have to describe that thing about five or six sentences and then present your work to the class.</p>	<p><u>Control Group</u></p> <p>Students are supposed to do the quiz individually as soon as they've done with their completion part.</p> <p><u>Treatment Group</u></p> <p>Work among their groups and choose one thing to describe.</p> <p><u>Control Group</u></p> <p>Work in group and choose one thing to describe.</p>	

TAPESCRIPT

Better or Worse

- Jean : Hello. I'm looking for a sweater. Can you show me one?
- Shop Assistant: Certainly, madam. What kind of sweater do you want?
- Jean : A woolen one.
- SA : How about this one? It's very attractive.
- Jean : Yes, but it's too heavy. Have you got anything lighter?
- SA : How about this green one?
- Jean : It's quite nice but it's too short, and I don't like the color very much.
- SA : What color do you want?
- Jean : Red or brown. I don't know, really.
- SA : What size are you, madam?
- Jean : Medium.
- SA : Well, I've four sweaters in that size, two red ones and two blue ones. Here you are. Which one do you like best?
- Jean : The red one's quite nice. Can I try it on?
- SA : Of course, madam. Oh, that fits you perfectly, It's exactly your size.
- Jean : Yes, but I don't think it suits me. Can I try that blue one?
- SA : Which one? The dark blue or the light blue?
- Jean : The one you've got in your hand, the dark one. Yes, that suits me better. But it's too long. Can I try the other one? Thank you.
- SA : Ah, that's lovely. That's the one I want. How much is it?
- SA : Twenty pounds.

- Jean : What? Oh no! I can't afford that. Haven't you got anything cheaper?
- SA : Actually, it's the cheapest sweater in the shop. Good morning, madam.

(W.S. Fowler, 1983)



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BETTER or WORSE *WORKSHEET

MATCHING:



A WOOLEN SWEATER

A GREEN SWEATER

A RED SWEATER

A DARK BLUE SWEATER

A LIGHT BLUE SWEATER

-
not suit her

too expensive

too short

too heavy

too long

+
quite nice

attractive

lovely

nice

suits her

QUIZ

BETTER OR WORSE

TRUE OF FALSE

- 1. The customer wants to buy a sweater for her husband.
- 2. The woolen sweater is very attractive but too heavy.
- 3. The green sweater is very nice but too short.
- 4. The customer does not like the green color very much.
- 5. The customer is a small woman.
- 6. The customer likes the red sweater.
- 7. The customer tries two sweaters on - a red one and a blue one.
- 8. The customer does not buy the blue sweater as it's too short.
- 9. The customer finally decided to buy a light-blue sweater.
- 10. The customer is very fussy.



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Daily Lesson Plan 18

Class	M.5
No.of students	30
Date	September 6, 1990
Time	50 minutes
Content	How to get a British Passport
Aids	Word cards, cassette tape, worksheets, picture
Assumption	Vocabulary. - obtain - an application form - birth certificate - marriage certificate - fee

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. <u>Terminal Objective</u></p> <p>Students must be able to answer the questions from listening comprehension:</p> <p>Topic : How to get a British Passport.</p>	<p><u>Presentation</u></p> <p>Class, have you ever been to another country?</p> <p>(Teacher points to a student who said "Yes")</p> <p>Yes, Where have you been?</p>	<p>- No.</p> <p>- Yes.</p> <p>- I've been to Japan.</p>	<p>Comperhension Questions (Quiz)</p>
<p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell the meaning of each of the following words:</p> <p>- obtain</p>	<p>What did you have to show when you were going to enter the country?</p> <p>Good. You have to have a passport if you go to another country.</p> <p>Do you know how to a get a passport.?</p> <p>O.K. You can obtain an application</p>	<p>- My passport.</p> <p>- No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- an application form</p> <p>- a birth certificate</p> <p>- a marriage certificate</p> <p>- fee</p> <p>2.2 Students are able to extract information from the dialogue.</p>	<p>form at the passport office and then you fill out the application form. You have to pay the fee of 1,000 baht.</p> <p>(Teacher says the whole passage again)</p> <p>Class, repeat after me.</p> <p>- Obtain</p> <p>- Again, please</p> <p>"Obtain" means "get".</p> <p>Next - An application form</p> <p>- Again, please</p> <p>Yes. An application form is a form which you have to fill out when you apply for something like you apply for a passport, you have to fill out</p>	<p>(Students listen to how to get a passport)</p> <p>passport</p> <p>- Obtain</p> <p>- Obtain</p> <p>- An application form</p> <p>- An application form</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the application form for a passport.</p> <p>Can you tell me the meaning of "an application form in Thai?"</p> <p>Right.</p> <ul style="list-style-type: none"> - Fee - Again, please <p>A fee is a sum of money that you have to pay for something for a service. For example, you have to pay a fee of 1,000 baht to get a passport.</p> <p>What's the meaning of "fee" in Thai?</p> <p>Good.</p> <p>(Teacher puts the cards "Obtain, an" application form and "fee" on</p>	<ul style="list-style-type: none"> - Yes. ใบสมัคร - Fee - Fee - ค่าธรรมเนียม 	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the board)</p> <p>Next, class look at this.</p> <p>(Teacher shows a word card "birth certificate" to the class)</p> <p>Repeat after me</p> <ul style="list-style-type: none"> - certificate - birth - A birth certificate <p>A birth certificate is a document that shows the date, place of your birth and the names of your parents as well.</p> <p>Can you tell me the meaning of "a birth certificate" in Thai?</p>	<ul style="list-style-type: none"> - Certificate - Birth - A birth certificate <p>- Yes. ใบสูติบัตร, ใบเกิด</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Good.</p> <ul style="list-style-type: none"> - A marriage certificate - Again, please. <p>A marriage certificate is a document which shows that a couple are legally married.</p> <p>If you get married, you must get a marriage certificate.</p> <p>What's the meaning of this in Thai?</p> <p>Very good.</p> <p>(Teacher puts the card "a birth certificate"</p> <p>"a marriage certificate"</p>	<ul style="list-style-type: none"> - A marriage certificate - A marriage certificate <p>- ใบทะเบียนสมรส</p> <p>(Students read the words on the</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>on the board)</p> <p>O.K. Class. Today you are going to listen to how to get a passport in England.</p> <p><u>Practice</u></p> <p>At this stage, before listening to the dialogue, teacher gives the worksheets to the students and makes sure that the students understand everything about the worksheets. If they have got any problems, teacher clears up.</p> <p>Teacher plays the tape "How to get a British passport"</p>	<p>board all again)</p> <p>Students study the worksheets carefully, before listening to the dialogue.</p> <p>Students do nothing but listen carefully.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher plays the tape again.</p>	<p>Students try to complete their worksheets while listening to the dialogue.</p> <p><u>Treatment Group</u></p> <p>Students try to complete their worksheets and discuss with their teammates. They are given some five minutes more for the discussion. After this, they are to do the quiz individually.</p> <p><u>Control Group</u></p> <p>Students try to complete their worksheets by themselves. They must get ready for the quiz straight away.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation</u></p> <p>Teacher gives the quiz to the students of both groups about "How to get a British Passprot"</p> <p>At this stage, teachers plays the tape again once or twice or even more if necessary.</p> <p><u>Transfer</u></p> <p>Class, I'd like you to write an instruction to do something. You don't have to write a long instruction, just a simple one.</p>	<p><u>Treatment Group</u></p> <p>After the discussion, they are to do the quiz individually.</p> <p><u>Control Group.</u></p> <p>Students are to do the quiz individually as soon as they've done with their worksheets</p> <p><u>Treatment Group</u></p> <p>Students work in their own group about an instruction and present their work to the class.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
		<p><u>Control Group</u></p> <p>Students are supposed to work in groups of five and write an instruction to do something, and then they are to present their work to the class.</p>	

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TAPESCRIPT

Understanding Instructions

How to get a British Passport

Sandra needed a passport to go to Sweden, so she telephoned the Passport Office in London. Listen to the telephone conversation.

- Woman : Passport Office, good morning.
- Sandra : Good morning. I'm going to Sweden on holiday this summer and I need a passport. Could you tell me what I have to do?
- Woman : Yes, of course. Are you over sixteen?
- Sandra : Yes.
- Woman : And were you born in this country?
- Sandra : Yes. I was born in London.
- Woman : Right. You can obtain an application form at any post office. Just ask for form "A" Fill it in and post it to your regional passport office with two recent photos of yourself counter-signed by a professional person.
- Sandra : I'm sorry, Can you say that again?
- Woman : Two photos of yourself which someone like a lawyer, or a doctor, has signed on the back-it's all explained in the notes you get with the application form.
- Sandra : What else do I have to send?
- Woman : Your birth certificate, your marriage certificate if you are married, and the fee of \$11.
- Sandra : I see. Thank you.
- Woman : When are you going abroad?
- Sandra : In six weeks' time.
- Woman : That's fine. It usually takes about three weeks for the

passport to be issued. But you should apply immediately, in case there are any problems.

Sandra : O.K. I'll do that. Thanks very much. Goodbye.

(Philip Prowse,1985)



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To get a passport, Sandra needed.....

An application form yes....no

Two recent photos no..... yes

An air ticket yes..... no

A birth certificate..... no..... yes

Stamps yes..... no

A fee of £11 no..... yes

A flight number..... yes.... no

A letter of recommendation

no yes


QUIZ

HOW TO GET A BRITISH PASSPORT

TRUE OR FALSE

- 1. Sandra needed a passport to go to Norway.
- 2. The Passport Office is in London.
- 3. Sandra is going to a foreign country on business.
- 4. Sandra is sixteen years of age.
- 5. Sandra was born in London.
- 6. An application form for a passport is also available at any post office
- 7. Sandra has to sign her name on the back of her photos.
- 8. To apply for a passport, Sandra has to pay £11
- 9. Sandra has never been abroad before.
- 10. It usually takes six weeks for the passport to be issued.

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ภาคผนวก ง

แบบสอบผลสัมฤทธิ์ทางการ เรียนวิชาภาษาอังกฤษทางการฟัง
เพื่อความเข้าใจ

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LISTENING COMPREHENSION

INSTRUCTION: Listen to the dialogues and passages from the tape and then answer the questions that follow;

ASKING FOR INFORMATION

1. How does Mrs.Simpson know about the courses?
 - a. Her colleague at the office told her
 - b. She got a brochure from her boss
 - c. She listened to the radio
 - d. She read a newspaper
2. What sort of course is she interested in?
 - a. Italian, an intermediate course
 - b. Italian, a beginning course
 - c. French, an intermediate course
 - d. French, a beginning course
3. She will finish the course in weeks.
 - a. 10
 - b. 11
 - c. 12
 - d. 13
4. She thinks that the course is
 - a. too expensive
 - b. too cheap
 - c. reasonable
 - d. very cheap
5. According to the conversation, Mrs.Simpson
 - a. has never studied the language she's interested in before
 - b. cannot speak the language she's interested in very well
 - c. wants to become a language teacher
 - d. wants to be a good language learner

UNDERSTANDING INSTRUCTIONS

1. Sue and John are
 - a. close friends
 - b. boss and employee
 - c. acquaintances
 - d. host and guest
2. John should push the button first if he wants to play a cassette.
 - a. STOP
 - b. EJECT
 - c. FF
 - d. PAUSE
3. From the instruction, John must play buttons at the same time.
 - a. PAUSE & EJECT
 - b. REWIND & RECORD
 - c. RECORD & PLAY
 - d. PLAY & FF
4. According to the dialogue, Sue does not tell John how to
 - a. put a cassette in the case
 - b. Stop the tape for a while
 - c. play back a cassette
 - d. play a cassette at an above-normal speed
5. According to the dialogue, we may conclude that
 - a. John has just bought another tape recorder
 - b. John has never played a tape recorder before
 - c. Sue thinks John a funny man
 - d. Sue is not willing to help John

DESCRIBING A PLACE

1. New Zealand is located in
 - a. South Pacific
 - b. South India
 - c. South Atlantic
 - d. South Arctic

2. What happened in New Zealand in 1947?
 - a. British settlers became the Government
 - b. It became independent
 - c. It was colonized by Maoris
 - d. There was a civil war
3. The native people of New Zealand are
 - a. Maoris
 - b. Aborigine
 - c. Red Indians
 - d. British
4. The economy of the country is based on
 - a. wool, corn and beef products
 - b. wool, meat and dairy products
 - c. corn, wheat and dairy products
 - d. tin, rubber and wood products
5. The largest towns on North Island are
 - a. Auckland and Sydney
 - b. Wellington and Auckland
 - c. Wales and Auckland
 - d. Kingston and Wellington

INVITATION

1. How did Mike and Jennifer meet each other?
 - a. They had an appointment
 - b. They met by chance
 - c. Mike called Jennifer just now
 - d. Mike went to Jennifer's house
2. What's going on this Saturday night?
 - a. Jennifer's going to have a housewarming party
 - b. Mike's going to have a housewarming party
 - c. Jennifer's going to have a surprise party
 - d. Mike's going to have a surprise party

3. What's Jennifer's address?
 - a. 80 Lime Street
 - b. 80 Crestline Drive
 - c. 80 Tracey Drive
 - d. 80 Bluebird Drive
4. If Mike gets lost, he's going to
 - a. call a policeman
 - b. call Jennifer to collect him
 - c. wait for Jennifer to pick him up
 - d. call Jennifer to ask directions
5. Which of the following is true?
 - a. Jennifer asked Mike to bring her something
 - b. Mike needn't bring anything
 - c. Mike must bring some drinks to the party
 - d. Jennifer did not want Mike to bring anything to her apartment.

DESCRIBING PEOPLE

1. Three dangerous criminals robbed a bank on
 - a. Monday
 - b. Tuesday
 - c. Thursday
 - d. Friday
2. What's the first criminal like?
 - a. Tall with black moustache
 - b. Tall with black beard
 - c. Not very tall with little hair
 - d. Medium with brown beard
3. What's the second criminal like?
 - a. With brown hair and long beard
 - b. With brown hair and a little moustache
 - c. With black hair and short beard
 - d. Black hair and no beard

4. What's the third criminal like?
 - a. Bald with a small moustache
 - b. With thick hair and thin beard
 - c. With dark hair and thick beard
 - d. With thick hair and long beard
5. If the public see the robbers, they are requested NOT to
 - a. dial 999 and make their report
 - b. report the whereabouts of the robbers
 - c. try to stop them
 - d. help the police with information

GIVING REASONS/EXCUSES

1. For what reason does Jennifer want to see Mr. Whelan?
 - a. For a date
 - b. To ask a favour
 - c. To complain about something
 - d. To have a job interview
2. The reason Jennifer gave for her being late was that
 - a. she overslept
 - b. she had a car trouble
 - c. she couldn't find her car key
 - d. she waited to be offered a ride
3. Jennifer got to her appointment by
 - a. car
 - b. bus
 - c. train
 - d. plane
4. Jennifer did not call Mr. Whelan to tell him she'd be late because
 - a. she lost his phone number
 - b. she was too tired to do so
 - c. a phone wasn't available to use
 - d. she was too worried to think of it

5. What did Mr. Whelan say about her being late?
- She should have let him know
 - He forgave her for it
 - He cancelled the appointment
 - He got very angry and didn't say anything

TALKING ABOUT PROCESSES

- The first thing Jennifer needs to put in the machine is
 - her identification card
 - the document she's prepared
 - some pieces of paper
 - the permission card
- After selecting the paper size, she would
 - close the cover of the machine
 - cover the machine
 - press the start button
 - choose the number of copies
- The ID card needs putting in the machine because the office can
 - check the number of users
 - count the number of workers
 - supply enough paper
 - record the number of copies made
- The conversation is started by
 - greeting
 - a small talk
 - a request
 - telling business
- According to the conversation, the machine mentioned is
 - a typewriter
 - a calculator
 - a photocopier
 - a camera

MAKING ARRANGEMENTS

1. Don White lives in
 - a. London
 - b. Birmingham
 - c. Bristol
 - d. Manchester
2. The meeting is going to be held on
 - a. Tuesday
 - b. Wednesday
 - c. Thursday
 - d. Friday
3. Who are going to meet on the way to the meeting?
 - a. Steves and Don White
 - b. Steves and Jack Bradwell
 - c. Don White and Jack Bradwell
 - d. Jack Bradwell and Bob Gordon
4. Steves will go to see Don White by
 - a. train
 - b. bus
 - c. car
 - d. plane
5. What does Don White want Steves to do now?
 - a. To look out for Jack Bradwell
 - b. To be on time
 - c. To telephone Bob Gordon
 - d. To preside over the meeting

UNDERSTANDING SCHEDULES

From BALTIMORE, MD To NEW YORK, NY					
	#1 Sun	#2	#3	#4	#5
Baltimore, MD	9:00	8:00	12:00	6:00	2:00
Joppatowne, MD	—	8:15	12:15	6:15	2:15
Edgewood, MD	—	8:30	12:30	6:30	2:30
Aberdeen, MD	—	8:45	12:45	6:45	2:45
Havre de Grace, MD	—	9:00	1:00	7:00	3:00
Elkton, MD	—	9:30	1:30	7:30	3:30
Wilmington, DE	10:45	9:45	1:45	7:45	3:45
Newark, NJ	1:00	12:00	4:00	10:00	6:00
New York City	1:30	12:30	4:30	10:30	6:30

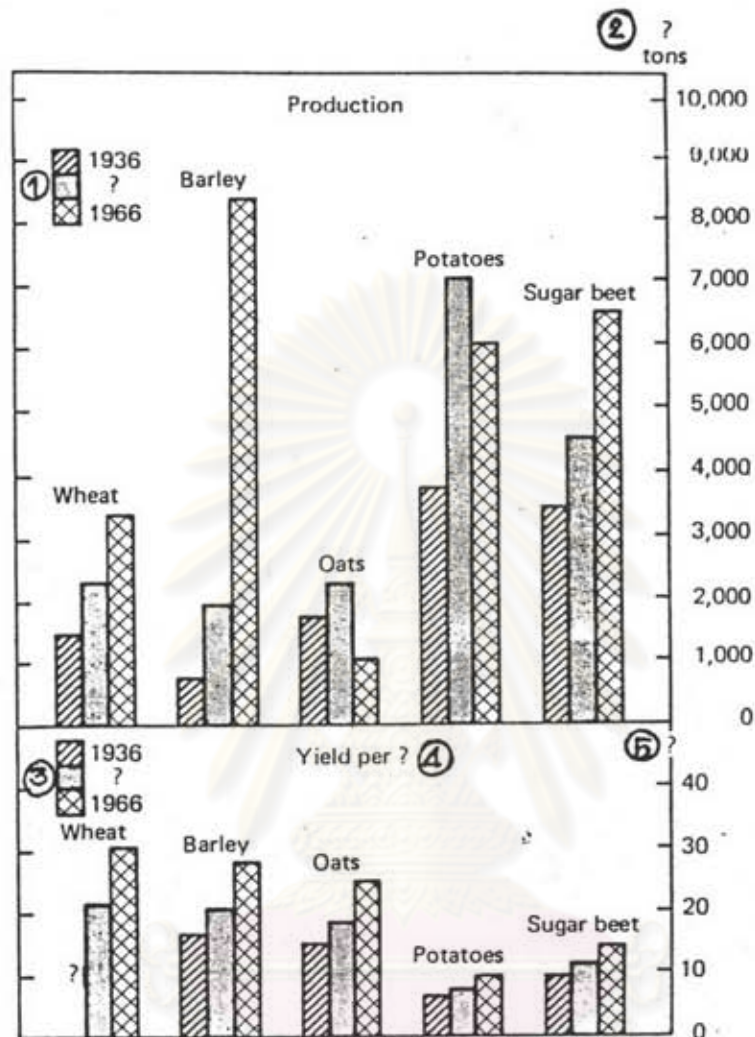
Notes:
P.M. — Boldface All trips operate daily
 Sun—Sundays only unless otherwise noted.

1. The time appearing in the schedule tells us
 - a. when buses should leave from each town
 - b. how long it will take to get to the next stop
 - c. how many buses there are
 - d. when passengers are requested to buy tickets
2. A "notes" section can also be called on many schedules.
 - a. the key
 - b. the abbreviations
 - c. the symbols
 - d. the sign

3. The passengers must read the notes in order to
 - a. know the destination
 - b. know the departure time
 - c. get the right time for the bus to take
 - d. know where to buy tickets
4. A passenger must take from Baltimore to New York City on Sunday.
 - a. the 9 a.m. bus
 - b. the 11 a.m. bus
 - c. the 10 a.m. bus
 - d. the 12 o'clock bus
5. Which of the followings isn't mentioned in the tape?
 - a. abbreviation and symbols
 - b. the departure times
 - c. the bus fares
 - d. the destinations

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UNDERSTANDING GRAPHS



Instruction: Look at the graphs above and choose the best choice for each item:

- | | | | |
|---------------|-------------|---------|-----------------|
| 1. a. 1946 | b. 1960 | c. 1956 | d. 1951 |
| 2. a. hundred | b. thousand | c. ten | d. score |
| 3. a. 1946 | b. 1960 | c. 1956 | d. 1951 |
| 4. a. hectare | b. acre | c. rai | d. square meter |
| 5. a. CSW | b. CUT | c. HWT | d. CWT |

STATEMENTS DESCRIBING THE DETAILS IN THE PICTURE

INSTRUCTION, Look at the picture carefully and listen to the tape.

If the statement is true, put a (X) on A. If it's false, put, a (X) on C.



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IDENTIFYING AND ORDERING PICTURES

INSTRUCTION; Choose the correct choice of the following sets of pictures according to the statements you hear from the tape:

1.



a. A B C D

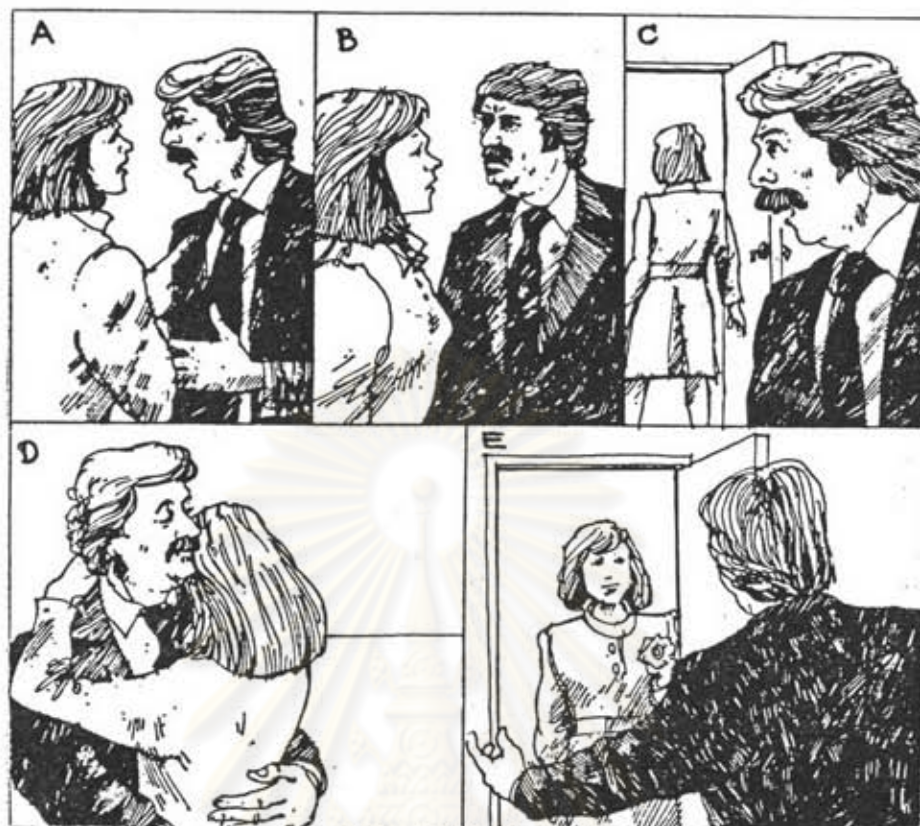
b. B C A D

c. D B A C

d. C A D B



2.



a. E D B E A

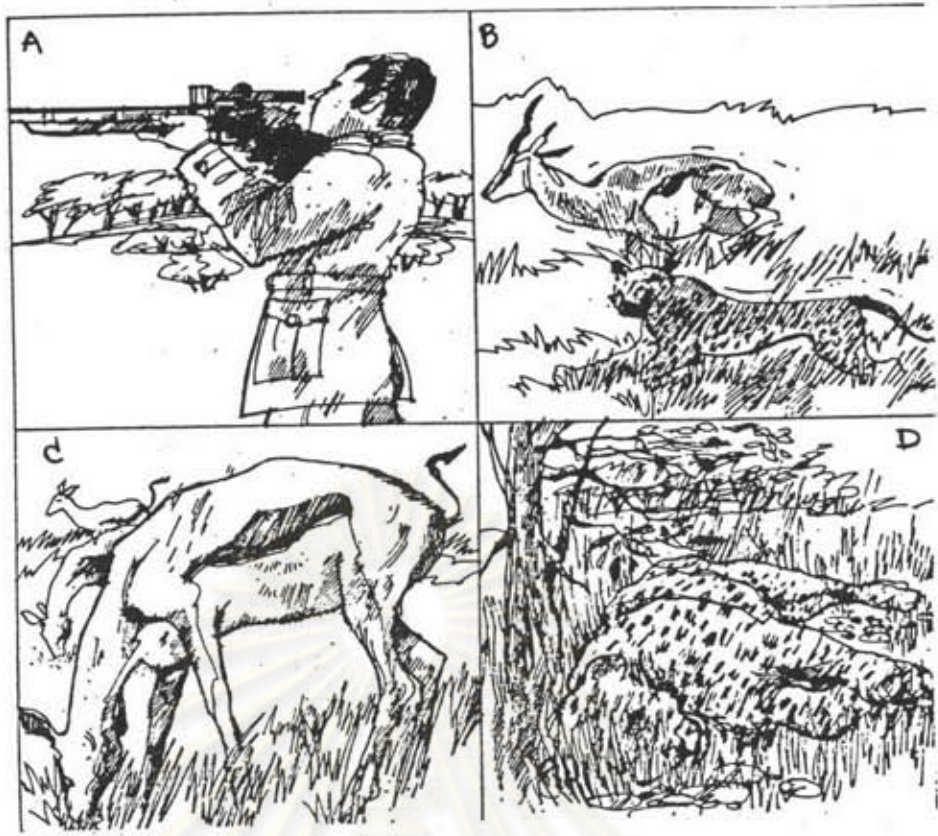
b. D B C E B

c. D A C E B

d. A B C D E

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3.



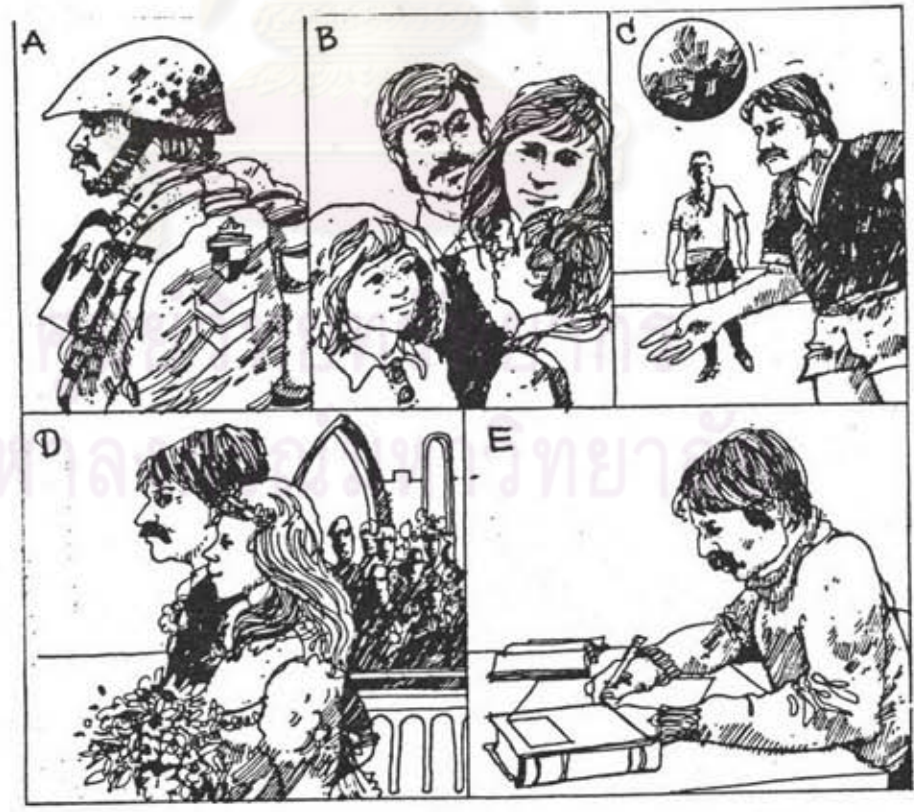
a. C B A D

b. A B C D

c. B A C D

d. C D B A

4.



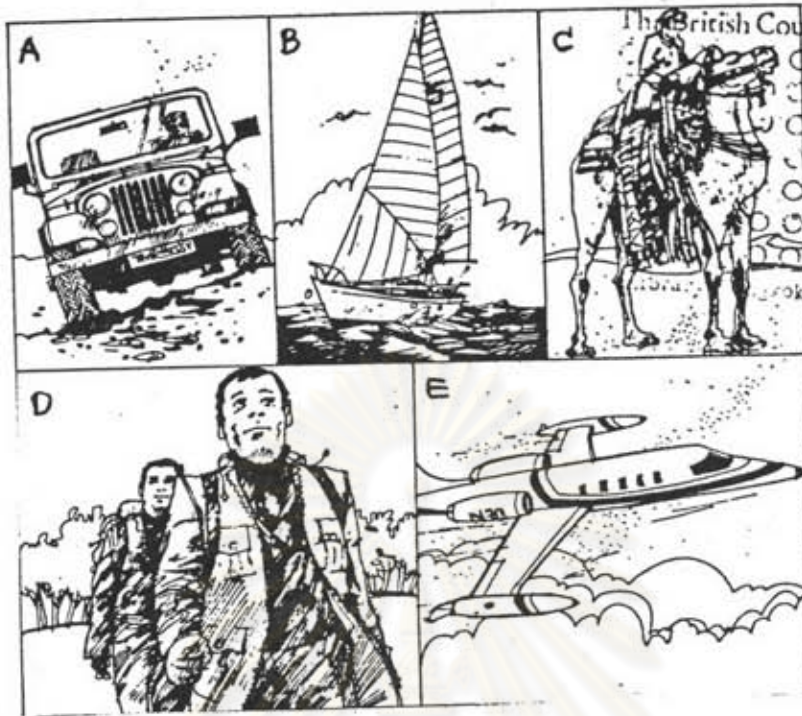
a. E A C B D

b. C A E D E

c. A E C D B

d. D B A E C

5.



a. B D A C E

b. A B C D E

c. A C B E D

d. B C D A E

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TAPESCRIPT

ASKING FOR INFORMATION

Margaret Simpson wants to start learning Italian. She sees an advertisement in the newspaper for evening courses at Hastings College. She decides to phone up the college to see if they have courses for beginners.

- Woman : Good afternoon. Hastings College.
- Margaret : Oh, good afternoon. I'd like some information about your courses next term.
- Woman : Yes, certainly. What sort of course are you interested in?
- Margaret : Italian. A beginners' course, please.
- Woman : Well, we have two beginners' courses, one on Monday evening and one on Thursday evening.
- Margaret : Oh, that's good. Could you tell me something about the course on Monday, please? What time does it start?
- Woman : At six o'clock.
- Margaret : And how long does it go on for?
- Woman : Two hours. So you finish at eight o'clock.
- Margaret : How much does the course cost?
- Woman : Twenty pounds. But that included books, of course.
- Margaret : Oh, that sounds reasonable. And how many weeks does the course last?
- Woman : Twelve weeks altogether.
- Margaret : Right, I'd like to enrol for the Monday course, then.
- Woman : Yes, certainly. Could I have your name, please?

- Margaret : It's Margaret Simpson. Mrs.Margaret Simpson.
S-I-M-P-S-O-N
- Woman : And your address, please?
- Margaret : 47 Castle Road and telephone number is Hastings four
double two double five oh.
- Woman : 422550?
- Margaret : Yes, that's right.
- Woman : Well, thank you. Mrs.Simpson. We'll send you a postcard
or phone a week before the course starts.
- Margaret : When does the course start in September?
- Woman : Monday the third.
- Margaret : Thank you very much for your help. Goodbye.
- Woman : Goodbye.

(Peter Watcyn-Jones, 1983)

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TAPESCRIPT

UNDERSTANDING INSTRUCTIONS

Sue is telling John how to use a tape recorder.

- Sue : O.K. Sorry. what was your name?
- John : John.
- Sue : O.K. John. Come over here. This is what you have to do.
First of all, you take the cassette. You push this
button here, "Eject" and that opens up this little,
the lid to this case. When the case is open, put the
cassette in, push the lid down firmly. If you just
want it to play and you don't want to record ...
- John : Uh huh.
- Sue : You just push, "play" which is here.
- John : When you want it to stop, this button here, and if you
just want it to stop for a few seconds ...
- John : Uh huh.
- Sue : "Pause" you push that down there. All right?
- John : Yes.
- Sue : Now, if you want to go back to the beginning and hear
what has already played again, push "Rewind". If you
want to go forward, do the opposite and push this one
that says FF ... which is "Fast Forward".
- John : Fine.
- Sue : If you want to hear your own voice or hear some music
or something, you've got to push, "record and play"
together at the same time. And that's all.
- John : Thank you very much.

(John McDowell, 1982)

TAPESCRIPT

DESCRIBING A PLACE

New Zealand

New Zealand consists of two large islands (North and South Islands) and two small ones, and has a total land area of 100,000 square miles. It's located in the South Pacific Ocean about 1,200 miles east of Australia. It used to be a British colony but gained full independence in 1947. Most of its 3.2 million population are descendants of British settlers but there are several thousands of Maoris (the native people). The economy is based on agriculture with wool, meat and dairy products accounting for nearly 80% of all exports.

South Island is very mountainous, with 15 peaks over 10,000 feet high. The highest, Mount Cook, is named after the British sea captain who first claimed the islands for Britain. On a clear day, South Island can be seen from North Island across the Cook Strait, a distance of 16 miles. The largest towns are Auckland and Wellington, the capital, both on North Island.

(David Peaty, 1986)

TAPESCRIPT

AN INVITATION

Jennifer : Hello, Mike.

Mike : Hi, Jennifer.

Jennifer : Say, I'm glad that I ran into you. I wanted to tell you that I found an apartment.

Mike : You did? Great.

Jennifer : Yeah, I did. In the Twin Peaks area.

Mike : That's nice.

Jennifer : Yeah. I think I'm going to like it and I wanted to tell you that this Saturday night I'm going to have a party, like a housewarming party and I'd like you to come. Are you busy?

Mike : No. I can come.

Jennifer : Good. I'm glad to hear that.

Mike : Thank you very much.

Jennifer : You're welcome. About seven

Mike : Sevenish?

Jennifer : Yeah. 7:00 ... 7:30 ... in there.

Mike : O.K., great. And should I bring anything?

Jennifer : No, that isn't necessary but thanks for offering.

Mike : And what's the address?

Jennifer : The address is 80 Crestline Drive.

Mike : O.K. And could you give me the phone number in case I get lost?

Jennifer : O.K. It's 456-2859.

Mike : 456-2859.

- Jennifer : And just give me a call, I can give you directions on
the phone if there's a problem.
- Mike : All right. Thanks.
- Jennifer : O.K. See you on Saturday.

(John Battaglia and Vickie Christine, 1985)



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TAPESCRIPT

MAKING ARRANGEMENTS : WHERE AND WHEN TO MEET

THE MEETING

- Steves : Hello, Tony Steves speaking.
- White : Oh hello Tony. It's Don White here. How are you?
- Steves : Oh hello Don. Fine. fine. What's the weather like in Birmingham?
- White : Oh not too bad. Now look Tony, it's about the meeting next Thursday here.
- Steves : Ah, yes. It's for 11:15 isn't it?
- White : That's right. It's at the Rose Hotel, at eleven fifteen. You know where it is, don't you?
- Steves : Yes. I know the Rose. Thursday the 14th at 11:15. I'll catch the 10:17 train from here that gets in around 10:45.
- White : Right. Now listen, Look out for Jack Bradwell, he's coming up on the same train from London.
- Steves : Right, I'll see him on the train, then.
- White : There's just one more thing Tony. Can you telephone Rob Gordon for me and make sure he knows where and when to come?
- Steves : Of course, I'll do that now. By the way, I'm just going off on a business trip so you won't be able to contact me again before next Thursday.
- White : All right. I think everything is all right.
- Steves : Fine. See you in Birmingham on Thursday. Bye.
- White : O.K. Yeah, thanks, cheers Tony.

(Jeremy Harmer, 1983)

TAPESCRIPT

DESCRIBING PEOPLE

Here is an important police announcement. Last Friday night, three dangerous criminals robbed a bank: in the process they killed one security guard and injured another. The public are warned that if they see the men they should not try to stop them as they are armed and violent. Instead, the public are requested to repeat the whereabouts of the men to the police station, or to dial 999, ask for "police" and make their report.

Here follows a description of the men. It has been obtained from an eye-witness to the robbery.

The first criminal is John Smith: he is quite distinctive as he is tall, about six feet, with a black beard. His brother, Jack, is the second criminal. Like his brother he has black hair but no beard. He is shorter than his brother, being 5 feet 6 inches. It is believed that John constantly wears a blue peaked cap. He is known to be a non-smoker. Jack, on the other hand, is constantly smoking a pipe: it is hardly ever out of his mouth.

The third criminal is known as "Tom Jones", but his real name is Tim Johnson. He is bald except for a little hair at the sides above each ear. He also has a small moustache. We understand that Tom Jones recently had a slight accident and is wearing two pieces of plaster in the shape of a cross on his left cheek.

(Robert Jordan, 1985)

TAPESCRIPT

GIVING REASONS/EXCUSES

LATE

Receptionist : Good afternoon. May I help you?

Jennifer : Yes. Good afternoon. My name is Jeenifer Dixon and I have an appointment to see Mr. Tom Whelan. It's for a job interview.

Receptionist : O.K. Was that a 2.30 appointment?

Jennifer : No. It's for a 2.15 appointment and I'm a little bit late.

Receptionist : O.K. Please have a seat.

Jennifer : Thank you.

Receptionist : Just a minute. O.K. Mr. Whelan will see you right now. You can go in.

Jennifer : Thank you.

Mr. Whelan : Yes, come in.

Jennifer : Good after, Mr. Whelan?

Mr. Whelan : Yes.

Jeenifer : My name's Jennifer Dixon and I have an appointment to see you.

Mr. Whelan : Hello. My name's Tom Whelan. Glad to meet you.

Jennifer : Pleased to meet you.

Mr. Whelan : Please have a seat.

Jennifer : Thank you. I'd like to apologize. I had some car problems coming in, so please excuse me, for being late. I hope I haven't inconvenienced you at all.

- Mr.Whelan : Not at all.
- Jennifer : Well, it was nothing serious. Actually, I had a flat tire and I found out that the spare was flat. Luckily, a man gave me a ride to Jersey City to take a train, then the train was also late.
- Mr.Whelan : Well the trains are always late from New Jersey so I wouldn't worry about it too much.
- Jennifer : Well, I regret that I couldn't call you, but there wasn't a phone available, so I just decided to come on.
- Mr.Whelan : Well, that's all right. I understand.
- Jennifer : O.K. Thank you.
- Mr.Whelan : Shall we begin?
- Jennifer : Sure.

(John Battaglia, 1985)

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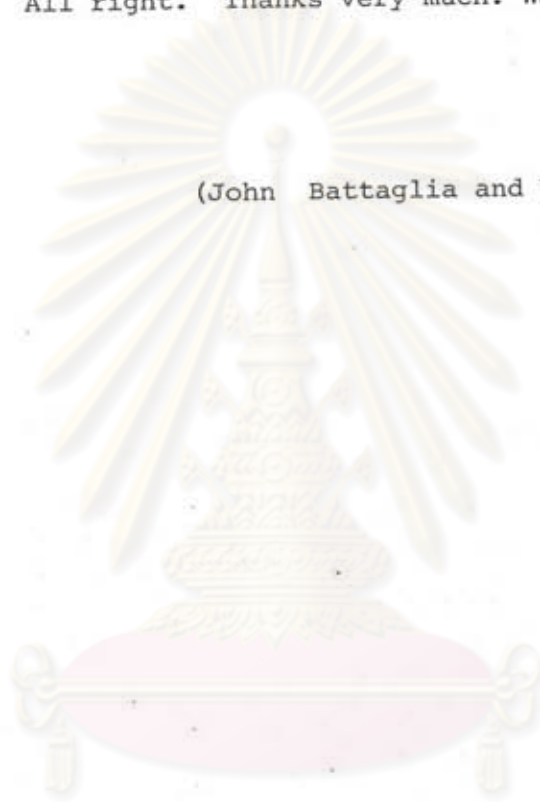
TAPESCRIPT

TALKING ABOUT PROCESSES

- Jennifer : Walt, do you have a minute?
- Walt : What can I help you with?
- Jennifer : Well, I'm not really sure how this machine works.
Could you show me how to work it?
- Walt : Yeah, I'll be happy to. O.K. Let's see. The first
thing to do is to put your card in.
- Jennifer : That's the identification card that they gave me.
- Walt : Right. That's so that the office can keep track of
the number of copies made.
- Jennifer : O.K.
- Walt : O.K. After that, select the paper size you want. And
there are four different sizes.
- Jennifer : And how do I select the paper size?
- Walt : Push one of these buttons over here.
- Jennifer : I see.
- Walt : After selecting the paper size, choose the number of
copies you want
- Jennifer : I see.
- Walt : by pressing the buttons over here and then put
your document in the machine. Next you close the
cover and press the start button. And you're all
set.
- Jennifer : Could you tell me, what if the copy is too light,
is there anything I can do to correct that?

- Walt : Yeah, if you want to adjust the darkness there's a darkness control over here. Just press the button.
- Jennifer : All right. I think I understand.
- Walt : I'll be around this morning if you have any other questions.
- Jennifer : All right. Thanks very much. Walt.

(John Battaglia and Vickie Christine, 1985)



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TAPESCRIPT

UNDERSTANDING SCHEDULES

In the schedule there are five columns showing departures. These show buses going from Baltimore to New York. These are buses #1, #2, #3, #4 and #5. They all make the same run. The schedule reads down.

Reading down, Bus #3 leaves Baltimore at 12.00 noon. It goes through Joppatown, Edgewood and so on until it arrives in New York City at 4.30 p.m.. If you want to leave at 2.00 a.m.; you locate the 2.00 a.m. bus (#5). You then read down to your destination for the arrival time. At the bottom of a schedule is a "notes" section. Abbreviations and symbols used are explained here. On many transportation schedules, this section is called the "key". Look at the "notes" section of this schedule.

The "notes" section tells you that buses that run between twelve noon and midnight are shown in boldface (dark) type. The symbols A.M. and P.M. do not appear on the schedule. You must read the notes in order to get the time right for the bus you want to take. Also notice that bus #1 runs only on Sundays. It is possible to travel from Baltimore to New York City by bus on Sunday, but you must take the 9.00 a.m. bus. There are no other buses that day from Baltimore to New York city.

(Penny Ur., 1984)

TAPESCRIPT

STATEMENTS DESCRIBING THE DETAILS IN THE PICTURE

(Detecting Mistakes)

Instruction: If the statement is true, put a (X) on A. If it's false, put a (X) on C.

There's a family sitting round the television as you can see it's a large family. Can you see two little twins sitting by the dog on the floor? They have bobble hats on well, the bobbles are black, not white, that is, the little woolen balls on top, they are black. Number 1, the dog is on their left: is it true or false? Put a (X) on your paper. Then there's a smaller baby sitting on the floor in the bottom right-hand corner of the picture. He also has a bobble hat on, just like the twins a bobble hat on his head and the bobble is black again. Number 2, he's holding a balloon. Is this true or false? Put a (X) on your paper. The fat woman on the sofa sitting near the baby, the one who is reading a newspaper and she is shortsighted. Number 3, she has glasses on to help her to read. Is this true or false? Put a (X) on your paper. Then the thin woman sitting next to her, the one with long hair, is not reading a newspaper. Number 4, she's wearing one sandal on the foot that's on the floor. Is this true or false? Put a (X) on your Paper.

Look at the long-hair lady again, she's warming her foot on the dog's back. The dog doesn't try to get away. Number 5, the dog is between the twins. Is this true or false? Put a (X) on your paper.

(Penny Ur., 1984)

TAPESCRIPT

UNDERSTANDING GRAPHS

Well these are two graphs showing how certain branches of English agriculture were doing over a thirty-year period, from 1936-1966. Let's look at the top graph first. You can see that it shows the total production at various crops in the years 1936, 1951 and 1966. The crops shown here are, reading from left to right, wheat, barley, oats, potatoes and sugar beet. Along the vertical axis at the right, you can see numbers-- 1,000, 2,000 and so on: these represent thousands of tons of crops so the the number 1,000 in fact represents a thousand thousand, that is a million tons.

The bottom graph deals with the same crops for the same year, but relates to the productivity of the agriculture, that is, how much the farmers are managing to produce per acre. The yield per acre is measured in hundredweight-- that is the abbreviation CWT you can see at the top of the right-hand vertical axis (in England a hundredweight is one twentieth of a ton)

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(Penny Ur., 1984)
จุฬาลงกรณ์มหาวิทยาลัย

TAPESCRIPT

IDENTIFYING AND ORDERING PICTURES

Instruction: Choose the correct choice of the following sets of pictures according to the statements you hear from the tape:

1. Well, this was lovely unspoilt country once -- fields, woods, hills-before the advent of man. Then some people came along and decided to settle here -- built a small village, and it stayed like that for years, until there was this population explosion -- in the country, tremendous amount of building, and the place mushroomed into a thriving town overnight almost. Then there was the war -- people died or went away and the whole town fell into ruins..... you can see the remains over there

2. The man and woman in the picture used to be an affectionate couple. One day, they started quarelling and the woman walked out. The man, the woman's husband, begged her to come back. She came back but this time they quarelled again and it was even worse than the first time.

3. One day while a gazelle was grazing, the leopard appeared. All of a sudden, the leopard started chasing the gazelle. The man passing by saw what was happening to the gazelle, so he decided to kill the leopard and the leopard died.

4. Mr.Smith left school when he was eighteen years old. Two years later, he went into army. He was a soldier for two years. After that he could enter a university. While studying at the university, he played football for the university team. As soon as he graduated, he got married to a beautiful lady and had two children.

5. It's very easy for people to go round the world as there are different ways of communication. They can go by ship from New York to Africa. When they get to Africa, they can cross the Saharah Desert by camel. If they want to go on their journey, they can travel on boat to Damascus and then go across Asia by jeep. Finally they go back home in New York by plane.



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ภาคผนวก จ

ตัวอย่างการวิเคราะห์ข้อมูล

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิธีคำนวณตารางที่ 1

คะแนนผลสัมฤทธิ์ก่อนการทดลองของกลุ่มทดลองและกลุ่มควบคุม

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนน (X_i)	$(X - \bar{X})^2$	คนที่	คะแนน (X_i)	$(X - \bar{X})^2$
1	49	224.1	1	50	236.23
2	46	143.28	2	48	178.75
3	45	120.34	3	45	107.53
4	45	120.34	4	44	87.79
5	40	35.64	5	42	54.31
6	38	15.76	6	41	40.57
7	37	8.82	7	40	28.83
8	37	8.82	8	39	19.09
9	37	8.82	9	38	11.35
10	36	3.88	10	38	11.35
11	35	0.94	11	36	1.87
12	35	0.94	12	35	0.14
13	35	0.94	13	35	0.14
14	34	0.01	14	35	0.14
15	34	0.01	15	34	0.39
16	33	1.06	16	34	0.39
17	33	1.06	17	33	2.65
18	32	4.12	18	33	2.65
19	32	4.12	19	32	6.91
20	32	4.12	20	32	6.91
21	31	9.18	21	31	13.17
22	30	16.24	22	30	21.43
23	30	16.24	23	30	21.43
24	30	16.24	24	29	31.69
25	28	36.36	25	28	43.95
26	27	49.42	26	28	43.95
27	26	64.48	27	27	50.21
28	26	64.48	28	25	92.73
29	25	81.54	29	24	112.99
30	23	121.66	30	22	159.51
รวม	$\Sigma (X - \bar{X})^2 = 1182.34$		$\Sigma (X - \bar{X})^2 = 1287.05$		

$$\begin{aligned}\bar{X} &= 34.03 \\ S^2 &= 39.41 \\ S_2 &= 6.28\end{aligned}$$

$$\begin{aligned}\bar{X} &= 34.63 \\ S^2 &= 42.90 \\ S_1 &= 6.55\end{aligned}$$

การทดสอบค่าที (t-test) คะแนนผลสัมฤทธิ์การฟังเพื่อความเข้าใจก่อนการทดลองระหว่างกลุ่มควบคุมและกลุ่มทดลอง

$$\begin{aligned}t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{34.63 - 34.03}{\sqrt{\frac{(30 - 1)42.9 + (30 - 1)39.41}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}} \\ &= \frac{0.6}{\sqrt{\frac{1244.1 + 1142.89(0.07)}{58}}} \\ &= \frac{0.6}{\sqrt{\frac{167.09}{58}}} \\ &= \frac{0.6}{2.88} \\ &= \frac{0.6}{1.69}\end{aligned}$$

$$t = 0.36$$

หาค่า t ในตารางที่ 1 $\alpha = 0.05$, $df = 30 + 30 - 2 = 58$

$$\text{ซึ่ง } t = 1.67$$

$\therefore t$ คำนวณได้ $< t$ ในตาราง

.∴ แสดงว่า ผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทางการฟังเพื่อความ
เข้าใจก่อนการทดลองของนักเรียนกลุ่มทดลองและกลุ่มควบคุม ไม่แตกต่างกันอย่างมีนัยสำคัญ
ที่ระดับ 0.05



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิธีคำนวณตารางที่ 2

เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการฟังเพื่อความเข้าใจก่อนและหลังการทดลองของ
กลุ่มควบคุม

คนที่	คะแนนก่อนการทดลอง (X_2)	คะแนนหลังการทดลอง (X_1)	$D = (X_1 - X_2)$	D^2
1	49	53	4	16
2	46	50	4	16
3	45	47	2	4
4	45	46	1	1
5	40	42	2	4
6	38	40	2	4
7	38	40	2	4
8	37	40	3	9
9	37	38	2	1
10	36	38	1	4
11	35	39	4	16
12	35	38	3	9
13	35	37	2	4
14	34	37	3	9
15	34	36	2	4
16	33	37	4	16
17	33	36	3	9
18	32	35	4	16
19	32	35	3	9
20	32	34	2	4
21	31	34	3	9
22	30	35	5	25
23	30	33	3	9
24	30	32	2	4
25	28	32	4	16
26	27	32	5	25
27	26	32	6	36
28	26	31	5	25
29	25	30	5	25
30	23	30	7	49
รวม			$\Sigma D = 98$	$\Sigma D^2 = 382$

$$(\Sigma D)^2 = 9604$$

ทดสอบค่าที (t-test) คะแนนผลสัมฤทธิ์ทางการฟังเพื่อความเข้าใจก่อนและหลังการทดลอง
ของกลุ่มควบคุม

$$\begin{aligned}
 t &= \sqrt{\frac{\frac{\Sigma D}{N} - \frac{(\Sigma D)^2}{N^2}}{N - 1}} \\
 &= \frac{98}{\sqrt{\frac{30(382) - 9604}{29}}} \\
 &= \frac{98}{\sqrt{64}} \\
 &= \frac{98}{8} \\
 t &= 12.25
 \end{aligned}$$

หาค่า t ในตารางที่ $\alpha = 0.05$, $df = 30 - 1 = 29$

ซึ่ง $t = 1.69$

∴ t คำนวณได้ $>$ t ในตาราง

∴ แสดงว่าผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทางการฟังเพื่อความ
เข้าใจก่อนการทดลองและหลังการทดลองของกลุ่มควบคุมแตกต่างกันอย่างมีนัยสำคัญที่ระดับ
0.05

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิธีคำนวณตารางที่ 3

เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการหึง เพื่อความเข้าใจก่อนและหลังการทดลองของกลุ่ม

ทดลอง				
คนที่	คะแนนก่อนการทดลอง (X_2)	คะแนนหลังการทดลอง (X_1)	$D = (X_1 - X_2)$	D^2
1	50	52	2	4
2	48	50	2	4
3	45	48	3	9
4	44	47	3	9
5	42	47	5	25
6	41	44	3	9
7	40	44	4	16
8	39	43	4	16
9	38	43	5	25
10	38	42	4	16
11	36	41	5	25
12	35	41	6	36
13	35	40	5	25
14	35	39	4	16
15	34	40	6	25
16	34	38	4	16
17	33	40	7	49
18	33	38	5	25
19	32	37	5	25
20	32	36	4	16
21	31	38	7	49
22	30	38	8	64
23	30	35	5	25
24	29	36	7	49
25	28	36	8	64
26	28	35	7	49
27	27	35	8	64
28	25	33	8	64
29	24	32	8	64
30	22	32	10	100
รวม			$\Sigma D = 163$	$\Sigma D^2 = 994$

$$(\Sigma D)^2 = 26569$$

ทดสอบค่าที (t-test) ของคะแนนผลสัมฤทธิ์ทางการฟังเพื่อความเข้าใจก่อนและหลังการทดลองของกลุ่มทดลอง

$$\begin{aligned}
 t &= \frac{\Sigma D}{\sqrt{\frac{N\Sigma D^2 - (\Sigma D)^2}{N-1}}} \\
 &= \frac{163}{\sqrt{\frac{30(994) - 26569}{29}}} \\
 &= \frac{163}{\sqrt{\frac{29820 - 26569}{29}}} \\
 &= \frac{163}{10.59}
 \end{aligned}$$

$$t = 15.39$$

หาค่า ในตารางที่ ๓ $\alpha = .0.5$, $df = 30 - 1 = 29$

ซึ่ง $t = 1.69$

$\therefore t$ คำนวณได้ $> t$ ในตาราง

\therefore แสดงว่า ผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทางการฟังเพื่อความเข้าใจก่อนการทดลองและหลังการทดลองของกลุ่มทดลองแตกต่างกันอย่างมีนัยสำคัญที่ระดับ 0.05

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วิธีคำนวณตารางที่ 4

เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการฟัง เพื่อความเข้าใจหลังการทดลองของกลุ่มทดลองและกลุ่มควบคุม

คนที่	X กลุ่มทดลอง	$(X - \bar{X})^2$	คนที่	X กลุ่มควบคุม	$(X - \bar{X})^2$
1	52	142.56	1	53	246.49
2	50	98.80	2	50	161.29
3	48	63.04	3	47	94.09
4	47	48.16	4	46	75.69
5	47	48.16	5	42	22.09
6	44	15.52	6	40	7.29
7	44	15.52	7	40	7.29
8	43	8.64	8	39	2.89
9	43	8.64	9	39	2.89
10	43	8.64	10	38	0.49
11	42	3.76	11	38	0.49
12	41	0.88	12	38	0.49
13	40	0.01	13	37	0.09
14	40	0.01	14	37	0.09
15	40	0.01	15	37	0.09
16	39	1.12	16	36	1.69
17	38	4.24	17	36	1.69
18	38	4.24	18	36	1.69
19	38	4.24	19	35	5.29
20	38	4.24	20	35	5.29
21	37	9.36	21	34	10.89
22	36	16.48	22	34	10.89
23	36	16.48	23	33	18.49
24	36	16.48	24	32	28.09
25	35	25.60	25	32	28.09
26	35	25.60	26	32	28.09
27	35	25.66	27	32	28.09
28	33	44.84	28	31	39.19
29	32	64.96	29	30	53.29
30	32	64.96	30	30	53.29
รวม	$\Sigma X = 1202$			$\Sigma X = 1,119$	

$$\bar{X} = 40.06 \quad \Sigma(X - \bar{X})^2 = 795.79 \quad \bar{X} = 37.3 \quad \Sigma(X - \bar{X})^2 = 936.3$$

$$\begin{aligned} \bar{X}_1 &= \frac{\Sigma X}{n_1} \\ &= \frac{1202}{30} \end{aligned}$$

$$\begin{aligned} \bar{X}_2 &= \frac{\Sigma X}{n_2} \\ &= \frac{1119}{30} \end{aligned}$$

$$\bar{X}_1 = 40.06$$

$$\bar{X}_2 = 37.3$$

$$\begin{aligned} s_1 &= \sqrt{\frac{\Sigma(X - \bar{X})^2}{n_1}} \\ &= \sqrt{\frac{795.79}{30}} \end{aligned}$$

$$\begin{aligned} s_2 &= \sqrt{\frac{\Sigma(X - \bar{X})^2}{n_2}} \\ &= \sqrt{\frac{936.3}{30}} \end{aligned}$$

$$s_1^2 = 26.52$$

$$s_2^2 = 31.21$$

$$s_1 = 5.15$$

$$s_2 = 5.59$$

ทดสอบค่าที (t-test) คะแนนผลสัมฤทธิ์ทางการฟังเพื่อความเข้าใจหลังการทดลองของกลุ่มทดลองและกลุ่มควบคุม

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{40.06 - 37.3}{\sqrt{\frac{(30 - 1)26.52 + (30 - 1)31.21}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}} \\ &= \frac{2.76}{\sqrt{\frac{769.08 + 905.09(0.07)}{30 + 30 - 2}}} \\ &= \frac{2.76}{\sqrt{2.02}} \\ &= \frac{2.76}{1.42} \end{aligned}$$

$$t = 1.94$$

หาค่า t ในตาราง $\alpha = .0.5$, $df = 30 + 30 - 2 = 58$

ซึ่ง $t = 1.67$

$\therefore t$ คำนวณได้ $> t$ ในตาราง

\therefore ปฏิเสธ H_0 แสดงว่า ผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทางการฟัง เพื่อความเข้าใจของนักเรียนกลุ่มทดลองที่เรียนโดยวิธีการแบ่งกลุ่มตามสังกัดสัมฤทธิ์ผลทางการเรียน สูงกว่าผลสัมฤทธิ์ของนักเรียนกลุ่มควบคุมที่เรียนโดยวิธีแบบทั้งชั้น อย่างมีนัยสำคัญที่ระดับ 0.05



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วิธีคำนวณตารางที่ 5

การสุ่มตัวอย่างประชากร ค่ามัธยฐาน เลขคณิต ส่วนเบี่ยงเบนมาตรฐาน ค่าความแปรปรวน และอัตราส่วนวิกฤต

กลุ่มทดลอง			กลุ่มควบคุม		
คนที่	คะแนนดิบ (X_i)	$(X - \bar{X})^2$	คนที่	คะแนนดิบ (X_i)	$(X - \bar{X})^2$
1	75	68.39	1	76	110.09
2	74	52.85	2	75	91.01
3	74	52.85	3	74	72.93
4	72	27.77	4	72	42.77
5	71	18.23	5	71	30.69
6	71	18.23	6	71	30.69
7	70	10.68	7	71	30.69
8	69	5.15	8	71	30.69
9	69	5.15	9	69	12.53
10	69	5.15	10	69	12.53
11	69	5.15	11	67	2.37
12	68	1.61	12	66	0.29
13	68	1.61	13	66	0.29
14	68	1.61	14	66	0.29
15	68	1.61	15	65	0.21
16	67	0.07	16	65	0.21
17	66	0.53	17	65	0.21
18	66	0.53	18	65	0.21
19	66	0.53	19	65	0.21
20	66	0.53	20	65	0.21
21	64	7.45	21	63	6.05
22	64	7.45	22	63	6.05
23	63	13.91	23	62	11.97
24	62	22.37	24	61	19.89
25	62	22.37	25	60	29.81
26	62	22.37	26	57	71.57
27	61	32.83	27	56	89.49
28	61	32.83	28	56	89.49
29	60	45.29	29	56	89.49
30	56	115.13	30	56	89.49
รวม	2002	589.78		1964	973.42

	กลุ่มทดลอง		กลุ่มควบคุม
\bar{X}_1	$= \frac{\Sigma X}{N}$	\bar{X}_2	$= \frac{\Sigma X}{N}$
	$= \frac{2002}{30}$		$= \frac{1964}{30}$
	$= 66.73$		$= 65.46$
S_1	$= \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}}$	S_2	$= \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}}$
	$= \sqrt{\frac{589.78}{30}}$		$= \sqrt{\frac{937.42}{30}}$
$S_{x_1}^2$	$= 19.66$	$S_{x_2}^2$	$= 32.45$
S_{x_1}	$= 4.43$	S_{x_2}	$= 5.69$

ทดสอบความแปรปรวน

สูตร $F = \frac{S_{x_1}^2}{S_{x_2}^2} ; S_{x_1}^2 < S_{x_2}^2$

$$S_{x_1}^2 = 19.66 \quad S_{x_2}^2 = 32.45$$

$$df_1 = n_1 - 1 = 29$$

$$df_2 = n_2 - 1 = 29$$

สมมติฐาน $H_0 : \sigma_1^2 = \sigma_2^2$

$$F = \frac{32.45}{19.66}$$

$$= 1.65$$

หาค่า F จากตาราง $\alpha = 0.05$ ได้ค่า $F = 1.84$

เปรียบเทียบค่า F ที่คำนวณได้กับค่า F จากตารางพบว่า

F คำนวณได้ < F จากตาราง

. . . ยอมรับ H_0 แสดงว่า ความแปรปรวนของคะแนนวิชาภาษาอังกฤษ อ 411
 อ 412 (ภาษาอังกฤษหลัก 1 และ 2) และ อ 431 และ อ 432 (การอ่าน 1 และ 2) ของ
 ประชากรทั้งสองกลุ่มเท่ากันคือ $\sigma_1^2 = \sigma_2^2$

เปรียบเทียบมัชฌิมเลขคณิตของคะแนน อ 411 อ 412 (ภาษาอังกฤษหลัก 1 และ
 2) และ อ 431 อ 432 (การอ่าน 1 และ 2)

ตั้งสมมติฐาน $H_0 : \mu_1 = \mu_2$

$$\bar{X}_1 = 66.73 \quad \bar{X}_2 = 65.46$$

$$S_1 = 4.42 \quad S_2 = 5.69$$

$$S_1^2 = 19.66 \quad S_2^2 = 32.45$$

สูตร เนื่องจาก $\sigma_1^2 = \sigma_2^2$ ดังนั้น ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{66.73 - 65.46}{\sqrt{\frac{(30 - 1)19.66 + (30 - 1)32.45}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$= \frac{1.27}{\sqrt{\frac{570.14 + 941.05}{58} \left(\frac{2}{30} \right)}}$$

$$= \frac{1.27}{\sqrt{26.05 \left(\frac{2}{30} \right)}}$$

$$= \frac{1.27}{1.35}$$

$$= 0.94$$

หาค่า t จากตาราง $\alpha = 0.05$; $df = n_1 + n_2 - 2 = 58$; $t = 1.67$

$\therefore t$ ที่คำนวณได้ $< t$ จากตาราง

ยอมรับ H_0 แสดงว่า ค่ามัธยฐานเลขคณิตของคะแนนวิชาภาษาอังกฤษ อ 411 อ 412 (ภาษาอังกฤษหลัก 1 และ 2) และ อ 431 อ 432 (การอ่าน 1 และ 2) ของประชากร ตัวอย่างทั้งสองกลุ่มไม่แตกต่างกัน



ศูนย์วิทยทรัพยากร
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วิธีคำนวณค่าความเที่ยงของแบบสอบผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษทาง
ด้านการฟังเพื่อความเข้าใจ

$$\begin{aligned}
 K-R_{20} = r_{xx} &= \frac{69}{69-1} \left[1 - \frac{14.48}{110.83} \right] \\
 &= \frac{69}{69-1} [1 - .13] \\
 &= \frac{69 \times .87}{68} \\
 r_{xx} &= .88
 \end{aligned}$$

ค่าความเที่ยงของแบบสอบฉบับนี้มีค่าเท่ากับ .88

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ประวัติผู้เขียน

นายชาญณรงค์ อินทรประเสริฐ เกิดวันที่ 6 มิถุนายน พ.ศ.2506 ที่จังหวัด
 อุตรดิตถ์ ได้รับปริญญาการศึกษามัธยมศึกษา (เกียรตินิยม) วิชาเอกภาษาอังกฤษ จากมหาวิทยาลัย
 ศรีนครินทรวิโรฒ วิทยาเขตมหาสารคาม ปีการศึกษา 2526 และได้รับคัดเลือกเป็นตัวแทน
 เยาวชนไทยเข้าร่วมโครงการเรือเยาวชนเอเชียอาคเนย์ (Nippon Maru) ปี พ.ศ.2530
 เข้าศึกษาคณะสาขาวิชาการสอนภาษาอังกฤษ ภาควิชามัธยมศึกษา คณะครุศาสตร์
 จุฬาลงกรณ์มหาวิทยาลัย ปีการศึกษา 2531 ปัจจุบันดำรงตำแหน่งอาจารย์ 1 ระดับ 4
 โรงเรียนท่าบ่อ อำเภอท่าบ่อ จังหวัดหนองคาย



ศูนย์วิทยุทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย