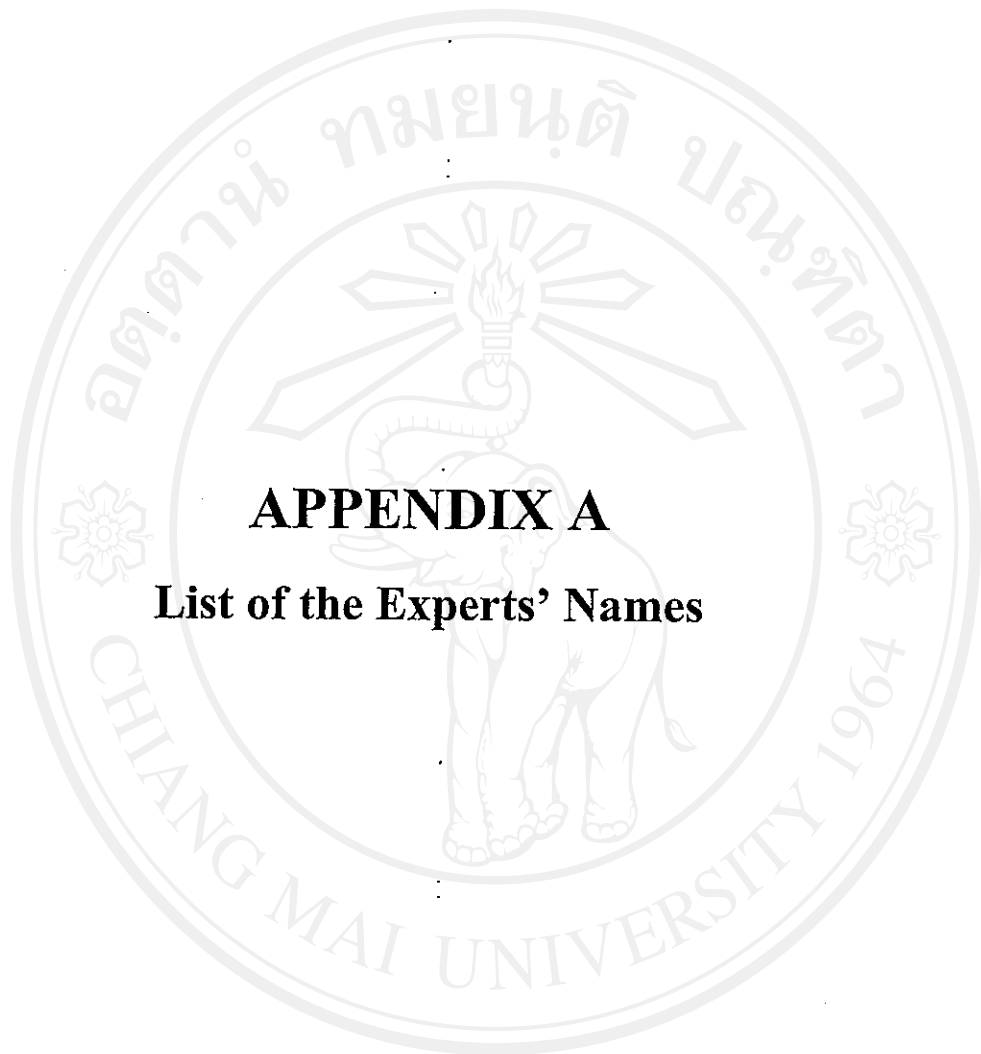


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APPENDIX A

List of the Experts' Names

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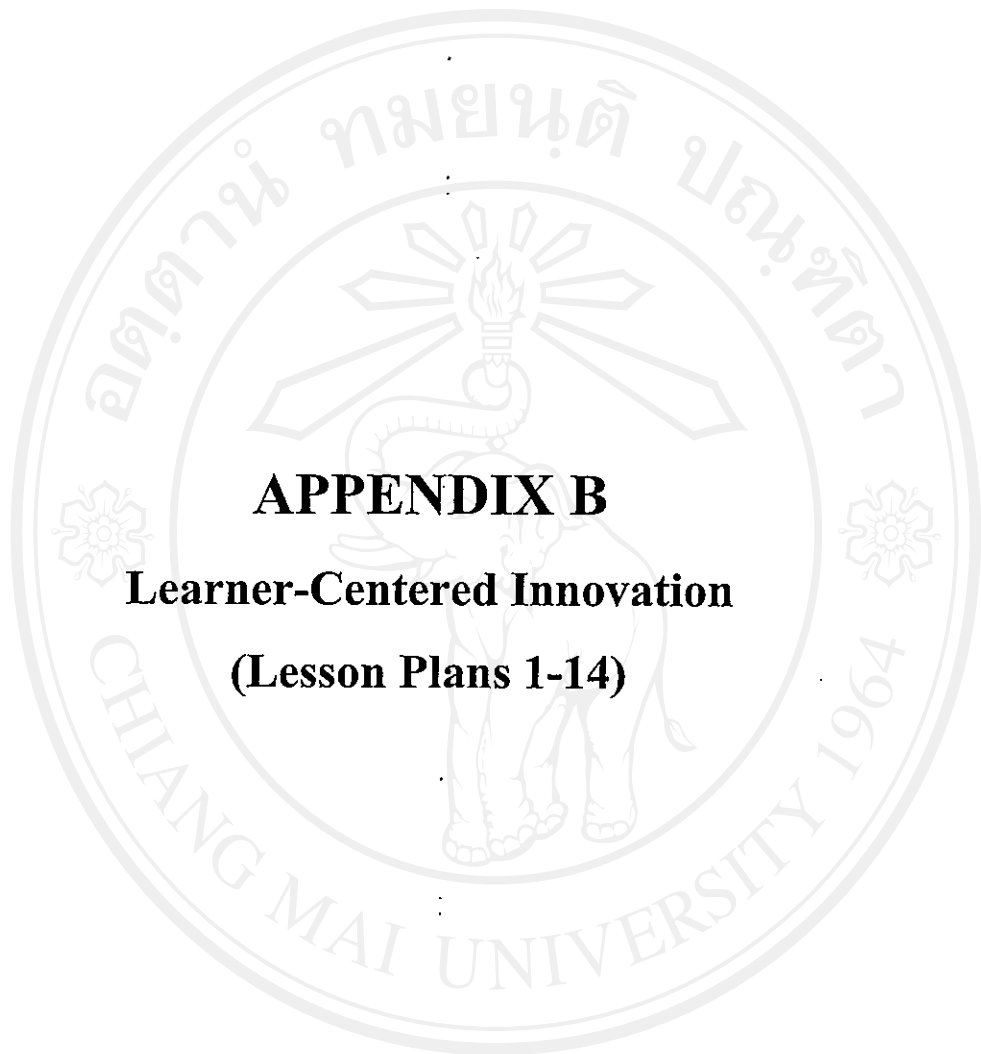
List of the experts' names

The experts' names

1. Dr.Yoopayao Daroon Researcher and lecturer of English Language
Department at RMUTL Lampang
2. Dr. Sirichom Phichedboonkiat Researcher and expert in curriculum,
measurement and evaluation, and development
of education at RMUTL Chiang Rai
3. Ajarn Brian Trayer English expert and special lecturer of Foreign
Language Department at RMUTL Chiang Mai

The observers' names

1. Ajarn Parussaya Kiatkheeree A key person of RMUTL network teaching
English 1 at RMUTL Chiang Mai
2. Ajarn Phontip Chotivisarut A key person of RMUTL network teaching
English 1 at RMUTL Chiang Mai



APPENDIX B

Learner-Centered Innovation

(Lesson Plans 1-14)

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Unit 1

Lesson Plan 1

Introducing oneself and the other

Class: English 1

Time: 3 periods (180 mins.)

Content:

1. Language Functions: greeting, introducing yourself, introducing someone, asking about someone, exchanging personal information, and leave taking
2. Skills focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to ask and give personal information.

Enabling Objectives:

The students should be able to:

1. greet, introduce themselves and respond to someone in both formal and informal ways.
2. tell the expressions used for greeting and leave-taking.
3. use helping verbs to ask and answer.
4. tell the meanings of the given vocabulary.

Procedures:

Presentation (40 mins.)

1. The teacher elicits the students by asking them how they say when they meet someone at the first time, what topic they will talk in the first meet and how to say good bye. Then, ask the students how Thai people greet each other and what about people in other countries.
2. The teacher asks the students to look at the picture (in the workbook of English1 p.5) and lets them guess the country of each greeting, then let them read the meeting and greeting customs. (Worksheet 1)

3. The teacher asks the students for checking the students' comprehension.
 Ex.-People shake hands every time they meet. -Women do not shake hands.
 -Women kiss at the first meeting. -Women kiss male friends.
 -The family name comes first. -Men hug or pat each other on the back.
4. The teacher lets the students have a look VDO clip about Greeting and Introducing then asks them what expression they should have to say if they meet someone and what objectives of this lesson should be. (The teacher may help the students set the objectives.)
5. *The students listen to the cassette tape and the complete conversations (in workbook of English 1 p.3), and then practice the conversation with their partners. (Worksheet 2)
6. The teacher lets the students match up the situations and gestures (in workbook of English 1 p. 14), and the students also match the conversation with the photographs (in workbook of English 1 p.11). (Worksheet 2)
7. The teacher checks the matching exercises by asking some of the students to answer.

Practice (90 mins.)

8. The students fill in the blanks and then practice the dialogues (in the workbook of English 1 p.12). (Worksheet 3)
9. The teacher assigns the students to do the exercise in the workbook of English1 (p. 22-23). (Worksheet 3)
10. *The students are divided into 2 groups to study **Language Function Sheet**.
 One group concludes Greeting and the other concludes Leave-taking.
11. *The students listen to the tape about greeting and replying and then do
 Activity 1 and 2 for **Listening-Speaking Test 1**.

12. The teacher lets the students make up the conversation due to the situation given (in the workbook of English 1 p.13), and practice with their group members. (Worksheet 4)
13. *The students study techniques for finding personal information themselves in **Worksheet 5** and answer the questions after reading the text given.
14. *The students in groups of five are assigned to search how to introduce oneself and others from any source and then make up a conversation with introducing someone and leave taking to the foreigner within 20 minutes.

Production (50 mins.)

15. * The students in groups of 3 or 4 perform the conversation by presenting the role play and report the sources they search for their presentations. (Task)
16. While role playing, the other groups do the Checklist and Questionnaires for peer evaluation and self evaluation.

Teaching Materials:

1. Worksheets 1-5/ Language function sheet
2. Cassette tape/VDO clip/VDO Recorder of students' performance
3. Workbook of English 1
4. Listening – Speaking Test 1

Evaluation:

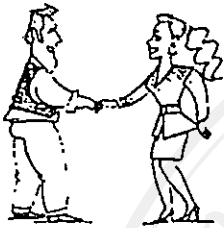
1. Class Observation (Observation Checklist)
2. Peer evaluation and self evaluation (Checklist)
3. Affective evaluation (Questionnaires)
4. Grading students' work and test

Note : 1. The students do **Listening – Speaking Test 1** in the class.

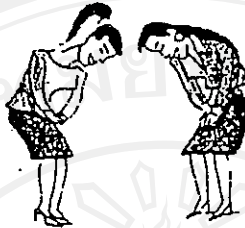
(Others) 2. In production(item15), the students' performance may be recorded and let them discuss their own language how to develop or how to communicate in English better. (They can learn communicative grammar in real context.)

Worksheet 1

Greetings from Around the World



a handshake



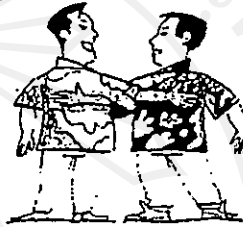
a bow



a kiss on the cheek



a hug



a pat on the back

Source: Brigham Young University
Center for International Studies

Meeting and Greeting Customs

How do you think the people in these countries greet each other?

There are many different greeting customs around the world. Here are some.

L **Chile**

People usually shake hands when they meet for the first time. When two women first meet, they sometimes give one kiss on the cheek. (They actually "kiss the air.") Women also greet both male and female friends with a kiss. Chilean men give their friends warm *abrazos* (hugs) or sometimes kiss women on the cheek.

+ **Finland**

Finns greet each other with a firm handshake. Hugs and kisses are only for close friends and family.



The Philippines

The everyday greeting for friends is a handshake for both men and women. Men sometimes pat each other on the back.



Korea

Men bow slightly and shake hands to greet each other. Women do not usually shake hands. To address someone with his or her full name, the family name comes first, then the first name.



The United States

People shake hands when they are first introduced. Friends and family members often hug or kiss on the cheek when they see each other. In these situations, men often kiss women but not other men.

Worksheet 2

A. Listen and repeat the conversation and then practice the conversation with a partner.



Practice

Listen and complete the conversation.

- a. Hi. I'm _____.
- b. Nice _____ meet you, _____.

My name's _____.

- a. Pleased to _____ you,

Where are _____ from?

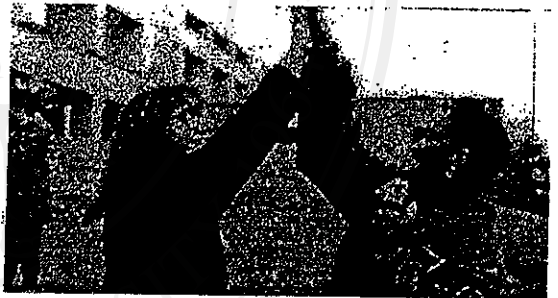
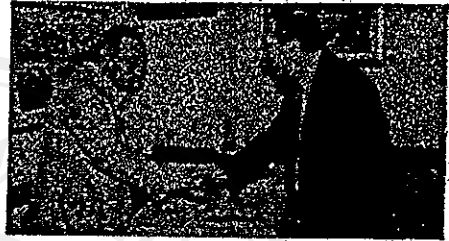
- b. I'm from _____. And you?

- a. I'm from _____.

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Worksheet 2

Match up the situations and gestures with the correct pictures.

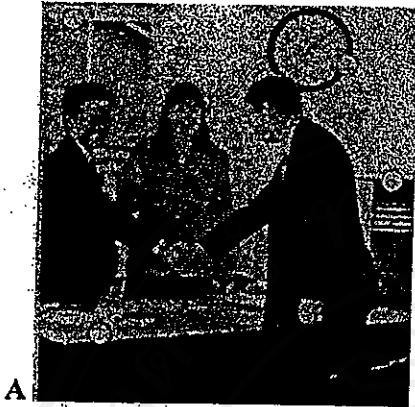


Situation

Gesture

- | | |
|---|--|
| ___ 1. Business People meet. | 1. They shake hands. |
| ___ 2. Lovers meet. | 2. They kiss. |
| ___ 3. Friends meet. | 3. They shake hands or nod their head and smile. |
| ___ 4. Neighbors see each other from a distance. | 4. They wave and say "Hi". |
| ___ 5. You see a security guard or other service person who works near your home or office. | 5. Nod your head and smile. |
| ___ 6. Teenagers meet. | 6. They slap hands. |
| ___ 7. Family members meet after being apart for a long time. | 7. They usually hug or put an arm around each other. |

Worksheet 2



A



B



C



D

B. Match the conversations with the photographs.

1. A: Hello, I'm Tom. What is your name?

B: Maria.

A: I'm from Warsaw. Where are you from, Maria?

B: Madrid.

Picture _____

2. A: Hi, Nick.

B: Hi, Jean.

A: How are you?

B: Fine, thanks. And you?

A: I'm OK.

Picture _____

3. A: Good morning, John

B: Morning, Tina.

A: John, This is Mr. Bell. He's from New York.

B: Good morning, Mr. Bell.

C: Pleased to meet you.

Picture _____

4. A: Goodbye.

B: Bye, Sally. See you tomorrow.

A: Yes. Have a nice evening.

B: Thanks. See you.

Picture _____

Language function sheet

1. Greeting

Greetings are particular expressions or actions used to welcome someone, to be friendly, to express respect, or to start conversations. In general there are two ways of greeting: formal and informal.

Formal greetings are politely used with someone who are older or superior, or someone you don't know well.

Informal greetings are normally used with someone you are quite familiar with such as friends, colleagues etc.

Note: Western people normally use last names in formal greetings until they get familiar to each other. Using first name may give them a false impression.

	Greetings	Responses	
Formal greeting	Good morning. Good afternoon. Good evening.	Good morning. Good afternoon. Good evening.	
	How are you?	I'm fine, I feel bad, I'm very well, I'm not well, Not so good, Not so bad,	Thank you. (And you?)
Informal Greeting	Hi/Hello.	Hi / Hello.	
	How are you ? How's it going? How are things? How's everything with you?	Fine, Great, So so, Not bad, Very well, Nothing special,	Thanks. (And you?)

Language function sheet

2. Leave-taking

It is usual and polite to signify the one you are talking with to know that you are going to end up the conversation. Mentions for leave-taking are frequently used along with the expressions of saying goodbye and ending up conversation.

Note: 'Good morning', 'Good afternoon', and 'Good evening' are used for greeting, but 'Good night' is used for ending up conversations.

	Mentions	Saying goodbye		Ending up
With friends or Close people	I have to go. I must go now. I'm in a hurry. I'll talk to you later.	Bye. (Bye-bye.) Goodbye. Good night. See you. So long.		Good luck. Have fun. Have a good time/ weekend. Have a nice day/ weekend. It's been nice talking to you. Mind how you go.
To others		Goodbye. Good night.		Take care (of yourself). Do come and see me again. I hope to see you next time. Enjoy the rest of your stay.
		See you	again. later. tomorrow.	

Worksheet 3

● Fill in the blanks and then practice the dialogues.

At the office

Tom : Good morning, Mary.

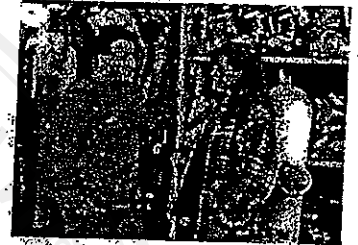
Mary :, Tom.

Tom : this morning?

Mary : Very well, thank you.?

Tom : Did you have a nice weekend ?

Mary : Yes, thank you.



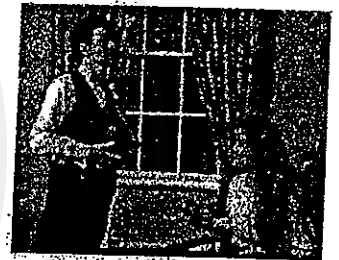
At a restaurant

Waiter :, ma'am.

Risa : Could we have a table for two, please?

Waiter : Certainly , ma'am. Please come with me.

Risa : Thank you.



At a shop

Shop assistant :, sir. Can I help you?

Tom : I'm trying to
find a birthday present for

Shop assistant : May I suggest a scarf?

Tom : Hmm.....perhaps. Could you show
me some..... ?



Sandra greets her friend in a shop

Sandra :, Susan.

Susan : Hello, Sandrayou again. How are things?

Sandra :

Please say hello to Peter for me.

Susan : Sure. Oh! I have a list of things to buy.

..... to you later. See you.

Sandra :



Worksheet 3

● Complete the questions and answers.

- a. Where.....Harry.....from ? Switzerland.
- b. What.....he.....? He's an artist.
- c.he.....French and German ? Yes, he.....
- d.he.....Spanish ? No, he.....
- e. Where.....he from ?from Italy.
- f. Where are.....from ? They..... the U.S.A.

D. Rearrange the two jumbled conversations to match the pictures given. Then listen to the tape and check your answers.

- _____ a. How do you do, Tom ? I'm David Chang.
- _____ b. Excuse me, I don't think we've met.
- _____ c. Pleased to meet you, too.
- _____ d. May I introduce myself ? My name's Tom Smith.
- _____ e. Pleased to meet you.



- _____ a. Hi. Nice to meet you.
- _____ b. There's Bill. Do you know him ?
- _____ c. Hi, Terry. Not bad, thanks. And you ?
- _____ d. No, I don't.
- _____ e. Nice to meet you , too.
- _____ f. Fine. Let me introduce you to Melanee, my girlfriend. Melanee, this is Bill.
- _____ g. Hello, Bill. How's it going?



Worksheet 3

E. Fill in the blanks and then practise the dialogues.

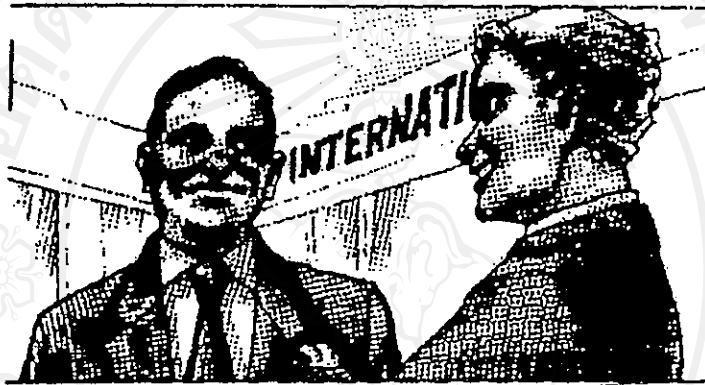
At the office

Frank : Excuse me. Mr. Pote Malarat ?

Pote : Yes, I'm...

Frank : ? I'm Frank Robin from the A.C.S.Company.

Pote : Oh! Pleased to meet you.



David and his father are looking at computer games in a shop which is a part of computer show. David comes across Tom, his classmate, who is doing his part-time job as a salesman.

Complete the conversation.

David : Hey! Tom..... ?

Tom : Fine, thanks..... ?

David : SO-so.your work?

Tom : It's OK.

David : Oh! Tom. I'd like you.....

Tom : ?

Father : Pleased to know you Tom. David told me about your job. A computer salesman, isn't it ?

Tom : Yes, sir.

David : We are looking for some.....for my brother. Will you join us ?

Tom : No, I have an appointment with a customer.

There he comes.

David : See you.

Worksheet 4

■ Make up dialogues for greeting and / or saying goodbye.

Then pair up and practice.

1. You are getting off the bus and then you see your friend is sitting near the door.

You :

Friend :

You :

Friend :

2. You are shopping at the department store and meet your teacher.

You :

Teacher :

You :

Teacher :

3. You are having dinner at the restaurant and meet your doctor.

You :

Doctor :

You :

Doctor :

4. You are going to leave a party of Mr.Smith, your neighbour.

You :

Smith :

You :

Smith :

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Worksheet 5

Reading technique for finding personal information.

Reading for details

Details are the small pieces of information in a passage.

They expand on the main idea and make the writing more interesting.

The techniques for finding personal information are as follows :

1. Whose information is it ?
2. Where is he/she from ?
3. What does he do for a living ?
4. What is his/her attitude about the job/company ?

Practice Read the text about Rob , a student in England. Then answer the questions.

Hello! My name's Rob Fellows. I come from Dundee, a town on the east coast of Scotland but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know a little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course I'm going to work in France, but I don't know where yet.

1. Where does Rob come from ?

2. What is he studying ?

3. How many languages can he speak?

4. Is he enjoying the course?

5. Where does he live?

6. Who does he live with ?

7. What year is he in ?

8. Where is he going to work after the course ?

Listening-Speaking Test 1

Activity 1

Work in pairs. A reads out each greeting and B gives a reply. Take it in turns to be A and B. Then listen to some examples on the tape and write them down.

1. Good morning. How are you today?.....**Fine, thanks.**.....
2. Nice day, isn't it?.....
3. How was your weekend?.....
4. Hi. How's everything?.....
5. Hello. My name's Pat.
6. What did you say your name was?
7. Nice to meet you.
8. How do you do?
9. How're you doing?.....
10. See you later.
11. Have a nice day.

Activity 2

Listen and tick the best reply to each sentence.

- 1 Yes, please.
 That's right.
 No, thanks.

- 4 How do you do?
 Yes, I do.
 That's right.

- 2 Yes, I have.
 To the bank.
 Fine, thanks.

- 5 Yes, it is.
 Yes, thanks.
 Fine, thanks.

- 3 You're welcome.
 Nice to meet you, too.
 How do you do?

- 6 Nice to meet you.
 Have a nice day.
 Is it?

Unit 1

Lesson Plan 2

Requests and Permissions

Class: English 1

Time: 3 periods (180 mins.)

Content:

1. Language Functions: making request, accepting and refusing request, asking for permissions, granting and refusing permission
2. Skill focused: listening, speaking, reading, and writing

Terminal objective: Students should be able to exchange information.

Enabling Objectives:

The students should be able to:

1. tell the meanings of the given expressions ,
2. use the expressions for making request and asking permission.
3. request and ask permission.
4. accept and refuse the request and permission.

Procedures:

Presentation (40 mins.)

1. The teacher ecilits the students by asking them to look at the picture (in the workbook of English 1 p.31 and p.41) and fill in the chart. (Worksheet 1)
2. The teacher asks the students to compare the expressions A. with B. in Worksheet 1. After that let them tell the difference between the request and the permission.
3. The students listen to the cassette tape about requesting and responding. Then, the students match request with response (in the workbook of English 1 p.37). (Worksheet 2)

- *The teacher tells the objectives of this lesson and asks the class to conclude the pattern of how to make request, accept and refuse the requests and permission. (Language Function Sheet)

Practice (90 mins.)

- *Each student chooses the expressions to rewrite the requests. (Worksheet3)
- The students in pairs practice the request and permission (in the workbook of English 1. (Worksheet 4)
- The teacher asks volunteer students to request one of the students in the class to do something.

Ex. Can you turn on the light?

Can you turn off the air condition?

- *The students do the **Reading Test 1** by completing the conversation then answer the questions.

Production (50 mins.)

- The students make up the situation either permission or requisitions with their pairs then, they present their conversation in front of the class. (Task)
- *The students are assigned to write the letters to their friends and add the following details in their letters: introducing themselves, telling their friends about school, friends, and requesting them to do at least 3 things. (Writing Test 1)

Teaching Materials:

- Cassette tape
- Worksheets 1-4, Language Function Sheet and Task Sheet
- Workbook of English 1
- Reading Test 1 / Writing Test 1

Evaluation:

1. Class Observation (Observation Checklist)
2. Peer evaluation and self evaluation (Checklist)
3. Affective evaluation (Questionnaires)
4. Grading students' work and test

Note: 1. The students do **Reading Test 1** and do the task for **Writing Test 1**.
(Others) 2. Before doing Writing Test 1, the students discuss the Rubrics for grading their work.

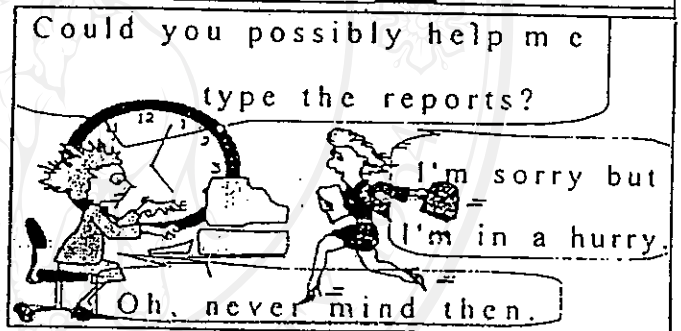
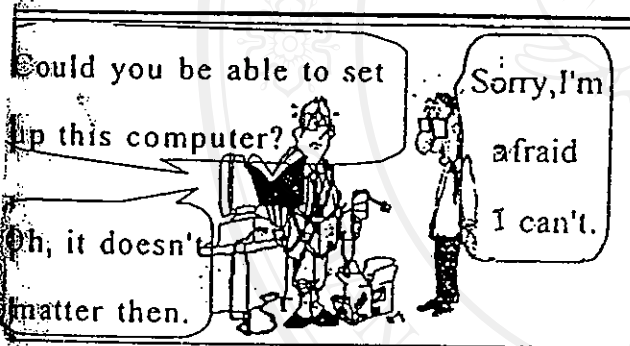
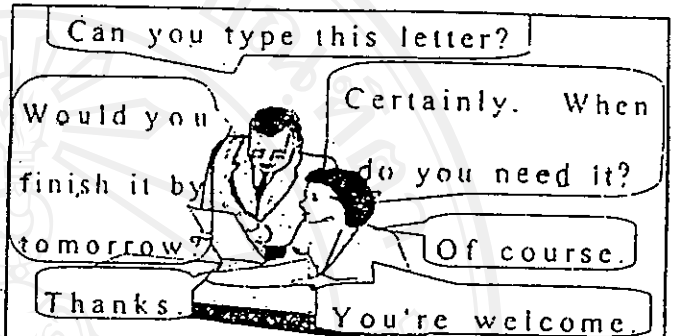
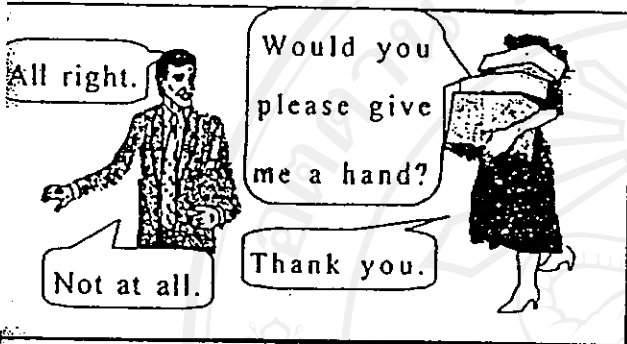


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Worksheet 1

Requests and Permissions

A : Study the dialogues one by one and classify the expressions into 3 groups: Requests, granting and refusing requests.

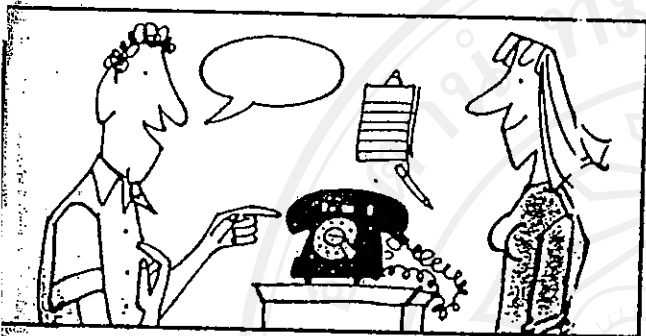


Making requests	Granting requests	Refusing requests
Example 1. <i>Would you please give me a hand?</i>	<i>Not at all</i>	
2. ....	.....	.....
3. ....	.....	.....
4. ....	.....	.....

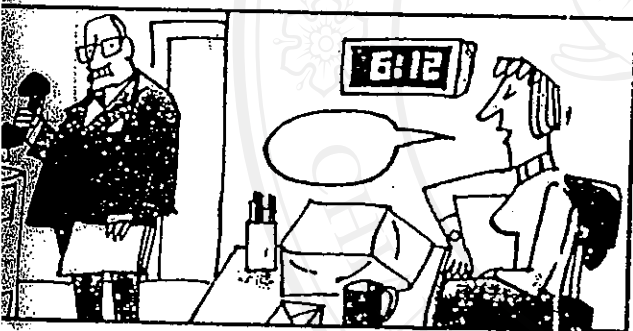
Worksheet 1

A : Asking permission. What do you think they are saying? Match the expressions with the correct pictures.

- a. Could I leave early today?
- b. Can I borrow your pen, please?
- c. May I use an overseas call?
- d. Would you mind if I try it on?



2

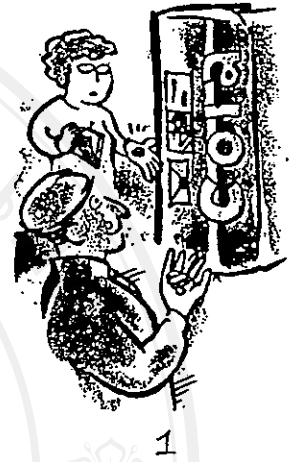


4

Worksheet 2

Listening

A : Listen to the conversations. Put the number of each conversation on the correct picture.



B : Listen again and match the requests with the correct responses.

Requests	Responses
1. Do you have an extra dime? ... b....	a. Of course.
2. Could you please get the door and lights for me?	b. Sure. Here you go.
3. Could you do the dishes tonight?	c. I'm sorry. I didn't bring mine today.
4. If you're not going outside at lunch, could I please borrow yours?	d. Sure. You can do them for me tomorrow night.
5. I'm out of eggs. Do you think I could borrow a couple?	e. Sure. Here you go.
6. Could you please get it down for me?	f. Oh, sure. No problem. How many do you need?

Language function sheet

Requests

Request : Asking somebody to do something for you. (Ask for a favor)

	Making Request	Responses	
		Grant	Refusal
Type 1	<i>Could you .....(V1)....?</i> <i>Would you .....(V1)....?</i> <i>Can you ... (V1).....?</i> <i>I would like to + V1</i> <i>Would you please .....(V1).....?</i> <i>Could you please V1).....?</i>	<i>I'd be glad to.</i> <i>Yes, of course.</i> <i>Sure. No problem.</i> <i>Of course</i> <i>Yes, sure.</i> <i>OK.</i> <i>All right.</i>	<i>I'm afraid not.</i> <i>I'm sorry but I can't.</i> <i>I'm sorry but</i>
Type 2	<i>Do you mind....(Ving)....?</i> <i>Would you mind...(Ving)....?</i>	<i>Of course not.</i> <i>No, I don't mind.</i> <i>Not at all.</i> <i>Certainly not.</i>	<i>Of course, I do.</i> <i>Yes, I do.</i> <i>Yes, I do mind.</i> <i>Actually, I do.</i> <i>I'm afraid I do.</i>

When somebody did something for you, it's polite to thank him.

Thanking	Replies
<i>Thanks.</i> <i>Thank you so much.</i> <i>Thank you for ... (Ving)...</i> <i>That's very kind of you.</i>	<i>You're welcome.</i> <i>Not at all.</i> <i>Don't mention it.</i> <i>It is a pleasure.</i> <i>My pleasure.</i>

When somebody *couldn't* do something for you, it's polite to response as the followings:

<i>That's OK.</i> <i>It doesn't matter.</i> <i>No problem.</i>
--

Language function sheet 2

Permissions

Permission : Asking somebody if you can do something

	Asking Permission	Responses	
		Grant	Refusal
Type 1	<i>May I .....(V1)....?</i>	<i>Go ahead.</i>	<i>Sorry, but.....</i>
	<i>Could I .....(V1)....?</i>	<i>Please do.</i>	<i>I'm sorry but</i>
	<i>Can I .....(V1)....?</i>	<i>Sure.</i>	<i>I'm afraid.....</i>
Type 2		<i>Okay.</i>	<i>No, you can't.</i>
	<i>Is it alright if I ...(V1).....?</i>	<i>All right.</i>	<i>No, you may not.</i>
	<i>Is it OK if I .....(V1).....?</i>	<i>Certainly.</i>	
	<i>I was wondering if I could .....(V1)....</i>		
	<i>Do you mind if I ...(V1).....?</i>	<i>No. Go ahead.</i>	<i>I'm afraid I do.</i>
	<i>Would you mind if I ...(V1).....?</i>	<i>No, of course not.</i>	<i>I do mind.</i>
		<i>Not at all.</i>	

Worksheet 3

Practice

Rewrite the requests below using the following expressions:

Can you, please?

Would you mind....., please?

Could you, please?

I would like you to....., please?

- a) Give me something for a headache.

Could you give me something for a headache, please?

- b) Give me some vitamin tablets.

.....

- c) I want chicken steak with salad.

.....

- d) I need something for the flu.

.....

- e) I want a box of tissues.

.....

- f) I need some throat medicine.

.....

- g) I want to try this shirt on.

.....

- h) Give me a glass of orange juice.

.....

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Worksheet 4

Task 1 : Ask for permission with the word in parentheses.

Example : 1) talk with you for a minute (can)
Can I talk with you for a minute?

2) ask you a personal question (mind)

.....

3) borrow an umbrella (could)

.....

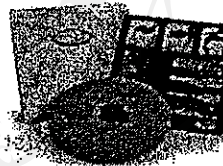
4) ask you a favor (mind)

.....

5) smoke (mind)

.....

Task 2 : Work in pairs. One student asks if he can borrow or use the things below. The other student gives permissions.

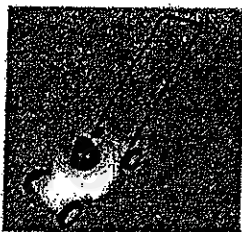


1. An envelope
(X : I haven't got any)

2. a headphone
(/)

3. a blank compact disc
(/)

4. a bike
(/)

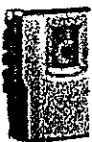


5. a lawn mover
(X : It's broken)

6. a fax machine
(/)

7. a clipboard
(X : It's broken)

8. a photocopier
(/)



9. a tape recorder and a television
(X : I lend them to Mike)

10. a video camera
(/)

Worksheet 4

: Match each permission with the most appropriate responses.

Permissions

Responses

- | | |
|---|---|
| 1. May I speak to Mr. Smith, please? | a. Yes, sure. My name is Robert T. Horner. |
| 2. Can I see your ticket, please? | b. Yes, certainly. Here you are. |
| 3. May I ask your full name, please? | c. I'm afraid not. He's away all this week. |
| 4. Do you mind if I connect you to his secretary? | d. Yes, of course you may. Thank you. |
| 5. May I buy you a drink? | e. No, not at all. Please do. |

: Use a variety of the expressions with the cues below to create a short dialogue.

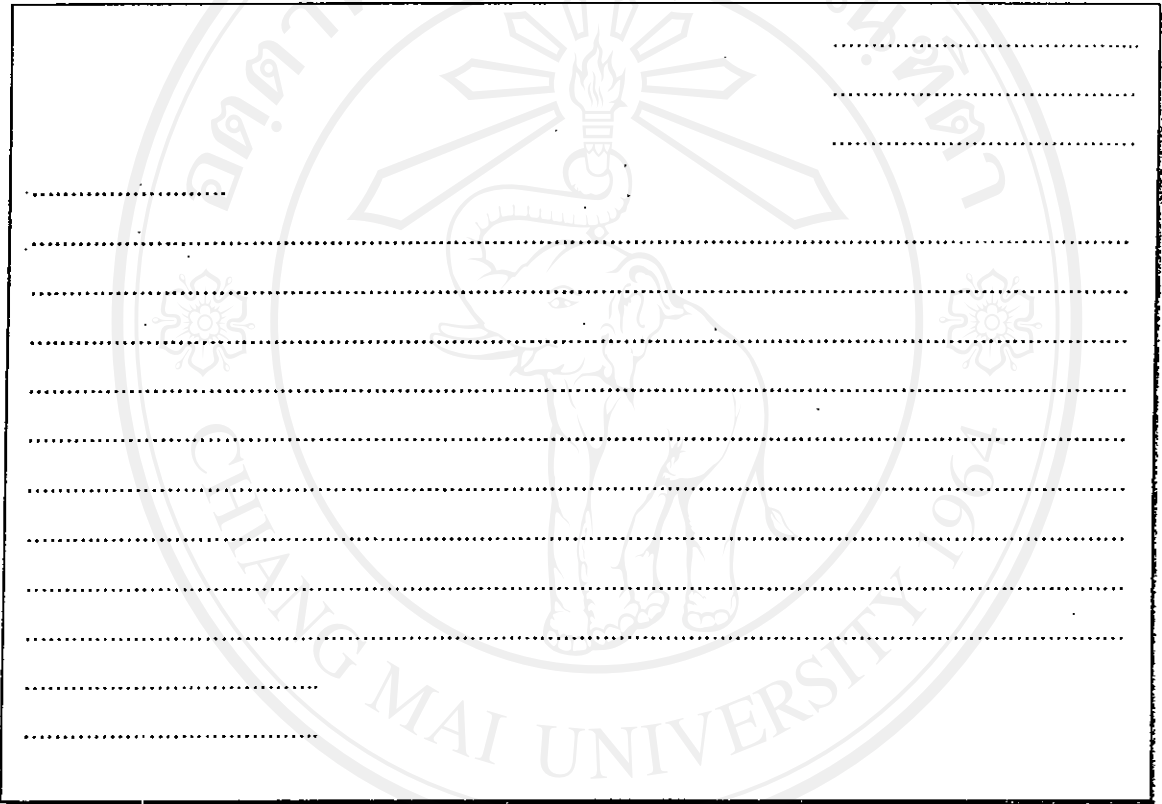
Example

- | | |
|---------------------------------|---|
| 1. Open the window | A : May I open the window?
B : Yes, please do. / No, please don't. It's raining. |
| 2. Use your sister's dictionary | A :
B : |
| 3. Ask for a leave this week. | A :
B : |
| 4. Use a type writer | A :
B : |
| 5. Shut the door | A :
B : |
| 6. Borrow your friend's book | A :
B : |
| 7. Turn off the fan | A :
B : |
| 8. Turn on the radio | A :
B : |
| 9. Borrow a bicycle | A :
B : |
| 10. Use a photocopier | A :
B : |

Writing Test 1

Write a letter to a pen-friend. Add the following details in your letter.

1. Introducing yourself.
2. Telling him something about yourself/your school/ your friend/etc.
3. Requesting him to do at least three things.



Unit 1

Lesson Plan 3

Apologies and Thanks

Class: English 1

Time: 3 periods (180 mins.)

Content:

1. Language Functions: apologizing, accepting and apology, thanking, accepting thanks
2. Skill focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to exchange information.

Enabling Objectives:

The students should be able to:

1. tell the meanings of the given expressions.
2. apology and accept apologies in both formal and informal ways.
3. thank and accept thanks in both formal and informal ways.

Procedures:

Presentation (40 mins.)

1. The teacher elicits the students by asking them how to say when they apologize and thank to someone.
2. *The students with their group brainstorm the objectives of studying the apology and thank expression. After that some students are asked to write the apology and thank expression on the board.
3. *The teacher asks the students to classify the apology and thanks in both formal and informal, then the class write the chart or table on the board.
(The teacher may help if needed.)
4. The teacher lets the students check their understanding (in the workbook of English 1 on p.49). (Worksheet 1)

5. *The teacher lets the students self-study about apologizing, and thanking (in the workbook of the English 1 p.50-51, and p.54-55). (Language Function Sheet) And then ask some students to explain to class.

Practice (90 mins.)

6. The students practice apologizing by matching the response for each statement, write and apology or excuse for each complain (in the workbook of English 1 p. 52-53). (Worksheet 2)
7. The students complete the dialogues and create the sentences to practice thanking by doing the workbook of English 1 p. 56-59). (Worksheet 3)
8. The teacher lets the students in pairs discuss to choose and make up the conversation due to the situation given (in the workbook of English 1 p. 53), and then practice with their partners. (Worksheet 4)
9. *The students are asked to write mind mapping to conclude apologies and thanks on the board. (The teacher may help if needed)
10. The students in pairs are assigned to search information from any source in 15 minutes to make up a conversation with apologizing and thanking to someone and then present the role play in front of the class. (Task)

Production (50 mins.)

11. The students in pairs perform the conversation by presenting the role play and report the sources they search for their presentations. (Task)
12. * While role playing, the other groups do the Checklist and Questionnaires for peer evaluation and self evaluation.
13. * The students discuss their own language how to communicate in English better from each pair of students' performance recorded.

Teaching Materials:

1. Worksheets 1-4, Language Function Sheet
2. Workbook of English 1

3. Texts or books about expressions in English conversations
4. VDO clip of students' performance
5. Tape recorder and cassette tape or CD player and Compact Disc

Evaluation:

1. Class Observation (Observation Checklist)
2. Peer evaluation and self evaluation (Checklist)
3. Affective evaluation (Questionnaires)
4. Grading students' work

Note : 1. If the students' performance is recorded by VDO, they should have a chance to check their own language from VDO clip for learning communicate grammar in real context.

(Others) 2. * The teacher may record the students' conversations or dialogues and then let them listen to their talking from cassette tape or compact disc instead of using VDO clip.

Worksheet 1

Do you know what is the best thing to say if:

1. You drop ink on a friend's dress.
 - A. What a mess!
 - B. I'm sorry. Let me pay for the dry cleaning for you.
 - C. Sorry about that.
2. You are sick, you telephone the office.
 - A. I'm sorry. I can't come in today. I've got the flu.
 - B. What a bad day! I've got the flu.
 - C. Please get someone to work instead of me.
3. Your assistant put letters in the wrong file. You can complain that:
 - A. I'm sorry to see that you've put letters in the wrong file.
 - B. I wish you wouldn't put letters in the wrong file.
 - C. Would you mind putting letters in the file?
4. The respond for item 3 should be....
 - A. Thank you for your warning.
 - B. Oh, sorry dear!
 - C. I'm really sorry. I'll try to be more careful.
5. What should be a police reply for "I'd like to apologize for the noise last night".
 - A. Excuse me.
 - B. It's really of no importance.
 - C. Yes, I understand.
6. You have an argument with a friend and upset her. You should say....
 - A. I'm really sorry. I didn't mean to upset you.
 - B. Are you all right now?
 - C. Did you get upset?

Language function sheet

Apology

Usually, you apologize if you have violated a social rule or have done something that hurts or inconveniences another person. The function of the apology is to show regret for the wrongdoing and to offer an explanation or a remedy.

Apologies vary, depending on the formality of the situation, the relationship between the two people, and most important, the seriousness of the mistake. Stepping on someone's toe accidentally would not require the same type of apology as running over someone's dog in the street. In general, the more serious the error, the more elaborate the apology should be.

Ways of apologizing

There are several ways of apologizing and accepting apologies. The commonest way of apologizing is to say 'Sorry' or 'I'm sorry'. When using 'I'm sorry', you can use adverbs such as 'very', 'so', 'terribly', and 'extremely' to be more emphatic.

-Sorry I'm late.

-I'm sorry about this morning.

-I'm very sorry, but these are vital.

-I'm so sorry to give this trouble at a time like this.

-I'm terribly sorry.

Some people say 'I beg your pardon' or 'I do beg your pardon' instead of 'sorry' when apologizing for accidentally doing something, for example stepping on someone's foot. This is rather **old-fashioned** whereas American English speakers say 'Excuse me'.

You also use 'Excuse me' to apologize politely to someone when you are disturbing or interrupting them, or when you want to get past them. And you also use when you want to speak to a stranger.

-Excuse me, but with all respect. I think you have misunderstood.

-Excuse me for disturbing you at home.

Language function sheet

-Excuse me, I have to make a telephone call.

The expression 'Pardon me' is used by some American English speakers.

-Pardon me, Jenny, I wonder if you'd do me a favour?

You can use 'Excuse me' or 'I beg your pardon' to apologize when you have done something slightly embarrassing or impolite, such as burping, hiccupping or sneezing.

When you want to apologize in a **formal way**, you can say 'I apologize'.

-I apologize for my late arrival.

-How silly of me, I do apologize.

Accepting an apology

To accept an apology, you normally use a short fixed expression such as 'That's okay', 'That's all right', 'Forget it', 'Don't worry about it', or 'It doesn't matter'.

Apologizing		Accepting apologies
Informal		
Oh! Sorry		
I'm very sorry	(to).....	That's OK
I'm so sorry	(for).....	That's all right
I'm really sorry	(that).....	It doesn't matter
I'm terribly sorry	(about).....	Don't worry about it
I'm awfully sorry		Don't mention it
Formal/ Written		
I'd like to apologize for.....		No problem
I must apologize for.....		Never mind
I do apologize for.....		It's nothing
Please accept my apology for.....		It's really of no importance
Please forgive me for.....		

Language function sheet

Thanking

'Thanks' is a word to tell someone that you are pleased and grateful for something they have done or to be polite about it.

Emphatic ways of thanking

We often add 'very much' or 'very much indeed' to be more emphatic.

-I'll help you tomorrow morning --- OK. Thanks very much indeed'

Note: We can say 'Thanks a lot' but we cannot say 'Thank you a lot' or 'Thanks lots'

If we want to show that we are very grateful, we can say 'That's very kind of you' or 'That's very good of you'.

- 'Any night when you want to talk, you will find me here'. --- 'That's very kind of you'

- 'Would you give this letter to her?' --- 'Sure, when I happen to see her.'

--- 'That's very good of you'

We can also say something like 'That's wonderful' or 'Great'

Formal ways of thanking

You can thank someone more formally by saying 'I wanted to thank you for....' or 'I'd like to thank you for...'

-I wanted to thank you for a ring you gave.

-I want to thank you all for coming.

-I'd like to thank you for your patience and your hard work.

You can also express thanks more formally by saying things like 'I'm very grateful to you' or 'I really appreciate it'.

-I'm grateful for the information you've given me.

-I'm extremely grateful to you for rescuing me.

-Thank you for coming to my party. -I do appreciate it.

Language function sheet

Thanking			Accepting thanks
Informal			
Thanks		(to).....	Not at all
Formal		(for).....	No problem
Thank you	so much	(that).....	You're welcome
	very much	(about)....	That's all right
	very much indeed		That's OK
Many thanks			My pleasure
Thanks a lot			It's my pleasure
Thanks a million			It's no trouble
I do appreciate			It was really nothing
I really appreciate			I'm glad to do it
I'm very grateful to you			Don't mention it
That's very kind of you			
That's really nice of you			

Example:

A: Thank you very much for your presentation.

B: You're welcome. Please forgive me for starting a bit late.

A: Oh, it doesn't matter.

+++++

A: Thanks a lot for your help.

B: That's all right. I'm so sorry that I couldn't do more.

A: Never mind.

+++++

Language function sheet

Example:

A: I'm sorry I'm late to class, Mr.Peter, but I overslept.

B: Well, it's OK this time, but you know it's disturbing for the rest of the class.

A: Yes, I know. You're right. I won't let it happen again.

+++++

A: Oh, sorry. I didn't know you were sitting here. Let me move my stuff to another table.

B: That's all right. I can sit over here just as easily.

+++++

A: I think you've given the wrong change.

B: Sorry, let me check the bill again.

+++++

A: Thanks a lot for your help.

B: That's all right. I'm sorry that I couldn't do more.

A: Never mind.

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Worksheet 2

Practice:

A. Choose the best responses for each statement. Then practice with your partner.

- a. I was waiting for you at Central yesterday, but you didn't come. How come?
- b. By the way, I ask you to post the letter for me.
- c. Don't forget you still owe me 1500 baht.
- d. Your radio is too loud. I'm studying.
- e. I need my cassette player back. Have you finished it?

.....1. Oh, I got there late, and you were already gone. I'm really sorry.

.....2. Oh I'm so sorry. I will take it back tomorrow.

.....3. Oh I'm sorry. Could I post it tomorrow?

.....4. Oh sorry, I will turn it off right now.

.....5. I completely forgot about it. I'm sorry. Let me pay you back.

B. Write an apology that gives a suitable reply or excuse for these complaints.

1. A: You forget to return the book to the library for me.

B: I was in a hurry. I forgot it.

2. A: You are late. I have been waiting for you for an hour.

B: the traffic is so bad.

3. A: This steak is very hard. I can't eat it.

B: I will tell the cook. Next time will be better.

4. A: I brought this walkman in for repair last week but it's not still working right.

B: I'll check it for you right now.

5. A: What are you doing here? This is non-smoking area?

B: I'll put it out.

Worksheet 3

Practice:

A. Complete the dialogues with the following expressions and then practice speaking with your partner.

Thank you very much	Oh, it doesn't matter
Thanks a lot	That's all right
Please forgive me	You're welcome
I'm sorry	Never mind

Conversation 1

A: (1).....for your book

B: (2)..... (3).....for not giving you sooner.

A: (4).....

Conversation 2

A: (1).....for a birthday card.

B: (2)..... (3).....that it was rather late.

A: (4).....

B. Create the sentences below by using expression you've learnt.

Situation 1: You are staying with some friends in Pattaya for the weekend.

1. Thank them for inviting you.

.....

2. Compliment them on the place.

.....

3. Tell them how much you enjoyed the weekend.

.....

Situation 2: You have been in Phuket for a holiday. Your friend has invited you for a meal in a very good restaurant.

1. Compliment him or her on the meal.

.....

Worksheet 3

2. Thank him or her for inviting you.

.....

3. Tell him how much you like the restaurant.

.....

C. People are complaining about something. Look at the apologies they've got.

Then choose the suitable complaints given below.

- a. There are a lot of mistakes in the letter you typed for me yesterday.
- b. I think you've given the wrong change.
- c. You've had my camera for over a week. Can I have it back?
- d. You've left your room in a real mess.
- e. I ordered half an hour ago. Where is my dinner?

1. Customer:

Waitress: I'm sorry. Your meal is not ready yet. I'll check it again right now.

2. Boss:

Typist: I'm sorry. I'll type it again.

3. Friend:

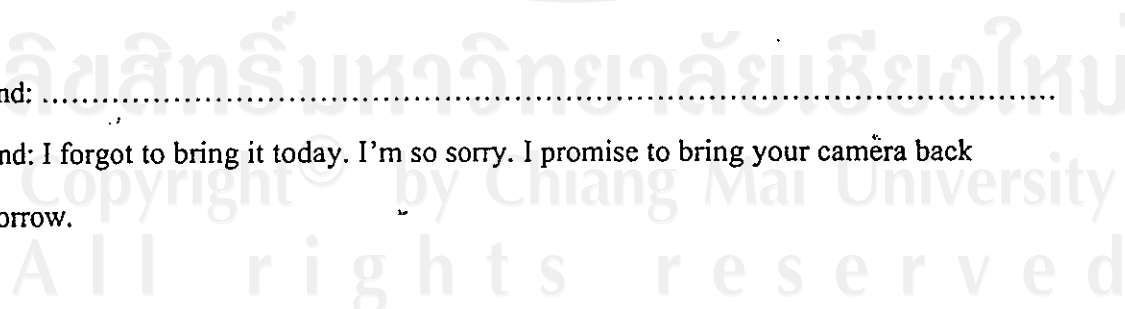
Friend: I forgot to bring it today. I'm so sorry. I promise to bring your camera back tomorrow.

4. Mother:

Son : Sorry. I know my room is really messy. I'll clean it up this afternoon.

5. Customer:

Salesperson: Oh, I am sorry! May be I made a mistake. Let me add up the bill again.



Worksheet 3

D: In the following incomplete dialogues. Dang is thanking people for different kinds of help. Decide how to respond to his thanks in each situation. Complete the dialogues.

Example:

Situation: *Dang is thanking a friend for taking him in a ride to his hotel.*

Dang: See you tomorrow Tim and thanks for the ride.

Tim: That's all right Dang. I am happy to help you.

Situation 1: *Dang is thanking an airline clerk for flight information to Hong Kong for his holiday.*

Dang: Thank you for information.

Clerk: You're.....

Situation 2: *Dang is thanking his secretary for some typing and photocopying she did for him during the meeting.*

Dang: Suda, thanks for all your help. I hope it hasn't made a lot of extra work for you.

Suda: That's..... Really, it was.....

Situation 3: *Dang is going to leave the conference. He is thanking the organizer, Jim.*

Dang: Thanks for everything Jim. It has been a very useful two weeks.

Jim: Good. I'm.....it.

Situation 4: *Dang is thanking an airport official at Don Muang. He has just directed him to the check-in desk.*

Official: If you go down these stairs, you will see the check-in desk at your left.

Dang: Thank you very much.

Official: Don't.....

Worksheet 3

E. Read these situations below. Then choose one of the phrases on the right to match the thanking for your host.

Situation

Thanks

- | | |
|---|--|
| 1. A friend has brought you flowers for your birthday. | a. Thank for the meal. It was so good. |
| 2. A friend took you to dinner. | b. Thanks for inviting. I really enjoyed the film. |
| 3. Your friend took you to see the movie 'Shutter'. | c. Thanks Susan. It's lovely. |
| 4. Oh business trip, your customer invited you to spend a day at his house. | d. Thanks for your kindness. I really Appreciate it. It has been wonderful week. |
| 5. You have spent two weeks at your friend's house in Phuket. | e. Thank you for inviting us over. You Have a lovely house. |

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Worksheet 4**C. Work in pair, act out these conversations about complaining and apologizing according to the following situations.**

1. A complains that B didn't turn off the water tap in the bathroom. B apologizes, makes an excuse and promises not to forget it again.
2. A acts as a manager of a company who is going to interview an applicant for a job. B is an interviewee who comes 30 minutes late. A asks for the reason for coming late. B apologizes and gives reason.
3. A acts as a boss, complains that B who is a typist types slowly. B gives reason that the handwriting is difficult to read.
4. A acts as a customer. B acts as an assistant in a department store. A wants to buy a dress but she has no cash with her, she asks B if she can pay by cheque. B apologizes and gives reason that the manager prefers cash.
5. A is a shopkeeper. B is a customer. B bought a radio from A but the sound is much too soft when inserting a headphone. B complains, A checks it and finds that the headphone doesn't work. A apologizes and offers help.

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Unit 1

Lesson Plan 4

Giving Opinion through Listening

Class: English 1

Time: 3 periods (180 mins.)

Content: 1. Language Function: Giving opinion
2. Skill focused: listening, speaking, reading, and writing

Terminal objective: Students should be able to express their opinions on the given situations.

Enabling Objectives:

The students should be able to:

1. tell about the possible expressions related to the pictures and conversations given.
2. talk about advantages and disadvantages.
3. give reasons to choose or make decision.
4. give their opinions on the conversation or song they listen to and give positive opinion on the lesson.

Procedures:

Presentation (30 mins.)

1. After greeting, the teacher shows the students four pictures and asks them to discuss on the possible expressions used in each pictures. Then, the teacher asks some students to give their opinions and writes down those expressions on the board. (Worksheet 1)
2. The teacher asks the students to listen to four conversations and asks the students to match them with the pictures. (Worksheet 1)
3. *The teacher leads the class to guess from the Worksheet 1 what topic should be for this lesson.

Practice (100 mins.)

4. The teacher shows a chart of useful expressions on giving opinion and the students are asked to answer the questions about giving opinion. (Language Function Sheet)
5. The students are asked to listen to and complete the conversations about making request with the appropriate expressions. Then, answer the questions about the content of the conversation they listen to and give their opinions about the text they listen to. Some of the students are asked to report their opinion and write down on the board. (Worksheet 2)
6. *The students are asked to listen to the conversations about apologies and thanks. After that choose the picture and answer the questions related to the conversation. Then, work in pair to discuss the given questions and report to class. (Listening – Speaking Test 2)
7. *The students are asked to listen and complete the song. Then ask them to work in group to answer the questions about the content and give their opinions on the song they listen to. Each group of the students discusses and writes down those opinions on the sheet. Then each group discusses to choose the best opinion to report to class. (Listening – Speaking Test 3)

Production (50 mins.)

8. Each group of the students are assigned to do the task (Task Sheet)
 - 8.1 The students prepare a conversation or favorite song and lyrics and write the guided questions from the conversation or favorite song prepared by the students to lead their friends' discussions next class.
 - 8.2 As each group plays the conversation or their favorite song, the rest of the class discusses to exchange their opinion on what they listen to through the guided questions.

9. After the presentation of each group, each student evaluates himself as well as evaluates each group. (Evaluation sheet)
10. The students are asked to answer the questions from the given questionnaire about the usefulness of the lesson.
11. The students do the **Formative Test 1 (Unit 1)** within 25 minutes at the end of the class.

Teaching Materials:

1. Worksheets 1-4, Study sheet, Task sheet
2. Songs and lyrics, conversation
3. Transparency film and overhead projector
4. cassette player / CD player
5. Listening – Speaking Tests 2-3 and Formative Test 1

Evaluation:

1. Class Observation (Observation Checklist)
2. Peer evaluation and Self evaluations (Checklist)
3. Affective evaluations (Questionnaires)
4. Formative Test 1

Note : 1. The students do **Listening – Speaking Test 2 and 3** in the class.

(Others) 2.

Worksheet 1

Warm-up

A : Look at these pictures. What should each one say?

Discuss the possible expressions in the blanks and report to class :

" I think Mike should say....."

Situation 1 : Mike forgot to bring a
dictionary to class.

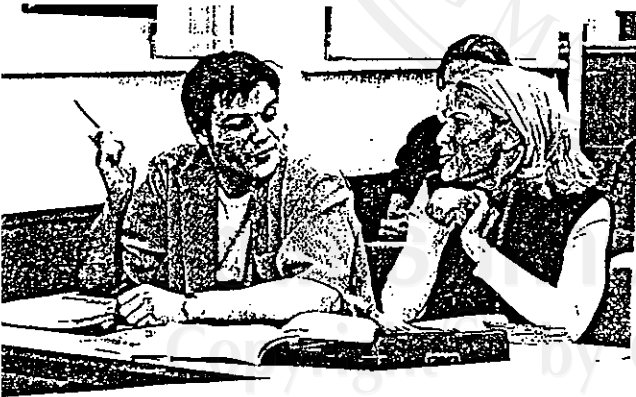


Situation 2 : A teacher greets class.



Situation 3 : It's really hot in the classroom.

Dan need some fresh air.



Situation 4 : Jeff comes to class late.



B : Listen to the conversations and match them with the above pictures.

Language Function Sheet

Giving an opinion

Ways to give opinions

Personally,.....

In my opinion,

As far as I am concerned,

I think,

From my point of view,

Ways to agree

I (completely/ absolutely / totally) agree.

I think so too.

You are right.

That's right.

I couldn't agree more.

That's exactly what I think.

Ways to disagree

I don't think so.

I don't agree.

I'm not sure I agree with you.

I disagree, I'm afraid.

I think you're wrong.

Exercise : Check if the following response is the way to agree or disagree with the opinion.

Conversation	Agree	Disagree
A : I think Andy should apologize Sue that he forgot her birthday. B : You are right.		
A : In my opinion, Susan shouldn't ask for a vacation now. Our company faces crisis. B : I don't think so. It's her right to have a vacation anyway.		
A : Mike should call to thank Gina for her help last week. B : I couldn't agree more. Have you suggested him to do so?		

Worksheet 2

A : Listen to the following request and answer the questions.

- Well, could you drive me home?*
- Hey, do you think I could borrow your car for a few hours?*
- Do you have a quarter for the phone?*

Andy *What's the matter, Paul?*

Paul *Can you believe this? I locked my keys in the car, and I have to go to the airport to pick up my aunt.*

Andy *So, what are you going to do?*

Paul *I don't know.....(1).....*

Andy *I'm sorry, but I really need it this afternoon.*

Paul *.....(2).....I have spare keys there.*

Andy *Sure. That's no problem.*

Paul *Oh, and Andy?.....(3)..... My wallet's in the car.*

Andy *Here you go. Anything else?*

Paul *No, that's it. Thanks. I really appreciate it.*

1. What's going on with Paul?

- He forgot his car at home.
- He forgot his key in the car.
- He forgot his car at the airport.
- He forgot his key at home.

2. What is not Paul's requests?

- He wants to borrow Andy's car.
- He wants Andy to drive him home.
- He wants to borrow Andy's money.
- He wants Andy to drive him to the airport.

3. The followings are true except.....

- Andy lends Paul a car.
- Andy lends Paul some money.
- Andy drives Paul's home.
- Paul finally got spare key at home.

* 4. What would you do if you forgot the key in your car?

* 5. Who is the first one you think of?

Listening-Speaking Test 2

A : Listen to the conversation and choose the right picture related to the conversation.



a



b

B : Listen the conversation twice and answer the questions.

- Where does the situation take place?
 - a shopping mall
 - a school
 - a hotel
 - a hospital
- What does a man do?
 - a shop assistant
 - a front office
 - a policeman
 - a doctor
- What does a relationship between a man and a woman?
 - guest and clerk
 - patient and doctor
 - teacher and students
 - lovers
- What is the problem?
 - The woman booked nonsmoking room but she has got smoking room
 - The man doesn't want to change her room.
 - The woman wants to check in but all room is fully booked.
 - The man overcharges the woman for the special room.
- Why does the man say "I'm sorry"?
 - He can't help the woman to check in.
 - He can't fix her the problem.
 - He overcharges the woman.
 - He likes smoking.

C : Discuss with your pair on the following guided questions. Then report to class.

1. Have you ever had problems at a hotel?

.....

2. What happened?

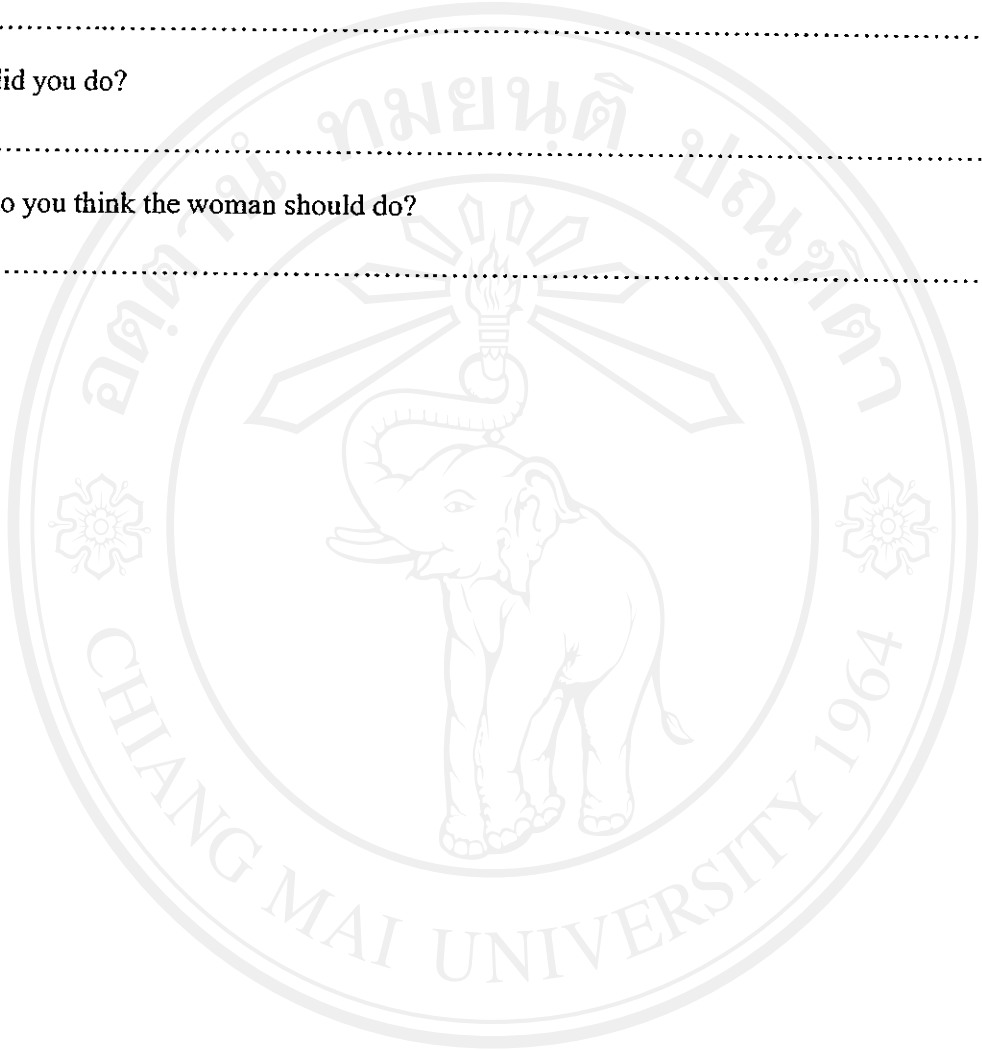
.....

3. What did you do?

.....

4. What do you think the woman should do?

.....



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Listening-Speaking Test 3

A : Listen to a song. Choose the words on the right which best complete the line.

The best title is

- All my1.....are packed, I'm ready to go, 1. bags suitcase
- I'm standing here outside your2....., 2. window door
- I3.....to wake you up to say goodbye, 3. hate want
- But the dawn is breaking,
- It's early morn',
- The taxi's4....., 4. here waiting
- He's blowing his5....., 5. horn trumpet
- Already I'm so lonesome
- I could6..... . 6. cry die
- Chorus So kiss me and ...7.....for me,* 7. laugh smile
-8.....me that you'll wait for me,
-9.....me like you'll never let me go,
-9. love hold
- 'Cos I'm leaving on a jet plane,*
- I don't know when I'll be back again.*
- Oh Babe, I hate to go.*
- There's so10.....times I've let you down, 10. more many
- So many times I've11.....around, 11. played walked
- I tell you now
- They don't mean a thing.
- Every12..... I go, I'll think of you 12. time place
- Every song I sing, I'll sing for you.
- When I13.....back 13. come go
- I'll wear your wedding14..... . 14. ring dress

B : Answer the questions from the song.

1. What does a relationship between a man and a woman?
 - a. boss and secretary
 - b. pilot and flight attendant
 - c. teacher and students
 - d. lovers
2. What does a man feel to a woman?
 - a. love
 - b. disappointed
 - c. bored
 - d. respect
3. What would be the end of the story?
 - a. He will marry her.
 - b. He will buy her jewelry.
 - c. He will sing for her.
 - d. He will change his job.

C : Give your opinion on the song.

1. What should be the best title of the song?
.....
2. Do you like this song? Why / Why not?
.....
3. What would you do if you were a woman in a song?
.....
4. What would you do if you were a man in a song?
.....
5. Who will you give this song to?
.....

Task sheet

Preparation (30 minutes)

1. Prepare a conversation or favorite song and lyrics.
2. Write some important words that your friends need to know.
3. Write the guided questions to lead your friends' discussions.

Presentation (10 minutes)

1. Give your friends some guided questions.
2. Play the conversation or their favorite song.
3. Lead the rest of the class discusses to exchange their opinion through the guided questions.

Evaluation (5 minutes)

1. Evaluate yourself
2. Ask your friend to evaluates the presentation of your group

(Evaluation sheet)

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Self Assessment Sheet : Lesson Plan

Name Class.....Number

Answer the following questions.

1. What do you like your work?

- Topic Teamwork Presentation Preparation
 others.....

2. What don't you like about your group work?

- Topic Teamwork Presentation Preparation
 others.....

3. How well do you cooperate with the member in a group?

.....

4. How well do you use English for this task?

.....

5. If you have a chance to do this task the second time, what would you change?

.....

Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.					
2. The content is useful.					
3. Learning activity is not difficult.					
4. The activities promote student's English ability.					
5. The language function is useful and practical in daily life.					
Others				
.....				

Peer Evaluation : Lesson Plan

Group

Members 1.

2.

3.

4.

5.

What do you think about your friend's presentation?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. Interesting presentation					
2. Useful content					
3. Effective teamwork					
4. Appropriate timing					
5. Good preparation					
6. Good language uses					

What do you think about group process?

7. Group process could have been more beneficial if

.....

.....

8. The coordination in group today makes me

.....

Observation Checklist

(For Teacher)

	I agree	I disagree	Note
Language uses 1. Students use the language function they have learnt in class. 2. Students use it correctly and fluently.			
Participation 1. Students pay attention to the lesson. 2. Students try to answer the questions in the exercise. 3. Students work with their groups comfortably.			
Notes :			

Tape script

Worksheet 1

Conversation 1	
A	I'm sorry I'm late. The traffic is bad today.
B	Don't worry. Come and sit down. We're on page 25.
Conversation 2	
A	It's very hot in here. Can I open the window?
B	Really? I'm quite cold.
A	OK. It doesn't matter.
Conversation 3	
A	Good morning everybody.
B	Good morning, Isabel.
A	How are you all?
B	Fine. /Good./OK.
A	How are you Dorita?
C	I'm fine thank you. And you?
A	Very well. Now listen everybody....
Conversation 4	
A	Excuse me.
B	Yes?
A	Do you have a dictionary?
B	I'm sorry, I don't. It's at home.
A	OK. It doesn't matter.

Worksheet 2

- Andy What's the matter, Paul?
- Paul Can you believe this? I locked my keys in the car, and I have to go to the airport to pick up my aunt.
- Andy So, what are you going to do?
- Paul I don't know. Hey, do you think I could borrow your car for a few hours?
- Andy I'm sorry, but I really need it this afternoon.
- Paul Well, could you drive me home? I have spare keys there.
- Andy Sure. That's no problem.
- Paul Oh, and Andy? Do you have a quarter for the phone? My wallet's in the car.
- Andy Here you go. Anything else?
- Paul No, that's it. Thanks. I really appreciate it.

Worksheet 3

- Guest Excuse me.
- Clerk Yes? What can I do for you?
- Guest I just checked in, and there's a problem with my room.
- Clerk And what is the problem?
- Guest I asked for a non-smoking room, and I don't have one. My room smells like cigarette smoke. I can't stand it. Could you change my room, please?
- Clerk Let me see...I'm sorry, but we don't have any more non-smoking rooms. We won't charge you for your room tonight.
- Guest Thank you.
- Clerk I'm very sorry about this.
- Guest That's OK. Thanks for your help.

Worksheet 4

All my bags are packed, I'm ready to go,

I'm standing here outside your door,

I hate to wake you up to say goodbye,

But the dawn is breaking,

It's early morn',

The taxi's waiting,

He's blowing his horn,

Already I'm so lonesome

I could cry

Chorus So kiss me and smile for me,

tell me that you'll wait for me,

hold me like you'll never let me go,

'Cos I'm leaving on a jet plane,

I don't know when I'll be back again.

Oh Babe, I hate to go.

There's so many times I've let you down,

So many times I've played around,

I tell you now

They don't mean a thing.

Every time I go, I'll think of you

Every song I sing, I'll sing for you.

When I come back

I'll wear your wedding ring

Unit 2

Lesson Plan 5

Talking about yourself and others

- Class:** English 1
- Title:** 3 periods (180 mins.)
- Content:**
1. People description and vocabulary items; numbers, job, interests and physical appearance
 2. Language functions: introducing oneself and others
 3. Skills focused: listening, speaking, reading and writing

Terminal Objective: Students should be able to describe their personal information and physical appearance.

Enabling Objectives:

The students should be able to:

1. tell the meaning of words and some important information such as age, job, or interests after reading the people description.
2. talk about the descriptions of the people given.
3. use linking words to connect phrases and causes .
4. use adjectives appropriately for many kinds of people appearance.

Procedures:

Presentation (50 mins.)

1. The teacher reviews the assignment and asks the students to present to class group by group
2. *The teacher helps them conclude ways to say for giving opinions.
3. The teacher leads the class by introducing oneself to the class as an example and asks some of the students to introduce themselves one by one.

4. The teacher asks some students more about their ages, occupations, interests and the parents' occupations.
5. Some students are asked to tell the meaning of the words about jobs and hobbies or interests from the word cards shown by the teacher. Others help their friends to correct the meaning if it is wrong.

Practice (90 mins.)

6. The students are asked to read the description people (Worksheet 1) which inform about themselves; they are Maria Carra, David Jones, Robert Simpson and Brian James.
7. The students in a group of 4 or 5 choose to read one of the people they like first and then talk to one another in their group and discuss what they think about the person they have read and what questions they will ask their friends to answer.
8. The teacher lets the representative of each group introduce the one that his / her group read aloud to class and then the others find out the answer of their friends' questions. (The example of Maria's information)
Ex- How old is Maria Carra?, What does she do?, What is her interest?
9. *The teacher suggests the students how to learn vocabulary and reading technique and then check their understanding after reading and listening by asking them to do **Reading Test 2** in 10 minutes.
10. The students and teacher correct the answers together.
11. The teacher gives a sheet of "Describing People" (Worksheet 2) to the students and has them look at the pictures in exercise 1 and decide which words and phrases describe each person and then complete the lists about each person in exercise 1 after that, ask the students to complete the descriptions of the other people in exercise 2.

12. The students are asked to study the vocabulary for describing people's physical appearance; hair, eyes, eyebrows, noses, face, lips, complexion, distinguishing features, build, and dress and then work in pairs to match the words with appropriate people in exercise 3 and also describe what he or she wears.
13. The students are given the lists of the common men's wear and ladies' wear in exercise 4. After that the teacher lets them think and conclude which one for men, which are for women and which can be for both men and women.
14. The students are given more examples of describing people about size, shape, features, clothes and general impression by studying in group and they discuss how to make sentences to describe people.
15. Some students are chosen to present the ways of describing people by writing the structures of describing appearance on the board.
16. The other students write mind mapping or webbing to summarize the ways of describing appearance.
17. In pairs, the teacher asks students to study Worksheet 3 by themselves about describing appearance and linking words for descriptions. Then, let them rewrite the descriptions using fewer or longer sentences in exercise 5.

Production (40 mins.)

18. The students are assigned to do the task 1 and 2.

18.1 *Each student prepares the information about himself or herself including name, age, hometown, address, family, hobby, interests and future career.

After that each of them shares with his/her friend in order to add some more information for introducing him/herself orally. (Task 1)

18.2 *The teacher gives the students a situation for free writing to describe their American friend clearly for Mary, their best friend, to fetch him/her at the airport. (Task sheet-task 2) and lets them hand in next class and also prepare to have a presentation to the class within 5 minutes before studying next lesson.

Teaching Materials:

1. Worksheets 1-3
2. Task sheet 2
3. Transparency film and overhead projector
4. Reading Test 2

Evaluation:

1. Class observation (Observation Checklist)
2. Self evaluation (Checklist and Self-report)
3. Affective evaluation (Questionnaires)
4. Grading students' work (Rubrics) and test

Note : 1. The students do **Reading Test 2** in the class.

(Others) 2.

Worksheet 1

People Description

1.

Hello. I'm Maria Carra. I'm nineteen years old and I come from a town called Trento in Italy. I'm a student and I live at home with my parents. My father's a policeman and my mother's a journalist. I've also got a brother-Giovanni.

He's twenty-four and he's married, but he hasn't got any children yet. At the moment I'm in English. I'm staying in a town called Hastings with a very nice English family-the



Simpsons. They've got a big house near the station in Castle Road. I've come here to learn English and I go to the Regency School of English every morning from 9.30 to 12.30. I like learning English and I'm also interested in dancing, tennis and swimming.

2.

Hello. My name's David ... David Jones. I'm twenty-three years old and I live in Eastbourne. I've got a small flat near the sea front in Station Road. I don't work in Eastbourne,

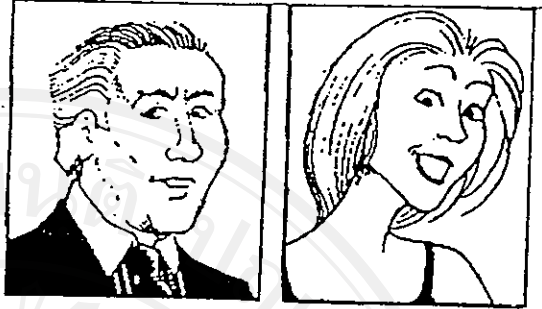


though. I work in Hastings. I'm a bank clerk. I usually drive to work. Well, I've got a sports car, you see, so it only takes me about twenty-five minutes to get from Eastbourne to Hastings. What else can I tell you about

myself? Oh, yet! I come from Wales-from a town called Neath-so I'm Welsh, not English. My parents still live there and I try to see them at least twice a year. I've also got a brother and two sisters. They're all married with children. I'm not. I'm still single. Well, at the moment anyway. But I've got a girlfriend. Her name's Lesley and she works at the tourist information office in Hastings. We see each other as often as we can, but it isn't easy because I live in Eastbourne and she lives in Hastings. Never mind, I hope to move to Hastings soon-once I find a flat there. Finally, my interests are photography, cars, squash and playing the guitar. I sometimes sing at a folk club outside Hastings called the Black Horse.

3.

Hello. My name's Robert Simpson and this is my wife, Margaret. I'm forty years old and my wife's two years younger. We've got a large, old house in Hastings in Castle Road. I'm a solicitor and Margaret's a nurse. We've also got a daughter called Janet. She's nineteen and is a student at



Sussex University. She usually lives in Brighton-she shares a flat in London Road with two other girls. But she's home again now for the summer. She's got a part-time job at the King Hotel. She works as a receptionist there. We've also got a very nice Italian girl staying with us at the moment called Maria. She's nineteen too, so Janet and Maria spend a lot of time together. In fact, we don't see much of them because they're out most of the time. Still, it's nice to have young people in the house again. I haven't got many interests, really-just golf. Well, my work keeps me so busy that haven't really got time for anything else.

4.

Hello. I'm Brian ... Brian James. I'm thirty-six years old and I live in a small village near Hastings called Ninfield. I'm a teacher and I work at Hastings College. I teach art there I'm married and I've got two children-a boy and a girl. My wife's a teacher too but she doesn't work full - time any more – she wants to wait until the children start school first. So she only works in the summer nowadays. She teaches English to



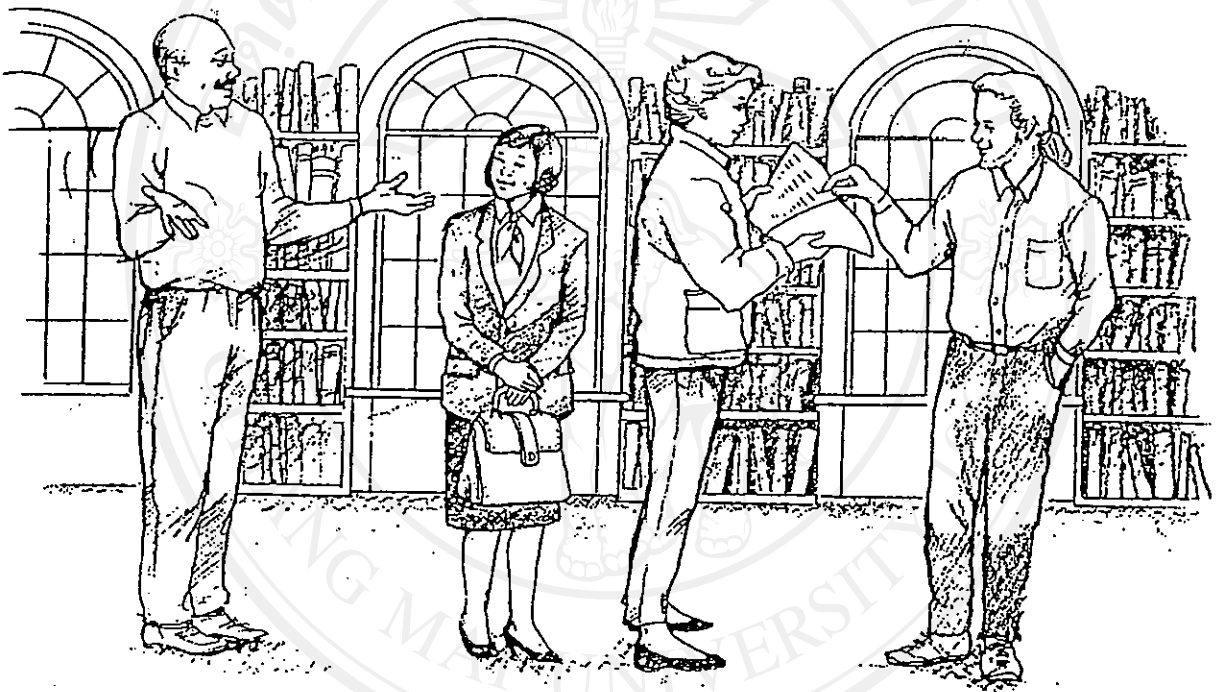
foreigners at a school in Hastings. Well, I'm free during the summer. We finish at the end of June so I look after the children while she works. It's a good arrangement, really. What else? Er ...we've got a nice house – it's an old cottage, actually – in Pear Tree Lane. I don't know why it's called that – there aren't any pear trees anywhere. Still, it's a lovely house and we're glad we bought it. And I like living in a village too. It's so quiet here. It's great for painting. Art's my main interest, you see. But it's not my only one – I also like bird – watching, sailing and football. I play for the village team. I'm not very good but it keeps me fit.

Worksheet 2

Describing People

- Physical appearance
- Linking words : and, also, but, however

Exercise 1 Look at the pictures and decide which words and phrases describe each person in the picture. Then complete the lists about each person.



A

B

C

D

a.
height
age
hair

b.
height
age
hair

c.
height
age
hair

a tall man

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Exercise 2

Read Bob's description. Then complete the descriptions of the other people.

- a. Bob is a tall man in his fifties. He's bald, and he has a moustache.
- b. Cory is a short _____ woman _____ .
She has _____ , _____ hair .
- c. Jean is a _____ girl _____ .
She has _____ , _____ hair .
- d. Gil is a man _____ in his _____ .
He has _____ , _____ , and a _____ .

LANGUAGE SUMMARY

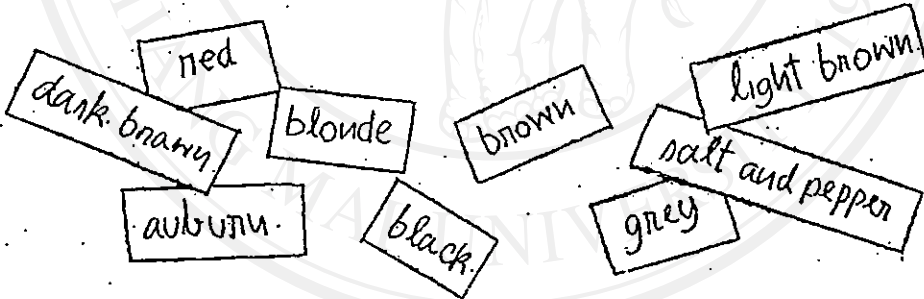
I. Vocabulary

To describe people's physical appearance, you need to know certain words.

1. Hair

a) Here are the words used to describe people's hair color.

Rearrange these words according to the degree of intensity of the color.



most intense

--

least intense

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b) Below are some words used for describing types of hair or lack of it. Match the words with the appropriate pictures



kinky
 wavy
 frizzy
 straight
 thick
 curly
 parted on the side
 long
 bald
 thin
 short
 shoulder-length

2. Eyes

a) The following words are often used to describe the shape of people's eyes. Match the words with the correct pictures showing the eyes of people.



big / large
 small
 almond-shaped
 narrow
 deep-set

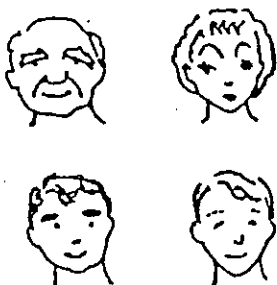
b) Besides the words blue and green, what are some other words we often used to describe people's eyes colour?

blue

green

3. Eyebrows

Match the words used to describe people's eyebrows with the appropriate pictures.



thin
 thick
 arched
 bushy

4. Nose

Match the following words with the correct pictures showing people's noses.



hooked

broad



prominent

turned-up

flat

5. Face

Below are words we use to describe people's faces. Match the words with the appropriate pictures.



oval

squarish/square

triangular



round

thin

long

6. Lips

Look at the pictures on the blackboard. How would you describe the lips of each person?

7. Complexion

Look at the pictures again. Which person has a light or fair complexion? Which has a dark complexion?

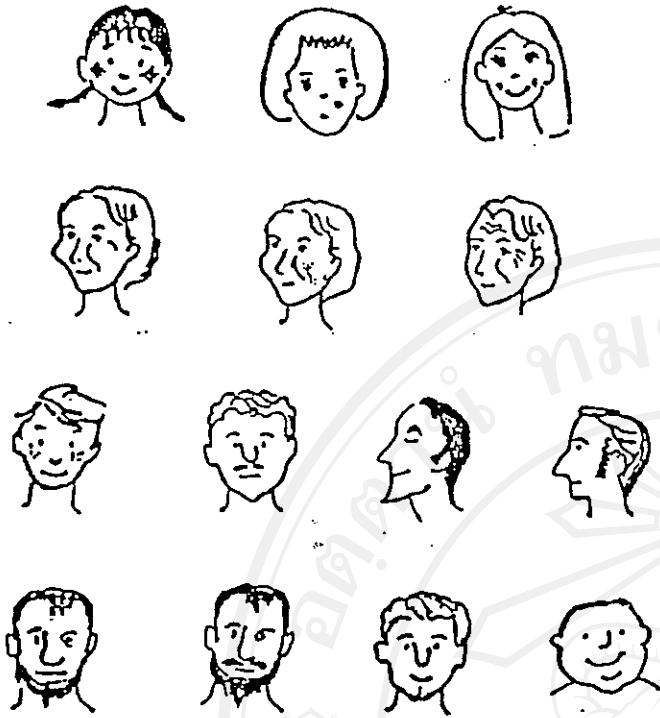
Distinguishing features

Some people may have certain features which are outstanding and distinguish them from other people.

Here are some words used to describe people's outstanding features.

Match them with the pictures below.

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hollow cheeks
mole
wrinkles
freckles
dimples
high cheekbones
rosy cheeks
pointed jaw
moustache
beard
sideburns
whiskers
cleft chin
double chin

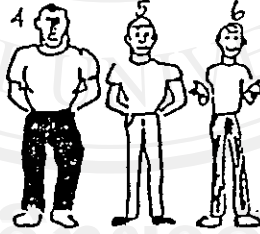
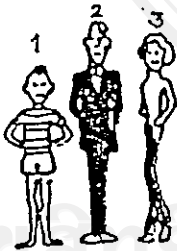
9. Build

Here are some terms for describing a person's build. Fill in those terms under the appropriate pictures.

chubby
heavy-set
of average build

plump
skinny
slim

stocky
thin
well-built



Dress

When we describe a person's appearance, we usually include our impression of how he dresses into our description. Look at the following words:

- | | | |
|-------------|--------------|--------------|
| 1) neatly | 2) elegantly | 3) casually |
| 4) scantily | 5) formally | 6) scruffily |

Exercise 3

Match the words above with appropriate people in the list below to show how each person normally dresses.

_____ the Queen	_____ a waiter
_____ sunbathers	_____ a bank manager
_____ hitchhikers	_____ a bank manager at home

We also describe what he or she wears.

Exercise 4

Here are the lists of common men's wear and ladies' wear. Look at the words. Do you know what each item looks like? If you don't, find out from the Reference Sheets.

_____ suit	_____ short-sleeved dress
_____ jacket	_____ shawl
_____ short-sleeved pullover	_____ blouse
_____ vest	_____ high-heel shoes
_____ shorts	_____ sun hat
_____ canvas shoes	_____ Bermuda shorts

Which are for men and which are for women?

Which can be for both men and women?

Worksheet 3

■ Structure

1. Describing people : appearance

When you describe a person's appearance, you usually describe his or her size, shape, facial features and clothes. You also include your general impression about the person as well. The following tables summarize ways of describing appearance.

<u>Size</u>	He	is	a tall/small/man/woman.
	She	was	of medium height.
<u>Shape</u>	She	is was	slim/fat.
	He	has had	a slim figure.
<u>Features and hair</u>	She	is was	brown eyed/blonde haired.
	He	has had	brown eyes/blonde hair.
<u>Clothes</u>	She	is was	smartly dressed/untidily dressed.
	He	wears was	smart clothes/old clothes. is dressed in a tee-shirt and jeans.
<u>General Impression</u>		look looked	shy/happy.
		appears appeared	shy/happy.
	She	has had	a shy/happy expression.
	He	is was	a shy-looking man/woman. has an air of timidity.

Note: Descriptions of people (especially people we know) are always given in present simple tense. The only exceptions are when people have died, or when we do not expect to see them again, as in the case of describing a criminal to the police.

2. Linking words for description

When you are writing a description, you can use a variety of ways to link your sentences together. The following table summarises some ways of linking sentences in description.

a. You can use with, which or who.

<p>is She was a small, thin, dark woman</p> <p>had She has a round face</p>	<p>with</p>	<p>rosy cheeks and a cheerful expression.</p> <p>blue eyes and freckles.</p>
<p>had She has long blonde hair</p> <p>had He has round eyes</p>	<p>which</p>	<p>hangs hung down to her shoulders.</p> <p>gives gave him a surprised expression.</p>
<p>was He is a small fierce man</p> <p>was She is a small blonde woman</p>	<p>who</p>	<p>is was always shouting.</p> <p>wears wore expensive clothes.</p>

B. You can use and, also, but, however.

She has full lips and a straight nose.

She has an oval face, full lips and a prominent nose. She also has long and shiny black hair.

She has long, beautiful hair but her dress is not neat. Her facial features are really perfect. However, she is too short to be Miss Universe.

Exercise 5

Controlled Writing

Rewriting these descriptions using fewer, longer sentences.

1. He was an old man. He had gray hair. He had a long beard.
He wore dark, horn-rimmed glasses. He looked very serious.

2. She is a slim, blond woman. She has blue eyes. She walks upright.
She carries her head high. She appears taller than she is.

3. Ann's father was a plump gentleman. He looked kind. He was old.
He had a walrus moustache. He wore a tweed jacket. It smelt of tobacco.
He used to get up early, before anyone else.
He used to smoke a pipe in the garden before breakfast.

4. Jean Buchan was thin. She always looked anxious.
She had gray hair. It was tied in a bun. She was always in a hurry.
She spoke in short sentences. She did everything at top speed.

5. Just seeing him made you feel happy. He was always laughing.
He had a smile and a joke for everyone. His eyes were blue and twinkling.
His face was wrinkled. He had leathery skin. He wore faded blue dungarees.
He would whistle as he walked down the lane.
He would stop to talk to everyone he met.

Reading Test 2

A Read the letter to the columnist.

Letter 1

87/14 Intramara Rd.,
Sutthisarn, Bangkok.
12th June 2005

Thai Post Junior
71 Sukhumwit 8,
Bangkok.

Dear Madam,

With reference to your column 'Pen-friends' in Thai Post Junior, I am writing to apply to be a member of your club. First of all, I'd like to introduce myself.

My name is Pittaya Wattana. I am 19 and I am a freshman student at Rajamangala University of Technology Lanna. I study in Mechanical Engineering. I would like to improve my English, so would you mind putting me in touch with a pen-friend in Britain, the United States, or Australia? Would you possibly choose a boy or a girl between 18 and 20 years of age? One more thing, can you be able to get the one who is interested in electronic mail or ICQ? This will let me be able to practice in both oral and written English.

Please contact me if you have any questions. Thank you very much for your help.

Your faithfully,
Pittaya Wattana

Letter 2

16 Fairway Road., Nedlands,
Perth, Western Australia.

22nd September 2005

Dear Pittaya,

I'm writing to find out if you would like to be my pen-friend. My name is Kenny Markin. I'm from Perth in Australia. I'm 20 and I am Automotive Student. I like car but I haven't got a car at the moment. I've got a motorbike for riding to college everyday. My college is Nedlands TAFE and except from automotive subjects, my courses are math, physics, chemistry, history of Australia, physical education and ballroom dancing. Do you learn ballroom dancing? I'd like it a lot.

I want to know you more. Can you tell me about your university in Thailand? I want to know whether it is the same as or different from mine. With this letter, I enclose my photos with family and friends and I also eager to see your photos with family, friends and places in Thailand. Could you send me your photos? And do you mind giving me your e-mail address?

Please write to me soon and be my pen-friend. Take care of yourself.

Best wishes,
Kenny

Reading Test 2

Answer these questions.

1. Why does Pittaya write a letter to a columnist?

.....

2. What are Pittaya's requests?

.....

.....

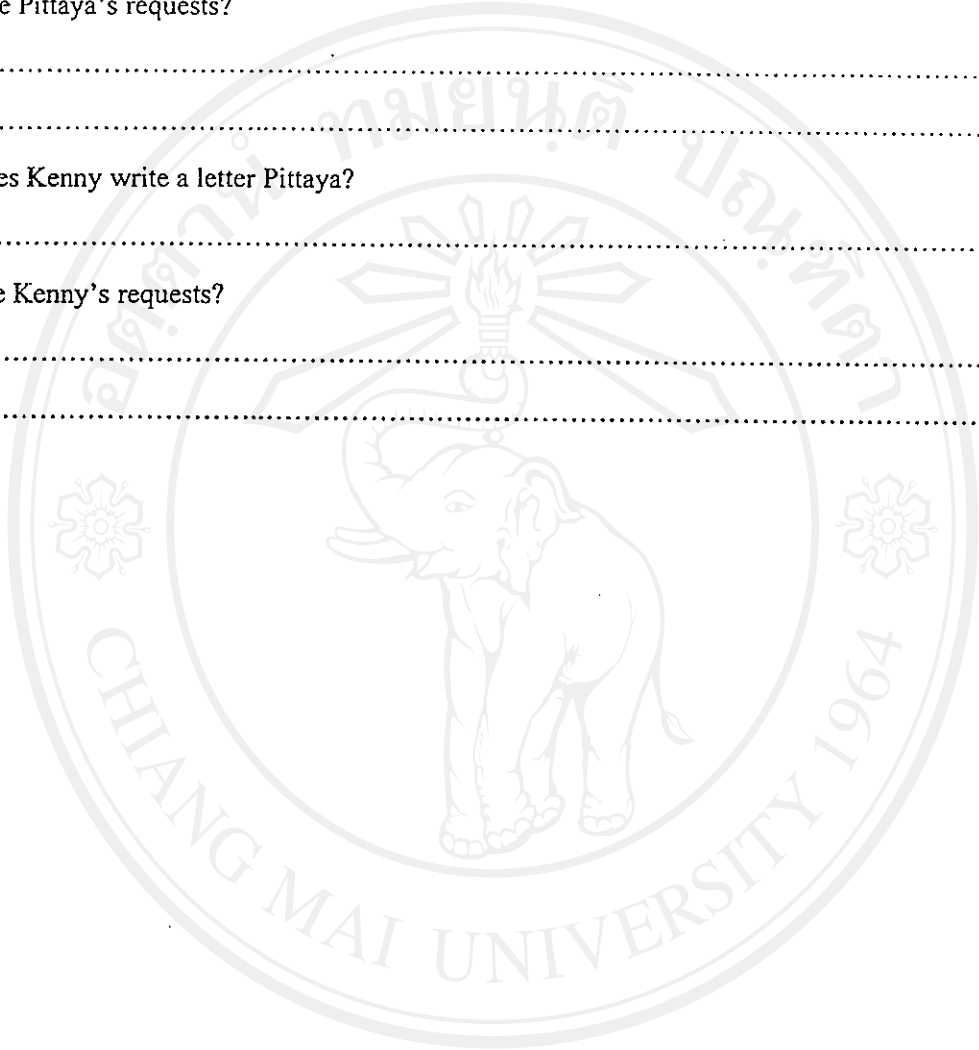
3. Why does Kenny write a letter Pittaya?

.....

4. What are Kenny's requests?

.....

.....



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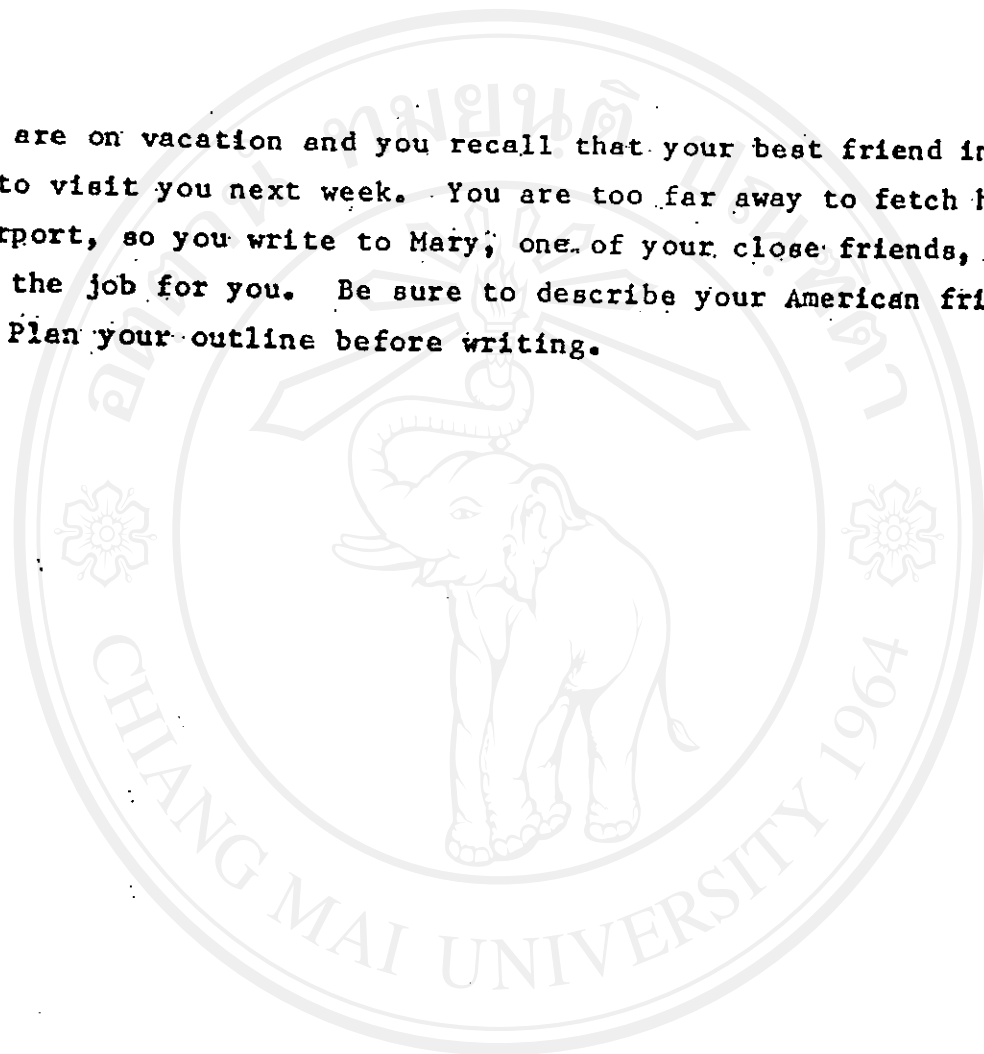
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Tasksheet**(Task 2)**

Free Writing

You are on vacation and you recall that your best friend in America is going to visit you next week. You are too far away to fetch him/her at the airport, so you write to Mary, one of your close friends, asking her to do the job for you. Be sure to describe your American friend clearly. Plan your outline before writing.



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Unit 2

Lesson Plan 6

Describing Objects and their Functions

Class: English 1

Title: 3 periods (180 mins.)

Content:

1. Descriptive adjectives and expressions
2. Language functions:
 - Describing appearances
 - Describing conditions and function
 - Functions with infinitives and gerunds
3. Skill focused: listening, speaking, reading and writing

Terminal Objective: Students should be able to describe their functions.

Enabling Objectives:

The students should be able to:

1. identify objects by listening to the given description.
2. tell the names of given objects using description.
3. use the appropriate words or expressions to complete the description.
4. use the model and pattern given to describe objects by adding more details of those objects.
5. make up sentences to answer the questions about the things given.

Procedures:

Presentation (40 mins.)

1. After greeting, the teacher reviews the students for the last period about describing people by sampling one of the students to introduce him/herself orally in front of the class and then motivates the others to be a volunteer for presenting the free writing about describing the American friend by reading the letter to Mary loudly in front of the class.

2. The teacher gives the reinforcement to the students by inviting the other students to clap their hands and gives the positive feedback. Besides, the teacher helps the volunteer to correct some mistakes and asks the others to recheck their work with their friends in 10 minutes before submitting to the teacher.
3. The teacher tells the students about the new lessons that there are various kinds of products to support physical and mental needs in daily life. To get things or objects we want, we should know how to describe those items.
4. *The teacher asks the students to discuss how important it is to describe objects and what should be the objectives of this lesson.
5. *Some students are asked to show one of the real objects they have and others try to describe it.
6. The teacher lets the students read the conversation (Worksheet 1) and answer the questions:
 1. What is a modem for?
 2. What can we use the World Wide Web for?
 3. Do you think James will get a modem for his computer?
7. The class discusses to answer the questions.

Practice (80 mins.)

8. The teacher gives the students out the Worksheet 2 about describing appearances and lets them work in pairs to complete the sentences with the suitable words given in the workbook of English 1 page 91.
9. The students are asked to study with their groups of 5 about describing appearances in 5 minutes and to make up the example of the sentences to describe any object they like.

10. Each group presents their sentence and concludes the expressions and the structure of describing appearances like shapes, colors, kinds, makes, materials, conditions and functions.
11. The teacher gives the students more examples of sentences in various ways of describing objects and then gives them out Language Function Sheets 1-3 to conclude or review their understandings.
12. *The students are assigned to do exercises in the workbook of English 1 page 95-98 (Worksheet 3) for their homework.
13. The students work in pairs to give detailed description for some objects given and then they are asked to make up the answer to the questions about the thing given in the workbook of English 1 page 103 (Worksheet 4).
14. *Each pair exchanges to compare the work and discusses what should be the correct answer. The teacher helps them correct.

Production (60 mins.)

15. The students are assigned to do the task 1 and 2.
 - 15.1 *The students are asked to read the description about Hundai car and notice the way of describing a car in the workbook of English 1 page 104 (Tasksheet-task 1) and then choose only one model of any car they like to write a paragraph for describing that car before submitting to the teacher next class. (Writing Test 2)
 - 15.2 The students in group of 5 are assigned to write a detailed description of the lost objects in 15 minutes by using the situation given in Tasksheet (Task 2) and then let each group decide to choose one belonging to describe it clearly. The teacher suggests the students about speaking technique and asks each group to present their work about description of lost property, place where property was assumed

to be lost, and address where property should be returned to group by group orally.

16. The teacher asks each group to exchange their written work and give the group feedback in 10 minutes.
17. The members of each group read their friends' work and give the feedback concerning language. Students will ask questions, ask for clarification, give opinion, and make suggestions for improvement to the group members by using guided questions from the Peer Editing Checklist. One of each group members writes any comment onto the checklist form. They can ask the teacher for advice.
18. The teacher as the facilitator monitors that activity to complete on time, and then ask each group to return their friends' work with the feedback.
19. The group members help one another to revise their work according to the feedback from another group and hand in the final work to the teacher at the end of the class.
20. *The students do the **Formative Test 2** (Unit 2) at the end of the class

Teaching Materials:

1. Real objects
2. Worksheets 1-5 / Workbook of English 1 / Language Function Sheets 1-3
3. Tasksheets 1-2
4. Transparency film and overhead projector
5. Writing Test 2 and Formative Test 2

Evaluation:

1. Class observation (Observation Checklist)
2. Peer evaluation and Peer edit checklist
3. Self evaluation (Checklist and self-report)
4. Grading students' work (Rubrics) and test
5. Formative Test 2

Note : 1. The students do the task 1 for **Writing Test 2.**

(Others) 2.

Worksheet 1**Things and Functions**

Direction: Read and practice.

James: Hey! You've got a nice computer! And what is the small box for?

Tara: That's a modem. It's used to connect the computer to the phone line,
So I can access the internet and chat on ICQ.

James: Oh, great! So you can go world wide online.

Tara: Yes. And I use the World Wide Web for finding information on movies,
musics, fashion trends-just about anything.

James: How about sports, and computer games?

Tara: Of course. It's easy to look for anything you like. And I can send e-mails
and faxes, too. It seems amazing to me.

James: Umm.... I just use my computer to write letters and reports. I should have
thought of its popular uses.

Tara: Why don't you get on the Internet? It's not really expensive.

James: I will. Just tell me how much you paid for the modem.

Questions:













1. What is a modem for?
2. What can we use the World Wide Web for?
3. Do you think James will get a modem for his computer?

Worksheet 2

✿ Describing appearances

Vocabulary used for describing appearances

✍ Write the adjective or noun form in the shape column.

size	shape			Material	pattern		colour
	shape	noun	adjective				
tiny		rectangle		Wood		striped	light blue
small		triangle		plastic		checked	dark blue
medium			cylindrical	metal / steel		polka dot	red
big/large		sphere		cloth / fabric		flowered	reddish
huge		circle		glass			
long			square	paper			
short			oval	leather			
narrow				fiber			
wide				porcelain			
				cotton / silk			

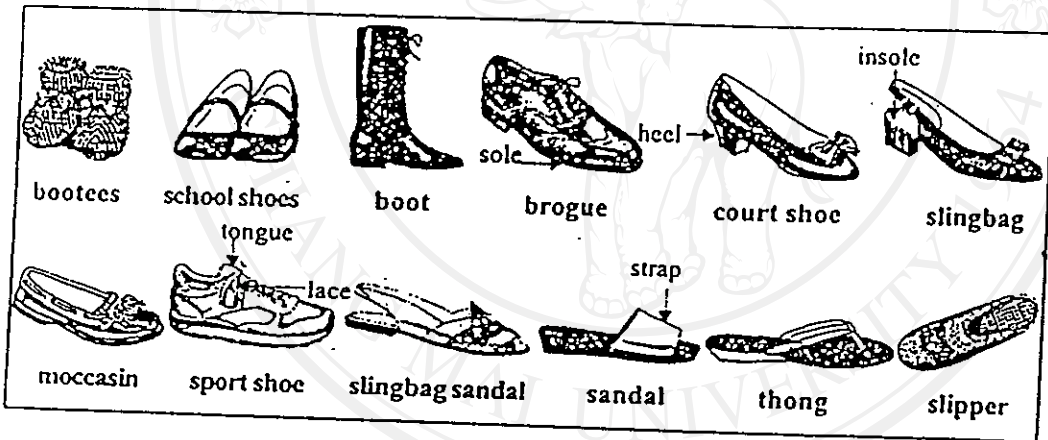
✍ Complete the sentences with the suitable words given:

make triangle leather size

circular triangular square type

1. A coin is in shape.
2. A has 3 sides and 3 angles.
3. "What is your motorcycle?"
"It's Honda"
4. A: I'm looking for a bag.
B: What of bag do you want?
5. What is the room?
It measures 5x7 m.
6. My new bag is made of real

5. It's a It's got a tall brown, a long and two A case is made of wood, but a pendulum and weights are made of brass.
6. It's a It's got a round face with a and a Chain. It's got a on the top. All outer parts are made of silver but the inner parts are made of glass and metal.
7. It's a It's got a thin nearly round with rectangular There are three on the top and a nylon string tied like a ring at the bottom. The frame is made of plastic.
8. It's a It's got a round white with a yellow On the face, there are three The frame is made of plastic, but a face and Hands are made of metal.



3. Oral drill. Describe kinds and material used to make the above shoes by using this model.

Teacher : What sort of shoe (s) are they (/ is it)?

Students : They are (/ It. is).....

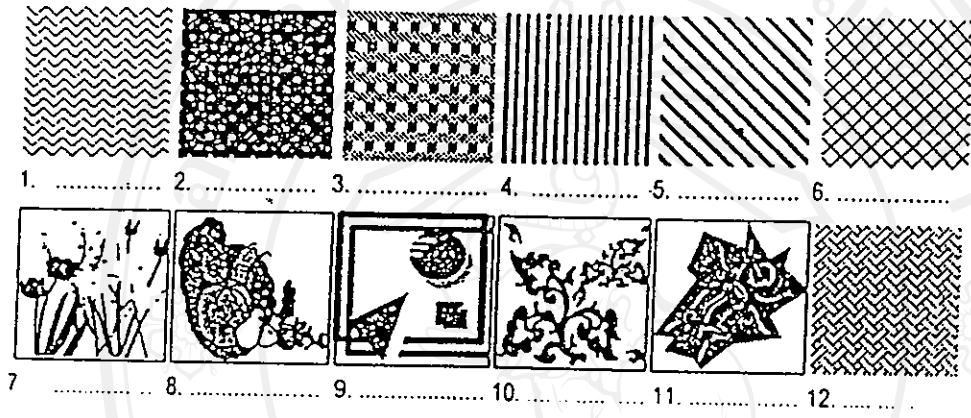
Teacher : What are they (/ is it) made of?

Students : They are	made of	leather / nylon / rubber / wool /
It is		velvet / canvas / plastic / cloth etc.
A..... is		

3. Describing designs or patterns

1 Match the designs or patterns below with their names.

- a. dotted design
- b. Checked design
- c. striped design
- d. floral design
- e. diagonal design
- f. zig-zag design
- g. fruity design
- h. abstract design
- i. diamond design
- j. paisley design
- k. weave design
- l. geometrical design



2 Match the following bags with their descriptions.

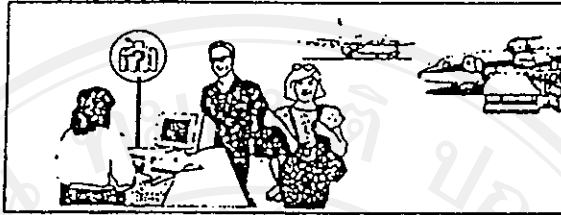


- 1. It's a square with a handle and has no design. It's plain. It's made of leather.
- 2. It's a tall rectangle. It's made of woven rattan. It's got handles, but has no lock.
- 3. It's rectangular with two leather belts up the front. It's made of canvas with a leopard-dotted design. It's got a metal handle.
- 4. It's like a trapezoid but the top is round upward. It's got a flowered design with a zip and a short strap. It's made of nylon.
- 5. It's shape is a trapezoid with short straps. It has no zip but it's got a toggle at the middle top. It's got a pattern of fruit and is made of woven rush.

Practice

1. Read the following conversations below and tell which luggage belongs to each person.

In a 'lost and found' section
at the airport



Dialogue 1 :

Suitcases



a



b



c

Officer : Good morning. Can I help you?

Man : Yes. I can't find my luggage on the flight.

Officer : Don't worry. I'll check it for you. What kind of luggage is it?

Man : It's a large suitcase without wheels.

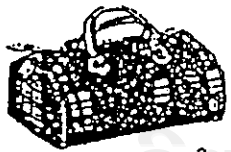
Officer : What does it look like?

Man : It's a thick rectangle. It's made of woven rattan and
it's got a big metal buckle on each side.

Officer : All right. Fill in this form, please. I'll try to find it.

Dialogue 2 :

Hold alls / carryalls



a



b



c

Officer : Good morning. What can I do for you?

Woman : Oh, I lost my luggage. Would you please check it for me?

Officer : Can you describe it?

Woman : It's a canvas hold all with a zip on the top.

Officer : Has it got any straps?

Woman : No. It's got a leather handles and a tartan pattern.

Officer : Is there a name tag on it?

Woman : I'm afraid there isn't.

Officer : OK. Please fill in the form. I'll try my best.

Woman : Thank you very much.

Worksheet 4

A. Here are some objects and gadgets to describe. Try to give a detailed description, bearing in mind the questions given in the patterns.

1. toaster

.....

2. calculator

.....

3. pencil sharpener

.....

4. balloon

.....

5. tape recorder

.....

B. Make up the answer to the questions about the things given below.

Example:

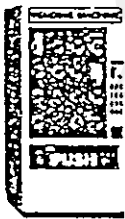
Questions and answers for the first thing have been done for an example.



Hatani

cooling machine

- | | |
|-----------------------------|--|
| 1. What is it? | A machine. It's a water cooling machine. |
| 2. What make is it? | It's Hatani. |
| 3. What is it like? | It's well-built, nice-looking and economical.
It's suitable for a small office. |
| 4. What condition is it in? | It's in pretty good condition. |
| 5. What is it used for? | It's used for providing normal and cold water. |



Tronic

vending machine

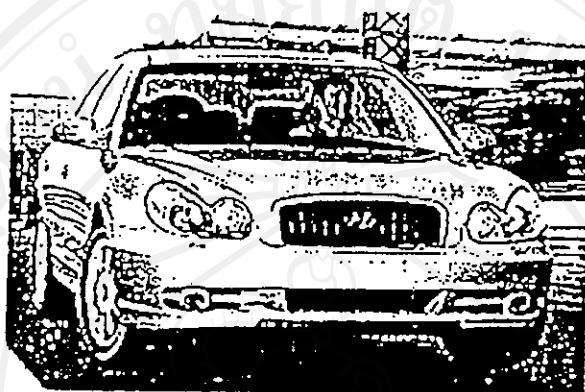
- | | |
|-----------------------------|-------|
| 1. What is it? | ..... |
| 2. What make is it? | ..... |
| 3. What does it look like? | ..... |
| 4. What condition is it in? | ..... |
| 5. What is it used for? | ..... |

Tasksheet

(Task 1)

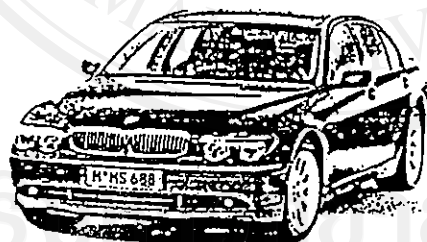
Writing Test 2

Read the description about Hundai car and notice the way of describing a car.



This is the new Hundai Grandeur. It's small Korean car. It's got front-wheel drive and a 1.8 litre engine. It has four doors and seats four passengers comfortably. It is an economical car and average 10 kilometres per litre. It costs 850,000 baht.

Direction: Write a paragraph to describe any car you like. (Choose only one model)



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Tasksheet

(Task 2)

(Free Writing)

Direction:

You are visiting Great Britain on your trip to Europe. You lost one of your valuable belongings in London so you went to a police station to ask for help. The police asked you to write a detailed description of your lost property so that they would be able to identify it.

Choose one belongings and describe it as clearly as you can. Be sure to include **at least** 5 aspects of your thing.

Date:

Name:

Description of lost property:

Place where property was assumed to be lost:

Address where property should be returned to:

Thailand

Peer Edit Checklist
(For Task 2 Evaluation)

First Reading: Check Content

- Is the task fully achieved? (Does it serve the purpose successfully?)
- Who is the writer?
- Who is the reader?
- What is the purpose of writing?
- What information does the writer need to give the reader?
- Is the object clearly described?
- Does the writer provide enough details?
- Tick the aspects described:
- | | |
|---|---|
| <input type="checkbox"/> definition (name & physical description/ function) | |
| <input type="checkbox"/> components | <input type="checkbox"/> condition |
| <input type="checkbox"/> materials | <input type="checkbox"/> age |
| <input type="checkbox"/> function | <input type="checkbox"/> design |
| <input type="checkbox"/> measurement & shape | <input type="checkbox"/> volume |
| <input type="checkbox"/> color | <input type="checkbox"/> texture of surface |
- How many aspects are skipped?
- Are they needed for the purpose?
- Does the writer organize appropriately?

E.g. The body is black and the strap is dark brown.

This handbag is composed of two parts: the body and the strap

- Is any part confusing?

* Give marks and comments *

Second Reading: Checking Grammar

- Accurate vocab and structure?
- Subject-verb agreement? (Check V.form)
- Check (vt)
- Check (sp), (p), (cap)

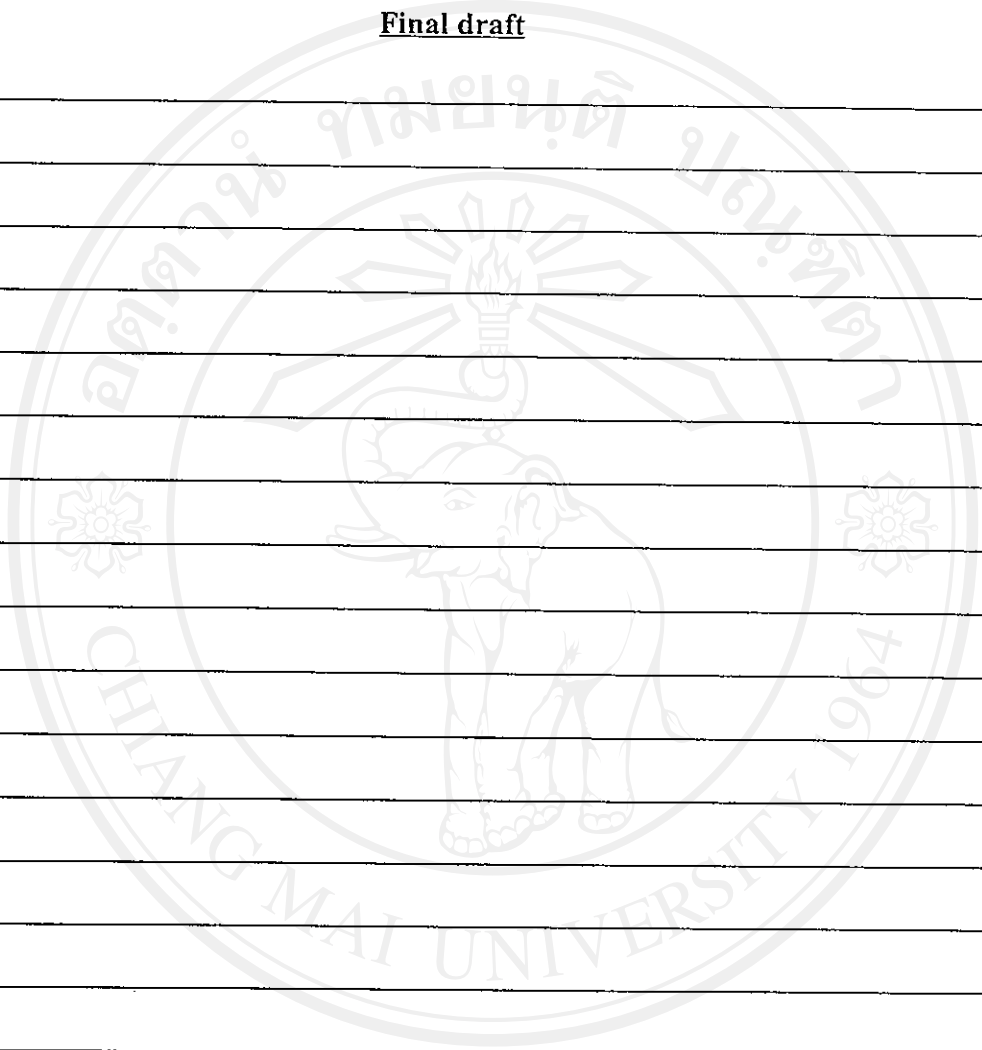
* Give marks and comments *

Name: _____

Unit 2

Task 2

Final draft



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Language Function Sheet 1

1. Describing shapes and colors

a) Describe shapes of things by using this model.

What shape is it?			
It's	flat / thin / thick. round / circle / oval / spherical. cylindrical / conical / pyramidal. square / rectangular / triangular. cubic / prismatic. pentagonal / hexagonal / octagonal. rhombic.	or	a circle / an oval / a sphere. a cylinder / a cone / a pyramid. a square / a rectangle / a triangle. a cube / a prism. a pentagon / a hexagon / an octagon. a rhombus / a trapezoid.

b) Describe sizes and colors of things by using this model

What size is it?	It's	big / large / medium / small. long / short / narrow / wide.
What colour is it?	It's	red / pink / gray / green / blue / brown / black / white / orange / violet / purple / yellow.
What is it like? What does it look like?	It's	a flat big pink oval. a small thick yellow square.

Language Function Sheet 2

Describing Conditions and Functions

1. Describing conditions

What do you think of.....?	It	looks	(adjective)		
		is	(adjective) a / an + (adjective) + (thing)		
		has got	a / an + (adjective) + (part)		
What condition is it in ?	It	is	in	excellent / perfect	condition
				good / bad / poor	
		--	damaged / scratched		
		slightly	ripped / torn / worn		
		very / quite	old / new		
has got	some scratches				
needs	repairing / to be repaired repairing / to be repainted				

2. Describing functions

What is it for ? What is it used for ? What does it do ? What is its function ? What is it used to ?	It is	for	+ (present participle).....
	It is used		
	We use it	to	+ (infinitive).....
	It is used		
	We use it		
It	(present form of verb + s/es).....s		

Unit 3

Lesson Plan 7

Giving Instruction

Class: English 1

Title: 3 periods (180 mins.)

Content:

1. Giving Instructions to describe a process
2. Language functions: - giving instruction using imperative form and phrasal verb
- sequence markers
- how to write instructions
3. Skill focused: listening, speaking, reading and writing

Terminal Objective: Students should be able to give instructions of doing work or something.

Enabling Objectives:

The students should be able to:

1. identify the words that show the sequence of doing things.
2. give instructions of doing things.
3. use the imperative form and conditional sentences with instructions.
4. use the correct structures of instructions.
5. use metacognitive strategies to create writing instructions.
6. report about how to do things step by step.

Procedures:

Presentation (20 mins.)

1. After greeting, the teacher warms up the students by asking some questions about taking a bath.
 - How many times a day do you take a bath?
 - Why do people bathe?

- What kinds of bathing do you know?
- 2. The teacher gives more information how do people bathes from the passage about how people take a bath in Worksheet 1 by asking the students in group of 5 to read the passage and set the objectives of this reading.
- 3. *Each group of the students discuss what should be the topic and which way of bathing is better and also give the reasons to class orally.
- 4. The teacher explains the students about the sequence markers and elicits the usage of time sequence transitional words to describe a process.

Practice (110 mins.)

- 5. The students are asked to read the passage from Worksheet 1 again and identify the words that show the sequences of doing things.
- 6. The students work in pairs to find out the sentences with sequence markers after that each student rewrite the sentences into instruction form on his/her paper by self study from the Language Function Sheets 1-3 given.
- 7. Each pair exchanges the sentence writing and compares the work each other before checking the correct sentences in the class with the teacher.
- 8. *The teacher lets the students have a look the video tape about instruction “How to apply for a job” in the language laboratory for 20 minutes and then they are asked to practice the conversation in pairs about how to make Papaya Salad from the Worksheet 2 by exchanging to be Bow and Bam. After that they do **Reading Test 3** by underling the sequence markers showing how to make Papaya Salad and arrange the sentences in correct order within 10 minutes.
- 9. The students in group of 5 choose to write a paragraph how to do things from the following topics:

1. How to clean your hair	5. How to use a computer
2. Washing dishes	6. Using a calculator
3. To clean your car	7. To use your mobile phone

Each group chooses only one topic to write his own paragraph within 15 minutes using Metacognitive Strategies by following the steps guided.

Step 1 : Planning:

- Set the objective of writing.
- Plan what you are going to write before writing.

Step 2 : Monitoring:

After finishing your writing, you monitor your paragraph by yourselves.

Step 3 : Evaluation:

- Exchange papers with other groups to check the spelling, punctuation, vocabulary, and grammar. (Students may ask some advice from the teacher)
 - Edit or improve your own work.
10. *The students present their work to class orally and report how they plan, monitor and evaluate their work group by group. **(Listening–Speaking Test 3)**
 11. The students may ask about features they have noticed and the teacher reviews each analysis activity with the class and also brings other useful words, phrases and patterns to students' understanding by advising them find out further information from workbook of English 1 (unit 5).
 12. *Each student searches the information from any source for writing a set of instruction of how doing things that he/she would like to give an instruction to the foreigner in 10 minutes.

Production (50 mins.)

13. Each student is assigned to write free writing of instruction including Poster Presentation of how doing things in the Tasksheet and write a self-report to tell the teacher how they plan, write, monitor and evaluate their paragraph and then submit to the teacher within 30 minutes. **(Writing test 3)**
14. The students do the **Formative Test 3 (Unit 3)** at the end of the class.

Teaching Materials:

1. Worksheets 1-2
2. Video tape
3. Poster Presentation
4. Language Function Sheet and Task sheet
5. Workbook of English 1
6. Reading Test 3 and Formative Test 3

Evaluation:

1. Class observation (Observation Checklist)
2. Peer evaluation and group process feedback
3. Self evaluation (Checklist and self-report)
4. Affective evaluation (Questionnaires)
5. Grading students' work (Rubrics) and test

Note : 1. The students do **Reading Test 3, Listening – Speaking Test 3** and do the task for **Writing Test 3** in the class.

(Others) 2.

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Worksheet 1

Direction: Read the following passage and do 1 and 2.

Topic _____

Everyone bathes in a different way. Most Americans never take a bath. They soap and rinse off under the shower. The English people always take a bath. First, they sit in a bathtub full of warm water. Then they soap themselves, and finally, they rinse off the soap, all in the same water. The Japanese, on the other hand, first wash with soap in the shower. Then they go and sit in a bathtub full of warm water for twenty minutes or more. Later, others in the family use the same water to sit and relax in.

The Thais do not get into a shower or a bathtub. They stand in a room or area of a house where there is a big jar full of water. With a bowl they pour water from the jar on themselves. So that other people do not see their bodies, the Thai always wear a long piece of cloth called a pasin around their bodies. They wear this when they are bathing.

Everyone gets clean in a different way. We know that washing is good and healthy for us. But this was not true in the past. Up to 1800, most Americans did not bathe because they thought it was bad for them.

- 1. Discuss what should be the topic and which way of bathing is better. And give the reasons why?**
- 2. Underline the words that show the sequence of doing things.**

Language Function Sheet 1

Giving Instruction

Language Focus: Giving Instruction

1. Imperative form

Giving an instruction is normally expressed in an imperative form which begins the positive instruction with an infinitive, and uses "do not" in a negative one. In order to emphasize the instructions, the imperative are modified with "Always" or "Never"

Positive Imperatives	Negative Imperatives
Infinitive..... Always + Infinitive.....	Do not/ Don't + Infinitive..... Never + infinitive verb
For example Follow me Watch out! Always put a guard in position.	For example Don't run in a house. Do not make a U-turn. Never smoke cigarettes in a gas station.

2. Phrase Verb

Phrasal verbs are often found in giving instructions. A phrasal verb consists of two words: an infinitive and preposition. If it has a noun object, the object may be either placed after the preposition or between the infinitive and the preposition. However, if the object is a pronoun, it is always placed between the infinitive and the preposition.

Phrasal Verb		
Infinitive + preposition + noun	Infinitive + noun + preposition	Infinitive + pronoun + preposition
For example: <u>Pick up</u> the magazines. <u>Take out</u> the garbage.	For example: <u>Pick</u> the magazines <u>up</u> <u>Take</u> the garbage <u>out</u>	For example: <u>Pick</u> them <u>up</u> . <u>Take</u> it <u>out</u> .

Language Function Sheet 2

Language Focus (2) : How to write instructions

Instructions are advice and information about how to do or use something, often written in a small book or on the side of a container.

When writing instruction, we should follow the following steps:

1. The following words are used to join sentences to sentences and show the different stages in doing things.

First, lower the temperature
and at/ during this stage
and at the same time

} increase the pressure of the air.

Secondly,
Then
Next

} add more carbon dioxide into test tube.

Thirdly,
After this
Afterwards
Later

} you have to put the dry ice into the tank.

Finally, send the tank of dry ice to the delivery department.

2. While the words in the item 1 are used to join sentences to sentences, the words in this item are used to join parts of sentences together, especially, when we want to say that things happen at the same time, we can use **when, as** (at the same time as), **while**

(normally we use **when, as** or **while** + a continuous form for longer actions)

Language Function Sheet 3

When we want to say that thing happen one after the other, we can use **when, as soon as, after, before.**

As } you are studying the quality of the object,
calculate the value added of the goods too.

At the same time as

After } passing through the coiling coils, the vapor is then
compressed.

As soon as

Before being able to store energy in the spring, the watch must be wound up.

3. Use the imperative (infinitive without to : V1)

- Place 3 or 4 apples in custard cups, or more in casserole dish.
- Beat the eggs and sugar well.

4. Always use conditional sentences with instructions.

- If there are any vegetables that need to be pre-soaked, it is usually done the day before
- If a stock is required, this must be done a head of time.

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Ways to express instructions

Tips: Instructions are formed by *imperative verbs*, and *no subjects* are needed.

Example:

Instructions for signs	Instructions in how to do things
Stop here!	Insert the card.
Do not litter.	Stir steadily.
Turn left.	Press the button.
Park here.	Dial the number.
Do not smoke.	Enter your ID number.

Practice:

1. Write the following sentences into 'instruction forms'.

Example: I want you to follow me. *Follow me, please.*
 I want you not to worry. *Don't worry.*
 I want Jim to open the window. *Jim, open the windows, please.*
 I want Mary not to drive fast. *Mary, don't drive fast.*

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Worksheet 2

Reading Test 3

Sequence markers

SOM - TAM

1. Practice the conversation with a partner.

HOW TO MAKE PAPAYA SALAD.

Bow: Shall we start making papaya salad?

Bam: O.K. That's easy. First, put garlic, chili and dried shrimp in the mortar. Then, pound the ingredients and mix them well with a handful of shredded papaya.

Bow: And what's next?

Bam: Next, put more papaya, sliced tomato, a spoonful of fish sauce, lime juice and a little palm sugar.

Bow: All right. What shall I do after that?

Bam: After that, just pound until it mixes well.

Bow: Oh, it smells nice. Can I try a little?

Bam: Of course. Do you want it more sour or spicier?

Bow: No, it tastes nice to me, sweet, sour and spicy mixed together.

Bam: Finally, put it into a dish, sprinkle with roasted peanut and serve with some vegetables.

2. Underline the sequence markers showing how to make papaya salad.3. Arrange the sentences in correct order. Write the numbers in the front.

HOW TO MAKE PAPAYA SALAD.

..... After that, put more papaya, sliced tomato, some fish sauce, lime juice and a little palm sugar.

..... Then, pound the ingredients and mix them well with a handful of shredded Papaya.

..... Finally, put it into a dish, sprinkle with roasted peanuts and serve with some vegetables.

..... First, put garlic, chili and dried shrimp in the mortar.

..... Next, mix all the ingredients in the mortar and taste to its flavor.

Tasksheet

Writing Test 3

Free Writing

Write a set of instructions of how to do something. Don't forget to modify the instructions with sequence markers or other complements as necessary. Try to make up at least 8 instructions in a set.

How to.....	
1.	.....
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....
7.	.....
8.	.....

Unit 4

Lesson Plan 8

Describing Present Events: A Busy Day

- Class:** English 1
- Level:** Undergraduate students
- Time:** 3 periods (180 mins.)
- Content:**
1. Language Function: Describing Present Events, K-W-L-H technique
 2. Language Focus: Vocabulary/ Present Simple & Continuous Tense
 3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. tell the meaning of words in the text given.
2. identify the tense used in reading texts.
3. use K-W-L-H technique to complete the information.
4. use present simple and present continuous tense to exchange the information.

Procedures:

Presentation (40 mins.)

1. After greeting, the teacher warms up the class by asking the students about the latest news (about fashion, sport, food, etc.) of the week and asks them to write its topic on the piece of paper and put them into a box.
2. The teacher will random pieces of paper and asks the volunteers to pick a piece of paper (about 3 topics), students who wrote that topic will describe information to their friends.

3. The teacher asks the students about their ideas towards that news and the students have a short discussion.
4. The teacher explains K-W-L-H technique as following:

K - Stands for helping students recall what they **KNOW** about the subject.

W - Stands for helping students determine what they **WANT** to learn.

L - Stands for helping students identify what they **LEARN** as they read.

H - Stands for **HOW** we can learn more (other sources where additional information on the topic can be found).

5. *The teacher gives an example of K-W-L-H about Dinosaurs to the students and asks the students to fill in the sheet K-W-L-H according to the sheet given. (Worksheet 1)
6. The students are asked to get into a group and compare their sheets.
7. The students rewrite another sheet of K-W-L-H within the group and report to class.
8. The teacher reviews present simple and continuous tense and gives examples.

Present Simple Tense

- She is a doctor.

Present Continuous Tense

- He is working hard this day.
- She is singing.
- I ' m buying a new car soon.

Practice (110 mins.)

9. The students read the Worksheet 2(A Busy Day) and identify the tense used.

After that, they answer the following questions.

1. Who's busy?

Katherine

Barbara

Neither

2. Who doesn't have a busy day?

Katherine

Barbara

Neither

3. What are they doing?

Shopping

Jogging

Watching a basketball game

4. Why is Barbara going to Toronto?

To meet some friends

Her son has a basketball tournament

To meet some friends for lunch

10. The students read the text again and complete the K-W-L-H chart.(Worksheet given)

11. The teacher then asks students to get into a discussion group. In groups, the students will discuss about their busy day using present simple and continuous tense as much as possible.

12. *Some students write the table or chart to compare how to use present simple with continuous tense on the board.

- 13. *The students have a look the video tape about the daily routine in the office.
And then discuss the way to describe the events happened.

Production (30 mins.)

- 14. *The students are assigned to write a paragraph about their routine on weekends using present simple and continuous tense in the class. After that assign them to improve or develop their paragraph for their homework. (Task)

Teaching materials:

- Worksheet 1
- Worksheet 2
- K-W-L-H chart (3 copies)
- Video tape or Real situations in the office

Evaluation:

1. Class observation (observation checklist)
2. Peer evaluation and group process feedback
3. Affective evaluation (Questionnaire)
4. Self evaluation (Checklist and self-report)
5. Grading students' work (Rubrics)

Note : 1. *In item 13, the students may have a chance to field study at the office and come back to discuss before writing a paragraph to describe the events happened instead of studying from the video tape.

(Others) 2.

.....
.....

Worksheet 1

Dinosaurs

What We Know	What We Want to Find Out	What We Learned	How Can We Learn More
Dinosaurs are large.	How long ago did they live?	An archeologist has an exciting life.	Research Museums
Dinosaurs are dead.	Why did they die?	Dinosaurs eat plants and some eat meat.	Field Trips Archeological
They lived a long time ago.	How do we know what they looked like?	Some dinosaurs were gigantic, but had small brains.	digs Videos
There is a movie about dinosaurs	Who are the people who study dinosaurs?	Fossils uncover dinosaur traits.	Internet computer search

Categories of Information we expect to use:

- A. Size
- B. Career
- C. Eating Habits
- D.
- E.
- F.
- G.

Chart

K-W-L-H			
What We Know	What We Want to Find Out	What We Learned	How Can We Learn More

Categories of Information we expect to use:

-
-
-
-

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Chart

K-W-L-H			
What We Know	What We Want to Find Out	What We Learned	How Can We Learn More

Categories of Information we expect to use:

-
-
-
-

a.

b.

c.

d.

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Chart

K-W-L-H			
What We Know	What We Want to Find Out	What We Learned	How Can We Learn More

Categories of Information we expect to use:

a.

b.

c.

d.

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Worksheet 2

A Busy Day

(two friends speaking in a park when they meet each other jogging)

Barbara: Hi, Katherine, how are you today?

Katherine: I'm great and you?

Barbara: VERY busy! I'm jogging now, but later I have to do a lot!

Katherine: What do you have to do?

Barbara: Well, first of all, I have to do the shopping. We don't have anything to eat at home.

Katherine: ... and then?

Barbara: Little Johnny has a basketball game this afternoon. I'm driving him to the game.

Katherine: Oh, how is his team doing?

Barbara: They're doing very well. Next week, they're travelling to Toronto for a tournament.

Katherine: That's impressive.

Barbara: Well, Johnny likes playing basketball. I'm happy he's enjoying it. What are you doing today?

Katherine: I'm not doing much. I'm meeting some friends for lunch, but other than that. I don't have much to do today.

Barbara: You're so lucky!

Katherine: No, you're the lucky one. I'd like to have so many things to do.

Unit 4

Lesson Plan 9

Describing Present Events: Claire's schedule

Class: English 1

Level: Undergraduate students

Time: 3 periods (180 mins.)

Content:

1. Language Function: Describing Present Events, K-W-L-H technique
2. Language Focus: Adverb of frequency/ Present Simple & Continuous Tense
3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. identify the meaning of words given in the text.
2. use adverb of the frequency into the correct position.
3. use present simple and continuous tense in exchanging the information.
4. use CAI to write their own sentences.

Procedures:

Presentation (40 mins.)

1. After greeting, the teacher warms up the class by asking the students about their routine especially what they do in the evening.
2. The students work in pair to write one sentence about their routine in the evening and exchange their work with their partner to correct it.
3. *The teacher asks them why they prefer to do that activity as their routine and what objectives they set for this lesson.

4. The teacher asks the students to underline the adverb in each sentence written on the board. The teacher then checks the answers and writes all adverbs on the board again.
5. The teacher reviews the adverb of frequency as the following:

To talk about how often something happens use adverbs of frequency: **always, usually, often, sometimes, rarely, never.**

Adverb	Frequency
always	100%
usually	75-99%
often	60-75%
sometimes	10-40%
rarely	1-10%
never	0%

When the verb is *to be*, use: **to be + adverb of frequency.**

- Claire **is often** tired.
- Nicholas **is usually** very busy.
- Warren **is always** nervous.

With all verbs except *to be*, we use: **adverb of frequency + verb.**

Claire **usually eats** lunch at work.

Martin **never smokes.**

Nicholas **rarely eats** fish.

6. The students do the exercise sheet given (Worksheet 1) and then checks the answer with their partners.

Practice (90 mins.)

7. The students do Worksheet 2, try to rewrite the sentence again and place the adverb of frequency given in the main clause then check with the whole class.
8. The students make the sentences about their activities during the summer time using the adverb of frequency and write on a paper.

- 9. *The students choose five of the papers and write the sentences on the board. The students check the correct of sentence. After that, the students use five sentences written on the board to write their own story. (They can add but do not cut the original one.)

Production (50 mins.)

- 10. The students are assigned to self-study from CAI Writing Sentences provided at the Self-access Center or internet and choose other five sentences to write their own story with adding information. And submit to the teacher next class. (Task)

Teaching Materials:

- Worksheet 1
- Worksheet 2
- K-W-L-H Sheet
- CAI Writing Sentences/Internet

Evaluation:

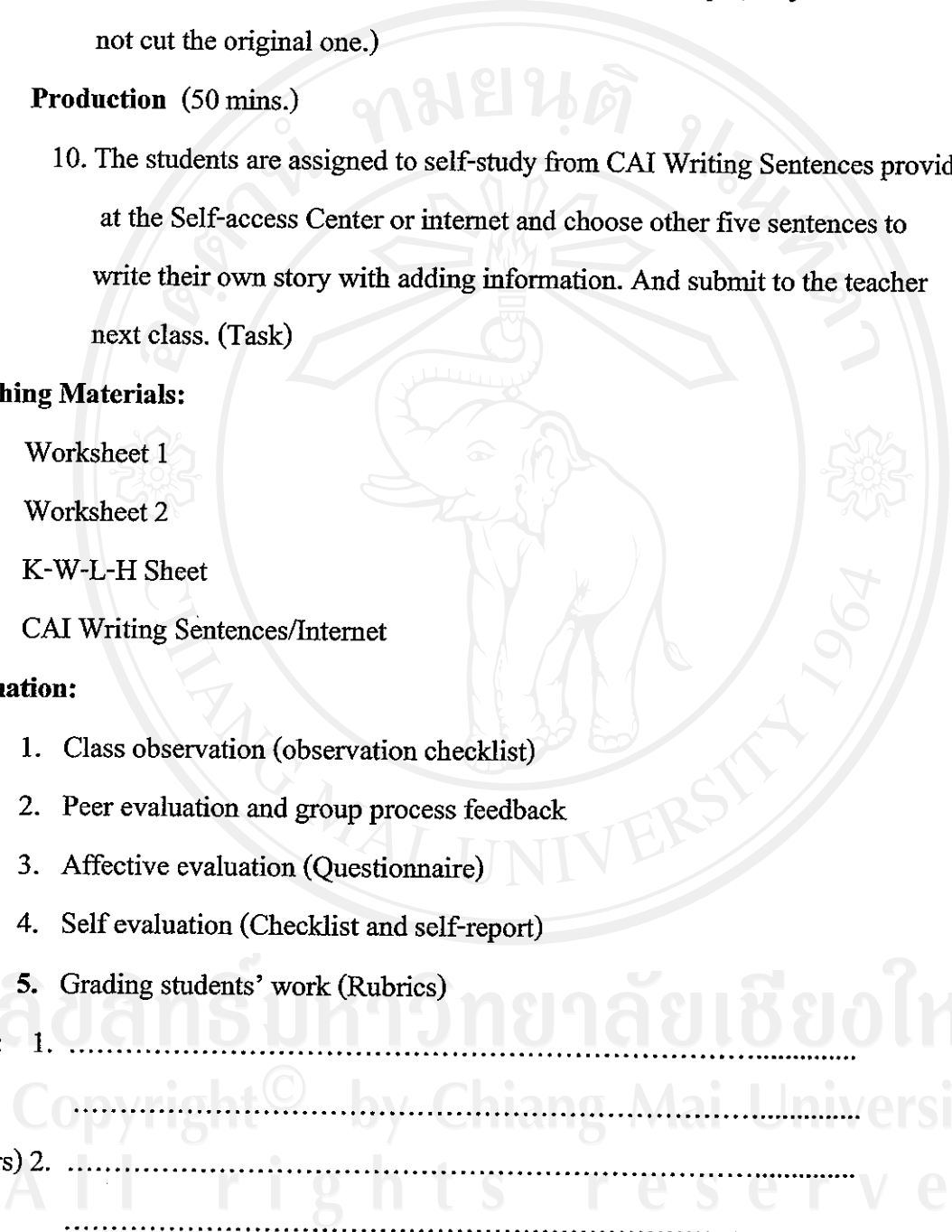
- 1. Class observation (observation checklist)
- 2. Peer evaluation and group process feedback
- 3. Affective evaluation (Questionnaire)
- 4. Self evaluation (Checklist and self-report)
- 5. Grading students' work (Rubrics)

Note : 1.

.....

(Others) 2.

.....



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Worksheet 1

Look at Claire's schedule for a typical week at the lab. Choose the word that best completes the sentence.

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Lab 1	Lab 1	Lab 1	Lab 1	Lab 1
10:00	Front desk	Front desk	Front desk	Front desk	Front desk
11:00			Meeting		
12:00					
1:00	Lunch at work	Lunch at work	Lunch at work	Lunch out	Lunch at work
2:00				Meeting	Meeting
3:00	Meeting		Meeting		

- Claire is **often/never** at work on Saturdays.
- Claire **often/rarely** has meetings in the afternoon.
- Claire **never/rarely** has meetings in the morning.
- She **usually/never** has lunch at work.
- She is **sometimes/always** in the lab at 9:00.
- She **often/rarely** has lunch out of the office.
- Claire is **never/sometimes** at lunch at 10:00.

Worksheet 2

Rewrite each of the following sentences, placing the adverb of frequency given in brackets in the middle position of the main clause.

1. I had wanted to see the ocean. (always)
2. They do. (frequently)
3. She is very friendly. (usually)
4. They have the opportunity to travel. (seldom)
5. I am at home in the mornings. (generally)
6. He has. (always)
7. We were given free transportation to the school. (frequently)
8. Birds return to the place where they were born to build their nests. (often)
9. Albatrosses are seen close to shore. (seldom)
10. We would. (never)
11. They follow the news. (rarely)
12. Maple wood is used to make violins. (sometimes)

Unit 4

Lesson Plan 10

Describing Past Events: An Interesting Day

Class: English 1

Level: Undergraduate students

Time: 3 periods (180 mins.)

Content:

1. Language Function: Asking for and giving information
2. Language Focus: Past form
3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. tell the meaning of new vocabulary by using context clues.
2. talk about the questions in past form.
3. exchange information about the text.
4. use metacognitive strategies to write a summary.

Procedures:

Presentation (20 mins.)

1. After greeting, the teacher asks the students about an interesting day like Valentine's Day.
2. Teacher writes the questions on the board.

Ex. 1. Who was St. Valentine?

2. Why was he beheaded?

3. Why did Claudius II order the Soldiers not to marry?

4. What did you do on Valentine' Day?

- The teacher gives the Worksheet 1 of “Valentine word challenge” then asks the students to group the words according to the initial letters.

Practice (100 mins.)

- The teacher gives the story sheet of Valentine’s Day (Worksheet 2).
- The students read the sheet then list the new words they don’t know and write on the board. After that the teacher gives the techniques to find the meaning of vocabulary using context clues as follows:

Context: the words surrounding an unfamiliar word. Context may include the whole sentence, paragraph, situation, chapter, or even the entire book in which the unfamiliar word appears.

Clues: hints of things that suggest the meaning of the unfamiliar word.

- *The teacher describes the types of context clues and give examples.

Types of context clues

-Situation: She walked **briskly** (quickly) to class so that she wouldn’t be late.

-Contrast: He’s such a **mournful** (sad) person that just being around him make me feel sad too.

-Example: If you like, you can add **condiments** (substances added to give flavor) such as salt or mustard to the food.

-Definition or Explanation:

- The teacher asks the students to gives the meaning of the words from the exercise in Worksheet 2.
- The students try to describe St. Valentine (the main character) in Worksheet 2 again.
- The students in pairs exchange the information about what they have read after finishing the reading.

9. The students try to tell the meaning of new words by using context clues.
10. The class discusses the plot, conflict, and character.
11. Each student works in pairs and exchanges the reading sheet by asking the question according to the question on the board.
12. *The teacher advises the students to use Metacognitive Strategies for writing a summary.

Production (60 mins.)

13. The students are assigned to discuss and write a summary about “An Interesting Day” in past form and then report how they plan, write, monitor and evaluate their work by presenting to the class group by group for

Listening – Speaking Test 4.

Teaching materials:

Worksheet 1

Worksheet 2

Worksheet 3

Listening – Speaking Test 4

Evaluation:

1. Class observation (observation checklist)
2. Peer evaluation and group process feedback
3. Affective evaluation (Questionnaire)
4. Self evaluation (Checklist and self-report)
5. Grading students’ work (Rubrics) and test

Note : 1. The students do the task for **Listening-Speaking Test 4** in the class.

(Others) 2. *The teacher may change the content for presentation and practice from Valentine’ s Day to any interesting day depending on the students’ need survey.

Worksheet 1

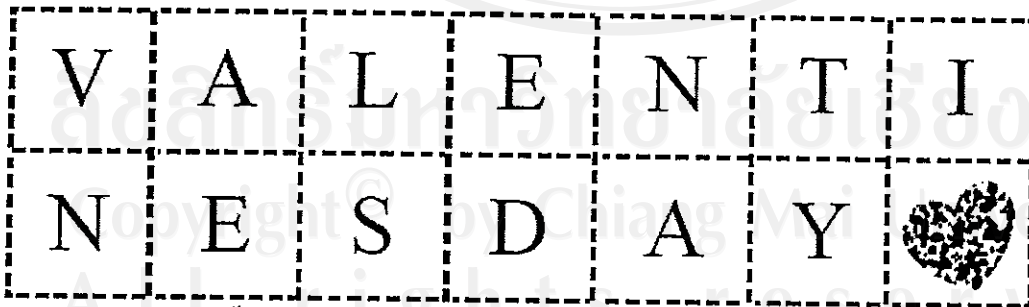
Rallytable

Valentine Word Challenge



How many words can you find in the letters of Valentine's Day ?
Cut out the letters below and use them to help you make words. Work with a partner and take turns finding words and writing them on the lines.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |



The Story of St. Valentine

Saint Valentine is said to have lived in Rome during the third century. That was a long time ago. During this time Rome was ruled by an emperor named Claudius. Many people did not like the ruler.

Claudius was having trouble getting men to serve in his army. He felt many men would not volunteer to join because they did not want to leave their wives and families. He thought that if men were not married, they would join the army. So Claudius passed a new law which did not allow any more marriages. Most people thought this law was cruel. Valentine, who was a minister, did not support the new law.

Even after Emperor Claudius passed the law, he kept performing marriage ceremonies secretly. One night he was caught and thrown in jail and told he would be put to death.

Many young people came to visit Valentine. One was the daughter of the prison guard. On the day of his death Valentine wrote a note to the daughter signed "Love from your Valentine". This was on February 14, 269 A. D.

- Some say this started the custom of exchanging love messages on Valentine's Day.

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Worksheet 3

Using context clues for help, circle the letter of the best meaning for each boldfaced word or phrase.

1. Assets such as good health, a loving family, and a job enjoy make life rewarding
 - a. family influences
 - b. rewards on the job
 - c. relationships in life
 - d. things of value
2. The students are continually perplexed by the professor's actions. For example, last week he promised that there would be no quiz and he gave one; then he said he wouldn't grade it but he did anyway and gave all the students Fs.
 - a. confused
 - b. happy
 - c. uninterested
 - d. patient
3. I have found that if I adhere to a schedule, I accomplish more. When I don't follow a set routine, I get little done.
 - a. follow
 - b. avoid
 - c. deny
 - d. discover
4. Some of my friends love mountain climbing, but I find it too hazardous. I prefer less dangerous activities, like floating in a swimming pool.
 - a. athletic
 - b. safe
 - c. boring
 - d. risky
5. Our English teacher took time in class to commend Maria on the outstanding work she was doing. Unfortunately, he said no one else in the class deserved such as approval.
 - a. blame
 - b. encourage
 - c. praise
 - d. announce

Unit 4

Lesson Plan 11

Describing Past Events: The Hitchhiker

- Class:** English
- Level:** Undergraduate students
- Time:** 3 periods (180 mins.)
- Content:**
1. Language Function: Asking for and giving information /Skimming and scanning technique
 2. Language Focus: Vocabulary/ Past simple tense
 3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. identify the meaning of words in the text given.
2. use past form to talk about the questions and answers.
3. use past form to exchange the information.
4. conclude the story by using past form.

Procedures:

Presentation (20 mins.)

1. *After greeting, the teacher asks the students about their scary experiences and ask them to set the objectives to study this lesson.
2. The teacher writes the questions about their experiences on the board as the following:
 - What was the scariest experience that you've ever had?
 - What happened to you?
 - Why did you think it was the scariest one?

Practice (100 mins.)

3. *The teacher asks the students about their reading techniques and explains skimming and scanning techniques and guides them how to skim and scan by using the same text and begin with the scan. (Worksheet 1)
4. The class discusses about the technique and then read the given sheet (The Hitchhiker, Worksheet 2)
5. The students skim the text and circle where they use skimming technique and then check with the whole class.
6. The students list all verbs used in the text on board and try to describe the tense form of the verbs and its meaning.
7. The students then exchange information about what they have read after finishing reading and answer the questions in worksheet 2.
8. The teacher then checks the answers and the class read the whole story again.
9. The students have a short discuss about the techniques to use for their reading after they are divided into a group of 4 or 5 people to complete their own story of the hitchhiker after Andrea discovered the axe and dried blood in the bag.
10. Then the students report to class group by group.

Production (60 mins.)

11. The students in group of 5-6 are assigned to write a summary of the text they choose in the class. (Task 1)
12. *Each student writes a short paragraph of 5-10 sentences answering the question about “What did you do if you were Andrea?” for homework.(Task 2)

Teaching materials:

Worksheets 1-2

Texts

Tasks 1 - 2

Evaluation:

1. Class observation (observation checklist)
2. Peer evaluation and group process feedback
3. Affective evaluation (Questionnaire)
4. Self evaluation (Checklist and self-report)
5. Grading students' work (Rubrics)

Note : 1.

.....

(Others) 2.

.....

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Worksheet 1

A:

My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.

“Go and check then,” he said.

I didn’t want to. Russell said I was chicken.

“Am not,” I said.

“Are so,” he said.

So I told him the monsters were going to eat him at midnight. He started to cry. My Dad came in and told the monsters to beat it. Then he told us to go to sleep.

“If I hear any more about monsters,” he said, “I’ll spank you.”

We went to sleep fast. And you know something? They never did come back.

B:

My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.

“Go and check then,” he said.

I didn’t want to. Russell said I was chicken.

“Am not,” I said.

“Are so,” he said.

So I told him the monsters were going to eat him at midnight. He started to cry.

My Dad came in and told the monsters to beat it. Then he told us to go to sleep.

“If I hear any more about monsters,” he said, “I’ll spank you.”

We went to sleep fast. And you know something? They never did come back.

Worksheet 2: The Hitchhiker

As Andrea turned off the motorway onto the road to Brockbourne, the small village in which she lived, it was four o'clock in the afternoon, but already the sun was falling behind the hills. At this time in December, it would be completely dark by five o'clock. Andrea shivered. The interior of the car was not cold, but the trees bending in the harsh wind and the patches of yesterday's snow still heaped in the fields made her feel chilly inside. It was another ten miles to the cottage where she lived with her husband Michael, and the dim light and wintry weather made her feel a little lonely. She would have liked to listen to the radio, but it had been stolen from her car when it was parked outside her office in London about two weeks ago, and she had not got around to replacing it yet.

She was just coming out of the little village of Mickley when she saw the old lady, standing by the road, with a crude hand-written sign saying "Brockbourne" in her hand. Andrea was surprised. She had never seen an old lady hitchhiking before. However, the weather and the coming darkness made her feel sorry for the lady, waiting hopefully on a country road like this with little traffic. Normally, Andrea would never pick up a hitchhiker when she was alone, thinking it was too dangerous, but what was the harm in doing a favor for a little old lady like this? Andrea pulled up a little way down the road, and the lady, holding a big shopping bag, hurried over to climb in the door which Andrea had opened for her.

When she did get in, Andrea could see that she was not, in fact, so little. Broad and fat, the old lady had some difficulty climbing in through the car door, with her big bag, and when she had got in, she more than filled the seat next to Andrea. She wore a long, shabby old dress, and she had a yellow hat pulled down low over her eyes. Panting noisily from her effort, she pushed her big brown canvas shopping bag down onto the floor under her feet, and said in a voice which was almost a whisper, "Thank you dearie - I'm just going to Brockbourne."

"Do you live there?" asked Andrea, thinking that she had never seen the old lady in the village in the four years she had lived there herself.

"No, dearie," answered the passenger, in her soft voice, "I'm just going to visit a friend. He was supposed to meet me back there at Mickley, but his car won't start, so I decided to hitchhike -- there isn't a bus until seven, and I didn't want to wait. I knew

some kind soul would give me a lift."

Something in the way the lady spoke, and the way she never turned her head, but stared continuously into the darkness ahead from under her old yellow hat, made Andrea uneasy about this strange hitchhiker. She didn't know why, but she felt instinctively that there was something wrong, something odd, something....dangerous. But how could an old lady be dangerous? it was absurd.

Careful not to turn her head, Andrea looked sideways at her passenger. She studied the hat, the dirty collar of the dress, the shapeless body, the arms with their thick black hairs....

Thick black hairs?

Hairy arms? Andrea's blood froze.

This wasn't a woman. It was a man.

At first, she didn't know what to do. Then suddenly, an idea came into her racing, terrified brain. Swinging the wheel suddenly, she threw the car into a skid, and brought it to a halt.

"My God!" she shouted, "A child! Did you see the child? I think I hit her!"

The "old lady" was clearly shaken by the sudden skid. "I didn't see anything dearie," she said. "I don't think you hit anything."

"I'm sure it was a child!" insisted Andrea. "Could you just get out and have a look? Just see if there's anything on the road?" She held her breath. Would her plan work?

It did. The passenger slowly opened the car door, leaving her bag inside, and climbed out to investigate. As soon as she was out of the vehicle, Andrea gunned the engine and accelerated madly away. The car door swung shut as she rounded a bend, and soon she had put a good three miles between herself and the awful hitchhiker.

It was only then that she thought about the bag lying on the floor in front of her. Maybe the bag would provide some information about the real identity about the old woman who was not an old woman. Pulling into the side of the road, Andrea lifted the heavy bag onto her lap and opened it curiously.

It contained only one item -- a small hand axe, with a razor-sharp blade. The axe, and the inside of the bag, were covered with the dark red stains of dried blood.

Andrea began to scream.

Worksheet 2

1. Where did Andrea work?
- a) Brockbourne
 - b) Mickley
 - c) London
 - d) the text doesn't say
2. How was Andrea feeling as she drove home?
- a) happy
 - b) afraid
 - c) lonely
 - d) hot
3. Why didn't she listen to the radio?
- a) The radio had been stolen from her car.
 - b) She liked peace and quiet.
 - c) The radio was broken.
 - d) There was a strike at the radio station.
4. Why did she stop to give the old lady a ride?
- a) It was a cold evening.
 - b) Andrea felt lonely.
 - c) She felt sorry for the lady.
 - d) All of the above.
5. Where did the lady want to go?
- a) Brockbourne
 - b) Mickley
 - c) London
 - d) The text doesn't say
6. What made Andrea afraid when she looked at the old lady?
- a) She had a moustache.
 - b) She had a hard voice like a man.
 - c) She had a shopping bag.
 - d) She had hairy arms.

7. Why did Andrea suddenly stop the car?
- a) She thought she had hit a child in the road.
 - b) She skidded on some ice in the road.
 - c) She wanted to trick the passenger into getting out.
 - d) She was so afraid that she couldn't concentrate, and she nearly had a crash.
8. What did Andrea do when the "old lady" got out?
- a) waited for her
 - b) drove away quickly
 - c) opened her bag
 - d) switched off the engine
9. Why did Andrea look in the old lady's bag?
- a) She wanted to steal what was in it.
 - b) She wanted to find her address so that she could send the bag back to her.
 - c) She wanted to borrow the old lady's tools.
 - d) She wanted to find out who the strange passenger was.
10. What was the "old lady" probably going to do to Andrea?
- a) nothing
 - b) kill her
 - c) give her an axe
 - d) visit her in Brockbourne

Unit 4

Lesson Plan 12

Describing Future Events: The Global Village

Class: English

Level: Undergraduate students

Time: 3 periods (180 mins.)

Content:

1. Language Function: Expressing idea / Metacognitive Strategies
2. Language Focus: Predicting
3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. brainstorm about the given topic and list the predictions.
2. tell about how to use the future forms for describing the future.

Procedures:

Presentation (30 mins.)

1. After greeting, the teacher warms up the class by asking students to complete the sentence in past form.

Ex. When he was young, he _____ to collect stamps. (used)

What _____ you do yesterday? (did)

2. The teacher asks students to complete the statements in Worksheet 1.
3. The students try to tell the tense with correct verb form.
4. *The teacher helps the students correct how to use the future tense and asks them to give the examples of sentences describing future events to the class.

Describing the future

- Use present continuous, “will,” or “be going to” for future events or situations.
- Use future continuous for ongoing actions in the future.
- Use future perfect for actions that will be completed by a certain time in the future.

Practice (90 mins.)

5. The students are divided into 3 groups to study Worksheet 2 and then discuss the given questions.
6. The students work in pairs and talk about these questions.
 - What do you think you'll do a year from now?
 - Do you think you'll live in the same town or city?
 - What are the three things you won't have done in that time (a year from now)?
7. The students read “The Global Village” (Worksheet 3) and answer the questions.
 - Ex. What is the United Nations?
 - What was the Cold War?
 - What is the global village?
8. *The students work in groups of 4 to plan their reading, construct meaning and identify important information from the reading sheet in Workbook of English1 p.149-150.(Worksheet 4)

Production (60 mins.)

9. The students are assigned to do the task for **Listening-Speaking Test 5**.

Teacher's script for the task

Listen to me carefully for doing **Listening and Speaking Test 5**. Now you create a paragraph with some future events (at least 2 events) that will happen to you in 10 years. And then describe it to the class orally. You have 10 minutes to prepare from now.

Teaching materials:

Worksheets 1 - 2

Worksheets 3-4 (Reading sheet)

Workbook of English1

Listening and Speaking Test 5

Evaluation:

1. Class observation (observation checklist)
2. Peer evaluation and group process feedback
3. Affective evaluation (Questionnaire)
4. Self evaluation (Checklist and self-report)
5. Grading students' work (Rubrics) and test

Note : 1. The students do the task for **Listening-Speaking Test 5** in the class.

(Others) 2.

Worksheet 1

Complete these statements with the correct verb forms. (More than one answer may be possible.) Then compare with a partner.

1. Soon they computers that can translate perfectly from one language to another. (sell)
2. In ten years, flights from New York to Tokyo more than two hours. (not take)
3. Within 50 years, many people On the moon. (live)
4. In less than a century, global warming most of the polar ice caps and many coastal cities (melt/ disappear)
5. By the middle of the twenty-first century, scientists a way to prevent aging. (discover)
6. Maybe in the future, scientists a way for us to transmit our thoughts to one another. (find)

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Worksheet 2

Group 1=- What do you think are some of the advantages of global village-for individual and for nations?

Group 2 =-Some people say that there are disadvantages to a global village- that we are becoming too much alike. Do you agree? Why or why not?

Group 3=- What other challenges do you think the world will face in the twenty-second century? Which do you consider the most serious?

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The Global Village

What do you think the term *global village* means?

More and more often, the term *global village* is used to describe the world and its people. In a typical village, however, everyone knows everyone else and the people face the same kinds of problems. How can the world be a village, when it is home to almost 6 billion people? Political and technological changes in the past century have made the global village possible.

Political changes The years following World War II seemed to promise peace and more equality among people. For example, the United Nations was founded in 1945 to help countries resolve disputes peacefully. This promise was soon shattered, however, by the Cold War – tension between the United States and the Soviet Union. These two superpowers engaged in an arms race, spending huge sums of money on weapons. The other nations of the world were split into two “sides,” and the world was frozen in a perpetual state of hostility, seemingly on the brink of destruction.

It was not until the collapse of communist governments in the Soviet Union and Eastern Europe between 1989 and 1991 that the Cold War ended and the political climate changed. The end of Cold War tension made the global village more politically possible by opening new channels of communication between nations.

Technological changes

Technologically, the greatest contributor to the global village is the microchip – an electronic circuit on a tiny chip. The microchip has

made satellites and computers possible. These forms of high-tech communications allow news and ideas to travel quickly from country to country, making people aware of their neighbors around the globe in dramatic new ways. Through the Internet, we can get information from computers anywhere and carry on electronic conversations with people everywhere. Through television programs transmitted by satellite, we are exposed to many cultures.

What will happen as we move into the twenty-first century and beyond? Almost certainly the development of the global village will continue. Not only is this possible, but the challenges that the world faces – for example, pollution, population growth, and conflicts among peoples – will make it necessary.



A Read the article. Then use the information to explain the following terms in your own words.

1. What is the United Nations?
2. What was the Cold War?
3. Who were the superpowers?
4. What was the arms race?
5. What is a microchip?
6. What is a global village?

Worksheet 4

Reading Sheet

Life in the 21st CenturyPre-reading questions

1. What's the population of the city you're in?
2. What will the population be at the end of this century?
3. Where will the people live?
4. What problems will the city have?

Where will people live in the twenty-first century?

Read the text about Japan.

Living in the skies

Louise Hidalgo considers life in the 21st century, with two-kilometre high buildings, and Japanese cities that touch the sky. Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window. Imagine...

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a building like that.

Ohbayashi Gumi has designed a two-kilometre high building, Aeropolis, which will stand right in the middle of Tokyo Bay. Over 300,000 people will live in it. It will be 500 floors high, and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, Aeropolis will be the first 'city to touch the skies'.

When we get to the end of this century, Tokyo will have a population of over 15 million people, said design manager Mr. Shuzimo. 'There isn't enough land in Japan. We're going to start doing tests to find the best place to build it. I hope people will take living on the 500th floor.'



Going up and up. It will take twenty-five years to build Aeropolis and it will cost over 2000 million.

Won't people want to have trees and flowers around them? 'We're going to have green floors, where children can play and office workers can eat their lunch-break sandwiches,' explained Mr. Shuzimo. What about fires? 'If there is a fire, it will be put out by robots. I hope we'll get the money we need to build. As soon as we do, we'll start. This will be the most exciting building in the world.'

Answer the questions about Aeropolis.

1. How long will it take to build Aeropolis?
.....
2. How much will it cost?
.....
3. How high it will be?
.....
4. How many floors will it have?
.....
5. How many people will live in it?
.....
6. How long will it take to get from the top to the bottom?
.....
7. What will the population of Tokyo be at the end of the century?
.....

Mr.Shuzime expresses two future intentions (with going to) and two hopes (with will), find them in the text.

.....
.....

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.....

Unit 4

Lesson Plan 13

Describing Events in Different Situations

- Class:** English
- Level:** Undergraduate students
- Time:** 3 periods (180 mins.)
- Content:**
1. Language Function: Talking about past, present and future events / types of context clues / adverb of time / K-W-L-H Technique and Metacognitive Strategies
 2. Language Focus: Simple/ Past and Future tense
 3. Skills Focused: listening, speaking, reading, and writing

Terminal Objective: Students should be able to describe different events.

Enabling Objectives:

The students should be able to:

1. identify the form of verbs used in the past, present and future tense.
2. use adverbs of time in the past, present and future tense.
3. guess the meaning of unfamiliar words by using context clues.
4. use the appropriate tenses to exchange the information.
5. monitor and evaluate their own reading for writing a paragraph.

Procedures:

Presentation (60 mins.)

1. After greeting, the teacher warms up class by showing the pictures of people (Sheets 1-3) and asks them how they are different? (Picture 1- picture of a typical students in the past, Picture 2_ picture of students in present and the last picture is blanked.), after that, the teacher asks the students to guess what the last

picture should be and then have a small talk in pairs to create the illustration of picture 3.

2. The students skim the story of “Students in the Past, Present and Future” (Worksheet 1) and try to guess what kinds of tenses are used. Then the teacher checks the class understanding by let them explain sentence by sentence that represented the simple tense. (The students should know the simple tense of past, present and future)
3. *The students read the whole story again and try to guess the meaning of the bold words in context (the teacher may revise the types of context clues if needed) After that, the students answer the questions after reading for **Reading Test 4**. The teacher checks the answers with the class and suggests the students to use Metacognitive Strategies for critical reading.

Practice (60 mins.)

4. The students read the text and have some small talk in groups about their opinions towards the critical reading.
5. The students work in group of four then complete the chart of K-W-L-H. (Worksheet 2)
6. *Each group presents their chart to the class and share ideas (The teacher may help if needed.)
7. The students work in pairs discussing their life time in school by comparing the present and the past. (The teacher may use Think-Pair Share Technique if there is enough time.)

Production (60 mins.)

8. * The students are assigned to write a paragraph by choosing the topic they like using the appropriate tenses and write a self report to tell how they plan, write, monitor, and evaluate their paragraphs for **Writing Test 4** within 40 minutes. (Task)

9. The students improve their work from group process feedback and then do the **Formative Test 4** (unit 4) at the end of the class.

Teaching Materials:

Worksheet 1 / Reading Test 4

Worksheet 2 / K-W-L-H Chart

Sheets 1-3 / Pictures 1-3

Writing Test 4 and Formative Test 4

Evaluation:

1. Class observation (observation checklist)
2. Peer evaluation and group process feedback
3. Affective evaluation (Questionnaire)
4. Self evaluation (Checklist and self-report)
5. Grading students' work (Rubrics) and test

Note : 1. The students do **Reading Test 4** and do the task for **Writing Test 4** in the class.

(Others) 2.
.....

Worksheet 1
Reading Test 4

Students in the Past, Present, and Future

1. In the 1960s and 1970s, **typical** college students lived on the college campus. They attended classes full time. They were usually between eighteen and twenty-two years olds. They went to college for four years. A typical day for students in the past was like this. They woke up in the **dorm room** they shared with a **roommate**. They ate breakfast in the school cafeteria. Then they went to classes. After classes, they studied in the library for a few hours. Maybe they went to a basketball game with friends at the gym. Perhaps they talk until late at night in their dorm room.
2. The life of a typical student was centered on the college campus. Social life was part of **academic** life. Students wanted to get a degree. But they also wanted to learn how to be **independent** adults.
3. The life of a college student has changed a lot since then. Although there are still many students who go to school full time and lived on campus, many students don't. Today's students are often older, working adults. These students usually study part time. They are **multigenerational** and **multicultural**. They work, and they go to school. They may also have children to take care of. They have a full and busy life out side of school. School is just one part of their lives, **not the center of their lives**. They go to school to learn new skills for their jobs, to get better jobs, or to change **careers**. Some students go to school simply because they want to keep learning.
4. What about the future? Well, there will be not such thing as a typical student. Most people will take classes at some time in their lives. People will study when they need to. They will study just to learn when they get older.
5. And where will they study? In the future, most students will not go to school. School will come to students. College will offer more classes in the workplace. People will be

able to study and work without getting in the car. **Internet** classes will be more common. People will be to sit at a computer anywhere in the world and study. **Distance learning** will be more common, too. Using special televisions, students will take classes with teachers all over the world. Studying at work, on the Internet, and through distance learning is possible now. But in the future, it will probably be more common.

Work with a partner. Discuss these questions:

1. What was a typical student like in the past?

2. What is a typical student like now?

3. How will people study in the future?

4. According to the passage, which is the closest meaning of "careers"?

5. Do you want to be the students in past, present or future? Why?

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Worksheet 2

Chart

K-W-L-H			
What We Know	What We Want to Find Out	What We Learned	How Can We Learn More
Categories of Information we expect to use: <ol style="list-style-type: none"> 			

Sheet 1- picture 1



Sheet 2- picture2





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Unit 5

Lesson Plan 14

Giving Opinion through Reading Texts

Class: English 1

Time: 3 periods (180 mins.)

Content:

1. Language Function: Giving opinion / G.S.K. and Metacognitive Strategies
2. Skill focused: listening, speaking, reading, and writing

Terminal objective: Students should be able to express their opinions on the given texts.

Enabling Objectives:

The students should be able to:

1. choose the possible adjective to express their opinions on the TV program or current issues.
2. use the connecting words to give the reasons.
3. use G.S.K. Strategy to identify the topic and main idea and then to take note of the text given.
4. monitor their understanding and evaluate the given texts.

Procedures:

Presentation (30 mins.)

1. *After greeting, the teacher asks the students to match some pictures with the TV programs and asks them to express their opinions toward those TV programs using the adjectives. (Worksheet 1)
2. The students are asked to make up the sentences to express their opinions and reasons toward those TV programs.

Practice (70 mins.)

3. *The students are divided into groups of 4-5 to read the text and identify topics and main ideas of the text after the teacher advises them to use Gist Strategy for

- reading technique. (Study skill sheet 1).
4. The students are asked to complete the sentences using the appropriate connecting words. (Study skills sheet 2)
 5. *The teachers advises the students to use KWL technique and follow the steps to take notes from the reading text. (Study Skills Sheet 3)
 6. *Each students reads the given text in Worksheet 2 to identify topic and main and also give reasons and opinions for **Reading Test 5**.

Production (80 mins.)

7. Each group of the students are assigned to do the task by using group discussion. (Task Sheet)
 - *Each group of them discusses and chooses a topic after that each student writes outline and paragraph to express their opinion toward the topic for **Writing Test 5**.
8. The students are asked to monitor and evaluate their work themselves before exchanging the work with the member in a group who gives feed back on written work. (Peer Evaluation)
9. The students are asked to answer the questions from the given questionnaire about the usefulness of the lesson. (Self Assessment Sheet)
10. The students do the **Formative Test 5** (Unit 5) at the end of the class.

Teaching Materials:

1. Language Function Sheet / Study Skill Sheets 2-3
2. Worksheets 1-2 / Reading Test 5
3. Task Sheet / Writing Test 5 and Formative Test 5

Evaluation

1. Class Observation (Observation Checklist)
2. Peer Evaluation (Peer Edit Checklist)
3. Self Assessment Sheet / Affective evaluations (Questionnaires)
4. Grading students' work and test

Note : 1. The students do **Reading Test 5** in Worksheet 2 and do the task for **Writing Test 5** in the class.

(Others) 2.

Language Function Sheet 1

Identifying topic and Main idea

Topic is the main subject of the text.

How to identify topic:

- Read the whole text first
- Notice important words, repeated words, or their synonym.

Main idea is the writer's opinion about the topic.

How to identify topic:

- Read everything to find out what a text is about first.
- Look for the words that give the writer's opinion.
- Check the beginning and the ends-the main idea is often there.

For example:

The Ozone layer protects the earth from the sun's harmful radiation. In 1985, scientist discovered the first signs that green house gases such as carbon dioxide were destroying the ozone layer. In 1998, satellite showed that the gap in the ozone layer over Antarctica was astonishing 27.2 million square kilometers.

Choose the best topic and main idea.

- Topic :** A. The sun's radiation B. The ozone layer
 C. Green house gases D. Scientist's discovery

Answer Topic is B. The ozone layer

Main idea : A. The destruction of the ozone layer is happening extremely quickly.

 B. Scientists want to stop global warming.

 C. Pollution causes greenhouse gases.

Answer Main idea is A. The destruction of the ozone layer is happening extremely quickly

Exercise : Identify topic and main idea.

Chimpanzees are the closest relative to humans. They shares 98.4% of human DNA. From Africa, chimps weigh up to 200 pounds and live about fifty years. They are also intelligent. They use stones to break hard nuts, and like humans, when they are ill, they take medicine- they eat certain plants to help them feel better.

1. What is the topic?

- a. Medicine b. Animal's life c. Chimpanzee d. Animal's health

2. What is the main idea?

- a. Chimpanzees and human are similar in some ways.
 b. Animals try to stay healthy.
 c. Chimpanzee eats plants.

In 1900, there were around five million chimpanzees living in the wild in Africa. Many, however, were taken into zoos and circuses. Then, because they are so similar to humans, researchers began to use them in laboratories to test human drugs and vaccines. NASA even used them for space research. Today, fewer than 175,000 survive and the chimpanzee is an endanger animal.

3. What is the text about?

- a. How human use chimpanzee b. Chimpanzee in Africa
 c. Chimpanzees in zoos and circuses d. How to test human's drug

4. What is the writer's opinion?

- a. Chimpanzees can help with research.
 b. Using chimpanzees has almost caused their extinction.
 c. Chimpanzees can help us to fine a cure of cancer.

Study Skill Sheet 2

Connecting Word

Giving Example to illustrate the reasons

1. To express the additional idea, we use **“and”**

I like animal and I've never missed “Animal Planet”.

2. To express the contrast idea, we use **“but”**

I like action movie but sometimes it's too much violent.

3. To express reason, we use **“because”**

I like situation comedy because it's funny.

4. To express consequence, we use **“so”**

I like funny story so I can't miss any comedy.

Exercise : Complete the following letter with “and”, “but”, “so” and “because”.

To the Editor,

I teach English to children, and I do not agree that watching television is bad for all children. In my opinion, watching television helps children from other countries. First, children often appear on the shows such as “Mr. Rogers” and “Sesame Street.” Immigrants children learn body language and idioms from these shows.....1.....kids imitate other kids quickly. Second, television commercials advertise the latest toys and video games,2.... kids talk about these products all the time. Information about the latest Ninja Turtle figure and Super Nintendo game may not be important to adults,3.....it is very important to children.....4.....it keeps them in touch with other kids. Third, many children do not speak English with their families,5.....they need chances to listen to English. Finally, they enjoy learning from television.....6.....the stories are funny or exciting. For example, my students love watching “The Simpsons,”.....7.....they discuss it at school. For my immigrant students, television is one bridge to US culture.

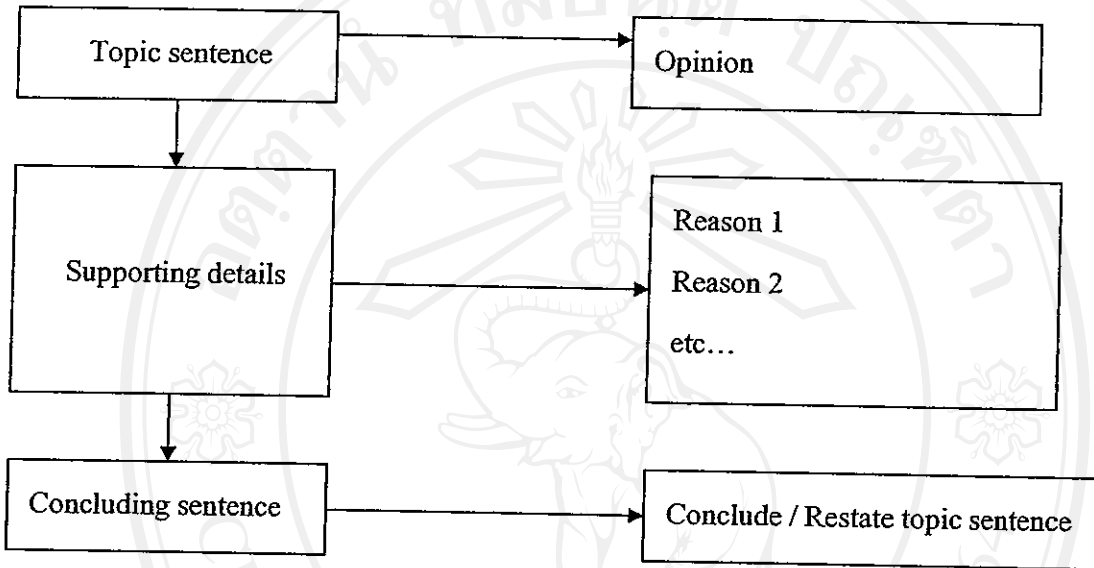
Clive Bernard

Dayton, Ohio.

Study Skill Sheet 3

Note-Taking

When we want to express our opinion about something, we usually begin by saying our opinion. Then we present one or more reasons to support our opinion. Here is a way to organize this type of paragraph:



Exercise : Read the editorial about watching television. Then follow the steps.

To the editor:

We see reports about children’s television programs every week, and the reports are all bad. Watching television harms children in many ways. First of all, it changes the way they acts. A lot of parents notice more bad behavior after their children watch violent cartoons. Second, many shows frighten children and cause nightmares. Finally, studies show that children who watch television a lot do not do well on reading tests.

- Topic sentence:
- Reason 1 :
- Reason 2 :
- Reason 3 :

Worksheet 2 : Reading Test 5

A : Read the following text and identify topic and main idea of the text.

Topic :

Main idea :

Three Good Reasons Not to Be a Workaholic

A workaholic is someone who works too much. Instead of taking time to relax or have fun, the workaholic works - and works. My uncle Mario is an example of a workaholic. He starts working early in the morning and he doesn't stop until late at night. He almost never takes a day off from work, and in vacation. Uncle Mario says he likes to work, but I don't think it's good to be a workaholic.

What's so bad about being a workaholic? If you are a married workaholic, you probably aren't going to have a very good relationship with your spouse. How could you? You are never around to do things together or to help out at home. Your spouse certainly isn't going to be very happy living with you, unless of course he or she is a workaholic too.

If you are a workaholic who has children, the consequences are even worse. If you work all the time instead of doing things with your children, they might end up of doing poorly in school or having emotional problems.

Being a workaholic isn't very good for your health either. Most workaholics don't have time to eat properly, get enough exercise, or relax and just have fun. And if you don't do these things, you probably won't live a very long life.

B : Complete the following outline.

Opinion : *It's not good to be a workaholic.*

Reason 1 : *hard to have a good relationship with your spouse.*

Reason 2 :

Reason 3 :

C : What do you think about the text? Do you agree or disagree with the writer?

.....

Chart

K-W-L-H			
What We Know	What We Want to Find Out	What We Learned	How Can We Learn More

Categories of Information we expect to use:

a.

b.

c.

d.

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Self Assessment Sheet : Lesson Plan

Name Class.....Number

Answer the following questions.

1. What do you like your work?

 Topic Teamwork Presentation Preparation others.....

2. What don't you like about your group work?

 Topic Teamwork Presentation Preparation others.....

3. How well do you cooperate with the member in a group?

.....

4. How well do you use English for this task?

.....

5. If you have a chance to do this task the second time, what would you change?

.....

Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.					
2. The content is useful.					
3. Learning activity is not difficult.					
4. The activities promote student's English ability.					
5. The language function is useful and practical in daily life.					
Others				
.....				

Peer Edit Checklist

First Reading : Checking Content

- Is there a topic sentence that state the writer’s opinion?
- Is the writer supports the topic sentence with reasons?
 - Are the supporting reasons strong or convincing?
 - Are there any reasons that you think do not support the opinion?
- Is the writer gives an example of at least one of the supporting reasons?
 - Are the examples convincing?

Marks :

Comments :
.....
.....

Second Reading : Checking Grammar

- Accurate use of connecting words
- Subject-verb agreement
- Check spelling, punctuations, and capitalization.

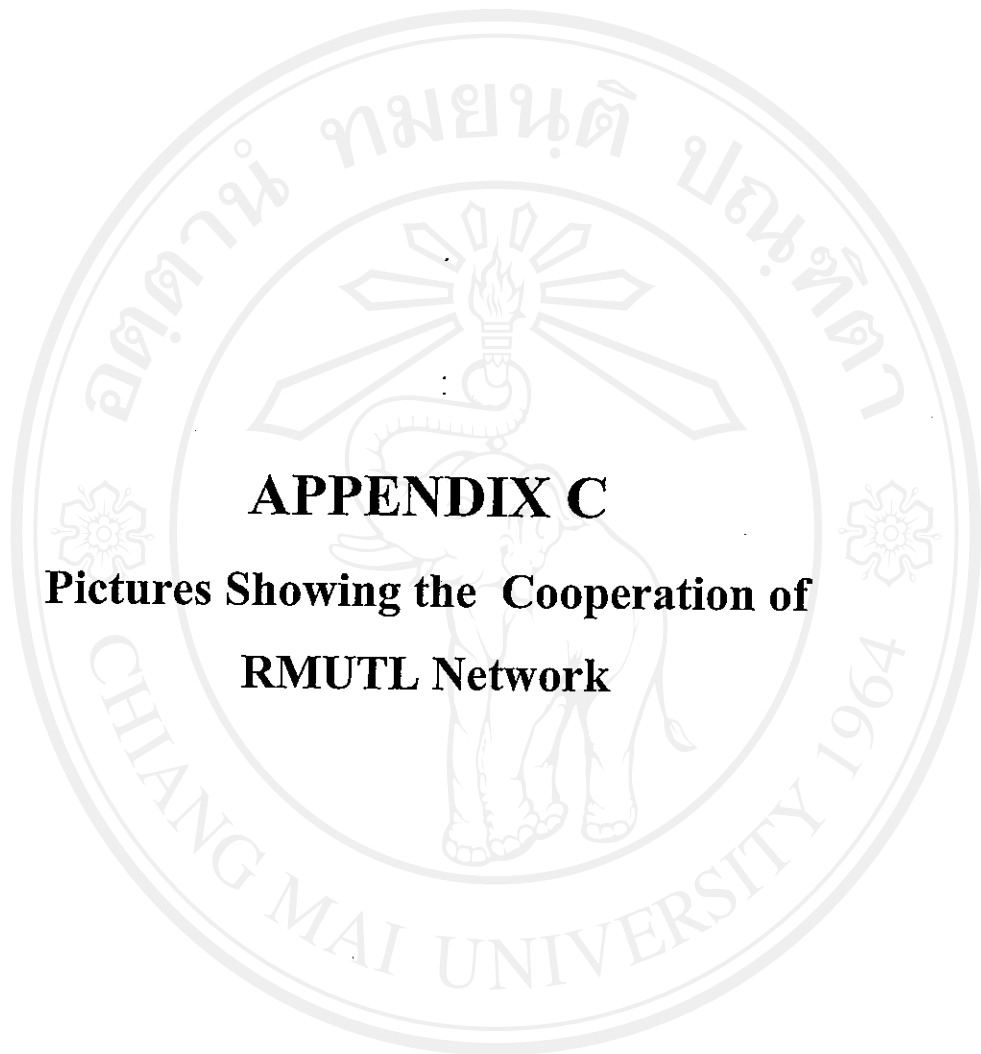
Marks

Comments :
.....
.....

Observation Checklist

(For Teacher)

	I agree	I disagree	Note
Language uses 1. Students use the language function they have learnt in class. 2. Students use it correctly and fluently.			
Participation 1. Students pay attention to the lesson. 2. Students try to answer the questions in the exercise. 3. Students work with their groups comfortably.			
Notes :			



APPENDIX C

**Pictures Showing the Cooperation of
RMUTL Network**

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The cooperation of RMUTL network



The member of RMUTL network for English 1 curriculum development with a special lecturer,
Asst. Prof. Dr. Wanida Penkingarn

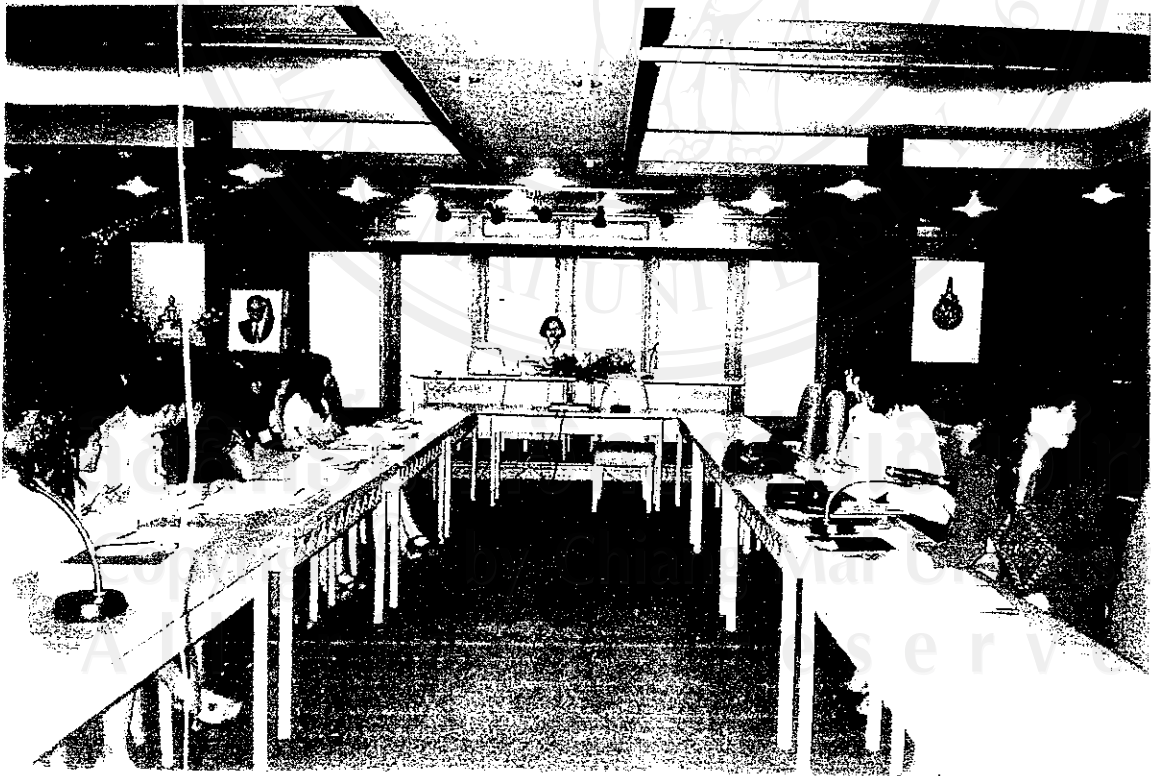
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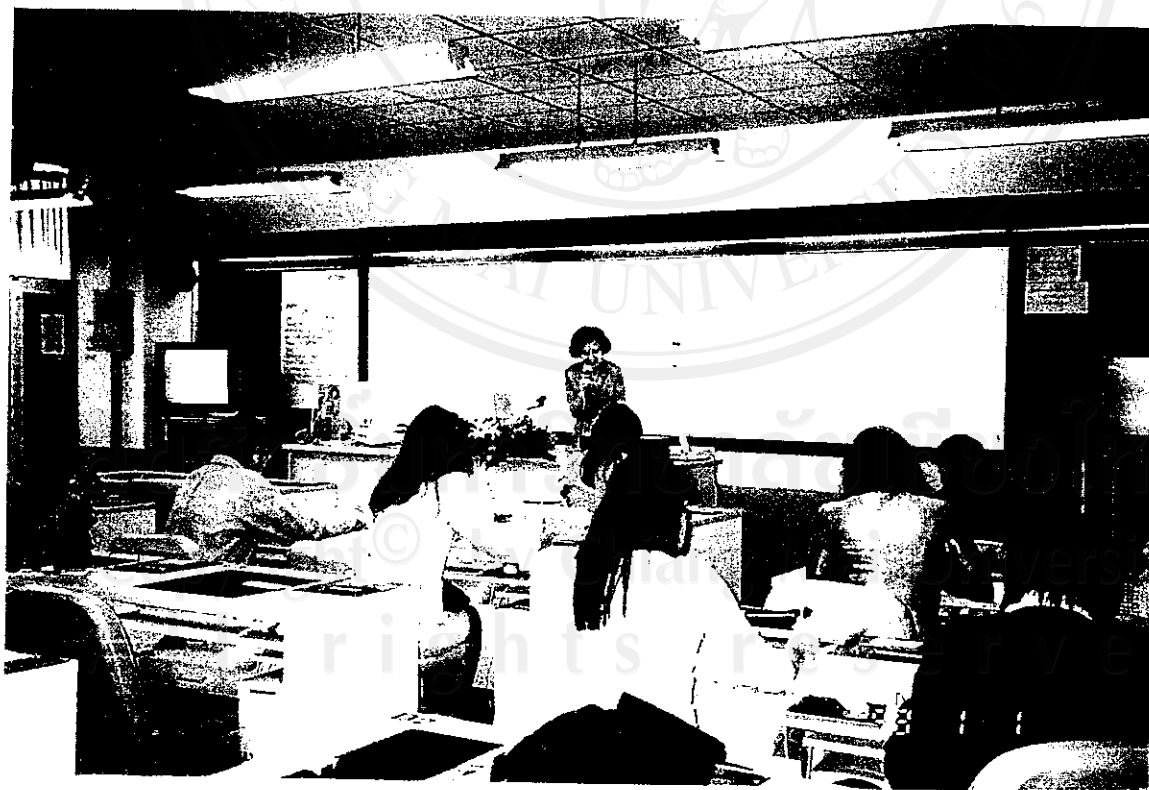
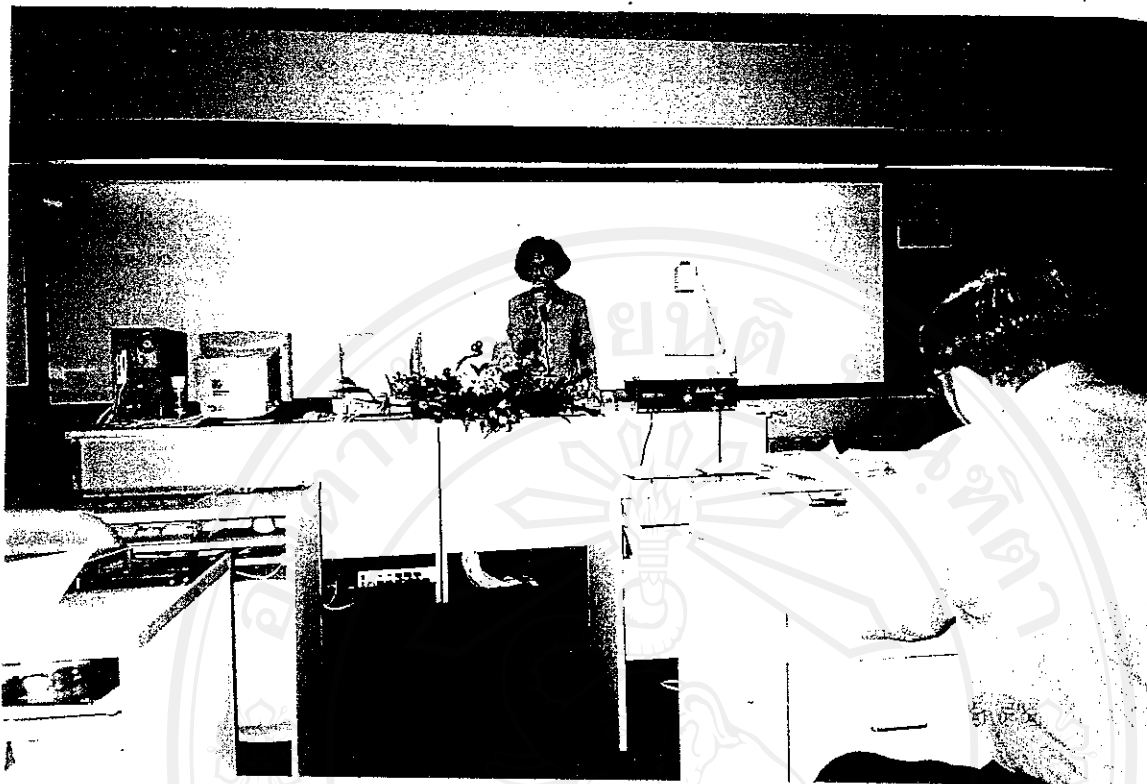
A seminar among the RMUTL network for the development of the LCI curriculum



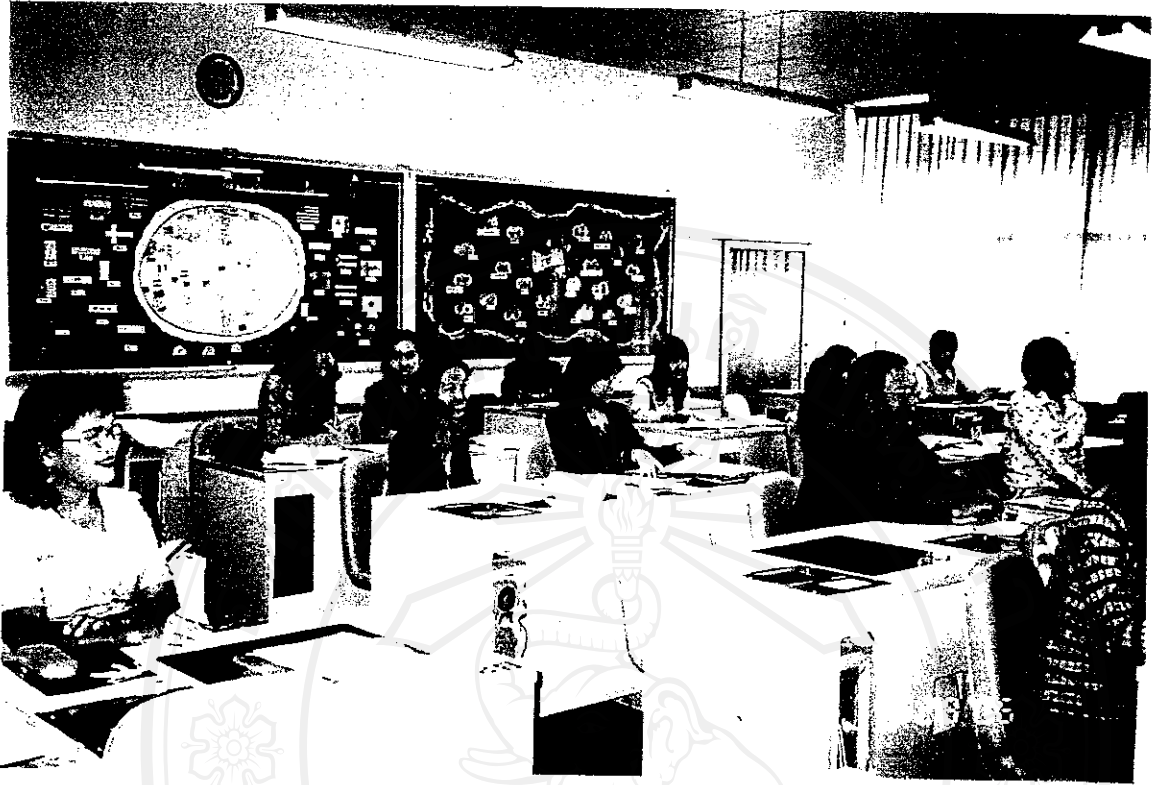
Assoc. Prof. Dr. Varunee Boon-Long, an expert on research, curriculum and instruction, was a special lecturer of the seminar among the RMUTL network.



Assoc. Prof. Dr. Tisana Khammanee, an expert on the learning process focusing on learner-centered instruction, was a special lecturer of the seminar among the RMUTL network.



Asst. Prof. Dr. Wanida Penkingarn, an expert on the development of learner-centered lesson plan, curriculum and instruction, was a special lecturer of the seminar among the RMUTL network.



A seminar meeting and workshop among the RMUTL network at
Chiang Mai Campus



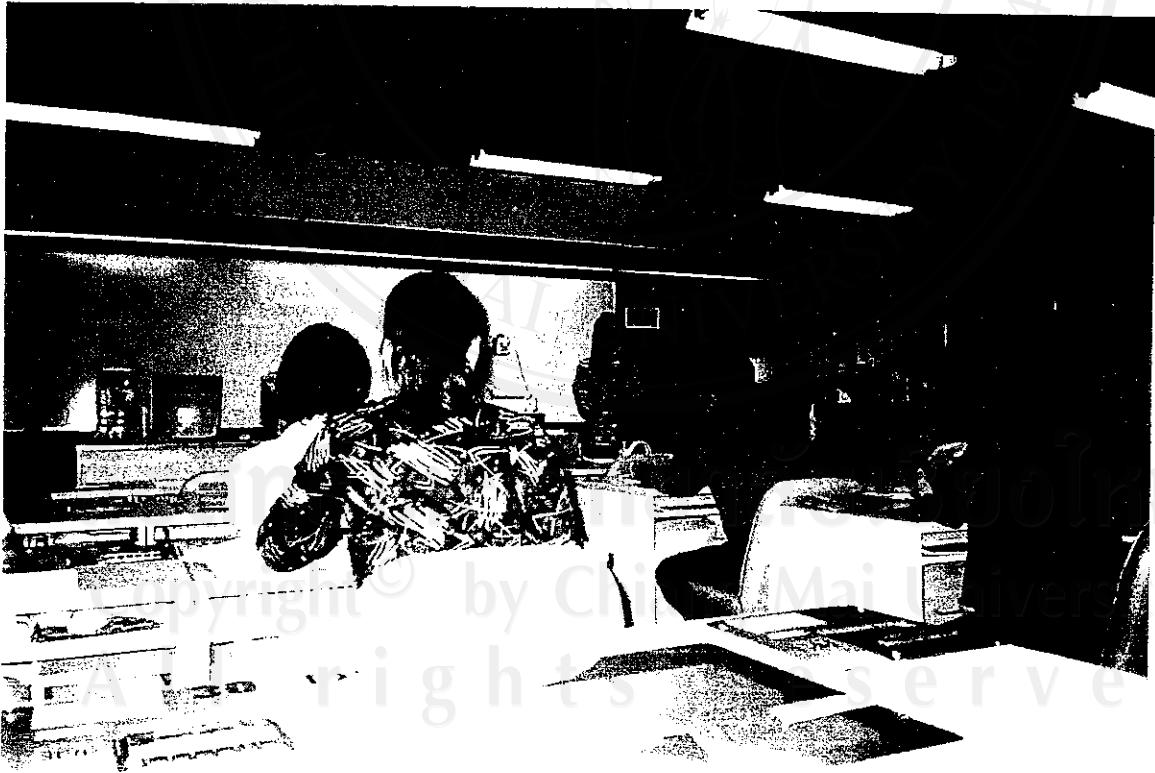
The RMUTL network (Chiang Mai Campus) participated in classroom observation.



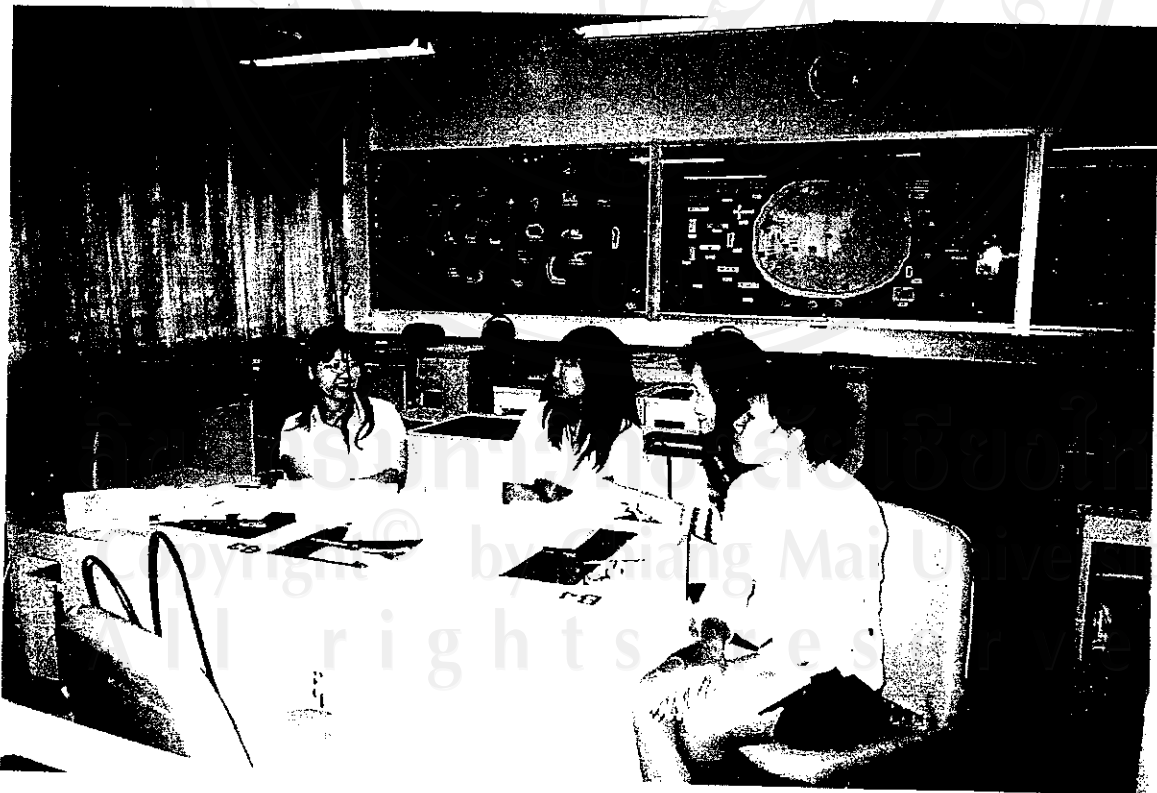
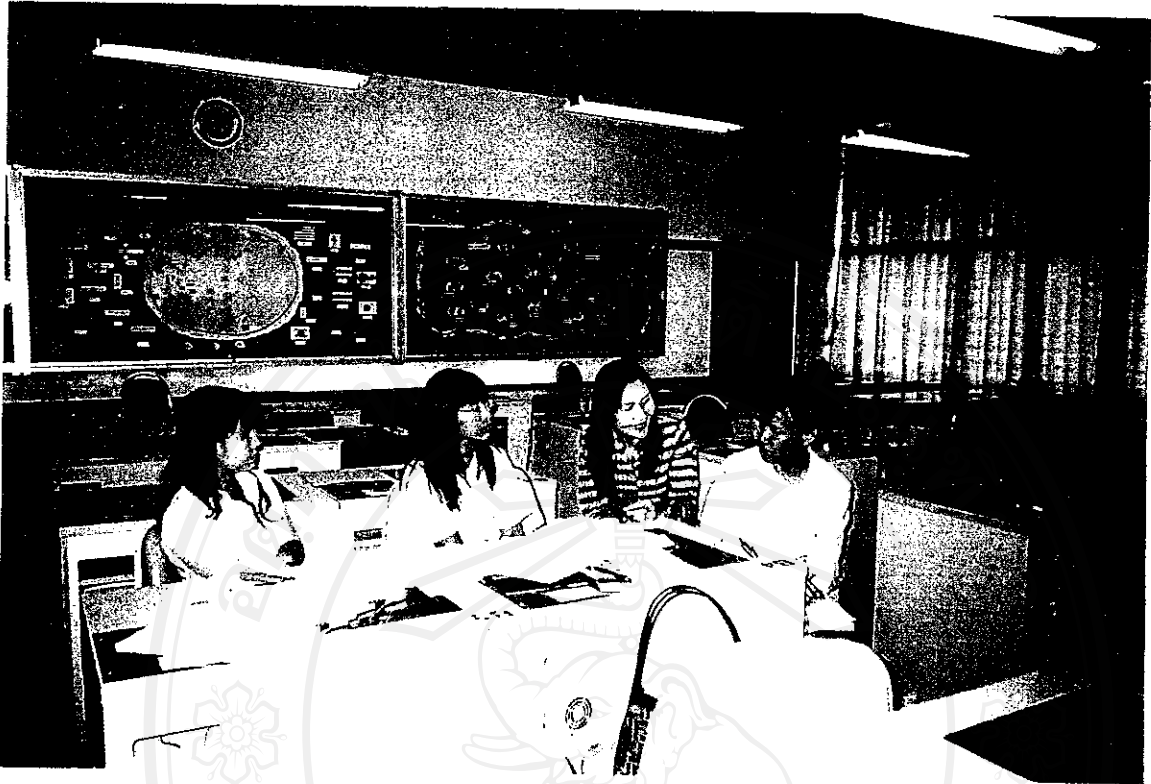
The RMUTL network worked together on monitoring the LCI implementation.



The RMUTL network worked together on evaluating the LCI implementation.



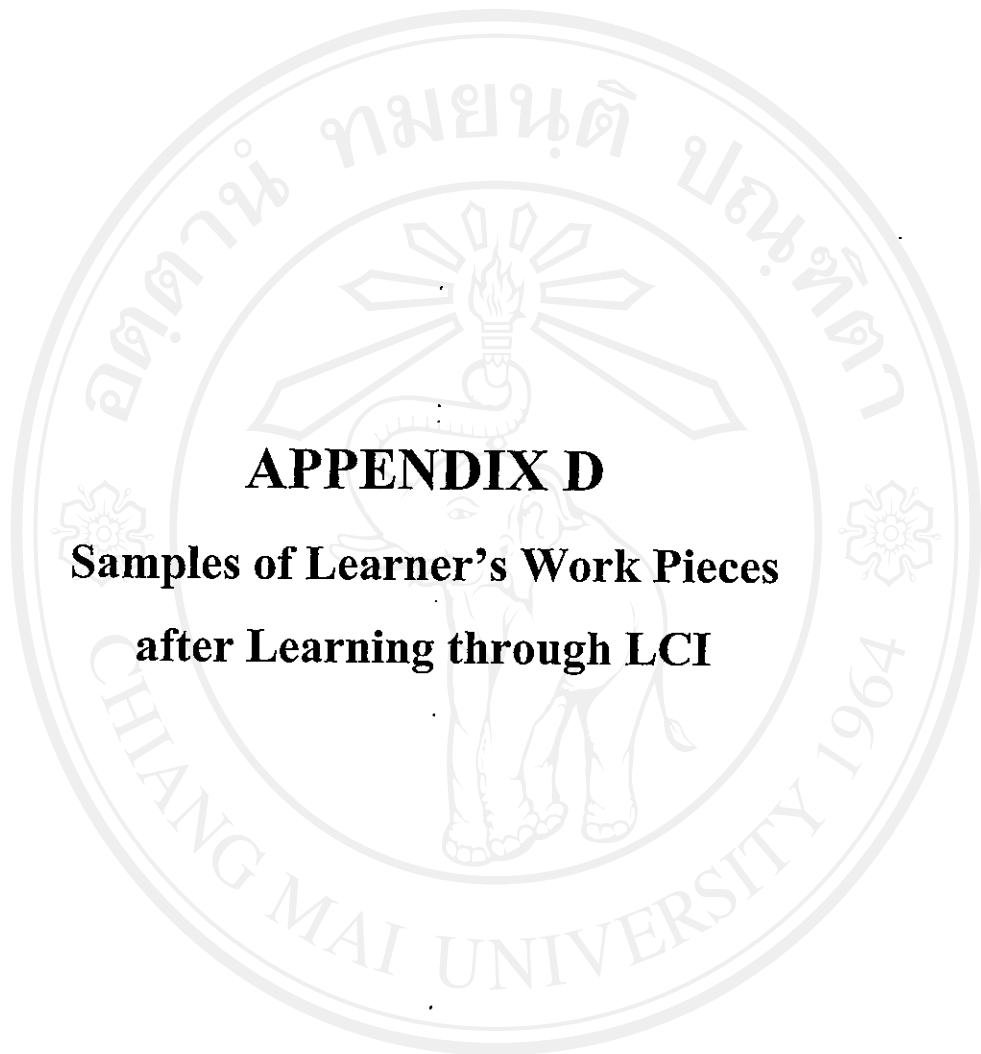
Key persons using the LCI curriculum presented the results of using LCI.



The RMUTL network had a group discussion after using the LCI curriculum.



The RMUTL network using the LCI curriculum discussed and suggested guidelines for the English 1 curriculum development.



APPENDIX D

**Samples of Learner's Work Pieces
after Learning through LCI**

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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ENGLISH 1

JERANAN KLOMKLORM

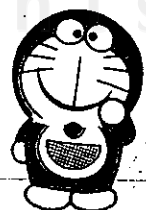
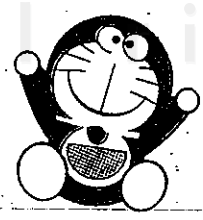
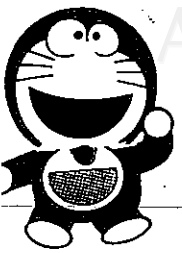
MANAGEMENT (B.A.)

NO. 4

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seen
Ponkhath

แบบบันทึกการเรียนรู้ของตนเอง
(Learning Logs)

Performing Conversation

ชื่อ-สกุล..... วิชาที่เรียน English 1..... หน่วยการเรียนรู้ที่ 1..... เรื่อง Requests & Permissions

คำชี้แจง : ให้นักศึกษา ตรวจสอบและประเมินตนเองเกี่ยวกับความสามารถในการเรียนรู้ ด้วยตนเอง ความรู้หรือสิ่งที่ได้รับจากการเรียน ตลอดจนความรู้สึกหรือเจตคติต่อการเรียน แล้วทำเครื่องหมาย ✓ และเขียนบันทึกลงในช่องว่าง ตามความเป็นจริงเพื่อประโยชน์ในการปรับปรุงการจัดการเรียนการสอนของผู้สอน และการเรียนรู้ของนักศึกษาต่อไป

1. ความสามารถในการเรียนรู้ด้วยตนเอง (โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงความเป็นจริง)

- สามารถวางแผนการเรียนรู้ให้สอดคล้องกับจุดประสงค์ที่ตั้งไว้
- สามารถทำความเข้าใจในเรื่องที่เรียนได้เอง
- สามารถค้นคว้าเนื้อหาที่จะเรียนเพิ่มเติมด้วยตนเองได้
- สามารถสรุปประโยชน์สำคัญจากการเรียนได้เอง
- สามารถตัดสินใจเองได้ว่าเนื้อหาที่เรียนตอนใดสำคัญ
- สามารถรู้ข้อบกพร่องในงานของตนเองและสามารถแก้ไขได้เอง
- สามารถตรวจสอบการทำภาระงานด้วยตนเองได้
- สามารถอ่าน / เขียนเรื่องด้วยตนเอง โดยกำหนดจุดประสงค์การอ่าน / เขียนไว้ก่อนเสมอ
- สามารถคิดค้นวิธีการเรียนรู้และวางแผนการเรียนรู้ได้เอง เช่น Writing to open friend
- อื่นๆ ได้แก่

2. ความรู้หรือประสบการณ์ที่ได้จากการเรียนครั้งนี้

Mr greeting สักถาม. Mr Requests and Permissions.
การอ่านหนังสือทำงาน การเขียนจดหมายถึง pen-friend.

3. ความรู้สึกหรือเจตคติต่อการเรียนหลังจากการเรียนในครั้งนี

สนุก

4. ความคิดเห็นหรือข้อเสนอแนะต่อการเรียนครั้งต่อไป

อยากให้มีการสอนแบบทบทวน

ลงชื่อ น.ศ. ศิรินทร์พร กุลมณี ๒๐๗ ผู้บันทึก

วันที่ ๓๐ / มิ.ย. / ๒๕๖๑

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Self Assessment Sheet : Unit 1

Name Jeranan Klemklonn Class 9S.41.DA.271 Number 1

Answer the following questions.

1. What do you like your work?

 Topic Teamwork Presentation Preparation

 others.....

2. What don't you like about your group work?

 Topic Teamwork Presentation Preparation

 others.....

3. How well do you cooperate with the member in a group?

Very Well

4. How well do you use English for this task?

well

5. If you have a chance to do this task the second time, what would you change?

Nothing to change. I like it

Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.		✓			
2. The content is useful.	✓				
3. Learning activity is not difficult.		✓			
4. The activities promote student's English ability.	✓				
5. The language function is useful and practical in daily life.	✓				
Others.....					



Writing Test 1



Task: Write a letter to your penfriend and add the following details in the letter; introducing yourself, telling your friend about school, friend, and requesting him/her to do at least 3 things.

106/6 Nimmmanhaemin Rd.,
Sukthep, Muang, Chiang Mai.
25th June 2006

To... Stuart,

Hello! Stuart, I'd like to introduce myself, my name's Fern. I'm 18 years old I'm from Chiang Mai in Thailand. I'm studying Management at Rajamangala University of Technology Lanna, I'm in first year. I'm interested in traveling around the world, like you. Now at my University we have sports day. In sports day we have a lot of activities and I get to meet new people. One of my friend is a cheerleader, she has to practice a lot, and some of my friends play sports. I know you like football, so are you watching the world cup? What team are you cheering? I'm cheering England.

I'd like to invite you to Thailand because Thailand has many friendly people. In Asia there are different cultures from your country. If you would like to know the difference between life in Asia and Ireland, you have to come here.

After you've read this letter, Can you tell me about Ireland? Also would you mind telling me about your life in Ireland? Lastly, could you send me a photo of you? Thank you.

Please write to me soon. Good luck.

Fern.

V. good.
Fern

Name Jeranan Klomklom Class 111.1.1.1 No. 1

แบบบันทึกการเรียนรู้ของตนเอง

(Learning Logs)

ชื่อ-สกุล..... คณะ..... วิชาที่เรียน..... English 1..... หน่วยการเรียนรู้ที่ 2 เรื่อง Describing Objects

คำชี้แจง : ให้นักศึกษา ตรวจสอบและประเมินตนเองเกี่ยวกับความสามารถในการเรียนรู้ ด้วยตนเอง ความรู้หรือสิ่งที่ได้รับจากการเรียน ตลอดจนความรู้สึกหรือเจตคติต่อการเรียน แล้วทำเครื่องหมาย ✓ และเขียนบันทึกลงในช่องว่าง ตามความเป็นจริงเพื่อประโยชน์ในการปรับปรุงการจัดการเรียนการสอนของผู้สอน และการเรียนรู้ของนักศึกษาต่อไป

1. ความสามารถในการเรียนรู้ด้วยตนเอง (โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงความเป็นจริง)

- สามารถวางแผนการเรียนให้สอดคล้องกับจุดประสงค์ที่ตั้งไว้
- สามารถทำความเข้าใจในเรื่องที่เรียนได้เอง
- สามารถค้นคว้าเนื้อหาที่จะเรียนเพิ่มเติมด้วยตนเองได้
- สามารถสรุปประโยชน์สำคัญจากการเรียนได้เอง
- สามารถตัดสินใจเองได้ว่าเนื้อหาที่เรียนตอนใดสำคัญ
- สามารถรู้ข้อบกพร่องในงานของตนเองและสามารถแก้ไขได้เอง
- สามารถตรวจสอบการทำงานภาระงานด้วยตนเองได้
- สามารถอ่าน / เขียนเรื่องด้วยตนเอง โดยกำหนดจุดประสงค์การอ่าน / เขียนไว้ก่อนเสมอ
- สามารถคิดค้นวิธีการเรียนรู้และวางแผนการเรียนได้เอง เช่น.....
- อื่นๆ ได้แก่

2. ความรู้หรือประสบการณ์ที่ได้จากการเรียนครั้งนี้

ได้ความรู้เกี่ยวกับ กร Describing Object. ทักษะการสังเกตและบรรยาย
การใช้คำถามที่ถูกต้อง และสอดคล้องกับทิศทาง. เช่น What make is it ? ตามด้วยหรือ
What is it made of ? คือความยากอะไร. และ คิดคำถามสั้นหรือสั้นๆ ในประเด็น
ในการนำไปใช้ในข้อสอบปรนัยอื่น อย่างอื่น

3. ความรู้สึกหรือเจตคติต่อการเรียนหลังจากการเรียนในครั้งนี้

สนุก และได้ความรู้ใหม่ ๆ มาก. และทำให้ฉันใช้ชีวิตประจำวันได้

4. ความคิดเห็นหรือข้อเสนอแนะต่อการเรียนครั้งต่อไป

อยากให้มีการฝึกฝน. ทริค คำศัพท์ มากขึ้น

ลงชื่อ นางสาวศรัณนีย์ กลมกมลชัย ผู้บันทึก

วันที่ 14 / 11 / 2564

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Self Assessment Sheet : Unit 2.....Name Jeranan Klonklorn Class ว.ว.น. 4 1. Number A

Answer the following questions.

1. What do you like your work?

 Topic Teamwork Presentation Preparation others.....

2. What don't you like about your group work?

 Topic Teamwork Presentation Preparation others.....

3. How well do you cooperate with the member in a group?

very well

4. How well do you use English for this task?

quite well

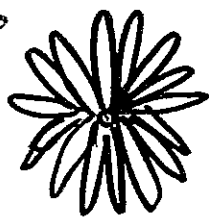
5. If you have a chance to do this task the second time, what would you change?

I have to practise more about the words and spellings.

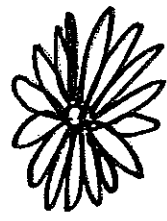
Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.	✓				
2. The content is useful.	✓				
3. Learning activity is not difficult.		✓			
4. The activities promote student's English ability.	✓				
5. The language function is useful and practical in daily life.	✓				
Others.....					
.....					



Unit 2 : Describing Objects



Task : Write a detailed description of the object I want to sell.



➔ I want to sell my mobile. I've used it for 8 months. It's Nokia 7610. It's black and has a leaf shape. It has a digital camera 1 million pixel and can zoom up 4 times. It can take a video as long till 10 minutes. It can download TrueTone and MP3.

It still has Insurance for 9 months. It costs 8,500 bahts

➔ If anyone is interested, please contact me, Tel. 09-1100011 Paula.

Good luck

แบบบันทึกการเรียนรู้ของตนเอง
(Learning Logs)

ชื่อ-สกุล..... สิรินทร์ทิ กตมาภรณ์ วิชาที่เรียน..... English 1..... หน่วยการเรียนรู้ที่..... 3..... เรื่อง..... Instruction

คำชี้แจง : ให้นักศึกษา ตรวจสอบและประเมินตนเองเกี่ยวกับความสามารถในการเรียนรู้ ด้วยตนเอง ความรู้หรือสิ่งที่ได้รับจากการเรียน ตลอดจนความรู้ลึกหรือเจตคติต่อการเรียน แล้วทำเครื่องหมาย ✓ และเขียนบันทึกลงในช่องว่าง ตามความเป็นจริงเพื่อประโยชน์ในการปรับปรุงการจัดการเรียนการสอนของผู้สอน และการเรียนรู้ของนักศึกษาต่อไป

1. ความสามารถในการเรียนรู้ด้วยตนเอง (โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงความเป็นจริง)

- สามารถวางแผนการเรียนให้สอดคล้องกับจุดประสงค์ที่ตั้งไว้
- สามารถทำความเข้าใจในเรื่องที่เรียนได้เอง
- สามารถค้นคว้าเนื้อหาที่จะเรียนเพิ่มเติมด้วยตนเองได้
- สามารถสรุปประโยชน์สำคัญจากการเรียนได้เอง
- สามารถตัดสินใจเองได้ว่าเนื้อหาที่เรียนตอนใดสำคัญ
- สามารถรู้ขอบกพร่องในงานของตนเองและสามารถแก้ไขได้เอง
- สามารถตรวจสอบการทำภาระงานด้วยตนเองได้
- สามารถอ่าน / เขียนเรื่องด้วยตนเอง โดยกำหนดจุดประสงค์การอ่าน / เขียนไว้ก่อนเสมอ
- สามารถคิดค้นวิธีการเรียนรู้และวางแผนการเรียนได้เอง เช่น ทำข้อสอบจากหนังสืออื่นเพิ่มเติม.
- อื่นๆ ได้แก่

2. ความรู้หรือประสบการณ์ที่ได้จากการเรียนครั้งนี้

ได้ความรู้เรื่อง การคิดค้นขึ้น เรื่องการแนะนำการไว้หนว้ไว้ตาอยู่ ลามอกนอก Instruction ให้นักศึกษาทำข้อสอบได้ และสามารถค้นคว้าเนื้อหาที่เป็นภาษาอังกฤษเพิ่มเติมกับครูที่ปรึกษาได้

3. ความรู้สึกหรือเจตคติต่อการเรียนหลังจากการเรียนในครั้งนี้

สนุก และคิดว่าสามารถนำไปใช้ในชีวิตประจำวันได้

4. ความคิดเห็นหรือข้อเสนอแนะต่อการเรียนครั้งต่อไป

ฝึกการออกเสียง Pronounce คำที่คำหนัก

ลงชื่อ น.ส.ศิริพันธ์ กงสกลผล ผู้บันทึก

วันที่ ๒1 / 11 / 49

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Self Assessment Sheet : Unit,.....

Name Teranan Klomklorm Class ๒๒๑.๐๙<๔๙> 1 Number 4

Answer the following questions.

1. What do you like your work?

Topic Teamwork Presentation Preparation

others.....

2. What don't you like about your group work?

Topic Teamwork Presentation Preparation

others.....

3. How well do you cooperate with the member in a group?

Well.

4. How well do you use English for this task?

Quite well.

5. If you have a chance to do this task the second time, what would you change?

Plan to put pictures and data.

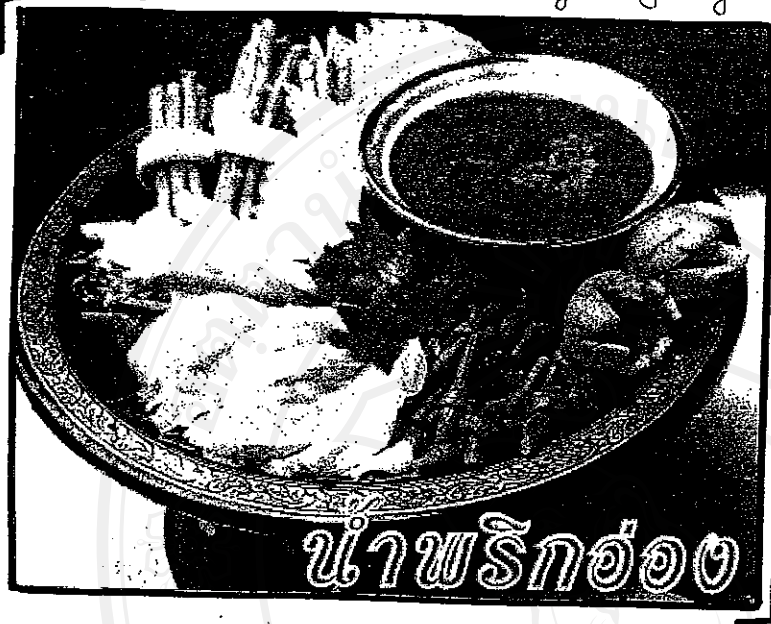
Questionnaire

What do you think about the lesson?

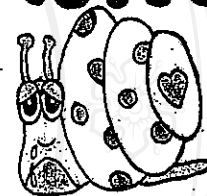
	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.	✓				
2. The content is useful.	✓				
3. Learning activity is not difficult.		✓			
4. The activities promote student's English ability.	✓				
5. The language function is useful and practical in daily life.	✓				
Others					

Unit 3 : Instruction

Task : Write a set of instruction of how doing things that you would like to give an instruction to the foreigner by doing free writing.



NAM PHRIK AONG



Past 1 Nam phrik kang som

Ingredients: 10 dried chilies
 1½ tablespoons chopped red onion
 1 tablespoon of kapi < shrimp paste >
 1 teaspoon salt

Method: First, soak the chilies in cold water about 10 minute. then, pound chilies with salt. Next, add onion. And last of all add kapi pound until blended.

Past 2 Nam phrik aong.

Ingredients: 2 tablespoons nam phrik kang som.
 1 teaspoons chopped garlic.
 7 cherry tomatoes
 1 cup ground pork.
 1 teaspoon sugar
 2 tablespoons fish sauce
 Vegetables like cucumber,
 cauliflower, egg plant, cow pea.

Method: Firstly, cut up cherry tomatoes pound with nam phrik kang som until smooth. Second, put cooking oil fry garlic until light brown. Then, add namphrik kangsom fry until blended. After that, add ground pork and a tittle water. Next, season with sugar and fish sauce fry until pork is cooked. Lastly, put on a small bowl serve with vegetable and enjoy meal.

แบบบันทึกการเรียนรู้ของตนเอง
(Learning Logs)

ชื่อ-สกุล..... วิชาที่เรียน English 1..... หน่วยการเรียนรู้ที่ A เรื่อง Describing Events.

คำชี้แจง : ให้นักศึกษา ตรวจสอบและประเมินตนเองเกี่ยวกับความสามารถในการเรียนรู้ ด้วยตนเอง ความรู้หรือสิ่งที่ได้รับจากการเรียน ตลอดจนความรู้สึกหรือเจตคติต่อการเรียน แล้วทำเครื่องหมาย ✓ และเขียนบันทึกลงในช่องว่าง ตามความเป็นจริงเพื่อประโยชน์ในการปรับปรุงการจัดการเรียนการสอนของผู้สอน และการเรียนรู้ของนักศึกษาต่อไป

1. ความสามารถในการเรียนรู้ด้วยตนเอง (โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงความเป็นจริง)

- สามารถวางแผนการเรียนรู้ให้สอดคล้องกับจุดประสงค์ที่ตั้งไว้
- สามารถทำความเข้าใจในเรื่องที่เรียน ได้เอง
- สามารถค้นคว้าเนื้อหาที่จะเรียนเพิ่มเติมด้วยตนเอง ได้
- สามารถสรุปประโยชน์สำคัญจากการเรียน ได้เอง
- สามารถตัดสินใจเองได้ว่าเนื้อหาที่เรียนตอนใดสำคัญ
- สามารถรู้ข้อบกพร่องในงานของตนเองและสามารถแก้ไขได้เอง
- สามารถตรวจสอบการทำงานภาระงานด้วยตนเองได้
- สามารถอ่าน / เขียนเรื่องด้วยตนเอง โดยกำหนดจุดประสงค์การอ่าน / เขียนไว้ก่อนเสมอ
- สามารถคิดค้นวิธีการเรียนรู้และวางแผนการเรียนรู้ได้เอง เช่น.....
- อื่นๆ ได้แก่

2. ความรู้หรือประสบการณ์ที่ได้จากการเรียนครั้งนี้

ได้รู้จักการใช้ Tense หลายๆ Tense.

3. ความรู้สึกหรือเจตคติต่อการเรียนหลังจากการเรียนในครั้งนี้

บทเรียนค่อนข้างยาก สอนไปเวลาในการทำความเข้าใจ แต่ไม่กดดัน!

4. ความคิดเห็นหรือข้อเสนอแนะต่อการเรียนครั้งต่อไป

หากให้ฝึกเขียน กวี 3 ข้อ.

ลงชื่อ..... ผู้บันทึก

วันที่ 11 / 9 / 66.

Self Assessment Sheet : Unit, 4Name Teranan Klomklom Class 9.02.1924971 Number A

Answer the following questions.

1. What do you like your work?

 Topic Teamwork Presentation Preparation others.....

2. What don't you like about your group work?

 Topic Teamwork Presentation Preparation others.....

3. How well do you cooperate with the member in a group?

Good

4. How well do you use English for this task?

quitewell

5. If you have a chance to do this task the second time, what would you change?

Practise it more to understand more and correcting spellings.

Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.	✓				
2. The content is useful.	✓				
3. Learning activity is not difficult.		✓			
4. The activities promote student's English ability.	✓				
5. The language function is useful and practical in daily life.	✓				
Others.....					
.....					

Unit 4 : Describing Events

Task : Write a paragraph by choosing the topic you like using the appropriate tenses

My Father.

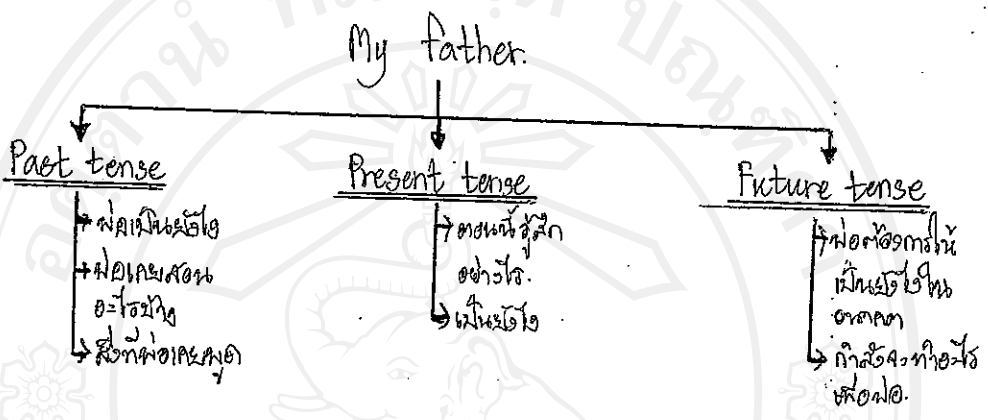
My father is a perfect man. He was very kind. But now he can't stay with me because he died when I was 12 years old. When he was alive he taught many things for me to be a good girl. Everytime while he was scolding me, he will give ^{me} the reason for me to understand why he had to scold me. And before he died he said "Fern, ^{did} you remember what I did for you; what I taught you? I don't want you to be intelligent or beautiful ^{girl} but I want you to be a good ^{girl} people."

Now I'm 19 years old. I stay without my father but I can teach my ^{self} ~~self~~ from that my father taught me.

I think, I'm not intelligent and beautiful but I'm sure, I'm a good ^{girl} girl. And today I just want to tell with everyone that "If you have something to do for your father you have to do now! before you don't have time and before you lost him." Thank you to my father again.

Self Report Unit 4.

Plan : จากแผนผังการเขียน ซึ่งเขียนโดย คิดหา หัวเรื่อง Topic แล้ว. เพื่อได้ หัวเรื่องแล้ว ก็ คิดคำหลักๆ ละ อาจจะเพิ่มเข้ามาอะไรก็ได้.



Write : เขียนเรื่อง ตาม ก่อท จาก Mindmapping. ที่คิดไว้ แล้วคือ เขียน ตาม ลอแผนผัง

Monitor : เมื่อ ทำเสร็จแล้ว ตรวจสอบดูอีกครั้งว่าเขียนถูกต้องหรือไม่ โดยใช้ Dictionary หรือ การถามเพื่อนที่เรียนภาษาไทย.

Evaluate : ลองประเมินงานที่ได้ทำในวันนี้ ว่า สามารถทำเอง ความเข้าใจ ความสนใจ ความพอใจ ความเมตตา เป็นต้น

ผู้ประเมิน.	ดี Good	พอ Fair	ปรับปรุง adjust
ผู้จัดทำที่ ภาควิชาสอน (ตามหา).	✓		

แบบบันทึกการเรียนรู้ของตนเอง (Learning Logs)

ชื่อ-สกุล..... วิทยาลัยที่เรียน..... วิชา..... 1..... หน่วยการเรียนรู้ที่..... เรื่อง.....

คำชี้แจง : ให้นักศึกษา ตรวจสอบและประเมินตนเองเกี่ยวกับความสามารถในการเรียนรู้ ด้วยตนเอง ความรู้หรือสิ่งที่ได้รับจากการเรียน ตลอดจนความรู้สึกหรือเจตคติต่อการเรียน แล้วทำเครื่องหมาย ✓ และเขียนบันทึกลงในช่องว่าง ตามความเป็นจริงเพื่อประโยชน์ในการปรับปรุงการจัดการเรียนการสอนของผู้สอน และการเรียนรู้ของนักศึกษาต่อไป

1. ความสามารถในการเรียนรู้ด้วยตนเอง (โปรดทำเครื่องหมาย ✓ หน้าข้อความที่ตรงความเป็นจริง)

- สามารถวางแผนการเรียนให้สอดคล้องกับจุดประสงค์ที่ตั้งไว้
- สามารถทำความเข้าใจในเรื่องที่เรียนได้เอง
- สามารถค้นคว้าเนื้อหาที่จะเรียนเพิ่มเติมด้วยตนเองได้
- สามารถสรุปประโยชน์สำคัญจากการเรียนได้เอง
- สามารถตัดสินใจเองได้ว่าเนื้อหาที่เรียนตอนใดสำคัญ
- สามารถรู้ข้อบกพร่องในงานของตนเองและสามารถแก้ไขได้เอง
- สามารถตรวจสอบการทำภาระงานด้วยตนเองได้
- สามารถอ่าน / เขียนเรื่องด้วยตนเอง โดยกำหนดจุดประสงค์การอ่าน / เขียนไว้ก่อนเสมอ
- สามารถคิดค้นวิธีการเรียนรู้และวางแผนการเรียนได้เอง เช่น.....
- อื่นๆ ได้แก่

2. ความรู้หรือประสบการณ์ที่ได้จากการเรียนครั้งนี้

ฝึกให้มีความคิดค้น ฟังภาษาอังกฤษ. ได้จำวิชา ออมกิมเพ็ญ

3. ความรู้สึกหรือเจตคติต่อการเรียนหลังจากการเรียนในครั้งนี้

ค่อนข้างดีจาก ๓๗ ถึง ๖๖

4. ความคิดเห็นหรือข้อเสนอแนะต่อการเรียนครั้งต่อไป

ลงชื่อ..... ศีระพงศ์ ทดงกุล..... ผู้บันทึก

วันที่ ๒๔ / ๙ / ๐๖

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Self Assessment Sheet : Unit 5

Name Jeraman Maim Klorn Class 2015-21, N9-2A2771 Number A

Answer the following questions.

1. What do you like your work?

- Topic Teamwork Presentation Preparation

others.....

2. What don't you like about your group work?

- Topic Teamwork Presentation Preparation

others.....

3. How well do you cooperate with the member in a group?

Good to help my friends correct work

4. How well do you use English for this task?

Good

5. If you have a chance to do this task the second time, what would you change?

Have to prepare more than this one.

Questionnaire

What do you think about the lesson?

	I completely agree	I agree	I fairly agree	I disagree	I completely disagree
1. The lesson is interesting.	✓				
2. The content is useful.	✓				
3. Learning activity is not difficult.		✓			
4. The activities promote student's English ability.		✓			
5. The language function is useful and practical in daily life.	✓				
Others.....					

Unit 5 : Giving Opinions

Task : Choose a topic and write outline and paragraph to express your opinions on the topic.

Eating Of The Northerners

Culture.

How to eat

opinions

sit on
the floor.

use
hands.

eat
sticky
rice

agree

don't agree

sit around
khan toke

use hand to
take sticky rice

Giving an opinion

Eating ~~Culture~~ of the Northerners

Nuntanee : In my opinion, eating is about culture and food cannot be separated from the values, norms, and customs of the society otherwise all kinds of ~~its~~ food fillers for our stomach. Lanna society is no exception. ~~The eating~~ culture is definitely different from ~~others~~. The main component is "Kao Nueng" or sticky rice eaten with various kind of foods.

"Nowhere like our hometown where people enjoy eating the tasteful foods"

Jarwan : I agree with Nuntanee and people preferred sitting on the floor when eating which corresponded with the actual lifestyle

Pippawadee : I think, people not just sitting on the floor they use Toke or Khantoke to container on which the food are placed.

Jeronun : That's right, Khantoke is therefore a container which helps solving problems of eating when sitting on the floor. If the food are placed in the tray without a leg and put on the floor, we have to prone ourselves forward when eating. It must be very aching, especially for old people...

Utichai : That's exactly what I think, ~~Its~~ ^{which} round shape ~~that~~ allows ^{every} ~~very~~ member in the family to sit and reach the foods. If Khantoke is made in square shape, those who sit at the four corners might feel being unwatered or uncomfortable. But if sitting around the round table, it is easier for everyone to see each other. This is a simple yet amazing local wisdom that we have always neglected

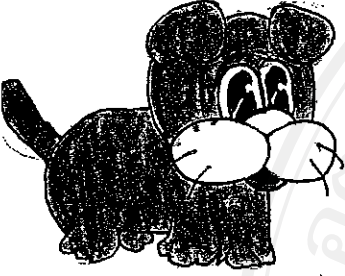
raporn : From my point of view, to reach the ultimate pleasure of the Northern foods, it need^s two hands not a fork one hand to scoop rice and the other one to pick the food.

awan : I don't think so. It doesn't mean that eating with that manner is tasteless. The taste is still from the foods. I think ~~let's~~ choose the manner we are comfortable with.

ippawadee : Personally, a charm of eating manner of Lanna people ^{is} in the use of hands. ~~Take~~ ^{Take} a lump of sticky rice and split it into a mouthful piece. The taste of rolled rice is milder than the rice picked up by forks. When dipping into Nam prik, rice doesn't fall into it and the rice absorbs the taste of it and make the meal ^{more} ~~more~~ tasteful.

Eating of The Northerners

Nuntanee



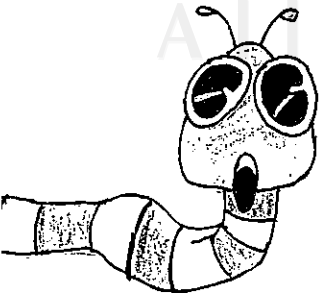
"In my opinions, eating is about culture and food cannot be separated from the values, norms, and customs of the society otherwise all kinds of food fillers for our stomach Lamna society is no exception. Its eating culture is definitely different from others. The main component is "Kao Nueng" or sticky rice eaten with various kind of foods "Nowhere like our hometown where people enjoy eating tasteful food."

"I agree with Nuntanee and people preferred sitting on the floor when eating which corresponded with the actual lifestyle."

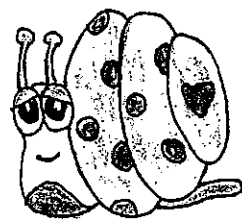
Orawan



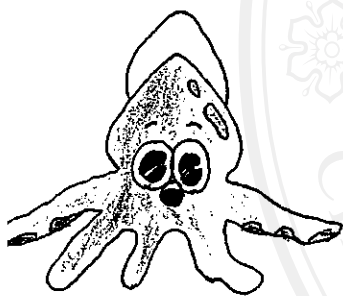
Tippawadee : "I think, people not just sitting on the floor. They use Toke or khantoke to container on which the food are placed."



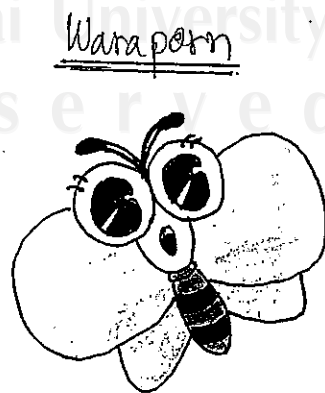
"That's right, Khantoke is therefore a container: Jeranan which helps solving problems of eating when sitting on the floor. If the food one placed in the tray without a leg and put on the floor, we have to prone ourselves forward when eating. It must be very aching, especially for old people."



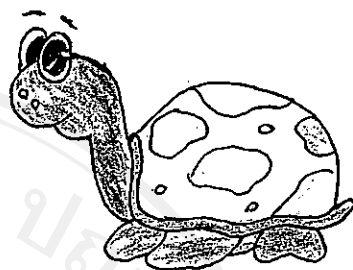
Wuttichai : "That's exactly what I think. Its round shape which allows every member in the family to sit and reach the foods. If K'hantoke is made in square shape, those who sit at the four corners might feel being unwated or uncomfortable. But if sitting around the round table, it is easier for everyone to see each other. This is a simple yet amazing local wisdom that we have always neglected."



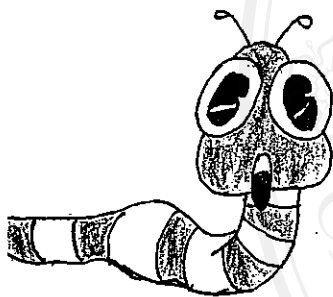
From my point of view, to reach the ultimate pleasure of the Northern foods, it needs two hands not a fork one hand to scoop rice and the other one to pick the food.



"I don't think so. It doesn't mean that : Orawan eating with that manner is tasteless. The taste is still from the foods. I think let's choose the manner we are comfortable with."



Tippawadee : "Personally, a charm of eating manner of Lanna people is the use of hands. Take a lump of sticky rice and split it into a mouthful piece. The taste of rolled rice is milder than the rice picked up by forks. When dipping into Nam prik, rice doesn't fall into it and the rice absorbs the taste of it and make the meal more tasteful."



PLAN

1. กำหนดหาความเข้าใจกับโครงเรื่องที่อาจารย์ให้มา
2. คิดหัวข้อหรือสื่อที่จะนำมาทำชิ้นงานให้สอดคล้องกับโครง
3. เขียนร่างเนื้อหาในโครงกระดาษ
4. ออกแบบชิ้นงาน

MONITOR

1. จากเนื้อหาที่ร่างได้ ตรวจสอบว่า ข้อเท็จจริงหรือบทกวี ส่วนไหนที่น่า
2. ทำชิ้นงานเสร็จแล้ว ตรวจสอบ ผู้คนมีสื่อนที่สื่อ บทกวีหรือสื่อใด
3. เมื่อ Dictionary ตรวจสอบ คำที่ใช้ คำศัพท์ถูกหรือไม่

EVALUATE

1. ประเมินจากความคิดของ ตนเอง
2. มีความถูกต้องหรือไม่โดยใช้ Dictionary หรือถามอาจารย์
3. ความสวยงาม สดวกและ กลางตัวสื่อทำงาน
4. เสร็จทันเวลาที่กำหนดหรือไม่
5. ให้นำเสนอ ๆ ส่ง comment ของตน

SELF

REPORT





Group work



1. Kanyarat Phiwong NO 1
2. Neeranut Wongpang NO 11
3. Siwapapron Mungklad No 26
4. Soladda yaKun NO 27
5. Sawittree Janbunpeng NO 28
6. Siripansa Songchai NO 29
7. Supansa seeta NO 22
8. Aonauma Songwai NO 30

Management

Task: Write a paragraph by choosing the topic you like using the appropriate tense and write a self-report to tell how you plan, write, monitor and evaluate the paragraph.

LUANG PRABANG

Last week we went to the library in my university. While we were looking at an interesting book, we found a book about Luang Prabang, that is very interesting.

Luang Prabang, the oldest and loveliest Lao city, was founded between the 6th and 7th centuries, and had served as the capital from the 12th and 14th centuries. This former capital has been classified as a World Heritage Site by UNESCO in 1995, signifying the presence of impressive cultural and traditional attractions in this small and unique town lying between Mekong and Khan rivers.

There are local attractions is Luang Prabang National Museum is the former Royal Palace which was constructed in 1904. The museum displays lovely collection of personal artifacts of the Royal family and Royal gifts. Is Wat Xieng Thong. This temple was used to organize the highest Royal Ceremony and housed the Royal hearse. Is Tham Ting the holy place for former kings to visit on their annual river trips, which houses thousands of Buddha statues. Is Kuangsi Waterfall away from the city, a pleasant place to spend time swimming in clear blue water (as a result of abundant lime stone deposit) or relaxing in the beautiful scenery with fresh air, flowers and wild animals.

Luang Prabang

The oldest and loveliest Lao city, was founded between the 6th and 7th centuries, and had served as the capital from the 12th and 14th centuries

Kesangsi Waterfall

is a pleasant place to spend time swimming in clear blue water or relaxing in the beautiful scenery with fresh air, flowers and wild animals

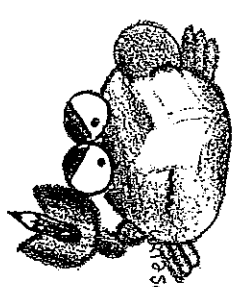
Local Attractions

Thammasithong

The holy place for former kings to visit on their annual river trips.

Nat Xieng Thong

This temple was used to organize the highest Royal Ceremony



Luang Prabang National Museum

The museum displays lovely collection of personal artifacts of the Royal family and Royal gifts.

Self - reporting 384

1. Plan

- ระดมความคิด / กำหนดสิ่งที่ควรนำเสนอ
- ไปที่หอสมุด เพื่อหาข้อมูลเพิ่มเติม / ค้นคว้าทาง Internet
- แบ่งงานกันทำ
- เริ่มปฏิบัติงาน

2. Write

- ปรากฏ
- สถานที่ที่พบเจอในท้องถิ่น
- ศิลปินที่สนใจของประเทศไทย
- ชื่อของหอ
- ชื่อ
- ชื่อของศิลปิน (ชื่อจริง)

3. Monitor

- เมื่อเขียนเสร็จแล้วก็นำมาตรวจทาน
- นำมาแก้ไขข้อบกพร่อง

Ex. libery → library
 monust → month.
 musiem → museum
 Budda → Buddha

- นำมาแก้ไขโดยมีครูผู้สอนคอยตรวจสอบ และช่วยแก้ไขข้อบกพร่อง
 30 นาทีผ่านไปโดยตลอดทุกข้อผิดพลาดได้แก้ไขเรียบร้อยแล้ว

A. evaluate

- วิจารณ์ ๆ วิจารณ์ช่วยกันประชันผล

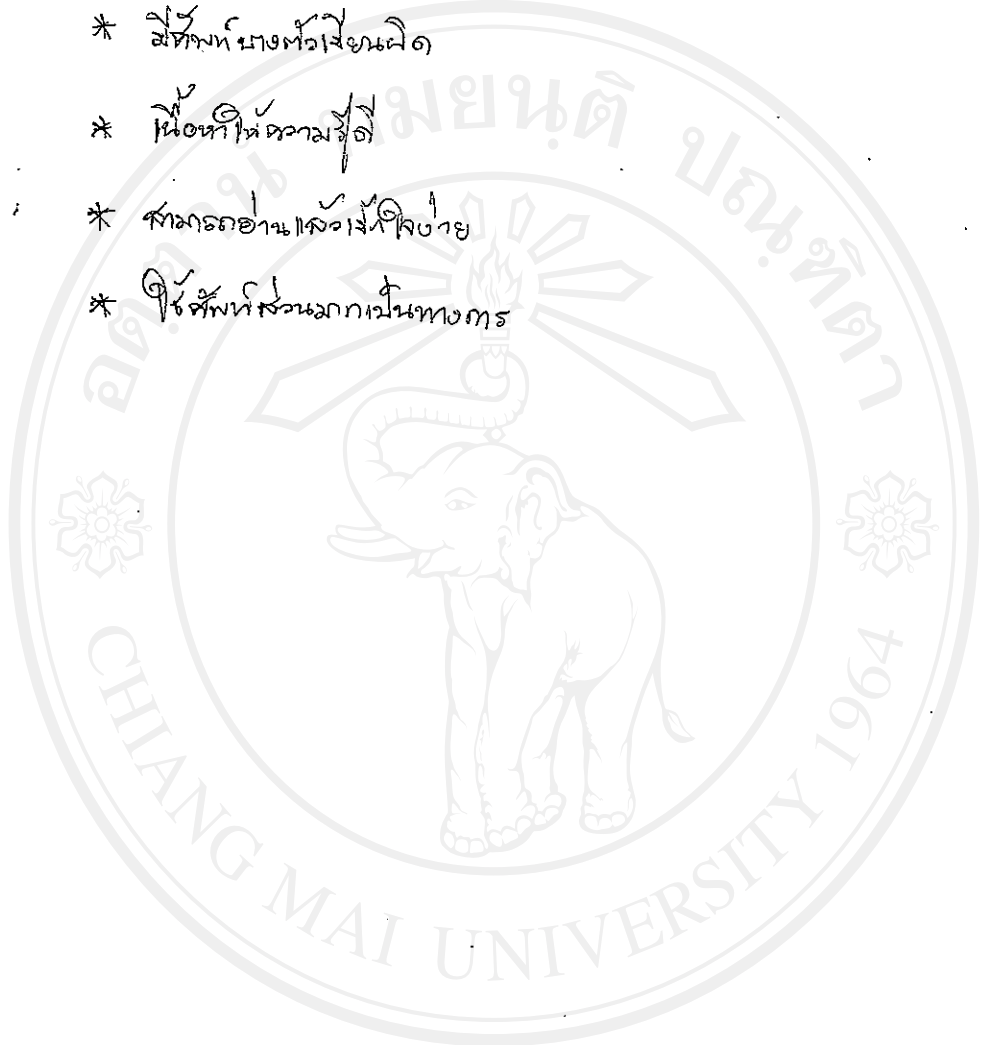
* หลักไวยากรณ์ยังไม่แม่น

* ใช้ศัพท์บางคำผิด

* เนื้อหาให้ดูง่าย ๆ

* ศัพท์อ่านแล้วไม่เข้าใจ

* ใช้ศัพท์ส่วนมากเกินทาง



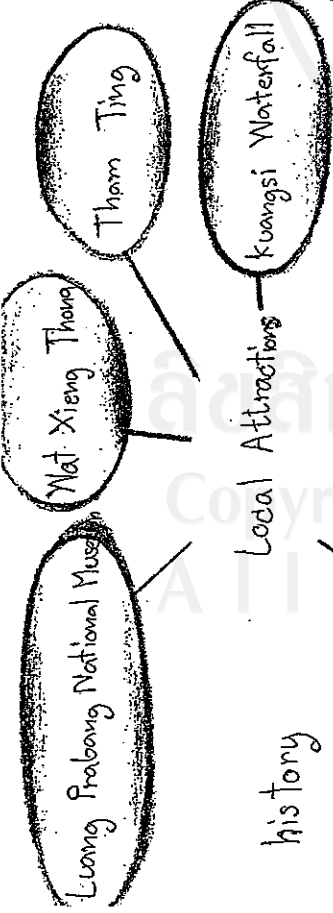
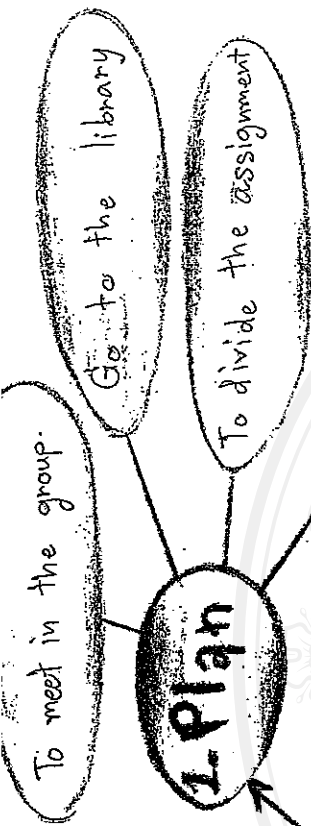
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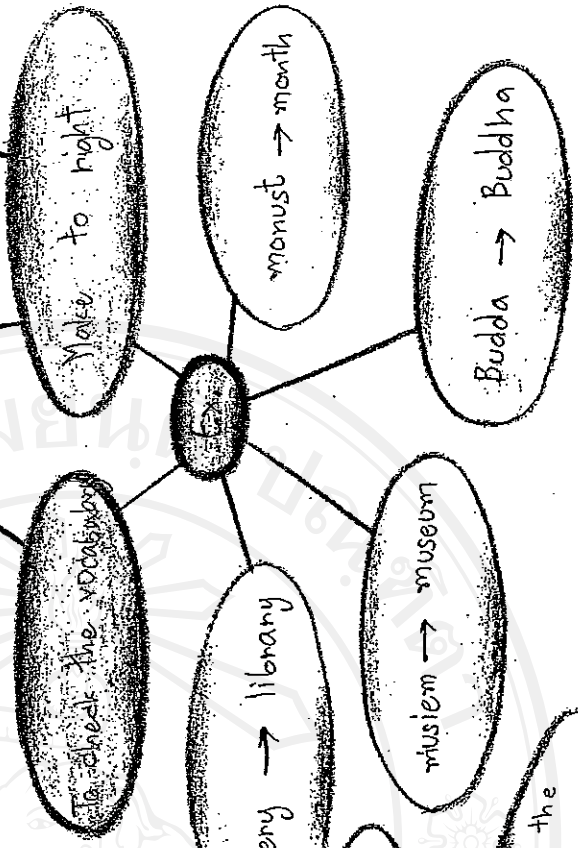
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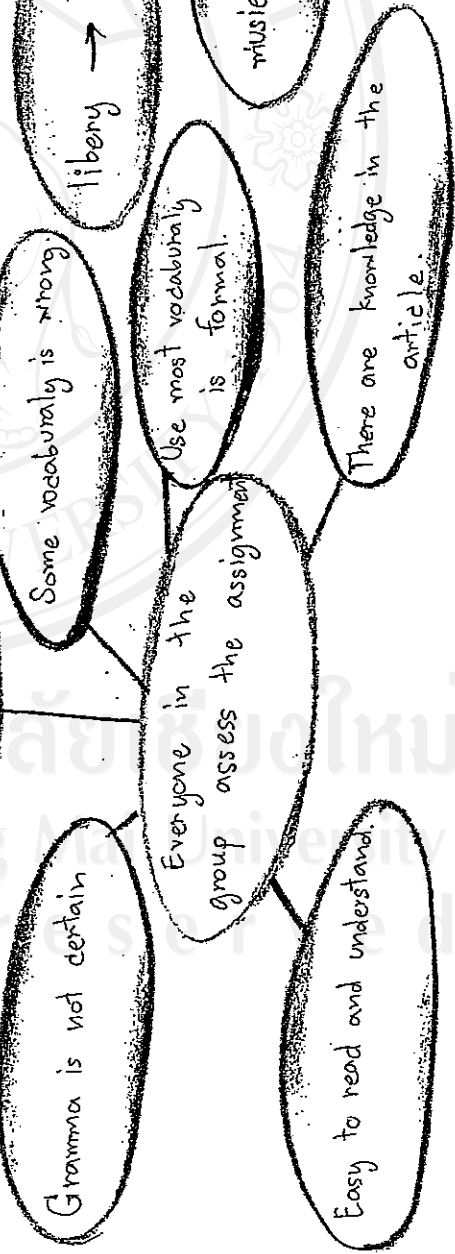
Self-reporting



3. Monitor



4. Evaluate



VITA

Name Mrs. Pornhathai Tanjitanont

Date of Birth September 26, 1962

Educational Background

Bachelor of Education, 1st Class Honor (English)
Chiang Mai University 1984

Master of Education (Educational Measurement
and Evaluation) Chiang Mai University 1986

Certificate of Intensive General English
University of South Australia, AUSTRALIA 1996

Academic Position Associate Professor

Work Place Rajamangala University of Technology, Lanna
Chiang Mai

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