

ภาคผนวก 1

1. สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

1.1 หาค่าความยาก (Difficulty) คือค่า p และค่าอำนาจจำแนก (Discrimination) คือค่า D ของแบบทดสอบที่ได้จากการวิเคราะห์ข้อสอบเป็นรายข้อ โดยวิธีคำนวณจากสูตรดังนี้ (Nilko, 1983 : 288 - 292)

$$\text{ค่าความยาก } P = \frac{N_U + N_L}{T_U + T_L}$$

เมื่อ	P	แทนค่าความยากในข้อสอบแต่ละข้อ
	N_U	แทนจำนวนนักเรียนในกลุ่มสูงที่ตอบถูก
	N_L	แทนจำนวนนักเรียนในกลุ่มต่ำที่ตอบถูก
	T_U	แทนจำนวนนักเรียนในกลุ่มสูง
	T_L	แทนจำนวนนักเรียนในกลุ่มต่ำ

$$\text{ค่าอำนาจจำแนก } D = P_U - P_L$$

เมื่อ	D	แทนค่าอำนาจจำแนก
	P_U	แทนสัดส่วนระหว่างนักเรียนตอบถูกในกลุ่มสูงกับจำนวนนักเรียนในกลุ่มสูงทั้งหมด
	P_L	แทนสัดส่วนระหว่างนักเรียนตอบถูกในกลุ่มต่ำกับจำนวนนักเรียนในกลุ่มต่ำทั้งหมด

ค่าความยาก (P) และอำนาจจำแนก (D) ของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษ
ดังตาราง 7

ตาราง 7 ค่าความยาก (P)และอำนาจจำแนก (D) ของแบบทดสอบวัดความรู้พื้นฐานวิชาภาษาอังกฤษ
จำนวน 25 ข้อ และแบบวัดผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษหลังการทดลอง จำนวน 25 ข้อ

ข้อที่	ก่อนการทดลอง (Pretest)		หลังการทดลอง (Posttest)	
	P	D	P	D
1	.71	.58	.50	.55
2	.68	.61	.44	.61
3	.55	.71	.21	.35
4	.52	.52	.84	.32
5	.73	.54	.76	.48
6	.77	.58	.34	.29
7	.38	.63	.85	.22
8	.47	.84	.73	.52
9	.76	.48	.63	.32
10	.66	.61	.50	.61
11	.63	.35	.53	.65
12	.42	.65	.44	.23
13	.61	.65	.69	.42
14	.50	.68	.79	.44
15	.56	.87	.47	.56
16	.29	.32	.50	.39
17	.60	.68	.69	.28
18	.73	.46	.51	.42
19	.48	.68	.79	.22
20	.60	.48	.63	.47
21	.85	.19	.75	.28
22	.63	.61	.65	.31
23	.58	.45	.61	.28
24	.32	.55	.51	.42
25	.53	.87	.44	.61

1.2 หาค่าความเชื่อมั่น (Reliability) ของแบบทดสอบวัดความรู้พื้นฐานภาษาอังกฤษและแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษใช้สูตร KR - 20 ของคูเดอร์ริชาร์ดสัน (Ebel and Frisbie, 1986 : 77)

$$r = \frac{k}{k-1} \frac{[1 - \sum pq]}{S^2}$$

เมื่อ	r	แทนค่าความเชื่อมั่นของแบบทดสอบ
	k	แทนจำนวนข้อสอบของแบบทดสอบ
	p	แทนสัดส่วนของนักเรียนที่ตอบถูก
	q	แทนสัดส่วนของนักเรียนที่ตอบผิด
	S ²	แทนความแปรปรวนของคะแนนรวมทั้งหมด

แบบทดสอบวัดความรู้พื้นฐานภาษาอังกฤษ

$$k = 25$$

$$S^2 = 15.26$$

$$\sum pq = 3.78$$

$$r = 1.041 [1 - 3.78 / 15.26]$$

$$= 1.041 [0.753]$$

$$= .78$$

แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

$$k = 25$$

$$S^2 = 14.60$$

$$\sum pq = 3.51$$

$$r = 1.041 [1 - 3.51 / 14.60]$$

$$= 1.041 [0.76]$$

$$r = .79$$

2. สถิติที่ใช้ในการวิเคราะห์ข้อมูล ผู้วิจัยวิเคราะห์ข้อมูลโดยใช้สถิติต่าง ๆ ดังนี้

2.1 หาค่าเฉลี่ย (\bar{X}) โดยใช้สูตร (Ferguson, 1981 : 49)

$$\bar{X} = \frac{\sum X}{N}$$

เมื่อ \bar{X} แทนค่าเฉลี่ย
 $\sum X$ แทนผลรวมของคะแนนทั้งหมด
 N แทนจำนวนนักเรียนทั้งหมด

2.2 หาค่าส่วนเบี่ยงเบนมาตรฐาน (SD) ของคะแนนแบบทดสอบวัดความรู้พื้นฐานและผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษที่วัด ได้จากกลุ่มตัวอย่างต่าง ๆ โดยใช้สูตร (Ferguson, 1981 : 68)

$$SD = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N+1)}}$$

เมื่อ SD = แทนค่าส่วนเบี่ยงเบนมาตรฐาน
 $\sum X^2$ = แทนผลรวมกำลังสองของคะแนนแต่ละจำนวน
 $(\sum X)^2$ = แทนกำลังสองผลรวมของคะแนนทุกจำนวน
 N = แทนจำนวนนักเรียนทั้งหมด

2.3 ทดสอบความเป็นเอกพันธ์ของความแปรปรวน (Test of Homogeneity of Variance) โดยใช้วิธีทดสอบของฮาร์ทลีย์ (Hartley's Test) (Winer, 1971 : 206)

$$F_{\max} = \frac{S_{\text{largest}}^2}{S_{\text{smallest}}^2}$$

เมื่อ F_{\max} แทนการแจกแจงของ F_{\max}
 S_{largest}^2 แทนความแปรปรวนที่มีค่ามากที่สุด
 S_{smallest}^2 แทนความแปรปรวนที่มีค่าต่ำสุด

2.4 วิเคราะห์ความแปรปรวนของคะแนนวัดความรู้พื้นฐานวิชาภาษาอังกฤษ

2.5 วิเคราะห์ความแปรปรวนแบบแฟคทอเรียลสองมุมสมบูรณ์ 2 x 2

(วิธีการสอน x วิธีการเสริมแรง) (Kirk, 1982 : 255) โดยใช้โปรแกรม SPSS version 10 +

ภาคผนวก 2

คะแนนที่ได้รับจากการทดลองและสถิติที่ใช้ในการวิเคราะห์ข้อมูล

1. คะแนนแบบทดสอบวัดความรู้พื้นฐานวิชาภาษาอังกฤษก่อนการทดลอง ซึ่งเป็นตัวแปรร่วม (X) และคะแนนผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษหลังการทดลอง ซึ่งเป็นคะแนนตัวแปร ตาม (Y)

ตาราง 8 คะแนนแบบทดสอบวัดความรู้พื้นฐานภาษาอังกฤษก่อนการทดลองและคะแนนผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษหลังการทดลอง

กลุ่มทดลอง a1b1		กลุ่มทดลอง a1b2		กลุ่มทดลอง a2b1		กลุ่มทดลอง a2b2	
X	y	x	y	X	y	x	y
9	21	8	17	18	12	10	16
10	12	8	19	14	12	7	13
5	19	10	21	13	12	7	15
8	19	10	20	14	11	4	14
9	17	6	19	14	15	6	10
8	15	8	19	12	16	8	10
9	16	7	14	11	15	6	9
11	19	6	15	13	18	4	17
10	19	11	17	10	20	7	11
8	17	13	17	10	12	3	12
13	16	8	17	9	14	5	13
8	20	4	20	9	19	13	13
9	17	9	19	14	16	4	12
15	14	13	17	11	16	7	13
10	17	8	16	10	12	10	15
9	19	11	17	6	12	9	15
9	16	13	16	15	14	10	12
9	16	8	18	10	13	8	14
11	15	16	16	8	13	7	21
10	13	12	18	7	18	6	16
10	17	9	17	14	11	5	17
10	22	11	14	10	13	9	19
10	21	10	18	7	15	5	19
10	16	8	23	6	16	7	14

ตาราง 8 คะแนนผลวัดความรู้พื้นฐานวิชาภาษาอังกฤษก่อนการทดลองและคะแนนผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษหลังการทดลอง (ต่อ)

กลุ่มทดลอง a1 b1		กลุ่มทดลอง a1 b2		กลุ่มทดลอง a2b1		กลุ่มทดลอง a2b2	
X	y	x	y	X	y	x	y
14	20	5	19	8	16	2	15
11	15	8	19	14	13	4	14
11	21	10	18	12	16	8	15
14	16	11	17	10	14	10	15
15	21	14	17	9	13	7	19
11	14	14	19	7	16	10	15
14	16	8	18	11	15	8	14
N =	32	32	32	32	32	32	32
$\sum X =$	329	555	308	567	349	460	226
$Ex^2 =$	108,241	308,025	94,864	321,489	121,801	211,600	51,076
$\bar{X} =$	10.281	17.344	9.625	17.719	10.906	14.375	7.063
SD =	2.261	2.573	2.780	1.905	2.933	2.352	2.501
$S^2 =$	5.108	6.615	7.723	1.417	8.602	5.532	6.250

2. ทดสอบความเป็นเอกพันธ์ของความแปรปรวน (Test of Homogeneity of Variance) ของคะแนน จากแบบทดสอบความรู้พื้นฐานวิชาภาษาอังกฤษ ที่วัดได้จากกลุ่มตัวอย่างทุกกลุ่มโดยใช้วิธีทดสอบของ ฮาร์ทลีย์ (Hartley's Test) ซึ่งมีสูตรดังนี้ (Winer, 1971 : 206)

$$F_{\max} = \frac{S_{\text{largest}}^2}{S_{\text{smallest}}^2}$$

เมื่อ F_{\max} แทนการแจกแจงของ F_{\max}
 S_{largest}^2 แทนความแปรปรวนที่มีค่ามากที่สุด
 S_{smallest}^2 แทนความแปรปรวนที่มีค่าต่ำสุด

$$s_1^2 = 5.108$$

$$s_2^2 = 7.723$$

$$s_3^2 = 8.602$$

$$s_4^2 = 6.250$$

แทนค่าในสูตร

$$F_{\max} = 8.602 / 5.108$$

$$= 1.684$$

ค่า F_{\max} ที่คำนวณได้มีค่าน้อยกว่า F_{\max} จากตาราง c.7 (Winer, 1971 : 874)

$F_{\max} .01(4,31) = 4.02$ แสดงว่า ความแปรปรวนเป็นเอกพันธ์ คือ ไม่มีนัยสำคัญทางสถิติ

3. วิเคราะห์ความแปรปรวน (Analysis of variance)

3.1 วิเคราะห์ความแปรปรวนของคะแนนวัดความรู้พื้นฐานวิชาภาษาอังกฤษ พบว่า ไม่มีนัยสำคัญทางสถิติ

3.2 ทำการวิเคราะห์ความแปรปรวนแบบแฟคทอเรียลสองสมบรูณ์ 2×2 (วิธีการสอน x วิธีการเสริมแรง) (Kirk, 1982 : 255) โดยใช้โปรแกรม SPSS version 10 + ได้ผลปรากฏดังนี้

ANOVA



ความรู้พื้นฐานวิชาภาษาอังกฤษ

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	30.031	1	30.031	3.434	.066
Within Group	1,101.844	126	8.745		
Total	1,131.875	127			

Descriptive

ความรู้พื้นฐานวิชาภาษาอังกฤษ

	N	Mean	Std. Deviation	Minimum	Maximum
แบบกิจกรรม	64	9.953	2.535	4	16
แบบปกติ	64	8.984	3.261	2	18
Total	128		2.985	2	18

ANOVA

Case Processing Summary

Cases					
Included		Excluded		Total	
N	Percent	N	Percent	N	Percent
128	100.0%	0	.0%	128	100.0%

ANOVA

	Unique Method				
	Sum of Squares	df	Mean Square	F	Sig.
Main Effects					
วิธีการสอน	322.049	2	161.025	27.731	.000
การเสริมแรง	320.902	1	320.902	55.264	.000
การเสริมแรง	5.956E-02	1	5.956E-02	.010	.919
2-Way Interactions					
วิธีการสอน * การเสริมแรง	3.288	1	3.288	.566	.453
Model	323.744	4	80.936	13.938	.000
Residual	714.224	123	5.807		
Total	1037.969	127	8.173		

Descriptives

Descriptive Statistics a1 *b1

ผลสัมฤทธิ์	N	Minimum	Maximum	Mean	Std. Deviation
	32	12.00	22.00	17.3437	2.5729
Valid N (listwise)	32	12.00	22.00	17.3437	2.5729

Descriptive Statistics a1*b2

ผลสัมฤทธิ์	N	Minimum	Maximum	Mean	Std. Deviation
	32	14.00	23.00	17.7188	1.9047
Valid N (listwise)	32	14.00	23.00	17.7188	1.9047

Descriptive Statistics a2*b1

ผลสัมฤทธิ์	N	Minimum	Maximum	Mean	Std. Deviation
	32	11.00	20.00	14.3750	2.3521
Valid N (listwise)	32	11.00	20.00	14.3750	2.3521

Descriptive Statistics a2*b2

ผลสัมฤทธิ์	N	Minimum	Maximum	Mean	Std. Deviation
	32	9.00	21.00	14.5000	2.7824
Valid N (listwise)	32	9.00	21.00	14.5000	2.7824

ภาคผนวก 3แผนการสอนแบบกิจกรรมภาระงานเป็นหลักTask Sheet

Lesson Plan

Experimental Group

(Task – based activities ; jigsaw task activities)

Content : My father is a taxi driver.

1. Date :

Time : 50 minutes

Materials : Task sheet , Test sheet

2. Objectives

Terminal Objectives : Students should be able to read and give tell the details.

Students should be able to make about their own family relationship(s).

Enabling Objectives : Students should be able to use the vocabulary for the family relationships.

Students should be able to use and explain the relative clause "which" as the object.

Students should be able to ask questions and answer by using words that show the possession (my , his her etc..)

3. **Content** : Speaking; Listening ; Reading ; Writing family relationships, the relative clause with "which" as object and ask about the answer by using the words of possession.

4. Procedure (Activities) :

4.1 Pre – task (5 minutes)

Teacher	Students
<p>Pre – Task (5 minutes)</p> <ul style="list-style-type: none"> - Good morning class. Today we are talking about the family relationship. - Do you have any brothers and sisters? - Good let 's look at the family tree in the pre – task sheet together, <p>(Teacher hands out the pre – task sheet)</p>	<p>- Yes, I have./ No. I haven't.</p>

<ul style="list-style-type: none"> - Let's look at the useful words , phrases ; structure and passage together. - Then read the passage and answer 3 questions in your pre - task sheet. - Let's check the answer together. 	<ul style="list-style-type: none"> - Ss receive the pre – task sheets and look at it. - Ss listen while the teacher explain about the useful words , phrases ; structure and passage. - Ss complete the information about the family in the pre – task sheet. - Ss check the answers from the teacher.
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4.2 Task – cycle (30 minutes)

Task 15 minutes

Plan 5 minutes

Report 10 minutes

Teacher	Students
<p>Task – cycle (30 minutes)</p> <ul style="list-style-type: none"> -I will divide you into 4 groups with 8 people in each group. Each one has each his own number from 1 – 8 . - Hands out the task - sheet 4 , 5 , 6 to the students who are number 1 – 8 and each group is called a jigsaw group so we have 4 jigsaw groups now. - Each one has 5 minutes to study by your own and then the students who are number 1-2 in each group join together 	<ul style="list-style-type: none"> - Form and sit into group of 8. - Look at their own task sheet.

<p>in order to discuss ; explain ; exchange ideas and also for the students who are number 3 -4 ,5 -6 and 7- 8 too.</p> <p>These groups are called the expert group. In each expert group you have 10 minutes to finish the task that you are assigned.</p>	<p>- Study by their own and then form and expert group for task sheet 4 for the students who are number 1 – 3 ; task sheet 5 for the students who are number 4-6 and task sheet number 6 for the students who are number 7- 8 then discuss , prepare to ask answer together.</p>
<p>- Class, time's up. So you can work in pairs in the expert group to plan a report for your jigsaw team. You have 5 minutes to prepare.</p> <p>- All right , class, now please come back to your own jigsaw group 1 ,2,3,4 and report the idea ; discuss or teach in your own jigsaw group for the expert group that you have joined . You have 10 minutes to report.</p> <p>- So now please do the test by following the instruction in the test sheet. (T: hands out the test sheets.)</p>	<p>- Work in pair ; ask and answer the questions.</p> <p>- Reporting by the instructions given under the guidance of teacher and the teacher walks around to monitor the class.</p> <p>- Do the test sheet together in their own jigsaw group.</p>

4.3 Post – Task (10 minutes)

Teacher	Students
<p>Post – Task (10 minutes)</p> <p>- Well done, now shall we talk ; discuss together what we have learnt?</p> <p>-Good, so today we can complete the family tree ; ask and answer for the topic "My Family" and do the role play . Let's practice together. (T: writes down the useful sentences on the blackboard)</p>	<p>- Answer about what they have learnt.</p> <p>- Practice</p>

4.4 Reinforcement (5 minutes)

5. Evaluation

- 5.1 Notice that students are able to listen to the dialog and complete the family tree ; talk about the family life ; ask and answer and do a role play.
- 5.2 Students are able to do the task in the task sheets and the test sheets.

Task Based Activities : Jigsaw Task

Pre – Task 5 minutes

Task cycle 30 minutes

- Task 15 minutes

- Plan 5 minutes

- Report 10 minutes

Post – Task 10 minutes

Reinforcement 5 minutes

Lesson 31

How long is she staying?

Objectives**Terminal Objectives**

1. Students should be able to talk about the future that they have planned.
2. Students should be able to write a short about Thailand.

Enabling Objectives

1. Students should be able to listen to a dialogue and complete the information in the table or form
2. Students should be able to tell about the structure of the sentences.
3. Students should be able to read and talk about the details.

Pre – task 5 minutes)

How long is she staying?

Period 1

Topic : How long is she staying?

Period 1

Useful words , pharses

Grenda.....

Garibbean Sea

Gatwick Airport

Sturcture

- Present continuous

She is going to live with us.

- Preposition of time " at " , "after" , "in" , "for"

She is arriving at four o'clock.She is arriving in twenty minutes.What are you doing after school?She is staying here for three months.Dialogue Malee : Hi, David . Where are you going?

Wichai : To Hadyai Airport. We are going to pick a boy up from Luxor.

Malee : Luxor? Where's that?

Wichai : It's in Egypt.

Malee : How about that boy?

Wichai : He is 17 years old . He is a baseball player and his first language is
Arabic.

Malee : Oh! Wow!

Listen and complete the information about the boy who is coming.

Name :

Arriving from

Sport

Language.....

Task Sheet 1

How long is she staying?

Period 1

(For the students who are number 1 and 2)

Instructions : Pair Work. Partners one read the dialogue ask and answer about the vocabulary.

Then take turns to read and complete the information about Natalie.

Dialogue

Andy : Hi Sue. Where are you going?

Sue : To Gatwick Airport . We're meeting a girl from Grenada.

Andy : Grenada? Where's that?

Paul : It's an Island in the Caribbean.

Andy : Who's the girl?

Sue : Her name's Natalie. She's going to live with us and go to our school.

Andy : How long is she staying?

Sue : For three months.

Mrs Wilson : Come and get your jacket, Sue. We're leaving in a few minutes .

Andy : Poor Kid! Three months at Castle Hill School . I hope she's tough !

Name :

Arriving from.....

Date of departure 12th May

Place of arrival

Host Family Mr and Mrs Wilson

Length of stay

School

Task Sheet 2

How long is she staying?

Period 1

(For the students who are number 3 and 4)

Instructions : Pair Work. Imagine one of you is Natalie. The other person interview you before your trip to Britain.

Use the notes below to help you make questions.

Example Where / go

The interviewer : Where are you going?

Natalie : I am going to Britain.

The interviewer : How are you travelling?

Natalie : I'm travelling by plane to Gatwick Airport.

1. When / leave? _____

2. How long / stay? _____

3. Where / stay? _____

4. Go to school? _____

5. Which school go to? _____

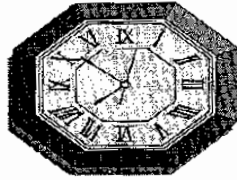
Discussion : If you woke up in a foreign country would you be afraid? Why or Why not?

Task Sheet 3

How long is she staying?

Period 1

(For the students who are number 5 and 6)



Instructions : Imagine that the time is now four o'clock in the afternoon.

Look at the notes below and say when the people are arriving in the two ways.

Example : Natalie is arriving at twenty – five past four.

She is arriving in twenty – five minutes.

1. Mary – arriving 5 p.m.

2. Simon – arriving 4.15 p.m.

3. Marlin – arriving 8.30 p.m.

4. Suda – arriving 7.00 p.m.

5. Somchai – arriving 5.20 p.m.

Pair Work : Form the cards

1. A tourist wants to visit Pattani . What places should they visit?
2. Complete the sentence " The best place to get coffee in Pattani is"

Task sheet 4

How long is she staying?

Period 1

Period 1 (For the students who are number 7 and 8)

Instructions : Pair Work. Ask and answer about your plans. Talk about what are you doing and where you are going.

Example : after school

A: What are you doing after school?

B: I'm meeting my mother and going shopping.

Ask About :

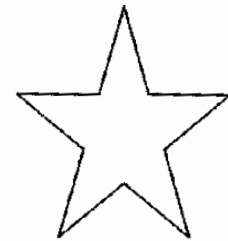
1. at the weekend _____

2. in the summer _____

3. after class _____

4. in thirty minutes _____

5. in this afternoon _____



If you were moving aboard? Write 2 sentences for each expression.

1. be afraid of

I would be afraid of leaving all my friends and my family behind.

2. be excited about

3. be interested in

4. worry about

Test sheet

How long is she staying?

Period 1

Group Work Brainstrom Ideas of one of these topics What are you going to do if you go to..... ?

- the beach - the forest - the waterfall - the mountain
- Australia - the park - the picnic - Bangkok

Making a future plan

I am going to

I am preparing

Test sheet

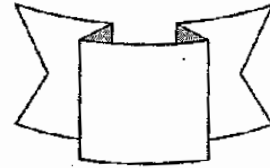
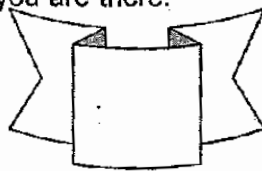
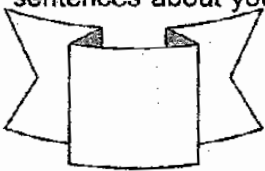
How long is she staying?

Period 1

Group Work : Suppose that one day next year you will be an exchange student in the USA. or Australia . Discuss the differences or similarities between and your host culture by using these checklists.

Checklist	Same	Different
1. People are usually on time for appointments . Most people arrive slightly early.		
2. Lunch is usually a fairly light meal that doesn't last long.		
3. Both men and women shake hands when introduced.		
4. Many people eat dinner early in the evening at around 6 p.m.		
5. Many people open gifts as soon as they receive them.		
6. It's common for a couple to kiss in public.		
7. People generally talk quite a bit while they're eating dinner.		

Group Work Write down at least 5 sentences about your plans from the checklist and 3 - 4 sentences about your plan when you are there.



Post Task (10 minutes)

How long is she saying?

Period 1

Language Focus

Analysis : The students examine and discuss together (5 minutes)

The vocabulary and structures gained from the task

Vocabularies: _____

Structure: _____

Practice : new words , phrases, patterns (5 minutes)

Note

Reinforcement (5 minutes)

Pre - Task

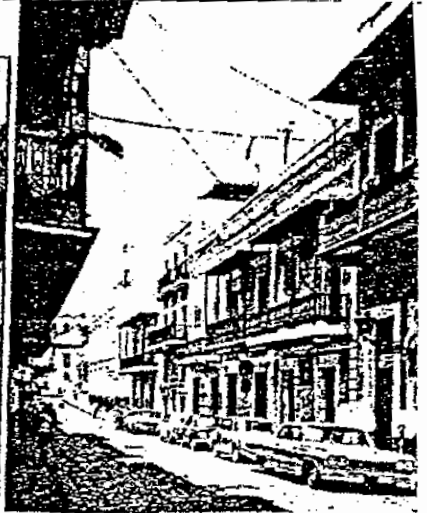
How long is she staying?

Period 2

Useful words , phrases

Island	hill	religious
Windward Islands	valley	capital
coral reef	tropical	Measure UK
metric	Monetary unit	patois
warm	GMT	rainy season
climate	population	sandy beaches
special geographical	feature	

Puerto Rico is a good place to visit if you like fantastic scenery. It has everything - beautiful beaches, mountains, rivers, and forests. There are lots of things to do during the daytime. You can walk around the old town of San Juan, explore the caves in the mountains, or go swimming and scuba diving in the Caribbean or in the Atlantic Ocean. In the evening, you can eat wonderful food and listen to salsa music. You can go to Puerto Rico any time of the year because the sun shines most of the time, and the weather is usually great!



Copy and complete the note about Puerto Rico

Name of the country : _____

Place to visit : _____

Music : _____

Climate : _____

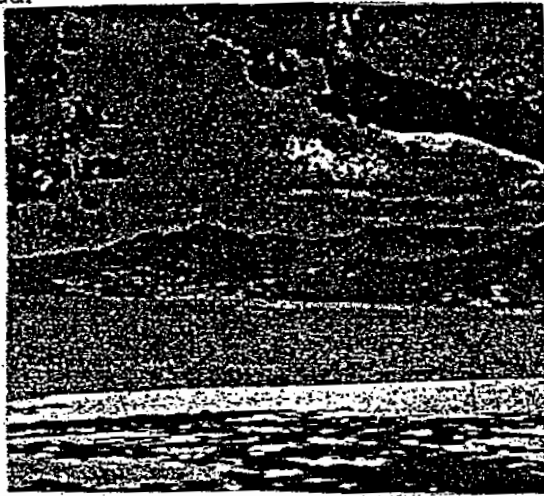
How long is she staying?

Period 2

Task Sheet 5

(For the students who are number 1 –8)

Introduction : Group Work Read about the Island of Grenada and complete the notes about Grenada.



Grenada is an Island in the East Caribbean. It is one of a group of Islands called the Winward Islands. The capital of Grenada is St. George's.

This island is 34 km long and 19 km wide. It is green , with many hills and valleys. It is famous for its white , sandy beaches and coral reefs in the south of the island.

The climate is tropical. It is warm all the year round but in the rainy season it rains every day. The wettest months are July , August and September.

Grenada has a large international airport which is one of the largest in the Caribbean.

Complete the notes about Grenada.

Name of island :

Location :

Capital :

Size :

Special geographical :

Features :

Climate :

Communications :

How long is she staying?

Period 2

Task Sheet 6

(For the students who are number 1 – 8)

Instructions : Group Work . Make note about Thailand by asking your friends that have sentences about Thailand to read or write them on the blackboard for you.

Thailand

Population : _____

Capital : _____

Largest City : _____

Major Language : _____

Religions : _____

Time : _____

Measures : _____

Monetary Unit : _____

Instructions: Write a paragraph about Thailand

Cards for the students

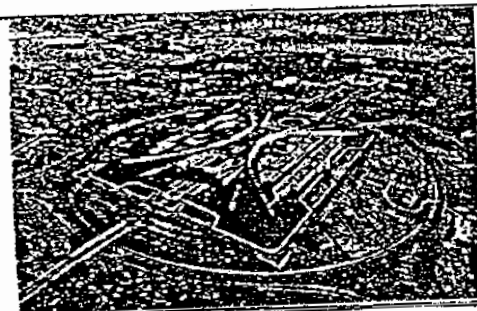
Population 60,000,000	Capital Bangkok	Largest City Ubon rachthani	Measures Metric System
Major Language Thai	Religions Buddhism Islam Protestantism Catholicism	Time About 6 hours before GMT	Monetary Unit Baht

Test Sheet

How long is she staying?

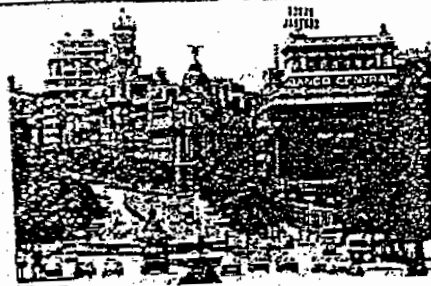
Period 2

Group Work : read this information about capital cities of the world . Then match six of the cities pictured below with the correct descriptions.



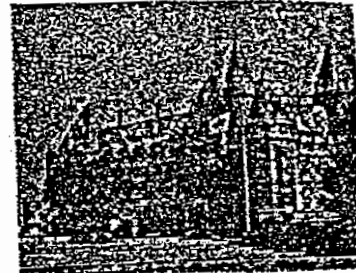
A

Canberra , Australia



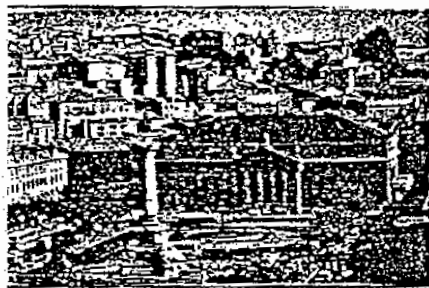
B

Madrid , Spain



C

Ottawa , Canada

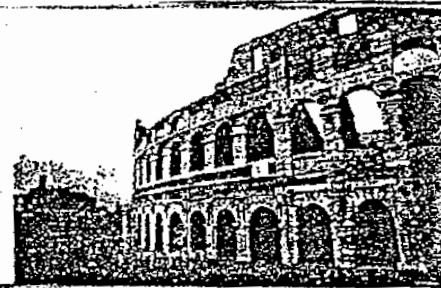


Lisbon , Portugal

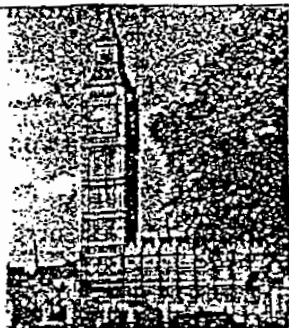
Italy



Manila , Philippines



Rome ,



G

London , Great Britain



H

Mexico City , Mexico

Test Sheet

How long is she staying?

Period 2

Group work : If you have long holiday ; what country are you going to visit ?

Australia

India

USA

Canada

Singapore

France

Israel

New Zealand

United Kingdom

Post – Task (10 minutes)

How long is she staying?

Period 2

Instructions : Discuss and identify from the task sheet , report that you have noticed or learned.

Language Focus : Analysis (5 minutes)

: Practice (5 minutes)

Note : You can write useful language : items below

: reinforcement (5 minutes)

My father is a taxi driver .

Period 1

Lesson 32

Objectives

Terminal Objectives

1. Students should be able to read and give tell the details.
2. Students should be able to make about their own family relationship(s).

Enabling Objectives

1. Students should be able to use the vocabulary for the family relationships.
2. Students should be able to use and explain the relative clause "which" as the object.
3. Students should be able to ask questions and answer by using words that show the possession (my , his her etc..)

My father is a taxi driver .

Period 1

Pre - Task

Useful words , phrases

family	situation	harbor
St. George	outside	Roman catholic
parent	taxi driver	church
brother	die	sing
grandmother	nutmeg plantation	choir

Structure

Non – defining relative clause

"which" as object My father has a taxi. My father keeps a taxi at home.

My father has a taxi which he keeps at home.

Possesion my , your, her , his , their

My father is a taxi driyer.

Read and answer the questions

My family

My family lives in Pattani . I live with my brother. He is a policeman. He works at the police station . My father is a businessman. He works in an office. My mother is a lawyer. She works at the court. We are Christians. We go to church every Sunday.

1. How many people live in my family?

2. What does my mother do?

3. What is our religion?

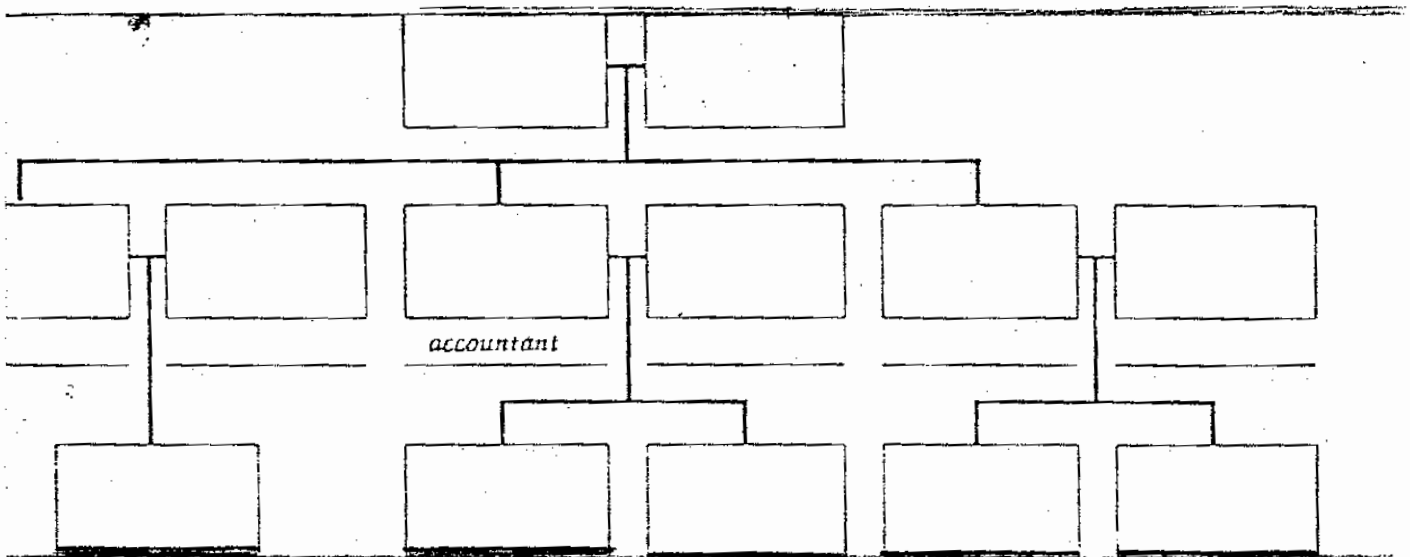
My father is a taxi driver.

Period 1

Task Sheet 1

Work in a groups of 8. Each of you has some information about The James' family. Working together, fill in the missing names in the family tree and also the jobs of the people in the middle row. You are only allowed to read aloud – not to show - the pieces of information you have.

The James' Family Tree



- | | |
|---|---|
| 1. Tom's grandfather is called Douglas. | 1. Amada's mother is a nurse. |
| 2. Sally's husband is and electrician. | 2. Peter has two daughters. |
| 1. Anne has two boys. | 1. Sylvia's daughter – in – law is a doctor |
| 2. Rebecca is Amada's cousin. | 2. David and Peter are brother. |
| 1. The editor is married to David. | 1. Sally is Bob's aunt. |
| 2. Mark is Amanda's father, | 2. One of Perter's nephews is called Bob. |
| 1. Joanna and Rebecca are sisters. | 1. David married Anne. |
| 2. Douglas has two sons and a daughter. | 2. Amanda is an only child. |
| 1. Joanna's father is a teacher. | 1. Peter is Sylvia's son. |
| 2. Sylvia is a grandmother. | 2. Sally has two brothers. |
| 1. Nina is Peter's wife. | 1. The accountant is called David. |
| 2. Mark is Sylvia's son – in- law. | 2. Bob and Tom are brothers. |

Task Sheet 2

My father is a taxi driver.

Period 1

(For the students who are number 1 – 8)

Instructions : Group Work . Read this passage and answer the questions about Natalie ' s family

My family

My father lives in St. George, the capital of Grenada. I live with my parents, my two brothers and my grandmother. My mother is a nurse at the General Hospital, which is situated just outside St. George. My father is a taxi driver. He has a taxi which he keeps at home. My grandfather died last year. He worked on a nutmeg plantation in the north of the island. We live in a small house near the harbor but we are moving next year to a bigger house near the airport.

We are Roman Catholic, which is the main religion of the people of Grenada. We go to church every Sunday and my mother sings in the choir. I like being in England but I miss my family very much.

Answer

1. How many people live in Natalie's house in Grenada?

2. What relation are they to Natalie?

3. What does her mother do?

4. What does her father do?

5. What did her grandfather do when he was alive?

6. Where do they live?

7. Where are they moving to next year?

8. What religion are they? _____

My father is a taxi driver.

Period 1

Task Sheet 3

(For the students who are number 1 – 8)

Instructions : Group Work . Look at the note below about Natalie's family. Join them to write complete sentences using "which" .

1. elder brother / James/boat/ keeps in the harbor at St. George.

Her elder brother, James, has a boat which he keeps in the harbor at St. George's .

2. younger brother / Peter / windsurfing board/ uses it on Grand Anse beach
-

3. Uncle Patrick / color TV/ watches it every evening
-

4. cousin Beverly / parrot/ takes it to school
-

5. grandmother / bible / keep it under her pillow
-

6. mother/ mango tree/ planted it when she married
-