

## APPENDIX A

### Teacher' s Checklist of Grammatical Items

แบบสอบถามนี้มีจุดมุ่งหมายเพื่อทราบความคิดเห็นของอาจารย์เกี่ยวกับไวยากรณ์อังกฤษที่เป็น  
ปัญหาของนักเรียน และไวยากรณ์ที่มีความสำคัญและเป็นประโยชน์ต่อการเรียนภาษาอังกฤษ  
ชื่อ-สกุล ..... โรงเรียน..... ประสพการณ์สอน..... ปี  
สอนระดับชั้น ..... วิชาที่สอน.....

คำชี้แจง กรุณาทำเครื่องหมายถูก ที่ตรงกับความคิดเห็นของท่านมากที่สุด

ระดับการให้คะแนนมีดังต่อไปนี้

5 = มากที่สุด      4 = มาก      3 = ปานกลาง      2 = น้อย      1 = น้อยที่สุด

1. นักเรียนของท่านมีปัญหาไวยากรณ์เรื่องใดมากที่สุด
2. ท่านคิดว่าไวยากรณ์เรื่องใดที่สำคัญและเป็นประโยชน์ในการเรียนภาษาอังกฤษสำหรับนักเรียน  
ในระดับ ม.4

ไวยากรณ์	1. ปัญหา					2. สำคัญและเป็นประโยชน์				
	5	4	3	2	1	5	4	3	2	1
1. Present Simple Tense										
2. Present Continuous Tense										
3. Present Perfect Tense										
4. Past Simple Tense										
5. Past Continuous Tense										
6. Future (Plan)										
7. Auxiliary Verb										
8. Article										
9. Active & Passive voice										
10. Relative Clauses										
11. Present & Past Participial										
12. Direct & Indirect Speech										
13. Few/ Little/ Much/ Many										
14. Adjective & Adverb										
15. Tag Question										
16. Wh-Question										

## APPENDIX B

### Test of Grammatical Competence

**Level :** secondary school M.4 students (in science program)

**Time :** 30 minutes

**Total items :** 25 items

**Total scores :** 25 marks

**Instruction :** Choose the correct answer. Mark X on your answer sheet.

Questions no.1-3 are about road rules based on the following dialogue.

A : I've just moved in from Mexico. Can you tell me some road rules in your country?

B : Well, you \_\_\_\_\_ 1 \_\_\_\_\_ drive on a public road without a driver's license or permit. The driver and the front-seat passenger \_\_\_\_\_ 2 \_\_\_\_\_ seat belts.

A : Any other important rules?

B : Yes, you \_\_\_\_\_ 3 \_\_\_\_\_ to drink alcohol before or while driving.

- |    |                  |                     |
|----|------------------|---------------------|
| 1. | a. mightn't      | b. mustn't          |
|    | c. don't         | d. shouldn't        |
| 2. | a. shall wear    | b. could wear       |
|    | c. must wear     | d. should wear      |
| 3. | a. don't suppose | b. aren't forbidden |
|    | c. don't allow   | d. aren't permitted |

Questions no.4-6 are based on the following conversation.

Mom : Hey kids, here's a good car game. Each player chooses a kind of car.

You get a point for every one you see.

John : Honda! There's one! And there's another!

Susan: Hey! That's not fair! He \_\_\_\_\_ 4 \_\_\_\_\_ me a turn too.

Mom : You \_\_\_\_\_ 5 \_\_\_\_\_ like that in the car, kids. I \_\_\_\_\_ 6 \_\_\_\_\_

attention to the road, and you're making so much noise that I can't.

- |    |                   |             |
|----|-------------------|-------------|
| 4. | a. 's given       | b. gave     |
|    | c. 's got to give | d. 'll give |





- |                        |                   |                    |                   |
|------------------------|-------------------|--------------------|-------------------|
| 14. a. hear            | b. hearing        | c. hears           | d. heard          |
| 15. a. was bearing     | b. is born        | c. was born        | d. is bearing     |
| 16. a. used            | b. is used        | c. was used        | d. uses           |
| 17. a. in 1974         | b. since 1974     | c. for 5 years     | d. 5 years ago    |
| 18. a. had she written | b. does she write | c. has she written | d. can she write  |
| 19. a. was appeared    | b. appeared       | c. had appeared    | d. would appeared |
| 20. a. was             | b. was being      | c. has been        | d. is             |
| 21. a. since 2000      | b. a year ago     | c. for one year    | d. about one year |

22. Harry McArthur is going to Hong Kong at short notice for his firm. He doesn't like getting up early, but he \_\_\_\_\_ get up very early tomorrow to catch his plane at 5.25 a.m.

- |          |              |
|----------|--------------|
| a. shall | b. 's got to |
| c. might | d. 'll       |

Questions no. 23-24 are based on the following conversation.

A: Excuse me. Could you put out your cigarette?

B: I think I \_\_\_\_\_<sup>23</sup> smoke here.

A: Well, I'm eating my lunch and I can't taste anything when someone's smoking.

B: Sorry, but this is the only place in this building where smoking \_\_\_\_\_<sup>24</sup>.

- |                   |               |
|-------------------|---------------|
| 23. a. should     | b. must       |
| c. can            | d. may        |
| 24. a. can permit | b. forbids    |
| c. must allow     | d. is allowed |

25. A : Oh! I need to get your clothes ready for packing in about 15 minutes.

B : Relax! You \_\_\_\_\_ my clothes ready now; I'll do it later.

I 'll be leaving for another eight hours.

- |                      |                |
|----------------------|----------------|
| a. don't have to get | b. don't get   |
| c. shouldn't get     | d. haven't got |

- |   |   |
|---|---|
| No.1 the driver's license = ใบขับขี่                      | No.20 to publish = ตีพิมพ์              |
| No.2 the front-seat passenger = ผู้โดยสารที่นั่งด้านหน้า  | No.21 to give up = เลิก                 |
| No.6 to pay attention = จดจ่อ / เอาใจใส่ / ตั้งใจ         | No. 22 at short notice = ช่วงเวลาสั้น ๆ |
| No.9 a high-school diploma = ประกาศนียบัตรชั้นมัธยมปลาย   | No. 22 at short notice = ช่วงเวลาสั้น ๆ |
| No.13 materials = สิ่งของต่าง ๆ (หนังสือและอุปกรณ์ต่าง ๆ) | No.22 firm = บริษัท                     |
| No.19 to appear = ปรากฏ                                   | No.25 to pack = จัดกระเป๋า              |

**END OF THE TEST**

## APPENDIX C

### Questionnaire on Attitudes Towards Learning Grammar Through Games (Thai Version)

#### แบบสอบถาม

แบบสอบถามนี้มีจุดมุ่งหมายเพื่อทราบความคิดเห็นของนักเรียน เกี่ยวกับการใช้เกมในการเรียนไวยากรณ์อังกฤษ ข้อมูลที่ได้รับจากนักเรียนจะเป็นประโยชน์ต่อการปรับปรุงการเรียนการสอนให้ดียิ่งขึ้น และไม่มีผลกระทบต่อคะแนนของนักเรียน

ชื่อ-สกุล..... ชั้น ม. 4/..... เลขที่.....

คำชี้แจง จงทำเครื่องหมายวงกลม  ล้อมรอบตัวเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

ระดับการให้คะแนนมีดังต่อไปนี้

5 = เห็นด้วยมากที่สุด

4 = เห็นด้วยมาก

3 = เห็นด้วยปานกลาง

2 = เห็นด้วยน้อย

1 = เห็นด้วยน้อยที่สุด

ความคิดเห็น	ระดับการให้คะแนน				
	5	4	3	2	1
1. เกมช่วยให้นักเรียนมีการฝึกฝนการใช้ไวยากรณ์อังกฤษอย่างมีความหมายในชั้นเรียน	5	4	3	2	1
2. เกมช่วยให้นักเรียนเข้าใจไวยากรณ์อังกฤษมากขึ้น	5	4	3	2	1
3. เกมช่วยให้นักเรียนจำไวยากรณ์อังกฤษได้ดีขึ้น	5	4	3	2	1
4. เกมช่วยให้นักเรียนมีความมั่นใจในการนำไวยากรณ์อังกฤษไปใช้อย่างถูกต้อง	5	4	3	2	1
5. เกมช่วยให้นักเรียนสนใจเรียนไวยากรณ์อังกฤษเพิ่มมากขึ้น	5	4	3	2	1
6. เกมช่วยให้นักเรียนใช้ความคิดในการเรียนไวยากรณ์มากขึ้น	5	4	3	2	1
7. เกมช่วยให้นักเรียนเรียนไวยากรณ์อังกฤษสนุกขึ้น	5	4	3	2	1
8. ครูควรนำเกมไปใช้ในการเรียนการสอนไวยากรณ์อังกฤษ	5	4	3	2	1
9. เกมช่วยให้นักเรียนพัฒนาความสามารถในการใช้ไวยากรณ์อังกฤษใน					
5.1 การฟัง	5	4	3	2	1
5.2 การพูด	5	4	3	2	1
5.3 การอ่าน	5	4	3	2	1
5.4 การเขียน	5	4	3	2	1
10. นักเรียนสามารถนำทักษะที่ได้รับจากเกมไปใช้ในชีวิตประจำวันหรือการศึกษาชั้นสูงขึ้น	5	4	3	2	1
11. เกมช่วยทำให้บทเรียนน่าสนใจมากขึ้น	5	4	3	2	1

12. เกมช่วยทำให้นักเรียนพูดภาษาอังกฤษได้ถูกต้องมากขึ้น	5	4	3	2	1
13. เกมช่วยกระตุ้นให้นักเรียนใช้ภาษาอังกฤษมากขึ้น	5	4	3	2	1
14. เกมมีความเหมาะสมกับระดับชั้นของนักเรียน	5	4	3	2	1
15. เกมมีความเกี่ยวข้องกับเนื้อหาในบทเรียน	5	4	3	2	1
16. เวลาที่ใช้ในการเล่นเหมาะสม	5	4	3	2	1
17. การเล่นเกมเป็นกลุ่มช่วยให้นักเรียนคุ้นเคยในการทำงานร่วมกับผู้อื่น	5	4	3	2	1
18. นักเรียนชอบ					
18.1 เกมภาษาศาสตร์					
a. Chain Game	5	4	3	2	1
b. Card Game	5	4	3	2	1
c. Break Down Game	5	4	3	2	1
d. Verb Game	5	4	3	2	1
18.2 เกมสื่อสาร					
e. Role play	5	4	3	2	1
f. Find-The-Differences	5	4	3	2	1
g. Complete-It	5	4	3	2	1
h. Interview	5	4	3	2	1
i. Find-Someone-Who	5	4	3	2	1

19. ปัญหาที่พบในระหว่างการเล่นเกม

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20. ความคิดเห็นเกี่ยวกับข้อดีและข้อเสียที่ได้รับจากการเล่นเกม

20a. ข้อดี.....

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20b. ข้อเสีย.....

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21. ข้อเสนอแนะและความคิดเห็นอื่น ๆ เพิ่มเติมเกี่ยวกับการเล่นเกม

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ขอขอบคุณในความร่วมมือ ..... กังวานรัตน์ อัจฉพันธ์



## APPENDIX D

### Questionnaire on Attitudes Towards Learning Grammar Through Games (English Version)

#### Questionnaire

**Objective** : This questionnaire aims to investigate the students' opinions about the use of games in learning grammar. The data obtained will be useful for improving the teaching and learning and there are no effects on your grades.

Name.....Class M.4/.....No.....

**Directions** : Circle (O) the number (1,2,3, etc.) which is the most relevant to your opinions.

#### **Levels of Agreement**

5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree

Nos.	Statements	Levels of Agreement				
		5	4	3	2	1
1.	The games helped you practice grammar meaningfully in class.	5	4	3	2	1
2.	The games helped you understand grammar better.	5	4	3	2	1
3.	The games helped you remember grammar better.	5	4	3	2	1
4.	The games helped you be confident to use grammar appropriately..	5	4	3	2	1
5.	The games helped you be more interested in studying grammar.	5	4	3	2	1
6.	The games helped you think more while studying grammar.	5	4	3	2	1
7.	The games helped you study grammar more joyfully.	5	4	3	2	1
8.	The teacher should use the games in teaching grammar.	5	4	3	2	1
9.	The games helped you develop your grammatical competence in					
	9.1 Listening	5	4	3	2	1
	9.2 Speaking	5	4	3	2	1
	9.3 Reading	5	4	3	2	1
	9.4 Writing	5	4	3	2	1
10.	You can apply the skills getting from the games for use in every-day life or higher education.	5	4	3	2	1

11.	The games made the lessons more interesting.	5	4	3	2	1
12.	The games helped you speak English more correctly	5	4	3	2	1
13.	The games activated you to use more English.	5	4	3	2	1
14.	The games were suitable for your level.	5	4	3	2	1
15.	The games were relevant to the content of the lessons.	5	4	3	2	1
16.	The time for playing the games was suitable.	5	4	3	2	1
17.	Playing the games in group helped you get used to working with others.	5	4	3	2	1
18.	You liked					
	18.1 Linguistic games					
	a. Chain Game	5	4	3	2	1
	b. Card Game	5	4	3	2	1
	c. Break Down Game	5	4	3	2	1
	d. Verb Game	5	4	3	2	1
	18.2 Communication games					
	e. Role play	5	4	3	2	1
	f. Find-The-Differences	5	4	3	2	1
	g. Complete-It	5	4	3	2	1
	h. Interview	5	4	3	2	1
	i. Find-Someone-Who	5	4	3	2	1

19. Problems faced while playing games

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20. Please give your opinions on advantages and disadvantages of playing games.

20a. Advantages.....

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20b. Disadvantages.....

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21. Any other suggestions or opinions about playing games

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Thank you for your cooperation.....Kangwanrat Attapan

## APPENDIX E

### Experimental Group' s Responses to the Questionnaire on Attitudes Towards Learning Grammar Through Games

Nos.	Statements	Mean	Levels of Agreement
1.	The games helped you practice grammar meaningfully in class.	4.31	Strongly agree
2.	The games helped you understand grammar better.	3.90	Agree
3.	The games helped you remember grammar better.	4.07	Agree
4.	The games helped you to be confident to use grammar appropriately..	3.79	Agree
5.	The games helped you be more interested in studying grammar.	4.02	Agree
6.	The games helped you think more while studying grammar.	4.05	Agree
7.	The games helped you study grammar more joyfully.	4.36	Strongly agree
8.	The teacher should use the games in teaching grammar.	4.24	Strongly agree
9.	The games helped you develop your grammatical competence in		
	9.5 Listening	3.83	Agree
	9.6 Speaking	4.31	Strongly agree
	9.7 Reading	3.76	Agree
	9.8 Writing	3.55	Agree
10.	You can apply the skills getting from the games for use in every-day life or higher education.	3.88	Agree
11.	The games made the lessons more interesting.	4.21	Strongly agree
12.	The games helped you speak English more correctly	3.88	Agree
13.	The games activated you to use more English.	4.14	Agree
14.	The games were suitable for your level.	3.90	Agree
15.	The games used in the experiment were relevant to the content of the lessons.	4.14	Agree
16.	The time for playing the games was suitable.	3.24	Uncertain
17.	Playing the games in group helped you get used to working with others.	4.21	Strongly agree
18.	You liked		
	18.1 Linguistic games		
	a. Chain Game	3.93	Agree
	b. Card Game	3.76	Agree
	c. Break Down Game	4.07	Agree
	d. Verb Game	4.02	Agree
	18.2 Communication games		
	e. Role play	3.83	Agree
	f. Find-The-Differences	3.55	Agree
	g. Complete-It	3.83	Agree
	h. Interview	4.02	Agree
	i. Find-Someone-Who	4.00	Agree
Average		3.96	

<b>19. Problems in Game Playing</b>	<b>No. of Respondents (N = 42)</b>	<b>Percentage</b>
1. The time allocated for playing games was too limited.	21	50
2. Some students were uncooperative or paid no attention in playing the games.	6	14.3
3. I was not confident in pronunciation and was shy to speak.	5	11.9
4. I did not understand the game instruction.	4	9.5
5. I did not speak English while playing games.	4	9.5
6. I did not have enough vocabulary so I could not communicate in the way I wanted.	4	9.5
7. I had difficulties in questioning and answering due to grammatical insufficiency.	2	4.8
8. During a big group competition, several students eagerly answered the questions at the same time; therefore, clear answers could not be identified.	2	4.8
9. I could remember grammar only when I was playing games, after that I forgot it.	1	2.4
10. I did not know the vocabulary used in the Card Game.	1	2.4
11. I could not think within limited time of playing games.	1	2.4
12. I could not understand English correctly.	1	2.4
13. Not everyone in the group could practice language skills.	1	2.4
14. I pronounced the words incorrectly so it caused misunderstanding.	1	2.4

<b>20a. Advantages of Game Playing</b>	<b>No. of Respondents (N = 42)</b>	<b>Percentage</b>
1. I found playing games a lot of fun. Games created a relaxing learning atmosphere; I was neither stressed nor bored.	22	52
2. Games helped me understand and remember grammar better, and use English more appropriately.	20	48
3. I learnt English through speaking skill; I had a chance to practice speaking and pronunciation in playing games.	11	26
4. Playing games helped familiarize me with pair- and group-work. We cooperated to solve problems.	8	19
5. I was enthusiastic to learn English; I would like to answer the teacher' grammatical questions.	4	9.5
6. Games allowed me to think.	3	7.14
7. I had positive attitudes towards English. Games reduced my negative attitudes towards English.	2	4.8
8. I gained more grammatical knowledge.	1	2.4
9. Game materials were good.	1	2.4
10. I could use grammatical knowledge learnt for my further education.	1	2.4
11. Games helped reinforce my language experience.	1	2.4
12. Games helped me be more confident.	1	2.4
13. I could practice four language skills while playing games.	1	2.4
14. Games gave me opportunities to repeatedly practice using the language.	1	2.4
15. Playing games tested what I had learnt.	1	2.4
16. Games helped me study English faster.	1	2.4
<b>20b. Disadvantages of Game Playing</b>	<b>No. of Respondents (N = 40)</b>	<b>Percentage</b>
1. While playing games, my classmates made a loud noise. This was a nuisance to the neighboring classes.	7	16.7
2. Playing games was a waste of time.	4	9.5
3. I could not study grammar directly.	2	4.8
4. Some students may not participate in game activities.	1	2.4

21. Suggestions for Game Playing	No. of Respondents (N = 42)	Percentage
1. The teacher should provide more games in English lessons.	5	11.9
2. The teacher should provide more varieties of games e.g. outdoor-games, writing games.	5	11.9
3. The teacher should give more time for playing games	4	9.5
4. The teacher should speak more slowly.	4	9.5
5. The teacher should not teach grammar excessively.	2	4.8
6. The teacher should suggest how to use grammatical items learnt in everyday-life situations.	2	4.8
7. The teacher should have students practice more in pronunciation of word or expressions in games.	2	4.8
8. The teacher should focus more on vocabulary.	2	4.8
9. The teacher should explain the game instruction clearly.	1	2.4
10. Before playing games, the teacher should tell the students the grammatical items to be used in the game.	1	2.4
11. The teacher should walk around each group and correct mistakes immediately.	1	2.4
12. The teacher should set groups according to the class physical setting.	1	2.4
13. The teacher should teach more grammar and variety of expressions used in everyday-life situations.	1	2.4

## APPENDIX F

### Sample Lesson Plan (for the Control Group)

Content : Rules and permission

Aim : Students are able to give rules.

Level : M.4

Language function : giving rules

Grammatical items : must, mustn't, can, can't, be (not) allowed/ permitted to

Lexical items : sign, notice, public place, disabled, handicapped, be allowed to,  
be forbidden

Time allotment : 2 periods

Materials : tape and cassette, text book (Blueprint one), workbook, worksheets

Evaluation : observe students' participation, check written exercises

### Procedures

#### Stage 1 : Presentation

- Ask students to look at the photographs of signs and notices on page 119 and use these signs to present vocabulary and structures.

T : What can you see in picture no.1?

Where can you see this sign?

What does it mean?

It means you *can't / mustn't/ aren't allowed to/ aren't permitted to* drive down the road.

#### Stage 2 Practice

##### Speaking

- a) Have students work in pairs and practice on signs no.4-11 in the exercise 1 and 2.

S1 : In picture no.1. Where can you see this sign?

S2 : On a road.

S1 : What does it mean?

S2 : It means you mustn't drive down that road.

### Listening

b) Have them do exercise no. 5

- Tell students that they are going to listen to a young American talking about some of the rules for people who work in Disneyworld.
- Distribute the following worksheet for listening.

	<b>Guess</b> ✓ or X	<b>Check</b> ✓ or X
Have a moustache		
Have a beard		
Wear make-up		
Put perfume and aftershave on		
Smoke		
Wear hats		

- Have them guess the things which the employees can do and the things which they can't or mustn't do by ticking or crossing in the guess column.
- Play the tape and ask them to tick or cross against the list as appropriate in the check column.
- Check the answers with the whole class and have them speak out.

Tapescript :

Interview : Tell me, Julie, about some of your dress rules.

Julie : Well, the rules about personal appearance and hygiene are very detailed and very strict. The Disney Corporation want all their employees to have an all-American, clean look. So, for example : Men mustn't have a beard or a moustache. And women mustn't wear heavy make up. They can wear lipstick, but it must be light and very natural-looking.

Interview : What about perfume?

Julie : Yes, that's O.K. and aftershave too. But it mustn't be too strong. They want you to smell fresh because you're meeting the public all time. And no smoking of course. That's obvious. Oh, and workers mustn't wear hats if they work in Disneyland and I don't know why. But you can wear Mickey Mouse ears...



### Stage 3 Production

#### Writing

- a) Have them do exercise no.4
- Ask if any of them are members of a gym/health/sports club.  
If they are, ask what sort of rules they must follow.
  - Elicit and present vocabulary: equipment, swimming, costume, remove, jewelry, sport shoes/clothes, training bicycles.
  - Have them work in pairs : discuss and write rules for the gym, sauna, and car-park, using *must*, *mustn't*, *be allowed/permitted to*, and *can't*.
- b) Have them do exercises on the worksheet 1 and 2.
- Elicit the grammar items they have learnt to summarize the rules of giving rules.
  - Have them work in pairs writing answers of worksheet 1, and then check the answers together.
  - Have them work individually writing the answers of exercise no.1-3 and then check the answer by calling on one by one of students to give his/her answer.

## Worksheet 1

**Instruction :** Work in pairs. Where do you find these signs? Discuss what they mean. What do you have to do? What are you not allowed to do? Then write it down.

In the library

On a plane

In the museum

In a park

On the road

On a train

At the canteen

At an amusement park

In the classroom

In the street

In a restaurant

Near the river

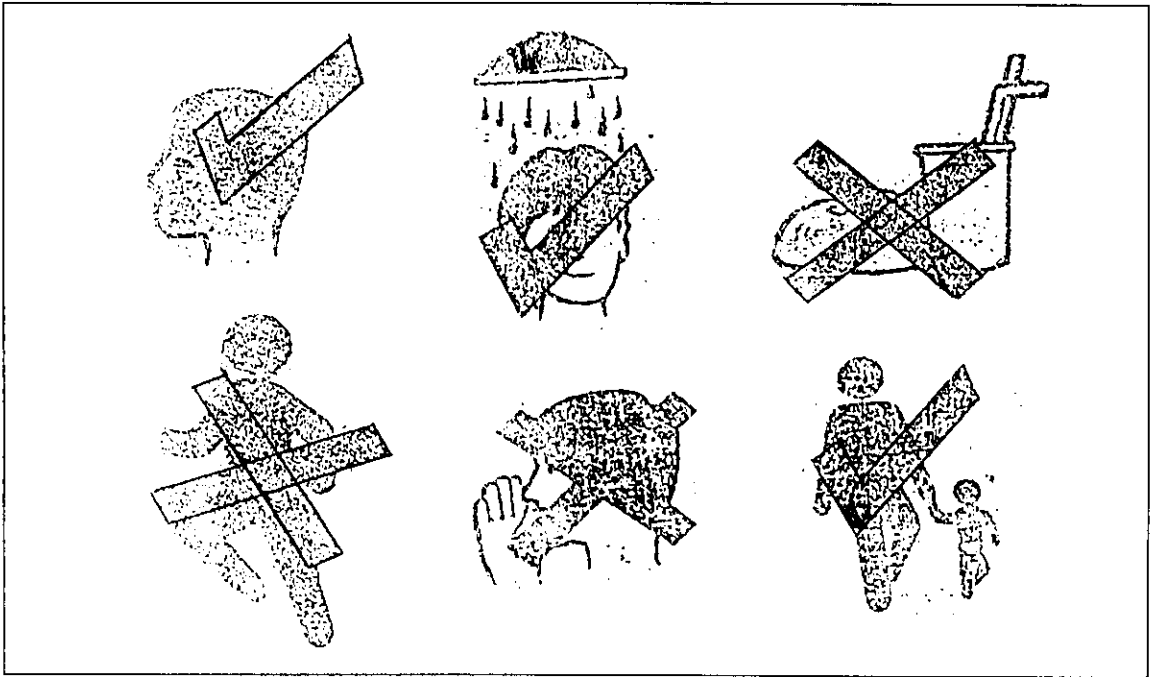


## Worksheet 2

### Grammar Exercise

- I. Write a rule for the swimming pool for each diagram. Use *must, mustn't, be (not) allowed/ permitted to* and the verbs and expressions in the box.

look after small children	run
wear a swimming cap	shout or scream
have a shower before you swim	eat or drink in the pool area



1. You must wear a swimming cap.....
2. ....
3. ....
4. ....
5. ....
6. ....

II. Complete the library rules with *can*, *must* or *can't*.

**LIBRARY RULES**

**BRANWELL COLLEGE LIBRARY**

Hour : M-F 8 a.m. – 6 p.m. Sat 9 a.m. – 12 p.m.

- Don't take more than three books at any one time.
- Return all books after one week.
- Do not take reference books out of the library.
- No talking, no eating, no drinking.

1. You .....take out three books but you .....keep them longer than a week.
2. You .....take three books home but you .....return them after one week.
3. You ..... read reference books in the library but you ..... take them home.
4. You ..... use the library on Saturday afternoon.
5. You ..... take any food into the library.

III Read the examination rules and tick what you *can* or *can't* do.

EXAMINATIONS

**June 1<sup>st</sup>-20<sup>th</sup>**

- **Examinations start at 9 a.m. and finish at 12 noon.**
- **Do not enter the examination room after 9.15 a.m.**
- **Calculators and dictionaries are allowed.**
- **Food, drinks and cigarettes are not allowed.**

**Please note that students MUST pay all examination fees by**

- | Can you  | Can   | Can't |
|--|-------|-------|
| 1. pay your exam fee on June 1 <sup>st</sup> ? | ..... | ..... |
| 2. arrive at 9.10 a.m.?                        | ..... | ..... |
| 3. take a bar of chocolate with you?           | ..... | ..... |
| 4. use a dictionary?                           | ..... | ..... |
| 5. take a drink with you?                      | ..... | ..... |
| 6. use a calculator?                           | ..... | ..... |

## APPENDIX G

### Sample Lesson Plan (for the Experimental Group)

Content : Rules and permission

Aim : Students are able to give rules.

Level : M.4

Language function : giving rules

Grammatical items : must, mustn't, can, can't, be (not) allowed/ permitted to

Lexical items : sign, public place, disabled, handicapped, be forbidden

Time allotment : 2 periods

Materials : pictures of signs, sign cards and worksheets

Evaluation : - observe students' participation in class

- check students' written exercises

### Procedures

#### Stage 1 : Presentation

- a) Teacher presents the vocabulary and structure by eliciting them from students.

If students do not know, teacher tells them.

T : (Show some signs) What are these?

Ss: They're signs.

T : (Show a no smoking sign) What sign is it?

Ss: No smoking sign.

T : Where can you find this sign?

Ss: In hospitals, in cinemas, on buses, at stations, in museums, in libraries...

T : What do you call these places?

Ss: Public places.

T : Can you smoke in class?

Ss: No, I can't.

T : You can't smoke in here or you mustn't smoke in here or you are not allowed to smoke in class. (Model sentences and have them pronounce correctly both in chorus and individually and then write on the board)  
Where can people smoke?

Ss: In a coffee lounge, in a bar.

T : Smoking is allowed in a bar or smoking is permitted in a bar.

Model sentences and have them pronounce chorally and individually and write the sentences on the board) Tell me about your school's rules.

S : No eating in class.

T : Students are not allowed to eat in class. You mustn't or can't eat in class.

(Teacher writes "Do Not Litter" on the board.) You mustn't litter.

(Teacher draws this sign ↓ and elicits what kind of people the sign refers



to.) This sign means, 'Normal people are not allowed to park because disabled or handicapped people have to be able to use that area.'

## Stage 2 Practice

### Speaking

- a) Have them play the Card game
- Divide the class into groups of six to seven.
  - Distribute a set of sign cards for each group.
  - Have them sit round a table with the cards placed face down in a pile in the middle of the group.
  - Ask them to take it in turns to pick up cards from the pile, lay it down on the table, and then give rules according to the card.
  - One who picks the card can keep it, if the rule is satisfactory to the group. If other players do not accept the rule, that card would be placed at the bottom of the pile.
  - Take turn until there are no cards left.
  - The player with the most cards at the end of the play is the winner.
- b) Have them do exercise on worksheet 1.
- c) Have them work in pairs: one takes A role (a sports club staff and a student) and the other is B ( a sportsman/ woman and librarian).

A1

You work at a sports club. You are responsible for welcoming new members and giving them information on the club rules.

Use the following clues :

In the Gym :

- Sports shoes or clothes/ Equipment/ training bicycles
- wear/ use/ clean/

In the sauna/ swimming pool :

- A swimming cap or suit/ Jewelry/ newspapers
- Wear/ remove/ smoke/ read

B1

You are a sportsman/woman and want to apply for a sports club membership. You need to know about the club rules in order to decide if you want to apply or not.

A2

You are a new student at NMT school. You want to apply to be a new member of your school library. You ask B, the librarian, about the library rules.

B2

You are a librarian at NMT library. You show a new student how to use the school library, and explain to him/ her the library rules. Use the following clues: borrow/ take/ return reference books

### **Stage 3 Production**

#### **Speaking & Writing**

- Have them play the game, 'Find-The-Differences'.
- Have them write the four differences on their worksheet, for example

In Thailand, students must wear uniform to school while/as in England, they can wear casual clothes.

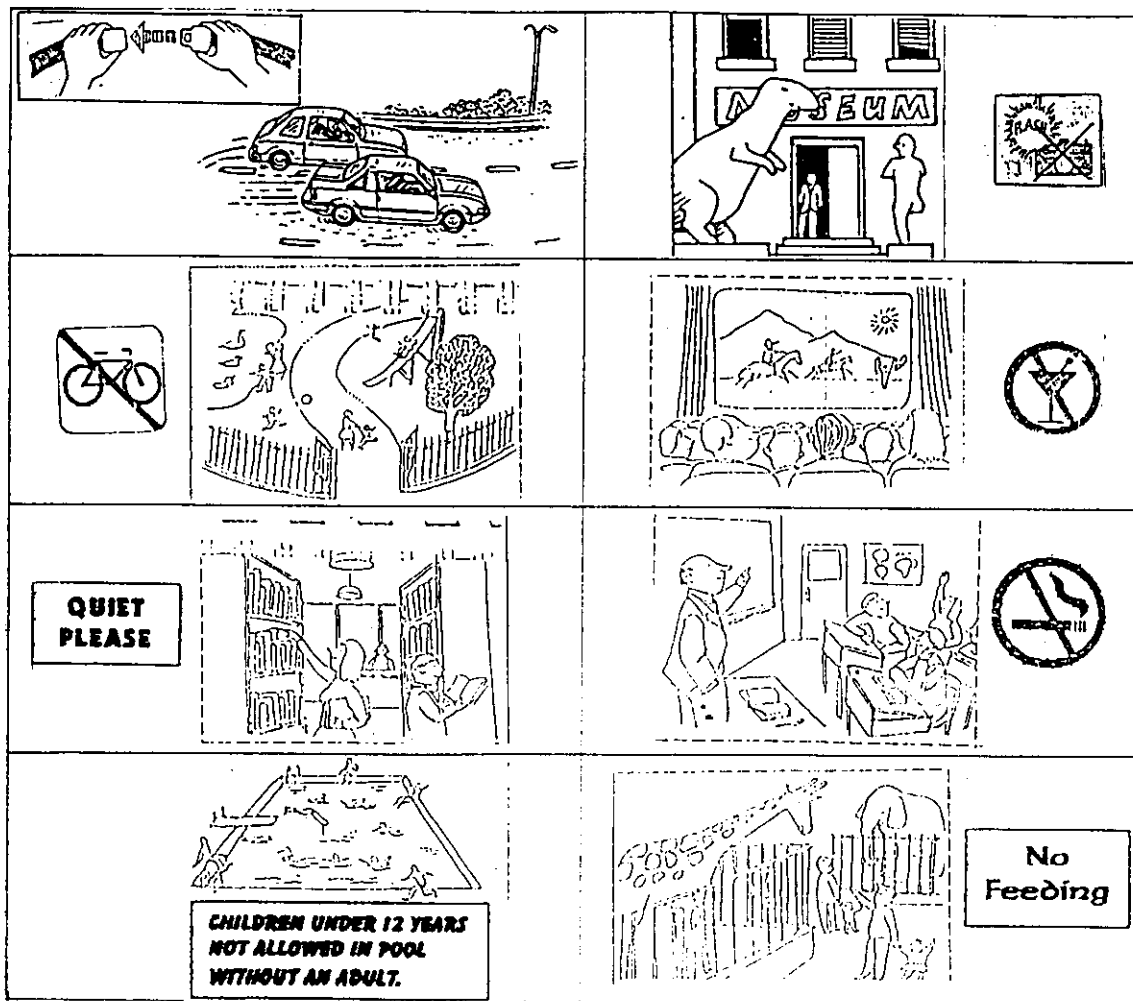
- Have them work on worksheet 2 and 3. When they finish, elicit the answers.

### Find the Differences

#### Directions

A

- You are a tourist from England. You have information about rules in public places in your country. B is Thai, he/she also has information about rules of public places in Thailand, but there are **four** differences in your picture and B's picture.
- Take turns asking and answering questions to find these differences, for example  
 A : In Thailand, can students wear T-shirts or sweaters to school?  
 B : No, they can't. They must wear uniforms. What about in England?  
 A : Yes, students are allowed to wear casual clothes.
- Mark a cross (X) on any differences you find.
- When you finish, compare your worksheet with B. What are the differences?



Write four differences. ....

.....

.....

.....

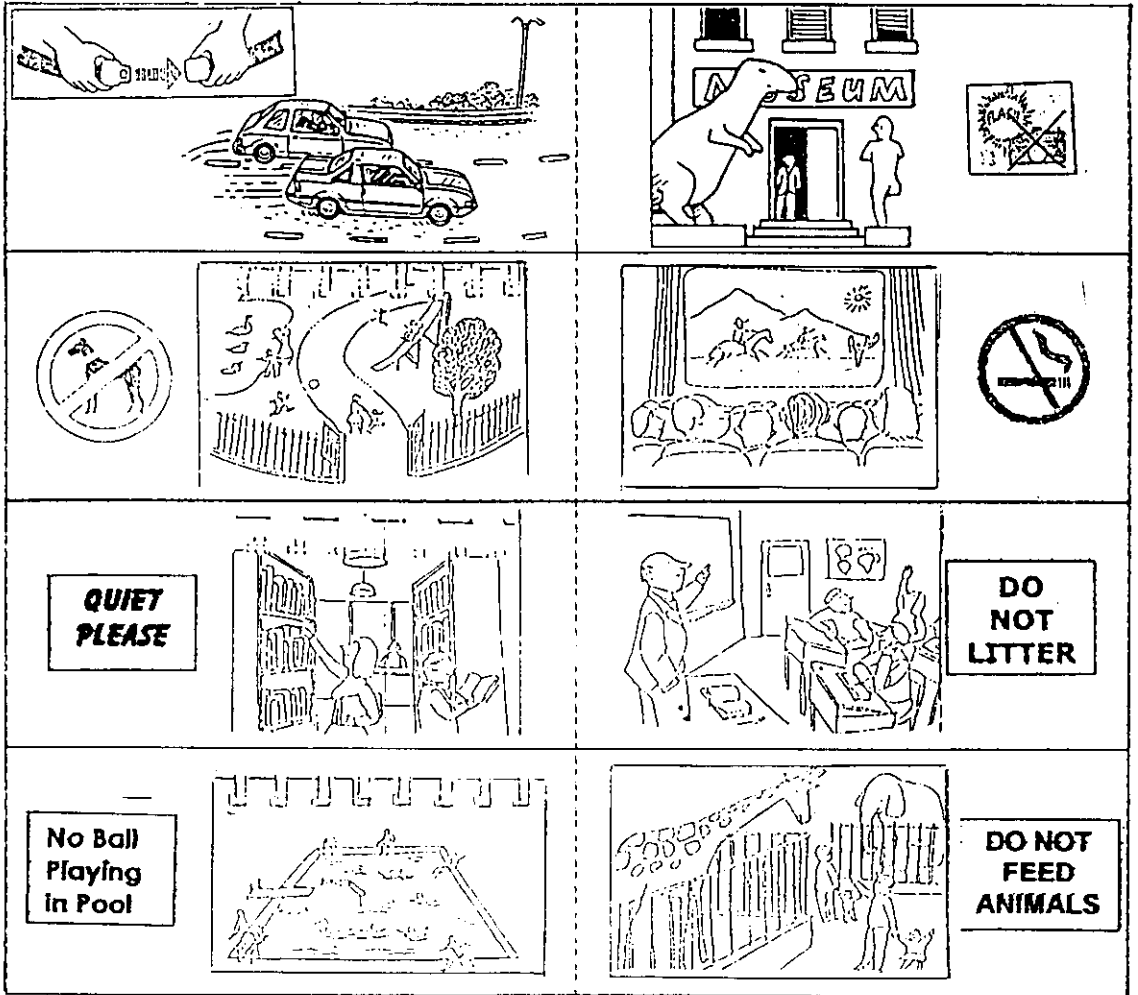


### Find the Differences

**Directions**

**B**

- You are Thai. You have information about rules in public places in Thailand. A is a British tourist, he/she also has information about rules of public places in England, but there are **four** differences in your picture and B's picture.
- Take turns asking and answering questions to find these differences, for example  
 A : In Thailand, can students wear T-shirts or sweaters to school?  
 B : No, they can't. They must wear uniforms. What about in England?  
 A : Yes, students are allowed to wear casual clothes.
- Mark a cross (X) on any differences you find.
- When you finish, compare your worksheet with A. What are the four differences?



Write four differences.....

.....

.....

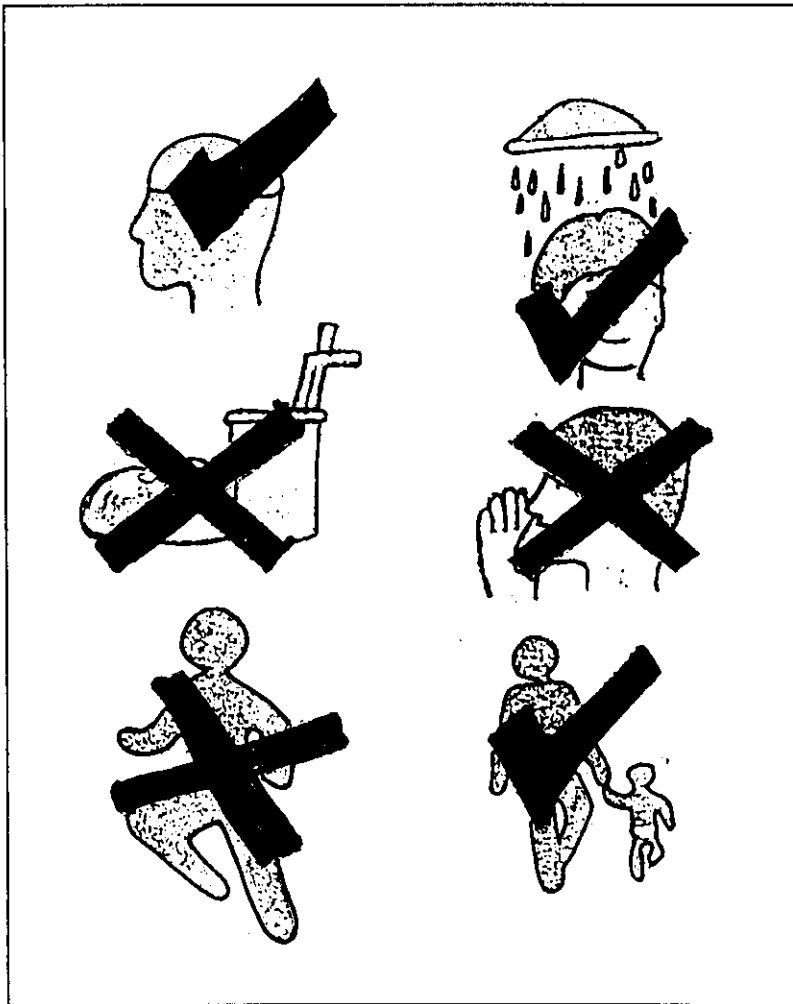
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## Worksheet 2

**Situation** : Mary and Jane are members of the Olympic Club. Now they are talking about the rules for the swimming pool of this club.

**Instruction** : Study the signs given carefully and then complete the conversation with only *one* or *two* words.(one blank for one word)



Mary : I've forgotten my swimming cap. 1 \_\_\_\_\_ I swim without it?

Jane : The sign shows that everyone 2 \_\_\_\_\_ a swimming cap.

But don't worry, I have got two caps. I can lend you one.

Mary : Thanks.

Jane : Well, you 3 \_\_\_\_\_ have a shower before swimming and I think you should leave your lunch box here. According to the rules, we

4 \_\_\_\_\_ or drink in the pool area.

Mary : O.K. We'll have lunch here after swimming.

### Worksheet 3

**Situation** : The librarian is explaining the library rules to a student.

**Instruction** : Study the rules given carefully and then complete the paragraph with only **one** or **two** words. (one word for one blank)

#### LIBRARY RULES

#### BRANWELL COLLEGE LIBRARY

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- Don't take more than three books at any one time.
- Return all books after one week.
- Do not take reference books out of the library.
- No talking, no eating, no drinking.

Student : Could you tell me about the library rules.

Librarian : Sure. According to the rules, you 5 \_\_\_\_\_ out more than three books.

Student : How long can I take the books home?

Librarian : You 6 \_\_\_\_\_ them after one week.

Student : I saw the sign, 'For Reference Only'. What does it mean?

Librarian : Well, if you need any reference books such as a dictionary, map, or encyclopedia ; you 7 \_\_\_\_\_ them in the library.  
Any questions?

Student : I think I don't.

Librarian : Oh! Let me tell you another important rule.

Talking, eating, and drinking 8 \_\_\_\_\_ to do in the library.

Student : OK. I won't break the rules. Thank you very much.

Librarian : You're welcome.

## VITAE

**Name** Ms. Kangwanrat Attapan  
**Date of Birth** 29<sup>th</sup> October, 1966  
**Place of Birth** Songkhla, Thailand

### **Educational Attainment**

<b>Degree</b>	<b>Name of Institution</b>	<b>Year of Graduation</b>
Bachelor of Arts in English Language and Literature	Srinakharinwirot University, Songkhla	1988
Master of Arts in Applied Linguistics	Prince of Songkla University, Songkhla	2002

### **Scholarship Awards During Enrolment**

Scholarship from the Graduate School, Prince of Songkla University  
 Scholarship from the Ministry of Education

### **Work – Position and Address**

<b>Position</b>	<b>Address</b>	<b>Year</b>
EFL teacher	Department of English Satriwithaya School, Bangkok	1990-1998
EFL teacher	Department of English Nawaminthrachuthit Taksin School, Songkhla	1998-1999