

ภาคผนวก 1
ตัวอย่างการวิเคราะห์เนื้อหาบทเรียน

ตัวอย่างการวิเคราะห์เนื้อหาบทเรียน

A Letter From Scotland

Last summer Jim stayed with the **Bensons** in Canada. He had a very good time there and promised to write to Jennifer Benson. Here is his letter.

Sporran Village

January 5th

Dear Jennifer,

Happy New Year from Scotland! I'm writing to you from a little village near Edinburg. Dick, Kemal and I cam here a forthight ago with another student. Hans is from Switzerland. This place is just like Switzerland, or Canada.

There is a frozen lake near the village so we all went ice-skating yesterday. Hans skates very well. He learnt to skate when he was very young. He can skate faster than Dick and me. Kemal can't skate but he tries hard. Dick shows off all the time and skates very dangerously. He was doing a figure 8 when he bumped into the local headmaster. The old man fell down, of course, and hit his knee. He was angry and shouted loudly at Dick. His wife was angry, too, and shouted even more loudly than her husband. Dick got very red and apologised. We were worried for a minute, but when we saw the man was all right, we had to laugh.

Dick's skating more carefully than any of us now.

When are you coming to visit us. Jennifer?

Best wishes

Jim

Source : **Junior Active Context English 3**, By Aksorn Charoentat Part. Ltd. (Bangkok, **1983**) 3, 78-9.

ตารางการวิเคราะห์เนื้อหาบทเรียน

เนื้อหา	กิจกรรมในแบบเรียน	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
1. Sounds	ฝึกปากเปล่าในห้องเรียน			แบบเรียน
1.1 /dz/ apologize dangerously jim village enjoy	ฝึกปากเปล่าในห้องเรียน			
1.2 /ʃ/ she shout show	ฝึกปากเปล่าในห้องเรียน	ให้นักเรียนฝึกคู่เทียบเสียง	ความแตกต่างของ การสัทดลมที่ออก จากปาก	แผนภูมิ
1.3 /ɒ/ Benson husband summer	ฝึกปากเปล่าในห้องเรียน			แบบเรียน
1.4 /ai/ bicycle ice tries	ฝึกปากเปล่าในห้องเรียน			แบบเรียน

ตารางการวิเคราะห์เนื้อหาบทเรียน (ต่อ)

เนื้อหา	แบบ	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
2. Vocabularies				
2.1 Verb:ice-skate	ไม่มี	ให้นักเรียนดูภาพ		
bump		ครูแสดงบทบาทสมมุติใน สถานการณ์		
apologize				
2.2 Adj.:local		ยกตัวอย่าง		
2.3 Noun:headmaster		ยกตัวอย่าง ในโรงเรียน		
3. Idiomatic Phrases				
3.1 show off	ไม่มี	ครูให้นักเรียนแสดง ท่าทางตาม คำสั่ง		
3.2 do a figure 8		ให้นักเรียนดูภาพ		ภาพ
3.3 get red		ครูแสดงบทบาทสมมุติใน สถานการณ์ โดยสอนพร้อมๆ กับคำศัพท์ bump,		
3.4 be all right		apologize		
4. Structures				
4.1 Compound sentence	ไม่มี	บทวนโดยการยกตัวอย่าง	inde ent	แผนภูมิ
Ex.-There is a	เนื้อหาที่เรียนมาแล้ว		clau สอง	ประโยค
frozen lake near			clau ำชี้	ตัวอย่าง
the village so			กันตัว ord	
we all went			conj	

ตารางการวิเคราะห์เนื้อหาบทเรียน (ต่อ)

เนื้อหา	กิจกรรมในแบบเรียน	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
<p>ice-skating yesterday. -Kemal can't skate but he tries hard.</p> <p>4.2 <u>Complex sentence</u></p> <p>Ex.-He learnt to skate when he was very young. -He was doing a figure 8 when he bumped into the local head- master.</p>	<p>ไม่มี เนื้อหาที่เรียนมาแล้ว</p>	<p>บททวนโดยการยกตัวอย่าง</p>	<p>independent และ dependent cl. มาเชื่อมกันด้วย subordinate conj.</p>	<p>แผนภูมิ ประโยค ตัวอย่าง</p>

ตารางการวิเคราะห์เนื้อหาบทเรียน (ต่อ)

เนื้อหา	กิจกรรมในแบบเรียน	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
<p>4.3 <u>Single subject, double verbs</u></p> <p>Ex.-Dick shows off all the time and skates very dangerously.</p> <p>-He was angry and shouted loudly at Dick.</p> <p>-Dick got red and apologized.</p>	<p>ไม่มี (เนื้อหานี้เรียนมาแล้ว)</p>	<p>ทบทวนโดยการให้นักเรียนเชื่อมประโยคที่มีประธานเป็นคน ๆ เดียวกัน</p>	<p>กริยาตัวที่สองจะต้องสอดคล้องกับประธานด้วย</p>	<p>แผนภูมิประโยคที่จะให้นักเรียนเชื่อม</p>
<p>4.4 <u>Comparative Degree</u></p> <p>Ex.-He can skate faster than Dick and me.</p> <p>-His wife was angry, too, and shouted even</p>	<p>ฝึกปากเปล่าในห้องเรียน</p>	<p>ให้นักเรียนคิดประโยคแสดงการเปรียบเทียบในชั้นกว่า</p>	<p>1. การเติม -er ในชั้นกว่าของคำที่มีพยางค์เดียว</p> <p>2. การใช้ more ในชั้นกว่าของ</p>	<p>ใช้อุปกรณ์ในห้องเรียน และนักเรียนแสดงการเปรียบเทียบ</p>

ตารางการวิเคราะห์เนื้อหาบทเรียน (ต่อ)

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เนื้อหา	กิจกรรมในแบบเรียน	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
<p>more loudly than her husband. -Dick's skating more carefully than any of us now.</p>			<p>คำที่มี 2 พยางค์ขึ้นไป 3. การใช้ than 4. ใช้ objective pronoun หลังคำว่า than</p>	
<p>5. Reading -"A Letter from and" pp. 78-9.</p>	<p>ตอบคำถามปากเปล่า เกี่ยวกับเนื้อเรื่อง</p>	<p>ตั้งประโยคต่อไปนี้ออกมาให้ให้นักเรียนอ่านตามทีละประโยคและฝึกปากเปล่า</p> <p>1. Happy New Year from Scotland! -Happy Birthday -Happy Valentine's Day -Happy Anniversary</p>	<p>intonation pattern ของประโยคที่แสดง ความยินดี, ความสุข</p>	<p>1. แผนภูมิแสดงระดับเสียง 2. เทปเสียง</p>

ED 332

ตารางการวิเคราะห์เนื้อหาบทเรียน (ต่อ)

เนื้อหา	กิจกรรมในแบบเรียน	กิจกรรมเสริม	จุดเน้น	อุปกรณ์
<p>6. Writing</p> <p>- From of personal letter.</p>	ไม่มี	<p>-from Thailand!</p> <p>-from U.S.A.!</p> <p>2. He was angry and shouted loudly at Dick</p> <p>3. His wife was angry, too, and shouted even more loudly.</p> <p>1. อธิบายแบบฟอร์มของจดหมาย</p> <p>2. เขียนตอบคำถามเป็นการบ้าน</p>	<p>intonation pattern ของประโยคที่แสดง</p> <p>ความโกรธ</p>	<p>1. แผนภูมิแสดงระดับเสียง</p> <p>2. เทปเสียง</p> <p>แผนภูมิตัวอย่าง</p>

ภาคผนวก 2
ตัวอย่างโครงการสอนตามแบบแผนของ
ภาควิชาหลักสูตรและการสอน คณะศึกษาศาสตร์ มหาวิทยาลัยรามคำแหง

ตัวอย่าง

Long Range Plan

English 203 MS.2 First Semester 1982

BEHAVIORAL OBJECTIVES

Sound

After (teacher's **demonstration**, class exercises). given (two groups of words, a mixture of sentences covering target words. model words. one word at a time, etc.). the students can (repeat, differentiate, compare, contrast, describe manners of pronunciation, sort, orally match, etc.) the words (without error, eight out of ten words must **be** accurate, etc.)

Vocabulary

After completion of lesson No 1. given (a list of words. words on flash cards. pictures. a mixture of alphabets, etc.). the students can (recite the meanings, draw pictures, circle the correct meanings, match words with pictures, point at the real objects, **give** synonyms, give examples, etc.) (accurately **with** minimum assistance from the teacher, accurately in two trials, three out of four must be accurate, **withi**n the count of three, etc.)

Structure

After three daily lessons on (the structure of Present Perfect Tense, Active-Passive Voice. If-Clause. etc). when presented with (pattern sentences. a mixture of sentences. incomplete sentences, a passage, phrases, cue words, etc.), the students can (repeat, identify, substitute, sort, complete, transform, answer, **construct**, etc.) the sentences (accurately, accurately with minimum effort, accurately in two trials. accurately **without** any error, etc.)

Reading and Writing

After teacher's demonstration and class discussion, (with the notebook closed, with open text, with the cue words supplied by the teacher, with an assortment of pictures, etc.), the students can (read individually, correct classmate's reading mistakes, summarize the story, answer the questions concerning the story, act out the story, put pictures in sequence of oc-
currence. conclude the moral of the story, etc.) (accurately, accurately **withi**n minimum teacher's guidance on the first trial, etc.)

หมายเหตุ คำหรือข้อความในวงเล็บให้เลือกใช้ให้สอดคล้องกันตามความเหมาะสม

ACTIVITIES

Sound: Identification

1. The teacher says the words in each column.
2. The teacher says the words **across** a few times.
3. The teacher gives one word **from** either column and asks the students to identify to which column it belongs.
4. The teacher **gives** two words from either list and asks the students to indicate whether they are same or different.
5. The teacher says two words at a time from either list and asks the students to raise **their** hands if they are the same.
6. The students raise their **hands** when they hear the words carrying the sounds being practiced.
7. Distributing flash cards of pictures, the teacher says a word and asks the students to show the flash card of that word.

Sound: Pronunciation .

1. The students repeat after the teacher chorally and individually.
2. The teacher says a word in one column and asks individuals to give the same word.
3. The teacher says a word in one column and asks **individuals** to give the contrasting **word**.
4. The teacher says one word and the students say the rhyming counterpart.
5. Using a recording as a model. the teacher asks the students to repeat.
6. The teacher inserts the words in sentences, models them and asks for group and individual repetition.
7. Writing tongue twisters on the board, the teacher asks the students to read them
8. The students do the pyramid exercise.

Sound: Improvisation

1. The students answer the following questions:

Vocabulary: Convey of meaning

1. The teacher conveys the meaning of new words using one or more of the following techniques :

- definitions
- paraphrases
- gestures
- pictures
- real objects
- synonyms
- antonyms
- etc.

Example: adamant

adamant: Professor Smith never changes his mind once he makes up his mind about something, he is **adamant**.

Vocabulary: Checking Comprehension

- 1 The teacher asks the following questions:

Example- adamant

When your father gave you orders, **was** he **adamant**?

Do you think it's good for teachers and parents to be **adamant**?

Who is more **adamant**, a man or a woman'?

Do you think it's wise for politicians to be too **adamant**?

Structure: Presentation of pattern sentences

1. The teacher presents pattern sentences using one or more of the following techniques.

as appropriate:

- writing on the board
- showing a chart
- using a dialogue
- reading a short story, advertisement, a diary, a news story, a letter, **a poem, etc.**
- acting out
- presenting a picture story, a comic strip, pictures, etc.

Structure : Pattern Practice

- 1 The students imitate the pattern sentences.
- 2 Looking at the chart (pictures, cue words, flash card etc.), the students **complete**

the drills (substitution completion, expansion, transformation, question-and-answer, etc) accordingly.

3. The teacher asks an able student to give cue words (phrases, cards, etc) to his classmates.

4. In pairs, the students practice the question-and-answer type of structure.

5. Two groups of students compete in correctly completing the drills:

6. In groups, the students try to think of as many questions as they can. Then they take the best three of their questions to ask the class.

7. Each student is asked to prepare a few questions and answers using vocabulary and grammatical patterns just learned for presentation in the next meeting.

8. In groups, the students develop a simple dialogue using key words and patterns provided.

9. Students are asked to prepare short stories for oral presentation in class, using vocabulary and grammatical patterns from past lessons.

10. The students write the pattern sentences in their notebooks.

Structure : Generalization

1. The teacher asks questions in a sequence that will lead to the correct generalization of the grammatical pattern as follows :

Reading and Writing : Pronunciation

1. The teacher reads a short passage once or twice while the students read silently

2. The students repeat after the teacher.

3. The students read chorally and individually.

4. The students read silently.

Reading and Writing : Comprehension

1. The teacher asks the following questions to check comprehension.

2. The students are asked to prepare and ask questions of one another

3. The teacher asks questions leading to a summary of the story.

4. The students write the summary in their note-books.

5. The students write the story in their own words.
6. The teacher tells half of the story and asks the students to finish it.
7. The teacher tells the beginning and the ending of the story and asks the students to fill in the middle.
8. The teacher and students discuss justification of the completion made by the students.
9. The teacher distributes cut-up sentences of a story to the students. Each student is to memorize one sentence and the whole class tries to put them in a string of story.

EVALUATION

Sound

1. Accuracy of identification.
2. Accuracy of pronunciation
3. Accuracy of pronunciation in context.

Vocabulary

1. Accuracy of pronunciation.
2. Accuracy and fluency of spelling.
3. Appropriateness and clarity of use in context

Structure :

1. Accuracy and fluency of oral drills (repetition. substitution. integration. mutation, expansion, question and answer, etc.)
2. Logical sequence of generalization.
3. Competency in communication using the structure being practiced.

Reading and writing

1. Accuracy and fluency of reading (stress, intonation pattern, etc.)
2. Comprehension of the reading passage.
3. Accuracy and fluency of writing (spelling, punctuation, handwriting, capitalization, sentence structure, style. etc.)

AIDS

1. pictures
2. real objects
3. flash cards
4. gestures
5. charts
6. cue cards
7. work sheets
8. cut-out sentences
9. cut-out pictures
10. news strips
11. comic strips
12. models

TEXTBOOKS

1. Junior Active Context English II
2. Current English M S.2

CONTENT

Time	Content
<p>First Week (May 17 - 21, 82) 4 periods</p>	<p>Sound /x/, /ʌ/, /ou/</p> <p>Vocabulary -- Nouns : examination, history, boxing, mathematics, textbook French Revolution, problem, classmate, shelf, grape, flour</p> <p>- Verbs : have got, interrupt, practise, get up, ride, listen to</p> <p>- adjectives different, true, lazy</p> <p>- adverbs : usually, never, often, always</p> <p>- prepositions : beside,</p>

Time	Content
	<p>Structure</p> <ul style="list-style-type: none"> - Present Simple Tense <ul style="list-style-type: none"> ex : Jim plays his guitar on Saturday afternoons -Present Continuous Tense <ul style="list-style-type: none"> ex : Jennifer isn't playing tennis now -Using adverbs of frequency in Present Simple Tense <ul style="list-style-type: none"> ex : My brother always plays football on Saturday. -How to use "there are" <ul style="list-style-type: none"> ex : Are there any oranges on the shelf ? No. there aren't, - How to use "How Many + n, + are there ?" <ul style="list-style-type: none"> ex : How many boxes of apples are there on the floor ? "Have got" = "have" <ul style="list-style-type: none"> ex : Teddy has got a pencil -Auxiliary Verbs (can, can't) <ul style="list-style-type: none"> ex : Can you play the guitar ? No. I can't <p>Reading Passages in Junior Active Context English II (Lesson 1)</p> <p>Writing</p> <ul style="list-style-type: none"> -Answer the questions about the reading passages. - Exercises in Junior Active Context English II on pages 11-12 -Exercises in Current English MS. 2 on pages 104-107, 114.
<p>Second Week (May 24-28. 82) 4 periods</p>	<p>Sound /i:/, /i/, /st/, /ɛə/</p> <p>Vocabulary nouns wolf. outfielder. delivery man, verbs : shine, care. laugh at. go over, climb over, cross adjectives modern. strange, careful. silly, enormous. dark, pretty like</p>

Time	Content
<p>Third Week (May 31-June 4, 82) 4 periods</p>	<p>adverbs : usually</p> <p>prepositions : past. except, through</p> <p>Structure -to be like</p> <p>ex : What is the Benson's house like ?</p> <p>-negative sentence and question in Present Simple Tense</p> <p>ex : I don't always get up at seven o'clock.</p> <p>Does Earl usually have breakfast at seven o'clock?</p> <p>-Using "verb to do" with the short answer.</p> <p>ex ; Who lives in the old house ?</p> <p>The old man and his brother do.</p> <p>➤ How to use "one". "the other" and "both"</p> <p>ex : Are the cars modern ?</p> <p>One car is modern. The other car is old. Are both of the girls thin?</p> <p>Are both of the girls thin?</p> <p>No. one's thin. The other's fat.</p> <p>Reading Passages in Junior Active Context English II (Lesson 2)</p> <p>Writing -Answer the questions about the reading passages.</p> <p>➤ Exercises in Junior Active Context English II on pages 21-23</p> <p>➤ Exercises in Current English.Ms.2 on pages 41 43. 46 and 47</p> <p>Sound /t/ , /θ/ , /u:/ , /ɔ/ /iŋ/</p> <p>Vocabulary~nouns : dentist's, baker's, butcher's, grocer's, pet shop, puppy, promise. cage. squirrel, hammer, tent, park, visit</p>

Time	Content
<p data-bbox="258 1348 440 1473"> Fourth Week (June 7-11, 82) 4 periods </p>	<p data-bbox="619 217 1295 393"> verbs : point, promise, sail, visit. excite adjectives : each, the other, dozen adverbs : usually. always, often, sometimes prepositions : in front of, behind, beside, between, near, on </p> <p data-bbox="488 478 1359 995"> Structure • There is + singular noun ex : There is a butcher's on Victoria Street. • There are + plural noun ex : There are three puppies in the shop. • How much is + singular noun ex : How much is the long knife ? • How much are + plural noun ex : How much are the small tents ? • How to use prepositions "in front of", "behind". "beside", "between" "near", "on" ex : Hilda is sitting in front of me. </p>
	<p data-bbox="488 1074 1238 1105"> Reading -Passages in Junior Active Context English II (Lesson 3) </p> <p data-bbox="488 1183 1315 1317"> Writing • Answer the questions about the reading passages. • Exercises in Junior Active Context English II on pages 32&33. -Exercises in Current English MS.2 on pages 30. </p> <p data-bbox="488 1348 906 1379"> Sound. /v/, /vz/, / ə: /, /ə/ </p> <p data-bbox="488 1446 1295 1524"> Vocabulary -nouns : photograph, envelope, eraser, case, dining room verbs : think about </p>

Time	content
	<ul style="list-style-type: none"> - adjectives : wet. warm. missing -pronoun another <p>Structure</p> <ul style="list-style-type: none"> - How to use verb to be in Past Simple Tense ex He was in the park yesterday morning - Comparison between Present Simple and Past Simple Tense ex It's hot today, but it was cold yesterday - How to use "one" and "another" ex One of them is in France and another is in Spain
	<p>Reading Passages in Junior Active Context English II (Lesson 4)</p>
	<p>Writing</p> <ul style="list-style-type: none"> - Exercises in Junior Active Context English II on pages 42 and 44 - Exercises in Current English MS.2 on pages 40. - Test lesson 1 and 3

เอกสารอ้างอิง : นพคุณ คุณาชีวะ และคณะ, 'คู่มือการฝึกสอน.
กรุงเทพฯ : แสงจันทร์การพิมพ์, 2527.

ภาคผนวก 3

ตัวอย่างบันทึกการสอนตามแบบแผนของ
ภาควิชาหลักสูตรและการสอน คณะศึกษาศาสตร์
มหาวิทยาลัยรามคำแหง

(ตัวอย่าง)

Lesson Plan

Class MB 3/11

Class Size 45

Date August 23, 1982

Time 8.30-9.20

Textbook Lado English Series, Book IV, pp. 35-37

- Contents
1. Sounds: [k] and [g] in final position.
 2. Vocabulary: newspaper, politeness, grandfather
 3. Structure: How often and expression of frequency
 4. Reading passage.

Behavioral Objective	Activity	Aid										
<p>Sounds</p> <p>1. Listening to what the teacher says, the students can correctly identify the sounds [k] and [g] occurring finally.</p>	<p>The teacher writes words in two columns, one ending in [k] and the other in [g].</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">1</td> <td>2</td> </tr> <tr> <td style="padding-right: 20px;">week</td> <td>wig</td> </tr> <tr> <td style="padding-right: 20px;">lake</td> <td>leg</td> </tr> <tr> <td style="padding-right: 20px;">beak</td> <td>big</td> </tr> <tr> <td style="padding-right: 20px;">peak</td> <td>pig</td> </tr> </table> <p>2. The teacher reads the words in each column.</p> <p>3. The teacher says one word at a time and the students tell to which column it belongs:</p> <p style="text-align: center;">T: beak S: One</p> <p>4. The teacher says two words at a time and the students tell to which column they belong:</p> <p style="text-align: center;">T: beak beak S: One One</p> <p style="text-align: center;">T: leg lake S: Two One</p>	1	2	week	wig	lake	leg	beak	big	peak	pig	
1	2											
week	wig											
lake	leg											
beak	big											
peak	pig											

Behavioral Objective	Activity	Aid
<p>2. Looking at the pictures, the students can pronounce the sounds [k] and [g] in the final position correctly.</p> <p>3. Given the pictures, the students can answer the questions with at least four correct answers.</p>	<p>1 Looking at the pictures, the students repeat each word after the teacher.</p> <p>2. The students read them chorally and individually.</p> <p>The students answer the following questions :</p> <p>a) Is this a lake? b) what is it? c) Is this a peak or a pig? d) Where is the pig? e) How many legs do you have?</p>	<p>pictures</p> <p>pictures</p>
<p>Vocabulary</p> <p>1. Given the words, the students can pronounce them correctly.</p> <p>2 Given the situation and asked the question, the students can tell the meaning of each word and use it correctly in sentence.</p>	<p>1 The teacher writes the words on the board and reads them.</p> <p>2 The students repeat after the teacher.</p> <p>1 newspaper: a. This is a newspaper. It's the Bangkok Post. b. What newspaper do you read? politely: a. Somchit always speaks politely. She is polite with everyone. b. Who is always polite in this class? What does she do? grandfather: a. My grandfather is 80 years old. He is the father of my father, b. How old is your grandfather?</p>	<p>real object</p> <p>teacher's demonstration</p>

Behavioral Objective	Activity	Aid
<p>Structure</p> <p>1. Given examples of questions and answers with "How often", the students can ask and answer the questions beginning with "How often" correctly.</p> <p>2. When allowed to work in groups, the students can ask the questions beginning with "How often" correctly.</p>	<p>1. The teacher writes the following on the board:</p> <p>How often is he late for school?</p> <p>He's always late for school.</p> <p>He's late for school every day.</p> <p>He's late for school once a week.</p> <p>2. The students repeat after the teacher.</p> <p>3. The students answer the questions in the form of drills, with time expressions as cues For example.</p> <p>T: How often is he late for school? always S: He's always late for school.</p> <p>4. Repeat all three steps with the following forms of questions and answers.</p> <p>How often do you play football? I always play football. I play football every Monday. I play football twice a week.</p> <p>5. In pairs, students practice the questions and the answers.</p> <p>1. In groups the students try to write as many questions as they can. Then they take the best three of their questions to ask the class</p>	

Behavioral Objective	Activity	Aid
<p>3. When asked the questions. the student can tell when to use “How often?”</p> <p>Reading and Writing</p> <p>1. Given the passage, the students can read it correctly, and tell the story in their own words.</p>	<p>The teacher asks the following questions for generalization of the structure:</p> <p>a. What is the function of always. every Monday, and twice a week?</p> <p>b. Give me some other examples.</p> <p>c. What is usually the tense of the questions beginning with How often? Why?</p> <p>d. What does this tense indicate?</p> <p>e. When is How often used?</p> <p>The teacher reads the passage twice. The students repeat after the teacher. The students read by themselves. The students read silently.</p> <p>The teacher asks the students to tell the story to the class using their own words.</p> <p>The students write the short version in their notebooks.</p>	

หนังสืออ้างอิง : นพคุณ คุณาชีวะ และคณะ, คู่มือการฝึกสอน. กรุงเทพฯ :
แสงจันทร์การพิมพ์, 2527.