

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

**APPENDICES**

## APPENDIX A

### The Evaluation Form of Content Validity of Lesson Plans “Effects of Task Based Learning in English Tenses on Writing Skill of Grade 9 Students” (For Experts)

**Directions:** Please give your opinion for each statement to indicate levels of appropriateness by putting the (✓) sign in the table that meets your opinion.

There are five alternatives as follows.

- |   |       |                          |
|---|-------|--------------------------|
| 5 | means | absolutely appropriate   |
| 4 | means | very appropriate         |
| 3 | means | moderately appropriate   |
| 2 | means | slightly appropriate     |
| 1 | means | absolutely inappropriate |

Statements	Opinion Level				
	5	4	3	2	1
1. Concept 1.1 Correspond with learning objectives 1.2 Useful for daily life 1.3 Suitable for students 1.4 Clear and easy to understand					
2. Learning objectives 2.1 Correspond with contents 2.2 Clear and easy to understand 2.3 Suitable for students' level					
3. Contents 3.1 Clear and easy to understand and interesting 3.2 Correspond with learning objectives 3.3 Suitable for students' level 3.4 Appropriate with duration					

Statements	Opinion Level				
	5	4	3	2	1
<b>4. Types of Task</b> 4.1 Appropriate for learners 4.2 Correspond with learning objectives 4.3 Interesting and clear 4.4 Suitable for students' level 4.5 Appropriate with duration					
<b>5. Assessment and Evaluation</b> 5.1 Correspond with learning objectives 5.2 Instruments are appropriate 5.3 Covering all contents which consist of tasks, pre-test, and post-test					

### Suggestions

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Signature

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## APPENDIX B

### The Evaluation of Content Validity of Lesson Plans “Effects of Task Based Learning in English Tenses on Writing Skill of Grade 9 Students” by the Experts

**Directions:** The researcher analyzed the scores from the experts to find out mean scores to compare with these criteria (Srisa-ard. 2002):

4.51 - 5.00	means	absolutely appropriate
3.51 - 4.50	means	very appropriate
2.51 - 3.50	means	moderately appropriate
1.51 - 2.50	means	slightly appropriate
1.00 - 1.50	means	absolutely inappropriate

Statements	Experts' Opinion (Appropriateness)			— X	S.D.	Level of Appropriateness
	1	2	3			
	<b>1. Concept</b>					
1.1 Correspond with learning objectives	5	5	5	5.00	0.00	Absolutely appropriate
1.2 Useful for daily life	5	5	4	4.67	0.58	Absolutely appropriate
1.3 Suitable for students	5	5	3	4.33	1.15	Very appropriate
1.4 Clear and easy to understand	5	5	5	5.00	0.00	Absolutely appropriate
<b>Total</b>				<b>4.75</b>	<b>0.43</b>	<b>Absolutely appropriate</b>

Statements	Experts' Opinion (Appropriateness)			$\bar{X}$	S.D.	Level of Appropriateness
	1	2	3			
	<b>2. Learning objectives</b>					
2.1 Correspond with contents	5	5	5	5.00	0.00	Absolutely appropriate
2.2 Clear and easy to understand	5	5	5	5.00	0.00	Absolutely appropriate
2.3 Suitable for students' level	5	5	3	4.33	1.15	Very appropriate
<b>Total</b>				<b>4.78</b>	<b>0.38</b>	<b>The most appropriate</b>
<b>3. Contents</b>						
3.1 Clear and easy to understand and interesting	5	5	4	4.67	0.58	Absolutely appropriate
3.2 Correspond with learning objectives	5	5	5	5.00	0.00	Absolutely appropriate
3.3 Suitable for students' level	5	5	3	4.33	1.15	Very appropriate
3.4 Appropriate with duration	5	5	5	5.00	0.00	Absolutely appropriate
<b>Total</b>				<b>4.75</b>	<b>0.43</b>	<b>Absolutely appropriate</b>
<b>4. Types of Task</b>						
4.1 Appropriate for learners	5	5	4	4.67	0.58	Absolutely appropriate
4.2 Correspond with learning objectives	5	5	5	5.00	0.00	Absolutely appropriate
4.3 Interesting and clear	5	5	4	4.67	0.58	Absolutely appropriate
4.4 Suitable for students' level	5	5	3	4.33	1.15	Very appropriate
4.5 Appropriate with duration	5	5	5	5.00	0.00	Absolutely appropriate
<b>Total</b>				<b>4.73</b>	<b>0.46</b>	<b>Absolutely appropriate</b>

Statements	Experts' Opinion (Appropriateness)			$\bar{X}$	S.D.	Level of Appropriateness
	1	2	3			
<b>5. Assessment and Evaluation</b>						
5.1 Correspond with learning objectives	5	5	5	5.00	0.00	Absolutely appropriate
5.2 Instruments are appropriate	5	5	4	4.67	0.58	Absolutely appropriate
5.3 Covering all contents which consist of types of task, pre-test, and post-test	5	5	5	5.00	0.00	Absolutely appropriate
<b>Total</b>				<b>4.89</b>	<b>0.19</b>	<b>Absolutely appropriate</b>
<b>Total</b>				<b>4.77</b>	<b>0.40</b>	<b>Absolutely appropriate</b>

## APPENDIX C

### Lesson Plan 1

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: Present simple tense and present continuous tense

Topic: Orientation

Semester: 1/2015

Time: 1 period

#### 1. Concept

Orientation is aimed to accommodate learning process. Pre-test is organized to evaluate students' background knowledge of present simple tense and present continuous tense.

#### 2. Standard and Performance Indicators

##### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

#### 3. Objective

To evaluate students' background knowledge of present simple tense and present continuous tense.

#### 4. Learning Content

Pre-test (achievement test) of Task Based Learning in English writing on present simple and present continuous tenses.

#### 5. Learning procedures

1. Teacher informs students that they will be given the pre-test about present simple tense and present continuous tense.
2. Teacher distributes students the pre-test.
3. Teacher explains the directions of the test to the students.
4. Teacher inform the students that the time limit is 50 minutes
5. Students do the pre-test.

#### 6. Materials

- 6.1 Pre-test (achievement test)
- 6.2 Answer sheet
- 6.3 Score record form

#### 7. Evaluation

Methods	Instruments	Standard Criteria
1. Check pre-test's answers.	1. Pre-test answer key 2. Score Record Form	Students do the pre-test.



**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark****10.1 Result of the Learning**

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**10.2 Problems / Obstacles**

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**10.3 Other Suggestions**

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Signature

(Miss Wjit Saijaem)

Teacher

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**Appendix**

## Score Record Form

**Theme: Present simple and Present continuous tense**

**Topic: Orientation**

**Grade: 9**

**Semester: 1/2015**

No.	Student ID	Pre-test Scores (40)	Post-test Scores (40)	Development (+) Increase (-) Decrease	Evaluation Result
1	06491	8			
2	06495	10			
3	06504	17			
4	06513	16			
5	06525	19			
6	06529	8			
7	06534	9			
8	06535	13			
9	06537	11			
10	06540	9			
11	06547	10			
12	06548	8			
13	06549	15			
14	06550	10			
15	06552	14			
16	06555	10			
17	06556	9			
18	06558	6			
19	06561	5			
20	06564	22			
21	06573	7			
22	06575	14			
23	06577	15			
24	06579	13			
25	06592	6			
26	06595	7			
27	06599	8			
28	06601	11			
29	06603	12			
30	06825	11			
<b>Total</b>		<b>333</b>			
<b>Average</b>		<b>11.10</b>			
<b>S.D.</b>		<b>4.05</b>			
<b>Percentages (%)</b>		<b>27.75</b>			

Signature

Evaluator

(Miss Wijit Saijaem)

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## Lesson Plan 2

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What time do you get up?

Topic: Daily Routine

Semester: 1/2015

Time: 1 period

Type of task: Comparing (Matching)

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### 1. Concept

Present simple tense is an important tense in English. We use the present simple tense to talk about routines. Students have to be able to describe one's daily activities with correct tense forms.

### 2. Standard and Performance Indicators

#### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

### 3. Learning Outcomes

#### 3.1 Terminal Objective (Goal)

At the end of the lesson, students will be able to describe daily routines correctly.

#### 3.2 Enabling Objectives

Students will be able to...

3.2.1. match vocabulary about daily routine with pictures.

3.2.2. fill the vocabulary of daily routines in the paragraph.

## 4. Learning Contents

### 4.1 Vocabulary

Daily routine vocabulary such as wake up, get up, get dress, take a shower, have breakfast, ..., etc.

### 4.2 Grammar

Present Simple Tense

### 4.3 Function

Using daily routine words to describe in the passage.

## 5. Learning procedures

### Pre-task (5 minutes)

1. Students are asked a question:

Teacher: Which activities do you do every day?

2. Students are encouraged to give some ideas and write their answers on the board.

Student: get up, drink milk, watch television, ..., etc.

3. Students are divided in group of 6.

4. Teacher introduces Task 1 namely "daily routines" to students. All groups will get task1 which consists of 2 activities. Activity 1 contains 20 daily activity pictures and words which they have to match the pictures with the words. In activity 2, they have to complete the paragraph of "Jennifer's Daily Routine" by using Activity 1's vocabulary. They will have 15 minutes for doing this task.

### Task Cycle

#### Task (15 minutes)

1. Teacher gives students Task 1 and gets them ready to do it.
2. All groups discuss and match pictures with words and take these words to complete the paragraph.
3. Teacher goes around and listens as they work.

#### Planning (5 minutes)

1. Teacher tells all groups prepare to show their answer of Task 1 on the Overhead Projector. They have to choose someone to be a reporter.

- Picture 1 watch TV.

- Picture 2 do homework.

2. Teacher walks around and helps when they need.

### Report (10 minutes)

1. All groups present their tasks on the board and compare their works with other groups.
2. Teacher checks their answers and takes note of some mistakes that might be found.

### Language Focus

#### Analysis (10 minutes)

1. If there are some mistakes found in their task, teacher writes them on the board.
2. Teacher asks all students answers to discuss what the correct words should be.
3. Discuss and write the correct answers on the board.

#### Practice (5 minutes)

1. Students may ask about the words that they are not clear.
2. Teacher reviews the words to students.

## 6. Materials

### 6.1 Task 1: Daily Routines

- Activity 1: Daily Activities
- Activity 2: Jennifer's Daily Routines

## 7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 1's answers	Score Record Form	Students do the activities correctly at 75%.

**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark**

10.1 Result of the Learning

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10.2 Problems / Obstacles

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10.3 Other Suggestions

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Signature

(Miss Wijit Saijaem)

Teacher

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**Appendix**

### Score Record Form

Theme: What time do you get up?  
Grade: 9

Topic: Daily Routine  
Semester: 1/2015

No.	Student ID	Task 1 Total (35 points)	Remark
1	06491	27	
2	06495	31	
3	06504	26	
4	06513	30	
5	06525	30	
6	06529	31	
7	06534	26	
8	06535	31	
9	06537	30	
10	06540	26	
11	06547	32	
12	06548	27	
13	06549	26	
14	06550	27	
15	06552	27	
16	06555	27	
17	06556	31	
18	06558	30	
19	06561	31	
20	06564	31	
21	06573	26	
22	06575	32	
23	06577	32	
24	06579	32	
25	06592	32	
26	06595	26	
27	06599	30	
28	06601	32	
29	06603	30	
30	06825	27	
<b>Total</b>		<b>876</b>	
<b>Average</b>		<b>29.20</b>	
<b>S.D.</b>		<b>2.38</b>	
<b>Percentages (%)</b>		<b>83.43</b>	

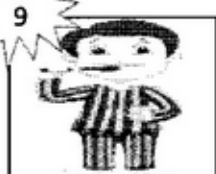
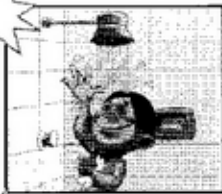
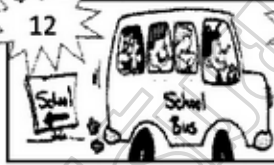
Signature Evaluator  
(Miss Wijit Saijaem)  
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# Task 1

## Daily Routines

### Activity 1 : Daily Activities (Group Work)

Direction: Match the pictures with the words.



- \_\_\_ wake up
- \_\_\_ do homework
- \_\_\_ get up
- \_\_\_ watch TV
- \_\_\_ play video games
- \_\_\_ have lunch
- \_\_\_ walk the dog
- \_\_\_ go to bed
- \_\_\_ take a shower
- \_\_\_ get dressed
- \_\_\_ brush teeth
- \_\_\_ have breakfast
- \_\_\_ brush hair
- \_\_\_ make my bed
- \_\_\_ go to school
- \_\_\_ start school
- \_\_\_ finish school
- \_\_\_ have dinner
- \_\_\_ play sport
- \_\_\_ ride bicycle



**Activity 1: Jennifer's Daily Routines (Group Work)**

**Direction:** Complete the text about Jennifer's daily routines with verbs from activity 1.

Hi! My name is Jennifer. Every day I <sup>1</sup> \_\_\_\_\_ up at 7:00 in the morning. Then, I <sup>2</sup> \_\_\_\_\_ my teeth, and <sup>3</sup> \_\_\_\_\_ a shower. Then I <sup>4</sup> \_\_\_\_\_ dressed. I <sup>5</sup> \_\_\_\_\_ breakfast with my family and then I <sup>6</sup> \_\_\_\_\_ to school by bus. I <sup>7</sup> \_\_\_\_\_ school at 8:00 a.m., I <sup>8</sup> \_\_\_\_\_ lunch at noon and I <sup>9</sup> \_\_\_\_\_ school at 4:00 pm. When I get back home, first I have a snack. Then I <sup>10</sup> \_\_\_\_\_ my homework and then I <sup>11</sup> \_\_\_\_\_ sport. I <sup>12</sup> \_\_\_\_\_ dinner at 7:00 p.m. and <sup>13</sup> \_\_\_\_\_ TV. After that, I <sup>14</sup> \_\_\_\_\_ video games from 8:00 to 9:00 p.m. and finally I <sup>15</sup> \_\_\_\_\_ to bed.

## Lesson Plan 3

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What time do you get up?

Topic: A Day of Someone

Semester: 1/2015

Time: 2 periods

Type of task: Problem Solving

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### 1. Concept

Writing the affirmative and negative sentences to indicate present simple events correctly is the basis of writing practice in daily life communication. Students have to know about the different verb forms of present simple tense to describe daily routines correctly. It will be the basis of English learning in the future.

### 2. Standard and Performance Indicators

#### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

### 3. Learning Outcomes

#### 3.1 Terminal Objective (Goal)

At the end of the lesson, students will be able to identify the different verb forms of present simple tense and write them in affirmative and negative sentences correctly.

#### 3.2 Enabling Objectives

Students will be able to...

3.2.1. identify the difference of verb forms in affirmative sentences.

3.2.2. use the correct verb forms of affirmative sentences.

## 3.2.3 make the correct negative sentences from affirmative sentences.

**4. Learning Contents****4.1 Vocabulary**

Daily routine vocabulary such as get up, go to work, watch TV, start work, finish work, try, ..., etc.

**4.2 Grammar**

Present simple tense: Affirmative sentence

Subject + Verb<sub>1</sub> (-s, -es) + ...

Present simple tense: Negative sentence

Subject + do/does + Verb (infinitive)

**4.3 Function**

Reading passage and writing present simple tense by using affirmative sentences.

**5. Learning procedures****Pre-task (10 minutes)**

1. Teacher starts the activity by asking students questions for review daily routine vocabulary:

Teacher: Can you tell me, which activities do you do every day?

Students: get up, read books, do homework, ..., etc.

Encourage them to give some words of activities and write them on the whiteboard.

2. Show 2-3 pictures of activities that people have to do every day and ask them for review their memory about daily routine vocabulary such as



Picture 1

Look at picture 1:

Teacher: Which activity does a boy do?

Students: He wakes up.

Teacher: Do you do this activity every day?

Students: Yes, we do.



Picture 2

Look at picture 2:

Teacher: Which activity does a boy do?

Students: He brushes his teeth.

Teacher: Do you do this activity every day?

Students: Yes, we do. / No, we don't.



Picture 3

Look at picture 3:

Teacher: Which activity does a boy do?

Students: He takes a shower. / He takes a bath.

Teacher: Do you do this activity every day?

Students: Yes, we do. / No, we don't.

3. Students are divided in groups of 6.

4. Teacher introduces Task 2 which is called "A Day of Someone" to the students.

The first activity contains 10 items of Janet's and Jenny's daily routine passage. The second activity contains 10 items of Sarah's and John's daily routine passage. They have to complete the passage with one of the given verbs. They have only 20 minutes for doing the activities.

### Task Cycle

#### Task (20 minutes)

1. Students do Task 2, activity 1 "Janet's and Jenny's daily routine" which they read the passage and write down the correct answers in the blanks while teacher goes around and listens as they work.

2. Students stop doing the activity 1 when the time is over (10 minutes). Ask them how many items your groups have done and do your sure that their all answers are correct.

3. Students do activity 2 "Sarah and John's daily routine" and stop doing when the time is over (10 minutes).

#### Planning (10 minutes)

1. Teacher tells all groups to read the passages again and compare them.

2. Students are asked "why the verbs in two passages are different?"

3. Students have to list something that they discovered after doing two activities on the papers.



**Report (20 minutes)**

1. All groups exchange their papers and compare their answers.
2. Students note and record from exchanging their papers. Are they similar or different answers? If it's different, you ask for the explanations.
3. The teacher walks around and listens to their work.

**Language Focus****Analysis (20 minutes)**

1. Teacher encourages students to notice and compare the verb forms given between the first activity and the second one.
2. Students are asked to identify how differences of the verbs in both activities. Why are they different?
3. Students identify the verb forms activity 1 which they end with -s or -es. While the verbs in activity 2 that they don't end with -s or -es.
4. Students are told to read and underline all the subjects in each sentence. Tell them to notice at the subjects.
5. Teacher shows the paper on the screen and asks students to look at these patterns of present simple tense on the board:

Present Simple Tense (Affirmative Statements)			
Pattern	Subject	Base of verb or Base form of verb + -s / -es	
Pattern A	I You We They Plural Subject	live	in Thailand.
Pattern B	He She It Third-person	lives	

Present Simple Tense (Negative Statements)			
Subject	do / does	Base form of verb	
I You We They Plural Subject	do not / don't	live	in Thailand.
He She It Singular Subject	does not / doesn't	lives	

6. Teacher helps students to organize their knowledge of present simple tense form.

- Present simple tense: Affirmative sentence

Subject + Verb <sub>1</sub> (-s,-es)+ ...
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- Present simple tense: Negative sentence

Subject + do/does + Verb (infinitive)

7. Students and teacher conclude how to add –s and –es such as

1. Add –s to most of verbs.

work- works            like-likes            get-gets

2 Add –es to verbs that end in *ch, sh, s* or *x*.

watch-watches        brush-brushes        miss-misses        fix-fixes

3 When a verb ends in consonant + *y*, drop the *y* and add *ies*.

try-tries                cry-cries                carry-carries

4 Special spelling:

go-goes                do-does

### Practice (20 minutes)

1. Write sentences on the screen and lead class discussion based on present simple tense form and how to add –s and –es in present simple tense.

- \_\_\_\_\_ We gets up early every morning.
- \_\_\_\_\_ She go to school late every day.
- \_\_\_\_\_ Anna and I fly to London three times a year.
- \_\_\_\_\_ I like my work very much.
- \_\_\_\_\_ Jennifer take her mobile phone every time.
- \_\_\_\_\_ He watch television every night.
- \_\_\_\_\_ My friend play football every evening.
- \_\_\_\_\_ They tried work nine hours every day.
- \_\_\_\_\_ Her sister does homework every day.
- \_\_\_\_\_ You drive a car every morning.

2. Teacher asks students “*Do you think these sentences right or wrong?*” If it’s wrong; you have to correct it on the whiteboard. Moreover, ask them to write negative sentences from affirmative sentences above.

3. Teacher and students conclude the using affirmative and negative in present simple together.

## 6. Materials

### 6.1 Task 2: A Day of Someone

- Activity 1: Janet's and Jenny's Daily Routine
- Activity 2: Sarah's and John's Daily Routine

## 7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 2's answers	Score Record Form	Students do the activities correctly at 75%.

**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

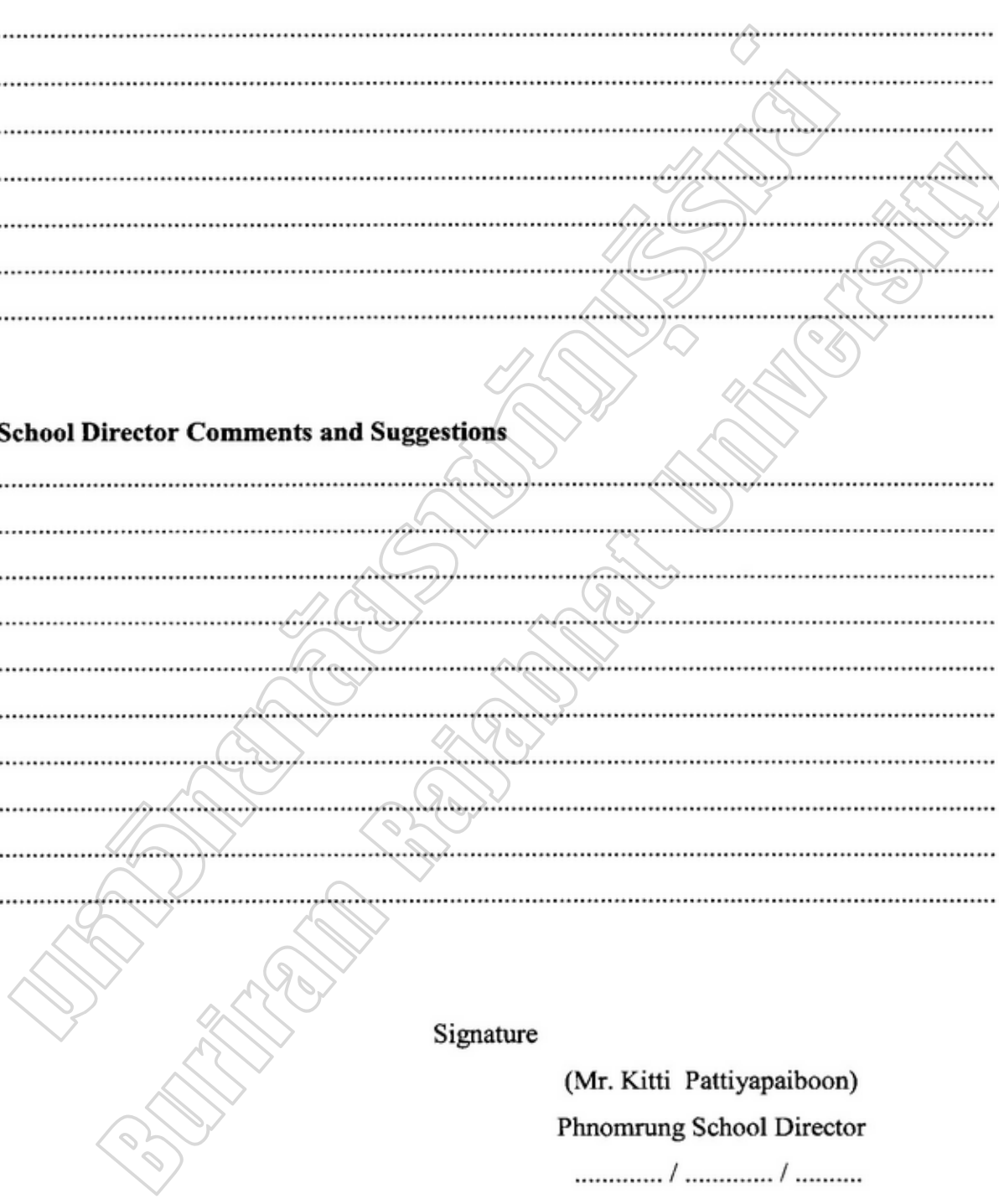
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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark**

**10.1 Result of the Learning**

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**10.2 Problems / Obstacles**

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**10.3 Other Suggestions**

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**Signature**

(Miss Wijit Saijaem)

**Teacher**

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**Appendix**

## Score Record Form

Theme: What time do you get up?

Topic: A Day of Someone

Grade: 9

Semester: 1/2015

No.	Student ID	Task 2 Total (20 points)	Remark
1	06491	14	
2	06495	17	
3	06504	15	
4	06513	18	
5	06525	18	
6	06529	17	
7	06534	14	
8	06535	17	
9	06537	18	
10	06540	14	
11	06547	13	
12	06548	14	
13	06549	15	
14	06550	14	
15	06552	14	
16	06555	14	
17	06556	17	
18	06558	18	
19	06561	17	
20	06564	17	
21	06573	15	
22	06575	13	
23	06577	13	
24	06579	13	
25	06592	13	
26	06595	15	
27	06599	18	
28	06601	13	
29	06603	18	
30	06825	14	
<b>Total</b>		<b>460</b>	
<b>Average</b>		<b>15.33</b>	
<b>S.D.</b>		<b>1.94</b>	
<b>Percentages (%)</b>		<b>76.67</b>	

Signature

Evaluator

(Miss Wijit Saijaem)

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## Task 2

### A Day of Someone

#### Activity 1: Janet's and Jenny's Daily Routine (Group Work)

Direction: Complete the passage with one of the following verbs.

finish	watch	play	start	get
like	read	work	eat (x2)	

Hi! I'm Jennifer. I have two children, Janet and Jenny. Today I'm talking about my children. They are chefs in Japanese restaurant. They <sup>1</sup> \_\_\_\_\_ in the evening, so they <sup>2</sup> \_\_\_\_\_ up around eleven o'clock in the morning. They <sup>3</sup> \_\_\_\_\_ breakfast and lunch together. They <sup>4</sup> \_\_\_\_\_ TV in the afternoon, and they <sup>5</sup> \_\_\_\_\_ work around four o'clock. They <sup>6</sup> \_\_\_\_\_ dinner at work. They <sup>7</sup> \_\_\_\_\_ work around midnight. They <sup>8</sup> \_\_\_\_\_ their job. On weekend, they <sup>9</sup> \_\_\_\_\_ sports and <sup>10</sup> \_\_\_\_\_ cooking books.



**Activity 2: Sarah's and John's Daily Routine (Group Work)****Direction:** Complete the passage with one of the following verbs.

brushes    lives    takes    tries    goes  
makes    gets    writes    watches    plays

Sarah <sup>1</sup> \_\_\_\_\_ in London with her brother John. Every morning, Sarah <sup>2</sup> \_\_\_\_\_ up early and <sup>3</sup> \_\_\_\_\_ to work. She works in the city at a software company. She <sup>4</sup> \_\_\_\_\_ her laptop computer to work every day. Sometimes she <sup>5</sup> \_\_\_\_\_ computer games on the train when she goes to work.

John works at home. He <sup>6</sup> \_\_\_\_\_ computer programs. He gets up around 8:00 a.m. After he <sup>7</sup> \_\_\_\_\_ his teeth, he <sup>8</sup> \_\_\_\_\_ breakfast and <sup>9</sup> \_\_\_\_\_ TV. He <sup>10</sup> \_\_\_\_\_ to work nine hours a day, but sometimes he works five or six hours.

## Lesson Plan 4

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What time do you get up?

Topic: How often do you ...?

Semester: 1/2015

Time: 2 periods

Types of task: Sharing personal experiences

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### 1. Concept

We use "*How often ...*" for asking about frequency of someone activities. Students have to know about adverbs of frequency and frequency expressions for using to describe how often they do or don't do their activities in present simple tense sentences.

### 2. Standard and Performance Indicators

#### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

### 3. Learning Outcomes

#### 3.1 Terminal Objective (Goal)

At the end of the lesson, students will be able to write their daily activities.

#### 3.2 Enabling Objectives

Students will be able to...

3.2.1 ask question by using "How often...?"

3.2.2 write sentences by using adverb of frequency.

3.2.3 write sentences by using expression of frequency.

## 4. Learning Contents

### 4.1 Vocabulary

- Adverbs of frequency: always, usually, sometimes, seldom, rarely, hardly ever, never, ..., etc.

- Expressions of frequency: every day, once a week, twice a week, three times a week, ..., etc.

### 4.2 Grammar

- How often + do/does + subject + ...?
- Subject + adverb of frequency + verb<sub>1</sub> + ...
- Subject + verb<sub>1</sub> + expression of frequency
- Negative sentences: Subject + do / does not + Verb<sub>1</sub> (infinitive)

### 4.3 Function

Asking and writing your daily activities by using adverbs of frequency and expressions of frequency.

## 5. Learning procedures

### Pre-task (10 minutes)

1. Teacher reviews the rules of adding -s and -es by asking some questions as follows:



Picture 1

Teacher: What does he do in the morning?

Students: brush his teeth

Teacher: He **brushes** his teeth in the morning.

I brush my teeth three times a day.

What's about you? How often do you brush your teeth?



Picture 2

Teacher: What do they do in the evening?

Students: play badminton

Teacher: They **play** badminton in the evening.

I always play sports in the evening.

What's about you? How often do you play sports?

2. Students work in pair.

3. Teacher introduces Task 3 “How often do you do...?” to students that there are 4 activities in this task. The first they have to discuss adverb of frequency pyramid and ask questions by using “How often do you...?” to your partner and tick the answer in the table. The students use information from the table to write the sentences in activity 2 (individually). The activity 3 is namely “What do I do?” which they have to read the phrases and choose the activities that you have to “do” or “do not do” every week. Then, using the information from activity 3 write the affirmative and negative statements in activity 4. They have 30 minutes for doing this task.

### Task Cycle

#### Task (30 minutes)

1. Teacher gives Task 3 to students and gets them ready to start the activities, they have to discuss adverb of frequency from the pyramid and some examples in the box.



2. Students ask the questions to their partners and tick the answers in the table. Then they have to write the sentences.

3. After finished activity 1 and activity 2. Give students activity 3 and activity 4, let them to do it individually and stop doing when the time is over.

5. Teacher walks around for observing.

#### Planning (10 minutes)

1. Teacher tells each pair to prepare their works to show on the screen and report to the whole class.

2. The teacher walks around and helps them when they need.

#### Report (20 minutes)

1. When the students are ready, ask some pairs to show and share their works on the screen and compare the results with other pairs.

2. Tell the class that they have to find the same or different of their written especially the forms of the answers which they are same or different from your works.

### Language Focus

#### Analysis (20 minutes)

1. Students are asked to look at activity 1 and activity 2 again and read the adverbs of frequency together. Ask some students for the meaning of each word.

2. Students discuss the questions that start with “How often do you...?” “What does it mean?” and “How do you answer it?”

3. Teacher tells students to discuss and identify the position of adverb of frequency in the sentences. They always use in present simple tense sentences.

4. Teachers show the forms of using adverbs of frequency and expressions of frequency in affirmative and negative statements on the screen:

%	Adverb of Frequency	Example
100%	Always	I always study after class
90%	Usually	I usually walk to work
80%	Normally / Generally	I normally get good marks
70%	Often / Frequently	I often read in bed at night
50%	Sometimes	I sometimes sing in the shower
30%	Occasionally	I occasionally go to bed late
10%	Seldom	I seldom put salt on my food
5%	Hardly ever / Rarely	I hardly ever get angry
0%	Never	Vegetarians never eat meat
Subject + Adverb + Main Verb		Subject + BE + Adverb
Daniel always passes his exams.		He is always happy.

#### Expressions of Frequency

I / You / We / They / My friends	watch TV / <i>don't watch</i>	every day once a week twice a week
She/he/It Anna / John /My friend	watches / <i>doesn't</i> watch	three times a week ...etc

5. Students and teacher conclude the forms together.

#### Practice (10 minutes)

1. Students check their answers again.

2. Students practice asking questions by using “How often...” and answer with adverbs of frequency and expressions of frequency.

### 6. Materials

6.1 Task 3: How often do you...?

- Activity 1: How often do you...?
- Activity 2: Write sentences
- Activity 3: What do I do?
- Activity 4: Things you do and don't do

6.2 Dictionaries

**7. Evaluation**

Methods	Instruments	Standard Criteria
Check Task 3's answers	Score Record Form	Students do the activities correctly at 75%.

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**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark**

**10.1 Result of the Learning**

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**10.2 Problems / Obstacles**

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**10.3 Other Suggestions**

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Signature

(Miss Wijit Saijaem)

Teacher

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Buriram Rajabhat University

**Appendix**

### Score Record Form

Theme: What time do you get up?

Topic: How often do you ...?

Grade: 9

Semester: 1/2015

No.	Student ID	Task 3 Total (28 points)	Remark
1	06491	18	
2	06495	16	
3	06504	22	
4	06513	21	
5	06525	23	
6	06529	20	
7	06534	19	
8	06535	22	
9	06537	19	
10	06540	17	
11	06547	20	
12	06548	23	
13	06549	21	
14	06550	15	
15	06552	16	
16	06555	15	
17	06556	20	
18	06558	17	
19	06561	21	
20	06564	27	
21	06573	19	
22	06575	22	
23	06577	18	
24	06579	24	
25	06592	20	
26	06595	18	
27	06599	22	
28	06601	25	
29	06603	18	
30	06825	16	
<b>Total</b>		<b>594</b>	
<b>Average</b>		<b>19.80</b>	
<b>S.D.</b>		<b>2.99</b>	
<b>Percentages (%)</b>		<b>70.71</b>	

Signature

Evaluator

(Miss Wjit Saijaem)

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## Activity 2: Write sentences (Individually)

Direction: Use your friends' answer from the table to write it in sentences.

Example: Ann always gets up late.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_



## Lesson Plan 5

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What time do you get up?

Topic: Ordering Story

Semester: 1/2015

Time: 1 period

Type of task: Ordering and Sorting

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### 1. Concept

Present simple tense can help students write their own stories such as daily activities, daily routines, habits, future timetables, generally true stories, and permanent situations.

### 2. Standard and Performance Indicators

#### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak and write to describe themselves, experiences/ matters/ various issues of interest to society.

### 3. Learning Outcomes

#### 3.1 Terminal Objective (Goal)

At the end of the lesson, students will be able to create and write the story about their daily activities.

#### 3.2 Enabling Objectives

Students will be able to...

3.2.1 list vocabulary and order the events from pictures correctly.

3.2.2 describe the picture in the correct order.

## 4. Learning Contents

### 4.1 Vocabulary

- Adverbs of frequency: always, usually, sometimes, seldom, rarely, hardly ever, never, ...etc.
- Expressions of frequency: every day, once a week, twice a week, three times a week, ...etc.
- Daily activities vocabulary

### 4.2 Grammar

Present simple tense:

- Subject + adverb of frequency + verb<sub>1</sub> + ...
- Subject + verb<sub>1</sub> + expression of frequency

### 4.3 Function

Using present simple tense to create the story about daily activities of someone's life.

## 5. Learning procedure

### Pre-task (5 minutes)

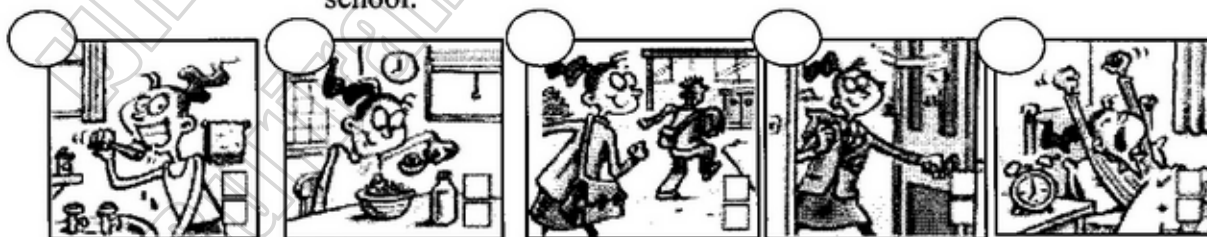
1. Teacher show pictures of someone's daily activities and ask students to order the pictures into correct order.

Teacher: Which activity does she do first?

Students: She gets up first.

Teacher: What does she do next?

Students: She brushes her teeth, has breakfast, goes to school and finishes school.



2. Teacher introduces students about task which they are going to order the pictures and write the stories. Divide students into group of 6.

3. Then teacher gives Task 4 namely "Ordering Story" to each group for writing down their stories.

## Task Cycle

### Task (10 minutes)

1. Each group looks at the pictures and list vocabulary.
2. Students create the story from the pictures and write them in the box.
3. Teacher walks around for observing.

### Planning (5 minutes)

1. After the story is created, each group prepares a person to tell the class about their stories.
2. Teacher walks around and helps when they need.

### Report (10 minutes)

1. A reporter of each group comes to the front of the class and shows their stories on the screen to the class.
2. Students listen to the reporters and note the vocabulary.

## Language Focus

### Analysis (10 minutes)

1. Students check their writing again.
2. Students and teacher conclude about the order of frequency adverbs and expressions of frequency.

### Practice (10 minutes)

1. Students practice to speak and write sentences by using present simple tense with adverbs of frequency and expressions of frequency from the pictures.

For Example:



Teacher: How often does she listen to music?

Students: She listens to music twice a day.

Teacher: How often does she do homework?

Students: She always does homework.

2. Teacher asks some students to write their sentences on the whiteboard and read it.



**6. Materials**

6.1 Task 4

6.2 Dictionaries

**7. Evaluation**

Methods	Instruments	Standard Criteria
Check Task4's answers	Score Record Form	Students do the activities correctly at 75%.

**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

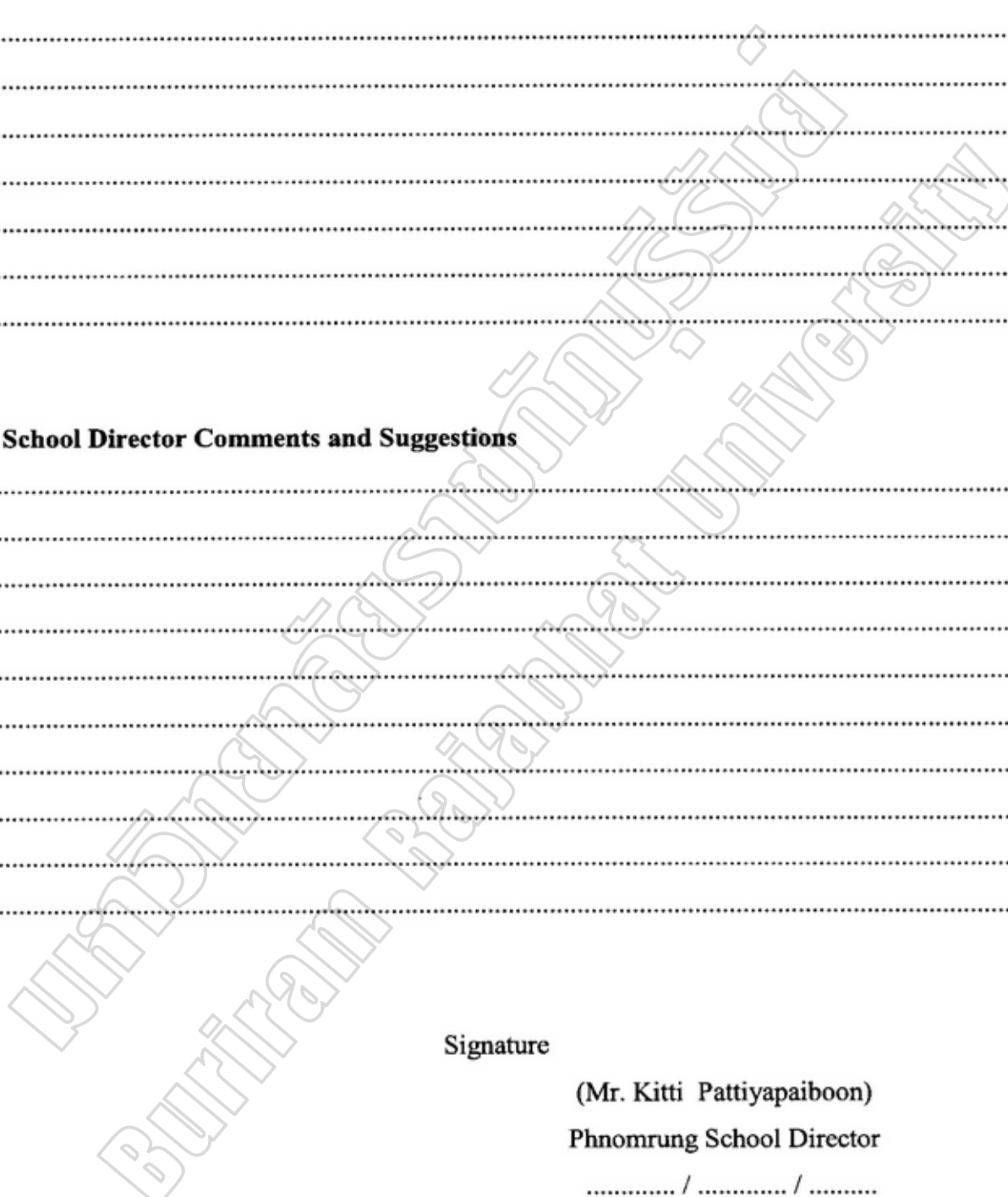
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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark**

**10.1 Result of the Learning**

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**10.2 Problems / Obstacles**

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**10.3 Other Suggestions**

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Signature

(Miss Wjit Saijaem)

Teacher

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Buriram Rajabhat University

**Appendix**

### Score Record Form

Theme: What time do you get up?

Topic: Ordering Story

Grade: 9

Semester: 1/2015

No.	Student ID	Task 4 Total (10 points)	Remark
1	06491	8	
2	06495	10	
3	06504	8	
4	06513	10	
5	06525	10	
6	06529	10	
7	06534	8	
8	06535	10	
9	06537	10	
10	06540	8	
11	06547	10	
12	06548	8	
13	06549	8	
14	06550	8	
15	06552	8	
16	06555	8	
17	06556	10	
18	06558	10	
19	06561	10	
20	06564	10	
21	06573	8	
22	06575	10	
23	06577	10	
24	06579	10	
25	06592	10	
26	06595	8	
27	06599	10	
28	06601	10	
29	06603	10	
30	06825	8	
<b>Total</b>		<b>276</b>	
<b>Average</b>		<b>9.20</b>	
<b>S.D.</b>		<b>0.99</b>	
<b>Percentages (%)</b>		<b>92.00</b>	

Signature

Evaluator

(Miss Wijit Saijaem)

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Task 4  
Ordering Story

Directions: 1) Work in group of 6. Order the pictures according to the correct sequence about a daily routines of Bill.  
2) Write the story by using present simple tense, adverbs of frequency and expressions of frequency. Write down the story and report to the class.



Blank lined area for writing the story.

## Lesson Plan 6

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What are they doing?

Topic: Who are they?

Semester: 1/2015

Time: 2 periods

Type of Task: Comparing (Matching)

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### 1. Concept

Present continuous tense describes an action that takes place in the present and is still going on in the present. Students have to use present continuous for describing the actions of people.

### 2. Standard and Performance Indicators

#### Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 3: Specify and write various forms of non-text information related to sentences and texts heard or read.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

### 3. Learning Outcomes

#### 3.1 Terminal Objective (Goal)

At the end of the lesson, students will be able to identify present continuous form and describe actions by using present continuous form.

#### 3.2 Enabling Objectives

Students will be able to...

3.2.1. read and discuss the sentences about the actions of people.

3.2.2. identify words or phrases that show the actions of people in the pictures.

3.2.3 match the sentences with the actions of people.

## 4. Learning Contents

### 4.1 Vocabulary

Verbs: read, play, wear, eat drive, carry, ride, sit, eat, ...etc.

### 4.2 Grammar

- Present continuous tense

Affirmative sentence: Subject + is, am, are + verb-ing +...

*Ann is reading cartoon books now.*

Negative sentence: Subject + is, am, are + not + verb-ing + ...

*Ann is not reading cartoon books now.*

### 4.3 Function

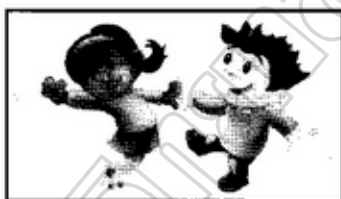
Using present continuous tense to describe the actions of people

## 5. Learning procedure

### Pre-task (10 minutes.)

1. Teacher shows pictures of verbs and asks the questions and writes down the answers on the board. Encourage students to share their own ideas.

Example:



Teacher: What are they doing?

Students: dance, ..., etc.

Teacher: They are dancing.



Teacher: What is she doing?

Students: cry / crying.

Teacher: She is crying.



Teacher: What is he doing?

Students: walk, ..., etc.

Teacher: They are dancing.

2. Teacher tells students that this lesson is about present continuous tense which they have to work in group of 6.



3. Teacher introduce the task 5- “Who are they?” which this task is divided into 2 activities. Each group will get activity 1 “Who is the thief?” which they have to read the sentences and looks at the picture for identifying names of people in the picture. Then they have to read the descriptions of the thief and write the name of the thief. After that give students to do activity 2 – “Who are they?” which they have to read sentences and write people’s name. They have only 20 minutes for doing this task.

### **Task Cycle**

#### **Task (20 minutes)**

1. Teacher give all groups task 5 “*Who is the thief?*”.
2. Students start doing the activity 1 in group of 6. They discuss the sentences and identify the names of people in the picture by matching numbers with the letters in the table. Then they have to read the description of the thief and conclude “Who is the thief?”.
3. Students do activity 2: “who are they?” individually.
4. Teacher goes round and listens as they work. Stop the tasks when the time is over.

#### **Planning (10 minutes)**

1. Teacher tells all groups to underline or note which words or phrases that make your group find the answers.
2. Each group chooses 1 paper from the members in their group to show on the screen. They have to choose a representative to be a reporter.
3. Teacher walks around and helps, note useful key words and write them on the whiteboard.

e.g. *Item 1. Jenny is wearing a black hat and she's eating an ice-cream.*

#### **Report (20 minutes)**

1. Teacher explains that they must listen carefully to other groups and look at the answers on the screen. Students take notes some different ideas from other groups.
2. Each group presents their work on the screen and describes their answers and findings.
3. After finishes the presentations, teacher gives feedback to all groups.

### **5.3 Language Focus**

#### **5.3.1 Analysis (20 minutes)**

1. Teacher show activity 1 and 2 on the screen and asks students to find the verbs ending in *-ing* for example:

Suzan is playing video-games. She isn't wearing black shoes.

Ben isn't drinking and he isn't listening to music. He's wearing a black shirt.

2. Teacher asks them to discuss the base form of verbs ending *-ing* from verbs in the each sentence in activity 1 and the examples from the teacher.

e.g. playing- play	wearing – wear	drinking – drink
sitting – sit	writing – write	see – seeing
cut – cutting	going – go	studying - study

3. Teacher and students concludes present continuous tense form from activity 1 and 2.

Affirmative statement: Subject + is, am, are + verb-ing

Negative statement: Subject + is, am, are + not +verb-ing

### 5.3.2 Practice (20 minutes)

1. Teacher asks students to describe some examples what are going in the classroom now.
2. Students write their sentences on the whiteboard.
3. Teacher and students concludes how to use present continuous together.

## 6. Materials

6.1 Task 5- Who are they?

- Activity 1: Who is the thief?
- Activity 2: Who are they?

## 7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 5's answers	Score Record Form	Students do the activities correctly at 75%.

**8. Suggestion Activities / Other Comments**

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**9. School Director Comments and Suggestions**

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Signature

(Mr. Kitti Pattiyapaiboon)

Phnomrung School Director

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**10. Remark**

**10.1 Result of the Learning**

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**10.2 Problems / Obstacles**

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**10.3 Other Suggestions**

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**Signature**

(Miss Wijit Saijaem)

Teacher

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**Appendix**

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