

Score Record Form

Theme: What are they doing?

Topic: Who are they?

Grade: 9

Semester: 1/2015

No.	Student ID	Task 5 Total (22 points)	Remark
1	06491	15	
2	06495	18	
3	06504	16	
4	06513	19	
5	06525	19	
6	06529	18	
7	06534	16	
8	06535	18	
9	06537	19	
10	06540	16	
11	06547	19	
12	06548	15	
13	06549	16	
14	06550	15	
15	06552	15	
16	06555	15	
17	06556	18	
18	06558	19	
19	06561	18	
20	06564	18	
21	06573	16	
22	06575	19	
23	06577	19	
24	06579	19	
25	06592	19	
26	06595	16	
27	06599	19	
28	06601	19	
29	06603	19	
30	06825	15	
Total		522	
Average		17.40	
S.D.		1.64	
Percentages (%)		79.09	

Signature

Evaluator

(Miss Wijit Saijaem)

..... / /



Task 5

Who are they?

Activity 1: Who is the thief? (Group Work)

- Directions: 1) Look at the picture below and discuss the sentences in the box.
- 2) Match sentences with people in the pictures by writing number in the table.
- 3) Then read the descriptions of the thief and write the name of the thief.



- 1) Jenny is wearing a black hat and she's eating an ice-cream.
- 2) Sarah is wearing a black dress and she's reading a book.
- 3) Tom is drinking coke. He isn't wearing a cap.
- 4) Suzan is playing video-games. She isn't wearing black shoes.
- 5) Ben isn't drinking and he isn't listening to music. He's wearing a black shirt.
- 6) Louise is reading a magazine. She isn't wearing a black dress.
- 7) Anna is listening to music. She's wearing a white jacket.
- 8) Sally isn't eating, she isn't reading and she isn't listening to music.
- 9) Rosie is reading a magazine. She's wearing a black dress.
- 10) Mike isn't listening to music and he is wearing a cap.
- 11) James isn't drinking, he isn't playing video games and he isn't wearing a hat.

A	B	C	D	E	F	G	H	I	J	K

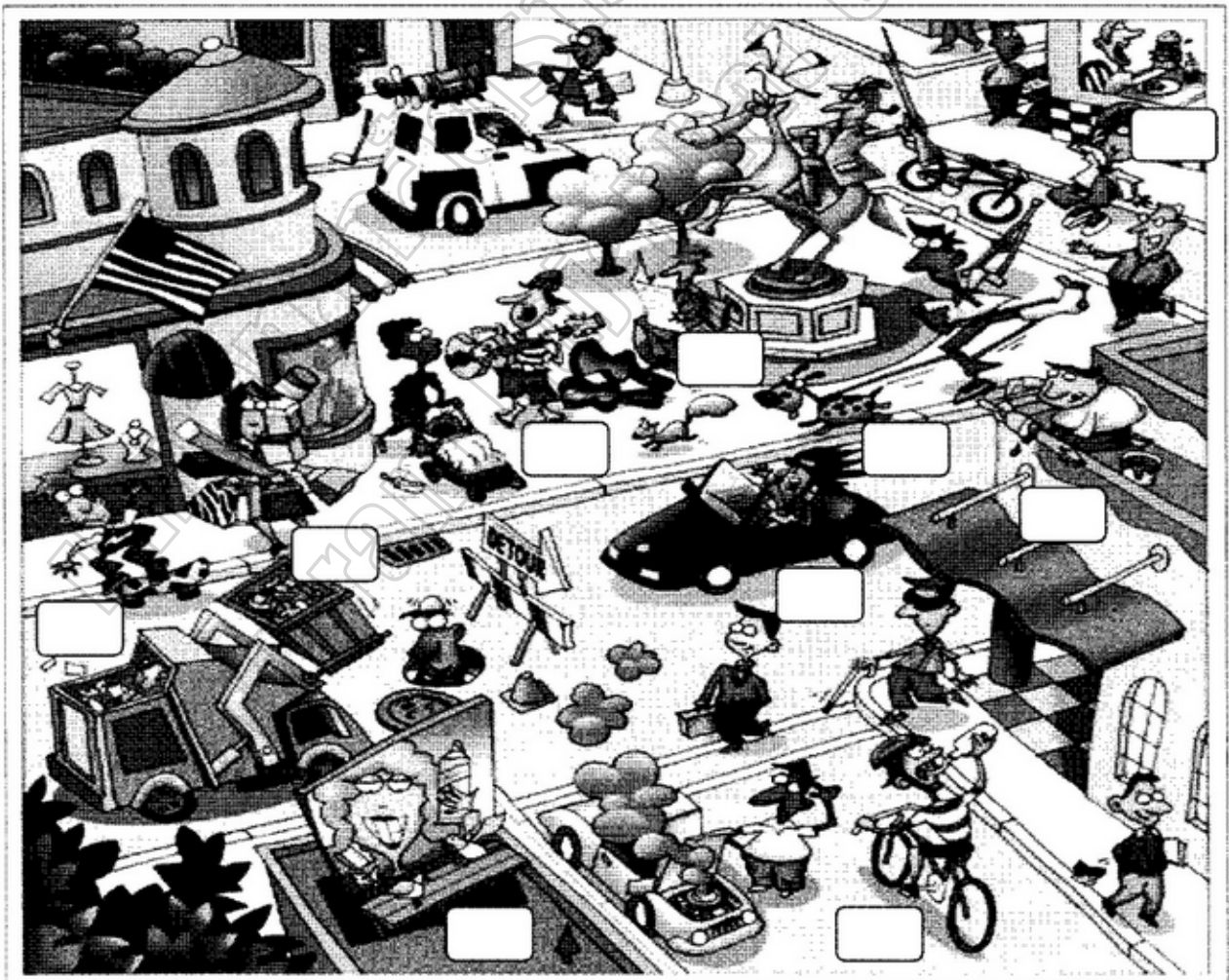
The thief is the man going out of the shop. He isn't wearing a cap but he's drinking a can of soda. He's hiding something in his left pocket!

Who is the thief? _____

Activity 2: Who are they? (Individually)

Direction: Read sentences and write name of people in the picture below.

1. Adam is driving a red car today.
2. Natalia is carrying a lot of things at the moment.
3. Mr. Lee is eating a hamburger in the restaurant now.
4. Richard is riding a bicycle in this picture.
5. The birds are standing on the bench now.
6. A dog is chasing a squirrel this time.
7. Tom is sitting on the bench now.
8. Luke is playing the guitar at the moment.
9. Max is painting the building now.
10. Mike is playing the skateboard now.



Lesson Plan 7

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What are they doing?

Topic: What is the writer doing?

Semester: 1/2015

Time: 2 periods

Types of Task: Problem Solving (Incomplete stories)

1. Concept

Reading passages about journal and radio report which writer use present continuous to describe the actions of people or something that takes place in the present and is still going on in the present. Students have to read the passages to notice the example of using present continuous tense to describe the events.

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 read the passages and write the correct form of present continuous tense.

3.2 Enabling Objective

Students will be able to...

3.2.1. understand the passages about journal and radio report.

3.2.2. choose the correct verbs to fill in the story.

3.2.3 write correct form of verbs.

4. Learning Contents

4.1 Vocabulary

Action verbs: complain, wear, wait, read, sit, carry, rain, stand, point, ...etc.

Key words: bench, gloomy, cloudy, uniform, briefcase, expensive, couple, maybe, ..., 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.

Yes/No question: Is Anna reading cartoon book now?

Yes, she is. / No, she is not.

4.3 Function

Read passages and write the correct form of present continuous tense

5. Learning procedure

Pre-task (10 minutes.)

1. Teacher reviews present continuous tense by asking about actions that are happening in the classroom now.

e.g. Teacher: What am I doing now?

Students: You are teaching now.

Teacher: What are you doing?

Students: I am studying now.

2. Teacher asks some students to show some actions such as running, dancing, laughing, ... , etc.

Teacher: What is Ann doing?

Students: She is running. ... etc.

3. Introduce the task- "*What is the writer doing?*" which they have to work in group of 6. All groups are going to read the passage about "*journal*" which the writer is describing about the favorite time of a day. Each group reads the passage and chooses verbs in the box to write into the passage by using present continuous tense form. After that they have do activity 2- "*Radio report*", choose the verbs in the box to describe the actions of people from

radio report from Times Square in New York City by using present continuous tense. They have only 20 minutes for doing the task.

Task Cycle

Task (20 minutes)

1. Teacher gives all groups the task namely “What is the writer doing?”
2. Students do the task, underline the useful words and choose the suitable verbs to write in the blanks by using present continuous tense form.
3. Teacher goes around and listens as they work. Stop the task when the time is over.

Planning (10 minutes)

1. Teacher tells all groups to choose unknown words to exchange to other groups.
2. Each group practice to read their passage for checking their answer again.
2. Each group chooses 1 paper from the members in their group to show on the screen. They have to choose someone to be a reporter.
3. Teacher goes around and helps, noting useful key words and writing some unknown words on the whiteboard.

Report (20 minutes)

1. Teacher explains that they must listen carefully the words or phrases of other groups and look at their answers on the screen. Take notes some different words or phrases from other groups.
2. Each group presents their work on screen and describes their answers and useful words from the passage.
3. Give feedback to students. Review similar and difference words or phrases from their works.

5.3 Language Focus

5.3.1 Analysis (20 minutes)

1. Teacher shows the task on the screen and asks students underline the other sentences with present continuous form for example:

- The city is waking up.
- I'm sitting in a small coffee shop now.
- Are they fighting?
- They aren't talking.

2. Teacher asks student to tell the differences of these sentences. Give them some examples by writing on the screen.

- Ann is sitting on the bench now.
- Anna is not sitting on the bench now.
- Is Anna sitting on the bench now?

3. Teacher and students discuss and conclude the form and meaning of present

4. Teacher tells if you want to write the journal or radio report, you have to use present continuous for describing the actions of the events.

5.3.2 Practice (20 minutes)

1. Student practices writing sentences by using present continuous form.
2. Teacher asks some students to write their sentences on the whiteboard.
3. Teacher tells students to read the sentences on the board and check the answer together.

6. Materials

6.1 Task 6- What is the writer doing?

- Activity 1: Reading journal
- Activity 2: Radio report

6.2 Dictionary

7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 6'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

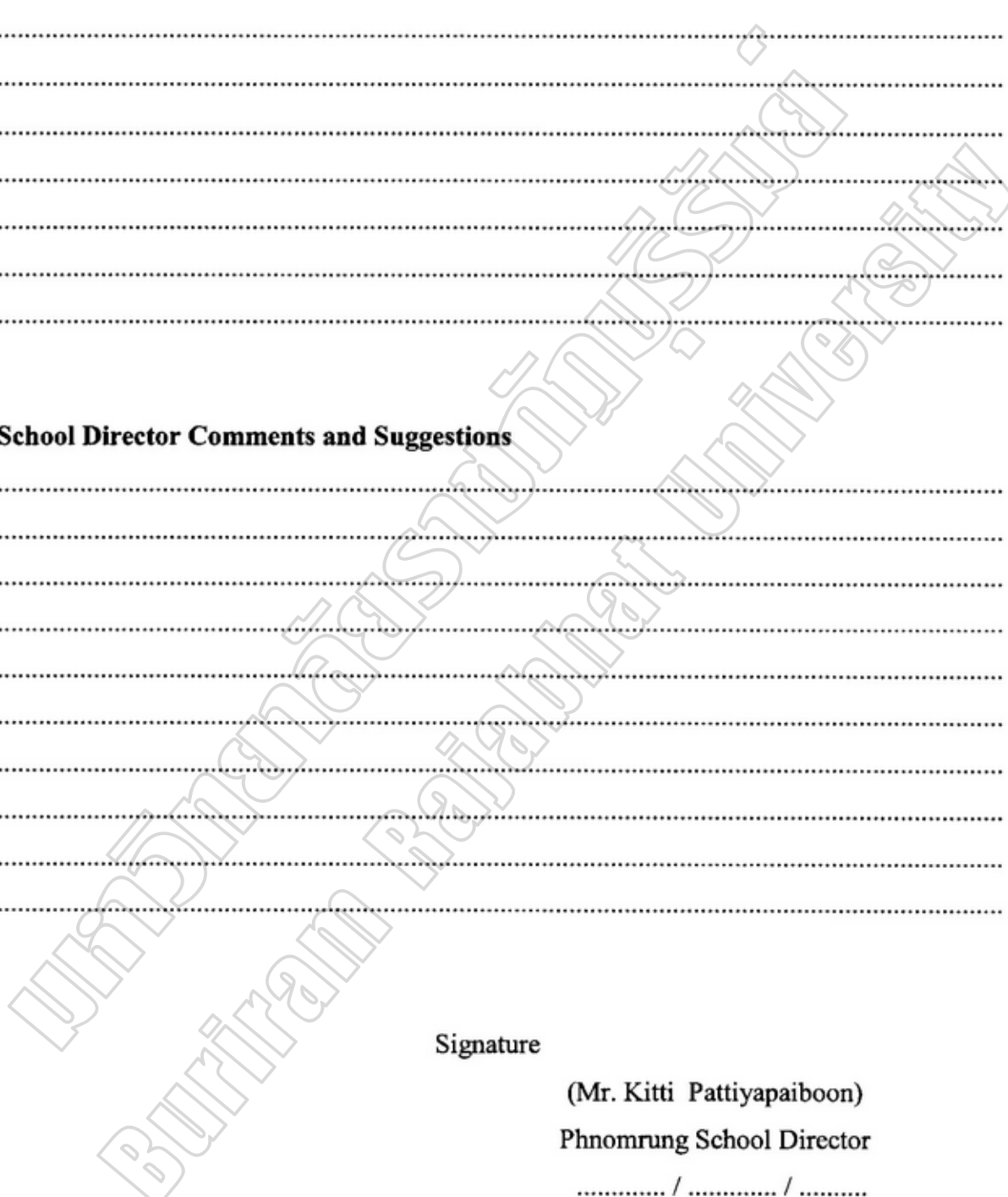
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Signature

(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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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Appendix

Score Record Form

Theme: What are they doing?

Topic: What is the writer doing?

Grade: 9

Semester: 1/2015

No.	Full Name	Task 6 Total (26 points)	Remark
1	06491	18	
2	06495	20	
3	06504	17	
4	06513	21	
5	06525	21	
6	06529	20	
7	06534	17	
8	06535	20	
9	06537	21	
10	06540	17	
11	06547	21	
12	06548	18	
13	06549	17	
14	06550	18	
15	06552	18	
16	06555	18	
17	06556	20	
18	06558	21	
19	06561	20	
20	06564	20	
21	06573	17	
22	06575	21	
23	06577	21	
24	06579	21	
25	06592	21	
26	06595	17	
27	06599	21	
28	06601	21	
29	06603	21	
30	06825	18	
Total		582	
Average		19.40	
S.D.		1.69	
Percentages (%)		74.62	

Signature

Evaluator

(Miss Wijit Saijaem)

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Task 6

What is the writer doing?

Activity 1: Reading journal

Directions: Read this journal entry. Choose the words in the box to complete the passage below with the correct form of the present continuous.

complain	wear (2)	wait	read	sit	carry
rain	stand	listen	talk	look	point

It's morning-my favorite time of day in Seattle. The city is waking up and I am too. I'm sitting in a small coffee shop now. Outside, the weather is gloomy. It's cloudy, but it isn't ¹ _____. Two people ² _____ at the bus stop. The woman is angry. She ³ _____ to her watch. She ⁴ _____ to the man next to her. He isn't ⁵ _____ to her. He ⁶ _____ his newspaper. A couple ⁷ _____ on a bench. They're 25. The woman ⁸ _____ a waitress's uniform. The man ⁹ _____ a bus driver's uniform. They aren't ¹⁰ _____. They are just holding hands and smiling at each other. I'm sure they are in love. Another couple ¹¹ _____ near them. They're both 40. They ¹² _____ briefcases and wearing expensive clothes. They aren't talking; they aren't holding hands; and they aren't smiling. They are married- I'm sure. Are they fighting? Maybe. The woman ¹³ _____ at the young couple. Perhaps she is thinking about happier times.

Activity 2: Radio report

Direction: Choose the words in the box to complete the passage below with the correct form of the present continuous.

wait	make	wear	dance	smile	play	drink
carry	report	have	try	eat	sit	

It's 11:30 and I ¹ _____ from Times Square in New York City. It's very cold. The temperature is about 25 degrees. We ² _____ for midnight, and we ³ _____ a great time. Everyone ⁴ _____ warm weather clothes. Some bands ⁵ _____ music, and people ⁶ _____. They ⁷ _____ to stay warm. A lot of people ⁸ _____ noise. Some people ⁹ _____ and ¹⁰ _____ big Happy New Year signs. And some people ¹¹ _____ down and ¹² _____ hot coffee. Maybe they're tired. Some people ¹³ _____ ice cream cones. And it's so cold!

Lesson Plan 8

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: What are they doing?

Topic: Finding Differences

Semester: 1/2015

Time: 2 periods

Types of Task: Comparing (Finding Differences)

1. Concept

Students write sentences to describe the differences between the pictures by using present continuous tense. They have to discuss the useful words or phrases that suitable and clear to compare the differences of the pictures.

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 compare and write sentences for describing actions of people from the pictures.

3.2 Enabling Objective

Students will be able to...

3.2.1. find the differences of the pictures.

3.2.2. identify action words of people in the pictures.

3.2.3 write sentences for describing actions of people in the pictures.

4. Learning Contents

4.1 Vocabulary

Action verbs: read, drink, check, listen, eat, sleep, talk, write, ...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

Writing sentences to describe the actions of people from pictures.

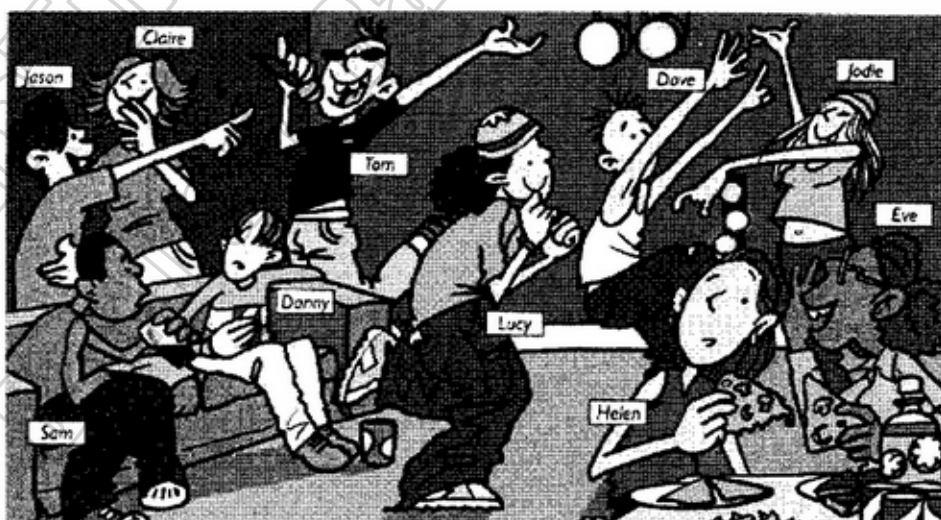
5. Learning procedure

Pre-task (10 minutes.)

1. Teacher reviews present continuous by showing the picture on the screen and ask students.

Example:

- What these people are doing?
- What is Tom doing?
- What is Jason doing?



2. Teacher encourages students to describe the actions of people in the picture.

3. Teacher introduce the task- "finding differences" which they have to work in group of 6.

All groups are going to look at the pictures and try to find the differences between them. Then each group lists the useful words for using them to write the sentences. They have only 20 minutes for doing this task.

Task Cycle

Task (30 minutes)

1. Teacher gives all groups the task “finding differences” and gets them ready to discuss the pictures, collect the useful words and start to write the sentences by using present continuous tense.

2. Teacher goes around and listens as they work. Stop the task when the time is over.

Planning (10 minutes)

1. Each group practice to read their sentences for checking their written again.

2. Each group chooses 1 paper from the members in their group to show on the screen and someone to be a reporter.

3. Teacher goes around and helps to note useful key words and write some on the whiteboard.

e.g. magazine, cola, coffee, ... etc.

Report (20 minutes)

1. Teacher explains that they must listen carefully to other groups and look at other groups answers on the screen. Take notes some different words or phrases from other groups.

2. Each group presents their work on the screen and describes their sentences and useful words from the pictures.

3. Teacher gives feedbacks to students. Review similar and different words or phrases from their work.

Language Focus

Analysis (20 minutes)

1. Teacher shows pictures from the task on the screen and asks students to review the sentences for example:

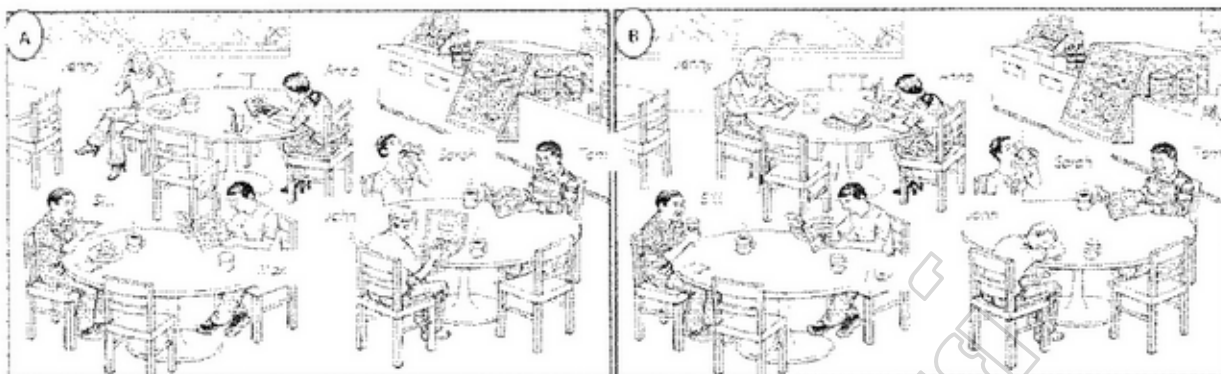
In picture A, Bill is eating a piece of cake.

In picture B, Bill is eating an ice-cream.

Or

In picture A, Bill is eating a piece of cake.

In picture B, Bill is not eating a piece of cake, but he is eating an ice-cream.



2. Teacher asks students to review the action verbs and how can we add -ing in the sentences.

drink - drinking

eat- eating

read – reading

talk – talking

sleep – sleeping

sit – sitting

write – writing

Practice (10 minutes)

1. Teacher gives out the answer key for the task.
2. Students and teacher conclude how to use present continuous tense to describe the differences of the pictures together.

6. Materials

6.1 Task 7- Finding differences

6.2 Dictionary

7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 7'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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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Appendix

Score Record Form

Theme: What are they doing?

Topic: Finding Differences

Grade: 9

Semester: 1/2015

No.	Student ID	Task 7 Total (26 points)	Remark
1	06491	18	
2	06495	19	
3	06504	18	
4	06513	20	
5	06525	20	
6	06529	19	
7	06534	18	
8	06535	19	
9	06537	20	
10	06540	18	
11	06547	21	
12	06548	18	
13	06549	18	
14	06550	18	
15	06552	18	
16	06555	18	
17	06556	19	
18	06558	20	
19	06561	19	
20	06564	19	
21	06573	18	
22	06575	21	
23	06577	21	
24	06579	21	
25	06592	21	
26	06595	18	
27	06599	20	
28	06601	21	
29	06603	20	
30	06825	18	
Total		576	
Average		19.20	
S.D.		1.21	
Percentages (%)		73.85	

Signature

Evaluator

(Miss Wijit Saijaem)

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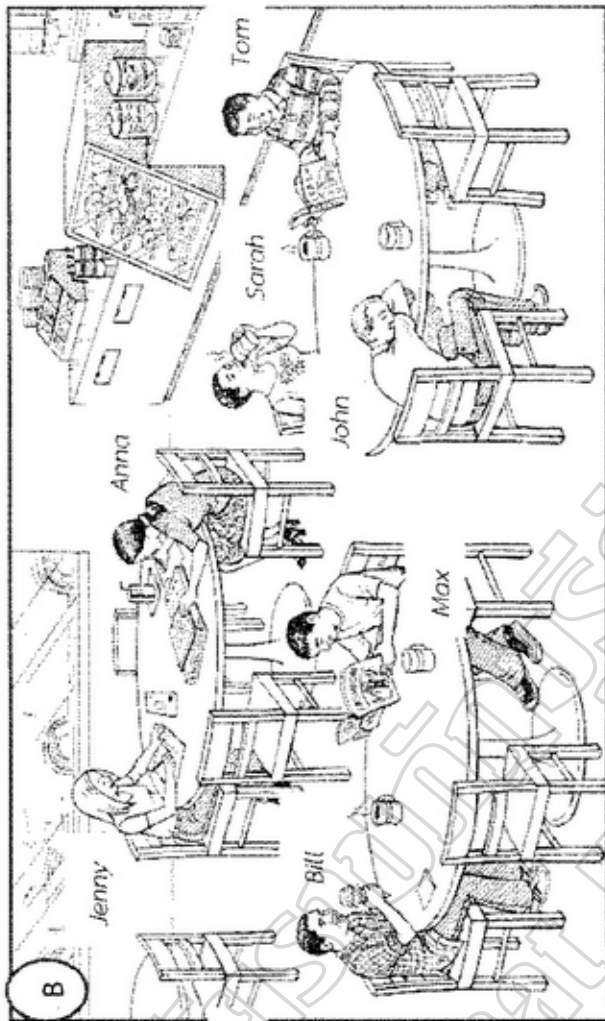
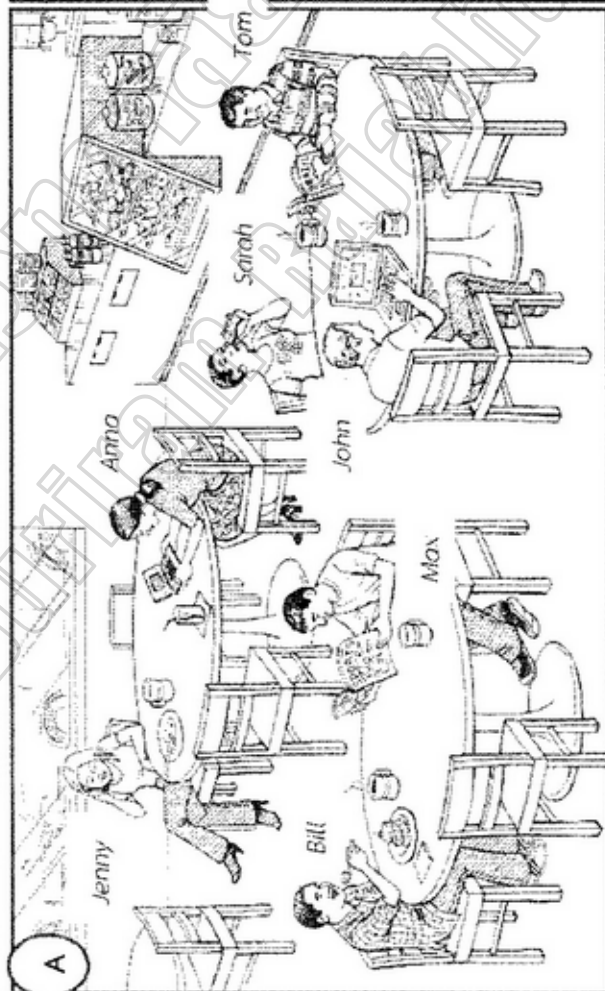
Task 7

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Finding Differences

Activity 1: Who are they doing?

Directions: Look at the pictures below. Find the differences between 2 pictures and write it in present continuous tense form.



Activity 2: Spot the Differences

Directions: Look at the pictures below. Spot the differences between 2 pictures and write it in present continuous tense form. Use keywords in the box.



read smoke rain wear open carry
 get on come out of look at eat run down smoke

Blank lines for writing the differences in present continuous tense form.

Lesson Plan 9

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: Present Simple and Present Continuous

Topic: Review

Semester: 1/2015

Time: 1 period

Types of Task: Problem solving

1. Concept

Students review present simple and present continuous tense. They have to identify the differences between two tenses from the expressions or signal words that show in the 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 F1.2: 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 the differences between present simple and present continuous from the expressions or signal words.

3.2 Enabling Objective

Students will be able to...

3.2.1. tell the expressions of present simple and present continuous tenses.

3.2.2. identify the differences between two tenses given.

3.2.3 write the correct form of tenses from the sentences given.

4. Learning Contents

4.1 Vocabulary

Signal words	Signal words
<p>- Adverb of frequency: <i>always, usually, often, sometimes, rarely, seldom, never, regularly..., etc.</i></p> <p>- Expressions of frequency: <i>every day, once a week, twice a week, three times a day, every....on Monday, ... etc.</i></p>	<p><i>now, right now, at the moment, at this moment, this day, this time, these days, still, this week, today, Listen!, Watch!,... etc.</i></p>

4.2 Grammar

- Present simple tense: Subject + Verb₁
- Present continuous tense: Subject + is, am, are + Verb -ing

4.3 Function

Identify the differences between present simple and present continuous tenses from expressions or signal words.

5. Learning procedure

Pre-task (5 minutes.)

1. Introduce the task- "Review" which they have to work in group of 5-6.

All groups are going to study the sentences and put the verbs in the brackets into the correct tenses, *present simple or present continuous*. They have only 10 minutes for doing this task.

Task Cycle

Task (10 minutes)

1. Teacher gives all groups the task "Review"
2. Get students ready to study the sentences, and put the verbs in the brackets into the correct tenses, present simple or present continuous given.
3. Teacher goes round and listens as they work. Stop the task when the time is over.

Planning (5 minutes)

1. Teacher asks students to circle the key words or signal words that make them decide to use tenses.
2. Each group chooses 1 paper from the members in their group to show on the screen. They have to choose someone to be a reporter.
3. Teacher goes round and helps, noting useful key words.

Report (10 minutes)

1. Teacher explains that they must listen to carefully to other groups and look at other groups worksheets on the screen. Take notes some different words or phrases from other groups.
2. Each group presents their work on the screen and describes key words or signal words that make them use this tense.
3. Teacher gives feedback to students. Review similarities and differences key words or signal words from their work.

5.3 Language Focus**5.3.1 Analysis (10 minutes)**

1. Teacher expresses the task on the screen and asks students to highlight signal words that make them know “which types of tense should we use?”
2. Teacher gives students to make the table and note them on the paper.

Signal words	Signal words
- Adverb of frequency: <i>always, usually, often, sometimes, rarely, seldom, never, regularly..., etc.</i>	<i>now, right now, at the moment, at this moment, this day, this time, these days, still, this week, today, Listen!, Watch!, ... etc.</i>
- Expressions of frequency: <i>every day, once a week, twice a week, three times a day, every..., on Monday, ... etc.</i>	

5.3.2 Practice (10 minutes)

1. Teacher shows the other sentences on the screen and asks students to tell the correct answer in the blank for example

- She _____ (go) to school by bus every morning.
- He _____ (watch) television at the moment.
- They _____ (play) football every Sundays.
- Alice _____ (dance) on the stage now
- I always _____ (wake) up late.
- We _____ (chat) on Facebook three times an hour.
- I _____ (fly) to London today.
- Her child _____ (cry) twice a day.
- My mobile phone _____ (ring) at this time.
- My brother sometimes _____ (brush) his teeth.

2. Students and teacher conclude signal words of present simple and present continuous again.

6. Materials

6.1 Task 8: Review

7. Evaluation

Methods	Instruments	Standard Criteria
Check Task 8'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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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Appendix

Score Record Form

Theme: Present simple or Present Continuous
Grade: 9

Topic: Review
Semester: 1/2015

No.	Student ID	Task 8 Total (20 points)	Remark
1	06491	16	
2	06495	18	
3	06504	16	
4	06513	20	
5	06525	20	
6	06529	18	
7	06534	16	
8	06535	18	
9	06537	20	
10	06540	16	
11	06547	20	
12	06548	16	
13	06549	16	
14	06550	16	
15	06552	16	
16	06555	16	
17	06556	18	
18	06558	20	
19	06561	18	
20	06564	18	
21	06573	16	
22	06575	20	
23	06577	20	
24	06579	20	
25	06592	18	
26	06595	16	
27	06599	20	
28	06601	20	
29	06603	20	
30	06825	16	
Total		538	
Average		17.93	
S.D.		1.81	
Percentages (%)		89.67	

Signature Evaluator
(Miss Wjit Saijaem)
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Task 8 Review



Directions: Fill the blanks in the following story with present simple tense or present continuous tense.

The Fishing Trip

Gordon and his three sons, Mark, Joe, and Leo, own a character boat. Every day when they ¹ _____ (sail), they ² _____ (take) a boat full of would-be fishermen out to sea. Leo, the youngest, ³ _____ (sell) tickets every afternoon for the next day's trip. The passengers ⁴ _____ (arrive) now with high hopes. At this time, some ⁵ _____ (carry) their own equipment, and other ⁶ _____ (rent) it from Gordon.

Usually when everyone ⁷ _____ (be) aboard. Gordon ⁸ _____ (stand) at the wheel and ⁹ _____ (signal) Mark to untie the boat. But today Mark ¹⁰ _____ (daydream), so Joe ¹¹ _____ (loosen) the rope and ¹² _____ (throw) it on the boat. Gordon always ¹³ _____ (start) the motor while Joe ¹⁴ _____ the bait. On the way out, Leo sometimes ¹⁵ _____ (give) the fishermen ideas on how to fish. When Gordon ¹⁶ _____ (find) a good spot, Leo ¹⁷ _____ (drop) anchor and the fishermen ¹⁸ _____ (throw) out their lines. Today, they ¹⁹ _____ (fish) one of the biggest fish. They ²⁰ _____ (love) fishing a lot.

Lesson Plan 10

Course: Additional English (EN23201)

Grade Level: Grade 9

Theme: Present simple tense and present continuous tense

Topic: Post training

Semester: 1/2015

Time: 1 period

1. Concept

Post-test is developed to check students' learning achievement after learning present simple tense and present continuous tense through Task Based Learning.

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' knowledge about present simple tense and present continuous tenses after learning through Task Based Learning.

4. Learning Contents

Post-test (achievement test) of Task Based Learning in English writing on present simple and present continuous tenses for Grade 9 students.

5. Learning procedure

1. Inform students that they will be given the post-test.
2. Give students the post-test.
3. Explain the direction of the test to the students.
4. Inform the students about the 50- minute time limit
5. Have students to do the post-test.

6. Materials

- 6.1 Post-test (achievement test)
- 6.2 Answer sheet
- 6.3 Score record form
- 6.4 Questionnaire

7. Evaluation

Methods	Instruments	Standard Criteria
1. Check post-test answers.	Post-test answer key Score Record Form	Students pass the post-test at 75%.
2. Check the questionnaire answers.	Questionnaire	Students' satisfactions toward learning writing tenses through TBL were more satisfactory level.

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: Present simple and present continuous tense
Grade: 9

Topic: Post training
Semester: 1/2015

No.	Student ID	Pre-test Scores (40)	Post-test Scores (40)	Development (+) Increase (-) Decrease	Evaluation Result
1	06491	8	30	+22	
2	06495	10	29	+19	
3	06504	17	33	+16	
4	06513	16	35	+19	
5	06525	19	30	+11	
6	06529	8	28	+20	
7	06534	9	30	+21	
8	06535	13	28	+15	
9	06537	11	32	+21	
10	06540	9	29	+20	
11	06547	10	33	+23	
12	06548	8	30	+22	
13	06549	15	28	+13	
14	06550	10	29	+19	
15	06552	14	30	+16	
16	06555	10	29	+19	
17	06556	9	30	+21	
18	06558	6	29	+23	
19	06561	5	27	+22	
20	06564	22	36	+14	
21	06573	7	26	+19	
22	06575	14	33	+19	
23	06577	15	34	+19	
24	06579	13	35	+22	
25	06592	6	32	+26	
26	06595	7	26	+19	
27	06599	8	32	+24	
28	06601	11	34	+23	
29	06603	12	31	+19	
30	06825	11	30	+19	
Total		333	918	585	
Average		11.10	30.60	19.50	
S.D.		4.05	2.74	3.43	
Percentages (%)		27.75	76.50	48.75	

Signature

Evaluator

(Miss Wijit Saijaem)

..... / /

APPENDIX D

Achievement Test

Topic: Present Simple and Present Continuous Tenses

Additional English (EN23201)

Foreign Languages Department

Grade 9 students

Directions: Choose the correct answer. There are 40 items (40 marks) and you have 50 minutes to do the test.

No. 1-5: Read the conversation and choose the correct form of verbs to complete the story.

John: What do you usually do on Saturday?

Steve: Well, I usually ¹ _____ early, about 6:30; then I jog around the park before breakfast.

John: What! I don't believe you. What do you do next?

Steve: Well, the football season starts in August, so I usually ² _____ football with my team. I often go with my brother to the stadium. We both have new bikes, so we ³ _____ at least 5 kms. What do you do?

John: Well, you see, I'm lazy. I usually ⁴ _____ at home and ⁵ _____ television.

Source: Tangkiengsirisin & Sompong (2014: 199)

- | | |
|-----------------|----------------|
| 1. a. waking up | b. get up |
| c. sleep | d. go to bed |
| 2. a. kicking | b. playing |
| c. kick | d. play |
| 3. a. drive | b. are driving |
| c. cycle | d. are cycling |
| 4. a. stay | b. leave |
| c. hang out | d. go out |
| 5. a. look at | b. watch |
| c. looking at | d. watching |

No. 6-14: Read the passage and choose the correct form of verbs to complete the story.

Hi Victor,

How are you? I'm fine, but my new roommate has a problem. His name is Oscar. He's a designer. He ⁶ _____ shoes. He ⁷ _____ until 11 o'clock every day. Then he ⁸ _____ a shower. He ⁹ _____ breakfast, but he ¹⁰ _____ television for two or three hours. He ¹¹ _____ work at about two o'clock in the afternoon. He ¹² _____ in an office – he works at home. He ¹³ _____ to work at about six o'clock. That's just four hours! He ¹⁴ _____ to bed at three o'clock in the morning. What can I do?

Love, Julia

Source: Saumell & Birchley (2012: 66)

- | | |
|--------------------------|-----------------------------|
| 6. a. sells | b. fixes |
| c. buys | d. designs |
| 7. a. doesn't get up | b. is not always getting up |
| c. didn't like to get up | d. don't get up |
| 8. a. washes | b. gets |
| c. brushes | d. takes |
| 9. a. doesn't drink | b. doesn't receive |
| c. doesn't have | d. doesn't take |
| 10. a. sees | b. watches |
| c. seeks | d. looks |
| 11. a. is beginning | b. is starting |
| c. don't begin | d. starts |
| 12. a. doesn't make | b. doesn't leave |
| c. doesn't work | d. doesn't do |
| 13. a. finishes | b. ends |
| c. plans | d. begins |

20. Does Sarah always play basketball?

- a. Yes, she often plays basketball on Saturday.
- b. No, she plays basketball only once a month.
- c. Yes, she usually plays basketball with her friends.
- d. No, she plays it every week.

No. 21-25: Look at the pictures, read the sentences and choose the answer.

21.



Look! Children _____ at this time.

- a. are playing at the playground
- b. are arriving home
- c. are leaving the house
- d. are walking to school

22.



Samantha _____ at the moment.

- a. is drawing the pictures
- b. is doing her homework
- c. is sitting in the cafe.
- d. is listening to music

23.



My parents _____ right now.

- a. are playing sports
- b. are walking in the garden
- c. are jumping at the field
- d. are jogging in the park

26. a. is calling
c. flies
27. a. is speaking
c. is on the phone
28. a. is exercising
c. is playing
29. a. am finding
c. am surveying
30. a. are going
c. are living
- b. is working
d. lives
- b. are you
d. are you talking to
- b. is running
d. is hitting
- b. am discovering
d. am looking
- b. are taking
d. are getting

No. 31-35: Look at the picture and choose the sentence that describes the picture.



Retrieved from: <https://laurapickens.wordpress.com/2014/09/11/describe-the-scene/>

31. Is John listening to music?
a. Yes. He is listening to music.
c. No, he is buying some postcards.
- b. No, he is walking the dog.
d. No, he is talking on the phone.
32. Is Adela talking on the phone?
a. Yes, she is.
c. No, she isn't.
- b. No, she is.
d. Yes, she isn't.

33. Who is cycling a bicycle?

- a. Paul
b. Ms. Kean
c. Kelvin
d. Ann

34. Who is watching the television?

- a. Clare
b. Sarah
c. Suzanne
d. Will

35. What's Paul doing?

- a. He is buying some postcards.
b. He is buying some newspapers.
c. He is cleaning the shop .
d. He is ordering some pizza.

No. 36-40: Read the passage and choose the correct form of verb to complete the story.

Dear Gina,

I ³⁶ _____ in front of your apartment. Unfortunately, you're not at home, so I ³⁷ _____. Dan and I ³⁸ _____ our families. We ³⁹ _____ in San Diego now. Dan ⁴⁰ _____ as a teacher, and I'm looking for a job. What are you doing these days? Are you still writing for the newspaper? Call me at my mother's house and please visit us!

Miss you, Holly

Source: Pavlik (2004: 131)

36. a. am getting
b. am leaving
c. am calling
d. am standing
37. a. am drawing this report
b. am receiving this e-mail
c. am writing you this note
d. am getting your message.
38. a. are traveling
b. are visiting
c. are touring
d. are shopping
39. a. are getting
b. are leaving
c. are studying
d. are living
40. a. is working
b. is teaching
c. is finding
d. is designing

Achievement test Answer Key

Topic: Present Simple and Present Continuous Tenses

Additional English (EN23201)

Grade 9 Students

Item	Answer	Item	Answer	Item	Answer	Item	Answer
1	b	11	d	21	c	31	a
2	d	12	c	22	b	32	c
3	c	13	a	23	d	33	d
4	a	14	c	24	b	34	b
5	b	15	b	25	d	35	a
6	d	16	a	26	b	36	d
7	a	17	b	27	a	37	c
8	d	18	c	28	c	38	b
9	c	19	d	29	d	39	d
10	b	20	b	30	a	40	a

APPENDIX E

The Table of IOC Analysis of Achievement Test

Topic: English Tenses on Writing Skill of Grade 9 Students

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide

From the table, it shows that the Evaluation of The Item-Objective Congruence Index (IOC) is 1.00

Remark:

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

APPENDIX F

The Items Analysis Results Showing the Level of Difficulty (p), the Discrimination Index (B), and the Reliability (Rcc) of the Pre-test and Post-test on Tenses (p = 0.22-0.78) (B =0.21-0.75)

Items	p	B	Items	p	B
1.	0.25	0.70	21.	0.75	0.60
2.	0.33	0.77	22.	0.25	0.53
3.	0.46	0.53	23.	0.88	0.70
4.	0.25	0.53	24.	0.25	0.70
5.	0.25	0.53	25.	0.92	0.73
6.	0.71	0.73	26.	0.33	0.77
7.	0.29	0.73	27.	0.67	0.53
8.	0.42	0.50	28.	0.29	0.73
9.	0.92	0.73	29.	0.75	0.60
10.	0.38	0.63	30.	0.21	0.50
11.	0.71	0.73	31.	0.33	0.77
12.	0.29	0.57	32.	0.58	0.63
13.	0.25	0.70	33.	0.46	0.70
14.	0.71	0.73	34.	0.50	0.57
15.	0.58	0.63	35.	0.63	0.67
16.	0.58	0.63	36.	0.46	0.70
17.	0.38	0.80	37.	0.33	0.43
18.	0.71	0.57	38.	0.75	0.77
19.	0.55	0.47	39.	0.67	0.53
20.	0.33	0.77	40.	0.35	0.60

The reliability of the test (Rcc) is 0.93

N = 30

Mean = 25.77

S.D. = 8.25

APPENDIX G

QUESTIONNAIRE

The Satisfaction of Students toward “Effects of Task-Based Learning in English Tenses on Writing Skill of Grade 9 Students”

Foreign Languages Department Phnomrung School

Directions:

1. The purpose of this questionnaire is to investigate the satisfaction of students toward Effects of Task-Based Learning in English Tenses on Writing Skill of Grade 9 Students entitled “present simple and present continuous tenses”
2. Your answers will be only used in academic purpose, especially to know the satisfaction of Effects of Task-Based Learning in English Tenses on Writing Skill of Grade 9 Students entitled “present simple and present continuous tenses”. The data obtained will be kept confidentially.
3. Please answer by checking truly and accordingly to your opinions and data as follows:

5	means	Extremely satisfied
4	means	Very satisfied
3	means	Moderately satisfied
2	means	Slightly satisfied
1	means	Not at all satisfied

Items	Statements	Level of satisfaction				
		5	4	3	2	1
1	You enjoy activities provided in the tasks.					
2	You enjoy doing pair works and group works.					
3	Practice with TBL activities is interesting.					
4	Tasks are simple and easy to understand.					
5	Learning English tenses on writing through TBL gives you a chance to practice writing skills.					
6	The contents and activities are relevant.					
7	Learning through TBL helps you understand grammar well.					

Items	Statements	Level of satisfaction				
		5	4	3	2	1
8	You always feel motivated when learning English by doing and practicing with TBL.					
9	Learning English through TBL enhance your critical thinking process.					
10	The contents and activities in the tasks are appropriate.					
11	Time taken on task is appropriate.					
12	You have positive attitude toward learning English writing on tenses after learning through TBL.					

APPENDIX H

The Evaluation of Correctness and Appropriation of the Statement in
Questionnaire of Learners' Satisfaction towards "Effects of Task-based
Learning in English Tenses on Writing Skill of Grade 9 Students"
by the Experts

No.	Statements	Experts' Opinion (Appropriation)			— X	S.D.	Level of Appropriation
		1	2	3			
1	You enjoy activities provided in the tasks.	5	5	5	5.00	0.00	Absolutely Appropriate
2	You enjoy doing pair works and group works.	5	5	5	5.00	0.00	Absolutely Appropriate
3	Practice with TBL activities is interesting.	5	4	4	4.33	0.58	Very Appropriate
4	Tasks are simple and easy to understand.	5	5	4	4.67	0.58	Absolutely Appropriate
5	Learning English tenses on writing through TBL gives you a chance to practice writing skills.	5	4	5	4.67	0.58	Absolutely Appropriate
6	The contents and activities are relevant.	5	5	4	4.67	0.58	Absolutely Appropriate
7	Learning through TBL helps you understand grammar well.	5	4	4	4.33	0.58	Very Appropriate

No.	Statements	Experts' Opinion (Appropriation)			\bar{X}	S.D.	Level of Appropriation
		5	5	4			
8	You always feel motivated when learning English by doing and practicing with TBL.	5	5	4	4.67	0.58	Absolutely Appropriate
9	Learning English through TBL enhance your critical thinking process.	5	5	4	4.67	0.58	Absolutely Appropriate
10	The contents and activities in the tasks are appropriate.	5	5	4	4.67	0.58	Absolutely Appropriate
11	Time taken on task is appropriate.	5	5	5	5.00	0.00	Absolutely Appropriate
12	You have positive attitude toward learning English writing on tenses after learning through TBL.	5	5	4	4.67	0.58	Absolutely Appropriate
Total					4.70	0.34	Absolutely Appropriate

APPENDIX I

The Item-total Correlation for Each Item of Five Point Rating Scale

Questionnaire

Item No.	R_{XY}	Sig.	Remark
1	0.44	.01	
2	0.80	.01	
3	0.67	.01	
4	0.60	.01	
5	0.74	.01	
6	0.67	.01	
7	0.66	.01	
8	0.72	.01	
9	0.53	.01	
10	0.73	.01	
11	0.74	.01	
12	0.72	.01	

Critical values for Pearson $r \geq 0.2792$ ($df = N-2 = 30-2 = 28$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Number of students = 30

Number of Items = 12

α -Coefficient = 0.89

APPENDIX J

The Evaluation of Efficiency of Task-Based Learning in English Tenses on Writing Skill of Grade 9 Students

The individual trial for effectiveness evaluation Task-Based Learning
in English Tenses on Writing Skill of Grade 9 Students

Student Number	Pre-test Scores (40)	Activity Scores (187)	Post-test Scores (40)	E1	E2
1	22	145	31		
2	18	131	28		
3	12	123	24		
Total Scores	52	399	83		
Mean Scores	17.33	133.00	27.67		
Percentages	43.33	71.12	69.17		

**The small group trial for effectiveness evaluation of Task-Based
Learning in English Tenses on Writing Skill of Grade 9 Students**

Student Number	Pre-test Scores (40)	Activity Scores (187)	Post-test Scores (40)	E1	E2
1	22	156	33		
2	20	156	30		
3	21	148	32		
4	16	141	28		
5	17	135	29		
6	18	139	29		
7	9	125	26		
8	10	123	25		
9	9	126	26		
Total Scores	142	1249	258		
Mean Scores	15.78	138.78	28.67		
Percentages	39.44	74.21	71.67		

**The field trial for effectiveness evaluation of Task-Based Learning
in English Tenses on Writing Skill of Grade 9 Students**

Student Number	Pre-test Scores (40)	Activity Scores (187)	Post-test Scores (40)	E1	E2
1	15	140	32		
2	13	140	31		
3	18	149	34		
4	22	141	34		
5	19	145	31		
6	21	140	28		
7	20	141	31		
8	15	140	30		
9	18	143	32		
10	16	141	29		
11	15	140	31		
12	13	147	28		
13	14	141	33		
14	12	146	32		
15	14	146	34		
16	12	146	33		
17	13	146	30		
18	16	147	33		
19	15	140	32		
20	13	144	29		

Student Number	Pre-test Scores (40)	Activity Scores (187)	Post-test Scores (40)	E1	E2
21	8	142	30		
22	10	140	26		
23	13	143	28		
24	11	146	26		
25	12	145	29		
26	12	140	26		
27	11	149	28		
28	10	142	26		
29	12	141	29		
30	11	143	28		
Total Scores	424	4294	910		
Mean Scores	14.13	143.13	30.33		
Percentages	35.33	76.54	75.83	76.54	75.83

The Results of the Three Trials

Trials	E1 (Efficiency of process)	E2 (Efficiency of results)
Individual	71.12	69.17
A small group	74.21	71.67
The field study	76.54	75.83

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX K

The List of Experts

1. Associate Professor Dr. Tuenjai Pinkerd
The Professor at Burapha
University, (Sakaeow Campus)
2. Assistant Professor Suthamat Kotcharat
The English lecturer at English Program,
Buriram Rajabhat University
3. Mrs. Lcknai Sukjan
The Senior Professional Level English
Teacher of Foreign Language
Department at Phnomrung School

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