

APPENDIX H

LESSON PLANS

Lesson Plan 1

Subject: English listening and speaking course

Level: Mattayomsuksa 6

Topic: Greeting

Time: 2 hours

School: Nongbuapittayakarn

Teacher: Sayuen O.

.....

1. **Concept:** People from around the world perform their habits, way of life, rituals, etc in various ways both verbal and non-verbal signs to promote the learners' culture awareness of various forms of greeting around the world, some situations: kissing twice or 3 times; handshaking or a bowing.../ are introduced in order to make them competent citizens of the modern world of respect for diversities.

2. **Indicators:** By the end of this lesson, students are able to use language, intonation and gesture appropriately in social occasions and locations proper to social etiquette and culture of English speaker.

3. **Terminal objectives**

Students are able to:

3.1 pronounce the words with 'o' vowel correctly.

3.2 pronounce the words and interpret the meaning from the pictures.

3.3 comprehend the message given while listening.

3.4 exchanges, negotiate, and express the information with other students in order to complete the tasks given.

3.5 show both verbal and nonverbal forms of world greeting forms.

4. **Content:**

4.1 Skill: Speaking

4.2 Vocabulary: bow / shake hand / kiss / Namasate / pat on the back/ nose to nose

4.3 Grammar: Present Simple Tense

4.4 Expressions: Opening / Closing

5. **Function:** Greeting

6. **Teaching and learning procedures**

6.1 Warm up activity

6.1.1 Have students practice pronunciation with 'o' vowel focused on stress-timed intonation.

6.1.2 Show the pictures of greetings from around the world, point to each picture and ask questions as in the following example.

T: How do the people greet?

SS: They bow.

T: What country are they from?

SS: Japan

6.2 Presentation stage

6.2.1 Have students study Handout 'Greeting and Response'.

6.2.2 Have students watch the video, "Say Hello and Goodbye with Mr. Duncan". After that check their understanding by doing the exercise (Handout Listening).

6.2.3 Divide students into five groups and each group consists of five members namely, Jigsaw group, Information-gap group, Decision-making group, Problem-solving group, and Opinion-exchange group. All groups perform the task in practice stage differently.

6.2.4 Demonstrate each group to perform the task.

6.2.4.1 Jigsaw task

- 1) Students work in a group of five.
- 2) Each member holds a piece of information.
- 3) He / She studies his / her own information.
- 4) Then he / she describes or presents the information to the group.
- 5) All members need to connect the information.
- 6) Finally, they have to organize all pieces of information in order to conclude the story.

6.2.4.2 Information-gap task

- 1) Students work in pairs.

2) Students hold different information. Student A holds the Handout A and Student B holds the Handout B.

3) Students A and Student B take turn to ask and give information they have until they complete all information.

6.2.4.3 Decision-making task

1) Students work in a group of five. The group members are assigned the roles to perform the task such as the group leader, secretary, or participants.

2) They are given a problem which the group members have to help one another make decision.

3) Each member has to find information and present it to the group.

4) The group members need to present, exchange and negotiate the information until they reach a final decision.

6.2.4.4 Problem-solving task

1) Students work in a group of five. The group members are assigned the roles to perform the task such as the group leader, secretary, or participants.

2) They are given a problem which the group members have to help one another to find a solution.

3) Each member has to make suggestion, give reasons and accept, modify or reject suggestions and reasons given by others.

4) The group discuss until they reach an agreement to solve that problem.

6.2.4.5 Opinion-exchange task

1) Students work in a group of five. The group members are assigned the roles to perform the task such as the group leader, secretary, or participants.

2) They are given a problem.

3) The group members need to find information and expresses his / her opinion to the group.

6.3 Practice stage

6.3.1 Jigsaw group performs the tasks, "Greeting from Finland" (Handout Jigsaw Task I).

6.3.2 Information-gap group performs the task, "Greeting from Finland" (Handout Information-gap Task I).

6.3.3 Decision-making group performs the task, "International Cultural Exchange Exhibition" (Handout Decision-making task I).

6.3.4 Problem-solving group performs the task, "Stop Sneezing!" (Handout Problem-solving Task I).

6.3.5 Opinion-exchange group performs the task, "Greeting Competitions 2010" (Handout Opinion-exchange Task I).

6.3.6 Pictures and dictionary are provided.

6.3.7 Circulate and provide some help if necessary.

6.3.8 Volunteer groups present their tasks in front of the class.

6.4 Production stage

6.4.1 Each group stays in the same group and continues the task with a new topic to perform the task freely. They can use the language based on grammar, expressions and vocabulary in presentation stage.

6.4.1.1 Jigsaw group performs the task, "Greeting from Australia" (Handout Jigsaw Task II).

6.4.1.2 Information-gap performs the task, "Greeting from Around the World" (Handout Information-gap Task II).

6.4.1.3 Decision-making performs the task, "Greeting Presentation" (Handout Decision-making Task II).

6.4.1.4 Problem-solving performs the task, "The New M.C." (Handout Problem-solving Task II).

6.4.1.5 Opinion-exchange performs the task," Mistake is Not Always a Mistake" (Handout Opinion-exchange Task II).

6.4.2 Volunteer groups present their tasks in front of the class.

6.4.3 Have students review the vocabulary and pronunciation.

6.4.4 Have students conclude the grammar and expressions used in this unit.

6.5 Challenge: Students are assigned to write a paragraph of greeting from one country.

7. Materials:

7.1 Pictures of Greeting from Around the World

7.2 Handout Pronunciation with 'o' vowel

7.3 Handout Greeting and Response

7.4 Handout Listening: 'Say Hello and Goodbye with Mr. Duncan'

7.5 Handout Jigsaw Task I: 'Greeting from Finland'

7.6 Handout Jigsaw Task II" 'Greeting from Australia'

7.7 Handout Information-gap Task I: 'Greeting from Finland'

7.8 Handout Information-gap Task II: 'Greeting from Around the World'

7.9 Handout Decision-making Task I: 'International Cultural Exchange Exhibition'

7.10 Handout Decision-making Task II: 'Greeting Presentation'

7.11 Handout Problem-solving Task I: 'Stop Sneezing!'

7.12 Handout Problem-solving Task II: 'The New M.C.'

7.13 Handout Opinion-exchange Task I: 'Greeting Competitions 2010'

7.14 Handout Opinion-exchange Task II: 'Mistake is Not Always a Mistake'

7.15 Handout Grammar: Present Simple Tense

7.16 Handout Expression: Opening and Closing

7.17 VDO Listening: 'Say Hello and Goodbye with Mr. Duncan'

8. Evaluation:

8.1 Evaluation tool: Speaking Evaluation Form

8.2 Criteria: students will be expected to pass 80%.

Handout
Pronunciation
o' vowel

.....

Practice pronouncing these sentences carefully and please note to practice at least 5 minutes a day.

'o' vowel

spelling o

He lost the clock beside the rock.

His cotton socks fell onto the golf stick.

How much does the clock in the box cost?

The drain on top of the roof was blocked.

The orange sign was on the wrong office door.

Anton got a frog for his dog from the pet shop.

Oliver dropped the cotton in the hot cooking pot.

It costs a lot to have a hotdog at the golf course.

Johnny spotted the octopus at the bottom of the pond.

They continued to run in the competition even though it rained.

Handout

Greeting and Response

Greeting	Response		
-How are you?	-I'm going very well.	-I'm fine.	-Awful
-How are you doing?	-Very well	-fine	-Pretty bad
-Are you doing okay?	-Great	-Oh, so-so	-Terrible!
-How's it going?	-Fantastic!	-Not bad	-Not so good
-How's everything?		-Pretty good	-Not very well
-And you?		-Okay (OK)	
-How are things going?		-All right	
-Are you OK?		-They are all fine.	
-How do you do?		-My pleasure	

Self-Introductions

Self-Introduction	Response
-Let me introduce myself. I'm.....	-It's a pleasure to meet you. My name's...
-May I introduce myself? My name's.....	-It's nice to meet you. I'm.....
-How do you do? My name's.....	-Glad to meet you. I'm.....
-Good to meet you. I'm.....	-It's nice meeting you. My name's.....
-Hello. I don't think we know each other.	-It was very good to meet you.
My name's.....	-Pleased to meet you.
	-How do you do?
	-It's been great seeing you. My name's...

Saying Goodbye and Response

Self-Introductions	Response
- It was nice talking with you.	-Let's go together again.
- I've really enjoyed talking to you.	-Please drop me a line (Please write me a letter).
-I've enjoyed seeing you.	-Take care
-I'd better be going.	-Have a nice day
-Well, it's getting pretty late.	-Have a pleasant weekend
-It's been wonderful seeing you again.	-Have a nice working day
-Goodbye	-Have fun
-See you around	-All right. Bye now

Third-Party Introductions

Third-party Introductions	Greeting	Responses
-I'd like you to meet.....	-How do you do?	-It's nice to meet you, too.
-I'd like to introduce you to.....	-It's pleasure to meet you	-It's a pleasure to meet you.
-Let me introduce you to....	-Nice to meet you.	-Nice to meet you, too.
-This is.....	-Hello. Good to meet you.	-My pleasure.

Handout

Listening

.....

After watching video, mark (X) what each item says.

- | | |
|------------------------------|------------------|
| 1. Hi | (Hello, Goodbye) |
| 2. Ciao | (Hello, Goodbye) |
| 3. Hey! How are you doing? | (Hello, Goodbye) |
| 4. What's up? | (Hello, Goodbye) |
| 5. It's pleased to meet you. | (Hello, Goodbye) |
| 6. So long | (Hello, Goodbye) |
| 7. Farewell | (Hello, Goodbye) |
| 8. How's it going? | (Hello, Goodbye) |
| 9. Good to meet you. | (Hello, Goodbye) |
| 10. See you again. | (Hello, Goodbye) |
| 11. Catch you later. | (Hello, Goodbye) |
| 12. What's going on there? | (Hello, Goodbye) |
| 13. Isn't it a lovely day? | (Hello, Goodbye) |
| 14. Bye for now | (Hello, Goodbye) |
| 15. Ta-ta | (Hello, Goodbye) |

Key:

- | | | | | |
|-------------|------------|-----------|-------------|-------------|
| 1. Hello | 2. Goodbye | 3. Hello | 4. Hello | 5. Hello |
| 6. Goodbye | 7. Goodbye | 8. Hello | 9. Hello | 10. Goodbye |
| 11. Goodbye | 12. Hello | 13. Hello | 14. Goodbye | 15. Goodbye |

Handout

Grammar

Present Simple Tense

Use the simple present to express the ideas that actually repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Subject	Verb
I / We / You / They	work talk use play watch do
He / She / It	works talks uses plays watches does

Example:

- I play tennis. -She does not play tennis.
- Does he play tennis? -The train leaves every morning at 8 a.m.
- The train does not leave at 9 a.m.

Example: - I work at Lotus supermarket. - She works at Big C supermarket.
 - How do you go to school? - How does he go to school?

- We use present simple tense for things that are true in general, or for things that happen sometimes or all the times.
 - I play football in the field. - School starts at 8.30.
 - The sun rises in the east and sets in the west.
- Adverb of time: always, never, sometimes, often, usually:
 - Suda always comes late. - I sometimes ride a bike to school.

Negative sentence:

Subject	Auxiliary Verb + not	Verb
I / You / We / They	don't	work
He / She / It	doesn't	work

Example:

- I like orange but I don't like banana. - Susan doesn't like swimming.

Question sentence:

Auxiliary Verb	Subject	Verb
Do	I / you / we / they	work?
Does	he / she / it	work?

Example:

- Do you like dancing?

- Does she always cook?

Exercise

Change the verb in the brackets into present simple form.

1. Joanne (work)..... eight hours a day.
2. I (not know)..... him very well.
3. What will you do if she (come)..... late?
4. My wife (like)..... coffee for breakfast.
5. What Tom usually (have)..... for breakfast?
6. Your train (leave)..... at 17.25 from platform 3.
7. What Mary (do).....? She's a student.
8. My whole family (go)..... to church once a week.
9. Rain seldom (fall)..... in the Sahara.
10. Leap year (come)..... every four years.
11. He (grow)..... them every summer.
12. The children (leave)..... at 8:30 every morning of the week.
13. In the north the season (change)..... four times a year.
14. The monsoon season (come)..... once or twice a year.
15. The weather (get)..... very cold in Moscow in the winter.

Handout
Expressions
Opening / Closing Conversation

.....
 1. Closing: When you close a conversation, which of these things do you usually do?

Mention the next meeting

-see you soon.

-see you (at the sales conference).

-I hope to see you next time (I'm here).

-I look forward to seeing you again / soon.

Thank person for help / a meal etc.

Thank you for all your help.

Thank you for a wonderful meal.

Thanks for everything.

Give them good wishes

Have a nice day.

Have a good weekend / holiday / flight.

Take care (of yourself).

All the best.

Mind how you go.

2. Openings and closings

We use some expressions only for opening conversations, and others only for closing them. We can use some expressions both for opening and closing.

Write O (opening), C (closing): O/C (opening and closing) beside each expression.

.....1. Hi!

.....7. Hey!

..... 2. See you!

.....8. Goodnight.

..... 3. Good morning

.....9. Ciao!

..... 4. Good afternoon

.....10. Bye!

..... 5. Goodbye

.....11. Hello!

.....6. Good evening

.....12. Bye for now

Keys

Grammar:

1. Joanne **works** eight hours a day.
2. I don't **know** him very well.
3. What will you do if she **comes** late?
4. My wife **likes** coffee for breakfast.
5. What **does** Tom usually **have** for breakfast?
6. Your train **leaves** at 17.25 from platform 3.
7. What **does** Mary do? She's a student.
8. My whole family **goes** to church once a week.
9. Rain seldom **falls** in the Sahara.
10. Leap year **comes** every four years.
11. He **grows** them every summer.
12. The children **leave** at 8:30 every morning of the week.
13. In the north the season **changes** four times a year.
14. The monsoon season **comes** once or twice a year.
15. The weather **gets** very cold in Moscow in the winter.

Expressions:

Write O (opening), C (closing): O/C (opening and closing) beside each expression.

Opening only: Hi! / Hello! / Hey!

Closing only: See you / Goodbye / Goodnight / Bye / Bye for now

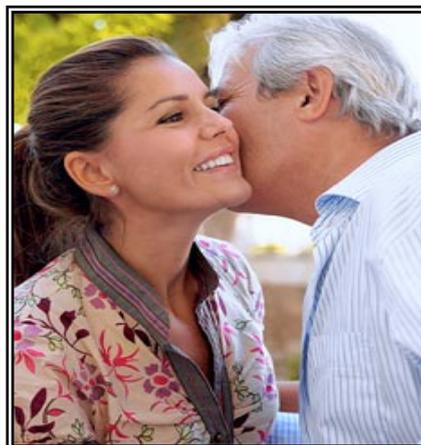
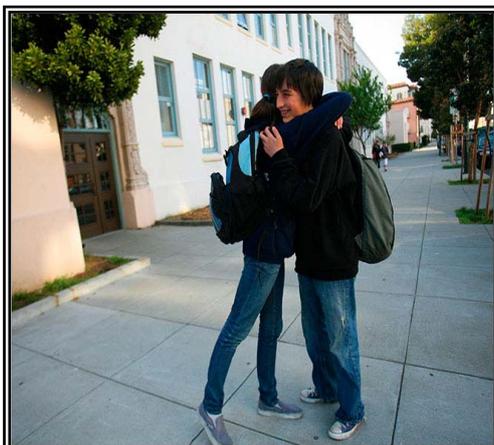
Opening and closing: Good morning / Good afternoon / Good evening / Ciao!

Handout
Jigsaw Task I
Greeting from Finland

Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. People shake hands when they are first introduced.
- B. In Finland, Finns greet each other with a firm handshake.
- C. Friend and family members often hug or kiss on the cheek when they see each other.
- D. Hugs and kisses are only for close friends and family.
- E. In these situations, men often kiss women but not other men.

(Key: 1. B 2. A 3. D 4. C 5. E)

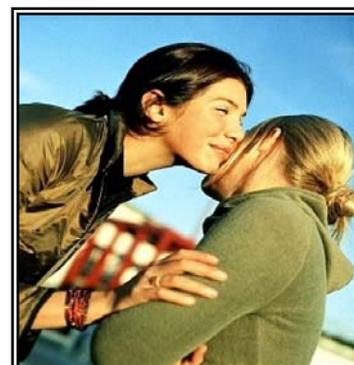
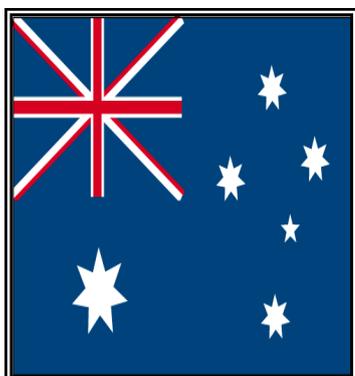


Handout
Jigsaw Task II
Greeting from Australia

.....
Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. Teenage boys who are rappers will often “slip skin”
- B. In business relationship, people will nearly always shake hands.
- C. A quick, casual greeting is to say, “G’day”.
- D. Teenage girls will often say, “Hi” to each other.
- E. As there are many people from different cultures in Australia,
one can have many variations on greeting practice.

(Key: 1. E 2. C 3. D 4. A 5. B)



Handout
Information-gap Task I
Greeting from Finland

COMPLETE CARD

Greeting from Finland

A and B are studying about greetings from around the world. They are discussing how the people greet.

A : Do you know how the people in Finland greet?

B : Of course. I used to stay there. Normally, they shake hands.

A: Is it true that they hug if they are close friends?

B : That's true. They hug if there are close friends and family.

A : How do they kiss then?

B : Well, "they kiss in the air", not directly on the cheek.

A : Do men kiss each other when they meet?

B : Actually, men kiss women. Between men, they shake hands.

A : O.K, thank you so much for describing for me about greeting from Finland.

B : You're welcome.



A



B

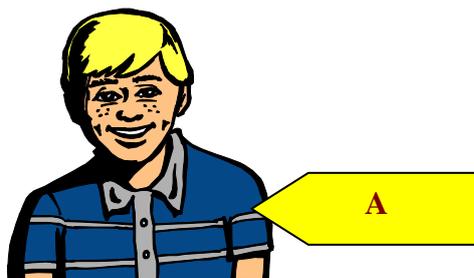
Handout
Information-gap Task I
Greeting from Finland

.....

Card A
Greeting from Finland

You are student A. You are asking student B how the Finns greet. You speak first.

- A : Do you know how the people in Finland greet?
- B : Of course. I used to stay there.
- A: Is it true that they hug if they are close friends?
- B : They hug and kiss if.....
- A : How do they kiss then?
- B : Well,....., not directly on the cheek.
- A : Do men kiss each other when they meet?
- B : Between men, they
- A : O.K, thank you so much for describing me about greeting from Finland.
- B :



Handout
Information-gap Task I
Greeting from Finland

Card B

Greeting from Finland

You are student B. You are describing student A how the Finns greet.

A :

B : Of course. I used to stay there. Normally, they shake hands.

A: Is it true that they hug if.....

B : That's true. They hug if there are close friends and family.

A :

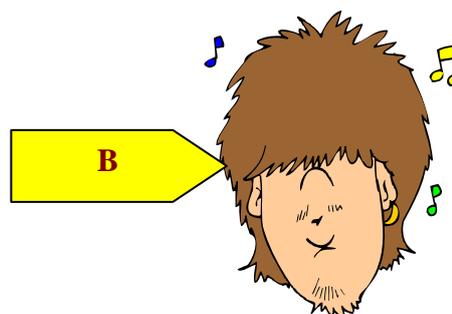
B : Well, "they kiss in the air", not directly on the cheek.

A : Do men kiss each other.....?

B : Actually, men kiss women. Between men, they shake hands.

A :for describing me about greeting from Finland.

B : You're welcome.



Handout
Information-gap Task II
Greetings from Around the World

COMPLETE CARD

Greetings from Around the World

Jib and Nan are exchanging the ideas how people in these countries greet.

India	The Middle East	Polynesia	China	Native American	Britain
Putting palms together	Kissing	Rubbing nose	Bowing	Raising a hand in salute	Shaking hands



Nan



Jib

Handout
Information-gap Task II
Greetings from Around the World

Card A

Greetings from Around the World

You are Jib. You tell Nan about greeting from these countries.

country Student	India	The Middle East	Polynesia	China	Native American	Britain
Jib	Putting palms together		Rubbing nose		Raising a hand in salute	
Nan						



Jib

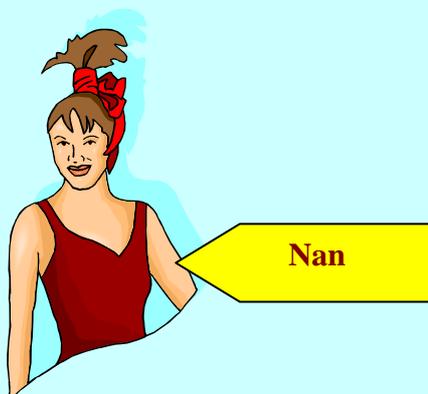
Handout
Information-gap Task II
Greetings from Around the World

Card B

Greetings from Around the World

You are Nan. You tell Jib about greeting from these countries. You ask first.

country Student	India	The Middle East	Polynesia	China	Native American	Britain
Jib						
Nan		Kissing		Bowing		Shaking hands



Handout
Decision-making Task I
International Cultural Exchange Exhibition

Your group is invited to the International Cultural Exchange Exhibition at the Impact Muangthong Thani in Bangkok. There will be the program, "Greeting from Around the World Presentation". Your group will be one of the teams who will perform this activity on stage. Your presentation includes the M.C. to explain how to greet, and the performers who perform the greeting. The bulletin board and the National costume are parts of the presentation. Make decision which country you will present. Who will be in charge of the activities?

1. India



2. America



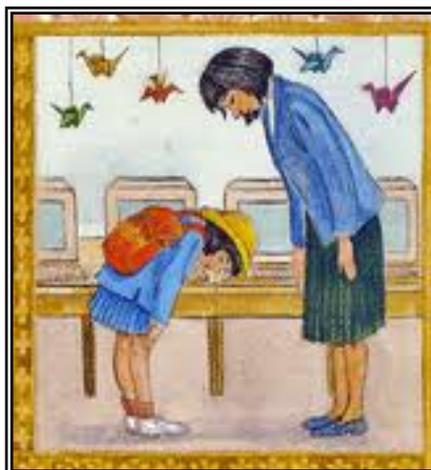
3. Japan



Handout
Decision-making Task II
Greeting Presentation

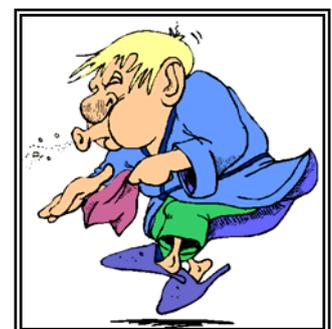
Your presentation of greeting on the stage is 20 minutes. Make decision which activities you will focus on. Why?

1. Role-play
2. Narration



Handout
Problem-solving Task I
Stop Sneezing!

Your group is going to perform the greeting from New Zealand at 1 p.m. Everything is ready for the show. Unluckily, the M.C seriously sneezes since he is allergic to the weather in Bangkok. His symptom is more and more serious. So, the group needs to hold a meeting immediately in order to solve this problem. Otherwise, the show can't go on in 2 hours.



Handout
Problem-solving Task II
The New M.C.

The real M.C. feels better and better after he has taken medicine and he insists that he be ready for the show whereas the substitute M.C, who has been trying hard practicing for the presentation, is ready to work on stage. Your group needs to find the solution to this problem.



Handout

Opinion-exchange Task I

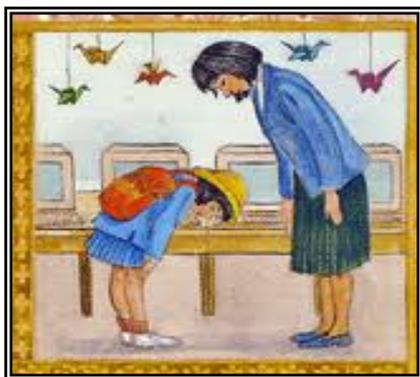
Greeting Competitions 2010

Your group is invited to attend the show, "Greeting Competition 2010" at the Impact Muangthong Thani. After the show, you will need to give opinions of the presentation of each team.



Handout
Opinion-exchange Task II
Mistake is Not Always a Mistake

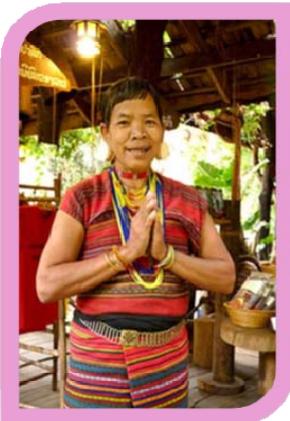
The group expresses opinions what and how the organizers prepare things in case of problems that might happen on stage.



Pictures of Greetings from Around the World



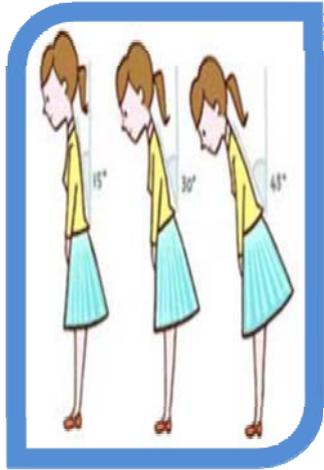
Palms together
In Thailand



Palms together
In Laos



Kiss
In Argentina



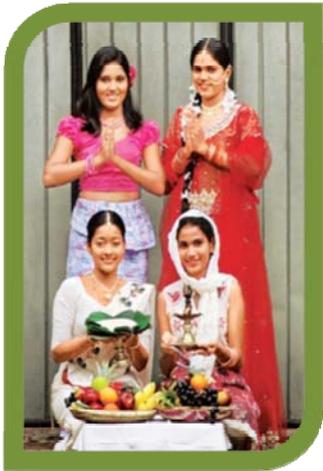
Bow
In Japan



Shake hand
In U.S.A.



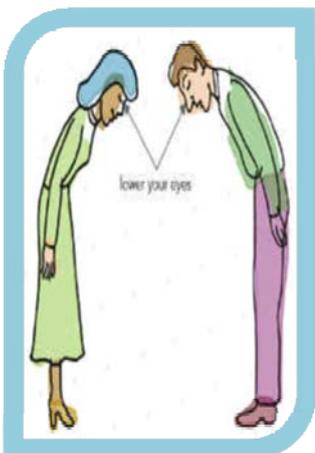
Nose to nose
In Newzeland



Namaste
In India



Shake hand
In China



Bow
In Singapore

i

Lesson Plan 2

Subject: English listening and speaking Course

Level: Mattayomsuksa 6

Topic: Desert Island

Time: 2 hours

School: Nongbuapittayakarn

Teacher: Sayuen O.

.....

1. **Concept:** Holding small discussion with analysis opinion concerning the facts and information of the adventure will benefit students' speaking capability in the higher stages.

2. **Indicators:** By the end of this lesson, students are able to speak and express opinions about activities, experiences and incidents in the local area, society and the world, as well as providing justifications and examples for illustration.

3. Terminal objectives

Students are able to:

3.1 pronounce the words with 'oe' vowel correctly.

3.2 pronounce the words and interpret the meaning from the pictures.

3.3 comprehend the message given while listening.

3.4 exchange, negotiate, and express the information with other students about adventure in a desert island.

4. Content:

4.1 Skill: Speaking

4.2 Vocabulary:

Desert island, swimming-suit, sandal, a box of matches, a magnifying glass, an axe, a bottle of whisky, an atlas, saucepan, a blanket, a watch, a towel, a camera and film, some metal knitting –needles, a nylon tent, a transistor radio with batteries, a pencil and paper, ointment for cuts and burns

4.3 Grammar: Relative Clause

4.4 Expressions: Stating a Preference

5. Function: Stating a Preference

6. Teaching and learning procedures

6.1 Warm up activity

6.1.1 Have students practice pronunciation with 'oe' vowel focused on stress-timed intonation.

6.1.2 Inform the learning indicator.

6.2 Presentation stage.

6.2.1 Show the pictures of things needed for living on a desert island and then have students pronounce the words and interpret their meanings.

6.2.2 Have students practice the dialogue as the following example.

T: What do you need if you live on a desert island?

S: I think I need a blanket.

T: What do we need if we happen to live on a desert island?

SS: We should have a magnifying glass and a camera and rolls of film.

6.2.3 Have students work in pairs and practice the dialogue in 6.2.2.

6.2.4 Have students study Handout Grammar, "Relative clause" and Handout Expressions "Stating a Preference" and then do the exercises.

6.2.5 Have students work in pairs in order to check the answer.

6.2.6 Have students watch VDO, "Desert Live".

6.2.7 Check students' understanding by answering the questions (Handout Listening).

6.2.8 Divide students into five groups and each group consists of five members namely, Jigsaw group, Information-gap group, Decision-making group, Problem-solving group, and Opinion-exchange group. All groups perform the task in practice stage differently.

6.2.9 Demonstrate each group to perform the task.

6.2.9.1 Jigsaw task

1) Students work in a group of five.

2) Each member holds a piece of information.

- 3) He / she studies his / her own information.
- 4) Then he / she describes or presents the information to the group.
- 5) All members need to connect the information.
- 6) Finally, they have to organize all pieces of information in order to conclude the story.

6.2.9.2 Information-gap task

- 1) Students work in pairs.
- 2) Students hold different information. Student A holds the Handout A and student B holds the Handout B.
- 3) Students A and student B take turn to ask and give information they have until they complete all information.

6.2.9.3 Decision-making task

- 1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, Secretary, or participants.
- 2) They are given a problem which the group members have to help one another to make a decision.
- 3) Each member has to find information and presents it to the group.
- 4) The group member need to exchange, and negotiate the information until they reach a final decision.

6.2.9.4 Problem-solving task

- 1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, secretary, or participants.
- 2) They are given a problem which the group members have to help one another find a solution.
- 3) Each member has to make suggestions, give reasons and accept, modify or reject suggestions and give reasons given by others.

4) The group discuss until they reach the agreement to solve that problem.

6.2.9.5 Opinion-exchange task

1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, secretary, or participants.

2) They are given a problem.

3) The group members need to find information and expresses his / her opinion to the group.

6.3 Practice stage

6.3.1 Jigsaw group performs the tasks 'Desert Island' (Handout Jigsaw Task I).

6.3.2 Information-gap group performs the task 'Desert Island' (Handout Information-gap Task I).

6.3.3 Decision-making group performs the task 'Unexpected Trip' (Handout Decision-making Task I).

6.3.4 Problem-solving group performs the task 'Fire! Fire! Fire!' (Handout Problem-solving Task I).

6.3.5 Opinion-exchange group performs the task 'Live on Desert' (Handout Opinion-exchange Task I).

6.3.6 Pictures and dictionary are provided.

6.3.7 Circulate and provide some help if necessary.

6.3.8 Volunteer groups present their tasks in front of the class.

6.4 Production stage

6.4.1 Each group stays in the same group and continues the task with a new topic to perform the task freely. They can use the language based on the grammar, expressions and vocabulary in presentation stage.

6.4.1.1 Jigsaw group performs the task 'The Sahara Desert Region' (Handout Jigsaw Task II).

6.4.1.2 Information-gap performs the task 'The Sahara Desert Region' (Handout Information-gap Task II).

6.4.1.3 Decision-making performs the task 'I Want to Survive' (Handout Decision-making Task II).

6.4.1.4 Problem-solving performs the task 'Please Give Me the Matches' (Handout Problem-solving Task II).

6.4.1.5 Opinion-exchange performs the task 'Peaceful Life' (Handout Opinion-exchange Task II).

6.4.2 Volunteer groups present their tasks in front of the class.

6.4.3 Have students review the vocabulary pronunciation.

6.4.4 Have students conclude the grammar and expressions used in this unit.

6.5 Challenge: Students are assigned to describe the picture of a desert.

7. Materials:

7.1 Pictures of the items used on a Desert Island

7.2 Handout Pronunciation with 'oe' vowel

7.3 Handout Listening: 'Desert Live'

7.4 Handout Jigsaw Task I: 'Desert Island'

7.5 Handout Jigsaw Task II: 'The Sahara Desert Region'

7.6 Handout Information-gap Task I: 'Desert Island'

7.7 Handout Information-gap Task II: 'The Sahara Desert Region'

7.8 Handout Decision-making Task I: 'Unexpected Trip'

7.9 Handout Decision-making Task II: 'I Want to Survive'

7.10 Handout Problem-solving task I: 'Fire! Fire! Fire!'

7.11 Handout Problem-solving Task II: 'Please Give Me the Matches'

7.12 Handout Opinion-exchange Task I: 'Live on Desert'

7.13 Handout Opinion-exchange Task II: 'Peaceful Life'

7.14 Handout Grammar: 'Relative Clause'

7.15 Handout Expression: 'Stating Preference'

7.16 VDO Listening: 'Desert Live'

8. Evaluation:

8.1 Evaluation tool: Speaking Evaluation Form.

8.2 Criteria: students will be expected to pass 80%.

Handout
Pronunciation
'oe' vowel

.....
Practice pronouncing these sentences carefully and please note to practice at least 5 minutes a day.

'oe' vowel

spelling o, oe, oa, ow, ough

Were you home alone?

His toe was caught in the hose.

He drove slowly on a heavy load.

I suppose he goes up the read often.

Joe left the coat as a code in the boat.

She said no when asked for a new stove.

Don't phone before you go to the pony show.

The proposal was to close the old cold storage factory.

Even though he knows the code he had to show his pass.

She hoped that he froze the fish before he came over to visit.

Handout
Listening
“Desert Live”

.....

Script:

Hi. Right now, I'm at Pothole Point Trail, uh, in Canyonlands National Park at the Needles section, and we're going to see something--Wow, Cool, Fantastic--something you don't imagine you'll see in the desert.

Shrimp! Come with me. One of the amazing things in the desert is how life springs forth, and uh, here is a pothole with water that has collected, and there are these small, little tadpole shrimp that uh, that uh, lie dormant in the dirt and the sand, and then they come alive for a short period of time until the water finally evaporates, but amazing life in the desert.

Questions:

1. What is the name of the national park from which Randall is reporting?
 - A. Arches National Park
 - B. Zions National Park
 - C. Canyonlands National Park
 - D. Canyonlands Zions National Park
2. The trail gets its name from _____.
 - A. the diverse animal life in the area
 - B. the rock formations along the trail
 - C. the first explorer at that site
 - D. the actor of this movie

3. Which ONE statement about the shrimp is mentioned in the video?

- A. They live only for a brief time in the water.
- B. The shrimp are often eaten by birds.
- C. The shrimp can crawl out onto the sand.
- D. The shrimp are very expensive.

Key: 1. C 2. A 3. A

Handout

Grammar

Relative Clause **who, which, that**

.....
 We often join sentences by putting **who** or **which** (relative pronouns) in place of him, her, it, or them. We use **who** for people and **which** for things.

I've got a friend. He collects stamps. = I've got a friend **who** collects stamps
 (Not.....who he collects stamps.)

Exercise 1: Join the sentences with **what** or **which**

BEGINNINGS	ENDS
Do you know a shop?	He lives next door.
I know somebody.	He stole my car.
I want some plates.	He /She deals with exports.
I was at school with this man.	It isn't working.
I'd like to speak to the person.	It needs to be eaten.
She's got friendly with a boy.	It sells good coffee.
The police haven't found the man.	They last for years.
There's some cheese in the fridge.	She could mend that chair.
We've got some light bulbs.	They can go in the microwave.
This is the switch.	He is driving that taxi.

We often use **that** instead of **which**, and instead of **who** in an informal style.

There's a problem **that** you don't understand.

I know some people **that** could help you. (Informal)

We normally use **that**, not **which**, after **all, everything, nothing, the only.....** and **superlatives**. We do not use **what** in these cases

I've told you all that I know. (Not.....all what I know)

The only thing that matters to me is your happiness.

Exercise 2: Join the beginnings and ends.

BEGINNINGS	ENDS
All the poetry	that happened.
At school I learn nothing	that he wrote was destroyed in a fire.
I've told you everything	that she made any difference.
Nothing	that was ever made.
It's the best western film	that I could get.
The most useful thing	that was useful to me.
This is the only hire car	that you do is leave now.
You can have everything	that you want.

Exercise 3: Do you know the English words for nationalities and languages?

Complete the sentences, use a dictionary to help you.

1. The people who live in.....speak Greek.
2. The language that people speak in Hungary is called.....
3. The languagepeople speak in China is called.....
4. The people who live in.....speak Italian.
5. The.....live in.....Turkish.
6. The languageAlgeria is called Arabic.
7. The language.....Scot Gaelic.
8. The peopleHolland.....
9. The language.....Irish.
10. The people.....Portugal.....
11.Welsh.
12.Japan.....

Handout
Expressions
Stating a Preference

Sometimes you need to state a preference when someone makes a suggestion, offers something or asks your opinion about what to do. Often people are asking for your opinion and you can state your preference freely, other times, people have made an offer and you need to state a preference politely if you do not want to do what has been suggested, or would rather do something else.

- Would you like to see a film tonight?
I'd **rather** go dancing. How does that sound?
- Why don't we have some Chinese food?
Well, I'd **prefer** eating Italian. What do you think?
- What do you think we should do?
If it **were up to me**, I'd go out for dinner.
- What are we going to do today? The weather is awful!
I **think we should** go to a museum.
- Why **don't we** go to a museum?
- **Let's** go to a museum.
- **How about** going to a museum.

Construction

Formula	Verb Form
I'd rather...	Use the base form the verb without 'to' with 'rather'
I'd prefer...	Use the '-ing' form following the verb 'prefer'
If it were up to me, I'd...	Use the second conditional form followed by the base form of the verb without 'to'
I think we should...	Use the base form the verb without 'to' following the modal form 'should'
Why don't we...?	Use the base form of the verb in a question
Let's go ...	Use the base form of the verb with 'let's'
How about...?	Use the '-ing' form of the verb after a preposition - here 'about'

Exercise

Choose the best answer.

1. Would you like to see a film tonight?

I'd _____ go dancing. How does that sound?

- A. prefer B. rather
C. ought D. should

2. Why don't we have some Chinese food?

Well, I'd _____ Italian. What do you think?

- A. rather to eat B. prefer eat
C. prefer eating D. prefer to eat

3. What do you think we should do?

If _____, I'd go out for dinner.

- A. it were up to me B. it were down to me
C. it were sure D. if were wonder

4. What are we going to do today? The weather is awful!

I think we _____ to a museum.

- A. should to go B. should go
C. should going D. should have

5. What would you like to do this evening?

I _____ stay at home.

- A. prefer B. 'd rather
C. 'd prefer to D. 'd prefer

6. What are you up for tonight?

How about _____ for dinner?

- A. to go out B. go out
C. going out D. go out to

7. If _____ up to me, I'd wait a few weeks.

- A. it is B. it were
C. they were D. it was

Keys

Grammar:

Exercise 1: (examples of possible answer)

Do you know a shop which sells good coffee?

I know somebody who could mend that chair.

I want some plates which can go in the microwave.

I was at school with the man who is driving that taxi.

I'd like to speak to the person who deals with exports.

She's got friendly with a boy who lives next door.

The police haven't found the man who stole my car.

There's some cheese in the fridge which needs to be eaten.

We've got some light bulbs which lasts for years.

This is the switch which isn't working.

Exercise 2:

All the poetry that he wrote was destroyed in a fire.

At school I learnt nothing that was useful to me.

I've told you everything that happened.

Nothing that she said made any difference.

It's the best western film that was ever made.

The most useful thing that you can do is leave now.

This is the only hire car that I could get.

You can have everything that you want.

Exercise 3:

1. The people who live in Greece speak Greek.
2. The language that people speak in Hungary is called Hungarian.
3. The language that people speak in China is called Chinese.

4. The people who live in Italy speak Italian.
5. The people who live in Turkey speak Turkish.
6. The language that people speak in Algeria is called Arabic.
7. That language that (some) people speak in Scotland is called Scot Gaelic.
8. The people who live in Holland speak Dutch.
9. The language that (some) people speak in Ireland is called Irish.
10. The people who live in Portugal speak Portuguese.
11. The language that (some) people speak in Wales is call Welsh.
12. The language that people speak in Japan is called Japanese.

Expressions:

1. B
2. C
3. A
4. B
5. B
6. C
7. B

Handout

Jigsaw Task I

Desert Island

Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. All the passengers have are the swim-suits and sandals they are wearing.
- B. A bottle of whisky, 20 meters of nylon rope, some metal knitting-needles, a knife and fork.
- C. David is a postman. He is one passenger who buys a ticket who to visit magic island in Andaman Sea. Now, he is stranded on a desert island on the way there.
- D. And a camera and five rolls of film, a pencil and paper, a magnifying glass, and ointment for cuts and burns.
- E. On the desert island, there is food and water but nothing else. All passengers need to choose the eight most useful items.

(Key: 1. C 2. A 3. E 4. B 5. D)



Handout

Jigsaw Task II

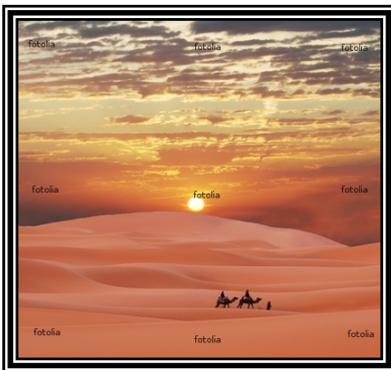
The Sahara Desert Region

.....

Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. The Sahara desert is located in Northern Africa.
- B. There are Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia, and Western Sahara.
- C. The weather is hot and dry with a short rainy season each year.
- D. The average temperature for the Sahara region is 73.5 to 87 degree Celsius.
- E. There are 11 countries made up the Sahara region of Africa.

(Key: 1. A 2. E 3. B 4. C 5. D)



Handout
Information-gap Task I
Dessert Island

COMPLETE CARD

Dessert Island

A and B are talking about the film, "Man on the Dessert"

A: Do you know what film is showing now at Major Cineplex?

B: Well, they are many, but the most interesting one is "Man on the Dessert Island".

A: Hm! Sounds interesting. What is the story about?

B: A man called David. He is a postman. He bought a ticket to visit Magic Island.

A: What happened to him? Tell me quickly. I am so excited!

B: Well, only one passenger on the ship who survived.

A: So, he was stranded on the desert island, I guess.

B: That's true. He stayed on the desert island for about 3 years.

A: He might eat natural food and have adventures about exciting events.

B: Let's watch the film tomorrow.

A: We'd better watch it tonight, shall we?

B: O.K. Let's go.



A



B

Handout
Information gap Task I
Dessert Island

Card A

Dessert Island

You are student A. You are talking about the film showing on the Major Cineplex. You speak first.

A: Do you know what film is showing now at Major Cineplex?

B: Well, they are many, but the most interesting one is “.....”

A: Hm! Sounds interesting. What is the story about?

B: A man called David..... He bought a ticket to visit.....

A: What happened to him? Tell me quickly. I am so excited!

B: Well,on the ship who survived.

A: So, he was stranded on the desert island, I guess.

B:..... He stayed on the desert island for.....

A: He might eat natural food and have an adventure about exciting events.

B:

A: We'd better watch it tonight, shall we?

B:



Handout
Information gap Task I
Dessert Island

Card B

Dessert Island

You are student B. Asking student A about the film, "Man on the Desert".

A:is showing now at Major Cineplex?

B: Well, they are many, but the most interesting one is "Man on the Dessert Island".

A: Hm!..... What is the story about?

B: A man called David. He is a postman. He bought a ticket to visit Magic Island.

A: What happened to him? Tell me quickly.

B: Well, only one passenger on the ship who survived.

A: So, he was....., I guess.

B: That's true. He stayed on the desert island for about 3 years.

A: He might eatand.....

B: Let's watch the film tomorrow.

A:watch it tonight, shall we?

B: O.K. Let's go.



Handout
Information-gap Task II
The Sahara Desert Region

COMPLETE CARD

The Sahara Desert Region

Student A and B take turn to give the information about the Sahara Desert region.

1. Where is the Sahara Desert located?	In Northern Africa
2. How big is the Sahara Desert?	3.3 million square miles, about 25 percent of the African continent
3. How many countries make up the Sahara region of Africa?	11 countries
4. Can you list those countries?	Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia, and Western Sahara
5. What are the major water sources for the Sahara region?	The Nile River - the longest river in the world
6. What is the average rainfall for the Sahara region?	
7. What is the average temperature for the Sahara region?	73.5 to 87 degrees
8. How is the weather in the Sahara region?	Hot and dry with a short rainy season each year
9. Can you list 3 plants that thrive in the Sahara region?	Doum Palm, Date Palm, Acacia
10. Can you list 4 animals that thrive in the Sahara region?	camels, scorpions, horned viper, addax



Handout
Information-gap task II
The Sahara Desert Region

Card A

The Sahara Desert Region

STUDENT A: Your friend (B) has the information for your questions. Ask him to fill in the missing information. You then have to answer your friend's questions as well.

1. Where is the Sahara Desert located?	In Northern Africa
2. How big is the Sahara Desert?	3.3 million square miles, about 25 percent of the African continent
3. How many countries make up the Sahara region of Africa?	
4. Can you list those countries?	
5. What are the major water sources for the Sahara region?	The Nile River - the longest river in the world
6. What is the average rainfall for the Sahara region?	
7. What is the average temperature for the Sahara region?	73.5 to 87 degrees
8. How is the weather in the Sahara region?	Hot and dry with a short rainy season each year
9. Can you list 3 plants that thrive in the Sahara region?	
10. Can you list 4 animals that thrive in the Sahara region?	



A

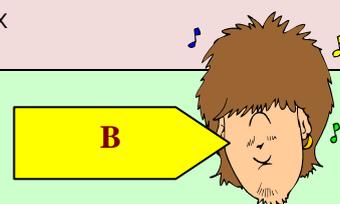
Handout
Information-gap task II
The Sahara Desert Region

Card B

The Sahara Desert Region

STUDENT B: Your friend (A) has the information for your questions. Ask him to fill in the missing information. You then have to answer your friend's questions as well.

1. Where is the Sahara Desert located?	
2. How big is the Sahara Desert?	
3. How many countries make up the Sahara region of Africa?	11 countries
4. Can you list those countries?	Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia, and Western Sahara
5. What are the major water sources for the Sahara region?	
6. What is the average rainfall for the Sahara region?	75% of the Sahara gets less than 4 inches of rain per year
7. What is the average temperature for the Sahara region?	
8. How is the weather in the Sahara region?	
9. Can you list 3 plants that thrive in the Sahara region?	Doum Palm, Date Palm, Acacia
10. Can you list 4 animals that thrive in the Sahara region?	camels, scorpions, horned viper, addax



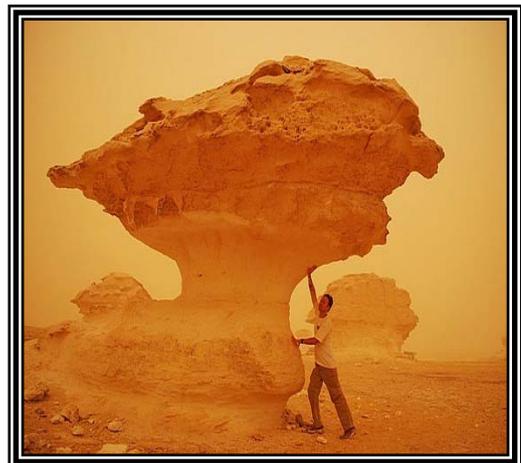
Handout
Decision-making Task I
Unexpected Trip

You are stranded on a desert island in the Gulf of Thailand. All you have are the swim-suits and the sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful, choose the eight most useful items and rank them in order of usefulness.

- a box of matches
- a magnifying glass
- an axe
- a bottle of whisky
- an atlas
- some metal knitting-needless
- a transistor radio with batteries
- a nylon tent
- a camera and five rolls of film
- Ointment for cuts and burns
- a saucepan
- a knife and fork
- 20 meters of nylon rope
- a blanket
- a watch
- a towel
- a pencil and paper

Handout
Decision-making Task II
I Want to Survive

You are stranded on a desert island a long way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival and rank them according to their importance.



Handout
Problem-solving Task I
Fire! Fire! Fire

A fire has broken out where you live on the island. You have a few minutes to grab your belongings as many as you can and rescue your friends at the same time.



Handout

Problem-solving Task II

Please Give Me the Matches

You can carry some items and rescue all of your friends from the fire. The weather is very cold. However, you didn't bring the matches to make a fire for keeping warm and for cooking. In Your group, try to solve this problem.



Handout
Opinion- exchange Task I
Live on the Desert

You have watched a film 'Live on the Desert'. Express your opinions about the characters on the film. If you are stranded on the desert island, what will you do? Will you behave the same or differently from them?

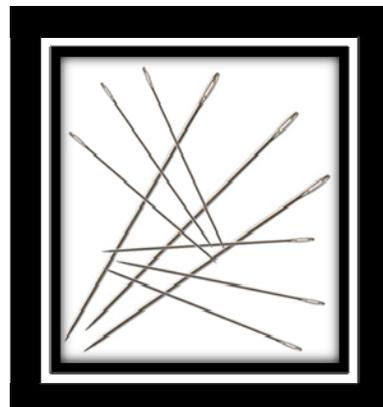


Handout
Opinion- exchange Task II
Peaceful Life

You are fed up with life in the cities. Express your opinions about the advantages and disadvantages to live on a far away island with only the necessities of life.



Pictures of Stuff Used on the Desert Island







Lesson Plan 3

Subject: English listening and speaking Course

Level: Mattayomsuksa 6

Topic: Farewell

Time: 2 hours

School: Nongbuapittayakarn

Teacher: Sayuen O.

.....

1. **Concept:** Study English with pronunciation practice concern including vocabulary, and grammar will help the preparation for the students with the basic needs and the communication tool kits.

2. **Indicators:** By the end of this lesson, students will be able to use language for communication in real situations / simulated situations in the classroom, school, community and society.

3. Terminal objectives

Students are able to:

3.1 pronounce the words with 'oo'(foot) vowel correctly.

3.2 pronounce the words and interpret the meaning from the pictures.

3.3 comprehend the message given while listening.

3.4 exchange, negotiate, and express the information with other students about 'Farewell party at school'.

4. Content:

4.1 Skill: Speaking

4.2 Vocabulary:

beautiful, wonderful, honest, sincere, grateful, helpful, nice, good, friendly

4.3 Grammar: If-clause

4.4 Expressions:

4.4.1 Thanking

4.4.2 Responding to thanks

5. **Function:** Expressing Feelings

6. Teaching and learning procedures

6.1 Warm up activity

6.1.1 Have students practice pronunciation with “oo’ vowel focused on stress-timed intonation.

6.1.2 Inform the indicator.

6.2 Presentation stage.

6.2.1 Show the pictures of the farewell party activities and have students pronounce the words and then interpret their meanings.

6.2.2 Have students practice the dialogue as the following example.

T: When is the farewell party?

S1: It is on May 31, 2011.

T: How do we prepare the celebration?

S2: The director is planning to give the farewell speech before the show. We are serving buffet and lots of drinks. We are finishing the night with thanking activity.

T: What is the thanking activity like?

S2: It is saying thank you to express our good feelings to one another.

6.2.3 Have students work in pairs and practice the dialogue in 6.2.2.

6.2.4 Have students study Handout Grammar ‘If-clause’ and Handout Expressions ‘Thanking & Respond to Thank’ and then do the exercises.

6.2.5 Have students work in pairs in order to check the answer.

6.2.6 Have students listen to the song ‘Farewell to You My Friend’.

6.2.7 Check students’ understanding by using Yes / No questions.

6.2.8 Divide students into five groups and each group consists of five members namely, Jigsaw group, Information-gap group, Decision-making group, Problem-solving group, and Opinion-exchange group. All groups perform the task in practice stage differently.

6.2.9 Demonstrate each group to perform the task.

6.2.9.1 Jigsaw task

- 1) Students work in a group of five.
- 2) Each member holds a piece of information.
- 3) He / she studies his / her own information.
- 4) Then he / she describes or presents the information to the group.
- 5) All members need to connect the information.
- 6) Finally, they have to organize all pieces of information in order to conclude the story.

6.2.9.2 Information-gap task

- 1) Students work in pairs.
- 2) Students hold different information. Student A holds the Handout A and student B holds the Handout B.
- 3) Students A and student B take turn to ask and give information they have until they complete all information.

6.2.9.3 Decision-making task

- 1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, secretary, or participants.
- 2) They are given a problem which the group members have to help one another to make a decision.
- 3) Each member has to find information and presents it to the group.
- 4) The group members need to exchange and negotiate the information until they reach a final decision.

6.2.9.4 Problem-solving task

- 1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, secretary, or participants.
- 2) They are given a problem which the group members have to help one another find a solution.

3) Each member has to make suggestion, give reason and accept, modify or reject suggestions and reasons given by others.

4) The group discuss until they reach the agreement to solve that problem.

6.2.9.5 Opinion-exchange task

1) Students work in a group of five. The group members are assigned their roles to perform the task such as the group leader, secretary, or participants.

2) They are given a problem.

3) The group members need to find information and express his / her opinion to the group.

6.3 Practice stage

6.3.1 Jigsaw group performs the tasks 'Farewell Ceremony for Mattayonsuksa 6 Students in NPK School' (Handout Jigsaw Task I).

6.3.2 Information-gap group performs the task 'Farewell Ceremony' (Handout Information-gap Task I).

6.3.3 Decision-making group performs the task 'The Morning Assembly Ceremony' (Handout Decision-making Task I).

6.3.4 Problem-solving group performs the task 'Our Beloved Teacher' (Handout Problem-solving Task I).

6.3.5 Opinion-exchange group performs the task 'Impression on Farewell Ceremony' (Handout Opinion-exchange Task I).

6.3.6 Pictures and dictionary are provided.

6.3.7 Circulate and provide some help if necessary.

6.3.8 Volunteer groups present their tasks in front of the class.

6.4 Production stage

6.4.1 Each group stays in the same group and continues the task with a new topic to perform the task freely. They can use the language based on the grammar, expressions and vocabulary in presentation stage.

6.4.1.1 Jigsaw group performs the task 'Farewell Party' (Handout Jigsaw Task II).

6.4.1.2 Information-gap performs the task 'Farewell Party' (Handout Information-gap Task II).

6.4.1.3 Decision-making performs the task 'More Activity' (Handout Decision-making Task II).

6.4.1.4 Problem-solving performs the task 'No More Tears' (Handout Problem-solving Task II).

6.4.1.5 Opinion-exchange performs the task 'Memorable Flowers' (Handout Opinion-exchange Task II).

6.4.2 Volunteer groups present their tasks in front of the class.

6.4.3 Have students review the vocabulary and pronunciation.

6.4.4 Have students conclude the grammar and expressions used in this unit.

6.5 Challenge: Have students express their good feelings to all of their friends at the end of lesson as if it is the last day they are together.

7. Materials:

7.1 Pictures of Farewell at School

7.2 Handout Pronunciation with 'oo' vowel

7.3 Handout Listening: 'Farewell to You My Friend'

7.4 Handout Jigsaw Task I: 'Farewell Ceremony for Mattayomsuksa 6 Students in NPK School'.

7.5 Handout Jigsaw Task II: 'Farewell Party'

7.6 Handout Information-gap Task I: 'Farewell Ceremony'

7.7 Handout Information-gap Task II: 'Farewell Party'

7.8 Handout Decision-making Task I: 'The Morning Assembly Ceremony'

7.9 Handout Decision-making Task II: 'More Activity'

7.10 Handout Problem-solving Task: 'Our Beloved Teacher'

7.11 Handout Problem-solving Task II: 'No More Tears'

7.12 Handout Opinion-exchange Task I: 'Impression on Farewell Ceremony'

- 7.13 Handout Opinion-exchange Task II: 'Memorable Flowers'
 - 7.14 Handout Grammar: 'If-clause'
 - 7.15 Handout Expressions: 'Thanking and Responding to Thanks'
 - 7.16 Handout Challenge: 'Thanks for Being.....'
 - 7.17 CD Listening: 'Farewell to You My Friends'
- 8. Evaluation:**
- 8.1 Evaluation tool: Speaking Evaluation Form.
 - 8.2 Criteria: Students will be expected to pass 80%.

Handout
Pronunciation
'oo' vowel

Practice pronouncing these sentences carefully and please note to practice at least 5 minutes a day.

'oo' (foot)vowel

spelling oo, u, ou

It was a cruel rule.

He took the good book.

The bull shook the hook hard.

He took a rest when he could.

The fireplace was full of wood.

Please push the sugar bowl to me.

Pull it apart and put it on the wood.

You should look for the hood in the wood.

They saw that the little running brook ran crookedly into the river.

Handout
Listening
Farewell to You My Friends

We used to be frightened and scared to try
Of things we don't really understand why
We laugh for a moment and start to cry
We were crazy

Now that the end is already here
We reminisce 'bout old yells and cheers
Even if our last hurrahs were never clear

Farewell to you my friends
We'll see each other again
Don't cry 'cause it's not the end of everything
I may be miles away
But here is where my heart will stay
With you, my friends with you

Yesterday's a treasure, today is here
Tomorrows' on its way, the sky is clear
Thank you for the mem'ries of all the laughters and tears
And not to mention our doubts and our fears
The hypertension we gave to our peers
It's really funny to look back after all of these years

Farewell to you my friends
 We'll see each other again
 Don't cry 'cause it's not the end of everything
 I may be miles away
 But here is where my heart will stay
 With you, my friends with you

Farewell to you my friends
 We'll see each other again
 Don't cry 'cause it's not the end of everything
 I may be miles away
 But here is where my heart will stay
 With you, my friends with you
 With you, my friends with only you

True or False

1. The singer is a teacher.
2. The singer is feeling sad.
3. The singer is feeling happy.
4. The singer is at the birthday party.
5. The singer is greeting everyone.
6. The singer is at the orientation ceremony.
7. The singer is at the graduation ceremony.
8. The singer hopes to see the audience again.
9. The singer is telling everyone what to do.
10. It is unforgettable memories for all students when they last get together.

Listen to Songs:

Key: 1.)F 2.) T 3.) F 4.) F 5.) F 6.) F 7.) T 8.) T 9.) F 10.)T

Handout

Grammar

If-Clause

.....

In an **If-clause**, we normally use a **present tense** to talk about the **future**.

(This happens after most conjunctions.)

Formula 1: **If + S + V1, S + will / shall + V1**

 If I have enough time tomorrow, I'll come and see you.

 I'll come and see you if I have time tomorrow.

Exercise 1: Choose the correct tenses (present or will.....).

1. If you (say) that again, I (scream).
2. I (be) surprised if she (manage) to see that car.
3. If the boy (come) to supper, I (cook) chicken breasts.
4. I (need) some money if we (go) out tonight.
5. Ann (be) sorry if Helen (not come).

With **if**, we can use **would** and **past** tenses to 'distance' out language from reality, when we talk about present or future **unreal situations**.

Formula 2: **If + S + V2, S + would / should / could + V1**

 If I knew her name, I should tell you.

 I should tell you if I knew her name.

After **I** and **We**, **Should** is possible instead of **Would**.

Exercise 2: Put the correct verb forms.

1. The kitchen (look) better if we (have) red curtains.
2. I (be) sorry if we (not see) her again.
3. If I (know) his address, I (go) round and see him.
4. If we (have) some eggs, I (make) you a cake.

5. If all of us (come), (you have) room in your car?

With If, we use **would have...** and **past perfect** tenses to 'distance' our language from reality, when we talk about **unreal situations** in the past.

Formula: If + S + had + V3, S + would / could / should / might / + have + V3

If Jane **hadn't helped** me, I **would have been** in bad trouble.

I **would have been** in bad trouble if Jane **hadn't helped** me.

Exercise 3: Put in the correct verb forms.

1. If I (know) you were coming, I (invite) some friends in.
2. You (win) if you (run) a bit faster.
3. If she (have) more sense, she (sell) her cars **years** ago.
4. It (be) better if you (ask) me for help.
5. If he (not be) a film star, he (not become) a president.

If I were..

After If, we often **use were instead of was**. In a formal style, were is considered more correct.

Formula: S + were..., S+ would + V1

If I were rich, I would spend all my time traveling.

Exercise 4: Put the beginnings and ends together, using if.....were. Example:

If he **were** a better dancer, her feet **wouldn't** hurt.

BEGINNINGS	ENDS
he / a better dancer	Her feet wouldn't hurt.
I / a rabbit	I wouldn't be working.
I / forty years younger	I'd be quite pretty.
I / Moroccan	I'd give everybody ten weeks' holiday.
I / the manager	I'd go dancing all night.
It / not so cold	I'd go for a walk.
It / Sunday	I'd live in a hole.
my nose / shorter	I'd speak Arabic.
people / more sensible	Life in the office would be easier.
she / better-tempered	There wouldn't be any wars.

Handout
Expressions
Thanking and Responding to Thanks

.....

Thanking	Responding to thanks
Thanks.	You're welcome.
Thanks a lot.	You're quite welcome
Thank you.	Don't mention it.
Thank you so much.	Don't worry about it.
Thanks for.....	It was my pleasure.
Thank you very much for.....	Forget it.
That was nice of you.	Not at all.
I really appreciate it.	
Thanks for everything.	

Exercise

Choose the phrase below to fill in the missing words.

- A. Thanks
- B. Thank you, Dorothy
- C. jump in
- D. no need
- E. Thank you very much
- F. Have you had
- G. drive straight over
- H. be ages
- I. might like to have a look
- J. you have a good journey

Situation: Frank and Dorothy are driving George to the airport.

Frank: Let put your bag in the back and.....(1).....

Dorothy:(2).....any lunch, George?

Frank: Yes,(3).....Dorothy.

Frank: Then, well.....(4).....to the airport.

Dorothy: Here's a copy of "Time". I thought you.....(5).....at it on the plane.

George :.....(6).....

(They arrive at the airport)

George : Look, there's(7)..... for you to hang around here. It may
.....(8).....before the plane leaves.

Dorothy: Well, I do hope.....(9).....

George:(10).....

Keys

Grammar:

Exercise 1: 1. say, will scream 2. will be, manages 3. comes, will cook

4. will need, go 5. will be, doesn't come

Exercise 2: 1. would look, had 2. would be, didn't see

3. knew, would go 4. had, would make

5. came, would you have

Exercise 3: 1. had known, would have invited

2. would have won, had run

3. had had, would have sold

4. would have been, had asked

5. hadn't been, wouldn't have become

Exercise 4:

2. If I were a rabbit, I'd live in a hole.

3. If I were forty years younger, I'd go dancing all night.

4. If I were Moroccan, I'd speak Arabic.

5. If I were a manager, I'd give everybody ten weeks' holiday.

6. If it weren't so cold, I'd go for a walk.

7. If it were Sunday, I wouldn't be working.

8. If my nose were shorter, I'd be quite pretty.

9. If people were more sensible, there wouldn't be any wars.

10. If she were better-tempered, life in the office would be easier.

Expressions:

1. C

6. E

2. F

7. D

3. A

8. H

4. G

9. J

5. I

10. B

Handout
Jigsaw Task I
Farewell Ceremony for Mattayomsuksa 6 Students in
Nongbuapittayakarn School

.....
 Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. There are a lot of impressive activities performed at the Morning assembly such as the Farewell speeches by the director, beloved teachers, and younger level students.
- B. Flowers and souvenirs presentation also fulfill the ceremony with joy, impression and happiness.
- C. All of Mattayomsuksa 6 students are looking forward to participating in the Farewell ceremony with excitement.
- D. It is an unforgettable memory of the high school life before entering a college or university.
- E. Farewell ceremony is the memorable time celebrated annually on the graduation day of Mattayomsuksa 6 students in Nongbuapittayakarn school.

(Key: 1. E 2. A 3. B 4. C 5. D)



Handout

Jigsaw Task II

Farewell Party

.....

Your group is given 5 jumbled sentences. Rearrange them into the right order to make a whole story.

- A. All of them are impressed on the party and it is the right time to say good-bye to friends, teachers, and school. Bye-bye.
- B. Each class of Mattayomsuksa 6 students has made a plan in advance to celebrate with a big party after they graduate.
- C. Food and drinks are welcomed and everyone enjoys these special meals with wonderful music.
- D. They announce that 'Don't miss dancing'. So various kinds of music and dance are played to entertain all the kids.
- E. Farewell party is even more excited than the ceremony at the Morning assembly.

(Key: 1. E 2. B 3. C 4. D 5. A)



Handout
Information-gap Task I
Farewell Ceremony

COMPLETE CARD
Farewell Ceremony

Job and Jam are talking on the phone about the Farewell ceremony which is going to be held in two weeks.

Job: Do you know when is the Farewell ceremony for Mattayomsuksa 6 at our school?

Jam: It will be organized in two weeks. How do you feel?

Job: I am so excited to hear that because I know a lot of Mattayomsuksa 6 students.
How about you?

Jam: I am excited, too. We both work with them as students' committee this year. What are you going to give them?

Job: A card or flower. Any ideas?

Jam: Good idea. I will go shopping for them this weekend. Do you know who is going to make a good-bye speech? I mean the Mattayomsuksa 6 student.

Job: I think the one who won the Outstanding Student Contest 2010. Do you like him?

Jam: Yes, I do. I think he is the most suitable one to give a speech. I will also give him a flower.

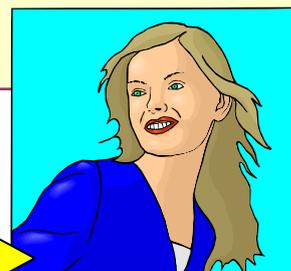
Job: Shall we go shopping this weekend?

Jam. Sure!



Job

Jam



Handout
Information-gap Task I
Farewell Ceremony

.....

Card A
Farewell Ceremony

Job is talking to Jam about the Farewell ceremony which is going to be held in two weeks in Nongbuapittayakarn School. You ask first.

Job: Do you know when the Farewell ceremony is for Mattayomsuksa 6 at our school?

Jam:

Job: I am so excited to hear that because I know a lot of Mattayomsuksa 6 students.

How about you?

Jam:

Job: A card or flower. Any ideas?

Jam:

Job: I think the one who won the Outstanding Student Contest 2010. Do you like him?

Jam:

Job: Shall we go shopping this weekend?

Jam.



Handout
Information-gap Task I
Farewell Ceremony

.....

Card B

Farewell Ceremony

Jam is talking with Job on the phone about the Farewell ceremony which is going to be held in two weeks in Nongbuapittayakarn School

Job:

Jam: It will be organized in two weeks. How do you feel?

Job:

.....

Jam: I am excited, too. We both work with them as students' committee this year. What are you going to give them?

Job:

Jam: Good idea. I will go shopping for them this weekend. Do you know who is going to make a good-bye speech? I mean the Mattayomsuksa 6 student.

Job:

Jam: Yes, I do. I think he is the most suitable one to give a speech. I will also give him a flower.

Job:

Jam. Sure!



Jam



Handout
Information-gap Task II
Farewell Party

COMPLETE CARD

Farewell Party

Tum and Tai are discussing about participating the Farewell party.

- Tum: I am so excited about the Farewell party on March 1, 2011 at the Hall of Nongbuapittayakarn School. What is your plan?
- Tai: I plan to go shopping for a lovely dress for the party. Do you have particular clothes for the party?
- Tum: Of course! I've bought it from FQ & L at UD town. Will you bring a camera?
- Tai: Sure! I will take as many pictures as I can. It will be a memorable time that we can't forget. What are you going to perform on the stage?
- Tum: My friends and I will perform the dance with the song 'Telephone' by Lady Gaga. Would you like to join our team?
- Tai: It's cool! I really love dancing. Why not?
- Tum: So, come and practice dancing after school on Wednesday and Friday. Will you be free during that time?
- Tai: Certainly! Ok, enjoy talking with you. Bye.
- Tum: Bye!



Tai



Tum

Handout
Information-gap Task II
Farewell Party

.....

Card A

Farewell Party

You are Tum You are discussing with Tai about participating the Farewell party. .

Tum:

Tai: I plan to go shopping for a lovely dress to the party. Do you have particular clothes for the party?

Tum:

Tai: Sure! I will take as many pictures as I can. It will be a memorable time that we Forget. What are you going to perform on the stage?

Tum:

Tai: It's cool. I really love dancing. Why not?

Tum:Will you be free during that time?

Tai: Certainly! Ok, enjoy talking with you. Bye.

Tum:



Handout
Information-gap Task II
Farewell Party

.....

Card B

Farewell Party

You are Tum. You are discussing with Tai about participating in the Farewell party. You speak first.

Tum: I am so excited about the Farewell party on March 1, 2011 at the Hall of Nongbuapittayakarn School. What is your plan?

Tai:

Tum: Of course! I've bought it from FQ & L at UD town. Will you bring a camera?

Tai:

Tum: My friends and I will perform the dance with the song 'Telephone' by Lady Gaga. Would you like to join our team?

Tai:

Tum: So, come and practice dancing after school on Wednesday and Friday. Will you be free during that time?

Tai:

Tum: Bye.

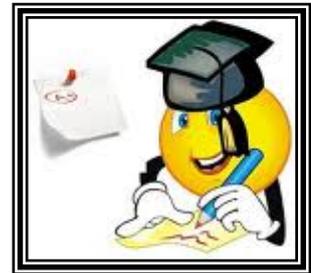
Tum



Handout
Decision-making Task I
The Morning Assembly Ceremony

Farewell party for Mattayomsuksa 6 in Nongbuapittayakarn School is going to be held next two weeks. You are the students' committee. You have to make a decision by choosing 3 activities to do at the morning assembly which is from 08.30 – 09.30.

1. Farewell speech from the director of Nongbuapittayakarn School
2. Good-bye speech from Mattayomsuksa 1 student
3. Good-bye speech from Mattayomsuksa 2 student
4. Good-bye speech from Mattayomsuksa 3 student
5. Good-bye speech from Mattayomsuksa 4 student
6. Good-bye speech from Mattayomsuksa 5 student
7. Good-bye and thank you speech from the representative of Mattayomsuksa 6 student
8. The ceremony of giving flowers to Mattayomsuksa 6 students
9. Farewell songs performance



Handout
Decision-making Task II
More Activity

.....

The morning assembly ceremony seemed to pass very quickly. However, 20 minutes are left before the ceremony ends. Make decision what activity you will choose to do more.

1. Farewell speech from the director of Nongbuapittayakarn School
2. Good-bye speech from Mattayomsuksa 1 student
3. Good-bye speech from Mattayomsuksa 2 student
4. Good-bye speech from Mattayomsuksa 3 student
5. Good-bye speech from Mattayomsuksa 4 student
6. Good-bye speech from Mattayomsuksa 5 student
7. Good-bye and thank you speech from the representative of Mattayomsuksa 6 student
8. The ceremony of giving flowers to Mattayomsuksa 6 students
9. Farewell songs performance



Handout
Problem-solving Task I
Our Beloved Teacher

Ajam Aoy is invited to make a farewell speech since it is 20 minutes' left. Her speech continues longer than 20 minutes. To stop her immediately sounds impolite and all students have to go to the class at 09.30. In your group, try to solve this problem.



Handout
Problem-solving Task II
No More Tears

While the representative student of Mattayomsuksa 6 is making a farewell speech, she cries too much since she is overwhelmingly impressed on the ceremony. So she can't continue her speech. The ceremony is quiet and so is everybody. Your group is the students committee. Try to find the solution to this event.



Handout
Opinion-exchange Task I
Impression on Farewell Ceremony

In your group, express your feelings on the farewell ceremony at the morning assembly from 08.30-09.30.



Handout
Opinion-exchange Task II
Memorable Flowers

.....
In your group, express the ideas of giving flowers to Mattayomsuksa 6 students at a farewell ceremony.



Handout
Challenge
Thank You for Being.....

Examples

Thank you for being friendly.

Thank you for being helpful.

Thank you for being honest.

Thank you for being grateful.

Thank you for being sincere.

Thank you for letting your copy.

Thank you for being nice to me.

Thank you for being a good friend.

Thank you for sponsoring the party.

Thank you for helping me with my homework.

Thank you for your help.

Thank you for your honesty.

Thank you for your sincerity.

Thank you for a beautiful smile.

Thank you for the birthday present.

Thank you for a wonderful time together.

Thank you for the wonderful birthday party.

Pictures of Farewell Ceremony



