

LESSON PLANS

(The Concentrated Language Encounters (CLE) Model 2)

FOR

Reading and Writing English Course

M.6

By

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Preface

These lesson plans were written for using as tools for studying ability in reading comprehension of Mathayom 6 students who study English Reading and Writing Course. The tools are based on The Concentrated Language Encounters (CLE) Model 2. There are 5 steps of teaching methods to help students in learning English subject.

The contents and exercises used in this lesson plan are extracted and adapted from newspapers, supplementary exercises, etc. which are related to the content and useful for the students.

The Terminal Aim always refers to the main objective of each lesson period. When studying a foreign language, one cannot easily separate the four skills, but there are usually two skills that are predominate. The students will be called upon to demonstrate their reading and writing ability more than the other two (speaking and listening).

The Enabling Aims consist of a list of functions that the students need to master in order to successfully complete the lesson. Frequently, the students must draw upon skills and information that they received in an earlier lesson.

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(Mr. Piyapongse Apiwansanong)

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Pre-test

M.6

1.30 hours

I. Read these airport announcements. Write T if the statement is true and F if it is false.

'Passengers for flight IB 714 to Madrid can now check in at desk D. Passengers can take only one piece of hand luggage on board the aircraft.'

'This is an important announcement for all passengers. Please keep your luggage with you at all times. Do not leave your luggage unattended at any time.'

'Would Miss K Crawford, a passenger arriving on Air France flight 309 from Paris, please contact Airport Information?'

'Would Herr Kernholz, last remaining passenger on Lufthansa flight 214 to Frankfurt, please go immediately to gate 35?'

'First and final call for passengers on KLM flight 409 to Colombo. Now boarding at gate 25.'

'British Airways apologise for the delay to passengers on flight BA 214. Please wait in the lounge and listen for further announcements.'

- _____ 1. Herr Kernholz is late for his flight.
- _____ 2. There is a message for Kar Crawford who came from France.
- _____ 3. If you want to have some refreshments, you can put your bags anywhere and go to the bar.

- _____ 4. From the announcements, we can conclude that the KLM flight will leave before the British Airways flight.
- _____ 5. You can take a big suitcase onto the plane to Madrid.

Answers: 1. T 2. T 3. F 4. T 5. F

II. Choose the given words or phrases to put in the blanks to make proper meanings.

Write only a, by c etc. as your answer.

a. aware of	b. regardless of	c. rural areas	d. some alternatives
e. to locate	f. substantial	g. has occurred	h. are running out of
i. obtainable from	j. brought to trial		

In Thailand, we _____6_____ human power. A lot of workmen or technicians earn their living in foreign countries; some of them are from _____7_____. Sometimes some of these were deceived and didn't become _____8_____ the laws of the countries they went to. It _____9_____ that some of the Thai workers committed crimes _____10_____ the punishment and were _____11_____. Fortunately we have _____12_____; human power is _____13_____ neighbouring countries. These workers are hired in _____14_____ numbers and most of them want _____15_____ their families in Thailand.

Write your answers here : 6. _____7. _____ 8. _____ 9. _____ 10. _____
11. _____12. _____13. _____ 14. _____ 15. _____

Answers: 6. h 7. c 8. a 9. g 10. b 11. j 12. d 13. i 14. f 15. e

III. Read the passage carefully and follow the instruction.

Space food needs special preparation before it is taken on space flights. It must be light, easy to carry and store. Astronauts can eat directly from a sealed container. Different kinds of food are covered with gelatin to prevent crumbling. Water can be mixed with dry foods in plastic bags. All of the meals are nicely packed and put it in order, into bite-sized cubes for them to eat.

Write a, b, c or d at the space provided.

_____ 16. What is the passage about?

- | | |
|---------------------------|-----------------------------|
| a. Food for space flights | b. Nicely packed meals |
| c. Travelling in space | d. Container in space craft |

_____ 17. Which of the following is true?

- a. Space food should weigh as little as possible.
- b. Astronauts eat only liquids in space.
- c. A space ship can carry regular food in ordinary conditions.
- d. Although astronauts travel for a long time, they don't get hungry.

_____ 18. The phrase "bit-sized cubes" means be able to _____.

- | | |
|------------------------------------|-----------------------------------|
| a. store in a very small place | b. put into the mouth very easily |
| c. put in a small quantity of food | d. pack in a small container |

_____ 19. Gelatin was very useful because _____.

- | | |
|--------------------------------|---|
| a. it was easy to squeeze | b. it prevented the food from breaking up |
| c. it made the food more tasty | d. it made the food dry and easy to eat. |

_____ 20. What does "crumbling" means _____.

- | | |
|--------------------------------|-----------------|
| a. pressed out | b. wrapped |
| b. c. broken into small pieces | d. ready to eat |

Answers: 16. a 17. a 18. c 19. c 20. c

IV. Use the correct form of word in the brackets. Don't forget to think of its sense.

One goal of many people is to move out of Bangkok, a busy urban area. They say that they want to escape from all kinds of 21. (pollute) : noise, air water, food, soil, etc. They would like to avoid the traffic 22. (congest) , the 23. (exhaustive) fumes from vehicles, the use of chemicals and 24. (poison) gases in industry. They want to get away from moral pollution: corruption, bribery, nepotism and so on. These people believe that life would be better in the suburbs. In contrast country people are moving to Bangkok. They came in order to make their dream come true. They risk their life hoping to become 25. (celebrate). Many of them need to find work with no hope of the 26. (comfortable) of city living. Owing to the depression of the 27. (economize), jobs are scarce. The influx of these people makes Bangkok overcrowded leading to may deplorable 28. (employ)

problems and crimes. Is life better in the city? Probably not. Life in the city is no 29. (differ) than before; moreover, it may be worse because some people are even dying from 30. (starve).

Write your answers here:

21. _____ 22. _____ 23. _____
 24. _____ 25. _____ 26. _____
 27. _____ 28. _____ 29. _____
 30. _____

Answers:

21. pollution 22. congestion 23. exhaust
 24. poisonous/ poison 25. celebrities 26. comforts
 27. economy 28. unemployment 29. different
 30. starvation

V. Use the word or words given below to complete the passage. Write only the letter a, b, c, etc. as your answer.

- | | | | |
|---------------|------------------|-------------------|---------------|
| a. revealed | b. was brought | c. are addicted | d. campaigns |
| e. related to | f. is identified | g. in addition to | h. drug usage |
| i. familiar | j. substances | | |

Today, Thai people are knowledgeable about a much greater variety of narcotic drugs. A large number of anti-drug _____ 31 _____ have been conducted _____ 32 _____ opium, addicts in Thailand are _____ 33 _____ with heroine, morphine, yabah (amphetamines) as well as more destructive _____ 34 _____ from the West such as cocaine, crack, blue ice, Ecstasy and Magic-Paper (LSD). Also widely used here are marijuana, inhalants and drug cocktails, one of which is a mixture of codeine-based cough syrup and soft drink.

Nowadays at least 1.2 million people in Thailand _____ 35 _____ to drugs. The rise in the number of addiction cases is perhaps _____ 36 _____ the variety of available drugs in the market, both from local sources and from abroad. In 1990, the "magic-Paper" was reportedly first seen on Samui Island. Investigations _____ 37 _____ that Western tourists popularized the use of this drug in Thailand _____ 38 _____ was later spread by Thai Youths. In 1993, Ecstasy _____ 39 _____ on

Module I:

Climate Change

Genre : Observation; Man-made smog may have greater effects than previously thought.

Concept : Students:

- concern about environments
- read and conclude the concept of knowledge
- express their own opinions and convey what they observe about the environment and climate change
- write the concept and present their knowledge gained or their own ideas by using English correctly

Terminal Aim : Students can be able to:

- understand the main point of the story and be able to tell the details of the story
- express their own opinion about the story and refer to their own story in daily life in order to know how to use the concept
- express their own ideas by writing stories of their own groups with the same genre
- present/explain what they have just written and analyze the message of their writing tasks and check the language correctness to develop their own writing ability
- write the story from the topics given by planning from Top-Level Structure to writing the complete essay/story

Structures : - Introduction ; - Atmospheric dust and smog may play a larger role in climatic change than hitherto believed.

- Sequences ; - Scientists studied and found that the pollutant (smog particles) reduce sunlight reaching the earth.
- They have the largest effect on heat distribution.
- The researchers found surface warming.
- Etc.

- Opinion - Climates may have more effect than thought.
- Their influence is unmistakable.

STEP 1 : Students read, discuss and talk about the story together with friends and the teacher.

PERIOD : 1 – 2

Terminal Aim : Able to understand the main points of the story and able to tell the details of the story.

Enabling Aims: Able to

- (1) pronounce known words correctly, and infer from known words the correct pronunciation of unknown words.
- (2) answer questions about what has been read.

Text Content :

Atmospheric dust and smog generated by man may play a larger role in climatic change than hitherto believed, according to the results of scientists studying the effects over the Indian Ocean:-tiny particles in the air called aerosols, cool air close to the ground, while having the opposite effect in the air higher up. Scientists found that during winter around 60 percent of the particles came from combustion and industrial activity. These pollutants reduce sunlight reaching the earth, with smog particles playing a particularly significant role. Although smog particles absorb only around 10 percent of sunlight, they have the largest effect on heat distribution. The researchers found surface warming declined by between 15 and 20 watts per square metre over the northern part of the Indian Ocean, while warming in the lower atmosphere (the Troposphere, which extends about 12 kilometres above the ground) increased by between 10 and 30 watts per square metre.

The effects include reduced water evaporation from the sea and change in how heat is transported by ocean currents. The net effect is disruption to the water cycle and lower rainfall.

A secondary effect is that higher temperatures in the lower atmosphere influence cloud formation and once again the water cycle and precipitation.

The extent of these effects cannot yet be calculated, but their influence on Asian and global weather patterns are unmistakable, according to the scientists.

Activating Content:

- Read the words; students repeat in chorus.
- Explain definitions.
- Read definitions at random; students name the word defined.

I. Matching exercise.

(A)	(B)
_____ 1. atmospheric	a. to interrupt the progress of
_____ 2. hitherto	b. the process of burning
_____ 3. combustion	c. pertaining to, existing in, produced by, or consisting of the atmosphere
_____ 4. smog	d. impossible to mistake or misinterpret
_____ 5. significant	e. arrangement or location
_____ 6. distribution	f. fog that has become mixed and polluted with smoke
_____ 7. disrupt	g. until this time
_____ 8. unmistakable	h. having or likely to have a major effect; important

Answers :

(1) c (2) g (3) b (4) f (5) h (6) e (7) a (8) d

Activities for discussion :

- Silent reading.
- Questions on reading.

II. Ask these discussion questions.

1. What would you give the title of the story?
(Man-made smog may have greater effects than previously thought.)
2. What were the results of scientists?
(The effect closed to the ground was different from the effect in the air.)
3. Where did the particles come from?
(Combustion and industrial activity.)
4. What plays an important role in reducing sunlight reaching the earth?
(Smog particles)

5. From No.4, why do they play an important role?

(Because they have the largest effect on heat distribution despite the fact that they absorb only around 10 percent of sunlight.)

6. What did the scientists study at the Indian Ocean?

(The surface warming and the warming in the troposphere.)

7. What caused the disruption to the water cycle and lower rainfall?

(The effects of reduced water evaporation from the sea and change in how heat is transported by ocean currents.)

8. Do you understand the word 'precipitation'?

(Yes, it is rainfall.)

9. According to the scientists, what were they certain about?

(The effects on Asian and global weather patterns.)

10. The word that can be replaced by 'disruption' is _____.

(interruption)

III. Fill in each blank by choosing the correct word from the list given.

disrupt	significant	atmospheric	hitherto
unmistakable	distribution	smog	combustion

1. Some organizations set new guidelines and goals after NASA was not able to join in the _____ study project.

2. Seeking Forgotten Thai Photographers' project on neglected artists _____ unrecorded by Thai photographic history.

3. The company offers a comprehensive range of specialty _____ treatments and water treatments, products and associate technical services.

4. For the past decade, the upper North has been hit hard every year by toxic _____ caused by forest clearings.

5. There are only three days left until Songkran but that is especially _____ for the Mon community.

6. Broadcasters and entertainment companies are fighting over the acquisition of film _____ rights.

7. Prime Minister has threatened to summon any critics of the regime who _____ its efforts to restore peace in Thai politics.
8. The Thai music known as luk thung (country) is difficult to define because it borrows from everywhere and evolves over time. To the ear, however, it is _____.

Answers :

- (1) atmospheric (2) hitherto (3) combustion (4) smog
 (5) significant (6) distribution (7) disrupt (8) unmistakable

Teacher explains The Top-Level Structure (TLS) to the students.

Top-Level Structure is a reading strategy that helps students comprehend the writer's idea or the text structure. It is also important to teach and model the use of these components properly. If students have reading strategies that include basic schema or background knowledge, they are able to understand the content in spoken and written format. There are four main organizational patterns, or TLSs, that typically occur in factual texts as follows:

- a) Descriptive or listing is when the author describes a topic.

Example: My memory is bad. Before I do the shopping, I write a list. The other day, I needed cheese, tomatoes, cereal, coffee, flour, and sugar.

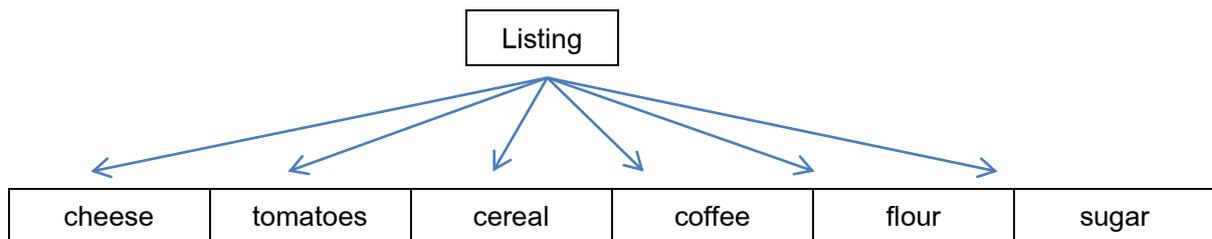


Figure 1. Listing

Figure 1 illustrates the organization of the listing example. The main idea from the top-level organization is the shopping list (Rattanavich, 1987, p. 138).

- b) Problem-solution is when the author poses a problem or question and then provides the answer.

Example: When a river receives a lot of extra water, it may flood. During a flood, there is plenty of water, and most people would not think that dehydration was a serious risk, but flood water is mostly polluted and not safe to drink. People who drink the contaminated water may suffer from illnesses or diseases, such as typhoid. You can prepare for flooding by filling many containers with fresh, clean drinking water. You can also use sandbags to protect your house and to soak up the water. Be prepared and be safe.

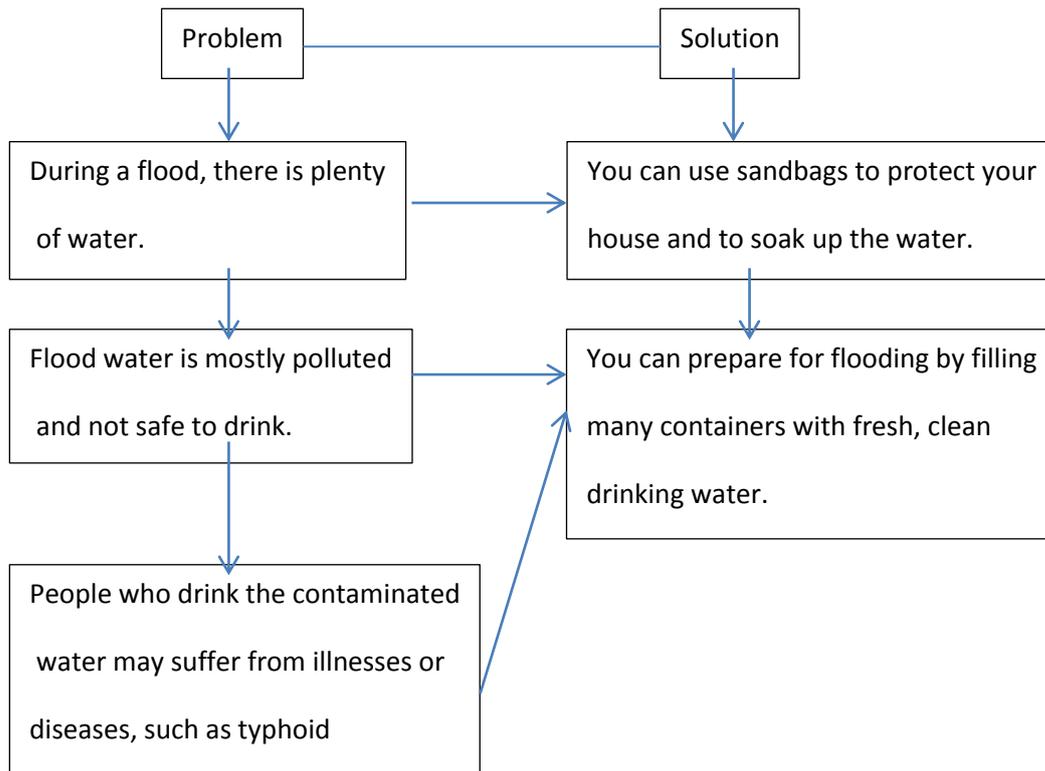


Figure 2. Problem-solution

Figure 2 illustrates the organization of the problem-solution example. The main idea is the problems and solutions of flooding.

- c) Cause and effect is when the author delineates one or more causes and then describes the ensuing effects.

Example: In the autumn, some trees lose their leaves. Leaves look green in the spring because of a chemical called chlorophyll, which plants use to make food. In the fall, the chlorophyll starts to disappear. Leaves dry up, and their colors turn from green to gold, red, or brown. Finally, the dry leaves fall from the trees. This is why autumn is called fall.”

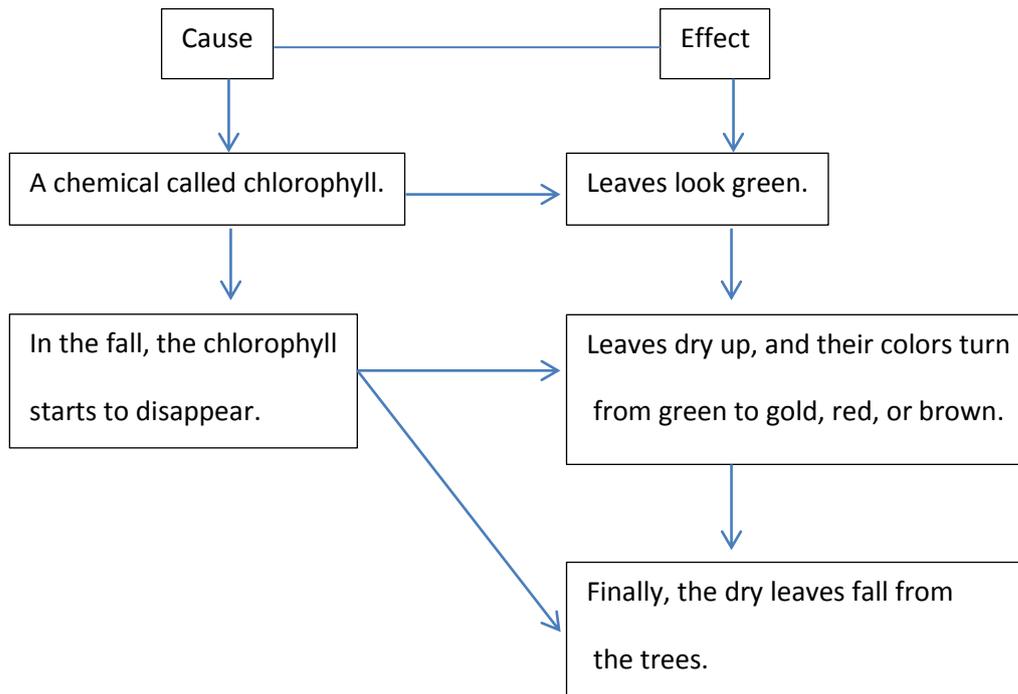


Figure 3. Cause and effect

Figure 3 displays the organization of the cause and effect example. The main idea is the cause and effect of falling leaves in autumn.

- d) Comparison-contrast is when the author compares and contrasts two or more similar events, topics, or objects.

Example: Both hurricanes and tornados are amazing, yet deadly natural phenomena. Both generate deadly conditions but in different ways. Tornados are likely to damage people and property with high winds, which can be up to 300 miles per hour, but hurricanes are generally more feared for their flooding. Additionally, hurricanes can produce a tornado, which makes them dangerous.

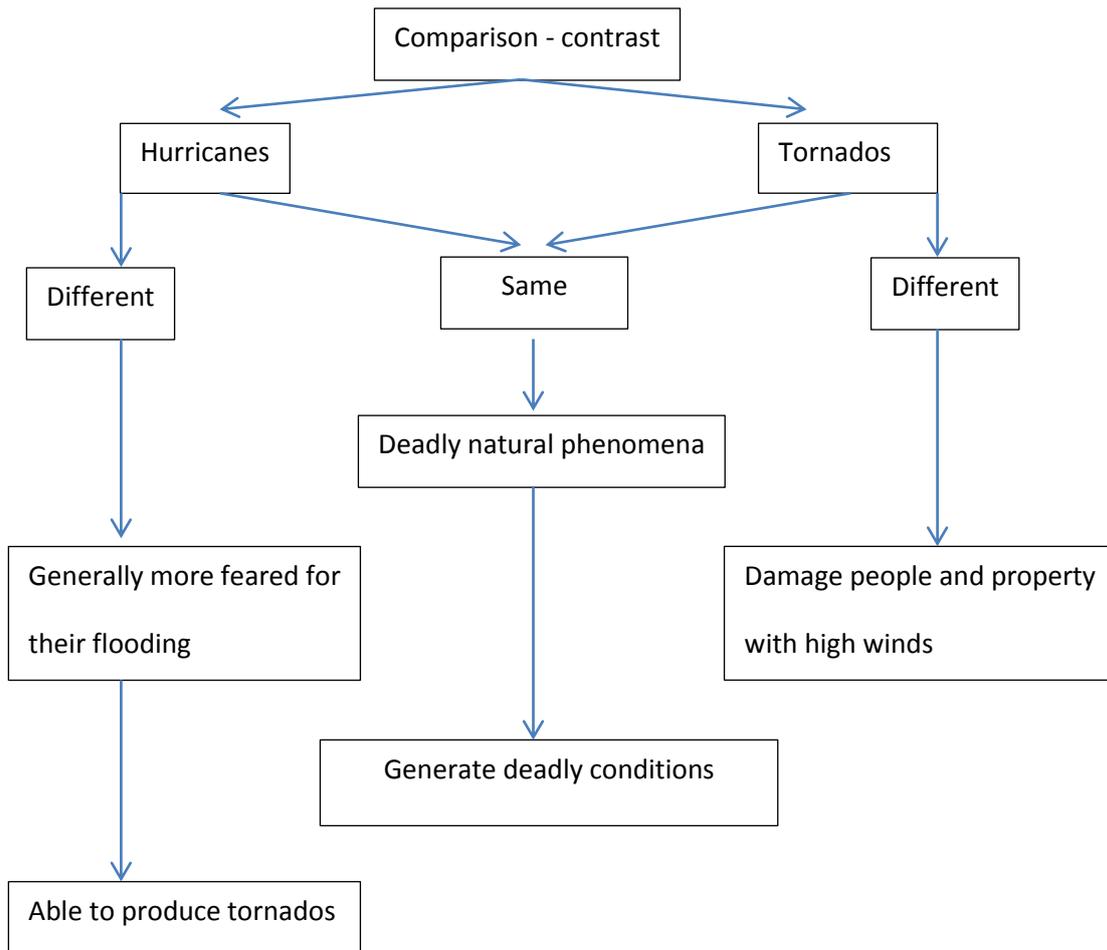


Figure 4. Comparison and contrast

Figure 4 depicts the organization of the comparison and contrast example. The main idea is the comparison between hurricanes and tornados.

Signaling Words

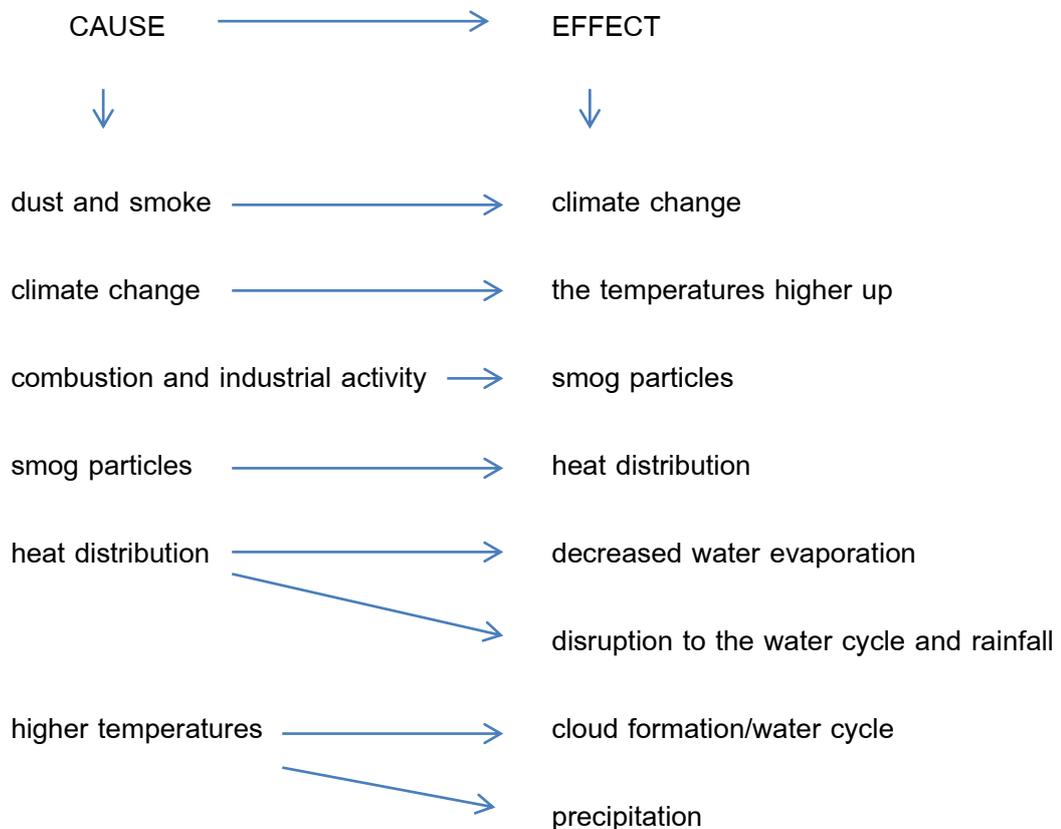
It is very helpful for students to understand how texts are structured because they can understand and recall more signal information than readers who do not know how to use text structures. When students read texts, they will know what the text is about because the writer often uses signaling words to signal the four main TLSs that they use to organize their ideas. Thoughtful student readers can take note of these signaling words to facilitate understanding or identification of the written text (Bolton, 2007; Boon-On, 2006. P. 61-65). The example signaling words in the main TLSs are shown in the following table.

The signaling words in the main TLSs

Top-level Structures	Signaling Words
Descriptive or Listing	the following, first, as well as, then, second, and, another, third, many, finally, besides, in addition, furthermore, likewise, several
Problem - Solution	a problem is..., a solution is..., have solved this problem..., this had to be done..., this is how we did it...
Cause and Effect	for, this, reason, so, in order to, hence, since, thus, because, consequently, so that, accordingly, therefore, because of this
Comparison - Contrast	even though, both...and, but, rather, yet, not, however, in spite of, otherwise, in contrast, although, on the contrary, on the other hand, whereas, just as different

Nattapong Jinajai & Saowalak Ratanavich. 2015 : 233 - 236

IV. Give students time for making Top-level structure.



STEP 2 : The teacher refers what the students have just read the story of themselves and discuss together.

PERIOD : 3 – 4

Terminal Aim : Able to express their own opinion about the story and refer to their own story in daily life in order to know how to use the concept.

Enabling Aims: Able to

- (1) understand and apply general knowledge of things in everyday life.
- (2) express opinions, ideas with correct use of language.

Text Content : Discussion – Advantages and Disadvantages of Progress.

Activating Content :

- Class members join in the discussion about the advantages and disadvantages of 'progress'.

- Group activity. Divide the class into 5 groups. Each group should choose a topic from this list :

motorcycle

telephone

automobile

airplane

television

V. Give students time to share thoughts before their discussion.

Suggestions : Advantages and Disadvantages of Progress.

Advantages : - More employment

- Better standard of living
- More leisure time
- Full exploitation of natural resources.
- Agricultural technology helps to produce more with less work.

Disadvantages: - Pollution (noise, air, water)

- Destruction of natural environment.
- People become weaker because of too many home appliances.
- People get more depressed because they don't know how to spend their leisure time usefully.

Motorcycle (Answer keys)

Advantages : - Very useful for Bangkok heavy traffic.

- Cheaper than a car.
- Easy to park as it doesn't need much space.
- Economical.

Disadvantages: - Dangerous, easy to get an accident.

- A motorcyclist has to put up with the hard sun and the rain as there's no covering for him.
- Inconvenient when the roads are flooded.
- Without air and noise pollution devices motorcycles cause a lot of disturbance.

Telephone (Answer keys)

Advantages :- It gives fast and easy communication.

- We can save time and money.
- Telephone is very useful for:
 - (i) teenagers to have a chat with their friends.
 - (ii) lonely old people when they don't have much work to do and want to contact their old friends.
 - (iii) maids during their mistresses' absence.
 - (iv) businessmen.

Disadvantages : - The service is still bad.

- We lose personal meeting.
- People may spend too much money on distance calls.
- Telephone users may get nerves when :
 - (i) they receive too many bills at a time.
 - (ii) there's a call from an eccentric.
 - (iii) they're talking with their friends over the phone and there's another unfamiliar voice putting in.

Automobile (Answer keys)

Advantages :- It gives quick and easy transportation.

- It makes you comfortable when travelling from place to place.
- You can take your family or ones you love everywhere.

Disadvantages: - Air pollution, noise pollution.

- Traffic jams.
- Accidents.

Airplane (Answer keys)

Advantages : - It's very quick and easy for distant communication.

- You can go around the world by travelling by airplane.

Disadvantages: - It could be dangerous. There may be accidents or hijackings.

- It causes noise and air pollution.

Television (Answer keys)

Advantages : - It gives knowledge. Television newsreels are very useful and we

can see the latest current events through quick news broadcasting of television.

- Cheap entertainment. We can save some money as we don't need to go outside for entertainment.

Disadvantages: - It stops people from going out and meeting their friends.

- Sometimes viewers enjoy watching television programmes so much that they don't want to do any other thing, even to use their own thoughts or to talk to their family members.

- Children lose the habit of reading. They spend little time on books.

- Some programmes are not good at all.

(Boonraksa Duangratana. 1984 : 58 – 60)

STEP 3 : Write new stories of their own.

PERIOD : 5 – 6

Terminal Aim : Able to express their own ideas by writing stories of their own groups with the same genre (observation).

Enabling Aims: Able to

(1) use these connectives correctly: although, but in spite of, despite, as, nevertheless, until, unless.

(2) plot the new story and write by themselves.

(3) use required punctuation correctly.

Text Content : CONCESSION, TIME.

Activating Content:

A. Rewrite the following sentences using the word as directed.

Example : He was tired, but he finished the work he had to do. (although)

= Although he was tired, he finished the work he had to do.

1. He hasn't passed his examination. He looks quite happy. (Despite the fact that)

= (Despite the fact that he hasn't passed his examination, he looks quite happy.)

2. He had grown rather fat. I still recognized him after ten years. (However)

= (However fat he had grown, I still recognized him after ten years.)

3. We arrived without warning. Our friends welcomed us as warmly as ever. (Though)

= (Though we arrived without warning, our friends welcomed us as warmly as ever.)

4. He is the youngest member of the team. He was elected captain. (nevertheless)
 = (He is the youngest member of the team; nevertheless, he was elected captain.)
5. The engineers bored a hole five kilometres deep. They didn't strike oil. (yet)
 = (The engineers bored a hole five kilometres deep; yet, they didn't strike oil.)
6. We had some money to spend. There were no shops open.(Put though at the end)
 = (We had some money to spend, there were no shops open, though.)
7. The baby drank some ink. He didn't become ill. (Even though)
 = Even though the baby drank some ink, he didn't become ill.)
8. The car hit a lamp-post. It was only slightly damaged. (but)
 = (The car hit a lamp-post but it was only slightly damaged.)
9. He is poor. He is honest. (in spite of)
 = (He is honest in spite of his poverty.)
10. He explained as much as he could. She didn't seem to understand him. (as)
 = (Much as he explained, she didn't seem to understand him.)

B. Rewrite the following as the example.

Example : He didn't leave until three o'clock.

= (He left at three o'clock but not before.)

= (Not until three o'clock, did he leave.)

= (Not before three o'clock did he leave.)

1. These brave men will fight until they die.

= (Not until these brave men die, will they stop fighting.)

= (Not before these brave men die, will they stop fighting.)
2. He will stay here until you come.

= (Not until you come, will he leave here)
3. You must wait until the light changes to green.

= (Not until the light changes to green, may you go.)
4. Let's stay at home until the rain stops.

= (Not until the rain stops, shall we leave.)
5. They will not climb the hill until the moon rises.

= (Not until the moon rises, will they climb the hill.)
6. I shall wait until the price falls.

= (Not until the price falls, shall I buy.)
7. I won't return home until I have seen the whole city.

= (Not until I have seen the whole city, will I return home.)
8. They won't send the goods until you have paid for them.

= (Not until you have paid for the goods, will they send them.)
9. Don't buy these things until they become cheaper.

= (Not until these things become cheaper, should you buy them.)
10. Don't come until I have finished my work.

= (Not until I have finished my work should you come.)

C. Rewrite the following as the example.

Example : She didn't understand until I explained it to her.

= She only understood when I explained it to her.

= As soon as I explained it to her, she understood.

Inversed form:

Not until/Only when I explained it to her, did she understand.

No sooner did he explain it to her than she understood.

Hardly had he explained it to her when she understood.

1. They will come when they are called, but not before.

= (Only when they are called, will they come.)

2. I managed to do it when you had explained how.

= (Only when you had explained how, did I manage to do it.)

3. They took a liking to the beer as soon as they tasted it.

= (No sooner did they taste the beer than they took a liking to it.)

4. I shall go to bed as soon as I have finished my work.

= (No sooner have I finished my work than I shall go to bed.)

5. The maid opened the door when she knew who knocked.

= (Only when the maid knew who knocked, did she open the door.)

6. John woke up when he heard the alarm clock.

= (Only when John heard the alarm clock, did he wake up.)

7. We will only learn when the other guests have gone.

= (Only when the other guests have gone, shall we learn.)

8. He arrived on Wednesday morning.

= (Not until Wednesday morning, did he arrive.)

9. John go back from the office very late last night.

= (Not until very late last night, did John get back from the office.)

10. The bus only leaves when all the places are taken.

= (Only when all the places are taken, does the bus leave.)

UNLESS:

D. Choose the expressions under column B that should match with the ones under A.

A	B
1. We won't learn much unless _____	a. the water is very hot.
2. We won't enter our class unless _____	b. you believe me.
3. You won't feel better unless _____	c. the weather is good.
4. You will get into trouble unless _____	d. we work harder.
5. Don't give him anything unless _____	e. they are watered.
6. Flowers won't grow well unless _____	f. there's an alarming clock.
7. I don't like tea unless _____	g. it rains.
8. I'll go out unless _____	h. you take this medicine.
9. He won't come unless _____	i. he asks for it.
10. I cannot wake unless _____	j. we hear the bell/buzzer.

Answers:

(1) d (2) j (3) h (4) b (5) i (6) e (7) a (8) g (9) c (10) f

E. Insert the suitable connective:- until, though, because, since, or unless in the blank.

1. Cars will continue to pollute the air _____ a pollution-free exhaust system can be found.
2. We need to manufacture cars _____ they cause air pollution.
3. The car industry must be protected _____ people need their jobs.
4. Other industries will suffer _____ auto plants shut down.
5. Other industries will suffer _____ auto plants open.
6. Auto plants may shut down _____ a pollution-free exhaust system can be found.
7. Clean air is more important than industry _____ pollution is bad for health.
8. Having more industry is more important than clean air _____ people need to be employed.
9. Our scenery will be ruined _____ we limit air pollution.
10. Pollution laws won't work _____ people obey them.
11. Unemployment will get worse _____ the plants will have to shut down.
12. protecting our scenery isn't as important as more industry _____ people need food.
13. The government should pass laws _____ pollution should be controlled.
14. The government shouldn't pass laws _____ the plants will have to shut down and the people need their jobs.
15. Most auto plants will shut down _____ many people make a living there.
16. A pollution-free exhaust will not be found _____ many experts spend years on the project.
17. A pollution-free exhaust will not be found _____ they cannot meet the new standards.

Answers:

- (1) until (2) though (3) because (4) since (5) until
 (6) unless (7) since (8) because (9) unless (10) unless
 (11) since (12) because (13) because (14) since (15) although
 (16) although (17) because

(Benjamas Thanadbhochanamat. n.d. : 45 – 48)

Activity : Divide the class into 6 groups. Each group should write 8 sentences about

progress, each beginning with a letter in the word PROGRESS.

People's lives are easier.

Rivers can become dirtier.

Our lives can become more efficient.

Good things come from progress.

Reduction of jobs can result.

Employment can go up.

Silence is no longer 'golden'.

Serious problems can result from progress.

Give students this writing task as an example: Serious problems can result from progress.

With increasing development and use of computer technology, there is a new disease to worry about. Computer "viruses," programmes designed to sabotage computers, are infecting computers in corporations, homes, and universities. These viruses spread exponentially, much like biological contagion, and then disrupt the affected systems. The virus secretly attaches itself to other programmes and can then delete or alter files. The damage is generally activated by using the computer's clock. Then any programme that is executed may be exposed to the virus, including

programmes spread through telephone connections. Because of the increasing incidents of virus infiltration, businesses and agencies are becoming wary of sharing software. Security policies need to be increased as immunity programmes are being developed.

Ask students these questions and give them some time to choose the best answer.

1. Which of the following is the best title of this passage?

- | | |
|-------------------|---------------------|
| a. Stop the Clock | b. Be Aware |
| c. Deleting Files | d. Sharing Software |

2. The people most interested in reading this passage probably would be _____.

- | | |
|-----------------------|----------------------|
| a. health researchers | b. medical personnel |
| c. government workers | d. computer users |

3. It is inferred that a company can best protect itself from the virus by _____.

- | | |
|--------------------------------|--------------------------------------|
| a. not using shared software | b. keeping clean |
| c. setting the clock correctly | d. spreading programmes by telephone |

4. A virus in this article is _____.

- | | |
|--------------|----------------|
| a. an insect | b. a programme |
| c. a disc | d. a microbe |

5. If the virus infects a computer, the result would probably be _____.

- | | |
|---------------------|----------------------|
| a. sick personnel | b. dead telephones |
| c. last information | d. a broken computer |

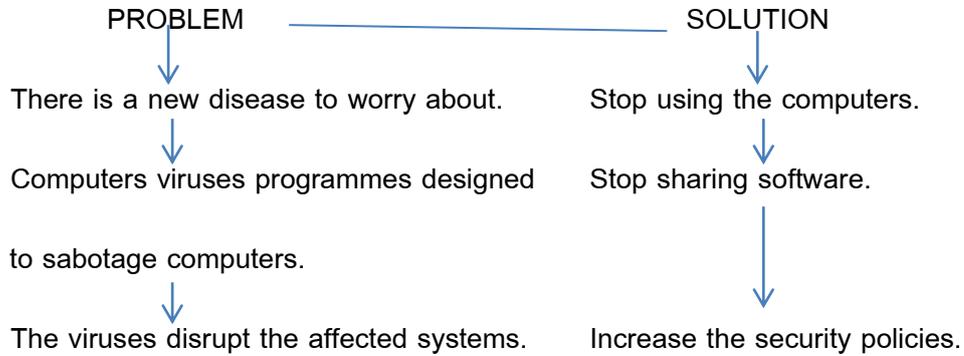
Answers:

- (1) b (2) d (3) a (4) b (5) c

After each group has finished studying the example by reading task and doing exercise above, ask the students to make understanding about the Top – Level Structure.

Example:

Top – Level Structure



Writing Assignment Grading Criteria

Dimension	Performance Level				
	5	4	3	2	1
Organization - Exhibits a logical and coherent sequence - Has a beginning, middle, and end - Makes smooth transitions					
Structure - Subject-verb agreement - Correct word order - Correct spellings					
Vocabulary - Includes a variety of vocabulary - Uses relevant and accurate words					
Purpose/Task - Accomplishes the task - Includes details - Connects ideas to task/purpose					

STEP 4 : Students analyze and discuss about what they have written from step 3 by presenting their own tasks in front of the class.

PERIOD : 7 – 8

Terminal Aim : Able to present and explain what they have just written and analyze the message of their writing tasks and check the language correctness to develop their own writing ability.

Enabling Aims: Able to

- (1) discuss about the story they have written.
- (2) tell or conclude the main point with the group.
- (3) correct and develop the language used of their own writing with the group and the teacher.
- (4) convey their groups' ideas to class.
- (5) each group help one another check the correctness of their writing tasks and try to make the question sentences based on the writing passage.

Activating Content:

1. The teacher asks the students in order to revise what they have written and discuss:
 - Why did you choose to write this story?
 - Do you like it?
 - Do you think it is in the same genre (observation)?
 - How do you make your understanding of the story?
 - Let me see the Top – Level Structure of your story?
 - Et cetera.

2. The teacher and students analyze the new story whether it is what they want it to be or not.
3. The teacher explains genres which are different kinds of writing style to the students if some of them don't understand.
4. Students help one another to correct their own new stories.
5. The teacher adds some useful points in reading and writing tasks or explains what the students may ask.

The students may write something like the following one. Give the students passage to read and ask if they recognize what kind of genre it is. (Discussion)

Like so many other large cities which have expanded too quickly for their own good, we are slowly choking in a sea of pollution largely engendered by traffic fumes and host of other irritants. Although we have taken positive measures such as making petrol lead-free, the prognosis is not good. The number of motor vehicles on Asian city streets is expected to double by 2030, outstripping our modest efforts at clean air initiatives, which already lag behind those of more environmentally-militant industrial nations which have branded the motor vehicle as public enemy number one.

The respite brought by the economic crisis and the doubling of the cost of petrol appears to have run its course and a no time had a truly significant impact. With Asia's growing economic prosperity, the number of motorcycles, cars, trucks and buses has risen dramatically - by as much as 600 % in some cities – over the past two decades. The more than 100 government officials, environmental scientists and industry representatives from 13 countries who attended the three-day conference on clean-air measures correctly put much of the blame on smoke-belching two-stroke motorcycles. As organisers pointed out, almost half of the vehicles registered in many Asian cities including Bangkok are two-stroke motorcycles – and these are some of the biggest polluters on the road.

Questions for discussion:

1. According to paragraph one, which of the following is considered the most harmful to the public?
 - a. Leaded Petrol
 - b. Traffic congestion
 - c. Motor vehicles
 - d. Industry

2. It is said that the number of motor vehicles on the city streets in Asia _____.
 - a. stays unchanged
 - b. is expected to drop
 - c. has considerably increased
 - d. not stated

3. According to paragraph two, how many nations are participating in the conference?
 - a. 600
 - b. about 100
 - c. over 20
 - d. 13

4. _____ are blamed for causing most pollution.
 - a. Two-stroke motorbikes
 - b. Cars
 - c. Trucks
 - d. Buses

5. What is the topic mainly discussed at the conference?
 - a. Economic crisis
 - b. Cost of petrol
 - c. Clean-air measures
 - d. Environmental science

Answers :

- (1) c (2) c (3) d (4) a (5) c

STEP 5 : Evaluations:

- do the exercises.
- write an essay; design the Top – Level Structure and write the essay or composition.

PERIOD : 9 – 10

Terminal Aim : Able to do various exercises related to the same genre in order to practice language skills, especially reading and writing ones.

Enabling Aims: Able to

- (1) write the new story in the same genre individually.
- (2) analyze and correct what they have written.
- (3) read the new story with different genres.
- (4) write their own story the same genre as No (3).
- (5) analyze and correct the new story from No (4)
- (6) report their writing tasks.
- (7) give the main point and the details of the new story.
- (8) summarize that they have read.
- (9) analyze the sentence structures.
- (10) recognize and group the word formation.

Activating Content:

1. Students write the observation genre in the topic “Describe something” individually.

Example :

Space food is specially prepared before it is taken on a space flight. It must be lightweight, easy to carry and store. Astronauts can eat directly from a sealed container. Different kinds of food are covered with gelatin to prevent crumbling. Water can be mixed with rehydratable foods in plastic bags. Some kinds of food are made into bite-sized cubes. Then all meals are properly packed and put in special order.

Questions for discussion : Choose the best answer.

1. We can infer from the passage that _____.
 - a. preparation is necessary before going on a space flight.
 - b. foods for space flights are unlike those on earth.
 - c. astronauts have to take their food before the flight.
 - d. astronauts have to taste their food prior to their mission.

2. Gelatin is a very useful substance because _____.
 - a. it prevents the food from breaking up while eating.
 - b. it makes the food dry and easy to eat.
 - c. it is edible and not easily broken up.
 - d. it is handy for packaging.

3. Rehydratable foods _____.
 - a. can be directly eaten when heated.
 - b. are mixed with solid substances before eating.
 - c. can be kept longer by adding syrup.
 - d. are preserved by extracting moisture.

4. The phrase 'bite-sized cubes' means these foods can be _____.
- stored in a special compartment.
 - put in a small quantity of food.
 - put in the mouth easily.
 - dissolved in water.
5. Which of the following is NOT the characteristic of space food?
- It does not weigh much.
 - It is easy to store.
 - It blends well with other food.
 - It is easy to carry.

Answers :

(1) b (2) c (3) d (4) c (5) c

- The teacher and students analyze their writing tasks whether they are correct or not.
- Students read the new stories with different genres and do the exercises that follow.
- Students analyze and summarize what they have read from No 3.
- Students can give the main idea of the new story and give some details by doing the exercises that follow.
- Students do some additional exercises.

Activities : When describing something or someone, there are a lot of adjectives in the sentences. The following exercises are examples of using some adjectives when describing someone.

A. Directions : Match the personality type with its adjective.

- | | |
|---|------------------|
| _____ 1. I am always lacking in regard for the feelings of others. | a. inflexible |
| _____ 2. I find fault with the best picture of the year. | b. impatient |
| _____ 3. I sometimes talk with a mouth full of food. | c. scrupulous |
| _____ 4. I don't adapt to new situations easily. | d. romantic |
| _____ 5. I get irritated when other people are late. | e. inconsiderate |
| _____ 6. I never forget the day I met my sweetheart. | f. unambitious |
| _____ 7. It doesn't matter to me if I'm not the best student in my class. | g. insincere |
| _____ 8. I may say one thing but I may mean the opposite. | h. sensible |
| _____ 9. I am careful in attending small detail and taking care to do
nothing wrong. | i. optimistic |
| _____ 10. I love to meet new people. | j. pessimistic |
| | k. extroverted |
| | l. impolite |

Answers :

(1) e (2) j (3) l (4) a (5) b (6) d (7) f (8) g (9) c (10) k

B. Use the correct form of the words in the brackets.

I have a lot to tell you about one of my close friends, Sangdao. Even though she is the kind of girl who is the most (1. quietly) I've ever known, her (2. gentle) and (3. friendly) seem to attract all the people around her. Even if you are a type of person who looks rather (4. stubbornness) and can't adapt yourself to changing situations, you will feel at (5. easy) when you are with her. She is very (6. honesty) and always has great (7. patient) with friends. She is generally accepted as a good leader and (8. care) thinker before making (9. decide) in order to avoid (10. possibility) problems and (11. dangerous). She always helps the (12. poverty) so she is regarded kind-hearted. Not only does her (13. generous) impress people, her sense of (14. humorist) attracts them as well.

Answers:

1. quiet 2. gentleness 3. friendliness 4. stubborn 5. ease 6. honest
7. patience 8. careful 9. decisions 10. possible 11. dangers 12. poor
13. generosity 14. humour (humor)

C. Directions : Read the news and fill each blank with the given words to summarize it.

(In this exercise supports the objective that students can summarize what they have read.)

Cough puts innocent man in jail

Cardiff, Reuters

An innocent man was locked up by mistake when a juror in a Welsh court coughed as the verdict was being read out.

As the foreman of the jury at Cardiff Crown Court delivered a 'not guilty' verdict on Alan Rashid, charged with making a threat to kill, another juror cleared his throat and the noise drowned out the word 'not'.

The judge thought the jury had found Mr. Rashid guilty and sentenced him to two years in prison, according to news reports yesterday.

Mr. Rashid, who had denied the charge, was taken to the cells and would have been none the wiser if a juror had not asked why he was being jailed after having been found not guilty.

Officials realized a mistake had been made and a confused Mr. Rashid was led back into court and told he was free to go.

Nicholas Williamson, the court manager, said; "It was a very bizarre situation and I have never heard of it happening before. Mr.Rashid was a very relieved man when the judge explained what had happened."

a. by mistake	b. not guilty	c. innocent	d. a threat to kill	e. by the name
---------------	---------------	-------------	---------------------	----------------

A man 1) _____ of Alan Rashid was taken to court as he was accused of having made 2) _____. While the foreman of the jury delivered a 3) _____ verdict on him, a juror's cough drowned out the word not. The judge condemned him to two – year imprisonment 4) _____. It was finally found that Rashid was 5) _____ so he was set free.

Answers :

(1) e (2) d (3) b (4) a (5) c

7. Write an essay; design the Top – Level Structure and write the essay or composition.

Module II:

Travelling experiences

Genre : Recount; The best way is not good enough.

Concept : Students:

- share travelling experiences with friends.
- read and conclude the concept of knowledge.
- express their own opinions and convey what they experienced about travelling.
- write the concept and present their knowledge gained or their own ideas by using English correctly.

Terminal Aim : Students can be able to:

- understand the main points of the story and able to tell the details of the story.
- express their own opinion about the story and refer to their own story in daily life in order to know how to use the concept.
- express their own ideas by writing stories of their own groups with the same genre (recount).
- present/explain what they have just written and analyze message of their writing tasks and check the language correctness to develop their own writing ability.
- write the story from the topics given by planning from Top-Level Structure to writing the complete essay/story.

- Structures** : - Introduction ;
- The case came by chance.
 - Travelling from Paris to Rome
- Sequences ;
- Decided to travel by train instead of plane.
 - The train went slower and slower.
 - The train stopped too frequent.
 - It was raining.
 - The train was very late.
 - The train stopped again quite a long time and then forever.
 - The writer searched for the cause of the problem.
 - He asked a man but there was no good answer.
 - Finally, the writer got the answer that there was an accident ahead.
- Conclusion : The writer had to stay on the train for the whole night.

STEP 1 : Students read, discuss and talk about the story together with friends and the teacher.

PERIOD : 11 – 12

Terminal Aim : Able to understand the main points of the story and able to tell the details of the story.

Enabling Aims: Able to

(1) recognize the unknown words and expressions and make inferences about their meaning based on contextual clues..

(2) understand questions asked and know how to respond to them .

Text Content : A Trip to Rome.

Activating Content: Give this vocabulary test for the reading passage.

Test on vocabulary:

Directions : Fill in each blank by choosing the correct word(s) from the list given.

consultation	fatigue	reluctant	conscious
presently	for good	lean	hold up
moderately	companion		

1. Global Utilities Service Co. is a company in Thailand who operate environmental utility services. Their main focus is on water treatment and waste water and provides _____ on every aspect of treatment options.

2. Luxury writing instrument brand Montblanc, beautifully crafted as the perfect _____ for the travelling businessman or women.

3. Bayern Munich coach Pep Guardiola insists his side cannot allow _____ to be a factor ahead of Saturday's German league game at Stuttgart in this season's title race.
4. A _____-priced Vietnamese restaurant that has yet to gain popularity among the competitive surrounding restaurants.
5. The Thap Hatsadin Stadium is located in Pathumwan district of Bangkok. It is a multi-purpose stadium that can _____ to 6,400 spectators.
6. To lead the Boutique team to provides excellent service to customers within an image _____ environment where teamwork, trust, respect and care for each other are key factors as well as the professional development of all employees.
7. Some political parties are trying to change the rules and regulations just so they can stay winners _____!
8. After John had been asked to the full-moon party, he _____ accepted the invitation from his old friends.
9. The passengers are required not to _____ against doors when they are on the sky-train.
10. _____ our company has been operating for 15 successful years and continuous expanding our business every step of a time

Answers :

- | | | | |
|------------------|----------------|--------------|-----------------|
| (1) consultation | (2) companion | (3) fatigue | (4) moderately |
| (5) hold up | (6) conscious | (7) for good | (8) reluctantly |
| (9) lean | (10) Presently | | |

- Read the story: students mark any unfamiliar words.
- Explain unfamiliar words.
- Give the class ten minutes to do silent reading.
- Test of comprehension questions.

This case came before me quite by chance in the spring of last year. I was travelling out to Rome for a consultation. I might have saved time and fatigue if I had gone by air, but it was early in the year and I had decided against it on account of the high winds and rain. Instead, I booked a sleeper in the first class wagon-lit, and left Paris on the mid-day train.

The journey was a normal one as far as Dijon, and a little way beyond. But as the darkness fell and the line began to climb up into the Jura mountains the train went slower and slower, with frequent stops for no apparent reason. It was that difficult hour in a railway train, between tea and dinner, when one is tired of reading, reluctant to turn on the lights and face a long, dull evening, and conscious of no appetite at all to face another meal. It was raining a little; in the dusk the countryside seemed grey and depressing. The fact that the train was obviously becoming very late did not relieve the situation.

Presently we stopped again and this time for a quarter of an hour. Then we began to move, but in the reverse direction. We ran backwards down the line at a slow speed, for perhaps a couple of miles, and drew into a little station in the woods that we had passed through some time previously. Here we stopped again, this time for good.

I was annoyed, and went out into the corridor to see if I could find out what was happening. There was a man there, a very tall, lean man, perhaps thirty-five or thirty-six years old. He was leaning out of the window. From his appearance, I guessed he was an Englishman, so I touched him on the shoulder and said: 'Do you know what's holding us up?'

Without turning he said. 'Half a minute.'

There was a good deal of shouting in French going on outside between the engine driver, the guard, the head waiter of the restaurant car, and the various station officials. I speak French moderately, but I could make nothing of the broad, shouted vowels at the far end of the platform. My companion understood, however, for he drew back into the corridor and said;

“They’re saying up there that there’s a goods train off the lines between here and Frasné. We may have to stay here till the morning.”

Give these comprehension questions.

Directions : A. Read the passage and choose the best alternative for each question.

1. The train was travelling _____.

- | | |
|------------------------|-------------------------|
| a. from Paris to Dijon | b. from Paris to Frasné |
| c. from Rome to Paris. | d. from Paris to Rome |

2. The writer decided not to fly because _____.

- | | |
|-----------------------------|-------------------------------------|
| a. it was spring | b. there were high winds and rain |
| c. it was early in the year | d. he preferred travelling by train |

3. The rain finally stopped _____.

- | | |
|--|--------------------------|
| a. before Dijon | b. after Dijon |
| c. a couple of miles from a little station | d. in the Jura mountains |

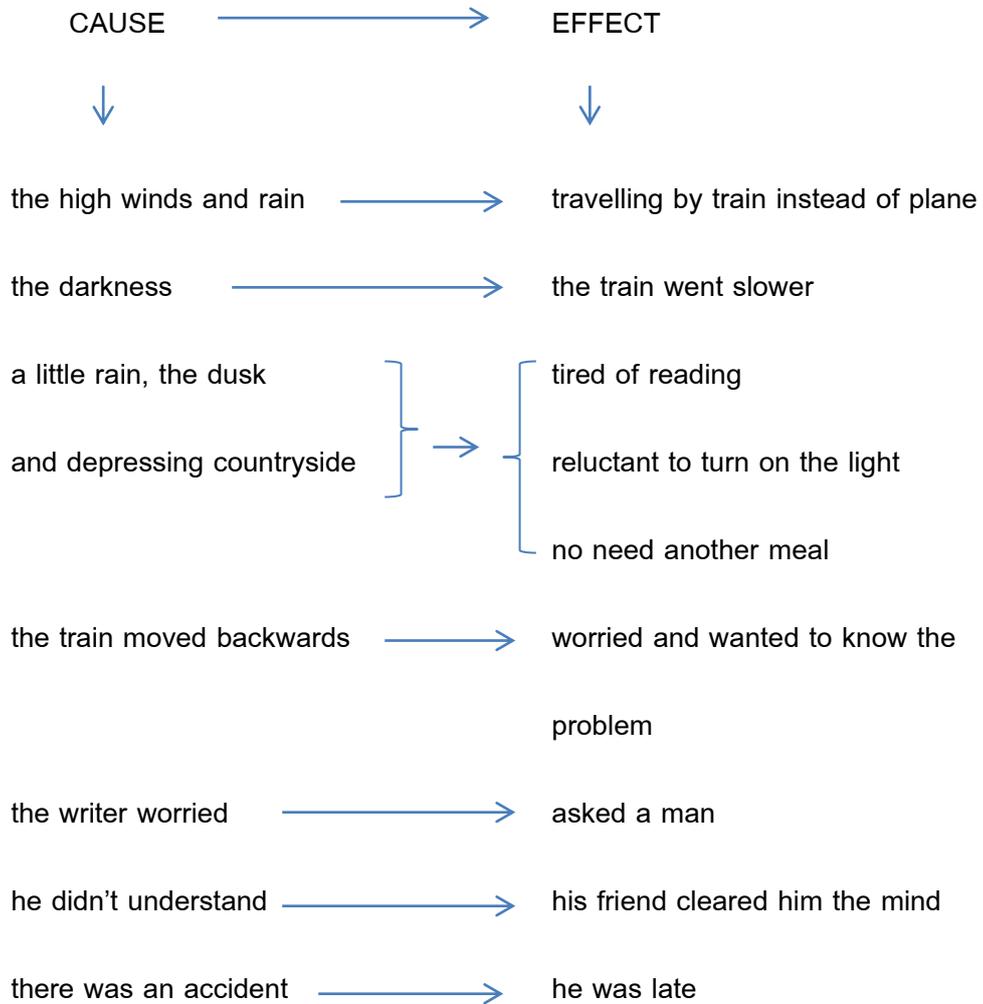
4. When the man said ‘Half a minute’ _____.

- | |
|--|
| a. he was asking the writer to wait |
| b. he was telling the writer the time |
| c. he was explaining how long the delay would be |
| d. he wanted the writer to help him |

5. The writer discovered the cause of the delay from _____.
- a. the engine driver
 - b. his companion
 - c. the guard
 - d. the railway officials
6. The delay to the writer's train was caused by _____.
- a. a problem with the writer's train
 - b. a problem with a train ahead
 - c. an accident to a train ahead
 - d. an accident between the writer's train and a goods train
7. The writer booked a sleeper because _____.
- a. he want some privacy
 - b. he didn't want to take a flight
 - c. he realized the journey would take a long time
 - d. he wanted to do some reading
8. The train stopped for good. The underlined words means _____.
- a. for the passenger's benefit
 - b. forever
 - c. for security's sake
 - d. for unloading goods
9. The word 'fatigue' means _____.
- a. expenses
 - b. energy
 - c. hazard
 - d. tiredness
10. Which is not true about the writer?
- a. He has a good command of French.
 - b. He made a business trip abroad.
 - c. He felt bored with the train journey.
 - d. His nationality is English.

Answers :

(1) d (2) b (3) d (4) a (5) b (6) c (7) c (8) b (9) d (10) a

B. Give students time for making Top-level structure.

STEP 2 : The teacher refers what the students have just read in the story of themselves and discuss together.

PERIOD : 13 – 14

Terminal Aim : Able to express their own opinion about the story and refer to their own story in daily life in order to know how to use the concept.

Enabling Aims: Able to

- (1) understand and apply general knowledge of things in everyday life.
- (2) express opinions, ideas with correct use of language.
- (3) know the use of “if – clause” and other forms of ‘if’.

Activating Content:

- Students and the teacher revise the mapping.
- The teacher asks the students some questions to check their understanding.
- The teacher stimulates students to tell their own stories.

Give them this example:

(In this exercise, the teacher gets the students to help fill in the blanks with only one word in each blank.)

Ten years ago, my brother and I made up _____1_____ minds to spend our summer holidays on the continent of Europe. We came up to London first. We will tell you a lot about our impressive experiences in London. One morning while _____2_____ slowly along on the grass in Regents Park through the London zoo, we met an old English couple. They told us to beware _____3_____ pickpockets. The thief might _____4_____ off with much money. After a long day at the zoo, we got a taxi to the hotel. The _____5_____ was nine pounds and six pence. We gave the driver a hundred-pound note and asked for _____6_____. Of course he couldn't. So the driver drove the cab to a store nearby and

could cash our one-hundred note and then pay him. We said we were terribly sorry but that was all we had. We were most interested in the shops, especially in Oxford Street and Kensington. We spent every day seeing as much as ____7____. I wished I had had a lot of cash. I would have bought all sorts of things. ____8____ my brother stopped me, I would have spent too much. In the future ____9____ I have that much money again, I will take a trip to London one more time but my brother says he'd ____10____ go to New York.

Answers :

- (1) our (2) walking (3) of (4) make (5) fare
 (6) change (7) possible (8) Hadn't (9) if (10) rather

Give them this information :

(The teacher explains in some points, especially the mixed type and other forms of 'if').

I. Three common types of "if"

Type one : Future possible conditionals

If clause + present simple / main clause + future simple

Examples : If it rains tomorrow, we'll cancel our meeting.

If it doesn't rain tonight, I'll join your party.

Type two : Present unreal conditionals

If clause past simple / main clause future in the past

Examples : If I were beautiful, I would join the Beauty Contest.

If Charles prepared this lesson well, he would get more marks.

Type three : Past unreal conditionals

If clause past perfect / main clause future perfect in the past

Examples : If I had gone to see her yesterday, I would have known that she was sick.

If you had joined the party last night, you would have seen my friend.

II. If = when (showing facts)

A. General statements if + present simple, main clause + present simple

Examples : If you mix yellow and blue, you get green.

If you add 5 to 5 , you get 10.

B. Imperative conditionals if + present simple, imperative form

Examples : If you forget some cash, use your ATM.

If you have a stomach-ache, take this pill.

III. Special forms of conditionals

A. If + will = polite suggestion or request

Examples : If you will forgive my saying so, you are getting fat.

If you will excuse my asking, how old are you?

B. If + should = remote possibility.

Examples : If anyone should call, let me know.

If he should hear of your marriage, he would be surprised.

C. If +

would like
would love
would care

 = wish, want

Examples : If you would like to come, let me know.

If you would care to see him, I'll take you to his lodging.

D. If + were to + infinitive (= past simple), present unreal

Examples : If I $\left[\begin{array}{l} \text{were to come} \\ \text{came} \end{array} \right]$, I would let you know.

If the battle $\left[\begin{array}{l} \text{were to end now} \\ \text{ended} \end{array} \right]$, I would be very happy.

E. If + would (used in business letters)

Example : If you would pay by cheque, I would be very grateful.

F. If $\left[\begin{array}{l} \text{will} \\ \text{be willing to} \end{array} \right]$ = willingness

Example : If you $\left[\begin{array}{l} \text{will} \\ \text{are willing to} \end{array} \right]$ wait for me for a few minutes, I'll tell you everything.

G. Mixed types of if

If + present unreal / main clause + future possible

Examples : If she decided to marry him, she will be more comfortable.

If he promised to go there, he will certainly do.

If + past unreal / main clause + present unreal + now (like this, today, at present,

nowadays, at the moment, at this time)

Examples : If he hadn't driven so fast, he wouldn't be in hospital like this.

If she had been operated on in time, she might still be alive now.

If it hadn't rained last night, the party would be held in the yard at this time.

IV. Conditional without “if” or “If understood” (Inversed form)

Type one : Should

Examples : Should you come, I'll be glad.

Should it rain, we'll stay in.

Type two : Were

Examples : Were I to come, I would let you know.

Were the battle to end now, I would be very happy.

Type three : Had

Examples : Had you read the book, you would have known the answer.

Had you known that, I wouldn't have asked you.

V. Other ways of expressing a condition and words used instead of “if”

A.	Suppose	}	you can't solve the problem?
	Sup posing		
	What if		
	Say		

= What will happen if / What will you do if ...

Example : Supposing it were true; how we should laugh!

B. Providing (that) my expenses are paid, I'll go.

On condition (that) you help yourself first, I'll help you.

Provided (that) you return it soon, I'll lend you some money.

As / So long as he is here, I'll not go there.

C. Unless = if ... not

Examples : Unless bad weather stops me, I go for a walk every day.

Unless you work harder, you'll fail.

D. But that / Only that / In case + fact

= If it were not for the fact that _____.

If it hadn't been for the fact that _____.

Examples : But that he is sick, he would be here today.

= If he weren't sick, he would be here today.

If it weren't for the fact that he is sick, he would be here today.

: Only that he was shy, he would certainly have made his mark as a speaker.

= If he hadn't been shy, he would certainly have made his mark as a speaker.

= If it hadn't been for the fact that he was shy, he would certainly have made his mark as a speaker.

: In case he does not behave well, he will be punished.

E. But for / + noun

= If it weren't for + noun

If it hadn't been for + noun

Examples : But for their bravery, they would be dead.

But for you, we could finish it.

But for the storm, we would have gone on an excursion.

F. If only (unfulfilled conditionals)

Examples : If only I were beautiful! If only you decided to help me!

G. Only if/ Only ... if (used to state that something must happen before something else can or will be allowed to happen)

Examples : I'll only come if you promise me that you won't invite Mary.

A: Will you come?

B: Only if you promise not to invite Mary.

H. Even if (pattern = if / meaning = although)

Examples : Even if you had helped her, she wouldn't have said thank you.

I'll do it even if it takes me all the afternoon.

Even if she had seen it, she wouldn't have believed it.

I. or/or else/otherwise = if ... not (Warning)

Imperative Sentence with 'must'/'should'	or or else	will
past tense	otherwise = if ... not	would have + v.3
Work harder; You must/should work harder;	or, or else, otherwise, = if you don't work harder	you'll be punished. you'll fail.
She took my advice;	or, or else, otherwise, = if she hadn't taken my advice	she would have gone bankrupt.

J. Imperative mood

Imperative, and subject + will

Examples : Work diligently, and you will pass.

Say nothing, and he will never know.

Exercise for practicing:

Directions : Re-write the following sentences as directed.

1. He could know how to do it because he followed the instruction. (otherwise)
(He followed the instruction; otherwise, he couldn't have known how to do it.)
2. He couldn't reach the top of the waterfall owing to the slippery rocks. (But for)
(But for the slippery rocks, he could have reached the top of the waterfall.)
3. Some of the passengers were seriously injured and hospitalized on account of the road accident. (Only that)
(Only that there was a road accident, some of the passengers wouldn't have been seriously injured and hospitalized.)
4. Without the help of her colleagues, she could establish a foundation. (Even if)
(Even if her colleagues hadn't helped her, she could have established a foundation.)
5. She worked three days on end so she could finish all what she was assigned. (Had)
(Had she not worked three days on end, she couldn't have finished what she had been assigned.)
6. My fiance' may call on me. Tell him I'll be on leave for three days or so. (Should)
(Should my fiance' call on me, tell him I'll be on leave for three days or so.)
7. I always fancy myself being beautiful enough to win his heart. (If only ...!)
(If only I were beautiful to win his heart!)

8. It rained heavily all night causing the street to be flooded and muddy like this. (If)
(If it hadn't rained heavily all night, the street wouldn't be flooded and muddy like this.)
9. Somchai has been staying up late at night for more than ten years. He suffers from insomnia now. (If)
(If Somchai hadn't been staying up late at night for more than ten years, he wouldn't suffer from insomnia now.)
10. You must promise not to tell anyone else. I'll let you into the secret. (Only if)
(Only if you promise not to tell anyone else, I'll let you into the secret.)
11. You will never be successful without the key. (unless)
(Unless you have the key you will never be successful.)
12. Frozen meat thaws every time it is left outside the freezer. (If)
(If frozen meat is left outside the freezer, it thaws every time.)
13. You must return all the books you've borrowed then you'll be allowed to borrow the new one. (On condition that)
(On condition that you return all the books you've borrowed, you'll be allowed to borrow the new one.)
14. As long as the government doesn't establish any criteria to reduce the number of automobile purchase, the streets are still so jammed. (Were)
(Were the government to establish any criteria to reduce the number of automobile purchase, the streets wouldn't be so jammed.)
15. The conference ended in a fiasco because of your unfortunate remark. (But for)
(But for your unfortunate remark, the conference wouldn't have been ended in a fiasco.)
16. Start early tomorrow morning, and you'll be at your destination by evening. (If)
(If you start early tomorrow morning, you will be at your destination by evening.)

STEP 3 : Write new stories of their own.

PERIOD : 15 – 16

Terminal Aim : Able to express their own ideas by writing stories of their own groups
with the same genre (observation).

Enabling Aims: Able to

(1) plot the new story and write by themselves.

(2) students design whether it is group works or individual tasks.

Example : (Students do this exercise by completing the whole story with the given words,

then give them time to analyze the completed passage in order to get the idea of
writing the story of their own.)

I would like to tell you a story I enjoyed reading. It's about a man who fortunately
_____1_____ a bet made by two elderly gentlemen. One was quite sure that a man with a
million pound banknote would starve to _____2_____ if he _____3_____ how he got it,
while _____4_____ opposed this idea.

The first time he paid for his meal and asked for the change, he _____5_____ as
someone special. He _____6_____ if he had been in Thailand, I'm afraid. _____7_____ he
became _____8_____ that he could help an old friend of his sell his mind. _____9_____
he could make some profit and put it in the bank.

_____10_____, he was in love with an English woman who _____11_____ a step-
daughter of one of the two old men.

In short, his life was to some _____12_____ similar _____13_____ a Thai novel
reflecting that a misfortune or an obstacle can turn out to be a good opportunity, so let's
not be pessimistic.

- | | | |
|-----|-------------------------|---------------------------|
| 1. | a) involving in | b) got involved in |
| | c) involved with | d) involves with |
| 2. | a) die | b) dead |
| | c) death | d) dying |
| 3. | a) couldn't explain | b) hadn't explained |
| | c) hasn't explained | d) doesn't explain |
| 4. | a) other | b) the other |
| | c) another | d) others |
| 5. | a) treated politely | b) politely treated |
| | c) was politely treated | d) had treated politely |
| 6. | a) would curse | b) would be cursed |
| | c) had been cursed | d) would have been cursed |
| 7. | a) Despite | b) In case |
| | c) Instead | d) As |
| 8. | a) so celebrity | b) such celebrity |
| | c) so celebration | d) such a celebrity |
| 9. | a) Nevertheless | b) Thus |
| | c) Even though | d) So that |
| 10. | a) Accordingly | b) Consequently |
| | c) Apart from that | d) Provided that |
| 11. | a) was happened to | b) happening to |
| | c) happened to be | d) was happening to be |
| 12. | a) extend | b) extent |
| | c) extension | d) extensive |
| 13. | a) with | b) to |
| | c) of | d) by |

Answers :

- | | | | | | |
|--------|-------|-------|--------|--------|--------|
| (1) b | (2) c | (3) a | (4) b | (5) c | (6) d |
| (7) c | (8) d | (9) b | (10) c | (11) c | (12) b |
| (13) b | | | | | |

- Give an example of Top – Level Structure

Top – Level Structure

(Comparison – Contrast)

A man with 1 million pound banknote

elderly man 1 said that:



the man wouldn't starve to death.



the man would be politely treated.



the man would become a celebrity.



the man would be in love with a beautiful woman.



not to be pessimistic.

elderly man 2 said that:



the man would starve to death.



the man would have been cursed.



the man would disagree in every aspect.

STEP 4 : Students analyze and discuss about what they have written from step 3 by presenting their own tasks in front of the class.

PERIOD : 17 – 18

Terminal Aim : present/explain what they have just written and analyze message of their writing tasks and check the language correctness to develop their own writing ability.

Enabling Aims: Able to

- (1) collect vocabulary used in the peers' tasks..
- (2) speak or read correctly when collecting the vocabulary.
- (3) correct and develop the language used of their own writing with the group and the teacher.
- (4) convey their groups' ideas to class.
- (5) each group help one another check the correctness of their writing tasks and try to make questions based on the writing passage.

Text Content : Stories of other groups.

Discussion of the stories.

Activities for discussion:

1. Divide the class into 6 groups.
2. Guide the discussion by giving each group some information about the stories.
3. The groups should study the 6 stories, by helping one another, discuss them with their group members and analyze them on grammatical use if it is needed to correct or rewrite.

STEP 5 : Evaluations:

- do the exercises.

- write an essay; design the Top – Level Structure and write the essay or composition.

PERIOD : 19 – 20

Terminal Aim : Able to do various exercises related to the same genre in order to practice language skills, especially reading and writing ones.

Enabling Aims: Able to

(1) write the new story in the same genre individually.

(2) analyze and correct what they have written.

(3) do silent reading.

(4) discuss the story given.

Directions : Read the news item and fill in the table of information given. If you can't find the answer, write "not given".

Penguins hurt by oil spill

CAPE TOWN – At least 600 penguins were on Wednesday drenched in oil which probably leaked from a Panamanian cargo ship that sank off South Africa’s east coast last week, officials said.

Norbert Klages, a marine biologist at the Eastern Cape province Port Elizabeth Museum, said at least 600 and as many as 1,000 birds had been threatened by oil on Bird Island.

A total of about 89,000 penguins on two islands – Bird and St Croix – off the Eastern Cape make up about 60 per cent of the world’s dwindling African penguin (also called Jackass penguin) population.

-Agence France-Press.

Location : _____

Event : _____

Cause : _____

The number of penguins on Bird and St. Croix : _____

Attempts to solve the problem : _____

Answers :

Location : Cape Town / South Africa’s east coast.

Event : Penguins hurt by oil spill.

Cause : Oil leaking from a Panamanian cargo ship.

The number of penguins on Bird and St. Croix : 89,000

Attempts to solve the problem : Not given

(5) complete the story by doing the cloze exercise.

Directions : Fill in the blank with the words given in the list.

a) gloated	b) accommodate	c) question	d) stubborn	e) invest
f) piled	g) loaded	h) trust	i) changed	j) tower

There was a very interesting story in this morning paper about a man who had just inherited \$ 1,000,000. The newspaper account was quite detailed. I said he asked to have his one million inheritance ____1____ to one dollar bills and he then ____2____ his money into a small truck. When he reached his residence he spread his million out on the ground and ____3____ over it. It took over 120,000 square feet to ____4____ his cash and if he ____5____ it bill upon bill, he would have a ____6____ 330 feet high. If anyone ever gave me a million in one dollar bills, I would accept it on ____7____ and not try to count it. Late I would ____8____ my million so that it would grow to be a billion. That's \$ 1,000,000,000! Counting a billion in one dollar bills could be out of the ____9____ except for a really ____10____ person.

Write your answers on the space provided.

1) _____ 2) _____ 3) _____ 4) _____ 5) _____
 6) _____ 7) _____ 8) _____ 9) _____ 10) _____

Answers :

1) changed 2) loaded 3) gloated 4) accommodate 5) piled
 6) tower 7) trust 8) invest 9) question 10) stubborn

- (6) Give the class to do the exercise for practicing about how to find the title, important point of the story and finally make brief outline of the story.

Directions : Read the following true article and do the test below.

Only hours to live

Early one morning, Don Segal went into his mom's bedroom. He was puzzled because she hadn't come into his room to get him up. He found his mother, Sandra, lying in bed asleep but, for some reason, he couldn't wake her up.

Sandra has diabetes. During the night her blood sugar level had dropped very low and she had lost consciousness. She had gone into a coma. Without help, she could die in a few hours.

Although Dan was only three, he knew that he had to go and get his mom's medicine. It was a bottle of Gatorade, a sweet drink which she usually drank when her blood sugar level was low. As he carried the bottle upstairs, Dan dropped it and it broke.

"I can't remember a thing," says Sandra, 33 from Tuscon, Arizona. "But Dan says he called the emergency service. Luckily, my mother had recently taught him the number." Emergency operator Betty Jackson took Dan's call.

"The little boy was very calm. He said: "My mom's sick. She needs an ambulance." I asked him for his address, but he couldn't tell me, so I kept him talking while we traced the call."

Within minutes an ambulance was at the house. Dan had to stand on a chair to open the front door for the paramedics. They rushed upstairs to find Sandra. They noticed the broken Gatorade bottle and guessed she was diabetic and in a coma.

They gave her a shot to raise her blood sugar level and she regained consciousness very quickly. "Dan saved his mother's life," said paramedic Mick Rivers. "He was very calm and very grown-up."

"I'm so proud of Dan," Sandra said. "He knew exactly what to do."

A. What would be the best title for this story?

- _____ a) Diabetes – the facts
 _____ b) Medicine today
 _____ c) Saved by a 3-year-old
 _____ d) A bad dream
 _____ e) The phone saved me

Answer :

 / c) Saved by a 3-year-old

B. Find the words or phrases in the article for these definitions.

- a) deep unconsciousness : _____
 b) the police, fire department or ambulance : _____
 c) worked out the address from the phone number : _____
 d) medical helpers (not doctors or nurses) : _____
 e) woke up; came out of a coma : _____

Answers :

- a) deep unconsciousness : coma
 b) the police, fire department or ambulance : emergency service
 c) worked out the address from the phone number : traced the call
 d) medical helpers (not doctors or nurses) : paramedic
 e) woke up; came out of a coma : regained consciousness

C. Put these notes in order to make a brief outline of the story. Write 1,2, 3 etc. in front of each item.

- _____ a) mother regains consciousness
- _____ b) he calls emergency service
- _____ c) child finds diabetic mother unconscious
- _____ d) child tries to give her "medicine"
- _____ e) paramedics arrive and give shot

Answers :

5 a) 3 b) 1 c) 2 d) 4 e)

(7) do the exercise for more practice by filling in the blank with only one word.

Directions : Read the following passage and fill in each blank with one word.

Who says honesty is dead? Last Tuesday morning Somyos Nisaidee went to cash a check. The teller mistakenly gave him fifty thousand instead of five thousand. For a few second, as Somyos counted it, he wondered what to do. 1 _____ he give the extra money back or keep it? If he kept it, he could buy several news CD's, or he could take his girlfriend Panida to a grand dinner. Probably 2 _____ would ever notice. Besides, there had certainly been times in his life when he'd been overcharged. Wouldn't this be payment for all of those times? But then he looked at the teller. She was a middle-aged woman 3 _____ a sweet face, and she reminded him of his own mother. She had been nice to him, and she looked pressured in her work. Then it occurred to him that there were probably exact records kept of how 4 _____ money was paid out to customers, and the lady would probably get in 5 _____. Worst of all, Somyos felt, he would probably feel guilty about keeping the extra cash. Perhaps reluctantly, 6 _____ certainly with a clear conscience, Somyos gave back the money.

You might be wondering 7 _____ this reporter knew about this situation. Is Somyos the 8 _____ of fellow who goes around talking about his good behavior? Not at all. The teller was so impressed that someone was honest 9 _____ to return money not right – fully his that she contacted the newspaper. So there you have it. What would you have done, 10 _____ you been in Somyos's shoes?

Answers:

- (1) Should (2) nobody (3) with (4) much
- (5) trouble, difficulties (6) but (7) how (8) kind, type, sort
- (9) enough (10) had

(8) Write an essay; design the Top – Level Structure and write the essay or composition.

Post-test

M.6

1.30 hours

I. There are 6 words or phrases underlined in the passage and there are only three parallel phrases, expressions given under the passage. Choose the three items in the passage that have the same meaning as each parallel item below.

A woman 1) beside me suddenly exclaimed to her young daughter, "Look! The birds are building a nest!" 2) obviously they had 3) never seen such a thing before, and for 15 minutes they 4) stood transfixed, whispering excitedly. As they 5) finally turned away, the mother said, "We must come back every day to see what happens!"

And that, 6) to me, reveals the real success of the world of Birds.

Parallel answers:

1. a. it was plain to see =
2. b. did not move =
3. c. in my opinion =

Answers: 1. a = 2 2. b = 4 3. C = 6

II. Read the news passages and follow the instructions.

Banker Trial

A manager of the Lugans bank went on trial the other week. He is accused of having embezzled millions of dollars of the customers savings. Also on trial is Riggio who is suspected of having been his accomplice. The money was lost after unsuccessful investments in a planned coffee plantation in Argentina.

Until now no other persons have been arrested.

If the statement is true according to the passage, write T in front of each item. If it is not, write F.

- _____ 4. Riggio, a bank manager, is an embezzler.
- _____ 5. A lot of money was spent on a coffee plantation.
- _____ 6. At least two persons were involved in the crime.
- _____ 7. The news did not mention the name of the dishonest bank manager.
- _____ 8. According to the passage, the accusation against bank manager is a mistake.

Answers: 4. = F 5. = T 6. = T 7. = T 8. = F

Fantasy Island

Fantasy Island, where anyone's dreams can come true – but there is a price, ranging from zero to \$ 50,000, determined by Mr. Roarke, the owner of the island. One by one his guests arrive in his tropical paradise to express their feelings. True to his promise, Roarke makes their dreams come true but he also warns, 'Be careful what you wish. The reality of your dreams may not be as you imagine!'

III. Choose the correct words from the news passage to fill in the blank.

9. Can you _____ life after nuclear warfare?
10. Is the news _____ that you have given your secretary notice to quit?
11. He always has _____ of wealth and success in life.
12. "No discount, madam. It's a fixed _____."
13. Believe me. He is reliable and will never break a _____.

Answers: 9. imagine 10. true 11. dreams 12. price 13. promise

IV. Read this news item and answer the questions by choosing the best alternative.

Almost one fifth of farmers nationwide are in danger of serious illness due to the high content of toxic substances in their blood caused by pesticide and insecticide spraying.

The findings were released yesterday by the Health Systems Research Institute.

Nationwide blood tests were conducted on 465,420 farmers last year by the Health Department. They showed that as many as 84,760 people (18.2 percent) were seriously at risk due to the high chemical content in their blood.

Those in the North were most at risk, with almost 50 percent of farmers having high levels, said institute researcher Chuchai Suphawong.

The study showed that farmers suffered from illnesses caused by use of pesticides and insecticides, mostly during the monsoon (June to October) and the dry (January to March) seasons.

In 1995, 3,360 people were treated and 20 died as result, said Dr. Chuchai, who is also a Health Department senior medical officer.

Dr. Chuchai also said that water samples taken from 63 sources across the country showed the presence of DDT, at sometimes highly dangerous levels.

_____ 14. Who found out about the danger to the farmers?

- a) A farmer's organization. b) A government organization.
c) A newspaper. d) The people who live in the north.

_____ 15. What caused the danger to the farmers?

- a) The water during the rainy seasons. b) The chemicals the farmers used.
c) The high blood pressure. d) The weeds and the insects.

_____ 16. In what part of the country are the farmers most in danger?

- a) In the North. b) In the South.
c) In the East d) In the west.

_____ 17. If the total farmers are about fifty million, about how many are in danger?

- a) 3 million. b) 6 million.
c) 9 million. d) 12 million.

Mr. White is just the opposite. He is always 32. (differ) _____ with others and ready to start a heated 33.(argue) _____. He usually shouts across the room. No one likes his 34. (stubborn) _____ and so often his 35. (patience) _____ behavior nearly drives us mad. He surprised us this morning, though. He appeared to be kind and 36. (agree) _____. "Miss Butler," he said, "if it doesn't cause too much trouble for you, would you be so kind as to make these telephone calls for me?" We couldn't imagine why he was behaving so strangely, but that doesn't matter. We should be able to reconcile our 37. (differ) _____ and get along happily together.

Write your answers here:

26. _____ 27. _____ 28. _____ 29. _____ 30. _____

31. _____ 32. _____ 33. _____ 34. _____ 35. _____

36. _____ 37. _____

Answers : 26. decisive 27. polite 28. impressed 29. generosity 20. adventurous

31. humorous 32. differing 33. argument 34. stubbornness

35. impatient 36. agreeable 37. differences

VII. Read the two stories and complete them with these sentences. There is one choice

that will not be used. Write only a, b, c, etc.

- a. The judge was not impressed.
- b. He let the driver go.
- c. Soon there was a police car behind him.
- d. She had the perfect reply.

