

มหาวิทยาลัยเชียงใหม่

ภาคผนวก

Chiang Mai University

ภาคผนวก ก  
 รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจสอบแผนการสอน

1. อาจารย์วัชรวี สาริกบุตร

โรงเรียนสารภีวิทยาคม

อำเภอสารภี จังหวัดเชียงใหม่

2. อาจารย์นฤมล ทองเจียม

โรงเรียนหอพระ

อำเภอเมือง จังหวัดเชียงใหม่

ผู้เชี่ยวชาญตรวจงานเขียน

1. อาจารย์นฤมล ทองเจียม

โรงเรียนหอพระ

อำเภอเมือง จังหวัดเชียงใหม่

2. อาจารย์นฤมล วุฒิปรีชา

โรงเรียนวัดสวนดอก

อำเภอเมือง จังหวัดเชียงใหม่

3. อาจารย์หฤทัย กาศวิบูลย์

โรงเรียนสาธิตมหาวิทยาลัยเชียงใหม่

อำเภอเมือง จังหวัดเชียงใหม่

**ภาคผนวก ข**  
**แผนการสอนวิชาภาษาอังกฤษอ่าน-เขียน**

**Lesson Plan 1**

**Period 1 – 6**

**Subject** : English 025

**Class** : M.5

**No. of students** : 24

**Content** : Narrative paragraphs

**Language form:** 1. Simple past tense  
2. Time sequence transitional words.

**Terminal objective** : Students should be able to organize narrative paragraphs about their experience.

**Enabling objectives** : Students should be able to

- 1) answer questions about the passage they read.
- 2) make sentences to describe past events.
- 3) use linking words to indicate time sequence.
- 4) write a narrative paragraph.

**Procedure**

**(Period 1 – 2)**

**Gathering Information**

1. The teacher informs students that they are going to write narrative paragraphs about their experiences after reading a passage.
2. The teacher tells students to read the story of Marco Polo on pages 122-123 in "That's Correct Book 3" and do exercises about the passage. Then, the teacher lets students correct the answers together.
3. The teacher asks students to tell topics about past experiences and some vocabulary related to those topics. The teacher writes the answers on the board.

4. The teacher lets students choose one of the topics on the board or think of their own topic to write narrative paragraphs.
5. The teacher divides students into groups according to the topics they have chosen. Then the students discuss on their experiences.

The teacher also provides some guided questions for the discussion such as

- When did this experience happen?
- Who was involved in the experience?
- Where did it happen?
- What did you do first?
- What was the next thing you do?
- What made these events happen?
- How long did you spend time in your experience?
- How did you feel about it?

etc.

#### Organizing Information

6. The teacher tells students to make lists of vocabulary and details got from the discussion for their writing.
7. The teacher asks students to select, group, and organize the information related to the topic to make a plan for writing.
8. The teacher gives an example passage and lets students work in pairs to identify events in each one or two paragraphs and tell one sentence to describe the events. Thus, students may get the idea how to narrate an event or modify one sentence to one paragraph.

Liming and Jonathan were close friends. Their families came from the same town of Malacca. They had decided to reside in Singapore. The two boys shared many adventures together. They were like brothers.

One day, they went to the market together. On their way home, they found a path which was normally abandoned. They decided to explore the area. As they were going along the path, they stumbled upon a house which they had never seen before. It was a fairly new building. They decided to explore the place.

As they approached the building, they unexpectedly saw a thief who had just gone into the vacant house. He had used a ladder to reach a window that had been carelessly left open by the owner.

The two boys immediately sprang into action. After ensuring that the thief did not see them, they quickly took the ladder away. Then Jonathan went to the nearest shop from where he telephoned the police and informed them of the thief. The police took prompt action.

Ten minutes later, a police car arrived at the scene of the crime. The policemen surrounded the house and called the thief to give himself up. He was told by the police that he had no choice but to do so.

A policeman used the megaphone to repeat his warning to the thief. Five minutes later, the man looked out of the window and asked the policemen what the commotion was about. The policeman asked him to give himself up.

The man introduced himself as Mr. Lin. He then opened the front door of the house and invited the police into the house. He explained to them that he had used the ladder to enter the house as he had forgotten to bring home his bunch of keys.

Liming and Jonathan felt embarrassed and apologized to Mr. Lin. However, Mr. Lin and the police officers thanked the boys for their initiative. They had tea and cakes at Mr. Lin's house.

9. The teacher tells the students to study the example passage again and discuss on how the writer organized the passage in a time sequence.

### Language Learning

10. The teacher explains students how to use time sequence transitional words in telling the past events.

- When we tell a story, we usually arrange details according to the sequence of events which is called chronological order. The time sequence transitional words can be both adverbs of time such as *in 1996, in the early morning, two hours later, etc.*, and connecting words such as *first, next, then, before, after, suddenly, at last, finally, etc.*

We use *first* or *at first* to introduce the first event in the story. To tell an event that occurred after another event, we can use many words such as *next, then, before, after, or later that*. *While* and *as* are use to introduce an event that occurred at the same time as another event. We use *finally, at last, in the end* to introduce the last event in the story

11. The teacher tells the students to link events in each passage in an exercise sheet by using suitable time sequence transitional words. Then, the students correct the answers together.

Exercise Sheet	
Passage 1	A Painful Night
<div style="border: 1px solid black; padding: 5px; display: inline-block;">           a few minutes later   as   next   suddenly   finally            then   while   after   then         </div>	
<p>The night when it rained heavily, I was watching television with my parents. _____ I saw that the rain was blown in through the windows and doors , I closed the door and the windows. _____ I went back to</p>	

watch television in the living room. \_\_\_\_\_ I went out to brush my teeth in the bathroom. \_\_\_\_\_ I walked to find some drink in the kitchen. \_\_\_\_\_ I was going to the living room, I did not notice that the floor was wet because of the rain. \_\_\_\_\_ I slipped and fell down. My bottom hit against the floor and I felt a sharp pain in my back. I could not move for a while.

My parents came out immediately because of my loud voice. \_\_\_\_\_ they helped me get up and took me to the hospital. \_\_\_\_\_ a doctor checked me, he told me it was not so serious, but I may feel hurt for a couple days. The doctor allowed me to go home with some medicine.

\*\*\*\*\*

## Passage 2

### Overcoming a Fear

then after at first when as next in the end

The day I learned to swim was special to me. I was eleven years old then and the only one at school who couldn't swim. I was scared to death of water. That summer my dad decided to teach me to swim in our neighbor's pool.

\_\_\_\_\_, I was afraid to jump into the pool, but my dad encouraged me to do so. \_\_\_\_\_, he persuaded me into the pool, he told me to put my face under the water. \_\_\_\_\_, as I held on to the side, he had me kick my legs. \_\_\_\_\_, he made me go around in circles kicking while he held my stomach. We went farther and farther.

\_\_\_\_\_, we reached the five foot mark, he let go of me! I panicked and sank. \_\_\_\_\_ my dad pulled me up, everyone laughed at me. Their laughter made me determine to learn to swim. I kept practicing all day. \_\_\_\_\_, I could swim by myself.

12. The teacher reviews concept and use of simple past tense and lets the students do some exercises for more practice.

- We use the simple past tense to tell an event which occurred and ended at the past time. A verb used to tell the past event has to be changed into the past form. Rules to change verbs into past form are the followings:

1) Most verbs can be added with "ed" immediately.

Ex. ask - asked                      walk - walked  
 arrest - arrested                  want - wanted  
 call - called                        talk - talked

2) Verbs ending with "e" are added with "d".

Ex. arrive - arrived                love - loved  
 close - closed                      like - liked  
 hope - hoped                        move - moved

3) Verbs ending with "y" must be changed "y" into "i" and be added with "ed".

Ex. cry - cried                        marry - married  
 carry - carried                      study - studied  
 dry - dried                            try - tried

Except: If "y" in a verb is preceded by a vowel, it can be added with "ed" immediately.

Ex. play – played      delay – delayed  
 obey – obeyed      enjoy – enjoyed  
 stay - stayed

- 4) A verb that has one vowel and one consonant must be added with one more consonant before adding "ed".

Ex. chop – chopped      shop – shopped  
 plan – planned      stop – stopped  
 rob - robbed

- 5) Verbs that are irregular verbs vary in forms.

Ex. buy – bought      cut - cut  
 come – came      hit – hit  
 go – went      put - put

- 6) When we make a negative sentence or an interrogative sentence, we need a helping verb "did".

Ex. I bought a new house.  
 ➤ I *did not (didn't)* buy a new house.  
 He got up late yesterday.  
 ➤ *Did he* get up late yesterday?

#### Exercise Sheet

Change verbs in the passage into correct forms.

#### A dream I Remember

Last night I \_\_\_\_\_ (have) an interesting dream. There \_\_\_\_\_ (be) many different colors, and everything \_\_\_\_\_ (look) beautiful. For example, the sky \_\_\_\_\_ (be) clear blue, and the grass \_\_\_\_\_ (be) bright green. I \_\_\_\_\_ (see) and \_\_\_\_\_ (know) many people from my childhood in that dream. We \_\_\_\_\_ (walk) together and \_\_\_\_\_ (talk) as we \_\_\_\_\_ (remember) our pasts. I \_\_\_\_\_ (hear) loud .

music, but I \_\_\_\_\_ (not see) where the music \_\_\_\_\_ (come) from  
 I finally \_\_\_\_\_ (find) a piano player near the rainbow. I \_\_\_\_\_ (feel)  
 sorry when I \_\_\_\_\_ (wake) up from that dream.

(Period 3)

Drafting

1. The teacher asks students to make groups of four to practice writing narrative paragraphs together.
2. The teacher writes a sentence on the board and lets students write a narrative paragraph from the sentence.

“ I wrote an essay on the topic of “Internet and Children” to participate in the writing contest in the Student Weekly and I won the first prize.”

- If you want to write paragraphs about this event, what will you tell your readers in the paragraphs?

3. The teacher lets students share ideas and make a plan for writing. The teacher also provides some guided questions for students such as
  - Suppose you were the writer, how could you know about the contest ?
  - Why did you decide to participate in this contest?
  - What did you do before you started writing?
  - How did you go about writing?
  - How did you feel while you were writing the essay?
  - How long did you take time to finish the essay?
  - What happened after you won the first prize?
  - How did you feel about it?

etc.

4. The teacher tells students to write paragraphs of their groups on given paper and present to the class.
5. The teacher lets students write their own paragraphs about their experience from the plan they have made.

(Period 4)

Peer review training

1. The teacher gives a peer response sheet to each student and lets them study the guiding questions on the sheet. The teacher explains the questions that students do not understand.
2. The teacher gives an example passage to students and lets them read the passage silently.

Friend can help me everything

When I was young, I went to school the first in my life at Children Garden Kindergarten School. I was very crying because I didn't want to go away from my parents. I was crying many weeks. Then I didn't cry because I met many friends. I studied at this school for one year. After that, I move to Sin Serng School, the primary school. I studied for seven years. I loved my friends very much.

Then, I provided to read many books to entrance examination at Chiangmai University Demonstration School. I wanted to pass this examination to enter this school because the students that came to do examination was very much, about 1,800 students. Finally, I could enter Chiangmai University Demonstration School. Both I and my family were very happy.

Now, I am studying Mathayom 3. I think everything that I do my friends and my teachers can help me very much. I want to thank you them many times. Because if I don' t have them, I will not do everything very good as nowadays.

3. The teacher asks students to make groups of four and respond to the example passage by using the response sheet as guidelines.
4. The teacher lets each group share their ideas in giving feedback to the passage with other groups.
5. The teacher provides some help to lead student to get the idea of responding to writing.

**(Period 5)**

**Revising and rewriting**

1. The teacher lets students work in pairs and read their partner's writing.
2. The teacher tells students to give written feedback on content to their partner's writing by using peer response sheets provided as guidelines.
3. After 20 minutes, the teacher asks students to return the writing to their friends. Then, the teacher lets students negotiate with each other about feedback given to the writing.
4. The teacher tells students to write the second draft by considering feedback from their peers.

**(Period 6)**

1. Students bring in their second drafts and the teacher gives a peer response sheet for language to each student.
2. After students study the questions on the peer response sheet, the teacher explains the questions they do not understand. Then, students practice to give feedback on language to an example passage the teacher gives.
3. After 20 minutes, the teacher lets students return the second draft to their friend and talk about the feedback given to each other.
4. The teacher asks students to rewrite their paragraphs and hand in their final drafts to the teacher.

**Teaching materials :**

1. Example passage
2. Example passage for giving feedback
3. Exercise sheet
4. Peer response sheet

**Evaluation :**

1. From observing students' participation.
2. From correcting students' exercises.
3. From grading students' writing.

**Lesson plan 2****Period 7-12**

<b>Subject</b>	: English 025
<b>Class</b>	: M.5
<b>No. of students</b>	: 24
<b>Content</b>	: Cause – Effect Paragraphs
<b>Language form:</b>	1. Cause and effect structure. 2. Cause and effect transitional words.
<b>Terminal Objective</b>	: Students should be able to organize cause and effect paragraphs.
<b>Enabling Objective</b>	: Students should be able to <ol style="list-style-type: none"> <li>1) answer the questions about the passage they read.</li> <li>2) analyze causes and effects in the passage.</li> <li>3) make sentences to describe cause and effect by using suitable transitional words.</li> <li>4) write a cause-effect paragraph.</li> </ol>

**Procedure**

(Period 7- 8)

**Gathering Information**

1. The teacher informs students of content and objectives of the lesson they will learn.
2. The teacher gives a passage to each student to read. Then students answer the questions and correct their answers together.
3. The teacher tells students to think of topics for writing cause - effect paragraphs.
4. The teacher lets students make a list of the topics they can think of. Then, students have to choose one of the topics on their list.
5. The teacher asks students to decide what the topic they choose is telling about, causes or effects, and then think of their causes or effects they will write in the paragraphs.

### Organizing Information

6. The teacher asks the students to select and group the information they got and make a plan for writing.
7. The teacher explains students what is cause and effect relationship in writing.

- In writing, cause and effect is a form of argument because the writer has to give evidence proving that the relationship between the events is a causal one. We are concerned about causes whenever we try to understand why something happens.

We are concerned about results, effects, and consequences when we want to know the outcome of something.

8. The teacher tells students to study two example passages and discuss on how the writers organized cause and effect paragraphs.

#### Example 1

##### Why I Came to the West Coast

There are different reasons that I left home to come to the West Coast. One reason for leaving was because I like to travel. Hence, by coming here, I was able to see many new places. However, that wasn't cause enough for me to move. Another reasons I came here was for a change, i.e., I wanted to have new experiences and a different routine. The third reason I took a trip out West was to visit friends. Many of my good friends from home are living here. I am happy that I came west though I still miss many things about the East Coast.

#### Example 2

The blizzard last March disrupted many people's lives. Thousands of households were without power for hours and, in some cases, days. Children could not get to their schools, and adults either could not get to their jobs or could not get home from their jobs. Motorists were stranded on snow-blocked roads and highways, and the motels in a three-state area were filled to capacity. It took road crews and power company crews three weeks to undo what the three-day blizzard had done.

[พิมพ์พันธุ์ เวศตะโกศล (2538, หน้า 317-318)]

9. The teacher shows students an outline of each example passage.

Example 1

Effect : I left home to come to the West Coast.

Cause : A. I like to travel.

- By coming here, I was able to see many new places.

B. I came here for a change.

- I wanted to have new experiences and a different routine.

C. I wanted to visit friends.

- Many of my good friends from home were living here.

Statement of focus : There are different reasons that I left home to come to the West Coast.

Statement of conclusion : I am happy that I came west though I still miss many things about the East Coast.

Example 2

Cause : The blizzard last March

Effects: A. Households were without power.

B. Children could not get to their schools.

C. Adults either could not get to their jobs or could not get home from their jobs.

D. Motorists were stranded on snow-blocked roads.

E. Motels were filled to capacity.

Statement of focus : The blizzard last March disrupted many people's lives.

Statement of conclusion : It took road crews and power company crews three weeks to undo what the three-day blizzard had done.

10. The teacher lets each student make an outline like one of the given examples for his/her writing.

### Language Learning

11. The teacher asks students to tell sentences describing cause-effect relationship in the passage. Then, the teacher writes the answers on the board.
12. The teacher explains students how to use each cause-effect transitional word used in the sentences on the board. The teacher may add other transitional words needed for writing.
  - Transitional words such as *consequently, as a result, thus, therefore, so, because of this* are used for telling effects or results of something. These words are followed by clauses that are effects or results.
  - The transitional words as *because, as, since* are used to precede clauses that tell us about causes of something or some events. *Because of* is also used to tell the cause but it has to be followed by a noun or a noun phrase.
13. The teacher writes sentences on the board and lets students combine the sentences by using suitable transitional words together.

#### Exercise

Combine each pair of sentences by using suitable transitional words.

1. They were impressed by the young man's qualifications.  
They offered him a good job with their firm.
2. The boxer had been defeated three times in a row.  
The boxer decided to give up fighting.
3. They left a note saying they had called.  
They found no one at home.
4. The boy dropped out of school for a while.  
The boy was strongly influenced by his young friends.
5. She didn't know that her husband had already contributed.  
She gave a large sum of money to the Red Cross.

14. The teacher lets students do some exercises of cause and effect sentences for more practice.

Exercise Sheet	
<u>Match each cause to its effect and combine them by using suitable cause-effect transitional words.</u>	
CAUSE	EFFECT
_____ 1. It is raining heavily.	A. She didn't come to the party.
_____ 2. You know more about it than I do.	B. I couldn't buy anything.
_____ 3. She could not swim.	C. He has got into trouble.
_____ 4. He gave up the work.	D. I need not explain it to you.
_____ 5. I ate a good meal before I went.	E. She was drowned.
_____ 6. I had no money with me.	F. He will succeed.
_____ 7. She was badly ill.	G. I would not be able to get any food there.
_____ 8. He was lazy.	H. There is no money left.
_____ 9. He would not listen to any advice.	I. She cannot go shopping.
_____ 10. He has worked very hard.	J. He failed the test.

15. The teacher asks for volunteers to tell their answers to the class and correct them altogether.

(Period 9)

Drafting

The teacher assigns students to write the first draft of cause and effect paragraphs by using the plan they made.

(Period 10)

Peer review training

1. The teacher gives a peer response sheet to each student and lets them study the guided questions on the sheet. The teacher explains some questions that students do not understand
2. The teacher gives an example passage to students and lets them read the passage silently.

I Could Make It

My father has bought an electone from Japan since I was about six years old. It made me had to study J. M. C. (Junior Music Course) reluctantly.

First, I didn't like it very much because I couldn't play it well. I almost cried along the period. So, when I finished J. M. C., I didn't start piano course immediately.

After that, I saw a lot of my friends could play piano. I thought that it would be good if I could play it like them. Really, I would like to study piano. I started playing piano and I found that I could play it better than I had done before. It wasn't difficult for me anymore.

My parents bought a piano about five years after. And I usually practise my piano lessons until my piano playing was better and better.

One day, my piano teacher asked me, "Do you want to compete in this Yamaha Music Festival Chiangmai?" I said, "O. K." And my teacher taught me the song. But that year, I couldn't get any awards.

In Yamaha Music Festival '90 Chiangmai, I tried again. I played Spinning Song and practised it everyday. And I could make it! I got the secondary prize. I got a plaque and a certificate. I was full of pride as I told my parents this news.

Then, my piano teacher told me that I must compete in Yamaha Music Festival of our zone, too. She trained me more. I chose to play Sonata. And I could make it again. I didn't believe this! I got a prize.

This triumph showed me I could do whatever I want if I would like to do.

3. The teacher asks students to make groups of four and respond to the example passage by using the response sheets as guidelines.
4. The teacher lets each group share their ideas in giving feedback to the passage with other groups.
5. The teacher provides some help to make students get the idea of responding to writing.

(Period 11)

#### Revising and Rewriting

1. The teacher lets students work in pairs and read their partners' drafts.
2. The teacher tells students to give written feedback on content to their partners' drafts by using a peer response sheet provided as guidelines.
3. After 20 minutes, the teacher asks students to return the writing to their friends. Then students are asked to negotiate with each other about feedback given.
4. The teacher tells students to write second drafts by considering feedback from their peers.

(Period 12)

1. Students bring in their second drafts and the teacher gives a peer response sheet for language to each student.
2. After students study the questions on the peer response sheet, the teacher explains the questions they do not understand. Then, students practice to give feedback on language to an example passage the teacher gives.

3. The teacher tells students to change their second drafts to their friends and read them to give written feedback on both content and language.
4. After 20 minutes, the teacher lets students talk to their friends about the feedback given to each other.
5. The teacher asks students to rewrite their paragraphs again and hand in their final drafts.

Teaching materials :

1. Exercise sheet
2. Example passage.
3. Example passage for giving feedback
4. Peer response sheet.

Evaluation :

1. From observing students' participation.
2. From correcting students' exercises.
3. From grading students' writing.

### Reading Passage

#### A green earth or a dry desert?

*There may still be time to choose.*

From millions years, the tropical rain forest of South East Asia, South America, and Africa have been the earth's natural chemical laboratories, botanic garden and Zoos.

Today we are destroying them at such a rate that within 25 years only fragments will remain of the vast forests of Malaysia and Indonesia.

Because they grow mostly in poor tropical soil, relying upon the natural cycle between trees and animals for nourishment and replenishment, the forest cannot be replaced.

Since the trees are fallen, soil erosion begins and within a few years, the whole area that was once forest becomes wasteland. As a result, we shall have lost forever the earth's greatest treasure house of plants and animals, perhaps our most valuable natural resource for the future. And it is happening in areas where poverty already verges upon starvation.

Thus, it is perhaps the world's most urgent conservation problem. The destruction is happening because of ignorance, short-sightedness and ever increasing consumer demand. But it can be stopped if enough of us show enough concern.

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## Exercise

Answer the questions briefly.

1. Where are the tropical rain forests?

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2. What is the difference between the forests in the old days and today's?

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3. What happens when trees are cut down?

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4. Why do we regard forests as our most valuable natural resource?

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5. Why do people destroy forests?

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6. How can we stop the destruction?

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## Lesson Plan 3

## Period 13-18

<b>Subject</b>	: English 025
<b>Class</b>	: M.5
<b>No. of student</b>	: 24
<b>Content</b>	: Comparison – Contrast paragraphs.
<b>Language Form</b>	: 1. Comparison structure. 2. Transitional words indicating comparison and contrast paragraphs.
<b>Terminal Objective</b>	: Students should be able to write comparison-contrast paragraphs.
<b>Enable Objective</b>	: Students should be able to <ol style="list-style-type: none"> <li>1. identify similarities and differences of the information in the passage they read.</li> <li>2. make sentences to compare things by using comparison structure.</li> <li>3. use transitional word to complete comparison and contrast paragraphs.</li> <li>4. write a comparison-contrast paragraph</li> </ol>

**Procedure****(Period 13 – 14)****Gathering Information**

1. The teacher informs students that they are to write paragraphs to compare and contrast nutrition of two kinds of snack they have eaten or they can choose the information the teacher provide .
2. Before writing, the teacher gives students passages about comparing 2 kinds of animals to read individually. Then students have to identify similarities and

differences of the two animals in an exercise sheet by using information in the passage.

3. The teacher lets students correct the answer altogether.
4. The teacher asks students to identify similarities and differences of what they choose to write comparison-contrast paragraphs. Then, students write their information in two columns as an example.

Similarities	Differences

#### Organizing Information

5. The teacher explains students about comparison-contrast paragraphs.

“ When we compare two things, we can make our description clear by discussing the things they have in common and the things which they do not share. The “similarities”, the things in common, will express “comparison”. The “differences”, the things not in common, will express “contrast”.

There are two models for a comparison-contrast paragraph. An item-by-item comparison focuses on the things being compared and contrast; a point-by point comparison focuses on the features of each of the two things.

6. The teacher tells the students to study two examples and discuss on how the writers organized their writing.
7. The teacher asks the students to organize the information in the list of similarities and differences they have made. Students have to make a decision on the focus of their writing; what they want to emphasize about the information they have

chosen: similarities or differences or both. Then, students choose one of the models of paragraph : item-by-item or point-by-point before making a plan.

<u>Item-by-item</u>	<u>Point-by-point</u>
Focus:	Focus:
Subject 1 :	Point A :
Point A:	Subject 1 :
Point B:	Subject 2 :
Point C:	Point B:
Subject 2:	Subject 1:
Point A:	Subject 2:
Point B:	Point C :
Point C:	Subject 1:
	Subject 2:

#### Language Learning

- The teacher asks the students to study the two example paragraphs and discuss on transitional words the writer used to show similarities and differences of the two things.

#### Example Passage 1

The Varsity and Towers were checked this morning and compared regarding age, rent, facilities, etc. The two apartments are quite different. The Varsity is new and therefore clean and in excellent condition. The rent is \$ 300 per month. Facilities include a pool, sauna, party room, laundry room, and access to golf and tennis. Neither children nor pets are allowed so the building is quiet.

The Towers, on the other hand, is fifteen years old. As a result, it is getting run down although it is very clean. The rent is lower than the rent at The Varsity:

\$ 200 compared with \$ 300. There are fewer facilities at The Towers, just a laundry room and party room. Unlike The Varsity, The Towers allow children and pets; thus, the building is noisier. I believe both buildings are suitable for our students; budget and tolerance of noise would be determining factors in apartment selection.

#### Example Passage 2

The Varsity and Towers were checked this morning and compared regarding age, rent, facilities, etc. The two apartments are quite different. The Varsity is new and therefore clean and in excellent condition; The Towers, on the other hand, is fifteen years old and starting to get run-down, although it is very clean, too. The rent at The Varsity is higher than the rent at The Towers: \$300 compared with \$200. While The Varsity has many facilities (a pool, sauna, party room, laundry room, access to tennis and golf), The Towers has only a laundry room and party room. The two apartment also differ regarding children and pets. The Varsity doesn't allow them, but The Towers does. As a result, The Varsity is quieter than The Towers. I believe both buildings are suitable for our students; budget and tolerance of noise would be determining factors in apartment selection.

9. The teacher explains students how to use each transitional word and lets them do some exercise.

When you write comparison-contrast paragraphs of two things, you can use the following transitional words to show similarities or differences of those things.

Words showing similarities : like, likewise, alike, in the same way, also, too, similar to, etc.

Words showing differences : but, unlike, while, whereas, on the contrary, on the other hand, though, although, however, etc.

## Exercise

Fill in each blank with a suitable transitional word.

however    though    whereas    while  
but    also    moreover

It is often difficult to draw conclusion about the various ways in which people spend their leisure time in different countries. \_\_\_\_\_, there are several similarities in leisure patterns between Japan and Australia. For example, most Japanese and Australians enjoy spending their weekends and holidays on the beach, travelling there by car or by train. Hiking, climbing and fishing are \_\_\_\_\_ popular in both countries, \_\_\_\_\_ camping seems to be more popular in Australia than in Japan. Most people in Japan and Australia, \_\_\_\_\_, like travelling about and touring foreign countries.

\_\_\_\_\_ many Australians enjoy drinking beer in their favorite club, most Japanese like to frequent their favorite coffee bar to taste different brands of coffee. More over, \_\_\_\_\_ the average Australian likes to entertain guests for barbecue parties in his house, the average Japanese prefers to entertain guests in restaurants. The games played in the two countries \_\_\_\_\_ differ. Baseball and wrestling are the most popular sports in Japan, \_\_\_\_\_ cricket and bowls are the most popular games in Australia.

10. The teacher reviews the students about comparison structure and lets them do exercise to practice.

" When we compare things, we need to know the structure indicating comparison.

The following table is a review of the structure.

Equality (Sameness)	Inequality (Difference)
1. As + {adj./adv.} + as	1. not so/as + {adj./adv.} + as
2. as + {much + uncount. n.} + as	2. not so $\left\{ \begin{array}{l} \text{much + uncount. N} \\ \text{many + plural n.} \end{array} \right\} + \text{as}$
3. as + {many + plural. n.} + as	3. not the same + {noun} + as
4. be $\left\{ \begin{array}{l} \text{the same as} \\ \text{similar to} \\ \text{like} \end{array} \right\} + \text{noun}$	4. {adjective -er / adverb-er} + than
5. be $\left\{ \begin{array}{l} \text{the same} \\ \text{similar} \\ \text{alike} \end{array} \right\}$	5. more/less + { adj. / adv.} + than
6. the same + {noun} + as	6. more + $\left\{ \begin{array}{l} \text{uncount. n.} \\ \text{plural n.} \end{array} \right\} + \text{than}$
	7. less + uncount noun + than
	8. fewer + plural noun + than

Example sentences of equality:

- It is as cold as ice.
- My sister is as tall as  $\left\{ \begin{array}{l} \text{I am. (formal)} \\ \text{me. (informal)} \end{array} \right\}$
- He drove as fast as he could.
- I have as much money as he has.
- We need as many books as they need.

- My dress is  $\left. \begin{array}{l} \text{the same as} \\ \text{similar to} \\ \text{like} \end{array} \right\}$  yours.
  - My dress and yours are  $\left\{ \begin{array}{l} \text{the same.} \\ \text{similar} \\ \text{alike.} \end{array} \right.$
  - He wanted the same shirt as his friend.
  - Her hair is the same color as her mother's.
- 

Example sentences of inequality:

- She is not so/as nice as her mother.
- The weather today is not so/as cold as the weather yesterday.
- The teachers don't have so much time as the students.
- She doesn't have so many friends as her sister.
- Susan is older than Peter.
- He lived longer than the others.
- Lalita is more beautiful than her mother.
- We have more/ fewer friends than they have.
- Mary earns more/ less money than Betty does.

#### Exercise

1. Rewrite these sentences using the words in brackets.

1. Her face is similar to her mother's face. (alike)

\_\_\_\_\_

2. His car is the same as hers. (the same as)

\_\_\_\_\_

3. Her blouse looks like mine. (alike)

---

4. I ate two sandwiches today. I ate two sandwiches yesterday.  
(as...as)

---

5. His age is the same as mine. (the same)

---

6. John's handwriting and Tom's are alike. (like)

---

7. A shrimp and a prawn are alike. (similar to)

---

8. The grass is fragile. The crystal is fragile. (as.....as)

---

2. Rewrite these sentences using comparative degree.

1. I had a big lunch today. I had a small lunch yesterday.

---

2. The secretary is 22, but the manager is 40.

---

3. The Landmark is an important hotel. The Oriental is very important.

---

4. He made some progress, but she made a lot of progress.

---

5. It's easy to go by train, but it is very easy to go by bus.

---

6. It is all right for him to go, but it is very good for me to go.

---

7. Toyota is cheap, but Datsun is very cheap.

---

11. Students correct the answers of the exercise together.

(Period 15)

Drafting

- Students make groups of four and write comparison-contrast paragraphs by using information the teacher provides. Then each group presents the writing to the class.

	a white house	a gray house
Size	5 rooms	7 rooms
Age	10 years old	4 years old
Cost	\$ 90,000	\$ 120,000
Area	front yard and back yard	front yard only
Garage	for one car	for one car

- The teacher asks the students to write their first drafts of comparison-contrast paragraph by using the information they have planned.

**(Period 16)****Peer review training**

1. The teacher gives a peer response sheet to each student and lets them study the guiding questions on the sheet. The teacher explains questions that students do not understand.
2. The teacher shows students the writing of some groups written in the last period and lets them read the writing silently.
3. The teacher asks students to make groups of three and respond to the writing by using the response sheet as guidelines.
4. The teacher lets each group share their ideas in giving feedback to the passage with other groups.
5. The teacher provides some help to make student get the idea of responding to writing.

**(Period 17)****Revising and Rewriting**

1. The teacher lets students work in pairs and read their partners' writing.
2. The teacher tells students to give written feedback on content to their partners' writing using peer response sheets provided as guidelines.
3. After 20 minutes, the teacher asks students to return the writing to their friends. Then the teacher lets students negotiation with each other about feedback given to their friends.
4. The teacher tells students to write second drafts by considering feedback from their peers

**(Period 18)**

1. Students bring in their second drafts and the teacher gives a peer response sheet for language to each student.

2. After students study the questions on the peer response sheet, the teacher explains the questions they do not understand. Then, students practice to give feedback on language to an example passage the teacher gives.
3. The teacher tells students to change their second draft to their partners and read them in order to give written feedback on language and mechanics.
4. After 20 minutes, the teacher lets students return the second drafts to their friends. Then, the students are to talk with their friend about the feedback given to each other.
5. The teacher asks students to rewrite their paragraphs again and hand in their final drafts.

Teaching materials :

1. Reading passage
2. Example passages
3. Exercise sheets
4. Peer response sheets

Evaluation :

1. From observing students' participation
2. From correcting students' exercises
3. From grading students' writing

### Reading Passage

Many people tend to think of gorillas and chimpanzees as being very similar or even the same animal. Well, it's true that both are African apes and that anatomically, the two are very similar. But they look very different from each other, and they exhibit behaviors that are sometimes even more strikingly dissimilar.

Gorillas are big and heavy. They grow to an average height of about 6 feet, and may weigh between 200 and 450 pounds. Chimpanzees, on the other hand, average only between 3 $\frac{1}{4}$  and 5 $\frac{1}{2}$  feet in height. Their average weight is between 90 and 110 pounds.

The size of gorillas makes climbing trees difficult for them, and so they climb trees only for a specific purpose: to eat, to survey the territory, or to sleep. Chimpanzees, unlike gorillas, live in trees, spending about  $\frac{3}{4}$  of their time there. Like gorillas, they sleep in nests that they build in trees- a new nest every night!

Both types of apes like to travel in groups. A group of gorillas may consist of from 2 to 30 members, always led by an adult male. The group wanders around in its home range and never spends more than one night in the same place. Chimpanzees travel in groups that vary in number and change members frequently. A group of chimpanzees may include males only, females and infants only, or a mix of both sexes and all ages.

Gorillas and chimpanzees both travel easily on the ground. They walk on all fours, supporting the upper part of their bodies on their knuckles. Neither ape can stand erect or walk on two feet for very long. The feet of the chimpanzee and gorilla are alike in that the big toe of each is like a thumb. It faces sideways and helps the apes to grasp branches while climbing trees.

Gorillas look fierce! Their large size, scowling expression, thick ridge of bone above the eyes, and large pointed teeth combine to give these apes a frightening appearance. Actually, gorillas are serene and somewhat shy. They do not attack unless they feel threatened. The behavior for which they are famous- screaming, throwing leaves in the air, beating their chests-is performed primarily to frighten away intruders, to warn other gorillas

of danger, or to express anger. There is no denying that chimpanzees are cuter than gorillas. They are also more extroverted and like to perform tricks for an audience. Chimpanzees, like gorillas, will scream, hoot, and beat on tree trunks as a form of communication with other chimps.

\*\*\*\*\*

### Exercise Sheet

Next to each characteristic below, fill in the circle to indicate whether gorillas and chimpanzees are similar or different in each respect.

- |                                       |                                  |                                    |
|---------------------------------------|----------------------------------|------------------------------------|
| 1. are big and heavy                  | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 2. travel easily on ground            | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 3. live in nests                      | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 4. spend most of their time in tree   | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 5. look frightening                   | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 6. are shy                            | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 7. have a thumb on each foot          | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 8. like to perform tricks             | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 9. are always led by an adult male    | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 10. are extrovert                     | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 11. travel in groups                  | <input type="checkbox"/> similar | <input type="checkbox"/> different |
| 12. scream to communicate with others | <input type="checkbox"/> similar | <input type="checkbox"/> different |

ภาคผนวก ค  
แบบแสดงความคิดเห็นจากการอ่านงานเขียนของเพื่อน

Peer Response Sheet for Content

Responder: \_\_\_\_\_

Writer : \_\_\_\_\_

1. What does the writer tell you in the writing?
2. Does the title serve to inform you what subject the writer wants to tell you? Explain your answer.
3. What is the main idea of the paper?
4. Which part is more information needed?
5. Which parts do you find confusing?
6. Are there details that do not contribute to the main idea in the paper?
7. Is the information of the paper well-organized?
8. Does the paper hold your interest all the way through? Explain your answer.
9. Is there an appropriate conclusion?

**Peer Response Sheet for Language**

Responder: \_\_\_\_\_

Writer : \_\_\_\_\_

1. Can you find any sentences with grammatical errors?
2. Does the writer use the correct form of tense?
3. Does the writer use the correct capital letters and punctuation?
4. Can you find any wrong spelling words?
5. Does the writer use appropriate words to the context of the paper?

ภาคผนวก ง  
แบบบันทึกการสังเกต

วัน-เวลา : \_\_\_\_\_

เนื้อหาที่สอน : \_\_\_\_\_

พฤติกรรมของนักเรียน

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ปัญหาในการเรียนการสอน

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มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

ภาคผนวก จ  
แบบสัมภาษณ์

1. ลักษณะของข้อมูลย้อนกลับที่เพื่อนให้

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2. นักเรียนนำข้อมูลย้อนกลับของเพื่อนไปใช้ในการปรับแก้งานหรือไม่ เพราะเหตุใด

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3. นักเรียนทำการปรับแก้งานเขียนอย่างไร

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4. นักเรียนคิดว่าหากมีโอกาสได้ปรับแก้งานเขียนได้อย่างไร

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5. นักเรียนมีความเห็นอย่างไรเกี่ยวกับการเขียนแบบเน้นกระบวนการและกิจกรรมการตอบสนองต่อ  
งานเพื่อน

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## ประวัติผู้เขียน

ชื่อ นางสาวสมลักษณ์ เลี้ยงประยูร  
วัน เดือน ปีเกิด 3 กรกฎาคม พ.ศ. 2517  
ประวัติการศึกษา - สำเร็จการศึกษามัธยมศึกษาตอนปลาย โรงเรียนสาริตวิทยาลัยครูเทพสตรี  
ปีการศึกษา 2534  
- สำเร็จการศึกษาระดับปริญญาตรี สาขาวิชาการสอนภาษาอังกฤษ มหาวิทยาลัยเชียงใหม่ ปีการศึกษา 2538