

ภาคผนวก

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจเครื่องมือและแผนการสอน

1. อาจารย์วันนิดา เหล่าเทิดพงษ์ อาจารย์ 1 ระดับ 7 โรงเรียนบุญวาทย์วิทยาลัย
อำเภอเมือง จังหวัดลำปาง
2. อาจารย์ทศพร สิ้นสุวรรณ หัวหน้าหมวดภาษาอังกฤษ โรงเรียนสาธิต
มหาวิทยาลัยเชียงใหม่
3. Miss Cindy Drukier เจ้าหน้าที่ประสานงานประจำมูลนิธิองค์กรเอกชน
เพื่อการพัฒนาที่ยั่งยืน
4. คุณนิตกนึ่ง วัฒนคุณ รองบรรณาธิการสำนักพิมพ์ The Chiang Mai
Newsletter

ภาคผนวก ข

แผนการสอนโดยใช้ทฤษฎีการสร้างองค์ความรู้ด้วยตนเอง

Electronic Newspaper

Level : Matthayomsuksa 2

Approximate time : 15 weeks

Course Description

In this course, students are going to produce an electronic newspaper containing the contents about things that they are interested. The students will be taught to write and present their information in different forms of writing – 1. News (local news, world news, education news, business news, technology news, science news, sport news and entertainment news) 2. Reviews; song album and film 3. Advertisements 4. Features (tourist guide about Chiang Mai and famous people 5. Cartoons. For the students need to record their thoughts and plans in the notebook. They can jot down their ideas, draw pictures to organize their thoughts, use and organize the notebook in whichever way that serves their purpose. The goal of the course was to help student create an electronic newspaper within the constructionist approach to education. This means that the process of journalistic authorship, revision and critique are as important as the final product. Another key element of this course was to contribute to students' technological fluency, in this case, using the MicroWorlds, a software specially designed to support specially designed to support the constructionist approach.

Outcome Product

Format : An electronic newspaper on MicroWorlds program.

Content : 1. News; local news, world news, education news, business news, technology news, science news, sports news, entertainment news 2. Reviews; song album and film 3. Writing advertisements 4. Feature writing; tourist guide about Chiang Mai and famous people 5. Cartoons.

Course Outline

Lesson Plan	Title	Period
1	News Writing; local news, world news Education news, business news, technology news, science news, sports news, entertainment news.	12
2	Reviews: song album and film.	6
3	Advertisements Writing	4
4	Feature Writing; tourist guide about Chiang Mai	4
5	Feature Writing; famous person's profile.	4

Stages & Activities for Each Lesson Plan

Stage	Main Activities	Outcome
1	1. Accommodation - Class discussion - Group discussion	1. Choose own (Creating a good learning environment). topic of interest (something they already know a little bit about and would like to do further research about to find out more). And then, discuss and design for a working plan.
2.	2. Assimilation of Knowledge	2. All information needed for containing in the electronic newspaper was organized.

Stage	Main Activities	Outcome
3.	3. Problem-solving Skill	3. Students are provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically.
4.	4. Drafting - News - Reviews - Ads - Features - Cartoons	4.1 Students write their first, second and third draft from the teacher's suggestions and questions about content and language used. - News - Reviews - Ads - Features - Cartoons 4.2 Students read their friend's writing for correcting the content and the language used. Then write the final draft. - Peer revisions - Final drafts
5.	5. Presentation	5. Each group displays their work.

Stage	Main Activities	Outcome
6.	6. Assessment	6. The teacher assesses students' works by using the provided criteria.

Resources

1. **Materials :**
 1. Activity sheets
 2. Dictionary
 3. Notebooks and writing instruments
 4. Examples of English language publication for teenagers and adults as useful sources of ideas for content, layout headline writing, etc.)
2. **Hardware :** One computer per group of students
3. **Software :**
 1. MicroWorlds program
 2. Internet access

Internet Resources :

- Student Weekly
<http://www.bangkokpost.com.neostudent/thisweek/index/html>
- Bangkok Post
<http://www.bangkokpost.net/>
- The Nation Junior
<http://www.nationjunior.com>
- The Nation
<http://www.nation.com>
- Online Dictionary
<http://www.infoplease.com>
<http://www.kids.infoplease.com>

4. **People** : People who are willing to be interviewed.

Stages & Activity of Each Lesson Plan

Stage 1 : Accommodation

Objective : Students meet and form relationships with other students for creating a good learning environment and be able to generate their own ideas, expand them, and share them with others. And also be able to describe the scope of their own newspaper project clearly.

Activity 1 : The activity 1–3 will be done before starting the first lesson. In the other lessons, at this stage, students will choose their own topic of interest (something they already know a little bit about and would like to do further research about to find out more). And then, discuss and design for a working plan.

1. Place one chair in front of the classroom.
2. Ask for a volunteer to pretend she/he is a famous person known to most of the students (the teacher might suggest some possible people who can be interviewed).
3. Ask the students to go to the front of the class and sit down. She/he introduces her/ himself to the class. The introduction might be “My name is Michael Jackson.”
4. The other students “interview” the “famous person.” They may ask questions of the famous person. The student who is playing the role of a famous person may answer in any way she/he would care to. The answers do not have to be true (since in most cases the students will not know too many details of the life of the famous person).
5. This activity can be repeated several times.

Activity 2 : Class discussion

1. Students are assigned to discuss about the question given “If you were responsible for producing an electronic newspaper what would it be like?”
2. Teacher introduces the idea of an electronic newspaper. Then asks students to decide how to produce a publication of their own on the following topics.
 - Format, length, appearance.
 - The balance of content in each section.
 - Method of researching and gathering information of each section.
3. Teacher jots down students ideas on the chalkboard.

Activity 3 : Group discussion

1. Discuss about their own newspaper what ideas should be contained in each section of their newspaper and how to gather information.
2. Design a working plan – ideas in each section, the way to gather information, place for gathering information and the person responsible for each idea.

Stage 2 : Assimilation of knowledge

Objective : Students are given the chance in constructing personally meaningful products, therefore the new knowledge will connect with their pre-existing knowledge.

- Activity 1 :**
1. Each group gather information planed for each section in the electronic newspaper.
 2. Write each section from the information gather.

- 2.1 Write news about the events happened; local news, world news, education news, business news, technology news, science news, sport news, entertainment news.
- 2.2 Write reviews; song album and film.
- 2.3 Write advertisements.
- 2.4 Write features; tourist guide about Chiang Mai and famous people.
- 2.5 Write cartoons.

** Each form of writing will be taught before asking students to write. The examples of the lesson plan for teaching each form of writing are attached below.

Stage 3 : Problem-solving skill

Objective : Students are provided with clues and be able to use reference resources to solve problems at each site & then share their methods electronically in their own skills and styles.

Activity 1 : Have each student starts to write their own diary about each problem he/she finds each time he/she works and how he/she solves it. This diary will be given to the teacher at the last day.

Activity 2 :

1. Have each group designing and creating their own electronic newspaper in MicroWorlds appropriately. Let them work in their own styles.
2. Have each group help each other to correct the grammar & spelling before presentation.

Stage 4 : Drafting

Objectives : 1. Write news about the events happened.

2. Write reviews.
3. Write advertisements.
4. Write features.
5. Write cartoons.

Activities :

Individual work

1. Write their first draft in their own group from the information gathered.

Teacher conference

2. Write their second draft from the teacher's suggestions and questions about content.
3. Write their third draft from the teacher's correction or questions about language used.

Peer revision

4. Read their friends' writing for correcting the content and the language used. Then write the final draft.

Stage 5 : Presentation

Objective : Students can evaluate their own works and other groups' work, therefore their problem-solving and critical thinking skills can be developed.

- Activity :**
1. Let each group present their own works. And then make either linguistic or factual comments in order to improve the texts.
 2. Each group make revisions based on other groups' suggestions.
 3. Have each student writes a conclusion about their learning experiences toward MicroWorlds, what he/she likes and dislikes, and also when the problem occurs how he/she solves it.

Stage 6 : Assessment

Objective : The teacher evaluates students' works by using the provided criteria.

Activity : The teacher assesses the students' writings by using rubric.

Stage & Activities For Lesson Plan 1

Stage	Time (Minutes)
1. Accommodation - students in each group choose one topic that they already know a little bit about and would like to do further research about to find out more. And then, discuss and design for a working plan.	80
2. Assimilation of Knowledge - The teacher hands out the list of websites about that topic which students would like to do a search and then, ask them to complete the given chart about that topic. Then, they will interview another group about theirs . When students finish their interviews, ask them to decide which of the topic they would like to write in their MicroWorlds project. Finally, all information needed for containing in the electronic newspaper was organized.	100
3. Problem- solving skill - Students start to work in their own group. At this stage, they are already provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically.	300

Stage	Time (Minutes)
4. Drafting	180
<ul style="list-style-type: none">- The teacher revises the language used in the students' writing and students in each group revise another group's writing about the content spelling and grammar correctness. Then write the final draft.	
5. Presentation	30
<ul style="list-style-type: none">- Each group displays their work to another group and make comments about it based on the teacher's guideline.	
6. Assessment	-
<ul style="list-style-type: none">- The teacher assesses students' works by using the provided criteria.	

Lesson Plan 1

Title : News Writing; local news, world news, business news, technology news, science news, sports news, entertainment news.

Subject : English 033

Class : M. 2

Estimated Time : 12 periods

Terminal Objective : Write news about the events happened

- Enabling Objectives :**
1. Identify different ways of getting the news.
 2. Read a news story.
 3. Look for news stories on the Web.
 4. Discuss in their own groups about a news story chosen, read a news story and write the main points.
 5. Write a summary about the chosen news.

Key Vocabulary

academic	economy	news	radio
accident	entrance examinations	newspaper	reporter
art	graduate	online	science
become	happen	paragraph	service
body	headline	pass	source
business	healthy	passion	stay
centenarian	high school	politics	summary
continue	law	primary	take place
current events	lead	school	technology
degree	lecture	print master	trading company
details	magazine	probably	TV
doctorate	manager	publish	world

Assumption : Students have learnt basic word-processing skills and
MicroWorlds program (Logo Language).

Teaching Aids : 1. Hardware : One computer per group of students
2. Software : 2.1. MicroWorlds program
2.2 The Internet ;web sites of newspaper online

Student Weekly

<http://www.bangkokpost.com.neostudent/thisweek/index/htm/>

Bangkok Post

<http://www.bangkokpost.net/>

The Nation Junior

<http://www.nationjunior.com>

The Nation

<http://www.nation.com>

Procedure

Pre-Computer Work :

Activity 1 : 1. Ask students to have a look at the picture of the BBC World Service Web page. Ask them questions about the picture. For example, ask students :

- Are you interested in sports ?
Which ones ?
- How do you usually get your sports news ?
- Are you interested in sports in other countries ?
- Which links on this Web page would you like to click on ?

2. Review the different ways of getting the news and explain any unfamiliar vocabulary.

3. Have the students form their own groups of 4 – 5 with similar interests and let them discuss how frequently they use each way using a suitable frequency phrase from the given sheet or one of their own.
4. Take sometime to ask students questions about the different ways of getting the news. For example, ask students :
 - Who likes to watch the news on TV ?
 - How often do you watch the news on TV ?

Activity 2 : 1. Ask students to answer the questions about education in Thailand. Put students in pairs to share their reasons.

2. Ask students to read the news story. Tell them that it is a story about a 96-year-old man about to start studying for a university degree. Explain any unfamiliar vocabulary (e.g., centenarian, doctorate).
3. After students have finished reading the story, ask them to match each of the parts of the story with the correct definition.
4. Now ask students to read the story again and complete the answers to the five basic questions. At this point, the teacher is going to review **Simple Past Tense** and **Questions with Who, What, Where, When, and Why**.

Computer Work :

Activity 1 :

Preparation : Have each group look for a news story on the Web using the news links on their favorite Web directory. Show them the example links in the provided sheets. Tell them that after they find a news site, they should choose a news story category and then choose one story to read. Show them the example categories in the given worksheets.

1. Have each group click on a news category that interests them and let them look through the list of news stories they found and choose a story that interests them. Then ask students to write down the story headline and the URL of the website they chose.
2. Now let them read the news story that they chose and fill in as much information as they can.

Activity 2 :

Preparation : Inform students in each group that they will interview a classmate from another group about his/her news story. Review the sample questions and answers that students can use as a guide for their interviews. Tell students they will write their classmate's answers in the chart provided.

1. Ask students from the different group to find a partner and ask, "What is your story about ?" Then have students write their answer in the space provided.
2. Tell students to now continue the interview by asking specific wh-questions about the news story and writing their classmates' answers in the **Interview Notes** chart. The interviewee should consult his/her own group chart on worksheet 6.
3. When students finish their interviews, ask them to look at their classmate's answers in their chart and decide in groups which story is the most interesting. Then ask students to explain their reasons to their members and choose that one to be an assigned task.

Activity 3 : Have each student starts to write their own diary about each problem he/she finds each time he/she works and how he/she solves it. This diary will be given to the teacher at the last day.

Activity 4 : 1. Remind students to list the URL(s) of the website(s) they used to get any pictures and the information for their summary.

2. Ask students to create a summary of the news story on MicroWorlds project based on the information they gathered in the Our News Story chart from worksheet 6. Let them look at the sample summary in the worksheet 2. Tell students that they are free to add images from the Web to their summary. Refer students to the Technical Tips how to download pictures and text from the Web to the MicroWorlds program. Let them work in their own styles. It can be useful here to use the chosen news to revise the use of Present Perfect versus Past Simple tenses : the former often occur in the summary section of the news – where the news event itself is more important than the time of the event whereas the past simple tends to be used when the details are given (e.g. Prime minister X has been assassinatedIt happened when she was). Ask students to arrange the pictures (if they used any) and the text in their MicroWorlds program, check the spelling, and then save the film as Your Group Name.News.

Extension Activity

Let the students write the news summary for the following items :

- | | |
|---------------|------------------|
| 1. World News | 4. Science |
| 2. Business | 5. Sports |
| 3. Technology | 6. Entertainment |

Post – Computer Work :

- Activity 1 :**
1. Let each group present their own works. And then make either linguistic or factual comments in order to improve the texts.
 2. Each group make revisions based on other groups' suggestions.
 3. Have each student writes a conclusion about their learning experiences toward MicroWorlds, what he/she likes and dislike, and also when the problem occurs how he/she solves it.

Evaluation

Evaluate the students' works by using the criteria.

Worksheet 1:

Ways of Getting the News	How Often?
1a. watch the news on TV	b. _____
2a. listen to the news on the radio	b. _____
3a. read newspapers	b. _____
4a. read news magazines	b. _____
5a. use an online news service	b. _____

Language Use

A : How often do you watch the news on TV ?

B : (almost) every day.

A few times	a week.
(about) twice	a month.
(about) once	a year.

(almost) never

How about you ?

A : _____

Worksheet 2 :

A. Read the following news story about a 96-year-old man starting university.

The parts of the story are labeled.

Headline	It's Back to School for 96-Year-Old Man
Lead	Tokyo (Reuters) – A famous Japanese print master, 96 year-Old Toyokuni Utagawa, wants to become probably the first centenarian* to complete a doctorate degree in law.
Body	<p>Last Monday, Utagawa found out that he passed the difficult entrance examinations for Kinki University in Osaka, and he will start his law degree when the new academic year begins in April.</p> <p>“I will study for four years and then I plan to continue my studies at the graduate school,” Utagawa said, promising to continue his print making at the same time.</p> <p>Utagawa was born in 1903 and after finishing primary school learned the art of print making from his father. After World War II, he worked as a manager for a trading company, and then he returned to his art in 1972. He began to study at a part-time high school several years ago, and he will graduate this March. “If possible, I hope to earn a doctorate.”</p> <p>Already the author of one book, Utagawa lectures several times a month on how to stay healthy.</p>

B. Write each of the parts of the story (Headline, Lead, Body) next to the correct definition.

_____ This is the first paragraph of the news story. It gives the most important information about the news story.

_____ This is the title of the story.

_____ This part gives more information and details about the story.

C. Read the news story again and find the answers to the following questions.

1. Who is this story about? It's about Mr. Toyokuni _____ .
2. What happened in the story? A 96-year-old man passed _____ .
3. Where did the story take place? In _____ .
(country)
4. When did he begin to study at a part-time high school? Last _____ .
5. Why does he want to study law? Because he wants to become the first _____ .

Worksheet 3 :

You can find links to news sites in most internet portals. Here are some :

1. **Yahoo !** Extensive list of links to the latest news stories.

http://headlines.yahoo.com/Full_Coverage/

2. **Yahoo !** Directory of USA newspapers.

http://dir.yahoo.com/News_and_Media/Newspapers/

3. **ABC News**

<http://abcnews.go.com/index.htm/>

4. **Lycos**

<http://www.lycos.com/news/>

5. Excite

<http://nt.excite.com/news>

Other websites :

6. Newsrack : Online newspapers and magazines of the world – A newsstand-type listing of international newspaper and magazine sites.

<http://www.newsrack.com/>

7. CP Net : The college Press Network – Index of online student newspapers.

<http://www.cpnet.com/college/newspapers.htm>

8. Auburn University Libraries : A list of nearly 1,750 electronic newspapers available on the Web.

<http://www.lib.auburn.edu/madd/docs/newspapers/newspapers.list2.htm/>

9. CNN :

<http://cnn.com>

Attention : A large number of well-known newspapers and magazines require subscription before allowing you to search their websites. Subscription to these sites could require payment of fees, so it is a good idea to avoid them.

Add your favorite websites here :

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 4 :

Choose a news category that interests you.

- Top Stories
- Science & Technology
- Business & Economy
- Sports
- Politics
- Health
- Entertainment
- World

Worksheet 5

Story headline _____ URL _____

Worksheet 6 :

Our News Story	
Source (name of search engine) _____	
Date _____	Reporter _____
Who ? _____	
What ? _____	
Where ? _____	
Where ? _____	
When ? _____	
Why ? _____	

Worksheet 7 :

Questions	Answers
What is the story about?	It's about a 96-year-old man who passed his university entrance exams.
Who is the man?	His name is Toyokuni Utagawa, and he is a famous Japanese print master.
What is the name of the university?	It's Kinki University.
Where is Kinki University?	It's in Osaka, Japan.
When did he pass the exams?	Last Monday
Why does he want to attend the university?	Because he wants to become the first Centenarian to complete a doctorate degree in law.

Worksheet 8 :

<p data-bbox="317 1391 820 1429">What is your partner's story about ?</p> <hr data-bbox="333 1485 1251 1491"/> <hr data-bbox="333 1554 1251 1561"/>
--

Worksheet 9 :

Interview Notes	
Who?	_____

What?	_____

When?	_____

Why?	_____

Extension Activity

Let the students write the news summary for the following items :

- | | |
|---------------|------------------|
| 1. World News | 4. Science |
| 2. Business | 5. Sports |
| 3. Technology | 6. Entertainment |

Lesson Plan 2 Outline

Stage & Activities

Stage	Time (Minutes)
<p>7. Accommodation</p> <p>- students in each group choose one topic that they already know a little bit about and would like to do further research about to find out more. And then, discuss and design for a working plan.</p>	30
<p>8. Assimilation of Knowledge</p> <p>- The teacher hands out the list of websites about that topic which students would like to do a search and then, ask them to complete the given chart about that topic. Then, they will interview another group about theirs . When students finish their interviews, ask them to decide which of the topic they would like to write in their MicroWorlds project. Finally, all information needed for containing in the electronic newspaper was organized.</p>	40
<p>9. Problem- solving skill</p> <p>- Students start to work in their own group. At this stage, they are already provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically.</p>	60

Stage	Time (Minutes)
10. Drafting - The teacher revises the language used in the students' writing and students in each group revise another group's writing about the content spelling and grammar correctness. Then write the final draft.	80
11. Presentation - Each group displays their work to another group and make comments about it based on the teacher's guideline.	30
12. Assessment - The teacher assesses students' works by using the provided criteria.	-

Lesson Plan 2

Title : Reviews

Subject : English 033

Class : M. 2

Estimated Time : 4 periods

Terminal Objectives : Write reviews of the song album and movie.

Enabling Objectives : 1. Search the Web for song album and movie information.

2. Identify students' song album and movie preferences.

3. Expressing opinions in their own groups about song album and movie chosen.

4. Write reviews about the chosen song album and movie.

Assumption : Students have learnt basic word-processing skills and MicroWorlds program (Logo Language).

Teaching Aids : 1. Hardware : One computer per group of students.

2. Software : 2.1 MicroWorlds program

2.2 The Internet ; web sites of song album and movie online

Stage 1 : Music album reviews & Top ten music album

Procedure

Pre-Computer Work :

Activity 1 : 1. Students read the given reviews of music album in English magazines first to get some idea of the style and structure of album reviews and then answer the provided questions.

2. Students also carry out a survey of album reviews during the term and produce a “Top 10” chart for how interesting the album was (i.e. 10 = very interesting; 0 = incredibly boring). Then, at the end of the term, the students in each group will create the top ten music album into the MicroWorlds program.

Stage 2 Film reviews & News movie releases

Pre-Computer Work :

Key Vocabulary

Academy Award	computer graphics	newsletter	sad
action movie	courage	ocean-going	scary
actor	database	passenger	science-fiction
actress	director	plot	setting
advertisement	fall in love	popular	special effects
animated movie	film	preview	violent
boring	horror movie	rating	weird
box office hit	inspire	(movie) release	
cash	interesting	romantic	
comedy	love story	sacrifice	

Activity 1 : 1. Ask students to have a look at the Moviefinder Web page. Ask them some questions about the graphic. For example :

- How do you usually find out about movies? In a newspaper ?
On TV ?
- Do you know any of the actors or movies on this Web page ?
- Have you ever searched for movie information on the Internet?
Would you like to ?

Activity 2 : Have the students form their own groups of 4 – 5 with similar interests and let them list some movies that they have seen recently and rate each one and discuss their answers in their own group using the model dialog for guidance.

Teaching Tip : Students can write down movies in English or in other language that they have seen either at the cinema or on video. The teacher may want to walk around the classroom in case students need the help from the teacher with the spelling of English language movie titles.

- Activity 3 :**
1. Review the vocabulary items in the worksheet below (types of movies and descriptions). Ask students to write the title of a movie for each type and then use a word or several words to describe each movie. Encourage them to use their own words if they want to.
 2. (Optional) After students have completed the chart, ask them to tell the teacher about some of the items they wrote. If possible write some of the items on the board. For example, ask students :
 - What love story have you seen recently ?
 - How was it ?
 3. Ask students to write the titles of three English language movies that they would like to see and the type of movie each one is.
 4. Ask students to write down the name of a movie they might like to see this weekend. Then ask them to write what type of movie it is.

Teaching Tip : The teacher walk around the classroom and have a look at students' choices. Make sure they have spelled the items correctly. Encourage students to ask the teacher if they are unsure about the spelling of certain items.

5. The teacher introduces the expressions and explain any unfamiliar vocabulary (e.g., box office hit, cool special effects).

I heard that	it's a great movie.
	It has cool special effects.

I really like	Leonardo Dicaprio.
	action movies.

It's	the most popular movie this year.
	a box office hit in the USA.

6. Ask students to write three reasons for choosing their movie.

This can also be given as homework if there is not enough time during the lesson.

7. Ask students to discuss their choices with their own group using the model dialog below as a guide. Then choose in their own group only one movie the group would most like to see.

Computer Work :

Preparation : Now that the students in each group has chosen a movie to see, it is time for the Web search. Ask students to search for movie databases using the keywords provided in the example. When they find a database, they have to use the movie title in order to search for the movie they have chosen.

Activity 1 : 1. Ask students to open their browser and go to their favorite search engine, type their keywords and search the Web.

These following useful URLs will be given to the students to select one website and write down the movie title and the URL of the website they chose.

Web Tip : Many movie websites have links to video clips of movies. Students can view the video clips if they wish to.

However, you may need to warn students that the video clips may take some time to load (depending on the size of the video clip and the student's computer). So students should be selective with which video clips they choose to view and not try and view every video clip available on a database.

2. Ask students to select one website and write down the movie title and the URL of the website they chose.
3. Ask students in each group to read the information in the website they have chosen and complete the chart. Remind students that they should provide a reason for choosing this movie.

Web Tip : some movie websites are "official" sites posted by the movie company or another commercial organization. These sites contain a lot useful information about a movie. However, these sites may also contain memorabilia with the movie logo (e.g., T-shirts, baseball caps) or other merchandise (e.g., computer screen savers,

CDs, posters) that can be purchased online from those sites. Tell students that for the purposes of this lesson, they do not need to buy anything from these sites, and they should not post their credit card or other personal information on the Web.

Preparation : Inform students that they will interview a classmate from another group about the movie they have chosen. Review the chart with the sample questions and answers that students can use as a guide for their interview. Ask students to write their classmates' answers in the chart provided.

- Activity 2 :**
1. Ask students to find a partner and carry out the interview. The interviewee should consult his/her chart on their worksheet 4. If there are any students who missed the activity 1 and have not completed the chart on worksheet 4, they can interview their partner, but they cannot be interviewed.
 2. When students finish their interviews, ask them to look at their partner's answer and answer the questions. Do you prefer your movie of your group's favourite or your partner's group one ? _____ . Why? _____ .
 3. Students in groups write both music album reviews and film reviews on the computer and discuss to what extent both their own reviews, and the original are factual, and to what extent they are subjective. This is a useful procedure to show students that published material contains both fact and opinion, and they must try to distinguish between them. The reviews, can then be laid out, with some graphics concerning the music album and film industry decorating the page.

Post – Computer Work :

- Activity 1 :**
1. Each group present their own works. And then make either linguistic or factual comments in order to improve the texts
 2. Each group make revisions based on other groups' suggestions.
 3. Have each student writes a conclusion about their learning experiences toward MicroWorlds, what he/she likes and dislikes, and also when the problem occurs how he/she solves it.

Evaluation : Evaluate the students' writing performance by the given rubric.

Worksheet 1 :

The revelation of 98°

Compiled by Kanjana Tachawattanakun
Photo by Universal Music (Thailand) Ltd

Medium



98° have always had a simple philosophy about success: *persevere*, work hard, have faith and eventually you'll reach your goal.

For the quartet, who have sold millions of albums and earned a devoted fan base since they arrived on the music scene in 1997, that humble way of looking at things has helped make them four of the hottest singing sensations in pop music. But their ultimate aspiration has always been clear: having people recognise that their talent goes beyond just their amazing harmonies.

With their new album

'Revelation,' they aim to achieve that goal.

Revelation is an impressive step for members Nick and Drew Lachey, Jeff Timmons and Justin Jeffre, who have always had a hand writing and producing their album. The group co-wrote 11 of the album's 13 tracks.

"That's why we're so excited about this project," Drew explains. "We were able to contribute so much to it. I think it's going to reflect on the album—we feel so close to the songs."

The album is an eclectic mix of intricate harmonies, symphonic strings, R&B grooves, pop melodies and hip-hop-inflected rhythms.

"The theme of this album is really about us growing musically," Jeff says. "We tried not to have any boundaries, try different stuff. The album is so versatile, there's so many different types of songs." Nick even raps on one track (Dizzy).

In addition, Nick also composed a tender track "My Everything" which was inspired by his relationship with teen pop star Jessica Simpson. "That song is dedicated to her and she knows that. That's special for both of us."

All four guys admit that the tough times only bonded them more tightly as a unit. "We've learned about the

business together, we've learned about hardships together," Jeff says. "We're like a family. We've dealt with everybody's setbacks and have also had the highest of highs together."

The group is destined to keep on inspiring people with their work. "To see how it's accepted and what people think about it, that's the most exciting part," Drew says. Nick agrees, "All we ever wanted to do was be recognised for the music and have people enjoy our music. My hope for this album is that people will continue to appreciate it and have respect for what we do."

VOCABULARY

persevere (v): continue trying to do something in a very determined way in spite of difficulties
devoted (adj): very loyal

humble (adj): modest; not showy or elaborate
aspiration (n): strong desire to have or achieve something
eclectic (adj): not using one idea, but using parts of several ideas
intricate (adj): containing very many details, and so hard to understand

versatile (adj): able to do, or be used for, many different things
inspire (v): stimulate a person to be creative, active or to express opinions and ideas

QUESTIONS

1. Who is "My Everything" dedicated to?
2. When did the group 98° arrive on the music scene?
3. How many singers are there in the group?
4. How many tracks are there on their latest album Revelation?
 - a. 11 tracks
 - b. 12 tracks
 - c. 13 tracks

Worksheet 2 :

Movies	My Rating	Ratings Chart
1a. <u>Titanic</u>	b. <u>☆☆☆☆☆☆</u>	☆☆☆☆☆☆ I loved it!
2a. _____	b. _____	☆☆☆☆ I enjoyed it.
3a. _____	b. _____	☆☆☆ It was OK.
4a. _____	b. _____	☆☆ I didn't like it that much.
5a. _____	b. _____	☆ I hated it.

Language Use

A: Have you seen any movies lately?

B: Yes. I rented *Titanic*.
I saw *Titanic* at the movies.

A: Really? What did you think of it?

B: *I loved it!*

Worksheet 3 :

Think of a movie for each type below. Then write a word from the box, or one of your own words, to describe the movie.

Type	Movie	Description	Words to Describe Movies
1. love story	<u>Titanic</u>	<u>romantic</u>	sad
2. action movie			funny
3. science-fiction movie			exciting
			weird
4. horror movie			interesting
5. comedy			boring
6. animated movie			romantic
			scary
			violent

Worksheet 4 :

Write down three movies you would like to see. What types of movies are they?

Movies	Types
1a. _____	b. _____
2a. _____	b. _____
3a. _____	b. _____

Worksheet 5 :

Now choose the movie you would most like to see this weekend. Fill in the information below.

Name of movie _____

Type of movie _____

I heard that

it's a great movie.

It has cool special effects.

I really like

Leonardo Dicaprio.

action movies.

It's

the most popular movie this year.

a box office hit in the USA.

Worksheet 6 :

Now talk about your choice with your own group.

Language Use

A: What kind of movie would you like to see this weekend?

B: I'd like to see *Titanic*.

A: What type of movie is it?

B: It's a *love story*.

A: How would you describe it?

B: It's *romantic*.

Worksheet 7 :**Useful URLs for Movies**

1. Movieweb : Links to the movie studios and movie previews/reviews.

<http://movieweb.com/>

2. Excite Movies : Search over 175,000 movie titles.

<http://movies.excite.com/>

3. Movie Links : A list of links to other movie pages on the 'Net.

<http://www.movie-page.com/links.ht>

4. Webfind.net : Searchable movie database.

<http://www.webfind.net/>

5. Internet Movie Database (IMDb): An international organization provides cross-referenced and up-to-date movie information. Currently covers over 170,000 movies.

<http://www.imdb.com/>

6. All Movie Guide

<http://www.allmovie.com>

7. Motion Picture Database

<http://www.tvguide.com/movies/mopic/cgi.bin/page.c>

8. Film.com's Movie Previews : Movie news and in-depth looks at upcoming films.

<http://www.film.com/reviews/>

9. Dark Horizons : Movie database with news, images, reviews, trailers.

<http://www.darkhorizons.com/>

Add your favorite websites for this lesson here :

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 8:

Fill in the information about the movie you would like to see.

Movie title _____

URL _____

Worksheet 9 :

Read the information about the movie, and fill in as many items as you can in the following chart. Review the vocabulary items on the chart and explain any unfamiliar vocabulary.

Our Movie Choice

Movie Title _____

Type _____

Date of Release _____

Stars _____

Director _____

Film Company _____

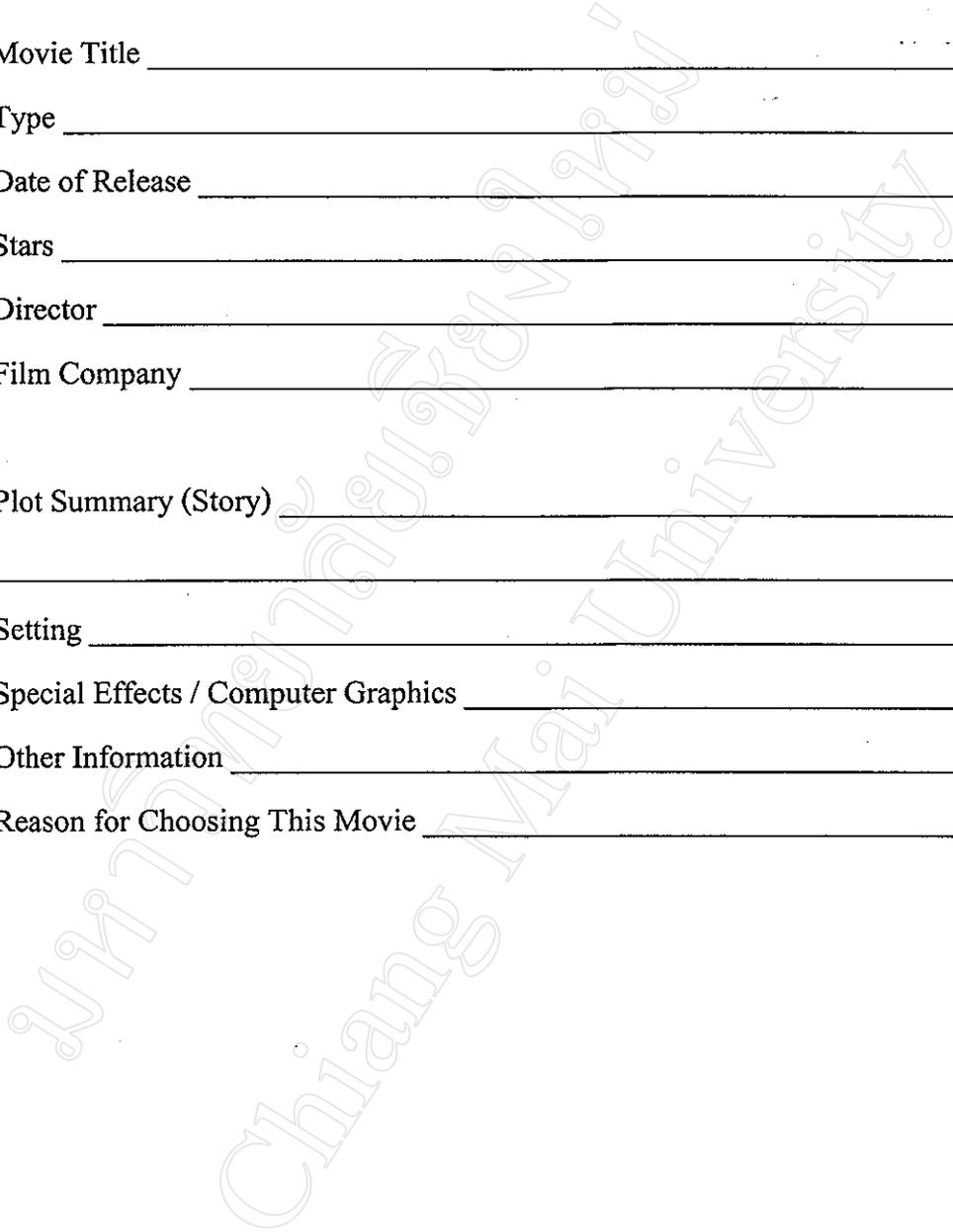
Plot Summary (Story) _____

Setting _____

Special Effects / Computer Graphics _____

Other Information _____

Reason for Choosing This Movie _____



Worksheet 10:

Pair Work : Interview your partner about the movie he/she chose, and write the answers in the chart provided in worksheet 10. Use the language below to help you ask and answer questions.

Questions	Answers
What's the title of the movie?	Titanic
What type of movie is it?	It's a love story.
What's the date of release?	December 19, 1997
Who are the stars?	Leonardo Di Caprio, Kate Winslet,...
Who is the director?	James Cameron
What's the film company?	Paramount Pictures and 20 th Century Fox
What's the movie about?	Two people fall in love on...
What's the setting?	An oceangoing passenger ship in 1912
Are there any special effects or computer graphics?	Yes, there are a lot of computer graphics.
What other information can you?	It won the Academy Award for Best Picture...
Why did you choose this movie?	Because I heard it's a great movie.

Worksheet 11 :

Now look your partner's answers. Answer the questions. Do you prefer your movie or your partner's? _____ . Why? _____ .

My Partner's Movie Choice

Movie Title _____

Type _____

Date of Release _____

Stars _____

Director _____

Film Company _____

Plot Summary (Story) _____

Setting _____

Special Effects/Computer Graphics _____

Other Information _____

Reason for Choosing This Movie _____

Lesson Plan 3 Outline

Stage & Activities

Stage	Time (Minutes)
<p>13. Accommodation</p> <p>- students in each group choose one topic that they already know a little bit about and would like to do further research about to find out more. And then, discuss and design for a working plan.</p>	30
<p>14. Assimilation of Knowledge</p> <p>- The teacher hands out the list of websites about that topic which students would like to do a search and then, ask them to complete the given chart about that topic. Then, they will interview another group about theirs. When students finish their interviews, ask them to decide which of the topic they would like to write in their MicroWorlds project. Finally, all information needed for containing in the electronic newspaper was organized.</p>	30
<p>15. Problem- solving skill</p> <p>- Students start to work in their own group. At this stage, they are already provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically.</p>	90

Stage	Time (Minutes)
16. Drafting	60
<p>- The teacher revises the language used in the students' writing and students in each group revise another group's writing about the content spelling and grammar correctness.</p> <p>Then write the final draft.</p>	
17. Presentation	30
<p>- Each group displays their work to another group and make comments about it based on the teacher's guideline.</p>	
18. Assessment	-
<p>- The teacher assesses students' works by using the provided criteria.</p>	

Lesson Plan 3

Title : Writing Advertisements

Subject : English 033

Class : M. 2

Estimated Time : 4 periods

Terminal Objectives : Write advertisements

- Enabling Objectives :**
1. Search the advertisements on the websites.
 2. Identify the use of language graphics and style of the advertisements.
 3. Discuss in their own groups about what makes a good advertisement.
 4. Write advertisements about the chosen items.

Assumption : Students have learnt basic word-processing skills and MicroWorlds program (Logo Language).

- Teching Aids :**
1. Hardware: One computer per group of students.
 2. Software : 2.1. MicroWorlds program
2.2. The Internet ; advertisements on the websites.

Procedure**Pre-computer Work :**

- Activity 1 :**
1. Students look at a variety of advertisements on the websites.
 2. They analyse the use of language, graphics and style of the advertisements, and discuss what makes a good advertisement.

Computer Work :

- Activity 1 :**
1. They then write advertisements of their own, for inclusion in the newspaper.
 2. The students could design their own graphics. In this case, knowledge of integrating text and graphics will be needed as from the following activity.

Activity 2 :

1. Have the students in their own groups practise the following technical tips.
 - A. How to copy pictures from the Web.
 1. Put the cursor on the picture.
 2. Click the button on your mouse and keep pressing for 1-2 seconds until a window comes on the screen. Select **Copy this Image** from the window.
 3. Go to your MicroWorlds program file. Place the cursor in the position you want the picture. Select **Paste** from the menu.
 4. The picture will appear automatically in MicroWorlds.
 - B. How to copy text from the Web.
 1. Highlight the text you want to copy.
 2. Select **Copy** from the browser menu.
 3. Go to MicroWorlds program. Place the cursor in the position you want the text. Select **Paste** from the menu.
 4. The text will appear automatically in MicroWorlds. Remove any unwanted spaces or line breaks.

C. How to format text copied from a website. To remove unwanted line breaks, follow these steps :

1. To join two lines separated by a line break, put the cursor at the beginning of the second line and then press the **Delete** key.
2. When the line break is deleted the two lines are joined.
3. Put any **spaces** between words if needed.

D. How to arrange pictures and text.

To put pictures and text side by side, follow these steps :

1. Insert a table with two columns.
2. In one column you can paste a picture.
3. In the other column you can paste the text you want to appear next to the picture.
4. After you paste from the Web, you can **change** the size of the picture by clicking on it and **dragging** its corners or sides.

Post-Computer Work :

- Activity 1 :**
1. Each group present their own works. And then make either linguistic or factual comments in order to improve the texts.
 2. Each group make revisions based on other groups' suggestions.
 3. Have each student writes a conclusion about their learning experiences toward MicroWorlds, what he/she likes and dislikes, and also when the problem occurs how he/she solves it.

Evaluation : Evaluate the students' writing performance by the given rubric.

Lesson Plan 4 Outline

Stage & Activities

Stage	Time (Minutes)
<p>19. Accommodation</p> <ul style="list-style-type: none"> - students in each group choose one topic that they already know a little bit about and would like to do further research about to find out more. And then, discuss and design for a working plan. 	30
<p>20. Assimilation of Knowledge</p> <ul style="list-style-type: none"> - The teacher hands out the list of websites about that topic which students would like to do a search and then, ask them to complete the given chart about that topic. Then, they will interview another group about theirs . When students finish their interviews, ask them to decide which of the topic they would like to write in their MicroWorlds project. <p>Finally, all information needed for containing in the electronic newspaper was organized.</p>	40
<p>21. Problem- solving skill</p> <ul style="list-style-type: none"> - Students start to work in their own group. At this stage, they are already provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically. 	90

Stage	Time (Minutes)
22. Drafting - The teacher revises the language used in the students' writing and students in each group revise another group's writing about the content spelling and grammar correctness. Then write the final draft.	60
23. Presentation - Each group displays their work to another group and make comments about it based on the teacher's guideline.	30
24. Assessment - The teacher assesses students' works by using the provided criteria.	-

Lesson Plan 4

Title : Feature Writing ; tourist guide to Chiang Mai.

Subject : English 033

Class : M. 2

Estimated Time : 4 periods

Terminal Objective : Write feature Article about a tourist guide to Chiang Mai.

- Enabling Objectives :**
1. Search examples of feature article writing in English about a tourist guide to Chiang Mai such as in tourist guidebooks, tourist brochures, magazines, newspapers or on the websites.
 2. Discuss in their own groups about the content and style for producing their own feature writing.
 3. Write feature article about a tourist guide to Chiang Mai in their MicroWorlds project.

Key Vocabulary

adventure	mountain climbing	skiing
attraction	overlook	snowboarding
beach	package tour	surfing
destination	preferences	tennis court
facilities	rainforest	tour
fishing	relax	tropical
Great Barrier Reef	resort	vacation
humid	round trip	weather
local	safari	whale watching
meet	scuba diving	youth hostel

Assumption : Students have learnt basic word-processing skills and MicroWorlds program (Logo Language).

Teaching Aids : 1. Hardware : One computer per group of students.

2. Software : 2.1 MicroWorlds program.

2.2 The Internet; feature articles on the websites.

Precedure

Pre-Computer Work :

- Activity 1 :** 1. Hand out the example of feature article writing about a tourist guide to The Taj Mahal in India, along with some skimming questions.
2. Now ask students in each group to write down three places, activities or festivals in Chiang Mai that tourists may be attracted to see. Then, have each group discuss all the interested places such as architectural styles and choose a particular place in Chiang Mai to be the subject for writing in their MicroWorlds project.

Teaching Tip

Walk around the classroom and have a look at students' choices.

Make sure they have spelled the items correctly. Encourage students to ask the teacher if they are unsure about the spelling of certain items.

Computer-work :

Preparation : 1. Now that each group has decided where or what they would like to write in MicroWorlds projects, it is time for the Web search. Ask students to write down the keywords for their search. Show them the example keywords in the worksheet. Students may need to do more than one search in order to find information about activities and history information in the place, activity or festival they have chosen.

Teaching Tip

Walk around the classroom and make sure that students have spelled their keywords correctly.

Web Tip

Students can also try the information available in any of the popular Web directories.

1. Review the worksheet 7. Tell students that they will need to find the specific information in the worksheet about that place, activity or festival.

- Activity 1 :**
1. Ask students to open their browser and go to their favorite search engine, type their keywords, and then search the Web.
 2. Ask students to browse through the results and choose a website that they like the best.
 3. Ask students to write down the name and the URL of the website they chose.
 4. Ask students to complete the worksheet 7 with the information from the website they chose. Remind students that they have to write why they chose this place, activity or festival.

Activity 2 :

- Preparation :**
1. Inform students that they will interview one of their classmates from another group about his/her choice. Review the worksheet 8 with the sample questions and answers that students can use as a guide for their interviews. Ask students to write their classmate's answers in the worksheet 9 provided.
 2. Ask students to find a classmate and carry out the interview. The interviewee should consult his/her worksheet 7. If there are any students who missed the search the Web session and have not completed worksheet 7, they can interview a classmate, but they cannot be interviewed.
 3. When students finish their interviews, ask them to look at their classmate's answers and answer the questions in the worksheet.

- Activity 3 :**
1. Ask students in each group to create a tourist guide for the place, activity or festival they planned using MicroWorlds. Let them look the sample tourist guide in worksheet 1. Refer students to the Technical Tips regarding how to download pictures and text from the Web to MicroWorlds.
 2. Remind students to list the URL(s) of the website(s) they used to get the pictures and information about the place, activity or festival.
 3. Ask students in each group to edit the information they copied, add their own ideas, arrange the pictures and text in MicroWorlds, check the spelling, and then save the file.

Post-Computer Work :

1. Display their group work to another group and the teacher make comments about the content and the language used.
Then each group write their second draft.
2. For homework, students in each group can be asked to extend their feature writing they wrote in class as their final draft, by finding out more information.

Evaluation

Evaluate the students' works by using the criteria.

Worksheet 1:

Write down three places, activities or festivals in Chiang Mai and one activity for each that tourists may be attracted to see and they would like find information about.

Place, activities or festivals in Chiang Mai	Activities
1a. _____	b. _____
2a. _____	b. _____
3a. _____	b. _____

Worksheet 2 :

Now choose one place, activity or festival in Chiang Mai to research.

Place, activity or festival _____

Activity _____

Worksheet 3 :

Now talk about your choice with a student from another group.

A : Where or what would you like to research about Chiang Mai ?

B : I'd like to go to Pra-that Doi Suthep.

A : That sounds great. What would you like to do there ?

B : I'd like to worship Pra-that.

Worksheet 4 :

Look for interesting place, activity or festival information. Do a search using the choice you've chosen, the type of activity as keywords. Write your keywords in the box.

Worksheet 5 :

Explore the vacation websites you found.

Worksheet 6 :

Now choose the place, activity or festival you like best and fill in the information below.

Your choice's website _____

URL _____

Worksheet 7 :

Fill in as much of the information as you can in the chart.

My Interesting Place, Activity or Festival's Choice

Place, activity or festival : _____

Date of Visit : _____

Activities : _____

Other Information : Special Attractions, Tours _____

Weather _____

Reason for Choosing This Place, Activity or Festival : _____

Worksheet 8 :

Pair Work : Interview your partner from another group about the vacation he/she chose, and write the answers in the chart. Use the language below to help you ask and answer questions.

Questions

Where or what would you like to research about Chiang Mai ?

How much will it cost for the Transportation ?

What will you do there ?

Are there any special attractions ?

How is the weather there ?

Why did you choose this place ?

Answers

I'll choose to research about Pra-that Doi Suthep.

About 100 ฿

I'll go worshipping the Prathat.

They have a beautiful landscape of Chiang Mai's city.

It's hot and humid in the summer, but cool and dry in the winter.

Because it's the most important historical place in Chiang Mai.

Worksheet 9 :

My Partner's Interesting Place, Activity or Festival's Choice

Place, activity or festival : _____

Date of Visit : _____

Activities : _____

Other Information : Special Attractions, Tours _____

Weather _____

Reason for Choosing This Place, Activity or Festival : _____

Worksheet 10 :

Now look at your partner's answers. Answer the questions.

Do you prefer your choice or your partner's choice ? _____

Why ? _____

Lesson Plan 5 Outline

Stage & Activities

Stage	Time (Minutes)
25. Accommodation	30
<ul style="list-style-type: none"> - students in each group choose one topic that they already know a little bit about and would like to do further research about to find out more. And then, discuss and design for a working plan. 	
26. Assimilation of Knowledge	30
<ul style="list-style-type: none"> - The teacher hands out the list of websites about that topic which students would like to do a search and then, ask them to complete the given chart about that topic. Then, they will interview another group about theirs . When students finish their interviews, ask them to decide which of the topic they would like to write in their MicroWorlds project. <p>Finally, all information needed for containing in the electronic newspaper was organized.</p>	
27. Problem- solving skill	90
<ul style="list-style-type: none"> - Students start to work in their own group. At this stage, they are already provided with clues and be able to use reference resources to solve the problem at each step & then share their methods electronically. 	

Stage	Time (Minutes)
28. Drafting	60
- The teacher revises the language used in the students' writing and students in each group revise another group's writing about the content spelling and grammar correctness. Then write the final draft.	
29. Presentation	30
- Each group displays their work to another group and make comments about it based on the teacher's guideline.	
30. Assessment	-
- The teacher assesses students' works by using the provided criteria.	

Lesson Plan 5

Title : Feature Writing; famous people's profile

Subject : English 033

Class : M. 2

Estimated Time : 4 periods

Terminal Objective : Write biographical information about the famous person.

Enabling Objectives :

1. Students in each group choose a favorite famous person and search information about him/her.
2. Create a famous person profile.

Assumption : Students have learnt basic word-processing skills and MicroWorlds program (Logo Language).

Teaching Aids :

1. Hardware : One computer per group of students.
2. Software : 2.1. MicroWorlds program.
2.2 The Internet; websites about famous people.

Key Vocabulary :

actor/actress	funny	place of birth
athlete	great	politician
beautiful	handsome	profile
career history	important	singer
cool	intelligent	skillful
comedian	knowledgeable	talented
film director	occupation	wonderful

Precedure

Pre-Computer Work :

Introduction : Introduce the topic to students. Tell them that this lesson is about famous people, i.e. people who are well-known all over the world. Invite students to name some famous people in their country. Ask students what these people are famous for (e.g., famous singer, comedian, actor). Then, write some of the names and occupations that students provide the teacher with on the board. After that, tell students in each group that they will think about famous people and choose their favorite one. Then, they will find information about their favorite famous person on the Web and share their information with members in their own groups.

Activity 1 : 1. Ask students if they can recognize the person in the art (Celine Dion). Students may have difficulty pronouncing her name, so it is a good idea to practice saying it with students.

2. Ask other questions related to the art. For example, ask :

- What is this person famous for ?
- Can you name any of her songs ?
- Do you like her songs ?
- What kind of information do you think you could find on this website ?
- Have you ever visited a famous person's website ?

Activity 2 : 1. Review the vocabulary in the occupations list and ask students (30 minutes) in each group to write the name of at least one famous person for each occupation (at least one of the famous people in each occupation should be from an English-speaking country or internationally famous).

2. At this point, the teacher may want to walk around the classroom offering help, as many students may be having difficulty with the spelling of some of the English-language names.
3. When students have finished their writing task, ask them to compare their answers with another group using the model dialog for guidance.

Activity 3 : 1. Ask students in each group to complete the given chart by (45 minutes) writing the names of their three favorite famous people and their occupations. It is a good idea to walk around the class while students are working in case they need help with spelling unfamiliar names. Encourage students to ask if they are unsure about how to spell certain names.

2. Now ask students in each group to choose one of their famous people that they would like to research and write this person's name and occupation in the box provided. Ask students to make sure the person they choose is from an English-speaking country or internationally famous to ensure that they will find English-language websites about this person.

Web Tip : Walk around the classroom and have a look at students' choices. It is important that the person they have chosen is famous enough to ensure that there will be enough information on the Web about this person. It is all right if students choose a deceased famous person, provided the person is famous enough. Note that students need to use the past tense when talking about deceased famous people as in the following model dialog about Princess Diana in the following worksheet (5).

2. Ask students to discuss their choice with another group using the model dialog provided as a guide. Introduce the vocabulary in the word box and explain any unfamiliar vocabulary. The teacher can also invite students to think of some more words. At this point it is a good idea to review simple past tense and past time expressions.

Computer Work :

Introduction : Now that each group has decided who is their favorite famous person, it is time for the Web search. Before writing the keywords they will use for the Web search, students should have a look at the example provided in the worksheet (Celine Dion biography). Ask students to write their keywords in the box and make sure they have spelled the name correctly.

Web Tip : Using the name of the famous person as keywords should be enough for a successful Web search. However, if the famous person has a common name (e.g., Paul Smith), then advise students to include the occupation of the famous person along with the name (e.g., Paul Smith designer).

Preparation : Review the chart in following worksheet 4 and explain any unfamiliar vocabulary so that students will have a good idea of what they are looking for in a website. Tell students that, when they do the Web search, they have to look for specific information in order to complete the chart. Explain that under Family Information students need to find out if the famous person is married or not, if he/she has any brothers and sisters, etc. Explain that under interesting information students should write at least one piece of interesting information about their famous person (e.g., how many languages this famous person can speak, any special events that happened in this person's life).

- Activity 1 :**
1. Ask students to open their browser, go to the favorite search (60 minutes) engine, type the keywords carefully, and then search the Web.
 2. When students get their first page of results ask them to scan the results looking for websites that are "official". Ask students to explore the contents of the selected sites.
 3. After students have explored the websites, ask them to write the name and URL of the one that provided the most interesting information.
 4. Ask students to use information from the website in order to complete the chart about the famous person.

- Activity 2 :** 1. Tell students that they will interview another group about their favorite famous person. Interviewee should consult his/her chart on worksheet 5. If there are any students who missed to complete this worksheet's session, they can interview their partner, but they cannot be interviewed. Review the sample questions and answers that students can use as a guide for their interviews. Ask students to write another group's answers in the charts provided. Remind students that this is a conversation activity (i.e., they are not to simply copy each other's notes).
2. When students finish their interviews, ask them to look at their partner's answers in the chart and decide which of the famous people they would like to meet and why. Ask each group to write their answers in their worksheet. If the teacher have time, the teacher can ask students to share their answers with their partner, in groups or with the rest of the class.

Activity 3 : 1. Ask students to create a profile of their favorite famous person (180 minutes) using MicroWorlds Project. Show them the sample profile in the newspaper. Ask students to :

- Open the Web browser.
- Go to the website they wrote down during Activity 1 of the Computer work.
- Copy images and text to use in the profile from the website to students' MicroWorlds Project.

Web Tip : Refer students to the Technical Tips regarding copying images and text from the Web to MicroWorlds.

2. Remind students in each group to list the URL of the website they used to get the information for their famous person profile.
3. Ask students to edit the information they copied, add their own opinions and ideas, arrange the picture (s) and text, check the spelling, and then save the file.

Activity 4 : 1. Students in each group write their second draft from the teacher's (120 minutes) suggestions and questions about content.

2. Write their third draft from the teacher's correction or questions about language used.
3. Have each student writes a conclusion about their learning experiences toward MicroWorlds, what he/she likes and dislikes and also when the problem occurs how he/she solves it.

Post – Computer Work :

1. Display their work to another group and correct the content and the language used by using the provided criteria.
2. For homework, students in each group can be asked to extend their feature writing for their final draft by finding out more information.

Evaluation : Evaluate the students' works by using the criteria.

Worksheet 1 : Look at the occupations below. Write the name of a famous person for each occupation.

Occupations

1a. singer

2a. athlete

3a. comedian

4a. actor / actress

5a. film director

6a. politician

Famous People

b. Celine Dion

b. _____

b. _____

b. _____

b. _____

b. _____

Worksheet 2 : Compare your answers with a partner.

A : Can you name a famous singer ?

B : Hmm. *Celine Dion*. Do you know her ?

A : Yes, I do. OR No, I don't.

Worksheet 3 : Think of three of your favorite famous people. Write their names and occupations below.

Famous People

1a. _____

2a. _____

3a. _____

Occupations

b. _____

b. _____

b. _____

Worksheet 4 : Now choose one of the names above to research. Fill in the information below.

My favorite famous person is _____
(name)

He (She) is a (an) _____
(occupation)

Worksheet 5 : Now talk about your choice with a classmate.

A: What famous person did you choose ?

B: I chose *Celine Dion*, the famous *singer*.

A: Why is *she* your favorite ?

B: I think *she's* really *great*.

A : What famous person did you choose ?

B : I chose *Princess Diana*.

A : Why is *she* your favorite ?

B : I think *she* was really *beautiful*.

Words to Describe People

cool

handsome

beautiful

knowledgeable

great

talented

funny

skillful

wonderful

important

intelligent

Worksheet 6 :

A. Look for information about your favorite famous person. Do a search using the person's name and biography as keywords for the search. Be sure to spell the name correctly.

Worksheet 7 : Explore two or three websites you found about your favorite famous person.

1. **Xoon.com** : List of links to famous pop and rock artists.
http://members.xoom.com/exx_info/index.html
2. **Biography.com**: Database of over 20,000 biographies of famous personalities.
<http://www.biography.com/>
3. **FamousPeople.com**: Biographical information of a list of famous people.
<http://www.famouspeople.com/famouspeople.html>
4. **Famous Actresses Links** : Links to pictures, biography, filmography.
<http://members.xoom.com/exxy/index.html>
5. **Biography Sites**: Over 20,000 short biographies of famous people, both living and dead. Biographical dictionary contains more than 25,000 notable men and women who have shaped our world from ancient times to the present day.
<http://152.157.38.6/library/biosite.htm>
6. **Artistically Correct** : List of some famous artists (painters, sculptors, etc.).
<http://www.netins.net/showcase/myoddwebvice/artpg.html>
7. **CelebSites** : The source for celebrity links and information.
<http://www.celebsite.com/>

8. **Webfind Movies : Celebrity:** Webfind.net links to celebrities, official sites, fansites.

<http://webfind.net/movies/c/celebrity.html>

9. **Lycos Guide to Celebrities**

<http://www-english.lycos.com/entertainment/celebrities/>

Add your favorite websites for this unit here :

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 8 : Now choose the best website and fill in the information below.

Famous person website _____

URL _____

Worksheet 9 : Now use the information in the website to fill in as much information as you can in the following chart.

My Favorite Famous Person

Name _____

Occupation _____ Age _____

Date of Birth _____ Place of Birth _____

Interests _____

Family Information _____

Career History _____

Interesting Information _____

Reason for Choosing this Person _____

Worksheet 10 : Pair Work. Interview one student from another group about the famous people they researched, and write the answers in the charts. Use the language below to help you ask and answer questions.

Questions	Answers
What's her (his) name ?	Her name is Celine Dion.
What does she (he) do ?	She's a singer.
How old is she (he) ?	She's _____ years old.
What's her (his) date of birth ?	It's March 30, 1968.
Where was she (he) born ?	She was born in Charlemagne, Quebec, Canada.
What are her (his) interests ?	Golf, shopping, and collecting shoes.
Tell me about her (his) family.	She has thirteen brothers and sisters.
Tell me about her (his) career history.	She started singing when she was five...
Is there any other interesting information ?	She does humanitarian work.
Why did you choose this person ?	She's a wonderful singer and ..

The Famous Person that Student from Another Group Researched

Name _____

Occupation _____

Age _____

Date of Birth _____

Place of Birth _____

Interests _____

Family Information _____

Career History _____

Interesting Information _____

Reason for Choosing this Person _____

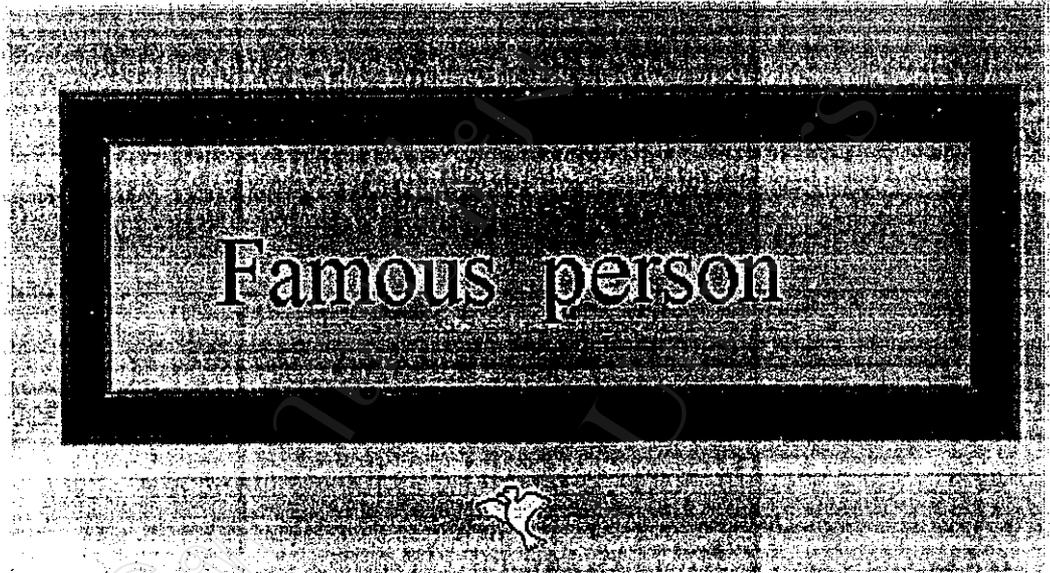
Worksheet 11 : Now look at your classmates' answers. Answer the questions.

Which of these famous people would you like to meet ? _____

Why ? _____

ภาคผนวก ค

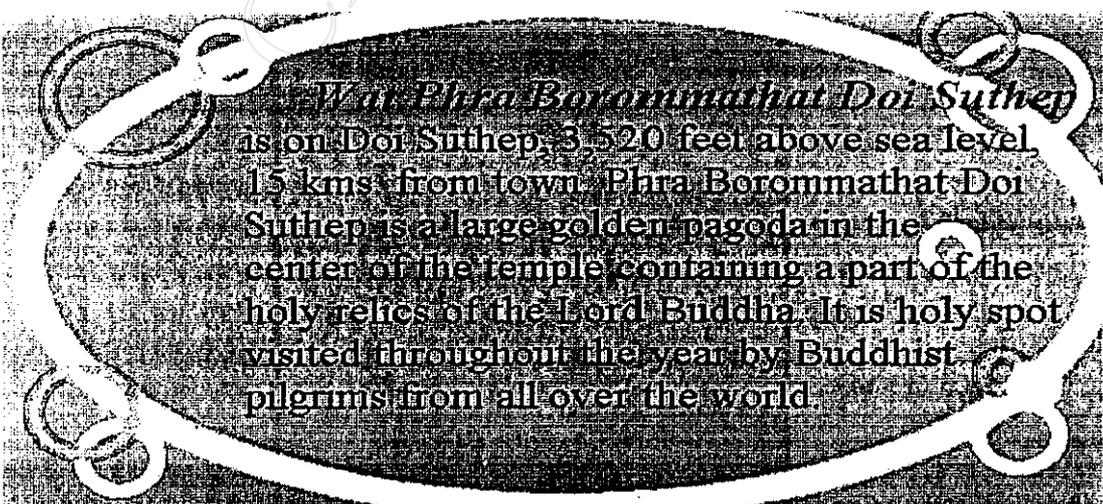
ตัวอย่างงานเขียนของผู้เขียนแผนการสอนที่ 5

**Beethoven, Ludwig van (1770 - 1827)**

Born in Bonn in 1770, the eldest son of a singer in the Kapelle of the Archbishop-Elector of Cologne and grandson of the Archbishop's Kapellmeister, Beethoven moved in 1792 to Vienna, where he had some lessons from Haydn and others, quickly establishing himself as a remarkable keyboard-player and original composer. By 1815 increasing deafness made public performance impossible and accentuated existing eccentricities of character, patiently tolerated by a series of rich patrons and his royal pupil the Archduke Rudolph. Beethoven did much to enlarge the possibilities of music and widen the horizons of later generations of composers. To his contemporaries he was sometimes a controversial figure, making heavy demands on listeners both by the length and by the complexity of his writing, as he explored new fields of music.



Doi Suthep sits a good thousand meters above the surrounding landscape, so it is a great place to view the countryside. Once the difficult ascent had to be made on foot, but a motor road was added in 1935 and a funicular (lift) was recently installed as well.



ประวัติผู้เขียน

ชื่อ – สกุล	นางสาวรัชฎา คำโชติรส
วันเดือนปีเกิด	13 สิงหาคม 2515
ประวัติการศึกษา 2537	ปริญญาตรี ศิลปศาสตรบัณฑิต (ภาษาอังกฤษ) คณะมนุษยศาสตร์ มหาวิทยาลัยเชียงใหม่
ประวัติการทำงาน 2538 – 2541	ครูสอนภาษาอังกฤษของสมาคมวายเอ็มซีเอสันติธรรม เชียงใหม่
2541 – ปัจจุบัน	ครูสอนภาษาไทยของสมาคมนักเรียนเก่าสหรัฐอเมริกา อำเภอเมือง จังหวัดเชียงใหม่