

ภาคผนวก

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจเครื่องมือและแผนการสอน

- | | |
|------------------------------|--|
| 1. อาจารย์พูนรัตน์ แสงหนุ่ม | คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์
สถาบันราชภัฏเชียงใหม่ |
| 2. อาจารย์ประลอง ครุทน้อย | หมวดวิชาภาษาอังกฤษ
โรงเรียนศึกษาสงเคราะห์เชียงใหม่ |
| 3. อาจารย์ ดร. บุญเลิศ คำปັນ | งานแนะแนวโรงเรียน
โรงเรียนศึกษาสงเคราะห์เชียงใหม่ |

ผู้เชี่ยวชาญประเมินความสามารถในการเขียนภาษาอังกฤษ

- | | |
|-----------------------------|--|
| 1. อาจารย์พูนรัตน์ แสงหนุ่ม | คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์
สถาบันราชภัฏเชียงใหม่ |
| 2. อาจารย์ประลอง ครุทน้อย | หมวดวิชาภาษาอังกฤษ
โรงเรียนศึกษาสงเคราะห์เชียงใหม่ |

ผู้เชี่ยวชาญในการวิเคราะห์ข้อมูล

- | | |
|---------------------------|--|
| อาจารย์ ดร. บุญเลิศ คำปັນ | งานแนะแนวโรงเรียน
โรงเรียนศึกษาสงเคราะห์เชียงใหม่ |
|---------------------------|--|

ภาคผนวก ข

แบบสอบถาม : แบบสอบถามความเชื่อมั่นในความสามารถของตนเอง

คำชี้แจง : แบบสอบถามนี้มีจุดประสงค์เพื่อสอบถามระดับความเชื่อมั่นในความสามารถของตนเองในการเขียนภาษาอังกฤษ การตอบคำถามไม่มีผลต่อการให้คะแนนการเรียนภาษาอังกฤษในกระบวนวิชาที่ท่านกำลังเรียนอยู่ โปรดใส่เครื่องหมาย ✓ ในช่องระดับความเชื่อมั่นของท่านของแต่ละรายการที่กำหนดให้

รายการ	มากที่สุด (5)	มาก (4)	ปานกลาง (3)	น้อย (2)	น้อยที่สุด (1)
ฉันสามารถ.....					
1. สะกดคำที่ฉันเขียนได้อย่างถูกต้อง					
2. เข้าใจและใช้เครื่องหมายวรรคตอนได้อย่างถูกต้อง และมีประสิทธิภาพ					
3. ใช้อักขรตัวใหญ่ได้อย่างถูกต้องและเหมาะสม					
4. ใช้รูปแบบคำกริยาในประโยคได้ถูกต้องตามหลักไวยากรณ์					
5. เขียนประโยคอย่างง่ายและซับซ้อนได้ดี และหลากหลาย					
6. ให้คำสรรพนาม คำนาม คำบุพบท และคำขยายต่างๆ ได้อย่างถูกต้อง					
7. ใช้คำศัพท์และสำนวนใหม่ๆ ในงานเขียนของฉันได้อย่างน่าสนใจ					
8. เขียนเล่าเรื่อง บรรยายภาพหรือเหตุการณ์ และนำเสนอความคิดได้อย่างต่อเนื่อง สมเหตุสมผลและน่าสนใจ					
9. เขียนจดหมายส่วนตัวเป็นภาษาอังกฤษได้					
10. เขียนแบบสอบถามเป็นภาษาอังกฤษได้					
11. เขียนสรุปความคิดและข้อมูลที่ได้จากการอ่าน การสัมภาษณ์ หรือแบบสอบถาม เป็นภาษาอังกฤษได้					
12. ตั้งชื่อเรื่องที่เขียนได้ครอบคลุมเนื้อหา และนำติดตาม					

ภาคผนวก ง

เครื่องมือการให้คะแนนในรูปแบบรูบรีคส์สำหรับประเมินงานเขียน
ในโครงการหนังสือพิมพ์โรงเรียน

องค์ประกอบทางการเขียน	ระดับความสามารถ			
	ดีมาก	ดี	ปานกลาง	พอใช้
การเรียบเรียงความคิด (30 คะแนน)	1) แสดงโครงสร้างหรือรูปแบบการเขียนที่ชัดเจน (9-10) 2) แสดงความคิดหลักชัดเจนเป็นเอกภาพ และมีเหตุผลหรือตัวอย่างสนับสนุนอย่างเพียงพอ ชัดเจน (9-10) 3) มีการเชื่อมโยงความคิดหรือเหตุการณ์เข้าด้วยกันได้อย่างต่อเนื่อง สมเหตุผล และง่ายต่อการเข้าใจ (9-10)	1) แสดงโครงสร้างหรือรูปแบบการเขียนได้พอเข้าใจ (7-8) 2) แสดงความคิดหลักชัดเจน และมีเหตุผลหรือตัวอย่างสนับสนุน แต่ไม่มากนัก (7-8) 3) มีการเรียบเรียงและเชื่อมโยงความคิดได้ดี แต่บางครั้งไม่ต่อเนื่อง (7-8)	1) แสดงโครงสร้างหรือรูปแบบการเขียนไม่ชัดเจน (6-5) 2) แสดงความคิดหลักไม่ชัดเจนไม่เป็นเอกภาพ เหตุผลหรือตัวอย่างสนับสนุนมีอย่างจำกัด รายละเอียดที่สำคัญบางอย่างขาดหายไป (5-6) 3) การเชื่อมโยงความคิดสับสน ไม่ต่อเนื่อง แต่พอจะเข้าใจได้ (5-6)	1) ไม่แสดงโครงสร้างหรือรูปแบบการเขียนให้เข้าใจได้เลย (3-4) 2) ไม่มีความคิดหลักขาดเหตุผล ตัวอย่าง หรือรายละเอียด สนับสนุน (3-4) 3) เขียนสั้นมากจนประเมินไม่ได้ (3-4)
เนื้อหา (40)	1) มีความรู้และเข้าใจในเรื่องที่เขียนดี มาก อ่านได้ความดีมาก (9-10) 2) นำเสนอเรื่องในแง่มุมที่น่าสนใจ แสดงถึงความคิดริเริ่มสร้างสรรค์ของผู้เขียน (9-10)	1) มีความรู้ความเข้าใจเรื่องที่เขียนพอสมควร (7-8) 2) นำเสนอเรื่องที่น่าสนใจ แต่ไม่แสดงความคิดริเริ่มสร้างสรรค์ (7-8)	1) มีความรู้ความเข้าใจเรื่องที่เขียนอย่างจำกัด (5-6) 2) นำเสนอเรื่องทั่วไป ไม่น่าสนใจมากนัก ไม่แสดงถึงความคิดริเริ่มสร้างสรรค์ (5-6)	1) ไม่มีความรู้ความเข้าใจในเรื่องที่เขียนเลย (3-4) 2) นำเสนอเรื่องทั่วไป ไม่น่าสนใจเลย (3-4)

ภาคผนวก ง (ต่อ)

องค์ประกอบทางการเขียน	ระดับความสามารถ			
	ดีมาก	ดี	ปานกลาง	พอใช้
เนื้อหา (ต่อ) (40 คะแนน)	3) เนื้อหามีการขยายความอย่างต่อเนื่อง สมเหตุสมผล ละเอียดเพียงพอต่อการเข้าใจของผู้อ่าน (9-10) 4) ตั้งชื่อเรื่องที่มีความเกี่ยวข้องและสัมพันธ์กับเนื้อหา อีกทั้งชวนติดตาม (9-10)	3) เนื้อหามีการขยายความได้อย่างต่อเนื่อง สมเหตุสมผล แต่บางครั้งขาดรายละเอียดที่สำคัญ (7-8) 4) ชื่อเรื่องกับเรื่องที่เขียนมีความเกี่ยวข้องกันเป็นส่วนใหญ่ (7-8)	3) เขียนได้ความน้อย ความคิดไม่ต่อเนื่อง เนื้อหาขาดรายละเอียดที่สำคัญๆ ขาดต่อการอ่านได้เข้าใจ (5-6) 4) ชื่อเรื่องกับเรื่องที่เขียนมีความเกี่ยวข้องกันน้อย (6-5)	3) เขียนได้น้อยมาก อ่านไม่ได้ความและประเมินไม่ได้ (3-4) 4) ชื่อเรื่องกับเรื่องที่เขียนไม่เกี่ยวข้องกันเลย (3-4)
ไวยากรณ์ (20)	1) มีการใช้รูปประโยคที่หลากหลาย และใช้ได้ อย่างถูกต้อง สมบูรณ์ดีมาก (5) 2) มีความผิดพลาดน้อยมากในเรื่องการใช้กาล และกริยา (5) 3) มีการใช้คำสรรพนาม รูปนามเอกพจน์-พหูพจน์ คำนำหน้านาม คำบุพบท คำขยายต่างๆ ได้ถูกต้องเกือบทั้งหมด (5)	1) มีการใช้รูปประโยคได้หลากหลาย ประโยคมีความถูกต้องและสมบูรณ์ค่อนข้างมาก แต่ส่วนใหญ่จะเป็นประโยคอย่างง่าย (4) 2) มีความผิดพลาดในการใช้กาล และกริยาบ่อยๆ (4) 3) มีการใช้คำสรรพนาม รูปนามเอกพจน์-พหูพจน์ คำนำหน้านาม คำบุพบท คำขยายต่างๆ ผิดพลาดบ่อยๆ(4)	1) ใช้รูปประโยคซ้ำๆ ส่วนใหญ่เป็นประโยคอย่างง่าย และเป็นประโยคที่ไม่สมบูรณ์ (3) 2) มีความผิดพลาดในการใช้กาล และกริยามาก ไม่มีความสัมพันธ์ระหว่างประธานกับกริยา(3) 3) มีการใช้คำสรรพนาม รูปนามเอกพจน์-พหูพจน์ คำนำหน้านาม คำบุพบท คำขยายต่างๆ ผิดพลาดเป็นส่วนใหญ่(3)	1) ไม่มีความรู้เรื่องโครงสร้างของประโยคเลย (2) 2) เขียนประโยคสื่อความไม่ได้ (2) 3) มีการใช้คำสรรพนาม รูปนามเอกพจน์-พหูพจน์ คำนำหน้านาม คำบุพบท คำขยายต่างๆ ผิดเกือบหมด (2)

ภาคผนวก ง (ต่อ)

องค์ประกอบทางการเขียน	ระดับความสามารถ			
	ดีมาก	ดี	ปานกลาง	พอใช้
ไวยากรณ์ (ต่อ) (20 คะแนน)	4) มีความกล้าเสี่ยงในการใช้คำและสำนวนต่างๆ มาก และสามารถใช้ได้ อย่างสร้างสรรค์ เหมาะสม (5)	4) มีความกล้าเสี่ยงในการใช้คำศัพท์ ยากๆ และ สำนวนน้อยมาก แต่ก็สามารถใช้ คำศัพท์ที่มีอยู่ได้ อย่างถูกต้อง เหมาะสม(4)	4) ไม่มีความกล้าเสี่ยงในการใช้ คำศัพท์/สำนวน คำ ศัพท์ไม่หลากหลาย และส่วน ใหญ่ใช้ได้ไม่ เหมาะสม (3)	4) ใช้คำศัพท์ซ้ำๆ ง่ายๆ และแปล คำต่อคำจาก ภาษาแม่ (2)
กลไกในการเขียน (10 คะแนน)	1) สะกดคำได้ถูกต้องทุกคำ ทั้งคำง่าย และคำยาก (4) 2) มีความเข้าใจเรื่อง การใช้เครื่องหมายวรรคตอนดี มาก และใช้ได้ อย่างมีประสิทธิภาพ(3) 3) มีความเข้าใจการใช้อักษรตัวใหญ่ (Capital letter) หรืออักษรนำดี มาก และสามารถ ใช้ได้อย่างถูกต้อง (3)	1) สะกดคำได้ผิดพลาดน้อยมาก (3) 2) มีความเข้าใจการใช้เครื่องหมาย วรรคตอนดี แต่ ผิดพลาดบ่อยๆ (2.5) 3) สามารถใช้อักษร นำ หรืออักษรตัว ใหญ่ได้ดี แต่ผิดพลาดบ่อยๆ (2.5)	1) สะกดคำผิดพลาดบ่อยมาก (2) 2) มีความเข้าใจการใช้เครื่องหมาย วรรคตอนน้อย มาก ใช้ผิดเป็น ส่วนใหญ่ (2) 3) มีความรู้เรื่อง อักษรนำ หรือ อักษรตัวใหญ่ อย่างจำกัด และ ใช้ผิดพลาดบ่อย มาก (2)	1) สะกดคำผิดคำ เว้นคำ (1) 2) มีความเข้าใจการใช้เครื่องหมาย วรรคตอนน้อย และใช้ผิดเกือบ ทุกครั้ง (1.5) 3) มีความรู้เรื่อง อักษรนำ หรือ อักษรตัวใหญ่ น้อยมาก และใช้ ผิดเกือบทุกครั้ง (1)

ภาคผนวก จ

แบบประเมินงานเขียนโดยเพื่อน

องค์ประกอบ การเขียน	รายละเอียดที่ต้องการตรวจทาน	ใช่	ไม่ใช่	ข้อเสนอแนะ/ สิ่งที่ต้องแก้ไข
เนื้อหา	1. มีชื่อเรื่องหรือหัวข้อในการเขียน 2. ชื่อเรื่องน่าสนใจ 3. ชื่อเรื่องครอบคลุมเนื้อหาทั้งหมด 4. นำเสนอเรื่องใหม่/ในแง่มุมที่น่าสนใจ			
การเรียง ลำดับความ คิด	5. มีความคิดหลักเพียงหนึ่งความคิด 6. ความคิดหลักได้รับการขยายหรือสนับสนุนด้วยเหตุผล หรือตัวอย่างอย่างสมบูรณ์และชัดเจน 7. มีการลำดับความคิด/เหตุการณ์อย่างเหมาะสม 8. แต่ละย่อหน้ามีการเชื่อมโยงความคิดได้ต่อเนื่อง 9. มีบทสรุปมาจากเหตุผลที่น่าเสนอ			
ไวยากรณ์	10. มีการใช้รูปแบบคำกริยาถูกต้องตามกาลและสัมพันธ์กับประธาน 11. มีการใช้คำสรรพนามผิคน้อยมาก 12. มีการใช้คำนำหน้านามผิคน้อยมาก 13. มีการใช้คำนามเอกพจน์/พหูพจน์ผิคน้อยมาก 14. มี compound sentence และใช้ถูกต้องเป็นส่วนใหญ่ 15. มี complex sentence และใช้ถูกต้องเป็นส่วนใหญ่ 16. มี simple sentence และใช้ได้ถูกต้องเป็นส่วนใหญ่			
กลไกทาง ภาษา	17. ขึ้นต้นประโยคด้วยตัวใหญ่เสมอ 18. ขึ้นต้นคำนามเฉพาะด้วยตัวใหญ่เสมอ 19. จบประโยคด้วยเครื่องหมาย full stop หรือ เครื่องหมายคำถาม ตามรูปแบบประโยคเสมอ 20. ใช้เครื่องหมายคำพูด ("...") และ comma (,) ผิคน้อยมาก 21. สะกดคำผิคน้อยมาก			

ภาคผนวก ฉ

โครงการหนังสือพิมพ์โรงเรียน

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

School Newspaper Project 1

Level: Mathayom Suksa 6

Approximate time: 24 hours

Project description

In this project, students produce a school newspaper containing the contents about issues relevant to their school, teachers and themselves. The students will be taught how to write and present their information in different forms of writing—news, short stories, ads, personal letters, picture captions and narrative paragraphs. This project also offers plenty of scopes to students with artistic talents. Furthermore, the opportunities for individuals to work on design, layout and illustration are provided.

Expected Outcome

The first issue of school newspaper containing current news, short story, personal letter, narrative paragraphs and ads is reproduced

Stages of Project

Stage	Main activities	outcome	Time(hour)
1	1. Brainstorming - Class discussion - Group discussion	1. Ideas of scope of newspaper project and group plans	2
2	2. Researching	2. All information needed for containing in the newspaper was collected.	2
3	3. Drafting - Narrative paragraphs - Letters - Short stories - News - Peer revisions	3. Draft 1 and draft 2 and final draft of... - Narrative paragraphs - Letters - Short stories - News - Final drafts	4 2 4 4 2
4	4. Publishing	4. The first issue of school newspaper	2
5	5. Assessing	5. Grading students' writing	2

Resources

- Printed: Student Weekly Newspaper, NJ Magazine, story books, advertisements, etc.
- People willing to be interviewed.
- Camera with film
- Tape cassettes & tape recorders

Stages of project

Stage 1: Brainstorming

Objective: Students are able to describe the scope of their own newspaper project clearly.

Activities:Class discussion

1. Students are assigned to discuss about the question given "If you were responsible for producing a newspaper, what would it be like?"
2. Teacher introduces the idea of a school newspaper project. 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.
 - Times & dead line.
3. Teacher jots down students ideas on the chalkboard.

Group discussion

4. Discuss about their own newspaper—what ideas should be contained in each section of their newspaper and how to gather information.
5. Design a working plan—ideas in each section, the way to gather information, place for gathering information, time & dead line and the person responsible for each idea.

Stage 2. Researching

Objective: Take notes what they have read/listened/seen.

Activities:Individual work

1. Gather information planned for their sections
2. Take notes what they have read/listened/seen.
3. Take photograph(s) of people or event needed.

Stage 3 Drafting

Objectives: 1. Write a narrative paragraph.

2. Write a personal letter
3. Write a short story from Thai proverb.
4. Write news about the events happened.

Activities:

Individual work

1. Write their first draft from the information gathered.

Teacher conference

2. Write their 2nd draft from the teacher's suggestions and questions about content.
3. Write their 3rd 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.

**Each form of writing will be taught before asking student to write the first draft. The students have to start and end their writing in the same period. The examples of the lesson plans for teaching each form of writing are attached below.

Stage 4 Publishing

Objective: Design their own newspaper appropriately.

Activities:

Group work

1. Design their own newspapers.
2. Type or write and illustrate.
3. Correct the grammar & spelling before publishing.
4. Publish their newspaper.

Stage 5 Assessing.

Objective: Tell what's good and bad in their writing.

Activities:

1. Students exchange their newspaper with friends'. One for a group.
2. Each group and the teacher assess their friends' writing by using rubric. Then write the group's name behind the newspaper.
3. Each member's marks will be collected to be group marks. Different level of group marks mean different bonuses.

School Newspaper Project 2

Level: Mathayom Suksa 6
hours

Approximate time: 12

Project description

Students produce their own school newspaper that based on their interests. They are to design their own ideal newspaper concentrating on the kind of news, reasonable paragraphs, short stories, personal letters and ads. The students are to plan and do everything by themselves. (They have to follow the process of the project.

Expected Outcome

The second issue of school newspaper containing current news, short story, personal letter and paragraphs is reproduced. The theme and content are decided by students themselves.

Stages of Project

Stage	Main activities	outcome	Time(hour)
1	1. Brainstorming - Group discussion	1. The scope of group's newspaper, group plan.	2
2	2. Researching - Constructing the instruments for gathering information or conducting an interview. - Searching & gathering information - Taking photographs if necessary.	2. - Instruments. (Questionnaire or questions for conducting interview) - Information needed for making the newspaper was collected. - Photographs for illustrating in the newspaper were taken.	2
3	3. Drafting - Writing the first draft of what they are responsible for - Teacher's conference - Peer reviewing - Writing the final draft.	3. - Draft 1 - Draft 2 - Draft 3 - Final draft.	4
4	4. Publishing	4. The 2 nd issue of school newspaper	2
5	5. Assessing	5. Grading students' writing	2

Resources

- Printed: Examples of English language publication for teenagers and adults as useful sources of ideas for content, layout headline writing, etc.)
- People who are willing to be interviewed.

- Camera with film
- Tape cassettes & tape recorders

Stages of the project 2

Stage 1: Brainstorming

Objective: Plan to produce their own school newspaper.

Activities:

Class discussion

1. Discuss about the format, length, appearance and time & deadline.

Group discussion

2. Discuss about the ideas in each section and the persons responsible for those.
3. Each group plans to produce their own newspaper—the balance of contents in each section, the way to gather information, deadline for each section and their duties in producing stage.

Stage 2. Researching

Objective: Gather needed information for each section.

Activities:

1. Construct instruments for conducting an interview or questionnaire for searching ideas or opinions from people who are willing to answer.
2. Search and gather information and ideas by reading books observe from real events or situations interview or ask some questions by using questionnaire.
3. Make notes what they have read/listened/seen.
4. Take photographs if necessary.

Stage 3 Drafting

Objective: Express information in different ways.

Activities:

Individual work

1. Gather information from tape, questionnaire, pictures or notes taking, then write the 1st draft of each idea.
2. Teacher revises the contents of students' writing individually. Then let them write the 2nd draft.
3. Teacher revises the language used in the students' writing individually. Then let them write the 3rd draft.
4. Students revise their friends' writing about content spelling and grammar correctness. Then write the final draft.

Stage 4 Publishing

Objective: Work together systematically and happily.

Activities:

Group work

1. Do the page layout.
2. Type or write and illustrate their work
3. Proofread
4. Produce and publish their 2nd issue or school newspaper.

Stage 5 Assessing.

Objectives: 1. Promote the self-efficacy in writing English.

2. To grade their friends' writing.

Activities:Group work

1. Divide students into 2 groups. Group 1 performs a questionnaire and group 2 conducts an interview for opinions about their writing in the school newspaper.
2. Present the ideas or opinions they get from the questionnaire and interview orally.
3. Grade their friends' writing in different group by using the given criteria.
4. The group that can get higher grades than the first time will receive bonus marks.

Lesson Plan 1

Title: My last impressive vacation

Mathayom Suksa 6

Period: 3 periods

Terminal Objective: Narrate the event happened in sequence.

Enabling Objectives:

1. Use the past simple/perfect tense correctly.
2. Make a story map to generate their idea.
3. Use the connecting words such as first, second..... finally, next, then, after that, at that moment, and so on appropriately.

Teaching Aids:

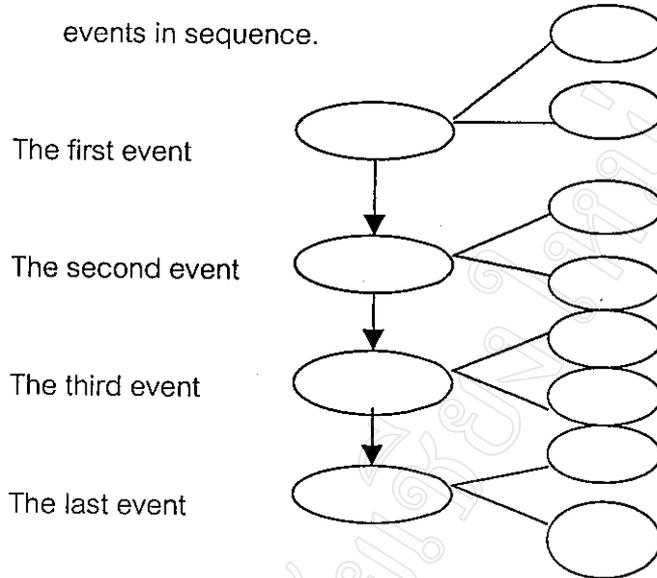
1. A narrative passage
2. Story map of event happened on vacation .

Procedure:

Presentation Stage (class work)

1. Teacher asks students about their last holidays using the following questions:
 - What did you do on your last vacation?
 - Did you enjoy yourselves? Why? / Why not?

- Teacher shows the students the story map of the events. Then narrate the events in sequence.



Practice Stage (pair work)

- Students read the passage given and then rearrange it in sequence.
- Students make a story map of the events in the passage.
- Teacher gets the passage back. According to the story map. Teacher lets the students narrate the events in sequence.

Production stage (Individual work)

- Students make a story map of the events happened on their vacation.
(Homework)
- According to the story map, students narrate the events in sequence.
- Let their friends read and name their writing.
- Select the appropriate name for their writing article

Evaluation

Evaluate the students writing performance by the given rubric.

Reading passage

Read the paragraphs below and then rearrange them in order.

(A)

A few days later, I almost dropped dead when Mrs. The told me that I had to speak about Thailand to primary classes 4-6 in English. It was beyond my expectations, but I had no choice. I prepared my lesson and practised before I taught the classes.

(B)

This past summer I went to Singapore for my first trip abroad. The trip began on March 8, 1999 and was exciting and memorable. I had to speak English from the time I boarded the plane. When I got off the plane, I took a taxi to Maris Stella Hight School by myself. I had to leave my Thai language at home!

(C)

By the way, I like my stay in Singapore. If I have the chance, I would like to go back again.

(D)

When I arrived at Maris Stella High School, I was both anxious and nervous. I had to introduce myself and greet people. On the first day, my English was not good enough for communicating with the others, I felt lousy. There was a language barrier. So I told my new colleagues, "Pleased correct me when I speak incorrect English." I told myself that the only way to fix the problem was to speak, ask, listen, read and write English everyday. I had no choice. I had to improve my English skills. If I didn't speak with the others, I would never improve my speaking ability.

Lesson Plan Two

Title: Dear Miss Wise

Mathayom Suksa 6

Period: 2 periods

Terminal Objective: Write a personal letter.(Expressing feeling & asking for suggestions)

Enabling Objectives: 1. Tell the meaning of the following words:

- happy, pleased, delighted, pleasant, fun, glad, cheerful, nice, great, lucky, cleaver, brave, intelligent, patient, kind, polite, generous, grateful, knowledgeable, useful, healthy, strong, fresh, smart, romantic, colorful, popular, attractive, impressive, flowery, charming, famous, holy and so on.

- sad, unlucky, upset, sorry, serious, boring, lousy, bad, unpleasant, allergic, attracted, rude, impolite, selfish,

stupid,

messy, dirty, ugly, homesick, lonely, talkative, scared, frightened, fearful, tired, exhausted and so on.

2. Construct varied forms and functions of statements.

3. Explain the form and mechanics of writing a personal letter.

Teaching Aids: 1. Pictures of some people with different feelings.

2. Examples of personal letters from "NJ magazine"

Procedure:

Presentation Stage (class work)

1. Students look at the pictures showed on the board and guess how the person in each picture feels.

2. Teacher writes the words on the board.
3. Students guess why the people in the pictures feel like that. Teacher writes the reasons on the board.
4. Students answer the teacher's questions;
 - Have you ever had some problems?
 - How do you solve the problems?
 - In general, what problems do teenagers usually have?
5. Students draw ✓ in front of the given items they think are problems that teenagers may have.

Practice Stage (pair work)

1. Each couple reads the given letters and answers the questions below.
2. Tell the class about the letters they read.
3. Each couple reads the other letter. Suppose they are Miss Wise, respond to the letter and give some suggestions to the writer.

Production stage (Individual homework)

1. Students write a letter to Miss Wise telling her about their own problems and then ask her for a solution.
2. Groups revise their friends' letters.
3. Students rewrite their letters
4. Put their letter on the walls and let their friends write some suggestion below.

Evaluation

Evaluate the students writing performance by using criteria.

Exercise 1

Direction: Draw ✓ in front of the given items you think are problems that teenagers may have.

- 1) Broken heart
- 2) Homesick
- 3) Acne
-4) Lack of attention from parents
-5) Too much protection from parents
-6) High competition in sporting
-7) High competition in study.
-8) Friends' relationship
-9) Hopeless
-10) Commit suicide
- 11) Fighting
- 12) Divorce
- 13) Abortion
- 14) Lack of money
- 15) Unemployment
- 16) Illegible problems
- 17) Drug addiction
- 18) Homeless

Exercise 2

Read the letters below and answer the questions.

Dear Miss Wise,

I'm very worried about my boyfriend, Harold. He and I have been going out together for six months, and we have only one problem. He's allergic to my cat. Every time he's near her, his eyes get red and he starts to sneeze. I love Harold very much. In fact, I'd like to marry him. But he's never mentioned an engagement. How can I get him to propose?

Cat Lover.

Question : What does Cat Lover want her boyfriend to do?

Dear Cat Lover,

You have to decide whom you love more—Harold or the cat! I don't think you can keep both of them. (Maybe if Harold could stop sneezing, he would start proposing!)

Miss Wise.

Question : According to Miss Wise's suggestion, what should Cat Lover do if she wants her boyfriend to propose?

Dear Miss Wise,

I'm very attracted to a woman who works at my office. I see her every day, and she's always friendly. I want to ask her for a date, but I'm afraid she'll say no. (She might already have a boy friend, or we may not be interested in the same things) How can I find out if she'll say yes before I ask her?

Shy

Question : Why hasn't Shy asked the woman for a date?

Dear Shy,

You can't. The next time you see her, invite her out for coffee. Then you can talk to her and find out what her interests are. (If she has a boyfriend, you can be sure that he's one of them!)

Miss Wise.

Question: According to miss Wise, what should Shy do to succeed in asking a girl for a date?

Exercise 3

Read the following letter, and then suppose you were Miss Wise, respond to the letter.

Dear Miss Wise,

I'm so bored with my room-mate! I live at the campus dormitory at CMU, and have two room-mates. One of my room-mates is easy to get along with and respects our mutual privacy. But, the other is in the opposite. He is rude, impolite, selfish and indifferent. When I ask him to repeat what he said, he answers, "Are you so stupid that you can't understand what I say?"

What should I do, Miss Wise? Continue talking to him or stop all communication? (He is sleeping inside this room right now.)

An unlucky student in male dorm

The respondent of Miss Wise. ↓

Blank lined writing area for the respondent of Miss Wise.

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Lesson Plan Three.

Title: Writing a short story from Thai proverbs.

Class: Mathayom Suksa 6

Terminal Objective: Write a short story from Thai proverbs.

Enabling Objectives:

1. Use comma and quotation marks correctly.
2. Use the connectors such as next, then, since then, after that, while, when, suddenly, and so on appropriately.
3. Make a story map.
4. Plot the action.
5. Write a discovery draft.
6. Revise their writing.

Teaching Aids:

1. Exercise 1,2 (connectors and punctuation)
2. Proverbs
3. Examples of children booklets.
4. Picture with questions
5. Checking form for peer revision activity.

Procedure:

Presentation Stage (class work)

1. Students look at the picture given and answer the questions. Write the answers on a piece of paper.
2. From the answers, ss make a story.
3. SS end the story in the unusual, surprising or unpredictable way, and then tell it the class.
4. SS describe the main character, conflict, setting and resolution.
5. SS make up a story map from the story.

Story setting	Main characters
Conflict or climax	Resolution or end of story

6. SS make a list of the main events in the order of occurrence.
7. SS identify the point at which the climax of the story occurred and the resolution
8. SS report the result of all activities (3-7) in a written form.

Practice Stage (work in group of 4)

1. Students do exercises 1 and 2
2. Teacher writes a Thai proverb on the blackboard, and then let ss discuss its meaning and give an example.
3. SS report the meaning and example to the class.
4. Teacher asks the ss to make a story map of their own story from the proverbs given.
5. SS list the main events that will happen in their story in sequence.
6. SS regulate the point that will be the climax or conflict of the story.
7. SS point at the resolution of the climax or the conflict in the logical and interesting way.
8. Write the first draft of their story roughly from what they have done.
9. SS read their story (draft) to another group. Then tell the good and bad thing in it.
10. SS rewrite their writing.

Production stage (Individual homework)

1. SS choose a Thai proverb from the given list to make their own story.
2. SS write the story map, list main events, identify the climax point and the resolution, and then make a draft.
3. SS write a short story (for beginners) about 100-150 words.

Evaluation

Evaluate the writing performance and process by having peer revision using the criteria.

EXERCISE 1

Notice the punctuation in the following sentences:

"We're going, and you're staying," she said.

She said, "We're going, and you're staying."

"We're going," she said, "and you're staying."

"We didn't play badly. In fact, we won," Dolly replied.

"We didn't play badly," replied Dolly. "In fact, we won."

Dolly replied, "We didn't play badly. In fact, we won."

"Who are you?" shouted the old woman.

The old woman shouted, "Who are you?"

He screamed, "Get out!"

Complete the sentences below with the exclamation marks, periods, comma or quotation marks.

1. John said now he belongs to the age
2. I love you said John
3. You are my best friend John said.
4. John do you have any sister asked she.
5. Be careful my mother shouted.
6. Help cried John Get me out of here
7. Oh all right sighed Pooh
8. Well I am off he said
9. Very fine clothes He hurried away shaking his head.
10. Besides what if I am not wise enough to see them
11. When I went into the room I saw my mother my father and John talking about me.
12. If I don't meet my mother I will wait for her here until she come back.
13. The farmer shouted what the hell are you doing in there
14. Yes, I do I said in a loud voice
15. Leave me alone he roared
16. It's very nice she said quietly where did you buy it

EXERCISE 2 Linking words and phrases.

In the following story the linking words and phrases are missing. Working in groups of 3, decide which of the given words and phrases link the text sensibly together. Notice that in some cases more than one of the suggestions is possible. Then compare your answers with those of other groups.

Last summer my husband and I rented a cottage for two weeks (1).....
 We had always spent our summer holidays camping, either in England or abroad.
 (2).....some of our friends had rented the same cottage the year before, we knew that the place would be clean and comfortable, and(3).....near the beach.
 (4).....the day before we left home the long-range weather forecast sounded good, which made us feel even more certain of a pleasant holiday.
 (5)....., our high hopes were soon dashed. (6).....,our problems started(7).....we arrived, which was just after midnight. When we unlocked the door to the cottage, we found water everywhere; and we soon discovered the lights weren't working,
 (8).....we spent the first night in the car. Fortunately, we managed to find an electrician and a plumber early the next day, and by midday all our problems were over
 (9).....,they seemed to be over. True, the things in the house were now in working order, but these turned out to be the least of our problems; much more important was what we came to call our 'invasions'.
 (10)....., there were the flies, which stayed with us for the whole fortnight.
 (11).....,there were the ants, with their annoying habit of getting into everything,
 (12).....the fridge.(13)....., like the flies, kept us constant company.
 (14).....these permanent invasions, there were (15).....short-lived ones. One night,(16)....., the house was invaded(if that's the right word) by a mouse,
 (17).....not for long. A bat was another unwelcome visitor; and (18).....--but by no means least—we had a brief visit from a snake. That(19)....., was our cottage holiday. In all our experience as campers, we have never had my trouble with insects or animal,
 (20).....once with some cows, and now we are wondering why we ever chose any other kind of holiday. Next year we'll go back to camping.

Choose the best following words to complete the story above.

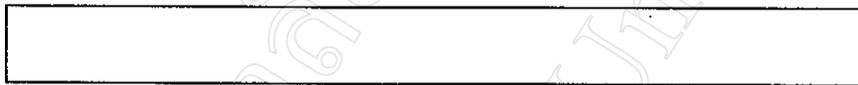
- | | | | |
|---------------------|--------------------|----------------------|------------------------|
| 1. a. Previously | b. Beforehand | c. Before that | d. Then before |
| 2. a. As | b. Since | c. For | d. Because of |
| 3. a. also | b. too | c. as well | d. so good |
| 4. a. What's more | b. Moreover | c. On the other hand | d. Besides |
| 5. a. Although | b. On the contrary | c. On the other hand | d. However |
| 6. a. To begin with | b. In fact | c. Instead | d. indeed |
| 7. a. as early as | b. the moment | c. as soon as | d. recently |
| 8. a. so | b. therefore | c. then | d. thus |
| 9. a. as if | b. at last | c. or rather | d. although |
| 10. a. At first | b. First | c. To begin with | d. At the
beginning |
| 11. a. Then | b. So | c. Even | d. And |
| 12. a. even | b. also | c. include | d. i.e. |
| 13. a. These | b. Those | c. This | d. That |
| 14. a. Meanwhile | b. Apart from | c. Besides | d. Furthermore |
| 15. a. also | b. even | c. in addition | d. although |
| 16. a. for instance | b. e.g. | c. for example | d - |
| 17. a. though | b. but | c. except | d. in spite of that |
| 18. a. at last | b. last | c. in the end | d. at the end |
| 19. a. in brief | b. in short | c. in other words | d. in different way |
| 20. a. although | b. including | c. except | d. but |

adapted from "Writing Skill"

1. Time brings wisdom.
2. Failure teaches success.
3. Well begun is half done.

Some examples of proverbs

4. The rust cue, cue rust of way.
5. Where there is a will, there is a way.
6. A great man is one, who knows the time.
7. Patience is bitter, but its fruit is sweet.
8. When one has not what one likes, one must like what one has.
9. A tree is known by its fruit.
10. Fine feathers make fine birds.



.....

On one summer day, an ant was thirsty. So it walked to the stream to drink some water. When it arrived there, it climbed a tree branch and stretched to the stream. But before it could drink the water, it had slipped and fallen into the stream. The current took it further and further away from the bank. At that time, there was a bird passing by. The bird saw the little ant struggling to the bank. It knew that it was difficult for the ant to help itself. Therefore, the bird broke a twig and dropped it into the water near the ant. "Hurry up! Hold on to the twig," the bird shouted. The ant got on the twig immediately. Finally, the ant could arrive at the bank safely. Several days later, there was a hunter passing by. He saw the bird perching on the tree. Thus, he aimed his bow towards the bird. At that moment, the ant was passing by and saw what happened. The ant rushed to the hunter's foot and bit him hard. The hunter jumped and cried painfully. So, the arrow missed the kind bird.



Lesson Plan 4

Title: School news

Class: Mathayom Suksa 6

Terminal Objective: Narrate the event happened or happening.

- Enabling Objectives:
1. Use the simple present/past/future tense correctly.
 2. Use the punctuation marks correctly.
 3. Tell the components of news.
 4. Tell the function of the news' components.
 5. Conduct an interview.
 6. Make notes
 7. Write the information from the interview into correct sentences.
 8. Write a headline, lead and body of news effectively.

Teaching Aids: 1. Exercises of news.

2. Worksheets.
3. Newspaper.
4. Tape recorder & cassette.
5. Camera with film.

Procedure:

Presentation Stage (pair work)

1. Each couple reads the news given and then answer the questions below.
 - How many parts are there in the news?
 - Which one is the conclusion of the news?
 - What is main idea of the news you have read?
 - Where do you find it?
 - If you are in a hurry, which part of news do you read to get all information roughly.
 - If you want to know the event in detail, which parts of news do you read.

Practice Stage (pair work)

1. Students read the (body of) news given and then summarize it. The summary has to cover the questions: Who? What? Where? When? Why? (How?)
2. From the news given, write a phrase or sentence to show the main idea of the news.
3. Students read a lead given and then add more information they prefer to make the body of news clearer and more comprehensive.

Production stage (Individual homework)

1. (Homework) Students go out for the class and look for interesting events happened or happening that concern with the school, teachers or themselves. Take photograph(s) if necessary.
2. Come back to the class and plan to get more information. (Which way will they use to get more information? Who can help them to get more believable information.
3. Go out to get the information in the way planed.
4. Come back to the class and organize the information in the news writing form.
4. Peer-revision

Evaluation

Evaluate the writing performance and process by using the criteria.

Read the following news and then write 1-2 sentences to summarize it.

Mr. Vorapan Thongpetch, 21, of Chamnong Commercial College, and Mr. Pradit somjit, 22, were arrested in a telephone booth on Silom road at 1.30 am while they were calling Siriyaporn Thongpetch, the mother of the abducted child.

"The couple kidnapped six-year-old Sasithorn from Benjamin School on Wednesday and Mrs Siriyaporn had agreed to pay for her daughter's freedom," a policeman said.

Police were informed of the abduction by Viravat Thongpetch, the girl's father, after school staff identified Mr. Vorapan from a picture as the person who had collected Sasithorn from school.

Police said that Mr Vorapan had stayed with Mr Viravat two years ago but fled after stealing some valuables.

After their arrest, the pair led police to their rented room in Soi Convent, Bang Rak, where Sasithorn was found locked up and unharmed but in a severe state of shock.

Police said, "Mr. Vorapan and Mir Pradit used to work at a gay bar in Silom area but had been jobless since the establishment closed two months ago.

.....
.....
.....

From the news above, write a sentence or phrase to show its' main idea.

.....
.....

Lesson Plan 5

Title: Impressive pictures

Mathayom Suksa 6

Period: 1 period

Terminal Objective: Describe pictures.

Enabling Objectives: 1. Ask and answer questions.
2. Tell the position of things in the picture.
3. Describe picture.

Teaching Aids: 1. 10 pictures of view, people or events.
2. Examples of picture caption.

Procedure:

Presentation Stage (class work)

3. Teacher asks students about their last holidays with the following questions:
 - What did you do on your last holidays?
 - Did you enjoy it?
 - Did you take photographs?
4. Teacher talks about his/her impressive event. Then shows and describes the impressive pictures to the students.

Practice Stage (group work)

4. Students look at the given picture and read the caption below.
5. Students answer the questions about the picture.
 - Who is in the picture? Where is he/she?
 - What was he doing?
 - When was he doing that?

6. Teacher puts other pictures on the board, and then let the students ask some questions about the pictures.
7. Each group chooses a picture from the board and writes some sentences to describe it.
8. Students can ask the teacher some questions if they want to know more about the picture chosen.
9. Students write some sentences below the picture and put it on the wall to let their friends see and read it.

Production stage (Individual homework)

5. Students take photographs concerning their news written in the last lesson plan.
6. Write some sentences to describe it.
7. Put it on the walls around the classroom in order to let their friends read it.

Evaluation

Evaluate the students writing performance by using criteria.

ภาคผนวก ข
แผนปฏิบัติงาน โครงการหนังสือพิมพ์

Sections	Ideas	Source	How to gather information			Time/ deadline	Person responsibe on
			Read books	interview	question naire		
News	1. Farewell party	A. Pralong		x		Dec. 15	Nan
	2.						
	3.						
	4.						
Short story from Thai proverb	1. Where there's a will, there is a way.	Story book in the library.	x			Jan. 15	Aod
	2.						
	3.						
	4.						
Feature	1. Sexy clothes	Magazines	x		x	Feb. 15	Usapom
	2.						
	3.						
	4.						
Letter	1. Asking for suggestion about the exam.					March 1	Ruethairat

ภาคผนวก ช

ตัวอย่าง แบบสอบถามความคิดเห็นสำหรับรวบรวมข้อมูลในชั้นแสวงหาข้อมูล

I want to know the information about you and your opinions about teenager and love during studying in high school. Please check ✓ in

1. Personal information

- I am a man woman .
- I am a Teacher student.

2. Your opinions about teenager & love.

- I have or used to have boyfriend or girlfriend. Yes No.
- I think having boyfriend or girlfriend while I a studying in high school is
 good bad .

It's good because...

- it's not lonely.
- we encourage each other to study better.
- he/she can help me when I have some problems.
- it's teenager's fashion.
- Others.....

It's bad because...

- it makes me worry about my dressing or behaving all the times.
- I can not do anything freely.
- I have to waste times to think of her/him.
- my parents will be sorry.
- I don't want to be broken heart and unhappy.
- I want to be successful in studying first.
- I have no money to buy a present for her/him.
- others

ภาคผนวก ฅ

ตัวอย่าง งานเขียนของผู้เรียนและการตรวจงานเขียนของผู้สอน
แผนร่างที่ 1

Swedish Students

Ms. Géral, Miss Anna and Miss Sara, they come from Sweden.
They are living at Suksasongkhro Change Mia School for 3 weeks.
On November 22, they'll say good bye.

For the first day of staying in our School, they were excited about adapting with Thai people. Because it's difficult to understand other. Especially Thai culture and Swedish culture are different. For example, eating, talking, taking a bath and using toilet. They try very hard. The importance is communication. But now, they are okay.

About the School Sara said, "all students are very polite,". They much to like and very glad to see us. They spoke about teacher and students were took care them very well.

The ways of thinking are different. Swedish can do everything that they want. Somebody have to do this they have to go there and they don't want too, they'll say No ! I don't want. But Thai say okay.

They come in to our school because they want to exchange culture and observe about studying, teaching living life of Suksasongkhro Change Mia students.

#####

Reported by Miss Pichanan 6/1

1) The idea that presented should be the event happens recently. So I think the farewell party is better.

2) Gather more information about the farewell party and Sw. students. Your information should cover the Go. What, where, when, who, how and how.

3) Organise the idea presented in your news in the writing form of news.

4) The SS' opinion should be added after you end the information Farewell Party.

ภาคผนวก ฅ (ต่อ)

แผนร่างที่ 2

Fare well Party

Suksasongkhro ^{SP} ^{comma} ⁹ Change Mia led by Ms. Jarun Nilplub (Director) set

the Fare well Party for Swedish Students ^{CL} On 22 November, 1999 recently at the rest house.

H.L.

comma is better

Convey!

^{VF} Ms. Geral, Miss Anna and Miss Sara, they come from Sweden and stayed at the rest house of school since 11-22 November, 1999 for 3 weeks. They had Arjan Aummpai kaweswang which to be coordinator. They come in to our school because they want to exchange couture, observe about studying, teaching. And they want to learn living life of S.S.K. School too. They told me, for the first day of staying in our school, they were exited about adapting with Thai people. Because it's difficult to understand other.

The "detail" should be detailed to "bed"

- How many people participated in the party? Who are?

- What time did the party was in

- ~~What time~~ ^{just before}

just before

If I shouldn't have

I, you, your, our

we get us in the

← spoken language

Why the party was help?

Especially Thai couture and Swedish couture are different, for example, eating, talking, taking a bath and using toilet. They try very hard. But now they okay.

About the students, Sara said, "All students are very polite, they are very glad to see us. And they spoke to teachers were took care they very well. And the ways of thinking are different. Swedish can do everything that they want.

Somebody have to do this they have to go there and they don't want too. They'll say No! I don't want. But Thai say okay. However they like Thailand people very much.

Reported by Miss Pichanan 6/1

ภาคผนวก ฅ (ต่อ)

แผนร่างที่ 3

Fare well party.

Suksasongkhro Chiang Mai School led by Mr. Jarun Nilphub, Director, set a Farewell party for the Swedish students on November 22, 1999 at the rest house of the school.

In the evening of November 22, 1999, Mr. Jarun Nilphub, the school director, set the Farewell party for giving thanks to the Swedish students. There were about 20 teachers and 3 Swedish students joined to the party at the rest house of Suksasongkhro Chiang Mai school. The party began about 5 p.m.

The 3 Swedish students, Mr. GERAL, Miss Anna and Miss Sara had stayed at the rest house of the school from the 11th - 20th of November, 1999. It's about 3 weeks. During staying in the school, because they wanted to exchange culture and learn about the life style of hill tribe in the school.

When they firstly stayed in S.S.K school, they were excited about adapting themselves with Thai people because it's difficult to understand other. It's because Thai and Swedish culture are different for examples, eating, talking, taking a bath and using toilet. They tried very hard. However, 3 weeks later, they were okay.

Sara said, "All students are very polite, we are very glad to meet the students and teachers in S.S.K school and if you take care of us very well."

Reported by Miss Pichanan 6/1

ภาคผนวก ญ

ตัวอย่างการจัดหน้าหนังสือพิมพ์โรงเรียน

NEWS

Fare well party.

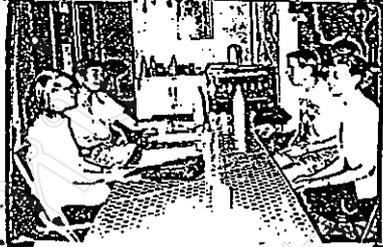
Suksasongkhro Chiangmai School led by Mr. Jarun Nilphub, Director, set a farewell party for the Swedish students on November 29, 1999 at the rest house of the school.

In the evening of November 29, 1999, Mr. Jarun Nilphub, the school director, set the farewell party for giving thanks to the Swedish students. There were about 30 teachers and 3 Swedish students joined to the party at the rest house of Suksasongkhro Chiangmai school. The party began about 5 p.m.

The 3 Swedish students, Mr. Gerai, Miss Anna and Miss Sara had stayed at the rest house of the school from the 11th of November, 1999. It's about 3 weeks. During staying in the school because they wanted to exchange culture and learn about the life style of hill tribe in the school.

When they firstly stayed in Suksasongkhro school, they were excited about adapting themselves with Thai people because it's difficult to understand other. It's because Thai and Swedish culture are different, for examples, eating, talking, taking a bath and using toilet. They tried very hard. However, 3 weeks later, they were okay.

Sara said, "All students are very polite, we are very glad to meet the students and teachers in S.S.K school all of you take care of us very well"



The 3 Swedish students, Miss Anna (right), Mr. Gerai and Miss Sara had stayed at the rest house. A. Jundee Deefun and A. Jundee Deefun were their coordinator. From this picture, they're talking about Thai culture.

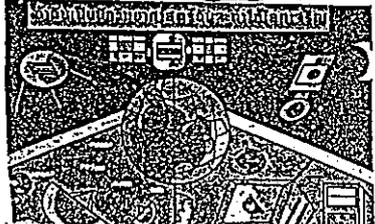


Nuksubsai Num Project.

On November 15th, 1999, there was a seminar about Nuksubsai Num project at Suksasongkhro Chiangmai school, led by A. Jundee Deefun and volunteer students.

In the morning of November 15th, 1999, A. Jundee Deefun, the leader of this project, set the seminar on Nuksubsai Num. The purpose of this project is the teachers and students can examine to the river. There were about 30 students and 2 teachers, A. Jundee Deefun and A. Kedsarin Commongkon, participated in this seminar. The seminar was held the room of Suksasongkhro Chiangmai School. The speaker of this seminar is Kedsarin Commongkon.

By Chain



ประวัติผู้เขียน

ชื่อ - สกุล	นางอุไรวรรณ ศรีธวัช
วันเดือนปีเกิด	21 มีนาคม 2508
การศึกษา	สำเร็จการศึกษาระดับปริญญาตรี ศิลปศาสตรบัณฑิต (ภาษาอังกฤษ) คณะมนุษยศาสตร์ มหาวิทยาลัยเชียงใหม่
การทำงาน	2531 - 2532 อาจารย์ 1 ระดับ 3 โรงเรียนตระกูลประเทืองวิทยาคม อ.มหาชนะชัย จ. ยโสธร 2532 - 2536 อาจารย์ 1 ระดับ 4 โรงเรียนจันจว้าวิทยาคม อ. แม่จัน จ. เชียงราย 2537 - 2538 อาจารย์ 1 ระดับ 5 โรงเรียนน้ำบ่อหลวงวิทยาคม อ. สันป่าตอง จ. เชียงใหม่ 2538 - ปัจจุบัน อาจารย์ ระดับ 6 โรงเรียนศึกษาสงเคราะห์เชียงใหม่ อ. แมวริม จ. เชียงใหม่