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ภาคผนวก ก

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ภาคผนวก ข

แบบสำรวจความต้องการของผู้เรียนเกี่ยวกับการเรียนเนื้อหาท้องถิ่น

คำชี้แจง แบบสำรวจนี้ต้องการทราบความต้องการของนักเรียนเกี่ยวกับหัวข้อของเนื้อหาท้องถิ่น
ข้อมูลที่ได้จากแบบสำรวจนี้จะนำไปใช้ประโยชน์ในการจัดการเรียนการสอนวิชา
ภาษาอังกฤษ

ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่อง หน้าข้อที่นักเรียนสนใจ (เลือกได้ 4 หัวข้อ)

- ความเป็นมาของท้องถิ่น
- การประกอบอาชีพในท้องถิ่น
- ผลผลิตในท้องถิ่น
- ประเพณีและการละเล่นในท้องถิ่น
- อาหารและขนมพื้นบ้าน
- บุคคลสำคัญ
- สถานที่สำคัญ

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ภาคผนวก ค

ตัวอย่างแผนการจัดการเรียนรู้

Lesson Plan A (Jigsaw technique)

Unit: Tradition & Local Entertainment

Topic: Wonderful Events

Level: M.6

Period: 4 periods

Terminal Objective:

Students will be able to read for comprehension, summarize and explain to the others after reading and listening to a given text.

Enabling Objectives: Students should be able to :

1. identify the main idea of the reading text,
2. identify the specific information of the reading text,
3. find the word meaning from the context,
4. answer the questions after reading,
5. retell a given text orally.

Procedure:

Period 1st

Introduction

1. Show students many pictures of traditions and local entertainments and let them guess what they are.
2. Encourage students to discuss what they do for those events.
3. Tell students that they are going to work in groups in form of Jigsaw activity.
4. Explain students the procedures of the activity.
5. Divide students into a heterogeneous group of 4 members and label each student with a number in each group. (Group A; A1, A2, A3, A4, and Group B; B1, B2, B3, B4 etc.)
6. Ask students to name their own groups.
7. Distribute worksheet 1 “Find the word meaning by using context clue” to students.
8. Ask students to do the exercise on worksheet 1.

Period 2nd – 3rd

Group work

1. Distribute worksheet 2 “Wonderful Events” to students.
2. Explain to students that there are different readings. Each contains different information.

3. Ask students who are responsible for the same topic to regroup together into “expert group”.
4. Ask students the questions to skim their reading and relate the main point of the passage.
 - What is the topic of the passage?
 - What is the passage mainly about?
5. Ask students to read their passage, and then, try to agree on the best answer to the questions on the worksheet by exchanging, comparing, and discussing their answers with each other.
6. Allow student to prepare their summarized passages and discuss within the expert group.
7. Ask students to prepare their oral summary for sharing orally without referring to their printed text.
8. Allow students to rehearse their summary.
9. Have students, as the experts on the topic they learned, return to their family groups.
10. Instruct students to share their summary orally to the members in order to help each other understand the whole story.

Period 4th

Wrap up

1. Distribute worksheet 3 to students to do the True or False exercise.
2. Test students separately with the comprehension test.
3. Announce the result of a group’s score on the board.

Teaching materials:

1. Pictures of traditions and local entertainments
2. Worksheets

Evaluation: The students will be evaluated

1. The participation of students during the group work
2. The retelling of students about wonderful events (Mor lam, Longboat racing, Boon Khao Pansa, and Boon Khao-chi)
3. The comprehension test

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Wonderful Events

Direction: Find the meaning of the underlined words by using context clues.

1. They preserve their own dialect or Isan language by using it to communicate among themselves.
dialect =
2. The tune was developed by the singer as an interpretation of poems or so-called in Thai “*glawn*” and accompanied by *khaen*, a mouth pipe organ consisting of approximately fourteen bamboo tubes.
poems =
khaen =
3. A specified distance is marked by floats with rope, or ribbons stretched from one float to another.
ribbons =
4. The beginning of Buddhist Lent, Khao Pansa, is celebrated on the first day of the eight waning moon (around July), and lasts for three months.
Buddhist Lent =
5. Various institutions e.g. schools and universities, including public and private organizations will organize a colorful candle procession
institutions =

Worksheet 2
The passage for expert 1

Direction: Read the passage and answer the questions below.

An ancient form of song in Laos and Isan (Northeastern Thailand) is called *Mor Lam*. In Laos, an expert is known as *Mor* and the music is known simply as *Lam*; *Mor Lam* refers to the singer or music. The characteristic of *Lam* singing is the use of a flexible melody of the words in the text. Traditionally, the tune was developed by the singer as an interpretation of poems or so-called in Thai “*glawn*” and accompanied by *khaen*, a mouth pipe organ consisting of approximately fourteen bamboo tubes, but the modern form is most often composed and uses electrified instruments.

The music of Laos began to spread into Thai in the 18th and 19th centuries, thereafter, *Mor Lam* was a largely local affair such as festivals in Isan. The first major *Mor Lam* performance of the 20th century in Bangkok took place at the Rajdamnoen Boxing Stadium in 1946, when More and More people left Isan in search of work. *Mor Lam* performers began to appear on television, led by Banyen Rakgaen. The music remains an important link to home for Isan people in the capital, where *Mor Lam* clubs and karaoke bars act as meeting places for them.

Some villages in Saithongwattana district have derived Isan culture for many generations. They preserve their own dialect or Isan language by using it to communicate among themselves as the mother tongue. *Mor Lam*, which performs by using Isan dialect, can be a popular entertainment of the villagers easily. It performs to the public many times a year in some occasional fairs, particularly, Songkran festival, Loy Krathong festival, or even in temple fairs. The villagers like to see *Mor Lam* not only adults, but also teenagers are enjoyed by seeing this performance.

Questions:

1. What is the passage mainly about?

.....

2. What does *Mor Lam* mean?

.....

3. What is the mainly characteristic of *Mor Lam*?

.....

4. What are the different characteristics of the traditional *Mor Lam* and the modern one?

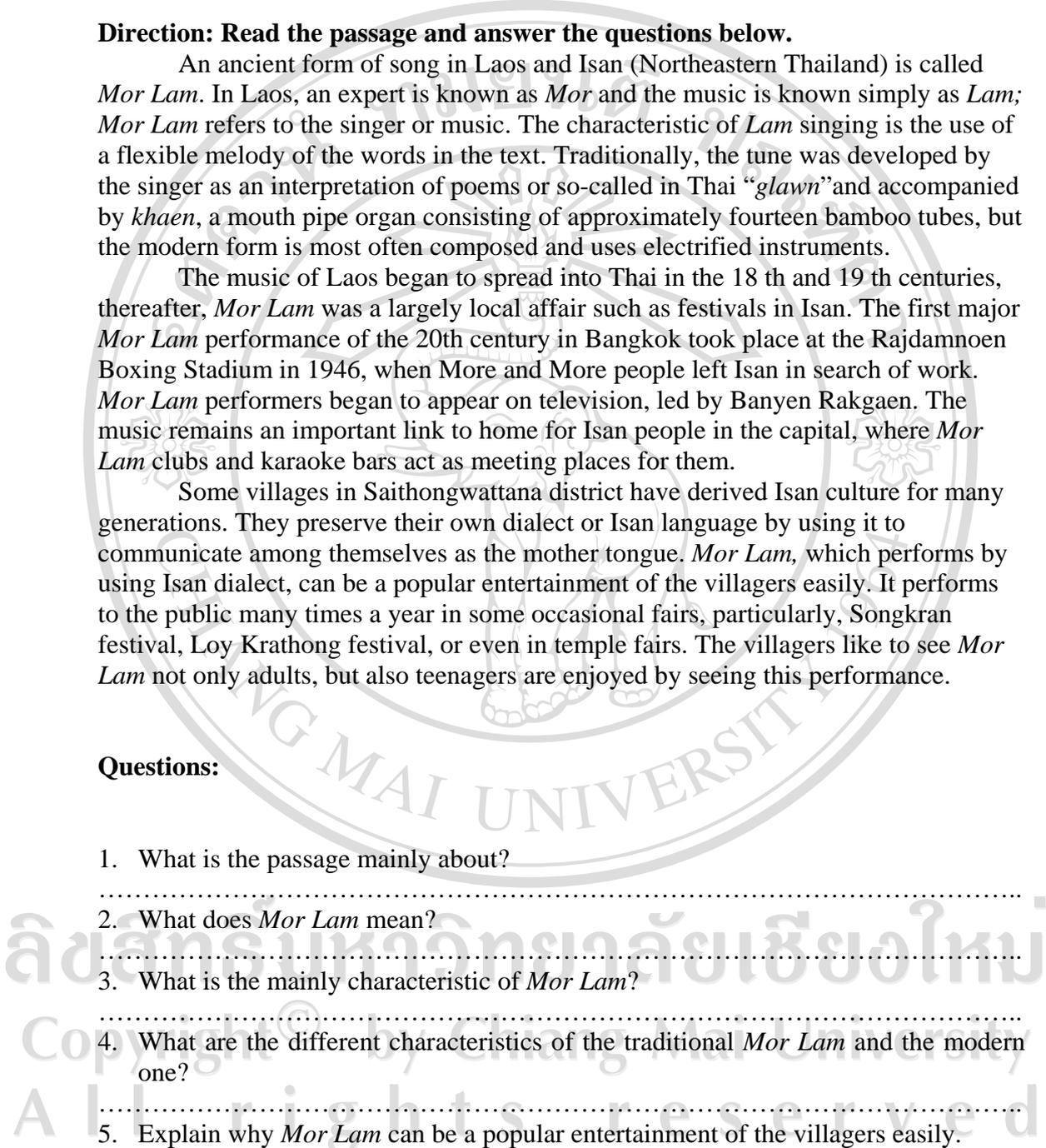
.....

5. Explain why *Mor Lam* can be a popular entertainment of the villagers easily.

.....

.....

.....



Worksheet 2
The passage for expert 2

Direction: Read the passage and answer the questions below.

Every year on the first day of the waning moon of the eleventh lunar month, teams of rowers from many villages of Saithongwattana district and its neighbors meet in Kongchene canal to take part in longboat races. This boat racing brings much honor to the winning teams.

The races are exciting affairs. The boats are very long and there are teams of twelve to sixteen rowers in each boat. A specified distance is marked by floats with rope, or ribbons stretched from one float to another. The boats all line up on the starting line and a starter begins the race by firing a starter's gun into the air. The boats are long and heavy, so it takes a coordinated effort for the rowers to get the boat up to racing speed. At the front of the boat is the captain of the team who chants a rowing cadence that spurs on the rowers so that they put forth their greatest effort. The winning teams of the races receive a trophy that they take back to their villages. It is a great honor for the villagers and they support their teams by attending the races and cheering their teams on to victory. Some of the supporters even place bets on their teams with supporters from opposing teams. On the shoreline along the river there are many food stands selling snacks to the spectators.

It is a wonderful day for the people to have a good time and for the villagers to show their skill in rowing.

Questions:

1. What is this passage mainly about?
.....
2. What is the second paragraph saying about?
.....
3. How many rowers are in each boat?
.....
4. What do the rowers do before starting the race?
.....
5. Who is at the front of the boat? What does he do?
.....
6. What is your opinion for local boat racing?
.....
.....

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Worksheet 2
The passage for expert 3

Direction: Read the passage and answer the questions below.

The beginning of Buddhist Lent, Khao Pansa, is celebrated on the first day of the eight waning moon (around July), and lasts for three months. Usually, monks can travel from place to place, but during this period they have to stay over night only in their own temple. They are expected to devote their time to study, meditation and teaching. Newly ordained novices and monks take the opportunity to learn and practice the Dhamma (the Buddha’s doctrine), as many of them will disrobe at the end of the Lenten period.

The tradition dates back to the time of early Buddhism in ancient India, all holy men, mendicants and sages spent three months of the annual rainy season in permanent dwellings. They avoided unnecessary travel during the period when crops were still new and they might accidentally step on young plants. In deference to popular opinion, Lord Buddha decreed that his followers should also abide by this ancient tradition.

Khao Phansa brings one of the great spectacles of the festive year. The celebration of the beginning of Buddhist Lent is marked by the ceremony of presenting candles to the monks. Various institutions e.g. schools and universities, including public and private organizations will organize a colorful candle procession leading to a temple where the offering of the candles will be made. Some candles are carved in figures of Buddhist and Brahmin mythology. The procession takes place when they are taken on vehicles and paraded through the streets. The candles are sometimes More than two metres tall and a quarter of a metre in diameter so that after they have been presented to a temple and will be burnt throughout the duration of Lent.

Questions:

1. What is this passage mainly about?
.....
2. What is the Buddhist Lent?
.....
3. What should monks do during the Buddhist Lent?
.....
4. Tell the story of the Buddhist Lent?
.....
5. What people do to celebrate the Buddhist Lent?
.....
6. What does the candles for the Buddhist Lent look like?
.....
.....
7. What are the similarities and differences of the candle for the Buddhist Lent and the one for daily life?
.....
.....

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Worksheet 2
The passage for expert 4

Direction: Read the passage and answer the questions below.

Bun Khao-chi, a rite during which villagers offers roasted rice to monks takes place in the third month. This tradition appears to derive from the story of a woman, named Suchada, offering roasted rice to the Lord Buddha. She thought that the Lord Buddha would not like it since it was so simple, but to her surprise, he liked it.

Villagers traditionally prepared their roasted sticky rice at home, adding some sugar, salt, or eggs to the rice, to make it tastier. They would then take it to the temple to offer to the monks, with the remainder being eaten by the villagers themselves. This rite coincides with Makhapuja (the commemoration of the day that 1,250 monks gathered to listen to the Buddha's preaching). Some villages will combine the two celebrations on the full-moon of the third lunar month.

Questions:

1. What is this passage mainly about?
.....
2. What is Bun Khao-chi?
.....
3. Explain the history of Bun Khao-chi?
.....
4. What are ingredients to make Khao-chi?
.....
5. What are your suggestions for Bun Khao-chi?
.....

Worksheet 3
Wonderful Events

True or False

Direction: Write *True* in front of items that are correct and *False* in front of items that are incorrect.

1. Mor Lam means a doctor who is dancing.
2. The first major Mor Lam performed in Bangkok on TV by Banyen Rakgaen.
3. If we want to see longboat racing, we have to go to Kongchene canal the first day of the waning moon of the eleventh lunar month.
4. There are about 12-16 rowers in each race boat.
5. Khao Pansa is celebrated on the first day of the eight waning moon.
6. Monks have to travel to stay over night at another temple during Khao Pansa.
7. We can see Bun Khao-chi on the full-moon of the third lunar month.
8. Khao-chi is for only monks.
9. Khao-chi is only made of sticky rice.
10. Khao-chi is prepared at the temple before being offered to the monks.

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**Comprehension Test
Wonderful Events**

Direction: *Choose the best answer according to the story of Wonderful Events.*

1. Which tradition or entertainment is not concern to Buddhist event?
 - a. Mor Lam
 - b. Longboat racing
 - c. Khao Phansa
 - d. Bun Khao-chi

2. Which one is not true about Mor Lam?
 - a. It is influenced from Laos culture.
 - b. It means doctor, dancer, and singer.
 - c. It can be seen in Saithongwattana district.
 - d. It can be seen in occasional fair and temple fair.

3. According to the story of Mor Lam, “...not only adults, but also teenagers are enjoyed by seeing this performance” means
 - a. adults like this performance, but teenagers don't
 - b. teenagers like this performance, but adults don't
 - c. adults and teenagers like this performance
 - d. adults and teenagers do not like this performance

4. The Buddhist Lent begins in
 - a. winter
 - b. summer
 - c. rainy season
 - d. dry season

5. What shouldn't monks do during the Buddhist Lent?
 - a. Study Dhamma
 - b. Teaching
 - c. Visit people
 - d. Meditation

6. What is the similarity of the candle for the Buddhist Lent and the one for daily life?
 - a. Objective
 - b. Size
 - c. Material
 - d. None of them

7. According to the passages, which one can we see many times a year?
 - a. Mor Lam
 - b. Longboat racing
 - c. Khao Phansa
 - d. Bun Khao-chi

8. According to the story of Longboat racing, the captain sits the boat?
 - a. in front of
 - b. at the back
 - c. in the middle
 - d. out of

9. According to the passages, what is the advantage of the events?
 - a. We can see parades of the traditions and local entertainments.
 - b. We can change them to the modern world.
 - c. We can help our community to be happy.
 - d. We can show the god.

10. According to the passages, we can assume that.....
 - a. the events are important for the community
 - b. the events take place in the temple
 - c. temple is very important for the villagers
 - d. the villagers do not like to be modern

Lesson Plan B (Collaborative Strategic Reading technique)

Unit: Local Food
Topic: Valuable Local Food
Level: M.6
Period: 4 periods
Terminal Objective:

Students will be able to read for comprehension, summarize and explain to the others after reading and listening to a given text.

Enabling Objectives: Students should be able to :

1. identify the meaning of words and sentences,
2. identify the main parts shown in the text,
3. paraphrase those ideas by using their own words,
4. identify the main idea of the reading text,
5. formulate and answer the questions after reading,
6. summarize the text,
7. tell the summary to others

Procedure:

Period 1st

Introduction

1. Show students pictures of local foods, and ask the following questions.
 - What is the name of this food?
 - Have you ever eaten it?
 - Is it difficult to find in the village?
 - Can you cook this food?
 - Is it good nutrition for your health?
2. Tell students the unit of the lesson (Local Food), and write on the board.
3. Distribute handout 1(Collaborative Strategic Reading's Plan) to students, and explain them the procedures of the activity.
4. Ask students to work in (the same) group of 4.

Period 2nd – 3rd

Group work

1. Distribute worksheet 1(CSR Learning Log 1, and 2) to each group.
2. Encourage students to brainstorm in each group what they know about the local food and its nutrition, and then, write it in the learning log 1.
 - Tell about the local food that you know?
 - Tell the ingredients of that local food?
 - Tell about how to eat the local food?
3. Ask students in each group to share their information to the class orally.
4. Distribute worksheet 4 to each student.
5. Ask students in each group to read the first paragraph of the passage and ask them these questions;
 - What is it about?
 - What do “the dishes” in the first sentence mean?
 - What are the local foods mentioned in the first paragraph?

6. Ask students in each group to predict the information of the passage that they are going to read, and then write it in the Learning Log 2.
7. Ask students in each group to share their predicted information of the passage with the class.
8. Distribute worksheet 2(CSR Learning Log 3, and 4) to each student.
9. Ask each student to read the next paragraph of the passage individually, and while reading each paragraph, write the clunk parts in the Learning Log 3(Click and Clunk).
10. Ask students in each group to share and discuss about the clunk parts with the members in order to help each other to understand the passage correctly.
11. Review the reading strategies (how to find information/ main idea) to students.
12. Ask each student to identify the most important idea in each paragraph, and restate them in their own words, and then, write down in the Learning Log 4(Get the Gist).
13. Ask students in each group to share and discuss with the members about the important ideas of each paragraph.

Period 4th

Wrap up

1. Distribute worksheet 3(CSR Learning Log 5, and 6) to each student.
2. Ask each students to formulate questions about the important information in the passage they have just read, and then, write them in the Learning Log 5.
3. Ask each student to share their questions to other members in their group to answer them.
4. Ask students in each group to choose their 3-5 questions to ask other groups.
5. Review how to summarize the passage to students.
6. Ask each student to sum up about the passage they have learned in the Learning Log 6.
7. Ask each student to share their summary orally with other members.
8. Ask students in each group to share their summary orally to the class.
9. Test students individually with the comprehension test.
10. Announce the result of a group's score and pose it on the board.

Teaching materials:

1. Pictures of local food
2. Handout 1 (Collaborative Strategic Reading's Plan)
3. Worksheet
4. CSR Learning Log

Evaluation: The students will be evaluated

1. The participation of students during the group work
2. The retelling of students about the valuable local food
3. The comprehension test

**Collaborative Strategic Reading's Plan
(CSR's Plan for Strategic Reading) ***

Before Reading

1. Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: What do we think we will learn about the topic when we read the passage?

During Reading

2. Click and Clunk

- a. Are there any parts that we're hard to understand (clunks)?
- b. How can we fix the clunks? Use *fix-up strategies*.
 - (1) Reread the sentence and look for key ideas to help you understand the word.
 - (2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
 - (3) Look for a prefix or suffix in the word.
 - (4) Break the word apart and look for smaller words.

3. Get the Gist

- a. What is the most important person, place, or thing?
 - b. What is the most important idea about the person, place, or thing?
- R E A D (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

After Reading

4. Wrap Up

- a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?
- b. Review: What did we learn?

* Klingner, K. Janette, and Vaughn, Sharon (1998). Using Collaborative Strategic Reading.

Teaching Exceptional Children. 30(n6). July/ August 1998.: 33

Worksheet 1

CSR Learning Log 1

What I already know.

.....

.....

.....

.....

.....

CSR Learning Log 2

What I predict I will learn.

.....

.....

.....

.....

.....

Worksheet 2

CSR Learning Log 3

Click and Clunk

.....

.....

.....

.....

.....

CSR Learning Log 4

Get the Gist

.....

.....

.....

.....

.....

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Worksheet 3

CSR Learning Log 5

Questions about the important ideas in the passage.

.....

.....

.....

.....

.....

CSR Learning Log 6

What I have learned.

.....

.....

.....

.....

.....

Worksheet 4

The dishes that people in Saithongwattana district are familiar with are papaya salad, spicy minced beef, roasted chicken, and fermented mud fish. They are available easily in the villages. The villagers usually have these foods with sticky rice or steamed rice. The local foods are mostly cooked with various ingredients. Many kinds of the ingredients are valuable for the health.

A regular meal of these foods with sticky rice provides valuable nutrition. Papaya salad, which consists of papaya, carrots and some fruits, is a vegetable dish that provides a lot of vitamins and minerals. Spicy minced beef, roasted chicken, and even fermented mud fish, which consist of meats, give the amount of proteins. Moreover, rice provides carbohydrates.

Some people believe that these foods do not provide the amount of energy. However, it can be demonstrated by the healthy people of the district that one plate of sticky rice with one plate of papaya salad can provide enough energy for a whole day.

Many people in Bangkok prefer to have American fast food like pizza, French fries and hamburgers. These kinds of food have a lot of fat and can cause some diseases to those people who eat them all the time. In addition, some people believe that if they eat food like papaya salad, they will begin to look and act like the dark-skinned local people. However, researchers have shown that physical characteristics are derived from their parents' genetic characteristics, not from the food that we eat.

Comprehension Test
Valuable Local Food

Direction: *Choose the best answer according to the passage.*

1. “The **dishes** that people in Saithongwattana district are familiar with are: papaya salad, spicy ground beef, roasted chicken, and fish dip”.
dishes refers to
 - a. plates
 - b. foods
 - c. villages
 - d. food containers
2. According to the passage, the writer believes that.....
 - a. The local food is higher nutritive value than fast food.
 - b. The local food is difficult to cook than fast food.
 - c. The local food is easier to find than fast food.
 - d. The local food is cheaper than fast food.
3. This passage tells us that?
 - a. The local food is not expensive.
 - b. The local food is good for local people.
 - c. The local food provides valuable nutrition.
 - d. The local food have a lot of fat and can cause some diseases
4. Which one of the following is not mentioned in the passage as reason for value of food?
 - a. Price
 - b. Energy
 - c. Nutrition
 - d. Physical characteristic of local people
5. What is the purpose of this passage?
 - a. To show the disadvantages of local food.
 - b. To show the values of local food.
 - c. To show how to cook local food.
 - d. To show the price of local food.
6. What might happen if you ate fast food everyday?
 - a. Strong
 - b. Healthy
 - c. Rich
 - d. Sick

7. If you lack of vitamins, you should eat
- papaya salad
 - spicy minced beef
 - roasted chicken
 - fried fish
8. According to the passage, which one of the following is true?
- Local food is unavailable easily in the village.
 - Local food is useful for dark-skinned people.
 - Local food is good for having energy.
 - Local food is unavailable in Bangkok.
9. If your father was a labor, what the best set of menu you should prepare for him?
- Roasted chicken with pizza
 - Papaya salad with French fries
 - French fries with sticky rice
 - Papaya salad with sticky rice
10. What is the best title of this passage?
- Fast food
 - Valuable local food
 - Dangerous fast food
 - Papaya salad, spicy minced beef, roasted chicken, and fermented mud fish

Lesson Plan C (Co-op Co-op technique)

Unit: Local Food
Topic: Local Food Dishes
Level: M.6
Period: 4 periods

Terminal Objective:

Students will be able to read for comprehension, summarize and explain to the others after reading and listening to a given text.

Enabling Objectives: Students should be able to :

1. identify the main idea of the reading text,
2. identify the specific information of the reading text,
3. discuss after reading,
4. summarize the passage
5. tell the summary to others

Procedure:

Period 1st

Introduction

5. Show students pictures of local food, ask them the following questions;
 - What is the name of this food?
 - Have you ever eaten it before?
 - Is it difficult to find in the village?
 - Can you cook it? Is it easy or difficult to cook? How?
 - Is it good nutrition for your health?
6. Encourage them to discuss about the following topic;
 - If you have to choose the best one, what food you like. (give the reason)
7. Show students the title of the passage (Local Food Dishes) on the board.
8. Explain students the Co-Op Co-Op technique that they have to follow the activity (Handout).
9. Ask students to work in (the same) groups.

Period 2nd – 3rd

Group work

1. Show pictures of the local food again, and ask each group select one of them.
2. Distribute the passage (Worksheet 1) to each student depending on the selection of their own.
3. Distribute each team into 2 miniteams by grouping the best and worse students together.
4. Ask students to organize the passage into minitopics for each miniteam.
5. Ask each miniteam to read and to share the information to their teammates.
6. Distribute the exercise of each passage (Worksheet 2) to each group and ask them to do it together.

7. Ask each team to integrate all minitopic information.
8. Ask each group to exchange their miniteams to present about their passage to the different group.

Period 4th

Wrap up

1. Ask each team to prepare their passage summarize to present to the class.
2. Ask each team to present their topic orally to the class.
3. Encourage students to ask questions or to discuss.
4. Distribute and explain the evaluation form (Worksheet 3) to the students.
5. Ask students to do the evaluation.
6. Test students individually with the comprehension test.

Teaching materials:

1. Pictures of local food
2. Handout and worksheet
3. Evaluation form
4. Comprehension test

Evaluation: The students will be evaluated

1. The participation of students during the group work,
2. The retelling of students about the local food dishes,
3. The comprehension test

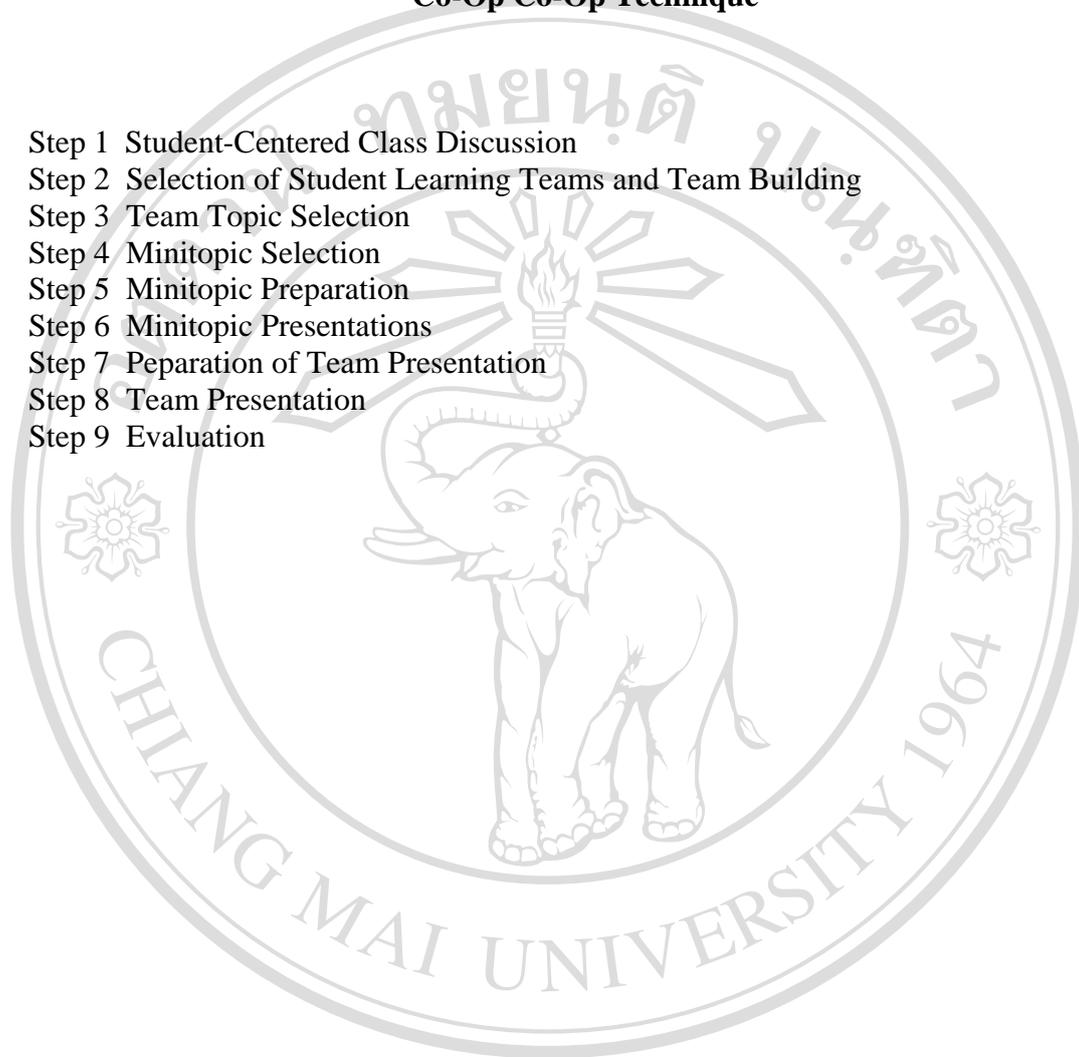
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Co-Op Co-Op Technique

- Step 1 Student-Centered Class Discussion
- Step 2 Selection of Student Learning Teams and Team Building
- Step 3 Team Topic Selection
- Step 4 Minitopic Selection
- Step 5 Minitopic Preparation
- Step 6 Minitopic Presentations
- Step 7 Preparation of Team Presentation
- Step 8 Team Presentation
- Step 9 Evaluation



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Som Tam

Som Tam is a spicy papaya salad which originates in Laos and the Isan region of northeastern Thailand. *Som* in Isan and Lao is sour, and *Tam* means pounded. The transliteration is also sometimes written as *Som Tum*, *Som DTam* or *Som Dtum*. Other names for the dish are *Papaya Pok Pok* (from the sound produced when preparing the dish in a mortar), *Tam Som* or, in Lao and Isan, *Tam Mak Hung* (*Mak Hung* is the Lao and Isan word for papaya).

The main ingredient is grated, unripe papaya, seasoned and pounded to a softened state in a mortar. Chilli, garlic, sugar, lime and fish sauce are also usually added, while yardlong beans and tomato are optional. The dish combines the **four main tastes** of Lao/Thai cuisine: sour lime, hot chilli, salty fish sauce, and sweetness added by palm sugar. The papaya itself is unripe and fairly neutral tasting. It is traditionally served with sticky rice. It is also sometimes served with pork rinds, raw water spinach, raw winged beans or raw cabbage.

There are many variations of the dish. The dish is normally spicy and sour. Som Tam Lao and Som Tam Isan usually features salted/fermented mud fish or salt-preserved crab, while Som Tam Thai is prepared with dried shrimp and bean and is often sweeter. Some made with carrot instead of papaya. Som Tam can also be prepared with other unripe fruits, notably mango, in which case it is known as Tam Ma-Muang, and cucumber, Tam Taeng.

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Exercise

Read the passage and discuss the following items with your partner.

1. What is the main idea of the passage?
.....
2. What is Som Tam?
.....
3. What ingredients are put in Som Tam?
.....
4. What is the meaning of *four main tastes* ?
.....
5. Explain how to cook Som Tam.
.....
6. How many variations of Som Tam mentioned in the passage? What are they?
.....
7. Summarize the passage
.....

Worksheet 1(b)**Lap**

Lap is a type of spicy minced meat salad which originates in Laos and the Isan region of northeastern Thailand. The transliteration is also sometimes written as *Laap* or *Larp* or *Laab*.

The main ingredient is most often made with meat, flavored with fish sauce and lime. The meat can be either raw or cooked; it is minced and mixed with chilli, mint and, optionally, assorted vegetables. Roughly ground toasted rice is also a very important component of the dish. The dish is usually served with a serving of sticky rice. It is also sometimes served with pork rinds, raw water spinach, raw winged beans or raw cabbage.

There are many variations of the dish. The dish is normally hot and spicy. Some made with pork, chicken, beef, duck, or even fish. The name of the dish is depend on the meat, notably with chicken, in which case it is known as Lap Kai or Chicken Lap, with duck; Lap Ped or Duck Lap. A common variation is Neua Nam Tok, which beef is cut into thin strips instead of using minced beef.

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Exercise

Read the passage and discuss the following items with your partner.

1. What is the main idea of the passage?
.....
2. What is Lap?
.....
3. What ingredients are put in Lap?
.....
4. Explain how to cook Lap.
.....
.....
5. How many variations of Lap are mentioned in the passage? What are they?
.....
6. What is the difference of each recipe of Lap?
.....
.....
7. Summarize the passage
.....
.....

Comprehension Test

Direction: Choose the best answer according to the passage.

Som Tam is a spicy papaya salad which originates in Laos and the Isan region of northeastern Thailand. *Som* in Isan and Lao is sour, and *Tam* means pounded. The transliteration is also sometimes written as *Som Tum*, *Som DTam* or *Som Dtum*. Other names for the dish are *Papaya Pok Pok* (from the sound produced when preparing the dish in a mortar), *Tam Som* or, in Lao and Isan, *Tam Mak Hung* (*Mak Hung* is the Lao and Isan word for papaya).

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There are many variations of the dish. The dish is normally hot and spicy. Some made with pork, chicken, beef, duck, or even fish. The name of the dish is depend on the meat, notably with chicken, in which case it is known as *Lap Kai* or *Chicken Lap*, with duck; *Lap Ped* or *Duck Lap*. A common variation is *Neua Nam Tok*, which beef is cut into thin strips instead of using minced beef.

1. What do *Som* and *Tam* mean?
 - a. Sweet and Sour
 - b. Sour and Pound
 - c. Pound and Bound
 - d. Bound and Sweet
2. If you find dried shrimp in *Som Tam*, you can say it is
 - a. *Som Tam Lao*
 - b. *Som Tam Thai*
 - c. *Som Tam Papaya*
 - d. *Som Tam Bak Hung*

3. Which is the best example to show the local wisdom related to the preserved food?
 - a. Put some fermented fish into Som Tam
 - b. Grate papaya before cooking
 - c. Use many kinds of fruits instead of papaya
 - d. Available in every where
4. Which is the most different ingredient between Som Tam Tai and Som Tam Laos?
 - a. sugar
 - b. fish sauce
 - c. tomato
 - d. fermented fish
5. Which one of the following is not mentioned in the passage? (comprehension)
 - a. ingredient
 - b. nutrition
 - c. serving
 - d. taste
6. What one of the following statements does not refer to Lap dish?
 - a. a kind of spicy food
 - b. spicy minced meat salad
 - c. raw strip meat salad
 - d. Isan original food
7. Which one can be only found in the dish of Lap, but not in Som Tam?
 - a. pork rinds
 - b. sour lime juice
 - c. raw winged beans
 - d. roughly ground toasted rice
8. What is the different of Lap and Neua Nam Tok?
 - a. serving
 - b. ingredient
 - c. size of meat
 - d. original region
9. What is the best topic of the passage?
 - a. Local Food Dishes
 - b. Som Tam
 - c. Lap
 - d. Spicy Food
10. What is this passage mainly about?
 - a. Lap is a spicy food
 - b. People in Saithongwattana district like spicy food
 - c. Som Tam is the most favorite food in Saithongwattana district
 - d. Som Tam and Lap dishes can be found easily in Saithongwattana district

ภาคผนวก ง

แบบทดสอบความสามารถด้านการอ่านภาษาอังกฤษ

Reading Comprehension Test

Direction : Read each passage carefully, then choose the best answer for the following questions.

Passage 1

The Thais “snacks” all through the day and into the night and so in the city and village markets streetside vendors offer a multitude of good things to eat. Some dishes are small; others, like the popular noodle dishes, are more substantial and can even make a meal in themselves. All can be regarded as snacks to eat separately or as appetizers forming the first part of a meal.

Appetizers, snacks – however you treat them, they are delicious.

Stir-fried Thai noodle (Pad Thai) is often served as an appetizer in Thai restaurants. This is a colorful dish of fried rice noodles and shrimp accompanied by fresh vegetables like crispy bean sprouts and banana blossoms.

Another appetizer is fish cakes (Taud Man Pla) which are especially good when served with refreshing cucumber salad.

Satay, yet another popular appetizer, consists of curry-marinated chicken or beef strips charcoal-broiled on skewers. They are usually served with a peanut dipping sauce (Nam Jim Satay) although other sauces can be served.

These are just a few examples. The list of Thai snacks is countless. But one thing you can count on is that Thais really love to eat.

- What is the best title of the passage?
 - Thai Meal
 - Thai Snacks
 - Thai food
 - Thai Noodle and Satay
- What is the main idea of this passage?
 - Thais snack all through the day and into the night.
 - Stir-fried Thai noodles are an appetizer.
 - Thai foods are delicious.
 - Thais love to eat.
- What cooking method is not mentioned in the passage?
 - stir-frying
 - marinating
 - charcoal-broiling
 - Boiling
- What appetizers are **not** mentioned in the passage?
 - Fried vegetable
 - Stir-fried Thai noodles
 - Chicken strips
 - Fish cake
- What kind of fresh vegetable is usually eaten with stir-fried noodle?
 - cucumber
 - onion
 - broccoli
 - crispy bean sprouts
- Which of the followings is a substantial food?
 - potato chip
 - roast beef
 - French fry
 - ice cream

Passage 2

A temple fair is traditionally held within the temple's compound. At the fair, there is a variety of entertainment, for example, movie, folk concert, show, games, etc. One favorite show is the monkey's show performed by trained monkey actor. There are also food and local handicraft stalls. At present temple

5 fairs have become less attractive to many modern *city-dwellers*. Many of these people will attend the fair only to make merit by pasting gold leaves on Buddha images, participating in the ritual bathing of Buddha images, or by putting coins in monk's bowls. However, the rural people still enjoy the fair. It is their opportunity to entertain themselves and make merit in an inexpensive way.

10 In the past, the temple fair which was said to be the biggest in Thailand was held at Wat Pho or the Temple of the Reclining Buddha in Bangkok. A large number of people from all over the country attended the fair. They also had a chance to visit the Temple of the Emerald Buddha in the Grand Palace located next to Wat Pho.

15 The fair at the Temple of the Golden Mountain is also very famous. It is usually held in the 12th lunar month which falls in November. People come out not only for entertainment but also to pay homage to the Buddha images, and to climb to the top of the Wat's Golden Mountain.

7. Where is a temple fair usually held?
- outside the village
 - within the temple's area
 - outside the temple's area
 - at the center of the village
8. What temple fairs were not mentioned in the passage?
- the Temple of the Reclining Buddha
 - the Temple of the Golden Mountain
 - the Temple of the Emerald Buddha
 - Wat Pho
9. Why do rural people go to a temple fair?
- to see the show
 - to put coins in monk's bowl
 - to paste gold leaves on Buddha images
 - to entertain themselves and make merit
10. What does "city-dwellers" (line 5) mean?
- people who live in the city
 - temple which situated in the city
 - monks who live in the city
 - food and local handicraft stalls
11. Which one is correct?
- Temples are usually situated in rural
 - There is no temple fair in the city
 - Temple fair interests rural people than city people
 - People go to temple fair for only entertainments

Passage 3

The Ghost Festival, Phii Taa Khon, of Amphoe Dan Sai, Loei province, is a traditional event *taking place* only in this district during the month of June. It is held as part of Boon Phra Wet and Boon Bung Fai (Rocket Festival), which is the major festival of the province. Boon Phra Wet is a religious ceremony in which people listen to the recitation of the Great Jataka (the story of one of the previous lives of the Lord Buddha) within one day. Boon Bung Fai is the launching of bamboo rockets to pay for rain.

There are two local legends about the origin of this festival. One is a tale of two lovers whose affair was opposed by their parents and who were accidentally sealed in a cave where they died. As time passed, more and more spirits came to be their attendants. At the time of the Boon Phra Wet festival, these spirits emerged to join in a parade of the sacred Phra Uppakhut Buddha image, which is the principle Buddha image used in the ceremony.

Another legend is derived from an episode in the Vessantara Jataka recounting the journey home of Prince Vessantara (the previous life of the Lord Buddha) and his wife Matsi after years of exile in the forest. The townspeople, then celebrating his return, were so happy that the spirits emerged to join them, thus resulting in the term “Phii Taam Khon”, (attendant spirits) which later evolved into “Phii Taa Khon”.

The event lasts for two days. The first day begins with a Buddhist ritual at 4 a.m., when the Phra Uppakhut Buddha image is brought from the Man River bank to Wat Phonchai. At the same time, fireworks are set off at the four corners of the town to make the beginning of the Phii Taa Khon celebration. After that, the procession of Phra Uppakhut begins. About 7 a.m., religious rituals are held at Phonchai Temple. Later, around 9 a.m., there are processions of young boys and men dressed in ghost costumes.

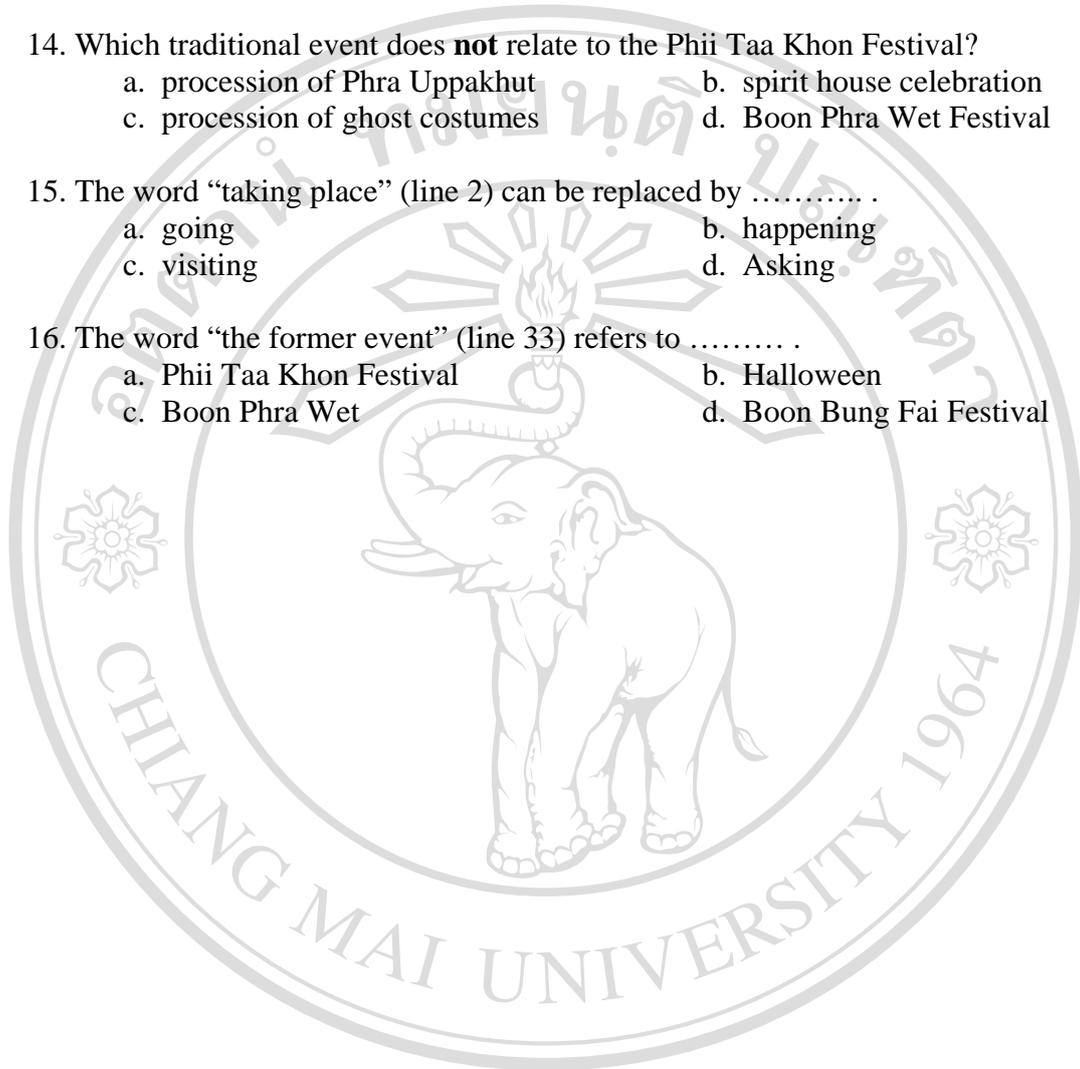
On the second day, they resume walking around the town and have fun with the townspeople. At the end in the afternoon, the participants toss their ghost costumes into the Man River to signify that the return of Prince Vessantara has chased away all of the evil spirits. At night, the townspeople go to the temple to listen to the Great Jataka story.

The Phii Taa Khon Festival is like Halloween in western countries. Both provide people with excitement and fun. In *the former event* you can also observe the friendly life style of the rural people of Thailand.

12. What is the main idea of the passage?

- Ghost Day is like Halloween.
- Boon Phra Wet is a religious ceremony.
- Boon Bung Fai is bamboo rockets launched for rain.
- Phii Taa Khon Festival is a tradition of Amphoe Dansai, Loei province

13. Phii Ta Khon Festival is derieved from
- a. Hinduism
 - b. Buddhism
 - c. Animism
 - d. Voodoo
14. Which traditional event does **not** relate to the Phii Taa Khon Festival?
- a. procession of Phra Uppakhut
 - b. spirit house celebration
 - c. procession of ghost costumes
 - d. Boon Phra Wet Festival
15. The word “taking place” (line 2) can be replaced by
- a. going
 - b. happening
 - c. visiting
 - d. Asking
16. The word “the former event” (line 33) refers to
- a. Phii Taa Khon Festival
 - b. Halloween
 - c. Boon Phra Wet
 - d. Boon Bung Fai Festival



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Passage 4

Deceptively simple in design, the Australian boomerang looks more like a toy than a deadly Aboriginal hunting weapon. But this thin, curved piece of hardwood is more than a throwing stick; it is artfully shaped to use the aerodynamic lift on its arms as it whirls through the air toward a distant target.

5 While boomerangs have been found worldwide, the earliest specimens date back 10,000 years to Australia, where the best and most elaborate boomerangs are still made. Boomerangs have played an important role in Australian Aboriginal culture and have commonly appeared in Aboriginal myth and art.

10 Boomerangs come in two types: the non-returning kind, which either strikes its target or drops to the ground, and returning kind, which circles back to the thrower and its primarily for sport and amusement.

A game of skill, boomerang-throwing has developed into a competitive sport in Australia, and today national and state championship are held annually.

17. According to the passage, boomerangs are **not**

- a. native to Australia
- b. simply made or simply designed
- c. necessarily made of curved hardwood
- d. accurately designed to reach a distant target

18. According to the passage,

- a. boomerangs look like airplanes
- b. boomerangs are made only in Australia
- c. boomerang were originally valuable art objects
- d. the returning boomerangs can be used for hunting

19. The statement which is **not** true the passage is that

- a. each type of boomerang is designed for a specific purpose
- b. every boomerang will finally return to the thrower after being throw
- c. every boomerang normally rotates in flight before hitting the target
- d. each boomerang is shaped so that it can be more effectively carried through the air

20. The passage informs the reader that

- a. the best boomerang was made in Australia ten centuries ago
- b. boomerang-throwing contests are considered a national event
- c. Australian Aborigines are the most skilled in throwing boomerangs
- d. modern scientific know-how cannot be detected in the making of boomerangs

ภาคผนวก จ

แบบทดสอบวัดความสามารถด้านการพูดภาษาอังกฤษ (บทอ่านเพื่อการพูดสรุปความ)

Direction : Read this following article, then summarize it orally.

Muay Thai or Thai boxing is famous for its unique combination of gentleness and violence. The gentleness is shown in the Wai Khru tradition or paying respect to one's boxing teacher or trainer before the fight. On the other hand, the quick exchange of blow during the fight using various body parts such as knees, elbow, fists and feet can be as violent as it is breathtaking.

This mixture of gentleness and violence seems to be part of Thai culture and history as well. Being a small country frequently invaded by other countries in the past, Thailand learned to keep her smile and her sword together. Thai boxing grew up in this atmosphere. In the Ayutthaya period during the fourteenth century, young men and even children were trained in Thai boxing as well as sword fighting as part of their training in self-defense.

Nowadays Thai boxing has become a spectacle sport. Because a Thai boxer can use his elbows, fists, knees and feet, this national sport is also known as the "art of the eight limbs". When boxers are some distance apart, the feet and legs are used either to kick or to push off one's opponent. A flying kick to the neck or a kick to the rib cage can be very destructive. A low kick to the thighs can also be dangerous. A good kicker can sometimes defeat a heavy puncher. At close range, fists, elbows and knees are put to use. A boxer may grab his opponent's neck and send a series of elbows with the knees to the body and face. The opponent may fight back with blows from his fists, thrusts or the backward swing of an elbow.

ภาคผนวก ฉ

แบบทดสอบความรู้เนื้อหาท้องถิ่น
นักเรียนมีความรู้ในเรื่องท้องถิ่นของตนมากเพียงใด ?

คำชี้แจง ข้อสอบแต่ละข้อมี 4 ตัวเลือก

ให้นักเรียนทำเครื่องหมายกากบาท () ลงในกระดาษคำตอบที่ถูกที่สุดเพียงข้อเดียว

- ประเพณีบุญบั้งไฟจัดขึ้นในเดือนใด
ก. มีนาคม - เมษายน ข. พฤษภาคม-มิถุนายน ค. กรกฎาคม-สิงหาคม ง. กันยายน-ตุลาคม
- นิทานพื้นบ้านเรื่องใดเกี่ยวข้องกับประเพณีทำบุญบั้งไฟ?
ก. พญาคนคากับพญาเถน ข. ผีฟ้ากับพญาเถน ค. พระยานาคกับบรามสูร ง. ผีฟ้ากับพระยานาค
- สิ่งใดที่มักไม่ปรากฏในขบวนแห่บั้งไฟ
ก. พระสงฆ์ ข. บั้งไฟ ค. ดนตรีและเสียงเพลง ง. ผู้หญิง
- ข้อใดกล่าวถูกต้องเกี่ยวกับประเพณีบุญบั้งไฟ
ก. เป็นประเพณีที่ได้รับอิทธิพลจากวัฒนธรรมอิสาน ข. ประชาชนนิยมการทำบุญ
ค. เป็นการต่อสู้กันของพระยานาคกับเทวดา ง. ประชาชนต้องการให้ฝนหยุดตก
- ข้อใดกล่าวไม่ถูกต้องเกี่ยวกับประเพณีบุญบั้งไฟ
ก. ประเพณีบุญบั้งไฟมักจัดขึ้นในฤดูร้อน ข. บั้งไฟแบ่งได้เป็น 2 ประเภทใหญ่ๆ
ค. บั้งไฟสมัยใหม่มักทำด้วยกระดาษ ง. บั้งไฟมักตกแต่งเป็นรูปพระยานาค
- ข้อใดเป็นเกณฑ์ที่ใช้แบ่งประเภทและชนิดของบั้งไฟ
ก. ขนาดและความยาว ข. สถานที่ของผู้ทำ ค. วัสดุและอุปกรณ์ ง. ลักษณะและดินเป็น
- ข้อใดเป็นเหตุผลของการนำท่อพีวีซี(PVC) มาใช้ทำบั้งไฟ
ก. ไม่มีอันตราย ข. ประหยัด ค. วัสดุหาได้ง่าย ง. ไม่แตกง่าย
- ข้อใดเกี่ยวข้องกับประเพณีบุญบั้งไฟน้อยที่สุด?
ก. ความสามัคคี ข. ความสนุกสนาน ค. การสะสมบุญในชาติหน้า ง. การเพาะปลูก
- ข้อใดไม่เกี่ยวข้องกับประเพณีบุญบั้งไฟ?
ก. ขบวนแห่แสดงอวัยวะเพศ ข. การประพรมน้ำมนต์ ค. การร้องเพลงเป็นกลุ่ม ง. การแข่งขัน
- รูปจำลองอวัยวะเพศชายและเพศหญิงในขบวนแห่บั้งไฟหมายถึงสิ่งใด
ก. เพศ ข. ความสนุกสนาน ค. ความอุดมสมบูรณ์ ง. ของเช่นไหว้พญาเถน
- ข้อใดเป็นประโยชน์ของประเพณีบุญบั้งไฟ

- ก. การผ่อนคลายเรื่องความแตกต่างทางเพศ ข. การสร้างความสัมพันธ์ในชุมชน
 ค. การทำให้เทพเจ้าแห่งท้องฟ้าพึงพอใจ ง. การระดมทุนเข้าชุมชน
12. ข้อใดต่อไปนี้เป็นจริงเกี่ยวกับประเพณีบุญบั้งไฟ
 ก. ชาวบ้านต้องทำบั้งไฟประจำครัวเรือน ข. ประเพณีบุญบั้งไฟจัดขึ้นในฤดูร้อน
 ค. ประเพณีบุญบั้งไฟไม่เหมาะสำหรับเด็ก ๆ ง. บั้งไฟทุกประเภทต้องนำไปแข่งขัน
13. ในการแข่งเรือยาว กัปตันหรือผู้ควบคุมทีมจะนั่งอยู่ตรงส่วนใดของเรือ?
 ก. ข้างหน้า ข. ข้างหลัง ค. ตรงกลาง ง. ข้างนอก
14. ในช่วงประเพณีใดสัมพันธ์กับประเพณีแข่งเรือยาว?
 ก. อาสาพหุชา ข. เข้าพรรษา ค. ออกพรรษา ง. สงกรานต์
15. ข้อใดไม่เป็นจริงเกี่ยวกับการละเล่นหมอลำ
 ก. เป็นอิทธิพลวัฒนธรรมลาว ข. เกี่ยวข้องกับหมอ การเดินรำและการขับร้อง
 ค. ใช้ภาษาถิ่นอีสาน ง. มีการแสดงในงานวัดและโอกาสต่างๆ
16. ประเพณีทำบุญวันเข้าพรรษาเริ่มขึ้นในวันใด?
 ก. แรม 1 ค่ำ เดือน 8 ข. แรม 15 ค่ำ เดือน 8 ค. ขึ้น 1 ค่ำ เดือน 8 ง. ขึ้น 15 ค่ำ เดือน 8
17. เมื่อถึงวันเข้าพรรษาแสดงว่าเป็นการเริ่มเข้าสู่ฤดูกาลใด
 ก. หนาว ข. ร้อน ค. ฝน ง. แดด
18. ในช่วงเข้าพรรษาสิ่งใดที่พระสงฆ์ไม่ควรกระทำ?
 ก. ศึกษาพระธรรม ข. เทศนาสั่งสอน ค. ทำสมาธิ ง. การเดินทางข้ามคืน
19. ประเพณีทำบุญข้าวจีสัมพันธ์กับข้อใด
 ก. วันเพ็ญ เดือน 3 ข. วันเพ็ญ เดือน 6 ค. วันเพ็ญ เดือน 8 ง. วันเพ็ญ เดือน 10
20. ข้อใดเป็นประโยชน์มากที่สุดของการจัดงานเทศกาลประเพณีและการละเล่นท้องถิ่น?
 ก. การได้ดูขบวนแห่ ข. การได้เปลี่ยนแปลงให้ทันต่อโลกปัจจุบัน
 ค. การช่วยให้ชุมชนมีความสามัคคี ง. การได้บูชาต่อเทวดา
21. ข้อใดต่อไปนี้เป็นจริง
 ก. การกินอาหารท้องถิ่นทำให้ผิวคล้ำ ข. การกินอาหารท้องถิ่นช่วยให้มีพลังงาน
 ค. อาหารท้องถิ่นหายากและราคาแพง ง. อาหารท้องถิ่นไม่มีประโยชน์
22. ถ้านักเรียนพบกุ่มแห้งเป็นส่วนประกอบในส้มตำ แสดงว่าส้มตำนั้นเป็นส้มตำประเภทใด
 ก. ส้มตำไทย ข. ส้มตำลาว ค. ส้มตำกุ่มแห้ง ง. ส้มตำปลา
23. ข้อใดเป็นความแตกต่างของอาหารท้องถิ่นที่ชื่อว่า ลาบเนื้อ กับ เนื้อน้ำตก
 ก. ลาบใช้เนื้อสับ น้ำตกใช้เนื้อชิ้นเล็ก ข. ลาบใส่เลือด เนื้อน้ำตกไม่ใส่เลือด

ภาคผนวก ข

ภาพถ่ายบรรยากาศกิจกรรมการเรียนรู้การใช้เนื้อหาท้องถิ่นในการเรียนรู้ภาษาแบบร่วมมือ



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ประวัติการทำงาน	พนักงานพัฒนาการท่องเที่ยว การท่องเที่ยวแห่งประเทศไทย อาจารย์ 1 โรงเรียนสุเหร่าคลองเก้า เขตหนองจอก กรุงเทพมหานคร นักวิชาการศึกษา สถาบันวัฒนธรรมศึกษากัลยาณิวัฒนา มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี ครู คศ. 2 โรงเรียนทุ่งทรายวิทยา อำเภอทรายทองวัฒนา จังหวัดกำแพงเพชร

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