

ภาคผนวก

ผนวก ก

รายนามผู้ทรงคุณวุฒิ

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ศาสตราจารย์วินิตยา ประเสริฐสุนทร

สถาบันเทคโนโลยีราชมงคล
วิทยาเขตเชียงใหม่

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โรงเรียนดาราวิทยาลัย
จังหวัดเชียงใหม่

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โรงเรียนศึกษาสงเคราะห์
เชียงใหม่ จังหวัดเชียงใหม่

รายนามผู้ทรงคุณวุฒิตรวจงานเขียนอนุเจต

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ผนวก ข

แผนการสอนวิชาภาษาอังกฤษอ่านเขียน (๑ 025)

ที่ใช้กิจกรรมสมุดจดคำศัพท์

Lesson Plan 1

- Subject:** Reading and writing
- Level:** M5
- Content:** Using dictionary and introduction to vocabulary notebooks
- Period:** 3 periods
- Terminal Objective:** Students should be able to write down the information which they find from a dictionary in the right section of vocabulary notebooks.
- Enabling Objectives:** Students should be able to:
- name the English letters alphabetically,
 - tell the meaning of new vocabulary,
 - answer the questions after reading the passage,
 - do the exercises in order to find information from a dictionary,
 - find exact meaning of a word in a dictionary,
 - record the information of vocabulary in vocabulary notebook.
- Vocabulary:** nutritious, immune system, deficiency, anemia, disorder, elusive, shed, essential, blend, mineral, insufficient
- Procedures:**

Presentation

1. The teacher writes the following words on the blackboard.

peas	green peppers	carrots
onions	mushrooms	tomatoes
rhubarb	corn	squash
shallots	lima beans	radishes
zucchini	yellow squash	okra
yellow peppers	maize	green beans
beets	broccoli	

2. The students are divided into small groups.
3. Each group arranges the words in alphabetically. The first group that arranges them correctly is the winner.
4. The teacher gives the reading passage, *Good Fruit = Good looks*, to students.

Good Fruit = Good Looks

Listen all you people who don't like fruit and vegetables. Your tastes can be dangerous to your health!

No one can look good without eating nutritious food.

A lack of fiber, vitamins and minerals can cause a number of diseases. Insufficient vitamin A can lead to unhealthy skin and a weak immune system. Iron and folic acid deficiencies cause anemia. And a lack of vitamin B and calcium results in nail disorders.

Many people want to know what is the most nutritious fruit they can eat. Actually there is no single fruit that supplies all the fiber, vitamins, minerals and proteins important for your health. So, instead of focussing on one elusive fruit, try sampling a variety. Eat at least two kinds of fruit every day for good health.

Apples keep the doctor away for several reasons. They contain vitamin C, B, and lot of valuable minerals. Try shedding apples into a salad or just grab one out of the fridge.

Cantaloupe and other melons are packed with vitamin A which is essential for healthy skin and the immune system. It can also protect you from diseases. Pack melon cubes in your lunch, float melon balls in a summer punch or blend with vanilla yogurt for a fantastic taste.

Guava, papaya and citrus fruit, such as oranges, grapefruit and lemons are important sources of fiber and vitamin C that help fight cancer and protect heart disease.

Like cantaloupe, mango is important for beautiful skin and a strong immune system.

There are so many great fruits available in Thailand, you 've got no excuse for not looking after your health.

(From NJ magazine , Vol.9 Issue 199 November 15-30, 2543)

5. The students read the title of the passage and predict what the reading will be about.
6. The teacher explains the meaning of new words by using gesture, giving context and definition. The students write down the meaning of new words in Thai.
7. The students read the passage.
8. The students answer some questions about the passage.
9. The teacher asks the students that if they do not know the meaning of the words while they are reading at home what they should do.
10. The teacher tells the students that dictionary can help them because the dictionary is an extremely useful reference tool. Almost anything they want to know about a word - its meaning, spelling, pronunciation, part of speech, history can be found in the dictionary.
11. The teacher explains kinds of information available in a dictionary.
 - a. **Guide words**
Two guide words appear at the top of each dictionary page, usually in dark type, are the first and last words that appear on the page. Only words that come alphabetically between the guide words are on the page.
 - b. **Entry words**
Entry words are words listed in a dictionary in heavy dark type and arrange in alphabetical order.
 - c. **Syllable division /Syllabication**
Each entry word is divided into syllable. This helps in pronouncing words.

d. Pronunciation

The pronunciation is enclosed in parentheses [] or slashes //.

e. Spelling

Accepted spellings including the irregular forms of plurals, verbs, and comparative and superlative are given. If a word has more than one spelling, the spelling that comes first is preferred or more commonly used e.g. jeweler or jeweller.

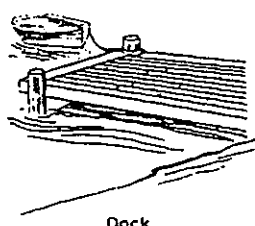
f. Parts of speech

An abbreviation that stands for the entry word's part of speech follows the pronunciation of the word. Often a word can be used as two or more parts of speech.

g. Definitions / Meanings

A word with more than one meaning has numbered definitions, one for each meaning, often with illustrative sentences.

dock¹ [dok] 1 *n.* A platform built beside or out from a shore where ships or boats tie up; wharf; pier. 2 *n.* The water between two wharves. 3 *v.* To bring or come into a dock: to *dock* a ship; The ship *docked* at the pier. 4 *n.* Short for DRY DOCK. 5 *n.* A raised platform for loading trucks, freight cars, etc.



Dock

Sometimes a dictionary lists a word more than once.

dock² [dok] *v.* 1 To cut off the end of (a tail). 2 To take away from: to *dock* one's wages.
dock³ [dok] *n.* A weed with bitter or sour leaves, sometimes used as a food or seasoning.
dock⁴ [dok] *n.* An enclosed space in a law court where an accused person stands or sits.

- Notice that each entry is numbered. Although all the words are spelled and pronounced the same, originally they come from different words. Therefore, they are listed as separate entries in the dictionary.

h. Usage

The word may be classified as to whether it is formal, colloquial, dialectal, archaic, poetic, slang, British or American.

i. Illustrations

Pictures and charts help to show what a word means.

Practice

12. The students do exercises.

- underline the word or words that could appear on the page with the guide words.
- answer the question about the entry word.
- find out the exact meaning of a word.

13. The teacher tells the students the right answer.

14. Teacher shows the model vocabulary notebooks and introduces the vocabulary notebooks as an important course objective.

15. Teacher explains the format, the information that must be in the vocabulary notebooks, and the materials they need to buy.

Front

L1 (Thai Translation)	Derivative Information
Part of speech And pronunciation	L2 definition or example sentence

Back

L2 information (synonym) or others	Keyword illustration
Semantic mapping	Collocation

16. The teacher asks the students, in-group, to list other unknown words from the reading passage.

17. The teacher demonstrates how to record the information, which are Thai translation, part of speech and example sentence (or English definition), of new words on the blackboard.

18. The students practice recording new words in work sheet.

Production

19. The students record the information of the rest of new words and the unknown words they chose in the vocabulary notebooks.

Evaluation: Teacher checks the vocabulary notebooks.

Teacher corrects exercises.

Teaching Aids: Example of vocabulary notebooks

Worksheet

Lesson Plan 2

Subject: Reading and writing

Level: M5

Content: Right brain or left brain (affixes and introduction to paragraph)

Time: 3 periods

Terminal Objectives: Students should be able to build words by using prefixes and suffixes and write a correct paragraph format.

Enabling Objectives: Students should be able to:

- guess the meaning of new vocabulary by using context,
- guess a word's meaning by word analysis (stem, prefixes, suffixes),
- form words using suffixes,
- use capital letters where necessary,
- write the title in correct way,
- join sentences with correct coordinating conjunction,
- identify the main idea, supporting details and concluding sentence of the paragraph,
- write down the affixes element of words in the vocabulary notebooks.

Vocabulary: logic, memorize, recognize, accountant, exception, in common, population

Procedures:

Presentation

1. The teacher reviews vocabulary by asking the definition, part of speech of previous lesson.

2. The teacher shows the pictures of famous people such as Leonardo da Vinci, Paul McCartney and John McEnroe then asks the students some questions like:
 - Do you know the names of the people in the pictures?
 - What are they famous for?
 - All of them have one thing that is the same. What do you think it is?
3. The teacher lets the students tell the unknown words and write them on the blackboard. The teacher teaches new vocabulary by using context.
4. The students read the reading passage to find the answers and do exercises to check their comprehension after reading.

Right Brain or Left Brain?

What do Leonardo da Vinci, Paul McCartney, Napoleon, and John McEnroe have in common? They are left-handed. Today about 15 percent of the population is left-handed. But why are people left-handed? The answer is in the way the brain works.

The brain has two halves—the right half and the left half. The right half controls the left side of the body, and the left controls the right side of the body. So right-handed people have a strong left brain, and left-handed people have a strong right brain.

The two halves of the brain are about the same size. But each side controls different things. The left side controls language, math, and logic. When you memorize the spelling of the words, or when you put things in order, you use the left side. The right side of the brain controls your love of art, color, and music. It is also good at recognizing faces.

This does not mean that all artists are left-handed and all accountants are right handed. There are many exceptions. Some right handers have strong right brain, and some left handers have a strong left brain.

5. The teacher writes the following words on the blackboard and asks what differences between the two words.

unattractive – attractive (different in meaning)

easy – easily (different in part of speech)

happy – happiness (different in part of speech)

beauty - beautiful (different in part of speech)

6. The teacher explains about prefixes and suffixes.
7. The teacher puts up the following affixes on the blackboard.

in- re-

un- -tion -less

-ness -er

8. Teacher asks the class to suggest words that contain these elements. Teacher lists it on the blackboard and then write the part of speech of the root.

Example

Incorrect (adj.) = in- + correct (adj.)

Recycle (v.) = re- + cycle (n.)

Unknown (adj.) = un- + known (v.)

Information (n.) = inform (v.) + -tion

Useless (adj.) = use (v.) + -less

Happiness (n.) = happy (adj.) + -ness

Seller (n.) = sell (v.) + -er

9. The teacher explains how the meaning of affixes and roots are connected to the meanings of particular words and lets the students give some examples of the words which can be divided in to roots and suffixes.

Noun, Verb, Adjective, and Adverb Suffixes

Noun Suffix	Verb Suffixes	Adjectives Suffixes	Adverb Suffixes
-tion, -cion, -sion	-ize	-ic	-ly
-ism	-ify	-ent	-wise
-ity, -ty	-ise	-live	-ward
-ness	-ate	-ly	
-ment		-ous	
-ance, -ence		-al, -ical	
-ence		-less	
-ure		-ant	
-hood		-able, -ible	
		-ful	
		-ical	
		-ive	
		-ate	

10. The teacher chooses words from the reading passage and lets the students guess what prefix or suffixes can go with those words and tell meanings.

Practice

11. The students do the exercises :

- guess a word's meaning by word analysis (stem, prefixes, suffixes),
- form words using suffixes.

12. The teacher explains to the students a writing paragraph as a course objective.

13. The teacher shows the students the model paragraph.

	Yumi Ono 3/3/93 ESL163 Left-handed People Left-handed people have many problems living in a world for right-handed people. First, driving a car may be a problem. All the important things in the car are on the right. For example, the ignition switch, the gear shift, and the accelerator and break are all on the right. Second, using a typewriter may be a problem. Typewriters are again made for right-handed people and all the keys are on the right. This includes the on-off button, carriage return, period, comma, and other important punctuation marks. In conclusion, left-handed people have to work harder than right-handed people to do simple things.	
Indent		Center title
Capitalize the first word in each sentence.		
One inch margin		One inch margin

14. Teacher asks students what the paragraph is about. Which sentence in the paragraph tells it?
15. The teacher explains about the paragraph form.

Instructions on paragraph form

1. Use lined paper.
2. Write your name, course number, and date in the upper right-hand corner.
3. Write a title in the center of the top of the page.
4. Leave a one inch margin on both side of the page. Do not write in the left-hand margin.
5. Indent the first line of every paragraph.
6. Write on every other line of the paper.
7. Capitalize the first word in each sentence and end each sentence with a period

16. Teacher reviews the punctuation and capitalization.

Capitalization Rules

1. Capitalize the first word in a sentence
2. Capitalize the pronoun I.
3. Capitalize all proper nouns.
 - Names of people and their titles
 - Names of places you can find on the map
 - Names of nationalities, races, languages, and religions
 - Names of specific organizations (school s, business)
 - Names of school subjects with course numbers.
 - Names of days, months, and special days.
 - Names of special buildings and bridges

17. The teacher explains about how to write a title.

How to Write a Title

1. Capitalize the first, last, and all important words in the title. Do not capitalize prepositions and articles

Exception : Capitalize articles that begin the title

2. Do not underline the title.
3. Do not use a period (.), a comma (,), or quotation marks (" "). But you can use an exclamation mark (!), or question mark (?).

18. The teacher explains how to join compound sentences with and, but, or.

19. Students, in pairs, do exercises:

- change the small letters to capital letters where necessary.
- write a title in the right way.
- join simple sentences into compound sentences

20. Teacher explains the paragraph components.

- a topic sentence and a controlling idea
- supporting details
- a concluding sentence

Topic Sentence

- What is a topic sentence?

A topic sentence is the most important sentence in a paragraph. The topic sentence is usually the first sentence in the paragraph. The topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. It is what you are writing about.

Example: Bread is an important part of our everyday food.

Topic: Bread

Controlling idea

The controlling idea limits or controls your topic to one aspect that you want to write about.

Example: Rice plays an important part in some ceremonies.

Topic

Controlling idea

Or

Rice is a nutritious part of our diet.

Topic

Controlling idea

- What does it do?

It tells the reader what the paragraph is about, or its main idea of the paragraph.

- How to write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Supporting Sentences

- What are supporting sentences?
They come after the topic sentence, making up the body of a paragraph.
- What do they do?
They give details to develop and support the main idea of the paragraph.
- How to write them?
You should give supporting facts, details, and examples.

Concluding Sentence

- What is a concluding sentence?
The concluding sentence is the last sentence in a paragraph.
- What does it do?
It restates the main idea of your paragraph.
- How to write one?
Restate the main idea of the paragraph using different words

21. The teacher asks the students what is the topic sentence, supporting details and closing sentence of the model paragraph.

22. The students, in pairs, do exercises find the topic sentence and supporting details

Production

23. The students, individually, rewrite the paragraph that has some mistakes into the right paragraph form and tell what is the main idea, supporting details and concluding sentence of the paragraph.

24. The students write down the vocabulary of this lesson and its affixes, Thai translation, part of speech and example sentence in the vocabulary notebooks.

25. The students find the affixes of the rest of vocabulary that is in the vocabulary notebooks.

Evaluation: Teacher corrects exercises, paragraph and vocabulary notebooks.

Teaching Aids: worksheet

Lesson Plan 3

Subject: Reading and writing

Content: Beauty (collocation and formal paragraph writing)

Level: M5

Time: 4 periods

Terminal Objectives: Students should be able to give the collocation of the new words and write a short paragraph.

Enabling Objectives: Students should be able to:

- define positive word and negative word,
- tell the degree of meaning,
- identify type of words which can go together
- tell meaning of new words,
- write sentences using a word and its collocation,
- tell the supporting details,
- write a paragraph which includes a topic sentence, supporting details and a concluding sentence,
- write down the collocation of new words in vocabulary notebooks,
- write a paragraph about their favorite TV star.

Vocabulary: good- looking, beautiful, handsome, attractive, lovely, pretty, charming, plain, ugly

Procedures:

Pre-writing

1. The teacher asks the students to analyze the vocabulary of the previous lesson into roots and affixes.
2. The teacher asks the students some questions leading to the lesson like

- Who is the most beautiful woman and best looking man in the world?
- Do you think it's difficult to be very good looking? Why or why not?

3. The students read the reading passage "Beauty".

Beauty

How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, it must be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to you. They think of you as a picture rather than a person. There are also some people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that even your mother doesn't want to look at; and no one wants to be plain either- that is to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich – it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to worry too much about how you look, but simply try to be an interesting person. For interesting people have interesting faces are almost always attractive.

4. The students do the exercises after reading.

- deciding whether the statements are true or false
- arrange the words from most negative to most positive
- tell the which words is the negative or positive word

5. The teacher writes new words on the blackboard and asks the learners to suggest words that collocate with those on the blackboard.

6. The teacher explains about collocation.

Collocation When two items co-occur, or are used together frequently, they are said to collocate.	
The most common types of collocation are as follow:	
Type	Example
subject noun + verb	<i>The <u>lion</u> <u>roared</u>.</i> <i>The <u>earth</u> <u>revolves</u> around the sun.</i> (if we want to describe the movement of the earth in relation to the sun, then 'earth' + 'revolve' is a likely combination. It would be less common, for example, to use 'circulate'.
verb + object noun	<i>She <u>bites</u> her <u>nails</u>.</i> (On the whole, we would not use 'eat' here, though many other languages would.
adjective + noun	<i>a <u>loud</u> <u>noise</u></i> <i><u>heavy</u> <u>traffic</u></i>
adverb + past participle used adjectivally	<i><u>Badly</u> <u>dressed</u></i> <i><u>Fully</u> <u>insured</u></i>

7. The teacher asks the students that if the word is a verb, what words or types of word usually act as its subjects? what words act as its object? If the word is a noun what adjectives go with it. What verbs can it collocate with?
8. The teacher shows the students the *collocation grid*

	Woman	Man	Child	Dog	Bird	Flower	Weather	Landscape	View	Day	Village	House	Furniture	Bed	Picture	Dress	Present	Voice	Proposal
Beautiful	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Lovely	+		+	+		+	+		+	+	+	+	+	+	+	+	+	+	
Pretty	+		+		+	+			+		+	+		+	+	+			
Charming	+	+	+								+	+						+	
Attractive	+	+									+	+			+			+	+
Good-looking	+	+	+	+															
handsome	+	+															+		

In speech, beautiful, lovely, charming and attractive are often used for situations in which their real meaning would be too strong, in order to express enthusiasm.

Example

The wall were covered with most

{	beautiful
	lovely
	charming
	attractive

 wall paper.

I'll come to see you about seven – will you be there? Beautiful – okay- see you later.

She does really lovely things for people like bringing them their favorite flowers on their birthday.

Bacon and eggs for breakfast! Lovely!

9. The students are given a word, about beauty, and four of its collocations. They write four sentences for each pair.
10. The teacher suggests a word and learners find collocates by looking at the dictionary or other word lists and by finding examples of the word in context. The students can also try to guess what collocations might occur.

11. The students, in-group of four, write a paragraph about their favorite TV star. The students have to tell the things that make him or her favorite.

12. The students write the outline of the paragraph.

- The students write down the topic at the top of their paper.
(Say who your favorite superstar is.)
- The students ask a question about their topic by choosing one of these question words.

Who? What? / In what way? Where? When
Why?

For example: What make him or her my favorite star?

- The students write down as many answers as they can. If they find the question word does not work, try another question word.

13. Students develop an outline

- Organize their ideas
Step 1: write a topic sentence.
Step 2: choose some of the answers to their questions to use as supporting sentences
- Make a more detailed outline. The paragraph outline below will help them.

Paragraph outline

(Topic sentence) _____

(Supporting sentence 1) _____

(Supporting sentence 2) _____

(Supporting sentence 3) _____

(Supporting sentence 4) _____

(Concluding sentence) _____

Writing

14. The students write a rough draft.

Post -writing

15. The students exchange their work and give a content feedback.

- Does a paragraph have a title?
- Did the writer indent the first line?
- Does the paragraph have a topic sentence?
- Does the topic sentence have a controlling idea?
- Does sentences support the topic sentence?
- Are ideas in the correct order?
- Does the paragraph have a concluding sentence?

16. The students revise their paragraph according to the feedback.

17. The students exchange the second draft for language feedback.

- Check spelling
- Check grammar
- Does each sentence have a subject?
- Do the subjects and verbs agree with each other?
- Does the writer use the correct form of tense?
- Does each sentence make sense?

18. The students revise and write a final copy.

19. The whole class help to select 5 words that they want to study in the lesson, then write its collocation, Thai translation, part of speech, example sentences and affixes in the vocabulary notebooks

20. The students write the collocations of the rest of the vocabulary those are in the vocabulary notebooks.

Evaluation: The teacher corrects exercises.

The teacher grades the students' paragraph.

The teacher checks the students' vocabulary notebooks.

Teaching Aids: worksheets, model paragraph

Lesson Plan 4

Subject: Reading and writing

Level: M5

Content: The Earthquake of 1964 (semantic map and narrative paragraph)

Period: 3 periods

Terminal Objective: Students should be able to utilize semantic map for vocabulary expansion and write a past experience paragraph.

Enabling Objectives: Students should be able to:

- suggest words related to the topic,
- tell the meanings of the new vocabulary correctly,
- answer the questions about the reading passage,
- use words showing time order appropriately
- write a narrative paragraph,
- apply the semantic map technique with new vocabulary and write down in vocabulary notebook.

Vocabulary: peaceful, thunder, shake, crack, earthquake, tidal wave, coast, scientist, happen, predict

Procedures:

Pre - writing

1. The teacher review collocations by playing "Hang Man Game".
2. The teacher shows the picture to class and discusses these questions with the students.
 - What do you think happened in the picture?
 - What has happened to the store in the picture?
 - What is wrong with the main street?
 - If you lost your possessions, including your house, in an earthquake, would you rebuild in the same place? Why or why not?
 - What is the worst earthquake you know about?

3. The teacher write the word "earthquake " on the blackboard and encloses it in oval

earthquake

4. The students think of ideas that might be related to *earthquake*.
5. The teacher writes the ideas to the side of the blackboard. All responses are accepted as long as they relate to the topic. If the suggestions are in Thai, the teacher will change them into English.
6. The students read the reading passage, The Earthquake of 1964.

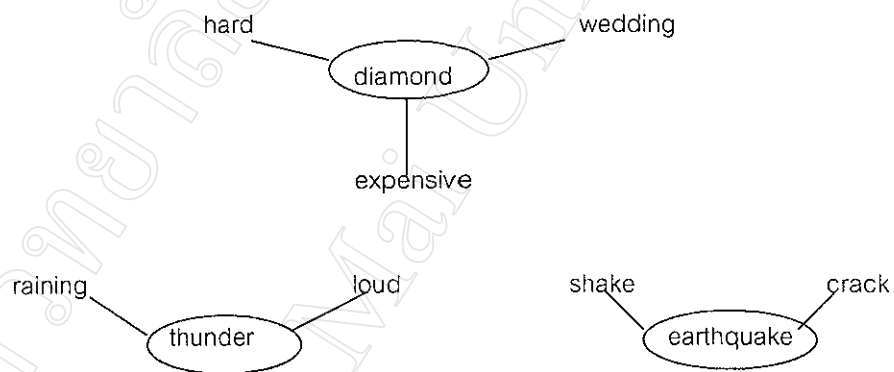
The Earthquake of 1964

March 27, 1964, was a holiday in Alaska. Most people were at home, and everything was peaceful. Then it happened. Suddenly, there was a sound, like the sound of the thunder. Next, people's houses began to shake. Buildings cracked and fell. In the town of Anchorage, the main street went up ten feet, holes open in the earth, and buildings fell in. The earthquake that hit Alaska measured 8.3 on the Richter Scale.

In the Pacific Ocean the earthquake made a tidal wave. This wave traveled at two hundred miles an hour. Shortly after, at about 6 P.M., it hit the coast of Alaska. It took away in a piece of land four thousand feet long and six hundred feet wide. It travel down the West Coast, and across to Hawaii and Japan. People tried to escape, but it destroyed many towns.

The earthquake of 1964 killed 130 people. It was one of the strongest earthquakes in North America. Scientists do not know when the next earthquakes will happen. They are difficult to predict, but you will know when it hits.

7. After finished reading, the students suggest more ideas about the topic and answer the questions about the reading passage, which are about vocabulary, the main ideas and the details of the reading passage.
8. The teacher explains the semantic map to the students and tells that the semantic mapping can help them mapping the new word on to old word. If they can integrate the new words with the old, creation of new association, that association can facilitate their recall.
9. The students practice semantic mapping technique with the given word.



10. The teacher tells the students that today they will learn how to write a narrative paragraph.
11. The teacher gives the model paragraph to the students to read.

A Terrifying Day

October 1, 1987, was a terrifying day for me. It was 7:30 on a Thursday morning in Mexico. I was alone because my parents were out of town. Suddenly the room started to shake. Some dishes fell to the floor. I did not know what to do so I got under the table. A few minutes later, I came out and tried to turn on the television, but the electricity was off. After that, I tried the telephone, but it did not work. Shortly after, the neighbors came to see if I was all right. Finally, at about 9:00 A.M., the telephone rang. It was my mother from Mexico City. She was more frightened than I was.

12. The teacher explains about the narrative paragraph.

The narrative paragraph tells a story about something that happened. In a narrative paragraph you must use a good time order for your sentences. This means the sentences must be in order that the story happened.

13. The teacher asks the students to arrange the following sentences in a correct order.

- a. I got under the table
- b. I came out and tried the telephone, but it did not work.
- c. Shortly after that, the neighbors came to see if I was all right.
- d. The room started to shake.

14. The teacher shows the students the words that show time order.

Words showing time order:

October 1, 1987,.....

At 5 P.M.,.....

Suddenly,.....

A few minutes later,.....

After that,.....

Shortly after that,.....

Finally,.....

The Comma(,) with Time and Place Expressions

We also use the comma with dates and place names.

Dates

- a. We use a comma to separate a date from a year.
- b. We use a comma after the year when a sentence continues.

Place Names

- a. We use a comma to separate a city from a state or a city from a country.
- b. We use a comma after a state or country when the sentence continues.

15. The teacher asks the students to underline the words showing time order in the model paragraph and do an exercise, put a comma where necessary in the following sentences.

16. The teacher asks the students to choose one of the topics below:

- A frightening day
- A dangerous experience
- A strange experience

17. The students work with a partner and tell the partner about it. Then write answers to the questions below.

- When and where did the experience occur?
- What happened?
- What happened after that?

18. The students write the sentences in the order that the experience happened and use the words showing time order.

19. The teacher gives a paragraph outline to help the students.

(date) was a _____ day for me. I was _____ _____ because _____ Suddenly, _____ A few minutes later, _____ . Shortly after that, _____ . Finally, _____
--

Writing

20. The students write a rough draft.

Post- writing

21. The students exchange their written work to give content feedback.

22. The students edit their paragraph according to the feedback.

23. The teacher asks the students to exchange the second draft for
language feedback

24. The students write a final draft.

25. The students write semantic mapping of the new vocabulary and its
collocation, Thai translation, part of speech, example sentences and
affixes in the vocabulary notebooks.

26. The students write the semantic map of the rest of the vocabulary
which is in the vocabulary notebooks.

Evaluation: The teacher corrects the exercises.

The teacher corrects students' paragraph.

Material : a model paragraph, worksheets, picture

Lesson Plan 5

Subject: Reading and writing

Level: M5

Content: A Day in the Life of a British Family (keyword technique and narrative paragraph)

Period: 3 periods

Terminal Objective: Students should be able to apply key- word technique for memorizing new vocabulary and write a narrative paragraph about one's daily activities/habitual actions.

Enabling Objectives: Students should be able to:

- tell meaning of new vocabulary,
- use words or phrase about daily activities or habitual actions,
- organize the information about the events in a time sequence,
- write a narrative paragraph,
- apply the keyword illustration technique effectively and write down in the vocabulary notebooks.

Vocabulary: get up, dress up, goes off, meal, dessert, glance, polish, vacuum cleaner, grown up, allow, reserve,

Procedures:

Pre- writing

1. The teacher gives the students the reading passage and asks them to predict what the reading will be about after looked at the title.

2. The teacher elicits some vocabulary about daily activities/habitual actions people usually do by asking the class some questions:

- when do you usually get up?
- when you get up, what do you always do first?
- what do you do then?
- how do you spend your afternoon?
- and how about your evening?

etc.

3. The students read the reading passage "A Day in the Life of a British Family".

A Day in the Life of a British Family

A typical day in the life of a British family starts at 7.00 a.m. After breakfast, the father goes off to work, and the children to work or to school. The mother usually stays at home. She finishes her own breakfast while glancing through the morning paper, then washes up the plates, cups and saucers and cutlery in hot soapy water, dries them and puts them away. She then makes the bed and cleans the house with a vacuum cleaner which suck the dirt into a container by means of an electric motor.

In addition to these daily tasks, there are other bigger jobs. To be done, usually once a week. Monday, for instance is usually 'washday'. Many housewives have an electric washing-machine which washes, and sometimes dries, the clothes automatically. Many housewives reserve a day for the main week's shopping and for baking cakes. Other parts of the house get a more thorough cleaning and polishing once a week. If the mother goes out to work, the housework has to be done in the evening, or at weekends, and her husband helps, especially with the shopping which is usually in the supermarket.

Many men work too far away from their homes to be able to go home to lunch, and many school children too have their lunch in school, but on Sundays the family sits down to lunch together. A little soup is served as a first course, but the main course is a plate of meat, potatoes and other vegetables. After the main course there is nearly always the dessert or 'sweet'. This is usually some kind of cooked fruit, a tart or a pie or a pudding.

Nobody sleeps in the afternoon. The mother might dress up and go out but she has to be back by four o'clock when the children come out of school. The next meal is 'tea' with bread, butter and cakes. If mother and children wait a little later for father there may be a 'high tea' with fried eggs or fish and chips (potatoes cut into square fingers and fried in oil)

After tea, young children are put to bed. Older children do their homework and father and mother watch T.V. Parents with young children cannot go out together in the evening unless there is somebody else to 'baby-sit', i.e. to look after the children at home.

After a 'high tea' nothing more is taken except a hot drink and biscuit or two before going to bed. Round about ten o'clock, grown up members of the family start to think about going to bed. The house is locked up, the television set is switched off and the fire, if it has been lit, is allowed to die down. At eleven o'clock mother and father go to bed.

4. The students answer the questions about the reading passage.
5. The teacher tells the students that he/she has one technique that can help them remember the words better. It's called keyword illustration technique.
6. The teacher explains about the keyword illustration technique.

For example: If the target word is DOG

Step 1 Identify a familiar word in Thai that sound like a new word.

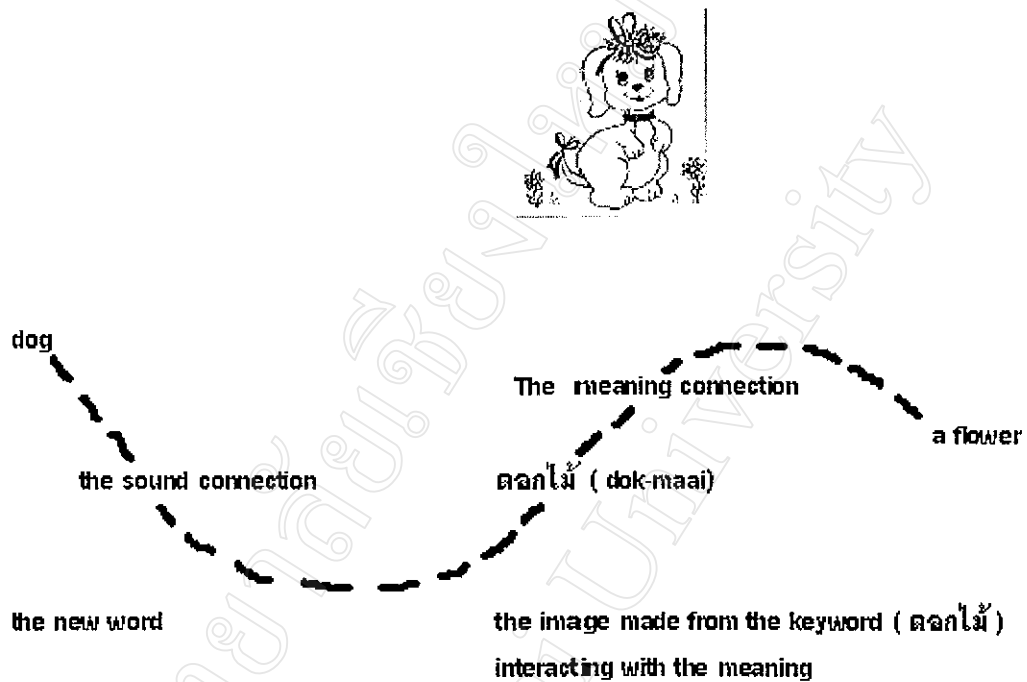
a new word = Dog



a familiar word = ดอกไม้



Step 2 Generate a visual image of the new word and the Familiar one interacting in some way



7. Teacher tells students that this is one way that can help them remember the word. The more striking and unusual the image, the more effective it is.
8. The students practice the keyword technique with other words.
9. The teacher asks the students to share their words and their association image and sound to class.
10. The teacher informs the students about the task to write a narrative paragraph about one's daily activities/habitual actions.
11. The students read the model paragraph.

Bruno's Daily Activities

Bruno Baroni lives in an apartment in Rome with his father, mother and older brother. He gets up at 6.00 every morning. An alarm clock wakes him up. He tries to stay in shape, so he always does exercises for ten or fifteen minutes. By this time, it is his turn in the bathroom. He showers and shapes. He always gets dressed before he eats breakfast, he listen to the morning news on the radio while he does the dishes. By 7.45, he and his brother, Roberto, leave for school. They go to school by car and usually arrive at school at 8.45. Then Bruno goes straight to class. His first class starts at 9.00. He is in class from 9.00 to 1.00. He works hard but he likes his classes. After class, he has lunch with his girlfriend, Sylvia. Then, Roberto drives him to his job at the music store. Bruno works there three afternoons a week. In the evening, Bruno has dinner with his family. Sometimes, he cooks dinner. He is a good cook. After dinner, he relaxes while his brother helps with the dishes. Then Bruno studies. He usually goes to bed late because he has a lot of homework. All in all, Bruno's days are long and tiring, but he feel good about his life.

12. The teacher explain the tense that used in the model paragraph

The present simple tense is used to describe actions that are part of a definite routine, or something that happen regularly.

13. The students have to write a narrative paragraph about the daily routine of one of their friends.

14. The students work with a partner and tell the partner about it.

Then write answers to the questions below.

- What time does your friend get up in the morning?

- What is the first thing that he/she do when he/she get up of bed?
- What time does he/she have breakfast?
- What does he/she have for break fast?
- What time does he/she go to school/work?
- How does he/she get to school?
- What does he/she usually do in the evening?
- What time does he/she usually go to bed?
- What the last thing that he/she does before he/she gets into bed?

15. The students write the sentences in the order that the activities happened and use the words showing time order.

Writing

16. The students write a rough draft.

Post -writing

17. The students exchange their written work to give content feedback.

18. The students edit their paragraph according to the feedback.

19. The students exchange the second draft for language feedback

20. The students write a final draft.

21. The students apply keyword illustration and also write the semantic mapping, collocation, Thai translation, part of speech, example sentences and affixes of the vocabulary of the lesson in the vocabulary notebooks.

22. The students utilize the keyword illustration technique with the rest of vocabulary which is in the vocabulary notebooks.

Evaluation: The teacher corrects the exercises.
The teacher corrects students' paragraph.

Material: worksheets

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ผนวก ค

แบบทดสอบความรู้คำศัพท์

แบบทดสอบความคงทนในการจำ

แบบทดสอบการเขียนอนุเฉท

แบบทดสอบความรู้คำศัพท์

แบบทดสอบนี้แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 การเลือกคำมาเติมในช่องว่าง (Fill-in-the-blank Test) 15 ข้อ

ตอนที่ 2 การสัมพันธ์ความหมายคำศัพท์ (Word Associates Test) 10 ข้อ

ตอนที่ 3 การเลือกคำในกลุ่มคำที่มีความหมายเหมือนกันแต่ประเภท 15 ข้อ

ของคำต่างกัน (Word-Family Test)

ให้นักเรียนเลือกคำตอบที่เห็นว่าถูกต้องที่สุดในแต่ละคำถามเพียงข้อเดียว แล้วเขียนลงในกระดาษคำตอบที่ให้มา

Part 1 Fill in the Blank

Fill in the blank with the words given. Each word is used only once.

shake	immune system	scientists	coast	handsome	essential	blend
lovely	accountants	tidal waves	disorder	nutritious	earthquake	shed
anemia	thunder	deficiency	glances	vacuum cleaner	go off	

- The.....is the various cells and tissues in the body which make it able to protect itself against infection.
- My parents used to be They worked at Thai Farmer Bank.
-discovered the atomic nucleus in 1909.
-are often caused by an underwater earthquakes.
- If you have....., you do not have enough red cells in your blood, and you look pale and feel tired as a result.
- The parents.....to work in the morning.
- Oil does not.....with water.
- The town was destroyed by the..... Many buildings cracked and fell.
- Milk is very..... food containing protein, vitamins and minerals.
- Peopletheir hands as a sigh of greeting.
- The ship sank three miles off the French.....

12. They married and had three.....children.
13. Jane wants to marry a.....young doctor.
14. If someone.....their clothes, they take them off.
15. A lack of vitamin B and calcium results in nail.....
16. There 's.....in the air, I wouldn't be surprised if there were a storm.
17. A.....of vitamin can lead to illness.
18. She only.....at the newspaper, then goes to work.
19. A.....is a machine that use suction, remove dirt, dust, etc. from floors and furniture.
20. Oxygen is.....for life.

Part 2 Word Associates Test

Choose the word which are somehow related to the target word and write down in the answer sheet.

Example

need

care

share

help

like

want

loose

animal

cat

tree

pan

1. peaceful

happy

calm

war

fight

freedom

police

2. charming

love

plain

attractive

fascinating

please

beauty

3. happen

happiness

accident

occur

experience

place

event

4. logic

balance	reasoning	thinking
order	skill	intelligent

5. dress up

color	fashion	clothes
designer	style	pattern

6. disease

doctor	hospital	vaccine
illness	nurse	medicine

7. dessert

meal	menu	restaurant
sweet	drinks	hamburger

8. get up

look up	make up	call up
wake up	bring up	give up

9. good-looking

rich	plain	handsome
diligent	appearance	kind

10. grown up

body	girl	woman
teenager	adult	child

Part 3 Word – Family

Choose from three member of the same word family with different part-of-speech in order to complete the sentence

Example Helen was always _____ dressed
(pretty, prettily, prettiness)

1. Don't pour hot water into the glass or it will _____. (crack, cracked, cracker)
2. Her _____ turned out to be correct. (predict, prediction, predictable)
3. It's so _____ out there in the country. (peaceful, peacefully, peacefulness)

4. Nicole was _____dressed in pink silk. (beautiful, beautifully, beautifulness)
5. There was _____money to buy the car. (insufficient, insufficiency, insufficiently)
6. He is the most _____boy in the class. (handsome, handsomely, handsomeness)
7. Her _____ made her an easy target for the other girl's joke. (ugly, uglily, ugliness)
8. The fox was _____and clever. Matt only see him once or twice.(elusive, elusively, elusiveness)
9. We hope to sell foods by packaging them _____.(attractive, attractively, attractiveness)
10. Your daughter sings _____.(charm, charming, charmingly)
11. You should wear _____ shirt with this skirt. (plain, plainly, plainness)
12. "We 'd like a table for four, please."
"Have you _____?"(reserve, reservation, reserved)
13. _____ your shoes with a brush.(polish, polished, polisher)
14. We give an_____of \$50 on your old typewriter when you but a new one.(allow, allowance, allowable)
15. I'm _____ of snake. (terrify, terrified, terrifying)

แบบทดสอบความคงทนในการจำ

แบบทดสอบนี้แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 การสัมพันธ์ความหมายคำศัพท์ (Word Associates Test) 10 ข้อ

ตอนที่ 2 การเลือกคำในกลุ่มคำที่มีความหมายเหมือนกันแต่ประเภท
ของคำต่างกัน (Word-Family Test) 15 ข้อ

ตอนที่ 3 การเลือกคำมาเติมในช่องว่าง (Fill-in-the-blank Test) 20 ข้อ

ให้นักเรียนเลือกคำตอบที่เห็นว่าถูกต้องที่สุดในแต่ละคำถามเพียงข้อเดียว แล้วเขียนลงในกระดาษ
คำตอบที่ให้มี

Part 1 Word Associates Test

Choose the word which are somehow related to the target word and write down in the
answer sheet.

Example	need			
		care	share	help
		like	want	loose
	animal			
	cat	tree	pan	

1. dessert

meal	menu	restaurant
sweet	drinks	hamburger

2. happen

happiness	accident	occur
experience	place	event

3. get up

look up	make up	call up
wake up	bring up	give up

4. dress up

color	fashion	clothes
designer	style	pattern

5. grown up

body	girl	woman
teenager	adult	child

6. peaceful

happy	calm	war
fight	freedom	police

7. charming

love	plain	attractive
fascinating	please	beauty

8. good-looking

rich	plain	handsome
diligent	appearance	kind

9. logic

balance	reasoning	thinking
order	skill	intelligent

10. disease

doctor	hospital	vaccine
illness	nurse	medicine

Part 2 Word – Family

Choose from three member of the same word family with different part-of-speech in order to complete the sentence

Example Helen was always _____dressed.

(pretty, prettily, prettiness)

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8. We hope to sell foods by packaging them _____.(attractive, attractively, attractiveness)
9. It's so _____out there in the country.(peaceful, peacefully, peacefulness)
10. We give an _____of \$50 on your old typewriter when you but a new one.(allow, allowance, allowable)
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14. _____ your shoes with a brush.(polish, polished, polisher)
15. You should wear _____ shirt with this skirt. (plain, plainly, plainness)

Part 3 Fill in the Blank

Fill in the blank with the words given. Each word is used only once.

Shake	immune system	scientists	coast	handsome	essential	blend
Lovely	accountants	tidal waves	disorder	nutritious	earthquake	shed
anemia	thunder	deficiency	glances	vacuum cleaner	go off	

1. Milk is very..... food containing protein, vitamins and minerals.
2. The parents.....to work in the morning.
3.are often caused by an underwater earthquakes.

4. The.....is the various cells and tissues in the body which make it able to protect itself against infection.
5. Oil does not.....with water.
6. If you have....., you do not have enough red cells in your blood, and you look pale and feel tired as a result.
7.discovered the atomic nucleus in 1909.
8. They married and had three.....children.
9. The town was destroyed by the..... Many buildings cracked and fell.
10. My parents used to be They worked at Thai Farmer Bank.
11. A.....is a machine that use suction, remove dirt, dust, etc. from floors and furniture.
12. Peopletheir hands as a sigh of greeting.
13. The ship sank three miles off the French.....
14. A lack of vitamin B and calcium results in nail.....
15. Jane wants to marry a.....young doctor.
16. If someone.....their clothes, they take them off.
17. Oxygen is.....for life.
18. There 's.....in the air, I wouldn't be surprised if there were a storm.
19. A.....of vitamin can lead to illness.
20. She only.....at the newspaper, then goes to work.

Paragraph Writing

Suppose you and your mother were home alone when suddenly a tornado was coming toward your house. Write a paragraph telling about your experience.

- What did you see and hear at that time?
- How did you feel?
- What actions did you take?
- What were the results of those actions?
- How was the situation resolved?
- What did you do, and how did you feel after it was all over?

You have to use at least 5 vocabulary below in your paragraph:

suddenly	terrifying	dangerous	then	crack
peaceful	strange	finally	shake	after that
thunder	scare	fear	wind	excite

.....

(title)

May 21, 1999, was a day I won't soon forget. My mother and I were at home alone. While we were having lunch, I turned on TV and heard of bad tornado which was coming to my house. I.....

ผนวก ง

คะแนน

ตาราง 9 แสดงคะแนน ความรู้คำศัพท์ ความคงทนในการจำและคะแนนงานเขียนอนุเจตเชิงบอกเล่า

นักเรียน	ความรู้คำศัพท์	ความคงทนในการจำ	งานเขียน
1	20	13	11.0
2	26	24	12.0
3	14	11	7.5
4	21	16	8.0
5	8	9	5.0
6	14	25	11.0
7	10	13	6.0
8	16	11	8.0
9	15	7	5.0
10	29	28	11.5
11	12	6	6.0
12	33	35	16.5
13	39	39	13.5
14	21	28	12.0
15	30	32	14.5
16	10	9	11.0
17	22	23	9.5
18	34	38	10.5
19	5	9	2.5
20	8	15	2.5
21	25	27	15.0
22	24	24	12.0
23	32	36	10.0
24	30	27	10.0
25	17	26	10.5

ตาราง 9 (ต่อ)

นักเรียน	ความรู้คำศัพท์	ความคงทนใน การจำ	งานเขียน
26	26	30	10.0
27	31	29	12.5
28	35	33	14.5
29	11	7	9.5
30	10	13	8.5
31	30	29	15.0
32	24	28	11.5
33	15	21	7.0
34	12	9	5.0

ภาคผนวก จ
ตัวอย่างบัตรคำของนักเรียน

น่ารัก

love + nly

~ ness (n.) loveliness

lovely

adj.

[เลิฟ-ลิ]

Suda is a lovely student
in Sukasongkhro Chiang mai
school.

liking
fondness
attachment
affection



keyword
over 100%

doll

girl

lovely

puppy

small animal

lovely child

lovely flower

lovely dress

ประวัติผู้เขียน

ชื่อ – สกุล นางสาว อรชума หลิมศิริวงษ์
 วัน เดือน ปีเกิด 26 กุมภาพันธ์ พ.ศ. 2519
 ที่อยู่ปัจจุบัน 203-205 ถ. บำรุงราษฎร์ ต. ในเมือง อ. เมือง จ. กำแพงเพชร 62000
 ประวัติการศึกษา - สำเร็จการศึกษาระดับประถมศึกษาจาก โรงเรียนอนุบาลกำแพงเพชร
 - สำเร็จการศึกษาระดับมัธยมศึกษา จากโรงเรียนกำแพงเพชรพิทยาคม
 ปีการศึกษา 2536
 - สำเร็จการศึกษาระดับปริญญาศิลปศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ
 มหาวิทยาลัยเชียงใหม่ ปีการศึกษา 2540