

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

1. อาจารย์พูนรัตน์ แสงหนุ่ม ภาควิชาภาษาต่างประเทศ สถาบันราชภัฏเชียงใหม่
อำเภอเมือง จังหวัดเชียงใหม่
2. อาจารย์ประลอง ครุทน้อย หมวดวิชาภาษาอังกฤษ โรงเรียนศึกษาสงเคราะห์เชียงใหม่
อำเภอแมริม จังหวัดเชียงใหม่
3. อาจารย์วราภรณ์ มณีเทศ หมวดวิชาภาษาต่างประเทศ โรงเรียนบุญวาทย์วิทยาลัย
อำเภอเมือง จังหวัดลำปาง

ภาคผนวก ข

แบบสำรวจรายละเอียดเนื้อหาท้องถิ่น

ชื่อ-สกุลผู้สำรวจ.....ชั้น.....วัน เดือน ปี ที่สำรวจ.....

1. โบราณสถาน โบราณวัตถุ (เช่น วัด เจดีย์ พระพุทธรูป เป็นต้น)

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2. สถานที่ดึงดูดใจ (เช่น แหล่งท่องเที่ยว)

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3. กิจกรรมทางวัฒนธรรม

3.1 งานประเพณีประจำปี งานแต่งงาน งานบุญต่าง ๆ

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3.2 นิทานพื้นบ้าน การละเล่นพื้นบ้าน คำคม สุภาษิต คำพังเพยของท้องถิ่น ฯลฯ

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3.3 อาหารพื้นเมืองในท้องถิ่นของนักเรียน

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4. ภูมิปัญญาท้องถิ่น (เช่น งานฝีมือ งานช่าง งานประดิษฐ์ การปรงยาสมุนไพร เป็นต้น)

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5. อื่น ๆ (ถ้ามีโปรดระบุ)

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ข้อมูลควรอยู่ในท้องถิ่นของนักเรียน
ขอขอบคุณที่ให้ความร่วมมือ

ภาคผนวก ค

แบบสอบถามความต้องการของนักเรียน

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างทางขวามือตามความต้องการที่เป็นจริงของนักเรียนมากที่สุด

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
นักเรียนต้องการเรียนภาษาอังกฤษในเรื่องเกี่ยวกับท้องถิ่นของนักเรียนต่อไปนี้มากน้อยเพียงใด					
1. ตำนานสถานที่สำคัญทางศาสนาและอื่น ๆ					
1.1 ม่อนไก่แจ้ บ้านแม่ยามเหนือ					
1.2 ม่อนตุ้ป่า บ้านเวียงเหนือ					
1.3 ม่อนไก่เขี่ย บ้านป่าเหียง					
1.4 เจดีย์/ วัดโบราณบ้านเวียงใต้					
1.5 วัดปงยางคกแห่งประวัติศาสตร์ของลำปาง					
ตำบลปงยางคก อำเภอห้างฉัตร					
1.6 วัดพระธาตุลำปางหลวงสถานที่ประวัติศาสตร์					
ของลำปาง อำเภอเกาะคา					
1.7 ความเป็นมาของตำบลเมืองยาว					
1.8 อื่น ๆ (ถ้ามี)					
2. ประวัตินุคคลที่น่าสนใจ					
2.1 เจ้าแม่จามเทวีอดีตราชนิของอำเภอห้างฉัตร					

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
2.2 พระเจ้านันทยศอดิษฐ์ครองอำเภอหางฉัตร.....					
2.3 เจ้าพ่อขุนตานอดิษฐ์ปกครอง อำเภอหางฉัตร					
2.4 หนานทิพย์ช้างผู้สร้างเมืองลำปาง					
2.5 อื่น ๆ (ถ้ามี)					
3. สถานที่ดึงดูดใจในตำบลเมืองยาวและใกล้เคียง					
3.1 อ่างเก็บน้ำแม่ยาว บ้านเวียงเหนือ.....					
3.2 บ่อน้ำร้อนบ้านเวียงเหนือ.....					
3.3 น้ำตกแม่ผามุง					
3.4 สวนป่าทุ่งเกวียนแหล่งพันธุ์ไม้หายากชนิด					
3.5 ศูนย์อนุรักษ์ช้างไทยแหล่งฝึกช้างใช้สื่อโลก					
3.6 อื่น ๆ (ถ้ามี)					
4. กิจกรรมทางวัฒนธรรมในท้องถิ่น					
4.1 งานประเพณีเดือนยี่เป็ง					
4.2 งานตานก๋วยสลาก					
4.3 ประเพณีรดน้ำดำหัวผู้ใหญ่					
4.4 การเล่นชายชนมของเด็ก					
4.5 การเล่นเตย					
4.6 ฟ้อนเล็บ					
4.7 ฝั่มอึ่ง					
4.8 ตบตีพื้นเมือง					
4.9 นิทานพื้นบ้าน (เล่าเจ๊ย)					

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
4.10 อื่น ๆ (ถ้ามี)					
5. อาหารพื้นบ้านของท้องถิ่น					
5.1 ตำถั่วฝักยาวใส่น้ำปู					
5.2 น้ำพริกน้ำปู					
5.3 ลาบหมู/ วัว-ควาย/ ปลา/ ไก่/ แะ และอื่นๆ					
5.4 ยำไก่/ กบ/ งูสิง และอื่นๆ					
5.5 ตำเตา/ มะเขือยาว/ ถั่วฝักยาว และอื่นๆ					
5.6 แกงแคไก่/ กบ-เหียด และอื่นๆ					
5.7 ยำหน่อไม้ใส่น้ำปู					
5.8 ห่อหนึ่งไก่/ ปลา/ หนู และอื่นๆ					
5.9 วิธีนึ่งข้าวเหนียวให้นุ่ม					
5.10 วิธีทำน้ำปู					
5.11 วิธีทำหน่อไม้ต้ม (คอง)					
5.12 อื่น ๆ (ถ้ามี)					
6. ภูมิปัญญาท้องถิ่นในตำบลเมืองยาว					
6.1 การปรุงยาสมุนไพรแก้ท้องร่วง					
6.2 สมุนไพรแก้ปากนกกระจอก/ หูด					
6.3 สมุนไพรแก้โรคกระเพาะอาหาร					
6.4 สมุนไพรถ่ายพยาธิ					
6.5 การทอดผ้าฝ้าย					
6.6 การทำออบใบลาน					
6.7 อื่น ๆ (ถ้ามี)					

7. อื่น ๆ (ถ้ามีโปรดระบุ)

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ขอขอบคุณที่ให้ความร่วมมือ

ภาคผนวก ง

แบบสอบถามความคิดเห็นของครูผู้สอนภาษาอังกฤษ

ตอนที่ 1 แบบสอบถามความคิดเห็นต่อเนื้อหาบทเรียน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องว่างทางขวามือตามความต้องการที่เป็นจริงของท่านมากที่สุด

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ท่านต้องการบทเรียนภาษาอังกฤษในเรื่องเกี่ยวกับท้องถิ่นต่อไปนี้มากน้อยเพียงใด					
1. ตำนานสถานที่สำคัญทางศาสนาและอื่น ๆ					
1.1 ม่อนไก่แจ้ บ้านแม่ยามเหนือ					
1.2 ม่อนตุ๊ป่า บ้านเวียงเหนือ					
1.3 ม่อนไก่เขียว บ้านป่าเหียง					
1.4 เจดีย์/ วัดโบราณบ้านเวียงใต้					
1.5 วัดปงยางคกแห่งประวัติศาสตร์ของลำปาง ตำบลปงยางคก อำเภอห้างฉัตร					
1.6 วัดพระธาตุลำปางหลวงสถานที่ประวัติศาสตร์ ของลำปาง อำเภอเกาะคา					
1.7 ความเป็นมาของตำบลเมืองยาว					
1.8 อื่น ๆ (ถ้ามี)					
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ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
2. ประวัติบุคคลที่น่าสนใจ					
2.1 เจ้าแม่จามเทวีอดีตราชินีของอำเภอหางฉัตร					
2.2 พระเจ้านันทยศอดีตผู้ครองอำเภอหางฉัตร					
2.3 เจ้าพ่อขุนตานอดีตนักรบผู้กล้าหาญของ อำเภอหางฉัตร					
2.4 หนานทิพย์ช้างผู้สร้างเมืองลำปาง					
2.5 อื่น ๆ (ถ้ามี)					
3. สถานที่ดึงดูดใจในตำบลเมืองยาวและใกล้เคียง					
3.1 อ่างเก็บน้ำแม่ยาว บ้านเวียงเหนือ					
3.2 บ่อน้ำร้อนบ้านเวียงเหนือ					
3.3 น้ำตกแม่ผามุง					
3.4 สวนป่าทุ่งเกวียนแหล่งพันธุ์ไม้หายาก					
3.5 ศูนย์อนุรักษ์ช้างไทยแหล่งฝึกช้างใช้สื่อโลก					
4. กิจกรรมทางวัฒนธรรมในท้องถิ่น					
4.1 งานประเพณีเดือนยี่เป็ง					
4.2 งานตานก๋วยสลาก					
4.3 ประเพณีรดน้ำดำหัวผู้ใหญ่					
4.4 การเล่นชาयชนมของเด็ก					
4.5 การเล่นเตย					
4.6 ฟ้อนเล็บ					
4.7 ฝั่มมอ					
4.8 ตบตีพื้นเมือง					

ข้อความ	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
4.8 นิทานพื้นบ้าน (เล่าเจ๊ย)					
5. อาหารพื้นบ้านของท้องถิ่น					
5.1 ตำถั่วฝักยาวใส่น้ำปู					
5.2 น้ำพริกน้ำปู					
5.3 ลาบหมู/ วัว-ควาย/ ปลา/ ไก่/ แะ และอื่นๆ					
5.4 ยำไก่/ กบ/ งูสิง และอื่น ๆ					
5.5 ตำเตา/ มะเขือยาว/ ถั่วฝักยาว และอื่นๆ					
5.6 แกงแคไก่/ กบ-เหียด และอื่นๆ					
5.7 ยำหน่อไม้ใส่น้ำปู					
5.8 ห่อหนึ่งไก่/ ปลา/ หนู และอื่นๆ					
5.9 วิธีนึ่งข้าวเหนียวให้นุ่ม/ ไม่แข็ง					
5.10 วิธีทำน้ำปู					
5.11 วิธีทำหน่อไม้ส้ม (ดอง)					
6. ภูมิปัญญาท้องถิ่นในตำบลเมืองยาว					
6.1 การปรุงยาสมุนไพรแก้ท้องร่วง					
6.2 สมุนไพรแก้ปากนกกระจอก/ หูด					
6.3 สมุนไพรแก้โรคกระเพาะอาหาร					
6.4 สมุนไพรถ่ายพยาธิ					
6.5 การทอดผ้าฝ้าย					
6.6 การทำอบใบลาน					

7. อื่น ๆ (ถ้ามีโปรดระบุ)

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ตอนที่ 2 แบบสอบถามการจัดกิจกรรมการเรียนการสอนที่เหมาะสมกับบทเรียนภาษาอังกฤษ
เนื้อหาท้องถิ่น

คำชี้แจง โปรดแสดงความคิดเห็นต่อการจัดกิจกรรมการเรียนการสอนต่อไปนี้

1. ท่านคิดว่าบทเรียนภาษาอังกฤษเนื้อหาท้องถิ่น จะส่งเสริมการเรียนการสอนภาษาอังกฤษใน
ระดับชั้นมัธยมศึกษาปีที่ 3 มากน้อยเพียงใด

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2. ท่านคิดว่าบทเรียนภาษาอังกฤษเนื้อหาท้องถิ่นดังกล่าว จะทำให้นักเรียนบรรลุจุดประสงค์
การเรียนรู้ตามเป้าหมายของหลักสูตรได้อย่างไร

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3. ท่านคิดว่าท่านมีวิธีการจัดกิจกรรมการเรียนการสอนโดยใช้บทเรียนภาษาอังกฤษเนื้อหาท้องถิ่น
ในขั้นตอนต่อไปนี้อย่างไร

3.1 ชี้นำเสนอ (Presentation)

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3.2 ฝึกปฏิบัติ (Practice)

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3.3 ขั้นนำไปใช้ (Production)

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3.4 ขั้นประเมินผล (Evaluation)

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4. ท่านคิดว่า จะสามารถนำบทเรียนภาษาอังกฤษเนื้อหาท้องถิ่นไปประยุกต์ใช้กับนักเรียนของท่านในขั้นนำไปใช้ (Production) ได้อย่างไร

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5. ข้อเสนอแนะอื่น ๆ ในการใช้บทเรียนภาษาอังกฤษเนื้อหาท้องถิ่นในการจัดกิจกรรมการเรียนการสอนที่เหมาะสมกับสภาพท้องถิ่น

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ขอขอบคุณที่ให้ความร่วมมือ

ภาคผนวก จ

แบบสอบถามวัดแรงจูงใจในการเรียนภาษาอังกฤษ

คำชี้แจง

1. แบบสอบถามฉบับนี้ถามเกี่ยวกับความรู้สึก หรือการกระทำของนักเรียนเกี่ยวกับการเรียนการสอนวิชาภาษาอังกฤษ ให้นักเรียนอ่านและพิจารณาข้อความแต่ละข้อว่าพฤติกรรมหรือความรู้สึกในแต่ละข้อตรงกับความรู้สึก หรือการกระทำของนักเรียนมากน้อยเพียงใด สิ่งที่สำคัญที่สุดคือ ขอให้นักเรียนตอบให้ตรงกับความเป็นจริงของนักเรียนให้มากที่สุด
2. วิธีตอบแบบสอบถามในข้อหนึ่ง ๆ จะมีช่องว่างให้นักเรียนเลือกตอบ 5 ช่อง คือมากที่สุด มาก ปานกลาง น้อย น้อยที่สุด ให้นักเรียนอ่านข้อความแต่ละข้ออย่างละเอียดก่อน เมื่อคิดว่าจะตอบในช่องใด ทำเครื่องหมาย ✓ ให้ตรงกับช่องข้อความนั้น ๆ
3. การตอบแบบสอบถามฉบับนี้ ไม่มีผลต่อคะแนนการเรียนของนักเรียนแต่ประการใด นักเรียนมีอิสระในการตอบอย่างเต็มที่ คำตอบของนักเรียนจะมีประโยชน์และคุณค่ามากที่สุดเมื่อนักเรียนตอบตรงกับความจริงมากที่สุด

ตัวอย่าง

ข้อความ	ความรู้สึกหรือการกระทำ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
0. เมื่อเปรียบเทียบกับวิชาอื่นแล้วข้าพเจ้าชอบวิชาภาษาอังกฤษ.....				✓	

คำอธิบาย

จากตัวอย่างข้อ (0) แสดงว่าจากข้อความที่ให้แสดงความรู้สึกเมื่อเปรียบเทียบวิชาภาษาอังกฤษกับวิชาอื่นแล้ว นักเรียนต้องการตอบว่าชอบภาษาอังกฤษน้อย

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องทางขวามือของนักเรียนเฉพาะข้อที่ตรงกับความรู้สึก
ที่แท้จริง หรือตรงกับภาระกระทำของนักเรียนมากที่สุดเพียงข้อเดียว

ข้อความ	ความรู้สึกหรือการกระทำ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ข้าพเจ้ามักจะเตรียมตัวพร้อมเสมอก่อนจะเรียนวิชาภาษาอังกฤษ.....					
2. ข้าพเจ้ารู้สึกเบื่อหน่ายวิชาภาษาอังกฤษ เพราะมีเนื้อหาที่จืดจางไม่น่าสนใจ.....					
3. ข้าพเจ้ามีความมานะพยายามในการเรียนภาษาอังกฤษที่ครูสอน.....					
4. ข้าพเจ้ารู้สึกว่าภาษาอังกฤษเป็นวิชาที่ยาก และข้าพเจ้าคงไม่สามารถทำให้ได้ดีไปกว่านี้อีก.....					
5. เมื่อเรียนจบวิชานี้แล้ว ข้าพเจ้าสามารถเขียนจดหมายภาษาอังกฤษเล่าเรื่องให้เพื่อนชาวต่างชาติได้.....					
6. ข้าพเจ้าเรียนภาษาอังกฤษเนื่องจากทางโรงเรียนบังคับให้เรียน.....					
7. เมื่อเรียนจบวิชานี้แล้ว ข้าพเจ้าจะสามารถอ่านข่าวสั้นง่าย ๆ ได้เข้าใจ.....					
8. เมื่อถึงชั่วโมงภาษาอังกฤษข้าพเจ้าต้องเรียนด้วยความจำใจ.....					
9. การสอนของครูวิชาภาษาอังกฤษทำให้ข้าพเจ้ารู้สึกเห็นคุณค่าของภาษาอังกฤษที่สามารถนำไปใช้ในการประกอบอาชีพได้.....					

ข้อความ	ความรู้สึกหรือการกระทำ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
10. ในช่วงเวลาว่างข้าพเจ้ามักจะ ใจลอยขณะเรียน.....					
11. ในช่วงเวลาว่างข้าพเจ้ามีความ ตั้งใจเรียนเรื่องที่กำลังเรียน.....					
12. ในช่วงเวลาว่างข้าพเจ้ามักจะ หลีกเลี่ยงการตอบคำถามของครู.....					
13. ข้าพเจ้าเต็มใจที่จะใช้เวลาเรียนภาษาอังกฤษ นอกชั้นเรียนเพิ่มเติมเสมอ.....					
14. การเข้าร่วมกิจกรรมวิชาภาษาอังกฤษ เช่น การเล่นเกม ร้องเพลง ฯลฯ เป็นสิ่งที่ ข้าพเจ้าไม่ชอบและพยายามหลีกเลี่ยง.....					
15. ข้าพเจ้ารู้สึกสนุกสนานกับการเรียนมากขึ้น เมื่อครูเปิดโอกาสให้นักเรียนทุกคนได้ แลกเปลี่ยนความคิดเห็นต่อบทเรียน.....					
16. ข้าพเจ้ามีความรู้สึกง่วงนอนในช่วง เวลาว่าง.....					
17. ข้าพเจ้าต้องการที่จะหาวิธีเรียนภาษาอังกฤษ ให้ได้ดีและเข้าใจมากขึ้น.....					
18. เมื่อมีการบ้านภาษาอังกฤษ ข้าพเจ้ามักจะ ลอกเพื่อน.....					
19. เมื่อข้าพเจ้าพบปะสนทนากับบุคคลที่เก่ง ภาษาอังกฤษข้าพเจ้ามีความประทับใจ.....					
20. ข้าพเจ้ารู้สึกเบื่อหน่ายต่อการทำกิจกรรม กับเพื่อน จึงมักหลีกเลี่ยงหน้าที่เสมอ.....					

ภาคผนวก จ
บริบทเนื้อหาท้องถิ่น

Unit 1 : Part A

การเดินทางครั้งยิ่งใหญ่ไปน้ำตก

วันที่ 13 ตุลาคม 2540 พวกเราเริ่มออกเดินทางไปน้ำตกเวลา 08.15น. ในตอนเช้าท้องฟ้าเป็นสีเทาเพราะฝนเพิ่งหยุดตก มีนักเรียนชาย 11 คน นักเรียนหญิง 14 คน ด้วยกัน นักเรียนบางกลุ่มโดยสารรถบรรทุกเล็กของอาจารย์พิทยา บางกลุ่มใช้จักรยานยนต์ของตนเอง พวกเราผ่านหมู่บ้านเวียงใต้ บ้านเวียงเหนือ แล้วเลี้ยวซ้ายที่ทุ่งนา (สันปูด้วง)

ถนนเปียกมาก เป็นโคลนและขรุขระ พวกเราทิ้งรถบรรทุกไว้ที่กระท่อมปลายนาใกล้กับเชิงเขา จากนั้นเราทั้งหมดใช้รถจักรยานยนต์แทน และทิ้งมันไว้ระหว่างทางเพราะทางเดินแคบ ขรุขระและลื่น พวกเราเดินขึ้นและลงเขาตลอดทางไปน้ำตก เราเห็นต้นไม้มากมายรอบ ๆ ตัวเรา บางต้นใหญ่และสูง บางต้นเล็กและเตี้ย ตลอดสองข้างทางมีดอกไม้ป่าที่น่ารัก กล้วยไม้ ฝั่เสื่อ และนกตัวเล็ก ๆ ด้วย

พวกเราข้ามลำห้วยป็นชั้นเนินเขาสูงชันและเดินลงเขาสู่ น้ำตก พวกเราทั้งหมดเหนื่อยมาก แต่ก็มีความสุขที่ได้เห็นน้ำตกที่สวยงามเช่นนั้น พวกเราใช้เวลาในการเดินทางไปถึงที่นั่นประมาณ 3 ชั่วโมง มันช่างเป็นการเดินทางที่ยิ่งใหญ่ทีเดียว

Unit 1 : Part A

A Big Trip to the Waterfall*Taking a trip to the waterfall in Tambon Muangyao.*

On the 13th of October 1997, we started our journey to the waterfall at 8:15 in the morning. The sky was gray because it had just stopped raining. There were 11 boys and 14 girls altogether. Some students took Arjaan Pittaya's pick-up truck. Some took their own motorbikes. We passed Baan Wiangtai, Baan Wiangnua and turned left at the rice fields (San Poo Duang).

The road was very wet, muddy and bumpy. We left the truck at a barn near the foothill. After that, all of us took the motorbikes instead and left them on the way because the trail or the path was narrow, rough and slippery. We

walked uphill and downhill all the way to the waterfall. We saw many trees around us. Some were big and tall. Others were small and short. There were also pretty wild flowers, orchids, butterflies and small birds along both sides of the way.

We crossed the stream, climbed up the steep hill and walked down to the waterfall. We were all very tired but we were happy to see such a beautiful waterfall. It took us about three hours to get there. It was quite a big trip!

Unit 1 : Part B

น้ำตกแม่ผามุงแดนสวรรค์

เวลาประมาณ 11 นาฬิกา พวกเราพักผ่อนที่น้ำตกแม่ผามุงซึ่งมีความหมายว่าน้ำผาที่
 วก้าเข้าไปเหมือนกับหลังคา หรือ “ผามุง” น้ำไหลตกลงมาจากยอดหน้าผา มันกระทบกระเซ็นลง
 บนหน้าผาที่คล้ายกับหลังคาเบื้องล่างแล้วเกิดเสียงดังตามธรรมชาติสูงราว 10 เมตร ในขณะที่
 พระอาทิตย์กำลังส่องแสงเป็นบางครั้งบางคราวนั้น พวกเราสามารถมองเห็นละอองรุ่งกินน้ำ
 หลากสีทอแสงข้ามหน้าผา มันดูช่างสวยสดงดงามเสียกระไร

พวกเราบางคนเล่นในน้ำใสเย็นอย่างสนุกสนานสำราญใจ บางคนกำลังกินอาหารว่าง
 หรืออาหารขยะ เช่น ชนมกรอบและชนมหวานอย่างมีความสุข เรารับประทานอาหารกลางวัน
 ก่อนที่จะขึ้นอีกสองขั้นต่อไป หลังจากนั้นก็เดินขึ้นไปชั้นที่ 4 และ 5 ท้องฟ้าเริ่มเป็นสีเทาและ
 คลุ้มฝน ไข้ฝนกำลังจะตก พวกเราต้องกลับบ้าน เราเดินลงเขาตามทางเดินใหม่ นักเรียนหญิง
 ต้องเดินงูมือกันตามทางเพราะทางชันมากและลื่นด้วย

ทุกคนรู้สึกหมดแรงและกลับบ้านด้วยความปลอดภัยกับความภาคภูมิใจ พวกเรากลับมา
 ถึงโรงเรียนเวลาประมาณ 4 นาฬิกา

Unit 1 : Part B

Mae Pha Mung Waterfall, the Paradise

The water fell down from the roof-like cliff.

It was around eleven o'clock. We took a rest at the Mae Pha Mung Waterfall which meant the cliff caved in like a roof. The water fell down from the top of the cliff. It splashed on the roof-like cliff below and made a natural loud noise. It was around 10 meters high. While the sun was shining from time to time, we could see the colorful rainbow across the cliff. It really looked gorgeous!

Some of us played in the cool water joyfully. Some were eating their snacks or junk food such as crisps and sweets happily. We had lunch there before going to the other two tiers. After that, we went up to the fourth tier and the fifth one.

The sky became gray and cloudy. Right! It was going to rain, we had to go home. We went downhill along the new trail. The girls had to join hands together all the way because it was very steep and slippery.

Everybody felt exhausted and came home safely with great pride. It was around four o'clock when we got to school.

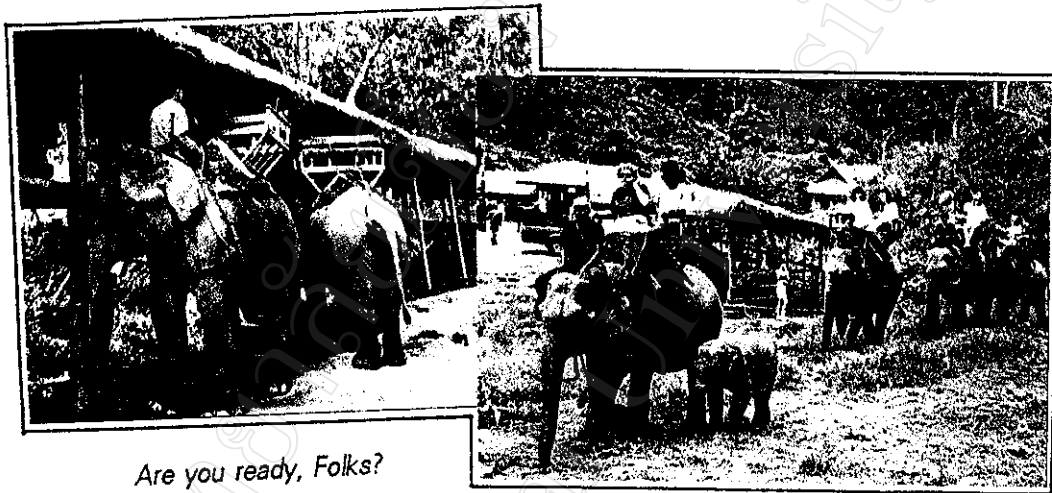
Unit 2 : Part A

Thai Elephant Conservation Center

The elephants are eating bananas and sugar canes.

Thai Elephant Conservation Center is located 15 kilometers from Ampur Hang Chat on the right hand side of Lampang-Chiang Mai Highway. It is the first center in Thailand for training elephants for forest work. The center has more than 100 adult elephants. Young elephants are trained to work in the forest. They are enrolled in the center between the ages of three to five. They learn discipline and forest-working skills. The summer vacation lasts from March to May. The school closes on religious days too. Training occurs between June and February. The daily training starts from 7:00 a.m. to 11:00 a.m. such as bathing, pushing and carrying logs with tusks and trunk, log-hauling, piling logs (by male elephants) and so on. At the ages of 16 to 38, they start to work hard. When they are 61

years old, it is their retirement age. They are allowed to roam with one caretaker each until they die. An elephant's life is the same age as human beings.

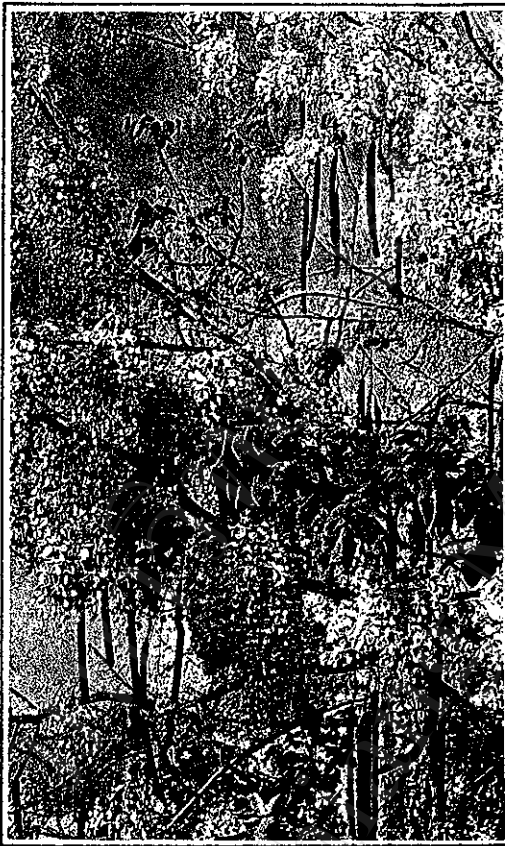


Are you ready, Folks?

Here we go!

Thai Elephant Conservation Center is the main place that conserves the elephants and keeps them under a good care of the veterinarians in Thailand. The center has an elephant daily show. The showtime starts at 9:30 a.m. and finishes at 11:00 a.m. Special additional showtime is held on holidays at 2:00 p.m. After the show, you can ride the elephants.

Unit 2 : Part B

Tung Kwian Botanical Garden

Golden showers or Rajapruek

Tung Kwian Botanical Garden is located around 13 kms.north of Ampur Hang Chat, on Chiang Mai - Lampang Highway. It is under the forest Industry Organization, Ministry of Agriculture and Co-operative. The project has been run since B.E. 2511 (A.D.1968). There are numerous species of plants in the garden, such as orchids, cactuses, yellow bamboos, banana trees, etc. The garden compound has a nursery, a lotus pond as well as an office house, a pavilion, shelters and so on. There are many big trees like rain trees, golden showers or Rajapruek, jack-fruit trees, teaks and others.

You will go up and down the paths in the garden. Some guinea fowls (Gai Tauk) are looking for food. Many birds are singing in the shady trees. The flowers are blooming. The flowers festival will be held in the middle of January. It attracts a lot of people from all over the country to visit this garden.

Unit 3 : Part A

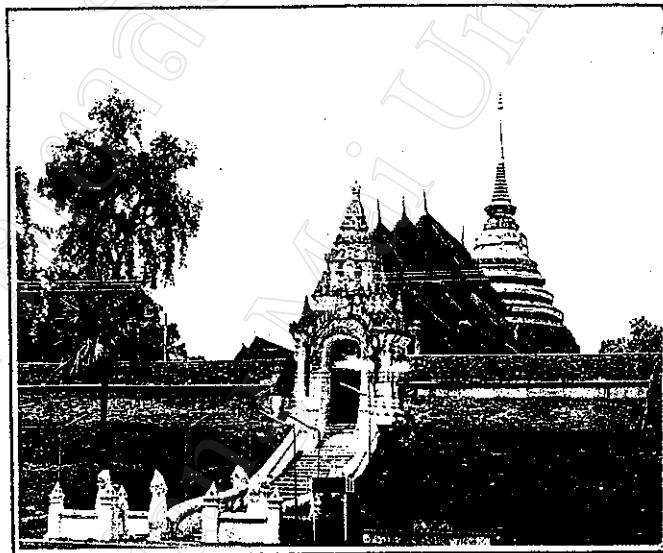
Naan Tip Chang, the Great Warrior*Naan Tip Chang*

“Naan” is a northern Thai word which means a man who used to be a monk. “Chang” means an elephant. Naan Tip Chang was a very brave and strong man. He was good at shooting and hunting. He used to fight with elephants, he could cut the elephants’ tails and then they ran away. As a result, the villagers called him Naan Tip Chang. The word “Tip” is a common Thai name that means magic. He studied in Pong Yang Kok Temple which is located 7 kms. west of Ampur Hang

Chat nowadays. He got married to a woman. Her name was Pimpa.

In B.E. 2272 - 2275, Lanna Thai including the upper northern part of Thailand now, was ruled by the Burmese. The capital of Lanna Thai was Chiang Mai and moved to Chiang Sean later on. At that time many Thai leaders tried to gather warriors to defeat Burma. Naan Tip Chang was asked to join the army. The Burmese army was led by Tao Maha Yote who occupied Pratat Lampang Luang

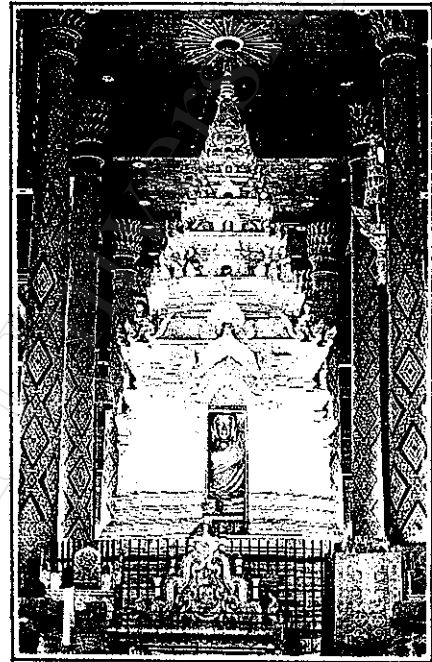
Temple. The temple was on the hill, so it was difficult for the enemies to attack. One night, Naan Tip Chang and his two soldiers sneaked into the temple through the drain. It was very late at night. Most of the Burmese soldiers were sleeping. Tao Maha Yote and a high-ranking soldier were happily playing chess in the grand chapel with beautiful girls. Tao Maha Yote was shot dead there. Naan Tip Chang's soldiers outside rushed into the temple and killed the Burmese.



Pratat Lampang Luang Temple

After that Naan Tip Chang was invited to be the ruler of Lampang as a great hero in B.E. 2275-2302 for 27 years. His new name was Chao Praya Surawa Luechai Songkram. He had 4 sons and 2 daughters altogether. For years, they became the rulers of different cities in Lanna Thai Kingdom. They originated the root family names i.e. Na Lampang, Na Lamphun, Na Chiang Mai and Chuejedton. Naan Tip Chang was really the great warrior in our minds!

Unit 3 : Part B

A Visit to Pratat Lampang Luang Temple*The Emerald Buddha Image**Pra Chao Laan Tong*

This temple is situated in Ampur Khoka, 15 kms. west of Ampur Hang Chat and 10 kms south of Tambon Muangyao where our school is located. It is one of the North's finest temples. It is also considered one of the oldest temples in Lampang.

According to the northern history, Naan Tip Chang used the drain at the temple's wall to sneak into the temple. He shot Tao Maha Yote, the General of the Burmese army during Lanna Thai Period. Lanna Thai Kingdom was ruled by Burma in B.E. 2275. The bullets passed through the body of Tao Maha Yote and two of them hit the fence of the Chedi or pagoda. Nowadays the two bullet holes still remain there to remind us of the historical events.



The two bullet holes



The Khachao Tree in the temple

Inside the temple, there is a big Khachao Tree, a sacred tree. The legend said that around 2500 years ago, Loa Kon used the Khachao Wood as a pole to carry a bamboo stem containing honey, coconuts and bells. He offered those to the Lord Buddha and then he grew the wood by turning it upside down. That is why all the branches curve down to touch the ground. There is a main pagoda that enshrines the hair of the Lord Buddha. In the east of the main pagoda, it has the grand chapel that houses the two beautiful Buddha images called Pra Chao Laan Tong and Pra Chao Tan Jai. Especially, Pra Chao Tan Jai can tell your fortune. This temple has a house that contains the magnificent Emerald Buddha Image. It is considered the holiest image in Lampang. Every year on the 13th of April (Thai traditional New Year's Day), the image is carried in a long procession along the streets to bless the city. There are other ancient remains in this historical temple. Undoubtedly, Pratat Lampang Luang Temple attracts not only Thai visitors, but also foreigners from all over the world.

Find the answers of the following questions.

จงค้นหาคำตอบของคำถามต่อไปนี้

Naan Tip Chang (หนานทิพย์ช้าง)

1. Who was Naan Tip Chang ?

.....

2. Where did he study ?

.....

3. Where is Pong Yang Kok Temple located ?

.....

4. Who was Tao Maha Yote ?

.....

5. Where is Pratat Lampang Luang Temple ?

.....

6. How did Naan Tip Chang get into the temple ?

.....

7. What was Tao Maha Yote doing when Naan Tip Chang got into the temple ?

.....

8. Who was shot dead in the temple at that time ?

.....

9. How long did Naan Tip Chang rule Lampang ?

.....

10. What was the new name of Naan Tip Chang ?

.....

Pratat Lampang Luang Temple

(วัดพระธาตุลำปางหลวง)

1. How far is it from our school to Pratat Lampang Luang Temple ?

.....

2. Who gave honey, coconuts and bells to the Lord Buddha ?

.....

3. Why do the Khachao Tree's branches curve down to the ground ?

.....

4. What was the main pagoda enshrined ?

.....

5. What is the holiest Buddha image in Lampang ?

.....

6. Where is the Emerald Buddha Image housed ?

.....

7. Where is Pra Chao Laan Tong housed ?

.....

8. What can Pra Chao Tan Jai tell you ?

.....

9. Where are the two bullets holes ?

.....

10. Why does Pratat Lampang Luang Temple attract many people ?

.....

Have a good day, Folks !

Unit 4 : Part A

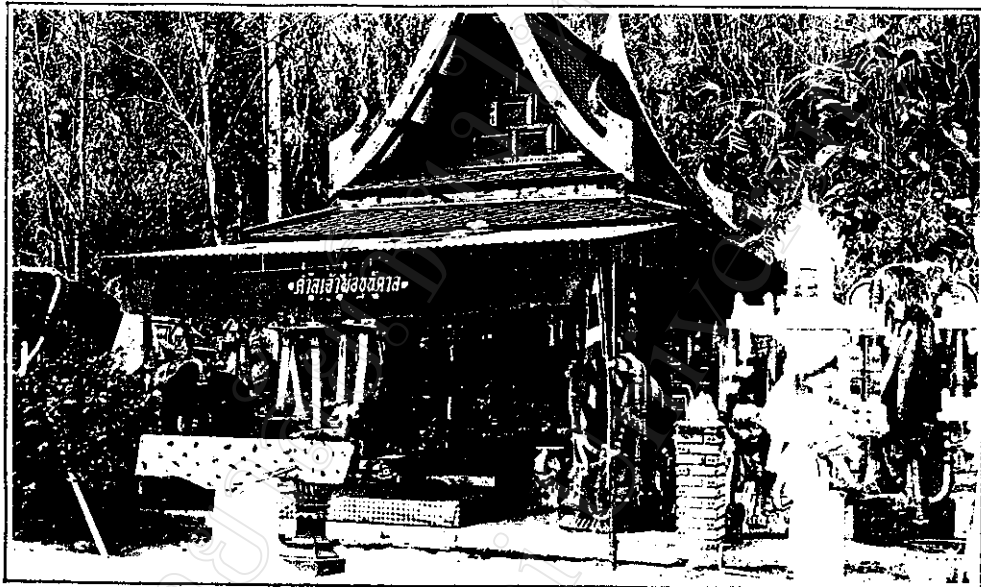
Going Uphill to Chao Poh Khun Taan Shrine



Hundreds of spirit houses are situated on the mountain.

This shrine is located 25 kms. from Ampur Hang Chat on the left hand side of Lampang-Chiang Mai Highway while you are going to Lamphun or Chiang Mai. It is on a mountain range bordering on both Lampang and Lamphun provinces. It is 623.630 meters above sea level.

You must drive uphill to the top of the mountain, Doi Khun Taan. When you get there, you will see hundreds of small spirit houses. Many people come here to pray to the spirit of Chao Poh Khun Taan for help or fortune. After they had succeeded, they brought things to worship the spirit. Some used the firecrackers making loud noises to worship. They believe that Chao Poh Khun Taan was a warrior, so he was supposed to love loud noises. It depends on what they offer like a horse, a tiger, a pair of swords, an elephant, etc.



Chao Poh Khun Taan Shrine

There is a big spirit shrine housing the statue of Chao Poh Khun Taan (the spirit ruling the area of Khun Taan). It is highly revered by Lampang inhabitants and passers-by who press their horns to pay respect to the spirit to bring good luck and avoid road accidents. The shrine was constructed to commemorate a brave soldier who was killed in the battle by Praya Mengrai. He was killed at this Khun Taan Pass as a hero long time ago.

Unit 4 : Part B

Chao Poh Khun Taan, the Hero*The statue of Chao Poh Khun Taan*

Chao Poh Khun Taan or Praya Berg was the ruler of Khelang Nakorn (Lampang). He was a son of Praya Yee Baa, the ruler of Hariphunchai (Lamphun). In B.E. 1824, Praya Mengrai, the ruler of Chiangrai and Fang led the army to defeat Hariphunchai and occupied it. As a result, Praya Yee Baa fled his hometown to stay with his son in Lampang. Fourteen years later, Praya Berg gathered the soldiers to win back his father's city. Praya Mengrai and his son, Chao Khun Songkram fought with the Lampang's army. Praya Berg was defeated because he

was stabbed by the spear. He broke through the enemy line and pulled his troops back to the top of Doi Khun Taan. He was caught by Praya Mengrai and was killed there. It is the place where the Shrine is situated nowadays. He was named “Chao Poh Khun Taan” to commemorate his gratitude and bravery.

Unit 5 : Part A

Herbal Food In Our Home

Coriander leaves, lemon grass, basil and kaffir-lime leaves are flavorings used in northern Thai food.



Chillies are essential spices in Thai cuisine.

Herbs and some spices are used to prepare northern Thai dishes. Northern Thai people have paid close attention to the little things in diet. That is why the food is filled with herbs, fruits and vegetables such as chilli (Prik), garlic (Kra-Tiem), kaffir-lime (Ma-Grud), lemon grass (Ta-Krai), mint (Saranae), tamarind (Ma-Khaam), magosa (Sa-Dao), lime (Ma-Nao), Siamese Cassia (Phak-Khii-Lek), pandanus palm (Bai-Toey), rosella (Kra-Jieb-Dang), swamp cabbage (Phak-Bung) and so on. These are known to have a helpful effect on us when we eat them. For example, the garlic can relieve your hypertension or high blood pressure, the Siamese cassia or Phak-Khii-Lek makes you sleep well, the swamp cabbage has high vitamin A that nourishes your eyesight, Siamese ginger or Khaa can stop diarrhea. They are the basic herbal ingredients in everyday cooking.

Unit 5 : Part B

Let's Cook Tom Som Gai.
(Chicken Sour Soup)



This is one of the wonderful northern recipes, "Tom Som Gai."

As you know that our northern Thai food normally has herbs as the basic ingredients. It takes time to cook, but it is worthwhile. Here is a wonderful recipe of northern food, Tom Som Gai or Chicken Sour Soup.

Ingredients:

- | | | |
|---|-----|-----------|
| 1. chopped chicken | 1/2 | kilogram. |
| 2. chopped lemon grass | 3 | stems |
| 3. sliced Siamese ginger | 10 | slides |
| 4. peeled shallot | 10 | shallots |
| 5. smashed garlic | 1/2 | cloves |
| 6. sliced green chillis or burn-dried chillis | 1/2 | cup |

7. shrimp paste	1/2	tablespoon
8. lemon juice	1/4	cup
9. fish sauce	5	tablespoons

Seasoning:

1. chopped coriandar leaves (Phak-Shi)
and spring onions (Ton-Hom) 1/2 cup
2. kaffir-lime leaves 1/4 cup

How to cook:

Firstly, boil fresh water in a medium pot with high temperature.

Secondly, put the chopped lemon grass and the sliced Siamese ginger into the pot.

Thirdly, put the peeled shallots and the smashed garlic.

Then put the chopped chicken while the water is boiling. And wait until the chicken is well-done and soft.

Next, season with the fish sauce and the lemon juice as you like.

After that, remove from the heat and sprinkle with the sliced coriandar and the kaffir-leaves as well as the sliced green chillis or the burn-dried chillis.

Finally, you have got a great meal, haven't you ?

You can see that we use the herbs to cook this healthful food. The lemon grass can relieve urinary tract. The Siamese ginger can prevent or stop diarrhea. The shallots recover common cold and reduce cholesterol in blood vessels. And the chillis and the coriander are able to relieve your headaches and gastro-intestinal, the

lemon can cure your suffering from cough as well as the kaffir-lime leaves make your heart work well. Here is only one of our helpful recipes. Now it is your turn to cook it at home!

ภาคผนวก ข
หลักสูตรแม่แบบ

หลักสูตรแม่แบบ (Proto Syllabus)

วิชา ภาษาอังกฤษอ่าน - เขียน (อ 022) ชั้นมัธยมศึกษาปีที่ 3 โรงเรียนบ้านใหม่สามัคคี
อำเภอห้างฉัตร จังหวัดลำปาง ประจำปีการศึกษา 2540

Topics	Objectives
Unit 1	
<u>Part A:</u> A Big Trip to the Waterfall	1.1, 1.2, 2.1, 2.4, 4.1
<u>Part B:</u> Mae Pha Mung Waterfall, the Paradise	1.1, 1.2, 2.1, 2.4
Unit 2	
<u>Part A:</u> Thai Elephant Conservation Center	1.1, 2.1, 2.1, 2.5
<u>Part B:</u> Tung Kwian Botanical Garden	1.1, 1.2, 2.2, 3.1, 4.2
Unit 3	
<u>Part A:</u> Naan Tip Chang, the Great Warrior	1.1, 2.1, 2.4, 4.2
<u>Part B:</u> A Visit to Pratat Lampang Luang Temple	1.1, 1.2, 2.2, 3.2, 4.1
Unit 4	
<u>Part A:</u> Going Uphill to Chao Poh Khun Taan Shrine	1.2, 2.2, 2.5, 4.4
<u>Part B:</u> Chao Poh Khun Taan, the Hero	1.1, 2.3, 2.5, 4.2
Unit 5	
<u>Part A:</u> Herbal Food in Our Home	1.1, 2.2, 2.5, 3.1, 4.5
<u>Part B:</u> Let's Cook Tom Som Gai (Chicken Sour Soup).	1.1, 2.2, 2.5, 3.1, 4.5

จุดประสงค์การเรียนรู้วิชาภาษาอังกฤษอ่าน - เขียน (๑ 022)

Terminal Objectives	Enabling Objectives
Students are expected to: 1. read aloud given texts of local contents. 2. give main ideas of reading about local areas. 3. give right answers in detailed reading of local stories	Students should be able to: 1.1 pronounce and stress vocabulary in the texts correctly. 1.2 read aloud sentences and given passages about local contents with appropriate intonation, linking and rhythm. 2.1 give meanings of new words in texts correctly. 2.2 match key words and the definitions. 2.3 answer questions about main points in the texts. 2.4 arrange sentences from the stories in order correctly. 2.5 conclude the main points from the story correctly 3.1 read passages, advertisements, folders, maps etc., and give details about their attractions in the villages. 3.2 Fill in the blanks to fit the given stories or passages.

Terminal Objectives	Enabling Objectives
4. write short passages, short notes, etc invitations, folders, maps etc.	3.3 answer questions in advertisements, persuade people appropriately. 4.1 write simple sentences in correct forms to persuade people. 4.2 write short passages, short notes, etc. to invite people. 4.3 write short notes, invitations to invite someone to join an activity. 4.4 fill out forms and write personal letters. 4.5 write cooking recipes of the northern Thai food. 4.6 write labels with ingredients of local herbs.
5. express location in writing references.	5.1 answer questions about references. 5.2 write references from the provided texts correctly.

Unit 1

A Big Trip to the Waterfall

&

Mae Pha Mung Waterfall, the Paradise

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

Time : 13 periods (650 minutes)

Objectives : The students are expected to :

1. pronounce and spell the vocabulary correctly.
2. give correct meanings of new words in the texts.
3. read aloud the given texts with appropriate intonation, linking and rhythm.
4. answer questions about the main points.
5. write passages about a trip to the waterfall.

Forms : The Past Perfect Tense

Subject + had + V3 (Past Participle)

Example: It *had just stopped* raining.

The Past Simple Tense VS the Past Perfect Tense

The Past Simple Tense

after

I didn't go to the movies.

The Past Perfect Tense

before

I had already seen it.

Example: She broke her hand because she had fallen off the horse.

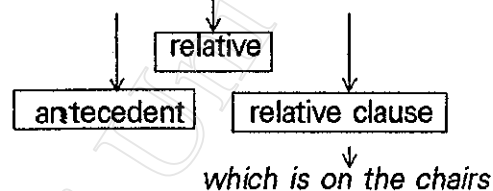
The Simple Past Tense VS the Past Progressive Tense

Examples: She came in while the phone was ringing.

While the sun was shining, we could see the rainbow.

The Relative Clause :

Example: I need the box which is on the chairs.



Functions : 1. Read aloud the sentences in the texts.

2. Identify the main points of the local story.

3. Write passages about their experiences.

Reading : 1. Read the story of going to the waterfall.

Writing : 2. Write their own stories using the provided story as the guideline.

Methodology : 1. Group work

2. Pair work

3. Individual work.

Activities : 1. The students take a trip to the waterfall at one weekend. They are asked to take notes what happening during the trip.

2. The teacher encourages the students to talk about their experiences to the whole class in Thai.
3. The teacher encourages the students to tell the story in English, then the teacher writes the story on the flip-charts.
4. The students practice pronouncing new words in the charts.
5. The students tell the meanings of the provided vocabulary.
6. The students practice using the language structures.
7. The students read aloud the given texts sentence by sentence emphasizing the correct intonation, linking and rhythm.
8. The students write their own passages.

Evaluation :

1. From observing students' participation.
2. From students doing exercises.

Media :

1. Slides of the waterfall
2. Flip-charts and magic markers
3. Vocabulary handouts with pictures

Unit 2

Thai Elephant Conservation Center

&

Tung Kwian Botanical Garden

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

Time : 4 periods (200 minutes)

Objectives : The students are expected to

1. pronounce the vocabulary in the texts correctly.
2. give the meanings of the new words correctly.
3. read aloud the given passages.
4. fill the details of the stories.
5. conclude the stories by using diagrams.
6. write passages according to the diagrams.

Forms : The Passive Voice of the Present Simple :-

Subject + Verb to be + V3 + (by.....).



(is, am, are)

Examples: She writes a letter.

Active Voice

A letter is written by her.

Passive Voice

The Passive Voice of the Past Simple :-

Subject + Verb to be + V3 + (by.....).



(was, were)

Examples: We saw the football match. *Active Voice*
 The football match was seen by us. *Passive Voice*

There is / There are

There is +	Singular Countable Nouns.
	Mass Nouns.

Examples: There is a bird in the tree.
 There is some sugar in that bottle.

There are + Plural Countable Nouns.

Example: There are many big trees here.

Have a look here !

There is	a lot of	bread in that box. rice in the pot.
There are	numerous many a lot of some	trees in the forest. people in town.

- Functions :**
1. Read aloud the sentences in the texts.
 2. Identify the main points/ details of the local story.
 3. Write passages with their own words.

Reading : 1. Read, conclude or give details of the provided texts.

Writing : 2. Write passages using the texts as examples.

Methodology : 1. Group work

2. Pair work

3. Individual work.

Activities : 1. The teacher and students discuss the meanings of new words in the texts.

2. The students are asked to pronounce the new words.

3. The students read the given stories aloud themselves and after the teacher.

4. The students discuss the stories with the teacher and conclude them by using diagrams.

5. The students and the teacher altogether discuss their work on the contents, the grammar points.

6. The students do exercises by writing passages.

Evaluation : 1. From observing students' participation in the classroom activities.

2. From students doing exercises.

3. After doing exercises, the students conclude and write the stories appropriately.

Media : 1. Slides of Tung Kwian Garden

2. Vocabulary handouts with pictures

3. Pictures of gardens.

Unit 3

Naan Tip Chang, the Great Warrior

&

Pratat Lampang Luang Temple

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

Time : 13 periods (650 minutes)

Objectives : The students should be able to :

1. pronounce and stress the vocabulary in the texts.
2. fill in the blanks with key words.
3. read aloud the sentences appropriately.
4. rearrange the main points from the given text.
5. write simple sentences in correct forms to tell people.

Forms :

used to

Subject + *used to* + V1.

Examples: I used to work here.

John used to go to Mae Pha Mung Waterfall.

be (get) married to

Subject + Verb to be (get) + married to + somebody.

Examples: Somsri gets married to a good man.

Johny and Joey are married to the girls in the town.

The Past Simple Tense

Subject + V2 (past).

Affirmative :	She <u>worked</u> yesterday.
	It <u>was</u> late last night.
Negative:	She <u>did not</u> work yesterday.
	it <u>was</u> not late last night.
Interrogative :	<u>Did</u> she work yesterday?
(Question)	<u>Was</u> it late last night?

One of + Plural (Countable) Nouns + Singular Verb.
--

Examples: One of the boys is learning hard. (One is the subject, not the boys)

One of her friends has a good car.

not only.....but (also)

Examples: He is not only good, but also wise.

She not only made a promise, but she also kept it.

Functions :

1. Read aloud the sentences in the texts.
2. Identify the main points / details of the local stories.
3. Write passages about their experiences.

Activities :

1. After the field trip to the temples, the students are asked to talk about the story to encourage the students' interest and predicting the events before reading the passages.

2. The teacher presents the key words that will appear in the given texts. The students guess the meanings.
3. The students fill in the blanks with the given words.
4. The students read the story silently and aloud within fifteen minutes. The teacher and students discuss the story on the grammar points from the structures.
5. After the students rearrange the stories, the students write their own passages.
6. The students do exercises. The teacher helps the students to correct the exercises in the whole class.

Reading : Read the given passages and give main points.

Writing : Write their own passages.

Methodology : 1. Group work
2. Pair work
3. Individual work

Evaluation : 1. From observing the students' participation.
2. Students can do exercises after doing the activities.

Media : 1. Pictures and slides of Naan Tip Chang and the temples.
2. Vocabulary handouts

Unit 4

Going Uphill to Chao Poh Khun Taan Shrine.

&

Chao Poh Khun Taan, the Hero

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

Time : 4 periods (200 minutes)

Objectives : The students should be able to :

1. read aloud the sentences in the provided text correctly.
2. match up the word/ words to summarize the story.
3. fill in the blanks of a letter to invite friends.
4. write details of the text to tell people.

Forms :

be going to + V1 = will

Examples: We are going to clean the school campus.

Pete is going to do the dishes.

to pay respect to + somebody/ something.

Examples: The monks pay respect to the Lord Buddha.

He pays respect to the spirit house.

to defeat (ชนะ) / to be defeated (แพ้)

Examples: BMS defeated Hang Chat School at football.
Praya Mengrai defeated Lamphun.

Examples: Hang Chat School was defeated at football.
Lamphun and Fang were defeated.

to break through (บุกเข้าไป ตีฝ่า)

Examples: We break through the barbed wire (ลวดหนาม).
Praya Berg broke through the enemy line.

and so on = and others = ect.

Example: I like pets such as birds, dogs, cats, rabbits and so on.

- Functions :**
1. Read aloud the sentences in the texts.
 2. Identify the main points of the local story.
 3. Write passages about their experiences.

Activities : Pre - reading Activities

1. The students and the teacher discuss the topic in the whole class.
2. The students tell what they have known about the topic.
3. The teacher writes down the things that the students have already known onto the board. The students write them onto the given worksheets.

4. The teacher arranges those (3) in the same items and the students do the same in their worksheets.
5. The students set up the questions about the story that they want to know more and add up the questions in the sheets.
6. The students study the vocabulary handouts before reading.

While - reading Activities

7. The teacher reads aloud the first part of the story as the example.
The students read the whole story and find out the answers that they have set up.
8. The students write the answers they have found.

Post - reading Activities

9. The students discuss their answers in groups and conclude the story into diagrams.
10. The representative of each group reports the summary in front of the class.
11. The students summarize the story.
12. The students do exercises.

Reading : Read the provided passages and give main points / details.

Writing : Write their own passages of historical statues..., etc.

Methodology : 1. Group work

2. Pair work

3. Individual work

- Evaluation :**
1. From observing the students' participation.
 2. The students can do all the exercises after doing the activities.

- Media :**
1. Pictures of the vocabulary items
 2. Vocabulary handouts

Unit 5

Herbal Food in Our Home

&

Let's Cook Tom Som Gai.

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

Time : 6 periods (300 minutes)

Objectives : The students should be able to

1. pronounce and stress the vocabulary in the given text correctly.
2. match the words with the meanings.
3. conclude the story by using diagrams.
4. arrange sentences according to the stories in order.
5. give the details of the reading text appropriately.
6. write how to cook Tom Som Gai.
7. write the cooking recipes of the northern Thai food and tell how to cook it.

Functions : to pay attention to something / somebody

Examples: That students pay attention to the principal. (ครูใหญ่)

The people have paid close attention to their diet.

to have an effect on something / somebody

Examples: The drug has a bad effect on his health.

The garlic has a helpful effect on us.

healthy (มีอนามัยดี) / healthful (ดีสำหรับอนามัย บำรุงร่างกาย)

Example: These children are healthy because they have healthful food.

Look at these words:

Firstly..., secondly..., thirdly..., then..., after that..., now...,

lastly..., at last..., finally... etc.

- Activities :**
1. The teacher introduces the new words in the passage by giving handouts.
 - 2) The students match the new words with the meanings.
 - 3) The students read the given stories aloud themselves and after the teacher respectively.
 - 4) The students talk about the stories with the teacher and conclude them by using diagrams.
 - 5) The students and the teacher altogether discuss their work on contents, grammar points.
 - 6) The students rewrite the stories from the diagrams into passages in big groups and small groups respectively.
 - 7) The students do exercises.

Reading : Read the given passages and give main points/ details.

Writing : Write their own passages of cooking.

Methodology : 1. Group work

2. Pair work

3. Individual work

Evaluation : 1. From observing the students' participation.

2. The students can do all exercises after doing the activities.

Media : 1. Pictures of the vocabulary items in the handout.

2. Vocabulary handouts

ภาคผนวก ข
แผนการสอนประกอบการเรียน

Lesson Plan

Unit 1

Part A

A Big Trip to the Waterfall

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 10 periods (500 minutes)

Rationale : The students should be able to read and write the main points of given passages using their own experiences.

Terminal objectives : The students should be able to read and write the main points of the local story using their experiences in visiting the waterfall.

Enabling objectives : The students are expected to :

1. pronounce and spell the vocabulary in the developed local text provided correctly.
2. give the correct meanings of new words in the text.
3. read aloud the sentences and the given text with appropriate intonation, linking and rhythm.
4. arrange the given sentences according to the events happened in the text.

5. answer the questions about main points

6. write passages about the trip to the waterfall.

Content : A Big Trip to the Waterfall

Assumption : The students have already known words and a structure as follows:

verbs : start, leave, pass, climb, reach, etc

nouns : motorbike, rice field, way, orchid, hill, trip, trail, etc.

pronouns : all of us

adjectives : rough, muddy, narrow, pretty, wild, tired, some, etc.

adverbs : altogether, instead, uphill, downhill,

structures : The Simple Past Tense: Subject + V2

We		started		our journey at 8:00 o'clock.
		saw		many birds.

Procedure : 1) The students take a trip to the waterfall in a whole day of at one weekend. They are asked to take notes what happening during the trip.

2) The teacher presents the slides of going to the waterfall to encourage the students to talk about their experiences to the whole class in Thai.

3) The teacher encourages the students to tell the story in English sentence by sentence, then the teacher writes the story onto the flip-charts.

- 4) The students practice pronouncing the words from the story.

The words might include the following:

start, leave, pass, climb, reach, pick-up truck, motorbike,
rice field, way, orchid, butterfly, hill, trip, trail, all of us,
rough, muddy, narrow, wild, steep, tired, some altogether,
instead, uphill, downhill,

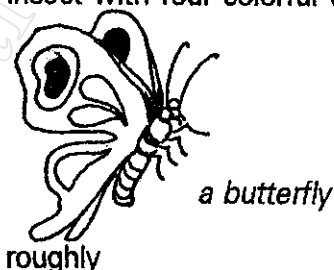
- 5) The students pronounce the new words in the given handouts with pictures that represent the meanings in English as follows:

altogether (adv)

entirely, wholly (ทั้งหมด)

butterfly (nc)

insect with four colorful wings



bumpy (adj)

roughly



This road is bumpy.

journey (nc)

going to a place

muddy (adj)

full of mud

orchid (nc)

sorts of plant which have colorful
flowers (กล้วยไม้)

slippery (adj)

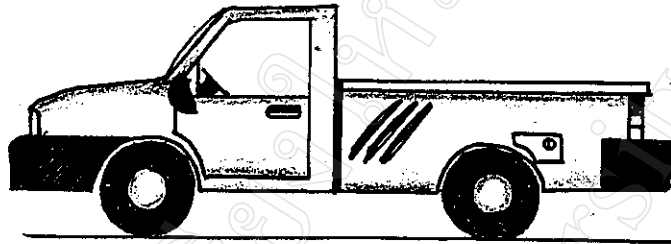
wet and difficult to move on

trail (nc)

a path in the forest

pick-up truck (nc)

a small truck, open with low sides



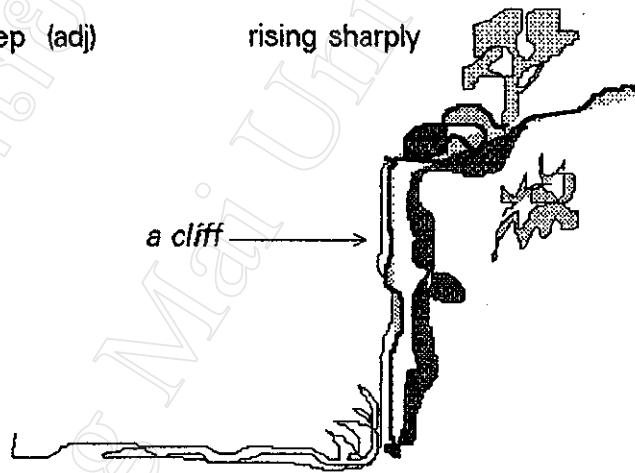
a pick up truck

start (vt)

begin a journey

steep (adj)

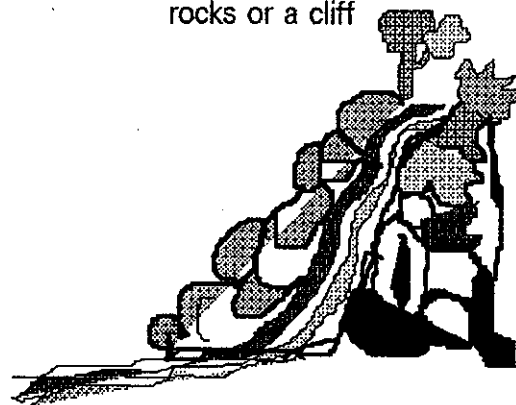
rising sharply



The cliff is very steep.

waterfall (nc)

fall of water where a river falls over rocks or a cliff



a waterfall

wet (adj)

soaked with water

- 6) The students tell the meanings of the vocabulary provided by matching the words with their meanings.

Exercise A Match the words on the left with the meanings on the right.

- | | |
|------------------------|--|
| 1. butterfly | a. going to a place |
| 2. trail | b. insect with four colorful wings |
| 3. bumpy | c. small truck, open with low sides |
| 4. journey | d. a path in the forest |
| 5. muddy | e. wet and difficult to move on |
| 6. orchid | f. roughly |
| 7. pick-up truck | g. sorts of plant which have colorful flowers |
| 8. slippery | h. full of mud |
| 9. steep | j. fall of water where a river falls over rocks or a cliff |
| 10. waterfall | k. rising sharply |

- 7) The students practice using the language structures below:

structures: The Past Perfect Tense

Subject + had + V3

Example: It *had just stopped* raining.

The Past Simple Tense VS the Past Perfect Tense

The Past Simple Tense	The Past Perfect Tense
after	before
<i>Examples:</i> The sky <u>was</u> gray. I <u>didn't go</u> to the movies.	It <u>had stopped</u> raining. I <u>had</u> already <u>seen</u> it.
<i>Examples:</i> The sky <u>was</u> gray because it <u>had just stopped</u> raining. I <u>didn't go</u> to the movies because I <u>had</u> already <u>seen</u> it.	

8) The students read aloud the given text sentence by sentence emphasizing the correct intonation, linking and rhythm.

9) The students answer the questions in the exercise B as follows:

Exercise B Choose the best answer a, b, c or d.

1. Where did we go ?

We went to.....

- | | |
|----------------|------------------|
| a. the zoo | b. the temple |
| c. the village | d. the waterfall |

2. When did we go there ?

We went there on the

- | | |
|---------------------|---------------------|
| a. 13th of October | b. 12th of October |
| c. 12th of November | d. 13th of November |

3. How many students were there in the group ?

There were

- | | |
|----------------------|------------------------|
| a. twelve students | b. twenty students |
| c. fourteen students | d. twenty-six students |

4. How did the group go there ?

The group went there by.....

- | | |
|----------------------|--------------------------------|
| a. motorbike | b. pick-up truck |
| c. motorbike and bus | d. motorbike and pick-up truck |

5. What did we see on the way ?

We saw

- | |
|---|
| a. butterflies, birds, orchids and rats |
| b. wild flowers, bees, orchids and birds |
| c. birds, orchids, flowers and butterflies |
| d. orchids, butterflies, snakes and flowers |

6. What did everybody do before getting there ?

Everybody.....

- | | |
|------------------------|---------------------------|
| a. walked to the hill | b. climbed up the hill |
| c. climbed up the tree | d. walked to the big tree |

7. How was the hill ? It was very.....

- | | |
|----------|-------------|
| a. wet | b. steep |
| c. bumpy | d. slippery |

8. How long did it take you to the waterfall ? It took us.....

- | | |
|---------------|----------------|
| a. two hours | b. three hours |
| c. four hours | d. five hours |

9. Where was the pick-up truck ?

It was at.....

- | | |
|------------------|-----------------------------|
| a. the barn | b. the village |
| c. the waterfall | d. the foot of the mountain |

10. How was the trail on the hill ? It was.....

- | | |
|-----------------------|------------------------|
| a. wide and slippery | b. short and slippery |
| c. small and slippery | d. narrow and slippery |

10) The students give the main points by arranging the events in correct order in the exercise C.

Exercise C Arrange the following events in the order which happened in the story. Write 1, 2, 3, 4... etc. in the blanks.

- a. We saw many trees, wild flowers, butterflies and small birds on the way.
- b. The sky was gray because it had just stopped raining.
- c. At 8 o'clock, we started our journey.
- d. We were very happy to see the beautiful waterfall.
- e. We left the truck at a barn near the mountains.

11) The students write their own stories using the exercise C as the guidelines in the exercise D.

Exercise D Draw a picture and write the story using the passage in exercise C as the guideline.

Our Trip to the Waterfall

.....

.....

.....

.....

.....

.....

.....

Evaluation :

1. From observing students' participation in the classroom activities.
2. From students doing exercises.

Teaching materials :

1. The slides of the waterfall
2. The flip-charts and magic markers
3. The vocabulary handouts and pictures

Assessment : After studying Unit 1, the students are assessed by the achievement test.

Lesson Plan

Unit 1

Part B

Mae Pha Mung Waterfall, the Paradise

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 3 periods (150 minutes)

Rationale : The students should be able to read the story and write the main points of the text.

Terminal objectives : The students should be able to read, write and give main points of the local story - their experience of going to the waterfall.

Enabling objectives : The students should be able to :

1. pronounce the provided vocabulary correctly.
2. read aloud the sentences in the given text with appropriate intonation, linking, and rhythm.
3. give the correct meanings of new words in the text.
4. write stories of the waterfall that they have visited.

Content : Mae Pha Mung Waterfall, the Paradise

Assumption : The students have already known words and the language structures as follows :

verbs : shine, become, join, etc.
 nouns : snack, junk food, crisps, sweets, etc.
 adjectives : colorful, great, etc.
 adverbs : joyfully, happily, safely, etc.

structures : The Simple Past Tense VS the Past Progressive Tense

Examples: She came in while the phone was ringing.

While the sun was shining, we could see the rainbow.

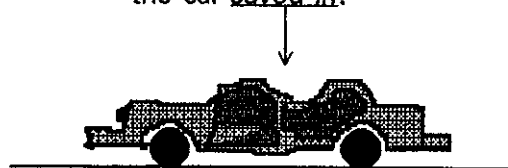
Procedure : 1) After visiting the waterfall, the teacher presents the slides of the waterfall to encourage the students to talk about their experiences “Mae Pha Mung Waterfall, the Paradise” to the whole class in Thai.

3) The teacher and students write the story onto the flip-charts and the students are encouraged to reverse the story into English.

4) The students are asked to pronounce the vocabulary in the given handouts such as pictures, authentic materials, given gestures, as follows:

cave in (vi)

give way to pressure e.g. The roof of the car caved in.



cliff (nc)

a steep face of rock

cloudy (adj)

covered with clouds

exhausted (adj)	use up energy completely (ใช้จนเปลือง)
gorgeous (adj)	very beautiful
junk food (nu)	unhealthy food
pride (nu)	a feeling of satisfaction that one is concerned with (ความภาคภูมิใจ)
rainbow (nc)	an arch with colors of the spectrum in the sky



a rainbow

snack (nc)	a light meal such as sandwiches
splash (vi)	to be flung about and fall in drops e.g. The water <i>splashes</i> on the rocks.

5) The students tell the meanings of new words by matching the words with meanings in the exercise A.

Exercise A Match the words on the left with the meanings on the right.

..... 1. cave in	a. very beautiful
..... 2. cliff	b. a feeling of satisfaction that one is concerned with
..... 3. cloudy	c. a light meal such as sandwiches

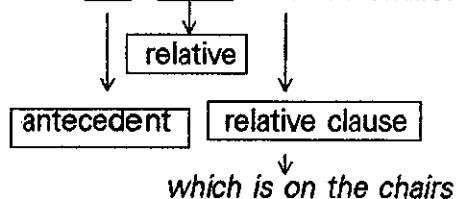
- | | |
|--------------------|--|
| 4. exhausted | d. covered with clouds |
| 5. gorgeous | e. a steep face of rock |
| 6. junk food | f. to be flung about and fall in drops |
| 7. pride | g. give way to pressure |
| 8. rainbow | h. to use up energy completely |
| 9. snack | i. unhealthy food |
| 10. splash | j. an arch with colors of the spectrum
in the sky |

6) The students are taught the structure of the relative clause with the examples and do the exercise B.

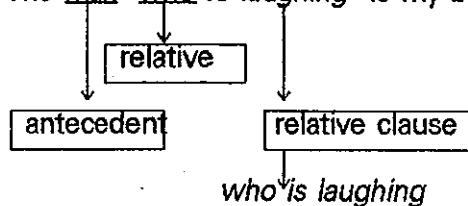
The Relative Clause :

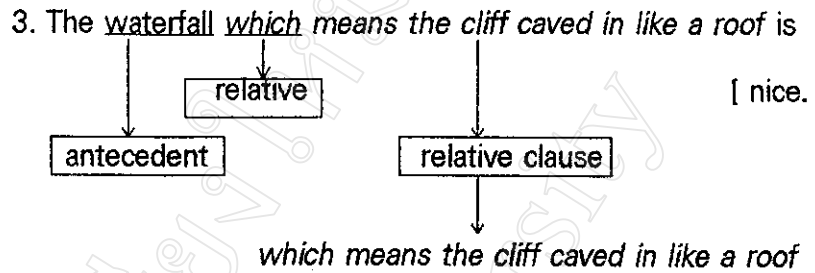
A relative clause modifies a noun or a pronoun. It begins with the word called a relative (which, that, who etc.). The noun or pronoun is called its antecedent.

Examples: 1. I need the box which is on the chairs.



2. The man who is laughing is my boyfriend.





Exercise B Underline the relative clause and circle the relative pronoun in these sentences.

Example: The man who is running is my son.

1. The girl who is sitting on the motorbike is my sister.
2. I want the pen which is on the table.
3. The pick-up truck that is near the barn is small.
4. This is the house that my father built.
5. The man who is standing there is my father.

.....

- 7) The students read aloud the experienced text sentence by sentence emphasizing the correct intonation, linking and rhythm.
- 8) The students fill in the blanks with the words from the story correctly in the exercise C.

Exercise C Fill in the blanks with the right word or words from the list.

steep and slippery	ate junk food	took a rest	got to
joined hands	felt exhausted	splashed on	was going to
high	rainbow		

At eleven o'clock, we (1)..... the waterfall. The water (2).....
the cliff with a loud noise. The water is 10 meters (3).....
We could see the (4)..... across the cliff. Some of us
(5).....such as crisps and sweets. We had lunch and went up to
the fourth and fifth levels. It (6).....rain. We went home. The
girls (7).....together because the trail was (8).....

Everyone (9)..... We were happy. It was
around four o'clock when we (10).....school.

9) The students write their own stories and draw pictures using the
exercise C as the guideline.

Excercise D Draw a picture and write the story using the passage in
excercise C as the guidellne.

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Evaluation :

1. From observing students' participation in the classroom activities.
2. From students doing exercises.

Teaching materials :

1. The slides and photos of the waterfall
2. The Flip-charts
3. The vocabulary handouts and pictures

Assessment : After studying Unit 1, the students are assessed by the achievement test.

Lesson Plan

Unit 2

Part A

Thai Elephant Conservation Center

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 2 periods (100 minutes)

Rationale : The students should be able to read the story and write the main points of the passage.

Terminal objectives : Students are expected to read, give the main points of reading passage, and write the stories themselves.

Enabling objectives : Students should be able to

1. pronounce the vocabulary in the text correctly.
2. read aloud the given passage.
3. conclude the story using diagrams.
4. give the meanings of new words correctly.

Assumption : The students have already known the key words and the language structure using the Passive Voice. For example :

verbs : last, allow,

nouns : forest work, summer, care taker, vacation, religious day,
human

prepositions : on the right/ left hand side, between, until

adjectives : same

structure : Active/ Passive Voices

The Passive Voice of the Present Simple Tense :-

Subject + Verb to be + V3 (Past Participle) + (by.....).

(is, am, are)

<u>Examples:</u>	She writes a letter.	Active Voice
	A letter <u>is written by</u> her.	Passive Voice
	Pittaya feeds his dogs.	Active Voice
	Dogs <u>are fed by</u> Pittaya.	Passive Voice
	Young elephants <u>are trained</u> to work.	Passive Voice

Procedure : 1) The teacher and students discuss the meanings of new words in the text by using the handouts. They are:

locate (v)	to show a place (ตั้งอยู่)
train (vt)	to teach and practice in a skill (ฝึกฝน)
enrol (v)	to become a member (เข้าเรียน, เป็นสมาชิก)
occur (vi)	to happen (เกิดขึ้น)
conserve (vt)	to keep something from change (อนุรักษ์)
pile (vt)	to put (things) lying one on another
adult (nc)	a person or animal grown to full size or strength (ผู้ใหญ่, โตเต็มที่)

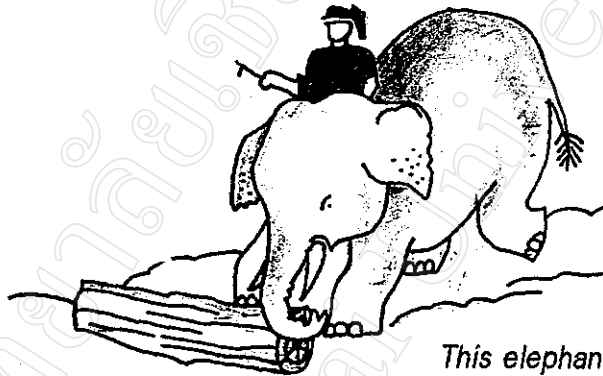
log (nc)



a log

push (vt)

to move away from oneself (ผลัก, ดัน)

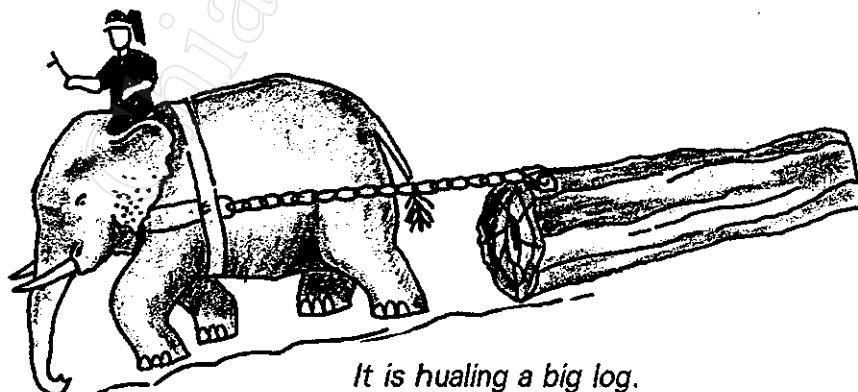
*This elephant is pushing the log.*

carry (vt)

to support the weight of something to go from one place to another (ถือ, แบก, หาม)

haul (vt)

to pull

*It is hauling a big log.*

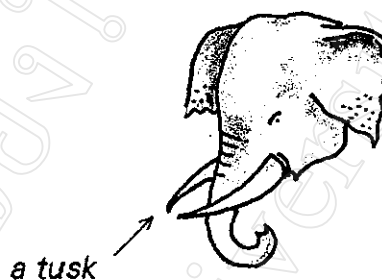
roam (v)

to walk without any aim (ท่องเที่ยวไป)

discipline (nu)

the training to produce self-control (วินัย)

tusk (nc)

a tooth coming out near the mouth of
an elephant

retirement age(nc)

the time that gives up work
(หมดอายุทำงาน)

veterinarian (nc)

a person who cures animals (สัตวแพทย์)

showtime (nc)

a time to show

daily (adj)

every day

special (adj)

not usual or ordinary (ไม่ธรรมดา, พิเศษ)

2) The students are asked to pronounce the new words after the teacher and the students match the words with the definitions in the exercise A below.

Exercise A Match the words on the left with the meanings on the right.

..... 1. train (vt)

a. to pull

..... 2. enrol

b. to walk without any aim

..... 3. finish

c. a person who cures animals

..... 4. haul

d. the time that gives up work

..... 5. pile (vt)

e. the training to produce self-control

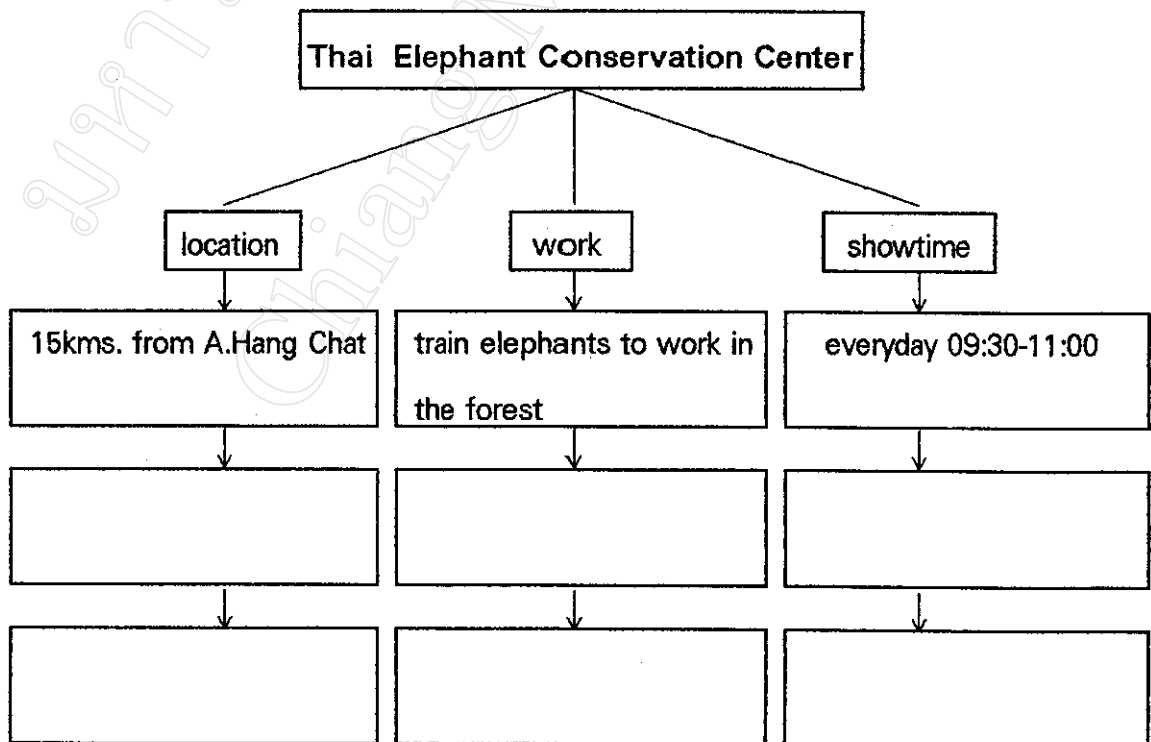
..... 6. roam

f. to teach and practice in a skill

- 7. conserve g. to keep something from change
- 8. discipline (nu) h. to end, last
- 9. retirement age i. to become a member
- 10. veterinarian j. to put (things) lying one on another

- 3) The students read the given story “ Thai Elephant Conservation Center” aloud themselves and after the teacher.
- 4) The students discuss the story with the teacher and conclude it by using the following diagram:

Exercise B Fill in the blocks with suitable information from the given text.



- 5) The students and the teacher altogether discuss their work: the contents, the grammar points below:

The Passive Voice of the Past Simple :-

Subject + Verb to be + V3 + (by.....).

↓
(was, were)

<u>Examples:</u>	We saw the football match.	Active Voice
	The football match <u>was seen by</u> us.	Passive Voice
	Supa wrote many books.	Active Voice
	Many books <u>were written by</u> Supa.	Passive Voice

- 6) The students do the exercise C.

Exercise C Change these sentences into Passive Voice

Example: The teacher opens the windows.
The windows are opened by the teacher.

1. That man speaks English.

.....

2. Sukanda loves those big rabbits. (กระต่าย)

.....

3. All of the boys played football.

.....

4. Suwit and Mr. Gygi ate some bananas.

.....

5. The police caught that burglar. (นักขโมย)

.....

7) The students rewrite the stories from the diagram in big groups and small groups respectively.

8) The students write their own stories and draw the pictures.

Exercise D Write the story and draw a picture from your diagram in the given paper.

.....

.....

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Evaluation :

1. From observing students' participation in the classroom activities.
2. From students doing exercises.
3. The students conclude and write the story in the exercises B and D appropriately.

Teaching materials :

1. Flip-charts
2. Vocabulary handouts and pictures
3. Pictures of the elephants' working

Assessment : After studying Unit 2, the students are assessed by the achievement test.

Lesson Plan

Unit 2

Part B

Tung Kwian Botanical Garden

- Subject :** English Reading - Writing (E 022)
- Class :** Mathayom Suksa 3
- No. of students :** 28
- Time :** 2 periods (100 minutes)
- Rationale :** The students are able to read the provided passage correctly.
After reading, they should be able to give the meanings of new words and the details as well.
- Terminal objectives :** The students are expected to read the given text of local contents, give the details and write the story appropriately.
- Enabling objectives :** The students should be able to :
1. pronounce the words in the text correctly.
 2. read aloud the sentences in the given passage about local contents with appropriate intonation, linking and rhythm.
 3. match the key words with the definitions.
 4. fill the details of the story in the blocks correctly.
 5. write the stories from the diagrams.
- Assumption :** The students have already known the key words and the language structures. For example :

verbs : go up/ down, hold, attract, run a project.
 nouns : species, plant, orchid, cactus,
 bamboo, pond, pavilion, shelter, path, festival, country, ect.
 adjectives : numerous.
 prepositions : since/ for, from all over the country.
 structures : can (for ability) + V1

Examples: Can you speak English ? Yes, I can. / No, I can't.
 You can ride an elephant after the show.
 Dr. McCarl can draw cartoons.

Procedure : 1) The teacher and students discuss the meanings of new words in the passage by using the handouts. They are:

botanical garden (nc) สวนพฤกษชาติ

Forest Industry Organization (F.I.O.) (nc) องค์การอุตสาหกรรม
ป่าไม้

Ministry of Agriculture and Co-operation (nc) กระทรวงเกษตร
และสหกรณ์

to run a project (vt) ดำเนินโครงการ

numerous (adj) very large in number

species (nc / pl unchanged) similar characters of animals or
plants

cactus (nc) plants from hot, dry climates



cacuses

compound (nc)	an enclosed area (บริเวณ)
nursery (nc)	a place where young plants are raised (เรือนเพาะชำ)
shelter (nc)	a place that gives protection (ที่พัก, ศาลา)
rain tree (nc)	ต้นจำฉานหรือจามจุรี
golden shower (nc)	ต้นราชพฤกษ์
lotus (nc)	pink or white water-lily



lotuses

jack-fruit tree (nc)	ต้นขนุน
teak (nc)	ไม้สัก
guinea fowl (nc)	ไก่ต๊อก



a guinea fowl

shady (adj)	giving shade from sunlight
bloom (vi)	to be in flower (ออกดอก)
flowers festival (nc)	งานไม้ดอก
attract (vt)	to cause a person to see or visit (ดึงดูดความสนใจ)

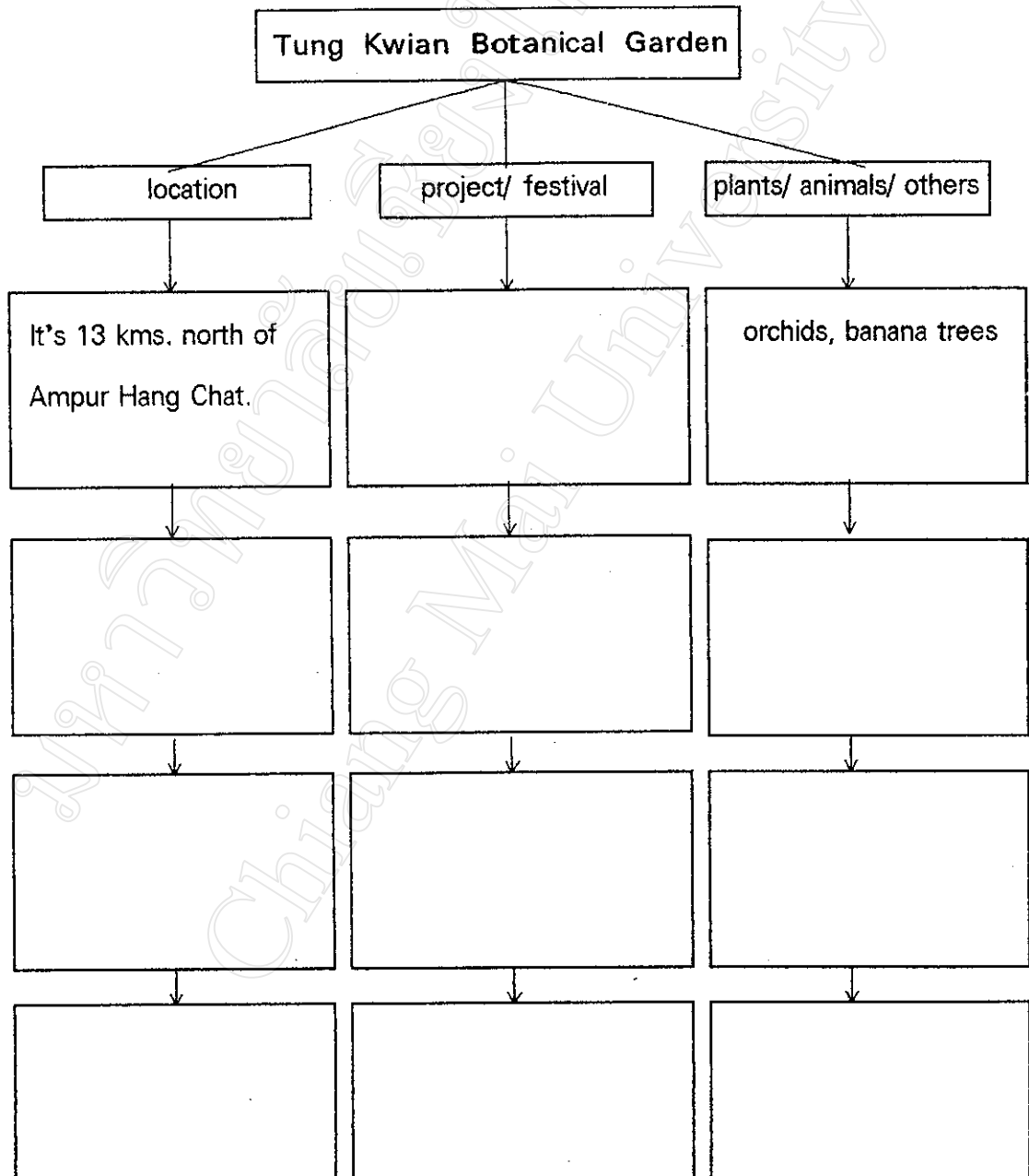
- 2) The students are asked to pronounce the new provided words after the teacher, and let them match the words with the definitions in the exercise A.

Exercise A Match the words on the left with the meanings on the right.

- | | |
|-------------------|--|
| 1. numerous | a. plants from hot, dry climates |
| 2. species | b. a place where young plants are raised |
| 3. cactus | c. giving shade from sunlight |
| 4. compound | d. similar characters of animals or plants |
| 5. nursery | e. an enclosed area |
| 6. lotus | f. to be in flower |
| 7. shelter | h. to cause a person to see or visit |
| 8. shady | i. very large in number |
| 9. bloom | j. pink or white water-lily |
| 10. attract | k. a place that gives protection |

- 3) The students read the given story “Tung Kwian Botanical Garden” silently by themselves and aloud after the teacher.
- 4) The students talk about the story with the teacher and conclude it by using this diagram:

Exercise B Fill in the blocks with suitable information from the given text.



- 5) The students rewrite the stories from the diagram in big groups and small groups respectively.
- 6) The students and the teacher altogether discuss their work: the contents, the grammar points below:

There is / There are

There is +	Singular Countable Nouns.
	Mass Nouns.

Examples: There is a bird in the tree.

There is a pavilion in the middle of the compound.

There is some sugar in that bottle.

There are + Plural Countable Nouns.

Examples: There are numerous species of plants in the garden.

There are many big trees here.

There is	a lot of	bread in that box. rice in the pot.
There are	numerous	trees in the forest.
	many	guinea fowls
	a lot of	people in town.
	some	

Abbreviations: B.E. = Buddhist Era = พ.ศ.

A.D. = Anno Domini = ค.ศ.

etc. = et cetera = ฯลฯ

7) The students do the exercise C.

Exercise C Fill in the blanks with There is or There are.

1. a pavilion in the garden's compound.
2. two guinea fowls on the hill.
3. a lot of sugar in that bottle.
4. numerous birds in the forest.
5. some dogs in the pick-up truck.
6. some water in the lotus pond.
7. one big rat under the carpet. (พรม)
8. many cactuses over there.
9. a lot of adult elephants in the F.I.O.
10. few people in the flowers festival.

8) The students write the stories and draw pictures in the exercise D.

Exercise D Write the story and draw a picture from your diagram onto the given paper.

.....

.....

.....

.....

Evaluation :

1. From observing the students' participation.
2. The students doing exercises.

Teaching materials :

1. The slides of Tung Kwian Botanical Garden.
2. Pictures of the new words.
3. The vocabulary handouts

Assessment : After studying Unit 2, the students are assessed by the achievement test.

Lesson Plan

Unit 3

Part A

Naan Tip Chang, the Great Warrior

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 10 periods (500 minutes)

Rationale : The students are able to read the text and write the new passages.

Terminal objectives : The students are expected to read the provided text, give the main points of reading and write the passages about the provided text.

Enabling objectives : The students should be able to :

1. pronounce and stress the vocabulary in the text.
2. fill in the blanks with key words.
3. rearrange the main points from the given text.
4. write their own passages.

Assumption : The students have already known key words and the language structures. For example :

verbs : used to, get married, include, move to, gather, occupied, attack, invite, become, originate, defeat, lead, sneak, rush,

nouns : Thai word, hunter, capital, leader, army, enemy, drain, ruler, hero, magic.

adjectives : brave, common, upper, difficult, late, dead.

adverbs : happily, really, then.

structures : good at

Subject + Verb to be + <i>good at</i> +	Nouns.
	V-ing (Gerund).

Examples: He is good at English.

They are good at playing badminton.

I am good at shooting and hunting.

used to/ be (get) used to

Subject + *used to* + V1.

Examples: I used to work here.

John used to go to Mae Pha Mung Waterfall.

Subject + Verb to be (get) + <i>used to</i> +	Nouns.
	V-ing.

Examples: Peter is used to the hot weather in Thailand.

They are used to riding on the carts.

be (get) married to

Subject + Verb to be (get) + *married to* + somebody.

Examples: Somsri gets married to a good man.

Johny and Joey are married to the girls in the same
[office.

The Past Simple Tense

Subject + V2 (past).

Affirmative : She worked yesterday.

It was late last night.

Negative: She did not work yesterday.

it was not late last night.

Interrogative : Did she work yesterday?

(Question) Was it late last night?

Procedure : 1) The teacher asks the students about the story to encourage the students' interest and predicting the events before reading.
2) The teacher presents the key words that will appear in the given text. The students guess the meanings and find out them in the following handouts.

include (vt)	put in as apart of a whole (ประกอบด้วย)
rule (vt)	govern (people, a country) ปกครอง
gather (vt)	get together (รวบรวม)
occupy (vt)	take by force and keep possession (ยึดครอง)
attack (vti)	make a violent attempt to hurt enemy (โจมตี)

originate (vti)	begin (เริ่มต้นกำเนิด)
defeat (vt)	win (ชนะ)
sneak (vi)	move quietly and secretly (ย่อง)
rush (vi)	go quickly (รีบเข้าไป)
hunter (nc)	a person who hunts animals (นายพราน)
warrior (nc)	a soldier, fighter (นักรบ)
grand chapel (nc)	วิหารหลวง
hero (nc)	a man respected for bravery (วีรบุรุษ)
root family name (nc)	ต้นชื่อสกุล
magic (adj)	อำนาจวิเศษ, ทิพย์
high-ranking soldier (nc)	ทหารยศชั้นสูง

3) The students fill in the blanks with the given words in the exercise A.

Exercise A Fill in the blanks with the right words from the list.

ruled	gathered	attack	sneaked	enemies
defeated	hero	brave	warriors	rushed

Hercules was a very (1), strong man. He (2)..... the soldiers to (3) the Troy that were their (4) Hercules and his (5) (6) into the Troy's Camp. He caught the leader of the troop, and (8)the Troy. So, he was considered to be their(9) and (10) the Troy happily.

caught (p.) = จับ ; leader = หัวหน้า/ ผู้นำ ; troop = กองทัพ ; consider = พิจารณา

- 4) The students read the story silently and aloud "Naan Tip Chang, the Great Warrior" within fifteen minutes. The teacher and students discuss the story and the grammar points from the structures.
- 5) After that the students rearrange the story in the exercise B.

Exercise B Arrange the following events in order according to the text.

Write 1, 2, 3, 4... etc. in the blanks.

- a. He got married to Pimpa.
- b. Lanna Thai was ruled by the Burmese in B.E. 2272-2275.
- c. Naan Tip Chang was a brave and strong hunter.
- d. Naan Tip Chang was asked to join the army to defeat Burma.
- e. He had 4 sons and 2 daughters who originated several root family names in the North of Thailand.
- f. Naan Tip Chang was invited to be the ruler of Lampang in B.E. 2275-2302
- g. He used to study at Pong Yang Kok Temple in Ampur Hang Chat.
- h. He became the rulers of different cities in Lanna Thai Kingdom.
- i. He sneaked into the Pratat Lampang Luang Temple through the drain and shot dead Tao Maha Yote.
- j. He was invited to be the ruler of Lampang.

- 6) The students write their own passages using the exercise B as the guideline.

มหาวิทยาลัยราชภัฏวไลยอลงกรณ์

Exercise D Fill in the blanks with the suitable words.

1. Mongkol go to the Elephant Conservation Center.
2. Saisunee was a rich man in the village.
3. They the hot weather in Thailand.
4. Are you playing table tennis ?
5. She said that she visit Wat Pratat Lampang Luang.

Exercise E Give the *past form* of the verbs in the parentheses to complete the sentences correctly.

Example: He (leave) left this morning.

1. She (arrive) at Ampur Hang Chat last week.

.....

2. Naan Tip Chang (defeat) Burma and (rule) Lampang in B.E. 2275.

.....

3. He (be) good at shooting and hunting.

.....

4. The village headman (try) to speak louder.

.....

5. Pongsak (cut) his finger while he was cooking stir-fried rice.

.....

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. Pictures and slides of Naan Tip Chang.
2. The vocabulary handouts

Assessment : After studying Unit 3, the students are assessed by the achievement test.

Lesson Plan

Unit 3

Part B

A Visit to Pratat Lampang Luang Temple

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 3 periods (150 minutes)

Rationale : The students are able to read and write the passages about the local history in their area

Terminal objectives : After the students read the text about the historical temple they have visited, they are expected to get the main points and tell people about it by writing.

Enabling objectives : The students should be able to :

1. pronounce the new words in the text.
2. match the new words and the definitions correctly.
3. read aloud the sentences with appropriate intonation, linking and rhythm.
4. fill in the blanks with the main points from the given story correctly.
5. write simple sentences in correct forms to tell people.

Assumption : The students have already known key words language structures. For example :

verbs : consider, wall, carry, contain, offer, grow, house, bless, touch, hit.

nouns : history, bullet, body, fence, hole, pole, bamboo, honey, coconut, Lord Buddha, branch, ground, street, visitor, foreigner, world.

prepositions : around, along, through, inside, all over.

adjectives : main, historical, traditional.

adverbs : still, especially,.

structures : One of + Plural (Countable) Nouns + Singular Verb.

Examples: One of the boys is learning hard. (One is the subject, not the boys)

One of her friends has a good car.

It is one of the oldest temples in Lampang.

not only.....but (also).....

Examples: He is not only good, but also wise.

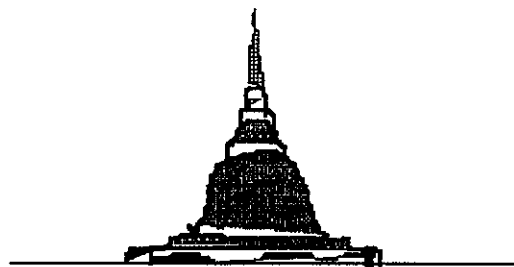
She not only made a promise, but she also kept it.

This temple attracts not only Thai visitors, but also foreigners.

Procedure : 1) After coming back from the trip to the temples, the teacher asks the students about the events to encourage the students' interest and predicting the given stories before reading.

2) The teacher presents the key words that will appear in the given text. The students guess the meanings and find out them in the following handouts.

consider (vt)	to think about (พิจารณา)
remains (n / pl)	the parts that is left (ซาก, สิ่งหลงเหลือ)
contain (vt)	to keep in (บรรจุ)
offer (vt)	give (มอบให้)
enshrine (vt)	stay in (ประดิษฐาน)
history (n)	past events (ประวัติศาสตร์)
general (n)	an army officer (นายพลทหาร/ แม่ทัพ)
bullet (n)	หัวกระสุนปืน
pagoda (nc)	



a pagoda

legend (n)	old story (ตำนาน)
honey (nu)	น้ำผึ้ง
bel (nc)	มะตูม
procession (nc)	ขบวนแห่

Buddha image (nc)



Buddha Image

upside-down (adv) with the top part at the bottom



This pot is turned upside-down.

holy (adj)

ที่ควรเคารพ / สักการะ

magnificent (adj)

very great or beautiful (งดงาม)

traditional (adj)

ดั้งเดิม

undoubtedly (adv)

อย่างไม่ต้องสงสัย

3) The students do the exercise A below.

Exercise A Match the words on the left with the meanings on the right.

..... 1. consider

a. an army officer

..... 2. remains

b. with the top part at the bottom

..... 3. contain

c. to think about

..... 4. offer

d. the parts that is left

..... 5. enshrine

e. old story

..... 6. history

f. very great or beautiful

- | | |
|----------------------|---------------------------|
| 7. general | g. to keep in |
| 8. legend | h. past events |
| 9. upside down | i. stay in |
| 10 magnificent | j. the parts that is left |

- 4) The students read the story silently and aloud “ A Visit to Pratat Lampang Luang Temple ” within twenty minutes.
- 5) The teacher asks the students about the main points of the story and presents the grammar points from the structures.
- 6) The students fill in the blanks with the words according to the reading story in the exercise B.

Exercise B Fill in the blanks with these groups of words appropriately according to the story.

- a. the magnificent Emeral Buddha Image
- b. the oldest temple in Lampang
- c. south of Tambon Muangyao
- d. still in the fence of the main pagoda today
- e. shot dead Tao Maha Yote
- f. sneak into the temple
- g. This temple attracts visitors
- h. the Khachao's branches curve down to the ground
- i. offered the honey, coconuts and bels
- j. grew the pole by turning upside down

7) The students are assigned to write passages in the exercise C and do the exercise D.

[illegible]

Exercise D Combine the two sentences with *not only but also.....* as the example.

Example: He is good. He is wise.

He is not only good but also wise.

1. She is wise. She is beautiful.

.....

2. I like football. I like tennis too.

.....

3. Montila passed the examination. She won a scholarship.

.....

4. This temple is magnificent. It is very old.

.....

5. I love you because you are rich. I love you because you are pretty.

.....

.....

8) The teacher helps the students to correct all the exercises in the whole class.

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. The slides of Pratat Lampang Luang Temple
2. Pictures and slides of the temple
3. The vocabulary handouts
4. Authentic materials

Assessment : After studying Unit 3, the students are assessed by the achievement test.

Lesson Plan

Unit 4

Part A

Going Uphill to Chao Poh Khun Taan Shrine

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 2 periods (100 minutes)

Rationale : The students read the story about the provided text and write the summary.

Terminal objectives : The students are expected to read the provided story that they have ever known, and write the summary.

Enabling objectives : The students should be able to :

1. read aloud the sentences in the provided text correctly.
2. match up the word/ words to summarize the story.
3. fill in the blanks of a letter to invite a friend.
4. write the summary of the reading text to tell people.

Assumption : The students have already known key words/ new vocabulary and language structures. For example :

verbs : pray, be supposed to, depend on, press, pay respect to, avoid,

nouns : shrine, spirit house, sword, spirit shrine, inhabitant, passer-by, horn, road accident,

structures :

The Present Progressive (Continuous) Tense

Subject + Verb to be + V-ing.

Examples: I am looking for my book.

She is washing her car.

be going to + V1 = အခါ

Examples: We are going to clean the school campus.

Pete is going to do the dishes.

be going to + Noun (somewhere).

Example: I am going to (go to) the market.

N.B. The main verb "go" is left out.

to pay respect to + somebody/ something.

Examples: The monks pay respect to the Lord Buddha.

He pays respect to the spirit houses.

Procedure : Pre - reading Activities

- 1) The students and the teacher discuss the topic "Going uphill to Chao Khun Taan Shrine" in the whole class.
- 2) The students tell what they have known about the topic.

- 3) The teacher writes down the things that the students have already known onto the board. The students write them onto the given worksheets in the block "K" as follows:

K	W	L

- 4) The teacher arranges those in the same items and the students do the same in their worksheets.
- 5) The students set up the questions about the story that they want to know more and write down the questions in the block "W"
- 6) The teacher gives the students the vocabulary handouts below to study before reading.

pray (vi)

อธิษฐาน

succeed (vi)

ประสบความสำเร็จ

bring (vt)

นำมา

worship (vt)

สักการบูชา

depend on (vi)

พึ่งพา

revere (vt)

เคารพอย่างสูง

avoid (vt)

หลีกเลี่ยง

construct (vt)

ก่อสร้าง

commemorate (vt)

ระลึกถึง

mountain range (nc)

แนวเขา

Lampang

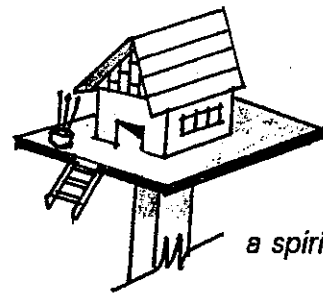
Lamphun



sea level (n)

ระดับน้ำทะเล

spirit house / shrine (nc)



a spirit house

sword (nc)



a sword

statue (nc)



a statue

inhabitant (nc)	ผู้อาศัย
battle (nc)	การต่อสู้
passer-by (nc)	ผู้ที่ผ่านมา
firecracker (nc)	ประทัด

While - reading Activities

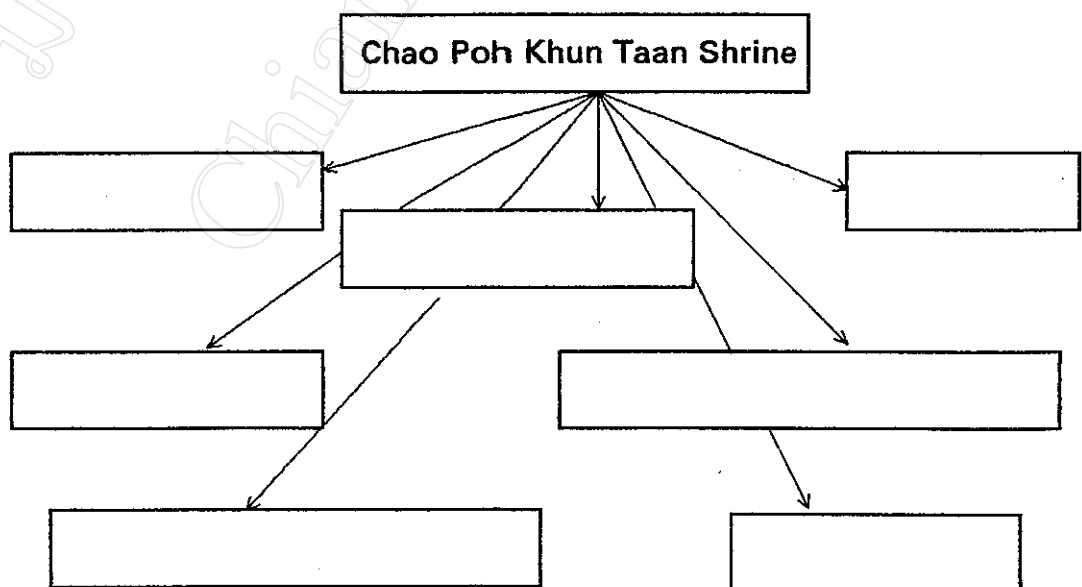
6) The teacher reads aloud the first part of the story as the example.

The students read the whole story and find out the answers that set up in the block “V”. They are able to make more questions while finding the answers at the same time.

7) The students write the answers they have found in the block “L”

Post - reading Activities

8) The students discuss their answers in groups and conclude the story in the diagram as follows:



- 9) The representative of each group reports the summary in front of the class. The students write the story by doing the summary in the exercise A.

Exercise A Fill in the numbered blanks with the correct words given below according to the summary of passage.

Chao Poh Khun Taan Shrine is (1) the left hand side of Lampang-Chiang Mai Highway while you are (2)Lamphun. When you (3)uphill to the top of Doi Khun Taan. You will see hundreds of the (4) and the shrine. Many people come to (5)..... the spirit. Some (6) the horns to (7) good luck and avoid the road accidents. The shrine was (8)to commemorate a (9) soldier. Chao Poh Khun Taan was (10) in the battle by King Meng Rai long time ago.

- | | | | |
|-------------------|------------------|---------------|------------|
| 1. a. on | b. in | c. to | d. at |
| 2. a. go to | b. goes to | c. going to | d. went to |
| 3. a. pray | b. drive | c. press | d. walk |
| 4. a. sea level | b. spirit houses | c. statue | d. shrine |
| 5. a. avoid | b. revere | c. worship | d. look |
| 6. a. bring | b. press | c. hit | d. touch |
| 7. a. come | b. give | c. bring | d. offer |
| 8. a. constructed | b. destroyed | c. remembered | d. broken |
| 9. a. big | b. strong | c. brave | d. nice |
| 10. a. prayed | b. killed | c. loved | d. hit |

10. The students summarize the story in the exercise B.

Exercise B Summarize the story you have read in your own words.

.....

.....

.....

.....

.....

.....

.....

.....

11) The students do the exercises C and D as the follow-up activity.

Exercise C Choose the best answer a, b, c or d.

1. That woman washing her new car.
a. is b. am c. are d. were
2. We are going clean our room.
a. to b. at c. for d. on
3. He is for his school bag.
a. look b. looks c. looked d. looking
4. The Joey Boy is the concert at our school now.
a. play b. plays c. played d. playing
5. He respectthe Buddha Image.
a. pay.... at b. pays.... at c. pays.... to d. paying.... to

Exercise D Fill in this letter with the word or words below to ask your friend to visit your house.

- | | | | |
|------------------|---------------------|-------------|-------------|
| a. house | b. invite you | c. shrine | d. March |
| e. Temple | f. hometown | g. my house | h. take you |
| i. small village | j. Botanical Garden | | |

Dear

I would like to (1) to visit my (2)

It is in a (3) My (4) is near the mountain.

I will (5) to visit Mae Poo Reservoir, Tung Kwian (6)

....., Chao Poh Khun Taan (7), Pratat Lampang Luang

(8) and so on. Please come to (9) on

Sunday 1 of (10) See you then.

Love,

.....

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. Pictures of the vocabulary items
2. The vocabulary handouts

Assessment : After studying Unit 4, the students are assessed by the achievement test.

Lesson Plan

Unit 4

Part B

Chao Poh Khun Taan, the Great Warrior

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 2 periods (100 minutes)

Rationale : When the students read the familiar story, they should be able to write that story.

Terminal objectives : The students are expected to understand the short story they have read and write passages.

Enabling objectives : The students should be able to

1. pronounce and stress the vocabulary in the text correctly.
2. summarize the provided story.
3. fill the main points in the short passage.
4. write passages of historical statues.

Assumption : The students have already known key words/ new vocabulary and language structures. For example :

verbs : flee, stay, win back, stab, break through, pull back, catch.

nouns : ruler, army, hometown, enemy line, troop, place, bravery, spear.

adverbs : nowadays

structures :

to defeat (ชนะ) / to be defeated (แพ้)

Examples: BMS defeated Hang Chat School at football.
Praya Mengrai defeated Hariphunchai.

Examples: Hang Chat School was defeated at football.
Hariphunchai and Fang were defeated.

to break through (บุกเข้าไป ตีฝ่า)

Examples: We break through the barbed wire (ลวดหนาม).
Praya Berg broke through the enemy line.

and so on = and others = ect.

Example: I like pets such as birds, dogs, cats, rabbits and so on.

Procedure : Pre - reading Activities

1. The students and the teacher discuss the topic "Chao Poh Khun Taan, the Great Warrior" in the whole class.
2. The students tell what they have known about the topic. The teacher writes down the things they have ever known onto the board. The students write them onto the given worksheets in the blocks "K" as well.

K	W	L

3. The teacher arranges those in the same item and the students do the same in their worksheets.
4. The students set up the questions about the story that they want to know more and write down the questions in the block "W".
5. The teacher gives the students the vocabulary handouts below to study before reading.

flee (vt)

หนี

win back (vi)

กู้ชื่อเสียงคืน

stab (vt)

แทง

break through (v)

ตีฝ่าวงล้อม

pull back (v)

ถอยทัพ

hometown (n)

บ้านเกิด

enemy line (n)

แนวข้าศึก

troop (nc)

กองทัพบ

spear (nc)



a spear

nowadays (adv)

ปัจจุบันนี้

While - reading Activities

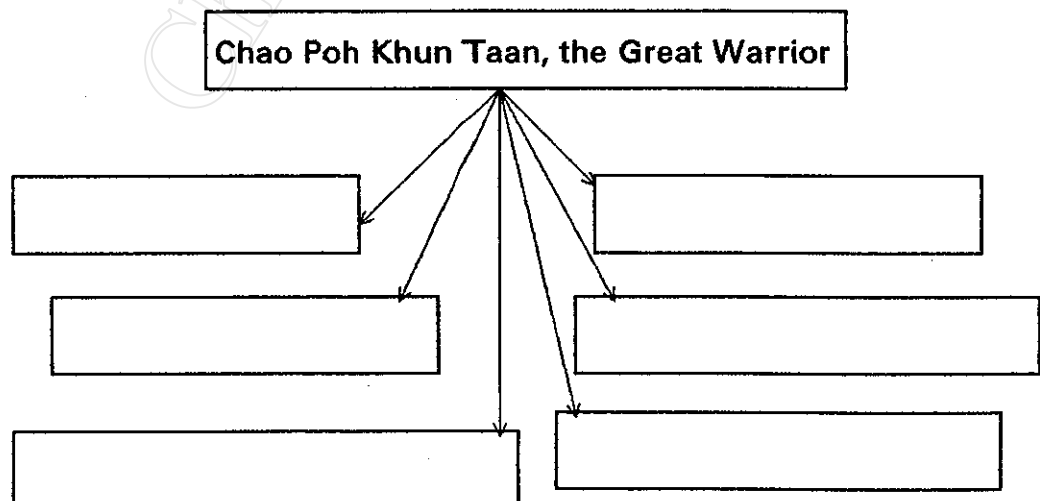
6. The teacher reads aloud the first part of the story as the example.

The students read the whole story and find out the answers that set up in the block "W". They are able to create more questions while finding the answers at the same time and put them in the block "W" as well.

7. The students write the answers they have found from their reading in the block "L".

Post - reading Activities

8. The students discuss their answers in groups and conclude the story in the following diagram.



9. The representative of each group reports the summary in front of the class. The students write the story in their own words using the exercise B as the guideline.

Exercise B Fill in the blanks with these groups of words appropriately according to the story.

- | | |
|----------------------------------|------------------------------|
| a. of Lamphun | b. a son of Praya Yee Baa |
| c. fought with Praya Berg's army | d. moved to live with |
| e. occupied Lamphun in | f. to win back the city |
| g. killed by Praya Mengrai | h. the top of Doi Khun Taan |
| i. situated there | j. commemorate his gratitude |

Praya Berg was (1) who was the ruler (2) Praya Mengrai (3) B.E. 1824. Praya Yee Baa (4) his son at Lampang. Praya Berg wanted (5) of Lamphun fourteen years later. Praya Mengrai and Chao Khun Songkram, his son (6) Praya Berg was (7) and his son at (8) The shrine was (9) to (10) and bravery.

Exercise C Write a passage of the historical statue you have known.

.....

.....

.....

- 10) The students do the exercise D.

Exercise D Fill in the blanks with the right words from the list to fit the sentences.

attack	so on	defeated	break through	died
--------	-------	----------	---------------	------

This morning, the American soldiers (1)the Vietnam's army in the mountain. Unfortunately, the Vietnamese soldiers were (2)....., and they left many things in the camp such as food, tents, blankets, rifles (3)..... . The Vietnamese soldiers tried to (4)..... the American troop at night-time. The report said that one of the Vietnamese soldiers (5) in the fighting.

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. Pictures of the vocabulary items.
2. The vocabulary handouts
3. The story and the exercises

Assessment : After studying Unit 4, the students are assessed by the achievement test.

Lesson Plan

Unit 5

Part A

Herbal Food in Our Home

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 2 periods (100 minutes)

Rationale : The students read the passage about the familiar everyday events and they are expected to read and write the given text.

Terminal objectives : The students are expected to read the passages about the herbal food in their homes, and give the details and write short passages about the given text.

Enabling objectives : The students should be able to

1. pronounce and stress the vocabulary in the given text correctly.
2. match the key words and the meanings correctly.
3. conclude the reading story into diagrams.
4. give the details of the reading text appropriately.
5. write the ingredients of local food in their villages.

Assumption : The students have already known key words/ new vocabulary and language structures. For example :

verbs : prepare, know, stop.

nouns : chilli, diarrhea,

adjectives : close, little, helpful, basic

structure : to pay attention to something / somebody

Examples: That students pay attention to the principal. (ครูใหญ่)

The people have paid close attention to their diet.

to have an effect on something / somebody

Examples: The drug has a bad effect on his health.

The garlic has a helpful effect on us.

Procedure : 1) The teacher introduces the new words in the passage by giving this handouts. They are:

relieve (vt)	บรรเทา
nourish (vt)	บำรุง
herb (nc)	สมุนไพร
herbal (adj)	เป็นสมุนไพร
garlic (nu)	กระเทียม
kaffir-lime (nc)	มะกรูด
lemon grass (nc)	ตะไคร้
mint (nu)	สะระแหน่

tamarind (n)	มะขาม
magosa (n)	สะเดา
lime (nc)	มะนาว
sweet basil leaf (nc)	โหระพา
Siamese Cassia (n)	ซี่เหล็ก
pandanus palm (n)	ใบเตย
rosella (n)	กระเจี๊ยบ
swamp cabbage (nc)	ผักนึ่ง
effect (nc)	ผล (ต่อความรู้สึก/ ร่างกาย)
hypertension (nu)	ความเครียด
high blood pressure (n)	ความดันโลหิตสูง
eyesight (nu)	สายตา
Siamese ginger (nu)	ข่า
ingredient (nc)	เครื่องปรุง (อาหาร)

2) The students match the new words with the meanings.

Exercise A Match the words on the left with the meanings on the right.

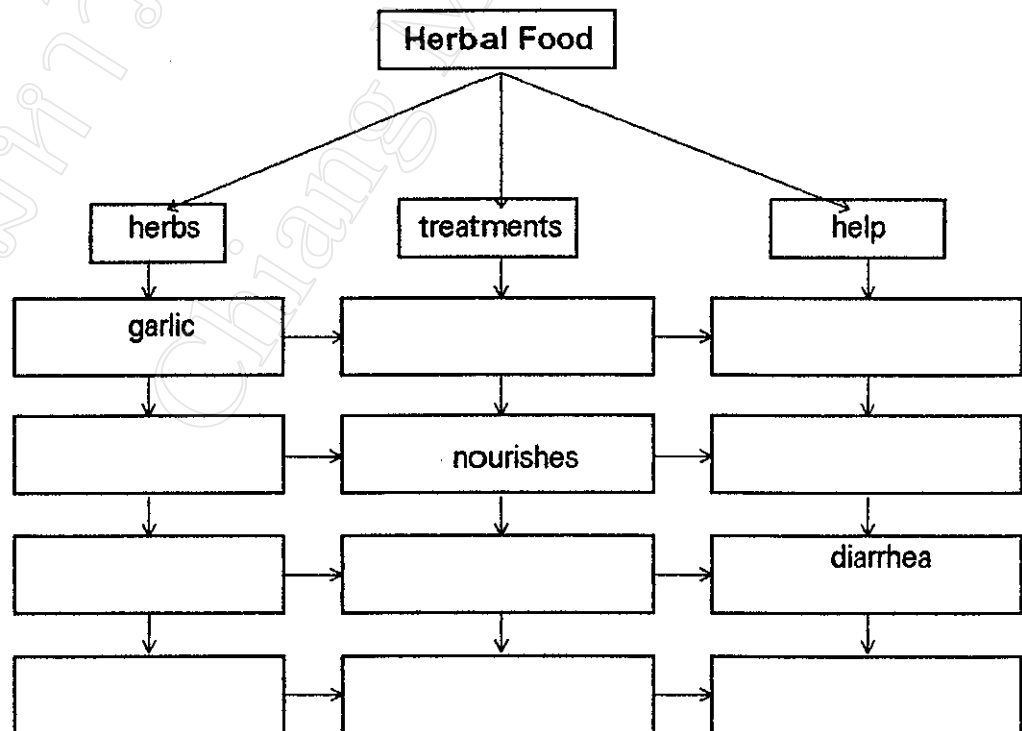
..... 1. garlic (nu)	a. มะขาม
..... 2. kaffir-lime (nc)	b. ใบเตย
..... 3. lemon grass (nc)	c. กระเทียม
..... 4. tamarind (n)	d. กระเจี๊ยบ
..... 5. magosa (n)	e. ซี่เหล็ก
..... 6. Siamese Cassia (n)	f. ผักนึ่ง

- | | |
|-------------------------------|-----------|
| 7. pandanus palm (n) | g. มะกูด |
| 8. rosella (n) | h. ตะไคร้ |
| 9. swamp cabbage (nc) | i. ข่า |
| 10. Siamese ginger (nu) | j. สะเดา |

3) The students read the given story “Herbal Food in Our Home” aloud themselves and after the teacher respectively.

4) The students talk about the story with the teacher and conclude the story by using this diagram:

Exercise B Fill in the blocks with suitable words according to the given text.



- 5) The students and the teacher altogether discuss their work: the contents, grammar points.
- 6) The students rewrite the story from the diagram into passages in big groups and small groups respectively in the exercise C.

Exercise C Write the details of the given story with your own words.

.....

.....

.....

.....

.....

.....

.....

.....

- 7) The students write the ingredients in the exercise D.

Exercise D Write a name of local food in your village with its ingredients.

Name :

- Ingredients :**
1.
 2.
 3.
 4.

5.
6.
7.
8.
9.
10.
11.
12.

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. Pictures of the vocabulary items in the handout.
2. The vocabulary handouts

Assessment : After studying Unit 5, the students are assessed by the achievement test.

Lesson Plan

Unit 5

Part B

Let's Cook Tom Som Gai (Chicken Sour Soup)

Subject : English Reading - Writing (E 022)

Class : Mathayom Suksa 3

No. of students : 28

Time : 4 periods (200 minutes)

Rationale : The students read the provided text about the local events.
And they are expected to read and write about the text.

Terminal objectives : Students are expected to read the provided text about the northern Thai food. They should be able to give details and write the passages.

Enabling objectives : The students should be able to :

1. pronounce the vocabulary and read aloud the sentences correctly.
2. match the words with the meanings.
3. give the details of the reading text.
4. write how to cook Tom Som Gai.
5. write the cooking recipes of the northern Thai food and tell how to cook it.

Assumption : The students have already known key words/ new vocabulary and language structures. For example :

verbs : take time, cook, boil, put, wait, work well.

nouns : food, chicken, shrimp paste, shallot, lemon juice, pot, heat,

adjectives : sour, wonderful, burn-dried chilli, fresh, soft

adverbs : normally.

structures : *but*.....

Examples: He is poor *but* he is honest. (ซื่อสัตย์)

She left her bag at the food shop *but* she did not worry.

healthy (มีอนามัยดี) / healthful (ดีสำหรับอนามัย บำรุงร่างกาย)

Example: These children are *healthy* because they have *healthful* food.

Have a look at these words:

firstly....., secondly....., thirdly....., then....., after that....., now....., lastly....., at last....., finally..... etc.

Procedure : 1) The teacher introduces the new words in the passage by giving the handouts. They are:

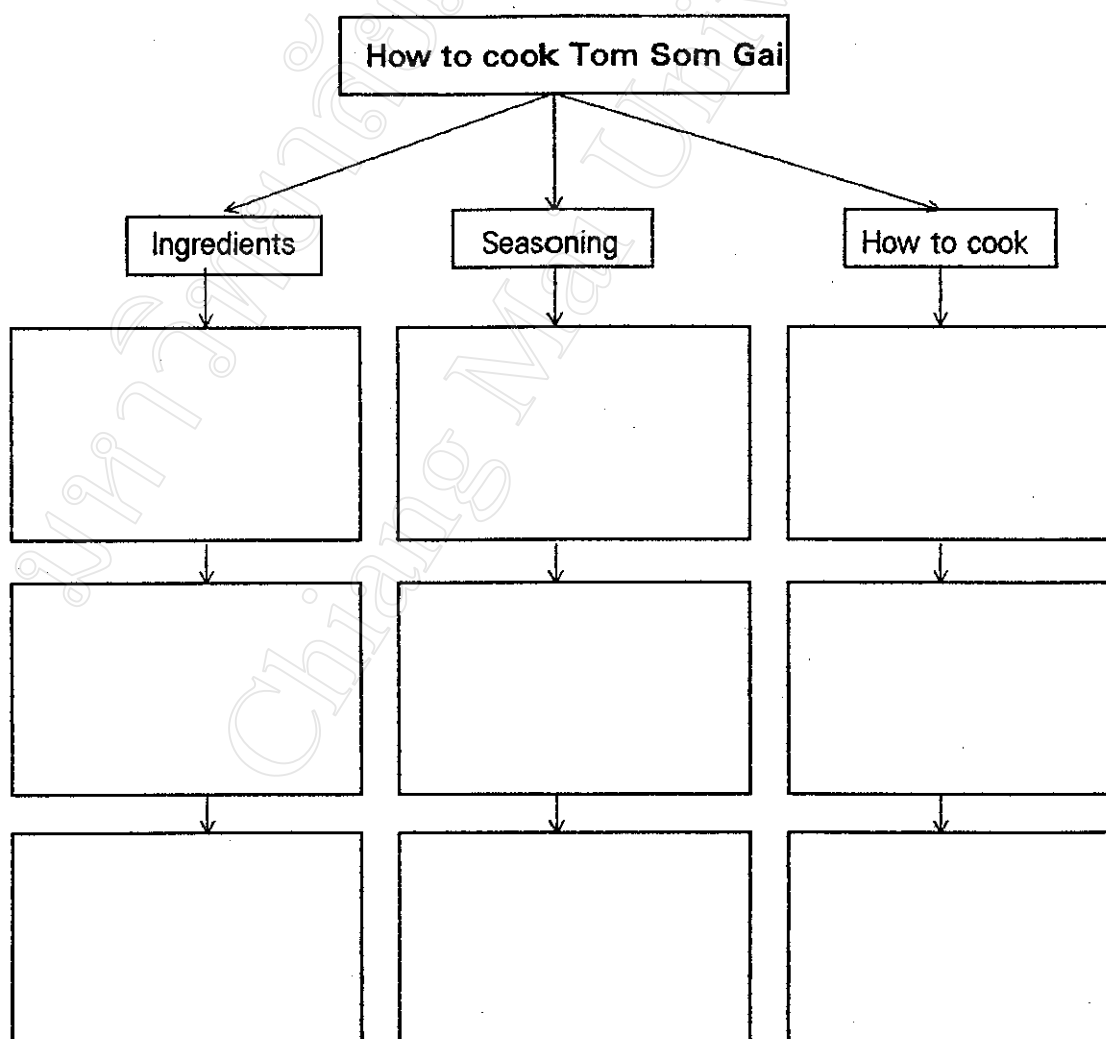
season (vt)	ปรุงรส/ แต่งรส
remove (vt)	เอาออก
sprinkle (vti)	โรยหน้า

prevent (vt)	ป้องกัน
recover (vti)	ฟื้นไข้
reduce (vt)	ลด (อาการ, ไข้)
cure (vt)	รักษา/ เยียวยา
recipe (nc)	ตำราอาหาร
shrimp past (nu)	กะปิ
shallot (n)	หอมแดง
lemon juice (nu)	น้ำมะนาว
coriandar (n)	ผักชี
spring onion or scallion (n)	ต้นหอม
urinary tract (nu)	ทางเดินปัสสาวะ
cholesterol (nu)	ไขมันในเส้นเลือด
blood vessal (nc)	หลอดเลือด
gasto-intestinal (nu)	กรดก๊าซในกระเพาะอาหาร
worthwhile (adj)	คุ้มค่า
slice (vt)	ผ่านเป็นแผ่นบาง
smash (vt)	ทุบละเอียด
medium (adj)	ปานกลาง
well-done (adj)	สุกดี
normally (adv)	โดยปรกติ, ตามธรรมดา

- 2) The students read the given story "Tom Som Gai" themselves and read aloud after the teacher.
- 3) The students and the teacher altogether discuss their work: the contents, grammar points.

- 4) The teacher demonstrate how to cook the food step by step.
- 5) The students talk about the demonstration with the teacher and conclude it by using this diagram:

Exercise A Fill in the blocks with suitable sentences from the given text.



- 6) The students rearrange the steps of cooking in the exercise C.

Exercise C Arrange the following events in the order in which happened in the text. Write 1, 2, 3, 4... etc. in the blanks.

- a. Then put the chopped chicken when the water is boiling.
- b. Remove from the heat.
- c. Now you have got a wonderful meal.
- d. Secondly, put the sliced Siamese ginger and the chopped lemon grass into the pot.
- e. Finally, You have got a wonderful meal.
- f. Wait until the chicken is well-done and soft.
- g. Put the peeled shallot and the smashed garlic.
- h. Sprinkle with the sliced coriander, the kaffir-lime leaves and burn-dried chillis.
- i. Next, season with the lemon juice and fish sauce..
- j. Firstly, boil the water with high temperature

7) The students rewrite the story from the diagram into passages in details.

Exercise C Write the details of the story in your own words.

.....

.....

.....

.....

8) The students write one recipe of local food in the exercise D

Exercise D Write one recipe of local food in your village and tell how to cook it step by step.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Evaluation :

1. From observing the students' participation.
2. From the students doing exercises.

Teaching materials :

1. Pictures of the vocabulary items
2. The vocabulary handouts
3. The materials to demonstrate how to cook Tom Som Gai

Assessment : After studying Unit 5, the students are assessed by the achievement test.

ภาคผนวก ณ

แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

Achievement Test

Unit 1

Choose the best answer a, b, c, or d.

Part A : A Big Trip to the Waterfall

1. On October 13, 1997, we.....

a. went to the waterfall.	b. went to the mountain.
c. went to the rice fields.	d. went to the foot of a hill.
2. The sky was grey because

a. it was going to rain	b. it was cloudy and windy
c. it was raining very hard	d. it had just stopped raining
3. The road to the waterfall was

a. smooth and wet	b. muddy and bumpy
d. narrow and steep	d. muddy and slippery
4. We went to the waterfall on

a. a bus and bikes	b. a train and motorbikes
c. a train and bikes	d. a truck and motorbikes
5. There were in this group.

a. twelve students.	b. twenty students.
c. fourteen students.	d. twenty-five students.
6. On the way to the waterfall, we passed

a. Ban Na Bua	b. Ban Wiangnua
b. Ban Hua Tung	d. Ban Mai Smakkhi

7. We left the truck at the barn because.....
- a. it was raining.
 - b. the hill was very steep.
 - c. the truck was too small.
 - d. the trail was narrow.
8. After we left the truck at the barn, we
- a. took the bikes
 - b. took the motorbikes
 - c. ran to the waterfall
 - d. walked uphill and downhill
9. We climbed up the hill because
- a. the hill was wet
 - b. the hill was steep
 - c. the hill was bumpy
 - d. the hill was sleepery.
10. We saw..... on the way.
- a. elephants and birds.
 - b. birds and wild flowers.
 - c. butterflies and monkeys.
 - d. wild flowers and snakes.

Part B : Mae Pha Mung Waterfall, the Paradise

11. We arrived at the waterfall about
- a. 8:00 a.m.
 - b. 9:00 a.m.
 - c. 10:00 a.m.
 - d. 11:00 a.m.
12. We were happy to see the waterfall because
- a. it was a big trip.
 - b. it was a beautiful waterfall.
 - c. we climbed up the steep hill.
 - d. we saw many birds and flowers.
13. We at the waterfall around eleven o'clock.
- a. slept
 - b. played
 - c. had lunch
 - d. took a rest

14. The water fell down from
 a. the top of the hill b. the foot of the hill
 c. the top of the cliff d. the middle of the cliff
15. We could see the rainbow while
 a. the sun was shining b. the sun was clear
 c. the sky was clear d. the sky was cloudy
16. really looked very beautiful.
 a. The sun b. The sky
 c. The cliff d. The rainbow
17. We had our lunch
 a. after going to the other tiers (ขั้น) b. before walking to the other tiers
 c. after going down the waterfall d. before walking down the waterfall
18. We had to go home because
 a. it was going to rain b. it was going to be dark
 c. the sky was grey and cloudy d. we would go along the new trail
19. The new trail was
 a. wet and bumpy b. wet and steep
 c. steep and muddy d. steep and slippery
20. We came home with great pride because
 a. we felt exhausted b. we would go back again
 c. we had a beautiful waterfall d. we were happy to see the waterfall

Good luck, Folks!

Achievement Test**Unit 2**

Choose the best answer a, b, c, or d.

Part A : Thai Elephant Conservation Center

1. The elephants learn and forest working skills.
 - a. how to do tricks
 - b. how to live in the forest
 - c. how to eat bananas
 - d. how to follow the orders
2. The elephants start training when they are
 - a. 3 to 5 years old
 - b. 4 to 6 years old
 - c. 5 to 7 years old
 - d. 6 to 9 years old
3. From March to May, the elephants
 - a. work hard
 - b. stop working
 - c. go to the forest
 - d. stay in the center
4. The training of elephants is from
 - a. March to May
 - b. June to February
 - b. July to September
 - d. September to December
5. The Training Center is from Amphur Hang Chat.
 - a. 5 kilometers
 - b. 10 kilometers
 - c. 15 kilometers
 - d. 20 kilometers
6. The everyday training takes
 - a. 2 hours
 - b. 3 hours
 - c. 4 hours
 - d. 5 hours

7. At the ages of 16 to 38, the elephants
a. stop working b. start working hard
c. stay in the center d. roam with their caretakers
8. The logs are piled by
a. big elephants b. male elephants
c. female elephants d. strong elephants
9. The special showtime is held
a. on Saturdays b. on Sundays
c. on holidays d. on religious days
10. They train the elephants to
a. carry logs c. work in the center
c. show the tourists d. work in the forest

Part B : Tung Kwian Botanical Garden

11. Tung Kwian Botanical Garden is located
a. 13 kms. north of Lampang c. 13 kms. south of Lampang
c. 13 kms. north of Hang Chat d. 13 kms. south of Hang Chat
12. Tung Kwian Botanical Garden is under the
a. Ministry of Education b. Ministry of Agriculture
c. Ministry of Co-operation d. Ministry of Agriculture and Co-operation
13. The project has been run for
a. 10 years b. 20 years
c. 30 years d. 40 years

14. In the story, are looking for food in the yard. (ลาน)
- a. the birds
 - b. the butterflies
 - c. the elephants
 - d. the guinea fowls
15. We go up and down the paths in the garden because
- a. the paths are rough
 - b. the paths are bumpy
 - c. the garden is on the hill
 - d. the garden is on the mountain
16. According to the story, the birds are
- a. looking for food
 - b. playing in the trees
 - c. crying in the bushes (พุ่มไม้)
 - d. singing in the trees
17. The flowers festivals
- a. will be held in April
 - b. will be held in March
 - c. will be held in January
 - d. will be held in February
18. will come to visit the garden.
- a. Many, many people
 - b. Not many people
 - c. People from other countries
 - d. People from all over the country
19. All of the plants and flowers will be beautiful in.....
- a. hot season
 - b. dry season
 - c. cold season
 - d. rainy season
20. attract a lot of people who visit the garden.
- a. The big trees
 - b. The pretty plants
 - c. The beautiful gardens
 - d. The flowers festivals

Good Luck, Folks!

Achievement Test**Unit 3**

Choose the best answer a, b, c, or d.

Part A : Naan Tip Chang, the Great Warrior

1. Naan Tip Chang got the first part of his name because he used to be
 - a. a monk
 - b. a soldier
 - c. a hunter
 - d. a brave man
2. The northern part of Thailand was ruled by in B.E. 2272-2275.
 - a. Laos
 - b. Vietnam
 - c. Burma
 - d. Cambodia
3. was invited to be the ruler of Lampang.
 - a. Tao Maha Yote
 - b. Naan Tip Chang
 - c. Chao Poh Khun Taan
 - d. Chao Mae Chama Tewee
4. "Tip" is a Thai word that means
 - a. magic
 - b. power
 - c. goodness
 - d. bravery
5. Naan Tip Chang studied at
 - a. Suan Duak Temple
 - b. Nam Lom Temple
 - c. Pong Yang Kok Temple
 - d. Pratat Lampang Luang Temple
6. Naan Tip Chang shot dead.
 - a. Praya Berg
 - b. Praya Yee Baa
 - c. Tao Maha Yote
 - d. Tao Anan Ta Yote

7. Naan Tip Chang and his two soldiers sneaked into
 a. the house through the fence b. the village through the fence
 b. the temple through the drain d. the house through the drain
8. Naan Tip Chang had been the ruler of Lampang for.....
 a. 27 years b. 25 years
 c. 30 years d. 32 years
9. Naan Tip Chang was the great warrior because
 a. he was good and gentle b. he was clever and strong
 c. he was brave and gentle d. he was brave and strong
10. His wife's name was
 a. Sopa b. Pimpa
 c. Wipa d. Walapa

Part B : A Visit to Pratat Lampang Luang Temple

11. Pratat Lampang Luang Temple is west of Ampur Hang Chat.
 a. 5 kilometers b. 10 kilometers
 c. 15 kilometers d. 20 kilometers
12. This temple is believed to be temple in Lampang.
 a. the largest b. the oldest
 c. the smallest d. the highest
13. The big Khachao Tree is atree .
 a. sacred b. tall
 c. beautiful d. dangerous

14. When Naan Tip Chang shot the Burmese General, the bullets passed through
- a. his body and fell down
 - b. his body and disappeared
 - c. his body and hit the door
 - d. his body and hit in the fence
15. The Khachao Tree has the branches that
- a. fall to the ground
 - b. curve to the ground
 - c. lay to the ground
 - d. move to the ground
16. The main pagoda enshrines the of the Lord Buddha.
- a. hair
 - b. body
 - c. ashes
 - d. bones
17. This famous temple houses
- a. Ruby Buddha Image
 - b. Gold Buddha Image
 - c. Diamond Buddha Image
 - d. Emerald Buddha Image
18. Thai traditional New Year's Day is on
- a. April 13, this year
 - b. April 13, last year
 - c. April 13, next year
 - d. April 13, every year
19. The image is considered the holiest image in Lampang. It is in a procession on the Thai New's Year Day.
- a. pulled
 - b. pushed
 - c. contained
 - d. carried
20. From 19, the holiest image in Lampang is
- a. Pra Chao Tan Jai
 - b. Pra Chao Laan Tong
 - c. the Emerald Buddha Image
 - d. the statue of Naan Tip Chang

Good luck, Folks!

Achievement Test

Unit 4

Choose the best answer a, b, c, or d.

Part A : Going Uphill to Chao Poh Khun Taan Shrine

1. Chao Poh Khun Taan Shrine is located
 - a. in Lampang
 - b. on the highway
 - c. in Ampur Hangchat
 - d. on a mountain range
2. The top of Doi Khun Taan is meters above sea level.
 - a. 632.630
 - b. 623.630
 - b. 632.603
 - d. 623.603
3. The shrine is situated between
 - a. Lampang and Chiangrai
 - b. Lamphun and Chiang Mai
 - c. Lampang and Lamphun
 - d. Lampang and Chiang Mai
4. There are of spirit houses on the top of Doi Khun Taan.
 - a. a lot
 - b. a few
 - c. several
 - d. not many
5. People believe that Chao Poh Khun Taan liked loud noise because
 - a. he was a warrior
 - b. he was a farmer
 - c. he was a hunter
 - d. he was a carpenter
6. People always when they drive their cars passing by the shrine.
 - a. bow heads
 - b. take off hats
 - c. press their horns
 - d. put palms together

7. People come to the shrine to
 a. give firecrackers b. pray for help and fortune
 c. give a pair of swords d. offer an elephant or a tiger
8. is the spirit who rules the area of Doi Khun Taan.
 a. Praya Yee Baa b. Chao Poh Khun Taan
 c. Chao Khun Songkram d. The police on Doi Khun Taan
9. The shrine was built to honor a brave who was killed in the battle.
 a. monk b. hunter
 c. farmer d. warrior
10. He was a hero years ago.
 a. a few b. many
 c. several d. not many

Part B : Chao Poh Khun Taan, the Hero

11. The former name of Chao Poh Khun Taan is
 a. Praya Berg b. Praya Mengrai
 c. Praya Yee Baa d. Chao Khun Songkram
12. Praya Yee Baa was the ruler of
 a. Fang b. Lamphun
 c. Lampang d. Chiang Mai
13. Praya Mengrai occupied
 a. Fang b. Chiangrai
 c. Hariphunchai d. Khelang Nakorn

- Good luck, Folks!**

Achievement Test

Unit 5

Choose the best answer a, b, c, or d.

Part A : Herbal Food in Our Home

1. Herbs are used for preparing in northern Thai dishes. The word dishes means..... .

- | | |
|-----------|----------|
| a. plates | b. meals |
| c. bowls | d. names |

2. Northern Thai people have paid close attention to the little things in diet.

The word diet means..... .

- | | |
|----------|---------------|
| a. food | b. plants |
| c. fruit | d. vegetables |

3. Garlic, lemon grass, chillis, mint and so on, are

- | | |
|----------|-----------|
| a. diet | b. food |
| c. herbs | d. fruits |

4. "Rosella" means in Thai.

- | | |
|--------------|------------------|
| a. Ma-Grud | b. Bai-Toey |
| c. Phak-Bung | d. Kra-Jieb-Dang |

5. "Herbs are known to have a helpful effect on us when we eat them" means... .

- | | |
|----------------------------------|-------------------------------------|
| a. Herbs are cooked to eat | b. Herbs are prepared for cooking |
| c. Herbs are good for our health | d. Herbs are not good for us to eat |

6. The garlic can relieve

- | | |
|---------------|------------------------|
| a. a cold | b. diarrhea |
| c. a headache | d. high blood pressure |

7. can nourish your eyesight.
- | | |
|--------------|--------------|
| a. Vitamin A | b. Vitamin B |
| c. Vitamin C | d. Vitamin D |
8. has high Vitamin A.
- | | |
|-------------------|-------------------|
| a. Garlic | b. Siamese Cassia |
| c. Siamese ginger | d. Swamp cabbage |
9. "Siamese Cassia" means in Thai.
- | | |
|-------------|-----------------|
| a. Pak-Gaad | b. Pak-Hom |
| c. Pak-Bung | d. Pak-Khii-Lek |
10. can stop diarrhea.
- | | |
|-------------------|-------------------|
| a. Ginger | b. Pandanus palm |
| c. Siamese ginger | d. Siamese Cassia |

Part B : Let's Cook Tom Som Gai (Chicken Sour Soup)

11. Northern Thai food has as the basic ingredients.
- | | |
|----------|-----------|
| a. meat | b. salt |
| c. herbs | d. garlic |
12. is not one of the Tom Som Gai's ingredients.
- | | |
|-------------------|------------------------|
| a. Rosella juice | b. Lemon juice |
| c. Smashed garlic | c. Chopped lemon grass |
13. Tom Som Gai tastes
- | | |
|----------|----------|
| a. hot | b. sour |
| c. salty | d. sweet |

14. Cooking Tom Som Gai, while the water is boiling, put the
 a. chopped chicken b. sliced green chillis
 c. sliced Siamese ginger d. chopped lemon grass
15. After removing the pot from the heat, sprinkle.....
 a. the coriandar b. the kaffir-leaves
 c. burn-dried chillis d. all of them from a, b, and c
16. Here is only one of our helpful recipes. "Here" refers to
 a. the food b. the herbs
 c. the recipe d. Tom Som Gai
17. Lemon grass can relieve
 a. diarrhea b. a headache
 c. urinary-tract d. gasto-intestinal
18. can cure the suffering from cough
 a. Lemons b. tamarind
 c. Lemon grass d. Kaffir-lime Leaves
19. Chillis taste very
 a. hot b. sour
 c. sweet d. salty
20. Now it is your turn to cook it at home. "it" refers to
 a. Ob-Gai b. Laab-Gai
 c. Kang Kae Gai d. Tom Som Gai

Good luck, Folks!

ภาคผนวก ก

คะแนนผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

บทเรียนที่	1	2	3	4	5
คะแนนเต็ม	20	20	20	20	20
นักเรียนคนที่ 1	14	14	16	13	16
นักเรียนคนที่ 2	10	12	11	11	12
นักเรียนคนที่ 3	13	16	14	15	15
นักเรียนคนที่ 4	16	16	14	18	16
นักเรียนคนที่ 5	10	13	14	16	17
นักเรียนคนที่ 6	14	14	14	15	14
นักเรียนคนที่ 7	13	17	15	14	14
นักเรียนคนที่ 8	13	13	16	16	14
นักเรียนคนที่ 9	14	18	15	13	13
นักเรียนคนที่ 10	12	16	14	17	17
นักเรียนคนที่ 11	14	12	16	14	15
นักเรียนคนที่ 12	15	12	15	14	15
นักเรียนคนที่ 13	14	10	16	14	17
นักเรียนคนที่ 14	15	15	17	16	18
นักเรียนคนที่ 15	15	14	15	15	14
นักเรียนคนที่ 16	14	14	15	13	16
นักเรียนคนที่ 17	14	13	17	12	15
นักเรียนคนที่ 18	14	15	18	12	17
นักเรียนคนที่ 19	18	16	17	17	16
นักเรียนคนที่ 20	15	16	17	16	17

คะแนนผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ (ต่อ)

บทเรียนที่	1	2	3	4	5
คะแนนเต็ม	20	20	20	20	20
นักเรียนคนที่ 21	12	14	17	14	15
นักเรียนคนที่ 22	19	18	19	18	20
นักเรียนคนที่ 23	14	14	18	14	17
นักเรียนคนที่ 24	15	14	17	15	15
นักเรียนคนที่ 25	14	16	16	10	19
นักเรียนคนที่ 26	12	14	15	14	15
นักเรียนคนที่ 27	15	13	17	12	15
นักเรียนคนที่ 28	17	15	17	17	17

ภาคผนวก ก

แบบบันทึกความคิดเห็นของนักเรียน/ ครูผู้สอน

วิชาภาษาอังกฤษอ่าน-เขียน (อ 022) ชั้นมัธยมศึกษาปีที่ 3 ปีการศึกษา 2540

บทเรียนที่ ๑ ตอนที่ ๑.๑ เมื่อ ๑๑ / ๑๑ / ๒๕๔๐

1. จุดประสงค์การเรียนรู้

1.1 จุดประสงค์ปลายทาง (Terminal Objectives)

มีความเหมาะสมดี

1.2 จุดประสงค์นำทาง (Enabling Objectives)

มีความเหมาะสมและสอดคล้อง กับจุดประสงค์ปลายทาง

2. เนื้อหาบทเรียน

2.1 คำศัพท์ (Vocabulary)

มีความเหมาะสม เนื้อหาชัดเจน เข้าใจง่าย แต่ควรเพิ่มรูปประโยคให้มากขึ้น

2.2 โครงสร้างทางภาษา (Language Structures)

พอใช้ เข้าใจง่าย

2.3 แบบฝึกหัด (Exercises)

ควรเพิ่มแบบฝึกหัด โดยเขียนแนว: ภาวสถานด้วย

2.4 ความเหมาะสมกับจุดประสงค์การเรียนรู้

เหมาะสม

3. กิจกรรมการเรียนการสอน (Procedure)

3.1 ขั้นตอนการสอน

นำสื่อวีดิทัศน์ เรื่อง การเดินทาง (วิดีโอจากเว็บไซต์)

นักเรียนดูวิดีโอ

3.2 เวลาในการดำเนินกิจกรรมการเรียนการสอน

เวลา 10 นาที

3.3 ความเหมาะสมกับจุดประสงค์การเรียนรู้

เหมาะสม

4. สื่อการเรียนการสอน (Teaching Materials)

4.1 ด้านปริมาณ

พอดีนะครับ

4.2 ด้านคุณภาพ

ซึ่งคุณภาพดี

5. การวัดผลประเมินผล (Evaluation)

5.1 ด้านปริมาณ

5.2 ด้านคุณภาพ

6. สิ่งที่ต้องการปรับปรุงแก้ไขในบทเรียนนี้และบทเรียนต่อไป

ควรเพิ่มรูปภาพในคำอธิบาย. ภาพหนังสือ บนแผ่นวงจร คำนวณ 100
จำนวนลอจิกอินพุต

ลงชื่อ กระณี การ์ กัญฉะเรียง ผู้บันทึก

(กลม 5)

และ ก ๑๖

ภาคผนวก ก

สรุปปฏิทินการสอนวิชาภาษาอังกฤษอ่าน - เขียน (อ 022) ภาคเรียนที่ 2/ 2540

เดือน / ปี	วันที่	บทที่	ตอน	2 คาบ/ สัปดาห์	รวม	ประเมินผล	หมายเหตุ
พฤศจิกายน 2540	13			1 - ②	2	วัดแรงจูงใจ 1	ปฐมนิเทศ ศึกษาดูงาน ตอน 1 = 3 คาบ ตอน 2 = 3 คาบ
	15			3 - 9	7		
	20	1	1	10 - 11	2		
	27		1, 2	12 - 13	2		
ธันวาคม 2540	4		2	14 - 15	2	ทดสอบครั้ง 1	ปรับบทที่ 1,2 ตอน 1 = 2 คาบ ตอน 2 = 2 คาบ ปรับบทที่ 1,2,3
	11	2	1	16 - 17	2		
	18		1, 2	18 - 19	2		
	25		2	20 - 21	2		
มกราคม 2541	1	หยุดวันขึ้นปีใหม่ 1 วัน					
	4	3		22 - 28	7	ทดสอบครั้ง 3	ศึกษาดูงาน ตอน 1 = 3 คาบ ตอน 2 = 3 คาบ ปรับบทที่ 2,3,4
	8		1	29 - 30	2		
	15		1, 2	31 - 32	2		
	22		2	33 - 34	2		
	29			35	1		
กุมภาพันธ์ 2541	5	4	1	36 - 37	2		
	12		2	38 - 39	2		
	19			40	1		
	26	5	1	41 - 42	2		
มีนาคม 2541	5		2	43 - 44	2	ทดสอบครั้ง 5 วัดแรงจูงใจ 2	ตอน 2 = 4 คาบ ปรับบทที่ 4,5 และบทอื่น ๆ
	12			45 - 46	2		
	19			47 - ④8	2		
รวม		5	10	48	Q = ทดสอบ; ④ = วัดแรงจูงใจ		

ประวัติผู้เขียน

ชื่อ-สกุล	นายพิทยา คำตาเทพ
วัน เดือน ปีเกิด	26 กรกฎาคม 2499
ที่อยู่ปัจจุบัน	249 บ้านสันทราย หมู่ 1 ตำบลเวียงตาล อำเภอห้างฉัตร จังหวัดลำปาง 52190
การศึกษา	2520 สำเร็จการศึกษาประกาศนียบัตรวิชาการศึกษาชั้นสูง (ภาษาอังกฤษ) วิทยาลัยครูลำปาง 2524 สำเร็จการศึกษาศาสตรบัณฑิต (ภาษาอังกฤษ) วิทยาลัยครูเชียงใหม่
การศึกษา-อบรม	2533 ร่วมโครงการ เอ เอฟ เอส แลกเปลี่ยนวิชาชีพครู ในโรงเรียนสหรัฐอเมริกา (AFS Visiting Teachers' Programs in the United States of America) ณ โรงเรียนมัธยมแอตแลนติกซิตี (Atlantic City High School) เมืองแอตแลนติกซิตี มลรัฐนิวเจอร์ซีย์ ประเทศสหรัฐอเมริกา
การทำงาน	ปัจจุบันตำแหน่ง อาจารย์ 2 ระดับ 7 โรงเรียนบ้านใหม่สามัคคี อำเภอห้างฉัตร จังหวัดลำปาง