

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจเครื่องมือที่ใช้ในการทดลองสอนและการเก็บรวบรวมข้อมูล

- | | |
|--------------------------------|---|
| 1. อาจารย์ทศพร สุวรรณชาติ | หมวดวิชาภาษาอังกฤษ
โรงเรียนสาธิตมหาวิทยาลัยเชียงใหม่ |
| 2. อาจารย์วศพล วงษ์ดีไทย | หมวดวิชาภาษาอังกฤษ
มหาวิทยาลัยแม่โจ้ |
| 3. อาจารย์พงษ์ศักดิ์ ร่มทรัพย์ | หมวดวิชาภาษาอังกฤษ
มหาวิทยาลัยแม่โจ้ |

ภาคผนวก ข

แผนการสอนตามแนวคิดสร้างสรรค์ความรู้ในวิชาภาษาอังกฤษอ่าน-เขียน

Plan 1 : Problem Solving (2 periods)

Subject : English 025 (English Reading and Writing)

Level : M.5

Terminal Objectives: Students should be able to write a letter of advice and solutions.

Enabling Objectives: Students should be able to:

1. identify problems,
2. express ideas about problems,
3. discuss and give opinions,
4. offer solutions.

Teaching Materials: song, handouts, example of letter

Procedure

Invitation (period 1)

1. The teacher warms up students with song, "Close to you", which has examples of "why" questions, then asks students to answer some of why questions from the song.

(They Long To Be) Close To You

Carpenters

Why do _____ suddenly appear
everytime you are near?

Just like me,
they long to be close to you.

Why do _____ fall down from the sky
every time you walk by?

Just like me,
they long to be close to you.

On the day that you were born
the _____ got together,
and decided to create a dream come true.

So, they sprinkled moon dust in your hair
of gold and
in your eyes of blue.

That is why
all the _____ in town
follow you all around.

Just like me,
they long to be close to you

2. Students are divided into groups of five and six. Each group writes down three "why" questions of anything which students genuinely want answers or opinions.

3. Students ask their questions to their friends. The group who can give answers that satisfy or convince the questioner gets a point.

4. The game continues until all questions have been answered. Unanswered questions or interesting question can be opened up to the whole class for discussion.

Exploration and Explanation

5. Students are still in the same group for brainstorming and discussing about the problems they are facing in their real life such as problem in studying, problem with friends and problem in society, as well as their solutions. The teacher suggests topic such as

- What problems are you facing?
- How can you solve it?

6. The teacher gives forms of problems for each group to complete. Then each group presents the information they have got to class.

Problems in studying	Solutions
Problems with friends	Solutions
Problems in society	Solutions

7. Each group compares the answers and look for the facts they have missed.

8. The teacher arouses further discussion by asking student to choose the best solution for each problem.

Application (period 2)

9. The teacher shows the example of letters to the advice column in a magazine or newspaper.

10. The teacher asks students to find out the problem and advice from each letter.

11. Each student writes a letter to the advice column. Students will create their own situations and problems.

12. Students exchange letter with partner who will give or offer possible solutions.

Evaluation : students' discussion and written work.

Plan 2 : Cause and Effect (3 periods)
 Subject : English 025 (English Reading and Writing)
 Level : M. 5
 Terminal Objectives: Students should be able to write a cause and effect paragraph
 Enabling Objectives: Students should be able to:

1. state effects of the problem selected,
2. identify all possible causes,
3. discuss and give opinions,
4. do peer reviewing about causes and effects.

Teaching materials: business letters, reading passage, handouts

Procedure

Invitation (period 1)

1. The teacher begins the class by asking students to read two business letters,

American Auto Telephonics Company February 5, 1998 Dear Sir: Everybody in our company is very impressed with your latest car phone. What businessman (or his wife) would want to be without one? Please have your salesmen phone us to arrange a presentation. Sincerely yours Mrs. Jane Johnson President	American Auto Telephonics Company February 5, 1998 Dear Sales Agent: Everybody in our company is very impressed with your latest car phone. What business professional (or business professional's spouse) would want to be without one? Please have your salespeople phone us to arrange a presentation. Sincerely yours Mrs. Jane Johnson President
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and asks them to answer the following questions:

- What is the difference between these two letters?
- What words did the writer change?
- Which one do you think is better? Why?

2. Students form groups of five or six. The teacher gives them a reading passage and asks them to find the statement and reasons.

Reading: Our Changing Language

Before computers were invented, the words byte and modem did not exist, and a mouse was something that made some people scream and run away. Words are added to language everyday, but not only as new things are invented. Changes in society also cause changes in language. For example, today the people of the former Soviet Union use words like free market and capitalism.

Changes in attitude also affect language. As People become more sensitive to the rights and need of individuals, it becomes necessary to change the words we use to describe them. The elderly are now called senior citizens. The handicapped are described as physically challenged. Many of the words we once used had negative feelings attached to them. New words show an awareness in today's society that differences are good and that everyone deserves respect. Even the names of certain jobs have changed so that workers can be proud of what they do. The trashman is now called a sanitation worker, a doorman is an attendant, and a janitor is a custodian.

Many of the words we use to identify people have changed many times in recent years. Sometimes it is difficult to know what is right and what is wrong. Do we call a person of color a black or an African-American? Is it better to say Native Americans or American Indians? And whatever do we do with the Man of the Year? If we don't know what the proper words are, then we must use sensitivity, respect, and even a little imagination.

3. The teacher gives a list of words from the passage and asks each group to discuss the new ways to identify people and things.

- What other words can you think of that can be changed?

Exploration and Explanation (period 2)

4. Students form new group of five or six. They then brainstorm, discuss and make a list of changes in Thai society such as culture, environment, language and people's behavior.
5. Each group presents what they have got to class.
6. Each group compares their work and adds some more information they have missed.

Application (period 3)

7. The teacher shows students how to write a cause and effect paragraph by providing paragraph outline.
8. Each student chooses one cause-effect topic that they are interested in and write a paragraph about it.

Evaluation : students' participation and written work

- Plan 3 : Comparison and Contrast (3 periods)
- Subject : English 025 (English Reading and Writing)
- Level : M. 5
- Terminal Objectives: Students should be able to write a paragraph with comparing and contrasting.
- Enabling Objectives: Students should be able to:
1. list similarities and differences,
 2. arrange details in compare and contrast,
 3. write expressions of similarities and differences.
- Teaching Materials: picture, reading passage, exercise
- Procedure
- Invitation (period 1)*

1. The teacher shows the picture of two persons, and asks students to find out the similarities and differences in terms of appearance, clothes, personality, etc.
2. The teacher gives students some parts of reading passage which is about gorillas and chimpanzees' likeness and differences.

Gorillas vs Chimpanzees

Many people tend to think of gorillas and chimpanzees as being very similar or even the same animal. Well it's true that both are African apes and that anatomically, the two are very similar. But they look very different from each other, and they exhibit behaviours that are sometimes even more strikingly dissimilar.

Gorillas are big and heavy. They grow to an average height of about 6 feet, and may weigh between 200 and 450 pounds. Chimpanzees, on the other hand, average only between 3 and 5 feet in height. Their average weight is between 90 and 110 pounds.

The size of gorillas makes climbing trees difficult for them, and so they climb trees only for a specific purpose: to eat, to survey the territory, or to sleep. Chimpanzees, unlike gorillas, live in trees, spending about $\frac{3}{4}$ of their time there. Like gorillas, they sleep in nest that they build in trees, a new nest every night.

Both types of apes like to travel in groups. A group of gorillas may consist of from 2 to 30 members, always led by an adult male. The group

wanders around in its home range and never spend more than one night in the same place. Chimpanzees travel in groups that vary in number and change members frequently. A group of chimpanzees may include males only, female and infants only, or a mix of both sexes and all ages.

3. Then teacher assesses their understanding by asking the following questions:
 - What animals spend most of the time on tree?
 - Who is the leader in the group of gorillas?
4. Students work in pairs, underline comparison sentences in red ink and underline contrast sentences with blue ink
5. The teacher gives the rest of the passage to students and ask them to do exercise to check understanding about similarities and differences in the story.

Exploration and Explanation (period2)

6. The teacher asks students to find and underline words from the passage which describe compare and contrast, then ask students "what does each word means?"
7. The teacher gives exercise about words used in telling similarity and difference.

Exercise **Alike** **both** **however** **in contrast** **on the other hand**

the same **similar** **whereas** **while**

1. I prefer parties to libraries, and my twin feels _____.
2. We have very similar features. _____, we like very different styles of clothing.
3. My twin is always with friends, _____ I like to be alone at times.
4. My twin and I look _____
5. When we are _____ dressed up we have _____ features.
6. I prefer informal clothes, _____ my twin dresses like a model.
7. My twin likes loud music, _____ I find that nightclub give me a headache.

8. The teacher summarizes how to use words which describe compare and contrast by giving the examples from the passage and exercise that students did.

Application (period 3)

9. Students make groups of three. Each group thinks about 3 pairs which share both comparison and contrast, for example

Forest and jungle, Antarctica and Africa

Comparison: _____

Contrast: _____

10. Each group presents their work to class.

11. The teacher summarize how to write comparison and contrast paragraph by giving outline and example of comparison and contrast words

12. Each student chooses one pair from the pairs that they have worked on with friends and writes the paragraph.

Evaluation: student's presentation and written work

- Plan 4 : Decision Making (3 periods)
- Subject : English 025 (English Reading and Writing)
- Level : M.5
- Terminal Objectives: Students should be able to write his/her own decision with reason.
- Enabling Objectives: Students should be able to:
1. define the situation,
 2. identify choices or alternatives,
 3. make a decision.
- Teaching Materials: personality test, dialogue, reading passage

Procedure

Invitation (period 1)

1. The teacher warms up students by asking them to do a personality test which is about making decision in each situation.

Personality Test

1. If you were on a hijacked plane, would you
 - a) attack the hijackers?
 - b) sit still and do nothing?
 - c) scream?
 - d) try to escape?
2. If your were shipwrecked on a desert island, what would you do first? Would you?
 - a) shout for help?
 - b) Build a hut?
 - c) look for food?
 - d) look for fresh water?
3. If you won a million pounds, would you?
 - a) put it all in a bank?
 - b) spend it as fast as possible?
 - c) hide it?
 - d) tell everyone about it?

Then teacher gives them the answers which tell what kind of personality they have.

2. The teacher gives a dialogue about "Sue" to students,

Andy: Right. Come on. Let's put all the luggage in the van. Good Lord, Sue. How much luggage have you got?

Sue: I've only got three suitcases and two bags, oh and a couple of boxes.

Andy: Well you can't take them all. There won't be any room for ours.

Sue: But Andy, I need it all.

Andy: You need it all? Look at it all, a hair dryer, a sheet, a towel, a pillow, a sleeping bag, washing powder, soap, shampoo, a comb, a hairbrush, a needle and thread. Oh I don't believe this, a sewing machine, scissors, a penknife, a tin opener. Good Lord, Sue. We're only going to Germany for a week, not going to the moon. Sue you can't take all that.

Sue: What am I going to do?

Andy: Come on, Sue leave something. Well, I'd take the pen, but I wouldn't take the typewriter. You don't need it.....

and asks them to answer the following questions:

- What is Sue's problem?
- What will she have to do?

3. From the list of things in conversation, the teacher asks students to choose 8 things that they would take if they were Sue and reason to take those things.

Exploration and Explanation (period 2)

4. Students make a group of four or five. The teacher gives each group a reading passage about "What Should Graham do?"

What should Graham do?

"Yes I do, sir, it was Tony Miller," said Ken. Graham felt a sinking feeling in his stomach. He walked slowly away from the principal's office where his own brother, Keen, had just lied to the principal. He could no longer hear voices. There was a pause as the principal was probably wondering what he should do.

As Graham walked away, he recalled the comment his father had made at breakfast that very morning. "I'd love a nice silver pen. It seems that the plastic ones break or they run out," he had said. Graham and Ken had given

each other a knowing look across the breakfast table, because they knew it was their father's birthday in three days. But when they had opened their piggy-banks and turned out their pockets, they had realized that they could not afford to buy a nice silver pen.

When Graham saw Ken steal the pen of the school clerk, it took him a little while to work out Ken's reason. Ken just wanted to please their father by giving him a gift he really wanted.

Graham didn't know what to do. He didn't think stealing was right, but the pen would make their father proud of them. Fortunately, only he had seen Ken take the pen, because his room was directly opposite that of the school clerk. Should I pretend I know nothing about it, thought Graham, or should I say something to Ken?

5. Students in group think about alternative and consequence that will happen from each decision of Graham.

6. Each group presents their decision to class.

Application (period3)

7. The teacher asks students to tell about steps which are used in decision making.

8. The teacher gives another new situation to students and asks each student to write his/her own decision with reason.

Evaluation: students' discussion and written work

Plan 5 : Predicting (3 periods)

Subject : English 025 (English Reading and Writing)

Level : M. 5

Terminal Objectives: Students should be able to write a paragraph about prediction.

Enabling Objectives: Students should be able to:

1. Examine information that are going to predict,
2. state a reasonable guess.

Teaching Materials: picture, questionnaire, reading passage

Procedure

Invitation (period 1)

1. The teacher shows the picture of high technology machines to students, then ask them "What are these machines used for?" and "How can we use these machines?"
2. The teacher raises the topic about "Life in the 21st Century", and asks students the following questions
 - What do you think will happen in the future?
 - Will our lifestyle change? How?
3. Students do questionnaire about "Life in the 21st Century".

What do you think will happen in the future? Agree, Disagree or Neutral

1. Lifestyle

- Everyone will live in cities.
- There will be houses under the sea.
- Families will live in communities.
- People will live on the moon.
- Every home will have a video telephone.
- Homes and factories will use solar energy.

2. Education

- Children will start school at 3.
- Computers will replace teacher.
- People will study until they are 30.

3. Work

- People will only work 4 hours a day.
- People will stop work at 45.
- All factories and offices will be run by co-operatives.
- Robots will take over most jobs.

4. International affairs

- America will have a woman President.
- Britain will have a black Prime Minister.
- There will be a law against having more than 2 children.

4. In pairs, students ask questions from the questionnaire and make comments on each answer. For example, do you think that in the future everyone will live in an apartment block? Why?

Exploration and Explanation (period 2)

5. The teacher gives reading passage "In the Year 2001" to students, and asks them to look at the predictions. In pairs, students note down the predictions that have already come true.

In the Year 2001

In the home, cookers will be set so that you can cook a complete meal at the touch of a switch. Television will provide information on prices at nearby shops as well as news and entertainment. Videophone will bring pictures as well as sound to telephone conversations. Machines will control temperature, lighting, entertainment, security alarms, laundry and gardening.

At work robots will take over most jobs in the manufacturing industries. Working hours will fall to under 30 hours a week. Holidays will get longer. Six weeks will be the normal annual holiday. Men and women will retire at the same age.

Our leisure will be different too. The home will become the centre of entertainment through television and electronic games. More people will eat out in restaurants than they do today; also they will have a much wider variety of food available. In Britain, there will be a change of taste towards a more savoury-flavoured menu. New synthetic foods will form a regular part of people's diets.

Foreign travel will increase; winter holidays will become more popular than summer ones. Also non-stop flights from Britain to Australia and New Zealand

will be cheap and easily available. Hobbies and education will become increasingly important.

6. Students in group of four or five are asked to think about their life in the next 20 years. The teacher suggests topic about lifestyle at home, work, leisure, hobby, travel, food etc.

Application (period 3)

7. The teacher gives a writing guideline about "Life in the 21st Century" to students and asks them to complete it in a paragraph.

8. Each student write a paragraph about their life in the next 20 years by using what they listed last time and the writing guidelines.

Evaluation: students' discussion and written work

Plan 6 : Analyzing for Tone (3 periods)

Subject : English 025 (English Reading and Writing)

Level : M. 5

Terminal Objectives: Students should be able to write his/her own headline and article to identify the tone of given story.

Enabling Objectives: Students should be able to:

1. select elements that reveal writer's attitude,
2. state what that attitude is.

Teaching Materials: poem, newspaper

Procedure

Invitation (period1)

1. The teacher introduces tone" to students, and asks them to give examples of tone from students' daily life. For example

- What is the tone of your parents when your room is dirty?
- What is the tone of voice when describing a party to be held?

2. The teacher asks students to think about the synonyms of tone, and make a list of words to describe tone such as ironical, playful, serious, respectful, sad, mocking, complaining, etc.

3. The teacher gives the poem" Love's Philosophy" to students.

Love's Philosophy

The fountains mingle with the river
 And the river with the ocean,
 The winds of heaven mix for ever
 With a sweet emotion;
 Nothing in the world is single,
 All things by a law divine
 In one another's being mingle
 Why not I with thine?
 See the mountain kiss high heaven
 And the waves clasp one another;
 No sister - flower would be forgiven
 If it disdain'd its brother :
 And the sunlight clasps the earth,
 And the moon beams kiss the sea
 What are all these kissings worth,
 If thou kiss not me

Percy Bysshe Shelley (1792)

4. In group of four or five, students answer the following questions
 - What is the purpose of this poem?
 - What is the tone of this poem? How can you know?
5. Each group presents what they think about the poem.

Exploration and Explanation (period 2)

6. The teacher shows the headlines from the newspaper, and asks students to think what happened in the news.
7. Students from the same group choose 3 headlines that they are interested in, and discuss the headlines in terms of tone. Students write two or three words that in their opinions describing the main attitude expressed in the headlines.
8. Students write their words on the board. Repetition will be omitted.
9. Students in the same group choose the issue that they want to write about, and write an article on the issue using the words from the board.

10. Each group presents their article to class.

Application (period 3)

11. The teacher shows the example of completed article to class.
12. The class together chooses the issue that everyone agrees to write on.
13. Each student selects the tone that they like and write his/her own headline and article.

Evaluation: student's discussion and written work

Plan 7 : Fact and Opinion

Subject : English 025 (English Reading and Writing)

Level : M. 5

Terminal Objectives: Students should be able to write a paragraph about facts and opinions.

Enabling Objectives: Students should be able to:

1. describe facts or opinions,
2. state words that are used in telling facts and opinions paragraph.

Teaching Materials: chart, article, reading passage

Procedure

Invitation (period 1)

1. The teacher shows the chart "Fabulous Fact of the World" to students.

Highest mountain	
<i>Peak</i>	<i>Height above sea Level (in metres)</i>
Everest	8,848
Godwin Austen	8,611
Kanchenjunga	8,586
Largest island	
<i>Island</i>	<i>Area (in square kms)</i>
Greenland	2,175,592
New Guinea	821,324
Borneo	746,543
Largest lake	
<i>Lake</i>	<i>Area (in square kms)</i>
Caspian	423,400
Lake Superior	82,300
Lake Victoria	74,664

2. In pairs, students practice making sentences about facts from the chart. For example: The Nile is the longest river in the world.

3. Each pair makes a question about other facts, and asks class to answer it.

4. The teacher gives an article "Crete Island" to students, and asks them to underline the word that show opinions.

I fell in love with Crete

The island of Crete is perhaps most famous for its history. The Palace of Knossos is certainly one of the most impressive sights in the world. But Crete has more to offer tourists than just history. The wild countryside, the rugged mountains, the coloured fishing boats, the beautiful sunsets are still printed on my memory.

And at the heart of it all is Aghios Niklaos, a most picturesque village situated on the north coast of the island. The attractive waterside bars and the busy tavernas vibrate with bouzouki music until the small hours. Speak to friendly local people and they will show you where to eat the most delicious local food. Of course, like other Greek islands, Crete is very crowded in the high season. But the swimming is very good and the beaches are as clean as any you will find.

Nobody has ever gone to Crete without wanting to go back again, again and again.

5. The teacher asks student to think about other words that show opinions.
6. Students in pairs ask and answer about
- The most interesting book...
 - The most frightening film...
 - The stupidest thing you have ever done...
 - The most delicious meal

Exploration and Explanation (period 2)

7. The teacher gives a reading passage "Sydney" to students, and asks them to make note about population, natural beauty, historical sights, tourist attractions, entertainment, transportation system and climate.

Welcome to Sydney

Sydney is Australia's oldest, largest and liveliest state capital with a population of over 3,000,000. It is a colorful, modern city but it has also a natural beauty with green parkland and perhaps the world's most beautiful deep-water harbour.

As well as being famous for its modern buildings and roads, there are many places of historical interest in Sydney. For example, Mrs Macquirie's Chair, the area called the Rocks dating back to the early nineteenth century, and the attractive terrace houses of Paddinton, are all close to the harbour and the city centre.

Sydney has many attractions which tourists can enjoy-surf beaches, a zoo, Koala Bear Park and an Opera House which is situated at the water's edge. Some say that this is one of the most beautiful examples of modern architecture in the world. For further entertainment there is a wide variety of restaurants, theatres, nightclubs, sports and social clubs. There is also a very efficient network of communications within the city, including an underground railway, buses and taxis. Sydney has a very pleasant, temperate climate. The average temperature in summer is 21.7 c, and in winter 12.6 c.

There are few places in the world where a visitor can find such a rich variety of natural and historical beauty, entertainment and culture. Ask any Sydneysider about his city and he'll say there's no place like it.

8. Students underline the sentence or word which show opinions.
9. The teacher gives review exercise to check students' understanding about fact and opinion.

Exercise Fact or Opinion

- ___1. Remote villages need to be in touch with the rest of the world.
- ___2. Job stress in the United States has more than doubled since 1980.
- ___3. Wages in the Carolinas and Tennessee are 13% to 23% lower than those in California.
- ___4. High tech does not deliver the results its promises.
- ___5. The multimedia tv will become popular because of their novelty.
- ___6. Because of computer-aided design, today's fashions are much more creative.

Application (period 3)

10. In group of four or five, students ask and answer questions about their city, and make note of the answer under the different topic such as location, historical sights, natural beauty, tourist attractions, entertainment, transport system, etc. The teacher provides guidelines for students.

11. Each group presents to class.

11. Supposed that each student works for Tourism Authority of Thailand, he/she has to write paragraph describing their city or town to attract tourists.

Evaluation: student's discussion and written work

ภาคผนวก ค**แบบทดสอบวัดความสามารถในการคิดเชิงวิจารณ์**

Choose one of the following topics. Write a paragraph of your own argument and give reasons to support your idea.

- Students should not be allowed to have girlfriend or boyfriend.
- There is no need to wear uniform in school or college.
- Studying abroad is better than studying in Thailand.

ภาคผนวก ง

ตาราง 8 แสดงคะแนนเฉลี่ยของคะแนนความสามารถในการเขียนภาษาอังกฤษของนักเรียนเมื่อทำการประเมินหลังจากจบการเรียนรู้แต่ละแผน ในแต่ละหน่วย (N=25) คะแนนเต็ม 85 คะแนน

นักศึกษา ลำดับที่	งานที่ 1 (85)	งานที่ 2 (85)	งานที่ 3 (85)	งานที่ 4 (85)	งานที่ 5 (85)	งานที่ 6 (85)	คะแนน รวม (510)	คะแนน เฉลี่ย (μ)	S.D
1	61.2	65.7	65.5	59.5	64.7	69	385.6	64.26	3.41
2	53.7	54.5	62.2	61	62.5	67.2	361.1	60.18	5.17
3	55	59.5	58	59	67.2	69.7	368.4	61.40	5.73
4	60.5	65.7	64.7	65	63	54.5	373.4	62.23	4.22
5	52.5	61.7	47.2	53	59.2	64.5	338.1	56.35	6.52
6	59	60.2	64.2	63.7	66.2	72.5	385.8	64.30	4.81
7	53.7	64.2	55.5	59.5	63.7	57.5	354.1	59.01	4.28
8	50.7	65.2	63.7	66.5	65.2	64.2	375.5	62.58	5.90
9	61.2	57.2	67	65.5	69.5	62.2	382.6	63.76	4.43
10	56.7	58.7	55.5	64	64	60.7	359.6	59.93	3.61
11	55.5	61.5	62.5	54	57	64	354.5	59.08	4.11
12	51.7	50.5	59.7	63.2	70.7	62.2	358	59.60	7.59
13	50.7	59.2	51.7	56.2	68.5	67.2	353.5	58.91	7.58
14	60.2	62.5	65.2	65.2	67.5	72.5	393.1	65.51	4.24
15	56.2	58.2	54.7	61.2	63.5	71.5	365.3	60.88	6.11
16	52	54.7	58.2	55.7	64.5	69.2	354.3	59.05	6.53
17	57.2	44.7	69.2	58.7	56.5	64.2	350.5	58.41	8.28
18	48	61	72.2	64.7	69.2	77.2	392.3	65.38	10.22
19	61.7	56	61.7	66.7	62.7	69.5	378.3	63.05	4.65
20	55.2	55.7	58	55.2	63.2	71.2	358.3	59.75	6.38
21	61	70.5	68.7	72.2	70.5	74	416.9	69.48	4.52
22	59.2	67.5	61.5	67.5	69	72.7	397.4	66.23	4.99
23	63.2	70.7	58.5	70.2	72.2	75.7	410.5	68.41	6.34
24	58	48.7	59	63	63.7	72.2	364.6	60.76	7.75
25	59.2	57.7	53	62.5	58.7	71.5	362.6	60.43	6.22

μ	56.52	59.66	60.69	62.11	64.90	67.86	72.88		
S.D	4.12	6.33	5.90	4.96	4.22	5.67			

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก จ

ตัวอย่างงานเขียนของนักเรียน

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

Critical Thinking Ability Test

Choose one of the following topics. Write a paragraph of your own argument and give reasons to support your idea.

- Students should not be allowed to have girlfriend or boyfriend.
- There is no need to wear uniform in school or college.
- Studying abroad is better than studying in Thailand.

Students should not be allowed to have girlfriend or boyfriend. I think I will have boyfriend because if I have boyfriend. My life will be happy than now. I will study hard for our future. If my boyfriend and I study in same school I will take care him. I will love him and I will have a good time if I have him in my life. I will be a good boy because everything that I do my boyfriend can see that. I must do the good thing for him. When I don't understand subject he can help me. If I don't have money he will pay to me. And I think it is so good to have the special time with my boyfriend. And I think it is not bad to have boyfriend. Have somebody love me better than have somebody hate me. If I have boyfriend I promise I will be a good person for society for my mom for my dad for my family and the best person for my boyfriend.

Panitan

No. 8

Letter to Editor

Dear Editor

I want to send a new-year card and cookies to my boyfriend family. I the card I will write wishes to all members of his family. The problem is I don't know whether it's a good idea or not. Perhaps, a girl shouldn't do like this because of the strict culture. If you were his parents and received the card and cookies from me. How would you think about me? Should I send him?

Pattamaporn

No. 7

I know that your boyfriend parents love you (you used to tell me). So it isn't a problem that you will send them some gifts. They have known and talked to you before. I think they're very kind family and won't care about the strict that culture. If you wish them the best things, why won't they receive? Keep your intention and do it the best.

Yes, you should send them...!!! Good Luck to you.

Tanyaluck

Cause-Effect writingDeforestation

Nowadays, there're only 28 percent wooded area in Thailand. Because of the deforestation, it's lowers the wooded area every year. Deforestation causes many of these events.

First, it makes rain fall in other different season. If it rains hard, there will be much water flowing fast from the hills. If the hills have little trees, they can't resist the flood. This flood affects people who live in downtown and wildlife. In addition, this fast-flowing water destroy soil surface. You will no longer use that soil. Besides, you have to buy wooden products from other countries if all of your trees are cut down.

These are effects that result from deforestation and if you want the forests to be with you, you should plant and never cut them down.

Kasama

No. 1

Compare-Contrast writing

I think living in countryside is unlike living in the city because living in countryside, there is good atmosphere and surrounded with beautiful nature so you will have a good health. On the other hand, living in the city may make you serious about your daily life such as when the traffic jam and you must go to work on time. Even though there are a lot of high technology in the city, that's cause plenty of pollution. For example, air pollution from many cars or water pollution from the factories. In the city also have a lot of thief which come from people who are unemployed. Moreover, people in the city are selfish and always takes advantages of the other. In contrast, people in the countryside are generous and friendly such as, they always help each other when the harvest comes. Although the countryside is far away from prosperity of city, it's a peaceful place without any pollution .

Sochaya

No. 27

Prediction**My Life in the Next 20 Years**

In the next 20 years, I'll be 36 years old. I'll get married with "Poori" and have 2-3 children. We'll make a resort hotel in Phuket or Krabi. It'll be the perfect one. An exclusive atmosphere is provided by 200 luxurious accommodation units designed in village style., while a central clubhouse affords superb dining and entertainment facilities. We'll play watersports at evening from boating to windsurfing and scuba diving. At our resort, there are the park attractions of horse riding, bicycling, pitch and putt golf, children's playground and fresh water swimming pool. A regular transport service is also available for shopping sprees in town. My family'll go shopping every weekend. On holiday we'll go to visit foreign countries. In summer we'll call at the Death Sea. I'll go to temple once a week to purify my mind.

Antika

No. 29

Criticism

"Maung Maya" is a great soap opera that on aired on Channel 5 every Friday, Saturday and Sunday but it was ended for almost a year. Although it was ended, I still remember the story which is very impressing. I think it was really good because the story is about, actors, actresses and their lifes that was very interesting. The charactors were acting very well, they could make people felt the same as them especially "Runchalee" who was acted by Nutsaba Wanishayngkul. She was a bad woman and she could acted very well that the people hated her. The scenes were good and beautiful. Well, I think everything in Muang Maya" was very good and suitable to be the great soap opera of exact.

Thattaworn

No.3

Fact and Opinion

Travel guide: Hello Ho Chi Minh City

Ho Chi Minh City, Vietnam is not dangerous like in the past. It becomes one of historical cities for Vietnam War. Nowadays, no bomb, no war appears anymore. Just be a lot of remarkable places and memorial things that remind us about the severity of the war. The old name of this city is Si Ngoh. Most people in the southern still use this name with streets, public places and shop's name. In the past Si Ngoh was a capital city of South Vietnam. Later, Ho Chi Minh gathered North Vietnam and South Vietnam to be one country. So they changed the name to be "Ho Chi Minh City" to show their respect to him. Now the capital city of Vietnam is "Hanoi"..

There are many interesting places in Ho Chi Minh City such as Cachi, Ben Thanh Market, Vien Bao Tang, Cach Mang – the museum of revolutions, Fine Art Museum, Nha Rong (Ban Mungkorn) – a memorial place of Ho Chi Minh, Town Square – the center of business, Cholon- China town in the city, Cho Quan- French Church, Vihh Nghiem – the Japanese pagoda, Giac Vien- the Buddhist temple, Mariamman – Hindu temple, etc.

Cuchi is an underground tunnel. North Vietnam used the tunnel to attack on the USA army. Furthermore, inside the tunnel, there are a dormitory section, a nursing section, a kitchen section, a theater section and a vietnamese hammock in the living room. Outside the tunnel there are a model of the tunnel, the plan of Cuchi Tunnel and models of soldiers. Many people think that Americans are clever but they couldn't get in to the tunnel. They used many methods to find the tunnel and destroy it like explosion a village, forests, gardens and using poisonous substance to kill plants. Because of their behaviour, there are many troubles about farming in the city.

Tourists can enter the tunnel and don't paid for any ticket. The tunnel is 8 metre wide, 1.20 metre high and 200 kilometre long. If you walk along the tunnel, you will find Dang River outside. How miracle it is!!!

Another place that you should visit before leaving this city is Ben Thanh Market. It is over 100-year-old and over 11,000 square metre. There are many kinds of goods such as vegetables, fruits, animals and cuisine, which is always cooked with sauce called

Noun Mam, for example " Pho" (which is a sign of the lover). It is the same as noodle in Thailand and Bang Mhee which is baquettes-french bread. Don't forget to get on Sam Lor Theeb because you can see french style buildings around the city and save your money and your life. But if you are in a hurry I suggest that you should call a motorvcycle service. It helps you to reach your destination easily and fast in a bad traffic jam especially downtown.

Sunanta

No. 24

ประวัติผู้เขียน

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