

APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A

The Evaluation Form of Content Validity of Lesson Plan of English

Writing on the Genre-based Approach for Grade 6 Students

(For Experts)

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Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means most appropriate 4 means more appropriate
 3 means average appropriate 2 means less appropriate
 1 means the least appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Learning Objectives					
2.1 Correspond with contents					
2.2 Clear and easy to understand					
2.3 Suitable for students' age					

Statements	Opinion Level				
	5	4	3	2	1
3. Contents					
3.1 Clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Suitable for students' level					
4. Learning Activities					
4.1 Enhance learning					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Appropriate with duration					
4.5 Suitable for students' age					
4.6 Learning activities begin from easy to difficult.					
5. Assessment and Evaluation					
5.1 Correspond with learning objectives					
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test					

Signature Evaluator

(.....)

APPENDIX B

The Evaluation of content Validity of Lesson Plan of English Writing on the Genre-based Approach For Grade 6 Students by the Experts

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means most appropriate 4 means more appropriate
3 means average appropriate 2 means less appropriate
1 means the least appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
1. Core Concept						
1.1 Correspond with learning objectives	4	5	4	4.33	0.58	More Appropriate
1.2 Useful for daily life	4	5	5	4.67	0.58	Most Appropriate
1.3 Suitable for students	4	5	5	4.67	0.58	Most Appropriate
1.4 Clear and easy to understand	3	5	4	4.00	1.00	More Appropriate
Total				4.42	0.21	More Appropriate
2. Learning Objectives						
2.1 Correspond with contents	4	5	5	4.67	0.58	Most Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
	2.2 Clear and easy to understand	3	5			
2.3 Suitable for students' age	3	5	5	4.33	1.15	More Appropriate
Total				4.44	0.33	More Appropriate
3. Contents						
3.1 Clear and easy to understand and interesting	4	5	4	4.33	0.58	More Appropriate
3.2 Correspond with learning objectives	4	5	5	4.67	0.58	Most Appropriate
3.3 Suitable for students' level	4	5	5	4.67	0.58	Most Appropriate
Total				4.56	0.00	Most Appropriate
4. Learning Activities						
4.1 Enhance learning	4	5	5	4.67	0.58	Most Appropriate
4.2 Correspond with contents	4	5	5	4.67	0.58	Most Appropriate
4.3 Correspond with learning objectives	4	5	5	4.67	0.58	Most Appropriate
4.4 Appropriate with duration	4	5	4	4.33	0.58	More Appropriate
4.5 Suitable for students' age	3	5	5	4.33	1.15	More Appropriate
4.6 Learning activities begin from easy to difficult	5	5	5	5.00	0.00	Most Appropriate
Total				4.61	0.36	Most Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
	5. Assessment and Evaluation					
5.1 Correspond with learning objectives	4	5	5	4.67	0.58	Most Appropriate
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	5	5	4.67	0.58	Most Appropriate
Total				4.67	0.00	Most Appropriate
Total				4.54	0.17	Most Appropriate

APPENDIX C

The Evaluation of Efficiency of Lesson Plans of English

Writing on Genre-based Approach for

Grade 6 Students

The individual trial for effectiveness evaluation of lesson plans in English writing on genre-based approach for grade 6 students.

Student Number	Pre-test Scores (40)	Exercise Scores (100)	Post-test Scores (40)	E1	E2
1	26.67	92	36.33		
2	20.00	96	32.34		
3	8.33	80	28.33		
4	9.66	80	25.33		
5	11.66	67	24.00		
6	17.67	82	27.00		
7	19.67	84	32.33		
8	14.66	81	27.33		
9	6.67	64	25.00		
10	12.67	85	30.66		
11	14.66	91	30.67		
12	23.34	85	32.67		
13	21.67	94	35.00		

Student Number	Pre-test Scores (40)	Exercise Scores (100)	Post-test Scores (40)	E1	E2
14	25.66	96	32.67		
15	21.33	94	31.00		
16	29.00	96	34.00		
17	19.33	87	30.00		
18	27.34	82	37.00		
20	8.67	72	23.00		
21	11.00	89	26.33		
22	23.33	80	29.33		
23	7.00	92	24.66		
24	8.00	82	25.33		
25	8.67	80	30.34		
26	20.00	84	29.33		
27	13.66	89	32.33		
28	25.66	100	36.67		
29	10.00	98	30.00		
30	24.33	96	36.00		
Total Scores	500.65	2571	903.65		
Mean Scores	16.69	85.70	30.12		
Percentages	41.72	85.70	75.30	85.70	75.30

APPENDIX D**Lesson Plans**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 1

Course: Fundamental English (E16101)

Grade Level: Grade6

Theme: Writing

Topic: Orientation

Semester 2/2013

Time Allocation: 2 periods

1. Core Concept

Orientation is aimed to accommodate learning process.

Pre-test is constructed to check the students' background knowledge.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various kinds of sentences. use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write according to the topic given.

3.2 Enabling Objectives

Students are able to:

3.2.1 Write the sentences correctly.

3.2.2 Spell words correctly.

3.2.3 Use punctuation mark correctly.

3.2.4 Write sentence structure correctly.

4. Enduring Understanding

4.1 Use the words, expressions, and structures to write correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Content Areas/ Learning Strands

Pre-test (Achievement tests) of the genre-based approach including narrative and procedural writing.

7. Learning Activities/ Procedures:

Period

Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.
- 3) Teacher informs that pre-test is developed to check students'

background knowledge before learning through the genre-based approach in order to prepare and pay attention to learn.

Presentation

- 1) Teacher gives the pre-test (achievement test), and a piece of paper to all student.
- 2) Teacher explains how to do the test which the students have to choose two topics from the lists given to write, one topic for narrative writing and one topic for procedural writing and write at least 50 words within 45 minutes for each. There are 20 points for each.

Practice

- 1) Students do the pre-test (achievement test).
- 2) Students submit a piece of paper to the teacher.
- 3) Students do questionnaire about self-efficacy toward writing before learning through the genre-based approach which consist of 3 parts. The first part is about the general information of participants which consists of sex and English

G.P.A. in the first semester of academic year 2013. The second part comprises of 10 statements of five-point rating scales questionnaire with Likert's rating scale. The third part is about additional information or other opinions in learning English writing through the genre-based approach apart from part 1. The question is in the open – ended form in which the subjects can write down their suggestions or comments in the questionnaire.

4) Teacher tells students about Genre-based Approach which the teacher will use to improve writing ability of students. Then, teacher explains more about Genre-based Approach is and the steps of teaching writing through genre-based approach. The students will learn 2 genres: Narrative writing and Procedural writing to teach. Narrative writing consists of myself and my family. Procedural writing consists of how to make an omelet and how to make orange juice. It will take 4 hours for each topic.

Production

- 1) Teacher corrects the students' writing about narrative writing and procedural writing and gives some marks.
- 2) Teacher checks the questionnaire about self-efficacy toward writing of the students before learning through the genre-based approach.

Wrap up

- 1) Students discuss, express some opinions, and conclude about the pre-test

8. Materials/ Teaching Aids

8.1 Pre-test (achievement test)

8.2 Pieces of paper

8.3 Questionnaire.

8.4 Score record form

9. Evaluation

9.1 How to evaluate:

- Check the students' writing.
- Check the students' answering the questionnaire,

9.2 Instruments of evaluation

- Writing rubric.

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

12. Department Head's Comments

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Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsaniratwiththayakhom School Vice Director

School Director's Comments

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Signature

(Mr. Sittichai Rangsai)

Thatumsaniratwiththayakhom School Director

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14. Remark

14.1 Result of the Learning

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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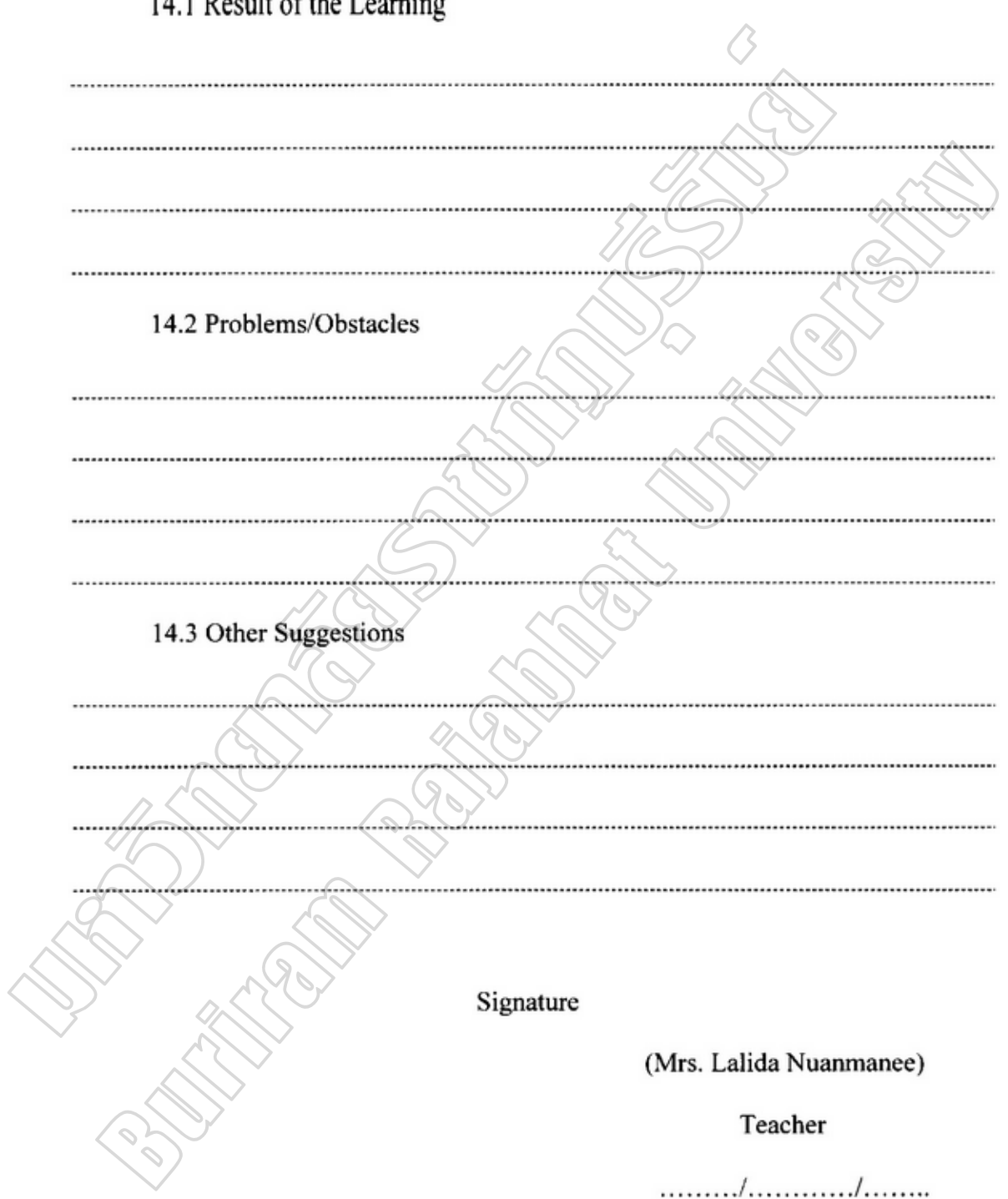
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Signature

(Mrs. Lalida Nuanmanee)

Teacher

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Appendix

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement Test (Pre-test)**Topic: Narrative Writing****Fundamental English (E 16101)****Grade 6****Foreign Languages Department**

Directions: Choose one topic from the lists below and write at least 50 words. There are 20 marks and you have 45 minutes to complete this task.

1. Myself

2. My family

Achievement Test (Pre-test)**Topic: Procedural Writing Fundamental English (E 16101)****Grade 6****Foreign Languages Department**

Directions: Choose one topic from the lists below and describe the procedure. There are 20 marks and you have 45 minutes to complete the task.

1. How to make an omelet
2. How to make orange juice

**Questionnaire of Students' Self-efficacy
Toward Writing for Grade 6 Students**

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This questionnaire is designed to assess students' self-efficacy toward writing for grade 6 students. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

Sex: Male Female

English G.P.A. (1/2013): 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students' Self-efficacy Toward Writing for Grade 6 Students

Directions: Read each statement in the questionnaire, then put a tick in the box that best represents your opinions.

5 = The Most agree

4 = More agree

3 = Moderate agree

2 = Less agree

1 = The least agree

Example

No.	Statements	Levels of Opinion				
		5	4	3	2	1
0	I plan before starting to write.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I plan before starting to write.					
2.	I write a clear, focused text that stays on topic.					
3.	I use details to support the ideas.					
4.	I use proper and correct words for a particular text.					
5.	I use sentence structure correctly.					
6.	I use punctuation correctly.					
7.	I use grammar correctly.					
8.	I spell the words correctly.					
9.	I need editing writing from another person.					
10.	I finish writing within the time given.					

Part 3: The Open-ended Question

Directions: Express your ideas or make suggestions regarding learning English writing through the genre-based approach.

Thank you very much for your cooperation

Lesson Plan 2

Course: Fundamental English (E16101)

Grade Level: Grade6

Theme: Narrative Writing

Topic: Myself

Semester 2/2013

Time Allocation: 4 periods

1. Core Concept

Giving information about ourselves is necessary because it is used as a tool to communicate among people. Students should be able to write their story in order to tell their general information such as name, surname, age, birthday, favorite things, etc, which students can apply knowledge to their daily life such as filling the application form, making name card, etc.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write their story correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 read aloud the passages correctly.

3.2.2 analyze and discuss about words and structure used in the story correctly.

3.2.3 pronounce, spell, and tell the meaning of vocabulary correctly.

3.2.4 do the activities about myself correctly.

3.2.5 write the sentence structure correctly.

3.2.6 write their story.

4. Enduring Understanding

4.1 Use the words, expressions, and structures with writing about their story correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 VOCABULARY:

name, surname, nickname, birthday, age, nationality, sex, religion, male, female, tall, weight, height, address, favorite, sub district, district, province, free time, etc.

6.2 GRAMMAR Present simple tense structure:

S+ V.1.....

6.3 FUNCTION: giving information about themselves

7. Learning Activities/ Procedures:

Period 1-3

Warm up

- 1) Teacher and students greet each other.
- 2) Teacher divides the students into 5 groups and explains how to play game. Then, the students in each group will write the words related to the topic "myself" such as name, nickname, age, birthday, etc. on a piece of paper within 5 minutes. The group that can write with the highest number of words and spell correctly will be the winner.

3) Students play a game.

4) Teacher tells students about learning objectives and the lesson today.

Presentation

1) Teacher gives the model of myself to all students and lets them to read.

2) Students brainstorm about vocabulary and structure used.

3) Teacher and students discuss about vocabulary and structure used together.

4) Teacher writes down vocabulary and structure on the board and tells the students to read, spell, and gives the meaning.

5) Teacher teaches new vocabulary and structure.

6) Teacher tells the students to read, spell, and tells the meaning of the new words and structure.

7) Teacher tells the students to write down vocabulary and structure used in their notebooks.

Practice

1) Students do the activities about myself.

2) Students and teacher correct the activities together.

3) Students write their story following to the model given by using their own information individually.

4) Students work in group of three to construct the story without model.

Period 4**Production**

Students write their story individually without model. They have 45 minutes to complete the task.

Wrap up

- 1) Teacher concludes the vocabulary and structure used in writing myself.
- 2) Teacher records the scores from doing activities on the score record form.
- 3) Teacher checks the students' writing.

8. Materials/ Teaching Aids

- 8.1 Model
- 8.2 Activities
- 8.3 Answer key
- 8.4 Pieces of paper
- 8.5 Score record form

9. Evaluation**9.1 How to evaluate:**

- Check the students' writing.
- Check the students' activities.

9.2 Instruments of evaluation

- Writing rubric.
- Answer key.

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

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12. Department Head's Comments

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Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsaniratwithhayakhom School Vice Director

School Director's Comments

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Signature

(Mr. Sittichai Rangsai)

Thatumsaniratwithhayakhom School Director

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14. Remark

14.1 Result of the Learning

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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Signature

(Mrs. Lalida Nuanmanee)

Teacher

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Appendix

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Model of My Story

My name is Nadetch Kukimiya. My nickname is Barri. I am twelve years old. My birthday is Tuesday 18 September 2001. My nationality is Thai. I am Christian. My address is 50 Ban Pon , Muang subdistrict, Muang district, Khonkhaen province. My phone number is 081-5930822. My e-mail address is Barri @ hotmail.com. I study in grade 6 at Anuban Khonkhan School. My favorite colors are green and yellow. My favorite fruits are bananas, apples, and rambutans. I am 155 centimeters tall. My weight is 30 kilograms. I like to play football in my free time. My friends are Yaya and Mark.



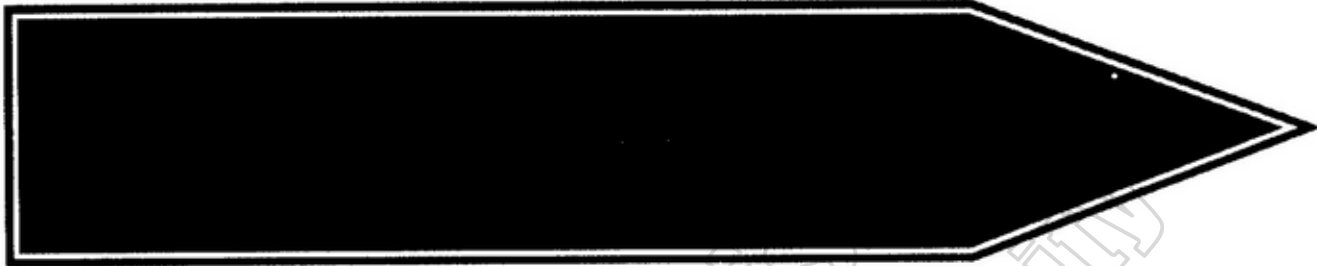
Activity 1

Name..... Class..... No.....

Directions: Match the words in column A with its Thai meaning in column B and you have 10 minutes. (10 marks)

A	B
.....1. Nationality	a. ซ้อเล่น
.....2. Occupation	b. น้าหนัก
.....3. Name	c. กีฬา
.....4. Weight	d. ที่อยู่
.....5. Free time	e. อาชีพ
.....6. Nickname	f. สี
.....7. Phone number	g. ซ้อ
.....8. Address	h. สัญชาติ เชื้อชาติ
.....9. Sport	i. เวลาว่าง
.....10. Color	j. เบอร์โทรศัพท์

Activity 3



Example student / I / a / am /.

= I am a student.

1. name/Jane/My/is/.

.....

2. from/England/I/am/.

.....

3. weight/is/My/kilograms/25/.

.....

4. am/eleven/old/I/years/.

.....

5. play/I/free time/like/volleyball/to/my/in/.

.....

6. nickname / Tony/is/My/.

.....

7. am/centimeters/I/160/tall/.

.....

8. phone number/081-8768521/My/is/.

.....

9. favorite/and/are/blue/My/colors/pink/.

.....

10. like/I/to/books/read/.

.....

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Activity 1 Answer Key

1. h

6. a

2. e

7. j

3. g

8. d

4. b

9. c

5. i

10. f



Activity 2 Answer Key

My name is Petchthai Wongkhamlao. My ...nickname... is Mum. I am 11 ...years...old. I ...study... in grade 5 at Anuban Yasothorn School. My...birthday... is Sunday 20, October 2002. My ...nationality...is Thai. I am 145 centimeters tall. My ...weight...is 35 kilograms. My...address... is 3 Moo. 8, Kootchum district, Yasothorn province. My...phone number...is 090-3456231. I like to read books in my free time... My favorite ...color... is pink. My friends are Nong and Theng.



Activity 3 Answer Key

1. name/Jane/My/is/.

My name is Jane.

2. from/England/I/am/.

I am from Thailand.

3. weight/is/My/kilograms/25/.

My weight is 25 kilograms.

4. am/eleven/old/I/years/.

I am eleven years old.

5. play/I/free time/like/volleyball/to/my/in/.

I like to play volleyball in my free time.

6. nickname / Tony/is/My/.

My nickname is Tony.

7. am/centimeters/I/160/tall/.

I am 160 centimeters tall.

8. phone number/081-8768521/My/is/.

My phone number is 081-8768521.

9. favorite/and/are/blue/My/colors/pink/.

My favorite colors are blue and pink.

10. like/I/to/books/read/.

I like to read books.

Lesson Plan 3

Course: Fundamental English (E16101)

Grade Level: Grade6

Theme: Narrative Writing

Topic: My Family

Semester 2/2013

Time Allocation: 4 periods

1. Core Concept

Giving information about family is importance. Students should be able to write about their family in order to tell general information such as numbers of people in family, their name, their age, their occupation, etc.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write about their family correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 read aloud the passages correctly.

3.2.2 analyze and discuss about words and structure used in the story correctly.

3.2.3 pronounce, spell, and tell the meaning of vocabulary correctly.

3.2.4 do the activities about family correctly.

3.2.5 write the sentence structure correctly.

3.2.6 write about their family.

4. Enduring Understanding

4.1 Use the words, expressions, and structures with writing about their family correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 VOCABULARY:

family, father, mother, brother, sister, aunt, uncle, son, daughter, niece, nephew, cousin, grandfather, grandmother, husband, wife, etc.

6.2 GRAMMAR Present simple tense structure: S+V.1

6.3 FUNCTION: giving information about their family

7. Learning Activities/ Procedures:

Period 1-3

Warm up

- 1) Teacher and students greet each other.
- 2) Teacher divides the students into 5 groups and explains how to play game. Then, the students in each group will write the words related to the topic “my family” such as father, mother, uncle, son, etc. on a piece of paper within 5 minutes. The group that can write with the highest number of words and spell correctly will be the winner.
- 3) Students play a game.
- 4) Teacher tells students about learning objectives and the lesson today.

Presentation

- 1) Teacher gives the model of my family to all students and tells them to read.
- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and the students discuss about vocabulary and structure used together.
- 4) Teacher writes down vocabulary and structure on the board and tells the students to read, spell, and gives the meaning.
- 5) Teacher teaches new vocabulary and structure.
- 6) Teacher tells the students to read, spell, and tell the meaning of the new words and structure.
- 7) Teacher tells the students to write down vocabulary and structure used in their notebooks.

Practice

- 1) Students do the activities.
- 2) Students and teacher correct the activities together.
- 3) Students write about their family following to the model given individually.
- 4) Students work in group of three to construct the story of family.

Period 4

Production

Students write about their family without model individually. They have 45 minutes to complete the task.

Wrap up

- 1) Teacher concludes the vocabulary and structure used in writing about family.
- 2) Teacher records the scores from doing activities on the score record form.
- 3) Teacher checks the students' writing.

8. Materials/ Teaching Aids

- 8.1 Model
- 8.2 Activities
- 8.3 Answer key
- 8.4 Pieces of paper
- 8.5 Score record form

9. Evaluation

- 9.1 How to evaluate:
 - Check the students' writing.
 - Check the students' activities.
- 9.2 Instruments of evaluation
 - Writing rubric.
 - Answer key.

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

12. Department Head's Comments

Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsaniratwittayakhom School Vice Director

School Director's Comments

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Signature

(Mr. Sittichai Rangsai)

Thatumsaniratwittayakhom School Director

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14. Remark

14.1 Result of the Learning

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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Signature

(Mrs. Lalida Nuanmance)

Teacher

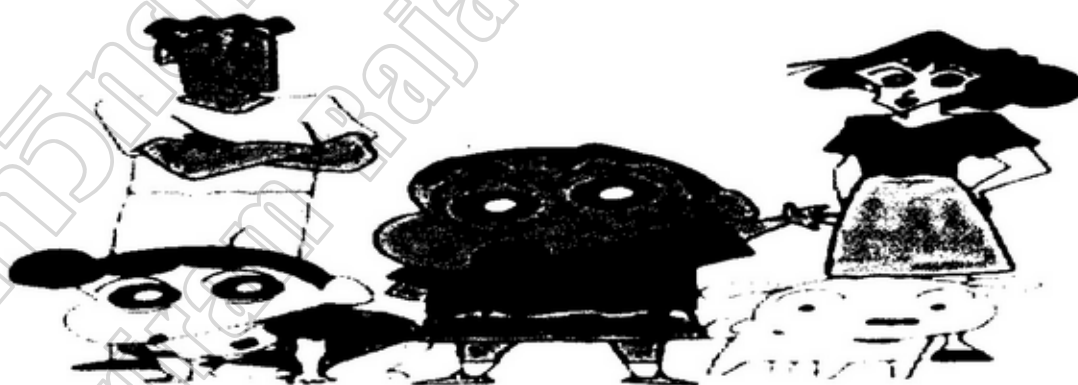
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Appendix

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Model of My Family

There are four people in my family. They are father, mother, elder sister, and I. My father's name is Tongbai Jaidee. He is forty-two years old. He is a farmer. He is the best father. He is handsome. My mother's name is Pennapa Jaidee. She is thirty-nine years old. She is a teacher. She is very kind. My elder sister's name is Sangduen Jaidee. She is twelve years old. She is a student. She studies in grade 6 at Ban Phumsarol School. We live at 227 Moo 1 Ban Phumsarol, Saothongchai subdistrict, Kantharaluk district, Srisaket province. We like to cook and watch television together. I love my family very much.



Activity 1

Name..... Class..... No.....

Directions : Match the words in column A with its Thai meaning in column B.

You have 10 minutes. (10 marks)

A

-1. Sister
-2. Mother
-3. Uncle
-4. Aunt
-5. Grandmother
-6. Daughter
-7. Brother
-8. Father
-9. Grandfather
-10. Son

B

- a. ลูกสาว
- b. น้องสาว พี่สาว
- c. ปู่ ตา
- d. แม่
- e. น้องชาย พี่ชาย
- f. ลูก อา
- g. ลูกชาย
- h. ป้า น้า
- i. พ่อ
- j. ย่า ยาย

ภาพนี้แสดงครอบครัว
ครอบครัวของฉัน

นี่คือครอบครัวของฉัน

นี่คือครอบครัวของฉัน

นี่คือครอบครัวของฉัน



ครอบครัวของฉัน

นี่คือครอบครัวของฉัน

นี่คือครอบครัวของฉัน

Activity 2

Directions: Reorder the story into correct order. You have 10 minutes.

(10 marks)



There are four people in my family.

My father's name is Sombat Thongmak.

She is eleven years old. She is a student.

He is forty-seven years old. He is a soldier.

She is thirty-nine years old. She is a teacher.

They are father, mother, elder sister, and I.

She studies in grade 5 at Ban Thammasa School.

My mother's name is Sangchan Thongmak.

I love my family very much.

My elder sister's name is Nisarath Thongmak.

Name Class No

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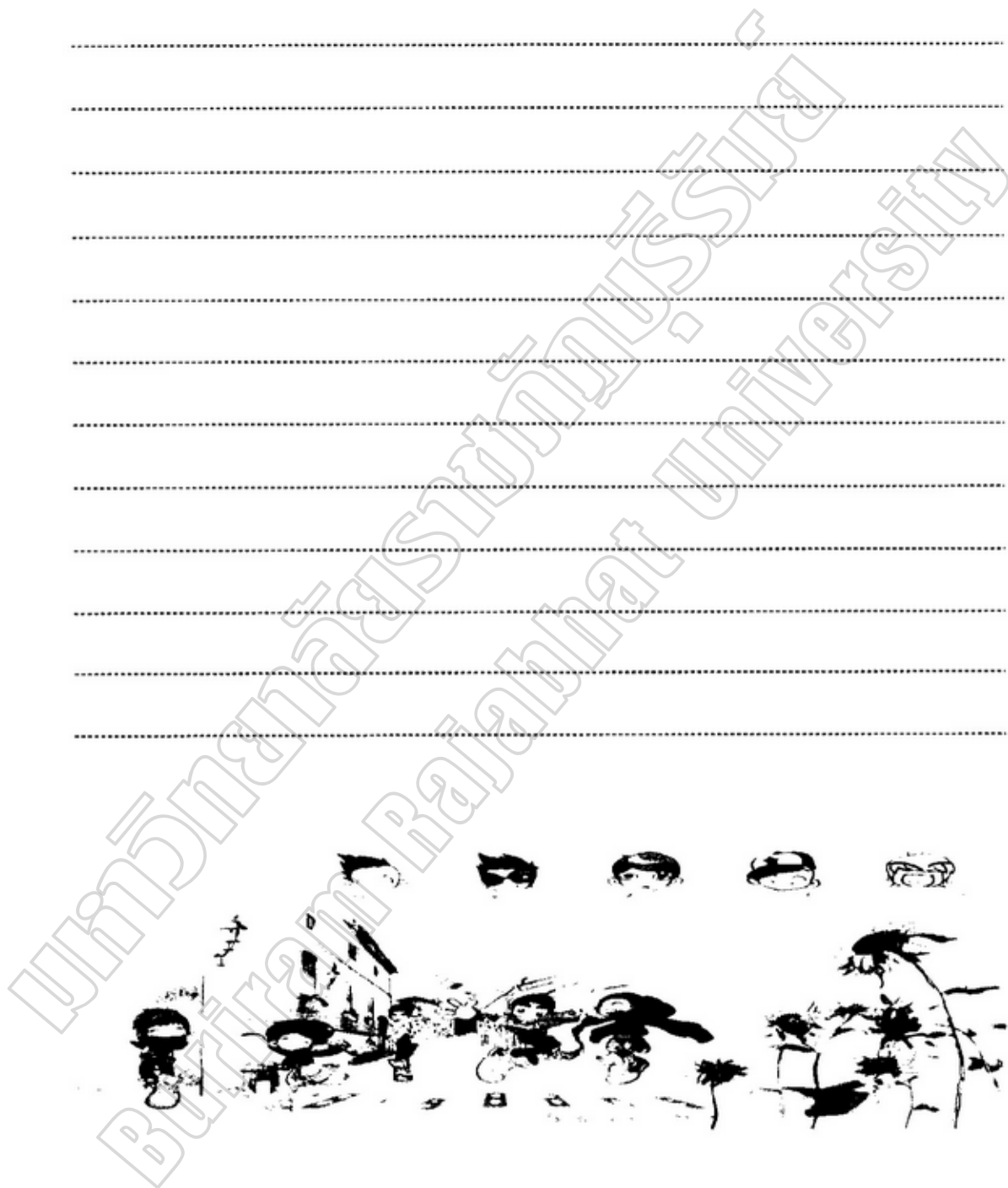
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Activity 1 Answer Key

1. b

6. a

2. d

7. e

3. f

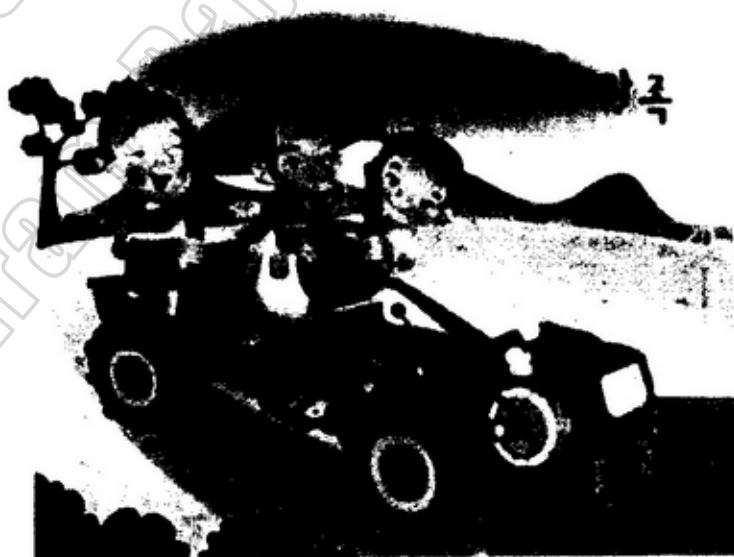
8. i

4. h

9. c

5. j

10. g



Activity 2 Answer Key

There are four people in my family. They are father, mother, elder sister, and I. My father's name is Sombat Thongmak. He is forty-seven years old. He is a soldier. My mother's name is Sangchan Thongmak. She is thirty-nine years old. She is a teacher. My elder sister's name is Nisarath Thongmak. She is eleven years old. She is a student. She studies in grade 5 at Ban Thammasa School. I love my family very much.



Lesson Plan 4

Course: Fundamental English (E16101)

Grade Level: Grade6

Theme: Procedural Writing

Topic: How to Make an Omelet

Semester 2/2013

Time Allocation: 4 periods

1. Core Concept

Describing the steps of something done is importance. Students should be able to explain how to make food which start with preparing the ingredients and steps of how to make it. Students can apply the knowledge to their daily life to describe how to cook food.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various

kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write steps of making food correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 read aloud the passages correctly.

3.2.2 analyze and discuss about words and structure used in the passage correctly.

3.2.3 pronounce, spell, and tell the meaning of vocabulary correctly.

3.2.4 do the activities correctly.

3.2.5 write the sentences correctly.

3.2.6 Use time- order correctly.

4. Enduring Understanding

4.1 Use the words, expressions, and structures with writing about making food correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 VOCABULARY: ingredients, oil, pan, egg, tomato, omelet, fish sauce, dish, serve, hot, pour, mixed, omelet, preparation, first, after that, then, next, finally, etc.

6.2 GRAMMAR : Present simple tense structure:

6.3 FUNCTION: giving information about making food

7. Learning Activities/ Procedures:

Period 1-3

Warm up

- 1) Teacher and students greet each other.
- 2) Teacher divides the students into 5 groups and explains how to play game. Then, the students in each group will write the words which relate to the topic “How to make an omelet” such as egg, oil, pan, fish sauce, etc. on a piece of paper within 5 minutes. The group that can write with the highest number of words and spell correctly will be the winner.
- 3) The students play a game.
- 4) Teacher tells students about learning objectives and the lesson today.

Presentation

- 1) Teacher gives the model of how to make an omelet to students and tells them to read.
- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and the students discuss about vocabulary and structure used together.
- 4) Teacher writes down vocabulary and structure on the board and tells the students to read and gives the meaning.
- 5) Teacher teaches new vocabulary and structure.
- 6) Teacher tells the students to read and tell the meaning of the new words and structure.
- 7) Teacher tells the students to write down vocabulary and structure used in making food in their notebooks.

Practice

- 1) Students to do the activities.
- 2) Students and teacher correct the activities together.
- 3) Students write how to make fried chicken following to the model given.
- 4) Students to construct how to make fried rice by working in group.

Period 4**Production**

Students write how to make fried fish without model. They have 45 minutes to complete the task.

Wrap up

- 1) Teacher concludes vocabulary and steps of making omelet.
- 2) Teacher corrects the students' writing.
- 3) Teacher records the scores from the activities on record form.

8. Materials/ Teaching Aids

- 8.1 Model
- 8.2 Activities
- 8.3 Answer key
- 8.4 Pieces of paper
- 8.5 Score record form

9. Evaluation**9.1 How to evaluate:**

- Check the students' writing.
- Check the students' activities.

9.2 Instruments of evaluation

- Writing rubric.
- Answer key

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

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12. Department Head's Comments

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Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsanitratwithhayakhom School Vice Director

School Director's Comments

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(Mrs. Lalida Nuanmanee)

Teacher

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Appendix

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Buriram Rajabhat University