Appendix A

The Final Exam Paper of the Fundamental English Course for Grade 11, 2/2000,
Thayaiwittaya School

ที่สอบมีสูบเกี่ยวกับวิชาอังกฤษ มีวันที่ 2 โรงเรียนทายี่ใหม่ วันจันทร์ วันที่ 11 และวันศุกร์ วันที่ 12 นัดเกี่ยวกับวิชาอังกฤษ วันศุกร์ 1.30 นั้นเริ่ม

ขั้นตอน 1.
1. ขอสอบถามผู้แทน 32 หน้า ตอนที่ 1 แบบเขียนสอบ จำนวน 75 ชื่อ
ตอนที่ 2 แบบเขียน

2. หน้าที่ข้อหนึ่งเป็นข้อศูนย์สอบ

3. หน้าที่ข้อสอบออกสอบถูกลบ

4. เผยแบบทุจริต กระทบค่าคะแนนจะไม่คุ้มครอง

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รวม | 40 |
POLICE raided a popular Bangkok discothèque recently and arrested more than 100 affluent teenagers on charges ranging from drug possession to having high-powered pistols.

Police chief Pracha Prumno said the raid was part of the department's nationwide crackdown on drug abuse by teenagers.

Sukisan Khong-Udom, 28, son of Chatchawal Khong-Udom, who is also known as Chat Taopoon and the owner of Siam Rath newspaper, was caught in the raid and charged with not carrying an ID card.

The raid was carried out at 3 a.m. at the Zest Pub in the northern Bangkok district of Klong Toey.

Crime Suppression Division, police said they found large amounts of the drug Ecstasy, known locally as "yana", the depressant Ketamine, known as "ya K", and marijuana.

As well as the drugs, police say they took two 9-mm pistols and two 11-mm military pistols.

Gen Pracha said many of the teens arrested were the sons and daughters of some of Bangkok's most prominent business and political leaders.

He said police will continue their crackdown.

1. What's the topic of the passage?
   a. Siam Rath Newspaper
   b. Bangkok Police Station
   c. Teenagers arrested with drugs
   d. New Police leader

2. What's Chat Taopoon's real name?
   a. Pracha Prumno
   b. Chatchawal Khong-Udom
   c. Sukisan Khong-Udom
   d. Gen Suppression

3. How many guns did the police take from the disco?
   a. 2
   b. 4
   c. 9
   d. 11

4. What kind of drug was not found there?
   a. Heroin
   b. Ya 'E'
   c. Ya 'K'
   d. Marijuana

5. Before being arrested, where were the teenagers?
   a. At the Zest pub
   b. At Siam Rath newspaper office
   c. At Taopoon District Hall
   d. At Northern Bangkok police station

6. The topic of the passage is......
   a. Pan Am jet bound for New York
   b. Pan Am forced to return after takeoff
   c. A jumbo jet plane fell off
   d. A jumbo jet in international Airport

LOS ANGELES - A Pan Am Jumbo jet bound for New York was forced to return to Los Angeles International Airport shortly after takeoff Tuesday when several passengers saw parts of an engine cover fall off the plane, officials said.
To answer 7-8

Bloomington – Lary Holmes knocked down Scott Ledoux in the sixth round and then stopped the challenger in the seventh to retain the World Boxing Council heavyweight championship Moday.

Referee Davey Pearl ended the bout at 2:05 of the seventh round when the ruled that Ledoux couldn’t continue.

7. The passage is about…….
   a. tennis   b. badminton   c. boxing   d. golf

8. Who was the winner?
   a. Holmes   b. Ledoux   c. Pearl   d. Council

To answer 9-10

London – Two subway trains collided at a London station yesterday and it was believed that many passengers were injured.

One radio reporter on the scene said as many as persons were hurt. Dozens of ambulances raced to the Holborn underground station, where the collision took place. Police sealed off the entire area to other traffic as fire engines headed for the scene.

9. The topic of this passage is ...........
   a. London station   b. Underground accident
   c. Fire engines   d. Radio reporter

10. ‘injured’ means .........
    a. raced   b. collided   c. hurt   d. headed

To answer 11-13

A typhoon packing winds of up to 117 kilometres (73 miles) an hour struck south-central Vietnam, days after a storm killed more than 100 people, the Vietnam News Agency said.

The reporter also said an earthquake measuring 4.8 on the Richter scale struck the northeastern province of Quang Ninh bordering China Last Saturday. Tremors were felt in the national capital of Hanoi nearby and in the major port of Haiphong.
11. The topic of the passage is......
   a. Typhoon hits Vietnam
   b. Earthquake strikes China
   c. Storm kills Vietnamese
   d. Earthquakes occur in Hanoi

12. Which is not a province in Vietnam?
   a. Richter
   b. Hanoi
   c. Haiphong
   d. Quang Ninh

13. Typhoon is........
   a. an earthquake
   b. a storm
   c. a treason
   d. A news agency

To answer 14-15:
CHANTHABURI - In a dramatic bank robbery, gunfight, and car chase, provincial policemen shot one gunman to death and arrested another Tuesday while two policemen were killed and a hostage seriously injured in the crossfire, police reported.

Police said the two gunmen, identified as paramilitary troopers, were also suspected of gunning down a family in Prachin Buri on Nov 5.

14. The topic of the passage is......
   a. Gunfight
   b. Dead policemen
   c. Bank robbery
   d. Paramilitary troopers

15. How many people died in the incident?
   a. 1
   b. 2
   c. 3
   d. 4

To answer 16-17:
STOCKTON, Calif - Rock superstar Michael Jackson paid a surprise visit on Tuesday to the elementary school here where five students were slain by a lone gunman three weeks ago.

Jackson spent 35 minutes at the school, visiting with several hundred youngsters from kindergarten to the sixth-grade who were given T-shirts, posters and autographed photographs of him.

16. The topic of the passage is......
   a. Singer Jackson visits scene of massacre
   b. Singer Jackson takes photographs with children
   c. Gunman opens fire at elementary school
   d. Gunman visits kindergarten school
17. For elementary school, students study, from..................
   a. Prathom 1-Prathom 6  b. Prathom 5-Mattayom 3
   c. Mattayom1-Mattayom 6  d. Prathom 1-Mattayom 6

   To answer 18-19

Los Angeles (AP) – Dancer and choreographer Howard Jeffery, who worked with
Barbra Streisand and the late Natalie Wood in plays like “West Side Story” and movies like
“Funny Girl”, has died of complications from AIDS. He was 53.

18. The topic of the passage is .......... 
   c. Howard Jeffery and Barbra Streisand
   d. Howard Jeffery becomes the great actor and dancer.

19. Jeffreys was not .......... 
   a. a dancer  b. an actor  c. choreographer  d. a reporter

   To answer 20

Chiang Mai – Provincial authorities will intensify the ongoing family planning
campaign to curb the birth rate among hilltribe women, the province’s governor said
yesterday.

Only about 1,180 of the total 21,000 hilltribe women in the fertile ages of 15-44
years are practising birth control since the campaign was launched years ago, said Chiang
Mai Governor Pairat Dejarin.

20. The topic of the passage is .......... 
   a. Provincial authority planning 
   b. Governors planning campaign
   c. Family planning in Chiang Mai
   d. Governor’s birth rate
Aderans Thai., Ltd.

ADERANS THAI LIMITED
We, a Boi promoted company, are seeking qualified candidates to fill the following positions:-

1. Assistant G.M.
   - Male or female
   - University graduate in Business Administration
   - Good command of spoken and written English and Japanese is an advantage

2. Supervisor 5 positions
   - Male or female
   - University graduate
   - Good command of spoken and written English and Japanese is an advantage

3. Accountant 2 positions
   - Male or female
   - Commercial college or university graduate in Accounting.
   - Some experience is an advantage

4. Production Clerk 6 positions
   - Female
   - Commercial college
   - Some experience is an advantage

Please send your resume with recent photo to:
Aderans Thai Limited
Personnel & Administration Dept.
101/84 M. 20 Navanakorn
Tambol Klongnong
Amphur Klongluang
Pathumthani 12120

21. The above information is about....
   a. sales opportunities
   b. property market
   c. job opportunities
   d. special services

22. Which position is not offered for men?
   a. Assistant G.M.
   b. Supervisor
   c. Accountant
   d. Production Clerk

23. Which is not included in your resume?
   a. Your transportation
   b. Your personal data
   c. Your professional experience
   d. Your educational background

24. If you get a B.A. in marketing, which position can you apply for?
   a. Assistant G.M.
   b. Supervisor
   c. Accountant
   d. Production Clerk

25. Which of the following qualifications is not required of an assistant G.M.?
   a. He got a degree in Business administration
   b. He can speak and write English well
   c. He has 2 years of experience in business
   d. He is fluent in Japanese

26. How many positions are needed for all vacancies in this company?
   a. 14
   b. 6
   c. 5
   d. 2
Graduates will have to fight for jobs

New graduates in the field of accounting and economics may find it hard to get jobs this year, since only a small number of firms are showing an interest in recruitment.

Few companies have contacted Chulalongkorn University’s educational guidance unit with plans to hire staff, a source at the university said.

Demand for new graduates in all fields has decreased sharply this year, the source said.

But University Affairs Minister Montri Danpaibul said the graduate unemployment situation may not be as bad as feared, since the economy is expected to improve within a few years.

“Graduates will find trouble if they are choosy about jobs” he said.

27. 'Recruitment' means the act of .......... 
   a. unemployment       b. decreasing jobs
   c. contacting a firm   d. finding a new person for a job

28. According to the passage, .......... contacted Chulalongkorn University for plans of employment.
   a. a lot of firms       b. a lot more firms
   c. no business organization d. not many business organizations

29. New graduates in all fields ...........
   a. decreased           b. are needed less
   c. are needed more     d. will be employed

30. Who will find trouble?
   a. Graduates who qualified       b. Graduates who can do all jobs
   c. Graduates who are disqualified d. Graduates who are difficult to please
Objective 7: Dictionary (page 7) answer 31-45

31. Her bedroom is .......... It’s very clean.
   a. spotless
   b. spotted
   c. spotlight
   d. spot-check

37. The girl gave me two .......... of sticky-rice.
   a. sprays
   b. spools
   c. spouts
   d. spoonfuls

32. Thomas is married. His ..........’s name is Mary.
   a. sporran
   b. spout
   c. spot
   d. spouse

38. I’ve ..........my ankle during the football match.
   a. sprained
   b. spouted
   c. sprayed
   d. sported

33. The past tense of spring is ..........  
   a. sprawl
   b. spring
   c. spray
   d. sprain

39. A .......... is used at night.
   a. sportscar
   b. spotlight
   c. spotcheck
   d. spray-gun

34. Carl Lewis got 4 medals from running. He’s a ..........  
   a. sportsmanship
   b. sporting
   c. sportman
   d. sport

40. .......... is a kind of jewelry.
   a. Rubber
   b. Ruby
   c. Ruff
   d. Ruffain

35. The Spanish like eating ..........  
   a. spout
   b. spray
   c. sprat
   d. spore

41. He is impolite. He’s ..........  
   a. rude
   b. reu
   c. rub
   d. ruddy

   a. sporran
   b. spotted
   c. sporadic
   d. spoon

42. We have to throw .......... in the bin.
   a. rubble
   b. rubber
   c. rudiment
   d. rubbish
43. Before going to school, she puts some books, pencils, and pens in a...
   a. ruff
   b. rucksack
   c. royalty
   d. stiff rubber

44. I get angry because she scolded me...
   a. rude
   b. rudely
   c. rudeness
   d. rudiment

45. When I take a bath, I...my body with soap.
   a. rue
   b. ruffle
   c. rub
   d. rubbing

46. That old red house......in the year 1912,
   a. built
   b. is built
   c. was built
   d. is building

47. We......a warm welcome by the villagers.
   a. give
   b. gave
   c. are giving
   d. were given

48. Nine......three is three.
49. Twelve......ten is twenty-two.
50. Fifty......ten is forty.
51. Six......five is thirty.

52-56 Reported Speech
52. "We are late."
   The students said......
   a. we are late
   b. they are late
   c. they were late
   d. we were late

53. "Bring you dictionary."
   The teacher told me......
   a. to bring my dictionary
   b. brought his dictionary
   c. to bring his dictionary
   d. to bring your dictionary

54. "Do you like tea?"
   She asked her husband......
   a. do you like tea
   b. if she liked tea
   c. if he liked tea
   d. did you like tea

55. "I've broken my watch."
   Jane said......
   a. she had broken her watch
   b. she has broken her watch
   c. she broke her watch
   d. she had broken my watch
56. "How can I get to the hospital?" a. You answer is......
   The boy asked me......
a. how can I get to the hospital b. incorrect
   b. how he could get to the hospital c. incorrect
c. how he can get to the hospital d. incorrect
d. how I could get to the hospital
53. This room is......
a. uncomfortable b. uncomfortable
c. discomfortable d. uncomfortable
57. If I.....a policeman, I would arrest all the thieves.a. am
   a. am b. was
   b. was c. were
   c. were d. had been
54. Don't believe him. He is....
a. dishonest b. unhonest
   a. dishonest b. dishonest
   c. dishonest d. dishonest
58. She.....study abroad if she had more money.a. will
   a. will b. would
   b. would c. would have
   c. would have d. would have had
   Answer 59 - 61
   a. You should have stayed in the hotel.
   b. You should have kept it at the teacher.
   c. You should have taken an umbrella.
   d. You shouldn't have eaten meat.
65. She is.... She always cries.
a. in patient b. impatient
   a. in patient b. impatient
   c. impatient d. impatient
66. My brother had his hair....yesterday.
a. cut b. was cutting
   a. cut b. was cutting
   c. to be cut d. to cut
67. I have.....at the laundrette's.a. washing my clothes
   b. my clothes washed
   c. washed my clothes d. my clothes to be washed
68. A: Who helped you with the soup?
   B: No one. I did it by....
   a. himself
   b. yourself
   c. herself
   d. myself

69. I took a lift to the tenth floor.
   a. lift
   b. 'fridge
   c. a cooker
   d. an elevator
   e. an encyclopedia

70. We live in an apartment.
   a. hut
   b. cottage
   c. housé

71. My car is run out of gas.
   a. petrol
   b. oil
   c. battery
   d. frame

To answer 72-75
   a. ceremony
   b. engraved
   c. diploma
   d. to celebrate
   e. graduates

Students who finish studying from high school are called........ They will get....(73).....or certificates and they will have a party....(74).... their success. The most important thing is that they'll have their initials ...;(75)....on the ring.
Objective 9  Narrating picture (5 marks) (at least 10 sentences)

1. Driving 10 lessons for 100 baht.
2. Driving 10 lessons for 100 baht.
3. Driving 10 lessons for 100 baht.
4. Driving 10 lessons for 100 baht.
Objective 40 (10 marks)

Fill in the form with your details:

NAME ........................................ FAMILY NAME ....................................

NATIONALITY ................................ AGE ..................................................

DATE OF BIRTH .................................. PROVINCE YOU LIVE ....................

FATHER'S OCCUPATION ....................... MOTHER'S OCCUPATION ...................

SCHOOL NAME ................................. KIND OF SCHOOL .............................

SUBJECT YOU LIKE ......................... SUBJECT YOU DISLIKE .....................

HOBBY ........................................... MARITAL STATUS ..........................

SLOGAN ...........................................

Write a letter to your friend (at least 15 sentences)
Appendix B

Lesson Plans and Worksheets

Narrative Writing Task (Telling a Story with a Series of Pictures)

Lesson Plan 1 : Pre-Writing Activities

Time : 2 Periods
Aim : To enable the students to express ideas on the given topic in sentences.
Skills : To read the researcher's story for familiarizing narrative writing, practising the vocabulary items, and revising grammar points.
        To sequence the main events of the chosen topic for class composition in the sentences.
Topic : The Special Days in My Memory
Previous Knowledge : Past Simple Tense, Structure of Story
        (Introduction / Main Events / Conclusion)
Teaching Aids : Worksheet, White board and pen

Procedure (Activities)

I. Presentation

1. The researcher greets the students and begins the lesson by questioning the students' memory on their special days.

   Activity 1 : Warm-Up

   The researcher : Good morning, class. How are you today?
   The students : ________________
   The researcher : I believe that all of you have the special days in your memory
                   For me, I can remember my special days, such as my first day in the new school or in the university, and my convocation day. What are the special days in your memory?
   The students : (everyone tells his or her special days).

2. While the students are telling the special days in their memory, the researcher writes their answers (topics) on the board. Then, the researcher asks them to copy these examples into their worksheet.

II. Practice

   Activity 2 : The Researcher's Story

   The researcher : Do you still remember what happened to you on those days?
   The students : ________________
   The researcher : For me, I can still remember the events I faced on my first day in the new school when I was a high school student. Do you want to know what happened to me?
The students: ____________________________.
The researcher: Ok, I will tell you. Please look at my story (Activity 2) in your worksheet. Well, I would like you to read this story aloud.
The students: (are randomly asked to read the researcher’s story aloud one person reading one sentence.)
The researcher: How is my special day?
The students: (are randomly asked to comment.)
The researcher: O.K., thank you very much. But I’m not so sure how well you understand my story. Hence, please do the exercises.

3. The researcher asks the students to match their own pair independently for doing exercise 1 and exercise 2.

4. After they finish both exercises, every pair has to check the correct answers based on the researcher’s answer key.

5. The researcher explains this activity in detail and helps the students with their problems.

Activity 3: Class Composition (short narrative writing)

6. The researcher asks the class to choose one topic on the students’ special days in their memory, written on the board.

7. Class helps the researcher compose the short narrative writing by using activity 2 as a model. That is to say, while they are telling what happens to them through ideas, the researcher writes down on the board a list for them to check their relevance (relevant content).

8. After they have finished this activity, they are asked to copy the rearranged story into their worksheet.

9. The researcher explains the stages of this activity in detail and asks for their feedback and problems.
Lesson Plan 2: Pre-Writing Activities

Time: 2 Periods
Aim: To enable the students to understand the vocabulary necessary for paragraph organization and express the vocabulary suitable for certain narrative writings.
Skills: To organize the class composition with linking devices and chronological order.
To practise the vocabulary used in certain narrative writings.
Topic: Students' chosen topic about 'The Special Days in My Memory'
Previous Knowledge: Reported Speech, and Paragraph organization
Teaching Aids: Worksheet, Transparency, White board and pen

Procedure (Activities)

I. Presentation

1. The researcher begins the lesson by asking the students' opinion on the previous work in last lesson.

   Activity 1: Warm-Up

   The researcher: Do you remember your story in the last lesson?
   The students: ____________________________________________.
   The researcher: Do you think it is interesting?
   The students: ____________________________________________.
   The researcher: Is it difficult?
   The students: ____________________________________________.

II. Practice

   Activity 2: Paragraph Organization Practice

   The researcher: Look at your work in the last lesson again. We are going to make the lists of the events in a short paragraph, so I would like you to do activity 2 first.
   The students: (help the researcher put the linking devices in the rearranged events of class composition in the last lesson.)

2. The researcher explains each linking device, and asks them to help put the arranged events on his transparency.
3. Then, the researcher asks them to copy the whole paragraph into their worksheet.
4. The researcher explains the importance of this activity, and asks for their feedback.

   Activity 3: Vocabulary Practice

   The researcher: When we are going to tell our story, the words or vocabulary items are also important. Do you have any problems in finding the vocabulary?
   The students: ____________________________________________.
The researcher : What are your problems about vocabulary?
The students : ________________________________.

The researcher : O. K, I would like to help you. Please do the activity 3.

5. The researcher divides the class into 5 groups of 4 persons each by counting for
doing activity 3 (exercises 1 and 2).
6. After they have finished those exercises, they are asked to present their answers by
reading aloud in their group. While one group is telling their answers, the other group
has to respond to them based on the researcher's correction.
7. The researcher explains both exercises and sums up lesson 2, including helping the
students with their problems.
Lesson 3: Actual Writing Activities

Time: 3 Periods
Aim: To enable the students to write a piece of narrative writing through a series of pictures with different levels of guidance.
Skills: To combine the sentences in relation to the content and grammar points in a series of pictures (controlled and substantial guidance).
          To rearrange the pictures and appropriately use the linking devices for paragraph organization (Substantial guidance).
          To complete the story by expressing words in relation to pictures (substantial guidance).
          To complete the story by oral composition and actual writing (some guidance).
          To do pre-writing before actual writing (little guidance).
Topic: The Special Days in My Memory (New Year Day / Mother’s Day / My holiday at the beach / Announcement Day of University Entrance Examination Results) / The Day of Skipping Class)
Previous Knowledge: Paragraph organization
Teaching Aids: Worksheet with five series of pictures, Transparency, White board and pen

Procedure (Activities)

I. Presentation

1. The researcher approaches the lesson by revising the topics about the special days in my memory in lessons 1 and 2.

Activity 1: Warm-Up

The researcher: I’m quite confident that from lessons 1 and 2, you have understood how to write a narrative or story. Do you remember the topic we talked about in lesson 1?
The students: (The special days in my memory).
The researcher: Very good. Well, could you tell me what you have practised on this topic from lesson 1 to lesson 2?
The students: (My first day in the new school / their narrative writing (class composition) / my holiday at Ton-Nga-Chang waterfall / Namphueng’s birthday)
The researcher: Do you think writing a story is difficult or easy?
The students: .........................
The researcher: If it is difficult, I would like to help you write through a series of pictures.
II. Practice

Activity 2: Guided Writing Activities

The researcher: When you have a series of pictures as a guideline, I hope you can write a narrative very well. Please do the exercises in activity 2.
The students: (do this activity).

Exercise 1: Sornram’s Happy New Year Day
Exercise 2: On Mother’s Day
Exercise 3: My holiday at the Beach
Exercise 4: The Announcement Day of University Entrance Examination Results

2. After the students have finished Exercise 1, they have to help the researcher explain the story in a series of pictures.
3. The researcher explains vocabulary meanings and their usage.
4. Every pair is asked to write correct combined sentences and the title on the board.
5. The researcher shows the correct form of this story on transparency.
6. The students copy the correct form in their worksheet.
7. After finishing Exercise 2, every pair has to answer item 1 in order that their understanding can be investigated by the researcher before they write the paragraph of this story.
8. Every pair has to present their complete paragraph on transparency.
9. The researcher will show all their work for being corrected by the class and himself.
10. The researcher will explain this exercise and help the students with their problems.
11. After they have finished Exercise 3, they have to help the researcher explain each picture (oral composition).
12. The researcher will explain the difficult vocabulary and its usage.
13. The correct answer will be flexible, that is, some words can be interchangeably used. Every pair is asked to read its own answers (each pair per 2 blanks). While one pair is reading and spelling its answers, other pair has to correct them based on the researcher’s correction.
14. The researcher explains this exercise and gets their feedback and problems.
15. After they have finished the Exercise 4, they are asked to help the researcher tell this story through each picture.
16. The researcher will show their work on the transparency, and ask other pairs to comment and correct one pair’s work through the researcher’s proof.
17. After this, they are asked to copy their corrected work in their worksheet.
18. The researcher sums up this exercise and this activity, also gets feedback on the problems faced.

III. Production

Activity 3: Written Production (Some guidance)

19. The researcher commits them to do activity 3 individually through his help.
20. They will be assigned through this activity, that is, their written work of this story will be marked by the researcher in relation to the scoring criteria of Analytic Score Method.
21. After the researcher has finished marking and assessing their work, he returns to them, explains this activity, helps the students with their problems, and sums up this lesson.
Activity 2: The Researcher's Story
Aim: To familiarize with a model of narrative writing, practice vocabulary competence, and revise grammar points.
Instruction: (1) Work with your partner.
(2) Read the following passage about the researcher's story telling.
(3) Do exercises 1 and 2.

My First Day in the New School

On Monday 16th 1993, I felt excited with my first day in the new school, Nawamindrachutid Thaksin school, Songkhla. I took a minibus from my village, Khuanlang, to the downtown of Hadyai. Then, I took a bus to Koh Yo, Songkhla. I was tired with my journey, but I was still excited. In my first class, while I was introducing myself to other students, I was very excited and trembling. In the next class, I was still excited when I interacted with my new friends, especially the girls. After lunch, some of my new friends asked me why I was very excited in every class. I told them that I was not self-confident but was scared of my new friends, and every thing in this school was new for me. They said to me that they were also new students. And they made friends with me. The next day, I felt better because I began to make friends in my class.
Exercise 1
Instruction: There are some words used for expressing the teacher’s feeling in this story. Identify these words in the blank below.

______________________________
______________________________
______________________________

Exercise 2
Instruction: There are many past participle verbs (Past Simple Tense Verbs) in this story. Change the verbs below to the Past Simple Tense Verbs.

Feel: ____________  Take: ____________
Am: ____________  Interact: ____________
Ask: ____________  Tell: ____________
Say: ____________  Are: ____________
Make: ____________  Begin: ____________
Note 1: Linking Devices in this story

Then: Then, I took a bus to Koh Yo, Songkhla.

But: I was tired with my journey, but I was still excited.

In the next (class): In the next class, I was still excited ...

After (lunch): After lunch, some of my new friends asked me ...

And: (1) I told them that I was not self-confident but was scared of my new friends, and every thing in this school was new for me.

(2) And they made friends with me.

The next (day): On the next day, I felt better ...

Because: I felt better because I began to make friends of my class.

Note 2: Structure of this story

(1) Title: My First Day in the New School

(2) Introduction:
"On Monday 16th 1993, I was excited with my first day in the new school, Nawamindrachutid Thaksin school, Songkhla"

(3) Main Events (Content)
- I took a minibus from my village, Khuanlang, to the downtown of Hadyai.
- Then, I took a bus to Koh Yo, Songkhla.
- I was tired with my journey, but I was still excited.
- In my first class, while I was introducing myself to other students, I was very excited and trembling.
- In the next class, I was still excited when I interacted with my new friends, especially the girls.
- After lunch, some of my new friends asked me why I was very excited in every class.
- I told them that I was not self-confident but was scared of my new friends, and every thing in this school was new for me.
- They said that they were also new students.
- And they made friend with me.

(4) Conclusion (ending):
"The next day, I felt better because I began to make friends of my class"
Activity 3: Class Composition (short narrative writing)

Aim: To practise expressing and sequencing the students’ ideas in sentences on their chosen topic.

Instruction: (1) Copy the list of the story on the topic chosen about “the special days in my memory”. Write coherent sentences on the board in relation to the structure of the story.

Title: .........................

Introduction:

Main Events:

Conclusion (solution):
Worksheet No. 2 “Narrative Writing Task”

Name ................................................................. Date .....................

Activity 2: Linking Devices for Paragraph Organization

Aim: To understand how to use the linking devices for paragraph organization.

Instruction: (1) Look at the following linking devices.
(2) Listen to the researcher's explanation on each linking device.
(3) Help the researcher put the linking devices in the class composition (in worksheet 1).
(4) Copy the whole paragraph in its form below.

Linking Devices and Chronological Devices

And, But, Or, For, So, Therefore
First of all, Firstly, First, Secondly, Thirdly, Then, Next, Later After that,

After this, After words, Lastly, Finally

Note on the researcher's explanation:
The Correct Paragraph
Activity 3: Vocabulary Practice (Cloze Passage)

Exercise 1

Aim: To measure the students' vocabulary competence in relation to their understanding of the story's content and grammatical structure.

Instruction: (1) Work with your group.
(2) Read the following narrative writing (cloze passage) on the topic "the special day in my memory".
(3) Choose the words in the box to fill the blank.
(4) Name the title of this story.

<table>
<thead>
<tr>
<th>prepared</th>
<th>were</th>
<th>went</th>
<th>said</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>arrived</td>
<td>think</td>
<td>hunting</td>
</tr>
<tr>
<td>were</td>
<td>frightened</td>
<td>forget</td>
<td>decided</td>
</tr>
<tr>
<td>climbing</td>
<td>see</td>
<td>would</td>
<td></td>
</tr>
</tbody>
</table>

Title ..................................................

There (1) ............... five of us, all female, on the trip to Ton-Nga-Chang waterfall on Sunday. We (2) .................... our own lunch and some drinks. When we (3) .................... at the waterfall, we (4) .................... to have lunch there.

After this, we (5) .................... to the top of the waterfall, the seventh floor. While we were (6) .................... about half way up, suddenly three men (7) .................... ............. out of the bush. We were (8) .................... since there (9) .................... ............. nobody in that area. Before I could (10) .................... what to do, one of the men (11) .................... us that they were (12) .................... for a bear and it was not safe for us to keep going. So, we decided to go back. I (13) .................... never (14) .................... how frightened I was to (15) .................... those men.
Exercise 2
Aim: To measure the students’ vocabulary ability in relation to the content and grammar points of the story without any choices.
Instruction: (1) Work with your same group.
(2) Read the following narrative writing (cloze passage) on this topic.
(3) Identify the words (verbs or adjective or noun) appropriate to this story and grammar points.

Namphueng’s Birthday

Namphueng (1) .................. early on Sunday morning. She (2) ..............
.............................. that it was a (3) ...................... day. It was her birthday. She (4) ..............
.............................. downstairs for breakfast but there were no birthday (5)......................... ......or
birthday (6) .................... on the table. She (7) ......................... into the kitchen.
Her mother was there she did not (8) ..................... Namphueng ‘Happy Birthday’.
Then, her father, (9) ..................... into the kitchen. He, too, did not (10) ..................
Namphueng ‘Happy Birthday’. Namphueng was very (11) ........................., so she
went slowly (12) ..................... to her room. After a while, there was a soft knock on her bedroom door. Slowly, Namphueng (13) ......................... . There were loud shouts
of ‘Surprise! Surprise!’ Her mother, her father and her best friends, Wandee and Ladda,
(14) ..................... there. Her mother was (15) ..................... a birthday cake and the others were all holding birthday (16) ......................... . Namphueng was so
(17) ......................... that she started laughing and (18) ......................... at the same time.
Worksheet No.3 “Narrative Writing Task”

Name .......................................................... Date ......................

Activity 2: Guided Writing Activities Through a Series of Pictures

Exercise 1
Kind of Choice to be made: Syntactical
Level of guidance: Almost controlled and substantial guidance
Aim: To be able to combine the sentences with linking devices for understanding and writing the story.

Here are some pictures showing the events at Sornram’s school on the special day in his memory.

(1) Samphansart School
HAPPY NEW YEAR 2001

(2) Happy New Year 2001 (2544)
M.5/5
Instruction: (1) Work with your partner.
(2) Write an account of what Sornram did on his new year day by
joining the groups of sentence with the words beside them.
(3) Give your passage a title and write these events in the paragraph
below.

1. The happy new year came. 
   Sornram had to celebrate this day at his school

2. The principal allowed the students to held the new year party in their own
   classroom.
   Sornram and his friends at M. 5/5 were happy.

3. In the morning, Sornram and his friends put their presents on the table.
   They prepared the food and beverage.

4. Most of his friends were dancing.
   Some of his friends and he only sat, ate, and looked at them.
5. Then, it was only him. 
   He was self-confident. 
   He dared not dance. 
   
   because 
   and 

6. Sornram tried not to dance. 
   His friend pulled him into the dancing floor. 
   
   but 

7. He was confused and shy. 
   He did not know how to dance. 
   
   because 

8. He just only moved his body. 
   His friends applauded him. 
   
   then 

9. He was so happy. 
   He never danced among his friends before. 
   
   although
Paragraph

Title ..........................................................
Exercise 2
Kind of choice to be made: Syntactical (arrangement)
Level of guidance: Substantial guidance
Aim: To sequence the story through its picture and write it in a paragraph.

Here are some pictures showing the events of Tad on 'Mother's Day'.

A

B

C

D
Instruction: (1) Work with your partner.
   (2) Arrange the pictures in the correct order and copy the sentence to make the story.
   (3) Add the phrases given below to your story to make it more interesting.
      The phrases are in the order but you must choose the correct places in your story to use them.

Picture 1: While Tad was going out his house, his mother asked him where he was going to because it was Mother's Day.

Picture 2: Tad did not answer his mother's question. Suddenly he went out with his fishing pole.

Picture 3: He came to the canal for fishing.

Picture 4: before the sun set, he went back to his house.

Picture 5: He brought a big bowl of four fish to his mother in the kitchen. His mother was frightened at first.

Picture 6: After he put the bowl of fish on the table, he kissed his mother. He said to her that he brought fish for his mother on the "Mother's Day". His mother was so happy.
I. Rearrange (A-F)

Picture 1 ..........
Picture 2 ..........
Picture 3 ..........
Picture 4 ..........
Picture 5 ..........
Picture 6 ..........

II. Phrases, Chronological Orders, and linking devices

In the morning / in the afternoon / then / and / finally /

Paragraph Organization

On Mother's Day
Exercise 3
Kind of choice to be made: Lexical
Level of guidance: substantial guidance
Aim: To strengthen the students' vocabulary competence for understanding the whole story with pictures
Instruction: (1) Work with your partner.
            (2) Eight pictures tell a story about the events on 'My holiday at the beach'.
                Look at the pictures, then fill words in the blanks for completing the story.
This is my first time swimming in the sea.

Help me! Help me!

What happened!

Oh! That's!...
My holiday at the Beach

On last Sunday, it (1).................. the first same holiday of my parents and mine.

I was very (2).................. when I knew that they were going to Samila beach at (3)

.................. because I had never been there before. In the afternoon, after we helped

preparing (4).............. , we left our home to (5)..............there by our car. Then, we

(6)..................the beach. After we enjoyed eating, my father (7).................. me

to swim in the sea. I saw many (8)................. Who were (9).................. in the

sea happily. Then, I enjoyed swimming with them. When I swam in the (10).................

sea, the big wave (11)................. I tried to go back to the beach, suddenly but I (12)

............. not swim. I tried to shout for (13)................. Fortunately, a good

man (14).................. me. My parents were (15).................. when they saw

the man who hold me back. I felt (16).................. , and my parents and I (17)

.................. him. Before we (18).................. went back home, my parents, this

man, and I altogether took a (19).................. at the (20).................. statue.
Exercise 4
Kind of choice to be made: Lexical and Structural
Level of guidance: Some guidance
Aim: To investigate their understanding of the story through oral
composition before doing the actual writing
Instruction: (1) Work with your partner.
(2) Look at the pictures.
(3) Tell a story through each picture (oral composition).
(4) Write a narrative in a paragraph below.
The Announcement Day of University Entrance Examination Results

At night, Pornchita could not sleep because she was worried about the university entrance examination result the next day, and last night she had dreamed she did not pass it.
Activity 3: Written Production
Kind of choice to be made: Lexical and Structural
Level of guidance: Little guidance
Aim: To measure the students' guided narrative writing ability.
Instruction: (1) Look through 9 pictures until you are sure that you understand the story well.
(2) Write down the main points of each picture (Pre-writing).
(3) Choose linking devices and chronological order below appropriately.
(4) Write the story in the paragraph.

The Day of Skipping Class

(1) Khuanglang Wittaya School

(2) Tuk-Tuk

(3) Diana Department Store

(4) Prince of Songkla University - Hat Yai
Diana Theater (5th Floor)

Big C

Oh! my teacher, Don’t run away

Next Morning

I will punish you tomorrow

We are so sorry
I. Pre-Writing

Picture 1


Picture 2


Picture 3


Picture 4


Picture 5


Picture 6


Picture 7


Picture 8


Picture 9


II. Linking Devices and Chronological Order

And/ but / so/ therefore / while / when / because / after that / after this / then / finally
III.

Your Paragraph
Pen-Friend Letter Writing Task

Lesson Plan 1: Pre-Writing Activities

Time : 2 periods (1 period per 50 minutes)
Aim : The students are able to write a short paragraph
Skills : To get ideas of some part of pen-friend letter.
         To revise grammatical points, punctuation, and linking devices.
Topic : Your hobbies or interests
Previous Knowledge : Topic sentence and supporting details, Present simple tense
                   : Present simple sentences, Compound sentences
Teaching Aids : Worksheet, Transparency, White board and pens

Procedure (Activities)

I. Presentation

1. The researcher greets the students and begins the lesson by getting the students’ responses to questions.

   Activity 1 Warm-Up

   The researcher : Good morning class. How are you today?
The students : ____________

   The researcher : When you are free, you have your own hobbies, don’t you?
The students : ____________

   The researcher : For me, when I’m free, I invite my friends to camp at Krabi.
                   Perhaps, I watch movies at Diana Theatre and Robinson Theatre.
                   What are your hobbies?
   Every student : ____________

2. While the students are telling the researcher their hobbies, the researcher writes them down on the board, and asks the students to copy these hobbies into their work sheet.

II. Practice

Activity 2 : Introduction of informal writing (short paragraph) the oral composition

3. Class helps the researcher compose a short paragraph and practise, and revise content, grammar, punctuation and linking devices about a collective hobby.

   The researcher : Could you suggest one or two hobbies you like?
The students : (Listening to music or reading a comic)

   The researcher : (writes the students’ chosen hobbies in sentences on the board)
                   Example “my hobbies are listening to music and reading to a comic”
   The researcher : (Why do you like listening to music?)
The students : (I want to be a singer …..)
The researcher: Write sentences on the board (I like to listen to music because I want to be a singer). (Who is your favorite singer?)
The students: ____________.
The researcher: (after writing “my favorite singer is …”, asks “Why do you like reading a comic?”)
The students: (It’s funny)
The researcher: Write on the board (I like reading a comic because it is funny) Let’s compose one short paragraph.

4. The researcher asks for suggestions to improve sentence structure, punctuation, linking and paragraph overall, and asks them to copy this short paragraph in their work sheet.

5. The researcher assesses class competence by asking the question about problems of short paragraph on the board.

6. After this, the researcher gives the students Note 1 about subject verb-agreement, punctuation and linking devices.

7. After the students finish reading, the researcher enquires about their problems about in understanding Note 1.

Activity 3: Group Practice

8. The researcher divides the class into 5 groups of 4 students for each by counting 1-4 in the row.

9. The researcher assigns the following roles within every group.
   (i) Leader
   (ii) Secretary
   (iii) and (iv) Assistants

10. Each group chooses different topics on their hobbies on the board, then looks at the model of a short paragraph in activity 2, and use note 1 to help produce a short paragraph.

11. The researcher moves from group to group for guidance.

12. The leader of every group must present his or her group’s written work on a transparency and read it aloud.

13. While a group is presenting this written work, other groups have to check its mistakes in grammar, content, punctuation and linking devices through the researcher’s correction. (Peer Evaluation)

14. After each group’s written work is corrected, the researcher asks them to copy it in the worksheet.

15. The researcher summarizes this lesson on how to write a short paragraph with simplified structure, and helps the students with their problems.
Lesson Plan 2: Pre writing activities

Time: 2 periods
Aim: The students are able to understand and familiarize the models of pen-friend letter.
Skills: To revise the weakness of anonymous informal texts which are excerpts of pen-friend letter.
To understand the vocabulary used in the form of friendly letter
Topic: my hobbies
Previous knowledge: The form of friendly letter, and paragraph organization
Teaching aids: Worksheet, Nation Junior magazine, white board and pen

Procedure (Activities)

I. Presentation

Activity 1: Warm-Up

1. The researcher greets the students and begins the lesson by reminding students of what was done through the last lesson.

   The researcher: Good morning, class. How have you been doing?
   The students: ________________.
   The researcher: Do you remember your topic?
   The students: (yes, ........ my hobbies)
   The researcher: Very good. Well, I think your group's writing is quite interesting. Now I'm going to show examples of this type of writing in the new paragraph. (distributes three excerpts of pen-pal letter based on my hobbies without telling the students where the source of these texts are.)
   The students: (Read the texts)

Activity 2: Revision of anonymous informal text (short paragraph)

2. Class helps the researcher revise one text given (Text 1) to correct mistakes of grammar and vocabulary. When they finish it, they are asked to copy it in their worksheet.
3. The researcher commits them to identify grammar and vocabulary mistakes of another two texts (Text 2 and Text 3) given in group work (new group of 4 persons for each by counting).
4. After they finish two excerpts, they are asked to present before the class through group by group.
5. After this, the researcher shows the correct form of these excerpts through transparency, and explains grammar points, vocabulary, punctuation, linking devices, also asks them to copy the correct them in their worksheet.
6. The researcher asks their problems about this activity.
Activity 3: Introducing the form of friendly letter

7. The researcher introduces the form of friendly letter by making the students guess the source of three texts in the activity 2.
   The researcher: Do you know where I got the texts?
   The students: (guessing)
   The researcher: (reply ....letter). Actually 3 texts are excerpts from the letter to a pen-friend. I believe that you have a lot of friends here or at other schools. But if you have new friends around Thailand, I'm sure that you can experience making new friends. For me, when I was a high school student like you, I read Nation Junior magazine (shows it). There are so many new friends around Thailand, so I sent them letters. Do you have a pen-friend?
   The students: ______________________
   The researcher: I see. Well, I would like you to have a pen-friend.
   Do you remember your hobbies in the last lesson?
   The students: ______________________
   The researcher: That is a part of pen-friend letters' content. But when you write this letter, you have to write more about your hobbies. After this you will know what you have to write. Well, class when you write a letter to your friend, what do you have to know?
   The students: (guessing)
   The researcher: (writes what the students guess on the board). The first thing you have to know and understand is the form of friendly letter. Do you remember this form?
   The students: ______________________.
   The researcher: Ok, I want to know your background on the form of friendly letter, so please do activity 3 in your worksheet.
   The students: (do activity 3 as a self-access learning exercise)

8. After they have finished it, they are asked to read Note 2, an explanation of activity 3.
   The researcher: Who got 8/7/6/5 score?
   The students: (those getting 8 score will be rewarded by the researcher)
   The researcher: Well, do you have any problems doing this activity?
   The students: ______________________
   The researcher: Please read Note 2, then you will better understand the form of this letter more.
   The students: (read the note 2)

9. After they have finished reading it, the researcher explains the form of this letter and asks their problems.

Activity 4: Familiarity of a model of pen-friend letter

10. The researcher asks the students to read the models of pen-friend letter in their worksheet.
11. The researcher explains the models, the form, content, grammar, vocabulary, punctuation, and linking devices, and helps the students with their problems.
Lesson Plan 3: Actual Writing Activities

Time: 3 periods
Aim: The students are able to write a pen-friend letter through guided writing activities.
Skills: To rearrange the sentences in the form of pen-friend letter.
        To take dictation for vocabulary used in certain pen-friend letter.
        To write the students' own information necessary for the content of pen-friend letter through guided sentence patterns.
        To fill in the students' own ideas in the blanks of pen-friend letter through substantial guidance and some guidance in the form of content and sentence patterns.
Topic: About yourself and your study, your family, and your hobbies or interests
Previous knowledge: Present Simple Sentence, Compound Sentence, and Complex Sentence

Teaching aids: Worksheet, transparency, white board and pen.

Procedure (Activities)

I. Presentation

Activity 1: Warm-Up

1. The researcher approaches the lesson by revising what the students practised in lesson 1 and lesson 2.
   The researcher: Do you remember your topic?
   The students: (yes, my hobbies)
   The researcher: Do you understand the form of friendly letter?
   The students: ________________________
   The researcher: Is it easy or difficult to write this letter like the models?
   The students: _______________________
   The researcher: If you think it is difficult, I will help you through guided writing activities.

II. Practice

Activity 2: Guided Writing Activities (Exercises Based on Controlled to Some Guidance levels)

2. The researcher divides the class into 5 groups of four students each by counting for Exercise 1.
3. After they have finished this exercise, they have to present their written work on a transparency.
4. The researcher compares the work of each group, and shows the correct form, also explains this exercise.
5. Then, the researcher gets their feedback and helps them with problems about this exercise.
6. After this, they are asked to draw a ticket in raffle for matching a pair in order to do Exercise 2.
7. After they have finished it, every pair has to give the correct answer to the researcher’s response. In other words, while one person is writing the answer on the board, the other person of this pair has to read that word aloud. Other pairs have to correct it through the researcher’s confirmation.
8. The researcher explains this exercise and gets their feedback and problems.
9. Next, they are asked to do Exercise 3 individually.
10. After they have finished this exercise, they are randomly asked to read what they wrote. Their work will also be corrected by the researcher.
11. The researcher explains this exercise and gets their feedback and problems.
12. Finally, the researcher commits them to do Exercise 4 individually.
13. After finishing this exercise, every body has to read what they wrote. Also their work will be corrected by the researcher.
14. The researcher explains this exercise and asks their problems.

III. Production

Activity 3 : Writing a Pen-Friend Letter

15. The students are asked to draw a ticket in the raffle for the information about their pen-friend, namely target audience to do Activity 3 in class through the researcher’s help.
16. After they have finished it, they are asked to revise what they wrote individually.
17. Then, they have to submit their work to the researcher.
18. The researcher will correct and mark their work using the analytical scoring method, and returns marked work to the students.
19. The researcher will clarify this activity and ask their problems, including summing up this lesson.
Pen-Friend Letter Writing Task
Worksheet No. 1

Name ........................................ Date ................................

Activity 1: Warm-Up
Aim: To express one's idea and get his or her friends' ones on the given topic 'My Hobbies'
Instruction: Copy the lists of hobbies on the board.

Activity 2: Informal Writing (short paragraph)
Aim: To cooperate with the researcher in composing a short paragraph on this topic.
Instruction: Copy the short paragraph on the board.
1. Subject-Verb Agreement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>eat</td>
</tr>
<tr>
<td>You</td>
<td>play</td>
</tr>
<tr>
<td>We</td>
<td>run</td>
</tr>
<tr>
<td>They (my friends)</td>
<td>swim</td>
</tr>
<tr>
<td>He (Somsak)</td>
<td>reads</td>
</tr>
<tr>
<td>She (Suthisa)</td>
<td>sings</td>
</tr>
<tr>
<td>It (the cat)</td>
<td>sleeps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary Verb</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>writing</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>talking</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>working</td>
</tr>
<tr>
<td>Darini</td>
<td>was</td>
<td>dancing</td>
</tr>
<tr>
<td>Darini and Waewta</td>
<td>were</td>
<td>chatting</td>
</tr>
<tr>
<td>I</td>
<td>have</td>
<td>done</td>
</tr>
<tr>
<td>He</td>
<td>has</td>
<td>gone</td>
</tr>
<tr>
<td>I</td>
<td>do not</td>
<td>ride</td>
</tr>
<tr>
<td>She</td>
<td>does not</td>
<td>sit</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>liked</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>loved</td>
</tr>
<tr>
<td>I</td>
<td>will</td>
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</tr>
<tr>
<td>He</td>
<td>will</td>
<td>buy</td>
</tr>
<tr>
<td>She</td>
<td>had</td>
<td>drunk</td>
</tr>
<tr>
<td>They</td>
<td>had</td>
<td>left</td>
</tr>
</tbody>
</table>

2. Linking Devices

And: My hobbies are playing football and swimming.
    I am interested in cooking Japanese food and sewing.
    On my holiday I like to read the novels at the book shop, and I love using
    internet at my house.

But: At night, my mother is very busy, but my father is free.
    My sister rides her bicycle to school, but my brother walks to school.
    Thang-thong is very rich, but he is not happy.
    I like Thai drama, but I dislike English serial dramas.

So: I work very hard, so I pass the university entrance examination.
    She is very lazy, so she failed her final examination.
    My friends explained Calculus to me, so I understand it.
    Trai Charoenpura played Nang-Nak very well, so she became the Thai best
    actress of Thailand in 1999.
Because: Nongtum dislikes Mathematics because it is very difficult.
Mami is fat because she eats a lot of food all the time.
We love camping because we can experience adventures in the forest.
Because my house is near Lumpini park, I can go jogging everyday.

3. Punctuation

The Full Stop (.) : Sunan hates fishing.
Prof. Dr. Wattanachai Hiranrat is my uncle.
One of my pen-friends visited me at BKK.

The Comma (,) : My interests are painting batik, drawing, and writing Haiku.

The Question Marks (?) : Do you have a brother or sister?
Can you send me your photograph?

The Quotation Marks ‘ _______ ’ and “ _______ ” :
I like to read Thai magazine titled ‘TV Pool’.
My friends said to me “Happy Birthday to you”.

The Apostrophe (’ ) : I’m 15 years old.
We don’t have any pets.
Both my parents’ work are school teachers.
My best friend’s house is in downtown Chonburi.
Activity 3: Group Practice (short paragraph)

Aim: To cooperate with peers in composing a short paragraph on a group’s topic.

Instruction: Write a short paragraph on the topic “my hobbies” as a group.

The First Draft

The Second Draft (correct form)
Worksheet No. 2

Name ........................................ Date ..........................

Activity 1: Warm-Up
Aim: To measure reading skills for the anonymous text on this topic.
Instruction: Read the following text on the topic "my hobbies".

Text 1

Photography are my favorite hobby. When my father bought the camera for me, I always uses it. I takes a photograph with my friends at every where in my school and some place we go. Do you has a camera? I also collect stamps. Now I has many different Thai stamps. What is your hobbies?

Activity 2: Revision of Anonymous Informal Texts
Aim: To identify the weaknesses of the given texts on this topic after reading.
Instruction: Copy the correct texts on the board.

Text 1

My hobby are Thai clasical dancing. I loves this activity because I can preserv Thai culture. Although some of my friends told me that I were unfashionable, but I didn't care about them. I'm happy with this hobby. Does you like Thai classical dancing?
Text 2 (the correct form of your group)

Text 3

My hobbies is cooking Thai food and deserts. My mother taught me how to cook Tom Yam and Pad Prik. Sometimes, I cook them for my friends at the school. For Thai deserts, I likes to cook Foithong because it quite easy. I also likes to eat it because it very sweet. Do you like this hobbies

Text 3 (correct form of your group)
Activity 3: Introducing the Form of Friendly Letter

Aim: To enable the students to use their prior knowledge in vocabulary in order to understand new vocabulary used for writing a friendly letter.

Rationale: The activity will help the students to write a letter to a pen-friend.

Instruction: 1. Look at the form of friendly letter.
2. Label the selections of the personal letter to a friend using the words in the box.
3. Check your answer and write your score.

<table>
<thead>
<tr>
<th>Date</th>
<th>Address</th>
<th>Opening</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Closing</td>
<td>Ending Information Greeting</td>
</tr>
</tbody>
</table>

(1) ............,  
(2) ............  
(3) .............,  
(4) ....................  
(5) ....................  
(6) ....................  
(7) ............  
(8) ............  

The Answer Key

1. Address
2. Date
3. Greeting
4. Opening
5. Information
6. Ending
7. Closing
8. Signature

Your Score : 8

Scoring

8 : Excellent. Keep it up.
6-7 : Very good. You can achieve excellent if you try harder.
4-5 : Good. You can get better results if you work harder.
2-3 : Poor. You need more practice if you want to get better results.
0-1 : Very poor. You need guidance from the researcher.
Note 2: The sections of the form of friendly letter

1. The Heading: Should be written at the right-hand top corner of the letter

   1.1 Address: The writer's address

   1.2 Date

   The House Number Street’s Name
       City, State Zip
       Date

   Or

   3, Niphathuthid, Hadyai,
       90110 Songkhla
       15th December, 2001

   102 Phetkasem, Thalang,
       85000 Phuket
       January 26, 2002

   Write Your Address and Date

2. The Salutation (Greeting): Should be written at the left-hand side of the letter.

   Dear Name of Classmates/Friends who live out town/Relatives/Pen-Friend,
   For Example: Dear Suwanan,
               Dear Mai,

3. The Body of the Letter

   3.1 Opening ............. purpose/reason
3.2 Information ............content (what you want to say)

3.3 Ending ................

Examples of Ending

(1) I'm looking forward very much to hearing from you, and I send you my best wishes.
(2) I send my photograph, and I hope that you will reply my letter.

4. The Subscription

4.1 Closing : Good bye / Your Friend / Yours / Very sincerely / Yours ever / Your pal / Your sincerely / Yours very sincerely

4.2 Signature : Make sure that your friend can still read your signature, or he or she may not know who wrote the letter!
Make sure your signature can be read!

Sign Your Signature ..............................
Activity 4: The Model of Pen-Friend letters

Aim: To familiarize the model of pen-friend letter before practising guided writing activities.

Instruction: Read this following model of the pen-friend letter.

Dear Namthip,

I saw your name and address in the pen-pal column of the Future magazine. I would like to be your pen-pal.

I am a girl of 16 years of age. I am still in school. My family is a large one. I have four sisters and three brothers. My father owns a book shop at Chiangmai, near Chiangmai university. My mother helps him in the shop.

I like to swim and play badminton. My hobbies are reading and corresponding with pen-pals. I have pen-pals in Khon-Khaen, Phuket, and Pattaya. If you decide to write to me, you will be my first pen-pal in Surath Thani.

I hope you will be my pen-pal. Perhaps, you could tell me about your family, your school life and your other pen-pals.

Best regards to you.

Yours sincerely,

Suporn

Main Points
Opening Paragraph: The writer would like to make a new friend with this Pen-pal.

Content
Paragraph 2: Introducing the writer herself and tell about her family
Paragraph 3: The writer's hobbies

Ending: The writer would like the pen-pal to respond this letter.
Worksheet No. 3

Name ......................................................... Date .........................

Activity 2: Guided Writing Activities

Aim: To practice how to write the pen-friend letter through the range of controlled and guided writing activities with varieties of content and sentence patterns.

Exercise 1: Rearrange sentences

Aim: To understand the content and sentence patterns in each paragraph of the pen-friend letter.

Instruction: (1) Work with your group.
(2) Read the following details of the pen-friend letter.
(3) Rearrange the numbers and sentences in its form below.
(4) Write down on the transparency for presentation.

A. My father is an engineer.
B. Now my pet is a parrot.
C. I am 16 years old.
D. I walk to school every day.
E. He works for the Telecom Asia Company.
F. My parents are very busy people but we always spend our weekends together. And we love each other very much.
G. Hopefully you can be my pen-pal.
H. Don't be surprised by my letter, please.
I. I am a Grade 11 student of Satree Wittaya School.
J. My hobbies are reading cartoon books and magazines, and collecting stamps.
K. I look forward to hearing from you.
L. Let me introduce myself.
M. My birthday is on 19 September.
N. My mother is a nurse at the Police hospital.
O. I am enclosing some stamps from many countries for you. I hope you like them.
P. I want to be your pen pal.
Q. It is an old school near where we live.
R. I am the only child in the family.
S. My name is Wannee.
T. It is very beautiful.
101 Ladpround,
Bangkapi,
10110 Bangkok

20 January 2002

Dear Sirilak,

(1) ............................................. (2) ........

........................................ (3) ...................

(4) ............................................. (5) ........

............................................... (6) ........

............................................... (7) ........

............................................... (8) ........

............................................... (9) ........

............................................... (10) ....

.........................................................

(11) ............................................ (12) ....

......................................................... (13) ..

......................................................... (14) ..

.........................................................

(15) ............................................ (16) ..

......................................................... (17) ..

......................................................... (18) ..

.........................................................

(19) ............................................ (20) ...

.........................................................

Yours sincerely,

Wan nee
The Answer Key

101 Ladpround,
Bangkapi,
10110 Bangkok

20 January 2002

Dear Sirilak,

Don’t be surprised by my letter, please. I want to be your pen pal. Let me introduce myself.

My name is Wannee. I am 17 years old. My birthday is on 19 September. I am a Grade 11 student of Satreewittaya School. It is an old school near where we live. I walk to school every day. I am the only child in the family.

My father is an engineer. He works for the Telecom Asia Company. My mother is a nurse at the Police hospital. My parents are very busy people but we always spend our weekends together. We love one another very much.

Now my pet is a parrot. It is very beautiful. My hobbies are reading cartoon books and magazines, and collecting stamps. I am enclosing some stamps from many countries for you. I hope you like them.

Hopefully you can be my pen pal. I look forward to hearing from you.

Yours sincerely,

Wannee
Exercise 2 : Dictation

Aim : To familiarize the content and sentence patterns and practice the vocabulary competence through listening and writing skills

Instruction : (1) Work with your partner.
(2) Read the following pen-friend letter.
(3) Listen to the researcher.
(4) Take dictation (fill in the blank).

54/3 Petchkasem,
Muang,
93000 Phattalung

10 December 2001

Dear Somchai,

This is my (1) _________ letter to my pen-pal. I (2) ___________

____ (3) ______ to be your pen pal. Let me tell you about my self.

My name is Sithichai. I am (4) ___________ years old. I am (5) ___________ at Tamod school. I have two brothers and one sister.

We (6) ________ together with our (7) ___________ house at Phattalung, near big (8) ___________.

My hobby is (9) ___________. I like to play football because it is very (10) ___________. I (11) ________ like to listen to (12) ________ and my favorite (13) ___________ is James Ruengsak.

I have some (14) ___________ for you. Do you have a sister or brother ? What is your school’s name? What are your hobbies.

Will you send me a (15) ___________ of your self. I hope to read your reply.

Your friend,

Sithichai
Exercise 3: Survey of Yourself

Aim: To be able to write their own information regarding the main content of pen-friend letter through guided sentence patterns (some guidance).

Instruction: Answer the following questions in the complete sentence.

A. About Yourself

1. What is your name?
   My name is ____________________.
   My sure name ____________________
   My nick name ____________________

2. How old are you?
   I ____________________.

3. Where do you live?
   ____________________

4. Where are you studying? What grade?
   ____________________

B. About Your Family

1. How many brothers do you have?
   ____________________

2. How many sisters do you have?
   ____________________

3. What are your parents’ jobs?
   My father is ____________________
   My mother ____________________

C. About Your Hobbies / Interests

1. What are your hobbies?
   My hobbies are ____________________

2. What are you interested in?
   I’m ____________________
Exercise 4:
Aim: To enable the students to write their own ideas through the substantial guidance and some guidance of both content and sentence patterns.
Instruction: (1) Read the following pen-friend letter.
(2) Give the missing words / phrases / sentences based on your own information.
(3) Use exercise 3 and Note 2 to help you.

Dear Taweesak,

I am sure you must be very surprised to receive a letter from someone you do not know at all. I hope that we can get to know each other. I found your name and address in the pen-pal column of Nation Junior Magazine.

My name is __________________ or ___________ and I’m ______________ old. I live with ____________________________
________________________ at ___________________________ near ____________________________.

I am a __________________ at __________________________ school now. My favorite subjects are ______________ and __________________. But I’m not good at ______________ subject.

In my family, ____________________________ . ______________
__________________________ .
__________________________ .
When I am free, _____________________________.

My hobby is ____________________________ because ________

__________________________.

I must stop now because I have some homework to do. I hope you will write to me a nice letter telling me all about yourself. I shall look forward to hearing from you.
Activity 3: Written production
Aim: To enable the students to write their own pen-friend letter through little guidance of content
Instruction: (1) Draw a ticket in the raffle for the following information about your pen-pal.
(2) Write a pen-friend letter in relation to the guidance of content below.

Pen-Friend Page

1. Suriya Chaisiri
   Address: 12/4 Nakian Village, Muang, 80000 Nakhornsri- tammaraj
   Age: 16
   Sex: Male
   Hobbies: Listening to music, reading, and camping

2. Warnee Khamsri
   Address: 162 Aounang resort, Muang, 81000 Krabi
   Age: 18
   Sex: Female
   Hobbies: Traveling, dancing, and cooking

3. Anusorn Napalen
   Address: 75 Thesaban, Chalung, Muang, 91140 Satun
   Age: 17
   Sex: Male
   Hobbies: Fishing, swimming, and playing football

4. Nantawat Sangsri
   Address: 126 Tungtamsao, Hadyai, 90110 Songkhla
   Age: 17
   Sex: Male
   Hobbies: Painting and playing badminton

5. Phitawan Satjamas
   Address: 103 Ratchadaphisek, Houikhwang, 10200 Bangkok
   Age: 18
   Sex: Female
   Hobbies: Modern dancing, shopping, and writing poem.

6. Busba Mintra
   Address: 99 Nakornnai road, Muang, 90000 Songkhla
   Age: 17
   Sex: Female
   Hobbies: Swimming and playing beach valley ball

7. Rawit Wongtong
   Address: 563 Sathupradit road, Buengkum, 10300 Bangkok
   Age: 16
   Sex: Male
   Hobbies: Traveling and using computer
8. Nuti Chomchan
   Address: 59/1 Tubtiang, Muang, 92100 Trang
   Age: 17
   Sex: Male
   Hobbies: Thai boxing and football

9. Chusak Pinsommai
   Address: 256 Ratchawithi road, Huahin, 72000 Prachuabkhirikhan
   Age: 18
   Sex: Male
   Hobbies: Basketball and watching Thai movies

10. Siriwimol Saisanan
    Address: 94 Charoenpradit road, Muang, Pattani 94000
    Age: 17
    Sex: Female
    Hobbies: Table tennis and painting batik

11. Malinee Wiangsiri
    Address: 89/7 Wisetchiboon, Muang, 96100 Narathiwas
    Age: 16
    Sex: Female
    Hobbies: Sewing, and reading Thai novels

12. Wannasa Thongwires
    Address: 26 Wichit, Kathu, 82500 Phuket
    Age: 18
    Sex: Female
    Hobbies: Selling books at the book shop, and tennis

13. Saranyu Sukwilai
    Address: 114 Mithnalang, Muang, 80000 Nakhornsrithammaraj
    Age: 18
    Sex: Male
    Hobbies: gardening and camping

14. Amita Yangyuen
    Address: 88 Phaholyothin, Banphai, 41000 Khonkaen
    Age: 17
    Sex: Female
    Hobbies: Shopping and writing poems

15. Arunocha Phanuphong
    Address: 53 Kamphaengphet, Rataphum, 90180 Songkhla
    Age: 16
    Sex: Female
    Hobbies: Cooking Thai desserts and running

16. Rojana Sangthong
    Address: 105 Petchakasem road, Cha-am, 76100 Petchburi
    Age: 17
Sex : Female  
Hobbies : Swimming and diving

17. Thongchai Pramote  
Address : 23 Ekmai road, Padangbesar, Sadoa, 90240 Songkhla  
Age : 16  
Sex : Male  
Hobbies : Sepak Trakraw and Racing

18. Amnaj Panthong  
Address : 71 Bosan, Tabpud, 82180 Phang - nga  
Age : 17  
Sex : Male  
Hobbies : Drawing and fishing

19. Bunlueng Wisnan  
Address : Chaimongkon village, Muang, 30000 Nakhornratchasima  
Age : 18  
Sex : Female  
Hobbies : Thai performing art (Khon)

20. Wiriya Ekhatree  
Address : 69/7 Nonsung village, Muang, 41330 Udornthani  
Age : 17  
Sex : Female  
Hobbies : Modern dance and playing guitar

The guided content

Paragraph 1 : Introductory Paragraph

Paragraph 2 : Introducing your self and study

Paragraph 3 : About your family

Paragraph 4 : About your hobbies / interests

Paragraph 5 : Ending your letter
Your Pen-Friend Letter
Appendix C

Faculty of Languages and Linguistics
University of Malaya, Malaysia

Achievement Test

Name ........................................ Class ........... Date ...........

Instruction: (1) This test consists of TWO parts,

Part I is a narrative writing task, namely telling a story through a
series
of pictures based on the topic in the classroom practice ‘The Special
Days in My Memory’, and

Part II is a pen-friend letter task with guided content.

(2) Each task contains 10 Marks.

(3) Time allocation is 2 periods (100 minutes).

(4) You can start your writing with any task in relation to your readiness.

(5) You have to submit your written work with the note paper given.

Part I: Narrative Writing Task (Telling a Story Through a Series of Pictures)

Instruction: (1) Look at a series of 6 pictures titled ‘My Final Examination Day’
carefully.

(2) Do the Pre-Writing Activities before Actual Writing (Paragraph)

(3) Put the linking devices and chronological order appropriately.

(4) Use the quotation given in each picture and vocabulary with meaning
below.

(5) Write your paragraph in relation to the structure of the story (Title /
Introduction/Main Events/content)/Conclusion.

(6) Revise all stages and the mistakes of your writing before submitting.
Examination in 5 minutes!  
Don't copy!

Quick!

please tell me answer!

teacher! He wants to copy mine.

I'm so sorry.  
Don't do it again.

I'm so sorry.
Vocabulary Items

Control (v) ควบคุม
Copy (v) ซื้อ
upset (adj) ตกใจ
pull (v) ลาก
catch (v) จับ
I. Pre-Writing

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6
II. Actual Writing

Your Paragraph
Part II. Pen-Friend Letter Task with Some Guidance

**Instruction**: (1) Read the following information of your pen-friend carefully.
(2) Write a pen-friend letter in its form through the guided content below.
(3) Do the pre-writing before actual writing.
(4) Revise your written work before submitting

<table>
<thead>
<tr>
<th>Pen-Friend Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Times Magazine</td>
</tr>
<tr>
<td>Name : Alisa Tantawan</td>
</tr>
<tr>
<td>Address : 121 Angreedomang street, Pathumwan, 10500 Bangkok</td>
</tr>
<tr>
<td>Sex : Female</td>
</tr>
<tr>
<td>Hobbies/interests : Jigsaw games, using internet, Swimming, and travelling</td>
</tr>
</tbody>
</table>

The Guided Contents

Paragraph 1 : Introductory paragraph (opening your letter)

Paragraph 2 : Introducing yourself and your school subjects

Paragraph 3 : About your family

Paragraph 4 : About your hobbies / interests

Paragraph 5 : Ending your letter

I. Pre-Writing

Paragraph 1 ...........................................................................................................................................

Paragraph 2 ...........................................................................................................................................

Paragraph 3 ...........................................................................................................................................

Paragraph 4 ...........................................................................................................................................
II. Actual Writing

Your Pen-Friend Letter
Appendix D
Analytical Marking Method

<table>
<thead>
<tr>
<th>Component Skills</th>
<th>Total Mark</th>
<th>Candidate's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vocabulary &amp; Grammar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Organization &amp; Layout</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Score = 10 Marks

A Description

Handwriting

1 Clear, well-formed handwriting

0.5 Generally clear but problems with formation of one or two letters with joining words

0 Words poorly formed and sometimes illegible

Vocabulary & Grammar

3 Shows knowledge of most words and structures required to write about topic, as well as others not specifically taught. Wide range and appropriate use.

2.5 Shows knowledge of words and structures required to write about topic.
Occasional errors in choice.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Knowledge of basic structures required to writing about topic</td>
</tr>
<tr>
<td>1.5</td>
<td>No knowledge of some important structures. Errors in use of some structures.</td>
</tr>
<tr>
<td>1</td>
<td>Many errors and inadequate stock of structures to write on topic</td>
</tr>
</tbody>
</table>

**Spelling**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can spell all words required; error-free</td>
</tr>
<tr>
<td>0.5</td>
<td>Occasional errors</td>
</tr>
<tr>
<td>0</td>
<td>Frequent errors</td>
</tr>
</tbody>
</table>

**Organization & Layout**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>All elements of layout observed; ideas in sentences, sentences in paragraph well linked</td>
</tr>
<tr>
<td>1.5</td>
<td>Occasional errors in layout and linking</td>
</tr>
<tr>
<td>1</td>
<td>Important elements of layout not known; links between ideas poor</td>
</tr>
<tr>
<td>0.5</td>
<td>Most elements of layout not known; comprehension of ideas difficult</td>
</tr>
</tbody>
</table>

**Content**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All content provided included; ideas well expanded through provision of details, examples, etc.</td>
</tr>
<tr>
<td>2.5</td>
<td>All content given included; ideas expanded with some details, examples, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Most content included but very little expansion of ideas; a few errors in ideas communicated</td>
</tr>
<tr>
<td>1.5</td>
<td>Some content not included, others wrongly understood or communicated</td>
</tr>
<tr>
<td>1</td>
<td>Very little ability to express information provided</td>
</tr>
</tbody>
</table>
Appendix E

Pilot Interview (semi-structured)

Part I. The teachers' opinions concerning the textbook used at Grade 11 and others at upper secondary level

A. General Opinions Concerning the Textbook

(1) Is this textbook usually alive and well presented? Why?
   Cover? Color? Content? Language?
(2) Can this textbook help you produce good and lively teaching plans?
(3) How can you make use of this textbook with other supplementary books and materials in this classroom?
(4) Do you think this textbook is appropriate for your students’ language abilities? How? Listening-speaking? Reading? Writing? Vocabulary items? Your students’ previous knowledge?

B. Scope for Writing Instruction

(1) Although this textbook was recommended by the Thai Ministry of Education, it was written by the native authors and had non-Thai cultural background, such as setting, characters, belief, and values. Did you follow everything or did you adapt? How can you adapt it to teach your students writing tasks and activities? Letter writing? Journal writing? Note? Narrative writing? Descriptive writing?
(2) What problems did you face while using this textbook for teaching writing? Tasks? Language? (grammar, vocabulary, mechanics of writing) Texts? Activities? Teaching suggestions?
(3) How can you solve those problems?
(4) What problems do you think your students faced while they were using this book for writing practice?
(5) How can you solve their problems?

C. Scope for Narrative Writing and Friendly Letter Writing Tasks

(1) What problems did you face while teaching narrative writing and friendly letter writing tasks through this textbook?
(2) What exercises do you think your students could not perform in this textbook?
(3) If this textbook contains a range of controlled and guided writing activities based on material of Thai context, do you think you can teach your students these tasks effectively so that your students are able to write them in exercises and exam paper well? How?
Part II  The teachers' comments on 6 lesson plans and worksheets, and the achievement test

A. Learner Factor

(1) Is this material appropriate for the students' attributes?
(2) In your opinion, how confident do the learners have to be to carry out the two tasks?
(3) How motivating and challenging is this material?
(4) Does the students' prior learning experience provide the necessary learning skills and strategies to carry out these tasks?
(5) To what extent do the tasks require previous cultural knowledge? How can the students be expected to have this knowledge?

B. Aims of 6 Lesson Plans

(1) Are the aims of 6 lessons plans related to the learning objectives of this course?

C. Content of Task Factor

(1) Is the language use of the two tasks suitable for the level of the students?
(2) Do the two tasks present socio-cultural bias?
(3) Are pen-friend letter writing texts and a series of pictures for narrative writing interesting activities for these students?
(4) Are the topics of the two tasks based on the students' circumstance?
(5) Is the content of the two tasks relevant, coherent, and organized?
(6) Is the content of the two tasks sequenced from easier to more difficult? from controlled to guided? from comprehension to production?

D. Methodology Factor

(1) Are the following activities available for the two tasks?
   Warm-up activity? Pre-writing activities? Guided writing activities (actual writing)?
(2) Do the exercises possess the following?
   - Familiarity to controlled to guided levels?
   - Comprehension to production?
   - Language or skills practice to language or skills use?
   - One right answer to many possible right answers?
   - Whole class to small groups to pairs to individual?
(3) Is the aim of the exercise clear and consistently realized?
(4) Are instructions of each activity and exercise clear and complete?
(5) Is the length appropriate?
(6) Are teaching-learning techniques used for two tasks available?
   - Pair work? Small-group work?
   - Student presentation?
   - Second composition (group composition, class composition, and oral composition)?
(7) Are teaching aids appropriately used?
(8) Is time allocation for each activity and exercise sufficient?
(9) Is variety used for teaching and learning of writing?
   - Variety of medium (texts and pictures)?
   - Variety of learner roles? (presenter, evaluator, receiver, thinker, and negotiator)
   - Variety of skills for producing written works? (listening, speaking, reading, and writing or integrated skills)
(10) Do you think your students will enjoy using this material?
(11) Is every step of 6 lessons clear?
(12) Are lessons 1-3 linked?
(13) Do 6 lessons prepare the researcher to teach and the students to learn?
(14) Does the researcher make the students involve every lesson through questions in approach to each lesson?
(15) Is this material authentic?
(16) What is the relationship between the researcher and learners? (atmosphere)
(17) Is evaluation appropriate?
Appendix F

Naturalistic Observation Form

**Instruction:**

1. You are an observer. Please remain the observer. You are not allowed to participate in the lesson.
2. You are an assistant to the researcher, collecting information that the researcher would like to examine and reflect on.
3. Read through items of criterion for observation.
4. Observe classroom events through your experience and perception.
5. Please make comments by taking-note or writing in English in categories of effectiveness and (or) ineffectiveness.
6. You can write in Thai as much as necessary.

**Date .........................
Task .........................
Lesson .........................
Period .........................

**Classroom Events**

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<tr>
<th>Item</th>
<th>Criterion for Observation</th>
<th>Effectiveness</th>
<th>Ineffectiveness</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Organization of the class</strong>&lt;br&gt;- How to open the lesson.</td>
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<td>Item</td>
<td>Criterion for Observation</td>
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<td>- How to structure the lesson</td>
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<td>- How to close the lesson</td>
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<td>2</td>
<td><strong>The researcher's time management</strong></td>
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<td></td>
<td>- the allotment of time for each activity</td>
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| 3.   | Organization of Learning Group  
       - How to organize the learning group |               |               |
| 4.   | Assigning the Tasks  
       - How the researcher assigns the task or activities or exercise to the students. |               |               |
| 5.   | The students' performance on a task  
       - The strategies, procedures, interaction patterns employed by the students in completing a task |               |               |
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<th>Item</th>
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<td>6.</td>
<td><strong>Time-on-Task</strong>&lt;br&gt;- The extent to which student (group or pairs) were actively engaged during a task</td>
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<td>7.</td>
<td><strong>The researcher’s questions and the students’ responses</strong>&lt;br&gt;- The way the students respond to the researcher’s questions</td>
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<td>- The way the students responded</td>
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<td>- The way the researcher reinforces the students' answers</td>
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<td>8.</td>
<td>The researcher's explanation</td>
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<td>- How to explain</td>
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<td>Grammar Points</td>
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<td>Linking Devices</td>
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<td>Punctuation</td>
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<td>-</td>
<td>How the researcher supervises the students while they are learning</td>
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<td>9.</td>
<td><strong>The researcher’s action zone</strong>&lt;br&gt;- The extent to which students were encouraged by the researcher more frequently than others during a lesson</td>
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<td>10.</td>
<td><strong>The students performing during pair work</strong>&lt;br&gt;- The way the students complete pair work</td>
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<td>- The responses they made during the task.</td>
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<td>- The type of language they used</td>
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<td>The language used by the researcher</td>
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<td>- How the researcher switches from English to Thai and Thai to English</td>
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<td>Classroom Interaction</td>
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<td>- Researcher &amp; Students'</td>
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<td>- Student &amp; student</td>
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<td>13.</td>
<td>The use of teaching aids</td>
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<td>- Overhead Projector and Transparency (the researcher)</td>
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<td>- Whiteboard and pen (the researcher)</td>
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<td>New teaching activity</td>
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<td>- Class performance during a new teaching activity</td>
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<td>15.</td>
<td>Group Work</td>
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<td>- The students' use of English as compared to Thai during group working</td>
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<td>- The students' time-on-task during group work</td>
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<td>- The type of interactions during group activities</td>
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<td>16.</td>
<td>Evaluation</td>
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<td>- How the researcher grades the students through each activity and exercise</td>
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<td>- How the researcher assesses the students' written work (last activity)</td>
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<td>- How the students do peer evaluation</td>
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<td>17.</td>
<td>Other Issues (your comments)</td>
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Appendix G

Teachers’ Questionnaire

This is not a test. There are no correct or incorrect answers. It is your personal and honest answer that will be appreciated and valued here. I assure your responses will be treated with the strictest confidence in accordance with research ethics. Thank you for your kind assistance.

Instruction: Please tick (√) in the relevant box or write in the space where applicable.

Part I: Background Information about Experience and Methodology in Teaching English, and Problems in Teaching of Written English

A. Background Information

(1) Class (Upper Secondary Level): Grade 10 (Mathayomsuksa 4) □

: Grade 11 (Mathayomsuksa 5) □

: Grade 12 (Mathayomsuksa 6) □

(2) Sex

: Male □

: Female □

(3) How many years have you been teaching English?

Please specify ____________________________

(4) What is your highest academic qualification?

______________________________

(1) Do you have a professional teaching qualification?

Yes □

No □

If yes, please specify ____________________________
B. Methods and Techniques of Teaching English

(1) In your classroom, did you use the following teaching English activities?

(more than one answer)

- Warm-up activity
- Students working in whole class, small-group, and pair work
- Language game
- Students making oral presentations
- Cloze (gap-filling) exercises
- Exercises in controlled and guided writing
- Students reading aloud in class
- Using pictures and other real world texts
- Vocabulary Development
- Self-access learning
- Student self-discovery of errors
- Others ..............................................................
C. Evaluation

(1) How can you assess your students' tasks, homework, and assignments?

(more than one answer)

- Self-evaluation
- Peer Evaluation
- On-going assessment
- Impressionistic marking method
- Analytic marking method
- Others .........................................................

D. Problems in Teaching of Written English

(1) Have you attended any course in teaching of writing?

Yes ☐ No ☐

(2) What are the main problems you faced when teaching written English? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(3) In your opinion, what are the main problems your students encounter while learning and practising written English? Why?

________________________________________________________________________
________________________________________________________________________
(4) Before your students were taught guided writing activities in this research, how did you solve the problems encountered by your learners when learning writing skills?

Part II: Suggestions and Feedback on Guided Writing Activities

Instruction: Please feel free to write your opinion in the space below

(1) From your observation of 6 lessons, what suggestions or feedback would you like to provide in order to improve guided writing activities?

(1.1) Narrative Writing Task (telling a story through a series of pictures)
(1.2) Pen-Friend Letter Writing Task

(2) Please compare this new material of guided writing activities (6 lessons) with those two writing tasks based on your own materials and your textbook in this classroom and other classes at this level.

(3) Please compare the achievement test of this research and your final exam paper which contained those two tasks.
(4) In your opinion, do you accept this new material as a part of lessons in this classroom and others at this level?

Yes ☐ Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

No. ☐ Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU FOR YOUR COOPERATION
Appendix H

Students' Interview (semi-structured)

1. Before you used the guided writing activities of this research, what problems did you face while doing writing tasks, activities, exercises, and assignment in class and outside the classroom?
   - Difficulty of language (vocabulary, grammar and sentence structure) and content (idea)?
   - Mechanics of writing? (spelling, punctuation, and linking devices)
   - Paragraph organization?
   - Motivation in writing?
   - Your teacher's teaching?
   - Your previous knowledge in content and language?
   - Your experience in Thai writing?
   - Your cognitive process in Thai and English?
   - Misunderstanding of examples and models of writing tasks based on non-Thai culture?
   - Your review of error?

2. How could you solve your writing problems?
   - Yourself? Your friends? Your teacher? Supplementary books?

3. While you were using guided writing activities of two tasks for 15 periods, what problems did you face from lesson 1 to lesson 3?
   - Language? Content? Learning process? Negative attitudes toward the researcher's teaching methods and techniques? Time allocation of each activity and exercise?
   - Need for guidance? Whole class work? Small-group work? Pair work?
   - Individual work? The observers?

4. While performing the achievement test, what were your problems?
   - Difficulty of language, content, pictures?
   - Levels of guidance?
   - Excitement?
   - Atmosphere?
   - Readiness?
   - Instruction?
   - Time allocation?
Appendix I

Material Adaptation

1. Time Allocation

Narrative Writing Task (Telling a Story with a Series of Pictures)

1.1 Lesson Plan 1: Pre-Writing Activities

Time: 3 Periods
Aim: To enable the students to express ideas on the given topic in sentences (main events).
Skills: To read the researcher's story for familiarizing narrative writing, practising the vocabulary, and revising grammar points (Past Simple Tense). To sequence the main events of the chosen topic for class composition in the Sentences.
Topic: The Special Days in My Memory
Previous Knowledge: Past Simple Tense, Structure of Story (Introduction / Main Events / Conclusion)
Teaching Aids: Worksheet, White board and pen

1.2 Lesson 3: Actual Writing Activities

Time: 5 Periods
Aim: To enable the students to write a piece of narrative writing through a series of pictures with different levels of guidance.
Skills: To combine the sentences in relation to the content and grammar points in a series of pictures (controlled and substantial guidance). To rearrange the pictures and appropriately use the linking devices for paragraph organization (Substantial guidance). To complete the story by expressing words in relation to pictures (substantial guidance). To complete the story by oral composition and actual writing (some guidance). To do pre-writing before actual writing (little guidance).

Topic: The Special Days in My Memory (New Year Day / Mother's Day / My holiday at the beach / Announcement Day of University Entrance Examination Results) / The Day of Skipping Class
Previous Knowledge: Paragraph organization
Teaching Aids: Worksheet with five series of pictures, Transparency, White board and pen
Pen-Friend Letter Writing Task

1.3

Lesson Plan 1 : Pre-Writing Activities

Time : 3 periods (1 period per 50 minutes)

Aim : The students are able to write a short paragraph
Skills : To get ideas of some part of pen-friend letter.
         To revise grammatical points, punctuation, and linking devices.
Topic : Your hobbies or interests
Previous Knowledge : Topic Sentence and supporting details, Present Simple Tense
                  : Present simple sentences, Compound sentences
Teaching Aids : Worksheet, Transparency, White board and pens

1.4

Lesson Plan 2 : Pre writing activities

Time : 3 periods
Aim : The students are able to understand and familiarize the models of pen-friend letter.
Skills : To revise the weakness of anonymous informal texts (some parts or excerpts of pen-friend letter).
         To understand the vocabulary used in the form of friendly letter.
Topic : my hobbies
Previous knowledge: The form of friendly letter, and paragraph organization
Teaching aids : Worksheet, Nation Junior magazine, white board and pen

1.5

Lesson Plan 3 : Actual Writing Activities

Time : 4 periods
Aim : The students are able to write a pen-friend letter through guided writing activities.
Skills : To rearrange the sentences (contents) in the form of pen-friend letter.
         To take dictation for vocabulary used in certain pen-friend letter.
         To write the students’ own information necessary for the content of pen-friend letter through guided sentence patterns.
         To fill in the students’ own ideas in the blanks of pen-friend letter through substantial guidance and some guidance in the form of content and sentence patterns.
Topic : About yourself and study, your family, and your hobbies or interests
Previous knowledge : Present Simple Sentence, Compound Sentence, and Complex Sentence
Teaching aids : Worksheet, transparency, white board and pen.
2. Learning Group Organization

II. Practice

Activity 2: Guided Writing Activities

The researcher: When you have a series of pictures as a guideline, I hope you can write a narrative very well. Please do the exercises in activity 2.

The students: (are asked to draw a ticket in the raffle for two times, the first for exercises 1-2, and the second for exercises 3-4.)

Exercise 1: Sornram's Happy New Year Day
Exercise 2: On Mother's Day
Exercise 3: My holiday at the Beach
Exercise 4: The Announcement Day of University Entrance Examination Results

3. Dictation

Exercise 2: Dictation
Aim: To familiarize the content and sentence patterns and practice the vocabulary competence through listening and writing skills.

Instruction: (1) Work with your partner.
(2) Read the following pen-friend letter.
(3) Listen to the cassette-tape.
(4) Take dictation (fill in the blank).

54/3 Petchkasem,
Muang,
93000 Phattalung
10 December 2001

Dear Somchai,

This is my (1) _________ letter to my pen-pal. I (2) ________ (3) ________ to be your pen pal. Let me tell you about myself.

My name is Sithichai. I am (4) _________ years old. I am (5) _________ at Tamod School. I have two brothers and one sister. We (6) ________ together with our (7) ________ house at Phattalung, near big (8) ________.

My hobby is (9) _________. I like to play football because it is very (10) _________. I (11) ________ like to listen to (12) ________ and my favorite (13) ________ is James Ruengsak.
I have some (14)_______ for you. Do you have a sister or brother? What is your school's name? What are your hobbies? Will you send me a (15)_______ of yourself. I hope to read your reply.

Your friend,

G. Thichak

4. The authentic pen-friend (the achievement test)

Part II. Pen-Friend Letter Task with some Guidance

Instruction: (1) Read the following information of your pen-friend carefully.
(2) Write a pen-friend letter in its form through the guided content below.
(3) Do the pre-writing before actual writing.
(4) Revise your written work before submitting.

Pen-Pal Page
Student Weekly Magazine
(26 February-4 March 2001)

Name: Miss Jinnapa Kittipong
Address: 52/163 Moo 3, Bang Yarek, Muang,
74000 Samut Sakhon
Age: 17
Hobbies/Interests: Reading books, Writing Poetry,
and Surfing the Internet

The Guided Content

Paragraph 1: Introductory Paragraph (opening your letter)
Paragraph 2: Introducing yourself and your school subjects
Paragraph 3: About your family
Paragraph 4: About your hobbies/interests
Paragraph 5: Ending your letter
5. Grading Methods

5.1 Narrative Writing

Activity 3 : Vocabulary Practice

The researcher : When we are going to tell our story, the words or vocabulary items are also important. Do you have any problems in finding the vocabulary?

The students : ____________________ .

The researcher : What are your problems about vocabulary?

The students : ____________________ .

The researcher : O.K., I would like to help you. Please do the activity 3.

5. The researcher divides the class into 5 groups of 4 persons each by counting for doing activity 3 (exercises 1 and 2).

6. After they have finished their work, they are asked to present their answers by writing on the board in which columns for 5 groups are drawn out. After this, each group’s answers on the board are comparatively investigated, then all groups help the researcher give correct answers through each group’s oral translation of 2 sentences.

7. The researcher explains both exercises and sums up lesson 2, including helping the students with their problems.

5.2 Partial Dictation (Letter Writing)

II. Practice

Activity 2 : Guided Writing Activities (Exercises based on controlled to some some guidance levels)

2. The researcher divides the class into 5 groups of four students each by counting for Exercise 1.

3. After they finish this exercise, they have to present their written work on a transparency.

4. The researcher compares the work of each group, and shows the correct form, also explains this exercise.

5. The researcher gets their feedback and helps them with problems about this exercise.

6. After this, they are asked to draw a ticket in the raffle for matching a pair in order to do Exercise 2.

7. After they have finished the dictation, the researcher rewinds the tape, 1 time for each sentence. Then, he randomly asks the pair to read the answers, the whole text aloud. In other words, while one of the pair is reading a sentence containing answers aloud, the other person has to spell his or her chosen words. Other pairs have to correct it through the researcher’s confirmation on the transparency of the correction dictation.