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## **APPENDICES**

**Appendix A**  
**A Long-Range Plan**  
**Collocation Vocabulary for Writing Ability**

Weeks	Contents
1	<p><b><u>Topics:</u></b></p> <ul style="list-style-type: none"> <li>- Pre-test</li> <li>- An introduction to collocation vocabulary and creating students' collocation notebook</li> </ul> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- The definition and importance of collocation vocabulary</li> <li>- Types of collocations</li> <li>- Creating a collocation notebook</li> </ul> <p><b><u>Terminal Objective:</u></b> Students will be able to describe the definition of collocation vocabulary and be able to create the collocation notebook.</p>
2	<p>Lesson 1</p> <p><b><u>Topics:</u></b> Me Myself – Daily Routine</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- Present Simple</li> <li>- Time</li> </ul> <p><b><u>Terminal Objective:</u></b> Students will be able to write a letter to describe their daily routine in typical day.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• get out of bed</li> <li>• take a shower</li> <li>• get dressed</li> <li>• have breakfast/ lunch/ dinner</li> <li>• go to bed</li> </ul>

Weeks	Contents
3	<p data-bbox="460 261 577 291">Lesson 2</p> <p data-bbox="498 331 928 367"><b><u>Topics:</u></b> Me Myself – Chores</p> <p data-bbox="498 384 852 473"><b><u>Contents:</u></b> - Have to + v. - Like / dislike</p> <p data-bbox="460 495 1392 583"><b><u>Terminal Objective:</u></b> Students will be able to write a diary about their chores.</p> <p data-bbox="498 606 843 641"><b><u>Collocation Vocabulary:</u></b></p> <ul data-bbox="548 663 959 924" style="list-style-type: none"> <li>• Do the dishes</li> <li>• Set/ Clear the table</li> <li>• Sweep/ Mop the floor</li> <li>• Take out the trash/garbage</li> <li>• Make the bed.</li> </ul>
4	<p data-bbox="460 955 577 986">Lesson 3</p> <p data-bbox="498 1026 1116 1061"><b><u>Topics:</u></b> Me Myself – Free Time Activities</p> <p data-bbox="498 1079 953 1114"><b><u>Contents:</u></b> - Adv. Of frequency</p> <p data-bbox="460 1136 1345 1225"><b><u>Terminal Objective:</u></b> Students will be able to write an e-mail about their free time activities.</p> <p data-bbox="498 1247 849 1282"><b><u>Collocation Vocabulary:</u></b></p> <ul data-bbox="523 1305 1172 1446" style="list-style-type: none"> <li>• Play + sports/ the musical instruments/ games</li> <li>• Go+ running/ swimming/ shopping</li> <li>• Surf the Internet.</li> </ul>
5	<p data-bbox="460 1477 577 1508">Lesson 4</p> <p data-bbox="498 1548 821 1583"><b><u>Topics:</u></b> Appearance</p> <p data-bbox="498 1623 874 1659"><b><u>Contents:</u></b> - Order of Adj.</p> <p data-bbox="460 1698 1367 1787"><b><u>Terminal Objective:</u></b> Students will be able to write a notice to describe of someone's appearance.</p> <p data-bbox="498 1809 856 1844"><b><u>Collocation Vocabulary:</u></b></p> <ul data-bbox="517 1866 981 1955" style="list-style-type: none"> <li>• Average + size / weight/ height</li> <li>• curly/ wavy/ straight + hair</li> </ul>



Weeks	Contents
6	<p>Lesson 5</p> <p><b><u>Topics:</u></b> Part-time job</p> <p><b><u>Contents:</u></b> - jobs</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write e-mail about their part-time job.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• apply for + (a job)</li> <li>• get + job</li> <li>• earn + income</li> </ul>
7	<p>Lesson 6</p> <p><b><u>Topics:</u></b> Trip - Planning for a vacation</p> <p><b><u>Contents:</u></b> - Future tense - Present progressive with future meaning. (going to)</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write a travel plan to describe their plan for a vacation.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Have + a trip</li> <li>• Plan to/ decide to + visit</li> <li>• Stay for + (period of time)</li> </ul>
8	<p>Lesson 7</p> <p><b><u>Topics:</u></b> Trip - Giving Direction</p> <p><b><u>Contents:</u></b> - Imperative Sentence</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write a note to give direction to a place.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Go/ walk straight</li> <li>• Turn left</li> <li>• Turn right</li> <li>• Go / drive along</li> </ul>

Weeks	Contents
9.	<p>Lesson 8</p> <p><b><u>Topics:</u></b> Health :Problems and Advice</p> <p><b><u>Contents:</u></b> Body, Sickness, Remedy</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write a note to give the advice to their friends.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Have + ...ache</li> <li>• take + a medicine</li> <li>• have a cold</li> <li>• take a rest</li> <li>• have a fever</li> </ul>
10.	<p>Lesson 9</p> <p><b><u>Topics:</u></b> Transportation</p> <p><b><u>Contents:</u></b> Transportation</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write e-mail about telling someone the best way to get to the place.</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• take + the kinds of transportation</li> <li>• get on</li> <li>• get off</li> </ul>
11.	<p>Lesson 10</p> <p><b><u>Topics:</u></b> Cooking Process</p> <p><b><u>Contents:</u></b> - Count / Non-count nouns - Chronological order</p> <p><b><u>Terminal Objective:</u></b> Students will be able to write a recipe of their favorite dish</p> <p><b><u>Collocation Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Turn on</li> <li>• Turn off</li> <li>• Cut up</li> </ul>

Weeks	Contents
12	<p data-bbox="459 300 796 384"><b><u>Topics:</u></b> - Wrap up - Post-test</p> <p data-bbox="459 407 1188 491"><b><u>Contents:</u></b> - Summary of the collocation vocabulary - Review students' collocation notebook</p> <p data-bbox="459 513 1392 661"><b><u>Terminal Objective:</u></b> Students will be able to observe the collocation vocabulary from the text they read, collect them on their notebook, and share with their classmates.</p>

**Appendix B**  
**Examples of Lesson Plan**

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**Lesson 1**

**Week:** 2

**Class:** M.2

**Period:** 3-4 (100 min)

**Topic:** Me Myself – Daily Routine

**Terminal Objective:** Students will be able to write a letter to describe their daily routine in a typical day.

**Enabling Objectives:**

1. Students will be able to understand and use the following collocations: get out of bed, take a shower, get dressed, have breakfast, go to bed
2. Students will be able to construct using Present Simple tense including the time.
3. Students will be able to describe the format of an informal letter.

**Background Knowledge:**




- Numbers 1-12
- Time : o'clock, AM. PM.
- Vocabulary : get up, bed , shower, bath, breakfast, lunch, dinner, dress



**Materials:**

1. Pictures
2. Words cards: get out of bed, take a shower, get dressed, have breakfast, go to bed
3. A passage (Handout 1)
4. A form-focused practice chart (Chart 1.1-1.4, 2)
5. A letter activity (Handout 2)

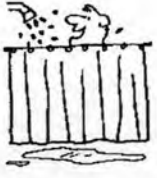
**Evaluation:** Students write a letter to describe their daily routine in a typical day.

**Procedures:**

Teacher	Students
<p><b><u>Introduction</u></b></p> <p>(Greetings)</p> <ul style="list-style-type: none"> <li>- Who have ever written a letter?</li> <li>- Whom did you write to?</li> <li>- Why did you write to your friend?</li> <li>- O.K. Today, we will write a letter to someone at home when we're far away to tell our regular activities.</li> <li>- What are your regular activities that you do everyday?</li> <li>- What time do you get up every morning?</li> <li>- How do you come to school?</li> <li>- What time do you usually go to bed?</li> </ul> <p>(T. shows pictures to SS. and stick them up on the board)</p>  <ul style="list-style-type: none"> <li>- What do you think he is doing?</li> </ul>  <ul style="list-style-type: none"> <li>- What about him?</li> </ul>  <ul style="list-style-type: none"> <li>- What about him?</li> </ul>	<p>(Greetings)</p> <ul style="list-style-type: none"> <li>- Yes, No</li> <li>- Friend</li> <li>- He's a pen-friend.</li> </ul> <ul style="list-style-type: none"> <li>- get up, bath, go to school, eat,...</li> <li>- six , five, ...</li> <li>- walk, bus,...</li> <li>- nine, ten, eleven,...</li> </ul> <ul style="list-style-type: none"> <li>- Get up, go to toilet</li> </ul> <ul style="list-style-type: none"> <li>- bath, shower</li> </ul> <ul style="list-style-type: none"> <li>- wearing clothes, putting on clothes</li> </ul>


Teacher	Students
 <p>- What about this fat guy?</p>  <p>- What about this boy?</p> <p>- Well, When do we do these activities?</p> <p>- So, who knows what word we can use to describe the activities that we do everyday?</p> <p>- O.K. We call the activities that we do everyday as the normal part in our life "A Routine". And today, we will study how to write a letter to parents or friends to describe our daily routine, but before that, we will learn some vocabulary first. Let's see what Brian's daily routine is!</p> <p>(T. passes a passage (<i>handout1</i>) to students )</p> <p>- Let's read this paragraph to see Brian's daily routine.</p> <p>- What time does Brian get up?</p> <p>- What does Brian have as breakfast?</p> <p>- When does school start?</p> <p>- And when does school end?</p> <p>- What team that Brian is in?</p> <p>- What about his weekend?</p> <p>- What is his favorite day?</p> <p>- Why?</p>	<p>- eating</p> <p>- bye bye, sleep</p> <p>- Everyday</p> <p>- routine, (Some don't know)</p> <p>(SS. read the passage)</p> <p>- 6.30</p> <p>- cereal, banana</p> <p>- 8.30 A.M.</p> <p>- 3.00 P.M.</p> <p>- Basketball team</p> <p>- He competes with teams from other schools.</p> <p>- Sunday</p> <p>- He can be lazy!</p>




Teacher	Students
<p><b>Collocation 2: take a shower</b></p> <p><i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- And the next collocation we will learn is "Shower."</p> <p>Can you find the sentences in the paragraph that have the word "shower"?</p> <p>(T. writes the sentences on the board and underlines the word "shower" in the sentences.)</p> <ul style="list-style-type: none"> <li>• First, I take a <u>shower</u>.</li> <li>• I'm so tired so I take a <u>shower</u> before having dinner.</li> </ul> <p>(T. adds another sentence.)</p> <ul style="list-style-type: none"> <li>• I always take a <u>shower</u> before meal because I will be fresh and enjoy eating.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- Which verb does the word "shower" appear together in these sentences?</p> <p>(T. underlines the chunk "take a shower")</p> <p>- So the word shower usually appears in the chunk as "take a shower." Which picture shows the meaning of "take a shower"?</p> <p>(T. matches picture with the word card on the board)</p> <p><b>Collocation 3: get dressed</b></p> <p><i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- Let's learn another collocation.</p> <p>Can you find the sentence that have the word "dress" in the sentence?</p>	<p>- First, I take a <u>shower</u>.</p> <p>- I'm so tired so I take a <u>shower</u> before having dinner.</p> <p>-take</p> <p>- </p> <p>(SS. look at the paragraph and tell T.)</p> <p>- Then, I brush my teeth and get <u>dressed</u>.</p>





Teacher	Students
<p>(T. writes the sentences on the board and underlines the word “dress” in the sentences.)</p> <ul style="list-style-type: none"> <li>• Then, I brush my teeth and get <u>dressed</u>.</li> </ul> <p>(T. adds other sentences)</p> <ul style="list-style-type: none"> <li>• My mom always gets <u>dressed</u> for an hour. She likes to wear shirt and skirt to work.</li> <li>• Rita will help me to get <u>dressed</u> for the party tonight.</li> </ul> <p><b>(Step2: Read: Study the words that co-occur in the sentence)</b></p> <ul style="list-style-type: none"> <li>- Which verb does the word “dress” appear together in the sentence?</li> <li>- Yes, we usually use this chunk “get dressed” to say we choose and wear clothes. Remember it! We use “get dressed”.</li> <li>- Which picture is the meaning of “get dressed”?</li> </ul> <p>(T. matches picture with the word card on the board)</p> <p><b>Collocations 4: have breakfast, have lunch, have dinner</b></p> <p><b>(Step1: Hill’s idea: noticing collocations in context)</b></p> <ul style="list-style-type: none"> <li>- And let’s look at the last collocations.</li> </ul> <p>Find the sentences in the paragraph that have the word “breakfast”, “lunch”, and “dinner”.</p>	<p>- Get</p> <p>- </p> <ul style="list-style-type: none"> <li>- (SS. find the sentences and tell T.)</li> <li>- After that, I have <u>breakfast</u>.</li> <li>- I have <u>lunch</u> at 12.30.</li> <li>- I’m so tired so I take a shower before having <u>dinner</u>.</li> </ul>

Teacher	Students
<p>(T. writes the sentences on the board and underline the words “breakfast”, “lunch”, “dinner”)</p> <ul style="list-style-type: none"> <li>• After that, I have <u>breakfast</u>.</li> <li>• I have <u>lunch</u> at 12.30.</li> <li>• I’m so tired so I take a shower before having <u>dinner</u>.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- O.K. Let’s see, what word usually appears together with “breakfast”, “lunch”, and “dinner”?</p> <p>- What are “breakfast”, “lunch”, and “dinner”?</p> <p>- Yes, so we will use verb “have+meal” like breakfast, lunch, and dinner.</p> <p>- What does Brian have as breakfast?</p> <p>- Yes, the foreigners such as Australian, American usually have bread, cereal, banana as their breakfast. What about Thai people? What do we usually have as breakfast?</p> <p>- O.K. let’s note that we also usually use “have” + the name of the food we eat in the meal.</p> <p>- What picture can match with this collocation?</p> <p>(T. matches picture with the word card on the board)</p>	<p>- Have</p> <p>- They are the different meals in a day.</p> <p>- banana, cereal</p> <p>- I usually have rice.</p> <p>- I have sandwich.</p> <p>- </p>

Teacher	Students
<p><b><i>(Step3: Don't read: try using collocation to create sentences)</i></b></p> <p>-Now, divide into four groups. Students in each row are in the same group. Each group will have to create sentences to describe a routine of someone. I'll give you a diagram that shows the activities in one day of the person. Try using the collocations you've just learned.</p> <p>(T. shows the <i>charts 1.1-1.4</i> on the board)</p> <p>- O.K. now each group writes your sentences on the board and we will discuss them together.</p> <p><b><i>(Step4: Reread: Discuss the use of collocations in the sentences the students create)</i></b></p> <p>- Let's check together. Which sentence has problems? (The class checks the sentences that each group created and discusses whether the group used collocations correctly.)</p> <p>- Don't forget to try keeping collect collocations in your notebook.</p> <p><b><i>(Step5: Reuse: Practice using collocations in context)</i></b></p> <p>- Let's look back at Brian's daily routine. It is a letter, right?</p> <p>- Whom does he write to?</p> <p>- Why does he have to write to his parents about his daily life in Australia?</p> <p>- Yes, he maybe studying abroad. We usually tell our daily life to parents or close friends when we do not stay with or meet them regularly.</p> <p>- Is it a formal or informal letter that he wrote to his parents?</p>	<p>(SS. create sentences in a group)</p> <p>( some groups may create incorrect sentences)</p> <p><b>*SS. store collocation in their notebook*</b></p> <p>-Yes.</p> <p>- His parents.</p> <p>- Maybe his parents do not stay with him in Australia.</p> <p>- Informal letter</p>

Teacher	Students
<p>- Yes, it is an informal letter that he writes to his parents to tell his daily life in Australia. Look. What is the word he uses to greet his parents?</p> <p>- Yes, we will use the word "Dear + someone we write to+ , (comma)."</p> <p>(T. writes "Dear+.....+, (comma)" on the board)</p> <p>- And how he ends his letter?</p> <p>- Yes, we usually use the word "take care" to end the letter to close friends or someone we are close to.</p> <p>(T. writes "Take care" and signs on the board)</p> <p>- O.K. now, let's see what Sarah's daily routine was when she stayed in the summer camp for one month. She wrote a letter to her friend, Taylor.</p> <p>(T. shows Sarah's diagram (<i>Chart 2</i>) and letter (<i>Handout 2</i>) on the board)</p> <p>- Taylor read Sara's letter and drew this diagram. So, let's look at the diagram and write what Sara wrote to Taylor together. Help me write Sarah's letter.</p> <p>- Whom does Sara write to?</p> <p>- So, how should she greet Taylor on the letter?</p> <p>(T. writes "Dear Taylor" on the board)</p> <p>- Why does she write to her friend?</p> <p>- Can she do things in the camp the same way as when she's at home?</p> <p>- Yes, Sarah's daily routine changed when she's in the camp. What time does she get out of bed?</p> <p>- O.K. She gets out of bed at 5.30 A.M.</p> <p>(T. writes "I get out of bed at 5.30 A.M." on the board)</p> <p>- Normally, why do we have to get out of bed early when we are in a camp?</p>	<p>- Dear Mom &amp; Dad,</p> <p>- He says "take care" and signs his name.</p> <p>(SS. look at the diagram and write together in class)</p> <p>- Taylor</p> <p>- Dear Taylor,</p> <p>- She is in the camp.</p> <p>- No, she can't. Her daily routine may changed when she is in a camp.</p> <p>- At 5.30 A.M.</p> <p>- To exercise, to take a shower,...</p>

Teacher	Students
<p>- Yes, so we may write "to exercise" for this sentence. (T. writes "to exercise" on the board)</p> <p>- What does she do after getting out of bed to exercise?</p> <p>- O.K. (T. writes "Then, I take a shower and get dressed at 7.00 A.M.)</p> <p>- When does she have breakfast?</p> <p>- Yes, she has breakfast at 7.30 A.M. (T. writes "I have breakfast at 7.30 A.M." on the board)</p> <p>- What do we usually do in the morning when we are in a camp?</p> <p>- O.K. Let's add the sentence "I do many activities in the morning" into the letter. (T. writes "I do many activities in the morning" on the board)</p> <p>- And when does she have lunch?</p> <p>- That's right. I will write "and I have lunch at 12.00 P.M." after this sentence. (T. writes "and I have lunch at 12.00 P.M." on the board)</p> <p>- After that, what does she do?</p> <p>- O.K. she does activities until 4.00 P.M. (T. writes "After that, I do activities until 4.00 P.M." on the board)</p> <p>- And when does she have dinner?</p> <p>(T. writes "I have dinner at 6.00 P.M." on the board)</p> <p>- Then, what does she do next?</p>	<p>- take a shower and get dressed at 7.00 A.M.</p> <p>- At 7.30 A.M.</p> <p>- do activities</p> <p>- 12.00 P.M.</p> <p>- do activities until 4.00 P.M.</p> <p>- At 6.00 P.M.</p> <p>- Take a shower at 7.30 P.M.</p>

Teacher	Students
<p>- O.K. (T. writes "Then, I take a shower at 7.30 P.M." on the board)</p> <p>- And then?</p> <p>- Can we go to bed at 11.00 P.M. when we are in the camp?</p> <p>- So, when does Sarah go to bed? (T. writes "I go to bed at 9.00 P.M." on the board)</p> <p>- Is that all what Sarah does in one day?</p> <p>- How does she should end the letter?</p> <p>- That's right. (T. writes "Take care" and "Sarah" on the board)</p> <p>- Great! Now I would like you to write a letter as Sarah do to describe your daily routine. Supposing that you are in an English camp for 3 weeks and you write a letter to tell your parents or your friends about your daily routine in the camp. Don't forget to use the collocations we learnt today in your letter. ( T. takes the letter (<i>Chart 2 and Handout 2</i>) on the board out)</p> <p>- O.K. Write your own letter. Don't forget the form of an informal letter and using the collocations we've learned today.</p> <p>(T. checks and discusses 2-3 students' letters with the class and takes all letters back to check after class)</p> <p><b><u>Transfer</u></b></p> <p>- What is your daily life? What time do you get out of bed?</p>	<p>- She goes to bed at 9.00 P.M.</p> <p>- No.</p> <p>- 9.00 P.M.</p> <p>- Yes.</p> <p>- Take care and signs her name</p> <p>(SS. write a letter to describe their daily routine in typical day.)</p> <p>- I get out of bed at 6.30 A.M.</p>

Teacher	Students
<p>- What about your weekends?</p> <p>- Do you want to change your daily routine?</p> <p>- What do you want to change?</p> <p>- Well, today we have learnt some collocations that you can use to describe your daily routine. I would like you to study more. These are not all of the collocations that we can use to describe daily routine. In the paragraph, There are still other collocations. You can find them and collect them into your notebook. Don't forget to collect the example sentences too.</p>	<p>- I am lazy on the weekends. I get out of bed at 10.00 A.M. and go to bed at 11.00 P.M.</p> <p>- Yes.</p> <p>- I want to get out of bed and go to bed early.</p>

**Handout 1****Brian's Daily Routine**

**Instructions :** Read the passage to get information and find some collocations.

**My Life in Australia**

Dear Mom & Dad,

Hey Mom, how are you? Here's my daily routine in Australia. Every morning my alarm goes off at 6.30. No problem. I usually hit the snooze button and close my eyes again. But I can never go back to sleep, so I get out of bed soon after.

Once I get out of bed, I do the same things every day. First, I take a shower. Then, I brush my teeth and get dressed. After that, I have breakfast. On weekdays, breakfast is always quick. I sometimes have cereal, but I usually just have a banana. Then, I take a bus to school.

School starts at 8.30 A.M. I'm never late for school. I'm always in my class just before the bell rings. Call it great timing. I call it a mad rush!

I have lunch at 12.30 and school ends at 3.00. But I never get home until after 6.00 P.M. I am on the basketball team, and I practice after school. After school, I usually go to the gym to practice. When arrive home, I'm so tired so I take a shower before having dinner. Then, I usually do homework and watch television before going to bed.

On Saturday, my team often competes with teams from other schools. I am always tired after every competition, but I don't mind. I have more friends from the competitions.

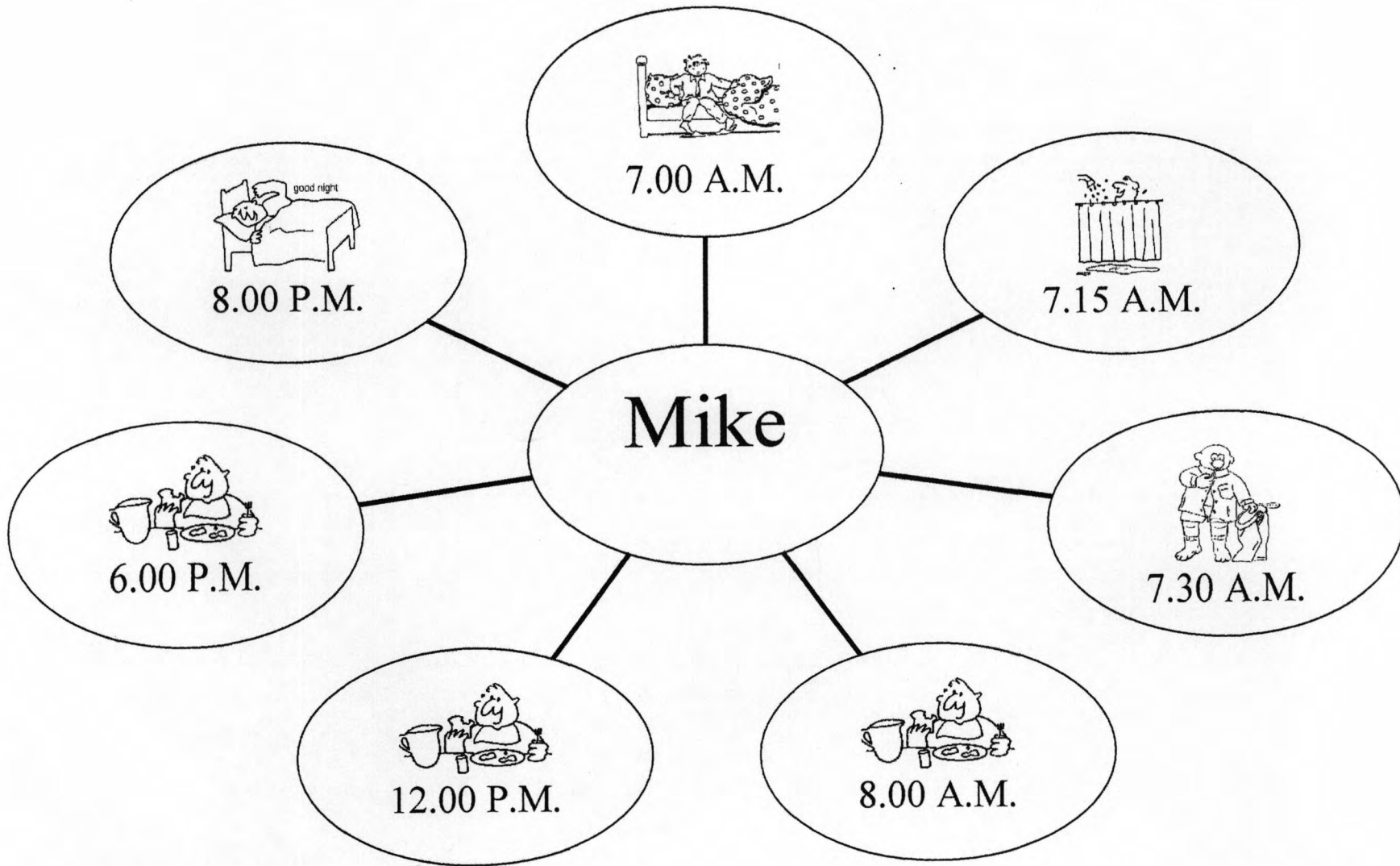
Sunday is my favorite day. It's usually my lazy day, and I love it! Hope You enjoy with my life.

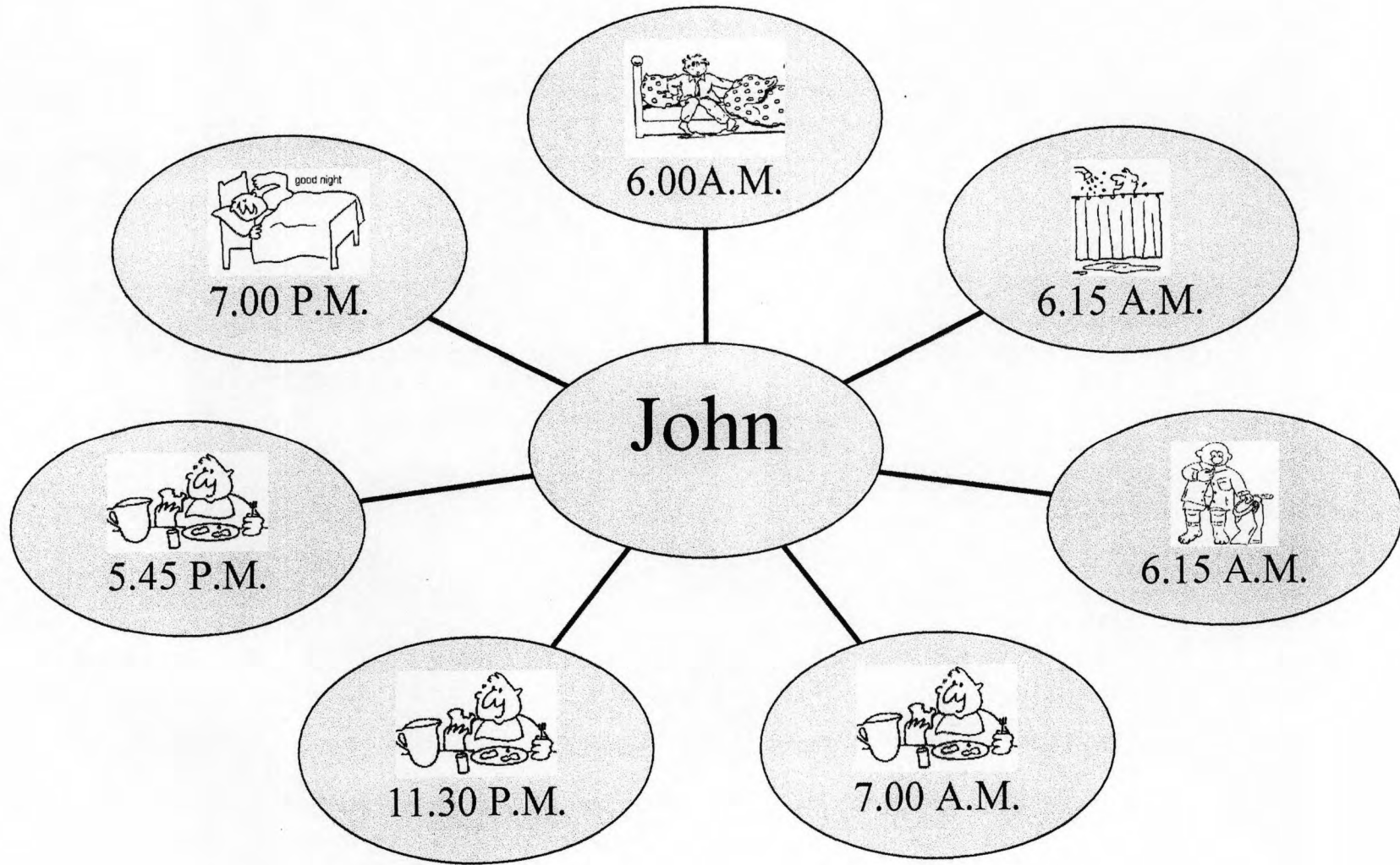
Take care

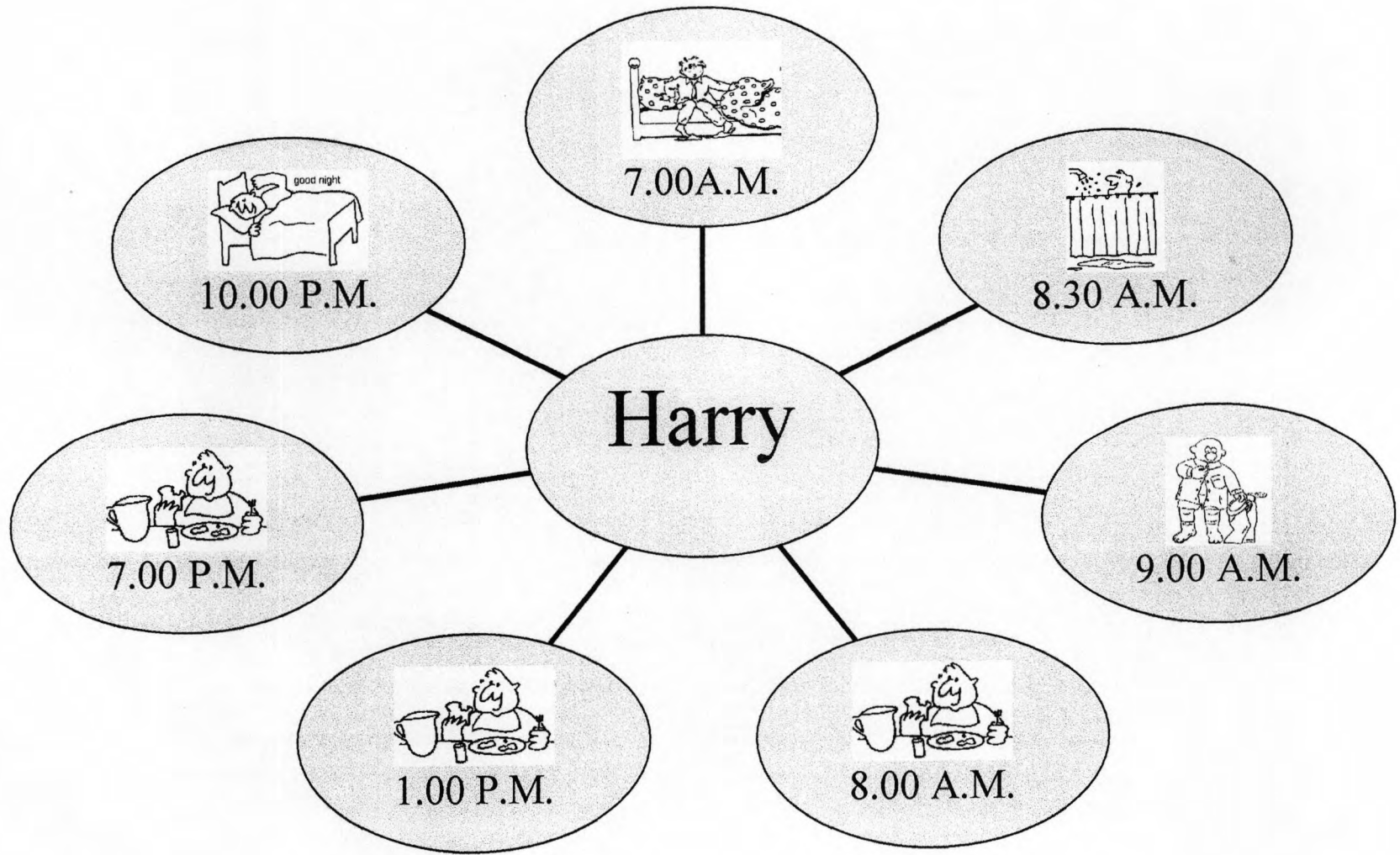
Brian

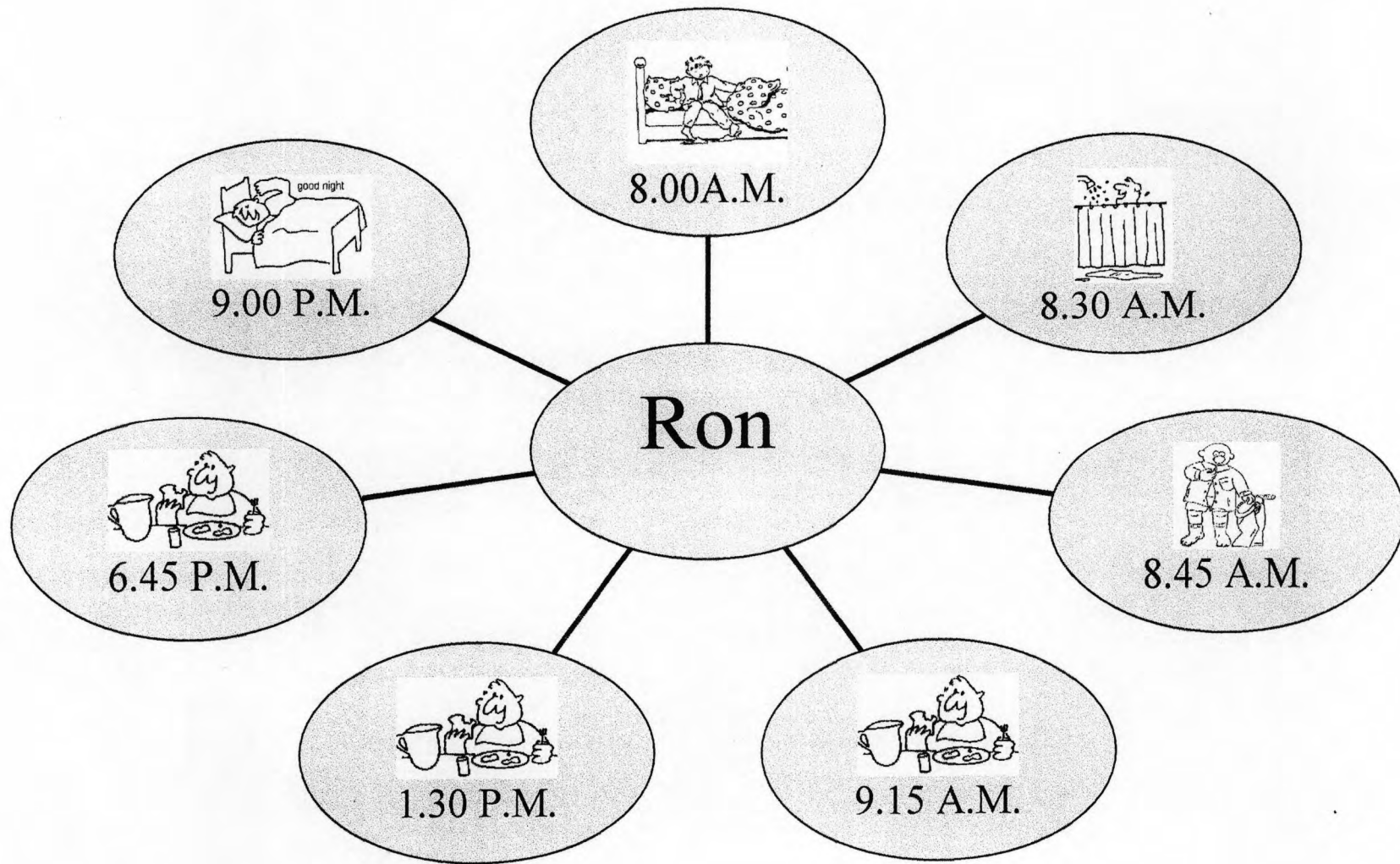












8.00 A.M.

8.30 A.M.

Ron

8.45 A.M.

9.15 A.M.

1.30 P.M.

6.45 P.M.

9.00 P.M.

good night

## Handout 2

Instructions : From the given diagram, write Sarah's letter to tell her daily routine to Taylor.

\_\_\_\_\_,

How are you, Taylor? Hope you are fine. I've stayed in the camp for two weeks and had many experiences. Anyway, my daily routine has changed.

Everyday\_\_\_\_\_

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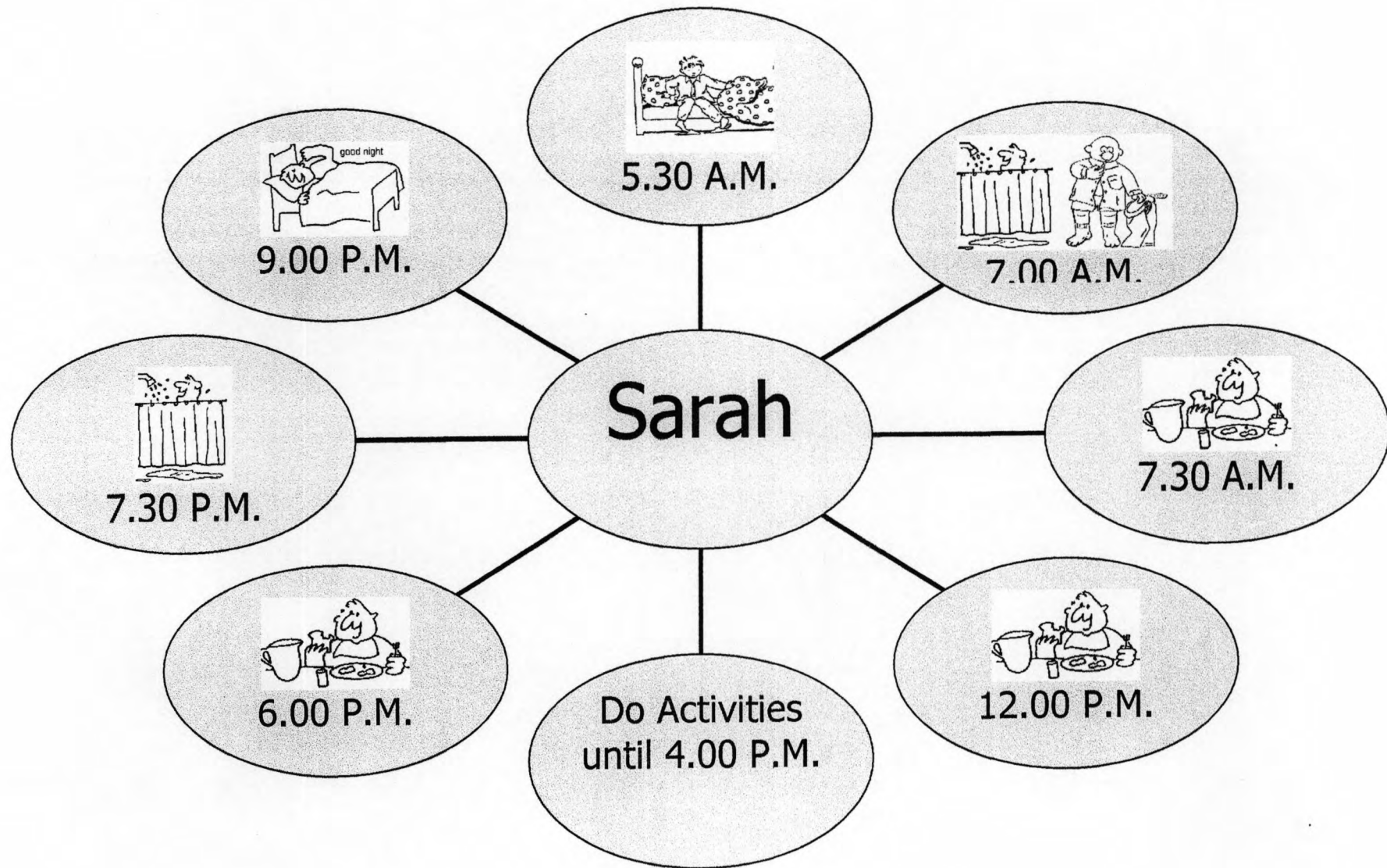
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I think it will change my life when I go back!


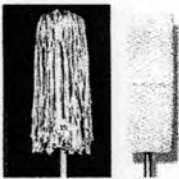

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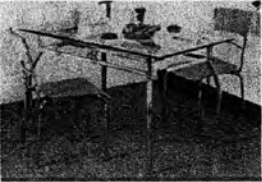
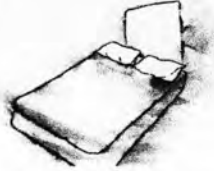


**Lesson 2****Week:** 3**Class:** M.2**Period:** 5-6 (100 min)**Topic:** Me Myself – Chores**Terminal Objective:** Students will be able to write a diary about their chores.**Enabling Objectives:** 1. Students will be able to understand and use the following collocations: Do the dishes, Set/ Clear the table, Sweep/ Mop the floor, Take out the trash/garbage, Make the bed.  
2. Students will be able to construct the sentence using the pattern “have to + v.”  
3. Students will be able to describe the characteristics of a diary**Background Knowledge:** - Vocabulary: dish, floor, trash, garbage, bed, mop, broom  
- Like / dislike  
- Present simple tense, Past simple tense**Materials:** 1. Pictures  
2. Words cards: Chores, Do the dishes, Set/ Clear the table, Sweep/ Mop the floor, Take out the trash/garbage, Make the bed,  
3. Passage (Handout 1)  
4. Chart (Table 1)  
5. Worksheet (1, 2)**Evaluation:** Students write a diary to tell their chores and what they like or dislike about their chores.



**Procedures:**



Teacher	Students
<p><b><u>Introduction</u></b></p> <p>(Greetings)</p> <ul style="list-style-type: none"> <li>- Who writes a diary?</li> <li>- What did you write in a diary?</li> </ul> <p>- O.K. Today, we'll write a diary about chores we have to do.</p> <div data-bbox="529 791 702 975" style="text-align: center;">  </div> <p>(T. Shows the picture)</p> <ul style="list-style-type: none"> <li>- Could you tell me what they are?</li> </ul> <p>(T. Shows the picture)</p> <div data-bbox="225 1159 404 1336" style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- What is it?</li> </ul> <p>(T. Shows the picture)</p> <div data-bbox="232 1462 539 1712" style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- What do we use them for?</li> </ul>	<p>(Greetings)</p> <ul style="list-style-type: none"> <li>- Yes, no</li> <li>- Things happen in a day.</li> <li>- Daily routine</li> <li>- Things I want to remember.</li> </ul> <ul style="list-style-type: none"> <li>- They are dishes (dirty dishes).</li> </ul> <ul style="list-style-type: none"> <li>- It is a mop.</li> <li>- broom</li> </ul> <ul style="list-style-type: none"> <li>- to clean.</li> </ul>



Teacher	Students
<p>(T. Shows the picture)</p>  <p>- What about this? What is it?</p>	<p>- It is a trash/ garbage.</p>
<p>(T. Shows the picture)</p>  <p>- What is it?</p>	<p>- It is a table and chairs.</p>
<p>(T. Shows the picture)</p>  <p>- What about this? What is it?</p> <p>- For all the pictures I showed you, can you find these things in your house?</p> <p>- Who helps your mom or dad to clean your house? What do you do?</p> <p>- O.K. Today we will learn some collocations to describe chores? Who has ever heard this word, "chores"?</p> <p>(T. sticks the word "chores" and list all the chores on the board)</p> <p>- Today we will write a diary about the chores you have to do and whether you like or dislike your chores.</p> <p>(T. passes a passage (<i>Handout 1</i>) and (<i>Worksheet 1</i>) to students and sticks the picture on the board)</p> <p>- First, let's see the diary that Mike wrote.</p> <p>- What did Mike write about?</p>	<p>- It is a bed.</p> <p>- Yes.</p> <p>(Various answers)</p> <p>(Some may know)</p> <p>(SS. read the passage)</p> <p>- About his chores</p>

Teacher	Students
<p>- Does he have to do any chores?</p> <p>- What are his normal chores?</p> <p>- What chores does he have to do more today?</p> <p>- Why?</p> <p>- Let's learn the collocations about chores from this passage.</p> <p><b>Collocation 1: make the bed</b></p> <p><i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- We will focus on the collocations about chores from the passage. Look for the first collocation with the head word "bed." Can you find the sentences in the diary that have the word "bed"?</p> <p>(T. writes the sentence on the board and underlines the word "bed" in the sentence.)</p> <ul style="list-style-type: none"> <li>• Normally I have to make the <u>bed</u> myself.</li> </ul> <p>(T. adds more sentences)</p> <ul style="list-style-type: none"> <li>• I make the <u>bed</u> after I get out of bed everyday.</li> <li>• She doesn't like to make the <u>bed</u> so she tries to get out of bed before her sister. They agree that the person who gets out of bed last has to make the <u>bed</u>.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- Which word does the word "bed" appear together in these sentences?</p> <p>(T. underlines the chunk "make the bed")</p>	<p>- Yes.</p> <p>- Make the bed and take out the trash.</p> <p>- do the dishes, sweep the floor, mop the floor</p> <p>- His house is going to have a party.</p> <p>- Normally I have to make the <u>bed</u> myself.</p> <p>- make</p>

Teacher	Students
<p>- What is the part of speech of this word?</p> <p>- Yes, it's a verb. And the collocations we will learn today are the verbs to describe chores. We make the bed after we get out of bed?</p> <p>- What does "to make the bed" mean?</p> <p>- That's right. Which picture illustrates the collocation "to make the bed"?</p>	<p>- Verb</p> <p>- To tidy the bed.</p>
<p>(T. sticks the word card under the picture on the board)</p> <p><b>Collocations 2: sweep the floor, mop the floor</b>  <i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>(T. shows the pictures)</p>	
	
<p>- Well, what do we use these equipments for?</p> <p>- Can you find the sentences in the diary that have the word 'floor'?</p> <p>(T. writes the sentence on the board and underlines the word "floor" in the sentences.)</p> <ul style="list-style-type: none"> <li>• I had to sweep the <u>floor</u> and mop the <u>floor</u>.</li> </ul>	<p>- Clean the floor.</p> <p>- I had to sweep the <u>floor</u> and mop the <u>floor</u>.</p>
<p>(T. adds more sentences)</p> <ul style="list-style-type: none"> <li>• Mother uses the broom to <u>sweep</u> the floor.</li> <li>• I don't like to <u>mop</u> the floor because I don't want to clean the mop. I prefer to <u>sweep</u> the floor.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p>	
<p>- What verbs does the word "floor" appear together in this sentence?</p>	<p>- sweep and mop</p>

Teacher	Students
<p>(T. underlines the chunk “sweep the floor” and “mop the floor”)</p> <p>- What equipment do we use to sweep the floor?</p> <p>- Which picture shows the meaning of “sweep the floor”?</p>	<p>- a broom</p> 
<p>(T. sticks the word card under the picture on the board)</p> <p>- O.K. What about “to mop the floor”?</p>	
<p>(T. sticks the word card under the picture on the board)</p>	
<p><b>Collocation 3: do the dishes</b></p>	
<p><i>(Step1: Hill’s idea: noticing collocations in context)</i></p>	
<p>- Next, let’s study the collocation about the word “dishes”? Can you find the sentence that has the word “dishes”?</p>	<p>- I had to do the <u>dishes</u>.</p>
<p>(T. writes the sentence on the board and underlines the word “dishes” in the sentences.)</p>	
<p>I had to do the <u>dishes</u>.</p>	
<p>(T. adds more sentences)</p>	
<ul style="list-style-type: none"> <li>• My mom always asks me to do the <u>dishes</u> after dinner.</li> </ul>	
<p>I like to do the <u>dishes</u> because I like to see clean and shiny dishes.</p>	
<p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p>	
<p>- What verb does the word “dishes” appear together?</p> <p>(T. underlines the chunk “do the dishes”)</p>	<p>- do</p>

Teacher	Students
<p>- What about the picture? Which picture describes the word “do the dishes”?</p> <p>- What does “do the dishes” mean?</p> <p>- Yes, we can use “do the dishes” or wash the dishes. (T. sticks the word card under the picture on the board)</p> <p><b>Collocation 4: take out the trash</b> <i>(Step1: Hill’s idea: noticing collocations in context)</i></p> <p>- Let’s find another collocation that has the word “trash” in the sentence.</p> <p>(T. writes the sentence on the board and underlines the word “trash” in the sentences.)</p> <ul style="list-style-type: none"> <li>• Normally I take out the <u>trash</u> everyday.</li> </ul> <p>(T. adds more the sentences)</p> <ul style="list-style-type: none"> <li>• My brother has to take out the <u>trash</u> to clean the bin everyday. It’s his chores.</li> <li>• After doing the dishes, Mom takes out the <u>trash</u> every evening. She doesn’t want to have dirty bin in the house over night.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- Which verb does the word ‘trash’ appear together in the sentence?</p> <p>(T. underlines the chunk “take out the trash”)</p> <p>- O.K. Which picture describes the word “take out the trash”?</p>	<div data-bbox="958 276 1255 460" data-label="Image"> </div> <p>- wash the dishes</p> <p>- Normally I take out the <u>trash</u> everyday.</p> <p>- take out</p> <div data-bbox="981 1758 1216 1920" data-label="Image"> </div>



Teacher	Students
<p>(T. sticks the word card under the picture on the board)</p> <p>- O.K. Let's complete the table that I pass to you with the passage. What are these chores? Who do these chores, Mike or Mom? Does he like the chores he has to do?</p> <p>(T. and the class check the table together)</p> <p>(T. shows the list of "have to+ V." sentences)</p> <ul style="list-style-type: none"> <li>• I <u>have to</u> make the bed.</li> <li>• I <u>have to</u> take out the trash.</li> <li>• I <u>have to</u> sweep the floor.</li> <li>• I <u>have to</u> mop the floor.</li> <li>• I also <u>have to</u> do the dishes.</li> <li>• I <u>have to</u> clear the table.</li> </ul> <p>- What does it means "I have to ..."? Can Mike not do these chores?</p> <p>- So, what does it mean "he have to do chores"?</p> <p>- What is the part of speech used after "have to"?</p> <p>(T. asks SS. to create sentences using "have to+ verb")</p> <p>(T. writes the sentences on the board)</p> <p>- O.K. Great. We will use have to + V. when we want to tell that we must do that things and we have to use "have to" with the infinitive verb.</p> <p>(T. writes the pattern "have to+ V." on the board)</p> <p><b><i>(Step3: Don't read: try using collocation to create sentences)</i></b></p>	<p>(SS. fill in the table)</p> <p>- No, he can't.</p> <p>- He must do chores.</p> <p>- Verb</p> <p>(various answers)</p>

Teacher	Students
<p>- Now, I will divide you into groups of four. From the list of collocations about chores you've just learned, which chores do the members in the group have to do at home? Write the sentences to describe your member's chores. Try using the collocations and the structure "have to" you've just learned.</p> <p>(T. takes all word cards off the board, the pictures are still on the board)</p> <p>(T. reads SS' sentences)</p> <p><b><i>(Step4: Reread: Discuss the use of collocations in the sentences the students create)</i></b></p> <p>(T. writes the incorrect sentences under each picture on the board)</p> <p>- O.K. let's check these sentences together.</p> <p>(The class discusses the incorrect sentences together)</p> <p><b><i>(Step5: Reuse: Practice using collocations in context)</i></b></p> <p>- Look at the diary. What do we usually write in a diary?</p> <p>- That's right. When we write a diary, we have to show the date because we use the diary to write things that happen in that day. So don't forget to write the date when you write a diary.</p> <p>- O.K. Now, let's try to write a diary together from this chart. This is Rachel's chores.</p> <p>(T. shows the chart (<i>Table 1</i>) on the board)</p> <p>- What should I start with?</p> <p>- Yes.</p> <p>(T. writes the date on the board)</p>	<p>(SS. create sentences in a group and hand in the sentences.)</p> <p>(Some groups may create incorrect sentences)</p> <p>- date, activities in one day.</p> <p>- Today's date</p>



Teacher	Students
<p>- O.K. We will start with "After I get out of bed,....." From the chart, could you create the sentence for me?</p> <p>(T. points to the first chore on the chart)</p> <p>- Good. "After I get out of bed, I have to make the bed".</p> <p>(T. writes the sentence on the board)</p> <p>- Does she like it?</p> <p>- Why?</p> <p>- O.K. "I like to do this chore because I like to see my bed tidy".</p> <p>(T. writes the sentence on the board)</p> <p>- Then, she has breakfast and she has to do another chore. What is it?</p> <p>(T. points to the second chore on the chart)</p> <p>- "I have breakfast and I have to do the dishes."</p> <p>(T. writes the sentence on the board)</p> <p>- does she like it?</p> <p>- Why not?</p> <p>- Good. "I dislike this because the dishes are always too dirty to wash."</p> <p>(T. writes the sentence on the board)</p> <p>- But what does she likes?</p> <p>- Why?</p> <p>- O.K. "but I like to set the table because it's easy."</p> <p>(T. writes the sentence on the board)</p> <p>- However, there's still another chores she doesn't like to do. What is it?</p> <p>- Why not?</p>	<p>- She has to make the bed.</p> <p>- Yes.</p> <p>- Because she likes to see her bed tidy.</p> <p>- to do the dishes.</p> <p>- no.</p> <p>- Because the dishes are always too dirty to wash.</p> <p>- to set the table</p> <p>- Because it's easy.</p> <p>- Clear the table.</p> <p>- She thinks it's not fair to clear the table alone.</p>

Teacher	Students
<p>- Great. "However, there's still another chores I don't like. I don't like to clear the table because I think it's not fair to clear the table alone."</p> <p>(T. writes the sentence on the board)</p> <p>(T. passes <i>worksheet 2</i> to SS.)</p> <p>- Well, now I would like you to fill the table with your own information about chores.</p> <p>- O.K. From your own information, I would like you to write your own diary about your chores. Do you like or dislike it? Don't forget to use the collocations and the structure "have to" we learnt today in your letter.</p> <p>(T. takes the diary on the board out)</p> <p>(T. checks and discusses 2-3 diaries with the class and checks the rest after class)</p>	<p>(SS. fill in the table with their own information)</p> <p>(SS. write a diary about their chores)</p>
<p><b><u>Transfer</u></b></p> <p>- We've learned many chores today. Can you tell me what the word "chores" means?</p> <p>- Good. Chores are the housework and the tasks that have to be done regularly at home.</p> <p>- Normally, who does the chores in your family?</p> <p>- Should we help with the chores in the house?</p> <p>- Should children get money when they do chores?</p> <p>- Well, Today we learned a lot of collocations about chores. Please review these collocations again and collect them into your collocation notebook. If it is possible, find more chores. There are still other chores to study.</p>	<p>- The work to do in the house.</p> <p>- Mom, servant, ....</p> <p>- Yes, No, ...</p> <p>- Yes, No,....</p>

**Handout 1**

**Instruction:** Read the passage to get information and find some collocations in class








**02 Dec' 07**

**Diary, what I did today.**

**Today I helped my mother do many chores because we are going to have a party tomorrow. Normally I have to make the bed and take out the trash. That's it! I usually can do these chores easily. I didn't like the chores I did today. I had to sweep the floor and mop the floor. I hate them because I didn't know where to start. The house was quite messy. I also had to do the dishes. I think I washed a hundred dishes! I'm very tired. The bad news, it's not over. There are more chores for me to do tomorrow. I really don't understand why I have to do them. I am a little boy. Mom just cooks food and sets the table. I have to clear the table and do the dishes again. I swear, when the party is over, I'll run away from this house!!!**

### Worksheet 1





**Instructions:** Complete the table indicating what these chores are. According to the passage, who do these chores? Does the person like to do these chores?

	Chores	Mike	Mom	LIKE	DISLIKE
					
					
					
					
					
					
					

Name ..... M. 2 / ..... No. ....


**Worksheet2**

**Instructions:** Look at the table. These are the chores that Rachel does everyday. Use the information to write a diary to describe Rachel's chores.

CHORES	LIKE	DISLIKE	REASON
	×		I like to see my bed tidy.
		×	The dishes are always too dirty to wash.
	×		It's easy. It is just a small chore.
		×	It's not fair to clear the table alone.

### Worksheet 3

**Instructions:** Fill in the table with your own information. What chores do you do? Do you like or dislike your chores? Why?

	Chores	LIKE	DISLIKE	Reasons
				
				
				
				
				
				
				

Name ..... M.2/..... No. ....

**Instructions:** Based on your information, write a diary describing your chores.

A large rectangular area with a decorative wavy border, intended for writing a diary entry. It contains 15 horizontal dotted lines for writing.

### Lesson 3

**Week:** 4

**Class:** M.2

**Period:** 7-8 (100 min)

**Topic:** Me Myself – Free Time Activities

**Terminal Objective:** Students will be able to write an e-mail about their free time activities

**Enabling Objectives:**

1. Students will be able to understand and use the following collocations: Play + sports/ the musical instruments/ games, Go+ running/ swimming/ shopping, Surf the internet.
2. Students will be able to describe the format of an e-mail.

**Background Knowledge:**

- Adv. Of frequency: usually, always, often, ... times a week/ month
- Vocabulary: basketball, football, running, shopping, swimming, television, movie, internet, computer games, guitar
- The format of an informal letter



**Materials:** 1. Pictures

2. Word cards: Play + sports/ the musical instruments/ games, Go+ running/ swimming/ shopping, Surf the internet.
3. Passage (Handout 1)
4. Worksheets 1,2,3
5. Table 1.1-1.2, 2
6. E-mail chart (Chart 1)


**Evaluation:** Students write an e-mail about their free-time activities





Teacher	Students
<p>(T. shows the picture to students)</p>  <ul style="list-style-type: none"> <li>- What about this?</li> <li>- What can we do on a computer?</li> </ul> <p>(T. shows the picture to students)</p>  <ul style="list-style-type: none"> <li>- What are these activities?</li> <li>- Have you ever done these activities?</li> <li>- What activities have you done?</li> <li>- How often?</li> <li>- Can you do these activities in the class?</li> <li>- So, when can you do these activities?</li> <li>- O.K. We can do these activities when we have free time, right?</li> <li>- Well, today we will study how to write e-mail to tell a friend what we do as our free time activities. First, we have to know some collocations to describe these activities so that we can use the words correctly. Let's look at the e-mail that Toh writes to Ron.</li> </ul> <p>(T. passes a passage (<i>Handout 1</i>) to students )</p> <ul style="list-style-type: none"> <li>- Let's read what Toh writes to Ron about his free time activities.</li> </ul>	<ul style="list-style-type: none"> <li>- It's a computer</li> <li>- Find information, chat, play games</li> </ul> <ul style="list-style-type: none"> <li>- swimming, shopping, running.</li> <li>- Yes</li> <li>- football, computer, shopping.</li> <li>(various answers)</li> <li>- No.</li> <li>- After class, no homework,...</li> <li>- Yes.</li> </ul> <p>(SS. read the passage)</p>

Teacher	Students
<p>- What grade is Toh studying?</p> <p>- What is the subject he likes?</p> <p>- What activities does Toh like to do after class?</p> <p>- What about his weekends? What does he do?</p> <p>- What does he do when he stays at home?</p> <p>- And when he's bored, what does he do?</p> <p><b>Collocations 1: Play + sports, Play + the musical instruments, Play + games</b></p> <p><i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- O.K. Great. Now we will focus on some collocations. In this e-mail, can you find the sentences that have the word "play"?</p> <p>(T. writes the sentences on the board and underlines the word "play" in the sentences.)</p> <ul style="list-style-type: none"> <li>• I always <u>play</u> football with my friends.</li> <li>• Sometimes I <u>play</u> basketball.</li> <li>• When I stay at home, I like to <u>play</u> computer games.</li> <li>• When I'm bored, I <u>play</u> the guitar while my sister <u>plays</u> the piano.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- Well, what words does the word "play" appear together in these sentences?</p>	<p>- Grade 8</p> <p>- English</p> <p>- Football, Basketball</p> <p>- swimming, shopping</p> <p>- play computer games and surf the Internet.</p> <p>- play guitar or run with the dog.</p> <p>- I always <u>play</u> football with my friends.</p> <p>- Sometimes I <u>play</u> basketball.</p> <p>- When I stay at home, I like to <u>play</u> computer games.</p> <p>- When I'm bored, I <u>play</u> the guitar while my sister <u>plays</u> the piano.</p> <p>- football, basketball, computer games, guitar, piano</p>

Teacher	Students
<p>- Football, Basketball? What kind of activities are they? (T. underlines the chunks “play football”, and “play basketball” on the board)</p> <p>- So, we can use “play” with the kind of sports. (T. sticks the word card “play+sports” under the pictures on the board)</p> <p>- Can I say “play tennis”?</p> <p>- What about “volleyball”? What would we say?</p> <p>- O.K. next. Guitar, and piano. What are they?</p> <p>(T. underlines the chunks “play the guitar” and “play the piano” on the board)</p> <p>- So, we can also use play with musical instruments. What do we have to add when we use “play” with musical instruments? (T. sticks the word card “play+the+musical instruments” under the pictures on the board)</p> <p>- Who “play computer games”?</p> <p>(T. underlines the chunks “play computer games” on the board)</p> <p>- Do you play any other games?</p>	<p>- Sports</p> <p>- Yes.</p> <p>- “Play volleyball”</p> <p>- They are musical instruments.</p> <p>- The</p> <p>(various answers)</p> <p>- I can play video games. (various answers)</p>
<p>(T. shows the picture to SS.)</p>  <p>- What is this?</p> <p>- Is it a game?</p> <p>- What would we can say?</p> <p>- So, we can also use “Play+games”.</p> <p>(T. sticks the word card “play+games” on the board)</p>	<p>- Uno</p> <p>- Yes</p> <p>- We play Uno cards.</p>

Teacher	Students
<p><b>Collocation 2: surf the Internet</b>  <i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- What about the Internet? Can you find any sentence in the e-mail that has the word "Internet"?</p> <p>(T. writes the sentence on the board and underlines the word "Internet" in the sentences.)</p> <ul style="list-style-type: none"> <li>• I surf the <u>Internet</u> everyday.</li> </ul> <p>(T. adds more sentences)</p> <ul style="list-style-type: none"> <li>• We surf the <u>Internet</u> to find information for my English homework.</li> <li>• I can learn a lot by surfing the <u>Internet</u>. There is a lot of information we can learn at there.</li> </ul> <p><i>(Step2: Read: Study the words that co-occur in the sentence)</i></p> <p>- Which verb does the word Internet appear together?</p> <p>(T. underlines the chunk "surf the Internet" on the board)</p> <p>- So, we use "surf the Internet" not "play the Internet". We say play computer games but we "surf the Internet" to find the data or information on www.</p> <p>(T. sticks the word card "surf the Internet" under the picture on the board)</p> <p><b>Collocation 3: go shopping, go swimming, go running</b>  <i>(Step1: Hill's idea: noticing collocations in context)</i></p> <p>- O.K. now, let's look at another collocation. Can you find the sentences that have the word "go"?</p>	<p>- I surf the <u>Internet</u> everyday.</p> <p>- Surf</p> <p>- On weekends, I like to <u>go</u> swimming or <u>go</u> shopping with my family.</p> <p>- I'll <u>go</u> running with my dog.</p>

Teacher	Students
<p>(T. writes the sentences on the board and underlines the word “go” in the sentences.)</p> <ul style="list-style-type: none"> <li>• On weekends, I like to <u>go</u> swimming or <u>go</u> shopping with my family.</li> <li>• I’ll <u>go</u> running with my dog.</li> </ul> <p><b>(Step2: Read: Study the words that co-occur in the sentence)</b></p> <p>- Well, which activities does the verb “go” appear together?</p> <p>(T. underlines the chunk “go swimming”, “go shopping”, and “go running” on the board)</p> <p>- What part of speech are these words?</p> <p>- O.K. Swimming, running, shopping are nouns but these nouns have a verb form such as swim, shop, and run. So, these words are different from the names of sports like basketball, football. These words are noun by themselves, we say “play basketball” or “play football.” When we do activities like swimming, shopping, or running, we’ll use the verb “go”</p> <p>(T. sticks the word cards under the pictures on the board)</p> <p><b>(Step3: Don’t read: try using collocation to create sentences)</b></p> <p>(T. takes the word cards out of the board)</p> <p>- O.K. now I’ll divide you into pairs. Each pair will get an activity chart (Table 1). I want you to create sentences to describe the free time activities on the chart. Try using the collocations you’ve just learned.</p> <p>(T. passes <i>Table 1</i> to SS.)</p>	<p>- swimming, shopping, running.</p> <p>- Nouns.</p> <p>(SS. create sentences in pairs)</p>

Teacher	Students
<p>(T. chooses 4 pairs to write their sentences on the board)</p> <p><b><i>(Step4: Reread: Discuss the use of collocations in the sentences the students create)</i></b></p> <p>- Let's check together. Which sentence has problems?</p> <p>(The class checks and discusses the incorrect sentences together)</p> <p>- Don't forget to keep collecting collocations in your notebook.</p> <p><b><i>(Step5: Reuse: Practice using collocations in context)</i></b></p> <p>(T. sticks an e-mail example (<i>Handout 1</i>) on the board)</p> <p>- I think you all have used E-mail. Right?</p> <p>- Do you have an e-mail address?</p> <p>- What do you use your e-mail address for?</p> <p>- Have you ever sent e-mail in English to someone?</p> <p>- O.K. let's see how to write an e-mail from Toh's e-mail. There are two parts in e-mail: the heading and the message. Let's look at the heading first.</p> <p>(T. points to section 1 "to:" in Handout 1 on the board)</p> <p>- What about Section 1? What information do you have to put</p> <p>- Good. For this e-mail, who's the receiver?</p> <p>(T. points at "Ron@hotmail.com")</p> <p>- Next, who knows what "Cc:" (Carbon copy), "Bcc:" (Blind Carbon Copy) are?</p> <p>- O.K. When you Cc your e-mail to people, everyone who gets the message will see all the e-mail addresses of the people you Cc to.</p>	<p>(some sentences maybe incorrect)</p> <p><b>*SS. store collocation in their notebook*</b></p> <p>- Yes</p> <p>- Yes</p> <p>- chat on MSN, write e-mail.</p> <p>(various answers)</p> <p>- The receiver's e-mail address</p> <p>- Ron@hotmail.com</p> <p>(various answers)</p>

Teacher	Students
<p>- But when you Bcc, the e-mail addresses in the Bcc section will not be seen by any recipients.</p> <p>- What is the subject of this e-mail?</p> <p>- What is the importance of the subject on e-mail?</p> <p>- That's right. E-mail messages without a subject may not be opened because of a fear of viruses</p> <p>- Then, we will go to the section of the e-mail message. Is this a formal or an informal e-mail?</p> <p>- Why does Toh write e-mail to Ron?</p> <p>(T. sticks the activity chart (<i>Table 2</i>) and e-mail form (<i>Handout 2</i>) on the board)</p> <p>- Let's try to write e-mail together from the information in the chart. We will be Patty and write to Navin. His e-mail address is LNavin@yahoo.com. Where do we write Navin's address?</p> <p>(T. writes LNavin@yahoo.com on the e-mail form)</p> <p>- What subject should we use?</p> <p>- O.K. How about "My free time activities" as the subject.</p> <p>(T. writes the subject on the e-mail form)</p> <p>- Now. How should we greet Navin?</p> <p>(T. writes on the board)</p> <p>- O.K. we will start the letter the same was as in Toh's. Then, what is the first free time activity according to the chart?</p> <p>- How often?</p> <p>- "I play basketball 4-5 times a week."</p> <p>(T. writes the sentence on the board)</p>	<p>- Hello!!!</p> <p>- To let the receiver know what we will write about.</p> <p>- Informal</p> <p>- He knows Ron through the Internet and wants to know more about each other.</p> <p>- To:</p> <p>(various answers)</p> <p>- Hello Navin</p> <p>- Play basketball</p> <p>- 4-5 times a week</p>



Teacher	Students
<p>- Moreover, what does Richard like to do?</p> <p>- How often?</p> <p>- O.K. "Moreover, I like to play the piano everyday." (T. writes the sentence on the board)</p> <p>- What else does Richard do?</p> <p>- How often?</p> <p>- Good. "I surf the internet once a week." (T. writes the sentence on the board)</p> <p>- Normally, when we tell people about our activities, do we want to know their activities?</p> <p>- So, we can ask Navin what he does in his free time. (T. writes "What about you? What do you do in your free time?" on the board)</p> <p>- How should I end this e-mail?</p> <p>- Great. (T. writes "take care" and signs on the e-mail on the board) (T. passes <i>Worksheet 2</i> to SS.)</p> <p>- Write your own activities on this paper and specify how often you do each activity. (T. Passes <i>Worksheet 3</i> to SS.)</p> <p>- Now, I would like you all to write e-mail to a new friend. Supposing that you have just known this friend through e-mail and want to know him or her more. Therefore, you write to tell your friend about your free time activities. Don't forget the form of e-mail and try using the collocations we've learned today. (T. takes the e-mail on the board out)</p>	<p>- play the piano</p> <p>- everyday</p> <p>- surf the Internet</p> <p>- once a week</p> <p>- Yes.</p> <p>- Take care and sign name Richard.</p> <p>(SS. writes their own activities)</p> <p>(SS. writes their own e-mail about their free time activities)</p>

Teacher	Students
<p>(T. checks and discusses 2-3 students' e-mail with the class and checks the rest after class)</p> <p><b><u>Transfer</u></b></p> <ul style="list-style-type: none"> <li>- What are your free time activities?</li> <li>- How often do you play computer games?</li> <li>- How often do you play football?</li> <li>- Are there any activities you want to do in your free time?</li> <li>- What free time activities are healthy for students in your age?</li> <li>- I hope you will do more healthy activities.</li> <li>- Well, today, we've learned the collocations about free time activities. I hope you will be able to use these words more correctly in the future. Keep trying to study and collect more collocations. The more collocations you know, the more effectively you will write.</li> </ul>	<ul style="list-style-type: none"> <li>- play computer games, play football.</li> <li>- everyday.</li> <li>- once a week.</li> <li>- Yes, No,.....</li> </ul> <p>(various answers)</p>

Name ..... M. 2/ ..... No. ....

### Worksheet 1

**Instructions:** Match the picture with the word.



\_\_\_ 1.

A. Football



\_\_\_ 2.

B. Running



\_\_\_ 3.

C. Computer



\_\_\_ 4.

D. Basketball



\_\_\_ 5.

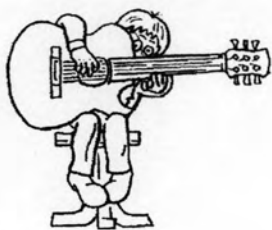
E. Shopping

\_\_\_ 6.



F. Tennis

\_\_\_ 7.



G. Badminton

\_\_\_ 8.



H. Piano

\_\_\_ 9.



I. Volleyball

\_\_\_ 10.



J. Guitar

\_\_\_ 11.



K. Swimming

## Worksheet 2

**Instructions:** Read the passage to get information and find some collocations about free time activities in class.

Send |  Save Draft |  Attach ▼ | ? ↓ |  Tools ▼ |  Cancel

To:

Cc:

Bcc:

Subject:

Paragraph ▼ Font Style ▼ Font Size ▼ **B** *I* U

Hello Ron,

Thank you for your e-mail. I'm glad to know you. Let's learn more about each other.

Now I am studying in grade 8 at Nonthaburipittayakom School. I like to study English. After class, I always play football with my friends. Sometimes I play basketball. On weekends, I like to go swimming or go shopping with my family. However, when I stay at home, I like to play computer games. I also surf the Internet everyday. When I'm bored, I sometimes play the guitar while my sister plays the piano or I'll go running with my dog. These are my free time activities that I always do.




What about you? What do you do in your free time?

Take care

Toh

**Worksheet 3**

**Instructions:** This is Patty's free time activities. Write e-mail to Navin.

<b>Activities</b>	<b>How often</b>
	4-5 times a week
	everyday
 internet	Once a week

Name ..... M.2/ ... No. ....

**Instructions:** From Patty's activities, Wwrite e-mail to Navin to tell her free time activities. Navin's e-mail address is Lnavin@yahoo.com

Send | Save Draft | Attach | ? | ↓ | Tools | Cancel

To:

Cc:

Bcc:

Subject:

Paragraph ▾ Font Style ▾ Font Size ▾ **B** *I* U | |

Thank you for your e-mail. I'm glad to know you. Let's learn more about each other.

Now I am studying in grade 8 at Nonthaburipittayakom School. I like to study English. After class, \_\_\_\_\_

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What about you? What do you do in your free time?

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Name ..... M. 2/ ..... No. ....

#### Worksheet 4

**Instructions:** Create the mind map that shows your own free time activities. Also, indicate how often you do for each of activity.



**Appendix C**  
**Evaluation Form (Lesson Plans)**

.....  
**Evaluation Form**

**Instruction:** Please give your comments for the training plans by circling the number that corresponds with your opinion about each aspect. Please add your suggestions in the space provided and don't hesitate to write specific comments on the training plans.

The numbers indicate your opinions as follows:

4 = Excellent    3 = Good    2 = Marginal    1 = Unacceptable

1. Is the terminal objective consistent with the content of each lesson?	4	3	2	1
<b>Comments/ Suggestions</b>				
.....				
.....				
.....				

2. Are the enabling objectives consistent with the terminal objective of each lesson?	4	3	2	1
<b>Comments/ Suggestions</b>				
.....				
.....				
.....				

3. Are the materials (e.g. pictures, worksheets, tables,...) appropriate to the objective and content?	4	3	2	1
<b>Comments/ Suggestions</b> ..... ..... .....				

4. Is the content of each lesson appropriate to eighth grade students?	4	3	2	1
<b>Comments/ Suggestions</b> ..... ..... .....				

5. Are the teaching steps appropriate to the objective and content?	4	3	2	1
<b>Comments/ Suggestions</b> ..... ..... .....				

6. Are the practice activities in each lesson appropriate to the objectives?	4	3	2	1
<b>Comments/ Suggestions</b> ..... ..... .....				

7. Is the evaluation appropriate to the objectives?	4	3	2	1
<b>Comments/ Suggestions</b> ..... ..... .....				

.....

(.....)

Specialist

## Appendix D

### Table of Test Design

TEST		Objectives in Lesson Plans	Course Objectives Concerning Writing Abilities	Expected Learning Outcomes Concerning Writing Abilities (Basic Education Curriculum A.D. 2001)
Pre-Test	Post-Test			
<p>- Students write a note to tell a direction to the places.</p> <p><u>Objective:</u> Students will be able to understand, interpret and transfer the data from non-text materials in their own word correctly.</p>	<p>- Students write a note to tell a direction to the places.</p> <p><u>Objective:</u> Students will be able to understand, interpret and transfer the data from non-text materials in their own word correctly.</p>	<p>Lesson 7: Giving direction</p> <p>- Students will be able to write a note to tell their friend directions for places.</p>	<p>F 1.1.3 เข้าใจและตีความสื่อที่ไม่ใช่ ความเรียงในรูปแบบต่าง ๆ โดยถ่ายโอน เป็นข้อความที่ใช้ถ้อยคำของตนเอง</p>	<p>การถ่ายโอนข้อมูลจากสิ่งที่ไม่ใช่ ความเรียงเป็นข้อความของตนเอง</p> <p style="text-align: center;">(F1.1.3) *</p>

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\* The number as appeared in Basic Education Curriculum A.D. 2001

TEST		Objectives in Lesson Plans	Course Objectives Concerning Writing Abilities	Expected Learning Outcomes Concerning Writing Abilities (Basic Education Curriculum A.D. 2001)
Pre-Test	Post-Test			
<p>- Students write their opinion to the editor about housework.</p> <p><u>Objective:</u> Students will be able to express their opinion about the matter in their daily life.</p>	<p>- Students write their opinion to the editor about part-time job.</p> <p><u>Objective:</u> Students will be able to express their opinion about the matter in their daily life.</p>	<p>Lesson 2: Chores</p> <p>- Students will be able to write a diary about their chores.</p> <p>Lesson 5: Part-time job</p> <p>- Students will be able to write an e-mail to tell their favorite part-time job and their opinion about part-time job.</p>		<p>การแสดงความรู้สึกของตนเอง</p> <p>เกี่ยวกับเรื่องราวต่าง ใน</p> <p>ชีวิตประจำวัน ทั้งในอดีต ปัจจุบัน</p> <p>และอนาคต (F1.2.4)</p>

TEST		Objectives in Lesson Plans	Course Objectives Concerning Writing Abilities	Expected Learning Outcomes Concerning Writing Abilities (Basic Education Curriculum A.D. 2001)
Pre-Test	Post-Test			
<p>- Students write an e-mail to tell their friend what they do on the school sports day.</p> <p><u>Objective:</u></p> <p>- Students will be able to present the story in their daily life.</p>	<p>- Students write an e-mail to tell their friend what they do on their birthday.</p> <p><u>Objective:</u></p> <p>- Students will be able to present the story in their daily life.</p>	<p>Lesson 1: Daily Routine -</p> <p>- Students will be able to write a letter to tell their parents or friends about their daily routine.</p> <p>Lesson 3: Free-time activities</p> <p>- Students will be able to write an e-mail to tell their pen-friends about the free-time activities.</p>	<p>F 1.3.1 นำเสนอข้อมูล เรื่องราวสั้น ๆ หรือกิจวัตรประจำวัน ประสบการณ์และเหตุการณ์ทั่วไป</p>	<p>การนำเสนอข้อมูล เรื่องราวสั้น ๆ หรือกิจวัตรประจำวัน ประสบการณ์และเหตุการณ์ทั่วไป</p> <p>(F1.3.1)</p>

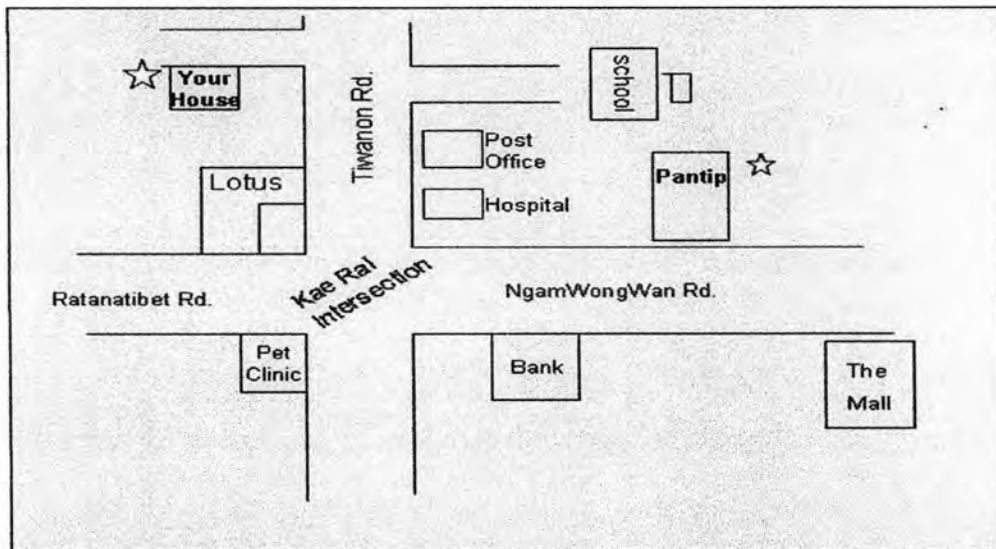
## Appendix E

### Tests

.....  
**PRE-TEST**

**Instructions:** There are three items for this test. You have 90 minutes to complete the test. Read the explanation for each item carefully and do the test.

1. Your foreigner friend, Kate, is staying at your house. Today she wants to go to Pantip to buy a new laptop but you are too busy and cannot take her there. Write a note to your friend. In a note, tell her how to go you're your house to Pantip. She will drive there using your directions. Use the map to help you give her the directions.



**Kate,**

Sorry, I can't take you to Pantip. I have an exam today. Here are the directions to Pantip. First, from the house, .....

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

Sorry again that I can't take you . Have fun at Pantip. There are a lot of laptops you can choose from there.

.....

2. Your school has a monthly magazine in which students can write their opinions on various topics. The topic this month is about "housework". Write a letter to the editor describing what you think about housework, who should do housework, and why. The pictures below show examples of housework.

Dear Editor,

In my opinion, .....

.....

.....

.....

.....

.....

.....

.....





3. Today is your school's sports day. You played in many kinds of sports and won a few medals. Write an e-mail to your friend in Australia telling him what you did today. The pictures below show the activities you did today.

**Morning,**



**Afternoon,**



**Evening,**



**at the party**

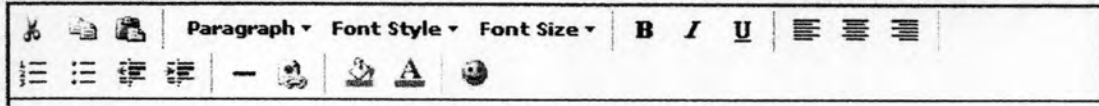
Send | Save Draft | Attach | ? | ↓ | Tools | Cancel

To: johnny\_walker@yahoo.com

Cc:

Bcc:

Subject: my school sports day



Hi John,

Today is the Sports Day at my school. I played in several kinds of sports and got a few medals. ....

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

Do you have a Sports Day at your school? What sports do you play?

Take care,

.....

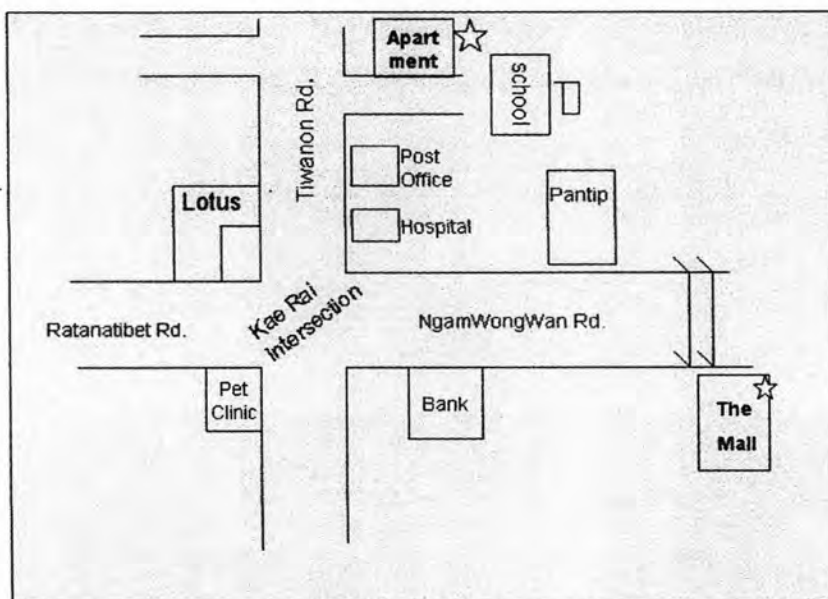


NAME ..... CLASS ..... NO. ....

**POST-TEST**

**Instructions:** There are three items for this test. You have 90 minutes to complete the test. Read the explanation for each item carefully and do the test.

- You and your foreigner friend, John, will meet at The Mall. Your friend doesn't know how to drive there, so you have to e-mail him a map and the directions how to get there. Your friend stays at an apartment next to the school.**



**Hi John,**

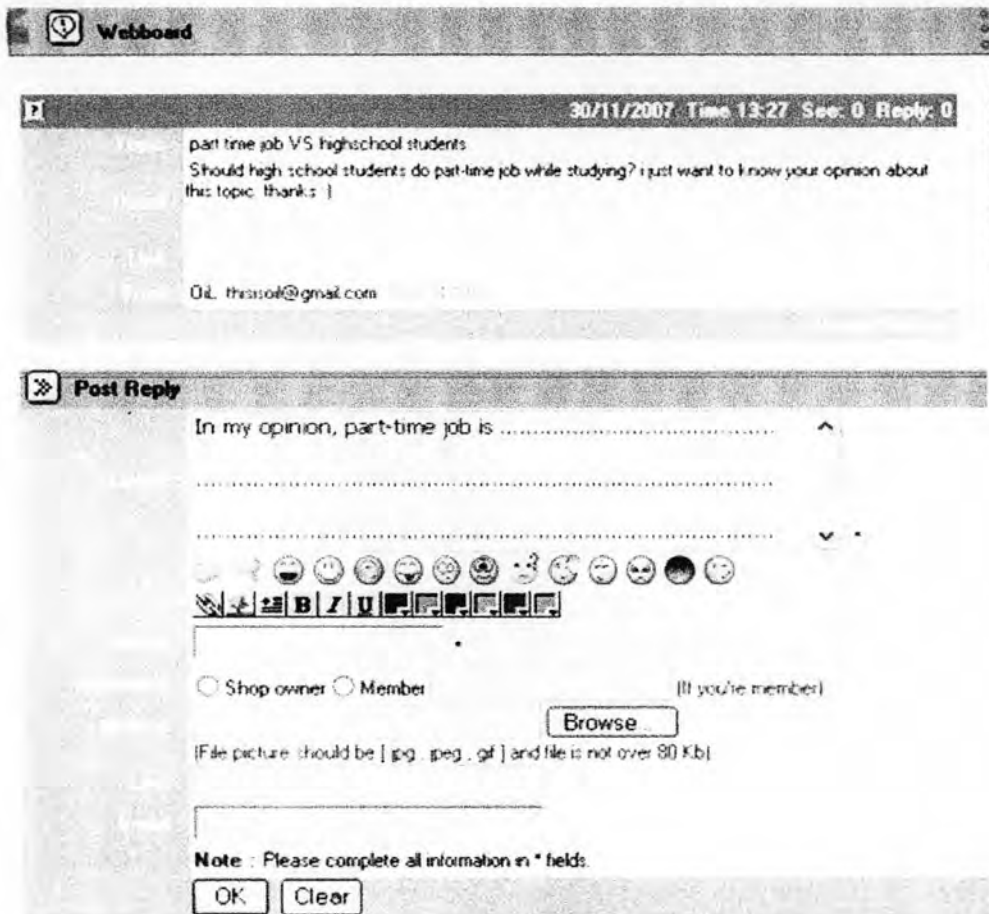
**This is a map and the directions from your apartment to The Mall.**

**From your apartment, .....**  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**See you tomorrow,**

.....

2. Nowadays, a lot of high school students have part-time jobs to make extra money. Someone has posted a question “Should high school students do part-time jobs while studying?” on the webboard at www.dek-d.com and you want to respond to it. Post your opinions on the website, www.dek-d.com, describing what you think about part-time jobs, whether high school students should do part-time jobs, and why.



In my opinion, part-time job is .....

.....

.....

.....

.....

.....

.....

.....

.....

3. Today is your birthday. Write an e-mail to tell your pen-friend in America what you did today. The pictures below show the activities you did today.



8.00 AM.



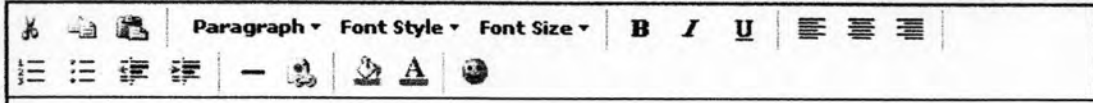
Send | Save Draft | Attach | ? | Tools | Cancel

To:

Cc:

Bcc:

Subject:



**Hi Kathy,**

**Today is my birthday. I did a lot of things. I woke up early this morning.**

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

..... **Did you do anything fun today?**

**Take care,**

.....

**Appendix F**  
**Test Evaluation Form**

.....  
**EVALUATION FORM**

**Instruction:** Please give your comments for the test designing by circling the number that corresponds with your opinion about each aspect. Please add your suggestions in the space provided.

The numbers indicate your opinions as follows:

1 = Unacceptable    2 = Marginal    3 = Good    4 = Excellent

1. Is the objective consistent with the task of each item?	1	2	3	4
<b>Comments/ Suggestions</b>				
.....				
.....				
.....				

2. Is the test level (difficulties) appropriate to M.2 students?	1	2	3	4
<b>Comments/ Suggestions</b>				
.....				
.....				
.....				

1 = Unacceptable    2 = Marginal    3 = Good    4 = Excellent

3. Is the time appropriate to the test?	1	2	3	4
<b>Comments/ Suggestions</b> ..... ..... .....				

4. Are the writing tasks (style) appropriate to the students' level?	1	2	3	4
<b>Comments/ Suggestions</b> ..... ..... .....				

5. Are the contents appropriate?	1	2	3	4
<b>Comments/ Suggestions</b> ..... .....				

.....  
 (.....)

Specialist



## Appendix G

### Rubric

#### Beginning Writer's Continuum (BWC)

#### 6-Trait Assessment for Beginning Writers

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>— Uses scribbles for writing</li> <li>— Dictates labels or a story</li> <li>— Shapes that look like letters</li> <li>— Line forms that imitate text</li> <li>— Writes letters randomly</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>— Some recognizable words present</li> <li>— Labels pictures</li> <li>— Uses drawings that show detail</li> <li>— Pictures are supported by some words</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>— Attempts a story or to make a point</li> <li>— Illustration supports the writing</li> <li>— Meaning of the general idea is recognizable/understandable</li> <li>— Some ideas clear but some are still fuzzy</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>— Writing tells a story or makes a point</li> <li>— Illustration (if present) enhances the writing</li> <li>— Idea is generally on topic</li> <li>— Details are present but not developed (lists)</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>— Presents a fresh/original idea</li> <li>— Topic is narrowed and focused</li> <li>— Develops one clear, main idea</li> <li>— Uses interesting, important details for support.</li> <li>— Writer understands topic well</li> </ul>
<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>— Ability to order or group not yet present</li> <li>— No sense of beginning or end</li> <li>— Connections between ideas are confusing</li> </ul>	<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>— No title (if requested)</li> <li>— Experiments with beginnings</li> <li>— Begins to group like-words/pictures</li> <li>— Transitions or evidence of sequencing are haphazard</li> </ul>	<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>— A title is present (if requested)</li> <li>— Limited transitions present</li> <li>— Beginning but no ending except "The End"</li> <li>— Attempts at sequencing and transitions</li> </ul>	<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>— An appropriate title is present (if requested)</li> <li>— Attempts transitions from sentence to sentence</li> <li>— Beginning works well and attempts an ending</li> <li>— Logical sequencing</li> <li>— Key ideas begin to surface</li> </ul>	<p><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>— An original title is present (if requested)</li> <li>— Transitions connect main ideas</li> <li>— The opening attracts</li> <li>— An effective ending is tried</li> <li>— Easy to follow</li> <li>— Important ideas stand out</li> </ul>
<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>— Communicates feeling with size, color, shape, line in drawing or letter imitation</li> <li>— Work is similar to everyone else's</li> <li>— Unclear response to task</li> <li>— Awareness of audience not present</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>— Hints of voice present in words and phrases</li> <li>— Looks different from most others</li> <li>— Energy/mood is present</li> <li>— Treatment of topic predictable</li> <li>— Audience is fuzzy—could be anybody, anywhere</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>— Expresses some predictable feelings</li> <li>— Moments of individual sparkle, but then hides</li> <li>— Repetition of familiar ideas reduces energy</li> <li>— Awareness that the writing will be read by someone else</li> <li>— Reader has limited connection to writer</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>— Writing is individual and expressive</li> <li>— Individual perspective becomes evident</li> <li>— Personal treatment of a standard topic</li> <li>— Writes to convey a story or idea to the reader</li> <li>— Attempts non-standard point of view</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>— Uses text to elicit a variety of emotions</li> <li>— Takes some risks to say more than what is expected</li> <li>— Point of view is evident</li> <li>— Writes with a clear sense of audience</li> <li>— Cares deeply about the topic</li> </ul>

<u>1</u> EXPERIMENTING	<u>2</u> EMERGING	<u>3</u> DEVELOPING	<u>4</u> CAPABLE	<u>5</u> EXPERIENCED
<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>— Writes letters in strings</li> <li>— Imitates word patterns</li> <li>— Pictures stand for words and phrases</li> <li>— Copies environmental print</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>— Recognizable words</li> <li>— Environmental words used correctly</li> <li>— Attempts at phrases</li> <li>— Functional language</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>— General or ordinary words</li> <li>— Attempts new words but they don't always fit</li> <li>— Settles for the word or phrase that "will do"</li> <li>— Big words used only to impress reader</li> <li>— Relies on slang, clichés, or repetition</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>— Uses favorite words correctly</li> <li>— Experiments with new and different words with some success</li> <li>— Tries to choose words for specificity</li> <li>— Attempts to use descriptive words to create images</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>— Everyday words used well</li> <li>— Precise, accurate, fresh, original words</li> <li>— Creates vivid images in a natural way</li> <li>— Avoids repetition, clichés or vague language</li> <li>— Attempts at figurative language</li> </ul>
<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>— Mimics letters and words across the page</li> <li>— Words stand alone</li> <li>— Patterns for sentences not in evidence</li> <li>— Sentence sense not yet present</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>— Strings words together into phrases</li> <li>— Attempts simple sentences</li> <li>— Short, repetitive sentence patterns</li> <li>— Dialogue present but not understandable</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>— Uses simple sentences</li> <li>— Sentences tend to begin the same</li> <li>— Experiments with other sentence patterns</li> <li>— Reader may have to reread to follow the meaning</li> <li>— Dialogue present but needs interpretation</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>— Simple and compound sentences present and effective</li> <li>— Attempts complex sentences</li> <li>— Not all sentences begin the same</li> <li>— Sections of writing have rhythm and flow</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>— Consistently uses sentence variety</li> <li>— Sentence structure is correct and creative</li> <li>— Variety of sentence beginnings</li> <li>— Natural rhythm, cadence and flow</li> <li>— Sentences have texture which clarify the important idea</li> </ul>
<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>— Writes letter strings (pre-phonetic: dmRxxz)</li> <li>— Attempts to create standard letters</li> <li>— Attempts spacing of words, letters, symbols or pictures</li> <li>— Attempts to write left to right</li> <li>— Attempts to write top/down</li> <li>— Punctuation, capitalization etc. not making sense, yet</li> <li>— Student interpretation needed to understand text/pictures</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>— Attempts semi-phonetic spelling (MTR, UM, KD, etc.)</li> <li>— Uses mixed upper and lower case letters</li> <li>— Uses spaces between letters and words</li> <li>— Consistently writes left to right</li> <li>— Consistently makes effective use of top to bottom spacing</li> <li>— Random punctuation</li> <li>— Nonstandard grammar is common</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>— Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words</li> <li>— Spelling of high frequency words still spotty</li> <li>— Uses capitals at the beginning of sentences</li> <li>— Usually uses end punctuation correctly (!?)</li> <li>— Experiments with other punctuation</li> <li>— Long paper may be written as one paragraph</li> <li>— Attempts standard grammar</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>— Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.)</li> <li>— Spelling of high frequency words usually correct</li> <li>— Capitals at the beginning of sentences and variable use on proper nouns</li> <li>— End punctuation is correct (!?) and other punctuation is attempted (such as commas)</li> <li>— Paragraphing variable but present</li> <li>— Noun/pronoun agreement, verb tenses, subject/verb</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>— High frequency words are spelled correctly and very close on other words</li> <li>— Capitals used for obvious proper nouns as well as sentence beginnings</li> <li>— Basic punctuation is used correctly and/or creatively</li> <li>— Indents consistently to show paragraphs</li> <li>— Shows control over standard grammar</li> </ul>

1  
EXPERIMENTING

**PRESENTATION**

- Letters and words are strings with no spacing
- There is no consistent shape to letters
- Letters are scattered randomly on the page
- Pictures are placed randomly on the page
- There is no connection between words and pictures

2  
EMERGING

**PRESENTATION**

- An attempt is made to group letters into words
- Many letters are consistent shape, with few that are unreadable
- There are some examples of letters grouped to make words
- An attempt is made to group pictures with text
- Some words are used to enhance the meaning of pictures, e.g., captions

3  
DEVELOPING

**PRESENTATION**

- Most letters and words are readable with an attempt at spacing
- There are some discrepancies in letter shape, but they are easily identifiable
- Letters are grouped to make distinguishable words and phrases
- Placement of pictures reflects the meaning of the text
- Pictures are placed with an attempt to connect them to captions or text

4  
CAPABLE

**PRESENTATION**

- Words are easily readable with a consistent attempt at words spacing
- Handwriting begins to show style, with consistent letter shape
- An attempt is made to group words into identifiable sentences
- Pictures are used to clarify meaning in text
- Most pictures are located with meaningful text or captions

5  
EXPERIENCED →

**PRESENTATION**

- Style of handwriting is consistent and words evenly spaced
- Letters are well-formed and easy to read
- Words are grouped by sentence or paragraph for easy understanding
- Pictures and maps are used effectively to enhance understanding
- Pictures are located with text to create alignment and flow of meaning

## Appendix H

## Raw Scores

## Pretest

Students	Ideas	Organization	Voice	Word Choice	Sentence	Fluency	Conventions	Presentation	Total
1	3	3	2	4	3	3	3	4	22
2	6	5	4	7	6	5	5	7	40
3	7	7	4	8	6	7	7	8	47
4	3	3	2	3	2	2	2	3	18
5	3	3	3	3	2	2	2	3	19
6	3	3	2	3	2	2	2	3	18
7	3	3	3	3	2	2	2	3	19
8	7	7	5	7	5	5	5	8	44
9	8	7	5	8	6	6	6	9	49
10	7	6	4	7	6	6	8	9	47
11	9	9	7	9	7	7	8	10	59
12	9	7	5	8	7	7	7	10	53
13	7	5	4	5	4	4	5	7	37
14	9	8	7	9	8	8	8	10	59
15	7	6	5	5	5	5	3	6	37
16	9	9	8	9	9	9	9	9	62
17	6	6	4	6	6	6	6	8	42

<b>Students</b>	<b>Ideas</b>	<b>Organization</b>	<b>Voice</b>	<b>Word Choice</b>	<b>sentence</b>	<b>Fluency</b>	<b>Conventions</b>	<b>Presentation</b>	<b>Total</b>
18	9	9	8	9	7	7	9	58	
19	10	10	8	9	9	7	12	65	
20	9	7	7	9	7	7	10	56	
21	9	8	6	9	6	5	7	50	
22	9	8	8	9	7	6	10	57	
23	8	6	5	6	5	5	8	43	
24	8	7	6	7	6	6	8	48	
25	9	7	9	6	5	5	7	48	
26	7	7	3	6	7	6	8	44	
27	7	6	4	7	6	7	9	46	
28	8	7	6	9	7	6	8	51	
29	9	7	6	7	5	5	6	45	
30	7	6	4	8	6	4	7	42	
31	9	8	7	7	5	5	7	48	
32	7	7	5	6	6	4	6	41	
33	7	7	4	7	6	6	9	46	
34	8	8	4	8	6	4	8	46	
35	7	7	5	8	7	5	9	48	
36	8	8	6	8	5	7	10	52	

## Posttest

<b>Students</b>	<b>Ideas</b>	<b>Organization</b>	<b>Voice</b>	<b>Word Choice</b>	<b>entence</b>	<b>Fluency</b>	<b>Conventions</b>	<b>Presentation</b>	<b>Total</b>
1	10	10	9	10	9	8	9	<b>65</b>	
2	10	10	9	11	8	8	9	<b>65</b>	
3	11	10	10	11	9	10	12	<b>73</b>	
4	9	7	7	8	6	6	8	<b>51</b>	
5	9	8	8	10	8	8	9	<b>60</b>	
6	11	9	9	10	9	9	10	<b>67</b>	
7	10	10	10	11	10	8	9	<b>68</b>	
8	11	11	11	11	9	9	10	<b>72</b>	
9	12	9	9	12	10	10	10	<b>72</b>	
10	10	9	8	11	8	11	12	<b>69</b>	
11	11	9	10	10	10	10	11	<b>71</b>	
12	9	8	10	10	9	9	11	<b>66</b>	
13	9	7	9	10	8	8	11	<b>62</b>	
14	9	8	7	8	7	7	9	<b>55</b>	
15	9	8	9	10	8	8	10	<b>62</b>	
16	13	11	11	11	11	10	12	<b>79</b>	
17	9	7	6	10	7	7	9	<b>55</b>	

<b>Students</b>	<b>Ideas</b>	<b>Organization</b>	<b>Voice</b>	<b>Word Choice</b>	<b>Sentence</b>	<b>Fluency</b>	<b>Conventions</b>	<b>Presentation</b>	<b>Total</b>
18	9	8	6	10	7	8	9	57	
19	11	10	9	12	9	9	12	72	
20	12	10	11	12	11	11	12	79	
21	12	11	11	12	11	11	10	78	
22	8	7	5	9	7	9	10	55	
23	10	8	8	10	8	8	9	61	
24	9	9	10	10	8	9	9	64	
25	8	8	7	9	7	6	9	54	
26	9	8	8	11	9	9	9	63	
27	11	10	11	12	10	10	10	74	
28	9	9	7	8	8	7	8	56	
29	10	8	7	9	7	7	9	57	
30	7	6	4	8	6	6	9	46	
31	8	9	7	10	7	7	9	57	
32	9	8	7	9	7	8	9	57	
33	12	10	11	12	12	11	11	79	
34	11	10	10	11	10	10	10	72	
35	12	10	10	12	11	10	10	75	
36	10	9	10	12	11	9	9	70	

**Appendix I**  
**List of Experts**

Experts' name (Lesson plans)

1. Mrs. Jantana Rittisart (Nonthaburipittayakom School)
2. Assistance Professor Sirinna Boonyasaquan (Srinakarinwirot University)
3. Associate Professor Supanee Chinnawongs, Ph.D.  
(Chulalongkorn University)

Experts' name (Writing tests)

1. Mrs. Jantana Rittisart (Nonthaburipittayakom School)
2. Assistance Professor Chutima Thamraksa (Bangkok University)
3. Associate Professor Supanee Chinnawongs, Ph.D.  
(Chulalongkorn University)

Language Specialist's name

- Mr. David Brooks (Chulalongkorn University)



## BIOGRAPHY

Waree Lerdejdecha was born on the 29th July 1981 in Bangkok Metropolis. She obtained her Bachelors degree of Humanities majoring in English, First class honor from Bangkok University. After graduating, she continued her Master degree in Teaching English as a Foreign Language, faculty of Education, Chulalongkorn University.

