

APPENDICES

APPENDIX A
List of the Experts' Names

The Experts' Names

1. Professor Elsie K. Choy
University of Hawaii
2. Asst. Prof. Dr.Jiraporn Chano
Faculty of Education,
Mahasarakam University
3. Dr.Pinai Thongyoi
Executive and Community
Development Specialist
3. Dr. Jate Duangsong
School of Administrative Studies,
Maejo University
4. Asst.Prof.Sirikarn Chanruang
Faculty of Liberal Arts,
Maejo University
5. Lect.Chanitsiree Suphapimol
Faculty of Liberal Arts,
Maejo University

APPENDIX B
Samples of Lesson Plans 1-2

Lesson Plan 1 Agriculture in Thailand: Introduction to Sufficiency Economy	3 Periods 6 Hours
Course Code: GE 243 Course Name: English for Agriculture 1	3 Credits

1. Learning Objectives

Terminal Objective: Students will be able to read, extract information, and share opinion about Thailand and agricultures.

Enabling Objectives: Students will be able to

1. define vocabulary related to economy, society, agriculture and use them correctly.
2. describe present and past using appropriate tenses (Present Simple Tense)
3. identify topics, main ideas, and general details of the articles.
4. discuss and analyze articles by using relevant vocabulary and grammar.
5. describe the development of Thailand in agriculture, economy and society.

Language areas

Vocabulary :

agriculture, prosperity, plentiful, ancient, proverb, geographic, backbone, maize, cassava, cash crops, withstand, condition, domesticate, characteristics, temperate, classify, varieties, breeder, cultivation

Grammar : Present simple tense: subject-verb agreement

Skills : Reading and writing

2. Learning Process (6 Hours)

1st Period (2 hours)

Pre-reading (Motivation)

1. Teacher does a warm up activity by asking questions related to the topic in this lesson (Agriculture in Thailand). This is to stimulate and draw students' attention. The questions could be as followed.

-What is the main food /staple in Asia?

(America, Europe, Africa, Australia and etc.)

-Where is the biggest rice production of the world?

-How many kinds of rice are there in Thailand? What are they?

2. The teacher presents the topic "Agriculture and Thailand", and teaches new vocabulary and meanings by using pictures with explanation. For examples, the teacher shows the picture of "rice field" and asks students the words to describe the pictures. The teacher gives examples of sentences using those words.

- What can you see in this picture?

- Rice field is a place that farmers grow rice.

- Rice field must be logged with enough water.

Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary. Teacher does the same way with other vocabulary. The vocabulary can be other cash crops and vocabulary in this lesson.

3. Teacher allows students to study the new vocabulary and do the vocabulary exercise (handout 1). The teachers and students check the answers together and review the meaning of vocabulary again.

4. The teacher teaches present simple tense (handout 2). Some sentences are selected from the passage that students are going to read in next activities.

The grammatical structures focus on Subject – Verb agreement in present simple sentences.

For example,

1. Pesticides (pollute / pollutes) the air. (Answer: pollute)

2. Forest fire (pollute / pollutes) the air. (Answer: pollutes)

The teacher lets students choose the correct word and make the correct form of present simple tense.

5. The teacher presents more examples and the students choose the verb agreement that make the correct form of present simple sentences.

6. Teacher checks students' understanding again, allow students to do the present simple tense exercise (handout 2). Teacher and students check the answers together. Teacher summarizes the rules of present simple tense again.

2nd Period (2 hours)

While-reading (Presentation)

7 . The teacher lets students work in pairs (one student with high proficiency level and one student with lower proficiency level). The purpose is to promote collaboration and assistance between students. The teacher pairs student by using score of English proficiency test from the beginning of the semester. (Students' grade from Fundamental English II can be used in grouping and pairing students)

8. The teacher gives students the story of "Agriculture in Thailand" and asks students to underline the vocabulary or the sentences that they don't know the

meaning and explains the meaning of the vocabulary by giving them examples of sentences that using the vocabulary and then students guess the meaning of it.

For example, the Vocabulary “Harmful”, teacher gives example of sentences that using the word “harmful” (Handout 3).

- What does “harmful” mean?
- Pesticides are harmful to human.
- Bacteria is harmful to our health.
- Harmful is damaging
- Harmful is hurtful.

The teacher does the same way with other necessary vocabulary and sentences that students do not know. Students who already know the vocabulary can share the vocabulary meanings with partners and friends in class. Students can use dictionary and mobile-phone application to help.

9. The teacher introduces the story and has students read the story quickly and answer guiding questions.

- What is the title / topic of this story?
- What are these pictures telling you?
- What can you learn from this story?

10. The teacher asks students to read the story again and try to answer the guiding questions together.

11. After skimming the passage, teacher assigns students to work a group by two pairs that will help each other to read the whole passage and finish the diagram of Varieties of Rice (handout 4). Teacher explains how to fill in the diagram before the activity starts.

12. The teacher helps students to check the diagram by allowing them to tell the write the diagram on the board and check it together with classmates.

Post-reading (Practice, Application, Review)

13. The teacher gives Handout 5 and Handout 6 to students, asks them to answer the questions in pair again.

14. After students do the worksheet, the teacher answers and explains about the questions, students check their own worksheets and give themselves the points.

3rd Period (2 hours)

15. Teacher informs students that they are going to do writing activity. Students are assigned to write a paragraph giving opinion about agriculture in Thailand, “Can Thailand be a world leader in agriculture?” Allow students to study the language patterns from the handout (handout 7).

16. Students write a paragraph by themselves. The paragraph can be in Simple Present Tense form that students have studied from last period or other tenses depending on the context. Teacher describes the rubric for writing. The paragraph should be composed with good opening, body with enough supporting details and concise conclusion.

17. After students finish their writing, teacher allow students to work in pair, checks their assignments for errors, give each other comments and additional information.

18. Teacher picks up some of students works and allow them to present their friends by using the projector. Students read aloud the passage and discuss the opinion expressed in the passage. Teacher and students score friends' works by using the rubrics. Teacher picks up students' works the end of class.

3. Instructional Resources

1. Handout 1: Vocabulary exercise
2. Handout 2: Simple present tense exercise
3. Handout 3: Passage "Agriculture in Thailand"
4. Handout 4: Reading comprehension exercise (Part A Diagram)
5. Handout 5: Reading comprehension exercise (Part B Short Questions)
6. Handout 6: Reading comprehension exercise (Part C Multiple choice test)
7. Handout 7: Writing exercise

4. Assessment Tools:

1. Handouts, exercises and work assignments
2. Rubrics for Writing Expression

5. After-Class Note

Instruction

Results

Problems

Solutions

Recommendations

Signature _____ (Teacher)

(_____)

Date _____ / _____ / _____

Student Handout 1

Directions: Study the vocabulary and fill in the blanks with the suitable word with proper tense. More than one answer is possible.

ancient: [ADJ] old, antique, aged

condition: [N] the state of the weather, ground, or sea at a particular time

plentiful: [ADJ] numerous, abundant

cash crop: [N] a readily salable crop that is grown and gathered for the market

varieties: [N] kind of tree or plants

breed: [V] develop (a variety of animal or plant) for a particular purpose or quality

withstand: [V] endure, oppose, resist

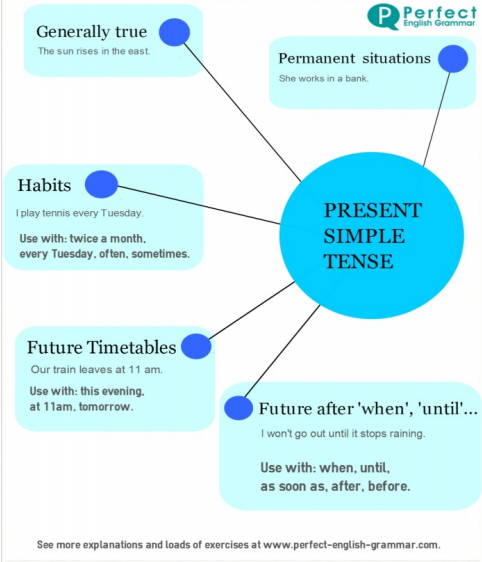
geographic: [ADJ] based on or derived from the physical features of an area

characteristic: [N] A feature or quality belonging typically to a person, place, or thing and serving to identify them

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1. Coffee is an important _____ of Brazil. They export it to all over the world.
 2. Thai people in _____ time used their lands for farming and raising animals.
 3. In the Ping River, fish are _____. People lived on catching fish and sold them to the market.
 4. Because of the _____ advantages, Thailand can grow rice all year round with enough rainfall.
 5. Glasshouse technology helps farmers to control the temperature when the weather _____ is not suitable for growing plants.
 6. Yubari melons are _____ in Hokkaido. Farmers grow, raise and sell them to the world market.
 7. The most outstanding _____ of cucumbers is they can be kept for a long time in room temperature.
 8. Cassava _____ hot temperature. It grows up with minimal amount of water.
 9. Hybrid _____ of vegetables and fruits are the outcome of scientific research.
 10. In Europe, horses are also _____ to do hard works such as plowing and farming.

Student Handout 2

Directions: Study the use of Simple Present Tense in Column and complete the exercise.

Simple Present Tense	Exercise
 <p>Subject + Verb (s) + Object</p> <p>Subject(s) + Verb + Object</p> <p>Factory pollutes the air everyday.</p> <p>Factories Pollute the air everyday.</p> <p>Examples:</p> <ul style="list-style-type: none"> - The sun rises in the east. - It snows in winter. - Plants die without water. - She works in a factory near her house. - They grow organic coffee. - At the weekend, we usually go to the framer market in the village. 	<ol style="list-style-type: none"> 1. Local plants <u>withstand</u> (withstand) drought and pests. 2. Thailand _____ (be) very suitable for rice cultivation 3. At the end of rainy season, my neighbor <u>grows</u> (grow) roses. 4. Cash crops _____ (include) sugarcane, maize, cassava, and variety of fruits. 5. Pest controlling _____ (be) applicable without chemical and pesticide. 6. She _____ (not /work) at the Bank for Agriculture and Agricultural Cooperatives. 7. Farmers _____ (apply) the new theory agriculture in their farms. 8. At the weekend, we usually go to _____ (water) our longan and lychee orchard in Sansai. 9. School _____ (begin) at nine tomorrow. 10. We often _____ (classify) varieties of rice into 3 group.

Directions: Read the following article and answer the questions.

Agriculture in Thailand: Introduction to Sufficiency Economy

The Land with Prosperity

"In the water there are fish, in the field there is rice," is a proverb that gives the picture of a land with plentiful food sources. These are the nice conditions of the country back to the ancient Kingdom of Sukhothai where the proverb took its origin. Geographically, the most fertile area of the country covers the central parts of the country. They are fed by the network of rivers and waterways. Therefore, Thai people live near rivers and use the rivers as parts of their lives.

With geographic advantages, Thailand is very suitable for rice cultivation. Network of streams, canals, and basins provides a good source of freshwater fish for people. The two southern parts of the country, Gulf of Thailand on the east and the Andaman Sea on the west also make the country a rich source of sea fishes.



Agriculture is the main occupation done by over half of the population, more than half of them are rice farmers. Farmers are mentioned as the "backbone of the nation", because they grow rice to feed the country and export to feed people around the world. Other important cash crops include sugarcane, maize, cassava, and variety of fruits.

Rice and Thai Life

Thai farmers grow rice since ancient times. Rice is a very useful plant, normally considered a tropical cereal grain. Rice grows in a variety of conditions and climates, including the temperate zones, because it can grow in lowland or upland environments. Rice can withstand the hot sun and the cold equally well. This is very dominant characteristics of rice.

There are two main kinds of domesticated rice: 1) *Oryza sativa*, a species grown in Asia, and 2) *O. glaberrima*, domesticated in West Africa, but the most famous rice varieties grown and sold in the world market come almost only from Asia. Rice may be classified into three subspecies by area of cultivation:

-1) The *indica* variety is characterized by a long and oval grain. It is grown in the monsoon zones of Asia, primarily China, Vietnam, the Philippines, Thailand, Indonesia, India, and Sri Lanka.

- 2) The *japonica* variety is characterized by plump, oval grains and short stems. It is grown in the temperate zones, such as Japan and Korea.

- 3) The *javanica* variety is characterized by a large, plump grain, but it is planted much less than the other types because of its lower yields. It is grown in Indonesia and the Philippines. In Thailand, there are about 3,500 varieties, ranging from wild rice, local varieties, and breeds newly created by plant breeders.

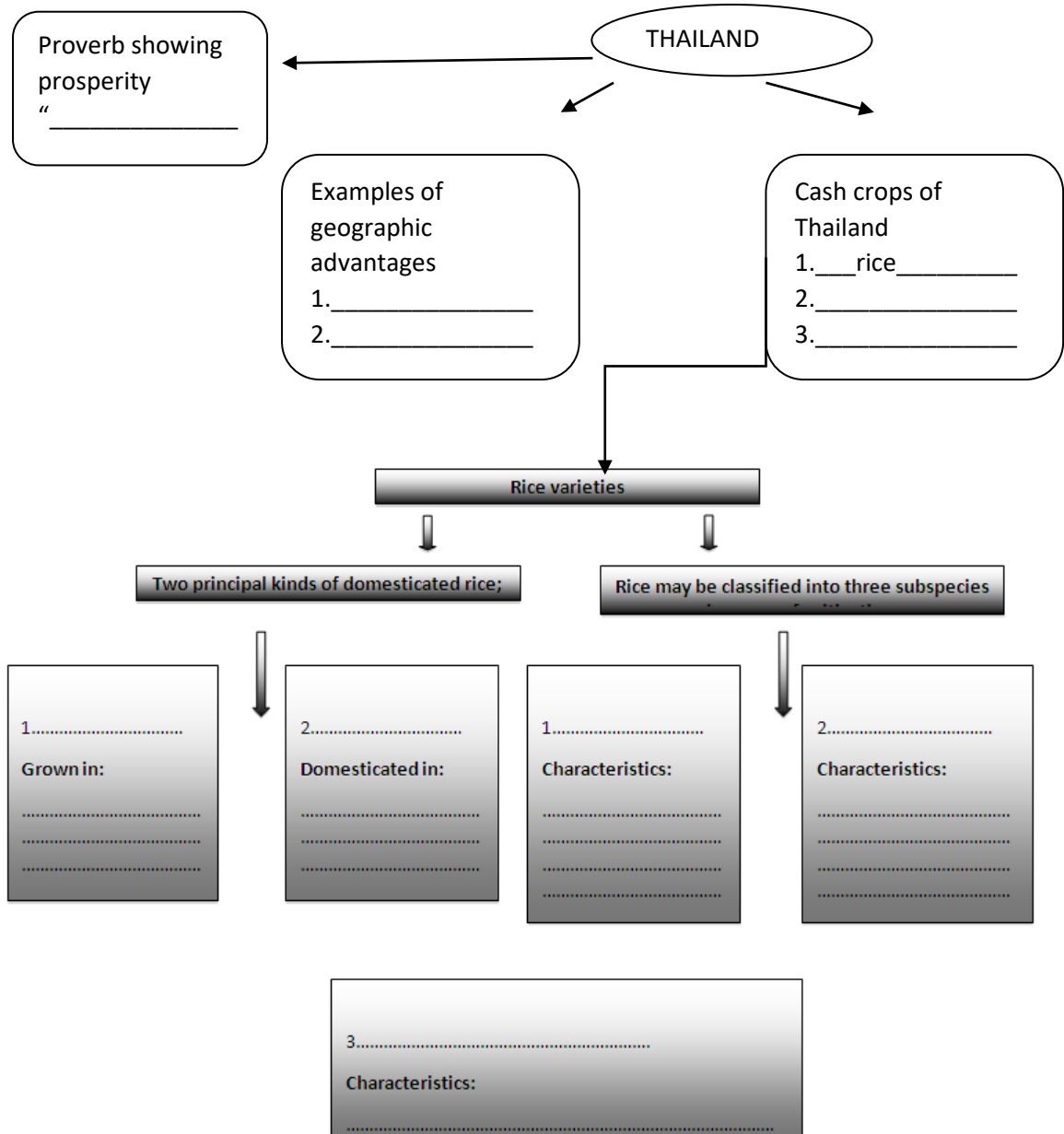
Of the cultivation land used by farmers, rice takes up more land than other food crops. Rice cultivation takes about 11.3 percent of the entire area of the country. The Central Plains and the Northeast use larger areas of rice cultivation land, followed by the North and the South of country. Each region grows different types of rice, depending on its geographical conditions.

Simplified from "Thailand, an Agriculture Cornucopia"

Reading comprehension worksheet

Part A Varieties of rice

Directions: Use information from the passage to fill in the diagram.



Part B. Directions: Answers the following questions.

1. What is the proverb used to describe the prosperity of Thailand? In which period that the proverb referred to?

2. What does the proverb mean? Describe the picture in your imagination.

3. Why Central Plains is suitable for plantation?

4. Does southern part of Thailand mainly focus on rice cultivation? If not, what are their famous products or activities?

5. What does the “backbone of the nation” refer to? Why?

6. What are other cash crops of Thailand?

7. What are the most outstanding characteristics of rice?

8. According to the three subspecies of rice, which species are not popular to grow? Why?

9. What do plant breeders do with the rice varieties?

10. Do farmers in the northern part and southern part of Thailand grow the same rice varieties? Why?

Part C Directions: Choose the best answer.

1. Which sentence best describe Thai agriculture?
 - a. New technology helps farmer a lot in farming.
 - b. Geography is an obstacle for agriculture in Thailand.
 - c. Thailand is a resourceful country.
 - d. Thailand is a new rice-growing country.

2. The “backbone of the nation” refers to _____.
 - a. ancient people
 - b. farmers
 - c. gardeners
 - d. rice field

3. Which activities describe the “backbone of the nation”?
 - a. They grow seasonal fruits for export.
 - b. They grow vegetables for all year round.
 - c. They export Thai rice to other countries.
 - d. They grow rice to feed Thais and export to other countries.

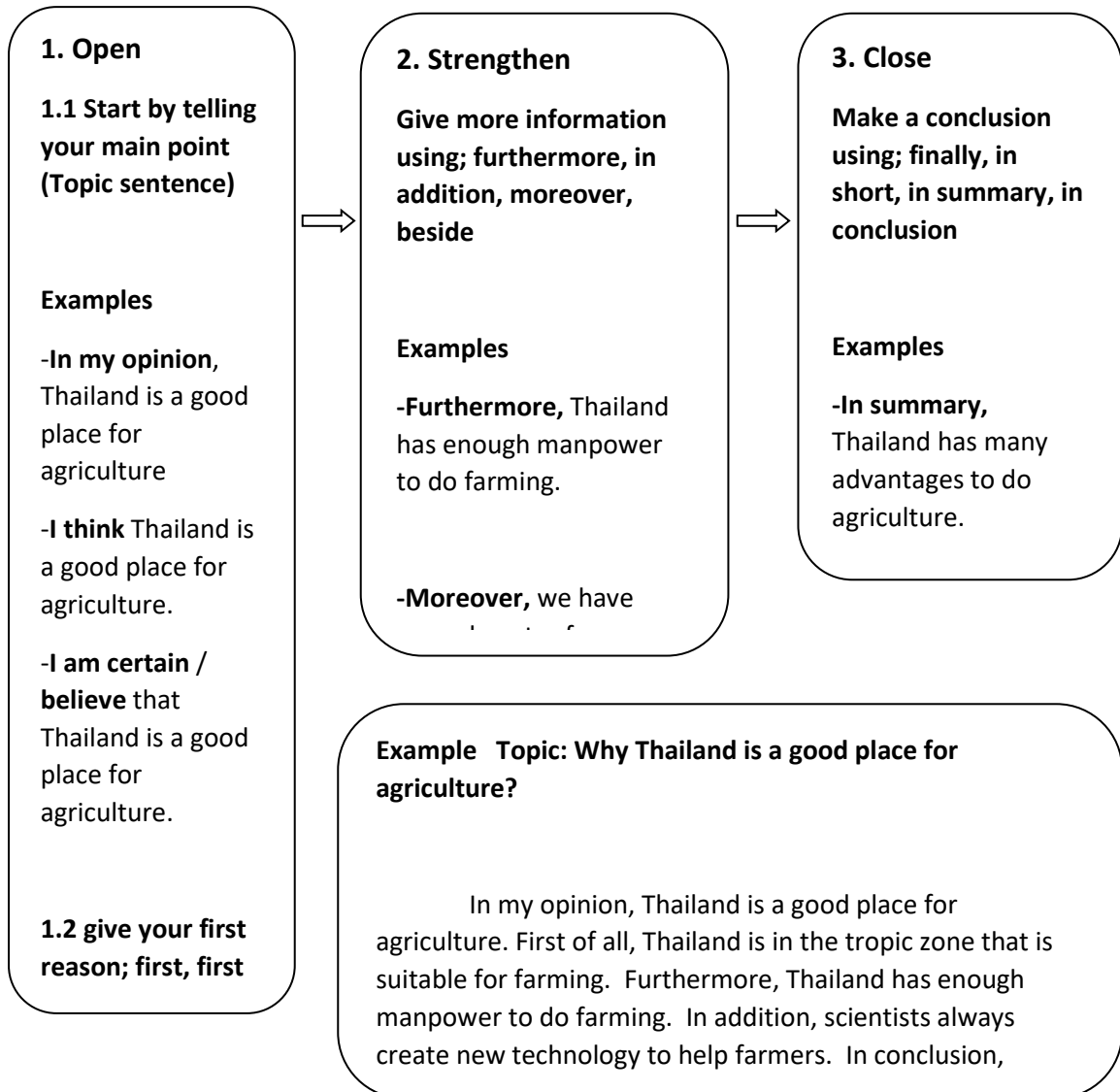
4. What are other important crops of Thailand mentioned in the passage?
 - a. sugar cane, maize, cassava, and variety of fruit
 - b. sugar cane, maize, cassava, and marine lives
 - c. sugar cane, maize, cassava, and farm animal products
 - d. all correct

5. What reason helps Thailand to be plentiful in agriculture?
 - a. a long history in agriculture
 - b. seasonal fruits
 - c. geographic advantages
 - d. vegetables and fruits of export quality

6. What should we do to promote agriculture production in our country?
- Taking care of our resources.
 - Avoid tree cutting and deforestation.
 - Using knowledge and safe technology in production
 - All of above
7. By area of cultivation, what is a kind of domesticated rice in monsoon zones?
- indica variety*
 - japonica variety*
 - javanivca variety*
 - all of above are correct
8. By area of cultivation, what is the kind of domesticated rice that gives yield less than others?
- indica variety*
 - japonica variety*
 - javanivca variety*
 - all of above are correct
9. Rearrange the areas for rice cultivation in Thailand? Start from the biggest area to the smallest area?
- the Northeast, the North and the South
 - the Central Plains, the North and the South
 - the Central Plains, the Northeast, the North and South, and the East
 - the Central Plains, the Northeast, the North and South
10. From the passage, what should we do to promote Thailand as an exporting country?
- We should produce good quality products.
 - We should import more products.
 - We should have more organization to work.
 - We should stop farming and fishing.

How to express opinion

This is a guide line for you to express your opinion. The audience will be able to follow or understand the purposes of your speaking or writing clearly. There are three parts in presenting your ideas.



Directions: Write a short paragraph to express your opinion on the given topic.

Can Thailand be the world leader in agriculture?

Writing Rubrics

Writing Assessment Rubrics

Expressing opinion

Name _____ Date _____

	3 points	2 points	1 points	0 points
1. Topic sentence	Topic sentence establishes the focus and grabs the reader's attention in a well-developed sentence.	Topic sentence establishes the focus in a well-developed sentence.	Topic sentence includes focus but is not well-developed.	The paragraph does not contain a topic sentence.
2. Paragraph body	The body of the paragraph supports the topic sentence with more than 3 meaningful details.	The body of the paragraph supports the topic sentence with 3 meaningful details.	The body of the paragraph supports the topic, but gives less than 3 meaningful details.	The paragraph does not support the topic with meaningful details.
3. Closing Sentence	The closing sentence concludes the topic sentence and makes reference to the body.	The closing sentence concludes the topic sentence.	The closing sentence does not conclude the topic sentence at all.	The paragraph does not contain a closing sentence.
4. Mechanics (Capitalize, Punctuations & Spelling)	No errors in capitalization and punctuation. No spelling errors.	1-2 errors in capitalization, punctuation. 1-3 spelling errors.	3-4 errors in capitalization and punctuation. 4-5 spelling errors.	5 or more errors in capitalization and punctuation. More than 5 spelling errors.

Topic Sentence	_____	Grade Equivalent:
Paragraph body	_____	A = 11- 12 points
Closing sentence	_____	B = 9 -10 points
Mechanics	_____	C = 7 - 8 points
		D = 5 - 6 points
		F = 0 – 5 points
Total Points _____/12 = grade of _____		

Comments:

Lesson Plan 2	3 Periods
Philosophy of Sufficiency Economy: Middle Path of Moderation, Reasonableness and Self-immunity	6 Hours
Course Code: GE 243 Course Name: English for Agriculture 1	3 Credits

1. Learning Objectives

Terminal Objectives: Students will be able to read, extract information, and share ideas about the Philosophy of Sufficiency Economy.

Enabling Objectives: Students will be able to

1. identify topics, main ideas and correctly answer the questions from the articles.
2. describe The Philosophy of Sufficiency Economy; Middle Path of Moderation, Reasonableness and Self-immunity.
3. use The Philosophy of Sufficiency Economy for analytical thinking and analyzing varieties of situations.
4. use simple and compound sentence to give information.

Language areas:

Vocabulary :

sufficiency, crisis, positive, wisdom, sustain, awareness, rural, maize, risk, virtue, occupation, increase, pillar, avoid, lead, maintain, immunity, emphasize, stable, stress

Grammar : -Past simple tense: regular and irregular verb
-Compound sentence

Skills : Reading and writing

2. Learning Process (6 Hours)

1st Period (2 hours)

Pre-reading (Motivation)

1. Teacher does a warm up activity by showing a short footage of the Kings and his projects from youtube.com (“King of Thailand: Royal Support Project”), and asks questions about the king of Thailand, for example;

-How old is The King of Thailand?

-Give some examples of the Kings’ projects.

-What is the theory that our King teaches us to follow?

The answer can be about agriculture in Thailand, Royal Project, new Theory agriculture, The Philosophy of Sufficiency Economy and etc. Teacher shows some pictures related to the topic to stimulate students’ background. The picture can be the picture of The King’s activities on Newspaper and the Royal Projects.

2. The teacher presents the topic in this lesson “The Philosophy of Sufficiency Economy”, and teaches new vocabulary and meanings by using pictures with explanation. For the vocabulary that cannot be described with pictures, teacher uses synonyms and basic sentences. For examples, the teacher shows the picture of “a path that lead to the house” and asks students to describe what they can see in the pictures. The teacher gives examples of sentences using those words.

- This path will lead you to the house.
- The path was muddy after raining.
- What does “a path” mean?

Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary. Teacher does the same way with other vocabulary. (crisis, rural, occupation, increase)

3. Teacher allows students to study the new vocabulary and do the vocabulary exercise (handout 1). The teachers and students check the answers together and review the meaning of vocabulary again. Teacher allows students to write 5 sentences using the new vocabulary. The sentence must be in Present Simple Tense that they have learned from last period.

4. The teacher teaches past simple tense (handout 2). Some sentences are selected from the passage that students are going to read in next activities.

The grammatical structures focus on regular and irregular verbs.

For example,

1. Poor people _____ (leave) home to work in town in April.

(Answer: left)

2. The King _____ (introduce) the sustainable farming since the 1950s. (Answer: introduced)

The teacher lets students write the correct form of past simple tense.

5. The teacher presents more examples and the students choose the correct verb from of past simple sentences.

6. Teacher checks students’ understanding again, allow students to do the past simple tense exercise (handout 2). Teacher and students check the answers together. Teacher summarizes the rules of past simple tense again.

2nd Period (2 hours)

While-reading (Presentation)

7 . The teacher lets students work in pairs (one student with high proficiency level and one student with lower proficiency level). The purpose is to promote collaboration and assistance between students. The teacher pairs student by using score of English proficiency test from the beginning of the semester. (Students' grade from Fundamental English II can be used in grouping and pairing students)

8 . The teacher gives students the story of “The Philosophy of Sufficiency Economy” and tells students to underline the vocabulary or the sentences that they don't know the meaning and explains the meaning of the vocabulary by giving them examples of sentences that using the vocabulary and then students guess the meaning of it.

For example, the Vocabulary “avoid”, teacher gives example of sentences that using the word “avoid” (Handout 3).

- What does “avoid” mean?
- To be healthy, we should avoid drinking cold drinks.
- Students must avoiding dangerous activities.
- To avoid injuries, farmers should wear masks.

The teacher does the same way with other necessary vocabulary and sentences that students do not know. Students who already know the vocabulary can share the vocabulary meanings with partners and friends in class. Students can use dictionary and mobile-phone application to help.

9. The teacher introduces the story and has students read the story quickly and answer guiding questions.

- What is the title / topic of this story?
- What are these pictures telling you?

- What can you learn from this story?

10. The teacher asks students to read the story again and try to answer the guiding questions together.

11. After skimming the passage, teacher assigns students to work a group by two pairs that will help each other to read the whole passage and finish the Concepts of the Philosophy of Sufficiency Economy diagram (handout 4). Teacher explains how to fill in the diagram before the activity starts.

12. The teacher helps students to check the diagram by allowing them to write the diagram on the board and check it together with classmates.

Post-reading (Practice, Application, Review)

13. The teacher gives Handout 5 and Handout 6 to students, asks them to answer questions from the passage in pair again.

14. After students do the worksheet, the teacher answers and explains the answer to students. Students check their own worksheets and give themselves the points.

3rd Period (2 hours)

15. Teacher informs students that they are going to do writing activity. Students are assigned to write a paragraph giving instructions and suggestions in a given situation. Teacher teaches the language patterns and example from the handout (handout 7). Examples of compound sentences with conjunctions have been shown in the sample paragraph. Teacher emphasizes that students can use conjunctions to show connection of ideas in a compound sentence.

16. Students write a paragraph by themselves on the topic “How to cut down unimportant expenses and save money for your future?” The paragraph can be in Simple Present Tense or past simple tense depending on the context. Teacher describes the rubric for writing. The paragraph should have good opening, enough supporting body, and concise conclusion.

17. After students finish their writing, teacher allow students to work in pair, checks their assignments for errors, give each other comments and additional information.

18. Teacher picks up some of students’ work, allow them to present their friends by using the projector. Students read aloud their written paragraph to class. Classmates discuss and share opinion. After each presentation, teacher and students score friends’ works by using the rubrics. Teacher picks up students’ works the end of class.

3. Instructional Resources

1. Handout 1: Vocabulary exercise
2. Handout 2: Past Simple present tense exercise
3. Handout 3: Passage “The Philosophy of Sufficiency Economy”
4. Handout 4: Reading comprehension exercise
(Part A Diagram: Concepts of The Philosophy of SE)
5. Handout 5: Reading comprehension exercise (Part B Short Questions)
6. Handout 6: Reading comprehension exercise (Part C Multiple choice test)
7. Handout 7: Writing exercise (“How to cut down unimportant expenses and save money for your future?”)

4. Assessments Tools

1. Handouts, exercises and work assignments
2. Rubrics for Writing Expression

5. After-Class Note

Instruction

Results _____

Problems _____

Solutions _____

Recommendations _____

Signature _____ (Teacher)

(_____)

Date _____ / _____ / _____

Student Handout 1

A. Directions: Study the vocabulary and fill in the blanks with the suitable word with proper tense. More than one answer is possible.

rural: [ADJ] relating to, or characteristic of the countryside rather than the town

stress: [V] Give particular emphasis or importance to (a point, statement, or idea) made in speech or writing

risk: [N] A situation involving exposure to danger

wisdom: [N] The body of knowledge and experience that develops within a specified society or period

stable: [ADJ] Not likely to change or fail; firmly established

occupation: [N] A job or profession

sufficiency: [N] The condition or quality of being adequate or sufficient

sustain: [V] Cause to continue for an extended period or without interruption

maize: [N] A Central American cereal plant which yields large grains (corn or sweetcorn) set in rows on a cob.

immunity: [N] Protection or exemption from something

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1. The Ministry of Health _____ people to drink cleaned water only.
 2. To _____ community development, Government should give education and professional training for people in the community.
 3. One of the most interesting _____ of Thailand and Vietnam is farming and agriculture. People learned from generation to generation without new technologies.
 4. If you exercise regularly, you can reduce the _____ of heart disease.
 5. Contract farming is in many parts of our country. In _____ areas of Thailand of Mae Hong Son and Chiang Mai, farmers grow some cash crops and sold directly to the company.
 6. Because of his father's _____, he grew up knowing about the life of doctor. He would be a doctor like his father one day.
 7. The prices of oil have remained _____ since last year. It hasn't changed much for nearly two year.

8. The King of Thailand promotes the Philosophy of _____ Economy. The purpose is to guide people to live in a proper way.
9. Farmers grow _____ in large area, because the company guarantees to buy them.
10. Teaching children to respect other peoples' right is the way to build social _____.

B. Directions: Pick up the vocabulary from Exercise A to write 5 sentences in Present Simple Tense form.

Present Simple Tense

Subject + Verb (s) + Object

Subject(s) + Verb + Object

Examples

Most farmers live in rural areas.

The King always visits rural people.

Pick up 5 vocabulary:


1. _____
2. _____
3. _____
4. _____
5. _____

Use the vocabulary to write a meaningful sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

Student Handout 2

Directions: Study Past Simple Tense and complete the exercise in Column B.

A. Simple Past Tense	B. Fill in each blank with suitable tenses. Present Simple or Past Simple Tense?
<div style="border: 2px solid red; padding: 10px; margin-bottom: 10px;"> <p style="color: red; font-weight: bold; margin: 0;">Simple Past Tense</p> <p style="color: red; font-weight: bold; margin: 0;">VERB + "ed" <u>or</u> it's irregular (e.g. eat > ate)</p> <div style="text-align: center; margin: 5px 0;"> <p style="color: red; font-weight: bold; font-size: small;">Completed activity</p>  </div> <div style="display: flex; justify-content: space-around; margin: 0;"> Past Present Future </div> </div> <p>When to use the simple past tense</p> <p>1. Finished events in the past with no connection to the present:</p> <ul style="list-style-type: none"> -Leonardo and his wife painted the silo. -The crows invaded the rice field. <p>2. With a finished time word (yesterday, last week, at 5 o'clock, in 2003):</p> <ul style="list-style-type: none"> -We plowed the land to grow maize yesterday. -The company increased the wages to 300 baht a day in 2010. <p>3. For stories / lists of events:</p> <ul style="list-style-type: none"> -Farmers avoided using pesticide, and started to use organic products. -Yesterday I went to the library, met a friend for lunch, and played tennis. <p>4. Details of news:</p> <ul style="list-style-type: none"> -I've hurt my leg. I fell off a ladder when I was painting my bedroom. -I've been on holiday. I went to Spain and Portugal. <p>5. As part of the <u>second conditional</u>: (if – clause /future possible)</p> <ul style="list-style-type: none"> -If I won the lottery, I would buy a house in Chiang Mai. -If she knew his number, she would call him. 	<ol style="list-style-type: none"> 1. She always <u>goes</u> (go) to tap the latex from rubber trees at 3a.m. _____ with _____ her _____ parents. 2. Unemployment <u>increased</u> (increase) 5% last year. 3. My father usually _____ (emphasize) me to be on time. 4. The policeman _____ (lead) the burglar _____ to the police _____ station _____ yesterday. 5. _____ (you /have) a company meeting last week? 6. I often see her mother but she never _____ (speak) to me. 7. The farmer in rural _____ (speak) to his customer in selling _____ cassava _____ 2 _____ hours _____ ago. 8. My friend _____ (sustain) his family business. He works very hard to expand the company. 9. My employer _____ (leave) for England last week. 10. I don't like that man because he often _____ (laugh) at his friend. He doesn't encourage his friend's abilities.

Directions: Read the following article of The Philosophy of Sufficiency Economy and answer the questions.

Modern Development and Economic Crisis

Modern development caused many changes of Thai society. The positive ways were development of business, public facilities, communication systems, and education. However, rural areas or poor people were still left behind from development.



However, fast economic growth brought consumerism and economic dependence. Natural resources were destroyed, traditional knowledge and wisdom from generations to generations were forgotten and started to disappear.

As a result, people had less ability and could not rely on themselves. Finally, improper economic growth, unbalanced and unstable growth caused economic crisis Thailand in 1997, as well known in Thai as “Tom Yum Goong Crisis”.

The King and the Philosophy of Sufficiency Economy

The King introduced the sustainable farming since the 1950s, but it was generally accepted that the idea of Sufficiency Economy had been suggested in the 1970s during in the king’s speeches. Sufficiency Economy is a method of development based on moderation, reasonableness, and risk management. People who used knowledge and virtue as guidelines in living would lead to real happiness in life.



“...I ask all of you to aim for moderation and peace, and work to achieve this goal. We do not have to be extremely prosperous...If we can maintain this moderation, then we can be excellent...”

His Majesty the King’s Statement given on 4 December 1974

In the royal statement, The King stated that modern development which emphasized only the economic development might lead the country to crisis. Therefore, he stressed the importance of building a ‘good and stable foundation’ before other development. This means that the stability of the basic economy should be established first. That is, the majority of rural people should have enough to live first before going on to a higher level of development. On a personal level, all people can follow the middle path, the awareness of virtue and honesty is essential.

The Philosophy of Sufficiency Economy: Three Pillars and Two Conditions

The philosophy and concepts are introduced as followed:

- **Moderation:** Sufficiency at a level of not doing something too little or too much at the expense of oneself or others, for example, producing and consuming at an appropriate level.

- **Reasonableness:** The decision must be made rationally with consideration of the factors involved. Be careful with the outcomes that may be followed from such action.
- **Risk Management:** The preparation to manage with the impact and changes in many ways by considering the probability of future situations.

Decisions and activities must be carried out at a sufficient level depending on two conditions:

Knowledge, all-round knowledge in the relevant fields and wisdom to bring in knowledge and use them in the planning with carefulness in the operation.

Virtue, the awareness of honesty, patience, effort, and intelligence in leading one's life.

The Philosophy of Sufficiency Economy and National Development

Philosophy of Sufficiency Economy emphasizes people try to produce or consume within their limitation of existing income or resources first. This is the principle in decreasing the dependence and increasing the ability to control the production themselves. This means they can be able to control the market system.

Sufficiency Economy does not mean that we must be thrifty or too economized. A person can have luxury once in a while if she or he has capacity to do so. However, the majority of the country's population often overspends money beyond their capacity. Sufficiency Economy helps establishing economic stability. Thailand is an agricultural country. The country's economy should be focused on agro-economy and food stability. The reason is to establish a stable economic system. This can lessen the economic instability in the long run.

"I may add that full sufficiency is impossible. If a family or even a village wants to employ a full sufficiency economy, it would be like returning to the Stone Age...This sufficiency means to have enough to live on. Sufficiency means to lead a reasonably comfortable life, without excess, or overindulgence in luxury, but enough. Some things may seem to be extravagant, but if it brings happiness, it is permissible as long as it is within the means of the individual..."

His Majesty's birthday speech on 4 December, 1998

Sufficiency Economy can be applied to all levels and sectors of the economy. It is not only limited to the agricultural or rural people. It can be applied even to business sectors by using similar principles of emphasizing moderation in performance, reasonableness, and creating immunity for oneself and society.

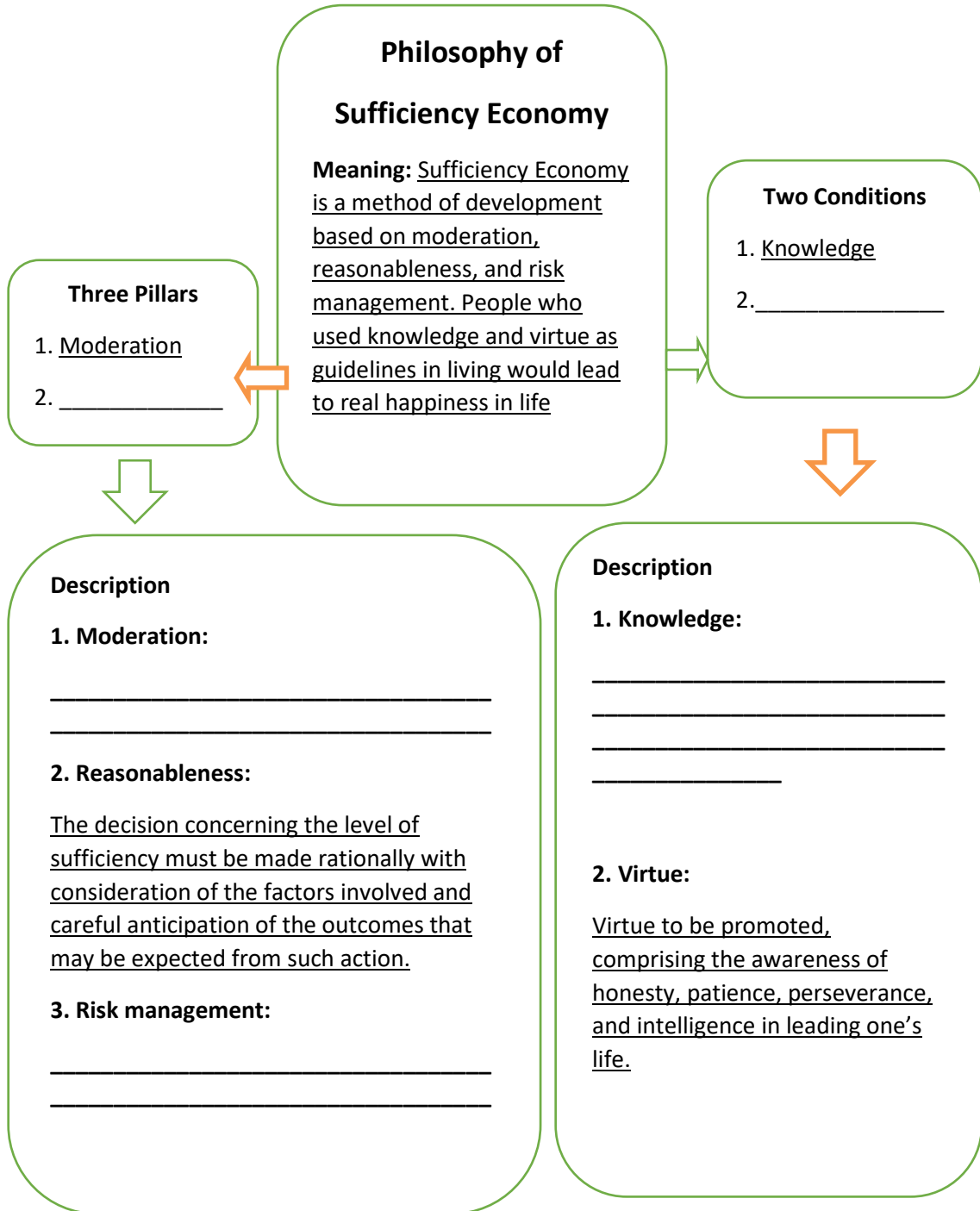
How to lead a life with the Philosophy of Sufficiency Economy

- Economizing by cutting down expenses and extravagances in one's life.
- Doing one's occupation with dignity and honesty.
- Stop competing for beneficial gains and using rough methods in marketing competition.
- Attempting to gain knowledge in order to increase income to the point of sufficiency.
- Leading one's life by following the good path, avoiding the bad, and following to religious principles.



Part A The Philosophy of Sufficiency Economy

Directions: Use information from the passage to fill in the diagram.



Directions: Answers the following questions.

1. What were the advantages of modern development mentioned in the passage?

2. Did the modern development cover the whole areas of country? Why?

3. What happened to natural resources and local wisdom because of fast economic growth and consumerism?

4. What was the cause of as "Tom Yum Goong Crisis"?

5. From His Majesty the King Statement, what did the King state about development and majority of rural people?

6. From His Majesty the King Statement, what did the King state about development and majority of rural people?

7. What is the pillar that your follow if you spend money with carefulness, not too much or too small amount, suitable with your income?

8. As a student, how can you cut down your expenses? Give your own examples.

Directions: Choose the best answer.

1. What is the purpose of HM the King to purpose the Philosophy of Sufficiency Economy?
 - a. To speed up the economic growth of the country.
 - b. To show the important of being a tiger.
 - c. To stress the importance of building a ‘good and stable foundation’ as a first step.
 - d. To follow the stream of economic competition.

2. When did the economic crisis start in Thailand?
 - a. in 2000
 - b. in 1997
 - c. in 1950s
 - d. in 1970s

3. Which item **are not** the positive impacts of modern development?
 - a. economic growth
 - b. progress of material development
 - c. progress of public utilities
 - d. stable developments in society.

4. What is the result of rapid economic growth?
 - a. traditional knowledge development
 - b. economic independence
 - c. economic dependence
 - d. wisdom in rural areas

5. When the idea of Sufficiency Economy had been brought up?

- a. in 1997 before His Majesty's speeches.
- b. in 2000 after the economic crisis in South East Asia
- c. in 1997 during the economic crisis of Thailand
- d. in 1970s during His Majesty's speeches.

6. "...I ask all of you to aim for moderation and peace, and work to achieve this goal. We do not have to be extremely prosperous...If we can maintain this moderation, then we can be excellent..."

(His Majesty the King's Statement given on 4 December 1974)

What does the underlined word "we" refer to?

- a. Thai people
- b. people in Southeast Asia
- c. government officers
- d. There is no correct answer.

7. From No.6, which one is the meaning of "moderation"?

- a. more than expectation
- b. less than expectation
- c. middle way
- d. improper way

8. From No.6, "*We do not have to be extremely prosperous...*"

Which word has the same meaning as "very prosperous"?

- a. very poor
- b. very reasonable
- c. very strong
- d. very rich

9. Which one is not true about the Sufficiency Economy?
- a. Sufficiency Economy can be adopted by all people.
 - b. Prosperous people is the outcome of Sufficiency Economy.
 - c. By adhering to the middle, everyone can follow the Sufficiency Economy.
 - d. The awareness of virtue and honesty is also essential for people.
10. What are the three pillars of the Philosophy of Sufficiency Economy?
- a. knowledge, middle path, and virtue
 - b. moderation, reasonableness, and risk management
 - c. economy, society, and environment and culture
 - d. economy, balance, and knowledge
11. If you think carefully when you buy a thing, and spend money on important thing only. What is the pillar or condition that you have?
- a. reasonableness
 - b. knowledge
 - c. moderation
 - d. virtue
12. For farmers who do not use too much pesticide, what is the pillar or condition that they follow?
- a. reasonableness
 - b. knowledge
 - c. moderation
 - d. virtue
13. If farmers who study and search information about plants before they start to grow a new kind of plant, what is the quality they may have?
- a. moderation
 - b. knowledge.
 - c. virtue
 - d. risk management

14. Farmers grow more than one crop at a time because the amount of rainfall is unstable, and crops might be ruined easily. What is the quality that they have?
- moderation
 - knowledge
 - virtue
 - risk management
15. When you live happily with your life, not spend too much time or money with unnecessary thing, what are the qualities that you have?
- reasonableness and knowledge
 - risk management and virtue
 - virtue and knowledge
 - reasonableness and moderation
16. Can we use something extravagant or expensive if we follow the Philosophy of Sufficiency Economy?
- Yes, if you want to follow your friend.
 - Yes, if it brings happiness and does not bring troubles to us.
 - No, it is unnecessary.
 - No, it is against knowledge you have.
17. According to the Philosophy of Sufficiency Economy, does the King suggest everyone to be full sufficient?
- Yes, because it is the first step of the Philosophy of Sufficient Economy.
 - Yes, because everyone must be full sufficient is the goal of the Philosophy.
 - No, because it is impossible because it would be like returning to the Stone Age.
 - No, because one some sufficient people is enough.
18. Which group of people can apply the Philosophy of Sufficiency Economy?
- people in schools
 - people in government
 - people in agriculture
 - people in all levels, branches, and sectors

19. As Thailand is an agricultural country, what should be focused in order to establish a stable economic system?

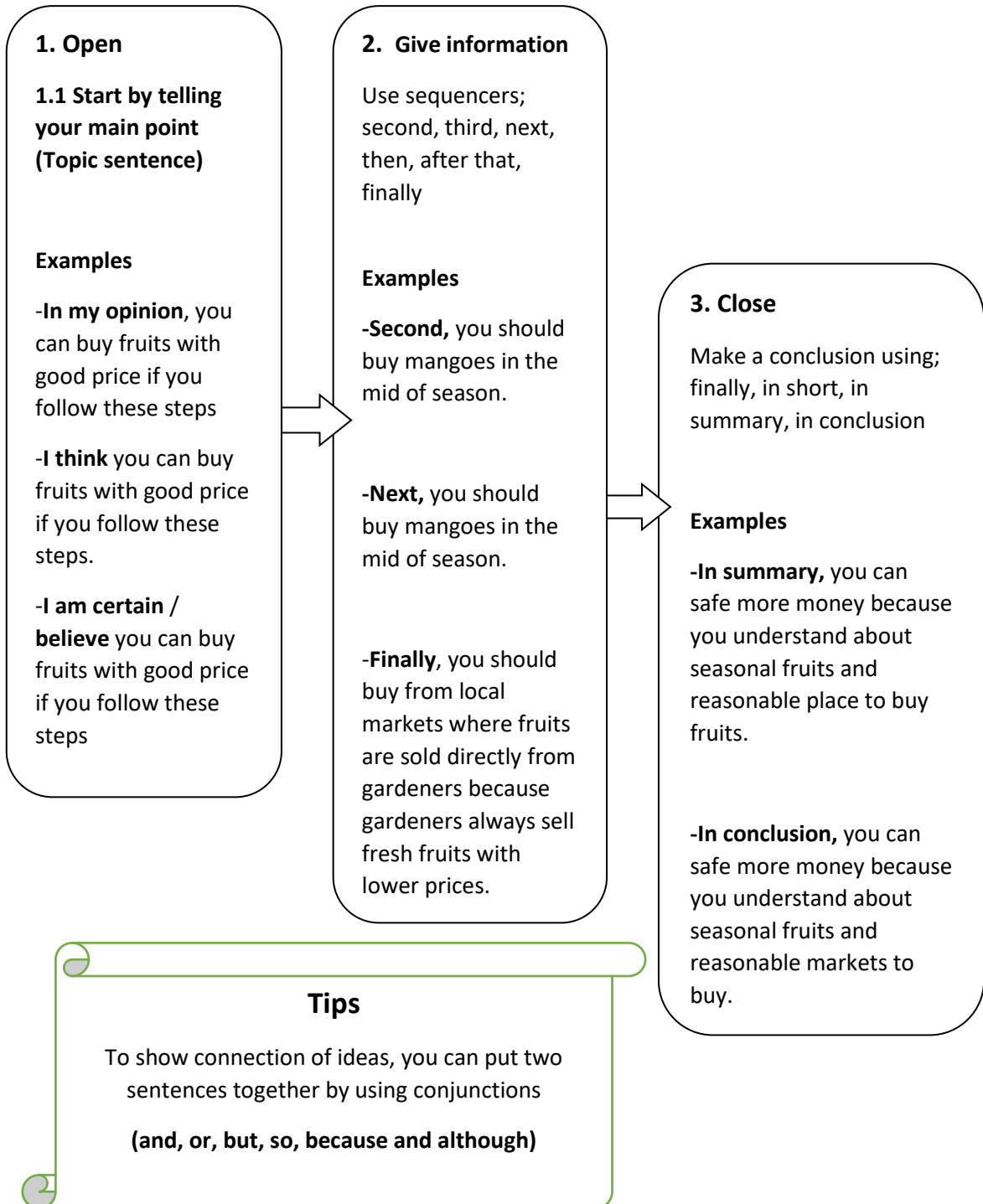
- a. industrial economy
- b. agro-economy and food stability
- c. mass economy
- d. rural economy

20. Which sentence best describe a sufficiency economy?

- a. A sufficient economy means to have enough to support ourselves.
- b. A sufficient economy means to have more than enough to live on.
- c. A sufficient economy means to have less than people in society.
- d. A sufficient economy means to have time and large amount of money.

How to give instructions

This is a guide line for you to give instruction. The readers or audience will be able to follow easily if you start with a topic sentence, instructions with sequencers, and good closing.



Example Topic: How to buy fruit with good price and quality?

I am certain that you can buy fruits with good price if you follow these steps. First, you must know about seasonal fruits of Thailand. For example, mangoes are summer fruits. They are not expensive in summer but are expensive in winter. Second, you should buy mangoes in the mid of season. Normally, the prices will be a bit cheaper than the beginning of season and they are better in quality than fruits at the end of season. Finally, you should buy from local markets where fruits are sold directly from gardeners because gardeners always sell fresh fruits with lower prices. **In conclusion, you can save more money because you understand about seasonal fruits and reasonable markets to buy.**

Direction: Write a short paragraph to give instructions if you are in the given situation.

Situation: You are a senior in university. Your parents give 5,000 baht every month for your expenses. The dormitory is 2,500 baht a month. Therefore, you have only 2,500 baht to use in a month for your food, your study, and your entertainment. You don't have any saving and sometimes don't have enough to use till the end of month if you go parties or hanging around too often.

Give instructions or any suggestions on the topic.

How to cut down unimportant expenses and save money for your future?

Possible instructions / suggestions:

- move to a cheaper dormitory
- cook by yourself



How to cut down unimportant expenses and save money for your future?

In my opinion, you can live happily and save money for your future if you

follow these steps. First, you should move to a cheaper dormitory because you

spend too much money on your dorm. You can check out the rents around the

university first. You can find the rent between 1,700 to 2,300 baht a month.

Writing Rubrics

Writing Assessment Rubrics

Expressing opinion

Writing Assessment Rubrics

Giving Instructions

Name _____ Date _____

	3 points	2 points	1 points	0 points
1. Topic sentence	Topic sentence establishes the focus and grabs the reader's attention in a well-developed sentence.	Topic sentence establishes the focus in a well-developed sentence.	Topic sentence includes focus but is not well-developed.	The paragraph does not contain a topic sentence.
2. Paragraph body	The body of the paragraph supports the topic sentence with more than 3 meaningful details.	The body of the paragraph supports the topic sentence with 3 meaningful details.	The body of the paragraph supports the topic, but gives less than 3 meaningful details.	The paragraph does not support the topic with meaningful details.
3. Closing Sentence	The closing sentence concludes the topic sentence and makes reference to the body.	The closing sentence concludes the topic sentence.	The closing sentence does not conclude the topic sentence at all.	The paragraph does not contain a closing sentence.
4. Mechanics (Capitalize, Punctuations & Spelling)	No errors in capitalization and punctuation. No spelling errors.	1-2 errors in capitalization, punctuation. 1-3 spelling errors.	3-4 errors in capitalization and punctuation. 4-5 spelling errors.	5 or more errors in capitalization and punctuation. More than 5 spelling errors.

Topic Sentence	_____	Grade Equivalent:
Paragraph body	_____	A = 11- 12 points
Closing sentence	_____	B = 9 -10 points
Mechanics	_____	C = 7 - 8 points
		D = >5 - 6 points
		F = 0 – 5 points
Total Points _____/12 = grade of _____		

Comments:

CURRICULUM VITAE

Name Mr. Saran Chantalay

Date of Birth July15, 1976

Education 1998 Bachelor of Arts (English)
Faculty of Humanities, Chiang Mai University

2005 Master of Education
(Teaching English as a Foreign Language)
Faculty of Education, Chiang Mai University

Experience Faculty of Liberal Arts, Maejo University

