

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญด้านการสอนภาษาอังกฤษที่ให้คำแนะนำและตรวจสอบเนื้อหาที่ใช้เป็น
บทเรียน แผนการสอน แบบทดสอบวัดความสามารถในการฟัง-พูดภาษาอังกฤษ และแบบ
ทดสอบวัดความคงทนในการเรียนรู้คำศัพท์ มีรายนามดังต่อไปนี้

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| 1. อาจารย์ณัฏมล วุฒิปรีชา | ฝ่ายวิชาการ โรงเรียนวัดสวนดอก
อำเภอเมือง จังหวัดเชียงใหม่ |
| 2. อาจารย์สังขยา บุญมา | หมวดวิชาภาษาต่างประเทศ 1
โรงเรียนนวมินทราชูทิศ พายัพ
อำเภอเมือง จังหวัดเชียงใหม่ |

ภาคผนวก ข

Lesson Plan 1: Mr. Page's Pet Shop

Student : English 2
Level : Prathom 5
Time : 15 periods
Terminal Objective: : Students should be able to express likes and dislikes and be familiar with a range of vocabulary for animal and food.

Enabling Objectives: : Students should be able to:

1. tell the animals' names and make each animal's noises correctly when looking at the given pictures,
2. work in groups and within groups to ask and answer questions about animal,
3. express like or dislike by using the expressions, 'Yum Yum! and 'Yuk Yuk!,
4. express like or dislike by saying, 'I like.....' and I don't like.....

Contents:

Story: Mr. Page's Pet Shop

This is Mr. Page's pet shop. What's in the pet shop? Oh, there are some cats in the pet shop. Where are the cats? What does a cat say? It says, "Miaow! Miaow!"

What's in the pet shop? Oh, there are some frogs in the pet shop. Where are the frogs? What does the frog say? It say, "Croak! Croak!"

Now all the animals and the birds and the fish are talking. What a noise! Quiet please! Quiet please!

Now here's a sausage. The dogs like it. They say, "Yum! Yum!" And Piggy likes it and he says, "Yum! Yum!" The fish don't like it. They say, "Yuk! Yuk!"

Here's a worm! The fish and the snake and Piggy like it. They say, "Yum! Yum!" The dogs, the cats, the parrots, the rabbit, and the turtle don't like it. They say, "Yuk! Yuk!"

Here's some chocolate! Who likes chocolate?

But today is Piggy's birthday. Piggy, invite the pet to your birthday party! And, of course, all the pets sing a Happy Birthday song for Piggy! Now Piggy says, "Help yourselves! There's cheese.

Here comes Mr. Page. He's walking up the stairs. One, two, three...Piggy says, "Quick! Go back to your cages! Then Piggy eats up all the food.

Mr. Page says, "Good night, animals! Sleep well! And all the pets are quiet except Piggy who say, "Yum! Yum!".

Before the Story

Period 1-3 (60 minutes)

1. The students listen to an animal song which contains different kinds of animal noises.
2. The teachers tells the students that the noises they hear in the song are animal noises in English language and asks the students to listen to the song again carefully and, then, guess which noise belongs to what kind of animal.
3. The teacher turns on the song again and stops every time an animal noise is heard and has the students guess which animal makes that noise. This activity continues to the end of the song.
4. After the students make their guesses, either in Thai or English, the teacher gives them the correct answers and explains to them that the representation of animal noises is different in different languages.
5. The students listen to the song again several times and are asked to sing along if they can. They can also look at the song chart attached on the board while singing.
6. The teacher tells the students that they are going to listen to a story about a pet shop and they are going to be the animals in the shop. But, first, they are going to learn about the animals and their noises.
7. The teacher shows the students a picture of Mr. Page's Pet Shop and teaches the meaning of the word 'pet'.

8. The teacher asks the class to look into the pet shop and see how many kinds of animals there are in the pet shop.

9. The teacher holds out a spread of animal cards and asks for volunteers to come up in front of the class to choose a picture and show it to the class, one each.

10. The teacher points to each picture and say, for example, 'What's this?' 'It's a frog.' What does it say? It says.....(the teacher makes the frog's noise). The teacher continues on until all the pictures are done.

11. The teacher asks each volunteer who holds each card the same questions as above and tells that the class can help them answer the questions. After that, the volunteers can go back to their seats.

12. The teacher shows each card and asks the class to answer the same questions again. Then, the teacher works with groups and individuals respectively.

13. The students are divided into small groups. Each group choose three animal pictures and used them to ask the other groups for the names of the animal and their voices using the following patterns of questions and answer, 'What is this? What does asay? It says....(the students make the animal's noise).

14. The students are given exercise sheets to match pictures with words.

15. The class check the answers together.

Period 4-6 (60 minutes)

1. The students listen to a 'Happy Birthday' song.

2. The teacher teaches the class to sing the song using the song chart.

3. The teacher discusses with the class about the meaning of the Happy Birthday song and what they like to do or eat on their birthdays.

4. The teacher hold out the animal pictures used in the previous lesson and asks the students for the animals' names and their noises in each picture to review what they have learned.

5. The teacher tells the class that in the story there will be a birthday party of an animal and that animal has to prepare food for their friends.
6. The teacher shows the pictures of the food for the party and teaches the class their English words.
7. The teacher discusses with the students on the kind of food that animal in the story like or dislike; however, the pigs like all kinds of food.
8. The teacher teaches how to express like (Yum! Yum!) or dislike (Yuk! Yuk!) over food.
9. The students are divided into small groups and each group chooses an animal card and plays the role of that animal.
10. The teacher tells each group that they have to remember which food the animals like or dislike and they will have to say, 'Yum Yum! or Yuk Yuk!', when the teacher shows them the pictures of food and says the names of the food to them.
11. The teacher shows the picture of food to each group, say the name of food and the students say, Yum Yum! or Yak Yak!.
12. The teacher teaches the students how to express like and dislike by saying, 'I like.....' and 'I don't like.....'.
13. Each group of students pick up the picture of food and prepare to say, 'I like.....' or 'I don't like.....in group.
14. The teacher throws a ball to a group of students and asks what kind of animal they are and what kind of food they like or dislike.
15. The students answer the question and throw the ball to other groups.
This activity continues on until all of the groups get their turn.
16. The teacher tells that tomorrow there will be a birthday party of an animal and ask the students to guess what that animal is, and the students who give the correct answer will get a prize. Then, they are asked to write their answer together with their name on a piece of paper and hand it to the teacher.

During the Story

Period 7-9 (60 minutes)

1. The students listen to the Happy Birthday song and sing along with the teacher.
2. The teacher tells the story in English and Thai exchangeably using pictures and gestures to help the class understand the story. The teacher also asks the students to participate in the storytelling by making animals' voices, saying 'Yum Yum' or 'Yuk Yuk' and singing a 'Happy Birthday' song with their animals' voices.
3. The teacher asks the students, 'Whose birthday was it in the story? And whose answer was correct?' Then, the teacher tells the names of the students who made the correct guess and gives them sweets as a prize while the students who did not get the prize receive another kind of sweets as a 'thank you' gift for their participation in the game.
4. The teacher reviews the story with the students while they arrange the pictures of the story in order.
5. The teacher tells the students that they are going to act out the story together in the next period.

After the Story

Period 10-12 (60 minutes)

1. The students listen to the animal song, sing along and make the animal voices.
2. The teacher reviews all vocabulary using pictures.
3. The teacher prepares the students to act out the story. The teacher will be a narrator and Mr. Page. The students take a role of each animal in groups. The story continues in the following steps.
 - 3.1 The teacher begins telling the story and describes Mr. Page's Pet Shop.
 - 3.2 Piggy invites his friends to come to his birthday party and everyone come out to the front of the class.
 - 3.3 All the animals sing a happy birthday song with their animal voices.

3.4 Piggy offers food to his friends and everybody enjoys the food.

3.5 Mr. Page walks into the shop and the animals hear his footsteps.

3.6 Piggy tells his friends to stop eating and go back to their cages quietly.

3.7 Mr. Page says 'Good Night' to the animal.

3.9 The animals snore loudly.

Period 13-15 (60 minutes)

1. The students listen to the animal song.
2. The students pair up and ask each other about food that they like or dislike and then, write down the information on a piece of paper.
3. The students sit in a circle and each pair of them has to sit separately.
4. The teacher throws a ball to a student and he/she stands up and tells his/her partner's name and what he/she likes to eat.
5. Every one says 'Yum Yum! or 'Yuk Yuk! corresponding to what they hear.
6. After reporting, the student throws the ball to another student for his/her turn. The activity continues until all of them have their turn.

Teaching Aids : cassettes, song charts, animal pictures, word cards, exercise sheets, a ball, a paper birthday cake, candles

Evaluation : By checking students' ability to :

1. tell the names of the animal and recognize their noises.
2. talk about what they like or dislike.
3. act the story out.

Lesson Plan 2 : Ghost

Student	: English 2
Level	: Prathom 5
Time	: 15 periods
Terminal Objective	: Students should be able to ask and tell about positions of things by using the preposition 'in, on, under.'

Enabling Objectives: Students should be able to :

1. ask and answer questions about a given song,
2. ask and answer questions about positions of things correctly,
3. show their understanding of new vocabulary in different ways,
4. participate in the storytelling by employing what they know.
5. act out the story,
6. describe a given picture from the story,
7. working in pair, ask and answer questions about the pictures of their

partners by using previously learned vocabulary and structures,

Contents:

1. Story: "Ghost"

A man lives in an old house. One evening he is reading a book.

He puts his glasses on the table. The first ghost takes the glasses.

The man says, "Where are my glasses?"

He looks for them but he can't find them.

He puts his apple on the table. The second ghost takes the apple.

The man says, "Where is my apple?"

He looks for his apple but he can't find it.

It is midnight. The man goes to sleep. He snores very loudly.

The ghosts don't like his snoring. They run out of the house.

They leave his glasses, his apple, and his book on the table.

2. Song: Where's Jack?

Where's Jack?	He's not here.
Where did he go?	I don't know.
Where's Mary?	She's not here.
Where did she go?	I don't know.
Where're Sue and Bobby?	They're not here.
Where did they go?	I don't know.
Where's Mr. Brown?	He's over there.
Where?	Over there, asleep in the chair.

Before the Story

Period 1-3 (60 minutes)

1. The students listen to a song 'Where's Jack?' twice
2. The teacher teaches the students to sing this song using a song chart.

The teacher also explains the meaning of the song to the class.

3. The teacher and the class ask and answer questions related to the song, for example; 'Where is Jack? He's not here/I don't know.'
4. The teacher teaches students about the meaning of prepositions such as 'in, on, under' and how to use them by using pictures which represent characters in the song with materials available in the class.

The teacher begins by putting a picture of a character in/on/under certain places and says, for example, 'I put Mr. Brown on the table.' 'I put Jack in the school bag.' 'I put Mary under the chair.'

5. The teacher writes the sentences on the blackboard and ask the students to observe the words, 'in, on, under' in the sentences.
6. The teacher shows some pictures and asks the students about the positions of things in the pictures. For, example, 'Where is the box? 'Where is Sue? The students are to answer the questions by using the prepositions 'in/on/under'.
7. The teacher let the students put things or the pictures of characters in the song in/on/under certain places and describe what they did in a sentence.

8. The teacher orders the students to put thing in/on/under certain places using the pattern, 'Put the.....in/on/under the'

9. To practice saying the sentences, the students work in pairs and take turn in ordering each other to put things in/on/under certain places.

10. The teacher asks a student to put a book on a table, and asks the class a question, 'Where is the book?' The teacher keeps asking the students the same kind of questions until they can answer fluently.

11. The teacher begins to teach, 'Where are....?', and uses more materials. The teaching procedure is done the same way as teaching, 'Where is...?'.

12. The teacher asks the students to tell the differences between the use of 'Where is?' and 'Where are...?'. Then, the teacher and the class discuss about the given patterns together.

13. The students are given exercise sheets which they are to choose the pictures that correspond with what they hear. The exercise is focused on the use of prepositions and 'Where is/are...?' After that, the students check their answers in pairs.

During the Story

Period 4-6 (60 minutes)

1. The teacher and the class listen to and sing the song 'Where's Jack?' together (twice).

2. The teacher reviews what the students learned in the previous lesson. The teacher asks questions about prepositions by using pictures and real materials in class

3. The students sit in a circle. The teacher leads the students into the story by telling them that the story they are going to listen consists of frightening characters. The teacher asks the students to guess what they might be.

4. The teacher tells the students to sit closer to each other and begins telling the story. The teacher uses pictures with word descriptions and gestures to illustrate the meanings of vocabulary during the telling. This way, the students will learn new words while listening to the story. Therefore, the first telling is done in a slow pace. Sometimes,

the teachers also gives the meanings of words in Thai. The teacher tells the story twice. After that the teacher puts all the pictures and their word cards on the blackboard. The following is an example of how the telling is proceeded.

There is an old house. It's very very old. (The teacher shows a picture of a house and tells the Thai word for it.) A man lives in this house. (The teacher points to a picture of a man in the house and asks the students, 'What is he doing?') Yes, he is reading a book. (The teacher points to something in the picture of the house which can not be seen very clearly and tells the students that there are something else in that house besides that man. Then, the teacher asks the students to guess what they are.) The man puts his glasses on the table. (The teacher makes a gesture, shows the students the glasses and asks them what they are. Then, the story continues. Sometimes the students are asked to help the teacher make a gesture as well.)

5. After listening to the story, the students go back to their seats. The teacher asks them, 'What did you learn from the story? Have you ever seen a ghost? Are you afraid of the ghost?'. Then, the teacher and the class share their experiences about the ghost to each other.

6. The teacher reviews the vocabulary learned in the story by having the class look at the pictures and word cards on the blackboard, and practice reading the words.

7. The teacher tells the class to write down new words in their notebooks and try to remember them as much as possible because they are going to play a vocabulary game in the next lesson.

After the Story

Period 7-9 (60 minutes)

1. The class review the new vocabulary. The teacher shows each picture to the students, says the word for the picture twice, asks the class to repeat the word and tell the meaning of it in Thai.

2. The teacher shows each picture again. This time the students have to tell their words in English and try to remember their meanings.

3. The class is divided into groups of five. They are given a short time to prepare themselves to play a memory game while the teacher puts all the pictures and word cards in a pocket chart and hangs it against the blackboard.

4. The students in each group take it in turn to turn up a picture and a word card. If the meaning of the word matches with the picture, the students say the word and keep them for their group. If they do not match, the students put them back in the pocket chart and let a student in the next group take his/her turn. The winner is the group with most pairs of pictures and cards.

5. The students work on a vocabulary exercise sheet. The exercise consists of two parts: the first part is for the students to listen to the words that the teacher says and circle the pictures which match with the word; the second part is for the student to write the meaning of given Thai words in English.

6. The students pair up, exchange their worksheet with their partners and check the answers.

7. The teacher tells the story again by using pictures and gestures. This time the teacher encourages the students to participate in the storytelling by telling the part that they can remember and they are asked to make a snoring sound as loudly as they can for the last part of the story.

Period 10-12 (60 minutes)

1. The students and the teacher listen to the song 'Where's Jack?' and sing together.

2. The teacher reviews the story with the students. This time the students receive a written version of the story. Then, the class reads the story together.

3. The students are divided into groups of five. Each group takes it in turn to act in the story. They are allowed to design their own ways of acting. And while a group is acting out the story, the teacher and the rest of the class narrate the story and make the snoring sound.

4. The teacher reviews the story again by reading the written version of the story with the students.

5. The students sit in a circle. The teacher passes an order of pictures from the story to each student. Then, each student tells the part of the story from the picture, they are allowed to add any information to the story, and they have to tell the story in English.

Period 13-15 (60 minutes)

1. The class reviews the use of prepositions and the questions 'Where is/are..?'
2. The teacher discusses with the students about the story concerning the setting, the house, the ghosts, the man, etc.
3. The teacher teaches the students how to describe and ask about a picture using simple sentences they have already learned. For example, What is it? Where is/are.....What does it like? This is a..... It is in/on/under.....He/she/it likes..... It has.....' The teacher writes the example of sentences on the blackboard.
4. The teacher asks the students to choose anything that they want to talk about from the story. Then, they can draw a picture and describe it
5. The students work in pairs and describe the picture to their partners and their partners may ask them with simple questions referring to the given sentences on the blackboard.
6. The students are given homework in which they are to write sentences that describe the pictures they have drawn.

Teaching Aids : cassettes, song chart, pictures, word cards, exercise sheets, material available in class

Evaluation : By checking and observing students' ability to :

1. ask and answer about the position of things.
2. participate in the storytelling.
3. act the story out.
4. describe a given picture.
5. ask and answer about their own and their friend's picture.

Lesson Plan 3 : The Little Indian Boy

Student : English 2
Level : Prathom 5
Time : 15 periods
Terminal Objective : Students should be able to use the Simple Present Tense to tell someone to do something and to do actions as they are told to do.

Enabling Objectives : Students should be able to:

1. do actions instructed by the teacher,
2. tell their friends to do actions,
3. participate in the storytelling by doing actions,
4. make a correct sequence of the story they have listened,
5. make up their own story by taking the ideas and language used in the story they have listened.

Contents:

Story: The Little Indian Boy

The little Indian boy wakes up. He gets out of bed.

He gets dressed. He has his breakfast. He says to his mummy,

'Oooooooooooooo! I'm going to play.'

He walks down the garden path, walk, whistle, walk, whistle,
walk, whistle.

He opens and closes the green gate. Click!

There's a twisty road. He walks down the twisty road,
walk, whistle, walk, whistle.

There's a dark wood. He goes into the dark wood, quietly.

Sh! Sh! Sh! Sh! Sh! Sh!

He walks through the dark wood, tip, toe, tip, toe, tip, toe.

There's some tall grass. He walks through the tall grass,

swish, swish, swish, swish, swish.

There's a deep river! He swims across the deep river,

swim, swim, swim, swim, swim, swim.

There's a steep hill. He climbs the steep hill,

gasp, gasp, gasp, gasp, gasp, gasp.

There's a cave! It's a very dark cave!

He looks into the dark cave, peep, peep, peep, peep, peep, peep.

He listens.

Nothing.

He goes into the dark cave, creep, creep, creep, creep, creep, creep, creep.

Deeper and deeper and deeper and deep and deep and deeper,

into the dark cave...

Suddenly!

Gooooooooooooooooooooo!

A dragon!

The little Indian boy runs out of the cave, pitter, patter, pitter, patter,

pitter, patter.

Down the hill, stumble, stagger, stumble, stagger, stumble, stagger.

Across the river, swim, swim, swim, swim, swim, swim.

Through the mud, suck, squelch, suck, squelch, suck, squelch.

Through the grass, swish, swish, swish, swish, swish, swish.

Through the wood, tip, toe, tip, toe, tip, toe.

Up the road, run, run, run, run, run, run, run.

Open the gate, close the gate, click!

Up the garden path, run, run, run, run, run, run.

Open the door, close the door, bang!

'Don't bang the door!' says his mum.

'Oooooooooooooooooooooo! Mum!

Before the Story

Period 1-3 (60 minutes)

1. The teacher tells the students that they are going to listen to a new story about an adventure of an Indian boy. Each student is given a paper headband with a feather sticks to it to put on their heads. Then, they learn to sing the song 'The Little Indian Boy' and sing together.

2. The teacher prepares the students for the story by introducing new words and phrases as well as reviews words that the students have already learned such as 'run', 'swim', 'get up', 'go', 'walk'. The activities at this stage include the followings.

- The teacher reviews words that the students have learned and has the students do the actions according to what they hear.

- New words and phrases in the story are introduced such as 'down the garden path', 'walk along the road', 'into the dark wood', 'walk through the grass, swim in the river, etc. The teacher does the actions and uses pictures with words written underneath it to illustrate the meaning.

- The teacher places each picture at different spots in class and has each group of the students move around the class passing each spot. While they, supposedly, move through each spot, they have to make a certain action according to the teacher's order. This is done several times until the student can roughly remember the phrases and actions.

3. The students write down new words and phrases in their notebooks.

During the Story

Period 4-6 (60 minutes)

1. The students sing the song 'The Little Indian Boy'.

2. The teacher reviews the words that they have learned in the previous lesson by showing the pictures and has the students say the words chorally and individually.

3. The teacher turns the front part of the classroom into a small stage and places pictures and word cards which represent places in the story such as paper grass, a picture of a hill, a picture of twisty road, a picture of a cave, etc. on different

spots of the class. Two students are asked to act as monsters in the cave and make a roar at the end of the story.

4. The teacher lets the students guess about the story. Then, The teacher puts on a feather headband and acts like an Indian boy while telling and doing actions at the same time. In the last part of the story, the teacher lets the students guess what kinds of animals that the little Indian boy might see in the cave.

5. The teacher asks the students questions about the story and tells the story again. While telling, the teacher asks the students to participate by making sounds or saying phrases that they can remember.

6. Strips of the phrases in the story are put on the blackboard and the students read and review their meanings.

After the Story

Period 7-9 (60 minutes)

1. The teacher tells the story again. This time the students are given a map and they have to listen and write down numbers on the map showing the order of places that the Indian boy went.

2. The students check the answers together.

3. The students are given worksheets to match pictures with words and write the meaning of given words in Thai.

4. The students check the answers together.

5. The students play vocabulary games. The class is divided into two groups; boys and girls. Each group sends their member one by one to match a word card with its Thai meaning written on the blackboard. The group that takes the least time to finish the task and make the most correct answers win the game.

Period 10-12 (60 minutes)

1. The teacher prepares the students to act in the storytelling by reviewing words and phrases in the story.

2. The teacher arranges a part of the classroom into a scene of the story. And the students are divided into a small group. Each group takes it in turn to take the role

of the Indian boy and move from one place to the other while the rest of the class say the phrases in the story and tell them to make each move. At this stage, the students can repeat saying the phrases and doing the actions as many times as their want.

3. The students play a writing game. They write the words or phrases on top of a piece of paper and copy each word or phrase down as many and as fast as they can. However, they have to begin and stop their writing when the teacher tell them to do.

4. The students exchange their work with their neighbors and check each other's work.

Period 13-15 (60 minutes)

1. The teacher prepares the students to write their own story by making up a new story with them and by taking the same idea as the story they have just listened. The story will be short and only some words are changed.

2. The students work in groups to think about a new story of their own. They are given a chart to draw a map and write the story.

3. Each group presents their stories.

Teaching Aids : paper headbands and feathers, pictures, a map, storychart, worksheet.

Evaluation : By checking and observing students' ability to :

1. do actions as they are told to do,
2. tell their friends to do actions,
3. sequence the events of the story they have listened,
4. think about their own story and present it.

Lesson Plan 4: Ma Liang

Student	: English 2
Level	: Prathom 5
Time	: 15 periods
Terminal Objective	: Students should be able to: 1. talk about their possession, 2. use appropriate language in giving and thanking someone.

Enabling Objectives	: Students should be able to: 1. understand and tell the correct sequence of the pictures of the story, 2. tell the meaning of given words in Thai, 3. ask and answer questions using the structure 'have/has got', 4. carry out a dialogue on giving and thanking, 5. invent a story of their own.
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Contents:

1. Story: Ma Liang

Ma Liang is a Chinese girl. She loves drawing but she is very poor and she hasn't got a brush. One day she closes her eyes and she says three times,

'I want a brush! I want a brush! I want a brush!'

Ma Liang opens her eyes and she sees an old man. The old man gives her a brush. He says,

'This brush is for you!'

'Oh! Thank you very much.'

'You're welcome.'

Ma Liang draws a hen. Suddenly, the picture becomes a real hen!

Ma Liang says, 'Wonderful! It's a magic brush!'

Ma Liang gives the hen to a woman. The woman is very poor. She hasn't got a hen. Ma Liang says,

'This hen is for you.'

'Oh! Thank you very much.'

'You're welcome.'

Then Ma Liang sees an old farmer. He hasn't got an axe.

Ma Liang draws an axe. Suddenly, the picture becomes a real axe.

Ma Liang says,

'This axe is for you'

'Oh! Thank you very much.

'You're welcome.'

Everybody in the village loves Ma Liang.

There is a rich and greedy king. He sees Ma Liang. He says,

'Have you got a brush?'

'Yes.'

'Draw me a tree. Draw a tree for me! Draw me a tree, full of golden coins!'

'No, no, I won't! I won't draw a tree! I won't draw a tree, full of golden coins.'

'Draw me a tree. Draw a tree for me! Draw me a tree, full of golden coins!'

'No, no, I won't! I won't draw a tree! I won't draw a tree, full of golden coins!'

Ma Liang runs away. The king and his soldiers runs after Ma Liang.

Ma Liang draws a horse! She rides the horse.

The king and the soldiers ride the horses and they run after Ma Liang. They get nearer and nearer and nearer.

Ma Liang draws a hole! She throws the hole on the ground.

The hole grows bigger and bigger and bigger. The king and all the soldiers and their horses run into the hole!

Ma Liang walks back to the village. The people in the village are very happy. They love Ma Liang.

Before the Story

Period 1-3 (60 minutes)

1. The teacher asks the students if they know which country has the most population in the world.

2. A map of China is attached onto the board. The teacher points to the map and asks the students a series of questions such as, 'What country is it?' 'What kind of language do they speak there?' 'How do you call people who live in China?'

3. The teacher tells the students that this time they are going to listen to a story about a poor Chinese girl who has a magic thing. Then, the teacher shows the class a paintbrush which is wrapped in a piece of cloth and tells them to guess what it might be. The students are allowed to touch the cloth to make their guess about what's inside, but they cannot unwrap it. The cloth is passed on to each student until someone can give a correct answer, then the teacher teaches the word 'brush' in English.

During the Story

4. The teacher tells the story slowly, using pictures, gestures and actions to illustrate the meaning.

5. The teacher asks the students question about the story to check their understanding of the story as well as to help them understand the story.

Period 4-6 (60 minutes)

1. The teacher divides the students into groups of three. Each group receives a worksheet with pictures of the story in it. They are given some time to look at the pictures in the worksheet and try to figure out the correct order of the pictures of the story. They can write number for each picture in order of the events in the story.

2. The teacher tells the story again.

3. Each group checks the order of the pictures they have guessed and makes changes if necessary. Then, the class checks for the right answer together.

After the story

4. The teacher teaches the vocabulary in the story. In doing so, the teacher tells the story slowly, writes new words on the blackboard and discusses their meanings with the students.

5. The students read the new words that are written on the blackboard and review their meanings several times.

6. The students play a game 'fruit picking'. The teacher puts a chart with a picture of a big tree attached with paper fruit onto the blackboard. A newly learned

word is written inside each piece of the paper fruit.. The students are divided into three groups. A student from each group takes it in turns to pick a piece of paper fruit, unfolds the paper, reads the word written on the paper out loud and gives the meaning of the word in Thai. If he/she can read and give the meaning of the word correctly, he/she can keep paper fruit for their group. Any group that can keep the most paper fruit wins the game.

Period 7-9 (60 minutes)

1. The students review the story and the dialogues in the story.
2. Eight students are asked to sit in two rows facing each other in front of the classroom. Each pair are given a paintbrush and they take turn giving and receiving the paintbrush and practice the dialogue they have learned from the story.
3. The students take turn to practice the dialogue until they are all done and can say it without looking at the script.
4. Each student is given a candy to give to their friends. While giving and receiving they say the dialogue they have just practiced.

Period 10-12 (60 minutes)

1. Students are paired up and each pair receives a version of the story with gaps in the text. The missing parts of the text are mainly sentences with the structure 'have/has got' and dialogues on giving out and receiving something from someone. For example, 'This.....is for you.' 'Oh. Thank you very much.' 'Your welcome'. And underneath the text there is a list of sentences for the students to choose from and fill in the gaps.
2. The teacher tells the story while the students listen and complete the gaps.
3. The students check the answer together.
4. The students learn the structure 'have/has got' and how to ask and answer questions using this structure.
5. The students practice using the structure. They play a game 'Looking for twins'. Each student receives a list of 3 items that they supposedly have. Their task is to look for a person who has the same things that they have and what they have to do is to

walk around asking their friends what they have got. The students who have found their twins can sit down and take a rest.

6. The students learn the dialogue from the story.

7. Each student writes down a list of what they want to give to their friends, draws pictures of the items, cut them up and gives each of them to their friends. Several pairs of them are asked to do the dialogue in front of the class.

Period 13-15 (60 minutes)

1. The teacher tells the story and has the students repeat the key phrases after her and clap their hands to the rhythm.

2. The teacher asks the students how they feel and think about Ma Liang's story. For example, 'What do you think of Ma Liang? Do you want to have a magic brush like Ma Liang? If you were Ma Liang what would you do?'

3. The students are divided into groups. They are asked to invent and write some new stories about Ma Liang.

4. Each group presents their story.

Teaching Aids : a real brush wrapped in a piece of cloth, pictures, gap story sheets, game chart, glue, scissors, dialogue chart.

Evaluation : By checking and observing students' :

1. sequencing of the pictures of the story,
2. telling the meaning of given words in Thai,
3. answers to the questions using the structure 'have/has got',
4. dialogue on giving and thanking,
5. invented story.

Lesson Plan 5: The Great Big Enormous Turnip

Student	: English 2
Level	: Prathom 5
Time	: 15 periods
Terminal Objective	: Students should be able to make a request for help and give an appropriate response to the request.

Enabling Objectives : Students should be able to:

1. tell the meanings of given words in Thai correctly,
2. express their understanding of the story they have listened by making a correct sequence of the pictures of the story,
3. spell the given words correctly,
4. invent a story and act out their story.

Contents:

Story: The Great Big Enormous Turnip

Once upon a time, there was a poor farmer named Charlie.

Charlie planted one seed, a turnip seed.

The seed grew very well. It grew and it grew and it grew.

Charlie wanted to eat the turnip and decided to pull it up,
and cook it for supper for his family.

So he pulled and he pulled and he pulled.

But he could not pull it up.

He called his wife, Susanna, to help him pull the turnip.

'Susanna, can you help me pull the turnip?', said Charlie.

'Yes, of course', said Susanna.

Susanna pulled Charlie. Charlie pulled the turnip.

And they pulled and they pulled and they pulled.

But, they could not pull it up!

Charlie was tired and he took a rest.

His wife, Susanna, called their granddaughter, Sabina,

to help them pull the turnip.

'Sabina, can you help us pull the turnip?', said Susanna.

'Yes, of course, said Sabina.

Sabina pulled Susanna. Susanna pulled Charlie.

Charlie pulled the turnip.

And they pulled and they pulled and they pulled.

But they could not pull it up.

Charlie and Susanna took a rest.

Their granddaughter, Sabina, called their dog, Doggy, to help them pull the turnip.

'Doggy, can you help us pull the carrot?', said Sabina.

'Yes, of course, said Doggy.

Doggy pulled Sabina. Sabina pulled Susanna.

Susanna pulled Charlie. Charlie pulled the turnip.

And they pulled and they pulled and they pulled.

But they could not pull it up.

Charlie, Susanna, Sabina took a rest.

Doggy called their cat, Kitty, to help them pull the turnip.

'Pretty Kitty, can you help us pull the turnip?', said Doggy.

Kitty was reading a book, so she said,

'Sorry, I'm not free now.'

'But Pretty Kitty, we need your help, please help us.' Doggy said.

'All right, I will help you', said Kitty the cat.

Here come the cat and the dog!

Kitty pulled Doggy. Doggy pulled Sabina. Sabina pulled Susanna.

Susanna pulled Charlie. Charlie pulled the turnip.

And they pulled and they pulled and they pulled.

But they could not pull it up.

They were very tired now.

Kitty called a rat, Rambo, to help them put the turnip
 'Mr. Rambo, can you help us pulled the turnip?', said Kitty.
 Rambo was eating a piece of cheese, so he said,
 'Sorry. I'm not free now.'
 'But Mr. Rambo, we need your help, please help us', said Kitty.
 'Okay, I will help you,' said Rambo the rat.
 Here come the cat and the rat! Try again! Try again!
 Rambo pulled Kitty. Kitty pulled Doggy. Doggy pulled Sabina.
 Sabina pulled Susanna. Susanna pulled Charlie.
 Charlie pulled the turnip.
 And they pulled and they pulled and they pulled.
 Finally! Hooray! Hooray!
 The great big enormous turnip came out!
 'Everyone, thank you so much, !', said Charlie.
 And now everyone could eat turnip for their supper.

Before the Story

Period 1-3 (60 minutes)

1. The teacher teaches a word 'pull' and has the class play a game 'tug of war'. The class is divided into 5 groups. Each group takes turn to pull a big string against another group. Any group that can pull the string and make the opposite group who hold the string at the other end move forward beyond a fixed line wins the game. The game continues until there is only one winner left.
2. The teacher prepares the class for the storytelling by teaching them new vocabulary, and reviews previously learned ones that will appear in the story.
3. The teacher introduces the characters in the story, for example; a farmer, granddaughter, wife and so on.
4. The pictures of the story are placed in random in front of the class for the students to look at and make their guess about the story.

5. The students are given worksheets which consists of the pictures of the story. Working in groups of three, they cut the pictures and paste them in a sequence they think correct for the story.

During the Story

Period 4-6 (60 minutes)

1. The class reviews the vocabulary by, first, holding up pictures and word cards and eliciting students' response and later writing the meaning of given words in Thai in their worksheet.
2. The teacher tells the story twice and uses gestures and pictures to help the students understand the story.
3. The teacher asks the students questions about the story and check if they have understood the story.
4. The students check their pictures to see if they have made the correct sequence.

After the Story

Period 7-9 (60 minutes)

1. The class play a vocabulary game called 'pulling out hair'. They are divided into three groups. The teacher draws a face of a man with standing hair for each group on the upper part of the blackboard. Then, the teacher shows them a picture, says the English word and each group sends a member to write the word on the board. If they misspell the word, the teacher will erase a hair of the picture that represents their team. If a team makes frequent mistakes, the man's face will be changed from happy look into sad look.
2. The class practice asking for help and making a reply. For example, 'Can you help me pull the turnip? Yes, sure.' In doing so, the teacher uses sentence strips taken from the dialogue in the story as models and has them practice the dialogue as the whole class, in groups and in pair respectively.
3. The class drill the dialogue with other words that the students have already learned such as 'eat this cake, cook dinner or do homework. The teacher put up the sentence charts for the students to see clearly during the practice.

4. The students write down the dialogues in their notebooks.

Period 10-12 (60 minutes)

1. The students reviews the dialogue they have learn previously.
2. The students are divided into groups of five. Each group receives a pack of sentence strips and they have to put the strips together to make a complete dialogue.
3. The teacher checks the dialogues and have them read the dialogues.
4. The students pair up and choose a dialogue to practice and later perform in front of the class.

Period 13-15 (60 minutes)

1. The teacher tells the story one time.
2. The teacher discusses the story structure with the class and then, writes it on the board. At this point, the students should be able to understand how the story is made up.
3. Working in groups, the students invent their own short story.
4. Each group takes turn to act out their story in front of the class.

Teaching Aids : a real carrot, a big string, pictures, worksheet, glue, scissors, dialogue chart.

Evaluation : By checking and observing students' :

1. giving meanings of words in Thai,
2. sequencing pictures of the story,
3. spelling the given words,
4. performance on a given dialogue,
5. invented story.

Lesson Plan 6 : The Very Hungry Caterpillar

Student	: English 2
Level	: Prathom 5
Time	: 15 periods
Terminal Objective	: Students should be able to tell a story by using the Simple Past Tense.
Enabling Objectives	: Students should be able to :

1. ask and answer about past events,
2. listen and recognize the written form of words they have learned,
3. listen to the story and fill in the content of the story in the story framework correctly,
4. invent and tell their own story.

Contents:

1. Story: The Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and—pop!—out of the egg came a tiny and very hungry caterpillar. He started to look for some food.

On Monday he ate through one apple. But he was still hungry.

On Tuesday he ate through two strawberries, but he was still hungry.

On Wednesday he ate through three bananas, but he was still hungry.

On Thursday he ate through four mangoes, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one slice of cheese, one sausage, one mangosteen, one slice of watermelon and one rambutan.

That night he had a stomachache!

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

Now he wasn't hungry any more—and he wasn't a little caterpillar any more. He was a big, fat caterpillar. He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and...he was a beautiful butterfly!

2. Song: Hungry Boy Chant

What does he want?

What does he want?

Listen carefully.

He wants

One egg,

Two bananas,

Three hot dogs,

Four hamburgers,

Five cookies,

Six sandwiches.

* He's a hungry boy. ** (Repeat)

He's a very hungry boy. **

He's a very hungry boy. **

Before the story

Period 1-3 (60 minutes)

1. The teacher uses a calendar of the present month and asks the students about the date of that day. Then, the teacher says, 'Today', and attaches a word card on the calendar above the number of the date and gives an example of a sentence.

2. The teacher points to the date before the present day on the calendar again and elicits the word 'yesterday' from the class, then, attaches a word card above the date.

3. The teacher discusses the meaning of the two words with the class and has them pronounce the words several times.

4. The teacher tells the class that when talking about past events in English, unlike Thai, it is necessary to change the verb form into its past form. For example, the word 'eat' would have to be changed to 'ate'.

5. A verb chart with the present and past form is put on the board and the teacher explains and reads the words to the students.

6. The teacher gives a few examples of sentences both in the past and present forms and writes them on the board. The teacher explains the difference between the past and the present tense and then, focuses on the past form. At this stage, the teacher also includes new words or words that will appear in the storytelling in the example sentences. Pictures are also used to illustrate the meaning. For example: 'I ate one ice-cream cone yesterday.' The picture of an ice-cream cone is put above the word 'ice-cream cone'.

7. The class read the example sentences and discuss the meaning of each sentence.

8. The teacher asks the students' questions, 'What did you do yesterday?' and writes the sentence on the board. Then, the teacher has some students answer the questions.

9. The students walk around the class and ask some of their friends about what they did yesterday with a piece of worksheet in which they have to fill in their friends' names and the information they get

10. Students are asked to report the information in front of the class voluntarily.

11. The students write down the present and the past forms of verbs they have just learned in their notebooks.

During the Story

Period 4-6 (60 minutes)

1. The class listens to and learns how to sing a song 'Hungry Boy Chant'.
2. The teacher teaches the class the content of the song and has them say each word chorally and individually.
3. The teacher tells the class that they are going to listen to another story and asks them to guess what the story might be about. The teacher put a worm-like doll in a bag and gives the students hints about the worm. For example, 'This thing eats leaves, has many legs, moves by crawling. The students can give their answers in Thai and the teacher translates them into English.
4. The teacher gives the answer and teaches them the word 'caterpillar'.
5. The teacher asks the class to move and sit closer to each other and begins telling the story. During the storytelling, the teacher uses pictures, word cards and gestures to help the students understand the story.
6. The teacher and the class discuss about the story in order to have the same understanding about the story.

After the Story

Period 7-9 (60 minutes)

1. The class listen to and sing the song 'Hungry Boy Chant'.
2. The teacher asks the class about the story they have listened to in the previous lesson.
3. The teacher reviews vocabulary by showing pictures, making gestures and having the student repeat saying each word.
4. The class play 'Bingo' game. The teacher explains how to play the game to the students. The teacher attaches word cards on the board. Each student chooses any six words and write them down. Then, the teacher deletes the words on the blackboard.
5. The game begins when the teacher calls out one word after another

and shows a picture of it. Any student who has the word that the teacher calls out can cross it off. When a student has crossed off all six words, he or she shouts 'BINGO!'. The teacher continues the game until there are 4-5 students win the game.

Period 10-12 (60 minutes)

1. The teacher reviews the story and asks the students to participate in the storytelling by saying the part that they can remember out loud. The teacher uses gestures, pictures and mime to help elicit the students' response.

2. The teacher writes and draws a framework of the story on the blackboard, and leaves some space within the framework.

3. The students are given word cards and sentence strips of the story. They work in groups, study the word cards and sentence strips and send a representative to attach either the word cards or sentence strips into the story framework.

4. When the space in the framework is all filled out, each group of students take it in turn to read the parts that they have done.

Period 13-15 (60 minutes)

1. The students listen to and sing the song 'Hungry Boy Chant'

2. The teacher has the students stand up in a circle. Then, the teacher tells the students that they, together with the teacher, are going to make up a new story similar to the story they have listened. And each of them has to think about an event that happened each day in a week and tells it to their friends one by one. When one story ends, another student has to begin telling a new story; the telling continues until everyone gets a chance to tell the story.

3. The students work in groups, think about a new story using a plot and language similar to the story they have listened. They also need to draw a picture of the creature and take turn telling their story to the rest of the class.

4. The students display the pictures of their creature on the wall.

Teaching Aids : cassettes, song chart, pictures, word cards, exercise sheets, sentence strips, a worm doll

Evaluation : By checking and observing students' ability to :

1. talk about past events,
2. recognize new words from listening and reading their written form,
3. fill out the story framework using word cards and sentence strips,
4. invent and tell their own storys.

ภาคผนวก ค

แบบทดสอบวัดความสามารถในการฟัง-พูดภาษาอังกฤษ

Listening and Speaking Test	: Interview
Total Score	: 90 (Each lesson plan worths 15 scores)
<u>Personal Questions</u>	: 1. What is your name?
(No score)	2. How old are you?

Lesson Plan 1: Students should be able to express likes and dislikes and be familiar with a range of vocabulary for animals and food.

Questions: 1. What is this? (ครูให้นักเรียนดูรูปแล้วชี้ไปที่รูปบางตัว แล้วถามนักเรียน ควรถามอย่างน้อย 2 ครั้ง ไม่ควรชี้ไปที่รูปเดียวกันสำหรับนักเรียนทุกคน)

ตัวอย่างคำตอบ: This is a frog. This is a pig.

2. What kinds of animals do you like? (ครูให้นักเรียนดูรูป)

ตัวอย่างคำตอบ: I like dogs. I like a cat.

3. What kinds of animals don't you like? (ครูให้นักเรียนดูรูป)

ตัวอย่างคำตอบ: I don't like fish. I don't like snakes)

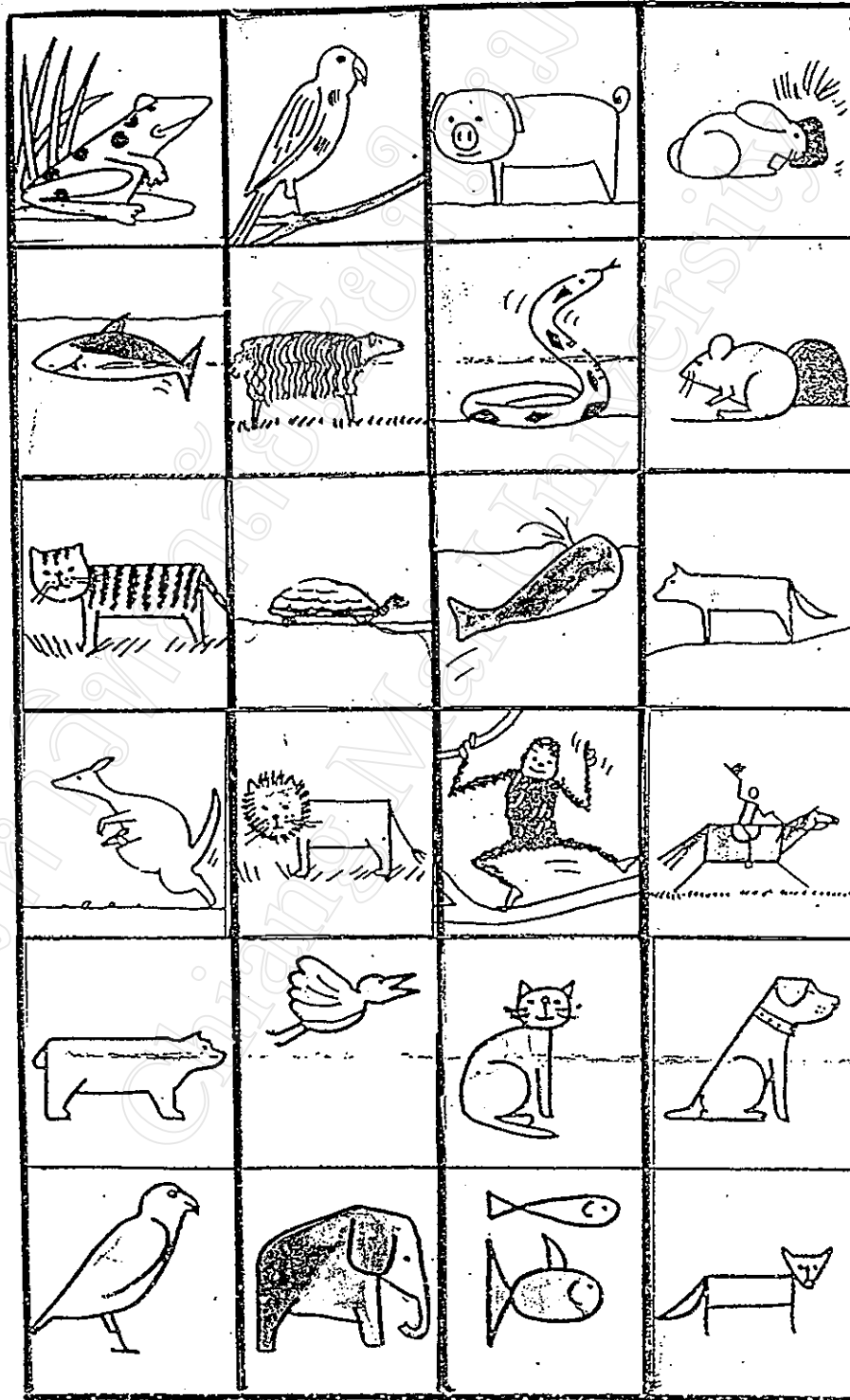
4. What is this/What are these? (ครูให้นักเรียนดูรูปอาหารหลาย ๆ ชนิด แล้วชี้ไปที่รูปบางรูป แล้วถามอย่างน้อย 2 ครั้ง)

ตัวอย่างคำตอบ: This is an ice-cream. These are apples.

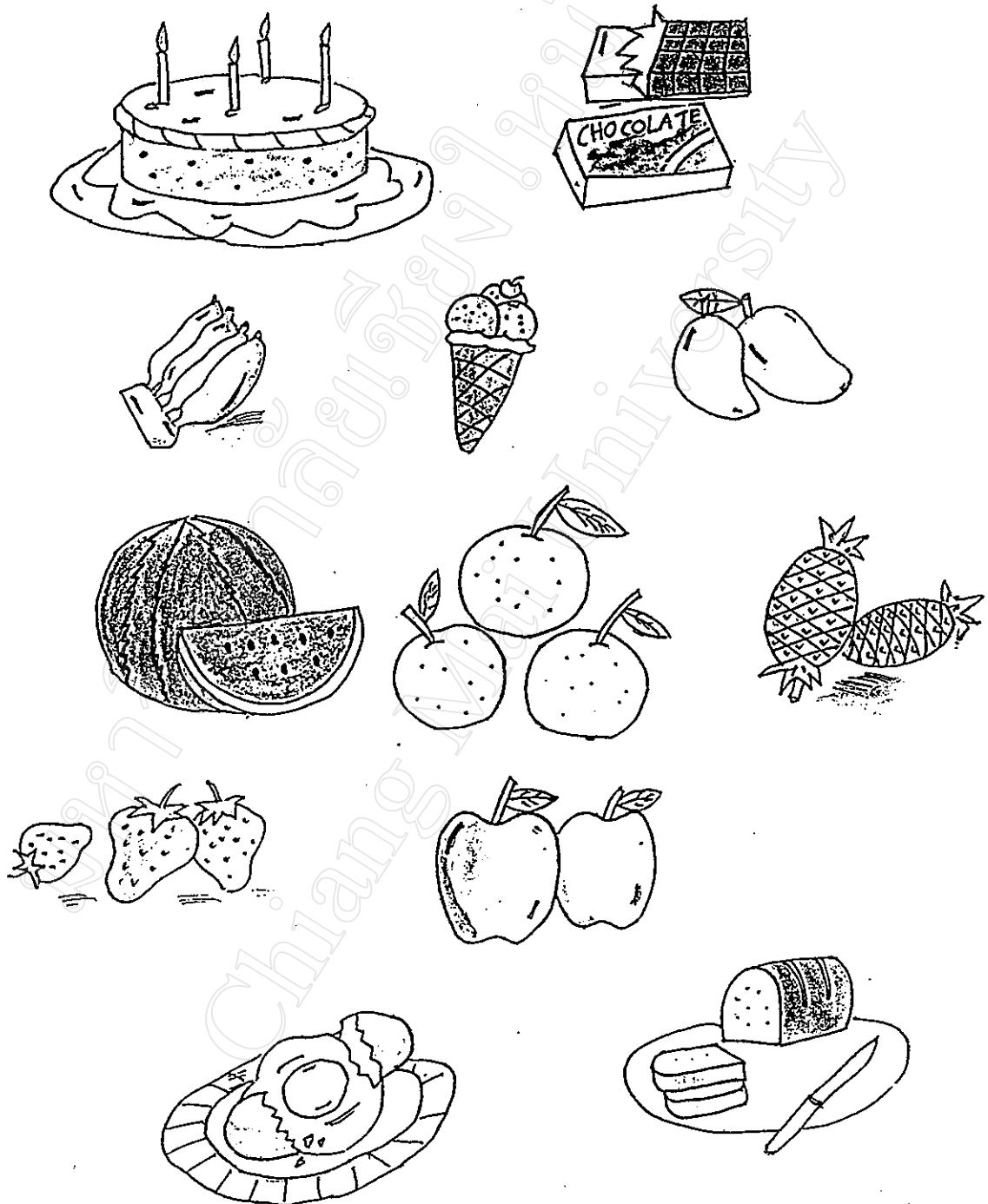
5. Tell me, what you like and don't like to eat. (นักเรียนจะดูรูป หรือไม่ได้)

ตัวอย่างคำตอบ: I like to eat ice cream. I don't like to eat bread.

รูปประกอบคำถามใน Lesson Plan 1 (แผ่น 1)



รูปประกอบคำตามใน Lesson Plan 1 (แผ่นที่ 2)



Lesson Plan 2: Students should be able to ask and tell about positions of things by using the preposition 'in on, under.'

Questions:

1. Where is Trig? (นักเรียนเลือก 1 รูป ครูถามคำถาม)

ตัวอย่างคำตอบ: Trig is in/on/under the box.)

2. Where are the balls? (นักเรียนเลือกรูป 1 รูป แล้วตอบคำถามครู)

ตัวอย่างคำตอบ: The balls are in/on/under the desk.

3. ครูถามนักเรียนว่า ถ้าจะถามว่า ดินสออยู่ที่ไหน นักเรียนจะพูดอย่างไร

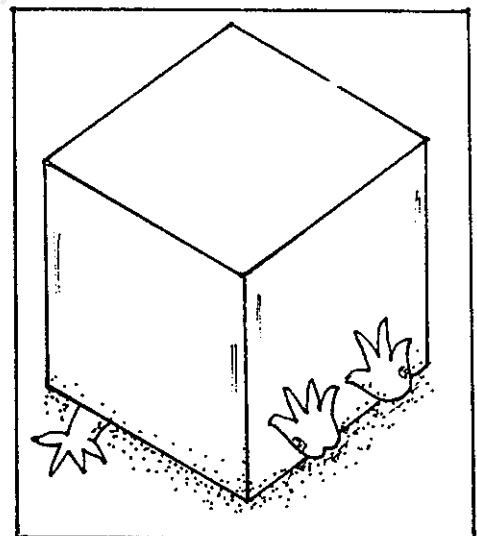
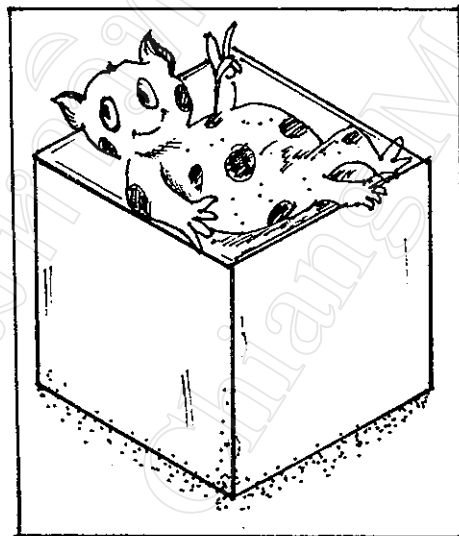
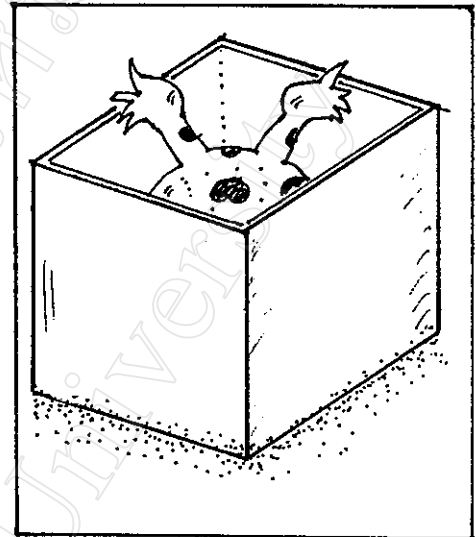
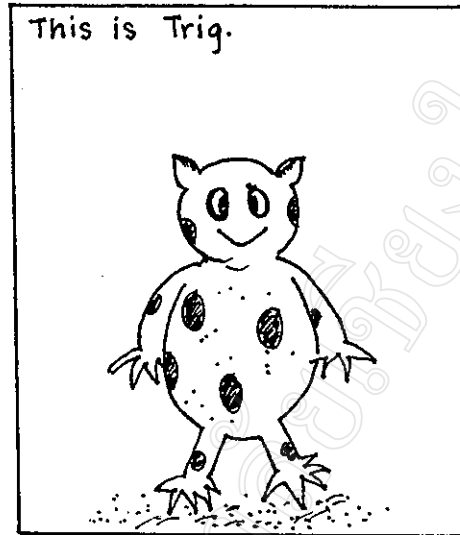
ตัวอย่างคำตอบ: Where is the pencil?

4. ครูถามนักเรียนว่า ถ้าจะถามว่า หนังสือ(หลาย)เล่ม อยู่ที่ไหน นักเรียน

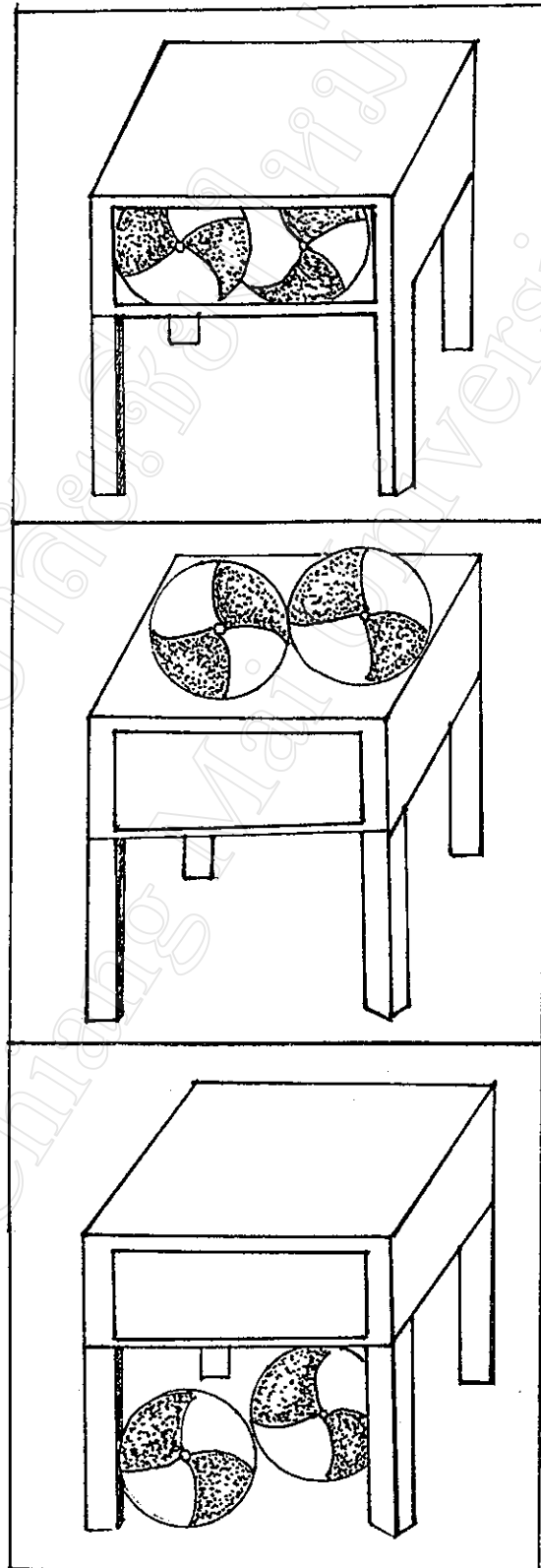
จะพูดอย่างไร

ตัวอย่างคำตอบ: Where are the books?

รูปประกอบคำถามใน Lesson Plan 2 (ชุดที่ 1)



รูปประกอบคำตามใน Lesson Plan 2 (ชุดที่ 2)



Lesson Plan 3: Students should be able to use the Simple Present Tense to tell someone to do something and to do actions as they are told to do.

Questions: 1. นักเรียนเลือกแถบประโยคที่มีข้อความดังรายการข้างล่างหนึ่งประโยค ครูออกคำสั่งตามที่เขียนในแถบประโยคนั้น และนักเรียนปฏิบัติตามคำสั่ง

Walk along the road.

Swim across the river.

Draw a tree on the blackboard.

Walk up the hill.

2. ครูให้นักเรียนพูดออกคำสั่งเป็นภาษาอังกฤษ 1 ประโยค โดยนักเรียนเลือกแถบประโยค 1 ประโยค จากแถบประโยคที่มีข้อความดังรายการข้างล่างนี้

เปิดประตู

ปิดหน้าต่าง

วาดรูปสุนัขบนกระดาน

ปิดประตู

Lesson Plan 4: 1. Students should be able to tell what they have by using a structure
'...has/have got....'

2. Students should be able to use appropriate language in giving and thanking someone.

Questions: 1. What has she got? (ครูให้นักเรียนดูรูปเด็กผู้หญิงที่ถือของอยู่ แล้วตอบคำถามของครู)

ตัวอย่างคำตอบ: She's got an ice cream and a carrot.

2. นักเรียนสุ่มเลือกภาพสัตว์ 2 ภาพ ครูถามนักเรียนอย่างน้อย 2 ครั้ง Have you got a dog/a cat/ a car/a watch/a pen/ a pencil/a book/a bag?

ตัวอย่างคำตอบ: Yes, I have. No, I haven't.

3. ครูให้สถานการณ์แก่นักเรียนในการสนทนาได้ตอบเกี่ยวกับการให้สิ่งของและกล่าวขอบคุณ (ให้นักเรียนพูดเป็นคู่และปฏิบัติตามบัตรกำหนดบทบาท โดยนักเรียนสุ่มเลือกบัตรกำหนดบทบาทเอง นักเรียนหยิบบัตรคู่ละ 2 ชุดแล้วสลับบทบาทกัน)

ตัวอย่างคำตอบ: นักเรียน A: This pen is for you.

นักเรียน B: Thank you.

A: You're welcome.

บัตรกำหนดบทบาทสำหรับ Lesson Plan 4

Role Card 1

นักเรียน A

1. เมื่อนักเรียนจะให้ดอกไม้แก่เพื่อน
นักเรียนจะพูดอย่างไร
2. เมื่อเพื่อนรับดอกไม้แล้วและกล่าว
ขอบคุณ นักเรียนควรตอบว่าอย่างไร

Role Card 1

นักเรียน B

1. เมื่อนักเรียนได้รับดอกไม้จากเพื่อน
และกล่าวขอบคุณ นักเรียนจะพูด
อย่างไร

Role Card 2

นักเรียน A

1. เมื่อนักเรียนจะให้ส้มแก่เพื่อน
นักเรียนจะพูดอย่างไร
2. เมื่อเพื่อนรับส้มแล้วและกล่าว
ขอบคุณ นักเรียนควรตอบว่าอย่างไร

Role Card 2

นักเรียน B

1. เมื่อนักเรียนได้รับส้มจากเพื่อนและ
กล่าวขอบคุณ นักเรียนจะพูดอย่างไร

บัตรกำหนดบทบาท Lesson Plan 4 (ต่อ)

Role Card 3

นักเรียน A

1. เมื่อนักเรียนจะให้ปากกาแก่เพื่อน
นักเรียนจะพูดอย่างไร
2. เมื่อเพื่อนรับปากกาแล้วและกล่าว
ขอบคุณ นักเรียนควรตอบว่าอย่างไร

Role Card 3

นักเรียน B

1. เมื่อนักเรียนได้รับปากกาจากเพื่อน
และกล่าวขอบคุณ นักเรียนจะพูด
อย่างไร

Role Card 4

นักเรียน A

1. เมื่อนักเรียนจะให้หมวกแก่เพื่อน
นักเรียนจะพูดอย่างไร
2. เมื่อเพื่อนรับหมวกแล้วและกล่าว
ขอบคุณ นักเรียนควรตอบว่าอย่างไร

Role Card 4

นักเรียน B

1. เมื่อนักเรียนได้รับหมวกจาก
เพื่อนและกล่าวขอบคุณ
นักเรียนจะพูดอย่างไร

Lesson Plan 5: Students should be able to make a request for help and give appropriate response to the request.

Question: 1. ครูให้สถานการณ์แก่นักเรียนในการสนทนาได้ตอบเกี่ยวกับการขอความช่วยเหลือและการตอบรับหรือปฏิเสธการช่วยเหลือ (ให้นักเรียนพูดเป็นคู่และปฏิบัติตามบัตรกำหนดบทบาทที่นักเรียนเป็นผู้เลือกเอง โดยนักเรียนต้องมีโอกาสตอบรับและตอบปฏิเสธอย่างละ 1 ครั้ง)

ตัวอย่างคำตอบ: 1. นักเรียน A: Can you help me wash the dishes?

นักเรียน B: Yes, sure. หรือ Yes, of course.

2. นักเรียน A: Can you help me clean the room?

นักเรียน B: I'm sorry.

หรือ I'm sorry. I'm busy.

บัตรกำหนดบทบาทสำหรับ Lesson Plan 5

Role Card 1

A. นักเรียนจะพูดอย่างไรเมื่อ...
ขอให้เพื่อนช่วยทำอาหาร

Role Card 1

B. นักเรียนจะพูดอย่างไรเมื่อ...
เพื่อนขอให้ช่วยทำอาหารและ
นักเรียนตอบรับว่ายินดีช่วย

Role Card 2

A. นักเรียนจะพูดอย่างไรเมื่อ...
ขอให้เพื่อนช่วยทำการบ้าน

Role Card 2

B. นักเรียนจะพูดอย่างไรเมื่อ...
เพื่อนขอให้ช่วยทำการบ้านและ
นักเรียนตอบรับว่ายินดีช่วย

Role Card 3

A. นักเรียนจะพูดอย่างไรเมื่อ...
1. ขอให้เพื่อนช่วยล้างจาน

Role Card 3

B. นักเรียนจะพูดอย่างไรเมื่อ...
1. เพื่อนขอให้ช่วยล้างจาน แต่นักเรียน
ไม่ว่าง นักเรียนต้องตอบปฏิเสธ

บัตรกำหนดบทบาท Lesson Plan 5 (ต่อ)

Role Card 4

A. นักเรียนจะพูดอย่างไรเมื่อ...
ขอให้เพื่อนช่วยวาดรูป

Role Card 4

B. นักเรียนจะพูดอย่างไรเมื่อ...
เพื่อนขอให้ช่วยวาดรูป แต่
นักเรียนไม่ว่าง นักเรียนต้องตอบ
ปฏิเสธ

Lesson Plan 6: Students should be able to talk about past event by using the Simple Past Tense.

Questions: 1. นักเรียนเลือกแถบประโยคให้ครูอ่านคำถาม แล้วนักเรียนตอบ
คำถามในแถบประโยคมีดังนี้

1.1 What did you do yesterday?

ตัวอย่างคำตอบ: I went to the post office yesterday.

1.2 What did you eat yesterday?

ตัวอย่างคำตอบ: I ate a mango.

2. นักเรียนเลือกคำถามใดคำถามหนึ่งข้างล่างนี้แล้วให้ครูอ่านคำถาม แล้ว
นักเรียนตอบ คำถามในแถบประโยคมีดังนี้

2.1 What time did you go to bed last night?

ตัวอย่างคำตอบ: I went to bed at 9 o'clock.

2.2 What time did you get up this morning?

ตัวอย่างคำตอบ: I got up at 6 o'clock.

ภาคผนวก ง

**เกณฑ์การประเมินความสามารถทางการฟัง-พูดภาษาอังกฤษของนักเรียน
ชั้นประถมศึกษาปีที่ 5 โรงเรียนวัดสวนดอก อำเภอเมือง จังหวัดเชียงใหม่**

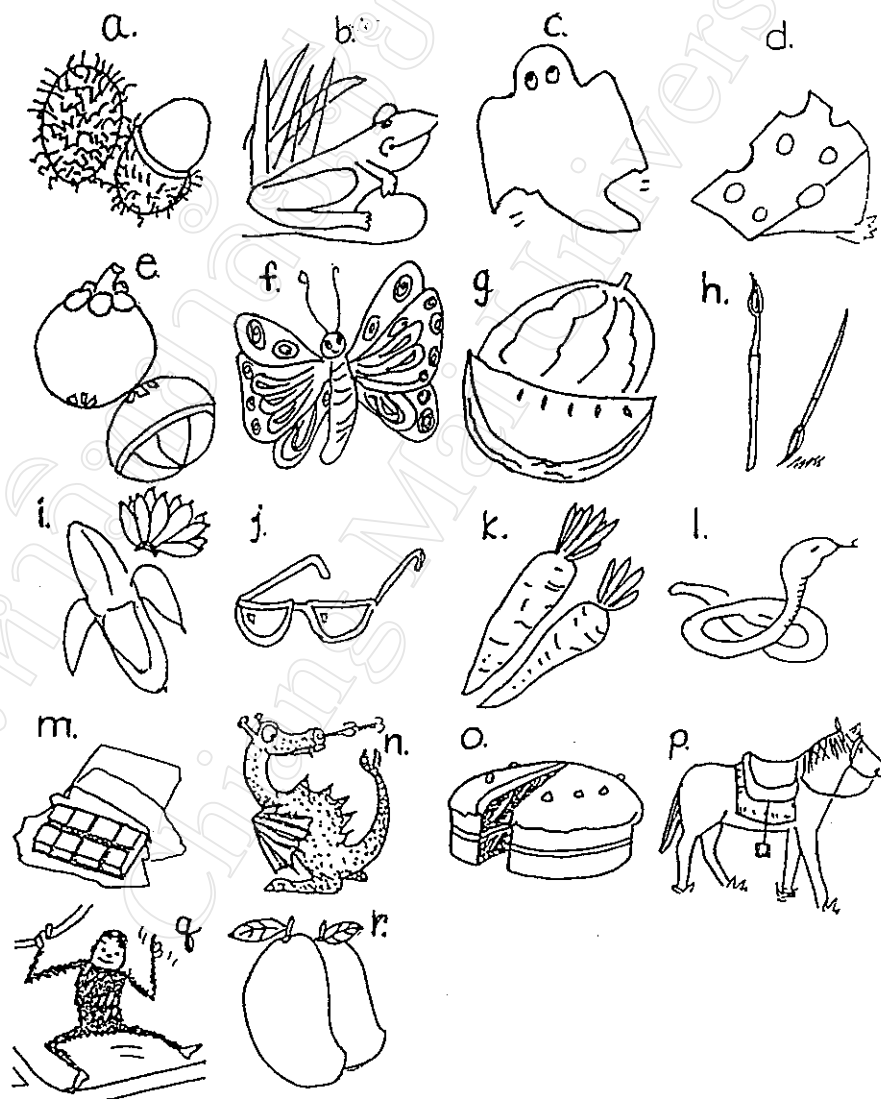
Level 1: Minimal Achievement (1-3)	เข้าใจคำถามหรือคำสั่งหลังการฟังซ้ำ ๆ มากกว่า 3 ครั้ง บางครั้งครูต้องทำท่าทางหรือให้คำแปลภาษาไทย พูดได้ตอบได้เป็นคำ ๆ และพูดผิดเป็นส่วนใหญ่ แสดงท่าทางหรือปฏิบัติตามคำสั่งแทบไม่ได้ มีความลังเลและใช้เวลานานมากในการคิดคำตอบ
Level 2: Rudimentary Achievement (4-6)	เข้าใจคำถามหรือคำสั่งหลังการฟังซ้ำ ๆ มากกว่า 3 ครั้ง พูดได้ตอบได้เป็นคำ ๆ แต่ถูกต้องเป็นส่วนใหญ่ แสดงท่าทางหรือปฏิบัติตามคำสั่งได้ถูกต้องเป็นบางส่วน ยังมีความลังเลและใช้เวลาค่อนข้างนานในการคิดคำตอบ
Level 3: Commendable Achievement (7-9)	เข้าใจคำถามหรือคำสั่งหลังการฟัง 3 ครั้ง พูดได้ตอบเป็นประโยคที่เข้าใจได้ แต่ยังมีปัญหาด้านโครงสร้างทางภาษาอยู่บ้าง แสดงท่าทางหรือปฏิบัติตามคำสั่งได้ถูกต้องเป็นส่วนใหญ่ ยังมีความลังเลและใช้เวลาในการคิดคำตอบอยู่บ้าง
Level 4: Superior Achievement (10-12)	เข้าใจคำถามหรือคำสั่งหลังการฟัง 2 ครั้ง พูดได้ตอบได้เป็นประโยคและมีปัญหาด้านโครงสร้างทางภาษาน้อยมาก แสดงท่าทางหรือปฏิบัติตามคำสั่งได้ถูกต้องยังลังเลและใช้เวลาในการคิดอยู่เล็กน้อย
Level 5: Exceptional Achievement (13-15)	เข้าใจคำถามหรือคำสั่งหลังการฟังเพียงครั้งเดียว พูดได้ตอบได้เป็นประโยคและแสดงท่าทางหรือปฏิบัติตามคำสั่งได้อย่างถูกต้องไม่ลังเลหรือเสียเวลาคิด

****หมายเหตุ** เกณฑ์การประเมินนี้ปรับมาจากเกณฑ์การประเมินการฟัง-พูดของ สุภัทรา อักษรานุเคราะห์ (2532) และ Clark (อ้างใน อัจฉรา วงศ์โสธร, 2529)

ภาคผนวก จ

แบบทดสอบวัดความคงทนในการเรียนรู้คำศัพท์

1. ให้นักเรียนจับคู่ภาพกับคำโดยเขียนตัวอักษรที่กำกับภาพหน้า
คำศัพท์ที่กำหนดให้



- | | |
|---------------------|----------------------|
| _____ 1. Chocolate | _____ 9. paintbrush |
| _____ 2. snake | _____ 10. butterfly |
| _____ 3. carrot | _____ 11. rambutan |
| _____ 4. ghost | _____ 12. mangosteen |
| _____ 5. eyeglasses | _____ 13. watermelon |
| _____ 6. frog | _____ 14. mango |
| _____ 7. horse | _____ 15. cheese |
| _____ 8. dragon | |

2. จงบอกความหมายของคำศัพท์ข้างล่างนี้ให้ถูกต้อง

- | | |
|----------------|---------------------|
| 1. snore _____ | 9. poor _____ |
| 2. old _____ | 10. farmer _____ |
| 3. walk _____ | 11. cook _____ |
| 4. open _____ | 12. pull _____ |
| 5. draw _____ | 13. help _____ |
| 6. axe _____ | 14. hungry _____ |
| 7. hen _____ | 15. beautiful _____ |
| 8. give _____ | |

ภาคผนวก จ

ตาราง 3 แสดงรายละเอียดผลการทดสอบความสามารถในการฟัง-พูดภาษาอังกฤษของ
นักเรียนก่อนและหลังการเรียนรู้โดยใช้กิจกรรมการเล่านิทาน

ผู้เรียน ลำดับที่	Pre-test	Post-test	คะแนนที่ เพิ่มขึ้น	คะแนนเพิ่มขึ้น ร้อยละ
1	44	75	31	34.44
2	40	65	25	27.78
3	66	83	17	18.89
4	38	68	30	33.33
5	54	80	26	28.89
6	40	67	27	30.00
7	40	62	22	24.44
8	50	78	28	31.11
9	28	46	18	20.00
10	39	62	23	25.56
11	18	45	27	30.00
12	34	70	36	40.00
13	30	45	15	16.67
14	30	45	15	16.67
15	54	81	27	30.00
16	34	66	32	35.56
17	32	51	19	21.11
18	30	54	24	26.67
19	32	47	15	16.67
20	31	50	19	21.11
21	31	68	37	41.11
22	27	63	36	40.00

คะแนนเพิ่มขึ้นมากที่สุด เท่ากับ
41 คะแนน
คะแนนเพิ่มขึ้นน้อยที่สุดเท่ากับ
15 คะแนน
คะแนนเพิ่มขึ้นโดยเฉลี่ยเท่ากับ
26.1 คิดเป็นร้อยละ 29

ผู้เรียน ลำดับที่	Pre-test	Post-test	คะแนนที่เพิ่ม ขึ้น	คะแนนเพิ่มขึ้น ร้อยละ
23	33	69	36	40.00
24	38	75	37	41.11
25	41	82	41	45.56
26	43	59	16	17.78
27	28	53	25	27.78
28	28	57	29	32.22
29	42	76	34	37.78
30	35	51	16	17.78

ภาคผนวก ข

ตาราง 4 แสดงรายละเอียดผลการทำทดสอบวัดความคงทนในการเรียนรู้คำศัพท์ของนักเรียน
สองครั้งหลังการทดลอง

ผู้เรียน ลำดับที่	การทดสอบ คำศัพท์ครั้งที่ 1	การทดสอบ คำศัพท์ครั้งที่ 2	ผลต่างระหว่างคะแนนการทดสอบ ครั้งที่ 1 กับครั้งที่ 2
1	27	29	+2
2	23	26	+3
3	28	29	+1
4	30	27	-3
5	30	30	0
6	28	28	0
7	27	28	+1
8	29	30	+1
9	27	16	-11
10	30	28	-2
11	18	25	+7
12	26	28	+2
13	9	23	+14
14	24	19	-5
15	29	30	+1
16	27	28	+1
17	29	29	0
18	26	27	+1
19	28	24	-4
20	17	24	+7
21	26	28	+2
22	28	23	-5
23	26	27	+1
24	29	30	+1

คะแนนโดยเฉลี่ยจากการ
สอบครั้งที่ 1 เท่ากับ 26.13
คะแนนโดยเฉลี่ยจากการ
สอบครั้งที่ 2 เท่ากับ 26.50

ผู้เรียน ลำดับที่	การทดสอบ คำศัพท์ครั้งที่ 1	การทดสอบ คำศัพท์ครั้งที่ 2	ผลต่างระหว่างคะแนนการทดสอบ ครั้งที่ 1 กับครั้งที่ 2
25	28	29	+1
26	27	28	+1
27	28	29	+1
28	27	20	-7
29	28	30	+2
30	25	24	-1

ประวัติผู้เขียน

ชื่อ - สกุล	นางสาวสมปอง หลอมประโคน
วันเดือนปีเกิด	24 พฤศจิกายน 2512
ที่อยู่ปัจจุบัน	144/1 หมู่ 3 ถนน ภัคดีดำรง ตำบลประโคนชัย อำเภอประโคนชัย จังหวัดบุรีรัมย์ 31140
ประวัติการศึกษา	
พ.ศ. 2532	มัธยมศึกษาตอนปลาย โรงเรียนประโคนชัยพิทยาคม อำเภอประโคนชัย จังหวัดบุรีรัมย์
พ.ศ. 2536	อักษรศาสตรบัณฑิต (ภาษาอังกฤษ) จุฬาลงกรณ์มหาวิทยาลัย
ประวัติการทำงาน	
พ.ศ. 2536 – 2539	ผู้ช่วยฝ่ายบริหารและพนักงานแปล ขององค์การ Food for the Hungry International/Thailand อำเภออุบลรัตน์ จังหวัดศรีสะเกษ