

มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

## ภาคผนวก



## ภาคผนวก ข

## หนังสือขอความอนุเคราะห์ผู้เชี่ยวชาญ

ที่ ทม 0610(12) /

คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่

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เรื่อง ขอความอนุเคราะห์บุคลากรในสังกัดเป็นผู้เชี่ยวชาญ

เรียน ผู้อำนวยการ.....

ด้วย นางสาวล่อม ศรีเจริญ นักศึกษาระดับบัณฑิตศึกษา สาขาวิชาการสอนภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่ ได้รับอนุมัติให้ทำวิจัยซึ่งเป็นส่วนหนึ่งของหลักสูตรในหัวข้อเรื่อง "การพัฒนาบทเรียนภาษาอังกฤษเทคโนโลยีการเกษตร โดยใช้กิจกรรมการเรียนรู้แบบเน้นงานปฏิบัติ ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1" โดยมีรองศาสตราจารย์วิไลพร ธนสุวรรณ และผู้ช่วยศาสตราจารย์ ดร.วนิดา เพ็ญกิ่งกาญจน์ เป็นคณะอาจารย์ที่ปรึกษาวิทยานิพนธ์

นักศึกษาใคร่ขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือสำหรับงานวิจัยและให้ข้อเสนอแนะแก่นักศึกษาในการศึกษาวิจัย

คณะอาจารย์ที่ปรึกษาได้พิจารณาแล้วเห็นว่า ..... เป็นผู้มีความรู้ความสามารถและประสบการณ์เหมาะสมที่จะเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือสำหรับงานวิจัยและให้ข้อเสนอแนะแก่นักศึกษาในการศึกษาวิจัยดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ด้วย จักขอบคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วนิดา เพ็ญกิ่งกาญจน์)

ประธานกรรมการบริหารหลักสูตรบัณฑิตศึกษา

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## ภาคผนวก ก

## บทเรียนและแผนการสอนโดยกิจกรรมการเรียนรู้แบบเน้นงานปฏิบัติ

# Lesson 1 Agricultural Productivity

## SECTION I TALK

### 1. Practice the conversation and the summarize it.

- Visitor: Hello. What do you do?      You: I'm an agricultural advisor.
- Visitor: Do you do much field work?      You: Yes, a lot, but only with the major crops.
- Visitor: How's the cassava crop this year?      You: Good, but that's bad.
- Visitor: What do you mean?
- You: There's a glut in the world market so a lot of farmers are suffering.
- Visitor: Weren't you able to foresee the surplus?
- You: No, unfortunately not. We didn't get the information soon enough.
- Visitor: What you need is more modern data processing equipment.
- You: What do you mean?      Visitor: A computer, of course.
- You: Yes, I know. Could you give us some help to process the data?
- Visitor: Yes, of course. But you need to have a computer.
- You: We have only one now from our 1995 budget.
- Visitor: In the meantime, you should set up a data bank.
- You: Can you tell me how to do that?
- Visitor: Certainly, You should collect information on the production of various crops over the past few years. That way you can see what the trend has been. Excuse me, may I take a look at your experimental crop fields?
- You: Yes, of course. Why not?      Visitor: Where is your plantation, then?
- You: It's at the back of my house. OK. Let's go, I will show you where they are. We will walk for about 50 meters, we will reach the rice field. On the right of the rice field is corn. And corn is on the right. Next to the corn field is the cassava plantation.

" YOU " is a ..... He works with the major crops such as ..... , ..... , .....and.....

Cassava is not good this year because.....

## Practice

### Greetings

Greet and give responses from the table.

Hello	What do you do?
Good.....	How are you?

Hello	I'm	an agriculturist. / agricultural advisor./ agri. Extension officer a provincial agricultural officer a farmer / student, majoring in agriculture
Good .....	Fine. thanks. And you?	

### Asking for help and permission

Ask for help and permissions and give responses from the table.

Could you give us some help to process the data?	Yes, of course. (Why not?)
Could you tell me how to	do that? grow some maize? raise chickens? spray the plants?

### Asking for directions

Ask for directions and give responses from the table.

Where is your plantation, then?
---------------------------------

It's at the back of my house. OK. Let's go, I will show you where they are. We will walk for about 50 meters, we will reach the rice field. On the right of the rice field is corn. And corn is on the right. Next to the corn field is the cassava plantation.
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**Task I** Suppose you are an agriculturist. You grow some plants. Talk to your friends which plants you grow, good or bad? Good prices?? How?? Then present it to the class individually.

## SECTION II VOCABULARY

### 2. Preparation : Names the products.

- |                    |   |
|--------------------|---|
| 1. Rice/ Paddy     | 2. Cassava / Tapioca products / Pellets / Flour |
| 3. Maize (corn)    | 4. Sugar / Sugarcane / Molasses                 |
| 5. Rubber          | 6. Livestock                                    |
| 7. Tobacco leaves  | 8. Mung bean                                    |
| 9. Black matpe     | 10. Sorghum                                     |
| 11. Frozen chicken | 12. Fish meal                                   |
| 13. Kenaf          | 14. Frozen squid                                |
| 15. Frozen shrimp  |   |

## SECTION III READING COMPREHENSION

### 3. A talk on “The Production of Paddy, Maize and Sugarcane”. Listen to the talk and complete it by writing in the word that are missing.

Hello everyone. The topic of my talk is on “The production of Paddy, Maize and Sugarcane”. I will be glad to answer questions when I’ve finished.

The..... of agriculture, which is Thailand’s largest and most important sector, will again be vital to the ..... this year. It is very likely that Thailand will enjoy bumper..... again.

Paddy production is at..... 18.5 million tons (16.0 million tons from the main crop and 2.5 million tons from the second crop)..... with 17.37 million tons last year, thanks to favourable weather, strong oversea demand, and the government’s ..... support programme.

Maize output from this year’s crop is estimated at a record high of 3.7 million tons and ..... of 17.5 percent from 3.15 million tons in the previous season. This is due to the expansion in ..... areas because of the price support of Baht 2.30 per kilogramme. Maize output from the next crop is estimated to 3.5 million tons due to the..... price of the maize last year.

Sugarcane production also increased sharply by 35.8 per cent to 25.4 million ..... compared with 18.7 million tons last year. The high price of the can fixed by the..... at Baht 650 a tone encouraged farmers. However, cane..... next year is expected to drop to around 22-23 million tons. Thank you. Are there any questions?

4. Read the table and complete the sentences about it by writing one word in each blank.

**PRODUCTION OF MAJOR AGRICULTURAL PRODUCTS**

	1998/1999	1997/1998
Rice (million tons)	18.50	17.37
Maize (million tons)	3.70	3.15
Cassava roots (million tons)	14.50	16.50
Sugarcane (million tons)	25.40	18.70
Rubber (tons)	525,000	501,000
Kenaf (tons)	250,000	210,000

1. The production of rice in 1997/1998 was..... tons.
2. Thailand produced 3,700,000 tons of..... in 1998/1999.
3. .... production in..... was 501,000 tons.
4. Two million more tons of..... were produced in ..... than in.....
5. Sugarcane production in 1998/1999 increased by about .....per cent.
6. The production of..... in 1998/1999 increased by .....tons.
7. .... was the number one crop in terms of volume for both years. Second was..... and ..... was cassava.

**Task II** A group of 3 students read the table. You can estimate the export target of 2001 and then you have to explain it to the class by your own words.

### Export Targets of Major Commodities

	Target for 2000		Target for 2001	
	Tons	Million baht	Tons	Million baht
Rice	3,500,000	29,400	.....	.....
Tapioca products	6,200,000	16,120	.....	.....
Maize	2,700,000	8,910	.....	.....
Sugar	1,300,000	10,410	.....	.....
Rubber	485,000	10,780	.....	.....
Tobacco leaves	45,000	2,015	.....	.....
Mung beans	110,000	1,210	.....	.....
Sorghum	250,000	950	.....	.....
Frozen shrimp	21,000	2,520	.....	.....
Frozen squid	45,000	1,575	.....	.....
Frozen chicken	30,000	1,320	.....	.....
Fish meal	125,000	1,050s	.....	.....

Begin your speech like this:

Good ..... , everybody. I'm very glad to be here with you today to talk to you on the topic" Export Targets of Major Farm Commodities" . I have prepared a table which shows main points of my talk. Now let me begin.....

.....

.....

.....

.....

Thank you for listening. If you have any questions, I would be happy to answer them.

**Lesson Plan**  
**for**  
**Lesson 1 Agricultural productivity**

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- Subject:** Agricultural Technology English Lesson I (Speaking)
- Class:** 1st-year diploma in vocational students, majoring in animal science
- No. of students:** 19
- Duration:** 3 periods (150 min.) \*
- Content:** Agricultural productivity
- Terminal objectives:** The students are able to
1. greet and inform about their agricultural works
  2. summarize the texts or tables given.
- Enabling objectives:** The students will be able to
1. ask and answer the questions about the given dialogue.
  2. complete the blanks about the agricultural products.

**Procedure:** Period I (50 min.) \*

**Pretask** (50 min.) \*

**Section I Talk**

1. The teacher greets the students and informs them that they are going to learn about "Agricultural productivity".
2. The teacher shows some pictures of agricultural productivities to the students.

3. The teacher asks students to read a conversation and practice it. The teacher asks the

**questions:** - What does "You" do? -What kinds of crops does "You" work with?  
-Is the cassava good this year?

4. The students will practice speaking the sentences in the forms of greetings, asking for helps, permissions and directions

**Period II (50 min.) \***

**Pretask ( 5 min.)**

1. The teacher gives the students Task I.

**Task I** Suppose you were an agriculturist. You grew some plants. Talk to your friends which plants you grew, good or bad produces? Good prices? How? Then present it to the class individually.

**Task cycle (35 min.)**

**Task (5 min.)**

1. The students do Task I in groups of 3 ( presents it to the class individually).
2. The teacher acts a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (25 min.)**

1. The students present their spoken reports to the class.

Good ..... , everybody. Suppose I am an agriculturist. I grow some plants such as..... . I have.....good / bad..... produces. The prices are..... because.....

.....

.....

Thank you very much for your attention. Do you have any questions? If yes, I'm pleased to answer. If not, I will say thank you again. Goodbye.

2. The teacher acts as a chairperson, selecting who will speak next, or ensuring all the students read most of the written reports.

3. The teacher may give brief feedback on content and form.

**Language focus (10 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Period III ( 50 min.) \***

**Pretask (15 min.)**

**Section II Vocabulary**

**Section III Reading comprehension**

1. The teacher greets the students and asks them the meanings of some agricultural products.
2. The teacher asks the students to read the passage on "The production of Paddy, Maize, and Sugarcane " and then complete the passage.
3. The teacher lets the students read the table, and complete sentences about it by writing only one word in each blank.
4. The teacher gives Task II to the students to work in groups.

**Task II Each group of 3 students reads the table. You can estimate the export targets of 2001. And then you have to explain it to the class by your own words( 3 products out of 12)**

\*

**Task cycle (30 min.)**

**Task (10 min.)**

1. The students do Task II in groups of 3.

2. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (15 min.)**

1. The students present their spoken reports to the class. The representative (s) of the group can use this frame for their oral presentations.

Good..... , every body. I'm glad to be with you today to talk to you about " Export Targets of Major Farm Commodities" I have prepare a table which shows the main points of my talk. I like all of you to look at the table on the blackboard. Now let me begin.....

.....

.....

Thank you for your attention. If you have any questions, I would be happy to answer them.

2. The teacher acts as a chairperson. The students can choose their own representatives. The teacher ensures all the students read most of the written reports.
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Teaching materials:** Handouts, pictures, word cards, and exercise sheets

**Evaluation:** From students' oral presentation about their agricultural works.

# Lesson 2 Plant

## SECTION I TALK

1. Discuss the parts of these plants.

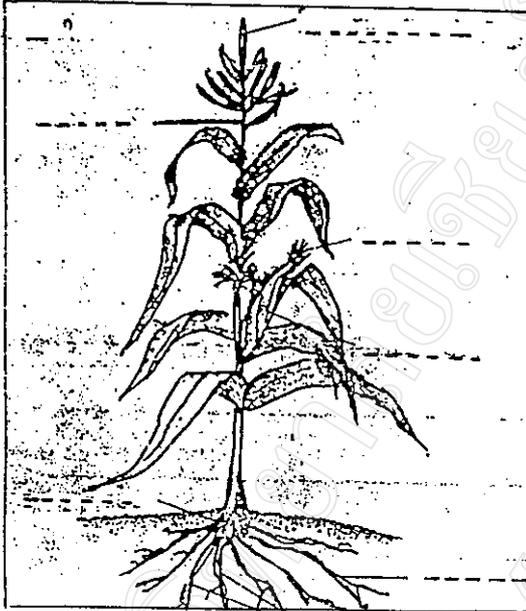


Fig. 1 : Structure of a ..... plant.

A: What kind of plant is this?  
 B: It's a ..... plant.  
 A: What's this?  
 B: It's the (a) .....

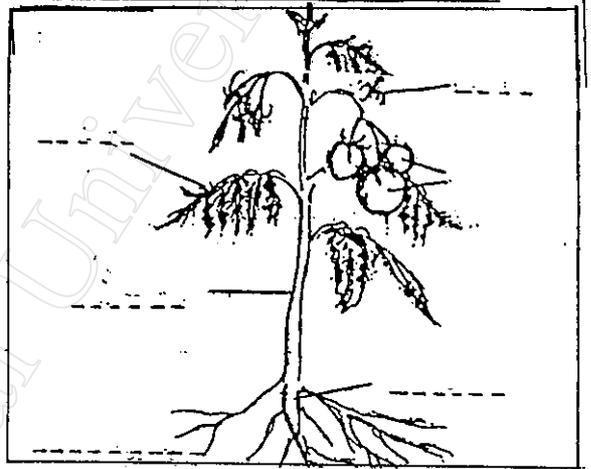
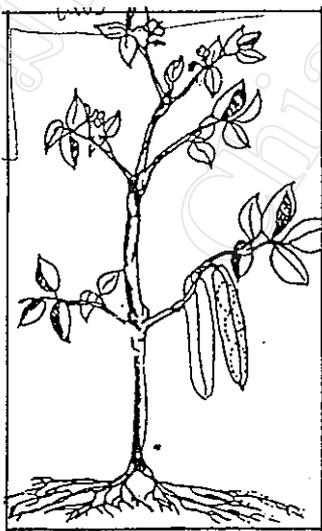


Fig. 2 : Structure of a ..... plant.

## Section II Vocabulary

3. Match the plant parts and their function



- Plant parts**
- Flower
  - Leaves
  - Fruit
  - Seed
  - Stem
  - Roots

- Functions**
- Propagates the plant.
  - Absorb and store food.
  - Manufacture food by photosynthesis.
  - Carries the seed.
  - Anchor the plant.
  - Supports the branches.
  - Attracts insects for pollination.

Fig. 3 : The parts of a plant and their functions

3. Complete the blanks with the words given.

drinks	soup	spice	leather	shade
tool handles	honey	sweet	cereal	fish
compost	houses	brush		

Part	Uses
Tree	grown for.....
Seed	made into..... or drinks. used as a .....
Seed coating	eaten as.....
Leaves	enrich..... made into.....
Flowers	eaten as a ..... yield good .....
Pods	use to waterproof..... put ..... to sleep.
Wood	made into bowls and.....
Bark	makes..... brown.
roots	make a strong.....

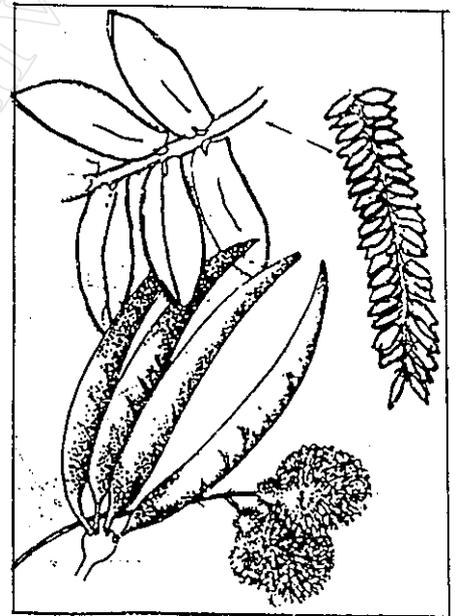
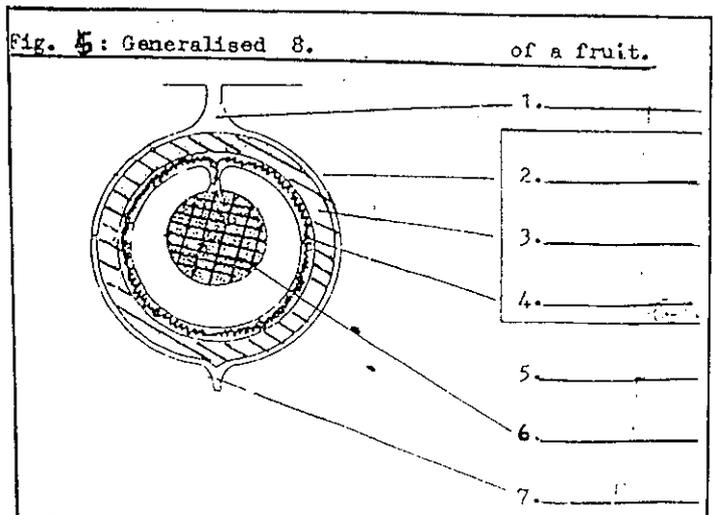


Table 1 Parts of a locust bean tree and their uses

Figure 4 Locust bean tree (flowers leaves and fruit)

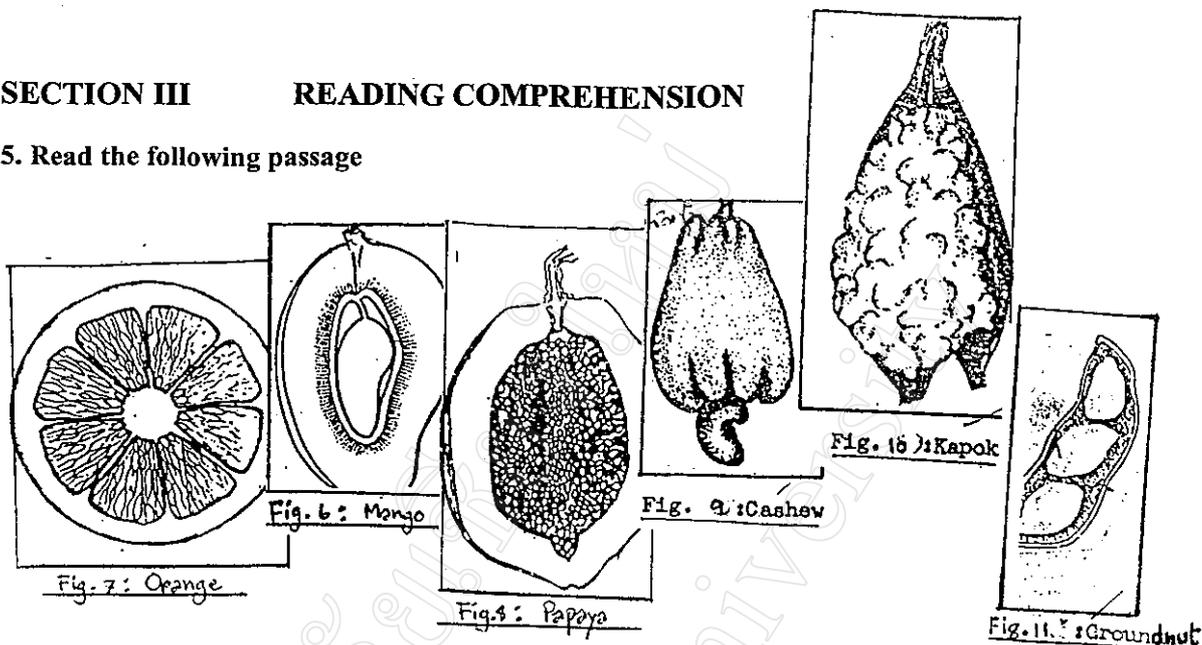
4. Match the pictures with the words given.

pedical	seed
	mesocarp
structure	epicarp
pericarp	
remains of flower	
endocarp	



### SECTION III READING COMPREHENSION

#### 5. Read the following passage



- The.....is a ..... The epicarp is leathery in texture and contains chloroplasts as well as numerous oil glands. The mesocarp is white and spongy in texture. The endocarp is thin and transparent and is made up of several segments and be readily separated from one another.
- The..... is a..... The fruits are thin-skined and the flesh varies in colour from pale yellow to red. There is also much variation in flavour and flesh thickness. Inside the hollow centre of the fruit,, the shiny black seeds are attached to the flesh in five rows.
- The..... Is ..... The fruit is long and yellowish in colour, containing one to six seeds. These are covered by a thick fibrous shell. When ripe, it splits into two pieces. The pericarp of the mature fruit is dry and has a thin papery lining.
- The..... is a ..... The fruit is in two parts: a hard shell on the top of a fleshy part, both of which are eaten. The grayish shell is hard and thin and has a pale seed inside. The fleshy part, which is really a swollen portion of the stalk, is soft and pulpy when ripe with a pleasant smell. It is greenish-yellow, ripening to yellow or pink.
- The.....is a..... The fruit are long, leathery and oval in shape with points at both ends. They are brown and when ripe split into five pieces. The fruit contains many dark brown seeds which surrounded by white or pale yellow fibre.
- The.....is a ..... The fruit is oval or oblong and varies in colour from green to yellow or red. The epicarp is fairly thick and the edible mesocarp is of varying thickness, texture and flavour, from soft, free of fibres, sweet and juicy to fibrous and turpentine-flavoured. The endocarp is thick woody and fibrous with seed inside.



7. Discuss Fig. 13.

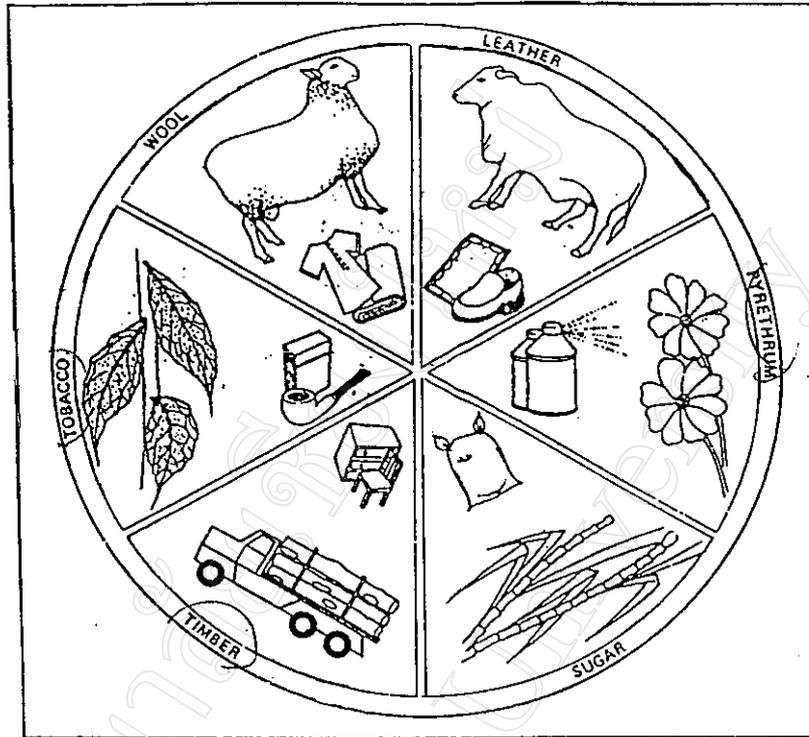


Fig. 13

8. Read the passage.

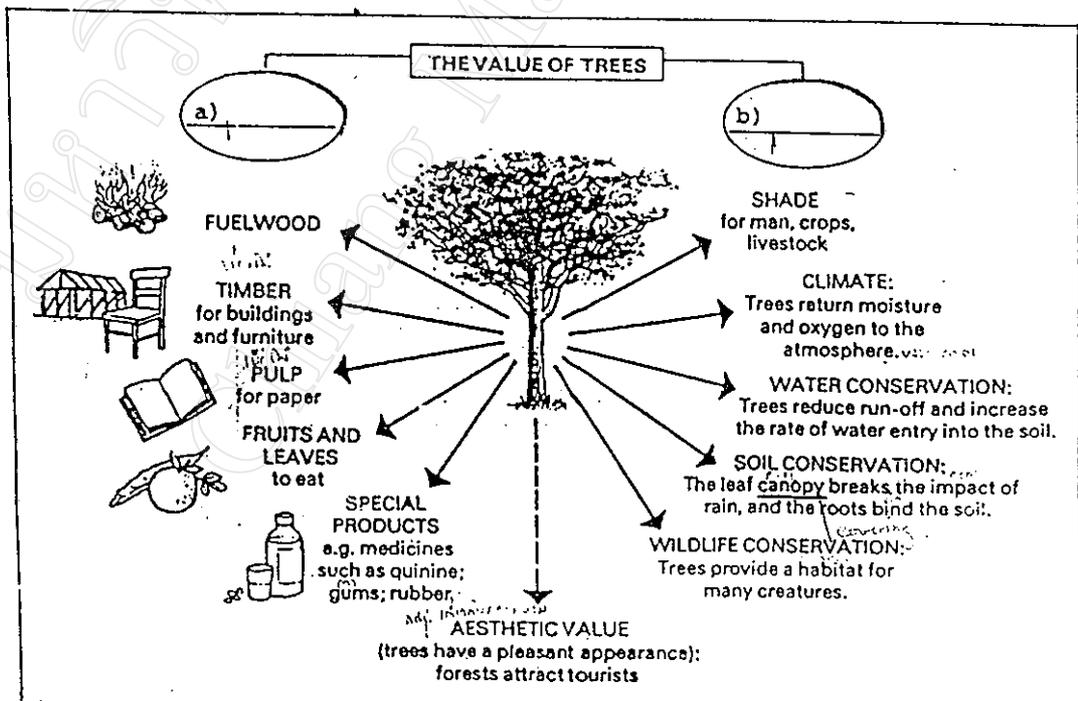


Fig. 14

### VEGETABLE GROWING TO GO ONLINE

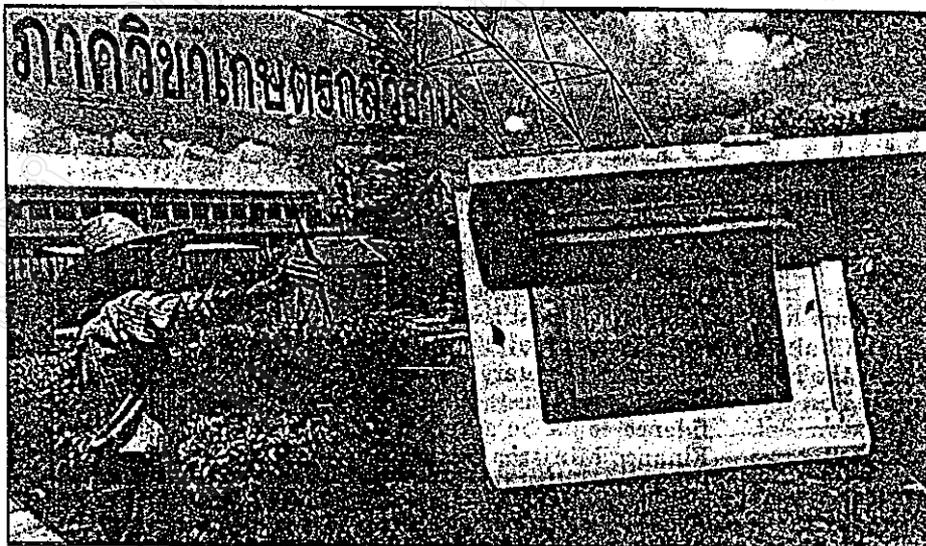
In just over a week, Thais will be able to own a small plot of land which they will be able to take care of by a computer and the Internet. They will receive benefits in the form of edible vegetables. Kasetsart University lecturer Borpit Tangwongkit has already set up the foundations for an online vegetable-growing project.

The basic idea is that a user subscribes the service and officially rents a two-square-meter plot of land. The plot is divided into 16 blocks. The member can choose which plants they want.

Members give orders through the Internet to computer at the vegetable plots when to water their plants. The computer at the plots informs the members exactly when their plants are being watered.

Two days before the vegetables are ready, members are informed by e-mails so that they can arrange to go to their gardens to collect their produces.

The website has not been made public yet, but Borpit hopes to launch it in 10 days. When it's uploaded, the website can be accessed at <http://www.vegetablesquare.com>



Answer the questions.

NATIONPHOTO

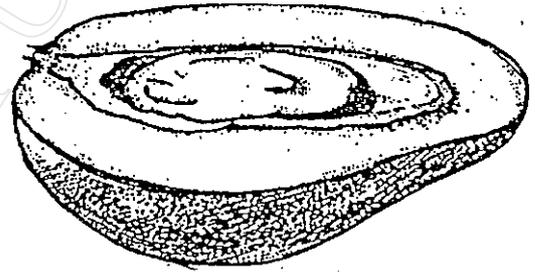
1. Is the Internet and computer helpful to Thai farmers?
2. How is the computer useful to them?
3. How big is the plot of land?
4. What kinds of vegetables can Thai farmers grow?
5. What do the farmers get from the project
6. Which website can Thai farmers apply for the members?
7. Can the website be accessed now?

**Task I** Complete the table about the fruit and then compare the textures of the different kinds of fruits. Finally, present it to class individually.

Fruits	mango	orange	papaya	coconut
Outer layer	Fairly thick			
Inner layer	Soft, juicy			
Centre	Thick, woody			

**Table 2**

A mango has a fairly thick outer layer with soft, juicy inner layer. The centre is thick and woody.



**Task I** Make a list of banana such as :

-leaves -fruits -stalk -root -flowers -etc.

And describe how these parts are useful to human beings. Finally, present it to the class individually.

**Lesson Plan**  
**for**  
**Lesson 2 Plants**

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<b>Subject:</b>	Agricultural Technology English Lesson I (Speaking)
<b>Class:</b>	1st-year diploma in vocational students, majoring in animal science
<b>No. of students:</b>	19
<b>Duration:</b>	5 periods (250 min.) **
<b>Content:</b>	Plants
<b>Terminal objectives:</b>	The students are able to <ol style="list-style-type: none"> <li>1. summarize the tables.</li> <li>2. explain the plant parts and their uses.</li> </ol>
<b>Enabling objectives:</b>	The students will be able to <ol style="list-style-type: none"> <li>1. differentiate the textures of fruits.</li> <li>2. tell the names of plant parts and their uses.</li> <li>3. match the plant parts and their functions.</li> </ol>

**Procedure:** Period I- III \*\*\*

**Introduction** (150 min.)

**Section I Talk**

1. The teacher greets the students and divides them into groups of 3.
2. The teacher informs the students that they are going to learn about “Plants”. The teacher discusses with the students about the structures of plants such as:

- Can you name the plants in the pictures?      -What kind of plant is this?
- Where 's the.....?      What's this?      -What is below/above the...?

## Section II Vocabulary

3. The teacher asks the students to match the part of the plants and their functions:

- What does the..... do?/ What is the... for?

The students also complete the blanks with the words given about the uses of plants' parts and flowers' parts.

4. The teacher reads the description about fruits to the students and asks them to complete the blanks of the given exercise.

## Section III Reading Comprehension

5. The teacher asks the students to read the descriptions of 6 fruits : groundnut, cashew, kapok, papaya, orange, mango. After that they have to fill in the blanks of the given exercises.

\*\*\* Nut eg. Almond, Pod eg. Soybean, Capsule eg. Cotton, Berry eg. Tomato, Drupe eg. coconut.

6. The teacher gives the students a handout about "Flowers" to read and complete the table.
7. The teacher asks the students to discuss Fig. 13 and read Fig. 14 on "the Value of the Trees"
8. The teacher gives the student the passage on "Vegetable growing set to go online" and discuss with them:

- Is the Internet and computer helpful to Thai farmers?      -How is the computer useful to them?
- How big is the plot of land?      -What kinds of vegetables can Thai farmers grow?
- What do the farmers get from the project?
- Which website can Thai farmers apply for the members?
- Can the website be accessed now?      - How does the internet work with the garden?
- How can the people own the block of the garden?
- What happens when the vegetables are ready to be harvested?      -Etc.

9. The teacher gives 2 tasks to the students to present individually.

**Task I Complete the table about the fruits and then compare the textures of the different kinds of fruits. Work in a group of 3. Finally present it to the class individually.**

**Task II** Make a list the parts of Banana such as

-leaves	-fruits	-stalk
-root	-flowers	-etc.

Describe how these parts are useful to human beings. Finally, present it to the class individually.

#### **Period IV (Task I)**

##### **Pretask (5 min.)**

The teacher explains Task I to the students to ensure them understand the task instructions.

##### **Task cycle (40 min.)**

##### **Task (15 min.)**

1. The students do the task in the small groups of 3.
2. The teacher acts as a monitor and a facilitator.

##### **Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

##### **Report (20 min.)**

1. The students present their spoken reports to the class. Every student will present his own Report. This following frame can be used.

Good..... , everybody. I'm glad to talk to you today. I will describe 3 fruits to all of you; orange, papaya, and coconut.....  
 .....  
 Thank you so much for listening. If you have any questions, I am happy to answer them.

2. The teacher acts as a chairperson, selecting who will speak next, or ensuring all the students read most of the written reports
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Period V (Task II)**

**Pretask (5 min.)**

The teacher explains Task II to the students to ensure them understand task instructions.

**Task cycle (40 min.)**

**Task (15 min.)**

1. The students do the task in the small groups of 3.
2. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (20 min.)**

1. The students present their spoken reports to the class. The students may draw the pictures of banana tree to point out how it is useful to human beings. To present their works to the class, the students can use this frame.

<p>Good..... , everybody. Today I will talk to you about how banana tree is useful to human being. Leaves.....</p> <p>Fruits.....</p> <p>.....</p> <p>Thank you for listening. If you have any questions, I am happy to answer them.</p>
--

2. The teacher acts as a chairperson, selecting who will speak next, or ensuring all the students read most of the written reports
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to students' attention. The teacher might pick up on language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

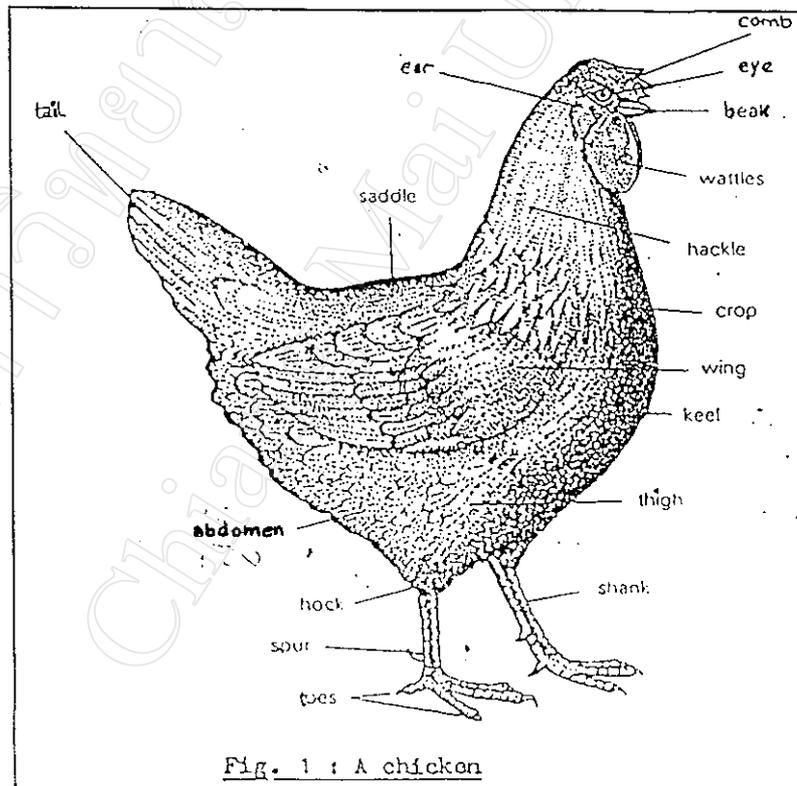
**Teaching materials:** Handouts, pictures, and exercise sheets

**Evaluation:** From students' oral presentation and explanation about the plant parts and uses.

## Lesson 3 Farm Animals

### SECTION I TALK

1. Discuss: Do you know farm animals? Are dogs farm animals?  
 Are cows and pigs farm animals?  
 Where can you find the big farms in Thailand? (Which provinces?)  
 What type of animals does a Thai farm have? How big are the Thai farms?
2. Discuss the position of the parts:



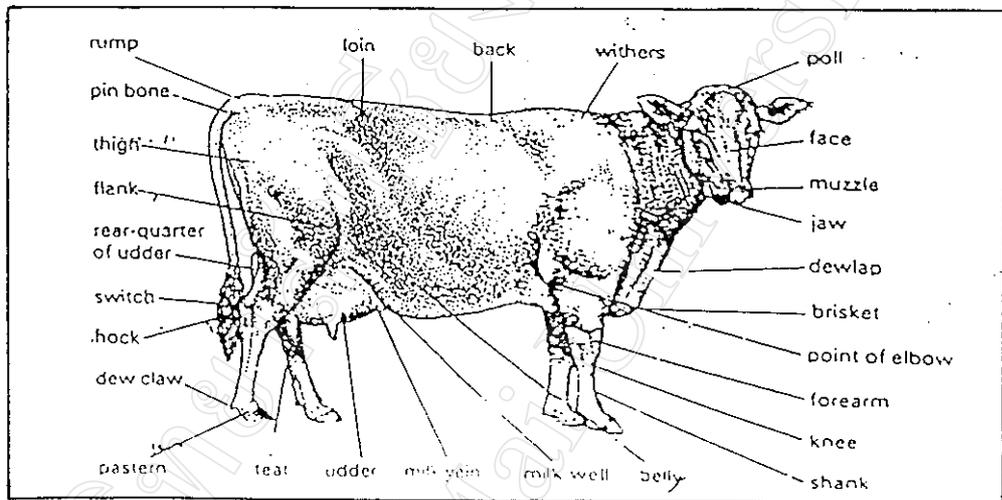
#### Exemplified expressions:

-The wings are on the left and right of the body.

-The comb is at the top of the head. -etc.

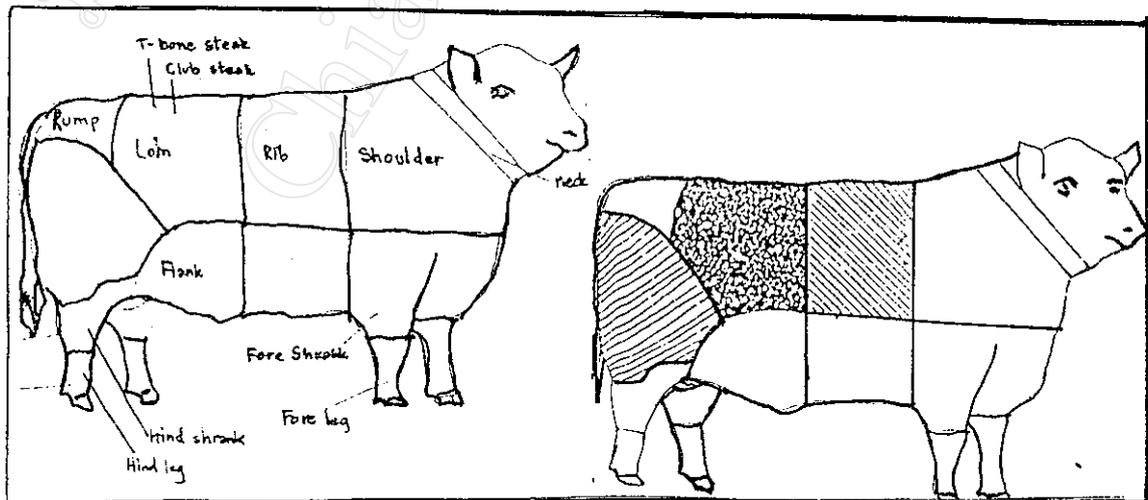
**Exemplar expressions:** -The poll is at the top of the head.  
 -The loin is behind the back.  
 -The udder is between the leg.

**3. Discuss the position of parts**



**Fig. 2 : A cow**

**4. Work in Pairs. Cover up one side of Figure 3. Complete the diagram by asking your friend question about the location of cuts of meat. The dark areas are high value cuts of meat.**

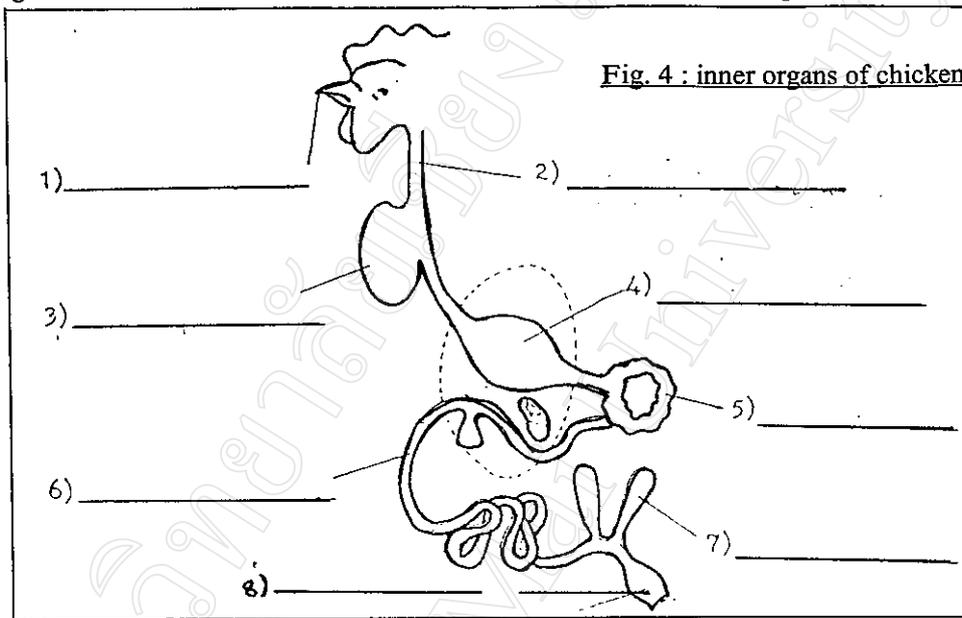


**Fig. 3: Cuts of meat**

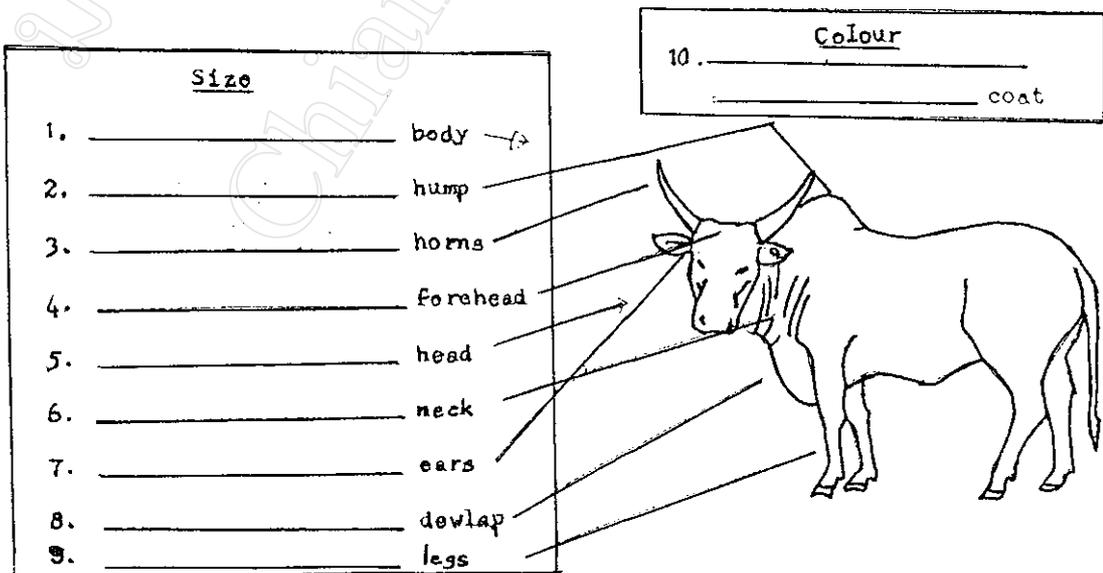
**SECTION II VOCABULARY**

5. Complete Figure 4 and 5 by using the words given.

- oesophagus      -beak      -stomach      -large intestines
- gizzard      -small intestines      -casca      -crop



medium length	quite long	narrow	short pointed	small
Medium-sized	quite large	white , red , brown or black	draft type	



**Fig. 5 : the draft type cow**

6. Listen to the dialogue and complete the blanks by the word given of Fig. 6.

what	are	single	English	white	black
type	do	medium-sized	Australorb	brown	red
		non-feathered			

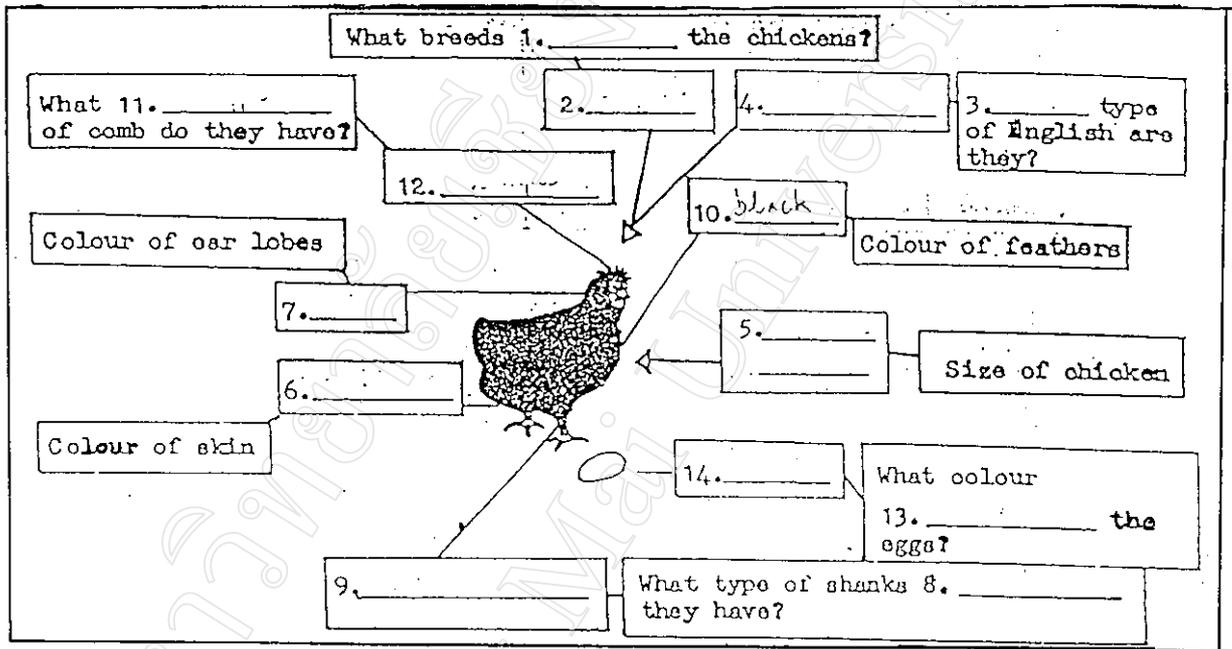


Fig. 6 : An Australorb type of Chicken

7. Look at Fig. 7 and answer the questions

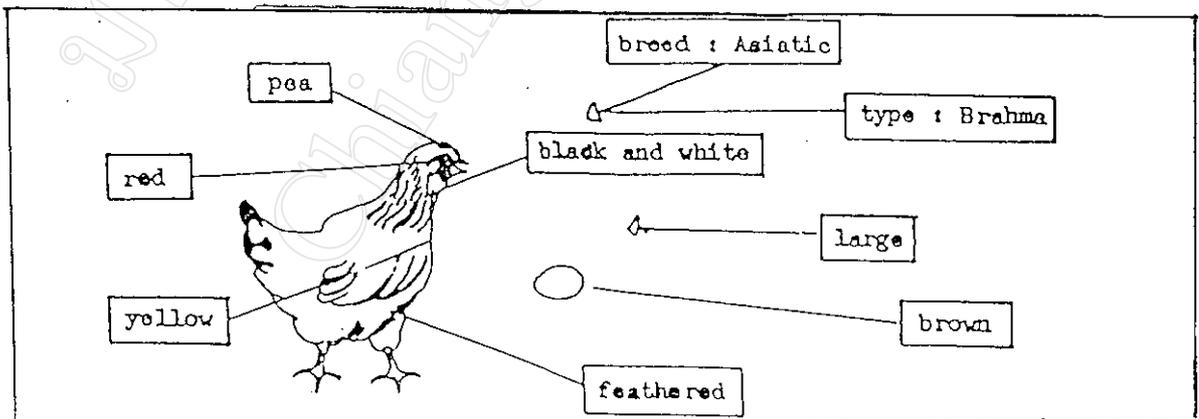


Fig. 7 : A Brahma type of Chicken

- Are these 2 chickens similar? -How are they similar? Eggs? Lobs?
- Are these 2 chickens different? How are they different? Breeds? Sizes? Colors of feathers? Combs? Shanks?

8. Work in pairs. Cover up Table 1 or Table 2 and practice the dialogue to complete the other Table.

Table 1 : Some breeds and Types of chicken.....

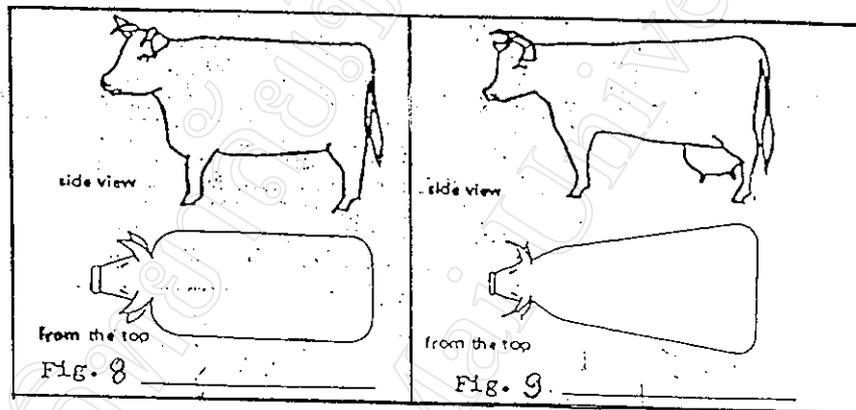
Breeds	Types	Characteristics						
		Colors of feather	Size of chicken	Type of comb	Color of earlobes	Color of skin	Type of shanks	Color of egg
Asiatic	Cochin	brown	large	single	red	yellow	feathered	brown
Mediterranean	.....	white	.....	single or rose	.....	yellow	.....	white
.....	White	.....	medium	.....	red	.....	non-feathered	.....
.....	Cornish	.....	.....	single or rose	.....	yellow	.....	brown
American	.....	red	.....	.....	.....	.....	.....	.....

Table 2: ..... and their characteristics.

Breeds	Types	Characteristics						
		Colors of feather	Size of chicken	Type of comb	Color of earlobes	Color of skin	Type of shanks	Color of egg
Asiatic	Cochin	brown	large	single	red	yellow	feathered	brown
.....	White	.....	small	.....	white	.....	non-feathered	.....
English	Leghorn	.....	.....	pea	.....	yellow	.....	brown
American	Rhode Islands	.....	medium	.....	red	.....	Non-feathered	.....

**SECTION III READING COMPREHENSION****9. Read and label the fig. 8 and 9.****Cattle breeds**

Besides draft cattle, there are two main kinds of cattle: dairy or milking cattle and beef cattle. The dairy breeds usually have a thin triangular or wedge-shaped body which carries little flesh. The stomach is usually large and the legs short. The beef breeds have a blocky square body with a good all-over of flesh. The top and lower lines are almost straight.



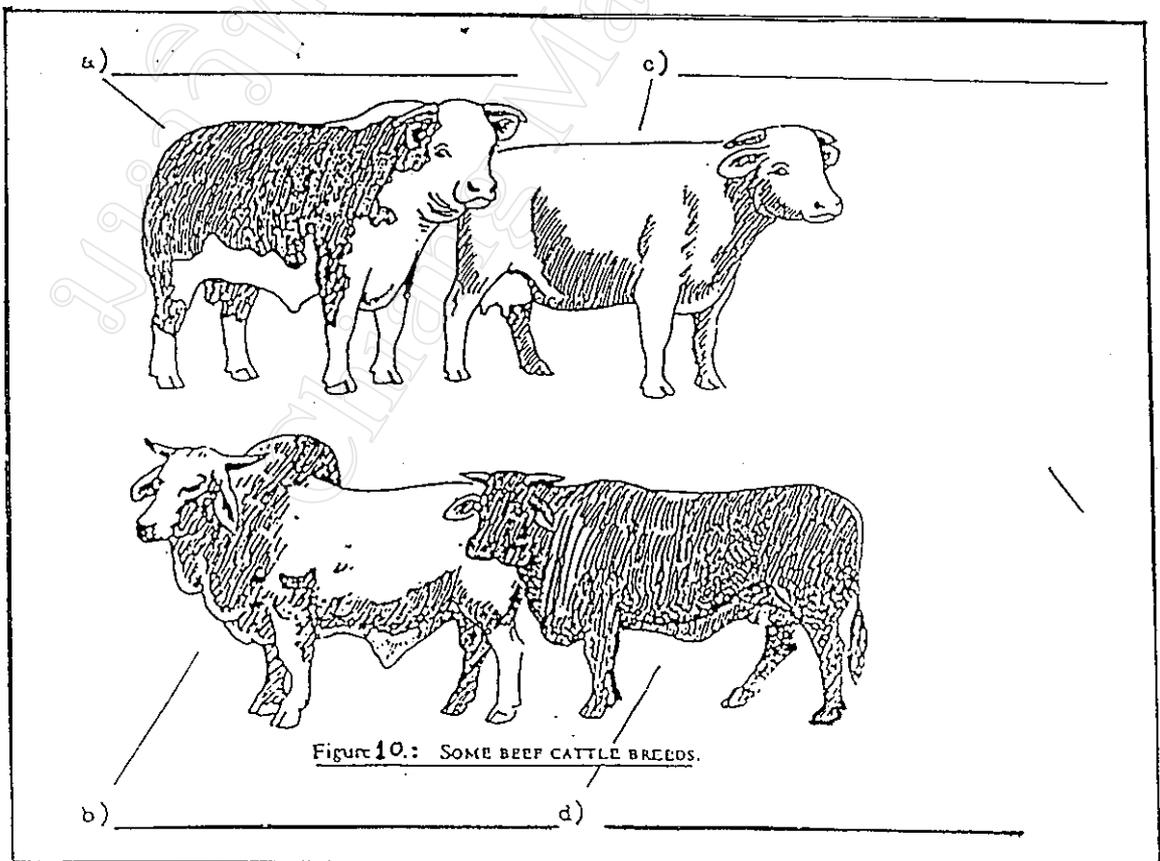
**10. Read the passage and label Figures 10 and 11:**

The beef breeds are of three kinds: European breeds, Indian breeds and the breeds made by crossing European and Indian breeds. European beef cattle have large bodies with a lot of meat, but some of them do not grow well in very hot climates. The Indian breeds have less meat, they are able to live well in tropical climates. Sometimes people mate European and Indian cattle together; then the calves have big bodies and are able to live well in hot climates.

One of the best European beef breeds is the Hereford. These are red cattle with white faces and legs and a white strip along the back of the neck. Some have horns but some have no horns. Shorthorn cattle are red or white or have patches of red and white.

One of the best Indian beef breeds is the Brahman. These cattle have a light gray color and a large lump of flesh on the back of their necks. Brahmans have loose folds of skin and this helps them to sweat and stop getting too hot.

The Santa Gertrudias cattle made by mating together Brahmans and Red Shorthorns. They are big red cattle and they grow well in tropical climates. They have a small hump on the back of the neck and a lot of loose skin over the body.



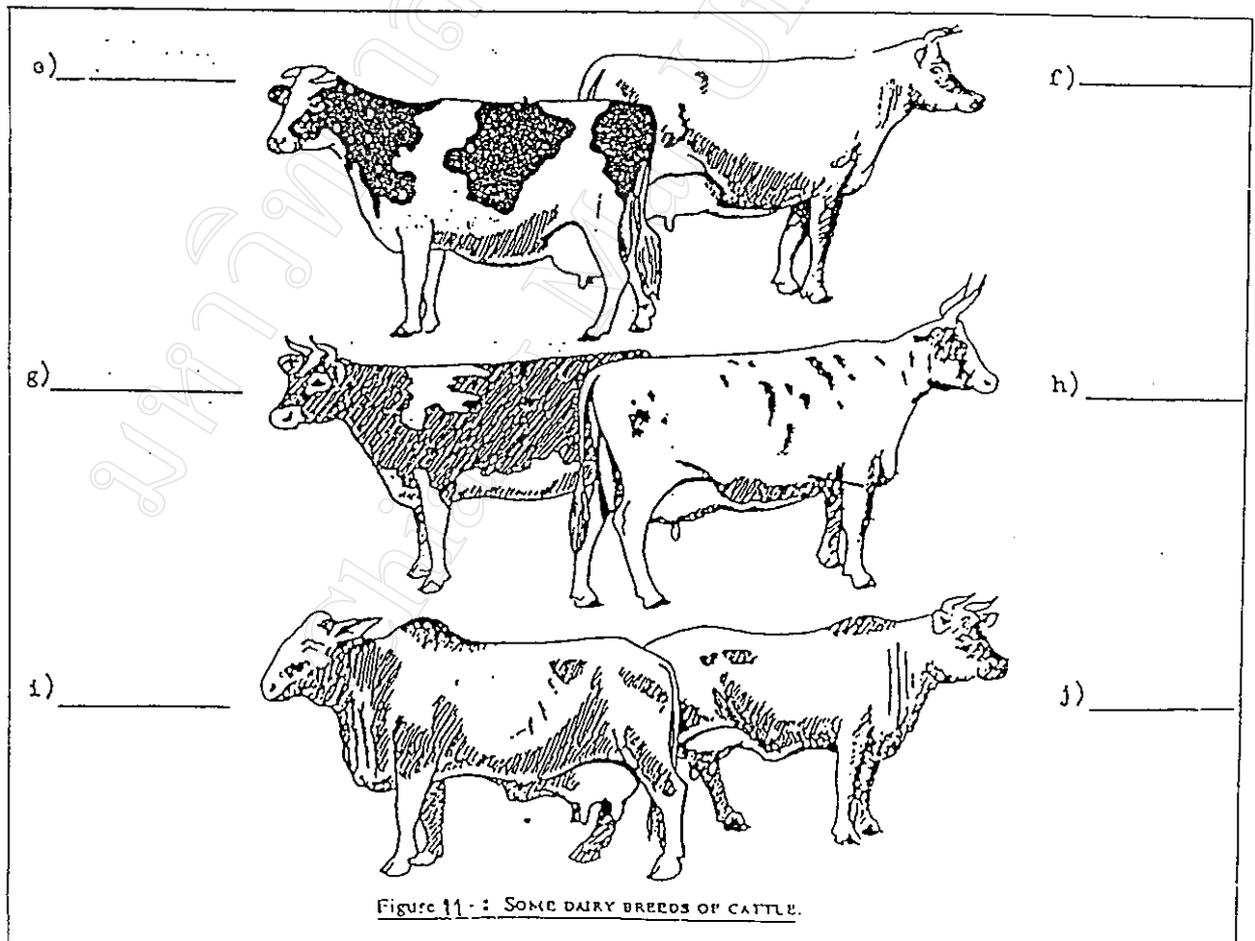
The Jersey is a common dairy breed. Jerseys are small cattle and light brown in colour with black tips to the nose, horns, ears, tail and feet. Jersey cows have milk with a lot of cream in it, and this breed is able to live fairly well in hot climates.

Friesians are large black and white dairy cattle. They have small horns. Friesian cows make a lot of milk but their calves can also be used for meat.

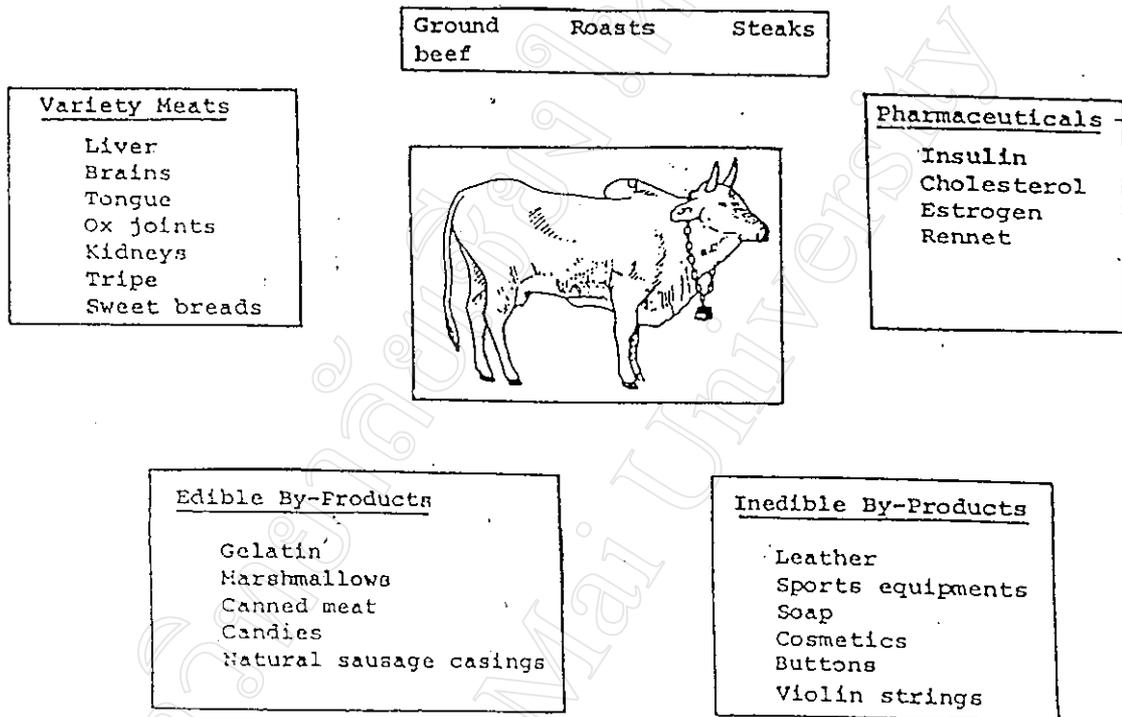
Guernseys are yellow and white to cattle with small horns; Ayrshires are brown and white to cattle with long horns which turn upwards.

One of the best Indian dairy breeds is the Sahiwal. These are reddish-brown cattle with horns. They have humps on the back of their necks and much loose skin. Sahiwal cows do not make as much milk as some European cows but they are well-suited to hot wet tropical climates. Many people have mated Indian dairy cattle with European dairy cattle to make a breed which mated well and gives a lot of milk.

The Jimica Hope is a dairy breed made by mating the Jersey and the Sahiwal.



From; "Introduction to Tropical Agriculture" J.A. Sutherland Angua and Robertson publisher, P. 195-8.

**Fig. 12 : Cattle Products : More Than Meat**

11. Find out topics of these paragraphs with the sentences given.

<p>Keywords .....</p> <p>Be rented=ถูกใช้งาน</p> <p>Harrowing=การคราด</p> <p>นา</p> <p>Threshing=การนวด</p> <p>ข้าว</p>	<p>In many countries rice is an important crop, and buffalo and cattle are rented out for lengthy periods between planting and harvesting or are used in other works. Most Thai farmers have kept buffaloes to assist their farm work such as plowing, harrowing, threshing and transport.</p> <p>.....</p>
<p>livestock=ปศุสัตว์</p> <p>Waste=ของเสีย</p> <p>Fertilizer=ปุ๋ย</p>	<p>Since farmers own livestock of various types, animal wastes such as manure can be used as natural fertilizer and as fuel and building materials.</p> <p>.....</p>
<p>Rural=ชนบท</p> <p>Consumption=การบริโภค</p>	<p>Buffaloes and cattle are sources of meat for both urban and rural people. Farmers also use them for domestic consumption.</p> <p>.....</p>
<p>Bullock=วัวตัวผู้</p>	<p>In Thailand, cattle have made very little contribution to the total supply of fresh milk. However, livestock contribute by-products such as horn and hide. Horn is used for decorative articles, buttons, combs, knives, handles, etc. Hides are used for shoes, clothes etc.</p> <p>.....</p>
<p>Close=ใกล้ชิด</p>	<p>Buffaloes and bullocks are of great help to farmers in their farm work. There is a close relationship between farmers and animals which has made farmers regard them as their good friends and as part of their families. The social significance of livestock can be made into:</p> <p>.....</p>
<p>Helpful=เป็นประโยชน์</p> <p>Property=ทรัพย์สิน</p>	<p>Since buffaloes and bullocks are very helpful, a high price is attached to them. Farmers regard them as valuable property. Neighbors normally admire and respect those who have a large number of these animals.</p> <p>.....</p>
<p>Utilize=ใช้ประโยชน์</p> <p>Harvesting=เก็บเกี่ยว</p>	<p>During the growing season, farmers utilize their cattle for farm, work. After harvesting, farmers may utilize them for recreational purposes. There are bull fights in the Southern region of Thailand such as Nakhorn Srithammarat, Trang, etc. Cock fighting is confined largely to the provinces of the central region. It seems that cock fighting is not a sport, it's a gamble.</p> <p>.....</p>
<p>Destroy= ทำลาย</p> <p>Weeds=วัชพืช</p>	<p>Weeds destroy the crops of the farmer. If buffaloes and cattle are left to eat weeds, they will be destroyed.</p> <p>.....</p>
<p>Tending=การเลี้ยงตัว</p>	<p>Tending animals such as buffaloes and cattle is light work. The old and the young can do it. A few hogs can also be raised without spending too much time and give the farmer additional income.</p>

Livestock as a source of farm power.	Livestock as a source of income.
Livestock as a symbol of social status.	Livestock as a source of natural fertilizers.
Livestock as a source of meat	Livestock as a source of milk and by-products.
Livestock as a destroyer of weeds in the fields	Livestock have good relations with farmers.
Livestock as a part of recreational activities and games	

**12. After learning the lesson of farm animals, you will work in groups of 3. Choose 1 kind / breed/ part of an animal your group like most. Don't tell it to your friends in the other groups. Three of the groups come out in front of the class. The friends in the class will guess it by asking 15 questions. Three of the presentators must answer the questions. If friends can't guess it, the group will win!!!!!!**

**Task I** Suppose you win 10 million-baht lottery and you like to have your own farm. What kinds of animals will you raise at your farm? Chickens? Cows? Which breeds? Give the reasons in case of climate, cost, demand, price and etc.

**Task II** Suppose you are an agricultural advisor. You have to promote the people to raise some cows or chickens in their houses. Because they can save some money from not buying some products from the markets. And they also can sell them out if they have more produces. Make any kinds of advertisements to promote this idea such as cartoon books, leaflets, posters, school newspaper, and etc. Work in groups of 3.

**Lesson Plan**  
**for**  
**Lesson 3 Farm animals**

\*\*\*

- Subject:** Agricultural Technology English Lesson 1 (Speaking)
- Class:** 1st-year diploma in vocational students, majoring in animal science
- No. of students:** 19
- Duration:** 8 periods (400 min.) \*\*
- Content:** Farm animals
- Terminal objectives:** The students are able to present the solutions of agricultural problems.
- Enabling objectives:** The students will be able to
1. complete the blanks, diagrams, and tables with the information from the passages given.
  2. exchange the information about chickens to one another.
  3. make up the dialogue about chickens and cows.
  4. make questions and answer about the reading passage.
  5. discuss and find the solutions of the given agricultural problems.

**Procedure:** Period I- V \*, \*\*\*

**Introduction** (250 min.)

**Section I Talk**

1. The teacher greets the students.

2. The teacher informs the students that they are going to learn about "Farm animals". Then the teacher asks them some questions to discuss about the lesson. (The students form groups of 3.)

- Do you know farm animals?                      - Are dogs farm animals?
- Are cows and pigs farm animals?
- Where can you find the big farms In Thailand ( Which provinces? )
- What types of animals does a farm have? -How big are Thai farms?-Etc.

3. The teacher explains how to use prepositions (shown below) in order to discuss about the positions of chickens' parts.

- on the left/right                      above                      under                      between                      -etc.

Expressions:

- The wings are on the left and right of the body.
- The comb is at the top of the head.                      -The eye is above the wattles.

4. The teacher discusses with the students about the positions of cows' parts.

Expressions:

- The poll is at the top of the head.                      -The udder is between the legs.
- the loin is behind the back.

5. The teacher gives the students a handout about "Cow". The students work in pairs to ask and answer about the location of cuts of meat.

6. The teacher asks the students to get together in the groups of 3.

### **Section III      Reading comprehension**

7. The teacher asks the students to complete the parts of chickens' inner organs and parts of cows (Fig. 3& 4) to review some of the vocabulary needed.

8. The teacher dictates the passage on chicken while the students match the pictures with the words given and answer the questions.

Questions:

- Are these 2 chickens similar? How are they similar? Eggs? Lobs?
- Are these 2 chickens different? How are they different? Breeds? Sizes? Colors of feathers? Combs? Shanks?

9. The teacher distributes a handout " Table of types of chicken " and lets the students exchange information with their partners.

Questions :

-What is the breed of the chicken? -What is the type of the chicken?

-What is the colors of the feathers of.....breed....?

-What is the size of ....breed...? -what is the type of comb of...breed...? -etc.

10. The teacher asks students to read reading passage “Cattle breeds” and complete cows’ figure .
11. The teacher reviews some new vocabulary about ” the Uses of animals and their products”.
12. The teacher asks the students to read a passage about” the Uses of animals and their products” and find the topic of the paragraphs.
13. The teacher gives the students the situation: **After learning the lesson of Farm Animals, you will work in groups of 3. Choose 1 kind/breed/or part of animal your group like most. Do not tell it to your friends in the other groups. Three of the group come out in front of the class. The friends in class will guess it by asking 15 questions. Three of the presentors must answer the questions. If the friends can’t guess it, the group will WIN!!!**
14. The teacher assigns 2 tasks to the students.

Task I

Suppose you won 10 million-baht lottery and you would like to have your own farm. What kinds of animals would you raise at your farm? Chickens? Cows? Which breeds? Give the reasons. \*\*\*

Task II

Suppose you were an agricultural advisor. You had to promote the people in the village to raise some cows or chickens in their own houses. Because they could save some money spent on buying animal products from the market. They could also sell them out if they had more produces. Make any kinds of advertisements to promote this idea such as cartoon books, leaflets, posters, school newspaper, and etc. Work in groups of 3.

Period VI (Task I)Pre-task ( 5 min.)

The teacher explains Task I to the students to ensure them understand the task instruction before doing the task.

Task cycle (40 min.)Task (15 min.)

The students do the task in groups of 3. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports. The students rehearse what they will say to the class.

**Report (20 min.)**

1. The students present their spoken reports to the class by using this form:

<p>If our group win 10-million-baht lottery and we like to have our own farm. We will raise...animal... because -.....</p> <p>-.....</p> <p>-.....</p> <p style="text-align: center;">etc.</p>
--

2. The teacher acts as a chairperson. The students choose the representative by themselves but the teacher ensures all the students read most of the written reports.
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage. The teacher can use different charts of students for reviewing the language.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Period VII-VIII (Task II) \***

**Pre-task (50 min.)**

The teacher explains Task II to the students to ensure them understand task instructions .

**Task cycle (40 min.)**

**Task (15 min.)**

The students do the task in the small groups of 3. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (20 min.)**

1. The students present their spoken reports to the class by using with this form:

Good ..... , everybody. Our group has discussed if we are agricultural advisors. We have to promote the people to raise some animals. The people can save and gain some money from their animal products. We have decide to introduce them to raise..... . And we have made this ..... to inform them how good this animal is.....

Thank you so much to listen to our group advertisement.

2. The teacher acts as a chairperson. The students choose the representative by themselves but the teacher selects who will speak next, or ensures all the students read most of the written reports.
3. The teacher may give brief feedback on content and form.

**Language focus (10 min.)****Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to draw students' attention. The teacher may use language items from the report stage.
3. The students memorize words, phrases, patterns and write them down in the notebook.

**Teaching materials:** Handouts, pictures, chart paper, colors, permanent markers and exercise sheets

**Evaluation:** From students' oral presentation on the solutions of agricultural problems.

# Lesson 4 Farm machinery

## SECTION I TALK

1. Study these tools :

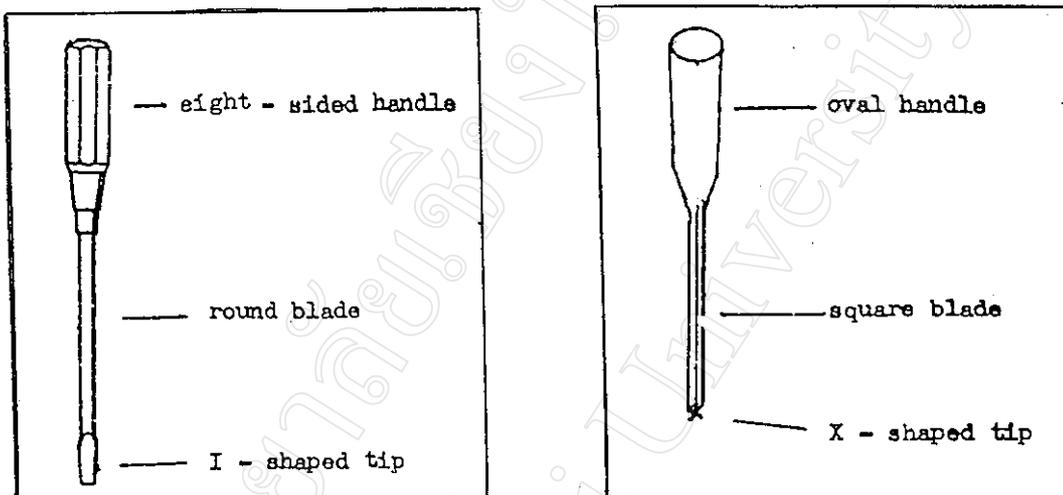


Figure 1 : Types of Screwdriver

2. Listen and complete the blanks by the words given. Then practice the dialogue.

wooden have with curved They're What's made D-shaped

①

Excuse me. What's the tool with the 1. \_\_\_\_\_ blade?

It's a hoe.

②

2. \_\_\_\_\_ it made of?

It has a round 3. \_\_\_\_\_ handle and a metal blade.

③

And what's the tool 4. \_\_\_\_\_ the U-shaped handles?

5. \_\_\_\_\_ secateurs.

④

What are they 6. \_\_\_\_\_ of?

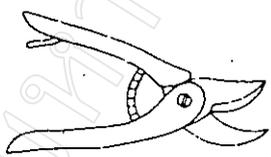
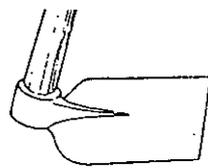
They 7. \_\_\_\_\_ metal handles and 8. \_\_\_\_\_ metal blades.

**SECTION II VOCABULARY**

3. Listen to the dialogue and fill out Table 1 by the words given.

___ curved		___ blade (s)
	___ wooden	
___ U-shaped		___ handle (s)
___ round	___ metal	___ hoe

**Table 1 :**

Tool	
 <p>Secateurs</p>	 <p>7. _____</p>

Shape	Material	Part
1. _____	2. _____	blades
3. _____	metal	4. _____
<b>D-shaped</b>	5. _____	6. _____
8. _____	9. _____	handle

4. Read this information. Then make the dialogue and complete Table 2.

1. Shears

2. A spade

3. A hand fork

4. Pincers

a) has a round wooden handle and a heart-shaped metal blade.

b) have U-shaped metal handles and C-shaped metal blades.

c) have round wooden handles and curved metal blades.

d) has a round wooden handle and an M-shaped metal blade.

**Shears**

A : What's the shape of handle?  
 B : It's round.

A : What is the handle made of?  
 B : It is made of wood.

A : What is the shape of blade?  
 B : It is heart-shaped.

A : What is the blade made of?  
 B : It's made of metal.

**Handfork**

A : .....

B : .....

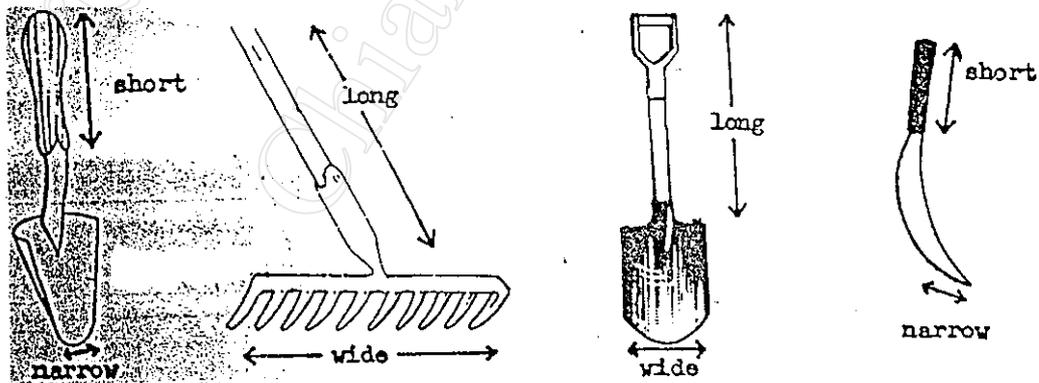
**Table 2**

Tool	Shape	Material	Part
shears			handles
hand fork			
			blade

5. Read this dialogue :

SIZE	SHAPE	MATERIAL
<p>What 1. _____ is the handle?</p> <p>It's 2. _____</p>	<p>What 3. _____ is the blade?</p> <p>4. _____ rectangular.</p>	<p>What's the blade</p> <p>5. _____ of?</p> <p>It's made of 6. _____</p>

Now make the dialogue and identify the tool :



- a) a hand trowel      b) a rake      c) a shovel      d) a matchet

Fig. 2 a)-d) : Some garden tools

Practice the dialogue on the other tools. Use these words for shapes :

**6. What are these tools used for?**

1. What tools are used for?

- digging?
- cutting?

Or

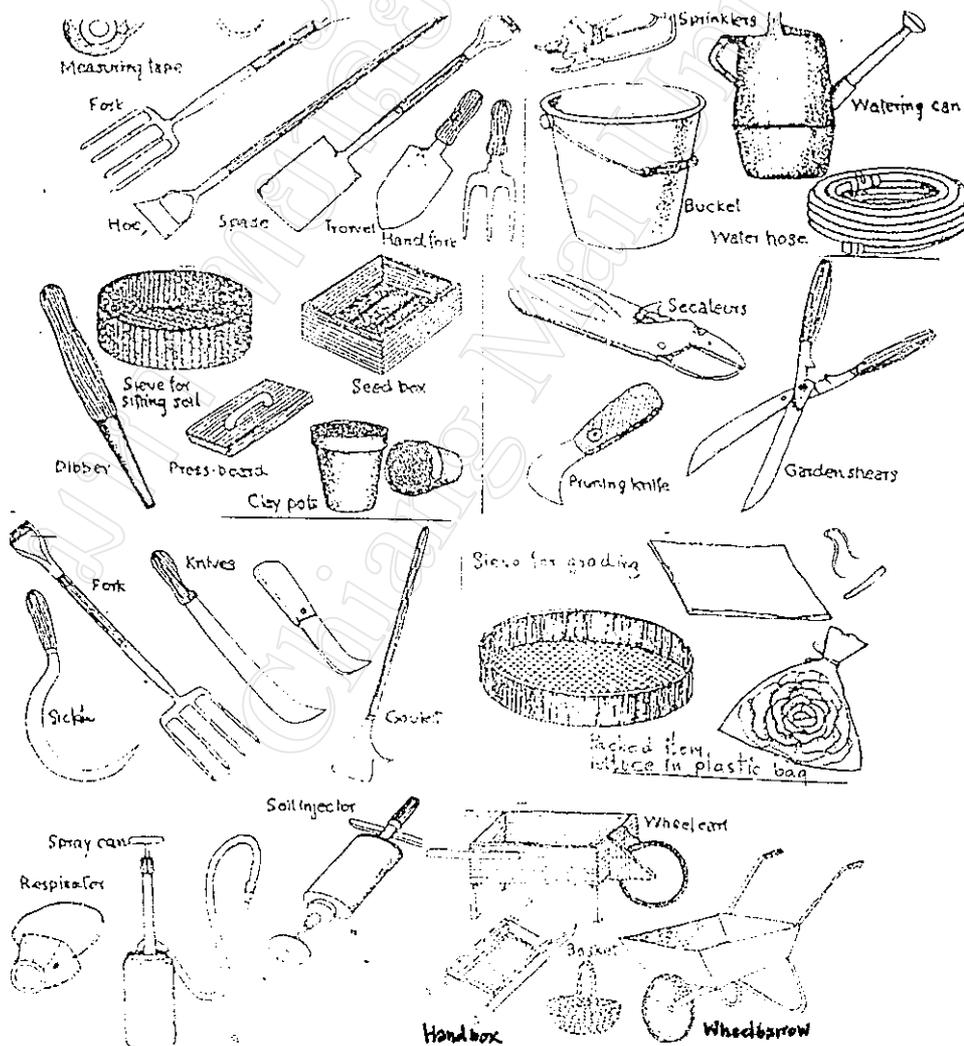
2. What can the tools be used for?

pruning hedges	removing weeds
cutting hard wood	digging planting holes
pruning soft stem	harvesting root crops
removing buds	mixing the soil

Tools		Functions

7. Rearrange the tools given into 8 categories. Describe 3 tools in brief and tell how these tools used for to the class.

- Land preparation tools
- Watering tools
- Plant protection tools
- Grading and packaging tools
- Nursery Tools
- Pruning tools
- Harvesting tools
- Transporting tools



**Task** As a student studying Agriculture, you get a part-time job as a Gardener at an orchard. (fruit garden) The employers ask you to remodel the orchard in order to make it produce more fruits. You can use as many as you can. What tools do you use? And how those tools are used for? Present the solutions you find to class. Work in group of 3.

มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

**Lesson Plan**  
**for**  
**Lesson 4 Farm machinery**

\*\*\*

<b>Subject:</b>	Agricultural Technology English Lesson I (Speaking)
<b>Class:</b>	1st-year diploma in vocational students, majoring in animal science
<b>No. of students:</b>	19
<b>Duration:</b>	4 periods (200 min.) **
<b>Content:</b>	Farm machinery
<b>Terminal objectives:</b>	The students are able to present the solutions of the agricultural problems.
<b>Enabling objectives:</b>	The students will be able to <ol style="list-style-type: none"> <li>1. categorize the tools into groups.</li> <li>2. discuss about tools: sizes, shapes, and materials and uses.</li> <li>3. discuss in groups and find the solutions for the given problems.</li> </ol>

**Procedure: Period I-III ( 150 min.) \*\*\***

**Intrduction (100 min.)**

**Section I Talk**

1. The teacher greets the students.
2. The teacher informs the students that they are going to learn about “ Farm machinery”. The teacher shows some pictures and the real objects of the agricultural tools to the students, then discusses about the screwdrivers with the students.

-The one with I-shaped is the normal types of screwdriver.

- The one with X-shaped is called Philip type. -What shape is...?-What's .... made of??

3. The teacher sets the students to learn in groups of 3.
4. The teacher reads aloud the dialogue to the students and they complete the dialogue.

## **Section II Vocabulary**

5. The teacher reads aloud the dialogue while the students try to complete Table 1.
6. The teacher asks the students to practice the dialogue and complete Table 2. (Shears & Handfork)
7. The teacher reads aloud the dialogue about size, shape, and material to the students and asks them to make the dialogue and identify other 4 tools; hand trowel, rake, shovel, and matchet.
8. The teacher discusses with the students “ What are these tools and instruments used for??”
9. The teacher asks the students to **Rearrange the tools given into 8 categories. Describe the tools in brief and tell how these tools used for to the class.**
10. The teacher assigns 3 tasks to the students.

**Task** As a student studying Agriculture, you get a part-time job as a gardener at an orchard. (fruit garden) The employers ask you to remodel the orchard in order to make it look nice and produce more fruits. You can use as many tools as you can (from items 6 &7). What tools do you use? And what those tools are used for? Present the solutions you find to class . Work in groups of 3. \*\*\*

### **Period IV (Task )**

#### **Pretask ( 5 min.)**

The teacher explains Task to the students to ensure them understand the task instructions before doing the task.

#### **Task cycle (40 min.)**

##### **Task (15 min.)**

1. The students do the task in the small groups of 3.
2. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (20 min.)**

1. The students present their spoken reports to the class. To present their works to the class, the representative (s) of the group can use this frame.

<p>Good ..... , everybody. Our group has discussed about the agricultural tools we will use if we have to remodel the orchard. When we would like to make... (mango orchard)..... to make it more fruits, we will use..... for..... And we will use ..... for.....</p> <p>.....</p> <p>.....</p> <p>We hope that if we do so, we can make the..... orchard produce more fruits.</p> <p>Thank you very much for listening.</p>
---

2. The teacher acts as a chairperson. The students can choose their own representatives but the teacher will select who will speak next, or ensuring all the students read most of the written reports.
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)****Analysis and practice**

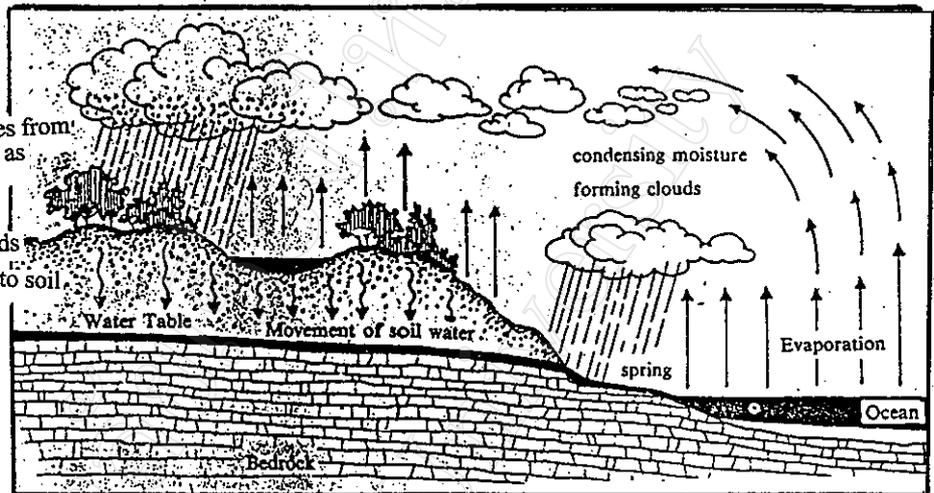
1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Teaching materials:** Handouts, pictures, and exercise sheets

**Evaluation:** From students' oral presentation on the solutions of agricultural problems.

# Lesson 5 Soil

The illustration shows how the water cycle works. You can see how water vapor rises from the bodies of water such as oceans and lakes and then form into clouds. The rain falls from the clouds and then the water seeps into soil and soon into a lake or a river and the ocean so that the cycle starts again.



## SECTION I TALK

1. Complete the conversation about the illustrations. Fill it in with the correct information then practice the conversation.

A: What's that?

B: This is an illustration (diagram) that I made/drew/found.

A: What is it about? B: It shows.....

A: Can you explain it to me? B: Sure. This says"....."

A: What does that mean?

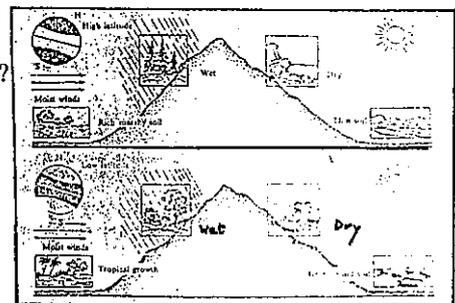
B: It means that.....

Look. Do you can see this..... in the illustration/ diagram?

A: yes.

B: This shows you how/that/why..... Do you understand?

A: Yes, thanks.



2. Read this information of the illustration.

The illustration shows how wind from the sea gives a lot of rainfall on one side of a mountain so that the vegetation grows very easy on the side. On the other side, however the air is dry and like nothing grows. The best example of this is on the West Coast of the United States of America, especially California.

**SECTION II VOCABULARY**

**3.The words in the list are related to a study of soil, soil erosion and soil conservation.**

**From the definitions below is the list, choose the one that is correct for each.**

**Note:** You can check the definitions by looking in the dictionary.

**Word List**

Alkali	Loam	Manure	Residual soil	Transported soil
Clay	Waste matter	Acid	Fertilizer	Contour planting
Decay	Cultivation	Crystal	Mulches	Reforestation
Gravity	Conservation	Kaolin	Nitrates	Strip-cropping
Humus	Sediment	Lime	Nitrogen-fixing	Manure

**Definitions**

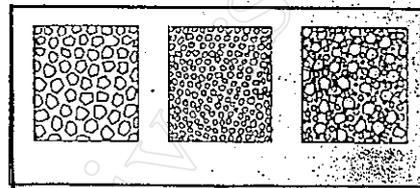
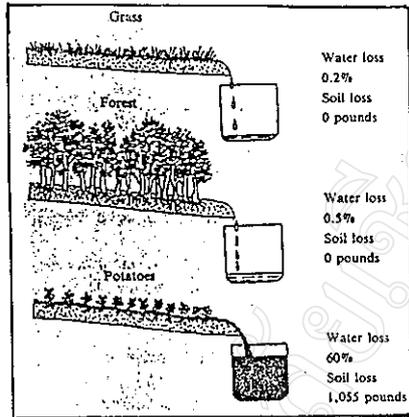
- ..... A. State of rottenness or gradual decline.
- ..... B. Dead plants and animals or organic matter.
- ..... C. Soil that is carried from one place to another.
- ..... D. Sour substance such as vinegar.
- ..... E. Calciumoxide, a white powdery substance made by burning limestone and used as a fertilizer or in cement.
- ..... F. Chemical plant food, artificial manure.
- ..... G. A base which neutralizes acids and combines with them to form salts.
- ..... H. Animal waste especially from cows used to enrich soil.
- ..... I. The force that holds or pulls objects down towards the earth.
- ..... J. Matter that is of no more use.
- ..... K. Earth of fine particles; matter used to make pottery.
- ..... L. A salt of nitric acid.
- ..... M. Fertile soil with clay and coarser particles.
- ..... N. Keeping or preserving of forest , river.
- ..... O. Preparing land for crops by ploughing.
- ..... P. Left over soil after a part has been taking away.
- ..... Q. Planting again with trees.....R. Clear transparent variety of quartz.
- ..... S. Change the crops from year to year.
- ..... T. A surface dressing of manure, moist, straw, leaves.
- ..... U. Matter that settles to the bottom of a liquid.
- ..... V. Planting along the curve of a hill....W. Gas without color: preparing.
- ..... X. Take off , sowing or planting.



#### 4. Read this passage and do the exercises that follow it.

##### Three common soil

There are three common kinds of soils. The main difference is due to the particles that make up the soils. Soils also differ in the way they hold water as shown in the Fig.



These three soils are sandy soil, clay soil, and loam. Each one may have some of other two mix in with it.

**1. Sandy soil** Sandy soil is just what its name suggests. It is soil made up for the most part of grains of sand. Sand usually consists of particles of quartz which have not yet been ground into dust. Sandy soil is loosely packed and does not hold water well. Plants need plenty of soil water to grow. Thus sandy soils do not support a rich plant life.

**2. Clay soil** Clay soil is made up of rock dust from feldspar. Its particles are very small and smooth. They have a gummy, sticky feeling when wet. The particles are so closely packed that they hold water well, but the clay cracks into big flat blocks when dry. Clay soils usually contain more plant food than do sandy soils, but clay soils are harder to cultivate. Clay may be chemically treated so that it will not pack down.

**3. Loam soil** Loam is a mixture of sand, clay, and humus(hyoo-mus). Humus is another name for decayed plant and animal matter. It is usually dark or black in color. Soil that is rich in humus is often the best of all soils for growing most plants. This is not true, however, if the humus has a great deal of acid in it.

Decaying plants and animals produce certain acids. Sometimes too much of this acid stays in the soil and harms the living plants. However, most loam soil is good soil for plants, and holds water well.

##### Keywords

difference= ความแตกต่าง

consist of=ประกอบด้วย

be treated=ถูกกระทำ

particles=ตะกอน

be packed=ถูกรวบไว้

decayed plants=ซากพืชเน่าเปื่อยทับถม

be made up=

ถูกทำขึ้น

cultivate=เพาะปลูก

**Task I** Students work in groups of 3 to complete the table about “Three common soil” and then make an oral presentation of the table. Present it to the class by using the frame of oral presentation given. The presentators have to answer some questions from the audience as given in the text.

Information Table: Complete the table so that it gives correct information about the three common soils.

**THREE COMMON SOILS**

Type	Consistency characteristics	Usefulness in cultivation	Suitable plants
1.....	-A mixture of sand, clay, and humus -Particles of quartz	..... .....	..... .....
2. Sandy soil	-..... -Does not hold water. -Very small and smooth particles.	Does not support a rich plant life. .....	..... .....
3.....	-A gummy, sticky feeling when wet. -.....	..... ..... .....	..... ..... .....

**Frame of oral presentation**

Today I want to present to you on the topic”.....:”. Please look at this table I have made. It shows at a glance the types of soil, their characteristics and use in cultivation.

The first is..... soil, which has....., and thus..... Next is ....., which is/has..... and .....

The third type is.....

Do you have any questions?

Answer the questions. Class members ask the questions. The speakers must answer.

1. Is sandy soil good for crops?
2. Does clay soil have more plant food than loamy soil?
3. What happens if too much acid gets into the soil?
4. Is sandy soil usually dark or black in color?
5. Are clay particles larger than sand particles?
6. Does soil that is planted in potatoes lose more water than soil planted with grass?
7. Does more water loss occur in a field that has been cleared and plowed?
8. Do different solids hold the same amount of water?

**Task** You have learned that water cycle and rainfall are very important to the soil. But if they are destroyed, can you imagine what will happen? How can it effect to the soil? How do you solve this problem? What are your solutions to this problem? Present to the class what you have got!!! Work in group of 3.

**Lesson Plan**  
for  
**Lesson 5 Soil**

\*\*\*

- Subject:** Agricultural Technology English Lessons I (Speaking)
- Class:** 1st-year vocational diploma students, majoring in animal science
- No. of students:** 19
- Duration:** 4 periods (200 min.) \*\*
- Content:** Soil
- Terminal objectives:** The students are able to
1. demonstrate 3 kinds of soil about characteristics, their usefulness and suitable plants.
  2. present the solutions of agricultural problems.
- Enabling objectives:** The students will be able to
1. match the words about soil with the definitions.
  2. tell the factors that effects the quality of soil.
  3. discuss and find the solution of the given agricultural problems.

**Procedure:** Period I-I (100 min.) \*\*\*

**Pretask** (100 min.)

**Section I Talk**

1. The teacher greets the students.
2. The teacher informs the students that they are going to learn about "Soil".

3. The teacher gives an example of how to describe the illustration by using the conversation frame or description: **The illustration shows how the water cycle works. You can see how water vapor rises from the bodies of water such as oceans, and lakes, and then forms into clouds. The rain falls from the clouds and then the water seeps into soil and soon into a lake or a river and the ocean so that the cycle starts again.**

3. The teacher asks the students to write a paragraph to describe the illustration about rainfall.

**\*\*\* The illustration shows how wind from the sea gives a lot of rainfall on one side of a mountain so that the vegetation grows very easily on the side. On the other side, however, the air is dry and like nothing grows. The best example of this is on the West coast of the United States especially California.**

#### **Section II Vocabulary**

5. The teacher asks the students to match the words with their meanings.

#### **Section III Reading comprehension**

6. The teacher explains how soil is formed one picture by one picture.

(Pic. 1 At first there are many rocks on earth but rain, ice, freezing and thawing can break it into small pieces. And then the soil begins to form.) And the students try to complete the blanks.

7. The students read the passage on "Three Common Soil" in order to do the task followed.

8. The teacher gives students Tasks I & II. Students will work in groups of 3.

**Task I** Students work in groups of 3 to complete the table about "Three common soils" and then make an oral presentation about the table. Present it to class by using the frame of oral presentation given. The presentors have to answer some questions from the audience as given in the text. \*\*\*

**Task II** You have learned that water cycle and rainfall are very important to the soil. If they were destroyed, could you imagine what would happen? How could it effect the soil? How do you solve this problem? What are your solutions to this problem? Present to the class what you have got!!!! Work in groups of 3.

**Period III (Task I) (50 min.)****Pretask (15 min.)**

The teacher explains Task I to the students and ensure them understand the task instructions before doing the task.

**Task cycle (30 min.)****Task (10 min.)**

1. The students do the task in groups of 3.
2. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (15 min.)**

1. The students present their spoken reports to the class. The representative(s) of the groups can use this frame to present their work to the class.

Good..... , everybody. Today I want to talk to you on the topic of “ .....” .

Please look at the Table I have prepared. It shows at a glance the types of soil. Their characteristics , use in cultivation and suitable plants.

The first is..... soil, which has..... and thus..... Next is.....Which is/has..... and..... The third type is.....

.....

Do you have any questions? I'm happy to answer them.

2. The teacher acts as a chairperson, the groups select the representative(s) by themselves but the teacher can select who will speak next, or ensure all the students read most of the written reports
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)****Analysis and practice**

1. The students may ask about other language features they have noticed.

2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Period IV (Task II) (50 min.)**

**Pretask (15 min.)**

The teacher explains Task II to the students and ensures them understand the task instructions before doing the task.

**Task cycle (30 min.)**

**Task (10 min.)**

1. The students do the task in groups of 3.
2. The teacher acts as a monitor and a facilitator.

**Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (15 min.)**

1. The students present their spoken reports to the class. The representative(s) of the groups can use this frame to present their work to the class.

<p style="margin-left: 40px;">Good..... , everybody. Our group has discussed that water cycle and rainfall system are very important to the soil. But if they are destroyed. We think that we will face the problems such as:</p> <p style="margin-left: 40px;">1.....</p> <p style="margin-left: 40px;">2.....</p> <p style="margin-left: 40px;">3.....</p> <p>.....</p> <p style="margin-left: 40px;">To prevent those problems we should.....</p> <p style="margin-left: 40px;">1.....</p> <p style="margin-left: 40px;">2.....</p> <p style="margin-left: 40px;">Do you have any questions? I'm happy to answer them.</p>
---

2. The teacher acts as a chairperson, the groups select the representative(s) by themselves but the teacher can select who will speak next, or ensure all the students read most of the written reports
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)**

**Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrase and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrase, patterns and write them down in the notebook.

**Teaching materials:** Handouts, pictures, and exercise sheets

**Evaluation:** From students' oral presentation on the solutions of agricultural problems.

## Lesson 6 Fertilizers

### SECTION I TALK

#### 1. Practice each short conversation, then do the activities.

##### In the field

A: Your corn looks healthy. B: Yes, it's doing much better this year than last year.

A: Just the right amount of rainfall, I expect?

B: No, not exactly. I used a new kind of fertilizer.

A: What kind.

B: An NPK fertilizer.

##### In the garden.

A: What kind of vegetables are you growing?

B: Mostly leafy vegetables, plus some cucumbers and tomatoes.

A: How's your crop doing?

B: Cucumbers and tomatoes are good. I've already shipped over a ton of each to the market.

A: What about the leafy vegetables?

B: The lettuce has not done well at all. In fact, I've lost over half of it.

A: How come?

B: It's been attacked by worms.

A: Why don't you use pesticides? B: I would, but that's easier said than done these days.

A: What do you mean?

B: Well, you know that everyone is concerned these days about the use and dangers of certain pesticides.

A: Yes, of course.

B: What that means is that I have to be very careful. If I'm not, my crops won't sell. People are afraid.

#### Activities

**Practice: Making Comments:** Make comments and give responses from table.

Your	corn/rice	looks	very	healthy.
This	potatoes/cassava	look		good.
These	cucumbers	doesn't look		sturdy.
That	vegetables	don't look	too	firm.
Those	mangoes	isn't looking		full.
		aren't looking		fine.
		are looking		

Yes, I know. This crop is better than last year's.  
not as good as

**Giving advice:** Make a suggestion from the table or one of your own, and give a response.

Why don't you	use a pesticide?/use fertilizers? sell direct?/plant some tomatoes? put in some more corn? shift to sorghum?/hire a helper? invest in a trade? study the market before planting?
---------------	---

Thank you for the advice, I'll try it.

Thanks, I will.

I would, but if I did, would.....

No, thanks anyway. I think I'll stay where I am now.

I can't because I haven't got enough time (money, means, help).

- 1) **Extension** Group work. Extend each short conversation. Use some of the questions and comments given below. Then present the complete conversation to the class.

**1) In the field**

Do you remember the trade name?      What was its composition?

Had you ever used fertilizer before?

I expect you will be using the same fertilizer next crop.

Is it expensive?

**2) In the garden**

You have to choose your pesticides with care.

What are you going to do?

If you handle them carefully, they aren't harmful.

Why don't you try "Antions"?

I had some problems.

**2. Read and answer the questions below.****A PLAY**

Characters: Announcer (for Background and Follow Up)

Head of team (HT); Farmer; Young woman (Old lady)

**Background**

The Radio Production Unit of the Ministry of Agriculture produces a weekly program to advise farmers. In the program, an Agriculture Extension Officer always talks to an old lady. This old lady is supposed to be a villager, and she always asks questions because she is skeptical of "new" ideas. However, the program is very popular. In our play, the production team is visiting a village to get information. The head of the team is talking to the farmer.

Head of team: I see that you know the Agriculture Extension Officer from the provincial office.

Farmer: Yes, but he seldom comes here.

HT: Then who advises you on all your farm operations, the raising pigs and poultry?

Farmer: That old lady, of course. HT: Which old lady? Can I meet her?

Farmer: The old lady on the radio (he laughs). She is very cunning and very smart.

HT: You mean you do all these farm operations, and raise pigs and poultry just by listening to that old lady's program?

Farmer: I never miss it because I get a lot of information out of it, and I follow all I get.

You see, we live so far from the town that the technicians seldom visit us. Since I started listening to that program and followed the instruction, I have improved my life. That old lady is good. HT: How is she good?

Farmer: She knows how to ask questions. She keeps asking until she gets all the answers.

That's what I like. HT: Would you like to meet old lady?

Farmer: Who wouldn't? But I can't go to the capital, it costs money.

HT: Well, suppose I bring her here. Farmer: Don't kid me, sir.

HT: I'm not kidding. Here she is!!!!!!1 Young woman(who is very pretty): Hello

Farmer: I can't believe it!!!! HT: She's the one, all right.

Farmer: Wait until I call my family and friends. They want to meet you, too.

Young woman (laughing): Yes, sir, and I'll tell everyone a story!!!!

Answer the questions.

1. Do the Agriculture Extension officers visit the farmers?
2. Who advises the farmers on their farm works?
3. Are her advices good to the farmers?
4. Is the lady on the radio old or young?

## SECTION II READING COMPREHENSION

3. Read the article and complete the information to summarize the key points. Agricultural chemicals

**Keywords**

Chemicals=สารเคมี

Functions=หน้าที่

Treated=ถูก

กระทำ

Damage=ความ

เสียหาย

Be applied=ถูกนำ

มาใช้

Be harvested=ถูก

เก็บเกี่ยว

Be composed of=

ถูกประกอบด้วย

Element=ธาตุ

องค์ประกอบ

Nourished=มี

โภชนาการ

Nutrition=

โภชนาการ

Accumulate=

สะสม

Advantage=

ประโยชน์

Concentrated=ถูก

ทำให้เข้มข้น

Nutrients=ธาตุ

อาหาร

Tailor-made=ทำ

สำเร็จรูปไว้แล้ว

Chemicals are “tools” for a modern farmer. They are as important as mechanical tools for growing successful crops. While chemicals perform many functions, the two most important are: **Increasing plant growth** **Protecting against pests.**

**Chemicals can be used:**

**-Before planting** For example, seed is often treated with chemicals to reduce insect damage.

**-During growth** Chemicals are applied during the growing season. They help control weeds, insects, and crop diseases.

**-After a crop has been harvested.** Chemicals are applied to harvested products, which helps prevent spoilage and insect damage.

**Fertilizers.**

Plant, like animals, need food to help them grow and develop. Plant food is composed of parts called plant-food elements. At least 16 elements are needed for a plant to grow normally. If any one of the essential elements is missing, the plant will die. If an element is in short supply, the plant will be undernourished and will not grow properly. Well-fed plants provide better nutrition for animals or people who consume the crop.. Fertilizers are materials which supply one or more of the essential plant-food elements. Many materials have been used as fertilizers. Common natural materials that have been used as fertilizers include guano (manure from seabirds which accumulates in dry coastal areas, chiefly South America) , leaves and other plant materials, tankage , blood and other animal materials, animal manure, and “night” (human waste).

## Commercial fertilizer

**Commercial fertilizers have several advantages when compared to natural materials.**

1. They are more concentrated than most natural materials. Less weight and volume are needed to provide equivalent nutrient.
2. Their plant food content is known and uniform.
3. They can be tailor-made to suit particular requirement.
4. They are usually easier to handle than many “natural” materials.

**Key Point Summary**

- 1) Complete this dictionary definition of the word "Fertilizer".

*Any material put on or in the..... To improve the quality of plant growth, such as  
....., chemicals, etc.*

- 2) Give the information requested:

2.1 Main functions of agricultural chemicals.

1..... 2.....

2.2 Three uses of agricultural chemicals.

1..... 2.....

3.....

2.3 Two main categories of agricultural chemicals.

1..... 2.....

3.....

2.4 No. elements needed for plant growth: .....

2.5 Types of materials used as fertilizers:

1.....

Example: manure, .....

2.....

Advantages:

1.....

2.....

3.....

4.....

2.6 General need: .....

.....

4. Read this passage about pesticides, then complete the summary of it. Complete the summary sentences as you read. Put one word in each blank.

**Pesticides**

Pesticides are substances or combination of substances used to kill or control pests. A pest is anything that:

- Competes with man, his animals, or crops for food and feed.
- Causes injury to man, his livestock, or crops.
- Carries diseases to man, his livestock, or crops.
- Causes annoyance to man, his livestock, or crops.

The ending “cide” on the word pesticide means killer. Some common pesticides and the pests they are used on are:

- Insecticides-control insects.
- Herbicides-control undesirable plants.
- Rodenticides- control rats, mice, and other rodents.
- Nematicides-control nematodes.
- Fungicides-control fungus diseases
- Acaricides-control mites and spiders.
- Bactericides-control bacteria.

1. Pesticides..... pests.
2. Pests destroy .....asnd carry.....
3. .... kill plants; insecticides kill.....
4. There are many kinds of.....

**Task** At your homes, your parents or even yourselves ever use some kinds of fertilizers or pesticides. Discuss with your friends which fertilizers or pesticides you used. With which kind of plant? And what were the results? Tell your experiences to the class individually.

**Lesson Plan**  
**for**  
**Lesson 6 Fertilizers**

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- Subject:** Agricultural Technology English Lessons I (Speaking)
- Class:** 1st-year vocational diploma students, majoring in animal science
- No. of students:** 19
- Duration:** 3 periods (150 min.) \*\*
- Content:** Fertilizers
- Terminal objectives:** The students are able to share their own personal experiences related to fertilizers or pesticides with friends
- Enabling objectives:** The students will be able to
1. differentiate fertilizers and pesticides.
  2. tell about the advantages and disadvantages of using fertilizers or pesticide.

**Procedure:** Period I- II (100 min.) \*\*\*

**Introduction** (100 min.)

**Section I Talk**

1. The teacher greets the students.
2. The teacher informs the students that they are going to learn about “Fertilizers”.

The teacher asks the students -Do you know fertilizers/ pesticides?

The teacher shows some real objects (bags/ cans) of fertilizers/ pesticides to the class.

3. The teacher asks the students to form the groups of 3 and read the 2 conversations. The students also practice making advices and comments, and then extend each conversation by the questions given.
4. The teacher gives out a script of a play to read and then answer the questions.

### **Section II Reading comprehension**

5. The teacher asks the students to read the passage on “Fertilizers” and summarize the key points.
6. The teacher asks the students to read the passage on “Pesticides” and make the summary.
7. The teacher gives a task to the students as followed.

**Task            At your homes, your parents or even yourselves should ever use some kinds of fertilizers or pesticides. Discuss with your friends which fertilizers or pesticides you used. Which kinds of plants would need any kinds of fertilizers or pesticides? And what were the results? Tell your experiences to the class. (At least 50 words.)**

### **Period II            (Task )**

#### **Pretask (5 min.)**

The teacher explains Task to the students to ensure them understand the task instructions before doing the task.

#### **Task cycle (40 min.)**

##### **Task (15 min.)**

1. The students do the task in the small groups of 3 but they have to present to the class individually.
2. The teacher acts as a monitor and a facilitator.

##### **Planning (5 min.)**

1. The students prepare materials / data to report to the class about how they did the tasks and what they decided.
2. The teacher helps the students to correct their work, and acts as a language advisor to help them rehearse the oral reports.
3. The students rehearse what they will say to the class.

**Report (20 min.)**

1. The students present their spoken reports to the class. The students may bring the bags or cans of fertilizers or pesticides to make the presentation more interesting. To present their works to the class, the students can use this speech frame.

<p>Good ..... , everybody. Today I'm very proud to talk to all of you about the fertilizers/pesticides I ever used at home. The fertilizer(s)/pesticide(s) is (are).....</p> <p>It is (they are) used for.....</p> <p>We have use only..... for.....</p> <p>It makes my..... grow well./fast. It's also cheap. You can buy it at the price of.....</p> <p>.....</p> <p>Thank you very much for listening. If you have any questions, I am happy to answer them.</p>
---

2. The teacher acts as a chairperson, selecting who will speak next, or ensuring all the students read most of the written reports
3. The teacher may give brief feedback on content and form.

**Language focus (5 min.)****Analysis and practice**

1. The students may ask about other language features they have noticed.
2. The teacher reviews each activity with the class and brings other useful words, phrases and patterns to keep students' attention. The teacher may use language items from the report stage.
3. The students practice words, phrases, patterns and write them down in the notebook.

**Teaching materials:** Handouts, pictures, real objects and exercise sheets

**Evaluation:** From students' sharing their own experiences with friends.

## ภาคผนวก ง

แบบประเมินประสิทธิภาพของบทเรียนภาษาอังกฤษเทคโนโลยีการเกษตร  
โดยใช้กิจกรรมการเรียนรู้แบบเน้นงานปฏิบัติ ของนักศึกษาประกาศนียบัตรวิชาชีพชั้นสูง  
ชั้นปีที่ 1

ชื่อ - สกุล ..... ตำแหน่ง.....

สถาบัน/หน่วยงาน.....อำเภอ.....จังหวัด.....

บทเรียนที่.....

คำชี้แจง : จงทำเครื่องหมาย ( X ) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

หัวข้อ	ข้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
จุดประสงค์การเรียนรู้	1. การเรียนการสอนนี้มีจุดประสงค์ที่ชัดเจนว่าผู้เรียนจะสามารถทำอะไรได้บ้างหลังจากเรียนบทเรียนและปฏิบัติงานตามที่ได้รับมอบหมายแล้ว 2. การจัดการเรียนการสอนทุกขั้นตอนสอดคล้องกับจุดประสงค์การเรียนรู้	.....	.....	.....	.....	.....
เนื้อหา	3. เนื้อหาที่ใช้สอดคล้องกับจุดประสงค์รายวิชา 30001251 ภาษาอังกฤษเทคโนโลยีการเกษตร 1 ที่หลักสูตรกำหนด 4. เนื้อหาที่ใช้เป็นบทเรียน ผู้เรียนสามารถนำไปประยุกต์ใช้ได้สภาพจริง 5. เนื้อหาที่ใช้เป็นบทเรียนเหมาะสมกับระดับความรู้ ความสามารถของผู้เรียน 6. เนื้อหาของบทเรียนเหมาะสมกับเวลาที่ใช้สอน	.....	.....	.....	.....	.....

หัวข้อ	ข้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
<p>ขั้นตอนการจัดการเรียนการสอน</p> <p>-ขั้นก่อนปฏิบัติงาน</p> <p>-ขั้นปฏิบัติงาน</p> <p>-ขั้นหลังปฏิบัติงาน</p>	<p>7. ผู้สอนอธิบายศัพท์ โครงสร้าง และสำนวนให้ผู้เรียนเข้าใจก่อนการปฏิบัติงาน</p> <p>8. ผู้สอนอธิบายลักษณะงาน และการปฏิบัติให้ผู้เรียนเข้าใจอย่างชัดเจน</p> <p>9. ผู้เรียนได้นำความรู้ทางภาษาที่ได้เรียนมาประกอบการปฏิบัติงาน</p> <p>10. ผู้เรียนร่วมมือกับเพื่อน เพื่อปฏิบัติงานกลุ่ม เป็นอย่างดี</p> <p>11. ผู้เรียนนำเสนอผลงานของกลุ่มต่อหน้าชั้นเรียน ได้ชัดเจน</p> <p>12. ผู้เรียนสามารถอภิปรายร่วมกับครูผู้สอนถึงขั้นตอนการปฏิบัติงาน และภาษาที่ใช้ขณะปฏิบัติงานได้</p> <p>13. ขั้นตอนในการจัดการเรียนการสอนในภาพรวมมีความชัดเจนดี</p>	.....	.....	.....	.....	.....
งานปฏิบัติ (Tasks)	<p>14. มีความสนใจ</p> <p>15. ช่วยให้ผู้เรียนได้ใช้ทักษะการพูดเพื่อความสำเร็จของงาน ได้อย่างมาก</p> <p>16. เปิดโอกาสให้ผู้เรียนที่มีความสามารถแตกต่างกัน ได้ช่วยเหลือกันในการแก้ปัญหา งานให้ลุล่วงไปได้</p> <p>17. ングช่วยให้ผู้เรียนได้ฝึกใช้ความรู้ที่เรียนมาเพื่อปฏิบัติงานของกลุ่มให้สำเร็จ</p> <p>18. ทำให้ผู้เรียนสามารถนำความรู้ไปใช้ในชีวิตประจำวันและในการทำงานได้</p>	.....	.....	.....	.....	.....

## ภาคผนวก จ

แบบสอบถามความคิดเห็นเกี่ยวกับบรรยากาศในชั้นเรียนคำชี้แจง

แบบสอบถามฉบับนี้ต้องการสอบถามความคิดเห็นเกี่ยวกับบรรยากาศในชั้นเรียนของนักศึกษาที่เรียนวิชาภาษาอังกฤษเกษตรเทคโนโลยีการเกษตร โดยใช้กิจกรรมการเรียนรู้แบบเน้นงานปฏิบัติ ให้นักศึกษาทำเครื่องหมายกากบาท (X) ลงในช่องข้อความที่เป็นจริงตามความคิดเห็นของนักศึกษา (มีจำนวน 20 ข้อ)

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง 5	เห็น ด้วย 4	เฉยๆ 3	ไม่เห็น ด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1	กิจกรรมการเรียนรู้ที่ครูนำเสนอและสั่งให้นักเรียนปฏิบัติมีความชัดเจนทุกขั้นตอน					
2	กิจกรรมการเรียนรู้พัฒนาการพูดของข้าพเจ้าได้ดีขึ้น					
3	กิจกรรมการเรียนรู้ช่วยให้ข้าพเจ้ารักการพูดมากขึ้น					
4	กิจกรรมการเรียนรู้ทำให้ข้าพเจ้าเกิดความสนุกสนาน อยากเรียนรู้ และไม่กังวลที่จะต้องพูด					
5	กิจกรรมกลุ่มช่วยให้ข้าพเจ้ารักและยอมรับผู้อื่น					
6	ครูส่งเสริมและเปิดโอกาสให้ข้าพเจ้าและเพื่อนๆ ช่วยกันคิด ช่วยกันทำงานที่ได้รับมอบหมายตลอดเวลา					
7	ครูมีความเป็นกันเองกับข้าพเจ้าและเพื่อนๆ					
8	ครูให้คำอธิบายต่อปัญหาที่เกิดขึ้นกับข้าพเจ้าและเพื่อนๆ					
9	ครูมักชมเชยเมื่อข้าพเจ้าพัฒนาตนเองได้ดีขึ้น					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง 5	เห็น ด้วย 4	เฉยๆ 3	ไม่เห็น ด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
10	ครูให้เวลาเพียงพอในการปฏิบัติงานแต่ละครั้ง					
11	ความร่วมมือระหว่างครูและข้าพเจ้าในชั้นเรียนทำให้ข้าพเจ้ามีพัฒนาการด้านการพูดภาษาอังกฤษดีขึ้น					
12	ข้าพเจ้าชอบทำงานกับเพื่อนๆ ในห้อง					
13	ข้าพเจ้ามีความมั่นใจ เมื่ออยู่ในกลุ่มเพื่อนๆ					
14	ข้าพเจ้ายินดีที่จะทำตามข้อตกลงในกลุ่มกับเพื่อนๆ เสมอ					
15	ข้าพเจ้าได้แลกเปลี่ยนความคิดเห็นกับเพื่อนๆ					
16	ข้าพเจ้ามีความรู้สึกว่าตนเองมีประโยชน์ต่อกลุ่มมากพอสมควร					
17	ข้าพเจ้าชอบแบ่งปันความคิดเห็นกับเพื่อน					
18	ข้าพเจ้าชอบที่จะช่วยเหลือเพื่อนๆ ต่องานที่ได้รับมอบหมาย					
19	ข้าพเจ้าชอบเข้าร่วมกิจกรรมกลุ่มกับเพื่อนๆ ที่เรียนอ่อนกว่า					
20	ข้าพเจ้าชอบการแข่งขันกับเพื่อนๆ ต่างกลุ่ม					

ขอขอบคุณในการให้ความร่วมมือตอบแบบสอบถาม

นางสาวล่อม ศรีเจริญ

ผู้วิจัย

## ภาคผนวก ก

## ผลการประเมินความสามารถทางการพูดของผู้เรียน

St. no.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
1	24	27	22.75	25	22.5	27.5
2	23.75	24.5	25	25.5	22.25	25.5
3	21.75	25.25	21.75	23.5	21.75	22
4	20.25	24.5	25	22	22.25	24
5	22.5	26.5	25.5	25	27.25	26
6	25.5	27.75	24.25	27	25.25	27.5
7	20.75	24.5	22.5	24	22.75	26.5
8	23.75	26	24	25.5	22.5	26.5
9	22.75	25.25	23.25	23.5	22.75	24.5
10	21.75	27	24.25	26.5	23.75	27
11	23.25	24.5	24.75	26.5	23.25	25.5
12	24.5	26.5	24.5	25.5	26.5	25
13	28.25	30.25	26.75	27	28.5	30
14	24.5	29.25	26	26	25.75	27.5
15	21.75	27.5	24.25	26.5	23.25	25.5
16	23.5	26.5	25.5	25	25.25	26.5
17	22.25	27.75	23.75	25.5	23.5	28
18	26.75	27	22.25	25.5	24.75	25
19	24	24.5	24.5	25.5	23	27.5
X	23.447	26.421	24.236	25.289	24.039	26.184
S.D.	1.974	1.662	1.308	1.294	1.900	1.749

ภาคผนวก ข

ภาพประกอบกิจกรรมการเรียนรู้การสอนโดยใช้กิจกรรมการเรียนรู้แบบเน้นงานปฏิบัติ



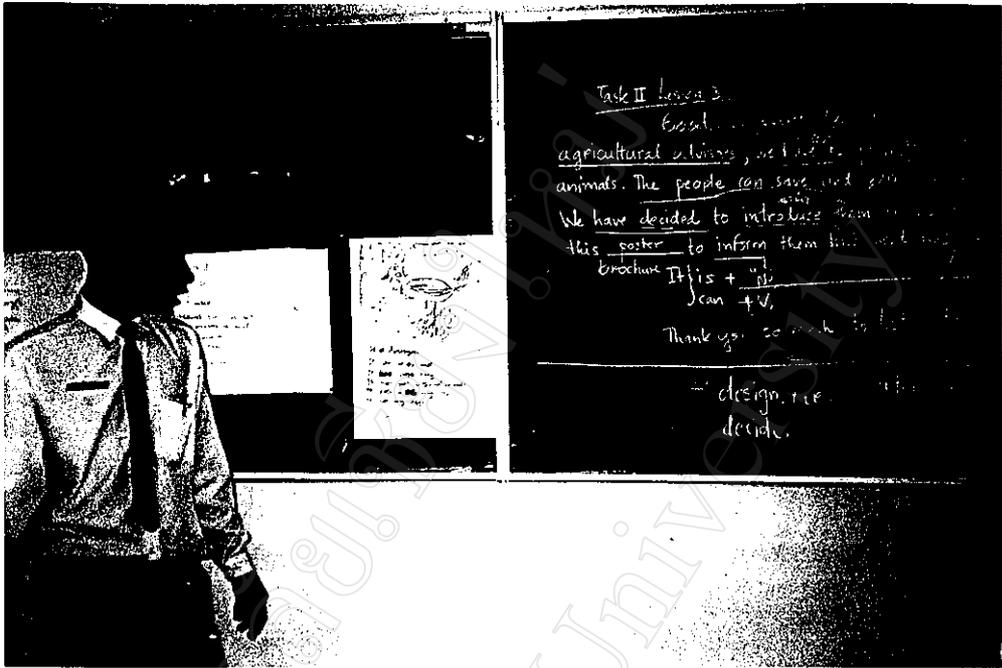
ชั้นก่อนปฏิบัติงาน ครูนำเสนอหัวข้อในการเรียน ศัพท์ วลีที่เป็นประโยชน์ ผู้เรียนเตรียมตัวทำงาน



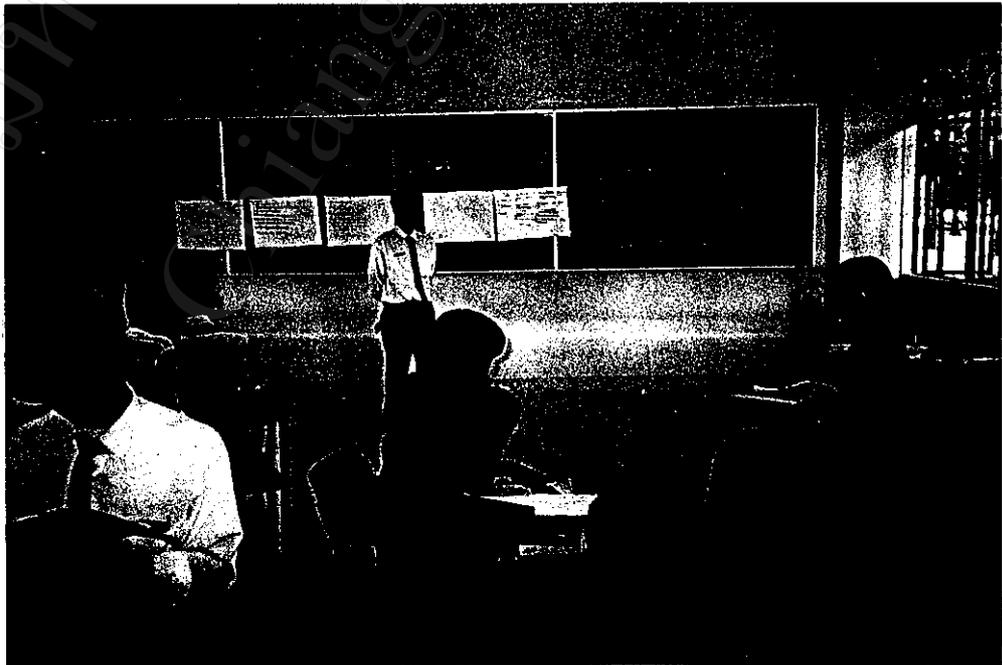
ชั้นปฏิบัติการ ผู้เรียนทำงานเป็นคู่ กลุ่มย่อยและ เตรียมรายงานต่อชั้นเรียน



ชั้นปฏิบัติการ ครูเฝ้าดูผู้เรียนอยู่ห่างๆ คอยกระตุ้นผู้เรียน และให้ความช่วยเหลือเมื่อผู้เรียนต้องการ



ชั้นปฏิบัติการ ผู้เรียนนำเสนอผลงานของกลุ่มต่อชั้นเรียน



ชั้นปฏิบัติการ ผู้เรียนที่นำเสนอผลงาน ตอบข้อซักถามของเพื่อนและครูเกี่ยวกับงานที่เสนอไปแล้ว



ชั้นหลังปฏิบัติงาน ผู้เรียน และครูร่วมกันอภิปรายรูปแบบภาษา คำศัพท์ วลีที่ได้จากการปฏิบัติงาน

## ประวัติผู้เขียน

ชื่อ - สกุล	นางสาวลม่อม ศรีเจริญ รหัส 4122609
วัน เดือน ปี เกิด	6 ตุลาคม 2513
ที่อยู่ปัจจุบัน	101 หมู่ 3 ตำบลอ้อมน้อย อำเภอกระทุ่มแบน จังหวัด สมุทรสาคร 74130
ประวัติการศึกษา	พ.ศ. 2532 สำเร็จการศึกษาระดับมัธยมศึกษาตอนปลาย จาก โรงเรียนมัธยมวัดหนองแขม กรุงเทพฯ พ.ศ. 2536 สำเร็จการศึกษาระดับปริญญาตรี สาขาภาษาอังกฤษ คณะ มนุษยศาสตร์ มหาวิทยาลัยเชียงใหม่
ประสบการณ์การทำงาน	พ.ศ. 2536 - ปัจจุบัน อาจารย์สอนวิชาภาษาอังกฤษ วิทยาลัยเกษตรและเทคโนโลยีกำแพงเพชร อำเภอเมือง จังหวัดกำแพงเพชร