

มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

ภาคผนวก

## ภาคผนวก ก

## รายนามผู้เชี่ยวชาญ

1. อาจารย์นฤมล วุฒิปรีชา อาจารย์ฝ่ายวิชาการ โรงเรียนวัดสวนดอก  
อำเภอเมือง จังหวัดเชียงใหม่
2. อาจารย์สุนทรี มณีเนท อาจารย์สอนวิชาภาษาไทยเป็นภาษาที่ 2

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## แบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษ

## คำชี้แจง

1. แบบสอบถามฉบับนี้ ต้องการสอบถามความรู้สึกหรือการกระทำของนักเรียนในวิชาภาษาอังกฤษ ขอให้นักเรียนพิจารณาคำถาม และตอบให้ตรงกับความรู้สึกที่แท้จริงของนักเรียน
2. วิธีตอบแบบสอบถาม คือให้นักเรียนอ่านข้อความแต่ละข้ออย่างละเอียดก่อน แล้วทำเครื่องหมาย X ลงในช่องที่ตรงกับความรู้สึกของนักเรียนมากที่สุด
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6.	เมื่อเปรียบเทียบกับวิชาอื่น ๆ ข้าพเจ้าชอบ ภาษาอังกฤษ.....	.....	.....	.....	.....	.....
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	ความรู้สึกหรือการกระทำ	มาก ที่สุด	มาก	ปาน กลาง	น้อย	น้อย ที่สุด
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15.	ข้าพเจ้าฝึกพูดภาษาอังกฤษคนเดียว.....	.....	.....	.....	.....	.....
16.	ข้าพเจ้าอยากพูดภาษาอังกฤษกับชาวต่างประเทศ..	.....	.....	.....	.....	.....
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23.	ข้าพเจ้าอยากจดเนื้อเพลงภาษาอังกฤษ.....	.....	.....	.....	.....	.....

## ภาคผนวก ค

แบบสำรวจความต้องการและความสนใจเกี่ยวกับกิจกรรมการเรียนภาษาอังกฤษ  
เพื่อพัฒนาทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสาร

## คำชี้แจง

แบบสำรวจนี้ต้องการทราบความต้องการและความสนใจของนักเรียนเกี่ยวกับลักษณะกิจกรรมการเรียนภาษาอังกฤษ ความต้องการในด้านที่เกี่ยวกับบรรยากาศและสื่ออุปกรณ์การเรียนการสอน และเนื้อหาทางการเรียนการสอนที่นักเรียนสนใจต้องการเรียนรู้ ให้นักเรียนอ่านข้อความแต่ละข้อ แล้วทำเครื่องหมายกากบาท (X) ลงในช่องที่ตรงตามความต้องการและความสนใจของนักเรียน

	ข้อความ	ระดับความต้องการและความสนใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ตอนที่ 1	ความต้องการและความสนใจเกี่ยวกับลักษณะกิจกรรมการเรียนภาษาอังกฤษ 1.1 ต้องการทำกิจกรรมเดี่ยว..... 1.2 ต้องการทำกิจกรรมคู่..... 1.3 ต้องการทำกิจกรรมกลุ่มย่อย..... 1.4 ต้องการทำกิจกรรมเป็นชั้น..... 1.5 ต้องการพัฒนาทักษะการฟัง-พูด..... 1.6 ต้องการพัฒนาทักษะการอ่าน-เขียน.....					
ตอนที่ 2	ความต้องการและความสนใจเกี่ยวกับบรรยากาศและสื่ออุปกรณ์การเรียนการสอน 2.1 ต้องการเรียนในบรรยากาศที่ผ่อนคลาย..... 2.2 ต้องการเรียนโดยการท่องจำ.....					

	ข้อความ	ระดับความต้องการและความสนใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	2.3 ต้องการเรียนโดยการปฏิบัติ.....	.....	.....	.....	.....	.....
	2.4 ต้องการเรียนโดยมีสื่อ เช่น ของจริง รูปภาพ วีดีโอ เป็นส่วนประกอบ.....	.....	.....	.....	.....	.....
	2.5 ต้องการเรียนจากแถบบันทึกเสียง	.....	.....	.....	.....	.....
ตอนที่ 3	เนื้อหาทางการเรียนการสอน ภาษาอังกฤษที่ผู้เรียนสนใจต้องการ เรียนรู้					
	3.1 การแนะนำตนเองและการทักทาย ผู้อื่น.....	.....	.....	.....	.....	.....
	3.2 การแนะนำและบอกเล่าเกี่ยวกับ ครอบครัว ญาติพี่น้อง และเพื่อนฝูง.....	.....	.....	.....	.....	.....
	3.3 การฉลองวันเกิด.....	.....	.....	.....	.....	.....
	3.4 การบอกตำแหน่งของสิ่งของต่าง ๆ	.....	.....	.....	.....	.....
	3.5 การอธิบายรูปร่าง สี และลักษณะ ของสิ่งต่าง ๆ.....	.....	.....	.....	.....	.....
	3.6 การถามตอบเรื่องเวลา.....	.....	.....	.....	.....	.....
	3.7 การถามตอบเรื่องทิศทาง.....	.....	.....	.....	.....	.....
	3.8 การปรุงอาหาร ตำรา และวิธีทำ..	.....	.....	.....	.....	.....
	3.9 การสนทนาทางโทรศัพท์.....	.....	.....	.....	.....	.....
	3.10 การเสนอหรือขอความช่วยเหลือ	.....	.....	.....	.....	.....
	3.11 การสั่งอาหาร.....	.....	.....	.....	.....	.....
	3.12 การสอบถามราคา.....	.....	.....	.....	.....	.....
	3.13 ชื่อประเทศ บุคคล และถิ่นที่อยู่..	.....	.....	.....	.....	.....
	3.14 การกรอกแบบฟอร์ม.....	.....	.....	.....	.....	.....
	3.15 การเขียนจดหมาย.....	.....	.....	.....	.....	.....
	3.16 การเขียนบันทึกประจำวัน.....	.....	.....	.....	.....	.....
	3.17 การอ่านโฆษณา.....	.....	.....	.....	.....	.....

## ภาคผนวก ง

แบบสัมภาษณ์ความคิดเห็นของครูผู้สอนภาษาอังกฤษที่มีต่อความต้องการ  
ด้านการเรียนการสอนเพื่อการสื่อสารและกิจกรรมการเรียนการสอน  
นักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนวัดสวนดอก  
อำเภอเมือง จังหวัดเชียงใหม่

## คำชี้แจง

แบบสัมภาษณ์เพื่อได้ทราบความคิดเห็นเกี่ยวกับความต้องการด้านการเรียนการสอน  
เพื่อการสื่อสารและกิจกรรมการเรียนการสอนภาษาอังกฤษ ทั้งนี้เพื่อพัฒนากิจกรรมการเรียน  
การสอนให้ได้ผลตรงตามวัตถุประสงค์และบริบทจริงในชั้นเรียน

1. ท่านมีความเห็นว่า แนวทางการสอนภาษาอังกฤษในปัจจุบันมุ่งเน้นในประเด็นใด
2. การจัดกิจกรรมการเรียนการสอนที่ควรจะเป็น เช่น การปรับเปลี่ยน เพิ่มเติมเนื้อหา  
ตามความเหมาะสมของผู้เรียนในโรงเรียนของท่าน ควรดำเนินการเช่นไรบ้าง
3. อะไรบ้างคือสิ่งที่จะช่วยให้กิจกรรมการเรียนการสอนเป็นประโยชน์แก่ผู้เรียน  
มากที่สุด
4. ในการสอนตามขั้นตอนต่าง ๆ ทั้ง 3 ขั้น คือ ขั้นนำเสนอ ขั้นฝึกหัด และขั้นการใช้  
ภาษาควรใช้วิธีการใดบ้าง เพื่อให้ผู้เรียนได้เรียนรู้และใช้ภาษาอังกฤษในชั้นเรียนให้ได้มากที่สุด
  - 4.1 ในขั้นนำเสนอ ซึ่งครูเป็นผู้เสนอเนื้อหาการสอน วิธีการสอนแบบใดที่เหมาะสม  
กับผู้เรียนในวัยประถมศึกษา สิ่งใดบ้างจะเป็นประโยชน์ และสร้างความเข้าใจและแรงจูงใจ  
ในการเรียน
  - 4.2 ในขั้นการฝึก ผู้เรียนควรได้ฝึกการใช้ภาษาและทักษะในด้านใดมากที่สุด  
และทำไม
  - 4.3 ในขั้นการผลิต มีกิจกรรมทางภาษาแบบใด ที่จะจูงใจให้ผู้เรียนได้นำความรู้  
ในขั้นการสอนที่ 1 และ 2 มาใช้ปฏิบัติได้บ้าง ลักษณะกิจกรรมควรเป็นแบบคู่หรือเดี่ยว  
หรืออย่างไร และเพราะอะไร

## ภาคผนวก จ

## แบบประเมินประสิทธิภาพของกิจกรรมการสอนตามแบบผสมผสาน

ชื่อ - สกุลของผู้เชี่ยวชาญ.....ตำแหน่ง.....  
 สถานศึกษาที่สังกัด.....อำเภอ.....จังหวัด.....  
 กิจกรรมในแผนการสอนที่.....

คำชี้แจง : ทำเครื่องหมายถูก (☐) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

หัวข้อ	เนื้อความ	ประเมินประสิทธิภาพของกิจกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
จุดประสงค์ การเรียนรู้ และเนื้อหา	1. กิจกรรมนี้เน้นเนื้อหาตามจุดประสงค์ ที่กำหนดไว้ในแผนการสอน..... 2. เนื้อหาสอดคล้องกับจุดประสงค์ การเรียนการสอน 2.1 กิจกรรมอาศัยการทบทวนความรู้ เดิมเป็นพื้นฐานความรู้ใหม่..... 2.2 กิจกรรมสร้างเจตคติเชิงบวก ต่อผู้เรียน..... 2.3 กิจกรรมสร้างความสนใจต่อ ผู้เรียน..... 2.4 ผู้เรียนมีโอกาสได้ยินได้ฟัง ภาษาเป้าหมาย ได้สังเกตรับรู้ การใช้ภาษาเป้าหมายจากผู้สอน 2.5 ผู้เรียนได้รับเนื้อหาทางภาษาที่ เหมาะสมกับระดับความรู้.....	.....	.....	.....	.....	.....

หัวข้อ	เนื้อความ	ประเมินประสิทธิภาพของกิจกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ชั้นเสนอ เนื้อหา	3. ผู้สอนอาศัยสื่ออุปกรณ์เป็นเครื่องมือ ช่วยให้ข้อมูลป้อนสร้างความเข้าใจ และความสนใจได้.....	.....	.....	.....	.....	.....
ชั้นการฝึก	4. สื่ออุปกรณ์มีความเหมาะสมต่อ ผู้เรียน.....	.....	.....	.....	.....	.....
	5. ผู้สอนใช้ภาษาเป้าหมาย.....	.....	.....	.....	.....	.....
	6. ผู้สอนให้ข้อมูลใหม่ทางภาษาที่ สัมพันธ์กับข้อมูลทางภาษาที่ผู้เรียน มีอยู่เดิม.....	.....	.....	.....	.....	.....
	7. กิจกรรมการสอนลดแรงต้าน.....	.....	.....	.....	.....	.....
	8. กิจกรรมการสอนสร้างแรงจูงใจ.....	.....	.....	.....	.....	.....
	9. กิจกรรมการฝึกซึ่งเร่งรัดกระตุ้นให้ ผู้เรียนได้ใช้ภาษาเป้าหมาย ประกอบด้วย	.....	.....	.....	.....	.....
	9.1 ผู้เรียนได้รับการกระตุ้นและ สนับสนุนให้ใช้ภาษาเป้าหมาย..	.....	.....	.....	.....	.....
	9.2 ผู้เรียนมีโอกาสฝึกใช้ ภาษาเป้าหมายโดยการฟัง พูด..	.....	.....	.....	.....	.....
	9.3 ผู้เรียนมีโอกาสฝึกใช้ภาษา เป้าหมายส่งเสริมการเรียนรู้.....	.....	.....	.....	.....	.....
	9.4 บรรยากาศสิ่งแวดล้อมใน ชั้นเรียนส่งเสริมการเรียนรู้.....	.....	.....	.....	.....	.....
	9.5 กิจกรรมเน้นการปฏิสัมพันธ์ ในชั้นเรียน.....	.....	.....	.....	.....	.....
9.6 ผู้เรียนมีบทบาทในชั้นเรียน.....	.....	.....	.....	.....	.....	

หัวข้อ	เนื้อความ	ประเมินประสิทธิภาพของกิจกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ขั้นการใช้ ภาษา	10. ผู้เรียนมีโอกาสใช้ข้อมูลที่ได้เรียน ในการปฏิบัติงาน.....	.....	.....	.....	.....	.....
	11. ผู้เรียนมีความร่วมมือปฏิสัมพันธ์กัน ในการปฏิบัติงาน.....	.....	.....	.....	.....	.....
	12. ผู้เรียนได้รับผลจากการปฏิบัติงาน ที่เห็นได้ชัดเจน.....	.....	.....	.....	.....	.....
	13. ผู้เรียนได้รับการส่งเสริมและกระตุ้น ให้เกิดแรงจูงใจในการใช้ภาษา จากงานที่ปฏิบัติ.....	.....	.....	.....	.....	.....
	14. กิจกรรมในขั้นนี้ให้โอกาสผู้เรียน ได้ใช้ภาษาเป้าหมายอย่างมี ความหมาย.....	.....	.....	.....	.....	.....
	15. ผู้เรียนมีบทบาทในชั้นเรียน.....	.....	.....	.....	.....	.....

## ภาคผนวก จ

## แผนการสอน

Plan 1

**Class :** Prathom 6  
**Topic :** Hello ! Hi !  
**Time :** 9 periods ( hours)

**Terminal Objective :**

Student should be able to ask and answer question giving some information about themselves.

**Enabling Objectives :** Student should be able to :

1. Answer questions about themselves giving family name, occupations of the parents, telephone number.
2. Act according to words hearing from a song.
3. Ask and answer questions among their friends.
4. Work in a group of three according to the instructions given in the role card - to request information and take notes on answers obtained.
5. Write a paragraph to introduce a friend by using the notes that have been taken in #4.

**\*Vocabulary :** first name, family name, housewife, merchant, driver, telephone number, government worker, seller, guard, dish washer, house keeper, janitor, etc.

**Teaching Aids :** hand puppet, a song, "Hello ! Hi !" from a cassette tape, Chiang Mai Map.

\* Before starting the lesson establish or create a supportive learning atmosphere. Give the students some explanation about what is going to be done in class, why and how.

This explanation will be given in their native language so the students will feel comfortable that they have understood the expectations clearly.

The teacher will then speak the target language throughout the lessons, especially during the presentation and the practice period. This might be difficult for the students at the very beginning but the teacher will try her best to help them understand what she has said or what has to be done. Students should be able to feel free to ask or to answer questions and to give their opinion at anytime. They are allowed to use their native language in class in response to the teacher or friends. If they don't feel like answering they are not compelled to do so. There will be no scolding, yelling, no judging whether an answer is right or wrong but the students should be encouraged to listen to the teacher's response carefully. Students should be learn in a joyful and an amusing atmosphere. Cooperation is the core of the purpose for optimum mutual benefit to be gained by the students and the teacher.

The teacher will use some phrases so often that student will get used to hearing them and the meaning from the context. Those phrases are for example: "Listen again;" "Speak louder, please;" "Repeat, please" or "I'll say that again." etc. The students are also asked to look, listen and think or guess carefully how the English language is used and try to show their understanding by speaking (either Thai or English) or acting out.

### Presentation

1. The teacher introduces herself slowly, in an informal friendly way.

1.1 She will say :

"Hello !"

"My name is Soontari. My family name is Maneenop."

"I'm from Bangkok."

"Now, I live at Hong Dong, in Chiang Mai." (Showing the place on the map.)

"My telephone number is 441099."

"My father is a policeman." (Showing a picture of a policeman).

With a hand puppet, She asks the puppet questions and has the puppet answer.

1.2

Teacher	Puppet
"What's your name?"	My name is Peter Rabbit.
"Where are you from?"	I am from Bangkok.
"Where do you live now?"	I live at Hong Dong.
"Do you live in Chiang Mai?"	Yes, I do
"What's your telephone number?"	441-099
"What does your father do?"	He is a guard.
"Do you like staying in Chiang Mai?"	Yes, I do.

1.3 Write each question on the board. Write a short answer underneath.

1.4 Use some students who are slightly more fluent than the others as models too.

1.5 The teacher wraps up the conversation by writing a short paragraph (on a prepared sheet of paper) reporting the information gained from the conversation, puts it on the board, reads the passage and asks the target questions. The paragraph will be as follows :

"Soontari is a name of a teacher. She is from Bangkok. Now she lives at Hong Dong, is Chiang Mai. Her telephone number is 441-099. Her father is a policeman. She likes staying in Chiang Mai."

### Practice

1. The teacher asks the students to divide into 5 groups. Each group sits in a circle.

2. The teacher lets the students listen to a song, "Hello ! Hi !" and writes the words on the board.

3. The teacher and the students sing along and use appropriate actions-act accordingly such as, wave their hands when they sing "Hello !Hi !" and shake hands with their friends when they sing "How do you do?" "Where are you from?" etc.

4. The teacher reviews the conversation with puppet one more time and she sometimes switch the questions to some students, has them answer questions.

5. The teacher writes the whole dialogue on the board.

6. The teacher has students in each group ask and respond to chain questions. Student number one introduces her/himself by saying, "Hi, my name is..." and asks, "What's your name ?" Then the student who sits next to him/her answers the question and asks the next one, "Where are you...?"

### Production Task - based

Activity goal type : communicative - to establish and maintain interpersonal relationship by questioning and answering according to the role cards given and reporting information gained back to the class.

Input - role cards

Activity types : Two - way information gap task - students find out information from a friend.

1. The students number themselves by counting from 1 to 6 repeatedly around the class and they are divided into 6 groups. Those who are number 1 form a group and also 2,3, 4, 5, 6.

2. The teacher hands out role cards - providing information : name, family name, occupation of the parents, home town, address, telephone number, and questions. Each student has to find out the answers from other students.

3. Students in each group take turns interviewing each other and note down the information gained. (Student No.1 interviews student No.2 and student No.2 interviews students No.3 and the student No.3 interviews student No.1)

4. Each group votes for a representative to be a reporter and reports to the class about a friend in the group.

#### Evaluation 1.1

##### Listening and speaking

The teacher reads the following questions, students listen carefully and mark down the appropriate answer on the answering sheet.

Teacher reads each question and has the students circle the appropriate answer starting from question #1 and then #2 etc.

1. What's your name?
2. Where are you from?
3. Where do you live now?
4. What's your telephone number?
5. What does your father do?

1. Circle the appropriate answer.

1. It's 441-009
2. My name is Anake.
3. I come from Chiang Rai.
4. I live in San Pa Tong.
5. He is a shopkeeper.

2. Circle the appropriate answer.

1. It's 441-099.
2. My name is Anake.
3. I come from Chiang Rai.
4. I live in San Pa Tong.
5. He is a shopkeeper.

3. Circle the appropriate answer.

1. It's 441-099.
2. My name is Anake.
3. I come from Chiang Rai.
4. I live in San Pa Tong.
5. He is a shopkeeper.

4. Circle the appropriate answer.

1. It's 441-099.
2. My name is Anake.
3. I come from Chiang Rai.
4. I live in San Pa Tong.
5. He is a shopkeeper.

5. Circle the appropriate answer.

1. It's 441-099.
2. My name is Anake.
3. I come from Chiang Rai.
4. I live in San Pa Tong.
5. He is a shopkeeper.

### Reading and writing

Read the following passages and answer the questions.

Hello !. My name is Ruth and my family name is Smith. I am a girl. I come from Australia. I am 12 years old. I live at Hang Dong in Chiang Mai. My telephone number is 426677. My father is a government worker. My mother does not work. She is a housewife.

Bye,

Ruth Smith

Circle the correct answer.

1. What is the girl's name?

Her name is

- a. Anet.                      b. John.                      c. Ruth.

2. Where does she live ?

- a. San Pa Tong.              b. Chiang Rai.              c. Chiang Mai.

3. What does her father do?

- a. government worker.      b. janitor.                      c. teacher.

4. What does her mother do ?

She is a

- a. teacher.                      b. housewife                      c. seller.

5. What is "426777" ? It's a.....

- a. house number              b. lottery number              c. telephone number.

## Hand out for Plan 1

My name is      Damrong.  
                     Wanida.  
 Lalita.            My family name is Spawarak.  
                     Kasem.

---

My mother is a    doctor.  
                     nurse.            My father is a    policeman.  
                     teacher.                            doctor.  
                     housewife.                        shopkeeper.  
    soldier.

---

I'm from      Chiang Rai  
 Mae Hong Sorn.    I live in Chiang Mai now.  
                     Phrae.  
                     Lampang.

---

My address is    24/1 Arak road. Chiang Mai  
                     20 Muu. 5., Hang dong district, Chiang Mai.  
                     50/1 Doi Saket, Chiang Mai

---

My telephone number is 280-365.

## Questions :

1. What is your name?
2. Where are you from?
3. Where do you live now?
4. What's your address?
5. What's your telephone number?
6. What does your mother/and father do?

## Answers :

1. My name is... .
2. I'm from... .
3. I live in...now.
4. My address is... .
5. My telephone number is... .
6. My mother is a... .  
 and my father is... .

**Class :** My Friends

**Time :** 9 periods

**Terminal Objective :** Student should be able to describe people.

**Enabling Objectives :** Student should be able to :

- \*\*
1. Name and describe friends.
  2. Ask and respond to questions about friends.
  3. Report in oral and written form.
  4. Read simple worksheets about the topic.

**\*\*Vocabulary :** Short, tall, thin, fat, long, curly, straight, black, brown, eyes, hair, earrings, hairclip, freckle, fun, really terrific, important, excellent, nice, delightful, he, she, his, her.

**Teaching Aids :** A song, "You are a friend of me." Portraits of boys and girls, photographs, worksheets.

**Presentation :**

The teacher has the students listen to the song, "You are a friend of me." a few times and writes some vocabulary along with meaning on the board. She encourages the whole class to sing along and act freely by turning to a friend and using appropriate gestures according to the words in the song. Students clap their hands at the end of the song.

The teacher introduces all the key vocabulary by modeling the pronunciation using people's portraits to help students understand. Then she hands out worksheet #1 and goes through the instructions in the worksheet with the students. Demonstrating

the horizontal and vertical grids. The teacher encourages the students to read aloud words found on the grid and then revises known vocabulary and introduces new words and phrases. The teacher makes a frame on the board and draws pictures of a female and a male friend. The pictures don't need to be neat and perfect ones. (Sometimes the worse the teacher's drawing is the more comfortable students feel doing the activity). Then the teacher talks about the pictures and goes through the words and sentences orally. The teacher asks the students, "What do you think his/ her name is?" or "Do you know who he/she is?", "Does he/she have...or...?", "Is he/she fun (or real terrific, important, excellent, nice, etc.?) Have the students answer first in unison and then in groups of three or four. If any students are slightly more fluent than the others, the teacher uses the fluent students as models too.

#### Production - Task - based

Activity goal type : communicative - to establish and maintain interpersonal relationships by exchanging attitudes and opinions through asking and answering questions. The students describe what their friends look like and listen to other friends describing his/her friends.

Partner Activity : Each student draws picture of a friend and writes words to describe the picture using vocabulary on the board. They are allowed to ask for any other descriptive words from the teacher who will list them on the board and illustrate the vocabulary and clarify any concepts with drawings or use examples from the students themselves. Several students are asked to describe the portraits to the class. The students are allowed to stand in a group, as they speak, so that they gain more confidence and feel more secure. As a student shows his/her picture to the class, the teacher will encourage him/her to ask his/her friends the questions that have been learned in the previous lessons. Later on the student had his/her friends guess whose picture it is. The teacher gives compliments to those who are "brave" enough to volunteer or to be volunteered to answer. A piece of candy or a stamp on the wrist for the first student who can guess correctly as a reward and motivation.

## Friends

## Worksheet 1

Find all the friend words and circle them

s	h	o	r	t	c	s
e	a	o	u	h	u	t
i	i	l	y	i	r	r
b	r	o	w	n	l	a
l	e	n	h	b	y	i
a	y	g	a	g	n	g
c	e	c	i	i	p	h
k	s	e	r	b	I	t

Short   straight   thin   brown   long   clip   hair   black   big   curly   eyes

มหาวิทยาลัย  
Chiang Mai

**Friends**

**Work Sheet 2**

**My Friends**



This is my.....

Her/His name is.....

She/He is.....

She/her has.....

Test 1 (Listening and speaking)

Listen and put number according to the teacher's reading

The teacher reads : 1. My friend is thin 2. She has curly hair 3. He is big 4. His hair is black 5. She has a hair clip	รูป คนผมหยิก คนผมดำ คนมีกิ๊ปติดผม คนอ้วน คนผอม	write number here. _____ _____ _____ _____ _____
--	---	---

Test 2 (Reading and writing)

Read and draw a line from the word to the picture.

1. Her hair is long.
2. He has earrings.
3. She has big black eyes.
4. He has short hair.
5. He has curly hair.



**Class :** Prathom 6

**Topic :** My family

**Time :** 9 periods (120 minutes)

**Terminal Objective :** Student should be able to describe family.

**Enabling Objectives :** Student should be able to :

1. Name family members.
2. Describe family members.
3. Report in oral and written form.
4. Exchange information about the topic.
5. Read simple worksheets about the topic.

**Vocabulary :** boy, girl, baby, woman, man, mum, dad, mother, father, brother, sister, parents, grandmother, grandfather, grandpa, grandma, grandchild, family, aunt or auntie, uncle, cousin, niece, nephew, stepmother, stepfather, husband, wife, son, daughter, pets.

**Pronouns** he, she, I, we, they

**Possessive** my, his, her, our, their

**Adjectives** old, young, older, younger, big, little, small

**Verbs** is/are, has/have, live/lives, go/goes, work/works

**Structures of the language to be learned :**

I am....., This is my....., That's my.....

Is that your.....?

He's/She's my....., Is he/she your.....?

They are....., Are they.....?

Do you have any.....?

How many.....do you have ?

I have.....

How many children are in your family ?

Is your family big or small ?

**Teaching Aids :** visual aids such as pictures, photographs brought to class by some students as requested, magazines with a lot of pictures of families. worksheets.

**Presentation :**

First introduce all the words, modeling the pronunciation using a photo of a family a student has brought from home as a starting point. Write the new vocabulary words on the board. Then talk to the students about the teacher's own family. Have \*\*the students open their notebooks and write the new words and if they wish allow them to write their native language equivalent next to the word. Encourage students to form the habit of copying the important words and phrases into their notebook and also encourage them to draw rough family portrait and color them to make their own pictrorary.

The teacher again talks to the students about the families depicted in the magazines ans newspapers, who is who. Model the vocabulary as she points to each corresponding illustration. The teacher sometimes switches to students and ask questions as appropriate. "Do you have any sisters or brothers ?", "How many sisters do you have ?" "How many brothers?"

Ask about names so as to review the previous vocabulary and structures learned, "What is you mother's name ?." etc. Explain the concept of stepmother, stepfather and pets. Have students talk about their own families and the families in the illustrations by asking questions such as, "What are their names ?." "What do they do?." Have students answer in groups, in pairs and individually.

**Practice Partner Activity :**

Teacher gives students time to draw their families and pets. Students are allowed to draw illustrations that resemble each family members. Teacher revises known vocabulary and has the students do the partner interview using worksheet 1 as a guideline.

**Worksheet 1****Worksheet 1.**

1. Is your family big or small ?

My family is.....

2. How many people are in your family ?

There are.....

3. How many brothers and sisters do you have ?

I have.....brothers and .....sisters.

4. Are they older or younger ?

They are.....

5. Do you have a pet ?

Yes, I do/No, I don't.

6. What's your pet ?

It's a .....

**Production Task - based**

Activity goal type : Communicative - to establish and maintain interpersonal relationships by exchanging information about his/her own family and a friend's family and report information make to the class.

Input : Student's family portraits

Activity type : A two - way task. Each student shares his/her information, "My family" task.

Task : Have the students divide into group of five and discuss friends' portrait drawn earlier. The teacher helps as needed and tries to encourage each group to ask about names, ages, where they live and the names of the pets. If there are any pets which have not had names encourages the students to decide the names of their pets.

Students from each group report to the class by taking turns telling the class about his/her own family.

### Evaluation Test for plan 3

#### Listening and speaking

Look at the picture and listen to the teacher and answer by circling the letter ( a ) or ( b ) or ( c ) in front of every sentence.

1.



Paul Ann Dee Robert Mark Snoopy

1. Dee has
  - a. one brother.
  - b. two brothers.
  - c. three brothers.
2. Paul is Robert's
  - a. mother.
  - b. brother.
  - c. father.

3. How many children are there in the family ?
  - a. two children.
  - b. three children.
  - c. four children.
4. What is Mark's mother's name ?
  - a. Dee
  - b. Ann
  - c. Snoopy
5. Snoopy the a name of
  - a. The family's daughter.
  - b. The family's pet.
  - c. The family's son.

### Evaluation test for plan 3

#### Reading and writing

Read the following passage and answer the questions by underlining the correct answer.

Hi !. My name is Dee. There are five people in my family. My father's name is Paul. My mother's name is Ann. I have two brother and one dog. My brother's names are Mark and Robert. My dog's name is Snoopy.

1. How many people are in Dee's family ?.

There are (six, five, four) people in Dee's family.

2. How many brothers does Dee have ?.

Dee has (one, two, three) brothers.

3. How many sisters does Mark have ?.

Mark has (one, two, three) sister.

4. What is the father's name ?.

The father's name is (Paul, Robert, Mark).

5. What's the family's pet?.

It's a (cat, bird, dog).

**Class :** Prathom 6

**Topic :** My classroom

**Time :** 9 periods (120 minutes)

**Terminal Objective :** Students should be able to describe locations.

**Enabling Objective :** Students should be able to :

- \*\*\*
1. Give information about things in a classroom
  2. Tell about the location of the things
  3. Ask where the things are
  4. Transfer oral information to written form

**Vocabulary :** in, on, under, above, next to, opposite, in front of, between, behind, next to, floor, table, chair, window, door, bookshelf (shelves), the top shelf, the middle shelf, the bottom shelf, bookcase, lamp, bowl, radio, paper clip, and relies.

**Teaching Aids :** illustrations of a classroom, vocabulary cards, relies.

**Presentation :**

The teacher shows picture of a classroom and introduces vocabulary by pointing and asking :

"Look at the picture" "What do you see?" or "What is this ?" and have the students answer to check if the students need any new vocabulary. Then the teacher starts introducing the target vocabulary by saying : "Look at the clock !" The clock is above the bookcase." "Look at the books" The... etc.

"The clock is above the bookcase."

"The books are in the bookcase."

"The bookcase in on the wall."

"The teacher is in front of the room."

"The pen is under the chair."

"The blackboard is next to the whiteboard."

"The boy is opposite the girl."

"The desk is between the teacher and the students."

"The cat is behind the mouse."

### To practice

The teacher says each sentence and asks, "Where is...?" Have the students answer. Ask some students to replace the teacher's role. After a while the teacher points at some other things seen in the class and asks, "What is it?", starting from things students know and understand. If there will be anything students don't know the word for in English, urge them to ask, "What is it?" Make sure to write new words on the board and have the students pronounce.

### Practice

\*\* Divide the class into groups of five. Have each group sit in different corners of the classroom and describe objects they can see and where they are. Tell the students they must decide to ask the following questions and answers them accordingly : "What are these ?", "Where is... (either people or thing) ?", "Is it (or he, she) in front of... or behind etc. the...?"

### Producting Task - based

Activity goal : communicative - to establish and maintain interpersonal relationships by asking and answering questions about the location of things and people seen in an illustration and listen to friends report and vote for the best captions.

Students are asked to scatter all over the classroom. They are allowed to sit at any corner. Each student draws picture of the classroom according to what they have seen. The students are informed to aware that the purpose of the activity is to have their friends tell location of the things and people shown in their pictures. Therefore people, things and their locality should be emphasized either by colors or by thickening the lines. The students color the whole pictures if they wish and chooses a partner and take turn asking answering questions where things and people are. The partner also has to guess who is in the picture, too. Finally, each student writes a small passage to describe the friend's picture.

**Class :** P6  
**Topic :** Myself  
**Time :** 9 periods (120 minutes)

**Learning Objective :** Students should be able to use vocabulary to describe parts of body and health.

**Enabling Objectives :**

Students should be able to :

1. Name parts of the body.
- \* 2. Explain what's wrong with oneself.
3. Tell the class about someone's health.
4. Transfer oral information to written form.

**Vocabulary :** parts of the body such as - head, eyes, ears, nose, mouth etc.  
and words that explain symptoms

**Teaching Aids :** hand puppet, illustrations of a body and sick people

**Presentation :**

The teacher will do the followings :

1. Draw a picture that shows parts of the body.
2. Introduce different parts of the body and ask questions and have the students respond.
3. Illustrate the vocabulary about different symptoms and clarify any concepts with drawings on the board, or with actions.
4. Ask students to act out the symptoms shown on the board.

5. Model the conversation by using a confident student or a puppet as partner.

To practice

The teacher hands out dialogue 1 and 2 to the students and have them divide into pairs and practice the conversation either in dialogue 1 or dialogue 2 or both.

Students are also asked to act out the symptoms.

Dialogue 1

(A) Hello. How are you ?

(B) I'm not very well.

(A) What's the matter ?

(B) I've got a headache

(A) Oh I'm sorry. I hope you feel better soon

Dialogue 2

(A) Hello. How's your mother ?

(B) She's not very well

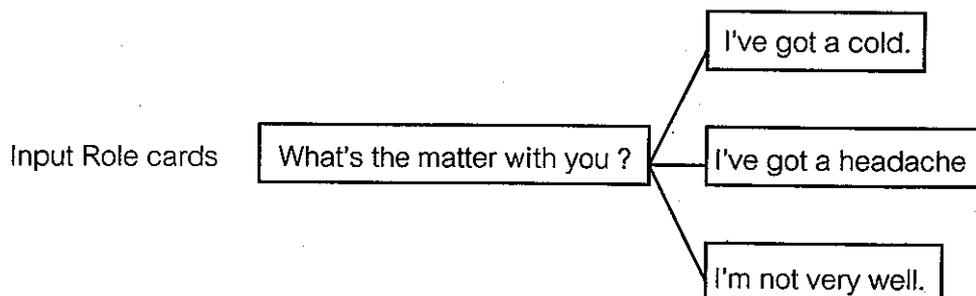
(A) What's the matter ?

(B) She's got a cold

(A) Oh, I'm sorry. I hope she feels better soon.

Production : Task - based

Activity goal type : communicative - to establish and maintain interpersonal relationships by asking questions and answering according to the role cards given and reporting to the class what's wrong with their partner.



Activity types Two - way information gap. Each student has to find out what's wrong with the partner and write a note to the teacher. Use the illustration on the board as a model. The report will be as follows.

**Example**

Date/ month/ 00

Dear Mrs. Maneenop:

Sorry (name of the partner) can't  
come to class. She/he is sick in bed.

She/he has (symptom)

(name of the student)

\_ / \_ / \_

Dear Mrs. Maneenop:

Sorry .....can't  
come to class. She/he is sick in bed.

She/he has.....

(symptom)

\_\_\_\_\_

Evaluation of plan 5 (Listening and speaking)

1. Listen and match the sentences with the right pictures.

What's the matter ?

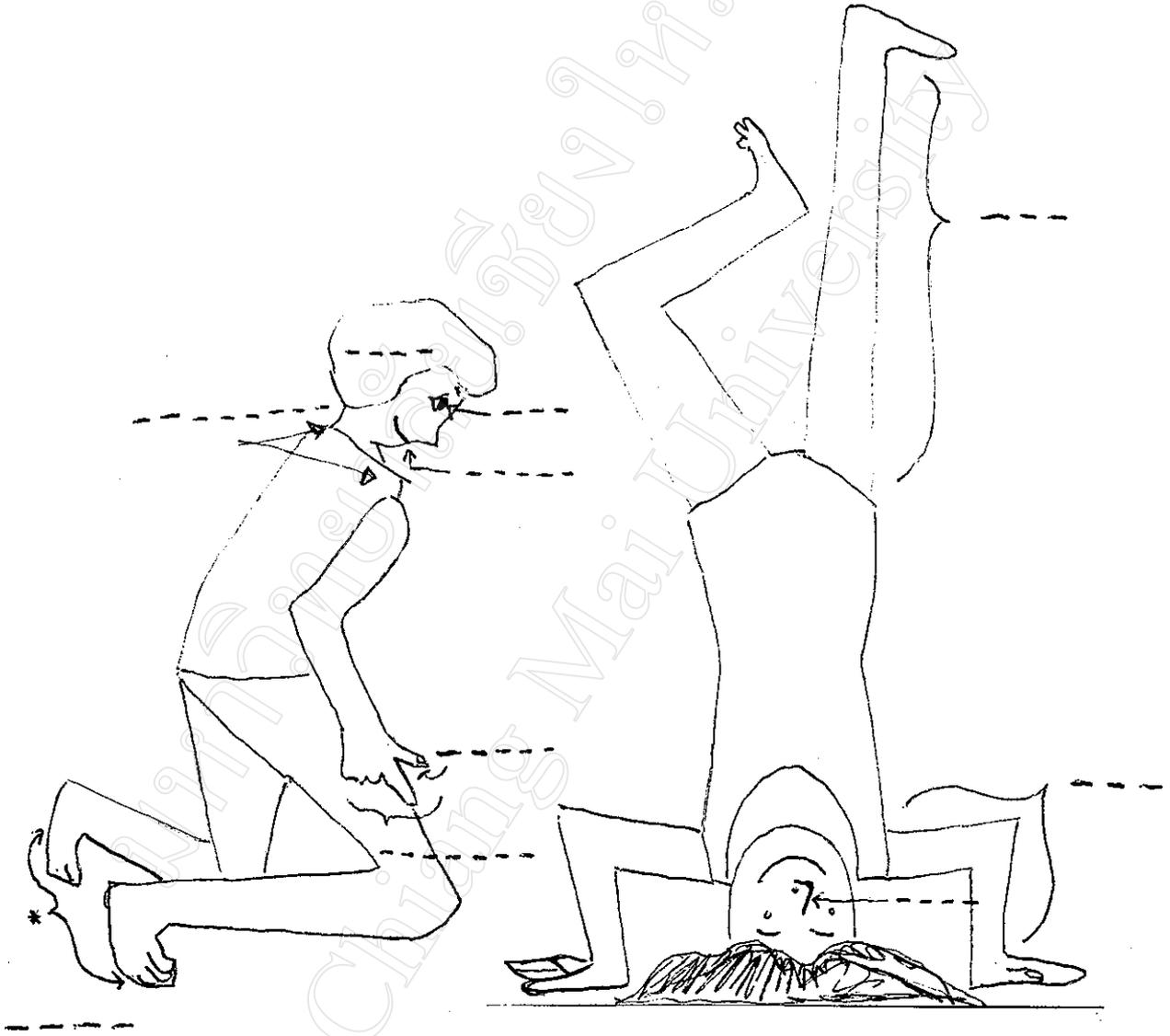


(for teacher)

Picture Number

- a) She has got a cold. ....
- b) He has got a sore foot. ....
- c) He has got a backache. ....
- d) She has got a headache. ....
- e) She has got a burn. ....

2) Fill in the blanks with words from the box



thumb	arm	eye	feet
head	fingers	leg	shoulder
mouth	nose		

**Topic :** Oh ! You are...

**Time :** 9 periods (120 minutes)

**Terminal Objective :** Students should be able to introduce themselves and others.

**Enabling Objective :**

Students should learn how to :

1. Introduce oneself appropriately.
2. Ask other's names.
3. Ask and answer questions about where someone is from.
4. Ask and answer questions about nationality.

**Vocabulary :** Name of persons, cities, nationalities - such as :

Annette George - New York - American

Haruyo Abe - Tokyo - Japanese

Nivaldo Lopez - Mexico City - Mexican

Jean Louis - Paris - French

Jackie Wells - London - English

- Structures :**
1. I'm.....
  2. What's your name ?
  3. Where are you from ?
  4. What's your nationality ?

**Teaching Aids :** Jazz Chants, Map of the World.

**Procedures :****Presentation :**

Warm up and presentation - to create a supportive learning atmosphere, the teacher will let the students listen to a Jazz Chants and lead the conversation to the nationalities and names of people heard on the tape. She will have some students point and tell where the countries and cities are located on the map. The teacher will let the students learn some names of people from the countries and will sometimes have the students guess the nationalities of some names. Using a hand puppet - the teacher pretends to have the following conversation with the puppet.

Puppet : Hello, my name's Peter Robbit. What's your name ?

Teacher : I'm Haruyo Abe

Puppet : Where are you from ?

Teacher : I'm from Japan

Puppet : Oh ! You are a Japanese, aren't you ?

Teacher : Yes, I am. And where are you from ?

Puppet : I'm from New York, America. I'm American.

After repeating the conversation a few times, the teacher then pauses at some phrases and lets the students complete the conversation. Names of people, \*\*countries, cities, and nationalities will be written on the board so that the students learn the written form of the spoken language subconsciously. The teacher then switches the role of the puppet to any students who volunteer to do the puppet's part. Later on the teacher will have another student to replace and carry on her part.

**Practice :**

Pair work - the students practice the conversation according to the following information card or whatever country or nationality they prefer. They are also allowed to ask questions if they don't know how to say the words.

Name		from		nationality
a. Anet George	--	New York	--	American
b. Princess Diana	--	London	--	English
c. Lalita Panyopart	--	Bangkok	--	Thai
d. Vanessa Mae	--	Hong Kong	--	Chinese
e. Seiji Tomo	--	Tokyo	--	Japanese

- How to :
1. Introduce yourself by saying. "Hello. My name's....."
  2. Ask your friend, "What's your name ?" and listen to the answer.
  3. Ask for the country, "Where are you from ?"
  4. Say the nationality, "Oh, you are a ....., aren't you ?"
  5. Tell your friend where you are from, "I'm from....."

Production : Tasked - based

Activity goal type : communicative - to establish and maintain interpersonal relationships by asking and responding to questions about countries and nationalities according to role cards given and report to class.

Input Role cards

Activity type Two - way information gap task

Each student has to find out and report to the teacher who his/her partner is, what's his/her nationality and the country he/she is from.

Two role cards with information as follows :

You are Michael Jackson from New York, America. You are American.

You are Princess Diana from London, England. You are English.

You are Dunk Pankorn Boonyajinda from Bangkok, Thailand. You are Thai.

You are Wang Yu from Hong Kong, China. You are Chinese.

Two role cards are given to each student. He or she has to find out from two other students who they are and where they are from. The student fills the answers in the handout sheet and gives the sheet back to the teacher. The job needs to be done in 15 minutes.

Complete the following reports :

I asked \_\_\_\_\_.

(your partner's name)

She/he is \_\_\_\_\_.

(name of person in the role card)

She/he is from \_\_\_\_\_.

(name of city, country)

She/he is \_\_\_\_\_.

(name of nationality)

Evaluation (No.6)

1. Listening and Speaking

The students listen to the teacher while she reads a letter from a girl. Then they circle the answer according to what they have heard.

"Hi everybody, my name is Rebecca and my family name is Wells. I'm now staying in Chiang Mai with my family. I am from New York. It is in the United States. I am American. I like playing football.

1. What's the girl name ?

- A. Haruyo      B. Ann      C. Rebecca      D. Jackie

2. What's her family's name ?

- A. Wong      B. Wells      C. Tells      D. Tans

3. Where is she from ?

- A. New York      B. Tokyo      C. Paris      D. London

4. What's her nationality ?

- A. Italian      B. American      C. French      D. Vietnamese

## 2. Reading and writing

Read the following passage and draw a line to complete the sentence.

Dear Sanit :

How are you ? This is my first letter in English. In class we are learning about people and their nationality. Your country is my favorite country. I love Thailand. Thai people are very nice. I have been to Bangkok. I like Bangkok. It is very cold now in Sweden where I live. I like ice-skating and I like making a snowman.

Love you,

Maria

- |                                |             |
|--------------------------------|-------------|
| 1. This letter is from         | a. Thailand |
| 2. This letter is to           | b. Maria    |
| 3. Maria lives in              | c. Sanit    |
| 4. Sanit's nationality is      | d. Sweden   |
| 5. Maria's favorite country is | e. Thai     |

**Topic :** Where is Mary Brown ?

**Time :** 9 periods

**Terminal Objective :** Students should be able to make simple conversation on the telephone.

**Enabling Objectives :**

Students should learn how to :

1. Use simple vocabulary making conversation on the phone.
2. Ask and answer where some people are when a person is wanted on the phone.
3. Exchange telephone conversation with teacher and friends.

**Vocabulary :** to be out of town, to call/called, to go/went, to meet, to be in bed, to be at the library, canteen, restaurant, market, temple, football field.

**Teaching Aids :** a cassette tape, "Jazz Chants", illustration, scrambled conversation cards,

**Structures :**

1. Hello ! This is... speaking.
2. Can I speak to....., please ?
3. ... is not in
4. ... is ....
5. .... is at ...

**Procedures : Warm up and presentation.**

The teacher will have the students read the new vocabulary, and have the students practice pronunciation in rhyme according to words in the Jazz Chants and have them written the words in the English notebook. Later on the students will be listen to Jazz Chants and read the words along with the Chants. Then the teacher asks the students what they will do, if they want to ask their friends out, and suppose they want to make a phone call what the conversation might be. Have the student discuss for a while and then the teacher will model the whole conversation.

**Modeling Conversation :**

The teacher models the conversation while using an illustration of people speaking on the phone.

Mother : Hello !.

Jeff : Hello !. This is Jeff speaking

Mother : Hi, Jeff ! How are you ?

Mother : Fine

Jeff : Can I speak to Tom, please ? Or

Mother : I'm sorry. He is sick and he is in bed. I'm sorry. He is not in.

Jeff : I'm sorry to hear that. I'll call him later. He is at the library, and etc.

Mother : Thanks for calling, bye

Jeff : Bye.

After doing the model conversation a few times, the teacher will pause at some phrases or some words to let the students fill in the words or phrases, either in group or individually. Then she will ask for some student volunteers to take her place.

Next, the teacher divides the students into two groups, each will have to rearrange conversation which are all scrambled in the correct order and put them up on the board. The winners are able to ask the losers to do anything they want to.

**Practice :** The students are asked to practice the conversation in pairs

\* They are allowed to use the real name or any name they prefer.

Each pair will have to be both persons by switching role.

**Production : Task - based**

Activity goal type : Communicative - to establish and maintain interpersonal relationships by questioning and answering according to the role cards given and reporting to class to whom he/she has called and what is the result of the call.

Input : Role cards

Jeff is not in. He is at the canteen.  
 Janet is not in. She in at Suan Dork Temple.  
 Tomo is not in. He is at Chiang Mai Library.  
 Jane is not in. She is at football field.  
 Alice is not in. She is at Ton Phayom Market.

Names of place could be changed according to the student preference..

The teacher will be a modulator and helper.

Can I speak to Jeff, please ?  
 Can I speak to Janet, please ?  
 Can I speak to Tomo, please ?  
 Can I speak to Jane, please ?  
 Can I speak to Alice, please ?

Activity types : Two - way information gab task. Each student finds out information from a friend and reads the information gained to class.

Each students has to choose two persons to talk to and writes down in the notebook as follows :

Today I called... He/she was not in. He/she went to..., so I went to meet him/her there.

The students will report to the class. She/he will have to pause at the name of the person who she/he called and have the class guess the name of the person and the place where they met.

**Evaluation :**

1. Listen to the teacher and underline the missing words. (Listening and speaking)

Jan : Hello !.

Chang : Hello !. This is Chang (speak, spoke, speaking)

Jan : Hi, Chang how (is are am) you ?

Chang : I'm fine, thank you. And how are (you, he, she) ?

Jan : Fine.

Chang : Can I speak (to, on, at) Janine please ?

Jan : I'm sorry. She is not (out, go, in)

Chang : where (is, am, are) she ?

Jan : She is (in, at, on) the Chiang Mai Library.

Read and answer the following story. (Reading and writing)

Mr. Chang is a student. He called his friend Jan. Jan was not in. She went to the library. Mr. Chang told her mother that he will meet her there.

1. Who is Mr. Chang ? He is a (teacher, student, a mother).
2. Who is Jan ? She is Mr. Chang's (friend, mother, father).
3. Jan was not in, she went to (the restaurant, a canteen, the library).
4. Who answered the telephone? (Jan, Mr. Chang, Jan's mother).
5. Where will Jan and Mr. Chang meet ? (at a restaurant, a library, a canteen).

**Topic :** What time do you usually...?

**Time :** 9 periods.

**Terminal Objective :** Students should be able to ask and answer question about times of the day.

**Enabling Objective :**

Students should be able to :

1. Ask and answer questions about time.
2. Tell his or her friends about some (of his/her) daily activities.

**Vocabulary :**

- |              |             |                   |                   |
|--------------|-------------|-------------------|-------------------|
| 1. a.m.      | 6. evening  | 11. late          | 16. wake up       |
| 2. p.m.      | 7. night    | 12. clock radio   | 17. eat breakfast |
| 3. morning   | 8. midnight | 13. alarm clock   | 18. go to school  |
| 4. noon      | 9. early    | 14. (wrist) watch | 19. eat lunch     |
| 5. afternoon | 10. on time | 15. digital watch | 20. study         |
|              |             |                   | 21. eat dinner    |
|              |             |                   | 22. go to bed     |

**Teaching Aids :**

a "play" clock (with hands that can be easily moved), illustrations of daily activities, and a hand puppet.

**Structures :**

1. What time is it ?
2. It is.....o' clock
3. What time do you .....?
4. I.....at.....o'clock (am/pm).

**Procedures :** Warm up and presentation.

The students listen a few times to the Jazz Chants, "When do you usually have breakfast?". Then the teacher will talk about some daily activities using illustrations to make the conversation clear and easy to understand, alternatively she will ask some students to act out or mime the mentioned activities.

The teacher then leads the conversation to ways people tell time and how time is asked.

**Practice :**

With pictures of daily activities and times written on the board, the teacher pretends to ask the hand puppet about the times and the activities. The teacher sometimes switches the questions to the students and has them answer according to the pictures of the students own daily activities. Then the teacher will have the students sit in circle and make chain questions starting from ; "What time do you get up ?" "What time do you eat your breakfast ?", "What time do you go to school ?" and so on. When a question about time is asked, the student who sits next to the one who answers the question should show the time on the fake clock and hand the clock to the next student when it is his or her turn to answer the question.

Then the students are divided into 5 groups. Each group sits in a circle and makes a chain questions as they have done before. But this time a student chooses a picture and mimes the action and another student who sits next to him/her asks, "What is he/she doing ?" and has one of the friends in the group answer. The student who answer picks up the clock which has been put in the center, and asks anyone in the group, "What time do you...?" (use the answer as cue).

**Production : Task - based**

Activity goal type : communicative - to establish and maintain interpersonal relationship by questioning and responding according to the role cards given.

\*\*\* Input : Role cards with questions to ask about some daily activities.

Activity types : Two - way information gab task. With the questions provided the students will have to interview his or her friend and write down the name, the activities and the times. The students are given 15 minutes to finish their task students who can complete the most questions will be the winners and will gain a reward or a small gift. The teacher can help with vocabulary while the students do the activities.

The questions are ?

1. What's your name ?
2. What time do you.....?

**Evaluation :**

Underline the appropriate word to complete the conversation. (Listening and speaking)

Dand : What time do you get up ?

Joy : I get (in, on, up) at six o'clock.

Dand : What time do you (eat, go, see) your breakfast ?

Joy : I eat my breakfast (in, on, at) half past eight.

Dand : What (day, me, time) do you go to school ?

Joy : I go to school at nine o' (ten, clock, noon).

Read and fill in the blank to answer the questions : (Reading and writing)

My name is Tom. I get up at six o'clock everyday. On Sunday I eat breakfast at nine o'clock. I do not go to school on Sunday. At twelve o'clock I have lunch. I go to bed at half past nine.

1. What is his name ?

His name is.....

2. What time does he get up ?

He gets up at.....

3. What day doesn't he go to school ?

He doesn't go to school on .....

4. What time does he go to school ?

He goes to school at.....

5. What time does he go to bed ?

He goes to bed at.....

มหาวิทยาลัยเชียงใหม่  
Chiang Mai University

**Topic :** At the restaurant

**Time :** 9 periods (120 minutes)

**Terminal Objective :**

Students should be able to order breakfast and understand the difference between an American breakfast and Continental breakfast.

**Enabling Objective :**

Students should learn how to :

1. Order different kinds of breakfast
2. Take an order in a restaurant
3. Offer and accept a drink
4. Ask about foods

**Content :**

**Vocabulary :** to order, Continental breakfast, American breakfast, restaurant, bill menu, eggs, sausages, tea, coffee, (a glass of) water, vegetables, cereal, donuts, fruit juice, muffins, pancakes, butter, syrup, waffles, scrambled eggs, a vase, flowers, beautiful, Valentine's day, celebrate.

**Teaching Aids :** Illustrations of different kinds of food, restaurants, menus and bills.

**Structures :**

Taking an order and ordering :

1. Would you like to...?
2. Yes, I would like... (name of food such as fried eggs, sausages), please.
3. Would you like anything to drink ?
4. Would you like tea or coffee ?
5. Yes, I'll have..., please.

**Procedures :**

The teacher and the students discuss the illustrations on the board and the \*\*celebration of Valentine's day and leads the conversation to the ways people order food in a restaurant and the differences between the American breakfast and the Continental breakfast.

**Breakfast Menu**

<b>Continental</b>	<b>American</b>
Fruit juice	Fruit juice or cereal
Rolls, butter.	Omeletes or sausages & tomato
Tea or coffee	Toast, butter, marmalade
	Tea of coffee
120 Baht	180 Baht.

The teacher then models the conversation, pretending that she is working at a restaurant and her puppet is a customer. The conversation will be as follows :

Waiter : Good morning.

Customer : Good morning.

Waiter : Would you like to order breakfast now ?

Customer : Yes, I'll have the Continental breakfast. (or the American breakfast.)

Waiter : Would you like tea or coffee ?

Customer : Tea, please.

The teacher will model the conversation a few times and let some students volunteer to be the customer and exchange the conversation with teacher. The students are able to choose either the Continental or American breakfast. Later on the students are asked to pair up and practice taking turns to be both the waiter and the customer. Finally, the students will have to copy the whole conversation and the menu in their note books. They are encouraged to color and design their own menus.

**Production : Task - based**

Activity goal type : communicative - to establish and maintain interpersonal relationships by asking and answering questions about the bill.

**Teacher Aid : Bills from a restaurant**

Activity types : Two - way information gap task students form their own group of five or six people. Each group decides and plans a performance concerning a restaurant scene. A performance can be either a skit, a role play, a puppet show and etc. The customers order food and pay according to the bills given.

**Evaluation of plan 9**

1. Listen to the waiter and his customers. (Listening and speaking)

Circle the foods the customers order. (The teacher reads the following conversation for a few time.)

For the teacher : Would you like to order.....

1. orange juice or coffee ?                      a) orange juice, please.
2. omeletes or sausages ?                      b) sausages, please.
3. rolls and butter or toast and butter ?    a) rolls, please.
4. American Breakfast or Continental Breakfast ? a) American, please.
5. Coffee or tea ?    b) Coffee, please.

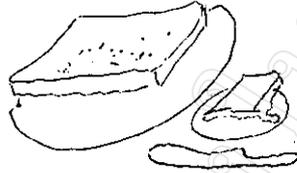
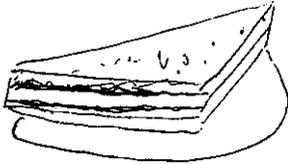
1. a) orange juice, please.

- b) a cup of coffee, please.



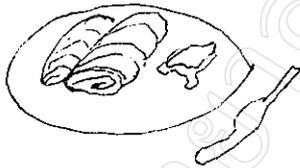
2. a) toast and butter, please.

b) sausages, please.



3. a) rolls, please.

b) toast and butter, please.



4. a) American, please.

b) Continental, please.

5. a) Tea, please.

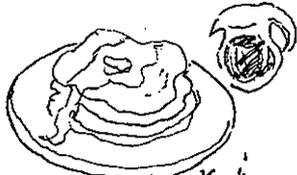
b) Coffee, please.



2. Read and circle the illustration according to the answers

1. Would you like to order now ?

Yes, I would like two sugar donuts.



แพนเค้ก, น้ำเชื่อม



โดนัท



ไข่สุก และ ไส้ชน

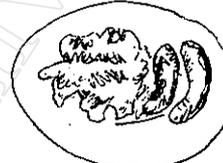
2. I'll have pancakes with lots of butter and syrup.



แพนเค้ก, น้ำเชื่อม



โดนัท



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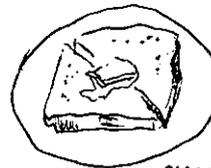
3. I would like scrambled eggs with sausages.



ไข่สุก และ ไส้ชน



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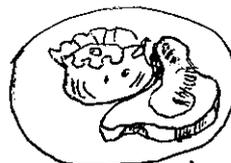


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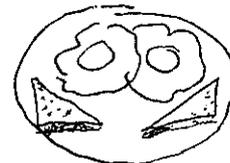
4. I'll have toast with butter and jam.



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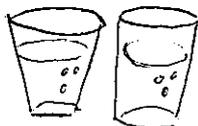


มีทไฟน, สเต็ก



ขนมปัง, ไข่ดาว

5. I'll have coffee, please.



น้ำเปล่า



กาแฟ



น้ำเชื่อม

**Topic :** "Somtum"

**Terminal Objective :**

Students should be able to ask for something needed and describe what "Somtum" is made of.

**Enabling Objective :**

Students should learn how to :

1. Work together to describe a favorite native dish "Somtum".
2. Practise dialogue using cooking terms especially those which are used in cooking "Somtum".
3. Ask in English language for some ingredients needed and say how to make a "Somtum" dish.

**Vocabulary :** chopped, young papaya, tomatoes, garlic, hot chilli, palm sugar, fish sauce, lime juice, dried shrimp, cup, cloves (of garlic), tablespoon, teaspoon, to pound, to place on, to add, to blend until... is dissolved, to chop, to toss, to top with, to garnish with.

**Teaching Materials :**

some colorful cookbooks, kitchen utensils such as : measuring cups in different sizes, graters, a picture of a mortar and pestle, dish and ingredients for "Somtum" and a chart showing pictures and recipe for "Somtum", a hand puppet, vocabulary cards for each item.

**Structures :**

1. What's that ?
2. It's (a)...
3. What's it got in it ?
4. Would you like to try some ?
5. Yes, please. No, thanks.
6. May I have some..... ?

7. More..... ?
8. Pass the ....., please ?
9. I need some.....
10. Tell me how to do it, please.

#### Warm up and presentation :

With a cookbook, kitchen utensils such as : measuring cups, grater, small mortar and pestle, dishes of different sizes, and some ingredients to cook "Somtum" \*\* shown on a table, the teacher asks some students to sing a Thai song called "Somtum" and the teacher points at the English words on the chart. Have the students sing along a few times. Then have some students volunteer to replace the teacher's role. Later on the teacher makes a sum up by talking about utensils in a kitchen such as the measuring cups in different sizes, grater, a mortar and pestle and introduces their names in English.

Then with the hand puppet, the teacher asks and points at things on the table, "What's that ?" and the puppet answer. "It's....." and the teacher puts the vocabulary card in front of each item and has the students spell the words. The students can answer in unison or individually.

After a while the teacher picks up some ingredients and asks, "Would you like to try some ? The teacher uses gestures to help the students understand and asks the puppet which will answer, "Yes, please" or "No, thanks". Then the teacher goes on with other targeted structures and the puppet answers with the correct answers.

Finally the teacher writes all the structures on the board (or has them already written on a chart to display on the board). Then the teacher has the students copy all the structures in their notebooks and read them aloud.

#### Practice

1. In pairs. The teacher has the students divide into pairs and practise the dialogue according to what has been written along with the handout paper which show pictures, names of all ingredients and instructions for making, "Somtum".

I Ingredients	II Amount	III How to	
Young papaya	2 cups of finely chopped	1. Chop	Until fine.
Tomatoes	2 cut into small pieces	2. cut	into small pieces.
Garlic	3 Cloves		
Hot chilli	5 chillies		
Palm sugar	1 table spoon (T.) of plam sugar	3. <u>Add</u> plam sugar, fishsauce and lime juice	
Fish sauce (namplaa)	2 tablespoon of fishsauce	4. <u>Blend</u> until sugar is <u>dissolved</u>	
Lime juice	1 table spoon of limejuice		
Dried shrimp	1 tablespoon of pounded dried shrimp	5. <u>Add</u> chopped papaya and tomatoes.	
Green bean		6. <u>Toss</u> until well mixed.	
		7. <u>Place</u> on a serving plate	
		8. <u>Top</u> with pounded dried shrimp.	
		9. Garnish with tomato, green bean,	lettuce, tomato, long green bean.

Questions	Answers
1. What's that ?	It's Somtum.
2. What's it got in it ?	Explain with words shown in handout.
3. Would you like to try some ?	Yes, please./ No, thanks.
4. May I have some... ?	Sure !
5. I need some more...	Here you go.
6. Tell me how to make somtum, okay ?	Okay. First you... (explain how to make Somtum.)

**Production : Task - based**

\* Activity goal type : communicative - to establish and maintain interpersonal relationships by asking and answering questions based on the handout paper so that to make a "Somtum" dish and celebrate the success.

Activity type : Two way information gap task - students request for what they need to accomplish the Somtum dish.

Task : The teacher has students divide into 5 groups and she gives one of each group different ingredients. Each has to ask for the ingredients which they don't have from those of other groups by using appropriate requested forms showing on the board. Starting form, "May I have some..." etc. The teacher observes closely and helps when needed. When they get what they want the teacher asks the students to listen carefully while she reads the instructions and the students follow accordingly. Finally the students are allowed to taste. Since only a few of all the ingredients are given out to the students, the students have to come to the teacher to ask for more ingredients, using the phrase, "....., please," The "Somtum" dishes are displayed on the table, and the students taste and vote for the most delicious one.

## Evaluation of plan 10

(Listening and Speaking)

Listen and circle the correct answers.

1. What's that ?
  - a. My name is Pailin.
  - b. It's Somtum.
  - c. It's on the table.
  - d. She is sick.
  
2. What's it got in it ?
  - a. 25 Baht.
  - b. Sure.
  - c. papaya, tomatoes.
  - d. Yes, please.
  
3. Would you like to try some ?
  - a. Yes, please.
  - b. First you.
  - c. It's Somtum.
  - d. papaya and tomatoes.
  
4. May I have some sugar ?
  - a. Here you go.
  - b. No, thank you.
  - c. He is not here.
  - d. It's Somtum.
  
5. Tell me how to make Somtum, please.
  - a. It's 8 o'clock.
  - b. It's Somtum.
  - c. American breakfast.
  - d. Okay.

## (Reading and writing)

Read the passage and answer the questions.

To make "Somtum" you need chopped papaya, tomatoes cut into small pieces, and some cloves of garlic and chillies. Sugar, fish sauce and lime juice will make Somtum more tasty. Dried shrimp, tomato, lettuce and long green bean make the Somtum dish look delicious.

1. "Somtum" is tasty because of
  - a. papaya
  - b. tomatoes
  - c. fish sauce
  - d. lettuce
  
2. "Somtum" is
  - a. Thai food
  - b. American food
  - c. Continental breakfast
  - d. I don't know.
  
3. In making "Somtum" dish you need \_\_\_\_\_.
  - a. chicken
  - b. sausages
  - c. papaya
  - d. bread
  
4. "Somtum" looks delicious because you put... on top.
  - a. a clock
  - b. beautiful menu
  - c. chopped papaya
  - d. dried shrimp and tomato
  
5. In making a "Somtum" dish you
  - a. chop a tomato
  - b. cut some dried shrimp
  - c. chop young papaya
  - d. cut some fish sauce

