

บรรณานุกรม

ภาษาไทย

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ภาคผนวก ก.

แผนการสอน

Daily Lesson Plan

Class : M.5
No. of students : 24
Date :
Time : 2 hours
Aids : Charts, maps, word cards, tape, sheets
Content : Asking for and giving directions
Past experiences : Preposition phrases of place : on, between, opposite.
Thank someone.

Objectives	Procedure		Evaluations
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>The students should be able to communicate properly to one another in the simulation about "Asking for and Giving directions."</p> <p><u>Enabling Objectives</u></p> <p>1. Students should be able to use the following prepositional phrases of place: across from, next to, to the left/right of, around the corner from correctly.</p> <p>2. Students should be able to use the following phrases: go straight ahead, walk along in telling the directions correctly</p>	<p>Class! Look at this chart. (T. shows a chart.)</p> <p>Do you know what this is? Yes, it's a map. It's Lincoln High School's map.</p> <p>How many floors are there? Good. What are there on the first floor.</p> <p>What are on the second floor? What are on the third floor?</p> <p>T. shows a word card "across from" and pronounces the word. Repeat after me.</p>	<p>It,s a map.</p> <p>There are 3 floors.</p> <p>There are Gym, Room 104, Stairs Room 103, Phones, Men's Room, Ladies' Room.</p> <p>There are Library, Room 204, Stairs, Room 203, Room 207.</p> <p>There are Language Lab, Room 304, Stairs, Science Lab, Room 307.</p> <p>across from</p>	<p>Interact with each other in front of the class, take turns in asking for and giving the directions from different maps.</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
<p>3. Students should be able to use the following expressions in asking for and giving directions correctly:</p> <p>Excuse me, could you tell me the way to (name of place), please?</p> <p>Excuse me, can you tell me how to get to (name of place.), please?</p> <p>Can you tell me ...?</p> <p>Do you know where?</p> <p>Turn right/left. Go straight on.</p> <p>Take the first street on the right.</p>	<p>(T. points at the map.)</p> <p>Room 203 is across from the library.</p> <p>The language lab is across from the science lab.</p> <p>Do you know the meaning of "across from"?</p> <p>What does it mean in Thai?</p> <p>T. shows the word card "next to"</p> <p>T. pronounces the word "next to"</p> <p>Repeat after me.</p> <p>(T. points at the map.)</p> <p>The room 203 is next to the stairs.</p> <p>Men's room is next to ladies' room.</p> <p>Do you know the meaning of this word?</p>	<p>Yes.</p> <p>next to.</p> <p>Yes.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
<p>Turn left at the corner.</p> <p>Turn right at the intersection.</p> <p>Walk straight ahead for two blocks.</p>	<p>What does it mean in Thai?</p> <p>Right! Next I'll play the tape</p> <p>On this tape, you will hear the conversation about asking for and giving directions. Listen and answer my question.</p> <p>Where's room 203?</p> <p>Very good. Listen to the tape again and repeat after the tape.</p> <p>Let the students pronounce these words after her: turn left, turn right, walk along, go straight ahead,</p>	<p>Listen to the tape.</p> <p>It's on the second floor.</p> <p>It's next to the stairs.</p> <p>It's across from the library.</p> <p>It's between the language lab and the science lab.</p> <p>Turn left, turn right, walk along, go straight ahead, around the corner.</p>	<p>47</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>around the corner.</p> <p>(T. uses physical actions in telling the meaning.)</p> <p>Tell me the meaning of these words in Thai.</p> <p>Turn left, turn right, walk along, go straight ahead, around the corner.</p> <p>So, today I'd like you to learn how to ask for and give directions.</p> <p>Class, Look at this map. (Nareerat school's map).</p> <p>Teacher gives examples how to get to some places in school.</p> <p>If you want to go to the library, when you leave our classroom, turn left, walk along the corridor. When you come to the end, turn left and go straight ahead.</p>	<p>Look at the map and listen to the directions.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>On your left is the third building. The library is on the first floor.</p> <p>While telling the directions, teacher points at the map</p> <p>Do you know how to tell the directions?</p> <p>Now, please give me the directions to the Science Building</p> <ul style="list-style-type: none"> - Eric Centre - Audience Room - Gym etc. <p>(Teacher distributes sheets.)</p> <p>Now. Look at the sheet. Read the dialogues carefully then answer my questions</p>	<p>Yes.</p> <p>When you leave our classroom, turn right, walk along the corridor, when you come to the end, turn left, there will be a flight of stairs in front of you. Go down one floor.</p> <p>When you leave this building, turn right, go straight ahead, over there is the science building.</p> <p>The students read the dialogues.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Are you ready?</p> <p>Answer my questions.</p> <p>Where did the tourist want to go?</p> <p>What did the man tell the tourists?</p> <p>Very good. Remember that if you appreciate something someone has done for you, what do you say?</p> <p>Yes, Besides; you can say "Don't mention it and that's all right" as alternative responses to thank you.</p> <p>(Explain "Anytime" is another way of saying "You're welcome)</p>	<p>' Yes.</p> <p>They wanted to go to the railway station.</p> <p>He told the tourist to go straight on. It's about three blocks down this street, on the left</p> <p>Thank you, Thank you very much.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Well, class, when you want to ask someone the directions, what do you say?</p> <p>Right. There are various ways of asking for directions. You should use "Excuse me", "pardon me" as a polite way when interrupting someone or calling someone's attention.</p> <p>Excuse me, could you tell me how to get to the (library); please?</p> <p>Pardon me, could you tell me how to get to the (library), please?</p> <p>(T. shows charts.)</p> <p>Repeat after me.</p>	<p>Where is the (library)?</p> <p>How do I get to the (library) from here?</p> <p>Can you tell me the way to the (library)?</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Excuse me, could you tell me the way to (name of place), please?</p> <p>Excuse me, can you tell me how to get to (name of place), please?</p> <p>When someone asks for directions, what do you do?</p> <p>Yes. Some important ways of giving directions are:</p> <p>Turn right/left</p> <p>Go straight on.</p> <p>Take the first street on the right.</p> <p>Turn left at the corner.</p> <p>Turn right at the section.</p> <p>Walk straight ahead for two blocks.</p>	<p>Repeat these sentences.</p> <p>Tell } him/her directions. Give }</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Look at your town's map. and give me the direction.</p> <p>Excuse me, could you please tell me where the hotel is?</p> <ul style="list-style-type: none"> - hospital - post office - bank <p>Now, I'd like you to practice asking for and giving directions.</p> <p>Work in pairs (I.distributes sheets)</p> <p>Students A get the sheet A, students B Get the sheet B. You'll have different maps.</p> <p>Sheet A : There are six places</p> <p>the Town Hall the Palace Theater</p> <p>the drug store: the restaurant</p> <p>the post office the Park Hotel</p>	<p>Go straight on this road, turn right at the corner. It's the second building on your right.</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Don't look at your friends' map.</p> <p>Students A ask for the directions to</p> <ol style="list-style-type: none"> 1. the town Hall 2. the drug store 3. the post office <p>Students B ask for the directions to.....</p> <ol style="list-style-type: none"> 4. the supermarket 5. the police station 6. the bookstore <p>Now begin the activity.</p>	<ol style="list-style-type: none"> 4. the Palace Theater 5. the restaurant 6. the Park Hotel 	
			<p>Work in pairs asking for and giving the directions to the Town Hall, the drug store, the post office, the Palace Theater, the restaurant, the Park Hotel, the library, the school, the bank, the</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Students A tell me where the library is .</p> <p>Where is the school?</p> <p>Where is the bank?</p> <p>Where is the supermarket?</p> <p>Where is the police station?</p> <p>Where is the bookstore?</p> <p>Students B tell me these directions:</p> <p>The way to the Town Hall.</p> <p>The way to the drug store.</p> <p>The way to the post office.</p> <p>The way to the Palace Theater.</p> <p>The way to the restaurant.</p> <p>The way to the Park Hotel.</p>	<p>supermarket, the police station, the bookstore.</p> <p>Give directions to the library, the school, the bank, the supermarket, the police station, the bookstore.</p> <p>Tell directions to the Town Hall the drug store, the post office, the Palace Theater, the restaurant, the Park Hotel</p>	

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>Now I'd like you to do the simulation you will have to demonstrate your ability to communicate with one another in asking for and giving direction.</p> <p>In this simulation students are involved in asking for and giving direction.</p> <p>So I'll divide you into 2 groups and work in pairs.</p> <p>Here is group 1. You are the tourist.</p> <p>(Ask 12 students to be the tourists.)</p> <p>Here is group 2. You are the native.</p> <p>(Ask 12 students to be the native.)</p> <p>Now I'll give you the information card. Don't show each other the information.</p>		<p>Let the students do the simulation in which they have to demonstrate their ability to communicate with one another in asking for and giving the directions.</p> <p>The monitors, the tape recorders, the given maps should be checked to find out if they can communicate with each other properly or not.</p>

Objectives	Procedure		Evaluations
	Teacher	Students	
	<p>For Tourists you will get information card 1 and a map.</p> <p>For Native you will get information card 2.</p> <p>Please read you information card.</p> <p>Have you finished reading your information?</p> <p>For the tourist, what should you do?</p> <p>For the native, what should you do?</p> <p>Very good. Do you know how to do the activity</p> <p>Now, Let start the activity.</p> <p>When all the pairs have completed the activity, the students and teacher will discuss and correct any errors that occur.</p>	<p>Asking for directions</p> <p>Help the tourist to solve the problem</p> <p>Yes.</p> <p>Work in pairs</p>	

Situation

There are many foreigners in Phrae now. Because on April 13, There will be Mohom Lom Satoak Fair. In this fair, Their will be displays of Phrae's culture and "Mohom" Phrae's traditional clothes can be bought with low prices.

Mohom Lom Satoak Fair is a very interesting fair. Many foreigners come to participate in this fair. Most of them have never been to Phrae before. They don't know anything in this town. It is necessary for them to go from place to place. Of course, they may lose the way easily. So, it's the duty of the people in Phrae to help them to find the way.

Information Cards

Foreigner

You are a visitor from England. You have stayed in Bangkok and have heard that there will be Mohom Lom Satoak Fair in Phrae. You're very interested in this fair, so you catch the bus and come to this town for your first visit. Now you're at the bus terminal. Before you check in the hotel at which you'd like to stay for two days, you have to go to the Bangkok Bank to change some money and then you have to go to the post office to send a telegram to your friend in Bangkok telling her you have arrived in Phrae safely. Although you have a map, you can't understand it. How do you get to the Bangkok Bank, the post office and the hotel? Now you have problems. What should you do?

Native

You are waiting for your friend at the bus terminal. Today, there are many foreigners visiting your town. Because there will be Mohom Lom Satoak Fair on April 13. Please help the tourist if they have problems.

Daily Lesson Plan

Class	M.5
No.of students	24
Date	
Time	2 hours
Content	Agreeing and disagreeing
Aid	Chart ,Sheets
Past experience	Expressing opinions and expressing preferences

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>The students should be able to communicate properly to one another in the simulation about "Agreeing and disagreeing"</p>	<p>(T. distributes sheets.)</p> <p>Look at the sheet. Read through the following sentences, then tick (✓) whether you agree or disagree. Then find out how many of your classmates agree with you.</p> <p>Now I'd like you to express your opinion to agree or disagree with plans.</p> <p>Suppose you are planning a club, Which of these things would you like to have? Are there other</p>	<p>Tick in each sentence, then find out how many of their classmates agree with them.</p>	<p>Let the students do the simulation in which they have to demonstrate their ability to communicate with one another to agreeing or disagreeing. The monitors, the tape recorders should be checked to find out if they can communicate with each other properly or not.</p>
<p><u>Enabling Objectives</u></p> <p>1. Students should be able to express their agreement by using these expressions and tell the</p>		<p>I think we should have a reading room, TV room, snack bar...and so on.</p>	

objective	Procedure		Evaluation
	Teacher	Students	
<p>meaning of the following expressions correctly.</p> <p>I agree.</p> <p>I think so, too.</p> <p>You're right.</p> <p>That's right.</p> <p>I agree with you entirely.</p> <p>I couldn't agree with you more.</p> <p>I know what you mean.</p> <p>I think that's a good idea.</p> <p>2. Students should be able to express their disagreement by using these expression and tell the meaning of the following expressions correctly</p>	<p>thing that you need?</p> <p>disco, reading room, TV room</p> <p>gym, snack bar, workshop, library storeroom, office, table tennis room</p> <p>(T. shows a chart.)</p> <p>Good. You know what you like and need.</p> <p>Look at the chart. (T. shows the chart of the building.) Imagine that you can have this building for a club.</p> <p>T. asks the student one by one to decide and give his reason.</p>	<p>I think we need an office a workshop, a library...and so on.</p> <p>Look at the chart</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
<ul style="list-style-type: none"> - I don't think so. - I don't agree with you. - I'm afraid I don't agree with you. - I don't think that's a good idea. - I'm not sure I agree with you. - I disagree with you because... - I'm afraid I disagree with you. - You're wrong. 	<p>Which room should we use as an office?</p> <p>What do you think, (S₂)?</p> <p>What do you think, (S₃)?</p> <p>and so on.</p> <p>Class! Listen to the tape.</p> <p>Then answer my questions (Play the tape recorder 2 times.)</p> <ul style="list-style-type: none"> - Which room should they use for an office? - Why? - Why shouldn't they use room A as a reading room? 	<p>S₁: I think we should use room H as an office. Because it's a nice big room.</p> <p>S₂: I think we should use room E. Because it's near the front door.</p> <p>S₃: I think that's a good idea.</p> <p>They should use room E.</p> <p>Because it's near the front door.</p> <p>Because it's too close to the street.</p>	

Objectives	Procudure		Evaluation
	Teacher	Students	
	<p>- Which room should they use for a reading room?</p> <p>Good. (T.distributes sheets.)</p> <p>Let students read the dialogues from the given sheet. Then ask the students to find the sentences that express agreement and disagreement.</p>	<p>They should use room H.</p> <p>Read the dialoque from the given sheet.</p> <p>I think that's a good idea</p> <p>No.It's too close to the street.</p> <p>I don't think so.</p> <p>I don't agree with Tom.</p> <p>I agree.</p> <p>That's true.</p> <p>You're right.</p> <p>I think so, too.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T. shows a chart.)</p> <p>Right, There are various ways to express agreeing and disagreeing. T. explains the meanings of each expression.</p> <p><u>Agreeing</u></p> <p>I agree.</p> <p>I think so, too.</p> <p>You're right.</p> <p>That's right.</p> <p>I agree with you entirely.</p> <p>I couldn't agree with you more.</p> <p>I know what you mean.</p> <p>I think that's a good idea.</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Disagreeing</p> <p>I don't think so.</p> <p>I don't agree with you.</p> <p>I'm afraid I don't agree with you.</p> <p>I don't think that's a good idea.</p> <p>I'm not sure I agree with you.</p> <p>I disagree with you because,.....</p> <p>I'm afraid I disagree with you.</p> <p>You're wrong.</p> <p>Let the students repeat each expression and then tell them the meaning.</p> <p>Very Good. Now you know how to express agreeing and disagreeing.</p> <p>So I'd like you to work in pairs.</p>	<p>Repeat each expression, then tell the meaning.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Student A: Your duty is to state your opinions.</p> <p>Student B: Your duty is to express agreeing or disagreeing and give a reason for it.</p> <p>(Take in turns.)</p> <p>(When the activity is over. Let the students express thier opinions to agree or disagree with your opinions and give a good reason for it.)</p>	<p>- I agree with you. Living in a flat is more convenient.</p> <p>- I disagree, but television can also be educational</p>	
	<p>- I think living in a flat is better than living in a house.</p> <p>- Television has a very bad effect on children.</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>-Women are capable of doing most job as well as men.</p> <p>-It's the woman's job to look after the children</p> <p>Now. I'd like you to do the simulation, you'll have to demonstrate your ability to communicate with one another to agree or disagree with plans.</p> <p>Everybody! Look at the situation carefully.</p> <p>(Give paper 1-the situation to the students)</p>	<p>-I couldn't agree with you more.</p> <p>Women can even be good soldiers and engineers if they're given the chance.</p> <p>-I don't think that's a good idea.</p> <p>Father should responsible for the children.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(The teacher will read the situation some questions to find out whether they can understand the situation or not. The questions are follows.)</p> <ol style="list-style-type: none"> 1. What will the English club do? 2. What is the purpose of the party? 3. How many members will participate in the party? 4. How much does each member pay for this party? 5. What are the representatives doing in this situating? 6. What should the representatives do in planning a party? 	<p>(The students will read the situation silently and answer the questions.)</p> <p>The English club will hold a party. To celebrate the New Year's day.</p> <p>There will be 20 members.</p> <p>The member pays 100 baht each</p> <p>They're planning to have a New Year's party.</p> <p>The representatives must decide and express opinions to agree or disagree with</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Right. The representatives must decide when and where the party will take place.</p> <p>Next, I'd like to divide you into groups of four. (Representative A, B, C, D)</p> <p>In this simulation you are involved in planning to have a party to celebrate the New Year's Day with your friends. Express your opinions to agree or disagree with your friend's plan.</p> <p>(T. distributes the information cards.)</p> <p>Teacher tells the students to think about their information for a short time.</p>	<p>the party's plan then try to reach an agreement when and where the party will take place.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Are you ready?</p> <p>Teacher tells the the students to start the activity.</p> <p>(Simulation)</p> <p>When the activity is over, the teacher and the students will discuss and correct any errors that occur.</p>	<p>Yes.</p> <p>Do the simulation.</p>	

Situation

The English club will hold a party to celebrate the New Year's Day. There will be 20 members to participate in this party. The members must pay 100 baht each.

The New Year's party is held every year by members of the English Club. Sometimes the party is held at home and sometimes at the restaurant. The party is both at lunch and at the dinner.

Now the representatives of English Club's members are planning to have a New Year's party. It is expected that the representatives must decide and express opinions to agree or disagree with the party's plan, and then try to reach an agreement when and where the party will take place.

Information Cards

Representative A: You want to have lunch in the restaurant. Because you have an uncle who owns a restaurant. His restaurant is very famous. You think, having a party at lunch in the restaurant is the best choice. Then listen to your friends' opinions. Please decide whether you agree with your friends or not. Try to reach an agreement when and where the party will take place.

Representative B: You want to have dinner at your home. Because your house is quite big and comfortable. So you like to stay at home and always invite your friends to visit at home. You think, having a dinner party at your home is the best choice. Then listen to your friends' opinions. Please decide whether you agree with your friends or not. Try to reach an agreement when and where the party will take place.

Representative C: You like to have lunch at home. Because the atmosphere is friendly and you don't like to go out. You think, to have lunch at home is the best choice. Then listen to your friends' opinions. Please decide whether you agree with your friends or not. Try to reach an agreement when and where the party will take place.

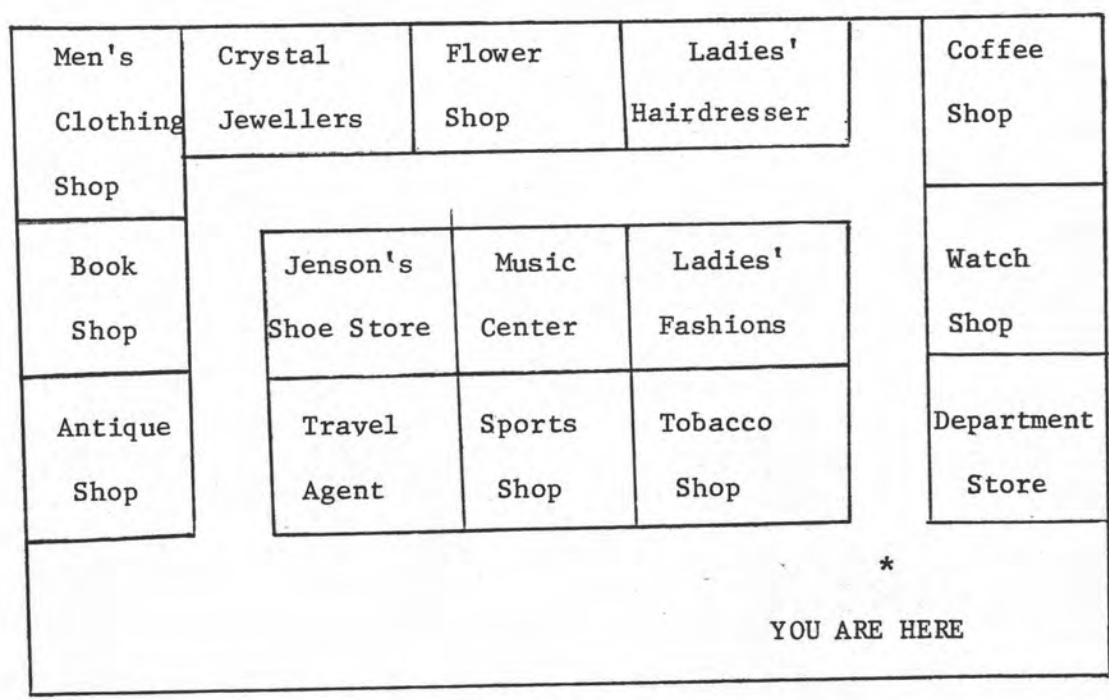
Representative D: You like to have dinner at a restaurant. Because you would like to listen to the music. In a restaurant, the atmosphere is nice with music. The waiter and waitress wait to serve the food. You think, to have dinner at the restaurant is the best choice. Then listen to your friends' opinions. Please decide whether you agree with your friends or not. Try to reach an agreement when and where the party will take place.

ภาคผนวก ข.

แบบทดสอบวัดผลสัมฤทธิ์

Speaking Test

Direction : Use this map to answer the questions no.1-3



1. A:
- B: It's right next to the coffee shop. Just along there.
- a. Excuse me, can you tell me how to get to the Ladies' Hairdresser, please?
- b. Excuse me, I'm trying to find the coffee.
- c. Excuse me, could you tell me the way to the department store, please?
- d. Excuse me, could you tell me how to get to the watch shop, please?
2. A:
- B: Yes. If you turn left here there's a shop which sells records on the left, and it's next to that, there's a jewellery shop opposite it.

- a. Could you tell me where the Ladies' Fashions is?
 - b. Do you know where the Jenson's Shoe Store is?
 - c. Pardon me, how do I get to the Music Center, please?
 - d. Excuse me, could you tell me where the Crystal Jewellers is, please?
3. A: Excuse me, could you tell me the way to the Book Shop?
- B:
- a. It's on the corner next to Jenson's Shoe Store.
 - b. Turn right here and then turn left. It's on your left.
 - c. Turn left here and then left again. It's between the Men's Clothing Shop and the Antique Shop.
 - d. Go straight and then turn right. It's on your right.
4. Situation : You're a stranger in this town and would like to go to the post office, What would you say to the people who live in that town?
- a. Pardon me, can I go to the post office now?
 - b. Excuse me, could you please tell me now to get to the post office?
 - c. Excuse me, could you know if I can get to the post office?
 - d. Do you know what I should do at the post office, please?
5. Situation : A foreigner asks you the way to the hotel. You don't know where that hotel is, so you say:
- a. Excuse me, I'm getting lost.
 - b. Pardon me, how do I get to the hotel.
 - c. I'm sorry. I don't know where it is.
 - d. I'm afraid where is it.

6. A:

B: Certainly : It's on your right.

- a. Where is the English Department ?
- b. Excuse me! Are you going to the English Department, please?
- c. I wonder where the English Department is.
- d. Could you tell me where the English Department is?

7. Stranger : (Someone told you that there's a bank nearby.)

"I'm afraid I'm a stranger here."

Man : "Walk down this road and turn right. It's next to the bus stop."

- a. Could you tell me how to get to the bank.
- b. Excuse me, please, I know there's a bank here.
- c. I'm sorry where the bank is.
- d. Could you tell me if I can go to the bank?

8. Visitor :

Host : Sure. You go down this street. Turn right at the second light and the Town Hall will be on your left.

- a. Can you accompany us
- b. Can you give us directions
- c. Can you offer us a ride
- d. Can you help us with transportation

9. A: Excuse me, but can you direct me to the bus for Den Chai.

B: The bus stop for Den Chai is just across the street.

- a. Certainly
- b. Yes, thanks
- c. Yes, it is.
- d. Here you are.

10. Excuse me, please. Can you tell me the way to Ban Fai Restaurant?

"....."

- a. It is near the bus stop.
- b. You must go by bus.
- c. It is not far from here.
- d. Follow this street and then turn left.

11. A: Ask Kim how to get from here to the hospital.

B:

C: Go along this road and then take the third turn on the left.

- a. How we get from here to the hospital
- b. Can I get from here to the hospital
- c. How about going from here to the hospital
- d. How do you get from here to the hospital

Direction : 12-16 Read the following dialogues and choose the best answers to fill the blanks:

Bill : Excuse me,(12)..... the post office?

Somchai :(13)..... . Turn right at the next corner, walk about three blocks, and you'll see the post office on your left.

Bill :(14).....

Somchai : You're quite welcome.

Bill :(15)....., but also where is the hospital?

Somchai : You've come too far. you must go back several blocks, and then turn on 25th Street,

Bill : Thank you very much.

Somchai :(16).....

- 12.
- a. do you know
 - b. please tell me
 - c. what is the way to
 - d. could you direct me to

- 13.
- a. Certainly.
 - b. Yes, I do
 - c. Yes, It is.
 - d. That's all.

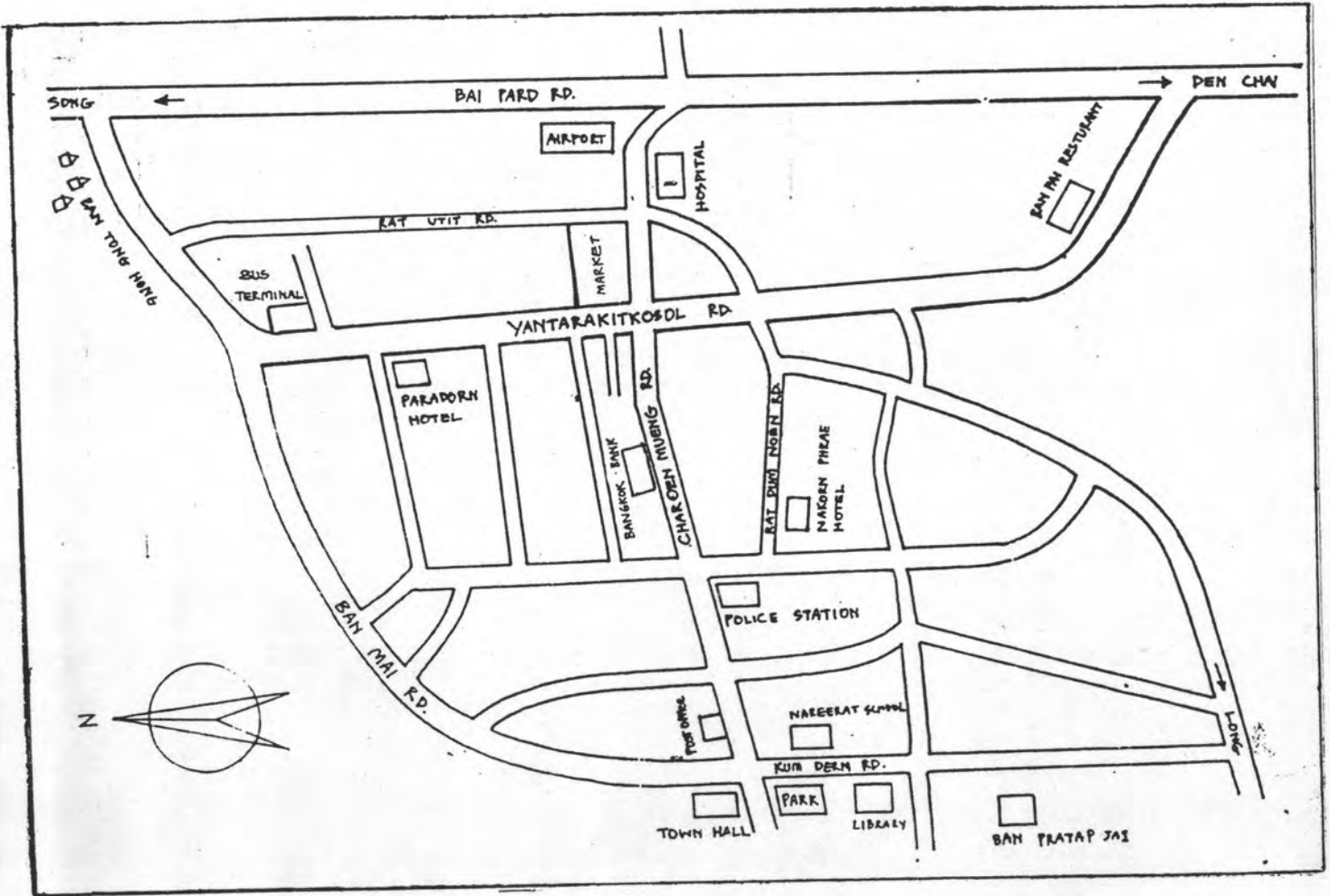
- 14.
- a. Oh, I know
 - b. Thank you very much.
 - c. Oh, I see.
 - d. That's the way.

- 15.
- a. How about,
 - b. Hello,
 - c. Pardon me,
 - d. Well,

- 16.
- a. That's all,
 - b. Thank you,
 - c. Yes, it is.
 - d. You're welcome.

Direction: 17-20 You are asked to tell the way in your town.

According to your town map, what would you say?



17. Situation : You are at the bus terminal. The strange asks you the way to the Bangkok Bank.

You :

18. Situation : You are at the Town Hall. The tourist asks you the way to the library.

You :

19. Situation : You are at Nareerat School. The passenger asks you the way to the Nakorn Phrae Hotel.

You :

20. Situation : You are at the park. The foreigner tells you that he lost his wallet, tell him the way to the police Station.

You :

Speaking Test

1. Situation : Your friend is complaining about the traffic jam in Bangkok. You also agree with her that the traffic in Bangkok is terrible. What would you say?
 - a. That's agreeable.
 - b. That's unbelievable.
 - c. I couldn't agree more.
 - d. I'm afraid I agree a lot.

2. A: I think English is terribly easy, don't you?
B:
 - a. I think you'll like it.
 - b. That sounds interesting.
 - c. No. I don't agree. I think it's hard.
 - d. I'm not sure. I understand what you just said.

3. A: English people don't need to learn foreign languages.
B: Learning foreign language is important.
 - a. I think so.
 - b. I disagree entirely.
 - c. Oh, I agree entirely.
 - d. I couldn't agree with you more.

4. A: I think you should build a restaurant there.
B: I don't think we need a restaurant.
 - a. I agree with you.
 - b. I don't agree with you.
 - c. I couldn't agree more.
 - d. No, I agree entirely.

5. A: You shouldn't let people ride motorcycles.
B: They'd make too much noise.
a. I don't
b. Nor do I,
c. I think you're wrong.
d. I couldn't agree with you more.
6. A: Well, gentlemen, I think this is the best choice we have a party in the restaurant.
B: It seems a good choice.
a. O.K.I agree.
b. I'm sorry.
c. I disagree with you.
d. I know what you need.
7. A: I think there are too many advertisements on television.
B: There are many advertisements on television.
a. I don't agree at all.
b. Yes. I agree with you.
c. I suppose you're wrong.
d. I don't really know very much about it.
8. Tom : Teaching is a very good profession.
Joe :, But so is medicine.
a. I agree at all.
b. I think so, too,
c. That's a good idea.
d. I don't agree at all.

Judy : I think It's the woman's job to look after the children.

Jack :(9)..... . It's very important for a father to spend time with the children and that's one thing he could do.

Ann :(10)..... . Fathers should take on more responsibility for the children.

9.

- a. You're wrong.
- b. I'm afraid so.
- c. I agree completely.
- d. Oh, no. I don't agree.

10.

- a. I'm afraid not.
- b. I don't think so.
- c. I disagree entirely.
- d. I couldn't agree with you more.

Talking about television

Janet : What do you think of the new television channel?

Aren't the programmes awful?

Linda :(11)..... . They're terrible. They're a complete waste of time.

Janet : What bothers me is the violence. There are far too many detective and police shows.

Linda :(12)..... . There aren't enough educational programmes. And even the news shows are not well done.

Janet :(13)..... . They're too brief. They don't tell you anything.

11.

- a. I agree with you.
- b. I don't agree with you.
- c. That's a stupid thing to say.
- d. I'm afraid I can't go along with that.

12.

- a. You're wrong.
- b. I think so, too.
- c. I don't think so.
- d. I think it is very boring.

13.

- a. You're right
- b. Don't you agree?
- c. Really? I'm surprised.
- d. I'm not sure I quite agree with you.

Military service

Alex : You know, There wouldn't be so many problems with young people if all young men had to do four years' military service.

Tom :(14)..... . Military service is all right for those who want to do it, but I don't think people should be forced to do it.

Alex :(15)..... , if you don't mind my saying
so, Military service teaches a boy a lot; it teaches him
how to look after himself, how to work with other people
and it makes him fit.

14.

- a. I agree with you.
- b. I'm sorry I agree.
- c. I don't agree with you.
- d. Yes. I disagree with you.

15.

- a. I think so.
- b. So do I.
- c. Oh, No. I'm sorry.
- d. No, I think you are wrong.

ภาคผนวก ค.

แบบประเมินทักษะการพูด

แบบประเมินทักษะการพูด

กลุ่มที่ ชื่อ

กรุณาทำเครื่องหมาย ✓ ในช่อง หน้าข้อความที่ท่าน เห็นว่า เหมาะสม

1. ความสามารถพูดให้ผู้อื่น เข้าใจ

- ไม่เข้าใจเลย
- เข้าใจ เพียง เล็กน้อยที่เป็นส่วนน้อย ๆ หรือคำเดียว ๆ
- เข้าใจคำพูดที่นักเรียนพูด เป็นส่วนใหญ่
- เข้าใจคำพูดที่นักเรียนพูดทั้งหมด

2. คุณภาพของข้อความที่นำมาสื่อสาร

- พูดไม่ถูกต้องเลย
- มีคำพูดที่ถูกต้องบ้างแต่ยังมีปัญหาด้านโครงสร้างทางภาษาอยู่มาก
- คำพูดถูกต้องทั้งหมด

ปัญหาด้านโครงสร้างทางภาษาที่พบ ได้แก่

.....

3. การออกเสียง

- ออกเสียงถูกต้อง
- ออกเสียงผิด ได้แก่
-

4. ปริมาณของคำเชื่อมรูปประโยคที่ครูสอนมาใช้ในสถานการณ์จำลอง

- ไม่นำมาใช้เลย
- ใช้น้อยมาก
- ใช้นาน

ภาคผนวก ง.

รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิตรวจแผนการสอนและแบบทดสอบวัดผลสัมฤทธิ์

1. อาจารย์ สุจิตรา สวัสดิวงษ์
อาจารย์ภาควิชามัธยมศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์ จำปา เทียมทินกฤต
หัวหน้าหมวดวิชาภาษาอังกฤษ โรงเรียนนารีรัตน์ จังหวัดแพร่
3. อาจารย์ พิศมัย เรืองพิสุทธิ์
อาจารย์สอนภาษาอังกฤษ โรงเรียนสูงเม่นชนูปถัมภ์ จังหวัดแพร่
4. อาจารย์ บัญญา สมจิตต์
หัวหน้าหมวดวิชาภาษาอังกฤษ โรงเรียนสูงเม่นชนูปถัมภ์ จังหวัดแพร่

รายนามผู้ทรงคุณวุฒิที่ให้คำปรึกษาและแนะนำเกี่ยวกับแบบทดสอบวัดคุณลักษณะ

1. ผู้ช่วยศาสตราจารย์ เกษมศักดิ์ ภูมิศรีแก้ว
ภาควิชาจิตวิทยา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ประวัติผู้เขียน

นางสาว วราภรณ์ วังโน เกิดเมื่อวันที่ 1 สิงหาคม 2502 ที่จังหวัดแพร่ สำเร็จ
การศึกษาระดับปริญญาตรี จากคณะศึกษาศาสตร์ มหาวิทยาลัยรามคำแหง เมื่อปีการศึกษา 2524
และได้เข้าศึกษาต่อในภาควิชาโสตทัศนศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย ในปีการศึกษา
2530 ปัจจุบันดำรงตำแหน่งอาจารย์ 1 ระดับ 4 โรงเรียนสูงเม่นชนูปถัมภ์ จังหวัดแพร่

