

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

APPENDICES

APPENDIX A

Formal Letter

The Letter Asking Permission to Collect the Research Data



No. 0545.11/ว 628

Buriram Rajabhat University
Jira Road, Amphoe Mueng,
Buriram 31000, THAILAND

August 30, 2010

Dear Mrs. School Director of Khetkarntangsongkroh 5 School:

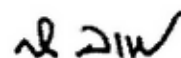
Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Khetkarntangsongkroh 5 School to asking permission to collect the research data. I wish to inform you that Mrs. Bussaba Kulkittiyanon, a student studying Master of Arts Program in English at BRU, is conducting the research entitled “**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**” under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mrs. School Director to allow her to collect the research data from students Prathomsuksa 5 at Khetkarntangsongkroh 5 School by responding to his research methodologies in September 2010.

Please accept, Mrs. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-onthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel: 04461 1221, 04460 1616 ext. 3806
Fax: 04461 2858

The Letter Asking Permission to Collect the Research Data



No. 0545.11/ว 628

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

August 30, 2010

Dear Mr. School Director of Sensirianusorn School:


Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Sensirianusorn School to asking permission to collect the research data. I wish to inform you that Mrs. Bussaba Kulkittiyanon, a student studying Master of Arts Program in English at BRU, is conducting the research entitled “**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**” under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. School Director to allow her to collect the research data from students Prathomsuksa 5 at Sensirianusorn School by responding to his research methodologies in September 2010.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
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The Letter Asking Permission to Collect the Research Data



No. 0545.11/๓ 628

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

August 30, 2010

Dear Mrs. School Director of Anubarn Buriram School:

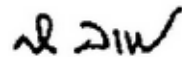
Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Anubarn Buriram School to asking permission to collect the research data. I wish to inform you that Mrs. Bussaba Kulkittiyanon, a student studying Master of Arts Program in English at BRU, is conducting the research entitled “**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**” under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mrs. School Director to allow her to collect the research data from students Prathomsuksa 5 at Anubarn Buriram School by responding to his research methodologies in September 2010.

Please accept, Mrs. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
Buriram Rajabhat University

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APPENDIX B
Letter for Experts

The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓744

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

August 17, 2010

Dear Assistant Professor Ruangsak Amphaipan:

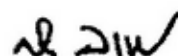
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Assistant Professor Ruangsak Amphaipan to be expert for research instruments. I would like to inform you that Mrs. Bussaba Kulkittiyanon, a student studying for her Master of Arts Program in English at BRU, is conducting the research entitled "**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**" under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Please accept, Assistant Professor Ruangsak Amphaipan, my sincere appreciation and the assurances of my highest consideration

Yours sincerely,



(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓744

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

August 17, 2010

Dear Dr. Krapan Sri-ngan:

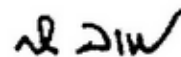
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Krapan Sri-ngan, Associate Dean of Faculty of Education, BRU to be expert for research instruments. I would like to inform you that Mrs. Bussaba Kulkittiyanon, a student studying for her Master of Arts Program in English at BRU, is conducting the research entitled "**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**" under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Please accept, Dr. Krapan Sri-ngan, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

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The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓744

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

August 17, 2010

Dear Miss Aphinyarn Boon-Urai:

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Miss Aphinyarn Boon-Urai, the Supervisor at Buriram Educational Service Area Office 32 to be expert for research instruments. I would like to inform you that Mrs. Bussaba Kulkittiyanon, a student studying for her Master of Arts Program in English at BRU, is conducting the research entitled “**Effects of Using Songs to Enhance English Vocabulary Achievement of Prathomsuksa 5 Students**” under the supervision of Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Please accept, Miss Aphinyarn Boon-Urai, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

APPENDIX C

The Results of Assessing and Evaluating the Item Objective Concurrence (IOC), Item Difficulty (p) and Discrimination (r) of English Vocabulary Achievement Test

Table 1: Expert's Assessment of Appropriateness of Songs by the First Expert

Concurrence Song Lyrics and Contents				Concurrence Song Lyrics and Objectives			
Songs	Opinion Level			Songs	Opinion Level		
	+1	0	-1		+1	0	-1
1. Parts of Body	/	-	-	1. Parts of Body	/	-	-
2. My Class	/	-	-	2. My Class	/	-	-
3. Sports	/	-	-	3. Sports	/	-	-
4. Twelve Months of the Year	/	-	-	4. Twelve Months of the Year	/	-	-
5. Animals	/	-	-	5. Animals	/	-	-
6. One to Twenty	/	-	-	6. One to Twenty	/	-	-
7. Flowers	/	-	-	7. Flowers	/	-	-
8. Colors	/	-	-	8. Colors	/	-	-
9. Fruits and Vegetables	/	-	-	9. Fruits and Vegetables	/	-	-
10. Happy Birthday	/	-	-	10. Happy Birthday	/	-	-
Total		1.00		Total		1.00	

Opinion Level

+ 1 = The most appropriate 0 = Average appropriate - 1 = Less appropriate

(Asst. Prof. Ruangsak Amphaipan)

Buriram Rajabhat University

Table 2: Expert's Assessment of Appropriateness of Songs by the Second Expert

Concurrence Song Lyrics and Contents				Concurrence Song Lyrics and Objectives			
Songs	Opinion Level			Songs	Opinion Level		
	+1	0	-1		+1	0	-1
1. Parts of Body	/	-	-	1. Parts of Body	/	-	-
2. My Class	/	-	-	2. My Class	/	-	-
3. Sports	/	-	-	3. Sports	/	-	-
4. Twelve Months of the Year	/	-	-	4. Twelve Months of the Year	/	-	-
5. Animals	/	-	-	5. Animals	/	-	-
6. One to Twenty	/	-	-	6. One to Twenty	/	-	-
7. Flowers	/	-	-	7. Flowers	/	-	-
8. Colors	/	-	-	8. Colors	/	-	-
9. Fruits and Vegetables	/	-	-	9. Fruits and Vegetables	/	-	-
10. Happy Birthday	/	-	-	10. Happy Birthday	/	-	-
Total	1.00			Total	1.00		

Opinion Level

+ 1 = The most appropriate 0 = Average appropriate - 1 = Less appropriate

(Dr. Krapan Sri-ngan)

Buriram Rajabhat University

Table 3: Expert's Assessment of Appropriateness of Songs by the Third Expert

Concurrence Song Lyrics and Contents				Concurrence Song Lyrics and Objectives			
Songs	Opinion Level			Songs	Opinion Level		
	+1	0	-1		+1	0	-1
1. Parts of Body	/	-	-	1. Parts of Body	/	-	-
2. My Class	/	-	-	2. My Class	/	-	-
3. Sports	/	-	-	3. Sports	/	-	-
4. Twelve Months of the Year	/	-	-	4. Twelve Months of the Year	/	-	-
5. Animals	/	-	-	5. Animals	/	-	-
6. One to Twenty	/	-	-	6. One to Twenty	/	-	-
7. Flowers	/	-	-	7. Flowers	/	-	-
8. Colors	/	-	-	8. Colors	/	-	-
9. Fruits and Vegetables	/	-	-	9. Fruits and Vegetables	/	-	-
10. Happy Birthday	/	-	-	10. Happy Birthday	/	-	-
Total		1.00		Total		1.00	

Opinion level

+ 1 = The most appropriate 0 = Average appropriate - 1 = Less appropriate

(Miss Apinyan Boon -urai)

Supervisor at Buriram Educational Service Area Office 32

Table 5: Item Difficulty (p) and Discrimination (r) of the English Vocabulary

Achievement

Test

No.	P	r	No.	P	r	NO.	P	r
1*	0.67	0.40	21*	0.63	0.20	41*	0.53	0.27
2	0.70	0.20	22*	0.60	0.40	42	0.50	0.20
3*	0.67	0.53	23	0.50	0.33	43*	0.53	0.27
4	0.77	0.20	24*	0.43	0.33	44	0.53	0.27
5	0.60	0.27	25	0.57	0.20	45*	0.67	0.27
6*	0.50	0.33	26*	0.50	0.33	46	0.60	0.27
7*	0.63	0.60	27*	0.50	0.20	47*	0.67	0.27
8	0.70	0.20	28	0.50	0.33	48*	0.43	0.47
9*	0.67	0.40	29*	0.50	0.47	49*	0.57	0.33
10*	0.67	0.40	30	0.60	0.40	50*	0.50	0.47
11*	0.60	0.40	31*	0.57	0.47	51*	0.70	0.20
12	0.67	0.27	32	0.53	0.53	52*	0.50	0.33
13*	0.63	0.47	33*	0.67	0.40	53	0.57	0.20
14*	0.67	0.40	34	0.63	0.47	54*	0.43	0.33
15*	0.63	0.33	35*	0.50	0.33	55*	0.53	0.40
16	0.60	0.13	36*	0.43	0.33	56	0.53	0.53
17*	0.50	0.33	37*	0.67	0.13	57*	0.70	0.33
18*	0.50	0.47	38*	0.47	0.53	58	0.57	0.60
19*	0.60	0.40	39*	0.50	0.27	59*	0.67	0.13
20*	0.67	0.40	40	0.67	0.27	60*	0.50	0.47

Table 6: Reliability of the English Vocabulary Achievement Test

No.	Total scores	P	q	Pq	No.	Total score	P	q	Pq
1	19	0.95	0.05	0.05	21	19	0.95	0.05	0.05
2	16	0.80	0.20	0.16	22	20	1.00	0.00	1.00
3	18	0.90	0.10	0.09	23	19	0.95	0.05	0.05
4	14	0.70	0.30	0.21	24	18	0.90	0.10	0.09
5	18	0.90	0.10	0.09	25	18	0.90	0.10	0.09
6	17	0.85	0.15	0.13	26	19	0.95	0.05	0.05
7	19	0.95	0.05	0.05	27	17	0.85	0.05	0.13
8	20	1.00	0.00	1.00	28	19	0.95	0.05	0.05
9	16	0.80	0.20	0.16	29	16	0.80	0.20	0.16
10	18	0.90	0.10	0.09	30	15	0.75	0.25	0.19
11	19	0.95	0.05	0.05	31	14	0.70	0.30	0.21
12	14	0.70	0.30	0.21	32	19	0.95	0.05	0.05
13	15	0.75	0.25	0.19	33	18	0.90	0.10	0.09
14	19	0.95	0.05	0.05	34	19	0.95	0.05	0.05
15	18	0.90	0.10	0.09	35	19	0.95	0.05	0.05
16	16	0.80	0.20	0.16	36	17	0.85	0.15	0.13
17	15	0.75	0.25	0.19	37	15	0.75	0.25	0.19
18	19	0.95	0.05	0.05	38	16	0.80	0.20	0.16
19	19	0.95	0.05	0.05	39	18	0.90	0.10	0.09
20	18	0.90	0.10	0.09	40	19	0.95	0.05	0.05
					x	701	$\sum x$	26583	
					$\sum Pq$				7.57

APPENDIX D

The Results of the Trail

Table 1: Efficiency of Process (E 1) (One-to-One: Tryout) (N = 3)

N	E1											Mean
	1	2	3	4	5	6	7	8	9	10	Total	
Score	10	10	10	10	10	10	10	10	10	10	100	10
1	6	5	7	7	6	7	6	7	5	5	61	6
2	5	6	6	7	6	7	7	5	5	6	60	6
3	7	6	6	7	6	6	7	7	6	6	64	6
Total	18	17	19	21	18	20	20	19	16	17	185	18
\bar{X}	6	6	6	7	6	7	7	6	5	6	6	6
S.D	1	0.6	0.6	0	0	0.6	0.6	1.2	0.6	0.6	2.1	0
%	60.0	56.6	63.3	70.0	60.0	66.6	66.6	63.3	53.3	56.6	61.66	60.00
	0	7	3	0	0	7	7	3	3	7		

Table 2: Pre-test and Post-test Scores (N = 3)

N	Achievement Scores	
	Pretest	Posttest
1	29	26
2	25	29
3	27	30
Total	81	85
\bar{X}	27	28
S.D	2.0	2.1
%	67.5	70.83

Table 3: Efficiency of Process (E 1) (Small Group: Tryout) (N =9)

N	E1											Mean
	1	2	3	4	5	6	7	8	9	10	Total	
Score	10	10	10	10	10	10	10	10	10	10	100	10
1	6	5	7	7	6	7	6	7	5	5	61	6
2	5	7	6	5	6	5	7	5	5	6	57	6
3	7	6	6	7	6	6	7	7	6	6	64	6
4	5	5	6	5	7	7	7	7	6	7	62	6
5	6	7	8	8	8	7	8	7	7	6	72	7
6	7	5	6	5	7	7	7	7	6	7	64	6
7	7	7	7	7	8	6	7	8	7	7	71	7
8	6	7	7	7	7	7	7	6	6	6	66	7
9	7	8	7	8	6	6	6	7	6	7	68	7
Total	56	57	60	59	61	58	62	61	54	57	585	59
\bar{X}	6	6	7	7	7	6	7	7	6	6	7	7
S.D	0.8	1.1	0.7	1.2	0.8	0.7	0.6	0.8	0.7	0.7	4.8	0.5
%	62.22	63.33	66.67	65.56	67.78	64.44	68.89	67.78	60.00	63.33	65.00	65.56

Table 4: Pre-test and Post-test Scores (N = 9)

N	Achievement Scores	
	Pretest	Posttest
1	29	32
2	25	29
3	27	30
4	24	29
5	23	29
6	25	30
7	23	30
8	24	29
9	22	29
Total	222	267
\bar{X}	25	30
S.D	2.2	1.0
%	61.67	74.17

Table 5: Efficiency of Process (E 1) (Field Group: Tryout) (N =31)

N	(E 1)											Mean
	1	2	3	4	5	6	7	8	9	10	Total	
Score	10	10	10	10	10	10	10	10	10	10	100	10
1	8	8	7	7	9	7	9	7	9	9	80	8
2	7	7	6	9	6	8	7	5	9	9	73	7
3	8	6	8	7	6	8	9	7	6	8	73	7
4	7	9	6	8	7	7	7	7	8	7	73	7
5	9	7	8	8	8	7	8	7	7	9	78	8
6	7	9	8	7	7	7	7	7	6	7	72	7
7	7	7	7	7	8	8	7	8	7	7	73	7
8	8	7	7	7	7	7	7	6	6	6	68	7
9	7	8	7	8	6	8	8	7	6	7	72	7
10	7	6	6	7	6	6	9	5	6	8	66	7
11	7	5	6	7	7	7	7	8	5	8	67	7
12	8	7	8	8	8	7	8	6	7	8	75	8
13	7	9	6	7	7	7	7	7	9	8	74	7
14	7	7	7	7	8	6	7	7	7	7	70	7
15	7	7	7	7	6	8	6	7	8	7	70	7
16	7	7	7	8	7	8	7	7	6	7	71	7
17	8	7	8	6	6	6	6	6	7	7	67	7
18	8	6	7	7	6	7	6	7	9	6	69	7
19	5	8	7	5	6	6	7	7	9	5	65	7
20	7	8	8	5	9	8	7	8	6	7	73	7
21	7	6	8	6	7	8	7	7	7	5	68	7
22	7	7	8	7	9	8	6	7	7	7	73	7
23	7	7	6	8	6	6	6	7	7	6	66	7

Table 5 (continued)

N	(E 1)											Mean
	1	2	3	4	5	6	7	8	9	10	Total	
Score	10	10	10	10	10	10	10	10	10	10	100	10
24	8	8	7	8	6	7	6	7	9	6	72	7
25	7		8	8	6	6	7	7	9	8	66	7
26	7	7	9	9	9	6	6	8	6	7	74	7
27	7	8	9	7	7	8	7	7	7	8	75	8
28	7	7	7	5	9	8	7	7	7	7	71	7
29	6	7	7	7	6	8	7	6	9	8	71	7
30	6	9	8	7	6	7	8	9	9	8	77	8
31	7	7	8	7	6	9	7	7	8	8	74	7
Total	222	218	226	221	217	224	220	215	228	225	2216	222
\bar{X}	7	7	7	7	7	7	7	7	7	7	71.48	7
S.D	0.7	1.0	0.9	1.0	1.1	0.8	0.9	0.8	1.3	1.0	3.7	0.4
%	71.61	70.32	72.90	71.29	70.00	72.26	70.96	69.35	73.55	72.58	71.48	71.61

Table 6: Pre-test and Post-test Scores (N = 31)

N	Achievement Scores	
	Pre - Test	Post - Test
1	27	35
2	22	34
3	27	33
4	23	32
5	27	33
6	25	34
7	22	36
8	24	31
9	24	30
10	23	29
11	24	30
12	22	35
13	21	37
14	20	33
15	28	31
16	27	36
17	26	33
18	23	32
19	25	34
20	26	35
21	23	36
22	24	38
23	22	32

Table 6 (continued)

N	Achievement Scores	
	Pre - Test	Post - Test
24	29	34
25	25	35
26	27	35
27	24	32
28	23	33
29	25	38
30	23	37
31	24	31
Total	755	1044
\bar{X}	24	34
S.D	2.2	2.4
%	60.89	84.19

APPENDIX E

Song Lyrics

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Parts of Body

Words : B.Kulkittiyanon

Music : American Folk Song, "Susanna"

Intro G C G D
 G C D, G
 C D,
 G C D, G



This is my eye, ^G

This is my neck, ^G

^C ^G ^{D,}
 This is my leg, my knee.

^C
 That is your ear,

^C
 That is your face,

^C ^{D,} ^G
 That is your head, your hand.

^C ^{D,}
 Oh! my body, all parts are important.

^C ^{D,} ^G
 Please don't forget to exercise,

Sound mind in sound body.

^C ^{D,} ^G
 Wiggle shoulders, stamp your feet,

^G
 And jump up in the sky,

^C ^{D,} ^G
 Shake your body, then turn around,

^G
 Should exercise every day.

^C ^{D,} ^G
 Oh! my body, all parts are important.

^C ^{D,} ^G
 Please don't forget to exercise,

^C ^{D,} ^G
 Sound mind in sound body.



APPENDIX F

Lesson Plans

Lesson Plan (1)

Topic: Myself

Date:

Level: Prathomsuksa 5

Song: Parts of Body

Time: 2 hours

1. Concept

The parts of body are very important and useful for everybody livelihood. Therefore, students should not only learn more about parts of body's vocabulary, sentences but also know how to care them correctly.

2. Objectives

Terminal Objectives:

Students are able to say the name of parts of body, tell the meaning and describe how to care them correctly.

Enabling Objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary about the parts of body.
- 2.2. Students are able to use the vocabulary about the parts of body in contexts.
- 2.3. Students are able to sing 'Parts of Body' song.
- 2.4. Students are able to tell about how to treat their parts of body.
- 2.5. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 Vocabulary: eye, neck, leg, knee, ear, face, head, hand, body, shoulder, feet, knee, and nose.

3.2 Structure: What's this ? / What's that?

It 's my / your.....

Point to your

3.3 Function: Explaining information about parts of the body.

3.4 Culture: Should be save, protect the parts of body for good health and exercise every day.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - Test.

4.1.2 Teacher and students discuss about parts of body.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about parts of body by using word cards.

4.2.2 Teacher demonstrates by pointing to parts of body when pronounce each word.

4.2.3 Teacher shows how to pronounce the vocabularies and tell the students to repeat after the teacher, and then let some students show their pronunciations

4.2.4 Teacher lets students listen to 'Parts of Body' Song (from CD) and then read the lyric line by line, 2-3 times.

4.2.5 Teacher acts for students about song. Then lets students act and sing together two or three times.

4.2.6 Teacher lets students work in pairs or groups by asking and answering about parts of body. For example : What's this ? / What's that?

It 's my / your.....

Point to your

4.3 Practice

4.3.1 Teacher lets each group of students practice to sing and act about

'Parts of Body' Song.

4.3.2 Teacher randomizes some groups of students to present about their short dialogue of parts of body.

4.3.3 The teacher and students discuss about how to treat their parts of body.

4.3.4 Students write word about parts of body.

4.4 Production

4.4.1 Students do worksheet 1 (Writing the vocabulary in accordance to pictures about parts of body.

4.4.2 Students draw and color the body and tell the name about parts of body depend on their creation in worksheet 2.

4.4.3 Students write the words about parts of body in worksheet 3.

4.4.4 Students do Crossword Game 'Parts of Body'

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

4.5.2 Teacher lets students sing and act out 'Parts of Body' Song.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Parts of Body' Song, CD and computer

5.3 Word Cards

5.4 Worksheets 1-3 and Crossword Game 'Parts of Body'

5.5 Papers and colors

Words : B.Kulkittiyanon

Parts of Body

Music : American Folk Song, "Susanna"

Intro G C G D
 C D,

G C D, G

G C D, G



^G
This is my eye,

^G
This is my neck,

^C ^G ^{D,}
This is my leg, my knee.

^C
That is your ear,

^C
That is your face,

^C ^{D,} ^G
That is your head, your hand.

^C ^{D,}
Oh! my body, all parts are important.

^C ^{D,} ^G
Please don't forget to exercise,

Sound mind in sound body.

^C ^{D,} ^G
Wriggle shoulders, stamp your feet,

^G
And jump up in the sky,

^C ^{D,} ^G
Shake your body, then turn around,

^G
Should exercise every day.

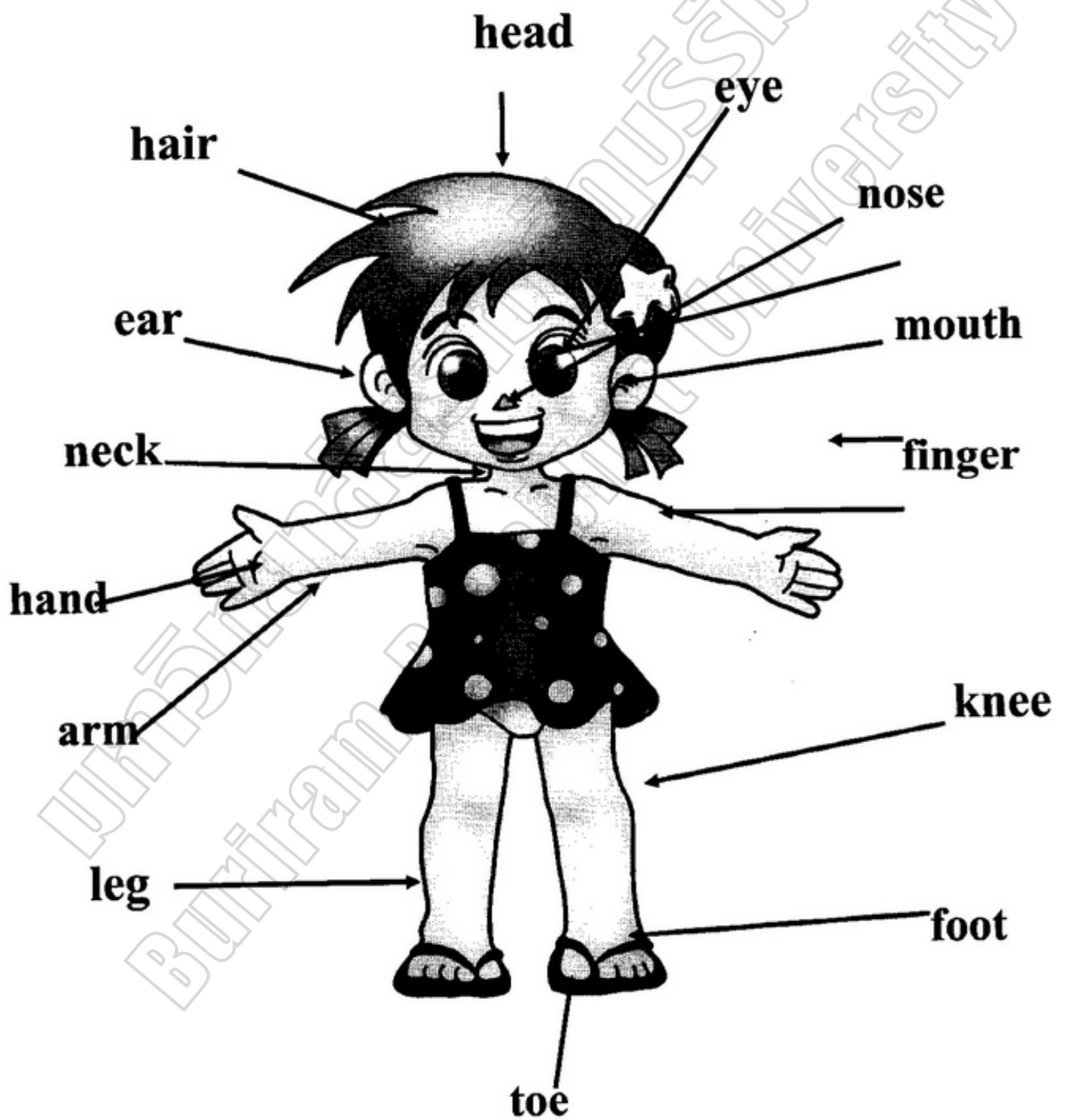
^C ^{D,} ^G
Oh! my body, all parts are important.

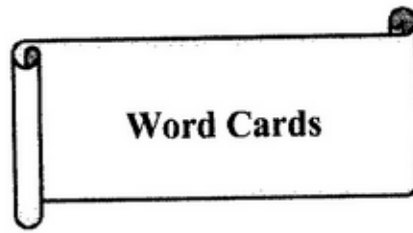
^C ^{D,} ^G
Please don't forget to exercise,

^C ^{D,} ^G
Sound mind in sound body



Parts of Body





eye

neck

leg

knee

ear

face

head

body

exercise

mouth

every day

hand



Worksheet 1

Direction: Fill the words in the blanks correctly.



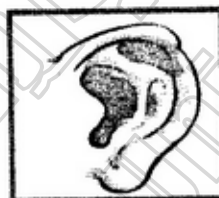
1. _____



2. _____



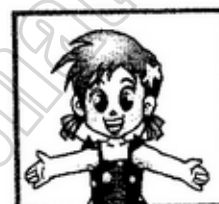
3. _____



4. _____



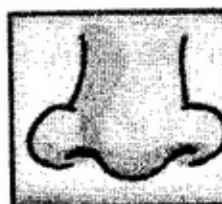
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Worksheet 2

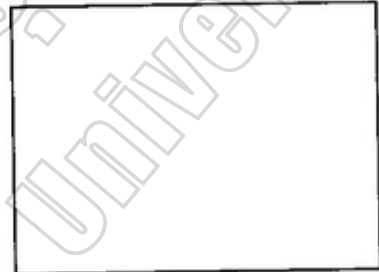
Direction: Write the words in the blanks.

Then draw about parts of body.

1. We see with _____.



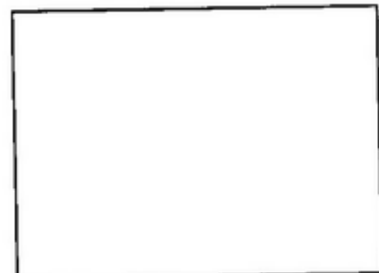
2. We eat with _____.



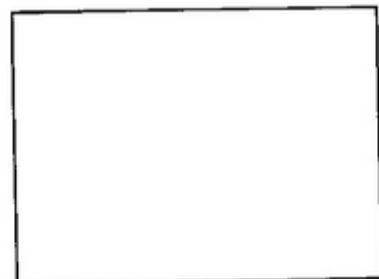
3. We touch with _____.



4. We smell with _____.



5. We hear with _____.



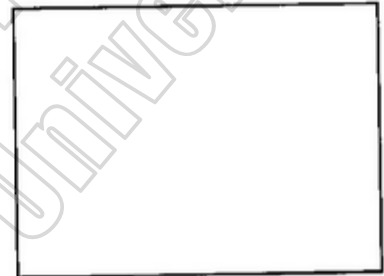
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Worksheet (Continue)**Direction : Write the words in the blanks.****Then draw about parts of body.**

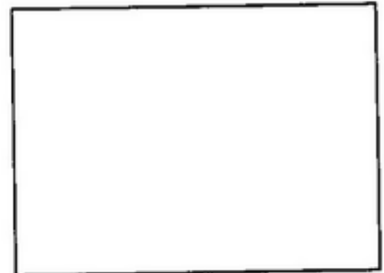
6. We walk with _____.



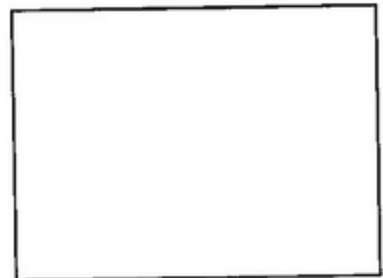
7. We smile with _____.



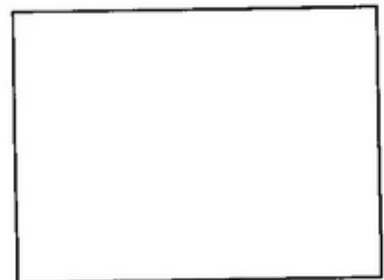
8. We write with _____.



9. We kick with _____.

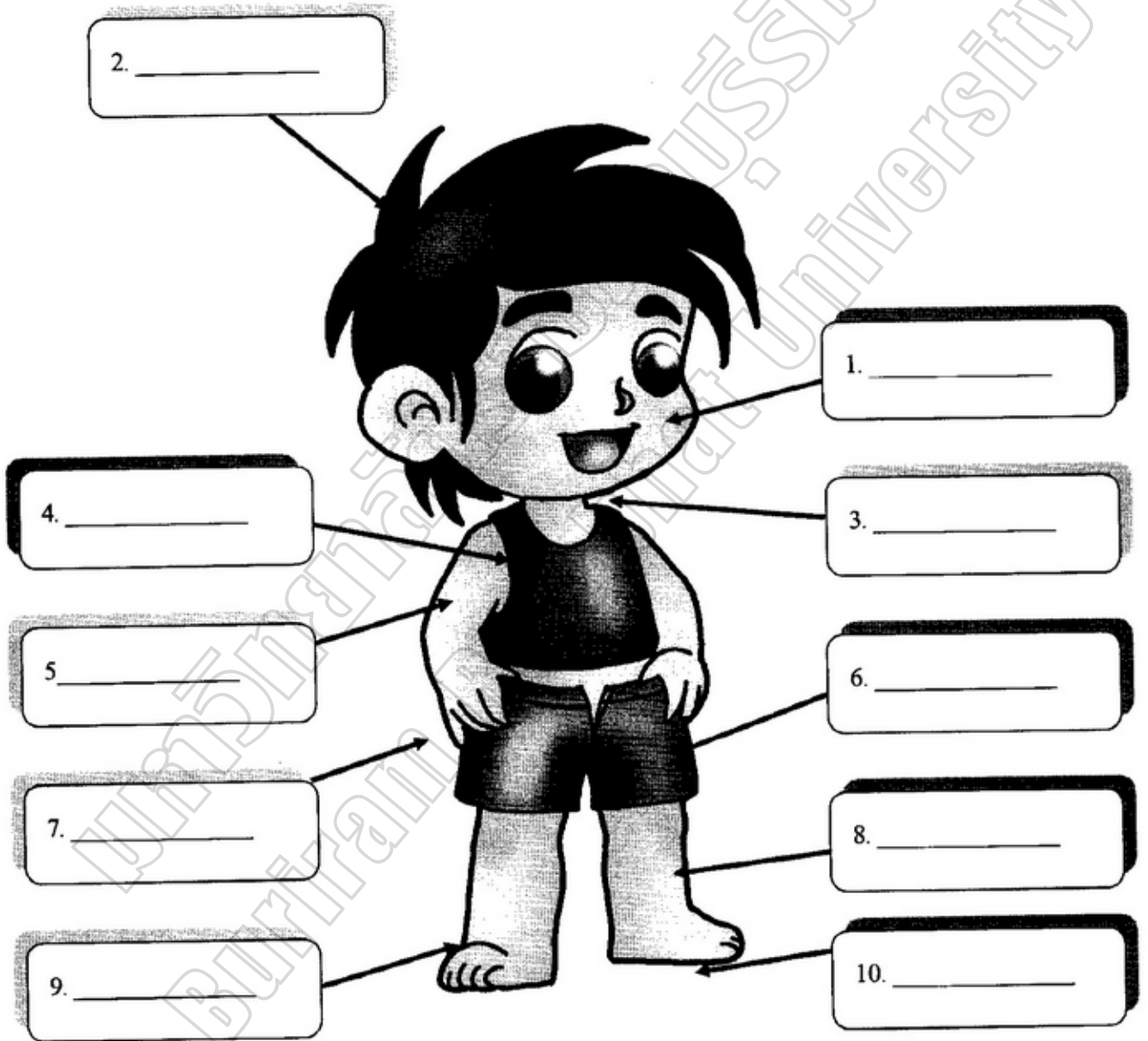


10. We point with _____.



Worksheet 3

Direction : Write the words about parts of body.



Pre - test

English Language

Prathomsuksa 5

Topic : Parts of body

Khetkarnthangsongkroh 5 School Buriram

Direction : Choose the correct answer.

- | | |
|--|---|
| <p>1. I can see with my _____.</p> <p>a. mouth b. eyes</p> <p>c. nose d. ears</p> | <p>6. You have ten _____.</p> <p>a. hands b. knees</p> <p>c. fingers d. shoulders</p> |
| <p>2. We can smell with our _____.</p> <p>a. mouths b. eyes</p> <p>c. noses d. ears</p> | <p>7. My hair is on my _____.</p> <p>a. leg b. foot</p> <p>c. head d. neck</p> |
| <p>3. We can eat with our _____.</p> <p>a. mouth b. eye</p> <p>c. nose d. ear</p> | <p>8. We can hear with our _____.</p> <p>a. ears b. feet</p> <p>c. fingers d. faces</p> |
| <p>4. I have two _____ and you have two _____.</p> <p>a. eyes / noses b. faces / hands</p> <p>c. necks / mouths d. hands / feet</p> | <p>9. We can walk with our _____.</p> <p>a. eyes b. faces</p> <p>c. necks d. feet</p> |
| <p>5. You can smile with your _____.</p> <p>a. neck b. mouth</p> <p>c. nose d. face</p> | <p>10. We point at some things with our _____.</p> <p>a. noses b. hands</p> <p>c. necks d. fingers</p> |

Answers Keys : Parts of body**Pre - Test**

1. b 2. c 3. a 4. d 5. b
6. c 7. c 8. a 9. d 10. d

Post - Test

1. d 2. a 3. b 4. c 5. c
6. d 7. d 8. b 9. a 10. c

Worksheet 1

1. feet 2. hand 3. eye
4. ears 5. arm 6. shoulder
7. knee 8. nose 9. hair
10. mouth

Worksheet 2

- | | | | |
|----------------|----------------|----------|----------|
| 1. eyes | 2. mouth | 3. hands | 4. nose |
| 5. ears | 6. legs / feet | 7. mouth | 8. hands |
| 9. legs / feet | 10. finger | | |

Answer Keys: Parts of Body**Worksheet 3**

- | | | | |
|-------------|------------|----------|---------|
| 1. eye | 2. hair | 3. mouth | 4. neck |
| 5. shoulder | 6. fingers | 7. hand | 8. knee |
| 9. leg | 10. foot | | |

Topic: My School
 Date:
 Level: Prathomsuksa 5
 Song: My Class
 Time: 2 hours

1. Concept

Generally, students are familiar with their surroundings. They should learn about vocabulary, sentence and how to do appropriate activities in their classroom. They can study English vocabulary and sentence through the Classroom's song. In addition, they feel relaxed and fun during learning English language.

2. Objectives

Terminal objectives:

Students are able to say the name of things in the classroom, spell and tell the meaning and describe how to use them suitably.

Enabling objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary about the classroom.
- 2.2. Students are able to use the vocabulary about the classroom in context.
- 2.3. Students are able to sing 'My Class' song.
- 2.4. Students are able to get scores from worksheet at least 80 percent average.

3. Contents

3.1 Vocabulary: class, blackboard, chair, table, student, teacher, book, pen, pencil, picture, ruler, eraser, and computer.

3.2 Structure: What's this ? / What's that? It's a.....

What are these ? What are those ? They are.....(s)

There is/ There are.....(s)

3.3. Function: Giving information about the things in classroom.

3.4. Culture: Keep the things in classroom clean, tidy and also make use of them as much as possible.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students listen to 'My Class' song.

4.1.3 Teacher lets students speak the word out about the things in classroom from that song.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about things in classroom by using word cards.

4.2.2 Teacher demonstrates by pointing to the things in classroom.

4.2.3 Teacher shows how to pronounce the vocabularies and tell the students to repeat after the teacher, and then let some students show their pronunciations

4.2.4 Teacher lets students listen to 'My Class' Song (From CD) and then read the lyric after 2-3 times.

4.2.5 Teacher acts for students about song. Then lets students sing and out together two or three times.

4.2.6 Teacher shows students how to ask and answer about the things in classroom with these sentences:

What's this ? / What's that? It 's a.....

What are these ? What are those ?

They are.....(s).

There is/ There are.....(s)

4.3 Practice

4.3.1 Teacher lets each group of students practice to sing and act about 'My Class Song'.

4.3.2 Teacher randomizes some groups of students to present about their short dialogue of the things in classroom.

4.3.3 Teacher and students discuss about how to use and treat the things in classroom.

4.3.4 Students fill the missing words about the things in classroom in the blank for worksheet 1.

4.3.5 Teacher lets students work in pairs or groups by asking and answering about the things in classroom with those sentences in 4.2.6

4.4 Production

4.4.1 Students draw and color the things in classroom in their thinking, then write the words for describing about them.

4.4.2 Students do worksheet 2, complete sentences with 'There is / There are'

4.4.3 Students do worksheet 3, write the names of thing in class.

4.4.4 Students do crossword 2.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

4.5.2 Teacher lets students sing and act out 'My Class' Song.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'My Class' Song, CD and computer

5.3 Word Cards

5.4 Worksheets 1- 3 and Crosswords Game.(My Class)

5.5 Papers and color pencils

6. Measurement and Evaluation:

- 6.1 Observe about their attention
- 6.2 Observe about their participation
- 6.3 Check their worksheets.
- 6.4 Check their Pre-test / Post-test.

7. Suggested Activities

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8. Director's comment

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9. Taking note

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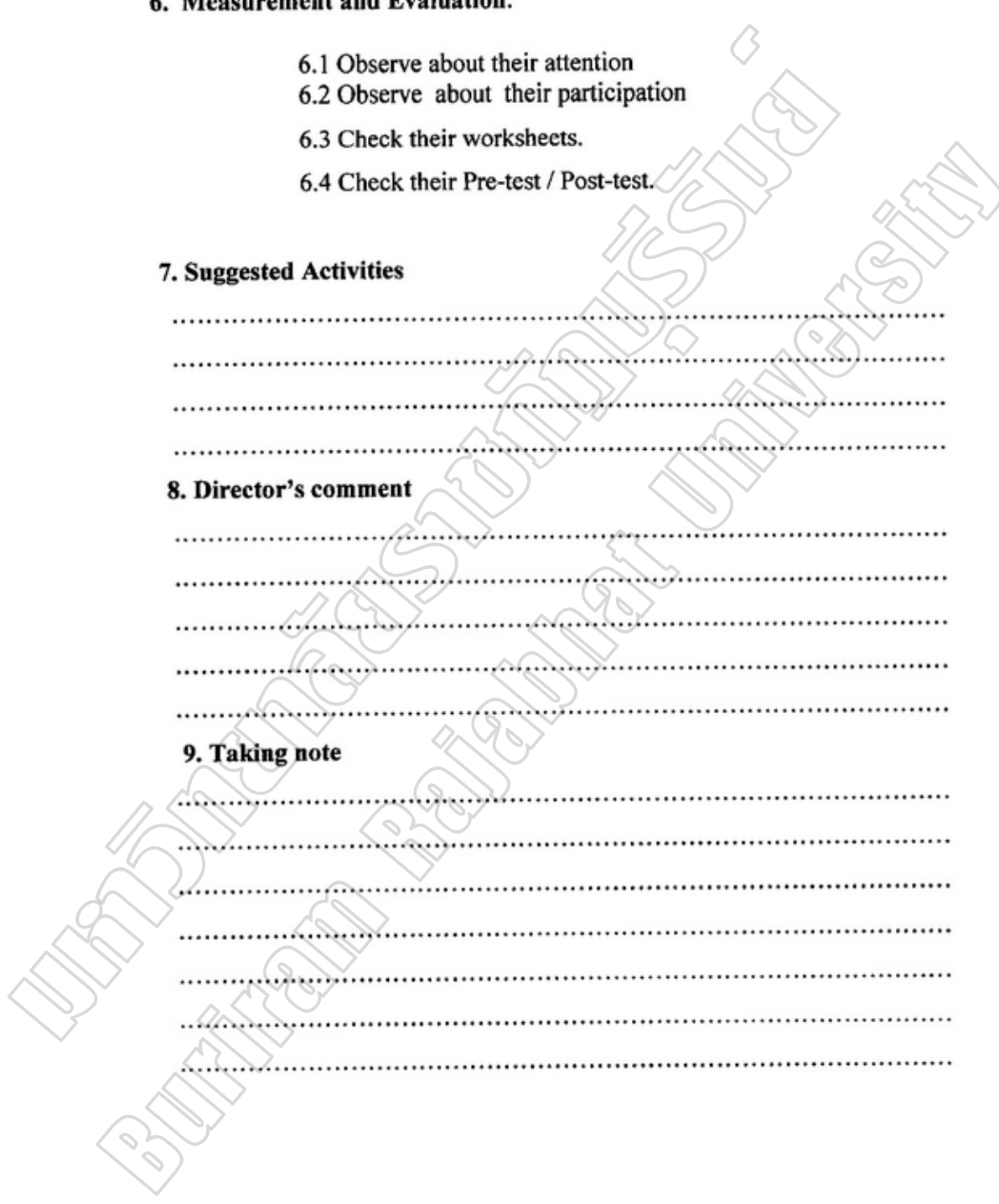
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Pre – Test

English Language

Prathomsuksa 5

Topic : My Class

Khetkarthangsomgkroh 5 School Buriram

Direction: Choose the correct answer.

- | | |
|---|---|
| <p>1. _____ is on the wall in the classroom.</p> <p>a. A pen b. A ruler</p> <p>c. A blackboard d. A chair</p> <p>2. You can write with a _____.</p> <p>a. table b. ruler</p> <p>c. desk d. pen</p> <p>3. You can sit on a _____.</p> <p>a. blackboard b. desk</p> <p>c. table d. chair</p> <p>4. There _____ a blackboard in my class.</p> <p>a. is b. are</p> <p>c. do d. does</p> <p>5. I like to learn in my _____.</p> <p>a. living room b. bathroom</p> <p>c. bedroom d. classroom</p> | <p>6. There _____ many pictures in the class.</p> <p>a. is b. are</p> <p>c. do d. does</p> <p>7. The _____ learn in the classroom.</p> <p>a. pilots b. students</p> <p>c. firemen d. artists</p> <p>8. We use a _____ to draw .</p> <p>a. book b. ruler</p> <p>c. pencil d. eraser</p> <p>9. There is a lovely _____ in classroom.</p> <p>a. pens b. pencils</p> <p>c. teacher d. erasers</p> <p>10. _____ ten students in your class.</p> <p>a. There is b. Are There</p> <p>c. Is there d. There are</p> |
|---|---|

My Class

Words : B.Kulkittiyanon

Musics : Thai Traditional

Tune, "Chang"

Intro *A Bm A*



A
My class, my class, my class,
There is big blackboard,
Bm
Nearby a lovely teacher,
A
There are many chairs and many desks,
Bm
Beautiful pictures for children,
A
I like to learn in my class.
A
Our class, our class, our class,
We use pencils to draw.
Bm
We all have pens to write.
A
We read our books together.
Bm
We help keeping our class,
A
Because it is our class.



window

teacher

blackboard

pencil

desk

table

picture

ruler

chair

pen

computer

eraser

Worksheet 1

Direction : Fill in the missing words in the blanks.

1. คุณครู

t _ a _ c _ h _ r

2. ปากกา

p _ n

3. โต๊ะครู

t _ b _ _

4. เก้าอี้

c _ _ _ _

5. โต๊ะนักเรียน

d _ _ _ _

6. กระดานดำ

b _ _ _ _ _ _ _ _

7. รูปภาพ

p _ _ _ _ _ _

P

8. หน้าต่าง

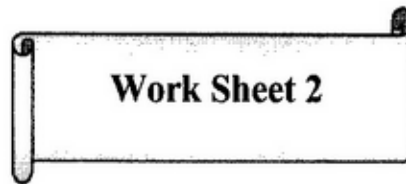
w _ _ _ _ _

9. ดินสอ

p _ _ _ _ _

10. ไม้บรรทัด

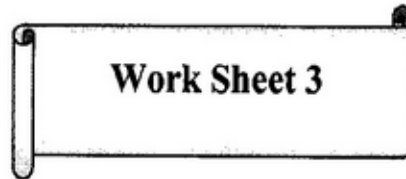
_ _ _ _ _



Work Sheet 2

Direction: Complete the sentences with "There is" or "There are"

1. _____ a book on the table.
2. _____ pens in the box.
3. _____ two pencils in my hand.
4. _____ three windows.
5. _____ a chair on the floor.
6. _____ three brooms under the desk.
7. _____ ten pens in the school bag.
8. _____ four pictures on the wall.
9. _____ a blue book on the desk.
10. _____ a big blackboard in the classroom.



Work Sheet 3

Direction: Write the words about things in your classroom in the blanks.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Key Answer : My Class**Pre-Test**

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. d | 3. d | 4. a | 5. d |
| 6. b | 7. b | 8. c | 9. c | 10. d |

Post - Test

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. c | 3. b | 4. d | 5. c |
| 6. d | 7. d | 8. c | 9. a | 10. d |

My Class : Worksheet 1


- | | | | |
|------------|---------------|------------|-----------|
| 1. teacher | 2. pen | 3. table | 4. chair |
| 5. desk | 6. blackboard | 7. picture | 8. window |
| 9. pencil | 10. ruler | | |

Key Answer : My School**Worksheet 2**


- | | | | |
|-------------|--------------|--------------|--------------|
| 1. There is | 2. There are | 3. There are | 4. There are |
| 5. There is | 6. There are | 7. There are | 8. There are |
| 9. There is | 10. There is | | |

Worksheet 3**Depending on the teacher**

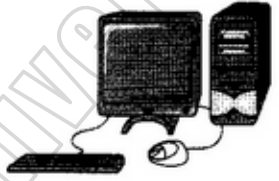
Key Answer: Crossword 2




1. (→)



2. (→)




3. (↓)

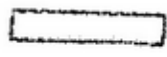


8. (→)

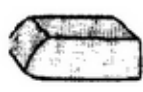
'P	E	N	'C	I	L
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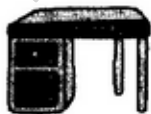
8. (↓)




4. (→)




5. (↓)



7. (↓)



6. (→)



6. (↓)

Lesson Plan (3)

Topic: My School
 Date:
 Level: Prathomsuksa 5
 Song: 'Sports'
 Time: 2 hours

1. Concept

Most students like to play sports. They should learn more about vocabulary, sentences and advantages of sport playing. They can study English happily through songs as recreation.

2. Objectives

Terminal objectives:

Students are able to say the name of several kinds of sports, spell and tell the meaning and describe about sports obviously.

Enabling objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary about sports.
- 2.2. Students are able to use the vocabulary about the sports in context.
- 2.3. Students are able to sing 'Sports' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 Vocabulary: football, basketball, tennis, table tennis, karate, judo, cycling, sailing, swimming, gymnastic, volleyball

3.2 Structure: What do you like to play? I like to play

3.3 Function :Telling kinds of sports. Expressing likes or dislikes about sports.

3.4 Culture : Sports do not only make the people healthy but also make them relaxed and fun.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students see pictures of famous sport player.

4.1.3 Teacher lets students show how to play their favorite sports by making gestures. Then the rest of them guess and say the names of those sports.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about sports by using word cards.

4.2.2 Teacher matches the words and pictures.

4.2.3 Teacher shows how to pronounce the vocabularies and tell the students to repeat after the teacher, and then let some students show their pronunciations.

4.2.4 Teacher lets students listen to 'Sports' Song (from CD) and then read the lyric after the teacher 2-3 times.

4.2.5 Teacher acts for students about song. Then lets students act and sing together two or three times.

4.2.6 Teacher lets students work in pairs or groups by asking and answering about sports. For example: What do you like to play?

I like to play

4.3 Practice

4.3.1 Teacher lets each group of students practice to sing and act about 'Sports' Song.

4.3.2 Teacher randomizes some groups of students to present their short dialogue about sports.

4.3.3 Teacher and students discuss about how play sports.

4.3.4 Students write down the names of sports in each blank.
(worksheet 1)

4.4 Production

4.4.1 Students read the passage, draw pictures and answer the questions.(worksheet 2)

4.4.2 Students draw and color their favorite sports those they like best. Then write sentences for describing the pictures.(worksheet 3)

4.5 Wrap up

4.5.1 Teacher and students check worksheet together

4.5.2 Teacher lets students sing and act out 'Sports' Song.

4.5.3 Students do the crossword puzzle

4.5.4 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Sports' Song, CD and computer

5.3 Word Cards / pictures of the famous sport players

5.4 Worksheets 1-3 and crossword Game (sports)

5.5 Papers and color pencils

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

7. Suggested Activities

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8. Director's comment

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9. Taking note

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Sports

Words : B.Kulkittiyanon

Music : "Dek Doi Jai Dee"

Intro C Dm G, C



^C
I like to play tennis,

^{Dm}
Tennis is very fun.

^{G,}
It's good for everyone.

^C
What do you like to play?

^C
I like to play football,

^{Dm}
Football is very fun.

^{G,}
It's good for everyone.

^C
What do you like to play?

^C
I like to play baseball,

^{Dm}
Baseball is very fun.

^{G,}
It's good for everyone.

^C
What do you like to play?

^C
La lan la lan la la lan la lan la

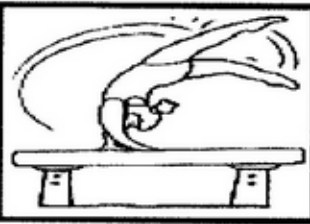
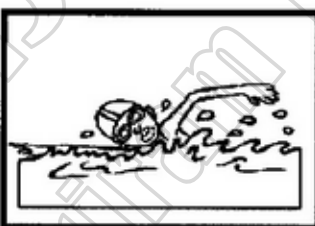
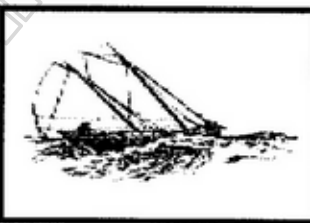
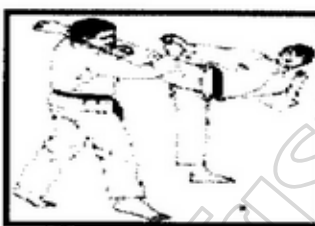
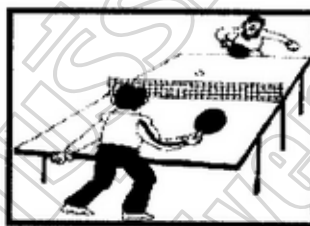
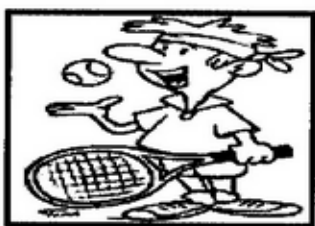
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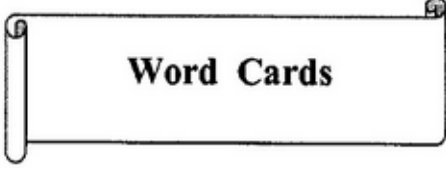


Flash Cards : Sport Players



Sport Cards



A rectangular box with a scroll-like effect on the left and right sides, containing the text "Word Cards".

Word Cards

football

basketball

tennis

table tennis

karate

judo

racing

cycling

gymnastic

volleyball

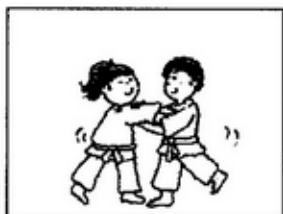
baseball

swimming

Work Sheet 1

Direction : Write down the name of sports in each blank .











Work Sheet 2

Direction : Read the passage and draw. Then answer the questions below .



John likes to play football. He wants to be a football player. He plays football with his friend everyday. There are eleven boys in a football team. He always plays football in the playground in front of their school.

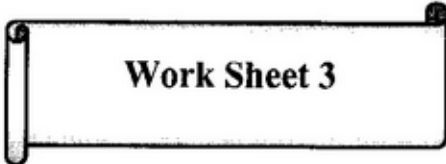
Worksheet 2 (continue)**Answer these questions.****1. What sport does John like?**

2. How many boys are there in a football team?

3. Where do the boys play football?

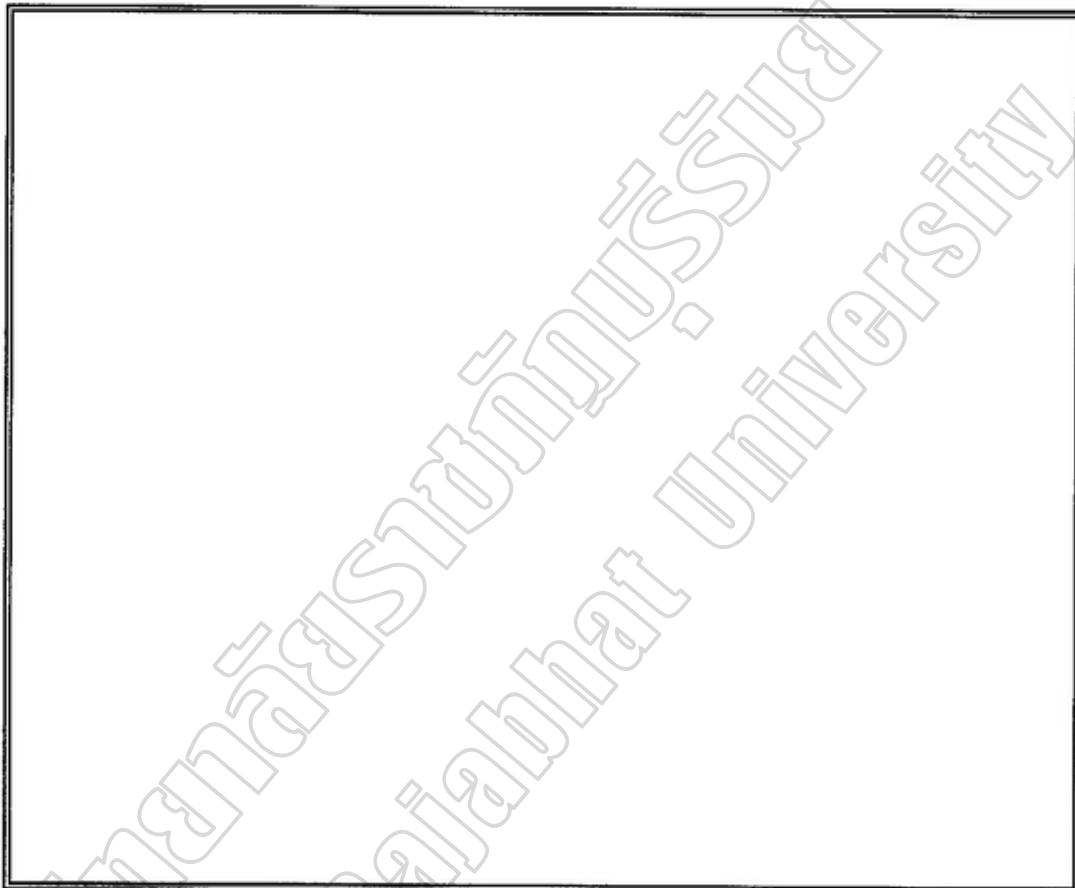
4. Does John want to be a football player?

5. Do you like to play football?



Work Sheet 3

Direction : Draw favorite sport Then write the sentences below.



Crossword 3

Direction: Do the crossword puzzle.

1. (→)

2. (↓)

3. (→)

4. (→)

5. (→)

6. (↓)

7. (→)

8. (↓)

9. (↓)

10. (→)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

8. (↓)

10. (→)

Post-test


English Language

Prathomsuksa 5

Topic : Sports

Khetkarthangsongkroh 5 School Buriram

Direction: Choose the correct answer

<p>1. There are six players in a _____ team.</p> <p>a. tennis b. football</p> <p>c. karate d. volleyball</p> <p>2. A: ... you play football ? B: Yes, I can.</p> <p>a. Can b. Does.</p> <p>c. Do d. Are</p> <p>3. I like to _____ baseball.</p> <p>a. go b. want</p> <p>c. play d. ride</p> <p>4. He rides a bicycle for _____.</p> <p>a. basketball b. judo</p> <p>c. cycling d. swimming</p> <p>5. Suda _____ play judo.</p> <p>a. isn't b. can</p> <p>c. is d. does</p>	<p>6. Fo _tb_ ll</p> <p>a. o, a b. a, a</p> <p>c. o, o d. a, o</p> <p>7. We use  in _____ game.</p> <p>a. sailing b. football</p> <p>c. badminton d. volleyball</p> <p>8. What is a kind of sport ?</p> <p>a. studying b. shopping</p> <p>c. swimming d. crying</p> <p>9. what is not a sport ?</p> <p>a. Judo b. Basket ball</p> <p>c. Swimming d. Crying</p> <p>10. A : What sport don't you like ?</p> <p>B : I _____ like badminton.</p> <p>a. do b. can.</p> <p>c. don't d. can not.</p>
--	--

Lesson Plan (4)

Topic: All Year Long
Date:
Level: Prathomsuksa 5
Song: 'Twelve months of the Year'
Time: 2 hours

1. Concept

Students should learn vocabulary, structure of asking and answering detail about twelve months of the year. They can enjoy learning through the song about the names of months in the year. Moreover, they can keep them in long term memories and properly behave.

2. Objectives

Terminal objectives:

Students are able to say names of months in the year, spell, read , pronounce and tell the meaning of them correctly.

Enabling objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary about twelve months of the year.
- 2.2. Students are able to use the vocabulary about twelve months of the year in context.
- 2.3. Students are able to sing 'Twelve months of the Year' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 **Vocabulary:** January, February, March, April, May, June, July, August, September, October, November and December

3.2 Structure: What month is (before/ after/ between....and?)

It's

3.2 Function: Talking about the months

3.4 Culture: There are lots of activities to do on important days in every months of the year.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students listen to the 'Twelve months of the Year' song.

4.1.3 Teacher lets students talk about words which they hear from that song.

4.1.4 Students take a look at the picture of Loy Kra thong Day and tell when it is celebrated.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about months by using word cards.

4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then let some students show their pronunciations.

4.2.3 Teacher lets students spell each word. Then write down in their notebooks.

4.2.4 Students read the song lyric after the teacher word by word 2-3 times.

4.2.5 Teacher and students sing 'Twelve months of the Year' song together two or three times.

4.2.6 Teacher lets students work in pair or group by asking and answering about months. For example: What month is (before/ after/between).....?

It's

4.3 Practice

4.3.1 Teacher lets each group of students practice to sing 'Twelve months of the Year' song.

4.3.2 Teacher randomizes some groups of students to present their short dialogue about the important day in each months.

4.3.3 Teacher and students discuss about how to do appropriate activities toward each months.

4.4 Production

4.4.1 Students answer the names of months write down in each blank. (worksheet 1)

4.4.2 Students read, then answer about months in worksheet2.

4.4.3 Students draw and color their favorite festivals, they like best. Then write sentences for describing the pictures.(worksheet 3)

4.5 Wrap up

4.5.1 Teacher and students check worksheet together.

4.5.2 Teacher lets students sing and act out 'Twelve months of the Year' song.

4.5.3 Students do the crossword puzzle 4.

4.5.4 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Twelve months of the Year' Song, CD

5.3 Word Cards / pictures of the picture of Loy Krathong Day.

5.4 Worksheets 1-3 and crossword Game (Months of the Year)

5.5 Papers and color pencils

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

7. Suggested Activities

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8. Director's comment

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9. Taking note

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Twelve Months of the Year

Words : Bussaba

Music : Khun Truem

Intro *Cm Gm Cm Gm E^b B^b. Cm*

Cm Gm
January, February, March and April,

Cm Gm
January, February, March and April,

E^b
May, June, July,

May, June, July,

B^b. Cm
August, September, October, November and December.

(Repeat)



Word Cards

January

February

March

April

May

June

July

August

September

October

November

December

Work Sheet 1

Direction : Write the meaning of these words in Thai.

1. January _____

2. March _____

3. February _____

4. April _____

5. May _____

6. July _____

7. August _____

8. September _____

9. October _____

10. December _____

Work Sheet 2

Direction : Read and answer the questions below.

January, February, March, April, May, June, July, August,
September, October, November and December

Answers the questions

1. What month is after April? It's _____.
2. What month is before July? It's _____.
3. What month is between August and October? It's _____.

Write the questions and answers.

4. _____ ? _____.
5. _____ ? _____.
6. _____ ? _____.
7. _____ ? _____.

Work Sheet 3

Direction : Complete the sentences with these words.



1. Coronation Day is on _____.



2. New Year's Day is on _____.



3. Constitution Day is on _____.



4. Father's Day is on _____.



5. King Chulalongkorn Memorial Day is on _____.



6. Songkran Festival Days are on _____.



7. Chakri Memorial Day is on _____.



8. Mother's Day is on _____.

Key words

January 1st

April 6th

April 13th - 16th

May 5th

August 12th

October 23rd

December 5th

December 10th

Crossword 4

Direction : Do the crossword puzzle

1. (↓) กุมภาพันธ์
2. (→) สิงหาคม
3. (↓) มีนาคม
4. (→) พฤษภาคม
5. (→) ตุลาคม
6. (↓) ธันวาคม
7. (→) มิถุนายน
8. (→) กรกฎาคม
9. (↓) ธันวาคม
10. (→) มกราคม

Post -Test**English Language****Prathomsuksa 5 Topic: Twelve Months of the year.****Khetkarnthangsongkroh 5 School Buriram****Direction: Choose the correct answer**

1. The sixth month of a year is _____. a. June b. July c. August d. September	6. What is the last month of a year ? a. October b. November c. December d. September
2. What month is between May and July? a. April b. July c. May d. June	7. What month is after April? a. It's June. b. It's July. c. It's May. d. It's August.
3. Loy Kratong festival is in _____. a. September b. October c. November d. December	8. Mother's Day is on _____. a. 12 th September b. 12 th August c. 12 th November d. 12 th December
4. Songkran festival is in _____. a. January b. February c. April d. March	9. What is the first month of a year ? a. January b. February c. March d. April
5. What month is before November ? a. October b. June c. September d. December	10. 5 th December is _____. a. Father's Day b. Mother's Day c. New year's Day d. Valentine's Day

Answer: Twelve Months of the Year

Key Answer : (Twelve Months of the Year)

Pre-Test

- | | | | |
|------|-------|------|------|
| 1. c | 2. a | 3. c | 4. a |
| 5. b | 6. c | 7. a | 8. c |
| 9. a | 10. d | | |

Post-Test

- | | | | |
|------|-------|------|------|
| 1. a | 2. d | 3. c | 4. c |
| 5. a | 6. c | 7. c | 8. b |
| 9. a | 10. a | | |

Answers

Worksheet 1

1. มกราคม
2. มีนาคม
3. กุมภาพันธ์
4. เมษายน
5. พฤษภาคม
6. กรกฎาคม
7. สิงหาคม
8. กันยายน
9. ตุลาคม
10. ธันวาคม

Worksheet 2

1. May
2. June
3. September
- 4.-7 Depend on the teacher.

Worksheet 3

1. December 5
2. October 23
3. August 12
4. May 5
5. December 10
6. April 6
7. April 13-16
8. January 1

Key for Crossword 4

1. (↓) กุมภาพันธ์

2. (→) สิงหาคม

3. (↓) มีนาคม

4. (→) พฤษภาคม

5. (→) ตุลาคม

6. (↓) กันยายน

7. (→) มิถุนายน

8. (→) ธันวาคม

9. (↓) กรกฎาคม

10. (→) มกราคม

Lesson Plan (5)

Topic: At the Zoo
 Date:
 Level: Prathomsuksa 5
 Song: 'Animals'
 Time: 2 hours

1. Concept

Students learn vocabulary, and structure about animals. They completely enjoy learning through the song about the name of animals, their food, as well as, the places where they are living by nature.

2. Objectives

Terminal objectives:

Students are able to say names of animals, pronounce ,spell, read, and tell the meaning of them correctly.

Enabling objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary about animals
- 2.2. Students are able to use the vocabulary about animals in context.
- 2.3. Students are able to sing 'Animals' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 Vocabulary: wild animal, sea animals, farm, house, zoo, cheetah, monkey, lion, zebra, fish, dolphin whale, shark, pet and cow

3.2 Structure: Where does(a dolphin) live?. It lives in the sea.

Where do(elephants) live? They live in the forest.

3.3 Function: Giving information about lives and food of animals

3.4 Culture: How can animals survive in the world ? / Should be protected.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students listen to the 'Animals' song.

4.1.3 Teacher lets students talk about words which they hear from that song.

4.1.4 Teacher lets students find words from 'Animal Word Search' Game.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about animals by using word cards and picture of animals.

4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then lets some students show their pronunciations.

4.2.3 Teacher lets students spell each word. Then write down in their notebooks.

4.2.4 Teacher lets students read the lyric of 'Animals' each sentence repeat after and sing that song together two or three times.

4.2.5 Teacher lets students work in pairs or groups by asking and answering about animals with these sentences:

A: Where does(a dolphin) live?. B: It lives in the sea.

A: Where do (elephants) live? B: They live in the forest.

A: What food do tigers eat? B: They eat meat.

4.3 Practice

4.3.1 Teacher lets each group of students practice to sing 'Animals' song.

4.3.2 Teacher randomizes some groups of students to present their short dialogue about animals which those practice in 4.2.5.

4.3.3 Teacher and students discuss about what good habits to protect or conserve for animals.

4.4 Production

4.4.1 Students match the names of animals in accordance with pictures.

(worksheet 1)

4.4.2 Students classify animals in each group in accordance with their living places. (worksheet 2)

4.4.3 Students do the Animals Crossword puzzle.

4.4.4 Students draw the most favorite animal, color and write sentences for describing.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

4.5.2 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song "Animals' Song, CD

5.3 Word Chards / picture of animals/ animals' names from the song.

5.4 ' Animal Word Search' Game, Worksheets 1-2 and Animals Crossword Puzzle

5.5 Papers and color pencils

6. Measurement and Evaluation:

- 6.1 Observe about their attention
- 6.2 Observe about their participation
- 6.3 Check their worksheets.
- 6.4 Check their Pre-test / Post-test.

7. Suggested Activities

.....

.....

.....

9. Director's comment

.....

.....

.....

9. Taking note

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.....

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Animals

Words : B. Kulkittiyanon

Music : Thai Traditional

Tune. " Pha Dong Phong Pee"

Intro *D*

D
Lion, cheetah, monkey zebra are wild animals,

Fish, dolphin, whale, shark are animals,

The pet lives near our house,

The cow lives in the farm,

G A.
We can see pretty animals,

D
They're in the zoo near our town,

Bring happiness to our lives,

They're in the zoo and around us,

Bring happiness to our world.

(Repeat)



Pre - Test

English Language

Prathomsuksa 5

Topic : Animals

Khrtkarthangsongkroh 5 School Buriram


Direction: Choose the correct answer

1. The _____ is a wild animal.
 a. lion b. fish
 c. cat d. cow

2. The _____ is a sea animal.
 a. dog b. rabbit
 c. dolphin d. bird

3. The cat is a _____.
 a. wild animal b. sea animal
 c. pet d. fish

4. The cows live in _____.
 a. the air b. the farm
 c. the town d. the sea

5.  = _____.

- a. cow b. zebra
 c. lion d. cheetah

6. The elephant is a _____ animal.
 a. wild b. pet
 c. farm d. sea

7. _____ live in the sea.
 a. The whales b. The lions
 c. The birds d. The dogs

8. _____ are sea animals.
 a. Monkey b. Rabbits
 c. Sheep d. Sharks

9. What is a pet?
 a. elephant b. shark
 c. snake d. dog

10.  = _____.

- a. sheep b. dog
 c. cow d. cat

Animals Word Search Game

Direction : Find the word and complete the missing word.

Animal Word Search









The word search grid contains the following letters:

```

    C
  Q O
 O L W
 P I G
 A P
 L L
 Y H H M S G J Z K H J X U M O F U S V Q Z N K
 P D R E Z Q J U V K Q K F P V D J I Y X P Z U
 N H I J Q M U W X U K E M O U S E G A R E
 J R C H I C K E N L L Q Q X S F P C N
 T N F T Q Y H O R S E S H E E P D D
 P U R Q X Y N P C L V C Z D Y G C
 I V O W U A
 P L U T
 D I U
 O V B I
 G C A T

    I T H
  F E R G M
 M I Q E C P A O
 U Q K P B B O I U
 D U C K U R H R R
 S H M H S Q F
 H Z F U M T O B
 M Q O K Z
 R D H Y
 E F
 A U P Q
 F I S H
  
```

Illustrations and missing words:

-  d _____
-  d _____
-  c _____
-  c _____
-  p _____
-  m _____
-  h _____
-  s _____

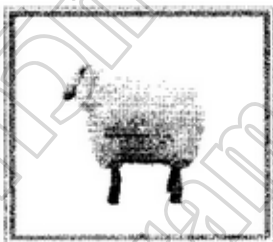
Additional words found in the grid: PIG, DUCK, CHICKEN, HORSES, SHEEP, CAT, FISH.

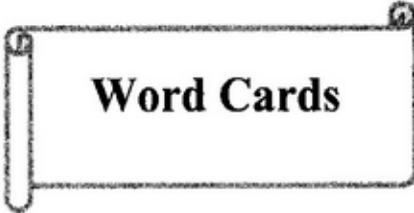
Animals' names

Direction: Under line animals that you hear from the song.

lion	zebra	horse
tiger	monkey	bird
cheetah	elephant	fish
dolphin	snake	whale
sheep	pig	rabbit
dog	cow	

Animals' pictures





Word Cards

monkey

Lion

Zebra

farm

fish

dolphin

whale

shark

cow

cheetah

Farm

Pet

Work Sheet 1

Direction : Match the name of animals with the picture.

1. cheetah

2. lion

3. zebra

4. monkey

5. fish

6. dolphin

7. whale

8. shark

9. cow

10. sheep

a



b



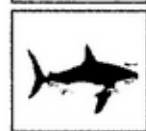
c



d



e



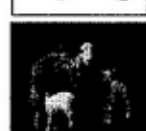
f



g



h



i



j



CROSSWORD

Direction : Do the Crossword puzzle.

1. ↓

2. ↓

3. ↓

4. →

5. →

6. →

7. ↓

8. →

9. →

1 K

2 D

3 B

4 G

5 R

6 O

7 S

8 E

9 P

Post - Test

English Language

Prathomsuksa 5

Topic : Animals

Khetkarthangsongkroh 5 School Buriram

Direction: Choose the correct answer

1. _____ are sea animals.

- a. Monkey b. Rabbits
c. Sheep d. Sharks

2. The elephant is a _____ animal.

- a. wild b. pet
c. farm d. sea

3.



= _____ .

- a. sheep b. dog
c. cow d. cat

4. _____ live in the sea.

- a. The whales b. The lions
c. The birds d. The dogs

5. What is a pet?

- a. elephant b. shark
c. snake d. dog

6. The cows live in _____ .

- a. the air b. the farm
c. the town d. the sea

7. The..... is a wild animal.

- a. lion b. fish
c. cat d. cow

8.



= _____ .

- a. cow b. zebra
c. lion d. cheetah

9. The cat is a _____ .

- a. wild animal b. sea animal
c. pet d. fish

10. The _____ is a sea animal.

- a. dog b. rabbit
c. dolphin d. bird

Key Answer (Animals)**Pre-Test**

- | | | | | |
|------|------|------|------|------|
| 1. a | 2. c | 3. c | 4. b | 5. b |
| 6. a | 7. a | 8. d | 9. d | 10.c |

Post -Test

- | | | | | |
|------|------|------|------|------|
| 1. d | 2. a | 3. c | 4. a | 5. d |
| 6. b | 7. a | 8. b | 9. c | 10.c |

Worksheet 1

- | | | | | |
|------|------|------|------|-------|
| 1. b | 2. j | 3. a | 4. i | 5. d |
| 6. c | 7. p | 8. e | 9. f | 10. h |

Worksheet 2

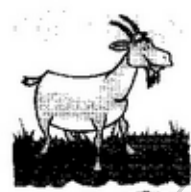
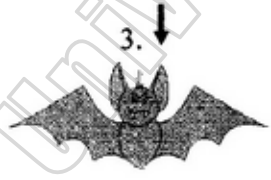
Depend on the teacher

Key for CROSSWORD

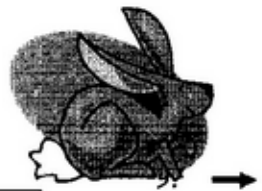


2 D	U	C	1 K
O			A
G			N

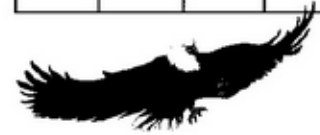
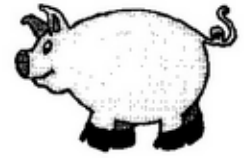
3 B			
A			
4 G	O	A	T



A						
5 R	A	B	B	I	T	
O						
6 O	C	T	O	P	U	7 S



8 E	A	G	L	E		
				9 P	I	G



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Lesson Plan (6)

Topic: Numbers
Date:
Level: Prathomsuksa 5
Song: 'One to Twenty'
Time: 2 hours

1. Concept

The number is one of basic in social life. Students should learn more vocabulary, and structure about numbers. They completely enjoy learning through the song about the numbers. They are not only know about the number in classroom but also use it in their daily lives too.

2. Objectives

Terminal objectives:

Students are able to say the numbers, pronounce, spell, and know the meaning correctly.

Enabling objectives:

- 2.1. Students are able to spell, pronounce and tell the meaning of the vocabulary of number, one to twenty
- 2.2. Students are able to ask and answer about one to twenty.
- 2.3. Students are able to sing "One to Twenty" song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Content

3.1 Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty

3.2 Structure: How many.....?/ There is / There are.....

3.3 Function: Saying and counting the numbers.

3.4 Culture: Taking a queue is a good habit.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - Test.

4.1.2 Teacher lets students listen to 'One to Twenty' song.

4.1.3 Teacher lets students say the words about numbers that they have heard from that song.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about numbers by using word cards and picture of things.

4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then let some students show their pronunciations.

4.2.3 Teacher lets students spell each word. Then write down in their notebooks after counting the things.

4.2.4 Teacher lets students read the lyric of 'One to Twenty' song each sentence then repeat after and sing that song together two or three times.

4.2.5 Teacher lets students work in pairs or groups by asking and answering about numbers with these sentences:

A: How many?. B: There is/ There are.....

4.3 Practice

4.3.1 Teacher lets each group of students practice to count many things as they can with those sentences in 4.2.5 and discuss about how to have a good habit such as taking a queue.

4.3.2 Teacher randomizes some groups of students to present their short dialogue about counting the numbers.

4.4 Production

4.4.1 Students answer the numbers of things write down in each blank. (worksheet 1)

4.4.2 Students write the words about numbers in the blanks.
(worksheet 2)

4.4.3 Students do the numbers Crossword puzzle.(numbers)

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

4.5.2 Teacher and students sing 'One to Twenty' song together.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'One to Twenty' Song, CD

5.3 Word Cards / pictures of things for counting.

5.4 Worksheets1-2 / Crossword Puzzle

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

One to Twenty

Word : B.Kulkittiyanon

Music : Rim Bo Rock

Intro B^b Cm B^b E^b $F.$ B^b $F.$ B^b

B^b
One, two three, four, five, six, seven,

Cm B^b
Eight, nine ten eleven and twelve,

E^b
Thirteen, fourteen and fifteen

$F.$
Sixteen, seventeen, eighteen,

B^b
Nineteen, and number twenty.

$F.$ B^b
Please help me count these numbers

(Repeat)



6

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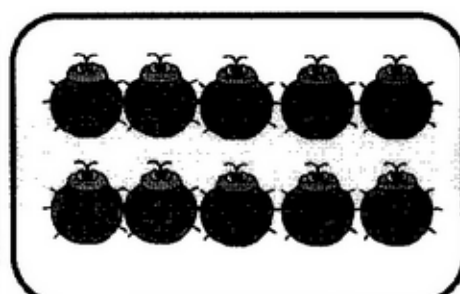
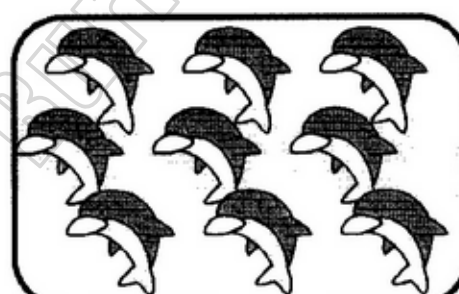
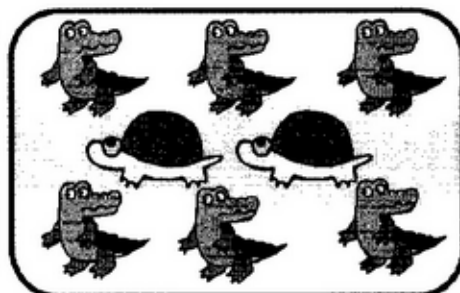
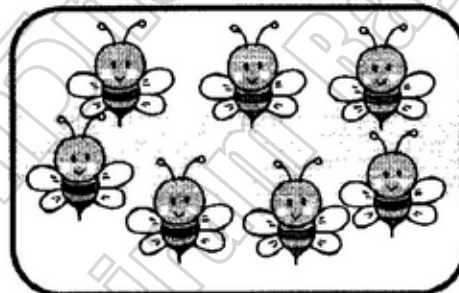
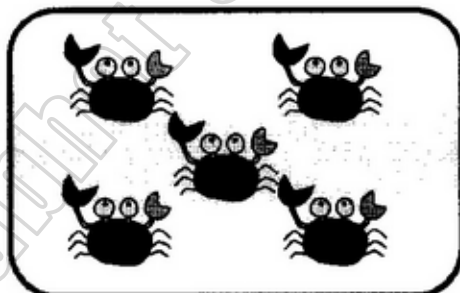
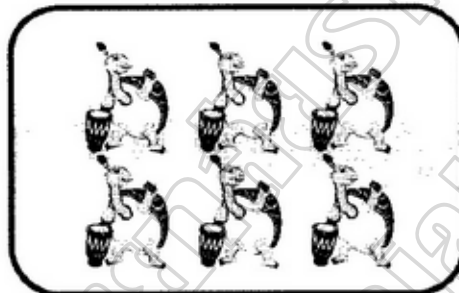
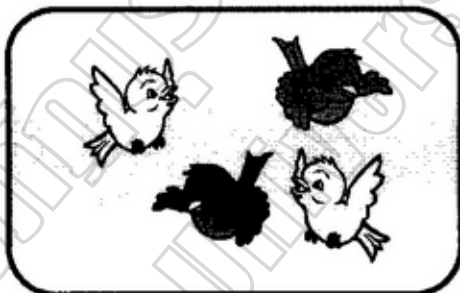
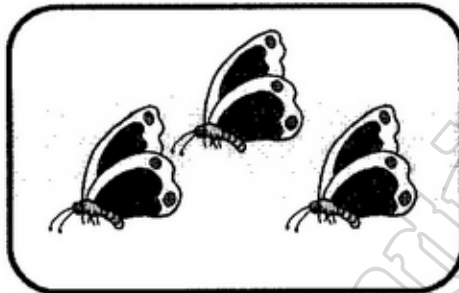
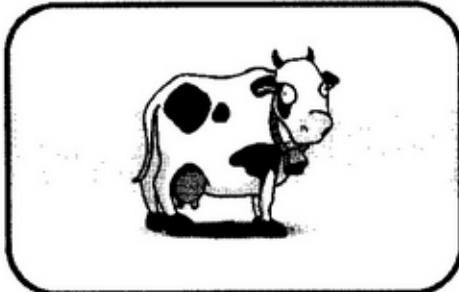
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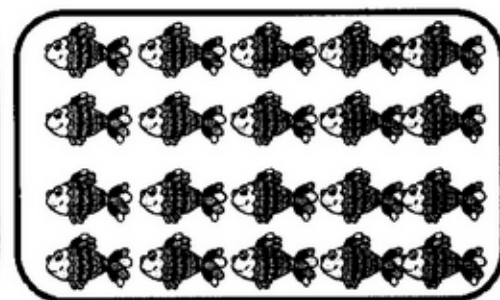
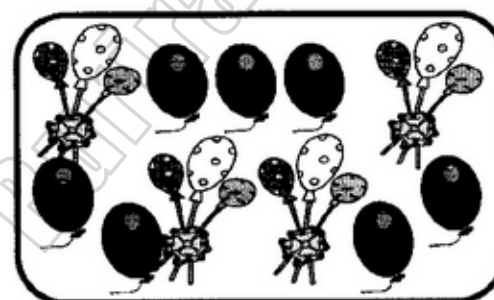
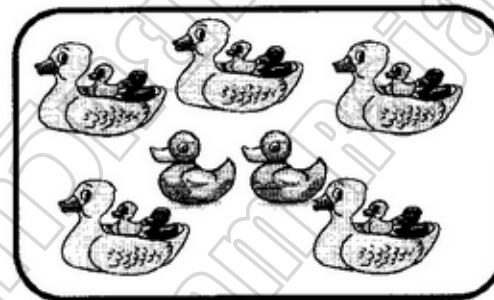
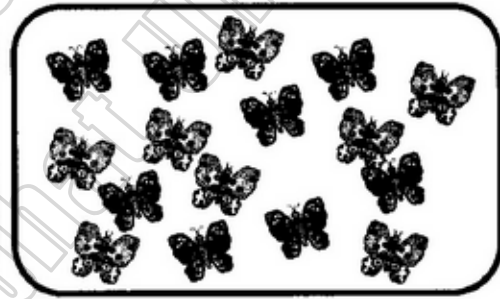
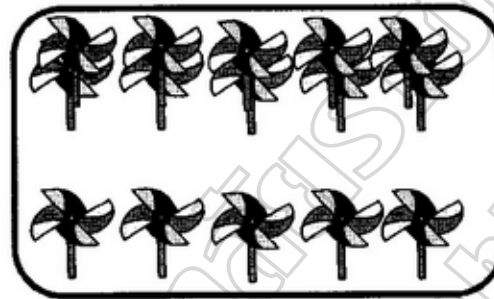
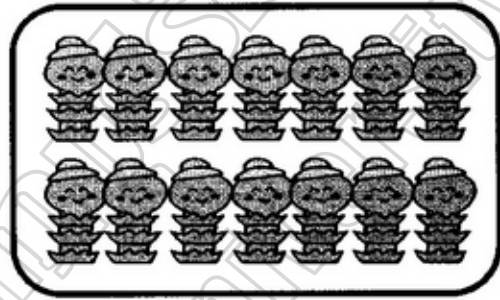
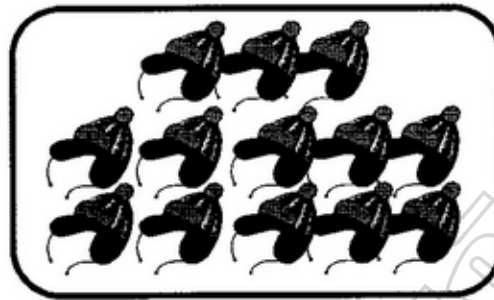
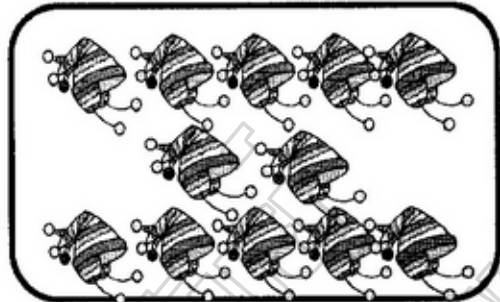
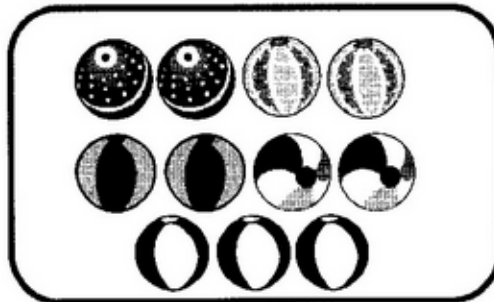
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Buriram Rajabhat University

Flash Cards



บัตรภาพจำนวนต่างๆ



Word Cards**one****two****three****four****eleven****twelve****thirteen****fifteen****sixteen****seventeen****count****number**

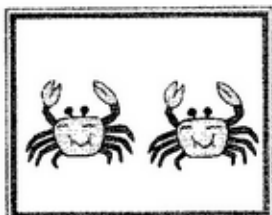
Work Sheet 1

Direction: Answer these questions.



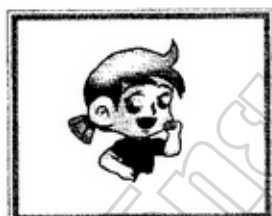
How many feet do five birds have ?

They have _____



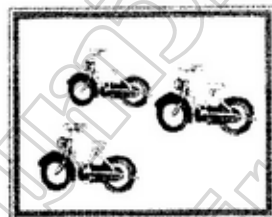
How many eyes does two crabs have ?

They has _____



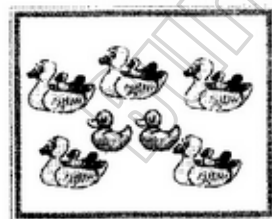
How many eyes does he have ?

He has _____



How many wheels do three bicycles have ?

They have _____

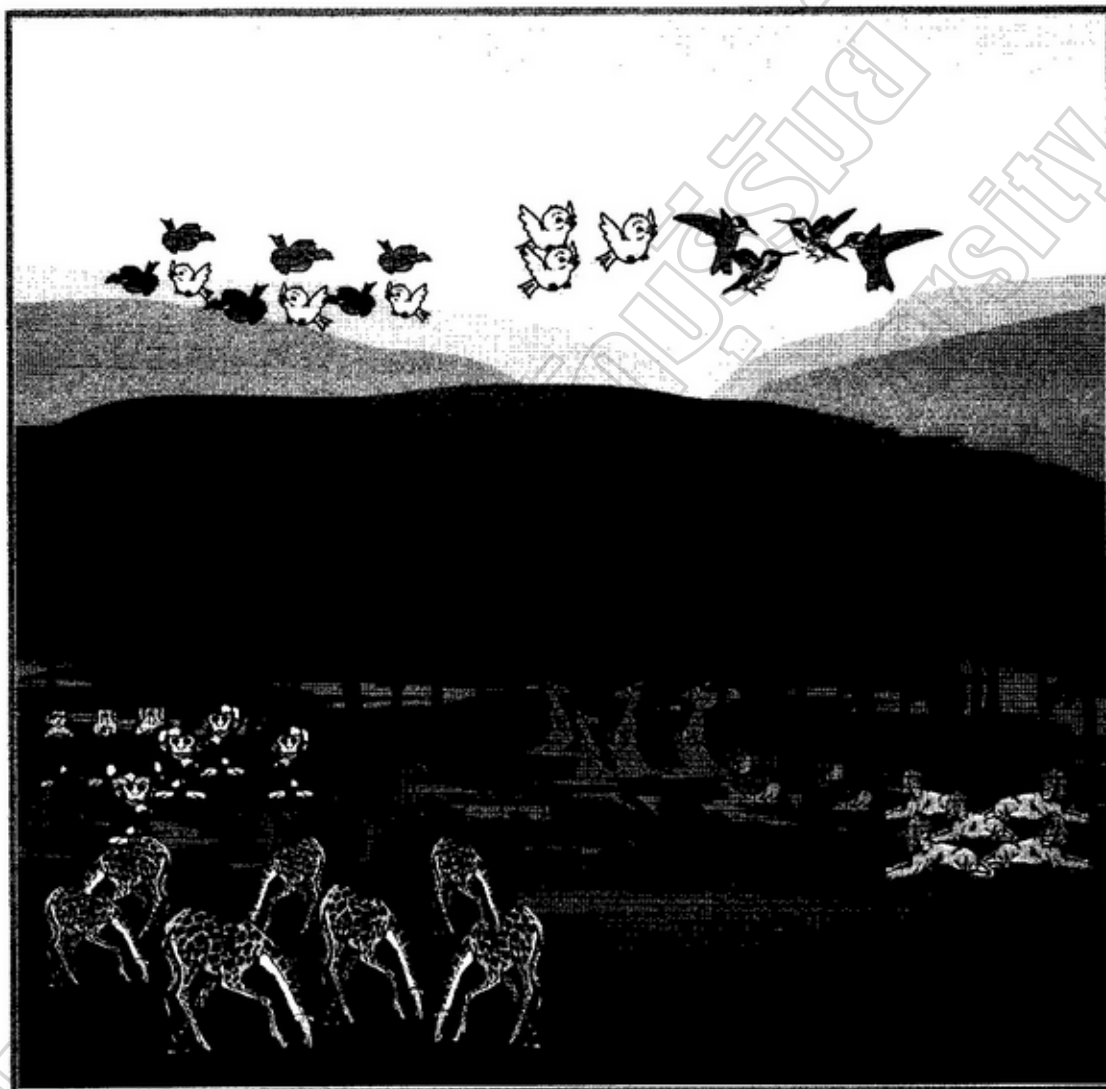


How many mouths do seventeen ducks have ?

They have _____

Work Sheet 2

Direction : Count animals. Then write the numbers in the blanks.



In Dusit zoo, there arelions,birds,monkeys,
giraffes,kangaroo andhorses.

How many animals are there in the zoo?

There are animals in Dusit zoo.

CROSSWORD

Direction : Do the crossword puzzle.

10. →

10. →

2. ↓

3. ↓

4. ↓

5. ↓

6. →

7. →

8. ↓

9. ↓

10. ↓

1E

2S

3T

4S

5T

6F

7E

8T

9T

10

Post-Test

Prathomsuksa 5 Topic : One to Twenty

Khetkarnyhangsongkroh 5 School Buriram

Direction: Choose the correct Answer

<p>1. Ten, eleven,</p> <p>a. ten b. eleven</p> <p>c. twelve d. thirteen</p> <p>2. Twenty, nineteen,</p> <p>a. seventeen b. eighteen</p> <p>c. fifteen d. fourteen</p> <p>3. There are months in a year.</p> <p>a. ten</p> <p>b. eleven</p> <p>c. fifteen</p> <p>d. twelve</p> <p>4. Ten and are twenty.</p> <p>a. two</p> <p>b. ten</p> <p>c. five</p> <p>d. nine</p> <p>5. Twelve, thirteen,?</p> <p>a. fourteen b. thirteen</p> <p>c. ten d. twelve</p>	<p>6. seven, nine, ten</p> <p>a. four b. five</p> <p>c. six d. eight</p> <p>7. Twenty, nineteen, eighteen,</p> <p>a. seventeen b. sixteen</p> <p>c. fifteen d. fourteen</p> <p>8. 5, 10, 15, 20</p> <p>a. four, ten, fifteen, twenty</p> <p>b. five, ten, fifteen, twenty</p> <p>c. five, ten, fifteen, twelve</p> <p>d. five, ten, sixteen, twenty</p> <p>9. eleven, thirteen, seventeen, nineteen</p> <p>a. 11, 12, 13, 14</p> <p>b. 10, 13, 15, 18</p> <p>c. 11, 13, 17, 19</p> <p>d. 11, 13, 15, 19</p> <p>10. I have fingers.</p> <p>a. ten c. fifteen</p> <p>b. twelve d. twenty</p>
---	--

Answer : The Numbers

(Pre-Test)

- | | | | |
|------|-------|------|------|
| 1. d | 2. a | 3. b | 4. c |
| 5. a | 6. c | 7. b | 8. d |
| 9. b | 10. a | | |

(Post-Test)

- | | | | |
|------|-------|------|------|
| 1. c | 2. b | 3. d | 4. b |
| 5. a | 6. d | 7. a | 8. b |
| 9. c | 10. a | | |



Worksheet 1


- | | | |
|--------|--------------|--------|
| 1. ten | 2. sixteen | 3. two |
| 4. six | 5. seventeen | 6. two |


Worksheet 2


- | | | |
|----------------|---------------|----------------|
| eight lions | sixteen birds | eleven monkeys |
| seven giraffes | four kangaroo | ten horses |


เฉลย/ แนวคำตอบ CROSSWORD 6


10. →  1. → 


2. ↓  17


3. ↓  12


9. ↓  3

8. ↓  18

7. →  14

6. →  7

5. ↓  2

4. ↓  20

Grid contents:
 Row 1: 2S
 Row 2: 1E I G H 3T
 Row 3: V W
 Row 4: E 6S E V E N
 Row 5: N L
 Row 6: T V
 Row 7: E 4T W E N 5T Y
 Row 8: E W
 Row 9: N 7F O U R T 8E E N
 Row 10: I
 Row 11: G
 Row 12: H
 Row 13: T
 Row 14: 9T H R E E E
 Row 15: E
 Row 16: 10E L E V E N

Lesson Plan (7)

Topic: In the Garden
 Date:
 Level: Prathomsuksa 5
 Song: 'Flowers'
 Time: 2 hours

1. Concept

Most people like flowers. Students should learn more vocabulary and structure about flowers. They can have fun during learning through the song about the flowers. Not only they know the names of flowers, but also know the advantages of them.

2. Objective

Terminal objectives:

Students are able to say the words, pronounce, spell, about flowers and know the meaning correctly.

Enabling objectives:

- 2.1. Students are able to pronounce, spell, read and give the meaning of the vocabulary of flowers and parts of them.
- 2.2. Students are able to ask and answer about flowers.
- 2.3. Students are able to sing 'Flowers' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Content

3.1 Vocabulary: rose, lotus, three, jasmine, orchid, sunflower, flower, petal, stigma, sepal, ovary, stem

3.2 Structure: What flowers do you like? I like.....

3.3 Function: Expressing like / dislikes

3.4 Culture: On what occasions do people take/bring flowers?

4. Learning and Teaching Activities

4.1 Warm up

- 4.1.1 Students do the Pre - test.
- 4.1.2 Teacher lets students listen to 'Flowers' song.
- 4.1.3 Teacher shows many kinds of flowers to students and let them tell the names.

4.2 Presentation

- 4.2.1 Teacher presents the meaning of vocabulary about flowers by using word cards and picture of parts flowers.
- 4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then let some students show their pronunciations.
- 4.2.3 Teacher lets students spell each word. Then write down in their notebooks.
- 4.2.4 Teacher let students read the lyric of 'Flowers' song sentences then repeat after and sing that song together two or three times. Then discuss about content of that song.
- 4.2.5 Teacher lets students work in pairs or groups by asking and answering about flowers with these sentences:

A: What flowers do you like? B: I like.....

A: What flowers don't you like? B: I don't like.....

4.3 Practice

- 4.3.1 Teacher lets each group of students practice asking and answering about flowers, what occasions the flowers are brought / taken to.
- 4.3.2 Teacher randomizes some groups of students to present their short dialogues about flowers.

4.4 Production

- 4.4.1 Students answer and write down the names of flowers in each blank.
(worksheet 1)

4.4.2 Students read the passage then ask and answer about flowers.

(worksheet 2)

4.4.3 Students do the flowers Crossword puzzle.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

4.5.2 Teacher and students sing 'Flowers' song together.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Flowers' Song, CD

5.3 Word Cards / pictures of flowers.

5.4 Worksheets / Crossword Puzzle

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

7. Suggested Activities

.....

.....

.....

8. Director's comment

.....

.....

.....

9. Taking note

.....
.....
.....
.....

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Flowers

Words : B.Kulkittiyanon

Music : Thai Traditional "Mong Lei ya"

Intro *Fm E^b Fm E^b A^b Fm A^b Fm*

Fm E^b
I have flowers for you, jasmine, rose and lotus,

Fm E^b
I have flowers for you, jasmine, rose and lotus,

A^b Fm
They're very beautiful, in month of June, flowers for you.

A^b Fm
They're very beautiful, in month of June, flowers for you.

Fm E^b
Lan la lan la lan la la lan la lan la la

Fm E^b
Lan la lan la lan la la lan la lan la la

A^b Fm
They're very beautiful, in month of June, flowers for you.

A^b Fm
They're very beautiful, in month of June, flowers for you.

Fm E^b
Sunflowers are yellow, but some roses are red.

Fm E^b
This flower's from my garden, for a friend, special one like you.

A^b Fm
I hope you happy all time, be charm as these flowers.

A^b Fm
I hope you happy all time, be charm as these flowers.

Fm E^b
Lan la lan la lan la la lan la lan la la

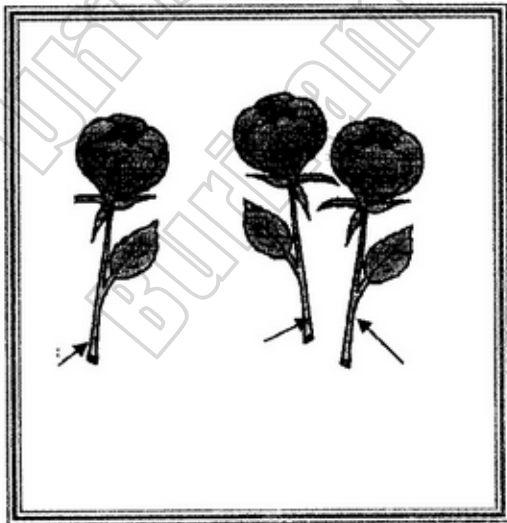
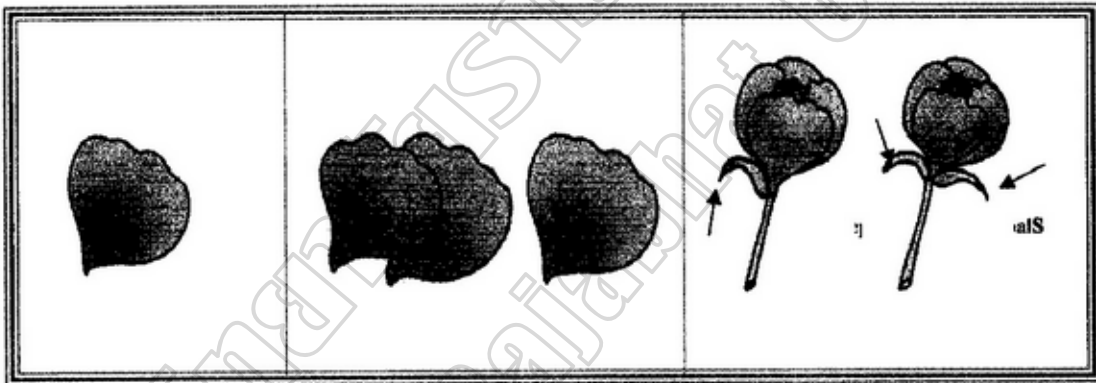
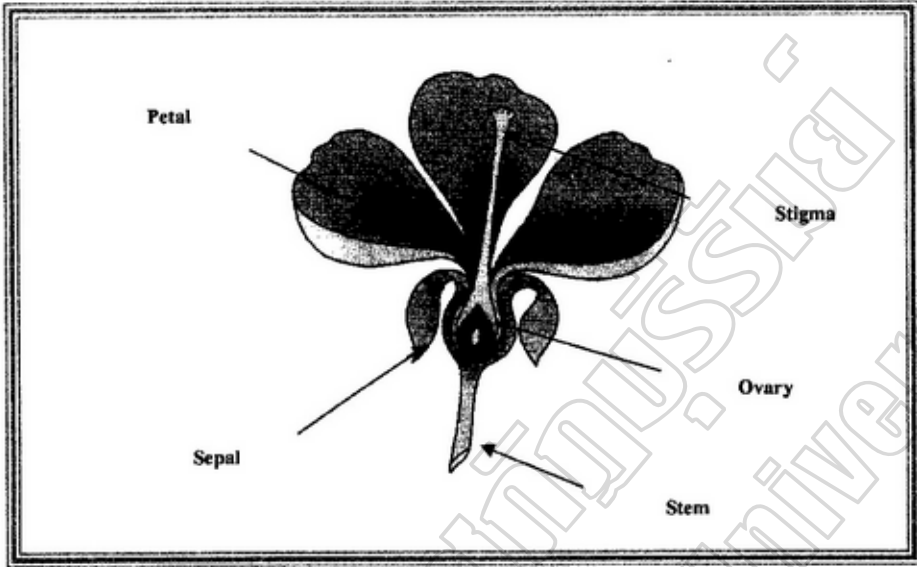
Fm E^b
Lan la lan la lan la la lan la lan la la

A^b Fm
I hope you happy all time, be charm as these flowers.

A^b Fm
I hope you happy all time, be charm as these flowers.

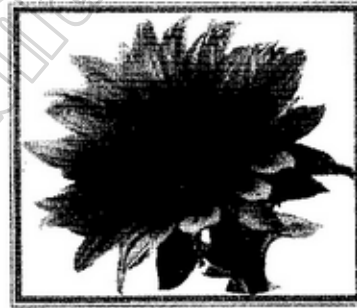
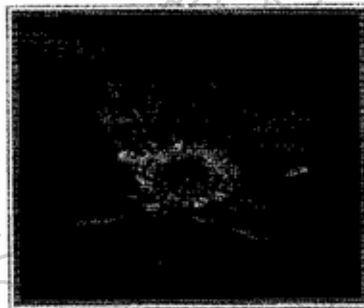
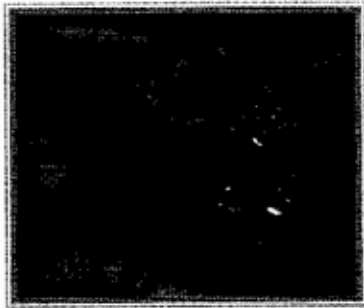
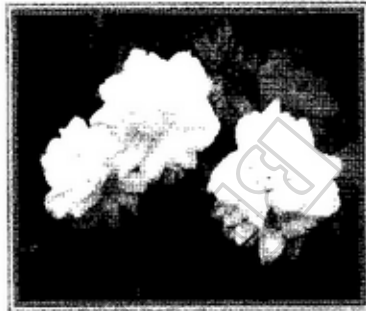


Parts of Flower



There is one stigma and one ovary in a flower

Flower Pictures

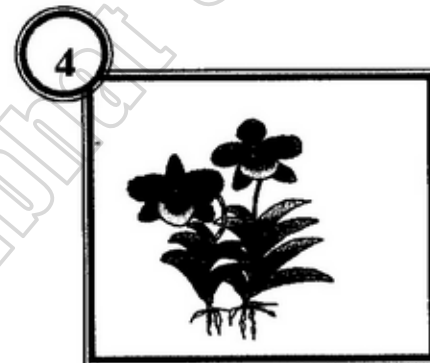
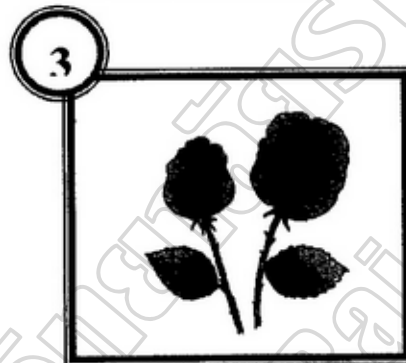
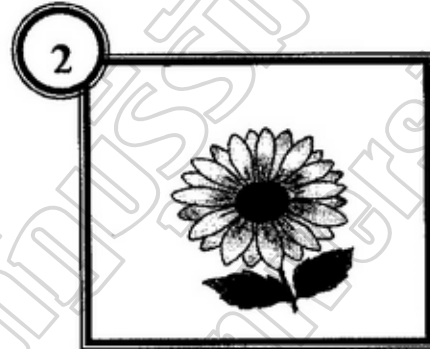
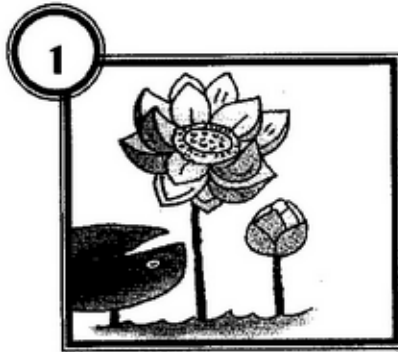


Word Cards**rose****lotus****jasmine****orchid****sunflower****lily****petal****stigma****sepal****ovary****stem****flower**

Work Sheet 1

Direction : Write the flowers in the blank.

Then write sentences correctly.



1. _____

2. _____

3. _____

4. _____

Work Sheet 2

Direction : Read the passage then ask and answer about flowers.



Pim is visiting her grandmother. They are in the garden.

Pim : Good afternoon , grandmother. What are you doing?

Grandmother : I am watering the flowers.

Pim : There are many flowers in your garden.

Grandmother : Yes. Growing plants is my hobby.

Pim : What are these flowers?.

Grandmother : Jasmines, roses, orchids and those are sunflowers.

CROSSWORD 7

Direction : Do the crossword puzzle.

The crossword puzzle grid is composed of white squares for letters and black squares for empty space. The clues and their corresponding grid positions are as follows:

- 1.** → (Across): 1P
- 2.** ↓ (Down): 9L
- 3.** ↓ (Down): 3S
- 4.** → (Across): 4R
- 5.** ↓ (Down): 5S
- 6.** → (Across): 6O
- 7.** → (Across): 7T
- 8.** → (Across): 8S
- 9.** ↓ (Down): 9L

The illustrations for the clues are:

1. →: A cluster of small, dark flowers.
2. ↓: A single dark flower with a long stem.
3. ↓: A sunflower.
4. →: A rose.
5. ↓: A bouquet of flowers.
6. →: A bouquet of flowers.
7. →: A bouquet of flowers.
8. →: A bouquet of flowers.
9. ↓: A bouquet of flowers.

Post - Test

English Language

Prathomsuksa 5

Topic: Flowers

Khetkarnthangsongkroh 5 School Buriram

Direction : Choose the correct answer

<p>1. We give ____ for our mother on Mother's Day ?</p> <p>a. jasmine b. rose</p> <p>c. sunflower d. lotus</p> <p>2. We give _____ to the monk at the temple.</p> <p>a. rose b. sunflower</p> <p>c. lotus d. lily</p> <p>3. _____ is a kind of flower.</p> <p>a. garden b. water</p> <p>c. orchid d. road</p> <p>4. There is one _____ in a flower.</p> <p>a. petal b. leaf</p> <p>c. ovary d. sepal</p> <p>5. I give _____ to my friend on Valentine's Day.</p> <p>a. roses b. tulip</p> <p>c. lotus d. jasmine</p>	<p>6. The yellow flower is _____.</p> <p>a. jasmine b. rose</p> <p>c. lotus d. sunflower</p> <p>7. What is not a part of flowers ?</p> <p>a. petal b. stigma</p> <p>c. ovary d. water</p> <p>8. What flower do you like?</p> <p>a. milk b. meat</p> <p>c. butter d. lotus .</p> <p>9. The flowers are in the _____.</p> <p>a. playground b. classroom</p> <p>c. garden d. road</p> <p>10. What flower is white ?</p> <p>a. rose b. orchid</p> <p>c. sunflower d. jasmine</p>
--	--

Answer : Flowers**Pre-Test**

- | | | | |
|------|-------|------|------|
| 1. d | 2. c | 3. d | 4. d |
| 5. d | 6. b | 7. a | 8. c |
| 9. c | 10. a | | |

Post - Test

- | | | | |
|------|-------|------|------|
| 1. c | 2. a | 3. a | 4. c |
| 5. b | 6. d | 7. d | 8. d |
| 9. c | 10. d | | |

Worksheet 1


- | | | | |
|-----------|--------------|----------|---------|
| 1. orchid | 2. sunflower | 3. lotus | 4. rose |
|-----------|--------------|----------|---------|


The sentences depend on the teacher.


Worksheet 2


Depend on the teacher.


CROSSWORD 7


1. → 


2. ↓ 


3. ↓ 


4. → 


5. ↓ 

6. → 

7. → 

8. → 

9. ↓ 

9. → 

Lesson Plan (8)

Topic: In the Garden
 Date:
 Level: Prathomsuksa 5
 Song: 'Colors '
 Time: 2 hours

1. Concept

The colors are available everywhere. Students should learn more vocabulary, and structure about colors. They can have fun during learning through the song about colors. They are not only know the colors but also express their favorite colors.

2. Objectives

Terminal objective:

Students are able to say the words, spell, pronounce about colors and know the meaning of them correctly.

Enabling objectives:

- 2.1. Students are able to pronounce, spell, read and give the meaning of the vocabulary of colors.
- 2.2. Students are able to ask and answer about colors.
- 2.3. Students are able to sing 'Colors' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Content

3.1 Vocabulary: : White, Pink, Green, Red, Grey, Yellow, Blue, Brown, Black, Orange, Purple, Violet.

- 3.2 Structure** : What color is this? It is red./ What color are these?
They are yellow.
What color do/don't / you like?
I like / don't like.....
Do you like.....? Yes, I do./ No, I don't.
- 3.3 Function** : Giving information about colors.
- 3.4 Culture** : Colors are used to predict people's habits.

4. Learning and Teaching Activities

4.1 Warm up

- 4.1.1 Students do the Pre - test.
- 4.1.2 Teacher lets students listen to 'Colors' song.
- 4.1.3 Teacher shows many kinds of colors to students and let them tell the names.

4.2 Presentation

- 4.2.1 Teacher presents the meaning of vocabulary about colors by using word cards and picture of colors.
- 4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then let some students show their pronunciations.
- 4.2.3 Teacher lets students spell each word. Then write down in their notebooks.
- 4.2.4 Teacher let students read the lyric of 'Colors' song sentences then repeat after and sing that song together two or three times. Then discuss about the content of that song.
- 4.2.5 Teacher lets students work in pairs or groups by asking and answering about colors with these sentences:

What color is this? It is red./ What colors are these? They are yellow.

What color do / don't / you like? I like / don't like.....
Do you like.....? Yes, I do./ No, I don't.

4.3 Practice

4.3.1 Teacher lets each group of students practice asking and answering about colors, and discuss about how people's habit is predicted by colors.

4.3.2 Teacher randomizes some groups of students to present their short dialogues about colors.

4.4 Production

4.4.1 Students color the pictures in worksheet 1.

4.4.2 Students color the pictures and write the sentences.

(worksheet 2)

4.4.3 Students color the pictures depend on that content in worksheet 3.

4.4.4 Students do the crossword game about colors.

4.5 Wrap up

4.5.1 Teacher and students check worksheet together.

4.5.2 Teacher and students sing 'Colors' song together.

4.5.3 Students do the Post -Test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Colors' Song, CD

5.3 Word Cards / pictures of colors.

5.4 Worksheets1-3,Crossword Game.

6. Measurement and Evaluation:

- 6.1 Observe about their attention
- 6.2 Observe about their participation
- 6.3 Check their worksheets.
- 6.4 Check their Pre-test / Post-test.

7. Suggested Activities

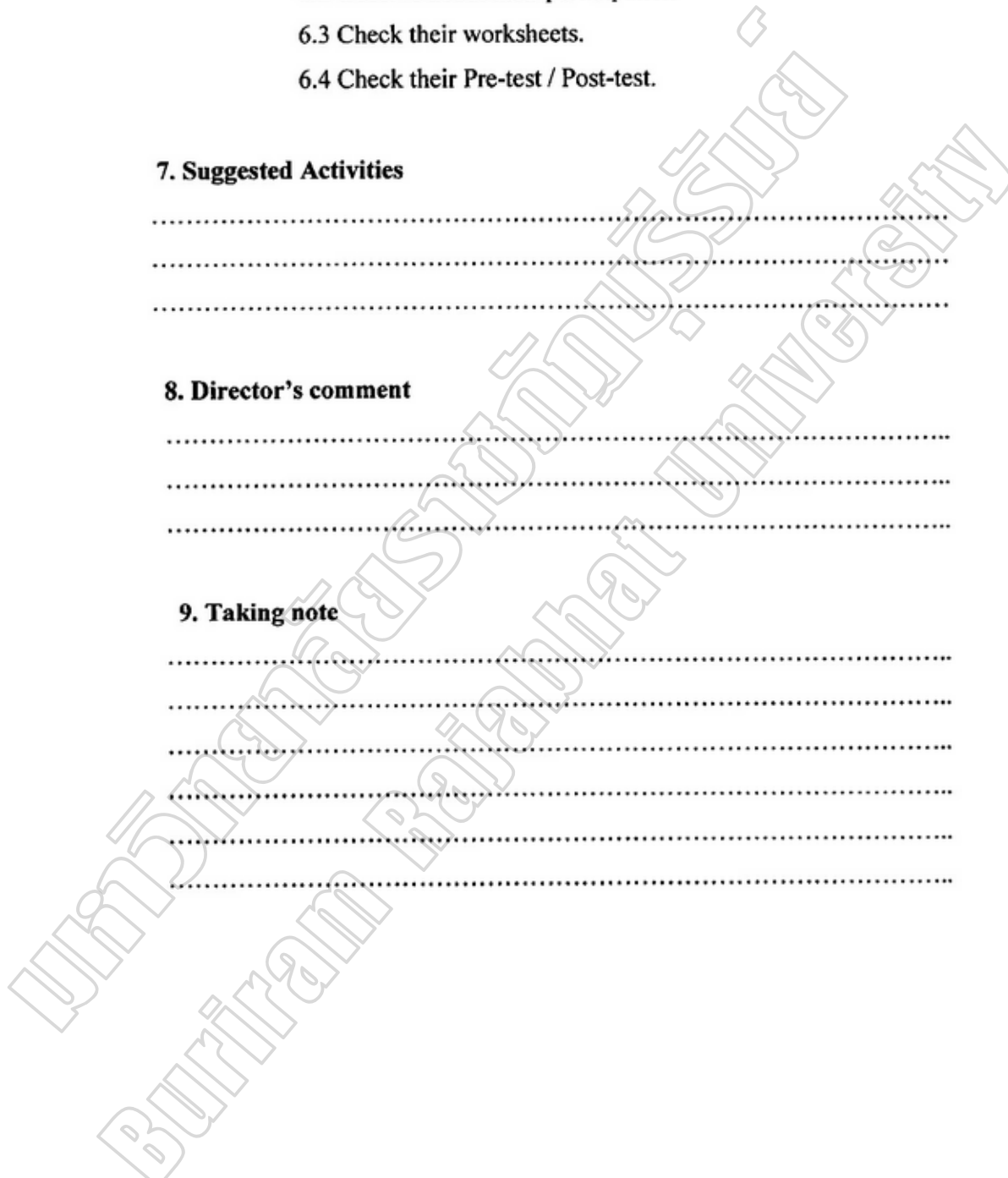
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8. Director's comment

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9. Taking note

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Colors

Words : B.kulkittiyanon

Music : American Spiritaul, "Oh, when the saints."

Intro B^b Cm B^b E^b F , B^b ,

Red, white, blue, brown B^b

Red, white, blue, brown B^b

Red, white, blue, brown B^b

Green, yellow, violet. Cm

Red, white, blue, brown B^b

Green, yellow, violet. E^b

Red, white, blue, brown F

Green, yellow, violet. B^b

Do you like red? B^b

Do you like white?

Do you like blue,

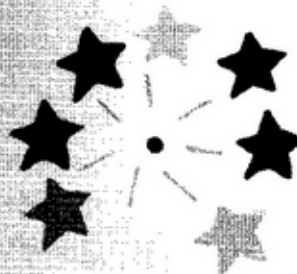
Green, yellow, violet? Cm

Red, white, blue, brown. B^b

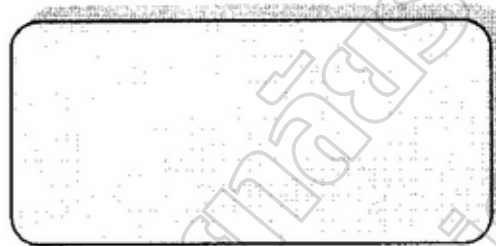
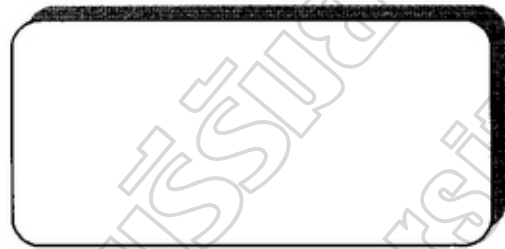
Green, yellow, violet. B^b E^b

These are colors for you and me. F B^b

(Repeat)



Colors



Word Cards

red

blue

brown

yellow

violet

white

black

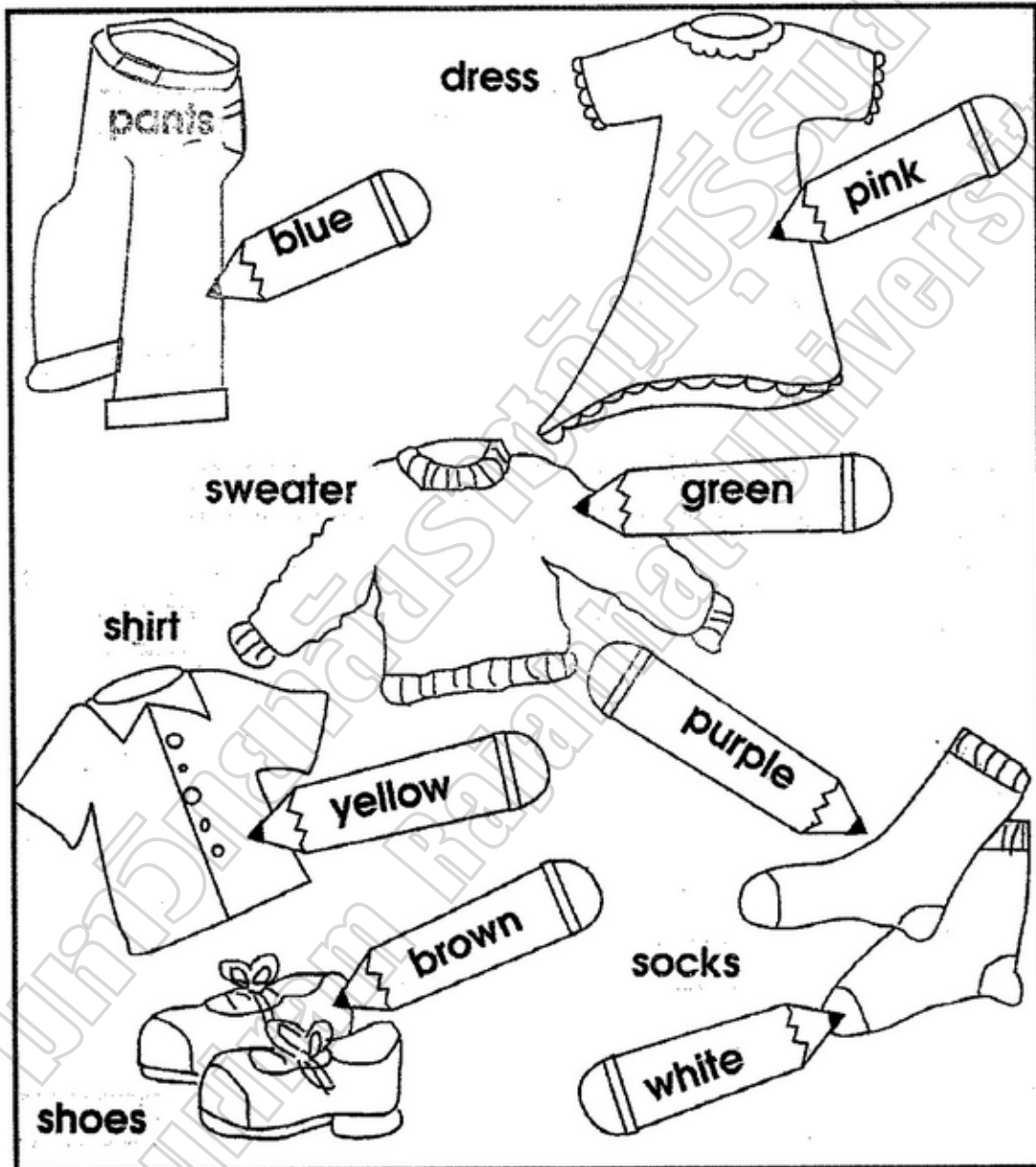
green

orange

indigo

Worksheet 1

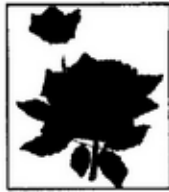
Direction : Color the clothes.



Worksheet 2

Direction : Color the pictures and write each sentence completely.

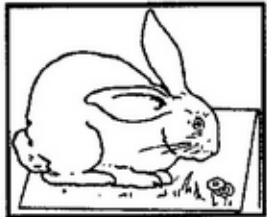
Example



They are red .



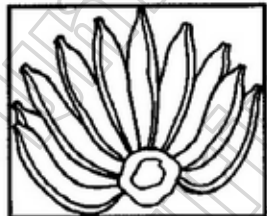
1. _____



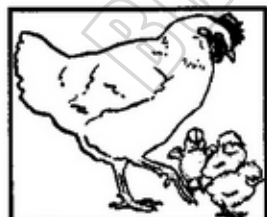
2. _____



3. _____



4. _____



5. _____

Worksheet 3

Direction : Read the passage then color the pictures correctly.

There is a fashion show at school today.

Our friends are wearing many clothes.

- ◆ This is Lisa. She's wearing a red dress.
Her shoes are pink. Her hat is green.
- ◆ Here's Jack. He's wearing blue jeans.
His shirt yellow. His shoes are orange.
- ◆ Here are Tom and Mark. They're wearing
brown trousers. Their T-shirts are grey.
Their shoes are orange.
- ◆ Here's Anne. She's wearing a purple blouse.
Her skirt is green. Her shoes are yellow.












Crossword 8

Direction : Do the Crossword puzzle.

The crossword puzzle grid is composed of the following cells:

- 1 Down: 2 cells
- 2 Across: 4 cells
- 3 Across: 4 cells
- 4 Down: 4 cells
- 5 Across: 4 cells
- 6 Across: 3 cells
- 7 Down: 4 cells
- 8 Across: 4 cells
- 9 Down: 4 cells

Clues and illustrations:

1. ↓  (Down)
2. →  (Across)
3. →  (Across)
4. ↓  (Down)
5. →  (Across)
6. →  (Across)
7. ↓  (Down)
8. →  (Across)
9. ↓  (Down)

Pre-filled letters in the grid:

- 1 Down: 1
- 2 Across: ²P
- 3 Across: ³G
- 4 Down: ⁴G
- 5 Across: ⁵R
- 6 Across: ⁶B
- 7 Down: ⁷Y
- 8 Across: ⁸B
- 9 Down: ⁹O

Answer

Worksheet 1

Depend on the teacher

Worksheet 2

Depend on the teacher

Worksheet 3

Depend on the teacher

Answers

(Pre-test)

- | | | | |
|-------|------|------|------|
| 1. a | 2. b | 3. d | 4. a |
| 5. d | | | |
| 6. c | 7. b | 8. a | 9. b |
| 10. d | | | |

Post-test

- | | | | |
|-------|------|------|------|
| 1. b | 2. d | 3. a | 4. c |
| 5. b | | | |
| 6. b | 7. d | 8. d | 9. a |
| 10. a | | | |

Answers :Crossword

1. ↓ Wool

2. → White

3. → Pink

4. ↓ Giraffe

5. → Green

6. → Yellow

7. ↓ Red

8. → Blue

9. ↓ Needle

Grid contents:
 1W
 H
 2P I N K
 F
 4G
 3G R E 7Y 5R E D
 E
 6B L U E
 L N
 O
 8B R 9O W N
 L
 A
 1C
 K

Lesson Plan (9)

Topic: Food and Vegetables

Date:

Level: Prathomsuksa 5

Song: 'Fruits and Vegetables'

Time: 2 hours

1. Concept

Fruits and vegetables are very useful. Students should learn more vocabulary, and structure about fruits and vegetables. They can have fun during learning through the song about the fruits and vegetables. Only they know kinds of fruits and vegetables but also choose to eat for good health.

2. Objectives

Terminal objectives:

Students are able to say the names, spell, pronounce, read about fruits and vegetables and know the meaning correctly.

Enabling objectives:

- 2.1. Students are able to spell, pronounce, read and give the meaning of the vocabulary of fruits and vegetables..
- 2.2. Students are able to ask and answer about fruits and vegetables.
- 2.3. Students are able to sing 'Fruits and Vegetables' song.
- 2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 Vocabulary: mango, papaya, sugar cane, apple, orange, banana, grape, guava, mangosteen, long been, potato, carrot, vitamin and fresh fruit

3.2 Structure: I like/ don't like to eat.....

Do you like.....? Yes, I do/ No, I don't.

3.3 Function: Asking and answering about favorite fruits and vegetables.

3.4 Culture: Should choose appropriate fruits and vegetables to eat for good health.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students listen to 'Fruits and Vegetables' song.

4.1.3 Teacher shows many kinds of fruits and vegetables and let them tell the names.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about fruits and vegetables by using word cards and picture of them.

4.2.2 Teacher shows how to pronounce the vocabulary and let students repeat after the teacher, then lets some students show their pronunciations.

4.2.3 Teacher lets students spell each word. Then write down on their notebooks.

4.2.4 Teacher lets students read the lyric of 'Fruits and Vegetables' song sentences then repeats after and sings that song together two or three times. Then discusses about content of that song.

4.2.5 Teacher lets students work in pairs or groups by asking and answering about numbers with these sentences:

I like/ don't like to eat.....

Do you like.....? Yes, I do/ No, I don't.

4.3 Practice

4.3.1 Teacher lets each group students practice asking and answering about fruits and vegetables and discuss about how to choose fruits and vegetables for eating. Then take notes.

4.3.2 Teacher randomizes some groups of students to present their short dialogues about fruits and vegetables.

4.4 Production

4.4.1 Students match the words with the meaning about fruits and vegetables. (worksheet 1)

4.4.2 Students choose the correct answer. (worksheet 2)

4.4.3 Students do the Crossword Puzzle about fruits and vegetables.

4.5 Wrap up

4.5.1 Teacher and students check worksheet together.

4.5.2 Teacher and students sing 'Fruits and Vegetables' song together.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song "Fruits and Vegetables" Song, CD

5.3 Words Cards / pictures of flowers.

5.4 Worksheets / Crossword Puzzle about fruits and vegetables.

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

7. Suggested Activities

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8. Director's comment

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9. Taking note

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มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

Fruits and Vegetables

Words : B.kulkittiyanon

Music : Thai Traditional

Tune, "Khang Khaw Kin Kluey"

Intro *D Em Bm A D*

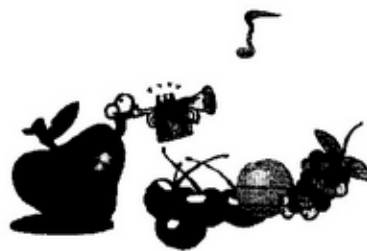
D
I like to eat mangoes, tomatoes and papayas,
But you like bananas, grapes and guavas mangosteens.

Em
They have more vitamins,
F#m Bm
We should clean them before eating,

A
Fresh fruits are very good,

D
Here is the fruit for you and me.

(Repeat)



Pre-test

English Language

Prathomsuksa 5

Topic : Fruits And Vegetables

Khetkarthangsongkroh 5 School, Buriram Province

Direction: Choose the correct answer.

1. What is a kind of fruits?

- a. bread b. milk
c. orange d. rice

2. Do you like mango?

Yes, I

- a. does b. do
c. don't d. am

3. Ito eat apples.

- a. eating b. like
c. apples d. please

4. I _____ like apple but I like mangosteens.

- a. is b. isn't
c. does d. don't

5. It is a yellow fruit. What is it?

- a. apples b. banana
c. grapes d. strawberry

6. _____ is sour.

- a. Papaya b. Banana
c. Lemon d. Guava

7. Tim and Tom like to eat 

- a. oranges b. bananas
c. apples d. papayas

8. It is a kind of vegetable. What is it?

- a. tomato b. grape
c. apple d. durian

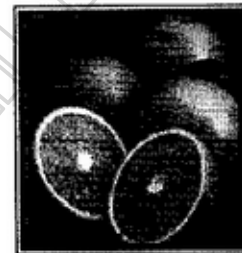
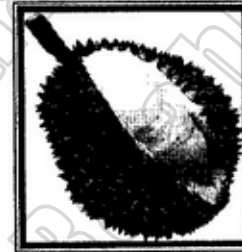
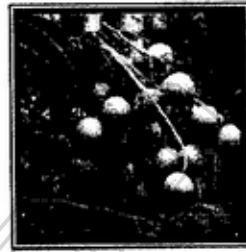
9. It is not vegetable. What is it?

- a. onion b. pumpkins
c. mango d. carrot

10. Do you like grapes?

- a. No, I am b. No, I
c. No, I does d. No, I don't.

Fruits And Vegetables



Word Cards

mango

tomato

papaya

banana

grape

guava

mangosteen

vitamin

clean

eat

everyday

before

Worksheet 1

Direction : Match the words with the meaning.

Fruits

Words	Meaning
..... 1. mango	a. สับปะรด
..... 2. papaya	b. มะม่วง
..... 3. watermelon	c. ฝรั่ง
..... 4. grape	d. แตงโม
..... 5. orange	e. มังคุด
..... 6. pineapple	f. มะละกอ
..... 7. mangosteen	g. องุ่น
..... 8. guava	h. ส้ม

Vegetables

Words	Meaning
..... 1. onion	i. ฟักทอง
..... 2. mushroom	j. มันฝรั่ง
..... 3. eggplant	k. หัวหอม
..... 4. tomato	l. เห็ด
..... 5. pumpkin	m. มะเขือ
..... 6. potato	n. มะเขือเทศ

Worksheet 2

Direction : Choose the correct answer.

1. Do you like pineapples? <input type="radio"/> Yes, I do. <input type="radio"/> Yes, I does	4. Does your mother like mangoes? <input type="radio"/> No, she don't. <input type="radio"/> No, she doesn't.
2. What fruit do you want to eat? <input type="radio"/> Banana <input type="radio"/> Cookie	5. What is a kind of vegetable? <input type="radio"/> Carrot <input type="radio"/> Chicken
3. What fruits are sour? <input type="radio"/> Lemons <input type="radio"/> Bananas	6. What fruit is bigger? <input type="radio"/> An orange <input type="radio"/> A watermelon

Direction : Answer the questions with Yes or No

1. Do you like grapes? <input type="checkbox"/> Yes, I <input type="checkbox"/> No, I	4. Does his son like mangosteens? <input type="radio"/> Yes, <input type="radio"/> No,
2. Do your friends like coconuts? <input type="checkbox"/> Yes, they <input type="checkbox"/> No, they	5. Do we want to eat fruits? <input type="radio"/> <input type="radio"/>
3. Does Suwit like mangoes? <input type="checkbox"/> Yes, <input type="checkbox"/> No,	6. Does Suda want to drink juice? <input type="radio"/> <input type="radio"/>

CROSSWORD

Direction : Do the crossword puzzle.

1. ↓

2. →

3. ↓

4. →

5. ↓

6. →

7. ↓

8. →

9. ↓

10. →

1 D

2 B

3 A

5 C

4 O

6 T

7 R

8 M

9 M

10 S

Answer : Food and Vegetables**(Pre - test)**

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. b | 3. b | 4. c | 5. b |
| 6. c | 7. b | 8. a | 9. c | 10. b |

(Post - test)

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. b | 3. b | 4. a | 5. c |
| 6. c | 7. c | 8. b | 9. b | 10. b |

Worksheet 1

- | | | | | | |
|-------------------|---|------|------|------|------|
| Fruits | : | 1. b | 2. f | 3. d | 4. g |
| | | 5. h | 6. a | 7. e | 8. c |
| Vegetables | : | 1. k | 2. l | 3. m | 4. n |
| | | 5. i | 6. j | | |

Answer : Food and Vegetables**Worksheet 2**

- Part 1**
1. The first answer
 2. The first answer
 3. The first answer
 4. The second answer
 5. The first answer
 6. The second answer
- Part 2**
1. do / don't
 2. do / don't
 3. does / doesn't
 4. does / doesn't
 5. do / don't
 6. does / doesn't

Lesson Plan (10)

Topic: At the Party
 Date:
 Level: Prathomsuksa 5
 Song: 'Happy Birthday'
 Time: 2 hours

1. Concept

The birthday party is popular among people. Students should learn more vocabulary, and structure about birthday party. They can have fun during learning through the song about the birthday party. They are not only learn about the birthday party in classroom but also do good activities for cerebation suitably.

2. Objectives

Terminal objectives:

Students are able to say the days in a week birthday party and spell, pronounce, read about birthday party and know the meaning of them correctly.

Enabling objectives:

2.1. Students are able to pronounce, spell, read and give the meaning of vocabulary of birthday party.

2.2. Students are able to ask and answer about birthday party.

2.3. Students are able to sing 'Happy Birthday' song.

2.4. Students are able to get scores from work sheet at least 80 percent average.

3. Contents

3.1 Vocabulary: birthday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, doll, cartoon book, watch, ball, flower, clock, toy, gift, cake and balloon.

3.2 Structure: What day is today? Today is.....
 What is your birthday? My birthday is on

3.3 Function: Telling and Asking personal information.

3.4 Culture: Should do appropriate activities for birthday party.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Students do the Pre - test.

4.1.2 Teacher lets students listen to 'Happy Birthday' song.

4.1.3 Teacher and student discuss about contents of 'Happy Birthday' song.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about days and birthday party by using word cards and picture of fruits and vegetables.

4.2.2 Teacher shows how to pronounce each vocabulary and let students repeat after the teacher, then let some students show their pronunciations.

4.2.3 Teacher lets students spell each word. Then write down on their notebooks.

4.2.4 Teacher lets students read the lyric of 'Happy Birthday' song and let them read after the teacher and sing that song together two or three times.

4.2.5 Teacher lets students work in pairs or groups by asking and answering about numbers with these sentences:

What day is today? Today is.....

What is your birthday? My birthday is on (Monday, July 2).

4.3 Practice

4.3.1 Teacher lets each group of students practice asking and answering about days and the things which give for birthday party. Then take notes.

4.3.2 Teacher randomizes some groups of students to present their short dialogues about days and the things for birthday party.

4.4 Production

4.4.1 Students fill the words under the picture. (worksheet 1)

4.4.2 Students match the sentences in accordance with the pictures in worksheet 2.

4.4.3 Students do the crossword puzzle.

4.5 Wrap up

4.5.1 Teacher and students check worksheet together.

4.5.2 Teacher and students sing 'Happy Birthday' song together.

4.5.3 Students do the Post -test.

5. Teaching Materials

5.1 Pre - test / Post - test

5.2 The lyric of song 'Happy Birthday' Song, CD

5.3 Word Cards / pictures of gift for birthday

5.4 Worksheets1,2 / crossword puzzle.

6. Measurement and Evaluation:

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets.

6.4 Check their Pre-test / Post-test.

7. Suggested Activities

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8. Director's comment

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9. Taking note

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Happy Birthday

Word and Music: B.Kulkittiyanon

Intro *Em Am G Bm Em*

Em
What day is your birthday?

What day is your birthday?

Sunday, Monday, Tuesday

Am G
Wednesday, Thursday, Friday, or Saturday?

Bm Em
Happy birth day, happy birthday to you.

(Repeat)



มหาวิทยาลัยสุโขทัยวิทยา
Buriram Rajabhat University

Pre-test

English Language

Prathomsuksa 5

Topic : At the Party

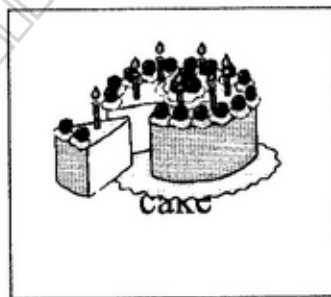
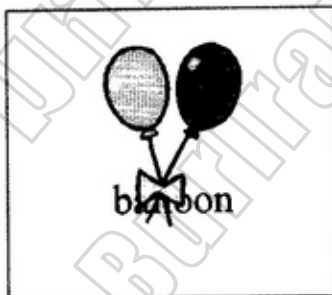
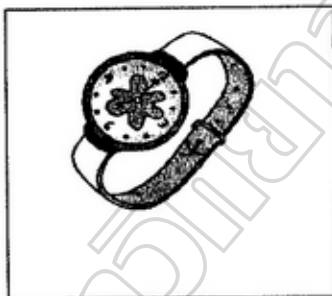
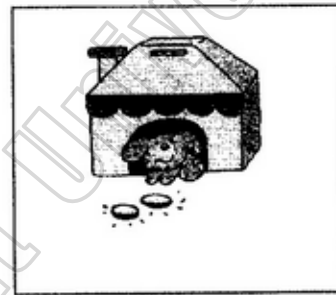
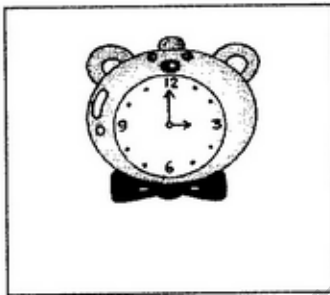
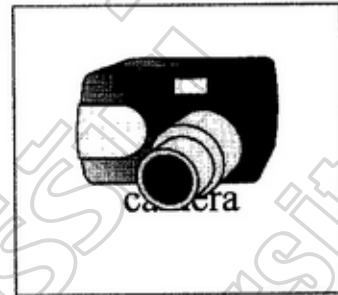
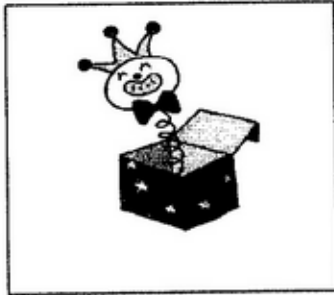
Khetkarthangsongkroh 5 School Buriram

Direction: Choose the correct answer

- | | |
|--|---|
| <p>1. A : What 's your birthday?
B : My _____'s October 21,1963.</p> <p>a. every day b. good day.
c. birthday d. nice day</p> <p>2. A : What do you have as a present ?
B : I have a _____.</p> <p>a. doll b. door
c. day d. down</p> <p>3. A : What's _____ name?
B : My name's Bob.</p> <p>a. my b. your
c. his d. her</p> <p>4. You cook some.....for the party.</p> <p>a. food b. book
c. foot d. lock</p> <p>5. S _ tu _ day</p> <p>a. s,e b. s,a
c .a,e d. a,r</p> | <p>6. A :</p> <p>B : I am is 14 years old.</p> <p>a. How are you ? b. How old are you?
c. How about he? d. How old is he?</p> <p>7. What day is your birthday ?</p> <p>a. Mother's day b. Tuesday
c. March d. Every day</p> <p>8. I will give my friend a ____ as a present.</p> <p>a. cook b. cool
c. cow d. camera</p> <p>9. I get the _____ on my birthday.</p> <p>a. present b. mountain
c. rain d. sky</p> <p>10. Dang's birthday is Monday October 2000
How old is he ?</p> <p>a. He is 9 years old. b. He is 11 years old
c. He is 14 years old. d. He is 20 years old.</p> |
|--|---|

Word Cards**Sunday****Monday****Tuesday****Wednesday****Thursday****Friday****Saturday****Birthday****Party****Watch****Present****Card**

Picture Cards



Work Sheet 1

Direction : Put correct words in the blanks

clock

watch

doll

key ring

toy

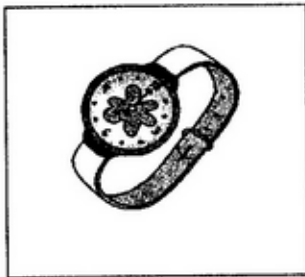
photo

album

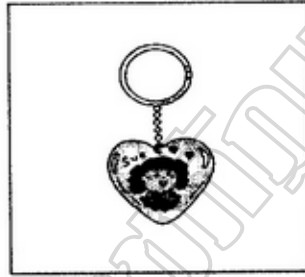
saving box

camera

cartoon book



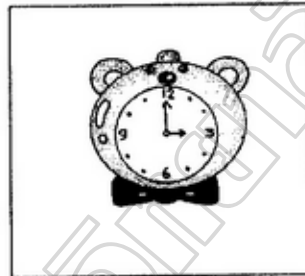
1.



2.



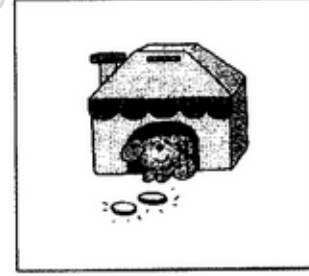
3.



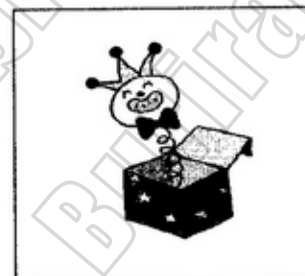
4.



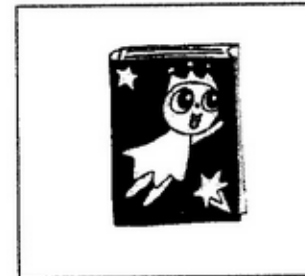
5.



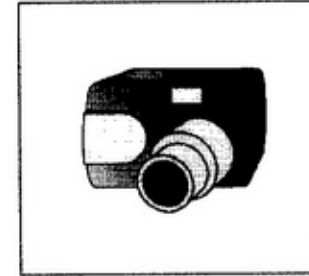
6.



7.



8.



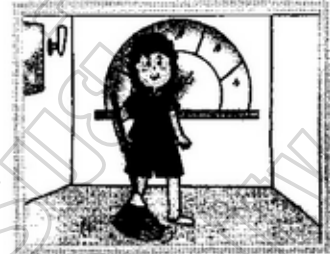
9.

Work Sheet 2

Direction : Match the sentences with pictures.

1. Cook some food.

A.



2. Clean the house.

B.



3. Put flowers in vase.

C.



4. Set the table.

D.



5. Make some juice.

E.



CROSSWORD

Direction : Do the crossword puzzle.

10. (↔)

9. (↓)

8. (→)

7. (→)

1. (↓)

2. (↓)

3. (→)

4. (↓)

5. (↓)

6. (↓)

1. (↓)

2. (↓)


3. (→)

4. (↓)

5. (↓)


6. (↓)

วันจันทร์




วันอังคาร


วันศุกร์




วันอาทิตย์

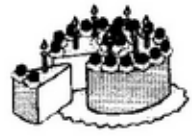
วันเสาร์





วันหยุดสัปดาห์





วันพฤหัสบดี

วันพุธ

Answer : Happy Birthday**(Pre-test)**

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. a | 3. b | 4. a | 5. d |
| 6. d | 7. d | 8. b | 9. d | 10. a |

(Post - test)

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. d | 3. d | 4. a | 5. d |
| 6. a | 7. d | 8. c | 9. a | 10. b |

Worksheet 1

- | | | | |
|-----------------|---------------|----------------|----------|
| 1. watch | 2. key ring | 3. photo album | 4. clock |
| 5. doll | 6. saving box | 7. toy | |
| 8. cartoon book | 9. camera | | |

Worksheet 2

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. A | 3. B | 4. E | 5. D |
|------|------|------|------|------|

