

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDICES

APPENDIX A

Formal Letter

The Letter Asking Permission to Collect the Research Data



No. 0545.11/ว 31

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

January 20, 2012

Dear Mr. School Director of Ban Mueng Plab Pla School:

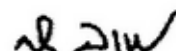
Subject: Asking Permission to Try-out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to the Director of Ban Mueng Plab Pla School to asking permission to try-out the research instruments. I wish to inform you that Miss Supawadee Kidram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled “**Effects of Learning Vocabulary Through Games for Grade 4 (Prathomsuksa 4) 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 try-out the research instruments from the grade 4 (Prathomsuksa 4) students at Ban Mueng Plab Pla School by responding to her research methodologies in January-February 2012.

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
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 105

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

February 11, 2012

Dear Mr. School Director of Ban Nong Chum Sang School:

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Director of Ban Nong Chum Sang School to asking permission to collect the research data. I wish to inform you that Miss Supawadee Kidram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled “**Effects of Learning Vocabulary Through Games for Grade 4 (Prathomsuksa 4) 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 the grade 4 (Prathomsuksa 4) students at Ban Nong Chum Sang School by responding to her research methodologies in February-March 2012.

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'S. Suthiap'.

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

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

APPENDIX B

Letter for Experts

The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ว 150

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

December 25, 2011

Dear Dr. Surachai Piyanukool,

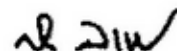
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Surachai Piyanukool, the Associate Dean of Graduate School and an English lecturer of BRU to be the expert for the research instruments. I would like to inform you that Miss Supawadee Kidram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“Effects of Learning Vocabulary Through Games for Grade 4 (Prathomsuksa 4) 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 in her research instruments.

Please accept, Dr. Associate Dean, 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 Requesting to be the Expert for the Research Instruments



No. 0545.11/ว 150

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

December 25, 2011

Dear Dr. Narumon Somkuna,

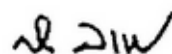
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Narumon Somkuna, the Associate Dean of Graduate School of BRU to be the expert for the research instruments. I would like to inform you that Miss Supawadee Kidram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Effects of Learning Vocabulary Through Games for Grade 4 (Prathomsuksa 4) 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 in her research instruments.

Please accept, Dr. Associate Dean, 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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The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ว 150

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

December 25, 2011

Dear Mr. Mok Sarom,

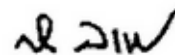
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Mok Sarom, an English lecturer at the Royal University of Phnom Penh (RUPP) and Ph.D. students at BRU to be the expert for the research instruments. I would like to inform you that Miss Supawadee Kidram, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Effects of Learning Vocabulary Through Games for Grade 4 (Prathomsuksa 4) 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 in her research instruments.

Please accept, Mr. Mok Sarom, 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 C

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	8	8	8	7	8	7	7	7	8	7	75	7.5
2	8	8	9	8	8	8	7	8	7	8	79	7.9
3	8	9	9	9	9	8	8	8	8	9	85	8.5
Total	24	25	26	24	25	23	22	23	23	24	239	23.9
\bar{X}	8.00	8.33	8.67	8.00	8.33	7.67	7.33	7.67	7.67	8.00	79.67	7.97
S.D	0.00	0.58	0.58	0.00	0.58	0.58	0.58	0.58	0.58	0.00	5.03	0.50
%	80.00	83.33	86.67	80.00	83.33	76.67	73.33	76.67	76.67	80.00	79.67	79.67

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

N	Achievement Scores	
	Pretest	Posttest
1	24	28
2	27	32
3	31	35
Total	82	95
\bar{X}	27.33	31.67
S.D	3.51	3.51
%	68.33	79.17

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	7	9	9	8	8	7	7	7	8	8	78	7.8
2	8	8	9	10	9	8	8	7	9	7	83	8.3
3	6	7	8	9	9	7	6	8	9	8	77	7.7
4	8	8	7	8	8	7	9	9	8	9	81	8.1
5	8	9	9	8	9	8	7	8	9	9	84	8.4
6	8	8	8	8	9	10	7	9	10	9	86	8.6
7	8	8	8	8	7	7	8	7	8	7	75	7.5
8	8	8	7	9	9	7	8	9	9	8	82	8.2
9	9	10	9	8	10	9	8	9	8	8	88	8.8
Total	70	75	74	76	78	70	68	73	78	73	734	73.4
\bar{X}	7.78	8.33	8.22	8.44	8.67	7.78	7.56	8.11	8.67	8.11	81.56	8.16
S.D	0.83	0.87	0.83	0.73	0.87	1.09	0.88	0.93	0.71	0.78	4.28	0.43
%	64.44	64.44	72.22	65.56	72.22	67.78	64.44	64.44	67.78	81.11	81.56	81.56

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

N	Achievement Scores	
	Pretest	Posttest
1	24	32
2	28	33
3	23	30
4	26	34
5	25	30
6	28	36
7	22	29
8	24	35
9	27	37
Total	227	296
\bar{X}	45.4	59.2
S.D	2.17	2.85
%	63.06	82.22

Table 5: Efficiency of Process (E 1) (Field Group: Tryout) (N =20)

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	8	8	8	7	7	7	8	8	77	7.7
2	8	9	9	9	8	8	7	8	8	9	83	8.3
3	7	9	9	7	9	8	8	8	9	8	82	8.2
4	8	8	9	7	8	8	7	8	7	8	78	7.8
5	7	9	8	9	8	9	8	7	9	10	84	8.4
6	8	7	8	8	10	8	8	8	9	8	82	8.2
7	8	9	10	8	7	8	9	8	8	8	83	8.3
8	9	8	8	8	7	8	8	10	8	9	83	8.3
9	9	10	9	8	8	8	9	8	9	9	87	8.7
10	8	8	8	8	8	8	7	8	8	8	79	7.9
11	8	7	9	9	8	8	10	9	8	8	84	8.4
12	9	7	9	9	8	7	8	8	9	9	83	8.3
13	8	8	8	8	9	8	8	9	8	8	82	8.2
14	10	8	9	9	9	8	8	7	9	9	86	8.6
15	8	8	9	7	8	10	9	8	8	7	82	8.2
16	7	9	8	8	9	8	7	8	8	8	80	8
17	8	8	8	8	9	7	7	9	10	9	83	8.3
18	8	8	9	8	9	8	8	8	9	7	82	8.2
19	8	9	8	9	9	9	8	8	8	9	85	8.5
20	8	9	8	10	8	8	9	8	8	8	84	8.4
Total	162	166	171	165	167	161	160	162	168	167	1649	164.9
\bar{X}	8.1	8.3	8.55	8.25	8.35	8.05	8	8.1	8.4	8.35	82.45	8.245
S.D	0.72	0.80	0.60	0.79	0.75	0.69	0.86	0.72	0.68	0.75	2.48	0.25
%	81	83	85.5	82.5	83.5	80.5	80	81	84	83.5	82.45	82.45

Table 6: Pre-test and Post-test Scores (N = 20)

N	Achievement Scores	
	Pre - Test	Post - Test
1	22	30
2	26	36
3	25	33
4	23	31
5	24	30
6	25	34
7	24	30
8	23	30
9	27	38
10	22	32
11	27	34
12	25	36
13	26	37
14	27	35
15	22	31
16	23	32
17	26	37
18	23	30
19	25	38
20	26	36
Total	491	670
\bar{X}	24.55	33.5
S.D	1.73	2.95
%	61.38	83.75

APPENDIX D

Vocabulary Achievement Test

Fundamental English (E14101) Grade 4 (Prathomsuksa 4)

Ban Nong Chum Sang School, Nakhon Ratchasima Province

Direction: Choose the correct answer.




1. ten, twelve, fourteen, sixteen

a. 10, 11, 12, 13

b. 10, 11, 13, 14

c. 10, 12, 14, 16

d. 10, 12, 16, 18

2.  +  = 

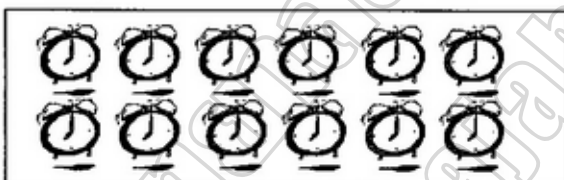
a. thirteen

b. fifteen

c. seventeen

d. nineteen

3. How many clocks are there?



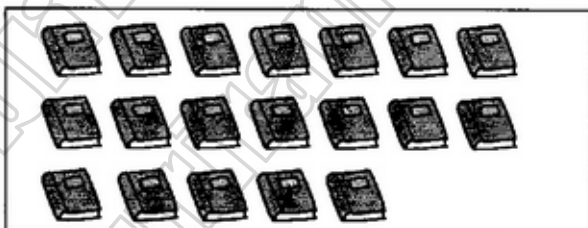
a. There are eleven clocks.

b. There are twelve clocks.

c. There are thirteen clocks.

d. There are eighteen clocks.

4. How many books are there?



a. There are fifteen books.

b. There are seventeen books.

c. There are nineteen books.

d. There are twenty books.

5. A: What's this?

B:



a. It's a chair.

b. It's a ruler.

c. It's a window.

d. It's a blackboard.



6. It's a

- a. book
- b. chair
- c. eraser
- d. dictionary

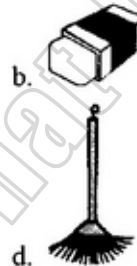
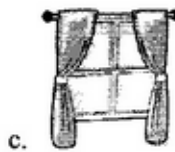
7. A: What are these?



B:

- a. These are pens.
- b. These are books.
- c. These are rulers.
- d. These are windows.

8. It's a broom.





9. Carrots are

- a. red
- b. blue
- c. white
- d. orange

10. Thai flag has 3 colors. They are,, and

- a. red, white, blue
- b. red, green, blue
- c. red, white, green
- d. red, blue, orange


11.  These bananas are
- a. pink
b. green
c. white
d. yellow

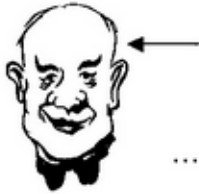
12.  An apple is
- a. red
b. pink
c. blue
d. brown

13. It's an 
- a. turtle
b. elephant
c. giraffe
d. buffalo

14. A: What is this animal?
B:
- 
- a. It's a monkey.
b. It's a giraffe.
c. It's a dolphin.
d. It's a kangaroo.

15. A: What is this animal?
B:
- 
- a. It's a giraffe.
b. It's a dolphin.
c. It's a rabbit.
d. It's a kangaroo.

16.  like to eat bananas.
- a. Zebra
b. Monkey
c. Giraffe
d. Kangaroo



17. We wear hat on our

a. legs

c. head

b. knees

d. mouth



18. We can see with our

a. eyes

c. nose

b. legs

d. finger



19. We can point with a

a. arm

c. finger

b. foot

d. shoulder



20. He can smell with his

a. nose

c. knee

b. foot

d. head



21. I like to eat

a. orange

c. papaya

b. tomato

d. watermelon



22. Fluk likes to eat

a. carrot

c. tomato

b. durian

d. pumpkin

23. A : What vegetable do you like?

B :



a. I like grapes.

b. I like durian.

c. I like orange.

d. I like cucumber.

24. A : What fruit do you like?

B :



a. I like carrot.

b. I like pumpkin.

c. I like mango.

d. I like eggplant.

25. A: What does he do?

B:



a. He is a doctor.

b. He is a soldier.

c. He is a teacher.

d. He is a carpenter.

26. She is a



a. cook

b. nurse

c. singer

d. farmer

27. A: What does she do?

B:



a. She is a teacher.

b. She is a soldier.

c. She is a bus driver.

d. She is a fruit seller.

28. He is a



a. postman

b. fisherman

c. carpenter

d. policeman



29. We buy things at the

- a. zoo
- b. field
- c. temple
- d. market



30. We see the doctor at the

- a. bank
- b. field
- c. school
- d. hospital



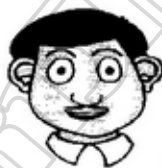
31. The farmer is going to the

- a. field
- b. market
- c. hospital
- d. post office



32. The students are going to the

- a. zoo
- b. bank
- c. school
- d. bus station



33. My is a teacher.

- a. aunt
- b. sister
- c. mother
- d. father



34. My is a nurse.

- a. son
- b. aunt
- c. brother
- d. grandfather



35. My is a student.

- a. uncle
b. sister
c. brother
d. father



36. My is 65 years old.

- a. son
b. uncle
c. father
d. grandmother

37. กุมภาพันธ์ =

- a. January
b. February
c. March
d. April

38. There are 30 days in

- a. May
b. June
c. July
d. August

39. Songkran Festival is in

- a. January
b. February
c. March
d. April

40. Loykratong Festival is in

- a. December
b. November
c. October
d. September

Please try your best.



English Vocabulary Achievement Test Answer Key

Items	Answer	Items	Answer
1.	c	21.	d
2.	c	22.	d
3.	b	23.	d
4.	c	24.	c
5.	d	25.	a
6.	b	26.	c
7.	c	27.	a
8.	d	28.	b
9.	d	29.	d
10.	a	30.	d
11.	d	31.	a
12.	a	32.	c
13.	b	33.	d
14.	d	34.	b
15.	b	35.	b
16.	b	36.	d
17.	c	37.	b
18.	a	38.	b
19.	c	39.	d
20.	a	40.	b

**The Table of IOC Index Analysis
of the English Vocabulary Achievement Test**

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	1	1.00	Coincide

Items	The expert's opinion			Total	IOC Index
	1	2	3		
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	1	1	1	1.00	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide
51	1	1	1	1.00	Coincide
52	1	1	1	1.00	Coincide
53	1	1	1	1.00	Coincide
54	1	1	1	1.00	Coincide
55	1	1	1	1.00	Coincide
56	1	1	1	1.00	Coincide
57	1	1	1	1.00	Coincide
58	1	1	1	1.00	Coincide
59	1	1	1	1.00	Coincide
60	1	1	1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 1.00

Remark:

+1 = When it is certain that each item of the test is coincident with the objectives.

0 = When it is uncertain that each item of the test is coincident with the objectives.

-1 = When it is sure that each item of the test is not coincident with the objectives.

APPENDIX E

Satisfaction Questionnaire The Satisfaction of Students toward Learning Vocabulary through Games for Prathomsuksa 4 Students

Directions:

1. The purpose of this questionnaire is to investigate the students' satisfaction toward learning English vocabulary through games for Prathomsuksa 4 students.
2. The survey has 3 parts: personal information, satisfaction, and other suggestions or comments.
3. The data obtained will be useful for improving the teaching and learning and there are no effects on your grades.

Part 1: Personal Information

Directions: Answer the following questions about your personal information by putting the ✓ sign in the bracket before the information.

1. Gender () Male () Female
2. Age..... years old.
3. When did you start learning English? () Kindergarten School
 () Grade 1 (Prathomsuksa 1)
 () Grade 2 (Prathomsuksa 2)
 () Grade 3 (Prathomsuksa 3)
 () Grade 4 (Prathomsuksa 4)

Part 2: Students' Satisfaction

Directions: Please answer by checking ✓ truly and accordingly to your opinions.

- 5 = Most satisfactory
- 4 = Very satisfactory
- 3 = Average satisfactory
- 2 = Less satisfactory
- 1 = The least satisfactory

Statements	Level of Satisfaction				
	5	4	3	2	1
Ex. I like to play games in every lesson.	✓				
1. Games helped me practice vocabulary meaningful in class.					
2. Games helped me understand vocabulary easily.					
3. Games made the lessons more interesting.					
4. Games helped me work in group and learn with others.					

Items	The expert's opinion			Total	IOC Index
	1	2	3		
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	1	1	1	1.00	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide
51	1	1	1	1.00	Coincide
52	1	1	1	1.00	Coincide
53	1	1	1	1.00	Coincide
54	1	1	1	1.00	Coincide
55	1	1	1	1.00	Coincide
56	1	1	1	1.00	Coincide
57	1	1	1	1.00	Coincide
58	1	1	1	1.00	Coincide
59	1	1	1	1.00	Coincide
60	1	1	1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 1.00

Remark:

+1 = When it is certain that each item of the test is coincident with the objectives.

0 = When it is uncertain that each item of the test is coincident with the objectives.

-1 = When it is sure that each item of the test is not coincident with the objectives.

**The Items Analysis Results Showing the Level of Difficulty (p), the
Discrimination Index (B), and the Reliability (Rcc) of the English
Vocabulary Achievement Test (p = 0.43-0.77, B = 0.20- 0.53)**

Items	P	B	Items	P	B	Items	P	B
1	0.77	0.20	21*	0.43	0.33	41	0.50	0.20
2	0.70	0.20	22*	0.50	0.33	42	0.53	0.27
3*	0.67	0.53	23*	0.63	0.20	43*	0.43	0.47
4*	0.60	0.40	24	0.50	0.33	44*	0.67	0.27
5*	0.67	0.40	25*	0.67	0.40	45	0.53	0.40
6*	0.50	0.33	26	0.50	0.33	46	0.60	0.27
7*	0.63	0.60	27*	0.67	0.53	47*	0.43	0.47
8*	0.67	0.40	28	0.70	0.20	48*	0.70	0.20
9	0.43	0.33	29*	0.43	0.33	49*	0.67	0.27
10	0.70	0.20	30*	0.67	0.13	50*	0.50	0.47
11*	0.63	0.47	31*	0.67	0.40	51*	0.57	0.33
12*	0.67	0.27	32	0.57	0.47	52*	0.53	0.40
13*	0.60	0.40	33*	0.67	0.40	53	0.70	0.33
14*	0.63	0.33	34	0.67	0.27	54	0.43	0.33
15	0.60	0.13	35*	0.70	0.33	55*	0.67	0.40
16*	0.70	0.20	36*	0.63	0.13	56*	0.70	0.33
17*	0.70	0.33	37*	0.50	0.27	57	0.50	0.27
18	0.50	0.47	38*	0.67	0.27	58*	0.50	0.47
19	0.60	0.40	39*	0.70	0.20	59	0.67	0.43
20*	0.67	0.40	40*	0.43	0.33	60*	0.43	0.33

The reliability of the test (R_{cc}) is 0.89

$N = 9$

Mean = 30

S.D. = 1.0

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX E

Satisfaction Questionnaire The Satisfaction of Students toward Learning Vocabulary through Games for Prathomsuksa 4 Students

Directions:

1. The purpose of this questionnaire is to investigate the students' satisfaction toward learning English vocabulary through games for Prathomsuksa 4 students.
2. The survey has 3 parts: personal information, satisfaction, and other suggestions or comments.
3. The data obtained will be useful for improving the teaching and learning and there are no effects on your grades.

Part 1: Personal Information

Directions: Answer the following questions about your personal information by putting the ✓ sign in the bracket before the information.

1. Gender () Male () Female
2. Age..... years old.
3. When did you start learning English? () Kindergarten School
 () Grade 1 (Prathomsuksa 1)
 () Grade 2 (Prathomsuksa 2)
 () Grade 3 (Prathomsuksa 3)
 () Grade 4 (Prathomsuksa 4)

Part 2: Students' Satisfaction

Directions: Please answer by checking ✓ truly and accordingly to your opinions.

- 5 = Most satisfactory
4 = Very satisfactory
3 = Average satisfactory
2 = Less satisfactory
1 = The least satisfactory

Statements	Level of Satisfaction				
	5	4	3	2	1
Ex. I like to play games in every lesson.	✓				
1. Games helped me practice vocabulary meaningful in class.					
2. Games helped me understand vocabulary easily.					
3. Games made the lessons more interesting.					
4. Games helped me work in group and learn with others.					

Statements	Level of Satisfaction				
	5	4	3	2	1
5. Games helped me learn vocabulary more joyfully.					
6. The teacher should use games for teaching vocabulary.					
7. Games encouraged me to use more English.					
8. I usually bring games to play with my friends.					
9. When the teacher needs volunteer to play games, I always participate.					
10. Games helped me love English subject.					

Part 3: Additional Opinions

Directions: Express your opinions or suggestions about learning English vocabulary through games.

1. Please give your opinions on advantages and disadvantages toward learning vocabulary through games.

Advantages.....

Disadvantages.....

2. Problem faced while learning vocabulary through games.

.....

3. Any others opinions or suggestions toward learning vocabulary through games.

.....

Thank you very much for your cooperation.

**The Evaluation of Correctness and Appropriation of the Statement
in Questionnaire of Learners' Satisfaction towards Learning
Vocabulary through Games for Prathomsuksa 4 Students
by the Experts**

Items	Statements	Experts' Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
1	Games helped me practice vocabulary meaningful in class.	4	5	5	4.67	0.58	The Most Appropriate
2	Games helped me understand vocabulary easily.	5	5	4	4.67	0.58	The Most Appropriate
3	Games helped me remember vocabulary better.	4	4	5	4.33	0.58	More Appropriate
4	Games helped me work in group and learn with others.	5	4	5	4.67	0.58	The Most Appropriate
5	Games helped me learn vocabulary more joyfully.	5	5	4	4.67	0.58	The Most Appropriate
6	Games were suitable for my level.	4	4	4	4.00	0.00	More Appropriate
7	Games were relevant to the content of the lessons.	4	5	4	4.33	0.58	More Appropriate
8	The time for playing the games was suitable.	4	4	4	4.00	0.00	More Appropriate
9	The teacher should use games for teaching vocabulary.	5	4	5	4.67	0.58	The Most Appropriate
10	Games encouraged me to use more English.	4	5	5	4.67	0.58	The Most Appropriate
11	Games made the lessons more interesting.	5	4	5	4.67	0.58	The Most Appropriate
12	I usually bring games to play with my friends.	4	5	5	4.67	0.58	The Most Appropriate
13	Games helped me be confident to use vocabulary appropriately.	4	5	4	4.33	0.58	More Appropriate
14	When the teacher needs volunteer to play games, I always participate.	5	4	5	4.67	0.58	The Most Appropriate
15	Games helped me love English subject.	5	5	5	5.00	0.00	The Most Appropriate
	Total				4.53	0.58	The Most Appropriate

**The Item-total Correlation for each Item of
Five Point Rating Scale Questionnaire**

Item No.	R_{xy}	Sig.	Remark
1	0.69	.05	
2	0.68	.05	
3	0.60	.05	
4	0.68	.05	
5	0.71	.05	
6	0.62	.05	
7	0.60	.05	
8	0.60	.05	
9	0.69	.05	
10	0.68	.05	
11	0.69	.05	
12	0.71	.05	
13	0.60	.05	
14	0.61	.05	
15	0.71	.05	

Critical values for Pearson $r \geq 0.458$ ($df = N-2 = 14-2 = 12$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Number of students = 12

Number of Items = 15

α -Coefficient = 0.9023

APPENDIX F

Lesson Plans

Lesson Plan 1

Subject : E14101

Level : Prathomsuksa 4

Topic : Numbers 11-30

Time : 1 hour

Date :

1. Concept

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

2. Objectives

Terminal Objectives :

Students are able to pronounce, spell, and know the meaning of the numbers eleven to thirty correctly.

Enabling Objectives:

2.1 Students are able to spell, pronounce and tell the meaning of number eleven to thirty.

2.2 Students are able to ask and answer about eleven to thirty.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

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

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

3.3 Function: Saying and counting the numbers.

3.4 Culture: -

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher lets students listen to “Ten Little Rulers” song

4.1.2 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 lets students to repeat after the teacher.

4.2.3 Teacher lets students count eleven to thirty.

4.3 Practice

4.3.1 Teacher lets students work in pairs or group by asking and answering about number with this sentences:

A: How many.....?

B: There is / There are

4.3.2 Teacher lets students play “Hop! Hop! game” by the teacher explains and demonstrates the game.

4.3.3 The teacher answers some students' questions about the rules of game.

4.3.4 The game starts to check students' comprehension numbers of each student.

4.4 Production

4.4.1 Students do worksheet which counts and fill in the blanks by using the pictures about numbers of things.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards / pictures of things for counting

5.2 Hop! Hop! game

5.3 Worksheet1

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

.....

.....

8. Director's Comment

.....

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9. Taking note

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“Hop! Hop!” Game

Object : To practice the students to count numbers.

Time : 10 minutes

Materials : -

How to play

1. The students stand in a circle.
2. Teacher tells the students count the number and clap their hand.
3. The students do not pronounce the number, but jump in to the circle and jump out to the circle when that number is fixed. For example:

Hop! Hop! every 4

one two three Hop! Hop!

five six seven Hop! Hop!

nine ten eleven Hop! Hop!

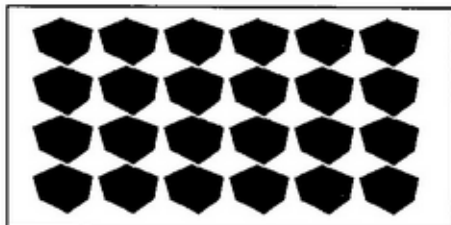
4. The students cannot count the number or forget jump, this student must out of the game.

Worksheet 1



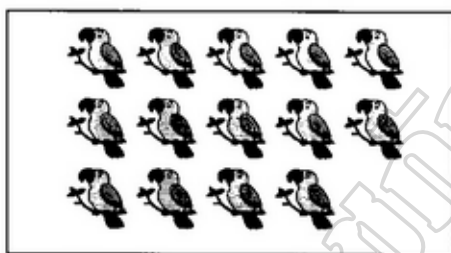
Direction: Count and fill in the blanks.

1.



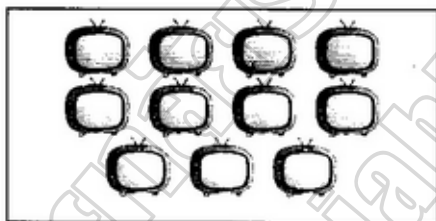
Twenty-four

2.



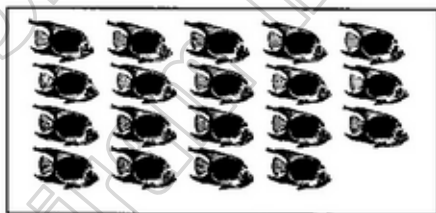
.....

3.



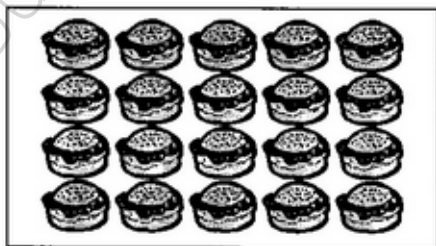
.....

4.



.....

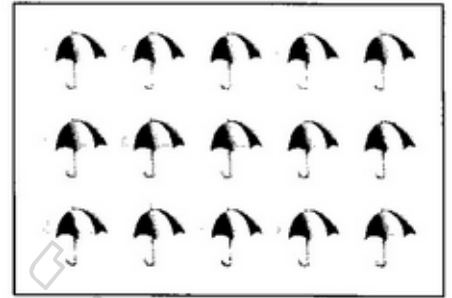
5.



.....

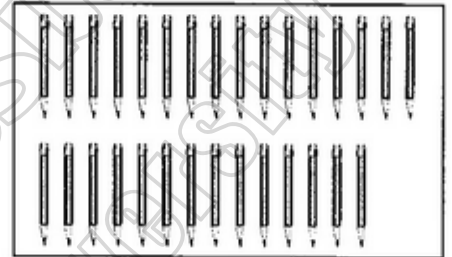
6. How many umbrellas are there?

There are.....umbrellas.



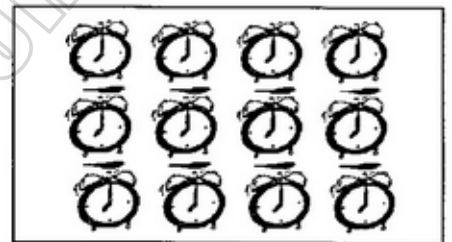
7. How many pencils are there?

There are.....pencils.



8. How many clocks are there?

There are..... clocks.



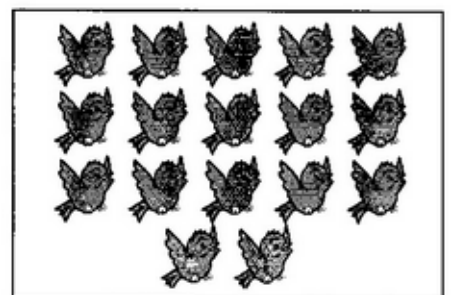
9. How many books are there?

There are..... books.



10. How many birds are there?

There are..... birds.



Answer Key : Numbers 11-30**Worksheet 1**

1. twenty-four
2. fourteen
3. eleven
4. nineteen
5. twenty
6. fifteen
7. thirty
8. twelve
9. twenty-three
10. seventeen

Lesson Plan 2

Subject : E14101

Level : Prathomsuksa 4

Topic : Things in my classroom

Time : 1 hour

Date :

1. Concept

Students are familiar with many things in classroom. They should learn about vocabulary, sentence and how to use them suitably. They can study English vocabulary and sentence through games. 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 classroom, spell and tell the meaning and describe how to use them suitably.

Enabling Objectives:

2.1 Students are able to spell, pronounce and give the meaning of vocabulary about things in classroom.

2.2 Students are able to use the vocabulary about the classroom in context.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: book, ruler, pencil, eraser, blackboard, chair, broom, pen, dictionary, desk, garbage can, window

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

It's a

What are these?/ What are those?

They are

There is/There are

3.3 Function: Giving information about things in classroom.

3.4 Culture: Keep the things in classroom.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words about numbers. For example:

A: How many.....?

B: There is / There are

4.2 Presentation

4.2.1 Teacher shows the real object or picture of things in classroom and asks "What's this?". Lets students give the answer.

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

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

4.2.4 Put all the real objects or pictures about things in classroom on the table. Teacher picks up a real object or picture. Students pronounce and spell each word that the teacher shows.

4.2.5 Teacher lets students work in pairs or group by asking and answering about things in classroom with these sentences:

A: What's this?/ What's that?

B: It's a

A: What are these?/ What are those?

B: They are

A: How many.....?

B: There is / There are

4.3 Practice

4.3.1 Teacher lets students play "Look and Write" game by the teacher explains and demonstrates the game.

4.3.2 The teacher answers some students' questions about the rules of game.

4.3.3 The game starts to check students' comprehension of various things in classroom of each student.

4.4 Production

4.4.1 Teacher and students discuss about how to use and keep the thing in classroom.

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

4.4.3 Students complete sentences by using picture about things in classroom for worksheet 2.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards

5.2 Real objects / pictures of things in classroom

5.3 "Look and Write" game

5.4 Worksheet1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

.....

.....

.....

8. Director's Comment

.....

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9. Taking note

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“Look and Write” Game

- Object** : To practice the students to learn new vocabulary and to review vocabulary about things in classroom.
- Time** : 10 minutes
- Materials** : Real objects or pictures about things in classroom (pen, ruler, book, eraser, pencil, chair, desk, blackboard, broom, garbage can)

How to play

1. Teacher puts real objects or pictures about things in classroom on the box, then pick it up to look and remember about them.
2. Students write the words about things which they can see and remember for 10 minutes.
3. Warn the group when they have only a minute left and make sure they all stop when told.
4. Get the students to exchange paper for marking, and check the answer orally.
5. Collect the paper, check them and amend any mistakes.
6. If the students answer correctly they can get one score for each word.
7. The student who gets the most scores is the winner. They will get the reward from the teacher.

Worksheet 1



Direction: Fill the missing words in the blanks.



p _ _ _



c _ _ i _ _



b _ o _ _ _



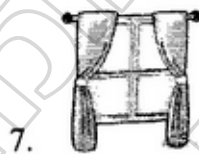
r _ _ _ r _ _



g _ r _ _ _ _ c _ _ _



b _ _ _ _



w _ _ _ _ o _ _



p _ _ _ _ _ l



d _ _ _ _



b _ _ _ _ k _ _ _ a _ _ _

Worksheet 2



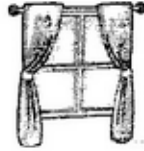
Direction: Complete the sentences by using the pictures.

1. It's a



.....

2. It's a



.....

3. It's a



.....

4. It's a



.....

5. It's a



.....

6. It's a



.....

7. It's a



.....

8. It's a



.....

9. It's a



.....

10. It's a



.....

Answers Keys : Things in my classroom**Worksheet 1**

- | | |
|----------------|----------------|
| 1. pen | 2. chair |
| 3. broom | 4. ruler |
| 5. garbage can | 6. book |
| 7. window | 8. pencil |
| 9. desk | 10. blackboard |

Worksheet 2

- | | |
|---------------|-----------------|
| 1. dictionary | 2. window |
| 3. ruler | 4. pen |
| 5. blackboard | 6. pencil |
| 7. book | 8. eraser |
| 9. broom | 10. garbage can |

Lesson Plan 3

Subject : E14101

Level : Prathomsuksa 4

Topic : Colors

Time : 1 hour

Date :

1. Concept

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

2. Objectives

Terminal Objectives :

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 vocabulary of colors.

2.2 Students are able to ask and answer about colors.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: red, blue, yellow, green, pink, brown, white, black, orange, purple, grey

3.2 Structure: What is your favorite color? / My favorite color is

What color is? It is

3.3 Function: Giving information about colors.

3.4 Culture: -

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words about things in classroom.

A: What's this?/ What's that?

B: It's a

4.1.2 Teacher shows the picture of color, asks "What color is" and lets students give the answers.

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 tells students to repeat after the teacher. Then lets students show their pronunciations.

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

4.3 Practice

4.3.1 Teacher lets students work in pairs or group by asking and answering about colors with this sentences:

A: What is your favorite color? / What color is

B: My favorite color is/ It is

4.3.2 Teacher lets students play "Crossword" game by the teacher explains and demonstrates the game.

4.3.3 The teacher answers some students' questions about the rules of game.

4.3.4 The game starts to check students' comprehension of various colors of each student.

4.4 Production

4.4.1 Students read, write and identify vocabulary through the worksheets.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards / pictures of colors

5.2 “Crossword” game

5.3 Worksheet1-2

5.4 Color pencils

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

.....

.....

.....

8. Director’s Comment

.....

.....

.....

9. Taking note

.....

.....

.....

.....

“Crossword” Game

Object : To practice the students to spell vocabulary about colors.

Time : 10 minutes

Materials : Crossword puzzle

How to play

1. Divide the students into pairs.
2. Give each pairs a copy of hand out. That is given the grid of squares and clues.
3. Students try to think of words from the clues and then fill in the answer on the grid.
4. If the students answer correctly they can get one score for each word.
5. The pairs that can solve the puzzle first and get the highest score can be the winner. They will get the reward from the teacher.

Worksheet 1



Direction: Unscramble the letters. Label and color the pictures

dre



red

1. lbue



.....

2. lleywo



.....

3. enegr



.....

4. ithew



.....

5. kpni



.....

6. ganore



.....

7. albkc



.....

8. rnobw



.....

9. yrge



.....

10. prelup



.....



Direction: Complete the sentences by using the pictures.



A cucumber is green.

1.



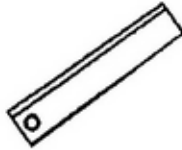
A carrot is

2.



A dog is

3.



A ruler is

4.



An apple is

5.



A chair is

6.



A balloon is

7.



A rose is

8.



A rabbit is

9.



A shirt is

10.



A cat is

Crossword



Direction: Do the crossword.

Colors

All the answers are colors.

Across



3 Clouds
(sometimes)



5 Sunset
(sometimes)

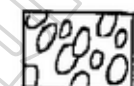


6 Sea



7 Branch
of a tree

Down



1 Snow



2 Grass



4 Sun



7 Night



8 An orange



Answers Keys : Colors**Worksheet 1**

- | | |
|----------|------------|
| 1. blue | 2. yellow |
| 3. green | 4. white |
| 5. pink | 6. orange |
| 7. black | 8. brown |
| 9. grey | 10. purple |

Worksheet 2

- | | |
|-----------|-----------|
| 1. orange | 2. grey |
| 3. yellow | 4. red |
| 5. brown | 6. purple |
| 7. white | 8. pink |
| 9. blue | 10. black |

Lesson Plan 4

Subject : E14101

Level : Prathomsuksa 4

Topic : Animals

Time : 1 hour

Date :

1. Concept

Students should learn more vocabulary and structure about animals. They can have fun during learning through the game about animals.

2. Objectives

Terminal Objectives :

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

Enabling Objectives:

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

2.2 Students are able to use the vocabulary about animals in contexts.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: elephant, monkey, giraffe, zebra, rabbit, snake, kangaroo, dolphin, buffalo, turtle

3.2 Structure: What is this animal? It's a.....

What animal do you like? I like.....

3.3 Function: Talking about animals.

3.4 Culture: How can animals survive in the world and should be protected animals.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher shows the picture of animals and asks the students to review the words about colors.

A: What color is this animal?

B: It's

4.1.2 Teacher asks the students "What is this animal?". Lets students give the answer.

4.1.3 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 pictures of them.

4.2.2 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher. Then let some students show their pronunciation.

4.2.3 Put all the pictures about animals on the table. Teacher picks up a picture. Students pronounce and spell each word that the teacher shows.

4.2.4 Teacher lets students work in pairs or group by asking and answering about animal. For example:

A: What is this animal?

B: It's a.....

A: What animals do you like?

B: I like

4.3 Practice

4.3.1 Teacher lets students play "Scrambled Words" game by the teacher

explains and demonstrates the game.

4.3.2 The teacher answers some students' questions about the rules of game.

4.3.3 The game starts to check students' comprehension of animals of each student.

4.4 Production

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

4.4.2 Students match the name of animals with the pictures worksheet 1.

4.4.3 Students complete sentences by using picture about animals for worksheet 2.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards

5.2 Pictures of animals

5.3 "Scrambled Words" game

5.4 Worksheet1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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“Scrambled Words” Game

Language : To practice the students to spell vocabulary about animals

Time : 15 minutes

Materials : Copy of hand out about animals

How to play

1. Divide the students into pairs.
2. Give each pairs students a copy of hand out that is a list of words, each of which can be rearrange the alphabet into the correct word.
3. Tell the group they have 15 minutes and start them at the same time. Warn the group when they have only a minute left and make sure they all stop when told.
4. Get the group to exchange paper for marking, and check the answer orally. Ask the captain of each group to read out the score and their words, and write them on scoreboard.
5. Collect the paper, check them and amend any mistakes.
6. If the students answer correctly they can get one score for each word.
7. The group that gets the most scores is the winner. They will get the reward from the teacher.



Direction: Match the name of animals with the pictures.



A. buffalo



B. monkey



C. turtle



D. elephant



E. rabbits



F. snake



G. zebra



H. kangaroo



I. dolphin



J. giraffe

Worksheet 2



Direction: Complete the sentences by using the pictures.

1. It's a 

2. It's a 

3. It's a 

4. It's a 

5. It's a 

6. It's a 

7. It's a 

8. It's a 

9. It's a 

10. It's an 

Answers Keys : Animals**Worksheet 1**

1. C

3. F

5. A

7. E

9. G

2. D

4. B

6. I

8. J

10. H

Worksheet 2

1. snake

3. buffalo

5. kangaroo

7. monkey

9. rabbit

2. giraffe

4. dolphin

6. zebra

8. turtle

10. elephant

Lesson Plan 5

Subject : E14101

Level : Prathomsuksa 4

Topic : Parts of body

Time : 1 hour

Date :

1. Concept

The parts of the body are very important and useful for everybody in a daily life.

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 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 tell about how to care their parts of body.

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

3. Content

3.1 Vocabulary: head, neck, arm, hand, leg, knee, foot, finger, toe, shoulder, mouth, eye, ear, hair, nose

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

It's my/your

Touch your, please.

Point to your....., please.

3.3 Function: Explaining information about parts of the body.

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

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher lets students listen to the “Head Shoulder Knee and Toes” song

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

4.1.3 Teacher writes a list of body parts with students heard from the song.

4.2 Presentation

4.2.1 Teacher shows the picture about parts of body and asks “What is this?” Lets students give the answer. For the words that the students do not know, teacher tells the answer.

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

4.2.3 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher.

4.2.4 Students pronounce and spell each word that the teacher demonstrates by pointing to the parts of body.

4.2.5 Teacher lets students work in pairs or group by asking and answering about The parts of body with this sentence:

A: What's this? / What's that?

B: It's my/ your.....

4.2.6 Teacher explains the meaning of word “touch, point to” and lets students touch and point to the parts of body

4.3 Practice

4.3.1 Students work in pairs to ask and about parts of the body for example:

Touch your eyes, please.

Touch your nose, please.

Point to your mouth, please.

Point to your ears, please.

4.3.2 Teacher lets students play “Simon Says” game by the teacher explains and demonstrates the game.

4.3.3 The teacher answers some students’ questions about the rules of game.

4.3.4 The game starts to check students’ comprehension of the parts of body of each student.

4.4 Production

4.4.1 Students work in pairs to find word search.

4.4.2 Students do worksheet which completes the sentence by using the pictures.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards / pictures of the parts of body

5.2 “Simon Says” game

5.3 Worksheet1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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“Simon Says” Games

Language : To practice the students to listen, and to do action follow the order

Time : 10 minutes

Materials : Parts of body

How to play

1. The students stand in a circle.
2. Teacher tells the students that every student should obey follow an order if the teacher or the volunteer student says the phrase "Simon says."
3. The students do not follow an order that the teacher or the volunteer student does not says the phrase "Simon says".
4. If the students who obey follow an order that does not begin with "Simon says"; as a result, this person is the next one who give the commands in the game.

Worksheet 1



Direction: Circle the words and write down correctly.

Parts of Body

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



Across →



Down ↓

Example: TOE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Worksheet 2



Direction: Complete the sentences by using the pictures.

1. We can touch with our



.....

2. We can smell with our



.....

3. We can point with a



.....

4. We can write with our



.....

5. We can smile with our



.....

6. We can wear hat on our



.....

7. We can walk with our



.....

8. We can hear with our



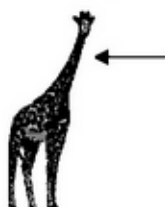
.....

9. We can see with our



.....

10. Giraffe has long



.....

Answers Keys : Parts of body

Worksheet 1

	N	E	C	K	H				
S					A		T	O	E
H	E	A	D	F	I				
O				I	R	H	A	N	D
U	F			N			K		
L	O	L	E	G		N	O	S	E
D	O			E		E			Y
E	T	A		R		E	A	R	E
R		R							
		M	O	U	T	H			



Across →



Down ↓

Example: TOE

1. NECK

2. HEAD

3. HAND

4. LEG

5. NOSE

6. EAR

7. MOUTH

8. SHOULDER

9. FOOT

10. ARM

11. FINGER

12. HAIR

13. KNEE

14. EYE

Worksheet 2

1. hands

3. finger

5. mouth

7. legs / feet

9. eyes

2. nose

4. hands

6. head

8. ears

10. neck

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Lesson Plan 6

Subject : E14101

Level : Prathomsuksa 4

Topic : Fruits and Vegetables

Time : 1 hour

Date :

1. Concept

Fruits and vegetables are very important and useful for everybody in a daily life.

Therefore, students should not only learn more vocabulary, structure about fruits and vegetables but also know how to choose them to eat for good health.

2. Objectives

Terminal Objectives :

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

Enabling Objectives:

2.1 Students are able to spell, pronounce, read and tell the meaning of vocabulary about fruits and vegetables.

2.2 Students are able to ask and answer about fruits and vegetables.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: mango, watermelon, pineapple, durian, mangosteen, grapes, papaya, cucumber, pumpkin, eggplant, tomato, carrot

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

What fruit/vegetable do/do not you like?

I like / don't like

3.3 Function: Talking about parts of the body.

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

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words about parts of the body. For example: Touch your mouth, please.

Point to your nose, please.

4.2 Presentation

4.2.1 Teacher shows the real object or picture about fruits and vegetables and asks "What is this fruit/vegetable?". Let students tell the names. For the words that the students do not know, teacher tells the answer.

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

4.2.3 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher. Then lets some students show their pronunciation.

4.2.4 Put all the real objects or pictures about fruits and vegetables on the table. Teacher picks up a real object or picture. Students pronounce and spell each word that the teacher shows.

4.2.5 Teacher lets students work in pairs or group by asking and answering about fruits and vegetable with this sentences:

A: Do you like

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

A: What fruit/vegetable do/ do not you like?

B: I like / don't like

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 to eat for good health.

4.3.2 Teacher lets students play “The Market” game by the teacher explains and demonstrates the game.

4.3.3 The teacher answers any student questions about the rules of game.

4.3.4 The game starts to check students’ comprehension of many kind of fruits and vegetables of each student.

4.4 Production

4.4.1 Students work in pairs to make conversations about fruits and vegetables they like. They take turn as A and B.

4.4.2 Students rewrite the names of fruits and vegetables which have got jumbled up for worksheet 1.

4.4.3 Students ask and answer the questions about fruits and vegetables for worksheet 2.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards

5.2 Real objects / pictures of fruits and vegetables

5.3 “The Market” game

5.4 Worksheet1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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“The Market” Games

Object : To practice the students to speak and listen the sentence.

Time : 15 minutes

Materials : Pictures of fruits and vegetables

How to play

1. The students draw a picture about fruit or vegetable, then write the vocabulary under the picture.
2. All students bring their chairs to the centre of the classroom, hold the picture and arrange them in a circle, facing inwards.
3. Teacher or the volunteer student starts by saying, "Yesterday I went to the market and I bought
4. Student has the picture which the teacher or the volunteer student say, stand up and walk follow the teacher or the volunteer student.
5. The teacher or the volunteer student continues by saying "Yesterday I went to the market and I bought Next student who has the picture which the teacher or the volunteer student say, stand up and walk follow the teacher or the volunteer student again.
6. Play continues until the teacher or the volunteer student gets more the students walk follow.
7. The teacher or the volunteer student say "Then my bag broke". Each student walk follows the teacher or the volunteer student run to sit on the chair.
8. If the students who cannot sit on the chair; as a result, this person is the next one who say "Yesterday I went to the market and I bought"

Worksheet 1



Direction: Some fruits and vegetables names have got jumbled up, rewrite them correctly.

anbsana



bananas

1. rogena



.....

2. smeotenga



.....

3. torcar



.....

4. wrteanomle



.....

5. niaurd



.....

6. omtoat



.....

7. payapa



.....

8. gamon



.....

9. becumucr




.....

10. kpmpniu



.....


Direction: Ask and answer the questions by using the pictures.

 Do you like orange?

Yes, I do.

No, I don't.



1.  Do you like _____ ?



2.  Do you _____ ?



3.  Do _____ ?



4.  _____ ?



5.  _____ ?



6.  _____ ?



7.  _____ ?



8.  _____ ?



9.  _____ ?



10.  _____ ?



Answers Keys : Fruits and Vegetables

Worksheet 1

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

Worksheet 2

- | | |
|----------------------------|--------------|
| 1. Do you like mangosteen? | Yes, I do. |
| 2. Do you like cucumber? | No, I don't. |
| 3. Do you like pineapple? | No, I don't. |
| 4. Do you like tomato? | Yes, I do. |
| 5. Do you like grapes? | No, I don't. |
| 6. Do you like watermelon? | Yes, I do. |
| 7. Do you like pumpkin? | No, I don't. |
| 8. Do you like durian? | Yes, I do. |
| 9. Do you like eggplant? | No, I don't. |
| 10. Do you like carrot? | No, I don't. |

Lesson Plan 7

Subject : E14101

Level : Prathomsuksa 4

Topic : Occupations

Time : 1 hour

Date :

1. Concept

The occupations are very familiar for everybody in a daily life. Therefore, students should not only learn more about occupation's vocabulary, sentences but also know how to pay attention to study for their future.

2. Objectives

Terminal Objectives :

Students are able to say the name of occupations, tell the meaning and talk about occupations they would like to be in the future.

Enabling Objectives:

2.1 Students are able to spell, pronounce and give the meaning of vocabulary about occupations.

2.2 Students are able to ask and answer about occupations they would like to be in the future.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: farmer, policeman, doctor, nurse, teacher, postman, soldier, carpenter, fisherman, bus driver, cook, singer, fruit seller

3.2 Structure: What would you like to be in the future?

I would like to be.....

What does he/she do?

He/She is a

3.3 Function: Asking and answering about occupations.

3.4 Culture: Should be pay attention to study for the future.

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words fruits and vegetables. For example:

A: What fruit/vegetable do you like?

B: I like

4.2 Presentation

4.2.1 Teacher shows the picture of occupation and asks "What does he do?"
Lets students give the answer.

4.2.2 Teacher presents the meaning of vocabulary about occupations by using word cards.

4.2.3 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher.

4.2.4 Put all the pictures about occupation on the table. Teacher picks up a picture. Students pronounce and spell each word that the teacher shows.

4.2.5 Teacher lets students work in pairs or group by asking and answering about occupations. For example:

A: What does he/she do?

B: He/She is a

A: What would you like to be in the future?

B: I would like to be.....

4.3 Practice

4.3.1 Teacher lets students play “Throw the ball” game by the teacher explains and demonstrates the game.

4.3.2 The teacher answers some students’ questions about the rules of game.

4.3.3 The game starts to check students’ comprehension of various occupations that they would like to be in the future of each student.

4.4 Production

4.4.1 Students read, circle and write the name of occupations.

4.4.2 Students complete the sentences by using the pictures about occupations.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards / pictures of the occupations

5.2 “Throw the ball” game

5.3 Worksheet 1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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“Throw the Ball” Game

Object : To practice the student to speak and listen the sentence about occupations.

Time : 10 minutes

Materials : A ball

How to play

1. The students stand up in a circle around the teacher.
2. The teacher asks a question, for example “What would you like to be in the future?” and throws a ball to a student.
3. The student then has to catch the ball, and answer the question, for example “I would like to be a policeman”.
4. That student then throws the ball back to the teacher, and the teacher repeats with other students.
5. Once the students have understood the game, the teacher could get them to stand in a circle and throw the ball to each other, asking questions and giving answers.

Worksheet 1

Direction: Read, circle and write the name of occupations.

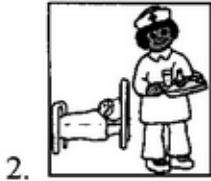
teachersoldiernursecook
singerfarmerbusdriver
doctorcarpenterpostman



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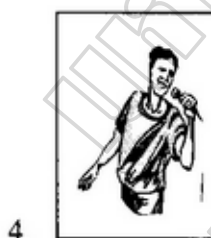
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Worksheet 2

Direction: Complete the sentences by using the pictures.

1. My brother is a



.....

2. Tom is a



.....

3. She is a



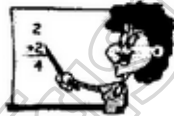
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4. My uncle is a



.....

5. Kate is a



.....

6. My father is a



.....

7. Peter is a



.....

8. My sister is a



.....

9. My grandfather is a



.....

10. Tony is a



.....

Answers Keys : Occupations

Worksheet 1

teachersoldiernursecook
 singerfarmerbusdriver
 doctor [REDACTED] postman

- | | |
|---------------|-------------|
| 1. soldier | 2. nurse |
| 3. bus driver | 4. singer |
| 5. cook | 6. teacher |
| 7. carpenter | 8. doctor |
| 9. farmer | 10. postman |

Worksheet 2

- | | |
|-----------------|---------------|
| 1. cook | 2. doctor |
| 3. singer | 4. farmer |
| 5. teacher | 6. soldier |
| 7. fruit seller | 8. nurse |
| 9. fisherman | 10. policeman |

Lesson Plan 8

Subject : E14101

Level : Prathomsuksa 4

Topic : Places

Time : 1 hour

Date :

1. Concept

Students should learn more vocabulary and structure about places. They can have fun during learning through the game about places. In addition, they can keep them in long term memories.

2. Objectives

Terminal Objectives :

Students are able to say the names, spell, pronounce, read and tell the meaning of vocabulary about places correctly.

Enabling Objectives:

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

2.2 Students are able to use the vocabulary about places in contexts.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: bus station, market, hospital, police station, post office, temple, zoo, bank, school, field

3.2 Structure: Where are you going? I am going to the

Where is he/she going? He/she is going to the

Where are they going? They are going to the.....

3.3 Function: Giving information about places.

3.4 Culture: -

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words about occupations. For example:

A: What does he/she do?

B: He/She is a

4.1.2 Teacher shows the picture of places and asks "What is he/she going?". Let students give the answer. For the words that the students do not know, teacher tells the answer.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about places by using word cards and pictures of them.

4.2.3 Teacher shows how to pronounce the vocabulary and tells students repeat after the teacher. Then let some students show their pronunciation.

4.2.4 Put all the pictures about places on the table. Teacher picks up a picture. Students pronounce and spell each word that the teacher shows.

4.2.5 Teacher lets students work in pairs or group by asking and answering about places. For example:

A: Where are you going?

B: I am going to the

A: Where is he/she going?

B: He/she is going to the

A: Where are they going?

B: They are going to the

4.3 Practice

4.3.1 Teacher lets students play “Categories” game by the teacher explains and demonstrates the game.

4.3.2 The teacher answers some students’ questions about the rules of game.

4.3.3 The game starts to check students’ comprehension of places of each student.

4.4 Production

4.4.1 Students work in pairs to make conversations about places that they like to go. They take turns as A and B.

4.4.2 Students do crossword puzzle about places for worksheet 1.

4.4.3 Students complete sentences by using picture about places for worksheet 2

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards

5.2 Pictures of places

5.3 “Categories” game

5.4 Worksheet1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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“Categories” Game

Object : To practice the students to listen, to distinguish and to review the vocabulary about places and occupations

Time : 10 minutes

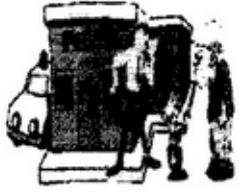
Materials : Word cards

How to play

1. The class is divided the students into two groups, Group A and Group B.
2. Give the group of students the vocabulary categories which group A is “place” and group B is “occupation”
3. The teacher call which categories, the students in these categories must sit down quickly. For example, the teacher call “policeman”, the students in group A must sit down quickly.
4. If the student in the categories sits down slowly, this person must out of the game. While the categories do not call, but the student in the categories sits down, this person must out of the game too.
5. The group that has the most players is the winner. They will get the reward from the teacher.



Direction: Circle the words and write them correctly.



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



Across →



Down ↓

- | | |
|---------------------------|---------------------------|
| 1. _____ TEMPLE _____ วัด | 6. _____ ตลาด |
| 2. _____ สวนสัตว์ | 7. _____ โรงพยาบาล |
| 3. _____ สถานีตำรวจ | 8. _____ ที่ทำการไปรษณีย์ |
| 4. _____ ธนาคาร | 9. _____ โรงเรียน |
| 5. _____ หุ่นงาน | 10. _____ สถานีรถโดยสาร |

Worksheet 2



Direction: Complete the sentences by using the pictures.

1. My brother is going to the



.....

2. They are going to the



.....

3. She is going to the



.....

4. Kate is going to the



.....

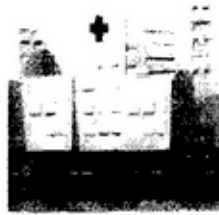
5. My father is going to the



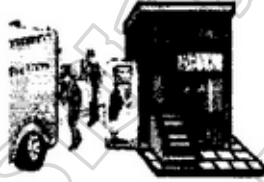
.....



6. Peter is going to the



7. My sister is going to the



8. My grandfather is going to the



9. Tony is going to the



10. They are going to the

Answers Keys : Places

Worksheet 1

		Z	O	O		B							
						U					H		
P	O	L	I	C	E	S	T	A	T	I	O	N	
O						S					S		
S						T			S		P		
T						A			C		I		
O						T	M		H		T		
F	I	E	L	D		I	A		O		A		
F						O	R		O		L		
I					B	A	N		K		L		
C									E				
E								T	E	M	P	L	E



Across →



Down ↓

1. TEMPLE

วัด

6. MARKET

ตลาด

2. ZOO

สวนสัตว์

7. HOSPITAL

โรงพยาบาล

3. POLICE STATION

สถานีตำรวจ

8. POST OFFICE

ที่ทำการไปรษณีย์

4. BANK

ธนาคาร

9. SCHOOL

โรงเรียน

5. FIELD

ทุ่งนา

10. BUS STATION

สถานีรถโดยสาร

Worksheet 2

1. temple
2. school
3. market
4. zoo
5. field
6. post office
7. hospital
8. bank
9. bus station
10. police station

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Buriram Rajabhat University

Lesson Plan 9

Subject : E14101

Level : Prathomsuksa 4

Topic : My family

Time : 1 hour

Date :

1. Concept

The family's members are very familiar for everybody in a daily life. Students should learn more vocabulary and sentences about family. They can have fun during learning through the game about family.

2. Objectives

Terminal Objectives :

Students are able to say the names, spell, pronounce, read and tell the meaning of vocabulary about family's members correctly.

Enabling Objectives:

2.1 Students are able to spell, pronounce, read and tell the meaning of vocabulary about family's members.

2.2 Students are able to use the vocabulary about family's member in contexts.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

3.1 Vocabulary: father, mother, grandfather, grandmother, brother, sister, son, daughter, uncle, aunt,

3.2 Structure: Who is he/she?

He / She is my

3.3 Function: Talking about family's members.

3.4 Culture: -

4. Learning and Teaching Activities

4.1 Warm up

4.1.1 Teacher asks the students to review the words about occupations and places.

For example:

A: What does he/she do?

B: He/She is a

A: Where is he/she going?

B: He/she is going to the

4.1.2 Teacher shows the picture of family's members and asks

“Who is he/she?”. Let students tell the answer. For the words that the students do not know, teacher tells the answer.

4.2 Presentation

4.2.1 Teacher presents the meaning of vocabulary about family's members by using word cards and pictures of them.

4.2.2 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher. Then let some students show their pronunciation.

4.2.3 Put all the pictures about family's members on the table. Teacher picks up a picture. Students pronounce and spell each word that the teacher shows.

4.2.4 Teacher lets students work in pairs or group by asking and answering about their family with this sentences:

A: Who is he/ she?

B: He/ She is.....

A: What does he/she do?

B: He/She is a

4.3 Practice

4.3.1 Teacher lets students play “Deaf and Dum Spelling” game by the teacher explains and demonstrates the game.

4.3.2 The teacher answers some students’ questions about the rules of game.

4.3.3 The game starts to check students’ comprehension of the family’s members of each student.

4.4 Production

4.4.1 Students fill the missing words about family’s members in the blank for worksheet 1.

4.4.2 Students complete sentences by using picture about family’s members for worksheet 2

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards

5.2 Pictures of family’s members

5.3 “Deaf and Dum Spelling” game

5.4 Worksheet 1-2

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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Buriram Rajabhat University

“Deaf and Dum Spelling” Game

Object : To practice the students to spell vocabulary about family

Time : 10 minutes

Materials : Pictures of family’s members

How to play

1. The class is divided the students into two groups, Group A and Group B.
2. The teacher shows a picture of family’s member for the first student from group A. Student must pronounce only the alphabet from the word, but the vowel student use the symbol as follow:

“a”	raise the right hand
“e”	raise the left hand
“i”	point to your eyes
“o”	point to your mouth
“u”	point to your teacher

For example: father

“f”	pronounce “f”
“a”	raise the right hand
“t”	pronounce “t”
“h”	pronounce “h”
“e”	raise the left hand
“r”	pronounce “r”











3. Alternate between group A to group B and play continues. If the student do not pronounce or use the symbol must out of the game.
4. The group that has the most players is the winner. They will get the reward from the teacher.

Worksheet 1



Direction: Fill the missing words in the blanks.

Family's Members

	1. f _ _ t _ _ _ r		2. m _ _ _ h e _
	3. g _ _ a n _ _ _ a _ _ _ _ r		4. g _ _ _ _ _ m _ t _ _ _ r
	5. b _ _ _ t _ _ _ r		6. s _ _ _ t _ _ _
	7. s _ _ _ _		8. d _ _ _ g _ _ _ _ r
	9. u _ _ _ _ e		10. a _ _ _ _



Direction: Draw and write about your family.

My Family Tree



This is my father.

He is a _____.

He likes _____.

He is _____ years old.

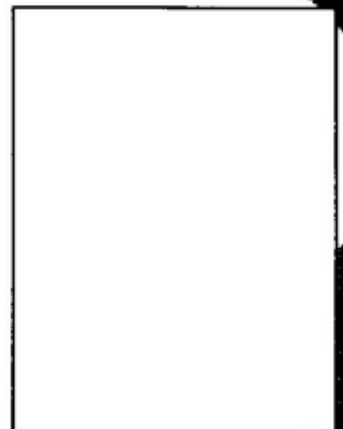
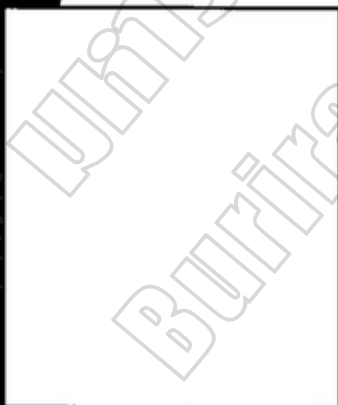


This is my mother.

She is a _____.

She likes _____.

She is _____ years old.



Draw and write about your family

Answers Keys : My family

Worksheet 1

- | | |
|----------------|----------------|
| 1. father | 2. mother |
| 3. grandfather | 4. grandmother |
| 5. brother | 6. sister |
| 7. son | 8. daughter |
| 9. uncle | 10. aunt |

Worksheet 2

Depend on the teacher.

Lesson Plan 10

Subject : E14101

Level : Prathomsuksa 4

Topic : Months of the year

Time : 1 hour

Date :

1. Concept

The months of the year are available in a daily life. Students should learn more vocabulary, structure of asking and answering details about twelve months of the year. They can have fun during learning through the game about the names of months in the year.

2. Objectives

Terminal Objectives :

Students are able to say the name of months in the year, spell, 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 in the year.

2.2 Students are able to use the vocabulary about twelve months of the year in contexts.

2.3 Students are able to get scores from worksheet at least 80 percent average.

3. Content

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

3.2 Structure: What month is? It is

3.3 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 Teacher asks the students to review the words about family. For example:

A: Who is she?

B: She is.....

A: What does she do?

B: She is a

4.1.2 Teacher shows the picture of Mother's Day and asks students when it is celebrated.

4.2 Presentation

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

4.2.2 Teacher shows how to pronounce the vocabulary and tells students to repeat after the teacher.

4.2.3 Students pronounce and spell each word that the teacher shows the word cards.

4.2.5 Teacher lets students work in pairs or group by asking and answering about months with this sentences:

A: What month is

B: It is

4.3 Practice

4.3.1 Teacher lets students play "Bingo" game by the teacher explains and

demonstrates the game.

4.3.3 The teacher answers some students' questions about the rules of game.

4.3.4 The game starts to check students' comprehension of twelve in the year of each student.

4.4 Production

4.4.1 Students do worksheet which unscramble and write the words about twelve months in the year.

4.5 Wrap up

4.5.1 Teacher and students check worksheets together.

5. Teaching Materials

5.1 Word cards / picture of the New Year Day

5.2 "Bingo" game

5.3 Worksheet 1

6. Measurement and Evaluation

6.1 Observe about their attention

6.2 Observe about their participation

6.3 Check their worksheets

7. Suggested Activities

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8. Director's Comment

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9. Taking note

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Buriram Rajabhat University

“Bingo” Game

Object : To practice the students to listen and to write vocabulary about months in a year

Time : 10 minutes

Materials : Table of Bingo, word cards

How to play

1. Teacher gives each student a sheet of paper with a 3×4 big table, as shown below.

2. Teacher lists the 12 months in the year and tells students to write all of them down follow their requirement.
3. Pick the word cards from the box, then read out all the words, one by one and in any order. If the students have written down one of the word you call out they cross it off.
4. When they have crossed off all their three words they tell you, by shouting “Bingo”. They will get the reward from the teacher.
5. Keep a record that what you say in order to check that the student really have heard all their words.

Worksheet 1



Direction: Write the meaning of these words in Thai.





1. December
.....
2. August
.....
3. February
.....
4. July
.....
5. October
.....
6. March
.....
7. November
.....
8. January
.....
9. April
.....
10. September
.....


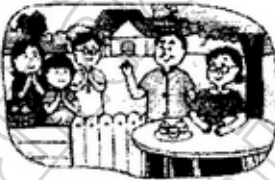




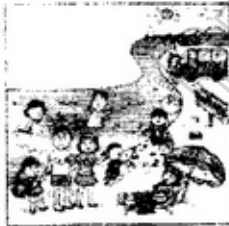

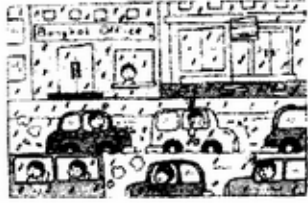

Worksheet 2



Direction: Look. Unscramble and write the words.

<p>e D m r c e b e</p> 	<p>a r M h c s</p> 	<p>t u g A u a r e</p> 	<p>e F b u r y</p> 

<p>J u l y</p> 	<p>n a r y u J a</p>  <p>January</p>	<p>a M y</p> 	<p>e u J n</p> 
--	---	---	--

<p>i A r l p e r</p> 	<p>v o N m e r</p> 	<p>e s p t m e b e r</p> 	<p>c O t b o e</p> 
--	--	---	--

Answers Keys : Months of the year

Worksheet 1

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

Worksheet 2

- | | |
|---------------|--------------|
| 1. December | 2. March |
| 3. August | 4. February |
| 5. July | 6. January |
| 7. May | 8. June |
| 9. April | 10. November |
| 11. September | 12. October |