

รายการอ้างอิง

ภาษาไทย

- กัญจาทิพย์ สิงหะเนติ และ ผ่าน บาลโพธิ์. การสร้างมิติสัมพันธ์การใช้ภาษาเพื่อการเรียนการสอนและการทดสอบภาษาอังกฤษเป็นภาษาต่างประเทศและการสร้างแบบทดสอบวัดความสามารถในการใช้ภาษาแบบมหภาษา (พิมพ์และอัดสำเนา), กรุงเทพมหานคร: จุฬาลงกรณ์มหาวิทยาลัย, 2526.
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ภาคผนวก

ภาคผนวก ก
รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิ

1. นาวาอากาศเอกหญิงบุปผา สิมابرรพ์
หัวหน้ากองภาษา กองภาษา ศูนย์ภาษา กรมยุทธศึกษาทหารอากาศ
กองบัญชาการฝึกศึกษาทหารอากาศ
2. นาวาเอกหญิง อัสนา จามิกรณ์
ครูภาษา ศูนย์ภาษา กรมยุทธศึกษาทหารเรือ
3. อาจารย์ พันตรี ราชน มีศรี
ผู้ช่วยเลขานุการคณะกรรมการประจำคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
4. อาจารย์ ศิรินันท์ กฤษณจินดา
หัวหน้าภาควิชามนุษยศาสตร์ คณะมนุษยศาสตร์ สถาบันราชภัฏพระนคร
5. นาย Redmond O Hanlon
อาจารย์ชาวต่างประเทศ ประจำกองภาษา ศูนย์ภาษา กรมยุทธศึกษาทหารอากาศ
กองบัญชาการฝึกศึกษาทหารอากาศ

ภาคผนวก ข
จดหมายขอความร่วมมือในการวิจัย



ที่ ทม 0309/ 2615

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย 80
ถนนพญาไท กรุงเทพฯ 10330

6 มีนาคม 2540

เรื่อง ขอความร่วมมือในการวิจัย

เรียน ผู้บัญชาการโรงเรียนนายเรืออากาศ

สิ่งที่ส่งมาด้วย แผนการสอน ข้อสอบวัดความสามารถ

เนื่องด้วย นาวาอากาศโทหญิง สุคนธ์ทิพย์ วัฒนามระ นิสิตชั้นปริญญาโทบัณฑิต ภาควิชำมัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "ผลของการใช้กิจกรรมเน้นงานปฏิบัติที่มีต่อความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร ของนักเรียนนายเรืออากาศชั้นปีที่ 2" โดยมี อาจารย์ สุจิตรา สวัสดิวงษ์ เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตจำเป็นต้องเก็บรวบรวมข้อมูลโดยนำเครื่องมือวิจัยมาเก็บข้อมูลกับนักเรียนนายเรืออากาศชั้นปีที่ 2 ซึ่งเป็นกลุ่มตัวอย่าง

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ นาวาอากาศโทหญิง สุคนธ์ทิพย์ วัฒนามระ ได้เก็บรวบรวมข้อมูลดังกล่าว เพื่อประโยชน์ทางวิชาการ และขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.ประจักษ์ สุกตะลักษณ์)

รักษาราชการแทนรองคณบดีฝ่ายวิชาการ

งานมาตรฐานการศึกษา

โทร. 2183530

ภาคผนวก ค

การวิเคราะห์แบบเรียนวิชาภาษาอังกฤษทั่วไป

(American Language Course Book 16)

ตารางที่ 4 การวิเคราะห์เนื้อหาทักษะฟัง พูด อ่าน และเขียน จากหนังสือ America Language Course Book 16

ทักษะ	ความถี่ที่ปรากฏ					รวม (ครั้ง)
	บทที่ 1	บทที่ 2	บทที่ 3	บทที่ 4	บทที่ 5	
ฟัง	๓๓	๓๓	๓๓	๓๓	๓๓	45
พูด	๓๓	๓๓	๓๓	๓๓	๓๓	45
อ่าน	๓๓	๓๓	๓๓	๓๓	๓๓	25
เขียน	๓๓	๓๓	๓๓	๓๓	๓๓	25

ภาคผนวก ง

เครื่องมือที่ใช้ในการวิจัย

1. แบบสอบวัดความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร
ทักษะฟัง พูด อ่าน และเขียน
2. แบบบันทึกเสียง แบบทดสอบการฟัง
3. ตัวอย่างแผนการสอนที่ใช้กิจกรรมเน้นงานปฏิบัติและตัวอย่าง
แผนการสอนปกติตามคู่มือครู

แบบสอบวัดความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร
นักเรียนนายเรืออากาศชั้นปีที่ 2
โรงเรียนนายเรืออากาศ

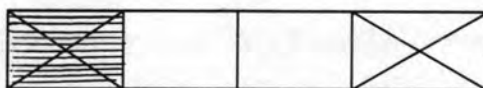
คะแนน 80 คะแนน

ข้อสอบ 80 ข้อ

เวลา 1 ชั่วโมง 40 นาที

คำชี้แจง

1. แบบสอบนี้มีทั้งหมด 80 ข้อ แบ่งเป็น 4 ตอน ดังนี้
ตอนที่ 1 ทดสอบทักษะฟัง 25 ข้อ (ข้อ 1 - 25)
ตอนที่ 2 ทดสอบทักษะพูด 25 ข้อ (ข้อ 26 - 50)
ตอนที่ 3 ทดสอบทักษะอ่าน 15 ข้อ (ข้อ 51 - 65)
ตอนที่ 4 ทดสอบทักษะเขียน 15 ข้อ (ข้อ 66 - 80)
2. ก่อนตอบคำถามให้นักเรียนเขียนชื่อนักเรียน และชื่อสาขาวิชาลงในกระดาษคำตอบ
3. ให้นักเรียนอ่านคำอธิบายในแต่ละตอนให้เข้าใจ แล้วปฏิบัติตามคำสั่งในแต่ละตอน คือ ทำเครื่องหมาย (X) ลงในกระดาษคำตอบในช่องที่นักเรียนเลือกในตอนที่ 1, 2 และ 3 และถ้านักเรียนต้องการเปลี่ยนคำตอบใหม่ ให้ขีดเส้นทับคำตอบเดิม ดังตัวอย่าง



- ส่วนตอนที่ 4 ทดสอบทักษะเขียน ส่วนที่ 1 ให้นักเรียนเขียนตัวอักษรเรียงตามลำดับเหตุการณ์ในช่องว่างที่เว้นไว้ ส่วนที่ 2 ให้นักเรียนเขียนข้อความลงในกระดาษคำตอบ
4. ให้นักเรียนทำข้อสอบทุกข้อ
 5. ข้อสอบนี้ใช้วัดความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารของนักเรียน คะแนนที่ได้จากการทำข้อสอบนี้ไม่มีผลต่อการเรียนภาษาอังกฤษของนักเรียน แต่จะนำไปใช้ในการวิจัยเท่านั้น ขอให้นักเรียนทำข้อสอบอย่างเต็มความสามารถ

Part 1 : Listening Comprehension Test (Items 1-25)**1.1 Listen to the conversation between two speakers
and then answer the questions (Items 1-5)****Conversation 1**

1. Why can't the man go to Denver?
 - a. The man has to fly to Denver.
 - b. The car cannot be fixed.
 - c. His car stopped working.
 - d. The man has a big problem.

Conversation 2

2. What does the man mean?
 - a. George went running with him downtown.
 - b. He saw George downtown.
 - c. He had an accident last week.
 - d. Last week was good for running.

Conversation 3

3. How many days a week does Professor Sampson have office hours?
 - a. One
 - b. Two
 - c. Four
 - d. Five

Conversation 4

4. How much can the man have?
 - a. \$ 1.00
 - b. \$ 2.00
 - c. \$ 5.00
 - d. \$ 15.00

Conversation 5

5. Where did this conversation probably take place?
 - a. In a kitchen
 - b. In a bookstore
 - c. In a food market
 - d. In an editor's office

Conversation 6

6. Where does Mary work?
- a. She wanted to get her purse.
 - b. She works at the bank.
 - b. She wanted to go to the show.
 - d. She left at 5:00.
7. What's Mary going to do tonight?
- a. She's going to her office.
 - b. She's going to the movie tonight.
 - c. She's going to the bank.
 - d. She's going to her desk.

Conversation 7

8. How long has it been raining?
- a. A week
 - b. A day
 - c. 24 days
 - d. Many years
9. Why does the man wish the rain would stop?
- a. He wants to go out.
 - b. He wants to stay home.
 - c. He wants to work in the garden.
 - d. He wants to work outside.

1.2 Listen to each short passage twice and choose the best answer which is true according to what you heard. You can take notes as you wish (Items 10-15)

Text 1 : (Answer questions 10 - 12)

10. What is the best name for this story?
- a. Buying a Car
 - b. Finding a Job
 - c. Renting a Car
 - d. Taking a Ride
11. Why did they decide to buy the car?
- a. It had four doors.
 - b. It had a good radio.
 - c. It had a beautiful color.
 - d. It had a good break and new tires.

12. What did they do on the way home?
- | | |
|----------------------------------|----------------------------|
| a. Took the neighbors for a ride | b. Drove the Car too fast. |
| c. Stopped to buy gasoline | d. Got money from a bank. |

Text 2 : (Answer questions 13-15)

13. Why was last Saturday an important day for Mary?
- The people could vote for the President.
 - The governor made a speech.
 - There was important news in the paper.
 - Mary was old enough to vote.
14. Why did Mary finish voting in a short time?
- Because she knew where to vote.
 - Because she had already decided who to vote for.
 - Because she was the first person to vote.
 - Because she had met two judges.
15. How did Mary learn about the judges?
- | | |
|-------------------------|----------------------------|
| a. By visiting them. | b. By reading their books. |
| c. By telephoning them. | d. By reading newspaper. |

1.3 Listen to each short passage twice and choose the best answer.

You can take notes as you wish. (Items 16-21)

Text 1 (Answer questions 16-18)

16. What is the topic of the passage?
- | | |
|-----------------|--------------------------|
| a. Pearls | b. Divers |
| c. Pearl Divers | d. The bottom of the sea |
17. What is the main idea of the passage?
- Pearls are gathered from the bottom of the sea.
 - Pearls are gathered by men called pearl divers.
 - Pearls gatherers work in pairs.
 - An experienced diver can stay down about a minute and a half.

31. a. I'm going shopping with Jill.
 b. I'm going to buy Jill's birthday present.
 c. I'm studying hard for tomorrow test.
 d. I'm going to the party with Jill.
32. a. Why don't you buy some stationary for her?
 b. How about a tennis racket?
 c. She may like some chocolate cake. Let's go to that bakery.
 d. Why don't you go to that kitchen shop?
33. a. You could try getting her some perfume?
 b. What about a pair of slippers?
 c. Why don't you buy her some handkerchiefs?
 d. How about an electric fan?
34. a. Why don't you try getting her a leather handbag?
 b. What about an alarm clock?
 c. How about a paperback?
 d. Let's get her a hair-dryer.
35. a. I don't think she'll like it.
 b. I hope she'll like it.
 c. You are very nice.
 d. I'll think about it.

Situation 3 : Mr. Ho and Miss Chase are talking about their hobbies.

(Items 36-40)

- Mr.Ho : _____ (36) ?
- Miss Chase : I spend a lot of time on my hobby.
- Mr.Ho : What is it?

- Miss Chase : I make my own radios. And you?
- Mr.Ho : My only hobby is photography.
I usually develop and print all my own photos.
- Miss Chase : _____ (37) ?
- Mr.Ho : I would be glade to.
- Miss Chase : _____ (38) ?
- Mr.Ho : Yes, I find they help me to keep up to date.
- Miss Chase : _____ (39) ?
- Mr.Ho : The international news because _____ (40)
what's going on in the world.

36. a. What do you spend a lot of time on?
b. How much time do you spend in your spare time?
c. What do you do in your spare time?
d. How long do you spend your spare time?
37. a. Why don't you take my photos some day?
b. When will you take my photos?
c. Do you prefer to take my photos?
d. Do you mind taking my photos?
38. a. Would you like to read the newspaper?
b. Would you mind reading the newspaper?
c. Do you want to read the newspaper?
d. Do you like reading the newspaper?
39. a. Which newspaper do you prefer?
b. What part of newspaper do you prefer?
c. What kind of newspaper do you like?
d. How do you like reading the newspaper?

41. a. How are you?
b. Why are you calling?
c. What's the problem?
d. Do you have any problems?
42. a. I'd like to buy them.
b. I need to find them.
c. What's the problem?
d. I can't afford them.
43. a. Perhaps your parents don't like them.
b. Your parents probably bought some for you.
c. Perhaps your parents can't afford to buy them.
d. Maybe your parents need them.
44. a. You should talk things over with them.
b. You ought to wait and see.
c. You should buy them.
d. Your parents may have time for you.
45. a. What should we talk about?
b. What advice will you give me?
c. What's the matter?
d. Is there anything I can ask?
46. a. Why don't you work hard?
b. Why don't you get a part time job?
c. What about talking to them?
d. How about buying them?
47. a. I imagine so.
b. That's a good idea.
c. I don't think so.
d. I can't do that.

48. a. You should talk to them.
b. You'd better start now.
c. You should certainly try.
d. You must help yourself.
49. a. I can work hard.
b. I can save some money each week.
c. I'd better wait for a while.
d. I'd better ask for more money.
50. a. I prefer to talk to my mum.
b. I don't think they understand me.
c. I hate my dad.
d. I don't like talking to her.

Part 3 : Reading Comprehension Test (Items 51-65)

3.1 Directions : Read the following passage and answer the questions which follow.

Text 1 (Items 51-55)

Convective flow should be familiar to anyone who has noted the boiling of a heated liquid. The most elementary type of convection can be explained by the fact that heat rises. In the simplest cases, convective flow begins when a fluid is heated from below. As the bottom layer of the fluid is heated, it expands and thus becomes less dense than the layer above. The warmer and lighter bottom layer then tends to rise and the cooler layer tends to sink in a continuous cycle. The same **mechanism** of convective flow is responsible for the great ocean currents and for the global circulation of the atmosphere. In an ocean, the water is warmed by the sun to a depth of perhaps thirty meters, and evaporation near the water surface is responsible for the cooling effect.

51. The main purpose of this passage is to _____.
- a. explain the basic principle of convection
b. describe regular changes in the Earth's atmosphere

- c. explain the boiling temperatures of liquids
 - d. state the principles of ocean currents
52. We can conclude from the passage that as a fluid is warmed, it _____.
- a. sinks to the bottom
 - b. stops the circulation
 - c. becomes very sensitive to light
 - d. state the principles of ocean currents
53. It can be inferred that ocean currents _____.
- a. circulate locally as well as globally
 - b. usually cause a rise of the air temperature
 - c. interfere with atmospheric circulation
 - d. are caused by circular flow
54. According to the passage, which of the following is the result of convective flow?
- a. The electric currents in the atmosphere.
 - b. The power of oceangoing vessels.
 - c. The movement of air around the Earth.
 - d. The daily rotation of the globe.
55. The word "mechanism" in line 7 means _____.
- | | |
|------------|-------------|
| a. machine | b. machanic |
| c. process | d. answer |

Text 2 (Items 56 - 60)

A geyser is the result of underground water under the combined condition of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately one degree F for every sixty feet under the earth's surface, and pressure increases with depth, water that seeps down in cracks and **fissures** until it reaches very hot

rocks in the earth's interior becomes heated to a temperature in excess of 290 degrees F. Because of the greater pressure, it shoots out of the surface in the form of steam and hot water. The result is a geyser.

For the most part, geysers are located in three regions of the world : New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellow-stone Park. Old faithful erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

56. The main purpose of this passage is to _____.
- a. explain how hot the geyser is.
 - b. tell where the geysers are.
 - c. tell what the geyser is.
 - d. explain how the geyser erupts from the underground.
57. We can conclude from the passage that in order for a geyser to erupt _____.
- a. hot rocks must rise to the surface of the earth
 - b. water must flow underground
 - c. it must be a warm day.
 - d. the earth must not be rugged or broken.
58. It can be inferred that as depth increases _____.
- a. pressure increases but temperature does not
 - b. temperature increases but pressure does not
 - c. both pressure and temperature increase
 - d. neither pressure nor temperature increase
59. According to the passage, Old Faithful burst out _____.
- a. every ten minutes
 - b. every sixty minutes
 - c. every 170 minutes
 - d. every 125 minutes

Part 4 : Writing Test (Items 66-80)

4.1 Directions : Read this jumbled composition and put the paragraphs in the correct order. (Items 66-73)

- _____ a. Fortunately, a police car passed by a few minutes later and collected her. Then, as they were driving along in the police car, she saw the hired car and the man who had robbed her.
- b. Finally, my aunt had quite an enjoyable vacation, but she said that she was content to get back home.
- c. The police arrested the thief and recovered my aunt's money.
- d. She hired a car at Miami airport. The man at the car hire office gave her the car keys and a map, and showed her to the car.
- e. This composition concerns my aunt's vacation in Florida last year.
- f. When she realized she was lost, she stopped to seek directions to the hotel from a young man.
- g. She took the wrong road and soon found herself in a dangerous area of town.
- h. Unfortunately, the young man had a gun ; he made my aunt alight from the car, and she handed over all her money. Then he drove off, leaving her standing by the side of the road.

The correct order is : 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____

4.2 Directions : Fill in the blank with only one word to complete the passage. You can use your own words which are grammatically correct. (Items 74-80)

Dear Aunt Dorothy,

Well, here I am at the university for the first time, and I must say it isn't what I (74) , I think I'm beginning to adjust myself to new situations and make friends.

There are about a hundred other people in my class, and I think I (75) be about the youngest, but I don't feel out of place. I've made good friends with my (76) already : I write essays for him every week, and he's always very (77) to me when we meet to

There are all kinds of different people in the university, from the very (78) to the very hostile. But I've met a girl called Sally who's really. _____ I must (80) now because Sally and I are off to lunch. I promise I'll write again as soon as I have a moment.

Love to all the family,

Ralph.

แบบบันทึกเสียงแบบทดสอบการฟัง 25 ข้อ

Part 1 : Listening Comprehension Test (Items 1-20)

1.1 Listen to the conversations between two speakers and then answer the questions.

(Items 1-5)

Conversation 1

Man : Now, I can't go to Denver. My car broke down..

Woman : What's the problem? You could fly or even go by train .

1. Why can't the man go to Denver?

Conversation 2

Woman : Have you seen George lately?

Man : Yes, I ran into him downtown last week.

2. What does the man mean?

Conversation 3

Man : I'd like to make an appointment with Professor Sampson. Does she have office hours every day?

Woman : No, she's only in her office on Mondays and Thursdays from two to four.

3. How many days a week does Professor Sampson have office hours?

Conversation 4

Man : Could I borrow five dollars until the first?

Woman : I don't have that much, but I can lend you a couple of dollars if that will help.

4. How much can the man have?

Conversation 5

Woman : Do you have that new natural foods cookbook in yet?

Man : No, but it should be on sale by next week.

5. Where did the conversation probably take place?

Conversation 6

Man : What are you doing here? You know the bank close at five?

Woman : Yes, I know. But I left my purse in my desk. And I want to go to the movie tonight.

Man : You'd better hurry. The last show starts at seven o'clock.

6. Where does Mary work?
7. What's Mary going to do tonight?

Conversation 7

Man : It's been raining for over 24 hours.

I wish it would stop. I want to work in the garden.

Woman : Yes, they say it hasn't rained this long for many years.

8. How long has it been raining?
9. Why does the man wish the rain would stop?

1.2 Listen to each short passage twice and choose the best answer which is true according to what you have heard. You can take notes if you wish.

(Items 10-15)

Text 1 (Answer Questions 10-12)

Sandra decided to look for a job. She went to several places before she found the job she liked. The problem was that she needed a car to go to work and return home. Her brother agreed to go with her to look for a car. They went to three places before they found the car that Sandra wanted. They went for a short drive before they bought the car. They found the car with good brakes, new tires, and was in excellent condition. Sandra decided to pay cash for the car because she wanted it right away.

On the way home, they had to stop and buy gasoline and put water in the radiator. When they arrived home all the neighbors came out to look at the new car.

10. What is the best name for this story?
11. Why did they decide to buy the car?
12. What did they do on the way home?

Text 2 (Answer Questions 13-15)

Last Saturday was the day that Mary went to vote for the first time.

She was too excited that she was at the voting place before it opened.

This was not the year when people could vote for the President of the United States, but they could vote for governor of the state and two state judges. Mary had heard the speeches made by the two men who wanted to be the governor. She had read a lot in the newspapers about the men who wanted to be judges. She knew exactly who she wanted to vote for, so it took her only a few minutes to finish.

13. Why was last Saturday an important day for Mary?
14. How did Mary learn about the judges?
15. Why did Mary finish voting in a short time?

Listen to each short passage twice and choose the best answer. You can take notes as you wish. (Items 16-21)

Text 1 (Answer questions 16-18)

Pearls are gathered by men known as pearl divers. Actually, these men do not dive. They are lowered by a rope to the bottom of the sea. Pearls gatherers work in pairs, with one remaining at the surface to help the other return from his dive. An experienced pearl diver can stay down about a minute and a half and can often make as many as thirty dives in a day.

16. What is the topic of this passage?
17. What is the main idea of this passage?
18. How many dives can an experienced diver make in a day?

Text 2 (Answer questions 19-21)

One calm summer evening an Illinois family was eating supper when a tornado struck the area suddenly. It lifted the roof and walls of the house away but did not disturb the supper table.

In Arkansas a family sitting on the front porch of the house saw the house blown away while the porch stayed behind. In Minnesota a tornado blew a trunk full of clothes from one house to the attic of another house two blocks away. Whenever there are tornadoes, one will hear a strange noise and see almost unbelievable results of these storms.

19. What is the topic of this passage?
20. What is the main idea of this passage?
21. In which state were clothes blown from one house to another house?

1.4 Listen to the following passage twice and answer the questions according to what you heard. You can take notes as you wish. (Items 22-25)

Maize is also known as corn. It is a very important food crop because it is rich in carbohydrates. Before the cobs are ripe they can be eaten boiled, steamed or roasted. The ripe grains are used for making cakes or porridge, other than these, pigs and cattle.

In some countries like the U.S.A., Canada or Australia, maize is grown on very large farms. These farms measure hundreds of hectares. On such large farms, machines do most of the work. They are used in planting, weeding, fertilizing, spraying and harvesting.

In Malaysia maize is not grown on such a large scale. It is grown in small gardens together with vegetables. there are also maize farms which are still small compared to those in the U.S.A.

22. What is another name for corn?
23. Where is most of the corn grown in the U.S.A.?
24. What does most of the work in the U.S.A.?
25. Where is most of the corn grown in Malaysia?

Lesson Plan (Unit 6)
(Experimental group)

Class : Second year air cadet students
No. of students : 20
Time : 1 hour 30 minutes
Content : Speaking : Making decisions : "Computers"
Materials : pictures, charts, task sheets
Background knowledge : Vocabulary : typewriter, handle, confusing, assemble, shut down, lend someone a hand
: Structure : relative pronouns :- which, who

Objectives	Procedure			Evaluation
	Teacher	Students		
1. Terminal Objectives 1.1 Students should be able to talk about the advantages and disadvantages of the given topic in regard to the story being read.	Presentation - I believe that everybody here knows what a computer is. But how many people here know how to use one? - Is it confusing to handle one ?	- Yes, I know how to use one. - I do too. - Yes, at the beginning, but no, when you are accustomed to one.	Students talk about the advantages and disadvantages of the given topic in regard to the story being read.	

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>2. Enabling objectives</p> <p>2.1 Students should be able to give the meanings and parts of speech of the following words correctly :</p> <ul style="list-style-type: none"> - keyboard - screen - printer - copy (v , n) - data - print - key in commands <p>2.2 Students should be able to use the structure of the conditional sentence :</p> <p>If + Subject + will(should) + simple form of verb.</p>	<p>- As we know that it's a wonderful machine , then today we are going to talk about one.</p> <p>- First of all , I would like to review some vocabulary that you already know. Please divide into four groups of five and discuss within your groups the activity in task sheet 1.</p> <p>(T. hands out task sheet 1 to students in each group.)</p> <p>- You have 5 minutes to finish the task.</p> <p>- Class , time's up. Give me the word in each blank.</p> <p>- Let's review the structure that you have learned. Answer my questions</p> <p>- What do we call a person who cooks food in a restaurant ?</p> <p>- What do we call a machine which does calculations ?</p> <p>- What do we call a bird which can talk ?</p> <p>- Please tell me the structure that I used.</p> <p>- When do we use who and which ?</p>	<p>- (Divide into four groups of five.)</p> <p>- (Do the group work.)</p> <p>- (Give the word in each blank.)</p> <p>- a chef.</p> <p>- a computer.</p> <p>- a parrot.</p> <p>- the relative pronouns who and which</p> <p>- We use "who" for people and "which" for things and animals.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- That's good. Next, let's do the activity in task sheet 2. You have 3 minutes to finish it.</p> <p>(T. hands out task sheet 2 to students in each group.)</p> <p>(after 3 minutes)</p> <p>- Give me the answers.</p> <p>(T. reviews the answers.)</p> <p>- Next, I will hand out task sheet 3 with some new vocabulary.</p> <p>(T. hands out task sheet 3 to each student.)</p> <p>- Please read and follow the instructions.</p> <p>- Class, please tell me the meaning and the part of speech of each word.</p> <p>- Next, repeat each word after me and tell me the stress.</p> <p>- That's very good. Next, let's learn the new structure which will help you understand more of the lesson today. Look at the chart on the board.</p> <p>(T. sticks a chart of sentences on the board.)</p>	<p>- (Give the responses)</p> <p>- (Read and do the task according to the instructions.)</p> <p>- (Tell the meaning and part of speech of each word starting from keyboard, screen, printer, copy, data and key in.)</p> <p>- (Repeat and tell the stress of each word.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>1. If you study hard , you will pass the exam.</p> <p>2. If you don't study hard , you will fail.</p> <p>3. If your computer doesn't work well , you should shut it down.</p> <p>4. If you don't feel well , you should go to see a doctor.</p> <p>- Listen carefully.</p> <p>(T. reads the sentences.)</p> <p>- Which sentences show the future actions or the predictions in the future ?</p> <p>- Which sentences show suggestions ?</p> <p>- How do you know they are suggestions ?</p> <p>- That's good. We call this structure the conditional sentence. You can use it when you want to talk about things in the future or when you want to suggest that someone do something.</p> <p>- Can anybody write the pattern of the conditional sentence on the board , please ?</p>	<p>- (Listen carefully.)</p> <p>- Sentence No.1 and No. 2.</p> <p>- Sentence No.3 and No.4.</p> <p>- Because they use "should".</p> <p>- Yes , I can.</p> <p>(One student writes the pattern on the board.)</p> <p>If + subj.+ present simple , subj.+ will / should +</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- That's correct.</p> <p>- Do the exercises about conditional sentences in task sheet 4.</p> <p>You have 3 minutes to finish it.</p> <p>(T. distributes task sheet 4 to students in each groups.)</p> <p>- Time's up. Give me the answers , please.</p> <p>(T. reviews the answers.)</p> <p>Practice</p> <p>- Next , you will be reading a passage about computers.</p> <p>After reading , you must discuss in groups about 5 advantages of computers. You can use some basic information from the reading or think of any other advantages besides what you have read. Here is task sheet 5. Please read it carefully.</p> <p>You have 3 minutes to read it.</p> <p>(T. hands out task sheet 5 to students in each group.)</p> <p>(After 3 minutes , T. hands out task sheet 6.)</p>	<p>simple from of verb</p> <p>- (Do the task.)</p> <p>- (Give the responses.)</p> <p>- (Read the passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Read the instructions in task sheet 6. Discuss the topic in order that everybody agrees on the result as a group. Think of the first two advantages first and tell me later what they are.</p> <p>- Give me the first two advantages , please.</p> <p>(T. writes the first advantage on the board.)</p> <p>- Class , do you agree or disagree with the first recommendation ?</p> <p>- That's good. What about the second advantage of computers ?</p> <p>(T. writes the second recommendation on the board.)</p> <p>- Class , do you agree or disagree with this idea ?</p>	<p>- (Each groups reads the instructions and discusses the first two advantages.)</p> <p>- We think that the first one is computers can do paper work more quickly than typewriters.</p> <p>- Yes , we certainly agree with this idea.</p> <p>gr.1 : Students will not get bored when working with computers.</p> <p>gr.2 : We agree with this recommendation.</p> <p>gr.3 : But we don't agree because , we think that if students spend too many hours working with</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Thank you very much , class. Next , you must think of the other three advantages of computers , write them on a chart. Put it on the board and present them to the whole class. You have 5 minutes to do the task.</p> <p>(T. provides a chart to each group.)</p> <p>(T. moves around the class to provide help when needed.) (after 5 minutes)</p>	<p>computers , they may get tired of looking at the screen. And this can be harmful to their eyesight.</p> <p>gr.1 : But what we mean is students won't get bored because they can do as many activities as they want such as they can get several kinds of print from the computers.</p> <p>gr.3 : If you mean that , then we agree with you on this.</p> <p>- (Discuss the other three advantages of computers.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Time's up. Please present your recommendations. Members of each group should defend your recommendations if they are criticized.</p> <p>- Remember that the group which submits the most recommendations agreed upon by the majority of the listeners will be chosen as the winning group.</p>	<p>- (Present the recommendations and defend them if criticized.)</p> <p>- (Examples of the other three recommendations from group one.)</p> <p style="text-align: center;">Advantages of computers</p> <ol style="list-style-type: none"> 1. People who have knowledge of computers can get good jobs. 2. People get more information technology through the internet system. 3. Students will not get bored when working with computers. 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>(T. asks the students from the other groups to criticize the recommendations from group one.)</p> <p>Evaluation</p> <p>- Class , please read another passage about the disadvantages of computers. You may use some basic information from the passage or think of any other disadvantages outside of the reading. Here is task sheet 7. You have 3 minutes to read it</p> <p>(T. hands out task sheet 7 to students in each group.) (after 3 minutes.)</p> <p>- Next , please think of five disadvantages of computers. Write them on the chart and present them to the whole class. Please follow the instructions in task sheet 8. The group which submits the most recommendations agreed upon by the majority of the listeners will be chosen as the winning group. Here is task sheet 8 and a chart for you to write on.</p>	<p>- (The students from the other groups give opinions whether they agree or disagree with the recommendations.)</p> <p>- (The other groups present the recommendations and defend when being criticized.)</p> <p>- (Read the passage.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>You have 5 minutes to do the task. (T. hands out task sheet 8 and a chart to students in each group.)</p>	<p>- (Discuss and present the recommendations. Defend their recommendations if criticized. (Examples of the recommendations from group one.)</p> <p>Disadvantages of computers</p> <ol style="list-style-type: none"> 1. If people work too many hours on computers , they may damage their eyesight. 2. Computers can do exactly what we tell them , but can't do any independent actions. 3. People who study languages from computers may be unsuccessful with their speaking skills. 4. People who work with computers may lose their desire to read books. 5. It requires a highly and experienced person to fix a computer. 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Class , please criticize whether you agree or disagree with the recommendations from group one.</p> <p>Transfer</p> <p>- I would like each group to discuss about 5 advantages and 5 disadvantages of mobile phones. You have 10 minutes to do the task. After that one person from each group reports the recommendations to the whole class. But this time the other students don't have to give the response to the recommendations.</p>	<p>- (Students from the other groups criticize the recommendations.)</p> <p>- (Students from the other groups present their recommendations and defend if criticized.)</p> <p>- (Do the task and one representative from each group will present the recommendations to the whole class.)</p>	

Task sheet 1**Group work**

Instructions : Use the words in the boxes to complete the sentences.

typewriter	confusing	shut down	assemble
data	key in	lend someone a hand	handle

1. When you put the parts of a car engine together , you _____ them.
2. I'll be glad to _____ you _____.
3. You type things on a _____.
4. It was a difficult situation and he could _____ it very well.
5. The instructions were so _____ , I couldn't understand them.
6. If your computer isn't working right , you should _____ it _____

Task sheet 2

Group work

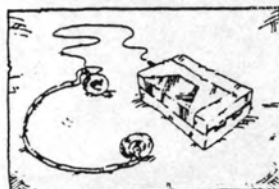
Instructions : Discuss in groups and write the definition in the correct order.

Example :



waiter / man / is /
a / who / works /
A / restaurant. / in
/ a

A waiter is a man who works in a restaurant



1 a / which /
walkman / A /
music. / machine /
is / plays



2 doctor / ill / a /
person / looks /
A / people. / is /
who / after



3 animal / eats /
A / carrots. / is /
which / rabbit / an

Task sheet 3**Vocabulary****Group work**

Instructions : Discuss the meaning and the part of speech of each word and write them in the blank spaces.

1. keyboard

- e.g. - A computer keyboard has all the letters of the alphabet , the number 0 to 9 and several keys for command.
- The keyboards of computer and typewriters are similar.

part of speech : _____

2. screen

- e.g. - When you look at the screen of a computer , be sure that there's enough light.
- You can see the data on a screen.

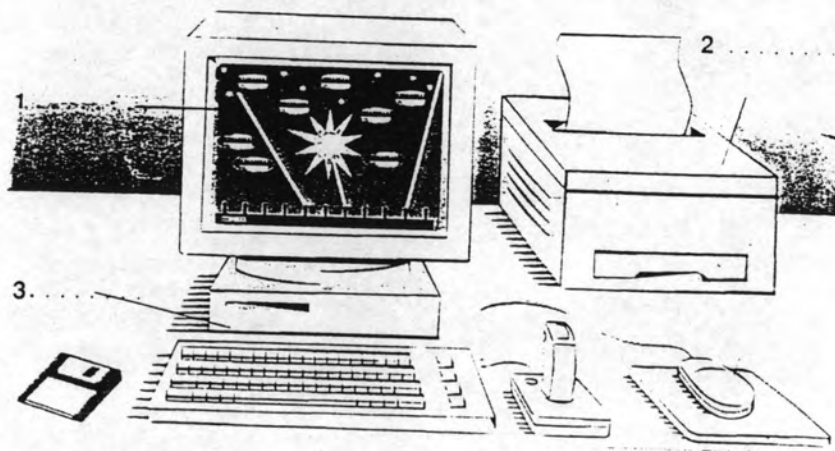
part of speech : _____

3. printer

- e.g. - Isn't the printer working ? You have to push the "on" botton before it will print anything.
- The printer printed the letter.

part of speech : _____

Write the names of the parts of the computer.



4. copy

e.g. - I'll need another copy of this report. Could you make one on the copy machine downstairs ?

- The machine is making more copies of your paper.

meaning : _____

part of speech : _____

5. data

e.g. - Airman Steves keys data into a computer before he prints out the chart.

- You can see the data on a screen.

meaning : _____

part of speech : _____

6. key in

e.g. - I key the information in on the keyboard.

- You key in commands on the keyboard.

meaning : _____

part of speech : _____

Task sheet 4

Group work

Instructions : Complete the conditional sentences in your own words.

Examples



If you drive too fast,
you'll have an accident.



If you are cold , you should put your coat on.

1



If we don't hurry up , _____

2



If you have a toothache , _____

3



If you eat any more cake , _____

4



If you can't do your homework ,

Task sheet 5

Group work

Instructions : Read the following passage about computers and use some information from the passage for discussion on the topic, "Advantages of Computers."

"Computers"

Many people have typed articles or letters on a typewriter , but there is a machine which can handle these jobs and several others more quickly. It is called a computer. You have to connect the different parts of a computer , and it is sometimes confusing. But after you have assembled it , a computer is a wonderful tool. When you key in commands on the keyboard , numbers , names , and other data appear on the screen. If you need one or more copies of the information , you can print as many copies as you want on the computer. Some printers can make many kinds of letters and numbers. It's fun to use different kinds of print.

Task sheet 6**Group work**

- Instructions** :
1. Work in group of five. Discuss "The Advantages of Computers."
 2. Students must reach a decision of a suitable result as a group.
 3. After 15 minutes , write the recommendations on the chart , put them on the board. Present them to the whole class.
 4. After each presentation , the whole class respond to the recommendations whether they agree or disagree. Members of each group should defend your recommendations if they are criticized.
 5. The group which submits the most recommendations agreed upon by the majority of the listeners will be chosen as the winning group.

Group work

Instructions : Read the following passage about computers and use some information from the passage for discussion on the topic , "Disadvantages of Computers."

If your computer isn't working right , you should shut it down. Then , after you shut it down , you ought to call someone to help you fix it. You might have to pay someone to repair it. If a friend helps you , be sure he has had some experience with computer. Be sure he has handled computer problems before.

Task sheet 8**Group work**

- Instructions** :
1. Work in group of five. Discuss " The Disadvantages of Computers."
 2. Students must reach a decision of a suitable result as a group.
 3. After 15 minutes , write the recommendations on the chart , put them on the board. Present them to the whole class.
 4. After each presentation , the whole class respond to the recommendations whether they agree or disagree. Members of each group should defend your recommendations if they are criticized.
 5. The group which submits the most recommendations agreed upon by the majority of the listeners will be chosen as the winning group.

Lesson Plan (Unit 6)
(Controlled Group)

Class : Second year air cadet students
No.of students : 20
Time : 1 hour 30 minutes
Content : Speaking : "Computers"
Materials : pictures , charts , worksheets
Background knowledge : Vocabulary : typewriter , handle , confusing , assemble , shut down , lend someone a hand
: Structure : relative pronouns :- which , who

Objectives	Procedure		Evaluation
	Teacher	Students	
1. Terminal Objectives 1.1 Students should be able to talk about the advantages and disadvantages of the given topic in regard to the story being read.	Presentation - I believe that everybody here knows what a computer is. But how many people know how to use one? - Is it confusing to handle one ?	 - Yes , I know how to use one. - I do too. - Yes , at the beginning , but no , when you are accustomed to one.	Students should be able to talk about the advantages and disadvantages of the given topic in regard to the story being read.

Objectives	Procedure		Evaluation
	Teacher	Students	
<p>2. Enabling objectives</p> <p>2.1 Students should be able to give the meanings and parts of speech of the following words correctly :</p> <ul style="list-style-type: none"> - keyboard - screen - printer - copy (v , n) - data - print - key in commands <p>2.2 Students should be able to use the structure of the conditional sentence :</p> <p>If + Subject + will(should) + simple form of verb.</p>	<p>- As we know that it's a wonderful machine , then today we are going to talk about one.</p> <p>- First of all , I would like to review some vocabulary that you already know. Please read the instructions in worksheet 1 and do the activity. (T. hands out worksheet 1 to each student.)</p> <p>- You have 2 minutes to finish the activity.</p> <p>- Class , time's up. Give me the word in each blank.</p> <p>- Let's review the structure that you have learned. Answer my questions</p> <p>- What do we call a person who cooks food in a restaurant ?</p> <p>- What do we call a machine which does calculations ?</p> <p>- What do we call a bird which can talk ?</p> <p>- Please tell me the structure that I used.</p> <p>- When do we use who and which ?</p>	<p>- (Do the individual work.)</p> <p>- (Give the word in each blank.)</p> <p>- a chef.</p> <p>- a computer.</p> <p>- a parrot.</p> <p>- the relative pronouns who and which</p> <p>- We use "who" for people and "which" for things and animals.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- That's good. Next , let's do the activity in worksheet 2. You have 3 minutes to finish it. (T. hands out worksheet 2 to each students.) (after 3 minutes)</p> <p>- Give me the answers. (T. reviews the responses.)</p> <p>- Next , I will hand out worksheet 3 with some new vocabulary. (T. hands out worksheet 3 to each student.)</p> <p>- Please read and follow the instructions.</p> <p>- Class , please tell me the meaning and the part of speech of each word.</p> <p>- Next , repeat each word after me and tell me the stress.</p> <p>- That's very good. Next , let's learn the new structure which will help you understand more of the lesson today. Look at the chart on the board. (T. sticks a chart of sentences on the board.)</p>	<p>- (Give the responses.)</p> <p>- (Read and do the activity.)</p> <p>- (Tell the meaning and part of speech of each word starting from keyboard , screen , printer , copy , data and key in.)</p> <p>- (Repeat and tell the stress of each word.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>1. If you study hard , you will pass the exam.</p> <p>2. If you don't study hard , you will fail.</p> <p>3. If your computer doesn't work well , you should shut it down.</p> <p>4. If you don't feel well , you should go to see a doctor.</p> <p>- Listen carefully.</p> <p>(T. reads the sentences.)</p> <p>- Which sentences show the future actions or the predictions in the future ?</p> <p>- Which sentences show suggestions ?</p> <p>- How do you know they are suggestions ?</p> <p>- That's good. We call this structure the conditional sentence. You can use it when you want to talk about things in the future or when you want to suggest that someone do something.</p> <p>- Can anybody write the pattern of the conditional sentence on the board , please ?</p>	<p>- (Listen carefully.)</p> <p>- Sentence No.1 and No. 2.</p> <p>- Sentence No.3 and No.4.</p> <p>- Because they use "should".</p> <p>- Yes , I can.</p> <p>(One student writes the pattern on the board.</p> <p>If + subj.+ present simple , subj.+ will / should + simple from of verb.)</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- That's correct.</p> <p>- Do the exercises about conditional sentences in worksheet 4. You have 3 minutes to finish it.</p> <p>(T. distributes worksheet 4 to each student.)</p> <p>- Time's up. Give me the answers, please.</p> <p>(T. reviews the answers.)</p> <p>Practice</p> <p>- Next, you will read a passage about computers. After reading it, each of you must think of 5 advantages of computers and present them to the whole class. You can use some basic information from the reading or think of any other advantages besides what you have read. Here is worksheet 5.</p> <p>Please read it carefully. You have 3 minutes to read it.</p> <p>(T. hands out worksheet 5 to each student.)</p> <p>(After 3 minutes.)</p> <p>- From the passage, please tell me the advantages of computers.</p> <p>- That's good.</p> <p>(T. writes the sentence on the board.)</p>	<p>- (Do the activity.)</p> <p>- (Give the responses.)</p> <p>- (Read the passage.)</p> <p>- The first advantage is computers can do paper work more quickly than typewriters.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>- Next , what do you think is the next advantage ?</p> <p>- That's good. (T. writes the sentence on the board.)</p> <p>- Now I want each of you to think of another three advantages by yourself and write them on a piece of paper. Present them to the whole class individually. You have 5 minutes to think about them. (T. moves around the class and provides help if needed.) (after 5 minutes.)</p> <p>- Time's up. I want each student to come up here and present your ideas to the whole class.</p>	<p>- Students will not get bored when working with computers.</p> <p>- (Think of three advantages of computers. Write them on a sheet of paper.)</p> <p>- (Each student presents three advantages in front of the class.)</p> <p>- (Examples of three advantages of computers from one student.)</p> <p>Advantages of computers</p> <ol style="list-style-type: none"> 1. People who have knowledge of computers can get good jobs. 2. People get more information technology through the internet system. 	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Evaluation</p> <p>- Class , please read another passage about the disadvantages of computers. You may use some basic information from the passage or think of any other disadvantages outside the reading. Here is worksheet 6. (T. hands out worksheet 6 to each student.) (after 3 minutes.)</p> <p>- Please think of the disadvantages of computers. Write down as many disadvantages as you can. The student who can think of the most disadvantages will be chosen as the winner. You have 5 minutes to do the activity. (after 5 minutes.)</p> <p>- Time's up I want each student to come up here and present the advantages to the whole class.</p>	<p>3. Students will not get bored when working with computers.</p> <p>- (Read the passage.)</p> <p>- (Do the activity.)</p> <p>- (Each student presents the disadvantages of computers in front of the class.) (Examples of the recommendations from one</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>Transfer</p> <p>- I would like each student to think of 5 advantages and 5 disadvantages of mobile phones. You have 10 minutes to do the activity. After that, I will ask each of you to present them to the whole class.</p> <p>(T. asks some volunteers to do the presentation in front of the class.)</p>	<p>the students.)</p> <p>Disadvantages of computers</p> <ol style="list-style-type: none"> 1. If people work too many hours on computers they may damage their eyesight. 2. Computers can do exactly what we tell them, but can't do any independent actions. 3. People who study languages from computers may be unsuccessful with their speaking skills. 4. People who work with computers may lose their desire to read books. 5. It requires a highly and experienced person to fix a computer. <p>- (Do the activity.)</p>	

Worksheet 1**Individual Work**

Instructions : Use the words in the boxes to complete the sentences.

typewriter	confusing	shut down	assemble
data	key in	lend someone a hand	handle

1. When you put the parts of a car engine together , you _____ them.
2. I'll be glad to _____ you _____.
3. You type things on a _____.
4. It was a difficult situation and he could _____ it very well.
5. The instructions were so _____ , I couldn't understand them.
6. If your computer isn't working right , you should _____ it _____.

Worksheet 2

Individual work

Instructions : Write the definition in the correct order.

Example :



waiter / man / is /
a / who / works /
A / restaurant. / in
/ a

A waiter is a man who works in a restaurant



1 a / which /
walkman / A /
music. / machine /
is / plays



2 doctor / ill / a /
person / looks /
A / people. / is /
who / after



3 animal / eats /
A / carrots. / is /
which / rabbit / an

Worksheet 3VocabularyIndividual work.

Instructions : Write the meaning and the part of speech of each word in the blank spaces.

1. keyboard

- e.g. - A computer keyboard has all the letters of the alphabet , the number 0 to 9 and several keys for command.
- The keyboards of computer and typewriters are similar.

part of speech : _____

2. screen

- e.g. - When you look at the screen of a computer , be sure that there's enough light.
- You can see the data on a screen.

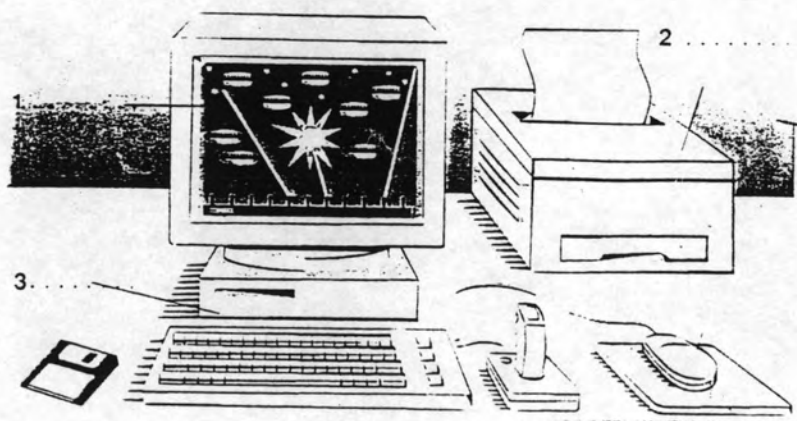
part of speech : _____

3. printer

- e.g. - Isn't the printer working ? You have to push the "on" botton before it will print anything.
- The printer printed the letter.

part of speech : _____

Write the names of the parts of the computer.



4. copy

e.g. - I'll need another copy of this report. Could you make one on the copy machine downstairs ?

- The machine is making more copies of your paper.

meaning : _____

part of speech : _____

5. data

e.g. - Airman Steves keys data into a computer before he prints out the chart.

- You can see the data on a screen.

meaning : _____

part of speech : _____

6. key in

e.g. - I key the information in on the keyboard.

- You key in commands on the keyboard.

meaning : _____

part of speech : _____

Worksheet 4

Individual work

Instructions : Complete the conditional sentences in your own words.

Examples



If you drive too fast,
you'll have an accident.



If you are cold , you should put your coat on.

1



If we don't hurry up , _____

2



If you have a toothache , _____

3



If you eat any more cake , _____

4



If you can't do your homework ,

Worksheet 5

Individual work

Instructions : Read the following passage and think of 5 advantages of computers. Present them to the rest of the class.

"Computers"

Many people have typed articles or letters on a typewriter , but there is a machine which can handle these jobs and several others more quickly. It is called a computer. You have to connect the different parts of a computer , and it is sometimes confusing. But after you have assembled it , a computer is a wonderful tool. When you key in commands on the keyboard , numbers , names , and other data appear on the screen. If you need one or more copies of the information , you can print as many copies as you want on the computer. Some printers can make many kinds of letters and numbers. It's fun to use different kinds of print.

Worksheet 6**Individual work**

Instructions : Read the following passage and think of the disadvantages of computers.

If your computer isn't working right , you should shut it down. Then , after you shut it down , you ought to call someone to help you fix it. You might have to pay someone to repair it. If a friend helps you , be sure he has had some experience with computer. Be sure he has handled computer problems before.

ภาคผนวก จ

ค่าระดับความยาก และค่าอำนาจจำแนกของแบบสอบ

ตารางที่ 5 แสดงค่าความยาก (P) และค่าอำนาจจำแนก (D) ของแบบสอบวัดความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารทักษะฟัง พูด อ่าน และเขียน

ทักษะฟัง

ข้อที่	P	D
1	.65	.50
2	.60	.20
3	.55	.30
4	.50	.40
5	.35	.30
6	.45	.30
7	.45	.30
8	.70	.40
9	.35	.30
10	.50	.40
11	.45	.50
12	.35	.30
13	.50	.40
14	.30	.20
15	.55	.30
16	.50	.20
17	.60	.20
18	.45	.30
19	.50	.40
20	.50	.20
21	.35	.50
22	.65	.30
23	.45	.30
24	.45	.30
25	.45	.30

ตารางที่ 5 (ต่อ)

ทักษะพูด

ข้อที่	P	D
26	.60	.20
27	.45	.30
28	.45	.30
29	.55	.30
30	.50	.20
31	.35	.70
32	.55	.30
33	.50	.20
34	.40	.20
35	.45	.30
36	.70	.20
37	.55	.70
38	.70	.40
39	.45	.50
40	.50	.40
41	.65	.50
42	.65	.70
43	.60	.20
44	.60	.60
45	.40	.60
46	.45	.30
47	.70	.40
48	.40	.40
49	.70	.20
50	.45	.30

ตารางที่ 5 (ต่อ)

ทักษะอ่าน

ข้อที่	P	D
51	.40	.40
52	.50	.40
53	.40	.40
54	.45	.40
55	.40	.50
56	.40	.40
57	.40	.30
58	.25	.50
59	.35	.50
60	.40	.20
61	.30	.20
62	.65	.50
63	.40	.40
64	.45	.30
65	.45	.50

ตารางที่ 5 (ต่อ)

ทักษะเขียน

ข้อที่	P	D
66	.35	.30
67	.60	.20
68	.65	.50
69	.70	.40
70	.45	.30
71	.60	.20
72	.50	.20
73	.40	.20
74	.30	.40
75	.40	.20
76	.50	.60
77	.55	.50
78	.65	.70
79	.55	.50
80	.40	.40

ประวัติผู้เขียน

นาวาอากาศโทหญิง สุคนธ์ทิพย์ วัฒนามระ สำเร็จอักษรศาสตรบัณฑิตจาก จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2523 และเข้าศึกษาต่อในหลักสูตรครุศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ ที่จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2536 เคยได้รับเลือกให้เป็น Australian English Language Method Officer (AELMO) : ครูแลกเปลี่ยนและปฏิบัติหน้าที่ นายทหารติดต่อกับที่ Defence International Training Centre (DITC) กระทรวงกลาโหมออสเตรเลีย เมลเบิร์น ประเทศออสเตรเลีย เป็นเวลา 1 ปี (ม.ค.34 - ม.ค. 35) ปัจจุบันดำรงตำแหน่งครูภาษากองภาษา กรมยุทธศึกษาทหารอากาศ กองบัญชาการฝึกศึกษาทหารอากาศ กองทัพอากาศ

