



LET'S HAVE A TALK ACTIVITIES

SALC Speaking Activities

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01

READ THAT BOOK!

(Pronunciation + Read out loud + Fluency + Vocabulary)

Level: A2-B1

คะแนนสูงสุด 5 คะแนน



เป็นกิจกรรมระดับฝึกอ่านออกเสียง เหมาะสำหรับนักศึกษาที่กลัว ไม่มี
ความมั่นใจในการพูด แต่สามารถอ่านออกเสียงได้ เป็นกิจกรรมที่เปิด
โอกาสให้นักศึกษาได้เตรียมอ่านมาก่อนได้ โดยเลือกหนังสือจาก
ทรัพยากรใน SALC

เงื่อนไข

อ่านความยาว 3-5 นาที จากหนังสือที่กำหนด

บทบาทของอาจารย์ต่างชาติ:

- โกตน์นักศึกษาให้อ่านออกเสียงได้อย่างถูกต้อง
- เป็นผู้ประเมินจาก Checklist rubric คำนวณคะแนน

Read that book!

Holistic Rubric for Read-Aloud Activity

Score	Description
5 (Outstanding)	The student reads with exceptional fluency and accuracy. Pronunciation is clear and precise. Expression and intonation are used effectively to enhance the reading. The reading is engaging and entirely within the 3–5-minute time frame. The student demonstrates a complete understanding of the text.
4 (Very Good)	The student reads fluently with few errors. Pronunciation is mostly clear with minor inaccuracies. Good use of expression and intonation, making the reading quite engaging. The reading falls within the time limit and shows a good understanding of the text.
3 (Satisfactory)	The student reads adequately but with some hesitation or errors. Pronunciation is generally clear, but some words are mispronounced. Limited use of expression and intonation. The reading mostly stays within the time limit and demonstrates a satisfactory understanding of the text.
2 (Needs Improvement)	The student reads with difficulty, demonstrating frequent hesitations or errors. Pronunciation issues are noticeable and affect comprehension. Minimal or inconsistent use of expression and intonation. The reading may slightly deviate from the time limit and show a basic understanding of the text.
1 (Poor)	The student struggles significantly with reading, with numerous errors and hesitations. Pronunciation is poor, significantly hindering comprehension. Expression and intonation are lacking or not used appropriately. The reading does not adhere to the time limit and shows limited or no understanding of the text.

02

PLAYING THE ROLES

(Interaction + communication + different scenarios + daily use)

Level: A2-B1

คะแนนสูงสุด 5 คะแนน

เป็นการกำหนดสถานการณ์ต่างๆ เช่น ในร้านอาหาร โรงภาพยนตร์
ป้ายรถประจำทาง นักศึกษาสามารถลงทะเบียนเข้าร่วมกิจกรรมเป็น
คู่และนำเอาคำถามที่ตั้งไว้จำนวน 5 คำถาม มาสร้างเป็น dialogue
ให้เหมาะสมกับสถานการณ์ต่างๆ

เงื่อนไข

ต้องมีความยาวประมาณ 3-5 นาที

ต้องเป็นบทพูดที่อ้างอิงสถานการณ์ดังกล่าว

และประกอบคำถาม 5 คำถามทั้งหมด

บทบาทของอาจารย์ต่างชาติ:

- เป็นผู้ประเมินจาก Checklist rubric คำนวณคะแนน
- ให้ Constructive Feedback



At the cafe

Roles (Barista)

Questions

1. "What would you like to drink?"
2. "Would you like any milk or sugar?"
3. "Is this for here or to go?"
4. "Do you prefer your coffee hot or iced?"
5. "Can I get you any pastries or snacks?"
6. "Do you have a loyalty card?"
7. "How would you like to pay?"

Roles (Customers)

Questions

- "What kinds of coffee do you have?"
- "Can I have a latte, please?"
- "How much is a cappuccino?"
- "Do you have any non-dairy milk options?"
- "Is there a discount for takeaway?"
- "Can I get a drink to go?"
- "What is your most popular drink?"



At the clothes shop

Roles (Sellers)

Questions

1. Can I help you find something specific?
2. What sizes are you looking for?
3. Are you looking for something for a special occasion?
4. Would you like to see new arrivals or popular items?
5. Do you need any accessories to go with that?
6. Would you like to join our loyalty program?
7. How would you like to pay?

Roles (Customers)

Questions

- Do you have this in a different size/color?
- How much does this cost?
- Can I try this on, please?
- Is this on sale?
- Can I return this if it doesn't fit?
- Do you have anything similar to this?
- What size am I in this brand?



At the Food Court

Roles (Sellers)

Questions

- Can I help you choose a dish?
- Would you like a drink with your meal
- Is this order for here or to go?
- Do you have any allergies I should know about?
- Would you like to try our special today?
- Do you need cutlery?
- Would you like to add a dessert or side dish?

Roles (Customers)

Questions

1. Where can I find ...?
2. How much is a ...?
3. What is the most popular dish here?
4. Can I have this to go, please?
5. Do you have any vegetarian/gluten-free options?
6. Is this made with ...?
7. Can I pay by card?



Playing the roles!

Holistic Rubric for Role-Play in English

Score	Description
5 (Excellent)	The role-play is exceptionally performed with clear, creative, and effective use of the selected questions. Language use is fluent and accurate, with advanced vocabulary and grammatical structures. The interaction between participants is highly engaging, demonstrating excellent understanding and adaptability to the scenario and context.
4 (Good)	The role-play is well performed. The use of the selected questions is clear and mostly creative. Language proficiency is good, with minor errors not impeding communication. Interaction is natural, showing a good understanding of the scenario. Some minor issues in adaptability may be present.
3 (Satisfactory)	The role-play is adequately performed. The selected questions are used appropriately but with limited creativity. Language use is satisfactory with some errors, and basic vocabulary and structures are predominant. Interaction is somewhat mechanical, and understanding of the scenario is adequate.
2 (Needs Improvement)	The role-play demonstrates a basic performance. The use of the selected questions lacks clarity and creativity. Language use is limited, with frequent errors affecting communication. Interaction is minimal or forced, and understanding of the scenario is superficial.
1 (Poor)	The role-play is poorly executed. The selected questions are used ineffectively or are irrelevant. Language use is poor, with pervasive errors severely hindering communication. There is little to no meaningful interaction, and the understanding of the scenario is lacking or incorrect.

03

ONE-PAGE PRESENTATION

(Presentation skills/ Q&A skills)

Level: A2-B1

คะแนนสูงสุด 10 คะแนน

กิจกรรมให้นักศึกษาสร้างสื่อสำหรับ Presentation ในหัวข้อที่กำหนดให้อย่างเหมาะสม และนำเสนอตามลำดับอย่างถูกต้อง เช่นมีการแนะนำตัว การเกริ่นนำ การพูดเนื้อหา และการกล่าวสรุป และปิดจบ ตอบคำถามอย่างมีรูปแบบ

เงื่อนไข

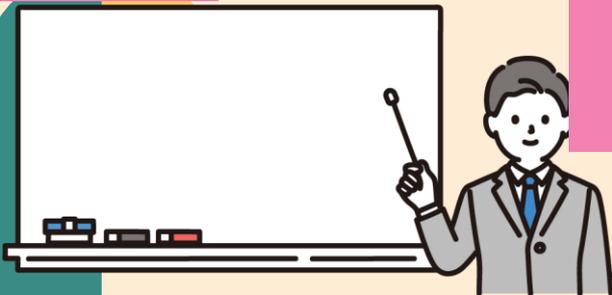
นำเสนอความยาวไม่น้อยกว่า 5 นาที

มีลำดับในการนำเสนอ

มีชิ้นงานเป็นภาษาอังกฤษ

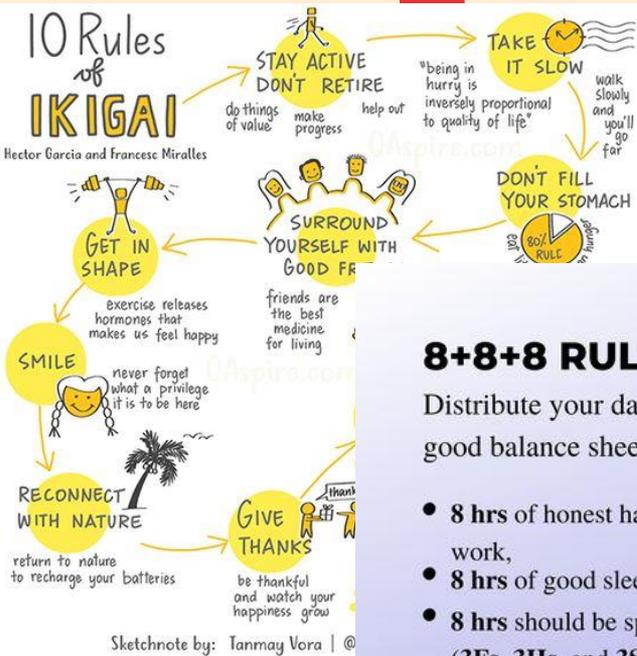
บทบาทของอาจารย์ต่างชาติ:

- เป็นผู้ประเมินจาก Checklist rubric คำนวณคะแนน
- ถามคำถาม



10 Rules of IKIGAI

Hector Garcia and Francesc Miralles



Sketchnote by: Tanmay Vora | @

8+8+8 RULE

Distribute your day into **8+8+8** hrs rules to make a good balance sheet of your life.

- **8 hrs** of honest hard work,
- **8 hrs** of good sleep and
- **8 hrs** should be spend on (3Fs, 3Hs, and 3Ss)

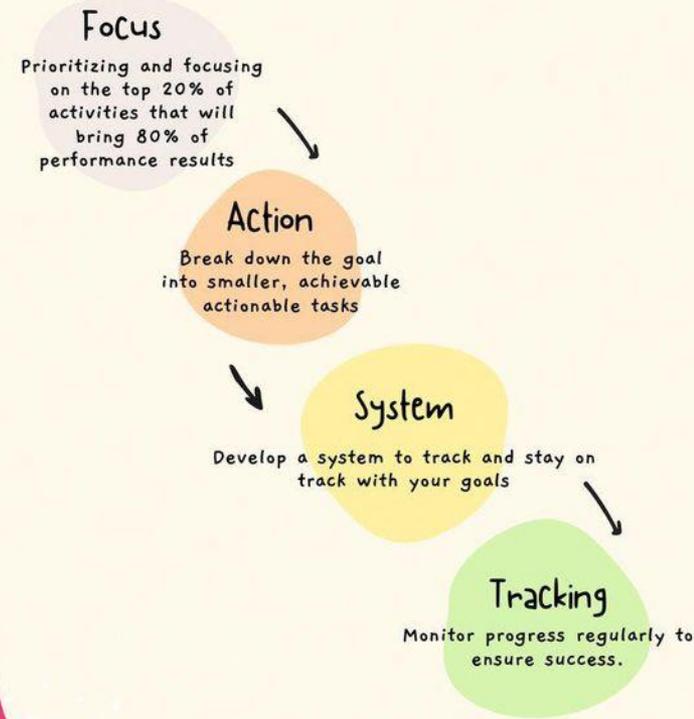
3Fs are family, friends and faith.

3Hs are health, hygiene, and hobby.

3Ss are soul, services and smile



The F.A.S.T Method to Goal Achievement



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Holistic Rubric for Infographic Presentation Focused on Language Use

Score	Description
10 (Outstanding)	The infographic is excellently designed and the presentation is outstanding. Language use is exceptional with clear, precise, and advanced vocabulary. Grammar and spelling are flawless. Pronunciation and intonation are perfect, greatly enhancing communication. The presentation is engaging, coherent, and fluently delivered.
8-9 (Very Good)	The infographic is well-designed and the presentation is very good. Language use is mostly accurate with minor errors. Good vocabulary range and minor grammatical issues. Pronunciation and intonation are clear with minimal errors. The presentation is coherent and well-paced.
6-7 (Good)	The infographic has a good design and the presentation is satisfactory. Language use is generally correct with some noticeable errors. Adequate vocabulary and some grammatical mistakes. Pronunciation and intonation are satisfactory but may occasionally hinder understanding. The presentation is mostly coherent but may lack some fluency.
4-5 (Satisfactory)	The infographic is basic in design, and the presentation is just satisfactory. Language use has several errors, limited vocabulary, and noticeable grammatical mistakes. Pronunciation and intonation are adequate but often impede clear understanding. The presentation lacks some coherence and fluency.
2-3 (Needs Improvement)	The infographic is poorly designed, and the presentation needs significant improvement. Language use is flawed with frequent errors, very limited vocabulary, and poor grammar. Pronunciation and intonation are poor and often impede understanding. The presentation is incoherent and disjointed.

Criteria	Points			
Language Accuracy	(Excellent 4 points) Language is precise, with no grammatical or spelling errors. Advanced vocabulary is used appropriately.	(Good 3 points) Language is mostly accurate with minor grammatical or spelling errors. Good use of vocabulary.	(Satisfactory 2 points) Language is generally correct but with some errors and limited vocabulary.	(Needs Improvement 1 point) Frequent grammatical, and spelling errors, and <u>very limited</u> vocabulary.
Pronunciation and Intonation		(Good 3 points) Pronunciation and intonation are good, with minor errors not affecting understanding.	(Satisfactory 2 points) Pronunciation and intonation are satisfactory but occasionally hinder understanding.	(Needs Improvement 1 point) Pronunciation and intonation are poor, often impeding understanding.
Visual Design and Content Accuracy		(Good 3 points) The infographic is well-designed, visually acceptable, and mostly accurate.	(Satisfactory 2 points) The infographic design is basic and the information has minor inaccuracies.	(Needs Improvement 1 point) Poor design and inaccurate information.

04

HERE'S MY OPINION

(Analytical skills/ Critical thinking)

Level: B1-B2

คะแนนสูงสุด 5-10 คะแนน

เป็นกิจกรรมที่ให้นักศึกษาแสดงความคิดเห็นในหัวข้อที่กำหนด แสดงความคิดเห็นว่าเห็นด้วยหรือไม่เห็นด้วยในหัวข้อต่างๆ สามารถนำ OREO technique มาใช้ในการตอบคำถามในประเด็นต่างๆ ได้อย่างเหมาะสม แจ้งเหตุผล 3 เหตุผล พร้อมยกตัวอย่างสถานการณ์ที่เกี่ยวข้องมาประกอบ นักศึกษาจะต้องกรอกเนื้อหาข้อมูลในแบบฟอร์มที่ทางสถาบันภาษาจัดเตรียมให้

เงื่อนไข

นำเสนอความยาวไม่น้อยกว่า 5 นาที
ต้องกรอกร่าง outline การพูดให้ถูกต้อง (Drafting)

บทบาทของอาจารย์ต่างชาติ:

- เป็นผู้ประเมินจาก Checklist rubric คำนวณคะแนน
- ถามคำถาม



SALC 'HERE IS MY OPINION' FORM

We appreciate that you share your opinion with us critically.
Please complete this form using the OREO techniques and
use this as a guideline to express your opinion with your
teacher!



Personal information

Name Section

Student ID Phone

Email

The Topic

OPINION: DO YOU AGREE OR DISAGREE ?

REASON 1 + EXAMPLE Draft your reason and give an example

REASON 2 + EXAMPLE Draft your reason and give an example

REASON 3 + EXAMPLE Draft your reason and give an example

OPINION: restate what you agree or disagree again



DRAFTING FORM

Use the form to draft their ideas on the paper before sharing their opinions. This can guide learners to shape their ideas and organize their speech.

Holistic Rubric for Expressing Opinion Using the OREO Technique

Score	Description
10 (Exceptional)	The student presents a clear and compelling opinion (O), supports it with strong, logical reasons (R), provides thorough and convincing explanations (E), and effectively wraps up with a persuasive conclusion (O). The language used is sophisticated, and grammatically flawless, and vocabulary is rich. The argument is presented coherently and persuasively.
8-9 (Very Good)	The student clearly states an opinion and supports it with logical reasons. Explanations are clear and mostly convincing, and the conclusion effectively summarizes the argument. The language is mostly accurate with minor errors. The argument is structured well and presented convincingly.
6-7 (Good)	The student expresses an opinion and provides reasons. Explanations are adequate but may lack depth. The conclusion is present but may not fully encapsulate the argument. The language is generally correct with some errors. The argument is structured correctly but may lack some persuasive elements.
4-5 (Satisfactory)	The student expresses an opinion but with weaker reasons. Explanations are basic and the conclusion is somewhat relevant but lacks impact. Language use has noticeable errors and limited vocabulary. The overall structure of the argument is adequate, but not compelling.
2-3 (Needs Improvement)	The student attempts to express an opinion but with unclear or irrelevant reasons. Explanations are poor or missing, and the conclusion is weak or absent. Language use is flawed with frequent errors. The argument lacks a clear structure and is not persuasive.

Registration and Participation

1. Register Online on our website and Facebook Page weekly
2. Join the activities online via Zoom (University Account)
 - a. Able to record the video
 - b. Easy for tracking
3. There are three phrases of the activities:
 - a. Explain the activities and rubric
 - b. Give time for preparation
 - c. Do the activities
4. Our lecturers can select some videos of the activities to create a short clip to promote on the Facebook page, reel, or Tok-tok Channel.
 - a. , rating, and give feedback

Total 3 hours



Days	Activities	Morning Session	Afternoon Session	Evening Session
Monday	Read that book	Paul	Paul	Paul
	Playing the roles	Bobbie	Bobbie	
	One-page presentation			
	Here is my opinion			
Tuesday	Read that book	Paul	Paul	
	Playing the roles			
	One-page presentation			
	Here is my opinion			
Wednesday	Read that book			
	Playing the roles	Bobbie	Bobbie	Bobbie
	One-page presentation			
	Here is my opinion			
Thursday	Read that book			
	Playing the roles	Jaime	Jaime	
	One-page presentation			
	Here is my opinion			
Friday	Read that book			
	Playing the roles	Jaime	Jaime	Jaime
	One-page presentation			
	Here is my opinion			