



บรรณานุกรม

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## Story Line

Right Up Your Street by William Lehmann

The village of Langshott is halfway along the old coach road from London to the South Coast. Young Henry Buckle was there when a car passed through the village for the first time, in the early 1900 s. Later, as the owner of what had been his father's general store, he remembers selling ice-creams and soft drinks to families that passed through the village in cars and coaches on their way to the seaside.

But the traffic did not only bring trade to the village : it also brought noise and danger. As the years passed, the peace of what had been a quiet country village was broken by roaring engines; Farmer Dodd's gates were left open by day-trippers enjoying a picnic in his field; and trees that had been familiar friends were cut down so that the road through the village could be made wider and safer.

Safer, that is, for the cars and heavy lorries that thundered past within a few metres of Henry Buckle's general store. But it was not safer for Henry's son Gerald, and the other children of the village; and it was not safer for the old cottages that were shaken from their chimneys to their floors by every lorry that passed. Nor was it safer for Henry himself; as the old man moved, more slowly now, from his store to the pub and to the butcher's shop of his friend George Carter, just across the street.

The street had been where the life of the village was lived, where games were played, work was done and long conversations were held. Now it cut the village in two, and brought not life but death.

Henry was knocked down and killed one night by a passing car. A great character, part of old Langshott, had died.

But Henry had not been buried long before his son Gerald, George Carter and others, had dressed as gasmen, and dug up the road, causing the traffic to follow another road right round the village, instead of through it.

Right Up Your Street is the story of men who, when they are pushed too far, act quickly to defend a way of life that most of us have let go for good.

"Village life is described with a loving, and truthful pen"-  
Morning Mail.

"A book that puts the car on trial" - Evening Post

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Class	M.5/2, 5/3
No.of students	60
Date	19 July 1990
Time	90 minutes
Content	"Story Line" in Improve Your Reading, p.24
Aids	Pictures, Charts, Wordcards, Sentence cards.
Assumption	Students already know the following words : coach, pub, gasman great character and they also know the basic structure of Relative Clause and Passive Voice.



Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students must be able to recognize and correctly use the pattern:</p> <ul style="list-style-type: none"> <li>- I can't believe + what .....</li> <li>- What ... + V.to be + adj.</li> </ul>	<ul style="list-style-type: none"> <li>- If you were the leader of this village, how do you do about this story?</li> <li>- Today we will read the story about the accident on the road.</li> <li>- First, I would like you to review the meaning of some words.</li> <li>- Class, look at this picture. (Show a picture of a coach.)</li> <li>- What is it?</li> <li>- Please spell it.</li> <li>- What do you use the coach for?</li> <li>- Do you go anywhere by a coach?</li> <li>- Which part of Thailand can you see coaches?</li> </ul>	<p>(Students express their opinion to solve this problem.)</p> <ul style="list-style-type: none"> <li>- a coach</li> <li>- c - o - a - c - h</li> <li>- To go anywhere.</li> <li>- No. People in the past.</li> <li>- Lumpang.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Good.</li> <li>- Now, look at the picture. (Show the picture of the priminister.)</li> <li>- Do you know him?</li> <li>- Who is he?</li> <li>- Is he an important man?</li> <li>- Is he great?</li> <li>- All right. He is important and great, so what can we call him?</li> <li>- Who can write it on the blackboard?</li> <li>- Who is a great character in our school?</li> <li>- Good. Can you tell me other great characters?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes.</li> <li>- Priminister Chatichai.</li> <li>- Yes.</li> <li>- Yes.</li> <li>- a great character.</li> <li>(A student writes it on the blackboard.)</li> <li>- The director.</li> <li>- Kumnun, the president etc.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Now, read this word. (Show the wordcard "a pub".)</li> <li>- Why do people go to the pub?</li> <li>- Next, read this word. (Show the wordcard "gasman".)</li> <li>- Who is a gasman?</li> <li>- All right. Class, now I would like you to know and understand the meaning of some interesting words.</li> <li>- Class, have you ever heard this word "a day-tripper"?</li> </ul> <p>(Write the word "a day-tripper" on the blackboard.)</p>	<ul style="list-style-type: none"> <li>- A pub.</li> <li>- To drink and enjoy themselves.</li> <li>- Gasman.</li> <li>- A man who works in the gas industry.</li> <li>- Yes.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Repeat after me "a day-tripper"</li> <li>- Do you know the word "trip"?</li> <li>- Can you tell me what the meaning of the word "trip" is?</li> <li>- Good, and what is the meaning of the word "tripper"?</li> <li>- All right, now can you guess what the meaning of the word "a day-tripper" is?</li> <li>- Very good. A day-tripper is a person who takes a trip or goes anywhere and back within a day.</li> <li>- Can you tell me where you can be a day-tripper?</li> </ul>	<ul style="list-style-type: none"> <li>- a day-tripper.</li> <li>- Yes.</li> <li>- travel, go anywhere</li> <li>- a person who travels, a person who goes anywhere.</li> <li>- A person who takes a trip within a day.</li> <li>- Bangsaen, Ayuttaya etc.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Next look at this photograph. (Show the photograph of the students' advisor.)</p> <p>- Do you know him/her well?</p> <p>- Right. Your teacher is well known to you. He/She is familiar. (Write the word "familiar" on the blackboard.)</p> <p>- Class, repeat after me "familiar"</p> <p>- Next look at this photograph. (Show the photograph of someone.)</p> <p>- Do you know her?</p> <p>- She isn't well-known to you, she isn't familiar.</p>	<p>- Yes. Our teacher.</p> <p>- familiar</p> <p>- No.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Can you tell me what the word "familiar" means?</li> <li>- Can you tell me who is familiar to you?</li> <li>- Class, look at this picture. (Show the picture of the house with a chimney.)</li> <li>- What is this? (Point at the chimney on the roof.)</li> <li>- We call it "chimney". (Write the word "chimney" on the blackboard.)</li> <li>- Repeat after me "chimney".</li> <li>- Class, this morning my friend told</li> </ul>	<ul style="list-style-type: none"> <li>- well known</li> <li>- my friend, my neighbour etc.</li> <li>- ชิมneyไฟ</li> <li>- chimney.</li> </ul>	/

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>me that she met Superman on the bus.</p> <p>Do you believe her?</p> <p>- I can't believe what she said either.</p> <p>(Stick a sentence card on the board.)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A. I can't believe what she said.</p> </div> <p>- Repeat after me "I can't believe what she said.</p> <p>(Stick a sentence card.)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>B. I can't believe. What did she say?</p> </div> <p>- Repeat after me "I can't believe. What did she say?"</p>	<p>(Look at the card.)</p> <p>- I can't believe what she said.</p> <p>- I can't believe. What did she say?</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Please tell me the difference between the sentence "What she said". in the first card and the sentence "What did she say?" in the second card.</li> <li>- Notice how many sentences are there in pattern A?</li> <li>- And how many in pattern B?</li> <li>- Yes, that's right. Sentence A is from sentence B by combination two sentences together.</li> <li>- Now, can you tell me how sentence B is changed?</li> </ul>	<ul style="list-style-type: none"> <li>- "What she said" in the first card is a statement, and "What did she say?" in the second card is a question.</li> <li>- One sentence.</li> <li>- Two sentences.</li> <li>- Change the second sentence from a question to a simple sentence by omitting auxiliary verb "did" and change "say" to "said".</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Do we have fullstop between the two sentences in B?</p> <p>- Very good. Now we have two clauses in the A pattern sentence.</p> <p>- What are they?</p> <p>- Right. "I can't believe" is the main clause and "what she said" is the subordinate clause.</p> <p><u>Practice (30 mins.)</u></p> <p>- Class, open your book on page 24, and read the first paragraph carefully.</p> <p>After you finish reading, I have some questions to ask you.</p>	<p>- No.</p> <p>- I can't believe, and what she said.</p> <p>(Read silently, and answer the questions after reading each paragraph.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Ask the following questions after the students finish reading each paragraph.)</p> <p>P.I 1. What is Langshott?</p> <p>2. Where is it?</p> <p>3. Who is Henry Buckle?</p> <p>P.II 4. What did the traffic bring to Langshott?</p> <p>P.III 5. Was the road made wider?</p> <p>6. Was it safer?</p> <p>7. Why did Henry take longer to cross the road?</p> <p>P.IV 8. What happened to Henry?</p> <p>9. When did it happen?</p> <p>P.V 10. Why did Henry's son and his friends dress up as gasmen?)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>The control group</u></p> <ul style="list-style-type: none"> <li>- After you finish reading the passage, I would like you to divide into a five-person group. Then help together to rewrite the whole story again.</li> <li>Remeber you have to cover these following points.</li> <li>- Where did the story happen?</li> <li>- How many people are there in the story?</li> <li>- Who are they?</li> <li>- What happened to them in the story?</li> <li>- Have you finished writing the story?</li> <li>- Now, each group elects one of your members to read the story that you</li> </ul>	<p>(Rewrite the whole story.)</p> <p>- Yes.</p> <p>(The elected students from each group come out to read the</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>together rewrite.</p> <p>(When every elected student finishes reading, the teacher discusses with the students which story is correct and which group rewrite the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the passage, I would like you to divide into a five-person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p>	<p>story in front of the class.)</p> <p>(Retell in the group.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Where did the story happen?</li> <li>- How many people are there in the story?</li> <li>- Who are they?</li> <li>- What happened to them in the story?</li> <li>- Right. Then elect one of your members in your group to retell the whole story in front of the class.</li> </ul> <p>(When each elected student finishes retelling in front of the class, the teacher discusses with the students which group retells the best and why that group retells the best.)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Evaluation (20 mins.)</u></p> <p>- Now, you'll have to do this exercise.</p>	<p>(Do the comprehension exercise.)</p>	

## Exercise

Choose the best answer to complete the sentences .

1. The author implies that .....
  - a. the gasman caused the traffic jam.
  - b. a great character died.
  - c. a new road was built.
  - d. the village was changed.
2. As a result of the increasing amount of traffic .....
  - a. the peace was broken.
  - b. local people enjoyed themselves.
  - c. familiar friends died.
  - d. the road became wider and safer.
3. The road was made wider so that .....
  - a. lorries could pass fast.
  - b. cars could pass through the village.
  - c. children could play safely.
  - d. the traffic couldn't shake the cottage.
4. Henry took longer to cross the road now because .....
  - a. the road was wider and safer.
  - b. he had to cross the bridge.
  - c. he had to pass the pub.
  - d. he became very old.
5. "The street had been where the life of the village was lived"  
(line 17) means .....
  - a. everyone lived on both sides of the road.
  - b. everyone worked on the sides of the road.
  - c. cars and lorries made the village lively.
  - d. what happened in the village happened in the street.

6. "...the old coach road..." (line 2) means ....
  - a. old coaches for roads.
  - b. old road for coaches.
  - c. old coaches and old roads.
  - d. old coach to road.
  
7. "a day-tripper" (line 8) means a person who ....
  - a. works all day.
  - b. works once a day.
  - c. travels in a day.
  - d. travels one day.
  
8. "A great character" (line 20) refers to ....
  - a. Henry Buckle
  - b. George Carter
  - c. Gerald Buckle
  - d. William Lehmann
  
9. A book that put the car on the trail. (line 27) "A book" refers to ....
  - a. Morning Mail
  - b. Right up your street
  - c. International newspaper
  - d. Evening Post
  
10. When Henry was killed by a passing car, ....
  - a. his son and his friends dug up the road.
  - b. he was buried by his friends.
  - c. a large part of the village died too.
  - d. gasmen dug up the road around the village.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>- Now, I would like you to divide into a five-person group. Then discuss about the problems in your school and choose only one of the problem that everyone in your group is interested. Help together to find the best way to solve the problem.</p> <p>After that, one of member of the group talks about the problem and its solution in front of the class.</p>	<p>(Discuss in their own group.)</p>	

## Mr. Hobbs' House

Hobbs hadn't lived in a house before,  
He'd lived in a tent with a green grass floor.  
But after weeks of rain, this roof.  
Was no longer very waterproof.

So he thought to himself at length, and said:

"It's time I lived in a house instead."

"I'll build it with my own two hands,"

"And then I'll know how strong it stands."

He went in search of good ideas.

(There's more to a house than first appears.)

He passed a castle with a fine portcullis,

He passed a bank, and he passed a palace:

He passed a church full of coloured glass,

There were very few buildings he didn't pass.

He ordered thirteen hundred bricks;

Of windows, twelve; of chimneys, six.

The machine to mix cement was filled,

The time had come to begin to build.

By the end of August he'd begun;

By mid October, the job was done.

He stood outside-but he couldn't get in.

He told himself what a fool he'd been:

He'd quite forgotten to build a door!

(He'd never built a house before.)

So Mr.Hobbs, in spite of the rain,

Was forced to put up his tent again.

Class	M.5/2, 5/3
No.of Students	60
Date	26 July 1990
Time	90 minutes
Content	"Mr.Hobbs' House" in Improve Your Reading BII, p.47
Aids	Charts, Pictures, Wordcards, Sentence cards.
Assumption	Students already know the following words : a fool, a castle, a church and they also know the basic structure of Past Tense and Perfect Tense.



Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u>, Students must be able to read, comprehend and complete the tables correctly.</p> <p><u>Enabling Objectives</u>, 1. Students must be able to tell the meaning of the words: waterproof, search, partcullis. 2. Students must be able to recognize the use of Passive Voice (Past Simple Tense.)</p>	<p><u>Presentation (25 mins)</u> (Show the picture of the house.)</p> <ul style="list-style-type: none"> <li>- Class, look at this picture.</li> <li>- What can you see in this picture?</li> <li>- Look carefully. Can you tell me what is wrong about this house?</li> <li>- Right. Is it a perfect house?</li> <li>- Do you think there is anyone building the house like this?</li> <li>- But there was a man who built it.</li> <li>- Can you guess who he was?</li> <li>- And can you guess why he built it?</li> <li>- Would you like to get the answers?</li> <li>- If you want to get the answers, let's</li> </ul> <p>read the poem about this man.</p>	<p>(Look at the picture.)</p> <ul style="list-style-type: none"> <li>- A house.</li> <li>- These is not any door.</li> <li>- No, it isn't.</li> <li>- No.</li> <li>- No, I can't.</li> <li>- No.</li> <li>- Yes.</li> </ul>	<p>Students complete the tables.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Before reading the poem, I would like you to review some vocabulary. (Show the picture of a church.)</p> <p>- Look at this picture.</p> <p>- What is it?</p> <p>- Can you spell it?</p> <p>(Write the word "church" on the board.)</p> <p>- What do people do in the church?</p> <p>- Who prays in the church?</p> <p>- Good. The church is the place where Christians pray.</p> <p>(Show the picture of a castle.)</p> <p>- Next, look at this picture.</p> <p>- What is it?</p> <p>- Please spell it.</p>	<p>(Look at the picture.)</p> <p>- A church.</p> <p>- c - h - u - r - c - h</p> <p>- Pray.</p> <p>- The Christians.</p> <p>(Look at the picture.)</p> <p>- A castle.</p> <p>- c - a - s - t - l - e</p>	

(Write the word "castle" on the board.)

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What is a castle?</li> <li>- Are there any castles in Thailand?</li> <li>- Where are they?</li> <li>- Right, most castles are in Europe.</li> <li>- Is the castle old style or modern style?</li> <li>- Right, the castle was built in the ancient time.</li> <li>- Next, look at this word. (Write the word "a fool" on the board.)</li> <li>- Please read it.</li> <li>- What does it mean?</li> </ul>	<ul style="list-style-type: none"> <li>- It is a building that is built strongly to defend attack.</li> <li>- No, there aren't.</li> <li>- England, France, Italy, German.</li> <li>- Old style.</li> <li>- a fool.</li> <li>- A person who is foolish.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good. Now I would like you to know and understand the meaning of some new words. (Show the wordcard "waterproof".)</p> <p>- Please repeat after me "waterproof".</p> <p>- If you have to go out while it is raining, how will you do to prevent yourself from getting wet?</p> <p>- You use an umbrella or a raincoat because they are waterproof. (Write the sentence "An umbrella and a raincoat are waterproof." on the blackboard.)</p> <p>- When you take a bath and you don't want your hair to get wet, what do you wear on your head?</p>	<p>- Waterproof.</p> <p>- I use an umbrella. I wear a raincoat.</p> <p>- I wear a plastic hat.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- That's right. You wear a plastic hat because it is waterproof.</li> <li>(Write the sentence "A plastic hat is waterproof." on the blackboard.)</li> <li>- Now can you tell me what the word "waterproof" means?</li> <li>- And can you tell me which material is waterproof?</li> <li>- Now, can you tell me what kind of word is "waterproof."</li> <li>- How do you know?</li> <li>- Very good. Next look at this picture.</li> <li>(Show the picture of the castle with the portcullis.)</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>- It means the water doesn't go through.</li> <li>- Plastic, metal, glass, leather.</li> <li>- Adjective.</li> <li>- It comes after verb to be.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- What can you see in this picture? (Point to the portcullis.)</p> <p>- And what is it?</p> <p>- Right, it is the gate of the castle. We call it "portcullis." (Show the wordcard "portcullis".)</p> <p>- Repeat after me "portcullis".</p> <p>- What is it made of?</p> <p>- Do you know how it is opened?</p> <p>- Yes, it is lifted. (Show the wordcard of "search".)</p> <p>- Repeat after me "search". (Stick the sentence cards on the board.)</p> <p>1) Before having my new dress made, I</p>	<p>- A castle.</p> <p>- The gate.</p> <p>- Portcullis.</p> <p>- It's made of iron. (Guess the answer.)</p> <p>- Search.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>always <u>search</u> for a modern style in the fashion magazine.</p> <p>2) They read and read in <u>search</u> of the answer.</p> <ul style="list-style-type: none"> <li>- Please read these sentences.</li> <li>- Can you tell me the meaning of the word "search"?</li> <li>- Right. It means "to try to find."</li> <li>- And can you tell me what kind of word is "search".</li> <li>- In which sentence is "search" used as a verb and in which one is it used as a noun?</li> <li>- Very good. Next, Let's study the structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Find.</li> <li>- Noun and verb.</li> <li>- It is used as a verb in the first sentence and as a noun in the second sentence.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the sentence cards on the board.)</p> <p>A. The boy ate ice-cream.</p> <p>B. Ice-cream was eaten by the boy.</p> <p>- Look at the subject "the boy" in sentence A.</p> <p>- Can he do the action "eat"?</p> <p>- And then, look at the subject "ice-cream" in sentence B.</p> <p>- Can it do the action "eat"?</p> <p>- Right, the subject in sentence A can do the action, so this sentence is active voice, but the subject in sentence B can't do the action, so it is passive voice.</p>	<p>- Yes, he can.</p> <p>- No, it can't.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the word "active voice" after the sentence card A, and the word "passive voice" after the sentence card B.)</p> <p>- Look at sentence A and B, tell me how to change active voice to passive voice.</p> <p>- Please write the pattern of sentence A and sentence B on the board.</p>	<p>- Begin passive voice sentence with the object of active voice sentence, add verb to be, change its finite verb to past participle, add preposition "by" and end the passive voice sentence with the subject of active voice sentence.</p> <p>(Write the pattern of both sentences on the board.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Look at verb to be "was" in sentence B.</li> <li>- Is it present or past?</li> <li>- Why do you use verb to be in the past form?</li> <li>- Why don't we use "were"?</li> <li>- Good, now can you tell me when you use passive voice?</li> <li>- Right, and we use passive voice because we want to emphasize the subject did the action. (Stick the chart on the board.)</li> <li>o The students were punished by the teacher.</li> <li>o The thief was shot by the police.</li> </ul>	<ul style="list-style-type: none"> <li>- Past.</li> <li>-Because verb "ate" is past form.</li> <li>- The subject is singular.</li> <li>- We use passive voice when the subject of the sentence can't do any action.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>o The dog was hit by the old man.</p> <p>- Now underline the words that are subject of the sentence with one line, and underline the words are object of the sentence with two lines.</p> <p><u>Practice (35 mins.)</u></p> <p>(Give the sheets to the students.)</p> <p>- Class, repeat after me.</p> <p>- Please underline the rhyme words in the poem.</p> <p>- Please tell me which words are the rhyme.</p>	<p>(Underline the words.)</p> <p>(Read the poem loudly after the teacher.)</p> <p>(Underline the rhyme words in poem.)</p> <p>(Tell the rhyme words.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, read the poem loudly.</p> <p>- Next, read the first stanza carefully carefully by yourself. After you finish reading, I have some questions to ask you.</p> <p>(Ask the following questions after the students finish reading each stanza.</p> <p><u>The first stanza.</u></p> <ol style="list-style-type: none"> <li>1. Where did Mr.Hobbs live?</li> <li>2. What made him live in a house?</li> <li>3. What made him decide to build it himself?</li> </ol> <p><u>The second stanza</u></p> <ol style="list-style-type: none"> <li>4. Why did he go and kook at other kinds of buildings?</li> </ol>	<p>(Read the poem loudly.)</p> <p>(Read silently, and answer the questions after reading each stanza.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>5. What kind of buildings did he look at?</p> <p><u>The third stanza.</u></p> <p>6. How long did it take him to build his house?</p> <p><u>The fourth stanza.</u></p> <p>7. What happened to Mr.Hobbs after he finished building the house?</p> <p>8. Why couldn't he get into the house?)</p> <p><u>The control group</u></p> <p>- After you finish reading the poem, I would like you to divide into a five person group. Then help</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>together to rewrite the whole story again.</p> <ul style="list-style-type: none"> <li>- Remember you have to cover these following points.</li> <li>1. Who was the person in the story?</li> <li>2. What did he want to do?</li> <li>3. How did he do it?</li> <li>4. What happened to him at the end of the story?</li> </ul> <ul style="list-style-type: none"> <li>- Have you finished writing the story?</li> <li>- Now, each group elect one of your members to read the story that you have just written.</li> </ul>	<p>- Yes..</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(When every elected student finishes reading, the teacher discusses with the students which story is correct and which group rewrite the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the poem, I would like you to divide into a five-person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p> <ol style="list-style-type: none"> <li>1. Who was the person in the story?</li> <li>2. What did he want to do?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. How did he do it?</p> <p>4. What happened to him at the end of the story?</p> <p>- Then elect one of your member in your group to retell the whole story in front of the class.</p> <p>(When each elected student finishes retelling in front of the class, the teacher discusses with the students which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (15 mins.)</u></p> <p>- Now each of you'll have to complete these tables.</p>		
			(Complete the tables.)



Objective	Procedure		Evaluation														
	Teacher	Students															
	<p>1. The following table gives a list of actions performed by Mr.Hobbs. Number them in the correct order.</p> <table border="1"> <thead> <tr> <th>Mr.Hobbs.</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>went to look for good ideas.</td> <td></td> </tr> <tr> <td>did not build a door of the house</td> <td></td> </tr> <tr> <td>ordered the bricks.</td> <td></td> </tr> <tr> <td>lived in a tent.</td> <td></td> </tr> <tr> <td>could not get in the house.</td> <td></td> </tr> <tr> <td>passed many buildings and learned from them.</td> <td></td> </tr> </tbody> </table>	Mr.Hobbs.	Number	went to look for good ideas.		did not build a door of the house		ordered the bricks.		lived in a tent.		could not get in the house.		passed many buildings and learned from them.			
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Objective	Procedure		Evaluation
	Teacher	Students	
	<p>a. Buiding materials</p> <p>b. The roof of the tent was not waterproof any langer</p> <p>c. Mr.Hobbs thought</p> <p>d. The buildings Mr.Hoobs passed.</p> <p>e. Mr.Hobbs' house had</p> <p>f. The coment was mixed</p> <p>g. Mr.Hobbs started his work</p> <p>h. Mr.Hobbs forgot</p> <p>i. Mr.Hoobs had to put up</p> <p>j. Mr.Hobbs knew that he</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	in the machine.		
	to build a door.		
	his tent and live in it again.		
	were delivered.		
	had been foolish		
	after it had rained for weeks.		
	he would know how to build a house.		
	twelve windows and six chimneys.		
	by the end of August.		
	were a castle, a bank, a palace and a church.		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(The teacher discusses the right answers with the class after the students finish doing exercise.)</p> <p><u>Transfer (15 mins.)</u></p> <p>- Now, I would like you to divide into a five-person group. Then discuss about what you learn from the story, and choose one of your members in your group to talk about it in front of the class.</p>		

## PASSAGE 1

Antoine Feuchtwanger, who was a Bavarian sausage peddler, is usually given credit for having invented the first hot dog. His creation first appeared in St. Louis, Missouri, in the United States in 1883.

Sausages were Mr. Feuchtwanger's specialty. They were so hot that Antoine used to let his customers borrow white gloves while they were eating his sausages. Without the gloves, they were too hot to touch. However many of his customers often forgot to return the gloves and walked away with them and with them went Antoine's profits.

So, Antoine got the idea of putting the sausages into buns made of bread to avoid using and losing the gloves. Besides that, the people could eat the buns, so Antoine could even raise the price for this newly idea was popular, because many hot dogs have been eaten since then.

A cartoonist in New York whose name was Ted Dorgan is generally believed to have been the first person to invent the term "hot dogs." He used this name for Antoine's new invention. Dorgan used hot dogs as his cartoon characters and even gave them spoken lines of conversation. Now "hot dog" is a term familiar to people all over the world.

Class	M.5/2, 5/3
No.of Students	60
Date	2 August 1990
Time	90 minutes
Content	Passage 1 in Practice in Comprehension, p.1
Aids	Wordcards, Sentence cards, Pictures
Assumption	Students already know the following words : specialty, customer, profit and they also know the basic structure of Passive Voice (Past Tense)

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u></p> <p>Student must be able to read, comprehend and answer the comprehension questions about the story correctly.</p> <p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning of the words : bun, peddler, creation.</p> <p>2. Students must be able to recognize the use of Relative Clause.</p>	<p><u>Presentation (20 mins)</u></p> <p>(Show the picture of "hot dogs".)</p> <ul style="list-style-type: none"> <li>- What do you see in this picture?</li> <li>- Have you ever eaten it?</li> <li>- Can you tell me what hot dog is made from?</li> <li>- Who knows the origin of the hot dog?</li> <li>- Would you like to know it?</li> <li>- Today we will read about the origin of the hot dog.</li> <li>- Before reading, let's review some vocabularies.</li> </ul> <p>(Show the wordcard of the word "specialty".)</p>	<ul style="list-style-type: none"> <li>- Hot dogs.</li> <li>- Yes.</li> <li>- Bread and sausages.</li> <li>- I don't know.</li> <li>- Yes, of course.</li> </ul>	<p>Students answer the comprehension questions of the story.</p>



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Please read it.</li> <li>- What is the kind of this word?</li> <li>- What does it mean?</li> <li>- What is your specialty? (Show the wordcard of the word "customer".)</li> <li>- Please read it.</li> <li>- What does it mean?</li> <li>- Now, can you tell me the opposite word of "customer"?</li> <li>- Right, if you were a seller and you bought a picture ten baht, how much would you sell?</li> </ul>	<ul style="list-style-type: none"> <li>- specialty.</li> <li>- Noun.</li> <li>- Something is extraordinary or particular, or something that one is famous for. (Tell their specialty.)</li> <li>-customer.</li> <li>- It means a buyer.</li> <li>- A seller, a shopkeeper, a merchant.</li> <li>- Fifteen baht (twelve baht, thirteen baht etc.)</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"><li>- If you sell it fifteen baht, how much would you get more money?</li><li>- What is five baht?</li><li>- Right.</li><li>- Next, let's study some interesting vocabularies.</li></ul> <p>(Show the picture of the bun.)</p> <ul style="list-style-type: none"><li>- Look at this picture. What is it?</li><li>- Yes, it is a kind of bread.</li><li>- What is its shape?</li><li>- Right, a bun is a kind of bread with small round shape.</li></ul> <p>{Write the word "s bun" on the blackboard.}</p> <ul style="list-style-type: none"><li>- Repeat after me "a bun".</li></ul>	<ul style="list-style-type: none"><li>- Five baht.</li><li>- It is the profit.</li>          <li>- It is bread.</li><li>- It is small round.</li>          <li>- a bun.</li></ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What can we eat with a bun?</li> <li>- Now can you tell me what "a bun" means?</li>   <li>- Very good.</li> <li>(Show the picture of "a peddler".)</li> <li>- Now, look at this picture.</li> <li>- Who is she?</li> <li>- Does she sell in the shop?</li> <li>- Where does she sell?</li> <li>- Does she sell at the same place?</li>   <li>- Right, so we call her "a peddler".</li> </ul>	<ul style="list-style-type: none"> <li>- sausages, cheese, jam or meat.</li> <li>- It means a piece of bread with two halves that is eaten with sausages, cheese, jam or meat.</li>   <li>(Look at the picture.)</li> <li>- She is a fruit seller.</li> <li>- No.</li> <li>- She sells on the footpath.</li> <li>- No, she goes selling everywhere.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the word "peddler" on the blackboard.)</p> <ul style="list-style-type: none"> <li>- Repeat after me "peddler".</li> <li>- Can you tell me what it means?</li> </ul> <p>(Write the word "creation" on the blackboard.)</p> <ul style="list-style-type: none"> <li>- Repeat after me "creation".</li> </ul> <p>(Stick the sentence card on the board.)</p> <p>1a. A telephone <u>was first invented</u> by Alexander Graham Bell in 1876.</p> <ul style="list-style-type: none"> <li>- Please read this sentence.</li> <li>- For this sentence, we can replace this sentence.</li> </ul> <p>(Stick the sentence on the board.)</p>	<ul style="list-style-type: none"> <li>- peddler.</li> <li>- It means a seller who goes selling everywhere.</li> <li>- creation</li> </ul> <p>(Read the sentence.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1b. A telephone <u>was created</u> by Alexander Graham Bell in 1876.</p> <p>- Please read it.</p> <p>(Stick the sentence card on the board.)</p> <p>2a. She <u>made</u> this beautiful style for my wedding dress for the first time.</p> <p>- Class, look at this sentence and read it.</p> <p>- Please replace "created" in this sentence.</p> <p>- Please write the sentence you replace on the blackboard,</p>	<p>(Read the sentence.)</p> <p>(Read the sentence.)</p> <p>- She created this beautiful style for my wedding dress for the first time.</p> <p>(Write the sentence on the blackboard.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write "2b" in front of the sentence the student wrote.)</p> <ul style="list-style-type: none"> <li>- Now can you tell me what the verb "create" means?</li> <li>- Good. It means to do something for the first time or original.</li> <li>- Now let's look at the word "creation". It is the noun of the word "create",</li> <li>- Can you tell me the noun "creation" means?</li> </ul>	<ul style="list-style-type: none"> <li>- To do something for the first time.</li> <li>- It means something invented for the first time or something new.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good. It means something invented for the first time or original.</p> <p>- Now, look at sentences 1b, 2b. Please write the sentences used "creation".</p> <p>- Can you do them?</p> <p>- I will give you the example of sentence 1b.</p> <p>(Stick the sentence card on the board.)</p> <p>o A telephone was Alexander Graham Bell's creation.</p>	<p>- No, I can't</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Please read it.</li> <li>- Now, write the sentence 2b on the blackboard.</li> <li>- Very good.</li> <li>- Next, let's study an interesting structure.</li> </ul> <p>(Stick the sentence card on the board.)</p> <p>A. The man <u>who</u> is standing there is my father. .</p> <ul style="list-style-type: none"> <li>- Look at this sentence.</li> <li>- Can you tell me how many clauses there are in sentence A?</li> <li>- What are they?</li> </ul>	<p>(Read the sentence.)</p> <p>(Write the sentence 2b on the blackboard.)</p> <ul style="list-style-type: none"> <li>- Two clauses.</li> <li>- "The man is my father." and "who is standing there".</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the clauses on the board.)</p> <ol style="list-style-type: none"> <li>1. The man is my father.</li> <li>2. Who is standing there.</li> </ol> <p>- Now look at the second clause.</p> <p>- What does the word "who" refer to?</p> <p>- Right, can you rewrite the second clause.</p> <p>- Right. Are "the man" in this clause. and "the man", in the first clause the same?</p> <p>- That's right.</p> <p>(Stick the sentence card on the board.)</p> <p>B. The man <u>whose</u> friend is standing there is my father.</p>	<p>- the man.</p> <p>(Write the second clause.)</p> <p>o The man is standing there.</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Look at this sentence.</li> <li>- How many clauses are there in this sentence?</li> <li>- What are they?</li> </ul> <p>(Write the clauses on the board.)</p> <ol style="list-style-type: none"> <li>1. The man is my father.</li> <li>2. Whose friend is standing there.</li> </ol> <ul style="list-style-type: none"> <li>- What does the word "whose" refer to?</li> <li>- Can you rewrite the second clause?</li> <li>- Very good, can you tell me how different are these sentences?</li> </ul>	<p>(Look at the sentence.)</p> <ul style="list-style-type: none"> <li>- two clauses.</li> <li>- "The man is my father" and "whose friend is standing there".</li> <li>- the man's</li> </ul> <p>(Write the second clause on the board.)</p> <ul style="list-style-type: none"> <li>- Use "who" in sentence A, and use "whose" in sentence B.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- When do you use "who" and "whose"?</p> <p>- That's right.</p> <p><u>Practice (30 mins.)</u></p> <p>-Class, open your book at page 1, and read the first paragraph carefully.</p> <p>After you finish reading, I have some questions to ask you.</p> <p>(Ask the following questions after the students finish reading.</p> <p><b>P.I</b></p> <ol style="list-style-type: none"> <li>1. Who was Antonie Feuchtwarger?</li> <li>2. What was he famous for?</li> <li>3. When and where was the hot dog invented?</li> </ol>	<p>- Use "who" for the person, but use "whose" for possessive.</p> <p>(Read silently, and answer the questions after reading each paragraph.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>P.II 4. Why did Antonie lend his customers gloves?</p> <p>P.III 5. Why did Antonie start putting his sausages in buns?</p> <p>P.IV 6. How did the word "hot dogs" become popular throughout the world?</p> <p>7. Who introduced the word "ho dog" to the world?)</p> <p><u>The control group</u></p> <p>- After you finish reading the passage, I would like you to divide into a six-person group. The help together to rewrite the whole story again.</p> <p>Remember you have to cover these following points.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>◦ What is the story about?</li> <li>◦ Who were the people in the story?</li> <li>◦ What happened in the story?</li> <li>- Have you finished writing the story?</li> <li>- Now each group elects one of your members to read the story that you have just written. (When every elected student finishes reading, the teacher discusses with the students which story is correct and which group rewrite the best.)</li> </ul> <p><u>The experimental group</u></p> <ul style="list-style-type: none"> <li>- After you finish reading the passage, I would like you to divide into a</li> </ul>	<ul style="list-style-type: none"> <li>- Yes.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>six-person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p> <ul style="list-style-type: none"><li>◦ What is the story about?</li><li>◦ Who were the people in the story?</li><li>◦ What happened in the story?</li></ul> <p>- Then elect one of your members in your group to retell the whole story in front of the class.</p> <p>(When all elected students finish retelling in front of the class, the teacher discusses with the class which</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins.)</u></p> <p>(Teacher gives the exercise sheets to the student.)</p> <p>- Now, you'll have to do this exercise.</p>		
			(Do the comprehension exercise.)

Choose the best answer

1. The best title for this passage would be .....

  - a. The Special Use of Gloves
  - b. The Origin of the Hot Dog
  - c. How to Make a Profit
  - d. Gloves and Hot Dogs

2. From the passage, we can conclude that Antonie .....

  - a. increased profits because of the gloves.
  - b. earned much money because of the sausages.
  - c. lost money because of paying for new gloves.
  - d. decreased profits because of less customers.

3. After eating Antonie's sausages, customers frequently .....

  - a. placed a second order.
  - b. left the gloves behind,
  - c. took Antonie's gloves with them,
  - d. complained that they were too hot.

4. The bun was introduced in order to .....

  - a. save the profits
  - b. make the meal unusual
  - c. keep the sausage warm
  - d. improve the quality of food

5. It is believed that the first person to use the words "hot dogs" was .....

  - a. a seller
  - b. a customer
  - c. a novelist
  - d. a cartoonist



6. The word "profits" (line 7) means .....
- a. money
  - b. gloves
  - c. sausages
  - d. customers
7. The phrase "is given credit for having invented" (lines 1-2) means .....
- a. was paid to invent
  - b. was asked to invent
  - c. is believed to be the inventor of
  - d. is given the blame for inventing
8. The word "them" (line 4) refers to .....
- a. cartoons
  - b. hot dogs
  - c. sausages
  - d. gloves
9. Hot dogs were invented .....
- a. about a century ago.
  - b. less than 50 years ago.
  - c. exactly one century ago.
  - d. more than two centuries ago.
10. We can infer from the passage that .....
- a. Antonie made the hot dog by chance.
  - b. Antonie wanted to sell both sausages and gloves.
  - c. Antonie did not have enough gloves for his customers.
  - d. Antonie's customers liked his gloves.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>- Now I would like you to divide into a five-person group. Then discuss about any other stories about the origin of food. After that, one of your members in your group share your story with your friends in front of the class.</p>		

## PASSAGE 2

Erich Weiss, who later assumed the name of "Houdini the Great," was born in Wisconsin, USA in 1874. As a small boy he was fascinated by the magic tricks that he saw whenever the circus came to town. He enjoyed practising the tricks he saw, so that he became a good amateur magician by the time he was nine years old.

He spent many years studying locks. He also worked diligently to build up his strength and endurance. He gave performances of escapes from prison cells, from wooden boxes floating in rivers, and from locked tanks filled with water. He used his fingers to free his wrists from handcuffs and used his toes to get loose from ankle chains.

In time he became the greatest escape artist in the world. One of his most famous tricks was to escape from a wooden box after being tied with rope and locked inside. The box was also bound with steel strips and finally dropped into deep water. He could free himself in just fifty-nine seconds. It was said that he could stay under water longer than any other human being. During the later years of his life, he devoted much of his time to protecting the public from dishonest men and women who claimed to have magical powers.

Today, part of the title of "The Great Houdini" has been adopted into the English language. The word "houdini" can refer to anyone skilled and/or clever enough to escape from a difficult or escape-proof situation like Houdini the Great himself.

Adapted from The Student Weekly  
and The World Book Encyclopaedia

Class M.5/2, 5/3  
No. of Students 60  
Date 9 August 1990  
Time 90 minutes  
Content Passage 2 in Practice in Comprehension, p.5  
Aids Wordcards, Sentence cards, Pictures, Charts  
Assumption Students laready know the following words : trick, escape, handcuffs, magic, devote, and they also know the basic structure of Relative Clause.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u></p> <p>Students must be able to read, comprehend and do the comprehension exercise about the story correctly.</p> <p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning of the words : amateur, assume, endurance, fascinate.</p> <p>2. Students must be able to recognize the use</p>	<p><u>Presentation (20 mins.)</u></p> <p>(Show a picture of a magician.)</p> <ul style="list-style-type: none"> <li>- Look at this picture.</li> <li>- What can you see in this picture?</li> <li>- What is he?</li> <li>- What is this magician doing?</li> <li>- Yes, he is doing a magic trick.</li> <li>- Have you ever watched any magic trick shows?</li> <li>- Where have you watched them?</li> <li>- What kind of magic tricks have you watched?</li> <li>- Today we'll read the story about a famous magician.</li> </ul>	<p>(Look at the picture.)</p> <ul style="list-style-type: none"> <li>- A man.</li> <li>- He is a magician.</li> <li>- เขากำลังเล่นกล</li> <li>- Yes, I have.</li> <li>- On television.</li> <li>(Tell the kinds of magic tricks they have watched.)</li> </ul>	<p>Students do the comprehension exercise of the story.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>of verb "enjoy" followed by present participle and the pattern of combining two clauses with "when" or "whenever".</p>	<p>- Can you guess what kind of magic tricks made him famous? - Would you like to know it? - Let's read this story if you want to know it. - At first, I would like you to review some words. (Stick the wordcards and the sentence cards on the board.) °trick °magic °escape °devote °handcuffs 1. The children love playing ..... on their teacher.</p>	<p>- No, I can't. - Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. Last night I dreamed that I ran very fast to ... from a very big snake.</p> <p>3. The thief was arrested by the policeman putting the .... on his wrists.</p> <p>4. The magician used ... to produce six birds from his hat.</p> <p>5. He will ... his life to help the blind when he is free from his work.</p> <p>- Choose the correct word from the wordcards to fill in the sentences in the sentence cards. Stick the wordcard on the sentence card.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Check the correct answer with the class and let's them read aloud the words and tell the meaning.)</p> <p>- Next, let's study some vocabularies.</p> <p>(Show the wordcard "amateur".)</p> <p>- Repeat after me "amateur".</p> <p>(Stick the sentence cards.)</p> <p>° I am a teacher, but I like to make dresses. I am an amateur dress-maker.</p> <p>° Princess Juraphorn likes to sing the song. She is an amateur singer.</p> <p>- Please read these sentences.</p> <p>- Can you tell me what the word "amateur" means?</p>	<p>- amateur</p> <p>- สมัครเล่น</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Right. What is the opposite word of "amateur"?</p> <p>- If you were a professional singer, could you get money?</p> <p>- Could you get money if you were an amateur singer?</p> <p>- What could you get if you were an amateur singer?</p> <p>- Right, You could get pleasure or enjoyment without getting money if you were an amateur singer.</p> <p>(Show the wordcard "assume".)</p> <p>- Repeat after me "assume".</p> <p>(Stick the sentence cards on the board.)</p>	<p>- professional</p> <p>- Yes.</p> <p>- No.</p> <p>- Pleasure, enjoyment.</p> <p>- assume</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>° Napoleon <u>assumed</u> the title of "Emperor"</p> <p>° Elvis Presley <u>assumed</u> "The King of Rock and Rolls."</p> <p>- Please read these sentences.</p> <p>- Can you tell me what the word "assume" means?</p> <p>- Yes, it means to use or to take as one's own.</p> <p>- Do you assume to be the students? (Show the wordcard "endure".)</p> <p>- Repeat after me "endure".</p> <p>(Stick the sentence cards on the board.)</p> <p>° Be quiet! I can't <u>endure</u> that noise a moment longer.</p>	<p>(Read the sentences.)</p> <p>- ได้รับสมญานาม</p> <p>- No.</p> <p>- endure.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>°They could not <u>endure</u> much longer because they had spent 3 days in the desert without water.</p> <p>- Please read these sentences.</p> <p>- Can you tell me the meaning of the word "endure"?</p> <p>- That's right. It means to bear or to be patient for pain or suffering.</p> <p>- Now, can you tell me what kind of word "endure" is?</p> <p>- Right, and "endurance" is the noun of the verb "endure".</p> <p>- So what does "endurance" mean?</p>	<p>(Read the sentences.)</p> <p>- Bear, patient.</p> <p>- verb.</p> <p>- ความอดทน</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Right, it means the ability to be patient for pain or suffering. (Show the picture of "Mr.Thongchai Mac Intai".)</p> <p>- Do you know him?</p> <p>- Would you like to go to see his concert?</p> <p>- Why do you go to see his concert?</p> <p>- I would like to go to see his concert, too because I am fascinated with him. (Show the wordcard "fascinate".)</p> <p>- Repeat after me "fascinate". (Show the picture of the foreigner monk.)</p>	<p>- Yes, he is "Bird".</p> <p>- Yes, I would.</p> <p>- I like him very much.</p> <p>- fascinate.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Who is he?</p> <p>- Is he Thai?</p> <p>- Yes, he is a foreigner, but he is a Buddhist monk because he is fascinated by Buddhist religion.</p> <p>- Can you tell me the meaning of "fascinate"?</p> <p>- Yes, that's right. It means very interest.</p> <p>- What is the kind of the word "fascinate"?</p> <p>(Stick the sentence cards on the board.)</p> <p>1a. I <u>am fascinated with</u> him.</p> <p>1b. He <u>is fascinated by</u> Buddhist religion.</p>	<p>- He is a monk.</p> <p>- No, he is a foreigner.</p> <p>- เลื่อมใส, สนใจ</p> <p>- Verb</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Now, look at these sentences.</li> <li>- How do you use the verb "fascinate" in sentences?</li> <li>- When does "fascinate" follow by preposition "by"?</li> <li>- And when does it follow by preposition "with"?</li> <li>- The verb "fascinate" in sentences 1a and 1b shows the feeling.</li> <li>- Can you tell me who feels?</li> <li>- Who or what makes the subjectis "I" and "He" feel?</li> </ul>	<ul style="list-style-type: none"> <li>(Look at the sentences.)</li> <li>- Put "-ed" after verb "fascinate", use with verb to be and follow by preposition "by" or "with"</li> <li>- When it follows by everything.</li> <li>- When it follows by the person.</li> <li>- The subjects "I" and "He".</li> <li>- The objects "him" and "Buddhist religion."</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good. Can you tell me the form of verb "fascinate" in sentences 1a and 1b mean"?</p> <p>(Stick the sentence cards on the board.)</p> <p>2a. He <u>fascinates</u> me.</p> <p>2b. Buddhist religion <u>fascinates</u> him.</p> <p>- Now, look at these sentences.</p> <p>- Who feels fascinated?</p> <p>- What makes "me" and "him" feel?</p> <p>- What does the form of verb "fascinate" in sentence 2a and 2b mean?</p> <p>- How are different between sentences 1a, 1b and sentences 2a, 2b?</p>	<p>- It means "feel fascinated".</p> <p>- "Me" and "him"</p> <p>- "He" and "Buddhist religion"</p> <p>- It means "make someone feel".</p> <p>- There are not verb to be and preposition in sentences 2a and 2b</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- That's right.</p> <p>- Next, let's study some structures. (Stick the chart on the board.)</p> <p>He enjoyed                           playing with words.              speaking English.              writing the diary.              watching television.</p> <p>- Please read these sentences.</p> <p>- What is the verb of these sentences?</p> <p>- Right, and look at the words after  "enjoyed".</p> <p>- What is the form of the words?</p> <p>- Are the verbs?</p> <p>- What are they?</p>	<p>(Read the sentences.)</p> <p>- enjoyed.</p> <p>- verb with "-ing".</p> <p>- No, they aren't.</p> <p>- They are objects.</p>	



Objective	Procedure		Evaluation												
	Teacher	Students													
	<p>- Good, now do you know what kind of word always follow verb "enjoy"?</p> <p>- Right.</p> <p>(Stick the chart on the board.)</p> <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 10px;">He wrote stories</td> <td style="border-left: 1px solid black; padding-left: 10px;">when</td> <td style="padding-left: 10px;">he had time.</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 10px;">whenever</td> <td></td> </tr> <tr> <td style="padding-right: 10px;">He greets me</td> <td style="border-left: 1px solid black; padding-left: 10px;">when</td> <td style="padding-left: 10px;">he meets me.</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 10px;">whenever</td> <td></td> </tr> </table> <p>- Look at this chart, and read these sentences.</p> <p>- Can you tell me what kind of the words "when" and "whenever" are?</p> <p>- Right, what are they used to combine?</p>	He wrote stories	when	he had time.		whenever		He greets me	when	he meets me.		whenever		<p>- Object that is the form of verb with "-ing".</p> <p>(Look at the chart, and read the sentences.)</p> <p>- conjunction.</p> <p>- two clauses.</p>	
He wrote stories	when	he had time.													
	whenever														
He greets me	when	he meets me.													
	whenever														

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now look at the clauses in each sentence, are they the same tense?</p> <p>- Good. Now, look at the conjunction "when" and "whenever".</p> <p>- How different are between them?</p> <p>- Can you guess what "when" and "whenever" express?</p> <p>- Yes, "when" means at the time, but "whenever" means every time that.</p> <p>- Now, can you write the sentences in the same meaning as these sentences. (Stick the chart on the board.)</p> <p>°We shouted to him <u>whenever</u> he walked past us.</p>	<p>- Yes, they are.</p> <p>- I don't know.</p> <p>- They are used to express the time.</p> <p>(Write the sentences on the board.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>◦ He says "Hello" to me <u>whenever</u> he met me.</li> <li>◦ She feels surprised <u>whenever</u> I get home early.</li> <li>◦ I am very glad <u>when</u> I pass the English exam.</li> <li>◦ My father punishes me <u>when</u> I make a mistake.</li> </ul> <p><u>Practice (30 mins.)</u></p> <ul style="list-style-type: none"> <li>- Class, poen your book at page 5, and read the first paragraph carefully.</li> </ul> <p>After you finish reading, I have some quesitons to ask you.</p>	<p>Students</p> <p>(Read silently and answer the questions after reading each paragraph.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Ask the following questions after the students finish reading each paragraph.)</p> <p>P.I</p> <ol style="list-style-type: none"><li>1. Who is "Houdini the great"?</li><li>2. What made him interested in magic tricks?</li></ol> <p>P.II</p> <ol style="list-style-type: none"><li>3. How did he become a skilled escape artis?</li></ol> <ol style="list-style-type: none"><li>4. Did anybody teach him to be and amateur magician?</li></ol> <p>P.III</p> <ol style="list-style-type: none"><li>5. What did he train to escape from?</li><li>6. What was one of his most famous tricks?</li><li>7. How was Houdini different from other magicians?</li></ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>P.IV</p> <p>8. How did Houdini contribute to the English language?)</p> <p><u>The control group</u></p> <p>- After you finish reading the passage, I would like you to divide into a seven-person group. Then help together to rewrite the whole story again. Remember you have to cover these following points.</p> <p>°Where did the story happen?</p> <p>°Who is the person in the story?</p> <p>°What happened in the story?</p> <p>- Have you finished writing the story?</p> <p>- Now each group elects one of your</p>		
			- yes.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>members to read the story that you have just written.</p> <p>(When every elected student finishes reading, the teacher discusses with the students which story is correct and which group rewrite the best.</p> <p><u>The experimental group</u></p> <p>- After you finish reading the passage, I would like you to divide into a seven-person group, and retell the story that you have read among your friends in you group.</p> <p>Remember you have to cover these following points.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>°Where did the story happen?</p> <p>°Who is the person in the story?</p> <p>°What happened in the story?</p> <p>- Then elect one of your members in your group to retell the whole story in front of the class.</p> <p>(When all elected students finish retelling the story in front of the class, the teacher discusses with the students which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins.)</u></p> <p>(Teacher gives the exercises sheets to the students.)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, you'll have to do this exercise. (The teacher checks the correct answer with the class after they finish.)</p>		



Circle the best answer.

1. The best title for this passage would be .....

  - a. Amateur Magicians
  - b. Houdini's Childhood
  - c. Dishonest Magicians
  - d. Houdini's Fame

2. From the passage, we can conclude that in his later life Houdini .....

  - a. became a public speaker.
  - b. tried to gain magical powers.
  - c. joined the tricked people.
  - d. was against other magicians.

3. Houdini would probably disapprove of .....

  - a. entertainers
  - b. escape artists
  - c. fortune-tellers
  - d. circus performers

4. Houdini's fame depended most on his .....

  - a. good luck
  - b. skill and practice
  - c. amateur ability
  - d. devotion to protect the public

5. Houdini escaped from prison cells.....

  - a. when he was a criminal
  - b. whenever dishonest men locked him up.
  - c. in order to show his ability.
  - d. to show that prisons were not secure enough.

6. Weiss' interest in his future career was first awakened by his .....
  - a. course in body-building.
  - b. detailed study of locks.
  - c. visits to the circus.
  - d. course in magic.
7. The phrase "assumed the name of" (line 1) means .....
  - a. envied the name of
  - b. adopted the name of
  - c. was liked more than
  - d. thought he was called
8. The phrase "was fascinated by" (line 2) means .....
  - a. was very amused by
  - b. was very excited by
  - c. was very frightened of
  - d. was very interested in
9. The phrase "the greatest escape artist" (line 9) refers to .....
  - a. the English artist
  - b. the dishonest person
  - c. the amateur magician
  - d. Houdini the Great.
10. We can infer from the passage that Houdini .....
  - a. didn't really believe in magic
  - b. fooled his audience with trickery
  - c. became a magician after seeing a magic act.
  - d. pretended to protect the public in his later life.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>- Now, I would like you to divide into a five-person group. Then discuss if you believe in the magic tricks that you watch on TV or at the movies, and give the reasons, too. After that, share your idea in front of the class.</p>		

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If you prefer, we can arrange for you to visit the Wainiri Islands that lie just off the coast. Here you can swim and sun-bathe in private and in peace; or you can fish for one of the many varieties of sea-life for which the Wainiris are justly famous.

The Garden Hotel is right on the beach, only five minutes from Nanoko's modern shopping centre. Here you will find all that money can buy, at prices you can afford.

GARDEN HOTEL, BEACH AVENUE, NANOKO, P.R.T. TEL: 46-0438

Class	M.5/2, 5/3
No. of Students	60
Date	16 August 1990
Time	90 minutes
Content	"The Garden Hotel" in Improve Your Reading, p.18
Aids	Wordcards, Sentence cards, Pictures, Sentence Strips, Real things
Assumption	Students already know the following words : comfort, Spirit, local, Sun-bathe, a ring, and they also know the basic structure of Future Tense.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to read, comprehend and do the comprehension exercise about the story correctly.  <u>Enabling Objectives</u> 1. Students must be able to tell the meaning of the words : convenient, international, variety, efficient.	<u>Presentation (20 mins.)</u> - Class, where did you visit last summer? (Choose one of the places that is very far.) - Did you stay overnight when you went to Phuket? - Where did you stay? (Ask the students who answer that they stayed in the hotels.) - What is the name of the hotel you stayed?	(Tell the places they visited.)   - Yes.  - In the hotel. (In the bangalow.)   (Tell the name of the hotel.)	Students complete the tables.

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students must be able to recognize the use of as ... as.</p>	<ul style="list-style-type: none"> <li>- How about it?</li> <li>- Why did you choose to stay at this hotel?</li> <li>- Today we will read about the advertisement of a famous hotel in Japan.</li> <li>- At first, let's review some vocabularies. (Show the wordcards "comfort, spirit, local, sun-bathe, a ring", then let's the students read aloud and tell the meaning. Stick these wordcards on the board.)</li> <li>(Stick the sentence cards on the board.)</li> </ul>	<p>(Tell about what the hotel is like.)</p> <ul style="list-style-type: none"> <li>- My father read the advertisement in the newspaper.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>. In my bedroom, you can sleep in air-conditioned....</li> <li>. The foreigners like to ... at Samui Island.</li> <li>. My uncle always reads the foreign news and the ... news in the newspaper.</li> <li>. If I can book the tickets, I will give you ... tonight.</li> <li>. Although it is the private party, it seems formal ....</li> <li>- Now, I would like you to come out to choose the correct wordcards to fill in the sentences by sticking the wordcards on the sentence cards.</li> </ul>	<p>Students</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Check the correct answer with the class.)</p> <ul style="list-style-type: none"> <li>- Now, Let's understand some interesting words,</li> <li>- How can you go to Chiangmai?</li> <li>- Right, there are many ways you can go to Chiangmai,</li> <li>- It is <u>convenient</u> to go to Chiangmai.</li> </ul> <p>(Write the word "convenient" on the board.)</p> <ul style="list-style-type: none"> <li>- Repeat after me "convenient".</li> </ul> <p>(Show the picture of a charcoal stove.)</p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- What kind is this stove?</li> </ul>	<ul style="list-style-type: none"> <li>- By bus, by train, by car, by plane.</li> <li>- convenient.</li> <li>- A stove.</li> <li>- A charcoal stove.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of a gas stove.)</p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- And what kind is this stove?</li> <li>- Which do you choose to use when you want to cook?</li> <li>- Why do you choose it?</li> <li>- Right, it is easy to use or it is convenient to use.</li> <li>- Can you tell me the meaning of "convenient"?</li> <li>- Good.</li> </ul> <p>(Write the word "international" on the board.)</p>	<ul style="list-style-type: none"> <li>- A stove.</li> <li>- A gas stove.</li> <li>- A gas stove.</li> <li>- It's easy to use.</li> <li>- อีเสต</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Class, repeat after me "international",</li> <li>- English is an international language.</li> <li>- Can you tell me in which country English is used?</li> <li>- How many countries is English used?</li> <li>- Right, English is used in many countries, so it is an international language.</li> <li>- Do you know Donmuang Airport?</li> <li>- How many airlines arrive at Donmuang Airport?</li> <li>- Is Donmuang an international airport?</li> <li>- Why is it an international airport?</li> </ul>	<ul style="list-style-type: none"> <li>- international.</li> <li>- English, U.S.A., Australia etc.</li> <li>- Many countries.</li> <li>- Yes, I do.</li> <li>- Many airlines.</li> <li>- Yes, it is.</li> <li>- They are many airlines arriving there.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Right, Can you guess what the word "international" means?</li> <li>- Good. It means having to do in many nations, or more than one nation.</li> <li>- Now, tell me something which is international.</li> </ul> <p>(Show the pictures of many kinds of shoes.)</p> <ul style="list-style-type: none"> <li>- There are many kinds of shoes in this picture.</li> <li>- What are they?</li> <li>- Yes, there are many <u>varieties</u> of shoes in this picture.</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>-นานาชาติ</li> </ul> <p>(Tell the international things.)</p> <ul style="list-style-type: none"> <li>- Boots, sandals, high-heel shoes.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the picture of many kinds of clocks.)</p> <ul style="list-style-type: none"> <li>- What can you see in this picture?</li> <li>- Yes, there are many kinds of clocks in this picture: The are many varieties of clocks in this picture, (Write the word "variety" an the board.)</li> <li>- Repeat after me "variety?"</li> <li>- Can you guess what "variety" means?</li> <li>- Good, and what kind of the word is "variety"?</li> <li>- Is it singular or plural?</li> <li>- What is the plural form of it?</li> </ul>	<ul style="list-style-type: none"> <li>- A clock, an alarm clock, a watch.</li> <li>- veriety</li> <li>- Many kinds.</li> <li>- Noun</li> <li>- It's singular.</li> <li>- varieties</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Please spell it,</li> <li>- How is it changed?</li> <li>- Very good. (Show the picture of a truck and a cart.)</li> <li>- Now look at this picture.</li> <li>- What are they?</li> <li>- Right, which can carry more?</li> <li>- Yes, the truck is more <u>efficient</u> than the cart. (Show the pictures of a tractor and a buffalo.)</li> <li>- Next look at this picture,</li> </ul>	<ul style="list-style-type: none"> <li>- y - a - r - i - e - t - i - e</li> <li>- s</li> <li>- Change "y" to "i" and fill "es" after "i".</li> <li>- A cart and a truck.</li> <li>- A truck.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What are they?</li> <li>- What are both of them used for?</li> <li>- Which can work better?</li> <li>- Yes, the tractor is more <u>efficient</u> than the buffalo.</li> <li>(Write the word "efficient" on the board.)</li> <li>- Repeat after me "efficient".</li> <li>- Can you guess what the word "efficient" means?</li> <li>- Right, it means to be able to do things well.</li> <li>- Next, let's study an interesting structure before reading the advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>- A tractor and a buffalo.</li> <li>- Working in the field.</li> <li>- A tractor.</li> <li>- efficient.</li> <li>- ประสิทธิภาพ</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Are you ready? (Show two rulers.)</p> <p>- How long is this ruler?</p> <p>- And how long is that one?</p> <p>- Yes, this ruler is one foot long. (Stick the sentence card "This ruler is one foot".)</p> <p>- And that one is one foot long. (Stick the sentence card "That one is one foot".)</p> <p>- Are they the same length?</p> <p>- So we can say, "This ruler is as long as that one". (Stick the sentence card "This ruler is as long as that one".)</p>	<p>- Yes.</p> <p>- One foot.</p> <p>- One foot.</p> <p>- Yes, they are.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Can you tell me when this structure is used?</li> <li>- Good. What are the things you compare?</li> <li>- Which is the same of these rulers?</li> <li>- Which word do you use to compare?</li> <li>- Good. What kind of word is "long"?</li> <li>- And what is the verb you use in the sentence?</li> <li>- Now, can you write the pattern of this sentence?</li> <li>- Good.</li> </ul> <p>(Write the sentences on the blackboard.)</p> <ul style="list-style-type: none"> <li>. Tim is as old as John.</li> </ul>	<ul style="list-style-type: none"> <li>- When we want to compare two things which are the same.</li> <li>- Two rulers.</li> <li>- The length.</li> <li>- as long as</li> <li>- adjective.</li> <li>- Verb to be.</li> </ul> <p>(Write the pattern : Subj.+V.to be+as+adj.+as+Obj.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>• This tree is as high as that one.</li> <li>• My house is as beautiful as yours.</li> <li>• His school is as far as hers.</li> <li>• This car is as small as that one.</li> </ul> <p>— Who can tell me what is the same of these persons or these things?</p> <p><u>Practice (30 mins.)</u></p> <p>(Give the sheets to the students.)</p> <p>(Stick the chart on the board.</p> <p>1. What does the Garden Hotel offer that the visitor expects to find in a first class international hotel?</p>	<p>Students</p> <p>(Tell the same age, height, quality, distance and size.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. What is special about the food in the Mitsu Restaurant.</p> <p>3. In what different parts of the hotel can the visitor have a drink?</p> <p>4. For what reasons does the hotel run its own buses?</p> <p>- Before you'll read the advertisement, read these questions. When you finish reading, please answer these questions.</p> <p>- Now, read this advertisement carefully.</p> <p><u>The control group</u></p> <p>- After you finish reading the</p>	<p>(Read silently and answer the question after reading the advertisement.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>advertisement. I would like you to divide into a six-person group. Then help together to rewrite the whole story again. Remember you have to cover the following points.</p> <ul style="list-style-type: none"> <li>° What is the product of this advertisement?</li> <li>° What is the product advertised about?</li> </ul> <p>- Have you finished writing the story?</p> <p>- Now, each group elects one of your members to read the story that you have just rewritten.</p> <p>(When every elected student finishes reading, the discusses with the students</p>		
			- Yes.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>which story is correct and which group rewrite the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the advertisement, I would like you to divide into a six-person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p> <p>° What is the product of this advertisement?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>◦ What is the product advertised about?</li> <li>- Then elect one of your members in your group to retell the whole story in front of the class.</li> </ul> <p>(When every elected student finishes retelling in front of the class, the teacher discusses with the students which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins.)</u></p> <ul style="list-style-type: none"> <li>- Now, you'll have to do these exercises. (Do the exercises.)</li> </ul>		

1. Complete the following table with the correct subject.

You will have to use some subjects more than one.

Choose from the following:

The bedrooms

The Mitsu Restaurant

Tourists and businessmen

The Beach Bar

The Garden Hotel

The staff

Nanoko

The Wainiris

Cap St.Germain

Subject	
	will find both comfort and convenience.
	all have telephones, bathrooms and carpets.
	offers Eastern and European dishes.
	is air-conditioned.
	give friendly and efficient service.
	has its own private mini-bus.
	has very good beaches.
	is famed for its sea-life.
	is a competitive shopping area.
	are furnished in local styles.
	has a beautiful garden.



2. Complete the following table giving details of places of interest in and around The Garden Hotel. "No information" has been written in the boxes where the facts are not given in the passage.

Name of Place	Use of Purpose	Description	Postition
Garden Hotel		Comfortable and convenient	in .....
Mit SU Restaurant	Dining		
	Drinking and (.....)	air-conditioned comfort	
	No information	ruined city	
cape St Germain			Along ... to ...
	Swimming Sun-bathing and .....	famous islands	
			5 minutes away from the hotel.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>(Give the advertisement about the hotel that is from the the newspaper to the students.)</p> <p>- Now, work in a group of seven.</p> <p>Discuss in your group if you would like to stay in this hotel, and state why you would like or wouldn't like to stay there. Then one of your members in your group tell your reasons in front of the class.</p>		

## PASSAGE 4

Many large stores in central London have been forced to double their security precautions because of the sharp increase in shoplifting during the past year. They are using twice as many shop detective as before to keep an eye on the thousands of shoppers that crowd the open counters throughout the day, especially during the lunch hour. The number of shop assistants has also been increased and they are now briefed on how to be watchful while serving customers. Technical devices such as television monitors and convex mirrors are also used to help reduce thefts.

One large store admitted losing nearly half a million pounds last year alone. Four-fifths of these losses were caused by shoplifting and one-fifth by "bouncing" cheques. They will ask customers to show their Banker's cards when paying by cheque in the future.

According to one of the inspectors of the special London police unit handling shoplifting cases, these criminals come from all walks of life: army officers, nuns, nurses, teachers, airline stewardesses, etc.

The courts are well aware of the increase in this kind of crime and are now inflicting very heavy penalties to attempt to reduce it. Some people caught shoplifting in the West End of London, and elsewhere, have been jailed for as long as thirty days and have been required to pay heavy fines. But still, the boom continues.

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The West End. The western part of central London where many shops, theatres, offices, etc. are located.

Class	M.5/2, 5/3
No. of Students	60
Date	23 August 1990
Time	90 minutes
Content	Passage 4 in Practice in Comprehension, p.13
Aids	Wordcards, Sentence cards, Pictures, Charts
Assumption	Students already know the following words : brief, sharp, security, boom, fine, and they also know the basic structure of Perfect Tense and Passive Voice (Past Tense).

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u></p> <p>Students must be able to read, comprehend and do the comprehension exercises.</p> <p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning of the words : precaution, inflict, penalty.</p> <p>2. Students must be able to recognize the use of Passive Voice (Present Perfect Tense.)</p>	<p><u>Presentation (20 mins.)</u></p> <p>(Stick the picture on the board.)</p> <ul style="list-style-type: none"> <li>- Look at this picture.</li> <li>- What is she doing?</li> <li>- Where is she?</li> <li>- Right. She is stealing something in the shop.</li> <li>- Do you know what we call someone who steals something in the shop?</li> <li>- We call him a shoplifter.</li> </ul> <p>(Write the word "shoplifter" on the boards.)</p> <ul style="list-style-type: none"> <li>- Repeat after me "shoplifter"</li> </ul>	<p>(Look at the picture.)</p> <ul style="list-style-type: none"> <li>- She is stealing something.</li> <li>- In the shop.</li> <li>- A thief, a robber, a bugglar.</li> <li>- shoplifter.</li> </ul>	<p>Students do the true/false exercise and answer the comprehension questions about the story.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Are there many shoplifters nowadays?</li> <li>- Can you tell me where there are many shoplifters?</li> <li>- Why are there a lot of them there?</li> <li>- Are there any ways to solve this problem?</li> <li>- Would you like to know how to solve this problem in London?</li> <li>- Today we will read the passage about the shoplifter in London.</li> <li>- At first, let's review some vocabularies.</li> </ul> <p>(Show the wordcards of the words</p>	<ul style="list-style-type: none"> <li>- Yes, there are.</li> <li>- At the department store.</li> <li>- It is easy to steal something from the open counters.</li> </ul> <p>(Express their idea.)</p> <ul style="list-style-type: none"> <li>- Yes.</li> </ul> <p>(Read the words and give the meaning.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>"brief, sharp, security, boom and fine.</p> <p>Let the students read aloud and tell the meaning.)</p> <p>- Now choose the correct word from these wordcards, and write in the sentences in the sheet I'll give you.</p> <p>(Give the sheets of the vocabulary exercise to the students.)</p> <p>1. Before touring the castle, the guide will ... the tourists on the history of the castle.</p> <p>2. There will be the ... fall in prices of rice next month.</p>	<p>(Do the exercises.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. The court judged him to a ... of 5 million baht.</p> <p>4. He sold out his land at the height of the ....</p> <p>5. Having a lot of guards in the village means the .... for the villagers.</p> <p>(After the students finish doing exercise, the teacher check the correct answers with the students.)</p> <p>- Now, let's study some words. (Show the wordcard of the word "precaution".)</p> <p>- Repeat after me "precaution".</p>		
			- precaution



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the sentence cards on the board.)</p> <p>°We have taken all the <u>precautions</u> we can against the painting being stolen.</p> <p>°<u>precaution</u> is better than care.</p> <p>- Look at these sentences, and read them.</p> <p>- Can you tell me what the word "precaution" means?</p> <p>- That's right. What should we take precaution?</p> <p>- Good.</p> <p>(Show the wordcard of the word "inflict")</p> <p>- Repeat after me "inflict".</p> <p>(Stick the sentence cards on the board.)</p>	<p>(Read the sentences.)</p> <p>- Being careful.</p> <p>- Crossing the road, the pocket money etc.</p> <p>- inflict</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The teacher <u>inflicted</u> on her students because they did not do their homework.</p> <p>The court <u>inflicted</u> on my friend because he drove over speed limit.</p> <ul style="list-style-type: none"> <li>- Look at these sentences, and read them</li> <li>- Can you tell me what the word "inflict" means?</li> <li>- That's right. Why are people punished or inflicted?</li> <li>- Right. What is the kind of mistake?</li> <li>- If you make any kind of mistake, you will be .....</li> <li>- If you make a mistake about the law or break the law, what kind of punishment will you get?</li> </ul>	<p>(Read the sentences.)</p> <ul style="list-style-type: none"> <li>-punish.</li> <li>- Because they make a mistake.</li> <li>- Every kind of mistake.</li> <li>- inflicted</li> <li>- Being fined or being jailed.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- For the punishment about breaking the law, we use this vocabulary. (Show the wordcard of the word "penalty")</li> <li>- Repeat after me "penalty".</li> <li>- Can you tell me what it means?</li> <li>- And if it is the punishment about the rule such as the instruction of sports, is it penalty?</li> <li>- That's right. Penalty is the punishment for breaking .....</li> <li>- Now, let's study an interesting structure.</li> </ul>	<ul style="list-style-type: none"> <li>- penalty</li> <li>- Punishment for breaking the law.</li> <li>- Yes, it is.</li> <li>- the law and the rule.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the sentence card on the board.)</p> <ul style="list-style-type: none"> <li>◦ My friend was bitten by a dog.</li> <li>- Can you tell me which structure is this sentence?</li> <li>- Good. What is the tense of this passive voice?</li> <li>- Please write the pattern of this sentence on the blackboard.</li> <li>-Right, can you write the active voice of this sentence?</li> <li>- Very good. Now look at thees sentences?</li> </ul> <p>(Stick the sentence cards on the board.)</p>	<ul style="list-style-type: none"> <li>- Passive Voice.</li> <li>- Past Tense.</li> </ul> <p>(Write the pattern of the sentence on the blackboard.)</p> <p>(Write the active voice sentence on the blackboard.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>A. The dog has bitten my friend.</p> <p>B. My friend has been bitten by the dog.</p> <ul style="list-style-type: none"> <li>- Which sentence is active voice?</li> <li>- Why is it active voice?</li> <li>- Which sentence is passive voice?</li> <li>- Why is it?</li> <li>- That's right.</li> <li>- Can you tell me what tense are these sentences?</li> <li>- How do you know it is perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence A.</li> <li>- Because the subject "the dog" can do the action.</li> <li>- Sentence B</li> <li>- Because the subject "my friend" can't do the action.</li> <li>- Present Perfect Tense.</li> <li>- The verb of sentence A is verb to have followed by past participle.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good. Now can you tell me how to change sentence A to sentence B?</p> <p>- Please write the pattern of both sentences on the blackboard.</p> <p>- Very good. (Stick the chart on the board.)</p> <p>1. The thief has stolen a radio at MBK Department Store.</p> <p>2. The teacher has punished the lazy students.</p>	<p>- Begin sentence B with the object of sentence A, use verb to have, add "been" and preposition "by", and end the sentence with the subject of sentence A.</p> <p>(Write the pattern of both sentences on the blackboard.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. The glassed have been broken in the kitchen.</p> <p>4. This road has been built since 1980.</p> <p>5. I have eaten some cake and some milk for my breakfast.</p> <p>- Please tell me what are the subjects or the objects of these sentences.</p> <p><u>Practice (30 mins.)</u></p> <p>- Open the book at page 13, and read the first paragraph carefully. After you finish reading, I have some questions to ask you.</p>	<p>(Tell what are the subjects or the objects of the sentences.)</p> <p>(Read silently.)</p> <p>(Answer the questions after reading each paragraph.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Ask the following questions after the students finish reading each paragraph.</p> <p>P I</p> <ol style="list-style-type: none"> <li>1. Where do these incidents happen?</li> <li>2. Why did many large stores have to increase their safety measures?</li> <li>3. What did these large stores increase?</li> <li>4. What technical instruments do many large stores use to decrease shoplifting?</li> </ol> <p>F II</p> <ol style="list-style-type: none"> <li>5. What happened to one large store last year?</li> </ol>		



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>6. What will people be expected to do in order to protect the stores from cheques that "bounce"?</p> <p>P III</p> <p>7. Is shoplifting restricted to a particular social class?</p> <p>8. What kinds of people commit shoplifting?</p> <p>P IV</p> <p>9. How do the courts help prevent shoplifting?</p> <p>10. Is shoplifting still a problem at present?</p> <p><u>The control group</u></p> <p>- After you finish reading the passage,</p> <p>I would like you to divide into a seven</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>persen group. Then help together to rewrite the whole story again.</p> <p>Remember you have to cover these following points.</p> <ul style="list-style-type: none"> <li>◦ Where was the story happened?</li> <li>◦ Who were the people in the story?</li> <li>◦ What was the problem in the story?</li> <li>◦ How was the problem solved?</li> </ul> <p>- Have you finished writing the story? - Yes.</p> <p>- Now, each group elects one of your members to read the story that you have just written.</p> <p>(When every elected student finishes reading, the teacher discusses with</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>the students which story is correct and which group rewrite the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the passage, I would like you to divide into a seven - person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p> <ul style="list-style-type: none"> <li>◦ Where was the story happened?</li> <li>◦ Who were the people in the story?</li> <li>◦ What was the problem in the story?</li> <li>◦ How was the problem solved?</li> </ul>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Then elect one of your members in your group to retell the whole story in front of the class.</li> <li>(When every elected student finishes retelling in front of the class, the teacher discusses with the class which group retells the best and why that group retells the best.)</li> </ul> <p><u>Evaluation (20 mins.)</u></p> <ul style="list-style-type: none"> <li>- Now, you'll have to do these exercises .</li> <li>(Give the exercise sheet to the students.)</li> </ul>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1) Write "T" in front of the correct statements and "F" in front of the incorrect ones according to the story.</p> <p>...1. There was a rise in shoplifting last year.</p> <p>...2. Shop detectives catch thousands of shoppers a day.</p> <p>...3. Shoplifters are caught when they pay for good with bouncing cheques.</p> <p>...4. One technique to help catch shoplifters is to use television monitors.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>...5. One large store lost as much money from shoplifting as from accepting bad cheques.</p> <p>...6. In large London shops, customers must pay for goods by cheques.</p> <p>...7. Shoplifters are people from many different occupations.</p> <p>...8. The courts are trying to help reduce shoplifting.</p> <p>...9. Shoplifters who get caught will only have to pay fines.</p> <p>...10. Shoplifting is still a problem in London.</p>		

2) Circle the best answer.

1. The phrase "keep an eye on" (line 3) means .....
  - a. get
  - b. welcome
  - c. serve
  - d. watch
2. The word "briefed" (line 5) means .....
  - a. informed
  - b. watched
  - c. helped
  - d. asked
3. The phrase "double their security precautions" (line 1) means .....
  - a. have more closed counters.
  - b. increase their safety measures.
  - c. increase the number of incidents.
  - d. have more shoppers crowding the counters.
4. The phrase "are now inflicting very heavy penalties" (lines 14-15) means .....
  - a. are watching quite closely
  - b. are giving out heavy punishments
  - c. are giving people bouncing cheques
  - d. are introducing a new way of selling
5. The word "boom" (line 17) refers to the increase in .....
  - a. fines
  - b. shoplifting
  - c. penalties
  - d. the size of their shops

6. Shop detectives have to be alert .....

  - a. all day long
  - b. only during the lunch hour
  - c. only during the busy hours
  - d. whenever the shops are crowded

7. According to the passage, the stores try to solve their problems mainly by using more .....

  - a. shoppers
  - b. counters
  - c. shoplifters
  - d. detectives

8. The courts ..... the increase in shoplifting.

  - a. are responsible for
  - b. know very little about
  - c. do not pay attention to
  - d. are very concerned about

9. The best title for this passage would be .....

  - a. A New Kind of Industry
  - b. A New Interesting Crime
  - c. Attempts to Decrease Shoplifting
  - d. Why Shoplifting Should Be Prevented

10. According to the passage , we can infer that .....

  - a. the courts know little about the crime
  - b. most shops do not like open counters
  - c. most shops use video cameras to help customers
  - d. it isn't successful to prevent the crime



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>- Now, I would like you to divide into a five-person group. Then discuss about other ways to prevent shoplifting besides the ones mentioned in the passage. After that one of your members in your group talk about the idea your group gets in front of the class.</p>		

## PASSAGE 12

## I. Reading contest

A READING contest has been organized by Best Books Co.Ltd. in cooperation with the Linguaphone Institute of London on August 24 at the AUA auditorium. Students from secondary high schools of M.4-M.6 levels are eligible to participate. students are required to read a passage in English aloud and the first prize of a Linguaphone set and 1,000 baht will be awarded to the winner. The second prize is a linguaphone set and 500 baht while the runners-up will receive English books and 200 baht each.

The panel of judges is headed by Prof.A.C.Gimson, from University College of London.

Certificates will be awarded to honour the winning students and schools.

## II. Essay contest on year of human environment theme

ESCAP has named this year as the "Year of Human Enviornment in Asia." In order to promote public awareness of the importance of our enviornment. ESCAP and the National Environment Board will jointly organize an essay contest for high school and college or university students.

The topic for high school students is "Environment and What It Means to Me." The essay should not be longer than 1,500 words and the winner will receive US\$50 and a certificate. For college or university students, the topic is "Environment and Development. Two

Sides of the Same Coin," with a length not exceeding than 2,500 words. The winner will receive a cash award of US\$100. The essay can be written in Thai or English and please submit your entries to the Division of Information and Environment Promotion. National Environment Board, Soi Prachasamphun 4, Rama VI Road, Bangkok 10400. The deadline is August 31. For more details, phone 278-5467.

Class	M.5/2, 5/3
No. of Students	60
Date	30 August 1990
Time	90 minutes
Content	Passage 12 in Practice in Comprehension, p.56
Aids	Newspapers, Wordcards, Pictures, Real things, Sentence Strips
Assumption	Students already know the following words : contest, promote, require, organize, environment, and they also know the basic structure of Passive Voice (Present Perfect Tense.)

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u> Students must be to read, comprehend and complete the table correctly.</p> <p><u>Enabling Objectives</u> 1. Students must be able to tell the meaning of the words : eligible, panel, submit, exceeding, public awareness. 2. Students must be able to recognize and correctly give the</p>	<p><u>Presentation (20 mins.)</u> - Class, have you ever read an English newspaper? - Which column do you read? (Give the newspaper to the students.) - Open the newspaper, and look inside it. - What columns are there in the newspaper? - Which columns is the most important in the newspaper? - Why do you think it is the most important?</p>	<p>- Yes, I have.  (Tell the columns they read.)  (Open and look inside the newspaper.) - Advertisement, cartoon, news etc. - The news.  - It gives me knowledge, or etc.</p>	<p>Students complete the table.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>pattern of Comparative Degree.</p>	<ul style="list-style-type: none"> <li>- Is the news useful for us?</li> <li>- So today let's read some pieces of news in the newspaper.</li> <li>- Before reading the news, I would like you to review some vocabularies. (Show the wordcard of the word "contest".)</li> <li>- Please read it.</li> <li>- What does it mean?</li> <li>- Yes, it means competition.</li> <li>- What will you be if you win the contest.</li> <li>- And what will you get if you are a champion?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, ti is.</li> <li>- contest.</li> <li>- การแข่งขัน</li> <li>- A champion.</li> <li>- A prize.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the wordcard of the word "promote".)</p> <ul style="list-style-type: none"> <li>- Read it, please.</li> <li>- What does it mean?</li> <li>- Right, it means introduce or support.</li> <li>- Do you know what are the popular projects that the government tries to promote nowadays?</li> <li>- Good. Next look at this word.</li> </ul> <p>(Show the wordcard of the word "require".)</p> <ul style="list-style-type: none"> <li>- Please read it.</li> <li>- What does it mean?</li> <li>- Can you give me some sentences with the word "require"?</li> </ul>	<ul style="list-style-type: none"> <li>- promote</li> <li>- It means introduce.</li> <li>- Stopping smoking cigarettes, AIDS, etc.</li> <li>- require</li> <li>- want</li> </ul> <p>(Tell the sentences with the word "require".)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the wordcard of the word "organize".)</p> <ul style="list-style-type: none"> <li>- Read it, please.</li> <li>- Can you tell me what the meaning of "organize" is?</li> <li>- Right, it means to form parts into a whole.</li> <li>- What kind of word is it?</li> <li>- What is the noun of it?</li> <li>- What does "organization" mean?</li> <li>- Good. Next look at another word.</li> </ul> <p>(Show the wordcard of the word "environment".)</p> <ul style="list-style-type: none"> <li>- Please read it.</li> </ul>	<ul style="list-style-type: none"> <li>- organize</li> <li>- รวบรวมกัน</li> <li>- Verb</li> <li>- organization</li> <li>- องค์การ</li> <li>- environment</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <p>- What does it mean?</p> <p>- You are students. What environment are you in?</p> <p>-Right.</p> <p>(Stick the sentence cards on the board.)</p> <ol style="list-style-type: none"> <li>1. They ... me to appear at the show tonight.</li> <li>2. Children need a happy home .....</li> <li>3. I ..... with them for the first prize.</li> <li>4. How can we ..... the sale of this product?</li> <li>5. He is trying to .... their closed friends to be the comittee of the club.</li> </ol>	<p>Students</p> <p>- surrounding</p> <p>- School.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Next, I would like you to choose the word to fill in these sentence cards. (After the students finish doing the exercise, the teacher checks the correct answers with them.)</p> <p>- Next, let's study some interesting words. (Show the wordcard of the word "eligible".)</p> <p>- Repeat after me "eligible". (Stick the sentence cards on the board.)</p> <p>° Pui is <u>eligible</u> to be Miss Universe because she is beautiful and wise.</p>	<p>(Choose the word and stick the wordcards on the sentence cards.)</p> <p>- eligible.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>° General Chumlong Srimueng is <u>eligible</u> to be the governor of Bangkok because he is a very good man.</p> <p>-Read these sentences, and tell me the meaning of the word "eligible",</p> <p>-That's right.</p> <p>- Who do you think to be eligible to join English club?</p> <p>(Show the wordcard of the word "panel".)</p> <p>- Repeat after me "panel".</p> <p>(Stick the sentence cards on the board.)</p> <p>° My friend is one of the <u>panel</u> of judges for this contest.</p>	<p>- suitable to be chosen.</p> <p>- Anyone who can speak English.</p> <p>- panel</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>◦ The <u>Panel</u> of the National Health Service are headed by the doctors.</li> <li>- Can you tell me what "panel" means?</li> <li>- Right, how many persons are there in the panel?</li> </ul> <p>(Show the wordcard of the word "Submit".)</p> <ul style="list-style-type: none"> <li>- Repeat after me "submit".</li> </ul> <p>(Stick the sentence cards on the board.)</p> <ul style="list-style-type: none"> <li>◦ He will <u>submit</u> a memorandum to his boss this afternoon.</li> <li>◦ I <u>submit</u> a new plan to the committee.</li> </ul> <ul style="list-style-type: none"> <li>- Can you tell me what is the meaning of "submit"?</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>- Committee</li> <li>- More than one person.</li> </ul> <ul style="list-style-type: none"> <li>- submit</li> </ul> <ul style="list-style-type: none"> <li>- เสนอ, ส่ง</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Right. It means to send or to propose.</p> <p>- Next, please write the sentences with "submit" on the blackboard.</p> <p>(Show the wordcard "public".)</p> <p>- Please read it.</p> <p>- Can you tell me its meaning?</p> <p>- Right.</p> <p>(Show the wordcard "aware".)</p> <p>- Repeat after me "aware".</p> <p>(Stick the sentence cards on the board.)</p> <p>o The students are <u>aware</u> of the important of the final exam.</p> <p>o I am <u>aware</u> how you must feel.</p>	<p>(Write the sentences on the blackboard.)</p> <p>- public</p> <p>- It means privacy or general people.</p> <p>- aware</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Can you tell me what the meaning of "aware" is? (Show the wordcard "awareness".)</p> <p>- "Awareness is the noun of "aware".</p> <p>- Can you tell me what the meaning of "Awareness" is? (Show the wordcard "public awareness".)</p> <p>- Now, can you tell me what "public-awareness" means? (Show the wordcard "exceeding".)</p> <p>-Repeat after me "exceeding". (Stick the sentence cards on the board.)</p> <p>° The price must not be <u>exceeding</u> 10 baht.</p>	<p>- Know or understand.</p> <p>- Having or showing understanding.</p> <p>- Having or showing understanding about general people.</p> <p>- exceeding.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>o You are not <u>exceeding</u> the legal speed limit.</p> <p>- Can you tell me what "exceeding" means?</p> <p>- Next, I would like you to study an interesting structure. (Show the pencils.)</p> <p>- Is this red pencil long?</p> <p>- Is this green pencil long?</p> <p>- The red pencil is longer than the green pencil, or the green pencil is shorter than the red pencil. (Write the sentences on the blackboard.)</p> <p>o The red pencil is <u>longer than</u> the green pencil.</p>	<p>- More than.</p> <p>- Yes, it is.</p> <p>- No, it is short.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>° The green pencil is <u>shorter than</u> the red pencil.</p> <p>(Call the students to stand in front of the class.)</p> <p>-What is "A" like?</p> <p>- And what is "B" like?</p> <p>- "A" is taller than "B", or "B" is shorter than "A".</p> <p>(Write the sentence on the blackboard.)</p> <p>°A is taller than B.</p> <p>°B is shorter than A.</p> <p>- Do you know what these sentences are used for?</p> <p>- Yes, they are used for comparison.</p>	<p>- He is tall.</p> <p>- He is short.</p> <p>- ใ้เปรียบเทียบ</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-What do we compare between the two pencils?</p> <p>- And what do we compare between the two students.</p> <p>- What kind of word do we use to compare?</p> <p>- How is the adjective word changed when we use it to compare?</p> <p>-That's right. How many things or persons are compared?</p> <p>- When we compare two things, two persons or two animals, we compare in the form of comparative degree. (Write the word "comparative degree" on the blackboard.)</p>	<p>- Length</p> <p>- Height.</p> <p>- Adjective.</p> <p>- Put "-er" after adjective.</p> <p>- Two.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Look at the sentences again. Which word is followed comparative adjective?</p> <p>- That's right.</p> <p>(Stick the sentence cards on the blackboard.)</p> <ol style="list-style-type: none"> <li>1. This red hat is older than that green one.</li> <li>2. A tiger is bigger than a cat.</li> <li>3. This street is narrower than that one.</li> <li>4. The green hat is newer than the red one.</li> </ol>	- than	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>5. A cat is smaller than a tiger.</p> <p>6. That street is wider than this one.</p> <p>(Stick the pictures on the board.)</p> <p>- Read these sentences, and look at these pictures. Then you come out and choose the correct picture to match the sentence.</p> <p><u>Practice (30 mins.)</u></p> <p>- Open your book at page 56, and read it carefully.</p> <p>- Before reading passage A and B, read these questions and answer them after you finish reading.</p>	<p>(Read the sentences, and choose the picture to match the sentence.)</p> <p>(Read silently, and answer the questions after finishing reading the passages.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board.)</p> <ol style="list-style-type: none"> <li>1. What is the candidate for the reading contest supposed to do in order to get the prize?</li> <li>2. Who are eligible for the essay contest?</li> <li>3. What does "Two Sides of the Same Coin" means?</li> </ol> <p><u>The control group</u></p> <p>- After you finish reading the news, I would like you to divide into</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>an eight-person group. Then help together to rewrite the whole story again for each piece of news.</p> <p>Group 1 and 2 rewrite the news A.</p> <p>Remember you have to cover these following points.</p> <p>(Stick the chart on the board.)</p> <ol style="list-style-type: none"> <li>1. What is the article about?</li> <li>2. By whom is the contest organized?</li> <li>3. When and where will it take place?</li> <li>4. What are the qualifications required for the applicants?</li> <li>5. What are the applicants required to obtain the award?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>6. What are the prizes of the contest?</p> <p>- Group 3 and 4 rewrite the news B.</p> <p>Remember you have to cover these following points.</p> <p>(Stick the chart on the board.)</p> <ol style="list-style-type: none"> <li>1. What is the article about?</li> <li>2. By whom is the contest organized?</li> <li>3.. What are the qualifications required of the applicants?</li> <li>4. What are the topics of the essays?</li> <li>5. What are the prizes of the contest?</li> <li>6. When is the deadline for the application?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>-Have you finished writing the story?</p> <p>- Now, each group elects one of your members to read the story you have just written in front of the class.</p> <p>(When every elected student finishes reading, the teacher discusses with the students which story is correct and which group rewrites the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the news, I would like you to divide into an eight-person group, and retell the story that you have read among</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Your friends in your group. Group 1 and group 2 retell the news A.</p> <p>Remember you have to cover these following points.</p> <p>(Stick the chart on the board.)</p> <ol style="list-style-type: none"> <li>1. What is the article about?</li> <li>2. By whom is the contest organized?</li> <li>3. When and where will it take place?</li> <li>4. What are the qualifications required for the applicants?</li> <li>5. What are the applicatns required to do to obtain the award?</li> <li>6. What are the prizes of the contest?</li> </ol>		



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Group 3 and group 4 retell the news</p> <p>B. Remember you have to cover these following points.</p> <p>(Stick the chart on the board.)</p> <ol style="list-style-type: none"> <li>1. What is the article about?</li> <li>2. By whom is the contest organized?</li> <li>3. What are the qualifications required of the applicants?</li> <li>4. What are the topics of the essays?</li> <li>5. What are the prizes of the contest?</li> <li>6. When is the deadline for the application?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Then elect one of your members in your group to retell the whole story in front of the class.</li> </ul> <p>(When every elected student finishes retelling in front of the class, the teacher discusses with the class which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins.)</u></p> <ul style="list-style-type: none"> <li>- Now , you'll have to complete these tables.</li> </ul> <p>(Give the exercise sheets to the students.)</p>		



Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Transfer (20 mins.)</u></p> <p>(Give the students the sentence strips of the news that the teacher selects from the newspaper, and give the sheets of three persons with their qualiatics.)</p> <p>- Now I would like you to divide into a five-person group. Then help together to rearrange these sentence strips into a correct order. After that choose one person to read the news to your friends.</p>		

PASSAGE 8

The Muppets

"The Muppets" is a daily children's puppet show on American television. Popular characters are Miss Piggy, Kermit the Frog, Fozzie the Bear, and others. These puppet actors run their own TV show. Kermit is the "Director" and the other puppets call themselves the "actors". However, real people are actually controlling the puppet show.

I THE MUPPETS IN SUMMER

II THE MUPPETS IN WINTER



Class M.5/2, 5/3  
No. of Students 60  
Date 6 September 1990  
Time 90 minutes  
Content Passage 8 in Practice in Comprehension, p.38-39.  
Aids Wordcards, Sentence cards, Worksheet, Comic stripes from the newspaper.  
Assumption Students already know the following words : chill, tough, yacht, crystal, and they also know the basic structure of Relative Clause.

Objective	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objectives</u></p> <p>Students must be able to read, comprehend, do the comprehension exercise, and tell the humour points.</p> <p><u>Enabling Objectives</u></p> <p>1. Students must be able to tell the meaning of the words : excluding, elements, flutter, snowflake, YA HOO!</p> <p>WHOO! WHOOP! WEE! HAH!</p>	<p><u>Presentation (20 mins)</u></p> <p>(Give the English newspaper to the students)</p> <p>- You have read the English newspaper, haven't you?</p> <p>- What have you read in the English newspaper?</p> <p>- Now, open the English newspaper I gave you.</p> <p>- If you want to relax or to laugh, which part or which column will you read?</p> <p>- Yes, it is cartoon or comic strips.</p> <p>- What will you get when you read the comic strips?</p>	<p>- Yes, I have.</p> <p>- News, etc.</p> <p>- I will get fun or humour.</p>	<p>Students do the comprehension exercise and tell the humour point of the story.</p>

Objective	Procedure		Evaluation
	Teacher	Students	
<p>2. Students must be able to recognize and correctly use the pattern of "What + a (an) + adj + N. + V."</p>	<ul style="list-style-type: none"> <li>- And what else?</li> <li>- Yes, you will get humour, the common English language and the culture.</li> <li>- Today let's read the comic strips for fun.</li> <li>- Before reading, I would like you to review some words.</li> <li>(Show the wordcard of the word "chill, tough, yacht, crystal" Let the students pronounce these words, and give their meaning. Then stick the sentence cards, tell the students to choose the wordcards that were pronounced to complete the sentences)</li> </ul>	<ul style="list-style-type: none"> <li>- The language, the culture.</li> <li>(Pronounce the words, give the meaning and do the quiz)</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. You should wear thick clothes because there is a _____ in the air.</p> <p>2. She collects _____ wine glasses for her hobby.</p> <p>3. He is a millionaire. He has many _____.</p> <p>4. I can't do this exercise because it is very _____.</p> <p>(Check the answers with the class when they finish.)</p> <p>- Let's study some vocabularies.            (Write the word "YA HOO!", "WHOO!            WHOO! WEE! HAH!" on the blackboard)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Repeat after me "YA HOO!", "WHOOOP!", "WHOOOP! WHOOP! WEE! WHOOP! WEE! HAH!"</li> <li>- What kind are these words</li> <li>- How do you know they are exclamation words?</li> <li>- How do you feel when you say these words?</li> <li>(Show the picture of cartoon with these words.)</li> <li>- Look at the persons in this cartoon.</li> <li>- How do they feel?</li> <li>- Right,</li> <li>- (Give the worksheets to the students.)</li> <li>- Please read these words and choose them to complete the sentences below.</li> </ul>	<ul style="list-style-type: none"> <li>- "YA HOO!", "WHOOOP! WHOOP! WEE! HAH!"</li> <li>- Exclamation words.</li> <li>- Follow by exclamation mark.</li> <li>- I don't know.</li> <li>- They feel cheerful or enjoyable</li> </ul> <p>(Read, understand the meaning and do the exercise.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- excluding (prep.) - not counting</p> <p><u>Example</u> : The price for the hotel room is 500 baht, <u>excluding</u> breakfast.</p> <p>.elements (n) - natural force like heat, cold, deep water, lack of food etc.</p> <p><u>Example</u> : In spite of the terrible storm, he walked on, quite careless of the <u>elements</u>.</p> <p>. flutter (V) 7 move gently and quickly like a bird flapping its wings.</p> <p><u>Example</u> : The flag fluttered in the wind.</p> <p>. Snowflake (n) - small, flat particles of snow</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Example</u> : If I go aboard, I will catch the <u>snowflake</u> with my hands while it is snowing.</p> <p><u>Exercise</u> : <u>Choose the word to complete the sentences.</u></p> <ol style="list-style-type: none"> <li>There are 50 people at the party, _____ me.</li> <li>The dead leaves _____ from the trees when it is windy.</li> <li>He is a patient man because he grows up in the hard _____.</li> <li>I can't go out because of the heavy snow, so I like to sit at the window _____ to see _____ falling down.</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(After finishing the exercise, the teacher checks the correct answers with the students.)</p> <p>(Write the word "'em" on the board.)</p> <ul style="list-style-type: none"> <li>- Look at this word. Can you guess which word it is abbreviated from?</li> <li>- It is abbreviated from "them".</li> </ul> <p>(Write the sentences on the blackboard.)</p> <ul style="list-style-type: none"> <li>. What about 'em?</li> <li>. How about 'em?</li> <li>- Can you write the full sentences?</li> </ul> <p>- Now, let's study the interesting structure.</p> <p>(Write the sentence on the blackboard.)</p>	<p>(Guess the words.)</p> <p>(Write the full sentences on the blackboard.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What a tough life a fish has!</li> <li>- Which word is at the beginning of the sentence?</li> <li>- Is this sentence question?</li> <li>- How do you know it isn't question?</li> </ul>	<ul style="list-style-type: none"> <li>- what,</li> <li>- No, it isn't.</li> <li>- It has no question mark at the end of the sentence, and the order of the sentence isn't in the form of a question.</li> </ul>	
	<ul style="list-style-type: none"> <li>- What is the punctuation at the end of the sentence?</li> <li>- So what kind of sentence is it?</li> <li>- What kind of word is after "what"?</li> <li>- How many nouns are there?</li> <li>- What are they?</li> <li>- Which noun is the subject?</li> <li>- What is a tough life?</li> </ul>	<ul style="list-style-type: none"> <li>- Exclamation mark.</li> <li>- Exclamation sentence.</li> <li>- Noun.</li> <li>- Two nouns.</li> <li>- A tough life and a fish.</li> <li>- A fish.</li> <li>- Object,</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What is a verb?</li> <li>- How, can you write the pattern of this sentence on the blackboard?</li> <li>- Can you arrange this sentence in the statement form?</li> <li>- Now, can you tell me the meaning of the sentence "What a tough life a fish has!"</li> <li>- That's right.</li> <li>- How, please tell the meaning of these sentences.</li> </ul> <p>(Stick the sentence cards on the board)</p> <ul style="list-style-type: none"> <li>. What a beautiful girl she is!</li> <li>. What a difficult exercise he does!</li> <li>. What a lot of bread they eat!</li> </ul>	<ul style="list-style-type: none"> <li>- Has.</li> </ul> <p>(Write the pattern : What + obj. + subj. + V.)</p> <p>(Write the statement on the blackboard)</p> <ul style="list-style-type: none"> <li>- A fish has a tough life.</li> </ul> <p>(Tell the meaning of the sentences.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice (30 mins)</u></p> <p>(Give the sheets to the students.)</p> <p>- Before reading these comic strips, I would like to introduce something about them to you. Please read it, it helps you to understand the comic strips better.</p> <p>I. The Muppets in Summer</p> <p>Fishing is a popular American sport. Good friends go fishing to relax together, talk about life, and have fun even if they never catch any fish.</p>	<p>(Read silently)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>II. <u>The Muppets in Winter</u></p> <p>Thick snow is considered very beautiful and romantic to look at in Western countries. However, when you're sitting in the snow, it is very cold and unpleasant.</p> <p>In this story, the Leading lady, Miss Piggy, is in love with Kermit and always looks for an opportunity to express her love for him; however Kermit usually wants to escape her romantic advances.</p> <p>- Have you finished reading about some culture knowledge?</p>		
			- Yes,

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, open you book at page 38, and read it carefully.</p> <p><u>The control group</u></p> <p>- After you finish reading the cartoon, I would like you to divide into a seven-person group. Then help together, to rewrite the whole story again.</p> <p>- Group 1 and group 2 rewrite the first cartoon strip "The Muppets in Summer"</p> <p>Remember you have to cover these following points.</p> <p>(Stick the chart on the board)</p>	<p>(Read silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I. <u>The Muppets in Summer</u></p> <ol style="list-style-type: none"> <li>1. Who are the fishermen?</li> <li>2. What is Fozzie concerned about?</li> <li>3. What are some of the hardships a fish has, according to Fozzie?</li> <li>4. How does Fozzie feel towards fish?</li> <li>5. What is funny in this comic strip?</li> </ol> <p>- Group 3 and group 4 rewrite the second cartoon strip "The Muppets in Winter"</p> <p>Remember you have to cover these following points: (Stick the chart on the board.)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>II. <u>The Muppets in Winter</u></p> <ol style="list-style-type: none"> <li>1. Who are the characters in this comic strip?</li> <li>2. Why is Miss Piggy so happy?</li> <li>3. Why does Miss Piggy mean by "the romantic chill in the air"?</li> <li>4. Where is the snow really falling?</li> <li>5. What is the humour point in this comic strip?</li> </ol> <p>- Have you finished writing the story?</p> <p>- Now, each group elects one of your members to read the story that you have just written.</p> <p>(When every elected student finishes</p>		
			- Yes.

reading, the teacher discusses with the

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>class which story is correct, and which group rewrite the best)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the cartoon, I would like you to divide into a seven-person group, and retell the story that you have read among your friends in your group.</p> <p>Group 1 and group 2 retell the first cartoon strip "The Muppets in Summer"</p> <p>Remember You have to cover these following points.</p> <p>(Stick the chart on the board)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>I. <u>The Muppets in Summer</u></p> <ol style="list-style-type: none"> <li>1. Who are the fishermen?</li> <li>2. What is Fozzie concerned about?</li> <li>3. What are some of the hardships a fish has, according to Fozzie?</li> <li>4. How does Fozzie feel towards fish?</li> <li>8. What is funny in this comic strip?</li> </ol> <p>- Group 3 and group 4 retell the second cartoon strip, "The Muppets in winter"</p> <p>Remember you have to cover these following points.</p> <p>(Stick the chart on the board)</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>II. <u>The Muppets in Winter</u></p> <ol style="list-style-type: none"> <li>1. Who are the characters in this comic strip?</li> <li>2. Why is Miss Piggy so happy?</li> <li>3. Why does Miss Piggy mean by "the romantic chill in the air"?</li> <li>4. Where is the snow really falling?</li> <li>5. What is the humour point in this comic strip?</li> </ol> <p>- Then elect one of your members in your group to retell the whole story in front of the class.</p> <p>(When each elected student finishes retelling in front of the class, the teacher discusses with the students</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins.)</u></p> <p>(Give the exercise sheets to the students.)</p> <p>- Now, you'll have to answer the following questions.</p>		



Circle the best answer.

I. The Muppets in Summer

1. The funny point in this comic strip is that....
  - a. the bear and the frog go fishing,
  - b. the fish go on the yacht.
  - c. the fish has better time than they think.
  - d. it is very tough to catch the fish.
2. What is the tough life of the fish in this comic strip?
  - a. Elements of natural force.
  - b. Trying to catch other fish.
  - c. The owner of the yacht.
  - d. The fisherman in the big ship.
3. How do the fish feel?
  - a. Anxious
  - b. Cheerful
  - c. Unhappy
  - d. Difficult
4. The phrase "What a tough life a fish has!" means...
  - a. What does a fish has?
  - b. What kind of life does a fish have?
  - c. A Fish has a long life.
  - d. A fish has a tough life.
5. The word "'em" in the sentence "What about 'em?" refers to
  - a. the fishermen
  - b. the fish
  - c. the yachts
  - d. the frog and the bear

## II. The Muppets in Winter

6. The humour point in this comic strip is ....
  - a. the delight with snow against the broken roof
  - b. Miss Piggy has love on his mind.
  - c. The romantic love in snow.
  - d. the Christmas party covered with snow.
  
7. Why does Miss Piggy say "the romantic chill in the air"?
  - a. She feels happy and cold.
  - b. She expresses her love.
  - c. She like snowflakes a lot.
  - d. She will have the Christmas party.
  
8. Where is the snow really falling down?
  - a. Outside the house.
  - b. On the door.
  - c. In the house.
  - d. On the roof.
  
9. The word "crystal snowflake" means...
  - a. the natural mineral
  - b. the white falling snow
  - c. the shining falling snowflake like crystal
  - d. the white and cold snowflake

10. The word "us" refers to ...
- a. Miss Piggy and the blanket.
  - b. Miss Piggy and the snowflake.
  - c. Miss Piggy and Kermit.
  - d. Miss Piggy and the roof.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(After the students finish their exercise the teacher checks the correct answers with the class.)</p> <p><u>Transfer (20 mins)</u></p> <p>(Give the comic strip from the newspaper to the students.)</p> <p>- Now, I would like you to divide into a five - person group, help together to write the dialogues in the bubbles in the last picture of the comic strip</p> <p>Then one of your members in your group read your dialogue in front of the class. Which is the most interesting dialogue.</p>		

## PASSAGE 5

A twelve-year-old school girl, Sharon Smylie, dialled a wrong number and saved a life.

A woman at the other end of the line cried weakly. "Please get help, I'm dying. "She tried to give her address: "Number 45... Road Galgorm..." Then there was silence, as if the phone had fallen.

The little girl was alone at home and frightened, but she remained relaxed. She knew that there was an emergency number she could call for local help and that she must act swiftly. She carefully dialled the special number-- 999. The policeman who took the call acted immediately. A local guidebook was searched for all the streets in Galgorm with a house number 45. Voters lists also helped. Soon police cars were checking out 18 possibilities.

On Fenaghy Road a couple of policemen spotted a full milk bottle on the doorstep of house number 45. The curtains were drawn shut. No one answered the door.

Police checked with the telephone exchange, and made a call to the house. The line was "busy".

Minutes later the two policemen forced their way into the house. They found an 84-year-old widow, Mrs. Agnes Wilson, lying in bed, unable to move, the telephone hanging out of reach. "I'm so cold", was all she could say before she was taken to the hospital.

Of course, Sharon was the first to be notified. It was 105 minutes since she had called the police. The dark-haired school girl had been trying to call her school to ask about a ring she had lost when she luckily dialled the wrong number which saved the old woman's life.

Class	M.5/2, 5/3
No.of Students	60
Date	13 September 1990
Time	90 minutes
Content	Passage 5 in Practice in Comprehension, p.18.
Aids	Wordcards, Sentence cards, Chart
Assumption	Students already know the following words : spot, local, immediately, emergency number, and they also know the basic sentence of Noun Clause.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to read, comprehend and do the comprehension exercise,	<u>Presentation (20 mins.)</u> - Have you ever dialled a wrong number? - What happened to you? - Have you ever got good luck for dialling a wrong number? - Yes, most of us hardly got good luck when we dialled a wrong number. However, do you believe there was someone getting good luck for dialling a wrong number? - But it has happened already. The passage we will read today is about the story of a girl who got good luck for dialling a wrong number.	- Yes, I have (Tell the story that was happened) - No, never.	Students do the comprehension exercise.
<u>Enabling Objectives</u> 1. Students must be able to tell the meaning of the words : swiftly, relax, notify, voters' lists, and the phrase "forced their way into". 2. Students must be able to recognize and correctly use the pattern of "as...if"			

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Would you like to know who she is?</li> <li>- Let's read this passage.</li> <li>- Before reading the passage, I would like you to review some words. (Show the wordcard "emergency".)</li> <li>- Repeat after me "emergency".</li> <li>- What does it mean?</li> <li>- That's right. It means unexpected and dangerous happening.</li> <li>- Can you tell me something emergency? (Show the wordcard "emergency number.")</li> <li>- Now, what is the meaning of "emergency number"?</li> <li>- What is it?</li> </ul> <p>(Show the wordcard of the word "Spot")</p>	<ul style="list-style-type: none"> <li>- Yes, I would.</li> <li>- emergency</li> <li>- ฉุกเฉิน</li> <li>- Emergency door, emergency exit etc.</li> <li>- Emergency telephone number</li> <li>- 191, 199 etc.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Please read it.</li> <li>- Can you tell me what it means?</li> <li>- Good.</li> </ul> <p>(Show the wordcard of the word "local.")</p> <ul style="list-style-type: none"> <li>- Next, look at this word, and read it, please.</li> <li>- What does it mean?</li> </ul> <p>- Right, now look at it.</p> <p>(Show the wordcard of the word "immediately".)</p> <ul style="list-style-type: none"> <li>- Please read it.</li> <li>- What does it mean?</li> <li>- Very good</li> </ul>	<ul style="list-style-type: none"> <li>- Spot.</li> <li>- See or notice.</li> </ul> <ul style="list-style-type: none"> <li>- local</li> </ul> <ul style="list-style-type: none"> <li>- In the area near where someone lives.</li> </ul> <ul style="list-style-type: none"> <li>- immediately.</li> <li>- very quickly.</li> </ul>	

(Stick the sentence cards on the board.)

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. There are more _____ news than foreign news in "Thai Rat."</p> <p>2. A tall man is easy to _____ in a crowd.</p> <p>3. I came _____ after I received your telegram.</p> <p>4. When you see the accident of bad events, please call the police by dialling the _____.</p> <p>- Now, I would like you to choose the correct vocabulary to put in these sentences.</p> <p>Stick the wordcards on the sentence cards.</p> <p>(After the students finish doing the exercise, the teacher checks the correct answers with the students.)</p>	<p>(Choose the wordcards to stick on the sentence cards)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Now, let's study some vocabularies. (Show the wordcard of the word "swiftly")</p> <p>- Repeat after are "swiftly"</p> <p>(Stick the sentence cards on the board)</p> <p>. She ran <u>swiftly</u> because of the fierce dog,</p> <p>. She replied <u>swiftly</u> so she won the contest.</p> <p>- Can you tell me what the word "swiftly" means?</p> <p>- Right, and can you tell me what kind of word it is?</p> <p>- How do you know it is adverb?</p>	<p>- swiftly</p> <p>- Quickly or rapidly.</p> <p>- Adverb.</p> <p>- Because it ends with "ly" and follows verb to modify it.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good, now can you write the sentences with adverb "swiftly" on the blackboard?</p> <p>(Show the wordcard of the word "relax")</p> <p>- Repeat after me "relax".</p> <p>(Stick the sentence cards on the board)</p> <p>. The music will help to <u>relax</u> you when you get serious .</p> <p>. Don't worry, sit down and <u>relax</u>.</p> <p>- Can you tell me what "relax" means?</p> <p>- Right. What will you do when you want to relax.</p> <p>- Next, look at it.</p> <p>(Show the wordcard of the word "notify")</p>	<p>(Write the sentences on the blackboard)</p> <p>- relax.</p> <p>- rest of calm.</p> <p>(Tell their ways to relax)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Repeat after me. "notify". (Stick the sentence cards on the board)</p> <p>. I'll <u>notify</u> my lawyer to send you the appointment to the court.</p> <p>. Please <u>notify</u> the police of the quarrel It may be the cause of the crime.</p> <p>- Can you tell me what the meaning of "notify" is?</p> <p>- How to tell it formally or informally?</p> <p>- Yes, it means to tell someone formally.</p> <p>- Give me some examples when you will notify someone.</p> <p>- Very good.</p>	<p>- notify</p> <p>- Tell someone.</p> <p>- Formally.</p> <p>- When I see an accident, I will notify the police. I will notify the teacher when I see a student smoking. etc.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the wordcard "voters' lists")</p> <ul style="list-style-type: none"> <li>- Repeat after me "voters' lists",</li> <li>- Can you tell me the meaning of the word "vote"?</li> <li>- Right. What does "voter" mean?</li> <li>- Have you ever heard the word "shopping list"?</li> <li>- Now, look at the word "list" in this wordcard,</li> </ul> <p>(Show the wordcard of "voters' lists" again)</p> <ul style="list-style-type: none"> <li>- Can you guess what the list is about?</li> </ul>	<ul style="list-style-type: none"> <li>- Voters' lists</li> <li>- โหวต, ลงคะแนนเสียง</li> <li>- A person who can vote.</li> <li>- Yes, it is the names of something we write on the paper before going shopping.</li> <li>- It may about the names of the persons who can vote.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Right. It is the names and addresses of the persons who can vote in political elections.</li> <li>(Show the wordcard "forced their way into".)</li> <li>- Please read it.</li> <li>(Write the sentence "They forced their way into the house because they didn't have the keys for the locked door." on the blackboard)</li> <li>- Read this sentence.</li> <li>- Can you tell me what this phrase means?</li> <li>- Good, And can we change the word "their" to other word?</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>- forced their way into.</li> </ul> <p>(Read the sentence.)</p> <ul style="list-style-type: none"> <li>- Broke the door to go into the house.</li> <li>- Yes, it can be changes to other possessive adjective.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Can you give me some examples?</p> <p>- Right.</p> <p>- Now I would like you to study the structure.</p> <p>(Stick the chart on the board)</p> <p>1. He acts</p> <p>2. She talks as if</p> <p>3. He came in as though</p> <p>4. It looked</p>	<p>- His, her, my etc.</p> <p>he were a king.</p> <p>she knows everything in the world,</p> <p>he had seen a ghost.</p> <p>some strong force had pushed it up into the sky,</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Look at these sentences .</li> <li>- How many clauses are there in each sentence?</li> <li>- How are both clauses connected?</li> <li>- Good, what kind of word is "as if" (as though)?</li> <li>- Look at the sentences before "as if"</li> <li>- What tense are they?</li> <li>- Now, look at the sentences after "as if" (as though).</li> </ul>	<ul style="list-style-type: none"> <li>- Two clauses.</li> <li>- Use "as if" or " as though "to combine them.</li> <li>- conjunction</li> <li>- Sentences 1 and 2 are present tense, and sentence 3 and 4 are past tense.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What tense are they"</li> <li>- Can you tell me why some sentences are past tense, and some are past perfect tense?</li> <li>- Why aren't they in the balance tense?</li> <li>- Now read the sentences.</li> <li>- Are they true?</li> <li>- Yes, these sentences are not true, so the sentence with "as if" or "as though are more past.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences 1 and 2 are past tense, and sentence 3 and 4 are past perfect tense.</li> <li>- If the sentences before "as if" are past tense, the sentences after "as if" are past tense, but if the sentences before "as if" are past tense, the sentences after "as if" are past perfect tense.</li> <li>- I don't know.</li> </ul> <p>(Read the sentences.)</p> <ul style="list-style-type: none"> <li>- No, they aren't,</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Which sentence isn't true, the sentence before or after "as if"?</li> <li>- Next, look at the sentences before "as if" in the first sentence and the second sentence.</li> <li>- When did they happen?</li> <li>- Yes, they happened at present, so what tense are the untrue sentence after "as if"?</li> <li>- Right, now look at the sentences before "as if" in the third sentence and the fourth sentence.</li> <li>- When did they happen?</li> <li>- Yes, they happened in the past. What tense are the untrue sentences after "as if"?</li> </ul>	<ul style="list-style-type: none"> <li>- The sentence after "as if",</li> <li>- At present.</li> <li>- Past tense.</li> <li>- In the past.</li> <li>- Past perfect tense.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- That's right. We use past tense for the untrue sentence after "as if" when it happens at ...</li> <li>- And we use past perfect tense when it happened..</li> <li>- Now, please write some sentences with "as if" or "as though" on the blackboard.</li> </ul> <p style="text-align: center;"><u>Practice (30 mins)</u></p> <ul style="list-style-type: none"> <li>- Now, open your book at page 18, and read it carefully. Then answer the questions in the chart.</li> </ul> <p>(Stick the chart on the board)</p>	<p>Students</p> <ul style="list-style-type: none"> <li>- at present.</li> <li>- in the past,</li> </ul> <p>(Write the sentences on the blackboard)</p> <p>(Read silently, and answer the questions after reading the passage.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Guided Questions :</p> <ol style="list-style-type: none"> <li>1. What is this passage mainly about?</li> <li>2. Why did the girl make a call to the old woman's house?</li> <li>3. What did the woman try to say?</li> <li>4. What did the girl do to help?</li> <li>5. How did the police respond to her call?</li> <li>6. Why were the police confident that they had found the right house?</li> <li>7. How did the police enter the house?</li> <li>8. What did the police find when they enter the house?</li> <li>9. What happened to the woman in the end?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The <u>control group</u></p> <p>- After you finish reading the passage, I would like you to divide into a five-person group. Then help together to rewrite the whole story again.</p> <p>Remember you have to cover these following points.</p> <ul style="list-style-type: none"> <li>. Where was the story happened?</li> <li>. Who were the persons in the story.?</li> <li>. What happened in the story ?</li> </ul> <p>- Have you finished writing the story? - Yes .</p> <p>- Now each group elects one of your members to read the story that you have just written.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(When every elected student finishes reading, the teacher discusses with the students which story is correct, and which group rewrite the best.)</p> <p><u>The experimental group</u></p> <p>- After you finish reading the passage, I would like you to divide into a five-person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>• Where was the story happened?</li> <li>• Who were the persons in the story?</li> <li>• What happened in the story?</li> <li>- Then elect one of your members in your group to retell the whole story in front of the class.</li> </ul> <p>(When every elected student finishes retelling in front of the class, the teacher discusses with the class which group retells the best, and why that group retells the best.)</p>	<p>Students</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<u>Evaluation (20 mins)</u>  (Give the exercise sheets to the students)  - Now, you'll have to do these exercises. (Do the exercises in the sheets)		

Circle the best answer

1. The best title for this passage would be ...
  - a. A Tragic Accident
  - b. A Life - Saving Call
  - c. A Local Phone Call
  - d. A Lucky School Girl
  
2. When the girl called Mrs. Wilson's number, she...
  - a. wanted to call Number 45
  - b. wanted to save someone's life
  - c. tried to call a different number
  - d. knew that someone was going to die
  
3. The first thing that the police did was to ...
  - a. dial every number beginning with 45
  - b. check the voters' lists
  - c. look for numbers beginning with 45
  - d. check a booklet for all streets
  
4. The reason the line was busy was that.....
  - a. the receiver was off the hook
  - b. the old woman was using the phone
  - c. the old woman was too cold to answer
  - d. the girl tried to call the old lady
  
5. The word "relaxed" (line 5) means....
  - a. excited
  - b. calm
  - c. confused
  - d. uncomfortable

6. The phrase "took the call" (line 7) means.....
- a. took action
  - b. got the answer
  - c. dialled quickly
  - d. answered the phone
7. The phrase "acted immediately" (line 7) means.....
- a. started working right away
  - b. checked out cars right away
  - c. answered the phone right away
  - d. started dialling right away
8. The phrase "forced their way into" (line 14) means.....
- a. unlocked the front door
  - b. borrowed a key from a neighbour
  - c. forced someone to open the door
  - d. entered by breaking a locked door
9. The word "their" (line 14) refers to ....
- a. the old lady
  - b. the police
  - c. the school girl
  - d. the voters
10. We can infer from the passage that the old woman might have died if...
- a. she had not called the girl.
  - b. the girl had not lost her ring,
  - c. she had not phoned the police,
  - d. the girl had not taken her to the hospital.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(The teacher checks the correct answers with the class after the students finish their exercises)</p> <p><u>Transfer (20 mins.)</u></p> <p>- Now, I would like you to work in a group of eight. Discuss in your group about the situation like the passage you read, If it happened to you, what would you do, and how would you solve it? one of your members in your group tells your friends in front of the class.</p>		

## Exchange of Letters

Dear Mr Harrington,

I saw your name on a list of teachers of French who wish to spend their holidays in France this summer. I am a teacher of English in Saint-Simon, a charming little village in the Loire valley, just south of Saumur. I should very much like to spend some time in England, because it is many years since I had an opportunity to practise my English. Perhaps we could exchange houses for three weeks in late July or early August.

I have heard a lot about Cumbria and the Lake District. I have been keen to spend a holiday in Cumbria ever since I first saw pictures of the fox-hunting, and read about the fine hunting dogs that you have in your part of the country. I am very interested in fox-hunting and I take my dogs out hunting in the local forest whenever I can.

I shall tell you more about Saint-Simon and the surrounding countryside when and if you express interest in my plan. I look forward to hearing from you.

Yours sincerely,

JEAN-BAPTISTE FOUCAULT.

Dear M. Foucault,

I was very interested to receive your letter of 3rd March. You are right in thinking that I should like to spend some time in France. I am sure my French is as rusty as your English!

You are also right in thinking that Cumbria is famous for its foxes and its hunting dogs; but there are many other things for which Cumbria is famous. Barrow, for example, is famous for its ship-building industry; I live just across the road front the docks where ships from Ireland and elsewhere load and unload. In fact, on days when the Irish Sea is not under a blanket of fog, I can see the hills of Northern Ireland in one direction, as clearly as I can see the Cumbrian hills in the other.

In short, I am afraid Barrow might not have been what you had in mind when you thought about a holiday in Cumbria. Instead of being able to offer you the dog and the fox, I can only offer you the fog and the docks!

Yours sincerely,

ROBERT HARRINGTON

Class	M.5/2, 5/3
No.of students	60
Date	20 September 1990
Time	90 minutes
Content	"Exchange of Letters" in Improve Your Reading B.II, p.29
Aids	Chart, Wordcards, Sentence cards, Pictures, Real things
Assumption	Students already know the following words : opportunity, famous, direction, and they also know the basic structure of Noun Clause.

Objective	Procedure		Evaluation
	Teacher	Students	
<u>Terminal Objectives</u> Students must be able to read, comprehend and complete the tables.	<u>Presentation (20 mins)</u> - Class, have you ever written a letter to your friend? - How do you write the form of your letter? (Stick the chart of the letter on the board)	- Yes, I Have. - My address, the date, greeting the body of letter, and the ending.	Students complete the tables.
<u>Enabling Objectives</u> 1. Students must be able to tell the meaning of the words : exchange, charming, express. 2. Students must be able to recognize the use of conditional sentence.	The writer's address Date Salutation The body of the letter..... ..... Closure The Signature of the writer		



Objective	Procedure		Evaluation
	Teacher	Students	
<p>3. Students must know about socio-cultural of the native speaker such as exchange house, fox-hunting etc.</p>	<ul style="list-style-type: none"> <li>- Now, look at the chart.</li> <li>- How many parts are there in the letter?</li> <li>- What is the first part?</li> <li>- What do you write for the address?</li> <li>- Can you write the address on the blackboard?</li> <li>- And what do you write for the date?</li> <li>- Which punctuation do you put between the date and the year?</li> <li>- Please write the date on the blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>- There are four parts.</li> <li>- The writer's address and the date.</li> <li>- The number of the house, the name of the street, the name of the city and the Zip code (Write the address on the blackboard)</li> <li>- The month, the date and the year.</li> <li>- Comma.</li> <li>(Write the date on the blackboard)</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- Next what is the second part of the letter?</li> <li>- What do you write for the salutation or the greeting?</li> <li>- And which punctuation do you write after the name of your friend?</li> <li>- Please write the salutation on the blackboard.</li> <li>- Good, What is the third part of the letter?</li> <li>- And what do you write in the body?</li> <li>- Now what is the last part of the letter"?</li> </ul>	<ul style="list-style-type: none"> <li>- The salutation.</li> <li>- Begin with "Dear" and follow by the name of my friend.</li> <li>- Comma.</li> </ul> <p>(Write the salutation on the blackboard.)</p> <ul style="list-style-type: none"> <li>- The body of the letter.</li> <li>- I write something that I want to tell my friend.</li> <li>- The closure and the writer's signature.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<ul style="list-style-type: none"> <li>- What do you write for the closure?</li> <li>- That's right. You can write "Yours sincerely" or "Sincerely yours"</li> <li>- Is there any punctuation for the closure?</li> <li>- Right and sign your name at the end.</li> <li>- Now, can you write this part on the blackboard?</li> <li>- Good, Today we will read the letter.</li> <li>- At first, I would like you to review some vocabularies.</li> </ul> <p>(Show the wordcard of the word "opportunity")</p> <ul style="list-style-type: none"> <li>- Read it, please</li> <li>- What does it mean?</li> </ul>	<ul style="list-style-type: none"> <li>- Yours sincerely.</li> <li>- Yes, it is comma.</li> </ul> <p>(Write the last part of letter on the blackboard)</p> <ul style="list-style-type: none"> <li>- opportunity</li> <li>- chance.</li> </ul>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Yes, it means chance or occasion. (Show the wordcard of the word "famous")</p> <p>- Next please read it.</p> <p>- What does it mean?</p> <p>- Yes, who is the famous movie-star you like most?</p> <p>(Show the wordcard of the word "direction")</p> <p>- Read this word, please.</p> <p>- Can you tell me the meaning of this word?</p> <p>(Show the wordcard of the word "practice")</p> <p>- Please read it.</p> <p>- What does it mean?</p>	<p>- famous</p> <p>- It means well - known. (Tell the name of the famous movie stars)</p> <p>- direction.</p> <p>- ทิศทาง</p> <p>- practice</p> <p>- repeated exercise.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Yes, it means repeated exercise of performance until you get skill.</p> <p>- What kind of word is "practice"?</p> <p>- Good. Do you know what the verb of "practice" is?</p> <p>- Please Spell it.</p> <p>(Stick the sentence cards on the board)</p> <p>1. It takes a great deal of _____ to be good at this sport.</p> <p>2. He would like to have an _____ to study aboard, so he has to study English at AUA.</p> <p>3. Chiangmai is a _____ place for touring in Thailand.</p>	<p>- Noun</p> <p>- practise</p> <p>- P-r-a-c-t-i-s-e</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. The gun was fired about in all _____.</p> <p>- Now, please choose the correct words to fill in these sentences.</p> <p>(The teacher checks the correct answers with the students after finishing)</p> <p>- Next, let's study some interesting words.</p> <p>(Give the pen to the students.)</p> <p>- I give you my pen, and please give your pen to me.</p> <p>- This action is "exchange",</p> <p>(Show the wordcard of the word "exchange".)</p> <p>- Repeat after me "exchange".</p>	<p>(Choose the wordcards to stick on the sentence cards)</p> <p>(Give the pen to the teacher)</p> <p>- exchange</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>- Can you tell me the meaning of "exchange" ?</li> <li>- Yes, it means change with each others. (Stick the sentence cards on the board)</li> <li>- He gave me an apple in <u>exchange</u> for a piece of cake.</li> <li>- John <u>exchanges</u> hats with Peter.</li> <li>- Please read these sentences.</li> <li>- What kind of word is "exchange"?</li> <li>- Which sentence is "exchange" used as the noun?</li> <li>- And which one is it used as the verb?</li> <li>- Now, please write the sentences used "exchange" on the blackboard.</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>- แลกเปลี่ยน</li> </ul> <p>(Read the sentences.)</p> <ul style="list-style-type: none"> <li>- Both noun and verb.</li> <li>- The first sentence.</li> <li>- The second sentence.</li> </ul> <p>(Write the sentences on the blackboard)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the wordcard "exchange house":)</p> <ul style="list-style-type: none"> <li>- Do you know about this word "exchange house"?</li> <li>- Is there any exchange house in Thailand now?</li> <li>- Right. In England or foreign country, they exchange houses for doing some activities that they don't waste the time for travelling.</li> </ul> <p>(Show the wordcard of "fox-hunting")</p> <ul style="list-style-type: none"> <li>- And another words "fox-hunting",</li> <li>- Is it a game?</li> <li>- Is there any fox-hunting in Thailand?</li> </ul>	<ul style="list-style-type: none"> <li>- แลกเปลี่ยนบ้านกัน</li> <li>- A little</li> <li>- I don't know. (It may be a game)</li> <li>- No there isn't.</li> </ul>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- But it is a popular game in England or in Europe.</p> <p>(Show the comic pictures of the persons)</p> <p>- Look at him, first.</p> <p>- Can you tell me how he feels?</p> <p>- Then look at her. How does she feel?</p> <p>- And look at them. How do they look?</p> <p>- How do you know they feel happy, sad, and angry?</p> <p>- Yes, their faces express their feeling</p> <p>(Show the wordcard of the word "express")</p> <p>- Repeat after me "express".</p> <p>- Can you tell me what it means?</p> <p>- Good. How do you express when you feel angry?</p>	<p>- He feels happy.</p> <p>- She feels sad.</p> <p>- They look angry.</p> <p>- Look at their faces.</p> <p>- express.</p> <p>- To show the feeling.</p> <p>(Tell the action they express.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Show the wordcard of the word "charming".)</p> <ul style="list-style-type: none"> <li>- Repeat after me "charming".</li> <li>(Stick the sentence cards on the board)</li> <li>. She looks very beautiful because of her <u>charming</u> smile.</li> <li>. Everybody likes to talk with her because she is a <u>charming</u> woman.</li> <li>- Can you tell me the meaning of "charming"?</li> <li>- Right. What kind of word is "charming"?</li> <li>- Good. Can you tell me which character a charming person has?</li> <li>- Next let's study the structure.</li> <li>- What will you do if you want to pass the exam?</li> </ul>	<ul style="list-style-type: none"> <li>- Charming</li> <li>- มีเสน่ห์</li> <li>- Adjective</li> </ul> <p>(Tell the character they think about the charming person)</p> <p>- I study hard. (I do my homework etc.)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Write the sentence on the blackboard)</p> <p>- I will study hard if I want to pass the exam.</p> <p>- How many clauses are there in this sentence?</p> <p>- How are these clauses combined?</p> <p>- Can you write the pattern for this sentence?</p> <p>- What tense is the clause before "if"?</p> <p>- And what tense is the clause after "if"?</p> <p>- Which clause is the cause?</p> <p>- Which clause is the effect?</p> <p>- Right. Is the cause clause before or after "if"?</p>	<p>- Two clauses.</p> <p>- Use "if" to combine the clauses (Write the pattern of the sentence on the blackboard)</p> <p>- Future tense.</p> <p>- Present simple tense.</p> <p>- I want to pass the exam.</p> <p>- I will study hard.</p> <p>- After "if".</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Yes, the cause clause or the conditional clause must be after "if".</p> <p>- And we can begin the sentence with "if".</p> <p>- Please write the sentence to begin with "if" on the blackboard.</p> <p>- That's right.</p> <p>- Now. Is this sentence possible to be true in the future?</p> <p>- Right. We use this pattern for the future possible or the fact.</p> <p>- Now, please write the condition sentences or if sentences on the blackboard.</p>	<p>(Write the sentence on the blackboard)</p> <p>- Yes, it is.</p> <p>(Write the condition sentences on the blackboard)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p><u>Practice (30 mins.)</u></p> <p>(Give the sheets of "Exchange of Letters" to the students)</p> <p>- Now, read the first letter in the sheets (Read silently, and answer the questions after reading the first letter)</p> <p>I gave you. carefully. After finishing reading, I have some questions to ask you.</p> <p>(After the students finish reading the first letter, the teacher asks the following questions:</p> <ol style="list-style-type: none"> <li>1. Who wrote this letter?</li> <li>2. Whom did he write to?</li> <li>3. Why did he write this letter?</li> </ol>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4. Why did M.Foucault wish to spend his summer holidays in England?</p> <p>5. What was the plan that he put to Mr.Harrington?</p> <p>6. What is it about Cumbria that particularly attracts M.Foucault?)</p> <p>- Now read the second letter.</p> <p>After finishing reading, I have some questions to ask you.</p> <p>(After the students finish reading the second letter, the teacher asks the following questions.</p> <p>1. Who wrote this letter?</p> <p>2. Whom did he write this letter to?</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. How was Mr. Harrington proud of the way he spoke French?</p> <p>4. What did Mr. Harrington agree with M.Foucault?</p> <p>5. What could Mr. Harrington see from his house on a clear day?</p> <p style="text-align: center;"><u>The control group</u></p> <p>- After you finish reading the letters, I would like you to divide into a six person group. Then help together to rewrite the whole story again</p> <p>Remember you have to cover these following points.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Teacher</p> <ul style="list-style-type: none"> <li>• Who writes the letters?</li> <li>• Why do they write the letters?</li> <li>- Have you finished writing the story?</li> <li>- Now, each group elects one of your members to read the story that you have just written.</li> </ul> <p>(When every elected student finishes reading, the teacher discusses with the class which story is correct and which group rewrite the best.)</p>	<p>Students</p> <p>- Yes.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>The <u>experimental group</u></p> <p>-After you finish reading the letters, I would like you to divide into a six - person group, and retell the story that you have read among your friends in your group.</p> <p>Remember you have to cover these following points.</p> <ul style="list-style-type: none"> <li>. Who writes the letters?</li> <li>. Why do they write the letters?</li> </ul> <p>- Then elect one of your members in your group to retell the whole story in front of the class.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(When each elected student finishes retelling in front of the class, the teacher discusses with the class which group retells the best and why that group retells the best.)</p> <p><u>Evaluation (20 mins)</u></p> <p>- Now, you'll have to complete these tables.</p>		

I. Complete the following table of information from the passage

The First Letter

From \_\_\_\_\_ Nationality \_\_\_\_\_

To \_\_\_\_\_ Nationality \_\_\_\_\_

Date sent \_\_\_\_\_

The Second Letter

From \_\_\_\_\_ Nationality \_\_\_\_\_

To \_\_\_\_\_ Nationality \_\_\_\_\_

Date sent \_\_\_\_\_

II. Complete the following tables by writing the correct subject.

you may have to use some subjects more than once.

A Choose either Mr.Harrington or M. Foucault

Subject	
	was a teacher of English.
	received the letter on 3 rd March.
	would like to spend some time in France.
	was a teacher of French.
	was interested in fox-hunting.
	lived in the Loire Valley.

	wanted to take a holiday in England.
/	lived in a city.
	's name was on a list of French teachers.
	has some dogs.

- B. Choose from these : Cumbria, Barrow, The Irish Sea, the Loire Valley, Saint - Simon

Subject	
	is famous for fox - hunting.
	is famous for it's ship building industry.
	is a village.
	is not country - side but a city.
	is south of a town called Soumer.
	is sometimes very foggy.
	is on the sea coast.
	is in a valley.

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(The teacher checks the correct answers with the class after they finish their exercise)</p> <p style="text-align: center;"><u>Transfer ( 20 mins)</u></p> <p>- Now, I would like you to work in a group of five, help together to answer the letter from your friend in America that I'll give you.</p>		

ภาคผนวก ข

แบบสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ

ENGLISH COMPREHENSION TEST      MEATHAYOM SUKSA 5      TIME 45 MINUTES

Direction : Read the passages below, and choose the best answer for each item.

Passage I

The Story of Betty and Barney Hill

Betty and Barney Hill were a married couple who lived in New Hampshire. They both had an incredible story to tell. Some people believe story and some people don't. See what you think about it.

One night, Betty and Barney were driving through the woods, when suddenly a flying saucer landed in front of their car. Two very strange-looking spacemen came out of the flying saucer. They took Betty and Barney into their spaceship. These spacemen examined them. They took sample pieces of skin and hair from the body of the couple. Then they put these samples into special glass cases. Betty and Barney felt very afraid, but the spacemen didn't hurt them. They released Betty and Barney after they examined them.

This experience upset the couple very much. It shook them up. They went to a psychiatrist for help. The psychiatrist hypnotized them, and they told their story under hypnosis. In most cases, people tell the truth under hypnosis.

1. The main idea of this passage is .....

  - a. some people like to tell an incredible story.
  - b. the spacemen examined Betty and Barney.
  - c. Betty and Barney told an unbelievable story.
  - d. psychiatrists made Betty and Barney tell the story under hypnosis.

2. From the passage, which of the following sentences is true?
  - a. Most people don't believe in flying saucers.
  - b. Betty and Barney see spacemen in spaceships.
  - c. Spacement examined Betty and Barney.
  - d. Psychiatrists hypnotize their patients.
3. According to the passage, Betty and Barney .....

  - a. drove the flying saucer.
  - b. told their story under hypnosis.
  - c. like to tell the untrue story.
  - d. weren't afraid of the spacement.

4. After seeing the spacement, Betty and Barney .....

  - a. didn't like psychiatrists.
  - b. felt worried and annoyed.
  - c. forgot their experience quickly.
  - d. were happy and calm.

5. In the sentence "See what you think about it, ...." (line 13) means .....

  - a. you watch something about it.
  - b. you decide about it.
  - c. you believe your thought.
  - d. you understand your thought.



6. The words "a flying saucer" (line 5) means .....
- a. an airplane.
  - b. a round flying object.
  - c. a plate.
  - d. a bird.
7. In the sentence "In most cases, ....." (line 13), the words "in most cases" means .....
- a. usually.
  - b. suddenly.
  - c. generally.
  - d. especially.
8. The word "it" (line 3) refers to .....
- a. their belief.
  - b. the story.
  - c. what you think.
  - d. a flying saucer.
9. The word "they" (line 7) refers to .....
- a. Betty and Barney.
  - b. the spacemen.
  - c. the spaceships.
  - d. the bodies.
10. The author points out that Betty and Barney Hill's story is certainly .....
- a. stupid.
  - b. boring.
  - c. wonderful.
  - d. frightening.

## Passage II

Modern Society produces tons of unwanted, apparently useless, waste material. Every day we throw away tin cans, bottles, cardboard boxes, old clothes, motor cars in short rubbish. People have realized that if the world is not to become a rubbish dump something must be done. We must both reduce the amount of packaging used and recycle what can be re-used even if it appears in a different form. Do we really need coffee in glass jars? or chocolates in cardboard boxes weighing as much as the chocolates? Why can't the metal from old cars be used in making new products? Already in some places the energy produced by burning so-called rubbish is being used to provide heating for blocks of flats, while paper is being made from old rags or old paper bags. But more must be done only for ourselves but also for our children, for it is their future which we are endangering.

11. The world may become a rubbish dump because .....

- a. waste material is reduced.
- b. waste material is produced.
- c. waste material is used again.
- d. waste material is destroyed.

12. What can we do to reduce the waste material?

- a. Throwing away the short rubbish.
- b. Using less energy.
- c. Producing packaging.
- d. Recycling packaging.

13. Which is not mentioned in the passage about rubbish being recycled?
- a. Being made product from old cars.
  - b. Being exported as fertilizer.
  - c. Being made paper from rags.
  - d. Being used for blocks of flats.
14. The words "... But more must be done not only for ourselves but also for our children (line 10) mean we should do more than what given in the passage .....
- a. to protect the surrounding for ourselves.
  - b. to protect the circumstance for ourselves and our children.
  - c. to heat for blocks of flats especially for the children.
  - d. to make more old rags and old bags for ourselves.
15. What does the writer mean for "so-called rubbish" (line 8)
- a. The useless thing is called so.
  - b. The gabbage is for a short while.
  - c. Useful material.
  - d. Useful waste material.
16. The words "..... the energy ..... provide heating for blocks of flats, ....." the underlined word means .....
- a. carry.
  - b. package.
  - c. supply.
  - d. appear.

17. The word "short rubbish" (line 3) refers to .....
- a. coffee glasses.
  - b. old rags.
  - c. cardboard boxes.
  - d. paper bags.
18. The word "their" (line 11) refers to .....
- a. ourselves.
  - b. children.
  - c. people
  - d. cardboard.
19. The author mainly wants to .....
- a. suggest how to use the rubbish we produce.
  - b. explain the reused product.
  - c. tell the form of packaging.
  - d. describe the modern society.
20. The title of this passage should be .....
- a. How to Get Rid of the Rubbish.
  - b. What we Do for Modern Life.
  - c. What Is Waste Material.
  - d. New Form of Product.

ภาคผนวก ค

ตัวอย่างการวิเคราะห์ข้อมูล

ตารางที่ 2 คะแนนผลสัมฤทธิ์การเรียนรู้วิชาภาษาอังกฤษหลัก 2 (อ 412) และวิชาการอ่านภาษาอังกฤษ 2 (อ 432) ปีการศึกษา 2532 ก่อนการทดลอง ของกลุ่มที่ 1 ( $x_1$ ) และกลุ่มที่ 2 ( $x_2$ )

กลุ่มที่ 1				กลุ่มที่ 2			
$x_1$	f	$fx_1$	$fx_1^2$	$x_2$	f	$fx_2$	$fx_2^2$
83	1	83	6,889	85	1	85	7,225
80.5	1	80.5	6,480.25	75	2	150	11,250
77	1	77	5,929	74	3	222	16,428
74	2	148	10,952	70	1	70	4,900
72	1	72	5,184	68	2	136	9,248
71.5	1	71.5	5,112.25	67	2	134	8,978
71	1	71	5,041	66	3	198	13,068
69.5	2	139	9,660.5	65.5	2	131	8,580.5
68.5	3	205.5	14,076.75	64	2	128	8,192
67	2	134	9,978	62	1	62	3,844
66.5	1	66.5	4,422.25	60.5	1	60.5	3,660.25
66	1	66	4,356	58.5	2	117	6,844.5
65.5	2	131	8,580.5	58	2	116	6,728
64.5	2	129	8,320.5	57.5	3	172.5	9,918.75
61	1	61	3,721	57	1	57	3,249
59	3	177	10,443	56.5	2	113	6,384.5
58	2	116	6,728				
57	2	114	6,498				
55.5	1	55.5	3,080.25				
	$\Sigma f=30$	$\Sigma fx_1 =$ 1,997.5	$\Sigma fx_1^2 =$ 134,452.25		$\Sigma f=30$	$\Sigma fx_2 =$ 1,952	$\Sigma fx_2^2 =$ 128,498.5

1. หาค่ามัธยิมเลขคณิต ( $\bar{X}$ )

$$\begin{aligned} \text{สูตร } \bar{X}_1 &= \frac{\sum fx_1}{n_1} \\ &= \frac{1,997.5}{30} \\ &\approx 66.583 \end{aligned}$$

$$\begin{aligned} \text{สูตร } \bar{X}_2 &= \frac{\sum fx_2}{n_2} \\ &= \frac{1,952}{30} \\ &\approx 65.066 \end{aligned}$$

2. หาค่าส่วนเบี่ยงเบนมาตรฐาน

$$\begin{aligned} \text{สูตร } S_{x_1} &= \sqrt{\frac{n_1 \sum fx_1^2 - (\sum fx_1)^2}{n_1(n_1 - 1)}} \\ &= \sqrt{\frac{30(134,452.25) - (1,997.5)^2}{30(29)}} \\ &= \sqrt{50.670} \\ &\approx 7.076 \end{aligned}$$

$$\begin{aligned} \text{สูตร } S_{x_2} &= \sqrt{\frac{n_2 \sum fx_2^2 - (\sum fx_2)^2}{n_2(n_2 - 1)}} \\ &= \sqrt{\frac{30(128,498.5) - (1,952)^2}{30(29)}} \\ &= \sqrt{51.322} \\ &\approx 7.164 \end{aligned}$$

3. การทดสอบความแปรปรวน ( $\sigma$ )<sup>2</sup>

$$\begin{aligned} H_0 : \sigma_1^2 &= \sigma_2^2 \\ F &= \frac{S_{x_2}^2}{S_{x_1}^2} \\ &= \frac{(7.164)^2}{(7.076)^2} \\ &\approx 1.025 \end{aligned}$$

ชั้นแห่งความเป็นอิสระมี 2 ค่า เป็น  $n - 1$  ทั้งสองค่า คือ  $(30 - 1)$  และ  $(30 - 1)$  จากตาราง  $0.05F_{29,29} = 1.85$  ค่า  $F = 1.025 < 1.85$  ดังนั้นส่วนเบี่ยงเบนมาตรฐานของคะแนนผลสัมฤทธิ์การเรียนรู้วิชาภาษาอังกฤษหลัก 2 (อ 412) และวิชาการอ่านภาษาอังกฤษ 2 (อ 032) ของนักเรียนทั้งสองกลุ่มไม่แตกต่างกันที่ระดับความมีนัยสำคัญ  $.0.05$  นั่นคือ นักเรียนทั้งสองกลุ่มมาจากประชากรที่มีความแปรปรวนเท่ากัน

#### 4. การทดสอบค่าที (t-test)

$$H_0 : \mu_1 = \mu_2$$

สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right\} \left\{ \frac{1}{n} + \frac{1}{n} \right\}}}$$

$$= \frac{66.583 - 65.066}{\sqrt{\left\{ \frac{29(7.076)^2 + 29(7.164)^2}{30 + 30 - 2} \right\} \left\{ \frac{1}{30} + \frac{1}{30} \right\}}}$$

$$\approx 0.825$$

$$\text{กรณีนี้ชั้นแห่งความเป็นอิสระ} = 30 + 30 - 2 = 58$$

$$\text{จากตาราง } 0.05t_{58} = 1.671$$

ค่า  $t = 0.825 < 1.671$  ดังนั้นมีขีดมีเลขคณิตของคะแนนผลสัมฤทธิ์การเรียนรู้วิชาภาษาอังกฤษหลัก (อ 412) และวิชาการอ่านภาษาอังกฤษ 2 (อ 432) ของนักเรียนทั้งสองกลุ่มไม่แตกต่างกันที่ระดับความมีนัยสำคัญ  $0.05$

นั่นคือ ตัวอย่างประชากรทั้งสองกลุ่มมีความสามารถในการเรียนไม่แตกต่างกันที่ระดับความมีนัยสำคัญ  $0.05$  และกำหนดให้ตัวอย่างประชากรกลุ่มที่ 1 เป็นนักเรียนที่ฝึกอ่านด้วยทวแล้วเรื่อง และตัวอย่างประชากรกลุ่มที่ 2 เป็นนักเรียนที่ฝึกอ่านด้วยการเขียนเรื่อง



ตารางที่ 3 ค่าความยากง่าย (P) ค่าอำนาจจำแนก (D) ของแบบทดสอบวัดความเข้าใจ  
ในการอ่านภาษาอังกฤษ (อ 033) ในการทดลองครั้งที่ 1

ข้อที่	$R_U$	$R_L$	P	D
1	12	12	0.86	0
2	5	2	0.25	0.64
3	13	5	0.64	0.57
4	11	3	0.50	0.57
5	6	4	0.36	0.29
6	13	9	0.79	0.29
7	12	3	0.54	0.64
8	11	3	0.50	0.57
9	10	2	0.43	0.57
10	8	5	0.46	0.21
11	5	4	0.32	0.71
12	10	3	0.46	0.50
13	10	2	0.43	0.57
14	7	2	0.32	0.36
15	11	6	0.61	0.36
16	3	1	0.14	0.14
17	1	3	0.14	-0.14
18	11	3	0.50	0.57
19	9	7	0.57	0.14
20	7	1	0.29	0.43

ตารางที่ 4 การหาค่าความเที่ยงของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ  
(อ 033) อัตราส่วนของผู้ที่ตอบถูก (p) อัตราส่วนของผู้ที่ตอบผิด (q)  
ของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) ในการ  
ทดลองครั้งที่ 1

ข้อที่	$P_U$	$P_L$	p	q	pq
1	12	12	0.86	0.14	0.12
2	5	2	0.25	0.75	0.19
3	13	5	0.64	0.36	0.23
4	11	3	0.50	0.50	0.25
5	6	4	0.36	0.64	0.23
6	13	9	0.79	0.21	0.17
7	12	3	0.54	0.46	0.25
8	11	3	0.50	0.50	0.25
9	10	2	0.43	0.57	0.25
10	8	5	0.46	0.54	0.25
11	5	4	0.32	0.68	0.22
12	10	3	0.46	0.54	0.25
13	10	2	0.43	0.57	0.25
14	7	2	0.32	0.68	0.22
15	11	6	0.61	0.39	0.24
16	3	1	0.14	0.86	0.12
17	1	3	0.14	0.86	0.12
18	11	3	0.50	0.50	0.25
19	9	7	0.57	0.43	0.25
20	7	1	0.29	0.71	0.21

$\Sigma pq = 4.32$

ตารางที่ 5 การคำนวณค่าส่วนเบี่ยงเบนมาตรฐาน และค่าความเที่ยงของแบบทดสอบวัดความ  
เข้าใจในการอ่านภาษาอังกฤษ (อ 033) ในการทดลองครั้งที่ 1

x	f	fx	fx <sup>2</sup>
17	1	17	289
14	3	42	588
13	4	52	676
12	1	12	144
11	4	44	484
10	4	40	400
9	2	18	162
8	3	24	192
7	6	42	294
$\Sigma f = 28$		$\Sigma fx = 291$	$\Sigma fx^2 = 3,229$

ค่าความแปรปรวนของคะแนนจากแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ

(อ 033) ในการทดลองครั้งที่ 1

$$\begin{aligned}
 \text{สูตร} \quad S_x^2 &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{28(3,229) - (291)^2}{28(27)} \\
 &= 7.58
 \end{aligned}$$

ค่าความเที่ยงของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) ใน

การทดลองครั้งที่ 1

$$\begin{aligned}
 \text{สูตร} \quad K_r - 20 ; r_{xx} &= \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S_x^2} \right] \\
 &= \frac{20}{19} \left[ 1 - \frac{4.32}{7.58} \right] \\
 &= 0.452
 \end{aligned}$$

ตารางที่ 6 ค่าความยากง่าย (P) ค่าอำนาจจำแนก (D) ของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) ที่ได้คัดเลือกไว้แล้ว

ข้อที่	$R_U$	$R_L$	P	D
1	13	9	0.79	0.29
2	5	2	0.25	0.64
3	13	5	0.64	0.57
4	11	3	0.50	0.57
5	7	3	0.36	0.29
6	13	9	0.79	0.29
7	12	3	0.54	0.64
8	11	3	0.50	0.57
9	10	2	0.43	0.57
10	8	5	0.46	0.21
11	7	3	0.36	0.29
12	10	3	0.46	0.50
13	10	2	0.43	0.57
14	7	2	0.32	0.36
15	11	6	0.61	0.36
16	11	7	0.64	0.29
17	10	6	0.57	0.27
18	11	3	0.50	0.57
19	13	6	0.68	0.50
20	7	1	0.29	0.43

ตารางที่ 7 การหาค่าความเที่ยงของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ  
(อ ๐๓๓) อัตราส่วนของผู้ที่ตอบถูก (p) อัตราส่วนของผู้ที่ตอบผิด (q)  
ของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ (อ๐๓๓) ที่ได้คัดเลือก  
ไว้แล้ว

ข้อที่	$P_U$	$P_L$	p	q	pq
1	13	9	0.79	0.21	0.16
2	5	2	0.25	0.75	0.18
3	13	5	0.64	0.36	0.23
4	11	3	0.50	0.50	0.25
5	7	3	0.36	0.64	0.23
6	13	9	0.79	0.21	0.16
7	12	3	0.54	0.46	0.24
8	11	3	0.50	0.50	0.25
9	10	2	0.43	0.57	0.24
10	8	5	0.46	0.54	0.24
11	7	3	0.36	0.64	0.23
12	10	3	0.46	0.54	0.24
13	10	2	0.43	0.57	0.24
14	7	2	0.32	0.68	0.21
15	11	6	0.61	0.39	0.23
16	11	7	0.64	0.36	0.23
17	10	6	0.57	0.43	0.24
18	11	3	0.50	0.50	0.25
19	13	6	0.68	0.32	0.21
20	7	1	0.29	0.71	0.20

$$\Sigma pq = 4.46$$

ตารางที่ 8 การคำนวณค่าส่วนเบี่ยงเบนมาตรฐาน และค่าความเที่ยงของแบบทดสอบวัดความ  
เข้าใจในการอ่านภาษาอังกฤษ (อ 033) ที่ได้คัดเลือกไว้แล้ว

x	f	fx	fx <sup>2</sup>
18	1	18	324
17	1	17	289
16	3	48	768
14	6	84	1,176
13	3	39	507
9	3	27	243
8	3	24	192
7	7	49	343
6	1	6	36
$\Sigma f = 28$		$\Sigma fx = 312$	$\Sigma fx^2 = 3,878$

ค่าความแปรปรวนของคะแนนจากแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ

(อ 033)

$$\begin{aligned}
 \text{สูตร } S_x^2 &= \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)} \\
 &= \frac{28(3,878) - (312)^2}{28 \times 27} \\
 &= 14.867
 \end{aligned}$$

ค่าความเที่ยงของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) ที่  
ได้คัดเลือกไว้แล้ว

$$\begin{aligned}
 \text{สูตร } K_r = 20 ; r_{xx} &= \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S_x^2} \right] \\
 &= \frac{20}{19} \left[ 1 - \frac{4.46}{14.867} \right] \\
 &= 0.737
 \end{aligned}$$



ตารางที่ 9 คะแนนความเข้าใจในการอ่านภาษาอังกฤษ (๑ ๐๑๑) ทำยบทเรียนของนักศึกษากลุ่มที่ศึกษาด้วยการเล่นเรื่อง ( $X_1$ ) และนักศึกษากลุ่มที่ศึกษาด้วยการเล่นเรื่อง ( $X_2$ )

กลุ่มที่ 1 ( $F_1$ )										กลุ่มที่ 2 ( $F_2$ )									
บทที่ 1										บทที่ 2									
คะแนน ( $X_1$ )										คะแนน ( $X_2$ )									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
10	13	2				2		2		10	5					2			
9	8	9		4		3	8	6		9	18	4	1	1		7	7		
8	2	5	5	14	2	14	2	7	16	8	6	8		6		11	2	2	15
7	13	3	8	7	14	4	11	5	12	7	1	10	7	11	12	2	12	9	13
6	2	3	10	3	6	6	4	5	1	6	7	4	5	8	12	8	3	7	1
5	4	2	2	2	6		4	4	1	5	12	4	4	4	5		5	8	1
4			3		2	1	1	1		4	2		2	10				3	
3			1							3	1		4				1	1	
2		1								2	1				1				
1										1									

ตารางที่ 10 คะแนนความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) หลังการทดลองของนักเรียน  
 กลุ่มที่ฝึกอ่านด้วยการเล่าเรื่อง ( $x_1$ ) และนักเรียนกลุ่มที่ฝึกอ่านด้วยการเขียน  
 เรื่อง ( $x_2$ )

กลุ่มที่ 1				กลุ่มที่ 2			
$x_1$	f	$fx_1$	$fx_1^2$	$x_2$	f	$fx_2$	$fx_2^2$
18	1	18	324	16	1	16	256
17	1	17	289	14	1	14	196
16	1	16	256	13	4	52	676
15	2	30	450	12	2	24	288
14	1	14	196	11	3	33	363
13	5	45	845	10	6	60	600
12	1	12	144	9	5	45	405
11	7	77	847	8	3	24	192
10	3	30	300	7	1	7	49
9	5	45	405	6	2	12	72
8	2	16	128	5	1	5	25
7	1	7	49	4	1	4	16
	$\Sigma f = 30$	$\Sigma fx_1 = 327$	$\Sigma fx_1^2 = 4,233$		$\Sigma f = 30$	$\Sigma fx_2 = 296$	$\Sigma fx_2^2 = 3,138$

หาค่ามัธยิมเลขคณิต ( $\bar{X}$ )

$$\begin{aligned}\text{สูตร } \bar{X}_1 &= \frac{\sum fx_1}{n_1} \\ &= \frac{327}{30} \\ &= 10.9\end{aligned}$$

$$\begin{aligned}\text{สูตร } \bar{X}_2 &= \frac{\sum fx_2}{n_2} \\ &= \frac{296}{30} \\ &= 9.866\end{aligned}$$

หาค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.)

$$\begin{aligned}\text{สูตร } S_{x_1} &= \sqrt{\frac{n_1 \sum fx_1^2 - (\sum fx_1)^2}{n_1(n_1 - 1)}} \\ &= \sqrt{\frac{30 \times 4233 - (327)^2}{30(29)}} \\ &= 7.498 \\ &\approx 4.801\end{aligned}$$

$$\begin{aligned}\text{สูตร } S_{x_2} &= \sqrt{\frac{n_2 \sum fx_2^2 - (\sum fx_2)^2}{n_2(n_2 - 1)}} \\ &= \sqrt{\frac{30 \times 3138 - (296)^2}{30(29)}} \\ &= 23.058 \\ &= 2.738\end{aligned}$$

การทดสอบความแปรปรวน ( $\sigma^2$ )

$$\begin{aligned}H_0 &= \sigma_1^2 = \sigma_2^2 \\ F &= \frac{S_{x_1}^2}{S_{x_2}^2} \\ &= \frac{(4.801)^2}{(2.738)^2} \\ &= 3.074\end{aligned}$$

ชั้นของความเป็นอิสระมี 2 ค่า เป็น  $n - 1$  ทั้งสองค่าคือ  $30 - 1$  และ  $30 - 1$

จากตาราง  $0.05F_{29, 29} = 1.85$

ค่า  $F = 3.074 > 1.85$  ดังนั้นส่วนเบี่ยงเบนมาตรฐานของคะแนนความเข้าใจในการอ่านภาษาอังกฤษ (อ 033) ของนักเรียนกลุ่มที่ฝึกอ่านด้วยการเล่า เรื่องกับนักเรียนกลุ่มที่ฝึกอ่านด้วยการเขียนเรื่อง แตกต่างกันอย่างมีนัยสำคัญ 0.05

การทดสอบค่าที (t-test)

$$H_0 : \mu_1 = \mu_2$$

$$\begin{aligned} \text{สูตร } t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}} \\ &= \frac{10.9 - 9.866}{\sqrt{\left\{ \frac{29(4.801)^2 + 29(2.738)^2}{30 + 30 - 2} \right\} \left\{ \frac{1}{30} + \frac{1}{30} \right\}}} \\ &= 1.024 \end{aligned}$$

$$\text{กรณีนี้ชั้นแห่งความเป็นอิสระ} = 30 + 30 - 2 = 58$$

$$\text{จากตารางค่า } 0.05t_{58} = 1.671$$

ค่า  $t = 1.024 < 1.671$  ดังนั้นมีสถิติของคะแนนความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนกลุ่มที่ฝึกอ่านด้วยการเล่าเรื่อง กับนักเรียนกลุ่มที่ฝึกอ่านด้วยการเขียนเรื่อง ไม่แตกต่างกันอย่างมีนัยสำคัญที่ระดับความมีนัยสำคัญ .05

ภาคผนวก ง

รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแผนการสอน

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รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแบบสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ

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| 3. นางสาว สุภานี ศรีแสงสุข    | หัวหน้าหมวดวิชาภาษาต่างประเทศ<br>โรงเรียนศึกษานารีวิทยา |

## ประวัติผู้เขียน

นางสาว สุธัญญ์ สิงห์ประไพ เกิดเมื่อวันที่ 22 พฤศจิกายน พ.ศ.2499 จบการศึกษา การศึกษาระดับบัณฑิต สาขาการสอนภาษาอังกฤษ จากมหาวิทยาลัยศรีนครินทรวิโรฒ บางเขน เมื่อ ปีการศึกษา 2525 เข้าศึกษาต่อระดับปริญญาโท สาขาการสอนภาษาอังกฤษ ภาควิชามัธยมศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อปีการศึกษา 2530 ปัจจุบันดำรงตำแหน่งอาจารย์ 1 ระดับ 4 โรงเรียนศึกษานารีวิทยา กรุงเทพมหานคร

