

## รายการอ้างอิง

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- กัณณิกา นิลวงศ์. การเปรียบเทียบความเข้าใจในการอ่านภาษาอังกฤษและมนุษยสัมพันธ์  
ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ที่เรียนโดยใช้กิจกรรมแบบล่าคำตอบและกิจกรรม  
ตามคู่มือครู. วิทยานิพนธ์ปริญญาโทมหาบัณฑิต บัณฑิตวิทยาลัย มหาวิทยาลัย  
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ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยวิธีการสอนอ่านตามแนวการสอน  
เพื่อการสื่อสารกับการสอนอ่านตามคู่มือครู. วิทยานิพนธ์ปริญญาโทมหาบัณฑิต  
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ระหว่างการใ้แบบทดสอบโมติฟายด์โคลซชนิดเลือกตอบและชนิดจับคู่ของนักเรียน  
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ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่เรียนด้วยการเสริมและไม่เสริมประสบการณ์การเรียน.  
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ในการอ่านเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5. วิทยานิพนธ์  
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วิทยานิพนธ์ปริญญาโทมหาบัณฑิต บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
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ชั้นมัธยมศึกษาปีที่ 3 ที่เรียนโดยใช้กิจกรรมคู่และกิจกรรมตามปกติ.  
วิทยานิพนธ์ปริญญาโทมหาบัณฑิต บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ  
วิทยาเขตประสานมิตร, 2529.

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ภาคผนวก

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก  
รายงานผู้ทรงคุณวุฒิ


ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



รายนามผู้ทรงคุณวุฒิ พิจารณาความตรงตามเนื้อหาของแผนการสอน และแบบทดสอบ  
วัดความเข้าใจในการอ่าน 6 เรื่อง

1. อาจารย์ สุจิตรา สวัสดิวงษ์      ภาควิชามัธยมศึกษา คณะครุศาสตร์  
จุฬาลงกรณ์มหาวิทยาลัย
2. อาจารย์ ฉัตรสุดา ดวงพลอย      สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย
3. อาจารย์ แชไซ สีมากุล      ศึกษาในเทศก์วิชาภาษาอังกฤษ กรมสามัญศึกษา  
กระทรวงศึกษาธิการ
4. อาจารย์ ปราณี โหมคหิรัญ      อาจารย์สอนวิชาภาษาอังกฤษ โรงเรียนเสาชิต  
จุฬาลงกรณ์มหาวิทยาลัย (ฝ่ายมัธยม)
5. Mr. Steve Alameida      สถาบันสอนภาษา AUA

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข  
เครื่องมือที่ใช้ในการวิจัย

ศูนย์วิจัยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



แผนการสอน

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



<b>Class</b>	M. 3
<b>No. of students</b>	36
<b>Date</b>	
<b>Time</b>	
<b>Content</b>	"A Table for Two" in "Read all about it", p.12
<b>Aids</b>	Word cards, Sentence cards Relias, Pictures, Chart
<b>Assumption</b>	Students already know the following words : restaurant, car park, menu, manager and they also know the basic structure of past tense and past continuous tense



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to answer the comprehension questions of the story correctly after reading one time (or two times for Group II and three times for Group III)</p>	<p>Presentation (15 mins.)</p> <p>(Show a picture of a restaurant)</p> <p>- Class, what are people in the picture doing?</p> <p>- Where are they eating ?</p> <p>- Can we usually bring our pets such as dog into the restaurant ?</p> <p>- Right. Today, we're</p>	<p>- They're eating.</p> <p>- In a restaurant</p> <p>- No.</p>	<p>Students do the Comprehension test of the story</p> <p>"Table for Two"</p>
<p>2. Enabling Objectives</p> <p>2.1 Students must be able to spell, pronounce and tell the meaning of the following words : cheque, bill, add up, tip, foreign</p> <p>2.2 Students must be able to use the patterns :</p>	<p>going to read a story about a woman at a restaurant. First of all, let's review some vocabulary :</p> <p>(Stick the chart on the board).</p> <p>restaurant, car park, menu, manager</p> <p>1. She asks for a _____ before ordering food.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
<p>- Subj + V. + D.O. + to + I.O. + for</p> <p>- Subj + V. + I.O. + D.O.</p> <p>- Subj. + would like to + V.</p>	<p>2. They always leave the car at the _____ until midnight.</p> <p>3. The secretary usually sits in front of the _____ 's room.</p> <p>4. My brother works as a waiter in a _____.</p> <p>(Call some students to fill in the blanks with the word cards on the chart)</p> <p>- Repeat the sentences after me.</p> <p>Cheque (Stick the sentence card on the board)</p> <p>People sometimes use cheques to pay for things instead of money. Cheque is a piece of paper which you can ask for a sum</p>	<p>(Stick the card on the chart)</p> <p>(Repeat the sentences)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>of money from the bank as the number shows on it.</p> <p>(Show a cheque)</p> <p>- This is Thai Farmers' Bank cheque.</p> <p>- Do you know what a cheque is ?</p> <p>- Spell it together.</p> <p>- Repeat after me, cheque Bill</p> <p>- After you have had a meal, you should ask for a bill in order to check the price.</p> <p>- A bill shows us how much money we will have to pay for things we buy.</p> <p>- Be careful when you check the bill in the restaurant because you may have to pay more than the real price.</p>	<p>- Yes.</p> <p>- C-H-E-Q-U-E</p> <p>- Cheque</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Can you tell me what "bill" is?</p> <p>- Good. What part of speech is it?</p> <p>- Spell it together.</p> <p>- repeat after me, "bill".</p> <p>Add up</p> <p>(Show how to add up the figures on the board)</p> <p>- Look, I'm adding up 3, 5 and 7 the answer is 15</p> <p>- If we add up 6 and 6. The answer is 12.</p> <p>- When we add up the figures, the number will be more.</p> <p>- Can you tell me the meaning of 'add up'?</p> <p>- Very good. What part of speech is it?</p> <p>- Repeat after me, 'add up'</p> <p>Tip</p>	<p>- ใบเสร็จรับเงิน</p> <p>- It's a noun.</p> <p>- B-I-L-L</p> <p>- Bill</p> <p>- ทว</p> <p>- It's a verb.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- When you get a bill from the waiter, you usually pay a little sum of money as a tip.</p> <p>- In Thailand, we usually pay 5-10 baht as a tip.</p> <p>- Do you know what 'tip' is?</p> <p>- Good. What part of speech is it?</p> <p>- Spell it together</p> <p>Foreign</p> <p>(Stick the sentence card on the board)</p> <p>- Major General Siddhi Savetsila is the Minister of Foreign Affairs.</p> <p>- "Apple" is not a Thai fruit, it is a foreign fruit.</p> <p>- Can you tell me the meaning of 'foreign'?</p>	<p>- เงินรางวัลสำหรับการบริการที่ดี</p> <p>- It's a noun.</p> <p>- T-I-P</p> <p>- ต่างประเทศ</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Very good. What part of speech is it?</p> <p>- Yes. Spell it together.</p> <p>- Repeat after me, 'foreign'</p> <p>Subj. + V. + D.O. + to + I.O. + for</p> <p>Subj. + V. + I.O. + D.O.</p> <p>(Stick the chart on the board)</p> <p>Somsri gives some money to me.</p> <p>Pranee buys a book for her brother.</p> <p>Sam wrote a letter to Porntip.</p> <p>(Ask some students to underline the objects in each sentence)</p> <p>-Are these two blocks same or different?</p>	<p>- It's an adjective.</p> <p>-F-O-R-E-I-G-N</p> <p>- Foreign</p> <p>- Somsri gives me some money.</p> <p>- Pranee buys her brother a book.</p> <p>- Sam wrote Porntip a letter.</p> <p>(Underline the objects in each sentence.)</p> <p>-Different.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- How are they different?</p> <p>- Can you tell me the pattern of the first block sentences?</p> <p>- Good. What about the pattern of the sentences on the right?</p> <p>(Stick the chart on the board)</p> <p>1. Please pass some salt to me.</p> <p>2. Bring the pen for me, please.</p> <p>3. Buy him some candies.</p> <p>4. Give her that pencil.</p> <p>(Call some students to write the other sentence for each item on the board)</p> <p>- Read these sentences after me.</p>	<p>- การเรียงลำดับคำในประโยค</p> <p>- Subj. + V. + thing + to + person. for</p> <p>- Subj. +V. + person + thing.</p> <p>(Read the sentences)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	Subj. + would like to + Inf.V. (Stick the chart on the board.) - I want to drink milk. Bring it to me now. - I want to go outside. I don't want to see you. - I want to have a cup of coffee. - Are the two blocks of sentences same or different? - How are they different? - Tell me the pattern of 'would like to'.	- I would like to drink milk Please bring it to me - I would like to go outside. It is very hot here. - I would like to have a cup of coffee Would you please bring it to me. - Different. - ประโยคหลังแสดงความ สภาพมากกว่า - Subj. + would like to + Inf.V.	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Very good</p> <p>(Ask some students to make sentences using 'would like to' on the board)</p> <p>Practice (Passage Reading Level, 5-15 mins.)</p> <p>(Distribute the sheets of the story "A Table for Two")</p> <p>- Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note down the time you spend on reading the story on the top right hand corner of your answer sheet. Then put the sheets of the story in your desk.</p>	<p>(Make sentences using 'would like to' on the board.)</p> <p>(Read the story silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	

A Table for Two

Christian was working in a restaurant ..... He bit a policemen

<p>(After reading, teacher collects all the sheets of the story)</p> <p>Evaluation</p> <p>(Testing Level, 10 mins.)</p> <p>- Now, it's time for you to do the test. Choose the best answer and put your answer on the answer sheet.</p> <p>Transfer (10 mins.)</p> <p>(Divide the students into 5 groups. Have each group discuss and write a dialogue about ordering food in the restaurant.</p> <p>Next ask 2 groups to play a role as in the dialogue they write in front of the class)</p>	<p>(Do the test)</p>
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Class	M.3
No.of students	36
Date	
Time	
Content	"Car Thieves" in "Read all about it" p.16
Aids	Word Cards, Sentence Cards, Chart, Pictures
Assumption	Students already know the following words : arrive, soon, half, garage, thief, future and they also know the basic structure of past tense



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal objective</p> <p>students will be able to answer the comprehension questions about the story correctly after reading one time (or two times for Group II and three times for Group III)</p> <p>2. Enabling Objectives</p> <p>2.1 Students will be able to spell, pronounce and tell the meaning of the following words : tyre, puncture, flat, file, number plate</p> <p>2.2 Students will be able to use the pattern</p> <p>After + Subj. + Past Perfect T. + ....., Subj. + Past T. + .....,</p>	<p>Presentation (15 mins.)</p> <p>- Class, if you have a car and you leave it without locking, what will happen?</p> <p>- Is it possible that he may steal it even though you lock your car well and park it in your house?</p> <p>- Today, you're going to read a story about car; thieves. First of all, let's review some vocabulary.</p> <p>(Stick the chart on the board)</p> <p>arrive, son, half, garage, thief, future.</p> <p>1. Three is a ____ of six.</p> <p>2. At what time did he ____ at the airport?</p>	<p>- Someone may steal it.</p> <p>- Yes, it is.</p>	<p>Students do the comprehension test of the story "Car Thieves."</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. He stopped at a ____ to have his car checked.</p> <p>4. Don't worry, your girlfriend will come back ____.</p> <p>5. I don't know what will happen next. It's the ____.</p> <p>6. He's a ____ . He takes my bag when no one is in the room.</p> <p>(Call some students to stick the cards on the chart)</p> <p>- Repeat the sentences after me.</p> <p>Tyre</p> <p>(Show the picture of a car)</p> <p>- Class, look at this picture.</p> <p>- What do you see in the picture?</p>	<p>(Stick the cards on the chart)</p> <p>(Repeat the sentences)</p> <p>(Look at the picture.)</p> <p>- A car.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the sentence card on the board.)</p> <p>- A car usually has four wheels, but we call the outside part of the wheel 'tyre,</p> <p>- The tyre is the black rubber part of the wheel.</p> <p>(Show the pictures of a cart, a bicycle and a car.)</p> <p>- Both cars and bicycles have tyres, but carts have no tyres. They have only wheels.</p> <p>- Can you guess what 'tyre' means?</p> <p>- Very good. What part of speech is it?</p> <p>- Repeat after me, T-Y-R-E tyre.</p> <p>- Again, please.</p>	<p>- ไท้</p> <p>- A noun</p> <p>- T-Y-R-E, tyre.</p> <p>- T-Y-R-E, Tyre.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Puncture</p> <p>(Stick the sentence card on the board)</p> <p>- If we put the knife through the tyre, there will be a puncture.</p> <p>- 'Puncture' is a small hole at the tyre. It usually happens because of accident.</p> <p>- When we put a needle through the balloon, there will be a puncture. Then, the air comes out.</p> <p>- Can you guess the meaning of 'puncture'?</p> <p>- Very good. What part of speech is it?</p> <p>- Spell the word together.</p> <p>- Again.</p> <p>- Repeat after me, puncture.</p>	<p>- ปั้ง</p> <p>- It's a noun.</p> <p>- P-U-N-C-T-U-R-E</p> <p>- P-U-N-C-T-U-R-E</p> <p>- Puncture</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Flat</p> <p>(Stick the sentence card on the board)</p> <p>- If a tyre has a puncture, the air will come out and the tyre will be flat. It's the flat tyre.</p> <p>- The top of a table is flat.</p> <p>- People used to think that the world was flat; now we know that it is round.</p> <p>- Can anyone tell me what 'flat' means?</p> <p>- Good, what part of speech is it?</p> <p>- Repeat after me, F-L-A-T, flat.</p> <p>- Again, please.</p> <p>Number plate</p> <p>(Stick the sentence card on the board.)</p>	<p>- แบน, ราบ, แพล</p> <p>- An adjective</p> <p>- F-L-A-T, flat.</p> <p>- F-L-A-T, flat.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- A number plate is usually at the back lower part of the car.</p> <p>- If we want to know the number of a car, we look at the number plate.</p> <p>- If there is a car accident, you should look at the number plate in order to tell the police about the car's number correctly.</p> <p>- Can you tell me what 'number plate' means?</p> <p>- Good. What part of speech is it?</p> <p>- Yes. Repeat after me, number plate.</p> <p>After + Subj. + Past Perfect T. + ..... Subj. + Past T. + .....,</p>	<p>- ป้ายทะเบียนรถ</p> <p>- It's a noun.</p> <p>- Number plate</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board.)</p> <p>After Sunee had watched T.V., she went to bed.</p> <p>After my brother had played football, he took a bath.</p> <p>After the car had knocked him, he could not walk.</p> <p>(Ask the students to read the sentences.)</p> <p>- Tell me the pattern of these three sentences.</p> <p>- Good. Can you tell me which statement happens before, the first or the latter?</p> <p>- How do you know that ?</p> <p>(Ask some students to make the sentences using the pattern above and have</p>	<p>(Read the sentences together)</p> <p>- After + Subj. + had + V.3 + ...., Subj. + Past T.+ ...</p> <p>- The first one.</p> <p>- Because of the word 'after'</p> <p>(Make the sentences and write them on the board.)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>a student write the sentences on the board)</p> <p>- Very good. Read the sentences together.</p> <p>Practice (Passage Reading Level) (15 mins.)</p> <p>(Distribute the sheets of the story "Car thieves")</p> <p>- Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note down the time you spend on reading the story on the top right hand corner of your answer sheet. Then put the sheets of the story in your desk.</p>	<p>(Read the sentences)</p> <p>(Read the story silently.)</p>	

#### Car Thieves

One morning a car drove ..... careful in future

(After reading, teacher collects all the sheets of the story)

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Evaluation (Testing level) (10 mins.)</p> <p>- Now, you'll have to do the test.</p> <p>Choose the best answer and put your answer on the answer sheet.</p> <p>Transfer (10 mins.) (Divide the students into 5 groups. Have each group discuss and write a dialogue about what the thieves will talk to each other at the end of the story. Ask some groups to play a role in front of the class.)</p>	<p>(Do the test)</p>	

Class	M.3
No.of students	36
Date	
Time	
Content	"Fish in the Forest" in "The Young Children's Encyclopedia" p.46
Aids	Word Cards, Sentence Cards, Pictures
Assumption	Students already know the following words : worry, dead, surprise, forest, believe and they also know the basic structure of past tense

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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students will be able to answer the comprehension questions about the story correctly after reading one time (or two times for Group II and three times for Group III)</p>	<p>Presentation (15 mins.)</p> <p>- Class, have you ever had a secret that you don't want anyone to know?</p> <p>(Point to the student who answers 'yes')</p> <p>- However, if other persons know that secret from your close friend, what will you do?</p>	<p>- Yes. (No.)</p> <p>- I won't tell any stories to that friend any more. (Say nothing .....)</p>	<p>Students do the comprehension test of the story "Fish in the Forest"</p>
<p>2. Enabling Objectives</p> <p>2.1 Students will be able to spell, pronounce and tell the meaning of the following words : crazy, robber, fishhook, fishing line, hunting.</p> <p>2.2 Students will be able to use the pattern Verb + Obj. + V.ing</p>	<p>- Today, we will read a passage about how secret brings trouble to a couple. First, let's review some vocabulary. (Stick the sentence chart on the board and ask the students to read each sentence)</p> <p>worry, dead, surprised, forest, believe</p>		



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. Tigers and elephants usually live in the ____.</p> <p>2. This is a true story, please ____ me.</p> <p>3. ____ persons are those who have no feeling at all.</p> <p>4. Our teacher seem to be ____ when no one talk in class this morning.</p> <p>5. My sister begins to ____ because the entrance examination is coming.</p> <p>(Ask some students to fill in the blanks with the word cards on the chart)</p> <p>- Repeat the sentences after me.</p> <p>- Now, we're going to study some new veocabulary before reading the passage.</p> <p>Hunting</p> <p>(Stick the sentence</p>	<p>(Stick the cards on the chart)</p> <p>(Repeat the sentences)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>chart on the board)</p> <p>Every weekend my father and his friends go hunting in the forest.</p> <p>Hunters usually have guns and knives when they go hunting.</p> <p>After going hunting, he came back with two rabbits and six birds.</p> <p>- Can you guess what 'hunting' means?</p> <p>-Good. What part of speech is it?</p> <p>- Yes. Spell the word together.</p> <p>- Repeat after me, hunting</p> <p>Fishhook</p> <p>(Stick the chart on the board)</p> <p>- Fishhook is made of metal and has a sharp point ending.</p>	<p>- ล่าสัตว์</p> <p>- It is a verb.</p> <p>-H-U-N-T-I-N-G</p> <p>- Hunting</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- When we're going to fish we put a worm at the fishhook.</p> <p>- Fish are caught because they cannot go after eating a worm at the fishhook.</p> <p>- Can you tell me the meaning of 'fishhook'?</p> <p>- Very good. What part of speech is it?</p> <p>- Spell it together</p> <p>- Repeat after me,</p> <p>fishhook.</p> <p>Fishing line</p> <p>(Stick the chart on the board)</p> <p>- Fishing line is a part of the fishing rod that fishermen use to catch the fish.</p>	<p>- ปลาเบ็ด</p> <p>- It's noun.</p> <p>- F-I-S-H-H-O-O-K</p> <p>Fishhook</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Fishing line is made of thread or nylon.</p> <p>- Fishing line is tied between the stick and the fishhook.</p> <p>- Can you tell me the meaning of 'fishing line'?</p> <p>- Right. What part of speech is it?</p> <p>- Spell it together.</p> <p>- Repeat after me, fishing line</p> <p>Robber (Stick the chart on the board)</p> <p>- Robbers are persons who take other people's things with force.</p> <p>- Robbers may come to our houses together with guns and knives.</p>	<p>- ล่าชเช็ด</p> <p>- It's a noun.</p> <p>- F-I-S-H-I-N-G L-I-N-E</p> <p>- Fishing line</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- We can see robbers with black handkerchiefs on their faces in some old movies.</p> <p>- Can you guess what 'robber' means?</p> <p>- Very good. What part of speech is it?</p> <p>- Spell it together.</p> <p>- Repeat after me, robber</p> <p>Crazy</p> <p>- He might be crazy. He told me that his dog could write a letter.</p> <p>- She's a crazy girl. She always laughs whenever she is alone.</p> <p>- I think he's crazy because he's wearing a coat while it is hot like this?</p> <p>- Can you guess what 'crazy' means?</p>	<p>- โจร</p> <p>- It's a noun.</p> <p>- R-O-B-B-E-R</p> <p>- Robber</p> <p>- บ้า</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Good. What part of speech is it?</p> <p>- Spell it together.</p> <p>- Repeat after me, 'crazy'</p> <p>Subj. + Perceptual V. + Obj. + V.ing</p> <p>(Stick the chart on the board)</p> <p>She heard him singing in the bathroom.</p> <p>I saw her walking in the park.</p> <p>Manee watches her son doing his homework.</p> <p>(Ask some student to break each sentence into two parts)</p> <p>- Read the sentences after me.</p> <p>(Ask some students to make sentences using the same pattern)</p>	<p>- It's an adjective</p> <p>- C-R-A-Z-Y</p> <p>- Crazy</p> <p>(Break the sentences into two parts)</p> <p>(Read the sentences)</p> <p>(Make sentences using the same pattern as in the example)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Tell me the pattern of these sentences.</p> <p>- Very good.</p> <p>Practice (Passage Reading Level, 5-15 mins.)</p> <p>(Distribute the sheets of the story "Fish in the Forest")</p> <p>- Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note down the time you spend on reading the story on the top right hand corner of your answer sheet. Then put the sheets of the story in your desk.</p>	<p>see</p> <p>- Subj. + hear + watch</p> <p>Obj. + V.ing</p> <p>(Read the story silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	

### Fish in the Forest

One day when a poor farmer was working ..... "She is really crazy !"

(After reading, teacher collects all the sheets of the story)

Evaluation (Testing Level, 10 mins.)

- Now, it's time for you (Do the test) to do the test. Choose the best answer and put your answer on the answer sheet.

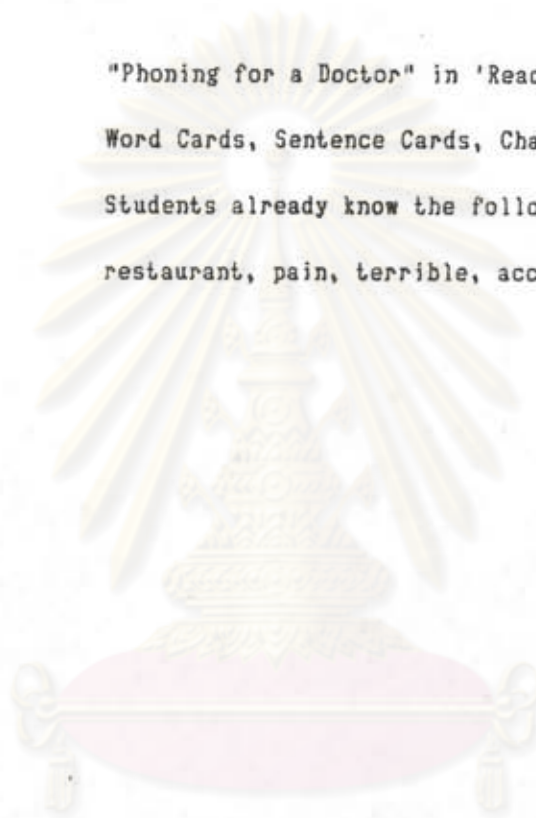
Transfer (10 mins.)

(Divide the students into a group of 5 persons.)

Have each group discuss how they should do if they have a wife or husband like Sarah. Ask 2-3 groups to present the group's idea before class)



Class	M.3
No.of students	36
Date	
Time	
Content	"Phoning for a Doctor" in 'Read all about it' p.106
Aids	Word Cards, Sentence Cards, Charts, Pictures
Assumption	Students already know the following words : patient, restaurant, pain, terrible, accident, surgeon



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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students will be able to answer the comprehension questions about the story correctly after reading one (or two times for Group II and three times for Group III)</p> <p>2. Enabling Objectives</p> <p>2.1 Students will be able to pronounce, spell and tell the meaning of the following words : ambulance, stretcher, poison, special dish.</p> <p>2.2 Students will be able to use the pattern</p> <p>-Subj. + V.(+ Obj) + as</p> <p>+ Subj. + Cont. T.</p> <p>- What about + N. (Pron.)?</p>	<p>Presentation (15 mins.)</p> <p>(Stick a picture of a doctor)</p> <p>- What is he?</p> <p>- What does he do?</p> <p>- Do you think doctors can be ill?</p> <p>- What will happen if most of them are sick at the same time?</p> <p>- Class, did anyone used to be seriously ill and have to be sent to the hospital?</p> <p>(Point to one of those who is holding his hand up)</p> <p>- Today, we're going to read a story about the persons who were very sick and were sent to the hospital. First of all, let's review some</p>	<p>(Look at the picture)</p> <p>- He 's a doctor.</p> <p>- He takes care of sick people.</p> <p>- May be</p> <p>- There'll be trouble in the hospital.</p> <p>(Some students hold their hands up)</p>	<p>Students do the comprehension test about the story "Phoning for a Doctor"</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>vocabulary.</p> <p>(Stick the chart on the board)</p> <p>patient, restaurant, pain terrible, accident.</p> <p>1. Manat fell from the tree this morning. He's got so much ____ now.</p> <p>2. There's a car ____ at the crossroads. Two men died.</p> <p>3. I don't like to go to a ____. It's better to eat at home.</p> <p>4. Take good care of the ____. The doctor told the nurse.</p> <p>5. He's a ____ husband. He always hit his wife in public.</p> <p>6. The ____ is not here. Now he's in the operating room.</p>		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Ask some students to fill in the blanks with the cards on the chart)</p> <p>- Repeat the sentences after me.</p> <p>- Now, we're going to study some new vocabulary before reading the passage.</p> <p>Ambulance</p> <p>(Stick the chart on the board)</p> <p>- An ambulance is a kind of vehicles used to carry sick persons to the hospital.</p> <p>- An ambulance is a van with a cross on its side.</p> <p>- An ambulance usually has a fire signal and a siren</p>	<p>(Stick the cards on the chart)</p> <ol style="list-style-type: none"> <li>1. patient</li> <li>2. restaurant</li> <li>3. pain</li> <li>4. terrible</li> <li>5. accident</li> </ol> <p>(Repeat the sentences)</p> <p>(Look at the chart)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>which are ready to open when they're in a hurry.</p> <p>- Can you guess what "ambulance" means?</p> <p>- Very good. What part of speech is it?</p> <p>- Yes. Spell it together.</p> <p>- Repeat after me, ambulance.</p> <p>Stretcher</p> <p>(Stick the chart on the board)</p> <p>- A stretcher is made of cloth. It's like a moving bed.</p> <p>- A stretcher is used to carry the wounded soldiers in the battle field.</p> <p>- Can you tell me the meaning of 'stertcher'?</p> <p>- Good. What part of speech is it?</p>	<p>- รถพยาบาล</p> <p>- It's a noun.</p> <p>- A-M-B-U-L-A-N-C-E</p> <p>- Ambulance</p> <p>(Look at the chart)</p> <p>- เปลหามคนไข้</p> <p>- It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Right. Spell it together.</p> <p>- Repeat after me, stretcher Poison (Stick the chart on the board)</p> <p>- There's so much air pollution on the street because of poison gas from the cars.</p> <p>- It's dangerous to eat poison. You may die soon.</p> <p>- "Don't eat that food. There's poison in it!"</p> <p>- Can you guess what 'poison' is?</p> <p>- Good. What part of speech is it?</p> <p>- Yes, spell it together, please.</p> <p>- Repeat after me, poison Special dish</p>	<p>- S-T-R-E-T-C-H-E-R</p> <p>- Stretcher</p> <p>- พิษ</p> <p>- It's a noun.</p> <p>- P-O-I-S-O-N</p> <p>- Poison</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the chart on the board)</p> <p>1. "Please bring me a special dish. I'm very tired of chicken soup that you cook everyday"</p> <p>2. The waiter suggested that today's special dish is "Soup No-Mai"</p> <p>3. He asks the waiter, "What do you suggest for a special dish?"</p> <p>- Can you tell me the meaning of 'special dish'?</p> <p>- Good. What part of speech is it?</p> <p>- Repeat after me, special dish.</p> <p>Subj. + V.(+ Obj.) + as +</p> <p>Subj. + Cont.</p> <p>(Stick the chart on the board)</p>	<p>(Look at the chart)</p> <p>- อาหารจานพิเศษ</p> <p>- It's a noun.</p> <p>- Special dish.</p> <p>(Look at the chart)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>1. You don't need to stay with me as I'm doing my homework.</p> <p>2. I saw him yesterday as he was jogging in the park.</p> <p>3. Everybody is silent as she is crying.</p> <p>- Can you tell me the pattern of these sentences.</p> <p>- Good. When do we use this pattern?</p> <p>(Ask some students to make sentences using the same pattern on the board)</p> <p>What + about + N.(Pron.)?</p> <p>(Stick the chart on the board)</p> <p>1. He invited all of my friends to the party. What about me?</p>	<p>Subj. + V.(+ Obj.)+ as + Subj. + Cont.</p> <p>- เมื่อเหตุการณ์ 2 เหตุการณ์เกิดขึ้นพร้อมกัน และเหตุการณ์หนึ่งกำลัง กระทำอยู่ในขณะนั้น</p> <p>(Make sentences using the same pattern)</p> <p>(Look at the board)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>2. Only Jane and Jimmy come. What about Jack?</p> <p>3. What about my hat? I've hung it here just a few minutes ago.</p> <p>- Can you tell me the pattern of these sentences?</p> <p>- Good.</p> <p>Practice (Passage Reading Level, 5-15 mins.)</p> <p>(Distribute the sheets of the story "Phoning for a Doctor")</p> <p>- Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note down the time you spend on reading the story on the top right hand corner of your answer sheet. Then put the sheets</p>	<p>- What + about + N. (Pron.)?</p> <p>(Read the story silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>of the story in your desk.</p> <p style="text-align: center;">Phoning for a Doctor</p> <p style="text-align: center;">Bill was passing through Bilchester ..... They're all on those students!</p> <p style="text-align: center;">(After reading, teacher collects all the sheets of the story)</p>		
	<p>Evaluation (Testing Level, 10 mins.)</p> <p>- Now, it's time for you to (Do the test) do the test. Choose the best answer and put your answer on the answer sheet.</p> <p>Transfer (10 mins.)</p> <p>(Divide the students into groups of 4 persone. Have each group write a dialogue about what the patients would say to the nurses while they're waiting for the doctors. Then ask some groups to play a role in front of class.)</p>		

Class	N.3
No. of students	36
Date	
Time	
Content	"Christmas Presents" in Constructive Reading, p. 86
Aids	Word Cards, Sentence Cards, Charts, Pictures
Assumption	Students already know the following words : suddenly, enough, married, poor, without and they also know the basic structure of past tense



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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students will be able to answer the comprehension questions about the story correctly after reading once (or two times for Group II and three times for Group III)</p>	<p>Presentation (15 mins.)</p> <p>(Show a picture of Santa Claus and a picture of Christmas tree)</p> <p>- Class, look at these two pictures.</p> <p>- What do you see in the picture?</p> <p>- What do people do during Christmas?</p>	<p>(Look at the pictures)</p> <p>- Santa Claus and Christmas tree.</p> <p>- They have a party.</p>	<p>Students do the comprehension test of the story "Christmas Presents"</p>
<p>2. Enabling Objectives</p> <p>2.1 Students will be able to pronounce, spell and tell the meaning of the following words : present, notice, funny, watch-chain, jewel.</p> <p>2.2 Students will be able to use the pattern</p> <p>Subj. + V. + enough + N. + Inf. V.</p>	<p>Christmas?</p> <p>- Yes. Today, we will read a passage about Christmas.</p> <p>First of all, let's review some vocabulary that you've already learned.</p> <p>(Stick the sentence chart on the board and ask</p> <p>students to read each sentence.)</p> <p>suddenly, enough, married, poor, without</p>	<p>(เขาให้ของขวัญกัน)</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
2.3 Students must be able to write a paragraph about Christmas present.	<p>1. I don't want any more cakes. That's ____.</p> <p>2. We cannot buy things ____ money.</p> <p>3. The room has been quiet for two hours ____ the telephone rings.</p> <p>4. Peter and Mary have got _____. They become husband and wife.</p> <p>5. He is very _____. He has no house to live and no money to buy food.</p> <p>(Ask some students to stick the word card on the chart)</p> <p>- Repeat the sentences after me.</p> <p>- Now, we're going to study some new vocabulary before reading the passage.</p> <p>Present</p>	<p>(Stick the cards on the chart)</p> <p>(Repeat the sentences)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>(Stick the sentence chart on the board)</p> <p>A present is usually wrapped with beautiful paper and tied with a ribbon around it.</p> <p>We usually give presents to each other on New Year's Day.</p> <p>Tomorrow is my sister's birthday. I'll give her a present.</p> <p>- Can you tell me the meaning of 'present'?</p> <p>- Very good. What part of speech is it?</p> <p>- Good. Spell the word together.</p> <p>- Repeat after me, present.</p> <p>Jewel</p> <p>(Stick the sentence card on the board)</p>	<p>ของขวัญ (Show a present to the ____ This is a present)</p> <p>- ของขวัญ</p> <p>- It's a noun.</p> <p>- P-R-E-S-E-N-T</p> <p>- Present</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>We can use jewels to make necklaces, bracelets, rings or earrings.</p> <p>Diamond is a kind of jewels, too.</p> <p>We can buy jewels at the jewelry's shop.</p> <p>- Can you guess the meaning of 'jewel'?</p> <p>- Good. Repeat after me, jewel.</p> <p>- Spell it together.</p> <p>- What part of speech is it?</p> <p>Watch-chain (Show a picture of watch-chain) (Point at the watch)</p> <p>- What is this ?</p> <p>- (Point at the chain)</p> <p>- What about this ?</p> <p>- It's a chain, a watch-</p>	<p>- เพชรพลอย</p> <p>- jewel</p> <p>- J-E-W-E-L</p> <p>- It's a noun.</p> <p>- It's a watch.</p> <p>- Yes.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>chain. Have you ever seen it before?</p> <p>- Where ?</p> <p>- Can you tell me what 'watch-chain' is?</p> <p>- Good. What part of speech is it?</p> <p>- Right. Repeat after me, watch-chain.</p> <p>Notice</p> <p>(Show the notices in the newspaper)</p> <p>- This is a newspaper.</p> <p>I'll show you something on the page of classified ads. There are many boxes here. The information in the boxes may tell us about the place where we can find jobs or the characteristic of the persons that the</p>	<p>- จากละคร "แต่ปางก่อน" ทางทีวี</p> <p>- ใช้คำนามพหูพจน์</p> <p>- It's a noun.</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>company wants. We call them 'notice.'</p> <p>Some notices will tell us about houses for rent.</p> <p>- This notice tells us about a car for sale.</p> <p>- What does 'notice' mean?</p> <p>- Good. What part of speech is it?</p> <p>- Spell it together.</p> <p>- Notice</p> <p>Funny</p> <p>(Stick the chart on the board)</p> <p>- When we read cartoons, we find that most of them are funny.</p> <p>- We always laugh when we listen to a funny story.</p> <p>- It will be funny if my grandfather is in a student's uniform.</p>	<p>- ประกาศ</p> <p>- It's a noun.</p> <p>- N-O-T-I-C-E</p> <p>- Notice</p> <p>(Look at the chart)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Can you guess what 'funny' means?</p> <p>- Good. What part of speech is it?</p> <p>- Repeat after me F-U-N-N-Y, funny?</p> <p>- Again, please.</p> <p>- - - enough - - - to</p> <p>(Stick the sentence card on the board)</p> <p>This pen cost 12 baht, but I have only 5 bath. So, I don't have enough money to buy the pen.</p> <p>I want to give you the cakes but I have only 2 pieces of them. So, I don't have enough cakes to give to all.</p> <p>- There are five children and I have six apples.</p> <p>I can give the apples to</p>	<p>- น่าขัน</p> <p>- An adjective</p> <p>- F-U-N-N-Y, funny.</p> <p>- F-U-N-N-Y, funny.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>give and there is still another one left for myself.</p> <p>- What does 'enough...to' mean?</p> <p>- Can you tell me the pattern of it?</p> <p>(Ask some students to make the sentences using 'enough .... to' on the board)</p> <p>Practice (Passage Reading Level) (15 mins.)</p> <p>(Distribute the sheets of the story "Christmas Presents")</p> <p>- Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note</p>	<p>- เพียงพอที่จะ</p> <p>-Subj. + V.to have + enough + N. + to + V. There + V. to be (Volunteer to make some sentences using 'enough .... to')</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>down the time you spend on reading the story on the top right hand corner of your answer sheet. Then put the sheets of the story in your desk.</p>		

#### Christmas Presents

Della and Jim Young ..... in the world, you know .....

(After reading, teacher collects all the sheets of the story)

<p>Evaluation (Testing Level)</p> <p>(10 mins.)</p> <p>- Now, you'll have to do the test. Choose the best answer and put your answer on the answer sheet.</p> <p>Transfer (10 mins.)</p> <p>- Now, I'd like you to fill in the blanks with the words given. It's about Christmas.</p>	<p>(Students do the test)</p>
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Class	M.3
No.of students	36
Date	
Time	
Content	"Men are Big Babies" in "Read all about it" p.20
Aids	Word Cards, Sentence Cards, Chart, Pictures
Assumption	Students already know the following, words : temperature, thermometer, die, training, nurse and they also know the basic structure of past tense



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Objective	Procedure		Evaluation
	Teacher	Students	
<p>1. Terminal Objective</p> <p>Students must be able to answer the comprehension questions of the story correctly after reading one time (or two times for Group II and three times for Group III)</p> <p>2. Enabling Objectives</p> <p>2.1 Students must be able to spell, pronounce and tell the meaning of the following words : patient, ward, surgeon, pain</p> <p>2.2 Students must be able to use the pattern : Let + someone + Inf. without to (+ something)</p>	<p>Presentation (15 mins.)</p> <p>(Show a picture of a hospital)</p> <p>- Class, look at this picture.</p> <p>- What do you see in the picture?</p> <p>- Where do they work?</p> <p>- Today, we're going to read a story about hospital. First of all, let's review some vocabulary :</p> <p>(Stick the chart on the board)</p> <p>temperature, thermometer, training, dying, nurse</p> <p>1. Doctors and ___ usually work together in a hospital.</p> <p>2. A ___ person cannot talk, move, or eat.</p>	<p>(Look at the picture)</p> <p>- Nurses</p> <p>- At the hospital</p>	<p>Students do the comprehension test of the story "Men are Big Babies"</p>

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3. It is hot today. The ___ is up to 40°C.</p> <p>4. Right now Siree is ___ for more cooking. She is going to be married.</p> <p>5. The doctor put a ___ in the child's mouth in order to check.</p> <p>(Call some students to stick the card on the chart)</p> <p>- Repeat the sentences after me.</p> <p>Patient A patient is the person who goes to see the doctor because he is sick.</p> <p>Many patients are waiting for the doctor at the bench Doctors and nurses have to take care of the patients well.</p>	<p>(Stick the card on the chart)</p> <p>(Repeat the sentences)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>Can you guess what 'patient' is?</p> <p>Good. What part of speech is it ?</p> <p>Yes. Repeat after me, patient.</p> <p>Spell it together, please.</p> <p>Pain</p> <p>(T. walks right against the table and cries out loudly with pain)</p> <p>- I've got a pain because I hit the table.</p> <p>(Show a picture of a baby having an injection)</p> <p>- The baby is crying with pain because of the needle getting through his arm.</p> <p>- The pain is the bad feeling we've got when we hit someone or something hard.</p>	<p>- คนไข้</p> <p>- It's a noun.</p> <p>- Patient</p> <p>- P-A-T-I-E-N-T</p>	



Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Can you tell me the meaning of 'pain'?</p> <p>- Very good. What part of speech is it?</p> <p>- Right. Repeat after me, P-A-I-N, pain.</p> <p>Surgeon</p> <p>(Show a picture of the surgeons around the patient's bed)</p> <p>- These surgeons are working in the hospital.</p> <p>- A woman who is having a baby will be in charge of the surgeons.</p> <p>- A surgeon is a doctor who usually works with the needle and thread.</p> <p>- Can you guess what 'surgeon' means?</p> <p>- Very good. What part of speech is it?</p>	<p>- ความเจ็บปวด</p> <p>- It's a noun.</p> <p>- P-A-I-N, pain</p> <p>- หมอผ่าตัด</p> <p>- It's a noun.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>- Repeat after me, surgeon.</p> <p>- Spell the word together.</p> <p>Ward</p> <p>(Stick the sentence card on the board)</p> <p>A ward is a room in a hospital. It has many beds for sick people.</p> <p>We can visit sick people in the ward.</p>	<p>- Surgeon</p> <p>- S-U-R-G-E-O-N</p>	
	<p>- Can you guess the meaning of 'ward'?</p> <p>- Good. What part of speech is it?</p> <p>- Repeat after me, ward.</p> <p>Let + S.O. + Inf. without to (+ sth.)</p> <p>(Stick the sentence card on the board.)</p> <p>I am so tired, let me stop walking for a few minutes.</p> <p>Let me go, please.</p>	<p>- ห้องพักคนไข้</p> <p>- It's a noun.</p> <p>- Ward</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>My mother is waiting for me. Let him go to bed. He looks so sleepy. (Ask the students to read the sentences) - Can you tell me how to use "let" in these sentences? (Ask some students to make sentences using 'let' on the blackboard.) Practice (Passage Reading Level, 5-15 mins.) (Distribute the sheets of the story "Men are Big Babies") - Read the story silently and carefully for one time (or two times for Group II and three times for Group III), please note down the time you spend on reading</p>	<p>- Let + Obj. + Inf. without 'to' (Make sentence using 'let' on the blackboard.) (Read the story silently)</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	the story on the top right hand corner of your answer sheet. Then put the sheets of the story in your desk.		

#### Men are Big Babies

Anna really wanted to be a nurse ..... she said to Anna.

(After reading, teacher collects all the sheets of the story)

Evaluation (Testing level,

10 mins.)

- Now, it's time for you (Do the test)

to do the test. Choose the

best answer and put your

answer on the answer sheet.

Transfer (10 mins.)

- Now, I'd like you to

write a paragraph telling

about what you will do if


you were Anna in this story

(Ask some students to read

what they write in front of

the class.)





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## READING COMPREHENSION TEST

Topic : A Table for Two

Read the following passage and choose the best answer.

## A Table for Two

Christian was working in a restaurant in London. One day he saw a very fat lady in a fur coat get out of an old Rolls Royce and come into the restaurant with a small fat dog.

"A table for two" she said to Christian.

"This way, madam," said Christian. "Would you like to order now, madam," he said, "or will you wait for your friend?"

"Friend?" said the woman. "I'm alone. The other place is for my dog."

The woman looked at the menu and ordered soup, fish, chicken and rice, fruit with cream, and cheese. She also ordered a bottle of the most expensive French wine.

"And the dog, madam?" Christian began.

"Fido?" answered the woman. "Fido always sits at the table with me."

When she ate she gave little pieces of fish and meat to Fido, too. Fido ate them and asked for more.

"Oh, dear!" said the lady. "I've given so much chicken to Fido that I'm still hungry. Please bring me some roast duck."

Christian saw her give a lot of roast duck to Fido, too. After the meal, she ordered coffee and a large box of the most expensive cigarettes.

"A very nice meal. Now will you please bring me my bill," Christian added up the bill. It was 3.

"Humm. 3. That's a lot of money. I'll have to pay by cheque."

Then Christian took the cheque to the manager's office.

"Tell her-politely-that we don't accept cheques," said the manager. But it was too late. The woman had gone. The manager telephoned the bank at once, but the bank had not heard of the woman. The manager was very angry.

"Excuse me, sir," said Christian. "But I can remember the number of the car. It was CHR 17. You see, I'm 17 years old and my name \_\_\_\_\_."

The manager telephoned again the police station. Half an hour later he called Christian. He was laughing.

"They've caught her," he said. "And Fido was still hungry! He bit a policeman!"

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## A Table for Two

Choose the best answer

1. The woman looked at the menu and ordered soup, fish, chicken and fruit with cream, and cheese.  
'order' means .....
  - a. put on
  - b. take care
  - c. point out
  - d. ask for
2. "Tell her--politely-- that we don't accept cheques," said the manager. 'Cheque' is used instead of .....
  - a. money
  - b. thing
  - c. paper
  - d. bill
3. Which of the following best describe Christian?
  - a. polite but clumsy.
  - b. diligent but foolish.
  - c. foolish and clumsy.
  - d. polite and intelligent.
4. "The bank had never heard of the woman."  
This statement means .....
  - a. The bank didn't know where the woman had lived.
  - b. The woman had never gone to the bank.
  - c. The bank officers didn't know the woman well.
  - d. The woman had no money at the bank.
5. Christian can remember the number of the lady's car because....
  - a. he has a good memory.
  - b. it is like his name and age.
  - c. it is short and easy to remember.
  - d. he had noticed her closely when he first saw her.



6. "But I can remember the number of the car."  
'I' (line 26) refers to .....
- a. Christian
  - b. the lady
  - c. the manager
  - d. the policeman
7. 'French wine' is a kind of .....
- a. alcoholic drink.
  - b. fruit juice.
  - c. jam
  - d. soup
8. 'Fido' is the name of ....
- a. the restaurant's manager.
  - b. the waiter.
  - c. the lady's dog.
  - d. the policeman.
9. Which is the correct order of the events?
- 1. The police caught the lady.
  - 2. The manager telephoned the bank.
  - 3. The lady ordered food.
  - 4. Christian brought the lady the bill.
- a. 2 3 4 1
  - b. 3 1 2 4
  - c. 1 2 3 4
  - d. 3 4 2 1
10. It is possible that .....
- a. The lady left her bag at home.
  - b. The lady used to eat without paying many times.
  - c. The dog had never eaten outside before.
  - d. The dog ate too much for the lady to pay.

## READING COMPREHENSION TEST

**Topic :** Phoning for a Doctor

Read the following passage and choose the best answer.

**Phoning for a Doctor**

Bill was passing through Bilchester when he saw four ambulances in front of the White Horse Hotel. He stopped suddenly and took out his notebook.

"What has happened?" He asked a girl who was standing near the door.

"They suddenly began to have terrible pains and they were very sick," she said, "I was in the restaurant. I saw it all. It must be food-poisoning."

At that time the ambulances began to drive off. Bill drove after them to the hospital. He saw that it was full of nurses there but they were all so busy.

The ambulance men took the stretchers--ten of them--to the middle of the floor. Nurses began to attend to the new patients. Bill moved nearer.

"Can't we get Doctor Ranji," asked a nurse.

"No," said the sister. "He's busy."

"What about Doctor Bradbury?"

"He was out and the matron is phoning the two doctors who are in town."

At the time the matron came in. "It's no good," she said, "Doctor Scott has gone to a woman who is having a baby. Doctor Burt is out too. There has been an accident at the fruit farm. You will have to look after the patients until I find another doctor. How are they?"

"I think they're a little better," said the sister. "But they are still asking for a doctor." One of them said. "Phone Saint Mary's Hospital, Portsmouth."

"Good idea!" said the matron.

Bill stopped an ambulance man as he was leaving. "Tell me why the matron is phoning Portsmouth?"

"Didn't you hear?" he said. "We need a doctor. The two young doctors who live in the hospital aren't there. The other two doctors ... "

"Do you mean that there are only four doctors in this town?" Bill asked.

"But what about the others?" said Bill.

"Well, you see, our Doctor Cameron was 80 years old today. So the other doctors wanted to give him a party. They asked for a very special dish. Now they're all on those stretchers!"

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## Phoning for a Doctor

Choose the best answer

1. The ambulance men took the stretchers--ten of them--to middle of the floor. 'Stretcher' means.....
  - a. roll or elastic band.
  - b. sick person who came to the hospital.
  - c. frame with cloth for carrying a sick person.
  - d. armchair with two wheels for a sick person.
2. At the time the ambulances began to drive off.  
'Ambulance' means .....

  - a. doctor's car.
  - b. hotel's service car.
  - c. taxi near the hotel.
  - d. van for carrying sick person.

3. "It's no good," she said  
"It's no good" (line 14) means she ..... the doctors.
  - a. could not find
  - b. had found
  - c. would find
  - d. didn't need
4. 'Matron' means .....

  - a. the nurses' chief.
  - b. the doctor's helper.
  - c. the hospital driver.
  - d. the restaurant owner.

5. Who do you think is wrong in this story?
  - a. The nurses.
  - b. The doctors.
  - c. The restaurant's manager.
  - d. The waiters.



6. What does 'party' mean?
- a. Birthday
  - b. Talking
  - c. Meeting
  - d. New Year's Day
7. What will happen if there is only one hospital in town?
- a. There will be more sick people.
  - b. There will be trouble in the hospital.
  - c. There are not enough doctors for sick people.
  - d. People will leave for other places.
8. After the matron had phoned the hospital in town ....
- a. The doctors suddenly came.
  - b. no doctors could come.
  - c. no one answered the phone.
  - d. the doctors went back home.
9. Bill took note and he followed sick people to the hospital because he wanted to know what would happen next. From this sentence what do you think is Bill's job?
- a. Driver
  - b. Waiter
  - c. Doctor
  - d. Newspaperman
10. "Doctor Cameron was 80 years old today. So the other doctors wanted to give him a party. They asked for a very special dish. Now they're all on those stretchers!" 'They' refers to \_\_\_\_\_
- a. dishes
  - b. doctors
  - c. parties
  - d. patients

## READING COMPREHENSION TEST

**Topic :** Men are Big Babies

Read the following passage and choose the best answer.

**Men are Big Babies**

Anna really wanted to be a nurse. But as she had never got any training before, she started as a Student Nurse in London hospital.

Anna got very little money and the work was hard. But she liked it. She made the beds, carried tray at meal times, and helped to wash patients.

One morning Anna was alone in the men's ward. She tried to move the bed but she couldn't do it. Some of the men were drinking their tea. Others were reading. But when they saw Anna at work, they put down their cups and their books.

"Let me help you," said one young man.

"Don't get out of the bed, Mr. Macgregor," Anna said.

"Call me Jim," said the man. "I'm not sick now. I'm leaving the hospital tomorrow."

At that time the man in the next bed began to cry.

"Oh, I've got so much pain."

Anna ran to the bed and looked at the man. He had just arrived that morning. He was young and good-looking.

"Hold my hand," he said to Anna. "I'm going to die."

Anna took his hand. "Where's the pain?" she asked.

"Everywhere," answered the young man. "All over my body."

"I'll call sister," Anna said.

"Jack's not really ill," said Jim "He just wants to hold your hand. Why don't you take his temperature? Here's a thermometer."

Anna took the thermometer and put it in Jack's mouth. After two minutes she took it out and read it. She was shocked because it was about 108°F. That's about 41°C." Anna thought. Jack quickly took the thermometer and read it, too.

"Help!" he cried. "I really am dying. Get a doctor quickly!"

The Ward Sister heard the noise and came in. She soon knew that Jack did not really have a temperature. Jim had put the thermometer in his tea. The sister smiled "Men are big babies, never listen to them," She said to Anna.



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**Men are Big Babies**

Choose the best answer

1. She made the beds, carried trays at meal times, and helped to wash patients. 'Patient' means .....

a. a dirty dish	b. used clothes
c. a little baby	d. a sick person

2. One morning Anna was alone in the men's ward.  
'Ward' means .....

a. a bathroom for the patients.	b. a living room for the patients.
c. a room for changing suits.	d. a room with many beds in the hospital.

3. Anna might be .....

a. old but beautiful.	b. young but ugly.
c. old and ugly	d. young and pretty.

4. "Don't leave me."  
This sentence means .....

a. Stay with me, please.	b. Let me stay alone.
c. Get away right now.	d. Get out of here.

5. "Let me help you." said one young man.  
'You' (line 8) refers to .....

a. Jim	b. Anna
c. Jack	d. Sister

6. What do you think Anna is like?

a. Kind	b. Clever
c. Lazy	d. Slow



7. This passage is a ..... story.
- a. sad
  - b. love
  - c. funny
  - d. happy
8. Where did the story happen?
- a. At the hospital
  - b. At the clinic
  - c. In the classroom
  - d. In Anna's bedroom.
9. What do doctors use to check whether we are ill or not?
- a. Fahrenheit
  - b. Centigrade
  - c. Temperature
  - d. Thermometer
10. What will we do when our body's temperature is about  $108^{\circ}\text{F}$ ?
- a. Sleeping in bed.
  - b. Holding someone's hand.
  - c. Crying loudly.
  - d. Going to see the doctor.



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## READING COMPREHENSION TEST

**Topic :** Fish in the Forest

Read the following passage and choose the best answer.

**Fish in the Forest**

One day when a poor farmer was working in his field, he found a box of gold coins. He brought it back home.

"Sarah, Sarah!" he called his wife. "We are rich!" He showed it to her and then asked, "Where shall we keep it?"

"Under the floor" said she. And he did so. But a little later, when his wife went out, the man began to worry.

"She always tells everybody about what she knows," he thought. So he quickly took the gold out of the floor and kept it under his bed instead.

When his wife came back, he said to her, "Tomorrow, we'll go hunting for fish in the forest."

"Fish? In the forest?" his wife asked with surprise.

"Of course. This is the best time of year to find fish. You'll see."

The next morning he got up long before his wife. He took a basket of fish and went out to the forest. On his way he bought some cakes. And when he saw a rabbit in the field, he shot it.

In the forest, he put the fish here and there and placed the cakes in a tree. He put the dead rabbit on a fishhook at the end of

the fishing line and threw the rabbit into the water. Then he went home.

After breakfast, the farmer took his wife into the forest with him. She saw fish lying on the ground; sweet cakes up in the tree; rabbits in the water. She was surprised to see those things.

When they went back home, Sarah told her friend in the village about the gold. These friends told other people, and at last a robber knew about it. He tried to take it from the farmer and his wife.

"Oh, no, it's not true."

"Your wife told everybody about it!" said the robber.

"Oh, my wife must be crazy. You can't believe what she says."

"Tell me when your husband found it."

"I remember well. It was the day before we went into the forest to find fish."

"Fish in the forest?" asked the robber.

"Yes," answered Sarah. "That was the day after it rained cakes and my husband also found a rabbit at the end of his fishing line in the water."

He looked at the farmer and said, "She is really crazy!"

### Fish in the Forest

Choose the best answer

1. "Oh, my wife must be crazy. You can't believe what she says."

'Crazy' means.....

- |            |            |
|------------|------------|
| a. busy    | b. quiet   |
| c. worried | d. foolish |

2. The farmer knew that his wife .....

- |                           |   |
|---------------------------|---|
| a. did not love him.      | b. wanted the gold, too.                  |
| c. would not believe him. | d. would tell other people what she knew. |

3. "Tell me when your husband found it."

'It' (line 28) refers to .....

- |         |           |
|---------|-----------|
| a. fish | b. cake   |
| c. gold | d. rabbit |

4. Which is the correct order of the events?

1. The farmer took his wife into the forest.
2. The farmer kept gold under his bed.
3. The robber know about gold.
4. The farmer found gold in the field.

- |            |            |
|------------|------------|
| a. 4 3 1 2 | b. 4 1 3 2 |
| c. 4 2 1 3 | d. 4 3 2 1 |

5. We can conclude that the farmer was .....

- |             |             |
|-------------|-------------|
| a. kind     | b. clever   |
| c. diligent | d. handsome |





## READING COMPREHENSION TEST

Topic : Christmas Presents

Read the following passage and choose the best answer.

## Christmas Presents

Della and Jim Young, newly married, were poor. They lived in a very small house. But there were two things which they were happy that they had --. Della had the longest and most beautiful hair; and Jim had a gold pocket-watch which his father gave him.

Christmas was coming near so Jim and Della began to think of presents they could give to each other. Della always know that Jim wanted a gold chain for his watch. And Jim thought that Della would look good if she had a jewelled comb fix on her hair. But both of them did not have enough money to buy.

Now, Della had only 87 cents. 'If only I knew--,' she thought. Then suddenly she had an idea!. She put on her old hat and coat quickly, and ran away down the street to the shop that had the notice 'Hair bought'. She got in -- and then walked out of the shop with 15 dollars in her hand, but without her hair ! On the way home she stopped at every watchmaker's shop. At last she could find the chain that she thought it was good for Jim's watch.

Coming back home, with one dollar and 87 cents in her pocket, Della had enough time, before Jim came, to put the chain in a piece of coloured paper, and to keep the short ends of her hair. When Jim

saw it, he said nothing. "Oh, Jim, don't look at me like that !" Della cried. "It'll grow again very quickly, sure it will. And I had to do it. Here !" She gave him the present she had. "You see, I sell it to get the money for your present. Happy Christmas, dear."

When Jim opened it, he sat down on a chair. "I think we should put our presents away for a few minutes," he said, with a smile at last. "You'll see." Then, he took something out of his pocket, " I sold my watch to buy this comb for your hair! Isn't that funny?"

Della gave a smile, with the tears in her eyes, and said "our presents are the best Christmas presents in the world, you know."



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## Christmas Presents

Choose the best answer

1. Della was always ..... when she saw Jim look at his watch.
  - a. sad
  - b. afraid
  - c. excited
  - d. angry
  
2. When Jim opened it, he sat down on a chair. "I think we should put our presents away for a few minutes" he said.  
This means that he felt .... when he first saw the present.
  - a. glad
  - b. happy
  - c. excited
  - d. sad
  
3. But both of them did not have enough money to buy what they wanted.  
This sentence means .....

  - a. They had little money, so they could not buy things.
  - b. They had no money, so they could not buy things.
  - c. They had little money but they could buy things.
  - d. They had no money but they could buy things.

  
4. She gave him the present she had.  
"You see, I had to sell it to get the money for your present.  
Happy Christmas, dear."  
'It' (line 20) means .....

  - a. comb
  - b. chain
  - c. hair
  - d. watch

  
5. We can conclude that Jim and Della ..... each other very much.
  - a. like
  - b. dislike
  - c. love
  - d. hate



6. What is Della's good character?
- a. Kind woman
  - b. Open-minded
  - c. Beautiful hair
  - d. Quickly-minded
7. Which is the correct order of the events?
- 1. Della went to the shop to have her hair cut.
  - 2. Della gave her husband the present.
  - 3. Della got the money and bought a watch-chain.
  - 4. Della wanted to give a Christmas present to her husband.
- a. 3 2 4 1
  - b. 4 1 3 2
  - c. 2 4 1 3
  - d. 1 2 4 3
8. What do you think Della and Jim would do with their presents?
- a. Give them to anyone who wanted them.
  - b. Sell them back to the shops.
  - c. Keep them as a memory of love.
  - d. Sell them to anyone who wanted them.
9. Did Jim use the watch-chain his wife bought for him?
- a. Yes, because it was the present his wife gave him.
  - b. Yes, because he always wanted it for a long time.
  - c. No, because he didn't like it.
  - d. No, because there was no watch anymore.

## READING COMPREHENSION TEST

Topic : Car Thieves

Read the following passage and choose the best answer

### Car Thieves

One morning a car drove into the garage where Peter was working. It had a flat tyre. Two men got out quickly. While they were in the manager's office, Peter looked at the car. He saw that it had a German number plate. A few minutes later the manager called him. "Find Jack," he said, "and help him to mend the puncture. Do it quickly because these gentlemen are going back to Germany tonight."

The man said to his friend in German. "We'll go for a walk and come back in half an hour." Then the friend told that to the manager in very bad English, and they both walked out of the garage.

Peter and Jack soon knew why the car had a puncture. There was a small file with a very sharp point in the tyre. Peter looked at the file with surprise. Then he ran to the car and saw that the speedometer was marked in miles and the steering-wheel is on the right. "That number plate may be wrong," he thought. "These men aren't German. I think they're car thieves."

"I don't think so," Jack said. "Car thieves wouldn't come to a garage just for a puncture."

"Look! The tyre at the back is flat, too."

Peter and Jack went suddenly to see the manager. After the manager had looked at the car and the file, he telephoned the police. Two policemen arrived there very quickly.

The two men soon came back. "Is the car ready yet?" one of them asked. "We must go now."

Then the policemen came out and told them to show their passports. Their faces became white. "I don't understand." one of them answered.

"We don't speak English very well," said the other. So the policemen told Peter to speak to them in German, they did not understand a word.

"We know who you are. This is Lord Steel's car that you took from his garage in Patton Place. Right?"

"We're German visitors" one of the men said. But he forgot to speak like a German.

"Really?" said the policemen. He showed them the little file. "Well; we think you're English car thieves. You used this file to open Lord Steel's garage door, and it fell down on the road. You ran over it. You must be more careful in future!"

จุฬาลงกรณ์มหาวิทยาลัย

### Car Thieves

Choose the best answer

1. "These men aren't German--I think they're car thieves."  
 'Thieves' means persons who .....  
 a. work at the garage.  
 b. come from other countries.  
 c. travel with the Tour Group.  
 d. take other people's things secretly.
  
2. Then the policemen came out and told them to show their passports. Their faces became white.  
 This means that they were ...  
 a. sad  
 b. sick  
 c. dead  
 d. afraid
  
3. What is the main idea of the story?  
 The two men .....  
 a. came to the garage to buy a car.  
 b. stopped at the garage to see the police.  
 c. go away from the police and stopped at a garage.  
 d. stole a car and the police caught them at a garage.
  
4. Then the policemen came out and told them to show their passports.  
 'Them' refers to .....  
 a. Jack and Peter.  
 b. The two thieves.  
 c. Peter and the manager.  
 d. Jack and the thief.
  
5. The two men in the story were caught because they were .....  
 a. busy  
 b. lazy  
 c. careless  
 d. slow



6. What would happen next?

The two men were .....

- a. taken to the police station.
- b. sent back to Germany.
- c. sent to Lord Steel.
- d. hit by the policemen.

7. Which is the correct order of the events?

- 1. The police hid in the garage.
  - 2. The manager telephoned the police.
  - 3. The two men stopped at a garage.
  - 4. Peter and Jack found out that there were something wrong.
- a. 3 4 2 1                      b. 2 1 3 4  
c. 4 2 1 3                      d. 1 4 2 3

8. "These men aren't German -- I think they're car thieves."

"I don't think so," Jack said.

- a. I have no idea.                      b. I don't know much.
- c. I don't want to say.                      d. I don't agree with you.

9. Who noticed that there was something wrong?

- a. Peter                      b. The manager
- c. Lord Steel                      d. The policemen

10. What do we get from this story?

- a. You should be more careful if you want to be a thief.
- b. You should be thoughtful if you are a repairman.
- c. To be careful is good for everyone.
- d. Talking too much may bring us problem.



ภาคผนวก ค  
สถิติที่ใช้ในการวิจัย

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

ในการวิจัยเรื่อง "การเปรียบเทียบความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ได้รับการฝึกอ่านด้วยจำนวนครั้งที่แตกต่างกัน" ผู้วิจัยใช้สูตรสถิติต่าง ๆ ดังนี้

1. หาค่ามัชฌิมเลขคณิต (Mean) จากสูตร

$$\bar{X} = \frac{\sum fx}{N}$$

$\bar{X}$  แทน มัชฌิมเลขคณิต

$\sum fx$  แทน ผลรวมของคะแนนทั้งหมด

$N$  แทน จำนวนคนในกลุ่มตัวอย่างประชากร

(ประคอง กรรณสูต, 2525)

2. หาค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) จากสูตร

$$S = \sqrt{\frac{n(\sum fx^2) - (\sum fx)^2}{n(n-1)}}$$

$S$  แทน ค่าเบี่ยงเบนมาตรฐาน

$\sum fx^2$  แทน ผลบวกของผลคูณระหว่างความถี่กับกำลังสองของคะแนน

$\sum fx$  แทน ผลบวกของผลคูณระหว่างความถี่กับคะแนน

$n$  แทน จำนวนกลุ่มตัวอย่างประชากร

(John E. Freund, 1981)

3. ทดสอบภาวะแห่งความแปรปรวนของคะแนนของกลุ่มตัวอย่างประชากรก่อนการทดลอง

จากสูตร

$$F = \frac{s_{x_1}^2}{s_{x_2}^2} ; (s_{x_1}^2 > s_{x_2}^2)$$

(ประคอง กรรณสูต, 2528)

4. วิเคราะห์ข้อมูลโดยใช้การวิเคราะห์ความแปรปรวนทางเดียว (One-Way Analysis of Variance) จากสูตร

A	B	C
$X_{A_1}, X_{A_2}, X_{A_3}$	$X_{B_1}, X_{B_2}, X_{B_3}$	$X_{C_1}, X_{C_2}, X_{C_3}$
....., $X_{A_n}$	....., $X_{B_n}$	....., $X_{C_n}$
$X_{A_i} = a$	$X_{B_i} = b$	$X_{C_i} = c$

A, B, C แทน คนแต่ละกลุ่ม

i แทน 1, 2, 3, ....., n

X แทน คะแนนดิบ

a, b, c แทน คะแนนรวมของกลุ่ม A, B และ C ตามลำดับ

(ประกอบ กรรณสูตร, 2528)

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



## 5. วิเคราะห์หาค่า F-test จากสูตร

$$F = MS_u / MS_w$$

แหล่ง (Source)	ชั้นแห่งความเป็นอิสระ df	ผลบวกของ ( $\sum (X-\bar{X})^2$ ) SS	ความแปรปรวน MS = SS/df	F
ระหว่างกลุ่ม (Among groups)	k-1	SS <sub>u</sub>	Ms <sub>u</sub> = SS <sub>u</sub> /k-1	F = MS <sub>u</sub> /MS <sub>w</sub>
ภายในกลุ่ม (Within groups)	(N-1) - (k-1) = (N-k)	SS <sub>w</sub> = SS <sub>t</sub> - SS <sub>u</sub>	Ms <sub>w</sub> = SS <sub>w</sub> /N-k	
หรือ ความคลาดเคลื่อน (Error)				
ทั้งหมด (Total)	(N-1)	SS <sub>t</sub>	XXX	

1. ให้  $n_A, n_B, n_C, \dots$  แทน จำนวนตัวอย่างประชากรในกลุ่ม A, B, C
2. ให้  $a + b + c + \dots = T$  คือ คะแนนรวมของทุกกลุ่มที่นำมา

เปรียบเทียบ

3.  $\sum$  แทน ผลรวม
4.  $SS_t =$  ผลบวกของกำลังสองของส่วนเบี่ยงเบนมาตรฐานของคะแนนจาก

มีขนิมเลขคณิต

$$SS_t = x_{A_1}^2 + x_{B_1}^2 + x_{C_1}^2 + \dots - \frac{T^2}{N}$$

5.  $SS_u =$  ผลบวกของกำลังสองของส่วนเบี่ยงเบนของคะแนนเฉลี่ย  
ในทุกกลุ่มจากมัธยฐานเลขคณิต (หรือผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างกลุ่ม)

$$SS_a = \frac{a^2}{n_A} + \frac{b^2}{n_B} + \frac{c^2}{n_C} + \dots - \frac{T^2}{N}$$

6.  $SS_w =$  ผลบวกของกำลังสองของส่วนเบี่ยงเบนภายในกลุ่ม เป็นส่วนที่เหลือ  
หรือค่าความคลาดเคลื่อน

$$SS_w = SS_t = SS_u$$

(ประคอง กรรณสูตร, 2528)

### ตัวอย่างการคำนวณ

1. การวิเคราะห์ระดับความยาก (P) และค่าอำนาจจำแนก (D) ของข้อ 1 ของแบบทดสอบ  
ความเข้าใจในการอ่านภาษาอังกฤษ

หัวเรื่อง A Table for Two

หาค่าระดับความยาก (P)

$$\text{สูตร } P = \frac{R_u + R_L}{2f}$$

แทนค่า

$$R_u = 13$$

$$R_L = 4$$

$$f = 13$$

$$P = \frac{13 + 4}{26}$$

$$= 0.65$$

หาค่าอำนาจจำแนก (D)

$$\text{สูตร } D = \frac{R_U - R_L}{f}$$

$$\begin{aligned} \text{แทนค่า } D &= \frac{13 - 4}{26} \\ &= 0.69 \end{aligned}$$

2. การวิเคราะห์ค่าความเที่ยงของแบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษโดยใช้สูตรของคูเดอร์-ริชาร์ดสัน

หัวเรื่อง A Table for Two

$$K-R_{20} \quad r_{xy} = \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S^2_x} \right]$$

$$n = 26$$

$$\sum pq = 2.19$$

แทนค่า

$$r_{xy} = \frac{26}{25} \left[ 1 - \frac{2.19}{8.19} \right]$$

$$= 0.77$$

ศูนย์รักยทงพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ง

ค่าระดับความยากและค่าอำนาจจำแนกของข้อสอบ

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย



ตารางที่ ค่าความยากง่าย (P) และค่าอำนาจจำแนก (D) เป็นรายชื่อของแบบทดสอบ  
ความเข้าใจในการอ่านภาษาอังกฤษ

หัวข้อ	ข้อ	P	D	หัวข้อ	ข้อ	P	D	หัวข้อ	ข้อ	P	D
A Table	1	.42	.38	Men are	1	.69	.61	Car	1	.23	.34
for Two	2	.80	.38	Big	2	.53	.30	Thieves	2	.57	.53
	3	.38	.61	Babies	3	.80	.38		3	.26	.38
	4	.69	.30		4	.46	.46		4	.34	.23
	5	.53	.76		5	.53	.46		5	.34	.53
	6	.65	.69		6	.57	.69		6	.53	.34
	7	.61	.61		7	.46	.46		7	.34	.23
	8	.76	.46		8	.57	.69		8	.23	.46
	9	.73	.53		9	.50	.53		9	.42	.69
	10	.42	.53		10	.50	.38		10	.34	.38
Fish in	1	.38	.61	Christmas	1	.50	.53	Phoning	1	.34	.38
the Forest	2	.34	.53	Presents	2	.23	.46	for a	2	.73	.38
	3	.34	.53		3	.73	.53	Doctor	3	.53	.46
	4	.50	.69		4	.26	.23		4	.34	.23
	5	.50	.23		5	.53	.61		5	.57	.53
	6	.34	.53		6	.80	.38		6	.65	.38
	7	.30	.46		7	.50	.53		7	.38	.30
	8	.46	.46		8	.42	.46		8	.61	.61
	9	.57	.53		9	.34	.53		9	.57	.53
	10	.34	.38		10	.65	.53		10	.65	.38

## ประวัติผู้เขียน

นางสาวลิ นาคสุขศรี เกิดเมื่อวันที่ 13 มีนาคม พ.ศ. 2498 ที่กรุงเทพมหานคร สำเร็จการศึกษาระดับปริญญาตรี จากคณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ วิชาเอกภาษาอังกฤษ เมื่อปีการศึกษา 2518 เข้าศึกษาต่อในสาขาการสอนภาษาอังกฤษ ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย ในปีการศึกษา 2530 ปัจจุบันรับราชการในตำแหน่ง อาจารย์ 2 ระดับ 5 โรงเรียนวัดน้อยนพคุณ เขตดุสิต กรุงเทพมหานคร



ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย