

บรรณานุกรม



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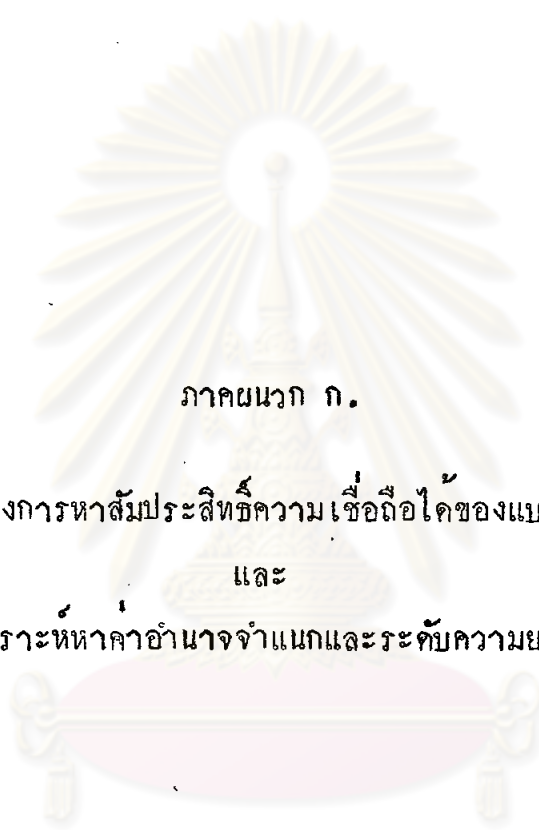
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ภาคผนวก ก.

แสดงการหาสัมประสิทธิ์ความเชื่อถือได้ของแบบสอบ

และ

แสดงผลการวิเคราะห์หาค่าอำนาจจำแนกและระดับความยากง่ายของแบบสอบ

ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ตารางที่ 4 แสดงการหาสัมประสิทธิ์แห่งความเชื่อถือได้ของแบบสอบ

คะแนน (X)	ความถี่ (f)	fX	fX ²
60	1	60	3600
56	1	56	3136
55	1	55	3025
52	2	104	5408
51	1	51	2601
50	2	100	5000
49	1	49	2401
48	1	48	2304
47	1	47	2209
46	2	92	4232
45	1	45	2025
44	2	88	3872
43	2	86	3698
42	6	252	10584
41	3	123	5043
40	2	80	3200
39	1	39	1521
38	3	114	4332
37	6	222	8214
36	8	288	10368
35	4	140	4900

คะแนน (x)	ความถี่ (f)	fX	fX ²
34	3	102	3468
33	6	198	6534
32	3	96	3072
31	1	62	1922
30	4	120	3600
29	6	174	5046
28	4	112	3136
27	4	108	2916
26	3	78	2028
25	7	175	4375
24	2	48	1152
22	2	44	968
20	2	40	800
19	1	19	361
	N = 100	$\sum fX = 3515$	$\sum fX^2 = 131051$

จากข้อมูลในตารางที่ 1 หามัชฌิมเลขคณิตและค่าเบี่ยงเบนมาตรฐานของคะแนนจากการทดสอบก่อนนำมาใช้ในการวิจัย ได้ดังนี้

ก. มัชฌิมเลขคณิต

$$\begin{aligned} \text{จากสูตร } \bar{X} &= \frac{\sum fX}{N} \\ &= \frac{3515}{100} \\ &= 35.15 \end{aligned}$$

ข. หาค่าเบี่ยงเบนมาตรฐาน

$$\begin{aligned} \text{จากสูตร } S &= \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N}\right]^2} \\ &= \sqrt{\frac{131051}{100} - \left[\frac{3515}{100}\right]^2} \\ &= \sqrt{1310.51 - 1235.5225} \\ &= \sqrt{74.9875} \\ &= 8.6595 \end{aligned}$$

การหาค่าความเชื่อมั่นของแบบสอบถามนำมาใช้ในการวิจัย

$$\begin{aligned} \text{จากสูตร } r_{tt} &= \frac{k}{k-1} \left[1 - \frac{\bar{X}(k-\bar{X})}{kS^2} \right] \\ \bar{X} &= 35.15 \\ S^2 &= 74.9875 \\ N &= 75 \\ r_{tt} &= \frac{75}{75-1} \left[1 - \frac{35.15(75-35.15)}{74.9875(75-1)} \right] \end{aligned}$$

$$\begin{aligned}
 &= \frac{75}{74} \left[1 - \frac{35.15(39.85)}{74.9875 \times 74} \right] \\
 &= \frac{75}{74} \left[1 - \frac{1400.7275}{5549.075} \right] \\
 &= \frac{75}{74} \left[\frac{5549.075 - 1400.7275}{5549.075} \right] \\
 &= \frac{75}{74} \left[\frac{4148.3475}{5549.075} \right] \\
 &= 1.0135 \times 0.7475 \\
 &= 0.76
 \end{aligned}$$

นั่นคือแบบสอบที่สร้างขึ้นมีความเชื่อมั่น 0.76

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ตารางที่ 5 แสดงค่าความยากง่าย (P) และค่าอำนาจจำแนก (r) ของแบบทดสอบที่นำมาใช้

ข้อที่	P	r	Δ	ข้อที่	P	r	Δ
1	* .88	.38	8.2	21	.85	.46	8.8
2	* .08	.52	18.7	22	.59	.23	12.1
3	.76	.62	10.2	23	.39	.28	14.1
4	.39	.28	14.1	24	.56	.24	12.4
5	.48	.44	13.2	25	.37	.40	14.4
6	.74	.50	10.4	26	* .67	.17	11.3
7	.39	.28	14.1	27	.68	.41	11.2
8	.71	.56	10.8	28	* .44	.15	13.6
9	.68	.51	11.1	29	* .35	.12	14.5
10	* .39	.19	14.1	30	* .33	.17	14.7
11	.70	.38	10.9	31	* .28	-.05	15.3
12	* .85	.46	8.8	32	.39	.28	14.1
13	* .31	.13	14.9	33	.41	.23	13.9
14	.73	.32	10.6	34	.31	.29	15.0
15	.47	.72	13.3	35	.34	.62	14.6
16	* .82	.71	9.4	36	.31	.29	15.0
17	.71	.35	10.8	37	.52	.65	12.8
18	* .88	.38	8.2	38	.74	.50	10.4
19	.54	.41	12.6	39	.41	.23	13.9
20	.44	.23	13.6	40	.46	.27	13.4

ข้อที่	P	r	Δ	ข้อที่	P	r	Δ
41	*.61	.13	11.9	58	.24	.24	15.9
42	.44	.23	13.6	59	*.22	.09	16.0
43	.38	.43	14.3	60	.37	.24	14.4
44	*.56	.07	12.4	61	.58	.50	12.2
45	.44	.38	13.6	62	.73	.66	10.5
46	.54	.19	12.6	63	.22	.27	15.2
47	.29	.27	15.2	64	.59	.56	12.1
48	.42	.49	13.8	65	.25	.52	15.7
49	.36	.47	14.5	66	.36	.47	14.5
50	*.16	.32	17.1	67	.50	.48	13.0
51	.20	.28	16.4	68	.46	.48	13.5
52	.28	.22	15.4	69	.44	.51	13.6
53	.42	.50	13.8	70	.24	.62	15.8
54	*.17	.37	16.8	71	.58	.49	12.2
55	.64	.32	11.6	72	.34	.45	14.6
56	.60	.46	12.0	73	.52	.58	12.8
57	.50	.26	13.0	74	.48	.37	13.2
				75	.35	.29	14.6

* เป็นข้อที่ต้องปรับปรุงก่อนนำมาใช้จริง

ตารางที่ 6 แสดงผลการทดลองใช้บทเรียนโมดูลชั้น 10 คน

นักเรียนคนที่	คะแนนสอบก่อน การเรียน (50)	คะแนนแบบ ฝึกหัด (69)	คะแนนสอบหลัง การเรียน (50)	คะแนนความ ก้าวหน้า
1	13	50	28	15
2	15	46	35	20
3	25	55	41	16
4	21	55	38	17
5	13	45	32	19
6	17	52	35	18
7	17	51	33	16
8	14	52	35	21
9	17	49	38	21
10	17	51	39	22
รวม	169	506	354	185
คะแนนเฉลี่ย	16.9	50.6	35.4	18.5
คิดเป็นร้อยละ	33.8	73.33	70.8	37

ตารางที่ 7 แสดงผลการทดลองไต่บทเรียนโมดูลชั้นภาคสนาม

นักเรียน คนที่	คะแนนสอบก่อน การเรียน (x_1)	คะแนนแบบ ฝึกหัด	คะแนนสอบหลัง การเรียน (x_2)	คะแนนความ ก้าวหน้า ($d = x_2 - x_1$)	d^2
1	29	62	40	11	121
2	17	52	35	18	324
3	25	57	40	15	225
4	24	51	40	16	256
5	20	49	40	20	400
6	32	62	45	13	169
7	20	55	35	15	225
8	17	45	30	13	169
9	15	55	32	17	289
10	17	49	32	15	225
11	14	55	32	18	324
12	12	50	32	20	400
13	14	53	35	21	441
14	22	51	35	13	169
15	18	53	30	12	144
16	22	55	44	22	484
17	27	62	42	15	225
18	25	48	34	9	81
19	20	56	40	20	400
20	17	59	42	25	625

นักเรียน คนที่	คะแนนสอบก่อน การเรียน (x_1)	คะแนนแบบ ฝึกหัด	คะแนนสอบหลัง การเรียน (x_2)	คะแนนความ ก้าวหน้า ($d=x_2-x_1$)	d^2
21	19	47	37	18	324
22	15	51	35	20	400
23	25	65	41	16	256
24	22	53	39	17	289
25	20	55	37	17	289
26	14	42	24	20	400
27	28	60	40	12	144
28	17	50	30	13	169
29	28	56	40	12	144
30	17	53	35	18	324
31	21	59	41	20	400
32	13	42	26	13	169
33	17	46	29	12	144
34	26	62	42	16	256
35	20	53	37	17	289
36	20	55	37	17	289
37	20	48	27	7	49
38	23	57	36	13	169
39	29	56	33	4	16
40	14	50	34	20	400

นักเรียนคนที่	คะแนนสอบก่อน การเรียน (x_1)	คะแนนแบบ ฝึกหัด	คะแนนสอบหลัง การเรียน (x_2)	คะแนนความ ก้าวหน้า ($d=x_2 - x_1$)	d^2
41	20	55	39	19	361
42	19	55	39	20	400
43	20	56	34	14	196
44	38	60	48	10	100
45	26	53	37	11	121
46	29	59	41	12	144
47	38	64	46	8	64
48	20	51	33	13	169
49	18	52	37	19	361
50	18	50	32	14	196
รวม	1061	2694	1821	760	12428
คะแนนเฉลี่ย	21.22	53.88	36.42	15.2	28.56
คิดเป็นร้อยละ	42.44	78.09	72.84	30.4	9.94

การวิเคราะห์ประสิทธิภาพของชุดการสอน

1. มาตรฐาน 80 ตัวแรก

$$\text{จากสูตร } E_1 = \frac{\sum X}{N} \times \frac{100}{A}$$

$$\text{เมื่อ } \sum X = 2694 \quad \text{คะแนน}$$

$$N = 50 \quad \text{คน}$$

$$A = 69 \quad \text{คะแนน}$$

$$\begin{aligned} \therefore E_1 &= \frac{2694}{50} \times \frac{100}{69} \\ &= \frac{5388}{69} = 78.086 \end{aligned}$$

\therefore คะแนนที่นักศึกษาทำแบบฝึกหัดได้คิดเฉลี่ยร้อยละ 78.09

2. มาตรฐาน 80 ตัวหลัง

$$\text{จากสูตร } E_2 = \frac{\sum F}{N} \times \frac{100}{B}$$

$$\text{เมื่อ } \sum F = 1821 \quad \text{คะแนน}$$

$$N = 50 \quad \text{คน}$$

$$B = 50 \quad \text{คะแนน}$$

$$\begin{aligned} \therefore E_2 &= \frac{1821}{50} \times \frac{100}{50} \\ &= \frac{3642}{50} \\ &= 72.84 \end{aligned}$$

สรุป นั่นคือบทเรียนโมดูลที่สร้างขึ้นมีประสิทธิภาพเป็น 78.09/72.84

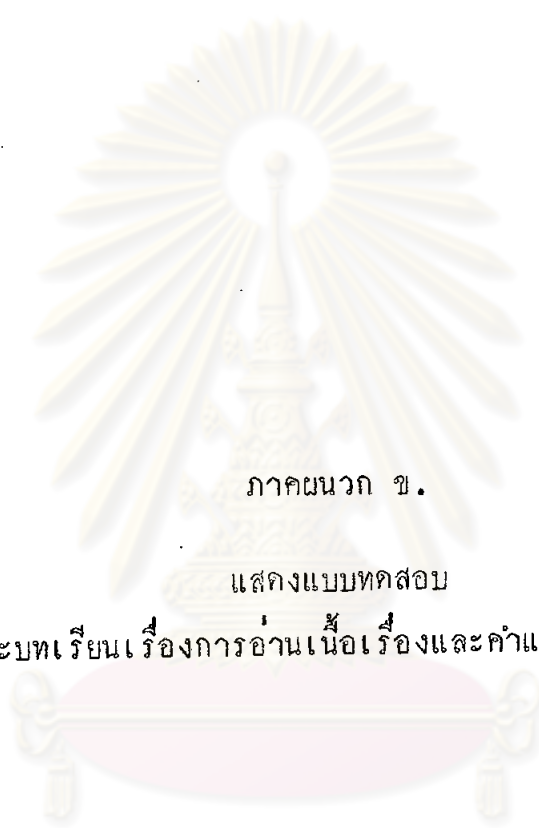
การวิเคราะห์หาความแตกต่างระหว่างคะแนนจากการสอบก่อนและหลังการ
เรียน

สมมติฐาน : คะแนนการทดสอบก่อนและหลังการเรียนไม่แตกต่างกัน

$$\begin{aligned}
 \text{จากสูตร } Z &= \frac{\sum D}{\sqrt{\frac{[N\sum D^2 - (\sum D)^2]}{(N-1)}}} \\
 &= \frac{760}{\sqrt{\frac{[50(12428) - (760)^2]}{(50-1)}}} \\
 &= \frac{760}{\sqrt{\frac{[621400 - 577600]}{49}}} \\
 &= \frac{760}{\sqrt{\frac{43800}{49}}} \\
 &= \frac{760}{\sqrt{893.8775}} \\
 &= \frac{760}{29.90} \\
 &= 25.42
 \end{aligned}$$

อัตราส่วนวิกฤตจากตารางที่ระดับความมีนัยสำคัญ .01 = 2.58

∴ มีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .01



ภาคผนวก ข.

แสดงแบบทดสอบ

และบทเรียนเรื่องการอ่านเนื้อเรื่องและคำแนะนำในการใช้

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

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Test (Time : 2 hours)Part A.

Read the following sentences and then choose the correct answers.

Mark your answer (X) on the answer sheet.

1. John's parents were displeased when John _____.
- a. got good grades.
 - b. worked hard.
 - c. got bad grades.
 - d. prepared for his exam.
2. The government planned many projects so that workers can find some jobs to do.

The government wants to lessen the _____ in the country.

- a. employment
 - b. employees
 - c. employers
 - d. unemployment
3. The soldiers tried to stop the strikers in a nonviolent way.

This sentence means they _____.

- a. hit the strikers.
- b. shot some strikers.
- c. used weapons unnecessary.
- d. tried not to use weapons.

4. The teacher scolded John for misbehaving.

This sentence means John had _____.

- a. behaved well.
- b. behaved badly.
- c. done nothing wrong.
- d. been in trouble before.

5. Some women make a new dress from some old dresses. And so they can _____ the dresses.

- a. reuse.
- b. misuse.
- c. disuse.
- d. unuse.

6. Phil's very sick, however his _____ made his parents feel less worried.

- a. cheerlessness.
- b. cheerless.
- c. cheerful.
- d. cheerfulness.

7. When something is unbreakable, it _____.

- a. can be broken.
- b. was broken.
- c. can't be broken.
- d. is broken.

8. The preface of a book _____.

- a. is at the end of the book.
- b. is in the middle of the book.
- c. can be anywhere.
- d. is at the beginning of the book



9. When a person talks to a deaf person, he has to make some _____.

- a. actor.
- b. activities.
- c. actions.
- d. reaction.

10. Richard likes to help other people whenever he can. He is _____.

- a. helpful.
- b. helpless.
- c. helpfulness
- d. helplessness.

Read the following passages and then choose the correct answers.

Put a mark (X) on the letter a, b, c, d.

City traffic is a great problem. More cars are produced every year and the streets are getting more and more crowded. So during "rush hour" when people are going to or from their work, traffic is brought to a standstill. It has been suggested that

"commuters" (the people who travel to work every day from outside the city) should share their cars and give each other lifts. So each car would carry four or five people instead of only one. It is an excellent idea : however, so far nobody has been able to think of a way to compel people to do so.

11. The whole passage is about _____.
- a. a city's general problems.
 - b. a city traffic problem.
 - c. commuters.
 - d. car users.
12. The main idea of this paragraph is _____.
- a. commuters cause a city traffic problem.
 - b. traffic is brought to standstill during "rush hour"
 - c. the idea of sharing cars is unsuccessful.
 - d. one way to solve a city traffic problem.
13. The words "rush hour" in the passage mean the time when _____.
- a. people are busy working.
 - b. people are going somewhere hurriedly.
 - c. people go to work and return home.
 - d. traffic can move quickly.

14. The word "commuters" means _____.
- a. people who travel from a suburb to work in the city.
 - b. passengers on buses, cars, and trains.
 - c. people who always travel.
 - d. people whose offices are in the city.
15. "It has been suggested that commuters should share their cars and give each other lifts."
- "to give someone a lift" means the same as to _____.
- a. take turns using cars.
 - b. pick someone up.
 - c. give something to someone.
 - d. help someone do something.
16. According to the passage, the idea of sharing cars _____.
- a. will be successful because there are ways to compel people to do so.
 - b. will be successful because a lot of people agree with the idea.
 - c. will be unsuccessful because it's hard to force people to do so.
 - d. will be unsuccessful because the government will force people not to do so.

Many West German companies are operating a new plan. The German working day is lengthened, normally from seven in the morning till seven in the evening. Within this time employees can choose their own working hours. Two quite different types of working

time are introduced, "flexible" time, during which employees can choose to be in or not and "core" time, when everybody must be at work. In Germany, core time generally runs from ten in the morning, till four in the afternoon, giving the optional hours at either end of the working day. The only fixed demand is that a specific number of hours must be worked each day.

17. The best title of this paragraph is _____.
- a. a New Work Plan in West German.
 - b. a New Work Plan in West German Companies.
 - c. West German Employees' Working Habit.
 - d. West German Companies' Employees.
18. The main idea of the story is _____.
- a. West German employees must work a specific number of hours each day.
 - b. Some West German Companies' working day is lengthened.
 - c. West German companies are working a new plan of working hours.
 - d. West German employees had a choice of working during the beginning or the end of the day.
19. The "flexible" time is the time when employees _____.
- a. need not be at work.
 - b. must be at work.
 - c. begin working.
 - d. have a break.

20. The working day is _____ under the new plan.
- a. unchanged
 - b. shorter
 - c. longer
 - d. sometimes longer; sometimes shorter.
21. Which sentence is correct?
- a. All employees must work from 7 a.m. to 7 p.m.
 - b. All employees must be at work from 10 a.m. to 4 p.m.
 - c. All employees need not be at work at 10 a.m.
 - d. All employees must be at work from 7 a.m. to 10 a.m.

In primitive societies, exchange of goods is carried out directly by barter; for example, one man might give two sheep in exchange for another man's cow. But barter becomes impossible in a developed economy because it is too inexact; it is hardly likely that one cow would be of exactly equal value to two sheep. So the difference would have to be adjusted by putting a few other articles into the bargain.

Money overcomes these difficulties of barter or direct exchange. A man with a cow to sell no longer has to wait until he finds a man with two sheep who is willing to exchange. Instead, he ~~buys~~ ^{other articles in exchange.} **sells his goods for money,** and then with that money he buys other articles in exchange.

22. The topic of this story is _____.
- a. primitive societies.
 - b. the use of money and its problems.
 - c. the use of barter nowadays.
 - d. the replacement of barter by money.
23. The story mainly tells about _____.
- a. the problems in primitive societies.
 - b. the use of barter in primitive societies.
 - c. the use of money in place of barter.
 - d. the problems caused by money.
24. The word "barter" means _____.
- a. using money in buying things.
 - b. **asking** for a lower price when buying things.
 - c. giving something to someone and taking something in return.
 - d. giving something to someone.
25. The word "exchange" means to _____.
- a. give something to someone and take something in return as well.
 - b. give something to someone.
 - c. ask for a lower price when a person buys something.
 - d. use money in buying things.
26. When you try to make two things have equal value, you _____ their value.
- a. exchange
 - b. adjust
 - c. differ
 - d. overcome

We can read of things that happened 5,000 years ago in the Near East, where people first learned to write. But there are some parts of the world where even now people cannot write. The only way that they can keep their history is to recount it as sagas-old stories handed down from one generation of story-tellers to another. These sagas are useful because they can tell us something about migrations or movement of people who lived long ago, but none could write down what they did. Anthropologists, people who study about mankind, wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from. The sagas of these people explain that some of them came from Indonesia about 2,000 years ago.

But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten so archaeologists, that is, people who study ancient things, have neither history nor sagas to help them to find out where the first "modern men" came from.

Fortunately, however, ancient men made tools of stone, especially flint. They may also have used wood and skins, but these have rotted away. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared.

27. The best title of this story is _____.
- a. The Study of Ancient Men.
 - b. Ancient Men's Way of life.
 - c. the Study of Flints.
 - d. Ancient Men's tools.
28. The story mainly tells about _____.
- a. the use of tools in studying ancient men's history.
 - b. the work of anthropologists.
 - c. ways of studying ancient men's history.
 - d. the Polynesians' movement.
29. When people _____, they move into a place.
- a. remain
 - b. recount
 - c. preserve
 - d. migrate
30. People who study about men's belief and customs are _____.
- a. anthropologists,
 - b. technologists,
 - c. archaeologist,
 - d. ecologists,
31. According to the passage, _____.
- a. we know about the first "modern men" by studying sagas.
 - b. only sagas are used in studying ancient men's lives.
 - c. sagas tell us something about ancient men.
 - d. Ancient men wrote their sagas down to tell their history to others.

The coelacanth is a fish that lived 70 million years ago. From its fossils, scientists thought it was one of the first living creatures to have a backbone. Museums built models of the fish as extinct specimens. That is, they no longer exist.

Then in 1938 a fisherman caught a strange looking fish off the coast of Madagascar. And in 1952 another was found in the same place. Scientists rushed from far away places to look at them. After a careful examination, they all agreed it was indeed the coelacanth-still with us after 70 million years. Since then 12 more have been taken there;

The creature was exactly the same as its ancestors. While its relatives crawled ashore, the coelacanth remained unchanged 300 feet down in the Indian Ocean to provide scientists millions of years later with a living model of their fossils.

32. Choose the best title of this paragraph:

- a. The Work of Museums.
- b. The Life of the Coelacanth.
- c. The Studies of the Fossils
- d. The Discovery and Studies of the Coelacanth.

33. The main idea of this story is _____.
- why the coelacanth remained unchanged after millions of years.
 - why the coelacanth were thought to be extinct creatures.
 - what scientists have learnt from the fossils. of the Coelacanth.
 - creatures which is thought to be extinct may still exist.
34. The coelacanth is really a _____.
- fish.
 - creature.
 - fossil.
 - replica.
35. The museums **built** models of the fish from _____.
- pictures.
 - the relatives of the fish.
 - fossils.
 - replicas.
36. The museums had thought the fish _____.
- can still be found somewhere.
 - never existed.
 - had moved ashore.
 - completely died out.
37. The fish that were caught and the fish of millions of years ago, looked _____.
- exactly the same.
 - very different.
 - quite different.
 - similar.

38. The word "creatures" means _____.

- a. animals.
- b. fish.
- c. fossils.
- d. ancestors.

Part B

Read the following directions and answer the questions below.

The Malayan Highway code for a cyclist

1. Always ride on the left hand side of the **road** and allow other traffic to overtake you safely. Keep a straight course and avoid a sudden swerve.
2. Ride in a single line.
3. Don't swerve in and out of other vehicles. When traffic is held up, keep your place. Don't attempt to get in front of other vehicles.
4. Keep a safe distance behind moving vehicles. A sudden stop will give you no chance to avoid a crash if you ride too close behind the vehicle in front.
5. Keep your head up.
6. When passing a parked car, beware of passengers opening the doors.
7. You must not carry parcels in your arms. During rainy weather you may not carry an umbrella. You can not control a bicycle and have use of the brakes, bell etc., if you have only one hand free to use.

8. You must not carry passengers.

39. Cyclists should ride _____.

- a. one behind another.
- b. in groups.
- c. in pairs.
- d. behind other vehicles closely.

40. According to the directions, a cyclist should _____.

- a. change his place when traffic stops.
- b. carry a passenger.
- c. ride on the left hand.
- d. not ride alone.

41. When a moving car is coming near, a cyclist should _____.

- a. give hand signals.
- b. use a bell.
- c. stay quite far from it.
- d. cycle after the car closely.

42. The word "to overtake" means to _____.

- a. go past something.
- b. change one's direction suddenly.
- c. cycle closely after.
- d. catch up with.

43. The word "to swerve" means to _____.

- a. catch up with.
- b. cycle closely after.
- c. ride in front of something.
- d. change one's direction suddenly.

44. "To try not to do something" means the same as to _____.
- attempt.
 - swerve.
 - avoid.
 - crash.

How to use an elevator

1. Upon entering the car, press the button for the desired floor. If the button is already illuminated, the car will stop at that floor.
2. The indicated load of 550 kg. must not be exceeded.
3. The "Do" button and "PHOTOCELL" are provided to re-open the doors.
4. In case of power and operation failure, press the "ALARM" button.
5. Do not press the "STOP" button. It is provided for an emergency only.
6. Children under 14 years of age are not allowed to use the elevator, unless they are accompanied by adults.
7. If a fire breaks out in or near the building, do not use the elevator.

45. Who isn't permitted to use an elevator?
- a. a sick person.
 - b. a 14 year old child.
 - c. a 12 year old child with his mother.
 - d. a 7 year old child who goes alone.
46. The elevator can carry _____.
- a. over 550 kg.
 - b. at least 550 kg.
 - c. 550 kg. at most
 - d. 550-600 kg.
47. When you are in the elevator and you have already pushed the button, you see someone running in order to use the elevator too.
- What button should you push?
- a. The "Do" button.
 - b. The "Stop" button.
 - c. The "Alarm" button.
 - d. the illuminated button.
48. When you want to push something, you _____ it.
- a. indicate
 - b. enter
 - c. press
 - d. use

49. When you are in a moving elevator, it suddenly stops running.

What should you do?

- a. call for help.
- b. press the "Alarm" button.
- c. press the "Stop" button.
- d. press the "Photocell" button.

50. The word "exceed" means the same as _____.

- a. at most.
- b. at least.
- c. about.
- d. over.



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MODULE

1. Rationale (หลักการเบื้องต้น)

Students have different learning abilities, different learning styles, and different rates of speed in learning. Some can learn quickly, some learn slowly. These two units (Reading Passages and directions) have been prepared with these principles in mind. Furthermore, students should be able to study and progress through this learning material by themselves.

2. General Objective (จุดประสงค์ทั่วไป)

After students finish these two units, they should be able to;

1. read passages with understanding.
2. read directions.

3. Steps in using these modules

A. Pre-Assessment (การประเมินผลเบื้องต้น)

Students must take a test before studying these two units. (The test has two parts, part A - on reading passages and part B - on directions.) If they get less than 80% on part A, they have to study the unit on reading passages. And also they have to study the unit on directions if they get less than 80% on part B.

B. Learning Program (โปรแกรมการเรียน)

Students must

1. study each unit.
2. do all the exercises and check their answers.
3. do the activities.
4. take a self-test.

When students study each unit, they can study by themselves or study in a group with their friends. If they have any problems, ask their teacher. The teacher will help them either in a group or individually.

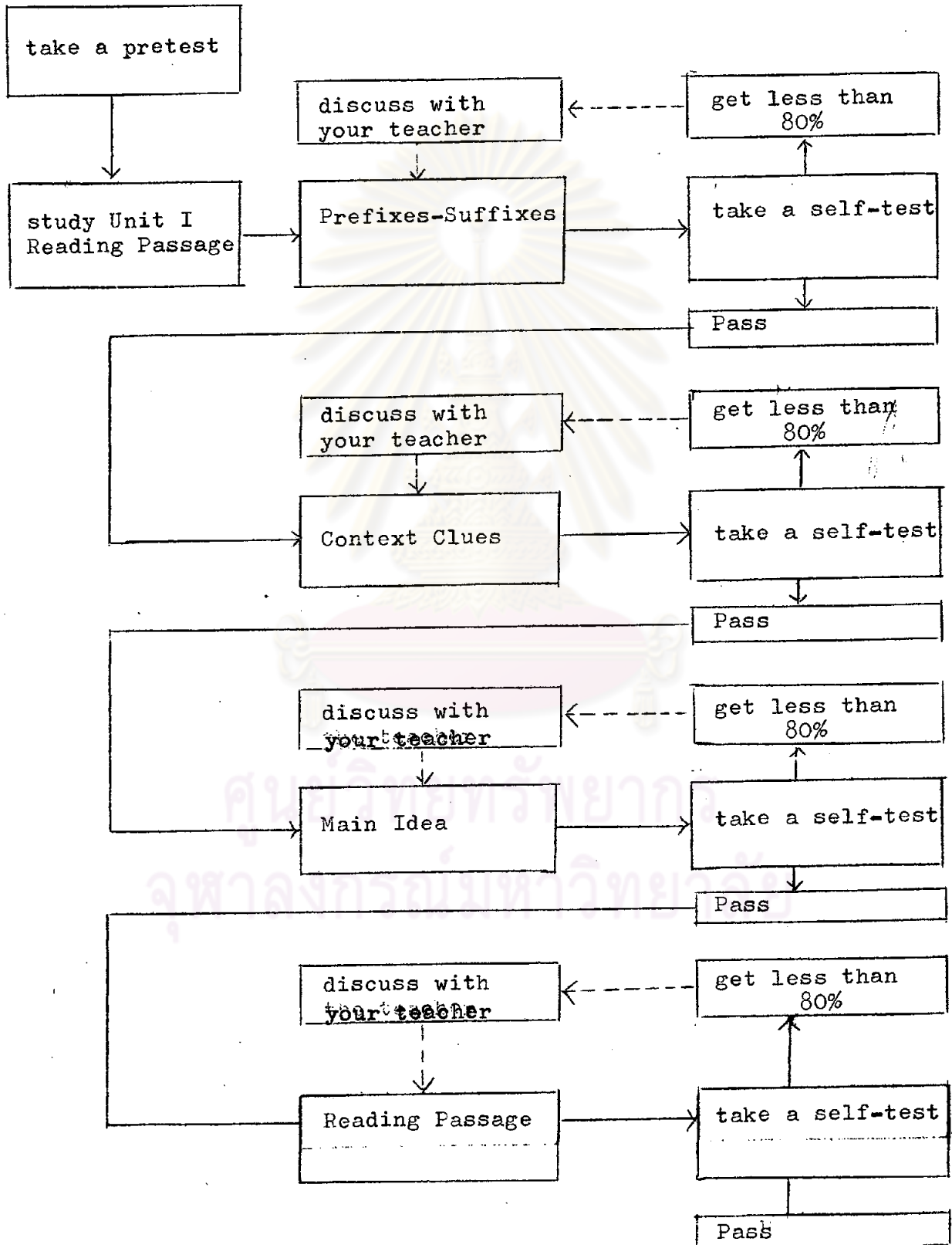
After they finish the exercises, they must check the answers by themselves. If they do some exercises incorrectly, they can study the unit again. If they still don't understand, they can ask their teacher.

Note : They shouldn't look at the answers before they finish the exercises.

C. Final Assessment (การประเมินผลครั้งสุดท้าย)

Students must take a test after these two units to find out their progress. If they can't get 80% of each part (part A or part B) on the posttest correctly, their teacher may ask them to study the unit again.

How to study unit 1 (Reading Passage)



Unit I

Reading Passages

This unit has 3 important parts.

Part A : Finding the meaning of unknown words and phrases by noticing

I. Prefixes and Suffixes

II. Context Clues

Part B : Finding the main idea of a paragraph

Part C : Reading Passages

General Objective (จุดประสงค์ทั่วไป)

Students should learn how to read passages. They should learn how to use prefixes, suffixes and context clues to help them know the meaning of new words in the passages. And they should learn how to find the topic and the main idea of the passages as well.

Behavioral Objectives (จุดประสงค์เชิงพฤติกรรม)

After finishing this unit, students should be able to;

1. give the meaning of words with negative prefixes :
un-, dis-, non-, (il-, im-, ir-), mis-.
2. give the meaning of words with other prefixes : re-, pre-, post-.

3. differentiate among nouns, verbs, adjectives and adverbs.

4. point out base words from the given nouns, verbs, adjectives and adverbs.

5. give the meaning of unknown words and phrases by using context clues.

6. point out the topic of a reading passage.

7. point out the main idea of a reading passage.

8. answer questions about reading passages.



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A.I Finding the meaning of unknown words and phrases by noticing prefixes and suffixes.

General objective

Students should understand how new words are formed by using prefixes and suffixes. They should learn how to use prefixes and suffixes to help them understand the meaning of unknown words.

Behavioral objectives :

After finishing this unit, students should be able to;

1. give the meaning of these prefixes; un-, dis-, non-, in-, (il-, im-, ir-), mis-, re-, pre-, post-.
2. give the meaning of words using the prefixes in No.1.
3. differentiate among nouns, verbs, adjectives and adverbs.
4. point out base words from the given nouns, verbs, adjectives and adverbs.

Steps in using this unit:

1. study the material and do the exercises.
2. check the answers.
3. do the activity.
4. take a self-test.

1. Prefixes are word parts at the beginning of words. Examples of prefixes are un-, non-, re-, pre-, mis-, etc. Prefixes have different meanings. When a prefix is put in front of a word, it gives the word a new meaning. For example:

a prefix		a base word		a new word
re- = again	+	read		reread = to read something again
mis- = wrong	+	read		misread = to read something wrong

The students didn't read the words correctly.

They misread the words. So the teacher asked them to reread the words.

A word (such as "read") without a prefix is called a base word. We call "re-" and "mis-" word parts or prefixes.

Exercise 1

Circle prefixes

unkind, non-smoker, rewrite, pretest, mispronounce

There are two kinds of prefixes : negative prefixes and prefixes with other meanings.

1.1 Negative prefixes are prefixes with a negative meaning.

= (-not). A negative prefix gives the words which come after it a negative meaning or the opposite meaning.

Some common negative prefixes:

un-	= not, the opposite of
dis-	= not, the opposite of
non-	= not, who (which) is not, who (which) does not
in-(sometimes il-, im-, ir-)	= not
mis-	= (to do something) wrong, badly, incorrectly

Example.

not not

unhappy (adj.)

unsuccessful

the opposite of (the action)

unlock (v.)

unpack

not

dishonest (adj.)

disadvantage (n.)

the opposite of (the action)

disagree (v.)

disapprove

not

nonpoisonous (adj.)

non-reader (n. one who cannot read)

incorrect (adj.)

impossible

illegal

irresponsible

(to do something) wrong, badly, incorrectly

misspell (v.)

misunderstand

Examples :

The food hasn't been cooked. It is uncooked food.

Susan doesn't like getting up early. She dislikes getting up early.

Helen flew nonstop from London to Paris. Her plane didn't stop anywhere between the two cities.

Things made of plastic are usually inexpensive.

They cost a little money.

The workers didn't use the machine correctly. They misused the machine.

Note:

un - is used a lot in the English language. Both un- and non- can be used with the same words but they have

slightly different meanings.

Example : unscientific = not good enough to be
scientific. . (ไม่ดีถือว่าเป็นวิทยาศาสตร์)

non-scientific = not connected with science.

(ไม่เกี่ยวข้องกับวิทยาศาสตร์)

Exercise 2

Read the following sentences and circle (○) the correct answers.

1. The children think the movie is unexciting.
This sentence means the children _____.
a. enjoy watching the movie.
b. don't enjoy the movie.
c. are excited.
2. People unlock the doors to their houses when they _____.
a. sleep at night.
b. go to work.
c. want to get in.
3. If you disobey your parents, you _____.
a. like them.
b. don't do what you are told to do.
c. do what you are told to do.

4. A non-smoker is a person who _____.
- doesn't smoke.
 - smokes a few cigarettes a day.
 - tries to stop smoking.
5. It is improper to smoke in a theatre.
- When you are in a theatre, you _____.
- shouldn't smoke.
 - should smoke.
 - should smoke before the movie begins.
6. I think my watch is incorrect. _____.
- My watch _____.
- has the right time.
 - often stops working.
 - has the wrong time.
7. The students mispronounced the words.
- They _____.
- did not pronounce the words correctly.
 - pronounced the words correctly.
 - often practised pronouncing the words.

Exercise 3.

Find the meaning of the underlined words in column B. Write the letters a, b, c, d in front of the sentences.

- | <u>A</u> | <u>B</u> |
|--|---|
| 1. _____ Tom fell off his bicycle but he was <u>unhurt</u> . | <ol style="list-style-type: none"> to be harmless. the time when someone is busy. |

AB

2. _____ Mary is thinking of
discontinuing her studies.
3. _____ The gas is
nonpoisonous.
4. _____ One of my friends always
calls on me at the inconvenient
time.
5. _____ Father scolded Tony for
his misbehavior.
-

1.2 Some prefixes with other meanings :

- re = again, back.
e.g. rebuild (build again), repay (pay back)
- pre = before, in front of, beforehand
e.g. prewar (before war), prefix (in front
of a word), prepay (pay beforehand)
- post- = after, later.
e.g. postwar (after war), postdate (the
date after)

Examples :

Jillian is changing some parts of her old dress so that
she can reuse it.

Films made before the war are prewar films.

Films made after the war are postwar films.

Exercise 4.

Fill in the blanks with the correct prefixes re-, pre-, post.

Example

The students must take a _____ test before they study English and they will take a _____ test after their studies.

Answer

The students must take a pretest before they study English **and** they will take a posttest after their studies.

1. Many good books are sometimes _____ written in different languages.
 2. David wrote his letter on Monday. He _____ dated his letter date by writing it as Tuesday.
 3. The students always misuse Past Perfect tense. The teacher is going to _____ teach them.
 4. Mr. Smith got the books he ordered from the bookstore. He had already _____ paid the money for them.
 5. Dinosaurs are a kind of _____ historic animals.
 6. The weather forecast _____ dictated rain for this weekend.
 7. Some people _____ marry after their husbands or wives die.
-

2. Suffixes are word parts at the end of words. Examples of suffixes are -ness, -ment, -ous, -ful, -ly, etc.

When suffixes are put after words, they change the words in some way. They turn verbs into nouns, nouns into adjectives, and adjectives into adverbs. Some suffixes have special meanings, some don't.

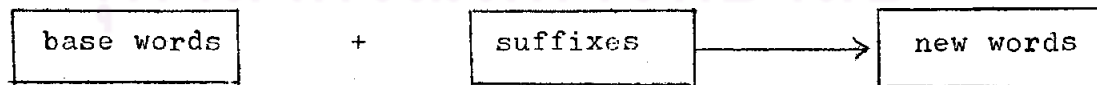
Different suffixes are used to make nouns, verbs, adjectives and adverbs.

a base word	suffixes	new words	parts of speech
polite (adj.)	-ness (-)	politeness	noun
	-ly (the way in which you do something,	politely	adverb

Tom is a polite boy.

He always speaks politely to his friends.

Tom's friends like him because of his politeness.



Exercise 5.Circle prefixes and suffixes

unhappiness, disagreement, nonpoisonous, impolitely,
incorrectness.

2.1 Noun Suffixes

A. Some noun suffixes which mean "A person who does something" or "A thing which does something."

These suffixes are -er, -or, -ist, -ian.

B. Some noun suffixes without special meanings. These suffixes show a "condition" or "state of being"

(สภาพ, ลักษณะ, การ, ความ) The most common suffixes of this kind are ness-, -ment, -ion (-tion, -sion, -ation)

Exercise 6.Circle noun suffixes

writer, actor, action, payer, payment, sweetness

The first kind of suffixes (-er, -or, -ist, -ian) are put after base words to form nouns.

<u>base words</u>	<u>-er</u>	<u>base words</u>	<u>-or</u>
teach (v.)	teacher (n.)	collect (v.)	collector (n.)
play	player	visit	vistor
manage	manager	advise	advisor
report	reporter	operate	operator

<u>base words</u>	<u>-ist</u>	<u>base words</u>	<u>-ian</u>
type (v.)	typist (n.)	library (n.)	librarian (n.)
art (n.)	artist	music	musician
piano	pianist	magic	magician
science	scientist	history	historian

Examples

A driver is a person who drives something like a car or a bus etc.

A collector is a person who collects something like coins or stamps etc.

A typist is a person who types.

Exercise 7.

Write the correct nouns.

1. One who builds buildings = a _____

2. One who waits at table in a restaurant = a _____
 3. One who manages business = a _____
 4. One who is born in a foreign country = a _____
 5. One who invents something = an _____
 6. One who operates or works with something = an _____
 7. One who instructs others = an _____
 8. One who goes on a tour = a _____
 9. One who works in the field of biology = a _____
 10. One who studies the history of man = a _____
 11. One who works with electrical apparatus like a refrigerator, television, etc. = an _____
-

The second kind of noun suffixes (-ness, -ment, -ion, -tion, -sion, -ation) are used to form nouns as well.

<u>base words</u>	<u>-ness</u>	<u>base words</u>	<u>-ment</u>
kind (adj.)	kindness	enjoy (v.)	enjoyment
clever	cleverness	excite	excitement
lazy	laziness	amuse	amusement
useful	usefulness	manage	management
<u>base words</u>	<u>-ion</u>	<u>base words</u>	<u>-tion, -sion</u>
act (v.)	action	introduce (v.)	introduction

<u>base words</u>	<u>-ion</u>	<u>base words</u>	<u>-tion, -sion</u>
collect	collection	permit	permission
discuss	discussion	receive	reception
confuse	confusion	describe	description
<u>base words</u>	<u>-ation</u>		
invite (v.)	invitation		
form	formation		
transport	transportation		
apply	application		

Examples

We use water for drinking, cleaning and washing.

Its usefulness is great.

The manager works hard. The company works well under his management.

Collectors collect different collections, for example, coins, stamps, antiques, etc.

Exercise 8

Write the base words of the following nouns. (Some words have both prefixes and suffixes)

base words

1. politeness _____
2. inexpensiveness _____
3. hopefulness _____
4. astonishment _____
5. discouragement _____
6. punishment _____

base words

7. disappointment _____
8. suggestion _____
9. explanation _____
10. decision _____
11. permission _____
12. transportation _____

Exercise 9.

Add the correct noun suffixes -er, -or, -ist, -ian, -ness, -ment, -ion (-tion, -sion, -ation) after the given words and fill in the blanks.

1. Nobody uses the water in the canal because of its _____ caused by waste and chemicals. (dirty)
 2. The _____ gave the students _____ before they began the experiment. (instruct)
 3. The _____ is making an _____ on the radio. (announce)
 4. Ann always helps her parents do the work in the farm. She is their good _____. Her _____ has helped them a lot. (help)
 5. The _____ had made many preparations before the _____ on the island. (explore)
-

2.2 Verb Suffixes

Verb suffixes add special meanings to base words.

The most common verb suffix is "-en".

<u>base words</u>	<u>-en (make, become)</u>
short (adj.)	shorten (v.)
black	blacken
length	lengthen
worse	worsen

Example

Wilai's dress is too long.

She wants it to be shorter. She is going to shorten it.

Usually we add -en after some adjectives.

However, some adjectives cannot take the suffix -en.

Exercise 10

Add -en after the following adjectives.

(If you cannot add -en to form a verb, don't write down anything.)

1. light _____

4. bright _____

2. yellow _____

5. thick _____

3. broad _____

Exercise 11.

Fill in the blanks with the correct verbs which mean the same as the underlined words.

Example :

Jillian made the tea sweet.

Jillian sweetened the tea.

1. Liz's dress is too short. She is going to make it longer.

Liz's dress is too short. She is going to _____ it.

2. The students turned off the lights to make the room dark.

The students _____ the room by turning off the lights.

3. Judy wants her case to be lighter.

She will _____ it by taking some of her clothes out.

4. Tom made the situation worse by breaking his mother's beautiful dish.

Tom _____ the situation by breaking his mother's beautiful dish.

5. The workers are going to make the road wider.

The workers are going to _____ the road.

2.3 Adjective Suffixes

Some common adjective suffixes such as -ous, -able (-ible), -ful, -less, -y have special meanings.

base words-ous

(full of,
having)

fame (n.)

famous (adj.)

ambition

ambitious

courage

courageous

mystery

mysterious

base words

move (v.)

read

enjoy

comfort

-able(-ible)

(can be....,
worth....,
make.....)

movable (adj.)

readable

enjoyable

comfortable

base words-ful

(full of,
having)

care (v.)

careful (adj.)

hope

hopeful

help

helpful

fear

fearful

base words-less

(without)

careless (adj.)

hopeless

helpless

fearless

base words-y

(full of, having, like)

ease (v.)

easy (adj.)

noise (n.)

noisy

fun (n.)

funny

thirst (n.)

thirsty

Examples

Ann often gives her mother a lot of help.

She is very helpful.

The typewriter makes very little noise.

It is noiseless.

The children are making too much noise.

Tell them not to be so noisy.

Children can read the books. They are written for children.

They are readable for children.

Exercise 12

Add adjective suffixes -ous, -ful, -less, -able (-ible), -y to the following words. Write the new words.

1. fame _____
2. adventure _____
3. power (full of) _____
4. faith (full of) _____
5. pain (full of) _____
6. use (without) _____
7. home (without) _____
8. fun _____

9. sleep _____
10. believe (can be believed) _____
11. like (worth liking) _____
12. use (can be used) _____

Exercise 13.

Add the correct adjective suffixes after the underlined words to fit the sentences.

Example

Whose job is more danger____, a policeman's or a fireman's?

Whose job is more dangerous, a policeman's or a fireman's?

1. There are a lot of mountains in the country.
It is a mountain____ country.
2. A hope____ person always hopes for success.
3. William had a lot of pain during his illness. It was a pain____ illness.
4. You won't be health____ if you eat meals with only one kind of food.
5. The queen has very little power. She is really almost power_____.
6. The leaders of many nations have tried to make the world _____ become a peace _____ place.
7. The costume is attractive. However, you can't wash it. It is _____ is unwash _____.

8. You can break the dishes if you use them carelessly. They are break _____.

2.4 Adverb Suffixes

Many adverbs can be made by putting -ly after some Adjectives.

<u>base words</u>	<u>-ly</u>	<u>base words</u>	<u>-wards</u>
			(direction)
slow (adj.)	slowly (adv.)	east (adj.)	eastwards (adv.)
noisy	noisily	south	southwards
hungry	hungrily	down	downwards
ready	readily		

Example

The children are playing noisily in the field.

The wind is moving westwards.

Exercis 14

Add -ly or -wards after the following words. Write the new words.

1. beautiful _____

- 2. lazy _____
- 3. sweet _____
- 4. up _____
- 5. on _____



Review

Exercise 1

Add the correct noun, verb, adjective, and adverb suffixes after these words.

<u>base word</u>	<u>noun</u>	<u>verb</u>	<u>adjective</u>	<u>adverb</u>
polite	politeness	-	polite	politely

	<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Adverbs</u>
1. happy	_____	_____	_____	_____
2. courage	_____	_____	_____	_____

3. agree	_____	_____	_____	_____
4. use	_____	_____	_____	_____

5. cheer	_____	_____	_____	_____

6. act	_____	_____	_____	_____

Exercise 2.

Add the correct noun, verb, adjective and adverb suffixes after the underlined words to fit the sentences.

1. Susan Always goes to the supermarket to buy the things she wants.

She is a regular pay_____ of the supermarket.

She is making some pay_____ for the things she bought.

2. A person who doesn't use something is a non-use_____.

3. The chair is very old. You should throw it away.

It is use_____.

4. David bright_____ his room by painting it yellow.

5. The students felt hope_____ when they knew they couldn't pass the entrance exam.

6. The tourist were very cheer_____.

They showed their cheer_____ by singing all the way.

7. The girl has a sweet voice.

She always sings sweet_____ when she has some free time.

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Answer keyExercise 1

unkind, non-smoker, rewrite, pretest, mispronounce.

Exercise 2

1. b
2. c
3. b
4. a
5. a
6. c
7. a

Exercise 3

1. e
2. d
3. a
4. b
5. c

Exercise 4

- | | |
|--------------|----------------|
| 1. rewritten | 5. prehistoric |
| 2. postdated | 6. predicted |
| 3. reteach | 7. remarry |
| 4. prepaid | |

Exercise 5

unhappiness, disagreement, nonpoisonous, impolitely,
incorrectness

Exercise 6

writer, actor, action, payer, payment, sweetness

Exercise 7

- | | |
|----------------|--------------------|
| 1. a builder | 7. an instructor |
| 2. a waiter | 8. a tourist |
| 3. a manager | 9. a biologist |
| 4. a foreigner | 10. a historian |
| 5. an inventor | 11. an electrician |
| 6. an operator | |

Exercise 8

- | | |
|--------------|---------------|
| 1. polite | 7. disappoint |
| 2. expensive | 8. suggest |
| 3. hope | 9. explain |
| 4. astonish | 10. decide |
| 5. courage | 11. permit |
| 6. punish | 12. transport |

Exercise 9

1. dirtiness
2. instructor, instruction
3. announcer, announcement
4. helper, helpfulness
5. explorer, exploration

Exercise 10

1. lighten
2. -
3. broaden
4. brighten
5. thicken

Exercise 11

1. lengthen
2. darkened
3. lighten
4. worsened
5. widen

Exercise 12

- | | |
|----------------|----------------|
| 1. famous | 7. homeless |
| 2. adventurous | 8. funny |
| 3. powerful | 9. sleepy |
| 4. faithful | 10. believable |
| 5. painful | 11. likable |
| 6. useless | 12. usable |

Exercise 13

- | | |
|----------------|---------------|
| 1. mountainous | 5. powerless |
| 2. hopeful | 6. peaceful |
| 3. painful | 7. unwashable |
| 4. healthy | 8. breakable |

Exercise 14

- | | |
|----------------|------------|
| 1. beautifully | 4. upwards |
| 2. lazily | 5. onwards |
| 3. sweetly | |

ReviewExercise 1

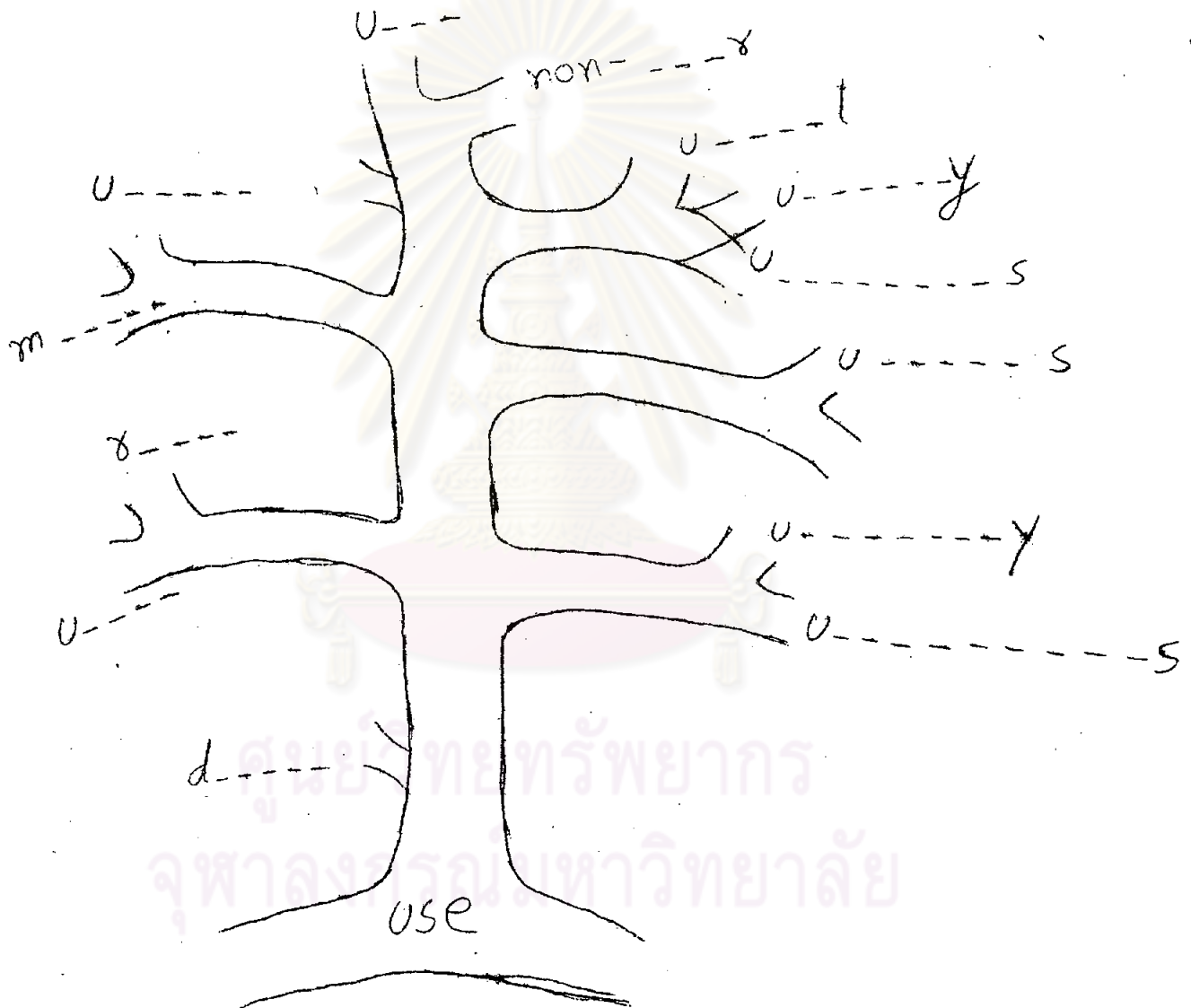
	<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Adverbs</u>
1. happy	happiness	-	happy	happily
2. courage	courage couragement	-	courageous	courageously
3. agree	agreement	agree	agreeable	agreeably
4. use	use user usefulness uselessness	use	usable useful useless	usably usefully uselessly
5. cheer	cheerfulness cheerlessness	cheer	cheerful cheerless	cheerfully cheerlessly
6. act	actor action activity	act	active	actively

Exercise 2

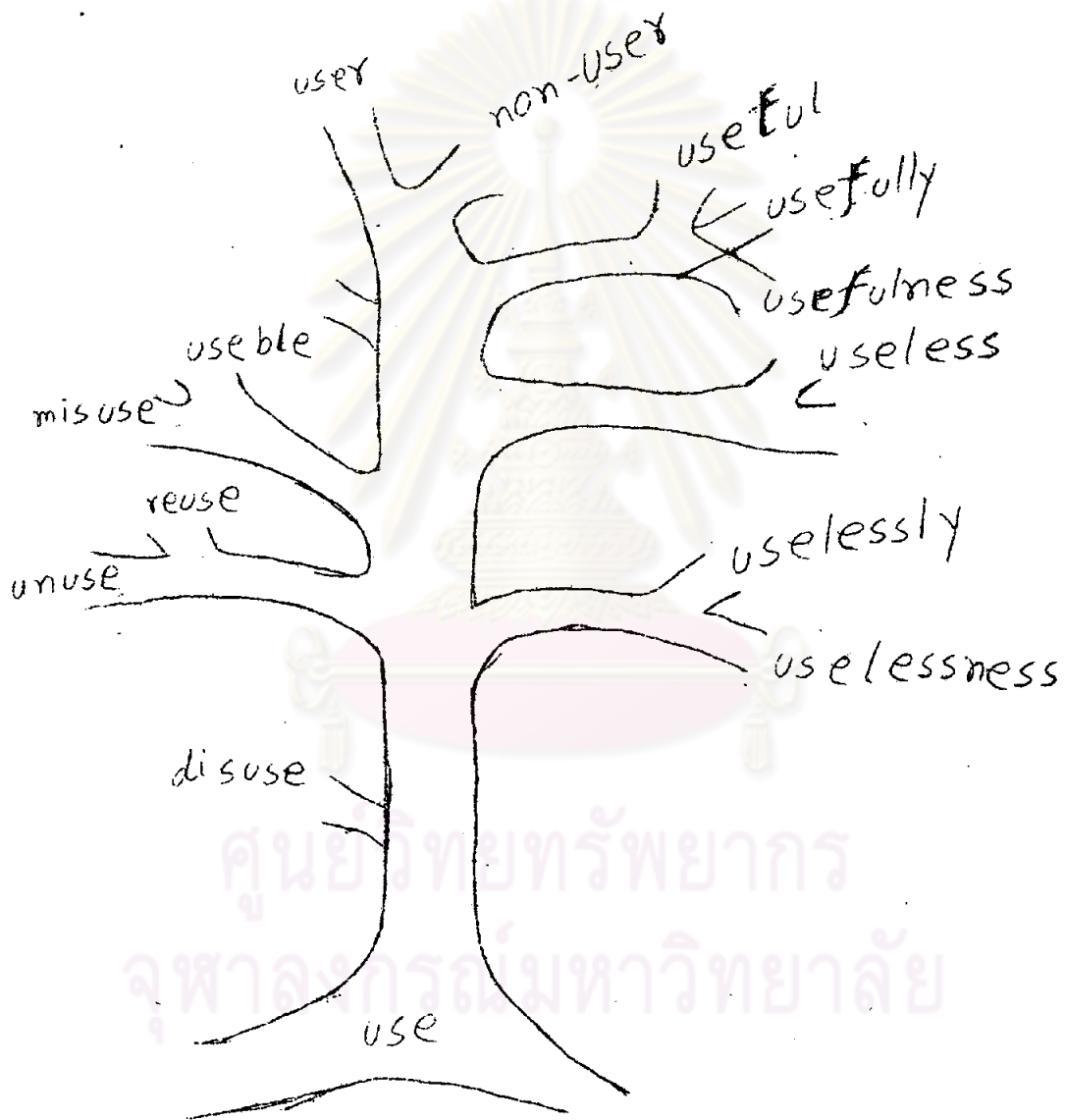
- | | |
|-------------------|---------------------------|
| 1. payer, payment | 5. hopeless |
| 2. non-user | 6. cheerful, cheerfulness |
| 3. useless | 7. sweetly |
| 4. brightened | |

Activity I

Look at the following word tree. Add some prefixes and suffixes to the word "use" and write them down.



Answer



A Self - Test


1. A non-reader is a person who _____
- a. reads often.
 - b. rarely reads.
 - c. cannot read at all.
 - d. reads well.
2. When I returned home from my shopping, I found out that the door to my house was unlocked and the things in the living room were disarranged.
- The things in the living-room were _____
- a. broken.
 - b. out of order.
 - c. still in their places.
 - d. stolen.
3. The students used Past Perfect tense incorrectly.
- They _____ Past Perfect tense.
- a. misused
 - b. unused
 - c. reused
 - d. disused
4. The factory will collect the milk bottles again after people drink up the milk.
- They are going to _____ the bottles.
- a. misuse
 - b. unuse
 - c. disuse
 - d. reuse
5. The story is unbelievable.
- This sentence means the story _____
- a. can be believed,
 - b. can't be believed.
 - c. is true.
 - d. is good.

6. The food had been prepacked.
- a. someone is going to pack the food.
 - b. someone is going to open the package.
 - c. The food should be packed now.
 - d. The food had been packed already.
7. The iron is quite old but it still works weell.
It is _____
- a. useless.
 - b. usable.
 - c. unusable.
 - d. disused.
8. The children have joy when they know their parents are going to take them to the seaside.
They are _____
- a. joyful.
 - b. joyless.
 - c. joyfully.
 - d. joylessly.
9. A lot of people didn't accept the plan proposed by the director.
They showed _____ during the meeting.
- a. agreement
 - b. agreeably
 - c. agreeable
 - d. disagreement
10. Jim returned the money he borrowed from his father.
He made a _____
- a. prepayment.
 - b. mispayment.
 - c. nonpayment.
 - d. repayment.

11. The soldiers fought _____ though they knew their enemies were coming near and had more men.
- a. courageous. c. couragement.
b. courageously. d. discouragement.
12. Martin likes his coffee to be sweet. He always adds a lot of sugar to it to _____ it.
- a. sweetness c. sweetly
b. sweeter d. sweeten
13. The teacher instructed the children to do an experiment. The children obeyed the _____.
- a. instructor. c. instructive.
b. instruction. d. instructional.
14. Please turn down the television. It's very _____.
- a. noisy. c. noiseless.
b. noisily. d. noiselessness.
15. A _____ person doesn't hope for success in whatever he does.
- a. hopeful c. hopefully
b. hopeless d. hopelessly

Answer key (A Self-Test)

1. c
2. b
3. a
4. d
5. b
6. d
7. b
8. a
9. d
10. d
11. b
12. d
13. b
14. a
15. b



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A. II. Finding the meaning of unknown words and phrases by noticing context clues.

General Objective

Students should learn how to find the meaning of unknown words and phrases by using different kinds of context clues.

Behavioral Objectives

After finishing this sub-unit, students should be able to;

1. explain what a context clue is.
2. point out different kinds of context clues.
3. give the meaning of unknown words and phrases by using different kinds of context clues.

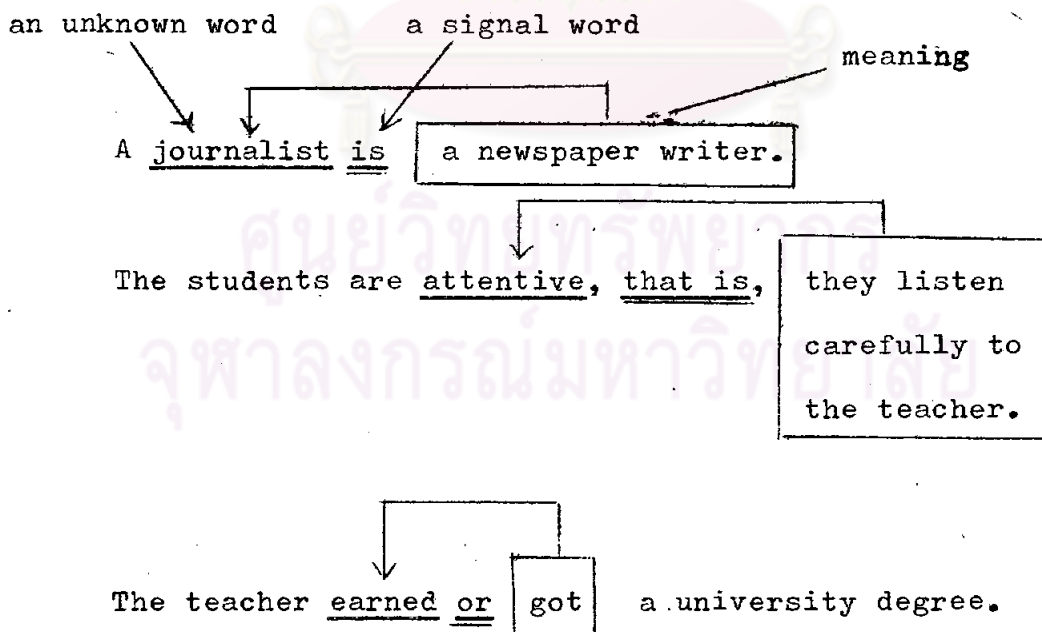
Steps in using this sub-unit:

1. study the material and do the exercises.
2. check the answers.
3. do the activity.
4. take a self-test.

If a reader finds some words he doesn't know in his reading, he shouldn't stop to look up the words in a dictionary. First, he should try to get their meanings from a context clue. Using a context clue is faster than using a dictionary.

Using a context clue to find the meaning of a word means trying to understand what the word means by the way it is used with other words in the sentence. (or with other sentences in the paragraph.)

A writer usually uses some signals before giving the meaning of new words. The signals can be words like "is", "that is", "or", etc., or punctuation like a comma (,) or a dash (-). For example:



Exercise 1

Draw a box around the meaning of the underlined words and the signal words or punctuation used to show the meaning.

1. A stewardess is a person who serves passengers on an aeroplane.
 2. The workers are industrious, that is, they work hard.
 3. The rich man endowed or gave some money to the school.
 4. What do you think of the edifice, the large building, over there?
-

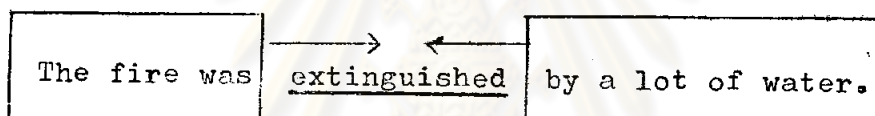
Readers often find different kinds of context clues in reading passages or in stories. They are :

1. sentence or paragraph clues
2. definitions
3. restatements
4. modifiers
5. examples

Sentence or paragraph clues

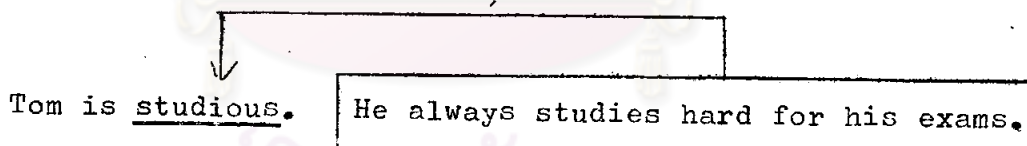
Sentence or paragraph clues are anything that comes before or after a particular word. They help readers to understand the particular meaning of the word. (Usually a word has many meanings.) These clues for a word can be other words nearby, the sentences which come before or after it, or the paragraph which it is in. For example:

Context clues given by words nearby a particular word.

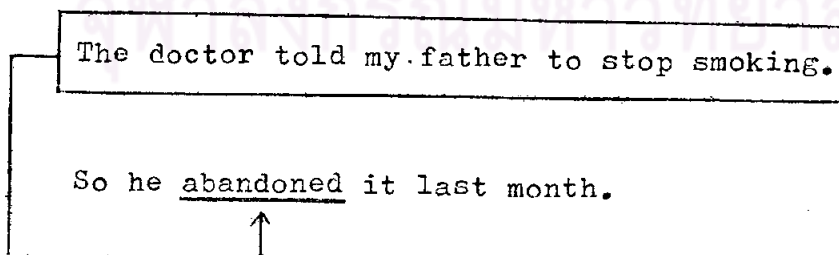


(= put out)

Context clues given by sentences near a particular word.



(= diligent)



(= quit)

(= stop)

Context clues given by a paragraph which a word is in.

The Pueblo Indians were farmers. Because there was little rain in their land, they lived near rivers. They dug ditches to carry water from the river to their fields. We call this way of bringing water to the land irrigation.

(= bringing water to lands by rivers, ditches, etc.)

Exercise 2

Read the following sentences and choose the correct answers.

1. The balloon ascended quickly, lifted up by the wind.

Ascend means to _____.

- a. go up b. go down c. stay still

2. Tom had his tooth taken out by the dentist. It was extracted with difficulty.

Extract means to _____.

- a. examine b. fill in c. take out

3. George likes to help poor people. He is benevolent.

Benevolent means _____.

- a. diligent b. kind c. hopeful

4. A frugal person would never spend money so freely.

A frugal person _____.

- a. always helps people.
- b. is likely to spend his money freely.
- c. is careful with his money.

5. For several thousand years, the Chinese people were isolated from the rest of the world. The Chinese made many important discoveries and inventions, but other people did not know about these discoveries. Nor did the Chinese learn about the inventions and discoveries of other people.

Isolate from means _____.

- a. often in contact with others.
- b. not in contact with others.
- c. far away from others.

Definitions

Writers sometimes give a direct definition of an unknown word. A reader usually finds sentences like this "A _____ is _____." However, definitions can be written in different ways.

For example:

A snack is a small meal between breakfast and lunch or lunch and dinner.

Anthiests are people who don't believe in God.

Something made by man is called an artifact.

Dehydration means to take water out of something like vegetable, fruit, etc., by drying it.

Exercise 3

Draw a box around the meaning of the underlined words.

1. Zoology is the study of animals.
2. An impression is the idea we have about someone or something.
3. An usher is a person who shows people to their seats in theatres or cinemas, etc.

4. To predict something is to say that something will happen before it happens.

Exercise 4

Read the following short passage. Write T if these sentences are true and write F if they are false.

The family of the sun and its nine planets is called the solar system. The sun controls the regular movement of all the planets moving round it in the solar system. It controls the planets moving at different speeds along different paths or orbits. An orbit is the path of a planet round the sun - or the path of any body or object in space around another body.

- _____ 1. The path of the sun can be called an orbit.
 _____ 2. The earth moves in an orbit.

Restatements

A writer may use new words and then explain their meanings in some words readers already know. When he does this, he uses a comma (,), a dash (-) or a parenthesis () to set off the words from their meanings. For example:

Harry went to an occulist, an eye doctor, to have his eyes checked.

David works as a curator, a person who is in charge of a museum.

Richard purchased - bought - a new car last week.

They promptly - quickly - went home.

Mr. Brown published (printed) a book.

How was your vacation (holiday) ?

Exercise 5

Draw a box around the meaning of the underlined words.

1. There are skyscrapers, very tall buildings, in New York.
2. The spectators, people who watch a game of sports, shouted loudly when the players began running onto the field.
3. The meeting terminated - ended - at 10 o'clock.
4. There is an aquarium - a place for keeping and showing living fish and water plants - over there.
5. A two-headed elephant is very unusual (rare).

Exercise 6

Read the following short passages and circle the correct answers.

Anthropologists, people who study about mankind, wondered where the ancestors of the polynesian peoples now living in the pacific islands came from. They think some of them came from Indonesia about 2,000 years ago.

1. An anthropologist studies _____ .
 - a. peoples.
 - b. islanders.
 - c. ancient things.

The first quarrel between North and South was about the tariff - a tax paid on goods brought into a country from foreign

lands. The North wanted a high tariff; the south wanted a low tariff.

2. A tariff means _____.

- a. goods. b. a tax c. a quarrel.

Scientists believe that non-living things do not move themselves. When they see these things moving, they say that the motion has been caused by some force (a push or a pull).

3. A force is _____.

- a. a non-living thing.
b. motion.
c. a push or a pull.

Writers also use some words like "that is", "or", "in other words" to give the meaning of unknown words. For example:

The rich woman gave alms, that is, food and clothes,
to the poor people.

Mary is a linguist, that is, she studies different languages.

The students appointed or chose Tom to be their
leaders.

The price of things increases or goes up all the time.

Exercise 7

Draw a box around the meaning of the underlined words.

1. Ann is a biographer, that is, a person who writes about someone's life.
2. His mission, that is, his goal in life, is to help people.
3. The hungry boy devoured his dinner or ate hungrily.
4. The study of a language has been divided into two main parts : semantics or the study of meaning, and syntax or the study of sentence structure.

Exercise 8

Read the following short passages and then circle the correct answers.

Contagious diseases, that is, those diseases that spread from one person to another, are carried in many different ways.

1. A person can get contagious diseases by _____.
 - a. not eating the right food.
 - b. staying near a sick person.
 - c. going from place to place.

Heat and pressure produce changes in rocks. In this way limestone is changed, or metamorphosed, into marble.

2. When something is metamorphosed, it is _____.
 - a. produced.
 - b. pressured.
 - c. changed.

Between 1650 and 1950 most of the world's population lived in Europe and Asia. Although Europeans began to emigrate, or move out, to overseas colonies, the population of Europe began to rise.

3. When a person emigrates, he _____.
 - a. moves into a country.
 - b. moves away from his country.
 - c. stays at home.
-

Modifiers

A writer sometimes uses a phrase or a clause to explain the meaning of a new word. The phrase or clause will be immediately put after the unknown words. For example:

The man became a philanthropist,

giving away a large sum of money to the poor people.

Some people are indecisive,

unable to decide quickly.

Exercise 9

Read the following passages and then circle the correct answers.

1. Some TV programmes are instructive, giving knowledge to audience.

Instructive means _____.

- a. funny. b. musical. c. informative.

2. Some people like to hitch-hike, travelling by asking car drivers or lorry drivers for free rides.

Hitch-hike means to _____.

- a. drive in cars.
- b. get free rides.
- c. pay fares.

3. The artic Ocean is covered with floes, which are great masses of ice moved by winds and ocean currents. The floes may join together and than move away, and at that time there will be spaces of water, which are called leads.

An ice floe is _____.

- a. the movement of ocean currents.
- b. a great mass of ice.
- c. a space of water.

Examples

Writers also use examples to explain the meaning of a particular word. They use some signal words like "for example", "such as", "these", "like", "especially", etc.

The old lady is very generous. For example.

she often gives food and money to the poor people.

(= kind)

I always keep up to date. For example.

I read the

newspaper and listen to the news on the radio every day.

(= modern)

John has many hobbies, such as

listening to music,
playing the guitar,
reading and stamp
collecting.

(= what one does in his free time)

There are many foreigners living in Bangkok, such as

American, English, Japanese and German people.

(= people who were born outside a country)

Exercise 10

Read the following short passages and then choose the correct answers.

1. Susan has many skills. For example, she types quickly and understands shorthand.

skills means _____.

- a. work. b. abilities. c. jobs.

2. Parents **want** their children to have good manners. For example, they want them to obey their parents, to act and speak politely to others.

Manners means _____.

- a. thoughts. b. beliefs. c. behavior.

3. Many farmers practise crop rotation. For example, they grow cotton for two years. The next year they plant corn or beans to put plant food back into the soil.

Crop rotation means _____.

- a. taking turns in growing different kinds of plants.
b. using chemicals in growing plants.
c. growing plants.

4. Mrs. Smith's children usually help her with chores such as washing dishes, cleaning, ironing, etc.

Chores means _____.

- a. housework
b. homework.
c. hobbies.

5. Marian will stop at the supermarket to buy some household utensils such as dishes, pots, forks and spoons.

Household utensils are _____.

- a. things to be used in a house.
- b. things sold in a supermarket.
- c. things used for gardening.



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Answer keyExercise 1

1. A stewardess is a person who serves passengers on an aeroplane.
2. The workers are industrious, that is, they work very hard.
3. The rich man endowed or gave same money to the school
4. What do you think of the edifice, the large building, over there?

Exercise 2

1. a
2. c
3. b
4. c
5. b

Exercise 3

1. Zoology is the study of animals.
2. An impression is the idea we have about someone or something.
3. An usher is a person who shows people to their seats in theatres or cinemas, etc.
4. To predict something is to say that something will happen before it happens.

Exercise 4

1. F

2. T

Exercise 5

1. There are skyscrapers, very tall buildings, in New York.
2. The spectators, people who watch a game of sports, shouted loudly when the players began running onto the field.
3. The meeting terminated - ended - at 10 o'clock.
4. There is an aquarium - a place for keeping and showing living fish and water plants - over there.
5. A two - headed elephant is very unusual (rare) .

Exercise 6

1. a

2. b.

3. c

Exercise 7

1. Ann is a biographer, that is, a person who writes about someone's life.
2. His mission, that is, his goal in life, is to help people.
3. The hungry boy devoured his dinner or ate hungrily.
4. The study of a language has been divided into two main parts : semantics or the study of meaning, and syntax or the study of sentence structure.

Exercise 8

1. b 2. c 3. b

Exercise 9

1. c 2. b 3. a

Exercise 10

1. b 4. a
2. c 5. a
3. a

Activity I

Read the following sentences and think about the meaning of the underlined words. Write the meaning in the blanks. (There are letters in the blanks to help you about the meaning.)

1. Feeling depressed, Carmella began to cry.

Depress means u _ _ _ _ y.

2. Fresh air and good food are beneficial to health.

Beneficial means g _ _ d.

3. Nisa imitated every actress she saw or read about. She wanted especially to be like the Hollywood stars. She even tried to dress like them and talk like them.

Imitate means c _ _ y.

4. The mother segregated the sick child or kept him apart from the other children so that the others wouldn't catch his measles.

Segregated means keep a _ _ _ t.

5. Aspirin can help some cases of neuralgia. Neuralgia is a sharp, violent pain along a nerve.
Neuralgia is a p _ _ n.
6. In leukemia, one kind of cancer, too many white blood cells are produced in the body.
Leukemia is a kind of c _ _ _ _ r.
7. The students are interested in studying the etymology of words, the origin and history of words.
Etmology means the study of w _ _ ds.
8. He has good values. For example, he goes to the temple, honors his parents, and studies hard.
Values means b _ _ _ _ fs.
9. Scientists learn a great deal about peoples of the past by digging carefully in ancient camp sites. They look for artifacts such as arrowheads, spears, pottery, and tools. They also look for the bones of animals.
An artifact is something made by m _ n.

Answer key

1. unhappy
2. good
3. copy
4. keep apart
5. pain
6. cancer
7. words
8. beliefs
9. man



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A Self-Test

A light-year is the distance that light travels in one year. Light travels 186,000 (one hundred and eighty six thousand) miles in one second. So it travels six million million miles in one year. That is the measurement of one light-year.

1. A light-year is _____.
 - a. the measurement of years.
 - b. the distance that light travels in a year.
 - c. the distance about six million miles.

Lemmings are little animals like striped rats. They live in Scandinavia and eat grass, roots, and moss.

2. Lemmings are _____.
 - a. rats.
 - b. a kind of plant.
 - c. a kind of animal.

Mother reproached Tom for his bad behavior. He stood still and didn't say a word.

3. Reproach means to _____.
 - a. scold.
 - b. suggest.
 - c. praise.

Jillian plucked some flowers for her mother. She then took them into her house.

4. Pluck means to _____.

- a. grow.
- b. pick.
- c. give water to.

In Hong Kong and China, poor people resent being photographed at work. However, we can take their photographs if we give them a "cumshaw" - some money.

5. Resent means to _____.

- a. like.
- b. enjoy.
- c. be angry about.

6. The word "cumshaw" means _____.

- a. photographs.
- b. some money.
- c. something.

Mary felt perturbed, that is, greatly disturbed by her sister's words.

7. Perturbed means _____.

- a. pleased.
- b. annoyed.
- c. hopeless.

A team of scientists called entomologists (scientists who study insects) was invited to the Fiji islands. They were asked to get rid of the Levuana moths which destroyed coconut trees on the island.

8. Entomologists are _____.
- a. scientists who study insects.
 - b. scientists who study plants.
 - c. Fiji islanders.

As people began to migrate, or to travel from their homeland, some went westward into Europe.

9. Migrate means to _____.
- a. settle down in a place.
 - b. move into a country.
 - c. move out of a country.

The number of lemmings does not grow fast because of their foes, wolves, dogs, bears and hawks, which eat so many of them.

10. Foes mean _____.
- a. wild animals.
 - b. enemies.
 - c. animals.

Perhaps one day passengers may be able to travel from towns along the Chao Phraya River in hydrofoils. These are boats which fly like planes over the water. They go at one hundred kilometers per hour.

11. A hydrofoil is _____
- a. a plane-like boat.
 - b. a new name for the Chao Phraya.
 - c. a speed of one hundred kilometers per hour.

The men who built the Panama canal had to fight many natural hazards for example, snakes, mosquitoes, heat, landslides and earthquakes, etc., They succeeded at last because of their determination and intelligence.

12. A natural hazard means _____.
- a. a man-made danger.
 - b. a danger caused by nature.
 - c. wild animals.

The mass media help the nations of the world to know and understand each other nowadays. For examples, T.V. shows, movies, magazines, etc. spread ideas quickly to many people around the world.

13. Mass media includes _____.
- a. a personal letter.
 - b. a report.
 - c. a radio programme.

The first roads in America were tracks, such as animals paths and paths made by Indians. Later, some of these tracks became very important roadways in the growth and settlement of the country.

14. A track means _____.
- a. a path.
 - b. a highway.
 - c. an important roadway.

Ann wants to buy a portable typewriter, which she can carry from place to place.

15. Portable means _____.
- a. cheap.
 - b. can be moved about.
 - c. good.

Answer key

- | | |
|------|-------|
| 1. b | 9. c |
| 2. c | 10. b |
| 3. a | 11. a |
| 4. b | 12. c |
| 5. c | 13. c |
| 6. b | 14. a |
| 7. b | 15. b |
| 8. a | |

Part B Finding the main idea of a paragraph.

General Objective

Students should learn how to find the topic and the main idea of a paragraph.

Behavioral Objectives

After finishing this sub-unit, students should be able to;

1. point out the topic of a paragraph.
2. point out the main idea of a paragraph.

Steps in using this sub-unit:

1. study the material and do the exercises.
2. check **the answers** answers.
3. do the activity.the answers.
4. take a self-test.

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When a good reader has finished his reading, he should be able to know the topic of the paragraph or the story..

The topic of a paragraph is what the paragraph is about.
(one thing that most of the sentences in the paragraph or story talks about). For example :

At night you can see many stars. In the day you can see one star-the sun. Did you know that the sun is a star? It looks bigger than other stars because it is nearer to us. The sun is much bigger than the moon. It is made of very hot gas. The sun's light and heat make our plants and food grow. We couldn't live without the sun.

This paragraph talks about one thing - the sun. Its topic is "the sun".

We usually give the topic of a paragraph in one word or a short phrase.

Exercise 1

Choose the correct answer.

Clouds are very interesting things. They come in all shapes and sizes. Some are big and thick. Still others are

small round puffs that dot the sky. Some clouds are purest white, but others are dark grey. Finally, there are never any two clouds that have exactly the same shape.

1. The topic of this paragraph is _____.
- | | |
|-------------|------------|
| a. the sky. | b. clouds. |
| c. colors. | d. shapes. |
-

Finding the main idea of a paragraph is most important when a person reads. The main idea tells readers what the writer most wants them to know about the topic.

The main idea is the most important of all the ideas in the paragraph. For example:

Main Idea

Ants are very busy animals. If you looked in an ant-hill, you would find thousands of ants that are busy every minute. Some ants dig holes for the nest. Some ants go outside the ant-hole and bring back food. In the nest, baby-sister ants take care of the babies. Ant maids keep the nest clean. Soldier ants protect the nest. All ants work together.

This paragraph talks about one thing-ants. Its topic is "ants".

When a writer talks about ants, he can say in different ways. For example.

Ants are a kind of insects.

Ants work hard. (Ants are busy animals.)

Ant's living places.

A writer can choose one of the ideas above and writes a paragraph on it.

Here the writer most wants readers to know that ants are very busy animals. He puts this main idea in the first sentence. He then gives examples of how ants are busy in other sentences.

To find the main idea of a paragraph, ask yourself:

1. What is the topic of this paragraph?
2. What does the writer most want readers to know about the topic?

Note The title, or name, of a story often tells readers something about the topic or the main idea of the story. For example, the title of the paragraph about ants can be "Busy Animals".

Exercise 2

Choose the correct answers.

John follows a very regular schedule every day. At twenty past seven he gets up. At seven forty-five he eats

breakfast. He goes to work at eight o'clock. John gets back from work at five forty. In the evening he watches TV or visits his friends. He usually goes to bed at about eleven.

1. The topic of this paragraph is John's _____.
 - a. life.
 - b. education.
 - c. habit.
 - d. daily schedule.
 2. The main idea of this paragraph is that John _____.
 - a. always works hard.
 - b. gets to work on time every day.
 - c. follows a regular schedule every day.
 - d. enjoys himself every evening.
-

A writer usually puts the main idea of a paragraph in a sentence. The main idea can be found in different places in a paragraph:

1. at the beginning
2. at the end
3. in the middle
4. implied (The writer doesn't put the main idea in one or two sentences. The reader has read all sentences in the paragraph and decide what the main idea is.)

The main idea at the beginning of a paragraph.

A writer begins his paragraph with the main idea. (the first sentence of sometimes the second sentence.) He then gives examples, details, or explanations to support the main idea in the other sentences. He sometimes talks about the main idea again at the end.

A reader will find many paragraphs of this kind.

Example:

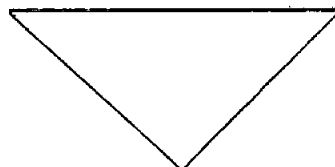
Main Idea

Cars are used for business. They are driven to offices and factories by workers who have no other way to get to their jobs. When salesmen are sent to different parts of the city, they have to drive in order to carry their products. Farmers have to drive into the city in order to get supplies.

The topic of this paragraph is the use of cars. Its main idea is the use of cars in business. (in the first sentence.) The writer gives examples of the use of cars (by workers, salesmen, farmers) in the rest of the paragraph.

The diagram of this kind of paragraph is like this:

Main Idea



Changes in temperature are sometimes the reasons for the movements of animals. Crabs and lobsters go into deep water in the winter, then return to shallow water in the spring. Birds and some bats go North or South, following the warm weather as the seasons change.

Exercise 3

A. Choose the correct answers.

1. The topic of this paragraph is _____.
2. a. temperature changes.
b. reasons for temperature changes.
c. some animals' living places.
d. reasons for animals' movements.
2. The main idea of this paragraph is _____.
- a. the temperature changes in winter.
b. some animals move because of temperature changes.
c. birds and bats move because of temperature changes.
d. crabs and lobsters move because of temperature changes.

B. Underline the sentence which shows the main idea.

The main idea at the end of a paragraph.

This kind of paragraph is the opposite of the first type. A writer gives examples or details before he gives the main idea. He ends his paragraph with the main idea.

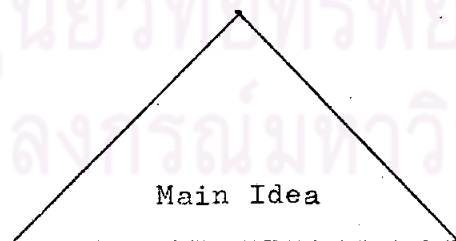
Example:

In the evenings and on weekends most people are free to rest and enjoy themselves. Some watch television or go to the movies; others participate in sports. It depends on their

interests. Main Idea
There are many different ways to spend one's free time.

The topic of this paragraph is a person's free time.
 The main idea is that people spend their free time differently.

The diagram of this paragraph is like this:



From Italian we have gotten such words as balcony, cavalry, miniature, opera and umbrella. Spanish has given us mosquito, ranch, cigar, and vanilla. Dutch has given us brandy, golf, measles, and wagon. From Arabic we have borrowed alcohol, chemistry, magazine, zenith and zero. And Persian has loaned us cheese, checkers, lemon, paradise and spinach. It is clear that English is a language that borrows freely from many sources.

Exercise 4

A. Choose the correct answers.

1. The topic of this paragraph is _____.
 - a. languages.
 - b. English has borrowed words.
 - c. English has loaned words.
 - d. English structure.

2. The main idea of this paragraph is _____.
 - a. English has borrowed words from different languages.
 - b. English is an international language.
 - c. English has borrowed words from Italian.
 - d. English has borrowed words from Persian.

B. Underline the sentence which shows the main idea.

The main idea in the middle of a paragraph

A writer begins this kind of paragraph with examples or details. He then writes about its main idea. He continues giving examples or details at the end.

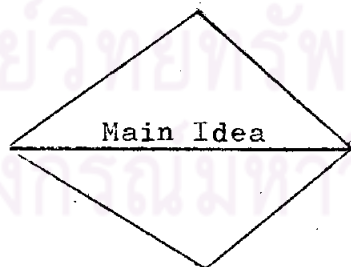
Example:

Keep your tree outdoors until the day before Christmas. Never use lighted candles. There are also other suggestions

Main Idea
for avoiding a Christmas tree fire. Turn off the lights before you leave the house and throw away the tree by New Year's Day.

The topic of this paragraph is avoiding a Christmas tree fire. Its main idea is that there are different ways to avoid a Christmas tree fire.

The diagram of this kind of paragraph is like this:



Three high school students were seriously injured in football games last Saturday. The week before, two players were hospitalized. Football has become a dangerous game. It is dangerous because many players ignore the rules, because they are not welltrained, and, perhaps, because they are told to play only to win, never to lose.

Exercise 5

A. Choose the correct answers.

1. The topic of this paragraph is _____.
 - a. high school students.
 - b. football fans.
 - c. football games.
 - d. school activities.

2. The main idea of this paragraph is _____.
 - a. football players should keep to the rules.
 - b. football has become a dangerous game.
 - c. football players should practise hard.
 - d. high school students should stop playing football.

B. Underline the sentence which shows the main idea.

The main idea implied in a paragraph

A writer sometimes doesn't put the main idea in one or two sentences. Readers have to read the whole story and then decide what the main idea is.

Example

Rubber was first used in England to rub out pencil marks. This use gave it its name. Now we use it in hundreds of ways. We use it on shoes and on the wheels of cars. It is also used in making toys and in making trains.

The topic of this paragraph is rubber. Its main idea is the uses of rubber.

The diagram of this kind of paragraph is like this :

<p>No stated Main Idea</p>

The main food of one-third of the world is rice. Rice is planted in muddy grounds, called "paddy" fields. Then the field is flooded with water. Growing rice likes to spend most of its life in water. A wall around the field keeps the water from flowing away. The rice is kept moist until the leaves change from green to yellow. Then the water is drawn off. The rice ripens in the sun. The plants are then cut and threshed.

Exercise 6

A. Choose the correct answers.

1. The topic of this paragraph is _____.
 - a. watering rice.
 - b. growing rice.
 - c. "paddy" fields.
 - d. the importance of rice.
2. The main idea of this paragraph is _____.
 - a. one third of the world's people eat rice.
 - b. water is important in growing rice.
 - c. the rice ripens in the sun.
 - d. there is a process in growing rice.

B. Underline the sentence which shows the main idea.

Two main ideas in a paragraph

In some paragraphs, writers present two main ideas to readers. These two ideas are usually different or opposite ideas.

Example

Main Idea

To some people, a flood is an enemy. It comes like a river to his the city and destroy their homes.

But to the farmer the water is like a friend, even in cloudburst amounts.

The diagram of this paragraph is like this:

Main Idea



Main Idea

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Unfortunately, there are no more lands to be discovered. Even the smallest islands can be seen clearly from the air. But there is much to be discovered about the oceans, and science is now exploring them.

Exercise 7

A. Choose the correct answers.

1. The best title of this paragraph is _____.
 - a. Land Exploration.
 - b. Island Exploration.
 - c. Ocean Discoveries.
 - d. Land Discoveries and Ocean Exploration.
2. The main ideas of this paragraph are _____.
 - a. there are no more lands to be discovered, but there are oceans to be explored.
 - b. there are no more lands and islands to be explored.
 - c. there are some oceans which need to be explored.
 - d. scientists are not interested in lands and islands any more.

B. Underline the sentence which shows the main idea.

Answer keyExercise 1

1. b

Exercise 2

1. d

2. c

Exercise 3A

1. d

2. b

B

Underline the first sentence

Changes in temperature are sometimes
the reasons for the movements of
animals.

Exercise 4A

1. b

2. a

B

Underline the last sentence.

It is clear that English is a
language that borrows freely from
many sources.

Exercise 5A

1. c

2. b

B

Underline this sentence

Football has become a dangerous game.

Exercise 6A

1. b

2. d

B

You are wrong if you underline a
sentence

Exercise 7A

1. d 2. a

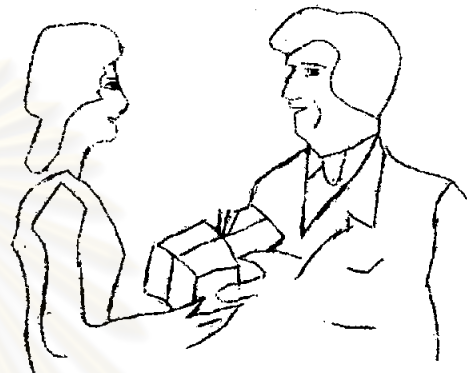
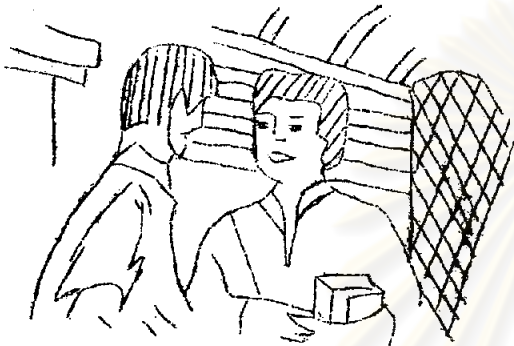
3. Underline these two sentences.

Unfortunately, there are no more lands to be
discovered.

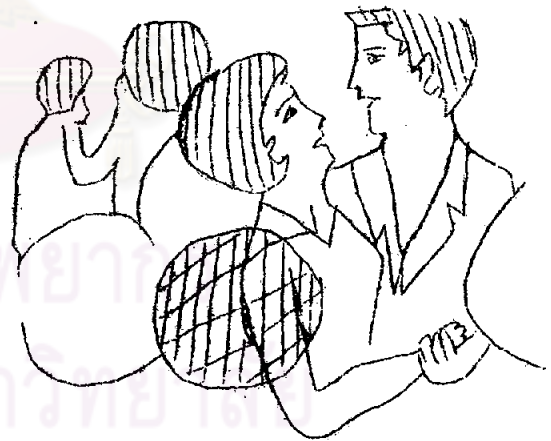
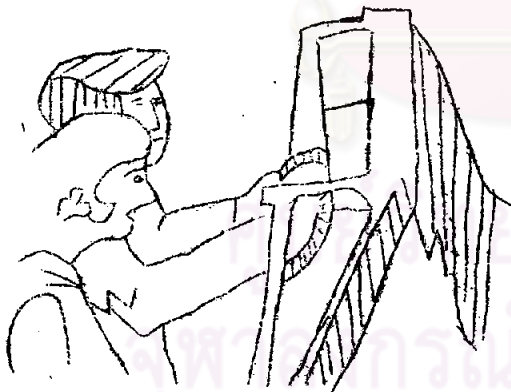
But there is much to be discovered about the oceans,
and science is now exploring them.

Activity I

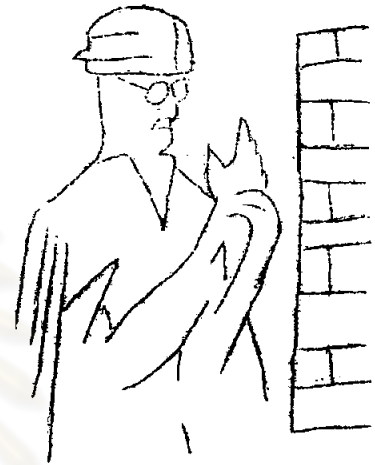
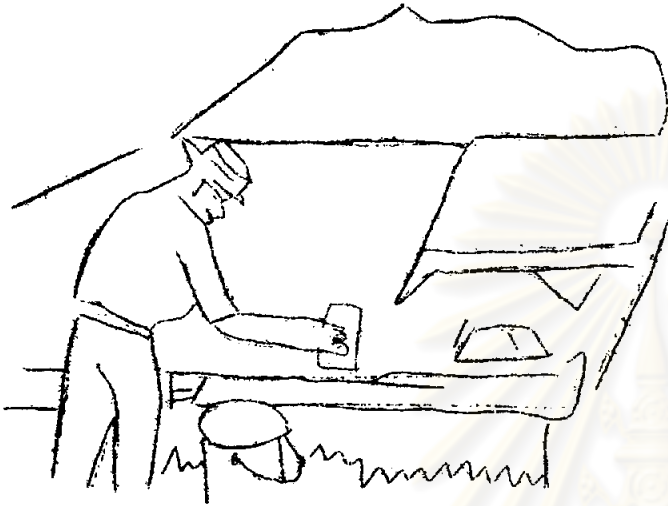
Look at the pictures below. Decide which sentence beneath the pictures best expresses the main idea.



1. (a) The boy presents his girl with a present
- (b) Dances are fun.

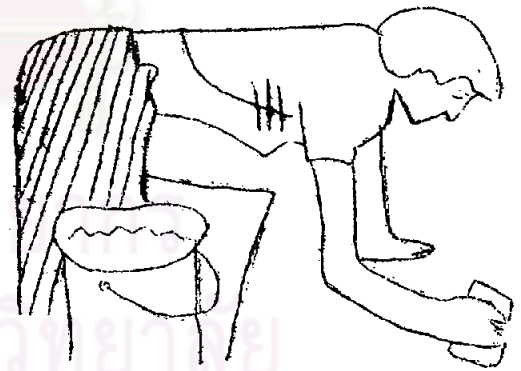
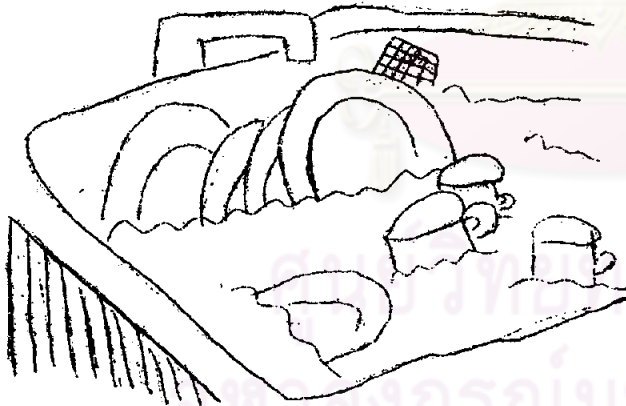


- (c) The boy has had to save for weeks.
- (d) The boy is taking his girl to a party.



2. (a) Soap sterilizes.

(b) Soap was a wonderful discovery.



(c) Soap cleans many things.

(d) Women use more soap than anyone else.

A Self-Test

Read the following paragraphs.

I. Most things cannot be enjoyed without friends - but reading can. While sitting alone in our house we can travel around the entire world, and we can understand the reason for thousands of things. Living in this age, we can talk with those who lived thousands of years ago. Although we may be unworthy, we can become the friends of wise men. Only books can give us these pleasures. Those who cannot enjoy them are poor men; those who enjoy them most obtain the most happiness from them.

A. Choose the correct answers.

1. The topic of this passage is _____.
 - a. travelling around the world.
 - b. reading.
 - c. how to spend one's free time.
 - d. how to read quicker.

2. The main idea of this passage is _____.
 - a. It is a great pleasure to travel.
 - b. reading brings people many pleasures.
 - c. talking to a wise man is a great pleasure.
 - d. reading makes people become wise men.

B. Underline the sentence which shows the main idea. (If the main idea is implied, don't underline a sentence)

II. Different countries and different races have different manners. Before entering a Malay house, it is good manners to take off your shoes. In European countries, even though shoes sometimes become very muddy, this is not done. A guest in a Chinese house never finishes a drink. He leaves a little to show that he has had enough. In a Malay house, too, a guest always leaves a little food. In England, a guest always finishes a drink to show that he has enjoyed it.

A. Choose the correct answers.

1. The whole passage is about _____.
 - a. manners in different countries.
 - b. manners in European countries.
 - c. manners in a Malay house.
 - d. a guest's manners in a country.
2. The main idea of this paragraph is _____.
 - a. good manners are the same in European countries.
 - b. good manners in Asia and Europe are the same.
 - c. guests in different countries behave or act differently.
 - d. good manners are different in different countries.

B. Underlin the sentence which shows the main idea.

III. English is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of world's mail is written in English. More than 60 percent of the world's radio programs are in English. Clearly English is an international language.

A. Choose the correct answers.

1. The topic of this paragraph is _____.
 - a. languages.
 - b. the English language.
 - c. different kinds of jobs.
 - d. the uses of English by working groups.
2. The main idea of this paragraph is _____.
 - a. English is used by pilots and airport control operators.
 - b. English is used by different kinds of working groups.
 - c. English is used in the world's radio programs.
 - d. English is an international language.

B. Underline the sentence which shows the main idea.

Answer keyPassage IA

1. b

2. b

B

The main idea is implied here.

The main idea is "reading brings people pleasures."

At

Passage IIA

1. a

2. c

B

Underline this sentence.

Different countries and difference races have different manners.Passage IIIA

1. b

2. d

B

Underline this sentence.

Clearly English is an international language

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Part C Reading Passages

General Objective

Students should learn how to read unseen passages and answer questions about the passages.

Behavioral Objectives

After finishing this sub-unit, students should be able to;

1. give the meaning of unknown words and phrases in the passages.
2. point out the topic of a given paragraph.
3. point out the main idea of a given paragraph.
4. answer questions on unseen passages.

Steps in using this sub-unit :

1. study the material and do the exercises.
2. check the answers.
3. take a self-test.

When a good reader reads a passage or a story, he should find its topic and main idea first. The main idea can be found in different places in different paragraphs. The reader should look quickly at the first and the last sentence of the story first. If these two sentences give the same idea, then the idea is the main idea. If they are different, he should go on looking at the second sentence or the sentence which lies somewhere around the middle of the story. When the reader can locate the main idea, he can understand the story easily.

A good reader also has to use his knowledge of prefixes, suffixes, context clues etc., to get the meaning of unknown words and phrases. He will use a dictionary only when it is necessary. A good reader won't pay attention to all the words in the story. He will be interested only in some important words. He will also pay attention to some connectors like and, but, or, nor, so etc., which are used to show relationships between sentences. These words are very important in understanding a passage, too.

Exercise 1

Write T (true) or F (false) in front of these sentences.

1. _____ A good reader pays great attention to the main idea of a paragraph.

2. _____ A good reader uses a dictionary all the time.
 3. _____ Connectors are words like and, but, or, so, yet, etc.
 4. _____ Connectors have little importance in reading.
 5. _____ Connectors show the relationships between sentences.
 6. _____ Context clues can be used to find out the meaning of unknown words and phrases.
-

Read the following passages and answer the questions below.

1. There were few 20th century inventions that Jules Vern did not try to imagine. He wrote about television before the invention of radio. He thought of spaceships before the discovery of the aeroplane. He described the life of tomorrow so clearly that when his book about a trip to the moon came out, 500 people wrote and asked to go with him on his next visit. There were many scientists and inventors who studied his books and received inspiration from them. Such famous men as Admiral Richard Byrd and Marconi agreed that Jules Verne had influenced their thoughts.

Exercise IIA. Choose the correct answers.

1. The topic of this passage is _____.
 - a. Jules Verne's life.
 - b. Jules Verne's inventions.
 - c. modern inventions.
 - d. Jules Verne's ideas.

2. The main idea of this passage is _____
 - a. Jules Verne influenced the work of many scientists and inventors.
 - b. Jules Verne's writing was imaginative and advanced.
 - c. Jules Verne led an exciting life.
 - d. people believed Jules Verne's writing about the trip to the moon because it was realistic.

3. Jules Verne _____.
 - a. invented some 20th century inventions.
 - b. wrote about a few 20th century inventions.
 - c. wrote about a lot of 20th century inventions.
 - d. got some ideas for his writing from scientists and inventors.

4. The word which best describes Jules Verne's writing is _____.
 - a. unbelievable.
 - b. nonsense.
 - c. convincing.
 - d. funny.

B. Match the words in column A with their meaning in column B.

Write the letter a, b, c, d in front of the sentences.

<u>A</u>	<u>B</u>
a. invent	_____ 1. find (out) something.
b. discover	_____ 2. make or think of something for the first time.
c. describe	_____ 3. make a person want to do or make something.
d. inspire	_____ 4. say what somebody or something is like.

Henry Ford was the first person to build cars which were cheap, strong and fast. He was able to sell millions of them because he "mass-produced" them; that is, he made a great many cars of exactly the same type. Ford's father hoped that his son would become a farmer, but the young man did not like that idea and he went to Detroit where he worked as a mechanic, a person who repairs cars. By the age of 29, in 1892, he had built his first car. However, the first "mass-produced" car in the world, the famous "model T", did not appear until 1908 -

five years after Ford had started his great motor company. This car proved to be so popular that it remained unchanged for twenty years. Since Ford's time, mass-production methods have become common in industry and have reduced the price of many articles which would otherwise be very expensive.

Exercise 311

A. Choose the correct answers.

1. The best little of this paragraph is _____.
 - a. The Beginning of The Motor Company
 - b. The Beginning of Mass-production
 - c. Henry Ford's Life
 - d. The Famous, "Model T"

2. The main idea of this paragraph is _____.
 - a. Henry Ford was the first person to build cheap strong and fast cars.
 - b. The "Model T" was the first "mass-produced" car.
 - c. mass-production methods have made goods less expensive.
 - d. Henry Ford was the first person to begin mass-production methods.

3. Which sentence is correct?

- a. Mass-production methods were begun before Ford's time.
- b. Things would be very expensive if Ford hadn't begun mass-production.
- c. Ford mass-produced cars in the same year that he started the Motor Company.
- d. Ford produced a lot of cars and other articles as well.

4. "Since Ford's time, mass-production methods _____ and have reduced the price of many articles which would otherwise be very expensive. The word "articles" here means _____

- a. pieces of clothes.
- b. pieces of writing.
- c. things.
- d. a and c.

B. Find words in the passage which mean the same as:

- 1. to be the same = u _____
 - 2. to make a large number of things of the same type
= m _____
 - 3. a man who repairs cars = m _____
 - 4. to make something less in number or cost = r _____
-

III. Driving a large truck over mountain roads is not the usual way that a schoolteacher begins her day-especially if she is a preschoolteacher. But Mrs. Beth Miller does this five days every week. Her unusual schoolhouse-on-wheels is really a large truck. The back of the truck has been made into a classroom in order to carry modern education to remote areas of the state of West Virginia. In many rural areas of this state it is impossible for small children to go to school because of the isolation caused by many hills and valleys of Appalachia.

The purpose of the schoolhouse-on-wheels is to develop basic skills and social behavior in children three to five years of age. This is done through games, exercises, toys, and simple handicrafts. There are also a mobile classroom, a classroom which can be moved, television and visits to the home of the students. The schoolhouse-on-wheels also teaches the young children to read 300 to 400 words in books. This helps the pupils to learn to read when they begin regular school. In three years the schoolhouse-on wheels has helped about 350 children in five counties.

Exercise 4A. Choose the correct answers.

1. The whole story is about _____.
 - a. young children's education in West Virginia.
 - b. a schoolhouse-on-wheels.
 - c. a preschoolteacher.
 - d. young children's education in America.

2. The story mainly tells about _____.
 - a. Mrs. Miller and her teaching.
 - b. modern education techniques.
 - c. the schoolhouse-on-wheels and its teaching.
 - d. children in rural areas.

3. The purpose of the schoolhouse-on-wheel is to _____.
 - a. help children who can't go to school because of their living places.
 - b. help children who are poor.
 - c. teach adults who can't read.
 - d. help teachers in rural schools.

4. Who study in the schoolhouse-on-wheels?
 - a. all young children in West Virginia.
 - b. 3-5 year children in all states.
 - c. 3-5 year children in rural areas in West Virginia.
 - d. 3-5 year children in West Virginia.

5. The schoolhouse-on-wheels _____.
- teach adults who can't read.
 - prepare young children before they begin regular schools.
 - teach adults who work part-time jobs.
 - bring books to children in rural areas.
6. According to the story, the schoolhouse-on-wheels plan _____.
- is successful.
 - is unsuccessful.
 - is working well in some states in America.
 - costs more and more money.

B. Fill in the blanks with the correct words.

isolation, preschoolteacher, rural, handicraft, mobile, trucks

- People use _____ to carry heavy goods from place to place.
- A _____ is a teacher who teaches children who haven't begun school yet.
- The government is thinking of building more schools upcountry or in _____ areas.
- The islanders do not get in touch with other people. They live in _____.

5. Sewing is a kind of _____.
 6. Something which can be moved easily is said to be _____.
-

Education in the Ayuthaya Kingdom differed from its predecessor in Lanna Thai and Sukothai because it was mainly organized in the temples. It became more and more important until King Borom Kosa declared that he would not appoint anyone to serve in his court if he did not first enter the priesthood. Such an order became strong tradition in recruiting government officials for several centuries. Apart from education in the temples, during some reigns, education was organized in the palace and in some scholars' houses. The summit-the-top of education during the Ayuthaya period was during the reign of King Narai the Great. The subjects taught were languages (Thai, Pali, Sanskrit, French, Cambodian, Burmese, Pagan and Chinese). The first textbook in reading, Chindamani, was composed during this reign and was officially used until the middle of the Bangkok period. In addition, students could go to a missionary school (French Catholic) which was then established for the first time in Thailand.

Exercise 5A. Choose the correct answer.

1. The best title for this passage is _____ .
 - a. Thailand's Kingdom.
 - b. Early Education in Thailand.
 - c. some Thai Kings.
 - d. Chindamani.

2. The main idea of this passage is _____ .
 - a. the history of Ayuthaya.
 - b. the history of Chindamani.
 - c. the history of education during the Ayuthaya period.
 - d. the story of King Narai the great and his work.

3. Which sentence is correct?
 - a. Chindamani was a book about precious stones.
 - b. education was provided in the temple only during Ayuthaya period.
 - c. education came to its highest point during the reign of King Narai the great.
 - d. Chindamani was used only in the Ayuthaya period.

4. We learn from ~~this~~ passage that _____ .
 - a. Whoever did not become a monk, could not be an official.
 - b. Chindamani was first composed in King Borom Kosa's reign.
 - c. the summit of education during the Ayuthaya kingdom was in the days of King Borom Kosa.
 - d. People studied English during King Narai's reign.



5. The word in the passage which means the same as "the people who came before" is _____.
- courtiers.
 - predecessors.
 - officials.
 - scholars.

B. Find words in the passage which mean the same as:

- getting people to become members of = r _____
- period or time = r _____
- top, the highest point = s _____
- people holding government positions or engaged in public work = s _____
- set up = e _____
- announce = d _____
- a learned person = s _____
- hire, employ = a _____

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Answer keyExercise 1

1. T
2. F
3. T
4. F
5. T
6. T

Exercise 2

- | <u>A</u> | <u>B</u> |
|----------|----------|
| 1. d | 1. b |
| 2. b | 2. a |
| 3. c | 3. d |
| 4. c | 4. c |

Exercise 3

- | <u>A</u> | <u>B</u> |
|----------|-----------------|
| 1. b | 1. unchanged |
| 2. d | 2. mass-produce |
| 3. b | 3. mechanic |
| 4. c | 4. reduce |

Exercise 4

- | <u>A</u> | <u>B</u> |
|----------|---------------------|
| 1. b | 1. trucks |
| 2. c | 2. preschoolteacher |
| 3. a | 3. rural |
| 4. c | 4. isolation |
| 5. b | 5. handicraft |
| 6. a | 6. mobile |

Exercise 5

- | <u>A</u> | <u>B</u> |
|----------|---------------|
| 1. b | 1. recruiting |
| 2. c | 2. reign |
| 3. c | 3. summit |
| 4. d | 4. officials |
| 5. b | 5. establish |
| | 6. declare |
| | 7. a scholar |
| | 8. appoint |

A Self-Test

I. The Egyptian pyramids are one of the "Seven Wonders" of the world. The earliest pyramid at Giza was built more than 5,000 years ago. As the ancient Egyptians had no modern machinery, they used to use primitive equipment to move huge blocks of stones. The Egyptian ruler, who was called "the Pharoah," used to force his own people and capture or catch enemies to transport the blocks. The Egyptians used to believe that after death they should be put into a tomb with all their earthly possessions so that they might be comfortable in the next life.

Part I

Choose the correct answers.

1. The topic of this passage is .
 - a. The Egyptians' lives.
 - b. the Pharoah's life.
 - c. the Pyramids.
 - d. The Egyptians' belief about death.

2. The main idea of this story is _____.
- a. The Egyptian pyramids are one of the "Seven Wonders" of the world.
 - b. The Egyptians used primitive equipment to move huge blocks of stones.
 - c. The Egyptians put their things in the pyramids.
 - d. **how** and why the pyramids were built?
3. The Egyptians believed that _____.
- a. there was a next life.
 - b. there wasn't a next life.
 - c. their things should be put in the pyramid after their death.
 - d. the Pyramid at Giza was the oldest one.
4. The word "primitive" means the same as _____.
- a. very big.
 - b. very old.
 - c. strong.
 - d. useful.
5. The word "capture" means the same as _____.
- a. catch.
 - b. force.
 - c. use.
 - d. order.

6. Which sentence is correct?

- a. The Pharoah used the Egyptians only to build the pyramids.
- b. The Egyptians used modern machinery to build pyramids.
- c. The Egyptians didn't put their things in their pyramids.
- d. The Egyptians always put their things in their tombs.

II. Louis Pasteur had a very busy and interesting life. He not only made some exciting discoveries about germs, but he was able to use his discoveries in very practical ways, that is, he could put them to use. He worked hard in his laboratory with test tubes and all kinds of experiments, but nearly all the time he was working to help people who were suffering in some special way from disease. Among the people whom Pasteur was able to help were brewers, breeders of silkworms, and cow keepers, all of whom were trying to carry on important industries in France.

A very useful discovery of Pasteur's while he was working in Paris was the process which we now call after him, "Pasteurization." Some French winegrowers were troubled by a germ which had turned their wine sour. Pasteur showed that by heating the wine, or milk, or whatever it might be, to a temperature of 50 or 60 degrees centigrade, the germs

were made harmless. Pasteurized milk is milk which has been treated in this way and then sealed to prevent more germs from entering.

Pasteur founded the branch of science called "Bacteriology" or the study of bacteria, and he showed what a wide range it had by studying the bacteria in all sorts of different activities. For three years he spent all his time studying the disease which ruined the silkworm industry. He began to believe that most, if not all, infectious diseases, diseases which are carried by germs in the air or in water, were due to certain bacteria which if they got into the blood, multiplied there and caused disease.

Part I

Choose the correct answers.

1. The topic of this story is _____.
 - a. the study of bacteria.
 - b. Pasteur's work.
 - c. Pasteur's education.
 - d. diseases.

8. The main idea of this story is _____.
- a. Pasteur helped some kinds of people about their industry.
 - b. Pasteurization is used in keeping things.
 - c. Pasteur discovered pasteurization.
 - d. Pasteur made important discoveries and helped people fight diseases.
9. Pasteurized milk is milk which is _____.
- a. kept in a cool place.
 - b. heat to 50 or 60 degrees centigrade.
 - c. kept at 0 degree centigrade.
 - d. put in a box and sealed.
10. When something is harmless, it is _____.
- a. useful.
 - b. useless.
 - c. dangerous.
 - d. not dangerous,
11. The word "Bacteriology" means the study of _____.
- a. milk.
 - b. diseases.
 - c. bacteria.
 - d. silkworms.

16. The word "infectious diseases" means diseases which _____.

- a. are not dangerous.
- b. are useful.
- c. are carried by germs in the air or in water.
- d. can kill people to death.

17. Which sentence is correct?

- a. Pasteur was a hard-working scientist.
- b. Pasteurization was discovered before Pasteure's time.
- c. Pasteur helped silkworm industry a little.
- d. Pasteur's discoveries were unpractical.

18. The word "ruin" means the same as _____.

- a. destroy.
- b. study.
- c. keep.
- d. grow.

19. When something is practical, it _____.

- a. is useless.
- b. can be put to use.
- c. is dangerous.
- d. is exciting.

Answer key

1. d
2. d
3. a
4. b
5. a
6. b
7. d
8. b
9. d
10. a
11. a
12. b
13. a
14. a
15. b

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Unit IIDirectionsGeneral Objective

Students should learn how to read different kinds of directions. They should learn how to follow the directions, how to use or make something according to the directions.

Behavioral Objectives

Students should be able to;

1. explain what the directions are about.
2. to use something according to the directions.
3. make objects according to the directions.
4. answer questions about the directions.

Steps in using this sub-unit

When students study this unit, they should;

1. study each part and do the exercises.
2. check the answers.
3. do one of the activity given. (with their friends or individually.)
4. take the self-test.

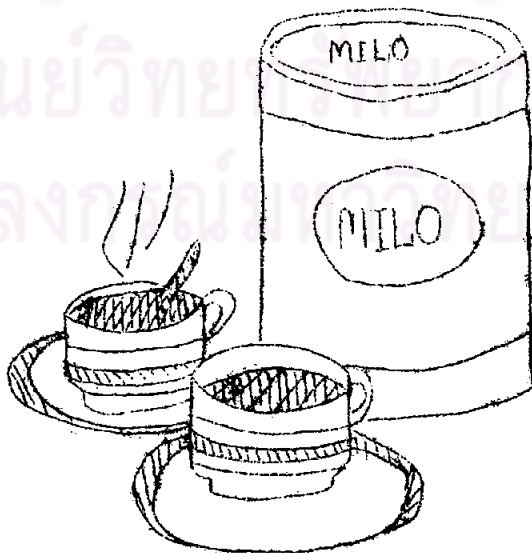
A direction is a note that tells us what to do or how to use some things. Sometimes such a note is called an "instruction."

A person can find directions everywhere. They are in exercise books, exams., do-it-yourself books, on boxes, bottles, tins, labels of medicine, etc.

These are few examples of directions:

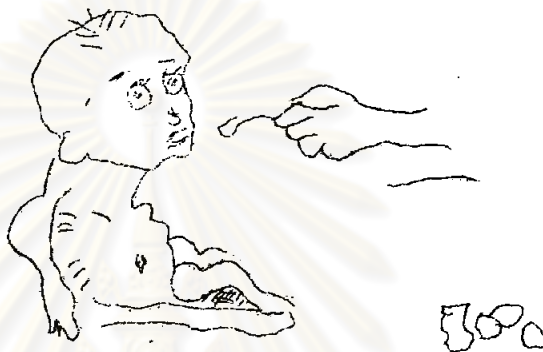
MILO

HOT : place two teaspoonfuls of Milo (more or less as preferred) in a cup of hot water, stir briskly until dissolved : add sweetened condensed milk or fresh milk and/or sugar as desired.



Adults : 1-2 teaspoonfuls, three times a day between meals or as directed by the physician.

Children : 1-2 teaspoonfuls daily.



Exercise 1

Answer the following question.

1. Where can you find directions?

We can find dind directions _____

When a person reads a direction, he should pay attention to the verbs used in the direction.

In directions, the verbs are key words. They tell readers or users what to do. (The verbs are usually in imperative form e.g. You cook food.) A reader should also understand that he must follow the directions step by step. He must do what he is told first, second, third, etc.

correctly and strictly.

Exercise 2

Underline the verbs (key words) in these directions.

First, put some fresh water into a coffeepot and put it on the stove to boil. Then measure a full teaspoon of instant coffee and put it into the coffeepot. After the water boils, add one cup of water to the coffee. Simmer gently for about two minutes. Then pour the coffee into a cup. Finally, add sugar and cream or milk and stir. Now your coffee is ready to drink.

Exercise 3

NEW AIR REFRESHNER

Shake well before using

Spray for a minimum of ten seconds

Odor will disappear almost immediately

For best results spray upwards

Hold 3 feet from all surfaces

A. Choose the correct answers

1. These directions are about using a kind of _____ .
 a. insecticide. b. air spray. c. paint.
2. You would probably find these directions on _____ .
 a. an air spray can.
 b. a paint can.
 c. an insecticide can.
3. What should you do first before you spray?
 a. hold the can upwards.
 b. stay 3 feet from all surfaces.
 c. shake the can.
4. For how long should you spray?
 a. 10 seconds at most.
 b. at least 10 seconds.
 c. 5 seconds.
5. When you spray, you should stay _____ .
 a. as far as possible from all surfaces.
 b. 3 feet far from all surfaces.
 c. very close to all surfaces.

B. Fill in the blanks with the words in the directions.

1. suddenly = im _ _ _ _ _ ly
2. the opposite of appear = d _ _ _ _ _ r
3. towards a higher level = u _ _ _ _ _ s
4. at least = m _ _ _ _ _ m
5. smell = o _ _ _ r

Exercise 4A

- Adults : take 1 tablet every four hours, not exceeding 4 tablets daily.
- Children : 6-12 years old : one-half the adult dosage.

B

- Adults : take 1-2 tablets, 3-4 times daily.
- Children : take $\frac{1}{2}$ - 1 tablet, several times daily.

When a patient feels better, the course should not be stopped immediately, but continued with 1 - $1\frac{1}{2}$ tablets 3 times daily for 1-2 days. Children should continue to take $\frac{1}{2}$ tablet twice daily.

A. Choose the correct answersA

- An adult should take _____ tablets at most in a day.
 - 3
 - 4
 - 2
- If you take the first tablet at 8 o'clock, you should take the second one at _____.
 - 10
 - 11
 - 12
- A 11 years old child should take _____ tablets at most in a day.
 - 2
 - 3
 - 4

4. Who should take the same amount as an adult?
- a 6 years old child.
 - A 10 years old child.
 - a 14 years old child.

B

5. An adult should take _____ in a day.
- 1 tablet often as possible.
 - about 3-8 tablets.
 - not more than 4 tablets.
6. A child should take the medicine _____ in a day.
- a few times.
 - every four hours.
 - many times.
7. When adults feel better, they should _____.
- stop taking the medicine.
 - go on taking the medicine for a week.
 - go on taking the medicine for a few days.
8. When children feel better, they should _____.
- go on taking the medicine as usual.
 - go on taking the medicine but less often.
 - stop taking the medicine.

B. Fill in the blanks with the correct words from the directions.

- every day = d _ _ _ y
- pill = t _ _ _ _ t
- amount of medicine to be taken = d _ _ _ _ e



Have you ever taken a photograph? It's easy! Just follow these directions.

Here's how to use your new instamatic camera for outdoor photos.

1. First, hold the camera as close as possible to your eye.
 2. Next, frame your subjects in the viewfinder and be careful not to "cut off" their heads at the top of the frame.
 3. Next, take the picture by holding the camera carefully in both hands, and gently push the shutter. Do Not Move The Camera!
 4. Before you push the shutter, be sure that your fingers are not in front of the lens.
 5. After taking the picture, move the film advance until it locks.
- Now you'r ready for another picture.

Part III

Choose the correct answers.

1. You would probably find these directions in _____.
 - a. The Bangkok Post.
 - b. A manual.
 - c. a travel brochure.
2. Before you push the shutter, you should _____.
 - a. move the film advance until it locks.
 - b. frame your subjects in the viewfinder.
 - c. move the camera.
3. Write the number of the sentences in the directions under the correct pictures.

(there are two sentences which you shouldn't match with the pictures.)

Answer keyExercise 1

1. We can find directions in exercise books, exams., do-it-yourself books, on boxes, bottles etc.

Exercise 2

First, put some fresh water into a coffeepot and put it on the stove to boil. Then measure a full teaspoon of instant coffee and put it into the coffeepot. After the water boils, add one cup of water to the coffee. Simmer gently for about two minutes. Then pour the coffee into a cup. Finally, add sugar and cream or milk and stir. Now your coffee is ready to drink.

Exercise 3

- | <u>A</u> | <u>B</u> |
|----------|----------------|
| 1. b | 1. immediately |
| 2. a | 2. disappear |
| 3. c | 3. upwards |
| 4. b | 4. minimum |
| 5. b | 5. odor |

Exercise 4

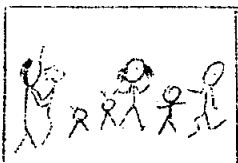
- | <u>A</u> | <u>B</u> |
|----------|----------|
| 1. b | 5. b |
| 2. c | 6. c |
| 3. a | 7. c |
| 4. c | 8. b |

Exercise 5

- A. 1. b
2. b

B.

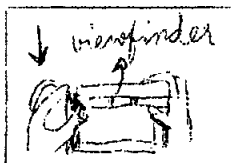
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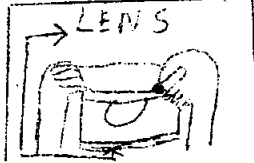
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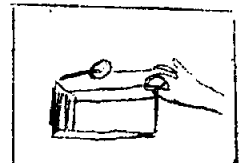
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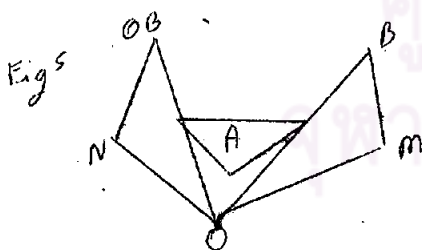
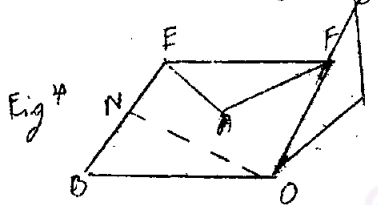
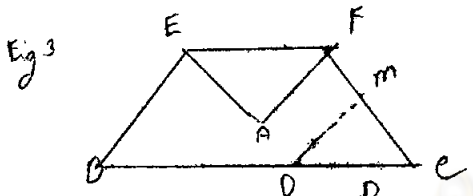
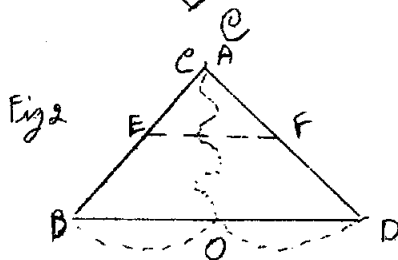
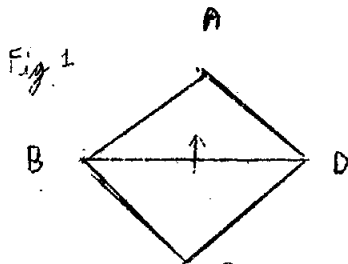


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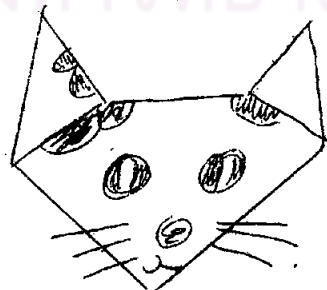


Activity I

Cat



1. Fold a square piece of paper along line BD (Fig.1) so that corner C falls on corner A (Fig.2).
2. Fold along EF (Fig.2), bringing corners C and A forward (Fig.3). EF is about one-third of the way down co (Fig.2).
3. Fold along OM (Fig.3), bringing corner D up so that OD meets F (Fig.4).
4. Repeat step 3 on the other side at ON (Figs. 4&5)
5. Turn the paper over and draw the face.



Wall Napkin Holder

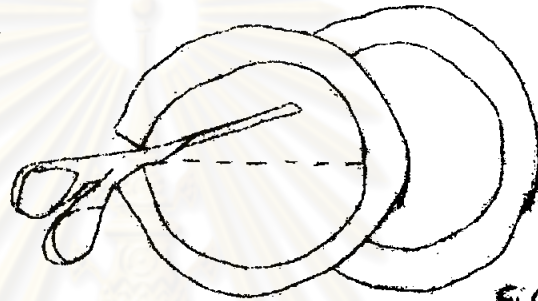
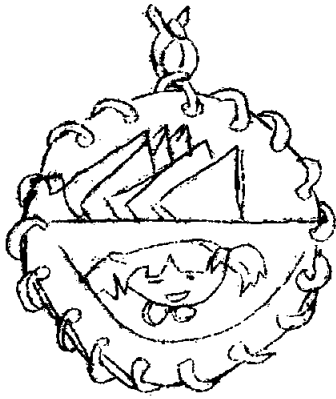


Fig. 1

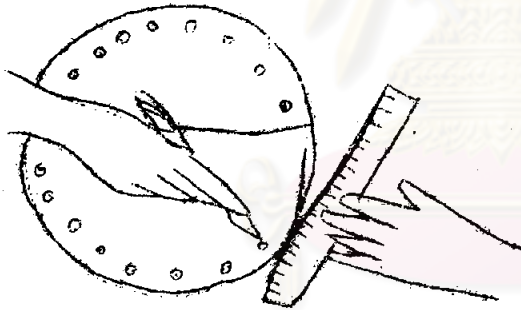


Fig. 2

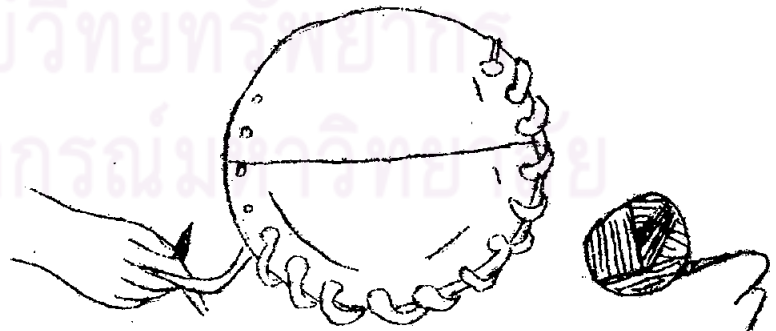


Fig. 3

Activity II

WALL NAPKIN HOLDER

Materials

2 paper plates, 6-inch or 8-inch size
scraps of wool yarn or ribbons
pictures of fruit or flowers, or anything you like, cut
out of magazines
paper napkins
scissors; pencil; large-eyed needle
paper punch; rubber cement (glue)

Directions

1. Cut one of the paper plates in half with the scissors. Put the half plate on top of the whole plate and hold both lightly with your fingers. (Fig. 1)
2. With tape measure and pencil make small dots every inch, and punch out holes in the spots that you marked with pencil. (Fig. 2)
3. Use wool yarn to sew the half plate onto the whole plate by winding it through the holes and making a loop in the center hole of the whole plate to hang it on. (Fig. 3)
4. Glue the cut-out pictures from the magazine onto the half plate to decorate the holder and fold about eight to ten multicolored, or white, paper napkins and slip them into the holder as shown in the illustration.

Activity III

After you finish reading the following recipe, you should be able to explain to your friends how to do it in Thai briefly.

1. Stuffed Omelet

3 - 4 eggs

1/5 kilo pork

1/4 cup chopped shallot

3 Tbs. crushed roasted peanuts (sometimes tinned peas, tomatoes, spring beans.)

2 Tbs. chopped coriander.

1 slice red chilli

nampla to taste

sugar to taste

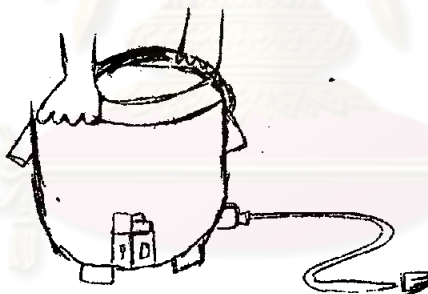
lard

1. Beat eggs well.
2. Clean and grind the pork.
3. Fry the ground pork in lard, add peanuts, shallot, and nampla. (should be little salty)
4. Make this omelet in a hot pan. Keep rocking pan to be sure egg is equal in thickness. Put the mixture of ground pork in the middle; sprinkle with coriander and chilli. Fold the omelet over mixture in a square.

A Self-Test

I. How to use a rice cooker

1. Measure rice with the plastic cup, 1 cup of raw rice will make about 3 cups of cooked rice.
2. Wash rice 4 or 5 times with fresh water in another bowl. Wash off rice grains until water becomes almost clear.
3. Put rice into the pan with the corresponding amount of water to cook white, soft and fluffy rice. As a rule, add $1\frac{1}{2}$ cup of water to 1 cup of raw rice; 3 cups of water to 2 cups of rice; $4\frac{1}{2}$ cups of water to 3 cups of rice, etc.
4. Place the pan inside the cooker.



5. Switch on. Make sure the pilot lamp is on. The cooker will boil rice efficiently. When rice is done, the switch will be turned off automatically. The lamp will then go out and a click will be heard.
 6. Even after the switch is turned off, keep the lid on for at least 15 minutes. During this period, the rice will be properly steamed fluffy with the remaining heat.
-

I. Choose the correct answers.

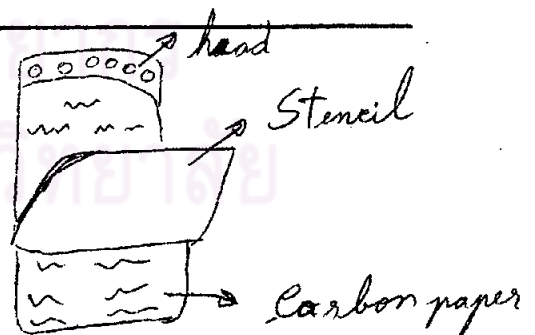
1. You would probably find these directions in _____
 - a. a do-it-yourself book.
 - b. a manual.
 - c. the Bangkok Post.
2. If you want 12 cups of cooked rice, you must use _____ cups of raw rice.
 - a. 4
 - b. 3
 - c. 2
3. According to No. 2 above, you must put in _____ cups of water.
 - a. $4\frac{1}{2}$
 - b. 6
 - c. 3
4. When there is a click, _____.
 - a. you should take the pan out immediately.
 - b. you should keep the lid on for minutes.
 - c. you should keep the lid on more than 15 minutes.
5. When rice is cooked, you should _____.
 - a. turn off the switch.
 - b. make a click.
 - c. hear a click.

6. You can know that the cooker is working when _____.
- there is a click.
 - the pilot lamp is on.
 - the lid is moving.
7. The word "raw" means _____.
- cooked.
 - uncooked.
 - eatable.
8. The word "cooker" means _____.
- a person who cooks food.
 - an apparatus for cooking food.
 - a pan
9. When something works well, it works _____.
- efficiently.
 - automatically.
 - clearly.

II. PANDA STENCIL NO. 42

Instruction

FOR STORING STENCILS



Keep them in the box without pressing or putting heavy things on them. Do not place them in sunlight or beside a heater.

CARBON PAPER

Carbon paper is attached to every stencil paper for immediate typewriting. Carbon paper is useful for making the letters clear and for checking and correcting.

TYPING

Insert the head of a stencil in the typewriter at straight level horizontally, and then start to type with a steady rhythm-not stronger, not weaker.

I. Choose the correct answers

10. The above directions tell you how to use.
- a. stencils.
 - b. carbon paper.
 - c. a typewriter.

II. Write T if these sentences are true, write F if they are false.

11. _____ We can put a heavy can on a stencil
12. _____ Stencils should be kept away from sunlight.
13. _____ Carbon paper helps in checking and correction:
14. _____ When we want to type a stencil, we must strike each key strongly.
15. _____ Heat doesn't damage stencils.
-

Answer key

1. b
2. a
3. c
4. c
5. c
6. b
7. b
8. b
9. a
10. a
11. F
12. T
13. T
14. F
15. F



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ประวัติ

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