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ภาคผนวก

## ภาคผนวก ก

รายชื่อผู้ทรงคุณวุฒิที่ตรวจแผนการสอนและแบบทดสอบ



## ภาคผนวก ก

## รายชื่อผู้ทรงคุณวุฒิที่ตรวจสอบแผนการสอนและแบบทดสอบ

## รายชื่อผู้ทรงคุณวุฒิที่ตรวจสอบแผนการสอนและแบบทดสอบ

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ภาคผนวก ข

แผนการสอน



Reading Skill

Class M.4/2  
 No. of students 49  
 Date 7 September 1987  
 Time 14.20-15.10  
 Content "How To Handle Peer Pressure"  
 Technique Pre-activities  
 Aids (Role Play)

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<u>Terminal Objective</u> 1. Students should be able to read, comprehend, and answer the questions of the story efficiently.	<u>Presentation (Technique Using Level) 20 Mins.</u> -Good morning, class -Class, does anybody here like to go to the movies? to swim? -Where else do you like to do?	-Good morning, teacher. -Yes.No. -Yes.No. -Discotheque, beach, shopping mall, etc.	1. Students do the test of the story "How to Handle Peer Pressure"
<u>Enabling Objective</u> 1. Students should be able to get the concept of the words scare, cool, peer, pressure, resist, handle	-Do you like to go to the movies, discotheque, swimming, beach, alone? -Who do you like to go with? -Why? -So, you like to do many things with friend because	-No. -Friends. -It's more fun. We'll have somebody to talk to etc.	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
take a puff of a cigarette.	<p>more fun. But you know that sometimes your friends can give you trouble too. They can make you feel uneasy sometimes, for example, your friends may want you to do something that you don't want too, and you will feel uneasy because of the pressure your friends give.</p> <p>-In a few minutes, you will see role play about pressure that a person can give to his friend.</p> <p>-Let's be quite, and watch the role play now (two boys A,B perform this role play)</p> <p>A and B come into the classroom, talk for a while, then A lights up a cigarette, puts it in his mouth; then he offers B one puff.</p> <p>A: Here, you want a puff?</p> <p>B: "No, thanks"</p> <p>A: "Hey, just a puff like this!"</p> <p>B: "I said, no, thanks"</p> <p>A: "What's the matter? Are you afraid? Come on, don't be a chicken, here, smoke!"</p> <p>B: "My friend, I will do what I want to. I'm not going to just follow everybody".</p> <p>A: "Come on, don't you want to look cool? All cool kids smoke."</p> <p>B: "Ah, maybe they're not cool. If they are cool, they don't need cigarettes."</p> <p>A: "Hey, I'm your friend, you don't trust me? I won't want you to do something wrong.</p>		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>B: "My friend, I trust you, but you should know something a friend is a person who likes you for what you are not for what he wants you to be, right?"</p> <p>A: "Do you want everybody to call you a <u>chicken,silly boy?</u>"</p> <p>B: "If they think of me like that then I don't care because I don't like such opinions."</p> <p>A: "Or, you're afraid your parents will know?"</p> <p>B: "If I smoke and my parents find out and get angry, I wouldn't blame them because <u>I'm wrong</u>. And I don't want that to happen."</p> <p>A: "So, you dont want this !"(He shows his cigarette.)</p> <p>B: "No, I won't smoke"</p> <p>(The role play finished.)</p> <p>-Class, what happend in the role play?</p> <p>What were the boys doing ?</p> <p>-What did the smoking boy try to do ?</p> <p>-Yes, he wanted his friend to smoke like him, he gave pressure to his friend.</p> <p>-Did his friend finally smoke ?</p> <p>-why?</p> <p>-He didn't smoke eventhough his friend tried to make him smoke but he resisted smoking. (Teacher writes "pressure" and "resist" on the board.)</p> <p>-Now, I think you have enough idea about pressure from friend about smoking; then let's read the story how.</p> <p>(Teacher distributes the sheets of the story "How to</p>	<p>-The 2 boys were talking,and one smoked, the other didn't.</p> <p>-He tried to persuade his friend to smoke.</p> <p>-No, he didn't</p> <p>-He didn't want to smoke.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>Handle Peer Pressure)</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Let's read the story now. First thing you should do is to read very quickly for the first time. Then you read again carefully.</p> <p>-So, a good way to read is, first read very quickly the whole story. Then read again very quickly.</p> <p>-After you finish this reading we'll do the exercise, answer some questions. Please read now, and read quickly.</p> <p>(After 15 Mins. teacher distributes the tests and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-These are 10 questions for this story.</p> <p>Read the questions very carefully and choose the best answer of each question by marking an X under the letter a, b, c, or d, on the answer sheet.</p> <p>-Please do the test now.</p>	<p>-Students read the passage silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class M.4/5  
 No. of students 50  
 Date 7 September 1987  
 Time 15.10-16.00  
 Content "How To Handle Peer Pressure"  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Good morning, class.                      -Today, we'll learn something about friends.                      But before we read the story look at this vocabulary sheet first. (Teacher distributes the vocab sheets).                      -These are the words that you will find in the story. We'll study these words first, then we'll read the story. Please read these words aloud.</p>	<p>-Good morning, teacher.                      -Peer, pressure, resist, take a puff of a cigarette, cool, handle, scare, a chicken, kid.</p>	<p>1. Students do the test of the story "How To Handle Peer Pressure."</p>
<p><u>Enabling Objective</u>                      1. Students can tell the meaning of the words peer, pressure, resist, take a puff of a cigarette, scare, cool handle, a chicken, kid.</p>	<p>-Very good. Do you know any word? Think!                      -What is a <u>chicken</u>?                      -Right, but, listen, a chicken can be a slang word to call a kind of person.                      What kind of person do you think can be called "a chicken"? Guess.                      -No, A chicken is a person who is afraid</p>	<p>-Yes, cool, a chicken.                      -Hen or cock.                      -A foolish man, a brave man, etc.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>to do some easy things. For example, a chicken can't sleep alone in his house because he's afraid of ghost.</p> <p>-Can you give some examples of being "a chicken"?</p> <p>-Yes, that's chicken.</p> <p>-Cool, what is <u>cool</u>?</p> <p>-Yes, but listen, again, cool can be a slang word.</p> <p>You can see that nowadays many teenagers, especially teenagers around the Siam Center, they like to dress up strange, and act cool.</p> <p>Can you explain the cool look?</p> <p>-Yes, that's the cool look many teenagers like to have.</p> <p>-And these are the words you don't know peer, pressure, resist, take a puff of a cigarette, handle, scare, kid</p> <p>-<u>Peer</u> (Teacher calls a student.)</p> <p>A, B is your peer. C is also your peer. The whole class are your peers.</p> <p>-what is peer ?</p> <p>-Good.</p> <p>-<u>Pressure</u>, if people want to do something I don't like to do and they push or force me to do that I will feel uneasy, worried, angry.</p> <p>It's because I have pressure.</p> <p>What does pressure mean.?</p> <p>-When do students feel pressure ?</p>	<p>-I can't talk to girls.</p> <p>-Cold , not hot.</p> <p>-Wear neat, expensive, strange clothes, strung hairstyle, walk very strange or smoke cigarettes.</p> <p>-Friend</p> <p>-When exams are coming. When my parents want me to study piano etc.</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Next word is <u>resist</u>. You know that every school has rules for students to do. School boys can't have long hair. If D has long hair, what will happen ?</p> <p>-Yes because he resists the school rules.</p> <p>-What does resist mean?</p> <p>-Can you give some examples of resisting something ?</p> <p>-Very good.</p> <p>-Next word is <u>a puff of a cigarette</u>. What is this ? (Teacher shows a pen.)</p> <p>-Yes, now, suppose this is a cigarette. Look at me. (Teacher takes a puff of a cigarette.) I'm taking a puff of a cigarette. (Teacher takes two puffs.) Two puffs.</p> <p>-E, please stand up, and act, take three puffs of a cigarette.</p> <p>-Very good.</p> <p>-Next word is <u>handle</u>. If I go to a party and feel like I'm a stranger. I have to do something in that situation. I have to handle that situation. If I am a stranger in a party, I would handle the situation like this.</p> <p>I will walk around, smile at people, and start conversation to people in that party even though I don't know them.</p> <p>That's how I handle that situation.</p> <p>-What do you think handle means ?</p>	<p>-D will get punishment.</p> <p>-Do something against what people want you to do</p> <p>-My parents want me to study piano, but I resist. I don't go study. etc.</p> <p>-A pen</p> <p>-E acts.</p> <p>-How to do things.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>F. (Teacher calls a student) if you are new in a new school how would you handle that situation ?</p> <p>-Good.</p> <p>-Next word is <u>scare</u>. Me, I'm scared of walking alone in the street at night, I'm scared of crazy men. Most girls are scared of drun men.</p> <p>-What do you think scare means ?</p> <p>-Yes, what are you scared of ? Tell me. (Teacher calls students names.)</p> <p>-Good</p> <p>-Last word is <u>kid</u>. In my family, there are 6 people, father, mother and 4 kids. What do you thik kid means ?</p> <p>-Yes, kids also mean children. You know children, right?</p> <p>-O, (teacher calls a student..) how many kids are there in your family?</p> <p>-H, how many kids are there in your family?</p> <p>-I, how many kids are there in this class? Count!</p> <p>-Very good.</p> <p>-Now, I think all of you have enough knowledge to read this story, "How To Handle Peer Pressure". (Teacher distributes the sheets of the story.)</p> <p><u>Practice</u> (Passage Pending Level) 15 mins.</p> <p>-Let's read this passage together now. The good way to read is you read the whole story every quickly first, then read it again from the beginning, read carefully. Please read now, silently.</p>	<p>-I will smile to everyone in my class, and talk to them. etc.</p> <p>-Afraid</p> <p>-I'm scared of ghost.</p> <p>I'm scared of the very loud noise</p> <p>-Sons and daughters.</p> <p>-Yes.</p> <p>-3</p> <p>-4</p> <p>-50</p> <p>-Students read the passage silently.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>(After 15 mins., teacher distributes the tests and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-Read these questions very carefully, and choose the best answer for each question by marking an X under the letter a,b,c, or d on the answer sheet.</p>	<p>-Students do the test.</p>	

Reading Skill

Class M.4/7  
 No. of students 50  
 Date 8 September 1987  
 Time 10.10-11.00  
 Content "How To Handle Peer Pressure"  
 Technique Prior related reading  
 Aids Sheets of the story "Peer Pressure and Smoking"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<u>Terminal Objective</u> 1. Students should be able to read, comprehend and answer the questions of the story efficiently	<u>Presentation</u> (Technique Using Level) 20 mins. -Good morning, class. -class, do you like to go see movies? -To swim? -Go shopping?	-Good morning teacher. -Yes. No. -Yes. No. -Yes. No.	1. Students do the test of the story "How To Handle Peer Pressure."
<u>Enabling Objective.</u> 1. Students should be able to get the concept	-Go to discotheque? -Many of us like to go see movies, swim go shopping, go to discotheque. Do you like to do these alone?	-Yes. No. -No. -No.	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p>of the words: scare, cool, peer, pressure resist, handle, take a puff of a cigarette, kid.</p> <p>2. Students should be able to get concept of how to handle peer pressure about smoking.</p>	<p>-Who do you like to do with?</p> <p>-Why? We like to do many things with friends because it's more fun. But you know that sometimes friends can give us trouble too. Sometimes they want us to do something we don't like to do. They give us pressure sometimes, like the story we're going to read.</p> <p>-(Teacher shows the sheets of the story "Peer Pressure and Smoking.")</p> <p>You'll read this story "Peer Pressure and Smoking" first, then you'll answer questions for this story. After you finish with this story, you'll have some ideas and knowledge to read the second story, which is very similar to the first one, easier.</p> <p>(Teacher distributes the sheets of the story "Peer Pressure and Smoking".)</p> <p>Now, let read this story first.</p> <p>(After 10 mins., teacher distributes the test and answer sheets of this story.)</p> <p>-Please try to choose the best answer, put your answer on the answer sheet.</p> <p>(After 10 mins, teacher collects the passages, tests, and answer sheets of this story.)</p> <p>(Teacher checks students understanding by reading the items and the choices, let students say their answers, then teacher gives correct answers.)</p>	<p>-Friends. Because it's more fun.</p> <p>-Student read the passage "Peer Pressure and Smoking."</p> <p>-Students do the test.</p> <p>-Students get feedback.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-(Teacher distributes the sheets of the story "How To Handle Peer Pressure")</p> <p>-Now, You will read the second story which is very similar to the first one.</p> <p>This time, you will understand the story better</p> <p>-The good way to read is, first, you read the whole story very quickly, then come back, read again slowly and carefully.</p> <p>Please read now, and silently.</p> <p>(After 15 mins, teacher distributes the test and answer sheets of this story,)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-Read the questions carefully, and choose the best answer for each question. Put your answer on the answer sheet.</p>	<p>-Students read the passage silently.</p> <p>-Students do the test.</p>	



Reading Skill

Class	M.4/7
No. of students	50
Date	9 September 1987
Time	12.40-13.30
Content	"How To Be your Dog's Best Friend"
Technique	Pre-activities
Aids	Questionnaire

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<u>Terminal Objective</u> 1. Students should be able to read, comprehend, and answer the questions of the story efficiently.	<u>Presentation</u> (Technique Using Level) 20 mins. -Good morning, class. -Today we're going to study this story. (Teacher writes the title "How To Be Your Dog's Best Friend") But before we read the story, let's see this first. (Teacher distributes the questionnaire sheets.) -We call this "questionnaire", and there are 20 items in this questionnaire. What I want you to do is to read all these items and check if you agree or disagree.	-Good morning teacher.	1. Students do the reading test of the story "How To Be Your Dog's Best Friend."
<u>Enabling Objective</u> 2. From the questionnaire students should be able to get concept of the words : firm,	-And we will discuss your opinions later. -I think 10 minutes will be enough. O.K., do it now. (Ten mins later) -What is the questionnaire about?	-Dogs and owners. How to be a good owner.	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Everything you said is true. And you also have your own opinion to say agree or disagree. (Teacher asks students to say agree or disagree on each item.)</p> <p>-Item number 1, dogs don't need anything except food. How many of you agree? Raise your hand. Why? How many of you disagree? Raise your hand. Why?</p> <p>-Item number 2,.....</p> <p>-Item number 20, You can tell that a dog is friendly if it wags its tail. How many of you agree? Disagree?</p> <p>-Well, when you say agree or disagree, it's your own opinion.</p> <p>-How many of you in this class have dogs at home? .</p> <p>-How good are you to your dogs?</p>	<p>How to raise dogs. How to teach dogs.</p> <p>-Some students raise their hands, and give the reasons. -Some students raise their hands, and give the reasons.</p> <p>-Some students raise their hands. -Some students raise their hands.</p> <p>-Some students raise their hands. -I'm very kind, always give my dog good food. I never hit my dog. I always play with my dog. I take my dogs out for a walk on weekends.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Good. I think your own experience about keeping dogs at home plus doing the questionnaire should give you enough background of the story we are going to read. Here it is. (Teacher distributes the sheets of the story "How To Be Your Dog's Best Friend")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins. -How To Be Your Dog's Best Friend, "this is a good story, you'll like it. Please read it then in 15 minutes. Let's start reading now. (After 15 mins, teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins. -And do these questions for this story. As usual, you'll have another 15 minutes to finish this test. Do it now.</p>	<p>-Students read the passage silently.</p> <p>-Students do the test silently.</p>	

Reading Skill

Class m.4/2  
 No. of students 49  
 Date 8 September 1987  
 Time 8.30-9.20  
 Content "How to Be Your Dog's Best Friend"  
 Technique Vocabulary disussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal objective</u></p> <p>1. Student should be able to read comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u></p> <p>1. Students should be able to tell meaning of firm praise, affection</p>	<p><u>Presentation</u> (Technique Using Level) 20 Mins.</p> <p>-Good morning, class.</p> <p>-The lesson for today will be fun. We'll discuss these words. (Teacher distributes the sheets of the "Do You Know These Words?")</p> <p>-Look at these words quickly and tell me what words you know.</p> <p>-What words do you know?</p> <p>-What is "master"?</p> <p>-Who is the head master of this school?</p> <p>-Good, what is "obey"?</p> <p>-What kind of animals can be obedient?</p>	<p>-Good morning, teacher</p> <p>-Students read the vocabulary list very quickly.</p> <p>-Master, obey beat, patience, puppy</p> <p>-Master is the head, the chief, the owner (.....!.....)</p> <p>-To obey is to listen to somebody, not argue, etc.</p>	<p>1. Students do the reading test of the story "How to Be Your Dog's Best Friend."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>Obedient is an adjective form of "obey"            (Teacher writes "obedient" on board.)            So, what kind of animals can be made obedient?            -How about "puppy"? What is a puppy?            -Good            -Then the word "beat". What is "beat"?            Should teacher beats students when they do something wrong?            -Well, it depends on how bad it is.            (Teacher calls students)            A ,have you ever beaten anybody or anything?            -Why?            -O.K. Now, look at the word "patience"            Should you take off your clothes in the class because the weather is very hot?            -Right, you have to be patient.            You have to wait until you get home.            Can you give me other examples of being patient?            -Very good.            -And these are the words you don't know :            firm, praise, affection, pat, hug.            -We are going to study these words, one by one.</p>	<p>-Dogs, cats, mokeys, etc.            -A puppy is a small dog.            -Hit            -Yes. No.            -Yes, often.            -My brother is too naughty.            -No, we can not. No, we should not            -Students must be patient in the studying.            -Children must be patient for the complaining parents.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-The word "<u>firm</u>"</p> <p>A firm person has a strong mind.</p> <p>A firm business is well organised and makes good money.</p> <p>(Teacher calls a student.)</p> <p>-A, can you hold this chair firmly?</p> <p>-Very good. Now, look at the word "<u>praise</u>"</p> <p>-Praise, I like to praise my nephew smart and well-behaved, I will praise him.</p> <p>-If you want to praise your teacher, what do you say?</p> <p>-Very good. The next words are "<u>hug</u>" and "<u>affection</u>"</p> <p>-My dog is very smart, he likes to be praised and wants me to show lots of affection. He wants me to hug or kiss him. He wants the affection from me.</p> <p>-What do you think "affection" means?</p> <p>-What is "hug"? Can you show me how to hug?</p> <p>(Teacher calls a students.)</p> <p>-B, can you hug your friend? Just hug, don't kiss.</p> <p>-Very good. Now, look at me.</p> <p>(Teacher walks to one students and pats him.)</p> <p><u>Pat</u>. Pat.</p> <p>(Teacher calls a student.)</p> <p>-C, can you pat D?</p> <p>-Good. Another word is "<u>scold</u>".</p>	<p>-Student A holds a chair firmly.</p> <p>-He's kind, smart, handsome.</p> <p>-I think "love"</p> <p>-Student B hugs his friend.</p> <p>-Student C pats D</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-I love my dog, And I show my affection. I never scold him with bad words like: you bad day get out of here, dirty dog. I never scold my dog. -Have you ever scolded anybody? Why?</p> <p>-Yes, that's scolding -Have you ever been scolded at school? -When?</p> <p>-Next word is <u>discipline</u>. -At school you have disciplinary teacher to check if you do something wrong like play cards, drink alcohol, smoke cigarette, or fight. -At home do your parents discipline you? -How?</p> <p>-That's discipline. Now, let's see the word "<u>companion</u>." -A companion, we need a companion to be with. to do things together. When I'm alone at home, I have dog as my companion. -How about you" When do you need a companion?</p>	<p>-My brother ,he doesn't do homework My sister doesn't help cleaning the house My nephew always throws thing around</p> <p>-Yes. -When we talk too much in class. -When we don't do lots of homework. When we do something wrong or bad.</p> <p>-Yes, I can't get back home very late at night. -I can't drive my car outside Bangkok. -I have to be very polite when we have guests at home.</p> <p>-When we go to a disco, go to see movies,</p>	





OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Good. I think your own experience about keeping dogs at home plus doing the questionnaire should give you enough background of the story we are going to read. Here it is. (Teacher distributes the sheets of the story "How To Be Your Dog's Best Friend")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-How To Be Your Dog's Best Friend, "this is a good story. you'll like it. Please read it then in 15 minutes.</p> <p>Let's start reading now.</p> <p>(After 15 mins, teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-And do these questions for this story. As usual, you'll have another 15 minutes to finish this test. Do it now.</p>	<p>-Students read the passage silently.</p> <p>-Students do the test silently.</p>	

Reading Skill

Class M. 4/2  
 No. of students 49  
 Date 9 September 1987  
 Time 9.30-9.20  
 Content "How to Be Your Dog's Best Friend"  
 Technique Prior related reading  
 Aids Sheets of the story "Meet Man's Best Friend"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. Students should be able to read comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.</p> <p>-Good morning, class.</p> <p>-Today we will study about dogs. Do you have dogs at home?</p> <p>-Let's begin the lesson with this interesting story about dogs.</p> <p>Here it is. (Teacher distributes the sheets of the story "Meet Man's Best Friend".)</p>	<p>-Good morning, teacher.</p> <p>-Yes. No.</p>	<p>1. Students do the reading test of the story "How to Be Your Dog's Best Friend."</p>
<p><u>Enabling Objective</u></p> <p>1. Students should be able to read, comprehend and answer the questions of the</p>	<p>-This story is very easy. I hope you'll finish the reading in 10 minutes. Please read now.</p> <p>(After 10 mins, teacher distributes the tests and answer sheets of the story.)</p>	<p>-Students read the story silently.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p>story "Meet Man's Best Friend".</p> <p>2. Students should be able to get concept of the words firm, praise, affection, hug, pat, scold, discipline.</p> <p>3. Students should be able to get concept of how to be a dog's best friend</p>	<p>-And these are some easy questions. Choose the best answer of each question. Try to finish this in 10 minutes. Let's start.</p> <p>(After 10 mins, teacher collects the passages, tests, and answer sheets, of this story.)</p> <p>(Then teacher gives feedback to the students. Teacher reads the questions and the choices, let the students say their answer, and teacher corrects them.)</p> <p>(Teacher distributes the sheets of the story "How To Be Your Dog's Best Friend".)</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>Class, this second story is very similar to the first story we just read. I'd like you to read this story in 10 minutes. Now, please read it.</p> <p>(After 10 mins, teacher distributes the tests and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-Class, what you are having now is the question sheet of the second story you just finish the reading. Try your best to choose the best answer of each question.</p> <p>You'll have 15 minutes for this test.</p>	<p>-Students do the test.</p> <p>-Students get feedback.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class m. 4/5  
 No. of students 50  
 Date 10 September 1987  
 Time 11.00-11.50  
 Content "Superb Guidelines For Teen-age Drivers"  
 Technique Pre-activities  
 Aids Picture of a car accident, picture of a driving boy

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.</p> <p>-Good morning, class.</p> <p>-Look at this picture (a boy is driving.) Describe this picture.</p> <p>-Should a boy or teenager drive? Why?</p> <p>-Well, that's a good answer. (Teacher calls students.)</p> <p>-A, can you drive?</p> <p>-B, can you drive?</p> <p>-Who in this class can drive?</p>	<p>-Good morning, teacher.</p> <p>-A boy is driving.</p> <p>-No. Yes.</p> <p>-He's too young.</p> <p>Yes, he can drive if he knows the rules, and is careful.</p> <p>-No, I can't</p> <p>-Yes, I can.</p> <p>-Some students raise their hands.</p>	<p>1. Students do the reading test of the story "Superb Guidelines For Teen-age Drivers."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Enabling Objective</u></p> <p>1. Students should be able to get concept of the words : guideline injury, liquor, mature, responsibility , superb, fine</p> <p>2. Students should be able to give the examples of the names of liquor.</p>	<p>-Good, knowing how to drive is quite necessary nowadays.</p> <p>-Today we'll read this story. (Teacher writes "Superb Guidelines For Teen-age Driver" on the board.) This story is about how to prevent having accident on the road.</p> <p>-Look at this piece of news. (About accident) What happened?</p> <p>-Have you ever seen any car accident with your own eyes?</p> <p>What do you think are the causes of car accidents? (Teacher writes what students say on the board)</p> <p>-I have the same ideas. But what is it that causes car accidents the most?</p> <p>-To me, I think drunk drivers cause the most car accidents.</p>	<p>-A car accident.</p> <p>Yes. No. Yes., One time. Many times.</p> <p>-Drivers are in a hurry.</p> <p>The 'rain. Drivers are durnk. Driving too fast.</p> <p>Drivers are too young, and don't know how to drive well.</p> <p>-Driving too fast.</p> <p>Drivers are drunk.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Now, let's think, imagine that we are now the parents of a teenage boy and we have a car, O.K.?</p> <p>We are parents and our teenage boy can drive.</p> <p>We also have a cupboard filled with whisky.</p> <p>As the parents how can we help our son to not have car accident easily by being drunk?</p> <p>Work with you friend next to you. Think of 5 ways you would do.</p> <p>-(After a few mins. passed.)</p> <p>-O.K. now tell me your ideas.</p> <p>Don't let your immature son drive.</p> <p>(Teacher writes the phrase on the board.)</p> <p>Immature is too, too young.</p> <p>Lock the alcohol or liquor cupboard at home.</p> <p>(Teacher writes the phrase on the board.)</p> <p>If the son already drank some alcohol, don't give him the car key. (Teacher writes on board.)</p> <p>Good . What else?</p> <p>Order the son not to stay very late at night outside the house. You set the curfew.</p> <p>(Teacher writes on board.)</p> <p>-What if he goes to a party? What should you do?</p>	<p>-If the child is too young, don't let him drive</p> <p>If we have alcohol at home, lock the cupboard.</p> <p>If the son is drunk, don't give him the car key.</p> <p>Order the son not to come home very late at night.</p> <p>-Don't give him too much money</p> <p>Tell him first, not to drink.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What if you're not home during a weekend, and your son invites friends to have a beer party at your house.</p> <p>What can you do?</p> <p>What kind of punishment?</p> <p>-Good. Those are good punishments.</p> <p>-Now, suppose your son drives through a red light and the policeman fines him for 400 bath.</p> <p>(Teacher writes "fine" on board.)</p> <p>What will you do?</p> <p>O.K. Good enough. All of these can be superb guidelines to prevent the teenager from getting drunk and having car accidents easily.</p> <p>-I think now it's time to study our story altogether.</p> <p>(Teacher distributes the sheets of the story "Superb Guidelines For Teen-age Drivers")</p>	<p>-Tell him, if we know he drank, he'd get punished.</p> <p>-Give him less pocket money.</p> <p>Don't let him drive for a month.</p> <p>-Let him pay his fine.</p> <p>He has to use his own money.</p> <p>Help him just only 50% of the cost.</p>	





Reading Skill

Class H.4/7  
 No. of students 50  
 Date 10 September 1987  
 Time 8.30-9.20  
 Content "Superb Guidelines For Teen-age Drivers"  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read comprehend, and answer the the story efficiently.</p> <p><u>Enabling Objective</u>                      1. Students should be able to tell the meaning of guideline, injury, liquor.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Good morning class.                      -Today is the time for vocabulary discussion. Let's look at the word we're going to study. (Teacher distributes the sheets of the vocab list.)                      -Everybody, please read these words after me, aloud.                      -Now, tell me what words you know.                      -Very good. What is <u>a curfew</u>?</p>	<p>-Good morning teacher.                      -Guideline, injure, alcohol, liquor, curfew.                      -Curfew guideline, alcohol, adult, elder.                      -Curfew is when you can't go out late at night.                      Or people have to get back home early in the night.</p>	<p>1. Students do the reading test of the story "Superb Guideline -s For Teen-age Drivers."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACIER	STUDENTS	
<p>mature, responsibility, superb, fine.</p> <p>2. Students should be able to give the examples of the names of liquor.</p>	<p>-Why?</p> <p>-Yes, that's curfew, a set time that we can't get out of the house.</p> <p>-What is <u>guideline</u>?</p> <p>-Very good. Can anybody here say some guidelines to get and "A" in English subject?</p> <p>-That's possible.</p> <p>-You said you know the word <u>alcohol</u>. Can you name some of the alcohol that we can buy in Thailand?</p> <p>Enough, good.</p> <p>-Who is <u>an adult</u> in this room?</p> <p>-Why can't you be adults?</p> <p>-There is one word in this vocab list that also means adult, what is it?</p> <p>-Good, so you know curfew, guideline, alcohol, adult, and elder.</p> <p>-What about injury, liquor, mature, responsibility, superb, and fine?</p>	<p>-It's too dangerous in town. Or there might be danger</p> <p>A guideline is something to tell you what to do. A guideline is a better way to do things.</p> <p>-Study hard. Do homework. Pay attention in class. Read more often.</p> <p>-Very easy. Mae Kong, Hong Tong, Singha Beer Khun Paen Beer</p> <p>-The teacher</p> <p>-Oh, we're too young</p> <p>-Elder</p> <p>(silence)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-O.K. We'll study "<u>injury</u>" first.</p> <p>-In a car accident, there often is an injury such as somebody has a broken leg, wounded head.</p> <p>Or when you wash many glasses and you are not very careful, the glass may break and you can get hurt, or get injured.</p> <p>-Besides car accidents, and washing glasses how else can people be injured?</p> <p>-Good. The next word is "<u>liquor</u>".</p> <p>-Have you ever heard X.O. Cognac, Regency, Mae Kong, etc?</p> <p>-We call these liquor. Well, what is the other word that also means liquor, we just talked about it.</p> <p>-The next word is "<u>responsibility</u>."</p> <p>-I'm a teacher. I must come to class, and must not come late too often. I must check students homework.</p> <p>-Responsibility. What responsibility do you think parents should have?</p>	<p>-When we cut food with knife.</p> <p>When we ride motorcycle.</p> <p>When we run upstairs too fast.</p> <p>-Yes.</p> <p>-Alcohol</p> <p>-Send children to school.</p> <p>Work hard to get enough money for family.</p> <p>Look after the children.</p> <p>Help children do some difficult homework.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What responsibility should student have?</p> <p>-Good. Now the word "<u>mature</u>". (Teacher calls students names.)</p> <p>-A, how old are you?</p> <p>-You're not mature yet.</p> <p>-B, how old are you?</p> <p>-You're not mature either</p> <p>-I'm 28. I'm mature. I'm an adult who has to think a lot about responsibility.</p> <p>-When do you think people become mature?</p> <p>-People will become mature at the age of 20 Just like a 20 year-old boy does something wrong, he has to go to the prison.</p> <p>-(Teacher calls a student.)</p> <p>C, how many mature people are there in your family?</p> <p>-Who are they?</p> <p>-Good</p> <p>-The next word is "<u>superb</u>" A superb guideline to get an "A" in English is to practice using English more often. The superb guideline to make more money is to work harder.</p>	<p>-Study hard Do homework. Come to class.</p> <p>-15 years old</p> <p>-16 years old</p> <p>-At 18 years old. At 15 years old. At 20 years old.</p> <p>-2 persons -My father and mother.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What would a superb guideline to teach a dog be?</p> <p>-Very good. The next word is "<u>fine</u>".</p> <p>-Can anybody here drive a car?</p> <p>-If you drive through a red light, the police will fine you.</p> <p>How much money will the police fine you?</p> <p>How much do you have to pay?</p> <p>-Yes, around 300-400 Bath.</p> <p>-What else can make the policeman fine you?</p> <p>-That's right. So what does fine mean?</p> <p>-Now that we've finishes all the words in this list. Let's look at the story we're going to read. (Teacher distributes the sheets of the story "Superb Guidelines For Teen-age Drivers".)</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-This is the story I want you to read very carefully and finish this reading in 15 minutes. O.K.7</p> <p>(After 15 mins, teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-These are the questions for this story.</p> <p>Choose the best answer for each question.</p>	<p>-The best way to teach dog.</p> <p>The right way to teach dogs.</p> <p>Yes.No.</p> <p>-400 Bath.</p> <p>-Drop dirty thing on the street.</p> <p>Park the car where there is no sign to park.</p> <p>-The punishment by law by paying some money.</p> <p>-Students read the story quietly.</p> <p>-Students do the test silently.</p>	

Reading Skill

Class M.4/2  
 No. of Students 49  
 Date 10 September 1987  
 Time 15.10-16.00  
 Content "Superb Gridelines For Teen-age Drivers"  
 Technique Prior related reading  
 Aids Sheets of the story "Parental Advice For Teen-age Driver"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Good morning, class                      -Traffic today is very bad, lots of cars on the street.                      If I drive, I will go crazy.                      -Can anybody here drive a car?                      -Have you ever had an accident                      -Well, if you have had, I'm sorry to hear that.                      Let's look at this story then, you'll be able to cut the chance to get car accident.                      I believe no one want to get injured, wounded, or die when he or she is still young.                      (Teacher distributes the sheets of the story "Parental Advice For Teen-age Driver.")</p>	<p>-Good morning, teacher.                      -Yes. No.                      Yes. No. once. Two times.</p>	<p>1. Students do the reading test of the story                      "Superb Guide line, for Teen- age Drivers".</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Enabling Objective</u></p> <p>1. Students should be able to read, comprehend and answer the questions of the story "Parental Advice For Teen-age Drivers,"</p> <p>2. Students should be able to know the meaning of guideline injury, liquor, mature, superb, responsibility.</p>	<p>-Please read this story very quickly in 10 minutes. This story is not difficult.</p> <p>(After 10 mins, teacher distributes the tests and answer sheets of this story.)</p> <p>-And answer these questions on the answer sheet.</p> <p>(After 10 mins, teacher collects the passages, tests, and answer sheets of this story.)</p> <p>(Teacher gives feedback to the students by reading the questions and choices of the test, let students answer, then the teacher corrects them.)</p> <p>(Teacher distributes the sheets of the second story "Superb Guidelines For Teen-age Drivers."</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Class, this is the second story. It is very similar to the first story and it is not difficult.</p> <p>Let's read it now. I think 10 minutes will be enough.</p> <p>(After 10 mins, teacher distributes the test and answer sheets of the story.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-Ten questions for this story are here for you to do. As usual, try your best to choose the best answer each question. O.K.</p> <p>Start doing this test now.</p>	<p>-Students read the story silently.</p> <p>-Students do the test.</p> <p>-Students get feedback.</p> <p>-Students read the second story.</p> <p>-Students do the second test.</p>	

Reading Skill

Class M.4/2  
 No. of students 50  
 Date 11 September 1987  
 Time 12.40-13.30  
 Content "What You Don't Know About Exercise"  
 Technique Pre-activities  
 Aids Pictures

OBJECTIVE	PROCEDURE		AVALUATION
	TEACHER	STUDENT	
<p><u>TERMINAL OBJECTIVE</u></p> <p>1. Students should be able to read, comprehend, and answer the story efficiently</p> <p><u>Enabling Objective</u></p> <p>be able to get concepts of the words: exercising, mid-section, stretching, twisting, sweat</p>	<p><u>Presentation</u> (Technique sing evel) 20 mins</p> <p>-Good morning, class.</p> <p>-Class, look at what I'm writing on the board (Tracher writes "What You Don't Know About Exercise") and look at these pictures. (Teacher puts pictures on the board.)</p> <p>Picture #1 -mid-section of human body (There are words for the parts.)</p> <p>2 -abdominal exercising</p> <p>3 -people are stretching, and bending,</p> <p>4 -some people are walking and some people are jogging.</p> <p>5 -a man is sweating</p> <p>-What do you think all these pictures are about?</p> <p>-Now can you explain what you see in picture #1?</p> <p>-Can you say these parts of the body aloud?</p> <p>-Waist, abdomen and hips are in the middle area of the body.</p> <p>-A, What is your waist?</p>	<p>-Good morning, teacher.</p> <p>-Exercise Playing sports.</p> <p>-there are many parts of the body.</p> <p>-Waist, abdomen, mind-section, hips.</p> <p>-A, points to his waist.</p> <p>-28 inches.</p>	<p>1. Students od the last of the story "what You Don't Know About Exercise."</p>



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>-28 inches is too big. Do you think women like to have big waistlines?</p> <p>-Then, what should we do to have smaller waistlines?</p> <p>-Now, look at picture#2. Please explain.</p> <p>-Which part of the body is this kind of exercising good for?</p> <p>-Especially the abdominal area. (teacher points to the abdominal area of a woman in the picture.)</p> <p>-If people do a lot of abdominal exercises, what will happen to the mid-section?</p> <p>-Yes, that's right.</p> <p>-How about picture#3 Explain.</p> <p>-What do you call these exercises in English?</p> <p>-OK (Teacher stretches.) I'm stretching. (Teacher twists.) I'm twisting. (Teacher bends.) I'm bending. (Teacher writes the words: stretch bend, and twist on the board. (Teacher calls on some students.)</p> <p>-B, please do the bending.</p> <p>-Good. C, can you do the twisting?</p> <p>-Good. D, how about stretching?</p> <p>-You, can you explain this picture? Picture#3?</p> <p>-When and why do people do these exercises?</p>	<p>-No, of course not.</p> <p>-Exercise.</p> <p>Especially the mid-section area.</p> <p>-A woman is exercising her mid-section area.</p> <p>-waist, hips, abdomen.</p> <p>-Strong, and get a smaller waist. Not much fat.</p> <p>-Many people are exercising</p> <p>- (Silence)</p> <p>-Yes, does the twisting</p> <p>-D does the stretching.</p> <p>-A woman is stretching. Many men are bending. And a boy is twisting</p> <p>-When they want to exercise the mid-section.</p> <p>when a woman wants to get a smaller waist, and not a big abdomen.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>-Very good.</p> <p>-How about picture#47 please explain.</p> <p>-In exercising, we call running slowly jogging. (Teacher writes "Jogging" on the board.)</p> <p>-Is running or walking good for health.</p> <p>-Which is more tiring jogging or walking? What kind of people had better walk than jog? Why?</p> <p>-Very good.</p> <p>-Last picture, please explain.</p> <p>-How do you know?</p> <p>-We call that "sweat". (Teacher writes "sweat" on the board)</p> <p>-If you sweat a lot, what do you feel? -Why? -Good.</p> <p>-Well, now I think we can read the story "What you Don't Know About Exercise" (Teacher distributes the sheets of the story.)</p>	<p>-Many people are walking and running.</p> <p>-Yes, Very good. It makes the body strong. Good for the heart. Good for the muscles.</p> <p>-Jogging.</p> <p>-Old people or people who don't exercise often. -Because they don't have energy to run. Because they are not strong yet.</p> <p>-This man is tired. he just exercised. -He has something like water on his face.</p> <p>-Tired. Hot. -Because of spending too much energy.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Everybody, read the passage now. You'll have 15 minutes to finish the reading O.K.?</p> <p>(After 15 mins., teacher distributes the test . and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-So, You see that the story is no difficult. Right now, let's do the questions</p>	<p>-Students read the story silently.</p> <p>-Students do the test.</p>	



Reading Skill

Class H.4/5  
 No. of students 50  
 Date 11 September 1987  
 Time 11.00-11.50  
 Content "What You Don't Know About Exercise  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p><u>Terminal Objective</u>                      1. Student should be able to read, comprehend, and answer the questions of the story effeciently</p> <p><u>Enabling Objective</u>                      1. Students should be able to tell the meaning of mid-section abdomen, sweat, tissue, bending, stretching, twisting reduce, tight, moderate.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Class, good morning.                      -I have lots of sheets in my hand, can you guess what these are?                      -Very good. I'll give you one each, look at these words quickly, and tell me what you think these words are about (Teacher distributes the vocab sheets.)                      What are all these words about? Can you guess?                      -Aerobics, running, exercising, maybe. How about us discussing these words first and then saying the right answer?                      -List #1 : mid-section, abdomen, muscle, tissue, waist, weight                      -What words do you know?                      -Alright! You said you know muscle, weight, and waist (Teacher calls students' names.)</p>	<p>-Good morning, Teacher.                      -Test, No., the Vocab sheet as usual.                      -Students read the vocab sheet.                      -Aerobics, running, exercising                      -Muscle, weight, waist.</p>	<p>1. Students do the test of the story "What you don't know About Exercise.</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>-A. show me your <u>muscle</u></p> <p>Good.</p> <p>B. Where is your <u>waist</u>?</p> <p>O.K. and C. what is your <u>weight</u>? How many kilogrammes</p> <p>-What is muscle in Thai?</p> <p>Waist?</p> <p>Weight?</p> <p>-And you don't know these words : tissue, abdomen, mid-section.</p> <p>-<u>Tissue</u>, when we say tissue, we mean the cells that form our body. Look at their first (Teacher shows a piece of tissue paper)</p> <p>-What do you call this?</p> <p>-It's called "tissue paper" And this (teacher breaks the tissue paper into fragments) is the form of tissue, very soft and small</p> <p>-And our body is formed by lots of tissue. What do you call "tissue" in Thai?</p> <p>-Next words are "<u>mid-section and abdomen</u>" (Teacher points out her mid-section area of her body.) Here is the mid-section area of our body. Mid, What do you think the word "mid" comes from?</p> <p>(Teacher writes the word "mid" on the board.)</p> <p>-Yes, good Can you name the body parts in the mid-section area?</p> <p>-And the abdomen is the biggest part of the mid-section. Where is it? (Teacher calls students' names.)</p> <p>D. can you point to your abdomen?</p> <p>-Some people have big abdomens while others have small abdomens.</p>	<p>-A. shows his muscle.</p> <p>-B. points to his waist.</p> <p>-50 kilos.</p> <p>-กล้ามเนื้อ</p> <p>-เอว</p> <p>-น้ำหนัก</p> <p>-เนื้อ</p> <p>-หน้าอก</p> <p>-หน้าอก</p> <p>-Middle.</p> <p>-Hip, waist, chest, stomach.</p> <p>-D points to his abdomen.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>-Everybody, say "abdomen."</p> <p>Everybody, touch your abdomen.</p> <p>-Now, list #2, sweat, temperature, liquid, energy.</p> <p>What words do you know?</p> <p>-Good, you know temperature, liquid, and energy.</p> <p>(Teacher calls students)</p> <p>E. at what <u>temperature</u> does water boil?</p> <p>O.K. And what do you think the temperature in this room is about?</p> <p>-Maybe.</p> <p>-<u>Liquid</u>, F, can you say one example of liquid?</p> <p>What else?</p> <p>-Very good.</p> <p>-And <u>energy</u>, G, good sportsplayers and old people—who has more energy?</p> <p>-Who has the most energy in this class?</p> <p>-And this is the word you don't know "sweat"</p> <p>-"sweat" You'll get lots of sweat when you run, play football, dance. I myself sweat very easy. In this warm weather, I always get sweat even though I'm in the classroom.</p> <p>(Teacher calls student.)</p> <p>I, when do you sweat the most?</p> <p>I, how about you?</p> <p>-Vocab list #3 : jogging, stretching, twisting, bending.</p> <p>-What words do you know?</p> <p>-Alright. What is the other word for <u>jogging</u>? Do you know?</p> <p>-Yes, running slowly.</p> <p>-In Bangkok, where can people go to jog?</p>	<p>-Abdomen</p> <p>-Students touch their abdomens.</p> <p>-Temperature, liquid, energy</p> <p>-100 c</p> <p>-35 c, 36c</p> <p>-Water.</p> <p>-Mae Kong.</p> <p>-The sports players.</p> <p>-Many, C, D, F. - - -</p> <p>-When I play basketball.</p> <p>-I sweat a lot when I play football.</p> <p>-Jogging, bending.</p> <p>-Running.</p> <p>-Lumpini park, Chatuchak park, Sports club</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>-Good.</p> <p>-<u>Bending</u>, Can you bend the pen?</p> <p>-Can you bend your body?</p> <p>-Do it. Everybody, bend your body. (Teacher also bends her body.)</p> <p>-So we have two words left: <u>Twisting and stretching</u>.</p> <p>-Look at me. Guess what I am doing. (Teacher stretches.)</p> <p>-I'm twisting. And have what am I doing? (Teacher stretches.)</p> <p>-Good. Everybody, stand up again and do bending.</p> <p>-Stretching.</p> <p>-Twisting.</p> <p>-And the last list, list#4 : lose, reduce, moderate, and tight!</p> <p>-What words do you know?</p> <p>-Can you give some examples of lose?</p> <p>-Very good. Lose is very close to "reduce", to make it smaller</p> <p>-Everybody, say reduce</p> <p>-You lose weight can also mean you reduce your weight.</p> <p>-<u>Moderate</u>, moderate is not so high or so low, not too big or too small. (Teacher gestures by hand.) What do you call it?</p> <p>-What is the moderate speed to drive a car in Bangkok?</p> <p>-I think so.</p> <p>(Teacher calls a student.)</p> <p>-L, stand up please. (Teacher tightens L's belt.)</p> <p>This is tight. Tight. Is it tight, L?</p> <p>-If I say my muscle is tight, what do I mean?</p> <p>-What do you call "light" in Thai?</p>	<p>-No, cannot.</p> <p>-Yes,</p> <p>-Students do the bending.</p> <p>-Twisting, Stretching.</p> <p>-Stretching.</p> <p>-Students do the bending.</p> <p>-Students do the stretching.</p> <p>-Students do the twisting.</p> <p>-lose.</p> <p>-I lose weight.</p> <p>-I lost my purse last Sunday.</p> <p>-Reduce.</p> <p>-ปานกลาง, ๕๕ กม</p> <p>-50 mph.</p> <p>-Yes, very tight.</p> <p>-You can't move your muscle easily.</p> <p>-เบา ง่าย</p>	





Reading Skill

Class M.4/7  
 No. of students 50  
 Date 11 September 1987  
 Time 11.10-11.00  
 Content "What You Don't Know About Exercise"  
 Technique Prior related reading  
 Aids Sheets of the story "Everyday exercising"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1. Students should be able to get concept of the words: Jogging, bending, stretching, twisting, reduce, abdomen, waist sweat.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -good morning, class.                      -How are you today?                      -Today I feel great because this morning I did some exercise, I did aerobics. I like to exercise. Do you like to exercise?                      -What kind of exercises do you like to do?                      -Very good. Exercise is very good for our health and today we will study something about exercising. As usual we will read 2 stories and do 2 tests. (Teacher distributes the sheets of the story "Everyday Exercising")                      -Read this story first "Everyday Exercising" and after you finish the reading we'll do the test of this story. O.K. Let's read now. (After 10 mins., teacher distributes the test and answer sheets)</p>	<p>-Good morning, teacher.                      -Fine. Thanks, and how are you?                      -Yes,                      -Play tennis, jump rope, swimming.                      -Students read the passage silently.                      -Students do the test.</p>	<p>1. Students do the test of the story "What You Don't Know About Exercise"</p>



Reading Skill

Class M.4/7  
 No. of students 50  
 Date 14 September 1987  
 Time 14.20-15.10  
 Content "Jealousy is Ruining my Life"  
 Technique Pre-activities  
 Aids Tape recorder and a "True-False" sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins                      -Class. Good morning.                      -Am I beautiful today?                      -Thanks. Look, I also got this new and expensive watch, are you jealous of me?                      -Good I want you to be jealous because today we'll study something about jealousy. (Teacher writes "jealousy" on the board.)                      -Are you ready? You will listen to the tape recorder two times, and tell me later what you can remember from the story O.K.?                      (Teacher turns on the tape recorder which is about a conversation between a jealous girl consulting with a consultant. The theme of the talking is</p>	<p>-Good morning, teacher.                      -Yes. No                        -Yes                          -O.K.</p>	<p>1. Students do the test of the story "Jealousy is Ruining My Life".</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT'S	
<p><u>Enabling Objective</u></p> <p>1. Students should be able to get concept of the words jealousy, ruin, nuts, possessive, capacity, ridiculous, and extremely</p>	<p>from the to-be-studied story.)</p> <p>(After the students finish listening to the tape 2 times.)</p> <p>-Can you remember anything from the tape?</p> <p>-Let's check with a friend to see you all have the same idea about the story.</p> <p>(Teacher distributes the sheets of 12 items to be marked "True" or "False"</p> <p>-Look at all these 12 items, if any item is true according to the story in the tape-you can write T on the sheet, and if any item is wrong from the story, let's write F.</p> <p>Work on this with a friend next to you.</p> <p>(After 5 mins.)</p> <p>-O.K., let me check if you have the same idea as me</p> <p>-Item 1: The girl has a jealous problem.</p> <p>-O.K. item 2: She loves her boyfriend.</p> <p>-O.K. Item 3: She likes to see her boyfriend talk to other girls.</p> <p>-Good. item 4: She's very jealous of girl friends too</p> <p>-O.K. item 5: She doesn't want to stop being possessive.</p> <p>-Good item 6: She got the wrong idea about caring, loving.</p> <p>-O.K. item 7: People who love you have to extremely love you, love you very much.</p>	<p>-Yes, something.</p> <p>-Students discuss about the 10 items.</p> <p>-True</p> <p>-True</p> <p>-False</p> <p>-True</p> <p>-False.</p> <p>-True</p> <p>-False</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Good item 8: A person has the capacity to like many people at the same time.</p> <p>-O.K. item 9: It's silly and ridiculous if we can't talk to anybody else but our girlfriend or boyfriend only.</p> <p>-Good item 10 : True love is without force.</p> <p>-O.K. item 11: Too much jealousy won't give us a happy life.</p> <p>-And last item : Jealousy can destroy or ruin our life.</p> <p>-Very good, now, it's time to read our story which is about the story you just heard from the tape. (Teacher distributes the sheets of the story "Jealousy is Ruining My Life".)</p> <p><u>Practice</u> (Passage Reading Level) 15 mins</p> <p>-Everybody got a sheet? Alright, let's read now we've got 15 mins, for this reading. (After 15 mins, teacher distributes the test.)</p> <p><u>Evaluation</u> (Testing Level) 10 minutes</p> <p>-And let's do these questions. Choose the best answer for each question. O.K. ? Please start now.</p>	<p>-True</p> <p>-True</p> <p>-True</p> <p>-True.</p> <p>-True.</p> <p>-Students read the passage silently.</p> <p>-Students do the test.</p>	

Reading skill

Class H.4/2  
 No. of students 49  
 Date 11 September 1987  
 Time 15.10-16.00  
 Content "Jealousy is Ruining my Life"  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.</p> <p>-Good morning, class</p> <p>-Let's play a game "Hang Men" (Teacher draw a head on the board and dashes for the word jealousy.) So, what is this word?</p> <p>-Yes, today, we are going to read a story about jealousy.</p> <p>-Let's look at these words first (Teacher distributes the vocab sheets.)</p> <p>-Read these words out loud, please.</p> <p>-What words do you know?</p>	<p>-Good morning, teacher.</p> <p>-Jealousy</p> <p>-Jealousy, ruin, nuts, possessive, remind, force, ridiculous, capacity, extremely.</p> <p>-jealousy, force, remind</p>	<p>1. Student do the test of the story "Jealousy Is Ruining My Life."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Enabling Objective</u></p> <p>1. Students should be able to tell the meaning of the words jealousy, ruin, nuts, possessive, capacity, ridiculous extremely.</p>	<p>-<u>Jealous</u>, I'm Jealous of Miss Thailand because she's beautiful. Who or what are you jealous of?</p> <p>-Alright, that's jealousy.</p> <p>-How about "<u>force</u>"? Can you give me an example of a sentence using the word "force"?</p> <p>-Yeah, same here. I didn't want to be a teacher but my father forced me to be one.</p> <p>-What does "force" mean?</p> <p>-<u>Remind</u>, what is "remind"?</p> <p>-Can you give me an example?</p> <p>Yes, and this picture (teacher shows a picture) reminds me of my good friends at college.</p> <p>-And here are the words you don't know : ruin, nuts, possessive, ridiculous, capacity, extremely.</p> <p>-<u>Ruin</u>, class do you remember the history of our country that when the Burmese came to Ayudaya they destroyed or ruined many buildings houses, temples. They ruined them all.</p>	<p>-I'm jealous of a smart student.</p> <p>I'm jealous of rich people.</p> <p>-I don't like science, but my parents forced me to.</p> <p>-If I don't like to eat anything, nobody can force me.</p> <p>-To remember, or to think of something</p> <p>-This pen reminds me of a friend who gave me My watch reminds me of my birthday party last year.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Destroy or ruin, class, what do you think can ruin our life?</p> <p>-That's true. And to me. bad traffic ruins my mood.</p> <p>-So, what does ruin mean?</p> <p>-The next word "<u>nuts</u>", when I have too many problems, I go nuts. I can get angry very easy. Just like my brother, when he doesn't have money, he goes nuts.</p> <p>-What is the other word for "nuts"?</p> <p>-When can you go nuts?</p> <p>-The next word is "<u>possessive</u>". You know possessive adjective such as my book, his book, your book, Your, my, his are possessive adjective. To be possessive is to show or tell that something belongs to someone. And people can feel possessive too. For example., I just bought a new car. I possess this car.</p> <p>-And I am very possessive of my new car, I never let anybody borrow it.</p> <p>-When will you be possessive? (Teacher calls students.)</p> <p>-Good.</p>	<p>-Drugs, gambling pollution</p> <p>-Destroy.</p> <p>-Crazy, mad, sad, unhappy</p> <p>-When we have too much homework. When my parents complain a lot.</p> <p>-When somebody wants to borrow my new pen. I don't like my sister to wear my shirt</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-<u>Capacity.</u> Listen to me, I have the capacity to read a book 100 pages in one hour. I have the capacity to love as many people as I want.</p> <p>My friend has the capacity to eat 5 times a day.</p> <p>What is your capacity? (Teacher calls students.)</p> <p>-What do you think is another word for capacity?</p> <p>-Good.</p> <p>-Now, listen to these sentences, and tell me the meaning of <u>ridiculous.</u></p> <p>"Don't be ridiculous, that story can't be true"</p> <p>"He must be ridiculous, he doesn't want me to talk to any other men"</p> <p>-What is ridiculous?</p> <p>-Well, ridiculous is a little bit like funny idiot, silly, crazy, and laughable.</p> <p>What else do you think can be ridiculous?</p> <p>-I think that's ridiculous too. Extremely ridiculous.</p>	<p>-I have the capacity to walk 10 kiols an hour.</p> <p>I have the capacity to do one homework a day.</p> <p>-Can do something. Be able to do anything.</p> <p>-Crazy mad, nuts, funny, silly.</p> <p>-Parents that never let their children go on a trip with friends.</p> <p>A friend that always asks me to buy his lunch</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-<u>Extremely</u> is the last word for today. I have a good book call "Ninja" it's extremely fun. extremely exciting.</p> <p>I finishes the whole book in one night. Believe me or not.</p> <p>And the book is extremely cheap. I bought it for 5 Bath.</p> <p>-So, what does "extremely" mean?</p> <p>-Class, when will you be extremely happy?</p> <p>-Good. So what are all these words in the list about?</p> <p>-Yes, and this is the story. (Teacher distributes the sheets of the story "Jealousy is Ruining My Life")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Read the story carefully. You have 15 minutes to read this. Please read now.</p> <p>(After 15 mins, teacher distribues the tests and the answer sheets)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-Read the questions carefully and choose the best answers.</p>	<p>-When I finish the examination.</p> <p>When I win first prize lottery.</p> <p>-Very, very much.</p> <p>-Jealousy.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p>	

Reading skill

Class m4/5  
 No. of students 50  
 Date 14 September 1987  
 Time 13.30-14.20  
 Content "Jealousy is Ruining my Life"  
 Technique Prior related reading  
 Aids Sheets of the story "Jealousy"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.</p> <p>-Good morning, class.</p> <p>-What do you think of this word. (Teacher writes "Jealousy" on board) Do you know this word?</p> <p>-Listen to me. I'm Jealous of Miss Thailand because she is beautiful.</p> <p>I'm jealous of Mr.Chin Sophonpanich because he is rich. And if my boyfriend goes out for dinner with other women, I will get jealous.</p> <p>-What does jealousy mean?</p> <p>-What kind of people do you think will feel jealous of something the most?</p>	<p>-Good morning , teacher.</p> <p>-No, I don't</p> <p>-Girls, women. the poor people</p>	<p>1. Students do the test. of the story "Jealousy is Ruining My Life."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Enabling Objective</u></p> <p>1. Students should be able to read, comprehend, and answer the questions of the story "Jealousy"</p> <p>2. Students should be able to get concept of the word jealousy, possessive, nuts ridiculous, capacity, extremely.</p>	<p>-Why?</p> <p>-O.K. There will be many reasons. Look at this story (Teacher distributes the sheets of the story "Jealousy")</p> <p>-Let's read this story together and we will find why people get jealous. Please read in 10 minutes.</p> <p>(After 10 mins, teacher gives the test.)</p> <p>-Now, let's see if we understand this story. Everybody try to answer these questions very carefully.</p> <p>-Again, we should finish this test in 10 mins. start.</p> <p>(After 10 mins, teacher collects the passagers and tests, then teacher gives feedback to the students. Teacher reads the questions and choices, let the students say the answers, and teacher corrects them.)</p> <p>After that, teacher distributes the sheets of the story "Jealousy Is Ruining My Life",)</p>	<p>-They don't want other people to have things they want for themselves.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p> <p>-Students get feedback.</p>	



Reading Skill

Class H.4/5  
 No. of Students 50  
 Date 14 September 1987  
 Time 15.10-16.00  
 Content "Sweet Wine"  
 Technique Pre-activities  
 Aids Double close sheets, a bottle of sweet wine

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1. Students should be able to get concept of meal, spoil, appetite, vineyard, ripe, nuts, excellent.</p>	<p><u>Presentation</u> (Technique Using Level) 15 mins.                      -Good morning, class.                      -Look at this. (Teacher shows the bottle of wine, opens, pours into a glass and sips.) I'm.                      This wine is good.                      (Teacher calls a student.)                      A, come here please!                      (Teacher hands over the glass of wine)                      Have a sip. A sip. (Teacher shows how to sip).                      -How is it?                      -How does it taste?                      -Sweet wine, thanks, A. You can go back to your seat.                      -Sweet wine is the story we'll learn today.                      -Here in my hand, I have 2 piles of sheets, A and B.                      (Teacher shows sheet A, B.)                      -I'll divide the class into two sections—the left side (teacher gestures.) will get sheet A, the right side will get sheet B.</p>	<p>-Good morning teacher.                      -A comes to the teacher.                      -Student A sips the wine.                      -A : Good                      -A : Sweet.</p>	<p>1. Students do the test of the story "Sweet Wine."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Sheet A and B are about the same story but sheet A and B have different blanks for you to fill the words in.</p> <p>(Teacher distributes sheet A,B)</p> <p>-The students who got sheet A work with the students who also got sheet A.</p> <p>-The students who got sheet B work with the students who also got sheet B.</p> <p>-You and your friends will help each other to fill the blanks by using the words below the passage in your sheet. Please finish this in 10 minutes. Let's work now.</p> <p>(After 10 mins)</p> <p>-I hope you all are finished.</p> <p>-Now, everybody, stand up.</p> <p>-I will change your partner now. Students who got sheet A choose one partner who got sheet B.Walk to your friends. Right now one A will work with one B.</p> <p>-Now , don't show your sheet to your partner. You and your partner will take turns reading the passage, for example A reads 2 sentences B reads another 2 sentences, then A reads again .O.K.?</p> <p>-If your friend says something wrong, you correct your partner.</p>	<p>-Students work almost in pairs to help each other to fill the blanks.</p> <p>-Students stand up.</p> <p>-Students walk to get partners.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-The words you fill in the blanks may be right or may be wrong, you have to help each other correct words in the blanks.</p> <p>-Remember, you and your partner have different blanks.</p> <p>With your partner's help, you'll get correct answers and don't show your partner your sheet.</p> <p>-I think 5 minutes should be enough for this exercise.</p> <p>(After 5 mins.)</p> <p>-I hope you've finished your sheet and please go back to your seat.</p> <p>-At this point you have some ideas about sweet wine. Then I want you to read the story again. You'll have time to think and understand more.O.K.7 (Teacher distributes the sheets of the story "Sweet Wine.")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Now, let's read the story "Sweet Wine" again. I'll give you 15 minutes to finish this reading. (After 15 mins., teacher distributes the tests and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-Let's check our understanding about the story by answering these questions. Shoose the best answer for each question.</p> <p>Please do it now.</p>	<p>-Students in pairs read to each other.</p> <p>-Students go back to their seats.</p> <p>-Students read the passage silently.</p> <p>-Students do the test.</p>	



Reading Skill

Class	M.4/7
No. of students	50
Date	15 September 1987
Time	10.10 - 11.00
Content	"Sweet Wine"
Technique	Vocabulary discussion
Aids	Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. Students should be able to read, comprehend, and answer the question of the story efficiently.</p>	<p><u>Presentation</u> (Technique using Level) 15 mins</p> <p>-Good meaning, class</p> <p>-Today, it's time for a vocabulary discussion again.</p> <p>-Now, everybody, repeat after me: meal, appetite, ripe, spoil, nuts, tart, vineyard, fermentation, excellent, course.</p> <p>-Good, how many words can you remember?</p>	<p>-Good morning, teacher.</p> <p>-Meal, appetite, ripe, spoil, tart, vineyard and excellent (Students repeat after the teacher word by word)</p> <p>-Meal, ripe, nuts, excellent, course</p> <p>-Students study the vocab list.</p>	<p>1. Students do the test of the story "Sweet Wine"</p>
<p><u>Enabling Objective</u></p> <p>1. Students should be able to tell meaning of appetite, spoil, tart, vineyard, meal, ripe, nuts, excellent</p>	<p>-Look at these words again (Teacher distributes the vocab sheets)</p> <p>-Can you read these words aloud again?</p> <p>-What words do you know?</p> <p>-You know : meal, ripe, nuts, and excellent.</p> <p>-What does <u>meal</u> mean?</p> <p>-Time to eat food. How many meals do Thai people have a day?</p>	<p>-Meal, appetite, ripe, spoil, nuts, tart, vineyard and excellent. Meal, ripe, nuts, excellent.</p> <p>-A time to eat food.</p> <p>-Three meals</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What are they?</p> <p>-How about <u>nuts</u>? What are nuts?</p> <p>Many people like to eat nuts. (Teacher call a a students.)</p> <p>A ,do you like eating nuts?</p> <p>-Why?</p> <p>-How about <u>excellent</u>? What is "excellent"?</p> <p>-If an "A" is a very good grade, what should be excellent?</p> <p>-That's right.</p> <p>-Ripe. What does <u>ripe</u> mean?</p> <p>-Do you like eating sticky rice and mango?</p> <p>-What kind of mango do we use, raw or ripe?</p> <p>-Why?</p> <p>-O.K. And these are the words you don't know: appetite, spoil, tart, vineyard.</p> <p>-The first word we'll study is "<u>appetite</u>"</p> <p>-Class. Look at me. I'm thin because I eat very little. Do you know why?</p> <p>-I eat very little because I don't feel like eating much.</p> <p>-I don't have appetite. If I had a good appetite, I would eat more and I wouldn't be thin like I am now.</p> <p>-Class, please say "appetite"</p>	<p>-Breakfast, lunch, dinner.</p> <p>-Peanuts</p> <p>-Yes.</p> <p>-It's delicious.</p> <p>-Very good, Great.</p> <p>-A sius.</p> <p>-Ready to be eaten.</p> <p>-Yes.</p> <p>-Ripe</p> <p>-It's sweet.</p> <p>-You don't want to eat. Your stomach is small.</p> <p>-Appetite.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Who in this class has a good appetite?</p> <p>-Good.</p> <p>-Next word is <u>spoil</u>. Please say spoil.</p> <p>-Spoiled food smell bad, and if you eat spoiled food you'll get a stomachache.</p> <p>-What do you think spoil means? Just guess!</p> <p>-O.K. ; now, another example of spoil. If you put too much fish sauce in your noodle soup, it'll be spoiled. It's too salty because you spoil the taste of the soup. Now what do you think spoil means?</p> <p>-O.K., spoil can mean (rotten), or make food bad.</p> <p>-Next word is <u>tart</u>.</p> <p>-Do you know pie?, Apple pie, pineapple pie, chicken pie,?</p> <p>-Tart and pie are very similar. They are made from the same things but pie is thicker, tart is thinner, that's all. Tart and pie are kinds of desserts of Ka nom. Where can we buy tart? (Teacher calls student).</p> <p>-B, have you ever eaten tarts?</p> <p>-O.K.Next time you go to the bakery, you can try a tart.</p>	<p>-Some students raise their hands.</p> <p>-Spoil</p> <p>-Bad</p> <p>-Make it bad, not good.</p> <p>-Yes.</p> <p>-At the bakery.</p> <p>-No, I have eaten only pie.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Next word is "<u>vineyard</u>"</p> <p>-What do you think a place that grows grapes is called?</p> <p>-No, we don't call it a grape farm, grapeyard, or grape orchard. We call a place that grows grapes "vineyard".</p> <p>Vine is what we call a kind of grape tree.</p> <p>So if you visit a vineyard, what will you see?</p> <p>-And now we've finished the vocabulary in the list. Then we're ready to read the story.</p> <p>(Teacher distributes the sheets of the story "Sweet wine")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Let's read this story together now. Remember we'll have 15 minutes to finish this reading. O.K., now, read.</p> <p>(After 15 mins., teacher distributes the test and answer sheets)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-And these are the questions for this story. Read the questions carefully and choose the best answer for each question. Let's start.</p>	<p>-Grape farm, Grapeyard, Grape orchard.</p> <p>-Lots of grapes.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class H.4/2  
 No. of students 50  
 Date 15  
 Time 8.30-9.20  
 Content "Sweet Wine"  
 Technique Prior related reading  
 Aids Sheets of the story "After-Dinner Wines"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1.Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1.Student. should be able to get concept of meal.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Good morning, class.                      (Teacher writes the word "wine" on the board.)                      -Can you say it?                      -What do you know about "wine"?</p> <p>-Very good. Today we'll read something about wine so that you'll understand more about it. We'll read 2 stories about wine. And this is the first. story. (Teacher distributes the sheets of the story "After-Dinner Wines".)                      -After-Dinner Wines mean the wines that we drink after dinner. Many foreigners (farangs) like to drink wine after dinner , but there are many</p>	<p>-Good morning, teacher.</p> <p>-Wine                      -Wine is a kind of alcoholic drink.                      Wine's made of fruit.</p>	<p>1.Students do the test of the story "Sweet Wine".</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p>appetite, spoil, tart, vineyard, ripe, excellent, nuts.</p>	<p>That people nowadays like to drink wine after dinner, too. Let's read this story together now. (After 10 mins., teacher distributes the test and answer sheets of this story) -Then, Let's answer these 10 questions. Choose the best answer for each question. O.K.? Let's do it now.</p> <p>(After 10 mins., teacher collects the passages and tests and answer sheets) -Class, what was the story about?</p> <p>-Good, let's check your answer. (Teacher gives feedback to the students by reading the questions and choices, let the students say the answers, the teacher corrects them) (Then the teacher distributes the sheets of the second story "Sweet Wine".) <u>Practice</u> (Passage Reading Level) 10 mins. -The second story, Sweet Wine is very similar to After-Dinner Wines. After you read Sweet Wine, you should understand a lot about wine. Let's read. (After 10 mins., teacher distributes the tests and answer sheets of this story.) <u>Evaluation</u> (Testing Level) 15 mins. -Now, at last, let's see how many questions of this story you can answer. O.K.Let's do the test.</p>	<p>-Students read the story silently.</p> <p>-Students do the test of the story "After Dinner Wines"</p> <p>-Wine. How to make wine. How to choose different kinds of wine for different kinds of food.</p> <p>- Students get feedback.</p> <p>-Students read the story "Sweet Wine".</p> <p>-Students do the test for the story "Sweet Wine"</p>	

Reading Skill

Class M.4/2  
 No. of students 49  
 Date 16 September 1987  
 Time 12.40-13.30  
 Content "Ideas For Working Parents-From Kids"  
 Technique Pre-activities  
 Aids Previewing and predicting sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1.Students should be able to read, comprehend, and answer the question of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 15mins.                      -Good morning, class.                      -Today we will study this story. (Teacher writes "Ideas For Working Parents-From Kids.")                      -Ideas For Working Parents-From Kids. What does <u>working parents</u> mean?                      Yes. (Teacher calls students.)                      A, do you have working parents?                      -What do they do?                      -B, how about you? Same question.                      Very good.                      -Before we read the story. I want you to do this first. (Teacher distributes the sheets: Previewing-Predicting.)                      -This is called "Previewing and Predicting". Previewing means you will have a quick look at the story; you will read only the first few sentences of the story which will mostly give you the main idea of the story and you</p>	<p>-Good morning.                       -Father and mother who work.                       -Yes, I do.                      -My father and mother are doctors.                      -My father and mother are teachers.</p>	<p>1.Students do the test of the story "Ideas For Working Parents-From Kids"</p>
<p><u>Enabling Objective</u>                      1.Students should be able to get the concept of the words: disappear, overwork, attention avoid, disturb, grumpy, cheat brush aside, discuss, absence</p>			

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
2. Students should be able to get the concept of ideas for working parents	<p>will read the first sentence of each paragraph to spot the details, as you can see from the sheet. Then you will predict the story, meaning that after you preview, you will predict or guess what's going to happen in the story. In the predicting section, look at the sheet; you will read every item, think and decide which item you think you will find in the story. Any item you think you will find in this story mark / under Yes, any item you don't think you will find in this story, mark / under No. Previewing section you can read alone, predicting section you can discuss with your friends next to you. You can share your ideas with your friends. Let's work on it now.</p> <p>(After 10 mins., teacher checks the answers.)</p> <p>-Everybody! Let's check the predicting together.</p> <p>-What do you think of these items? What items should happen in the story?</p> <p>Item 1. Working parents should discuss their work with their children.</p> <p>Yes.</p> <p>Item 2. Overworking parents will make their children overwork in the future.</p> <p>No. Item 3. Parents should explain to their children why they disappear every morning.</p> <p>Yes. Item 4. Parents who overwork give less time and attention to their children.</p> <p>Yes. Item 5. Children who have working parents must avoid disturbing their parents, resting time in the evening.</p>	<p>-Students do the sheets with friends.</p> <p>-No. Yes.</p> <p>No.</p> <p>-Yes.</p> <p>-Yes.</p> <p>-Yes. No.</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>Yes. Item 6. Children dislike it when parents bring work to do at home.</p> <p>Yes. Item 7 Children want to play with their parents in the evening because they haven't seen their parents for many hours.</p> <p>Yes. Item 8. Children are always moody and grumpy.</p> <p>No. Item 9. After work, many parents are tired,moody, and grumpy.</p> <p>Yes. Item 10. If parents work a lot their chilfren will be happy because they will get more money.</p> <p>No. Item 11. Children need to talk about their feelings to their parents.</p> <p>Yes. Item 12. The big problem for working parents is that they must pay a lot for babysitters for their children.</p> <p>Yes. Item 13. Parents must be responsible in their roles of Mom and Dad.</p> <p>Yes. Item 14. When parents are absent in the daytime from home, the children are happy.</p> <p>No.Item 15. The relationship between working parents and their children will be good if both of them listen and talk to each other often.</p> <p>Yes.</p> <p>-Now, from the previewing and predicting I hope you get lots of ideas about working parents and their children. Right now I think you have enough knowledge to read the story and understand the story very easily.(Teacher distributes the sheets of the story "Ideas For Working</p>	<p>-Yes.No.</p> <p>-Yes.</p> <p>-No.</p> <p>-Yes.</p> <p>-No.</p> <p>-Yes.No</p> <p>-Yes.No.</p> <p>-Yes.</p> <p>-No.</p> <p>-Yes.</p>	



Reading Skill

Class M. 4/5

No. of students 50

Date 16 September 1987

Time 8.30-9.20

Content " Ideas For Working Parents - From Kids "

Technique Vocabulary discussion

Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p>2. <u>Enabling Objective</u></p> <p>1. Students should be able to tell the meaning of the words: disappear, overwork, avoid, attention, discuss, disturb, grumpy, absence, cheat.</p>	<p>Presentation. (Technique Using Level ) 15 mins.</p> <p>-Good morning, class.</p> <p>-Today, we will study this story "Ideas For Working Parents-From Kids". (Teacher writes the title of the board.)</p> <p>-Do you understand <u>working parents</u>?</p> <p>-What do parents mean?</p> <p>-Yes, and working parents mean the father and mother who work. (Teacher calls students.)</p> <p>-A, do your parents work?</p> <p>-What do they do?</p> <p>-B, how about you? Do your parents work?</p> <p>-Good. Today we will study something about working, fathers and mothers. But let's discuss the vocabulary first. (Teacher distributes the vocabulary sheets.)</p> <p>-Can you please read these words aloud?</p>	<p>-Good morning.</p> <p>-Yes, the parents who must work.</p> <p>-Father, mother</p> <p>-Yes,</p> <p>-My father is a policeman, my mother is a nurse.</p> <p>-Yes, my father and mother are teachers.</p> <p>-Disappear, overwork, attention, avoid, disturb, grumpy, cheat, brush aside, discuss absence</p>	<p>1. Students do the test of the story "Ideas For Working Parents-From Kids"</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Good. Now tell me what words do you know?</p> <p>-Disappear, overwork, attention, cheat, discuss, absence.</p> <p>-These 6 words, we're going to study very quickly.</p> <p>-I'll give you 5 minutes to think of the meaning of each word and the example, using the word in a sentence. O.K? Work with your friends next to you, think of the meaning of the words.</p> <p>-Now, tell me, what does <u>overwork</u> mean?</p> <p>-Work too much. The examples?</p> <p>-Good.</p> <p>-Next word <u>attention</u> Meaning?</p> <p>-Good. Example?</p> <p>-Very good. Next word <u>cheat</u>. Meaning?</p> <p>-Cheat can mean "not honest". Example?</p> <p>-Good. Next word <u>discuss</u> Meaning?</p> <p>-Many people talk on one topic. Example?</p> <p>-Very good. Next word <u>absence</u> Meaning?</p> <p>-Doesn't come. Examples?</p>	<p>-Disappear, overwork, attention, disturb, absence, avoid</p> <p>-Students study the words with friends.</p> <p>-Work too much, work a lot.</p> <p>-My sister works in the bank, she has too much work to do, it's too tiring.</p> <p>-To call people's interest, to call people when you want them to listen to you.</p> <p>-Class, attention please, we are going to have a quiz.</p> <p>-Attention please, Thai Airways flight 427 board for Hong Kong at 3 p.m. gate 6.</p> <p>-Not honest. Lie. Don't act right. I never cheat during exams.</p> <p>-Talk to many people. Talk to people about one topic</p> <p>-Teacher and students are discussing vocabulary now. The governor and his workers discuss the making of new express roads.</p> <p>-Doesn't come. Not here.</p> <p>-Nobody's absent today.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Very good. Now we've finished reviewing the words you know. we're going to study the words you don't know: avoid, disturb, grumpy, brush aside.</p> <p>-Avoid. Women nowadays don't want to get fat. They avoid eating fattening food such as cakes, ice cream, sweet food, and oily food. They try not to eat these foods. They avoid these foods. Teenagers should avoid drugs such as heroin, Kancha.</p> <p>What else do you think students should avoid?</p> <p>-Very good. What do you think <u>avoid</u> means?</p> <p>-Next word is <u>disturb</u>. (Teacher writes the sentence on the board.)</p> <p>-While I am reading, I don't like anybody to disturb me.</p> <p>-What do you think disturb means? Guess.</p> <p>-Almost correct. (Teacher writes the sentence on the board.) I want to read alone. Be quiet. Don't disturb me. Leave me alone.</p> <p>-What do you think disturb means now?</p> <p>-Can you think of the examples using the word disturb?</p>	<p>-Smoking cigarettes. Drinking alcohol. avoid laziness.</p> <p>-Not to do something. Try not to do something.</p> <p>-Make loud noise. Make you feel bothered. Talk to you.</p> <p>-To bother. To destroy someone's quietness.</p> <p>-When we take an exam, we don't want the teacher to walk too much. The noise disturbs us.</p> <p>-When my parents come home from work, they don't want us to disturb their talking.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Very good. Next word is <u>grumpy</u>.</p> <p>-Many mothers are grumpy. They complain a lot and always are moody. For example, my mother never likes anything I do. She will get moody and complain, I never want to stay home to listen to her or see her because she is too grumpy, too moody, and complains a lot. What does grumpy mean?</p> <p>-Yes, grumpy is moody and complaining.</p> <p>Are your parents grumpy?</p> <p>-When do you think parents will get grumpy?</p> <p>-These can make your parents become grumpy.</p> <p>-The last word is <u>brush aside</u>. When I was young, whenever my parents wanted to talk to me about my grades, I always brushed them aside. I didn't want to talk about it, because my grades were not good. I brushed aside the topic they wanted to talk to me about. I talked about something else, I didn't talk about what my parents wanted to talk.</p> <p>-Class, what kinds of topic do you think your parents will brush aside when you want to talk to them?</p> <p>-Yes, these kinds of topic parents do not like to talk to you about. They like to brush aside these topics.</p> <p>-What do you think "brush aside" means?</p> <p>-Good.</p>	<p>-Moody, complain a lot.</p> <p>-Yes. No. Sometimes.</p> <p>-When the children ask for money.</p> <p>When I want to go to a disco with my friends. When I come home late.</p> <p>-When we want to know about sex.</p> <p>They will brush aside money problems topics. Going for trips with friends.</p> <p>-Pay no interest. Don't want to talk about it.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Right now, you learned enough words to read this story.            (Teacher distributes the sheets of the story "Ideas For Working Parents-From Kids")</p> <p><u>Practice</u> (Passage Reading Level) 15mins.</p> <p>-Now, all of us read this story. Try to finish the reading in 15 minutes. (After 15mins. teacher distributes the tests and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15mins.</p> <p>Please, do these questions. Read the questions carefully, then choose the best answer for each question.</p>	<p>-Students read the passage silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class H. 4/7  
 No. of students 50  
 Date 16 September 1987  
 Time 9.20-10.10  
 Content "Ideas For Working Parents-From Kids"  
 Technique Prior related reading  
 Aids Sheets of the story "Advice To Working Parents"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal objective</u></p> <p>1.Students should be able to read, understand, and answer the questions of the story efficiently.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.</p> <p>-Good morning, class</p> <p>Today we'll read this story. (Teacher writes "Ideas For Working Parents-From Kids")</p> <p>-What does working parents mean?</p> <p>-Who in this class has working parents? (Teacher calls students.)</p> <p>A, what do your parents do?</p>	<p>-Good morning</p> <p>-Father and mother who work</p> <p>-Some students raise their hands.</p> <p>-My father is a policeman, my mother is a nurse.</p> <p>-My father and mother are teachers.</p>	<p>1.Students do the test of the story "Ideas For Working Parents-From Kids"</p>
<p><u>Enabling Objective</u></p> <p>1.Students should be able to get the concepts of the words:disappear, over work,avoid attention,disturb, grumpy,brush aside cheat,discuss absence.</p>	<p>-They both are your working parents.</p> <p>B, how about you? Same question.</p> <p>-They also are working parents.</p> <p>-But before we read the story"Ideas For Working Parents-From Kids" I want you to read this story first "Advice To Working Parents".This story is very similar to "Ideas For Working Parents-From Kids". After you read"Advice To Working Parents", you will understand the second story better and easier.(Teacher distributes the sheets,tests, and answer sheets of the story"Advice To Working Parents.")</p>		



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p>2. Students should be able to get the concept of some ideas about working parents.</p>	<p>Let's read this story together, and do the test. (After 10 mins.) What is the story about</p> <p>-(Teacher collects the passages and tests; then gives feedback to the students by reading the questions and the choices, let the students say the answer, then teacher corrects them. Teacher distributes the second story.)</p> <p><u>Practice</u> (Passage Reading Level) 10 mins.</p> <p>-This story is very similar to the first one. Let's read together now. (After 10 mins., teacher distributes the test and answer sheets of this story.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-These questions are similar to the ones you just did. I hope this time you can answer the question easily. Let's start now.</p>	<p>-Students read the story</p> <p>-What the parents should do with their children. The responsibility of parents.</p> <p>-Students get feedback.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class M.4/7  
 No. of students 49  
 Date 17 September 1987  
 Time 8.30-9.20  
 Content "Ordinary Aspirin is Truly a Wonder Drug"  
 Technique Pre-activities  
 Aids A pseudo-chemist, and a list of questions about aspirin.

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1. Students should be able to get the concepts of wonder, Aspirin, tablet, mild, reduce, pain, fever, chew, crush, tree-bark, suicide.                      2. Students should be able for know how Aspirin works.</p>	<p><u>Presentation</u> (Technique Using Level) 20 Mins.                      -Good morning class.                      -Look at the title I'm writing on the board. (Teacher writes "Ordinary Aspirin is Truly a Wonder Drug.")                      -Today we'll study this story. But first of all, I'll tell you that we'll have a guest, a doctor who knows everything about Aspirin.                      I want you to get information or knowledge about Aspirin from him.                      -Now I have many slips of paper. These are questions about Aspirin that you should ask. When the doctor answers each question, you should remember or note down the answer. Everybody will get these 10 questions. A can ask #1, B can ask #2, F can ask #10. But when your friends ask any question you must listen carefully to the answer and note down something. O.K.? Understand?                      -Now, I's like you to study the questions first, 1 minute, before I invite the doctor to come to class.</p>	<p>-Good morning, teacher.</p> <p>-O.K. Understand</p> <p>-Student study the 10 questions.</p>	<p>1. Students do the test of the story "Ordinary Aspirin is truly a Wonder Drug."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>(Ten questions are:</p> <ol style="list-style-type: none"> <li>1. Who invented Aspirin for the first time?</li> <li>2. When was Aspirin first made?</li> <li>3. What is Aspirin made of now?</li> <li>4. What was Aspirin made of in the past?</li> <li>5. How good is Aspirin?</li> <li>6. How do we take Aspirin?</li> <li>7. What is Aspirin for?</li> <li>8. Can Aspirin be dangerous?</li> <li>9. Do you take Aspirin often? Why?</li> <li>10. How can Aspirin be a wonder drug?</li> </ol> <p>(Teacher invites the doctor to the classroom.)</p> <p>-Class, this is doctor Alameida. Please say hello to him.</p> <p>-Doctor Alameida knows a lot about Aspirin. If you want to ask any questions, go ahead, ask. But you have to listen very carefully to the answers also. O.K.</p> <p>&lt;Doctor Alameida : Do you want to know any thing about Aspirin?</p> <p style="padding-left: 40px;">: Oh, it was used a long time ago, since ancient Greece and Rome. Have you ever heard of Hippocrates?</p> <p style="padding-left: 40px;">: He knew a lot about medicine and invented the medicine for headaches which came to be known as Aspirin today.</p> <p style="padding-left: 40px;">: Next question?</p> <p style="padding-left: 40px;">: Hundred years ago during the time of the Greek and Roman empires. But it was not called Aspirin at that time. Just medicine for headaches.</p>	<p>-Hello, doctor Alameida.</p> <p>-Yes, I would like to know who invented Aspirin for the first time</p> <p>-Yes.</p> <p>-Yes, When was Aspirin first made?</p> <p>-What was Aspirin made of in the past?</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>: Hippocrates used tree-bark, the skin of the tree, and many kinds of herbs such as Ta Kraior Lemon-grass in English. He made a white powder out of it and used it as a medicine for headaches.</p> <p>: Next question?</p> <p>: Medical companies, such as the Bayer company, use the chemical acid called salicylates to make Aspirin. Salicylates.</p> <p>: Next question?</p> <p>: Well, Aspirin helps to reduce the fever and pain when you have a headache. You can take Aspirin and the headache will be reduced, will go away fast. It's also cheap and won't give many side effects, I mean it won't give you many other problems.</p> <p>: It can be. Yes. It can upset your stomach make you have stomach pain if you take Aspirin without eating any food, you can get (pain in the stomach. But not much. If you take too much Aspirin, you can die. Many people commit suicide by taking lots of Aspirin at one time.)</p> <p>: Oh, for reducing the pain, ache, and fever</p> <p>: If you have a strong headache you can take two tablets.</p> <p>: But if you don't have a strong headache, you should take one tablet. And take it</p>	<p>-Yes. What is Aspirin made of today?</p> <p>-How good is Aspirin?</p> <p>-Can Aspirin be dangerous?</p> <p>-What is Aspirin for?</p> <p>-How do people take Aspirin?</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>after eating so that you won't get an upset stomach. For children you can have them chew (Doctor chews) or you crush the medicine into small pieces before taking it.</p> <p>: I take Aspirin pretty often. Well every time I get headaches. My job is hard. I always have headaches. And I think Aspirin won't give me more troubles. I don't want many side effects, or other troubles that medicine can give you, for example, stomach pain. Aspirin won't give many side effects.</p> <p>: You wonder you're surprised about it. It's cheap. It works well and of course won't give many side effects. And people all over the world use it. That's why it's a wonder drug.</p> <p>: Any questions?</p> <p>-Thank you, doctor Almeida (Teacher guides doctor out of the room.)</p> <p>-I hope you've got some knowledge about Aspirin. Right?</p> <p>-Now, I'm going to give you a story to read. (Teacher distributes the sheets of the story "Ordinary Aspirin is Truly a Wonder Drug.")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-O.K Now, read the story.</p> <p>(After 15 mins., teacher distributes the test.)</p> <p><u>Evaluation</u> (Testing Level) 10 mins.</p> <p>-And, please do these questions.</p>	<p>-Do you take Aspirin often And why?</p> <p>-How can Aspirin be a wonder drug?</p> <p>-We're finished. Thank you very much.</p> <p>-Yes, Right</p> <p>-Students use the story silently.</p>	

Reading Skill

Class H.4/2  
 No. of students 50  
 Date 18 September 1987  
 Time 12.40-13.31  
 Content "Ordinary Aspirin is Truly a Wonder Drug"  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1. Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1. Students should be able to tell the meaning of wonder, mild, tablet, reduce, chew, tree-back, suicide crush</p>	<p><u>Presentation</u> (Technique Using Level) 15 mins.                      -Good morning, class                      -(teacher waits until she gets students' attention, then opens an Aspirin bottle, takes tablet out and swallows it with water.)                      -What did I just do?                      -What kind of medicine?                      -Why do you think I took an Aspirin tablet?                      -I have a headache. What do you think we're going to                      -Look at this. (Teacher distributes the vocab sheets.)                      Read the words about!                      -What words do you know?                      -You said you know fever, pain and drug.                      -<u>Pain</u>. When would you have pain?                      -Good and how can you tell if you have <u>fever</u>?                      -what is a <u>drug</u>?                      -Can you say some names of the drugs you know?                      -Aspirin is one kind of a drug. Aspirin can be a wonderdrug. <u>Wonder</u> is the next word we'll study.</p>	<p>-Good morning                      -You took medicine                      -Aspirin                      -You might have a headache, toothache,                      -Medicine, headache, Aspirin                      -Drug, wonder, tablet, milk, reduce, pain                      fever, class, crush, tree-back, suicide.                      -Drug, pain, fever.                      -When we get a toothache, broken legs, or headache.                      -The body will be hot, and we will have high temperature -Medicine                      -Aspirin, Paracetamol, tylenal,</p>	<p>1. Students do the test of the story "Ordinary Aspirin is Truly a Wonder Drug."</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>Aspirin is a wonder drug, it makes people feel surprised that their pain is going away. You wonder, You feel surprised, and you want to know more about it. If you want to know how wonderful Aspirin can be you can find out from the story we're going to read. What does wonder mean?</p> <p>-Next words are "<u>tablet</u>" and "<u>mild</u>". (Teacher shows 2 tablets of Aspirin)</p> <p>-Here are two tablets of Aspirin. If you have a strong headache, you should take two tablets of Aspirin. But if your headache is not strong, how many tablets of Aspirin should you take?</p> <p>-Yes, two tablets for a strong headache and one tablet for a mild headache. Mild, what do you think mild means? (Teacher calls students.)</p> <p>A. How many tablets of medicine do you usually take when you get a headache.</p> <p>B. how about you? Same question.</p> <p>-For mild pain or fever we can take one tablet of medicine. For strong pain or fever we take two tablets. But I think three tablets are too many, and not good to take.</p> <p>-Next new words are <u>chew and crush</u>. If the medicine is too big, and too difficult to swallow, we should chew it first Just like we chew food. (Teacher does chewing.) (teacher calls students.)</p> <p>C. do you chew the medicine before you swallow it with water or you just swallow a tablet?</p> <p>-Why don't you chew?</p> <p>-That's true. And for babies who can't swallow tablets of</p>	<p>-One tablet</p> <p>-Not strong.</p> <p>-Sometimes one, sometimes two.</p> <p>-Sometimes one, sometimes two, sometimes I take three</p> <p>-I swallow the tablet.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>medicine. What do you think the mother will do with the medicine she's going to give the baby?</p> <p>-Yes, break it into very small pieces or crush - crush - cursh the medicine first and mix it with water.</p> <p>-Have you ever seen any mother do this?</p> <p>-Very good.</p> <p>-Next word is <u>reduce</u>. If you have a headache, and you take 2 tablets of Aspirin, what should you feel later? Why?</p> <p>-You will feel better because the headache is not strong any more or the headache is reduced. You have less headache. What is "reduce"?</p> <p>-If you are fat and you want to be thin, what should you reduce?</p> <p>-Good</p> <p>-The next word is "<u>suicide</u>." Some people kill themselves when they have too many troubles or are broken-hearted. They don't want to live anymore. They commit suicide. They kill themselves, for example, they hang themselves (Teacher gestures.), they jump into-water and drown themselves.</p> <p>-Do you know of any other ways of committing suicide?</p> <p>What do people do to kill themselves</p> <p>-Right.</p> <p>-Do you think committing svicide is a smart thing to do?</p> <p>-Why?</p> <p>-Very good.</p> <p>-The last work is "<u>tree bark</u>" Class, imagine a picture</p>	<p>-Break it into pieces.</p> <p>-Yes, my mother used to do that. I used to do it for my brother.</p> <p>-Will feel better because the headache is gone or not strong anymore</p> <p>-To make it less or smaller.</p> <p>-We should reduce weight. Reduce fattening food.</p> <p>-Shoot themselves in the head, use the knife, take poison</p> <p>-No, not at all. Crazy. Foolish.</p> <p>-Life is very important. After death, we might not be born again,</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>of a tree is your mind. What part of the tree can we compare to the skin?</p> <p>-We call it tree-bark. What color is the tree-bark?</p> <p>-O.K. Very good. Now, we're ready to read the story, then. (Teacher distributes the sheets of the story "Ordinary Aspirin is Truly a Wonder Drug".)</p> <p>-<u>Practice</u> (Passage Reading Level) 15 Mins. .</p> <p>-Please read their story. Now. (After 15 Mins., teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 10 Mins.</p> <p>-Class, after you finish reading, please do this test. Read the questions carefully and choose the best answer for each question. Let's do it now.</p>	<p>-เปลือกไม้</p> <p>-Usually brown, or light brown.</p> <p>-Students read the story silently.</p> <p>-Students do the test.</p>	

Reading Skill

Class M.4/5  
 No. Of Student 50  
 Time 17 September 1987  
 Content "Ordinary Aspirin is Truly a Wonder Drug"  
 Technique Prior related reading  
 Aids Sheets of the story "The First Medicine For Headachs"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u></p> <p>1. stusents should be able to read, comprehend, and answer the questions of the efficeently.</p> <p><u>Enabling Objective</u></p> <p>1.Students shold be able to read, answer the questions of the story "The First Medicine For Headache."</p> <p>2.Students should be able get concepts of medicine, aspirin, mild,tablet,reduce, chew,tree bunk, sueide.</p>	<p><u>Presentation</u> (Technique Useing Level) 20 mins.</p> <p>-Good morning, teacher</p> <p>-Class, if I do this (teacher puts her hand an her forehead and squeeze the temples), why am I doing it?</p> <p>-I have a headache, right.</p> <p>-If you had a headache, what would you do?</p> <p>-Good, let's take some medicine now. (teacher distributes the sheets of the story "The First Medicine For Headachs")</p> <p>-Can you read the name of the story aloud?</p> <p>-I'd like you to read this story. O.K.? Ten minutes. Now. (After 10 Mins.,teacher distributes the test.) Answer these questions, please. (After 10 Mins., teacher collects the passage,lest and answer sheet, then teacher givers feedback to the students by reading the questions and choices let the students answer the questions; then the teacher corrects them.)</p> <p>-Now you know some knowledge about the medicine called Aspirin. Let's look at the second story. (teacher distributes the sheets of the story "Ordinary Aspirin is Truly a Wonder Drug.")</p> <p><u>Practice</u> (Passage Reading Level) 15 mins</p>	<p>-Good morning, teacher</p> <p>-Worry, problems, headache</p> <p>-Easy, take medicine, sleep, go outside and play or relax.</p> <p>-The First Medicine For Headaches.</p> <p>-Students read the story silently.</p> <p>-Students do the test</p> <p>-Students get feedback</p>	<p>1.Students do the test of the story "Ordinary Aspirin is truly a Wonder Drug".</p>



Reading Skill

Class M.4/5  
 No. of students 50  
 Date 18 September  
 Time 11.00-11.50  
 Content "Are These The Best Years Of Your Life?"  
 Technique Pre-activities  
 Aids Topic discussion

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1.Students should be able to read, comprehend, and answer the questions of the story</p>	<p><u>Presentation</u> (Technique Using Level) 15 mins.                      -Good morning, class                      (Teacher writes "Are These The Best Years Of Your Life?" on the board.)                      -Today we'll read this story,                      "Are These The Best Years of Your Life?"                      What do you think this story is about? Guess!</p>	<p>-Good morning, teacher.</p>	<p>1.Students do the test of the story                      "Are These The Best Years of Your Life?"</p>
<p><u>Enabling Objective</u>                      1.Students should be able to get the concepts of the words physical, creative, achievement, wise, luck successful profession, increase, bonus                      2.Students should be able to get concepts of the best years in life.</p>	<p>-Your answers are very possible. But before we read the story to find out what this story is about, let's do this sheet first. (Teacher distributes the sheets "Topic Discussion")                      -Everybody, look at the sheet "Topic Discussion")                      Are These the Best Years of Your Life?                      1.When are people smartest? Age Reason                      2.When are people healthiest?                      (Men)                      (Women)</p>	<p>-The time we will get good luck                      The years we will successful in life                      The best years to do things in life</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>3. When are people happiest?</p> <p>(Physically happy)</p> <p>(Professionally happy)</p> <p>4. When are people most creative?</p> <p>(give examples of some professions)</p> <p>-Everybody, look quickly over this sheet.</p> <p>Do you find any word you don't understand?</p> <p>-O.K. <u>Physical</u> is about something to do with out body, like if I say</p> <p>I am physically weak means my body is weak.</p> <p>I don't have much energy. It's my body that's weak, not strong.</p> <p>-<u>Profession</u>: teacher, driver, doctor, seller, banker, policeman, postman, these are professions. So what do you think profession means?</p> <p>-Good. And <u>creative</u>, creative is to be able to do something new, interesting, for example, a creative teacher will make the lesson very interesting with new ideas. What do you think creative means?</p> <p>-Now, let's look at the "Topic Discussion" sheet again, what I want you to do is to work with your friends, in a group of 4 students. All 4 of you will discuss or talk about what you see in the sheet. For example, item number one, when are you smartest?, You will talk with</p>	<p>-Physical, profession, creative</p> <p>-อาชีพ</p> <p>-มีความคิดสร้างสรรค์</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>friends in your group about what <u>age</u> should people be at their smartest, and put the age under the column "Age", and you have to give reasons too, <u>why?</u> Why do you think people should be smartest at the age you think?</p> <p>-For example - I will say people should be smartest at age 25 so I will put 25 under the column "Age", and I will write under the column "Reason" that people at age 25 should finish their studying so they should be smartest at the age of 25.</p> <p>-Do you understand what to do? For "Reason" if you can't write the reason in English you can use some Thai words.</p> <p>-Now, let's make a group of 4, and the "Topic Discussion"</p> <p>-(After 10 Mins.)</p> <p>-Now, when do you think people are the smartest? Every group, tell me. Age! Reason! What do you have for reasons?</p> <p>-People at the age 18-25 many be smartest because they are in school, studying. But people at around 30-40-45-50 may not be the smartest but they many be wiser because they have more experience.</p> <p>(Teacher writer "wise" and "experice" on the board.)</p>	<p>-Yes</p> <p>-Students discuss in groups.</p> <p>-18, 20, 25, 30, 40</p> <p>-(Students tell their reasons.)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What about "when are people healthiest?" what age?</p> <p>Men?</p> <p>Reason?</p> <p>Women?</p> <p>Reason?</p> <p>-I think people, both men and women can be healthiest at the age before 30. Our muscles are strong and we don't get sick easily at the age 15-30, I think. At the age over 30, our muscles or cells will start dying.</p> <p>-What about "When are people happiest?"</p> <p>What age, for being physically happy?</p> <p>Reason?</p> <p>-Yes, we just talked about healthiest. They have that people can be healthiest, people should be physically happier too! And what age, for professional happiness?</p> <p>Reason?</p> <p>-Anybody can think that the early age, like 25-30, are the best years in professions because they are happy that they've got a job-but people at a later age like 40-50 may feel they are at the best years in their profession because they are successful in their job and have good a salary and position.</p>	<p>-20-25, 15-20, 20-30</p> <p>-(Students tell their reasons)</p> <p>-20-25, 18-20, etc.</p> <p>-(Students tell their reasons.)</p> <p>-15-20, 20-25, 20-30</p> <p>-(Students give reasons.)</p> <p>-30-35, 35-40, 40-50</p> <p>-(Students give reasons.)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What about "When are people most creative?"</p> <p>What professions did you put as examples?</p> <p>Teacher? What age? And reason?</p> <p>Banker? What age? And reason?</p> <p>-Now, I think you have ideas about the best years in life. I hope you will read the story easier and understand it better (teacher distributes the sheet of the story "Are these the Best Years of Your Life?"</p> <p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Let's read this story together. You'll have 15 minutes to finish reading this story. (After 15 mins., teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-These are 10 questions for their story. Read the question carefully and choose the best answer of each question by marking an x under the letter a, b, c, or d on the answer sheet.</p>	<p>-Teacher, banker, writer, doctor etc.</p> <p>-(Students give their reasons.)</p> <p>-(Students give their reasons.)</p> <p>-Students read the story silently.</p> <p>-Students so the test</p>	



Reading Skill

Class M4/7  
 No. of students 50  
 Date 18 September 1987  
 Time 10.10-11.00  
 Content "Are These The Best Years Of Your Life?"  
 Technique Vocabulary discussion  
 Aids Vocabulary sheets

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1.Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p><u>Enabling Objective</u>                      1.Students should be able to tell the meaning of the words:creative,wise physical,muscle, achievement,bonus, successful,luck, increase,novel, profession.</p>	<p><u>Presentation</u> (Technique Using Level) 15 mins.                      -Good morning,class                      -Today we're going to talk about vocabulary.And now I want you to listen to me and tell me later what words you can memorize from what I will say                      -Listen: emotion, physical,creative,achievement,wise, succesful,luck,bonus,increase,novel,profession                      -What words can you remember?                      -Do you understand all the words you can remember?                      -O.K. Let's look at the vocabulary list,then.(Teacher distributes the vocabulary sheets.)                      -Please read these words aloud.                      -Look at the words carefully and tell me what words you know.                      -Wise,luck,bonus,and successful.                      -Wise, what does <u>wise</u> mean?                      -Can you make sentences using the word wise?</p>	<p>-Good morning, teacher                      -Prefession, luck,bonus,emotion,successful                      -No.                      -Physical,creative,achievement,wise,bonus, successful,luck,increase,novel,profession.                      -Wise,luck,bonus,successful.                      -Smart, clever.                      -My mother is very wise, she works with the Prime Minister.I'm not wise at all.</p>	<p>1.Students do the test of the story "Are These The Best Years of Your Life?"</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-Good Next word is <u>luck</u>. Good luck. Bad luck.</p> <p>-Can you make some sentences using the word luck?</p> <p>-O.K. Next word is <u>bonus</u>. Teaching jobs don't get bonuses.</p> <p>-What kind of jobs can we get bonuses from?</p> <p>-Good. What does bonus mean?</p> <p>-Yes, it means the extra money you get besides the salary.</p> <p>-<u>Successful</u>. What is successful?</p> <p>-Can you give me some examples of "successful"?</p> <p>-O.K. And these are the words you don't know:creative, novel, achievement, increase, profession, and physical.</p> <p>-We will study these words, one by one.</p> <p>-<u>Creative</u>. Designer must be creative. Artists also should be creative. Writers also must be creative.</p> <p>-Who else do you think should be very, very creative?</p> <p>-Do you think teachers should be creative? Why?</p> <p>-Good. Next word is <u>achievement</u>. Achievement is to reach something good in life. So what is achievement?</p> <p>-And what is an achievement for students?</p> <p>-What is an achievement for teachers?</p> <p>-What is another word for achievement? We just talked about it 2 minutes ago.</p> <p>-Very good. Next word is <u>increase</u>. Last year at this school there were 2,000 students, but this year there are 2,500 students. So the number of students in this school increased from 2,000 to 2,500 students.</p>	<p>-We need luck to win a lottery prize. I had bad luck today, I lost my purse in the bus.</p> <p>-Salesman, bankers, company workers. -Money that the boss gives besides salary.</p> <p>-If we pass the exams with good grades, we are successful in studying, etc.</p> <p>-Manufacturers, movie producer. -Yes. Creative teachers make good lessons.</p> <p>-Pass the exams with good grades. -Teach well and students like to study.</p> <p>-Successful</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p>-What do you think it means?</p> <p>-Good. So what do you think people should do to increase their money?</p> <p>-Good. Next word is <u>novel</u>. Do you know "Tom Yan Tee"?</p> <p>-Who is she?</p> <p>-She's a writer, she writes many novels a year.</p> <p>Tom Yan tee writes novels. Who else writes novels?</p> <p>-(Teacher call students.)</p> <p>-A, what kind of novels do you like to read?</p> <p>-B, how about you?</p> <p>-Good. So what does novel mean?</p> <p>-Next word is <u>profession</u>. A writer is a kind of profession.</p> <p>Teacher,policeman,salesgirl,soldier,these are some kinds of professions. (Teacher calls students.)</p> <p>-C, what kind of profession do you want to have in the future?</p> <p>-Why?</p> <p>D, how about you?</p> <p>-Good. The last word is <u>physical</u>. Physical is about something to do with the human body, for example, physical education is Pala Suksa, we exercise our body.Physical strength means how strong our body is? Physical has to do with our body.</p> <p>-If I say, I am physically weak, what do I mean?</p> <p>-My body is weak. Please say physical.</p> <p>-And now, we are goint to read this story.(Teacher distributes the sheets of the story "Are These The Best Year Of Your Life?" )</p>	<p>-More, make more.</p> <p>-Worker harder. Work on weekends too.</p> <p>-Yes.</p> <p>-A writer.</p> <p>-Nantana Werachon, Busayamas, etc.</p> <p>- Funny novels.</p> <p>-Love story novels.</p> <p>-Doctor.</p> <p>-Doctor makes a lot of money.</p> <p>-I want to be a tour guide because I love to travel.</p> <p>-Your body is weak. You are not strong.</p> <p>-Physical</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
	<p><u>Practice</u> (Passage Reading Level) 15 mins.</p> <p>-Please read the passage silently in 15 minutes.</p> <p><u>Evaluation</u> (Testing Level) 15 mins.</p> <p>-These are the questions of this story. Read carefully and choose the best answer.</p>	<p>-Students read the story.</p> <p>-Students do the test.</p>	

Reading Skill

Class M.4/2  
 No. of students 49  
 Date 18 September 1987  
 Time 9.20-10.10  
 Content "Are These The Best Years Of Your Life?"  
 Technique Prior related reading  
 Aids Sheets of the story "The Best Times Of Your Life"

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
<p><u>Terminal Objective</u>                      1.Students should be able to read, comprehend, and answer the questions of the story efficiently.</p> <p>E</p> <p><u>Enabling Objective</u>                      1.students should be able to get the concepts of the words:physical, creative,luck, achievement,wise, successful,novel, increase,bonus, profession.</p>	<p><u>Presentation</u> (Technique Using Level) 20 mins.                      -Good morning, class.                      -Today we'll read 2 stories which are similar. The first one is "The Best Times of Your Life".                      -What do you think this story is about?                      -Possible, let's find out.(Teacher distributes the sheets of the story.) Please read quickly in 10 minutes (After 10 mins.,teacher distributes the tests and answer sheets.) And answer these questions.                      (After 10 mins.,) What is the story about?                      (Teacher collects the passages ,tests and answers sheets, then teacher gives feedback to the students by reading the questions and choices,let the students say their answers,teacher corrects them,then teacher distributes the sheets of the second story.)</p>	<p>-Good morning,teacher                      -The time we will get good luck.                      The time we will be successful in life.                      -Students read the passage silently.                      -Students do the test.                      -The best years for people in doing things.                      The age that people will be successful in in their work.                      -Students get feedback.</p>	<p>1.Students do the test of the story "Are These The Best Years Of Your Life;</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENTS	
2. Students should be able to understand about the best years in life.	<p><u>Practice</u> (Passage Reading Level) 10 mins.            -Now, let's read the second story "Are These The Best Year Of Your Life"? Please read in 10 minutes.            (After 10 mins., teacher distributes the test and answer sheets.)</p> <p><u>Evaluation</u> (Testing Level) 15 mins.            -Read the questions carefully and choose the best answers.            You have 15 minutes to work on this.</p>	<p>-Students read the second story.</p> <p>-Students do the test.</p>	

ภาคผนวก ค

ข้อความและแบบทดสอบที่เป็นเครื่องมือในการวิจัย

## How To Handle Peer Pressure

If some of your friends smoke, and they make you feel like you should smoke, too, that's peer pressure.

Young people shouldn't smoke, you should wait until you're an adult before deciding to smoke or not to smoke. So these are some ideas to help you know and understand peer pressure and resist it. 5

Tactic # 1 : Come on and take a puff - what's the matter, are you a chicken? Some on, don't be afraid.

Answer : You must think I'm stupid to follow that suggestion of yours. We should do our own thing rather than go along with the crowd. 10

Tactic # 2 : Come on, all the cool kids smoke. Don't you want to look cool?

Answer : Maybe those kids who smoke are trying to look cool. But if they really were cool, maybe they wouldn't have to try so hard. And I don't care if I don't look cool. 15



Tactic # 3 : Hey, I'm your friend - would I guide you  
wrong? 20

Answer : Friends are people who like you for who you  
are, not for what they want you to be. If  
you're really my friend, stop it.

Tactic # 4 : Do you really want everybody to think you're  
a silly boy? 25

Answer : Sure I care for what other children think of  
me. But if they base their opinions on  
something like smoking, their opinions are  
not worth much.

Tactic # 5 : I bet you're just scared your parents will  
find out. 30

Answer : I wouldn't blame my parents for getting  
angry if they find out that I smoke. How  
can I expect them to treat me like an adult  
if I run around and act like a kid? 35

It's natural for you to want to be just like your friends. But if you don't smoke, maybe your friends will want to be just like you.

## How To Handle Peer Pressure

Directions : Choose the best answer by marking (X) on the letter a, b, c, or d on the answer sheet.

1. What does peer mean?
  - a. Family
  - b. Friend
  - c. Brother
  - d. Sister
2. Why do you think young people should wait until they are adults before deciding whether to smoke?
  - a. Because adults have more money.
  - b. Because adults don't stay with parents.
  - c. Because adults have more responsibility.
  - d. Because adults have more free time.
3. "Come on and take a puff", take a puff means to...
  - a. have a smoke
  - b. buy a pack of cigarette
  - c. do what a friend asks
  - d. have fun
4. "Come on, all the cool kids smoke". Kids mean....
  - a. Friends
  - b. Children
  - c. People
  - d. Adults
5. What will your friend call you if you don't smoke and they do?
  - a. A chicken
  - b. A cool kid
  - c. A brave friend
  - d. A good friend

6. From this passage, a friend is a person who....
- a. asks you to do something with him
  - b. wants you to do like he does
  - c. likes you for what you are.
  - d. does everything with you
7. Why do you think your parents don't want you to smoke?
- a. Smoking is too much fun
  - b. Smoking is bad for the health
  - c. Smoking is expensive
  - d. Smoking is impolite
8. Why do many kids smoke?
- a. They love friends
  - b. They want to look cool
  - c. They have enough money to buy cigarettes
  - d. They like smoking
9. Why do kids like to be like their friends?
- a. It's fun
  - b. It's cool
  - c. It's natural
  - d. It's necessary
10. Who is this article best for?
- a. Teachers
  - b. Young teenagers
  - c. Parents
  - d. Boys



## Peer Pressure and Smoking

Being a teen-ager can sometimes be a difficult time. Homework, first love, and a growing body that's always hungry. And that's not all. There's also peer pressure. You know, that's when your friends want you to do something that they do. Like smoking, for example.

5

So what should you do if your friend offers you a cigarette? Tell him "no, thanks". And what happens if he thinks you're afraid to smoke and calls you a "chicken"? Well, you could say that you don't want to go to a life of coughs, smokers' breath and cancer.

10

What if he says, "oh, come on. Just take one puff." Tell him you are not stupid. Not to start is easier than to stop. Let your friends keep smoking until they get cancer or heart problems.

And what if he says, "But all the cool kids smoke" Tell him, "Sure. Those children may smoke, but are they really cool or just wanting to look cool?"

15

If he says, " Oh, you're just scared that your parents will get angry if they knew you smoked". You can

answer him that you wouldn't blame your parents if they got 20  
angry at your doing something wrong, like smoking just to  
look cool.

If your friend still says, "But I'm your friend.  
Would I want you to do something wrong?" Tell him, "If you  
are really my friend then you wouldn't mind if I didn't 25  
smoke". A true friend would accept you as you are and not  
what he wants you to be.

In the end, you shouldn't care if your friends are  
smoking and you aren't. Not smoking means your being able to  
breathe easier, your having a clear head, being energetic, 30  
and active. Just tell them to remember that "a smoke a day  
will take your life away".

## Peer Pressure and Smoking

Directions : Choose the best answer by marking (X) on the letter a, b, c, or d on the answer sheet.

1. When do you feel peer pressure?
  - a. When you have homework
  - b. When you're alone
  - c. When you're with friends
  - d. When your friends want you to do something
2. What should you say when your friends offer a cigarette but don't want to smoke?
  - a. Thank you
  - b. No, thanks
  - c. Enough
  - d. O.K.
3. What can smoking cause?
  - a. A happy face
  - b. White hair
  - c. Coughs
  - d. Pimples
4. What do your friends mean if they say "Oh, come on. Just take a puff"?
  - a. They are asking you to smoke
  - b. They are giving you cigarettes
  - c. They dislike you
  - d. They want to sell cigarettes to you

5. Why do many kids smoke?
- a. They want to get more friends
  - b. They want to look cool
  - c. They use cigarettes as friends
  - d. They are nervous
6. "Oh, you're just scared that your parents will get angry if they knew you smoked". Scared means to be.....
- a. loved
  - b. afraid
  - c. foolish
  - d. nervous
7. A true friend is a person who....
- a. doesn't mind if you don't want to do what he wants you to.
  - b. wants you to be with him all the time.
  - c. walks away if you don't follow his advice.
  - d. thinks you're always right.
8. "he" in line 15 refers to .....
- a. a friend
  - b. a true friend
  - c. a boy friend
  - d. a girl friend
9. ".... your having a clear head, ...." in line 30 means...
- a. headache
  - b. empty head
  - c. heavy head
  - d. bright head
10. Who is this article best for?
- a. Students
  - b. Teachers
  - c. Parents
  - d. Teenagers



## How To Handle Peer Pressure

List of vocabulary : peer

pressure

resist

take a pull of a cigarette

cool

handle

scare

a chicken

kid

## How To Be Your Dog's Best Friend

Dogs are housing creatures. They can stay hours of boredom hoping a short walk or a game of catching balls will come their way.

Dogs don't want just only a warm home and food full of vitamins, they also want a master to love, honor and obey. 5

Your small dog, puppy, is just like a child who cannot reason between right and wrong. Daily teaching, and an immediate pull on the chain or an angry tone of voice can make a dog begin to learn that certain things it can't do . 10  
Dogs love to please people.

An owner should practically never beat a dog; it is a sign of losing on the owner's part. The training must be gentle as well as strong, for with a disobedient dog, you need to be patient. 15

While you are being firm, you must also give unending praise and affection, A pat and a kind word are not enough. When they have done right, dogs love having the show of affection like a hug or a kiss.

When a dog has done something wrong, correction must be immediate because it won't remember later what it has done. Hitting a dog when he comes back after running off is useless. To the dog, you are hitting it for coming to you. 20

As a punishment, look the dog straight in the eyes, scold it with a thunderous voice and give it a few shakes. This will make the dog feel slightly silly, and it won't want that again. 25

Be patient with a new pet. Remember that it takes time for a dog to adjust to a new home, new rules, food and people. 30

It is useless to hope every dog to turn out perfect. But of one thing : With discipline and common sense, many owners can have a truly wonderful friend and companion in a dog.

## How To Be Your Dog's Best friend

Directions : Read the questions, and choose the answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is another word for pet?
  - a. Housing animal
  - b. Small animal
  - c. Tame animal
  - d. Good animal
2. Dogs, like people, need a companion. A companion means..
  - a. master
  - b. friend
  - c. biaby
  - d. owner
3. A good master should show his affection to his pets. Affection means.....
  - a. attention
  - b. obedience
  - c. love
  - d. honor
4. What is the most important thing the dogs want from the master?
  - a. love
  - b. honor
  - c. obedience
  - d. teaching
5. According to this passage, why shouldn't we hit a dog when it does something wrong?
  - a. Because the dog will think the master is right.
  - b. Because the dog doesn't need the hitting.
  - c. Because the dog can't learn in one day.

- d. Because hitting won't make the dog remember that he was wrong.
6. To teach a dog, the master should ....
- a. be patient, and firm
  - b. hit his dog sometimes
  - c. scold his dog sometimes
  - d. let the dog have its freedom
7. "....., it is a sign of losing on the owner's part." It refers to .....
- a. beating the dog
  - b. the dog
  - c. the dog's anger
  - d. the master's defeat
8. "..... correction must be immediate....." means .....
- a. to teach the dog at the time it does something wrong.
  - b. to teach the dog all the time it does something right.
  - c. to teach the dog before asking it to do something.
  - d. to teach the dog after it did something.
9. After the dog did something right or good, it'd love to have .....
- a. praise
  - b. honor
  - c. obedience
  - d. attention
10. Who is this article best for?
- a. The dog's master
  - b. The readers
  - c. The dogs
  - d. Anyone who has dog.

QUESTIONNAIRE : Read the items below, if you agree with that item, put the mark (X) under the "agree" but if you disagree with that item, put the mark (X) under the "disagree".

Item	agree	disagree
1. Dogs don't need anything except food.		
2. Dogs are hard to train.		
3. We can teach a dog to be good in a few days.		
4. Most dogs love and obey their owners.		
5. A small dog learns right or wrong behavior like a small child does.		
6. When a dog does something wrong, hit it hard so that it'll remember well.		
7. A strong beating will make dogs love you more.		
8. If a dog does something good, the owner should show affection, for example, hug the dog in the arms and praise or say good things to the dog.		

Item	agree	disagree
9. If the dog does something wrong, the owner should correct it at least two days later		
10.To train a dog, you should not be too because a dog grows up fast.		
11.An angry owner's voice can make a dog know that it's doing something wrong.		
12.To train a dog, the owner should be strong or firm but gentle		
13.Dogs are very loyal to their masters.		
14.Dogs can give you happiness at home.		
15.Dogs can be good without training.		
16.An owner should take his dog out to exercise as often as possible so that dog won't get too lazy and fat.		
17.An owner should always scold his dogs in at gentle voice so as not to make the dog feel frightened.....		
18.All good dogs are trained at dog schools		
19.If a dog does something bad, do not give it food for at least a day.		

Item	agree	disagree
20. You can tell that a dog is friendly if it wags its tail (swings its tail).		



## Meet Man's Best Friend

Would you be surprised to hear that the dog is considered man's best friend? And no wonder, for who else would want to run after a thrown ball, chase a rober, eat rats, get scolded, and do silly tricks -- just to get the affection of an owner. Yes, for many people, a dog is a true friend, companion, and "child". 5

Dogs are housing buddies. They'll go with you anywhere and anytime. Going shopping? Take a dog along. Want to go to the beach but you don't have anyone to go with? Take your dog. It'll love the sand and sea. Going jogging? Take it with you as it'll enjoy the oppertunity to run beside you. Feel like taking a drive? Open your car door and watch it jump on the seat ready to go wherever you want to go. Lonely? Sad? Troubled with work or school? Just go home and observe how your dog will learn with your moods. It'll sit by you quietly and patiently waiting until you notice it. Smile at it and it'll immediately come over to lick you and to be petted. 10 15

Dogs are easy to please. Give them a little attention, warmth, and some food and they'll ve loyal to you forever. But be warned! You can't have your dog do 20

everything you please without some training or teaching. Dogs are like children in many ways. They have to be taught what is right and what is wrong from the very beginning. You have got to be strict but warm with them. Teaching them 25 means being continuous, fair, and patient. Like children, they learn best when they are praised and hugged -- not when they are kiked or hit.

With a good training, a dog will serve you faithfully and reliably until it's blind and very old. But 30 before that time comes, you will not find a better friend and protector. If needed, he would give his life for you. He'll give you not only some of the best times of your life but also be considered as a true member for your family.

## Meet Man's Best Friend

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is the other name for a dog in this passage?
  - a. A true friend
  - b. Buddy
  - c. Child
  - d. Man's best friend
2. What does a dog want most from his master?
  - a. Training
  - b. A dog house
  - c. Attention
  - d. toys
3. Dogs are housing buddies, means dogs can.....
  - a. be with you all the time
  - b. be kept in the family
  - c. do something with
  - d. be good and loyal
4. How are dogs like children?
  - a. Dogs and children have to eat
  - b. Dogs and children can play together.
  - c. Dogs and children do not learn from the beginning.
  - d. Dogs and children need people to take good care of them.
5. How can a person teach a dog what is right and what is wrong?

- a. The master must be strict and warm
  - b. The master must not kick his dog.
  - c. The master must teach his dog everything.
  - d. The master must praise his dog with sweet words..
6. "If needed, the dog would give its life for you" means....
- a. the dog will like with you until it dies.
  - b. the dog will be very loyal to you.
  - c. the dog would die for you.
  - d. the dog can protect your life.
7. "They" in line 23 refers to.....
- a. the dogs
  - b. the children
  - c. the master
  - d. the dogs and children
8. Which is not true?
- a. You have to train your dog before asking it to do something
  - b. Dogs learn fast.
  - c. Dogs can be your protector.
  - d. Your dog can make you happy.
9. What is the best thing of a dog?
- a. Loveliness
  - b. Loyalty
  - c. Companion
  - d. Obedience
10. Who is this passage best for?
- a. The dog's master
  - b. The readers
  - c. The dogs
  - d. Anyone who has dogs

## How To Be Your Dog's Best Friend

List of vocabulary : master  
obey  
best  
patience  
puppy  
firm  
praise  
affection  
pat  
hug



## SUPERB GUIDELINES FOR TEEN-AGE DRIVERS

Drinking and driving cause serious injuries and many more young teenagers will die in alcohol-related accidents. Many teenagers are not able to make good and appropriate decisions about alcohol so parents or their elders must make the decisions for them. Here are some :

5

1. Set a curfew and enforce the teenagers to follow it.

2. Seriously consider not allowing teenagers under the age of 16 to drive if they are not mature enough to accept adult responsibility.

10

3. Take the car keys away from your child indefinitely if he has been seen drinking.

4. When your child is going to a party, phone and make sure there will be adult supervision and no alcohol will be served.

15

5. Know how much beer, wine and hard liquor are in the house and for some time check to see if any is missing. A locked bar is a good prevention.

6. Check your child when he (or she) comes home for alcohol on his breath. Tell your teenager that you will be waiting up to make sure "all is well".

20

7. Don't take responsibility for your child's actions such as paying fines, or trying to get him off. Part of becoming an adult is assuming responsibility for one's behaviour.

25

8. If you leave your teenager home without adult supervision for an evening of a weekend, make it plain that there will be no parties while you are gone. If you learn he cannot be trusted, get an adult to stay in the house in your absence.

30

## Superb Guidelines for Teen-age Drivers.

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is this article mostly about?
  - a. Drinking and driving
  - b. Alcohol
  - c. Watchful parents
  - d. Teenagers
2. Why should parents help make the decisions for their children about alcohol?
  - a. Children are too young.
  - b. Children are not too careful.
  - c. Children cannot make good decisions.
  - d. Children are forgetful.
3. "My mother set a curfew for me" means .....
  - a. I can't get back home later than she said.
  - b. I can't go out to any party.
  - c. I can't go out at night.
  - d. I can't come back home at night.
4. What should the parents do if a son is drunk?
  - a. Take the car key away.
  - b. Lock him up in a room.
  - c. Give him headache medicine.
  - d. Take him to the hospital.



5. No alcohol should be served in a party for teenagers because .....
- a. drunk teenagers can cause trouble.
  - b. it is expensive to buy alcohol.
  - c. it's bad for the health.
  - d. alcohol is good for adults only.
6. .... "all is well" in line 21 means he (or she) .....
- a. is not at home.
  - b. is not drunk.
  - c. has good health.
  - d. doesn't have any accident.
7. What shouldn't the parents do?
- a. Lock up the alcohol bar at home.
  - b. Buy a car for their young children.
  - c. Tell the children not to have a party at home without parents.
  - d. Limit how late the children can be at the party.
8. What is the other word for alcohol?
- a. Beer
  - b. Wine
  - c. Liquor
  - d. Whisky
9. How is drinking and driving related?
- a. Drunk drivers can cause accidents.
  - b. Drunk drivers cannot drive.
  - c. Drunk drivers drive too slow.
  - d. Policemen do not want drunk people to drive.

10. Who is this article best for?

a. Students

b. Teachers

c. Parents

d. Adults

### Parental Advice For Teen-Age Drivers

One of the biggest causes of accidents on the road is drunken drivers. Unfortunately, many of these accidents are caused by immature teen-age drivers who do not have the experience to know just how dangerous they are to themselves and to others when they are under the influence of alcohol. 5  
Since a person usually gets a driver's license when he or she is a teen-ager, it is very important that teen-agers are properly educated about the dangers involved if they drink and drive. parents or any elders of authority (such as a favorite teacher) are perhaps in the best people to advise 10  
teen-agers of such dangers. Parents should always give guidelines for their teen-age children who drive.

Parents must insist that their teen-agers do not drive if they have drunk any alcoholic drink. Leaving magazines around the house with sad stories of 15  
alcohol-influenced traffic accidents and leaving clear pictures of traffic injured people and badly damaged cars would make them think of your advice to them.

Parents should let their teen-age drivers know that they must be home at a certain time and that their parents 20  
will wait up for them. Any child that returns home with

alcohol on his breath will immediately lose his chance of driving. Teen-age should be responsible to pay any fines or damage of the accidents caused by them. Teen-agers who drink and drive should be aware that they are not only going to 25 destroy their parents financial security but also risking serious injury to other people and themselves. There can be no excuse then for mixing drinking and driving.

Perhaps the most practical and efficient way for parents to teach their children about the dangers of 30 drinking is to show that they themselves do no drink while driving. Parents should make sure the they are an example for their children to follow. Drinking beer, hard liquor or any alcoholic drink is fine when you are home and you don't have to do some driving. Children learn best from parents 35 who are interested in them. Good parental guidelines and behavior will mean good driving behavior on the part of their teen-age children.

## Parental Advice for Teen-age Drivers

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is this story mainly about?
    - a. How dangerous drunk driving can be.
    - b. The job of parents.
    - c. How to drink alcohol.
    - d. How teenagers should behave.
  2. How can immature teen-age drivers cause accidents?
    - a. They don't have experience to drive drunk.
    - b. They are careless.
    - c. They like to drive fast.
    - d. They don't have a driver's license.
  3. Who can help advise teen-agers about driving and drinking?
    - a. Parents
    - b. Teachers
    - c. Elders
    - d. a, b, and c
  4. "Leaving magazines around the house with sad stories of alcohol - influenced traffic accidents ....." Alcohol - influenced means .....
- a. risk serious injury in the traffic.
  - b. make the parents lose face.
  - c. lose money to the accidents.

- d. damage the car.
6. "they" in line 32 refers to .....
- a. teenagers                      b. their friends  
c. the parents                      d. the adults
7. Which is not true?
- a. Teenagers must have responsibility to pay fines or damage caused by them.
- b. Parents should always guide their teen-age children to drive.
- c. Parents must not allow their teen-agers to drive if they have alcohol on their breath.
- d. If anyone gets a driver's license, he's sure to be a safe driver.
8. "Drinking beer, hard liquor or any alcoholic drink is fine when your're at home ....." What can be called hard liquor?
- a. Whisky                              b. Wine  
c. Soft drink                              d. Fruit juice
9. Who do you think writes this article?
- a. A policeman                      b. A teacher  
c. A Parent                              d. A driver
10. Who is this article best for?
- a. Teenagers                              b. Children  
c. Parents                              d. Teacher

Superb Guidelines For Teen-age Drivers

List of vocabulary : guideline

injury

alcohol

liquor

curfew

mature

responsibility

adult

elder

superb

fine

## WHAT YOU DON'T KNOW ABOUT EXERCISE

These days everyone seems to be exercising for health reasons. But is exercising as easy as it looks? And are people doing the right kind of exercising? Test yourself on the following true-false quiz. It will tell you what you need to know.

5

1. The best way to lose weight in the mid-section is to do abdominal exercises.

False. Many people believe that when specific muscles are exercised, the fatty tissues in the mid-section are "burned up" But the truth is that exercise burns fat from all over the body and not from one specific area. Of course, if you reduce the fat throughout your body, you will certainly see results around your waistline too!

10

2. To lose weight you should always "work up a good sweat" when exercising.

15

False. Sweating only lowers body temperature to prevent overheating. It does not help you reduce your weight. You may weigh less immediately after a workout, but this is because of water loss. Once you replace the liquid, you replace the weight.

20



3. You burn more calories jogging one mile than walking the same distance.

False. You use the same amount of energy whether you walk or jog the mile, since in both cases you are moving the same weight the same distance. The speed doesn't matter. Time matters, if you jog for 30 minutes, you'll cover more distance than walk for 30 minutes, and so burn more calories.

4. If your breathing doesn't return to normal within minutes after you finish exercising, you've exercised too much.

False. Five minutes or so after exercising, your breathing should be normal, your heart shouldn't be beating loudly, and you shouldn't be tired. Useful exercise is not too difficult, unpleasant, and tiring; it is moderate, enjoyable, and refreshing.

5. Walking is one of the best exercises.

False. Walking helps movement of blood throughout the body, and so has a direct effect on your feeling of health.

6. Forced stretching exercises keep muscles flexible.

False. Stretching exercises (for example : twisting or bending at the waist, touching your toes) should be done slowly, allowing the muscles to relax. Forced stretching makes the muscles become tighter.

## What You Don't Know About Exercise

Directions : Read the questions, and choose the best answer by marking (x) under the letter a, b, c, or d on the answer sheet.

1. This article mostly explains
  - a. the difficulties of exercising.
  - b. why exercise is good for your health.
  - c. important information to know about exercising.
  - d. there are many kinds of exercising.
2. What should you do if you want a smaller waistline?
  - a. Do abdominal exercises
  - b. Work up a good sweat
  - c. Exercise throughout the body
  - d. Do stretching.
3. What helps lower the body temperature?
  - a. Walking
  - b. Sweating
  - c. Exercising
  - d. Breathing
4. Exercising helps burn .....
  - a. calories
  - b. sweat
  - c. fat
  - d. tissue
5. "Work up a good sweat" means .....
  - a. prevent sweating
  - b. lower the sweat
  - c. sweat a lot
  - d. lose water

6. Which is true?

- a. Walking one mile burns more calories than jogging one mile.
- b. Jogging one mile burns more calories than walking one mile.
- c. Walking one mile burns the same amount of calories as jogging one mile
- d. Jogging one mile doesn't burn the same amount of calories as walking one mile

7. How Should stretching be done ?

- a. Stretching should be done slowly
- b. Stretching can be done at any time
- c. Stretching should be done after relaxing
- d. Stretching should be done very quickly

8. Which is true about doing the right way of exercising ?

- a. Five minutes after exercising, the breathing should slow down
- b. Breathing should stop in five minutes after exercising
- c. Five minutes after exercising, we shouldn't be tried any more
- d. Breathing should return to normal within five minutes after

9. " it " in line 34, paragraph 4, refers to .....

- a. enough exercising
- b. too much exercising
- c. useful exercising
- d. less exercising

10. Who is this passage good for ?

a. Doctors

b. Athletes

c. Exercise experts

d. Exercise lovers

### Everyday Exercising

Exercising is good for almost everyone for many known reasons; yet many people nowadays are just too busy to take the time to exercise and improve their health. Most people say they don't have the time to go to sports clubs or gymnasiums. But a person doesn't have to go outside of his or her home to properly exercise. Here are two easy exercises that anyone can do at home or in an office. 5

1. Walking. Doctors and many others have said that walking is a good way of becoming fit. But they are not talking about ordinary walks; they are saying that fast walks or jogging (running slowly) for only thirty minutes a day are enough to help people become fit. 10

2. Stretching, bending, or twisting are good exercises for busy people. You can do these exercises after walking up in the morning by simply stretching your legs and arms, bending your back and front of the body and also the legs, and twisting which exercises the chest and mid-section area of the body (abdomen and waist) Ten or twenty minutes of stretching, bending or twisting help your muscles relax and lead you to good health. 15 20



Because of the fact that walking, stretching, bending, or twisting don't take much time, you can do them almost everywhere. so if you do them regularly and little by little. you will not just only sweat the waste out of your body but also reduce the fat (such as your mid-section) that you don't want. 25

So why don't you try these easy exercises from now on. Walk fast when you have to walk. Don't use the lift to go up to a 2 or 3 storey building. but walk instead. Walk, stretch, bend, or twist when you're alone in the office or at home. Try these exercises and you will see their many advantageous. 30

### Everyday Exercising

Directions : Read the questions, and choose the best answer by making (X) under the letter a, b, c, or d on the answer sheet.

1. What is jogging?
 

a. A fast walk	b. A place to exercise
c. A slow running	d. A kind of stretching
  
2. Paragraph I explains .....
  - a. many people want to exercise.
  - b. many people can't exercise.
  - c. people are too busy to exercise.
  - d. people are too lazy to exercise.
  
3. "They" in line 9, refers to .....
 

a. exerdising	b. walking
c. the doctors ans others	d. everyday exercising
  
4. In paragraph 3, why is "abdomen and waist" in parenthesis (.....)?
  - a. Because they are the most important parts which need exercising.
  - b. Because they are the examples of the parrs in the mid-section area.
  - c. Because twisting is also good for them.
  - d. Because they are the biggest parts of our body.

5. What kind of exercisings do people use the arms and legs the most.
- a. Walking
  - b. Stretching
  - c. Running
  - d. Bending
6. From the story, how can people reduce fat?
- a. Exercise for a long time everyday.
  - b. Do stretching, bending, twisting.
  - c. Exercise enough and regularly.
  - d. Do the exercise that we will sweat a lot.
7. From the story, does the heavy sweating really help people reduce fat?
- a. No
  - b. Yes.
  - c. Sometimes it does
  - d. It depends on time using
8. What is the most important that the stretching, twisting, and bending can give you?
- a. It helps the muscles be strong
  - b. It makes the muscles be relaxed
  - c. It is very easy to do.
  - d. It take very little time to do.



9. Why do you think this article called "Everyday Exercising"?

- a. Because it's about the exercises people should do.
- b. Because it's about the exercises people can do everyday
- c. Because it's about the best exercises of the day.
- d. Because people should do exercises everyday.

10. What is the main purpose of the writer?

- a. To tell people to exercise more.
- b. To tell about the best exercisings.
- c. To introduce some easy exercising for busy people.
- d. To share experience about exercising.

What You Don't Know About Exercise.

List of vocabulary :

- # 1. mid - section, abdomen, muscle,  
tissue, waist, weight
- # 2. sweat, temperature, liquid, energy
- # 3. jogging, stretching, twisting, bending
- # 4. lose, reduce, moderate, tight

### Jealousy is Ruining My Life

QUESTION : I am such a jealous person! But I can't help it. For example, if my boyfriend, Chris, talks to another girl at a party - even a friend - I go nuts and try to think up an excuse to get him away from her.

I act the same with my girl frends. When Patti's mother went away for a weekend, she said Patti could invite one friend to sleep over, and she asked Anna not me. I was so hurt that I did't speak to either of them for three days. How can I stop being so possessive? I feel like my jealousy is ruining my life. 5 10

ANSWER : You have got the wrong idea about caring and loving. You seem to feel that if you are not loved extremely, you're not loved at all. But that isn't so. Just as you can like many people, so can others. If Chris said, "The only way for you to prove that you care for me is to stop being friends with other boys", you'd probaby think, "That's ridiculous, silly. It's too much. What does one thing have to do with the other? 15

Too much jealousy usually comes from the mistaken belief that the person you care for has a limited capacity 20

for caring, and so you're "safe" only if you're number one in his or her heart. Actually we should be glad when we see that the people we like can like other people as well.

When Chris talks to another girl at a party and you find yourself afraid of losing him, stop and take a deep breath. Think, "Instead of trying to change him, I'll change me." And do it. Ask someone to dance. Start a conversation. In other words, give yourself a chance to see that Chris will come back to you because he wants to, not because you've forced him to. And the next time patti spends time with other friends without you, remind yourself that your friends are still your firends even when you are away.

## Jealousy Is Ruining My Life

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. Who wrote the question in this passage?
  - a. Patti
  - b. A boy
  - c. A girl
  - d. Patti's girl friend
2. What is the problem in this article?
  - a. A love problem
  - b. A jealousy problem
  - c. A problem with friends
  - d. A family problem
3. What is another word that has a close meaning to "jealous"?
  - a. Care
  - b. Possessive
  - c. Ridiculous
  - d. Go nuts
4. Which is not true?
  - a. Somebody you love will love just only you.
  - b. Jealousy can make you feel hurt.
  - c. Anyone can be a jealous person.
  - d. Anyone who loves you can love others too.
5. "But that isn't so" in line 13 means...
  - a. that's not a good idea.
  - b. that's not your friend.
  - c. that's not jealousy.

- d. what you feel isn't right.
6. What causes too much jealousy?
- a. The misunderstanding about caring and loving.
  - b. Teen-age.
  - c. Boyfriend or girlfriend relationship.
  - d. The feeling of losing.
7. What should the girl do to stop being jealous if she sees her boyfriend with another girl at a party?
- a. Start conversation with others too.
  - b. Go back home and cry.
  - c. Walk over to them and tell the other girl who you are.
  - d. Don't do anything, just sit alone
8. What should you do if you feel jealous of your close friend's relationship with others?
- a. Never talk to him or her for the rest of your life.
  - b. Tell him or her that you don't like it.
  - c. Don't do anything, but think of him or her as a friend.
  - d. Walk away to some other friends.
9. How many people wrote this article?
- a. One
  - b. Two
  - c. Three
  - d. Four
10. Who is this article best for?
- a. Boys
  - b. Girls
  - c. Men
  - d. Women

## Jealousy Is Ruining My Life

Directions : If, according to the story, a statement is not true write "F" in front of each item, but if it is true write "T".

- \_\_\_ 1. The girl has a jealousy problem.
- \_\_\_ 2. She loves her boyfriend.
- \_\_\_ 3. She likes to see her boyfriend talk to another girl.
- \_\_\_ 4. She's very jealous of girl friends too.
- \_\_\_ 5. She doesn't want to stop being possessive.
- \_\_\_ 6. She got the wrong idea about caring and loving.
- \_\_\_ 7. People who love you have to extremely love you, love you very much.
- \_\_\_ 8. A person can like many people at the same time.
- \_\_\_ 9. It's silly and ridiculous if we can't talk to anybody else but only our girlfriend or boyfriend.
- \_\_\_ 10. True love is without force.
- \_\_\_ 11. Too much jealousy won't give us a happy life.
- \_\_\_ 12. Jealousy can destroy or ruin our life.

## Jealousy

Jealousy is a word that most people know since it happens to our lives at one time or another. Jealousy can be an ugly emotion, coming from insecurity, not having self-confidence or possessiveness. Yet some Jealousy is natural. It means you care for someone. No Jealousy would probably mean that you are not interested in keeping or protecting someone. 5

Many people even admit that they are Jealous but feel they can't do anything about it. They can't stop from being jealous. They go nuts if their boyfriend or girlfriend (or husband or wife) is seen talking to another person of the opposite sex. 10

I know such a person. She not only gets jealous of her boyfriend but even of her good girl friends. Once the mother of Patti, her friend, went away on a trip. The mother told Patti that she could invite any one of her friends to sleep over at the house. Well, Patti chose another friend. She was so upset and jealous because she was hurt that Patti didn't ask her to stay over at Patti's house. 15 20



People shouldn't feel this way. Any affection that people have for a friend should not be just for that one friend only. People should share their affection.

Too much jealousy is often the result of the misunderstanding about the feeling that the person you care for has a limit to care for people. Yet we should be happy when the person we care for shows affection for others . People who don't seem to care for others probably have emotional problems. 25

So if you find your boy or girlfriend talking to another person at a party, don't worry. Think before acting. Relax. Move around at the party too and meet people. Don't ruin the night because of your jealousy. Jealousy can become ridiculous if it can break friendships. 30

## JEALOUSY



Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. Jealousy can be compared to ....
  - a. protection
  - b. an ugly emotion
  - c. unfriendly behaviour
  - d. impolite manners
  
2. Why do people get jealous?
  - a. Because of the feeling of insecurity
  - b. Because people need protection
  - c. Because of the feeling of interest.
  - d. Because people need to be jealous sometimes
  
3. Which is not true?
  - a. The friends we love can love others too.
  - b. We shouldn't love just for one friend.
  - c. Jealousy is natural.
  - d. Because of jealousy, we can make more friends
  
4. "she was so upset..."in line 18, means she was...
  - a. angry
  - b. jealous
  - c. troubled
  - d. unhappy
  
5. If someone doesn't care for others, he....
  - a. doesnt' care for himself.
  - b. has many friends already.

- c. might have an emotional problem
  - d. likes to make friends.
6. What should you do if your boyfriend or girlfriend talks to another person at a party?
- a. Try to separate them
  - b. Go back home.
  - c. Join their conversation
  - d. Move around to meet other people
7. "Don't ruin the night because of your jealousy". Ruin means.....
- a. destroy
  - b. enjoy
  - c. stop
  - d. begin
8. "Any affection that people have for a friend ....", affection means...
- a. trust
  - b. love
  - c. jealousy
  - d. interest
9. Do you think people can improve the feeling of jealousy?
- a. Yes, with age and experience
  - b. Yes, easily
  - c. No, because jealousy is natural
  - d. No, because it's personal.
10. Who is this article best for?
- a. Children
  - b. Parents
  - c. Readers
  - d. Everyone

## Jealousy Is Ruining My Life

List of vocabulary : jealousy

ruin

nuts

possessive

remind

force

ridiculous

capacity

extremely

## Sweet Wine

It is not just custom that makes us put sweet things last in a meal. Sugar discourages appetite, it makes you feel satisfied. The after-dinner wines are those that still have a lot of grape sugar left in them. Their pleasurable taste is the best end of all to a meal.

5

Most sweet wines come from the hottest wine-countries, where very ripe grapes are more common. Yet, those sweet wines which some people think to be the most excellent of all, and those which are the most expensive, come from Germany, which is the coldest wine-growing country. The German wines which come into this class, like the Sauternes, are the only the best of their districts.

10

Whether you drink a sweet wine with a sweet course or fresh fruit, or leave it until the plates have been cleared away, is a matter of taste. Some people like Sauternes with fruit. Some people think Maderia goes very well with such things as a raspberry tart. Anything made of chocolate, however, spoils the taste of all wine.

15

Port does not go well with the sweet course, its best partner is cheese. If the Port is very good, an apple

20

is excellent with it: apple brings out any weakness in the wine; cheese hides them. But if you are sure of your Port, with apples and nuts it makes an excellent end to a great meal.

## Sweet Wine

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet

1. Why do people like to put sweet things last in a meal?
  - a. To stop the hunger.
  - b. To make us eat less food
  - c. To make food more delicious
  - d. To stop our appetite.
2. Why can we use wine after a meal?
  - a. Wine is delicious
  - b. Wine has a sweet taste.
  - c. Wine makes us full of water
  - d. Alcohol makes the meal end well.
3. Why do hot-countries make sweer wines?
  - a. Because they use very ripe grapes.
  - b. Because the grapes in the hot countries are sweeter
  - c. Because the hot weather makes the wines sweeter.
  - d. Because grapes in the hot countries are better
4. Where does the wine Sauternes come from?
  - a. Italy
  - b. France
  - c. Germany
  - d. Switzerland

5. Sauternes goes very well with ....
- a. sweet courses
  - b. fruit
  - c. bread
  - d. tart
6. Why don't people like chocolate with wine?
- a. Chocolate is too bitter
  - b. Chocolate is too sweet
  - c. Chocolate makes wines taste bad.
  - d. Chocolate makes wine sour
7. What is Madeira?
- a. A district that makes wines.
  - b. A kind of grape
  - c. The name of a wine
  - d. The name of a sweet
8. What can go best with Port?
- a. Sweet food
  - b. Cheese
  - c. Chocolate
  - d. Tart
9. "It" in line 21, refers to.....
- a. apple
  - b. nut
  - c. the Port
  - d. wine
10. Who do you think wrote this story?
- a. A person who grows grapes.
  - b. A person who makes wines.
  - c. A person who drinks wines
  - d. A person who loves wines



## A

## Sweet Wine

It is not just custom that makes us put sweet things last in a meal. Sugar discourages appetite; it makes you feel satisfied. The after-dinner wines are those that still have a lot of grape-sugar left in them. Their pleasurable taste is the best end of all to a meal.

5

Most sweet wines come from the hottest \_\_\_\_\_ where ripe grapes are more common. Yet, those sweet wines which some people think to be the \_\_\_\_\_ of all, and those which are the \_\_\_\_\_, come from Germany, which is the coldest wine-growing country. The German wines which come into this class, like the \_\_\_\_\_, are the only the best of their districts.

10

Whether you drink \_\_\_\_\_ with a sweet course or fresh fruit, or leave it until the plates have been cleared away, is a matter of taste. Some people like Sauternes with fruit. Some people think Madeira \_\_\_\_\_ with such things as a raspberry tart. Anything made of chocolate, however, \_\_\_\_\_ of all \_\_\_\_\_

15

Port does not go well with the sweet course; its best partner is cheese. If the Port is very good, an apple is excellent with it : apple brings out any weakness in the wine; cheese hides them. But if you are sure of your Port, with apples and nuts it makes an excellent end to a great meal.

Sauternes most excellent spoils the taste most expensive wine-countries a sweet wine goes very well wine

## B

## Sweet Wine

It is not just custom that makes us put sweet things last in a meal. Sugar discourages appetite; it makes you feel satisfied. The after-dinner wines are those that still have a lot of grape-sugar left in them. Their pleasurable taste is the best end of all to a meal.

5

Most \_\_\_\_\_ come from the hottest wine-countries, where very \_\_\_\_\_ are more common. Yet, those sweet wines which some people think to be the most excellent of all, and those which are the most expensive, come from Germany, which is the coldest country. The \_\_\_\_\_ which come into this class, like the Sauternes, are only the best of their districts.

10

Whether you drink a sweet wine with a \_\_\_\_\_ or fresh fruit, or leave it until the plates have been cleared away, is a matter of taste. Some people like Sauternes with \_\_\_\_\_. Some people think Madeira goes very well with such things as \_\_\_\_\_. Anything made of \_\_\_\_\_ however, spoils the taste of all wine.

15

Port does not go well with the sweet course, its best partner is cheese. If the Port is very good, an apple is excellent with it : apple brings out any weakness in the wine; cheese hides them. But if you are sure of your Port, with apples and nuts it makes an excellent end to a great

meal.

sweet course   ripe grapes   wine-growing   fruit

sweet wines   German wines   chocolate   a raspberry tart

## AFTER DINNER WINES

We all love eating sweet things. But do you why desserts and other sweet foods come last in a meal? It's simple. Sugar discourages appetite. It makes us feel full. Yet, one of the best ways to end a meal is to have a good glass of an after-dinner wine. 5

There are different kinds of after-dinner wines. The only thing they have in common is that they are sweet . At one end you have the sweet wine of Sauternes, whose sugar is naturally concentrated by a form of rot in the very-ripe grapes, and in the other you have Port, whose sugar is held 10 in the wine by a large dose of brandy, which stops the fermentation.

The sweet wines people like to drink after meals come mostly from hot climate countries wher very ripe grapes are common. Yet, some of the very best wines come from the 15 best vineyerds in Germany, one of the coldest wine-producing countries in Europe.

Different wine-growing countries mean differnt wines and of course different ways of drinking wine. A favorite way of drinking a sweet wine is to drink it with a sweet 20

course or fresh fruit. A wine like Madeira, which is grown in Portugal, is an excellent partner to such desserts as a raspberry tart. Chocolate, though, is a no-no as it would spoil the taste of any wine.

Port, another Portuguese wine, is not usually drunk with a sweet course. Drink it with cheese and you will see why it's a popular wine. Wine lovers even eat apples with Port if it's very good. But then, many wine drinkers who know their wines will tell you that apples will show any weaknesses in a wine while cheese will hide them. Still, a good Port with apples and nuts will make an excellent end to any great meal.

## After-Dinner Wines

Directions : Read the questions, and choose the best answer by marking (X) on the letter a, b, c, or d on the answer sheet.

1. Why do desserts and sweet food come last in a meal?
  - a. They make us want to eat more.
  - b. They taste better when they are last in a meal.
  - c. They make us feel empty.
  - d. They make us feel full.
2. How do most after-dinner wines taste?
  - a. Sweet
  - b. Sour
  - c. Bitter
  - d. Salty
3. Why is Sauternes sweet?
  - a. It's made in Germany
  - b. It's made of very ripe grapes.
  - c. It's made in the hot country.
  - d. It's made of the best grapes.
4. What kind of countries make sweet wines?
  - a. Hot countries
  - b. Tropical countries
  - c. Countries in Europe
  - d. Any kind of countries

5. Which is not true?
- a. People drink different wines in different ways.
  - b. Sweet wines go well with desserts
  - c. Fruits make wines taste bad.
  - d. Different countries make different tastes of wine.
6. "No-no" in line 23, means.....
- a. not good
  - b. very good
  - c. not bad
  - d. can be used
7. Port is another good wine made from.....
- a. Italy
  - b. Germany
  - c. France
  - d. Portugal
8. What doesn't Port go very well with?
- a. Apples
  - b. Nuts
  - c. Cheese
  - d. Sweet foods
9. What is true about after-dinner wines?
- a. Expensive
  - b. All come from Europe
  - c. Sweet
  - d. Made of special kind of grapes.
10. Who is this article best for/
- a. Grape growers
  - b. Wine makers
  - c. Wine sellers
  - d. Anybody who likes wine



## Sweet Wine

List of vocabulary : meal

appetite

ripe

spoil

tart

vineyard

nuts



## IDEAS FOR WORKING PARENTS - FROM KIDS

Today's family has changed. Many children have two parents who work outside the home. What does it mean for children to grow up with no parents at home, available, all day? From experts, then, here are some ideas for working parents.

5

Discuss Your Work Children say that they want to understand what the world of work is like. When you talk about your job, your child can develop a picture of how you spend your working hours rather than wondering where you disappear to everyday. You might even take your child to work with you sometimes if possible.

10

Don't overWork Many children believe their parents think about the success on the job more than being a good parent. Children also dislike it, when parents are at home but working. They want to play with the parents but can't and they must avoid disturbing the parents. When you come home from work, your child wants your attention, He or she hasn't seen you for hours, and there's so much to share. The child needs to know you care enough simply to be near and listen.

15  
20

Don't Come Home Grumpy Many parents come back home with a bad mood at the end of the workday. But your child needs comfort and attention. Like you, he may have had a bad day, and he may need to talk. If you focus completely on your own feelings, he will feel cheated. When you first get home, take a few minutes to relax before entering into the role of mom and dad - a bath, a glass of wine, a nap, even some exercises would help. 25

Listen To Your Child If parents want to have a good relationship with their kids, they've got to be prepared to talk with them. Children want to talk about feelings. They especially want to tell their parents when they're afraid. But many children say parents brush aside all sensitive subjects. For children growing up today, by paying close attention to them, parents can successfully balance responsibilities of both children and professions. 30 35

QUESTIONS : IDEAS FOR WORKING PARENTS - FROM KIDS

Dissections : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. My mother is so ..... I never want to stay home to listen to her.
 

a. angry	b. moody
c. grumpy	d. tired
2. Parents who.... give less time to their children.
 

a. overwork	b. don't work
c. work in the day time	d. work at home
3. A child needs....most from their parents.
 

a. money	b. toys
c. food	d. attention
4. "Many children believe their parents think about the success on the job more than being a good parent" means children think that.....
 

a. their parents think of work more than their children	
b. their parents love to work.	
c. work is very important to their parents	
d. their parents think of their children more than their work	

5. ".....there's so much to share" means.....
- children want to talk to their parents.
  - children want to ask for money.
  - parents want to talk to their children
  - parents want the children to share money.
6. Why should parents discuss their work to their children?
- So that the children can help with their work.
  - So that the children can help with their work.
  - Because parents need somebody to talk to
  - Because parents want their children to know what they are doing.
7. How can parents show that they care for their children?
- Talk and listen to the children
  - Give the children more food and toys.
  - Take the children to visit their offices everyday.
  - Talk about problems at work with their children.
8. According to this reading, parents and children don't get along well because.....
- parents and children don't talk to each other
  - parents work too much
  - children have more friends.
  - parents and children don't spend enough time together.

10. Who is this article best for?

a. Parents

b. Children

c. Readers

d. Students

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### Ideas For Working Parents From Kids

Predicting : Do you think these items will be found in the story?

Item	Yes	No
1. Working parents should discuss their work to their children some time.		
2. Overworking parents will make their children overwork in the future		
3. Parents should explain to their children why they disappear every morning.		
4. Parents who overwork give less time and attention to their children		
5. Children dislike it, when parents bring work to do at home.		
6. Children want to play with their parents in the evening because they haven't seen the parents for many hours.		
7. Children are always moody and grumpy.		
8. After work, many parents are tired, moody, and grumpy,		

9. If parents work a lot, the children will be happy because they will get more money.
10. Children need to talk about their feelings to their parents.
11. The big problem for working parents is  
  
they must pay a lot of money for  
babysitter for their children
12. Parents must be responsible in their role of Mom and Dad.
13. When parents are absent in the daytime from home, the children are happy.
14. Children who have working parents must try to avoid disturbing their parents resting time in the evening
15. The relationship between working parents and their children will be good if both of them listen and talk to each other often.



Ideas For Working Parents From kids

Previewing

Today's family has changed. Many children have two parents who work outside the home. What does it mean for children to grow up with no parents at home, available, all day? From experts, then, here are some ideas for working parents.

Discuss Your Work \_\_\_\_\_

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Don't Over Work \_\_\_\_\_

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Don't Come Home Grumpy \_\_\_\_\_

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Listen To Your Child \_\_\_\_\_

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### Advice to Working Parents

Our modern world has caused many changes in the lives of families. Perhaps the biggest change has been that of the working parents. Today, children often grow up with only the company of their television set while Mom and Dad work somewhere else with their professions. The result-- a family where children who feel left out because Mom and Dad are not around to talk to

What can working parents do to get closer to their children? Lots. First of all, parents should realize that the greatest gift they can give their children is their attention. All too often the working parents will come home from their jobs in a serious or even bad mood. As a result, they will have a quick, but silent dinner, and then read a book, or go into their room and watch television for the rest of the night.

But what about their kids who feel left out? Children too have bad days. They might not have done well on a test or perhaps had trouble with their friends at school. Having grumpy parents may make them feel even grumpier.

Children like to be listened to. They want their parents to notice them. In fact, children also want to hear about their parents' work. After all, they don't see their parents most of the time, Monday through Friday. Parents who discuss their work to their children help to explain 25 their long absences from home. Besides, it gives children a better understanding of life.

If parents need to take their work home, they should, if possible, try to get their children to help them. children love to be involved with their parents. Indeed, 30 the family that works together, stays together.

## ADVICE TO WORKING PARENTS

Dissections : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. According to this reading, what has caused many changes in the lives of families?
  - a. The modern world
  - b. The working parents
  - c. The bigger family
  - d. The grown up children
2. What is the result when the parents work outside of the house?
  - a. They make more money
  - b. The parents are more tired
  - c. Everyone in the family spends little time together
  - d. The children have more freedom
3. "But what about their kids who feel left out?" Kids mean..
  - a. children
  - b. parents
  - c. friends
  - d. sisters and brothers
4. "Them" in line 19 refers to.....
  - a. the parents
  - b. the friends
  - c. the children
  - d. the families
5. "Having grumpy parents may make them feel even grumpier". Grumpy means....
  - a. tired
  - b. moody



## Ideas For Working Parents-From Kids

List of vocabulary :

- disappear
- overwork
- attention
- avoid
- disturb
- grumpy
- cheat
- brush aside
- discuss
- absence

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## ORDINARY ASPIRIN IS TRULY A WONDER DRUG

Aspirin is the most popular drug in the world today. Many people take aspirin when they have a headache. It is effective in relieving other pains too. This article discusses the history and uses of aspirin.

Americans this year will take 15,000 tons of aspirin, one of the safest and most effective drugs made by man. The most popular medicine in the world today, it is an effective pain reliever. Its bad effects are rather mild and it is cheap. 5

For millions of people who have arthritis, pain in the bones, it is the only thing that works. Aspirin, in short, is truly the 20th-century wonder drug. It is also the second largest suicide drug and is the leading cause of poisoning among children. It has side effects that although rather mild, are largely not known among users. 10 15

Although aspirin was first sold by a German company in 1899, it has been around much longer than that. Hippocrates, in ancient Greece, understood the medical value of the leaves and tree bark which today are known to contain salicylates, the chemical in aspirin. During the 19th 20

century, there were many experiments in Europe with this chemical, and it led to the introduction of aspirin. By 1915, aspirin tablets were being sold in the United States.

A small quantity of aspirin (two tablets) relieves pain. It also reduces fever by interfering with some of the body's reactions. Specifically, aspirin seems to slow down the complex chemical reactions that cause fever. Aspirin can bother the stomach, and many aspirin takers complain about upset stomach. There is a right way and a wrong way to take aspirin. The best way is to chew the tablets before taking them with water, but few people can stand the bitter taste. Some people suggest crushing the tablets in milk or orange juice and drinking that.



## Ordinary Aspirin is Truly a Wonder Drug

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is this story mainly about?
  - a. The history of aspirin
  - b. The benefit of aspirin
  - c. The knowledge about aspirin
  - d. The inventor of aspirin
2. Why is aspirin a popular drug?
  - a. Because people use it all over the world
  - b. Because it works well.
  - c. Because it's cheap.
  - d. Because it has mild bad effects.
3. Aspirin is used to reduce pains and aches. Reduce means..
  - a. make less
  - b. cure
  - c. stop
  - d. make more
4. What is aspirin made from?
  - a. Leaves
  - b. Tree barks
  - c. Chemical acid
  - d. Salicylate acid

5. The best way to take aspirin is to chew it before taking it with water : Chew means.....
- a. crush with teeth
  - b. swallow
  - c. make into pieces
  - d. break into half
6. Aspirin's side effects are mild. Side effects mean...
- a. Other effects
  - b. main effects
  - c. unimportant effects
  - d. some effects
7. "Aspirin gives me an upset stomach" means.....
- a. I feel full
  - b. I have pain in my stomach
  - c. I have a relief in my stomach
  - d. I have hunger.
8. "It" in line 11, refers to.....
- a. aspirin
  - b. a drug
  - c. a doctor
  - d. medicine
9. The author of this article seems to be.....
- a. in favour of aspirin
  - b. against the use of aspirin
  - c. not interested in aspirin
  - d. seems to use a lot of aspirin
10. A good title for this article would be :
- a. Aspirin : The Most Popular Medicine in the World
  - b. Why I take aspirin
  - c. The Side Effects of aspirin
  - d. Aspirin is the medicine people like.

## The First Medicine For Headaches

Headaches. Everyone has had a headache at one time or another. And what do we do when we have a headache? Most of us will reach for a tablet or two of aspirins, won't we? Yet, the first medicine for headaches did not look at all like aspirins do.

5

About 2,300 years ago, Hippocrates, a Greek doctor, found that the essence (oil) from the leaves of lemon grass helped reduce the kind of pain we get whenever we have headaches. He used it as an effective relief for his patients.

10

Around the 2nd century (2 A.D), a Greek doctor and others wrote about this medicine without knowing that it helped relieve not only the pain but the fever as well.

But during the following 1,600 years, no one was able to explain why lemon grass could help aches and pain. In 1763 Edmund Stone, an Englishman, was the first one in Europe who wrote about its wonder.

15

In the 1820's, many British chemists did quite a number of experiments with lemon grass. Finally, they got

Salicylate from it and from some other kinds of herbs 20  
(mainly from tree barks). And in 1853, a German chemist  
mixed Salicylate with some chemical acids and created the  
drug Aspirin as we know it today. Yet for the next 40  
years, aspirin was not used very much. Finally, in 1893,  
Felix Hoffman, who worked in the Bayer Company in Germany, 25  
decided to further experiment with aspirin. He found that it  
worked very well with only mild side effects, such as having  
an upset stomach.

In 1899, Bayer company produces "Aspirin" and it  
quickly was used by everyone. Today, it remains as the most 30  
commonly used drug throughout the world. So the next time  
someone complains of a headache, Just have him take a couple  
of tablets, chewed or crushed with liquid, and watch his  
pain go away in a short time. Then he too will know the  
wonder of aspirin. 35

### The First Medicine For Headaches

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. What is the article talking mainly about?
  - a. The history of medicine for headaches.
  - b. The history of aspirin
  - c. The inventor of aspirin
  - d. The knowledge about aspirin
  
2. Who was the first man to work on the medicine called aspirin?
 

a. A greek doctor	b. Hippocrates
c. A german chemist	d. Bayer company
  
3. Aspirin is used to relieve the patient's headache.  
Relieve means.....
 

a. stop	b. cure
c. make less	d. protect
  
4. "Most of us will reach for a tabler or two of aspirin, wont' we ?" What is "tablet"?
  - a. Another name of aspirin
  - b. Another kind of medicine
  - c. A word to call a form of drug
  - d. A pack of aspirin

5. Who was the first person that spread aspirin throughout the world?
- a. Bayer company
  - b. A German chemist
  - c. An English experimenter
  - d. A Greek doctor
6. What can be the side effects of aspirin?
- a. A headache
  - b. Pain in the stomach
  - c. A full stomach
  - d. Pains
7. The last sentence "... There he too will know the wonder of aspirin" means....
- a. his headache will go away quickly
  - b. he will love taking aspirin
  - c. aspirin tastes good
  - d. aspirin is easy to take
8. "It" in line 9, refers to...
- a. aspirin
  - b. leaves from lemon grass
  - c. lemon grass
  - d. oil from the leaves of lemon grass.
9. "Everyone has had a headache at one time or another" means....
- a. Everyone has one headache
  - b. Everyone has had at least one headache
  - c. Everyone must have headaches
  - d. Everyone has headaches all the time

10. Why is aspirin the most commonly used drug throughout the world today?

- a. Because it's cheap
- b. Because it works well
- c. Because it has little side effects
- d. Because it works in a short time

## Ordinary Aspirin Is Truly A Wonder Drug

List of vocabulary :

- drug
- wonder
- tablet
- mild
- reduce
- pain
- fever
- chew
- crush
- tree-bark
- suicide

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## ARE THESE THE BEST YEARS OF YOUR LIFE?

Which are the best years of life. Many people ask themselves this question from time to time, and probably come up with different answers. The reason seems to be that different times are related to different kinds of achievement. This article looks at a few areas of achievement and relates these areas to specific times of life. 5

WHEN ARE YOU SMARTEST? From 18 to 25, according to I.Q. scores; but you're wiser and more experienced with increasing age.

You are at your smartest in your 20's ; around 30 memory begins to slow down, particularly your ability to do mathematics. However, your vocabulary at age 45 is three times larger than when you finished from university. At 60, your brain has almost four times as much information as it did at age 21. 15

WHEN ARE YOU HEALTHIEST? For men, from 15 to 25, for women from 15 to 30.

A man is in his best shape before age 25. His muscles are strong and he doesn't get sick easily. Women, for reasons unknown, get a five-year bonus. We start 20

getting old in our late 20's when our cells die faster than they are replaced. Also, muscle is replaced with fat.

WHEN ARE YOU HAPPIEST? You are physically happy from 15 to 24; the best professional happiness from 40 to 49. Unhappiness is usually between 30 and 39.

25

Before age 24, we believe that our happiest years are to come; over 30, we believe that our happiest years are gone. But after 30, if we stay healthy, reach professional and emotional goals, then happiness, we feel, will follow. Unhappiness could happen when we believe that smartness and hard work aren't enough to be successful. Luck must help too.

30

WHEN ARE YOU MOST CREATIVE? Generally between 30 and 39, but it differs with different professions.

Here are some ages to do the best work in some professions. Chemistry (26 to 30), writing novels (40 to 44), short stories (30 to 34), painting and sculpture (32 to 39) and architecture (40 to 44).

35

### Are These The Best Years of Your Life?

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. Which is true?

- a. People always have best years in their lives.
- b. People in all professions will have the same best years in their live
- c. People in different kinds of professions reach different times of achievement
- d. People in some professions will not reach the best years.

2. What tells you that people are smartest when they are in their twenties?

- a. Age
- b. I.Q.
- c. Ability
- d. Brain

3. What makes people at the age of sixties know much more information than people at the age of twenties?

- a. I.Q.
- b. Age
- c. Brain
- d. Experience

4. Do men and women stay at their healthiest for the same period of time?
- a. No, men stay longer.
  - b. No, women stay longer.
  - c. Yes, they do
  - d. It depends on their ages.
5. ".....get a five-year bonus", in line 20, means.....
- a. have more than five years
  - b. have five more years
  - c. lose more than five years
  - d. lose five more years
6. why are people unhappy between the age 30-39?
- a. Because physical happiness is gone.
  - b. Because professional happiness hasn't come yet.
  - c. Because smartness is gone.
  - d. The reasons a, b, c are true.
7. When do people start getting old?
- a. In the teens
  - b. In the late twenties
  - c. In the early thirties
  - d. In the late thirties
8. When are people most creative in writing novels?
- a. In their twenties
  - b. In their thirties
  - c. In their forties
  - d. In their fifties
9. What is this article mostly about?
- a. The best professions
  - b. The best times of life
  - c. The achievements of people
  - d. The time to do things

10. Where do you think this article comes from?

a. An experiment

b. A test

c. An interview

d. A study

## THE BEST TIMES OF YOUR LIFE

It seems that we humans are always talking about the topic of age. When young we want to be older, and when older we wish to be younger. We always seem to want to be at an age we are not.

One lesson to be learned from studying others' lives 5  
is that every age has something special to offer. Not surprisingly, many people feel the best age has to do with achievement. Let's look at a few areas of achievement which are related to certain periods of life.

People seem to be at their smartest when they are in 10  
their late teens and early twenties. Memory starts to slow down when people become thirty or older. However, with increasing age, people tend to be wiser and better at vocabulary.

We all admire the strong, handsome-looking muscled 15  
bodies of the young. In terms of health we are at our best from about age 15 to age 25 for men and up to 30 for women -- a five year bonus for them. It's hard to believe that we begin getting old in our late twenties when our cells are not replaced as fast as they are dying. 20

What about our happiest times? Well most people are probably at their physical best before they reach the mid-twenties, at their professional best in their forties and quite possibly at their unhappiest in their thirties if they feel that their emotional and professional goals haven't been successful. Of course, luck does play an important role in our happiness too so we can't forget it. 25

We seem to be at our best creatively when we are in our thirties. But it does depend on our professions too. Scientists, especially chemists, do well in their late twenties while novelists create their best in their forties. Painters and sculpturers work well in their thirties and architects excel in their forties. 30

So achievement does appear to a prominent indication of just what age one feels is the best time of life. Look back if you wish, but use our present time to the fullest too. 35

## The Best Times of Your Life

Directions : Read the questions, and choose the best answer by marking (X) under the letter a, b, c, or d on the answer sheet.

1. Why do people like to talk about age?
  - a. They want to be younger
  - b. They want to be older
  - c. They don't want to be at their age.
  - d. They like to be at their age.
2. What can tell that people feel they have their best years?
  - a. Achievement
  - b. age
  - c. Something special
  - d. Happiness
3. At what age are people smartest?
  - a. 10 - 15
  - b. 15 - 20
  - c. 18 - 23
  - d. 25 - 30
4. What makes people to be wiser?
  - a. Vocabulary
  - b. I.Q.
  - c. Brain
  - d. Increasing age
5. How long can women stay in good health?
  - a. 15 years
  - b. 20 years
  - c. 25 years
  - d. 30 years



6. "A five year bonus for them", in line 18, means.....
- a. get more than five years
  - b. get five more years.
  - c. lose five years
  - d. lose five more years.
7. People have their best in their professions at the age...
- a. 20 - 25
  - b. 30 - 35
  - c. 40 - 45
  - d. 50 - 55
8. Which is not true?
- a. Chemists do their best job at the age 25 -30
  - b. Novel writers reach their best at the age 40 - 45
  - c. Painters are best at the age 20 - 25
  - d. Architects do the best job at the age 40 -45
9. Why do most people feel unhappy at the age of thirties?
- a. Their smartness is gone.
  - b. They are getting old.
  - c. They can't do good job
  - d. Their health gets weaker.
10. Students in high school should have their best time in...
- a. professions
  - b. physical strength
  - c. smartness
  - d. creativity

Are These The Best Years Of Your Life?

List of vocabulary :

- creative
- physical
- muscle
- achievement
- wise
- successful
- luck
- bonus
- increase
- novel
- profession



ภาคผนวก ง

ตัวอย่างการวิเคราะห์ข้อมูล

## ภาคผนวก ง

## ตัวอย่างการวิเคราะห์ข้อมูล

งานวิจัยนี้ต้องการใช้ค่าสถิติดังต่อไปนี้

1. ค่า  $F$  ที่ได้จากการทดสอบความแปรปรวนของคะแนนของกลุ่มตัวอย่างประชากรก่อนการทดลอง
2.  $\bar{X}$  ที่ได้จากการทดสอบกลุ่มตัวอย่างประชากรทั้งหมดรวม 3 ครั้งของ 3 วิธีคือ
  - $\bar{X}$  ของการใช้กิจกรรมนำ
  - $\bar{X}$  ของการใช้การอภิปรายศัพท์
  - $\bar{X}$  ของการอ่านเรื่องที่มีพันธ์กับเรื่องที่จะอ่าน
3. S.D. ที่ได้จากการทดสอบกลุ่มตัวอย่างประชากรทั้งหมดรวม 3 ครั้งของ 3 วิธีคือ
  - S.D. ของการใช้กิจกรรมนำ
  - S.D. ของการใช้การอภิปรายศัพท์
  - S.D. ของการอ่านเรื่องที่มีพันธ์กับเรื่องที่จะอ่าน
4. ค่า  $F$  ที่ได้จากการวิเคราะห์ความแปรปรวนทางเดียว โดยมีรายละเอียดดังต่อไปนี้

1. การทดสอบความแปรปรวนของคะแนนของกลุ่มตัวอย่างประชากรก่อนการทดลอง

กลุ่มตัวอย่างประชากรที่ใช้ในการทดลอง ได้มาจากการทดสอบนัก เรียนชั้นมัธยมศึกษา ปีที่ 4 จำนวน 12 กลุ่ม (12 ห้องเรียน) เลือกกลุ่มที่มีค่ามัธยผลเลขคณิต และส่วนเบี่ยงเบน มาตรฐานใกล้เคียงกันได้ 3 กลุ่มคือ

	$\bar{X}$	S	N
กลุ่มที่ 1 (ม.4/2)	15.41	3.44	49
กลุ่มที่ 2 (ม.4/5)	15.4	3.304	50
กลุ่มที่ 3 (ม.4/7)	16.34	2.95	50

จากนั้นได้ทำการทดสอบภาวะแห่งความแปรปรวนของคะแนน โดยใช้สูตร

$$F = \left| \frac{S^2_{x_1}}{S^2_{x_2}} \right| ; (S^2_{x_1} > S^2_{x_2})$$

ทดสอบภาวะแห่งความแปรปรวนของคะแนน ระหว่างกลุ่มที่ 1 และ กลุ่มที่ 2

$$F = (3.44)^2 / (3.304)^2 = 1.084$$

ทดสอบภาวะแห่งความแปรปรวนของคะแนน ระหว่างกลุ่มที่ 1 และ กลุ่มที่ 3

$$F = (3.44)^2 / (2.95)^2 = 1.359$$

ทดสอบภาวะแห่งความแปรปรวนของคะแนน ระหว่างกลุ่มที่ 2 และ กลุ่มที่ 3

$$F = (3.304)^2 / (2.95)^2 = 1.254$$

ขั้นแห่งความเป็นอิสระมี 2 ค่า เป็น N-1 ทั้ง 2 ค่าคือ (49-1) และ (50-1), (49-1) และ (50-1) , (50-1) และ (50-1) แต่ปรากฏว่า ที่ระดับ .05 df (48,49) และ df (48,49) และ df (49,49) ค่า F ในตารางมีค่าเท่ากับ 1.53 ค่า F ที่ได้จากการคำนวณเท่ากับ 1.084, 1.359, และ 1.254 ซึ่งน้อยกว่า 1.53 ดังนั้น ค่ามัธยผลเลขคณิต และส่วนเบี่ยงเบนมาตรฐานของคะแนน ความสามารถในการใช้ภาษาอังกฤษของนักเรียนทั้ง 3 กลุ่ม ไม่แตกต่างกันที่ระดับความมีนัยสำคัญ .05

ตารางที่ 3 ค่า  $\bar{X}$ , S.D. ,  $\Sigma X^2$  ,  $\Sigma X$ ,  $\Sigma fX$ ,  $\Sigma fX^2$ , และ Nรวม ที่ได้จากการทดสอบการใช้กิจกรรมนำการอภิปรายศัพท์ และการอ่านเรื่องที่สัมพันธ์กับเรื่องที่จะอ่าน ของกลุ่มที่ 1

กลุ่มที่ 1 (4/2) n = 49	การใช้กิจกรรมนำ			การอภิปรายศัพท์			การอ่านเรื่องที่สัมพันธ์		
	1	2	3	1	2	3	1	2	3
$\bar{X}$	5.98	5.63	8.00	6.18	6.08	6.08	5.43	6.04	5.88
S.D.	1.808	1.577	1.443	1.811	2.009	1.187	1.768	1.322	1.033
$\Sigma X^2$	1909	1674	3236	2031	2006	1880	1594	1872	1744
$\Sigma X$	293	276	392	303	298	298	266	296	288
$\Sigma fX$	961			899			850		
$\Sigma fX^2$	6819			5917			5210		
N รวม	147			147			147		

ตารางที่ 4 ค่า  $\bar{X}$ , S.D. ,  $\Sigma X^2$ ,  $\Sigma X$ ,  $\Sigma fX$ ,  $\Sigma fX^2$  และ Nรวม ที่ได้จากการทดสอบการใช้  
กิจกรรมนำ การอภิปรายศัพท์ และการอ่านเรื่องที่สัมพันธ์กับเรื่องที่จะอ่านของ  
กลุ่มที่ 2

กลุ่มที่ 2 (4/5) n = 50	การใช้กิจกรรมนำ			การอภิปรายศัพท์			การอ่านเรื่องที่สัมพันธ์		
	1	2	3	1	2	3	1	2	3
$\bar{X}$	5.22	5.22	5.56	5.66	4.84	7.42	4.88	5.86	4.38
S.D.	1.595	1.433	1.033	1.803	2.122	1.918	1.710	1.294	1.524
$\Sigma X^2$	1487	1463	1598	1761	1392	2933	1334	1799	1073
$\Sigma X$	261	261	278	283	242	371	244	293	219
$\Sigma fX$	800			896			756		
$\Sigma fX^2$	4548			6086			4206		
N รวม	150			150			150		

ตารางที่ 5 ค่า  $\bar{X}$ , S.D.,  $\Sigma X^2$ ,  $\Sigma X$ ,  $\Sigma fX$ ,  $\Sigma fX^2$ , และ N รวม ที่ได้จากการทดสอบการ  
ใช้กิจกรรมนำ การอภิปรายศัพท์ และการอ่านเรื่องที่สัมพันธ์กับเรื่องที่จะอ่าน ของ  
กลุ่มที่ 3

กลุ่มที่ 3 (4/7) n = 50	การใช้กิจกรรมนำ			การอภิปรายศัพท์			การอ่านเรื่องที่สัมพันธ์		
	1	2	3	1	2	3	1	2	3
$\bar{X}$	4.44	5.66	3.96	4.86	5.40	4.48	5.66	4.90	6.48
S.D.	1.358	1.636	1.009	1.761	1.457	1.446	1.586	1.515	2.197
$\Sigma X^2$	1076	1733	834	1333	1562	1106	1725	1313	2336
$\Sigma X$	222	283	198	243	270	224	283	245	324
$\Sigma fX$	703			737			852		
$\Sigma fX^2$	3643			4001			5374		
N รวม	150			150			150		



2. วิเคราะห์หาค่า  $\bar{X}$  รวมของแต่ละวิธีที่ได้ทดสอบไปวิธีละ 3 ครั้งของทั้ง 3 กลุ่มรวมกัน โดยใช้สูตร  $\bar{X} = \Sigma fX/N$

1. วิธีการใช้กิจกรรมน้ำ

$$\bar{X} = \frac{961 + 800 + 703}{147 + 150 + 150} = 5.512$$

2. วิธีการอภิปรายศัพท์

$$\bar{X} = \frac{899 + 896 + 737}{147 + 150 + 150} = 5.664$$

3. วิธีการอ่านเรื่องที่สัมพันธ์

$$\bar{X} = \frac{850 + 756 + 852}{147 + 150 + 150} = 5.499$$

3. วิเคราะห์หาค่า S.D. รวมของแต่ละวิธีที่ได้ทดสอบไปวิธีละ 3 ครั้งของทั้ง 3 กลุ่มรวมกัน

โดยใช้สูตร S.D. = 
$$\sqrt{\frac{n (\Sigma fX^2) - (\Sigma fX)^2}{n(n-1)}}$$

1. วิธีการใช้กิจกรรมน้ำ

$$\Sigma fX^2 = 6818 + 4548 + 3643 = 15009$$

$$\Sigma fX = 961 + 800 + 703 = 2464$$

$$n = 147 + 150 + 150 = 447$$

$$\begin{aligned} \text{S.D.} &= \sqrt{\frac{[447 (15009) - (2464)^2]}{447(447 - 1)}} \\ &= \sqrt{\frac{(6709023 - 6071296)}{199362}} \\ &= \sqrt{637727 / 199362} \\ &= \sqrt{3.1988} \\ &= 1.7885 \end{aligned}$$

ค่า S.D. ของวิธีการใช้กิจกรรมน้ำ = 1.7885

## 2. วิธีการอภิปรายคำศัพท์

$$\Sigma fX^2 = 5917 + 6086 + 4001 = 16004$$

$$\Sigma fX = 899 + 896 + 737 = 2532$$

$$n = 147 + 150 + 150 = 447$$

$$\begin{aligned} \text{S.D.} &= \sqrt{\frac{[447(16004) - (2532)^2]}{447(447-1)}} \\ &= \sqrt{\frac{(7153788 - 6411024)}{199362}} \\ &= \sqrt{742764 / 199362} \\ &= \sqrt{3.7257} \\ &= 1.930 \end{aligned}$$

∴ ค่า S.D. ของวิธีการอภิปรายศัพท์คือ 1.930

## 3. วิธีการอ่านเรื่องที่สัมพันธ์กับเรื่องที่จะอ่าน

$$\Sigma fX^2 = 5210 + 4206 + 5374 = 14790$$

$$\Sigma fX = 850 + 756 + 852 = 2458$$

$$n = 147 + 150 + 150 = 447$$

$$\begin{aligned} \text{S.D.} &= \sqrt{\frac{[447(14790) - (2458)^2]}{447(447-1)}} \\ &= \sqrt{\frac{(6611130 - 6041764)}{199362}} \\ &= \sqrt{569366 / 199362} \\ &= \sqrt{2.8559} \\ &= 1.689 \end{aligned}$$

∴ ค่า S.D. ของวิธีการอ่านเรื่องที่สัมพันธ์กับเรื่องที่จะอ่านคือ 1.689

1. วิเคราะห์ค่า F-test จากสูตร  $F = MS_a/MS_w$

$$\text{โดยที่ } MS_a = SS_a / k-1$$

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

1. ให้  $n_A, n_B, n_C$  แทนจำนวนตัวอย่างประชากรในกลุ่ม (วิธี) A, B, C = 447 คือแต่ละวิธีทดสอบ 3 ครั้ง 3 กลุ่มตัวอย่างประชากร = (49 + 49 + 49) + (50 + 50 + 50) + (50 + 50 + 50) = 447

2. ให้ a, b, c คือคะแนนรวมของทุกกลุ่ม (วิธี) ที่นำมาเปรียบเทียบคือ

$$a = (961+800+703), \quad b = (899+896+737), \quad c = (850+756+852)$$

$$\therefore a = 2464 \quad b = 2532 \quad c = 2458$$

$$3. \text{ ให้ } T = a + b + c = 7454 \quad (2464 + 2532 + 2458)$$

4. ให้  $N = (441 + 450 + 450) = 1341$  คือ ประชากรรวม 3 กลุ่ม ทดสอบ 9 ครั้ง รวมประชากรกลุ่ม 1 = 49 x 9 รวมประชากรกลุ่ม 2 = 50 x 9 รวมประชากรกลุ่ม 3 = 50 x 9

$$\begin{aligned} \text{ดังนั้น } SS_a &= (2464)^2/447 + (2532)^2/447 + (2458)^2/447 - (7454)^2/1341 \\ &= 13582.317 + 14342.3357 + 13516.25056 - 41433.34526 \end{aligned}$$

$$\therefore SS_a = 7.55787$$

$$MS_a = SS_a / k-1$$

เมื่อ  $k-1 =$  ตำแหน่งความเป็นอิสระ  $3-1 = 2$

$$\therefore MS_a = 7.55787/2 = 3.778$$

$$\text{และ } MS_w = SS_w / N-k$$

$$SS_w = SS - SS_a$$

$$SS_t = \sum X_{A1}^2 + \sum X_{B1}^2 + \sum X_{C1}^2 - \frac{T^2}{N}$$

$$\Sigma X_{A1}^2 = 1909+1674+3236+1487+1463+1598+1076+1733+834 = 15010$$

$$\Sigma X_{B1}^2 = 2031+2006+1880+1761+1392+2933+1333+1562+1106 = 16004$$

$$\Sigma X_{C1}^2 = 1594+1872+1744+1334+1799+1073+1725+1313+2336 = 14790$$

$$T = 7454$$

$$N = 1341$$

$$\begin{aligned} \therefore SS_k &= 15010 + 16004 + 14790 - (7454)^2/1341 \\ &= 45804 - 41433.34526 \\ &= 4370.65474 \end{aligned}$$

$$\begin{aligned} \text{ดังนั้น } SS_w &= SS_k - SS_m \\ &= 4370.65474 - 7.55787 \\ &= 4363.09687 \end{aligned}$$

$$\text{ดังนั้น } MS_w = SS_w/N-k = 4363.09687 / 1341-3 = 3.2609$$

$$\text{และ } F = MS_m / MS_w$$

$$MS_m = 3.778$$

$$MS_w = 3.2609$$

$$\text{ดังนั้น } F = 3.778/3.2609 = 1.1589$$

## ประวัติผู้วิจัย

นางสาวลัดดาวัลย์ คุ่มรอบ เกิดวันที่ 15 กันยายน พ.ศ.2501 ที่จังหวัด นครสวรรค์ สำเร็จการศึกษาระดับปริญญาตรีจากวิทยาลัยครูนครสวรรค์ เมื่อปี พ.ศ.2523 ปัจจุบันรับราชการในตำแหน่งอาจารย์ 1 ระดับ 4 โรงเรียนวัดพุทธบูชา ราษฎร์บูรณะ กรุงเทพมหานคร