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ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนด้วยการอภิปราย และการทำแผนผัง  
สรุปโยงเรื่องที่อ่าน. วิทยานิพนธ์ปริญญาโทมหาบัณฑิต จุฬาลงกรณ์มหาวิทยาลัย,  
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ภาคผนวก



ภาคผนวก ก

รายนามผู้ทรงคุณวุฒิ

### รายนามผู้ทรงคุณวุฒิ

#### รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแผนการสอน

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4. อาจารย์มณู วงษ์ยุติธรรม อาจารย์สอนวิชาภาษาอังกฤษ โรงเรียนมัธยม-  
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5. Mr. Abe Bimstock Academic Supervisor สถาบันสอนภาษา AUA

#### รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษ

1. อาจารย์ดวงธิดา ลีลาสงค์ นักวิชาการสอบงานพัฒนาเครื่องมือวัดผล กรมวิชาการ
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ภาคผนวก ข

ตัวอย่างแผนการสอนทักษะอ่าน 4 (อ 034)

ตามกลวิธีชี้นำการคิดในการอ่าน และกลวิธีชี้นำการอ่าน

## Plan 1

The Daily Lesson Plan of Directed Reading-Thinking Technique andDirected Reading Technique

Class : Mathayom Suksa 5  
 Content : Dial a Life!  
 Instructional Media : Vocabulary guide-lines, picture, story sheets, charts  
 Prior Knowledge  
 Vocabulary : Remain, emergency, search for

| Objectives  | Procedures  |  |
|---|---|--|
|   | Teacher   | Students   |
| <p>1. <u>Terminal Objective</u></p> <p>Students are able to answer the reading comprehension questions correctly.</p> | <p><u>Presentation</u></p> <p>- Class, who has ever used the telephone?</p> <p>- Have you ever phoned a wrong number?</p> <p>- What did you do when you knew you phoned a wrong number?</p> <p>- O.K. Today I will give you a passage about a telephone call to read.</p> | <p>(Raise their hands)</p> <p>S.1: Yes.</p> <p>S.1: I apologized .</p> |
| <p>2. <u>Enabling Objective</u></p> <p>2.1 Students are able to tell</p>  | <p>- Are you ready?</p> <p>- Now, I will ask you about the vocabulary that</p>  | <p>SS.: Yes.</p>   |

| Objectives  | Procedures   |   |
|---|--|---|
|   | Teacher  | Students  |
| <p>the meanings and parts of speech of the following words correctly: dial, relax, swiftly, spot, and out of reach.</p> <p>2.2 Students are able to place adjectives in the proper order.</p> | <p>you have studied, they will be useful for your reading today.</p> <p>- Listen carefully. If you have 10 baht and paid 5 baht for cookies, how much would it remain?</p> <p>- Right. Suppose that there is a bus accident. There are 10 seriously injured people. Which room in the hospital should they be taken to?</p> <p>- That's right. Next, if you want to know the meaning of some difficult words, what should you do?</p> <p>- Good. Which word has the same meaning as look up?</p> <p>- Very good. Now, I will teach you some new words for the passage today.</p> <p>(Distributes the vocabulary guide-lines to the students)</p> | <p>S.2: 5 baht.</p> <p>S.3: An emergency room.</p> <p>S.4: I would look up those words in a dictionary.</p> <p>S.5: Search for.</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Now, look at the first word. Read the guide-lines carefully and guess its meaning.</p> <p>- Did you finish?</p> <p>- Good, what does it mean?</p> <p>- Right. What part of speech is it?</p> <p>- How do you know?</p> <p>- Right. Next, read and guess the 2nd and 3rd words carefully, please.</p> <p>- Now, how about the word "relaxed" and "swiftly"?</p> <p>- How do you know "relaxed" is an adjective?</p> <p>- Right. "Felt" is a</p> | <p>(Look at the first word, read and guess the meaning of the 1st word)</p> <p>SS.: Yes.</p> <p>S.6: หมายถึงเลขโทรศัพท์<br/>หรือกดปุ่มโทรศัพท์</p> <p>S.7: It is a verb.</p> <p>S.7: Because it comes after the helping verb "have to".</p> <p>(Read and guess carefully)</p> <p>S.8: "Relaxed" means calm. It's an adjective.</p> <p>S.8: Because it comes after the verb "felt".</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>linking verb and a linking verb have to be modified by an adjective.</p> <ul style="list-style-type: none"> <li>- Please give me examples of linking verbs, S.9.</li> <li>- Very good. How about the word "swiftly"? Does it mean slowly or quickly?</li> <li>- That's right. Now, look at the 4th and last words.</li> <li>- Can you guess the meaning of "spot" and its part of speech?</li> <li>- How about "out of reach"?</li> <li>- O.K. Those are new words you should know their meanings before reading the passage.</li> </ul> | <p>S.9: Seem, become.</p> <p>S.10: It means quickly. It is an adverb because it ends with "ly".</p> <p>(Look and guess)</p> <p>S.11: Yes. Spot means notice and it is a verb.</p> <p>S.12: It means "cannot be reached". It is a prepositional phrase.</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Class. Look at this sentence. (Writes the sentence on the board)</p> <div data-bbox="553 755 1000 938" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>He has two beautiful big blue American sports cars.</p> </div> <p>- What are the adjectives that modify "cars"?</p> <p>- That's right. This sentence has six adjectives. I gave you this example about adjective order.</p> <p>- We can see that the nearest adjective to "cars" is "sports". What part of speech is it?</p> <p>- What is the second?</p> <p>- What does it tell about the cars?</p> <p>- Right. Next.</p> | <p>(Look at the sentence)</p> <p>S.13: Two, beautiful, big, blue, American and sports.</p> <p>S.14: It's a noun.</p> <p>S.15: American. It's a noun.</p> <p>S.16: Nationality.</p> <p>S.17: Blue. It tells</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>the colour.</p> <p>- Right. Next.</p> <p>- Right. Next.</p> <p>- Good. Next.</p> <p>- Very good. Please remember this sentence and you will use adjectives in the correct order.</p> <p>- Now, Look at these sentences. (Sticks the sentences on the board)</p> <p>1. She wears (short, a, skirt, red).</p> <p>2. They are (ten-year-old, Thai, boys, school).</p> <p>3. It is (old, yellow an, ribbon).</p> <p>- What should the 1st sentence be?</p> <p>- Right. Next.</p> | <p>S.18: Big. It tells the size.</p> <p>S.19: Beautiful. It tells the quality.</p> <p>S.20: Two. It tells the number.</p> <p>(Look at the sentences)</p> <p>S.21: She wears a short red skirt.</p> <p>S.22: They are ten-year-</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- Good. Next.</p> <p>- Very good. Do you understand?</p> <p><u>Practice</u><br/><u>Directed Reading-Thinking</u><br/><u>Technique</u></p> <p>- Next, you're going to read the passage. (Hands the 1st paragraph and the picture out to the students)</p> <p>- Class, make groups of five. I will have you discuss the passage.</p> <p>- Now, read the title .</p> <p>- O.K. Can we dial a life?</p> <p>- What can we dial?</p> <p>- Right. Now, with the title "Dial a Life!", and the picture, try to imagine what</p> | <p>old Thai school boys.</p> <p>S.23: It is an old yellow ribbon.</p> <p>SS.: Yes.</p> <p>(Make groups of five)</p> <p>(Read the title)</p> <p>SS.: No.</p> <p>S.24: A telephone number.</p> |



| Objective | Procedures   |   |
|-----------|--|---|
|           | Teacher  | Students  |
|           | <p>the story is about?</p> <ul style="list-style-type: none"> <li>- Stop discussion, please.</li> <li>- What do you think?</li> </ul> <p>(Writes the students' prediction on the board)</p> <ul style="list-style-type: none"> <li>- Anything else?</li> <li>- Good, you predict very well. Now, read the first sentence silently and see if your predictions are true.</li> </ul> | <p>(Think about the title, discuss and predict)</p> <p>Group 1: We think the story is about a mother who phones her daughter and dies immediately.</p> <p>Group 2: We think the story is about a mother who phones her daughter to tell her she is going to die.</p> <p>Group 3: We think the girl phones her mother and her mother tells her about her trouble, she is dying.</p> <p>SS.: No.</p> <p>(Read silently)</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- Okay, please look at your predictions on the board. You can see that group 3's prediction is likely to be true. But was that woman Sharon's mother?</p> <p>- Now class, what is the story about?</p> <p>- Good, now think, why was the old woman dying?</p> <p>- O.K. What did you think?</p> | <p>(Look at the board)</p> <p>SS.: No.</p> <p>Group 4: It's about a girl who dialled a wrong number and saved an old woman's life.</p> <p>(Think and discuss about the old woman)</p> <p>Group 5: The old woman was dying because she stayed alone and she was seriously ill.</p> <p>Group 6: She was left alone and she couldn't get out of bed because she was very ill.</p> <p>Group 7: She was staying alone and her house was</p> |



| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- Okay, those are good predictions. (Gives out the 2nd paragraph ) Next, read the 2nd paragraph to prove your prediction.</p> <p>- Stop reading. Look at your predictions on the board.</p> <p>- Are your predictions be confirmed?</p> | <p>on fire.</p> <p>Group 8: She was left alone and someone was trying to kill her or bomb her house.</p> <p>(Read silently and discuss)</p> <p>(Look at the board)</p> <p>Group 5: Yes. We think the woman had to be seriously ill because the 1st sentence said that she cried weakly and she was dying.</p> <p>Group 6: We think so and she had to stay alone too because she wanted Sharon</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Very good. Now, what do you think the story is going to be next?</p> <p>- Anything else?</p> <p>- Okay, if the girl called the police for help, what do you think the police would do?</p> | <p>to help her.</p> <p>Group 7: The 2nd paragraph didn't say that her house was on fire, so we think that the old woman was dying because she was very old, seriously ill and she couldn't move.</p> <p>Group 8: Our prediction isn't true. Now, we have the same idea as group 6.</p> <p>(Think, discuss and predict)</p> <p>Group 1: The girl must call the police up.</p> <p>SS.: No.</p> <p>Group 2: They would look</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- Anything else?</p> <p>- Very good. (Distributes the 3rd paragraph) Next, read the third paragraph silently and see if your predictions are confirmed?</p> <p>- Okay. Did the girl call up the police?</p> <p>Group 2 and 3, were your predictions be confirmed?</p> | <p>for house number 45 in a directory to know who was the owner of the house.</p> <p>Group 3: The police might look at the map of the town to see where the house should be.</p> <p>(Read and discuss)</p> <p>SS.: Yes.</p> <p>Group 2: The police didn't look at the directory but they searched for all the streets in a local guidebook.</p> <p>Group 3: The police checked the voters' lists</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- Okay, if the police see the house, what should they do?</p> <p>- Good. (Hands out the rest of the passage)</p> <p>- Now, read to the end to see what the police did and what happened to the woman.</p> <p>- Stop reading, please.</p> <p>Group 4 and 5, are you right?</p> <p>- Which sentence told you that the police rang the doorbell?</p> <p>- What does the sentence, "A full milk bottle on the doorstep of house number 45." tell you?</p> | <p>but they didn't look at the map.</p> <p>Group 4: They should ring the doorbell.</p> <p>Group 5: They should call up the woman.</p> <p>(Read and discuss)</p> <p>Group 4,5: Yes.</p> <p>Group 4,5: "No one answered the door."</p> <p>Group 8: It tells that</p> |

| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>- Give me two more things that seem strange for the house, please.</p> <p>- Very good. Why couldn't the old woman answer the phone?</p> <p>- So, do you understand the title "Dial a Life!"?</p> <p>- Very good. Whenever you read a passage you should try to predict what the story will be.</p> | <p>the owner of the house didn't come to take it to drink as usual.</p> <p>Group 7: The curtains were drawn shut.</p> <p>Group 8: The line was "busy".</p> <p>Group 8: Because the telephone was out of reach.</p> <p>Group 1: Yes. It means Sharon dialled the wrong number thereby saving Mrs. Wilson's life.</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p><u>Directed Reading</u><br/><u>Technique</u></p> <p>- Class, this passage was about a girl who dialled a wrong number which saved the old woman's life. Does it sound interesting?</p> <p>- Okay, make groups of five to read the passage, please.</p> <p>- Now, read the following questions first. (Sticks, the questions on the board)</p> <ol style="list-style-type: none"> <li>1. Who was the girl?</li> <li>2. Who was the woman?</li> <li>3. Why did she want help?</li> </ol> <p>- Class, read the 1st and 2nd paragraph to find the answers, please.</p> <p>- Okay, stop discussion. I think you can find the</p> | <p>SS.: Yes.</p> <p>(Make groups of five)</p> <p>(Read the questions)</p> <p>(Read silently and discuss the questions and answers)</p> |



| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>answers easily.</p> <p>- Who was the girl?, class.</p> <p>- Good. Who was the woman?</p> <p>- How about the 3rd question?</p> <p>- Very good. Did Sharon intend to call the woman up?</p> <p>- Which sentence told you?</p> <p>- Good. Could the old woman give a clear address?</p> <p>- Why couldn't she give the correct address?</p> <p>-Very good. Now, read the following questions then read the 3rd paragraph.</p> <ol style="list-style-type: none"> <li>1. What did Sharon do?</li> <li>2. What did the police do?</li> </ol> | <p>Group 1: She was Sharon Smylie, a school girl.</p> <p>Group 2: The passage didn't tell.</p> <p>Group 3: Because she was dying.</p> <p>Group 4: No.</p> <p>Group 4: The sentence, "Sharon Smylie dialled a wrong number."</p> <p>Group 5: No, she couldn't.</p> <p>Group 6: She was very weak. She might be sick.</p> <p>(Read the questions and read the 3rd paragraph)</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- Stop. Group 7, what did Sharon do?</p> <p>- Did she call the police?</p> <p>- What did the police do?</p> <p>- Good. Next, read the questions and read the fourth paragraph till the end.</p> <ol style="list-style-type: none"> <li>1. How did the police find the woman's house?</li> <li>2. Why was she dying?</li> </ol> <p>- Okay, did you find the answers?</p> | <p>Group 7: She called for local help, number 999.</p> <p>Group 7: Yes, she did.</p> <p>Group 8: They searched for all the streets in Galgorm with a house number 45 in a local guide book and they looked at the voters' lists too.</p> <p>(Read and discuss)</p> <p>Group 1: Yes. The police spotted a full milk bottle on the doorstep of house number 45. The curtains were drawn shut. And no one answered the door.</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- What do you think the phrase, "forced their way into" means?</p> <p>- Good, what is the next answer?</p> <p>- That's right. Why couldn't she answer the call?</p> <p>- Right, where did Sharon intend to telephone ?, and why?</p> <p>- Very good.</p> <p><u>Evaluation</u></p> | <p>Group 2: The police made a call to the house but the line was busy.</p> <p>Group 3: Entering the house by breaking the doors.</p> <p>Group 4: She was unable to move and she was cold.</p> <p>Group 5: The telephone was hanging out of reach.</p> <p>Group 6: She has been trying to call her school to ask about a ring she had lost.</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- Class, it's time for you to do the test. I'll give you 12 minutes to finish it.<br/>(Hands the tests and the answer sheets out to the students)</p> <p><u>Transfer</u></p> <p>- Class, Sharon saved Mrs. Wilson's life by accident. Have you ever done a great thing, such as saving someone's life, or a pet's life, or helping someone ?</p> <p>- Okay, I want each group to select a representative to tell him, or her experience in front of the class.</p> <p>- Very good. Class, the time is over. Good-bye.</p> | <p>(Do the test)</p> <p>SS.: Yes.</p> <p>(Select representatives, and the representatives tell their experiences)</p> <p>SS.: Good-bye.</p> |

**Dial a Life!**

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

A woman at the other end of the line cried weakly: "Please get help. I'm dying." She tried to give her address: "Number 45...Road...Galgorm..." Then there was silence, as if 5 the phone had fallen.

The little girl was alone at home and frightened, but she remained relaxed. She knew that there was an emergency number she could call for local help and that she must act swiftly. She carefully dialled the special number---999. The 10 policeman who took the call acted immediately. A local guidebook was searched for all the streets in Galgorm with a house number 45. Voters' lists also helped. Soon police cars were checking out 18 possibilities.

On Fenaghy Road a couple of policemen spotted a full milk 15 bottle on the doorstep of house number 45. The curtains were drawn shut. No one answered the door.

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

Minutes later the two policemen forced their way into the 20 house. They found an 84-year-old widow, Mrs Agnes Wilson, lying in bed, unable to move, the telephone hanging out of reach. "I'm so cold," was all she could say before she was taken to the hospital.

Of course, Sharon was the first to be notified. It was 25  
105 minutes since she had called the police. The dark-haired  
school girl had been trying to call her school to ask about a  
ring she had lost when she luckily dialled the wrong number which  
saved the old woman's life.

มาลินี จันทวิมล . " Practice in Comprehension."



## Vocabulary Guide-lines

## Dial a Life

1. dial

If you want to call me at home, please dial the number 2163092.

Meaning .....

Part of speech .....

2. relaxed

When Somsri heard a bang she was very frightened. She thought it was the sound of a gun. But when she saw that it was the sound of a firecracker she felt relaxed.

Meaning .....

Part of speech .....

3. swiftly

The police saw the man hiding behind the wall. As they approached, he swiftly disappeared in the crowd.

Meaning .....

Part of speech .....

4. spot

Mother should be standing near the newsstand. Can you spot her?

Meaning .....

Part of speech .....

5. out of reach

Put the box of matches on the top shelf so that it will be out of reach for young children.

Meaning .....

Part of speech .....

## Plan 2

The Daily Lesson Plan of Directed Reading-Thinking Technique and  
Directed Reading Technique

Class : Mathayom Suksa 5

Content : The Story of the cocktail

Instructional Media : Vocabulary guide-lines, pictures, story sheets

Prior Knowledge

Vocabulary : Traveller, unbelievable, adventure, battle, accept

Structure : Linking Verbs

1. He became popular.
2. She felt ill.
3. It tastes good.

| Objectives  | Procedures  |                  |
|---|---|------------------|
|   | Teacher   | Students         |
| <p>1. <u>Terminal Objective</u></p> <p>Students are able to answer the comprehension questions correctly.</p> | <p><u>Presentation</u></p> <p>- Class, I've got an interesting story for you to read. You will enjoy it as well as learn something from it.</p> <p>- Are you ready?</p> | <p>SS.: Yes.</p> |
| <p>2. <u>Enabling Objective</u></p> <p>Students are able to tell the meanings</p>                             | <p>- Good, first of all, let's review some words. Listen carefully.</p>   | <p>(Listen)</p>  |



| Objectives   | Procedures  |   |
|--|---|---|
|  | Teacher   | Students  |
| <p>and parts of speech of the following words correctly: native, distort, adopt, revolution, frequent, saloon, and soothe.</p> | <p>- What do we call a person who likes to travel?</p> <p>- Right. Someone told you that he could fly like a bird. Is it believable or unbelievable?</p> <p>- Good. Mongkon likes to climb the highest mountains, dive into the deep sea and sky dive. We can say that he likes .....</p> <p>- Very good. On January 1991 there was an important event in the Persian Gulf that interested people all over the world. What was that event?</p> <p>- Good. Your friend invites you to his birthday party but you have to visit your mother at the hospital. Would you accept the invitation or not?</p> <p>- Very good. Now class,</p> | <p>S.1: A traveller.</p> <p>S.2: Unbelievable.</p> <p>S.3: Adventure.</p> <p>S 4: The battle between Iraq and Kuwait.</p> <p>S.5: Not accept.</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>please tell me some linking verbs.</p> <p>- That's right. Give me sentences that have linking verbs, please.</p> <p>- Right. Next.</p> <p>- O.K. one more, please.</p> <p>- That's right. What part of speech comes after "linking verbs"?</p> <p>- Right. Is the sentence correct if we don't place an adjective after a linking verb?</p> <p>- Very good. Now class, let's learn some new words that are useful for reading the story today (Distributes the vocabulary guide-lines to the students).</p> | <p>S.6: Become, appear.</p> <p>S.7: Seem, prove.</p> <p>S.8: Look, feel, smell, taste.</p> <p>S.9: The mango tastes sour.</p> <p>S.10: She looked sad.</p> <p>S.11: I felt unhappy.</p> <p>S.12: Adjective.</p> <p>S.12: No.</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- Class, make groups of five, I will have you discuss the vocabulary and the passage.</p> <p>- Now, read the vocabulary guide-lines and try to guess the meanings and parts of speech of those words. I'll give you 10 minutes.</p> <p>- Did you finish?</p> <p>- Okay, each group report the results of your discussions to the class. Let's start from group 1. Other groups listen and try to ask him or her questions.</p> <p>- That's right. Next.</p> | <p>(Make groups of five)</p> <p>(Read and discuss in groups)</p> <p>SS.: Yes.</p> <p>Group 1: "Native" means มีมาแต่กำเนิด It's an adjective.</p> <p>Group 8: What makes you say that?</p> <p>Group 1: It modifies the word "language".</p> <p>Group 2: "Distort" means ทำให้ผิดรูป ทำให้เพี้ยน</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- That's correct, next.</p> <p>- Right Next.</p> <p>- That's right. Next.</p> | <p>It is a verb.</p> <p>Group 8: How do you know?</p> <p>Group 2: The example is passive form and "distorted" is past participle.</p> <p>Group 3: "Adopt" means รับเอา นำมาใช้ It is a verb.</p> <p>Group 4: The meaning of "revolution" is การปฏิวัติ It is an important change. It's a noun.</p> <p>Group 8: How do you know it is a noun?</p> <p>Group 4: It ends with the suffix "-ion".</p> <p>Group 5: "Frequent" means "go often". It's a verb.</p> <p>Group 6: "Saloon" means ร้านขายเหล้า It's a noun.</p> <p>Group 8: Does it has</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Right, how about the last word?</p> <p>- Very good. Each Group has done well.</p> <p><u>Practice</u></p> <p><u>Directed Reading-Thinking</u></p> <p><u>Technique</u></p> <p>(Distributes the 1st paragraph and the pictures to the students)</p> | <p>the same meaning as "pub"?</p> <p>Group 6: Yes.</p> <p>Group 7: "Soothe" means ปลอบ ทำให้สงบ. It has the same meaning as calm. It's a verb.</p> <p>Group 8: How do you know?</p> <p>Group 7: It ends with "ing" and follows verb to be in the form of Continuous Tense.</p> |

| Objectives | Procedures   |  |
|------------|--|--|
|            | Teacher  | Students   |
|            | <p>- Class, read the title of the story and look at the pictures.</p> <p>- What do you think the word "cocktail" means?</p> <p>- Anything else?</p> <p>- Class, do you think "cocktail" in this story will mean the tail of a cock or a mixed drinks?</p> <p>- Why?</p> <p>- Does anyone have another possibility?</p> <p>- O.K. Read the 1st paragraph to see what the word "cocktail" means.</p> | <p>(Read the title and look at the pictures)</p> <p>S 13: It is the tail of a cock.</p> <p>S 14: It is the name of a mixed drink.</p> <p>SS.: No.</p> <p>S 15: I think it means both of them.</p> <p>S 15: Because there are both cock and drinks in the picture.</p> <p>SS.: No.</p> <p>(Read the 1st paragraph silently and discuss)</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Class, does the 1st paragraph tell the meaning of the word "cocktail"?</p> <p>- The 1st paragraph is an introduction of the story. The writer doesn't tell the meaning of "cocktail" in the 1st paragraph but he tells about travellers and foreign words.</p> <p>- Do you think "cocktail" is a foreign word?</p> <p>- Was "cocktail", distorted?</p> <p>- That's right. "cocktail" means mixed drinks nowadays. It was distorted. The writer will tell you why the "cocktail" is so called?</p> <p>- Now, look at the 1st picture.</p> | <p>SS.: No.</p> <p>S.18: Yes.</p> <p>S.18: Yes, because the sentences in the last line of the 1st paragraph say, "Here is one example. Why is a cocktail so called?"</p> <p>(Look at the 1st</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>- Where are the man and the woman?</p> <p>- What do they do?</p> <p>- O.K. What is on the counter beside the man?</p> <p>- Now, look at other pictures and predict why the cocktail is so called?</p> | <p>picture)</p> <p>S.19: They're in a saloon.</p> <p>S.20: I think they're shopkeepers because they are sitting behind the counter.</p> <p>S.21: A cock.</p> <p>(Look at the pictures,<br/>Group 1: We think their cock was stolen. Then the man told the soldiers about the cock. Later, a soldier brought the cock back. So the woman gave him the best drink and the soldier called that drink "cocktail".<br/>Group 2: We think the</p> |



| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>- O.K. Your predictions are very interesting. (Gives out the 2nd paragraph to students) Now read the 2nd paragraph and stop at the end of the sentence, "Her father soothed her and promised to get the pet back."</p> | <p>barkeeper liked cock fighting, so he named his best drink "cocktail". He told the soldiers if anyone's cock could defeat his cock, he would gave him the "cocktail".</p> <p>Group 3: We think there was the cock beauty contest and the award for the cock with the most beautiful tail was the drink named "cocktail". A soldier's cock won this contest.</p> <p>(Read silently and</p> |

| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>discuss about their predictions.</p> <p>- Class, is it about the cock fighting?</p> <p>- Is it about the cock beauty contest?</p> <p>- O.K. Now, think about how the barkeeper could get the pet back.</p> <p>- Now, what do you think?</p> <p>- What makes you think that?</p> <p>- Do you all agree?</p> <p>(Hands out the next part of the story) O.K. Go on reading till the end of the sentence, " Not a single feather of his tail is missing."</p> <p>- Now, is your prediction true?</p> | <p>SS.: No.</p> <p>SS.: No.</p> <p>(Discuss in groups)</p> <p>Group 4: Her father would ask the soldiers for help.</p> <p>Group 4: We looked at the 2nd pictures.</p> <p>SS.: Yes.</p> <p>(Read to find evidence confirming their predictions and discuss)</p> <p>SS.: Yes.</p> |

| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>- What would the barkeeper give to anyone who brought the cock back ?</p> <p>- Right. What does the sentence, "The soldiers went out in all four directions." mean?</p> <p>- Right. What do you think, "Not a single feather of his tail is missing." means?</p> <p>- That's correct. Now, what do you think the barkeeper and his daughter will do?</p> | <p>Group 5: Free drinks.</p> <p>Group 6: It means the soldier, went to look for the cock everywhere in the north, south, east and west.</p> <p>Group 7: It means the cock is all right. Every part of its body is still perfect.</p> <p>(Think and discuss)</p> <p>Group 8: We think the daughter will give the soldier the mixed drink and he will call it a</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Why do you think so?</p> <p>- Does any group have any other ideas?</p> <p>(Gives out the rest of the passage to the students)</p> <p>- O.K. Finish this passage to see why the cocktail is so called?</p> <p>- Class, why did the girl pour many drinks for the soldier?</p> <p>- Good. Did "the cock's tail</p> | <p>"cocktail".</p> <p>Group 8" Because there were three bottles of drinks in the 3rd picture.</p> <p>Group 1: We think the daughter will give the soldier the mixed drink and he will drink to the cock and call the drink, a "cocktail".</p> <p>SS.: No.</p> <p>(Read the rest of the passage and discuss)</p> <p>Group 2 : She was very happy and excited.</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>mean "the mixed drink" at that time?</p> <p>- Do you understand why the cocktail is so called?</p> <p><u>Directed Reading Technique</u></p> <p>- Class, what do you think the word "cocktail" mean?</p> <p>- O.K. Have you ever heard the phrase, "cocktail party"?</p> <p>- Is it the party of the cock?</p> <p>- So the word "cocktail" must have another meaning that we don't know. Now, I have a passage about the word, "cocktail" for you to read.<br/>(Distributes, the story sheets to the students)</p> <p>- Class, read these questions first and read the 1st</p> | <p>Group 4: No.</p> <p>SS: Yes.</p> <p>Group 1: We think it means the tail of the cock.</p> <p>Group 2 : Yes.</p> <p>Group 2: No.</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>paragraph to find the answers.</p> <ol style="list-style-type: none"> <li>1. Who brought home strange stories and unbelievable tales?</li> <li>2. How did a word or phrase from one country become popular in other countries?</li> <li>3. Who distorted the word from its original meaning?</li> </ol> <p>- Class, have you found the answers?</p> <p>- Please read the sentence that confirms your answer.</p> <p>- Right. Next, please.</p> | <p>(Read the questions and the 1st paragraph silently and discuss in groups)</p> <p>Group 1: Yes, the answer to No.1 is "travellers".</p> <p>Group 1: (Reads the 1st sentence)</p> <p>Group 2: Sometimes the travellers retold the stories of their experiences by using a</p> |

| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>- That's right. Next.</p> <p>- Very good. Now, you will see an example of the word that the travellers took from North America. That word has become popular till today but its meaning has been distorted.</p> <p>- Class, read the questions and finish the 2nd paragraph and discuss to answer the questions.</p> <ol style="list-style-type: none"> <li>1. When did the word "cocktail" happen?</li> <li>2. What was its original meaning?</li> <li>3. What was the popular meaning of the word "cocktail?"</li> </ol> | <p>foreign word or phrase.<br/>(Reads the sentence that confirms their answer)</p> <p>Group 3: The users in the travellers' homeland distorted the word.<br/>(Reads the evidence)</p> <p>(Read and discuss)</p> |

| Objectives | Procedures  |  |
|------------|---|--|
|            | Teacher   | Students   |
|            | <p>- Have you finished?</p> <p>- Very good. Next group, please.</p> <p>- How about the 3rd question?</p> <p>- Very good. Now, let's look at some more details. Look at the sentence, "The soldiers went out in all four directions."</p> <p>- What does this sentence mean?</p> | <p>Group 4: Yes, the answer to the 1st question is the word "cocktail" happened during the Revolutionary War. (Reads the evidence)</p> <p>Group 5: It's original meaning is "the tail of the cock". (Reads the evidence)</p> <p>Group 6: The popular meaning of the word "cocktail" was "the mixed drink". (Reads the evidence)</p> <p>(Look at the sentence)</p> <p>Group 7: It means the</p> |



| Objectives | Procedures  |   |
|------------|---|---|
|            | Teacher   | Students  |
|            | <p>- Very good. Look at the sentence, "Not a single feather of his tail is missing."</p> <p>- What do you think the soldier intends to tell the girl?</p> <p>- Great! Did "the cock's tail" mean "the mixed drinks" at that time?</p> <p>- O.K. All of you understand the story very well.</p> <p><u>Evaluation</u></p> <p>- Now class, it's the time to test your comprehension.<br/>(Hands the tests and answer</p> | <p>soldiers went out to find the cock in every directions, everywhere.</p> <p>(Look at the sentence)</p> <p>Group 8: He wants to tell her that the cock is safe, no part of his body has been harmed.</p> <p>Group 1: No.</p> |

| Objectives | Procedures   |   |
|------------|--|---|
|            | Teacher  | Students  |
|            | <p>sheets to the students)</p> <p>- You have 12 minutes to finish the test and I will tell you the mark tomorrow.</p> <p><u>Transfer</u></p> <p>- I want each group to think about foreign words that were distorted from their original pronunciation and meaning in Thai language and present them to the class.</p> <p>- Now, group 1, please.</p> <p>- Very Good. Class, you have done well. We'll finish for today. Good-bye.</p> | <p>(Do the test silently)</p> <p>(Think about the words)</p> <p>(Group 1 presents the words in front of the class.)</p> <p>(Later, group 2- group 8 present the words in front of the class.)</p> <p>SS.: Good-bye.</p> |

### The Story of the Cocktail

In the old days, when travellers went to faraway lands, they often brought home many strange stories and unbelievable tales. Sometimes when they retold the stories of their adventures, battles, and trading experiences, they would use a foreign word or phrase which eventually became popular and a part of the travellers' native language. Many times the word or phrase would continue to be pronounced the correct way and keep its real meaning. But often, however, its original pronunciation and meaning became distorted when it was adopted by users in the travellers' homeland. It is interesting to find out the origins of words and expressions we use that come from foreign lands. Here is one example. Why is a "cocktail" so called?

During the Revolutionary War in North America, soldiers liked to frequent the saloon of a certain barkeeper who had a pretty daughter helping behind the counter. One day, it is said, she was crying. She said, "My cock, my handsome white cock is lost." Her father soothed her and promised to get the pet back. He turned towards the group of soldiers, his customers, and said, "Hey, boys! My daughter has lost her favourite pet, a beautiful white cock. Anyone who brings him back shall have free drinks for the duration of the war." The soldiers went out in all four directions. After a few hours, one of them came back to the bar with a white cock under his arm. He showed him to the girl and asked, "Is it yours?" "Sure", she said, "And look! Not a single feather of his tail is missing." She remembered her father's promise, but in her great joy and excitement, she took several bottles from the shelves behind and poured a measure of each into a tall glass. The soldier accepted the mixed drink and said, "Here's to the cock's tail!" After that, mixed drinks became popularly known as "cocktails."

ฝ่ายวิชาการไทยวัฒนาพานิช . " ทักษะอ่านอังกฤษ 5-8"

Vocabulary Guide-lines  
The Story of the Cocktail

1. native

Boonma was born in Thailand. His native language is Thai.

Peter was born in England and his native language is English.

Meaning .....

Part of speech .....

2. distort

The cassette tapes were so old that the sound was distorted.

The word 'captain' is pronounced /kæptɪn / , but Thai people in the former times pronounced it /kəpɪtʰən / . The pronunciation of this word is distorted in Thai language.

Meaning .....

Part of speech .....

3. adopt

Thai teenagers like to adopt western habits, such as wearing jeans, eating fast food and dancing.

Meaning .....

Part of speech .....

4. revolution

Russia was changed from a communism to a democracy in 1992.

This changed is called revolution.

Meaning .....

Part of speech .....

5. frequent

Chatchai likes to read books so he frequents the library often. He usually goes there 5 days a week.

Meaning .....

Part of speech .....

6. saloon

Nowadays Thai teenagers like to drink at saloons (pub). Children should not go there because alcoholic drinks are sold.

Meaning .....

Part of speech .....

7. soothe

Pensri is crying because she did not pass the entrance exam. Her mother is soothing her. She tells her not to worry and to try it again next year.

Meaning .....

Part of speech .....

ภาคผนวก ค

ตัวอย่างแบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษ

## Reading Comprehension Test

Directions: Choose the best answer for each question.

1. This passage is mainly about.....
  - a. a school girl
  - b. a tragic accident
  - c. the police's brave
  - d. the life-saving phone
  
2. We can infer from the passage that the old woman might have died if.....
  - a. she had not stayed alone
  - b. she had not answered the police
  - c. the girl had not called her school
  - d. the girl had not taken her to the hospital
  
3. We can infer from the passage that Sharon was.....
  - a. brave
  - b. clever
  - c. careful
  - d. forgetful
  
4. The police were sure that they had found the old woman's house because of all of the following except that.....
  - a. no one opened the door
  - b. no one answered the telephone
  - c. there were no curtains in the windows
  - d. there was a full milk bottle on the front door

5. The reason the telephone was busy was that..... .
- a. the telephone didn't work
  - b. the telephone had fallen from the hook
  - c. the old woman was too cold to answer the phone
  - d. the old woman was using the phone all the time
6. The phrase "forced their way into" (line 20) means..... .
- a. unlocked the front door
  - b. found the way by themselves
  - c. entered by breaking a locked door
  - d. forced someone to open the front door
7. The phrase "out of reach" (line 22) means..... .
- a. close to her
  - b. out of the bed
  - c. be able to reach
  - d. too far away to touch



## Reading Comprehension Test

Directions: Choose the best answer for each question.

8. This passage is mainly about..... .
- a. a girl's favourite pet
  - b. soldiers and mixed drink
  - c. the barkeeper's daughter
  - d. the origin of a popular drink
9. We can conclude that the word "cocktail" was first connected with..... .
- a. a pet
  - b. a girl
  - c. a saloon
  - d. a traveller
10. We can infer from the passage that in the old days, in many countries..... .
- a. people brought home many strange words
  - b. all words and expressions came from foreign lands
  - c. many foreign words and phrase were spoken in each country
  - d. some foreign words were spoken along with the native language
11. According to the passage, when telling about foreign places they have been to, travellers often..... .
- a. use foreign words and phrases
  - b. drink the cocktail they bought
  - c. learn the foreign language well
  - d. talk about the saloons they visited

12. In the story, the reward for finding the lost cock was..... .
- a. a pretty girl
  - b. a new uniform
  - c. a mixed drink
  - d. a white cock
13. The word "him" (line 19) refers to..... .
- a. the white cock
  - b. the brave soldier
  - c. one of the soldiers
  - d. one of the pets
14. The sentence "Not a single feather of his tail is missing."  
(line 23) means..... .
- a. the feathers of the cock's tail were lost
  - b. the cock was all right except for his tail
  - c. the feathers of the cock's tail were not lost
  - d. the cock had not lost only one feather from his tail

## ประวัติผู้เขียน

นายสุรัชย์ ปิยานุกุล เกิดวันที่ 11 กรกฎาคม พ.ศ. 2500 ที่อำเภอนางรอง จังหวัดบุรีรัมย์ สำเร็จการศึกษาปริญญาการศึกษามหาบัณฑิต วิชาเอกภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒพิบูลย์โลก ในปีการศึกษา 2523 และเข้าศึกษาต่อในหลักสูตรครุศาสตรมหาบัณฑิต ที่จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2533 ปัจจุบันรับราชการที่โรงเรียนนางรอง อำเภอนางรอง จังหวัดบุรีรัมย์

