

บรรณานุกรม

ภาษาไทย

หนังสือ

ประคอง กรรณสุด. สถิติ เพื่อการวิจัยทางพฤติกรรมศาสตร์. กรุงเทพมหานคร : สำนักพิมพ์
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ภาษาปริทัศน์. 4 (ภาคต้น ปีการศึกษา 2526) : 1-15.

เอกสารอื่น ๆ

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ในระดับมหาวิทยาลัย." วิทยานิพนธ์ปริญญาโทบัณฑิต แผนกวิชามัธยมศึกษา
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ของนักศึกษา ในระดับถ่ายโอน สื่อสารและวิจารณ์ของนักศึกษาระดับ
ประกาศนียบัตรวิชาการศึกษาชั้นสูง ปีที่หนึ่ง." วิทยานิพนธ์ศิลปศาสตรมหาบัณฑิต
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ความสามารถในการแสดงออกทางภาษาอังกฤษของนิสิตชั้นปีที่สามที่ เรียนวิชาภาษา
อังกฤษเป็นวิชาเอก วิทยาลัยวิชาการศึกษาระดับปริญญาตรีและปทุมวัน." วิทยานิพนธ์
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ภาคผนวก

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก

แผนการสอนโดยวิธีการ เสริม

และไม่เสริมประสบการณ์การเขียน



ศูนย์วิทยทรัพยากร
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Daily Lesson Plan

Class : M.S.5

Time : 2 periods.

Content : Passage 15 from Practice in Comprehension page 79

Teaching Aid : Word cards

Assumption : Past Simple Tense

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Terminal Objective</u></p> <p>After reading the passage, students should be able to retell the story in the correct order</p>	<p>1</p> <p>T: Where would you go if you like to go shopping this weekend?</p> <p>T: What can you buy there?</p> <p>T: Are there many people going shopping?</p>	<p>Ss: Klang Plaza (One of the big department store in Korat)</p> <p>Ss: Everything</p> <p>Ss: Yes, many people go there.</p>	<p>Students retell the story in the correct order.</p>

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Enabling Objectives.</u></p> <p>Students should be able to tell the meaning of the following words : pay attention, trouble, had better</p>	<p>T: Have you any experience about pickpocket?</p> <p>Have your money been stolen?</p> <p>T: What would you do if your money was stolen?</p> <p>T: Would you be very sorry?</p> <p>T: What should you do if you don't want to lose your money?</p> <p>T: (Tell the Students that today they are going to learn about a woman who lost her money while she went shopping.)</p> <p>T: First, look at the pictures. You will know something about the story before you read it.</p>	<p>Ss: No.</p> <p>Ss: Tell the police.</p> <p>Ss: Yes.</p> <p>Ss: Be careful of the pocket.</p>	

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>(Let the students look at the pictures and tell what they think the pictures tell them)</p> <p>T: In this passage there are only a few new words.</p> <p>T: (Use word cards to teach new vocabularies)</p> <p>If all of you don't listen to me while I'm teaching or if all of you</p>	<p>Ss: Two women were sitting at the table. The woman in black shirt dropped her handbag on the floor, then picked it up. She also picked up the other woman's handbag.</p>	

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>talk while I'm teaching. I may say "Quiet, please. <u>Pay attention to what I say</u>" (Write the underlined part on the board)</p> <p><u>This is the news about Romklao on T.V. Pay attention to it.</u></p> <p>What is the meaning of <u>pay attention</u>?</p> <p>There will be an English test tomorrow. There are still many things that you don't understand about the lesson <u>you're very troubled with it.</u> <u>The English test make you worried</u> (Write on the board)</p>	<p>Ss: ให้ความสนใจ</p>	

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Can you guess the meaning of "trouble"?</p> <p>T: If you want to pass the exam. <u>You should study hard or you'd better study hard now.</u></p> <p>What is the meaning of "had better" "d better"</p> <p>2</p> <p>T: (Tell the students that they have to read the passage and make some inferences.)</p> <p>(Have the students read the story paragraph by paragraph, ask some questions to help them get more</p>	<p>Ss: ทำให้กังวล</p> <p>Ss: Should, ควรจะ</p> <p>Ss: Read the passage and answer the questions orally.</p>	

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>understanding after each paragraph read)</p> <p>Pay Attention! This could happen to you</p> <p>One day Mrs. Carter was shopping in a big store called Dickens and Edgar. After buying some things, she went to another part of the store to have something to eat. She sat at a table with another woman and put her handbag on the floor by her chair. She and the other woman talked for a while and then the other woman got up to go. As that woman got up, her handbag fell onto the floor, but she picked it up and went away.</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Mrs. Carter finished eating and put her hand down to get her handbag. It was not there. Poor Mrs. Cater was very troubled. She looked everywhere, but the handbag was not there.</p> <p>The manager came to help her and gave her some money to get back home.</p> <p>"I am very sorry," he said. "This is a bad thing to happen in my store."</p> <p>She left the store and went sadly home. When she got there, she had to ask the people in the next house to help her to get in. Her door-key had been in her handbag.</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>When Mr. Carter came home, she told him the story, and he was very angry.</p> <p>"Why didn't you take care of your handbag?" he said. "You must never put it on the floor. The other woman at the table must have taken it when she picked up her handbag. Now all that money is gone."</p> <p>The next morning Mrs. Carter received a phone call from a man who said he was the manager of Dickens and Edgar. He asked her to come to get her lost handbag.</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Mrs. Cater hurried to Dickens and Edgar and went up to the same room. The manager came to speak to her.</p> <p>"I've come to get my handbag," said Mrs. Carter.</p> <p>"Your handbag?" said the manager.</p> <p>"Your handbag isn't here."</p> <p>"But it is!" said Mrs. Carter.</p> <p>"You said so. You phoned me that someone brought it this morning."</p> <p>"No one phoned you from here this morning," he answered. "I'm sorry, but that is the truth."</p> <p>"But who phoned me?" said Mrs. Carter. "Someone did."</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>"It must have been a friend of the woman at your table," said the man.</p> <p>"You'd better go back to your house quickly. I'll phone the police and ask a policeman to meet you there."</p> <p>Poor Mrs. Carter went home again, but she was too late. The policeman was there to meet her, and they went into the house. A great many things were gone. In Mrs. Carter's handbag was the number of her house and the street it was on, as well as the door-key.</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Who went shopping?</p> <p>With whom?</p> <p>Whom did Mrs. Carter share a table with after shopping?</p> <p>Where did Mrs. Carter put her handbag?</p> <p>What did the other woman do when she get up?</p> <p>Did Mrs. Carter think that her handbag was stolen? How do you know?</p> <p>What did Mrs. Carter do when she couldn't find her handbag?</p> <p>How did the manager help her?</p>		

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>How did she get into her house?</p> <p>Did the manager phone her? How do you know?</p> <p>What happened when she went back home? How do you know?</p> <p>How could the thief get into her house?</p> <p>3</p> <p>T: (After reading and answer the questions. Have the students make short sentences to retell the story orderly according to what they understand. The students may tell the time when the events might take place</p>	<p>Ss: <u>Experimental group</u>:</p> <p>Retell the story by writing in group of 3 or 4.</p> <p><u>Controlled group</u>:</p> <p>Retell the story orally in group of 3 or 4</p>	

Objectives	Procedure		Evaluation
	Teacher (T)	Students (Ss)	
	<p>4</p> <p>T: (Have the students discuss the following questions)</p> <ol style="list-style-type: none"> 1. What would you do if your handbag was stolen while you were out shopping? 2. What do you think the big stores should do to prevent this kind of crime from happening? 3. How could Mrs. Carter have prevented her house from being robbed? 	<p>Ss: <u>Experimental group</u> :</p> <p>Have the students discuss the questions in group and write down the answers.</p> <p><u>Controlled group</u> :</p> <p>Have the students discuss the questions in group and present them in front of the class</p>	

Daily Lesson Plan

Class : M.S.5

Time : 2 periods.

Content : "Rich Man, Poor Man" in New Horizon English Book 5, p. 5

Aids : Worksheets, word cards.

Assumption : Past simple tense

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Terminal Objective</u></p> <p>Students should be able to tell the story in brief after reading.</p>	<p>1 + 2</p> <p>T: Ask the students which one they want to be a rich man or a poor man, let them give the reasons.</p> <p>T: Tell the students that they are going to read the story about the rich man and the poor man.</p>	<p>Ss: Try to give the answer orally</p>	<p>Students tell the story in brief.</p>

Objectives	Procedure		Evaluation
	Teacher	Students	
<p><u>Eabling objective</u></p> <p>Students should be able to tell the meaning of the following words.</p> <ul style="list-style-type: none"> - shiny - chauffeur - millionaire - failure - curious - luxurious - stare 	<p>T: Have the students study the vocabularies in worksheets</p> <p><u>Vocabularies</u></p> <p>1. shiny (adj.) - bright ; mirror - like</p> <p>Ex. She has just cleaned her car.</p> <p>It's <u>shiny</u> now.</p> <p>2. chauffeur (n.) - somebody who was hired to drive a car.</p> <p>Ex. The rich man has his <u>chauffeur</u> drive his car for him.</p>	<p>Ss: Study the vocabularies in pair.</p>	

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>3. millionaire (n.) - a very rich people</p> <p>Ex. He is <u>a millionaire</u> with two big houses, five cars and a lot of money in the bank.</p> <p>4. failure (n.) - someone or something that does not do well or is not successful</p> <p>Ex. He is <u>a failure</u> in his work because he is lazy.</p>		

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Objectives	Procedure		Evaluation
	Teacher	Students	
	<p>5. curious (adj.) - wanting to know about something</p> <p>Ex. I am <u>curious</u> to know how that clock works.</p> <p>6. luxurious (adj.) - expensive</p> <p>Ex. That house is <u>luxurious</u>. It's big and beautiful.</p> <p>7. stare (v.) - look at something or someone for a long time</p> <p>Ex. She <u>stared</u> at me with surprise because I had a new hair.</p>		

Objectives	Procedure		Evaluation
	Teacher	Students	
	<p><u>Choose the words you have studied to complete the sentences.</u></p> <ol style="list-style-type: none"> 1. She is....outside the window. 2. Young children are....about many things. 3. He cleans his leather shoes until they look..... 4. Our holiday was a....because we were all ill. 5. Although he is a...., he never gives anyone even a little money easily. 		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>T: Have students practice pronouncing the words by using word cards</p> <p>T: Read the passage two or three times and have the students take note.</p> <p>RICH MAN, POOR MAN</p> <p>Every morning at eleven o'clock, a shiny Rolls Royce drove through Central Park in New York City. Inside the car sat a chauffeur and his employer, a well-know millionaire.</p> <p>Each morning the millionaire noticed a poorly-dressed man sitting on a park bench. The man always sat staring at the luxurious hotel where the millionaire lived. One day, the</p>	<p>Ss: Pronounce the words.</p> <p>Ss. Students listen and take note.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>millionaire was so curious about the man that he ordered his chauffeur to stop the car. He walked to the bench and said to the poor man, "Excuse me, but I just have to know why you sit staring at my hotel every morning."</p> <p>"Sir," said the man, "I'm a failure. I have no money, no family, no home. I sleep on his bench, and every night I dream that one day I'm going to sleep in that hotel."</p> <p>The millionaire had an idea. He felt very pleased with himself as he said, "Tonight your dream is going to</p>		

Objective.	Procedure		Evaluation
	Teacher	Students	
	<p>come true. I have paid for the best room in that hotel for you for a whole month." And that is exactly what happened-except for one strange thing.</p> <p>A few days later, the millionaire went by the man's room to ask him how he was enjoying himself. To his surprise, he found that the man had moved back to his park bench.</p> <p>T: After listening and taking note, have the students try to answer the following questions.</p>	<p>Ss: Try to answer the question orally.</p>	

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>DO YOU REMEMBER?</p> <ol style="list-style-type: none"> 1. Where did the Rolls Royce drive? 2. Who was in the car? 3. What did the millionaire notice? 4. What did he order his chauffeur to do? 5. What did the millionaire do then? 6. What did the millionaire say to the poor man? 7. What did the poor man answer? 8. What was the millionaire's idea? 9. Why was the millionaire surprised a few days later? 		

Objective	Procedure		Evaluation
	Teacher	Students	
	<p>3.</p> <p>T: Have the students read the passage by themselves and tell the story in brief.</p>	<p>Ss: Read the passage.</p> <p><u>Experimental Group</u> : Work in pair, write down the story in brief.</p> <p><u>Controlled Group</u> : Read the story and try to tell the story in brief all together orally.</p>	

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Objective	Procedure		Evaluation
	Teacher	Students	
	<p>4.</p> <p>T: Have the students answer the following questions :</p> <ol style="list-style-type: none"> 1. Why did the poor man move back to his bench? 2. If you were a poor man, will you move back? Why? 3. If you have one million baht now, what will you do? 	<p>Ss: <u>Experimental Group</u> :</p> <p>Work in pair, write down the answer.</p> <p><u>Controlled Group</u> :</p> <p>Work in group of 4-5, tell their answer to the class orally.</p>	

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Daily Lesson plan

Class : M.S.5

Time : 2 periods

Contents : "The Night Santa Got Stuck in the Chimney" in
New Horizon in English B.5 p. 39

Teaching Aids : Word cards, pictures, real things

Assumptions : Students have already learned :

1. vocabularies : furniture/wrap/relative/garage/
 breathe/terribly expensive.
2. structure : past simple with past perfect tense

Objectives	Procedures		Evaluation
	Teacher (T)	Student (Ss)	
<u>Terminal objectives</u> : After reading the story, students should be able to ask and answer the questions about the story	(1) T: (Show the picture of Santa Claus) Look at this picture. Do you know this man? T: Who is he?	Ss: Yes. Ss: Santa Claus	Students ask and answer the questions about the story.

Objectives	Procedures		Evaluation
	Teacher	Students	
<p><u>Enabling objectives</u> :</p> <p>Students should be able to :</p> <p>1. give the meaning of the following words :</p> <p>Christmas Eve/catch sight of/get stuck/chimney/fireplace/terrible scream.</p> <p>2. describe what people do at Christmas.</p>	<p>T: When will we see Santa Claus or on what day will we see Santa Claus?</p> <p>T: Today we are going to read the story about Christmas and Santa Claus. But Santa Claus in this story did something strange. Do you want to know what he did?</p> <p>(2)</p> <p>T: At first, let's review some vocabularies and grammar. (Show the following word cards : furniture/wrap/relative/garage/breathe/terribly/expensive. Have the students pronounce each word) How can you</p>	<p>Ss: On Christmas.</p> <p>Ss: Yes.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>pronounce these words? (Correct the pronunciation)</p> <p>T: Now, I have six sentences. (stick sentence cards on the board) There is a blank in each sentence. Can you help me complete them using the words that you've just pronounced? (Have the students choose the word card to fill each blank one by one)</p> <ol style="list-style-type: none"> 1. If we can't....., we will die. 2. This red skirt is.....It costs two thousand bahts. 3. My aunt is my favorite..... 4. He has a big....to keep his two cars. 	<p>Ss: Pronounce each word.</p> <p>Ss: Choose the word card to complete the sentence one by one.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>5. That bed is the most beautiful.... in this house.</p> <p>6. We....a box with beautiful paper before giving it as a present to anyone. (After all the sentences are filled, let students correct their work. Only those words that most students have difficulty will be retaught)</p> <p>T: Now, let's review about grammar. (Write the following sentences on the board.)</p> <p>1. Jim was sick because he had not slept for days.</p> <p>2. After Tom had studied hard, he passed the exam easily.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Look at these two sentences. How many tenses can you see?</p> <p>T: What are they?</p> <p>T: Can you remember how we use both tenses together?</p> <p>T: How many events are there in each sentence?</p> <p>T: Did both events happen at the same time?</p> <p>T: Look at the first sentence, why was Jim sick?</p> <p>T: So, what happened first? (underline the sentence after getting the answer.)</p>	<p>Ss: Two.</p> <p>Ss: Past simple and past perfect tense.</p> <p>Ss: Yes.</p> <p>Ss. Two.</p> <p>Ss: No, at the different time.</p> <p>Ss: He had not slept for days.</p> <p>Ss: He had not slept for days.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Next, in the second sentence, what happened first?</p> <p>T: Then, what's the result?</p> <p>T: (Underline 'Tom had studied hard')</p> <p>Now, could you tell me the differences when we use past and past perfect tense together?</p> <p>T: (Hand out the story sheets)</p> <p><u>THE NIGHT SANTA GOT STUCK IN THE CHIMNEY</u></p> <p>That year we spent Christmas with Uncle Percy, my father's rich brother.</p>	<p>Ss: Tom had studied hard.</p> <p>Ss: He passed the exam easily.</p> <p>Ss: Use past perfect tense with the event happened first.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>He lived in a big house in a lonely part of Vermont. We had started out early on Christmas Eve, but it was very late by the time we caught sight of Uncle Percy's house.</p> <p>My wife and I and the three children climbed out of the car. Suddenly, my little girl Jane shouted. "Look, Daddy and Mummy! I can see Santa Claus on the roof."</p> <p>We looked up where Jane was pointing. We saw nothing, of course. My wife and I smiled over our five-year-old's head, and we all went inside. Soon we had put the children</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>to bed and Uncle Percy had brought out all the toys he had bought for them. He couldn't wait to show us everything; the furniture and floor were covered with games, dolls, cars, trains and books. Then we heard a noise. It was Jane.</p> <p>"Daddy, Daddy. I can hear Santa Claus on the roof!"</p> <p>"Go back to bed Jane, or Santa won't come."</p> <p>Jane went back to bed, and we began wrapping Uncle Percy's presents. "Oh, Uncle Percy, all of these must have been terrible</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>expensive," my wife said.</p> <p>"Oh, the price isn't important. You are my relatives who always make me happy. Your children are special to me."</p> <p>Just then I remembered I had forgotten to put the car in the garage. I went out. Just as I was closing the garage door, I heard a terrible scream. I rushed inside. Uncle Percy was in front of the fireplace. Something was hanging from the chimney...no, somebody was stuck in the chimney. We got him out and put him on the rug.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>"Is he still breathing? He's not dead, is he?"</p> <p>"No, just a little shocked. I think we have Jane's Santa Claus," said Uncle Percy.</p> <p>T: Before you begin reading, let's look at your sheet, could you read the title of the story for me?</p> <p>T: From the title, do you know "who" the story is talking about?</p> <p>T: Yes, Santa is the short form of Santa Claus.</p> <p>What did Santa do? What's the verb in this title?</p>	<p>Ss: Read the title of the story.</p> <p>Ss: Santa.</p> <p>Ss: Got stuck.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Can you guess the meaning of "got stuck" in this sentence?</p> <p>T: (pull one desk close to the other to make a narrow path and try to walk through it) The path is very narrow. I can't walk through it. I was stuck or got stuck in this narrow path.</p> <p>(Write on the board) Anyone who is very fat will be stuck or will get stuck in this narrow path, too.</p> <p>Can you guess what "get stuck" means?</p> <p>T: It means difficult or unable to move.</p> <p>Repeat after me "get stuck"</p>	<p>Ss: Try to guess the meaning.</p> <p>Ss: คิด, ไปไม่ได้</p> <p>Ss: Repeat the word.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Can you see what kind of word we put before "stuck"? Look at the sentence.</p> <p>T: Now, go back to the title; where did Santa get stuck?</p> <p>T: What's "chimney"? (show the picture of a house with the chimney on the roof) Look at this picture. This house has a chimney on the roof. It's the place where smoke goes outside the house. Guess what it is.</p> <p>T: Repeat after me "chimney"</p> <p>T: Does your house have a chimney?</p>	<p>Ss: verb to be, get.</p> <p>Ss: In the chimney.</p> <p>Ss: ปล่องไฟ</p> <p>Ss: Repeat the word.</p> <p>Ss: No.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Yes, most of our houses do not have chimneys because we live in a hot climate but most houses in the cold climate have chimneys.</p> <p>T: Let's look at the picture again. Smoke goes up through the chimney. What causes smoke?</p> <p>T: So, people build a fire under the chimney, right?</p> <p>T: Look at this picture. (show a new picture of a living room with a fireplace) This is a <u>fireplace</u>. It's in a living room. People build a fire in a fireplace here to keep the room warm. Repeat after me</p>	<p>Ss: Fire.</p> <p>Ss: Yes.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>"fireplace" (Show a word card)</p> <p>T: Why do they build a fire? What season should it be?</p> <p>T: Yes, it's very cold in winter so they have to build a fire to keep the room or the house warm.</p> <p>T: Nowadays, instead of building a fire what do most people use?</p> <p>T: Now, another word you should know. (Show a word card "Christmas Eve") Repeat after me. "<u>Christmas Eve</u>"</p> <p>T: Do you know when Christmas is?</p> <p>T: Now, the word "eve" is the short form of "evening" Can you guess when Christmas Eve is? Is it the</p>	<p>Ss: Repeat the word.</p> <p>Ss: Winter.</p> <p>Ss: Heater.</p> <p>Ss: Repeat the word.</p> <p>Ss: 25 th December.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>evening of 24 th Dec. or 25 th Dec.?</p> <p>T: So, what does "Christmas Eve" mean?</p> <p>T: If today was New Year's Eve? What's the date today?</p> <p>T: Now, let's talk more about Christmas. Why is this day important for Christmas?</p> <p>T. What do people do at Christmas?</p> <p>T: Yes, they celebrate. They go to church, have a party and also exchange presents. Could you tell me one of the symbols of Christmas? (Show the picture of Santa Claus again)</p>	<p>Ss: 24 th Dec.</p> <p>Ss: The evening before Christmas.</p> <p>Ss: 31 th December.</p> <p>Ss: It's the birthday of Jesus Christ.</p> <p>Ss: They celebrate.</p> <p>Ss: Santa Claus.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	T: Could you describe him?	Ss: A fat old man, wearing red clothes, long white beard.	
	T: What does he always bring with him?	Ss: A bag of presents.	
	T: For whom are these presents?	Ss: For the children.	
	T: Do you know how he gives the presents to the children? Does anyone see Santa Claus when he comes?	Ss: No.	
	T: So, Santa Claus will give the children their presents while they are sleeping.		
	T: How does Santa Claus come into the house?	Ss: (Try to guess.)	
	T: (Show the picture of a house with a chimney on the roof again) Can you		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>remember? It's very cold when Christmas comes so they have to close all the doors and window and build a fire. Only one place is open. What is it?</p> <p>T: So, which way should Santa Claus comes into the house?</p> <p>T: Where should he be before coming down the chimney?</p> <p>T: Now, another word (Show a word card "catch sight of") Repeat after me <u>"catch sight of"</u></p> <p>T: Another word for "catch sight of" is "see" (Write the following sentence on the board : I saw a</p>	<p>Ss: A chimney.</p> <p>Ss: He comes down through the chimney.</p> <p>Ss: On the roof.</p> <p>Ss: Repeat the word.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>strange bird yesterday.) If I want to use "catch sight of" in this sentence, what should it be?</p> <p>T: What kind of word should come after "catch sight of"?</p> <p>T: Now, the last word. (Show the word card "terrible scream") Repeat after me "<u>terrible scream</u>"</p> <p>T: (Write the following sentences on the board)</p> <ol style="list-style-type: none"> 1. She screams whenever she sees a snake. 2. I'm frightened with her scream. 	<p>Ss: I caught sight of a strange bird yesterday.</p> <p>Ss: A noun.</p> <p>Ss: Repeat the word.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Look at the first sentence. What does scream mean?</p> <p>T: Yes. It means "to cry out loudly" Now, compare the two sentences. Is "scream" a verb, a noun or an adjective?</p> <p>T: If Jane made a terrible scream when she saw a robber in her house. How did she feel?</p> <p>T: So, "a terrible scream" means the scream with a great fear or fright.</p> <p>T: Now. You are ready to begin reading the story. I would like you to read it in groups. Divide the class into 5 groups. We'll have 4 in one group.</p>	<p>Ss: ร้องเสียงดัง</p> <p>Ss: a verb and a noun.</p> <p>Ss: Frightened, afraid.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Move yourself now.</p> <p>T: Now, listen carefully what you have to do. Each group has to read the story carefully. While reading, box the pronouns you find and try to refer back. Discuss in your group what happened, what the story's about. When you finish reading, each group has to make five questions about the story. Then, each group takes turn to ask the whole class your questions. The group that can answer most of the questions correctly will be the winner.</p> <p>Understand? If you have any problem,</p>	<p>Ss: Students divide into groups.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>please ask me.</p> <p>(3)</p> <p>T: Have the students in each group ask and answer the questions</p> <p>T: Ask some more questions after the activity to make sure that the students understand the story clearly.</p> <p>1. Who saw someone on the roof?</p> <p>2. Did anyone believe her?</p> <p>How do you know? Which sentence tells that no one believed her?</p> <p>3. How old was Jane?</p>	<p>Ss: Do the activity.</p> <p>Ss: 1. Jane.</p> <p>2. No.</p> <p>My wife and I smiled over uor five-year-old's head.</p> <p>3. Five years old.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	4. When Uncle Percy brought out all the toys, where were the children?	4. They were sleeping.	
	5. Line 17, what does <u>these</u> refer to?	5. All the toys.	
	6. Did Jane really see or hear anyone on the roof?	6. Yes.	
	7. Was he Santa Claus?	7. No.	
	8. Who was he?	8. A robber.	
	9. What happened to him? Why did he get stuck in the chimney?	9. He had slipped on the roof and fallen into the chimney.	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>(4)</p> <p>T: For controlled group, have the students retell the story orally to the class with their own words group by group.</p> <p>For experimental group, have the students in each group retell the story with their own words by writing. Read it to the class.</p> <p>Then, everyone has to write it down in his notebook.</p>	<p>Ss: Students do the activity.</p>	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>(4)</p> <p>T: For controlled group, have the students retell the story orally to the class with their own words group by group.</p> <p>For experimental group, have the students in each group retell the story with their own words by writing. Read it to the class.</p> <p>Then, everyone has to write it down in his notebook.</p>	<p>Ss: Students do the activity.</p>	

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จุฬาลงกรณ์มหาวิทยาลัย

Daily Lesson Plan

Class : M.S.5

Time : 2 period

Content : "Problem Pages" from Improve Your Reading Book 2,
page 105

Aids : Handout Sheets, Word cards.

Assumption : Present simple, past simple and future simple tense.

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Terminal Objective.</u></p> <p>After reading the passage students should be able to give the idea of what they think about the passage.</p>	<p>1+2</p> <p>T: Have you ever heard about "Siranee"? Who is she? What does she do? Who will write to her?</p>	<p>Ss: Try to answer the question and tell what they know.</p>	<p>Students give the idea of what they think about the passage.</p>

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>problem that you don't know how or what to do?</p> <p>T: Suppose you have some problems, you want someone to help you write your problem down in 5 Or more sentences but not too long.</p> <p>T: In this lesson, you will read about the problems of two persons. They wrote their problems in letters to "Lifeline"- the person who does the same thing as Siranee does. Before reading, let's look at the sheet and study the meaning of some vocabularies (Teacher hands out the sheet)</p>	<p>Ss: Do the activity in group of 3 and give it to the teacher.</p> <p>Ss: Study the sheets.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Vocabularies.</u> :</p> <p><u>a white wedding</u> (n) = a church wedding where the bride is dressed in white, having a formal ceremony and a big party</p> <p><u>Ex. 1.</u> Sarah is the daughter of a very rich American man so she will have <u>a white wedding</u> in church.</p> <p>2. Mary is not rich. She had no money for <u>a white wedding</u> so she had a simple wedding.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>an immediate family</u> (n) a smallest unit of family consisting of parents and children.</p> <p><u>Ex. 1.</u> Yesterday I had my birthday party with my <u>immediate family</u>. There are my parents and my sister.</p> <p><u>to last</u> (v) = to remain useful</p> <p><u>Ex.</u> That bed is made of teak. It will <u>last</u> for many years. I won't have to buy a new one in the near future.</p> <p><u>reasonable</u> (adj) = sensible, having a reason, right</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Ex.</u> My father told me to drive slowly when it's raining to prevent myself from accident. His advice is <u>reasonable</u>.</p> <p><u>expense</u> (n) = cost</p> <p><u>Ex.</u> He had a big party on his birthday. The <u>expense</u> was so much.</p> <p>He had to pay 5,000 bht.</p> <p><u>certain</u> (adj) = sure</p> <p><u>Ex.</u> It is <u>certain</u> that the world is round.</p> <p>I'm <u>certain</u> that she knows the way because she has been there before.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>2.</p> <p>T: After the students finish studying vocabularies, have the students read the passage and ask any question they have and do comprehension exercise.</p> <p style="text-align: center;"><u>Problem Page.</u></p> <p>Dear Lifeline,</p> <p style="padding-left: 40px;">I shall be getting married in August.</p> <p>My mother wants me to have a white wedding in church, because I am the only daughter, and she wants me to have the kind of wedding that she had.</p> <p>I, on the other hand, should like to have a simple wedding and a small party afterwards for my immediate family and</p>	<p>Ss: Read the passage .</p> <p style="padding-left: 40px;">silently and do the exercise.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>close friends. I don't want my parents to go to a lot of expense just for one day; I'd rather they spent the money on things that my husband and I will need, that will last us for many years.</p> <p>Do you agree with me that this is a reasonable point of view?</p> <p>Can you think of a way in which I might persuade my parents to think as I do?</p> <p>Yours, Money-Conscious</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Dear Money-Conscious,</p> <p>We agree that your point of view is reasonable; but reason isn't everything. Your parents clearly do not mind "going to a lot of expense" as you put it. They would mind more if you prevented them from doing so. There is, in fact, no reason why a white wedding in church should cost a lot of money. Such a wedding can be very simple, yet it can give you the sort of happy memories that your mother has of her own wedding day.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>We suggest you meet your mother halfway. Have a simple church wedding and a simple party afterwards. If it means so much to your mother, perhaps you owe it to her to do as she wishes. We are sure that you will not regret it.</p> <p>Dear Lifeline,</p> <p>I have known my girlfriend for six years. The other day, I asked her to marry me, certain that I knew what the answer would be. But she said she wanted to think about it.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>I shall be going on holiday soon, and I hoped she would come with me; but now she says she'd rather go on holiday with a friend of hers. Am I losing her?</p> <p>Yours, Deeply Worried.</p> <p>Dear Deeply Worried,</p> <p>Perhaps you were too certain of your girlfriend. Six years is a long time. Perhaps you have been in each other's pockets for too long. Give yourselves a holiday from each other, and then ask her again on your return.</p>		

Objectives	Procedures		Evaluation						
	Teacher (T)	Students (Ss)							
	<p>We think you will find that she will then give you the answer that you want.</p> <p><u>Comprehension exercise</u></p> <p>Fill in the blank with the name of a person.</p> <table border="1" data-bbox="580 843 1225 1275"> <thead> <tr> <th>Name</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>is going to get married soon but has the problem with the parent.</td> </tr> <tr> <td></td> <td>wants to marry but has the problem with the girlfriend.</td> </tr> </tbody> </table>	Name			is going to get married soon but has the problem with the parent.		wants to marry but has the problem with the girlfriend.		
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Objectives	Procedures		Evaluation												
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Objectives	Procedures		Evaluation		
	Teacher (T)	Students (Ss)			
	<table border="1"> <tr> <td>Name</td> <td>doesn't want an expensive wedding.</td> </tr> </table> <p>3.</p> <p>T: Have the students try to find the answer for the problems of the two persons in the passgae. Suppose they have the same problems what will they do?</p>	Name	doesn't want an expensive wedding.	<p>Ss: Students do activities in group of 3-4. Some group try to answer the first letter, the others try to answer the second one in short paragraph.</p> <p><u>Experimental Group</u> : Discuss and write down</p> <p><u>Controlled Group</u> : Discuss and tell the</p>	
Name	doesn't want an expensive wedding.				

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>4.</p> <p>T: Bring back the problems written by students before studying the passage. Have the students try to answer each problem.</p>	<p>class orally.</p> <p>Ss: <u>Experimental Group</u> : Work in group of 3. Try to answer the letter they get, write down and give back to the owner.</p> <p><u>Controlled Group</u> : Have one student stand in front of the class, select some letters, read aloud and all students try to answer orally.</p>	

Daily Lesson Plan

Class : M.S.5

Time : 50 minutes

Content : Passage 6 from Practice in Comprehension (page 26-27)

Teaching Aids : Word Cards, Pictures, Handout sheets

Assumption : Structure-Passive Voice

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Terminal Objective</u></p> <p>After reading the passage, students should be able to answer the questions and do the comprehension exercises.</p>	<p>1.</p> <p>T: (Show the picture of radar. Have the students tell what they know about radar by asking the guided questions below)</p> <p>1. What can you see in this picture?</p> <p>2. Have you ever seen it?</p> <p>3. Where?</p>	<p>Ss: Look at the picture and try to tell about the radar in English or Thai.</p> <p>1. Radar.</p> <p>2. Yes.</p> <p>3. In the movie, ภาพยนตร์</p>	<p>Students answer the questions and do the comprehension exercise.</p>

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Enable Objectives.</u></p> <p>Students should be :</p> <p>1. tell the meaning of the sentence with participial phrase and know how to make this kind of phrase.</p> <p>2. tell the meaning of the following words.</p> <p>- equipment, radar operator, determine</p>	<p>4. What is it used for?</p> <p>5. How can it work? Can you explain?</p> <p>T: (tell the students that they are going to learn about how radar works and its use)</p> <p>Look at the picture on page 26 (passage 6)</p> <p>- What can you see in the first picture?</p> <p>- What does the picture try to show you?</p> <p>- Look at the second picture, what can you see?</p>	<p>Ss: 4. ทาว์ตดู, เครื่องบิน</p> <p>5. No.</p> <p>Ss: - A boy is speaking.</p> <p>- เราได้ยินเสียง เพราะคลื่นเสียงไปกระทบวัตถุแล้วสะท้อนกลับมาเข้าหู</p> <p>- The radar and an airplane.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<ul style="list-style-type: none"> - Where is the wave sent out? - So in this picture radar is used to find.... - Look at the third picture, what can you see? - How is the radar used in this picture? <p>T: From the pictures you can see the example of the use of radar you are going to learn more from the passage. Let's start with some difficult structures.</p> <p>T: (Write some sentences on the board</p> <p>A. Chalk is used to write on the board</p>	<ul style="list-style-type: none"> - From the radar. - an airplane. - ภูเขาน้ำแข็ง, เรือ - ช่วยไม่ให้เรือชนภูเขา น้ำแข็ง 	

Objectives	Procedures		Eavluation
	Teacher (T)	Students (Ss)	
	<p>A pen is used to write on paper</p> <p>We use a pen to write on paper)</p> <p>- What's the difference in sentence A and B?</p> <p>- How do you know?</p> <p>- What's about the verb in sentence A?</p> <p>- So if you see the participle with verb to be in any sentence, you should be careful what the meaning of the sentence is</p>	<p>Ss: - A is passive voice</p> <p>B is active voice</p> <p>- ประธานของประโยค A ถูกกระทำ ประธานของประโยค B เป็นผู้กระทำ</p> <p>- verb to be + V₃</p> <p>- ประธานเป็นผู้ถูกกระทำ</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: (Write some new sentences on the board. Tom has a new pen made in Japan)</p> <ul style="list-style-type: none"> - How many verbs there in this sentence? - What are they? - What should be the main verb? - What is about "made"? - Can you guess the meaning of the sentence? What does it tell you? - So there should be two sentences. What are they? 	<p>Ss: - two</p> <ul style="list-style-type: none"> - has, made - have - (Students can't answer) - Tom มีปากกาด้ามใหม่ ทำในญี่ปุ่น - Tom has a new pencil. A pencil is made in Japan. 	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>(Write the answers on the board)</p> <p>- If you want to put them together to make it shorter, what can you do? You can do that only when the subject of the first sentence and the object of the second sentence are the same. We call this a participial phrase. It is used when we want a shorter sentence.</p> <p>T: Write some sentence on the board, have the student underline the participial phrase and change each phrase into two sentences.</p> <p>a. The boat broken by the storm sank last night.</p>	<p>- ตัดประธานกับ verb to be ในประโยคหลัง</p> <p>Ss: <u>Experimental Group</u> : Students write down the answer. The answered will be checked on the board</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>b. The books written by Mark Twain are always best sellers.</p> <p>c. We found the ring hidden under the bed.</p> <p>d. I often see Tom beaten by his mother.</p> <p>e. Sam, given a lot of work, couldn't go to bed early.</p> <p>T: Next, we are going to study some vocabularies before reading the passage (Hand out a sheet given the meaning of some vocabularies)</p> <p>1. equipment (always singular)</p> <p>Ex. We use some equipment when we want to do an experiment</p>	<p><u>Controlled Group</u> :</p> <p>Students practice the exercise orally.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>such as, test tube, beaker (draw some pictures)</p> <p>2. radar operator (n) - a person who controls the radar.</p> <p>3. determine (v) - to find out.</p> <p>Ex. If we want to know how high the mountain is, we determine its height.</p> <p>Have the students read the definition and example in the sheet and try to guess the meaning, use the word cards for pronunciation.</p>	<p>Ss: Read the definition and example, then try to tell the meaning of the words and practice pronunciation.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>2+3</p> <p>T: Now read the first paragraph only and try to answer the following questions.</p> <p>Radar is a type of scientific equipment used to find objects such as ships or airplanes. Even though the radar operator cannot see the object with his own eyes, he can use the equipment to determine its distance, hight, and speed.</p> <ol style="list-style-type: none"> 1. What is radar? 2. What is the use of radar? 3. Can the radar operator know what the object is? 	<p>Ss: Read the passage and answer the question orally.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Have students practise in describe something by telling what is it and its uses.</p>	<p>Ss: <u>Experimental Group</u> : Write down the description and let the others guess what it is.</p> <p><u>Controlled Group</u> : Play twenty-question game.</p>	
	<p>4.</p> <p>T: (For homework) Have the students look through the whole passage, find the passive voice sentence and participial phrase, then change the participial phrase into sentence.</p>	<p>Ss: <u>Experimental Group</u> : find the passive voice sentence and sentence with the participial phrase, write down on paper</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
		<p>and write the full sentence for participial phrase.</p> <p><u>Controlled Group</u> :</p> <p>find the passive voice sentence and sentence with the participial phrase by only underlining, then change the participial phrase into full sentence but not write down on paper.</p>	

Daily Lesson Plan

Class : M.S.5
 Time : 50 minutes.
 Content : Passage 6 from Practice in Comprehension (paper 26-27)
 Teaching Aids : Word cards, Pictures, Hand out Sheets
 Assumption : Structure - Passive Voice
 - Participial Phrase

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Terminal Objective</u></p> <p>After reading the passage, students should be able to answer the questions and do the comprehension exercises.</p>	<p>1</p> <p>T: Ask the students what they know or remember about radar from the last period.</p> <p>- Can you remember what radar is?</p>	<p>Ss: Students answer orally without opening the book</p> <p>- It is a scientific equipment.</p>	<p>Students answer the questions and do the comprehension exercise.</p>

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Enabling Objectives.</u></p> <p>Students should be able to :</p> <p>1. tell the meaning of the sentence with relative clause and how to make this kind of clause.</p>	<ul style="list-style-type: none"> - What is it used for? - Give some example of the object. - What can radar tell about the objects? <p>T: (Tell the students that they are going to learn more about radar)</p> <p>(Have the homework checked to review the passive voice and participial at first, explain more if some students have any problems)</p>	<ul style="list-style-type: none"> - It is used to find the objects. - Airplane, ship. - It can tell about the distance, the height and speed. 	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
2. tell the meaning of the following words : bounce, pick up, figure out, satellites navigator	<p>T: Before reading the rest of the passage, let's study some structure and vocabularies.</p> <p>Look at the sentence (Write a sentence with relative clause on the board)</p> <p>The police arrested the man who robbed. That house.</p> <p>T: - Who was arrested? - Who arrested him? - Who robbed the house? - Why did the police arrest the man? - So "who" in this sentence is the question word, isn't it?</p>	<p>Ss: - The man. - The police. - The man. - He robbed the house. - No.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<ul style="list-style-type: none"> - Is there any question in this sentence? - What should "who" refer to? - This sentence can be written into two can you help me? <p>(Teacher write the first one for the students)</p> <p>The police arrested the man</p> <p>What should be another one?</p> <ul style="list-style-type: none"> - So if we have two sentences and we went to put them together in one what can we do? 	<p>Ss: - No.</p> <p>- The man.</p> <p>Ss: The man robbed that house.</p> <p>Ss: ดัด One man ใช้ who แทน</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: (Underline one clause) This part of the sentence is called the clause or relative clause. It is used to modify the man that comes before it.</p> <p>Which kind of word can we use to modify noun?</p> <p>T: So we can call it a relative clause or....</p> <p>T: Look at another sentence</p> <p>The American government received a pair of panda which is a kind of chinese bear from Chinese government?</p> <p>- What did the Chinese government do?</p>	<p>Ss: Adjective.</p> <p>Ss: Adjective Clause.</p> <p>Ss: - The Chinese government gave a pair of panda to</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>- What is panda?</p> <p>T: Can you underline the clause in this sentence? Write two sentences.</p> <p>T: (Write some sentences on the board. Have the students make a new sentence with relative clause from two</p> <ol style="list-style-type: none"> 1. Egyptian sphinx represented the god. The god guarded temples and tombs. 	<p>the American government.</p> <p>Ss: - It's a kind of Chinese bear.</p> <p>Ss: Students tell which part the clause is and write 2 sentences.</p> <p>Ss:</p> <p><u>Experimental Group</u> : write down the exercise on paper.</p> <p><u>Controlled Group</u> : Have four students write each sentence</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>2. The elephants is trained in forest working skill. It is needed for their future jobs.</p> <p>3. The Arabian Prince is planning a test to tow Iceberg from the Antarctic. The test would take place next year.</p> <p>4. Condominium is a new kind of building. It is large and spacious but rather expensive.</p> <p>T: Next, let's ^{look} at some new vocabularies in handout sheets</p> <p>1. bounce (v) - spring back</p> <p>Ex : Throw a ball at the wall while saying "The ball</p>	<p>on board. Have all students check the answer together.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>bounces well when I throw it to the wall."</p> <p>2. pick up (v) - receive, get, the opposite of "send out"</p> <p>3. figure out (v) - find out</p> <p>4. satellite (n) - a man-made object that goes around the earth or moon.</p> <p>5. navigator(n) - a person who find the way of a ship or a plane.</p> <p>Have the students find the meaning of the word from the definition.</p>	<p>Ss: Try to guess the meaning.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>2+3</p> <p>T: Have the students read the rest of the passage and do the exercise.</p> <p>We have all heard the echo of our own voices. Echoes are caused by sound waves which hit solid surfaces such as walls, ceiling, or hillsides and then bounce back in the same way as a rubber ball bounces back from the floor or ground. Radar sends out radio waves which act in much the same way. When the waves hit an object such as an airplane, they bounce back and are picked up by the receiving part of the radea. The radar set uses</p>	<p>Ss: <u>Experimental Group</u> :</p> <p>do the exercise in group of 3 (True or False)</p> <p><u>Controlled Group</u> :</p> <p>do the exercise in group of 3 (Match the related statements and write down.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>the speed of the waves to figure out how far away the object is. This is how radar workd.</p> <p>Radar is used in many places. It is used at airports to help control airplane traffic. Space centres use it to follow satellites. Navigators on ships and planes use it to help them find their way. Radar is also used to follow the paths of storms. A simple form of radar is used by the police to help them catch cars and trucks which are speeding.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Put T in front of the true statements and F in front of the false ones.</u></p> <ol style="list-style-type: none"> 1. Echoes are caused by sound waves. 2. Sound waves travel over and around the solid surfaces which they meet. 3. Receivers are used to send out radio waves. 4. Sound waves come back from a wall in much the same way a ball bounces back from the ground. 5. A radar operator knows how fast the sound waves travel from his machine. 6. A radar operator can tell only how far away an object is from his machine. 		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>7. Radar is used to help keep planes from running into one another in the dark or in bad weather.</p> <p>8. Space centres use radar to find navigators.</p> <p>9. Radar helps the weatherman tell where there is likely to be a storm.</p> <p>10. Policemen use radar to catch cars and trucks which are driven too fast.</p>		

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Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>Match the statements under Y with those under X.</p> <p style="text-align: center;">X Y</p> <p>1. Radar operators a. and helps use rader to weathermen tell find the where it is location of likely to storm. objects such as b. is used by ships or radar to tell airplanes how far away</p> <p>2. Echoes are an object is. caused by sound c. to catch cars waves which come and trucks back from the which are wall driven too fast.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>3. The speed of radio waves</p> <p>4. Radar acts in a similar way to echoes</p> <p>5. Radar can be used to help ships and planes reach their destination</p> <p>6. Policemen use radar</p>	<p>d. even though they cannot see the objects with their own eyes.</p> <p>e. caused by sound waves which hit a wall and bounce back in the direction from which they came.</p> <p>f. in the same way a rubber ball</p>	

Objectvies	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>bounces back from the floor or ground.</p> <p>4.</p> <p>T: Have the students find the answer for the following question (homework)</p> <ol style="list-style-type: none"> 1. What are the other uses of radar? 2. How is radar used in our country? 	<p>Ss: <u>Experimental Group</u> :</p> <p>Write 4 or 5 sentences for the answer.</p> <p><u>Controlled Group</u> :</p> <p>Have the students answer orally.</p>	

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Daily Lesson Plan

Class : M.S.5

Time : 2 period

Content : Passage 12 from Practice in Comprehension p. 63

Assumptino : Present simple tense, sequence markers such as after, before, then next, etc.

Aids : Worksheets

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
<p><u>Terminal Objective.</u></p> <p>After reading the passage students should be able to give instruction in doing something.</p>	<p>1+2</p> <p>T: (Change the passage into a strip story, have the students try to reorder it sequencely)</p> <p>T: What is the passage about?</p> <p>How do you know which comes first or after?</p>	<p>Ss: Do the activity in group of four.</p> <p>Ss: How to be safe from quicksand.</p> <p>Ss: Look at the words like first, then, next.</p>	<p>Students give instruction in doing something</p>

Objectives	Procedures		Evaluation
	Teacher (T)	Student (Ss)	
	<p>T: Tell the students that they are going to learn an instruction how to free yourself from quicksand.</p> <p>T: Ask the students to give instruction in crossing the road safely. Write the sentences on the board,</p> <p>T: What kind of sentence can we use in the instruction?</p> <p>T: We call it "imperative sentence"</p> <p>T: Which word can you put in front of the sentence to tell the order? (Have the students try to tell as many world as he can)</p>	<p>Ss: Look on the left. Look on the right. Make sure there is no car coming near, Cross the road.</p> <p>Ss: A sentence begins with infinitive</p> <p>Ss: First, next, after that, before, after then, finally</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Before reading, have the students study the vocabularies in the sheets. <u>Vocabularies.</u></p> <p>1. stay calm (v) - don't be excited, not showing fear</p> <p><u>Ex.</u> Tina was frightened when she saw a thief near her house last night but she <u>stayed calm</u> and telephone the police.</p> <p>2. warn (v) - tell someone of something bad that may happen or of how to prevent something bad from happening.</p>	<p>Ss: Study the vocabularies and do the exercise.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Ex.</u> He <u>warns</u> me not to go near the horse because it kicks.</p> <p>My father <u>warns</u> me to look carefully before crossing the road.</p> <p>3. get rid of (v) - throw away</p> <p><u>Ex.</u> That coat is very old, you can't wear it so <u>get rid of</u> it to make your room tidy.</p> <p>4. get a support (v) - to get something to help</p> <p><u>Ex.</u> He is very old and strong so he has to <u>get a support</u> which walking by using a stick.</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Complete the sentence with the words you have studied.</u></p> <ol style="list-style-type: none"> 1. She:...her little son not to swim far because it is danger. 2. She....when she saw a snake because she know it does not bite. 3. She....when going upstairs because her leg is broken. 4. She....that glass because it's broken. <p>3.</p> <p>T: Have the students tell what they should do if they step on quicksand by not looking at the passage.</p>	<p>Ss: Try to give the answer orally.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>T: Have the students read the passage and do the exercise.</p> <p>Quicksand is sand which readily sinks under any weight or pressure. It has trapped and taken the lives of many people who have unknowingly stepped into it. You cannot tell whether sand is "quick" by just looking at it. However, if you do find yourself sinking into "quicksand", you might save your own life if you follow these helpful rules:</p> <p>First, stay calm and think. This is the most important rule.</p> <p>If you have friends nearby, warn</p>	<p>Ss: Read the passage in group of 3.</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>them of the quicksand.</p> <p>Then, get rid of anything you are carrying, whether it is a fishing rod, a gun, or anything else, and try to throw them away from the quicksand area.</p> <p>Next, fall backwards as gently as possible as if you were swimming on your back in water. Then as you float, begin to free your legs slowly, one at a time.</p> <p>After that, swim to the closest firm ground. Stop to rest often.</p> <p>If you have a friend with you, ask him to get a support to help pull you</p>		

Objecitves	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>out of the quicksand.</p> <p>Learn the danger signs that tell you where quicksand bogs may be found. Know the rules for freeing yourself in case you get trapped, and tell your friends about quicksand too, so that they can free themselves if this kind of emergency arises.</p> <p><u>Comprehension exercises</u></p> <p><u>Rearrange the pictures below in correct order</u></p>		

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a



b



c



d



e



f



g

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p><u>Complete the sentences with the suitable words from the passage.</u></p> <p>If you get stuck in quicksand, you</p> <p>¹....follow the rules below.</p> <p>²....,try to keep calm and think.</p> <p>³....you have a friend with you, tell him to stay clear.⁴...the quicksand area. If you are carrying something,</p> <p>⁵....it to your friend.⁶, try to swim.⁷....your back to get to hard ground. Stop to rest often. If your friend is with you, ask him to get something to pull you.⁸...with.</p> <p>In the future, don't go near quicksand areas and tell your friend.⁹....</p>		

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
	<p>to free himself when he is¹⁰ in quicksand.</p> <p>4.</p> <p>T: Have the student give an instruction in doing something.</p>	<p>Ss: <u>Experimental Group</u> :</p> <p>Have students do pair work write an instruction down, change it with their friends and try to follow the instruction.</p> <p><u>Controlled Group</u> :</p> <p>Have students do pair work, give an instructon in short</p>	

Objectives	Procedures		Evaluation
	Teacher (T)	Students (Ss)	
		orally and let their friends follow the instruction.	

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ภาคผนวก ข

แบบสอบวัดความสามารถ

ในการอ่านภาษาอังกฤษเพื่อความเข้าใจ



ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบวัดความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจ (อ 534)

คำชี้แจง แบบสอบถามมีทั้งหมด 35 ข้อ

ให้ทำในกระดาษคำตอบทุกข้อ

เวลาที่ใช้ 1 ชั่วโมง 30 นาที คะแนน 35 คะแนน

I. Choose the best word to complete each blank

A. so / sleep / special / see / turns on / fly / inside

If you go into the forest at night, you will hear many animals moving around, calling and hunting. But you can't (1)_____ them because your eyes do not have (2)_____ cells which magnify light from the moon and stars. But more than sixty per cent of all mammals have these cells. These mammals (3)_____ during the day and hunt for food at night.

But how can you watch the night animals? Some zoos have special houses where they keep night animals. The houses have red lights (4)_____ to use during the day. The animal can't see the red lights (5)_____ they think it is night. But you can see the animals run and (6)_____ in the trees and over the rocks. After you go home, the zoo (7)_____ white lights inside the houses, the animals think it is day and they sleep.

B. singer / speak / unable / however / sang / night / disliked / other / sleep

Joe and Helen Mills had two small children. One of them was six, and the (8)_____ was four. They always (9)_____ going to bed. Joe did not come home from work until after they had gone to bed so

he was (10)_____ to help except at week-ends.

Joe considered himself a good (11)_____, but really his voice was not musical. (12)_____, he decided that, if he (13)_____ to the children when they went to bed, it would help them easily go to (14)_____

He did this every Saturday and Monday (15)_____ until he heard his small son (16)_____ softly to his younger sister, "If you pretend that you're asleep, he stops."

II. Read the passage and choose the best answer

A. When Evelyn First began to do so many things, she did not know where she should be, and when. It was then that she bought a calendar and made a schedule. After that, doing all the activities at the right time was easy. Next, she made a chart as to the times when certain plants were to be planted in the garden. The final schedule that she made was for her vacation because she knew that everyone needs a rest from work at least once a year.

17. Why did Evelyn decide to get a calendar and make a schedule ?
- Her garden was not planted.
 - She was always late for her meetings
 - She had not enough time to don everything
 - She can't do her activities at the right time
18. What was the last thing that Evelyn made in her schedul ?
- Her vacation.
 - All of her meetings
 - All of her activities
 - Her garden plantings

19. What did Evelyn buy before she made her schedule ?

- a. A chart
- b. A clock
- c. A calendar
- d. Seeds for planting

B. Born in 1862, Prince Damrong Rachanupab became the Minister of Interior in 1892. After that, he travelled to all the provinces and many villages in Thailand. He thought that people themselves should choose their leaders. So, he told people in every village to choose a leader, and the government also helped them.

While Prince Damrong was travelling, he looked for old things. He got a lot of them. Later, the King gave him a big building in order to keep many old things. Then, it became Thailand's biggest museum. Because of this, he was called the father of Thai History.

20. When did Prince Damrong become the minister ?

- a. In 1862
- b. In 1892
- c. When he travelled a lot
- d. After he travelled to all provinces

21. How old was the prince when he become a minister ?

- a. 25
- b. 30
- c. 40
- d. 54

22. Who should choose the leader ?
- The King
 - The Prince
 - The people
 - The government
23. What is the museum ?
- A big building
 - A big old place
 - A place to keep old things
 - A place to look for old things
24. Why did Prince Damrong become the Father of Thai History ?
- He travelled a lot
 - He built a museum
 - The people chose him
 - He was interested in keeping old things

C. Do you wonder how the Eskimos were able to live in the Arctic? They needed special ways of getting their food, clothing and housing.

Very few plants grow in the arctic. To get food, the Eskimos hunted and fished. They hunted polar bears, seals and whales. During the short time of the year, they hunted reindeer and sea birds and they fished for salmon.

In the winter, some Eskimos built igloos made of snow blocks. These snow houses protected them from the wind. To keep an igloo warm, they used a stone lamp. They burned blubber-the fat of sea animals-for fuel. In the summer, the Eskimos lived in the tents made of animal skins.

The Eskimos needed clothes that were warm and kept out wind and water. They made their clothes from animal skins. An Eskimos woman had an extra-large coat so she could carry her baby on her back beneath it.

25. "blubbler" means...
- a. a stone lamp
 - b. a kind of animals
 - c. the animal skins
 - d. the fat of sea animals
26. Which is not true ?
- a. Igloos were Eskimos houses.
 - b. Igloos were made of snow blocks
 - c. Igloos kept Eskimos from the wind
 - d. The Eskimos lived in igloos all the year
27. The Eskimos mostly eat...
- a. plants
 - b. plants and fish
 - c. meat and fish
 - d. plants and meat
28. Which is not true ?
- a. The Eskimos had to wear thick clothes.
 - b. The Eskimos' winter houses are made of snow.
 - c. The Eskimos could hunt reindeer and sea birds all the year.
 - d. There were not many plants in the place where the Eskimos live

29. Paragraph 4 tells about...
- a. The Eskimos' clothes.
 - b. The Use of animal skins
 - c. How an Eskimo woman carry her baby
 - d. An Eskimo woman's extra-large coat
30. The main idea of the passage is...
- a. The Eskimos hunted and fished for food
 - b. The Eskimos live in igloos.
 - c. The Eskimos have special ways of getting food, housing and clothing
 - d. The Eskimos hunted and fished for food, built snow houses and wore thick clothes.

D. Some years ago there lived an old man whose best friend was a little dog. Nobody ever saw him without his dog.

One day this man went on a journey across the sea. Not wanting to miss his friend, he took his dog along on board. The day was fine, the sun was shining and the sea moved calmly. While the old man was watching the sea, the little dog was exploring the where some sailors were working. Suddenly, one of the sailors accidentally pushed the dog into the sea. Terrified, the old man ran up to the captain, shook his head and said, "I'm very sorry, sir, but I'm allowed to stop the ship only if a passenger has fallen overboard."

The old man, who cared so much for his little dog, wasted no time in thinking, jumped overboard after the dog. Now, both were swimming in the water. The old man was calling for help and the dog was barking. And the captain had no choice but to stop the engine and to save both his passenger and his little four-legged friend.

31. The old man took his dog on the journey because...
- he did not want to be separated from his dog.
 - nobody would take care of the dog while he was away
 - he would not return to his home
 - The dog came after him to the ship
32. During the journey on the ship...
- The sky was cloudy and it was raining
 - a strong wind was blowing
 - a storm was coming
 - The sea was quiet
33. The dog was...
- pushed overboard into the sea by the captain
 - pushed into the water accidentally
 - pushed into the water by the old man
 - thrown overboard by a sailor
34. The captain...
- was a kind and helpful person
 - liked animals and he stopped the ship at once
 - refused to stop the ship
 - told the old man to jump after the dog
35. The old man jumped overboard in order to...
- help his dog by himself
 - run away with his dog
 - enjoy swimming with his dog
 - force the captain to stop the ship.



ภาคผนวก ค

รายละเอียดการคำนวณ

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ตารางที่ 3 ตารางวิเคราะห์ระดับความยาก (P) และอำนาจจำแนก (D) ของแบบสอบ

วัดความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจ ฉบับทดลอง

ใช้ครั้งที่ 1

ข้อที่	R _U	R _L	P	D	ข้อที่	R _U	R _L	P	D
1	10	7	0.60	0.21	21	11	10	0.75	0.78
2	4	0	0.17	0.35*	22	11	9	0.71	0.14*
3	8	1	0.32	0.50	23	8	4	0.42	0.28
4	5	1	0.21	0.28	24	11	7	0.64	0.28
5	9	3	0.42	0.42	25	10	7	0.60	0.21
6	6	6	0.42	0 *	26	6	3	0.32	0.21
7	5	2	0.25	0.21*	27	7	2	0.32	0.35
8	13	8	0.75	0.33	28	8	4	0.42	0.28
9	12	1	0.46	0.78	29	12	5	0.60	0.50
10	5	2	0.25	0.21*	30	8	2	0.35	0.42
11	13	9	0.78	0.28	31	7	3	0.35	0.28
12	13	2	0.53	0.64	32	10	7	0.60	0.21
13	7	2	0.32	0.35	33	7	3	0.35	0.28
14	9	3	0.42	0.42	34	8	3	0.39	0.21
15	13	7	0.71	0.42	35	7	4	0.82	0.21
16	12	2	0.5	0.71	36	13	10	0.53	0.21
17	12	1	0.46	0.78	37	9	6	0.71	0.57
18	10	6	0.57	0.28	38	14	6	0.42	0.57
19	8	2	0.35	0.42	39	10	2	0.32	0.21
20	9	2	0.39	0.50	40	6	3	0.32	0.21

* คือข้อที่คัดออกเพราะมีระดับความยาก และอำนาจจำแนกต่ำ

ตัวอย่างการคำนวณ

การวิเคราะห์ระดับความยาก (level of difficulty) และอำนาจจำแนก (power of discrimination) ของข้อ 1 ของแบบสอบ

หาระดับความยาก

สูตร
$$P = \frac{R_U + R_L}{2f}$$

$$R_U = 10$$

$$R_L = 3$$

$$f = 14$$

แทนค่า
$$P = \frac{10 + 3}{28}$$

$$= 0.60$$

หาค่าอำนาจจำแนก

สูตร
$$D = \frac{R_U - R_L}{f}$$

$$R_U = 10$$

$$R_L = 3$$

$$f = 14$$

แทนค่า
$$D = \frac{10 - 3}{14}$$

$$= 0.21$$

ตารางที่ 4 ตารางแสดงค่า p และ q ของแบบสอบวัดความสามารถในการอ่านภาษาอังกฤษ
เพื่อความเข้าใจ เป็นรายข้อ ฉบับทดลองใช้ครั้งที่ 1

ข้อที่	p	q	pq	ข้อที่	p	q	pq
1	0.45	0.55	0.25	21	0.80	0.20	0.16
2	0.17	0.83	0.14	22	0.62	0.38	0.24
3	0.30	0.70	0.21	23	0.30	0.70	0.21
4	0.22	0.88	0.19	24	0.28	0.72	0.26
5	0.37	0.63	0.23	25	0.47	0.53	0.25
6	0.40	0.60	0.24	26	0.30	0.70	0.21
7	0.22	0.88	0.19	27	0.27	0.73	0.20
8	0.62	0.38	0.23	28	0.40	0.60	0.24
9	0.40	0.60	0.24	29	0.22	0.78	0.17
10	0.25	0.75	0.19	30	0.25	0.75	0.19
11	0.65	0.35	0.23	31	0.42	0.58	0.24
12	0.45	0.55	0.25	32	0.47	0.53	0.25
13	0.20	0.80	0.16	33	0.45	0.55	0.25
14	0.45	0.55	0.25	34	0.37	0.62	0.23
15	0.25	0.75	0.19	35	0.82	0.18	0.15
16	0.47	0.53	0.25	36	0.70	0.30	0.21
17	0.37	0.63	0.23	37	0.32	0.68	0.22
18	0.30	0.70	0.21	38	0.60	0.40	0.24
19	0.27	0.73	0.20	39	0.40	0.60	0.24
20	0.40	0.60	0.24	40	0.30	0.70	0.21
				$\Sigma pq = 8.63$			

ตัวอย่างการคำนวณ

การวิเคราะห์หาค่าความเที่ยง (Reliability) ของแบบสอบ

ค่ามัชฌิม เลขคณิต (\bar{X})

$$\text{สูตร } \bar{X} = \frac{\sum fX}{N}$$

$$\sum fX = 685$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า } \bar{X} &= \frac{685}{40} \\ &= 17.12 \end{aligned}$$

ส่วนเบี่ยงเบนมาตรฐาน (S_x)

$$\begin{aligned} \text{สูตร } S_x &= \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2} \\ &= \sqrt{\frac{12940}{40} - \left(\frac{685}{40}\right)^2} \\ &= \sqrt{323.50 - 293.27} \\ &= \sqrt{30.23} \\ &= 5.49 \end{aligned}$$

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ค่าความเที่ยง (r_{xx})

$$\text{สูตร } K - R_{20} : r_{xx} = \frac{n}{n-1} \left[1 - \frac{\sum pq}{S_x^2} \right]$$

$$n = 40$$

$$\sum pq = 8.63$$

$$S_x^2 = 30.23$$

$$\begin{aligned} \text{แทนค่า } r_{xx} &= \frac{40}{40-1} \left[1 - \frac{8.63}{30.23} \right] \\ &= 1.03 \times 0.71 \\ &= 0.73 \end{aligned}$$

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ตารางที่ 5 ตารางวิเคราะห์ระดับความยาก (P) และอำนาจจำแนก (D) ของแบบสอบ
วัดความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจเป็นรายข้อ ฉบับ
ทดลองใช้ครั้งที่ 2

ข้อที่	R _U	R _L	P	D	ข้อที่	R _U	R _L	P	D
1	6	3	0.32	0.21	19	9	6	0.54	0.21
2	8	1	0.32	0.50	20	9	6	0.54	0.21
3	8	2	0.36	0.43	21	11	2	0.46	0.64
4	6	2	0.29	0.29	22	8	5	0.46	0.21
5	7	2	0.32	0.36	23	6	3	0.32	0.21
6	12	7	0.68	0.36	24	11	1	0.43	0.71
7	8	1	0.32	0.50	25	11	7	0.64	0.29
8	9	3	0.43	0.43	26	8	5	0.46	0.21
9	8	1	0.32	0.50	27	10	7	0.61	0.21
10	7	2	0.32	0.36	28	6	2	0.29	0.29
11	12	8	0.71	0.29	29	8	3	0.39	0.36
12	12	2	0.50	0.71	30	10	4	0.50	0.43
13	11	1	0.43	0.71	31	11	8	0.68	0.21
14	11	4	0.54	0.50	32	6	1	0.25	0.36
15	10	1	0.39	0.64	33	11	6	0.61	0.36
16	7	4	0.39	0.21	34	12	5	0.61	0.50
17	12	8	0.71	0.29	35	10	2	0.43	0.57
18	7	3	0.36	0.29					

ตัวอย่างการคำนวณ

การวิเคราะห์ระดับความยาก (level of difficulty) และ อำนาจจำแนก (power of discrimination) ของข้อ 1 ของแบบสอบ

หาระดับความยาก

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

$$R_U = 6$$

$$R_L = 3$$

$$f = 14$$

$$\begin{aligned} \text{แทนค่า } P &= \frac{6 + 3}{28} \\ &= 0.32 \end{aligned}$$

หาอำนาจจำแนก

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

$$R_U = 6$$

$$R_L = 3$$

$$f = 14$$

$$\text{แทนค่า } D = \frac{6 - 3}{14}$$

$$= 0.21$$

ตารางที่ 6 ตารางแสดงค่า p และ q ของแบบสอบวัดความสามารถในการอ่านภาษาอังกฤษ
เพื่อความเข้าใจ เป็นรายข้อ ฉบับทดลองใช้ครั้งที่ 2

ข้อที่	p	q	pq	ข้อที่	p	q	pq
1	0.32	0.68	0.22	19	0.47	0.53	0.25
2	0.25	0.75	0.19	20	0.85	0.15	0.13
3	0.30	0.70	0.21	21	0.50	0.50	0.25
4	0.30	0.70	0.21	22	0.50	0.50	0.25
5	0.27	0.73	0.20	23	0.22	0.78	0.17
6	0.75	0.25	0.19	24	0.40	0.60	0.24
7	0.40	0.60	0.24	25	0.22	0.78	0.17
8	0.47	0.53	0.25	26	0.35	0.65	0.23
9	0.22	0.78	0.17	27	0.45	0.55	0.25
10	0.27	0.73	0.20	28	0.22	0.78	0.17
11	0.70	0.30	0.21	29	0.27	0.73	0.20
12	0.82	0.18	0.15	30	0.57	0.43	0.25
13	0.35	0.65	0.23	31	0.65	0.35	0.23
14	0.50	0.50	0.25	32	0.30	0.70	0.21
15	0.40	0.60	0.24	33	0.62	0.38	0.24
16	0.35	0.65	0.23	34	0.70	0.30	0.21
17	0.67	0.33	0.22	35	0.62	0.38	0.24
18	0.32	0.68	0.22				
				$\Sigma pq = 7.52$			

ตัวอย่างการคำนวณ

การวิเคราะห์หาค่าความเที่ยง (Reliability) ของแบบสอบ

ค่ามัธยิม เลขคณิต (\bar{X})

$$\text{สูตร} \quad \bar{X} = \frac{\sum fX}{N}$$

$$\sum fX = 639$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า} \quad \bar{X} &= \frac{639}{40} \\ &= 15.98 \end{aligned}$$

ส่วนเบี่ยงเบนมาตรฐาน (S_x)

$$\text{สูตร} \quad S_x = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$\begin{aligned} \text{แทนค่า} \quad S_x &= \sqrt{\frac{11455}{40} - \left(\frac{639}{40}\right)^2} \\ &= \sqrt{286.38 - 255.36} \\ &= \sqrt{31.02} \\ &= 5.57 \end{aligned}$$

ค่าความเที่ยง (Reliability)

$$\text{สูตร} \quad K - R_{20} : r_{xx} = \frac{n}{n-1} \left[1 - \frac{\sum pq}{S_x^2} \right]$$

$$n = 35$$

$$\sum pq = 7.52$$

$$S_x^2 = 31.02$$

$$\begin{aligned}\text{แทนค่า } r_{xx} &= \frac{35}{35-1} \left[1 - \frac{7.52}{31.02} \right] \\ &= 1.03 \times 0.76 \\ &= 0.78\end{aligned}$$



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ตารางที่ 7 ตารางแสดงผลการสอบวัดความฉลาดในการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ของนักเรียนกลุ่มทดลอง เรียงจากสูงไปต่ำ

คนที่	คะแนน	คนที่	คะแนน
1	33	21	18
2	31	22	18
3	30	23	17
4	28	24	17
5	28	25	17
6	26	26	17
7	25	27	16
8	25	28	16
9	24	29	15
10	22	30	15
11	22	31	15
12	22	32	15
13	21	33	15
14	21	34	14
15	20	35	14
16	20	36	14
17	20	37	13
18	19	38	12
19	19	39	10
20	19	40	8

ตารางที่ 8 ตารางแสดงผลการสอบวัดความสามารถในการอ่านเพื่อความเข้าใจของนักเรียน
กลุ่มควบคุม เรื่องจากสูงไปต่ำ

คนที่	คะแนน	คนที่	คะแนน
1	31	21	17
2	30	22	16
3	27	23	16
4	27	24	16
5	26	25	16
6	25	26	15
7	24	27	15
8	24	28	14
9	22	29	14
10	22	30	14
11	20	31	13
12	20	32	13
13	20	33	13
14	19	34	13
15	19	35	12
16	18	36	12
17	18	37	11
18	18	38	11
19	17	39	10
20	17	40	9

การวิเคราะห์ผลของการวิจัย

1. ค่ามัชฌิม เลขคณิตของคะแนนของกลุ่มทดลอง

$$\text{สูตร} \quad \bar{X} = \frac{\sum fX_1}{N}$$

$$\sum fX_1 = 771$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า} \quad \bar{X}_1 &= \frac{771}{40} \\ &= 19.28 \end{aligned}$$

2. ค่ามัชฌิม เลขคณิตของคะแนนของกลุ่มควบคุม

$$\text{สูตร} \quad \bar{X} = \frac{\sum fX_2}{N}$$

$$\sum fX_2 = 714$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า} \quad \bar{X}_2 &= \frac{714}{40} \\ &= 17.85 \end{aligned}$$

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3. ส่วนเบี่ยงเบนมาตรฐานของคะแนนของกลุ่มทดลอง

$$\text{สูตร} \quad S_{x_1} = \sqrt{\frac{\sum fX_1^2}{N} - \left(\frac{\sum fX_1}{N}\right)^2}$$

$$\sum fX_1^2 = 16143$$

$$\sum fX_1 = 771$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า} \quad S_{x_1} &= \sqrt{\frac{16143}{40} - \left(\frac{771}{40}\right)^2} \\ &= \sqrt{403.58 - 371.72} \\ &= \sqrt{31.86} \\ &= 5.64 \end{aligned}$$

4. ส่วนเบี่ยงเบนมาตรฐานของคะแนนของกลุ่มควบคุม

$$\text{สูตร} \quad S_{x_2} = \sqrt{\frac{\sum fX_2^2}{N} - \left(\frac{\sum fX_2}{N}\right)^2}$$

$$\sum fX_2^2 = 13950$$

$$\sum fX_2 = 714$$

$$N = 40$$

$$\begin{aligned} \text{แทนค่า} \quad S_{x_2} &= \sqrt{\frac{13950}{40} - \left(\frac{714}{40}\right)^2} \\ &= \sqrt{348.75 - 318.62} \\ &= \sqrt{30.13} \\ &= 5.49 \end{aligned}$$

5. ค่า t เพื่อเปรียบเทียบค่ามัธยฐาน เลขคณิตของคะแนนเฉลี่ยของกลุ่มทดลองและ
กลุ่มควบคุม

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

$$\begin{aligned} \text{แทนค่า} \quad t &= \frac{19.28 - 17.85}{\sqrt{\frac{(40-1)(5.64)^2 + (40-1)(5.49)^2}{40+40-2} \left(\frac{1}{40} + \frac{1}{40} \right)}} \\ &= \frac{1.15}{\sqrt{\frac{1240.59 + 1175.46 \times \frac{1}{20}}{78}}} \\ &= \frac{1.43}{1.24} \\ t &= 1.15 \end{aligned}$$

ค่า t จากตารางที่ขึ้นของความเป็นอิสระ $2n-2=78$ ณ ระดับความมีนัยสำคัญ
0.05 เป็น 1.96 ซึ่งสูงกว่าค่า t ที่ได้จากการคำนวณ แสดงว่า คะแนนเฉลี่ยของกลุ่มทดลอง
และกลุ่มควบคุมไม่แตกต่างกันอย่างมีนัยสำคัญที่ระดับความมีนัยสำคัญ 0.05

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ภาคผนวก ง
รายนามผู้ทรงคุณวุฒิ

ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

รายนามผู้ทรงคุณวุฒิ

- | | |
|--------------------------------|--|
| 1. อาจารย์ พรทิพย์ ศรีบุญเรือง | รองหัวหน้าหมวดภาษาอังกฤษ
โรงเรียนโนนไทยครูอุปถัมภ์
อำเภอโนนไทย จังหวัดนครราชสีมา |
| 2. อาจารย์ มยุรี กลิ่นศรีสุข | อาจารย์สอนภาษาอังกฤษ
โรงเรียนบุญวัฒนา อำเภอเมือง
จังหวัดนครราชสีมา |

ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ประวัติผู้เขียน

นางสาวปัทมาภรณ์ นิยมไทย เกิดเมื่อวันที่ 25 กรกฎาคม 2499 จบการศึกษา
 ศิลปศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ จากคณะมนุษยศาสตร์ มหาวิทยาลัย เชียงใหม่
 เมื่อปี พ.ศ. 2522 เข้าศึกษาต่อระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ ที่
 ภาควิชามัธยมศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย เมื่อปี พ.ศ. 2526 ปัจจุบัน
 ดำรงตำแหน่งอาจารย์ 1 ระดับ 4 โรงเรียนโนนไทยคุรุอุปถัมภ์ อ.โนนไทย จังหวัดนครราชสีมา



ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย